

**COMMUNICATION AS A MAJOR TOOL IN ENHANCING SELF-
SUSTAINABILITY AMONG REFUGEES AT MAKENI SKILLS
TRAINING CENTRE, LUSAKA.**

By
Nondo Mubanga

262327


THESIS
M.C.D.
Mub
2003
C.1

Submitted in partial fulfilment of the requirements for the degree of Master of Communication for
Development offered by the Department of Mass Communication, The University of Zambia.

Declaration


I declare that this practical attachment report has not been submitted for a Degree in this or any other University.

Full name.....NONDO MUBANGA.....

Signature..........

Date.....30th MAY 2003.....

Supervisor.....BILLY S.C. NKANDIKI.....

Signature..........

Date.....30th MAY 2003.....

Dedication

To: Professor Francis P. Kasoma PhD

For all the knowledge acquired

And all your dreams desired

... for MCD.

May Your Soul Rest in Peace!

Abstract

This Practical Attachment report is based on a PA that the student carried out at Makeni Skills Training Centre (MSTC). The report reveals that the ever-increasing numbers of refugees fleeing their countries of origin has made it financially difficult for sympathising agencies to help fully. They are only able to provide basics such as food, water, shelter, and other necessities. Much as the basics are provided, emphasis is now being placed on refugees' self-sustenance. This is because people have realised that given an enabling environment, refugees can develop and sustain themselves. The PA was a follow up of the activities carried out by the refugees and their service providers at the Centre. It showed that with more effort from both parties, the refugees could be more self-sustaining. The problems experienced by refugees include slow registration process of MSTC, inadequate funds to run the Incubator Project, marketing of the refugees' goods and services, and the issuance of credentials such as permits. It has been noted that the root cause of most of the problems being experienced is the lack of participatory communication. It is for this reason that the author especially recommends, among other things, that participatory communication be employed by both the refugees and their service providers. This should be seen at each stage of trying to promote self-sustenance among the refugees.

Acknowledgements

This report will not be complete unless the student acknowledges the many debts she incurs. Firstly, to the Lord God Almighty be all the praise and honour. He saw me through the whole MCD programme changing all unbearable moments into bearable ones.

My sincere gratitude go to the Late Prof. Francis Kasoma for all the time he spent on inspiring me to work hard and also for tirelessly guiding me on how to write the first part of this report. I am equally grateful to Mr. B. Nkunika for picking up on the supervisory work that Prof. Kasoma had left. He made all the necessary comments in my scripts encouraging me to have this final write-up. I also feel indebted to Mr. F. Muzyamba for all the knowledge, encouragement and support that was rendered to me.

I also wish to thank all the other staff in the Department of Mass Communication who, in one way or another, helped me to complete my report. My sincere thanks go to particularly Mr. Mulenga, the technician who was always ready to help when I encountered problems with the computers in the Computer Lab. I also thank the members of staff in the Library Basement for giving me chance to use their computers whenever I needed to.

I am grateful to UNHCR for making it possible for me to do my attachment at MSTC. I also extend my thanks to all the instructors and workers at the Centre. I am deeply grateful to Miss A. Musonda of YMCA for sparing time for me and explaining to me about their organisation.

I sincerely wish to thank all the refugees at MSTC as well as the refugee students. They were very co-operative and made it possible for me to collect valuable data. I also thank all the other people who co-operated with me as I collected data.

In addition to the literature and material that I got from the Mass Communication Department, I also borrowed several books from the UNZA Main Libraray. This has made me to be grateful to all the people who helped me get books from the library.

My gratitude go to the members of the MCD and MMC classes. These are Mrs. E. Chambeshi, Mr.K. Lukonga, Mr. M. Mayembe, Mr. M. Mulenga. Mr. L. Muliokela, Mr. J. Ngoma, and Mrs. A. Phiri. Their support and encouragement during the MCD programme helped me to carry on even at my lowest moments.

Finally, I feel deeply indebted to all my family members, especially my parents (Mr. and Mrs. J.M. Mubanga) for all the financial and material support that I received from them. To my beautiful daughter Beenzu Chilonga. I just thank God for making it possible for me to stay a long time away from her by carefully placing her in the loving care of my dear parents. I also wish to thank Phillip Chilonga for all the encouragement and support that I got from him during the time of my MCD programme. Only God alone understands the gratitude that I feel.

It is practically impossible to mention all the people who saw me through my time at school. For this reason, I would like to thank all the other people who have not been mentioned but were there for me during my MCD programme.

May God Bless You All!

Nondo Mubanga

The University of Zambia..

List of Abbreviations/Acronyms

AAH	Action Afrika Hilfe
CCA	Christian Conference of Asia
CORD	Christian Outreach Relief and Development
FAO	Food and Agricultural Organisation
GRZ	Government of the Republic of Zambia
HCR	High Commissioner for Refugees
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
IFRCs	International Federation of Red Cross and Red Crescent Societies
IGA	Income Generating Activities
JICA	Japanese International Co-operation Agency
JRS	Jesuit Refugee Services
LWF	Lutheran World Federation
MCD	Master of Communication for Development
MMC	Master of Mass Communication
MSF-F	Medicins Sans Frontieres-France
MSF-H	Medicins Sans Frontieres-Holland
MSTC	Makeni Skills Training Centre
NGO	Non Governmental Organisation
PAR	Practical attachment Report
QIP	Quick Impact Projects
SAP	Structural Adjustment Programme
SCF	Save Children Federation
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNFPA	United Nations Food Programme Agency
UNHCR	United Nations High Commissioner for Refugees
UNZA	University of Zambia
UTH	University Teaching Hospital
WACC	World Association for Christian Communication
WVI	World Vision International
YMCA	Young Men's Christian Association
ZCRS	Zambia Christian Refugee Service

Table of Contents

Title page	i
Declaration	ii
Dedication	iii
Abstract	iv
Acknowledgements	v
List of Abbreviations/Accronyms	vii
Table of Contents	ix
Figures	x
Tables	xi
Chapter1:Background and Introduction	1
1.0 Background about Zambia	1
1.0. 1 History	1
1.0.2 Geographical features	1
1.0.2.1 Location	1
1.0. 2.2 Climate	3
1.0.2.3 Rainfall	3
1.0.2.4 Vegetation	3
1.0. 2.5 People	4
1.0.2.6 Annual growth rates	5
1.0. 3 Economy	7
1.0. 4 Economic situation in Zambia	7
1.1 Refugees	8
1.2 Origins of Refugees found in Zambia	9
1.3 The Ministry of Home Affairs	10
1.3. 1 Commissioner of Refugees	10
1.3.2 The Immigration Department	10
1.4 The refugee population	10
1.4.1 Implementation	12

1.5 Lusaka Province refugees	13
1. 6 Impact of refugees on Zambia’s population	13
1.6.1 Economy	13
1.6.2 Culture	14
1.6.3 Over crowding	14
1.6.4 Hostility among local community	14
1. 7 UNHCR’s vision	15
1. 7.1 Types of activities	16
1. 8 AFRICARE	16
1. 9 YMCA Profile	17
1 .9.1 YMCA Refugee Project	17
1.9.1.1 Education	17
1.9.1.2 Community and Social Services	18
1.9.1.3 Health	18
1.9.1.4 Community Rehabilitation Project	18
1.9.1.5 Relocation of Refugees	18
1.9.1.6 Local Integration	19
10.0 Makeni Skills Training Centre (MSTC)	19
1. 10.1 Education	19
1.11 The Incubator Project	22
1.11.1 Production Areas	22
1.11.1.1 Carpentry	23
1.11.1.2 Agriculture.	24
1.11.1.3 Clinic	24
1.11.1.4 Tailoring	25
1.11.1.5 Rabbitry	26
1.11.1.6 Poultry	27
1.11.1.7 Pottery	27
1.12 Practical Attachment Problem	28
1.12.1 Practical attachment Questions	28
1.12.2 Justification	29

Chapter 2 Methodology	
2.0 Introduction	30
2.1 Practical Attachment Questions	30
2.2 Terms of Reference	30
2.3 Sampling Procedure	31
2.4 Data gathering	31
2.4.1 Primary Data	31
2.4.2 Secondary Data	32
2.5 Data Collection Procedure	32
2.5.1 Orientation	33
2.5.1.1 UNHCR	33
2.5.1.2 AFRICARE	33
2.5.1.3 MSTC	34
2.5.1.4 YMCA	34
2.6 Practical Attachment at MSTC	35
2.6.1 Communication with the Service Providers	35
2.6.2 Interaction with the refugee students	39
2.6.3 Communication with target adopters	39
2.6.4 Communication with Workers	42
2.6.5 Communication with Outsiders	42
2.7 Two- Day Workshop	42
2.7.1 Preparations for the Workshop	43
2.7.2 Day One	44
2.7.3 Day Two	45
2.8 Post Workshop Activities	45
2.9 Data Analysis	46
2.10 Limitations	46
Chapter 3 Conceptual Framework	
3.0 Introduction	48
3.1 What is Communication?	48
3.1.1 Levels of Communication	51
3.2 Development	52

3.3 Developmental Communication	55
3.4 Development Communication and Development Support Communication	55
3.4.1 Development Communication versus Development Support Communication	56
3.5 Participation	57
3.6 Participatory Communication	59
3.7 Self Sustainability	60
3.8 Basic Needs, Self Reliance and Participation	60
3.9 Theory of Persuasion	61
3.9.1 Persuasive Strategies	61
Chapter 4 Literature Review	
4.0 Introduction	63
4.1 The plight of refugees	63
4.2 Communication and Self-Reliance	67
4.3 Participation and Self-Reliance	71
4.4 Conclusion	79
4.5 Relevance of the Practical Attachment	80
Chapter 5 Problems at MSTC, attempts to solve them and Student's contribution to problem-solving	82
5.0 Introduction	82
5.1 Problems of UNHCR	83
5.1.1 Insufficient Funds	83
5.1.2 Work with Government Ministries	83
5.1.3 Inaccessible Roads	84
5.1.4 Unqualified Service Providers	84
5.2 Problems of the Implementing Agency	84
5.2.1 Policy Implementation	84
5.2.2 Lack of Funding	85
5.2.3 Location of the MSTC	85
5.3 Communication Problems at MSTC	86
5.3.1 Inadequate Documentation	86
5.3.2 Ineffective Intrapersonal Communication	87

5.3.2.2 No Markets	87
5.3.2.3 Detouring from Workshop Programme	88
5.4 General IGA Problems at MSTC	88
5.4.1 Insufficient funds	89
5.4.1.1 Solution to the Problem	91
5.4.2 Lack of Work Permits	91
5.4.2.1 Solution to the Problem	92
5.4.3 Marketing Constraints	92
5.4.3.1 Solution to the Problem	93
5.5 Specific IGA Problems at MSTC	93
5.5.1 Poultry	93
5.5.2 Gardening	94
5.5.3 Tailoring	94
5.5.3.1 Unreliable customers	94
5.5.3.2 Transport	95
5.5.3.3 Customer attitudes	95
5.5.3.4 Under staffing	95
5.5.4 Rabbitry	96
5.5.4.2 Lack of skilled manpower	96
5.5.4.2 Lack of seriousness among Workers	96
5.5.4.3 Slow Renovation Process	96
5.5.5 Pottery	97
5.5.5.1 Transport	97
5.5.6 Clinic	97
5.5.6.1 Slow Renovation Process	98
5.5.6.2 Lack of Man Power	98
5.6 Efforts of Refugees in Solving their Specific Problems	98
5.7 Success Stories	98
5.7.1 Refugees in the Incubator Project	99
5.7.2 Refugee Students	99
5.8 Student's contribution	100
5.9 Student's input	101
5.9.1 Interpersonal Communication	101

5.9.2 Focus Group Discussions	102
5.9.2.1 Problem One- Lack of resources	102
5.9.2.2 Problem Two- Lack of Work permits	103
5.9.2.3 Problem Three- Marketing Constraints	103
5.9.3 Organising markets for the refugees'	
goods and services	103
5.9.4 Looking for outside markets	104
5.9.5 Visit to the Immigration Department	105
5.10 Communication problems	105
5.10.1 Keeping Records	105
5.10.2 Communication gap between service providers and refugees	106
5.10.3 Intermediary between Target Adopters and Supervisor	107
5.11 Two day Workshop	107
5.11.1 Workshop Activities	108
5.11.2 Post Workshop Evaluation	109
5.12 Administering Interview Questionnaires	109
5.13 Participant Observation / Evaluation of IGAs	110
Chapter 6 Interpretation and Results	
6.0 Introduction	112
6.1 UNHCR policy	113
6.2 Aim of the Center	113
6.3 Communication	114
6.3.1 Inadequate Communication between UNHCR	
and Target Adopters	115
6.3.2 Communication between Implementing agency and Government	116
6.3.3 Communication between Refugee Agency and refugees	117
6.3.4 Paucity of Intrapersonal communication among refugees	118
6.4 Non-Communication Problems	119
6.4.1 Attitude of locals	119
6.4.2 Lack of proper Orientation	120
6.4.3 Refugee Environment	120
6.4.3.1 Domestic Legislations	120
6.4.3.1.1 Permits for Refugees	122

6.4.3.2 Process of acquiring permits	122
6.4.4 Banking	123
6.5 Field Survey Findings	124
6.5.1 Customers	124
6.5.2 Areas of Improvement	125
6.6 Refugee Students	126
6.6.1 Status of refugees	126
6.6.2 Knowledge of MSTC	127
6.6.3 Reasons for Choosing courses	127
6.6.4 Problems of the Refugee students	128
6.6.4 Intended work	129
6.6.5 Marketing	130
6.7 MSTC Instructors	130
6.7.1 Duties	130
6.7.2 Problems of the Instructors	131
6.7.3 Communication with students	131
6.7.4 Level of English Competence	132
6.7.5 Ability to use skills	132
6.7.6 Self-sustenance	132
6.8 Participatory Communication at MSTC	133
6.9 Self-reliance at MSTC	133
6.10 Communication and Development at MSTC	134
Chapter 7 Conclusions and recommendations	
7.0 Introduction	135
7.0.1 Communication	135
7.0.2 Self-sustainability	136
7.1 Recommendations	136
7.1.1 Service Providers	137
7.1.1.1 Registration of Center	137
7.1.1.2 Communication Strategy	137
7.1.1.3 Budget review	139
7.1.1.4 UNHCR Policy	139
7.1.1.5 Incubator Project Supervisor	140

7.1.1.6 Involvement in Permit issues	141
7.1.1.7 Counselling Services supplements	141
7.1.2 Refugees	141
7.1.3 Refugee students	143
7.1.4 MSTC Instructors	143
7.2 Conclusions	144

Figures and Tables

Figure	Description	Page
Figure 1	Map of Zambia	2
Figure 2	Refugee Population and Operational set-up	11
Figure 3	Current Implementation Layout in Zambia	12
Figure 4	MSTC's Organizational Framework	21
Table	Description	
Table 1	Population and Area by Province	4
Table 2	Density Distribution per province	5
Table 3	Growth Rates for Districts near international borders	6
Table 4	Percentage Distribution and Annual Growth Rates per Province	6
Table 5	The Difference between Development Communication & Development Support Communication	57

Chapter 1

Background and Introduction

1.0 Background about Zambia

1.0.1 History

Zambia was formerly known as Northern Rhodesia. From 1924, Northern Rhodesia was under the rule of The British Colonial Office. In 1953, Northern Rhodesia together with Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi) got united and formed the Central African Federation of Rhodesia and Nyasaland which was later dissolved after ten years of operation.

The following year (1964), Zambia gained its political independence. A multi-party political system was in operation between 1964 and 1972. A one party system was then adopted up to 1991 when a multi-party system was once again adopted.

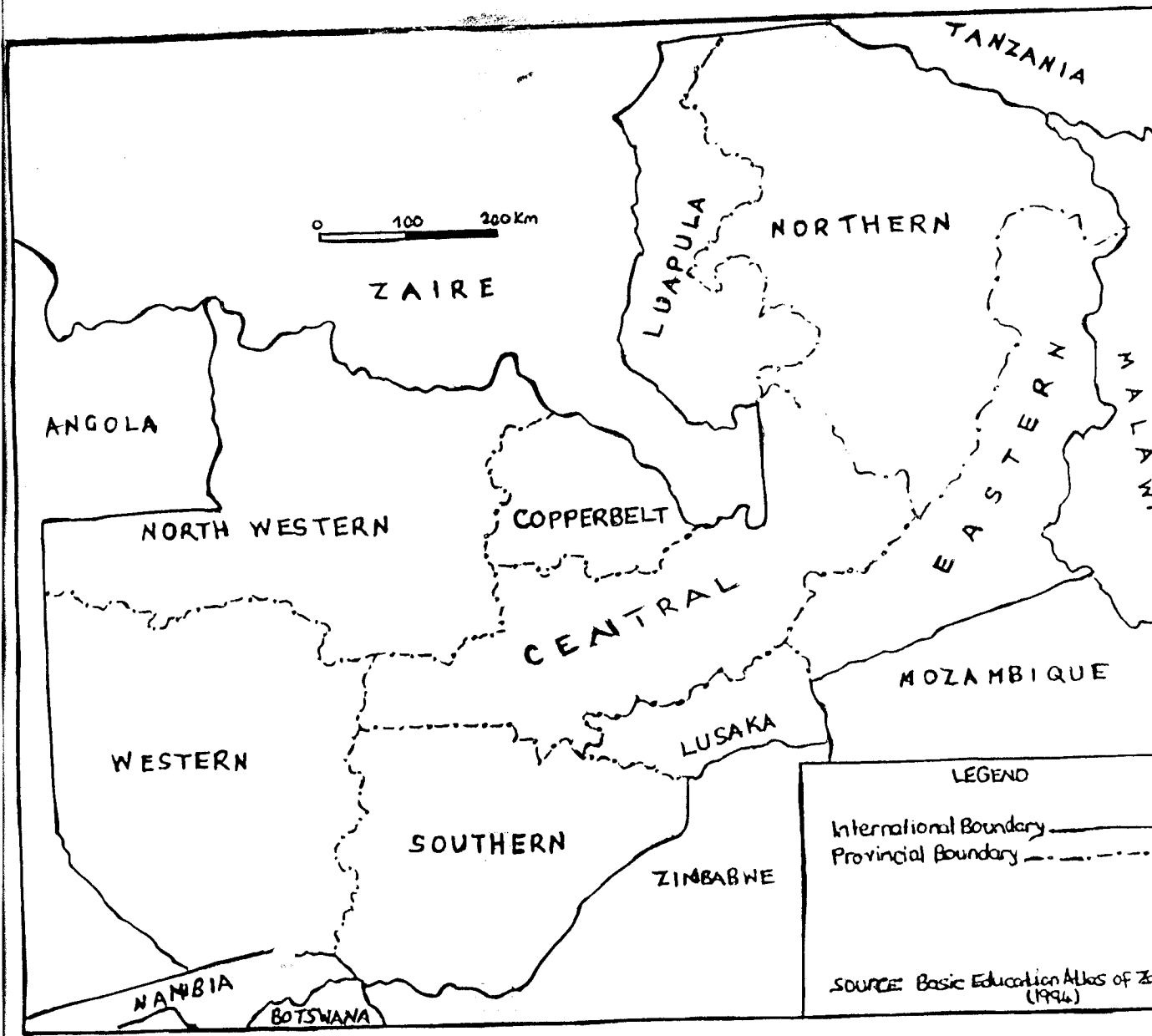
1.0.2 Geographical features

1.0.2.1 Location

Zambia is situated in the southern central part of Africa. The country is landlocked. It shares boundaries with eight countries; Congo D.R and Tanzania in the North, Angola in the West, Malawi and Mozambique in the East, Zimbabwe and Botswana in the South and Namibia in the South-West.

Zambia covers an area of 752, 612 square kilometres. There are nine administrative provinces in Zambia. These are Central, Copperbelt, Eastern, Luapula, Lusaka, North-Western, Southern and Western provinces. There are not less than 72 administrative districts in the country.

Figure 1: Map of Zambia



Zambia is found on the great Central African plateau with altitudes ranging from 1, 000 to 1, 300 metres. On the edges of which form the famous lakes Bangweulu and Mweru in the north, the Kafue basin and the alluvial plains of the Zambezi River in the west and the Luangwa River in the east. In addition to these physical features, there are other interesting ones. They include Lake Kariba, one of the biggest human-made lakes in the world. It is found on the Zambezi River. The Victoria Falls is another. It is one of the country's greatest tourist attractions. This, too, is on the Zambezi River.

1. 0. 2.2 Climate

Zambia lies between 8° and 18 ° latitude south and 22° and 34 ° longitude east. The country has a tropical climate. The country experiences three distinct seasons. These are the cool and dry winter season. This season lasts from May to August with mean temperatures between 14 °C and 30° C. The hot and dry season is from September to October. The third season is between November and April. It is the warm and wet season.

1.0.2.3 Rainfall

Some areas in Zambia receive high precipitation whereas others receive medium rainfall. The annual rainfall ranges from 600mm to 1400 mm. The Copperbelt, North-Western, Northern and Luapula provinces receive high rainfall between 1 100 mm and 1 400 mm. The southern and eastern parts receive between 600 mm and 1 100 mm of rain.

1.0.2.4 Vegetation

Zambia's vegetation is a mixture of trees, tall grass herbs and other woodlands, which are mostly of deciduous type. This type is mainly found on the main plateau of the country. The forests are mainly found in the north-western, western and northern parts of the country.

1. 0. 2.5 People

The population of Zambia has been increasing over the years. According to the preliminary report for the 2000 census of population and housing population count (2001), Zambia’s estimated population is 10, 285, 631 persons as compared to the 1990 census which revealed a population of 7, 759,167 (Table 1). The largest numbers of people were enumerated on the Copprebelt Province, followed by Lusaka, Northern, Southern and Eastern provinces. The lowest population was recorded in the North-Western province. This was followed by Western Province. Of the 10, 285, 631 people who were enumerated, 5, 070, 891 were males while 5, 214, 74 0 were females.

Table 1: Population and Area by Province

Province	Population				Area (Sq.Km)
	1969	1980	1990	2000	
Central	358, 655	511, 905	771, 819	1, 006, 766	94,394
Copperbelt	816, 309	1, 251, 178	1, 458, 471	1, 657, 646	31, 328
Eastern	509, 515	650, 902	1, 004, 700	1, 300, 973	69, 106
Luapula	335, 584	420, 966	564, 490	784, 613	50, 567
Lusaka	353, 975	691, 054	991, 230	1, 432, 401	21, 896
Northern	545, 096	674, 750	925, 888	1, 407, 088	147, 826
North-Western	231, 733	302, 668	438, 215	610, 975	125, 826
Southern	496, 041	671, 923	965, 593	1, 302, 660	85, 283
Western	410, 087	486, 455	638, 761	782, 509	126, 386
Zambia	4, 056, 995	5, 661, 801	7, 759, 167	10, 285,631	7, 759, 167

Source: CSO (1990) Demographic Projections 1990-2015: page 2; CSO (2000) Zambia in Figures: page 1.

In a number of provinces, the growth rates have declined except for Lusaka, Northern and Luapula provinces. The Copperbelt Province has experienced the lowest population growth rate. This has declined from 1.5% in 1980-1990 intercensal period to 1.3 % in the

1990-2000 intercensal period. Northern Province has recorded the highest population growth rates with 4.3 %. Lusaka Province has 3.8 %, North-Western 3.2 % and Luapula Province 3.4 %. This has definitely led to an increase in the number of people living per square km

(Table 2)

Table 2: Density Distribution per province

Province	<u>Density</u>			
	<u>Persons per Sq. km</u>			
	1969	1980	1990	2000
Central	3.8	5.4	8.2	10.7
Copperbelt	26.1	39.9	46.6	52.9
Eastern	7.4	9.4	14.5	18.8
Luapula	6.6	8.3	11.2	15.5
Lusaka	16.2	31.7	45.3	65.4
Northern	3.7	4.6	6.3	9.5
North-Western	1.8	2.4	3.5	4.9
Southern	5.8	7.9	11.3	15.3
Western	3.3	3.9	5.1	6.2
Zambia	5.6	7.8	10.3	13.7

Source: CSO (1990) Demographic Projections 1990-2015: page 2; CSO (2000) Zambia in Figures: page 1.

1. 0.2.6 Annual growth rates

The census report has also revealed that the population of districts found near the international borders has grown by much higher rates (Figure 1 & Table 3).

Table 3 shows the recorded growth rates for the affected districts. i.e those near the international borders.

Table 3: Growth Rates for Districts near international borders

District	Growth rate (%)
Chiengi	5.8
Nchelenge	4.6
Kaputa	5.0
Mporokoso	6.0
Nakonde	11.9
Shangombo	5.8
Solwezi	4.0

The above annual population growth rates are due to other factors such as spontaneous migration from neighboring countries. The same report reflects the growth rates for all the provinces as well as how the population is distributed country wide.

Table 4: Percentage Distribution and Annual Growth Rates per Province.

Province	Percentage Distribution				Growth Rate per year (%)		
	1969	1980	1990	2000	1969-80	1980-90	1990-00
Central	8.8	9.0	9.9	9.8	3.3	4.2	2.7
Copperbelt	20.1	22.1	18.8	16.1	4.0	1.5	1.3
Eastern	12.6	11.5	12.9	12.6	2.3	4.4	2.6
Luapula	8.3	7.4	7.3	7.6	2.1	3.0	3.4
Lusaka	8.7	12.2	12.8	13.9	6.3	3.7	3.8
Northern	13.5	11.9	11.9	13.7	2.0	3.2	4.3
North-Western	5.7	5.4	5.6	5.9	2.5	3.8	3.4
Southern	12.2	11.9	12.4	12.7	2.8	3.7	3.0
Western	10.1	8.6	8.2	7.6	1.6	2.8	2.1
Zambia	100.0	100.0	100.0	100.0	3.1	3.1	2.9

Source: CSO (1990) Demographic Projections 1990-2015: page 2; CSO (2000) Zambia in Figures: page 1.

1. 0. 3 Economy

From the time that Zambia gained its independence, the government was seen to have control over most of the economic and social activities. This, however, changed after the reintroduction of a multiparty political system. The following are some of the sectors that comprise the economy of Zambia:

- (i) Agriculture e.g. maize, groundnuts, cotton, sunflower etc.
- (ii) Mining e.g. copper, cobalt, zinc, lead etc.
- (iii) Manufacturing: Plants producing essential consumer goods e.g. cooking oil, soaps, mealie meal, rice, bread etc.
- (iv) Construction: e.g. building construction, road construction, and maintenance etc.
- (v) Electricity and water
- (vi) Wholesale and retail trade of consumer goods.
- (vii) Hotels and Restaurants: e.g. Private and Government institutions.
- (viii) Transport and Communication: e.g. rail, air, road.
- (ix) Finance: e.g. banking institutions.
- (x) Housing: houses and housing stock.
- (xi) Social Services: e.g. education, health and other social services

1. 0. 4 Economic situation in Zambia

Zambia relies on copper mining. Over 70% of the country's total income export comes from this sector. There has, however, been a decline in the production and pricing of copper since the 70s. This has led to the reduction of foreign exchange earnings. This situation has greatly affected the performance of the country's economic sectors. It is because of this factor that Zambia is incurring huge debts due to perpetual borrowing from outside countries.

In the early 1990s the Government decided to introduce the Structural Adjustment Programme (SAP) with her partners and the World Bank. This was done in the good faith of reducing inflation as well as stabilising the economy so as to stimulate economic growth while reducing poverty and improving living standards of households.

1.1 Refugees

Refugees, according to a UNHCR document (1998:2) are persons who are fleeing from individual persecution, generalised human rights abuses or armed conflict in their country of origin, or their country of habitual residence.

In the world today, different people encounter different problems. Problems that range from racial and creed discrimination to political philosophies. These problems tend to be a threat to one's citizenship because when one goes through them, he /she is forced to leave their home country.

The affected individuals leave their country in pursuit of protection. There is nothing as traumatic as being displaced in one's own country. The situation is made even worse if the displaced person finds himself /herself in a completely new environment.

The United Nations High Commissioner for Refugees (UNHCR), an integral part of the United Nations (UN), is responsible for refugee work. The office was originally established on the 1st of January, 1951. It has been operating since then due to the fact that people are forever experiencing the problem of being displaced in their countries.

This office comes in to grant international protection to the refugees who are unable or are unwilling to avail themselves of the new country's protection. In its function, the UNHCR coordinates international actions for refugees, establishing liaisons with governments, with UN specialised agencies, with inter-governmental organisations, and with non-governmental organisations.

Lasting solutions to the problems of refugees are sought. There are three main solutions namely voluntary repatriation, which occurs when refugees return to their own country i.e. when conditions become better; local integration, when refugees are assimilated in the new country and thirdly resettlement, which is finding asylum in a third country due to unexceptional circumstances.

This practical attachment focused on the refugees at the Makeni Skills Training Centre in Lusaka. YMCA is the implementing partner in this project and is being funded by UNHCR. YMCA took over the operations from AFRICARE.

1. 2 Origins of Refugees found in Zambia

For a long time now, Zambia has been a harbour of safety for many refugees. This is because of the country's frontline position. The refugees found in Zambia are mostly from countries such as Rwanda, Congo D.R, Angola, Uganda, Namibia, Burundi and South Africa.

Different kinds of people come into Zambia as refugees. They include inter alia; medical doctors, business men and women, veterinary doctors, lawyers as well as students. The refugees who come to Zambia attain refugee status due to a number of reasons. Sometimes, countries experience civil strife and as a result, the people involved in conflicts are forced to leave their country of origin. The other reason comes about due to the rising differences in political ideas, especially when a new government comes in place. This poses great danger to the citizens who find themselves to be disadvantaged in one way or another. The only way out for them becomes fleeing into this country which is considered to be more peaceful than their own. The other factor that leads to people fleeing their countries is the existing gender disparities. This happens when women are so much discriminated against that they no longer feel safe or happy to be part and parcel of their country of origin. They are then forced to flee to another country, Zambia in this case, where they would be regarded as refugees. For them, it is better to live happily in a foreign land than to remain unhappy for the rest of their lives in their own land.

Additionally, warring nations experience a lot of displacement of their people. The people, in this case, lose all their possessions and the only solution becomes going away to another place where they would feel safe and comfortable.

In addition, citizens are forever seeking protection from their country. When they feel that they cannot get it, they tend to go away in search of it. All these reasons cause different people to leave their own countries and come to Zambia where they would feel at home.

1.3 The Ministry of Home Affairs

The Ministry of Home Affairs is concerned with the problem of refugees. The Ministry has two main branches that deal in refugee work. These are the Commissioner of Refugees and Immigration Department.

1.3.1 Commissioner of Refugees

The Commissioner of Refugees is the main reference area for all queries relating to refugee status and the rights of all the refugees in Zambia. This department is entirely responsible for granting refugee status. It also looks at the issue of allocating residence for refugees. It co-ordinates all the help and protection that the Government of Zambia gives to the refugees. The Commissioner of Refugees, therefore, gives relevant advice and assistance to all the refugees.

1.3.2 The Immigration Department

The Immigration Department is another department within the Ministry of Home Affairs which deals with all issues concerning foreigners in Zambia. Although refugees and asylum seekers are accorded special rights and procedures in certain cases, they still have to follow the procedures that are laid down by the Immigration Department.

1. 4 The refugee population

Today, Zambia is harbouring close to 200, 000 refugees. The majority of these come from Angola while others are from countries like the Democratic Republic of Congo, Rwanda, and Burundi. Most of these have settled in different refugee camps of the Western, Eastern, Northern and Luapula provinces. (Figure 5). Only a few have settled in the rural areas. There are also those who settle in urban areas. Ensuring their protection through the issuance of credentials such as identity cards is very vital. To help them further, different permits are given to the refugees. The other assistance rendered to them is the provision of limited material assistance and the promotion of refugee-sufficiency.

There are also other contributions that are being made to refugee work. In addition to the UNHCR funding, as well as that of the MSF group, the Royal Danish Embassy has offered support. It has provided two trucks, for the refugees at Mayukwayukwa and Meheba, to facilitate the marketing of their surpluses of foodstuffs outside the settlements. The Norwegian Embassy is strengthening the HIV/ AIDS projects in Nangweshi and Kala. FAO has also come in to assist. It has helped in the funding for agricultural activities in the two settlements of Mayukwayukwa and Meheba. Other contributions from the UN family include reproductive health activities at Meheba by UNFPA.

Figure 2: Refugee Population and Operational Set-up.

Camp	Population (1-01-02)	Nationality	Agencies
Mwange	24 140	Congolese	IFRCS, ZCRS, CARE, COR
Kala	24 884	Congolese	WVI, MSF-H, COR
Meheba	58 549	Ang, Rwa, Bur, Congo, Nam, Ugan, SA, Other	LWF, MSF-F, Govt, COR
Mayukwayukwa	24 991	Angolan, Rwa, Bur, Congo, Other	CORD, AHA, LWF, Govt, COR
Nangweshi	24 723	Angolan	CARE, MSF-H, JRS, COR
Ukwimi	2 345	Angolan	LWF, Govt, COR
Urban	5 469	Various	YMCA, AFRICARE, COR

Source: UNHCR Knowledge and Information Management System

- UNHCR information : page 3.

1.4.1 Implementation

The refugees who come to Zambia get help from the Government of Zambia and other organisations. There are also a few of them who settle in villages and these do not get any assistance at all. A few others live in urban areas.

The implementing partners that are concerned with refugee work ensure that the refugees are helped in the best possible ways. Different agencies make sure that their services do not overlap. The services are distributed accordingly. (Figure 6)

Figure 3: Current Implementation Layout in Zambia

Location	Kamwala	Makeni	Nangweshi	Mayukwayukwa	Meheba	Mwange	Kala
District/Province	Lusaka	Lusaka	West Senanga	West Kaoma	Northwest, Solwezi	North, Mporokoso	Luapula, Kawambwa
Food distribution	n/a	n/a	CARE	LWF	LWF	IFRCS/ ZRC	WVI
Transport & Logistics	n/a	n/a	CARE	LWF	LWF	IFRCS /ZRC	WVI
Water/ Sanitation	n/a	n/a	CARE	AHA	LWF	IFRCS/ ZRC	AAH
Health/ Nutrition	YMCA R.P.	n/a	AHA	AHA/ GRZ	GOZ/MSFF/LWF	IFRCS/ ZRC	AAH
Shelter/infrastructure	n/a	n/a	CARE	LWF	LWF	CARE	WVI
Comm. Services	YMCA R.P.	YMCA R.P.	CORD	CORD	LWF	CARE	WVI HODI
Education	YMCA	YMCA R.P.	CORD	GRZ/LWF	GRZ/LWF	CARE	WVI
Crop Production	n/a	n/a	CARE	LWF	LWF	CARE	WVI
Environment	n/a	n/a	CARE	LWF	LWF	CARE	WVI
Income Generation	YMCA R.P.	YMCA R.P.	CORD	LWF/CORD	LWF	CARE	WVI
Protection/Security	HCR	HCR	HCR/GRZ (police)	HCR/GRZ (police)	HCR/GRZ (police)	HCR/GRZ (police)	HCR/GRZ (police)
Coordination	HCR	HCR	HCR	HCR	HCR	HCR	HCR

Source: UNHCR Knowledge and Information Management System- UNHCR information : page 4.

1.5 Lusaka Province refugees

As can be seen from Table 6, not all the refugees are kept in camps or settlements. There are those who are found in urban areas. These are known as urban refugees. There are more than 5 000 urban refugees in Lusaka Province alone.

To live outside a settlement or camp, a refugee must obtain a permit through the Immigration Department. Work permits are given for either self-employment or salaried employment. A work permit costs K250 000.00. For those pursuing studies, study permits of K100 000.00 are given. The refugees who get these study permits are supposed to register themselves at an educational institution, which is recognized by the Ministry of Education.

Considerations are made for one to be accepted as an urban refugee. The first consideration is made on medical grounds. Refugees with problems that can only be addressed outside the settlements are considered. The other group is that of refugees with special protection needs as well as those who qualify for and are waiting for third country resettlement.

1.6 Impact of refugees on Zambia's population

The ever-increasing numbers of refugees is bringing about a number of changes both to the refugees themselves and the population of the host country. The areas which are affected include the following:

1.6.1 Economy

The Zambian Government is not leaving all the work to be done by the implementing agencies alone. It also comes in to complement the efforts which are being made by the

different NGOs where it can. Zambia is not economically sound. To redirect some of its finances to helping the refugees entails straining its own economy.

1.6.2 Culture

When the refugees come to Zambia, they have to fit into the different environment that they find themselves in. Culturally, the mingling of the refugees and the local people brings about some changes in their ways of life. The local people end up adopting some of the refugees' attitudes, behavioral patterns and cultural beliefs and practices and vice versa. This, in the end, weakens up the two cultures involved.

1.6.3 Over crowding

The population of refugees is forever rising. The Zambia Red Cross Society has revealed that more than one hundred babies are born every month among the refugee population. This impacts negatively on the local population. The local people have to give up part of their land to accommodate the refugees who are based in camps and other settlement areas. In case of urban refugees, the refugees have to share land with the local people. This sometimes leads to different kinds of conflicts between the two groups of people.

1.6.4 Hostility among local community

In some instances, the host communities are not very receptive to the refugees. This is because they feel that the refugees are a source of their problems. The refugees are regarded as favoured members as they get free food and education when the local people are suffering. In some cases, the refugees are accused of a lot of crime that is experienced in communities.

1.7 UNHCR's vision

UNHCR has a lot of plans related to refugee work. However, it only has one goal which is to provide continued protection, material assistance and finding durable solutions to Congolese, Angolan and other refugees in Zambia. The student talked to Mr. Jose Canhandula, the UNHCR Zambia Senior Programme Officer and Mr. Michael Chanda, the Community Services/ Education Officer, so as to get detailed information on UNHCR's profile.

The UN has mandated the UNHCR to look at the issues related to refugees i.e leading and co-ordinating international action for the worldwide protection of refugees as well as resolving their problems.

UNHCR primarily aims at safeguarding the rights and well being of refugees. Lasting solutions to the plights of the refugees are sought and it is also the work of the UNHCR to try and have refugees return to their homes. This is done voluntarily.

UNHCR does not only try to help refugees, it also helps those people who are stateless, or whose nationality is disputed and, in circumstances, internally displaced persons.

In doing its work, the UNHCR also looks at how best to help those disadvantaged groups of people by creating conditions, which are conducive to the protection of human rights and the peaceful resolution of disputes. UNHCR's work is not discriminatory. People are helped regardless of their race, religion, political opinion or gender. In all its work, it pays particular attention to the needs of the most disadvantaged i.e. the children and women.

In rendering assistance to the refugees, UNHCR works in partnership with governments, regional organisations, international and non-governmental organisations. UNHCR is committed to the principle of participation by consulting refugees on decisions that affect their lives. The purposes and principles of the UN's character include; maintaining

international peace and security; developing friendly relations among nations; and encouraging respect for human rights and fundamental freedoms.

1.7.1 Types of activities

UNHCR has a lot of activities in their programme to ensure that their goals are met. The basic ones include the provision of standard package of non-food items the new arrivals; the refugees are also provided with fresh and clean water, sanitation and health care. They are also supported through several initiatives which include training on small business management. The primary school age going children are also enrolled in schools. There are also scholarships for the deserving students. The refugees are also encouraged to be self-sustaining through agriculture and income generating activities particularly for the old caseload. There is also environmental education and awareness for the refugees which is done through different activities which include planting of trees in camps, guided collection of firewood and forest guards' employment. There are also other protection activities, which include refugee registration, refugee law training, etc. Key areas such as logistics, health/nutrition, water and shelter, agriculture, for the old caseload, and operational support are given more focus and emergency response in order to improve the programme.

1. 8 AFRICARE

AFRICARE has the plight of the refugees at heart. The people working for this organisation have realised the fact that refugees are normal human beings who need to live like everybody else. They, therefore, try to assist them by offering them life saving skills. This ensures that the refugees sustain themselves fully. Their policy ensures that any form of assistance does not lead to dependency on handouts. The refugees, therefore, are helped to gain self-sufficiency in the shortest possible time. It is also their policy to make sure that assistance rendered to the refugees is not a right but is given on the basis of the assessed needs of individual refugees, as well as the availability of funds.

UNHCR is responsible for the funding of the projects that are carried out at AFRICARE. AFRICARE has involved itself in this kind of work for a long time now. MSTC, a training centre for refugees, has been under AFRICARE up to December 2000 when YMCA took over operational work of refugees.

1. 9 YMCA Profile

In Zambia, there are a lot of Non Governmental Organisations (NGOs). The Young Men Christian Association (YMCA) is one of them. YMCA is a Christian organization whose main aim is to assist the vulnerable in society. The organization has branches in almost all the provincial centers in the country. Refugees, who are also, regarded as vulnerable people in society, are assisted by this organization. Among the many projects that YMCA runs is the Refugee Project in Lusaka. All in all, YMCA is targeting 15,000 refugees.

1.9.1 YMCA Refugee Project

The YMCA Refugee Project has its center in Kamwala, Lusaka. Due to the nature of work that is involved i.e. refugee work; this project is directly under the operations of UNHCR, the mother body of all organizations responsible for refugee work. The YMCA Refugee Project has been in existence since 1994 and caters for the urban refugees. The project is targeting 6,000 urban refugees. The center at YMCA is considered as a counselling center for all the urban refugees and it has recruited six qualified counsellors. It tries to deal with all the problems that the urban refugees face. In order to work effectively, the YMCA Refugee Project ensures that it carries out the following activities.

1.9.1.1 Education

Providing education to all the refugees who are registered at the center. The service providers in the education sector ensure that they assist those who are in need of different kinds of scholarships.

1.9.1.2 Community and Social Services

Giving assistance to vulnerable refugees. These include the chronically ill, orphans, widows, disabled, youths and victims of Sexual and Gender Based Violence (SGBV). The service providers who are responsible in this area identify these people and visit them in their various homes so as to encourage them. It is also part of the work of the service providers to sensitize refugees on local integration and on the Zambian laws. This enables the refugees to be aware of important issues that affect their new way of life. The sensitization is normally done at the center and during informal meetings.

1.9.1.3 Health

There is a filter clinic at the YMCA Refugee Project in Kamwala. At the clinic, basic medical services are offered to the refugees. In case of complicated ailments, the service providers process referrals to UTH or other major hospitals. They do not only refer the patients to other hospitals, they also make sure that they meet the medical costs of the patients.

1.9.1.4 Community Rehabilitation Project

Among the vulnerable refugees are those who are even more vulnerable than others such as the handicapped. The service providers try to make these refugees more comfortable by caring for them. The service providers give the refugees clutches and those in need of spectacles are given.

1.9.1.5 Relocation of Refugees

The YMCA Refugee Project is also responsible for the relocation of new arrivals (refugees) from urban areas to different settlements. In the process of relocation the service providers take care of all the logistics such as free transport, accommodation and food.

1.9.1.6 Local Integration

There is a programme known as the Integration Programme under the Refugee Project. Here, the urban refugees are assisted to sustain themselves. This is done by helping them to get jobs, permits, and other legal documents such as alien cards. The Makeni Skills Training Center (MSTC) is one such example. This center is trying to help the urban refugees to settle down by helping them to be self-sufficient. Some refugee students are also enrolled at the center where they are taught different life saving skills. A major project is also being run at the center in order to foster self-sustainability among the refugees.

1. 10 Makeni Skills Training Centre

Makeni Skills Training Centre is found in Lusaka's Makeni area, off Kafue Road. This institution used to be a transit centre for refugees. The centre was closed in 1994 and the refugees were taken to other camps like Meheba refugee camp.

In 1995, there was need to give refugees, especially those who were professionals, a place to operate from. The refugees were trained in life-saving skills. These are the skills that enable them to be self-sustaining. This practice is still on today. The refugees who enrol at this centre are given free education. Before they are accorded this privilege, they have to pass through the UNHCR offices.

1. 10.1 Education

There are qualified Zambian instructors at the centre. These instructors are very dedicated to their work and they ensure that they teach as adequately as possible. The following courses are offered at the centre:

- a. Basic Electricity
- b. English as a Foreign Language
- c. Metal work

- d. Computer Skills
- e. Business management
- f. Wood Work
- g. Home Economics
- h. Automotive Engineering

English as a foreign language and the business management courses are taught as compulsory courses. The reason for this is that the two courses are very relevant in the refugees' day-to-day lives. They have to communicate effectively and they can only do that if they are taught English. The skills that they learn have to be managed in the best way possible. This can only be possible if the refugees are taught business management, computer skills, electrical work etc.

Once they are registered at the centre, the refugees are made to undergo some training in the fields of preference. After the training, they involve themselves in different kinds of IGAs, which include carpentry, cookery, farming, poultry, pottery, rabbitry, etc.

Self-sustainability is the immediate answer to all the problems that surround these refugees. The refugees are provided with different activities, which would enhance self-sufficiency. They are also made to learn that it is important for them to get involved in activities which would enhance self-reliance. This is so because the handouts that they receive are never enough to sustain them totally and that the service providers will not always be there to assist them. All these activities have one goal; Self-Sustainability.

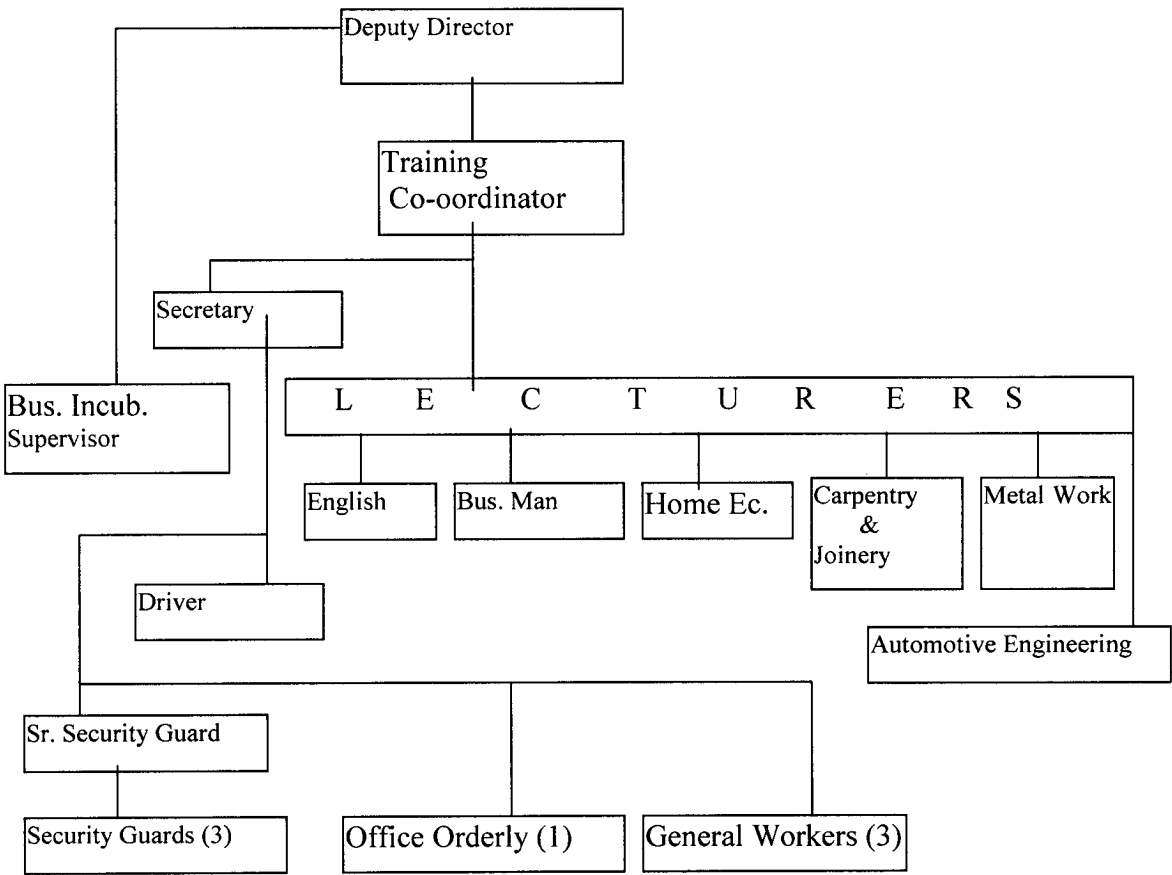
Are the refugees managing to sustain themselves? How reasonable is their social image? Are they producing quality goods and services from the training that they are receiving? Are they able to work well? How are they marketing themselves? This practical attachment looked at these and more issues so as to try and assess the sustainability of the refugees.

The student focused mostly on the MSTC’s Incubator Project. This is a pilot project that was effected in 2000 after some refugees were given loans to start different businesses. The businesses in this project include: clinic, carpentry, agriculture, poultry, pottery, rabbitry and tailoring.

1. 10.2 Institutional Framework of MSTC

Apart from instructors, the centre has other employees as can be seen below.

Figure 4: MSTC’s Organizational Framework



1. 11. The Incubator Project

This project was started in November 2001 to benefit refugees. Mr. Stanslous Chele, the former training officer, facilitated the empowering of the refugees in different production areas in order for them to sustain themselves. Skilled refugees were told to apply for loans after which considerations were made. It was also a must that they learned business management skills to help them improve their businesses.

The aim of this project is to make refugees utilise the place (MSTC) fully and to be able to feed their own families as well as employ others. Proposals were received and small businesses were started: carpentry, metal work, pottery, sewing, knitting, poultry, rabbitry and agriculture.

The idea of self-reliance is encouraged i.e. reaching a situation where the refugees are not perpetually dependent on handouts. The reason for this is that UNHCR, unlike before, does not have much money. As such, it cannot fully fund refugee projects.

Businesses are being carried out at the centre and loans are being given to the refugees. An agreement has been made between the implementing agents and the refugees that sixty percent of the money is to be returned twelve months after receiving the loan. The aim is to create revolving funds that can assist refugees.

1.11.1 Production Areas

The refugees themselves run each production area without rental charges. Those in charge of these areas employ Zambian workers. The workers, according to the refugees, are very helpful to the refugees. The refugees feel that this is a good arrangement because experiences are shared. These experiences include discovering new cultures, attitudes, customs as well as the differing tendencies that exist between the two groups. More over, when the refugees come to Zambia, it takes them a long time to get their relevant credentials. This poses a great hindrance in as far as succeeding in their income generating ventures is concerned.

The locals they employ are able to reach several areas which refugees fail due to the fact that they have no permits. The workers also involved when it comes to selling the products. Selling of products is not only restricted to the people working at the centre, posters i.e. advertisements are used to promote sales. These are stuck on the gate for the outsiders to see. Far away places like supermarkets around and out of Makeni as well as in town are also reached. There are also links between the University of Zambia and the refugees working in the agricultural and rabbitry production areas. When need arises, professional advice is sought on issues related to crop and animal production.

The businesses found under the Incubator Project are as follows:

1. 11.1.1 Carpentry

Mr. Wilfred Kaumba heads this area. He is a refugee from Angola. Mr. Kaumba left Angola over 35 years ago together with his parents. At that time, he was only a small boy of about six years old. His father was dead and he remained with his mother.

While staying at the centre (transit centre then), he was sent to Kenya to study carpentry. He now lives in John Laing Compound with his family. In 1999, he came to the centre to work as a trainer. It was during this time that he was chosen to be part of the Incubator Project. He applied for a loan of K5 million which he got to start his business.

There is another man assisting him. They make different things, which include household and office furniture. They also carry out repair work of different things.

Mr. Kaumba has had success stories. He has impressed some people in consultancy work. He has also made different items for AFRICARE and Red Cross House. His expectations are to excel in his work and this, according to him, can only come about when finances are available.

1.11.1.2 Agriculture

Mr. Anastase Semana, a medical secretary by profession, is responsible for agriculture. He is from Rwanda and has been living in Zambia since August 1996. He, together with his family, came to Zambia and first settled in Mpulungu until 1997 when they went to MSTC. When he first came, he was teaching agricultural skills to the refugees. His teaching contract later ended in 1999.

Fortunately enough, his application for the Incubator Project was successful. He was given an amount of K10 000 000.00. He is working very hard in the project. The project assists him a lot in getting finances for both accommodation and up keep.

His project started in June, 2000. Since then, the work has improved. He has some workers helping him to produce different crops like tomatoes, carrots, maize etc. Mr. Semana intends to settle down as quickly as possible so that he can look for his own private work in the same field outside the centre. He wants to leave room for other refugees who need help, just like he did.

His produce is increasing by the day and he is very happy with this fact. He has expectations which all centre on one thing: sustainability. He is very confident that he is progressing towards it.

1.11.1.3 Clinic

Dr. Charles Omana, a qualified medical doctor, is the one running the clinic under the Incubator Project. He is a Ugandan. The doctor came to Zambia in 1991. He and his family decided to leave their country of origin due to the turbulence that was there. When they just arrived in the country, they stayed at the camp for six months until he was given a work permit after applying for it through the Kenyan High Commission. He later registered with the medical council of Zambia.

In Zambia, his first appointment was in Mangongo Mission, Western Province. Afterwards, he applied and was accepted at The University Teaching Hospital (UTH) and he got the job in 1990. Whilst working at UTH, he furthered his studies by doing a Masters degree in Paediatrics. In 1998, Dr. Omana decided to resign and be on his own because he discovered that, unlike his Zambian colleagues, he was not benefiting from his work. He then started a private clinic in Old Kanyama where he worked for about four months. From there, he applied to MSTC for work under the Incubator Project.

Dr. Omana has been successful in his work. This has been seen from the way he worked when he was with UTH. He has a lot of expectations. The renovation work of his clinic has now been completed. His plans are to look at the community, particularly the children. His aim is to have a massive immunization scheme programme. He will not neglect the women. He is mainly concerned with the antenatal and family planning services. In addition, girls and men are also his target. DR. Omana is very concerned about his fellow refugees i.e. urban refugees, particularly those attending YMCA. This is so because these are just being seen by a clinical officer. He intends to extend his services to them, too.

1. 11.1.4 Tailoring

Tailoring is also part of the Incubator Project. Miss Melanie Biya is running it. She is from Congo and she has lived in Zambia since 1994. When war broke out in Congo, Melanie's husband was killed and she decided to flee with her twins but one of them passed away while struggling to be free from torture. The rest of her children followed her later on.

Melanie first settled in Mandevu and then she moved to John Laing Compound. After that, she went to live in Makeni. Melanie went to the centre in 1998.

When she joined the centre she was a student. She had to study English so as to communicate with others. She had learned her tailoring skills while in Congo. In May,

she was asked to get a proforma invoice of all her requisits. After that, she was given assets and materials worth that amount. There are four ladies who are working with her. Her daughter Pamela Biya is one of them.

1.11.1.5 Rabbitry

The person in charge of this production area is Dr. Selemani Mulamba. He is a qualified veterinary doctor from the University of Lubumbashi. Before he came to Zambia, he worked as a senior lecturer at the same university. He also worked for the Ministry of Agriculture as well as the Ministry of Planning. When Dr. Mulamba came to Zamia in 1994 he could not get a job. This prompted him to stay with some church mates.

In 1997, he teamed up with some friends and started rabbitry work in John Laing Compound. They started with only five rabbits. Well-wishers came in and gave them three more rabbits. They were experiencing ups and downs until Kamwala YMCA people and some others from the United Nations decided to help them. From that time, their livestock grew. One and a half years later, Dr. Mulamba and his friends had their first contact with AFRICARE. AFRICARE assisted them to re-establish a rabbitry IGA in order to sustain themselves.

In 2000 Dr. Mulamba and one of his friends applied for a loan from the Incubator Project. They were given a loan of K4,300,000.00. Their project improved and they also managed to buy some equipment for themselves. At the moment, Dr. Mulamba has three workers at the rabbitry.

The rabbits are growing very fast. Only a few of them are being sold for the maintenance of their Production Area. Their objectives are being met and this, according to him, is a good sign. He has been successful in that he is one of the first few people to start rabbitry business in Lusaka. He expects to have as many rabbits as possible. They now have 60 female rabbits in reproduction from which they expect to get about 2 000 rabbits per year.

1. 11.1.6 Poultry

Mr. Ndongala Nlandu Santos is the one heading this activity. He is from Congo and he came to Zambia in 1992. He has two men assisting him in his production area.

Before he came to Zambia, Mr. Santos was a medical student at the University of Lubumbashi. He was a victim of the 1990 University massacre. The Catholics helped him to be hospitalised at Sakania Hospital (Ndola) where he was admitted for ten months. He was later taken to Kafubu Hospital until UNHCR came in to assist him by sending him to the centre where he was trained. He later trained to rear chickens.

In 1998, he and his friends got a group loan of K6 000 000.00. Their business was unsuccessful due to the fact that his friends run away with the money and other equipment. Mr. Santos had to start all over again. He later managed to repay the loan after a lot of struggle. According to him, the business is improving. He is producing good and healthy chicken as well as good chicken feed. He also assists those who need to learn how to succeed in poultry business.

His ambition is to develop the project. He wishes to buy modern equipment such as cages, a machine for hatching etc. He wants to sustain himself through this project.

1. 11.1.7 Pottery

This is an economical project and not a business project. A Rwandan lady called Beatrice Muso Mandela is running it. She has been in Zambia since 1995. She came together with her family. Back in Rwanda, Beatrice was a midwife.

The Kanyama Refugee Women sent Beatrice to do her training at the National Institute for Scientific and Industrial Research (NISIR). This group works in collaboration with JICA. Beatrice went to MSTC in 1998. After applying for a loan, she was given K 5 620 000. 00. YMCA is now helping her to get on with her project by offering her a factory

place. Transport is also provided to her when it is available. The other area where she is being helped is marketing of her products.

1.12. Practical Attachment Problem

The problem of refugees will last for as long as people are being displaced from their countries of origin. Such a situation entails that the people/organizations rendering humanitarian assistance to the refugees will eventually become financially handicapped due to the ever-rising number of refugee cases. If nothing is done to find a solution, refugees will not only maintain their social and legal definition of ‘prisoners of war’, but they will also acquire a second definition-‘prisoner of handouts’. The urban refugees, as earlier stated, are receiving little help from UNHCR. They are, hence, encouraged to be self-sustaining by engaging themselves in different IGAs. The refugees have realized the importance of attaining socio-economic independence. That is why they are co-operating with their service providers.

The student was interested in looking at how the urban refugees, with the help of UNHCR and other organisations, are sustaining themselves. The student went to MSTC because it was the only institution running a pilot project of monitoring the IGAs of the refugees. The student wanted to critically study this project by finding out its problems and assisting in recommending solutions.

1.12.1 Practical Attachment Questions

The Practical Attachment questions were two fold:

- (i) What kind of communication exists among refugees as well as between refugees and their change agents?
- (ii) Is the communication used as a vehicle for developing the activities of the refugees?

1.12.2 Justification

The following were the reasons for the practical attachment:

1. The practical attachment was carried out with a view to add to the body of knowledge for subsequent research in the area of economic empowerment among refugees;
2. To add to the available literature on economic self-sustainability among refugees;
3. and to further challenge change agents to help empower refugees more.

Chapter 2

Methodology

2.0 Introduction

This chapter will look at the methodology that the student used in order to gather data during the practical attachment. All the processes which were followed in the acquisition of the much-needed information will be outlined here. The chapter will also indicate how this data was analyzed.

2.1 Practical Attachment Questions

The student used the following Practical Attachment questions :

- (i) What kind of communication exists among refugees as well as between refugees and their change agents?
- (ii) Is the communication used as a vehicle for developing the activities of the refugees?

2.2 Terms of Reference

During the attachment, the student used some terms of reference in order to be guided in the work. The following were the terms of reference used:

- (a) To find out how the IGAs for the refugees are selected
- (b) To establish the kind of training that the refugees go through before they can become productive.
- (c) To find out whether the IGAs are market oriented.
- (d) To find out how the marketability of the goods and services produced by the refugees can be improved.

- (e) To look at the role of communication in the activities of refugees and to establish how communication can be used to assist the refugees' productivity.
- (f) To establish the implementing agency's policy on the Incubator Project.
- (g) To find out how practical the policy is and to find out how it is preventing success of the markets
- (h) To find solutions to the deficiencies of policy.

2.3 Sampling Procedure

During the Practical Attachment, the student used purposive sampling. This is the sampling method where the student had to use her own judgement to choose which people were going to be in the sample. This particular sampling method was employed by the student because it allows the researcher to select only those who are 'ideal' candidates for the study thereby not confusing research findings. Purposive sampling does not waste time screening all the people but it just goes straight to those who would give relevant information. The people that the student managed to identify were the officials from different organisations who shared relevant information concerning refugees. The officials were from UNHCR, AFRICARE, YMCA and MSTC.

In order to effectively collect data, authority figures among the refugees and the potential buyers from the neighborhood were chosen by using the same sampling method.

2.4 Data gathering

The data that the student collected was divided into primary and secondary data.

2.4.1 Primary Data

The practical attachment lasted for four whole months from the 29th October, 2000 to the 28th of January, 2001. The collection of data was done in a number of ways that included

using interviews and participant observation. The terms of reference were used as a guide to formulate the questions for the interviews. Other relevant information was also got by closely interacting with the business incubator supervisor. Potential buyers from outside the Center were also targeted for interviews. These gave their views on what they thought about the Incubator Project. The student was directly involved with the refugees themselves so as to get first-hand information from them. The aim of this was to critically analyse their successes and failures. The other method of data collection was through discussions. These were mostly done with the IGA leaders. The student met them and shared knowledge with them. The leaders were then encouraged to share the information with the other members of their groups.

2.4.2 Secondary Data

Secondary data was collected by the use of available literature on refugees. The literature included brochures, magazines, pamphlets, newspapers, newsletters and journals.

2.5 Data Collection Procedure

The student's practical attachment programme was divided into two parts. The first part was experienced when the student went for orientation at different organisations in order to get first hand knowledge on issues that affect urban refugees in Zambia. This student, therefore, went to UNHCR, AFRICARE, MSTC and YMCA. The second part was the actual practical attachment itself. The student had a lot of experiences while collecting data during the practical attachment programme. The student's personal views and experiences while at the organizations that have been mentioned above will be covered in this section. It will also include all the communication activities that this student encountered. As it will be explained later, the student was able to collect a lot of information concerning refugee work while sharing knowledge with different service providers as well as with the target adopters. It will also be part of this chapter to include

some other information that the student deemed relevant to the subject of self-sustainability among urban refugees.

2.5.1 Orientation

As already stated, the student's practical attachment programme lasted for four months. The first two weeks of the attachment were reserved for orientation that was effected at UNHCR, AFRICARE and also MSTC. When the student started the practical attachment programme, AFRICARE was the implementing agency of all the works at MSTC. While the student was on attachment at MSTC, AFRICARE handed over its operations to YMCA. The change gave rise to the student's need to also go to the YMCA offices during the attachment period so as to know what was involved there.

2.5.1.1 UNHCR

The UNHCR Head Office is situated along Leopards Hill Road in Lusaka. The student went to the offices during the first week of the attachment programme. The aim of the student's visit was to have knowledge on the operations of the organization. It was during that period that the student interviewed two UNHCR officials on some of the issues that concern their work.

2.5.1.2 AFRICARE

In the second week of the programme, the student went to Ibex Hill where the Head quarters for AFRICARE, the then implementing agency of the Incubator Project at MSTC is found. The aim of the visit was to make a courtesy call at the offices. It was then, that the student was officially authorized to begin the practical attachment at the Centre. The service providers at AFRICARE had promised to support the student in the best way they could.

2.5.1.3 MSTC

Before starting the actual work at MSTC, the student got to know a lot of things about the institution. The knowledge was gathered during the orientation programme at MSTC. It was also during the week of the orientation exercise that the student went round for the first time to visit the different refugees who were running different production areas. The student also met some of the refugee students during the same week. The aim of meeting the refugees was for the student to have familiarisation interactions with the target adopters so as to reduce possible uncertainties, which could have hindered the progress of collecting relevant data from the refugees.

2.5.1.4 YMCA

As it has been explained above, AFRICARE handed over its operations to YMCA. That meant that AFRICARE ceased to be the implementing agency of the Incubator Project at MSTC. When the student had gone about half way through the practical attachment programme, some service providers had met and resolved that in order to be effective in their work, they were to allow only one implementing agency to be in charge of refugee work in one town. At that particular time, both YMCA and AFRICARE were involved in refugee work in Lusaka province. After the change of management was agreed upon, the service providers came up with a conclusion that AFRICARE was to concentrate on its work with the refugees at Ukwimi Refugee Camp in Petauke, Eastern Province. It was also proposed that YMCA should continue with its project in Kamwala and also to take over the operations at MSTC. That new development made the student to visit the YMCA offices just after the changes. The orientation at YMCA was effected in order to get information that concern the organisation's work in relation to refugee work in general as well as how it was going to start running MSTC.

It is important to note here that despite the changes in management, the activities at MSTC still remained unchanged. That was made possible because the instructors and the Incubator Project Supervisor at MSTC had retained their positions. Additionally, Mr. Stanslous Chele, the former Training Officer for MSTC was employed at YMCA as the

new Deputy Director. He, too, retained the responsibilities of monitoring and managing all the activities at MSTC.

2.6 Practical Attachment at MSTC

The orientation process that the student had experienced enabled the student to know what to expect while working at the Center as well as how to plan the activities during the three and a half months that had remained for the attachment. The initial two weeks had adequately equipped the student to confidently carry out the activities that were laid down for the attachment. The student had observed that initially, it was not easy to approach the refugees. Most of them were not open enough and some of them were not even willing to talk to the student. The attitude of the refugees had interested the student and as a result, the student tried to find out why they behaved that way. The student, then, discovered that the refugees at the Centre were insecure and as a result, they were always suspicious of new persons around them. When the refugees saw the student for the first time they thought the student was an official from the Ministry of Home Affairs, Immigration Department, and was there as a spy to collect information that could be used against them. It was at that particular time that the student tried to find out more on the fearful life that the urban refugees are leading.

2.6.1 Communication with the Service Providers

As it has already been stated, the student got involved in a lot of activities in order to collect information concerning the issue of self-sustenance among urban refugees. Through interviews the student got valuable data from different personnel. When the student went to the UNHCR, AFRICARE, and YMCA offices, she felt welcome and that fostered an atmosphere that was conducive for the student to gather and share as much information as was required for the attachment.

The student felt welcome at the above-mentioned offices as well as at the place where the student was to be attached. This student instantly felt comfortable at MSTC because some

of the privileges of the members of staff were extended to the student. AFRICARE used to provide its members of staff with transport to and from the Centre in the mornings. The members of staff used to be picked from Mutaba House building, in town. After work, there was also a vehicle that took the workers back to town so that they could get on their own transport back to their homes. Since the student used to report for work at the same time as the service providers at MSTC, the then training officer advised the student to also use the AFRICARE transport to and from the Centre every day. That arrangement was greatly appreciated by the student.

The student felt accepted and appreciated at the Centre due to the spirit of sharing that existed among the members of staff. There were no eating-places anywhere near the Centre and it meant that the workers had to look for alternatives. The service providers at the Centre organized themselves and always bought and cooked their food at lunchtime. They always cooked nshima or rice and relish from their kitchen. Most of the relish was bought from the refugees. The relish that was common was chicken and vegetables. Other foods were bought from town. The then training officer and all the members of staff including the student came together in a conference room and shared the meals. When the student found out that the members made monthly contributions in order to buy the food, the student also started contributing some money. The student felt that the idea of eating together encouraged the members to be close to each other and as a result, whenever there were misunderstandings at work, conflicts could easily be resolved because the people there lived and understood each other like one big family.

Some of the service providers had their breakfast at the Centre when they did not have time to eat at their homes. Breakfast, too, was taken in the same conference room. That, too, enhanced the spirit of harmony that existed among the service providers.

The student further realized that during meal times, much more than just food was shared. There was the exchange of ideas and knowledge. As such, the student did not only enjoy the company of the service providers during their meal times, but also took advantage of those times to gather relevant data during the many discussions that took place.

While at the Centre, the student was given an office where to operate from. That was where a lot of paper work was done when the student was not with the target adopters. It has already been pointed out that it was part of the student's fieldwork to collect data from the service providers. The collection of information with the service providers was done in the following ways:

(a) Interviews

This chapter has revealed that the reason for interviewing the service providers at the UNHCR, AFRICARE and YMCA offices was to get data that is concerned with refugees in general, and the role of the implementing agencies in the area of sustainability among refugees. The information that was gathered from the service providers at MSTC enabled the student to understand more the issue of the refugees at the Makeni Centre and also to get first hand information on the Incubator Project that is being run at MSTC. For familiarization purposes the student interviewed the head of the Centre and some instructors to find out their involvement in helping the refugees attain self-sustainability. The service providers, who the student interacted with, in the process of data collection, were very helpful. They made sure that the student collected all the information that was required by being very cooperative.

(b) Interview Questionnaires

Apart from conducting interviews with the service providers at MSTC, the student also distributed some open-ended interview questionnaires. There was a time when the student needed to get some information from some instructors but they were busy preparing and conducting examinations for their students. Since the student could not wait for a long time to interview them, the student formulated open-ended interview questionnaires which were distributed to the instructors so that the service providers could answer them in their own free time. The student wanted to establish the kind of training that the instructors are offering to their students and also how they got on with their teaching career at the Center. The student also tried to find out the problems that the service providers face while doing their work as well as how they try to solve them.

Issues of self-sustainability were also tackled. This student wanted to establish how the instructors helped the refugee students attain self-sustenance.

(c) In-depth discussions

As stated earlier, the student conducted in-depth discussions with the UNHCR officials. The Senior Programme Officer was helpful despite the fact that he was a very busy man. He even helped more by providing the student with some literature that could be referred to during the practical attachment. At the same offices, the student interacted with the Community Services/Education Officer. The officer encouraged the student to go to their offices whenever there was need. As a result, the student went to see the officer even during the time that the student was based at MSTC for more information. The information given enabled the student to establish the role of UNHCR concerning many projects that are effected in the different parts of the country where refugees are found.

(d) Participant Observation

The student did not only interview the service providers concerning their work but was able to get more information about the self-sustainability of the refugees by observing whatever input the service providers were putting in while at work. The other thing that was very vital to the attachment was observing the rapport that existed between the service providers and the target adopters. The aspect of communication was given a lot of attention i.e. the nature in which information was disseminated and the steps that were involved in the dissemination of information between the change agents and the target adopters.

The student realized that it was easier to observe the targeted people by participating in the activities that they are involved in than being detached from them by not being part of their different activities. The student, therefore, observed a lot of things while working and mingling with the service providers. For example, the student spent some time visiting the instructors in their offices and also their classrooms. The student also helped the ladies in the kitchen when they prepared lunch and also when cleaning up after meals.

In addition, the student helped in sitting in at the reception when the person who was supposed to be there was assigned with other duties.

2.6.2 Interaction with the refugee students

One of the objectives of the practical attachment was to establish the kind of training that was offered to the refugees at MSTC. That made the student to be interested in the training that was being offered to the refugee students at the institution. It was also part of the attachment for the student to find out how well the students at the Centre interacted with their instructors and whether or not the instructors offered more than just academic assistance to their students. This student managed to get the information by way of interviews. The questions were formulated in such a way that they provided answers for the academic and social activities of the refugee students at MSTC.

(a) Interview Questionnaires

As it has been mentioned earlier, the student reported at MSTC for the attachment at a time when the students and the instructors were busy preparing for the end of year examinations. That meant that most of the students were unavailable for interviews. The student, therefore, formulated interview questionnaires, which were taken and answered by the refugee students in their free time. Notwithstanding the fact that the students were busy, they got the questionnaires and later brought them back in good time. The student wanted to find out what the refugee students thought of the training offered to them. The interview questionnaires also tried to answer questions as to how the students found themselves doing the courses that they were pursuing, and what they hoped to achieve at the end of their training programme.

2.6.3 Communication with target adopters

The student spent the whole period of the practical attachment interacting more with the refugees who were involved in the income generating activities than with any other group of people at the Centre. The interaction was done in several ways such as:

(a) Interviews

The student visited all the production areas on a daily basis to either interview the refugees or just to chat with them. This student found the daily interaction with the target adopters to be very interesting as a lot of ideas were shared in the process. The refugees opened up on a lot of issues because they felt free with the student. During the interviews, issues that came out included pointing out the economic and social problems that refugees encountered. The refugees pointed out that they had no markets to sell their goods and services, transport was a problem for them, and they had very limited resources to run their IGAs. It was also during the interviews that the student established that there were a lot of communication problems at the Center and that this hindered progress in as far as helping the refugees to self-sufficiency was concerned. The other thing that made the student to be accepted among the target adopters was the fact that most of the refugees came from French speaking countries and the student could communicate with them in French. They confessed that they felt happy when they could communicate with others in their own language. Those who did not speak French communicated freely in English. Others could even communicate in the local languages of Bemba and Nyanja.

(b) In-depth Discussions

During the attachment, the student went further than just interviewing the target adopters because the student saw the importance of discussing with the refugees at length. The refugees were able to give suggestions of how they could solve their own problems in the IGAs without being too dependent on their service providers. This student took note of all the ideas and made some of them to be part of the agenda of the workshop. The reason for this was that the student wanted all the refugees to benefit from each other's knowledge and ideas. Even when the refugees were busy in their production areas, they were always ready to talk with the student. Sometimes, they even offered to have discussions while they worked to avoid disturbing their work. In cases where the refugees proved to be very busy, the student recommended that they held the in-depth discussions at later times. Most of the refugees were very helpful because they believed that the

information that they would share with the student could go a long way to benefit their different IGAs. It was because of that fact that the refugees never minded availing information to the student while they worked in their Production Areas.

(c) Focus Group Discussions

The student's day started by visiting the refugees in their IGAs. It was during those visits that the student observed a lot of things that concerned the target adopters. The observations made it possible for the student to seriously discuss issues that affected the well-being of the refugees. The discussions were done in individual IGAs with the members of the production areas. Different kinds of issues were raised during the focus group discussions including, inter alia, the present markets for their goods and services; Where are they? What have the refugees done to establish a status quo? Where are they going wrong in their work? These and more ideas were shared in order to help the target adopters to boost their market structure as well as to acquire possible markets. The student encouraged the refugees to be actively involved in the discussions.

(d) Participant Observation

Just like with the service providers, the student also observed the refugees while they worked in their various production areas. The observations were done when the student went to pay the daily visits. It was in doing that, that the student was able to notice a number of things that affected the work of the refugees. Some of the things that were observed included the attitudes, beliefs, behaviour and practices of the target adopters in relation to the various IGAs. The observations made it possible for the student to come up with ideas that could be shared during group discussions and also at the workshop.

The refugees confessed to the student that they appreciated the presence of the student. They said that they were sure that positive change would come out of the attachment exercise. In addition, they appreciated the way the student observed their activities. They said that most people who go to visit them are only interested in getting their answers and then leaving the institution whereas the student stayed with them for a longer period of time and made them feel comfortable.

2.6.4 Communication with Workers

The student did not only mingle with the service providers, refugees and the refugee students but also interacted with the general workers at MSTC. They were just as helpful as their employers. They shared information with the student when their supervisors were unavailable.

2.6.5 Communication with Outsiders

The student was of the view that the practical attachment was not going to be complete without involving some of the people who benefited from the goods and services of the refugees at MSTC. The student, therefore, went out to visit the potential buyers who lived in the surrounding areas of the Centre. Most of them are also refugees. The student observed reluctance on the part of the buyers when it came to giving information. They thought that the student was from the Immigration Department. After a few were interviewed, word spread round explaining who the student was. Only then, were they able to communicate freely with the student.

The people who were interviewed said that they were benefiting from the activities of the refugees. Most of them said that they went to the Centre in order to buy food products like vegetables, rabbits, goats, and chickens. The tailoring and carpentry services of Miss Melanie Biya and Mr. Wilfred Kaumba were also helping a lot of people who lived around and near the Centre.

2.7 Two- Day Workshop

One of the things that the student found out was that the academic year for the refugee students was going to end in December. That, therefore, meant that the refugee students as well as some of their instructors were going to be away on leave. The student used that information to begin planning for a workshop for the refugees of the Incubator Project because the student wanted to conduct the workshop before many people left. The reason

was that the workshop was going to be open to the other refugees as well as the instructors. During data collection, the student assessed the needs of the refugees regarding their IGAs. All the issues were to be brought out at the workshop. The workshop was to last for two days i.e. on the 21st and the 22nd of November 2001.

In preparation for the workshop, the student went to Pride Zambia, an organization that deals with small-scale entrepreneurs and organized for a resource person who could educate the refugees on issues that are related to the IGAs of the refugees. Mr. Loyford Muchena, technical adviser of the organization, volunteered to talk to the refugees about the importance of self-sustenance and also on how they could be more self-sustaining.

All the refugees heading IGAs in the Incubator Project, except for one, attended the workshop. Since the workshop was open to every refugee, others who were not part of the Incubator Project were encouraged to attend.

The participants were encouraged to participate fully at the workshop. During the workshop, many issues including possible methods of expanding the markets were looked at. The participants engaged themselves into group discussions, which enabled them to learn a lot from each other. The student served as a resource person. The student worked hand in hand with Miss Deirdre Magai who is the Incubator Supervisor and at the same time the Business Management instructor.

2.7.1 Preparations for the Workshop

The training officer was very helpful when it came to preparing for the workshop. The day before the workshop begun, he made sure that everything was in place. He had delegated the workers to clean up the English department, one of the big rooms at the Centre, where the workshop was to take place. He also ensured that drinks and snacks were bought for the occasion. Stationery such as folders, pens, books, and bond paper were bought for the workshop. The Home Economics instructor was also told to ensure that there was enough food, snacks and beverages for the participants during the two days of the workshop. The

instructor was helped by the other lady instructors and the student. When all was ready, the workshop was ready to begin.

2.7.2 Day One

The workshop was supposed to begin at 09:00 hrs but it only commenced at 10:30 hrs. The participants had arrived late. They said that they were late because they had to go to their production areas to make sure that their workers had reported for work. The student did the introductory formalities and urged the participants to be fully involved. The first part of the morning was spent by having in-depth discussions. A lot of issues which were to be discussed in detail later during the day were brought up. The student then introduced and welcomed Miss Deirdre Magai who was to look at the topic of marketing. The participants participated more during the workshop when they were split into small groups. Apart from the group work, the other thing that made it possible for the participants to participate fully was the business game that was introduced. The objectives of the game were as follows:

- (a) To give participants an opportunity to experience effects of business decisions in a simulated business environment;
- (b) To learn the basic business cycle;
- (c) and To be able to plan the best use of capital for conflicting demand.

The resource persons who also played the role of facilitators gave the instructions of the game and the participants were divided into four groups (red, blue, yellow and green). There was a bank, supermarket and also a factory. The participants got loans from the bank and were told to buy raw materials for their business of making hats. The business game involved bringing out real life situations, which were given each day. The situations included lending and borrowing money, going shopping, working, resting etc. At the end of the game, each group had to reveal how much cash they had at hand, how much they had banked and to explain how they had budgeted for their daily activities. The group with the least number of raw materials and the largest amount of money in the bank won the game. The game ended with a discussion. The winning team had to discuss how they

managed to use their money wisely and those who lost explained where they had gone wrong. A lot of knowledge was shared by the time the game was over.

2.7.3 Day Two

On the second day, the participants reported very early. When asked why, they said that they had learned a lot from the activities of the previous day and that they did not want to miss out on the second day which they hoped would be even more educative. Mr. Muchena came on the second day as arranged. He concentrated mostly on the topic of record keeping after discovering that that was what the participants wanted to learn about most. The resource person explained what record keeping was and why it was important in business management. He also looked at the types of records. His lecture included explaining how to use cash analysis, payment vouchers and stock control cards. The lecture was very clear and easy to follow. Afterwards, the participants were given practical situations where they had to use the cash analysis book, payment vouchers as well as the stock control cards. These hypothetical cases were used to gauge whether or not the participants had understood the presentation.

The workshop was wrapped up by encouraging open discussions. Just like before, the participants had participated fully. They also expressed gratitude at the way the workshop had been conducted. They also added that they hoped that they would have similar workshops in future.

2.8 Post Workshop Activities

After the workshop, the student continued interacting with the service providers and the target adopters just like before. This student interacted with the Incubator Project Supervisor discussing issues that concerned the refugees and their IGAs. The student also made it a point to continue visiting the different IGAs and observing whether or not the refugees were practicing the knowledge that they had acquired during the workshop.

2.9 Data Analysis

To analyze the data that was gathered, the student used the qualitative as opposed to the quantitative method. This is because of the advantages that qualitative analysis has over quantitative analysis. The following are the advantages:

- (i) Qualitative analysis is not just concerned with outcomes or products. It is primarily concerned with the process of data collection.
- (ii) Qualitative analysis is also interested in meaning i.e. how people make sense of situations around them, experiences as well as the different situations in society that they come across.
- (iii) The qualitative researcher is the primary instrument for data collection and analysis. This human instrument gets data and translates it rather than using other means such as inventions, machines or questionnaires.
- (iv) Qualitative analysis involves fieldwork. The researcher goes to the people physically, thereby observing and recording behaviour in its natural setting.
- (v) Qualitative research is descriptive: the researcher is interested in the process, meaning, and understanding gained through words or pictures.
- (vi) Qualitative research is inductive i.e. the researcher has a lot of details which are used for coming up with different abstractions, concepts, hypotheses, theories, etc.

(Source: Creswell. J, 1994)

2.10 Limitations

It is normal to encounter drawbacks as one works. The student did experience a number of limitations. Firstly, the student did not have enough resources to work as adequately as possible. The other limitation was due to the fact that some people who were to be interviewed were not very co-operative. Some of them proved to be ever busy. In addition, while at the Center, the student did not find progress records on the Incubator

Project. Lastly, the inadequate literature on the topic of refugees' communication and self-sustenance in Zambia was also a hindrance to the attachment.

Despite the above limitations, the student is of the view that this report will adequately provide relevant knowledge on the subject of communication and self-sustainability among urban refugees.

Chapter 3

Conceptual Framework

3.0 Introduction

In this chapter, theories and concepts about communication will be discussed. The chapter will also include any other information that is relevant to issues on communication in order to tell how far communication theories/concepts are applied in the Incubator Project of Makeni Skills Training Centre.

3.1 What is Communication?

Communication is a participatory concept which involves the sharing of meaning and ideas among individuals, regardless of the context. Communication has existed for as long as human beings have existed. We, therefore, cannot do without it as it has proved to be an important aspect of our lives. Scholars have found out that communication can either be positive or negative. The former being better than the latter because it yields results that are not only long lasting but also rewarding.

Different scholars have come up with different versions of what communication is. Communication, like community, is from a Latin word ‘communicare’ which means ‘to share’. The aim of ‘communication’ is to ‘share/experience’. Therefore, in communication there is always a sender as well as a receiver of a message and communication is said to take place when the sender and the receiver hold meaning in common. i.e. when their meaning is identical. Mody explains where the word communication comes from.

Communication comes the Latin word-communis which means common. The word ‘community’ comes from the same Latin word. The aim of ‘communication’ as an outcome is to ‘ make common’, to share. Communication is achieved then, when the sender and the receiver hold

meaning in common, that is, when the meaning the sender wanted to share is identical ('isomorphic' with) to the meaning the audience receives (Mody, 1991: 240).

Mody explains the fact that communication cannot be anything other than the sharing of ideas. Additionally, for communication to occur there has to be an understanding between the one sending it and the one receiving it. Both parties have to know when and when not to take part in the communication.

The author (Mody) further posits that when communicating, it is important to be very careful with the way we communicate. She also explains that when it comes to development based work, we have to distinguish what kind of communication is relevant or important and that which is not so that we concentrate on that which is beneficial to our work and consequently, our lives. This is because not all forms of communication can lead to community empowerment. She also enlightens us that communication methods should be innovative, imaginative and participatory if positive change is to be the aim. Change agents are challenged, therefore, to communicate fully with all their target adopters and not to keep themselves busy with the local authority figures and formal community leaders. They are encouraged not to stick to the top-down approach only in order to avoid mere compliance and just listening to their target adopters. In addition, all the ideas that are shared should not only end at the level of sharing. They should go beyond, by critically analysing and then tactfully brainstorming the different issues.

Another definition of communication is that it is a personal process that involves the transfer of information and also involves some behavioural input. Communication does not exist without people taking some form of action. It has everything to do with relationships between people (Ludlow, 2000: 2).

Kunczik has also contributed to the understanding of the concept of communication. He says that communication is not only the fundamental prerequisite to human life and social

order but that it is also the fundamental social process permeating all aspects of social life (Kunczik, 1992:5).

The author also maintains that communication is very vital in our lives. We cannot do without it. He lays emphasis on the fact that we exist because communication is possible and as a result, all that we see and have has been made possible because of communication.

Communication has also been viewed as a process in which participants create and share information with one another in order to reach a mutual understanding. Rodgers' explanation of communication is also similar to that of the other scholars. It clearly indicates that depending on the understanding of issues that are shared or communicated, communication can be used to converge or diverge people (Rodgers, 1995:5).

To clarify his understanding of the subject of communication, Rodgers brings in the concept of diffusion, which is a special kind of communication aimed at bringing about new ideas or innovations. According to him, communication tends to be successful when people participating in it are similar or homophilous, as opposed to when they are different or heterophilous. He says that homophily, as opposed to heterophily, occurs because similar individuals belong to the same groups, live or work near each other, and share the same interests. Such kind of communication is known to be very effective, and thus very rewarding.

When human beings manipulate symbols to stimulate meaning in other humans, communication has occurred. This has been explained by Infante et al. (1997). They try to emphasise the point that there is a purpose for communicating. We do not just communicate from without. We communicate so as to derive some meaning from the process of communication. They, too, believe that communication can only be achieved by socialising with others. The people participating in the communication internalise the information that is being communicated/transmitted to them.

Successful developmentalists have fully exploited the use of communication. They have realised that in order to introduce and/or effect change with the target adopters, they have to employ positive communication with them. Persons who attempt to influence the adoption of decisions in a direction that they feel is desirable are called change agents(Rodgers,1962). As the aim of change agents is to produce better and positive results, they have been known to appreciate what communication does.

Ludlow (2000) says that the aspect of having different classes of people in society should be considered when looking at communication. Since individuals are different, communication will vary depending on who is involved in the communication process. The author has added that communication can be distinguished at different levels. These different levels are derived from the essence that the varying classes of people have varying relationships.

3.1.1 Levels of Communication

Not only do scholars try to define communication, they also look at the various types of communication. There are different types of communication. The different levels of communication are:

- (a) Interpersonal Communication - The sharing of ideas between two or more persons. The feedback is almost immediate.
- (b) Intrapersonal Communication - Being able to communicate with self.
- (c) Group Communication - In this type, rules are laid down for different groups of people to follow in order for them to communicate.
- (d) Mass Communication - The sharing of the environment between a mass medium organisation and a scattered and undefined audience.
- (e) International Communication - This occurs when countries, through their leaders, come together to share ideas so as to find a common stand.
- (f) Intercultural Communication - The sharing of the environment between people from different cultures.

In this report, the concept of communication will be used according to how Rodgers(1995:5) has defined it. This definition has been chosen because it borders on the fact that communication brings about mutual understanding between and/or among individuals consequently leading to development.

3.2 Development

Different people have defined development differently. To some, it is simply the transfer of new technology. Others have argued that development is more than just the transfer of technology. They say that development is the communication of ideas, knowledge, and skills to make possible the successful adoption of innovations (Melkote, 1991: 22).

Melkote believes that different individuals have different ideas, which are interpreted differently. When these ideas are shared or communicated, the people participating in the communication are able to analyse the ideas and hence come up with the best possible results from the communication. While sharing the different ideas, knowledge and skills are in turn shared, resulting in desirable change. It is inevitable to experience fluctuations in terms of change and as a result communicators accept this fact.

Maluma (1986) has also come up with a definition of development. According to her, the actual people who are part of the development process should define development. She sees development as an awakening, a way in which people see themselves and awaken to their right to live as human beings. Making decisions for them will not help in this process. Without this awakening there is nothing that change agents can do or should try to do. Ignoring this only invites failure as evidenced in many situations referred to earlier (Maluma, 1986:68).

Development, therefore, lies in the people themselves and that it is up to them to either ignite it or not. The change agents, however, should only come in to help the target

adopters realise their potential fully by providing support, which comes in different forms.

Some scholars have also researched on how development can be effected and sustained. They have realised that regardless of area time and place, developmental programmes can only be sustainable if there is a strong and viable committee structure. The people involved in the development process must see to it that they co-ordinate so as to work effectively (Mijere et al. 1995).

The sharing of ideas brings about communication which equally brings about development. It has been argued that if developmental projects are to succeed, it is important to note that ideas, knowledge and skills ought to be shared between the change agents and the target adopters. The change agents play a very big role of relaying innovative messages and depending on how this is done, the work can be successful or not. A lot of persuasive tactics need to be employed by the people involved in the process (Jayaweera et al. 1987).

The main reason why some developmental ventures fail is the lack of knowledge. The people involved in developmental activities have to be aware of the fact that they need to develop and act upon their desires. This, according to the authors, can only be possible with a lot of conscientisation.

One of the main impediments to the developing world increasing its stock of goods and services is the quality of its people. For untold centuries their people had been locked up within their own experiences. They had no way of knowing about advances that other societies had made and of the benefits that had accrued to them as a result. If ways could be devised whereby people of developing societies could be brought rapidly to an awareness of the gains made in other parts of the world, they would have a different perception of what they could themselves become, and reach out to a better future. They would abandon their traditional ways and habits

and refuse to be satisfied with producing only for the subsistence of their individual family units. They would begin to produce surpluses and learn the benefits of exchange, commerce and profit. The earnings generated by the sales of these surpluses would set up their purchasing power, which in turn would stimulate demand. This would result in more production, more employment, more wages, and more money (Jayaweera et al. 1987: xiv).

The above quotation indicates how development can be achieved. The people undergoing development have to change their attitude regarding how to improve at both individual and societal levels. The people have to be innovative by doing away with their old and unprofitable ways. The concept of development can also be applied in all developmental projects, whether small or big, in order to promote quality goods and services which leads to the acquisition of more income. To crown it all, the holistic character of development (Jayaweera et al. 1987: 80) has to be utilised. This is where the target adopters take into consideration their basic needs and then tirelessly work to attain self-reliance. All this should be done in a participatory manner when the target adopters are encouraged to work hard so as to reach their goals.

To sum up all definitions of development, it can be noted that development occurs when there is improvement at both individual and societal levels. This improvement can be achieved through environmental changes or adjustments, which are desirable, and at the same time fluctuating (Kasoma, 1994:403).

This report supports the definition above and will use it as the operational definition.

The common ideas from all the definitions are as follows:

- (a) They all centre on the human being helping him/her to improve his/her life condition.
- (b) They all assume that development is progressive and not retrogressive.
- (c) There is dominance improvement, materially or economically.
- (d) Development is qualitative and not quantitative.

(e) They have ability to answer/satisfy human needs or wants.

3.3 Developmental Communication

After having looked at what communication is, it is also important to look at what it does. This can be seen in the concept of developmental communication.

Infante et al (1997) reveals that developmental communication borders between Mass Communication and Interpersonal Communication. It is communication related to social change, often in developing countries. According to them, two kinds of processes, internal and external lead to developmental communication. Developmental communication is therefore used to facilitate social change.

Communication is said to be developmental when it does not only involve the transfer of technology but also the communication of ideas, knowledge and skills to make possible the successful adoption of innovations,” (Melkote, 1991:22).

For development to be achieved fully, people have to realise the importance of communication. This practical attachment report has clearly pointed out that effective communication is a prerequisite for development. Melkote (1991) has emphasised that the two concepts of Communication and Development are supposed to be applied at the same time. He explains how third world countries strive to attain development by interacting with the developed nations. i.e. communicating with them with a view of borrowing ideas of development.

3.4 Development Communication and Development Support Communication

Just like the concept of participation, the concept of development can be linked to that of communication giving rise to development communication. Development communication emerged in the post World War II years when Asian, African, and Latin American countries were declaring their right to independence, self-reliance and nonalignment and

also trying to find solutions to the many problems that were manifesting in their citizens(White, 1994:77). Since then, the concept of development communication has been widely used by a lot of developmentalists.

There is also another concept, which is known as development support communication. This concept has been misunderstood by a number of people. Jayaweera et al (1987:xviii) show that the two concepts cannot be similar although they can be used interchangeably. The former is explained as being the technology-based communication networks, which, regardless of message and content, tends to create, by reason of its inherent characteristic, a climate suited for development. The latter is described as a communication that is specifically designed to support a particular development programme. These two concepts of communication can be distinguished in the following manner:

3.4.1 Development Communication versus Development Support Communication

Communication has been deemed as a sure answer to most of the developmental problems that are arising today. This has consequently given rise to the concepts of Development Communication, which was first used by Lerner, Pye and Schramm. These two encouraged the use of effective communication in all developmental activities that are under taken. People started applying communication strategies in their work expecting to see positive results. To their surprise, people still experienced problems. Erskine Childers of the UNDP then came up with a new phrase of Development Support Communication. People started giving more credence to this new concept. This was because the concept was more participatory and as a result, proved to be more effective than the previous one. The table below clearly explains the differences between Development Communication & Development Support Communication.

Table 5: The Difference between Development Communication & Development Support Communication

<u>Development Communication</u>	<u>Development Support Communication</u>
Applies generally to national or macro entities.	Applies generally to micro or local entities.
Functionally, non-directed and nebulous.	Functionally, directed, is concerned with effects and is goal-oriented.
Is open-ended and persuasive.	Is time bound, and takes the form of campaigns.
Relies for its impact on characteristics inherent in technology.	Is message-oriented. Carefully fashions its content.
Limited to technology-based media, that is, mass media.	Uses a whole range of culture-based media.
Is clearly ‘top-down’ and hierarchical.	Invariably interactive and participatory.
Researching is extremely problematic-immense range of variables-difficulty of access and control. Consequently, great paucity of research.	Researching is easy. Variables can be isolated, controlled, measured. Consequently, large volume of extant research.
Has lost credibility over the years.	Has gained enormous credibility. Is widely adopted by UN system and all international development agencies.

Source: Jayaweera et al. (1987) Thinking Development Communication: page xix.

3.5 Participation

Participation is referred to as the fundamental principle that must work to make the target groups agents of their own development in order that they may shape their own future. It is the act of taking part in or sharing in an activity or event. It is, therefore, regarded as a very important tool for development because it enhances development.

A lot of people have tried to define the concept of participation. Servaes et al. (1996) have looked at a different way of knowing what participation is. They have looked at what it is not:

Participation is not simply 'communicating'. Neither is participation mere 'doing'. It is not the behavioural response to a persuasive, at times coercive, stimulus. Participation is not simply bodily presence at community meetings, nor can it be construed as a chance to tick a voting ballot every few years. Participation is not simply access to mass media controlled by the urban elite and bureaucratic vested interests. (Servaes et al, 1996:110)

According to the authors, there is no other term that has been overused/distorted like that of participation. Authentic or real participation is a process that is said to be contextual. It is explained as a particular situation unfolds i. e one can only know the level of participation by assessing a particular activity. It is also explained that the process of participation allows equality both in action as well as in one's attitude.

Peruzzo in Servaes (1996:169-170) also explains her understanding of participation by highlighting the different types. These are:

- (a) Non-participation – This is seen when there is delegating of power to others so that they can legislate, decide and administer in everyone's name.
- (b) Controlled participation – This happens within certain limits. It is limited and can be manipulated. i.e. when the target adopters are pressurised to participate.
- (c) Power – participation – This type promotes democratic, authentic, autonomous participation that best facilitates people's growth as individuals. Here, exercise of power is shared. It is neither passive nor manipulated.

3.6 Participatory Communication

The concept of participation can be linked to that of communication giving rise to participatory communication. Participatory communication is about involving the target adopters at all levels of developmental processes. This is effected when they are encouraged to be active right from the very beginning of problem identification, looking for solutions to their problems as well as when setting up a management team to start the actual work.

Participatory communication cannot occur in a vacuum, separate from substantive social accounts and processes. It is said to exist in all social processes which include, inter alia, demonstrations, health programmes, academic programmes, and development as well as political actions. It is just the level of participatory communication that varies. This concept is seen as a means for communicating different ideas to different people at different times. Participatory communication, being an important concept, has driven a lot of scholars in most parts of the world to look at it and carry out a lot of research, (Servaes, 1996:12).

All the people who have used participatory communication, in one way or another, have been said to be empowered in their lives. This is because participatory communication enables its participants to take control of their lives in order to reduce knowledge gap. The effectiveness of participatory communication is observed as it encourages organisational and sociocultural change. It also aims at influencing public policies (Pilar, 1994:6).

The concept of participatory communication, just like those of communication and participation is very broad. It can also be looked at from different angles. There is, however, one aspect that is common to all the definitions of participatory communication. They all centre on the fact that participatory communication is a key to development.

Kunczik (1992) explains that productivity of people is attributed to their ability to participate through communication. This brings about positive change. He adds that without communication it would be impossible to have any organised action. Social systems, according to him, can only form and endure if the participating persons are linked to each other by communication.

3.7 Self-Sustainability

A lot of humanitarian organisations are emphasising the concept of self-sustainability. One is said to be self-sufficient when he/she is able to rely on him/her self in a lot of affairs that affect him/her, particularly in economic terms i.e. when one is self-reliant. Kaunga et al. have contributed to the study of self-reliance or self-sustainability. According to them, there are factors that can lead to poor performance in the area of self-reliance. They, however, mention that the main obstacle comes about when there is lack of support. The people striving to be self-sustaining have to start from somewhere. They need help and when this is not there, they cannot progress. This support comes in different ways. The target adopters need to be helped in areas, which include, inter alia, market arrangement for their goods and services, physical infrastructure as well as credit. The authors explain that this major obstacle has to be eliminated so as to create a necessary environment for self-reliance, which in turn leads to development.

3.8 Basic Needs, Self Reliance and Participation

The concepts of basic needs, self-reliance and participation, according to Jayaweera (1984) are very cardinal in issues of development. These concepts emerged in the early 80's as an alternative to concentrating too much on development as being only in growth and output. According to this scholar, there are two classes of people; those who are developing and those who have already developed by experiencing growth and increases in output. He explains that the former usually make a mistake by trying to imitate everything that the latter went through in order to attain development. He argues that this is not right because we all encounter different situations as we try to develop. The

emphasis, therefore, is to desist from looking very highly at those who have succeeded with a view of striving to employ their ways of attaining development. It is ideal to therefore lower our sight in order to attain modest/basic needs.

Relying totally on others for help does not help us to grow. Once the basic needs are achieved it is possible to move a step further by trying to sustain ourselves with the basics of life. Participation then comes in automatically since self-reliance fosters total participation.

3.9 Theory of Persuasion

Persuasion has probably always been a part of human life. It seems inevitable that people will try to influence other people, even their closest friends and family members. For centuries people must have operated on the basis of intuition and common sense in their attempts to persuade (Severin, 1991: 147).

As earlier stated, in order to be empowered and self-sustaining, target adopters have to learn to manage their own affairs. This is where the theory of persuasion comes in. In MSTC, this persuasion is two sided. Firstly, the change agents have to persuade the target adopters in believing that their income generating activities are worth the effort. Secondly, the target adopters have to persuade or influence their customers to buy their goods and services. Severin explains that persuasion is in-born and states that whatever angle is looked at, a number of persuasive strategies have to be employed in the process of persuasion.

3.9.1 Persuasive Strategies

There are twelve types of persuasive strategies. These are the appeals that are employed in order to sell our goods and services. The appeals are as follows:

- (a) Appeal to Ethics (Ethos): This appeal is used to share values, beliefs, and experiences. It also conveys a sense of fairness and shows values of being well informed.
- (b) Appeal to Emotions: This appeal uses vivid descriptions, concrete specific as well as figurative languages.
- (c) Appeal to Reason: Analogy is used in this appeal. It also explains cause and effect, creates a definition and it also uses testimonies.
- (d) Appeal to Authority: This appeal takes advantage of authority figures who help a lot in terms of credibility.
- (e) Appeal to Personal Fulfilment: This appeal is usually used in developmental matters and it calls for being very imaginative.
- (f) Appeal to the Bandwagon effect: This appeal is used to persuade people to buy by creating an impression that what is being sold is meant for every one.
- (g) Appeal to Family Values/Nostalgia: People do value marriage; therefore values of family life are stressed here.
- (h) Appeal to Fear of Rejection: This appeal is exploited to dismiss the fear of being rejected.
- (i) Appeal to Sexual Success: In this appeal, men and women are used as sexual objects.
- (j) Appeal to Reinforcement of Listener's Ego: This appeal is used to sell goods and services of high quality.
- (k) Appeal to Prestige: This kind of strategy is used to persuade people by provoking them to have goods and services, which are regarded as prestigious.
- (l) Appeal to Value of Quality: This appeal reinforces one's ego and at the same time convinces the listener that the product being sold is worth the price.

Chapter 4

Literature review

4.0 Introduction

A lot of literature has been published on the issue of refugees in general. This includes journals, texts, pamphlets, magazines, newsletters, reports and guides. Not much, though, has been documented on the issue of communication and self-sustainability activities in as far as refugees are concerned. Notwithstanding this fact, literature has been reviewed in this chapter. The student utilised the available literature which was mostly from UNHCR documents and a few from other authors. In order to get more information, the student also used the internet to review literature.

4.1 The plight of refugees

Refugees are traumatized people who, if they have to get on with life, have to get out of their trauma. Refugees flee their countries for various reasons, one of them being torture. Once they get on the run, they start shaking off the physical torture. This is not enough, the refugees need to remove the mental torture as well and this is a gradual process. In order to achieve this, they need a lot of help from the people they find in their host country.

The review of literature starts by looking at the plight of the refugees. A UNHCR pamphlet explains what the refugees go through for them to reach their host countries.

At any time of the day or night, millions of people are travelling, looking for safe homes. Most of them travel on foot. They have no food. They have no possessions. They travel through forests, jungles and deserts. They travel over the sea to new countries. They are running

away from discrimination, persecution and death.
(UNHCR, 1998: 8)

The plight of the refugees should be everyone's plight. These people are greatly disadvantaged and are, hence, in need of help. They need protection in a lot of areas particularly from the trauma that they go through while pursuing safety. The document reveals that the displacement of the refugees is happening on a daily basis. Refugees flee their countries in great numbers and the things that they have to go through on their journey are very devastating. They walk long distances on foot. They do not care how they run away. The only thing on their mind is to run away from the torture of being discriminated against as well as the evils of persecution and death. Their wish is to continue living like before. When refugees come to Zambia, they are assisted by the service providers who make it a point that they are accommodated as normal human beings needing protection in a new land.

This chapter will also show the fact that the problem of refugees is not only affecting Zambia. The problem is experienced world-wide. Developmentalists are concerned about this issue and have as such teamed up to try and find solutions to the plight of refugees. In Turkey there is one organization known as The International Blue Crescent Relief and Development Foundation (IBC). This organisation is involved in refugee work. The people running this organisation look for ways and means of helping refugees. They source for funds and later channel it towards different refugee projects. The assistance that they have offered so far has included among other things:

- (a) Providing four x-ray equipment to Yoalova State Hospital, Kocaeli University Hospital, Adapazari State Hospital and Emirdag Red Crescent Hospital in order to contribute in the health services for earthquake victims.
- (b) Establishing four bakeries in Shkoder, Fier, Hamalaj and Kosavan Refugee Camps in Albania.

(c) Producing and distributing 300,000 breads per day in Pristina, Ferizaj, Djakova and Mitrovicha following the repatriation of Kosovars to their homelands.

(d) Distributing hot meals to 2000 earthquake victims for two months in Yalova, Kocaeli and Sakarya.

(http://www.Bluecrest.net/annual_report.html:1)

The earthquakes of 17th August and 12th November, 2001 in Marama and Duzche respectively were very disastrous. A lot of people suffered and this also caused the IBC to come in and help the earthquake victims. Victims of different calamities such as earthquakes are helped by being offered the basics of life i.e. food, water, shelter, health, education.

Following the earthquakes in India in 2001, refugees were given different foodstuffs including wheat flour and water. When the IBC offers aid, it is normally done in collaboration with other organizations such as the Canadian World Job and Food Bank and the United Nations World Food Programme.

In Zambia, just like everywhere else, refugees do need a lot of help when they arrive in their host country. They are first screened so as to identify their individual needs. Those needing immediate medical attention are helped before being given anything else. UNHCR offers protection as well as material relief to the refugees.

Protection and material relief are inter related. UNHCR can only offer effective legal protection if a person's basic needs – shelter, food, water, sanitation and medical care are also met. The agency therefore coordinates the provision and delivery of such items and has designed specific projects for vulnerable women, children and the elderly who comprise 80% of a 'normal' refugee population. (UNHCR, 2001: 10)

Mijere (1995: 15) has revealed that the number of refugees in Zambia is very high. He shows this by stating that in 1995, one-third of the world's refugees were from Africa. The total refugee population was, then, 13 million. Today, statistics have not improved. As stated in the first chapter, as at 1st January 2002, Zambia was hosting about 282 698 refugees. All these refugees are seeking UNHCR protection. The above quotation clearly states that the refugees living in camps are given material relief. The urban refugees, on the other hand, are expected to look after themselves.

One of the UNHCR documents has mentioned that refugees, just like all citizens of any nation, do have rights. It highlights some of them and further adds that despite their misfortune, refugees should enjoy life by enjoying their rights.

Refugees should have the same economic rights as citizens of the host country. This means the rights to earn and spend money. Refugees have the right to health care. Refugee children have the right to go to school. Adult refugees have the right to work and earn money. (UNHCR, undated:6)

The local/host community is made to understand that the above are not privileges but rights of refugees. When change agents have this in mind and when the target adopters are assured of their rights in the host country, they would feel at home. This drives the refugees to work hard and thereby sustain themselves as well as obey the laws that are laid down for them in the new country. This is not only advantageous to the refugees but also to the host country. When the refugees work very hard, they develop the host country by acquiring assets and structures, which could be appreciated by both the refugees and the local community.

The publication also points out that it is very important to help the refugees by offering them handouts when they get to a new environment. This makes them settle down

quickly and it also makes them ready to move on with their new identity. Another UNHCR document emphasises the point that handouts should not be given perpetually.

UNHCR's policy on assistance to refugees is to ensure that any form of assistance does not lead to dependency on handouts. Any assistance measures are therefore tailored to enable refugees to gain self-sufficiency as quickly as possible. (UNHCR,1998: 6-7)

Self-sufficiency is the key term if the refugees are to be happy and free. For as long as they are shown pity and given handouts, the refugees would remain unhappy and poor because they would forever be reminded of their misfortune. They need to be empowered. This can only be made possible by assisting them to 'live' again. This is done when the refugees are encouraged to engage themselves in different activities to make them busy. The activities do not only make them forget their plight but also help them to be stable economically and socially.

4.2 Communication and Self-Reliance

Despite getting protection, refugees are very vulnerable and powerless beings because most of them exist between borders where they are governed by a lot of laws that prevent them from communicating freely. Restricting their communication just discourages them from reaching their desired dreams of self-reliance. This is according to literature by the World Association for Christian Communication and the Christian Conference of Asia (2001).

If we are agreed that refugees are equal in dignity and rights, then it is important that we consider an important aspect of this right - the right to communicate....

But let me start with an earlier understanding of this right, the right to information. UDHR (Article 19) states that everyone has the right to freedom of opinion and expression.

(WACC &CCA, 2001: 53)

As mentioned earlier, refugees, like everybody else, do have rights. It has, however, been pointed out that one of the rights is usually overlooked. This is the right to communicate which involves, inter alia, the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. This right can and should be seen to empower refugees.

One of the quotations above states that if refugees are to be happy, they should learn not to be too dependent on others. They should, instead, look at how they can survive by being self-sustaining. Fortunately, the refugees are trying their best to be self-reliant. Brooks (1995:127), in her study on the survey of refugees in Zambia states that despite the refugees being declared as self-reliant they are not seen to be sustaining themselves because they always feel alienated. The argument goes on that the refugees are alienated because they are not communicating effectively and this has negative impacts on their activities. A research done in Meheba reveals that not much is being done regarding the important aspect of communication among refugees.

The Angolan refugees have been settled in Meheba since 1971. In 1980, the UNHCR declared the refugees in Old Meheba self-reliant. Despite the 18 years' residence in Zambia and declaration of self-reliance, the Angolan refugees are not integrated in the Zambian society. They live and interact amongst themselves. They do not know the local cultures. Meheba is not their home, and the surrounding territory is alien. (Mijere et al., 1995:127)

According to the research of Mijere et al, refugees are not as free as they ought to be. They still feel insecure amongst other groups of people. This fact has contributed to the retrogressive nature of the refugees' activities.

Lifanu and Mahdi (1983:52) have agreed with the above findings. They have also contributed that refugees are finding it difficult to improve their livelihood because they are not communicating fully with the outsiders. They are seen to be confined in their small areas and cannot go out. The authors have reported that this confinement is due to the fact that refugees are not in employment where they can be easily exposed

The extent to which refugees engage in some measure of employment in the country of their refuge is indicative of the extent to which they are integrating into the community and also a measure of their level of self-reliance and, to some extent, level of self-sufficiency.(Lifanu & Mahdi, 1983:52)

Another study has revealed that there are very few refugees who are in employment. These few have progressed because they are able to interact with others. They learn new ideas, which they can use in their lives. When this happens, the refugees become more responsible for determining some measure of their destinies in their refuge. On the other hand, the majority of the refugees are not in employment. This means that they do not have a lot of people to share ideas with. This consequently leads to total dependence on external aid thereby undermining their self-reliance immeasurably.

It has been revealed that the main reason why refugees find it difficult to get employment in Zambia is because it is government policy to protect its citizens by offering them employment. Zambians, as compared to refugees, are therefore favoured in this area. According to Brooks (1982), UNHCR does not let this problem go unnoticed.

UNHCR recognizing the problem of breaking into the Zambian wage employment scene, embarked on a programme of granting loans to enable refugees to establish small businesses...

Like the education programme, the loan programme will continue to suffer in its effectiveness unless clarity is gained regarding expectations and a monitoring system is established to determine results. (Brooks, 1982:14)

Today Zambia is faced with the problem of unemployment. The people who are mostly affected are those who are unskilled. The people who are semi-skilled are equally affected. The informal sector, where most refugees can turn to, is already overcrowded. This, according to Brooks, makes it extremely difficult for refugees to get employed. It is because of this reason that UNHCR and other organizations have to give out loans to the refugees so that they take care of themselves. Such an action tries to solve the problem of refugee dependency although at the same time it limits their communication with the outsiders as has been noted earlier.

As the service providers come in to assist the refugees, they also concentrate on the issue of sustainable development in as far as refugee projects are concerned. They make sure that they help by providing refugees with skills which they would always use in their lives as refugees and also continue using them when they get back to their countries of origin. The implementing agencies do not work in isolation. They also involve the government so that the two groups work hand in hand to complement each other's efforts. This kind of communication is very important as it leads to success among refugees.

Laying emphasis on education and coordination or strengthening links with Government ministries, bearing in mind that at some stage the agencies working in the settlement shall phase out and the government, together

with the local leadership of the refugees, shall phase in to continue serving the refugee community.
(UNHCR/CARE, 1993:8)

The above document points out that co-ordination is very important and that it should not only be emphasized at refugee level but also at government ministries' levels. The government needs to be aware of all that is happening because it will one day take over the work that the different implementing agencies are doing. On the part of refugees, whether they are living in settlements, camps or in the urban areas, they need to realise the importance of communication and self-reliance. The organisations donating the money to help them will not always be there to give them hand outs hence the emphasis on refugees genuine participation in self-sustaining skills. The refugees are expected to be independent people one day.

4.3 Participation and Self-Reliance

When the refugees are given loans, they are encouraged to use the money wisely. They are also cautioned that in order to be socially and economically successful, they ought to be fully involved in business ventures.

The people doing refugee work have had a series of brainstorming sessions on how best to communicate messages to the refugees. They would like to have a situation where the knowledge that is imparted to the refugees is used to the maximum. This only happens when the environment is conducive to the transfer of this knowledge and the recipients are persuaded to maximise its use. It has been found that the best way of transferring the information/knowledge is by allowing participation. The refugees are asked to choose which production area to be involved in. This strategy boosts the working morale of the target adopters.

Taking the people seriously and accepting their choices strengthens the programmes. Whenever the local people are left out or

degraded there will be inexplicable sabotage and collaboration, which ultimately leads to failure. (Mijere et al., 1995:18)

Mijere et al. have discovered that lack of refugee participation usually results in failure of refugee activities. According to them, participation should be seen at all levels of the IGAs.

A UNHCR document reveals that the refugees are learning to contribute fully in their IGAs. It also explains that in doing their work, the service providers aim at encouraging the refugees to participate fully so as to make them feel worth while like before.

The goals of community services are: to restore the refugees' humanity and dignity, to enable them to take decisions, to restore a sense of security, to create a sense of belonging and to rebuild a self generating community. (UNHCR, 1996: 13)

According to the document, when the refugees get to the host country, they need more than just pity. They need to be assisted to get out of their trauma. When displaced, the target adopters feel demoralised and they seem to lose their sense of dignity and humanity. They, therefore, need to be helped to get out of the situation that they face for them to live on. They need to start making their own decisions like before so that they do not get stranded, let alone depressed. This is why the service providers help the refugees to lead normal lives in their new environment. The activities that they get involved in enable them to run their own affairs. This includes making their own decisions. While carrying out activities, the target adopters are helped to regain their sense of security. This is restored by the kind of protection they get from service providers. This, in turn, inculcates in them a sense of belonging as they get to accept their new environment. The key thing in all these activities is refugee participation through sustainable activities. The refugees, through all the interactions and activities that they engage in, are taught to be self-reliant. This encourages a lot of positive growth in them.

The publication further reminds us that the point of participation is very vital in all refugee activities and that change agents should not overlook it. When they do, they can lose focus in their work. It is very important to involve the target adopters, in this case the refugees, at all the levels of developmental activities. The target adopters have to identify the need for the basic requirements of life. This is always noticed upon arrival at their destination. It is very important to plan all the work that is to be carried out. At this level, the refugees are actively involved in the planning activities because they are the only ones who know what their real needs are. They, however, need help on how best to meet the needs. The work of the service providers, therefore, is just to act as facilitators of the activities.

All the refugees are encouraged to be independent when they are introduced to the different IGAs. One of HODI's newsletters gives examples of the IGAs that are found in Mayukwayukwa. It also explains the importance of IGAs.

The activities that are being covered include chicken rearing, basket –making, running a hammer mill, knitting, candle-making, sisal mats and black smithing which are mostly income generating and skills training. Most of these it should be mentioned are in the old caseloads with just a few in the new ones. When asked most groups indicated that the activities are definitely assisting in bringing some income and improving livelihood of refugees
(HODI, 2001:4)

Like all the refugees elsewhere, the refugees in Mayukwayukwa have realized the importance of self-sustenance and are working hard at ensuring that they succeed. Lifanu (1983:66) reports that not all the crops that were grown by the refugees in the three districts of Western Province were for consumption. Some of their agricultural produce was for cash sale.

Mijere et al. (1995:) did a study in Ukwimi refugee camp, Eastern Province. One of the things that they wanted to establish was whether there are any refugee areas where self-sustaining activities are not carried out. They discovered that:

Since 1989, the Save the Children Federation (SCF) has embarked on training of Mozambican refugees in carpentry, bricklaying, and home craft. The courses are aimed at developing the skills of refugees in these areas. The ultimate purpose is to help refugees become self-employed. Each programme is designed to have 120 participants and is accomplished in one academic year...

The SCF has introduced grinding mills to help the women in food preparation... (Mijere et al., 1995:174,178)

The idea behind all these activities is to enable the service providers to have productive target adopters who can practice self-reliance in a participatory manner as well as make their own independent decisions regarding their work.

All the service providers in all areas where refugees are found have put their heads together to try and find a lasting solution to the inadequacy of funds as well as the refugees' total dependency on the donors. Another UNHCR document states:

Experience suggests that even in an emergency many social welfare needs can best be met by resources that exist within the community. (UNHCR, 1996: 26)

The above quotation explains that despite the fact that the refugees are very disadvantaged, they can be regarded as being fortunate. They are fortunate in the sense that the land that they come to occupy can be utilised to the fullest to produce wonders. This has been evident in a lot of areas where refugees are residing and as a result, they are being appreciated by the locals.

Their new community just needs to be worked on effectively and it could bring in a lot of resources for the refugees. The different sectors such as the education, agriculture and income generating sectors could be explored to yield great sums of money to run all the affairs of the poor refugees. This is the best and immediate solution to all the refugee problems.

All the refugees come with different problems that have to be solved and depending on how the problems are tackled, they are solved.

In refugee situations there are no ready made answers. Solutions have to be tailored to needs. Consequently, there is a need to have a very flexible and creative approach to such work. Involving refugees in solving their own problems is the best way to ensure that the problem is solved in the most satisfactory manner.
(UNHCR, 1996: 15)

A refugee needs assessment exercise is always effected by the change agents. During this assessment, the problems of refugees are looked at and then prioritized. It is important to create a good rapport with the refugees while going on with such work. The change agents tactfully try to reduce uncertainties that exist between them and the refugees. This has been known to enhance effective communication because it leads to the opening up of the refugees in a lot of issues that affect them.

To ensure that the refugees are successful in their IGAs, training is offered to them. The training enables them to be conversant in managing the small businesses that they engage in. Some people believe that the training process and the participatory approach retard development programmes. They therefore do not utilise them fully. The following quote explains that it is imperative to understand that although the process is slow, it is worthwhile because the fruits are abundant and appreciated by all.

While participation and refugee involvement may sometimes retard the process of assistance, because of the intervening learning that takes place, in the long term it will ensure a self-help approach which is the goal of all assistance. Taking time to train refugees is well worth the effort and the time required. (UNHCR, 1996: 33)

In their publication the authors have argued that the only way that total self-reliance can be achieved is by effecting relevant participatory training to the refugees. This training should be participatory. The training should begin first with all the service providers who later train the community development officers who consequently train the refugees. The aim of all this is to achieve success in all the self-help activities that are carried out by the refugees.

Participation, as earlier pointed out, is very important. This should be genuine and all the refugees should be seen to be involved for their own betterment. The processes of the training and participation are indeed long but the end results, too, are long lasting because the skills offered are life-saving. Refugees remain knowledgeable for as long as they live. When all the work is done effectively, the target adopters become self-reliant.

The service providers, however, should control this participatory work. This is because they have the hands on knowledge, which is to be shared with the target adopters. The change agents should just be seen to be guiding the refugees in their participatory work as revealed below:

Community services providers can strengthen a programme of assistance by organising refugee participation. Refugees can be involved in needs and resources assessment, planning and implementing assistance measures and evaluating the results. The degree of participation will depend on the situation. (UNHCR, 1991:31)

According to the above quotation, the idea of involving the refugees in the processes of communication is to ensure that they feel part and parcel of the exercise. When this is done, they will be able to contribute fully to their developmental programmes. On the other hand, if they feel left out, they will not be willing to contribute even if contributing is for their own good.

Another HODI newsletter suggests that refugees can be made as helpful as any other person by getting them to do the exact work that the locals do. Additionally, the refugees can, given a chance, fill in the gaps that are left out by the local employees.

It is clear from the different skills identified that refugees can make meaningful contribution to society. Medical personnel can for instance be helpful to some of our medical institutions that are perpetually understaffed. Refugees should therefore not be looked at as a group of hopeless victims but as are (sic) source that can be tapped from.(HODI, 2001:5)

The newsletter has emphasized the point that every society has needs which have to be met by different individuals. When the refugees are involved in their work, they end up meeting some of their own needs as well as the needs of others.

A UNHCR document has similar views. It points out that despite the refugees being what they are, they should be made to feel part and parcel of the community where they live. They should be encouraged to fit in to the new environment and feel useful.

Extension work in agriculture was therefore summarised as one which improves the rural standard of living, creates employment, increases agricultural and domestic production, enhancing self-sufficiency in basic food stuffs and improving nutritional status.(UNHCR/CARE, 1993: 18)

The above document highlights the fact that refugees ought to be part of the extension work that supports self-reliance. Wherever the refugees find themselves, they have to fit into their new society. This does not only help them to be self-sufficient, it also promotes their being accepted by the local community because the two groups would work hand in hand to reach their desired goals of sustainability. The authors of the document are also of the view that, refugees can just be as productive as the locals.

UNHCR does not only concentrate on offering material assistance and protection to the refugees, it also takes full responsibility of the lives of the refugees. They are taken care of even up to the time that they are sent to their own countries of origin. For those who do not want to return to their countries of origin, assistance is still offered until such a time that they settle down fully.

In these circumstances, UNHCR encourages voluntary return by providing transportation, financial incentives and practical help such as seeds, farming equipment and building materials. When quick impact projects (QIPs) are approved, they are designed not only to help returning refugees, but also members of local communities which, in developing countries, are often as poor and deprived as the refugees themselves. (UNHCR, 2001: 5)

Refugees, being vulnerable, need a lot of help from the Government and other supporting organisations. These organizations ensure that they assist the refugees until a time that they are satisfied that the refugees could fend for themselves. Even those who become independent are monitored just to ensure that they do not have problems. When it comes to resettlement and/or repatriation, the organizations come in to render their help.

Mijere (1995:111) also agrees with the publication by stating that their research in Meheba showed that the refugees there were expected to live a peasant life similar to that of the host Kaonde/Luvale peoples in order to prepare them to live happily while they wait for their repatriation or send off.

Zimbabwe has also got plans to ensure that refugees are given IGAs. This fosters self-sufficiency among the refugees. During the year 2000, the Liaison Office, Harare, continued to strengthen self-sufficiency activities by the refugees through provision of funds, technical advice from experts and continuous training on how to run small businesses (<http://www.UNHCR.ch/cops/zwe.pdf>). The refugees are also helped with getting job attachments, employment, education and vocational skills training. counselling services and economic self-sufficiency. The major goal of the service providers in Zimbabwe is to promote IGAs for the refugees thereby enhancing local integration.

4.4 Conclusion

The above quotations clearly show how vulnerable the refugees are both in Zambia and in other parts of the world. The International Federation of Red Cross and Red Crescent Societies has confirmed the fact that it is rare to have a month go by without news of a devastating disaster striking people somewhere in the world. (<http://www.ifrc.org>). The disasters that are experienced all over the world are increasingly natural disasters such as floods and earthquakes. There are also those that are man-made. These include explosions, technological accidents and there are also some that are election-related.

The frequency of the disasters has been increasing at an alarming rate such that vulnerable populations do not always have the chance to recover from one disaster before the next one strikes. This has made governments and other cooperating partners to come together so as to render help to refugees.

Help is given by offering refugees material help and the protection that they need. It is also a policy that the refugees are given the basics of life, which are food, water and shelter. Education and training has also become an important requirement for the refugees' self-sufficiency. The help that is rendered to the refugees is done on the basis of the availability of resources. Considering the fact that the refugees are forever increasing in numbers, it becomes difficult to help them fully. A lasting solution to this problem has to be sought. Participatory self-sustainability activities have hence been introduced. These help the refugees to be secure economically and socially. Economic and social empowerment definitely brings about improvement in all the aspects of life of the refugees, especially in the acquisition of the basics of life.

4.5 Relevance of the Practical attachment

The literature review has revealed that when refugees come into Zambia, they are assisted by UNHCR and other humanitarian organizations. These organizations donate the essential basics of life to the refugees. It is also UNHCR policy that the refugees should not be entirely dependent on their donors. They are therefore oriented on how to be self-sufficient, as there has to come a time when they have to fend for themselves. All this is done with a view to help refugees restore their sense of humanity.

The literature, too, has raised a number of questions that need to be answered:

It has been noted that refugees are not supposed to be perpetual dependents. After having acquired their basics of life, the refugees start having more needs. These needs are met by the way they try to generate the funds that they receive by way of loans. How is this information regarding their income generating ventures transmitted to them? It has also been noted that the service providers are always monitoring the refugees even up to the

time that they are either sent back or repatriated. One would, therefore, pose a question as to how the monitoring is effected. The rapport between the change agents and the target adopters is another aspect that is considered important in this study. The student tackled these, and many more, issues during the attachment.

Chapter 5

Problems at MSTC, attempts to solve them and Student's contribution to problem-solving

5.0 Introduction

In earlier parts of this report, it was emphasized that the service providers have been involved in running the activities at MSTC. These are UNHCR, the mother body of all organisations that look into the affairs of refugees, and YMCA, the implementing agency of the activities being carried out at MSTC. In trying to do their work, these service providers encounter a number of problems which, if they were to be left unsolved, could hinder the progress of the activities of the Incubator Project at the Makeni Skills Training Centre. The service providers are therefore striving to address the problems that they encounter.

This chapter will focus on the problems of the above mentioned service providers in relation to their work at MSTC. The chapter will also include the problems that are faced by the different target adopters i.e the refugees in their different sectors. The chapter will further discuss how the problems of the refugees and their service providers are being solved. It is also part of this chapter to discuss ways in which service providers are helping the target adopters to try and solve their problems. This also includes looking at how much effort the target adopters are putting in to trying to solve their own problems in order to attain their intended goal of self-sustenance.

This report will not be complete without discussing the input of the student in trying to solve the problems at MSTC. The student got involved in a number of activities in order to try to solve some of the problems. The efforts of the student will therefore be highlighted in the second part of this report.

5.1 Problems of UNHCR

UNHCR, as the funder of the Incubator Project, encounters a number of problems while carrying out its operations. The problems include the following:

5.1.1 Insufficient Funds

The main problem that UNHCR is facing is the fact that the organization does not have sufficient resources to cater for all its programmes for the refugees at MSTC. The problem gets worse as the number of refugees increases. The service providers have realized that despite having limited funds for their projects, they can still help the refugees achieve sustainable development. The help is being rendered by assisting the refugees to embark on self-help projects through the different IGAs of the Incubator Project.

5.1.2 Work with Government Ministries

Attitudes of some ministry officials towards the refugees is the other problem that UNHCR experiences. This is noticed by the way the officials treat the refugees when they visit the ministerial offices in pursuit of their credentials. The refugees try to acquire their credentials so that they do small businesses thereby becoming less dependent on their service providers. The officials are sometimes not receptive to the refugees. Others are not helpful when it comes to processing the relevant work permit documents. When refugees fail to acquire their legal documents, they end up being regarded as foreigners/investors and fees that are unaffordable to them are demanded from them if they are to be allowed to settle in Zambia. UNHCR, as earlier stated, is the mother body of all organizations dealing with refugees. The organization gets affected when the refugees are not assisted because UNHCR has to ensure that it meets all the financial needs of the refugees. Such a problem worsens the situation of lack of adequate funds, as the service providers have to pay for the credentials of the refugees.

5.1.3 Inaccessible Roads

Refugees are placed in areas that are very far from the UNHCR Head Quarters in Lusaka. This makes it difficult for service providers to effectively communicate with the target adopters. In addition, the nature of the roads that lead to the different locations is another problem. The roads are not in good condition and there are times when it is not easy to use them. This problem poses a big constraint to the operations of UNHCR, especially during the rainy season, when the roads are not easily accessible.

5.1.4 Unqualified Service Providers

Some of the implementing partners working hand in hand with UNHCR employ workers who are not qualified enough for their jobs. This leads to serious problems, as it becomes a hindrance to the work of UNHCR because it retards and distorts some plans and policies of the organisations.

However, the above problem is being corrected. Measures are being made to train and retrain the staff thereby exposing them to new concepts, skills, and knowledge in areas that are related to their work.

5.2 **Problems of the Implementing Agency**

YMCA, the implementing agency has problems that concern its operations at MSTC. The following are some of the problems:

5.2.1 Policy Implementation

In order to ensure that the activities at the Centre are carried out effectively, policies, which have proved to be achievable, have been formulated. However, there is a weakness that is associated with these policies. Sometimes it takes a long time for the policies to be implemented. This tends to have negative impacts on the operations of the activities of the Incubator Project.

5.2.2 Lack of Funding

As it has already been mentioned, UNHCR is responsible for the funding of the Incubator Project at MSTC. One of the problems that the implementing partner is encountering is the fact that it is not all the time that UNHCR manages to fully meet the economic demands of the project. When this happens, the service providers are made to wait for more resources to be given to them. The end- result to such a problem is that not all the work that needs to be completed at the institution is done in good time. Sometimes, some of the work is even neglected due to lack of funds.

The service providers at YMCA are trying to effect and encourage effective communication between UNHCR and MSTC. This step does not only lead to early funding but it also encourages transparency in all the activities of UNHCR and the institutions involved in refugee work. When the money is not enough, the implementing partners are informed in good time so that they plan on what other avenues to explore.

5.2.3 Location of the MSTC

The location of the MSTC is another factor that hinders the progress of operations that are carried out there. For the refugee students who live in far off places like Kanyama, they have to walk a long distance to and from the Centre. In the past, UNHCR used to provide them with transport money but it has since stopped. This is because UNHCR does not have resources as it used to have in the past. The other reason for stopping giving the refugees transport money was that some of the refugees just used to register themselves at the Centre in order to get transport money which they in turn used for other personal needs.

For the refugees in different IGAs, the location of the Centre is a very big problem, too. This is because it is difficult for them to expose their goods and services to the outside market. There are only a few people who know about the existence of the Incubator

Project and the services and goods that one can get from there. This is a problem to the implementing agency because they see their efforts being wasted.

Since the service providers cannot do much about the problem of the location of the Centre, they just persuade the students to be serious in attending their courses because it is for their own good. The only way out for the urban refugees is to survive the economic crisis by way of learning life-saving skills. The service providers also encourage the refugees in the IGAs to be fully involved in their activities and then concentrate on establishing markets using their own means.

5.3 Communication Problems at MSTC

The problems that have been mentioned above do not only hinder the progress of the implementing agency, but also that of the individual refugees who are part of the project at MSTC. In addition to these problems, there are other problems that are encountered by the refugees and their service providers at the Centre. These are communication problems. The communication problems include, inter alia:

5.3.1 Inadequate Documentation

There is very little documentation about the activities that are carried out at MSTC particularly Incubator Project. The only literature that the student managed to get hold of were copies of agreement forms that were signed between the refugees and the service providers when launching the project. There was also an unpublished document that briefly explains what the incubator project is all about i.e. what it is and also why it was established. Newsletters that are supposed to be published on a routine basis were unavailable.

5.3.2 Ineffective Intrapersonal Communication

Socially, the refugees are free with each other and also with the people who are supervising their project at MSTC. This creates a conducive environment for the good flow of communication among the people at the Center. However, communication is not as effective as it should be. This is because when it comes to serious matters that affect the activities of the Incubator Project, only the top-down approach of communication is employed. This has made the refugees to have a lot of uncertainties while interacting with the people in charge of ensuring the smooth running of the activities of the refugees at MSTC.

With their fellow refugees, it is even more difficult to interact and share ideas concerning their production areas. They all feel so independent that they cannot think of sharing knowledge with their friends. This attitude has also contributed to the never-ending uncertainties among themselves.

The following examples confirmed the existing communication problems at the Center:

5.3.2.1 No Reports

When the Incubator Project was introduced, a memorandum of understanding, which clearly stated the requirements of the refugees, was signed between the refugees and the service providers. One of the things that the refugees had agreed to was that they were to submit monthly progress reports concerning their IGAs. From the time the project commenced, no report has been written and submitted. When asked why, the refugees claimed that they were not sure what they were supposed to write about.

5.3.2.2 No Markets

There was very little communication concerning the markets of the refugees' goods and services. Initially, the refugees were not informed that they were to look for their own

markets. They, naturally, ended up assuming that the funders of the projects or their service providers would organise and look for markets for them. It was because of this fact that they never budgeted for the costs of marketing their goods and services. They were surprised to learn that they had to find their own markets.

5.3.2.3 Detouring from Workshop Programme

When the Incubator Project was effected, a workshop/seminar was organised for the refugees in the project. Unfortunately, that was the first and last one despite promising the target adopters that they would hold more interactive workshops. The second workshop was only organised during the student's practical attachment programme.

At that second workshop, the refugees took advantage of the presence of the supervisor of their Incubator Project and digressed from the original programme of the workshop. They poured out all the problems that they were facing in their IGAs. The supervisor took note of their problems and promised them that in future, there would be a follow-up meeting to discuss their numerous problems. This clearly indicated that there was not much communication between the refugees and their service providers.

5.4 General IGA Problems at MSTC

When the student was at the Center, it was established that it was not only the service providers who encountered problems at the Centre but the refugees also face a lot of problems that are a threat to their work in their various IGAs. These problems are a major drawback to their activities and there is need to solve them. Most of the problems that are being faced by the refugees are inter related i.e they are common to all the refugees at the Centre. There are also those problems that are only experienced in specific IGAs. The general problems of the refugees at the Center are:

- (i) Insufficient funds
- (ii) Lack of work permits
- (iii) Marketing constraints

5.4.1 Insufficient funds

The problem of funds is a major constraint to all the refugees in the Incubator Project. The target adopters feel incapacitated due to the fact that they cannot carry out most of their work because they are not in possession of the kind of money that is needed for the activities to run smoothly. To emphasize the extent of this problem, the different projects of carpentry, poultry, agriculture, pottery, and clinic sections have been cited as examples.

(a) Carpentry

The carpentry section headed by Mr. Kaumba regards the problem of insufficient funds as the most serious of all their problems. The carpentry training that Mr. Kaumba *acquired enabled him to gain a lot of knowledge and skills. Unfortunately, most of what* he had acquired is being wasted because he cannot apply it to his work as he lacks adequate resources. If he were to apply all that he had learned, he could produce more goods and services of higher quality.

Mr. Kaumba needs to have more resources than he has now. The loan that was given to him was not enough to enable him do all the work that is required of him because he cannot buy the machinery and material that are needed for the project. Most of the money that Mr. Kaumba has is held in stocks.

Additionally, the carpentry section cannot be as prolific as it ought to be because it is impossible to employ the number of workers that are needed in order to produce more better goods and services. This is because there is not enough money to pay the people who would be employed in the section.

(b) Poultry

The poultry section of Mr. Santos also needs a lot of money if it is to develop fully. This production area could greatly improve if some relevant assets for the promotion of the sustainability of activities in the poultry section were acquired. The poultry section does not have a place where slaughtered chickens could be preserved. Mr. Santos is in dire need of a cold room so that he could rear more chickens in order for him to raise more income.

(c) Agriculture

Mr. Semana also feels handicapped in his production area due to insufficient funds. For him, money is a problem and it will always remain so. Despite having been given all the money that he had requested for when he was starting his IGA, the money was still not enough. He had planned well for the money, but he finds himself struggling with some unexpected costs. As a result, this distorts his budget as he usually finds himself redirecting some of the budgeted money to other things that need serious and immediate attention such as trying to get rid of dangerous weeds that have invaded his gardening space.

(d) Pottery

In the IGA of pottery, more money is needed in order for the project to be carried out effectively. There are three areas where money is most needed. The section is always in need of transport so as to reach clients. The other need is that of materials for making the improved brazier (Zikos). A lot of money is spent on buying raw materials for the Zikos. The third cost that has to be met is that of marketing the products. The manufacturers have made the price of the products to be slightly high for their targeted customers because of the cost of the material that is used. This is a constraint on the marketing aspect because it has become difficult for Miss Mandela, the refugee running the Pottery IGA to convince her customers to buy the 'expensive' Zikos.

(e) Clinic

Dr. Omona has extended his medical services to the service providers at MSTC as well as the people in the neighborhood. This has increased the amount of money that is required for his IGA to succeed. When carrying out the work at the clinic, the doctor has to spend more money on drugs and other equipments, most of which are expensive. This becomes a problem as the doctor cannot afford to spend a lot of money. Due to the fact that money is a problem, not all the needs at the clinic are being met. This situation makes the doctor to feel inadequate as far as his IGA is concerned. It is important to note here that at the time the student went to MSTC for the practical attachment, the clinic was not fully established.

5.4.1.1 Solution to the Problem

Notwithstanding that the refugees do not have sufficient funds, they continue working. They manage to do so by trying to work within their limited economic boundaries. The target adopters have resorted to this because they do not want the problem of lack of money to hinder the progress of their IGAs. They believe that they can solve the problem by managing to run their production areas with the available resources. They are also learning to dialogue with their superiors on issues that greatly affect the progress of their IGAs.

5.4.2 Lack of Work Permits

The other problem that is affecting the refugees is that of not having work permits. Most of the refugees have already paid for the work permits but they have not yet heard from the people who are responsible for the issuance of the documents.

Acquiring work permits has proved to be a very big problem for the refugees and it is negatively impacting on their IGAs. This problem seems to be the source of many of the problems because as illegal traders, the refugees cannot advertise their goods and services

as extensively as they intend to for fear of being apprehended by the immigration officials. As a result, very few people know about the goods and services that are offered in the production areas of the Incubator Project.

5.4.2.1 Solution to the Problem

The refugees are trying to carry out their work activities without work permits. For the refugees to survive, they have to brave the Immigration officials even if it means them operating their IGAs in adverse fear. This, too, is a big constraint in as far as the IGAs of the refugees are concerned because it hinders them from freely advertising their goods and services.

The service providers are trying to help the refugees to solve their problem. They have been going to the Ministry of Home Affairs to try and speed up the processes of the issuance of the new electronic identity cards and other relevant permits for their target adopters (refugees). The refugees do not just sit back while their service providers try to help them. . They, too, try to look for solutions to their problem. Those who have paid for the work permits frequent the offices of the Ministry to try and push for their papers s to be worked on.

5.4.3 Marketing Constraints

The problem of lack of work permits culminates in the third common problem which has been briefly mentioned earlier. Most of the refugees are finding it difficult and almost impossible to market their goods and services. This is a very big problem for them because without exposure to the outside market, their IGAs will not progress.

The problem of marketing constraints is adversely affecting the operations of the IGAs at the Centre as the refugees are finding it difficult to get the right market for their goods and services. Sometimes when the refugees are lucky, the service providers do buy the

products from them. However, the refugees cannot fully rely on the service providers. They need to interact more with outsiders in order for them to make more sales. The problem of marketing is so that sometimes the refugees even opt to risk the future of their IGAs by selling their goods and services on credit to people they do not even know very well.

5.4.3.1 Solution to the Problem

The refugees are also trying to solve the problem of marketing their goods and services. Most of the refugees are taking advantage of the presence of their service providers and marketing their goods and services to and through them. Sometimes, refugees even offer their goods and services to the service providers on credit. This has greatly contributed to the level of trust that exists between the refugees and the service providers. The refugees are also marketing their goods and services where they stay as well in places around the Centre. When it is not easy to find the right market, the only solution that seems to work out is the reduction on prices of the goods and services.

5.5 Specific IGA Problems at MSTC

It been pointed out earlier that the refugees in charge of the various activities of the Incubator Project work independently. This means that they have their own way of planning and running their IGAs. It is therefore normal that they encounter individual problems while doing their work. In addition to the general problems mentioned above, there are other problems that the refugees face in their various IGAs. This section will look at the different IGAs and some of the problems that are experienced there.

5.5.1 Poultry

Mr. Santos and his men are encountering a serious problem that is hindering them from working effectively in their IGA. They do not have adequate transport. Without transport it is difficult for the poultry section to progress because of transport problems. The fact

that the people running the poultry IGA are not exposed to the outside ‘world’ due to lack of transportation is a handicap to them. The service providers sometimes assist Mr. Santos by availing their transport to him. In most cases, Mr. Santos has to organize his own private transport which is usually expensive. He cannot always depend on the YMCA transport because they, too, have other matters to attend to.

5.5.2 Gardening

If it were not for the constraints that Mr. Semana is encountering while trying to do his work, he could have been more productive than he is now in his IGA. In addition to the general problems of the Incubator Project, there is another factor problem that is hampering Mr. Semana’s gardening activities, and that is the dangerous weeds. Mr. Semana has been experiencing a major drawback in his production area because of two types of dangerous weeds that are a threat to his crops. Since the weeds need to be uprooted completely, Mr. Semana finds himself spending most of his time trying to get rid of the weeds thereby not concentrating on other farming activities.

5.5.3 Tailoring

Miss Biya also has some specific problems that she is encountering in her work as a tailor. Some of the problems that she encounters are:

5.5.3.1 Unreliable customers

Miss Biya makes beautiful chitenge outfits, African traditional clothes, for ladies. She has even managed to get permanent clients from town. However, she has problems with her clients because some of them are giving her problems when it comes to paying for the services that she is rendering to them while others take long to pay her. There are also those who are always giving her excuses. Due to this, she finds it difficult to survive and maintain the good standards of her IGA.

5.5.3.2 Transport

Miss Biya also faces transport problems. Since most of her customers are in town, she has to make several errands to and from town. On several occasions, she has to walk from the Centre to the nearest bus station in Makeni. This is not only tiring but it is also costly as she has to make several trips considering the fact that not all her clients are reliable when it comes to making payments.

5.5.3.3 Customer attitudes

It has been noted earlier that the refugees do not give up on their work despite having no work permits. Miss Biya is not an exception. She strives to continue working hard in order for her and her family to survive. She indirectly markets herself through the clients who already know about her goods and services. However, it has been realized that relying on her clients to do the marketing for her has weaknesses. A few of them are assisting her while the majority of the ladies do not like disclosing the source of their beautiful outfits. They would rather enjoy the services of Miss Biya alone for fear of flooding the market with common chitenge outfits. This also hinders her progress as she solely relies on her clients marketing the goods and services for her as she has not yet acquired her work permit.

5.5.3.4 Under staffing

There has been a rise in demand of the goods and services of the tailoring section. This has emanated from the quality of their goods and services. Unfortunately, there is a problem that is attached to this development. The people who are helping Miss Biya to manage the tailoring work are not able to finish all the work in good time. She would like to employ more personnel but she cannot because she does not find people who are qualified enough to do the kind of work that is required of them. This has left the tailoring section to be understaffed.

5.5.4 Rabbitry

Dr. Mulamba, in trying to be productive in the raising of rabbits, he is running, is encountering some drawbacks. These are as follows:

5.5.4.2 Lack of skilled manpower

The number of rabbits that are raised in the rabbitry section is increasing with time. This means that work is also increasing. It also means that, like Miss Biya, Dr. Mulamba needs to employ more qualified manpower to manage the work in his IGA. The few workers that are there are doing a good job but they cannot manage the much-needed effort. There are a lot of people who could be employed in the rabbitry section. The problem, however, comes in as a result of insufficient money to run the section. The money that is available does not suffice for increasing the work force. Dr. Mulamba finds this to be a threat to his production area because he needs assistance, as he cannot do all the work on his own.

5.5.4.2 Lack of seriousness among Workers

The second problem that is affecting the rabbitry section is that some of the workers are not serious with their job. Before employing his workers, Dr. Mulamba ensures that they sign a contract so that they know what is required of them. Despite signing the contract, some of them keep flouting the rules that they are supposed to follow. The workers have a tendency of quitting their job whenever they feel like doing so. This negatively affects the productivity of the IGA because it usually takes a long time for workers to settle in the IGA and work according to the way that is expected of them.

5.5.4.3 Slow Renovation Process

The original site for the rabbitry section is being renovated. This has been going on for a long time now. Dr. Mulamba in preparing for the new place is trying to plan for the new

environment by budgeting for new equipment such as cages and feeders. He cannot buy the equipment now because he has to wait for the completion of the renovation exercise. The slow renovation process is also slowing down the operations of the IGA because Dr. Mulamba cannot settle down where he is, as he knows that he will be asked to move away anytime.

5.5.5 Pottery

Miss Mandela also has other problems that are similar to those of her counterparts. Her problems are twofold:

5.5.5.1 Transport

Transport is a very big problem for the pottery production area. It has already been noted that Miss Mandela just uses MSTC as a factory i.e for making her Zikos. The marketing of the products is done outside the Center. Miss Mandela, therefore, needs to organize for reliable transport in order for progress to be recorded in her IGA.

5.5.5.1.2 Expensive materials

The second problem is that the materials that are used to manufacture the products are very expensive. Consequently, if the IGA is to be maintained, the price of Zikos also has to be high. A lot of her customers complain that they cannot afford the K20, 000.00, which is the standard price for the products. The fact that the products are expensive also means that it is difficult to market the goods.

5.5.6 Clinic

Dr. Omona also has specific problems at his clinic. The problems are as follows:

5.5.6.1 Slow Renovation Process

The clinic building is still undergoing major construction changes. It is being demarcated so that it has several rooms to be used as different departments such as the outpatients, maternity and children's departments. There is also a provision for a small laboratory and two toilets. The renovations are taking long to be completed, thereby making it difficult for the doctor to work properly.

5.5.6.2 Lack of Man Power

There is no manpower at the clinic apart from the doctor himself. The doctor needs to work with a nurse or an assistant but he cannot employ any one of these because there is apathy on the part of the potential employees. People are not willing to apply for employment at the MSTC clinic because it is far from town and also because the doctor cannot afford to pay handsomely for their services.

5.6 Efforts of Refugees in Solving their Specific Problems

Although service providers can come in to try and solve all the problems that the refugees go through, the specific problems in the IGAs can best be understood and solved best by the refugees themselves. Fortunately, the refugees who are part of the Incubator Project have realized that their service providers cannot manage to solve all their problems due to inadequate funding from UNHCR. It is because of this that the refugees do not always wait for the service providers to assist them every time they encounter problems. They have instead been prompted to work very hard despite the many problems that they face. The different problems that the refugees encounter do not hinder them from trying to achieve the self-sustaining community that they are striving for.

5.7 Success Stories

Despite all the problems that the refugees face in their individual IGAs at the Center, they never give up on trying to achieve success. They are known for putting in a lot of effort at

working hard. This chapter has mentioned different ways and means of how the refugees are trying to survive despite their numerous problems. It is encouraging to find that the refugees have managed to produce quality goods and services to their clients notwithstanding the difficult situations that they find themselves in. The service providers are seen to encourage the efforts of the different refugees and they also try to help them in ways that they can. Mr. Santos, for example, can use the refrigerator of the Center to preserve his chickens. The refugees are also allowed to use the Center's transportation when it is available. All the refugees at the Center i.e. the refugees who are part of the Incubator Project and the refugees who study at the Center do have success stories.

5.7.1 Refugees in the Incubator Project

The refugees of the Incubator Project have had success stories. The fact that they are providing quality goods and services to their clients is an indication enough that the refugees are succeeding. Sometimes some of their products are exhibited at Agricultural and Commercial Shows as well as other exhibition functions/ceremonies where they are appreciated.

5.7.2 Refugee Students

There have been a number of recorded success stories concerning refugees who have been educated at MSTC in general. Most of the people who qualified to manage the IGAs of the project are former students of the Center. Others, upon completion of their training, go out to apply their acquired knowledge and skills so as to come up with self-supporting ventures. The refugees manage to run their own small business stalls (ntembas). It has been observed that there are a lot of ntembas in compounds where refugees live. Most of the ntembas that are deemed as successful are being run by refugees who have been trained at the MSTC.

5.8 Student's Contribution

This part of the chapter five will focus on the fact that the problems that are experienced by the refugees and their target adopters are impacting negatively on all the activities. This is because they are hindering the progress that the refugees are trying to achieve thereby discouraging the efforts that the refugees are trying to put in in the Incubator Project. As already stated the refugees never think of giving up on their work despite experiencing these problems. They are striving to continue with their work because they believe that their problems can only be minimized or better, gotten rid of if they work hard.

As they try to work hard, the refugees of MSTC are slowly registering progress in their activities. It was part of the student's practical attachment to identify the problems that the refugees face while at the Center. The aim for such an action was to try and help the refugees mitigate their handicaps and assist them to maintain and also enhance sustainable development in their different production areas. It is important to note here that this student did more than just identify the problems. The practical attachment programme was not going to be complete without the student directly contributing to solving some of problems that were being experienced at the Center. This student did look for ways and means of trying to assist the refugees in finding solutions to their various problems.

It has already been stated that the problems of the refugees can be divided into two categories. The first one constitutes those problems that affect the refugees as a group. These problems have been termed as general problems of the refugees and they are:

- (a) Limited resources;
- (b) Lack of work permits;
- (c) Marketing constraints;
- (d) Communication problems.

The second group of problems includes all the other problems that individual refugees face in their different IGAs. Since the problems affect specific production areas, they have been categorized as specific problems. During the practical attachment, the student looked at both the general and specific problems and came up with strategies for solving them.

5.9 Student's input

While interacting with the refugees, the student realized that even if the refugees were not succeeding fully in their IGAs, they had the potential to develop and achieve sustainable development in their respective IGAs. It is because of this reason that the student was eager to work with the refugees and to share knowledge with them on how they could work hard to be self-sustaining. The student did this in a participatory manner. In order to be effective when communicating with the refugees, the student employed communication strategies listed below.

5.9.1 Interpersonal Communication

The student frequently used interpersonal communication which has been earlier discussed as the sharing of ideas between two or more persons and whose feedback is almost immediate. This kind of communication was employed because it is the most effective form of communication. The previous part of this report has identified that the student visited the refugees in their IGAs on a daily basis in order to learn about the activities of the refugees. The student tried as much as possible to make the atmosphere conducive for the sharing of information between the student and the target adopters. It was evident that this was a success because the refugees responded positively to the interactions. During the visits, the refugees were open with this student and shared a lot of information. In the process, confidence was built between the refugees and the student. The student, therefore, took advantage of the rapport that was created and advised the refugees on a number of issues that concern their IGAs. During the daily visits, the student carried out personal interviews with the refugees. The interviews were effected in

order for the student to gather knowledge concerning the different IGAs of the refugees. The student also managed to find out the attitudes of the refugees on matters affecting their IGAs as well as the practices and behaviour of the refugees at the Center. The main aim of the interpersonal communication with the refugees was for the student to try and help them enhance sustainable development. The student did not only conduct interviews with the refugees but also extended them to the outsiders i.e. those people who lived near the Center. The student wanted to know what the customers thought about the IGAs of the refugees and also to get ideas of how the refugees could improve their activities

5.9.2 Focus Group Discussions

In addition to the interviews that were carried out during the interpersonal communication, the student also conducted focus group discussions with the refugees. During the focus group discussions a lot of ideas were also shared between the student and the target adopters. This student was always consulting the refugees on different issues that affect their IGAs because the student knew that the only way to make the refugees co-operate fully is by involving them in finding solutions to their own problems. Just like the interpersonal communication that was effected by the student, the main focus of the focus group discussions were to look at the problems that were threatening the IGAs of the refugees. It was part of the practical attachment report for the student, together with the refugees, to critically analyse the problems of the IGAs and to try and find solutions to the problems. The student conducted different focus group discussions. The discussions were done in individual IGAs and it was during these discussions that a lot of attention was given to the specific problems of the IGAs.

5.9.2.1 Problem One- Lack of resources

The problem of lack of money was discussed at length between the student and the refugees during the interviews and focus group discussions. The student got a lot of information by using the communication technique of probing. The student realized that refugees did realise the seriousness of this problem and that they were eager to find a

solution to it. As a result, different ways of addressing the problems were discussed during the interactions and the student recorded all the ideas that were being shared. In the process, the refugees learned from each other's ideas and the student also gave suggestions of how the activities of the refugees could be sustained despite having limited resources.

5.9.2.2 Problem Two- Lack of Work permits

The lack of work permits was another critical issue that was part of the discussions. The refugees running the IGAs felt helpless because they could not employ their skills fully. They had to work in secrecy for fear of being arrested since they did not have work permits. Some of the refugees confessed that it was not easy to work without credentials/permits. They only hoped that their problem would be solved and with the presence of the student, they felt encouraged to continue working.

5.9.2.3 Problem Three- Marketing Constraints

The refugees could have been experiencing fewer problems in their IGAs if it had not been for the marketing constraints that they were facing. To help solve the problem of marketing, the student pointed out how the problem was impacting negatively on their activities. The student helped the refugees to realise that they needed to act upon the problem as it was adversely affecting their progress. This student encouraged the refugees to continue marketing their goods and services to and through their service providers as well as to maintain the markets that they already established. The student also advised the refugees to maintain the existing markets by ensuring that their goods and services maintained their reputable quality.

5.9.3 Organising markets for the refugees' goods and services

Considering the fact that the refugees were finding it difficult to advertise and sell their goods and services, the student made it part of the practical attachment programme to

help them in the area of organising markets for their goods and services. The student did this by buying some of the goods from the refugees. After buying the goods, the student was able to market or advertise the goods and services on behalf of the refugees to some friends and relatives. The people who came to know about the goods and services that were available at the Center through the student got interested in the services and goods and they supported the IGAs by buying from them. Some refugees were not sure of how to come up with good advertising messages. This student also helped those who needed help to come up with good messages.

5.9.4 Looking for outside markets

The other way that the student tried to help the refugees fight the problem of marketing was by going out in the field and talking to the outsiders i.e. those who lived around and near the Center. The student did this for two weeks. While in the field, the student conducted interviews with the potential clients of the refugees on the goods and services that are offered at the Center. The aim of the interviews was to find out what the customers thought about the services and goods that they were receiving from the refugees. The student also allowed the clients to give suggestions on how the Incubator Project could be improved so that the refugees' works could be appreciated more. This student also used the opportunity of collecting data in the field to market the goods and services of the refugees. The student found out that there were some people who did not know much about the Incubator Project. The student used that time of fieldwork to enlighten those people on the activities that are carried out by the refugees who were running the Incubator Project. The student even persuaded them to visit the Center more often so as to buy more goods and services from the Center.

The student took note of all the information that was got from the clients in order to plan adequately for a workshop that was lined up in the practical attachment programme. At the time that the student was going round visiting clients, the student was also planning for a big workshop where all the refugees running the Incubator Project, refugee students, and other interested persons would be invited.

5.9.5 Visit to the Immigration Department

At the YMCA offices, the student spoke to the immigration officer about the problem of work permits. During the discussion, the student spoke on behalf of the refugees and wanted to know what the office of the Immigration Department was doing in order to help the refugees get their legal documents. The discussion was fruitful as the student went back to the Center with a lot of answers and clarifications that were of benefit to the refugees. The communication was beneficial to the refugees and their service providers because it helped both parties to have a clear picture of the situation.

5.10 **Communication problems**

It has already been mentioned in this report that the student had discovered that there were serious communication problems between the refugees and the students at the Center and that it was part of the student's practical attachment program to try and look for measures that could solve some of the problems. This section will look at some of the communication problems and what the student tried to do in order to lessen the problems.

5.10.1 Keeping Records

One of the communication problems at the Center involved record keeping. It has already been mentioned that there was very little documentation on the Incubator Project at MSTC. This was despite the fact that a memorandum of understanding had been signed between the funders of the Incubator Project and the target adopters that the target adopters would submit monthly progress reports of their IGAs in their different production areas. While interacting and communicating with the refugees, the student also out that the refugees had never written any progress reports before. When asked why not, some of them said that they were reluctant to write their monthly reports because they could not write good English. Others said that they were not writing reports because they did not think that it was important. There were others who maintained that they had no idea of what they were expected to write about. The student went round all the IGAs

and gave them guidelines to follow in their report writing. The guidelines included, inter alia:

- (a) How their money (loan) was spent
- (b) Indicating the goods and services in their IGAs
- (c) How much money they make in a month and how it is spent
- (d) How much money is saved
- (e) What goods and services are sold the most/least
- (f) Problems that they face
- (g) Solutions to their problems

After giving all the refugees the guidelines, the student asked them to write whatever they could assuring them that the English would be corrected later. After correcting the language, the student typed the hand written reports in duplicate for each production area and gave them to the supervisors to read through and sign. Each refugee received a copy for filing and the second copies were submitted to the Incubator Supervisor. The supervisor welcomed the idea and assured the student that she would encourage the refugees to continue writing and submitting the progress reports.

5.10.2 Communication gap between service providers and refugees

It was also evident that there was a communication gap between the refugees and the service providers. The major problem of lack of work permits clearly brought out this point. It was during the interviews and discussions that the student realised that there was little communication concerning the mentioned problem between the service providers and the refugees. The student discovered that there were a lot of uncertainties that existed between the refugees and their target adopters concerning the issuance of work permits. The refugees were unaware of how much effort their service providers were putting in to try and help them. They blamed their service providers and accused them of not caring for them. The student followed the allegations and discovered that the service providers were actually trying to help the refugees so that they get their credentials in good time.

To try and solve the problem of communication breakdown between the refugees and their service providers, the student acted as a middle person between the service providers and the refugees. The student ensured that there was free flow of information between the two groups. This student had the task of bridging the communication gap that existed between the target adopters and the service providers by going to get first hand information from the office that was directly responsible for the issuing of the relevant credentials to the refugees. This student visited the immigration department office at the YMCA offices. The information that was got by the student was relayed to the refugees and this cleared a lot of their doubts.

5.10.3 Intermediary between Target Adopters and Supervisor

The student spent a lot of time interacting with the Incubator supervisor and the target adopters. As a result, the student was constantly getting new information concerning the activities of the refugees at the Center. For the IGAs to run effectively, there has to be adequate communication between the target adopters and their supervisor. There were times when the Incubator supervisor needed to relay some information to the refugees but could not because she was busy with her classes. She would communicate the information to the student who would, in turn, share it with the refugees. There were also times when the refugees could not communicate with their supervisor. At those times, the student also became handy and communicated effectively to the Incubator supervisor on behalf of the refugees. This was mostly the case just before exam time when the supervisor was very occupied with her classes.

5.11 **Two day Workshop**

All the problems, i.e. general, specific as well as the communication problems were addressed and emphasized at a two-day participatory workshop. The workshop was held on the 21st and 22nd November and it was a success because there was good representation from all the groups of people that were expected to be present. All, except

two refugees of the Incubator Project were present at the workshop. Refugee students were also invited. Other refugees who were interested were also welcome. During the workshop, the participants were open which encouraged good flow of information amongst them.

Initially, when the student introduced the idea of having a workshop, the refugees were very skeptical as to whether it would work out but the student assured them that it would. The Training Officer of the Center was receptive to the idea and mentioned that the Incubator Supervisor would work together with the student to plan for the workshop because they, too, were planning to have a similar workshop at that same time. Efforts of the Incubator Supervisor and the student were combined and they proved to be fruitful.

5.11.1 Workshop Activities

The main objective of the workshop was for the student to dialogue with the refugees on the activities of their project i.e. finding out how successful they are and where they are going wrong so that solutions could be sought which could lead to their empowerment. The other participants who were present were experienced in running small-scale businesses and they were very helpful during the workshop as they gave suggestions of how problems could be solved. Their knowledge was based on the different experiences that they were encountering. During the workshop, emphasis was placed on all the problems of the Incubator Project, especially those of record keeping and marketing. The specific problems were inevitably covered because they automatically fall under the major or general problems of the refugees.

To ensure that there was total participation from all the members, different activities which included group work, plenary sessions and a business game were employed during the workshop. The essence of the activities was to sensitize the participants on issues that affect small businesses as well as to help them know how to face challenging situations. The refugees were encouraged to be in the forefront of solving their own problems and

not leaving them to their service providers. To help them know how to go about the process of solving their problems, the refugees were given the following key ideas:

- (a) Identifying priority problems and solving them first
- (b) Looking for alternatives
- (c) Prevention of problems
- (d) Directly dealing with the problem before surrendering to cope with consequences
- (e) Relating problems and possible action to the local non-refugee population
- (f) Identifying constraints

The workshop was so fruitful that at the end, all the participants appreciated it and hoped that they would have more workshops of a similar nature in future.

5.11.2 Post Workshop Evaluation

The student encouraged the participants of the workshop to practice all that was learned and shared during the workshop. The student made it a point that after the workshop, the refugees' IGAs should be monitored closely so as to see how the IGAs were progressing after the refugees had acquired more knowledge from each other. While evaluating the IGAs, the student also tried to find out whether the refugees had started applying the basic record keeping skills that had been communicated to them. This student also tried to establish whether or not the refugees were still experiencing the marketing constraints that they had experienced before as well as what new measures the refugees were trying to put in place. The student continued with the evaluation exercise until the end of the practical attachment programme.

5.12 Administering Interview Questionnaires

Other than conducting personal interviews with the target adopters and their service providers on the activities of the Incubator Project, the student felt that more information

could be got from the instructors and the refugee students at the Center. The former could give an overview of the refugees' activities, in general, and also some information on what role they play in assisting refugees attain self-sustenance. The latter could also give more information on the issue of self-reliance. The fact that this student went to the Center at the time when people were busy preparing for the end of year examinations did not hinder the student from going on with the data collection exercise. The student distributed interview questionnaires which could be answered by the respondents in their own free time. To ensure that each programme at MSTC was represented, the student sampled two respondents from each of the classes. The student also chose instructors with different educational and professional qualifications to answer the questionnaires for instructors so as to get a wide variety of answers.

The purpose of the interviews was to find out a number of things: From the refugee students, the student wanted to find out what they thought of the training offered to them, how they found themselves doing the courses that they are pursuing, as well as what they hoped to achieve at the end of their programme. From the instructors, the student wanted to establish the kind of training they were offering to their students and also how they got on with their teaching career. It also included mentioning their problems and also how they try to solve them as they work, as well as how they try to help the refugee students attain self-sustenance. All the respondents were co-operative and they ensured that they handed in the questionnaires in good time for the student to analyze the information received.

5.13 Participant Observation / Evaluation of IGAs

While all the communication processes were being carried out by the student, the student was also evaluating the activities of the IGAs on a routine basis. The student coupled the evaluation exercise with participant observation. During the evaluation, the student observed all the activities of the refugees in their IGAs and welcomed any information concerning the activities of the refugees. The student mingled a lot with the refugees and, in turn, conducted participant observation because the student wanted to gather valuable

data from the refugees. The student was always encouraging the refugees to feel free and make as many contributions as they could. With the help of the refugees, the student tabled all their problems and prioritized them. This helped the refugees to identify which problems needed immediate attention.

Chapter 6

Interpretation and Results

6.0 Introduction

Key concepts that are related to the issues of communication and development have been discussed in the third chapter of this practical attachment report. Communication has been defined as the key to development. Rodgers (1995) has defined communication as a process in which participants create and share information with one another in order to reach a mutual understanding. This chapter will focus on the findings of the student while on attachment at MSTC. The findings will be related to issues of communication and self-sustainability of the refugees at the Center. Some of the developmental concepts in chapter three will be married to the findings and experiences that the student encountered during the practical attachment. In chapter two, the writer has indicated the terms of references which were used as a guide in the data collection process. The student has also made these terms of reference to be the basis of this chapter. The following were the terms of references used:

- (a) To find out how the IGAs for the refugees are selected;
- (b) To establish the kind of training that the refugees go through before they can become productive;
- (c) To find out whether the IGAs are market oriented;
- (d) To find out how the marketability of the goods and services produced by the refugees can be improved;
- (e) To look at the role of communication in the activities of refugees and to establish how communication can be used to assist the refugees' productivity;
- (f) To establish the implementing agency's policy on the incubator project;
- (g) To find out how practical the policy is and to find out how it is preventing success of the markets; and
- (h) To find solutions to the deficiencies of policy.

6.1 UNHCR policy

While on attachment, the student discovered that UNHCR has a very strong policy that guides their work. Their policy critically looks at all the activities of refugees and how the organization can work adequately in order to improve the lives of the refugees by offering them protection and material support. In doing their work, the service providers also aim at seeing how they can best help refugees attain self-reliance. Refugees are being encouraged to participate in different kinds of IGAs in their different sectors. It can be noticed from the activities that the refugees are engaged in that the policy is practical. The main drawback to refugee projects is that there is not much money to fully fund all the projects.

6.2 Aim of the Center

Due to financial constraints, the service providers saw the need of assisting the refugees to become self-sustaining by helping them to be less dependent on their service providers and other well wishers. The Incubator Project has been discussed as having been implemented when the service providers thought of a practical way of helping refugees who are part of the project utilize the Center fully by generating their income so that they are able to feed their own families as well as create employment for others who were as vulnerable as them.

According to the works of DanChurchAid (1998), development is enhanced when the target adopters are made to work so that they shape their own future. The refugees at the Centre are working hard to ensure that they succeed in their Incubator Project. This was observed by the way they were always committed to working in their individual projects.

When the Incubator Project was started, the training officer invited refugees who already had some trade to apply for the project. Those who were selected did not have to undergo training at the Center. The only form of training they were required to undertake was the English lessons so as to help them interact effectively while carrying out their

different activities. It was also important for them to be taught skills of how to manage their IGAs. They were made to join other refugee students in the Business Management class. To ensure that the refugees who attended classes at MSTC were productive after their programme of twelve months, English and Business Management courses were made compulsory for them. The instructor of Business Management ensured that the important topic of marketing was adequately covered so that the refugees learned how to be productive once they left the Center.

However, the aim of MSTC is not being attained to the full. Much as the service providers want to fully sustain the refugees through the activities of the Incubator project, they are not fully succeeding because of a few problems. There is one major problem that is perpetuating the retrogressive nature of the Incubator Project. The Center is well meant but it is illegal since it is not yet registered. Since the Center is not registered yet, the refugees are restricted in a number of ways. It has become very difficult for them to maximize their efforts in running the IGAs as they are working and living in fear. The service providers have realised the consequences that are going along with this problem and registration processes are now under way. The Center is to be registered under TEVETA.

6.3 Communication

In Chapter three, the operational definition of communication has been discussed as

...a process in which participants create and share information with one another in order to reach a mutual understanding (Rodgers,1995:5)

Communication is the focus of this practical attachment report. It has been mentioned in this report that the student wanted to establish how communication could be used as a tool to enhance development among the refugees at MSTC.

According to Melkote (1991) development is said to have occurred when there is communication of ideas, knowledge, and skills to make possible the adoption of innovations. In order for the student to come up with suggestions of how the refugees who are part of the Incubator Project could be more self-supporting, this student assessed the communication practices at the Center and came up with the following findings.

6.3.1 Inadequate Communication between UNHCR and Target Adopters

UNHCR, being the mother body of all organizations dealing in refugee work, is directly responsible for the Incubator Project at MSTC. The organization has its own underlying policies on how the project should be run and this is communicated to the service providers who are in charge of the project. If the refugees have to communicate with the UNHCR officials on matters that are affecting their work at the Center, they have to communicate through their service providers at the Center. The earlier part of this chapter has revealed that the implementing agency is operating in an unclear environment due to the fact that the Government and the UNHCR operate independently leaving the communication between the two institutions inadequate and of mediocre quality. This mediocre type of communication filters through to the target adopters. The refugees complain that they are usually left in the dark on some of the issues that affect them.

Melkote(1991) clearly states that the communication of ideas, skills and knowledge is very important if positive change is to be achieved. Rodgers (1995) has agreed with this fact and states that we have to be careful in the way we communicate because communication can be used to either converge or diverge people.

It is UNHCR policy to monitor the activities of the refugees in order for them to know the successes and failures of the refugees if they are to help them improve on where they go wrong. From the time that the student went to the Center, UNHCR officials never visited the Center to monitor the progress of the activities of the refugees. Upon further investigation on the matter, it was discovered that the officials rarely check the work of the refugees because they are very busy. They mostly rely, therefore, on verbal and

written reports from their implementing partners. This has a negative impact on the refugees who are running the IGAs. They feel neglected and this, in turn, increases the uncertainties between them and their service providers from UNHCR.

Infante et al (1992) emphasize the importance of reducing uncertainties. They state that uncertainty reduction is a key to development. They argue that when strangers meet, they seek to reduce uncertainties about each other. This means that initially, there are always uncertainties between the change agents and their target adopters. If the change agents are to be successful in their communicating and fostering development to the refugees, they are to try and reduce the existing uncertainties between them. For as long as uncertainties exist, real development cannot be experienced.

6.3.2 Communication between Implementing agency and Government

It has already been stated that Communication is a very cardinal issue in the activities of the refugees and that the government, together with the UNHCR are playing a very important role in the lives of the urban refugees by helping them to settle down and also ensuring the protection of the refugees. There is, however, a serious weakness in the aspect of various protection overviews. In trying to do their work of protecting the refugees in their host country, responsible officials from the government and the UNHCR acquire certain information and views and keep it to themselves. This entails that each institution has its own views on how to carry out their work concerning the protection of refugees. As a result, the different organizations do not operate with one voice.

The Zambian Government and the UNHCR have been seen to have the plight of the refugees at heart. This makes them have a common ground. They are always thinking of how they could assist the refugees in the best possible ways. According to Rodgers(1995), when people with similar ideas come together to share the ideas, they employ a special kind of communication called diffusion. In this type, new ideas/innovations are shared. It consequently supports participation from the people

involved and hence brings about effective communication. This, unfortunately, is not the case with the two institutions.

This refugee protection advocacy makes the work of the implementing agencies difficult, as they are torn between the views of the Government and those of their mother body. It ends up operating under an unclear environment, as they are not sure on what information to value best. The Government and UNHCR could, however, take advantage of this effect of communication and harmonize their views.

6.3.3 Communication between Refugee Agency and refugees

It has been discussed that despite there being inadequate resources, the refugees in the Incubator Project can strive to attain self-sufficiency. This can be achieved by hard work and effective communication. It has however been observed that the service providers are not doing much to improve the communication between them and the target adopters. Changing this kind of attitude can lead to participatory communication, a prerequisite for sustainable development.

The communication between the refugees and the service providers is not very effective. There have been cases where certain important things have not been communicated to the refugees. For instance, when the project commenced, the service providers placed great emphasis on the distribution of capital to the refugees. The most important aspect of revolving the resources was not communicated to the refugees. This left most of the refugees stranded in their IGAs despite having the expertise to do the work. They could not progress fully because they were not informed that they had to budget for their own marketing of their goods and services. They were living under the assumption that the service providers would help them market their goods and services. They tried to market the goods and services on their own but that worked to their disadvantage as most of their money was held up in stocks. This led to other problems such as the refugees' inability to employ workers and their inability to maximize their great expertise.

The other evidence of inadequate communication between the service providers and their target adopters can be seen in the way the issue of writing progress reports was handled. The refugees were only told to submit monthly progress reports without specifying what technical data was required in the reports. This made the refugees fail to submit the reports until the time that the student helped them to write.

6.3.4 Paucity of Intrapersonal communication among refugees

For development to be achieved, communication is important. Communication has to be effected at all levels. The sharing of ideas can be done at different levels such as interpersonal, intrapersonal, group, mass, international, intercultural etc. There is intrapersonal communication among the refugees at the Center but this communication leaves much to be desired. The communication that exists among the refugees is just on a social level. Serious issues, such as topics on how to expand the IGAs, are rarely discussed. The student found out that the refugees have a lot of good suggestions and ideas on how they could enhance self-sustenance among themselves, which if shared could help improve their IGAs. The lack of communication among the refugees can be attributed to two reasons namely, lack of co-ordination among refugees, and lack of forum for communication.

(a) Lack of co-ordination among refugees

It was observed that the refugees were not communicating serious issues among themselves because there was no co-ordination among them. Effective co-ordination has been deemed as one of the ingredients of achieving the development that is so much desired by everyone at MSTC. Mijere et al (1995), have stated that positive development will only be achieved if there is effective co-ordination among all the stake holders. This is no exception for the refugees at the centre. They do not see how people who are engaged in different trades can discuss issues and reach an understanding.

(b) Lack of forum for Communication

It was also found out that the refugees are not encouraged to communicate important issues because they are not accorded a chance to meet as a group and discuss such issues. This was observed during the workshop when the refugees confessed that they had a lot of issues to discuss and that the two days of the workshop was not enough.

Maluma (1986) has revealed that in order for people to develop, they have to be allowed to be part of the development process. They have to see themselves awakening and making their own decisions. This entails the target adopters having to express their ideas and coming up with ways of fostering social change. We must also accept that communities have their own activities and we must participate in their efforts rather than make them participate in ours. The role of change agents should merely be that of facilitators.

6.4 Non-Communication Problems

Apart from encountering communication problems, refugees are faced with these other problems:

6.4.1 Attitude of locals

All refugees, whether living in settlements, camps, or urban areas are entitled to free counselling services. The Lusaka urban refugees who come from different parts of Lusaka go to the YMCA offices for counselling where there is a qualified counsellor who advises them in different areas such as education, social services, local integration and education.

The locals feel segregated against when they cannot get free services like the refugees. The refugees are only seen as favored members of the communities as they get free food, education and other facilities while the locals are suffering and are hence regarded as a source of problems to the locals. This attitude has led to the refugees being fed up of their environment since their host communities are not receptive to them. Since the locals

disregard the refugees it means that the effectiveness of communication between the two groups of people is also poor.

6.4.2 Lack of proper Orientation

Each time new refugees come into the host country, they are supposed to be oriented by counsellors and other service providers. Instead, the refugees immediately start interacting with the other refugees that they find in the country. This intra-personal communication is very critical because it can either make or break the efforts that have been put in place by the service providers to assist the refugees settle down quickly. Most of the messages that are relayed to the new refugees are distorted and as such reduces the credibility of the communication between the refugees and their service providers. This situation is made worse by there not being enough counselors at the YMCA offices as the service providers fail to meet the counselling needs of the refugees.

6.4.3 Refugee Environment

It had come to the student's attention that the refugees at MSTC were living in a phobia-like environment. It was due to the fact that their country of asylum (Zambia) has a legal framework under which employment opportunities for refugees are conditional. As a result, they face a lot of constraints in trying to integrate into the Zambian communities. This can be explained by adding that, unlike other states like the United States of America, the Zambian Government has written off the aspect of naturalization in as far as refugees are concerned and it will not change its stance. Other states are flexible on this matter.

6.4.3.1 Domestic Legislations

As mentioned before, most of the refugees are living in fear. The reason for this is that they cannot manage to get legal documents such as work permits and other legal

documents. It is usually easier for only professional refugees to be registered as urban refugees.

The Government of Zambia has set up a number of legislations in order to work effectively. There are a number of statutes involving refugees in Zambia. They are outlined as follows:

(a) The 1951 Convention

The 1951 Convention has a provision of employment for refugees. It states that in terms of formal and informal employment, refugees should not be treated any different from aliens.

(b) The Refugee Control Act

The Refugee Control Act is a legal framework that regulates the movements of refugees and it can be found in the Zambian Constitution. Zambia has made reservations to the 1951 Convention. While the nation has accepted to host refugees, the refugees should live in designated areas. The government, to reinforce Zambia's reservations, is using this Act. It depicts that the urban refugees in Zambia are illegal, as they are not provided for. Therefore, as far as Zambia is concerned, it has no urban refugees.

(c) The Investment Act

The Investment Act is another legislation that states that any foreigner intending to invest in Zambia or working in Zambia i.e. formally or informally, should not have less than \$50 000 on first investment. If he/she is joining an already existing company, he/she should not have less than \$35 000. Fortunately, this is being reconsidered on humanitarian grounds. The figure has been reduced to \$25 000. There is, however, a tough penalty for the refugees who do not follow this law. The penalty includes a fine of K180 000.00 for the offenders as they are considered to be illegal investors. Considering the fact that refugees come to Zambia without any form of assets or income, the penalty of K180 000 tends to be unbearable for them, as they

cannot seem to pay the fine. The reason for punishing the offenders heavily is that there is a lot of crime in Zambia, most of which is blamed on the refugees.

6.4.3.1.1 Permits for Refugees

To ensure that the refugees are legalised in Zambia, the Control Act has introduced permits that have to be fulfilled by the refugees. The permits have different charges. These permits have been mentioned previously as being:

Self- Employment Permit	K250 000.00
Work Permit	K400 000.00
Study Permit	K100 000.00

Most of the refugees do not know how to prioritise their issues. For them, they consider the acquisition of study permits as a primary need and other credentials come in as secondary. They are fighting to get work permits and are always losing because in places of employment, employees, naturally, cannot provide permits for the refugees because it is costly for them. They would rather employ Zambians who would not need work permits.

6.4.3.2 Process of acquiring permits

It has been established that the process of attaining the required legal documents for the refugees is slow. The student tried to find out as to why some refugees were not finding it difficult to get permits while for others it was extremely difficult. It was discovered that work permits are not given anyhow. A lot of considerations have to be made before permits are given to the refugees. The immigration officials have to see to it that only those refugees who would be very helpful in society are granted permits. The country

needs more professional expertise and as a result, priority is only given to the refugees who are engaged in professional jobs such as doctors. Most of the refugees who come in the country have little or no skills at all and are not professionals. These have to struggle and prove as to what contribution they would make to society. It can also be noted here that YMCA, as the implementing agency, can intervene in the hastening of the process for refugees' work permits. When implementing agencies support the issuance of permits, the refugees can get their permits earlier than expected.

6.4.4 Banking

There are a number of things that have been identified as a threat to the progress of the IGAs of the refugees at MSTC. Apart from not keeping records of their progress, the refugees do not have proper means of banking their resources. Some of them have argued that they would rather use the little money that they generate to feed their families than take it to have it locked up in a building.

The service providers can play a very import role in trying to alleviate the non-communication problems that have been stated above. Taking Rodgers' understanding of communication (1995), refugees and service providers can learn a lot from each other. It has earlier been said that communication can either build or destroy i.e it can either bring people to reason together or it can make them lose focus in life. The service providers have the task of sharing a lot of information to their target adopters. They can sensitize the refugees and their neighbours on the importance of offering couselling services with the view of changing any kind of hostile attitude. A lot of issues concerning refugee credentials, orientation and banking can also be addressed to the refugees in order to avoid arousing negative attitude and behavior on the part of refugees.

While communicating different issues to the refugees, the service providers ought to realise that they should do it in a participatory manner. The effectiveness of participatory communication is observed as it encourages organisational and sociocultural change (Pilar, 1994:6).

6.5 Field Survey Findings

This part of the report will look at findings from different stakeholders such as potential customers, the instructors and refugee students.

6.5.1 Customers

As earlier mentioned, the student had conducted a survey in the field. This student sampled some potential customers who lived near the Center for in-depth interviews. The aim of the survey was for the student to look at the local market and how best it could be improved. The potential customers who were talked to by the student had a lot to say about the Incubator Project. Most of them were of the view that the project is a very good initiative because the refugees are producing quality goods and services and that the project should not be brought to an end because they have been benefiting a lot from the goods and services that are being offered by the refugees. Most of the relish that the customers buy is bought from the Center. The proximity of the Center is another advantage for the clients. They do not have to travel long distances in order to buy the readily available services and goods from the Center. Most of the people living around the Center do not have piped water in their homes. They are assisted by being allowed to use the Center's borehole at a minimal monthly fee of Five Hundred Zambian Kwacha (US \$ 0.1). In addition, the project is not only good for the customers who are buying relish from the refugees but the project is also benefiting the refugees themselves and their family members. The refugees are helped when the money that they use is used as capital to sustain their IGAs. At the moment, the refugees are also given a rare opportunity of utilising free space, water, and electricity for carrying out their various activities. The families of the target adopters benefit from the IGAs when there is income flowing in their households, no matter how little the money is.

6.5.2 Areas of Improvement

To show that the clients were very much concerned about the activities of the project at the Center, they pointed out a few areas where they wanted to see positive change. These are the adjustments that were proposed.

(a) Communication

Communication was cited as a very important aspect of ensuring that the IGAs improved. Some refugees at the Center are involved in a lot of research work that is related to their IGAs and they need to be encouraged by ensuring that they get a lot of information that they need to help them do their work. Some customers gave Internet and Tele-fax facilities as examples of the communication facilities that could improve the work of the refugees. They also suggested that instead of always letting refugees use the main office for phone calls, extension telephone lines could be allocated to the refugees who were operating at the Center. All the refugees need to constantly contact their clients if they are to progress in their IGAs.

(b) Construction of tuck shop

The clients also suggested that the service providers should construct a tuck shop for the refugees so that they sell some of their items in there. The customers said that exhibited goods always attract more customers. By the time the student was completing the practical attachment programme, a small tuck shop was being constructed right at the Center.

(c) Expansion of markets

The production of more goods and services at the Center was also suggested in order to cater for the rising demand. The production areas that the

customers wanted to see expanded were the poultry and gardening sections so that more quality products could come from there. It was also pointed out that the service providers were supposed to encourage their target adopters in the area of expanding the IGAs.

(d) Advertsing

The clients suggested that it was important for refugees to advertise their goods and services if they are to attain self-sustainability. They needed to make use of posters and other means of advertising. Others said that the refugees should go out and market their goods and services in big places like markets so that more people get to know about.

6.6 Refugee Students

One of the objectives of the practical attachment programme was to find out the kind of courses that are offered to the refugee students at the Center and also to establish whether the refugees were being equipped with knowledge on marketing as they pursue their studies. In order to obtain relevant information from the refugee students themselves, this student tried to interact with the students. A lot of information was also got from the interview questionnaires that this student distributed to the respondents from different classes.

6.6.1 Status of refugees

The refugee students at MSTC range from the ages of 16 to 40 and they are mostly of Congo origin. At the time that the interviews were being conducted, some of the refugee students had lived in Zambia for only six months. There were also those who had lived in the country for a year, two years, three years and others had lived in the country for more than ten years.

6.6.2 Knowledge of MSTC

Ten percent of the refugee students who were interviewed said that they had heard of the Center before they came to live in Zambia. When these refugees came into their host country, they met different kinds of people, some of whom played a role in helping them to settle down by assisting them to choose the courses that they were to pursue while at the Center. Other refugee students had to choose the programmes on their own without relying on other people's opinions.

6.6.3 Reasons for Choosing courses

The courses that are pursued at the Center have been mentioned as Automotive Engineering, Home Economics, Business Management, Basic Electricity, Metal Work, Home Economics, Computers, and English as a Foreign Language (EFL). It has been mentioned earlier that Business Management and English had the highest numbers of enrollment because the two courses are compulsory courses. Knowledge of English fosters effective communication for the refugees and the lessons that the refugees have in marketing help them to be aware of different marketing strategies as they do their work, and even to practice the marketing strategies so as to improve their work.

The refugee students had reasons as to why they were pursuing their courses. The primary reason was that the refugees were struggling to settle down and they could only do it by being self-sustaining. While being involved in the learning programme, the refugees were gaining a lot of knowledge that they so much wanted in order to enhance their ability of being self-reliant. They do not want to depend entirely on the handouts that they are receiving from their service providers and well wishers. From the knowledge that they acquire from their instructors, the students are able to apply basic principles such as electricity, woodwork etc. and make a living out of it. The other reason for registering at the Center was because the refugees believe that being part of MSTC would increase the chances of integrating in the Zambian society as they would easily work and mix with the Zambians. This would easily encourage good relationships

between the refugees and the locals. Not all the refugees would like to be self-employed. The ones who would look for employment felt that the practical exercises that they had at the Center would greatly help them when they start looking for jobs.

6.6.4 Problems of the Refugee students

Most of the refugee students encounter problems while pursuing their program at the Center. The first problem that they encounter is the fact they do not have study permits. They, just like all other refugees who are in the same situation as them, also live in fear because they do not know when the Immigration officers would apprehend them.

The second problem faced by the refugee students concern the registration of the Center. Since the Center is not registered, the educational qualifications that the students acquire at the end of the program are not valid or recognized. It is normal for would-be employers to feel comfortable employing people who have credible qualifications than recruiting candidates who are not recognized in society.

Thirdly, the refugees live in places that are very far away from their residences. They find this to be a big problem because sometimes, they arrive late for lessons as they have to walk to the Center due to lack of money. At other times, they even miss classes because they cannot manage to walk long distances to and from the Center every day. The lack of money has equally affected their performance at the institution, as they cannot buy more material and literature to broaden their knowledge.

Other refugees also expressed that their learning period is not sufficient. They like the courses that they are taking at the Center and they feel that they cannot learn a lot due to the short learning period that is accorded to them. Additionally, the other constraining factor in the learning program of the refugees is that the Center does not have enough equipments or tools for their practical work. For instance, the Metal Work department has very few tools for the students. Since the students need to acquire as much knowledge and experience as possible, they need to be engaged in a lot of practical work.

The other problem that the refugees are still encountering is that of communication. Not all the refugees can speak English well enough. There are those who are not very good at learning languages. They still face communication problems in their small communities. These, however, improve with time.

6.6.5 Intended work

It has already been mentioned that the refugees who are learning at MSTC have the intention of being self-reliant. They would achieve this by either being self-employed or having part-time or permanent jobs. Some of the places that they would like to work in include: private companies, banks, construction companies, industries, MSTC, etc. The refugees' biggest dream is to be independent, especially economically so that they help other refugees such as their family members and friends. All the refugees feel that they have to provide for their immediate family members and also their friends and relatives if and when they can. As the refugees help these people, the locals would consequently benefit from the goods and services that are offered. The refugees would even share a lot of knowledge with other people in their communities thereby building both the refugees and the local people, economically and socially. The refugee students feel that that is the only way that would make them to be free in their host country. Other refugees who were talked to maintained that even if the Center is not yet registered, the qualifications that they would attain at the end of the programme would help them get a job somewhere. For others, they intended to work because then only could they get and secure their work permits. They need permits so that they are not sent away to live in refugee settlements or camps.

The refugees who wanted to be self-employed justified themselves by saying that some Zambians do not want foreigners so they cannot employ refugees. Others still felt that no one could get a job with a certificate from an unregistered Center like MSTC. There were also some refugees who added that they could only work for themselves because it would be difficult for them to get jobs in Zambia because the unemployment level is very high in the country. If vacancies are created, the ones who get the first priority are the locals.

6.6.6 Marketing

All the refugees who were interviewed had some knowledge on the issue of marketing. They all said that they would market their goods and services everywhere they went. Others specified that the marketing would be done in and near their places of work, their communities, in public places such as markets and shops, and in other firms. The marketing of the goods and services would be done in various ways which included inter alia:

- (a) Co-operatives;
- (c) Hard work and setting good example to others;
- (d) Hawking and Advertising;
- (e) Sales promotion i.e through themselves and/or through sales agents;
- (f) Sub contracting; and
- (h) Retail, Wholesale and Direct distribution.

6.7 **MSTC Instructors**

This report has indicated that this student also interacted with the instructors at MSTC in order to gather relevant data concerning the refugee students as well as other matters that affected the Center.

6.7.1 Duties

The instructors who are at MSTC have different kinds of educational qualifications in their respective fields of study. There are those with certificates in teaching. Some of the instructors have diplomas and there are also some with degrees. The main duty of the instructors is to ensure that they teach their refugee students effectively. While they transfer knowledge and skills to the students, the instructors develop their syllabi, prepare schemes and records of work. To ensure that they work effectively, the instructors prepare adequately for their lessons, they also develop personal relationships with their

students so that they know their actual needs. All the instructors enjoy their work because they feel that their efforts are appreciated. These instructors are usually encouraged to work hard by the comments that their supervisor communicates to them in the evaluation reports. The students also appreciate their instructors. They constantly express their sentiments to the instructors.

6.7.2 Problems of the Instructors

While doing their work, the instructors feel handicapped by the problems that they encounter. The main problem is that of dropouts. At the beginning of an academic year, many refugees register for different courses. The numbers start reducing as the year progresses. The instructors try to solve this problem by talking to the other students so as to find out why their colleagues stop attending classes. If they realize that they cannot do anything to help, they ask their supervisor to intervene. The other problem concerns the instructors who teach practical courses like woodwork and metal work. The procurement of teaching materials and equipments takes long. As a result, the instructors lag behind in their work. This problem is addressed by constantly reminding the officers who are responsible for the provision of the requirements.

6.7.3 Communication with students

The refugee students are very free with their instructors. This is noticed by the way they ask questions and make suggestions in class. The students are also so free with their instructors that they go to them for social-academic help and/or counseling. When the students present their problems, the instructors listen to them and they are always patient with them. If they feel that they cannot help the refugees to solve their problems, they ask for more time so that they think about them and sometimes the refugees are referred to other people who could assist them fully.

6.7.4 Level of English Competence

The instructors believe that the refugee students were not bad in speaking English. They said that they are fairly good and they are always improving with time as they always find themselves applying the language in different situations that they encounter. The instructors have also observed that refugees with high levels of professional attainment such as professional refugees like doctors and lecturers have very little difficulties in communication. However, there are those refugees who need constant practice in order to survive. These are businessmen and women, and pastors. The language barrier that they experience is a hindrance to them in many ways. For the former, they fail to market their goods and services due to the handicap and the latter are unable to preach in their churches and they just end up getting involved in other church activities.

In order to try and help the refugee students, the instructors encourage them to learn local languages in addition to the English language that they are taught. They also encourage them to visit different places where they can be forced to use English.

6.7.5 Ability to use skills

All the refugee students are able to use the skills that they are taught at the Center. For example, they make different kinds of things from their practical work and those who learn English are able to explain incidents that they find themselves in.

6.7.6 Self-sustenance

The instructors feel that self-sustenance is vital in the lives of refugees. The refugees can achieve self-sustainability when they are able to provide what they need without help. Self-sustainability can therefore, be measured by looking at the ability of the refugees to earn enough money to pay their daily costs without getting into debt or needing money from others. The students can be helped to achieve and enhance self-sustenance by

- (a) Exposing them to small-scale entrepreneurs.
- (b) Teaching them basic business and marketing skills to help stabilize their businesses.
- (c) Encouraging them to buy their own tools.
- (d) Monitoring their businesses, especially in the beginning.
- (e) Holding seminars, workshops regularly where they would share knowledge.

6.8 Participatory Communication at MSTC

Communication has already been pointed out as a gateway to development. The results are positive when the communication is done in a participatory manner i.e. involving all stakeholders. Kunczik (1992) has identified that participatory communication is relevant for development to be experienced. According to the author, social systems have to be linked to each other by communication. It consequently means that at MSTC, both the service providers and their target adopters are to be involved in all the processes of development in a transparent manner. The end result of such kind of communication is empowerment of the target adopters, as they would be seen to take control of their lives so as to reduce knowledge gaps.

Unfortunately participatory communication is not practiced to the full at MSTC. The target adopters are rarely consulted when it comes to making important decisions that affect their activities at the Center. Communication is mostly done at the superior level making it only of the top-down kind. The only time that communication is seen to be effective between the service providers and their target adopters is when they are discussing issues of recovering the loans from the refugees.

6.9 Self-reliance at MSTC

The refugees at the Center possess the nature of self-reliance. It can be observed from the way they are always eager to work in their individual activities. They try to make sure that they are less dependent on their service providers as well as their fellow refugees.

The major hindrance, however, is their lack of adequate resources. According to Kaunga et al (1983), the refugees at MSTC have what it takes to be self-reliant. This is because they do have the support of their service providers. The service providers are always there trying to assist their target adopters by offering them physical infrastructure and credit (loans). The problem has, however, come in in terms of market arrangement for the refugees' goods and services. The service providers have overlooked this aspect of development and it is impacting negatively on the different IGAs.

6.10 Communication and Development at MSTC

It has been established that MSTC is encountering communication problems and the earlier chapters have revealed that communication is the key to development. For refugees who are part of the Incubator Project to succeed, they have to share ideas and information in an effective manner. Important aspects of development and communication have been outlined in chapter three. It has been pointed out that even in the absence of development communication, the concept of development support communication can work effectively (Jayaweera et al 1987). This is the kind of communication that can be employed specifically to suit the Incubator Project at MSTC. A lot of activities could be lined up for the same such as producing and developing Information Education Communication materials for the refugees of the project, organizing workshops for the refugees, etc. All this could be done in a participatory way i.e. involving both refugees and their service providers.

Chapter 7

Conclusions and recommendations

7.0 Introduction

This chapter will encapsulate the communication activities that are carried out at MSTC and it will also discuss the level of self-reliance among the refugees who are part of the Incubator Project at the Center. Recommendations will also be made in order to help the service providers work professionally with their target adopters so as to enhance self-sustainability.

7.0.1 Communication

This practical attachment report has echoed a number of communication and development scholars. The scholars believe that communication is a very important aspect in all development-related activities. The development experts argue that communication is the key to positive change. Without communication, people who are engaged in different types of activities with the intention of attaining sustainable-development can never succeed. The report has also mentioned that communication has to be practised by all the stakeholders and that their opinions are to be respected at all times if they are to progress. Every individual should be made to feel part and parcel of developmental processes and this can only be achieved when communication is participatory. Participatory communication has always been known to foster self-sustainability as it favours transparency and it also allows for people to be responsible of their own actions as they always monitor each other's actions and efforts.

This practical attachment report has also revealed that much more needs to be done concerning the participatory communication that is experienced among the refugees and the service providers at MSTC. The kind of communication there, is mostly of a top-down approach and the target adopters are usually left uninformed on a number of

important issues. As a result, they have a lot of questions that can only and need to be answered by their service providers. The communication between the head of the Center and the instructors is cordial. They usually have meetings to discuss the progress of the work of the instructors. The refugees running the Incubator Project, on the other hand, feel left out, as they are never accorded a chance of discussing their daily activities and progress at the Center. The refugees never meet as a group to discuss and learn from each other.

7.0.2 Self-sustainability

This report has also revealed that self-sustainability denotes development and that self-sustainability can be easily achieved when people have a spirit of hard work and are always responsible for what they do. It has also been pointed out that for sustainability to be achieved, the environment has to be right or conducive. The people who are involved in different developmental activities, together with their supervisors have to work hand in hand to ensure that they encourage each other's efforts.

It has also been noted in this report that there are some refugees at MSTC who are part of the Incubator Project. Before the project was started, the service providers made sure that they chose skilled refugees who were dedicated to their work. Hence, the refugees who are part of this project have the spirit of hard work and they have been trying to work hard with the available limited resources. Despite facing a number of drawbacks as they work, the refugees never give up. They are always struggling to maintain their level of self-reliance. This is because they know that they still have to provide for their families and that they also have to think of helping their friends and relatives who are not as privileged as they are.

7.1 **Recommendations**

After having evaluated the activities at the Center, the student came up with a number of recommendations concerning different people who would contribute to the improvement

of the Center. The recommendations could, if followed, mitigate most of the problems that are experienced by the service providers and the refugees at MSTC, thereby enhancing self-sustainability and development among the refugees.

7.1.1 Service Providers

All the different groups of people that are found at the Center can play important roles in trying to help refugees attain self-sustenance and, in turn, development. The service providers, being the ones in charge of the institution have a big role to play. They can positively change the situation of the refugees by ensuring that effective communication, which is the key to development, is fully effected. The following are some of the ways that the service providers could be involved in so as to enhance sustainable development for the refugees at the Center.

7.1.1.1 Registration of Center

This report has indicated the fact that the Center is not legally registered as one of the major problems at MSTC. The service providers are aware of this and are trying to get MSTC to be a legalised training institution. However, the registration process seems to be taking longer than was expected. The process should be taken seriously and UNHCR officials should also come in to help so that all the refugees operate under a safe and free environment.

7.1.1.2 Communication Strategy

Communication has been identified as a very important tool for development. The service providers must be seen to enhance development by learning to dialogue with their target adopters at all the levels of their developmental processes. If the refugees have to be free with their service providers and work extra hard, the service providers have to initiate and encourage effective communication.

The service providers should, therefore, have some kind of plan to guide them in all their communication activities while carrying out their work with the refugees. In their plan/strategy, the service providers should clearly outline different communication aspects with specific time frame which they could strictly follow as they work. The aspects could include inter alia:

(i) Submission of Progress report

The service providers should make it a point that they agree with the refugees when they (refugees) would be expected to submit progress reports of their IGAs. This should be done on a routine basis. In order to avoid delays, the service providers should also communicate to the target adopters all the information that they wish to be relayed to as well as the format that is to be used.

(ii) Regular Meetings

It should also be specified in the communication plan as to how often the service providers are to meet their target adopters in order to discuss important issues that affect their productivity at the Center. This is supposed to promote transparency and hard work at all times.

(iii) Workshops/Seminars

Other than having meetings on a regular basis, it should also be a must for the service providers to plan for workshops/seminars that would be conducted so as to try and help the refugees solve their different problems and to be enlightened on enhancing self-sufficiency.

(iv) Intra-Personal Communication Activities

In addition to all other communication activities that would be put in place by the service providers for the refugees, the service providers should ensure that they encourage or boost the intra communication amongst the refugees. They must plan for different activities that could help bring refugees together regardless of their varying backgrounds, cultures, and professions.

The consideration that the refugees come from different places should be taken care of while structuring the intra personal communication activities. The service providers should aim at avoiding the transfer of alien cultures in the target adopters. This is because refugees are real beings and they equally need to live the same way as before. If changing their lifestyle is to be considered, the service providers should realise that change process in human beings is not a simple thing and that it takes long to be effected. Should they fail on this point, the service providers should consider it as a challenge and not a failure.

7.1.1.3 Budget review

It would also help the service providers to fully help the refugees if they constantly reviewed their budget. This could help the service providers prepare and cater for the contingencies that always come up as they do their work. One of the observations that came up while the student was at the Center was that there were always unexpected expenditures that were springing up for the Incubator Project. Such cases can easily be taken care of by meticulously allocating some funds just for contingencies.

7.1.14 UNHCR Policy

The report has noted that UNHCR has a lot of ideas that are good and which are in favour of the refugees who are running the Incubator Project. The problem, however, comes in when it comes to implementing some of the policies, as the process seems to take very

long. Ensuring that the mother body, UNHCR, does not delay in implementing the policies that have been laid down can solve this problem. If the resources are very limited, it would be better to allocate reasonable amounts of money to certain projects and be able to carry out the intended activities than to allocate large sums of money and leave the work half done or not even attended to.

Additionally, the service providers should regard with great importance the issue of monitoring and evaluating all the activities that are carried out by the refugees. This should not only be reflected in their policy but they should also make it a point that they act upon it. Management should set a timetable indicating the monitoring and evaluating duties of different service providers. When service providers are busy with other duties they should not postpone the exercise. They should, instead, send their representatives to do the work for them. When the refugees are constantly monitored, they get encouraged because it shows that their service providers are concerned about them. This also strengthens the relationship between the target adopters and the service providers making the atmosphere conducive for hard work on the part of the refugees.

The issue of employment should also be taken into consideration. The officials who are responsible for employing at the Head Offices must also ensure that they continue to employ fully qualified service providers. This is because training and retraining candidates is very costly, as it tends to misdirect some of the funds meant for other projects that are equally important.

7.1.1.5 Incubator Project Supervisor

The job of the Incubator Project Supervisor at MSTC is to supervise the work of the refugees in the Incubator Project. This supervisor also has the duty of teaching refugee students. This means that the supervisor is usually caught between two tasks. The duty of being a supervisor is very demanding because the supervisor has to be constantly in touch with the refugees if they are to perform positively. The student discovered that there are times when the refugees need the services and/or advice of their supervisor but cannot be

attended to because of their supervisor's busy schedule. This normally retrogresses the work of the refugees. To ensure that the supervisor is always there for the target adopters, the supervisor should not be loaded with a lot of additional work. If the supervisor is to have more work, it should not be work that should be to the disadvantage of the refugees running the Project.

7.1.1.6 Involvement in Permit issues

Although the Center is not yet registered, there is a possibility of the refugees being issued with study/work permits. The process seems to take very long when it is only left in the hands of the refugees. It should be noted here that the service providers can come in to try and help the refugees get their legal documents and this could quicken the process. The report has revealed that the earlier the refugees get their documents, the easier it is for them to settle down. Once the refugees settle down, they could easily work at becoming self-sufficient in their new environment.

7.1.1.7 Counselling Services supplements

This report has also shown that when the refugees come in the country for the first time, they are supposed to be counselled by qualified counsellors at the refugee offices. There is, however, a problem related to this exercise. The offices do not have enough counsellors. This has serious repercussions such as refugees getting wrong information and 'counselling' from their fellow refugees. The problem of lack of counsellors could be addressed by availing refugees with various supplement documents on the information that the refugees are supposed to receive prior to the counselling sessions. The documents should be written in languages that the refugees could understand best such as English, Swahili, and French. This could not only solve the problem of avoiding misinformation but it could also reduce on certain phobia that is usually associated with the misinformation.

7.1.2 Refugees

The refugees have a very important role to play in improving their own work while at the Center. On several occasions, the refugees have been seen to sit and wait for their service providers to come in and solve all their problems for them. It has also been observed that even the few problems that the target adopters could solve on their own have been left in the hands of the service providers. The service providers always want to see their target adopters independent but when the target adopters get too dependent on their service providers, the service providers get discouraged to help them. Sometimes all the service providers need to see is just some level of commitment on the part of the refugees and they would come in to help even when the resources are inadequate.

In order for the refugees to survive and to attain the development that they so much want, they need to mobilise themselves and get involved, especially when it comes to solving their own problems. There is need for the target adopters to get together and choose some leadership who could work hand in hand with the service providers in matters that greatly affect their productivity at the Center. Some of the matters to be addressed among the refugees should include issues such as these listed below.

- (i) Helping enhance the procedure of legalising their institution.
- (ii) Acquiring the relevant legal documents so that they work in peace.
- (iii) Electing a committee among themselves who could look into the problem of lack of proper means of transportation and to look at how the refugees could organise/hire their own transport.
- (iv) Addressing the problem of marketing their goods and services and come up with lasting solutions such as running their own permanent common market.
- (v) Encouraging and helping each other as they work despite the many problems that they encounter along the way.
- (vi) Looking at the possibility of banking the little money that they retain.

7.1.3 Refugee students

The refugee students just like the refugees running the Incubator project can also contribute to the wellbeing of the Center. They should do it by putting into practice all the skills that they learn while at the Center and also by trying to give back to the Center in form of resources and knowledge. Upon completion of their course, some of them should offer some of their goods and services to the Center and try to assist other refugees. This increases the spirit of solidarity among them and it also encourage more refugees who would like to be enrolled at the Center. The students could also contribute by helping the other refugees advertise their goods and services at and near the Center. To ensure that the refugee students maximise their efforts, they should form an association that looks at ways and means of helping each other. The association should look at issues such as:

- (i) Accessing study permits on time;
- (i) Tracing old refugee students for easy monitoring of their work after graduating from MSTC;
- (ii) Encouraging the refugee students and those already in the field to aim high and go beyond their usual small business stalls;
- (iii) Exhibiting their goods and services widely in order to sell their good name; and
- (iv) Designing different types of adverts to market themselves and their fellow refugees.

7.1.4 MSTC Instructors

This practical attachment report has already shown how important the instructors at MSTC are. It has explained what roles they play in helping the young refugee students attain self-sustenance. The report has also pointed out that the instructors are instrumental in the lives of the refugees who are running the Incubator Project. They try to help the refugees by buying goods and services from them thereby creating markets for them and also by looking for outside markets for the target adopters. This is greatly appreciated by

the refugees because they cannot go out and look for markets on their own, as they are not free to do so.

The instructors should, therefore, continue working hand in hand with the refugees. They should always look at ways of how they could help the refugees more. They should make sure that they are always in the forefront of trying to organise markets for the refugees until a time when the Center is legally registered and the refugees can confidently do it on their own.

7.2 Conclusions

Makeni Skills Training Center is an institution that is well meant. This is so because the people who are running the organisation have a heart for the vulnerable people in society i.e. the refugees. The service providers aim to help the refugees settle down in their new host country by providing them with life-saving skills.

This report has established that there are a number of problems, most of which emanate from the fact that the Center is not yet legally registered. Once the Center is registered, most of the problems will be solved.

In addition to the above problem, the other problem that seems to drag the operations of the Center is that of communication. This student is of the view that addressing the problem of legal registration alone cannot solve all the problems of the Center. There is, therefore, need to look at the issue of effective communication and how it can be used to enhance development at MSTC. Communication problems can be easily dealt with even before the Center is registered.

References

- Brooks, E. (1982) *Survey of Lusaka Based Refugees*.
Lusaka: UNZA.
- Central Statistical Office, (1990) *Demographic Projections 1990-2015*
Lusaka, Zambia.
- Central Statistical Office, (1999) *Living Conditions Monitoring Survey Report-1998*,
Lusaka, Zambia.
- Central Statistical Office, (2000) *Zambia in Figures-2000*
Lusaka, Zambia.
- Central Statistical Office, (2001) *Preliminary Report For The 2000 Census of
Population and Housing Population Count*. Lusaka, Zambia.
- Creswell, J.W.; (1994) *Research Design: Qualitative & Quantitative Approaches*.
New Delhi: Sage Publications.
- DanChurchAid (1998) *We are strong enough: Participatory Development in
Practice*. Denmark, Rota Rota.
- HODI, (2001) *Creating Monitoring and Evaluation Systems in Mayukwayukwa*
Vol 2, no.3 Lusaka, Zambia.
- HODI, (2001) *Participatory Rural Appraisal in Nangweshi*,
Vol 2, no.4 Lusaka, Zambia.
- Infante, Dominic, A.; Rancer, A.S. and Womack, D.F (1997), *Building
Communication Theory. Prospect Heights, III.* : Waveland Press.
- Jayaweera et al. (1987) *Rethinking Development Communication*.
Singapore: Asian Mass Communication Research and Information
Centre.
- Jesuit Refugee Service, (2001). *Guide for Refugees in Lusaka*,
Lusaka, Zambia.
- Kasoma, Francis (1994) 'Participatory Rural Newspapers as Agents of
Development: A Reciprocal Agenda-Setting Model', In Shirley White
(ed.) *Participatory Communication: Working for Change and
Development*. New Delhi: Sage Publications.

- Kaunga, E. (1983) *Towards the economic self-reliance of the land-Locked Zambia*.
Tokyo: Institute of Developing Economies.
- Kunczik, M. (1992) *Development and Communication*.
Germany: Friedrich- Ebert-Stiftung.
- Lifanu, L.; & Mahdi, A. (1983) *Report on the Socioeconomic Survey of Spontaneously settled refugees in the Kalabo, Senanga, and Sesheke Districts of the Western Province of Zambia*. Lusaka: UNZA.
- Ludlow, R. and Panton, F.; (2000) *The Essence of Effective Communication*.
New Delhi: Prentice.
- Maluma, E. (1986) *Refugee Women in Africa: falling through the cracks of agency Assitance*. Iowa: University of Iowa.
- Melkote, S.R (1991) *Communication for Development in the third world :theory and practice*. Sage Publications, New Delhi.
- Mijere, N.; et al. (1995) *African Refugees and Human Rights in Host Countries*
New York: Vintage Press.
- Mody, Bella (1991) *Designing Messages for Development Communication: An Audience Participation-Based Approach*. New Delhi: Sage Publications
- Monette D.R. et al (1989) *Applied Social Research: Tool for the Human Services, Second Edition*, Orlanda, Ted Buchholz.
- Peruzzo, C.M. (1996) 'Participatory in Community Communication', In
Servaes et al. (ed). *Participatory Communication for Social Change*.
California: Sage Publications.
- Pilar, R. (1994) *Women in Grassroots Communication: furthering social Change*. California: Sage Publications
- Rodgers, E. (1995) *Diffusion of Innovations*.
New York: The Free Press.
- Selltiz Claire (1962) *Research Methods in Social Relations, Revised*, Minnesota, Holt, Rinehart and Winston, Inc.
- Servaes, J. et al. (1996) *Participatory Communication for Social Change*.
New Delhi: Sage Publications
- Severin, J. et al. (1991) *Communication Theories: Origins, Methods, and*

- Uses in The Mass Media.*, New York: Long man Press
- Thomas, P. (2001) *Refugees and their Right to Communicate: Perspective from South East Asia*. Hong Kong: WACC & CCA Centre.
- UNHCR / CARE. (1993) *Inter Agency / Organisation Workshop on Community Social Services Delivery System*. Lusaka.
- UNHCR. (1996) *Refugee Emergencies A Community-based Approach: Community Services Guidelines*. Geneva.
- UNHCR, (1998) *Guide for Asylum Seekers and Refugees in Zambia*. Lusaka, Zambia.
- UNHCR. (1998) *Rapid Educational response in complex emergencies: some lessons from recent experience*. Geneva: ATARSA.
- UNHCR. (1998) *Refugees: Everyone has the right to seek and to enjoy in other countries asylum from persecution*.
- UNHCR. (2001) *Helping Refugees: An Introduction to UNHCR*.
Geneva: UNHCR Public Information Section.
- UNHCR. (undated) 50th *Anniversary UNHCR the UN refugee agency*.
Lusaka: New Horizon Printing Press.
- UNHCR, GRZ, ICRC (undated) *Talking about Refugees*
Houghton: Jacana Education,
- UNHCR. (Undated) *Knowledge and Information management System*.
UNHCR Information (Unpublished)
- http://www.Bluecrest.net/annual_report.html
- <http://www.ifrc.org/what/disasters/types/popmov/perco/models.asp>
- <http://www.org/programs/matchgin.html>
- <http://www.UNHCR.ch/cops/zwe.pdf>

Appendix A

Persons talked to/Interviewed

UNHCR

Mr. Jose Canhandulla (Senior Programme Officer)

Mr. Michael Chanda (Community Services/Education Officer)

AFRICARE

Mr. Stanslous Chele (former training officer)

YMCA

Mrs. Abigail Musonda (Project Director)

Mr. Joseph Chilengi (Local Integration Officer)

MSTC Instructors

Miss Elizabeth Konkola, Miss Angela Kumwembe & Mr. Simisyikwe Mwetwa

Potential buyers

Mrs. Rose Semana, Mr. Moses Phiri, Mr. James Phiri, Miss Freeze Davies, Miss Vastrina Davies, Mr. Otis Osango, Mrs. Harriet Nyambe

Refugee students

Miss Astrida Kawena, Mr. Christian Chimpuki, Mr. Mutombo Ilunga, Mr. John Kayembe, Mr. Karlonda Obday Banghng, Mr. Kamunga Dibula, Mr. Chungu Lumula, Mr. Alpha Maambi

Appendix B

I. Workshop Time-table

Workshop held from the 21st –22nd November 2001

	09:00 Hrs to 10:30 Hrs.	10:30 Hrs to 11:00 Hrs	11:00 Hrs to 14:00 Hrs	13:00 Hrs to 14:00 Hrs	14:00 Hrs to 16:00 Hrs
DAY ONE	-INTRODUCTION -OBJECTIVES -EXPECTATIONS	TEA BREAK	-MARKETING -GROUP WORK -PLENARY SESSION	LUNCH BREAK	BUSINESS GAME
DAY TWO	-RECORD KEEPING	TEA BREAK	- RECORD KEEPING	LUNCH BREAK	WRAP UP

II. Workshop Participants

Mr. Jacques Mutanda

Mr. Kabanga Shabanza

Mr. Christian Chumpuki

Mr. Wilfred Kaumba

Dr. Selemani Mulamba

Pastor Alpha Moambi

Mr. Florent Nawaji

Mr. Loyford Muchena

Miss Musomandire

Pastor Mary Yassa

Miss Melanie Biya

Miss Elizabeth Konkola

Mrs. Rose Semana

Miss Nondo Mubanga

Miss Deirdre Magai

Appendix C

I. Interview Questionnaires for Refugee Students studying at Makeni Skills Training Center

1. Name:.....
2. Sex:
3. Age:
4. Nationality:
5. For how long have you lived in Zambia?
6. What are you studying at MSTC?
.....
7. Before you came to the Center, did you know anything about the course that you are taking?
.....
8. Did anyone help you to choose your course?
9. Who helped you to choose?
10. Why are you studying this course?
.....
.....
.....
11. Do you face any problems in pursuing the course?.....
12. What problems do you face?
.....
.....
.....
.....

13. 13a. Where do you intend to work after you have completed your studies?

.....

13b. Give reasons for your answer:

.....

.....

14. Who will benefit from your work?

.....

.....

.....

II. How will they benefit?

.....

.....

.....

III. Give 5 ways of how you're going to market your goods and / or services:

.....

.....

.....

.....

.....

1. Where will you market them?

.....

.....

II. Interview Questionnaires for Instructors at Makeni Skills Training Center

- 1.Name:
- 2.Professional Qualifications:
- 3.Course(s) offering at MSTC:
- 4.Duties:
- 5.How do you ensure that your duties are carried out effectively?
.....
.....
.....
- 5a. Do you feel that your services are appreciated?
.....
.....
.....
.....
.....
- 5b. Explain your answer above:
.....
.....
.....
- 6.Do you face any problems concerning your work?
- 7. What problems do you face?
.....
.....
.....
- 8. How do you try to solve them?
.....
.....

.....
.....

9. Are your students free with you?

9b. Explain your answer above:.....

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

10. Do your students share their social /academic problems with you?

.....

11. How do you deal with those with problems?

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

12. What do you do if you discover that you cannot solve the problems?

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

13. How well do your students communicate in English?

.....
.....

14a. Do you think that their level of communication affects their productivity once they are in the field?

14b. How?

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

15.Suggest ways(other than teaching English in class) that could help teh to communicate more effectively:

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

16a. Do you think the refugees use the skills that they are taught at the Center?

.....

16b. Explain your answer above:.....

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

17. How can the Makeni skills Training Center graduates who are practicing their trade be assisted to enhance self-sustainance?

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