

## WORKING PAPER 24: SUMMARY

# ROLE OF EDUCATION IN PROTECTING THE ENVIRONMENT AND WOMEN'S RIGHTS AT DAGAHALEY CAMP

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### EXECUTIVE SUMMARY

Education promotes both individual and national development by contributing to increased productivity and a hope for the eradication of poverty, disease, and ignorance (Kigotho et al. 2016). Author, with a lived experience of displacement, offers an exploration of environmental education and women's rights, seeking to better understand how women refugees in the Dadaab camp are disproportionately impacted by environmental and climate changes that are of both local and global origins. Paper brings attention to marginalized women's voices, including her own, and the distinctive and valuable insights that these perspectives can offer about the gaps and faults in our current environmental and educational systems, policies, and practices.

The four female refugees at the center of this study carry the burden of global and environmental changes, despite being the least responsible for this degradation. Their plight has been inflicted by others around them, both in terms of their displacement and the environmental conditions they exist in. Profound gender inequality exists in roles that women are forced to fill, specifically when they are relegated to living in the shadow of their male counterparts. The impacts of this disparity are widespread, preventing women from accessing environmental resources, being included decision-making spaces, and contributing to solutions to environmental declines.

The research paper focuses on decision-making and action plans. A group of girls and women educators explored ways to promote women's rights and climate justice in elementary and secondary schools and developed plans to promote women's rights and climate justice in schools.

## KEY RESEARCH QUESTIONS

This research has two main goals: to gather women's voices and represent their experiences of climate and environmental changes. It focuses on decision-making and action plans. The key research questions are:



### **1. What environmental changes are happening in Dagahaley camp?**

- How do girls and women experience these changes?
- How can women participate in reducing environmental degradations?
- How might environmental restoration enhance women's rights?

### **2. What recommendations and actions are important for schools to take in response to climate change and women's rights?**

## LITERATURE REVIEW



### 2.1. Displacement and Environmental Degradation

Over 550 million people around the globe face food insecurity problems, and many are worsening day-by-day. Food insecurity affects a number of refugee children and pregnant mothers; the rate of malnutrition in South Asia and Sub-Saharan Africa are very high.

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### 2.2. Role of Education in Environmental Ecosystem Protection

Climate change should be infused into the education curriculum. as it makes it more interesting and also compulsory for students of all ages to learn about this unique challenge. This section is an explicit message that implores policymakers to address climate change at all levels of schooling. It is one way that gives space for people in the camp to comprehend and act.

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### 2.3. Causes of Environmental Degradation

Deforestation in Kenya, particularly in Dadaab, is a course of concern though as poor air quality impacts health and weakens human development. Additionally, every year, thousands of farming lands are swept away by floods due to soil erosions. Such frequent change affects the crop reproduction, forest, and all-natural ecosystem.

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### 2.4. Importance of Tree Planting

Tree planting is very vital in the camp areas because we build our home through the construction of trees at the same time provides additional necessities such as food and oxygen. It contributes to the most significant things in the environment by providing soil, water climate improvement, and quality air (Maathai 2004).

## RESEARCH METHODS



The study focused on women who are currently students or finished their education and have experienced climate change in the camp as well as being climate refugees. My collection of data employed two research methods: in-depth individual interviews and focus group discussions.

## THEMATIC ANALYSIS

### 4.1. Environmental Changes



Global climate change has also brought profound changes to all our lives. Everybody knows that the local weather has changed and can feel its effects. Since 1997, major climate-related problems such as intensified flooding, pollution and diseases like cholera and malaria have become more prominent, and we spoke about these in our interviews.

### 4.2. Gendered Impacts of Climate and Environmental Changes



Despite the international human rights law and other local laws prohibiting discrimination against women, women undoubtedly face systemic discrimination that prevents them from accessing their rights. Women face displacement and relocation due to environmental issues such as flooding, they are tasked with additional domestic hardship during environmental disasters, their sexual and reproductive health and rights are severely impacted. Finally, women face severe protection risks, including murder, violence, discrimination, exacerbated by climate change.

### 4.3. The Importance of Women's Voice, Agency, and Representation



The kind of empowerment women need in community development is to grow their knowledge of indoor and outdoor pollutants in the camp and be empowered to provide the support they see as necessary. They need financial assistance that can expedite the implementation of their goals and executive their objectives on environmental changes and community development in the camp. Moreover, female rights can be improved through educating community leaders, particularly religious leaders, NGOs, and human rights organizations, as well as the women themselves because they must know their rights and have prior knowledge on where to seek help in case their rights are violated. Finally, we can make women agents of change in environmental responses in the camp through encouragement and support while giving them the opportunity to have good connections and networks within the refuge community and a robust knowledge about environmental management.

### 4.4. Educational Responses



Education has a role in addressing the environmental change in the community at Dagahaley camp. It brings a fundamental change in society through networking and offers different opportunities to the community such as raising public awareness, training teachers, developing community leaders, informing students on climate change education, providing emergency teaching materials, and organizing inter-agency and community discussions that contribute durable solutions in the local context.

## FINDINGS AND DISCUSSIONS



Women play a critical role in climate change mitigation and adaptation. Refugees depend on natural resources for food, shelter, and firewood, but we are struggling to secure these necessities daily. Women's and girl's voices are key to resolving this issue. Providing work opportunities for females must be included in all climate decision-making processes in the camps to avoid perpetuating gender inequalities.

## RECOMMENDATIONS

This is a study of education, environment, and women's rights. In conclusion, I recommend the following strategies to bring about necessary changes:

- 1 There needs to adaptation measures to the camps through reforestation projects in the schools as well as in block-level community actions. Women and girls need to play a central role in leading these initiatives.
- 2 More female teachers are needed in schools and there needs to be active monitoring of whether the school meets the rights of women and girls in the classroom.
- 3 The school curriculum needs to be infused with environmental education, in which learners can understand better climate change and climate justice. Students need to learn about policies of environmental management and the central roles that women play in environmental management and responses.
- 4 In the camps, we need to develop strategies where women can hold empowered positions of policymaking and be change-makers in climate decision making. Women's and girls' voices should be put into consideration when climate matters arise.
- 5 Partnerships with the humanitarian organizations and refugee communities in the camps need to focus on women's rights in environmental change.
- 6 Quality climate change education needs to be available for teachers, students, community members, and parent-teacher association. These should focus on positive environmental change, protection, and justice.