Forming Protective Teachers in Dadaab Schools in a School-based Model

i. Teacher Training of child protection advocates among primary school teachers, thus empowering them to be trainers of other teachers

ii. Peer to Peer training and advocacy of protective practices in refuge schools - all the teachers reached

iii. Customization of the Kenya’s Teachers Code of Conduct to the Dadaab refugee school context

iv. The empowered teachers becomes the focal persons for child protection

v. Community-based child protection activated by the focal teachers and parents
Working with Refugee Children In and Out of School

i. Establishment and support of Child Rights Clubs (CRC)

ii. Support for boys and Girls Scouting Movement with an inbuilt protection training

iii. Child to child, out of the reach of school, on advocating for these rights

iv. The linkages between children and the police officers in charge of child protection provides a school - to community and community - to school working relationships

v. The out of school children are reached by outreach activities: thematic club activities organized by children attending school and supervised by the focal trained teachers
Children - based Protection of the Minority Nationalities

CHALLENGES OF INTEGRATION

i. Protection is fallaciously viewed as ‘foreign’ to education

ii. Children living with relatives or children headed households as result of parent opting to return.

iii. The retrogressive social-cultural practices and oppressive out of court settlements of abuse cases.
Lessons Learnt from Protection Integration in Education

• The school-based approaches for teachers and learners are the best opportunity for a multi-sectoral approach in integrated protection practices.

• Functional referral mechanisms provide increased opportunities for access to education in a refugee camp setting.

• Involving the police in friendly joint activities helps demystifying the role of the police in protection.
Thank you