

INSTITUTE OF SOCIAL MINISTRY

TANGAZA COLLEGE

CATHOLIC UNIVERSITY OF EASTERN AFRICA

REFUGEES: A CASE STUDY ON KAKUMA  
REFUGEE CAMP

STUDENT'S NAME: JOSE KAIPPANANICKAL SDB

SUPERVISOR'S NAME: MR. WILSON GITHOGO

MARCH 31<sup>st</sup> 2000  
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PRAXIS OF HUMAN DEVELOPMENT  
(SOCIAL SCIENCES – CUEA)

MARCH 31<sup>st</sup> 2000  
NAIROBI KENYA

**STUDENT'S DECLARATION**

I, the undersigned, declare that this is my original thesis and has not been  
Submitted to any college or university for academic credit.  
All information from other sources has been  
dully acknowledged.

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## **DEDICATION**

This work is dedicated  
to those who have stimulated in me the love for refugees  
and those in the camp with whom I worked. May this work be an inspiration to many  
more people to serve the refugees.

## ABSTRACT

The wars in the eastern countries of Africa resulted in the increase of refugees at Kakuma refugee camp. The refugees have arrived at Kakuma because they have no other choice in their life. There were not enough opportunities in the camp to improve their life.

The refugees are completely dependent on the UNHCR and its partners in the camp. The choices of refugees are limited in the camp. The present research will highlight the refugee situation and the life of refugees at Kakuma refugee camp.

A good survey was carried out to assess the situation in the camp, namely; security and education. A lot of activities have been introduced for refugees in the camp in order to ease their psychological pain and to train them to uplift their downtrodden life. After collecting the essential data, a proposal has been made to provide some more facilities to improve the services in the camp.

My study is divided into six chapters. In chapter one my study gives a whole picture of what this study in concrete is all about. Chapter two summarizes the literature review of my study so as to have a broad picture of my work. This chapter will present the real situation of the camp. This chapter also gives about refugees at Kakuma camp and a general view of refugees else where in the world. Chapter three will show the research methodology used in data collection and data analysis of the findings carried out. Chapter four summarizes all the results of my work by relating the concrete findings received. Chapter five is a summary of the study with concrete recommendations and conclusion as a social minister. Here the researcher has put forward few suggestions to answer the problems of the camp. Chapter six is a project proposal for a technical school. It clearly shows the budget for the proposed project.

This could only be done by putting all the efforts and good will as much, to care the unfortunate without any discrimination.

## ACKNOWLEDGEMENT

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First of all I wish to express my sincere thanks to my tutor, Mr Wilson Githongo, who journeyed with me in developing this paper. I would like to extend my special thanks to Mr Hassam (sub-office UNHCR Kakuma) for his availability, to Mr Armin Pressmann (Coordinator of Don Bosco vocational training centres), who helped me to understand the importance of technical training for refugees and the overall situation in the camp, to Mr Foutine Njeri (the administrator of three technical schools), to Mr Tony (JRS Scholarship programme) and to Mr Kaissar (Education department).

I also thank Mr George Kolath and his staff from Girgiri and Jesuit Refugee Service office Nairobi for providing adequate material for my research paper. I thank those people whom I encountered during my research and those people who shared with me their painful experiences and joys, which encouraged me to understand the real life of refugees in the camp.

I thank Fr Hubert Pinto and all the Salesian staff of Boys' Town for guiding me and encouraging me to write this paper. Lastly, I express my special gratitude to the department of Social Ministry for forming me as a Social Minister and to all my friends who supported me in one way or another.

Joseph Kaippananickal

March, 2000.

## LIST OF ABBREVIATIONS

ACT	-	Action by Churches
CA	-	Christian Aid
CWS	-	Church World Service
DBVTC	-	Don Bosco Vocational Training Centre
DCA	-	Danish Church Aid
KRC-Kakuma	-	Refugee Camp
LWF	-	Lutheran World Federation
LWR	-	Lutheran World Relief
NCA	-	Norwegian Church Aid
NCKK	-	National Council of Churches of Kenya
NGO	-	Non Governmental Organization
OAU	-	Organization African Unity
SCR	-	Swedish Church Relief
UN	-	United Nations
UNHCR	-	United Nations High Commission for Refugees
UNICEF	-	United Nations International Children Education Fund
WCC	-	World Council of Churches

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# CHAPTER ONE

## 1.1 INTRODUCTION

Life is wonderful when things go well according to our plan. Every person wants to exercise his/her freedom in the society. People generally face difficulties when things go wrong in their life. For some people, the difficulties are beyond their strength. The road to life being blocked everywhere is a reality today.

This is what the life of many asylum seekers is all about. They did not opt to leave their family and countries for employment or success. Most of them have been obliged to flee due to political and ethnic reasons.

In this research study, I have discussed the situation of refugees in Africa, Europe and Asia. I have stressed various policies, conventions proposed by various governments, different organizations that are working for refugees and human rights. After being physically at Kakuma refugee camp, I could analyze the situations, as problems of the camp. I have personally witnessed the various issues that are affecting the life of the people in the camp. I have had a 'live-in' experience in the camp that can teach us the daily struggle of refugees today.

The reality of refugees has been there with humanity for long. But perhaps serious regard was not given to refugees in the past as it is today. The issue of refugees then did not pose a great challenge to the world as something vulnerable.

"The word 'refugee' first came into the English Language in 1685 when a group of French Protestants called 'HUGUENOTS' started coming to England. The French king, Louis XIV, who was a Roman Catholic, would no longer allow the Huguenots to practise their faith, so they fled to Protestant England. They were called 'refugees' from the French verb "refugier", which means to take refuge or to seek shelter. By 1780, the word 'Refugee' had crossed the Atlantic to the United States. There it was used to describe 'fleeing supporters' of the English King George III in the independence war against England." <sup>1</sup>

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<sup>1</sup> S.J. Corole., "Past and Present Refugees", (London: Heinemann Educational Books Limited),1984, p. 54.

Television screens give us a glimpse of life in a makeshift camp. They show the anxious faces, suffering children and the people with skin and bone for their profit. Yet what the cameras in such circumstances often capture is only a tiny proportion of about more than 20 million refugees who roam around the seas, deserts, mountains in need of help to survive. They are the displaced, unfortunate people of the late and the present century, who have fled their homes because of wars, famine, starvation, political harassment, religious beliefs, internal persecutions, among other reasons.

In the Middle East, Palestinians have faced the terrible misery of camp life for more than 40 years. History records, how, in the Far East, thousands of Vietnamese tried to escape in search of a new life through Hong Kong. Drought in Africa has brought famine, not sparing war-zone countries. People have left their homes for distant places in search of food. In Central America, political conflict has led people to leave their country and possessions in order to safeguard their life and family. Their plight is one of the greatest tragedies of our time. Their fate is linked to political and human rights questions that should be of concern to each and every one of us.

## **1.2 BACKGROUND**

Kenya, like any other country in the world, is experiencing different situations, such as unemployment, diseases, corruption, land grabbing, insecurity for life and all sorts of violence. In the last few years, Kenyans have been experiencing the influx of many people from the surrounding countries. It is believed that those countries are bringing problems to Kenya because the refugees are being given the opportunities that the local people could take

It is well known that Kenya has decided not to accept any more refugees from its neighboring countries. It is not easy to stop the coming of refugees to Kenya. Today, Kenya is facing many problems due to the presence of Somalis, Ethiopians, Rwandans and Sudanese.

Sudan has experienced approximately 22 years of civil war. This situation forced the poor people to leave everything in their country and seek refuge in the neighbouring country, Kenya. As we know, there is no proper government in Somalia. The

government has failed to provide security for the people. This struggle forced the people to leave the country and seek help in Kenya. A similar situation is found in Ethiopia and Eritrea. The never-ending wars have driven the people to other nations to seek security and other assistance. About nine different nationalities have come to Kakuma Refugee camp to seek asylum.

The countries represented in Kakuma camp are Sudan, Somalia, Uganda, Ethiopia, Eritrea, Rwanda, Burundi, Congo and Liberia. Millions of people have died in these countries due to internal struggles and wars. To safeguard their life from the bombshells, they run to different places. Most of them have walked thousands of kilometres to reach a safe place. In this search, a good number of them managed to reach Kenya. The majority of refugees are young people at Kakuma camp. Most of the young people have already served a good number of years as soldiers for the government and for various liberation groups.

Kakuma Refugee Camp was officially opened for the refugees in the year 1992. In the beginning the camp was mainly opened for the refugees from Sudan. But due to the urgency of the situation, the management of the camp had to allow other nationalities to live in it. Today, the number of refugees in Kakuma camp has gone up to more than 87,000. UNHCR and other NGO's and different church organizations have engaged in assisting the refugees in the camp. There is an urgent need to assist and nurture the refugees, who are helpless and lost in the unknown world.

### **1.3 Statement of the problem**

The origin of the problem of becoming an asylum seeker and refugee is rooted in the political and ethnic wars which have occurred in the world at different periods. Like any other refugees in the world, the refugees of Kakuma too face a lot of problems in the camp. First of all, the basic security for life of the refugees should be ensured. Lack of security causes loss of the life for refugees in the camp. Secondly, the refugees are not satisfied with the food they get from the camp. The supply of food every fifteen days cannot last until the next distribution. Thirdly, the refugees have to be encouraged to have a basic education for their future.

There is an urgent need to improve the style of education and the quality of education in the camp. More schools need to be opened at proper places in order to facilitate the education among refugees. Fourthly, the spiritual aspect of formation in the life of refugees in the camp should be improved. The refugees need to get enough spiritual support to cope with their stress, pain and other inner struggle. Fifthly, it is necessary to open more medical centers in the camp. A fully equipped hospital is vital in the camp to care for the large number of sick refugees all over the camp. These are the main problems the camp faces today while taking care of the refugees in the camp.

There were in the beginning many displaced people to whom the government did not pay much attention. Meanwhile, in other parts of the world due to colonialism, selfish desires to have more land and power. Other reasons were to eliminate a culture as in the case of the Jews during the Second World War, in which Hitler wanted to exterminate them. Finally, there were the atrocities committed in Bosnia and in Rwanda April-July 1994. Thus being a refugee became a problem when people started running from their countries. Families were disintegrated and suddenly life changed completely for them. The conflicts in Europe are a clear example of what a war can cause among ordinary people. The same situation has happened in Africa and in Latin America where the percentage of refugees has been increasing for many years.

Today, refugees are moving from one place to other in search of peace and security. Still in their journey to freedom they are experiencing opposition by various governments and by those who threaten their lives.

Finally, a good number of refugees arrived in Kenya in a place called Kakuma in Turkana Land. These people are not allowed to come out of the camp because their life is threatened. The local people called Turkanas, never liked the presence of the refugees in their land. The local people have lost land due to the increasing number of refugees and the interference of the Kenyan government and the NGO's. The refugees were accused of destroying the natural environment, causing problems in the society.

The various groups of refugees have started shops and other commercial centres for business. This phenomenon has threatened the business of the local people. The prices of food articles have gone up very badly. The local people could not afford to buy

anything from the shop. They saw some of the rich refugees enjoying life very joyfully while the Turkanas are dying out of hunger in the same locality!

The government of Kenya doesn't like the presence of refugees in the country. The refugees were accused of bringing arms, drugs and violence into the country. Today, we find hundreds of refugees in Nairobi City alone. The life of refugees became more difficult in the camp. It is a continuous search for a green pasture. There are too many people in the camp and it reduced the available facilities in the camp.

The refugees lack very much basic security in the camp. The basic human rights are not fully implemented in the camp. Most of the refugees do not know their basic rights. There is not enough freedom for refugees in the camp and outside it. There is a gap between the refugees and the management in the area of communication. They are not able to communicate effectively what they are really living through. The accumulation of fear, stress and tension makes life very difficult for them in the camp.

#### **1.4 Basic assumptions/Hypothesis**

- ◆ That refugees, especially women and children, suffer more than other social groups due to their condition.
- ◆ The camp dwellers have many dreams, aspirations and skills and are able to do hard work to be self-reliant.
- ◆ The inhabitants of the Kakuma Refugee Camp need to be socially and politically accepted so that they can regain psychological status and become integrated in the society in which they are living.

#### **1.5 Main Objectives of this Study**

- ◆ To look for effective ways of contributing to the integration of refugees into a normal and free society.
- ◆ To look for ways of empowering the young people of the camp to improve their studies, skills and life in the camp at large.

- ◆ To impress the importance of formal and non-formal education among the young people in the camp.

## **1.6 The purpose of the Study**

- ◆ To understand the life and struggles of refugees who are from different countries.
- ◆ To raise the inhabitants basic needs and wants to the society.
- ◆ To make an awareness about the exploitation of, and the injustices against, the refugees to the public.
- ◆ To assist other NGO's and church organizations to study and analyze the situation.
- ◆ To promote various talents of the refugees to the external world.
- ◆ To make known the real condition and picture of a refugee camp
- ◆ To provide adequate suggestions, recommendations to the various organizations which are working for the refugees.
- ◆ To amplify the voice of the unfortunate people of the camp.

As any other citizens in Kenya, they also must develop that sense of responsibility, self-esteem and status.

## **1.7 Research questions**

- ◆ What is the best way to make the refugees feel that they are part of the society just like anybody else?
- ◆ In which ways can these refugees undertake studies and skill training effectively within the camp?

How can formal and non-formal education uplift the life of refugees in the camp?

## 1.8 Scope of Study

In this study, the researcher will focus primarily on the refugees of Kakuma camp. The researcher will analyze it in order to establish their situation. The researcher also will find out whether the refugees can regain the psychological status through various activities like work, education, counselling and prayer.

## 1.9 Limitations of Study

There are some factors which limit the study and they are:-

Kakuma Refugee Camp is divided into three phases, namely, Kakuma I, II, and III. There are over 87,000 people living in the camp. They come from nine countries. The researcher found it difficult to gather enough people to get adequate data. Being a foreigner, some of the refugees could not share with the researcher what they intended to say due to suspicion, mistrust and language.

The information collected as secondary data is mainly obtained from magazines, reports, books, Internet and documents written by the United Nations High Commission for Refugees. It is also collected from newspapers in which the information is not always reliable. In other words, this subject does not have enough written literature.

Language has been a considerable limitation even before beginning the research in the camp. It is a vital point to take into account when preparing the questionnaires and interviews among different nationalities. There are more than eleven languages spoken in the camp. The researcher could speak English only. English is not spoken at all in the camp. Therefore, there was a need to make use of a few interpreters and translators, which slowed down the entire research process.

In the very beginning, contacts with those who assist refugees and their beneficiaries, treated the researcher, a foreigner (Arab), with a bit of suspicion, hence some vital information was withheld.

At present, the situation of the refugees is deteriorating, due to the new policies in the camp and in the country. The camp dwellers witness a lot of fights and insecurity in the camp. The government of Kenya suspects that the refugees are causing unrest and a

situation of insecurity; this situation of uncertainty affected both the researcher and of course those involved in the study. Therefore, the extent and in depth analysis of the study was not exhaustive. Due to the above limitations, the researcher did not manage to elicit vital information towards the achievement of his goal and objectives. The researcher has faced many difficulties and hardships while conducting the targeted groups.

### **1.10 Definitions of Terms**

These definitions are according to the perspectives of the researchers, based on the visits and sharing with these people in this environment.

**Asylum seeker:** A person who is obliged to flee from one's country and look for a place to feel more secure.

**Refugee:** Any person, who after being screened obtains a pending or protection letter according to the policies given by the United Nations High Commission for Refugees, after which she/he is able to move within the country but with restrictions.

**Full status:** Any person, who lives in the host country and has been accepted as a citizen. He/she obtains an identification card and is able to move wherever she/he chooses.

**Non - formal education:** It is a type of education that enables people to obtain necessary skills and awareness to help them secure some form of employment. It can be applied to adults and young people who are not able to finish their studies due to economic, ethnic or political reasons.

**Formal education:** This is the kind of education designed by the government e.g. 8-4-4. In this type of education one goes from one stage to the next as assigned by the government.

**Self-reliant:** The ability to begin a small scale project from which the person is able to obtain profit, and at the same time earn his own living.

**Physical violence:** Any type of aggression to a person unable to defend himself/herself. Many times this kind of violence leaves the person in a bad condition, with few possibilities of recovering properly. This physical violence in many cases is rape that

often occurred during flight to the camp and during the war. Eg. Genocide in Rwanda 1994.

**Psychological violence:** Any sort of violence that affects the inner life of a person. This psychological violence produces traumas, which diminish the ability of the person to face similar realities in the future.

### 1.11 Organization of Study.

This study is comprised of six different chapters each concentrating on a particular aspect of the entire study.

Chapter One gives the introduction in order to shed some light on the whole study. It states the problem, its background, scope and limitations of the study, definitions of the key words, etc. In short, it gives an overview of the whole study.

Chapter Two concentrates on literature review to serve as secondary data. This is the part where the researcher utilized the library and any previous written material on the subject under investigation. This has helped the researcher compare his own research findings with what other researchers have found.

Chapter Three deals with research design and will show the specific methodology that will be adopted in order to achieve the objectives of this particular study. It comprises methods of data collection for both primary and secondary data, data analysis, tools used to collect data, description of those instruments or tools and finally a description of the comparison studies.

Chapter Four deals with research findings and their interpretation after data has been carefully analyzed. All the findings of this research will be given in this chapter. Here, the researcher also shows a good understanding of the findings by giving some adequate interpretation of the data.

Chapter Five deals with the researcher's observations and the result of the research. In this chapter the researcher concentrated on education, culture and structure of the camp, the role of UNHCR and other works and the role of the church in the camp.

Finally, the conclusion covers the whole study, and at the same time, will give some possible and rational recommendations in line with the study.

Chapter Six, is the annex part of the project thesis in which the researcher, after doing the feasibility study, collecting data and confronted with the literature review, was capable of making a project proposal as a possible solution to the real needs of the refugees at Kakuma refugee camp.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 An overview of the Refugee situation

According to the mandate of the United Nations High Commission for Refugees, a refugee is defined as. “Any person who owing to well founded fear of being persecuted for reasons of race, religion, nationality or political opinion, is outside the country of his nationality and is unable or unwilling to avail himself of the protection of that country, or who is not having a nationality and being outside the country of his former habitual residence or, owing to such fear as for reason other than personal convenience, is unwilling to return to it”.<sup>2</sup>

Africa is called a continent on the move or the dark continent, the continent full of all kinds of suffering. Throughout the whole continent, we experience people on the move, people forced to flee their homes, people displaced because of one reason or another. People’s migration and displacement in Africa is not unique as it has happened in the past and is still happening. This has been activated by the increasing social problems that include wars, civil conflicts, economic, political and cultural factors. The alarming migration and displacement of people in Africa has caused development stagnation in the above-mentioned factors.

Amnesty International gives us some figures about refugees. This states that: “At least 15 million people around the world are refugees, a further 20 million are internally displaced. In addition to this the figures in Africa according to UNHCR estimates that out of the world population of 16.4 million refugees, 5,725,400 are in Africa.”<sup>3</sup>

In West Africa the last decade has become more prominent in refugee movement. In 1988 Ghana and Guinea Bissau were the only countries in the sub-region exporting refugees who by then numbered about 5,500 or constituted about 1.0 % of the total refugee stock in Sub-Saharan Africa. Africa remains one of the continents with the

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<sup>2</sup>United Nations High Commission for Refugees, “Information paper”, (Geneva: UNHCR, 1989), P.4.

largest number of refugees. The seven leading countries are Liberia, (667,000), Sudan (393,500), Rwanda (300,000), Eritrea (139,000), Angola and Sierra Leone.

The above figures can be changed every day, for instance, "In the last one year from 9.1 million to 6 million in Africa and from 26.1 million to 21.8 million world wide."<sup>4</sup> The drop can be attributed to the return home of the one million Rwandese refugees from the former Zaire and Tanzania. "Kenya, which is a major host country in the region, has raised security issues since the influx of refugees started in 1991. Kenya has responded to the deterioration in security by closing borders, calling for forcible repatriation and threatening to expel, or actually expelling refugees."<sup>5</sup>

Kenya is a clear example where many refugee families have been settled in the camps." There are currently 365,868 refugees in Kenya. Before 1976, Kenya hosted only 2,000 refugees. By 1989 the number had risen to about 12,500, coming from Uganda, Somalia, Ethiopia, Sudan, South Africa, Mozambique and Zimbabwe."<sup>6</sup>

## 2.2 Status of refugees according to UNHCR

The Second World War witnessed phenomenal refugee crisis in Europe. After the war, it was felt that a new international instrument was required to define the legal status of refugees and to provide for their rights and obligations. The convention relating to the status of refugees was adopted by the United Nations in July 1951. This is the most authoritative, comprehensive and universal legal instrument relating to refugees. "The statute of UNHCR, adopted by a general assembly resolution in December 1950, outlines the responsibility of the office: providing international protection ..... And .....seeking permanent solutions for the problems of refugees."<sup>7</sup>

"The 1951 convention was and remains a landmark treaty revising and consolidating as it did previous instruments and extending the scope of legal protection. A total of 104

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<sup>3</sup> Amnesty International News, (United Kingdom: Mercury press, vol.27#2 March 1997) ,P.95.

<sup>4</sup> Kipkoech Tanui., "No respite for Refugees", ( Daily Nation Nairobi; Friday 20<sup>th</sup> June 1997), P.15.

<sup>5</sup>International Commission of Jurists, "Protecting Refugees Rights in Kenya", (Kenya Section, 1998), P.32.

<sup>6</sup> Amnesty International News, (United Kingdom: Mercury press, vol.27# 2<sup>nd</sup> March 1997, p.95.

<sup>7</sup> UNHCR secretariat, "Information paper", (Switzerland: 1994), P.2.

countries are party to the convention and the 1967 protocol.”<sup>8</sup> The UNHCR mandate underlines that the organizations work is fully humanitarian and completely non-political. The protection activities for the care of refugees establishes clearly the principle of non-refoulement: “According to which no person may be returned against his or her will to a territory where he/she may be exposed to persecution. It sets standards for the treatment of refugees, including their legal status, employment and welfare.”<sup>9</sup>

The UNHCR realized the fast increasing number of refugees day after day. It had felt that to take new ways and methods to solve the problems of refugees all over the world. In the year 1967 a protocol was introduced which stopped the 1951 date time, making the convention truly universal. By 20<sup>th</sup> April 1994, approximately 118 states were party to both the convention and its protocol, an additional eight had signed one or the other. The organization called organization of African unity (OAU) also faced a similar phenomena in various countries of Africa. These resolutions came out after the UNHCR in 1961 had to face the problems of Angolan Refugees in Togo and Congo, Rwandese refugees in Tanzania, Uganda and Burundi. “Since that time the African continent has had to deal with millions of refugees and displaced people mainly owing to political instability, tribal and ethnic animosity, growth of nationalism as well territorial and borders disputes.”<sup>10</sup>

The UNHCR realizes its role and responsibility in safeguarding the millions of refugees all over the world and especially in the African continent. Most of the African countries are having either internal or external wars with their enemies. This phenomenon has resulted in the increase of refugees everywhere. The recent struggles in Sudan, Ethiopia, Eritrea and Somalia have contributed to the increase of refugees at various refugees camps in Kenya, especially at Kakuma camp. It is very important to guide the refugees in accordance with fully recognized international standards and receive proper legal status, including economic and social rights as nationals of the country in which they have been given asylum.

The UNHCR is also concerned with the refugee children especially those who are minors in various camps. It uses various methods like the photos, names and family

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<sup>8</sup>International Commission of Jurists, “Protecting Refugees Rights in Kenya, (Kenya section. 1998), p.14.

<sup>9</sup>UNHCR, Secretariat, “Information Paper”, (Switzerland: 1994), P.5.

names of the children to identify their parents elsewhere in other countries. This system was quite successful at Kakuma refugee camp. The very role of the UNHCR is to find out the best solutions, condemn any violation by the international community and appoint a special reporter to the identified areas to make appropriate suggestions.

Today, UNHCR is engaged in different activities in order to safeguard the life of unwanted, marginalized refugees all over the world. Millions of refugees and displaced people have secured country or location to lead a new life. Again, the United Nations High Commission for refugees still needs to find new methods to answer the cries, pain and sufferings of refugees in the 21<sup>st</sup> century.

### **2.3 Human rights for refugees**

A refugee is first and foremost a human being and therefore needs to be treated with full dignity and maximum respect and accorded certain inalienable rights of the individual. The universal declaration of human rights prohibits discrimination in various areas including national or social origin, property, birth or other status. The most important of all is that every refugee has the right to seek and enjoy in any other country, asylum from persecution.

Today, the world is facing a real problem with refugees and internally displaced people in different nations. The United Nations is trying its level best in organizing and safeguarding the refugees who are wandering around the world. There are many other small and large organizations also working with the UNHCR to restore the lost dignity, self-esteem and respect of the refugees.

Refugees face a lot of violence in the camps and on the way to the camp. Most of the inhuman violence is committed against women and children. Rape and domestic violence are a regular issue in most of the refugee camps in Kenya today. The UNHCR and other NGO's are taking enough measures to improve and safeguard the various rights and duties of the refugees all over the world. In this way, the refugees may enjoy and exercise freedom and rights in the society in which they live.

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<sup>10</sup> UNHCR, *The Status of the World's Refugees*, (Geneva: UNHCR, 1997), p.15

### 2.3.1 Violation of human rights

The world is facing very much insecurity today, due to the mismanagement of politics, economy, and respect for the human person. Today, the rights of the individual are not respected, specially in the third world countries. The results of the violation of human rights are the ever-increasing number of refugees, civil wars and the fighting between different nations.

The refugees who are roaming all over the world are the first and worst victims of human rights violation. 'There are three points which make it possible to have a better view about the violation of rights of refugees: First of all, there is a clear tendency to close the doors to any asylum seeker whatever is their condition. Secondly, there are violations of the minimum rights of asylum seekers during the process of applying for asylum and also after refugee status has been granted. Intolerance, racism, xenophobia, aggression, national and ethnic tensions and conflicts are on the rise in many places and affect many groups, in particular asylum seekers and refugees

Thirdly, there is the persistence of human rights violations in countries of origin and the need to address those violations before refugees can be voluntarily repatriated."<sup>11</sup> The problems of refugees cannot be solved very easily. Repatriation or resettlement does not mean that the crisis of refugees is solved. The respective governments change their attitude towards the refugees and the asylum seekers in the issue of accommodating and caring for the refugees. Generally they have great fear and mistrust towards refugees. In most cases, the refugees have no access to the legal documents to travel or to acquire a job.

The refugees themselves feel that they are cut off from the rest of the world. The universal declaration of human rights provides that, "everyone has the right to seek and enjoy in other countries asylum from persecution and the individual should be the subject of protection and where rights and safety should not be left to the discretion of a state."<sup>12</sup>

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<sup>11</sup> Maria Helena., "Better Welfare for Rwandese Refugee women in Waithaka and Riruta areas", 1999. Nairobi. P.4 - 5.

<sup>12</sup> International Commission ., "Protecting Refugees Rights in Kenya", ( Published by international commission of Jurists, 1998), p.30

### 2.3.2 Violence against refugees at Kakuma camp.

Women and children are the most vulnerable group exposed to violence. They are physically, psychologically and sexually abused by the fellow refugees or the people who are around the camp. Women are attacked when they are engaged in collecting firewood and water. The legal procedures are not very effective due to the large number of crimes in the camp. In 1998, the refugees witnessed a lot of problems in the camp. There were incidents of big fights between different Sudanese tribes, fights between the refugees and locals (Turkana) and minor incidents in the Somali communities.

It was not an easy job for the security forces to control the situation. There were cases where the local people, known as Turkana, surrounded the whole camp with sophisticated weapons to attack the refugees. Most recently in February 2000, the Somali community set fire to a number of shelters in the camp and caused much fear and insecurity in the camp. Approximately 20,000 innocent refugees were victims of the fire. The use of drugs and unhealthy films are some of the many causes of violence in the camp. "The impact of war upon women and children is many times unbearable until they are able to eventually resolve some of their problems, most probably with the aid of non-governmental organizations (NGOs) such as the United Nations High Commission for Refugees (UNHCR) or Jesuit Refugee Service (JRS). For instance, there is the example of Kenya's refugee camps, which are quite old. Most of them do not satisfy the needs of the refugees, especially women and children or their human rights are often violated."<sup>13</sup>

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<sup>13</sup> Maria Helena., "Better Welfare for Rwandese Refugee Woman in Waitthaka and Riruta areas", ( Nairobi, 1999), p.12.

## **2.4 Education Department**

The education programme for the refugees was introduced at Kakuma Refugee Camp as early as 1992 with the arrival and settling of the first Sudanese refugees in the camp fleeing from the war-torn southern Sudan. Since organized schooling was being practiced in their former country of asylum (Ethiopia), a formal school system became immediately operational in eighteen temporarily constructed schools. A refugee education committee composed of professional elite from the refugee community was formed to run the programme. The camp was divided into five educational zones managed by zonal inspectors.

Initially, the refugee communities in the camp, particularly the Sudanese who were the first settlers of the camp, chose to adopt the Kenyan system of education. Effective implementation of the programme started after a four-week induction course organized for all refugee teachers to familiarize them with the Kenyan system of education at Lodwar Teaching Resource Center in November and December, 1992.

LWF took over implementation of the education programme from Radda Barnen at the beginning of 1998 with the overall objective of building on the foundation laid by Radda Barnen and improving the general standard of education in the camp. The education sector is responsible for the management of five pre-schools, 21 Primary schools and two Secondary schools. In addition there are two Don Bosco Vocational Training Centres with 350 students and 18 Kenyan staff.

### **2.4.1 Reasons for literacy**

Today education is the core tool for development. An individual should be fully equipped to face the challenges of life. The literacy of the individual depends on the culture and the nature of the society in which he or she lives. For instance, some cultures never allow basic education for their young people while others do not encourage education for girls. In countries like Sudan and Somalia, basic literacy has not yet reached some of its villagers.

This phenomenon is very much reflected in the schools of Kakuma. Some of the students do not know even how to read and write in their national language. In the war-torn countries the main emphasis is to have enough security for life. The main issue of their life is food, shelter, land for cultivation and enough water facilities for agriculture and the animals. The question of education is only a secondary aspect in their life. But, today the refugees at Kakuma have realized the importance of literacy in their day-to-day life.

#### **a, Pre-School Education**

The pre-school sector has expanded greatly over the years. Currently, there are five kindergartens distributed throughout the camp with a total pupil population of 3,333. The two kindergartens constructed most recently were intended to take care of the educational needs of the children of the Somali refugees who were relocated from the closed coastal camps late last year and early 2000.

## Kindergarten - Enrolment 3<sup>rd</sup> June 1998 (From LWF Annual report)

CLASS	BOYS	GIRLS	TOTAL
1. Kindergarten I zone 5	416	369	785
2. Kindergarten II zone 1	424	383	807
3. Kindergarten IV zone	503	490	993
4. Kindergarten IV zone 4	244	225	469
5. Kindergarten V zone 2	130	149	279
Total	1717	1616	3333

### Goal and objectives

The goal of the pre-school education in the camp is to cater for the physical, social and mental growth of refugee children aged 3 - 6 years.

#### The specific objectives are to:

1. Provide informal education geared towards developing the child's mental capabilities and physical growth.
2. Enable the children to build good habits for decent living.
3. Enable children to enjoy living and learning through play.

4. Enable the children to appreciate different cultural backgrounds and customs.
5. Develop the children's imagination, self-reliance, and thinking skills.
6. Promote the girl child's education.
7. Equip the children with experience that will enable them to cope better with primary school life.
8. Foster the spiritual and moral growth of the child.

### **Target population**

The programme focuses on refugee children aged 3 - 6 years, who should ideally be enrolled in nursery schools. Pre-school education is taken very seriously because it forms the basis of proper education.

The pre-school programme targets all the children in the camp falling under the following three categories:

1. Children of age 3 - 6 years living in the camp, currently estimated to be about 9047
2. New arrivals who have attained age 3 - 6 years and have not been attending school in their places of origin due to social, economic or political reasons.
3. Girls who have attained school-going age but are prevented from doing so by cultural beliefs and practices which discriminate against them.

There are about 76 teachers engaged in pre-school.



### **b, Primary School Education**

The primary education sector is responsible for the management of the twenty-one schools in the camp, which by the end of June this year had a total enrolment of

PUPILS ENROLMENT PER CLASS PER GENDER PER SCHOOL - JANUARY 2000

School	STD 1			STD2			STD 3			STD 4			STD 5			STD 6			STD 7			STD 8			TOTAL		GRAND TOTAL
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	
FASHODA	56	27	83	80	56	136	68	64	132	95	31	126	112	17	129	94	30	124	158	30	188	68	13	81	731	268	999
J/MARRA	38	28	66	68	29	97	80	31	111	86	21	107	89	23	112	96	4	100	183	30	213	146	10	156	786	176	962
B/NAAM	47	29	76	103	35	138	81	23	104	116	49	165	43	20	63	130	22	152	133	16	149	94	8	102	747	202	949
RAJAF	80	42	122	65	39	104	65	32	97	90	40	130	96	66	162	92	25	117	130	10	140	29	3	32	647	257	904
NIMULE	43	38	81	42	39	81	55	32	87	65	55	120	76	35	111	92	31	123	74	24	98	31	1	32	478	255	733
KADUGLI	47	19	66	83	20	103	64	20	84	57	10	67	66	10	76	58	10	68	69	2	71	58	2	60	502	93	595
IMATONG	60	55	115	108	40	148	94	38	132	74	28	102	78	20	98	84	16	100	86	16	102	50	7	57	634	220	854
SOBAT	54	15	69	64	24	88	88	11	99	57	15	72	67	16	83	72	17	89	119	10	129	51	7	58	572	115	687
JUBA	48	23	71	41	13	54	33	6	39	38	12	50	43	5	48	54	3	57	55	4	59	27	3	30	339	69	408
UNITY	145	136	281	80	68	148	83	49	132	69	27	96	79	27	106	33	9	42	72	8	80	42	3	45	603	327	930
NGUNDENG	240	75	315	269	88	357	158	20	178	176	19	195	184	10	194	110	20	130	123	20	143	40	3	43	1300	255	1555
WAU	37	59	96	45	19	64	39	41	80	52	25	77	33	30	63	45	26	71	104	31	135	64	14	78	419	245	664
KUSH	20	15	35	44	29	73	21	24	45	40	29	69	30	19	49	14	12	26	32	7	39	11	2	13	212	137	349
MALAKAL	19	6	25	20	11	31	22	12	34	21	19	40	35	14	49	53	17	70	54	6	60	58	6	64	282	91	373
RAJA	50	30	80	70	30	100	65	40	105	75	48	123	75	40	115	85	35	120	180	20	200	140	10	150	740	253	993
NILE	34	19	53	55	32	87	51	34	85	50	30	80	45	24	69	50	16	66	107	15	122	69	9	78	461	179	640
TORIT	16	9	25	23	18	41	35	23	58	30	12	42	43	24	67	114	21	135	79	10	89	65	10	75	405	127	532
AWIEL	39	32	71	52	30	82	51	27	78	41	20	61	41	23	64	51	24	75	122	19	141	54	6	60	451	181	632
SRAMBF	69	41	110	111	36	147	56	22	78	51	20	71	55	21	76	63	19	82	148	27	175	61	7	68	614	193	807
BUMA	33	32	65	66	55	121	60	25	85	50	31	81	70	20	90	58	12	70	77	13	90	75	6	81	489	194	683
HORSEED	76	98	174	120	77	197	106	74	180	24	13	37	30	4	34												
<b>TOTAL</b>	<b>1,251</b>	<b>828</b>	<b>2079</b>	<b>1609</b>	<b>788</b>	<b>2397</b>	<b>1375</b>	<b>648</b>	<b>2023</b>	<b>1357</b>	<b>554</b>	<b>1911</b>	<b>1390</b>	<b>468</b>	<b>1858</b>	<b>1448</b>	<b>369</b>	<b>1817</b>	<b>2105</b>	<b>318</b>	<b>2423</b>	<b>1233</b>	<b>130</b>	<b>1363</b>	<b>11,768</b>	<b>4103</b>	<b>15,871</b>

KEY: B - BOYS  
G - GIRLS  
T - TOTAL

19,407 pupils. Of the enrolled student population 75% are boys and 25% are girls. Even though there is a heavy imbalance between the number of boys and girls, especially at upper primary school level, the current enrolment has the highest proportion and number of girls that has ever been enrolled in primary schools since the introduction of formal education in the camp.

A need to enlist the services of Kenyan teachers was identified as early as 1993 to meet the demand for the teaching of Swahili, which all refugee teachers were unable to handle. Currently, the sector has 436 teachers. Over the years, primary school education has expanded tremendously in the camp. At present, out of the twenty-one primary schools in the camp, twenty are Kenya Certificate of Primary Education (KCPE) schools producing standard eight graduates yearly. Trends in KCPE examinations in the past two years reflect a secondary school entry of about half the number of those registered for the national examinations. Evidently, the refugee students compare quite favorably with local Kenyan candidates in performance, since a good number of them have scored equally high marks to qualify them for entry into Kenyan secondary schools.

The fifteen KCPE candidates to be examined in the camp were registered in Raja Primary School and sat for the examination in 1993, when four qualified for secondary school admission the following year. Since then, the number of KCPE candidates has risen to 1,920 in 1998.

Even though human and material resources availability has been the major constraint over the years during the process of implementing the education programme, a lot has been achieved in the development of staff and material support. Currently, a good number of the refugee teachers adequately understand the Kenyan education curriculum and meet the required teaching standards. It is hoped that in the future there will be need of increased material and manpower support for the improved implementation of the education programme at all levels.

### c, Secondary School Education

Secondary school education in the camp started in 1993 as a result of the high demand from refugee students who had left their countries of origin while attending secondary schools. A total of ninety students enrolled in 1993 and seven refugee teachers were recruited.

Today, secondary education in the camp has expanded immensely as a result of twenty primary schools producing KCPE graduates with minimum entry requirements for secondary admission. Currently, there are two secondary schools in the camp namely, Kakuma Refugee Secondary School and Napata Secondary School, which is yet to attain a full secondary status.

The two secondary schools have a total student population of 1801, of whom only 18 are girls. Another ninety refugee students are enrolled in Kenyan secondary schools in Turkana district. Kakuma Refugee Secondary School has so far presented candidates for KCSE twice, in 1996 and 1999 respectively. One student qualified for university admission in 1999.



#### SECONDARY SCHOOLS ENROLMENT AS AT 6<sup>TH</sup> MARCH 1999

SCHOOL	FORMS	BOYS	GIRLS	TOTAL
NAPATA	I	319	03	322
	II	548	04	552
	III	156	00	156

<b>TOTAL</b>		1,023	07	1,030
<b>KAKUMA REFUGEE</b>	I	420	04	424
	II	182	04	186
	III	114	02	116
	IV	44	01	45
<b>TOTAL</b>		760	11	771
<b>OVERALL TOTALS</b>	<b>FORMS</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
	I	739	7	746
	II	730	8	738
	III	270	2	272
	IV	44	1	45
<b>GRAND TOTAL</b>		1,783	18	1,801

#### 2.4.2 Formal Education

There is a great demand for technical training among the refugees at Kakuma refugee camps. After the basic academic education, most of the young people proceeded to technical training. Those unable to go for further with academic education will also join the vocational training centre. Technical training provides many opportunities for the refugees to get a job or to have an income-generating project. There are three technical training centres in the camp. These are run by a church organization known as the Salesians of Don Bosco. These training centres offer trades like carpentry, masonry, plumbing, metalwork, tailoring, typing, electrical installation, car mechanics, dressmaking and agriculture.

The general background of the vocational training centre and its objectives revolve around providing education and training to refugees who have fled their countries and are now constrained at Kakuma refugee camp. The centre was opened in the year 1993 by a Don Bosco priest from Italy. The first courses to be offered were carpentry and masonry.

In the same year, 175 trainees completed their studies at the centre. In 1997, a second centre was opened, bringing the capacity of the two centres to around 350 trainees. Besides the formal training, the centres also foster income-generating activities within the camp for all refugees.

“At Kakuma Refugee camp, the Lutheran World Federation with the help of Don Bosco has designed a variety of programmes to guide the refugees in rebuilding their lives for whatever country they may go to. Education is the best tool



for evolving refugees to self-reliance through income-generating activities. Self-reliance means equipping someone with the best tools (skills) so that he/she can use these skills to earn a living with al little financial assistance. This means working on an activity that generates income at the end of the day to support the family, food source, the education of their children if it is necessary and to purchase some small necessities of life.”<sup>14</sup>

In December 1999, an interview for the year 2000 intake was held. About 5000 boys and girls turned up for the exercise. The local Turkana community was also invited. Today, the three centres are training over 561 refugees in the above-mentioned trades. The trade, agriculture is going ahead with experiments started in 1997 in collaboration with GTZ, the University of Bayreuth (Germany) and Neger and Moi Universities for a new system of harvesting, rain water for growing fruit trees and vegetables. The fields are

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<sup>14</sup> Menendez, L., “JRS Eastern Africa News Letter”, (Nairobi: An education reflection, No. 19, 1998), P1.

outside the refugee camp and will serve as demonstration plots for the Turkana community as well.

Due to the difficult conditions of life in Kakuma and the continually changing policies of the World Food Programme (WFP), food provision remains a major issue. Although the refugees are provided with the minimum survival ration of food, technical training or any other similar training demands greater physical effort. Accordingly, with help from Italian NGOs all trainees receive two meals of maize and beans per day.

The distribution of the trades:

VT CENTRE I (in Kakuma zone 2)	VT CENTRE II (in Kakuma zone 4)	VT CENTRE III (in Kakuma II)
Carpentry production (30)	Carpentry training (28)	Carpentry training (28)
Metal production (5)	masonry (28)	Masonry (28)
Metal work (28)	Typing (25)	Dress-making (25)
Electrical installation (28)	Tailoring (27)	Tailoring (25)
Plumbing (28)	Agriculture (46)	
Carpentry training (56)	Masonry production (50)	
Masonry (56)		
Car Mechanic (20)		

This will bring our training capacity to 561 trainees per year. In the practical lessons the students had their first exercises. In different 'T' shirts, trainees have been in the production workshop learning how to work with machines. Every day for the first three hours students are in the classrooms for academic lessons such as Maths, English, Religion, technical theory for the carpentry and technical drawing. One afternoon a week, they have sports. They do their trade test in the first week of December every year.

### **2.4.3 Non-formal education**

In the conference of ministers and by those responsible for education in the Eastern and Southern African Regions, basic education was defined as the:

“Minimum provision of knowledge, attitudes, values and experiences which should be made available for every individual (should be) common to all. It should be aimed at enabling each individual to develop his/her own potentialities, creativity and critical mind, both for his/her own fulfilment and happiness and for serving as a useful citizen and producer for the development of the community to which he/she belongs”.<sup>15</sup>

Non-formal education is very important in Kakuma refugee camp. A good number of young people are not prepared for formal education. By the request of the camp manager and the demand from the refugees, various NGOs have launched various types of non-formal centres for both men and women.

Some of the successful non-formal centres include a multi-purpose centre, a project for women, community development projects, programme for the aged and the disabled as well as the counselling programme. These programmes directly aim at formation of the people for a better future.

### **2.4.4 Project for Women**

A number of projects have been opened for the welfare of the women in the camp, hence most of them are engaged in different activities at the camp. Empowerment of women, politically, socially and economically is a major issue of concern all over the world today. For this reason, women at Kakuma refugee camp have not been left behind. Under the guidance of women programme coordinators, they have initiated several economic improvement projects and also participated in national and local events of interest to women.

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<sup>15</sup> Meeting Basic Learning Needs, “World Declaration of Education for all” (Thailand: March 5 - 9, 1990), P.25.

The highlights of their project were areas of skill transfer, personal and environmental hygiene, nutritional training, and energy-saving techniques. “About 8,000 out of the targeted 12,000 women were reached either directly or indirectly, representing 75% achievements.”<sup>16</sup> The aforementioned projects include fireless cookers, poultry rearing, tie and dye, baking, mud-stove training, spaghetti making, crocheting, embroidery and basketry.

Some of the independent agencies have introduced a kind of credit programme for women to encourage them to start some small-scale income-generating projects or businesses. Projects such as tailoring, dressmaking, weaving, hand-scarf, dolls and making traditional garments fall in this category. Indeed, Mason confirms by reporting that, “Nineteen women groups help women generate income through the production of items like baskets, mats, tablecloths, trays, tie and dye materials, bread etc”.<sup>17</sup> In spite of this apparent progress, there are areas that need to be improved to better promote the women. They include:

- Greater involvement of women in the education programme
- Moral as well as material support to be given to the women
- Empowering women with knowledge and skills for their future lives.
- Introducing into the camp a few more posho mills, so that women may not spend all day pounding the grains.
- One more kindergarten school to be opened to accommodate and care for the children from families, so that the mothers can engage in various income-generating activities.
- Women’s adult education with committed and qualified teachers in classes separate from men.
- Markets for products made by women refugees.
- Encouragement and introduction of proper sports activities for the women in the camp.
- Family planning and birth control should be introduced in the camp. Too many children cause poverty in the families and poor health to the mothers.

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<sup>16</sup> J. Mason., “LWF Annual Report”, program Activities

<sup>17</sup> Ibid.3

Family planning campaigns should be done properly by providing adequate materials for the people in the communities and especially for women. The community workers should acquire more drugs from the NGOs and from the government and distribute to the needy people. The birth rate is quite high in the camp. Demand for services and facilities far outstrip available resources. Therefore, hospitals and dispensaries need more laboratories and equipment to more adequately take care of especially mothers and children. During the rainy season, a lot of rainwater stagnates all over the camp, bringing about mosquitoes and various types of worms. In particular, children become the immediate victims of looming and resultant danger. The community workers in response have already introduced vaccinations to the camp dwellers. A programme has been mooted to give nutrition to the babies in the camp. Girls are trained to assist in this job. Thus, they are integrated into strategies of problem solving in the camp. This is very positive.

#### **2.4.5 Programme for the Aged and Disabled**

The able refugees already find it difficult to survive in the camp. “When forced into flight, refugees are uprooted from their livelihood as well as their country. Many live in camps for years - sometimes even decades - and become dependent on the other people for food and shelter.”<sup>18</sup>

If this in part reflects the experience of the able, then it is obvious that the situation is worse for a person who is disabled, joining the refugee camp to survive.

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<sup>18</sup> H.J Davis., “UNHCR and Refugees”, ( Income Generation and Refugee Employment, Nairobi: 1997), p.2.

### **The various disabilities found in the camp are:**

- Polio affected people - due to lack of a vaccination programme
- Mental retardation - due to various circumstances, can be before or after birth.
- Blindness - due to lack of vitamins and the poor diet of the people
- Burn deformities - often happen in the camp due to lack of facilities.
- Amputation - amputation of hands or legs - often happens in the war zones.

One notices many young and old men and women in the camp with artificial legs and hands. Some of the disabled refugees are quite lonely in the camp, apparently living a very miserable life. I have witnessed a polio affected middle-aged man living in a hole throughout the year! He has to tie some pieces of sticks to his legs to move around and collect water and other basics to survive. He was robbed some time back and left with few possessions. One wonders whether in such a situation, life is worth living.

A number of projects have been introduced for the disabled people of the camp. They are engaged in vocational training courses such as tailoring, dressmaking, carpentry, masonry, doll-making, weaving etc in the camp. These help them to at least attain some sort of self-reliance. But other than training, they also need respect, friendship and love from others. Fortunately, various recreational activities would be appropriate for them in their respective communities. The community leaders and social workers should allow them to participate in the activities of the camp. Fortunately various groups and volunteers are coming forward to take care of these unfortunate people.

#### **2.4.6 Multipurpose centre**

Many activities take place in this centre. Its purpose is to give varied training to the refugees around the centre. The projects that constitute this centre comprise carpentry weaving carpets, making blankets, weaving shawls, tailoring, adult education, tie and dye, education for blind people and special skills training for the disabled.

Some of the trainees are preparing for the Kenya National Trade Test. Other courses last for three or four months only. This is a very viable project, which has successfully met its aim. But one of the projects that I visited hardly had any activity at all. Those in charge of that particular centre were noted to be often late in arriving at the

centre. They seemingly lacked the interest and good will for their work. The trainees had to wait for hours outside the centre to get in. The follow-up was not done properly. The poor refugees are the losers here. There are about seventy-four people working for this project today. It is like the common adage, from the frying pan into the fire, or adding insult to injury. It is demoralizing when they have such experiences in their refugee status.

#### **2.4.7 Counselling**

The counselling program for the refugees is done by the JRS organization in the camp. The counselling is very important, especially for expectant mothers and mothers with children. The mind of a refugee is very troubled, stressed, disturbed and painful to the counsellor. The patient feels very much at ease and peace after the counselling.

The counselling-related activities were carried out very effectively and extensively throughout the camp. Nevertheless, it was found out that not all people who required counselling were reached. This was partly because of the limited number of counsellors available. Furthermore, the counselling programme had only one lady counsellor, which was a problem because most men would not have allowed male counsellors to have access to their wives. It is also compounded by cultural bottlenecks. "Some of the refugees go to hospitals with complaints but are declared to be healthy. Alternative healing is therefore necessary to take care of these aspects. Most of those who visit the centre with such complaints respond positively after going through the various stages of alternative healing therapy".<sup>19</sup>

The counselling programme is a successful activity in the camp. This is another way of educating the downtrodden of the camp. The project aims at having more counsellors in the future to assist the refugees.

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<sup>19</sup> "J Mason, "LWF Annual Report", The Green counseling Center. 1997,p.17.

## 2.4.8 Food, Nutrition and Health Education

Health education is a very important element of sanitation work. Refugees have to be taught the importance of sanitation. They must know how to take preventive measures against diseases, knowing that prevention is better than cure. Health education is done at different levels. One is when lectures are given to pupils and students in schools; two is when lectures are organized at community zonal levels to talk about chosen topics. The third method is to use posters illustrating different issues important for good sanitation. Songs and poems are the fourth method. These songs are sung usually during clean-up exercises. The same message can be passed through playing music through megaphones.

The sanitation unit has extension workers, one in every zone. These are the people who preach the gospel of good sanitation besides organizing and supervising any sanitation activity in their respective zones. The sanitation section has a very good working relationship with IRC and cooperates a lot in health education by using personnel from both IRC and LWF sanitation to plan health messages. They also organize joint meeting to address health issues.

Curative health - 1 hospital - 70 beds - 5 clinics

- Referrals - Kakuma Mission Hospital
- Lopiding Hospital Lokichokio - ICRC
  - Lodwar District Hospital
  - Specialized structures in Nairobi

- Preventive Health - Immunization campaigns
- Ante-natal and Post-natal care
  - Sanitation

- Reproductive Health - Public Health Education (workshops/Training/Focus group discussions)
- Family planning (Free distribution of contraceptives)

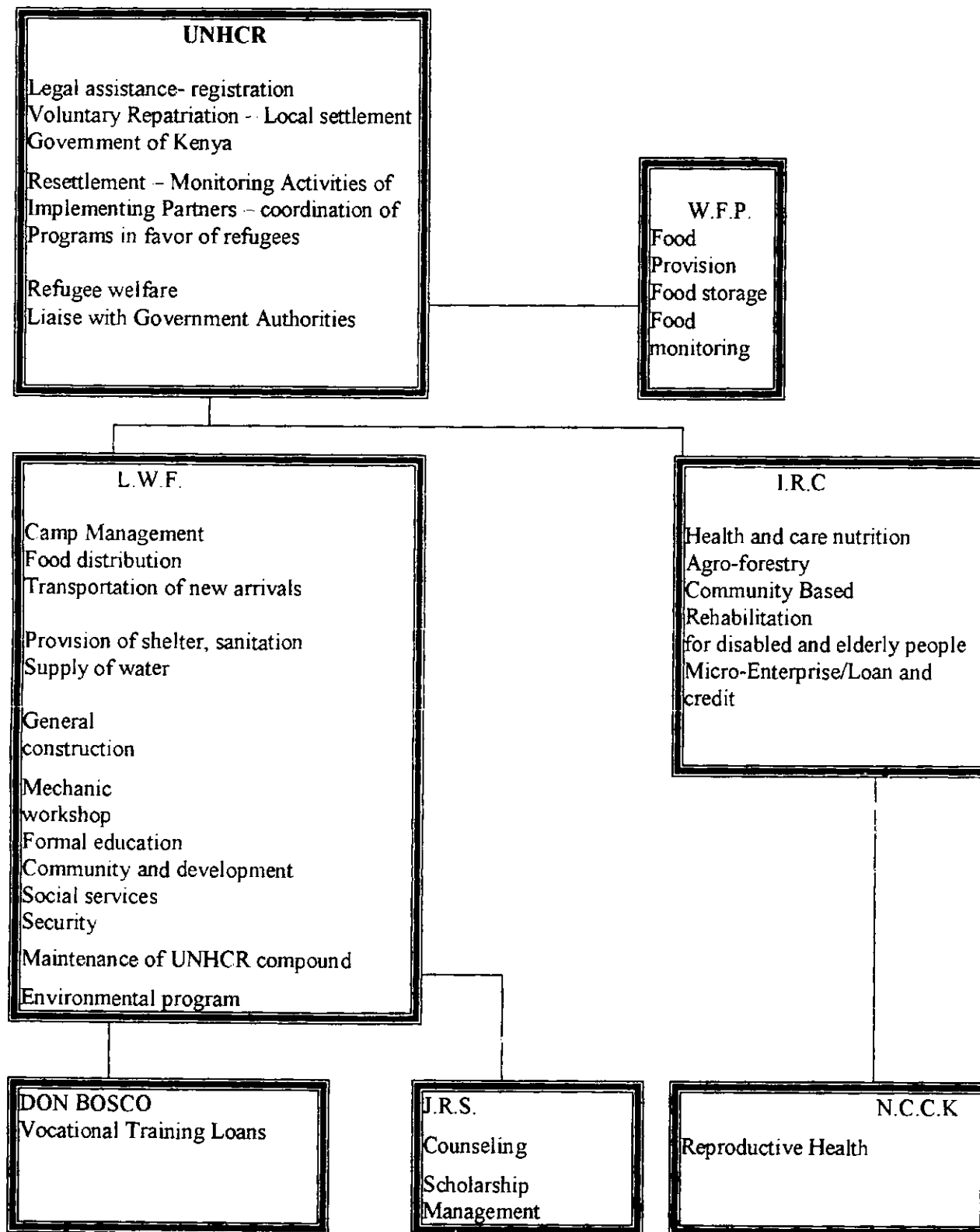
- Sexually transmitted diseases (prevention - condoms/curative)
- HIV/AIDS awareness

Mental Health - Community based approach

Nutrition Programme - Therapeutic feeding

- Supplementary feeding
- School Nutrition programme
- General Nutrition Monitoring

## 2.5 THE ROLE OF UNITED NATIONS HIGH COMMISSION FOR REFUGEES AND ITS PARTNERS IN THE CAMP



**United Nations High Commission for Refugees**, Office of the (UNHCR) organization whose purposes are to provide international legal protection for refugees, to seek permanent solutions to their problems through voluntary repatriation, resettlement in other countries, or integration into the country of present residence, and to extend material assistance; established by the UN General Assembly 1950; headquarters are in Geneva, Switzerland; about 60 field offices; there are more than 10 million refugees and displaced persons in the world, with the highest concentration in Africa, where they live in camps and settlements administered by the office; awarded Nobel peace prize 1954 and 1981.

## **2.6 The Mission of the Churches at Kakuma Refugee Camp**

Africa is no longer the dark continent to be discovered by adventurous foreign explorers. It is no longer the continent populated by heathens, since Christianity and other non-African religions have found here numerous converts. There are many churches working all around the African continent for the cause of the poor and abandoned people. There are many church organisations working for/with refugees all around the world. These churches have special part to play for the liberation of humanity from oppression and natural calamities.

The various churches working fully or partially at Kakuma refugee camp are:

“Action by Churches Together (ACT), a world-wide network of churches and related agencies meeting human needs through co-ordinated emergency response. The ACT co-ordinating office is based with the World Council of Churches (WCC) and the Lutheran World Federation (LWF) in Switzerland. ACT members in Kenya are bread for the world (DDW), CEAS, Christian Aid (CA), Church World Service (CWS), Danish Church Aid (DCA), Lutheran World Relief USA (LWR), LWF/DWS, National Council of Churches of Kenya (NCCCK), Norwegian Church Aid (NCA) and Swedish Church Relief (SCR).”<sup>20</sup>

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<sup>20</sup> J. Mason., “The Annual Report of LWF/DWS”, (*Act International*, Nairobi: Don Bosco Makuyu, 1997), p. 5

The main churches working in KRC are LWF and DWS. They have established a number of training centres to help the refugees in the camp. These LWF and DWS programmes have the following targets:

- It is coordinated with other agencies giving aid in this situation
- It is directed towards rehabilitation and total human development as soon as it is practical after immediate needs to save life have been met.
- It contributes to social and economic improvement and self-reliance of the people, based on optimum use of indigenous human and material resources.
- It provides spiritual and moral support to people striving for full human dignity.
- It reflects sensitivity to national customs, traditions and social patterns.
- It is consistent with and, where applicable, integrated with national, regional and local development plans.
- It is innovative and stimulates the people's participation in planning and implementation.
- It may be implemented in partnership with other voluntary and/or governmental and /or intergovernmental agencies, provided such partnership is consistent with LWF/DWS terms of reference and practice.
- It provides for a comprehensive educational process including community motivation, public health, and functional literacy as well as formal education.

The people have fled the nation due to persecution. This phenomenon is still repeated in this century too. The continent of Africa alone has about 11,800,000 refugees wandering around for their basic needs. It is noted: "We are made to understand that even the Organization of African Unity (OAU) is an illusion. Are we not invited to rediscover what unites rather than divides us, to rediscover that all Africans are brothers and sisters created in the image of God, given a continent with so many human and natural resources, more than enough to satisfy the basic needs of all African children? The African church must challenge the universal church by asserting the right to find appropriate solutions to the problems, which are besetting the continent. What is the church on a continent where 20 million people live in exile?"<sup>21</sup> A Christian answer to

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<sup>21</sup> J.N.K. Mugambi, A.N. Wasike., "Moral and Ethical Issues in African Christianity", ( Nairobi: Initiative Publishers, 1992), p.178.

the refugee problem should be integral. It should take into account all the needs of the human person. The African Church could help to co-ordinate the efforts of all those trying to restore the humanity of the wounded brothers and sisters. A human being is a social animal. He/she has his/her rights and duties in the society. He/she should be respected at any cost:

“Human beings need certain material and social conditions to be able to realize their destiny. This doctrine is defended in the teaching of the Church, especially beginning with Vatican II, which officially recognized the intimate link between the Church and humankind: the joys and hopes, the griefs and the anxieties of men of this age, especially those who are poor or in anyway afflicted, these too are the joys and hopes, the griefs and anxieties of the followers of Christ”<sup>22</sup>. The Council Fathers state that the common good must be promoted to ensure that each human being has what is needed in order to live a life worthy of human quality. Therefore there must be made available to all men every necessity for leading a life truly human, such as food, clothing and shelter.

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<sup>22</sup> Ibid., p. 180

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1 The Design**

This area of work provides the methodology that the researcher has utilized to collect the different data. The researcher has used both primary and secondary data to carry out the survey .

#### **3.2 Methods of data collection**

The researcher has used the methodology of see, judge and act to collect the primary data from the focussed area. The researcher had lived and worked with the refugees from the year 1998 to 1999 in the camp. This first-hand opportunity guided the researcher all through to understand and analyze the refugee situation at Kakuma refugee camp.

The 'see' part of the methodology, the essential data were collected by talking to refugees, by organizing seminars, value education classes and religious classes, body language and facial expressions while sharing with them. The researcher had first-hand opportunities to be with the refugees and visit their houses. By being with them, one can realize the real struggle of refugees- a fight for their dear life. Life in the camp for one is a continuous suffering.

The basic needs are not satisfactorily met. They get the minimum amount of maize, beans, oil, vegetables, salt, shelter materials, firewood, clothes, to mention a few, from the camp cost-free every fifteen days. This supply of food stuffs and materials will not much satisfy the cry of the unfortunate refugees at Kakuma refugee camp. Therefore the researcher had a wider experience in the area of 'see' methodology.

The '**judging**' part of the methodology, was done through the literature review, making use of the limited publications in the camp, sharing with the people, interviews and information from the staff who are engaged in assisting the refugees. The interviews with the targeted groups and individuals have contributed a lot to the judging part of the methodology.

The third part of the methodology called 'act', is carried out through well-prepared questionnaires. The questionnaires consist of both open and closed questions. This helped the researcher to understand and analyze the needs, wants and the very feelings of the refugees. Frankly speaking, the research findings made the researcher feel the need for yet another technical school for refugees in the camp.

The researcher also received adequate information from the meetings of the heads of all NGO's from the UNHCR compound. The information was also available from the hand set and from the information offices of the various NGO's. The researcher has used the qualitative approach to carry out the entire study.

As mentioned before, the researcher had 'live-in' experience with the refugees for a long period. Observation and assimilation had given an ample opportunity to the researcher to accumulate enough knowledge to assist this research work. The written questionnaires were not fully successful in some areas of the camp due to illiteracy, language and tribal differences. Here, the constructed questions were either translated to other languages or communicated orally to the selected people.

The secondary data are collected mainly from the existing literature which is connected to the focussed study. The researcher could find quite a number of resources e directly focused on the life of the refugees. The researcher also could find information from magazines, newspapers, radio, television and the Internet. Though there are a number of libraries in the camp, there are no precise publications on Kakuma refugees in the camp and elsewhere.

### **3.3 Research Tools (Instruments)**

The targeted groups were situated in different zones within the camp. By the use of simple questionnaires, the researcher was able to get the right information from refugees. The researcher also used various electronic gadgets, such as tape recorder, camera and video camera. The interviews with people too brought a lot of information to the research work. This was so as to get a clear picture of the reality of the camp, and to make necessary clarifications about the problems that are connected with the life of the refugees. The researcher had assistance from a number of translators to interview

different people and to carry out the entire exercise in different languages in the camp. Observation and live-in experience with refugees in the camp also brought a good amount of information to the research work.

### **3.4 Focussed Groups**

The researcher was very careful in avoiding discrimination in any groups or in any nationalities during the research. It is impossible for one to conduct a research study for all the camp dwellers to collect proper materials. The researcher has taken the samples from the selected area of the camp, which could provide adequate information. It would take a lot of time and energy to visit and study the 28 schools in the camp. Being a foreigner, the researcher has faced a little problem in communicating with different nationalities.

The whole camp is divided into zones. Again these zones are sub-divided into different small communities. Each community has a special number. Also, one can observe the phenomena such as the minors staying together in a particular area and people belonging to a certain ethnic group also staying together for more communal purposes. The researcher had targeted some of the above groups and visited almost all of them to get enough knowledge.

### **3.5. Data Analysis Methods**

The researcher was very much aware of the present problems of the camp. There are incidents where the refugees were very reluctant or afraid to share their ideas and views with the researcher. A complete confidentiality was vital or necessary to handle certain issues that are connected with individuals and the camp at large. Out of respect for the people, the researcher had avoided asking questions that might hurt the feelings of the refugees or involve political or ethnical issues.

In the data analysis, the researcher has used the simple method of counting and taking a random sample as the representative of the whole. To select the accurate information

from the targeted groups, the researcher has considered areas such as: age, profession, marital status, number of children in the family, and education, both academic and technical, level. The previously prepared questionnaires with simple tables helped the researcher to analyze the input of the people. This has helped the researcher to confirm the outcome of all the research.

### **3.6 Techniques**

The researcher has used different techniques to obtain adequate information from the people. First of all, the entire camp is divided into zones and sub-divided into communities, which are known by numbers. This helped the researcher to use the techniques of visiting each selected area for proper research, rather than doing it in a random way.

Secondly, the researcher has grouped the data as they arrived with the information desk from different areas of the camp.

Thirdly, the collected information was confirmed by comparing the result obtained from the refugees with the staff who are working with refugees. This assisted the researcher to reaffirm the entire data once again.

Finally, the researcher was able also to receive assistance from the different heads of the NGO's in the camp to view the total issue.

## CHAPTER FOUR

### RESULTS

#### 4.1 Results and discussion of any work

##### a. Questionnaire 1

The researcher had launched two questionnaires to the selected people to know more about their age, family and education, and about staff who work for refugees in the camp. The questionnaires had open and closed ended questions in order to obtain more information for the future development of the project.

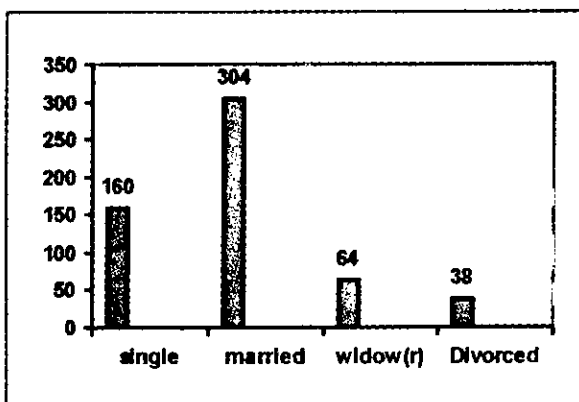
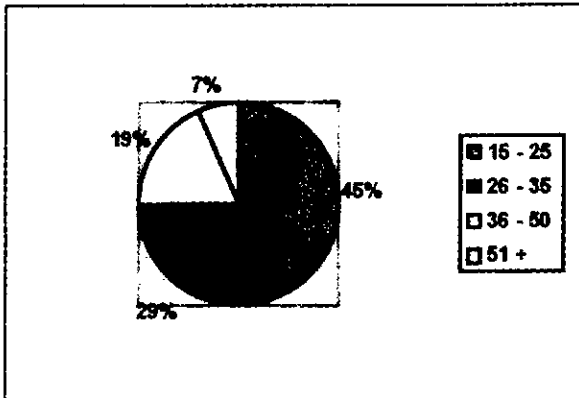
The researcher had distributed questionnaires to 550 people in the camp. Out of these, 500 were directed to refugees. From the result of the questionnaires, the researcher found out that 45% are young people of the age between 15 - 25. This shows that the majority of the camp dwellers are young people who need proper basic education.

These are the young people who had discontinued their basic education or any kind of formation in their country of origin. Again, when we consider the people who are aged between 26 and 35, 29% of the camp dwellers, the need for technical education among the refugees is obvious. The existing technical schools can accommodate only 560 students.

Therefore it is vital to open yet another centre for skill training. Those aged between 36 and 50 formed 19 % of the total number. They are in the working class area but unfortunately there is no chance of getting employment in the camp. The age 51 and above applies to 7% of the total population of the camp. Among these people, many are of retiring age. There is no home for the aged in the camp. They really depend on their family or relatives in the camp. They do suffer a lot.

There are about 9047 children who under 4 years of age. These are children born in the camp itself. These data were published by the UHCR on January 31<sup>st</sup> 2000. This account shows the fast growing population in the camp. Here the question is what the future of these children will be. How does the camp atmosphere influence/affect the lives of the children? What kind of education will they get in the camp? The camp should

must provide an adequate atmosphere for the refugees, so that they may benefit to the maximum in their lives to build a strong foundation for their future.



The researcher also received information about the marital status of the refugees through the questionnaire. The result shows that about 28% of the refugees are single in the age group between 15 and 25. This age group is mainly engaged in studies and a few are running small projects, called the credit programme sponsored by Don Bosco. About 54% of the refugee population in the camp are married couples. The survey also noted that about 11 % of the population are widows or widowers. These people lost their partners either during the wars or in natural calamities. They depend on relatives and friends from the camp.

The above-mentioned people are engaged in some non-formal education and small income-generating activities. The camp has introduced adult education for the people who are of advanced age. About 7% of the population in the camp are divorced or separated from their partners for one reason or another. In the divorce issue, most of the

time the victims are women. There is a lot of violence against women in the camp. Some of the nationalities have many fewer women than men in the camp.

For example, in the Sudanese community there are about 25,126 females and 37,765 males in the camp according to the recent statistics (31<sup>st</sup> January 2000). Those who have more money may marry more than once and reduces the chances for others to get married. This phenomenon is mostly found in Sudanese communities.

In the educational area, the questionnaire confirmed and produced the following results. Out of the 464 respondents, 42% are in primary school. There is a great demand for admission to the primary schools in the camp. Usually, the students stop their education in the primary school itself. Many of them get engaged in business, running small-scale income-generating projects, getting married, going away from the camp itself because of lack of clothes, hard work at home, taking care of children and peer pressure. Very few female students are found in primary schools. A number of senior female students stopped coming to the school because they felt that they are too big/old to be in the primary school. It is not easy to change the mentality of this group of students. The details of the primary schools are given in Chapter Two.

There are two secondary schools in the whole camp. In most cases, very few students will reach secondary school. The result of the questionnaire shows that only 9% of young people attend secondary school. This is because there is not enough support and encouragement from the public and from the staff.

The young people are easily influenced by their peer group to do some kind of business and get some money rather than going to school. Many of them still stop attending classes during the year, due to family problems and lack of resources. There is a great demand for vocational training amongst the young people. The young people really like the training which is offered by the organization called Don Bosco. The training will last for a year. The results of the centre are always between 95% to 100%. There are about 39% of the respondents who have already trained in some skills. Many of them have already some small-scale business in different parts of the camp. This is something very encouraging. A good number of them are already employed by the various NGOs for the construction of the camp. In this way the young people are very much attracted to skill training.

A number of trained ones have gone back to their country of origin for further employment. A very small number of students are in the college (2%). These students are studying through correspondence and do their final examination under the guidance of JRS in a university in South Africa. The JRS has also introduced a scholarship programme for the students who have performed well in their primary school studies. At present JRS is sponsoring 25 students in Form 1; 22 students in Form 2; 39 students in Form 3 and 40 students in Form 4. They have a system of putting students in other schools that are around the camp. The researcher found another category of people, who do not have any level of education. This category depends on the help of other people in the camp.

Most of the married people have more than four children. The young children are very much malnourished. The hospitals do not have adequate equipment and sufficient medicines. The food that they get from the camp is not enough to satisfy the hunger of families. The expectant mothers and children are not able to get enough nutrition for their health. Lack of nutrition affects individuals and families.

Very few people are qualified for a job in the camp. A few of them were teachers, policemen and nurses in their country of origin. These professionals are doing the same job in the camp today. The respondents noted that most of them had arrived at Kakuma refugee camp in the period of 1992 - 1994. Approximately 90% of the refugees left their country and possessions due to war. There was no security for life in their country. A few of them left due to drought and hunger.

The questionnaires confirmed that 69% of refugees do not have any immediate relatives in the camp. They live with their friends. The boys who are under 18 are kept in a particular area of the camp (minors). According to the response, the majority of them spend their time in schools, learning skills, or engaged in some kind of small scale business. A few of them responded that they do not have any special activities.

A number of refugees are not very happy about the entire education system in the camp. The students lack items like textbooks, pens and tool kits. The students are not able to afford these articles. The refugees again responded that Kakuma camp is not a safe place for them to live. They said that they are here because they have no alternative. There is often fighting between camp dwellers. Very recently, the Somali community

torched over 80 shelters in the camp. The local Turkana are another threat to the refugees. The refugees dare not go out of their camps. A very good number of refugees responded that they are happy with the initiatives of the various NGOs and church organizations working in the camp. The refugees expressed their sincere gratitude to the NGOs for considering and meeting their basic needs. It is well confirmed that all the refugees wanted to go back to their homeland to rebuild their country again and to lead a peaceful life. They wanted to live in freedom, peace and joy.

## **b. Questionnaire 2**

Questionnaire two was focused on the people who are engaged in assisting the refugees. The very purpose of this questionnaire is to obtain information from another perspective. This questionnaire had both closed and open-ended questions. The researcher used the simple grouping and counting methods to obtain the relevant information. The researcher distributed 50 questionnaires for the staff. Of them, 22 returned with proper answers. The reactions from the staff were very positive and encouraging. The staff could reach out to a number of refugees daily to assist their needs. The staff often could not get enough response from the refugees during their service. Some refugees do not want the staff to interfere with certain issues of their communities. There are incidents where the staff are attacked by the refugees from the camp. It was found that the main issues affecting the life of the refugees are security for life in and around the camp, food distribution and medicine. A fight can start, if any of these areas is experienced as slow in service to the refugees.

The women and children are the most vulnerable sector in a refugee camp. There is no limit to their suffering. Most of the women have a child every other year. The mothers and their children are very malnourished everywhere in the camp. The girls are not encouraged to go for education.

Since they are not educated, they do not know their rights and duties in the society. Most of the respondents agreed that the present system of education should be improved. The refugees are not benefiting much from the educational institutions today in the camp. The institutions should have more materials to equip the necessary areas.

Both groups agreed that the education system needs to be improved through providing adequate materials to the institutions and the students. What they have lost in their particular country should be received at the camp. The refugees suffered a lot before they came to Kakuma. They have experienced a real struggle in their life. Their hearts are wounded, their minds are frozen. The rest of the world has the duty to heal the refugees.

Both groups agreed on the issue of security in the camp. There is a fearful atmosphere in the camp today. One reason is that the recent famine in Turkana district forced the local people to come to the camp side and look for food. Secondly, a good number of refugees wanted to have resettlement in Canada and Australia. This is not an easy issue to handle. According to the responses, Kakuma refugee camp will last at least 15 years more. It all depends on the situation in Sudan, Somalia, Ethiopia and Eritrea.

The staff revealed that it is not easy to be in the camp and to render services to the refugees. There is always a lot of tension in assisting the refugees. This is the reason why the staff take a few days of holidays after every 6 or 7 weeks of work in the camp. The refugees are always stressed. It is necessary to introduce something to keep the mind free of stress and tension. The various organizations have introduced a number of activities to keep the refugees busy. Technical education, multipurpose centres, a credit programme are some of the activities to keep the refugees busy. Here the refugees are forced to think and bring their creativity in action. This is also another way of generating income for the refugees. This can really uplift the downtrodden lives of the refugees.

Through analyzing and comparing the results of both groups, many common issues were focussed very clearly. Both groups came out with the idea of improving areas like education and security for life in the camp. Both issues are very vital in the camp today.

Proper education will help them to understand their rights and duties in the society. It is important to have a peaceful atmosphere to heal the broken hearts of the refugees. The camp needs to provide protection and freedom for the refugees to regain their self-confidence. These two questionnaires can be a signboard for the people who are engaged in serving refugees and for the rest of the world to understand the pain and sufferings of the refugees as human persons just like you and me.

## 4.2 Importance of Education and Counseling

People feel pity when they see refugees on television or in newspapers. In today's society, people tend to think of themselves rather than serving others. A refugee can tell what is meant by pain, mental agony and suffering. All these sufferings can be found in Kakuma refugee camp. Counseling has an important role to play in the lives of the refugees. A proper serious counselling can ease the pain and suffering of the individual. Refugees need someone to listen to their life stories, the painful experiences. The researcher had the opportunities to listen to some of the painful life experiences of the refugees.

The husbands usually do not allow their wives and daughters to go to men (counsellors) for counselling. Therefore the camp needs more women counsellors for the women and girls. Through serious counselling an individual learns how to cope with his/her worries and tensions of daily life. The various seminars and workshops organized in various places in the camp will help the refugees to ease their heavy hearts and burdens.

Education is yet another important issue in the camp. Both questionnaires brought the suggestion of building more institutions for education and skill training. The young people who had discontinued school in their country of origin need to be educated without any disruption. When they reach a certain age, they do not feel like going for education in the lower classes.

The camp provides a varied experience with the mixing of different nationalities. Interaction with nationalities will help the refugees to know more about the world.

Only through education can one form oneself as an ideal person. Education forces the individual to think and do what is good for him and for the society. It is a new weapon to use for bringing peace and justice to the society. The refugees need to develop good self-esteem and dignity. They should feel the total worth of their life. They need to acquire and live important values in their life. This should be reflected in their life and in their families. In this way the future leaders are formed in the society. Therefore, education is an important issue at Kakuma refugee camp today.

### 4.3 Projections and Recommendations

It is very important to identify the needs and challenges of refugees for their future such as, physical protection, shelter, food, clothing, health care, various human rights. It is vital to have more programmes organized to assist the refugees in their need. There is a lot of energy spent, millions of dollars used and so much of manpower used to uplift the lives of the refugees! But, still, nothing is happening to the lives of the refugees positively. Basically, human rights are not much respected in today's refugee camps. The refugees need to grow in freedom.

Today, human rights are violated everywhere. It is essential to call upon the persons concerned, whenever there is violation of human rights in the camp. There should be a special consideration for women and children to safeguard their dignity, pride and self-esteem. The time has come to be more open to the reality of refugees in our society. The refugees have to be welcomed with an open heart and mind. They should get a good atmosphere in which they can live in a particular area. The government or/and the local people of the area should provide enough possibilities for refugees to feel at home and need to identify different ways and means to serve them.

All that is projected in this chapter is based on the results which are obtained from the two questionnaires. This can be an eye-opener to very many people who have never heard about or never experienced the lives of the refugees. Whatever is found good in it, kindly take and use it for the better service of the refugees.

## **CHAPTER FIVE**

### **RECOMMENDATION/SUMMARY AND CONCLUSION**

#### **5.1 The Researcher's Observation**

Kakuma Refugee Camp is overcrowded today. It is a 'small world' with different nationalities and tribes. It is a common sight for one to witness the new arrivals in the camp. Truckloads of people carrying small bags on their shoulders arrive at Kakuma in search of security for food and life. Women and children come with empty stomachs and wearing the minimum clothes, asking for food and water in the camp. There are incidents where women throw away and kill their children due to hunger. They cannot bear any more the cry of their children for food. It is a fight between life and death. Who will win the battle, nobody knows.

The camp administration has given the maximum it could to the refugees. All that they try to do is to satisfy the refugees by meeting their basic needs. It is certain that nobody can satisfy the needs and wants of the refugees. According to the researcher's observation, the people who are engaged in serving the refugees need to commit themselves still more to answer the cry of the refugees.

It is a challenge for all of us to find a solution to the refugee crisis all over the world. The total atmosphere is quite conducive for one to live in the camp. The UNHCR and its partners have put so much effort to keep the atmosphere cool. Yet, there are incidents where refugees fight for silly reasons and even kill innocent people for nothing. It was a good effort to keep the refugees separated according to their nationality and tribes. This system was successful and it reduced the number of crimes in the camp. The keeping of young people (minors) in a particular place for administration purposes is yet another development in the camp.

The researcher, being a foreigner, found a lot of problems in carrying out the exercise in the camp. They used to call the researcher an Arab (who is an enemy to Sudanese) in and around the camp. But, soon the refugees understood the nature and mission of the researcher among them. Later, the researcher could spend two months continuously with refugees to have a 'live-in experience' with them.

A number of activities were introduced in the camp for the betterment of the refugees. Educational Institutions, skill training centers, sports, clubs, recreation centres, counselling centres are a few to mention in the camp. All these areas will help the refugees to develop themselves for a better future. A number of public libraries are open for the refugees every day in every part of the camp. One can observe among the staff much joy in carrying out the services to the refugees. Their commitment and enthusiasm are an encouragement for the researcher and all those who are in the camp to assist the refugees as much as one can to make the camp a better place to live in.

## **5.2 Recommendations as a Social Minister**

The researcher, as a social minister who lived and worked with the refugees, would like to recommend a few points that need to be considered to improve the lifestyle of the refugees at Kakuma refugee camp. The administration body needs to restructure the security system in and around the camp. It would reduce crime in the camp.

The resettlement of refugees in different nations needs to be considered seriously. The administration body should introduce different ways and means to re-unify the scattered families. The hospitals and health centres should be equipped with enough qualified people and necessary articles to promote a healthy atmosphere in the camp and also to reduce the increasing death rate.

The rights of refugees should be respected and encouraged everywhere in the camp. The spiritual thirst of the refugees should be respected and there is need to get enough personnel to assist them. The administration body should encourage the refugee participation in discussion and in decision-making.

## **5.3 Conclusion**

The refugee crisis is one of the biggest problems in the world today. A lot of time and billions of dollars are spent to solve the problem. But still it is not solved. As long

as the competition and the arms race among rich nations exist, the refugees crisis will increase ever more than before.

This research study is an effort to show what is happening in the life of refugees at Kakuma refugee camp. This can be a tool for anyone who wants to know about refugees and to render a service to them. The issues that are tackled here are fully taken from the camp by the researcher, who has stayed with the refugees. It is up to each one of us to judge and understand the pain and sufferings of the refugees. The same tragedy can happen to you and me at any time.

## **CHAPTER SIX**

# **PROJECT PROPOSAL IN RESPONSE TO THE FINDINGS AND NEEDS ELICITED IN THE STUDY**

## **6.1 Project Name:**

### **Don Bosco Vocational Training Centre Kakuma**

## **6.2 Project Over view**

### **6.2.1 Background**

In Northern Kenya, in the Turkana District, around a small Turkana village, called KAKUMA the Kenya Government has given hospitality to refugees. They are mostly young men and children - wounded sometimes - escaping from the war in South Sudan, searching for peace, education and a future in life. The camp is made up mostly of Sudanese. but other groups of Somali, Ethiopian, Zairian, Rwandese, Burundian and Ugandan origin make up the total population of the camp, which at present stands at 87,000 people. The camp is managed by UNHCR, through two NGOs: LWF (Lutheran World Federation) for the logistic, general management and education; IRC (International Relief Committee) for social services and health.

To meet the education needs of the refugees, Kakuma has 21 primary schools and 2 secondary schools in the camp. The enrolment of these schools is about 22,000 children and young adults. The vocational training centre aims at providing basic skill training and moral-civic education, filling a gap left open in the process of basic education in the camp.

Technical education is specially intended for those who have not had the opportunity to finish their basic education while they were in their own countries. This situation is often due to poor economic resources, internal displacement or due to conflicts (political and ethnic) in which they were forced to leave their countries. The main aim of the Technical training is to promote people, young and adults, men and women. The project of technical education will be run in collaboration with the other organizations in the camp. This project will enable them eventually to be self-reliant in various aspects, starting from human dignity, self-esteem and to sustain themselves and their families.

### **6.3 Statement of the problem**

Refugees at Kakuma camp have no full access to various skills training programmes. There is a great demand for technical education among the people in the camp. Most of the refugees ran away from their countries due to war and other internal struggles. They have missed their basic education and moral formation for their future life.

The problem is that in Kakuma there are not enough technical schools which can accommodate all these refugees, and moreover help these young people to develop fully their skills. This therefore being one of the main challenges, as a researcher, I highly foresee the need of starting a technical school that will meet the needs of these young people and hence give an answer to the stated problem and at the same time get a solution to the problems of these young people living in Kakuma refugee camps.

This proposal aims to encourage the refugees to have an effective skill-training programme, so that they may have a sound future for the rest of their life.

### **6.4 Justification**

#### **Why this project?**

Is it worthwhile?

The above project will try to answer the stated problem of the refugees in Kakuma camp. Targeting on these youngsters justifies the need of raising their dignity and life through skills training education.

The young people will be the main beneficiaries and this project will help them live in a different environment and have a hopeful future once they will be able to go back to their countries of origin.

Although Kakuma is located far away from any city centre in this Northern part of Kenya, the UNHCR and its partners will always make available possible means of transportation of goods and other materials needed for the training programme.

This project will target mainly the refugees within the camp.

### **6.5 Project Goal**

Equip the refugees with some skills that will enable them to rebuild their homeland once they reach it.

#### **Main Objectives**

- To set up a vocational training centre.
- To train the refugees in the vocational technical field.

- To provide moral and civic education in order to create an awareness among the refugees.
- To seek temporary employment for the graduates in and around the camp.

## **6.6 Success Criteria**

The willingness of the refugees and non-governmental organizations to collaborate with the project is directly a sign of success in the project. If the project is able to train every year the targeted number of refugees, that will be a pointer of success. Various NGO's and Church organizations are ready to cooperate with the project in educating the refugees of the camp.

## **6.7 Basic Assumptions**

The researcher's assumptions are as follows:

- That the refugees will acquire the basic training and civic education that they will be able to practise in their future in the camp and when they go back to their countries.
- The civic and moral education will help the refugees to practise certain values in their life.
- The skill training will help the refugees to ease the inner struggles and wounds that they had experienced in the past.
- After the training the refugees will be able to find employment in the camp and elsewhere.
- That various NGO's and Church organizations will encourage the trained refugees to get employed in different fields.

## **6.8 SWOT Analysis**

### **a. Strengths**

One of the main strength of the project is the land and the building in an appropriate place. The project has a good support and a networking system with other organizations that are in the camp. There are also small local donors who are willing to assist financially and materially.

### **b. Weakness**

Not so sure how the donors will respond to the project. Due to poverty and sickness, the attendance of the trainees may be less in the respective classes. Some trainees may discontinue due to their movement from Kakuma camp to their respective countries.

### **c. Opportunities**

There is a possibility of networking with other organizations in the camp. There is also a possibility of having well trained personnel and professionals who could assist the project in need of help. There are a lot of chances for graduates to be employed in the camp and the neighbouring towns, such as Lokkichogio and Lodwar.

### **d. Threats**

The main threats to the project are:

- If the donors withdraw their support from the project
- If the networking system fails between the other organizations and the project
- If there is not enough support from the refugees themselves
- The risk is that since the young people are moving up and down to their respective countries to save their lives, the project may not get the appropriate candidates.

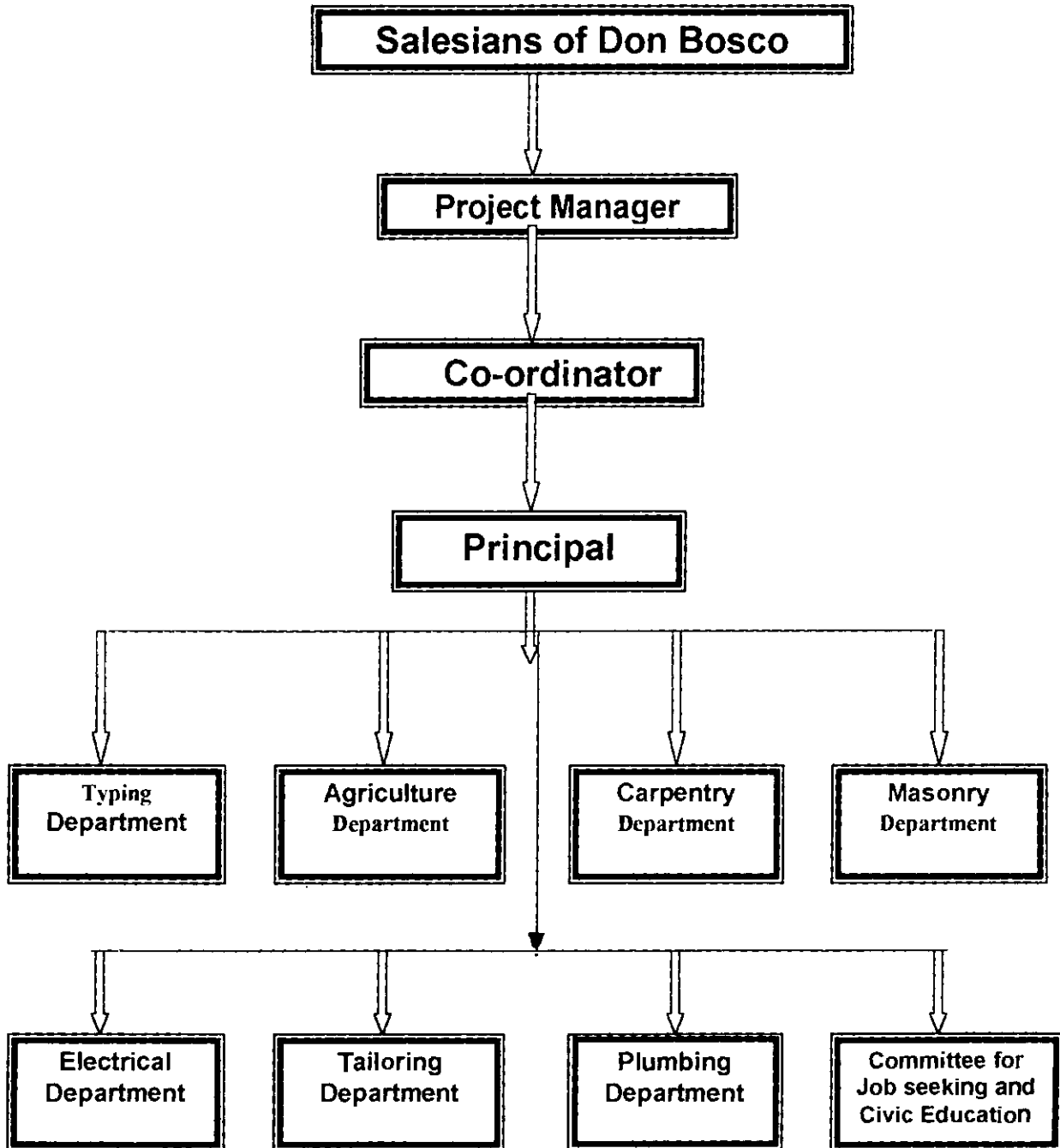
## **6.9 Questions**

- What will be the credibility of the project?
- Who will be the possible donors?
- Will the qualitative parameters of the objectives of the project help to meet its goal or the expectations of the needs of the refugees?
- What will be the future of the project?

## 6.10 The Project Management Structure

This project will be directly under the responsibility of the organization of the Salesians of Don Bosco. The administration of the project will be carried out in collaboration with a well-trained lay person who has worked for the refugees for many years. This person will be responsible for organizing and coordinating the entire project

### The Structure



**WORK BREAK DOWN STRUCTURE OVER A PERIOD OF ONE YEAR  
FOR THE REFUGEES AT KAKUMA DURING THE YEAR 2001**

				\$ = kshs 75
Objectives	Activities	Work packages	Estimated Time (Months)	Estimated Cost (Ksh)
1. To provide Technical training for refugees	1. Maintenance of the building	1. Painting the rooms	3 Months	200,000
		2. Reorganizing and fixing of fumitures	4 Months	160,000
	2. Purchasing of tools and machines. Electrical Department	1. Buying Ammeter	2 Months	22,000
		2. Buying of Voltmeter	2 Months	21,000
		3. Cables	2 Months	16,000
		4. Clips and Nails	3 Months	5,650
		5. Line Tester	2 Months	14,250
		6. Sscrew drivers	2 Months	8,000
		7. Insulation tape	2 Months	480
		8. Text Books	3 Months	6,540
	3. Tailoring	1. Sweeing machines	7 Months	650,000
		2. Brown Paper	2 Months	34,000
		3. Needle	1 Month	3,500
		4. Scissers	1 Month	15,000
		5. Thred	1 Month	1,200
		6. Greese	1 Month	400
		7. Text Books	2 Months	4,850
	4. Plumbing	1. Iron pipes	3 Months	8,000
		2. Die stock	2 Months	160,000
		3. Cotton	1 Month	800
		4. Joints	1 Month	7,000
		5. Text Books	2 Months	5,408
	5. Typing	1. Type writers	8 Months	278,000
		2. Paper	1 Month	6,000
		3. Ribbon	1 Month	2,500
		4. Greese	1 Month	1,200
	6. Agriculture	1. Text Books	3 Months	4,860
		2. Seeds	2 Months	4,200
		3. Buckets	1 Month	3,800
		4. Digging equipments	2 Months	12,550
	7. Masonary	1. Text Books	2 Months	3,860
		2. Spirit level	2 Months	4,850
		3. Cement knif	2 Months	2,740
		4. Bricks	3 Months	1,500
	8. Carpentry	1. Chisel	2 Months	3,750
		2. Hammer	2 Months	2,500
		3. Text Books	2 Months	4,085
		4. Wood	2 Months	28,000
		5. Tape measure	1 Month	1,480
	9. Getting Experts	1. Installing machines	5 Months	320,000
	10. Transport	1. Renting two trucks	3 Months	204,000
2. Staffing the Centre	11. Recruitment	1. Advertismet	4 Months	8,340
		2. Short listing	2 Months	2,000
		3. Interviews	1 Month	1,540

3. To provide moral and civic education	12. Value Education	1. Resource Persons	2 Months	234,000
	13. Seminars	2. Resource Persons	2 Months	204,000
		3. Work shops	3 Months	210,000
4. Coordinating the over all activities	14. Project Manager	1. Management of the activity	12 Months	448,000
	15. Coordinator	salary	12 Months	384,000
	16. Teachers	salary	12 Months	204,000
5. To provide employment	15. Formulating a committee	1. Finding job vacancies	12 Months	245,000
<b>Total costs</b>			<b>One year</b>	<b>4,174,833</b>

**BUDGET PROPOSAL**  
**DON BOSCO VOCATIONAL TRAINING CENTER (2001)**

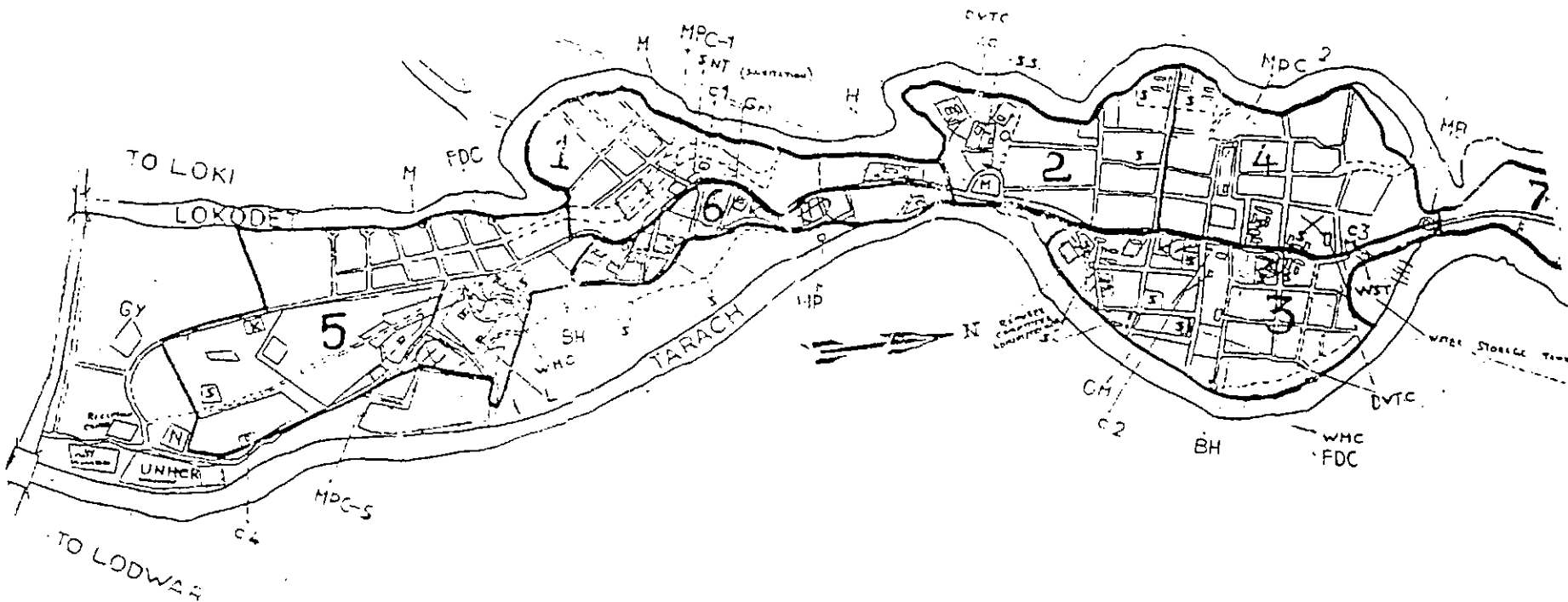
Items/particulars	ITEMS	Cost per unit (Ksh)	Total cost for one year	Estimated Total cost (Ksh)
Purchasing Materials	150 tins of paints	1333	200,000	200,000
	25 rolles of Cables	640	16,000	16,000
	150 pices of nails&clips	37	5650	5650
	15 insulation tape	32	480	480
	165 Text books	179	29,603	29,603
	25 riles of brown paper	1360	34,000	34,000
	80 rolles of thread	15	1,200	1,200
	10 pcs of greese	40	400	400
	25 pcs of iron pipes	320	8,000	8,000
	2 bags of cotton	400	800	800
	50 joints	140	7,000	7,000
	8 rolles of paper	750	6,000	6,000
	20 ribbons	125	2,500	2,500
	30 pcs grees	40	1,200	1,200
	50 seeds	84	4,200	4,200
	50 buckets	76	3,800	3,800
	25 cement knife	109	2,740	2,740
	1 truck	1.5	1,500	1,500
	50 chisel	75	3,750	3,750
	1 tone	17.5 (sq.ft)	38,000	38,000
Purchsing tools	25 Ammiter	880	22,000	22,000
	25 Volt meter	840	21,000	21,000
	50 line tester	285	14,250	14,250
	25 screw driver	32	8,000	8,000
	25 wseeing machine	26000	650,000	650,000
	100 needles	35	3,500	3,500
	25 scissers	600	15,000	15,000
	20 die stock	8000	160,000	160,000
	20 type writers	13900	278,000	278,000
	50 digging equipments	251	12,550	12,550
	20 spirit level	242	4,850	4,850
	20 hammer	125	2,500	2,500
	50 tape measure	29.5	1,480	1,480
Transport	two trucks (rent)	1360 (day)	204,000	204,000
Resource persons	monthly salary			
	4 value education	58,500	234,000	234,000
	4 seminars	51,000	204,000	204,000
	5 work shops	42,000	210,000	210,000
Experts	monthly salary			
	6 installing furnitures	26,666	160,000	160,000
	8 instolling machines	40,000	320,000	320,000
	8 committee for job	30,625	245,000	245,000
Recuitment	4 persons	2970	11880	11880
Project Manager	monthly salary	37,333	448,000	448,000
Project coordinater	monthly salary	32,000	384,000	384,000
Teachers	monthly salary	17,000	204,000	204,000
<b>Sub total</b>			<b>4,184,833</b>	<b>4,184,833</b>
Contingencies 10%			418,483.30	418,483.30
<b>Grand total</b>			<b>4,603,316</b>	
Minus local contribution			950,000	
<b>Total amount</b>			<b>3,653,316</b>	

## CONCLUSION

This Project is aimed at assisting the refugees who are in need of technical education. It is believed that the project will contribute to the refugees in uplifting their life of poverty and suffering. The donors of the project are very willing to assist the project to reach its goal. The kind support from the local people is a good encouragement for the project. Don Bosco Vocational Training Centre will be a centre for education and total formation of the human person.

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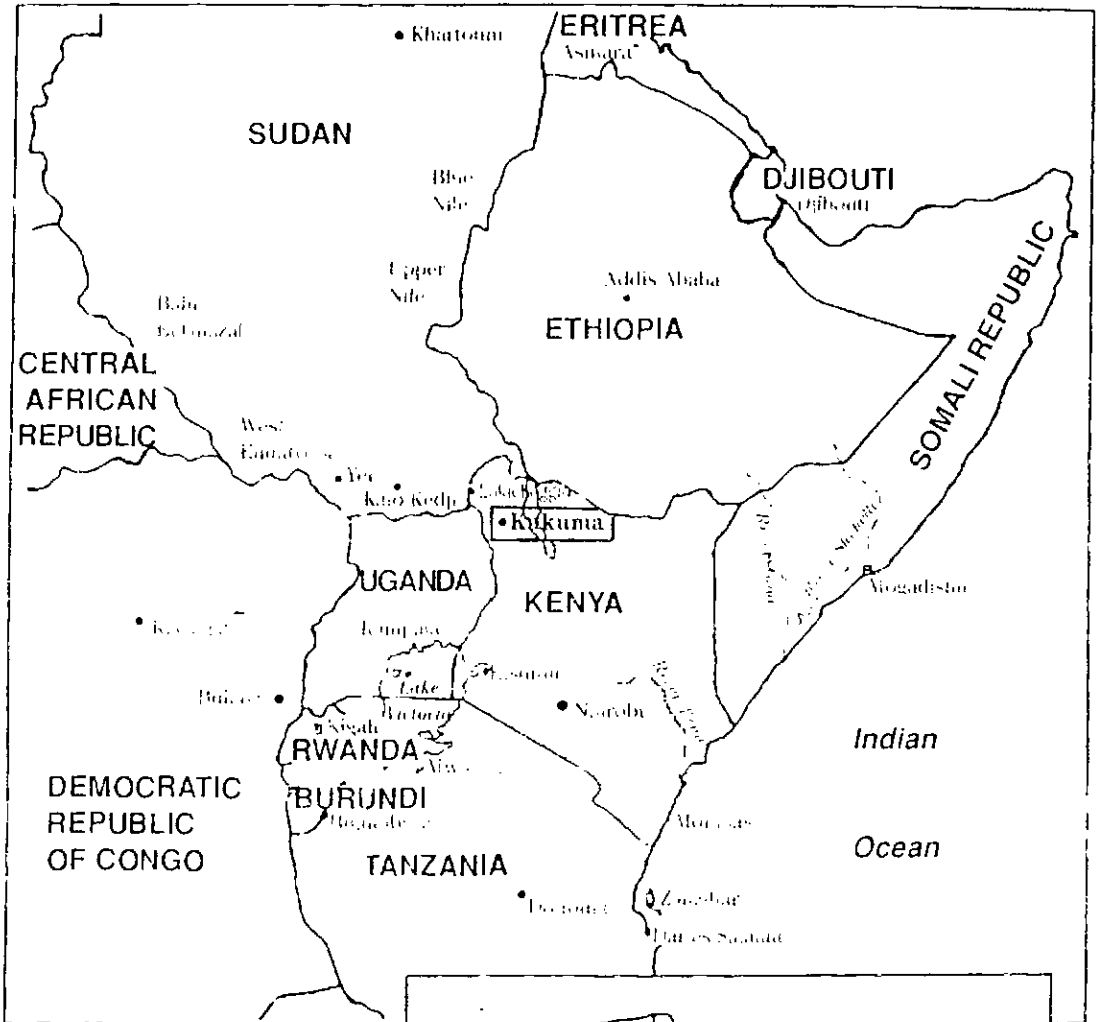
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HP	HAND PUMP
BH	BORE HOLE
C	CLINIC
DVTC	DON BOSCO V. TRAINING CENTRE
FDC	FOOD DISTRIBUTION CENTRE
GM	GRINDING MILL
K	KINDERGARTEN
M	MARKET
MPC	MULTY-PURPOSE CENTRE
WS	WATER STORAGE

## KAKUMA REFUGEE CAMP KENYA

# KENYA AND SURROUNDING COUNTRIES



**AFRICA**

## Appendix 2

### Questionnaires 1

Dear Respondents,

This questionnaire is used as a tool to collect information in various areas of life of refugees at Kakuma refugee camp. The main purpose of this questionnaire is to identify various problems and issues that are affecting the life of refugees in the camp. The outcome of this effort will be used in my academic research.

Your name is optional

Put this '\*' mark in the suitable table

Age group

- 15-25 \_\_\_\_\_   
26-35 \_\_\_\_\_   
36-50 \_\_\_\_\_   
above 51 \_\_\_\_\_

Marital status

- Single \_\_\_\_\_   
Married \_\_\_\_\_   
Widowed \_\_\_\_\_   
Divorced \_\_\_\_\_

Level of Education

- Primary \_\_\_\_\_   
Secondary \_\_\_\_\_   
Vocational  
training \_\_\_\_\_   
College \_\_\_\_\_   
None \_\_\_\_\_

1. Number of children in your family? \_\_\_\_\_
2. Area of residence? \_\_\_\_\_
3. In which zone are you residing? \_\_\_\_\_
4. Your group number? \_\_\_\_\_
5. Your qualified profession? \_\_\_\_\_
6. When did you arrive in Kakuma Refugee Camp? \_\_\_\_\_
7. What was the main reason for you to leave your country

and come to Kakuma? \_\_\_\_\_

8. Do you have any relatives/friends in this camp to assist you? \_\_\_\_\_
9. What type of activities do you engage in spending your time in the camp? \_\_\_\_\_
10. What sort of job were you doing in your country of origin? \_\_\_\_\_
11. Do you feel that you are secure in the camp? \_\_\_\_\_
12. What is your opinion about the educational system in the camp? \_\_\_\_\_
13. In brief, how do you describe the mission of various NGO's in the camp? \_\_\_\_\_
14. In few words, what is your future ambition? \_\_\_\_\_
15. Any other comment? \_\_\_\_\_

### APPENDIX 3

#### Questionnaire 2.

Dear Respondents,

This questionnaire is targeted on the staff of Kakuma Refugee Camp. This questionnaire is used as a tool to collect information in various areas of the life of refugees at Kakuma Refugee Camp. The main purpose of this questionnaire is to identify various problems and issues that are affecting the life of refugees in the camp. The outcome of this effort will be used in my academic research.

Your name is optional

Nationality: \_\_\_\_\_

Profession: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Male: \_\_\_\_\_

Female: \_\_\_\_\_

1. How do you assist the refugees in the camp?
2. On average, how many refugees could you help in the camp?
3. What are the main problems/difficulties you find in your service towards refugees?
4. Would you agree that refugee children and women are more vulnerable than male refugees?
5. How do you see the education system in the camp?
6. Do you have any alternative solution to uplift the life of the refugees other than education?
7. Do you think that the refugees have enough security for life in the camp?
8. In brief, what will be the future of Kakuma refugee camp?
9. Do you find ease and joy in assisting/serving the refugees in the camp?

10. Do you think that all the refugees are really happy with the NGO's that are working in the camp?
11. How could technical education uplift the life of the refugees?
12. In brief, can you point out the reasons why crime in the camp is increasing more than ever before?