

Including forcibly displaced students
in higher education:

What can the UK learn from Canada
and Kenya?

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I would like to thank those individuals who agreed to meet with and share their passion, experiences and ideas with me during this project. I hope that this report will go some way towards helping change perceptions of forcibly displaced students and increase access to higher education across the world.

EXECUTIVE SUMMARY OF THE PROJECT

This report relates the findings from a Winston Churchill Memorial Trust Travel Fellowship which I was granted in order to explore best practice in the inclusion of forcibly displaced students in higher education. The project aimed to discover best practice in Canada and Kenya, and to then share it in the UK. Its impetus came from the observation that, despite their relative wealth internationally, UK universities have been slow to offer opportunities to students from refugee or other forcibly displaced backgrounds. They have also been slow to develop online courses and other collaborations with universities in the host countries and their refugee communities. Therefore, the project took the two examples of Canada and Kenya, well known in the area of refugee studies, and sought to discover how universities and non-governmental organisations in the two countries had managed to set up scholarship and support programmes for forcibly displaced students. Ultimately, the hope is that the lessons learned from the project will be shared widely, be adapted and begin to be implemented in the UK university context. This report is only the beginning of that process.

The specific objectives of the project were as follows:

1. Careful study of UK higher education through documents, and pinpointing of gaps in UK provision.
2. In-depth discussions with higher education institution (HEI) staff and non-governmental organisation (NGO) staff about their inclusion policies and programmes in Canada and Kenya.
3. In-depth discussions with students in Canada and Kenya, both the forcibly displaced and those supporting them.
4. Sharing recommendations for best practice with UK universities.
5. Joining networks of professionals and learners in this area.

The project began in 2017 and was completed in 2018. It involved two three-week periods of travel, one in each country, during which time I had meetings at universities and non-governmental organisations and with students. In Canada I connected with the following organisations:

- Borderless Higher Education for Refugees project, York University, Toronto, and its partners in Kenya
- University of British Columbia, Vancouver
- University of Ottawa
- World Union of Students Canada
- Affiliation of Multicultural Societies and Service Agencies, Vancouver
- FCJ Refugee Centre, Toronto
- World Union of Students Canada Student Committee members
- Former refugee students

In Kenya I connected with the following organisations and individuals:

- Jesuit Refugee Service – East Africa
- Windle International
- Lutheran World Federation
- Kenyatta University

The main findings of the study relate to what needs to be put in place to ensure better inclusion of forcibly displaced students both in and by UK universities. Canada and Kenya did indeed illustrate what can be offered to such students in higher education if political will and financial support are there.

In **Canada**, I found a country that had largely embraced migration in its many forms and so there was a great sense of goodwill towards forcibly displaced people, emanating from ordinary citizens right up to the Prime Minister. Reaching out to displaced people was viewed as a moral duty and a way of recognising the asset they can be to Canadian society. Therefore, it was mainly a 'receiving' or 'host' country for refugees and others who had experienced forced displacement. Migration to Canada was mostly 'planned' due to its geographically isolated location, therefore the number of individuals arriving in Canada to claim asylum were very low. I discovered that the most popular approach in higher education in Canada was to offer highly competitive scholarships to refugee students to attend Canadian universities, mostly funded by individual universities and sometimes their students, packaged together with permanent residency, recruiting them directly from refugee camps on the African continent. This was part of the 'private sponsorship' model that has seen an impressive number of displaced people finding permanent residency in Canada when compared to other countries. Such scholarships have been facilitated by the persistent and ongoing work of NGOs such as World Union of Students Canada (WUSC) in collaboration with the United Nations High Commissioner for Refugees (the UN Refugee Agency that runs many of the camps) and other NGOs in situ such as Windle International Kenya. I also found that what facilitated this was student support in the form of a student-led committee that supported former-refugee scholars before their arrival and during their time at university in Canada. Finally, I found that there was a recognition that scholarships were not enough and so this approach was also now beginning to be supplemented by university collaborations with refugee host communities in countries such as Kenya and Lebanon by offering online courses at university level, where the students would not need to travel to Canada to study.

In **Kenya**, I found quite a different context. Kenya was mostly a host country for those who had been forcibly displaced, as well as a sending country to Canada and other contexts. In other words, Canadian (and some other 'western') universities received scholarship students from refugee camps in Kenya, where students originally came from countries such as Somalia, Ethiopia, and South Sudan. Kenya houses some of the largest refugee camps in the world, partly owing to its geographical location as almost completely surrounded by countries that have experienced or continue to experience conflict, political upheaval, poverty and famine, and its relative wealth compared to those neighbouring jurisdictions. There is also a significant number of urban refugees. Therefore, most migration to Kenya due to forced displacement could be termed 'unplanned', with many individuals arriving and seeking asylum, and there being a perceived burden on resources in Kenya as well as security concerns. This has meant that the existence of forcibly displaced people in Kenya, while not as controversial as in UK, was still a topic that was frequently politicised, and there were frequent threats to close the refugee camps, as well as incentives to encourage refugees to return to their home country. I found that, faced with such numbers and such need, many forcibly displaced students have struggled to gain access to universities in Kenya. Thus, scholarship applications from the refugee camps to study in countries such as Canada (through UNHCR and Windle International Kenya) are oversubscribed. However, I also found that some universities and colleges have begun to offer local fees to refugee students as well as a very limited number of full scholarships. These are to those students who are currently located in the country, rather than recruiting them from outside of Kenya. Furthermore, as mentioned in the section on Canada above, the potential of online courses was beginning to be unleashed.

Once back in the **UK**, and in light of what I discovered overseas, I became more aware of the very different environment that forcibly displaced potential students in the UK face, and particularly within universities in England where I am based. Currently migration is a contentious issue, as it perhaps always has been; the recent 'migrant crisis' in Europe has highlighted the mixed reception that migrants, especially refugees, receive from the British public, and this is reflected in the media and in

political leadership. NGOs such as the Article 26 Project and Student Access for Refugees (STAR) have been very active in lobbying university leadership to offer opportunities to forcibly displaced people to study, and in rallying local students to support refugees once they have arrived at UK universities. Their work has inspired me and I plan to continue the conversation with these organisations in light of this project's findings, incorporating learning from Canada and Kenya. I have also been encouraged by a report that came out since I finished my country visits by UK Universities *Higher Education and Displaced People: A Guide for UK Universities*. (UUK, 2018) This gives me hope that there are many people with the energy and the will to make positive changes for displaced learners.

Building on my own work and that of others, I propose that work needs to be done within the UK university sector in three areas: first and foremost, in persuading UK universities to offer support and opportunities to forcibly displaced students; secondly, UK universities offering funded places and ongoing support to forcibly displaced students; and thirdly, UK universities collaborating with host communities of forcibly displaced students to offer online courses. I have used the term 'forcibly displaced' deliberately as I recommend that universities go beyond offering opportunities to those with formal refugee status, given that it can take much time to attain this status. These recommendations are listed below.

A. Persuading UK universities to offer opportunities and support to forcibly displaced students

1. Leadership from the top of the university is vital.
2. UK universities should be encouraged to make a fundamental commitment (or re-commitment) to the education of forcibly displaced learners as a social justice and widening participation issue of great importance and urgency.
3. UK university leaders and educators should be encouraged to travel to refugee camps and host countries in order to see for themselves the power and benefits – as well as the challenges – of delivering education in such contexts.
4. UK university leaders and educators should make links with universities already doing such work, for sharing purposes; this may also lead to other collaborations that could generate knowledge and access to research between institutions, as well as income for the universities, in the long-run.
5. It's important to motivate more staff and students to lobby university management for forced migrant access to higher education, including running awareness-raising events; visibility is key.
6. Universities should be encouraged to build up good relationships with host country partner organisations over time.
7. Committed staff should think of and suggest cost-effective ways to deliver higher education to the forcibly displaced to university leadership, to make it attractive.
8. Committed staff should use evidence to show that forcibly displaced students are an asset to the university.
9. Committed staff should harness the current interest in this area at present to achieve maximum opportunities for forcibly displaced learners.

B. UK universities offering funded places and ongoing support to forcibly displaced students

1. UK universities should offer full scholarships to overseas students and local fees or scholarships to local displaced students rather than international fees.
2. Scholarships should cover travel from the host country to the country where the student will study.
3. A long-term strategy and individuals who are willing to make a long-term commitment towards offering places to displaced students is required...
4. ...but start slowly, with one student at a time, to ensure the provision is right.
5. UK universities and supporting organisations need to support students during the long university application and scholarship application process; this includes staff accessing training and connecting with knowledgeable organisations, and displaced students having a named support staff member to whom they can direct their queries.
6. Universities should consider offering 'access' courses on a non-credit basis to pre-university young people with precarious status, taking account of barriers to education (gender or community differential access) that occur earlier in a student's life.
7. The review of applications for scholarships should look both at benefit to the student and their level of need, with gender equity in mind.
8. UK university-based support during the scholar's studies should be ongoing and include that of academic advisors and career advisors with a view towards the scholar's life after university; support staff need to be aware that students' home circumstances can affect their performance and engagement at university, so more specialised support may be needed.
9. UK universities should consider working with the Home Office to consider the Canada model of private sponsorship, directly recruiting talented students from refugee camps overseas and offering permanent residency.
10. The Student Loans Company should consider widening access to their loans to all forcibly displaced students.
11. Scholarship recipients should be encouraged to share their knowledge with would-be applicants or those who may otherwise never get the chance to win a scholarship.
12. Coordination is required between NGOs and universities in order to ensure that opportunities are shared widely and that research translates into practice.
13. Universities should engage local students to support forcibly displaced scholars, to come alongside them as peers.
14. Universities should think carefully about the language they use to label 'refugee' students – ask them how they would like to be called

C. UK universities collaborating with host communities of forcibly displaced students to offer online courses

1. Universities should collaborate with each other and with local NGOs to produce or support online higher education programmes for the forcibly displaced in their host communities; such programmes offer a study option that is more accessible and less disruptive to students' home lives than studying overseas.
2. Universities should slowly build strong collaborations with forcibly displaced host community institutions and organisations with the local knowledge that will inform online programmes and their implementation.
3. Flexibility is key in online courses due to ongoing student mobility.
4. Make use of Skype but don't over-rely on it as the Internet connection might fail.
5. Tutors should make use of Whatsapp, email and text messaging to offer students another method of contact.
6. Where possible, students should be provided with a tablet with downloaded content that can be accessed offline.
7. Begin with face-to-face teaching in the beginning to build rapport and buy-in to the programme.
8. Start with online content that the University already has developed, to save time and resources.
9. Adapt materials to the students and their environment, tailoring teaching and curriculum to the local context, in terms of what the students know and are able to do and what they need to know and be able to do.
10. Online course content should be continually renewed to ensure relevance.
11. Use as much local (as opposed to Western) material as possible to ensure appropriate contextualisation.
12. Courses should include 'remedial' classes for students whose lives mean they can easily lose track of studying, to help motivation and completion.
13. Use weekly tutorials to create a sense of togetherness within the student group.
14. Social justice issues – such as gender equality – must remain explicit and at the heart of such programmes, even when they face challenges.
15. UK universities should encourage their staff to develop collaborations with host country universities and educational institutions in refugee camps to teach on face-to-face courses in host countries, with time given to them in their workloads for such work.

These recommendations spring from my developing thoughts on what I learned while exploring this topic in Canada and Kenya and what could be done in the UK. I welcome responses from UK-based organisations and universities to help adapt them into recommendations that can be implemented in practice.

ABBREVIATIONS AND GLOSSARY

AMSSA	Affiliation of Multicultural Societies and Service Agencies: NGO in Vancouver, Canada, that acts as an umbrella organisation for agencies which work with immigrants in Canada
Article 26	Project of the Helena Kennedy Foundation that aims to promote access to higher education for people who have fled persecution and sought asylum in the UK
asylum-seeker	a person who has submitted a claim for asylum and is waiting for a decision
BHER	Borderless Higher Education for Refugees: Project started at York University, Toronto, that currently works in refugee camps in Kenya.
CARA	Council for At-Risk Academics
FCJ Refugee Centre	Faithful Companions of Jesus Refugee Centre: Catholic charity centre in Toronto
Dadaab	Refugee camp complex in eastern Kenya, near the border with Somalia, with over 235,000 residents
forcibly displaced person	a person who has been forced to flee across a national border or to move within their home country
host community	a country or smaller community to which forcibly displaced people have moved or settled
HE	Higher Education
JRSEA	Jesuit Refugee Service Eastern Africa
LWF	Lutheran World Federation
Kakuma	refugee camp complex in north-west Kenya, near the borders with Uganda, South Sudan and Ethiopia, with over 186,00 residents when combined with Kalobeyei
Kalobeyei	refugee 'integrated settlement' in north-west Kenya, near the borders with Uganda, South Sudan and Ethiopia, with over 186,00 residents when combined with Kakuma
Kenyatta University	University in Nairobi, Kenya
Moi University	University in Western Kenya
refugee	a person who has fled their country of origin (and, in UK terminology, has obtained formal refugee status in their country of asylum)
Refugee Convention 1951	legally binding convention ratified by 145 States parties (including Canada, Kenya and UK) that defines the meaning of 'refugee' and indicates displaced people's rights and States' obligations
UBC	University of British Columbia
UofO	University of Ottawa
UNHCR	United Nations High Commission for Refugees; set up in 1950 as a 'guardian' of the 1951 Refugee Convention; funded by UN member states; largest organisation for refugee assistance and protection in the world; runs refugee camps.
WIK	Windle International Kenya: main administrator of (WUSC) scholarships for refugees in Kenya to study in Canada
WUSC	World Union of Students Canada: offers scholarships to refugees to study in Canada
York University	University in Toronto, Canada, that houses the Borderless Higher Education Project

ABOUT THE AUTHOR

I am an academic and I have been working in education since 2003 when I got my first taste of teaching at a university overseas. My academic background is interdisciplinary; I began with an undergraduate degree in modern languages, followed by a Masters in theology, before finally finding my home in the area of education in diverse societies. After completing a PhD in citizenship education and students' rights at Queen's University in Belfast in 2014, I began working as a lecturer and researcher in education at the Institute of Childhood and Education, Leeds Trinity University, UK, where I am currently based. I have recently also taken up a position as an Associate Research Fellow at the Institute for International and Comparative Education at East China Normal University, Shanghai. I have a vision that all learners, no matter what their identities or abilities, find a place of belonging and personal growth in our universities, colleges and schools – and I have the passion to try and help make this happen.

KEY WORDS

Higher education, forcibly displaced, refugee, inclusion, Kenya, Canada, UK

INTRODUCTION TO THE PROJECT: THE GLOBAL SITUATION OF FORCIBLY DISPLACED PEOPLE

Migration is a universal experience, affecting everyone in one way or another (Castles and Millar, 2009). As the globalisation project has expanded, and as conflicts have failed to be resolved, we have seen migration for a wide range of reasons, including forced migration due to conflict and politics, environmental threat to life and economic migration. It is difficult to attain accurate figures for migration due to its politicised and precarious nature; however, what we do have at our disposal tells a story of incredible magnitude and increasing urgency. The United Nations estimates that, in 2017, there were 258 million international migrants (people living outside of the country of their birth) worldwide (UN, 2017). UNHCR considers over 71 million people to be 'of concern', including refugees, asylum-seekers and internally displaced people. (UNHCR, 2018a) Many of these individuals have seen their education disrupted and struggle to pick it up again once they are in a host country. (Barrons, 2018). Indeed, it has been estimated that less than 1% of refugees worldwide have access to higher education, compared to 34% in the overall global population. (UNHCR, 2016a).

There are a number of international and national legal instruments that state the rights of refugees. The 1951 Refugee Convention defines what is a 'refugee' and requires that States who have signed the Convention give protection to people in certain circumstances. It defines a refugee as follows:

a person who is outside his or her country of nationality or habitual residence; has a well-founded fear of being persecuted because of his or her race, religion, nationality, membership of a particular social group or political opinion; and is unable or unwilling to avail him- or herself of the protection of that country, or to return there, for fear of persecution (Article 1A(2)). (See also UNHCR, 2011)

The 1951 Convention protects refugees from 'refoulement' (Article 33), whereby an individual could be returned to a country where he or she faces serious threats to his or her life or freedom. Other rights include the right to work (Articles 17 to 19), the right to housing (Article 21), the right to freedom of religion (Article 4), the right to freedom of movement within the territory (Article 26) and the right to be issued with identity and travel documents (Article 27 and 28). Most significantly for this project, it also contains the right to education (Article 22). (See UNHCR, 2011, for an overview) The countries discussed in this report, namely the UK, Canada and Kenya, have all ratified the 1951 Convention and therefore are obliged to ensure these rights are protected. The United Nations High Commissioner for Refugees is the 'guardian' organisation for the Convention. It works in 128 countries, with a budget of \$6.54 billion, funded by individual states. (UNCHR, 2018b). There have also been more recent international legal instruments established, including the Protocol to the Convention and, most recently, the 2016 Comprehensive Refugee Response Framework (UNHCR, 2016b), which was agreed by all 193 Member States of the United Nations. However, in addition to those holding formal refugee status, there are many others who do not have this official status but who are just as (or even more) vulnerable than 'refugees'. Therefore, for the purposes of this project, the term 'forcibly displaced' will be used most often to encompass a broader category of people who may face barriers to higher education.

But why does higher education matter? Don't forcibly displaced people have more pressing needs? In the short-term, yes. However, in the medium- and longer-term, I join with others active in this area to argue that the opportunity to gain higher education is essential. As the UK-based NGO Student Access for Refugees (STAR) argues, 'The power of education is life changing'. They go on to state, 'University provides a safe, empowering environment where people fleeing persecution can make friends and learn new skills...Enabling people to go to university not only enables asylum seekers to follow their dream but means that universities can benefit from the contributions of the most gifted students from

different countries and perspectives.’ (STAR, n.d.a, p. 4) Therefore, efforts must be made to ensure that this can happen.

Despite huge efforts by NGOs in lobbying UK universities to enrol more displaced learners; despite the more recent trend within universities towards ‘widening participation’ to improve the social mobility of disadvantaged groups through a more inclusive approach; and despite the recent ‘migrant crisis’ in Europe (Berry, Garcia-Blanco and Moore, 2016) that has meant that scenes of destitute people fleeing for their lives on our TV screens became a regular occurrence, very few forcibly displaced students have found a place at UK universities. Those asylum-seekers who have entered the UK but who are ready to access higher education are stuck in a kind of limbo: unable to benefit from paying local fees (which themselves are very high anyway – over £9000 per year) or to access student finance to study, but also not permitted to work in order to pay for their studies. It goes almost without saying that this can have a detrimental effect on learners’ mental health and well-being, with a possible knock-on effect on self-esteem and motivation (Public Health England, 2017). Going beyond offering places to the forcibly displaced learners already in the UK, universities have also been slow to set up schemes to recruit such students from overseas or to develop links and joint courses with refugee host communities and their universities.

Troubled by this situation, I was motivated to find other countries that appeared to have had more success in this area and through reading and researching, I was struck by two of these who held the potential to offer UK some examples of ‘best practice’: Canada and Kenya. These two jurisdictions were contrasting in many ways. In **Canada**, I found a country that had largely embraced migration in its many forms and so there was a great sense of goodwill towards forcibly displaced people, from the regular citizen to the higher echelons of political leadership. Therefore, it was mainly a ‘receiving’ or ‘host’ country for refugees and others who had experienced forced displacement. In **Kenya**, I found quite a different context. Kenya was mostly a host country for those who had been forcibly displaced, as well as a sending country to Canada and other contexts. Kenya houses some of the largest refugee camps in the world, partly owing to its geographical location as almost completely surrounded by countries that have experienced or continue to experience conflict, political upheaval, poverty and famine, and its wealth relative to those neighbouring jurisdictions. Despite these contrasts, what I found when I visited both countries was a strong sense of cooperation between organisations in the two countries, fuelled by a belief in the value of higher education, and the responsibility of wealthier nations to poorer ones. This had led to the construction of scholarship and joint programmes, as well as a better understanding of what must be done to help forcibly displaced students feel more included during their studies. The picture was not always entirely rosy, and they faced many challenges, but they offered some very significant examples of inclusion work that will be explored in this report.

Against such a backdrop, in brief, this project aimed to explore best practice in the area of refugee inclusion in higher education in Canada and Kenya, and to subsequently share this best practice in the UK. Its objectives were as follows:

1. Careful study of UK higher education through documents, and pinpointing of gaps in UK provision.
2. In-depth discussions with higher education institution (HEI) staff and non-governmental organisation (NGO) staff about their inclusion policies and programmes in Canada and Kenya.
3. In-depth discussions with students in Canada and Kenya, both the forcibly displaced and those supporting them.
4. Sharing recommendations for best practice with UK universities.
5. Joining networks of professionals and learners in this area.

In terms of approach, this project relied on face-to-face meetings with key people working in and attending universities and non-governmental organisations, all with a concern for forcibly displaced people's access to and inclusion within higher education. In 2017, I spent three weeks in Canada and in 2018, I spent three weeks in Kenya.

Now that the scene has been set, this report will continue by considering forcibly displaced people's access to and inclusion in higher education in the UK. It will describe NGOs who are working in this area. It will outline the asylum application process in UK and its impact on access to higher education. It will then introduce the organisations and people I encountered during my six-week Fellowship, and what I found out from my discussions with them. This will lead into the penultimate section on my main recommendations in relation to what needs to happen in the UK, organised into three sub-sections, with a number of points under each: persuading UK universities to offer opportunities to forcibly displaced students; UK universities offering funded places and ongoing support to forcibly displaced students; and UK universities collaborating with host communities of forcibly displaced students to offer online courses. I will then close by offering some conclusions and a consideration of future directions.

REFUGEE ACCESS TO HIGHER EDUCATION IN ENGLAND

The idea of education as a right and an essential good has a long history across the globe. The 1948 United Nations Universal Declaration of Human Rights article 26 states that everyone has the right to education and that ‘higher education should be made accessible to all on the basis of merit.’ The World Declaration on Higher Education 1998, in its Preamble, also underlines that ‘there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future.’ Furthermore, and in addition to the 1951 Refugee Convention as well as many other international legal instruments, UK law requires the state to respect, protect and fulfil the right to education. However, even though higher education is not a legal right, it has now become more socially agreed that university should be accessible to all, through the ‘widening participation’ drive. (Public Policy Exchange, 2018) Nevertheless, when it comes to forced migrant students of university-going age, statistics reveal arguably low enrolment of and engagement of universities with displaced populations both in the UK and overseas. Around 60 UK universities offer bursaries and scholarships to displaced students, but considering there are around 130 universities in the country, and the bursaries and scholarships are very limited, there are many more potential students without the opportunity to continue their education. (Universities UK, 2018)

In broader societal terms, the statistics we have at our disposal are concerning to academics (like myself) who are interested in the inclusion of forced migrant learners in higher education. In the 12 months up to September 2018, the UK received 27,966 asylum applications; in the same time, 5,994 people were resettled in the UK. At the end of 2017, in the UK there were 121,837 people with formal refugee status, 40,365 pending asylum cases and 97 stateless persons in the UK. (UNHCR, 2018c) This amounts to around 0.25% of the overall UK population of 65 million. These figures pale in comparison with other countries such as Kenya, Lebanon and Turkey who host millions of forcibly displaced people; indeed, according to UNHCR, 85% of all displaced people are hosted in so-called developing countries. (UNHCR, 2018c) With such small numbers of forcibly displaced people finding a new home in the UK, it is perhaps unsurprising that the number of those individuals finding a place at university are so low.

NGOS SUPPORTING FORCIBLY DISPLACED LEARNERS

Forcibly displaced students face numerous challenges when trying to access higher education in the UK in general, and in England in particular. These challenges relate to many aspects: finding the fees (‘home’ or ‘international’) to pay for the course; navigating the university application process; providing the required documentation and proof of prior learning; achieving the English language level required for UK study, and proving it; covering living costs while unable to work full-time due to studies; covering costs such as books and other resources; supporting their own families while having to study; and many others.

Therefore, there are a number of NGOs in the UK that aim to increase access to higher education for those who have been forcibly displaced across the world. Two of note are the Article 26 Project and Student Access for Refugees (STAR). Both of these organisations have been a key source of information in preparing this report and are those with whom I plan to have further discussions about the application of the findings.

The **Article 26 Project** is a UK-based NGO that ‘works in partnership with universities to provide advice and guidance on creating packages of support for students seeking asylum, which enables them to not

only access but succeed in Higher Education.’ (Article 26, n.d.a) They also advocate for and support universities to set up ‘Sanctuary Scholarships’ for forced migrant learners who are already in the UK. More information on these scholarships can be found here: <http://article26.hkf.org.uk/student-bursaries>

Student Access for Refugees (STAR) is a UK-based NGO and national network, comprising 27,000 students (based at 46 UK universities), whose activities include volunteering at local refugee projects, campaigning to improve the lives of refugees, and educating people about refugees and asylum-seekers. (STAR, n.d.c) Since 2008, STAR has been running an Equal Access Campaign alongside the National Union of Students. This campaign aims to ‘create scholarship pathways to provide higher education to refugees and asylum seekers in the UK’. This includes publishing guidance and lists of scholarships at UK universities on their website, acting as a signpost to these opportunities. These lists can be found here: http://www.star-network.org.uk/index.php/resources/access_to_university

THE ASYLUM PROCESS IN UK AND ITS IMPACT ON ACCESS TO HIGHER EDUCATION

As mentioned earlier, the issue of access to education goes far beyond that of refugees with official ‘refugee status’ in the UK. Indeed, a focus only on refugee learners would mask the perhaps more complex and worrying situation of those in the UK, of university-age, who are barred from access to higher education institutions, due to legal or financial reasons. Therefore, to understand why the forced migrant who is not a refugee faces such barriers, it is necessary to look in more detail at the process for applying for asylum in the UK. It must also be noted, however, that even getting to the UK is an enormous barrier, not least due to the costs and danger involved. Thus, those who have managed to land in the UK have already overcome significant barriers.

Due to the multiplicity of terms, the Article 26 Project uses the term ‘forced migrants’, and includes within this term ‘persons who, being present in the UK, are seeking or have sought international protection in the UK and are either awaiting a decision on their application for such protection or have been granted a form of status by the UK Home Office that permits their leave to remain in the UK.’ (Article 26, n.d.b) This includes people who have been granted the following:

1. **Refugee status** (either granted refugee status by the Home Office while in the UK or while outside the UK through a government-supported scheme);
2. **Humanitarian Protection** (according to the two options above);
3. **Indefinite Leave to Remain (ILR)**;
4. **Limited Leave to Remain** (formerly Discretionary Leave to Remain; granted in respect to a claim for asylum or an application made on human rights grounds);
5. Leave as an Unaccompanied **Asylum-Seeking Child** (UASC leave).

In addition, an ‘asylum-seeker’ is ‘someone who has submitted a claim for asylum and is awaiting a decision from the Home Office and is therefore lawfully present in the UK until such time as any appeal is finally resolved’. (Article 26, n.d.b)) When an individual arrives in the UK and seeks asylum, they do not automatically have a right to go to university, even where they meet all the academic criteria. The process of applying for ‘refugee status’ is long and arduous, and many people do not succeed (see the statistics in the previous section). If they attain refugee status, then they are eligible to pay ‘home’ fees for their studies (currently over £9000 per year for an undergraduate course in in England) and can apply for a student loan through the Student Loan Company. However, until they achieve ‘refugee status’ applicants are treated as international students, and therefore required to pay fees which vary

according to university but can range between £10,000-35,000. (Murray, 2018) They also cannot apply for student finance to fund their studies, unlike local students or those who have refugee status, but nor can they work to earn the money to pay fees. Thus, unless they have sources of funding (and most do not) then gaining a place at a UK university is unfeasible and their education is interrupted, perhaps indefinitely. (STAR, n.d.b)

WHERE I WENT, WHO I MET AND WHAT I LEARNED FROM THEM

In searching for solutions to UK-based problems in terms of forced migrant access to higher education, Canada and Kenya were obvious choices given their profile on the global stage. Knowing about the situations in these countries – and knowing that something needed to change in the UK's approach – led me to spend three weeks in Canada – in Vancouver, Toronto and Ottawa – in May-June 2017, and then three weeks in Kenya – in Nairobi – in June 2018. Sadly, I was unable to include refugee camp visits for safety and resource reasons. While in country, I had individual meetings and sat in on group meetings with university and NGO staff and students, attended conferences and visited museums and other cultural events and explored cities. I tried to wander around cities by foot as much as possible, trying to get a sense of places and people, in an attempt to understand their approaches to forcibly displaced peoples; in other words, why they had systems in place for refugee learners, and why, conversely, the UK has been slow to adopt the same.

This section be divided into three sub-sections: what I discovered in Canada, what I discovered in Kenya, and finally, what I discovered speaking to students connected to one or both of these countries.

COUNTRY A: CANADA

CONTEXT OF REFUGEE INCLUSION IN HIGHER EDUCATION IN CANADA

Canada is a multicultural country with a population of 36 million and 96 universities (Universities Canada, n.d.). The 2016 census showed that there were over 856,000 refugees or former refugees living in Canada. This amounts to around 2.4% of the population. There are also several million residents who have migrated in other circumstances. In 2017, around 27,000 refugees were resettled in Canada. (Hutchins, 2018) Furthermore, Canada has a long history of migration, including refugees. It is this fact that is often offered to explain why it has taken such a positive stance towards welcoming forced migrants.

Canada has a highly developed system of refugee resettlement. There are two main ways that refugees are resettled: government-assisted refugees and privately-sponsored refugees. For government-assisted refugees, a quota is set and then the government works with UNHCR to select refugees from various parts of the world for resettlement. There are currently 7,500 people settled in this way per year. (Hutchins, 2018) Privately-sponsored refugees are those who are supported, financially and socially, by an organisation or a group of individuals for a minimum of a year. There are currently twice as many privately sponsored refugees coming in to Canada compared to government-sponsored. Overall, 275,000 people have been resettled within the private sponsorship programmes since 1979. (Canadian Council for Refugees, n.d.) It is of note that, unlike UK (and Kenya), Canada has very few people arriving in the country and then claiming asylum. This is partly geographical – most countries from which refugees are fleeing are separated from Canada by a large ocean – and related to the weather – even for those who attempt to enter Canada by the land border with USA, there are challenges, particularly in winter.

In terms of higher education, the most popular approach in Canada is to offer highly competitive scholarships to refugee students to attend Canadian universities, mostly funded by individual universities and sometimes their students, packaged together with permanent residency, recruiting them directly from refugee camps on the African continent. This was part of the 'private sponsorship' model that has seen an impressive number of displaced people finding permanent residency in Canada when compared to other countries. Such scholarships have been facilitated by the persistent and ongoing work of NGOs such as World Union of Students Canada (WUSC) in collaboration with the United Nations High Commissioner for Refugees and other NGOs in situ such as Windle International

Kenya. There also appears to be student-level support of forcibly displaced students as well as recognition that scholarships to Canada are not enough and so this approach is also now beginning to be supplemented by Canadian university collaborations with refugee host communities in countries such as Kenya in offering online courses at university level, where the students would not need to travel to Canada to study.

My meetings with organisations and individuals in Canada are described below.

WORLD UNION OF STUDENTS CANADA (WUSC)

Websites: <https://wusc.ca/> and <https://srp.wusc.ca/>

I visited the World Union of Students Canada (WUSC) Head Office in Ottawa. WUSC is undoubtedly the leading NGO working with forced migrants in higher education in Canada, and potentially, the world. Indeed, it was mentioned at every meeting I attended with others active in this area when I was in both Canada and Kenya. WUSC aims at 'improving education, employment, and empowerment opportunities for youth around the world'. One of the ways it fulfils this aim is by lobbying for and administering scholarships for overseas refugee learners in order to study in Canada. It acts as a private sponsor to these students, so that when they offer a scholarship to a university in Canada, they also offer permanent residency with it. While they administer the scholarships, the scholarships themselves are funded by the Canadian universities that host the students.

WUSC has worked in 39 countries since 1978 when it started with one student from Angola who left South Africa for Canada. It has been growing steadily ever since. In the early 2000s, they offered up to 50 scholarships per year and then, in 2015, 80. Then the global migrant 'crisis' occurred, particularly due to unrest in Syria, and there was a huge interest in and response to refugee issues in Canada. The programme was doubled in one year. Now, WUSC has 130 students per year on its Student Refugee Program, on 80 campuses across Canada. In total, it has supported over 1800 students.

WUSC works with UNHCR, who select students in the first instance, in their host countries, and with their in-country education-focused partners (NGOs) who then interview potential refugee scholars. This selection process aims to be in line with how the Canadian immigration authorities select candidates for permanent residency, as almost a year after first applying for a scholarship, the Canadian government assesses the applicants, at which point they could be denied. Therefore, WUSC is careful to avoid such an outcome if possible.

In terms of the academic application process, generally students apply to WUSC and then WUSC matches them with a university and sometimes a subject, according to the students' preferences (ranked in order). WUSC works on the ground in Malawi, Kenya, Jordan and Lebanon. It takes 18 months from application to arrival. There are also preliminary interviews with an NGO in the student's host country. Students then do a community project and prepare for their TOEFL (English language proficiency) exam and go through the immigration process (health, security). In October every year, WUSC puts a call out to universities to find out their capacity for the next year. Then WUSC starts matching students based on this. In February/March every year, WUSC sends the university the dossiers of around 20 students, which includes their personal essay, their academic record, and their goals. Both the WUSC committee and the university admissions department reviews them to see who would be admissible, with some flexibility. In around May each year, WUSC finds out the final list of which students will start on the programme that academic year (starting in August). Thus, it's a lengthy process.

With regard to admissions, Canadian universities set their admissions requirements but WUSC has the opportunity to contextualise for the universities why a particular student may have a gap in their attainment or lower grades than the requirements. This can sometimes be in relation to female students due to the lower level of education attained by female students in some refugee communities. WUSC will often have a 'champion' in the university admissions office who understands the programme. This has had a knock-on effect on approaches to other resettled refugee students at universities, in terms of increased understanding of the requirements of such students. In terms of ongoing support, WUSC requires that every receiving university sets up a WUSC Committee – a committee of students who are there to support the scholars as they arrive and adjust to life in Canada. WUSC runs a conference every year to support WUSC Committee leaders.

While it was acknowledged by WUSC that applicants do not always get to study their chosen subject (such as popular subjects like law, medicine and engineering), it was also highlighted that once they arrive they often realise there is much more diversity in terms of courses and pathways to careers. As they then have permanent residency, they can easily transfer from one university to another to ensure they study in their chosen field.

In terms of administration, trust has been built up over time with university administrative departments, to assure universities that the programme and selection processes are run effectively. In this, WUSC partners with Windle International Kenya (an education-focused NGO operating particularly in Dadaab and Kakuma camp complexes – see the section on Kenya), Jesuit Refugee Service Eastern Africa in Malawi (also mentioned later), and other organisations in Jordan and Lebanon, including the British Council. WUSC selects these partner organisations and countries. The importance of the strong partnership with an educational organisation was underlined; young people in refugee camps grow up knowing about WUSC and their scholarships.

The WUSC private sponsorship scholarship model is viewed as a very effective model of integration due to the fact that it offers permanent residency as well as helping to support the internationalisation agenda of universities. WUSC underlined that it very much helps that ordinary Canadians support this, rather than just the government. Nevertheless, there is still concern that the level of anti-immigration rhetoric and hate crime against Muslim Canadians has increased recently. Although they are in the minority (compared to the UK), there are also voices that are concerned about regional lack of jobs and lack of support for Canadian veterans. In other words, ‘what about our fellow Canadians’?

Canada is in many respects a country of immigrants, and this is seen as offering the context for a welcoming attitude towards refugees. Therefore, it was clear that in Canada, there is a legislative framework that allows WUSC to do their work; in other words, the scholarship-plus-permanent-residency model is viewed as a durable solution to the refugee crisis as well as a solution for integration. This approach is unique in the world.

I was interested to hear how WUSC evidenced the value of such programmes to integration. WUSC’s recent research showed that 93% of their students have a sense of belonging to Canada. Furthermore, they view as advantageous the fact that the programme does not just help an individual student, but also potentially their wider family, not least due to the opportunity for scholars to apply for residency for their family as well, further down the line. Additionally, the students are viewed as contributing positively to the economy and national life, as well as supporting initiatives in their home countries. However, it was admitted that some students do drop out of their studies after the first year (graduation rates are not tracked). WUSC tries to avoid seeing this as a failure, as many of these students drop out so they can pursue employment or attend vocational college (rather than university), opportunities that are just as valuable. Nevertheless, WUSC is aware that universities, of course, prefer that students graduate.

Despite this positive attitude, funding for studies is a major issue in Canada, as it is in other countries that have the potential to offer scholarships to forcibly displaced students. Each student costs CAN\$20,00-30,000 (£11,800-17,700) per year for all expenses, and one full year of funding is the minimum requirement for the private sponsorship model. The student levy (students at the university pay a small additional fee on top of their student fees to contribute towards a refugee student place) is a common approach in Canada. University of British Columbia is one example of a university that uses this approach (see later in this report).

Finally, I learned that one of WUSC’s missions is to encourage other countries to take on their model of sponsorship and there has been some interest in this from other countries, such as USA and Netherlands. Time and much commitment will tell if the UK can be persuaded to adopt it as well.

WUSC'S RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Lobby for a private sponsorship model to offer forcibly displaced students scholarships plus permanent residency.**
- 2. Start small, one student at a time.**
- 3. Build up good relationships with host country partner organisations over time.**
- 4. Geographical distance from refugee-producing countries may support a more positive stance towards immigration in general, and education-as-integration in particular, thus more engagement with media and politicians is needed.**

THE BORDERLESS HIGHER EDUCATION FOR REFUGEES PROJECT YORK UNIVERSITY, TORONTO

Website: <http://www.bher.org/>

I visited the Borderless Higher Education for Refugees (BHER) Project team at the Centre for Refugee Studies at York University, Toronto, and had the opportunity to sit in on one of their project meetings, where they communicated with members in many countries via Skype. This included Kenyatta University, Moi University, Somali National University, University of British Columbia, Windle International Kenya and UNHCR Kenya. Given that BHER works in Kenya, I was able to make an early link between my two Fellowship countries that helped me ask the right questions when I visited Kenya the year after.

The BHER Project 'aims to make educational programs available where refugees need them'. Therefore, this was different from the WUSC Scholarship programme in that no mobility to Canada was required. BHER works with refugee communities in Kenya – specifically in Dadaab, Kakuma and Kalobeyei. They currently run a number of initiatives, one of which is their gender equitable teacher training programme, organised alongside University of British Columbia Faculty of Education, as well as Kenyan partners Kenyatta University, Moi University and the African Virtual University. The aim of this programme is to provide gender equitable teacher training programs to working, untrained teachers who can then contribute back to the community, increasing and improving education in the camps overall. These same teachers can then continue beyond teacher training certificates and diplomas, applying their 'portable' earned credit towards full degree programmes. This project is funded by a Global Affairs Canada grant.

The programme is mainly online, with students in Kenyan refugee camps logging into the Virtual Learning Environment (VLE) that was set up by BHER on the Canadian side. As the programme is online it therefore relies on having an Internet connection. However, due to the intermittent signal, the programme also now provides source materials that can be downloaded and accessed offline. Additionally, the programme tries to begin with face-to-face teaching before moving to online work, to encourage the notion that tutors are teaching *students* rather than *subjects*, so that they might adapt the programme and materials to the variety of students' needs, strengths and weaknesses. Tutors also have been encouraged to model using local materials around the camp, especially in learning to teach subjects such as Science, and to use more African scholarship. Most tutors are resident in Kenya, while some travel from Canada to support the programme, particularly in the early stages.

Although the programme is popular, due to offering a higher level of accessibility than international scholarships, student mobility was high due to learners' fluctuating life circumstances and responsibilities. Therefore, even though students expressed interest in using pedagogical innovations such as problem-based learning, high mobility made this more challenging. This, as well as technical and time difference difficulties also meant that the initial integration of both Canada- and Kenya-based students has now given way to courses solely for Kenya-based learners.

The backbone of the programme is its recognition of prior learning (RPL). RPL is something that migrant students struggle to achieve worldwide and this situation provides an even greater barrier to higher education access in the case of forced migrants. Students can come from many different countries with differing education systems as well as grading and accreditation systems. Therefore, it takes some skill to get to know and understand each individual student's academic profile. In addition, when students are forcibly displaced, they often do not carry certificates showing their qualifications, especially when they have had to flee their homes urgently. The UNHCR are relied upon to support in cases where there are documentation issues; indeed, it was clear that universities rely very much on this partnership.

Crucially, BHER conducted much research in this field before launching this programme and it has taken many years to set up a viable course. Much effort has gone into relationship- and trust-building as well as drawing on local knowledge to be sensitive to the context and needs of the students. For example, prior to BHER starting this project, there had been three teacher training initiatives run in the camps. Therefore, BHER has sought to build on this good work.

The team has faced many challenges. These have included: achieving gender equality and the safety of women at the training centres; inconsistent Internet connection which has interfered with student access to course materials; maintaining contact between students and tutors; trialling different pedagogical methods that are uncommon in the host communities; students falling behind due to varying life circumstances; lack of resources to offer good student support; and, of course, funding challenges.

BORDERLESS HIGHER EDUCATION FOR REFUGEES PROJECT RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Universities should collaborate to produce or support online higher education programmes for the forcibly displaced in their own and overseas communities.**
- 2. Slowly build strong collaborations with local institutions and organisations with the local knowledge that will inform the programme and its implementation.**
- 3. Flexibility is key due to mobility of some students.**
- 4. Make use of Skype but don't over-rely on it as Internet connection might fail.**
- 5. Tutors should make use of Whatsapp, email and text messaging to offer students another method of contact.**
- 6. Where possible, students should be provided with a tablet with downloaded content that can be accessed offline.**
- 7. Begin with face-to-face teaching in the beginning to build rapport and buy-in to the programme.**
- 8. Adapt materials to the students and their environment.**
- 9. Use as much local (as opposed to 'Western') material as possible to ensure appropriate contextualisation.**
- 10. Tutors must be flexible and help students catch up when they miss classes, or offer remedial classes.**
- 11. Use weekly tutorials to create a sense of togetherness within the student group.**
- 12. Social justice issues – such as gender equality – must remain explicit and at the heart of such programmes, even when they face challenges.**

UNIVERSITY OF BRITISH COLUMBIA

Websites: <https://support.ubc.ca/projects/wusc-ubc-refugee-fund/> and <https://students.ubc.ca/ubclife/path-education-immigrant-refugee-youth>

In Vancouver I visited University of British Columbia, which is the largest university in British Columbia and is ranked in the top three universities in Canada. Here I learned about the WUSC programme at UBC, where they have been running a Student Refugee Programme, privately sponsoring students since 1981. UBC is proud of its programme as it began much earlier than most other universities in Canada. They fund this through a student levy: each UBC student pays an additional CAN\$5 per year (in addition to normal fees, which are around CAN\$5000 per year). The University sponsors eight students per year out of 45,000 students in total at the University. Students at UBC have a regular referendum on the student levy, and there are only very rare objections to the levy being used to support refugee places at UBC. The student levy covers all fees and living costs for the first year of the student's degree; then in years 2-4, the funding is reduced and so the refugee students will often work to support themselves. The students on their programme come from a variety of countries, with the sub-Saharan African students only coming from refugee camps and urban areas such as Kakuma and Dadaab in Kenya. They come to UBC to study a variety of undergraduate courses.

In terms of the application process, UBC has no contact with the students who are coming beforehand. With regard to orientation once the students have arrived, this has to remain flexible due to the scholars' travel dates being liable to change. To enable settling in, a reduced workload of study is enforced. Furthermore, in terms of ongoing support, they have a designated staff member as well as a faculty academic advisor who is experienced with international students. The designated staff member formally meets the students around once a month as a group. The students also have an individual meeting every few weeks. In terms of their Academic Advisor, they meet when they arrive and then have meetings every few months. The WUSC Committee, which is mostly made up of former WUSC scholars, picks them up at the airport, spends the first two weeks with them and introduces them to social activities. This appears to be key as the students form a community that is excited for them and will support them. However, there is also an awareness that students should respect those students who do not want to take part in such activities. When they leave their families, they are often told by their communities that they are no longer refugees, they will have permanent status and so some students just want to get on with studying and their new lives. Therefore, UBC now calls the students 'WUSC scholars' rather than 'refugee students', in accordance with the students' wishes.

UBC's Faculty of Education has also partnered with York University (mentioned earlier) and three Kenyan institutions – Kenyatta University, Moi University and the African Virtual University – in the formation of the BHER Project. Since August 2014, UBC Faculty of Education and Kenya's Moi University have been jointly offering a two-year teacher education diploma program to volunteer secondary school teachers in the camps.

At UBC, I learned a lot about the challenges that forced migrant learners might face when they arrive in a new country to study. This underlined the importance of ongoing support that should be offered to forced migrant students, rather than simply helping them in the beginning. *Ongoing* access, in the broader sense, is key. Supporting students in terms of their mental health following experiences of trauma as a forced migrant was high up UBC's list of priorities. However, it was also noted that students are sometimes unwilling to accept what they see as 'charity' in the form of academic concessions or counselling but then they sometimes do not get grades that reflect their skills. They also have many responsibilities (including financial) outside of university that restrict their attainment. There is sometimes a stigma with mental health within their home communities that they struggle to overcome once in Canada. Furthermore, students often struggle to find work to support their studies as local business owners don't always recognise their skills. Students' studies can also get disrupted due to having to return home and attend to responsibilities there. Finally, although scholars are not

meant to have dependents, sometimes they do have in reality, or they go home and get married during the programme. Added to this is the sheer enormity of the task of building a new life in a new country. Therefore, support on many levels is needed and understanding in Canadian universities appears to be growing in relation to this.

I also learned a lot, from the university's point of view, about what scholars really value in the scholarship programme and the opportunities it gives them. Given that permanent residency is included with the scholarship, scholars enjoy the opportunity to be students first rather than just refugees. They have freedom of movement, rather than the restrictions they face in and around the refugee camps. They have a sense of being invited and wanted and belonging, including thanks to the WUSC Student Committee that welcomes them. In Canada in particular, they enjoy the sense of being socially acceptable to be called a refugee in Canada as compared to their former host country, as the media and political rhetoric are positive, and this extends to Prime Minister Justin Trudeau who is globally known for his openly progressive stance on social issues. They also enjoy things like the snow (!), the chance to go beyond religious and tribal differences in their home country and get different perspectives, the chance to think of alternative futures for themselves and their families, being inspired to set up organisations to support refugees at home, and having a sense of calm. Finally, what students value is the opportunity, through permanent residency, to sponsor their families to come to Canada, allowing family structures to remain intact.

UNIVERSITY OF BRITISH COLUMBIA RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Use the press to canvas and put pressure on educational institutions to prioritise forced migrant access to universities, especially when migration issues are in the news.**
- 2. Ensure that the admissions departments in universities are on board and well informed about recognising students' qualifications and other past learning.**
- 3. Help the university to see itself as an institution that can buck a negative trend such as negativity towards migrants, and view itself as a place to educate global citizens.**
- 4. Take an asset-based approach, demonstrating that the refugee students are top students.**
- 5. Should that this approach is 'value-added', a marker of prestige, so that university leaders *want* to be attached to it and put it in their annual reports.**
- 6. Make the university mirror our communities and cities.**
- 7. Find sympathetic politicians.**
- 8. Universities in the same country can collaborate and share resources to support overseas forced migrant learners.**

UNIVERSITY OF OTTAWA

Website: <https://www.uottawa.ca/en>

In Ottawa I met with University of Ottawa (UofO) staff who have been involved in designing online courses for refugee and host community students that they can access in their current country of residence. The idea is to give more support to those students who remain in the home or host context, therefore potentially being much more accessible for them and less disruptive to their home lives compared to having to move overseas.

The key to getting this course off the ground was support from the top; the University President who was in post at the time the course was being set up was a former Liberal Cabinet Minister – Alan Rocks. He was moved by the Syrian refugee crisis and decided that something needed to be taught on this topic and through distance learning. He moved things forward along with other University presidents, as well as speaking with BHER and WUSC, and funded the original project. It is now funded by other sources, including the Open Society Foundation, an organisation that supports civil society initiatives.

The particular course discussed was on community mobilisation and was tailored to the context where the students were living (Lebanon), which mainly involved Palestinian and Syrian students from a refugee background. University of Ottawa collaborated with a local university – the American University of Beirut – to create the course. It is worth 30 credits, which equals one year of university study in Canada, and lasts 16 months. Students have to have completed high school in order to gain a place on the course. For many of these students, their education has been disrupted through migration. There was a recognition that host community students also face barriers to education, hence the inclusion of them in this programme in addition to refugee students.

Students start by taking a module on study skills, academic writing, communication skills, and so on. These are modules that are already available digitally through the UofO. Many of the University's other modules are then offered to the students on this programme, to utilise what is already available, provided they are relevant to the students. Students access these modules through a specialist online platform, which requires some expertise in setting it up and managing it.

There are some features that required specific thought, and from which the course organisers have learned. Firstly, teaching on the course requires some specific pedagogical skills in online teaching, which differs from face-to-face teaching. For example, a tutor must avoid giving lectures in front of rotating PowerPoint slides, and avoid teaching in short bursts and then expecting interaction. In contrast, the interaction should be pre-planned and directed within the materials, possibly included (live) after viewing the taught session. These all also need to be available at the start of the semester. Secondly, constant and reliable Internet access has until now been required. This has prompted the University group to move towards making all materials downloadable and viewable without an Internet connection. Thirdly, the group were mindful that there is a high attrition (drop-out) rate, partly due to structural factors, such as the level of support, whether they entered with high enough skills, whether their learning styles were being considered, and whether the content was relevant to what they are doing in their daily lives.

A happy, and unexpected, outcome of the programme has been that students at UofO have also got on board with the programme and have been inspired to work together with refugee students. As the university also has WUSC scholars from various countries, this has offered significant support to them.

The future plan is to gradually reduce the online 'classroom' time so that by the end, students are doing more practical, community-oriented work. This is because in Lebanon (like in many contexts) new refugees are not permitted to work and so the relevance of the content has become even more important. There are also plans to identify seed funds so that students who successfully complete the programme can propose projects that can be funded. Furthermore, there are hopes to include a

stipend within the programme, as students who are studying struggle to continue to earn a living. As a guide, the 'incentive wage' (guided by the UN) is \$300 per month and it is hoped the University will be able to raise at least part of that. However, it was underlined that fundraising is challenging. Over a number of years since its inception, funding has amounted to around CAN\$100,000 (£60,000). To support this funding, staff take on an additional workload to teach on and design this course.

UNIVERSITY OF OTTAWA RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Leadership from the top of the university is vital.**
- 2. Online courses offer a study option that is more accessible and less disruptive to students' home lives than the 'study overseas' model.**
- 3. Online courses should offer content that is relevant to the students in their host contexts and should be continually renewed.**
- 4. Flexibility and understanding by tutors of the reality of refugee students' lives is needed.**
- 5. Start with online content that the University already has developed, to save time and resources.**
- 6. In lobbying for such courses, underline to the university how cost-effective the model is.**

FCJ REFUGEE CENTRE

Website: <https://www.fcjrefugeecentre.org/about-us/>

In Toronto I attended a conference on the impact of education on social inclusion for refugees. This was run by a collaborative group of organisations, including York University's Centre for Refugee Studies (which houses BHER) and George Brown College, both in Toronto. Speakers included those from universities and colleges, health organisations, refugee rights and support groups. There were a number of presentations that shed light on higher education for refugees in Canada, with the most significant for me being that made by the Faithful Companions of Jesus (FCJ) Refugee Centre in Toronto. FCJ Refugee Centre 'serves refugees and others at risk due to their immigration status, and welcomes anyone asking for advice, counsel and support regarding these issues'. They offer both resettlement and protection services.

FCJ Refugee Centre runs a number of programmes relating to education, and one which I found most interesting was for refugee youth with precarious status who struggle to access university. FRJ organises unaccredited higher education courses in Toronto, partnering with York University to offer courses on a local (rather than international) fee basis to youth with precarious status, including those who have experienced forced migration but who do not hold formal refugee status. Although these courses were not formally accredited, the students still preferred if they were given homework and grades like regular students. Student participants on this course wrote a book of their experiences as newcomers, the proceeds of which go towards a scholarship for precarious status youth to attend post-secondary education. Thus, through youth empowerment, they were empowering others. It was reported that a student participant in the course shared, 'Education can be achieved, no matter when, where or how.' They also offer a 'bridging programme' with the Department of Sociology at York University for those who have been out of education for a while but who want to develop their skills so that they can apply for university.

FCJ REFUGEE CENTRE RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Universities could consider offering 'access' courses on a non-credit basis to pre-university young people with refugee or precarious status.**
- 2. Access for refugee youth to the opportunity to apply to university should be seen as part of the 'widening participation' agenda of universities and therefore as a social justice issue and moral imperative.**

Affiliation of Multicultural Societies and Service Agencies (AMSSA)

Website: <https://www.amssa.org/>

In order to get a wider view on immigration in Canada, in Vancouver I met with staff from the Affiliation of Multicultural Societies and Service Agencies (AMSSA), a small NGO that acts as a coordinator for other smaller NGO agencies that work on issues of immigration and multiculturalism. They focus on advocacy and support for leadership within immigrant and multicultural communities. They also work alongside other umbrella agencies in Canada. Thanks to this, they are very knowledgeable about the government- and privately-sponsored refugee programmes, which are so well-known in Canada and which have given me much food for thought as I seek to apply my learning to the UK context.

AMSSA also works with some of the very many researchers, often at universities, who are looking at refugee issues and want access to the settlement agencies. Settlement agencies want access to the findings of research that will help them work better. Therefore, AMSSA's concern is to find the useful findings for the settlement agencies. I got the sense from this that there is a certain level of coordination between the third sector and academia, for a common cause, which appeared to be a strength.

We also discussed thoughts on how the relationship between immigration-related NGOs and government is non-adversarial in Canada, in contrast to what it may be in USA or UK. In other words, they are not having to argue with the government to convince them that refugees should be allowed to come to Canada; it is more a case of how that can be made to happen as well as possible. It is significant that many immigrant families are in their third generation, and inter-ethnic marriages are common. The attraction of Vancouver to migrants may be due to multiple factors, not least the weather! But even something as banal as the weather can have an enormous impact on refugees who are coming from a very different climate, especially when they have faced drought and famine. While there have been isolated cases of hate crime in Canada, there are a lot of people who want to privately sponsor refugees ('they couldn't keep up with demand!') and see themselves as welcoming people.

AMSSA RECOMMENDATIONS AND THINGS TO CONSIDER:

1. Third sector and universities should work together to ensure research on forced migration is helpful and that the findings are used.

COUNTRY B: KENYA

CONTEXT OF REFUGEE INCLUSION IN HIGHER EDUCATION IN KENYA

Kenya is known across the globe as the country housing the largest refugee camp in the world. There are currently over 470,000 registered refugees living in Kenya, with 84% of these living in camps and 16% in urban areas. There are also 18,500 stateless people. (UNHCR, 2018d) This is within a total population in Kenya of almost 50 million people. (World Bank, 2018) There are two main camp 'complexes' – Dadaab (in the east, near the border with Somalia), Kakuma (in the north-west, closer to the border with South Sudan) – as well as Kalobeyei 'Settlement', which is close to Kakuma. There are also urban refugees, living outside the camps, in towns and cities. Kenya sees the arrival of refugees on a daily basis, from its many surrounding countries that have experienced or continue to experience conflict, political upheaval, poverty and famine: Somalia, Ethiopia, South Sudan, Uganda, Rwanda, Burundi and Democratic Republic of Congo. Migration to Kenya is generally unregulated and often politicised and unwanted. Although there is a government Department of Refugee Affairs, the camps are mainly run by the UNHCR. This has meant that the existence of forcibly displaced people in Kenya, while not as controversial as in UK, was still a topic that was used for political purposes when it came to election time.

Refugees have sometimes been linked to insecurity by the government and media rhetoric, due to terrorist attacks from Al-Shabaab, whose members mostly emanate from neighbouring Somalia which is close to the Dadaab camp complex. Many refugees in Dadaab camp are Somali. For this reason and due to cost, the Kenyan government has been encouraging refugees in Dadaab to return to Somalia and has at times threatened to close Dadaab. (Maina, 2018) Nevertheless, returning to Somalia has only been attractive for a small number, and at time of writing (January 2019) the camp remains open. There is currently a backlog in refugee application processing appointments due to a higher number of asylum-seekers arriving. (UNHCR, 2018e)

In terms of higher education, it is also a key location from which refugees depart for other countries to seek educational opportunities. Scholarship applications from the refugee camps to study in countries such as Canada (through UNHCR and Windle International Kenya) are oversubscribed. Many forcibly displaced students in Kenya struggle to gain access to Kenyan universities; in some cases, they are allowed to pay local fees but in many cases, universities expect the payment of international fees, which is a significant barrier to entry. (UNHCR, 2016a) There are also a very limited number of full scholarships to those students who are already residing in Kenya. The potential of online courses offered by local and overseas universities and university-NGO partnerships is beginning to be unleashed. At time of press, there are firm plans to open a 'university for refugees' at Turkana West University, supported by UNHCR and Masinde Muliro University, as well as University of Geneva, Columbia University (USA), Windle International Kenya, Danish Refugee Council and Jesuit Refugee Service. (UNHCR, 2018f)

I visited Kenya in June 2018. While I was there I mostly visited NGOs that are involved in refugee education, in contrast to Canada where I mostly visited universities (as their scholarship opportunities are more prominent than those offered to refugees by Kenyan universities). I did make university visits, but these were more to get a broader view of education in Kenya and so they are not described below. It was unfortunate that I was unable to visit a refugee camp there, but I did get to meet students and refugee recipients of services provided by the NGOs. While I was there, it just so happened that it was World Refugee Day, on 20th June 2018. Therefore, I benefited from various events going on and refugees being a focus of television programmes.

WINDLE INTERNATIONAL KENYA

Website: http://www.windle.org/About_us.html

Windle International Kenya is undoubtedly the leading NGO dealing with higher education for refugees in Kenya. Windle International Kenya (formerly Windle Trust) is an international charitable organisation and is the main provider of scholarships for higher education for refugee students residing in Kenya. Set up in 1977, their motto is 'Education Transforms Society'. Their Vision is 'To bring inspiration, empowerment and hope to every Windle International Kenya student'. Their Mission is 'To provide, promote and coordinate quality education and training for refugees in Kenya and for needy Kenyans, so as to transform both their lives and that of their communities'. Windle International Kenya provides the scholarships through funding from UNHCR, Department for International Development (DFID) (UK) and DAFI (Albert Einstein German Academic Refugee Initiative). They deliver the scholarships with support from WUSC in Canada (described earlier).

Windle International Kenya runs a number of different programmes, including a university scholarship programme to both overseas and Kenyan universities. They provide scholarships to refugee camp students to Kenyan universities. There are currently 350 university students on scholarship, funded by DAFI (via UNHCR). Scholarships are predominantly for undergraduate students, but in some places diploma level. Windle International Kenya also administers WUSC scholarships. In 2018 they recruited 50 students from refugee camps to go and study and gain permanent residency in Canada. This means there have now been almost 1000 students from Kenya who have gone through this programme since the 1970s. It is one of the most competitive programmes. In addition to university scholarships, Windle International Kenya also runs programmes for secondary school refugees students and girls' education programmes such as weekend catch-up education. The latter feeds into the university scholarship programme, as through long-term work on girls' education, Windle International Kenya has now achieved a 50/50 split in terms of applications for their scholarships. The Organisation is aware that language and culture can present a barrier to communication with the refugee communities that they aim to serve. Therefore, they try to work with leaders within the communities in order to ensure their programmes are understood, altered appropriately and better received.

In selecting students for university scholarships, Windle International Kenya prioritises those who have studied in camp secondary schools or those students who have been supported by the Organisation to study in secondary schools outside the camps.

I learned from Windle International Kenya that, where it is not possible to offer scholarships, it is still possible for some refugee students in Kenya to study at universities, due to a small increase in Kenyan universities offering 'local' rather than international fees. Such local fees can range from KES100-200,000 (£750-1500) per year. However, this can still be a barrier as Kenya is a country where the GDP is \$1450 (£1100; compared with \$39,000 (£30,300) in the UK). Nevertheless, it must be noted that not all refugee families are in financially precarious situations, and so some students are able to fund their own education in Kenyan universities without external assistance. Indeed, in terms of the surrounding communities, who are mostly poor, sometimes camp residents are in a stronger financial position than those Kenyans who are living in poverty outside of the camp, given that education, health and food are provided in the camps (primarily by UNHCR). Many residents also start small businesses in the camps. Nevertheless, there are a large number of young people who fall outside of these opportunities as so Windle International Kenya is concerned that they will get involved in antisocial activities due to lack of available opportunities.

In terms of the broader value of offering refugees higher education opportunities as way a creating social integration, it was suggested that 'African socialism', whereby African people communicate with each other even when they do not know each other, helped in integration. This is in contrast to much

of the UK, where neighbours do not generally communicate with each other. There is even some inter-marriage between certain groups, which may help with integration.

Windle International Kenya believes it is important to advocate on the part of refugee learners. This includes coming to visit universities in the potential donor countries, and overseas university leaders to come to Kenya to see the situation for themselves. They also believe in the power of testimony and passing on learning, as well as cost-saving. With these principles in mind, they are trying to reduce the cost of education to refugees through asking the students being sponsored by Windle International Kenya at Canadian universities to act as tutors to other students in Kenyan refugee camps who cannot get scholarships. In order to do this, they recognise the importance of Internet connectivity.

WINDLE INTERNATIONAL KENYA RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Universities should offer full scholarships to overseas students and local fees or scholarships to local displaced students.**
- 2. Educators should work with local communities where the refugees live, in order to develop rapport and trust.**
- 3. Focus on ways to ensure equitable access to scholarships for all genders.**
- 4. Encourage scholarship recipients to share their knowledge with would-be applicants or those who may never get the chance to win a scholarship.**
- 5. Think of cost-effective ways to deliver higher education to the forcibly displaced.**
- 6. Focus on personal stories and visits from host communities to win over university management.**
- 7. Make the most of current interest in this area, including in universities.**
- 8. Close partnerships between local NGOs, international NGOs and universities are key.**
- 9. Persevere! 'Ideas never die' (Dr Marangu Njogu, Director of Windle International Kenya).**

JESUIT REFUGEE SERVICE EASTERN AFRICA

Website: <http://en.jrs.net/about>

In Nairobi, I meet with representatives from the Jesuit Refugee Service Eastern Africa. Jesuit Refugee Service (JRS) is one of the best-known NGOs working with refugees, active in 51 countries across the globe and particularly prominent in Kenya. It was founded in 1980s as a Catholic organisation 'with a mission to accompany, serve and advocate on behalf of refugees and other forcibly displaced persons.' They mostly work within the fields of education, emergency assistance, health and nutrition, income-generating activities/livelihoods, and social services. JRS is funded entirely through donations; they receive no government funding.

The JRS office in Nairobi mostly focuses on education and livelihoods as well as offering emergency assistance. The livelihoods and emergency assistance work, while not directly linked to education, nevertheless offered a useful background in terms of finding out about the wider barriers that would-be refugee scholars come up against. JRS offers food items and small, interest-free loans and training so that refugees can engage in small-scale business. Some loans get paid back in full while others don't. JRS also runs a shop on site called 'Mikono' where crafts made by refugees are sold and then the profit returned to the refugees.

In terms of education, JRS is also involved in a vocational skills programme which is run at local vocational colleges. JRS pays the course fees. Courses include hairdressing and carpentry, and some are offered in Swahili and some in English. It can be more challenging when students speak neither of these languages.

In terms of integration, it was suggested that something that supports refugees to integrate in Kenyan education – and which perhaps leads to a more positive stance towards refugees – is that the refugees often come from surrounding countries and therefore often look like Kenyans, so they don't stand out. This is different from the situation in the UK, where the *perception* is that refugees very much stand out.

I also learned a lot about school-based education and JRS's work. JRS has had meetings with the Kenyan Ministry of Education, along with other partners. In 2016, JRS helped write a set of guidelines, which has been adopted by the Ministry, for the admission of non-Kenyan students to Kenyan schools. This aimed to ensure that refugee students would not be asked for additional fees as 'international' students. JRS was very pleased with this achievement. However, it was also highlighted that refugee students and poor local students are often in a similar position; while schools are formally free, most schools charge fees due to cover some costs due to under-funding from the Ministry of Education. These fees cover additional teachers, security and feeding programmes. Indeed, fees are not the only challenge; coming from a displaced (or poor) family can mean that home life is not conducive to studying at home, and so students, when they arrive home, can often struggle to get homework done. Thus, even when refugee students manage to access education, there are still barriers to attainment and retention.

In terms of higher education in particular, JRS also supports students, mostly urban refugees, to attend Kenyan universities by paying their fees. This year will see JRS's first graduating cohort. Although not many scholarships are offered to refugees by Kenyan universities, some universities do allow them to pay local fees. Nevertheless, a small number of universities offer a small number of scholarships to students in the refugee camps. JRS was rightly proud of students who have benefited from their scholarships; indeed, a marker of success was seen in students where people didn't even realise they were refugees, such was their success.

I was impressed by JRS's genuine commitment – and therefore the genuine difference they can make – due to the 'accompaniment' side of what they do – staying with an individual for the long-haul,

something that cannot be quantified but that is about quality. While I was at JRS, I had the opportunity to meet with refugees who came to the centre. This illustrated to me the central role of such an organisation, in being available to people at their point of need. Nobody was ever turned away and if JRS could not assist, then they would find another organisation who could. It was heartening to see that NGOs often work together. For example, JRS often works alongside Windle International Kenya, referring potential students to them.

JESUIT REFUGEE SERVICE EASTERN AFRICA RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Lobby for local fees to be paid by displaced students.**
- 2. Allow there to be 'positive discrimination' towards female scholarship applicants, acknowledging their differential access to education.**
- 3. Be aware of treating different displaced communities equitably in terms of scholarship and other support, so that certain communities do not feel further discriminated against.**
- 4. Universities should tap into already established collaborations between NGOs in order to find out the needs of the displaced communities.**
- 5. Universities who offer opportunities to displaced students need to be aware that their home circumstances can affect their performance and engagement at university, so more specialised support may be needed.**

LUTHERAN WORLD FEDERATION KENYA DJIBOUTI PROGRAMME

Websites: <https://kenyadjibouti.lutheranworld.org/> and <https://www.lutheranworld.org/>

Lutheran World Federation (LWF) is another an NGO that works in 99 countries. They have an office dedicated specifically to their Kenya/Djibouti Programme. Their main focus is school-based education but given that schools feed into universities, I felt it was important to get a broader perspective and therefore I visited their Nairobi office. LWF in Kenya mostly works in refugee camps' pre-school and primary education and education for special educational needs. They also offer 'accelerated learning' for learners who are older than school-age but who have not finished schooling in their home country. LWF collaborates with Windle International Kenya, again highlighting the important of inter-agency cooperation to achieve shared goals.

LWF builds the schools, employs the teachers, runs the school feeding programme and manages the education programme in the camp schools. They follow the Kenyan curriculum, like in all camp schools. This means the schools are registered with the Ministry of Education and, as such, are inspected and run the standardised, national examinations. However, the Ministry does not fund the schools in the camps; mostly these are funded by UNHCR and UNICEF, as well as LWF and other INGOs. The schools buy the exam papers while the Ministry of Education sends invigilators. There has been some talk of the Ministry planning to start offering the same funding for resources to learners in the refugee camps as learners in schools outside the camps, but this has not yet been implemented. This would clearly have implications for refugee students in Kenya in terms of being able to access Kenyan universities on a par with local citizens, as well as their ability to get the grades that would allow them access to scholarships to study overseas.

I also learned about funding issues, including underfunding of schools in some areas outside the camps as well as inside, such as Turkana country where Kakuma is located. Funding also affects the number and quality of teachers; most of the teachers in the camps are refugees themselves, and most of them are not qualified as teachers. Their pay is very low and not in line with Kenyan pay scales. These are some of the issues that may be viewed as barriers to the Kenyan Ministry of Education taking responsibility for the camp schools which may also feed into barriers to higher education

LWF RECOMMENDATIONS AND THINGS TO CONSIDER:

1. Importance of identifying barriers to higher education that happen much earlier in a learner's education.

STUDENT VIEWS FROM CANADA AND KENYA

WUSC LOCAL COMMITTEE STUDENT

Website: <https://liu.arts.ubc.ca/news-and-view/video-ubc-wusc-local-committee/>

As mentioned in the section about World Union of Students Canada (WUSC), one of the keys to its successes appears to be the accompanying student committee that is set up in any receiving university in Canada, to enable refugee scholars to settle into their new lives in Canada. At one such university I met the Co-President of the World Union of Students Canada Local Committee.

The role of the WUSC Local Committee is to help the refugee scholar financially, socially, help them with admissions, and ensure they are registered on their courses at university after they arrive in August. The Committee is supported by WUSC, including through a WUSC regional advisor. The Committee is also involved in helping match scholars to courses, in conjunction with the admissions office, ensuring as far as possible a good match. As well as sometimes not getting their first choice of subject to study, sometimes students are put at a lower level than what they have applied for – for example, doing an undergraduate instead of a postgraduate degree. These are the kinds of issues that the WUSC Local Committee can help to explain to and support the student through, peer-to-peer. In terms of practical challenges, the Committee helps with things like finding housing and winter clothing, and coping with the long and intense cold in Canada.

There is an ethical code that WUSC Local Committees have to sign and follow. This includes the terminology that should be used. For example, as the scholars have permanent residency when they arrive to take up their scholarship in Canada, they should no longer be called ‘refugees’. They are also discouraged from calling them ‘our’ students, which it was argued creates a sense of inappropriate ownership rather than the sense of being autonomous. This gave me some food for thought with regard to how we describe students at UK institutions, and how they might like to be called.

The WUSC Local Committee member was very aware of the political goodwill towards refugees. She was also keen to highlight the benefit to the home students of interacting with WUSC scholars because it brings life to the subjects they are studying, especially around international development and conflict-affected societies. Indeed, in a university with many migrants more broadly, the level of empathy with WUSC scholars is high. Many students have found the scholars inspirational, particularly when the scholars have been very active in pushing through reforms in their home country. This has been especially challenging for women activists, as they are often accused of promoting ‘western’ values when they promote human rights.

WUSC STUDENT COMMITTEE RECOMMENDATIONS AND THINGS TO CONSIDER:

1. Think carefully about the language we use to label ‘refugee’ students – ask them how they would like to be called.

WUSC SCHOLAR FROM KAKUMA AND SOUTH SUDAN

Website: <https://srp.wusc.ca/>

I had the privilege of meeting a WUSC scholar, a former refugee originally from South Sudan but who had spent the previous ten years (from age 13) in Kakuma refugee camp, Kenya. The scholar is a recipient of the WUSC scholarship and in his first year of a four-year degree in Canada. He was not studying his first choice of degree; as highlighted a number of times in this report, university places on scholarship programmes are dependent upon spaces and capacity in faculties. However, such was his level of motivation that, through elective courses, he was able to study other classes that he was more interested in. He must also study some credits from other faculties, as per the university system in Canada. Like many students, he was also taking a strategic approach, and studying some courses simply because he knew they would be easier to pass than others; he had made good use of academic advisors and career guides available to help him in this. Additionally, he also received general language support in terms of academic writing from the university. Although there were many international students on his course, he was the only South Sudanese.

The scholar recounted aspects of his life in Kakuma. There, he studied at school under the Kenyan curriculum, in a camp school. As he arrived in Kenya as a teenager, he joined a class a few years 'late' but soon caught up and can now speak Swahili, one of the official languages of Kenya, fluently. However, he noted that some students get discouraged because it is difficult to catch up when you join school late, and that there are normally over 50 in one class, with some reaching over 100. This increases if there is an increase in insecurity in a neighbouring country, such as war. Therefore, it takes a while for the UN to expand school provision.

The scholar had the chance to apply to the Kenyan university system, but he could not afford the international fees. Therefore, he applied to WUSC. The application process took around 18 months. The school exam results slip is one of the requirements for the application form, in addition to the alien ID card, the ration card and the (refugee) manifest, which includes the individual's photo, some details about them and their household members, and finally their school document showing they have finished primary school – up to class 8 – and secondary school – up to form 4. Thus, there is an emphasis on both performance and need in selecting students for this programme.

He said the transition to life in Canada was difficult and so he was advised to do fewer courses in the beginning to reduce pressure. Even though this was well-intentioned, he felt that now he was not busy enough. But even when a student wants to keep busy, he noted that there were challenges; they often find it very difficult to get a part-time job, possibly due to lack of flexibility among employers, and they are often, then, reliant on academic staff working in the area of refugee studies, who are more empathetic, to give them paid work opportunities.

He mentioned that living expenses are high. The scholarship is only enough if a scholar manages it very well. You can apply for a student loan if you want to study in summer, otherwise you work or do an internship. There appeared to be an assumption that a scholar will earn a bit from part-time employment or that their families will support them. Books are an additional expense. Scholars only get accommodation for one year, and so they have to find their own for years 2-4. Problems common to all students include having to pay a number of months' rent up front, and the risk of losing one's deposit. He appeared very dedicated to his studies, mostly studying rather than socialising (although the latter is also due to lack of spare money).

He highlighted some of the ongoing pressures felt by scholars, such as family needs back at the camp, especially at times of illness. This can be particularly stressful as scholars generally cannot afford to return home due to the high costs. This is exacerbated by the fact that, even though they are scholarship recipients, in this case, he will have to pay back the cost of the initial flight to Canada.

In terms of other interests, the scholar was a great football fan. He said that football is one of the only activities in the camp but as they children grow older, they realise they can't earn money from football – there is no professional team – so they get discouraged. However, he mentioned the Team Refugee and he said a number of them were from South Sudan. That was the first time that the sport became meaningful to the camp members. He saw them when they were competing at the camp.

In terms of the future, the scholar was happy to share about South Sudan and how he views it and his future. He was aware of how what he studies now will have an impact on what he can do when he returns. His plan was to establish himself in Canada first and then go back in a number of years, to try and have a positive impact. He has some family in South Sudan, who share with him how difficult things are. He believes that his generation and the next need a good education before going back and trying to change things. War, inflation, tribal politics and early death from poverty and disease are only some of the challenges that he mentioned.

He left me with the reminder that when you help one refugee you are not only helping them but a whole family. I have taken this to heart.

WUSC SCHOLAR RECOMMENDATIONS AND THINGS TO CONSIDER:

- 1. Support is needed from universities and supporting organisations during the long application process.**
- 2. Applications for scholarships should look both at benefit to the student and also at their level of need.**
- 3. Scholarships should cover travel from the host country to the country where the student will study.**
- 4. University-based support during the scholar's studies should be ongoing and include that of academic advisors and career advisors with a view towards the scholar's life after university.**
- 5. University staff mustn't forget that when we help one refugee to access higher education, we are not only helping them but helping their whole family.**

RECOMMENDATIONS FOR UK HIGHER EDUCATION

My recommendations are drawn from what I found and described above as having learned from the various organisations and individuals I met with in Canada and Kenya. They have also been informed by what I have learned about what is already being done in the UK by universities and NGOs such as the Article 26 Project and Student Action for Refugees (STAR), as well as their aims and aspirations. The recommendations may be divided into three main parts. Part A deals with the overarching need to persuade universities to get behind higher education for forcibly displaced students and what advice I was given on how to make this happen. Part B focuses on best practice in supporting the inclusion of forcibly displaced students in higher education on face-to-face courses in the UK, including students who are recruited directly from host countries, as well as those who already live in the UK. Part C focuses on best practice for UK universities in terms of how they can support forcibly displaced in their education in their host country (not based in the UK), mainly through online courses.

A. PERSUADING UK UNIVERSITIES TO OFFER OPPORTUNITIES AND SUPPORT TO FORCIBLY DISPLACED STUDENTS

Before we can talk about how to make scholarships and courses happen for forcibly displaced students, there is the issue of how to persuade UK universities that this is something worth funding and supporting in other ways in the first place. As I explained earlier in this report, much of this is related to even bigger issues surrounding how a particular society views refugees and migrants, and whether the country itself offers a welcoming or a hostile environment. As the number of universities offering places to displaced students, or setting up courses for displaced learners, remains low in the UK relative to some other wealthy countries with wealthy universities, it might be suggested that universities have not backed this in a significant way. Therefore, some persuasion is clearly needed, and so advice given to me during my Fellowship, and ideas that emerged from reflection since, are listed below:

10. Leadership from the top of the university is vital.
11. UK universities should be encouraged to make a fundamental commitment (or re-commitment) to the education of forcibly displaced learners as a social justice and widening participation issue of great importance and urgency.
12. UK university leaders and educators should be encouraged to travel to refugee camps and host countries in order to see for themselves the power and benefits – as well as the challenges – of delivering education in such contexts.
13. UK university leaders and educators should make links with universities already doing such work, for sharing purposes; this may also lead to other collaborations that could generate knowledge and access to research between institutions, as well as income for the universities, in the long-run.
14. It's important to motivate more staff and students to lobby university management for forced migrant access to higher education, including running awareness-raising events; visibility is key.

15. Universities should be encouraged to build up good relationships with host country partner organisations over time.
16. Committed staff should think of and suggest cost-effective ways to deliver higher education to the forcibly displaced to university leadership, to make it attractive.
17. Committed staff should use evidence to show that forcibly displaced students are an asset to the university.
18. Committed staff should harness the current interest in this area at present to achieve maximum opportunities for forcibly displaced learners.

B. UK UNIVERSITIES OFFERING FUNDED PLACES AND ONGOING SUPPORT TO FORCIBLY DISPLACED STUDENTS

Once universities have been convinced of the value of offering displaced students access to their courses, then the next stage is about working out what exactly to offer them and how to support them on an ongoing basis. The 'ongoing' aspect is important as displaced students may face many additional and specific challenges in addition to those faced by home students. Thus 'access' must go beyond simply offering a place. Here are my recommendations:

1. UK universities should offer full scholarships to overseas students and local fees or scholarships to local displaced students rather than international fees.
2. Scholarships should cover travel from the host country to the country where the student will study.
3. A long-term strategy and individuals who are willing to make a long-term commitment towards offering places to displaced students is required...
4. ...but start slowly, with one student at a time, to ensure the provision is right.
5. UK universities and supporting organisations need to support students during the long university application and scholarship application process; this includes staff accessing training and connecting with knowledgeable organisations, and displaced students having a named support staff member to whom they can direct their queries.
6. Universities should consider offering 'access' courses on a non-credit basis to pre-university young people with precarious status, taking account of barriers to education (gender or community differential access) that occur earlier in a student's life.
7. The review of applications for scholarships should look both at benefit to the student and their level of need, with gender equity in mind.
8. UK university-based support during the scholar's studies should be ongoing and include that of academic advisors and career advisors with a view towards the scholar's life after university; support staff need to be aware that students' home circumstances can affect their performance and engagement at university, so more specialised support may be needed.

9. UK universities should consider working with the Home Office to consider the Canada model of private sponsorship, directly recruiting talented students from refugee camps overseas and offering permanent residency.
10. The Student Loans Company should consider widening access to their loans to all forcibly displaced students.
11. Scholarship recipients should be encouraged to share their knowledge with would-be applicants or those who may otherwise never get the chance to win a scholarship.
12. Coordination is required between NGOs and universities in order to ensure that opportunities are shared widely and that research translates into practice.
13. Universities should engage local students to support forcibly displaced scholars, to come alongside them as peers.
14. Universities should think carefully about the language they use to label 'refugee' students – ask them how they would like to be called.

C. UK UNIVERSITIES COLLABORATING WITH HOST COMMUNITIES OF FORCIBLY DISPLACED STUDENTS TO OFFER ONLINE COURSES

Finally, and given that offering all forced migrant students scholarships to UK universities is unfeasible, another option is inspired by thinking more broadly in terms of how UK institutions can support the higher education of forcibly displaced students in their host countries. This can be made possible through online platforms. Financially, this may be a more viable and attractive option for UK universities due to the lower costs involved, as compared to offering funded face-to-face university places in the UK. Below are some recommendations for best practice in this area:

1. Universities should collaborate with each other and with local NGOs to produce or support online higher education programmes for the forcibly displaced in their host communities; such programmes offer a study option that is more accessible and less disruptive to students' home lives than studying overseas.
2. Universities should slowly build strong collaborations with forcibly displaced host community institutions and organisations with the local knowledge that will inform online programmes and their implementation.
3. Flexibility is key in online courses due to ongoing student mobility.
4. Make use of Skype but don't over-rely on it as the Internet connection might fail.
5. Tutors should make use of Whatsapp, email and text messaging to offer students another method of contact.
6. Where possible, students should be provided with a tablet with downloaded content that can be accessed offline.
7. Begin with face-to-face teaching in the beginning to build rapport and buy-in to the programme.

8. Start with online content that the University already has developed, to save time and resources.
9. Adapt materials to the students and their environment, tailoring teaching and curriculum to the local context, in terms of what the students know and are able to do and what they need to know and be able to do.
10. Online course content should be continually renewed to ensure relevance.
11. Use as much local (as opposed to 'Western') material as possible to ensure appropriate contextualisation.
12. Courses should include 'remedial' classes for students whose lives mean they can easily lose track of studying, to help motivation and completion.
13. Use weekly tutorials to create a sense of togetherness within the student group.
14. Social justice issues – such as gender equality – must remain explicit and at the heart of such programmes, even when they face challenges.
15. UK universities should encourage their staff to develop collaborations with host country universities and educational institutions in refugee camps to teach on face-to-face courses in host countries, with time given to them in their workloads for such work.

CONCLUSIONS AND FUTURE DIRECTIONS

This report relates the findings from a Winston Churchill Memorial Trust Travel Fellowship which I was granted in order to explore best practice in the inclusion of forcibly displaced students in higher education. The project aimed to discover best practice in Canada and Kenya, and to then share it in the UK. Its impetus came from the observation that, despite their relative wealth internationally, UK universities have been slow to offer opportunities to students from refugee or other forcibly displaced backgrounds. They have also been slow to develop online courses and other collaborations with universities in the host countries and their refugee communities. Therefore, the project took the two examples of Canada and Kenya, well known in the area of refugee studies, and sought to discover how universities and non-governmental organisations in the two countries had managed to set up scholarship and support programmes for forcibly displaced students. Ultimately, the hope is that the lessons learned from the project will be shared widely, be adapted and begin to be implemented in the UK university context. This report is only the beginning of that process.

The specific objectives of the project were as follows:

1. Careful study of UK higher education through documents, and pinpointing of gaps in UK provision.
2. In-depth discussions with higher education institution (HEI) staff and non-governmental organisation (NGO) staff about their inclusion policies and programmes in Canada and Kenya.
3. In-depth discussions with students in Canada and Kenya, both the forcibly displaced and those supporting them.
4. Sharing recommendations for best practice with UK universities.
5. Joining networks of professionals and learners in this area.

The project began in 2017 and was completed in 2018. It involved two three-week periods of travel, one in each country, during which time meetings were held at universities and non-governmental organisations and with students. In **Canada**, I found a country that had largely embraced migration in its many forms and so there was a great sense of goodwill towards forcibly displaced people, emanating from ordinary citizens right up to the Prime Minister. Reaching out to displaced people was viewed as a moral duty and a way of recognising the asset they can be to Canadian society. Therefore, it was mainly a 'receiving' or 'host' country for refugees and others who had experienced forced displacement. Migration to Canada was mostly 'planned' due to its geographically isolated location, therefore the number of individuals arriving in Canada to claim asylum were very low. I discovered that the most popular approach in higher education in Canada was to offer highly competitive scholarships to refugee students to attend Canadian universities, mostly funded by individual universities and sometimes their students, packaged together with permanent residency, recruiting them directly from refugee camps on the African continent. This was part of the 'private sponsorship' model that has seen an impressive number of displaced people finding permanent residency in Canada when compared to other countries. Such scholarships have been facilitated by the persistent and ongoing work of NGOs such as World Union of Students Canada (WUSC) in collaboration with the United Nations High Commissioner for Refugees (the UN Refugee Agency that runs many of the camps) and other NGOs in situ such as Windle International Kenya. I also found that what facilitated this was student support in the form of a student-led committee that supported former-refugee scholars before their arrival and during their time at university in Canada. Finally, I found that there was a recognition that scholarships were not enough and so this approach was also now beginning to

be supplemented by university collaborations with refugee host communities in countries such as Kenya and Lebanon by offering online courses at university level, where the students would not need to travel to Canada to study.

In **Kenya**, I found quite a different context. Kenya was mostly a host country for those who had been forcibly displaced, as well as a sending country to Canada and other contexts. In other words, Canadian (and some other 'western') universities received scholarship students from refugee camps in Kenya, where students originally came from countries such as Somalia, Ethiopia, and South Sudan. Kenya houses some of the largest refugee camps in the world, partly owing to its geographical location as almost completely surrounded by countries that have experienced or continue to experience conflict, political upheaval, poverty and famine, and its relative wealth compared to those neighbouring jurisdictions. There is also a significant number of urban refugees. Therefore, most migration to Kenya due to forced displacement could be termed 'unplanned', with many individuals arriving and seeking asylum, and there being a perceived burden on resources in Kenya as well as security concerns. This has meant that the existence of forcibly displaced people in Kenya, while not as controversial as in UK, was still a topic that was frequently politicised, and there were frequent threats to close the refugee camps, as well as incentives to encourage refugees to return to their home country. I found that, faced with such numbers and such need, many forcibly displaced students have struggled to gain access to universities in Kenya. Thus, scholarship applications from the refugee camps to study in countries such as Canada (through UNHCR and Windle International Kenya) are oversubscribed. However, I also found that some universities and colleges have begun to offer local fees to refugee students as well as a very limited number of full scholarships. These are to those students who are currently located in the country, rather than recruiting them from outside of Kenya. Furthermore, as mentioned in the section on Canada above, the potential of online courses was beginning to be unleashed.

Since completing the project and returning to the **UK**, and in light of what I discovered overseas, I have become more aware of the very different environment that forcibly displaced potential students in the UK face, and particularly within universities in England where I am based. Currently migration is a contentious issue, as it perhaps always has been; the recent 'migrant crisis' in Europe has highlighted the mixed reception that migrants, especially refugees, receive from the British public, and this is reflected in the media and in political leadership. NGOs such as the Article 26 Project and Student Access for Refugees (STAR) have been very active in lobbying university leadership to offer opportunities to forcibly displaced people to study, and in rallying local students to support refugees once they have arrived at UK universities. Their work has inspired me and I plan to continue the conversation with these organisations in light of this project's findings, incorporating learning from Canada and Kenya. I have also been encouraged by a report that came out since I finished my country visits by UK Universities *Higher Education and Displaced People: A Guide for UK Universities*. (UUK, 2018) This gives me hope that there are many people with the energy and the will to make positive changes for displaced learners.

Building on my own work and that of others, I propose that work needs to be done within the UK university sector in three areas: first and foremost, in persuading UK universities to offer support and opportunities to forcibly displaced students; secondly, UK universities offering funded places and ongoing support to forcibly displaced students; and thirdly, UK universities collaborating with host communities of forcibly displaced students to offer online courses.

These findings and recommendations provide my developing thoughts on what I learned while exploring this topic in Canada and Kenya. I have tried to balance being aspirational and optimistic with being realistic and practical. All of these recommendations could be met with challenges from universities and the general public, and there are socio-ideological barriers as well as financial ones. Nevertheless, as Dr Marangu Njogu, Director of Windle International Kenya, reminded me as we parted on a chilly June afternoon Nairobi in 2018 after my final Fellowship meeting, 'Ideas never die'.

Therefore, in concluding this report, I will err on the wide of aspiration, and hope that, together with UK-based organisations and universities, I will be able to adapt these recommendations into realisable practice.

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