

**INSTITUTIONAL DETERMINANTS OF IMPLEMENTATION OF
INCLUSIVE EDUCATION FOR REFUGEE STUDENTS IN PUBLIC
UNIVERSITIES IN KENYA: A CASE STUDY OF THE UNIVERSITY
OF NAIROBI.**


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for the Award of the Degree of Master of Education in Education in
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DECLARATION


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



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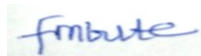
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DEDICATION

This project is dedicated to my dear Mother Christine Wesonga who taught me resilience. With love, to my sisters Mercy Naumwo, Nancy Faith and Perpetua Wafula who have always believed in me and encouraged me. To my sons Barack Amana and TonySam Baraka who are my source of inspiration, when they were born, I became. I also dedicate this to my nieces and nephews, may this be an inspiration to you to soar higher.

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LIST OF ABBREVIATIONS AND ACRONYMS

DAFI	Albert Einstein German Academic Refugee Initiative
DRR	Disaster Risk Reduction
EFA	Education for All
EiE	Education in Emergencies
HEIs	Higher Education Institutions
ICT	Information and Communication Technology
IE	Inclusive Education.
INEE	Inter-Agency Network for Education in Emergencies
KI	Key Informant
MOE	Ministry of Education
MPHSS	Mental Health and Psychosocial Support
NACOSTI	National Council of Science and Technology
OECD	Organization for Economic Cooperation and Development
SDGs	Sustainable Development Goals
SEL	Socio-Emotional Learning
SPSS	Statistical Package for Social Sciences
UDL	Universal Design for Learning
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees

ABSTRACT

Ensuring equitable education for refugees remains a substantial obstacle especially in places categorized as the global south. The specific demographic is regarded as vulnerable, especially given the ongoing crises; yet, they are often lumped together with other students. This study aimed to analyze the institutional elements that impact the execution of inclusive education in public institutions in Kenya, with a particular emphasis on the University of Nairobi. The study aimed to achieve four specific objectives: to examine how resource availability and support services affect the implementation of inclusive education for refugee students at the University of Nairobi, to evaluate the impact of different course delivery formats on the implementation of inclusive education for refugee students at the University of Nairobi, to determine the extent to which the lecturers' training influences the implementation of inclusive education for refugee students at the University of Nairobi and to assess how the student population affects the adoption of inclusive education practices for refugee students enrolled at the University of Nairobi. The research drew upon two theoretical frameworks: the Classical liberal theory of equal opportunities formulated by Sherman Wood in 1982, and the bioecological theory co-developed by Urie Bronfenbrenner and Stephen J. Ceci in 1994. The study utilized a descriptive survey methodology. The survey included a total of 132 instructors, 122 refugee students, and 2 faculty deans. The data collecting process utilized questionnaires, interviews, and document analysis as the primary instruments. The obtained data included both qualitative and quantitative information. The quantitative data was examined using the Statistical Package for Social Sciences (SPSS) software, with a specific focus on assessing frequencies and percentages. The qualitative data was methodically classified into multiple themes and narratives. The study's findings suggest that the institution fails to provide the required adjustments and support services to refugee students, even though these students are capable of efficiently integrating into the same classroom environment as their peers. The correlation between insufficient resources and the execution of inclusive education was found to be statistically significant, with a chi-square value of 47.127 and a p-value of 0.000. The survey revealed that professors have access to adequate information and communication technology (ICT) support. However, there is a noticeable lack of ICT aid for the learners. Additionally, the learners are not provided with a standardized set of norms for e-learning that regulates their behavior. Additional findings from the study suggest that a significant number of class sizes are considered unwieldy, thereby hindering instructors' capacity to offer individualized support to every student. The study revealed a strong correlation (p value = 0.00) between the number of students and the adoption of inclusive education for refugee pupils. The study also found that educators are deficient in the requisite training and expertise to adequately provide psychological support to refugee students, including social and emotional learning (SEL) and psychosocial support (PSS) (p value = 0.000). The curriculum has a significant level of rigidity. The institution must prioritize the implementation of a comprehensive program that focuses on improving the training of teachers in properly handling diversity. Furthermore, it is crucial to strengthen partnerships with groups that are actively engaged in promoting the expansion of inclusive education programs for refugees. Efforts to achieve inclusion require working together and cannot be successfully pursued alone; therefore, it is essential to cultivate relationships in order to attain this goal. In order to raise awareness about matters pertaining to refugees, it is advisable for the University of Nairobi to include World Refugee Day in its official schedule of activities. Further recommendations involve directing resources towards the creation of data collection systems regarding the educational requirements of refugee students, as well as devising a comprehensive policy or strategy framework that addresses the unique challenges and needs of this student population. In addition, recommendations for further research were also given.

CHAPTER ONE

INTRODUCTION

Background to the Study

The principal mechanisms ensuring the protection of the right to education encompass the 1966 International Covenant on Economic, Social and Cultural Rights and the 1989 Convention on the Rights of the Child. The 1951 Refugee Convention safeguards the entitlement to education for those seeking refuge. The topic of inclusion in education is a prominent concern that educational institutions throughout the globe are grappling with. Higher education institutions have the potential to serve as a catalyst for the attainment of sustainable development goals (SDGs), with particular emphasis on Goal 4, which aims to promote inclusive and equitable quality education and lifelong learning opportunities for all individuals. According to Kirk and Sherab (2016), higher education serves as a preventive measure against the abuse and marginalization of migrants. Inclusivity encompasses the need of ensuring that educational policies, programmes, practises, and facilities are responsive to the diverse needs and characteristics of individuals. Consequently, it is imperative for universities to formulate and execute policies and initiatives that foster inclusivity and diversity in the realm of education. The absence of adequate assistance provided to underprivileged learners exacerbates existing disparities, hence impeding progress towards the attainment of Sustainable Development Goal 4. Education has the potential to foster inclusion and facilitate social transformation; nevertheless, it may also contribute to the exacerbation of social and economic disparities. Despite the global efforts

made by numerous nations to promote inclusive education following the Dakar Declaration in 2000, which reaffirmed the objectives set forth in the 1990 World Declaration on Education for All signed in Jomtien, substantial disparities in terms of accessibility and attainment, particularly based on individuals' backgrounds, continue to be prevalent characteristics within the majority of higher education systems. Currently, education at all levels has not met the anticipated standards.

Refugees encounter several challenges, including discrimination, intimidation, and social isolation. These adversities can further deteriorate their mental well-being and hinder their access to and progress within higher education. Refugees, although being admitted and integrated into the programmes of national university systems, generally face underrepresentation (Lambrechts, 2020). According to Martin and Stulgaitis (2022), these learners have a heightened vulnerability to institutional barriers.

The impact of national laws and processes on the access to higher education for refugees can be either facilitative or obstructive. The European Commission commissioned a research during the period of 2017-2018, which brings attention to the fact that refugees were not explicitly considered in 50% of the higher education systems in Europe, as shown by the European Education and Culture Executive Agency (EACEA, 2019). Despite the existence of several international accords pertaining to refugee education, it is evident that nations often exhibit divergent approaches in their implementation, frequently neglecting some crucial elements. Scholars from

many perspectives in both the Global North and Global South have conducted thorough investigations into the advantages and challenges associated with the integration of refugees into higher education. Notable examples include the works of Unangst and Crea (2020) as well as Magee and Pherali (2019), among others.

The concept of inclusion in education has often been narrowly linked to disabilities and special education, as noted by Miles and Singal (2010), which presents a restrictive portrayal of Inclusive Education (IE). The continuous debate over the definition of inclusive education underscores the intricate and multifaceted nature of the topic. The phenomenon of marginalization in the field of education may be attributed to a multitude of reasons, such as migration and gender, as highlighted by the IBE-UNESCO in 2008. It is important to note that disability is not the sole determinant of this issue. The proper implementation of inclusive education involves the provision of appropriate accommodations and the consideration of all learners' needs (Lipowski & Rush, 2003; Coombs-Richardson & Mead, 2001). The inclusion of refugees in higher education institutions may provide several benefits to all students, such as an enhanced academic atmosphere, strengthened social cohesion, and greater access to academic facilities and resources. In 2019, the United Nations High Commissioner for Refugees (UNHCR), in collaboration with its partners, established a goal to ensure that 15% of refugees globally are enrolled in Higher Education Institutions (HEIs) by the year 2030.

Numerous international conventions and covenants have established a commitment to ensuring the provision of high-quality higher education for those who have been displaced as refugees. According to Article 22 of the Convention Relating to the Status of Refugees, states are obligated to provide refugees with the same treatment as their own citizens (UNGA, 1951). Similarly, Article 13.2c of the International Covenant on Economic, Social and Cultural Rights asserts that higher education should be accessible to all individuals on an equal basis, taking into account their abilities, and should be facilitated through various appropriate methods, including the progressive introduction of free education (UNGA, 1966). The 2018 global accord on refugees advocates for the provision of comprehensive, high-quality, and fair educational opportunities for those who are refugees, internally displaced persons (IDPs), and asylum seekers. The 2010 General Assembly Resolution 64/290 places emphasis on the right to Education in Emergency (EiE) circumstances. Education has a crucial role in preserving and enhancing human existence. According to Nicolai and Triplehorn (2003), crisis or conflict reaction is an essential element. Efficient policy measures and comprehensive systemic assistance are crucial in addressing the multifaceted challenges associated with refugee schooling.

The United Nations endorsed the Agenda 2030 for Sustainable Development in 2015 (United Nations, 2015). The principle of inclusion is a major component of the agenda 2030 for sustainable development. The integration of various aspects is incorporated into the Sustainable Development Goals (SDGs), namely in relation to SDG 1 (No poverty), SDG 4 (Quality

education), SDG 5 (Gender equality), SDG 6 (Water and sanitation), and SDG 10 (Reduced disparities) as outlined by the United Nations in 2015. The Sustainable Development Goals (SDGs) explicitly address the issue of exclusion and call upon states to take action in several areas. These include the implementation of social protection systems that are suitable for all individuals (as outlined in target 1.3), the creation of educational facilities that are sensitive to and accommodating of individuals with disabilities and individuals of all genders (as outlined in target 4a), ensuring equal access to education for all individuals, including at the university level, by the year 2030 (as outlined in target 4.3), achieving gender parity in education by the year 2030 and ensuring equal access to education for all individuals, including those who are vulnerable, at all levels of education (as outlined in target 4.5), putting an end to discrimination against girls and women (as outlined in target 5.1), providing equitable access to sanitation facilities for all individuals, with particular attention given to girls (as outlined in target 6.2), and eliminating discriminatory policies by the year 2030 (as outlined in target 10.3).

The University of Nairobi holds the distinction of being the first institution of higher education created in Kenya, and it currently stands as the largest university in the regions of East and Central Africa. In accordance with its 2005 Strategic Plan, the University of Nairobi has pledged to implement regulations established by the government and International Conventions, as well as adhere to rules pertaining to gender, disability, and marginalisation. Furthermore, the university aims to provide a learning environment that is accommodating to all individuals, as outlined in objectives 13 and 18.

Nevertheless, the realisation of the obligation is sometimes impeded by several limitations. According to the Organisation for Economic Co-Operation and Development (OECD), the sole factor that should impede an individual's engagement and success in higher education is their inherent capacity to acquire knowledge and the level of effort they exert, rather than personal characteristics that are beyond their control, such as gender, disability, refugee status, and socio-economic background. In order to address this disparity, the University of Nairobi has implemented deliberate strategic measures, namely through the formulation of policies pertaining to inclusive education matters. However, it is noteworthy that refugees have not been included in these activities.

In what ways may marginalized groups proactively assume leadership roles and facilitate dialogues pertaining to education, training, and learning? What strategies may be employed to address the prevailing trajectory of rising inequalities? Significant gender gaps exist among refugee students enrolled at the University of Nairobi. The regression of women's and girls' rights experienced an escalation among the epidemic. The objectives for enrolment in higher education have a distinct rationale compared to those for formal basic education. Achieving parity with national higher education attendance rates by 2030 is not a feasible objective, considering the challenges that refugee students encounter in their pursuit of higher education. Advocating for gender parity in educational opportunities is a commendable endeavour. The global study on the 2019 OECD gender index revealed that the presence of gender-based discrimination resulted in a reduction of 7.5% in global income.

A significant obstacle to the implementation of inclusive education is the absence of conviction in its feasibility and desirability.

Refugees necessitate access to Mental Health and Psychosocial Support (MHPSS) interventions and socio-emotional learning programmes, particularly in cases where they have been compelled to flee their home countries as a result of violence. These services are crucial in providing assistance and aid to those who have experienced trauma. The experiences of refugees are characterised by many difficulties, obstacles, and sometimes traumatic events, which can contribute to the emergence of mental health issues (Stenmark *et al.*, 2013). It is imperative for universities to address the emotional needs of refugee students as it significantly contributes to enhanced academic performance.

The utilization of online learning technology has been prevalent among educational institutions worldwide as a means to facilitate the delivery of undergraduate and graduate courses, primarily in response to the global outbreak of the covid-19 epidemic. Online education has transitioned from being a temporary solution to a long-term alternative to traditional in-person learning. The Covid-19 pandemic emerged as an urgent crisis characterized by a swift and sudden onset. The education system exhibited pre-existing disparities in terms of equity before to the onset of the COVID-19 pandemic. However, the pandemic exacerbated these disparities and further exacerbated the existing inequalities, particularly for individuals lacking access to remote learning modes. The development and adaptation of conventional academic

courses for online learning delivery have opened up several opportunities for academic institutions and prospective students. However, in order to optimize the educational process, foster inclusivity, and embrace human uniqueness, it is imperative to address some significant challenges associated with online learning. The scaling of digital technologies is crucial.

Higher education institutions (HEIs) employ several methods of course delivery, including traditional classroom teaching, hybrid classroom, and online classroom formats. In the context of education, conventional classroom instruction often occurs in a synchronous manner, when students and instructors engage in real-time interaction. On the other hand, hybrid learning refers to an instructional approach that combines elements of both online and traditional classroom modalities. The absence of face-to-face interaction in online learning platforms may potentially exacerbate the psychological well-being of refugee students. It is important to assess characteristics that facilitate the active participation of all learners, irrespective of their individual identities. Ensuring the responsiveness of teaching practises and obtaining high-quality feedback for all learners is a means of effectively implementing inclusive education.

The presence of a large student population in higher education institutions gives rise to significant class sizes, posing challenges to student learning and the delivery of high-quality instruction. This issue has the potential to affect the socioeconomic progress of a nation. According to this study, a big class size is defined as a situation in which the number of students in a classroom

poses challenges in delivering a high-quality education that ensures equitable opportunities for all learners. According to the Global Education Monitoring Report and the International Institute for Educational Planning, their policy statement highlights that there was a twofold increase in the number of university students between 2000 and 2014. This substantial growth has posed challenges for governments in addressing gaps pertaining to access. Based on a recent scholarly publication discussing class size in the context of online higher education, it is suggested that courses focusing on the acquisition of factual knowledge can accommodate larger class sizes of 40 or more students. Conversely, courses that prioritize the cultivation of higher order thinking, intricate knowledge, and student skills are deemed more effective with smaller class sizes of 15 or fewer students.

Both Laos and Timor-Leste have a strong commitment to inclusivity, as they completely embrace this concept and integrate it into all of their training sessions. The policies of teacher education aim to foster an understanding and awareness of the basic rights of all pupils (Lao PDR Ministry of Education and Sports, 2011; Timor-Leste Government, 2017). In Paraguay and Malta, the adoption of inclusive education policies is expected to equip educators with the necessary skills to effectively engage with diverse student populations, employing the principles of Universal Design for Learning (UDL) (Malta Ministry for Education and Employment, 2019; Paraguay Ministry of Education and Science, 2018).

In France, higher education institutions have adopted many approaches to cater to the increasing need for educational opportunities among refugees. These measures encompass revised entrance protocols, provision of French language training, exemption of tuition fees, and the establishment of specialized preparation initiatives (Détourbe & Goastellec, 2018).

In Ethiopia, a notable problem arises in the absence of clearly defined objectives or measurable indicators that effectively illustrate the implementation of the nation's inclusive education policy throughout all educational levels, ranging from pre-primary to higher education. Moreover, educational institutions suffer from a deficiency in adequate facilities. The country of Nigeria has implemented a policy about inclusive education, which requires instructors to modify the curriculum in order to cater to the diverse needs of learners. The primary obstacle that persists is the limited availability of financial resources. The lack of substantial financial resources allocated to education in Nigeria will result in the inaccessibility of inclusive education (IE) in several regions. Many poor nations have encountered challenges in effectively implementing industrial ecology (IE) strategies, in contrast to wealthy countries where IE is more commonly practised. The application of IE in developing countries remains mostly theoretical. The assurance of inclusion cannot be only achieved via the establishment of educational policies; rather, it necessitates the implementation of appropriate structures.

A study conducted by Schools 2030 UN in 2023 examined the disparities in learning outcomes in Kenya. The findings suggest that although policies have

been established, the actual execution of these policies seems to be lacking in effectiveness, resulting in a failure to achieve the intended goals. Furthermore, the analysis of current practices has proven to be arduous due to the absence of adequate monitoring and evaluation mechanisms. These mechanisms are crucial in facilitating the development of evidence-based action plans. Hence, the primary objective of this study is to examine the institutional factors that influence the adoption and execution of inclusive education practices for refugee students enrolled at the University of Nairobi. The University of Nairobi, as a renowned institution of higher education, actively contributes to the development of local and global collaborations by providing current perspectives. According to De Wit & Altbach (2016), institutions of higher education have a vital role in facilitating the transition and promoting the academic achievement of refugees. The implementation of inclusive education is becoming increasingly urgent in both Kenya and globally. This urgency stems from the need to effectively advance Sustainable Development Goal 4, which aims to promote inclusive and equitable quality education and lifelong learning opportunities for all individuals. To achieve this goal, it is imperative to utilize evidence and analysis as valuable tools for policy development and restructuring.

Statement of the Problem

Inclusive Education plays a crucial role in providing equitable opportunities for individuals of all backgrounds. Nonetheless, the application of Inclusive Education (IE) in Sub-Saharan Africa is accompanied by several hurdles. Based on the findings of the 2020 Global Education Monitoring Report on

Inclusion in Education conducted by UNESCO, it is evident that a majority of nations worldwide, namely fewer than 10%, have implemented laws that explicitly endorse the principle of Inclusion in Education. In the African continent, it is noteworthy that a mere 16 out of the total 54 countries have demonstrated their commitment towards the implementation of Inclusive education.

The available data on access to higher education for refugees is limited and lacks precision. However, the existing data suggests that as of 2022, a mere 5% of refugee adolescents had the opportunity to pursue university education. This figure stands in stark contrast to the global average of 37% of youth attending university (UNHCR, 2021). The low representation of refugee adolescents in higher education can be attributed to a multitude of institutionalized, cultural, social, and political barriers that impede their access. The commitment to addressing the needs of those who have been neglected and excluded is not being upheld. It is widely acknowledged that the consideration of higher education in humanitarian endeavours remains insufficient (Bessler, 2019). Consequently, the progress towards achieving SDG4 is now characterized by a sluggish pace or even regression, despite the fact that we have already reached the halfway mark towards the 2030 target.

Despite the fact that refugees constitute a unique demographic among the student population and have a heightened vulnerability to marginalization, they are not accorded the necessary attention and support. Gender and disability serve to exacerbate the existing hurdles. The University of Nairobi

now maintains a total of 16 policies; however, it is noteworthy that none of these policies specifically cater to the welfare and needs of refugee students. Insufficient regulatory frameworks and limited access to support mechanisms for higher education institutions (HEIs) can be attributed to a dearth of research, literature, and theoretical frameworks pertaining to students who are refugees (Lambrechts, 2020). Numerous scholars have recognized the imperative for more qualitative enquiry into the experiences of refugees, specifically focusing on the assessment of the efficacy of various forms of support in meeting their distinct requirements (Naidoo *et al.*, 2015; Ramsay & Baker, 2019). The attainment of greater equality and inclusion in the realm of education necessitates a heightened dedication to the collection and examination of data pertaining to the most marginalized segments of society (UNESCO, 2014). There exists a lack of comprehensive understanding among host nations about the significance of universities in facilitating the social integration of refugees into higher education (Ramsay *et al.*, 2016). The COVID-19 epidemic has brought to light the vulnerability of our education system, highlighting the potential for setbacks in achieving sustainable development goals and emphasizing the need for system reinforcement. The primary objective of this study is to examine the institutional factors that influence the implementation of inclusive education for refugee students at the University of Nairobi. Specifically, the study will focus on the availability of resources and support services, course delivery modes, lecturers' training, and the student population.

Purpose of the Study

The primary objective of this research was to examine the institutional factors that influence the adoption and execution of inclusive education policies for refugee students enrolled at the University of Nairobi.

Research Objectives

The study was guided by the following objectives;

- i) To explore the extent to which availability of resources and support services, determine implementation of inclusive education for refugee students at the University of Nairobi.
- ii) To determine the extent to which course delivery modes determine implementation of inclusive education for refugee students at the University of Nairobi.
- iii) To establish the extent to which lecturers' training determine the implementation of inclusive education for refugee students at the University of Nairobi.
- iv) To establish the extent to which student population determines the implementation of inclusive education for refugee students at the University of Nairobi.

Research Questions

The research was guided by the following research questions;

- i) To what extent does availability of resources support services determine the implementation of inclusive education for refugee students at the University of Nairobi.?

- ii) To what extent do course delivery modes determine the implementation of inclusive education for refugee students at the University of Nairobi.?
- iii) In what ways does lecturers' training determine the implementation of inclusive education for refugee students at the University of Nairobi.?
- iv) How does student population determine implementation of inclusive education for refugee students at the University of Nairobi.?

Significance of the Study

The study's findings may provide valuable insights for policy makers, namely the Ministry of Education, into the extent to which inclusive education for refugees is being implemented at higher education institutions. Additionally, the study examines the institutional factors that influence the implementation of inclusive education for refugee students. The results of this study may also offer valuable insights that are necessary for the university senate to enhance the current actions. The results of this study can serve as a valuable resource for policymakers in higher education, as they shed light on the existing deficiencies in the implementation of inclusive education for refugee students and offer potential remedies.

The results of this study offer valuable insights for stakeholders such as Non-Governmental Organisations and private agencies who are invested in supporting the implementation of inclusive education for refugee students in Higher Education Institutions. Additionally, these findings are relevant to Non-Governmental Organisations involved in both national and global

initiatives aimed at ensuring equitable access to education for all individuals. The findings of this study might serve as a basis for future research on the topic of inclusive education for refugee students inside higher education institutions.

Limitations of the Study

According to Mugenda and Mugenda (2003), the term ‘limitations’ refers to a characteristic inherent in a study that has a negative impact on the findings, and is beyond the control of the researcher. The primary constraint encountered in this study was the issue of unresponsiveness among participants due to the use of online research instruments. However, this challenge was addressed by employing a blended survey approach and implementing regular reminders to enhance participant engagement.

The scheduling of meetings and interviews caused issues due to the hectic schedules of the faculty deans. To address this issue, meetings were arranged far in advance to provide the deans with sufficient time to organize their timetables and prepare for the meetings.

Delimitation of the Study

Delimitation refers to the systematic approach employed to decrease the size of the study population and survey regions in order to make them more manageable (Best & Kahn, 2006). This research focused exclusively on the University of Nairobi, despite the presence of 32 public institutions in Kenya. The participants in this study consisted of deans from several faculties, undergraduate students who had refugee status with the United Nations High

Commissioner for Refugees (UHNCR), and academics affiliated with the University of Nairobi. The concept of inclusive education is inherently intersectional. However, the study focused on examining four key institutional factors that contribute to inclusive education: course delivery modalities, student population, training of lecturers, and availability of resources and support services.

Assumptions of the Study

The researcher made the following assumptions;

- i) Mode of course delivery has an effect on the provision of inclusive education for refugee students in HEIs.
- ii) The adequacy of resources and support services have an impact on the adoption of inclusive educational practices for refugee students in HEIs.
- iii) The respondents will give honest and accurate feedback.

Definition of significant terms

This study employs a set of terminology, each accompanied by its respective definition, as derived from the understanding of the contextual framework of the study.

Course delivery modes refers to the way in which content is presented to students.

Curricula refers to all planned activities that enables learners to acquire and develop desirable knowledge, skills and attitude.

Determinants refer to the casual factors hypothesized to affect outcomes such as availability of resources and support services, student population, course delivery methods and lecturers' training.

Diversity The disparities between people, including those related to their class, color, ethnicity, gender, sexual orientation, language, culture, and physical/mental ability

Education in emergencies refers to provision of education to people affected by crisis

Gender refers to the characteristics of women, men, girls and boys that are socially constructed.

Implementation refers to the process of putting into practice policies by duty-bearers so as to achieve the set objectives

Inclusion refers to making adjustments to the school environment to accommodate all learners

Inclusive Education refers to the process of reaching out to all students, recognizing their various needs, skills, and traits, and eradicating all forms of prejudice in the classroom and school environment as ways of putting the right to education into practice.

Policy refers to a single decision or combination of decisions, whether explicit or implicit, that may provide guidelines for guiding future decisions, take or postpone action, or lead the implementation of earlier decisions.

Refugee refers to a person who is living outside of their country of nationality due to a legitimate fear of persecution.

Socio-Emotional Learning- The act of learning, acquiring, and developing social and emotional skills can be referred to as social and emotional learning. These abilities include the capacity for perseverance, goal-setting, teamwork, and emotion management

Student population refers to the number of students enrolled in the University of Nairobi.

Support services refer to the assistance granted to refugee students at the university of Nairobi

Universal Design for Learning refers to a set of guiding ideas for developing curriculum that give all students an equal opportunity to learn.

Organization of the Study

The study consists of five chapters. Chapter one which deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms.

Chapter two deals with the review of related literature; introduction, concept of inclusive education, review of Institution based factors including physical facilities and Inclusive education, mode of course delivery and Inclusive education, lecturers' perceptions towards inclusive education and how student population affects implementation of Inclusive education. This chapter also contains summary of literature review, theoretical framework of the study and conceptual framework.

Chapter three focuses on; research methodology which includes introduction, research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, data collection procedure, data analysis and ethical considerations.

Chapter four deals with data presentation and interpretation, and discussion of the research results. Chapter five provides the summary of the findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter provides a comprehensive review of the existing literature pertaining to inclusive education. The review is organized into several sub-topics, namely the concept of inclusive education, the availability of resources and support services in relation to inclusive education, the various modes of course delivery and their implications for inclusive education, the training of lecturers in inclusive education, and the student population and its relationship to inclusive education. The literature under examination include works by several scholars and will be aligned with the aims of this study. This section encompasses the theoretical framework and conceptual framework that underpin this investigation.

Concept of Inclusive Education

Inclusive education is a pedagogical approach that aims to cater to the diverse learning needs of all students within mainstream educational settings, while simultaneously criticizing policies and practices that perpetuate exclusionary practices (UNESCO International Bureau of Education, 2007). The conceptualization of inclusive education varies across researchers, encompassing a range of concepts that span from restricted to broad interpretations.

The understanding and interpretation of the idea, as well as the progress of inclusive practices, shown variation across different nations. Consequently,

there is an increased need for research in the field of inclusive education to provide clarity on the definition of inclusion and the methods by which it may be effectively implemented (Hernández-Torrano et al., 2022).

Inclusive Education may be understood as an ongoing endeavour aimed at delivering a high-quality educational encounter for all individuals. This involves the diversification and customization of learning experiences with the ultimate goal of ensuring the full engagement of every student, while also taking into account their unique requirements. According to UNESCO (2009), Inclusive education is a pedagogical approach that recognizes and responds to the diverse needs of all learners, with the aim of achieving the overarching objective of education for all (EFA).

The process of inclusion is not a spontaneous occurrence, but rather requires intentional strategizing, execution, and acceptance of the necessary attitudes, accommodations, and modifications (Burstein et al., 2004). The educational system should exhibit a continuous process of adaptation in order to effectively address the dynamic requirements of the learners. It is important to acknowledge and honour the variations among learners, while also recognizing and addressing the obstacles present within the school system in order to effectively address issues of exclusion. The key elements of education as a fundamental right, as highlighted by the UN Special Rapporteur in 1998, include the ability to tailor educational approaches to meet the unique requirements of individual learners, ensuring equal access for all learners

regardless of gender or disability, providing secure learning environments, and delivering education that is relevant and of high quality.

In order to ensure universal attendance and active engagement in educational settings, it is imperative that the education system be tailored to accommodate the diverse needs of all learners, rather than expecting learners to conform to the existing system. Furthermore, in accordance with Bloom's taxonomy of educational aims, it is recommended that learning objectives be articulated utilizing active verbs (Bloom, 1956).

Availability of Resources and Support Services and Inclusive

Education

The correlation between students and the learning environment plays a pivotal role in the successful execution of inclusive education. Pace and Price (2005) have provided research suggesting that the classroom environment exerts a significant influence on students' behaviour and academic performance. Resources and support services are integral components of the educational setting and contribute to the overall learning environment and school atmosphere.

In addition to admission services, several Higher Education Institutions provide specialized academic advising services and supplementary support networks aimed at facilitating the academic achievement of refugee students and mitigating the likelihood of attrition (Unangst & Crea, 2020). Higher education institutions (HEIs) provide personalized tutoring services aimed at enhancing the academic performance and educational progress of refugee

students (Hajisoteriou, 2023). Higher education institutions (HEIs) should offer suitable tutoring programmes to refugees, which can serve as supplementary assistance in either small group or one-on-one settings.

The curriculum, as a crucial component, has a significant role in either hindering or promoting the advancement of inclusion within an educational system (UNESCO, 2003). According to Moodley (2002), the curriculum might be characterized as occasionally highly demanding and limited in flexibility in various circumstances. The facilitation of a more inclusive atmosphere might perhaps be enhanced by the implementation of a curriculum that is adaptable and accommodating. According to Mittler (2002), it is imperative for the curriculum to demonstrate receptiveness towards many cultures, beliefs, and values. It is essential for educators to consider making adjustments in the classroom by engaging in critical reflection on their instructional approaches. Implementing a flexible curriculum can serve as a means of providing support to refugee kids while also fostering a more diverse range of educational experiences within the curriculum. The closure of the disadvantage gap is contingent upon the provision of adequate support.

In addition to offering optimal resources to facilitate efficient pedagogy, schools should prioritize the establishment of secure and well-equipped learning spaces. The objective is to provide inclusive learning settings that foster a sense of belonging and facilitate the acquisition of knowledge, while also promoting engagement and enjoyment in the learning process. When

learners experience fear towards their professors or are subjected to bullying by their peers, their ability to acquire knowledge and skills is hindered.

According to UNESCO (2020), a minority of low- and middle-income nations, namely less than thirty percent, have developed educational resources tailored for individuals who speak non-dominant languages. In the educational context of Kenya, the officially recognized languages for instructional purposes are English and Kiswahili. The nation accommodates refugees originating from several nations, including Somalia, the Democratic Republic of Congo, and South Sudan. It is possible that certain individuals may have difficulties due to the linguistic disparities between their native languages and the instructional languages employed in Kenya. Hence, it is imperative to provide personalized assistance or alternative approaches for learners with specific needs, since this aligns with the principles of inclusive education. The insufficiency of support services is not appropriately tailored to meet the requirements of this particular demographic.

Ensuring the safety of facilities is of utmost importance, particularly for girls who face an elevated vulnerability to Gender Based Violence. In order to comply with the criteria set out by the Sphere Association (2018), it is imperative that they fulfil the specified requirements. In order to include such factors into an institution's planning process, it is imperative to implement monitoring and assessment mechanisms to identify existing gaps.

Social Emotional Learning (SEL) plays a vital role as a support service in aiding refugees in navigating the challenges associated with immigration,

disruptions in familial patterns, and discrimination (Block et al., 2014). Learners require an education that extends beyond the confines of academic pursuits. To optimize educational attainment and overall welfare, it is imperative to adopt a comprehensive strategy that acknowledges the complex nature of learning and the need to address learner environments (OECD, 2020). Scholarly research indicates that Social and Emotional Learning (SEL) exhibits a significant positive association with academic performance. Sliwka and Ye (2015) highlight the contemporary recognition among researchers that psychological, metacognitive, social, and emotional processes are intricately interconnected and play a significant role in learning and motivation. This acknowledgement challenges the traditional view that students' emotions were deemed relatively insignificant or even hindrances to the learning process. According to Brackett et al. (2019), the integration of social and emotional learning (SEL) into conventional academic instruction has been found to enhance students' confidence and self-esteem, hence facilitating the process of academic learning.

Socio-emotional learning (SEL) fosters the development of positive interpersonal connections and has the potential to enhance the safety of educational settings via the facilitation of community formation. A growing body of Australian research has indicated that universities have exhibited reluctance in tailoring their services to cater to the specific requirements of refugee students (Joyce *et al.*, 2010; Lenette, 2016) and in promoting their academic growth and persistence in higher education (Kong et al., 2016). The current understanding of the mental health requirements specific to refugee

students participating in higher education programmes in the United Kingdom, as well as the optimal health and support services that can contribute to their overall well-being, remains limited in scholarly literature (Jack et al., 2019).

Given the prevalence of catastrophes worldwide, it is imperative to acknowledge the significance of Disaster Risk Reduction (DRR) expertise. The Hyogo Framework for Action (2000-2015) emphasizes the need of establishing a culture that promotes safety and resilience as a primary focus for intervention, with a particular emphasis on prioritizing efforts in Disaster Risk Reduction. This study aims to investigate the impact of resource availability and support services on the implementation of inclusive education for refugee students at the University of Nairobi.

Course delivery Modes and Inclusive Education

Effective instructional methods facilitate optimal learning outcomes. The Education 2030 Incheon Declaration and Framework for Action recognizes that the achievement of Sustainable Development Goal 4 is contingent upon the opportunities and challenges posed by technology. The absence of inclusivity within digital pedagogy results in a limited ability for all learners to engage in online learning. Digital inclusion is a concept that encompasses several dimensions, such as accessibility, utilization of services, and accomplishments (Park, 2017; Helsper, 2012). The concept of inclusive education encompasses more than mere physical presence; rather, it emphasizes the importance of active engagement and academic success (Asahi, 2012). These outcomes are contingent upon the suitability of the

educational materials and instructional methods employed. The use of digital learning often exacerbates educational disparities, particularly among women and girls. In the context of Sub-Saharan African nations, it is observed that a significant number of countries exhibit a gender disparity, with a lower representation of females compared to boys in terms of proficiency in Information and Communication Technology (ICT). The process of learning may be made less arduous and distressing for the student.

In contemporary times, a significant number of policymakers in low- and middle-income countries perceive digital learning as an essential approach to augment traditional in-person formal education. However, it is worth noting that a considerable portion of these policymakers previously regarded digital learning as a component mostly utilised in emergency situations. Nevertheless, there exists a scarcity of scholarly investigations that delve into the immediate consequences of the pandemic on the digital transformation within the realm of higher education, including its advantages, disadvantages, and enduring consequences (Abu Talib *et al.*, 2021).

Online learning offers a valuable opportunity for learners to acquire and develop information and communication technology (ICT) skills. The utilisation of information and communications technology (ICT) in the contemporary digital age allows students to gain knowledge and apply their competences relevant to the 21st century (Ratheeswari, 2018). In the context of crises or catastrophes, the use of technology can facilitate the accessibility of learning opportunities in situations where educational systems are

interrupted (Tauson and Stannard, 2018; De Hoop *et al.*, 2019). Information and Communication Technology (ICT), in essence, should not be regarded as a standalone solution or an end in itself, but rather as a tool. The correct use of this tool requires the application of appropriate pedagogical strategies that take into account the diverse needs of students, adequate teacher training, and ongoing professional development. It is imperative that the technologies employed in educational settings be made accessible to all students, taking into account gender, social and cultural factors, as well as the values and sensitivities of the many groups that may utilise them (Heemskerk *et al.*, 2005; Tondeur *et al.*, 2016). The lack of access to remote learning modalities poses a significant danger for individuals in terms of falling behind in online education. Digital modalities provide both notable advantages and problems that need thorough recognition and effective management. Despite the potential benefits of digital modalities in the context of education, there is still a significant gap between their current utilisation and their maximum potential. Moreover, the challenges and potential hazards connected with their implementation have been extensively documented in many studies (OECD, 2019; OECD, 2021; Bulman & Fairlie, 2016).

The UK Open University employs a hybrid approach to education, using both conventional and digital learning methods. When compared to fully online or face-to-face settings, blended learning possesses the capacity to enhance engagement, hence potentially leading to higher rates of retention and completion. The Open University of Tanzania, serving as the primary institution for online and remote education in the country, has observed a rise

in the number of female students enrolling. However, it is noteworthy that the graduation rates of female learners remain comparatively lower than those of their male counterparts. This discrepancy suggests the persistence of a digital gap between male and female learners.

Lim *et al.* (2023) performed a research at the Multimedia University in Malaysia, which emphasised the significance attributed by students to the flexibility offered by online learning. The results, however, indicated that students placed importance on interpersonal connections and educational experiences in the context of in-person instruction.

In 2020, UNESCO performed a research in Rwanda which revealed the persistence of a gender-based digital gap. Kenya exhibits notable gender discrepancies in ICT access, as evidenced by the findings of GSMA (2020b). Dlodlo (2009) argues that the perception of Information and Communication Technology (ICT) as a mostly male domain creates obstacles for women and girls in accessing online education. The provision of appropriate information and communication technology (ICT) has the potential to enhance the accessibility of tertiary education for marginalised populations.

The perception exists that facilitating inclusivity is comparatively more feasible in traditional and hybrid classes as opposed to exclusively online courses lacking assistive technologies. The acquisition of technology in Sub-Saharan Africa is characterised by high costs due to the need to import innovations from wealthy nations. Although the concept of inclusion may appear to be financially burdensome, the consequences of exclusion carry a

greater financial toll. Significant investment is required in the field of Information and Communication Technology (ICT) in order to enhance the inclusivity of online learning. A study conducted in South Africa has indicated that there exists a disparity in the enrolment and participation rates between black individuals and non-black individuals in the context of online and remote learning.

In addition to possessing the requisite equipment, it is important for lecturers to get appropriate training in order to attain the necessary competence. This is shown by the training provided to primary school teachers in Kazakhstan, which aimed to provide them with the skills to successfully utilise information and communication technology (ICT) in their instruction, particularly while working with a varied student population. The application of Universal Design for Learning (UDL) principles is recommended for course delivery. There is a scarcity of empirical information pertaining to the implementation and effects of Universal Design for Learning (UDL) in countries with low and middle-income economies, as noted by McKenzie et al. (2020). Assessing the quality of education in low- and middle-income nations is a significant challenge due to the disproportionate emphasis placed on access and attendance, rather than the actual learning that takes place within the classroom (Wapling, 2016).

Universal Design for Learning (UDL) seeks to provide equal learning chances for everyone by incorporating various methods of acquiring knowledge, alternative tactics for demonstrating knowledge, and many opportunities for interaction. This approach strives to accommodate diverse learning styles and

skills. The customization of instructional approaches to accommodate individual demands is crucial in the context of digital education. It is important for lecturers to possess an awareness of student characteristics (Ford & Forman, 2006). The failure to consider student characteristics is a significant obstacle to the successful implementation of inclusive education. The implementation of standardised sizing in teaching is not recommended.

In 2017, Hazwani et al. conducted a study that unveiled a significant relationship between learners' attitudes and the efficiency of distant learning. Hence, students who possess a positive outlook and strong drive will not perceive e-learning as an impediment to their academic success. Moreover, Adnan (2020) conducted a study which revealed that students have the perception that conventional learning and online learning exhibit distinct characteristics. In order to measure the impact of digital education policy and get evidence of the effective use of educational technology, it is important to engage in rigors monitoring and evaluation (OECD, 2023).

Lecturers' Training and Inclusive Education

The proficiency of educators has a pivotal role in determining the accessibility of education for all individuals (OECD, 2005), as well as the nature of the professional development they undergo (Sharma, Forlin, Deppeler, & Guangxue, 2013). According to Forghani-Arani, Cerna, and Bannon (2019), the academic performance of students is greatly impacted by the role of lecturers. The essential aspect in the implementation of Inclusive Education is the adequate preparation of instructors to teach all classes. Curriculum drivers

must be equipped with the requisite information in order for any form of change to take place. The provision of lecturer training on the implementation of inclusive education for refugee students has a discernible influence on their attitudes and instructional practices.

The enhancement of lecturers' capacity plays a crucial role in the reconsideration of inclusion and equity inside higher education institutions (HEIs). The report titled "Teachers matter" by the OECD recognises the growing demands placed on schools and educators, as they are expected to address diverse linguistic and cultural backgrounds among students, promote inclusivity and gender sensitivity, foster social cohesion and tolerance, effectively support disadvantaged and marginalised students, incorporate new technologies, and stay abreast of rapidly evolving knowledge and methodologies. The implementation of lecturer training programmes can contribute to the enhancement of their abilities in effectively managing a classroom characterised by diversity. In order to effectively implement inclusive teaching practises, it is imperative that educators undergo comprehensive and thorough training (Florian, 2019; Forlin & Chambers, 2011; UNESCO, 2009). Insufficient training results in a dearth of information pertaining to the appropriate methods for addressing the needs of marginalised learners.

According to the findings of the Global Education Monitoring Report for the year 2020, it has been observed that a significant proportion of nations, specifically 61%, express a willingness to provide training for educators in the

field of inclusive education. The provision of training in low and mid-income areas poses challenges due to limited availability of resources (Education International, 2018). Furthermore, there is a paucity of empirical studies investigating effective methods for teacher training (Colleague, Author 4, & Colleague, 2013).

In order to effectively deliver psychosocial help and promote socio-emotional learning among students, it is imperative that educational professionals get explicit guidance and comprehensive training. The necessity for this is particularly pronounced in the current period, characterised by a polycrisis, when many crises are concurrently unfolding on a global scale. The topic of mental health and social well-being in education has received limited attention thus far. The achievement of Mental Health and Psychosocial Support (MHPSS) and Social and Emotional Learning (SEL) can be facilitated by instructional methodologies and the implementation of classroom activities that effectively engage students, promote collaboration, and enhance their self-esteem and self-assurance. In order to offer assistance, educators must possess the ability to identify indicators of distress in their pupils and possess the knowledge to refer them to specialised groups and organisations. It is argued that teachers should not be held accountable for providing counselling services in the absence of adequate training (INEE, 2022). In order to identify occurrences of prejudice within the curriculum, it may be necessary for instructors to undergo awareness-raising activities. Subsequently, engaging in training programmes may aid individuals in cultivating and imparting instructional practises that mitigate the perpetuation of preconceptions and

prejudices, while fostering an environment of inclusion, mutual respect, and nonviolence. The absence of adequate capacity building initiatives would perpetuate the widening of inequality.

Student Population and Inclusive Education

As a result of historical factors, a significant proportion of public tertiary education institutions in Africa have seen a surplus in student enrolment, resulting in the phenomenon of massification and subsequent adverse implications for institutional effectiveness. Class size is considered to be one of the most significant factors in the instructional process (Gakure, Mukuria, & Kithae, 2013). The current challenge in the field of education is widely acknowledged to be the provision of high-quality education to all students within an inclusive setting, particularly in light of the rising enrolment rates. The influence of class size varies depending on the type of student (Blatchford & Russell, 2020). The presence of a significant number of students in classrooms places a considerable burden on teachers, while simultaneously necessitating increased efforts to accommodate learners from all backgrounds. According to Mwangi and Kimu (2003), substantial workloads have a demoralising effect on instructors.

Scholarly research indicates that there are drawbacks associated with large classes, while small classrooms are often considered more favourable. However, it is important to note that the actual situation differs significantly. The majority of schools in Sub-Saharan Africa have the issue of overcrowded classrooms, spanning across several levels of education, ranging from primary

to tertiary education. The provision of individualized education plans for refugee children is hindered by the constraints of big classroom settings, where teachers are responsible for a significant number of learners. One of the benefits associated with big courses is the presence of a diverse range of viewpoints. Educators lack the ability to exert influence over class size, as this factor is outside of their sphere of control.

According to a research commissioned by Education International, it has been observed that lower class sizes are imperative in order to facilitate inclusive education for all students by enabling instructors to effectively cater to their needs. According to the survey, instructing a class of 35 pupils with varied backgrounds has greater challenges compared to teaching a smaller group of 16 diverse learners.

Singh (2016) conducted a study which revealed that the presence of huge class sizes in India was a significant obstacle to the successful implementation of inclusive education. The influence of class size on teachers' attitudes towards inclusion was recognised by educators. It was observed that larger class sizes made teachers less inclined to accommodate learners with individualised requirements (Alquraini, 2012; Akalin et al., 2014; Amr et al., 2016; Odongo & Davidson, 2016). In the context of huge class sizes, the limited capacity of teachers to engage with every student on a daily basis poses a challenge in adequately addressing their individual academic requirements. Under such conditions, the attainment of the objective of inclusion is a challenging endeavour (Odongo & Davidson, 2016). Based on empirical evidence, it has

been established that the dynamic between students and teachers significantly influences student engagement and academic performance. In order to enhance the learning experience, it is imperative for lecturers to allocate sufficient time to establish substantial connections with their students. However, this objective becomes challenging to attain within the context of huge class sizes.

The size of a class also has an impact on the instructional strategies that may be used. In larger courses, it may be challenging to facilitate many modes of participation, as suggested by the Universal Design for Learning (UDL). Additionally, it might potentially affect the allocation of the teacher's time, diverting their attention away from individual students and their specific needs in favor of addressing the needs of the entire class collectively.

The 2030 Incheon statement and Framework for Action in Education stipulates that it is imperative for educational systems to implement explicit measures aimed at preventing discrimination and gender bias, with the ultimate goal of achieving gender equality. It is imperative for governments and its collaborative partners to effectively execute planning, policies, and educational settings that are attuned to gender sensitivity. Establishing a gender-sensitive workplace can be challenging in big class settings. According to Bellino and Dryden-Peterson (2014), smaller class sizes facilitate the implementation of learner-centered pedagogies. In their study, Diette and Raghav (2015) conducted an analysis of data obtained from a prestigious liberal arts university. The researchers discovered a negative correlation

between class size and student grades, particularly among persons who had more susceptibility to external factors.

According to Ngugi and Kabuchorua (2010), the effective utilisation of money may play a crucial role in promoting inclusive education and enhancing a school's capacity to cater to the diverse needs of its students, even in the presence of a high student population. According to Scheichler (2019), it is argued that achieving fairness in education does not necessarily need significant financial expenditure. However, it is crucial to prioritize resource allocation. According to Hattie and Clarke (2019), enhancing teaching methodologies will provide more advantages for all students in a classroom compared to lowering class size.

Summary of Literature Review

Numerous studies have been undertaken throughout the years to examine the obstacles associated with the provision of inclusive education. Inclusive education may be understood as a multidimensional field, distinct from special needs education. There is a shift occurring in the definition of inclusive education, moving from its exclusive association with disability, and towards the broader concept of providing high-quality education to all learners. Inclusive education introduces a novel method to educating kids with diverse needs, departing from previous dichotomous models of regular and special education. Brackett et al. (2019) highlights the significance of social and emotional learning (SEL) in the context of education, specifically emphasising its positive impact on learners' self-esteem. Block et al. (2014) similarly

express similar viewpoints. According to a paper commissioned by Education International, it was found that small class sizes are deemed essential. Conversely, a previous study done by Ngugi and Kabuchorua in 2010 highlighted that financial resources may be utilised to foster inclusivity within larger class settings. The researcher should address the question of whether or not big class sizes provide a challenge for refugees in higher education, as this is an area that lacks much investigation. The significance of providing training to instructors in inclusive education has been underscored by scholars as well. The preceding studies fail to address the question about the institutional factors that influence the implementation of inclusive education for refugees at higher education institutions in Kenya. The prioritization of higher education is lacking. The primary objective of this study was to investigate the factors influencing the implementation of inclusive education for refugee students in public universities in Kenya, with a specific focus on the University of Nairobi. This research was guided by the theoretical framework outlined below.

Theoretical Framework

The present analysis was informed by the classical liberal notion of equal opportunities as proposed by Sherman and Wood in 1982. The classical liberal ideology posits the principle of equal chances, which asserts that all individuals should be accorded an equitable chance to access education. Every individual has a predetermined level of capacity, which is mostly determined by genetic factors and remains relatively stable throughout their lifetime, with little potential for substantial alteration. Hence, it is important to design

educational institutions, particularly within universities, in a manner that eliminates any barriers, including those originating from institutional factors, that impede students from effectively harnessing their inherent capabilities. This approach is crucial as it enables students to make progress both in terms of economic prosperity and social advancement.

The study was also guided by the bioecological model developed by Urie Bronfenbrenner and Stephen J. Ceci in 1994. The bioecological model posits that the human environment encompasses five distinct ecological systems that exert an impact on the process of development. The many components that comprise the systems include the Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem. The university environment encompasses all five ecological systems. The microsystem within the university setting pertains to the manner in which refugee students engage with their peers in the academic environment. Refugees have the potential to expand their social network within the microsystem, a crucial element for effectively engaging with the host community. The potential consequence of the encounter between refugee students and citizens is the potential for the former to have a sense of inferiority. The mesosystem encompasses the dynamic interplay between individuals and their lecturers. The aforementioned factor has significant ramifications for inclusive education, as it can either serve as a source of motivation or hinderance to the learning process, contingent upon the manner in which instruction is delivered. The exosystem and macrosystem encompass factors that, although not directly influencing students' learning within the institution, do have an effect on their ability to learn. This encompasses

several components, including the provision of support from organisations dedicated to facilitating the implementation of inclusive education inside institutions. The implementation of policies on refugee education by the university exemplifies the manifestation of the Chronosystem, which encompasses the ongoing interactions and dynamic transformations occurring within the educational environment. It may be argued that the chrono-system has a significant role in the mental and psychological well-being of refugee pupils, based on logical and rational grounds. The university environment is contingent upon the successful or unsuccessful implementation of inclusive education, as per the ecological model. Within the university setting, students actively participate in interpersonal exchanges and regularly engage with their lecturers. The researcher will utilise this theory as a guiding framework to collect and analyse data, focusing on the correlation between institutional variables and the provision of inclusive education for refugee populations.

Conceptual Framework

Matula *et al.* (2018) define a conceptual framework as a graphical depiction that illustrates the central concept or variables, together with a proposed connection between them, typically in the form of a diagram or other visual representation. The focal variable for this research investigation pertains to the execution of inclusive education practices at the University of Nairobi. The conceptual framework comprises of three fundamental components, namely inputs, process, and outcome. The independent factors in this study encompass the availability of resources and support services, course delivery formats, lecturers' training, and student population. The result was to create inclusive

education, with a focus on university management and the teaching and learning process.

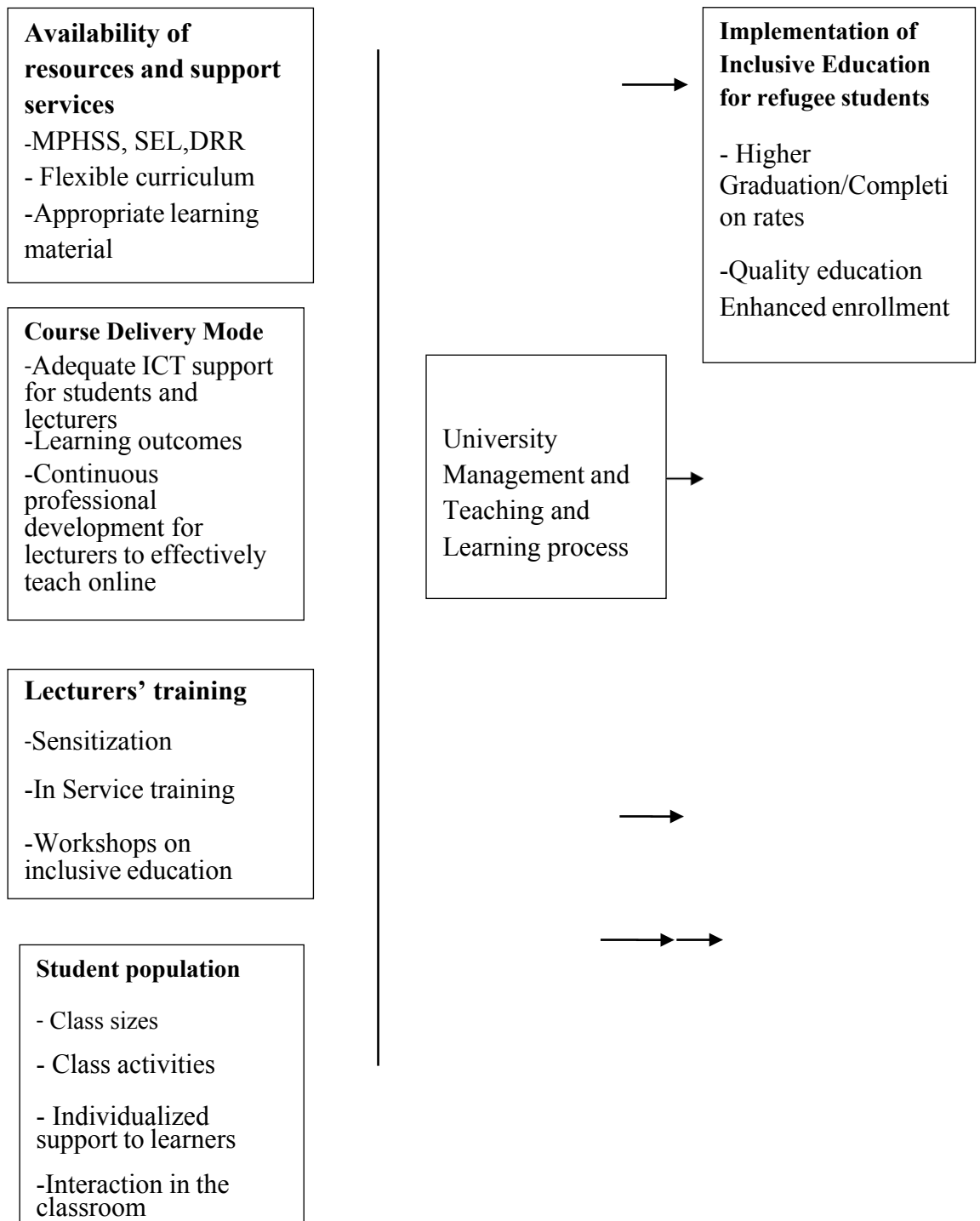


Figure 2. 1 : Conceptual framework on the interaction of variables



The framework demonstrates that the successful implementation of inclusive education for refugee students is contingent upon several factors, including the availability of resources and support services, the training of lecturers, the modes of course delivery, and the student population. The effectiveness of implementing inclusive education (IE) for refugees may be attributed to several factors, including the provision of essential resources and support services, comprehensive training for lecturers, appropriate course delivery modes, and a manageable student population. These elements collectively contribute to ensuring that the diverse needs of all learners are adequately addressed. Proficient instructors will possess the necessary skills to efficiently handle classrooms with different sorts of students. Additionally, the provision of support services and relevant resources will aid refugees in managing their academic challenges. Furthermore, it is crucial to establish a proper method of course delivery that fosters inclusivity and ensures that all learners feel valued and engaged.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section provides a comprehensive account of the methodology employed in conducting the research. The section presents key elements such as the research design, the target population, the sample size and sampling strategy, the research instruments, the validity and reliability of the instruments, the data collecting protocols, the data analysis techniques, and the ethical issues.

Research Design

A research design refers to a structured framework, blueprint, or strategy employed to investigate and address research enquiries (Orodho, 2003). The research design employed in this study was the descriptive survey design. According to Mugenda and Mugenda (2013), the descriptive survey design is a method that offers a systematic approach to collecting and analyzing data in order to investigate the current status of a project, programme, or undertaking. The survey design was chosen as the preferred methodology for this study due to its ability to collect data from the target population on characteristics that serve as determinants of the implementation of inclusive education. The utilization of a descriptive survey research strategy enables the comprehension of a population based on a representative subset, rendering it suitable for comprehensive investigations. To assess the current extent of Inclusive education implementation for refugees, the researcher conducted an analysis of the presence of the aforementioned variables. The researcher also examined how the presence or absence of these variables impacts the educational

quality, enrollment, and completion rates of refugee students at the University of Nairobi. Both qualitative and quantitative data were subjected to analysis.

Target Population

According to the definition provided by Best and Khan (2006), the target population refers to a specific group that captures the researcher's interest due to the presence of one or more shared characteristics. The research focused on a sample population consisting of 10 Deans of faculties from the University of Nairobi, 1324 educators, and 122 students who are refugees. The selection of lecturers to participate in the study was based on their pivotal position as curriculum drivers and their significant contribution to the implementation of Inclusive Education. As essential stakeholders, lecturers play a crucial role in the attainment of Sustainable Development Goal 4. The inclusion of refugee students in this study was based on their potential to offer crucial insights into the practical aspects of implementing inclusive education (IE). The selection of deans of faculties to participate in this survey was based on their comprehensive understanding of the current conditions within their respective colleges.

Sample Size and Sampling Techniques

Sampling is a fundamental procedure in research, as elucidated by Orodho (2009). It involves the deliberate selection of a group of examples from a larger population in order to represent the complete set. Determining the sample size for a research is crucial due to the inherent challenges and expenses associated with involving the whole population in the data gathering

process. According to Mugenda and Mugenda (2003), it is recommended to select a sample size ranging from 10 to 30 percent of the overall population when employing a descriptive survey methodology in research. When doing research on a large population, it is recommended to employ a descriptive research approach with a minimum sample size of 10%, as suggested by Gay (1992). For smaller populations, a sample size of at least 20% is advisable. A 10% sample was utilised in order to determine the appropriate sample size for the population of instructors. The University of Nairobi has 10 faculties that are strategically distributed across Nairobi County City and Kiambu County, resulting in the appointment of 10 faculty deans. The researcher employed a sampling technique that involved selecting a subset of 20% of the total population, resulting in the identification of two faculty deans. The research involved the participation of deans from both faculties. The method employed for the selection of two faculties, namely the Faculty of Education and the Faculty of Arts and Social Sciences, was simple random sampling. In instances where the target group is limited in size, a comprehensive sampling approach is employed, resulting in the inclusion of all refugee students within the sample.

Table 3. 1: Sampling Matrix

Sample Size	Deans of Faculties	Lecturers	Refugee Students
Target population	10	1324	122
Sample population	2	132	122
Percentage (%)			
Total sample size	20	10	100

Research Instruments

Data was collected from the participants through the use of questionnaires and interview guides. According to Mugenda and Mugenda (2003), a questionnaire refers to a written instrument consisting of a series of questions that participants are required to answer in written form. The researcher opted for the use of questionnaires due to their ease of administration and convenience in swiftly gathering information. Moreover, questionnaires provide respondents the freedom to provide responses to sensitive enquiries. According to Mulusa (2014), interviews provide researchers with a direct perspective of events, rather than only relying on accounts provided by participants.

Questionnaire for lecturers

The study included both close-ended and open-ended questions. Close-ended queries might be considered time-saving. Open-ended questions provide respondents with the opportunity to freely express their thoughts and opinions without any limitations in relation to the particular phenomena being investigated (Kombo & Tromp, 2006). The questionnaire comprises four distinct sections, labelled as A, B, C, and D. Section A provides an overview of the lecturers' and refugee students' background information. Section B provides details on the student demographic, while section C outlines the various forms of course delivery employed. Lastly, section D focuses on the training received by lecturers in the realm of inclusive education.

Interview schedule for key informants

An interview schedule is comprised of a series of questions delivered verbally by the researcher to the participants (Kombo & Tromp, 2006). The researcher employed this method to obtain pertinent information from the deans of faculties as well as a representative of refugee students. The primary sources of information include the faculty deans as well as a representative of the refugee student population. The reason for this is that the deans have knowledge regarding the factors influencing inclusive education within their specific jurisdiction and would furnish the researcher with the necessary information. Extensive data pertaining to the experiences of refugees at the University of Nairobi was necessary, and conducting an interview with a representative from this group provided the researcher a chance to delve into and scrutinise the obtained replies. Interviews provide respondents with a valuable opportunity to articulate their thoughts and opinions more effectively, as the questions posed are open-ended in nature.

Document Analysis

The researcher employed document analysis as a method to examine the enrolment rates and completion rates of refugee students, particularly girls, both prior to and following the occurrence of the COVID-19 pandemic and climate change. The objective was to investigate the potential implications of these crises on the enrolment and completion of refugee students, while considering the intersectionality between enrolment and the multiple ongoing crises that the world is currently experiencing. Emergencies sometimes present

chances for not just enhancing infrastructure but also promoting equality and resilience in the process of rebuilding.

Pilot Testing of the Instrument

The evaluation of the validity and reliability of research tools is a critical step (Orodho, 2009). The researcher conducted a preliminary investigation with a limited number of students and instructors subsequent to gaining authorisation from the institution. This was meant to expose any deficiencies in the study tools and identify any ambiguities that may exist. The research equipment were modified as required based on the findings of the pilot study. The results obtained from doing pilot testing also assisted the researcher in verifying and establishing the credibility and consistency of the study equipment.

Validity of the instruments

The concept of validity pertains to the extent to which a research instrument accurately assesses the constructs it is intended to examine (Kombo & Tromp, 2006). The content validity of the instruments was assessed by conducting a comprehensive examination of the relevant literature, as well as considering the study's aims and context. The researcher ensured that the substance of each item in the questionnaire is aligned with the study goals. Input was also solicited from experts in the field of inclusive education.

Reliability of the instruments

Reliability refers to the extent to which a research instrument yields consistent outcomes throughout several iterations (Greenwood, 2012). The split-half approach was employed by the researcher in this study to assess the reliability

of the instruments. The tools were sent to comparable participants for the purpose of the investigation, however they were not utilised in the actual study. The identical instruments were delivered to the identical set of participants following a two-week interval. The reliability test comprised a sample of 17 participants, consisting of both lecturers and students. According to Orodho (2004), a coefficient of 0.70 or above indicates that the instruments used in the study are credible. The Cronbach's alpha technique was employed to compute the dependability:

$$\alpha = \frac{N * \bar{c}}{\bar{v} + (N - 1) * \bar{c}}$$

Where α = Cronbach's Alpha reliability coefficient.

N= Number of items

\bar{c} = Average covariance between items

\bar{v} = Average variance

Data collection procedures

The researcher obtained a letter of introduction from the department of educational administration, policy, and curriculum studies and thereafter sought approval from NACOSTI. The researcher subsequently requested authorization from the Deputy Vice Chancellor responsible for Research, Innovation, and Enterprise. Approval was further sought from the senior education officer of Windle International Kenya, an organisation dedicated to addressing educational needs among refugees. Subsequently, the researcher proceeded to deliver the research instruments to the participants, providing

them with a clear explanation of the study's objectives beforehand. The online questionnaires were sent and the participants were provided with sufficient time to provide their responses. The surveys had a combination of open-ended and close-ended enquiries. The utilisation of open-ended questions provided the respondents with the opportunity to express their thoughts, whereas the close-ended questions required them to provide binary responses of either "yes" or "no". The participants in the poll consisted of instructors and students who were refugees. The questionnaires were customised based on the distinct responder groups, namely lecturers and refugee students. The aforementioned sources served as the principal data for this research. Additionally, a document analysis was conducted, which served as the source of secondary data for this research. The Windle International Kenya scholarship office provided a paper pertaining to the enrolment of refugees between the years 2016 and 2022. The confidentiality of the participants was maintained.

Data Analysis Techniques

The data acquired was computed using version 20 of the Statistical Package for Social Sciences (SPSS). The analysis of quantitative data involved the utilisation of frequencies and percentages, whilst the qualitative data obtained from open-ended questions and interviews was categorised into themes and narratives. The verbatim responses of the participants were also recorded for the purpose of key informant interviews and open-ended questions. The utilisation of tables and figures in reports is prevalent due to its ability to portray research findings in a more concise and visually effective manner compared to textual representation (Miriwa & Wamahiu, 2015). The

researcher employed inferential statistics to determine the presence of a significant correlation between various factors, including the availability of resources and support services, lecturers' training, course delivery mode, student population, and the implementation of inclusive education for refugee students at the University of Nairobi. The research findings, conclusion, and suggestions for the study were derived from the analysis of the collected data.

Ethical Considerations

Ethical issues in research encompass the principles of informed consent and confidentiality. The researcher obtained authorisation from the Deputy Vice Chancellor for Research, Innovation, and Enterprise. The participants were invited to voluntarily partake in the research, without any kind of coercion. Participants also had the option to discontinue their involvement at any point, should they want to do so. To ensure uninhibited self-expression without apprehension, the participants' identities were anonymized. The researcher maintained focus on the subject of enquiry and refrained from asking any questions unrelated to the specified research topic.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATIONS OF THE FINDINGS

Introduction

This chapter presents an analysis, discussion, and presentation of the findings obtained from the investigation. The objective of this study was to examine the institutional factors that influence the implementation of inclusive education for refugee students at the University of Nairobi. The data analysis was conducted with SPSS version 20. The study's results are organised based on the research objectives, which were as follows: (1) to investigate the influence of resource availability and support services on the implementation of inclusive education for refugee students, (2) to assess the impact of course delivery modes on the implementation of inclusive education for refugee students, (3) to examine the role of lecturers' training in the implementation of inclusive education for refugee students, and (4) to determine the influence of student population on the implementation of inclusive education for refugee students at the University of Nairobi.

Instruments Return Rate

The data gathering procedures employed in this study encompassed the utilization of questionnaires, an interview schedule administered to faculty deans and a representative of refugee students, as well as document analysis. This study involved a sample of 122 students who were refugees, 132 instructors, and two faculty deans. Table 4.1 displays the response rate:

Table 4. 1: Response Rate

Rate	Sample	Frequency	Response
Faculty deans	2	1	50%
Lecturers	132	79	59.8%
Refugee Students	122	77	63.1%
Total	256	157	61.3%

The data shown in the table demonstrates that the researcher conducted interviews with one out of the two sampled deans of faculty, resulting in a response rate of 50%. A total of 122 refugee students were surveyed through the distribution of questionnaires, with a return rate of 77 percent. Consequently, the overall response rate was calculated to be 63.1 percent. The results further demonstrate that 79 out of 132 professors provided responses to the questionnaire, resulting in a response rate of 59.8%. This indicates that the rate of questionnaire returns for each group of respondents was sufficient for the purposes of analysis and reporting. According to Mugenda and Mugenda (2008), it has been emphasized that an optimal response rate of 50% is desirable for the purposes of analysis and reporting. Additionally, a response rate of 60% is considered to be a favorable return rate, while a response rate of 70% is regarded as an exceptional return rate.

Reliability Analysis.

The establishment of the questionnaires' reliability was achieved by the implementation of a pilot study. The Cronbach's alpha reliability test was

employed to assess the dependability of the instruments. In order to establish the reliability of the questionnaires used in this study, a minimum coefficient of 0.7 was necessary.

The tabulated results are presented below;

Table 4. 2: Reliability Analysis.

Decision	Cronbach's Alpha
Availability of resources and Reliable support services	0.792
Lecturers' Training Reliable	0.736
Course delivery modes reliable	0.716
Student population reliable	0.765
Implementation of Inclusive Reliable education for refugee students	0.727

Based on the aforementioned results, it was seen that the availability of resources and support services exhibited a Cronbach alpha coefficient of 0.792. This was closely followed by the student population, which displayed a coefficient of 0.765. Additionally, the variables of lecturers' training, implementation of inclusive education for refugee students, and course delivery modalities had coefficients of 0.736, 0.727, and 0.716, respectively. This finding demonstrated the reliability of the instruments, thereby indicating that no modifications were necessary. According to Orodho (2004), a dependability value of 0.7 or above is recommended.

Demographic Information of the respondents

The demographic characteristics of the professors under examination primarily encompassed their gender and the duration of their teaching tenure at the University of Nairobi. The variables of interest in this study also are to the

students' gender and duration of their stay as refugees in Kenya. The objective of inquiring about the lecturers' years of experience was to see if there exists a link between their level of expertise and the implementation of inclusive education. Determining the duration of the refugees' stay in Kenya was a crucial factor in assessing any potential correlation between their level of comfort in the classroom and their integration with Kenyan citizens. The results were recorded in a tabular format.

Gender of the Respondents

Participants were instructed to provide their gender information in the survey in order to investigate its potential influence on the implementation of inclusive education at the University of Nairobi. The results according to gender are displayed in Table 4.2 provided below;

Table 4. 3: Gender of Lecturers and Refugee students

Gender	Lecturers		Refugee Students	
	F	Percent	F	Percent
Male	46	58.2	57	74.
Female	33	41.8	20	26.0
Total	79	100	77	100

The findings shown in Table 4.3 demonstrate that, within the context of the University of Nairobi, the proportion of male instructors is at 58.2%, while the remaining 41.8% are female. The University of Nairobi has a predominance of male instructors. The data reveals that a significant proportion, specifically

74%, of refugee students are male, highlighting a notable gender difference within this population. There exists a significant disparity between male and female refugee pupils. The persistence of gender inequality on a worldwide scale is readily apparent, which prompted the United Nations' inclusion of a target for attaining gender equality within the Sustainable Development Goals (SDGs) in 2015. Higher education is a crucial component of social policy that should play a significant role in addressing gender inequality and promoting the empowerment of women.

: Number of years of experience of lecturers.

The instructors were instructed to disclose the duration of their tenure as educators at the University of Nairobi. The findings are presented in the table provided below;

Table 4. 4: Number of years of experience of lecturers.

	Frequency	Percent
Below 5 years	1	1.3
5-10years	14	17.7
11-20years	44	55.7
More than 20 years	20	25.3
Total	79	100

The results of the study reveal that a significant proportion of the lecturers, specifically 44 individuals (accounting for 55.7% of the total sample), had accumulated teaching experience ranging from 11 to 20 years at the University

of Nairobi. According to reports from other professors, a small proportion (1.3%) have been employed at the institution of Nairobi for less than 5 years. A larger percentage (17.7%) have been teaching at the institution for a duration of 5-10 years. Additionally, a significant number (25.5%) have reported that they have been affiliated with the University of Nairobi for over 20 years. This statement suggests that the majority of the instructors at the University of Nairobi had sufficient experience to offer insights into the institutional factors influencing the adoption of inclusive education for refugees.

4.3.2: Number of years the students have been refugees in Kenya.

The refugee students were requested to provide information on the duration of their refugee status in Kenya. The results are presented in Table 4.5 below;

Table 4. 5: Number of years the refugee students have been in Kenya

	Frequency	Percent
5-10years	13	16.9
11-20years	36	46.8
More than 20 years	28	36.4
Total	77	100

The data shown in Table 4.4 reveals that a significant proportion of the student population, specifically 41.6%, has resided in Kenya for a duration ranging from 11 to 20 years. A significant proportion of individuals have been in Kenya for a duration exceeding two decades, as evidenced by 36.4% of the respondents. Additionally, 16.4% of the participants reported holding refugee

status in Kenya for a period ranging from five to ten years. None of the individuals provided any indication of having resided in Kenya for a period of less than five years. This suggests that a considerable proportion of individuals have assumed the status of refugees for an extended duration, resulting in many consequences, including experiences of isolation and loneliness. Conversely, it might be argued that the cultural disparity ought to have diminished at this juncture.

Availability of resources and support services and implementation of inclusive education for refugee students.

The primary aim of this study was to assess the impact of resource availability and support services on the implementation of Inclusive education for refugee students enrolled at the University of Nairobi. This might be attributed to the significance of support services, such as psychological assistance and social-emotional learning (SEL), in the context of refugees. This collective is inherently marginalised. Data on the provision of support services was gathered through an extensive interview with a representative of refugee students, as well as by inclusion in the questionnaire. The results obtained from the administered questionnaires are shown in the subsequent section. The results obtained from the interview are also shared.

: Refugee student responses on comfortability being in class with other learners.

The initial phase was ascertaining the level of comfort among learners in a shared classroom setting, as this aspect holds significant importance in the

context of inclusive education. The results are displayed in Table 4.6, provided below;

Table 4. 6: Response of refugee students on comfortability being with other learners in the same classroom.

	Percentage	Frequency
YES	77	100
Total	77	100

The data reported in Table 4.6 indicates that all 77 (100%) of the learners had a sense of comfort when sharing a classroom space with their peers. With sufficient help, their educational experiences have the potential to enhance. In contrast, Sheikh et al. (2019) conducted a study examining the experiences of refugees in higher education, whereby they found that refugee students expressed discomfort in sharing a classroom environment with their peers. The sense of belonging and acceptability has a crucial role in academic attainment throughout all levels of schooling. In the absence of this, those who were originally disadvantaged continue to experience a persistent gap in their progress.

: Response of refugee students on whether their progress at the university of Nairobi is monitored.

The pupils were further inquired about the extent to which their advancement is tracked, and their respective replies have been documented in the table shown below;

Table 4. 7: Monitoring the progress of refugee students.

	F	Percentage
YES	15	19.5
NO	62	80.5
Total	77	100

The findings shown in Table 4.7 indicate that a majority of refugee students, 62 individuals or 80.5% of the sample, do not undergo progress monitoring to assess potential dropouts or delays in completion rates. Once more, it was observed by a Key Informant that the monitoring of enrolment and completion rates among various learner groups is lacking, hence hindering the identification of potential issues within the educational environment that may impede their learning outcomes. Furthermore, the evaluation of inclusive education is frequently lacking in order to determine the extent of progress being achieved. The monitoring and assessment of the progress made by these learners plays a crucial role in assessing their achievement towards SDG 4. Ensuring universal access to fair and excellent education across all educational levels is a fundamental objective of monitoring and evaluation (M&E) in the field of education (UNESCO, 2016:116).

: Response of refugee students on whether they receive any support services from the university.

The refugee student population was also surveyed about the extent of help they receive from the university, and the findings are presented in the table below:

Table 4. 8: Response on support services.

	F	Percentage
YES	20	26.0
NO	57	74
Total	77	100

The majority of respondents (74%) indicated that they do not receive any form of help from the university. The present findings align with the research conducted by Abamosa (2023), which indicates that colleges lack dedicated windows or support centers specifically designed to cater to the needs of refugee students. This absence can be attributed to the perception that refugees are not yet recognized as a distinct student population. Furthermore, refugees often come from minority backgrounds and belong to low socioeconomic status (SES) groups. It is incumbent upon refugees to proactively pursue the necessary assistance, recognising that such support may not invariably be accessible. According to the findings of Block et al. (2014), there is a dearth of empirical data about effective interventions inside educational institutions aimed at fostering inclusive learning environments.

Table 4. 9: Involvement of refugee students in decision making on matters concerning them.

	F	Percentage
Yes	27	35.1
No	50	64.9
Total	77	100

The aforementioned findings suggest that there is a lack of involvement of refugee students in decision-making processes that pertain to their own interests and concerns. The 2018 Global Compact on Refugees and the New York Declaration for Refugees and Migrants, established in 2016, advocate for the inclusion of refugees in the decision-making processes pertaining to issues that have a direct impact on their lives. Dryden-Peterson (2015), Mariaty (2018), and Yeo & Yoo (2022) all express the belief that including refugees in educational decision-making processes pertaining to their own circumstances is a viable approach that might potentially address the issue of inadequate quality.

: Response on whether the refugee students face discrimination based on their origin.

The pupils were also queried on the presence of any form of prejudice they may encounter depending on their ethnic or cultural background. The gathered replies are displayed in the table provided below;

Table 4. 10: Discrimination by fellow students based on origin.

	F	Percentage
Yes	7	9.1
No.	70	90.9
Total	77	100

The results presented in Table 4.10 above demonstrate that a small proportion, specifically 9.1%, of individuals reported experiencing prejudice. This conclusion contradicts the research conducted by Ziersch *et al.* (2020), which revealed that a significant proportion of refugees and asylum seekers experience prejudice across many domains.

The researcher conducted further interviews with a representative from the group of refugee students, resulting in the following insights;

'You have to minimize interaction with some students because they discriminate refugees based on their status, but some are accommodative'. This implies that there needs to be sensitization of students on matters regarding inclusion of refugees. The student added that World Refugee Day is not given attention, this could be used by the University to pass a message across to other students who feel otherwise about refugees

Balabanova (2019) highlights the significance of commemorating the global refugee day, as it serves as a platform for refugees to articulate their concerns and difficulties.

4.4. 5: Response on whether the curriculum is flexible.

The instructors were queried on the adaptability of the curriculum to accommodate the requirements of a wide range of learners, and the findings are displayed in Table 4.11;

Table 4. 11: Curriculum Flexibility.

	F	Percentage
Yes	9	11.4
No	70	88.6
Total	79	100

The data shown in Table 4.11 above indicates that the curriculum exhibits a high level of inflexibility, as indicated by a significant majority of the lecturers, specifically 70 individuals, accounting for 88.6% of the total respondents. These findings align with the research conducted by Crea (2016), which indicates that the majority of curriculum designed for higher education do not adequately address the unique circumstances of refugees and fail to meet their instructional requirements.

According to Wyatt (2015), there is widespread recognition in Western societies of the need of adapting the curriculum to meet diverse needs. This perspective is prevalent in the existing body of literature. This is the recommended course of action for implementation of IE in various regions throughout the globe.

Education is a potent instrument for effecting societal transformation. The incorporation of climate change education has shown to be a valuable means

of bolstering the ability of individuals and communities to adapt and build resilience in the face of environmental challenges. The continuous discourse surrounding Education for Sustainable Development (ESD) has engendered divergent viewpoints and opinions. Nevertheless, the significance of integrating climate change education at various educational levels is underscored by the findings derived from collected data. The present situation has a significant impact on students hailing from Arid and semi-arid regions, which coincidentally is the origin of refugee students. Consequently, it is incumbent upon the university to guarantee that all students get comprehensive climate education, irrespective of their chosen academic disciplines. This will enable them to develop their capacity to adapt to climate challenges and empower them to become catalysts for transformative action within their respective communities. The significance of this discourse in the context of education should not be underestimated. The globe is currently experiencing significant transformations, necessitating a corresponding evolution in the field of education. Emerging approaches to address novel difficulties being encountered.

Course Delivery Modes and Implementation of Inclusive Education.

The second aim of this study was to evaluate the impact of different modes of course delivery on the implementation of inclusive education. The objective of the study was to investigate the potential ramifications of transitioning from traditional face-to-face learning to online learning in the context of fostering inclusive classrooms. The refugee students were requested to provide their

perspectives on online learning through an open-ended enquiry, aimed at gauging their attitudes towards this mode of education.

The majority of refugee students expressed a preference for physical or hybrid instructional formats over exclusively online modalities, as seen by their responses. Physical classrooms provide students with the possibility for increased connection and engagement, whereas online classes tend to have limited opportunities for interaction. Additionally, it has been seen that the mental well-being of some individuals may be negatively affected by the current educational landscape. In the current digital age, where online learning has become a norm rather than a temporary solution to the urgent circumstances brought about by the Covid-19 epidemic, it is essential to take certain factors into account in order to provide a positive and inclusive learning experience for all students. There is a perception of exclusion experienced by certain individuals. Digital modalities include both notable advantages and drawbacks that need thorough acknowledgement and effective management. The instructors emphasised the need of investing in technology. The professors were queried on a range of topics related to online learning, and the subsequent results are outlined below;

Table 4. 12: Whether or not there is enough ICT Support to facilitate online course delivery.

	Lecturers		Refugee Students	
	F	Percentage	F	Percentage
Yes	68	86.1	29	37.7
No	11	13.9	48	62.3
Total	79	100	77	100

The data reported in Table 4.12 above reveals that a significant proportion of lecturers, namely 86.1% of respondents, report receiving sufficient ICT assistance to effectively conduct online course delivery. According to a respondent from the academic staff, the university's ICT team makes efforts to provide help to them, as specified in the open-ended questions. Tondeur et al. (2016) emphasise the significance of providing enough assistance to instructors in order to facilitate the efficient implementation of technology in course delivery. The authors argue that the mere supply of information and communication technology (ICT) is insufficient in achieving this goal.

In contrast, the refugee students expressed dissatisfaction with the level of ICT assistance they receive for online study, as evidenced by 62.3% of respondents. A considerable proportion of the participants in the open-ended enquiry on their experience with online learning expressed that they had encountered difficulties in adapting to this kind of education. According to Rakhyoot (2017), in his investigation of institutional barriers to e-learning, it was discovered that insufficient information and communication technology (ICT) support for learners is a significant obstacle to the implementation of online learning.

The professors were subsequently queried on the existence of ongoing professional development. The progress made and the results obtained are presented in the table provided below:

Table 4. 13; Professional development for lecturers on digital skills.

	F	Percentage
Yes	79	100
Total	79	100

Based on the data provided in table 4.13 above, it can be observed that there is a practise of engaging in continual professional development for the purpose of delivering online courses. This particular endeavour is commendable. In their study, Schildkamp et al. (2020) highlight the significance of teacher professional development in the field of information and communication technology (ICT) for the purpose of enhancing course delivery effectiveness.

Table 4. 14: Response on whether learning outcomes are sustained in online learning.

	F	Percentage
Yes	50	63.3
No	29	36.7
TOTAL	79	100

Based on the aforementioned data, a significant majority of 50 lecturers (63.3%) indicated that online learning effectively maintains the desired learning goals. In a similar vein, Wildana *et al.* (2020) suggest that online learning is seen efficacious due to its facilitation of diverse software applications, including Zoom, Google Classroom, and others.

In contrast to the aforementioned findings, Hu and Li (2017) assert that the sustainability of learning outcomes in online learning is compromised due to insufficient involvement between instructors and learners. This engagement is considered crucial for the maintenance of learning outcomes.

Based on the interview conducted with a knowledgeable informant (KI), the researcher ascertained that the realm of online learning lacks definitive key performance indicators (KPIs). A number of scholars argue for the necessity of establishing specific rules and recommendations for digital learning.

Lecturers Training and Implementation of Inclusive Education.

The third purpose of this study was to evaluate the correlation between lecturers' training and the application of inclusive practices. Despite the fact that the instructors possess adequate training in their respective fields of expertise, it is imperative that they engage in ongoing professional development in order to effectively navigate the challenges of a diverse classroom within the context of the digital age. The academics at the University of Nairobi were surveyed using a Likert scale to ascertain their level of agreement or disagreement with certain statements pertaining to the implementation of inclusive education for refugee students. The Likert scale utilized a range of 1-5, with a score of 1 indicating a strong disagreement, 2 indicating disagreement, 3 (Undecided), 4 indicated agreement and 5 strong agreement.

Table 4.15: Agreement with statements on the challenges in the implementation of inclusive education for refugee students.

	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
No sensitization on the Universal Design for Learning And its application.	20	25.3	28	35.4	9	11.4	14	17.7	8	10.1
Lack of workshops to capacity Build lecturers on Inclusive Education.	5	6.3	12	15.2	8	10.1	37	46.8	15	19.0
Lack of a policy that addresses Issues related to refugee and Migrant students.	3	3.8	15	19.0	13	16.5	41	51.9	7	8.9
Lack of training on how to Provide Psychosocial support to Learners.	7	8.9	12	15.2	8	10.1	37	46.8	15	19.0
Lack of knowledge on Socio-Emotional Learning.	13	16.5	16	20.3	11	13.9	29	36.7	10	12.7
Lack of appropriate resources.	11	13.9	9	11.4	2	2.5	44	55.7	13	16.5

Based on the data presented in Table 4.13, it can be shown that 35.4% of respondents expressed disagreement with the notion that a lack of sensitization regarding Universal Design for Learning poses a problem to the implementation of inclusive education for refugees. Furthermore, 25.3% of respondents strongly disagreed with this statement. However, a total of 17.7% of respondents expressed agreement with the statement, while 10.1% indicated a great level of agreement.

A majority of respondents (60.8%) expressed agreement with the assertion that the absence of workshops aimed at enhancing the skills and knowledge of lecturers in inclusive education has a detrimental impact on the successful implementation of inclusive education. Furthermore, a smaller proportion (10.1%) strongly endorsed this viewpoint. This suggests that the absence of capacity training in the field of inclusive education is a barrier to the successful implementation of inclusive education.

Based on the responses obtained from the open-ended questions, it was suggested by a participant that

‘all lecturers should be trained on inclusive education especially on taking care of the physiological needs of the marginalized students.

Another challenge the researcher sought to investigate whether it affects the implementation of inclusive education for refugee students was lack of a policy to that addresses issues related to refugee and migrant students. 51.9% agreed to this statement while 8.9% strongly agreed. However, 19.0% and 3.8% disagreed and strongly disagreed respectively.

One of the respondents mentioned that *existing policies ought to be reviewed to cater for refugee students who face different kinds of challenges (Respondent 12,2023)*.

Additionally, the instructors were queried on the potential issue posed by insufficient training in delivering psychological assistance to students. In this regard, a significant proportion of respondents, namely 46.8%, expressed a strong inclination towards agreement, while an additional 19.0% indicated a strong agreement. In contrast, a notable proportion of respondents, namely 15.2%, expressed their disagreement with the given statement, although a smaller percentage of 8.9% strongly disagreed.

In addition to the aforementioned issues, the researcher sought to investigate whether a dearth of understanding regarding socio-emotional learning poses a difficulty for educators in their efforts to help marginalised students. Based on the results, it was found that 36.7% of participants expressed agreement, while 12.7% strongly agreed. In contrast, a notable proportion of the participants, namely 20.3%, expressed their disagreement, while a further 16.5% strongly disagreed.

The findings elucidate that there are several elements that provide challenges to lecturers in the implementation of inclusive education for refugee students. According to González-Gil et al. (2013), it is important to have professors and educators that possess the ability to identify the many elements that offer a diverse array of educational opportunities for every student in order to effectively execute inclusive education. In order to adequately prepare for this

endeavour, educational institutions must provide continuous training and constructive feedback that fosters the integration of innovative instructional methodologies within the classroom setting.

The document acquired from Windle International Kenya pertaining to the enrolment of DAFI scholars at the University of Nairobi throughout the period of 2016-2022 revealed significant progress in the inclusion of refugees in higher education in Kenya, which unfortunately faced setbacks due to the onset of the Covid-19 epidemic. In the year 2019, the enrolment reached its peak with a total of 89 students, consisting of 23 females and 66 males. In the year 2020, the occurrence of a crisis resulted in the absence of any enrolment activity. In the year 2021, there was a decrease from the initial value of 89 seen in 2019 to a subsequent value of 56. This observation suggests that the enrolment of refugee students was impacted by the outbreak of the Covid-19 pandemic. In 2022, a notable decrease was seen, with the value declining from 56 to 36. The ongoing problem of climate change has posed a significant threat to the field of education, necessitating the implementation of interventions that might empower learners to enact transformative change within their own communities.

Striving to achieve a consistent increase in the enrolment of refugees in higher education is a commendable objective that warrants diligent efforts, as it brings us closer to realizing the Sustainable Development Agenda 2030. The implementation of essential interventions by higher education institutions is imperative, since they possess a significant responsibility to fulfil in this regard.

Student Population and Implementation of Inclusive Education.

Another aim of this study was to evaluate the influence of a large student population on the successful implementation of inclusive education for refugee students at the University of Nairobi. Inclusive education refers to the provision of educational services that accommodate the diverse needs of all learners, encompassing the implementation of Individualised Education Plans (IEPs) and the provision of appropriate support tailored to individual learners' need. The researcher's motivation stemmed from a desire to investigate the manageability of class sizes and their potential impact on the implementation of inclusive education for refugee students at the University of Nairobi. The instructors were queried on the manageability of class sizes, and the results are presented in Figure 4.1 below;

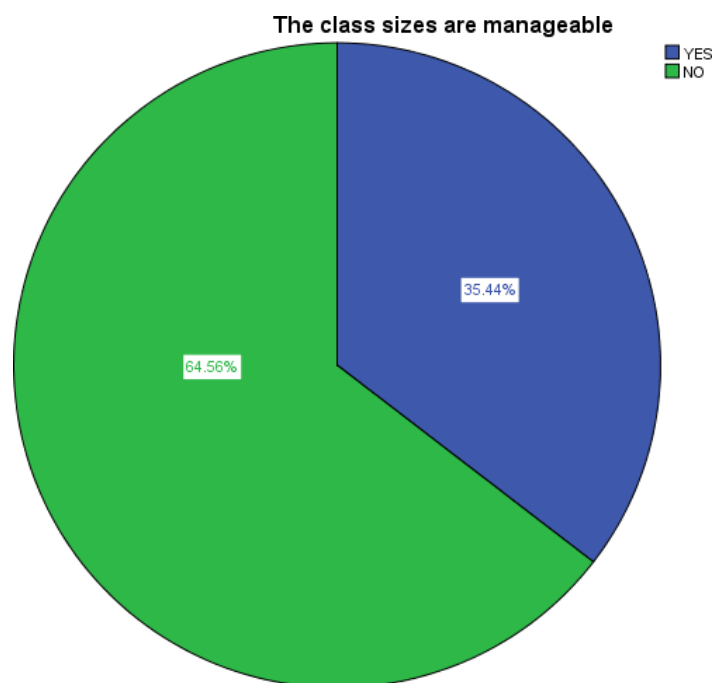


Figure 4. 1: Responses on whether the class sizes are manageable.

The data shown in Figure 4.1 indicates that a significant proportion of class sizes are characterised by a large number of students, rendering them difficult to effectively manage. This is demonstrated by a percentage of 64.56%. In order to foster an environment conducive to diversity, it is imperative to maintain small cohort numbers inside the classroom.

Furthermore, the instructors were inquired about their capacity to provide individualized attention to each pupil, and the resulting data has been organized in the table presented below.

Table 4. 16: Response on Lecturers’ ability to give individualized attention.

Response	Percentage	F
YES	14	17.7
NO	65	82.3
Total	79	100

Based on the results shown in Table 4.15, it is unfeasible to provide individualized attention to each student due to the significant number of students in each class. According to the survey results, a significant majority of the professors, 82.3%, expressed their inability to provide individualized attention to each pupil. Similarly, Maringe and Sing (2014) discovered that as compared to students in smaller classrooms, students in larger courses have a diminished potential for engagement with the lecturer.

Based on the findings of the interview, it was observed that there exists a variation in the attitudes of lecturers towards inclusive education, despite the presence of high class sizes. There exists a divergence of opinions about the feasibility of accommodating diversity, with certain individuals expressing confidence in its achievability while others maintain scepticism. The conceptualization of the phrase 'Inclusive Education' varies. This observation suggests that there is a significant need for extensive lecturer training in the area of inclusive education, with a comprehensive understanding of its scope and principles.

: Bivariate analysis of institutional determinants on the implementation of inclusive education for refugee students at the university of Nairobi.

The researcher used chi-square test and correlation to construct the link between institutional aspects and implementation of inclusive education for refugee students at the university of Nairobi. Results are presented below;

: Availability of resources and support services on implementation of inclusive education for refugee students.

The connection between availability of resources and support services and implementation of inclusive education for refugee students is presented in table 4.17 below.

Table 4. 17: Relationship between availability of resources and support services and implementation of inclusive education for refugees.

	Completion Rates			Quality Education			Enrollment		
	Chi-square	DF	P values	Chi-square	DF	P values	Chi-square	DF	P values
Rigid Curriculum	3.443 ^a	1	0.064	2.831 ^a	1	0.123	3.216 ^a	1	0.073
Lack of appropriate resources	47.127 ^a	4	0.000	8.080 ^a	4	0.089	62.155 ^a	4	0.000
Lack of a policy that addresses matters related to refugees	17.545 ^a	4	0.002	63.398 ^a	4	0.000	25.590 ^a	4	0.000

Study findings in table 4.17 above show that curriculum inflexibility and completion rates have no significant relationship (Chi-square = 3.443^a, p = 0.064). Conversely, lack of appropriate resources and a policy that addresses matters related to refugees have show a significant relationship with completion rates (Chi-square = 47.127^a, p = 0.000) and (Chi-square = 17.545^a, p = 0.002) respectively.

Consequently, the quality of education refugees received based on their needs is significantly related to lack of a policy and unavailability of resources (Chi-square = 63.398^a, p = 0.000) and (Chi-square = 8.080^a, p = 0.000) respectively. This is an indication that the quality of education received is not what is expected owing to lack of appropriate resources and a policy.

Enrollment and retention rates are significantly related to the curriculum, availability of resources and support services and lack of a policy. All p values <0.05.

: Course delivery modes on implementation of inclusive education for refugee students.

The connection between course delivery modes and implementation of inclusive education for refugee students is presented in table 4.18 below.

Table 4. 18: Relationship between course delivery modes and implementation of inclusive education for refugees.

	Completion Rates			Quality Education			Enrollment		
	Chi-square	DF	P values	Chi-square	D F	P values	Chi-square	D F	P values
Enough ICT Support Infrastructure for lecturers	4.332 ^a	1	0.037	2.995 ^a	1	0.084	4.947 ^a	1	0.04
Learning outcomes sustained in online learning	5.432 ^a	1	0.020	14.936 ^a	1	0.000	14.510 ^a	1	0.00

Based on the data shown in table 4.18, it is apparent that there exists a notable correlation between the maintenance of learning outcomes in online education and the provision of adequate information and communication technology (ICT) assistance for instructors, with respect to enrolment rates, educational quality, retention rates, and completion rates, p values < 0.05.

: Lecturers’ training on implementation of inclusive education for refugee students.

The connection between lecturers’ training and implementation of inclusive education for refugee students is presented in table 4.19 below.

Table 4. 19: Relationship between Lecturers’ training and implementation of inclusive education for refugees.

	Completion Rates			Quality Education			Enrollment		
	Chi-square	DF	P values	Chi-square	DF	P values	Chi-square	DF	P values
Lack workshops to sensitize lecturers on UDL and its application	53.046 ^a	4	0.000	43.848 ^a	4	0.000	73.799 ^a	4	0.000
Lack of workshops to capacity build lecturers on Inclusive education	65.933 ^a	4	0.000	48.254 ^a	4	0.000	70.788 ^a	4	0.000
Lack of knowledge on how to provide PSS to learners	57.491 ^a	4	0.000	8.022 ^a	4	0.091	79.000 ^a	4	0.000
Lack of knowledge on SEL	48.908 ^a	4	0.000	31.179 ^a	4	0.000	58.470 ^a	4	0.000

The results presented in Table 4.19 demonstrate that several factors are significantly associated with completion rates, the quality of education received by refugees and enrolment rates. These factors include the absence of workshops aimed at raising awareness among lecturers about Universal Design for Learning (UDL) and its implementation, the absence of workshops aimed at enhancing the capacity of lecturers in Inclusive Education, a lack of knowledge regarding the provision of psychosocial support (PSS) to learners, and a lack of knowledge regarding social-emotional learning (SEL). All of these relationships were found to be statistically significant, with p-values less than 0.05.

: Student population on implementation of inclusive education for refugee students.

The connection between student population and implementation of inclusive education for refugee students is presented in table 4.20 below.

Table 4. 20: Relationship between student population and implementation of inclusive education for refugees.

	Completion Rates			Quality Education			Enrollment		
	Chi-square	DF	P values	Chi-square	DF	P values	Chi-square	DF	P values
The class sizes are manageable	27.844 ^a	1	0.000	1.930 ^a	1	0.165	45.566 ^a	1	0.000
Lecturers are able to give individualized attention to every learner	0.136 ^a	1	0.712	10.639 ^a	1	0.001	5.388 ^a	1	0.020

Findings presented in table 4.20 above show that class sizes have a significant relationship with implementation of inclusive education for refugees (All p-values < 0.05). Ability of lecturers to offer individualized attention to learners is significantly related to quality of education and enrollment; it does not have a significant relationship with completion rates.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Introduction

This chapter presents the key findings of the investigation. Additionally, it encompasses the inclusion of the conclusion and suggestions derived from the analysis. This chapter also includes recommendations for further research.

Summary of the Study

The primary objective of this research was to examine the institutional factors that influence the successful implementation of inclusive education initiatives for refugee students enrolled at the University of Nairobi. The present study aimed to address the following research enquiries;

- i) To what extent does availability of resources support services determine the implementation of inclusive education for refugee students at the University of Nairobi.?
- ii) To what extent do course delivery modes determine the implementation of inclusive education for refugee students at the University of Nairobi.?
- iii) In what ways does lecturers' training determine the implementation of inclusive education for refugee students at the University of Nairobi.?
- iv) How does student population determine implementation of inclusive education for refugee students at the University of Nairobi.?

The study is grounded in the theoretical frameworks of classical liberal philosophy, which emphasises equal opportunity, and Urie Bronfenbrenner's

and Stephen J. Ceci's bioecological model. The research employed a descriptive survey methodology. The study encompassed a target demographic consisting of faculty deans, lecturers, and students who are refugees. The researcher focused their attention on a sample consisting of two faculty deans, 132 lecturers, and 122 students who were refugees. However, a total of 79 teachers and 77 refugee students provided responses to the questionnaires that were distributed. The obtained qualitative data was subjected to thematic and narrative analysis, while the quantitative data was analyzed using descriptive statistics. The utilization of inferential statistics was employed to ascertain the association between the dependent and independent variables. The collected findings have been succinctly summarised in accordance with the study's aims.

Availability of resources and support services and Inclusive

Education

The primary study purpose was to examine the relationship between the availability of resources and support services and the implementation of inclusive education for refugee students at the University of Nairobi. The results of the study indicate that there is a noticeable absence of a tailored support system for refugee students. These individuals are categorized as global citizens, but the difficulties they encounter are unique to their circumstances. Despite being foreign students, their situation differs from those who were not forcibly moved. Certain individuals within the institution engage in discriminatory behaviour towards refugees, which can be attributed to a lack of sufficient efforts to raise awareness and educate the general population.

Course delivery Modes and Inclusive Education

Another objective of this study was to examine the effects of different methods of delivering courses on the implementation of inclusive education for students who are refugees. The study determined that a majority of learners opt for face-to-face or hybrid sessions to exclusively online education. Individuals perceive that engaging in social interactions with others contributes positively to their overall well-being, in contrast to the experience of online learning, which is often associated with feelings of isolation. Despite the alignment of learning outcomes with instructor feedback, it is imperative to increase ICT assistance for learners in order to enhance their attitudes towards online learning. Lecturers possess the necessary skills and resources to effectively administer online courses.

Lecturers' training and inclusive education

The research also aimed to examine the impact of lecturers' training on the implementation of inclusive education for refugees at the University of Nairobi. Based on the results obtained, the researcher has determined that there is a deficiency in providing educators with the necessary training to effectively manage classrooms that encompass a varied range of students, particularly those who belong to vulnerable populations and are in need of extensive assistance. Psychosocial assistance and socio-emotional learning play a crucial role in the well-being and development of refugees, fostering resilience in the face of adversity. However, it is evident that lecturers currently lack the necessary training and resources to effectively provide these forms of support. The obstacles encountered in the implementation of

inclusive education for refugees are widely acknowledged to include a dearth of understanding regarding Social and Emotional Learning (SEL) as well as the provision of psychosocial assistance.

Student Population and Inclusive Education

The impact of student population, specifically class size, on the implementation of inclusive education was also examined. Based on the results, it can be seen that the presence of high class sizes poses a challenge for educators in providing personalized attention and support to all students, including those who may be in need of such assistance. Hence, this particular element significantly impacts the implementation of inclusive education for pupils who are refugees. The majority of college class sizes, particularly those for common courses, are often deemed unmanageable. This matter is of significant significance.

Conclusion.

Based on the data acquired from the study, the researcher has drawn the conclusion that the implementation of inclusive education for refugee students at the University of Nairobi is influenced by institutional determinants, including the availability of resources and support services, course delivery modes, lecturers' training, and student population. A number of gaps were found based on the replies that were gathered. In order to enhance the integration of refugees, it is imperative to engage in awareness campaigns focused on this matter. It is also imperative that lecturers possess the necessary skills and knowledge to effectively provide help to these learners. The creation

of a conducive atmosphere for refugees necessitates adequate preparation and resources. Furthermore, it is imperative to examine the matter of class sizes. Tutors are overwhelmed by the presence of large class sizes. In conclusion, it is imperative to enhance the ICT infrastructure in order to facilitate improved and enhanced online course delivery that promotes more interactivity. The findings derived from this study contain significant utility for stakeholders in the realm of higher education, as well as for informing the design and execution of future research endeavours. The results play a crucial role in addressing the existing gaps in the academic discourse on higher education for refugee populations.

Recommendations

- i) The university of Nairobi should come up with a policy or strategic plan that covers refugee students because they are a distinct body that is at the risk of marginalization. Policies act as guides and therefore they are key.
- ii) EFA (2015) monitoring report prescribes that there should be specific, measurable and relevant education goals; the university of Nairobi should set specific targets and KPIs for implementation of inclusive education and a strategic monitoring and evaluation system to track them.
- iii) Investment on data collection systems for matters pertaining refugee students at the university of Nairobi to track their progress and record any challenges being faced. The data can be categorized as follows;
 - What areas of the university system need to be modified?

- What resources are needed to make learning for the refugees better? how can the available resources be used more efficiently.
 - What needs of the refugee students are not being met and what can be done towards closing that gap.
 - What actually are the most significant determinants of effective learning for refugee students?
- iv) Adopting the World Refugee day into the university calendar so that it can be used as an avenue for aware raising on matters concerning refugees. This is very important as both students and lecturers will learn more about refugees, challenges they face and the support they need.
- v) The university of Nairobi should Strengthen partnerships with organizations that are behind scaling inclusive education for refugees; partnerships are key in achieving sustainability. Sustainability cannot be achieved when institutions are working independently without collaboration with the relevant organizations.
- vi) The Ministry of Education in collaboration with Commission for University Education (CUE) should intervene on the issue of large class sizes so that no student is being disadvantaged on that basis.
- vii) The university management should organize frequent trainings for the lecturers on how to handle diverse classrooms.

Suggestions for further study

- i) An imitation of this study should be carried out, investigating a different set of variables influencing implementation of inclusive education for refugee students in public higher education institutions in Kenya.
- ii) An investigation on institutional determinants of implementation of inclusive education for refugee students in other public universities in Kenya should be done for comparison of good practices and knowledge exchange.
- iii) A probe into how funding and support from Non-Governmental Organizations that are behind the efforts to scale inclusive education for refugee students in public universities influence the implementation of inclusive education for refugee students should be carried out.
- iv) An investigation on the stressors refugees face from their homes and their intersectionality with those in higher education institutions and how they in turn affect the academic performance and completion rates of the refugee students.

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APPENDICES APPENDIX I: LETTER OF INTRODUCTION

Acquilina Nawire Wafula,
University of Nairobi,
Department of Educational Management,
Policy and Curriculum Studies,
P.O Box 92,
Kikuyu.

DVC Academic affairs,
University of Nairobi.

Dear Sir,

RE: DATA COLLECTION.

I am a post graduate student pursuing the degree of Master of Education (M.Ed.) in Education in Emergencies at the University of Nairobi, Department of Educational, Management Policy and curriculum studies. I wish to carry out research on ‘Institutional determinants of the implementation of inclusive education for refugee students in public universities in Kenya: A case study of the University of Nairobi.’

I request you to kindly allow me collect data from your university. Please be assured that your identity will be kept confidential. The data collected will only be used for the purpose of this research.

Thank you.

Yours faithfully,

Acquilina Nawire Wafula.

APPENDIX II: QUESTIONNAIRE FOR STUDENTS.

The purpose of these questions is to get the views of refugee students and on how institutional based factors determine the implementation of inclusive education for refugees.

Date.....

Gender Male () Female ()

For how many years have you been a refugee in Kenya? Below 5 [] 5-10 []
11-20 [] More than 20[]

What is your country of origin.....

1.Do you encounter any challenges around the university? (Specify the challenges)

2. Do you receive individualized assistance in the classroom?

YES [] NO []

3. Are you comfortable being in the same class with other learners ? YES []

NO []

4.Is teaching learner centered ? YES[] NO []

5.Students are provided with code of conduct and clear guidelines on the use of digital learning tools to prevent bullying YES [] NO []

6.Are your needs fully accommodated in the curriculum? YES[] NO []

7.Do you have a platform where you share your views on matters concerning you? YES [] NO []

8. There is enough ICT support infrastructure to support online programs?

YES [] NO[]

9. Are you involved in decision- making processes in matters concerning you?

YES [] NO []

10. Is your progress and well-being in the University closely monitored?

YES [] NO []

11. Do you receive any support services from the university?

YES [] NO []

12. Do you face any kind of discrimination based on gender/origin?

YES [] []

13. Do you feel included at the university of Nairobi? If no, What do you think the university should do to help you participate in learning more comfortably?

14. Is there something you feel could be included/ changed in the curriculum to make it more inclusive for you?

15. How has online learning been for you?

APPENDIX III: INTERVIEW FOR REFUGEE STUDENT

REPRESENTATIVE

The purpose of these discussions is to get the views of refugee students and on how institutional based factors determine the implementation of inclusive education for refugees.

Date.....

Gender Male () Female ()

For how many years have you been a

refugee in Kenya? Below 5 [] 5-10 []

11-20 [] More than 20[]

What is your country of origin.....

Venue of the discussion.....

1. Do you encounter any challenges around the university? (Specify the challenges)
2. Are the current physical facilities safe for you or do you feel insecure sometimes?
3. Do you receive individualized assistance in the classroom? To what extent?
4. Are you comfortable being in the same class with other learners who are nationals?
- g5. Do you face any kind of discrimination based on gender/origin?
6. Do you feel included at the university of Nairobi? If no, What do you think the university should do to help you participate in learning more comfortably?
7. Are you involved in decision- making processes in matters concerning you?
8. How has online learning been for you?

9. How was the enrollment process like? Were there any hinderances?
10. Do you receive any support services from the university? Are they effective?
11. Is there something you feel could be included/ changed in the curriculum to make it more inclusive for you?
12. Who monitors your progress and well-being while in school? Does it have any impact?
13. Do you feel like the covid-19 pandemic and climate change have had an influence on the participation of refugees in higher education?
14. What is the major problem facing you that the university needs to address?

APPENDIX IV: QUESTIONNAIRE FOR LECTURERS

The purpose of this questionnaire is to gather information on your views on institutional determinants of the implementation of inclusive education. The information will be treated with utmost confidentiality.

SECTION A: Background Information

1. What is your gender? Male Female Prefer not to say
2. Disability status Disabled YES NO Prefer not to say
3. For how many years have you served as a lecturer at the university of Nairobi? Below 5 5-10 11-20 More than 20
4. Department.....

SECTION B: Student Population and Inclusive Education

The first aspect of this study is to determine how Student population determines the implementation of inclusive education for refugees at the University of Nairobi. To what extent do you agree with the following statements? (Kindly Tick as appropriate, based on your opinion)

1. The class sizes are manageable YES NO
2. The number of regular students is able to sufficiently be accommodated in the lecture halls YES NO
3. Are you able to give attention to every learner? YES NO
4. There are teacher aides to help give attention to learners with individualized needs YES NO
5. Comment on any other improvement the University management can make to accommodate the growing number of students and ensure inclusive education for all.....

SECTION C: Course Delivery Modes and Inclusive Education

The second aspect of this study is to determine how course content delivery determines the implementation of inclusive education for refugees at the University of Nairobi. To what extent do you agree with the following statements? (Kindly Tick as appropriate, the answer is based on your opinion)

6. . There is enough ICT support infrastructure to support online programs YES [] NO []
7. Is there continuous professional development on digital skills for lecturers to effectively perform their role? YES [] NO []
8. Are learning outcomes for different groups of learners disaggregated i.e in terms of gender, refugee status (If any) ? YES [] NO []
9. Learning resources have been successfully shared online and feedback received YES [] NO []
10. Students are provided with code of conduct and clear guidelines on the use of digital learning tools to prevent bullying YES [] NO []
11. There are various methods of presentation used in online learning as prescribed by the Universal Design for Learning YES [] NO []
12. Is the curriculum flexible to accommodate diverse needs of learners? YES [] NO []
13. Are learning outcomes sustained in online learning? YES [] NO []
14. What kind of support do you need to help you in scaling up inclusive, engaging, and responsive instruction to eliminate inequalities and retain

marginalized students in this digital learning era?.....

SECTION D: Lecturers’ Training and Inclusive Education

15. The third aspect of this study is to determine how lecturers’ training on inclusive education determines the implementation of inclusive education for refugees at the University of Nairobi. To what extent do you agree or disagree with the following statements on the challenges? (1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree)

No.	Challenges	5	4	3	2	1
	Lack of sensitization on the Universal Design for Learning and its application					
b.	Lack of workshops to capacity build lecturers on Inclusive Education					
c.	Lack of a policy that addresses issues related to refugee and migrant students					
d.	Lack of training on how to provide Psychosocial Support (PSS)					
e.	Lack of knowledge on Social-Emotional Learning (SEL)					
f.	Lack of appropriate resources					






16. From your observation and teaching experience, what are some of the areas that the University ought to improve on to scale inclusive education?.....

**APPENDIX V: INTERVIEW SCHEDULE FOR THE DEANS OF
FACULTIES**

1. Describe how this faculty takes care of refugee students if any.
2. (a) Please describe the methods of course delivery used by this faculty.
(b) How effective are they? Any challenges experienced?
3. (a) What are some of the perceptions from lecturers on inclusive education that you have encountered?
(b) Do the teaching staff get sensitized on inclusive education through seminars, workshops and in-service training?
4. Are there enough physical facilities to accommodate the teaching learning process of students?
5. Are there challenges you face in quantifying performance and participation in various courses?
6. Are there policies for digital learning?
7. Does your faculty have a centralized unit to dealing with inclusive education?
8. Has the university management done enough to ensure total inclusive education?
9. Do you blend between online and face-to-face classes to get a better idea of student progress?
10. Do you have multilingual resources for learners who might not be conversant with the language of instruction?
11. Is the situation of Inclusive Education often assessed?

12. Are you strategic in monitoring enrollment and completion rates for different categories of learners in your faculty?
13. Has there ever been a problem in your faculty where students find it difficult or impossible to participate in online learning because there aren't enough technological resources?
14. Are there information campaigns to raise awareness on gender and migration?
15. Do you assess the challenges and opportunities posed by online learning?

APPENDIX VI: RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 540147	Date of Issue: 31/May/2023
RESEARCH LICENSE	
	
This is to Certify that Ms. Acquilina Nawire Wafula of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INSTITUTIONAL DETERMINANTS OF IMPLEMENTATION OF INCLUSIVE EDUCATION FOR REFUGEE STUDENTS IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF THE UNIVERSITY OF NAIROBI for the period ending : 31/May/2024.	
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APPENDIX VII: UNIVERSITY AUTHORIZATION



UNIVERSITY OF NAIROBI
OFFICE OF DEPUTY VICE-CHANCELLOR
(Research, Innovation and Enterprise)

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UON/RIE/3/5/Vol.XX /

June 12, 2023

Ms. Acquilina Nawire Wafula
Reg. No. E55/39922/2021
Email: acquilinawafula@students.uonbi.ac.ke

Dear Ms. Wafula,

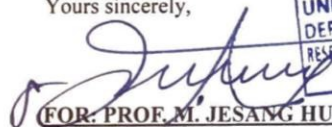

RE: PERMISSION TO COLLECT DATA

I refer to your request to conduct research at the University of Nairobi for your research project titled: **“Institutional Determinants of Implementation of Inclusive Education for Refugee Students in Public Universities in Kenya. A Case Study of University of Nairobi Kenya”**.

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your findings with the Director Library & Information Services upon completion of your study.

Yours sincerely,



FOR: PROF. M. JESANG HUTCHINSON
DEPUTY VICE-CHANCELLOR (AG.)
(RESEARCH, INNOVATION AND ENTERPRISE)
AND
PROFESSOR OF HORTICULTURE

Copy to: Director, Library and Information Services

...../jks