How to Increase Preventive Measures for Protection in Educational Centers Providing NFE Programs for Syrian Children in Lebanon

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Back to the future project:

19 NFE educational centers
Incorporating Child Protection in Education TOOLKIT

- Safe learning spaces
- Community participation/involvement
- Safe interaction with teachers and other education personnel
- Integrated Psychosocial support/Socio-Emotional Learning
- Identification and referral of children at risk

Holistic and ecological approach to child development, learning and wellbeing
• Creating safe education center

The story of Hamza
Integrating Psychosocial support:
cooperation and coordination
• Integrating socio-emotional learning: expressing emotions and making art
• Regular awareness sessions with parents

Caregivers involved in the education activities are easily approached and their trust is gained quickly.
• Regular training and mentoring of teachers, bus drivers etc: 
identification and referral of CP cases

Out of 5975 children attending recreational activities, 75 CP cases were referred mainly concerning behavioural difficulties (domestic violence and neglect)
Challenges to Integration

• Protection is fallaciously viewed as ‘foreign’ to education

• Intervention with any child attending NFE cycles is limited by the factor of time (difficult to measure any improvement on the child)
Lessons Learnt/Next Steps for Integration

Integrating a CP response within education

- ensures continuous relationship with the family during the support
- reduces absenteeism
- When children are taught they are special and have the right to be safe, they are less likely to think abuse is their fault, and more likely to report an offender.
- The children will also learn more about their rights.