

EDUCATIONAL OPPORTUNITIES AND SUSTAINABLE LIVELIHOODS COPING  
STRATEGIES FOR YOUTH REFUGEES IN ZIMBABWE. A CASE STUDY OF  
TONGOGARA REFUGEE CAMP

BY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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## **ABSTRACT**

*The study sought to establish educational and sustainable livelihood opportunities available to youth refugees in Tongogara Refugee Camp. It was guided by the following research questions; what are the range of livelihood opportunities available to youth Refugees living at Tongogara Refugee Camp? What are the challenges faced by youth refugees in accessing and completing their education? What are the major sources of livelihoods coping mechanisms for youth refugees? How effective are the policies and legislations that provides for access to educational and employment opportunities for youth refugees? The study was informed by the human needs theory by Maslow and Burton. This theory was relevant in identifying, analysing and addressing the needs of youth refugees. The researcher used different data collecting instruments which included in-depth interviews and key informant interviews, observation, focus group discussion and questionnaires. Research participants included the Commissioner for Refugees, Camp Administrator, UNHCR Protection and Programme Officers, Education Officers, Tongogara Primary School and Saint Michaels Tongogara Secondary School Deputy Headmasters, Youth Refugees and Leaders of NGOs working with refugees in Zimbabwe. The data was presented in narrative form and descriptive statistics that included graphs and tables using spreadsheets and Microsoft Word. The researcher concluded that educational opportunities for youths are available at Tongogara Refugee Camp. However, the major challenge is shortage of classrooms and training materials, which undermine the quality of education at Tongogara Primary School and Saint Michael Secondary school. It was also revealed that the majority of refugee children and youth living in urban area such as Harare are denied access to scholarships, which undermine their rights to education. In addition, most youth refugees living at Tongogara Camp have no sustainable livelihoods. This situation has been worsened by the current economic down turn experienced in Zimbabwe, unfavourable refugee policy and UNCHR financial challenges. The study makes recommendations to improve educational and livelihood needs of youth refugees in Zimbabwe.*

## **DECLARATION**

I Joseph Boomenyo declare that this dissertation is my own work except where sources have been acknowledged. The work has never been submitted, nor will it ever be submitted to another university for awarding of a degree.

Student.....

Date.....

Supervisor.....

Date.....

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## **DEDICATION**

This dissertation is dedicated to my father Rev. Mnyaci Wilondja who went to be with the Lord on 18 July 2013. His legacy of love, unity, servant and sacrificial leadership will always be remembered. He was a loving father and close friend, may his soul rest in eternal peace.

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## **LIST OF ACRONYMS**

DRC: Democratic Republic of Congo

JRS: Jesuit Refugee Service

MDGs: Millennium Development Goals

NGOs: Non-governmental Organisations

UNESCO: United Nations, Education, Scientific and Cultural Organisation

UNHCR: United Nations High Commissioner for Refugees

WSPM: Women's Self-Promotion Movement

## **CHAPTER 1: INTRODUCTION**

### **1.0 Introduction**

The focus of this study is on “Educational Opportunities and Sustainable Livelihoods coping Strategies for Youth Refugees in Zimbabwe: A case study of Tongogara Refugee Camp”. This introductory chapter gives the background to the study, which focuses on the plight of refugees in the world, Africa and Zimbabwe in particular. It provides the statement of the problem, purpose and significance of the study, research assumptions, objectives, research questions, delimitation, limitations and definition of key terms of the study, as well as summary of the chapter.

### **1.1 World Refugees**

The world is confronted with an international refugee crisis. Various reports estimate that, *“the number of the world’s refugee population reached 10.4 million in 2010 and increased to 11.1 million in June 2013”* (Hattrel, 2010; UNHCR 2013). The number is likely to rise due to continued violent conflicts in Syria, South Sudan, Central Africa Republic, and Darfur region in North Sudan, Somalia, East Democratic Republic of Congo and the uprising in Egypt. The UNHCR (2013:3,7) mid 2013 report reveals that Pakistan, Islamic Republic of Iran, Jordan, Lebanon, Kenya, Turkey, Chad, Ethiopia, China and United States of America were major refugee hosting countries in the world; whereas Afghanistan, the Syrian Arab Republic, Somalia, Sudan, and the Democratic Republic of the Congo were the top five source countries of refugees. Together, they



accounted for more than half (60%) of all refugees under UNHCR's responsibility worldwide. The increased flow of refugees has put a burden on the International Community, United Nations Refugee Agency and refugee hosting countries in providing protection and assistance such as education, shelter, medical and health care, foods, employment and other services to enable vulnerable refugees to meet their basic needs and find durable solution to their plight. Access to education and sustainable livelihoods is a cornerstone for youth empowerment and self-reliance; this includes conflict victims such as refugees. In other words, schooling for youth refugees can contribute in conflict alleviation and lack of it may aggravate conflict. This view is supported by United Nations Education Scientific and Cultural Organisation (UNESCO's) preamble to its 1945 Constitution, which states that, *"since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"* (UNESCO, 2004 a). In addition, providing access to quality education to youth refugees may significantly contribute to their social inclusion; whereas sustainable livelihoods opportunities can enable young people to meaningfully contribute to the national development in any country.

#### **1.1.1 History on the origin of Refugees and their Protection Institutions**

The history of refugees and their protection is old just like human history. For instance, the Bible reveals various stories concerning some key people such as the early life of Jesus Christ of Nazareth, who due to fear of persecution, his parents had to take him from Bethlehem to Egypt when they heard that king Herod had planned to kill the boy

( Matthew Chapter 2 verses 14 to 15). Meanwhile, contemporary history of refugees and their protection can be traced back to the League of Nations that existed from 1920 to 1946. The League of Nations, which was headquartered in Geneva, Switzerland, aimed to maintain global peace and security and promote international cooperation. Though the League of Nations achieved some remarkable success, it was unable to prevent the even deadlier World War II and was replaced by today's United Nations.

The United Nations was initiated in 1942 by Winston Churchill and Franklin D. Roosevelt in the Declaration by United Nations. This declaration was made to officially state the cooperation of the Allies (Great Britain, the United States, and the Union of Soviet Socialist Republics) and other nations during World War II” (UN Report 2011: 1).The United Nations High Commission for Refugees is a recognised international agency for refugee protection. The mandate of UNHCR is to protect the rights of refugees and to find solutions to their plight. To achieve this mission, it works in close collaboration with the hosting country and other humanitarian agencies to provide protection and emergency assistance such as water, food, shelter, medical service, education and other long-terms services for building livelihoods and better future and hope for refugees across the world. Meanwhile, a former director of Protection for UNHCR Geneva office traced the beginning of Refugees and their protection to the World War I (1914-1918), its preliminaries (the Balkan Wars, 1912-1913) and its aftermath in the Near East (the wars in the Caucasus, 1918-1921, and the Greco-Turkish

War, 1919-1922)” (Jaega 2001: 1). During the above periods, an estimated number of “one to two million people war victims left Russian later Soviet territories for various countries in Europe or Asia Minor, Central and East Asia between 1918 and 1922 and also thereafter” (Jaega 2001:1). Looking back to the 1783 and prior to World War I catastrophic events in the Ottoman Empire affected various ethno-religious communities including Muslim groups. In 1881 Russia had seen the killing of Tsar Alexander II, which unleashed a wave of atrocious anti-Jewish sentiment in Russia. Poor economic performance and irresponsible press coverage had encouraged the notion of the Jew as the enemy resulting in three years of rioting and prevalent attacks on Jewish homes. Approximately two decades later, latent injustice was revealed again when Jews were once again attacked and thousands of innocent people were killed. The atrocious treatment of Jews prompted their massive exodus and about two million of them fled to the United States, United Kingdom, and in other European countries.

UNHCR (2010) reveals that during the year 1914, German invaded Belgium, resulting in massacre of thousands of civilians and the destruction of properties. Due to insecurity and fear of persecution, more than one million people were forced to flee their country and habitual residence and found asylum in other countries. Some of the largest carnage committed during World War I and World War II were directed at the Armenians. Millions of people were decimated by what was later recognised as the first genocide of the 20th century. These miserable and atrocious events resulted in a humanitarian catastrophe; human vulnerability marking the early beginning of refugees. The Guardian

(2011) estimated that by the end of World War II, there were more than 40 million refugees in Europe alone. The scale of the disaster was such that international law and international organisations tasked to deal with refugees were urgently created and quickly evolved to become the foundation that is still relied upon in our present days. One of the institutions that were created was named the International Refugee Organisation (IRO). “IRO was created on 15 December 1946 by Resolution 62 (I) of the UN General Assembly, it initially worked as the Preparatory Commission for the IRO from 14 July 1947 to 20 August 1948 and then as full IRO from August 1948 until its termination on 28 February 1952” (Jaega 2001:1).

Although most early movement and refugee events recorded were based in European countries, Africa has been and continue to experience widespread interstates and intra-states violent conflicts. For instance, many African countries namely the Democratic Republic of Congo, Rwanda, Burundi, Uganda, Central Africa Republic, Eretria, Ethiopia, Somalia, South Sudan, Mali, Mozambique to name just a few; are still experiencing insecurity causing millions of citizens to cross their national borders and are living in exile as refugees in other countries. This is mainly because their home countries have been overtaken by violence, bad governance, and poor leadership, human rights violations, which contribute to underdevelopment, hunger, diseases, destruction of infrastructure, sexual exploitation, and gender based violence and extreme poverty. UNHCR (2012), states that at the start of 2011 tens of millions of people including 33.9 million of concerns to UNHCR are therefore vulnerable. Most are people at risk from

armed conflicts and political violence in their communities and countries of origin. Some of these war victim refugees are currently hosted in Southern Africa countries including in Zimbabwe.

The researcher's view is that if political leaders especially in Africa can practice good leadership, democratic principles and good governance based on transparency, good economic governance, accountability, equity, participation, pluralism, and the rule of law, in an effective, efficient and enduring manner, there can be a reduction in violent conflicts experienced across Africa. In practice, these principles can be interpreted in terms of "holding of free, fair, credible and frequent elections, representative legislatures that make laws and provides oversight, and an independent judiciary to interpret those laws"( UN 2013:1). These principles are also stipulated in the African Charter for Democracy, Elections and Governance. However, the missing gap is practice. When these principles are practiced by African leaders, they can enable governments to make good investment and use of abundant resources towards economic development, poverty alleviation, employment creation and lives transformation through the promotion of high standard of living and human development. This situation can also reduce pressures on scarce services and resources, which at times generate conflicts between refugees and the local population in some refugee hosting countries in Africa.

### **1.1.2 Factors Contributing to Increase of Refugees**

These include conflicts and wars between and within nations, which are more pronounced in Africa Middle East and Asia. Most of these conflicts and wars are insurgents in nature, continuous and foreign sponsored showing no sign of being resolved. Castles (2003) states that Northern economic interests play a role in perpetuating local wars while also contributing to underdevelopment in the South through their trade and intellectual property regimes. As a result, wars and civil strife have been there for years making it difficult for many refugees to return to their countries of origin and or habitual residence. Refugee durable solutions are viewed as threefold namely voluntary repatriation, local integration and resettlement of a refugee to the third country. Access to education and sustainable livelihoods are contributing factors to the achievement of durable solution to refugee problems.

### **1.1.3 The Plight of Refugees in Africa**

The organisation for Africa Unity (1969:1) defines refugee as every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality.

On the other hand, an asylum seeker is “ someone who has made a claim that he/she is a refugee and he/she is waiting for that claim to be accepted or rejected” (UNHCR 2007:10). Researchers and institutions involved in African conflicts mapping have identified various sources of conflicts affecting the African continent. These are but not limited to “underdevelopment, extreme poverty, human rights violations, bad governance, identity-based divisions and small arms proliferation” (Juma and Al 2006: vii). In addition, Heyns (2006) noted that the sources of conflicts in Africa are related to common experiences which include colonial legacies, internal struggles, external interference, economic factors, poverty, security and neo-patrimonialism. Jinadu explained that;

prevailing conditions of scarcity, together with other impeding factors in the historical and current context—such as the impact of the colonial heritage and the workings of the international system—block the process of forming a *de facto* strong and inclusive state based on the classic ideals of the Weberian model. The sought-after separation of the state from society—the de-personalization of politics—thus becomes difficult, if not impossible. Centralist forms of rule, therefore, tend to facilitate regime behaviour that fuels exclusivism, patronage and state pilfering, reinforce hierarchical structures and breed inequality, marginalisation, exclusion and discrimination in various forms ( Jinadu 2007: 5).

Violent conflicts can be seen as a key impediment to the achievement of the millennium development goals in many African countries. The shocking effects of African conflicts include internal displacement, death of innocent persons mainly civilians, sexual exploitation and gender based violence, loss and destruction of property and infrastructure, poverty, and corruption. Conflicts also contribute to high unemployment and interruption of economic development programmes. In addition, the costs of

peacemaking, peacekeeping and peace building in conflict affected countries and managing refugees across borders, as well as ensuring human security can also be viewed as contributing factors to challenges affecting Africa. This is making it difficult for many refugee hosting countries, especially in Africa to cope with the needs of youth refugees scattered in many countries on the African continent and beyond.

Bowd at al (2010) has revealed that the countries of sub-Saharan Africa that have been embroiled in violent conflicts are characterised by abject poverty, inadequate service provision, political instability, retarded economic growth and other challenges to overall development that deter the enhancement of human security. This situation perpetuates the plight of refugees, especially young people who in most cases constitute the majority of persons affected by war.

In an effort to establishing peace and security in Africa, various intergovernmental and sub-regional agencies such as the Southern Africa Development Community (SADC), Economic Community for West African States (ECOWAS), and the Panel of the Wise are working hand in hand with the African Union's Peace and Security Council (PSC) and the United Nations. In addition, initiative by the New Partnership for Africa's Development (NEPAD) and the planned African Stand-by Force (ASF) is also a welcome development that can significantly contribute in addressing African crisis and conflicts and at the same time contributing in finding African solutions to African



problems. In order to fulfill their international solidarity, many countries are hosting refugees.

#### **1.1.4 Refugee Camps in Africa**

According to UNHCR (2013) with the exception of Angola and South Africa, many countries in Southern and East Africa hosting a significant number of refugees uphold encampment policies that confine the freedom of movement of refugees and asylum-seekers and hinder their efforts to become self-reliant. Most of these camps have been in existence for decades, and the second and sometimes third generations of refugees living in them find it difficult to envision a better future.

In addition, UNHCR (2014) statistical report reveals that Kenya is hosting six hundred and twenty thousand one hundred and forty eight (620, 148) persons of concern to the UNCHR. Of these, five hundred and six thousand five hundred and six (506,506) are registered refugees; whereas, fourty nine thousand six hundred and forty two (49,642) are asylum seekers and others are stateless. Most of these refugees and asylum seekers hosted in Kenya are mainly from countries such as South Sudan, Ethiopia, Somalia and Great Lakes countries. The majority of these refugees are housed in six refugee camps located in Alinjugur, Dadaab, and Kakuma. Only about fifty thousand (50,000) refugees and asylum seekers are found in urban areas in Kenya. While Kenya has been facing a lot of challenges in addressing social, economic, political and security needs of its own

citizens, refugee influx added the burden and challenges to national security, social and economic needs for both citizens and refugee community in Kenya.

Meanwhile, Botswana, Namibia, Tanzania, Uganda, Zambia and South Africa also host hundreds of thousands of refugees from different countries. Botswana and Namibia host refugees mostly from Zimbabwe, the Great Lakes countries and other nations. South Africa is the biggest economic power in the African region, currently hosting a high number of refugees on the continent most of them live in urban areas.

However, given the low national economic performance experienced by many refugee hosting countries in Africa, low capacity to meet the needs and demands of their own citizens in terms of the provision of adequate employment opportunities and other social services required for basic human needs and human development has resulted in competition and conflicts in terms of seeking and securing jobs for sustainable livelihoods among nationals and vulnerable refugees. For instance, in South Africa, “this situation resulted in xenophobic attacks and cruel killing of about 62 disadvantaged refugees and displacement of thousands in the year 2008” ( Human Rights First 2012; Everrat 2010).

### **1.1.5 Refugee Rights Convention**

The 1951 Refugee Convention Articles 17 and 18 provide refugee access and right to wage-earning employment and self-employment. In addition, Articles 20 to 24 of the 1951 Refugee Convention also provide for refugee access to rationing, housing, public education, public relief, labour legislation and social security. Refugee hosting countries have the responsibility to protect, prevent and fulfill the protection and provision of essential services and long-term solutions to enable vulnerable refugees especially youths to move away from being liability to assets. Refugee access to formal education and vocational skills development and decent employment for self-reliance initiatives can contribute to their empowerment. In addition, the provision of such needs may enable youth refugees to meaningfully contribute to the national development in their hosting countries and also directly and indirectly participate in peace building, leadership, governance and reconstruction of their countries of origin in the future.

### **1.2 Background of Zimbabwe and Refugee Issues**

Zimbabwe is a “*land locked country of 390,580 square kilometres with a population of about 13 million*” ([www.google.com](http://www.google.com)). Zimbabwe is both a producer and at the same times a destination for refugees. As producer of refugees, “*millions of Zimbabweans have left the country and are living in neighbouring countries and overseas as refugees and asylum seekers*” (UNHCR, 2009). Research finding by Solidarity Peace Trust and PASSOP (2012:5), estimate that up to 1.4 million of South African refugees and asylum seekers are Zimbabweans. On the other hand, Zimbabwe has extended its hospitality and

international solidarity and it is currently hosting war victim refugees and asylum seekers, as well as economic refugees in transit to South Africa where they seek greener pastures.

Given the above discussions, one can view the refugee issue as a political, leadership and governance problem. It is political because its solution requires political will and commitment. It is a leadership and governance problem because its solution requires democratic government institutions, policies and effective political leadership. This is the reason why the research is more concern with youth refugees and their access to educational opportunities and sustainable livelihoods that can enable them to gain experience and achieve their potentials. What this mean is that if opportunities are created youth refugees can be groomed and become aspirant leaders and business persons.

### **1.2.1 States' Responsibility to Protect Refugees**

According to UNHCR (2013), the International Human Rights Law and International Refugee Law provide that States have the primary obligation for refugee protection. As a result, in most countries UNHCR partner with governments and their respective ministries to ensure the protection and provision of essential services to refugees. Zimbabwe is a signatory to the 1951 United Nations Convention relating to the Status of Refugees and its 1967 Protocol and to the 1969 Organisation for Africa Unity (OAU now AU) Convention governing the specific aspects of refugee problems in Africa,

which was ratified and domesticated through the Refugee Act, Chapter 4:03 on 28 October 1983. However, one needs to acknowledge that Zimbabwe experienced over a decade of political and economic challenges. Currently, it is estimated that “over 80% of Zimbabwean work force is out of formal employment” (Southern Eye, April 26 2014:1). What this mean is that the Zimbabwe government has its own challenges in meeting the needs and demands of its citizens. However, when refugees run away from their country of origin, they dream to find peace, protection and better life in country of asylum. Such a dream can only be achieved when opportunities for personal development, actualisation and transcend are created through enabling environment, policies and practices. This research will establish whether such opportunities and favourable policies are provided to youth refugees living in Tongogara Refugee Camp.

### **1.3 Statement of the Problem**

Internal conflicts and civil wars often produce large refugee flows mostly young people who cross their national borders for fear of persecution, war, violence and human rights violation. An increased number of refugee flows frequently bring about negative consequences for receiving nations, particularly in most African countries that experience own internal economic and political challenges. This situation poses serious challenges to the international community and refugee hosting countries including Zimbabwe in providing basic human needs for refugees. Raftopoulos & Mlambo (2009) stated that the key aspects to the Zimbabwe crisis was the rapid decline of the economy, characterised by steep declines in industrial and agricultural productivity, historic levels

of hyperinflation, the informalisation of labour, the dollarisation of economic transactions, displacements; and a critical erosion of livelihoods. Despite these challenges refugees continued to come to Zimbabwe from different part of Africa and other parts of the world. The study would wish to investigate how the country dealt with the refugee influx. There is therefore need to undertake this study, which seek to establish the range of educational and sustainable livelihoods available to youth refugees in Tongogara camp. The research will explore whether there are any challenges that hinder youth refugees from meeting their educational needs and access employment to achieving self-reliance, empowerment and integration.

#### **1.4 Purpose of the Study**

The purpose of this study is to establish the range of educational and sustainable livelihoods available to youth refugees in Tongogara Refugee Camp. The research will explore whether there are any difficulties that hinder youth refugees from meeting their educational needs and access to employment to achieving self-reliance, empowerment and integration. The research will also investigate whether the United Nations High Commission for Refugees (UNHCR) and the Government of Zimbabwe, as well as other humanitarian agencies involved in refugee services has any policies and practices for ensuring educational and employment opportunities to facilitate self-reliance and integration of youth refugees in the society. The researcher will also try to examine how young refugees sustain their daily lives.

### **1.5 Significance of the Study**

Young people from refugee backgrounds exhibit high levels of strength, resilience, resourcefulness and are an untapped resource that can be developed and equipped to become tomorrow's leaders, legislatures, lecturers, and business persons. Meanwhile, in some countries youth refugees experience particular marginalisation in relation to accessing basic services and facilities such as shelter, health care, education and employment for sustainable livelihoods. These result from injustice and community structures that do not take account of their needs. As a result, it undermines the basic human rights of young people as well as their capacity as individuals to achieve their full potential. The outcome of the study will enable the researcher to establish the range of educational and livelihood opportunities available to youth refugees in Tongogara Refugee Camp and enhance his knowledge. In addition, conducting this research will improve researcher's personal capacity and ability to acquire and retain knowledge. The report of research findings will add new knowledge to the existing body of knowledge in the area of peace and conflict, as well as governance. It may also enable the UNCHR and policy makers, as well as other humanitarian organisations involved in refugee services to learn about opportunities, improve their programmes and in regard to it being more responsive to the needs of youth refugees. In addition, it may help young refugees to appreciate the importance of education and work and how these can shape their future.

## **1.6 Research Assumptions**

This research is informed by the following assumptions:

1. The researcher assumes that access to education and employment can help youth refugees to be self reliant;
2. Employment and educational opportunities can enable refugees to make positive social and economic contributions in their hosting country and also in their country of origin;

## **1.7 Objectives of the Research**

The objectives of the research are to:

- 1) Explore the range of educational and livelihood opportunities available to youth refugees in Tongogara Refugee camp;
- 2) Examine the challenges faced by youth refugees in accessing and completing their education;
- 3) Establish major sources of livelihoods coping mechanisms for youth refugees;
- 4) Examine policies on refugee educational and employment opportunities and examine the strengths and weaknesses of these policies for youth refugees in Zimbabwe.



## **1.8 Research Questions**

The research seeks to answer the following questions:

- 1) What are the range of livelihood opportunities available to youth Refugees living in Tongogara Refugee Camp?
- 2) What are the challenges faced by youth refugees in accessing and completing their education?
- 3) What are the major sources of livelihoods coping mechanisms for youth refugees?
- 4) How effective are the policies and legislations that provides for access to educational and employment opportunities for youth refugees?

## **1.9 Delimitation of the Research**

There are many issues that affect refugees, which could be of interest to researcher but this study attempts to establish the range of educational and livelihood opportunities available to registered youth refugees in Tongogara Refugee Camp and expanded to included a few youth who have relocated to Harare where their involved in self-help activities in Mbare Musika. The researcher has chosen Tongogara camp as this is the area where many youth refugees are found and therefore they were accessed easily. The researcher has chosen to focus on education and sustainable livelihoods because they are fundamental rights and basic human needs.

### **1.10 Study Limitation**

Due to limited time in which the study was conducted and completed, the study could not be generalized to a large population of refugees. Therefore the researcher focused only on limited number of youth, UNHCR and government workers, as well as non-governmental organisations working with refugees in Zimbabwe. The researcher also intended to interview the Minister of Labour and Social Welfare and Minister of Education but due to time constraint it was not possible. The researcher was also intending to interview Christian Care field officer stationed in Tongogara camp but it was not possible due the fact that the officer had other commitment. Meanwhile, the research did manage to obtain enough information from the Deputy Headmaster from Saint Michael Tongogara Secondary School because he was committed to other things and wanted a clearance letter from the Ministry of Education.

The researcher had intended to undertake both qualitative and quantitative research design. However, due to his inability to obtain Statistical Package for Social Scientists(SPSS) software to analyse quantitative data, he had to focus on qualitative data gathered and did not include some useful quantitative details gathered during the research process. However, qualitative data gather were sufficient enough for use in this research. Also given the fact that 99% of refugees living in Tongogara Camp come from DRC, Burundi and Rwanda, which are French and Swahili speaking countries and some of them were not very fluent in English, He used four research assistants and three of them were from refugee community and were fluent in English, French and Swahili

languages. In addition, the researcher was himself fluent in those languages and managed to overcome the challenge.

### **1.11 Definition of Key Terms**

*A refugee* the 1951 United Nations Convention defines a refugee as any person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in 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 the protection of that country, or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.” ( Medecins Sans Frontiers, 1997: 9).

*Educational Opportunities*: in the context of this study include formal education such as primary, secondary, tertiary and vocational life skills. *Livelihood* can be viewed as “means of gaining a living” (Chambers 1995, vi).

*Sustainable Livelihood*: Chambers and Conway (1992) stated that a livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living: a livelihood is a sustainable manner in which one can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation; and which contributes net benefits to other livelihoods at the local and global levels and in the short and long terms. In this study livelihoods will be viewed as a source of income for

refugees to sustain a living and eradicate poverty and unemployment that will enable them to meet their needs and that of their families without much dependency on external assistance.

*Youth:* The New Zimbabwe Constitution defines youth as any person between fifteen and thirty five years. In this research youth is any person between the age of twelve (12) and thirty five (35) years. This will be the age group that this study focuses on.

### **1.12 Structure of the Study**

The research is organized in five chapters. Chapter one focused on the fundamental thrust of the whole research as it provided the background to the study, problem statement, aims, objectives and justification of the importance of the study. In chapter two the focus will be on reviewing literature with emphasis on finding out what others have written/ or said on refugee services in general and youth access to educational and employment opportunities in particular. In this chapter, the research study will shift its focus to literature that was compiled by earlier researchers and authors. That related literature will be effectively reviewed. The Human Needs by Maslow and John Burton will be the main theory that shall inform this research work. The third chapter will describe the methods, procedures and techniques that will be used to collect data on Educational Opportunities and Livelihoods coping strategies for youth refugees in Zimbabwe. The researcher will make use of qualitative and quantitative research methodology. Research instruments will include focus group discussions, and face-to-

face interviews. Chapter four will focus on data presentation, analysis and discussion of the research findings. The researcher plans to use tables, figures and descriptive narrations of data that will be collected. The fifth chapter shall focus on discussion, summary and recommendations.

### **1.13 Conclusion**

This chapter has given the background to the study, which focused on the plight of refugees in the world especially in Africa. The history of refugees was also given. It provided the statement of the problem, purpose and significance of the study, research assumptions, objectives and questions of the research, research delimitation, limitations and definition of key terms to the study. The next chapter will focus on literature review.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter looks at a range of available literature on refugees in general; and refugee youth access to educational opportunities and sustainable livelihoods in particular. It attempts to give an analysis of what has been written by other scholars and writers about refugees and their access to education and livelihoods. The study is informed by the Human Needs Theory (HNT), by the psychologist Abraham Maslow (1908-1970) and the conflict scholar John Burton (1915- 2010). Emphasis will be placed on John Burton.

### **2.1 Human Needs Theory (HNT)**

Both Maslow and Burton have emphasised that human needs are not limited to food, water and clothing; they include physical and non-physical elements aspects for human development and growth” (Maslow 1970; Burton 1990). There are different types of needs, which can be categorized as comparative needs, felt needs and normative needs. Felt needs are needs that one cannot do without their fulfillment and these are non-negotiable needs. Typical example may be the need for food, medical care, clothing and shelter. The absence of felt needs can result in physical death or starvation of the human being. In terms of community development felt needs are real needs that require attention to enable a human being to stay alive. The absence of felt needs many lead to absolute poverty, vulnerability, powerlessness, isolation and it is an abuse of essential human rights. On the other hand, Australia Research Alliance for Child and Youth argues that “Comparative needs are needs relative to other groups, whereas, felt needs, is

what an individual want and normative need is that others define as the needs of an individual or group” (Australia Research Alliance for Child and Youth, 2007:9). The theory of human needs, states that every human being needs certain essentials in order to live and attain well-being. These are called human needs or basic human needs. Maslow basic needs theory has a long standing tradition in motivation research and practice. As the term suggests, “the theory focuses on what people require to live fulfilling life,” (Stoner and Al 2006:447).

Burton (1990) argued that conflicts and violent conflicts are principally caused by unmet human needs. He further explained that violence happens when certain individuals or groups do not see any other way to meet their need, or when they need understanding, respect and consideration for their needs. Access to education and sustainable livelihoods can be viewed as essential human needs that every human being must be entitled to and they are a corner stone for achieving human development and self-reliance. Burton and Maslow presented human needs ranking them as summarised in the table 1.

Table 1: Human Needs Ranking as presented by Maslow and Burton

<b>Maslow</b>	<b>Burton</b>
Food, water, shelter (1)	Distributive Justice
Safety and Security (2)	Safety, Security
Belonging or love (3)	Belonging, love
Self esteem (4)	Self-esteem
Self-actualisation (5)	Personal fulfilment
	Cultural security
	Freedom
	Participation

Source: Danielsen (2005)

To better discuss each of the above needs presented by Maslow and Burton, the researcher looked each author separately and will later link their views and models to current study.

### **2.1.1 Maslow Hierarchy of Needs**

According to Stoner and Al (2006), Maslow hierarchy of needs suggest five mutually dependent levels of human needs that must be satisfied in a strict progression starting with basic to the highest levels as given below.





Figure 1: Maslow's Hierarchy of Needs-Five stage model

Adopted from Stoner and AI (2006:448).

Physiological needs are requirements for human survival. They include breathing, food, water, shelter, sex, clothing, and sleep. Second needs in Maslow needs theory ranking is safety and/or security needs. These needs can be viewed as a way to meet future physiological needs and includes protection, personal and financial security, order, law,

stability and freedom of movement and choice. These two are the most fundamental and very vital human needs. They are followed by social needs for love and belonging and self-esteem needs to feel worthy, respected, and have status. The final and highest level needs are self-actualisation needs or self-fulfillment and achievement. These ambitious and critical needs can come from peace, knowledge and self-fulfillment, realization of personal potential, personal growth and peak experiences.

### **2.1.2 Relevance of Maslow's Hierarchy of Needs Theory to the study**

Each stage of the five levels of Maslow's hierarchy of needs given in figure 2.1 applies to the context of this study. This is considering that in most cases when a war victim refugee leaves his or her country of origin, she/he leaves without anything and become vulnerable person. Also some of the needs mentioned by Maslow such as physiological and safety needs are essential for human survival and therefore not negotiable and they apply equally to every human being despite their social, political and economic status.

### **2.3 Biological and Physiological Needs for Refugees**

From time to time, war victim refugees travel long distances in dangerous conditions and therefore, leave all their valuable things and property behind. When they arrive in a country of asylum, the first and fundamental needs would be biological, physiological and safety needs. Biological and physiological needs, which are basic life needs for refugees include the need for shelter, food, water, medical care and the need to sleep.

The United Nations High Commission for Refugees and other humanitarian implementing partners work hand in hand with the State that host refugees and its related agencies in ensuring that refugees get access to basic life needs on arrival.

## **2.4 Safety Needs**

Refugee hosting States are expected to play the leading role in providing safety needs, which include protection, security, order, law, stability and freedom.

## **2.5 Impact of Refugee Encampment Policy on Security and Freedom of Movement**

In most Sub-Saharan African countries except South Africa the majority of refugees are living in Refugee camps. In Zimbabwe, refugees are confined to stay in Tongogara Refugee Camp. This is in line with the provision of section 12 of the Refugee Act, encampment policy. The choice for where refugees should reside in Zimbabwe is determined by the responsible Minister of Labour and Social Welfare. In this case, Tongogara Refugee Camp is the only sanctuary designated to house refugees in Zimbabwe. Kenya, Zambia and Tanzania are also among various African countries that restrict hundreds of thousands of refugees in refugee camps. According to Refugee Consortium of Kenya ([www.irennews.org](http://www.irennews.org)), “Kakuma Refugee Camp located in northern Kenya, near Sudanese boarder hosts 83,000 refugees and asylum seekers. On the other hand, Dadaab Refugee Camp, which is located close to Somali boarder, hosts 150,000 refugees. Nyarugusu Refugee Camp is located in Western province of Kigoma and it is a sanctuary of hundred of thousand refugees. Maheba Refugee Settlement in Zambia

also hosts thousands of refugees from different African countries. However, many scholars in refugee and International Human Rights Law Studies are worried of the long term encampment of the vulnerable refugees. “While these individuals might be given the right to life through the principle of non refoulement, the cornerstone of international refugee law, this right has come at the expense of other fundamental human rights that are directly human rights that are directly jeopardised by policies of long-term encampment” (Refugee Law Initiative 2012: 1).

Explaining painful experience of staying longer in a refugee camp, a Sudanese female refugee who lived in Kakuma Refugee Camp in Kenya said, *Kakuma is desert county with very hot weather we had very little food and water and we were always hungry. It is a violent place where many people are raped and murdered. We lived in Kakuma camp for 8 years; we looked for resettlement and prayed to God for help every day,*” (Sanctuary Australia Foundation, 2013:2). What this mean is that while refugees leave their homes countries to seek asylum in other countries and hope for protection and better living conditions, life in refugee camp can be more cruel, insecure and degrading.

When refugees are restricted to a camp, it means they have no freedom of movement outside their restricted areas. However, Article 12 of the International Covenant for Civil and Political Rights, the Universal Declaration for Human Rights as well as the 1951 Geneva Convention and its 1967 Protocol provide for freedom of movement. Restricting

refugee movement undermines international law and refugee law. Meanwhile, scholars in international law and refugee studies believe that;

*Freedom of movement is necessary to fulfill a host of fundamental civil, political, social and economic human rights. This right is being denied in long-term camps where the host state either in law and/or in practice arbitrarily denies such freedom by, for example, using the system of exit passes and leaving some refugees for decades in a de facto state of aid dependency and physical confinement (www.refugee-encampment.com).*

The practice of gate pass is also evident in Nyarugusu Congolese Refugee Camp based Western province of Kigoma, United Republic of Tanzania and in Tongogara Refugee Camp, whereby refugees are asked to apply for it if they want to travel outside the camp. The authority in the camp has the right to accept or reject the application. If a refugee is found outside the camp without the gate pass can be arrested by the Immigration officials and face deportation even if they have valid documentations. Restriction of movement undermines security and safety needs and the right to freedom of movement guaranteed by the 1951 United Nations Refugee Convention.

## **2.6 Belongingness Needs**

The sense of belonging, togetherness or attachment is very significant to war victim refugees. It takes courage to be a refugee and one has to overcome many obstacles. When one has been forced to leave his or her home country and found him/herself in a foreign country as a refugee, he or she becomes vulnerable for having lost his/her social networks and assets. Most Refugee Camps are characterised by multicultural

environment, with many unaccompanied children, separated families. Refugee hosting countries and the UNHCR have the primary mandate to accept refugees and make them feel at home away from home through settlement and integration in the society. In most cases new arrival refugees are traumatised because of war and concern for life. This situation makes refugees to be good candidates in needs of much love and a sense of belonging.

Maslow views belongingness needs in terms of being loved and loving others, belonging to a family, enjoying affection, developing good relationship with others in different socialisation setup including at work, schools, sport club, associations, churches to name just a few. Some refugee hosting countries are open and hospitable in terms of accepting refugees and love them. However, in other countries, refugees are viewed as enemies and not welcomed by average local people. The hate of refugees was expressed in 2008, when the unemployed South African youth carried xenophobic attack against refugees and foreigners both documented and undocumented were affected. In analysing the underline causes of xenophobic attacks that exploded in South Africa, Evarret attributed it to:

*a combination of deep structural social, economic and spatial inequalities, an on-going reliance on cheap labour, housing shortages, township retail competition, racism, a history of the use of violence to advance sectional interests and a traumatically scarred national psyche combined in early 2008 with a desperately low national mood as the economy seemed to be in free-fall and the ruling party was in the midst of factional splitting, to create ripe conditions for the xenophobic outburst (Evarret 2010:2).*

Article 14 (1) of the Universal Declaration of Human Rights however, clarifies that, “everyone has the rights to seek and to enjoy in other countries asylum from persecution. This means that refugees should be entitled to enjoy protection from persecution in their countries of asylum. They should also enjoy services that would enable them to effectively integrate in the society. Therefore, “Refugees to Australia, for example, who come through its official resettlement program, receive some of the best government-funded settlement services in the world. These services cater to their material, medical and, to some extent, their social needs” (University of Western Australia 2013:2). This type of assistance and care contributes to one feeling the sense of belongingness and love. Love is the greatest commandment found in the Bible. Jesus Christ told his disciple to love one another. He said, “A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another” (John 13 verses 34-35). It is also critical for harmonious living in families, community and society.

Women’s Self-Promotion Movement (WSPM), which is a women empowerment organisation that works with refugees in Zimbabwe and Western Tanzania, revealed that,

*dominating patriarchal system in the management of some refugee camp contribute to gender blindness and the perpetuation of traditional practices that continue to entrench unequal opportunities between men and women in access to, ownership and control of economic, social and physical resources. These practices result in women being dependent on men for survival. Unfortunately, this dependability encourages men to view women as economic and social instruments thus making women powerless in the face of forced marriages, domestic violence, coercion, sexualised gender abuse, hunger, promiscuous*

*partners and general women's rights abuses in Tongogara and in Nyarugusu Refugee Camps ( WSPM Report 2012:7).*

Many Governments, especially in Africa, keep refugees in camps for fearing the economic and security burden of keeping them in towns and cities. In addition, refugee hosting countries in Africa have been experiencing economic challenges to address the fundamental needs of their own citizens. This is making it difficult for many countries to actually provide an enabling environment, resources, and facilities for refugees to achieve a sense of belonging, consideration and recognition. The researcher will establish whether youth refugees in Tongogara Refugee have access to educational and sustainable livelihoods opportunities and how these contribute to a sense of belongingness and acceptance.

## **2.7 Esteem Needs**

Maslow views esteem needs in terms of achievement, status, responsibility and reputation. Every human being including youth refugees have big dreams and desire to achieve great things in their personal, family and community life. This can only be achieved under favourable policies, economic environment and practices.

According to Australian Government (2010), after successful integration, refugees can make cultural, social and economic contributions in their hosting country. Humanitarian entrants are often entrepreneurial as they establish themselves in a new environment – in



the year 2000, five of Australia's eight billionaires were people whose families had originally come to the country as refugees. This reality is also revealed in the biblical records on refugees (e.g. the case of Joseph in Egypt, Daniel in Babylon and Nehemiah in Persian royal court). Meanwhile, Milner (2011) in his article entitled new issues in refugee research reveals that refugees can make positive contribution to peace building in their country of origin if they benefit from skills training and self-reliance while in exile. This is to say, if opportunities are created, refugees and/ or foreigners in exile can positively contribute in promoting durable development in their hosting countries and also participate to the national reconstruction in their countries of origin in the future when they go back and even through remittance to their families back home. The researcher will establish whether this policy is applicable to young refugees in Tongogara Camp.

Due to dynamic in research, development and scholarly criticism other scholars adapted eight (8) level of hierarchy of needs diagram based on Maslow's. An eight level diagram are ranged from physiological needs, safety needs, love and belongingness needs, esteem needs, cognitive needs, aesthetic needs, self-actualisation needs and finally transcendence needs, which seeks to help others to achieve self actualisation.

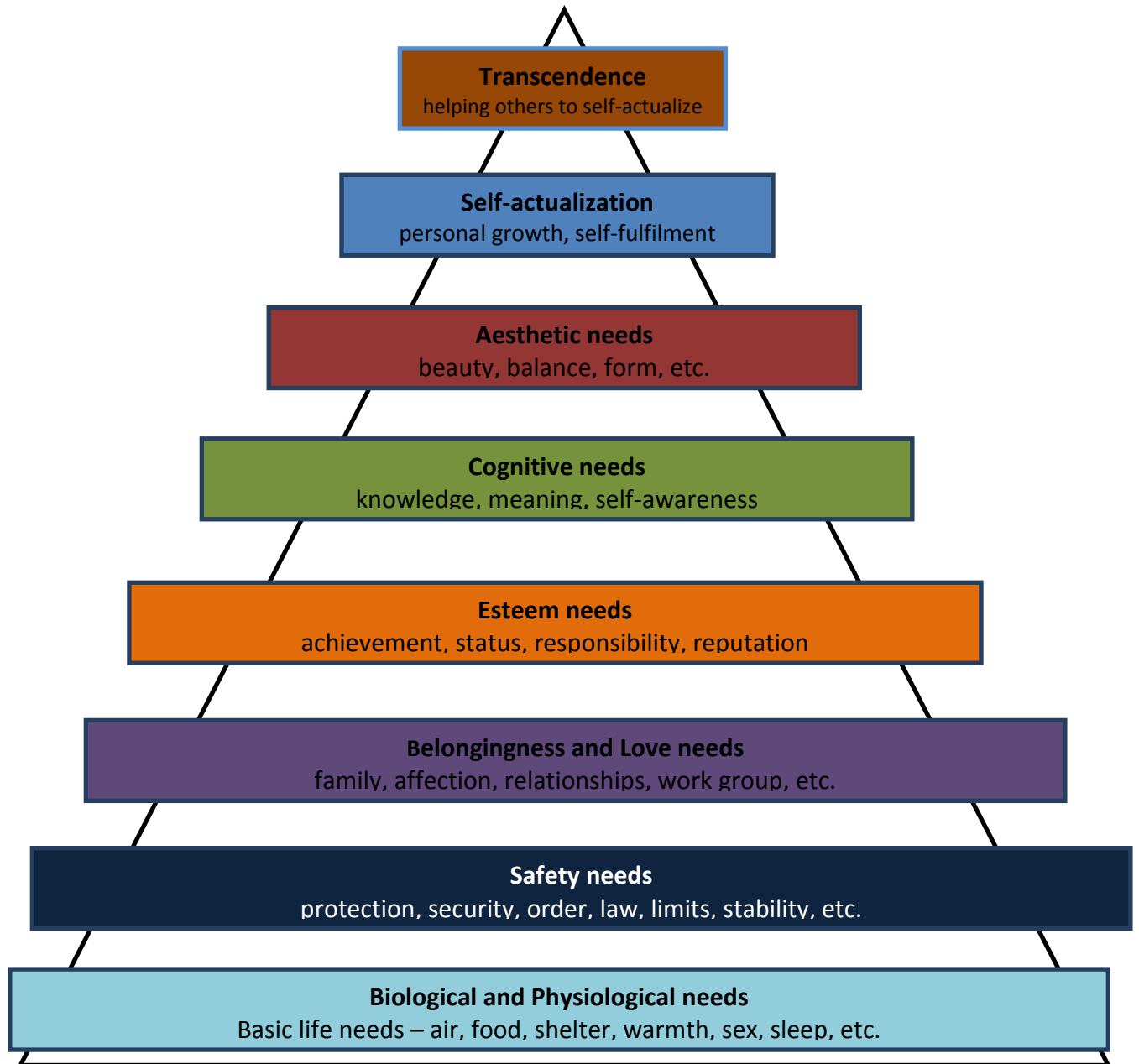


Figure 2: Hierarchy of needs-8 stage model

Source: [www.businessballs.com](http://www.businessballs.com)

## **2.8 Burton Human Needs Theory and its Relevance to the Study**

Burton (1990) views satisfying universal human needs as key to prevent or resolve social and political conflicts. He looks at how universal human needs are often neglected, leading groups to use violence to claim their rights and satisfying their needs. In his view, the needs most critical to an understanding of destructive social conflicts were those for identity, recognition, security and personal development. Burton looked at distributive justice, safety and security, belonging and love, self-esteem, Personal fulfillment, cultural security, freedom as well as participation. Most of these are already explained in Maslow hierarchy of needs. This section will only focus on the aspects that Burton added to the Human Need Theory.

### **2.8.1 Cultural Security**

It is related to identity, the need for recognition of one's language, traditions, religion, cultural values, ideas, and concepts. Refugees in asylum countries need to be culturally recognised by practicing their tradition, religion, ideas and concepts.

### **2.8.2 Freedom**

Burton views freedom as the condition of having no physical, political, or civil restraints; having the capacity to exercise choice in all aspects of one's life. This need can only be achieved if refugees are granted permanent residence or naturalization as practiced in South Africa and most western countries.

### **2.8.3 Distributive Justice**

Distributive justice is the need for the fair allocation of resources among all members. It focuses at adopting positive measures to ensure that all policies whether economic, social, cultural or legal benefit all members equally. Refugees in countries of asylum should also be viewed as equal members of the society with needs to be met and therefore the need for distributive justice.

### **2.8.4 Participation**

Burton view participation as the need to be able to actively partake in and influence civil society. Refugee law provides for the need for refugee to participate in public life, especially when they have been granted permanent residence and citizenship and can influence civil society and national economy. Typical example is France where people who were received as refugees had made significant contribution through exhibiting their talents in sport and in Australia five out of eight billionaires in 2000 were people whose grand parents came to Australia as refugees.

## **2.9 Similarities and differences Between Maslow and Burton**

The two theorists Maslow and Burton seems to share the same ideas in their theoretical approach but Burton seemed to have borrowed some ideas from Maslow. However, even if there are some similarities in the theories, the emphasis is different. Burton added

some aspects in building his theory, which are cultural security, distributive justice, freedom and participation.

## **2.10 Conclusion**

This chapter discussed Human Needs Theory and its importance to this study that seeks to establish the range of educational and sustainable livelihoods available to youth refugees in Tongogara Refugee Camp. The major lesson learnt is that every human being has needs. Some needs are not negotiable and others are negotiable. Human needs range from basic life needs namely physiological and biological needs to the highest needs for recognition, achievement, self-actualisation and the need to transcend. Access to educational and sustainable livelihoods opportunities can significantly contribute to the empowerment of young refugees and in regard to it become resourceful to the community and nations.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter describes the methods that were used by the researcher to collect data on “Educational Opportunities and Sustainable Livelihoods Coping Strategies for Youth Refugees in Zimbabwe: A case study of Tongogara Refugee Camp”. It begun with the justification of the research design, and proceeded to research subjects, data collecting techniques and procedures that were used and then described the study population, the sample, sampling procedures and data analysis, as well as ethical considerations. The study population included youth refugees from different countries living in Tongogara Camp, Commissioner for Refugees, Camp Administrator and other Government workers involved in refugee service provision in Tongogara Refugee Camp and in Harare. Also UNHCR Protection and Programme Officers, Tongogara Primary and Secondary School Deputy Headmasters, Country Coordinator for Jesuit Refugee Service and Executive Director for Women’s Self-Promotion Movement participated in the study. In addition, ethical considerations that were observed during the study are explained.

### **3.1 Research Design/ Plan**

Bhattacharjee (2012) defines research design is a comprehensive plan for data collection in an empirical research project. In this context, “The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. Obtaining relevant evidence entails specifying the type of evidence needed to answer the research question, to test a theory, to evaluate a

programme or to accurately describe some phenomenon” (Nyu.education website). In this particular research, qualitative research method was used in the process of collecting, analysing and writing up the findings.

Given (2008), revealed that qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and explore the world. Expressing similar view, Denzi and Lincoln said,

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzi and Lincoln, 2005: 3)

The researcher used different data collecting instruments which include in-depth interviews and key informant interviews, observation, focus group discussion and administering of household questionnaire copies.

## **3.2 Research Subjects**

### **3.2. 1 Research Population**

In general, research questions address an existing problem that is of great significance to important groups of people known as the research population. “A research population is generally a large collection of individuals or objects, that is, the main focus of a

scientific query. It is also known as a well-defined collection of individuals or objects known to have similar characteristics,” (Experiment-resource Website). In this study the research population will be youth refugees living in Tongogara Refugee Camp. They have similar characteristics as camp based refugees. However, due to the large sizes of the research population; the researcher was not able to test every individual in the population because it was time-consuming. This is the reason why the researcher used purposive sampling technique.

### **3.2.2 Sampling Procedure**

The researcher used purposive sampling, which enabled him to use his judgement to choose people that were available that best met his objectives or his target groups. The researcher selected two (2) to five (5) youth refugees from Burundi, Rwanda, DRC, Ethiopia and Ivory Coast through purposive sampling technique. Also leaders and employees of organizations and government institutions involved in refugee service including the Commissioner for Refugees, Camp Administrator, UNHCR officials and employees and other humanitarian agencies such Jesuit Refugee Service, Women’s Self-Promotion Movement involved in refugee service provision in the Camp were part of the study population. The total number of research participants was sixty eight (68) people.



### **3.3 Research Instruments**

In-depth interviews and key informant interviews, observation, focus group discussion and a questionnaire were administered and facilitated data collection process. The instruments used are attached in the Appendices.

#### **3.3.1 In-depth Interviews and Key Informant Interviews**

The researcher undertook in-depth interviews and key informant interviews to collect data. According to Mack and Al, (2011:2) In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. In addition, Steward (1997:18) further explained that this method creates space for interviewees to express themselves in terms of experiences and responses to issues being discussed through dialogue between researcher and the respondents, therefore creating a more natural form of exchange within a socially conducive environment. In-depth and key informant interviews instruments were useful in collecting data from selected individuals such as the Commissioner for Refugees, Camp Administrator and UNHCR Protection and Programme Officers, JRS National Coordinator, WSPM Executive Director, Deputy School Heads at Tongogara Primary School and Saint Michaels Tongogara Secondary School and Education Officers.

### **3.3.2 Focus Group Discussion**

A focus group can be defined as” a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue”(Arizona Website). Kreuger and Casey (2000:11) argues that the focus group presents a more natural environment than that of the individual interview because participants are influencing and influenced by others - just as they are in real life. Other researchers added that;

Focus groups discussion creates a process which is in some important respects very different from an in-depth interview. Data are generated by interaction between group participants. Participants present their own views and experience, but they also hear from other people. They listen, reflect on what is said, and in the light of this consider their own standpoint further. Additional material is thus triggered in response to what they hear. Participants ask questions of each other, seek clarification, comment on what they have heard and prompt others to reveal more. As the discussion progresses, individual response becomes sharpened and refined, and moves to a deeper and more considered level (Finch and Lewis, 2003:171).

Three group discussions were held with youths from different countries of similar characteristics selected from within Tongogara Camp and gathered together for a focus group discussion. The focus group discussion generated meaningful information as participants were free to discuss their individual and group experience and challenges and hearing from each other. They asked questions and debated various issues that were in line with the subject matter.

### **3.3.3 Observation**

The researcher gained an understanding of the situation of youth refugees through his onsite visit. In other words, sight visit helped him to observe and understand the perspective held by study population regarding educational and range of sustainable livelihoods opportunities available to youth refugees in Tongogara Refugee Camp. The researcher captured non-verbal cues from those who were interviewed for gestures, facial expressions, olfactory from the rooms they live, the clothes that they were putting on.

### **3.3.4 Household Questionnaire**

A questionnaire comprised of close and open-ended questions was administered to thirty (30) selected households to establish the range of educational and livelihoods opportunities available to youth in their households and families. Questionnaire instrument captured data related to youth access to education, training, food security, wage-earning and self- sustaining employment. Out of 30 questionnaire copies distributed to different households through purposive sampling, 24 were fully completed and retained.

## **3.4 Analysis of Data**

The qualitative research data that was collected has been analyzed interpreted and presented using simple Excel computer package and Micro soft Word for data analysis.

Narrative data came from various responses to open-ended questions on the investigation, group discussions, the transcript from an interview or notes from a log or diary, field notes, observation or the text of any published reports related to the subject matter. Selected youth refugees provided data by answering to open-ended questions and through their active participation to the focus group discussions and household questionnaire.

### **3.5 Ethical Considerations**

The Centre for Bioethics at the University of Minnesota (2003) stated that the birth of modern research ethics began with a desire to protect human subjects involved in research projects. Ethical considerations are critical in the context of this research focusing on traumatized, multicultural and vulnerable youth refugee populations living in Tongogara Refugee Camp. Given their past experiences of political violence and war atrocities, it was important to address issues of trust, non harm and freedom. The researcher obtained an official letter from the Institute of Peace, Leadership and Governance in order to gain access to the study area. He was also issued a letter from the Commissioner for Refugees, which allowed him to undertake the study in Tongogara Camp. The researcher sought consent of participants. Consent involved the procedure by which an individual may choose whether or not to participate in a study.

High level of professionalism, creativity, flexibility and discretion was exhibited by the researcher to protect the research participants and ensured data gathering effectiveness.

The information provided by participants will be used mainly for academic purpose. This study is meant not to harm but generated new information that can contribute towards the achievement of better quality of life and improve welfare. Therefore, proper environment and protection of research participants was secured. There was no any reported case of physical or emotional injuries by any research participant and it proceeded on very well. Last but not least, the researcher avoided giving false promises to vulnerable refugees and made sure that the research is carried out in a more transparent, credible and professional manner.

### **3.6 Conclusion**

This chapter has described the methods that were used by the researcher to collect data on “Educational Opportunities and Sustainable Livelihoods Coping Strategies for Youth Refugees in Zimbabwe: A case study of Tongogara Refugee Camp”. It begun with the justification of the research design, and proceeded to research subjects, data collecting techniques and procedures that will be used and then described the study population, the sample, and sampling procedures and data analysis procedures, as well as ethical considerations.

## **CHAPTER 4: PRESENTATION, INTERPRETATION AND ANALYSIS OF RESEARCH FINDINGS**

### **4.0 Introduction**

This fourth chapter focuses on presentation, interpretation and analysis of all relevant data that was collected during the research process. The data was collected through in-depth interviews and key informant interviews, observation, focus group discussion and administering of household questionnaires has been presented in narration and descriptive statistics that included various graphs, tables, using spreadsheets.

### **4.1 History and Location of Tongogara Refugee Camp**

Tongogara Refugee Camp was established in 1982, in line with the provisions of Section 12 of Refugee Act [Chapter 4:03]; Zimbabwe Government encampment Policy. The camp was named after the national liberation fighter, Josiah Magamba Tongogara, born in 1933 and died on 26 December 1979. Basically the camp was established for a rehabilitation of ex-combatants of 1980. Following the war in Mozambique, in the year 1986, the camp provided accommodation to Mozambican refugees. After the end of the war in Mozambique in 1992, the camp was reopened in 1996 and catered for street children, and single mothers. In 1998, the Zimbabwean Government designated Tongogara Refugee camp as the residence for all refugees and asylum seekers. The camp is provided with borehole water and a medical clinic, which provides basic medical services and in case of health complications ill refugees are transferred to Chipinge Hospital. The UNHCR had built a few bricks and wooden house for refugee

accommodation. However, due to continued influx of new arrival refugees, the camp has now become overcrowded and accommodation becomes a serious crisis. As a result, most “*refugees are building their own huts and houses using mud*” (Badibanga 2010). Tents are also provided for temporary shelter. The weakness of keeping people in the camp is that it creates dependence syndrome on humanitarian aid in terms of food handouts and can also perpetuates vulnerability and laziness. It can also result in starvation especially when the humanitarian aid is reduced or cut off. However, livelihoods sustainability can only be achieved through initiatives that help people to help themselves. What this means is that when you give someone a fish he/she will eat for a day but if you teach him/her to fish he/she will eat forever.’

#### **4.2 Number of Asylum seekers and Refugees in Zimbabwe**

According to the Government of Zimbabwe March (2014) statistics, there is a total of seven thousand eighty hundred and ninety-two (7892) war victim refugees and asylum seekers from Angola, Burundi, Rwanda, Congo Brazzaville, Democratic Republic of Congo (DRC), Ethiopia, Mali, Syria and Somalia; South-Sudan, South Africa, Côte D’Ivoire, Uganda, Tanzania, Ghana, Zambia and Eritrea. The above statistics also include one hundred and eleven (111) Zimbabweans married to Refugees. A total of four thousand five hundred (4500) are youth representing 61% of refugees living in Zimbabwe.

#### 4.3 Number of Asylum seekers and Refugees living in Tongogara Camp

Government statistics also reveals that currently there are a total of six thousand seven hundred fifty-two people, which include three thousand six hundred and ninety two (3,692) refugees and three thousand and sixty (3,060) Asylum seekers including twelve Zimbabweans married to refugees. The total number of population living in Tongogara Refugee Camp by end of March 2014 is six thousand seven hundred fifty-two (6,752). A total of four thousand three hundred and forty nine (4,349) representing 64% are youth aged between twelve and thirty five years old. This study has established whether educational and sustainable livelihoods opportunities are available to youth refugees in order to help them to become self-sustained and empowered persons who live with dignity and free choice.

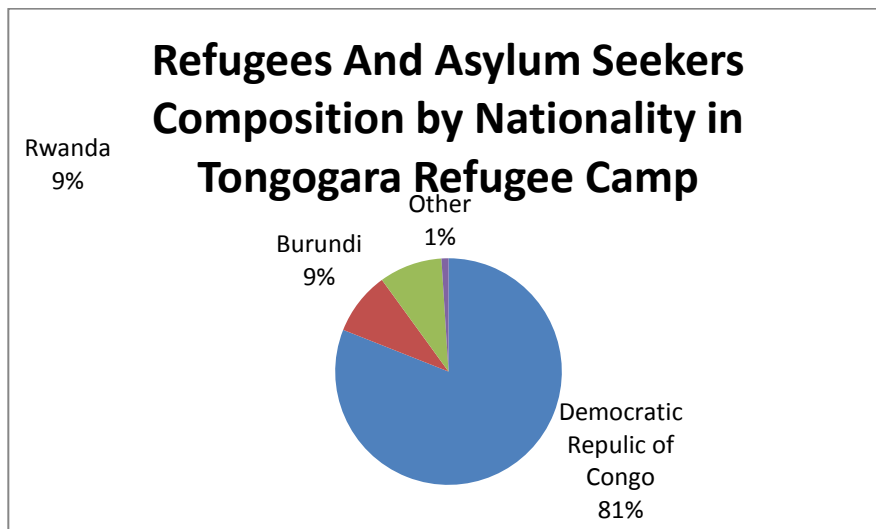


Diagram 1: Refugees and Asylum seekers composition by nationality in Tongogara camp



The graph above shows that 81% of refugees and Asylum seekers living in Tongogara Camp are from DRC followed by Burundi 9% and Rwanda 9%; whereas other countries namely Somalia, Ivory Coast, Eretria, Uganda, Mali, South Africa, Egypt, Ethiopia, Syria, Congo Brazzaville, Ghana, Sudan and Tanzania only have 1% of the general population represented in Tongogara camp by March 2014.

#### **4.3.1 The majority of Refugees and Asylum seekers are from Great Lakes countries**

The research finding established that the influx of refugees from the DRC into Zimbabwe can be explained by a series of negative events, which has been manifested through horrible endless wars, loss of human lives and properties, rampant violation of human rights, poverty and lawlessness that affected DRC for decades. For instance,

In June 1960 DRC became independent, with Patrice Emery Lumumba and Joseph Kasa Vubu, respectively as prime minister and first president. Following the assassination of Lumumba shortly thereafter, the country experienced a series of rebellions and secessionist movements sometimes with the direct encouragement of external actors. Shortly after the second parliamentary general elections Colonel Mobutu Seso Seko successfully organised a coup and assumed power, with the support from United States, in the newly renamed Zaire. He remained in power for 32 years. In 1997 the increasingly corrupt and despotic regime of Mobutu was overthrown by an alliance nominally under the leadership of Laurent Desiré Kabila and strongly backed by a number of other governments. Laurent Kabila was subsequently assassinated in January 2001 and replaced by his son, Joseph Kabila, as president of the DRC ([www.issafica.org](http://www.issafica.org)).

While some view the DRC endless conflict as a resources curse, others connect it to internal collapse of public institutions and legitimate government and leadership. Kabemba, a conflict analyst on causes of the recent war situation in the DRC said, “*The*

*war situation surrounding the DRC has largely been caused by the internal collapse of legitimate government; in the wake of the collapse of the state, external powers have been able to influence events in the DRC to suit their own interests”* (Kabemba 1999:1).

The on-going war in the DRC has forced many Congolese to leave their country for fear of persecution and some of them have found asylum in Zimbabwe.

On the other hand, in 1994, Rwanda experienced mass killing of about one hundred thousand people within three months. This forced millions of its citizens to flee their home country and found asylum in other countries. Although Rwanda is believed to have some relative peace, not many Rwandese refugees in Zimbabwe are willing to go back to Rwanda. They are afraid of being unjustly persecuted and risk losing their lives. They have no other options but to continue living in exile. Moreover, since the assassination of the democratically elected President Melchior Ndadaye in October 1993, *“more than 1 million Burundians were internally displaced or forced to flee the country as a result of the 12-year civil conflict which killed over 300,000 people”* (Open Democracy Website). Given the continuous volatile situation and insecurity in Burundi, a number of refugees of Burundian origin are still unable to return to their home country for fear of persecution.

#### 4.4 Research Instruments and Participants

	UNHCR Protection and Programme	Commissioner for Refugees, Camp Administrator And Education Officers	Youth Refugees	Primary School Refugee Students	School Heads In Tongogara Camp	NGOS Operating in Tongogara Camp	Househo lds heads	Total
N0 of actual participants	2	4	20	12	2	4	24	68
Percentage of people who actually participated	3%	6%	29%	18%	3%	6%	35%	100%

Table 2: Research Participants

**Source:** Research Survey 2014.

As shown in the table above the researcher distributed thirty household (30) questionnaire copies to targeted respondents. In response, the researcher received back twenty four (24) duly completed copies from refugees' household selected through purposive sampling. The response rate achieved was therefore 80%. The focus group discussion targeted thirty two (32) youth namely twelve men and boys and twelve women and girls refugees from different countries, as well as Grade Seven students whereby several questions on the research area were discussed in three separate group

discussions one for men and boys and another one for women and girls only in the camp and the third one was conducted with twelve Grade Seven students (six boys and six girls) at Tongogagara Primary School. The discussion proceeded well as had been anticipated. The success rate in that case was 100%. The researcher also targeted six (6) leaders namely the Commissioner for Refugees in Harare, Camp Administrator, two Education Officers one in Harare and another one in Tongogara Refugee Camp, the UNHCR Protection Officer and UNHCR Programme Officer in Tongogara Camp with key informant interviews and all six were successfully interviewed thereby generating a hundred percent (100%) response rate. Meanwhile, the researcher also interviewed four (4) key officials and employees from Jesuit Refugee Service, Women's Self-Promotion Movement, Christian Care and NODED, which are some of the non-governmental organisations (NGOs) that provide a range of services to refugees in the camp and two (2) school heads one from Tongogara Primary School and another one from Saint Michel Tongogara Secondary School were also targeted for face-to-face interviews and four out of six were successfully interviewed.

Considering the response rates achieved, the researcher deemed them to be highly satisfactory and proceeded to present and analyse the data so gathered. The results of the study are presented based on the four research questions that were used in this study on "Educational Opportunities and Sustainable Livelihoods Coping Strategies for Youth Refugees in Zimbabwe: A case study of Tongogara Refugee Camp".

It should be noted that most of the refugees who participated in this research were from Burundi, Democratic Republic of Congo, Rwanda, Ethiopia, Somalia and Cote D'Ivoire. They availed themselves and responded in this study.

#### **4.5 Livelihood Opportunities for Youth Refugees in Tongogara Refugee Camp**

This section explains the various livelihood opportunities available to refugee youth in Tongogara camp. This includes wage earning and self-employment, agriculture, rearing of livestock, bread basket and small businesses venture for self-employment creation.

##### **4.5.1 Wage Earning Employment for Youth Refugees**

The research established that a total of fourteen refugees are employed in the education departments in pre-school, primary and secondary schools and, language lessons in Tongogara Camp. The researcher had an opportunity to speak to some of the refugees who are currently employed as teachers and asked them about the salary they earn per month. They revealed that the highest paid full time refugee teacher receives only \$100 per month. This amount is far below the minimum salary for the least paid teacher in Zimbabwe. One of the refugee teachers said,

*Although, we (refugee teachers) are lowly paid we spend equal teaching hours at school just like other local teachers whose salaries are much higher than what we get. We have equal qualifications with other local or Zimbabwean teachers and perform our duties very well. For example, you will be teaching thirteen classes and every class you teach thirty minutes twice a week. However, the fact that we are refugees, we have been victimized and given lower salaries which is not sufficient for us to sustain our personal and family basic needs, (Interview with a refugee teacher in Tongogara camp on 29 March 2014).*

This situation undermines livelihood sustainability of these civil servant refugees working as teachers because they are under paid. Low salary has also contributed to low self-esteem and undermines the need for self actualization for these underpaid workers. On the other side, the Government of Zimbabwe has recently emphasized that, “*The least-paid civil servant will this month get at least US\$500 as their salary increment, backdated to January 1, 2014*” (Herald Zimbabwe 09 April 2014, p1).

The education officer at the Department of Social Welfare in the office of Commissioner for Refugees who was interviewed by the researcher in Harare said,

*Teachers from refugee community are not government employees. They are just volunteers and what they get on monthly basis is just a token of appreciation and not a salary. The US\$ 100 they get on monthly basis come from an arrangement between the Ministry of Labour and Social Welfare and UNHCR, (Interview with Social Welfare Education officer in the Office of Commissioner for Refugees, 28 April 2014).*

Nevertheless, the researcher is of the opinion that although the Department of Social Welfare and UNHCR considers these teachers as volunteers, they are working full time and have been there for many years. Therefore, there is need to allow them to be registered with the Ministry of Education, sign employment contracts and receive equal remuneration like other teachers with similar qualification.

#### **4.5.2 High Rate of Educated and Qualified Unemployed Youths**

The research findings established that more than one thousand youth from DRC, Rwanda, Burundi, Ivory Coast and Ethiopia residing in Tongogara Camp have

qualifications ranging from secondary, post secondary and University degree qualifications but are not employed. A group of elders and Country representative committee leaders at Tongogara Camp told the researcher that,

*We have qualified refugees including medical doctors and nurses in this camp but they are not working because the temporary residence permit given does not allow asylum seekers and refugees to work in Zimbabwe. A few lucky refugees who are working in libraries and other places within the camp are just considered as volunteers at Jesuit Refugee Service, Child Help Line, Christian Care, some serve as interpreters their monthly salary ranges from sixty (\$60) to eighty (\$80) per person per month, ( Interview with Elders and country representatives, 28 March 2014).*

This policy and low salaries given to refugees undermines their ability to achieve self-reliance. As a result, most refugees are forced to depend on monthly food aid provided by Christian Care through UNHCR funding. UNHCR officials who were interviewed by the researcher on youth refugee unemployment issue revealed that,

*There is a strict policy and reservations on issue to do with refugee employment in Zimbabwe...Refugees are allowed to work on condition that you get work permit as any other foreigner in Zimbabwe. The practice is more of protecting Zimbabweans. You cannot get a work permit for an ordinary job unless you are an expert. This is the practice of refugee encampment that affects their right to employment. This situation is also worsened by the fact that Zimbabwe economy down turn has resulted in high unemployment and poverty among the local population. A few jobs available are reserved for Zimbabwean citizens. To my knowledge only three refugees are gainfully employed in Zimbabwe, two are medical doctors and one lawyer working in Attorney General Office. However, quite a good number of refugees are engaged in small jobs such as commuter omnibuses, tuck shops, hair salons through self employment without legal papers. They end up being harassed and targeted by the police because the issue of accessing employment without work permit is strictly illegal in term of the law.” (Interview with the UNHCR Protection and Programme Officers in Tongogara Camp, 31 March 2014).*

Expressing a similar view, Mr. Mukaro, the Commissioner for Refugees who was interviewed by the researcher in Harare had this to say,

*Employment in Zimbabwe is a problem to both local and refugees. The policies regarding refugee employment in Zimbabwe are not favourable in the sense that we do not regard refugees as local but as foreigners. Therefore, they should get work permits and not every youth refugee can be given a work permit. They are given only to experts in liberal professions such as medical doctors, nurses, lawyers and teachers. When they qualify they don't use such qualifications in Zimbabwe but they would use the knowledge when they go back to their home countries or when they are resettled elsewhere. (Interview with the Commissioner for Refugees, 22 April 2014).*

Conversely, Article 17(1) and 18 of the 1951 United Nations Refugee Convention provide for the right to engage in wage-earning employment or self-employment. Wage-earning and self-employment plays a critical role in enabling youth refugees to pursue productive livelihoods that lead to self-reliance. The Refugee Convention guarantees refugees “the most favorable treatment” possible, meaning that they must be treated as other foreign nationals in different circumstances.

The research view's is that unemployment situation among youth refugees is aggravated by the economic down turn in Zimbabwe. This view was also expressed by Mr. Zengeya, who is the camp administrator saying that Zimbabweans with master's degree are currently selling vegetables on the street.



#### **4.5.3 Self-Employment**

The education officer at the camp said that there are about 150 self-employed refugees throughout Zimbabwe. Out of this number 30 to 50 of them are in Tongogara Refugee Camp. This was evidenced by the presence of a few tuck shops, two beer halls and a few commuter omnibuses that are run mainly by youth refugees from Rwanda and Burundi as observed by the researcher.

On the other hand, the researcher established that due to high unemployment experienced in Tongogara camp some youth refugees who used to live in Tongogara Camp have relocated to Harare. The researcher managed to visit Mbare Musika and found a total number of twenty youth refugees operating small businesses such tuck shops and barber shops. Asking them how they got the capital to start these small businesses, the majority revealed that they received remittances from family members and friends living overseas. It was also established that some refugees, especially from Rwanda own a few omnibuses operating in different routes around the City of Harare. Most drivers and conductors of these minibuses are Zimbabwean citizens.

#### **4.5.4 Vocational Training Initiatives as a Strategy for Sustainable Livelihoods**

Jesuit Refugee Service, Silveria House and NODED have introduced a variety of vocational trainings in areas such as cosmetology, hairdressing, dressmaking, building, computer training, welding, plumbing, electronics, fencing, carpentry, auto-mechanics

and catering. This short term vocational training was meant to contribute to employment creation and supplement household income among the refugee community. Tendai Makoni, JRS National Coordinator said,

*“The food basket for refugees has been reduced and this is what prompted JRS to undertake vocational training programme to empower refugees to be self-reliant. So far we have trained one hundred and sixty youth in our first intake and we are now registering new group”* (Interview with Tendai Makoni, JRS National Coordinator, 27 April 2014).

The success of this project will largely depend on the ability for trainees to get operational support after their graduation and reliable markets for their commodities. This will enable them to effectively practice the knowledge gained and create self-sustaining employment.

#### **4.5.5 Monthly Food Distribution**

It was established that Christian Care through funding from UNHCR distributes food handouts to refugees on monthly basis. The monthly food handout include 10 kgs of meal meal, 2kg of rice, 2kgs of beans, 2kgs of soya, 750 ml of cooking oil, 500 grams of salt and 500 grams of sugar per person. The food basket has been described by many refugee youth as insufficient to sustain a single person and household in a month. There is an indication that due to budgetary constraints experienced by the UNHCR and Christian Care, monthly food ration is likely to be further reduced. This situation will

worsen household food insecurity and vulnerability of youth refugees. There was an indication that the World Food Programme is likely to take over food distribution from Christian Care. The researcher hope that monthly food ration for refugees will be improved.

#### **4.5.6 Household Food Insecurity and its Impact on Youth**

One of the focus group discussion respondents said,

*While we are not allowed to work, the food basket we receive on monthly basis is not sufficient; not given on regular basis and has been further reduced. For example, in January 2014, we were not given any food and we only got food at the end of February 2014 after a lot of negotiations and refugee demonstration by marching in the Camp to claim the food ration. This situation has increased our vulnerability, dependence, poverty and suffering. In monetary terms the monthly food handout we receive is equivalent to ten (US\$ 10). This situation is fueling promiscuous behaviour and prostitution among young people in Tongogara Refugee Camp. (Respondents from a focus group discussion, 30 March 2014).*

In Maslow's hierarchy of needs, food is viewed as part of physiological needs for human survival. Hunger and malnutrition may lead to disease and death of human beings. There is therefore need to address this basic and non-negotiable need.

#### **4.5.7 Agriculture**

The researcher also established that by the end of 2013, Christian Care provided small plots, seeds and fertilizer to three hundred and twenty five (325) refugee households who managed to grow some maize to supplement their food ration. This is a very good initiative and need to be expanded to cater for all the people in the camp so that they can supplement to their monthly food ration.

#### **4.5.8 Other Livelihood Projects Undertaken by Youth Refugees**

A limited number of youth refugees are involved in various activities ranging from brick molding, selling food stuffs, clothing, and cattle as a strategy to supplement their food rations and income creation. Some of these activities have been supported by various non-governmental organisations. For example, Aziza Abemba, WSPM Executive Director said,

*Our organisation has provided goats to a few women refugees in Tongogara Camp as a contribution to their income-generation strategies to supplement on their food baskets and assist in meeting other non-food needs for their households. WSPM also provides leadership training for women and girls as to help them to gain self-confidence, self-esteem and self-determination. Our capacity building programme also helps women and girl refugees to understand their rights and exercise them. (Interview with WSPM Director, 04 April 2014).*

Refugee youth need to be supported to venture in self-employment activities as to assist them to help themselves.

#### **4.6 Socio-Economic Challenges and Impact on Youths**

In a group discussion conducted with ten women and girls, it was established that the majority of youth refugees (about 97%) are currently unemployed and they are living below the poverty datum line with no hope for a better future. It was also established that due to socio-economic and household food insecurity challenges, many minor girls are getting involved in promiscuous behaviour and sexual transaction to supplement household food ration. In addition, inability to access wage earning employment and accommodation challenges has prompted many parents to force their minor girls' children to engage in early marriages as their parents will be in urgent need for cash

from bride price (*Lobola*) to provide for household basic needs. Force marriage and gender discrimination perpetuates feminization of poverty and it is an impediment to the achievement of Millennium Development Goal 3 that provides for the promotion of gender equality and empowerment of women.

During the group discussion, some of the young women and men were open in discussing the existence of sexual transmitted diseases among youths, which is fuelled by the promiscuous behaviors attributed to poverty and unemployment. They tried to seek medical attention and/or assistance in the camp but there is no medication.

#### **4.7 Unfavorable Climatic Conditions and Location of Refugee Camps**

Climatic conditions and soil types in many refugee camps are not suitable for refugee sustainable livelihoods. This situation also does include Tongogara refugee camp in Zimbabwe. A study conducted in Tongogara Refugee Camp by a previous researcher revealed the following challenges are being experienced due to its unfavorable climatic and soil conditions,

It is in the rain shadow area of Chimanimani Mountains, as a result, the region does not benefit from rains that blow inland from the Indian Ocean. Thus, the ground in the area is very dry and not suitable for agricultural activities, making it difficult for refugees to farm. The temperatures in the region are very high. The estimated average temperatures are as high as 35 and 38 degree Celsius. The region and the camp also is prone to flooding, as it is situated downstream from local rivers (Badibanga 2010:26).

Based on the above paragraphs and what has been discussed in preceding chapters one and two of this paper; it is clear that many refugee settlements are located in unfriendly environment that make it difficult for youth refugees to be productive. Kakuma Refugee Camp is a desert and Tongogara is also a dry place with very harsh weather and lack of suitable land for productive farming activities. As a result, some youth refugees take the chances to cross borders to South Africa in search for greener pastures and return only when registration exercise begin.

Looking back to the history of refugee encampment, one can also associated it with the children of Israel when they went to Egypt. They were relocated in Goshen which was a fertile area which ended them to be productive and fed for themselves and helped in the growing of Egyptian economy. This means if refugees in the contemporary refugee camps are located in fertile areas they can be productive and feed for themselves. Unfortunately, the current reality is likely to produce a community of beggars and economically dependents, miserable people due the fact that they are being settled in unproductive places where productive farming opportunity are a challenge and they also do not have opportunity for accessing wage earning and self-employment.

The current commitment by Christian Care and allocation of small plots to some refugee households and their investment in market gardening is a positive development. Farming initiative by Christian Care, vocational training by JRS and NODED and WSPM's felt

need interventions and activities undertaken in Tongogara Camp needs to be supported and expanded to benefit all refugees.

#### **4.8 Educational Opportunities**

Education is recognised as cornerstone for development and critical strategy for youth empowerment. Article 22 of the 1951 Convention Relating to the Status of Refugees states that signatory states “shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.... [and] treatment as favourable as possible... with respect to education other than elementary education”(UNHCR, 2010). Zimbabwe is a signatory to the 1951 Convention Relating to the Status of Refugees, its 1967 Protocol and 1969 OAU Convention on Specific Problems of Refugees in Africa.

##### **4.8.1 Primary School Education**

There is one primary school located at about two kilometers away from Tongogara Camp residential area. This school is called Tongogara Primary School. The research findings revealed that Tongogara Primary School has a total number of one thousand four hundred and forty four (1444) students. Out of this number, one thousand two hundred and sixty five students (1265) are refugee children, whereas, the remainder are Zimbabwean citizens. The number of girls refugees enrolled in the primary school is six hundred and twenty seven (627); six hundred and thirty eight (638) are boys. In terms of country representation, nine hundred and seventy six (976) pupils are refugee children from DRC contributing 68, 8% of school enrolment. They are followed by Burundi with

one hundred and thirty three (133) pupils and Rwanda with one hundred and thirty one (131) pupils; whereas Uganda, Ethiopia, Somalia and other nationalities have only twenty five children enrolled at this School. The research finding shows that the majority of refugee children aged between six and twelve years old are currently attending primary school education at Tongogara Primary School.

Twelve grade seven refugee children (six boys and six girls) who participated in a focus group discussion informed the researcher that, “*we value education because it can help us to have a better future therefore we take it seriously and we are trying our best,*” (Group discussion respondent from Tongogara Primary School, 28 March 2014). This means that these students most of whom were from twelve to thirteen years old have already a clear understanding of the importance of education and how it can contribute in shaping their future. Meanwhile, Mr. John the school Deputy Head said,

*Some of the students from the camp are performing very well and are uplifting the standard of the school. They are also performing well in art and sport. All the awards medals are won by students from the camp. If they were to be sent back today, the standard of this school is likely to go down because most local (Zimbabwean) students are far behind and this may negatively affect the reputation and standard of this school if all refugees were to be sent back to their home countries* (Interview with the Deputy Headmaster at Tongogara Primary School, 28 March 2014).

This situation is a demonstration that in spite of language barrier, youths from refugee backgrounds exhibit high levels of strength, resilience, resourcefulness and are an untapped resource that can be developed and equipped to become meaningful assets and



resource persons. This can also be explained by the fact that the standard of education in Zimbabwe is higher than some other African countries.

#### **4.8.2 Shortage of classrooms at Tongogara Primary School**

The research established that the school is currently facing some challenges that are affecting the school standards and performance of students. One of the challenges noted was the shortage of classrooms, which is forcing almost half of students to attend classes under trees. Both the school Deputy Head and Camp Administrator said, *“Tongogara primary school has currently twenty nine classes with only fifteen class rooms. This is forcing fourteen teachers and classes to be conducted under trees and in the open air.”*

(Interview with Deputy Headmaster and Camp Administrator, 28 March and 2 April 2014). Unfortunately, the weather in Tongogara area is very hot and windy. Children and teachers cannot concentrate outside. This situation has resulted in poor performance and drop outs among students.

Expressing a similar view and experience on poor quality education for refugee elsewhere, Peterson (2011) an expert in the UNHCR Policy and Development Service states that the lack of high quality and protective education for refugees stands in the way of meeting Education for All goals, of achieving durable solutions, and of sustainable development and reconstruction of home and host countries.

#### **4.8.3 Hunger and Uniform Shortage**

One of the students who participated in focus group discussion narrated that,

*Due to our household food insecurity, many of us are going to school without taking breakfast. As a result, many of us fall hungry in class and fail to concentrate with their studies and others ended up in nearby maize field where they were caught stealing maize from other people's fields. In addition, many of us come to school without shoes and with very dirty and torn uniforms. This is due to the fact that we only receive one set of uniform that is a shirt and short for a boy and one dress for a girl without shoes for an irregular period of one to two years from UNHCR through the Department of Social Welfare. (Focus group discussion respondent, 28 March 2014).*

This situation undermines the ability for children to study properly as they are coming to school with empty stomachs. It also affect their hygiene as they walk four kilometers on foot every day in dust road without proper school shoes and with only one set of uniform for a period of one to two years is not good enough considering the heat and cold weather that affect them.

#### **4.8.4 Secondary School Education**

The research established that there is one secondary school which is called Saint Michaels Tongogara Secondary School with classes ranging from Form one to Four. This school is located about five hundred meters away from Tongogara camp residential area next to a sports ground. There are three hundred and eighty nine (389) students; one hundred and twenty eight (128) are Zimbabwean citizens; whereas, two hundred and sixty one (261) are pupil from refugee community.

#### **4.8.5 Source of Sponsorship for Refugee Students**

The research established that all refugee students attending school at both Tongogara Primary school and Saint Michael Tongogara Secondary School are sponsored by UNHCR and the funds are disbursed through the Department of Social Welfare within the Ministry of Labour and Social Welfare. The research also established through the education office that, one hundred and eleven (111) students from the camp are studying in boarding schools outside Tongogara Refugee Camp. A total of fifty one (51) students are in Chibuwe, twenty three (23) at Mount Selinda and twenty two (22) in Mlihnga boarding schools all sponsored by UNHCR. Due to sponsorship challenges other refugee children who were not supported by UNHCR are being supported their own families.

#### **4.8.6 Challenges experienced at Saint Michaels Tongogara Secondary School**

The Deputy Headmaster for Saint Michaels Secondary School said,

*When a refugee family is interviewed for resettlement to go either to America or Canada, students do not take education serious. They concentrate on resettlement and put less effort to studies. They think if they go to USA or Canada the certificates from Zimbabwe education will not be considered in the resettlement country. This situation poses a lot of challenges because most refugees end up underperforming and misbehaving. However, this behaviour is changing after some refugees have realised that Zimbabwe certificates are accepted in some developed countries (Interview with Deputy Headmaster at Saint Michael Tongogara Secondary School, 27 March 2014).*

#### **4.8.7 Scholarship Shortage Challenges**

It was also established that due to limited scholarships, many refugee students who perform well at secondary schools fail to attend post secondary and university studies. Also some refugees who come to Zimbabwe with completed secondary education qualifications and are in need for proceeding to University are also experiencing similar challenges. UNHCR through Albert Einstein German Academic Refugee Initiative (DAFI) Scholarships programme in Zimbabwe provides about ten scholarships or less each year.

#### **4.8.8 Shortage of Educational materials and lack of Computer-Internet Facilities**

It was established that there is shortage of books and other updated educational materials at both Primary and Secondary Schools in Tongogara. There is need for building a resourceful library to contribute in delivery of quality education that can also improve the pass rate at these schools.

The researcher established that there was not even one computer laboratory at both primary and secondary schools. However, given the rapid change in education systems and the importance of information, communication technology there is an urgent need for theoretical and practical computer and internet lessons, as well as library whereby students can conduct research using the internet search engines and communicate with one another through e-mail.

#### **4.8.9 Language Barrier**

It was established that most students from refugee community who register at Tongogara Primary School and Saint Michaels Secondary School are from French Speaking countries but the education system in Zimbabwe is conducted in Shona and English languages. This situation has resulted in some of them having serious problems in understanding lessons and end up dropping out due to language constraints.

#### **4.8.10 Failure to make it to Secondary and Post Secondary Levels**

The researcher established that there are over one thousand students from refugee community attending primary school education but only less than four hundred (400) are in secondary and post secondary schools. This gap is a matter of concern considering that education is no longer limited to reading, writing and counting. Now days, even undergraduate degrees are no longer enough as most youth are now taking master's and doctorate degrees. Refugee youth should also be given similar opportunity to enable them to meet self-esteem, self-actualisation and transcendence needs.

#### **4.8.11 Urban Refugees Denied Access to Scholarships**

The research also established that school going children and youth refugees living in urban areas, especially in Harare are not given sponsorship, except a few lucky Form five and six students. The refugee educational policy states that refugees applying for scholarship must be staying in Tongogara Camp. This situation is undermining urban

refugee policy and robbing the future of many young urban refugees as most parents have no sufficient income to pay for the school fees being charged in primary and secondary schools in urban areas. In addition, due to limited scholarship, the majorities of youths who qualify to go to University end up in the streets of Harare and engage in early marriage, prostitution, drugs which negatively affect their future. This was evident when the researcher visited places such as chez Temba bar on Net one Building and in the avenues areas in Harare.

#### **4.9 Amenities and Services**

##### **4.9.1 Electricity and Water supply in Tongogara Camp**

In January 2014, the Zimbabwe Electricity Distribution Company had switched off the supply of electricity because the UNHCR could not manage to pay the monthly bills. This switching off of electricity also contributed to the cutting off of clean domestic water supplies in the Camp. This situation is likely to increase the chances of an outbreak of diarrhea or cholera of which the clinic might not cope. The reason being that Human waste is thrown in some of the pits that surround the camp and flies are all over, which can increase the chances of disease outbreak, which can affect youth refugees since they contribute the majority of the population who live in the camp. Ms. Tendai Makoni, JRS National Coordinator said,

*«The cutting of power is bad, it really negatively affected the operation and productivity of our vocational training projects because we are now using a generator and it is not big enough to supply power needed for our operation. It is even better if*

*power can be restored and each organisation will be paying their own bills,”* (Interview with Ms. Tendai Makoni, 27 March 2014).

#### **4.9.2 Effects of Power Cut on Youth Refugees and Environmental Challenges**

It was established that due to the power cut, youths living in the camp are now exposed to wild animals, which roam during the night within the camp, especially elephants. A few months ago a young refugee from South Sudan was killed by an elephant, which had gone astray toward the camp and a young boy from Rwanda was also viciously attacked by a crocodile when he had gone to play in a nearby river which is two hundred meters from Tongogara Refugee Camp. Electricity was also the main source for cooking fuel for refugees. As a result, cutting of trees for charcoals and firewood has become the chief source of energy among the refugees. However, cutting of trees can have negative impact on the environment and it is legally prohibited in Zimbabwe.

It was also established that before the cutting of electricity, some refugees could have televisions in their homes and were able to watch news and have some entertainment. However, due to the cutting of electricity, many people revealed that the only remaining entertainment for them is sex and making children.

#### **4.9.3 Boreholes Available Not Enough to Cater for Household Needs**

While the total population residing in Tongogara Refugee Camp is currently six thousand seven hundred and twenty five there are only thirteen boreholes, which only ten are functioning. This means each borehole is catering for six hundred seventy two people. This is not adequate for the majority of the people. Therefore, some youths wake up at 3: am to join the queue for water and only manage to get water at around 10: am, which can affect the school going age youths who may be affected academically.

#### **4.9.4 Health and Medical Facilities in Tongogara Camp**

The camp population is growing but there is not even one medical doctor in the camp. The participants in group discussion expressed that “*A few nurses available are not managing to provide quality health and medical services to refugees.*” (A Group Discussion respondent, 30 March 2014). It was also established that due to language barrier especially with new arrival young women refugees from French and Swahili speaking countries that fall sick in the camp and happened to be transferred outside the camp end up dying in Chipinge Hospital due to communication breakdown between the patients and doctor. There is need for a permanent medical doctor and multilingual nurses to save human lives in Tongogara Camp.

### **4.10 Policies and Legislations**

#### **4.10.1 The Process of Registering Asylum Seekers and Refugees in Zimbabwe**

The research has established that when asylum seekers are received in Zimbabwe, they are provided with basic emergency services and facility such as water, shelter, health



care and medical services, food as well as burial land. The Department of Social Service in the Ministry of Labour and Social Welfare works hand in hand with the Central Intelligent Organisation (CIO), National Police and the UNHCR, as well as the Immigration Department and others in the Ministry of Home Affairs to provide security to refugees. The government and its different departments and ministries play a leading role in terms of registering refugees and providing temporary residential permits, visas and refugee identification cards. This process is carried out to facilitate safety and security of the vulnerable refugees when they enter in Zimbabwe. During the registration process UNHCR provides refugees with ration cards. At this stage refugees also go through a screening process through various interviews with the Zimbabwe National Refugee Committee, which is composed of various members from the Commissioner for Refugees office, Central Intelligent Organisation (CIO) and UNHCR. This committee has the power to accept or reject application submitted by individual asylum seekers in Zimbabwe.

When you are accepted, that means the refugee is granted a refugee status, which allow him/ her to stay in Zimbabwe on a temporary residential permit. When the asylum seeker is rejected, he/she is given three months to move out of Zimbabwe.

#### **4.10.2 Analysis of the New Constitution of Zimbabwe and Refugee Integration**

The researcher established that the new Constitution of Zimbabwe (2013) is people centred because it came out of a referendum conducted in March 2013. For example

Section 3 (e) provides for recognition of the inherent dignity and worth of all human beings and recognition of the equality of all human beings. These are the fundamental values of this new Constitution. Section 14 (1) also provides that the government of Zimbabwe should facilitate the empowerment and employment of marginalised persons, groups and communities in Zimbabwe. Section 38 (1 and 2) provides room for integration of refugees in Zimbabwe. Although, the Constitution provides for all these, the government is yet to comply with the constitutional provisions when it comes to refugees.

The Camp Administrator revealed that a group of refugees from Rwanda have already made an application for permanent residence to the Government of Zimbabwe in terms of section 38 (2) of the New Constitution of Zimbabwe. The Government of Zimbabwe has not yet given them a response. However, the Commissioner for Refugees, Camp Administrator as well as UNHCR Protection Officer have all revealed that Zimbabwean government does not permit permanent residence and naturalization of refugees in Zimbabwe. There is however need for an application to be made to the Constitutional Court on that issue. This is an indication that there is a gap between legislation and policy formulation and implementation. Most policy documents sound good on paper but there exist the challenge of implementation.

According to the International Refugee Organisation (2013:9) once an asylum seeker is granted refugee status they are given an opportunity to become permanent residents and

even naturalized citizens, for example, in South Africa and most western countries, as well as Australian.

#### **4.10.3 Analysis of Refugee Act Chapter 4:03**

The Refugee Act Chapter 4:03 is considered as the legal instrument for refugee issues in Zimbabwe. Article 22 (2) provides that “The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

Zimbabwe is one of the countries with high literacy rate in Africa. This explains why this country prioritizes refugee access to education especially in Tongogara Camp whereby a total of one thousand two hundred and seventy four (1274) children are currently attending Primary School Education in Tongogara Refugee Camp. However, students in Tongogara camp are studying in difficult conditions as explained in previous paragraphs and this undermines the quality of education provided in the camp.

In comparison with Tongogara Refugee Camp, the majority of youth refugees living in urban areas such as Harare are not enjoying similar access to educational opportunities. As a result most of them are abandoning studies due to lack of scholarships. Refugee

encampment policy confines refugees to stay in the camp as prerequisite for scholarships. In addition, some youth refugees who pay for their own education are being forced by the Ministry of Education and some schools to produce study permit and pay extra-territorial fees that are much higher than what local students pay.

Nonetheless, in actual sense students with refugee status should be exempted from paying extra territorial fees charges. In other words, they are supposed to pay similar amount like local students. In responding to this policy controversial issue, the Commissioner for Refugees said, *“at one time we were successful and all refugees were allowed to pay school fees similar to that of Zimbabweans. This problem is due to personnel changes in the Ministry of Education. We need to reengage them.”*(Interview with the Commissioner for Refugees, 22 April 2014)

The research established that DRC Diplôme D'état or national diplomas that are considered as equivalent to Baccalaureate in France or Advanced level certificates that lead to University in Zimbabwe are being under graded by the Zimbabwe School Examination Council that consider and/ or translates that the DRC advanced level diplomas is equivalent to Ordinary level certificate in Zimbabwe. This situation is blocking many qualified youth to proceed to post secondary and/ university studies in Zimbabwe. However, DRC Diplôme d'état are accepted in other Universities elsewhere including in developed countries.

Article 18 and 19 of Zimbabwe Refugee Act provide for access to self-employment and liberal professions.

According to Article 18, “the Contracting States shall accord to a refugee lawfully in their territory treatment as favourable as possible and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, as regards the right to engage on his own account in agriculture, industry, handicrafts and commerce and to establish commercial and industrial companies.”

Article 19 of the same refugee Act stipulates that,

1. Each Contracting State shall accord to refugees lawfully staying in their territory who hold diplomas recognized by the competent authorities of that State, and who are desirous of practising a liberal profession, treatment as favourable as possible and, in any event, not less favourable than that accorded to aliens generally in the same circumstances.
2. The Contracting States shall use their best endeavours consistent with their laws and constitutions to secure the settlement of such refugees in the territories, other than the metropolitan territory, for whose international relations they are responsible. Zimbabwe Refugee Act Chapter 4:03, (1983).

#### **4.10.4 Permanent Residence and Naturalization of Refugees and its implication to Youth Sustainable Livelihoods**

A number of countries that are signatories to the 1951 Refugee Convention provide opportunities for permanent residence and naturalization of refugees in their countries to facilitate their local integration. By so doing they become socially, culturally and economically integrated in the society. This is the case of South Africa and most developed countries such as Australia, United States, Sweden, Norway and Canada. However, the Commissioner for Refugees said, “*Zimbabwean law does not permit*

*naturalization of refugees in this country,”* (Interview with Commissioner for Refugees in Harare, 22 April 2014). He also added that “*children of refugees born in Zimbabwe do not qualify for citizenship.*” This situation undermines livelihood sustainability of many youth refugees who have been staying in Zimbabwe for over five years because they are viewed as visitors. Therefore, many of them cannot engage in long-term productive investments.

#### **4.10.5 Analysis of Education Act Chapter 25:04**

Zimbabwe Education Act acknowledges the fundamental rights to education in Zimbabwe. Therefore during the first decade of Zimbabwean independence, education was provided for free and this contributed positively to high literacy rate in Zimbabwe. Now that Education is no longer free, many local and refugee children especially in urban areas are dropping out due to high school fees being charged in United States Dollars. This situation is undermining the achievement of the United Nations Millennium Development Goal 2 that promotes children access to primary education by 2015. It is also robbing the future of many promising children both Zimbabweans and refugees who drop out of school due to poverty.

#### **4.10.6 UNHCR Refugee Education Policy**

Peterson (2011) reported on UNHCR Policy Development and Evaluation Service saying:

*Access to education for refugees is limited and uneven across regions and settings of displacement...Enrolment in primary school is only 76% globally and drops dramatically to 36% at secondary levels. Girls are at a particular disadvantage; in Eastern and the Horn of Africa, only 5 girls are enrolled for every 10 boys. In addition, Refugee education is generally of a very low quality, with ineffective indicators that measure inputs rather than outcomes. Teacher-pupil ratios average as high as 1:70 and, in many situations, teachers do not have even the ten days of training that would categorise them as "trained." Available data indicate that many refugee children are learning very little in schools; among Eritrean refugees in Ethiopia, less than 6% of refugee children had reached benchmark reading fluency by grade 4.*

The above situation depicts the reality in Tongogara Camp whereby fourteen of twenty nine classes at Tongogara Primary School are being conducted under trees. This jeopardizes the quality of education as both children and teachers cannot concentrate. This is resulting in high absenteeism and dropout especially among girl who end up in engaging in early marriage or are even impregnated and fail to make it to reach ordinary and advanced level in their education. The research established that there are no any Computer labs where students can learn how to use computers at Tongogara Primary and Secondary Schools.

#### **4.10.7 The Plight of Asylum Seekers and Rejected Youth Refugees**

The research also established that about 2/4 of youth living in Tongogara Camp is composed of asylum seeker and rejected mostly on national security ground. This group of youths informed the researcher that, *"we are not considered to benefit from UNHCR scholarships programme and not allowed to participate in vocational trainings being conducted by JRS, Silveria House and NODED in Tongogara Refugee Camp,"*

(Interview with an asylum seeker from DRC whose application status was rejected, 30 March 2014). This situation is undermining the achievement of MDGs 2. There is need for promoting greater investment in youth access to educational opportunity for their protection, development, self-reliance and empowerment needs.

#### **4.11 Conclusion**

This chapter has presented, interpreted and analyzed all relevant data that was collected during the research process. The data collected through in-depth interviews and key informant interviews, observation, focus group discussion and questionnaire has been presented in narration and descriptive statistics that included graphs and table using spreadsheets. Various unmet human needs were identified. Some needs are negotiable and others are non-negotiable because they negatively affect educational and sustainable livelihood strategies for youth refugees. Both Maslow and Burton have acknowledged the importance of addressing human needs and failure to address them may result into social and political conflicts.



## **CHAPTER 5: DISCUSSION, SUMMARY AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter draws conclusions based on the study questions and provides possible recommendations. The purpose of this study was to establish the range of educational and sustainable livelihoods available to youth refugees in Tongogara Refugee Camp. The research has explored whether there are any difficulties that hinder youth refugees from meeting their educational needs and access to employment to achieving self-reliance, empowerment and integration. The research also investigated whether the United Nations High Commission for Refugees (UNHCR) and the Government of Zimbabwe, as well as other humanitarian agencies involved in refugee services has any policies and practices for ensuring educational and employment opportunities to facilitate self-reliance and integration of youth Refugees in the society. The collection of data was done through in-depth interviews and key informant interviews, observation, focus group discussions and questionnaire.

### **5.1 Summary**

The research findings have established that educational opportunities for youths are available in Tongogara Refugee Camp. This is explained by the presence of one primary school and one secondary school and vocational training activities that are carried out in Tongogara Camp by various organisations such as Jesuit Refugee Service, Silveria and NODED. However, the major challenge is classrooms crisis at both Primary and Secondary Schools. As a result fourteen out of twenty nine classes at Tongogara Primary

School are conducted under trees. This is an unfavourable learning environment. There is a need to build new classroom blocks. These schools also have no computer laboratories where students can learn how to use computer. This situation also undermines students' ability to learn and use computers and information communication technology opportunities.

Teachers from refugee community in Tongogara Camp are receiving only US\$ 100 per month which is less than the national bread basket, which is currently standing as US\$ 564. This situation is discriminatory and unacceptable because it undermines their livelihood sustainability and it is a violation of refugee law. There is need to increase their salary based on the Zimbabwe standards and payment of similar civil servants in the country. The majority of refugee youth living in urban areas are experiencing challenges to access scholarships due to government encampment policy and UNHCR financial challenges.

It is concluded that the majority of youth refugees living in Tongogara Camp have no sustainable livelihoods. This is due to very limited opportunities for wage earning and self-employment. In addition, household food insecurity and unfavourable refugee employment policy undermines youth refugees' livelihood sustainability. The employment policy regards them as foreigners and therefore they are required to apply for work permit in order to work in this country. Unfortunately not all youth refugee can be given a work permit. For example, you cannot be given a work permit if you want to

be a driver, a building or a carpenter. These basic jobs are reserved to Zimbabweans. Employment opportunities for refugees is only limited to experts such as lawyers, medical doctors and other liberal professions currently in short supply.

Given the economic down turn the majority of Zimbabwean work force is unemployed. Therefore, government policy gives first preference to citizens of Zimbabwe and refugees are confined to stay in refugee camp and rely on humanitarian aid. This situation is making them liability rather than assets. It also makes them more dependent and vulnerable. While UNHCR and other humanitarians organisations involved in refugee services are facing financial constraints, the number of refugees and asylum seekers has continued to increase. This situation is making it difficult for them to provide decent services required by youth refugees to meet their basic needs on monthly basis.

Over 97% of refugee youth living in Tongogara Refugee Camp are unemployed. As a result, most of them are currently living below poverty datum line. The only hope and durable solution for youth refugees is resettlement or voluntary repatriation. However, given the fact that resettlement is a long process and not an automatic right for youth refugees, there is need for them to engage in income-generating projects for self-sustaining employment creation. These are critical human needs that can enable youth refugees to gain self-esteem and self-actualization.

## **5.2 Testing of Research Assumptions**

This research had two assumptions. The findings of research have established that his assumptions were a reflection of the reality on ground. For example, the first assumption of the research was that, “Employment and educational opportunities could enable refugees to make positive social and economic contributions in their hosting country and also in their country of origin.” This it was proven true because of thousands of educated and qualified youth refugees living in Tongogara Camp are currently seated and doing nothing productive. This has negatively affected their ability to make positive social and economic contributions in their hosting country and also in their country of origin. This situation has been largely contributed by economic down turn characterised by high unemployment among Zimbabwean citizens, which also directly affect most refugee youths living in this country. However, those few who are involved in self-employment are making significant contribution to national social, cultural and economic development. Meanwhile, if refugees continue to access education they will make use of it anywhere in the world and even in their home countries.

## **5.3 Recommendations**

Promoting youth refugees access to education and livelihood sustainability is recognised by UNHCR as an important strategy for their protection and self-reliance, which contributes to their durable solution. Therefore the following recommendations are given.

### **5.3.1 Address Government Policy on Youth Refugees Access to Employment**

Zimbabwean law on paper is very positive on the issue of creating empowerment and employment opportunities for youths in Zimbabwe especially those from marginalised groups and backgrounds. Section 14 (1) of the Constitution of Zimbabwe provides that the government should endeavor to facilitate and take measures to empower through appropriate transparent, fair and just affirmative action, all marginalised persons, groups and communities in Zimbabwe. This law however needs to be enforced for it to benefit the youth refugees. There is need to address government policy on refugee employment in Zimbabwe by giving youth refugees work permits and support them to access wage earning and self-employment opportunities towards self-reliance and livelihood sustainability. This will require the Government of Zimbabwe to remove all restrictions related to refugee access to employment.

Konyndk who is an expert in refugee service at American Refugee Committee in Guinea suggested a new model approach to improve refugee assistance. The approach is “*one that actively promotes refugees’ ability to support themselves economically rather than pushing them into dependence*” (<http://www.odihpn.org>).

### **5.3.2 Address Educational Challenges**

The fact that the number of asylum seekers and refugees have continued to increase; there is need for UNHCR to build new blocks at Tongogara Primary and Secondary

Schools to address the crisis of class room shortage. Quality and suitable education is necessary for youth refugee empowerment.

Given technological development the building of computer labs and introduction of computer lessons and practice for refugee pupils at primary and secondary school in Tongogara Refugee Camp is very important. UNHCR, Government of Zimbabwe, NGOs and international community and corporate world need to support this need.

UNHCR, JRS, WSPM and Government of Zimbabwe and other well wishers need to provide scholarships to children and youth refugees living in urban areas to enable them to attend primary and secondary schools, university education as well as vocational training of their choice and anywhere in Zimbabwe. In other words, UNHCR and other organisations involved in refugee service provision need to lobby, advocate and provide necessary support for urban youths and children refugee protection, access to scholarships and other basic social services for sustainable livelihoods.

There is need for the Ministry of Labour and Social Welfare through the office of Commissioner for Refugees to educate, engage and sign a Memorandum of Understanding and binding policy with Ministries of Education to allow refugees to pay school fees according to what is paid by Zimbabweans.

### **5.3.3 Salary Discrepancies**

There is need for the Ministry of Labour and Social Welfare to recognise qualified refugee teachers and register them with the ministry of education so that they get salaries that is similar to other teachers in the country. This will avoid salary discrepancies and help refugee teachers to gain self-esteem and improve their livelihoods.

### **5.3.4 Address Electricity and Water challenges**

There is the need to engage the government and various stakeholders to restore electricity in Tongogara refugee camp as well as in schools. This will ward off wild animals from the national park from visiting the camp which put the lives of refugees in danger. The national parks and wildlife should also be engaged to address the issue. Due to the power cuts most of the refugees are now exposed to unsafe drinking which may prompt the outbreak of diseases within the camp. The research established that some of the activities being carried out by refugees are not in line with national laws. This includes the cutting of trees for charcoals because firewood has become the chief source of energy among the refugees. Also brick molding activities underway in the camp may cause some environmental damage. There is need for youth refugees to actively participate in environmental protection. If electricity can no longer be restored, there is need to find other alternative energy sources, such as the distribution of solar panels, or Econet solar lamps which can be used as source of energy for lighting so that students

can study during the night. There is also need for power restoration at both primary and secondary schools in Tongogara camp.

#### **5.3.5 Need for Permanent Medical Doctors and Multilingual Nurses**

There should be more nurses and permanent medical doctors within the camp so as to reduce post-natal deaths among pregnant women and new born babies. There is the need for UNHCR and Government of Zimbabwe to seek medical supplies and equipment from the international community and build a hospital in the camp so as to safeguard the lives of refugees. In the camp there are some qualified medical doctors and nurses and these can be utilized if working conditions and work permits are granted to these specialists. The practice of employing medical specialists from refugee community is done in Nyarugusu Refugee Camp in Tanzania and in Namibia whereby some of nurses and medical doctors providing services to refugees are from the refugee community. This strategy can address the problem of language barriers.

#### **5.3.6 Capacity Building for the Refugees Rights, Duties and Obligations**

A large number of youth refugees are unaware of refugee laws and are in need of education to understand the rights and obligations of refugees. Also it was revealed that a number of refugee couples are experiencing domestic violence but they are not aware that physical violence is a crime in Zimbabwe. There is need for NGOs working with



refugees to educate them about their rights and how to exercise them and to stop harmful practices and all forms of violence in homes, families and community.

### **5.3.7 Increase Support for Self-help Employment Creation**

There is need for all stakeholders involved in refugee services to mobilise financial resources and support educational and livelihood programmes to help youth refugees to create self-employment.

Government of Zimbabwe should support youth refugees to establish productive businesses and live wherever they want in Zimbabwe be it in rural or urban areas.

### **5.3.8 Addressing Travel Document Needs**

Movement of youth refugees to and from South Africa without travel documents is a matter of great concern. They go to South Africa to look for employment and return back for registration and verification exercises. As a result, some of them have gone missing and others have been imprisoned. There is need to refrain from such illegal movements and activities.

Meanwhile, there is need for government and UNHCR to provide United Nations Travel Documents to enable youth refugees to undertake cross boarder small business for self-help and employment creation.

### **5.3.9 Shun Dependence Syndrome**

Youth refugees, especially from Rwanda and Burundi who have been in Zimbabwe for a long time have built a network of support through their parents and relatives and are establishing small businesses for self-employment. However, those from DRC are still hoping to find wage earning employment, which is not easy to find given the prevailing poor macro-economic situation and unfavourable refugee employment policy. As a result, many of them have developed a dependence syndrome and are not seeing the limited opportunities available for them. These youths are seated waiting for resettlement opportunities rather than engaging in self-help productive activities. There is need for youth to shun dependence and be creative and innovative.

### **5.3.10 Search for Durable Solution**

Given the prevailing social, economic, political and legal challenges that negatively affect the possibility of voluntary repatriation to home countries, there is need for refugees who have stayed in Zimbabwe for over ten years and have no criminal cases to be granted permanent residence and even citizenship for their local integration as provided for by the section 38 (2) of the Constitution of Zimbabwe. This needs to be enforced. Refugee children born in Zimbabwe also need to be granted Zimbabwean citizenship. If these alternatives are not possible, there is need for the UNHCR and international community to assist youth refugees to be resettled in third countries. This may enable them and their families to find a place they can call home and live with dignity. It can also enable them to make long-term plans and productive investments and

actively participate in social, cultural and economic development in their countries of asylum and participate in the reconstruction of their countries of origin through remittance and direct participation in political decision-making, leadership and business ventures.

#### **5.4 Areas for Further Research**

The results of this research pose a variety of questions beyond the extent of this study and these can be viewed as avenues for further research. This includes but not limited to:

- A study on the plight of youth refugees in Africa. A case study of Zimbabwe
- A comparative study of camp based and urban refugees livelihoods in Zimbabwe
- Encampment and its impact on youth refugees in Africa. A case study of Zimbabwe

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## LIST OF APPENDICES

### Appendix 1: Interview questions for the Commissioner for refugees

**Title:** Educational Opportunities and Sustainable Livelihoods Coping Strategies for Youth Refugees in Zimbabwe: A case study of Tongogara Refugee Camp.

Good day. My name is Joseph N.W. Boomenyo and I am undertaking a research based on the above topic in partial fulfillment of my Executive Master's Degree in Peace and Governance at Africa University. I will be very grateful if you assist me by answering the following questions. Your responses will strictly be used for academic purposes only and will not be divulged to anyone. Thank You.

1. Can you please share your personal experience in working with refugees?
2. What are the opportunities available for youth refugees' access to education?
3. Do you have any statistics on the number of children and youth refugees currently attending formal education in Zimbabwe (Tongogara Refugee Camp and Harare) and who is providing sponsorship for them?
4. I understand that some urban refugees who pay for their own children education are being forced to produce study permit and pay extra-territorial fees (high school fees like any other foreign students) yet they are registered refugees. How can this problem be addressed?
5. What are the opportunities available regarding youth refugees access to employment in Zimbabwe?

6. Are there any Government policies regarding refugee access to employment in Zimbabwe? If yes, what are they?

7. Do you have any idea of any youth refugee who is gainfully employed? If yes, do you have an idea of the actual number?

8. Some youth refugees have complained that they have applied for work permit through your office but nothing has been done. What is your view on this need?

9. What is the government policy regarding local integration of refugee in Zimbabwe?

10. I understand that in some countries that are signatory to 1951 refugee convention provide citizenship to refugee children born in the country of asylum but this is not the case in Zimbabwe. Can you please shade light why refugee children born in Zimbabwe are denied the right to citizenship?

11. Are there any challenges that your office is currently experiencing to effectively ensure educational and livelihood sustainability for youth refugees in Zimbabwe? If yes, what are they?

12. What strategies do you have in place to address the challenges and ensuring durable solution for youth refugees in Zimbabwe?

Thank you!!!



## **Appendix 2: Interview guide for camp administrators, education officer and UNHRC protection and programme officers**

1. How long have been in here in Tongogara Refugee Camp?
2. Can you please share your personal experience in working with refugees?
3. How many refugees are in this camp and how many of them are youth?
4. From which countries do these refugees comes from?
5. Have all the people been granted refugee status?
6. What kind of assistance do you provide to refugees in general and to youth in particular?
7. How many schools are in the camp? What and where are they?
8. Do you have any vocational training schools in the camp? What and where are they?  
How do you think refugees can be assisted?
9. What are the courses offered by the vocational training schools in the camp?
10. Do you have any statistics on the number of youth refugee students attending formal education (primary, secondary school and university) and vocational training?
11. How have they been enrolled into the schools?
12. Are there any mechanisms put in place for access to education and vocational training?
13. Who provides sponsorship for these students and how? Are sponsorships accessible to all the refugees?
14. Are there any challenges in terms of providing educational assistance to youth Refugees?

15. How many youth refugees (men and women, boys and girls) are formally employed here in Tongogara Refugee Camp?

16. 16. How many youth refugees (men and women, boys and girls) are self-employed in Tongogara Refugee Camp?

17. Do you have any plan, policies, programmes, projects and activities that provide for socio-economic empowerment for sustainable livelihoods, self-reliance and integration of youth refugees in the community? If yes, what are they and how effective are they?

18. Are you experiencing any challenges in providing basic services such as food ration, water, electricity, formal education and vocational training? If yes, why and what can be done to address such challenges?

19 What are the durable solutions available and mechanisms in place for refugees in Zimbabwe?

Thank you!!

### **Appendix 3: Interview guide for WSPM, JSR, Christian Care and NODED**

1. Can you please share your personal and organisation experience in working with refugees in Tongogara Refugee Camp?
2. How is your organisation contributing in addressing the educational needs of youth refugees in Tongogara Refugee Camp?
3. How is your organisation contributing to ensuring livelihood sustainability, self-reliance and economic empowerment of youth refugees in Tongogara Refugee Camp?
4. What are other services and assistance your organisation provides to refugees in Zimbabwe?
5. What are the challenges your organisation is facing in terms of providing services and assistance to youth refugees in Tongogara Refugee Camp?
6. Any other comments

Thank you!!!

#### **Appendix 4: Focus group discussion guide for youth refugees in Tongogara refugee camp**

1. What are the services that are available to (you) youth refugees in Tongogara Refugee Camp?
2. Are there any opportunities that could prepare you for a better future?
3. Are you experiencing any challenges in accessing formal education (primary, secondary and university studies) and vocational training? If yes, why and what can be done to address such challenges?
4. Are you experiencing any challenges in accessing (productive) employment? If yes, why and what can be done to address such challenges?
5. Think back when you first come to Zimbabwe as war victim refugees, what were your first impressions?
6. Do you think access to education and vocational training is necessary for you? If yes, what types of training and education would you like to attend and why?
7. If employment opportunities are provided, what kind of employment would you be capable of doing?
8. Do you think access to gainful employment is necessary for you? If yes, explain why?
9. How do you compare your new life in Tongogara Refugee Camp with your situation when you were still in your home country?







10. Are there other challenges that you are currently experiencing in meeting your basic needs such as access to food, medication and health care services, shelter, electricity etc.? If yes, please explain and what can be done to address them?
11. Normally the UNHCR provides three durable solutions namely voluntary repatriation, local integration and resettlement to a third country. What option do you think is more sustainable to you and other youth refugees in this camp? Please, explain why?
12. What are your aspirations?
13. Any other comments?

**Appendix 5: Interview guide for primary and secondary schools headmasters in Tongogara camp**

1. How many students do you have in this school?
2. How many are refugees?
3. How many are girls and how many are boys from refugee community?
4. Do you have any idea on their countries of origin?
5. How are they performing?
6. Are there any challenges that you are experiencing in teaching refugee pupils?
7. Any other comments

Thank you!!!







## Appendix 6: Household source of income for youth refugees

Source of Income	Over the last 6 months, has anyone in your household earned through any of the following: Yes =1, No = 2	How much (INCOME) earned by:				
		Men	Women	Children	Entire family	Total
<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>	<i>C6</i>	<i>C7</i>
Casual labour	1  GO TO NEXT					
Permanent labour	1  GO TO NEXT					
Sale of assets	1  GO TO NEXT					
Sale of livestock	1  GO TO NEXT					
Remittances	1  GO TO NEXT					
Sale of vegetables	1  GO TO NEXT					

Sale of land	1 GO TO NEXT	2				
Sale of crops	1 GO TO NEXT	2				
Sale of fish	1 GO TO NEXT	2				
Mining/quarrying	1 GO TO NEXT	2				
Brewing beer	1 GO TO NEXT	2				
Sale of wild fruits	1 GO TO NEXT	2				
Business	1 GO TO NEXT	2				
Remittances	1 GO TO NEXT	2				
Petty commerce	1 GO TO NEXT	2				



## Appendix 7: Household expenditure

Expenditure list	Over the last 6 months, has anyone in your household buy/used any of the following: Yes =1, No = 2	How much (EXPENDITURE) used by:				
		Men	Women	Children	Entire family	Total
<i>C8</i>	<i>C9</i>	<i>C10</i>	<i>C11</i>	<i>C12</i>	<i>C13</i>	<i>C14</i>
Clothes	1  2 GO TO NEXT					
School fees	1  2 GO TO NEXT					
Food	1  2 GO TO NEXT					
Medical expenses	1  2 GO TO NEXT					
Transport	1  2 GO TO NEXT					
Entertainment	1  2 GO TO NEXT					

Burial costs	1 GO TO NEXT	2				
Accommodation / rentals	1 GO TO NEXT	2				
Farm implements	1 GO TO NEXT	2				
Kitchen utensils	1 GO TO NEXT	2				
Farm inputs	1 GO TO NEXT	2				
HH furniture	1 GO TO NEXT	2				
HH goods	1 GO TO NEXT	2				

## Appendix 8: Household coping strategies

In the last 30 days, how frequently did your household have to rely on the following in order to access food:

	<b>COPING STRATEGIES</b>	Everyday 1	3-6 Times Per week 2	1 – 2 times per week 3	Less than once / week 4	Never 5
G1	Rely on less preferred food or less expensive food?	1	2	3	4	5
G2	Borrow food, or rely on help from friends and/ relatives?	1	2	3	4	5
G3	Purchase food on credit?	1	2	3	4	5
G4	Rely more on wild food or rely more on hunting?	1	2	3	4	5
G5	Harvest immature crops?	1	2	3	4	5
G6	Send household members to eat somewhere?	1	2	3	4	5
G7	Send household members to beg?	1	2	3	4	5
G8	Limit portion sizes at mealtime?	1	2	3	4	5
G9	Restrict consumption by adults so children can eat?	1	2	3	4	5
G10	Restrict consumption on non-productive members in favour productive ones?	1	2	3	4	5
G11	Reduce the number of meals eaten in a day?	1	2	3	4	5

G12	Skip entire days without eating?	1	2	3	4	5
G13	Rely more on piecework?	1	2	3	4	5
G14	Increase reliance of sales of wild or natural products	1	2	3	4	5
G15	Rely on food aid	1	2	3	4	5
G16	Other ( <i>Specify</i> )_____	1	2	3	4	5

## Appendix 9: Amenities and Services

Answer

Yes...1, No.....2

1	Do you have regular access to clean water for domestic use	1	2
2	Do you have access to electricity	1	2
3	Do you have access firewood, and other cooking fuels	1	2
4	Does your source of cooking fuel jeopardise environmental quality	1	2
5	Do you or any member of your household receive proper medical attention in the camp when sick	1	2
6	Is there any medical doctor in Tongogara Refugee Camp	1	2
7	Does your house have enough space to accommodate all household members	1	2
8	Are there enough play group and sport programmes for nurturing talented youth living in Tongogara Camp	1	2
9	Do you have access to library in Tongogara Refugee Camp	1	2
10	Do you have access to Internet facilities in Tongogara Refugee Camp		
11	Is there access to public transportation and good road infrastructure connecting Tongogara Refugee Camp with other places	1	2
12	Do you have freedom to move freely within and outside Tongogara Camp and to stay anywhere in Zimbabwe without restriction	1	2