



Title	Education of Somali Urban Refugees in Nairobi : Challenges and Prospects through a Human Security Viewpoint
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Abstract of Thesis

Name (Rebecca Kronick)	
Title	Education of Somali Urban Refugees in Nairobi; Challenges & Prospects from a Human Security Viewpoint 「ナイロビにおけるソマリア都市難民の教育 ―人間の安全保障の視点からみた課題と展望―」
<p>Abstract of Thesis</p> <p>Kenya has been a country of asylum since 1961. It has also been a place of transition for third country repatriation and/or voluntary return. Before 1961, Kenya had an “open-door, laissez-faire policy” (Verdirame & Harell-Bond, 2005: 26), and Somali refugees were given prima facie refugee status up until 2004. However, with the ever-increasing refugee population, the Kenyan government handed over the responsibilities for refugee status determination to UNHCR, and established an encampment policy. This policy proclaims that all refugees must report to a camp upon arrival into Kenya. However, in practice thousands of refugees have settled in urban areas, such as Nairobi.</p> <p>Education in the camps is scarce and lacking, especially for secondary and tertiary education (Harrel-Bond, 2005; Karanja, 2010; Wright, 2011). Furthermore, Kenyan refugee camps are overcrowded; basic resources, medical facilities, and economic opportunities are limited; therefore, many refugees migrate into urban areas. Urban refugees lack legal protection and remain vulnerable to insecurity, socioeconomic hardships, and xenophobia (Verdirame, 1999; Campbell et al., 2006). Discrimination and their ‘undocumented’ status makes it difficult for refugees to enter public schools. At the same time, it is difficult for parents to pay for private schools because of their socioeconomic hardships (Wagacha & Guiney, 2008; UNHCR Nairobi, 2007). Previous research has established that urban refugees face economic hardships and have difficult livelihoods in Kenya and other countries (Jacobsen, 2006; Campbell et al., 2006; Grabska, 2006; Wagchada & Guiney, 2008), yet there is little research that addresses the educational needs and experiences of urban refugee children and the ways in which their livelihood and identities affect them (Karanja, 2010; Dryden-Pearson, 2011).</p> <p>At the same time, the perception of Somali refugees goes beyond the homogenization of the ‘refugee,’ and becomes political, “shaped by the interpretation of the conflict that the refugees fled and their perceived political implications for [Kenya]” (Jaji, 2014:634). Furthermore, Somali refugees have become the scapegoat, ramifications of acts of terrorism in Kenya by Somali militants. This has also led to a stronger encampment policy starting in 2013, forcing all urban refugees, especially Somalis, to relocate to the camps or to return to their country of origin. As a result, education for Somali urban refugee children in Nairobi is being disrupted by social and economic insecurities, and stigmatization of the ‘other.’ This study thus strived to acquire a greater understanding of the educational needs and challenges (teaching, learning, and environment) for Somali urban refugees in Nairobi through a human security viewpoint. The following questions guided this research:</p> <ol style="list-style-type: none"> 1. What are the perceived educational barriers for Somali urban refugees in Nairobi? 2. How can education affect how the community sees the ‘other’ and how they see themselves? 3. What is the relationship between education and human security for Somali pupils in their community, school, and home? <p>This is an ethnographic case study that includes using participatory observation and a semi-structured interview protocol to identify and explore the beliefs and perceptions of the participants. It also includes a basic questionnaire and a Likert scale survey to further support the qualitative data. Inductive thematic analysis</p>	

according to Braun and Clarke (2006) was used to analyze the data collected. Braun and Clarke define thematic analysis as “identifying, analyzing and reporting patterns (themes) within data” (79). Using these methods of analysis, results were grouped into four key themes. These are: 1. Educational Needs and Challenges, 2. Positive Aspects of Refugee Inclusive Education, 3. Stigmatization of the ‘Other,’ and 4. Schooling and Safety. The first theme specifically addresses the first research question: What are the perceived educational barriers for Somali urban refugees in Nairobi? The second theme is important because it helps to draw a comparison to the first theme. Findings grouped in the third theme helped with the second research question: How can education affect how the community sees the ‘other’ and how they see themselves? Finally, the fourth theme is connected to the third research question: What is the relationship between education and human security for Somali pupils in their community, school, and home?

This research argues that Somalis in Nairobi are in a multicultural environment that forces them to redefine their identity as Somalis and/or refugees. Often, due to security issues in Kenya, Somalis are discriminated against because their ethnic background is connected to an insurgent group that has been continuously terrorizing the country. At the same time, Somali refugees are the largest refugee group in Kenya, overwhelming the population with their huge migration numbers. Stigmatization of the ‘other’ has affected them in their daily lives, making them want to assimilate. The majority do not want to be seen as refugees, nor as a Somali. They want to be acknowledged as Kenyan, but ethnically as Somali. Education is acting as a protection mechanism. It helps provide them with freedom from fear, freedom from want, and freedom to live in dignity. School K provides a safe environment, where children are obtaining psychosocial and cognitive protection. At the same time, attending school, learning, and making friends is empowering them to become more resilient to the insecurities in their community.

論文審査の結果の要旨及び担当者

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論文審査の結果の要旨

本研究は、ケニア共和国ナイロビのソマリア人都市難民の教育について、人間の安全保障の観点からその課題と展望を明らかにすることを目的としている。より具体的には、ナイロビ市イスリー地区に暮らすソマリア人都市難民にとっての就学上の障壁を明らかにし、次に学校教育の影響と役割、そしてソマリア人生徒にとっての教育と人間の安全保障の関係性を多角的に考察している。

ケニア共和国は、2004年まで難民の受け入れを政府の方針に基づき行ってきたが、難民人口の増加と共に、同政府は国連機関（UNHCR）に難民認定の決定を委ねることとなり、キャンプでの収容を基本とする政策を採用している。しかし現実には、キャンプ外で暮らす都市難民が増加し、ナイロビに住む難民の場合、UNHCRに登録されている者は、わずか2割（6万人）ほどであると推定されている。認定を受けていない難民は、法的な保護を受けることもできず、社会経済的にも困窮し、周辺住民からの偏見もあり、厳しい状況に置かれている。

本論文の構成としては、第1章が序論、第2章が先行研究のレビュー、第3章が研究方法、第4章が調査対象校の概要、第5章が結果、第6章が考察、第7章が結論となっている。

第5章の結果においては、次の4つの観点から議論が展開されている。①教育のニーズと課題（コミュニケーション言語、宗教上の摩擦、女子教育、経済状態、学齢期を超えた生徒）、②難民の子どもを含めたインクルーシブ教育（寛容・敬意・受容、学習動機）、③よそ者としてのスティグマ（難民として受ける差別、ソマリア人として受ける差別）、④就学と安全（コミュニティでの暴力、安全性を優先する学校選択）。

第6章の考察においては、人間の安全保障アプローチの3つの基本要件である保護、発展、人権を踏まえ、3つの課題（アイデンティティの問題を基点とした差別、社会的な不安定、都市の暴力）がナイロビのソマリア人都市難民の教育をめぐる干渉しあっていることを論じている。特に、教育がそれらの子どもたちの生活の場であるコミュニティにおいて、どのように子どもを保護し、生活スキルを高めているかを分析している。

本論文の意義は、これまでの難民の教育に関する研究がキャンプを中心に行われていたのに対し、現在の難民の大多数であるものの、一般には見えにくい都市難民の子どもへの教育に焦点を当てたことである。また、このような先行研究においては、人道的見地からの教育、避難国における統合のための教育、平和教育、保健教育の議論が中心である一方で、本論文では暴力や偏見から子どもを保護し、学習や友人関係形成を通じたレジリエンスを高める学校の機能に着目している点に独創性がある。