

ELIMU CONNECT

Where Dreams Begin to Walk

FilmAid Kenya

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APRIL MAGAZINE



The New Generation of Models Rising from Kakuma Refugee Camp

In Kakuma Refugee Camp, young girls are turning creativity into confidence. Inspired by global models who once walked the same dusty paths, they are daring to dream beyond the camp.



Editorial Team

Where Dreams Begin to Walk

There's something about education in Kakuma and Kalobeyei that you only understand when you've stood inside a classroom. You see a child arrive after walking through heat, wind, sometimes even flooded paths and still sit upright, ready to learn. You see teachers balancing their own responsibilities while showing up every single day for their students. You begin to realise that education here is not automatic it is chosen, daily.

This issue brings together stories that remind us of that choice: safer schools, mentorship circles, blended learning sessions, and young innovators stepping into STEM spaces. We see girls raising their voices and children putting down burdens to pick up books. These are not isolated efforts; they are threads holding a fragile system together, even as challenges continue to test its strength.

While we celebrate resilience, we must also ask harder questions: How do we reduce disruption, and how do we plan better? How do we ensure that learning is not interrupted by predictable challenges?

Elimu Connect exists to document these realities, the progress, the gaps, and the people at the centre of it all. If there is one thing this edition makes clear, it is this: 'Education here survives because people refuse to let it fail, and that refusal is powerful'.

Edition

Overview

From Dusty Paths to Runway Dreams 03

How young girls in Kakuma are turning creativity, confidence, and mentorship into global aspirations

Inclusion in Practice 04

Turning accessibility standards into action through community-led monitoring and advocacy

Beyond the Chalkboard 05

Bridging the health gap among educators in Kakuma and Kalobeyi through accessible medical outreach and support

Empowering Boys as Allies in Gender Equality 06

How engaging boys in Kakuma schools is supporting girls, improving Menstrual Health Management, and strengthening education for all

Drawing His World One Pencil at a Time 07

The origins of the first constellations date back to prehistoric times. Their purpose was to tell stories of their beliefs,

Where Every Learner is Inspired 08

How one teacher in Kakuma is transforming education through creativity, inclusion, and resilience

Restoring Hope Through Education 09

How inclusive learning programs in Kakuma are giving displaced children a second chance to learn and thrive

Where Creativity Comes Alive 10

Young artists in Kakuma are turning imagination into powerful expressions of learning and hope

Framing the Future 11

Young creatives in Kakuma and Kalobeyi capturing stories, building confidence, and exploring new possibilities

Opening Doors 12

How mentorship is empowering girls in Turkana to dream bigger and shape their futures

Why Men Must Be Central in GBV Discussions 13

Expanding the conversation to include men as survivors, allies, and agents of change

Honoring Strength and Resilience 14

Celebrating the life, sacrifice, and enduring legacy of a mother who shaped generations with courage and love.

Classroom Where Hope Refuses to Go 15

Teachers in Kakuma go beyond lessons to ensure every child's dream has a chance to thrive

Trivia Facts You Wish You Knew 16

Quick insights into Kakuma's people, places, and unique community structures

By Carolyn Njung'e

REFLECTIONS BY CAROLYN NJUNG'E

PHOTOGRAPHY BY THE KAMP

All eyes were on her. Harriet Alinoti! A young Grade 5 girl from Bright Primary School, barely eleven years old, stepped onto the runway during the Upcycled Street Fashion Experience held to celebrate International Women's Day in Kakuma Refugee Camp. With confidence in her stride and a quiet determination in her eyes, she walked past the cheering crowd.

Before she could even leave the stage, the audience erupted with applause and demanded a second walk. For many in attendance, it was clear that Alinoti had the spark of a promising future model. After the runway, I caught up with the young model for a quick chat. When asked about her dream, she smiled shyly before answering with quiet confidence:



Social entrepreneurs such as Miradede Collections, Pekee Models, I-Connect Kenya, Adela Peace House Innovations, Balwa Enterprises, Kakuma Sounds, and BYG Entertainment are playing a key role in nurturing these talents. Through initiatives like upcycled fashion shows, creative training, and mentorship programs, they create platforms where girls can build confidence, explore their talents, and develop valuable life skills.



Her presence on the runway reflected a growing dream among many girls in Kakuma: the aspiration to become models. In a place often defined by hardship, creativity has become a powerful outlet for self-expression and hope. For these young girls, modelling symbolizes possibility, confidence, and the courage to imagine a future beyond the boundaries of the camp.

Part of this inspiration comes from mentors like Adut Akech, Halima Aden, Mary Ukech, and Mabil Biliny, among others, who once stood where they stand today. Several models who began their journeys in Kakuma have gone on to carve out spaces for themselves in the global modelling industry, working with recognized brands like Vogue, Chanel, Prada, Fenty, Versace, Balenciaga, Couture, Elle, Palm Angels, IMG Models, and many more, sharing their stories beyond the camp. Their achievements have become a powerful source of motivation for younger girls who now see that their dreams are valid and achievable.

Importantly, these creative opportunities complement education interventions in Kakuma. When girls are encouraged to dream, create, and see pathways for their talents, they are more motivated to stay in school and pursue learning. Creativity, mentorship, and education together become powerful tools for empowerment. They ensure that the next generation of girls in Kakuma can walk boldly towards their future, both in classrooms and beyond the runway.

"When I grow up, I want to model on big runways across the world like Ukech and Adut."

Accessible Schools, Inclusive Futures

By Brian Daniel Omondi- Humanity & Inclusion Kenya



Refugee-led OPDs strengthen their role in championing accessible learning environments.

For many children with disabilities, the greatest barrier to education is not learning ability, but the school building itself.

Steps without ramps, narrow classroom doors, and inaccessible sanitation facilities can prevent learners with disabilities from attending school safely and with dignity. Addressing these barriers is a crucial step toward achieving inclusive education.

Recently, four Refugee-Led Organizations of Persons with Disabilities (OPDs) participated in a targeted training designed to strengthen their knowledge and advocacy skills on accessibility in learning institutions.



"Accessible schools mean accessible futures. When persons with disabilities lead accessibility efforts, inclusion moves from policy to practice."

Investing in the capacity of OPDs is not only about participation; it is a pathway toward sustainable inclusion. When persons with disabilities lead efforts to improve accessibility, the result is a more responsive, rights-based education system that benefits entire communities.

By strengthening the capacity of OPDs, the initiative aims to promote community-level monitoring of accessibility standards. It also increases accountability in school construction and renovation projects.

Empowered with knowledge and practical tools, OPDs are now better positioned to advocate for safer and more inclusive learning environments. This ensures children and youth with disabilities can access education on an equal basis with others.



Bridging the Health Gap among Educators in Kakuma and Kalobeyei

It's already April, have you gone for your yearly medical checkup? For many, this routine task is obvious, often covered by insurance. But for the teachers in Kakuma and Kalobeyei refugee camps, the reality is different. Approximately 90% of these teachers are refugees themselves, living and working without a safety net of medical insurance.

Recognizing this gap, the International Rescue Committee (IRC) launched the Community School Health Outreach. This intervention is a vital, decentralized effort designed to bridge the wellness gap by bringing comprehensive medical services and screenings directly to teachers.

HIV, SRH, TB, NCD screening, mental health, referrals



THE PROBLEM

This holistic approach empowers teachers through health talk sessions covering critical topics, including HIV, sexual and reproductive health, family planning, nutrition, and tuberculosis (TB), while offering private, one-on-one clinical consultations for health assessments. A key aspect of the intervention is screening for Non-Communicable Diseases (NCDs), HIV, Mental Health, and Gender-Based Violence (GBV), integrated with immediate Psychological First Aid and referral pathways to health facilities for advanced care.

WHAT WAS DONE

While conducting the activity, teachers are encouraged to participate in voluntary blood donation. This serves as a critical component for our medical facilities, where we encounter life-threatening complications, such as during childbirth. This act of service serves as a reminder that we all have a vital role in our community's survival



WHY IT MATTERS

By addressing both the immediate physical ailments and the underlying psychosocial stressors of the teachers, the intervention recognizes that teacher resilience is the fundamental prerequisite for a safe, supportive learning environment, ensuring they are mentally and physically equipped to guide learners within the high-stress context of refugee-hosting communities.

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Were it not for the activity, I would not have known I have high blood pressure. I will go to the facility on Monday to start medication. Thank you to the IRC team for this."

Empowering Boys as Allies in Gender Equality

By Tito Mise / JRS



Gender equality is not the responsibility of one gender alone. It calls for the active participation of both girls and boys, working side by side to break barriers and build inclusive communities. While much effort has rightly focused on empowering girls, involving boys as allies is proving to be equally transformative, especially in the area of Menstrual Health Management (MHM), a challenge that directly affects girls' confidence, attendance, and success in school.

In Kakuma Secondary Schools, this shift is already visible. Through the Empowering African Girls to Learn and Excel in School (EAGLES-K) project, Jesuit Refugee Service (JRS Kenya) has introduced gender responsive education that equips boys to stand with their sisters. Beyond providing menstrual kits, building incinerators, and improving facilities, the program trains boys to understand menstruation and support their peers with empathy and respect.

By engaging boys in these conversations, schools in Kakuma are fostering environments where both genders thrive. The impact goes beyond menstrual health, it strengthens education outcomes and nurtures a culture of respect, proving that when boys become allies, the path to equality becomes wider and brighter for everyone.

"We now know menstruation is normal. Supporting our sisters means supporting education for all." Student, Vision Secondary School "

SOLOMON'S DRAWING STORY

By Emily Ngugi/ Ki4BLI



MEET SOLOMON
Age: 13
Grade: 3
School: Light Academy
Dream: Teacher + Artist

Drawing His World One Pencil at a Time

The first thing you notice about Solomon is the quiet focus on his face when he is drawing. Seated at his desk with a pencil in hand, he leans over a sheet of paper, carefully studying what he wants to create before placing the first line. For Solomon, drawing is not something he rushes. It is something he enjoys

Solomon Onorio Mauris is a 13-year-old South Sudanese learner in Grade 3 at Light Academy. He started drawing when he was 10 years old, and since then, it has become one of the things he enjoys the most. Most of his drawings are inspired by the things around him. He enjoys drawing nature, his friends, and his siblings. Sometimes he observes something for a few minutes, then picks up his pencil and tries to draw it exactly the way he sees it



Sketch 1



Sketch 2



Sketch 3

Solomon's talent in drawing has been nurtured and encouraged by his class teacher, Mr. Patrick, who has become both his coach and one of his biggest sources of motivation. Through regular guidance and support, Mr. Patrick helps him refine his skills and push his creativity further. Solomon is especially gifted in observing details and accurately recreating what he sees, a strength that sets him apart among his peers

Beyond his artistic ability, Solomon is also highly active in school life and well respected by fellow learners. His confidence and sense of responsibility have earned him the position of school president. In this role, he represents other learners, participates in school activities, and demonstrates strong leadership qualities that make him trusted and admired within the school community.

For Solomon, drawing is not just a skill but a source of joy and self-expression. It allows him to communicate ideas and emotions in ways words sometimes cannot. Looking ahead, he dreams of becoming both a teacher and an artist, combining his passion for creativity with his desire to guide and inspire others. For now, he continues to practice and grow, embracing every opportunity to develop his talent.

“

Solomon is always very happy when he is drawing and is very expressive in his artwork. He also shows great promise in communicating through art and drawing because he is easy to coach and can draw exactly what he sees.”

Empowering Teachers for better Classrooms in Kakuma

By Cosmos Mbogo / LWF



In Kakuma Refugee Camp, classrooms often hold more than 100 learners, presenting unique challenges for teachers. For Maria Nyamal Mathok, a 25-year-old refugee teacher at Gambela Primary and Junior School, managing such large groups once felt overwhelming.

Maria's journey took a transformative turn through the **TeachWell Teacher Continuous Capacity Development (TCCD)** initiative, supported by the LEGO Foundation and Grundfos Foundation. The program equips teachers with practical skills in **Universal Design for Learning (UDL), Learning Through Play (LTP), and Social Emotional Learning (SEL)**, alongside mentorship, curriculum support, and opportunities for professional growth.

Currently, 300 teachers across Kakuma are benefiting from this initiative, strengthening their ability to deliver Kenya's Competency Based Curriculum (CBC) in inclusive and engaging ways.

For Maria, the training sparked creativity and confidence. "The three enhancements, UDL, LTP, and SEL, enabled me to manage my class despite the huge number of learners. Group work, discussions, and projects became central to my teaching," she explains.

By applying UDL principles, she now ensures that every learner, including those with special needs, participates meaningfully in lessons.

Beyond classroom practice, the program opened doors for Maria's professional advancement. She is now pursuing a Diploma in Teacher Education at Bishop Mahon Teacher Training College, deepening her expertise in CBC. "This change is remarkable, not only in my classroom but in my future and that of my family. It has boosted my passion as an educator," she says.

Field observations confirm the broader impact: teachers trained under TeachWell demonstrate stronger professional skills, collaborate more effectively with school leadership, and take on roles such as senior and lead teachers. For learners in Kakuma, the result is clear, a more inclusive, engaging environment led by teachers whose passion has been renewed.

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It was difficult to deliver content and manage the class. I struggled to design inclusive lesson plans..."

Unveiling the Treasures of the Southern Seas

By Michael O. Onyangoo / NRC



Problem

Children are among the most affected when conflict forces them to flee their homes. Their education is often disrupted, and many struggle with stress and trauma. In Kakuma refugee camp and the surrounding host communities, classrooms have become more than learning spaces; they are places of safety, stability, and hope.

Intervention

The Norwegian Refugee Council (NRC) has been at the forefront of ensuring that no child is left behind. Through inclusive education and psychosocial support services, NRC helps displaced learners rebuild their confidence and reconnect with their dreams. Central to this effort is the Accelerated Education Programme (AEP), designed for overage out-of-school children aged 10–18. With 12 AEP centres and two reception centres across Kakuma, Kalobeyei, and the host community, the programme offers alternative pathways for children whose learning was interrupted.

Impact

The impact is clear. **By 2025, more than 1,400 learners** had transitioned into formal schools, while enrolment drives in 2026 brought over **500 new learners** into AEP centres. NRC's collaboration with community organizations, parents, and school boards has been vital in identifying vulnerable children and opening doors to education.

Beyond academics, NRC integrates psychosocial support through the Better Learning Programme (BLP). Teachers trained in BLP techniques help learners manage stress, focus in class, and build emotional resilience. Clubs dedicated to social-emotional learning further strengthen well-being, while the provision of uniforms and learning kits ensures that both teachers and students have the tools they need.

Looking Ahead

These interventions are not only restoring education but also reshaping futures. Learners who once felt excluded now have the chance to dream again, and many are beginning to see education as a pathway to stability and opportunity. Parents and caregivers also report positive changes, noting that children are more motivated, disciplined, and hopeful about their future.

Looking ahead, NRC aims to expand its reach by strengthening partnerships with local organizations and scaling up teacher training. By investing in both academic and emotional support, NRC is building a model of education in emergencies that can be replicated in other displacement settings. The vision is clear: every child, regardless of circumstance, deserves the chance to learn, heal, and thrive.

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Belly breathing helps me calm down so that I can study well in class." A learner in Kakuma

- 1,400 transitioned by 2025
- 500 new learners in 2026 drive

KUZA KIDS: INSPIRING YOUNG ARTISTS

By Carolyn Njung'e / FilmAid Kenya



Where Creativity Begins After the Bell

On a warm afternoon after the final school bell rings, a different kind of learning begins in the compounds of Mogadishu and Unity Primary Schools in Kakuma Refugee Camp. Instead of textbooks and chalkboards, children gather with pencils, colored manila papers, and big imaginations, ready to turn blank pages into stories of color and creativity. Page after page fills with imaginative drawings, portraits, patterns, and scenes inspired by their surroundings. Each artwork reflects the voice of a child discovering the power of expression.



I recently had the opportunity to visit one of these art sessions after being invited by a group of passionate young volunteers from 'Kuza Kids', led by Coach Pacifique Buhendwa. The sessions bring together learners from different grades for art clubs held during games hour after the afternoon classes. What stands out most is how intentionally the group has created an inclusive space for learning. Students from lower and upper grades participate together, allowing older learners to guide and mentor the younger ones. The result is a vibrant environment of peer support, collaboration, and cross-learning where every child feels encouraged to express themselves.



Initiatives like these go beyond art to create safe, engaging spaces where learners can build confidence, practice teamwork, and strengthen critical thinking skills. For many children, creative activities also serve as a powerful outlet for expressing emotions and experiences that may be difficult to put into words, helping them feel seen, heard, and supported.



Recognizing the impact of such grassroots efforts, FilmAid collaborates with Refugee-Led Organizations through the TeachWell Project to promote playful and inclusive learning approaches. One example is the use of wall murals in schools, which transform ordinary spaces into vibrant learning environments that communicate messages about education, wellbeing, and positive values, encouraging children to engage with ideas in a visual and meaningful way.

This is why nurturing artistic talent from a young age is so important. The creativity seen in these art clubs today can grow into powerful skills tomorrow that help young people communicate ideas, tell stories, and contribute positively to their communities.

Watch the story on YouTube
[YouTube Video](#)

Framing the Future

Beyond the Classroom

By Lauren Edukon / FilmAid Kenya



There's something powerful about seeing the world through a lens, especially when that lens is filled with curiosity and creativity. The setting?

A lively trade fair and market day organized by the World Food Programme for traders and exhibitors across Kakuma Municipality and Kalobeyei Settlement.



Supported under the PROSPECTS 2.0 project by UNICEF, with funding from the Kingdom of the Netherlands, 18 young creatives who are part of school-based film clubs nurtured by FilmAid Kenya and drawn from 5 schools namely Kalemchuch Primary, Kalobeyei Settlement Primary, Kadugli Primary, Kakuma Refugee Secondary, and Brightstar Integrated Secondary School, recently stepped out of their classrooms and into the real world for an outdoor learning experience.

For many of them, this was their first time photographing a live event. The excitement was visible and the occasional smile after capturing what felt like the perfect shot. Guided by FilmAid Kenya mentors and School Patrons, they practiced framing, composition, and storytelling, turning everyday moments into meaningful visuals.



But the experience didn't stop there.

The learners also had a chance to showcase their own work! Photo portraits and mounted images from the 2025 interschool photography competition. Their pieces, displayed for the public to see, drew attention and admiration from passersby. It was a proud moment indeed, one that made their efforts feel seen and valued.

"I am happy to see my photos here today",

Alise Asukuno, a Grade 9 learner from Kalobeyei Settlement Primary couldn't hide her joy after spotting a portrait she had taken the previous year displayed, echoing what many of the learners felt. It wasn't just about the picture, it was about recognition and growth.

These moments are what PROSPECTS 2.0 is all about, connecting learning with real-life experiences. Through platforms like film clubs, learners in Kakuma and Kalobeyei are not just gaining skills, they are finding their voices, building confidence, and imagining new futures.

Opening Doors: How Mentorship is Changing Girls' Futures in Turkana



By Caroline Kuria / WIK



In Turkana, classrooms at Our Lady's Girls, Katilu Girls, Lodwar Girls, Lomil Girls, and Bigheart Foundation Girls recently came alive with something rare but often scarce- possibility.

For girls in form 3 and 4, the career mentorship sessions under the Skills4Girls project were not just another school activity; they were gateways into a world of possibilities in STEM (Science Technology Engineering and Mathematics).

More than 250 girls participated in the sessions, engaging with mentors, asking insightful questions, and exploring career paths that once felt distant or unattainable. What stood out was not just their participation, but their transformation. According to post-session surveys, 70% of the girls reported renewed confidence in pursuing STEM-related careers and leadership roles.

"This mentorship opened my eyes to careers I never thought were possible for me. I now believe I can become an engineer," said one student, her words capturing the spirit of the day.

By the end of the sessions, students who had once been hesitant were now articulating their career aspirations, daring to dream big, asking critical questions and envisioning themselves as future scientists, innovators and leaders.

//

This mentorship opened my eyes to careers I never thought were possible for me. I now believe I can become an engineer," said one student, her words capturing the spirit of the day.

THE POWER BEHIND THE CHANGE

In a region where educational challenges and high dropout rates persist, initiatives like Skills4Girls serve as both motivation and intervention. Evidence shows that mentorship programs can reduce school attrition by up to 30%, particularly when they provide role models and practical pathways into fields like STEM, where girls have traditionally been underrepresented.



Implemented by Windle International Kenya (WIK), the program is part of a broader commitment to ensure that girls in Turkana are not left behind in the global shift toward knowledge and innovation-driven economies.

Why Men Must Be Central in GBV Discussions

By Sam Odhiambo/ FilmAid Kenya



Problem

Gender-based violence (GBV) is often discussed as a women's issue, yet men must also be highly considered. Men are not only potential perpetrators but also survivors, allies, and agents of change. Excluding them risks leaving gaps in prevention and response.

Why men matter

Across communities, men face GBV in different forms; sexual violence in conflict zones, domestic abuse, and harmful cultural expectations that silence vulnerability. In refugee settings, boys and young men have reported exploitation, but stigma often keeps them quiet. In workplaces, men who challenge toxic masculinity or advocate for equality may face ridicule.

Solution

Engaging men meaningfully helps dismantle harmful norms and creates safer spaces for all. Programs involving fathers in positive parenting, male mentors in schools, and men as advocates against violence show that when men are part of the solution, communities change faster. As one activist reminds us: "Ending GBV is not about women versus men, it is about all of us standing together against violence."

Considering men in GBV discussions ensures inclusivity, strengthens prevention strategies, and builds a culture where both women and men can thrive free from violence.

//

Ending GBV is not about women versus men, it is about all of us standing together against violence"

HAPPY INTERNATIONAL WOMEN'S DAY!

By Carol Onyango / JRS

honoring

The Iron Lady : Mama Collete



On this International Women's Day, I honor Collete, Nyar Sakwa, The Iron Lady. She raised six boys and one girl with resilience that could not be negotiated. Our father provided from afar, but our mother built the character of those who stepped into those opportunities.

Under the scorching sun she sold groceries, later mitumba. When exhaustion whispered, she refused to listen. And when life pressed hardest, she sang: "Madimiya teko adhigo nyime wuoraaa, mago mag pinyini to biro rumo wuora." Her song was prayer, prophecy, and strength.

At home, equality was lived daily. Boys and girl alike cooked, cleaned, and carried responsibility. Discipline was firm but protective

"Asiyefunzwa na mamaye hufunzwa na ulimwengu." She shaped us before the world could shape us harshly.

Now, in adulthood, we see her firmness as protection, her fairness as wisdom, her consistency as love. Retired in her rural home, she rests more than she runs, surrounded by the seven children she raised with tough love, now carrying her with special love.

Mama Collete, your song lives in me. It gives me hope for tomorrow. You are my icon of strength and resilience.

//

She did not just raise children, she raised testimonies."

A CLASSROOM WHERE HOPE REFUSES TO GO

By Joel Bizimungu

Every morning in Kakuma Refugee Camp, teacher Mary scans her classroom, not the chalkboard, not her lesson plan, but the desks. In overcrowded rooms where three or four children squeeze into seats meant for two, every desk matters. Yet one by the window remained empty last year. It belonged to Daniel, a boy who had stopped coming to school.

Like many children in refugee camps, Daniel's family struggled, and he spent his days helping them survive. His education dream faded. But Mary noticed. Teachers always notice the quiet ones, the missing ones. "Every child who drops out leaves a dream," she thought.

One afternoon, after the last bell, Mary walked through Kakuma's dusty streets to find Daniel. She discovered him sitting outside a shelter with his siblings. At first, silence. Then she asked softly, "Daniel... Do you still want to learn?" After a pause, he nodded. The next morning, the empty desk was filled again.

Such stories repeat daily in Kakuma and Kalobeyei. Teachers extend beyond the classroom, searching for lost students, reminding them of their dreams.

In overcrowded, under-resourced schools, they remain keepers of hope, motivating the discouraged, believing in children who doubt themselves, and ensuring education continues despite hardship.

To all teachers who refuse to give up on their students, we say thank you. Your work restores dreams to classrooms, and one day, the Creator will honor the hope you have kept alive.

//

Every child who drops out leaves a dream,"



TRIVIA FACTS YOU WISH YOU KNEW

The only Somali woman playing basketball in Kakuma camp is 25-year-old refugee Saido Omar Noor. She breaks barriers and inspires girls in her community through the sport.



Kakuma is divided into four zones. Known as Kakuma 1, 2, 3, and 4, each zone has its own schools, markets, and health facilities.

City-sized population.
Kakuma and Kalobeyei together host more than **250,000 + people**, making them larger than many Kenyan towns.



APRIL MAGAZINE



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Acknowledgments



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Multimedia Manager

Peter Gitau

Multimedia Producer

Rickton Mukunga

Multimedia Officers & Trainers

Sam Odhiambo

Lauren Edukon

Community Engagement Officer

Carolyn Njung'e

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Susan Nakong

Ramadan Kuchman (Chichi)

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Next issue Preview

SHARE YOUR STORY WITH US

samodhiambo@filmaid.org

cc

rmukunga@filmaid.org