Course Group Project: Creating the "Ideal" Refugee Camp
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Context for the Project:
Your team of humanitarian workers has been selected by the government of the Lebanese Republic (Lebanon) to research and develop a displaced persons camp for Syrian refugees in their nation near the Syrian border. The camp must accommodate 2,000 refugees who have escaped the armed conflict of Syria making them refugees under the protection of IHL. Please keep in mind that in reality a refugee camp may grow to 25,000 or more people. Your plan should assume that people will arrive without food or water and have only what they can carry with them. Reflect on “The Experience of Fleeing” exercise you recently completed to think about what people will and will not arrive with.

Your refugee camp will be an "ideal" camp that honors IHL, IHRL and human dignity. The Lebanese government has promised to provide supplies and the personnel necessary to build the camp (keep in mind this may not be true in a real-life situation). In reality, resources would be very limited and the humanitarian workers (e.g., International Organization for Migration [IOM], the International Committee of the Red Cross [ICRC], or the International Federation of the Red Cross and Red Crescent [IFRC]) would work with the government to secure a location for the camp). The area designated for the camp is at the base of a mountain range and collects uncontaminated water in a lake and several streams. Again, remember that a state rarely provides the best land (e.g., fertile, with clean water, etc.) for a refugee camp, but for the sake of completing our project we must pretend.

Keep these facts in mind:
- Refugees are usually “fleeing.” This fact impacts the needs of the camps.
- Most displaced persons live in a refugee camp longer than anticipated. Daadaab Refugee Camp, located in Kenya, was built in 1991 as a temporary camp and is still growing.
- Many refugees are the most marginalized members of their society – think about what this means in terms of their needs, skills, knowledge, etc.
- Maslow’s (1943) Hierarchy of Needs will provide direction as you think about the types of needs refugees have.
- Because this is a course on human rights, your camp must honor International Human Rights Law (IHRL) and International Humanitarian Law (IHL) to the best of your ability. The “hard core” (see below) aspects of IHRL must be honored and cannot be waived or suspended during this time of armed conflict.
- Protecting human dignity is the goal of both IHRL and IHL.

Reminder: Within the context of “serious public threat” IHRL allows for the suspension of certain human rights but never the “hard core.”
“Hard – core” includes:
- Right to life
- Prohibition of torture and inhuman punishment or treatment
- Slavery and servitude
- Principle of legality and non-retroactivity of the law.

To Do:
Your group should create a 3-D refugee camp and written narrative that: (1) honors the spirit proclaimed in the 30 Articles of the Universal Declaration of Human Rights (UDHR); (2) considers Maslow’s Hierarchy of Needs; and (3) follows the rules of IHL and IHRL. Your camp will be scored based on these three criteria. Be sure to refer to the course documents provided over the past seven weeks as your plan and create.
Important websites to provide the context for the plight of refugees or facts on Syria and Lebanon (you could also find similar pages for refugees from Sudan or South Sudan):

- International Committee of the Red Cross (ICRC) - NGO - [http://www.icrc.org/eng/index.jsp](http://www.icrc.org/eng/index.jsp)
- International Federation of the Red Cross and Red Crescent Societies (IFRC) - NGO - [http://www.ifrc.org/](http://www.ifrc.org/)
- International Organization for Migration (IOM) - IGO - [http://www.iom.int/jahia/jsp/index.jsp](http://www.iom.int/jahia/jsp/index.jsp)
- Médecins Sans Frontières (MSF); AKA Doctors' Without Borders - NGO - [http://www.msf.org/](http://www.msf.org/)
- United Nations High Commissioner for Refugees (UNHCR) - IGO - [http://www.unhcr.org/cgi-bin/lexis/vtx/home](http://www.unhcr.org/cgi-bin/lexis/vtx/home) and Syrian specific at [http://www.unhcr.org/cgi-bin/lexis/vtx/page?page=49e486a76&submit=GO](http://www.unhcr.org/cgi-bin/lexis/vtx/page?page=49e486a76&submit=GO)

**Step 1:** Start with your individual “List of Components Needed in a Refugee Camp” created from the virtual classroom Week 7 to create a master list of the components of your camp. Focus first on the buildings and areas of the camp. Then add to your list considering the macro (education, spiritual, food, etc.) and micro level (family living, hygiene, etc.) needs of the 2,000 refugees.

A. Create a name for your camp. The name “Camp Hope” has already been taken and is not available.

B. One member of your group should be drawing the camp on a sheet of paper and another member should be taking notes on the components and how many units are needed of each component to accommodate the 2,000 refugees. **Be sure to consider culture in your camp design and rule for living.** It is important to visit the CIA World Factbook on both countries and learn about culture.

C. Divide your group members into these roles:
   1. Artistic director – drawing and building the camp
   2. Narrative director – composing the narrative in a written Word (.docx) document; post in Discussion Board.
   3. Cultural advisor and Task Facilitator – Using the CIA World Factbook information, advise on cultural needs (e.g. religion) and use the UDHR, Maslow’s Hierarchy, IHL and Displaced Persons by ICRC, IHL and IHRL and the handouts from class on displaced persons to guide the group’s work. This group member is responsible for quality control and double checking to make sure the instructions are followed.

**Step 2:**

A. Get poster board and supplies. Before doing anything else, on the back side of the poster board, write the first and last name of each group member and the name of your camp. In pencil draw your camp on the poster board.

B. Once you are comfortable with your preliminary design, utilize the materials to create a 3-D camp on the poster board provided.

C. Create a 3-D image of your camp making sure to name it, label all tangible items and include their purpose in your camp narrative. Include the name of your camp in your design.

D. One member of your group should be creating a written narrative of your camp in a Word document as you are designing your camp. Your narrative should have two sections: (1). Thorough description (name, purpose, size, numbers, etc) of every part of the camp, and (2). List of “Rules for Communal Living.” In the narrative, explain the details of each section of the camp (e.g., 400 tents housing up to 50 people each) and define the “rules of communal living” for your camp. This document (referred to as a "white paper"), should be posted in the appropriate discussion board as an attachment (Use a Word, .pdf or .rtf file only). Select a name for your refugee camp and use the name as the file name (no spaces, symbols, etc.). Every member of the group is responsible for posting the narrative and rules by ______________. Deadlines are final. The narrative is worth up to 30 points.
Refugee Camp Evaluation Checklist
Step 3: Refugee Camp Project

In this assignment, your group will play the role of humanitarian workers from IOM, ICRC and MSF. Your job is to review the refugee camp that has been designed by other humanitarian workers for the 2,000 Syrian refugees. Utilize the following checklist to review the camps and evaluate how well it honors human rights, IHL, IHRL, security, and human dignity. In addition to this checklist, you will need Maslow’s Hierarchy of Needs handout (Week 1), the UDHR, and the ICRC handouts on IHL, IHRL and Displaced Persons.

On a scale of 1 to 5, with 5 being the highest score, select a rating for the camp in each area listed below. Provide the camp planners with specific feedback in the space provided. Feedback should include suggestions for improvements and questions for clarity. Provide feedback for each item on the checklist. Your evaluation will be scored for thoroughness, honesty and accuracy. It is worth up to 25 points.

Name of camp you are evaluating: ____________________________

Within each category (A – W) utilize human dignity as the cornerstone of your evaluation. Honesty and careful thought are expected. Not giving a perfect score will not lower the grade of the group’s camp.

1. Basic Human Needs:
   A. Clean Water Supply, Distribution, and Drainage. Rating: __________
      Feedback:

   B. Food Supply and Distribution. Rating: __________
      Feedback:

   C. Personal Sanitation and Hygiene including drainage and location in terms of fresh water supply and living areas. Rating: __________
      Feedback:

   D. Shelter and Bedding. Rating: __________
      Feedback:

   E. Clothing. Rating: __________
      Feedback:

   F. Medical Supplies and Care (Isolation Unit for contagious disease). Rating: __________
      Feedback:

   G. Sanitation Management (Trash, sewage, contaminated material and cemetery). Rating: __________
      Feedback:
H. Energy (cooking, heating, lighting). Rating: ____________  
Feedback:

2. Security Needs:

I. Internal and External Security. Rating: ____________  
Feedback:

J. Processing Center: Intake, Identification (who is without papers), Outtake, International and External Communication, and Missing Persons/Relatives (Family reunification a service of the ICRC).  
Rating: ____________  
Feedback:

K. Justice Center - those who violate the camp rules and criminal behavior (e.g. sexual assault).  
Rating: ____________  
Feedback:

3. Emotional and Intellectual Needs:

L. Recreation. Rating: ____________  
Feedback:

M. Religion/Spiritual (“churches” and “crosses” – not in this camp). Rating: ____________  
Feedback:

N. Education. Rate each section.  
____ Facility and physical infrastructure (chairs, desks, etc.)  
____ Toilets and hand washing adequate for learning  
____ Books, supplies, curriculum  
____ Teachers (language issues)

O. Have the needs of special groups (e.g., women, children, the elderly, those with medical needs) been addressed? Yes or No in the blanks below.  
____ Immunization programs for children under five to prevent outbreaks of disease.  
____ Reproductive health  
____ Sick, including an isolated unit for those who are contagious  
____ Wounded  
____ Medical and psychological support for the sexually assaulted  

Rating: ________________________  
Feedback:
3. Other: Give feedback of more than one or two words.

P. How well have natural resources been utilized?

Q. How sustainable is this camp?

R. Did the group consider volunteer jobs for refugees? Is there room in the intake center to collect data on people's skills, education level, etc. in order to offer volunteer jobs to assuage apathy and depression?

S. Transportation – medical supplies, food supplies, how are they delivered, stored, protected?

T. Did the group consider the individual's privacy while designing the camp? ____ yes, ____ no Explain:

U. What type of justice system is implemented to settle disputes and criminal behavior (e.g., sexual assault and theft in the camp)?

V. Apply Maslow's Hierarchy of Needs to your evaluation. Does the camp meet the four layers of "D-Needs"? ____ yes, ____ no. Briefly describe if “yes.” If “no” then Maslow predicts that humans will be "consumed" by the “deficiency” and will not be able to live communally. How does the camp control for those who are unable to make decisions for the good of the group but instead make their decisions for the good of the individual?

W. Apply the ICRC handouts on IHL and Displaced Persons and IHL and IHRL to the camp. Have both bodies of law been upheld in the camp? ____ yes ____ no Explain: