ELIMU CONNECT

Beyond the classroom

FilmAid Kenya

Inform. Engage. Inspire.

September 2026 Edition



Kakuma Young Innovators

Refugee learners from Kakuma take their stem innovations to the National stage, gaining confidence, exchanging ideas and discovering their potential to shape technological future

Letter from the editor



FilmAid Kenya
Inform. Engage. Inspire.

ONE YEAR. TWELVE EDITIONS. AND A LOT OF STORIES

There was a simple question at the beginning of this. How do we get everyone working in education across Kakuma and Kalobeyi in one room without actually needing to get everyone in one room? We had meetings, of course. Plenty of them. But sometimes you leave a meeting knowing that everyone is doing important work and still wondering what, exactly, everyone else is doing. And there was another side to it.

Partners had stories. Good stories. Stories about learners, teachers, school, ideas, challenges, creativity and the things happening every day. The question was simply: How do we get those stories out there? That was where Elimu Connect began. The original thinking was modest. Let's try one edition. See how it goes. If it works, perhaps we do another one. Maybe quarterly. Then we started asking people what they had. And that was when we discovered the problem was not a shortage of stories. There were stories everywhere.

They were sitting in archives, photographs, reports, people's phones, classrooms and conversations. They were in the experiences of teachers and learners and, quite literally, in the hearts of the people doing the work. More importantly, they were happening every single day. So we made what, in hindsight, was probably the best decision we could have made. We went monthly. And twelve editions later, here we are. What started a ˆ way of bringing stories together quietly became something more. It became a way of helping us know each other better.

A partner could open an edition and discover what another partner was doing in education. Someone could see a connection they had not noticed before. A story could speak an idea. An idea could lead to a conversation. A conversation could open the door to collaboration. Simply, the education ecosystem began to feel less like a collection of separate organisations and more like a community of people who could actually see one another. There is an old Swahili saying: "Kaba na haba hajaza kibaba."

Little by little, the measure is filled. Looking back at the past year, that feels remarkably appropriate. One story became another. One edited became another. One contribution encouraged another. And, little by little, Elimu Connect became a record of the people, ideas and work shaping education in Kakuma and Kalobeyei.

CHEERS TO ONE YEAR!



Twelve editions.

Countless stories.

A stronger education community.

Here's to more stories ahead.

LETTER FROM THE EDITOR / CONTINUED



Of course, none of this happened without a little presure. Samuel, in particular, deserves special mention. Somewhere along the way, the ent was suories, and 11:59 p.m. always seemed to be getting suspicious, close to the deadline. But the stories kept get to be a moment of a stormage. Ween makes Elimu Connect what it is. t.c. ɪsɪnt חטאמייזינג ∫ חאגגאאטיינגפ חאגגאאטיינגט חוואטייסטאט. t is a place where you can see, near, small and feel education happening in Kakuma and Kalobeyei.

You can meet the learner. Hear from the teacher. Discover an idea. See what another organisation is doing. Understand a challenge. Find a possibility for collaboration. And, hopefully, come away knowing a little more about Kakuma not simply as a place on a map, but as. a a place full of young pacoegarnine, learning, imagining, creating and figuring out what comes next. There is also something special about doing this digitally.

Yes, we save a few trees along the way. But more importantly, a digital magazine does not have to stop. It is a pootan orna paaage, piecu, cór rtue płyoorrtcbe that help bring it to life. FCort toeeve months, partners have trusted us with theirtrty give us, find the story inside it, shape it into something people actually want to read nd, thought and meaning of the person who gave us the story. mairid everyone's story sound the same. It is about giving those stories somene's story so neet .er. Ám row we have reached a slightly strange moment.

One year. Twelve editions. It is worth pausing here. Not simply to say we made it, but to think about what it took to get here. The chasing, The writing, The photographs. The interviews. The last-minute submissions. The edits. The corrections. The late nights. The ideas that worked and the ones that did not. The people who kept responding when we asked for “just one more thing.”

There has been blood, sweat and probably a few tears somewhere in those twelve editions. There has also been a tremendous amount of good work. So, to everyone who contributed a story, a photograph, an interview, an idea, a correction, a contact or a last-minute deadline rescue thank you. This anniversary is yours too. But an anniversary is not only about looking back.
It is also a good moment to look forward.

We hope we can eventually sit together, properly, and celebrate this first year. But more importantly, we hope this milestone gives us an opportunity to ask a bigger question: How do we make Elimu Connect even better? How can it work better for the people who contribute to it? How can it tell the stories of education in Kakuma and Kalobeyei even more effectively? How can we make sure that the people who need to see this work — learners, families, partners, communities, donors and people far beyond Kakuma — actually find it, understand it and feel connected to it?

The first twelve editions are an experiment. Then they became a habit. And somewhere along the way, they became something else entirely: a record of a year in the life of education in Kakuma and Kalobeyei.
That is something worth celebrating. Because behind every edition are people who showed up, people who shared, people who created, people who taught, people who learned and people who believed their story was worth telling.
Now we know what is possible. The interesting part is finding out what we do with the next twelve. So, welcome to Edition 12. Welcome to our first anniversary. And to everyone who has been part of the journey thank you for helping fill the measure, one story at a time.

By the Creative Content Team / FilmAid Kenya

> Happy first anniversary, Elimu Connect.
> We made it.
> Now, let's see where the next story takes us.

FilmAid Kenya
Inform. Engage. Inspire.

TABLE OF CONTENTS

KAKUMA & KALOBYEI | Elimu Connect | overview

1 | More Than a Market: How Trade Days Are Rebuilding Communities in Kakuma refugee camp

2 | From Kakuma Classrooms to Kenya's National STEM Stage:

3 | If I Leave, Who Will Take Care of Him?

4 | Twenty Sick Children a Day: How One School Stopped a Malaria Outbreak Mid-Term

5 | The Scout and the Classroom

6 | The staircase that kept child out of school

7 | LIFE CAN BE BEAUTIFUL

8 | BRIDGING THE STEM GAP FOR REFUGEE LEARNERS

9 | Boys Are Falling Behind Too — and It's Time to Say So

10 | Trivia facts you wish you knew

More Than a Market: How Trade Days Are Rebuilding Communities in Kakuma refugee camp

By Carolin Osik / FilmAid Kenya / Supported by the World Food Programme (WFP)

In Kakuma and Kalobeyei, Market Days are growing into something bigger than buying and selling — spaces where local producers, traders and neighbours build relationships that outlast the day.







Nothing beats the feeling of making a sale. In Kakuma and Kalobeyei, that feeling is becoming more common — and more significant. Market Days, supported by the World Food Programme (WFP), FilmAid Kenya and partners, are growing into something beyond a weekly exchange.

They are becoming spaces where refugees and host community members meet, create business connections and gradually build local economic life.

Early signs are showing. Business linkages are forming. Sales are increasing. Local traders are promoting products made within the community, and trader groups are emerging to support each other's marketing and build stronger connections between producers and traders.

For a producer, a Market Day can mean a new buyer. For a trader, a new customer. For a consumer, better access to locally made goods. And for the wider community, one successful transaction can lead to another — turning a single sale into a relationship and a relationship into an opportunity.

Information is what makes it work. FilmAid Kenya connects communities to these opportunities through radio, WhatsApp, social media and direct outreach — spreading the word before, during and after Market Day and keeping the conversation going between events. Radio sparks the conversation; digital platforms carry it further. Direct outreach builds the relationships that turn awareness into participation.

The bigger picture matters too. Stronger local markets can connect producers directly with demand, diversify livelihoods and build the economic relationships that communities rely on as they navigate an unpredictable future. They also give local producers and traders visibility they rarely get elsewhere.

This is still early. But with every new trader, producer, customer and connection made, Market Day moves closer to what it could be: a community-owned space where local enterprise grows and self-reliance becomes less of an aspiration and more of a practice.

> **"For a producer, a Market Day can mean a new buyer. For a trader, a new customer. One connection can create another — turning a single sale into a relationship and a relationship into an opportunity."**

From Kakuma Classrooms to Kenya's National STEM Stage:

Refugee Learners Step Into the Spotlight



By Anita Mbuthia / WIK

What happens when young people from Kakuma are given the opportunity to take their ideas beyond the classroom and onto a national stage? They discover that their ideas belong there too.

During the last quarter, Windle International Kenya's Kakuma and Dadaab office supported refugee learners to participate in the 2026 Young Scientists Kenya (YSK) 9th Science & Technology Exhibition, held under the theme "Shaping Kenya's AI Future Using STEM."

A group of 12 secondary school students, accompanied by six teacher patrons, travelled to the exhibition to showcase their STEM innovations and interact with learners from across Kenya. For the students, the experience was about more than presenting projects. They explored other students' innovations, exchanged ideas, and experienced a new environment outside their usual school setting.

> **For Windle International Kenya, the experience demonstrated the power of equal opportunity and exposure, because when refugee learners are given a platform, they do not simply participate; they begin to see themselves as innovators.**



Seeing young people from different backgrounds presenting their work helped them recognise that they, too, have the ability and potential to contribute to Kenya's future in science and technology. The exposure also strengthened their confidence and self-esteem.

Teachers and facilitators encouraged them to participate, connect with others and embrace the opportunity. Although the students from Kakuma did not leave with the outcome they had hoped for, they left with something lasting: motivation. The students returned determined to improve their ideas, seek more support, and come back stronger.

If I Leave, Who Will Take Care of Him?

African Population and Health Research Center

By Farah Abdimallik, African Population and Health Research Center (APHRC)

A new APHRC study finds teachers in Garissa and Turkana holding schools together on commitment alone — and points to what would actually help



Photo credit: Farah Abdimalik

> **'There is a learner... every day he asks me to help him. If I wave, who will take care of him?'**
>
> Female teacher, Kakuma refugee camp

Ask a teacher in Kakuma why she stays and she will not mention her contract. She will tell you about one child.

"There is a learner... every day he asks me to help him. If I leave, who will take care of him?"

She teaches at Kakuma refugee camp. And she is not unusual. APHRC recently completed the TeachWell teacher well-being study, working across refugee camps and host communities in Garissa and Turkana. Its central finding is a contradiction that anyone who has stood in these staffrooms will recognise: over nine in ten teachers report strong professional commitment and a clear sense of purpose. Yet their overall well-being scores just 59 out of 100.

The report names it the high commitment-high strain paradox. Teachers stay — and stay devoted — while the ground beneath them gives way.

> **You have 150 or 200 learners... but only one textbook.**

> **"We didn't have soap... around a whole term."**

For women, the load doubles. Female teachers described managing classroom duties, childcare, household and extended family all at once — then spending their own money on learners' fees and sanitary pads. 'As female teachers we carry a lot,' one said in Turkana. Some face communities that question whether they belong in school at all. 'Wanaawake wanafaa wake nyumbani,' a teacher in Dadaab was told. Your place is at home

One finding upends expectations. Teacher voice — and whether staff are consulted and actually heard — reached 76% in refugee camp schools, but only 57% in host-community schools. The camps, for all their scarcity, listen to teachers better than many host-community schools do.

What makes the study useful, though, is what the analysis found when it asked which factors actually move teacher well-being. The answer was not age, gender, qualification or contract type. It was school climate: whether teachers feel prepared, recognised, supported by their administration, able to collaborate, and able to speak and be heard. These factors outweighed nearly every demographic characteristic measured.

That should change how we act. A head teacher who consults staff before deciding is doing well-being work. So is one who says thank you where others can hear it. One teacher put it plainly: 'You don't even think about what you earn... when somebody recognises you... you really feel good.'

Teachers proved quick to identify distress in themselves and their colleagues. But formal mental health support remains limited, partner-funded and rarely built into the system itself. The instinct is there. The infrastructure is not. The harder reforms still stand — certification, fair pay, employment security, professional development. No staffroom culture closes those gaps alone. But teachers have already supplied the commitment. The rest is ours.

> **You don't even think about what you earn... when somebody recognises you... you really feel good.**

Twenty Sick Children a Day: How One School Stopped a Malaria Outbreak Mid-Term

By Vincent Mageto / International Rescue Committee (IRC)

At the peak of the outbreak, Angelina Jolie Primary Boarding School in Kakuma was recording up to 20 sick learners a day. April 2026 brought heavy rains to Turkana County — and with them, a malaria surge that swept through schools across Kakuma. For boarding schools, the situation was especially acute: learners living, sleeping and studying in the same compound had nowhere to escape the mosquitoes that moved between dormitories after dark.



Teachers and administrators were managing sick children while trying to keep classrooms running. Attendance dropped. Instructional time disappeared.
Turkana County is one of Kenya's most disaster-prone regions, regularly hit by drought, floods and disease outbreaks that disrupt education long before they make the news. Malaria is a recurring threat. But recurring does not mean prepared.



The International Rescue Committee (IRC), through the crisis response arm of its TeachWell Project, acted quickly. The team carried out Indoor Residual Spraying (IRS) across classrooms, dormitories and offices to reduce the mosquito population inside the school compound. Treated mosquito nets were distributed to all learners and teachers — providing a critical layer of protection against night-time riles.

Staff to run health education sessions, helping learners understand how to identify symptoms early, protect themselves and reduce mosquito breeding sites around the compound.

Two weeks after the response, the school reported no new malaria cases.

That shift — from 20 sick children per day to zero new cases in a fortnight — meant learners were back in class and teachers could teach without the weight of daily health emergencies.
In a region where shocks are not exceptional but seasonal, that kind of response matters. The goal is not just to manage the next outbreak — it is to ensure that when one comes, schools can absorb it without losing months of learning in the process.

"When a malaria outbreak swept through Angelina Jolie Primary Boarding School in Kakuma, learners were falling ill faster than teachers could manage. What followed helped a school get back to learning.

The Scout and the Classroom: How Teacher Abel Teaches Through Play

By Michael Onyango / Norwegian Refugee Council (NRC)

NORWEGIAN REFUGEE COUNCIL

At Kalemchuch AEP, a teacher who grew up with scouting is using its drills, drills, songs and camping skills to help children who missed years of school finally find their footing.





Abel Makaye has been a scout since childhood. Today, he brings everything scouting taught him into a classroom where many of his students are encountering formal education for the first time — or returning to it after years away.

Abel teaches at Kalemchuch Accelerated Education Programme (AEP) in Turkana West, run by the Norwegian Refugee Council (NRC). His students are older than typical primary-school learners — children and young people whose schooling was interrupted by conflict, displacement or poverty. Getting them to sit, focus, participate and come back the next day requires more than ya curriculum.

Scouting, he has found, is the right bridge. "Scouting is fun and highly educative," he says. "The skills I have acquired help me to be a well-rounded citizen and an agent of positive change."

In practice, that means patrol systems that build teamwork, basic drills that sharpen listening and attention, and camping skills that connect directly to daily life — because a learner who builds with locally available materials is not just completing an activity, they are practising the creativity and problem-solving that life here demands.

On 22 February, the school marked Founder's Day with a session that ended in tree planting — a small, concrete act that tied learning to the environment. Songs like "Ya mchele mchele, supu na nyama ni tamu" bring energy and laughter into sessions that might otherwise feel heavy.

Lord Baden-Powell, who founded the scouting movement, called it "a game with purpose." For Abel's students — children reconnecting with learning after disruption — the game part matters as much as the purpose. They come back because it is engaging. They grow because the structure is real.

> **"Scouting is fun and highly educative. The skills I have acquired help me to be a well-rounded citizen and an agent of positive change." – Abel Makaye**

When the People Closest to the Problem Lead the Solution

By Shakhor Jock / WeCanLead OPD | Additional editing by Brian Daniel Omondi / Humanity & Inclusion (HI)



In Kakuma 4, an organisation of persons with disabilities is turning lived experience into advocacy — assessing schools, challenging stigma and insisting that inclusion means leadership, not just participation.

In Kakuma 4, the people who know the most about the barriers facing learners with disabilities are the ones who have lived them — and they decided to stop waiting for someone else to act.

WeCanLead Organisation of Persons with Disabilities (OPD) was founded in Kakuma 4 by people who know these realities from the inside — people who have faced inaccessible paths, narrow entrances, limited services, stigma and the everyday experience of being treated as problems to solve rather than people to hear.

WeCanLead's work is practical and direct. Members carry out school accessibility assessments, run disability awareness sessions, meet with caregivers and lead community dialogues to identify barriers and work toward solutions. Crucially, the same people living with disability in Kakuma are the ones leading these conversations — not as case studies or spokespersons, but as organisers and decision-makers.

"Persons with disabilities should move beyond being consulted about solutions to actively shaping and leading them." That belief is their founding principle.

The organisation also brings together teachers, caregivers, community leaders and persons with disabilities to discuss rights and challenge the attitudes that lead to exclusion. Anti-stigma work runs alongside practical advocacy because both barriers — physical and social — keep children out of school.



Partnerships with Humanity & Inclusion (HI), the Jesuit Refugee Service (JRS), United Disabled Persons of Kenya, Disability Justice and Mediation Africa and others provide technical support and strengthen the reach of WeCanLead's work.

Looking ahead, WeCanLead aims to expand across Kakuma and Kalobeyei — strengthening inclusive schools, supporting caregivers and bringing more persons with disabilities into the decisions that shape their community.

> ***"Persons with disabilities should move beyond being consulted about solutions to actively shaping and leading them." — WeCanLead OPD***

The Staircase That Kept a Child Out of School



In Kakuma, the barriers keeping learners with disabilities out of education are often physical — a missing ramp, a narrow doorway, an unsafe path. Removing them, says Humanity & Inclusion, is not a favour. It is a right.

By Brian Daniel Omondi / Humanity & Inclusion (HI)

Before a child with disability enters a classroom, the first question is often whether the classroom is ready for them.

In Kakuma, it frequently is not. A flight of stairs without a ramp, a narrow doorway, an inaccessible latrine, an unsafe pathway between home and school — any one of these can be enough to keep a child home. Not because they cannot learn. Because the building was not designed with them in mind.

.Accessibility is more than a construction standard It is about whether a child can arrive, sit, participate, use the toilet and return safely the next day. When those basics are missing, the barrier to education is not the child's disability — it is the school's design.

Marine Semichon, Humanity & Inclusion's Global Accessibility Specialist, says it directly: "Inclusive education is not about creating special spaces for a few. It is about removing barriers so that every learner can participate, belong and thrive in the same learning environment

Accessibility cannot be added once a building is finished. It must be built into the design from the start — into drawings, bills of quantities, procurement decisions and construction supervision. A ramp attached as an afterthought is often the wrong gradient. A latrine modified after construction is often the wrong size. Getting it right means thinking about all learners before the first brick is laid.

The gains reach beyond children with disabilities. Safer pathways, accessible sanitation, clear signage and learner-friendly layouts create better
caregiver for every child, every teacher and every caregiver who walks through tlin gate.

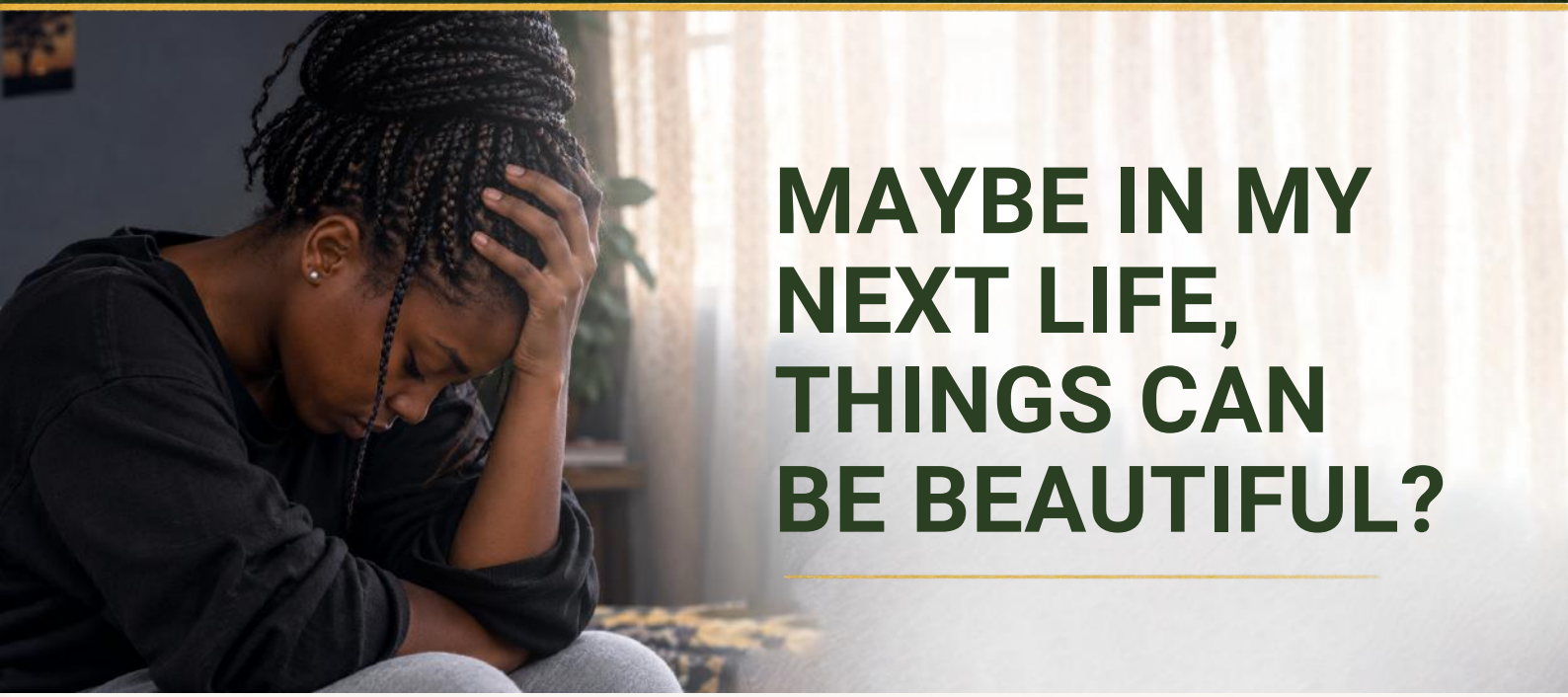
Every new classroom every refurbished facility is an opportunity to get this right from the beginning. The decision is made early — in the design room, not on the construction site.

> **"Inclusive education is not about creating special spaces for a few. It is about removing barriers so that every learner can participate, belong and thrive in the same learning environment."**
>
> – Marine Semichon, HI

LIFE CAN BE BEAUTIFUL

IT IS SUICIDE PREVENTION AWARENESS MONTH, I GOT YOU!

BY Carol Onyango/ Jessuit Refugees Service (JRS)



MAYBE IN MY NEXT LIFE, THINGS CAN BE BEAUTIFUL?

There are seasons when life becomes so heavy that we begin wishing for another one. A life where we are loved without having to prove our worth, where there is enough to provide for our children, where our careers make us proud, where our bodies feel beautiful, and where our minds finally feel like home instead of a battleéléll. Perhaps you have whispered, "Maybe in the next life, things will be better." But what if you don't need another life? What if this life still has room to become beautiful?

Young woman, your struggles do not define your worth. A difficult season is not a failed life. A delayed career is not a failed career. A relationship that ended does not mean you were unlovable, and struggling to provide for your family does not make you a failure. You are allowed to be tired. You are allowed to rest without guilt. You are allowed to ask for help. You do not have to carry everyone else's burdens while quietly breaking yourself. And never believe that someone's inability to love you properly means you are difficult to love.

Do not shrink yourself to keep people. You should not have to become quieter, smaller, prettier, easier or less ambitious to deserve love. Keep your dreams. Keep your friendships. Keep your voice. Keep to yourself. And, please be gentle with your body, it has carried you through heartbreak, motherhood, work, disappointment and survival. It is not a mistake that needs fixing.

When people leave, resist the temptation to make their departure a verdict on your worth. You can be left and still be whole. You can be rejected and still be worthy. You can lose someone and still find yourself. If your mind feels like a battlefield, give yourself permission to heal slowly. Healing may be setting one boundary, asking for help, walking away from what hurts you, forgiving yourself, or simply choosing to try again tomorrow. You do not have to rebuild your entire life in one day. Start somewhere.

Apply for the opportunity. Learn the skill. Make the call. Save what you can. Rest when you need to. Love again when you are ready. There are still chapters of your life you have not read, people you have not met, opportunities you have not discovered and versions of yourself you have not yet become. So, if you have ever prayed, "Maybe in the next life I will finally be happy," change the prayer. Say, "May I learn to believe that happiness is still possible in this life." You do not need another life; you need hope for this one, patience with yourself and the courage to begin again.

One day, you may look back at the woman who wished for another life and realize that she did not need a different life, she simply needed to believe that this one was not finished becoming beautiful.

"Your life is not a failed story; it is a story still being written."

THE LUTHERAN WORLD FEDERATION
World Service

BRIDGING THE STEM GAP FOR REFUGEE LEARNERS

BY MARVIN LUKULI

For many refugee learners in Kakuma and Kalobeyi, access to quality Science, Technology, Engineering and Mathematics (STEM) education can be limited by the challenges facing schools, teachers and communities. In partnership with UNHCR, LWF is working to strengthen STEM teaching and learning by equipping teachers with relevant skills, supporting innovative approaches in the classroom, and creating opportunities for learners to engage with STEM in meaningful and practical ways.

The initiative is helping refugee learners build the knowledge, confidence and problem-solving skills they need to participate in an increasingly technology-driven world. From teacher capacity-building to hands-on learning and community engagement, the focus is on ensuring that where a learner comes from does not determine their opportunity to learn, innovate and succeed in STEM.

Watch the video attached below to see how refugee learners are being given the keys to unlock new possibilities for their future.



Boys Are Falling Behind Too — and It's Time to Say So

By Sam Odhiambo/ FilmAid Kenya



Girls' education has received sustained and justified attention across Kakuma and Kalobeyei. But boys are quietly dropping out too — and the response hasn't caught up.

Walk past any gold mine near Kakuma and you will find young men who should be in class.

They left school because their families needed money, or because nobody came to find them when they stopped showing up, or because the pull of daily wages felt more immediate than the promise of a future qualification. They are not unusual. They are a pattern that education programmes in this region have been slow to name.

Girls' education has received sustained and justified attention — programmes focused on keeping them in school, protecting them from early marriage and closing the enrolment gap. Those efforts have achieved real progress and must continue. But in the same communities, a quieter crisis has been building.

> **"A boy who leaves school at 14 to work a mine or run errands does not disappear from the community. He grows up in it"**

Boys in Kakuma and Kalobeyei face pressures that rarely appear in planning documents: the expectation that they contribute to household income early, the pull of peer groups that value earnings over education, the absence of male role models who stayed in school and built something.

Add drug abuse, limited counselling support and classrooms where struggling boys are disciplined rather than engaged — and the result is a dropout pattern that is well established but under-discussed.

Neglecting this is not neutral. A boy who leaves school at 14 to work a mine or run errands does not disappear from the community. He grows up in it — and the absence of education shapes what he can offer it.

The goal is not a competition between boys and girls. Both deserve full attention. What is needed is an honest look at who is actually showing up to school, who is not, and why — followed by real action that addresses both.

Mentorship, counselling, flexible learning timetables and campaigns that connect education to real economic futures for boys are not extraordinary asks. They are overdue ones.



Trivia facts you wish you knew



1

Uganda hosts one of the largest refugee populations in Africa.

Uganda is known for allowing refugees access to land, work opportunities, and freedom of movement compared to many refugee-hosting countries.



2

Ethiopia is home to the first coffee forests.

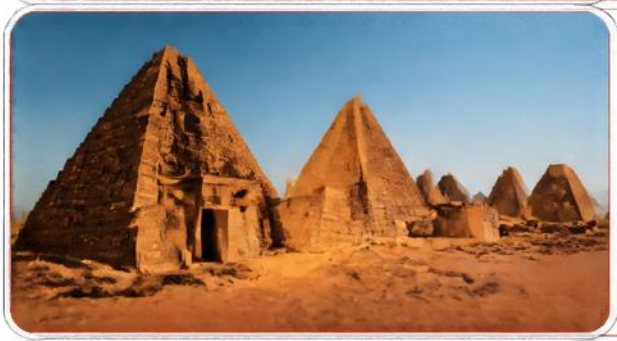
Legend says coffee was discovered in Ethiopia when a goat herder noticed his goats becoming energetic after eating certain berries. Today, Ethiopia is considered the birthplace of coffee.



3

Uganda hosts half of the world's remaining mountain gorillas

These rare primates live in the misty forests around the Bwindi Impenetrable National Park and attract visitors from around the world.



4

Sudan has more pyramids than Egypt

Many people are surprised to learn that Sudan contains over 200 ancient Nubian pyramids built by the Kingdom of Kush.



5

Lake Turkana is the world's largest permanent desert lake

Located in northern Kenya near Kakuma, it is often called the "Jade Sea" because of its striking blue-green color.

ELIMU CONNECT

FilmAid Kenya
Inform. Engage. Inspire



Stay Connected

Acknowledgments

This edition was made possible through the dedication of our multimedia team

Creative and Content Manager
Peter Gitau
Multimedia Producer
Rickton Mukunga
Multimedia Officers & Trainers
Sam Odhiambo
Lauren Edukon

and the entire Creative Content Kakuma team, whose creativity and commitment continue to bring these stories to life.

Next issue Preview

SHARE YOUR STORY WITH US

samodhiambo@filmaid.org
cc
rmukunga@filmaid.org

© 2026 All Rights Reserved

Designed by Richard Butoyi / FilmAid Kenya