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### Integration of Refugee Rights in Teacher Training in Kenya

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Kenya has been a host country for refugees from Somalia, Ethiopia, South Sudan, the Democratic Republic of Congo, Rwanda, and Burundi for several decades. In order to fulfil its obligations under international law and protect refugees, Kenya has formulated policies to incorporate international law into its domestic legal framework. By examining teachers as agents responsible for granting rights, this research is grounded on liberalism theory, emphasizing the significance of individuals as key actors in the grass root domestication of international refugee law. The study examined the following specific objectives; the domestication of the right to education for urban refugee children, the inclusion of refugee rights in teacher training, and the attitudes of teachers towards refugee learners with a specific focus on Ruiru Sub-County in Kiambu County. Employing an exploratory research design, the study sought to explore the position and role of elementary school teachers in the domestication of refugee rights, aiming to provide fresh perspectives on the topic. Based on the findings, majority of teachers surveyed lacked the necessary preparation to meet the context-specific demands of refugee students. The study also showed that, in contrast to urban schools, where neither the state nor NGOs offer such training, certain NGOs offer training opportunities for teachers in camp schools on instructional approaches to handle refugee children. This study concludes that teachers play a crucial role as role models for their students, providing support and motivation to help them achieve their educational goals and cultivate aspirations for a better future. It is important to recognize that teachers are also catalysts for social change in ensuring the integration of refugees into the Kenyan society.

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## INTRODUCTION

International frameworks facilitate the integration and inclusion of refugee children into the national educational system. The relevance of including the rights of refugees in teacher training is underscored in this research, as it serves as an indicator of the international refugee regimes that aim to uphold the individual rights of refugees in the societies where they have sought refuge. The incorporation of human rights education has become a salient topic in global discussions on educational policies, national textbook reforms, and the efforts of non-governmental organizations (Dryden Peterson et al, 2018).

In his analysis of the impact of teacher education on the United Nations Convention on the Rights of the Child, Osler (1994) concurs that formal education serves as the conduit through which international human rights legislation can be disseminated and comprehended by communities. Osler further emphasizes the crucial role that teachers and teacher educators play in upholding the principles of the convention and ensuring that children are empowered to assert their rights. Additionally, Osler and Starkey (1994) assert that human rights education offers a moral framework for communal living. Their recommendation to incorporate the teaching and learning of human rights in schools identifies three key aspects of human rights in education: knowledge, skills, and emotions. This recommendation aligns with the objective of this study, which aims to investigate the integration of refugee rights within teacher training programs.

Dryden-Peterson and Hovil (2004) assert that the integration policy initiative aims to enhance the provision of services to refugee populations and facilitate the implementation of future initiatives within host country contexts. This initiative seeks to bridge the divide between national and international obligations in order to ensure the realization of children's right to education. They continue by stating that global policy may support structural integration through access to national education systems. However, this approach has drawbacks when it comes to intercultural

integration, which is crucial for future opportunities, safety, and sense belonging. Koyama (2013) concurs and calls for a deeper sociological understanding of education in relation to social stratification and mechanisms of governance, citizenship regimes, and global migration patterns. Opportunities for structural integration outside of basic education are still hard to attain. However, they do not look at the integration of refugee children and their needs into teacher training curriculums.

Johnson (2006) posits that professional development should be tailored to the specific context in which teachers operate, taking into account factors such as the availability of equipment and support mechanisms. This assertion is supported by research indicating that high-performing education systems allocate 10% of the working day to professional development (Mourshed et al., 2007) while in developing countries, such opportunities are rare, ad hoc, and often excluded from budgets and planning (Mpokosa et al., 2008). Existing literature underscores the significance of teachers' first year of teaching. It emphasizes the provision of support during the transition from teacher education to induction and ongoing professional development as a means of promoting the retention and development of effective teachers (OECD, 2005). However, providing support for new and veteran teachers alike is often a challenge in refugee and emergency settings, where limited literature exists on professional development. Nevertheless, the challenges in these contexts are similar to those in developing countries like in Kenya (Sullivan & Simmonson 2016), and many teacher-training programs in such settings rely on anecdotal evidence of poor teaching practices and rote methodologies (Spink, 2005).

In the context of refugee and emergency settings, it is crucial to provide professional development opportunities for new teachers that address contingency planning, awareness of violence/attack, and psychosocial-emotional learning challenges. However, such training and support is often absent from in-service programs

(Auduc, 1998). According to INEE (2011), in-service professional development assumes even greater significance in emergency settings where education systems, curricular content, and education policy are rapidly evolving to meet changing needs. A lack of teaching capacity can exacerbate issues of inequitable access to education, corruption, and fragmented community structure. Sesnan et al. (2013) have demonstrated that in-service training and support for teachers can expand their professional options and enhance the quality of education service delivery. This study aimed to investigate the impact of such training and support on urban refugees in Ruiru.

The incorporation of refugees and asylum seekers into national education systems has become a customary approach as a result of the rapid adoption of global policies. According to Merry and Levitt (2009), the implementation of inclusion practices has varied in terms of structure, but the processes of "vernacularisation" or "appropriation and local adoption" of inclusion laws have led to the development of various models for inclusion practices. It is crucial to shed light on the methods by which the policy of integrating refugees into national education systems is executed at the national level and experienced by teachers and students in classrooms (Merry & Levitt, 2009). However, the formulation and execution of policies and practices that structurally integrate refugees into national education systems have given little consideration to the relational aspects of inclusion (Dryden-Peterson & Hovil, 2004). Lewin (2009) argues that this oversight results in identity-based obstacles, such as discrimination based on gender, religion, ethnicity, sexual orientation, or refugee/non-citizen status, leading to unequal access to education. It is important to note that this study solely focuses on the inclusion of refugees in the national curriculum and does not address the inclusion of their rights in teacher education.

Other research studies examining global education strategies and the integration of refugee learners have consistently found that in host countries, refugees often attend separate schools

from local children. The United Nations High Commissioner for Refugees (UNHCR) Global Education Strategy (GES) 2012-2016 introduced a new approach to educating refugees: integration into national education systems (UNHCR, 2012). Dryden-Peterson (2016) explains that the goal of integrating refugee students into the national curriculum is to increase their access to education. The UNHCR argues that establishing refugee-only schools is not feasible due to the growing number of refugees relocating to urban areas. However, some countries had already incorporated refugees into their national education programs prior to the implementation of the global education plan. For example, as early as 1997, the Kenyan education system was being implemented in schools located in refugee camps like Daadab (Dryden-Peterson et al., 2017). These global strategies primarily focus on the well-being of refugee children rather than the educators. Therefore, they are relevant to this study as it investigates the role of teachers in promoting the rights of refugees within schools through their training curriculum.

The integration of refugees into national education systems has expanded the educational opportunities available to them. However, the United Nations High Commissioner for Refugees (UNHCR) has highlighted concerns regarding the quality of education and the relational dimensions of the integration process. Specifically, the UNHCR has emphasized the importance of ensuring that refugees and host country citizens develop a sense of well-being, belonging, and social cohesion. To achieve this, attention must be paid to the implementation of the integration strategy at the national level and its impact on educators and students in the classroom (Dryden-Peterson et al., 2018).

Research has shown that instructors require training to teach and support refugee students effectively. Njeri (2015) found that teachers lack the necessary training to manage refugee students in the classroom and advocated for the establishment of appropriate instructional language and curriculum delivery methods, as

well as teacher training on how to support refugee learners. Similarly, Wamungu (2013) observed that the lack of training and support for secondary school teachers to meet the psychosocial, academic, and emotional needs of urban refugee children negatively impacted their performance in school. Other factors such as financial constraints, stereotyping, discrimination, a rigid curriculum, and limited teacher training, also influenced the retention of urban refugee students in urban schools (Wamungu, 2013).

According to Mutie (2013), the provision of inclusive education in Daadab refugee camp is contingent upon several factors, including teacher preparedness, availability of teaching and learning materials, adequate physical facilities, an appropriate school curriculum, sufficient support services, and positive attitudes towards refugee children among teachers. The author further notes that inadequate levels of teacher competence pose a significant obstacle to the successful implementation of inclusive learning in primary schools in Daadab. Mutie (2013) also raises the question of whether the government has taken steps to restructure teacher training college curricula to incorporate specialized training in special needs education. However, it is worth noting that Mutie's (2013) focus is primarily on teachers working with refugees in camp settings, rather than those in urban areas, which is relevant to the present study.

The achievement of everyone is right to a high-quality, pertinent education involves a variety of initiatives, processes, and activities under the umbrella of inclusive education. According to UNRWA (2011), it takes a philosophical and pedagogical approach for each student to feel protected, valued, and secure in order for them to learn and grow to their full potential. It is founded on a set of ideals and principles that put the interests of the student first and encourage social cohesiveness, a sense of belonging, an active learning engagement, fully academic experience school, and constructive engagement with their peers and other members of the school community (UNRWA, 2011). Hence, this study endeavoured

to address this disparity by assessing the degree to which the rights of refugees, particularly their entitlement to education, are incorporated within the framework of teacher training.

## **Theoretical Framework**

### *Liberalism*

Liberalism, as an international relations theory, posits that there are actors beyond states that play a role in international relations. These actors primarily include non-state actors such as individuals and international organizations like the United Nations. Sens and Stoett (1998) argue that these institutions often establish principles, norms, rules, and decision-making procedures that shape the expectations of various actors. They further contend that institutions help reduce uncertainties and facilitate transnational activities, including the promotion of human rights (Sens and Stoett 1998).

One of the key proponents of liberalism, John Locke, argued that states exist to safeguard the freedom of their citizens, enabling them to lead a happy life without undue interference from others. On the other hand, Jeremy Bentham and Immanuel Kant advocated for constitutional states to adhere to international law and human rights based on rational interests. Kant (1991) posited that individuals in a liberal world reach a level of maturity where a violation of rights in one region affects the entire world. Rosenau (1990) focuses on transnational relations at both the macro and micro levels, emphasizing the significance of individual transactions in shaping global affairs. He argues that these transactions have important implications and consequences.

Moravcsik (1997) further asserts that individuals and private groups are the fundamental actors in international politics. These actors are generally rational and risk-averse, organizing and engaging in collective action to promote their differentiated interests within the constraints of material scarcity, conflicting values, and societal influence. Liberal theory highlights the influence of individuals and groups on policy-making, not only at the domestic level but also in transnational

politics. While most studies on refugees primarily examine the role of state actors and non-state actors (international organizations) in analyzing the domestication of refugee laws, this research aimed at expanding the focus to the role of teachers as grass root actors in granting urban refugee children the right to education.

## METHODOLOGY

As reported by the United Nations High Commissioner for Refugees (UNHCR) in 2023, Kenya has been hosting a total of 612,413 refugees. Amongst this population, 94,417 refugees have chosen to settle in urban regions, with a significant concentration in Nairobi, constituting approximately 16% of the overall refugee populace. It is noteworthy to mention that refugees residing in Ruiru are included within this 16% residing in urban areas. In the case of a moderately small and well-defined group, Kombo and Tromp (2006) suggest that a sample size ranging from 10% to 30% of the target population would be representative. However, the determination of an appropriate sample size for snowball sampling is contingent upon the availability of information about the population. In the specific context of Ruiru, this study reveals a lack of official government or UNHCR data regarding the precise number of refugees and instructors residing in the area. This study employed a reliance on key informants in order to effectively reach the target population of 35 informants. Key informant interviews are in-depth qualitative interviews of a small number of individuals (15-35) with direct knowledge or experience about a particular topic. Brinkman (2022) observes that interviews generate useful information about lived experience and its meanings. Among these participants were experts, teachers, and parents of refugees, who provided a wide range of information pertaining to the domestication of the right to education. The researcher's intention was to elicit the respondents' perspectives, factual knowledge, beliefs, and attitudes regarding the access to education for refugee children in schools located in Ruiru. The data collected were grouped into

emerging themes and presented in narrative form and verbatim. To ascertain the validity and accuracy of the data collected, the study employed triangulation where statements made by participants were compared and contrasted with those of other participants to corroborate the results.

## RESULTS AND DISCUSSION

The objective sought to assess the inclusion of refugee rights in teacher training. In order to realize this objective, we sought to find out whether the teacher training syllabus is inclusive of refugee rights, how their training and subsequent in-service training and capacity building take into account new developments in school context such as existence of refugee learners. The study gathered information from policy documents, teacher training syllabus and interviewing teachers themselves. In order to assess teacher awareness of refugee rights, exploring their training is relevant since teachers are grantors of refugee rights in school and classroom contexts. Teachers play an important role in policies and procedures aimed at delivering quality education to refugees. The emphasis on teachers is not limited to refugee settings, but it does mirror broader trends in educational growth.

### Teacher Training in Kenya

The study identified three main pathways through which teaching certification can be obtained in Kenya include, four-year university degree programs, three-year diploma programs in teacher-training institutions, or two-year certificate programs. The minimum primary teaching certification, known as the P1 certificate, can be obtained after two years of study at a teacher-training college. Many educators in Ruiru who work with refugee students have availed themselves of these professional development opportunities (Mendenhall et al., 2015). However, this study established that in the realm of education for refugees, whether they originate from national or refugee backgrounds, it is often the case that teachers lack the necessary training and expertise. Despite the UNHCR Education Strategy's projection that 80% of refugee teachers

would receive training by 2016, the reality is quite different. According to a teacher who participated in the study, supportive training for teachers on refugee matters is exclusively offered by NGOs in the form of workshops. This perspective is presented as follows:

*“The training we receive on refugee education and mainly how to handle refugee children is usually offered by non-governmental organizations. Mostly the workshops of not more than 3 days and the certificates awarded are not always recognizable or sometimes they do not give any certificate at all”* (KII005).

All initiatives to integrate children from refugee backgrounds depend on well-trained, well-supported teachers with strong pedagogical skills, considering the diversity and learning styles of all children in their pedagogical methods (UNRWA, 2018). Classroom teachers lack the necessary expertise to provide a healing environment or design psychosocial activities that help children overcome the trauma they experience. Teachers may not be aware of the dynamics of refugee children's prior educational pursuits (King & Owen 2015). Multicultural education is not frequently provided in colleges and institutions that train teachers, making it difficult for them to use current, efficient, and inclusive pedagogical approaches when working with students of various backgrounds and abilities (Forrest et al., 2016). Teachers may have conflicting opinions on refugee children, which may negatively affect their teaching methods and approaches. A teacher interviewed had the following view on their teacher training curriculum:

*“Our college curriculum varies from one college to the other but there are requisite units recommended by KICD for all teachers to maintain uniformity. However, our training is not cognizant of emerging trend in the classroom as it puts more emphasis on the primary school level. I have also learnt that university training for teachers in Kenya offer specializations in areas like education in emergencies which may include in refugee*

*situations. This should be decentralized to college level levels to adequately prepare elementary school teachers to work with populations such as refugees”* (KII014)

Another factor that has had a significant impact on educational quality is the general lack of proper pedagogical preparation among instructors. According to Ainscow et al. (2016), teachers working with urban refugees are underprepared to meet the demands of their students in this particular situation. Teachers are essential in providing inclusive classroom environments that meet the different needs of all students, encourage a secure learning environment, and build a sense of belonging in schools (Webster, 2014). Many of the teachers we spoke with felt that they needed additional professional development because of how little training they had received. The teachers interviewed for this study were all Kenyan citizens employed by the government. However, they receive little to no training in capacity building. A teacher interviewed presented the following view on their teacher training and curriculum.

*“In our teacher training curriculum back in college, we are only trained on the pedagogy, teaching methods, the primary school Kenyan curriculum, and others specializing in special needs education. We need the MoE to intervene and organize for longer training periods and incorporate lessons on psychosocial support for learners who are vulnerable and marginalized such as the refugee children in our classrooms”* (KII013)

This study revealed that newly appointed teachers frequently depend exclusively on a five-day induction training program conducted within their own school. This one-week induction course encompasses various subjects, including the preparation of professional documents such as lesson plans and work schemes, strategies for managing learners, and understanding teacher roles. Numerous teachers emphasized the significance of slightly extended and more instruction-oriented experience. The need for specialized training was particularly highlighted

by teachers as a means to effectively address the needs of refugee children. Additionally, teachers expressed apprehension regarding the management of tensions that may arise among groups of students from diverse countries. As elucidated by one teacher:

*“Because they are a mixture from different nationalities, we find it difficult to handle them. The type of hardship they are going through, also their backgrounds are different from different communities of different nationalities, therefore, at times it might bring crisis in the classroom or out there”* (KII011)

This study has demonstrated that the State Party has continued to provide comprehensive training on various conventions, with a particular emphasis on the Convention on the Rights of the Child, to a wide range of professionals, including teachers, judicial officers, children's officers, law enforcement personnel, school administrators, psychologists, social workers, staff of childcare institutions, traditional or community leaders, and children's services providers. This training has been supplemented by non-State actors who have disseminated the Convention widely, including translating it from English to Swahili. Moreover, the State Party has supported training and forums for children with special needs and has translated the Children Act into Braille.

The Ministry of Education has also implemented a child rights curriculum at preschool and primary school teacher training levels, as well as in the training curriculum of the Police officers in Kenya. The State Party has collaborated with non-State entities to create and distribute child-friendly materials and documentation about the Convention, including the Children Act of 2001, the African Charter on the Rights and Welfare of Children, and the Convention on the Rights of the Child. The teachers interviewed in this study expressed a need for training to teach refugee learners effectively, as they lacked experience in this area. They also acknowledged a lack of knowledge regarding conventions and domestic policy frameworks that protect refugees, as these were not included in their teacher training

curriculum and syllabus. However, the teachers reported receiving training on the convention on the rights of the child and its application in their daily interactions with learners.

*“We also learn about rights of the child but the college curriculum does not really factor in refugees and their rights. Sometimes NGOs train us on child rights but we have never had any on refugees and their rights”* (KII012)

According to the findings of this study in camp schools, qualified and unqualified refugee instructors coexist with national teachers. Teachers in camp schools receive pre-service training on how to support refugee students, unlike teachers in urban elementary schools where refugee and native children learn in shared classrooms. Actually, there are standards of operating procedures (SOPs) that describe how to help head teachers and newly hired instructors at camp schools (Leanne et al., 2022). The majority of the primary school teachers who were interviewed for the study were qualified educators, but several of them complained that the teacher training they received in college had not effectively prepared them to work in hardship areas or with vulnerable groups such as refugee learners or even in classrooms with high pupil-teacher ratios. Teachers in urban locations, particularly in Ruiru, concurred that they lack motivation and found the behavioural aspects of working with refugees as problematic.

### **Capacity Development for Newly Recruited Teachers in Public Schools**

This theme interrogates the capacity building development for newly appointed teachers by analysing the Teachers Service Commission (TSC) policy on teacher professional development through mentorship and coaching.

The May 2020 TSC Policy on Mentorship and Coaching in the teaching service provides guidelines for a mentorship and coaching scheme to introduce newly hired teachers, interns, and administrators, as well as teachers who are "experiencing challenges in professional conduct and performance in the teaching service", to the

codes of conduct and behaviour that govern teachers' professional lives. A mentor is a skilled educator or subject matter expert who, according to the prologue, "helps a teacher to grow in all spheres of their life as a professional". All TSC interns and regular teachers are qualified for this program. The model has one-year duration, and it can be used at the zonal and cluster levels (TSC, 2020). Respondent's views on mentorship and coaching are presented as follows:

*"Since I was employed, I have never received any mentorship or coaching from a senior teacher. In our school the student to teacher ratio is so high which makes the work load to be so big therefore there is no time at all for mentorship"* (KII015).

*"I have been privileged to go through this program in the school I teach. However, the program is all about the teaching methods, guidance and counselling, class management and the code of conduct for teachers. I was not mentored on refugee rights or how to deal with refugee learners although we have refugee pupils in our school"* (KII016).

*"I am a teacher; I have refugee learners in my class but I am not employed by the TSC. This program excludes us. This puts us at a disadvantage because we are not up to date on recent developments within the education sector"* (KII017).

Elementary school teachers interviewed in this study asserted that there is no policy on training for first-time teachers nor were mentoring a practice that seemed to be in place. They further reiterated that due to the small number of teachers at schools and the numerous classes they had to teach, head teachers and senior teachers were pressed for time to implement the policy. The policy also excludes Board of Management (BOM) teachers, who make up about half of the respondents to the study. For those who had a delay between earning their teaching certification and receiving an offer of a permanent career, education training stakeholders and some public school instructors suggested refresher courses.

## In-Service Professional Development in Public Schools

Although there was no mandatory professional development framework in existence until September 2021, national teachers who work in public schools participated in in-service training that is governed by the TSC approach. Every teacher must participate in the new TSC Teacher Professional Development (TPD) program, which is mandatory, standardized, and applicable over 30 years. The TPD's overarching goals are to enhance teacher capacity to establish supportive, safe, and healthy learning environments, provide opportunities for lifelong learning to teachers and school leaders, and equip teachers with 21st Century Skills. All teachers, including BOM instructors, in both public and private schools are required to complete the course. However, only government employed teachers in public schools are eligible for the TSC subsidized training, where teachers have to pay higher rates (Leanne et al, 2022).

*"Teacher professional development program is a good initiative by TSC but quite discriminative to us teachers not permanently employed by the government. It is mandatory and quite expensive and some of us cannot afford. This puts us at a disadvantage of not adequately attending to our pupils. We are not even aware of emerging dynamics in education we hear them from our colleagues"* (KII019).

The policy provides that for elementary school teachers, professional development might happen at the zonal, cluster level (which consists of five or more geographically nearby schools), or at the school level. At the school level, the head teacher must inform the zonal TSC Curriculum Support Officer (CSO) of the school needs and coordinate with them to arrange training once they have a clear understanding of the teacher needs identified during the annual teacher appraisal process. The CSO, the head teacher, or a teacher with a particular area of expertise may facilitate training. For instance, the TSC might first train Information Communication Technology (ICT) advocates



who would encourage teachers in receiving training on how to use online technologies (TSC 2021).

*“I have been a teacher for the past 10 years and before 2021 we had no in-service training. Most of the trainings that were offered were specifically for teachers at management level or on issues such as ICT, and inclusion of special needs learners in our school. When I was in college, we were never taught anything to do with refugees or refugee conventions. When I was transferred to a school with refugee children is when I started finding out on my own the provisions for such children. In the professional teacher training that I have attended, we are mainly taught about the new curriculum and how to implement it. There are no such issues as integration of refugees in our schools maybe they do so for senior management like head teachers, I am not really aware” (KII018).*

However, only those teachers deployed through the TSC are able to attend government-led trainings. For example, during CBC training as Leanne et al (2022) observes, stakeholders reported that the practice was to train two TSC-employed teachers per school, who would then train their colleagues. In schools with just one TSC-employed teacher this has been challenging, with head teachers reporting difficulties in finding time during the school day to train BOM teachers (Leanne et al, 2022). A further challenge noted was the gap between their pre-service training and securing a teaching job. As such, one interviewee recommended that refresher courses be offered to such teachers.

The findings of the study show that teacher training in Kenya does not factor in emerging classroom dynamics such as existence of refugee children. This has been inhibited by the encampment refugee management policy where it is only thought that refugees live in camps without considering those who have self-settled in urban areas like in Ruiru. Teachers indicated that they required in- service training in emerging issues to enable them to handle the issues as they occur.

They further indicated that they needed knowledge on refugee cultures and principles, multilingual training in other languages such as French and also psychosocial skills to be able to offer psychosocial support to refugee learners in their classrooms. This thus shows that the lack of adequate training for teachers on refugee matters affects their attitudes towards them and also inhibits the domestication of refugee right to education.

## CONCLUSION

The findings demonstrated that the majority of teachers surveyed lacked the necessary preparation to meet the context-specific demands of refugee students. The research additionally revealed that a significant proportion of educators lacked knowledge regarding the established norms and legal structures that regulate the entitlements of refugees. The survey also discovered that the majority of teachers did not obtain specialized psychosocial training to create activities for traumatized children, or intercultural and linguistic training to handle children from refugee backgrounds. This suggests that classroom teachers lack the necessary abilities to design a healing environment for all students or provide psychosocial activities that will help children recover from trauma and integrate both immigrant students and local children. The study also showed that, in contrast to urban schools, where neither the state nor NGOs offer such training, certain NGOs offer training opportunities for teachers in camp schools on instructional approaches to handle refugee children.

The study further concludes that current approaches to teacher professional development and the pedagogical support teachers receive are inadequate to cater to emerging dynamics such as the existence of refugee learners in classrooms. This study revealed that teachers who require the most instructional support are stifled by infrequent, poor quality and irrelevant training opportunities and limited to no school-based support. Teachers' experiences and perceptions of educating refugees in Kenya highlight the

immense need for teacher-training opportunities that will help teachers acquire the knowledge and skills to develop instructional practices that can contribute to a quality education. Teachers must have the opportunity to learn how to ask open-ended questions, engage students in higher-order conceptual thinking, and view each lesson as a lesson in content and language.

The study concludes that teachers in schools have a multitude of responsibilities. In addition to planning and delivering lessons, they are also involved in administrative tasks, personnel management, and financial management. Furthermore, teachers play a crucial role as role models for their students, providing support and motivation to help them achieve their educational goals and cultivate aspirations for a better future. It is important to recognize that teachers are also catalysts for social change. In the pursuit of safeguarding the welfare and advancement of the child, teachers assume the role of guardians of children's rights and catalysts of societal transformation (Child Protection Handbook, 2006). While their protective duties extend to the confines of the school, teachers are also capable of extending their protective reach beyond the school premises. One such example is the potential for teachers to impart knowledge to the community regarding the presence of urban refugees, their entitlements, and the significance of fostering integration and peaceful coexistence with this vulnerable population.

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