

**THE STRATEGIES USED BY STATE AND NON STATE ACTORS IN EMPOWERING
THE REFUGEES IN KENYA: A CASE STUDY OF TUSHIRIKIANE AFRIKA (TUSA)**

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DECLARATION

I, the undersigned, declare that this project is my original work and in my knowledge it has never been submitted in any other college or institution of higher learning for award of academic credit.

Signature -----

Date.....

C50/P/7840/02

This project has been submitted for examination with my approval as the appointed University Supervisor

Signed -----

Date -----

Professor Edward MBURUGU

DEDICATION

To my husband André NIYONSABA, my Children Josette, Joseph , Josepha and Livia, and the refugee community from the Great Lakes Region living in Nairobi as well as members of TUSA (Tushirikiane Afrika Trust).

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First and foremost all praise, glory, and honor be to gracious God for seeing me through this long and tedious journey.

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ABSTRACT

Refugees from war-torn countries in the Great Lakes Region (GLR) have been exposed to traumatic and unspeakable circumstances as a result of their forced displacement. War, ethnic cleansing, and other forms of violence have forced them to undertake unplanned and dangerous journeys to seek safety. Feelings of profound loss due to the death of or the separation from parents and other family members are deep and common. Many have spent protracted periods in refugee camps or in slum-like conditions in towns, deprived of adequate food, shelter, health and education. On arrival in Kenya they are faced with new settlement pressures including learning English, settling into homes, enrolling in schools and adjusting to a very different way of life. Various organizations and agencies which are state and non state have taken steps to empower the refugees who have resettled in Kenya in order to improve their livelihoods. The aim of the study is to establish the refugee empowerment strategies by state and non-state actors in Kenya. This study was conducted as a descriptive survey since the researcher intends to obtain information that better describes refugee empowerment by both state and non state actors. The population of the study is the refugees from the GLR living in Nairobi who are members of Tushirikiane Afrika Trust (TUSA). According to the TUSA's report at the end of November 2012, its refugee population counted a total of 4,555 distributed in 887 households with 52 Burundians, 509 Congolese, and 326 Rwandans. Stratified Sampling Method was used to sample the refugees who participated in this study. The sample was stratified according to refugees' countries of origin. Taking 20% of the population in each population stratum enabled the researcher to achieve a desired representation from the groups in the population strata and also to ensure greater accuracy in the findings. The sampling technique produced estimates of overall population parameters with greater precision. The sample size consisted of a total of 177 refugees supported by TUSA Program. The program directors were purposively sampled since they are involved in refugee empowerment programs and hence have valuable information on the strategies used to empower the refugees; a total of 10 program directors participated in this study. The data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 17.0 and then presented in the report in the form of tables and graphs. The findings revealed that TUSA is working towards active participation of refugees at all levels/structures during the identification of their needs, the planning of activities, the execution and evaluation of the program as a strategy to empower the refugees from the GLR living in Nairobi. This is being achieved by the organization through encouraging the refugees to occupy leadership positions and also motivating them to look for local solutions within the community before looking for outside solutions to their problems. Tushirikiane Afrika provides spiritual support to the refugees that entail human resources, finance and mobilization of the refugee community. This spiritual support is offered through meetings, sessions, trainings, and religious masses and mostly during the social and sports events organized by Tushirikiane Afrika Trust.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to the United Nations High Commission for Refugees (UNHCR), a refugee is defined as someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country" (UNHCR, 2011). At the beginning of 2011, the UNHCR reported the number of refugees was estimated at 10.4 million. Today, refugees are located all over the world, with high percentages residing in Asia and Africa. References to refugees have been made over 3,500 years ago, including the persecution of Babylonians and ancient Egyptians.

It is important to note that refugees are very different from economic migrants. Economic migrants choose to move in order to seek a better life for themselves or their families. Refugees flee in order to reach safety and protect their freedoms. It is not uncommon for their national government to be the chief factor in their persecution, and in turn, refugees lack protection from their own nation. These refugees then flee their country, usually ending up in refugee camps, dilapidated shelters, or rural areas. However, the UNHCR claims that a good number of refugees today live in urban areas (UNHCR, 2011).

Amnesty International (1997) reported that although numerous non-profit agencies operate around the world protecting the rights of refugees, this marginalized group continues to face extreme social and economic hardship. Often, refugees' experiences include war or civil war, torture, economic extortion and relocation. Possible solutions include repatriation, local

integration, and resettlement. However, in many nations, repatriation and local integration are not applicable; therefore resettlement has gained support. It is crucial that the global community works towards this at risk population because refugees lack protection from their national government (Jacobsen, 2005).

1.1.1 Current situation of refugees in Kenya

Since it became independent in 1963 to date, Kenya has been host to refugees fleeing from neighboring countries as a result of civil war, political unrest and upheavals that at one time or another occurred in those countries, namely Ethiopia, Somalia, Sudan, Uganda and countries in the Great Lakes Region (DRC, Burundi, Rwanda). At its peak, during the early 1990s, Kenya was hosting the largest refugee population in East and Central Africa when it stood at close to a half a million (UNHCR, 1999). The census done in August 2012 showed that the number of refugees in Kenya was more than 630,000, including 55,000 in urban areas. Today, there is 1,1 million of refugees in Kenya, but only 735,800 are assisted by UNHCR (UNHCR, 2012).

The refugees are today settled in two camps in Kenya: Dadaab in North Eastern Province and Kakuma in Rift Valley Province. This followed the closure of other camps in Mombasa, Malindi, Thika, Moyale and Mandera in 2002 (Hassan, 2002). The UNHCR, other U.N. specialized agencies like UNICEF and other NGOs have assumed the responsibility of providing the basic needs for the refugees living in these camps (i.e. food, shelter, water, healthcare, sanitation and education) while the Kenya Government provides the necessary administrative and security back up and generally maintains Law and Order in the camps (UNHCR, 2011).

1.1.2 State and non-State actors

The continuous influx of refugees into Kenya is straining resources of the Kenyan Government and other humanitarian actors. The Kenyan authorities, UNHCR, and other humanitarian actors have been closely working together to improve the general living conditions of refugees but funding levels are insufficient to meet the enormity of the needs. The repatriation exercise to specific groups and individuals will continue albeit at a small scale. Years of inhabiting these camps have led to large scale degradation of the environment and depletion of resources. Activities such as Camp Clean-up & on-site Rehabilitation; Camp Consolidation and support to Livelihood security are too being undertaken (Campbell, 2006).

In spite of hosting large numbers of refugees over a long period of time, the Kenya Government has not to date developed very clear guidelines and policies on how to deal with the refugees unlike its neighboring countries like Ethiopia, Sudan, Uganda and Tanzania. In 2006, the Kenyan parliament voted for the Kenyan Refugee Act which was enacted as Kenyan Refugee Law in 2008. The refugees are governed by the Ministry of Immigration, Department of Refugee Affairs (DRA). But the situation is still vague. In most cases the police and the Ministry of Home Affairs are involved in issues dealing with the refugees with no clear definition of the role and functions of each of these departments. The only agency whose role appears clear and consistent is the UNHCR which suffers the agony of dealing with the bureaucratic red tape presented by these multiple government organs (Campbell, 2006).

Recently, additional resources from partners and donors have been allocated to nutrition programmes in the refugees' camps, especially in Dadaab. This contributed to significant decrease in levels of acute malnutrition and associated mortality. Surveys conducted in 2010

showed that global acute malnutrition rates dropped from 22.2% in 2009 to 12% for Dadaab and from 16% in 2006 to 11% for Kakuma, but still higher than acceptable levels. Micronutrient deficiencies such as anaemia are still very high among pregnant women and children with levels ranging from 55-70% both in Kakuma and Dadaab camps. It is reported that majority (>80%) of new admissions in feeding programmes are new arrivals. Moreover, health facilities are facing increasing challenges to ensure access to adequate health and nutrition services to refugee populations (Dryden, 2004).

In Nairobi, many organisations work toward the betterment of urban refugees. Among them are Refugee Consortium of Kenya (RCK) and *Kituo cha Sheria* for legal matters, Hebrew Immigrants Aid Society (HIAS), GTZ (actually NCKK) for healthcare, FARAJA Trust, Jesuit Refugee Service (JRS), Tushirikiane Afrika (TUSA) Trust, among others. Tushirikiane Afrika Trust has its head office in South C and is focusing on the refugees from the Great Lakes Region.

1.1.3 Overview of Tushirikiane Afrika (TUSA)

Between 1994 and 1996, the number of refugees from the Great Lakes Region living in urban areas greatly increased following the 1994 civil war and ethnic cleansing in Rwanda, and the destruction of refugee camps in Tanzania and the then Zaire (today DRC) in 1996. That situation prompted a socio-pastoral action from churches in order to reach out to these people. In this regard, the AMECEA (Association of Member Episcopal Conferences of East Africa) started a pastoral programme, known then as AMECEA Refugee Programme. Currently, the report of the end of November 2012 indicated a population of 4,555 living in 887 families with 52 Burundian families, 509 Congolese families, and 326 Rwandan families supported by TUSA (TUSA, 2012).

At its inception, the AMECEA Refugee Programme was basically focusing on spiritual and pastoral care. But no sooner did they start that they realized there was a gap in their approach and that the refugees' basic needs also required their attention. AMECEA therefore began a social programme whose coordinator was Ms. Monique Vermandele, a Belgian-born lay missionary, and who worked for years in Rwanda and is well conversant with the geopolitics of the GLR.

The spirit behind this AMECEA Refugee Programme is the building up of solidarity and unity among Burundian, Congolese, and Rwandan refugees so as to allow them achieve self-help development by supporting one another in order to fully integrate in their respective local communities. This programme actually wants these refugee people to organize themselves into smaller manageable solidarity groups and initiate their own projects and programmes. AMECEA Refugee Programme later changed its name into Africa Refugee Programme - Great Lakes (ARP-GL), and then after into Tushirikiane Afrika Trust (TUSA).

TUSA provides support to refugees through social, cultural and pastoral activities, informal and formal education, active non-violence workshops, social assistance, small income generating activities, and youth-in-need groups. It works with people at the grassroots through solidarity groups. The whole programme today covers three zones comprising 25 solidarity groups. In fact, pastoral activities such as prayer meeting, masses, sharing and visits to the sick, counseling, accompanying bereaved families in mourning times, make refugees feel they indeed have a sense of community belonging. As the society they live in cares for them, they can therefore nourish bright ideas towards self-confidence, forgiveness, social justice, peaceful cohabitation and frank dialogue. Ecumenical meetings and prayers not only allow each refugee to deepen his own faith and beliefs but also to respect his/her fellows' beliefs despite the inherent differences.

The programme has also been organizing talks, round-tables and seminars for women, girls, and youth and celebrating some special events such as the International Women's Day, Refugee Day, The Child day, etc. The youth have been organizing outings and visiting some special sites such as museums, arboretums, parks... They have also been involved in inter-zonal and inter-solidarity groups' games, the mains of which are football and volleyball matches. As an entity or organization, TUSA pleads for refugees from the GLR for any useful assistance at the Kenyan government level and other agencies working closely with refugees, e.g. Refugee Consortium of Kenya (RCK), FARAJA Society, Jesuit Refugees Service (JRS) and United Nations High Commission for Refugees (UNHCR) - Nairobi branch.

1.2. Problem Statement

Kenya's porous border areas are witnessing continued refugee inflows from neighboring countries and the GLR. To date, majority to the influx is being accommodated in three camps in Dadaab for Somalis and one camp in Kakuma for other refugees. Actually, Dadaab alone holds a population of 400,000, yet it is supposed to cater for 90,000 refugees only. There is an immediate need to decongest existing camps, provide assistance to cater for the chronically unmet needs of the existing population, accommodate the new arrivals, and provide some assistance to local host communities to avoid conflicts and to get much-needed additional land for decongestion and new arrivals for construction of new camps with full-fledged infrastructure.

The profusion of refugees in Kenya, most of whom are from Somalia and Southern Sudan is a source of tension and occasional instability, although an indication of a state of peace in the host country. Refugees are often perceived by Kenyan citizens as competitors for public services and other resources. Some of the wealthier refugees, both women and men, have been connected to a

significant rise in the arms trade in Nairobi (Hassan, 2002), and in a cartel of human trafficking (IOM, 2008). The influx of refugees has exacerbated local clan conflicts, particularly among Somalis. With the increased instability in Somalia, Ethiopia, and Sudan, and a proliferation of small and light weapons from these conflict zones, banditry and clan warfare along Kenya's northern borders are on the rise. According to Hassan (2002), the influx of refugees has led to an increase in the rate of violent crimes in the country, general insecurity; drug trafficking, the smuggling and proliferation of small arms and other illegal weapons and an increase in armed banditry.

While this is true, retaliation by Kenyan citizens especially the police at times go over-board. Refugees escaping violence in their countries of origin, who need protection and help, instead face more danger, abuse and deprivation from the Kenyan police force. Kenyan police detain new arrivals, seek bribes - sometimes using threats and violence including sexual violence- and deport back home those unable to pay. This is a violation of Kenya's fundamental obligations under international and Kenyan refugee law (Mulama, 2009). The African Rights, a human rights NGO, conducted a study of the refugee situation in Kenya in 1990 and published a report prepared by Alex de Waal and Rakiya Omar entitled, *'seeking refuge, finding terror? The case of Somali refugees in Kenya'* wherein harrowing tales of arbitrary searches, arrest, extra-judicial killings, kidnappings and disappearances, theft of money, jewelry and rape of women carried out by the Kenyan security forces against refugees are recounted. Regrettably the Kenya Government has not taken any step to address any of the complaints made by or on behalf of the refugees against its security forces, who appear to operate with impunity.

Another well-known factor on the plight of refugees is that while refugees are waiting for emergency assistance, they do nothing else productive towards their empowerment; rather they indulge in some anti-social behaviours such as taking cheap drugs, idleness, prostitution, theft, robbery, and mere gossiping (Mohamed, 2006). All these infringe on the dignity and welfare of humankind.

At the moment, there are hundreds of refugees who have been living in Nairobi for more than a decade and the world attention keeps changing the cap due to new emergencies. Recently we watched the civil war in Libya, Tunisia and Egypt where so many internally displaced people were in great need of assistance. We watched also the coup d'état in Central Africa Republic, earthquakes in Afghanistan and civil war in Mali and consequently the humanitarian agencies were orienting their aid action there.

Since the well-wishers and aid agencies could not afford to provide relief food indefinitely, these refugees have to look for means for survival and self-reliance.

Currently no pedagogical research has been undertaken so far on how different refugee empowerment strategies from State and non-State actors can help the refugees in Kenya and respond to the increased influx of refugees. This study seeks to fill the gap in literature on refugees living in Nairobi urban area. The study shall also attempt to answer some of the questions on how and why refugees end up in urban areas and stay there, even though they are not assisted by UNHCR.

Many questions on the strategies used by state and non-state actors to empower refugees remain unanswered, despite programs to reach out to the refugees, it is evident that the process of

empowering refugees is quite slow. The study brings out how state and non-state actors empower refugees through various policies and programs to help them live sustainable lives.

The contextual experiences of refugees with state and non-state actors , especially those involved in refugee programs is beginning to be researched but remain largely unarticulated. How has the refugee programs initiated by these actors impacted on their empowerment? What are the implications for refugee empowerment, social emancipation and advancement? These questions are crucial and will be part of the core concerns of this study.

1.3 Research Questions

The study seeks to answer the following questions in achieving its objectives:

- i. What specific infrastructural arrangements have the State and non-State actors laid down to cater for the increasing influx of refugees?
- ii. How do the State and non-Stat actors strategically respond to the socioeconomic needs of refugees?
- iii. What training and development programmes do the State and non-State actors have for refugees' empowerment?
- iv. What are the reasons behind the stand of many refugees as they refuse to live in the camps and choose to stay in towns with no UNHCR recognition and assistance?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to establish the strategies used by State and non-State actors in empowering the refugees in Kenya.

1.4.2 Specific Objectives

The specific objectives of the study were:

- i. To examine the infrastructural arrangements that the State and non-State actors have laid down up to cater for the influx of refugees.
- ii. To establish strategies used by the State and non-State actors to address the socioeconomic needs of refugees in Kenya.
- iii. To show how the training and development programmes initiated by the State and non-State actors relate to empowerment of refugees.
- iv. To find out the push and the pull factors leading the refugees to live in urban areas without any assistance from UNHCR.

1.5 Justification of the Study

The study will be of importance to the Kenyan government as its findings and recommendations there-to will constitute a guideline and a blue print of how the Kenyan government can handle the increased refugee influx, especially in urban area. The study is meant to be of significance and relevance to the refugees as well for their empowerment.

The study will be of great importance to the academicians and researchers for pedagogical purposes. It will also form a good reference base from which secondary material and literature on the subject of urban refugees will be obtained in future.

1.6 Scope of the Study

The study only covers refugees from The Great Lakes Region, living in Nairobi and members of Tushirikiane Afrika Trust/TUSA. The research was carried out on 177 refugees from the three countries, Burundi, DR Congo and Rwanda, and 10 programme Directors of TUSA. The core mission and ideals of Tushirikiane Afrika are found in this statement: “Encouraging those who experience the hard life, violence, and fear to become promoters of a more human, more just and responsible society based on the recognition of the dignity of every person.”

1.7 Limitations of the Study

The researcher will not cover the empowerment strategies rendered by all agencies in Kenya towards refugee, hence will be limited to Tushirikiane Afrika/TUSA. The study will focus on the refugees who are willing to answer our interviews or questionnaires since many political refugees are very suspicious about releasing information to people they do not know very well. They actually fear to face forceful repatriation or disappearance, as were reported some individuals cases in Uganda, Zambia and even here in Nairobi.

The researcher will be working and studying, thus the time for research will be limited, and again financially constrained since the study requires money for transport, snacks, typesetting and binding the project.

1.8 Delimitations

The study will be limited to the staff and a sample of refugees members of Tushirikiane Afrika whose head office is in Nairobi, South C and where the researcher has easy access.

1.9 Definition of key terms

Refugee – A refugee is any person who is outside his/her country of origin and unable or unwilling to return there or to avail him/herself of its protection, on account of a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular group, or political opinion.

Empower is to give somebody the power or the authority to act

Empowerment –is a process by which women and men in disadvantaged positions gain increased access to knowledge and resources, which enable them to gain confidence in analyzing their situation, increase their control over their environment and take an active role in making decisions on issues which affect their lives (Mohamed, 2006).

Strategy – a plan designed in a skillful way to attain one or more of the organization's goals.

Strategy results from the detailed strategic planning process.

State actors – Governmental agencies officials of the country hosting various immigrant and refugee populations, whose task is to register, accept and care for refugees.

Non-State actors – Non State actors are professionally-staffed organizations aiming at contributing to the reduction of human suffering and to empowerment of marginalized groups (refugees)

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter deals with the review of the related literature on refugees empowerment strategies laid by State and non-State actors. The review dwells on the factors identified for investigation in the study, namely the concept of refugee and empowerment, the refugee empowerment, the role of non-State actors in refugee empowerment, the role of State actors in refugee empowerment, the empowerment strategies by State and non-State actors, the theoretical and analytical framework, and the conceptual framework.

2.2 Refugees

The United Nations (1951) defines a refugee as a person who "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of that country." For government officials, the key clause in this definition is well founded fear of persecution. For social scientists, the significant fact about refugees is that they break ties with their home state and seek protection from a host state through migration. If they cross an international border they become refugees, if they remain within their homeland they are displaced persons.

The impetus for UN action in 1951 was the reconstruction of Europe in the aftermath of World War Two, particularly the 7 million Europeans unable to return to their homelands (Marrus, 1985). Until amended in 1967 the resulting convention did not cover refugees in the rest of the world. During the interim, the foreign policy significance of refugees for developing countries

and their numerical importance in developing countries increased (Zolberg et al., 1989), signaling the mix of political and demographic factors that gave rise to nominalist and realist perspectives, respectively.

Early studies believed that refugees and immigrants had different motives for leaving a homeland (Kelly, 1977). Contemporary research on Salvadorans continues in this vein. There is evidence that Salvadoran flight results from political violence (Montes 1988, Stanley, 1987), but also economic crisis and family reunification (Chavez et al., 1990). From a nominalist perspective, this approach overemphasizes individual psychology and neglects the state interests served by distinguishing political from economic migrants (Bach, 1987).

Populations likely to flee political persecution include ethnic minorities, armies engaged in civil war and elites with ties to foreign powers (Richmond 1988). Yet such typologies are still founded on the problematic distinction between economic and political migrants. Political conditions can cause migration when they result in deteriorating economic conditions, such as occurred with dictatorial looting in Haiti and state dependent development in the Dominican Republic (Grasmuck & Pessar, 1991).

Analyzing the globalization of social conflict to explain forms of political violence is the most recent innovation in refugee theory (Zolberg, 1981). This approach has the value of making sense of economically irrational cases of middle class expulsion, such as the Jews from Spain in the 1490s and ethnic Chinese from Vietnam in the 1970s. Because the political factors in refugee crisis are now better understood, analysis focuses on the politics of obtaining protection from one's native state or residence in a host state, thus blending realist and nominalist perspectives.

2.3 The concept of Empowerment

Empowerment has its roots in popular education as advocated by Freire (1970) and the feminist movement of the 1980's. Empowerment in the contemporary world is a term or concept found within the Rights Based Approach (RBA) among others. Within the RBA framework, Boesen and Martin (2007) talk of empowerment as one of the concepts where the central dynamic is about rights holders and duty bearers. Marginalized people are treated as rights holders and active participants to their own development while service providers bear the duty to support marginalized people out of their predicament. Within this framework, the aim is to identify the major barriers to success and deal with them. Empowerment then is about duty-bearers meeting their obligations to enable right holders to claim their rights. According to Boesen and Martin (2007), empowerment in this sense removes charity or welfare by emphasizing rights and responsibilities. They argue that RBA focuses on participation and empowerment of the poor and their right to hold governments and other responsible actors accountable and in this way it legitimizes and supports the struggle of poor people to secure the full spectrum of their rights.

Empowerment has become applicable in many disciplines such as education, psychology, health, study of social movements, community development, organizations, management, and economics among others. Within these different disciplines, the term empowerment is perceived differently. Page and Czuba (1999) suggest that a clear definition must be provided for each project in order to enable formulations of measures of success so that the effect of empowerment can be easily observed or measured after the implementation of such programmes. Luttrell, Quiroz, Scrutton and Bird (2009), also reiterate that failing to clearly define empowerment weakens its value as a tool for analysis or as an agent for change.

Spreitzer (1995), in a study on psychological empowerment in the workplace, identifies and validates psychological empowerment's multidimensional nature. Psychology deals with the human mind, thought and emotions and is influenced by external factors and environments that individuals may not have control of. Resettled refugees come from troubled environments and have a lot going on in their minds, thoughts and emotions. Service organizations that work with refugees require skills that build psychological empowerment among other things.

Chamberlin (2010) argues that within the health sector in the United States of America, many organizations mention empowerment in their plans but the lack of means to measure the level of empowerment makes it difficult to determine whether the operations of those organizations that mention empowerment are any different to those organizations that do not mention it. One therefore wonders whether empowerment is a measurable outcome or an observable outcome, and if so how can it be reported in development programmes.

2.4 Refugee Empowerment

Refugee empowerment is undoubtedly one of the aims of some UNHCR programs, and does in fact underpin the Refugee Aid Development (RAD) approach. RAD programs should attempt to build refugees' capacity to be 'agents of development,' ensuring participation in local livelihoods systems, markets and decision-making spaces. This process of empowerment would, in an ideal form, best achieve the shift from a 'care and maintenance' paradigm to a development process (UNHCHR, 1999).

A process of empowerment for refugees relies on shifts in power relations, recognizing the constraints on refugee rights, and allowing refugees access to decision-making and input into policy development and implementation. Refugee empowerment is a complex process, while a

necessary objective for organizations involved with refugees. As such, recognizing the potential for or obstacles towards refugee empowerment in certain settings could be framed through analyzing the rights and relationships refugees have to local, national and international actors. As such, this would require recognition of the degree of fulfillment of refugee rights, according to the principles of the 1951 Convention, in the hosting context, and the relationships of refugees to local communities and officials, national officials and international actors.

RAD programs do in fact require a process of refugee empowerment, but to transform this discourse from a language that, in the case of the SRS, was dissonant with the actual processes and outcomes, to a realistic and effective objective, the obstacles and opportunities to refugees' rights and relationships need to be recognized. Understanding immigrant and refugee experiences and cultural competence are essential in the assessment process. Through assessment, service providers must evaluate immigrant and refugee families' resources for social, economic, and cultural integration; discriminate between realistic and unrealistic immigrant and refugee expectations; evaluate families' problem-solving abilities, both past and present; explore family functioning within the context of the immigrants' and refugees' heritage; identify the transferability of work skills; and most importantly, gauge families' learning capabilities and motivation for adaptation (UNHCHR, 1989).

2.5 The Role of Non State actors in Refugee Empowerment

Non state actors such as Non-Governmental Organizations (NGOs) are professionally-staffed organizations aiming at contributing to the reduction of human suffering and to the empowerment of marginalized groups including the refugees (Streeten, 1997). They do this in various ways which include funding projects aimed at the empowerment of refugees, engaging

in service provision and capacity building, contributing to awareness, and promoting the self-organization of various groups (Baccaro 2001). According to Desai (2005), NGOs have an important role to play in empowering refugees, and are therefore expected to meet their welfare. Desai (2005) accounted some role and functions for NGOs, such as counseling and support service, awareness raising and advocacy, legal aid and microfinance empower refugees in a great way. These services help the refugees to achieve their ability, skill and knowledge, and take control over their own lives and finally become empowered. On the other hand, Stromquist (2002) noted three major role of NGOs in empowering refugees which include: Service delivery (for example relief, welfare, basic skills); educational provision (for example basic skills and often critical analysis of social environments); and public policy advocacy.

Baccaro (2001) shows how particular NGOs can promote the organization and “empowerment” of the refugees, particularly poor women, through a combination of micro-credit, awareness-raising, training for group members, and other social services. Empowerment is the ability of individuals to gain control socially, politically, economically and psychologically through access to information, knowledge and skills; decision making; and individual self-efficacy, community participation, and perceived control (Rappaport, 1987; Zimmerman and Rappaport, 1988).

In the long term, the aim of NGOs is to promote sustainable refugee empowerment through activities that promote capacity building and self-reliance. Langran (2002) mentioned that NGOs through capacity building help to sustain refugee empowerment. NGOs are often created in order to expand the capacities of people (Korten 1990). Furthermore, NGOs are praised for promoting self-reliance and empowerment through supporting refugee groups and relying on participatory processes (Korten, 1990; Clark, 1991).

On the other hand, sustainable empowerment has emerged over the past few decades as an important paradigm for refugee empowerment. However, as Bradshaw and Winn (2000) have noted, sustainability is rooted largely in an environmental approach, particularly in the industrialized countries. But, the goal of sustainable empowerment is to find a balance between three pillars - social, economic and environmental – of communities (Sneddon, 2000). The Rio Conference interpreted sustainable development as a single process with three dimensions. In addition, the Johannesburg Plan of Implementation defined it as three distinct processes, of “economic development, social development and environmental protection— as interdependent and mutually reinforcing pillars” (United Nations, 2002). These dimensions were originally introduced with the aim of identifying areas in which social, economic and environmental goals are interrelated (Holmberg and Sandbrook, 1992). However, these dimensions of sustainable development have done little to reduce the complexity of the concept but has itself introduced a contradiction.

Hibbard and Tang (2004) in their study in Vietnam noted the importance of NGOs’ roles in sustainable empowerment. One of the roles was that NGOs balance the social, economic and environmental factors in promoting sustainable empowerment. Another important role of NGO that they discovered was decentralization of the central government which helps the local communities to acquire more power in order to make their own decisions. But, sometimes the local communities lack specialists to do professional work and resources that are important for the particular projects. In this situation, NGO assists local staff with drafting sustainable development plans that are functional under the umbrella of a central government policy.

2.6 The Role of State actors in Refugee Empowerment

The United Nations 1951 convention clearly states the responsibility of host governments towards refugees. All individuals have fundamental rights to live at any destiny if feel threaten by governmental persecution. However it is the country of asylum that determines who receives such status. Refugees should be accorded welcome, be able to move freely, have access to work and have access to education like nationals. However, these opportunities are denied to refugees in most cases to discourage them from residing permanently in host countries. This attempt is aimed at encouraging the refugees to repatriate back to their country of origin. The movement of refugee to host countries places pressure on the economy and other social systems of host receiving countries. The de-facto nature of their movements usually forces host countries to rethink and create a statutory body to control the influx of these refugees. The country hosting refugee population experiences its share of the problems as well. It must firstly open up its border allowing the influx of refugees from their original country of stay and subsequently providing a parcel of land befitting the size of said population (Jacobsen, 2005).

Most African States will not openly refuse the refugee influx due to the humanitarian nature involved but as a matter of fact, host countries suffer immensely in many categories. For example, existing schools may be overcrowded in some instances, because of large influx of refugee children into their schools systems, thereby overstretching the capabilities of the teachers as well. Another issue that is of concern has to do with the unrestrictive use of the environment where large refugee populations tears down the forest for firewood, farmland and for building purposes. There is lack of proximity for refugees to easily acquire jobs. Even the very few that are qualified for jobs may suffers from xenophobia because of their status as refugees (Jacobsen, 2005). A major obstacle to the reception of refugees by most developing countries is attributed to

the “limited capacities of their national economies” (Jacobsen, 2005). Most developing countries are not in the position to contribute towards the demands of refugee problem. In the initial stages of the influx of refugees into host nations, it is usually the government of host nations that starts the process of aiding the refugees before extending invitation to humanitarian and relief agencies (Jacobsen, 2005). Some developing countries do not have a clear policy on the treatment of refugees. The fate of refugees remains diametrically opposed in different directions as some of the developing countries hosting refugees are themselves refugee producers for other countries. On the contrary, there exists no commonality in the reception of influx of refugee between developing countries and countries of the north. The countries of the north have allocated resources and modern technology that makes it difficult to allow refugee influx as compared with developing countries that lacks these basic requirements (Ager, 1999). With regards to the relationship existing between refugee and host nation, both parties find themselves in a decisive state. The refugee is concern with his safety as well as survival strategy whereas government planners and policy makers are confused about the objectives and approaches towards the problem: should the new comer be allowed to assimilate, adapt or integrate? Should the newcomer be aided with the technicalities involved for becoming a part of the general society or will the refugee be indoctrinated into a new society at the same gripping on to familiar traditions? (Katzki, 1978). Government policies usually dictated by economic and political considerations often changed and are difficult for the newcomer to understand. Frequently, new demands on migrants are made without sufficient explanations in understanding language. (Katzki, 1978). From all indications most refugees seeking asylum in a foreign country within the African context are those from the rural areas. Most of these people have limited education and exposure since most of the communities they originate from do not necessarily provide as

much opportunity for education or advancements. There are also refugees who are educated and can easily differentiate between lines without much distinction.

Most refugees in an asylum country are sometimes privileged to benefit from packages or organized schemes from local, international organizations or governmental agencies with oversight responsibilities on disaster management. The task of accepting and caring for refugees have been a serious point of concern as it relates to most host countries. However, the UNHCR and other Non-Governmental Organizations are partners in the refugee's assistance programs and thus are working in fulfilment of the UN charter on refugees and cannot protect refugees as expected. It is usually the responsibility of the authorities of host nations to provide security for refugees within their respective borders. In most cases, refugee camps or transit centres in host countries are closer to borders of the escapee's original country and this may not actually favor the safety of the refugee since there may be cross border raids which may be at the detriment of the refugee. There exists an arbitrary behaviour by nations to frustrate the attempt of refugees from the very beginning since they may not be in the position to uphold their status of protecting refugees (Amnesty International, 1997).

2.7 Empowerment Strategies by State and Non State actors

2.7.1 Refugee Rights Advocacy

There has traditionally been a tendency amongst humanitarian organizations to approach the issue of livelihoods and self-reliance from a technical perspective, focusing on the effective design and implementation of initiatives such as income generating projects, micro-credit programmes, agriculture, and vocational training programmes. While this technical perspective

is important as is the question of financial resources, there is also a need to link the question of livelihoods with the issues of rights and protection (Crisp, 2003).

This philosophy is also reflected in the UN Secretary General's report "In Larger Freedom". The SG has given this title to his report not only to stress the enduring relevance of the Charter of the UN and to emphasize that its purposes must be advanced in the lives of individual men and women, but also to encapsulate the idea that development, security and human rights go hand in hand (UN General Assembly, 2005). As stated in the OHCHR Draft Guidelines, A Human Rights Approach to Poverty Reduction Strategies, most of the salient features of the human rights normative framework can contribute to the empowerment of the poor.

These features include the notion of accountability, the principles of universality, non-discrimination and equality, the principle of participatory decision-making processes, and recognition of the interdependence of rights (OHCHR, 2002). Should refugee protection be seen in minimalist terms? In other words, should refugees just enjoy physical security and provision in their basic material needs, or should refugee protection also include access to a basic livelihood? The answer to this question can't be other than: "Yes". Indeed, right-based and livelihood approaches can be seen as complementary: respect for refugee rights can improve the establishment of livelihoods.

However, research by Jacobsen (2005) has shown that many refugees cannot establish or maintain their livelihoods because they cannot exercise the rights to which they are entitled under international human rights, humanitarian law, and/or refugee law. Often, refugees suffer from the absence of civil, social and economic rights including freedom of movement and residence, freedom of speech and assembly, fair trial, property rights, the right to engage in wage

labour, self-employment and the conclusion of valid contracts, access to school education, access to credit; protection against physical and sexual abuse, harassment, unlawful detention and deportation.

As argued by Durieux and McAdam (2004), there is no doubt that a large number of states - no matter how good their intentions - lack the resources to immediately grant the full range of the 1951 Refugee Convention rights to sudden large influxes of refugees. It is a sad but common feature of mass influx situations that refugees are denied many of the economic and social protections stipulated by the Convention. Nevertheless, Durieux and McAdam (2004) continue by stating that while some rights restrictions may be justifiable during the initial emergency phase of a mass influx, protection should, in the spirit of the Convention, improve over time rather than stagnate or deteriorate.

A number of examples are given below which illustrate both the negative impact of restrictions and the positive impact of respect for refugees' rights on refugees and their ability to rebuild their livelihoods. In a study of refugees in Cairo, Sperl (2001) argues that solid post-primary and training programmes must be a matter of priority as it is the only way to enable refugees to maximize their potential so they can compete adequately in the labour market, build a more secure future wherever they may go and compensate for the disadvantages their status usually entails. By depriving refugees from access to education, refugees will lack the means to a better life for their children in any future durable solution. Education is a way to prevent the recurrence of violence and to create economic opportunities that allow refugees to become self-reliant, both in their situation as refugees and in the event of a durable solution.

An example of a success story in promoting refugee livelihoods is the Uganda Self Reliance Strategy (SRS). This strategy drawn up by the Government of Uganda and UNHCR has as its overall goal to improve the standard of living of the people of refugee hosting districts, including the refugees. In this regard, the Government of Uganda has among others, provided refugees with agricultural land with the objective of making them self-sufficient pending a durable solution. As a result, refugees in the refugee hosting districts have progressively become productive members of their communities and have to some extent contributed to the overall development and poverty alleviation of host districts. Moreover, the SRS has also contributed to a change in attitude among refugees and the host communities from free handouts to self help and capacity building, and peaceful co-existence between the two communities. The provision of land and opportunities to refugees in the refugee hosting areas under the right of use for the time refugees are in exile, is seen as instrumental in the refugees' progress towards self-reliance and the improvement of their livelihoods.

More recent research by Sebba (2005) in Uganda confirms that access to land and the right to use it is essential for the livelihoods of rural communities. The situation of urban refugees living in Uganda's capital Kampala is less conducive. According to Macchiavello (2003), an estimated 15,000 refugees live in Kampala but are unable to fully use their skills for the benefit of their families or the Ugandan economy. This is mainly caused by the failure of Ugandan law to give refugees legal rights to work. It is hoped that the Ugandan Government's new refugee policy which is aimed at finding durable solutions to refugee problems by addressing refugee issues within the broader framework of government policies, will tackle some of the limitations to refugee livelihoods outlined in Macchiavello's (2003) research.

2.7.2 Provision of education

Education is a part of many services rendered in a refugee settlement wherever they are found, whether in industrially developed or developing countries; education relates to their past, present and expected social and economic roles. According to Asiedu, cited in AHEAD Annual report (2001), individuals in refugee camps will need to be equipped with skills that will enable them cope with the future they will face when they return, as well as with skills that will help them sustain their lives during the periods they exist as refugees. Education is the process by which people acquire knowledge, skills, values, attitudes and moral behaviour. Teachers are the transitional framework and the main agencies of education. They provide organized periods, classrooms timetables, teaching methods, curriculum, evaluation techniques and certification (Talabi, 2005). The word “youth” has been used interchangeably with adolescent or young people. In some settings all could mean the same thing but occasionally sometimes different depending on the context in which they are used. A youth is considered as anyone between the ages of 15-25 whilst a child is considered as a person below the age of 18.

During war or hostilities where people have to flee for their lives, survival strategy becomes an alternative. Even in a new setting, the process of education becomes abating if not secondary. The issues of settlement, acquisition of food and other domestics for survival of course constitutes the first line of thought. Even if schools issues were to be made mention of, it is of course the refugees, mainly children that would be given the first priority. There is a great importance for education in a crisis situation, its psychosocial and pedagogic skills are important for those of school going age especially children. This may in a way engender a new sense of direction in regaining normalcy towards a new future and inculcating into them the relevance of education in their life as humans (Sinclair, 2001).

The absence of education strikes a great blow on refugee and displaced youths and children. Where there is no education and the children or youths are isolated, traumatizing memories prevail and a possible nightmare of fears and violence may be a part of their lives (Mitler, 2000; Sommers, 1999). Education for refugees is necessary because it helps them in alleviating stress, and gives them hope and more information on how best to be prepared to meet their daily challenges. Also it serves as an information base for the new environment and its cultural orientation. In all life, education is light and this light illuminates the path to developmental success of which a refugee is no exception. Under these perspectives, education can be considered as the single most developmental aspects that promote cultural and environmental concerns (Malakpa, 2005). Parents may have the urge to educate their children but because of the difference of locality that they find themselves in, it may be quite frustrating as they may not be in the position to acquire work because of their status as refugee. This syndrome of not been able on the part of parents serves as a moral impediment. However, in a bid of sustaining the family, the children could be used as child laborers by selling portion of relief items collected by families for money as a means of purchasing additional items that the family may be in need of (Mitler, 2000).

2.7.3 Provision of Basic Needs

The life of being a refugee is quite difficult and challenging. The task of completing all the life processes at a place of refuge can be considered frustrating for a person victimized by conflict or a natural disaster. A refugee or internally displaced person is one considered to have lost all or almost all personal belongings because of the manner they escaped. According to Jacobsen (2005), when people flee their home in conflict zones, they have often lost everything that enables them to earn their own living. However, it is worth noting that some refugees or IDP's

may be in possession of some valuables at the time of escape but the said valuable may not make up for the length of time the refugee/displaced person may be taking refuge. Relief and international aid agencies are always available during the emergency period to provide some level of food, shelter and clothing for the disgruntled wanderers. Such provision marks the beginning of the refugee experience as to how to satisfy other economic problems. The refugee must have to provide for other basic needs outside the regular food ration on a daily routine for time indefinite. It may be a month, a year, decades or number of years on a protracted basis. This constitutes a serious problem for most refugees living in a place different from their home country where they have lived and able to provide for themselves (Jacobsen, 2005).

This would mean the refugee will have to get involved in some agricultural work by planting after seeking some lands from locals within host communities. In most instances, the sale of relief items cannot be excluded from the history of refugee income making machinery. Refugees are able to divide their ration in a way that some portion is sold to raise money for other activities. Some of the refugees are able to join the locals in the community by learning from them best way possible in which they can raise some income. However, as humanitarian supply to refugees runs out, there are other relief agencies that provide micro-loans and other agricultural implements to refugees. Refugees are able to use these means to solidify their economic status in the absence of full employment. Refugees are also able to make use of skills acquired from back home if possible or while living on camps to work on contractual basis as support staff with United Nations and humanitarian aid agencies. Most educated refugees are employed as teachers in the early stages at refugee camps but are able to take other positions and this provides a means of economic sustenance. This situation becomes possible by means of integration into the host society. This implies that host society must open up its tentacles to allow

refugees maximize cultural identity, education and socialization into host networks (Jacobsen, 2005).

2.7.4 Policy and Legislation

State across the world put in place policies aimed at improving the livelihoods of the refugees they host. US federal expenditures on Cuban refugee resettlement totaled \$1.3 billion between 1962 and 1980 (Taft et al., 1980). However, the definitive study of the Cuban enclave discounts state intervention as an important factor in the adaptation process (Bach, 1985). The Cuban resettlement program dispersed the refugees, thus inhibiting the development of economic ties. It was the unplanned return of Cubans with savings to Miami that increased capital formation (Portes, 1987). Nonetheless, Cubans' benefited from state assistance, although the gain was not in opening businesses but in professional retraining (Pedraza-Bailey, 1985).

Cross-national research on refugee resettlement indicates a much greater role for state intervention. States structure the adaptation of international migrants in uniquely national ways, as evidenced by the diversity among resettlement programs for refugees throughout the world (Chantavanich & Reynolds, 1988). Comparison of these programs reveals how states create multiple forms of social citizenship by matching types of international migrants to types of rights (Majka, 1991). The historical context of the migration and variation in state structure determines if the welfare state or the nation-state becomes the core institution managing the incorporation of refugees (Hein, 1992).

State-society relations also affect the adaptation of immigrants. During the early twentieth century, a homeland's status as colony or independent nation influenced Asian immigrants' treatment in the United States (Chan, 1990). Contemporary citizenship requirements in Western

Europe and North America result from the role of nationalism in the founding of the nation-state and the prior existence of a colonial empire, among other variables (Brubaker, 1989). Immigrant associations flourish in countries with a federalized social welfare system and a policy of encouraging immigration (Jenkins, 1988). Countries with few laws licensing self-employment, and national rather than local (or non-existent) policies promoting minority businesses, provide the greatest opportunities for immigrant entrepreneurs (Waldinger et al., 1990). The state's unique relationship with refugees is a subset of its larger function of reproducing the social order.

2.8 Theoretical and Analytical Framework

2.8.1 Assimilation theory

Portes and Zhou's (1993) segmented assimilation theory posits three patterns of immigrant adaptation into a new society: The straight line theory of upward mobility in which newcomers assimilate into the Caucasian, middle-class majority; upward mobility and ethnic solidarity found in successful ethnic enclaves that have established themselves through government and social policies; and a third unsuccessful pattern consisting of a downward spiral resulting in assimilation into poverty, often in an inner city underclass. Portes and Zhou noted that refugees are less likely to blend than their predecessors because of their racial and ethnic origins. Without significant social and economic support, recent refugee children and youth are especially vulnerable to this unsuccessful pattern of acculturation. Extending their earlier work, Portes and Rumbaut (2001) posited three contextual factors on which segmented assimilation patterns are dependent: The pace at which children and parents acculturate, cultural and economic barriers confronted by immigrant youth, and resources (family and community) available to manage the barriers.

Portes and Rumbaut (2001) further expand segmented assimilation theory by specifying the factors that influence these disparate outcomes. They identify human capital, modes of incorporation into the host society, and family structure as the relevant background factors that shape the experience of the first generation. These, in turn, affect the relationship between the type of acculturation experienced by immigrant parents and the type experienced by their children. Portes and Rumbaut view this relationship as central to the outcomes of the second generation. When parents and children acculturate at a similar pace and in similar ways, this is considered consonant acculturation. When children acculturate faster or more completely than parents, this is considered dissonant acculturation. According to Portes and Rumbaut, this last type of acculturation leads to parent-child conflict and a breakdown in communication between the generations. Because it diminishes parents' ability to guide and support their children, they see dissonant acculturation as a major risk factor for downward assimilation among the second generation. Thus, the relationship between parents' and children's acculturation is considered important because it influences the family and community resources available to support children, who confront numerous challenges in adapting to life in the host society.

2.8.2 Bio-ecological theory

Brofenbrenner's (2005) bio-ecological theory of human development helps to better explicate the contextual factors articulated by Portes and Rumbaut (2001). Brofenbrenner's (2005) theory states that human development is a consequence of an individual's personal attributes (for example, biological, cognitive, emotional, and behavioural characteristics) and the environments or contexts in which an individual lives. Brofenbrenner characterizes the environment as a system of five nested structures operating as systems both within themselves and in relation to each other: The first and innermost structure is the individual; The second structure, labeled as

the micro-system, is the immediate “proximal setting” with which the individual interacts directly (for example, family, the school, teachers, friends, and objects/ symbols / processes of the home). The third is the meso-system consisting of the environment in which two or more micro-system settings interact (for example, interactions and relationships between the home and the school). The fourth structure, the exo-system, influences an individual’s behavior and development yet is composed of contexts in which a developing individual is not directly involved. The fifth and outermost structure which is most removed from the individual is the macro system which is the level of cultural ideologies, macro-institutions, laws, and public policies that impinge on the individual (for example, policies from ministries of education, political or academic views on refugee integration).

These five systems influence and shape an individual’s developmental process. Individuals, however, differ in their receptivity and response to specific environmental factors, owing to their unique characteristics and bio-psychological resources. Bronfenbrenner, therefore, conceives of learning and development as a complex reciprocal interaction between an active, bio-psychological individual and the immediate environment. Rutter (1999), drawing on Bronfenbrenner’s earlier works for his research on children who escaped from their impoverished childhoods to develop accomplished and successful lives came to the conclusion that a key component of healthy development was the cultivation of psychosocial resilience which is a combination of two factors: personal resources and social resources. Personal resources include dispositions such as maturity, self-reliance, self-understanding, and the belief that it is possible to deal well with adversity and stressful situations and to shape one’s own life. Social resources, a measure of social integration, include good, confident social relationships with family and friends, and access to support networks.

2.8.3 Acculturation theories

Acculturation theories of immigrant psychosocial well-being, adjustment, and integration; Brofenbrenner's (2005) bio-ecological theory of human development; and Rutter's (1999) theory of psychosocial resilience inform this study both theoretically and analytically. Berry, Poortinga, Segall, and Dasen (2003) define acculturation as a change in an individual or a culturally similar group that results from contact with a different culture; they make a distinction between psychological and sociological acculturation. At the psychological level, changes can occur in one's sense of identity, values, and beliefs; people may experience acculturation stress such as anxiety and depression as they try to adapt to a new culture. The sociology of immigration recognizes that outcomes for immigrant minorities (including refugee immigrants) are significantly influenced by what Portes and Rumbaut (1990) call a group's mode of incorporation, that is, the context in which immigrants enter, plays a decisive role in their process of adaptation, regardless of the human capital the immigrants may possess.

Unlike the earlier qualitative approaches to acculturation, Padilla (1980, 1987) and Keefe and Padilla (1987) presented a multidimensional and quantitative model of acculturation that relied on two major supra constructs cultural awareness and ethnic loyalty. According to this model, cultural awareness represents the implicit knowledge that individuals have of their cultures of origin and of their host cultures. Included in this knowledge are such things as proficiency of the languages of each culture, knowledge of significant historical events that have shaped the cultures, understanding and appreciation of the artistic and musical forms of the cultures, and standards of behavior and values that have shaped how persons conduct themselves. If individuals show more knowledge of their heritage cultures than they do of the new contact cultures, the model holds that they are less acculturated; similarly, if the persons possess more

knowledge of the host cultures, then they are more acculturated. Ethnic loyalty, on the other hand, is dependent on the self-ascribed ethnicity of the individuals, the ethnic group membership of their friends, and preferences for such things as recreational activities.

Padilla et.al., (1987) showed that cultural awareness declined from the first (immigrant) generation to the fourth generation of Mexican origin respondents. Furthermore, the steepest decline in cultural knowledge occurred between the first and second generation. However, an important discovery was the finding that ethnic loyalty to the culture of origin remained consistently high from the first to the fourth generation. In other words, although the Mexican heritage individuals possessed limited implicit knowledge of the culture of their grandparents by the third or fourth generation, they still held on to their Mexican heritage identity. In identifying with their Mexican heritage, they preferred friends of the same ethnicity and preferred to engage in Mexican-type activities. These findings have been replicated in other studies with Mexican Americans (Arbona, Flores, & Novy, 1995; Montgomery, 1992) since first being reported by Padilla in 1980.

2.9 Conceptual Framework

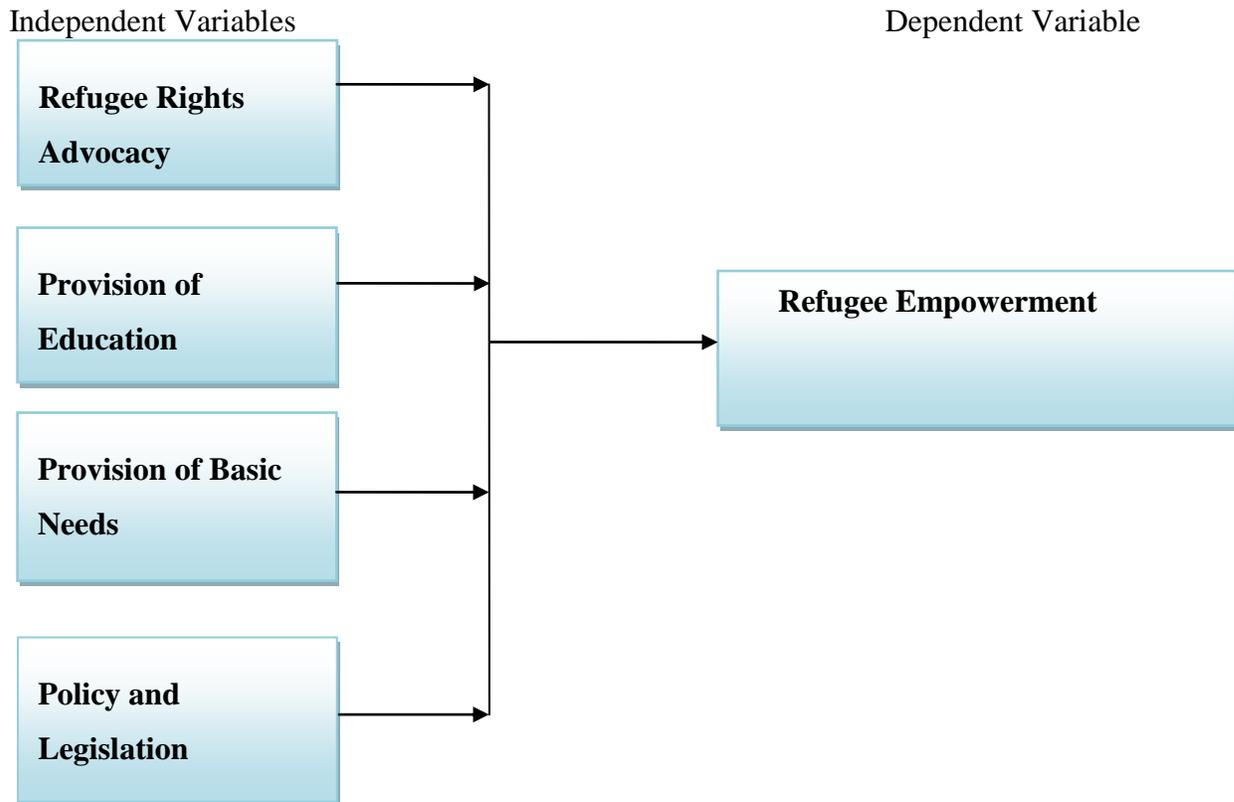


Figure 2.1: Conceptual Framework

The conceptual framework presents the variables in the study which contributes to refugee empowerment, these variables are the independent variables and they include: Refugee rights advocacy, Provision of education, Provision of Basic Needs and Policy and Legislation. The dependant variable in the study is refugee empowerment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology that was used during the study. It describes: research design, target population, sample and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedure and data analysis techniques.

3.2 Research Design

A research design can be defined as the structure of the research. It is the core of all the different aspects of any research (Mugenda & Mugenda, 2003). Orodho (2003) asserts that a research design is a plan of all the conditions and elements for the collection and analysis of data in an objective manner that is in line with the research aims. It provides a framework within which research is done. This study was conducted as a descriptive survey since the researcher intends to obtain information that describes refugee empowerment by both state and non state actors.

3.3. Unit of analysis and units of observation

The unit of analysis, also called the unit of statistical analysis, refers to those units that we initially describe for the purpose of aggregating their characteristics in order to describe some larger group or abstract phenomenon. Units of analysis are therefore the individual units about which or whom descriptive or explanatory statements are to be made (Mugenda and Mugenda, 1999). In this study, the units of analysis are the strategies used by state and non-state actors in empowering the refugees.

The unit of observation can be defined as the subject, the object, the item or an entity from which the characteristic is measured or the data required in the research is measured. This unit of

observation can be an individual person, a house, all pupils in a class, an animal, etc (Mugenda and Mugenda, 1999). In this study, the unit of observation is one member in a household, capable to read and write, and the 10 program directors.

3.4. Target Population

Population in statistics is the specific population about which information is desired. According to Field (2005), a population is well defined as a set of people, services, elements, events, and group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. In this study, the population needed is the refugees from the GLR living in Nairobi and members of Tushirikiane Afrika/TUSA. At the moment, the report of end of November 2012 gives us a population of 4,555 distributed in 887 families that include 52 Burundian families, 509 Congolese families, and 326 Rwandan families supported by TUSA (TUSA, 2012).

3.5. Sample size and Sampling Procedure

Stratified Sampling method was used to sample the refugees who participated in the study. The sample was stratified according to refugees' countries of origin. Taking 20% of the population in each population stratum enabled the researcher will achieve a desired representation from the groups in the population strata and also to ensure greater accuracy in the findings. The sampling technique produced estimates of overall population parameters with greater precision. The sample size consisted of a total of 177 refugees supported by TUSA. These refugees will be chosen at their monthly meeting based on the principle of first come first served and one person will be served per family. The program directors were purposively sampled since they are involved in refugee empowerment programs and hence they have information on the strategies

used to empower the refugees, a total of 7 program directors participated in the study. The sample size is indicated on the table 3.1 below.

Table 3.1: Sampling of the respondents

Population Strata	Population	Sample %	Sample size
Burundian Refugees	52	20%	10
Congolese Refugees	509	20%	102
Rwandese Refugees	326	20%	65
TOTAL	887	20%	177

3.6. Data Collection Procedure

The study used primary data. The main instruments for data collection were structured questionnaires and interview guides which allowed for uniformity of responses to questions. The questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items were used. Questionnaires allow a greater uniformity in the way questions are asked, ensuring greater compatibility in the responses. A five point non-comparative Likert scale was used for the closed ended questions, the intent of the Likert is that the statements represent different aspects of the same attitude (Brace 2004). Likert scale is simple to construct, and is easy for the respondents to read, understand and respond

appropriately to the statements put across. The Likert scale also enhances the production of highly accurate results during analysis.

Interviews were also held for the programme directors. These were the oral interviews held in their offices using both close ended and open-ended questions to allow for individual variations. The interviewer collected information personally from the sources concerned by asking questions in a face-to-face contact to the other person. The researcher opted to carry out the interviews in a structured way with a set of questions bearing in mind that unstructured interviews are time consuming.

Direct observation was also used to obtain first-hand information through participant observation as the researcher is a volunteer within TUSA. Under observation method, the researcher pretends to be a member of the group being studied and get the first hand information without asking the respondents. Observation was used to know the different activities the refugees are engaged in and to describe their settings.

Before initiating the actual survey, two research assistants were identified to assist the researcher in administration of the questionnaires. The two assistants were briefed about the project and its objectives and then trained on the administration of the questionnaire to the subjects. The researcher has sought authorization from relevant authorities before embarking on the field.

3.7. Data Analysis and Presentation

A comparison of data collected with theoretical approaches and documentaries cited in the literature review was done. Further, data obtained from various respondents were compared against each other in order to get more relevant on the issues under study. Data was checked for

completeness, accuracy, errors in responses, omissions and other inconsistencies. The data was then coded using numerals in order to put them in limited number of categories. The data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 17.0 and then presented in the report in the form of tables and graphs.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the analyzed data together with their interpretations. The chapter begins with the demographic information of the respondents followed by presentations, interpretation and discussions of research findings based on the research questions.

4.2 Response rate

The study had targeted refugees living in Nairobi and benefiting from the Tushirikiane Afrika Trust/TUSA programs. The researcher sampled 65 refugees from Rwanda, 10 from Burundi and 102 from Congo, in total 177. Then, a total of 100 respondents returned the questionnaires, including 48 respondents or 73.8% Rwandese refugees who completely filled and returned the questionnaires, 8 respondents or 80% of the Burundian refugees completely filled and returned the questionnaires while 44 respondents or 43.1% of the Congolese refugees completely filled and returned the questionnaires. Seven program directors out of 10 from Tushirikiane Afrika Trust responded to the interview guides, representing thus 70%. The response rates were deemed appropriate for the study.

4.3 Data Presentation

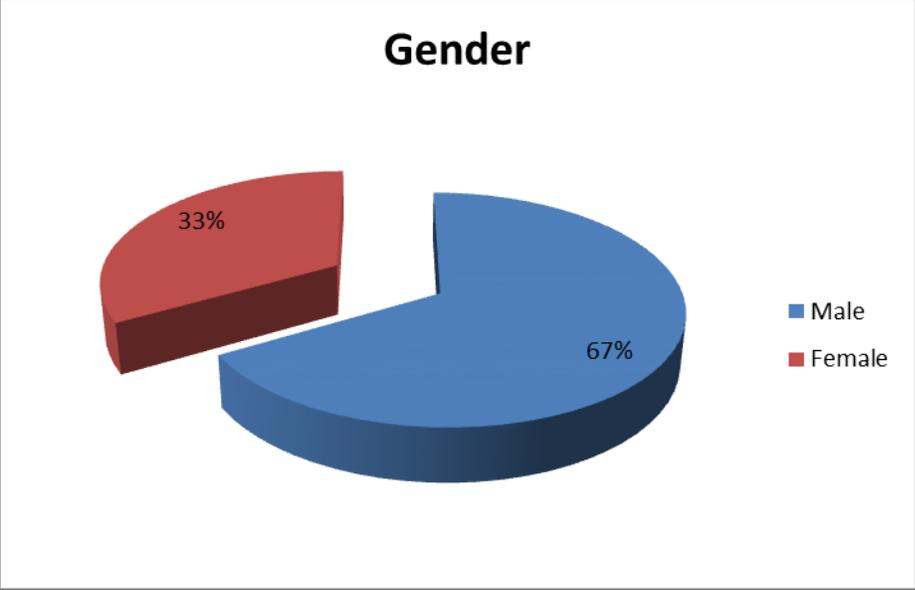
4.3.1 Social and demographic characteristics

4.3.1.1 Gender Distribution

The Figure 4.1 below presents the findings on gender distribution of the respondent refugees. From the findings, 33% were female while 67% were male. The findings imply that majority of the refugees benefiting from the Tushirikiane Afrika Trust Programs are male. The gender

distribution was also deemed appropriate for the study as the opinions and perspectives of female and male refugees on socio-economic empowerment by Tushirikiane Afrika Trust were adequately expressed and obtained.

Figure 4.1 Gender Distribution of the refugees



4.3.1.2 Age Distribution

The researcher sought to establish the age distribution of the refugees who participated in the study, based on the findings presented on table 4.1 below revealing that none of the refugees was aged below 15 years; 54% were aged between 16-20 years while 46% were aged above 20 years implying that a greater proportion of refugees belonged to economically productive ages.

Table 4.1: Age distribution of the refugees

Age bracket	Frequency	%
Below 15 years	0	0
16 -20 years	54	54
Above 20 years	46	46
Total	100	100%

4.3.1.3 Refugees Level of Education

Table 4.2 below presents the findings on the refugees' levels of education. From the findings, a greater proportion (39%) of the refugees had College Diploma, 37% had secondary school education, and 10% had bachelors Degree while only 1% had a master Degree. Primary school leavers represent 13%. The findings imply that most of the refugees are able to engage in very productive economic activities since a greater proportion had achieved post-secondary education and therefore they could participate in various skills-oriented programs.

Table 4.2: Refugees' Highest level of education

Level of education	Frequency	%
Primary School	12	12
Secondary School	31	31
College Diploma	46	46
Bachelors Degree	10	10
Master Degree	1	1
Total	100	100%

4.3.1.4 Marital Status

The researcher sought to establish the marital status of the refugees being supported by Tushirikiane Trust Afrika. Based on the findings as presented in table 4.3, a greater proportion (72%) were single, 21% were married, 2% were separated, while 5% were widowed. The findings imply that the empowerment programs undertaken by Tushirikiane Afrika Trust incorporate refugees of different ages, social backgrounds and marital status, majority of which are still single and aim at a bright future.

Table 4.3: Marital status of the refugees

Marital status	Frequency	%
Married	21	21
Single	72	72
Separated	2	2
Widowed	5	5
Divorced	0	0
Total	100	100%

4.3.1.5 Duration of Support by TUSA

The researcher sought to establish the number of years the refugees have been supported by Tushirikiane Afrika Trust. Based on the findings presented on table 4.4, a greater proportion (41%) of the refugees had been supported by Tushirikiane Afrika Trust for a period of between 1-3 years, 15% had been supported for 4-7 years, 11% had been supported for 8-9 years, and

17% have been supported for 10-12 years while 16% had been supported for more than 12 years. The findings imply that upon being economically empowered through the Tushirikiane Afrika Trust programs, most of the refugees became self-reliant and therefore ceased from being supported by the organization programs.

Table 4.4: Duration of support by TUSA

Duration	Frequency	%
1-3 years	41	41
4-7 years	15	15
8-9 years	11	11
10-12 years	17	17
More than 12 years	16	16
Total	100	100%

4.4 Data Analysis and Interpretation

4.4.1 Infrastructural arrangement to cater for the influx of refugees

The program directors at Tushirikiane Afrika noted that the refugee situation in Kenya has affected infrastructure and development resources. During the refugee influx, border area schools were damaged when refugees slept in classrooms, burned desks as firewood, and filled latrines. Local health facilities were over-stretched. Even after the establishment of hospitals in the camps, refugees continued to make use of district and regional facilities as referral hospitals. Frequent travel of heavy relief trucks on roads built for lighter trucks combined with heavy rains were making transport exceedingly difficult. Financial resources of the organization also strained; financial partners are usually not prepared for the additional demand of infrastructure as

a result of refugee influx, and frequently the organization faced financial constraints in its effort to support the refugees.

In addition to overburdening the existing infrastructure, the refugee presence has led to the diversion of development resources to the relief operation. The diversion of resources has included local human resource capacities. Throughout the organization activities, people's time and resources were directed toward dealing with the refugee situation. With respect to human resource development, the refugee presence was also associated with an influx of some diseases. Diseases, such as measles, had been eradicated from the area years before. Others, including high-fever malaria and an intense dysentery, were resistant to conventional drugs. Skin diseases like scabies and worms were widespread and affected a large number of local children. As expected, sexually transmitted diseases also became a problem, including an increase in the prevalence of HIV/AIDS. Combined with this, there was an overstretch on the health facilities available

In response to these various negative consequences of the refugee influx on local infrastructure and development resources, the organization has partnered with international and local NGOs to initiate development projects for host communities in water, health, education, natural resources, and infrastructure. Early in the relief operation, the government and donors made a deliberate choice that Kenyan hosts would not be compensated individually for damage related to the refugee presence. Instead, they decided to pursue a social compensation approach which would benefit host communities as a whole through rehabilitation of infrastructure and improvement of social services.

4.4.2. Strategies used to address the socioeconomic needs of refugees

4.4.2.1 Identification of refugees' needs

Based on the response by the program coordinators at Tushirikiane Afrika Trust, active participation of refugees at all levels and/or structures exists during the identification of their needs, the planning of activities, their implementation, monitoring and evaluation. The refugees are not only encouraged by TUSA to take up leadership positions but also motivated to look for local solutions within the community before looking for outside solutions to their problems. This is basically done through trainings and workshops during which TUSA aims at promoting the culture of love, peaceful cohabitation, mutual respect and active non-violence among the refugee group. Refugees are given small amount of loans that they use to start a small business in order to sustain their families as there is no regular assistance in food, shelter, and healthcare allocated to the families of refugees living in Nairobi.

4.4.2.2 Educational support

Another aspect in terms of empowering refugees comes through education of the refugee child. The program directors reported that Tushirikiane Afrika Trust supports refugee children from baby class up to college level. After the completion of the college level, some young boys/girls get employed and help their own families to cater for family expenses. They also plan for their future through saving schemes. Tushirikiane Afrika Trust contributes school fees and scholastic materials to pre-primary, primary pupils and secondary school students. Assistance is also given in terms of helping parents pay school fees, buy stationeries, equipments, uniforms and shoes for baby class and primary education level. In secondary TUSA provides school fees, books, and uniforms. At college level, TUSA provides school fees, equipments, transport fees, and above all, the program takes care of the spiritual aspect of their lives by providing counseling sessions

and trainings to help children and youths updated on several issues surrounding their lives since early formation. The organization also facilitates trainings and studies for post-secondary education or vocational trainings for the dropouts.

4.4.2.3 Formation of solidarity groups

Refugees at Tushirikiane Afrika are grouped into small solidarity groups (a solidarity group being a group of refugee families living in one locality with a committee of 3 persons to help in conducting activities within the group). The key value of Tushirikiane Afrika is SOLIDARITY, meaning that each and everyone must contribute either financially, spiritually or physically. From this perspective, every refugee supported by Tushirikiane Afrika must be a member, which means everyone is well known in his/her solidarity group; hence Tushirikiane Afrika deals with ‘members’ and not with customers or clients. This is why it is very easy for TUSA to conduct its activities within the community of refugees living in Nairobi. The organization’s strategy is to get down to the grassroots’ level and ask them whether one is qualified or not to be given a loan according to the way he/she behaves (lifestyle) among others. At this point, the empowerment is achieved by including everyone in solidarity group and one has to give his or her own contribution as Tushirikiane Afrika gives only partial supports and not full support in line with assistance policy to refugees.

The coordinators reported that some of the refugees live from the small business they started through the organization’s financial aid and till now the projects are adequately run as they get from them the daily income to sustain themselves. On the other side, some of the refugees are empowered by other organizations or family members living abroad and this category of refugees do not fully depend on Tushirikiane Afrika.

4.4.2.4 Spiritual support

The organization deeply upholds and values the spirit of interreligious dialogue as well as that of ecumenism. In so doing, TUSA encourages each member to nurture and enrich his/her own faith hence ensuring that this is done in mutual respect and dignity regardless of religious affiliation or beliefs. The spiritual support entails human resources, finances and mobilization of the refugee community members. The spiritual support is given through meetings, sessions, trainings, and masses and mostly during the social and sports events organized by Tushirikiane Afrika. Whenever necessary, TUSA does call upon on well trained counselors or trainers.

The organization provides social support to the refugees by encouraging them to take what is positive from their cultures and traditions as well as be ready to borrow the positive values and traditions from the host community which is Kenya. The organization encourages them to live in solidarity and to become champions of the “common good”. Besides, the organization takes care of those who are vulnerable among refugees by providing assistance such as rent, healthcare and capitals to start small scale income generating activities.

Factors that are likely to lead to satisfactory refugee empowerment in relation to Tushirikiane Afrika Trust strategies include: Active participation and cooperation of refugees themselves, good interpersonal relationships, refugees’ determination to overcome their past and hard-hearted (trauma) experiences, understanding of policies from donors who provide financial resources for the implementation of the organization’s strategy and activities, networking with other agencies working for refugees welfare and the hospitality of local communities, churches, and other well-wisher institutions.

4.4.3 Impact of Tushirikiane Africa Trust Empowerment Programs

4.4.3.1 Area of involvement by Tushirikiane Africa Trust (TUSA)

The areas of involvement on which this study was based are the socioeconomic empowerment, the formal education, the living standards, the basic rights (Food, water, education, and shelter) and health services. The respondents were instructed to respond to the area of involvement on a 5 point Likert scale and indicate the extent they agree with these statements, that is: 5- strongly agree; 4- agree; 3= not sure; 2- disagree, 1= strongly disagree. A mean (M) score of 0-1.5 means that the respondents strongly disagreed, between 1.50 to 2.50 means they disagreed, 2.50 to 3.50 means the respondents were not sure, 3.50-4.50 means they agreed, and a mean above 4.50 means the respondents strongly agreed.

The findings on table 4.5 revealed that the refugees who participated in the study strongly agreed that TUSA is involved in Social economic empowerment (M=4.64; SD=0.9874), Formal education (M=4.78; SD=0.9074), Living standards, Economic rights (Food and Water, Shelter) (M=4.56; SD=0.9789) and Health services (M=4.55; SD=0.9665) for the refugees.

Table 4.5: Strength of agreement TUSA is involved in socioeconomic empowerment in specified area of involvement.

Strength of agreement								
Area of involvement	1	2	3	4	5	Mean	Standard Deviation	N
	VL	L	N	G	VG			
Social economic empowerment	6	9	8	34	43	4.64	0.9874	100
Formal education	4	8	7	30	51	4.78	0.9074	100
Living standards	10	8	9	29	44	4.57	0.9878	100
Economic Rights (Food and Water, Shelter)	9	10	11	28	42	4.56	0.9789	100
Health service	10	12	6	34	38	4.55	0.9665	100

4.4.3.2 Socio-economic Empowerment

The researcher sought to determine the level to which the refugees agreed with certain factors relating to socio-economic empowerment of the refugees as a result of Tushirikiane Afrika Trust programs. The respondents were therefore instructed to respond to the statements on a 5 point Likert scale and indicate the extent they agree with these statements, that is: 5-Strongly agree, 4-Agree, 3-Not Sure, 2-Disagree, 1-Strongly disagree. A mean (M) score of 0-1.5 means that the respondents strongly disagreed, between 1.50 to 2.50 means they disagreed, 2.50 to 3.50 means the respondents were not sure, 3.50-4.50 means they agreed, and a mean above 4.50 means the respondents strongly agreed.

The findings on table 4.6 revealed that the respondents strongly agreed that: The refugees have been able to get quality education and therefore get employed (M=4.53; SD=0.9874); The educated refugees are engaged in economic activities in the community (M=4.51; SD=0.9978);

The refugees have contacts (networks) with outsiders (M=4.66; SD=0.9780); The refugees have been able to uplift the living standard of their respective families (M=4.57; SD=0.9696) and that majority of youth have been able to access post-secondary education (M=4.78; SD=0.9435).

The respondents disagreed to the following statements: The refugees have better of social acceptability (M=2.47; SD=0.9172) and that the refugees have been able to exploit business opportunities (M=2.45; SD=0.9665). However, the respondents were not sure that the employed youth are giving back to the community by assisting other needy students (M=3.33; SD=0.9763) and that educated youth are involved in various development projects within the community (M=3.42; SD=0.9456). The findings imply that the empowerment programs initiated by Tushirikiane Afrika Trust are very effective at empowering the refugees socio-economically.

Table 4.6: Factors in Socioeconomic empowerment and strength of agreement that TUSA is involved in.

	1	2	3	4	5			
<i>Factors</i>	SD	D	NS	A	SA	Mean	Standard Deviation	N
The refugees have been able to get quality education and therefore get employed.	10	10	8	30	42	4.53	0.9874	100
The educated refugees are engaged in economic activities in the community	12	15	5	28	40	4.51	0.9978	100
The refugees have better social acceptability	32	36	12	10	10	2.47	0.9172	100
The refugees have contacts (networks) with outsiders	10	4	10	33	43	4.66	0.9780	100
The refugees have been able to exploit business opportunities	34	35	12	8	11	2.45	0.9665	100
The refugees have been able to uplift the living standard of their respective families.	3	6	21	30	40	4.57	0.9696	100
Majority of youth have been able to access post secondary education.	2	5	10	32	51	4.78	0.9435	100
The employed youth are giving back to the community by assisting other needy students	10	30	18	20	22	3.33	0.9763	100
Educated youth are involved in various development projects within the community	14	16	14	26	30	3.42	0.9456	100

4.4.4. Relation of training and development Programme to empowerment of refugees

Tushirikiane Afrika Trust has always encouraged the training of its members in order to have the right life skills and information. The organization always organized sessions according to the demands from the members in order to keep them updated. For the new members, they have had trainings on peaceful cohabitation, trauma healing, conflict resolution, attitude and morality, to help them go on with their lives and those of their children. Members who want to start small businesses have had trainings on project management and human resources management. These trainings help them to venture into business affairs without fear, to handle their clients and their personnel correctly and to avoid going into loss. Training in short courses up to one year such as tailoring, hairdressing, cookery; help the refugees to be skilled and to be able to do something for their survival. Other trainings are related to law such as training of paralegals and this help the refugees to know their rights as they involve themselves in their day-to-day activities, e.g. their interaction with the local authorities and the police.

4.4.5. Survival factors among refugees with no support from UNHCR

Refugees with real support from UNHCR are those who are living in the camps and can get access to free education, food, shelter and healthcare. But refugees living in urban areas can only get mandates (letters) which would help them get assistance in other organizations working for refugees. Those who do not have mandates are those new comers who are still going through the refugee identification in the department of refugees affairs (DRA). At the end of it, some refugees are able to get an alien refugee card allowing them to access to a mandate letter from UNHCR. Other refugees may be rejected and refused the alien card but the Kenya Refugee Law which was enacted in 2008 allows them to appeal in the High Court and even in the Supreme Court.

Refugees in urban areas are mostly self-employed. Refugees who came with skills from home such as dressmaking, hairdressing, immediately embarked into small business by renting places or even by starting slowly in the house where they stay. Others went through short courses allowing them to acquire the proper life skills they need before venturing into business. Those who were graduated back home went through English learning system, allowing them to do short courses such as translation, interpretation, and community work and were therefore able to work in organizations dealing with refugees or were self-employed. Those who were ordinary agriculturalists back home got involved in renting producing farms as far as Narok, Limuru and their farm produce is being sold in urban areas and markets. Many refugees are involved in small business such selling shoes, cloths, vegetables, art craft, driving buses and others quite few have even shops and supermarkets. All this is facilitated by TUSA and other organizations working with refugees who give small loans to refugees to allow them start businesses.

4.4.6. Factors encouraging refugees' urban settlement and avoidance of camp confinement

In fact, the refugee identification process is quickly done in the camps and, for that reason, many refugees first of all go to live in the camps waiting for their mandate letters and leave later for urban areas.

According to the responses from the respondents, the reasons for them to leaving the camps are that the camps are located near the borders where refugees fear for their safety and recidivist attacks as it happened in Tanzania and DR Congo where the refugee camps bordering with Rwanda and Burundi were constantly attacked by rebels and later on destroyed and refugees forced to go back home. The people inhabit so closely, in promiscuity and end up learning some bad behaviors such as smoking, drug addiction, etc.

Women are exposed to rape, early marriages or prostitution to earn money. Young men who cannot afford a dowry to get a wife are involved in rape or sleep with other men to satisfy their sexual urge. Educated people can easily get jobs with organizations working in the camps, but others who do nothing want to get it by force through robbery. The refugees have nothing else to do but to wait for their food rations once in a week and the rest of the week they develop idleness, laziness and gossiping. Some refugees from war-torn countries are traumatized and brutal that it is sometimes difficult to cohabite with them. Others were even enrolled in army in their countries of origin Therefore, killing somebody is not a big deal. The rations are not diversified and insufficient especially for big families and the camps (Kakuma and Dadaab) are located in semi arid areas which are not conducive for agriculture.

The pull factors for refugees to rush to urban areas are that people do not interfere with their neighbors, live privately and political refugees can thus live more safely. In urban areas, there are many ways of earning money by doing small businesses and odd jobs instead of waiting for the weekly rations. Refugees pursuing universities and colleges can easily do their preferred courses while sick refugees can usually visit the hospitals and get doctors of their choice

Refugees who receive donations from their relatives living abroad get easily access to the banks, Forex bureaus, and Western Union services. On overall, refugees in urban areas live like any other citizen under the law of the land, except for deep insights in Kenya cultural aspects.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

In this chapter, the researcher presents the summary of the important elements of the study, the discussion of the findings and the interpretation of the results. The chapter further presents the conclusions drawn from the research findings as well as the recommendations for improvement and the suggestions for further research.

5.2 Summary of the findings

The purpose of the study was to establish the strategies used by State and non-State actors in empowering the refugees in Kenya, based on a case study of Tushirikiane Africa Trust (TUSA). The study was guided by the following specific objectives: To examine the infrastructural arrangements that the State and non-State actors have laid down to cater for the influx of refugees; to establish strategies used by State and non-State actors to address the socioeconomic needs of refugees in Kenya, to show how the training and development programmes initiated by State and non-State actors relate to empowerment of refugees; and to find out the push and the pull factors leading the refugees to live in urban areas without any assistance from UNHCR..

The findings of the study revealed that as a result of Tushirikiane Afrika Trust programs , the refugees from the Great Lakes Region have been able to access and get quality education and therefore get employed (M=4.53; SD=0.9874); the educated refugees are engaged in economic activities in the community (M=4.51; SD=0.9978); the refugees have contacts (networks) with outsiders (M=4.66; SD=0.9780); the refugees have been able to uplift the living standard of their

respective families ($M=4.57$; $SD=0.9696$) and that the majority of youth have been able to access post-secondary education, mainly vocational trainings ($M=4.78$; $SD=0.9435$).

Tushirikiane Afrika Trust/TUSA is working towards active participation of refugees at all levels/structures during the identification/assessment of their needs, the planning of activities, the execution and evaluation of the program as a strategy towards the empowerment of the refugees. This is being achieved through encouraging the refugees to take leadership positions and also motivating them to look for local and home grown solutions within the community before looking for outside solutions to their problems. Empowering refugees is done through trainings and workshops during which the organization promotes the culture of love, peace, reconciliation, mutual acceptance and active non-violence among the refugees. Therefore, refugees are given small amount of loans that they use to kick start a small business to sustain their families as there is no regular assistance in terms of food, shelter, and healthcare allocated to the families of urban refugees living in Nairobi.

At Tushirikiane Afrika Trust level, refugees are brought into small solidarity groups (a solidarity group being a group of refugee families living in one locality with a committee of 3 persons to help in conducting activities within their group). Through this, the organization's strategy is to get to the grassroots' level and ask them whether one is being qualified or not to be given a loan, in accordance to the way he/she behaves among other community members. From here, the empowerment is achieved by including everyone in a solidarity group and one has to give his or her own contribution since Tushirikiane Afrika only supports partially and cannot provide fully support in terms of assistance to refugees.

In addition, Tushirikiane provides spiritual support to the refugees; this entails human resources, finance and mobilization of the refugee community members. The spiritual support is given through meetings, sessions, trainings, and masses and mostly during the social and sports events led by Tushirikiane Afrika. The organization also provides social support to the refugees by encouraging them to get what is best from their cultural traditions and be ready to borrow the positive norms and values, practices, and traditions from the host communities in Kenya. The organization encourages them to live in solidarity and to champion the “common good”. In addition, the organization takes care of those vulnerable refugees by providing assistance such as house rent, healthcare and funds to start small scale income generating activities.

5.3 Recommendations

Based on the findings of the study, the following recommendations can be made:

Refugee resettlement agencies and organizations need to develop a critical awareness of empowerment and ensure their programmes engage with refugee communities in ways that support the building of individuals and community assets, networks, culture and identity. Quinn and Spreitzer (2001) suggest that organizations’ understanding of the processes of empowerment has significant impact on the organizations’ empowerment strategies and outcomes.

The large number of organizations working in refugee empowerment sector makes it particularly important to develop benchmarks with the concept of empowerment between funders, service provider organizations and the refugee communities. Refugee resettlement undertaken within a framework of empowerment supports people move gradually towards independence. While at the initial stages they require support to meet their basic needs, the longer term sustainable outcome is for refugees to build their own personal and community assets.

The refugee empowerment programmes should develop explicit connections between policies, theories, research, and best practices from an empowerment perspective. Policy makers, programme planners, and researchers should pay greater attention to what models of empowerment really work with what populations and in what settings, at what levels and why.

There is a need for role models or community champions who would stand for the cause of refugees and help in raising awareness among the Kenyan community. This could be complemented by a nationwide campaign to inform the public and to get them involved in refugee support as part of the East Africa Community integration effort.

The approach to refugee resettlement in Kenya focuses on the individual. While this approach works to empower the individual, the next levels of the family and community are still a big challenge. The role of the family is not given much significance and gaps occur between the older and younger refugees who adapt to the new environment much faster than their parents and other adults. Programmes that bring the family together and enable them to work together and support each other can help to reduce the tension and rifts that occur in families because of the different adaptive capacities during resettlement stage. Individual empowerment needs to be linked to family and community.

Refugee service organizations could form a partnership whereby various organizations provide specialist support in their field with these services being coordinated depending on the need of refugee people. In this way the sole responsibility for refugee support would not lie with one organization but they could act in a coordinating role to ensure that services are available to support refugees when and where they are needed. Most of the participants in the survey for

organizations were called to work together and suggested a holistic approach to dealing with refugee resettlement.

A proper handover of quota refugees when their term finishes with Refugee Services at TUSA could also be very useful in ensuring that refugees do not fall through unnecessary gaps. There are many mainstream providers and NGOs in the community that can offer valuable support to refugees but the lack of connection between the refugees and the service organizations makes the process difficult.

One of the attributes of empowerment discussed by Luttrell et al., (2009) is cultural empowerment. Therefore, it is particularly important in orientation programmes to work out how redefining culture fits with the diverse groups of quota refugees and how the implications of their own cultures will relate to the culture of parenting, employment and socialization in Kenya.

5.4 Suggestions for Further Research

Though the study was carried out in Nairobi only because of limitations in time and scope, the findings may be applicable to the Kenya refugee resettlement programme as the issues raised are not area specific.

Further research in collaboration with people from refugee backgrounds focusing on how empowerment based, rights based resettlement programmes can be developed and implemented in Kenya. This could make a big contribution to the process of developing a National Refugee Resettlement Strategy which is underway.

This kind of research requires adequate funding means to ensure that the right participants make a contribution to the process and consultations are made with refugees resettled in various parts

of the country. Organizations currently working on refugee resettlement and other mainstream organizations could also make contributions on what an empowerment based resettlement program could look like.

This study has established that power is dynamic and varies depending on one's situation. Further research could investigate who empowers whom or how empowerment can take place in the Kenyan refugee resettlement context, with considerations to gender, age and other diversity factors.

5.5 Conclusion

This study presented the situation of refugee empowerment strategies by TUSA, a non-State actor in Kenya and discussed to what extent it was empowering refugees through its programmes. An effort was made to present the forms of power and empowerment and how these are necessary to improve the situations of people in vulnerable positions. Discussions with people from refugee background and service providers clearly delineated the need for an empowerment focused resettlement programme that enables refugees to take charge of their lives and be active participants in Kenya life. The Kenya refugee resettlement programme has a lot of potential to showcase empowerment-based approaches to cater for refugee needs and resettlement, which could also be adapted to the situation of other streams of refugees coming into the country.

Tushirikiane Afrika Trust is doing a commendable effort in empowering its refugee members from the Great-Lakes Region and such initiative can be emulated.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR REFUGEES

PART I: GENERAL INFORMATION

1. Age bracket (in years) - select one:
 - Below 15 years 16 – 20 years
 - Above 20 years

2. Gender
 - Male Female

3. Country of origin:

4. Marital status:
 - Married Single
 - Separated Divorced
 - Widowed

5. Highest level of education attained (please, mark one)
 - Primary school
 - Secondary school
 - College Diploma
 - Bachelors Degree
 - Master Degree
 - Other (please specify).....

6. For how long have you been supported by the organization?
 - 1-3 years 4-7 years 8-9 years 10-12 years
 - More than 12 year

7. Why did you choose to stay in urban area without any assistance from UNHCR? Why did you not stay in camp as planned by the government of Kenya? What are the reasons behind?

PART II: Empowerment

8. What are the major forms of powerlessness you perceive/understand as a refugee?
.....
.....

9. What specific programs have been designed by the organizations to address the problem?
.....
.....

10. Do you associate your professional skills with the organization’s empowerment strategies?

Yes No

11. If Yes, how do you rate the impact of your empowerment?

High Moderate Low Not aware

12. How has the programs contributed to the empowerment of refugees?
.....
.....

13. Are there any benefits you have realized as a result of going through the organization’s empowerment program?

Yes No

14. If yes, please list the benefits.

.....
.....
.....

15. In your opinion do you think the efforts made by Tushirikiane Afrika will help improve the general socio-economic well being of refugees?

Yes No

Please explain your answer above.

.....
.....

16. What are some of the strategic responses to the socioeconomic status of refugees by Tushirikiane Afrika?

.....
.....

17. What are some of the infrastructures laid down for the increasing influx of refugees by state and non-state actors?

.....
.....

18. What training and development programmes does Tushirikiane Afrika have for refugees?

.....
.....

19. Please rate the following areas that are associated with urban refugee empowerment strategies. To what extent does your organization involve refugee empowerment? Please tick (✓) where (1) Very Low extent; (2) Low extent; (3) Neutral; (4) Great extent; (5) Very Great Extent

Area of Involvement	1	2	3	4	5
<i>Statement</i>	VL	L	N	G	VG
Social economic empowerment					
Formal education					
Living standards					
Economic Rights (Food and Water, Shelter)					
Health service					

20. The following factors relate to socio-economic empowerment as a result of Tushirikiane Afrika programs. Read the statements and evaluate them in relation to your community and then indicate the extent to which you agree with them.

Key: 5=strongly agree; 4=agree; 3= Not sure; 2=disagree; 1=strongly disagree

Socio-economic empowerment

	1	2	3	4	5
<i>Statement</i>	SD	D	NS	A	SA
The refugees have been able to get quality education and therefore get employed.					
The educated refugees are engaged in economic					

activities in the community					
The refugees have better social acceptability					
The refugees have contacts (networks) with outsiders					
The refugees have been able to exploit business opportunities					
The refugees have been able to uplift the living standard of their respective families.					
Majority of youth have been able to access post secondary education.					
The employed youth are giving back to the community by assisting other needy students					
Educated youth are involved in various development projects within the community					

THANK YOU VERY MUCH FOR YOUR CO-OPERATION!

APPENDIX II: INTERVIEW GUIDE FOR PROGRAM DIRECTORS

1. How long have you worked with refugees?
2. How can you define refugee empowerment in your organizations/agency?
3. What strategies does the organization use to empower refugees?
4. Do you provide educational support to the refugees?
5. Do you provide spiritual support to the refugees and what does it entail?
6. Do you provide social support to the refugees and what does it entail?
7. Do you provide physical support to the refugees and what does it entail?
8. In your own opinion, does the organization/agency have any influence on refugee empowerment? Is it a positive or negative effect?
9. How can you rate the level of refugee empowerment as a result of your strategies? Is it average, below average or above average?
10. According to you what factors are likely to lead to satisfactory refugee empowerment in relation to your strategies?
11. According to you what factors are likely to lead to decline in refugee empowerment in relation to your strategies?