

# NACRE

JULY 2023

**FROM FRAGILITY TO RESILIENCE**

**PRESENTED TO**

THE GENEVA GRADUATE INSTITUTE

**PRESENTED BY**

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THE GENEVA  
CHALLENGE  
2023

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# ABSTRACT

In the recent past, there have been a lot of talks regarding loneliness. Despite living in the social media era where there is ease of information sharing and improved means of communication, it has been noted that a lot of people are experiencing loneliness brought about by social isolation, displacement, adverse climatic conditions, and insecurities. You would think it is weird that there are reports of young people experiencing loneliness despite the ease for most of them to download social apps and connect with people from all over the world. A previous study has shown that young people between the ages of 18 to 39 experienced higher levels of emotional loneliness, despite using more types of social media. (1)

On the other hand, feelings of loneliness have also been perpetuated by climate anxiety, especially in areas prone to natural disasters. It is impossible to talk about loneliness without talking about social isolation. The uncertainty and concerns around adverse climatic conditions such as floods and earthquakes contribute to increased instances of social isolation and loneliness. According to the Terror Management Theory, feelings of uneasiness brought about by climate insecurity are associated with loneliness and perceived social isolation. (2)

Our focus will be on the challenges of loneliness experienced among young refugee adults residing in the Kakuma Refugee Camp and how combating the effects of climate change, cultural prosecutions, and civil wars will help tackle this issue. Our program addresses the problem of loneliness in a multifactorial way, by providing opportunities for refugees to collaborate with others in their community while learning new skills to improve employability that will also benefit the greater environment.

## OUR TEAM

### MPH CANDIDATES

### UNIVERSITY OF EDINBURGH

ELELETA ABAY



Eleleta is a medical doctor and a public health practitioner with expertise in research-based program design, development and coordination across health systems in LMIC setups. She has spearheaded and collaborated on health systems and social innovation projects with several regional and global organizations.

SAFIYA CUMMINGS



Safiya is a physician with a background in respiratory medicine and invaluable experience in her country's COVID response unit. With a deep interest in climate change and health, Safiya serves as a co-chair in the sub group for integrating climate change into public health initiatives within the Global Consortium on Climate and Health education, actively advocating for the advancement of health education in this critical field.

MARY EKWE



Mary holds a PharmD degree from the University of Benin, Nigeria, and is currently a master's student of public health at the University of Edinburgh. She is currently an Oncology Pharmacist at the National Hospital Abuja. Mary is a Dominican Sister (Order of Preachers) and a member of the governing council of the congregation. She has a love for nature and enjoys living simply.

MADELINE KING



Madeline is an infectious diseases clinical pharmacist in the US. She works for a health system in New Jersey to implement outpatient antimicrobial stewardship. She has worked in rural clinics in Bolivia and Guatemala and was an assistant professor of pharmacy for 6 years. She just completed her first year of the MPH program at the University of Edinburgh.

AMANDA WANYONYI



Amanda is a Mental health advocate and a registered Associate Counseling Psychologist in Kenya. She currently runs a mental health initiative that aims to promote children and adolescents' mental health by promoting self-expression through the use of creative processes.



# NACRE

## FROM FRAGILITY TO RESILIENCE

Nacre, named after the Greek word for "mother of pearl," symbolizes the transformative power of refugees. Despite the challenges they have faced, refugees have a critical role to play in society. Nacre, an NGO dedicated to supporting refugees, recognizes the obstacles they encounter and provides resources, guidance, and support. Through educational programs, counselling and mental health support services, and other forms of assistance, Nacre helps refugees to unlock their potential, gain new skills, and better understand their host communities. By supporting refugees, Nacre is helping to build a safer, more equitable, and humane global society. The organization embodies the resilience and strength of refugees like Mother of Pearl, reminding us of the precious value of all refugees and their potential to grow and flourish with support.



# MISSION AND VISION



## Mission

Our mission at Nacre is to empower refugees through education, providing them with the necessary skills to gain employability and contribute to positive change in their communities. We work towards creating resilient communities by offering increased mental and social support to our clients, helping them to prosper and thrive despite their experiences.

## Vision

At Nacre, we envision a world where refugees have the opportunity to overcome adversity and achieve self-sufficiency, transforming their communities into resilient and prosperous places. We believe that through education, employability, and community support, refugees can rise above their circumstances and become agents of positive change.



# INTRODUCTION

According to the United Nations High Commission for Refugees (UNHCR), approximately 89.3 million individuals have been forced to flee their homes globally. Of these displaced individuals approximately 27.1 million are refugees.(3) As the trend of social displacement due to social and environmental disturbances increases there is an increasing demand on public health and social support systems to develop innovative ways to support the affected population at large.

Amidst growing violence and deteriorating social conditions in South Sudan, there is an increase in refugees seeking asylum from their native homes. Currently, approximately 4.3 million individuals from South Sudan need humanitarian assistance from, of which about 2.3 million are displaced refugees who fled to neighbouring countries such as Ethiopia, Kenya, Sudan, and Uganda. (4)

Approximately 80% of these South Sudanese refugees are women and children. This vulnerable population is at risk of violent attacks and sexual assault while attempting to leave South Sudan. On arrival to other places of refuge, they are usually subjected to living in camps with limited access to necessary living resources. Within some regions such as Kenya, children only have access to primary education within their refugee camps. Adults living in conditions without access to jobs and unable to earn and acquire bank accounts lead to chronic dependency on social aid, and can subsequently lead to depression and anxiety. (5)

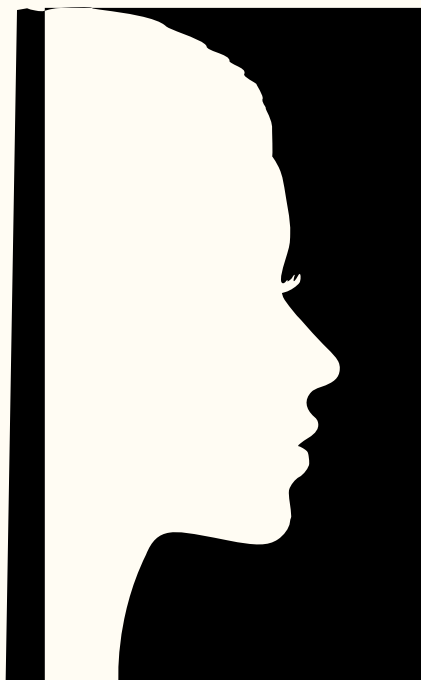
On exploration of South Sudanese culture, the concept of mental healthcare is rudimentary, and hence signs and symptoms of mental health deterioration may be missed unless they manifest with concurrent physical symptoms. Suicidality runs high amongst South Sudanese refugees alongside other mental conditions such as depression, anxiety, insomnia, and post-traumatic stress disorder. Despite strong religious beliefs and an acceptance of “God’s will,” the growing exposure to trauma and subsequent hopelessness for the foreseeable future has left this entire community of South Sudanese Refugees lonely. (3,5,7)

Loneliness is a distressing feeling accompanying the perception that one’s social needs are not being met by the quality of one’s social relationships. One can be alone and not lonely, while one can have strong social connections and feel lonely. While the concept of loneliness has been predominantly ascribed to individuals, loneliness can be experienced by a community. In this example, the South Sudanese refugee population is alone and lonely. (6,8)

Our project proposes empowerment through educational attainment and upskilling, for improved employability and increased psychosocial support as drivers for hope, positive societal change and reduction in loneliness in a targeted refugee population.



# INSIGHT



“I can’t possibly tell what’s worse, losing your home, school, everything you’ve known, or friends.” Said a beautiful 21-year-old refugee, name withheld who resided in Kakuma Refugee Camp in the Northwestern region of Kenya. She had lived in the camp for over 5 years, having fled the country due to poverty, and constantly rising clan feuds all brought about by climate change. She thinks of herself as one of the lucky ones to have made out alive, as the same cannot be said about most of the people she grew up with, including friends and family members. Kakuma camp is located on the outskirts of Kakuma town, the headquarters for Turkana West District in Turkana County, Kenya. “It has been very lonely. I feel like I do not belong. I have tried making friends, but it does not feel the same. I wonder if it ever will.” She muttered as she politely smiled.

## PROBLEM DESCRIPTION

The current situation in Kenya highlights a critical issue associated with the country's approach to temporary care for refugees residing in four of the world's largest refugee camps. Unfortunately, the existing system has resulted in substandard conditions for these vulnerable individuals who heavily depend on aid. Moreover, refugees find themselves trapped in a distressing predicament, being forced to spend an average of 27 years in exile without any prospects of obtaining a permanent status or a place to call home. Consequently, this protracted displacement is leading to detrimental consequences such as mental illness, exploitation, eroded social identity, and a severe lack of opportunities. (9)



# OUR SOLUTION

In our project, we wish to address the loneliness of the South Sudanese Refugees as a collective unit, starting with the refugee population within camps in Kenya. We propose to generate a six-month education program for South Sudanese refugees equipping them with work-study skills and educational background to enable employability within the climate change sector with on-floor agents supporting employment and financial stabilization of graduates of this program in six-month cycles.

These graduates will also be asked to provide tutoring sessions and community support to children within the refugee camps between the ages of 5 and 16 to educate the upcoming generation and stand as a beacon of hope for a brighter future.

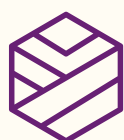
Individuals enrolled in our program will be connected with mental health providers and advocates. Throughout their time in our program, they will be supported by volunteer psychologists, doctors, and educators to reinforce their growth. Our graduates will also be trained in mediation and psychological support skills to combat their internal trauma and equip them with skills to support the mental health teams within their camps.

To promote good health and well-being, one of our key activities is the creation of peer psychosocial support groups with a focus on Group Model Management. Through this, we hope to equip refugees with mental health and psychological first aid skills that they can use to help provide mental health services to others.

Participants in the program will be trained and certified. In our pilot group, we hope to connect 100 refugees with various mental health practitioners who will train and equip them with various skills. This will then be evaluated to ascertain their capacity to provide psychosocial support to younger refugees facing various challenges. When successful, more of them will be trained to increase the efficiency and effectiveness of service delivery to promote mental health and wellness.

In this system refugees will fortify their socioeconomic status by learning valuable skills and knowledge related to climate change, whilst reinforcing the mental health and social needs of their communities forging increased social connections and mitigating the effects of loneliness within the refugee community as a whole.

In the future, we wish to enhance this program to be available to the global refugee community as an NGO named Nacre.





# NACRE

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## PRIMARY PROJECT PROPOSAL:

### PHASE 1: CLIMATE CHANGE EDUCATION FOR EMPLOYABILITY 6-MONTH CURRICULUM

#### **Introduction:**

This project proposal is aimed at providing climate change education for employability, designed to empower refugees in the Kenyan Kakuma camp with knowledge, skill, and know-how that will prepare them for the emerging green economy. Climate change remains a global challenge, and its effects trigger social and economic disruptions, which threaten global well-being and economies. The rationale behind this project is to equip young refugees with the necessary knowledge and skills to tackle and adapt to climate change while providing opportunities for sustainable livelihoods and employability in the emerging green economy. Additionally, mental health and mediation skills will be incorporated into the curriculum to address mental health concerns and enable graduates to contribute back to their communities as mentors, mediators, and counsellors. Lastly, this will help to combat loneliness by bringing people together for a united cause.

#### **Project Objectives:**

- To provide training and education on climate change awareness and adaptation for refugees.
- To develop employability skills amongst youth in the field of climate change such as data analysis to interpret complex climate data to identify patterns and trends to predict the future and inform policy decisions and mitigation strategies.
- To encourage innovative and sustainable business opportunities in the emerging green economy.
- To develop a connection between learning and working through project-based internships, mentorships, and support systems.
- To provide mental health support and train refugees on mediation skills and counselling to improve the provision of mental care support within refugee networks

#### **Target Beneficiaries:**

The project will be tailored toward young refugees aged between 18-35 years who are interested in taking up careers and entrepreneurship opportunities in the field of climate change.



**Project Strategy and Activities:**

The project will be implemented through a six-month curriculum, segmented into three stages. The first stage of the curriculum will comprise classroom sessions and practical training that will run for three months, providing in-depth knowledge on climate change, its causes, and its effects on individuals, communities, and the world. Through the classroom sessions, participants will also learn about existing policies, regulations, and best practices required to mitigate the impacts of climate change such as protecting and restoring the ecosystem by afforestation to help sequester carbon dioxide.

**Educational activities:**

Our educational sessions on climate change will be led by a member of our team. Adults in the Kakuma camp will be recruited by flyers passed around the camp, and word of mouth from local leaders. Interested people will attend an introductory session led by members of our team which will discuss the goals of the program and expected outcomes. We will also discuss the benefits, such as employability and social inclusion. Those who are interested after the introduction session will sign up at that time (by 2 weeks prior to the initiation of the program). In this first stage, we will only accept 100 participants so that it remains manageable. If more than 100 participants sign up, we will randomly select 100 for the first iteration of the program, and keep others on the list for future iterations. Participants will be placed into smaller groups that will work together throughout the 6-month didactic program as well as the 4-week project period following the lessons.

**World Health Organization Toolkit**

These modules by the World Health Organization contain background information on climate change in addition to details about all aspects of the effects of climate change on health, and adaptation strategies. These resources are free and therefore will enable us to allocate more of our funding to personnel rather than to educational materials. The book containing these modules also has planned interactive activities that can be used when teaching learners in Kakuma camp. The book will be printed, and one book per group will be available to share, to cut down on paper usage. Everyone participating will receive a packet on climate literacy. See links below for both documents.

Toolkit: <https://www.who.int/publications/i/item/SEA-EH-585>

Climate Literacy:

[https://cpo.noaa.gov/sites/cpo/Documents/pdf/ClimateLiteracyPoster-8\\_5x11\\_Final4-11LR.pdf](https://cpo.noaa.gov/sites/cpo/Documents/pdf/ClimateLiteracyPoster-8_5x11_Final4-11LR.pdf)



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**Other interactivities created by the National Institute of Health and Environmental Sciences will be made available for groups to practice applying what they've learned.**

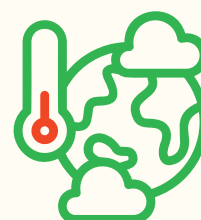
- *A Student Exploration of the Global Impacts of Climate Change on Human Health*
- *A Clinical Health Care Student Exploration of the Global Impacts of Climate Change on Human Health*

### **WHO Training Modules:**

- Module 1: Introduction to weather, climate, climate change and variability
- Module 2: Population Health and climate change
- Module 3: Policies & practice of mitigation & adaptation - Relevance to health
- Module 4: Assessment and prediction of the health impacts of climate change
- Module 5: Thermal extremes
- Module 6: Extreme weather
- Module 7: Vector-borne diseases and climate change
- Module 8: Water-borne Diseases and climate change
- Module 9: Food security and malnutrition
- Module 10: Air quality
- Module 11: Assessing health vulnerability
- Module 12: Adaptation to climate change
- Module 13: Mitigation and co-benefits
- Module 14: Health and the UNFCCC
- Module 15: Disaster risk management
- Module 16: Communicating climate change and health

The second stage of the curriculum will comprise of a four-week project-based internship program, which will allow participants to integrate their learning with real-life experience in the field of climate change adaptation. The adaptation projects will be focused on finding solutions to climate change-induced challenges faced by local communities.

The last stage of the curriculum, which is targeted at ensuring sustainable employability, focuses on entrepreneurship and business skills development. It comprises two months of intensive business skills and entrepreneurship training, providing participants with an opportunity to acquire the necessary business knowledge, support, and mentorship to launch profitable green businesses such as solar panel installation training or afforestation.



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## Expected Outcomes:

- Increased understanding and knowledge of climate change adaptation amongst beneficiaries.
- Participants are equipped with the necessary technical, entrepreneurial, and creative skills needed to excel in the emerging green economy.
- Increased engagement of beneficiaries in green businesses and entrepreneurship opportunities.
- Reduced unemployment rate amongst target beneficiaries.

## Conclusion:

The climate change education for employability curriculum project is aimed at empowering refugees with the knowledge and skills necessary to adapt and respond to climate change while providing opportunities for sustainable employment. It will leverage project-based internships, innovative sustainable business models, and entrepreneurial development to ensure that participants acquire the necessary technical and business acumen to launch profitable green businesses. Additionally, by engaging local communities in adaptation projects, the project would create a ripple effect that inspires change and fosters sustainable development.



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### SWOT ANALYSIS FOR PHASE 1

#### STRENGTHS

**Unique offering:** The integration of climate change and mental health programs sets this NGO apart from other organizations operating in the refugee support space.

**Employment opportunities:** By focusing on long-term employment, the NGO aims to provide sustainable livelihoods for refugees.

**Impact on loneliness:** bringing people together for a united interest and goal

#### OPPORTUNITIES

**Partnerships:** Collaborating with local and international organizations can enhance the capacity and reach of the boot camp programs.

**Government support:** Engaging with governmental agencies and policymakers can lead to increased support and funding for the initiatives.

**Scaling potential:** The model can be replicated in other regions facing similar challenges, allowing for expansion and greater impact.

#### WEAKNESSES

**Limited resources:** NGOs often face constraints in terms of funding and resources, which may pose challenges in implementing boot camp programs effectively.

**Cultural barriers:** The NGO must be mindful of cultural sensitivities and adapt the programs accordingly to ensure maximum participation and impact.

**Language barriers:** educational materials are currently only available in English and would need to be translated

#### THREATS

**Political instability:** The geopolitical situation in Kenya may pose risks to the stability and continuity of the bootcamp programs.

**Competition:** Other NGOs and organizations may offer similar programs, requiring differentiation and strategic marketing efforts.

### INDUSTRY INSIGHT FOR PHASE 1

Nacre's educational campaign would operate in the social impact sector, specifically targeting refugees in Kenya. This sector has seen increased attention and investment in recent years due to the growing concern for climate change and mental health. Additionally, the refugee crisis is a pressing global issue that requires sustainable solutions. By combining climate change initiatives and mental health support, the NGO can tap into the increasing demand for holistic support systems.



# NACRE

## FROM FRAGILITY TO RESILIENCE

### PESTEL ANALYSIS FOR PHASE 1

Refugees are defined and protected explicitly in international law.(10) They have fled their home country due to conflict, violence, persecution, climate injustices, and other factors. Their circumstances are always terrible, and they cross national borders for shelter and assistance. The 1951 Declaration's contents serve as the primary international benchmark against which all actions for protecting and treating refugees are measured. This protection stems from their essential human dignity. According to the UN High Commissioner for Refugees' 2017 Report, 65.6 million individuals were forcibly displaced globally due to various factors.(11) The Pestel Analysis Framework helps us understand how the political, economic, sociocultural, technological, environmental, and legal aspects affect refugees in their host countries.

#### POLITICAL

The Kenyan government enacted the Refugee Act in 2006,(12) but the country has been operating a de facto encampment policy since the early 1990s, requiring all refugees to live in camps in the semi-arid northern section of the country. Dadaab refugee camp in North-Eastern Kenya is one of the world's largest, oldest, and most populous refugee camps. Kenya's encampment policy violates refugees' fundamental human rights, according to the conceptual framework of the United Nations 1951 Convention Relating to the Status of Refugees (The Refugee Convention), the 1967 Protocol to the Convention, and the Organization of African Unity Convention Governing the Aspects of Refugee Problems in Africa.(10) The study found that Kenya's camping policy denies refugees rights.

Government policies and regulations regarding refugees and climate change initiatives can influence the operations of the NGO. Political stability and support are essential for long-term success and sustainability.

#### ECONOMIC

Kenya's new Refugee Act incorporates substantial policy changes regarding refugee economic participation, integration, refugee status determination, and the ability of refugees to contribute to Kenya's economy. Currently, refugees in Kenya have fewer opportunities to improve their financial status and contribute to the economy than Kenyans. Those in camps in Nairobi are more likely to have jobs and earn money than those in Kakuma. Refugees interviewed from Kakuma camp stated that if they were looking for employment, they would contact UNHCR or NGOs for opportunities versus asking family or friends. Those who work for these organizations do not typically receive a formal salary. Additionally, South Sudanese refugees in Kakuma camp are less likely to be employed than other nationalities. South Sudanese are also less likely to have access to essential utilities such as electricity and a mobile phone. (12)

According to the new Act, refugees "shall have the right to engage, either individually or in a group, in gainful employment or enterprise, or to practice a profession or trade where he holds qualifications recognized by competent authorities in Kenya." (14)

Economic conditions and funding availability can impact the NGO's financial viability. The NGO should consider cost-effective strategies to ensure the efficient use of resources.

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## PESTEL ANALYSIS FOR PHASE 1, CONTINUED

### SOCIOCULTURAL

According to the conclusions of a study, a mix of social and economic factors negatively influence Kenyans' sentiments toward refugees. Competition for scarce resources in impoverished semi-arid camp locations has fostered enmity between locals and refugees. Local host communities appear to despise refugees because they believe they are better off economically. This is due to the more significant number of private companies owned by refugees compared to locals, the free food and services offered to refugees, and the more significant number of work possibilities provided to refugees vs. locals, among other considerations. (5,13)

Cultural norms and attitudes towards mental health and climate change can influence the acceptance and participation of refugees in boot camp programs.(5) Sensitivity and adaptability to local customs and traditions are crucial for effective outreach and engagement.

### TECHNOLOGICAL

Technological advancements can be leveraged to enhance the delivery and impact of the programs. East Africa is growing as an innovation hub for agriculture and climate technology with accelerators such as Uganda Green Enterprise Accelerator and Kenya Climate Innovation Centre to support technological growth initiatives in the region. (16)

### ENVIRONMENTAL

As a result of rising waters, failing rains, and continuous drought, an increasing number of people are fleeing their homes and traditional means of subsistence. Climate refugees are projected to number over 10 million people worldwide. According to the International Federation of Red Cross and Red Crescent Societies, climate change disasters have surpassed war and persecution as the leading causes of population displacement. This dilemma is exacerbated in Africa, where agriculture provides income and livelihood for more than 80% of the population. The U.S. Agency for International Development (USAID) works to combat climate change in many ways, such as renewable energy (through Power Africa) and natural climate solutions. (15,17)

Focusing on climate change aligns with the growing global concern for environmental conservation. Utilizing sustainable practices and promoting eco-friendly approaches can reinforce the organization's mission.

### LEGAL

Compliance with local laws and regulations governing NGOs and refugee support programs is essential. Overall Kenya's legal framework highlights its progressive approach to climate change with coordinated National responses like the KCERT2050 carbon capture data analysis system. Additionally, the Kenyan Refugee Act has been updated in 2022 to facilitate increased employment and entrepreneurship opportunities for skilled refugees and recognition of Eastern African Community citizenship benefits for social and economic mobility opportunities. (14)

Regular monitoring and evaluation can help ensure adherence to legal requirements. Working with those who live and work in Kenya and are familiar with laws and regulations related to refugees is crucial for a sustainable, effective program.



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## INTERNATIONAL PROJECT PLAN

### EXECUTIVE SUMMARY:

Nacre is a non-governmental organization dedicated to supporting refugees by improving their access to education and counselling and sustainable employability. Our team aims to provide the necessary resources to refugees, enabling every refugee is obtain the opportunity and tools to break down barriers, overcome obstacles and achieve their full potential in life.

Our goals are to run sustainable and profitable programs, propose innovative ideas, support the community and create opportunities for refugees. Our primary focus will be on refugees who are displaced, experiencing poverty and who have a lack of social and educational resources.

### OBJECTIVES:

- To provide education and counselling to refugees and promote self-development, empowerment and resilience to change.
- To offer employability training such as solar panel installation training and support to refugees that will help them achieve sustainable employment and financial independence.
- To connect local communities and refugee communities through social events and language exchange programs.
- To advocate for refugee rights and support innovative and positive policy changes.
- To raise public awareness about the refugee crisis and the importance of supporting refugees.

### SERVICES:

**Education and Counselling:** Nacre will offer language classes, teach essential life skills such as resume writing, interview techniques, job-seeking and workplace skills and provide guidance and counselling to refugees.

**Employability Training:** Nacre will provide vocational training and job placement services for refugees. Our programs will promote practical work experience and exposure, leading to sustainable employment and financial independence.

**Community Engagement:** Nacre will organize social events and community outreach programs to connect local communities and promote social inclusion and cultural exchange.





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## ADVOCACY & POLICY:

Nacre will be an active advocate for refugees' human rights and work with governments to ensure that appropriate policies and legislation are in place to support their needs.

## MARKETING & SALES STRATEGY:

To promote the NGO, we will initially rely on social media and online advertising. Nacre will establish partnerships with local businesses, universities, clinics, fashion houses and refugee housing agencies to create awareness of our services and sponsor fundraising events. This will also allow us to learn what climate-friendly practices are already taking place and are sustainable.

Word-of-mouth campaigns will be important in increasing Nacre's visibility and facilitating strong relationships. Sales of refugee-written literature and refugee-made artwork and clothing will also be promoted on our website and auctioned to enhance economic support for this cause.

The gala affair will be the highlight annually in the form of a grand auction and fashion show aimed at raising charity funding for the organization and promoting visibility and increased exposure of refugee groups and their talent pools. This will also promote reusing clothing which helps in the fight against climate change.

## FINANCIAL PLAN:

Nacre will be funded through donations, fundraising events, government grants and volunteer organizations. Sustainable programs will be the primary source of revenue. We will create diversified income streams by developing partnerships with corporations that have similar interests and values.



The refugee crisis continues to worsen, as millions flee from their homes every year. Nacre is committed to providing these people with a practical and sustainable solution, helping them thrive in a new country. Nacre's vision is a world where every refugee is provided with equal opportunities to succeed. We will help achieve this vision through our education, counselling, and sustainable employability programs.



# SUSTAINABLE DEVELOPMENT GOALS

## OUR PROJECT WILL CLEARLY ADDRESS SEVERAL OF THE WORLD HEALTH ORGANIZATION SDGS:

### GOAL #3



- **3.4** By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

### GOAL #4



- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- **4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development

### GOAL #8



- **8.3** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- **8.a** an Increase in Aid for Trade support for developing countries, in particular, least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

### GOAL #11



- **11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- **11.5** By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to the global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- **11.c** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

### GOAL #13



- **13.1** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- **13. b** Promote mechanisms for raising capacity for effective climate change-related planning and management in the least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

UN General Assembly Economic and Social Council. Sustainable Development Goals. 2023. Available at: <https://sdgs.un.org/goals>



# PROPOSED TIMELINE

PHASE ONE:  
STAGED CLIMATE CHANGE EDUCATION FOR  
EMPLOYABILITY; 6-MONTH CURRICULUM FOR THE  
KENYAN KAKUMA CAMP

PHASE 2:  
COMMUNITY RE-ENHANCEMENT PROGRAM AND  
START OF CYCLE 2 FOR THE KENYAN KAKUMA CAMP

PHASE 3:  
WORLD REFUGEE DAY COMMUNITY CAMPAIGN

PHASE 4:  
GLOBAL LAUNCH WITH A GALA AFFAIR, AUCTION  
AND FASHION SHOW

PHASE 5:  
NEW CYCLE BEGINS FOR ANOTHER REFUGEE  
COMMUNITY



# PROPOSED BUDGET

Project and Initiative	Value	Percentage
<b>PERSONNEL COSTS</b>	6000	50%
<b>LEARNING MATERIALS AND EQUIPMENT</b>	1400	12%
<b>ON-SITE WORKSPACE/CLASSROOM</b>	2000	17%
<b>INTERNSHIP</b>	1500	13%
<b>EVALUATION AND MONITORING</b>	1000	8%
<b>TOTAL</b>	<b>11900</b>	<b>100%</b>

## Budget Breakdown:

- Personnel Costs: 6000 CHF
  - Project Manager: 2000 CHF
  - Climate Change Trainer and Facilitators: 1000 CHF
  - Field Experience Coordinator: 1000 CHF
  - Entrepreneurship Trainers and Mentors: 1000 CHF
  - Administrative Team: 1000 CHF
- Learning Materials and Equipment: 1400 CHF
  - Computers and Accessories: 750 CHF
  - Projector and Screen: 450 CHF
  - Learning Stationary: 200 CHF
- On-site Workspace/Classroom: 2000 CHF
  - Rent: 1500 CHF
  - Maintenance: 500 CHF
- Internship: 1500 CHF
  - Funding of two projects in a local community.
- Evaluation and Monitoring: 1000 CHF
  - Hiring of an external consultant for final evaluation.

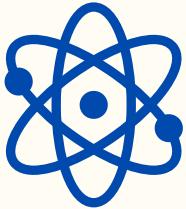
Total Budget: 11900 CHF

- Some costs will be subsidized by volunteer services from industry professionals and donations and this cost only reflects an average if all costs were applied.



# PROJECT ANALYSIS

## THEORETICAL ANALYSIS



This project embodies the human capital model theory by recognizing refugees as valuable human capital and fostering their growth. It offers climate change education for employability, aligning with the demands of the emerging green economy. By equipping refugees with knowledge and skills to address climate change, their employability and economic prospects are enhanced. The project also addresses mental health and mediation skills, enabling refugees to contribute as mentors and counsellors. By investing in their education and well-being, this project empowers refugees towards sustainable livelihoods and societal benefits.

## CREATIVITY



The creative scope of this project lies in its holistic approach to addressing the needs of refugees about climate change and employability. By incorporating sustainability education, human capital development, and mental health support, the project goes beyond traditional approaches and embraces innovative strategies. The project utilizes education and up-skilling to explore innovative training techniques, such as hands-on experiences, mentorship programs, and collaborations with green businesses, to enhance the employability of refugees in the emerging green economy whilst improving social integration thereby mitigating some of the effects of loneliness and social exclusion of refugees.

## CRITICAL THINKING ON TECHNICAL ASSISTANCE



**Identification of risks and vulnerabilities:** We recognize the existing gaps refugees experience regarding mental and social health support, as well as financial and social security both at the individual and community levels. Our program focuses on empowering refugees with a comprehensive approach to upskilling initiatives, offering certifications to enhance employability, and helping to facilitate networking with companies that are seeking skilled workers.

**Evaluation of available resources:** We aim to leverage donated resources to optimize the available educational materials and infrastructure to efficiently augment training capacities and growth prospects. In the face of climate change, it is crucial to assess the adequacy of shelter, access to clean water, sanitation, health care etc.



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## CAPACITY BUILDING

Nacre addresses the following areas of capacity building:

**Education and Awareness:** by helping the refugees to adapt to the impact of climate change by providing training programs that focus on strategies for adaptation and sustainable practices.

**Skill development:** providing them with vocational training programs that will aid them in the acquisition of skills necessary for mitigating and adapting to climate change such as renewable energy technologies e.g. solar panel installations training.

**Entrepreneurship and income generation:** by giving refugees the tools they need to establish ecologically responsible, climate-resilient companies, including business management training, access to capital, and mentorship to help them expand their operations.

**Community-Based Adaptation:** by enabling refugees to take part in locally driven climate change adaptation projects like afforestation. So that they can later participate in local decision-making processes and collaborate with other agencies of development and stakeholders of climate change initiatives.



## AGENCY OF DEVELOPMENT

Nacre is dedicated to empowering refugees as individuals and communities, enabling them to take an active role in shaping and driving their progress and growth, ultimately leading to transformative societal outcomes, especially in the following fields.



**Partnerships for development-** NACRE, as an agency of development, will engage in multisectoral partnerships with other agencies of development and relevant stakeholders, to promote its mission, and minimize its impact to the intended community. We believe through partnerships can we maximize our potential for impact and extend our outreach capacities.

**Promoting good health-** through our curriculum-tailored programs and the creation of peer psychosocial support groups, we aim to increase the efficiency and effectiveness of service delivery to promote mental health and refugee wellness.

**Catalyzing innovation-** through our specific detailed curriculum, we look to incorporate innovative methods refugees can learn to combat the impact of climate change on health while promoting interconnectedness and combating loneliness.



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## Appendix A: Contact Us



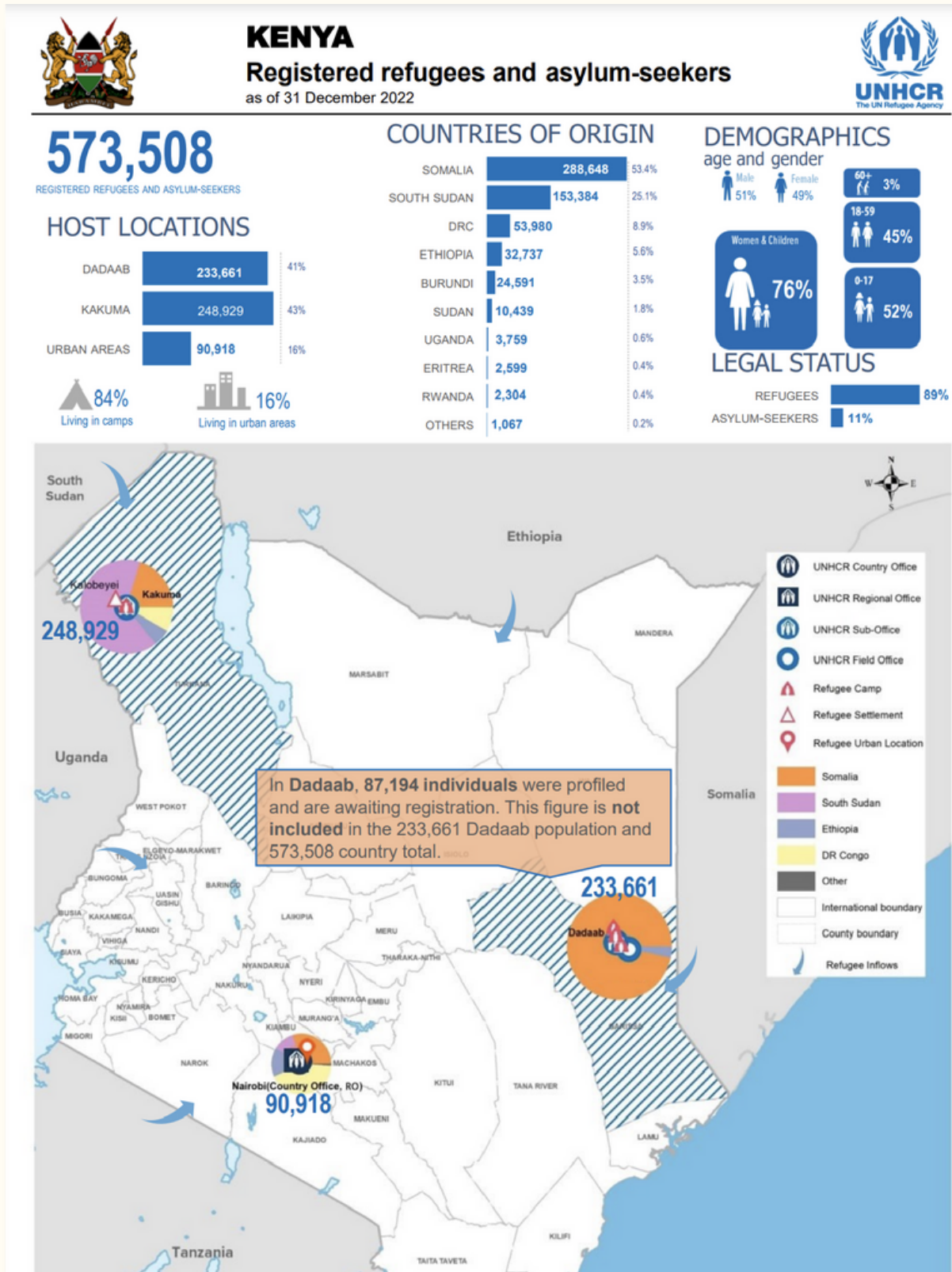
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# Appendix B: Refugee data in Kenya



<https://reliefweb.int/report/kenya/kenya-registered-refugees-and-asylum-seekers-31-december-2022>



# Appendix C: Health Promotion Flyer

## DON'T IGNORE CLIMATE CHANGE - MAKE A DIFFERENCE

Learn more about climate change and work with like-minded neighbors.

### WHO ARE WE?

**Nacre**



Organisation working with refugees to improve mental health and wellbeing by teaching new skills and bringing people together

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**Sustainable solutions**



We want to equip people with skills and knowledge to get jobs, lower anxiety related to finances, and raise happiness

### IMPACTS OF GLOBAL WARMING

**Global Temperature Increase**



Global warming causes an increase in the average surface temperature of the Earth, which can trigger harmful climate changes.

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**Intense weather**



More floods, hotter summers, colder winters, heavier rainy seasons

**COME TO OUR INFORMATION SESSION:**

**SUNDAY OCTOBER 1**



Learn about our program, our objectives, what we offer and decide if you are interested in working with us!

### BENEFITS OF OUR PROGRAM

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**1** Discuss climate change and start making a difference
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**2** Work with like-minded people in your community
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**3** Get connected with mental health professionals who can help combat loneliness

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