

**FACTORS INFLUENCING URBAN REFUGEE YOUTH ACCESS TO
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
PROGRAMMES IN NAIROBI COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research project is in memory of my late mother Sophia Kemunto.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRSR	Convention related to the status of refugees
DAFI	Albert-Einstein German Academic Refugee initiative (German translated to English)
DRA	Department of Refugee Affairs
EFA	Education for All
FPE	Free Primary Education
IRC	International Rescue Committee
KASNEB	Kenya Accountants and Secretaries National Examinations Board
KCPE	Kenyan Certificate for Primary Education
KCSE	Kenyan Certificate for Secondary Education
KNEC	Kenya National Examination Council
KNYP	Kenya National Youth Policy
MDGs	Millennium Development Goals (set by United Nations)
MoE	Ministry of Education
MoHEST	Ministry of Higher Education, Science and Technology
MoLHRD	Ministry of Labor and Human Resources Development
MRC	Mandate for Refugee Certificate
PDES	Policy Development Evaluation Services
RC	Refugee Certificate
RCK	Refugee Consortium for Kenya
SPSS	Statistical Package for Social Sciences

TVET	Technical Vocational Educational and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
URPN	Urban Refugee Protection Network
URY	Urban Refugee Youth

ABSTRACT

The purpose of this study was to investigate factors influencing urban refugee youth access to Technical Vocational Education and Training (TVET) programmes in Nairobi County, Kenya. The study was guided by the following research objectives: to determine the extent to which admission requirements influenced urban youth refugees access to TVET programmes, to determine how refugee youth's attitude and personality influenced urban refugees access to TVET programmes, to determine the extent to which parental income influenced urban refugees access to TVET programmes and to examine the extent to which TVET implementing partners influenced urban refugee youth access to TVET programmes in Nairobi County, Kenyan. The study employed a survey research design. The study sample comprised of three refugee centers, three public Technical institutes, four refugee TVET implementing partners, 81 post-secondary youth, 56 TVET instructors, and four TVET implementing partners' coordinators. Data was collected using questionnaires and an interview guide. Pilot testing was carried out on 2 TVET implementing partner coordinators, 9 refugee youth and 7 tutors. Questionnaires were used to determine the validity, reliability. The scores from the questionnaires for the refugee youth were correlated using Pearson's Product Moment Correlation Coefficient yielding a reliability index of 0.756 refugee youth questionnaires and 0.7 for the tutors' questionnaires. Quantitative data was analyzed using descriptive analysis and presented using tables. Qualitative data was analyzed and categorized into themes and presented in pros form. Findings were: most of the refugee youth had academic certificates required to qualify TVET admission and English Language was a major barrier to the access. The youth had a positive attitude towards TVET programmes. Refugee parents/guardians were unable to raise TVET fees dues to unsustainable income generating activities. TVET implementing partners sponsored a limited number of youth per year (180), a figure that was not commensurable with the refugee population in Nairobi. Recommendations were that MoHEST need to structure a system of enrolling refugee youth in TVET and trucking graduates, waive fees and offer free foreign academic document translation for refugee youth to increase access to the TVET programmes. TVET Principals need to plan for English classes for non-English speaking refugees. The TVET implementing partners need to come up with a policy that supports completion of highest basic education level as the minimum TVET entry for urban refugee youth. Parents need to work closely with TVET implementing partners in raising fees and providing training materials. They also need to encourage the refugee youth to seek for refugee mandate in order to access TVET sponsorship by UNHCR. Finally, the refugee youth should be allowed to stay in Nairobi for study purpose and not business.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Technical Vocational Education and Training (TVET) has emerged as one of the most effective human resource development strategies in the society. The refugees' host countries need to embrace this order to develop and utilize their potential in the technical workforce for rapid industrialization and national development. It is evident that refugee youth who have gone through TVET can be made agents of great change in the society rather than those who attained basic education only.

Since the end of Second World War, Education in Emergencies' stakeholders have aimed at offering quality learning opportunities for all ages in crises contexts. Their efforts of providing physical, psychosocial, cognitive protection, and education and training has sustained, saved, and changed lives to this day, United nations High commissioner for refugees (UNHCR), (2010). The belief in the power and necessity of education amidst conflict by United Nations High Commissioner for Refugees (UNHCR), refugee education has become more common and coherent from early childhood education to post-secondary education and training globally (UNHCR, 2011). By the collaboration on UNHCR and non-governmental organizations (NGOs) such as Save the Children under article 22 of the 1951 convention relating to refugee status, sustainability of education and training in emergencies has been achieved (UNHCR, 2011).

Amidst economical challenges such as limited funds for putting up temporal schools, teacher training, certification and employment, and inadequate teaching and learning materials between 1960 and 1980, education in emergencies continued through the involvement of the host communities who created their own primary schools and learning programmes (UNHCR, 2011).

While the basic education in emergency situations took this form, Post-secondary education where TVET is included was overlooked due to lack of economical resources (UNHCR, 1997). The youth's education remained an individual's responsibility despite the introduction of post-secondary education scholarships for refugees in 1966 by the Albert-Einstein German Academic Refugee initiative (DAFI), Rosenberg (2012). The limited number focused upon one thousand two hundred youth (1200) per year worldwide. This meant to low access for post-secondary training which comprised of 1200 chances in 1982 to 3, 950 in 1987- , UNHCR (2011).

Since the beginning of education in emergencies implementation, UNHCR (2010) observed that access to education and training in emergencies in a global perspective is not uniformly addressed and thus faced many challenges despite the efforts made. A World Bank report (2012) states that funding for TVET programs are scarce however a broad commitment to Education for All (EFA) goals exists. Consequently, the World Bank decreased funding TVET by forty percent (40%) from the 1980's to the 1990's. Instead of TVET support the World Bank reallocated funding into basic education in support of EFA goals. In Iran, Ebadi (2008) observed that lack of economical resources

influenced access to education and training negatively for Afghan refugees. At first they were able to exercise the right to education before voluntary repatriation in 2002 to Afghanistan but later on the refugees who remained in Iran were methodically denied access to education by being denied tuition fee. In addition, parents assigned children and youth parental duties for family income generation. In Nepal the government refused to issue refugee identity certificates necessary for education financial support to Tibetans. This included refugee youth and children born in Nepal and who have been residing in the country for decades (Mathur, 2011).

In Thailand Pimba (2007) observed that refugee students in TVET programme had choices to make despite training support given by humanitarian groups. The students' key choice criteria were good learning environments, high academic standards, reputation of the institution and quality certified programmes. In Tanzania, Obura (2000) observed admission challenges that faced the refugee education and training in 1975. Refugees from Burundi, Rwanda and Zaire in Tanzania were integrated into the national education system where Kiswahili was the main language of instruction and thus a challenge to most refugees. Later on the refugees were relocated into the refugee camps where education and training was not as standardized as it was before. In Kenya, Mulinge (2012) observed that the language factor that affected access to basic education also affected refugee youth access to post-secondary education and training.

Admission requirements such as language of instruction and academic documents that influence urban refugee youth access to TVET programmes have been addressed in various ways depending of the context. In Pakistan UNESCO (2009) shows that certification for Afghan refugees at basic, middle level colleges and university education is uncertain due to irrelevance of curriculum and TVET programmes designed them and not aligned with the Pakistan education. Moreover the education is not endorsed by the Pakistan education authorities. While the refugee education took this perspective, training, private institutions took advantage of the entire refugee education and training for commercial purposes. In Thailand UNESCO (2009) shows that, general certification of refugees is not possible because education and training is limited to the camps. Students graduating from middle level colleges and universities cannot access jobs because their certificates cannot be recognized internationally.

Pemba (2007) on factors that influenced students in TVET Education choice in Thailand found out that, the students' key choice criteria are good environment, high academic standards, individual attitude toward courses offered, reputation of the institution, quality programmes and benefits associated them, quality of the institution and cost of offering the programmes. These factors mattered most in the TVET programme choice. Other factors such as peer influence, size of the institutions, location, social activities, method of assessment, and distance from home had less impact in TVET programme and institutions choice and access (Pemba, 2007).

In reference to a global study carried out by the Jesuit Refugee services (JRS) (2005), less education and training attention is given to the refugee youth as compared to children. As a result, refugee youth engage in family survival as opposed to engaging in education and training. No wonder a young man laments that "As a youth, I have no future dreams because I am spending my life in taking care of my siblings" (JRS 2013, p 46). Such youth with such experiences are likely to be living in urban areas where economical support for the youth for education and training is not assured as asserted by Rosenberg (2012) that youth in refugee camps are supported by the UNHCR while those who are in the urban area receive none

The Holland theory of personalities states that, access to a career such as TVET can be one's personality. The theory contends that humans have various types of personality that can be attracted to a certain career that suits their lifestyle in which urban refugee youth are not exemptions. Additionally, Mustapha (2010) observed that one's attitude towards a TVET programme and behavioral tendencies influences access to TVET because of individual developing maturity.

In Nairobi, there are 46,000 registered refugees where 43% are Somalia, 26% Ethiopia, 10% Congo, 5% from Uganda, Rwanda, and Sudan, and 3% Eritrea (UNHCR, 2009). The majority of these refugees in Nairobi are from Somalia and Ethiopia. The rest of the countries having less than (10%). From this information there is an assumption that the majority of the urban refugee youth aspiring to TVET programmes are from the Somalia community seconded by

the Ethiopian. The Jesuit Refugee Services (2013) states that, apart from the registered refugees, there are many who are not registered because they fear showing themselves up to legal refugee bodies. In regard to TVET access for urban refugee youth, the Kenya National Bureau of Statistics (KNBS) (2013), indicated that there are 148,009 enrolled students in TVET programmes of which 59.5percent- (88,064) are male and 40.5 percent -(59,945 female. This findings agrees with (Nyerere, 2009) that shows no refugee enrolled in the TVET programmes but equity and non-discriminatory process of registering students in the programmes in Kenya. Nevertheless, regarding gender, in 2007, 53.2% (10,818) male students and 46.8% (9,519) female students were enrolled in TVET programs (Nyerere, 2009). Nevertheless there is no official registration of refugees in the public TVET institutions in Nairobi. Notwithstanding the lack of refugee official enrolment for TVET programmes in Nairobi, access to TVET programmes in Kenya is open to all who qualify regardless of age, nationality, gender, caste and creed, TVET ACT (2013) hence the study is timely in finding out the impendent in TVET programmes in Nairobi.

1.2. Statement of the problem

After the successive rolling out of the Free Primary Education (FPE) and Free Day Secondary Education (FDSE), which included refugees according to the 1951 convention where Kenya is a signatory (RCK, 2006), most urban refugee youth are not accessing post-secondary education. Rosenberg (2012) reveals that the refugee youth have difficulties raising college fees; they also lack the

refugee certificate that is a requirement for access to education funds from UNHCR and other agencies. The Ministry of Education neither has a policy that supports the refugees' post-secondary education and training as it is for the native youth through High Education Loan Board (HELB). Moreover, these youth are not fully guaranteed financial support by United Nations High Commissioner for Refugees (UNHCR) as they support those living in the camps. The refugee youth therefore have difficulties raising TVET fees. Nevertheless, those who get involved in business at early stages of their lives end up not taking post-secondary education seriously. Some youth are now engaged in odd activities for self and family survival. Consequently, their physical and emotional well-being is put at risk. This study is concerned with the situation of these refugee youth in Nairobi urban area that have challenges in accessing Technical and Vocational Education and Training programmes. Research related post basic secondary education access for urban refugees are few hence the limited literature available. Therefore, this study addresses factors influencing urban refugee youth access TVET programmes in Nairobi County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing urban refugee youth access to Technical Vocational Education and Training (TVET) programmes in Nairobi County, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives:

1. To determine the extent to which admission requirements influence urban refugee youth access to TVET programmes in Nairobi County, Kenya
2. To examine how refugee youth's attitude and personality influence urban refugee youth access TVET programmes in Nairobi County, Kenya
3. To determine the extent to which parental income influences urban refugee youth access TVET programmes in Nairobi County, Kenya
4. To examine how TVET implementing partners influence urban refugee youth access TVET programmes in Nairobi County, Kenya

1.5 Research questions

The study sought to answer the following research questions:

1. To what extent do admission requirements influence urban refugee youth access to TVET programmes in Nairobi County Kenya?
2. How refugee youth's attitudes and personalities influence urban refugee youth access TVET programmes in Nairobi County Kenya?
3. To what extent does parental income influence urban refugee youth access TVET programmes? in Nairobi County Kenya?
4. How do TVET implementing partners influence urban refugee youth access to TVET programmes in Nairobi County Kenya?

1.6 Significance of the study

The findings may benefit the Ministry of Higher Education Science and Technology and TVET institutions in formulating TVET policies that are inclusive of refugee students. The findings may also be useful to refugee agencies and donors supporting refugee education in formulating and revising urban refugee policies in relation to access to TVET programmes. Governments hosting refugees in urban centers may benefit from this study by using its findings and recommendations in reviewing their own policies on urban refugee protection in conjunction with refugees' access to post-secondary education and training. Moreover, the study is may be instrumental in creating awareness of TVET programmes among the refugee youth that may enhance TVET access and at the long run counteract Nairobi city crimes associated them.

1.7 Limitations of the study

Data was collected when the government of Kenya has issued a camp directive for urban refugees. This situation led to the omission of focus group method of data collection which could have added much knowledge and value to this study. Data was also collected from the youth who had limited knowledge of English language. This required translators that increased the cost and time spent during the research.

1.8 Delimitations of the study

The study was confined to three (3) public TVET institutions, four (4) refugee agencies and three urban refugee youth centers of Nairobi County from which the study samples were drawn. Within this confinement the study was delimited to Nairobi, Kabete and Karen Technical Training Institutes' tutors, refugee agency education officials: United Nations High Commissioner for Refugees (UNHCR), Jesuit Refugee Services (JRS), Refugee Consortium of Kenya, Ministry of Higher Education Science and Technology (MOHEST) TVET department and Urban refugee youth within three refugee centers: Kawangware, Eastleigh and Kayole as shown in appendix E.

1.9 Assumptions of the study

The study is premised on the following assumptions: there is demand for Technical skills in Kenya based on international policies. The refugee youth are equally entitled to education access as local youth and currently there are many refugee youth in Nairobi who are vulnerable and might fall victim of circumstances of illegal acts. This assumption is based on the apprehension that a lack of education and consequently, of future perspectives is a main motive for youth engagement in illegal activities.

1.10 Definitions of significant terms

Access refers to the ability of a refugee youth to have admission for a TVET programme and pursues it to completion.

Admission requirements refer to the criteria intrinsic to TVET institutions that each student applying for TVET course must meet before being enrolled.

Attitude refers to aspects that make a refugee unique that are associated with reasons for decision making to opt or not to opt for TVET programmes.

Factors reasons urban refugee youth would give for opting or not for TVET programmes.

Implementing partners refers to refugee agencies responsible for education and training and legal matters of urban refugee youth (UNHCR, MoHEST, JRS and RCK).

Parental income refers to the flow of cash money or the equivalents received by refugee parents or guardians from work and can be spent to pay TVET fee and for other daily needs.

Personality is the sum total of an individual's enduring internal psychological traits that make him or her unique.

Refugee refers to a person who is outside the country of his/her own nationality and is unable or unwilling to avail himself/herself of the protection of that country owing to a well-founded fear of being persecuted for reasons of race, religion, sex, nationality, membership of a particular social group or political opinion and therefore is granted protection by the host Government-in this case Kenya- until a long-lasting solution is found.

TVET programmes refer to courses offered by the Technical and Vocational Education and Training Institutions and are examined by KNEC and KASNEB

Urban refugee youth refers to a post-secondary education graduate aged 18-30 years that has not joined college/university or any other training institution and is living in Nairobi County as protect by the Refugee Act of Kenya.

1.11 Organization of the study

This study comprises of five chapters. The first chapter consists of the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms, and the organization of the study.

The second chapter reviews related literature to the study on the influence of admission requirements, refugee youth attitudes, parental income and TVET implementing partners' on urban refugee youth's access to TVET programmes. This chapter also presents the theoretical framework and conceptual framework of the study. Chapter three presents the study's research methodology and includes research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of data instruments, data collection procedures, data analysis techniques and ethical Considerations. Chapter four presents data analysis, presentation and discusses the findings. Chapter five presents summary and findings of the study, conclusions and recommendations of the study and suggestions for TVET institutions, refugee parents/guardians, the refugee youth and the TVET implementing partners.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of literature related to factors influencing access to Technical and Vocational Education and Training (TVET) programmes for urban refugee youth. This begins with an overview of refugees' access to TVET programmes and the structure of TVET in Kenya, focusing on admission requirements, attitudes and personalities, parental income and TVET implementing partner factors. Different scholar's literature contributions are reviewed and appreciated.

2.2 An overview of refugee access to TVET programmes

The TVET programme ensures career guidance and placement services to refugee students. Follow-up studies of the employment rates achieved by graduates are undertaken in order to evaluate the success of, and further improve, the TVET programme. These programmes are aimed at delivering Technical and Vocational Education and Training to prepare young people for employment opportunities by empowering them with desired knowledge, skills and attitudes to secure jobs available in the local and regional labor markets towards decent living for entire and refugee society. Nevertheless, this will enhance the meeting of the needs of local and regional markets and to cope with the latest developments (United Nations Relief and Works Agency, 2013).

Systems for technical and vocational education and training (TVET) are largely out of reach for the displaced young men and women. In Kenya TVET institutions offer diploma programmes to students qualified with Grade C and C plan and /or C plus and above. The institutions also offer craft courses to students who obtained D and D plus grades or the equivalent from their countries of origin. Women refugee commission (2013) found out that many refugee youth are unaware of training opportunities, and academic entry qualifications, while others said that TVET offerings are out of date and/or too costly. Further they found out that UNHCR partners do offer training services, mostly to refugees who belong to specific vulnerable categories, but the numbers of trainees are very small in comparison to the demand. The few available skills training programs typically have short time scales, they lack follow-up services to help young people make the transition to work and they tend to measure the number of persons trained rather than the number gaining sustainable jobs or self-employment (Women Refugee Commission, 2013).

2.3 Influence of admission requirements on the urban refugee youth's access to TVET programmes

The TVET in Kenya is hierarchically structured from vocational Training Centers, Technical Training institutions, Teacher Technical Training Colleges to National university TVET with programmes for specialization (TVET BILL, 2012). Through the Ministry of High Education Science and Technology (MoHEST) and TVET, the Kenya TVET institutions offer several programmes. These include: Technical Applied Science, Health Sciences,

Business, Computer, Craft Certificate, and Business Craft Programs (MoHEST 2005). These programmes are examined and certified by Kenya National Examinations Council (KNEC) and Accountants and Secretaries National Examinations Board (KASNEB) which require approved Kenya Certificate of Secondary Examination (KCSE) grades. The grades include: C+ B-, B, for the students pursuing degree courses and C plain for diploma certified courses D, D+ and C- for craft certified courses (MoHEST 2014). The KNEC accepts the equivalent certified grades from different countries MoHEST (2005) and this includes refugees.

The TVET Bill (2012) states that the standard of training for TVET in Kenya is an integration of the national and international standards because most books used are from overseas. Kenya therefore provides a wide range of TVET programmes on global standard for selection and suitable for applicants from a global perspective. According to MoE (2012) Kenya National Examination Council (KNEC) recognizes refugee documentations for students seeking to continue with post-secondary–College, TVET and university-education through registration in camps and urban secondary schools and higher learning institutions. This shows that there is no impediment to post-secondary education institutions for refugee students who have qualified and/or have gone through the Kenyan education system.

In regard to TVET certification, UNESCO (2008) defines the system as a quality-assured system in recognition of the attainment of competencies - knowledge, skills, attitudes and values- in relation to competency standards set for middle-level occupation. For this concern, admission requirements as a factor that influence urban refugee youth access to TVET programmes have been addressed in various ways globally depending of the context. In the Philippines, UNRWA (2009) found out that before certification, the level of an individual's academic qualification must be identified so as to ascertain the training needs and gaps of a person. This process was aimed at improving the quality of life of refugees in and increasing their level of competence and enhancing their area of expertise, to serve as basis for human resources and wage administration, incentives and promotion, and to promote general welfare of consumer through the provision of products and services, UNRWA (2009). similarly, MoHEST of Kenya has a formal certification system for TVET through the Kenya National Examination Council (KNEC) and Kenya Accountants and Secretaries National Examination Board (KASNEB) with no admission discrimination for refugees on country of origin, creed, caste, gender, religion, social orientations aspects, (TVET ACT, 2013). This shows that there is no certification impediment because the certification system put in place provides a framework that will give recognition to the refugee youth's possessed skills, knowledge and attitudes acquired through training in Kenyan TVET institutions globally. It provides a framework that accepts certificates acquired previously in relation to credit transfer, MoHEST (2005).

A case study conducted by UNESCO (2009) in Pakistan shows that certification for Afghan refugees at basic, middle level colleges and university education and training is uncertain due to irrelevance of curriculum and programmes designed them. The curriculum and education programmes offered are not aligned with that of Pakistan and nor is it endorsed by the Pakistan education authorities. Consequently, the private training and educational institutions have taken advantage of this gap and therefore demand high fees out of the reach of most refugees. A similar study carried out by the UNESCO (2009) in Thailand found out that general certification of refugees in Thailand is not possible because education and training is limited to the camps. Students graduating from middle level colleges and universities cannot access jobs in Thailand because their certificates cannot be recognized internationally, UNESCO (2009). This findings shows that refugees in Kenya have a big advantage in regard to education and training access and certification because the Ministry of Education has allowed refugee integration into with its education and training system, (MoE, 2012). In regard to this advantage, this study is best place to find out whether there are certification impediments in relation to the quest of this study.

Pemba (2007) on his research on institutional factors that influenced students in TVET Education choice in Thailand found out that, the students' key choice criteria are good environment, high academic standards, reputation of the institution, quality programmes and benefits associated them, quality of the institution and cost of offering the programmes. These factors mattered most

in the TVET programme choice. Other factors such as peer influence, size of the institutions, location, social activities, method of assessment, and distance from home had less impact in TVET access authority.

In response to these concerns, the ministry of education of Thai challenged first the TVET myth called ‘vocation school fallacy’ where TVET education was likened to less academic achievers and advocated for high quality TVET programmes. These same factors might be pressuring the urban refugee youth’s TVET access in Nairobi. The Thai’s strategy for addressing the individual factors influencing TVET access to TVET programmes can give good results if used in addressing the urban refugee youth TVET access.

A research carried out by Mulinge (2012) in Kamukunji District, Nairobi County, on access to urban primary schools found out that Language of instruction which is Kiswahili and English and stringed policies by the Ministry of Education hindered the access to the schools. This study also asserts that the same access factors might be affecting access to post-secondary school education institutions. While the researcher did not specify whether the children affected were refugees born in Kenya and gone through the Kenyan education system or not, it is possible that language can affect access for the later and therefore indication that the youth refugees not born in Kenya are and/or will face the same challenges upon admission to TVET. It is therefore necessary to find out whether the same factors are affecting access to TVET programmes for the youth refugees in the quest of this study.

A case study by Osando and Billett (2013) focused on the experiences of learning for African students from refugee backgrounds whilst participating in Australian Technical and Further Education (TAFE) institutes shows that the systems' prescribed course purposes exclusively looks on securing industry derived national competencies only. Pedagogical practices were found not vital in promoting access and optimal learning for students from diverse cultural backgrounds, lives and experiences. Moreover, learning in these systems being computer based did not consider computer competencies of the refugees before admission. This made the TAFE refugee education access a challenge. No wonder Osando and Billett (2013) quotes a student in this institution lamenting that, in Australia, and because of computer technology facility, teachers are not giving them information because they hold that the students have everything about spellings in their computers that will help them do spell checks and word meaning. Furthermore, Osando and Billett (2013) found out that students who lived longer in refugee camps are likely to have significant challenges in Australian TAFE programmes and therefore require particular interventions to assist in their engagement and outcomes. Similarly, refugees in Nairobi who hailed from Dadaab and Kakuma camps are likely to have and/or are having the same challenges in Nairobi TVET.

In response to these challenges it is argued in the same research that, for the refugee students to access TVET programmes, the administration department in TVET institutions have to acknowledge the cultural heritages, norms and practices that these students associate with; acknowledge and respond to their

often disrupted educational backgrounds and offer a provision that enables them to move progressively towards more productive lives in Australia. Such factors may be influencing refugee access TVET in other urban contexts especially in Nairobi. The remedies given to the Australian TVET challenges for the African refugees may give positive outcome if applied to urban refugees' access to TVET programmes in Nairobi.

Engle (2010) stated that a Technical vocational education and Training and/or college education is considered the key to achieving economic success and social mobility in American society. In her research for Postsecondary Access and Success for First-Generation College Students in America, referring to students whose parents never attained a college degree, found out that there are several institutional factors affecting access to college institutions for such students. These factors included: lower levels of academic preparation, aspirations, less encouragement and support to attend college particularly from parents, less knowledge about college admission process and fewer resources to pay for training. For this concern, the study asserts that students whose parents did not go to college remain at a distinct disadvantage as most of them hailed from low generation income backgrounds. This created a problem not only in getting college admission but also getting through it even if they are TVET/college-qualified and have aspirations to attend the training. The researcher found out that the chances of the students from disadvantaged backgrounds to enroll in a four-year institution were considerably higher if

they have received guidance on the college admissions process and assurance of financial aid.

The study suggested that Colleges that target low-income sponsored and supported by post-secondary institutions such as Gates Millennium Scholars Program, could be best placed as interventions to promote college access for First-generation College students. Such programs were thought essential for offering counseling, tutoring, mentoring, and workshops to provide students with information about the college admissions process as well as to provide assistance with obtaining financial aid. The strategies put to address the TAFE students issues in the training could be deemed vital in addressing the refugee youth's access to TVET programmes in Nairobi.

Peruso and Ribbot (2003) defines the term 'access' as the ability to derive benefits from things including material objects, persons, institutions, and symbols. The theory has two major parts: Rights and illegal access. The rights based approach imply the involvement of a community, state or government that will enforce a claim while illegal approach refers to having access to things in ways that are not socially sanctioned by state and society as presented in the theory. The theory asserts so because access retains an empirical focus on the issues of who does and who does not get to use what, in what ways, and when or in what circumstances. The concept of the theory of access in this study illumines the grounds at which grounded the refugee youth access TVET programmes in Nairobi County. The theory conquers with RCK (2006) that given guidelines on which refugee is to access services offered by

the government of Kenya and collaborating NGOs. This shows that not all refugees will access TVET programmes despite the meeting of admission requirements because access according to this theory goes beyond institution.

Additionally, Peruso and Ribbot (2003) assert that some People and institutions are positioned differently in relation to resources at various historical moments and geographical scales. The strands thus shift and change over time, changing the nature of power and forms of access to resources. This would mean to this TVET access chances may depend on the type of technology, political leadership, life style, environmental conditions, economy and security available in a specific institution in relation to laid down rules and regulations.

Peruso and Ribbot (2003) state that ‘some people and institutions control resource access while others must maintain their access through those who have control’. The study observes that in Kenya, official access to public TVET institutions for refugees can only be determined by MoHEST and UNHCR. The study agrees with the theory that other means of access can be used to access TVET programmes such as private TVET institutions that do not require refugee mandates in order to have access to the institutions.

2.4 Influence of youths' attitude and personality on urban refugee youth's access to TVET programmes

Mustapha (2010) defines individual factors as aspects that are intrinsic to and individual such as personal interests, activities, age, self-concepts, life-style, and opinion that make him/her unique. He asserts that, major individual factor that influence an individual to follow a Technical Vocational Education and Training programme is one's interest towards the programme. Age and life cycle stages of the youth can have a significant impact in influencing their access of TVET too. For example age can determine a social class which influences the choice of TVET programme that goes well with the class. The life cycle being an orderly series of stages in which a youth's attitude and behavioral tendencies evolve and occur can therefore influence the access because of developing maturity, experience, income, and status.

Mustapha (2010) contends that income associated with the programme influences choice of a career and therefore young people are influenced by this aspect when choosing a career because they are concerned about their future image and the status in the society which is a direct outcome of their material prosperity. These factors might be contributing to the TVET access problem for the subjects of concern for the study.

The Holland theory (1985) contends that career choice is greatly influenced by the personality factor. Personality is the sum total of an individual's enduring internal psychological traits that make him or her unique (Hornsby 2006). The theory states that the degree of compatibility between personality and working

environment will determine the level of satisfaction, achievement and ability of an individual. The theory involves the identification of personality that could be associated with vocational environment. The assumption is that humans that have various types of personalities will be attracted to a career that suits their lifestyle. The urban refugee youth in Nairobi might not be exemptions to this when making choices for TVET programmes.

Lent (2013) in his Social Cognitive Career Theory asserts that, our past experiences are likely to determine our future careers. The theory addresses that the fact that people are likely to consider continuing with a particular task if they have a positive experience doing it. In this way, people focus on areas in which people have been proven successful and achieved positive self-esteem. Similarly the refugee youth may opt for TVET programmes depending on what they have gone through in search for peace and security at an individual level.

Parsons (1901) in his theory of choosing a vocation which was later developed into trait factor theory of career development contends that, every person has a unique pattern of traits made up of their interests, values, abilities and personality characteristics. The theorist believes that the closer the match between personal traits and job factors, the greater the likelihood for successful job performance and satisfaction. These traits therefore can be objectively identified by the urban refugee youth and profiled to represent their individual's potential in TVET programme since every occupation is made up of factors required for the successful performance of that occupation.

2.5 Influence of parental income on urban refugee youth's access to TVET programmes

Parental income is a major determinant for post-secondary education and training access in Kenya since the education and training is not sponsored as basic education. The MoHEST sessional paper no 1 of 2005 states that Technical Vocational Education and Training (TVET) is extremely expensive to offer yet suitable for contributing to national socio-economic development and meeting the Millennium Development Goals (MDGs). Konyndyk (2005) states that in an emergency situation, refugees typically arrive in the country of asylum with little more than the clothes on their backs and whatever professional skills they might be having. Most are extremely vulnerable, and neither practically nor psychologically capable of supporting themselves in the immediate term. This shows that most of the refugee parents or guardians may are not able to pay TVET fees. Additionally, MDG; UN, (2010) states that, seventy percent of the people in Africa live below one dollar a day and this is particularly crucial in developing countries where the majority of people currently live in conflict areas and poverty stricken places. In this situation refugees are not exceptional.

A study carried out in Kenya on education pursuit obstacles for urban refugees in by Karanja (2010) revealed that refugee parents supported their children's education partially, providing mainly advice, school fees, basic needs albeit with difficulties. Through the students interviewed it is revealed that the refugee youth are in a state of helpless at the hands of their parents in regard to

obtaining college fees. Being in a foreign country, raising fees is a challenge because parents and guardians had difficulties obtaining work permit or even engaging in other income-generating activities. Additionally, many of the parents and guardians struggled to support their children's education single-handedly. Some of them were single mothers with husbands either deceased or back in the countries of origin with little or no support for the families (Karanja, 2010).

A case study carried out by Simiyu (2009) in Eldoret Kenya, to investigate the factors that influence the attractiveness of a TVET institution, found out that access to TVET varies according to gender. Targeting the principal, the registrar and Heads of Departments, the study found a heavy traditional bias in favor of Agriculture and Home Science for female youth. This was supported by very few who enrolments in the traditionally male-dominated technical areas, such as building construction, power mechanics, metalwork and woodwork. This study's findings were observed by Penh (2003) in Cambodia. In response to this study's challenges, the study suggested that TVET programmes should be feminized, upgraded and quantified in order to improve attractiveness (Penh, 2003). This bias could be negatively impacting on enrolment and participation of urban refugee female youth in TVET programmes in Nairobi. The remedy suggested to the TVET issues could be best placed in addressing the refugee youth's TVET access issues.

Muithya (2013) states that refugee education in Kenya lacks government policy support access into public secondary schools where legal status for urban refugees in the country is an important consideration in integration into secondary schools. Additionally, Muithya (2013) states that refugee students are criminally suspected and linked to terrorist organizations. Cases of arrest of students in this study were reported because of negative perceptions by the Kenyan police based on lack of refugee mandates. Hence making education access a challenge for them. Mulinge (2012) asserts that that the same factors of access might be hindering access to post-secondary education.

A World Bank report (2012) states that funding for TVET programs are scarce however a broad commitment to Education for All (EFA) goals exists. Consequently, the World Bank decreased funding TVET by forty percent (40%) from the 1980' to the 1990'. Instead of TVET support the World Bank reallocated funding into basic education in support of EFA goals. It is urged in the same document that the decision to divert funds to basic education only was not well thought because TVET is part of EFA goals. In agreement with this critique, this study suggests that UNHCR can fill the gap in relation to urban refugees in question where UNHCR (2011) states that, improving economically viable access to education requires advocacy and negotiation with development partners such as UNICEF, UNESCO and the Ministry of Education (MoE) of the host country. Other alternatives included: similarly, education cost to nationals (Bonafide youth) and refugee youth, cash assistance- inclusive of people with specific needs and make existing

government services affordable to refugees by improving the livelihoods and income of refugee households.

2.6 Impact of TVET implementing partners on urban refugee youth's access to TVET programmes

The UNHCR (2009) Education Policy Commitments advocates for education as a basic right in the context of the 1951 Refugee Convention and other international declarations and instruments. UNHCR has no policy in support of post-secondary refugee youth education (UNHCR 1995). Despite the decision, the youth receive meager support from the agency. Urban refugees receive none as seen at the background to this study. UNHCR (2003) on humanitarian grounds advocated for limited financial support for post-secondary school education. Education guidelines 14 and 16 in (UNHCR, 2009) stated that a small portion of students completing O'level can be given scholarships to attend university or similar courses under the DAFI program. Additionally, UNHCR (2003) states that other young people completing this level of schooling should be assisted where possible to acquire employment-oriented paraprofessional skills using their secondary school education through individual scholarships or through innovative low-cost training programs to prepare them for middle level office employment.

Judging from the current technological advancement, the UNHCR educational guidelines may not be helpful to the urban refugees youth in Nairobi because skills offered in a simplistic manner may not be sufficient to addressing their needs and neither will they be helpful in attaining vision 2030. Nevertheless,

he researcher feels that the UNHCR might have a reason for the guidelines but, the Nairobi urban refugees need reliable, quality, certified education and training to cope with the current job demands for better pay for a descent standard of living and to address their problems.

In response to the factors affecting youth access to TVET programmes, UNHCR (2011) suggests that promoting an effective legal environment should be the first practical step for increasing access. This can be done analyzing the relevant laws and directives in the country of asylum, assessing the legal environment concerning refugees as it is different in each country and making government aware of their obligations towards refugees living within their territory. This is aimed at attaining the highest standards of education based on local laws and legislation. Moreover, UNHCR (2011) asserts that, advocating for appropriate status documentation/identity cards for refugees will facilitate the refugees' full access to all education facilities. In support of this advocacy, the government should ensure that the educational facilities open for nationals are also open for refugees and advocate for the removal of discriminatory directives or practices that impede access to education and training. These practices include school fees in cases where education is free of charge, marginalizing refugee groups or individuals with specific needs, rejection of children who lost documentation during their flight or resentments and hostilities towards members of minorities and different ethnic groups (UNHCR, 2011).

The MoHEST through the National Youth Policy (2006) states that the youth have special needs in terms of access to socio-economic and other opportunities such as access to TVET programmes. This is due to failure of the government to create enough training institutions to counteract the increasing disparity between the annual output of school leavers and the job creation in the economy. Failure to do this has resulted in high unemployment levels among the youth (NYP, 2006). This is a clear indication that the TVET access for refugees will face many challenges because the host country itself has challenges in enhancing access to TVET programmes to its own youth.

The KYP (2006) does not mention and has not explicitly discussed about urban refugee youth education and training as UNHCR (2011) suggests that all education facilities designed by national should also be open to refugees. This research therefore assumes that since the youth are allowed to go through the Free Primary Education just like any other child in Kenya, the policy includes the refugee youth. This policy explicates youth education and training issues and constraints in which lack of finance is the major issue in the provision of the education and training. Again, this situation therefore shows that the country might not be able to support the urban refugee youth at this time since it is not able to support its own. Despite this challenge, the strategies laid down in response to the youth education and training would be relevant and vital to the study if fiscal support is given to the refugee youth in Nairobi (UNHCR, 2011).

The concept paper of refugee education MoE (2012) makes four key recommendations for the refugee education, relating fairly well with the (2006) youth policy thus giving a fair way of helping refugee access education and training in Kenya. These recommendations included quality education, accessibility, assessment and documentation. Through these recommendations, status of schools were formalized and thus recognized refugee documentations for students seeking to continue with their secondary and university education through registration in camp and urban secondary schools and higher learning institutions. Despite this policy, after the completion of Free Primary and Free Day secondary school education, the Ministry of Higher Education Science and Technology (MoHEST) of Kenya has no policy in support of post-secondary school refugee youth education and training. This concept note did not consider the refugee education effectively as agreed in the 1951 convention and as it should be considering the situation the refugees is in currently.

In addition, this paper holds that the Kenyan basic education has provided life skills education aimed at equipping refugees with skills to help them succeed in their environments when they go back to their countries of origin. This study disagrees with this decision. The 'life skills' taught in the Kenyan educational syllabus does not adequately address the refugees' issues as they really are and neither have we teachers adequately trained to teach the subject. Moreover, the subject is given little emphasis since teachers know that it is not examined nationally. However, the ministry has taken care of the primary and

secondary education of the refugees, the same ministry has inadequately addressed post-secondary youth education and training. The over sighted TVET issue by the ministry of education in the concept note on refugee education need be studied. On humanitarian considerations, the document is useful in addressing the post-secondary training for urban refugee youth education since access to TVET depends largely on early stages of education as addressed in this concept paper.

The JRS is an International Catholic organization that offers Refugee services at national and regional levels (JRS 2013). The agency is involved in offering formal and non-formal education to the refugees especially where host government have failed regardless of race, nationality, religion and gender and whose mission is to serve, accompany and advocate for refugees (JRS 2006). In Nairobi, JRS is the outstanding NGO addressing the education needs of urban refugees in collaboration with UNHCR other NGOs. This organization has a credible way of serving. It serves all people running to it for all sorts of protection regardless of ownership of refugee legal requirements. For this concern, education support is open to all refugees, asylum seekers and aliens willing to study with the organization's possibility. JRS is therefore a well-placed NGO that aid in addressing the factors that influence the youth's access TVET programmes.

The Refugee Consortium of Kenya (2006) shows the agency deals with the general legal affairs of refugees in relation to the local and international law. The agency gives mandate to the department of refugee affairs in Nairobi to

allow UNHCR to give refugees refugee mandate which is a requirement for refugee sponsorship by UNHCR. This is in alignment with Article four of the Refugee Act that stipulates conditions on whom to be given the certificate which is one of the requirements for TVET access in Kenya. The article states that ‘a person shall not be a refugee for the purposes of the Act if such person has committed a crime against peace, a war crime, or a crime against humanity among others, as defined in any international instrument to which Kenya is a party. Legal matter intrinsic to refugee agencies influence urban refugee youth access TVET and therefore it is important to carry out the study to find out the extent to which the agencies influence the youth TVET access.

2.7 Summary of literature review

Technical Vocational Education and Training is essential and an inevitable aspect among the urban refugee youth in Nairobi. While (MoE 2012) showed that there is no TVET access impediments for refugees in the Kenyan TVET institutions to all academically qualified applicants from all nationalities, UNESCO (2009) showed that refugees in Pakistan have challenges in accessing TVET due to irrelevance of programmes designed and are not aligned and endorsed with the by the Pakistan education authorities. The Women Refugee Commission (2013) revealed that many refugee youth are unaware of training opportunities in Kenya, have low academic entry qualifications, and belief that TVET offerings are out of date and/or too costly. Literature reviewed on investigate the factors that influenced the attractiveness of a TVET institution Simiyu (2009) revealed that out that access to TVET

varies according to gender. Using case study research design, the study targeting the principal, the registrar and Heads of Departments found a heavy traditional bias in favor of Agriculture and Home Science for female youth. The research was limited in scope delimitation hence limited results. This study therefore focused on a wider area for in-depth understanding of the quest of the study. Mulinge (2012)' s research on factors influencing access to urban primary schools in Kamukunji District, Nairobi County, found out that Language of instruction which is Kiswahili and English hindered. The study used descriptive survey design targeting principals, teachers and pupils. The weakness of the study was that the researcher did not specify whether the children affected with language were refugees born in Kenya and gone through the Kenyan education system or not.

A case study by Osand and Billett (2013) revealed African students from refugee backgrounds in TVET programmes are challenged in USA because the programme exclusively looks on securing industry derived national competencies only, pedagogical practices that are not vital in promoting access and optimal learning for students from diverse cultural backgrounds, and learning in these systems that were computer based and did not consider computer competencies of the refugees before admission.

While the World Bank (2012) reported that funding for TVET programs are scarce due to reallocated of funds into basic education in support of EFA goals, Karanja (2010) revealed that refugee parents has problems raising TVET fees as a result of being in a foreign country in which obtaining work

permit was a challenge. Karanja (2010) used one research tool ‘the interview guide thus limiting the soliciting of information. This study therefore used questionnaires and interview to gather information from the target population. Further the literature revealed that that UNHCR partners do offer training services, mostly to refugees who belong to specific vulnerable categories, but the numbers of trainees are very small in comparison to the demand (Women Refugee Commission 2013).

While every effort is made to address the challenges related to TVET access, parental income factor and admission requirement factors featured most as aspects that negatively impacted on TVET access for urban refugees. While the literature reviewed explicated all this, none of the study has been done to investigate factors influencing urban refugee access TVET programmes in Nairobi, Kenya.

2.8 Theoretical framework

This study was guided by Ribot and Peluso (2003)’s theory of access. According to the theory the term access means the ability to derive benefits from things, including material objects, persons, institutions, and symbols. The theory has two major parts: Rights and illegal access. The rights based approach imply the involvement of a community, state or government that will enforce a claim while illegal approach refers to having access to things in ways that are not socially sanctioned by state and society as presented in the theory. This study was guided by the rights based approach of the theory because it is supported by conventions, communities, governments or states

and the researcher critically used the illegal perspective of the theory to evaluate findings and make suggestions and conclusions in relation to the quest of this study.

The theory was best based to guide the study because of its key principles that support the refugees' access to TVET programmes. The theory has ten major principles related to this study. Focusing on some of them, the first preferred principle states that, access to resources depends, in part, on the ability to negotiate successively. In the quest of this study, the theory guided the suggestions/recommendations made to the relevant TVET authorities i.e. the MoHEST, and the TVET implementing partners to negotiate with the government of Kenya through MoHEST in waiving fees and allowing free foreign academic document translation to ease access to TVET programmes in Nairobi.

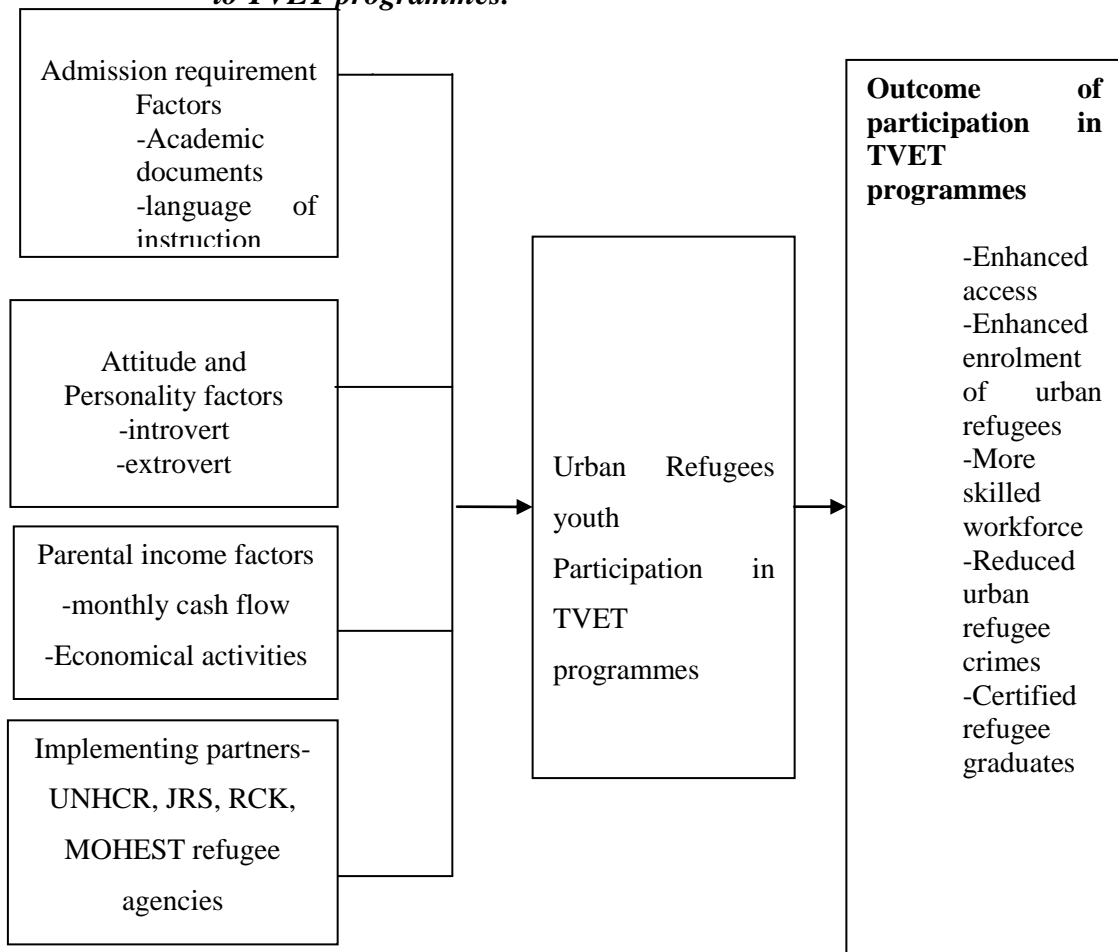
The second principle holds that access retains the empirical focus on the issue of who does and who does not get to use what, in what ways and when that is, and in what circumstances. Despite the fact that refugees are economically challenged in a new county, access to learning institutions for them is not automatic. They have to meet the access requirements-both legal and academic- as the principle holds. The study used this principle to recommend to the refugee TVET authorities the review of the refugee requirements for TVET access as long as what is to be reviewed has no harm. It is on this basis that the asylum seekers were recommended for sponsorship by UHNCR. Moreover, the theory states that some people and institutions control resource

access while others must maintain their access through those who have control. The term 'access control' in this theory refers to the ability to mediate others' access. It also refers to the checking and guiding direction of action. Guided by this principle, the study evaluated the services the UNHCR, MoHEST, TVET implementing partners, TVET principals and tutors offer to refugees in relation to TVET access and made suggestions to the improvement of access to TVET programmes in Nairobi which needed qualitative and quantitative expansion according to the research findings. Finally, the theory asserts that an enforceable claim is one that is supported by the society through law, custom and convention. This principle guided the study in identifying the challenges of refugees in relation to TVET access in Nairobi. After which, suggestions were made to relevant authorities in relation to the TVET institutions' requirements as stipulated in MoHEST's sessional paper number one of 2005 and the 2006 refugee consortium of Kenya's law concerning refugees.

The theory has one major strength to this study. The right based part of this theory's principles agree with conventions, customs and laws such as the refugee consortium of Kenya, and the UNHCR TVET and education guidelines. On the other hand the theory has one weakness; the illegal part's principles do not agree with the conventions, the Kenyan society's customs and law. For example one of its principles states that socially and legally forbidden acts like violence can also shape access to and benefits from things.

2.9 Conceptual framework

Figure 2.1: Relationship of factors influencing urban refugee youth access to TVET programmes.



This Conceptual framework represents the relationship between independent and dependent variables. The independent variables in this study were factors influencing access while the dependent factors were TVET programmes as illustrated in the figure 2.1. The factors determined whether or not the youth were to be enrolled in TVET institutions. The combination of admission requirements, parental income, attitudes and personalities TVET implementing factors constituted the determinants for access to TVET programmes for higher or lower access and/or output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology that was used to conduct this study in order to generate answers to the research questions. It provides an explanation of the research designs, research location, target population, sample and sampling procedures, data collection instruments, validity, piloting and reliability of research instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Research design

Kompo and Tromp (2006) define research design as an arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance of research purpose. The study was guided by the survey research design. Malhorta (2002) says that a survey is a structured questionnaire given to a sample of a population and designed to elicit specific information from respondents. This required the researcher to involve a random selection of research subjects, getting views at one point in time so as to describe the characteristics of a sample and generalizing the findings to the entire target population.

3.3 Target population

Borg and Gall (1993) defines the term population as the members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of the research study. The target population for this study comprised of the refugee youth (456) in three urban refugee youth centers in Nairobi, 135 TVET tutors in three public TVET institutions and four (4) education coordinators of NGOs involved in refugee education, training and legal matters in Nairobi as shown in the table 3.1.

Table 3.1: Target Population in Nairobi County

Categories	Population (N)
TVET tutors	135
Refugee youth	456
TVET implementing partners	4
Total Participants	595

3.4 Sample size and sampling procedures

This study used probability and non-probability sampling procedures to sample target groups namely TVET institutions, TVET tutors, TVET implementing partners and co-coordinators, refugee youth centers and urban refugee youth as shown Table 3.2.

Table 3.2: Participants' Sample frame

Participant	Population Desired	Actual Sample	Sampling Technique
TVET tutors	135	40 (30 %)	46 (34%) Formula (Israel,
TVET institutions	3	3 (100%)	3 (100%) Census method
Implementing partners	7	4 (57%)	4(57%) purposive sampling
Refuge centers	14	3 (21%)	3(100%) Purposive sampling.
Refugee youth	456	136 (30 %)	82 (18%) Formula(Israel, 1992)
TVET Implementing coordinators	4	4	4 purposive

Selection of TVET institution:

There were three public Technical and Vocational Education and Training institutions that offered certificate and diplomas. Because they were few, census method/ automatic inclusion was used in the selection of the three TVET institutions.

Selection of TVET tutors

The tutors' sample was determined by the Israel (1992) formula where $n = \frac{N}{1 + N(e)^2}$. This formula yielded a sample size of 56 tutors. Since the nature of the target population was discreet, two TVET institutions were assigned 18 chances of participation and one 20.

$$n = 135 \div (1 + 135(0.10)^2)$$

$$n = 56$$

Where n = sample population

N = total population,

e = alpha.

The TVET tutors were selected because they are responsible in direct imparting of technical skills to refugees thus presumed that they understand the factors influencing access to TVET programmes for refugees than any other within the institutions. To obtain 46 tutors from the three TVET institutions, two of the institutions received eighteen (18) 'yes' papers and one received twenty 20 'yes' papers. This was done because the population implied was of discreet nature. In TVET the two TVET institutions, the 18 papers were folded, put in a tin together with other papers written the word 'no'. After which each tutor was given an equal chance for selection. The same approach was used in the TVET institutions that received twenty yes pieces of paper. Those who picked the word 'yes' constituted the sample that participated in this study.

Selection of refugee centers

Nairobi County has fourteen major refugee centers officially known to UNHCR and its project implementing partners, UNHCR (2010, 2009). The study used purposive sampling technique in obtaining the three refugee centers. The refugee youth centers were selected because they are recognized by UNHCR and NGOs involved in refugee matters in Nairobi. The centers were also selected because many of the refugees reside within the centers as shown in appendix E.

Selection of TVET implementing partners

The study used purposeful method in selection the TVET and refugee legal matters implementing partners. Because they were few, automatic inclusion method was used in the sampling. The TVET implementing partners-UNHCR, JRS and RCK were selected because they are involved in legal, education and training, livelihoods and for urban refugee youth. The MoHEST was selected because the ministry of higher education is responsible for their education according to 1951 convention on matters related to the refugees where Kenya is party. The TVET implementing Partner were best place to give information on factors influencing the access because they were the financial, material, legal and psychosocial support facilitators of refugee education and training thus believed to have knowledge on the factors influencing access to TVET programmes too.

Selection of implementing partners' co-coordinators

The four TVET implementing co-coordinators were automatically included. This is because the co-coordinators belonged to the organizations which were selected to participate in the study one co-coordinator.

Selection of urban refugee youth

Simple random sampling was used in obtaining refugee youth participants at each refugee centre namely: Kawangware, Kayole and Eastleigh. Nachmias and Nachmias (1996) assert that simple random sampling ensures that every sampling unit of population has as equal and known probability of being included in a sample. The sample size formula by Israel (1992) and Barttlett

(2001) was used to obtain the sample size of youth as illustrated below.

$$\text{Refugee youth sample: } n = N \div (1 + N(e)^2)$$

$$n = 456 \div (1 + 456(0.10)^2)$$

$$n = 82$$

n= sample population

N= total population,

e=alpha.

To obtain the 27 respondents from each refugee center, 27 pieces of paper with the word 'yes' and others with the word 'No' were folded and put in a tin. After which every participant was given an equal chance for selection. Those who picked the 'yes' papers constituted the refugee youth sample. The youth were involved because they were the direct beneficiaries of the TVET programmes. The study sample therefore constituted of 81 urban refugee youth, 46 tutors, and 4 TVET implementing partners coordinators totaling to one forty one (141).

3.5 Research instruments

The researcher used questionnaires and interview guides in collecting data. Both open and close ended questions were used. The questionnaire was used in the study as it required less time, was less expensive and permitted collection of data from a wide geographical area (Orodho, 2004). The questionnaires used were for the tutors and refugee youth.

The youth's questionnaire

The questionnaire had five sections. Section A gathered demographic information of the respondents while the rest gathered information on factors influencing access to TVET programmes. This included Section B that focused on admission factors, C on attitude factors, section D on parental income and section E on TVET implementing partner's factor.

The tutors' questionnaire

The questionnaire had four sections. Section A gathered demographic information of the respondents while the rest gathered information on factors influencing access to TVET programmes. This included: Section B that focused on admission factors, C on attitude factors, and section E on TVET implementing partner's factor.

The TVET implementing partners interview guide

Interview guide was used in this study since it generally yields highest cooperation and lowest refusal rates, offers high response quality and takes advantage of interviewer presence. It is multi-method data collection that is it combines questioning, cross-examination, probing techniques (Owens, 2002). The research tool was therefore suitable in giving in-depth information on factors influencing access to TVET programmes for the urban refugee youth. The interview guide had two sections. Section A gathered demographic information while section B gathered information based on the observation and perception of the respondent on the research topic and questions.

3.5.1 Validity of data collection instruments

Validity is a measure of the degree to which a research instrument measures what it is supposed to measure. It addresses the objectives of the research. To assess the validity of the instruments, items as well as the language that was used in the instruments selected, the supervisors were consulted to seek their opinion regarding the quality of the research instruments and their views were incorporated in the questionnaire. To ensure face validity, the participants in the research were requested to read and point out errors in which they sought clarifications of questions they did not understand. Their opinions on the extent to which the instruments relevantly captured the content of factors influencing urban refugee youth access to TVET programmes in Nairobi were incorporated in the research instruments.

3.5.2 Reliability of data collection instruments

Ogula (1998) defines reliability as the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals. A test-retest method was applied. The questionnaires were administered twice at an interval of one week on a similar population to the target population to conduct a pilot study. The scores of each of the two tests were computed and the two scores correlated using Pearson's Product Moment Correlation Coefficient yielding a reliability index of 0.756 and then this was taken to be an approximation of reliability coefficient of the instruments. The SPSS was used in calculating the reliability coefficient of the instrument using the Pearson product moment correlation co-efficient formula shown below.

$$r = \frac{\sum_{i=1}^n ((x_i - \bar{x})(y_i - \bar{y}))}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

Where \sum is the symbol of summation

x is the scores of the 1 st test	y ⁻ is the mean of y
y is the scores of the 2 nd test	N is the number of pairs of x and y
x ⁻ is the mean of x	

According to Mugenda and Mugenda (2003) a coefficient of 0.7 means the instruments are reliable. The reliability coefficient for the refugee youth questionnaire was at 0.756, while that of the tutors' questionnaire was 0.7 and the interview guide for the NGOs had a coefficient of 0.7. Hence the tools were reliable.

3.6 Data Collection procedures

The data was collected from TVET tutors, TVET implementing partner coordinators and urban refugee youth in Nairobi. The researcher sought for an introductory letter from University of Nairobi, Department of Education Administration and Planning and then applied for a research permit from the National Council for Science Technology and Innovations (NACOSTI). After obtaining the research permit, the researcher made visits to the institutions to make appointments for data collection. Data collection was conducted on agreed dates. The questionnaires were distributed to the TVET tutors and refugee youth as soon as they were filled-up by the researcher.

3.7. Data analysis techniques

After verifying that the instruments are answered adequately, the quantitative data were coded and entered into a computer to generate frequencies and percentages using Statistical packages for Social Sciences (SPSS). Quantitative data were presented using frequency tables. The researcher categorized qualitative data into themes and used thematic analysis to discuss the findings and presented them in prose form.

3.8 Ethical considerations

Ethical tenets were applied during the course of this research. The participants participated without any inducement to encourage them to participate in the study. The purpose of the study was made known to respondents with whom their voluntary and informed consent including the option to withdraw was sought before they participated in the study. Anonymity of participants and confidentiality of their disclosures was done by requesting the respondents not to disclose their identities on the research instruments. Respondents were also assured that their responses would be used exclusively for the study. The researcher sought for research authorization from the National Council for Science and Technology and innovations as evidence for proficiency to conduct research. Subsequent due processes, permissions and notifications to conduct research were also sought from relevant institutions and consents in Nairobi County.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter comprises of data analysis, presentation and interpretation. The discussion starts with the questionnaire returns rate, followed by the demographic data and ends with the analysis of data based on the objectives that include admission requirements, attitude and personality, parental income and TVET implementing partner factors that influence urban refugee youth access to TVET programmes in Nairobi County.

4.2 Questionnaire return rate

Table 4.1: Questionnaire return rate

Sample	Target population	Returned	Percent
Youth refugee	81	80	98.7
Tutors	56	42	75.0
NGOs	4	4	100

Table 4.1 shows that 98.7 percent of the refugees youth returned their questionnaires while the tutors returned 75 percent. The TVET implementing partner's co-coordinators returned 100 percent as targeted by the study. Mulusa (1990) stated that 50 percent return rate was adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information. The researcher used the UNHCR and JRS youth

meetings held in the three named centres: Kawangware, Eastleigh and Kayole to collect data and thus achieve such a high return rate.

4.3 Demographic characteristics of the respondents

This study sought to establish the demographic characteristics of the youth, tutors and TVET implementing partner co-ordinators. The youths' data included age, gender and the country of origin, tutors: gender, academic level and years of teaching experience and TVET implementing partners, co-ordinators: professional education level, enrolment of youth by gender.

4.3.1 Demographic information of refugee youth

4.3.1.1 Age of the youth

The study sought to know the age of the refugee youth. The results are as shown in Table 4.2. The rationale behind inclusion of these attributes of age of the youth is that age helps in determining whether age matters in TVET programme choice and thus shed light on factors that influence urban refugees' access to TVET programmes in Nairobi County.

Table 4.2: Age of refugee youth

Age of youth	Frequency	Percent
18-21 years	10	12.5
22-26years	39	48.8
27-30years	8	10.0
Above 30 years	17	21.3
No Response	6	7.5
Total	80	100.0

Table 4.2 shows that slightly below half of the refugee youth (48.8%) were aged between 22-26 years while 21.3 percent of them were aged above 30 years, 12.5 percent were aged 18-21 years. This meant that some of the youth refugees had attained the age of being in college and others were over the age considering an individual's productive years. Despite this factor all of them can be enrolled in different TVET programmes in different institutions since there is no age limit policy for the institutions in Kenya (TVET ACT 2013).

4.3.1.2: Sex of the refugee youth

Sex of the youth was sought by the study. The results are as shown in Table 4.3.

Table 4.3: Sex of the refugee youth

Sex	Frequency	Percent
Female	25	31.3
Male	55	68.8
Total	80	100.0

Table 4.3 reveals that, majority of the youth (68 Percent) were male while 31.3 percent of them were female. This means that the study was able to capture more male youth than their female counterparts. This also implies that the refugee youth whose culture does not allow interaction with male students may not encourage selection option for the institutions. On the other hand this would have a positive impact on the refugee male youth who have no cultural gender biases.

4.3.1.3 Country of origin of the urban refugee youth

The country of origin is important in informing the study whether TVET programmes would be relevant to the refugee youth. The country of origin is also important to this study because it help to discern whether the certificate offered will be in the countries of origin upon repatriation. This would also help the study identify if the total population of the refugees per country commensurate with the number of refugees aspiring for TVET courses and find out causes of high or low aspiration and find solutions. Nevertheless, knowing the national language of their origin will be important in discerning the language of instruction in TVET institutions.

Table 4.4: Showing the country of origin of the refugees

	Frequency	Percent
Burundi	2	2.5
Congo	46	57.5
Eritrea	6	7.5
Ethiopia	2	2.5
Rwanda	11	13.8
Somali	7	8.8
South Sudan	4	5.0
Sudan	2	2.5
Total	80	100.0

Table 4.4 reveals that majority of the youth refugees were from Congo (57.5%) while 13.8 were from Rwanda, 8.8 percent were Somalis, and 7.5 percent of them were from Eritrea and the rest that had below %% were from Sudan, Southern Sudan, Eritrea and Burundi. The oldest refugee youth had

stayed in the country since 1997 while the most recent refugees came to the country in 2013. Somalis were the majority in Nairobi but have the least number of refugee youth aspiring for TVET programmes.

4.3.1.4 Year the refugee youth sat for KCSE or the equivalent

Table 4.5: The refugee youth year sat for KCSE or the equivalent

Year	Number	%
2003	None	
2004	None	
2005	4	5%
2006	6	7.5%
2007	4	5%
2008	10	12.5%
2009	4	5%
2010	5	6.25%
2011	37	46.25%
Other	10	12.5%
Total	80	100%

Table 4.5 shows that most of the refugees (46.25%) sat for the Kenya Certificate of Secondary Education and/or the equivalent from their countries of origin in the year in 2011. This shows that most of the refugee youth would be willing to pursue TVET programmes because they have not stayed out of school for long, which is one reason why many youth refuse to go for training.

4.3.1.5 Current occupation of refugee youth

Table 4.6: Current occupation of refugee youth

Occupation	Number	Percent
Saloon	24	30%
Barbering	32	40%
Small business	10	12.5%
Manual work	12	15%
Other (evangelists, hawkers, etc)	2	2.5%
Total	80	100%

Table 4.6 shows that the majority of the refugee youth (40%) are involved in barbering business followed by saloon (30%). Other occupations like manual work, evangelism and hawking constituted (30%). These occupations fetch very little income as compared to other occupations within the city. The refugee youth therefore might not be able to pay fees for themselves given that they are in a new country, fending for paying for every basic and secondary need.

4.3.2 Demographic information of the tutors and TVET implementing partner coordinators

4.3.2.1 Sex of the TVET implementing partner coordinators

UNESCO (2012) defines sex as physiological attributes that identify a person as male or female that are innate and biologically determined by birth, unchangeable and universal (It is the same in every society). This is different from the term gender which is defined as widely shared ideas and expectations

or norms concerning men and women constructed socially and learnt through socialisation. This defines identities, status, roles, responsibilities and power relations among members of any society or entity. It can change in relation to time, culture and environment (UNESCO 2012). The sex of a person determines gender. This way of being may have a positive or negative influence over a choice of a TVET programme. It is in this perspective that the study sought to know the sex of the instructor so as to discern the barriers to TVET programmes for the refugee youth.

Table 4.7: Sex of tutors

Sex	Tutors	
	Frequency	Percent
Female	16	38.1
Male	26	61.9
Total	42	100.0

Table 4.7 shows that the study captured more male tutors than their female counterparts. This implies that the refugee youth whose culture does not allow interaction with male instructors may not opt for the institutions. This would have a positive impact on the refugee male and female youth who have no gender cultural barriers.

4.3.2.2 Tutors teaching experience in years

Experience is a variable asset in every teaching and learning institution, hence the study sought from the tutors their teaching experience. Table 4.8 shows the results.

Table 4.8: Experience in years as a tutor in TVET

	Frequency	Percent
3-5years	25	59.5
6-10years	8	19.0
Above 10 years	9	21.4
Total	42	100.0

Majority of the tutors in Table 4.8 shows that (59.5%) had an experience of 3-5years while 21.4 percent had an experience of about ten years and others had an experience of 6-10years. Three to five years of job experience qualifies the tutors for this study because the researcher believes that having taught for that period of time, the tutors have good mastery of the subject they teach and experience of handing refugee youth since they come in for training with many challenges.

4.3.2.3 Educational Level of tutors and TVET implementing partner coordinators

Table 4.9: Educational level of the tutors

Profession	Frequency	Percent
Diploma	6	14.28
Degree	22	52.38
PDGE	4	9.52
M.Ed	14	33.3
PhD.	2	4.72
Total	42	100.0

Table 4.9 shows that majority of the tutors, 52 percent, had acquired degrees and the rest had diplomas, PDGE and PhD. This shows that the instructors are qualified thus assuring quality education and training to the refugees.

4.3.2.4 Educational Level of TVET implementing partners coordinators

Table 4.10: Education level of the coordinators

Professional education	Frequency	Percent
Diploma	0	0%
Degree	3	75%
PDGE	0	0%
M.Ed	1	25%
PhD	0	0%
Total	4	100.0

Table 4.10 shows that the majority of the co-coordinators (75%) had acquired a Bachelor's Degree, a level of education sufficient for implementing TVET programmes. This implies that the co-coordinators would be able to interpret and implement education policies according to the MoHEST and UNHCR.

4.3.2.5 Number of years of being a refugee education coordinator

Table 4.11: Number of years of being a refugee education coordinator

Years	Number	Percent
0-5	1	75%
6-10	3	25%
11-15	None	0%
16 and above	None	%
Total	4	100%

Table 4.11 shows that most of the refugee education coordinators (75%) had experience in handing TVET implementing TVET programme. This implies that the coordinators have lengthy experience in refugee education and training issues therefore well placed to give reliable information as per the quest of this study.

4.3.2.6 The 2014 enrolment by gender of refugees in TVET programmes

Table 4.12: 2014 enrolment by gender of refugees in TVET programmes

Gender	UNHCR		JRS	
	Frequency	%	Frequency	%
Female	90	63%	64	43.0%
Male	70	40%	93	59%
Total	160	100.0	157	100.0

Table 4.12 shows that the UNHCR supports more male refugee youth than their female counterparts. On the other hand the JRS sponsored more female than their male counterparts. The researcher observed that the two organizations do not have gender parity as it is required by Education for All (EFA) goal number 3 that ensures learning needs for all young people and adult, be met through equitable access, to appropriate learning and life skills programmes.

4.3.2.7 Number of post-secondary refugee youth admitted for TVET programmes in the Last five years by UHNCR and JRS

Table 4.13: Number of post-secondary refugee youth admitted for TVET programmes in the Last five years by UHNCR and JRS

	UNHCR	JRS	MOHEST/TVET DEPT	RCK
Year	Number	number	Number	number
2009	190	none	None	None
2010	195	none	None	None
2011	187	None	None	None
2012	193	None	None	None
2013	190	11	None	None
Total	955	10	None	None

Table 4.13 reveals that it is UNHCR that pays fees for the urban refugee youth in Nairobi. The table also shows that the number of refugees sponsored does not commensurate with the population of refugees in Nairobi given that there are 46,000 registered refugees (UNHCR 2010) in Kenya and most of these could be the youth. This finding agrees with Rosenberg (2012) who states that, the refugee youth in the urban areas are not guaranteed education and training as those in the camp.

Analysis of the data based on objectives

Data analysis was guided by the research objectives in the following sections: Influence of admission requirement; influence of attitude and personality, influence of parental income and TVET implementing partner factors on urban refugee access to TVET programmes.

4.4 Influence of admission requirements on the urban refugee youth's Access to TVET programmes

The TVET in Kenya is hierarchically structured from vocational Training Centers, Technical Training institutions, Teacher Technical Training Colleges to National University TVET with programmes for specialization (TVET BILL, 2012). Through the Ministry of Higher Education Science and Technology (MoHEST) and TVET in Kenya, TVET institutions offer several programmes open to all applicants. The students require the following academic grades and certificates to facilitate entry to the programmes: Kenya Certificate of Primary Education (KCPE), Kenya Certificate of Secondary Education (KCSE), C Minus and/ or C Plain and above grades for Diploma programmes and D Plain and D Plus grades for craft courses. The equivalent of these certificates and grades from the countries of origin are required for the registration and admission for the TVET programmes (MoHEST, 2005).

4.4.1 Academic documents for supporting access to TVET programme

This study sought to establish the academic documents the urban refugee youth had to enable them access TVET programmes in Nairobi. This is because the need to have supporting documents showing that they have acquired the necessary qualifications to pursue the programmes. The study therefore sought to know the documents the youth refugees had to support them access the programmes. The results are as shown in Table 4.11.

Table 4.14: Academic documents for supporting access to TVET programme

	Frequency	Percent
Academic documents, diploma (form 6) (Uganda)	21	26.3
Secondary certificate and relieve the Cote University	4	5.0
Certificate of primary school (KCPE)	4	5.0
Diploma (form 6) Congo system	4	5.0
Diploma (form 6) Rwanda	4	5.0
Eritrean secondary certificate examination (ESCE),	5	6.3
Form 4 certificate, (KCSE)	15	18.8
Form 4 Uganda	6	7.5
No Response	17	21.3

N =80

In Table 4.14 the youth indicated that they have the required academic certificates which included KCSE, diploma form 6–Uganda, secondary certificate, certificates of those who dropped out of universities and the least being KCPE certificate from Kenya. Owning the certificates shows that the urban refugee youth will have no admission impediments since they will facilitate the admission to TVET programmes. These results agree with MoE (2012) Kenya National Examination Council (KNEC) which recognizes refugee documents they have. Moreover, the youth were asked if they had refugee mandates. Most of the refugee youth (56%) indicated that they had the refuge document that is required by UNHCR for sponsorship. This confirmation shows that there is little access impediment to post-secondary education and training for refugee students who go through the Kenyan

education system and those who qualified from other countries. On the enrolment, the MoHEST, department of TVET, required refugee applicants to have KCSE and KCPE certificates and other refugees' documents indicating that the highest level of education they obtained would qualify them to join TVET. On the other hand the officials from the MoHEST noted that the ministry had no figures on the enrollment of the refugee youth but only had a normal TVET enrollment which had 148,009 enrolled students in TVET programmes of which 59.5%- (88,064) are male and 40.5% -(59,945 are female. They also noted that enrollment of refugee youth was for all programmes. Hence there were no specific courses for the refugees and other students. The refugees required a high school certificate or any other educational certificate approved by KNEC, a refugee mandate certificate to qualify for sponsorship by UNHCR of which they already have.

4.4.2 Language of instruction as a requirement for TVET programmes access

The tutors were asked to indicate if the language for the TVET programmes in their institution was favorable for the refugee youth. The research found out that the language was a barrier for a small percentage of about 20 percent while majority of the tutors stated that language of instruction for TVET programme was not a barrier. Some of the NGO officials such as RCK noted that the refugees were admitted for languages and social science studies in Nairobi. The entry qualification according to the ministry was average grades obtained by many refugees since they are not resettled to concentrate on their studies. The tutors gave an example of a D+ (D Plus) of craft certificate course

and a C- for a diploma course. Students and tutors had to learn sign language to communicate effectively to deaf students.

4.4.3 Other institutional factors influencing urban refugees' access to TVET programmes

Apart from academic documents and language of instruction factors, the instructors/tutors were asked to list other institutional factors that influenced the urban refugee youth access to TVET programme. The results showed that academic qualifications, accommodation needs, shortage of modern training equipment, reputation of the institutions and challenges in industrial attachments were major factors that influenced the access. These findings agree with the Pemba (2007) which found out that in Thailand the refugee students' Pemba (2007) on his research on institutional factors that influenced students in TVET Education choice in Thailand found out that VET programme choices were influenced, by good environment, high academic standards, reputation of the institution, quality programmes, quality of the institution and cost of offering the programmes of the institution. The challenges mentioned by the refugee youth are common especially to developing countries in which many studies and funding programmes are carried out with the purpose of improving the institutions. These challenges therefore might not be a hindrance to the refugees' access to TVET programmes in Nairobi.

4.4.4 Factors related to TVET admission requirements

4.4.4.1 Interest of urban refugee youth in the TVET programmes

The study sought to know whether the urban refugee youth were interested in the TVET programmes. The following were the findings:

Table 4.15: Urban refugee youth's interest in TVET programme

	Frequency	Percent
Interested in TVET programme	55	68.8
Not interested in TVET programme	21	26.3
No Response	4	5.0
Total	80	100.0

Table 4.15 reveals that 68.8 percent of the refugee youth wished to pursue a TVET programme while 26.3 percent of them did not wish to. The youth (26.8 %) revealed that the TVET programmes were too low for them since they had qualified for university studies. The tutors indicated that they did not know that they had refugee students in their classes and neither did the institutions realize that they had enrolled some hence were ignorant. The researcher observed that the institutions had refugees who had issue and because they were not addressed, the students were not interested in the programmes hence avoided classes. These findings agree with Billet and Osando (2013) whose study found out the refugees who have lived longer in the refugee camps will have problems studying in sophisticated institution thus not being interested in them. Moreover the youth may not be interested because of language of instruction challenges and poor modern technological communications skills.

4.4.4.2 Option for TVET programmes

The study asked the refugee youth who wished to pursue TVET programmes to indicate the courses they wished to pursue. The results were as Table 4.16 shows.

Table 4.16: Courses the refugee youth opted for

	Frequency	Percent
Mechanical Engineering	6	7.5
Architecture	4	5.0
Medical laboratory	4	5.0
Business Management	16	20.0
Secretarial	7	8.8
ICT	24	30.0
Rural development and English	2	2.5
Bachelor of commerce	8	10.0
Development studies	2	2.5
Agriculture	2	2.5
Human Resource management	2	2.5
Pharmaceutical technology	1	1.3
Accountancy	1	1.3
International relations	1	1.3
Total	80	100.0

As shown in Table 4.16 above, the youth refugees were asked to indicate the courses they would wish to take in the TVET or elsewhere. With those who choose TVET programmes, a third indicate they would go for ICT programmes, about 20 percent would wish to take courses in business management, other courses that were popular included architecture, medical

laboratory and secretarial. The youth who did not wish to go for TVET also included the courses they wished to pursue and in which institutions.

The results as shown herein indicates that some of the refugee youth were interested in pursuing Bachelor of Commerce (University of Nairobi), Bachelor of Arts (Jomo Kenyatta University of Art and Technology), Bachelor of Law (University of Nairobi) which was not offered in the TVET programmes. The results agree with Pimba (2007) on his research on institutional factors that influenced refugee students in TVET programme choice in Thailand which found out that, the students' key choice criteria were good learning environment, high academic standards, reputation of the institution, quality programmes, and cost of offering the programme. These findings shows the refugee youth are aware of the TVET courses offered in Kenya and may be relevant to their countries of origin thus they might not have challenges in the application and general admission process.

4.4.4.3 Awareness of TVET institutions

The refugee youth were asked if they were aware of TVET institutions in Nairobi that would facilitate their training the courses they wished to pursue. The youth were asked to indicate whether they know the institutions because the study assumes that the refugees are in a new country and therefore may or may not be aware of the right institutions. The results are as shown in Table 4.17.

Table 4.17: Awareness of the existence of TVET institutions by the refugee youth

	Frequency	Percent
Yes	27	33.8
No	47	58.8
No Response	6	7.5
Total	80	100.0

The results in Table 4.17 indicate that majority of the youth refugees (58.8%) did not have the knowledge of institutions in Nairobi that would help them pursue the course of their choice while 33.8 percent had the knowledge of institutions in Nairobi where they would pursue their courses. Again, majority of the youth did not have an idea of some of the institution they would wish to go to in Nairobi to pursue their courses. One of the respondents exclaimed, “I do not know if joining national TVET institutions in Kenya is possible for a refugee like me. No one told me this before. I could have applied for one course if I knew!” Nevertheless, those who had the knowledge did not like the names of the institution. Some institutions such Kinyanjui Technical had a lot of questions with some feeling that it is a low institution and likely not recognized internationally as a good institution all together hence felt that the institution’s name (Kinyanjui) should be changed to a more attractive one as Nairobi Kinyanui Technical.

4.5. Influence of Attitude and personality on urban refugee youth access to TVET programmes

4.5.1 Attitude factors influence urban refugee youth access TVET programmes

The study sought to identify the attitude factors influence urban refugee youth access TVET programmes. According to Mustapha (2010) attitude is the manner or opinion towards something or someone that is unique to an individual. In relation to this, the youth were asked to indicate the degree into they agreed or disagree with each of the following statements.

Table 4.18: Attitude factors influencing urban youth refugees access to TVET programmes

An individual's attitude can determine choice of TVET programs. With this in mind the youth were asked to indicate whether the following aspects influenced TVET program choices.

Note: S/A Means - Strongly Agree, A means - Agree, D Means - Disagree, SD Means - Strongly disagree

	Attitude	S/A	A	D	U/D	S/D
I	TVET programmes are masculine	20 (25%)	8(10%)	40(50%)	5(6.25%)	7(8.75%)
ii	TVET programmes are for academic failures	5(6.25%)	4(5%)	56(70%)	none	15(18.75%)
iii	TVET programmes are expensive to offer	56(70%)	15(18.75%)	None	none	none
iv	TVET programmes are manual work	8(10%)	4(5%)	46(57.5%)	none	22(27.5%)
v	TVET programmes are risky	22(27.5%)	9(11.25%)	30(37.5%)	9(11.25)	None
vi	TVET programmes offered are not relevant	4(5%)	6(7.5%)	42(52.5)	3(3.75)	15(18.75%)
vii	TVET programmes are expensive to offer	57(71.25%)	10(12.25%)	2(2.5%)	21(26.25%)	None
vii	TVET programmes have low income	18(22.5%)	6(7.5%)	4(5%)	14(17.5%)	38(47.5)

From the results in table 4.18, urban refugees are optimistic about the TVET programmes offered. These results disagree with those of Penh (2003) in Cambodia, who suggested that TVET programmes were masculine which was the cause of negative attitude of female applicants towards some TVET programmes. Consequently TVET programmes needed to be feminized, upgraded and quantified in order to change the attitudes.

4.5.2 Choice of TVET programmes on gender perspective

The study sought to establish the attitude of the refugee youth towards the TVET programmes on gender perspective by finding out whether the TVET programmes were applicable for both genders. The results are as shown in Table 4.19.

Table 4.19: TVET programme preference on gender perspective

	Male		Female		Both		No response	
	N	%	N	%	N	%	N	%
Electrical engineering	19	23.8	0	0	44	55.0	17	21.3
Mechanical engineering	27	33.8	0	0	36	45.0	17	21.3
Secretarial	0	0	63	78.8	17	21.3	0	0
Carpentry	63	78.8	0	0	0		17	21.3
Medical laboratory	14	17.5	0	0	49	61.3	17	21.3
Pharmaceutical technology	0	0	0	0	59	73.8	21	26.3
Accounting	0	0	0	0	59	73.8	21	26.3
Business management	0	0	0	0	59	73.8	21	26.3
ICT	0	0	0	0	59	73.8	21	26.3
Architecture	12	15.0	0	0	47	58.8	21	26.3

The refugee youth were in agreement in most of the TVET courses that both male and female would pursue them equitably. Programmes such as mechanical and electrical engineering and carpentry, were considered highly male courses in some communities while in others it did not matter. The agencies officials that support TVET for refugee youth indicated that some of the programmes the refugees are admitted for included mechanic, social work, hair dress and beauty, catering and ICT. The results from the youth refugees agreed with those of a case study carried out by Simiyu (2009) in Eldoret Kenya, to investigate the factors that influence the attractiveness of a TVET institution found, access to TVET varies according to gender. A heavy traditional bias in favor of Agriculture and Home Science for female youth, with very few enrolments in the traditionally male-dominated technical areas, such as building construction, power mechanics, metalwork and woodwork was revealed.

The researcher observes that these courses were not allowed especially for people who came from the Somali community since women were not allowed to be seen lying under the cars to repair hence the course was not appropriate for women from this community. Other courses such as carpentry were biased for male and secretarial thought to be dominated purely by women. These results agrees with those of Penh (2003) in Cambodia, targeting the principal, the registrar and heads of departments, suggested that TVET programmes should be feminized, upgraded and quantified in order to improve attractiveness. This bias could be influencing enrolment and participation of

urban refugee female youth in TVET programmes and the remedy suggested to the TVET issues will be best placed in addressing the youth in question's issues.

4.5.3 Influence of personality on TVET programmes

Besides the attitude factor, the study sought to know how personality issues influenced access to TVET programmes for urban refugee youth. The study first sought to know how personality factors influenced the access to TVET Programmes for urban refugee youth. Hornsby (2006) defines personality as the sum total of an individual's enduring internal psychological traits that make him or her unique. The results about the youth personality are as shown in table 4.20.

Table 4.20: Description of refugee youth personality

	Frequency	Percent
Introvert	11	13.8
Extrovert	11	13.8
Helper	8	10.0
Loyalist	18	22.5
Perfectionist	13	16.3
Mediator	2	2.5
Thinker	3	3.8
Aggressive	3	3.8
No Response	11	13.8
Total	80	100.0

The table 4.20 shows that some of the refugee youth were able to identify their personality with loyalist scoring the highest while perfectionist were secondly

rated, with introvert and extrovert being thirdly rated. The researcher observes that this may not have much effect on one's decision to take a certain course. These results agree with Holland (1985) whose theory mentions that the degree of compatibility between personality and working environment will determine the level of satisfaction, achievement and ability of an individual. The theory involves the identification of personality that could be associated with vocational environment. His assumption is that humans have various types of personality that will be attracted to a career that suits their lifestyle.

4.5.4 Other attitude related factor that influenced access to TVET programmes

4.5.4.1 Determinants of career choice for youth refugees

The study sought to know who determined the refugee youth career choice. The results were as shown in Table 4.21.

Table 4.21: Determinants of choice of career for youth refugees

Career determinants	Frequency	Percent
Parents	15	18.8
Siblings	10	12.5
Peers	7	8.8
None	31	38.8
No Response	17	21.3
Total	80	100.0

Table 4.21 reveals that 38.8 percent of the refugee youth did not know what informed or who informed their choice of career. While others were influenced by their parents, friends, siblings and peers. The researcher observes that there

are other factors that influenced career choice among the refugee youth. These factors could include the lifestyle and the income associated with the TVET programme opted for. Other factors that determined the choice of TVET programme include as ranked by the respondents. The most important factors being the cost of offering the course, the income associated with the course, the institution offering the course and the distance from where they lived. These may agree with Mustapha (2010) who contends that income associated with the programme influences choice of a career and therefore young people are influenced by this aspect when choosing a career because they are concerned about their future image and the status in the society which is a direct outcome of their material prosperity. These factors might be contributing to the TVET access problem for the urban refugee youth.

4.6 Influence of parental income on urban refugees access to TVET programmes

Parental income factors that influence urban refugee youth on access to TVET programmes were very important to be studied. This study sought to know the influence of income of the urban refugee parents on urban refugee youth access TVET programmes. Nevertheless, TVET for refugee youth is extremely suitable for contributing to national socio-economic development and meeting the MDGs through human resource development. Skills development provides the refugees with a better chance to obtain productive and profitable employment thereby sustainably increasing their earning power

and access to a quality life through being able to afford quality health care, food, clothing and shelter as targeted by MDGs, (UN, 2010).

4.6.1 Income generating activities of refugee parents/guardians in Nairobi County

The study sought to know the income generating activities of refugee parents/guardians in Nairobi County. This was important to know the activities were to inform the study whether the parent/guardians will be able to pay the TVET fees or not.

Table 4.22: Income generating activities for the refugee parents

Activity	Frequency	Percent
Small businesses	40	50
Berber	5	6.25
Evangelism	6	7.5
Saloon	25	31.25
Others	4	5
Total	80	100.0

From the findings in table 4.22, the youth indicated that 40 (50 per cent) of their parents/guardian get their income from carrying out small businesses, 5 (6.25 per cent) carry out Berber business, 6 (7.5 per cent) are evangelists, 25 (31.25 per cent) have saloon business and 4 (5 per cent) were others who were doing hawking and manual work business.

Table 4.22 revealed that the refugee parent and guardians are involved in income generating activities that are not sustainable. This is a clear indication that they will not be able to raise TVET fee for the youth. This concurs with Karanja 2010 whose study revealed that the refugee youth parents were in a state of helplessness at the hands of their parents in regard to obtaining college fees. Being in a foreign country, raising fees is a challenge because parents and guardians had difficulties obtaining work permit or even engaging in other income-generating activities. Additionally, many of the parents and guardians struggled to support their children's education single-handedly.

4.6.2 Approximate income level of the refugee parents/guardians

The study sought to know the income level obtained from the activities to ascertain the sustainability of the income.

Income level of refugee parents/guardians is important because it determines the refugee youth access to TVET programme fees. The refugee parents/guardians may be living in the models that were introduced by the UNCHR to enable them to access better business opportunities for a sustainable income. The relief model stems from the premise that the crisis will have a beginning, middle, and an end, where donors seek to assess needs quickly and devise a response strategy as efficiently as possible. With this in mind, the study sought to the level of income of refugees in Nairobi County. The results are as shown in Table 4.23.

Table 4.23: Approximate income level of the refugee parents/guardians

Kes range	Frequency	Percent
below 5000	42	52.50
6,000-10,000	15	18.75
11,000-15,000	11	13.75
16,000 – 20,000	8	10.00
No response	4	5
Total	80	100.0

From Table 4.23, the study established that 42, (52.5 per cent) of the refugee youth's parents/guardians had an income less than Kes. 5000 per month, 15 (18.75 per cent) had earned between Kes 6000 – Kes 10,000, 11(13.75 percent) earned between Kes 11,000 – 15,000, 5(10 percent) earned between kes 16,000- 20,000 and 4(5 percent) did not give a response. This table reveals that most refugee parents' income is not sustainable and thus the parents/guardians cannot raise enough money for TVET programmes.

These findings concur with karanja (2010) whose study reveals that refugee parents had difficulties in supporting their children education. However, they managed to support them partially, by providing mainly advice, school fees, and basic needs albeit with difficulties. Through the students interviewed it is revealed that the refugee youth were in a state of helpless at the hands of their parents in regard to obtaining college fees. Being in a foreign country, raising fees is a challenge because parents and guardians had difficulties obtaining

work permit or even engaging in other income-generating activities. Additionally, many of the parents and guardians struggled to support their children's education single-handedly.

4.6.3 Whether refugee parents were able to pay TVET requirements

Living in a foreign country and as a refugee can be economically challenging. For instance refugees have no right to formal government and civil Jobs and neither do they easily get business permits in Nairobi, Rosenberg (2012). With this in mind, the study sought to know whether the parents were able to pay fees and other TVET requirements. The results were as shown in Table 4.24.

Table 4.24: TVET requirements parents were be able to pay for

	Frequency	Percent
Accommodation, Examination fee	2	2.5
Tuition, accommodation, books and examination fee	53	66.3
No Response	25	31.3
Total	80	100.0

From table 4.24, majority of the refugee youth (66.3%) noted that their parents and guardians they would not be able to pay for tuition, accommodation, bus fee, reference books and examination if they got money while only a few who felt that can get money for accommodation and examination. Hence the researcher observes that tuition money, followed by accommodation was

thought to be very hard to get. These responses reflected the poor economical state of the refugees and the kind of jobs they do in the city and income associated the jobs.

4.7 Influence of TVET implementing partners on urban refugee youth access TVET to programmes

The UNHCR (2009) Education Policy Commitments advocates for education as a basic right in the context of the 1951 Refugee Convention and other international declarations and instruments. UNHCR has no policy in support of post-secondary refugee youth education and training (UNHCR 1995). While the camp refugee youth receive meager support from the agency; urban refugees receive none Rosenberg (2012). It is on this background that the study sought to know the roles the TVET implementing partners play in the urban refugee access to TVET programmes in Nairobi.

4.7.1 The roles implementing partners play in support of refugee youth access to TVET programmes

The roles the TVET implementing partners perform in the access to the TVET programmes for the urban refugees TVET training was important to know so as to inform the study whether or not there are gaps in the access to the programmes. The UNHCR said that they pay fee, and cater for material requirements to refugees through NGOs that partner with them. the responded informed that study that the number sponsored is limited in urban area because of the meager funds allocated for the TVET thus sponsoring about 180 students per year- both of pre and post-secondary levels of education. The

JRS responded indicated that the organization pays TVET fees for both refugees and asylum seekers. They also offer material requirements such as uniform and writing material to refugees admitted for the programmes in Nairobi. The MoHEST, TVET Department participant said that, the ministry has not played a direct role of handling refugee training. All refugees accessing TVET programmes were put in the category of non-Kenyans. The Refugee Consortium of Kenya (RCK) indicated that, the agency has no direct role in TVET access for refugees but helps asylum seekers process for refugee certificate which is a major requirement. These findings reveal that RCK plays a major role in TVET access because ownership of academic certificates alone cannot help the refugee youth. The refugee certificate which is a major role of RCK in order to have access to financial support of which their parents/guardians cannot afford.

Some of these findings agree with UNHCR (2003) which advocates for limited financial support for post-secondary school refugees. Moreover, the study tallies with education guidelines 14 and 16 in (UNHCR, 2009, UNHCR 2003) which states that ‘a small portion of students completing O’level can be given scholarships to attend university or similar courses under the DAFI program and that other young people completing this level of schooling should be assisted where possible to acquire employment-oriented paraprofessional skills using their secondary school education through individual scholarships or through innovative low-cost training programs to prepare them for middle level office employment’.

The study argues that the number of refugees sponsored may not make a touchable impact on the refugees considering the number of refugees living in Nairobi. The possibility of refugee youth not accessing TVET programmes might be higher than the number sponsored.

4.7.2 TVET programmes the Implementing partners offer for urban refugees youth

The study sought to know the kind of TVET programmes that the TVE implementing partners support the refugees in. The UNHCR and JRS indicated that they support certificate, diploma, craft and trade courses. Technical university courses were offered by Windal trust organization through the DAFI programme. According to the interview participants, the organizations offer this level of training due to limited funds available. These findings agree with the World Bank (2012) report which stated that funding for TVET programs are scarce however a broad commitment to Education for All (EFA) goals exists. The World Bank decreased funding TVET by forty percent (40%) from the 1980' to the 1990'. Instead of TVET support the World Bank reallocated funding into basic education in support of EFA goals. These findings show that access to TVET programmes for refugees is a challenge and will continue to be in funding for their training is not a priority as it is for basic education.

4.7.3 The role the host government play in collaboration with the TVET implementing partners to enhance access to TVET programmes for urban refugees

The role the host government played in the quest of this study was important to be sought. This was important because the refugees in question are hosted within the country under the UN convention of matters related to refugees where Kenya is a signatory. Seventy five percent of the participants (3) said that the government does not play a direct role in the access of TVET programmes for the refugees but through the MoHEST the refugees access the programmes as any other non-Kenyan provided that they qualify. Twenty five percent (1) noted that the government assists in the access of the TVET programmes because they offer security to the refugees and participate in the refugee mandate giving which is one document necessary for accessing TVET sponsorship.

These findings differed with UNESCO (2009) which showed that in Afghanistan certification for Afghan refugee's middle level colleges and university education is uncertain due to irrelevance of curriculum and TVET programmes designed them and not aligned with the Pakistan education. Moreover the education is not endorsed by the Pakistan education authorities. Consequently refugee TVET programmes were offered by private institutions. This findings show that refugees in Nairobi can enjoy TVET benefits because the government is fair to them. This is so because they can obtain certified certificate after completion of the training unlike other refugees in other countries as Afghanistan.

4.7.4 Challenges faced by TVET implementing partners in facilitating access to TVET programmes for the urban refugee youth

Challenges that the TVET implementing partners face in facilitating the urban refugees' access to TVET programmes were important to know so as to suggest a workable alternative to the challenges to improve access. According to the participants, 2 (50%) said that the major challenge was the language of instruction. Many refugees did not know English and therefore some who were not ready to learn English failed to get an admission for the courses and thus ended learning through apprenticeship. Fifty percent (2) had no experience since one of the participant (RCK) deals with legal matters of refugees and the other –MoHEST- never participated directly in refugee training.

4.7.5 Suggestions of strategies for improving of TVET programmes access for refugees refugee youth

The study sought to know how access to TVET programmes for the refugees can be improved. The strategies given by MoHEST included: offering English language classes within the institutions, renewing of training equipment and training of TVET tutors on how to handle refugees. Moreover, the MoHEST suggested that a structure that captures the intake of refugee youth to TVET institutions so that there is proper data recorded and proper tracking of graduates should be made. TVET programme for the refugee youth should be structured in order to identify challenges they encounter and put in measures of solving them. The TVET implementing partner coordinators suggested that the government should entrench the needs and access to education in the

Kenyan legal system for all refugees and asylum seekers, offer career counselling for refugees to make informed and effective choices of courses and do information sharing on the available services. The country of origin should make contributions to the education of the refugees.

According to the youth, the implementing partners would play the roles shown in table 4.21 to improve access to TVET programmes for the urban refugees.

Table 4.25: The roles implementing partners need to play in support of refugee youth access to TVET programmes

	Frequency	Percent
Pay fee through sponsorship, education materials	60	75.0
Offer refugee mandate to stay in urban areas	42	52.5
Give protection from police	34	42.5
Provide up keep vouchers	32	40.0
Get them a job	24	30.0
Pay accommodation fees	22	27.5
Give information	22	27.5
Help in discipline	18	22.5
No Response	18	22.5
N= 80	100.0	

Table 4.25 shows that three quarters of the refugee youth (75%) suggested that pay of fee through sponsorship and availability of education materials would help them access TVET programmes while 52.5 percent suggested that for them to have access to the programmes, they should be offered refugee mandates that will allow stay in urban areas (Nairobi). Others, 42.5 percent suggested that they should be given protection from the police arrests and bribe demands. The refugee major sponsor- the UNHCR- UNHCR (2011)

suggests that promoting an effective legal environment should be the first practical step for increasing access to TVET. This can be done by analyzing the relevant laws and directives in the country of asylum, assessing the legal environment concerning refugees as it is different in each country and making governments aware of their obligations towards refugees living within their territories. This is aimed at attaining the highest standard of training shading light on refugee training based on local laws and legislation as guided by MoE (2012) paper.

4.7.6 Awareness of the existence of the TVET implementing partners in Nairobi

The youth were asked whether they were aware of organizations that supported refugees in accessing TVET programmes in Nairobi. This was important to the study because knowing whether they are aware of the organizations will shade light on the recommendations to make to the organizations in relation to interventions to quest of the study. With this in mind, the youth were asked to state whether they know any TVET implementing partners/agency within Nairobi and give the name (s) of the agency they knew. The results were as follows:

**Table 4.26: Awareness of the existence of the TVET implementing partners
in Nairobi**

TVET implementing		
partner	Frequency	Percent
Had knowledge of agency	41	51.3
No knowledge of agency	35	43.8
No Response	4	5.0
Total	80	100.0

Table 4.26 shows that 51.3 percent of the refugee youth had known an agency that supports urban youth while 43.8 percent had not known any. Some of the agencies that they had known included UNHCR, JRS, RCK, respectively. From the agencies the study sought to identify those who had said they did not know any agency were a small fraction. This promoted the researcher to enquire on some suggestions that can help access TVET programmes in the TVET institutions. This included the four key recommendations for the refugee education that give a fair way of helping refugee access education in Kenya. These recommendations included quality education, accessibility, assessment and documentation. This recommendation corresponded with the suggestions given by the refugee youth on how access to TVET programmes in TVET institutions can be mediated for them as shown in table 4.21.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study, conclusions and recommendations and suggestions for further studies.

5.2 Summary the study

The purpose of this study was to investigate factors influencing urban refugee youth access to TVET programmes in Nairobi County Kenya. This study was guided by the following objectives; to determine the extent to which admission requirement factors in TVET influenced urban refugee youth access to TVET programmes; to examine how attitudes and personality factors influenced urban refugee youth access TVET programmes; to determine the extent to which parental-income factors influenced urban refugee youth access TVET programmes and to examine how TVET implementing partners influenced urban refugee youth access TVET programmes.

This study was guided by Ribot and Peluso (2003) theory of access. A survey research design where data collected was cross sectional was used. The target population for this study comprised of urban refugee youth in Nairobi County (456), tutors (135) of public TVET institutions and four (4) education coordinators of TVET implementing partners and legal matters in Nairobi County. The sample size comprised of four (4) TVET implementing partners coordinators, forty two (42) tutors and eighty one (81) refugee youth. The

study used simple random sampling in obtaining tutor and refugee youth respondents and purposeful sampling technique in sampling refugee youth centers. The automatic inclusion method was used to sample the TVET institutions. The researcher used questionnaires and interview guides in collecting data.

5.3 Findings of the study

The following are the major findings of the study as per the research objectives.

5.3.1 Influence of admission requirement on the urban refugee youth's access to TVET programmes

The study revealed that 64 out of 80 (80%) percent of the refugee youth had acquired academic documents necessary for TVET admission. Language of instruction-English- was a major challenge to the TVET access to 16 (20%).

In response to this challenge, the tutors suggested that the TVET institutions should offer language classes for the refugees within the TVET institutions. Although the tutors agreed that the training was adequate for refugees they also identified some admission requirements that impeded the refugee access to TVET programme these included low academic qualifications and lack of modern training equipment. Additionally, the tutor also noted that the TVET institutions did not have a record of refugee admitted in their institutions. Majority of the youth refugees 58.8 percent were not aware of TVET institutions in Nairobi that offered TVET programmes in which they would pursue the course of their choice. The NGOs noted they had few intakes for

TVET per year due to funds available and in support of this they offered refugees refugee mandates, psychosocial support and legal protection. The NGOs urged that not only refugees being given chances for training, asylum seekers should also be given financial support.

5.3.2 Effect of attitude and personality on urban refugee youth's access TVET programmes

The study found out that the refugee youth had a positive attitude towards TVET programmes since the majority 56(70%) did not agree with the TVET fallacy that TVET is for failures. Some of the refugee youth were able to identify their personality types that influenced positively and negatively the courses they opted for. About 45 percent of the respondents felt that personality matters in any TVET course pursued while another 45 percent felt that it did not matter. In regard to other attitude related aspects that influenced refugee youth access to TVET programmes, the study found that the refugees still had a positive attitude towards TVET since 31 (38.8%) indicated that they chose the programmes by themselves.

5.3.3 Parental income influencing urban refugee youth access TVET programmes

Results showed that refugee parents/guardians had problems raising school fees. This was because they had low income generating activities. These includes: barbering, evangelism, saloon and manual work. The majority of the parents/guardians 42 out of 80 (52.5%) responses obtained from refugee youth showed that the parents had less than kes 5,000 per month from the economical activities done. About 66.3 percent of the refugee youth noted

that their parents/guardians were not able to pay tuition, examination, bus-fare and accommodation fee. While only a few who felt they can get money for accommodation and examination, income low generating activities and lack of work permit led to inability to raise TVET programmes. The study also found out that the parents/guardians were not able to raise the TVETS fee because they lacked sustainable economic activities within the county.

5.3.4 Impact of TVET implementing partners on urban refugee youth access TVET

In relation to TVET admission the study found out that the TVET access agencies had limited access due to meager funds available. The United Nations High Commissioner for Refugee and the Jesuit Refugee Services offered few chances to TVET programmes per year and by gender. While UNHCR offered 90 (63%) chances for female refugee youth and 64 (43%) for males to TVET programmes, JRS offered 70 (40%) for female youth and 93 (59%) for male students. For this concern, the study found out that language on instruction was a major TVET programme access requirement. Provision of other requirements was not a challenge to the agencies to those selected.

Other findings indicated that out Slight above half (51.3percent) of the refugee youth had known an agency that supports urban youth. Three quarters of the refugee youth (75%) suggested that pay of fee through sponsorship, bursaries and education materials could be helpful to them. The MoHEST suggested that strategies can be put in place for refugee youth to access TVET programmes such as structure the intake of refugee youths to TVET

institutions, regardless of urban and camp residence, so that there is proper data recorded and proper tracking of graduates. The Ministry of Higher education also noted that provision and facilitation of access to education for all refugees and asylum seekers through close collaboration with Kenya national examination council would be helpful to refugee youth in accessing the programmes. Moreover, 45 out of 80 (56.3%) lacked urban refugee mandate necessary for staying within Nairobi where they can lawfully access TVET institutions. The refugee consortium of Kenya they can help the refugee process for the mandates quickly in order to meet the sponsorship requirements. The RKC coordinator said that the government should entrench the needs and access to education and training in the Kenyan legal system for all refugees and asylum seekers

5.4 Conclusions of the study

The study makes the following conclusions based on the study objectives: Admission requirements that influenced access to TVET programmes included academic qualifications, accommodation and language of instruction barrier. The findings showed that the refugees had the right documents necessary for TVET programmes access; however, some were of French language and systems of education. The major barrier was lack of English language which is a language of instruction. Most probably the youth would lack money to translate or equate the certificates with the Kenyan standards.

Most tutors were not aware that Nairobi host refugee youth since there is no record of refugee enrolment in their institutions and challenges in industrial attachments although they agreed that the training offered was adequate for developing countries.

Concerning attitude and personality factors, the refugee youth had a positive attitude towards TVET programmes. The study found that personality influenced access to TVET programmes but did not affect their choice of the TVET programmes. Most of them were extroverts and they chose careers that relate well with their personality as they believed that the aspect will help them relate well in their work.

On parental-income the refugee parents/guardians had problems raising TVET fees due to lack of sustainable income generating activities. Raising TVET fees was a challenge to majority of refugee youth since they were engaged in low income generation activities and lacked work permit.

On the TVET implementing partner factor, the study found out that the agencies supported the urban refugee youth have been in paying TVET fees though the funds were limited. They also provided education and training materials. The implementing partners sponsored limited number of refugee youth per year: 90 male and 70 female by UNCHR and 93 female and 64 male by JRS. Lack of urban refugee mandate and unaware of the presence of the TVET programmes and training institutions in Nairobi was a challenge.

5.5 Recommendation of the study

The study makes the following recommends:

The government of Kenya

- i) The government of Kenya needs to register all refugee youth and issue them with identify cards to secure them from criminal suspicion and arrest within the TVET period.

The MoHEST TVET department

- i) The MoHEST needs to consider the inclusion of TVET programmes of the country of origin of the refugees like mining engineering so as to equip the refugees with relevant skills that will be effective upon repatriation.
- i) The MoHEST need to structure a system of registering, enrolling, and training of refugee youth and tracking graduates.
- ii) The MoHEST need to waive fees for refugee youth to increase access to TVET programme.
- iii) MoHEST need to allow refugees translate academic documents from the countries of origin for free of charge.

The TVET implementing partners- UNHCR and JRS

- i) UNHCR needs to consider all refugee youth willing and qualified to pursue TVET programmes for sponsorship.
- ii) UNHCR needs to sponsor asylum seekers too.
- iii) UHNCR and JRS in collaboration with MoHEST need to come up with a policy that supports completion of basic education as

the minimum TVET entry level of education for efficiency and effectiveness in the digital job market.

- iv) UNHCR and JRS need to lobby the government to entrench the needs of access to TVET in the Kenya and legal system for all refugees and asylum seekers.

The TVET principals

- i) Principal need to be aware that there are many refugees within the county and most of them are the youth and therefore identify them at the enrolment state and offer necessary support to help them complete their training successively.
- ii) The TVET principals need to plan and offer language of instruction classes to non-English speaking refugees and the sign language to the deaf refugee youth before the commencement of the TVET for inclusiveness purpose in the training.

Tutors

- i) The tutors need to know a second international language like French for instruction effectiveness purpose
- ii) Tutors should be trained on how to handle refugees
- iii) Tutors need to learn sign language for the sake of deaf students in the TVET programmes

The parents/guardians

- i) Parents/guardians need to work closely with TVET implementing partners in raising fees and providing training materials for TVET despite their meager income.

- ii) Parents/guardians need not to involve the youth in business before obtaining a TVET/college/university certificate
- iii) The parents/guardians need to encourage the refugee youth to seek for refugee mandate in order to access TVET sponsorship by UNHCR

The refugee youth

- a) The refugee youth need to attain highest basic education certificate before opting for any TVET programme for efficiency and effectiveness in the current job markets.
- b) The youth need to come to the urban centers to study and not to do business. If not the youths should go back to the camps.

5.6 Suggestions for further research

The study suggests the following as other areas that can be studied:-

- i) A study on the administrative roles of Non- Governmental Organizations in refugee education and training in Nairobi.
- ii) The role of Ministry of Higher Education science and Technology in education and training for urban refugees youth in Technical Vocational Education and Training of urban refugee youth in Nairobi.
- iii) The role of the countries of origin of refugee youth in education and training in host countries
- iv) A research should be carried out on the reasons why there is low aspiration to TVET programmes of the Somalia youth refugees.

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APPENDICES

APPENDIX A:

LETTER OF INTRODUCTION

Gladys Kemuma Nyangweso

University of Nairobi

P.O. Box 30197-0010

Nairobi

To Whom It May Concern

REF: EDUCATIONAL DATA COLLECTION

I am a Master of Education Administration and Planning student at the University of Nairobi specializing in the field of Education in Emergencies. I am carrying out a research on **factors influencing urban refugee access TVET programmes in Nairobi County, Kenya**. I will appreciate if you kindly complete the attached questionnaire. The information on the questionnaire will only be used for the purpose of this research. Your identity will remain anonymous and therefore do not write your name anywhere in the questionnaire.

Thank you

Yours faithfully,

Gladys Kemuma Nyangweso

APPENDIX B:
TUTOR'S QUESTIONNAIRE

The aim of this questionnaire is to gather information on factors influencing urban refugee access TVET programmes in Nairobi County, Kenya. Kindly provide your responses without reservations as this is only for academic purposes. Where applicable put a tick in the box [] provided or fill in the blank spaces. Your identity treated with utmost confidentiality. Do not write your name anywhere in this questionnaire.

Section A: Background information

1. What is your gender? Male [] Female []
2. How many years including the current one have you been a tutor in this TVET? Less than 1 year [] 1-2 years [] 3-5 years [] 6-10 years [] Above 10 years []
3. Please state your highest education level in teaching
Diploma [] Bachelor's Degree []
Postgraduate Diploma [] Masters [] PhD [] Untrained []

Section B: Admission factors

6. How many refugee students do you have in the course you teach?
None [] 1-5 [] 6-10 [], Above 10 []
7. What is the academic qualification for the program?
D [] D+ [] C- [] C+ and [] B- to A [] other specify_____

8. In your own opinion, are the TVET programmes offered in the institution relevant to urban refugees? Yes [] No []

Explain your response in (8) above

9. Is the language of instruction for TVET programmes in this institution favorable for refugees? Yes [] No []

Explain your answer in (9) above.

10. Name other admission requirements that influence the refugee access TVET programmes in this institution.

1. _____
2. _____
3. _____

11. Suggest intervention strategies to improve the access.

Section C: Attitude and personality factors

12. Comment on the students' general attitude towards the TVET subject you teach.

13. How could the attitude be influencing the refugee youth access's to TVET programme you teach?

14. Does one's personality influence the choice of the TVET programme you teach? Yes [] No []. Explain your response.

15. Suggest ways of improving access to TVET programmes for urban Refugee youth

Thank you for your kind participation

APPENDIX C:

URBAN REFUGEE YOUTH QUESTIONNAIRE

The aim of this questionnaire is to gather information on factors influencing urban refugees' access to TVET programmes in Nairobi County, Kenya. Kindly provide your responses without reservations as this is for academic purposes only. Where applicable put a tick in the box [] provided or fill in the blank spaces. Your identity will be treated with utmost confidentiality. Do not write your name anywhere in this questionnaire.

Section A: Background information

1. What is your gender? Male[] Female[]
2. How old are you? 18-21years [] 22-26years [] 27-30 years []
above 30 []
3. State the country of origin. _____
4. Which year did you sit for KCSE examination or form (6) six?
2000 [] 2001 [] 2002[] 2003 [] 2004 [] 2006[]
2007 [] 2008 [] other please specify []
5. What is your current occupation? _____

Section B: Admission requirement factors

6. Do you wish to pursue a TVET programme? Yes[] No []
7. Which courses will you like to do? Mechanical Engineering[]
Architecture[], Medical Laboratory [] Business Management[]
Secretarial[] ICT [] other please specify _____

8. Do you know public TVET institutions in Nairobi that will help you pursue the course? Yes[] No[]
- b. If yes name them _____
9. What academic documents do you have to support the access to the programmes?
1. _____
2. _____
3. _____
10. Are you able to communicate in English? Yes [] No []

Section C: Attitude/Personality factors

Indicate the degree to which you agree or disagree with each of the following statements:

Note: S/A Means - Strongly Agree, A means - Agree, D Means - Disagree, SD Means - Strongly disagree

	Attitude	S/A	A	D	U/D	S/D
i	TIVET programmes are masculine	20 (25%)	8	40 (50%)	5(20%)	7(5%)
ii	TVET programmes are for academic failures	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]		[<input type="checkbox"/>]
iii	TVET programmes are expensive	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]		[<input type="checkbox"/>]
iv	TVET programmes are manual work	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]		[<input type="checkbox"/>]
v	TVET	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]		[<input type="checkbox"/>]

	programmes are risky					
Vi	TVET programmes offered are not relevant	[]	[]	[]		[]
Vii	TVET programmes are expensive to offer	[]	[]	[]		[]
Viii	TVET programmes have low income	[]	[]	[]		[]
Ix	Total					

12. Do you think your personality matters in TVET course you wish to pursue? Yes [] No []. Explain your response in (12) above.

Section D: Parental income factors

14. a. What is the occupation of your parent/guardian?

Business [] Berber [] Evangelist [] Saloon [] other

Please specify _____

b. What is the approximate level of income of your parent/Income per Month?

a. Below Kes. 5000 [] b. Kes 6,000 -Kes 10,000 [] c. Kes 11,000 – Kes15,000 [] d. 16,000 – 20,000 e. Others

Please specify _____

15. State whether the parent/guardian will be able to pay for the following TVET requirements

Tuition fee	Yes [] No []
Accommodation	Yes [] No []
Text books and writing material	Yes [] No []
Examination fee	Yes [] No []

24 What economical interventions could be put in place to help your guardians/parents raise TVET fees?

- a). _____
- b). _____
- c). _____

Section D: TVET implementing partner's factor

1. Do you know any refugee agency that supports urban refugee youth? Yes [] No []

If yes, select from the list below:

UNHCR [] Save the children []

JRS [] RCK [] DRA []

2. Suggest how they may help you access TVET programmes in the public TVET institutions.

Thank for your kind participation

APPENDIX D:
INTERVIEW GUIDE FOR REFUGEE EDUCATION
IMPLEMENTING PARTNERS COORDINATORS

The aim of this questionnaire is to gather information on factors influencing urban refugee access TVET programmes in Nairobi County, Kenya. Kindly provide your responses without reservations as this is for academic purposes only. Where applicable put a tick in the box [] provided or fill in the blank spaces. Your identity will be treated with utmost confidentiality. Do not write your name anywhere in this questionnaire.

Section A: Background information

1. How many years including the current one have you been a refugee a coordinator?) 0-5 [] 6-10 [] 11- 15 [] 16 and above []
2. What is your highest level of education for this work?
Diploma [] Degree [] PDGE [] M.ED [] PhD []
3. What is your approximate enrolment in TVET for refugee youth per year and by gender? Males [] Female []
4. What is the 2014 enrolment for TVET programmes?
5. What is the number of post-secondary refugee youth you have admitted for TVET programmes for the last five years?

Section B: Admission requirements factor

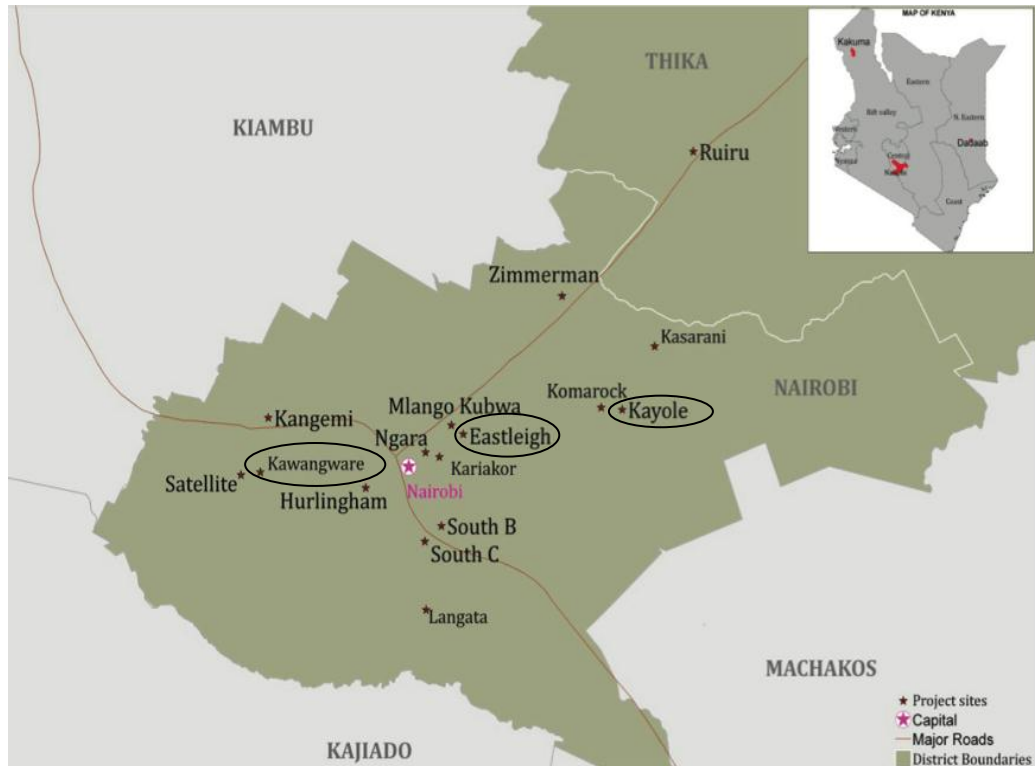
6. Which programmes are the refugees admitted for?
7. What do the refugees require for admission to TVET

8. What roles do you play in offering the training
9. Challenges do you face in performing these roles?
10. How does the host government/NGOs help you enhance access TVET programmes?
11. What strategies can be put in place to improve access to TVET programmes for the youth?

Thank you for your kind participation

APPENDIX E:

MAP SHOWING URBAN REFUGEE CENTRES IN NAIROBI



Source: Hidden and exposed: urban refugees in Nairobi, Kenya, Humanitarian Policy Group, Overseas Development Institute, March 2010 UNHCR (2009 p15

APPENDIX F:
LETTER OF AUTHORIZATION



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

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

27th June, 2014

NACOSTI/P/14/4319/1996

Nyangweso Gladys Kemuma
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing urban refugee youths access to Technical, Vocational Education and Training Programmes in Nairobi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending **30th September, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

APPENDIX G:

PERMIT

THIS IS TO CERTIFY THAT:
MS. NYANGWESO GLADYS KEMUMA
of UNIVERSITY OF NAIROBI, 21080-500
nairobi, has been permitted to conduct
research in Nairobi County

on the topic: FACTORS INFLUENCING
URBAN REFUGEE YOUTHS ACCESS TO
TECHNICAL, VOCATIONAL EDUCATION
AND TRAINING PROGRAMMES IN
NAIROBI COUNTY, KENYA.

for the period ending:
30th September, 2014

.....
Applicant's
Signature

Permit No : NACOSTI/P/14/4319/1996
Date Of Issue : 27th June, 2014
Fee Received : Ksh 1,000



Signature
Secretary
National Commission for Science,
Technology & Innovation