



United Nations
Educational, Scientific and
Cultural Organization



Global
Education
Monitoring
Report

ED/GEMR/MRT/2020/P1/x

Background paper prepared for the 2020 Global Education Monitoring Report

Inclusion and education

THE IMPACTS OF INTERNAL DISPLACEMENT ON EDUCATION IN SUB-SAHARAN AFRICA

This paper was commissioned by the Global Education Monitoring Report as background information to assist in drafting the 2020 GEM Report, Inclusion and education. It has not been edited by the team. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to the Global Education Monitoring Report or to UNESCO. The papers can be cited with the following reference: "Paper commissioned for the 2020 Global Education Monitoring Report, Inclusion and education". For further information, please contact gemreport@unesco.org.

TABLE OF CONTENTS

1. Abstract	3
Key messages.....	3
2. Introduction.....	4
3. The ripple effect of internal displacement’s impacts on education.....	6
4. Methodology	9
5. 4.4 million children affected by internal displacement in sub-Saharan Africa	12
6. Three million African children at risk of being out of school	15
7. \$275 million needed in Africa per year of displacement	19
8. Case studies: Eswatini, Ethiopia, Kenya, Somalia and Yemen.....	22
Eswatini case study.....	23
Ethiopia case study.....	24
Kenya case study	26
Somalia case study	29
Yemen case study.....	32
9. Conclusion	40

ABSTRACT

Internal displacement can interrupt children's education, harm their wellbeing and hinder their development. It can reduce their future livelihood opportunities, creating a poverty trap that endures even after displacement. Failing to provide internally displaced children with quality education can cause long-term damage to them, their families and communities and affect their country's progress towards the Sustainable Development Goals (SDGs). As this paper demonstrates for the first time, however, most internally displaced children are excluded from educational policies.

In this background paper to the Global Education Monitoring Report 2020 of the UN Educational, Scientific and Cultural Organization (UNESCO), the Internal Displacement Monitoring Centre (IDMC) presents the first estimates of the number of children at risk of being affected or out of school because of internal displacement in sub-Saharan Africa and of the cost of providing them with education. It further analyses the educational impacts of internal displacement in Ethiopia, Somalia, Kenya and Eswatini and proposes options to ensure inclusive education policies do not leave internally displaced children behind.

Key messages

- More than 4.4 million children of primary and lower secondary school age (between 5 and 14 years old) are at risk of having their education affected by internal displacement in sub-Saharan Africa.
- At least three million children internally displaced by conflict or violence are at risk of being out of school across 13 sub-Saharan African countries because they are not receiving educational support.
- African countries affected by internal displacement would need at least \$275 million per year to provide minimum educational support to all internally displaced children between the ages of 5 and 14.
- The sub-Saharan countries with the highest numbers of school-age internally displaced children are the Democratic Republic of the Congo (DRC), Somalia, Nigeria, Ethiopia, Sudan and South Sudan.

INTRODUCTION

Internally displaced people (IDPs) – those forced to move from their home who remain within the borders of their country – are often among the most vulnerable and marginalised people. While international migration and refugee flows make headlines and are prominent in global debates, internal displacement is rarely viewed with the same political urgency.

Internal displacement can result in exclusion from social services. It can interrupt children's education and separate them from their familiar school environment, teachers and classmates, sometimes for months or years. When they are able to go back to school, whether in their community of origin, host area or in a camp, they must make up for lost time. They also must manage the stress and trauma associated with their displacement. Displaced children often have lower enrolment and achievement rates than their non-displaced peers.

Disruption to education can harm the mental health of displaced children and increase psychosocial instability. It can affect social cohesion and damage security in the short and long term. Inclusive, good quality education can be a stabilizing factor and bring societies together.ⁱ

Disruption to education can also reduce children's livelihood opportunities. It may affect their future earnings as adults, creating a poverty trap that endures even after displacement and that prevents durable solutions. Failing to include children affected by internal displacement in education can thus result in long-term disadvantages for them, their future dependents and their communities. It can have repercussions on a country's socioeconomic development and stability, slowing progress towards the SDGs. Inclusive education, ensuring that all learners are included in education systems irrespective of their marginalisation and disadvantage, is an ambitious, but essential goal.

Although anecdotal evidence of barriers and impacts exists, comprehensive assessments are still lacking. IDMC conducted a systematic review of the literature on the educational impacts of internal displacement in 2018 and developed a conceptual framework to unpack the linkages between internal displacement, education and other areas, including health, security and income.ⁱⁱ The review highlighted repercussions for countries in the medium and long term, but also pointed to a dire lack of quantitative data to measure them.

As a first step towards bridging this gap, this paper presents estimates on the number of children between the ages of 5 and 14 whose education is affected by internal displacement, of internally displaced children at risk of being out of school and of the cost of providing them with temporary education while in displacement. These estimates rely on secondary data analysis and projections and are focused on sub-Saharan African countries affected by internal displacement in 2018.

More in-depth analysis of the educational impacts of internal displacement in selected countries also is presented to emphasize context-specific challenges and policy options. The case studies highlight poverty, trauma and stigmatisation as impeding the education of IDPs. There are contextual differences with respect to what might be key challenges of inclusion, such as language barriers, adaptations from a nomadic to an urban lifestyle and other issues. These case studies are based on primary data collection, including quantitative surveys and key interviews conducted in Eswatini, Ethiopia, Kenya and Somalia in 2019.

The paper's main objective is to stress the need to include children affected by internal displacement in national education strategies as the most efficient way to achieve durable solutions and sustainable development. Quantitative estimates and case studies are used to provide the first regional overview of the educational impacts of internal displacement and should guide not only emergency responses, but also short- and long-term planning and investment in education.

THE RIPPLE EFFECT OF INTERNAL DISPLACEMENT'S IMPACTS ON EDUCATION

Internal displacement has received less attention than cross-border displacement or international migration in all areas of research. Less data is available on IDPs than on refugees, asylum seekers or international migrants. This is particularly true for education, although case studies from around the world have highlighted some of the main impacts.

Nearly every country affected by displacement yields evidence of lower enrolment and achievement rates and higher dropout rates among displaced children. For instance, only 28 per cent of IDPs aged five years and older in Mogadishu, Somalia, have ever attended school, compared with 42 per cent in the host community.ⁱⁱⁱ Girls are disproportionately affected by internal displacement in their education. Only 22 per cent of internally displaced girls over five in Mogadishu have ever attended school, compared with 37 per cent of boys.^{iv}

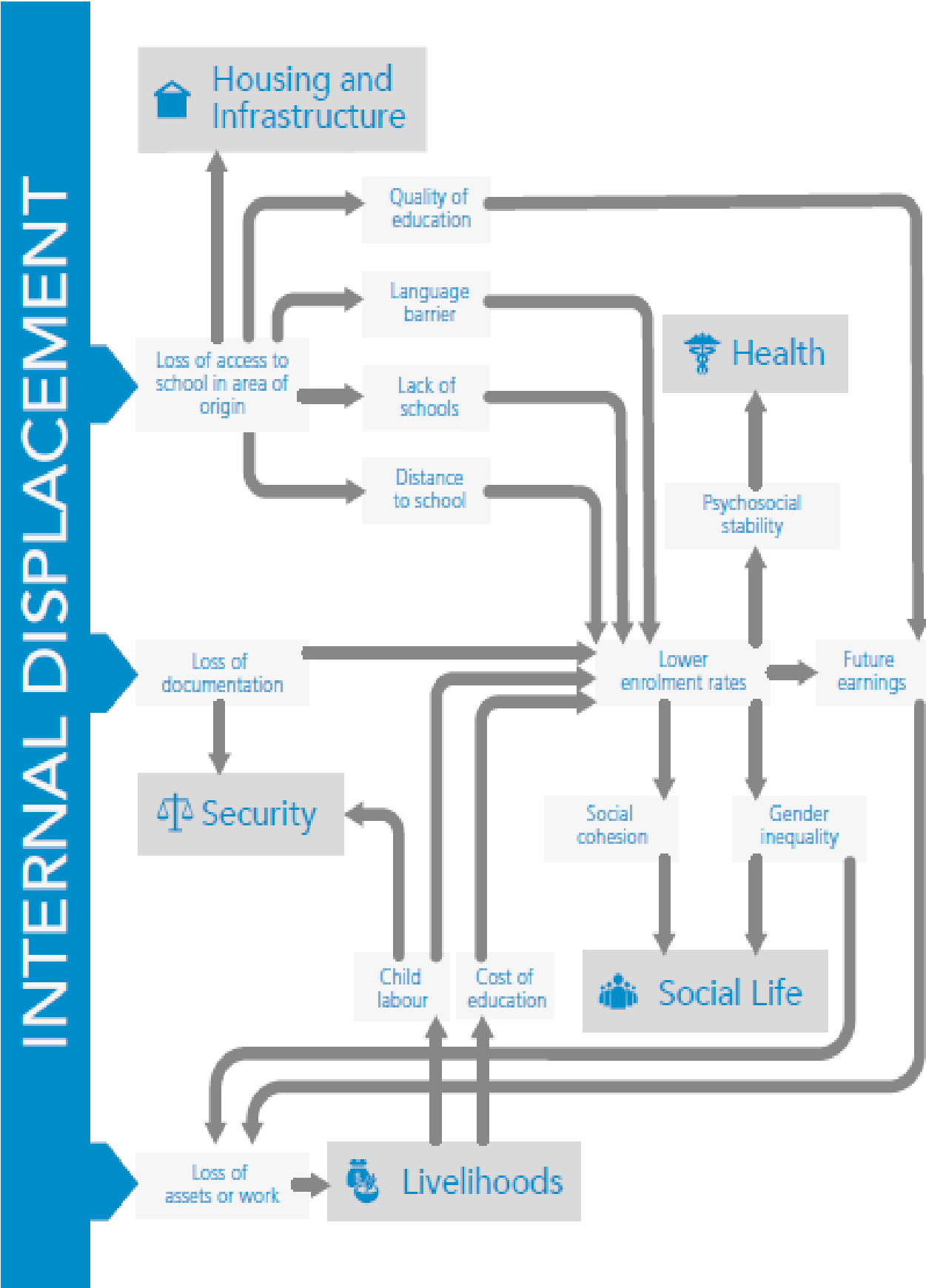
Households often see their financial resources reduced by internal displacement. This may lead the most vulnerable families to take their children out of school, either because they are unable to afford it or because they need their children to work. Thirty-three per cent of IDPs with families who were surveyed in Goma, DRC, for example, said costs were the main reason for not sending their children to school.^v

One of the most direct ways internal displacement affects education is by creating a physical distance between children and schools. There were no educational facilities in 19 out of 42 displacement camps assessed in 2015 in Nigeria.^{vi} Of 590,000 Nigerian displaced children, fewer than 90,000 were able to pursue their education in 2017.^{vii}

The voluntary national review in Nigeria reported on key interventions planned to tackle the severity of IDPs' educational disadvantages and exclusion. For instance, the Civil Society Action Coalition on Education For All plans to provide education for 43,665 out-of-school children in 737 centres across the northern states (Adamawa, Bauchi, Borno, Gombe and Yobe).^{viii}

Children from host communities and those who remain in depleted communities of origin may also have their education disrupted, or the quality of their education affected because of displacement. Mass displacement in central and southern Somalia left many schools unable to operate because as few as a quarter of staff members remained.^{ix} In conflict and disaster settings, schools and other public buildings are often repurposed as emergency shelters, preventing children from host communities from attending school. The disruption of displaced children's education can limit their economic potential and future job prospects. This represents a causal loop of major interest to policymakers looking to address internal displacement and promote sustainable development.

Figure 1: Linkages between internal displacement and education



Educational impacts are the result of multiple effects of internal displacement on security, livelihoods, access to decent housing and infrastructure. In turn, disruptions in education can affect social life, mental health, future income and security, in a cycle illustrated in Figure 1.^x

For instance, internally displaced families forced to live in informal settlements on the margins of urban areas may find themselves too far from the nearest school. This can cause lower enrolment rates and fewer opportunities for integrating into the host community and living a rich social life.

Displaced families' inability to continue working in their areas of refuge also can have a significant impact. If they can no longer afford school fees, they may be forced to take one or more of their children out of school. In some cases when a choice has to be made between children, girls are taken out first, impacting future gender equality.

The impacts of internal displacement on education, especially in the case of mass and protracted displacement, can hinder an entire country's socioeconomic development and limit progress towards the SDGs.

At the same time, quality education can help reduce the likelihood of conflict and violence. One study suggests that doubling the percentage of young people with secondary education from 30 per cent to 60 per cent could halve the risk of conflict. Another study indicates that if educational inequality doubles, so does the probability of conflict.^{xi} Attending school can reduce displaced children's exposure to physical and sexual violence and abuse and their recruitment into armed forces and groups.^{xii} Education helps to foment not only decent livelihoods and social cohesion, but also psychosocial stability, forming the basis for a more peaceful society.

Quality, inclusive education can yield returns on investment that outweigh the investment's original cost. Although studies on the financial benefits of investing in displaced children's education have yet to be published, research in other areas points to real benefits. For each dollar invested in an additional year of schooling in low-income countries, for instance, \$10 are saved in health benefits and earnings.^{xiii} Studies also show that on average each additional year of schooling raises gross domestic product (GDP) by 0.37%.^{xiv}

This evidence makes the case for inclusive educational policies that fully integrate children affected by internal displacement into their economies and communities. To achieve that integration, however, governments and aid providers need to base their emergency response, recovery and development plans on the number of children at risk, on their specific needs and on the cost of addressing those needs through policy options suited to the specific context. This paper introduces several methodological options for doing so and for planning and budgeting at the national and regional levels.

METHODOLOGY

Few of the educational impacts presented in the previous section have been measured in quantitative terms. In order to understand the phenomenon more comprehensively and to identify and analyse national, regional and global trends, standardized measures must be applied across displacement cases, across countries and across time. This calls for the collection of dedicated data on education in internal displacement. This, however, is a medium-term research objective. Collecting primary data in conflict and disaster situations is not always immediately feasible and is time and resource intensive.

Making the case for investment to mitigate the educational impacts of internal displacement is urgent. The futures of millions of displaced children worldwide are currently jeopardized because they receive poor quality education, are out of school, or at risk of being so. Their actual number, however, is unknown as is the actual number of internally displaced children. Only 14% of countries and territories with data on people internally displaced by conflict disaggregate the data by age.^{xv}

National-level demographic data available from the UN Population Division can be used to estimate the number of such children whose education may be affected. Assuming that the age distribution in the internally displaced population follows the same pattern as in the country's overall population, we can estimate the number of internally displaced children of primary and lower secondary school age for countries where the number of IDPs is known. This method is employed in the following sections of this paper. It uses IDMC's end-of-2018 figures for the national number of IDPs.^{xvi} Although the age at which children start and end primary and lower secondary school can vary from one country to another, this paper uses the age range of 5 to 14 for statistical purposes.

Evidence from case studies around the world, however, shows that the proportion of children in internally displaced populations is higher than in the country's overall population. In conflict settings, for instance, men may be engaged in battle and unable to flee with their families. This affects the age and gender distribution of the displaced population.

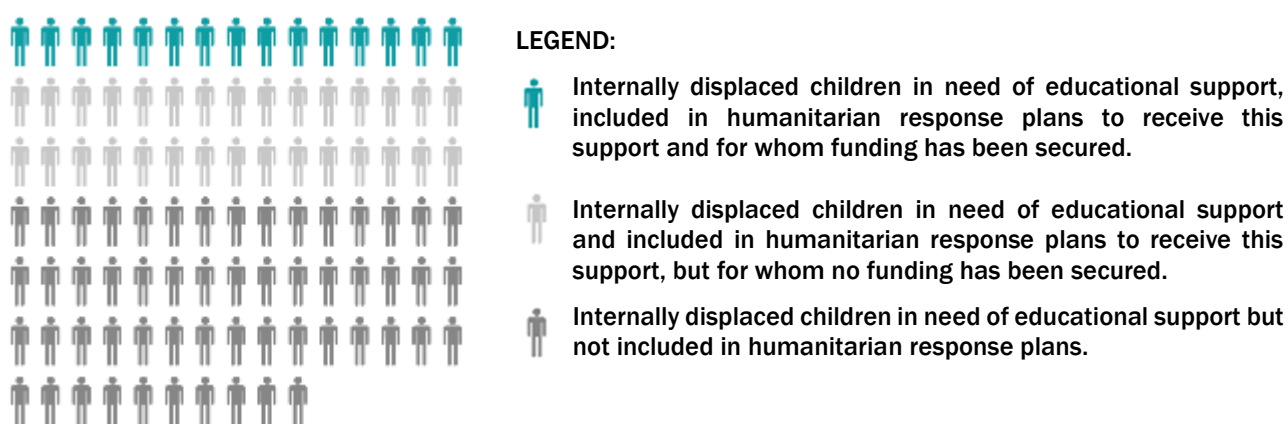
In Burkina Faso where the overall population below the age of 18 represents 52 per cent of the total population, a 2019 assessment places their proportion at 56 per cent of the internally displaced population, and a 2018 profiling exercise indicates that 62 per cent of the surveyed population was below 18.^{xvii} In Cameroon, a survey of the internally displaced population in the North region showed that 62 per cent was below the age of 18, compared with 49 per cent in the national population.^{xviii} Because of these differences between the proportion of children in internal displacement and in the national population, the figures presented in this paper are probably underestimated.

Governments and other aid providers offer temporary education for some displaced children in displacement camps. This is provided through humanitarian response plans in emergency situations. It includes the restoration of educational activities for children of primary and lower secondary school age (5-14) and the provision of healthy and secure learning environments, including in some cases, psychological support. Temporary education does not include longer-term investments in national or local educational systems, the training and hiring of teachers beyond the emergency phase or the construction of schools.

The cost of providing temporary education varies from one country to another and can be extracted from humanitarian response plans published by the UN Office for the Coordination of Humanitarian Affairs (OCHA) in countries where these are available. In sub-Saharan Africa, this was the case for Burundi, Cameroon, Central African Republic (CAR), Chad, Republic of Congo, DRC, Ethiopia, Mali, Niger, Nigeria, Somalia, South Sudan and Sudan in 2018. The results of this secondary data analysis are presented in the following section. Multiplying the cost of providing temporary education to one child for one year of displacement by the estimated number of school-age IDPs is one way to support better planning. It indicates the budget necessary to provide minimal educational support to all internally displaced children.

These estimates only account for the cost of restoring educational activities for children of primary and lower secondary school age and ensuring healthy and secure learning environments, including, in some cases, psychological support. This minimal support is rarely sufficient to ensure quality education. The cost of adapting infrastructure and services to cope with the arrival of large numbers of IDPs in host communities is not included, as data to measure these impacts is rarely available. We therefore consider the figures presented in this paper to be underestimates.

Figure 2: Estimating the number of internally displaced children at risk of being out of school using secondary data analysis from humanitarian response plans



In reality, not all children affected by internal displacement receive educational support. Those who do not are at risk of being out of school. Their number can be estimated using the percentage of children deemed in need of educational support but not included in humanitarian response plans to receive this support, and the percentage of the educational component of each humanitarian response plan actually funded (Figure 2). This method uses information available in a standardized way across several countries from humanitarian response plans. Other sources of educational support, including national governments, are not taken into account in this analysis.

Estimating the number of children at risk of being out of school and the cost of providing them with education is even more challenging in countries affected by internal displacement where no humanitarian response plans or other secondary sources of data exist. In sub-Saharan Africa, this is the case for Cote d'Ivoire, Kenya, Mozambique, Senegal and Uganda. In the absence of country-specific information, projections can be made using values recorded in all other sub-Saharan African countries affected by internal displacement (Burundi, Cameroon, CAR, Chad, Republic of Congo, DRC, Ethiopia, Mali, Niger, Nigeria, Somalia, South Sudan and Sudan) for which data is available. This can give an approximation of the scale of the phenomenon.

These values can also be applied to the estimated population at risk of being displaced by future disasters in the region, using IDMC's Global Displacement Risk Model.^{xix} The risk model was developed in 2017 to use the probability of various intensities of earthquakes, storms, floods, tsunamis and winds affecting each country and evaluate the likely number of displacements the events would cause, based on population exposure and vulnerability. It can help indicate the number of children of school age at risk of being internally displaced and help countries start to plan their budgets in order to provide displaced children with a continuing education. The model does not consider other hazards or displacement associated with climate change.

These estimates may not be as precise as they should be, but in the absence of data disaggregated by age on IDPs and on their access to education, they can begin to fill a major knowledge gap. They are useful for getting a sense of the scale of the phenomenon and of the resources necessary to address it. They should, of course, be complemented by more in-depth, context-specific research involving primary data collection.

The final section of this paper will do this using the examples of Eswatini, Ethiopia, Kenya and Somalia, where primary data on internally displaced children and their education was collected in 2019. These case studies present the results of quantitative surveys that asked about 150 to 300 IDPs and hosts in each country standard questions about the impacts of internal displacement on the education of their children. The questions were asked of heads of households. They highlight any evolution in children's access to school from before and after displacement and any evolution in the perceived quality of education and education costs. Interviews with key informants including community leaders, local authorities, NGOs working with IDPs and

other relevant stakeholders provide additional in-depth information on the impacts of internal displacement on education.

4.4 MILLION CHILDREN AFFECTED BY INTERNAL DISPLACEMENT IN SUB-SAHARAN AFRICA

While the actual number of children internally displaced in each country is largely unknown, it can be estimated using national age distribution data applied to records of the number of people internally displaced by conflict or violence as of 31 December 2018.^{xx}

Sub-Saharan Africa accounts for the largest number of school-age IDPs worldwide. Not only does the region have the largest number of people living in internal displacement associated with conflict and violence, it also has the highest proportion of children.

More than 4.4 million children of primary and lower secondary school age (between 5 and 14 years old) were at risk of having their education affected by internal displacement associated with conflict and violence in 23 sub-Saharan countries at the end of 2018.

Figure 3 highlights, in darker blue, countries where the highest number of school-age children between 5 and 14 are living in internal displacement associated with conflict or violence: DRC with 865,761, Somalia with 749,384, Nigeria with 598,320, Ethiopia with 540,661, Sudan with 524,216 and South Sudan with 485,940.

None of these figures include internal displacement associated with disasters or climate change, as those numbers are unknown. Yet disaster-related displacement is a growing issue in sub-Saharan Africa. About 7.4 million new displacements associated with conflict and violence and 2.6 million associated with disasters, not including climate change, were recorded in the region in 2018.^{xxi}

IDMC's risk model can estimate the average annual number of displacements associated with disasters.^{xxii} These estimates do not, however, include displacement associated with drought, a significant threat for several sub-Saharan African countries, as illustrated in the Somalia case study in the following section.

An average of 450,000 African children, according to the model's estimates, could see their education affected for durations ranging from a few days to several months by internal displacement associated with such disasters each year. The countries where the highest numbers of children would likely be affected are the DRC, Nigeria, Madagascar, Ethiopia, Tanzania and Mozambique, as illustrated in Figure 4.

Figure 3: Distribution of school-age children (5 to 14) living in internal displacement at the end of 2018 because of conflict or violence in Sub-Saharan Africa

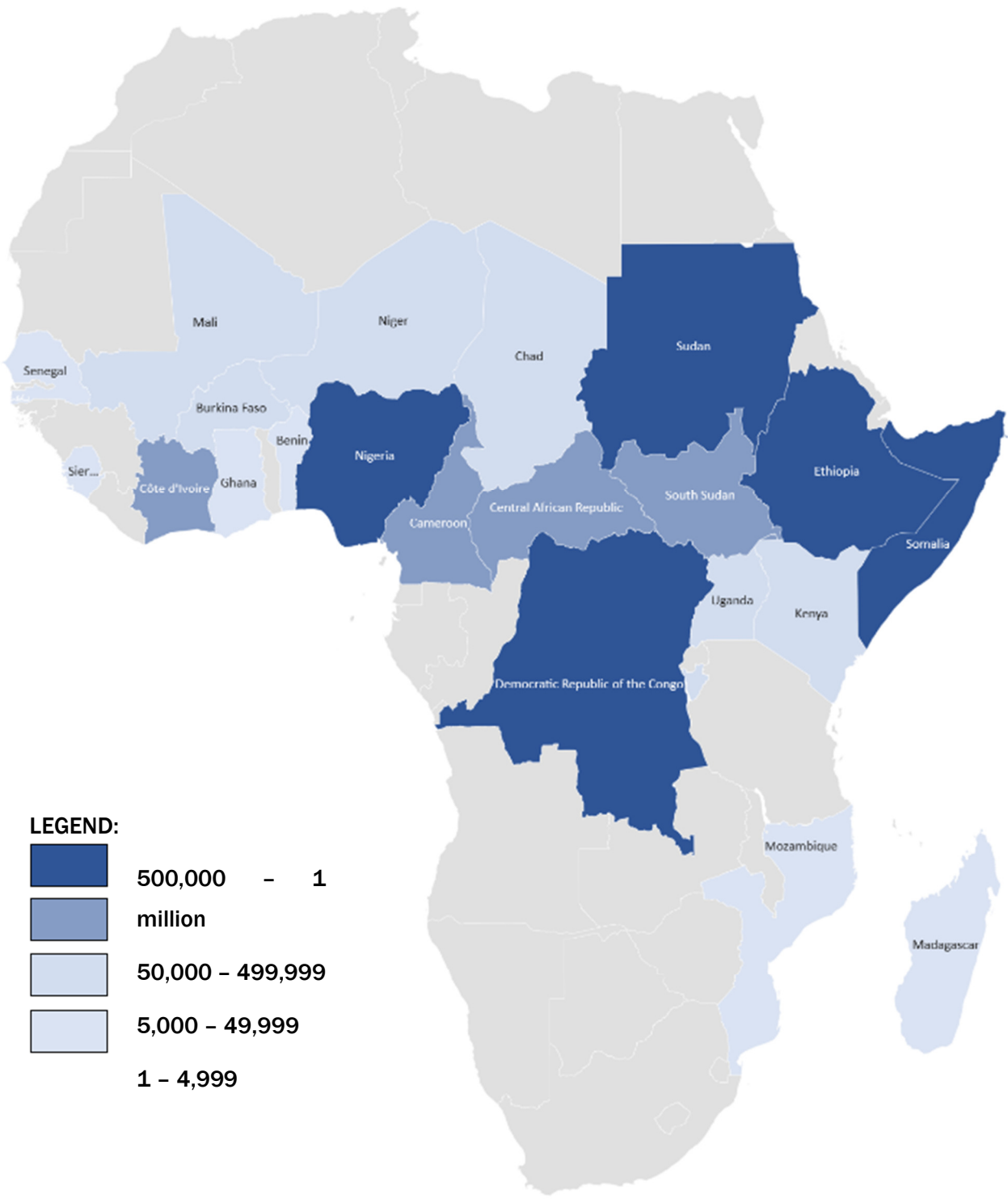
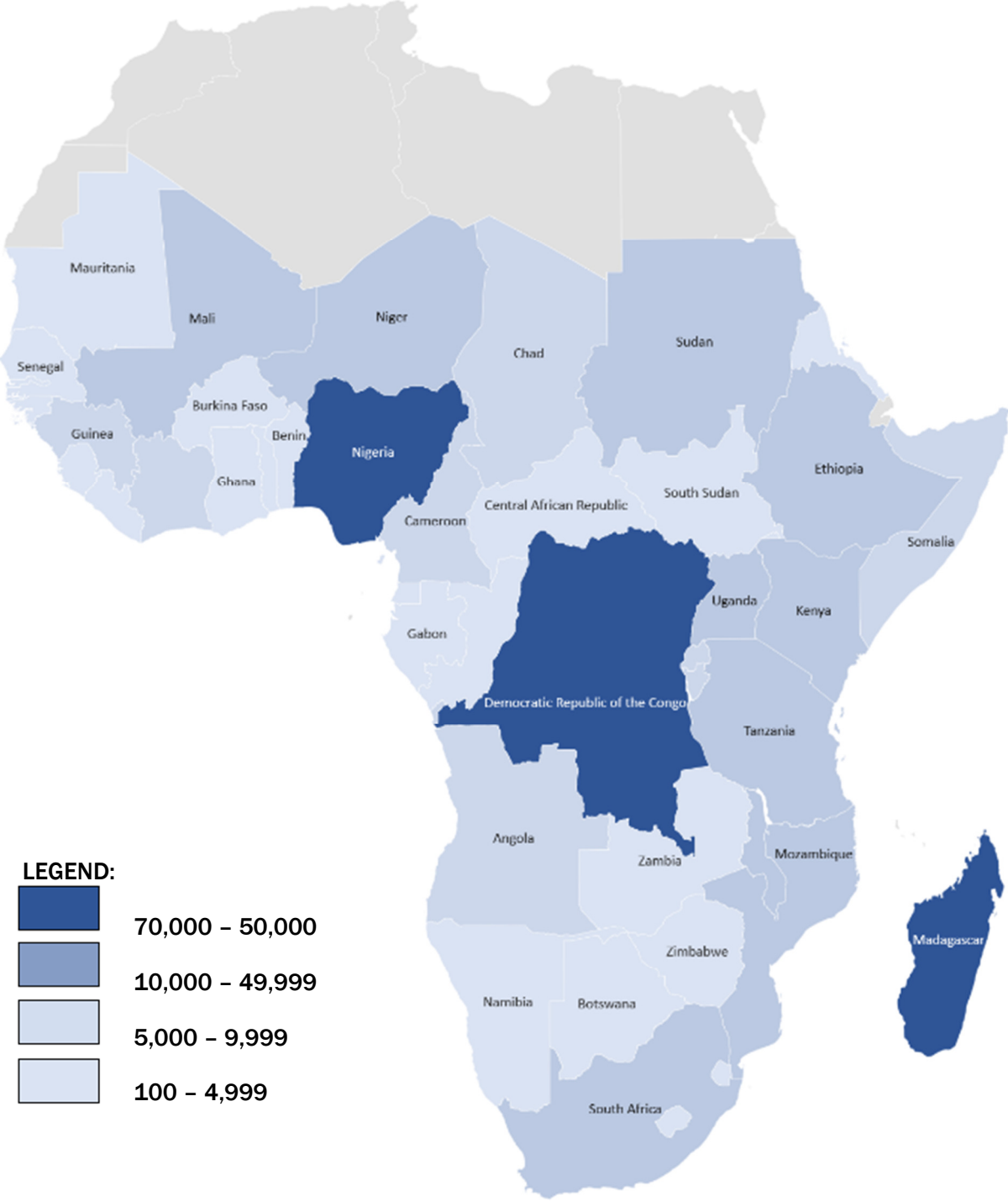


Figure 4: Distribution of the average annual number of school-age children (5 to 14) likely to be internally displaced as a result of disasters in sub-Saharan Africa

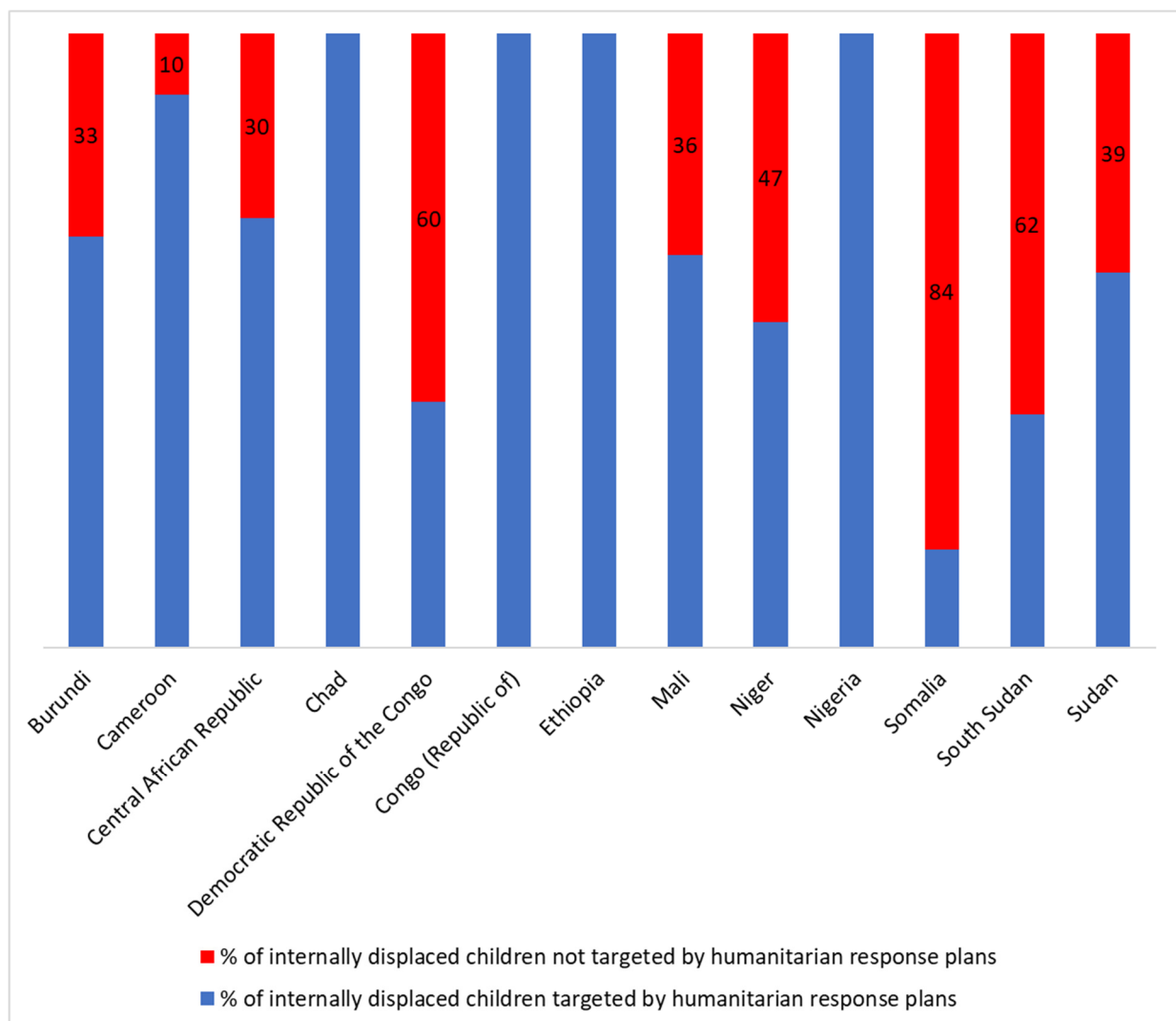


THREE MILLION AFRICAN CHILDREN AT RISK OF BEING OUT OF SCHOOL

All children are likely to see their education affected by internal displacement. If they do not receive any educational support, they may be at risk of being out of school. On average, about 20 per cent of internally displaced children received educational support in 2018, leaving nearly three million between the ages of 5 and 14 at risk of being out of school.

Some children are not included in humanitarian response plans even though their education has likely been affected by internal displacement. This is because no organisation could reach them with the necessary support for reasons including security and implementation capacity. Figure 5 shows the percentage of children of primary or lower secondary school age displaced by conflict who are not included in the budgetary requirements of humanitarian response plans

Figure 5: Percentage of children of primary or lower secondary school age (5 to 14) internally displaced by conflict or violence, who are not included in the budgetary requirements of humanitarian response plans (in red), per country.

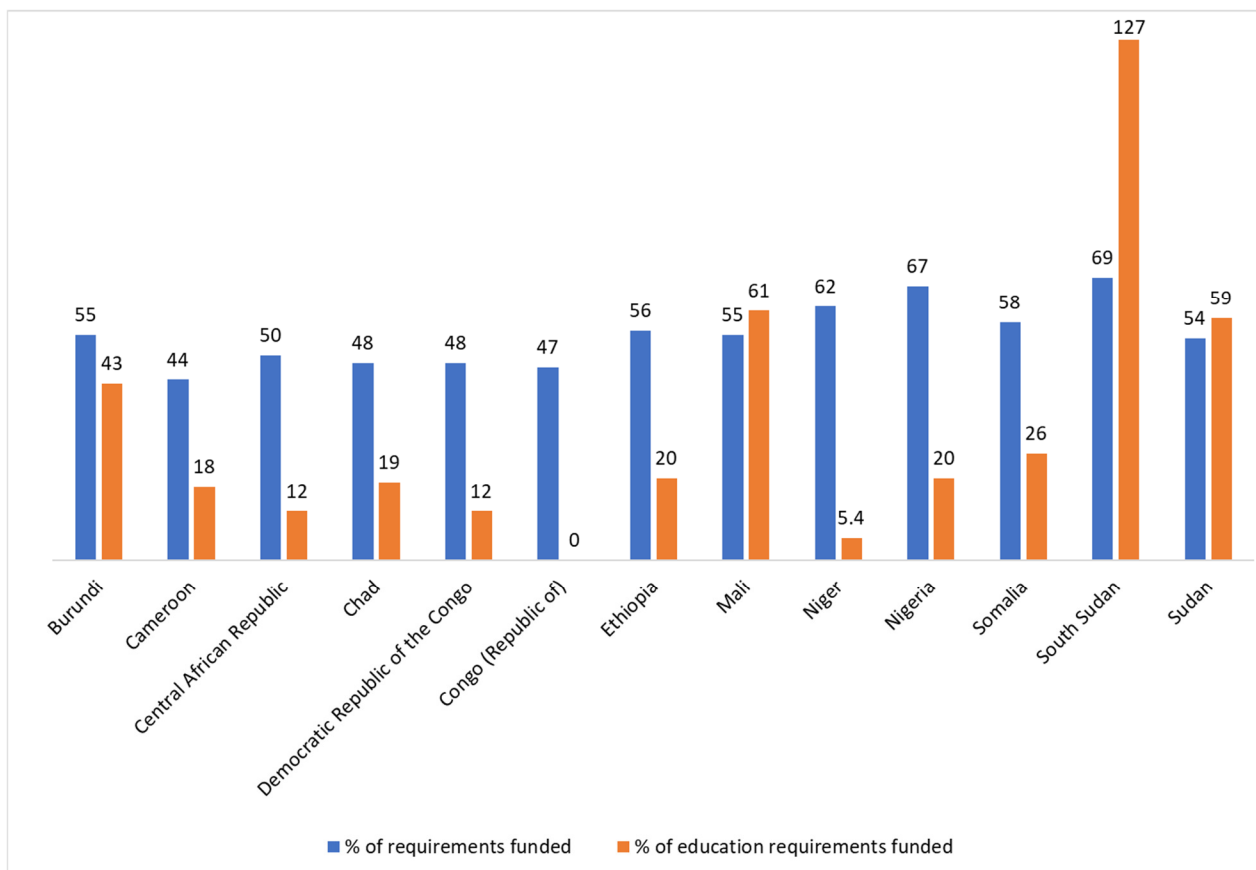


requirements of humanitarian response plans in each country. In Chad, Republic of Congo, Ethiopia and Nigeria, all affected children are included. This is not true, however, in the other countries. Between 10 per cent of affected children in Cameroon and 84 per cent in Somalia are not included in humanitarian response plans.

Some children who were initially included in humanitarian response plans end up without educational support because there are insufficient funds to cover the entire amount requested. Humanitarian response plans are appeals for funding: They represent activities that could be implemented if the requested budget were secured. Rarely are these budgets fully secured, however, and the educational part of them is even less often funded.

Figure 6 shows, in blue, the percentage of the humanitarian response plan’s total budget that was secured for each country, compared with the percentage of the education part of these budgets that was secured, in orange. In all countries except Mali, South Sudan and Sudan, the percentage of the education budget that was secured is much lower than the secured percentage of the overall budget. South Sudan stands out as the only country where amounts above the initially requested budget were secured, with 127 per cent eventually

Figure 6: Percentage of the humanitarian response plan’s total budget secured for each country (in blue), and percentage of the education part of these budgets secured (in orange)

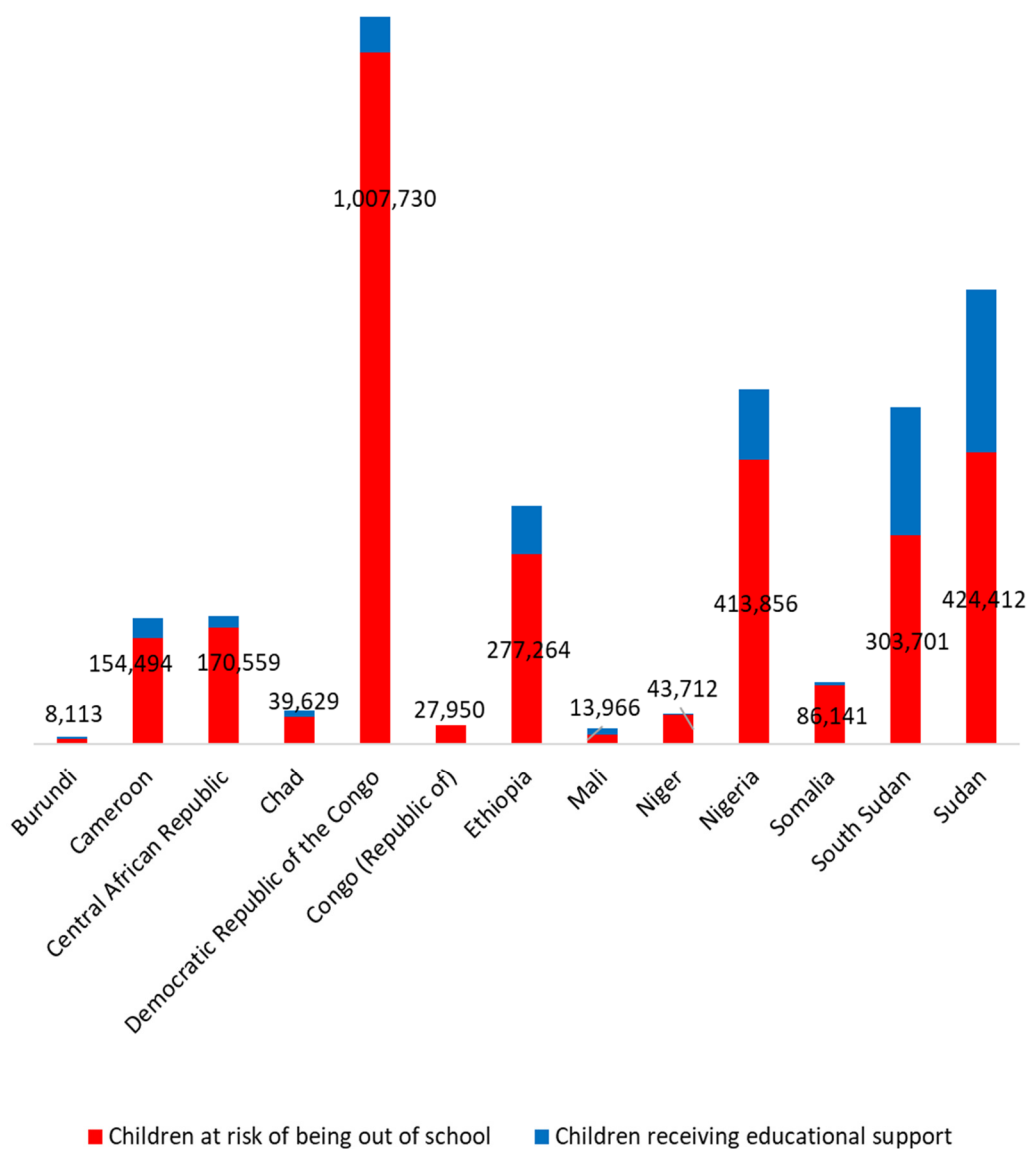


funded. For all other countries, the percentage of the education budget that was secured ranges from 0 in the Republic of Congo to 61 per cent in Mali.

On average, less than 55 per cent of the total budget required to implement humanitarian response plans is funded. This falls to 32 per cent for education. This may be partially a result of the fact that compared with healthcare, shelter, security and food assistance, education is not recognized as important to save lives and thus receives less funding in emergencies.

Figure 7 highlights this gap for each country. It shows in blue the estimated number of children of primary or lower secondary school age internally displaced by conflict receiving educational support. It shows in red the

Figure 7: Number of children of primary or secondary school age (5 to 14) internally displaced by conflict or violence receiving educational support (in blue) and at risk of being out of school because they are not receiving educational support (in red), per country, for 2018.



number of children at risk of being out of school because they are not receiving any educational support. The figures on the bars show the latter.




In DRC, 1,007,730 children are at risk of being out of school because of internal displacement, as 95 per cent of the internally displaced children of primary or lower secondary school age are not receiving any educational support as part of the humanitarian response plans. This does not consider support they may be receiving directly from the government or other actors not included in the humanitarian response plans. The proportion rises to 100 per cent in the Republic of the Congo, 97 per cent in Niger and 96 per cent in Somalia. Mali has the highest proportion of internally displaced children covered by educational support plans, with 39 per cent included. Sixty-one per cent are overlooked, however, either because no education provider included in the humanitarian response plan can reach them, or because the funds required to include them were not secured. Again, this analysis does not consider educational support provided to internally displaced children by actors outside of the humanitarian response plans, including the government.

Figure 8 shows in green the proportion of sub-Saharan internally displaced children between the ages of 5 and 14 who are included in humanitarian response plans to receive educational support and who are receiving support because the plan has been funded. All other children in need of educational support, shown in grey, are not receiving it.



Figure 8: proportion of internally displaced children of school age (5 to 14) receiving educational support (in green) and at risk of being out of school (in grey) in sub-Saharan Africa.

LEGEND:

-  Children in need but not included in humanitarian response plans (38%)
-  Children in need included in humanitarian response plans but for whom funding was not secured (41%)
-  Children in need included in humanitarian response plans for whom funding was secured (21%)

\$275 MILLION NEEDED IN AFRICA PER YEAR OF DISPLACEMENT

Secondary data is available for estimating the impacts on education of internal displacement associated with conflict in 13 sub-Saharan countries: Burundi, Cameroon, CAR, Chad, Republic of Congo, DRC, Ethiopia, Mali, Niger, Nigeria, Somalia, South Sudan and Sudan. This analysis provides estimates of the cost of providing affected children with minimum educational support while they are displaced.

The methodology relies on existing information on the number of children in need of educational assistance in emergency situations and on the associated costs published by OCHA in humanitarian response plans.^{xxiii}

The cost estimates do not correspond to the total amount spent by humanitarian organisations or governments in response to crisis, nor do they correspond to the total amount requested by them to meet the educational needs of displaced children. They take into account the minimum amount necessary to restore educational activities in the emergency phase, not including longer-term investments, for children of primary and lower secondary school age.

The figures should be understood as estimates of the total amount that would be required to meet the needs of all displaced children in terms of temporary education. The amounts are calculated as the average cost per displaced child for one year of displacement. This information is then applied to the estimated number of children between the ages of 5 and 14, the age range that corresponds to that of children in primary and lower secondary school in most countries living in internal displacement throughout 2018 because of conflict.

Table 1 shows for each country the estimated cost per child of providing temporary education for one year and the total cost of providing temporary education to all children internally displaced throughout 2018.

The estimated cost of providing temporary education to one child for an entire year ranges from \$14 in Burundi to \$130 in Somalia. Applied to the total number of internally displaced children of primary or lower secondary school age, the highest amount is needed in DRC with about \$79 million, followed by Sudan with \$53 million and South Sudan with \$41 million for one year of minimum educational support.

Table 1: Estimated cost of providing internally displaced children with education in 2018 in Burundi, Cameroon, CAR, Chad, Republic of Congo, DRC, Ethiopia, Mali, Niger, Nigeria, Somalia, South Sudan and Sudan.

Country	Cost of providing temporary education per child for one year ^{xxiv}	Total cost of providing temporary education to all internally displaced children in the country for 2018
Burundi	\$14	\$159,541

Cameroon	\$50	\$9,218,000
Central African Republic	\$90	\$16,758,000
Chad	\$50	\$2,446,250
Democratic Republic of the Congo	\$75	\$79,390,500
Congo (Republic of)	\$75	\$2,096,250
Ethiopia	\$20	\$6,931,600
Mali	\$100	\$2,291,000
Niger	\$75	\$3,375,000
Nigeria	\$35	\$18,106,200
Somalia	\$130	\$11,684,400
South Sudan	\$85	\$41,636,400
Sudan	\$80	\$53,043,200

The cost of providing education to all children internally displaced by conflict or violence in these 13 countries in 2018 would have amounted to \$247 million.

The 13 countries analysed above are the most affected by internal displacement associated with conflict or violence in sub-Saharan Africa. Smaller-scale displacement, however, was also recorded in 2018 in Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mozambique, Senegal, Sierra Leone and Uganda. The estimated number of school age children internally displaced by conflict or violence in these countries ranges from less than 500 in Benin, Madagascar and Sierra Leone to over 6,500 in Burkina Faso. These figures are estimated as of 31 December 2018. In some countries, including Burkina Faso, the situation has evolved in 2019, and the numbers have significantly increased.

There were no humanitarian response plans or other sources of information available in these countries in 2018 to estimate the cost of providing affected children with minimum educational support during

displacement. This cost can be assessed using the k-nearest neighbour approach (see box below on this methodology).

The k-nearest neighbour approach is based on the hypothesis that a country’s socioeconomic situation affects the cost of providing emergency educational support in several ways. These include the country’s ability to assist and protect IDPs, its resilience to and ability to recover after crises and existing opportunities for children to attend school in host areas.

The World Bank’s database of socioeconomic development indicators is used as an input dataset for the analysis. Two hundred and thirty indicators show a strong correlation with the estimated cost per IDP in the 13 sub-Saharan African countries for which data is available and were used for the analysis.

The k-nearest neighbour algorithm is a simple and suitable tool for regression in very high-dimensional problems such as this. It makes an “educated guess” of a data point based on the input points that are most similar to it.

For each country where data is missing, the distance to all the other countries where data is available is computed. Distance can be seen as a measure of similarity, with a relatively small distance indicating a similar level of socioeconomic development. Each country with an unknown cost per IDP is assigned the average value from its three nearest neighbours with a known cost.

Table 2 shows the total cost of providing temporary education to all internally displaced children in the country for 2018.

The total cost of providing temporary education to all children internally displaced by conflict or violence in the region would have amounted to about \$248 million for 2018. Providing children displaced by disasters with temporary education for one year of displacement would cost \$27 million.

Table 2: Estimated cost of providing all internally displaced children with temporary education in 2018 in Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mozambique, Senegal, Sierra Leone and Uganda.

Country	Total cost of providing temporary education to all internally displaced children in the country for 2018, estimated using the k-nearest neighbour approach
Benin	\$34,226
Burkina Faso	\$549,432

Côte d'Ivoire	\$60,161
Ghana	\$32,793
Kenya	\$239,397
Madagascar	\$7,043
Mozambique	\$40,101
Sierra Leone	\$21,526
Uganda	\$112,387

CASE STUDIES: ESWATINI, ETHIOPIA, KENYA, SOMALIA AND YEMEN

The previous section presented the first estimates of the number of children whose education may be affected or interrupted by internal displacement in sub-Saharan Africa. It also presented such estimates for the amount of funds governments and their partners would have to invest in order to ensure minimum educational support during displacement. The effect of displacement on education and the associated challenges for delivering education services depend on the conditions in which children are displaced and must be assessed on a case by case basis. Situations differ, for instance, in rural and urban areas, and in displacement camps and other settings.

This section presents the results of original, primary data collection conducted by IDMC in Eswatini, Ethiopia, Kenya and Somalia. It includes in-depth information on barriers to education and on the impacts of internal displacement on access to and quality of education. The countries were selected to provide a range of situations. These include large-scale displacement associated with conflicts or disasters and small-scale displacement in countries with different response mechanisms.

In addition to these four case studies, a fifth one beyond sub-Saharan Africa is included in this paper at the request of UNESCO's Global Education Monitoring Report team. It focuses on the impacts of internal displacement on education in Yemen.

The results presented here for Eswatini, Ethiopia, Kenya and Somalia are based on the first standard survey developed specifically to measure the consequences of internal displacement on IDPs and host communities. Survey results are complemented with key informant interviews to understand how impacts occur and how they can be limited. For each survey, the sample size ranges from 80 to 300 respondents. The results

presented in the following pages only measure key impacts of internal displacement on education for the people who were interviewed and should not be taken as representative of all IDPs or hosts in any of the countries where the surveys were conducted.

Eswatini case study^{xxv}

Internally displaced children's education in Eswatini

Eswatini, formerly known as Swaziland, is affected by low levels of internal displacement associated with disasters. Most displacements are associated with sudden-onset disasters, mainly storms but also hailstorms and tornados. These events triggered 111 new displacements in 2018 that, for the most part, lasted a maximum of a couple of months. The main driver of internal displacement in Eswatini is suspected to be drought, but the number of drought-related IDPs is undetermined. Drought caused by El Nino severely affected food security for 600,000 people in 2016, prompting a humanitarian response by the EU and several UN agencies.^{xxvi, xxvii}

Eswatini provides primary education to all children and has achieved universal enrolment at that level for both boys and girls. Enrolment in secondary school, however, is rather low with only 67 per cent of children of secondary school age enrolled in 2017. Most surveyed students go to public schools, paying between \$360 and \$720 annually. Since most of the surveyed IDPs remained in their home area, living with neighbours, friends or family during their displacement, their children kept going to the same school. Only a small percentage of children stopped going to school after being displaced, principally because it became too expensive.

Sudden-onset disasters, such as storms or floods, generally do not affect school attendance in the long term, as schools are quickly repaired through the education ministry's dedicated fund for emergencies. The drought and subsequent food insecurity that affected the country in 2016, however, resulted in lower attendance rates. The education ministry, in response, provided school meals.

Barriers to education, particularly in the case of secondary schools, are mostly linked with insufficient transportation.

Priorities for inclusive education in Eswatini

This case study reveals good practices for ensuring continued access to education for displaced children. Affected families can rely on the universal education Eswatini provides. Whether they remain close to their previous home or move elsewhere, affected children are entitled to access the local school. When a storm displaces people, forcing them out of their home for a short time, as was the case with this sample, educational impacts are minimal.

The survey revealed that only some displaced families faced financial difficulties that impeded their access to education. These difficulties were the result of having to rebuild or repair their home or from losing belongings in the storm. The government has a disaster management system in place that successfully reduces the duration of displacement for many affected families. In-depth interviews showed, however, that not all families benefit from it, as some IDPs are not included in the needs assessment conducted by local informants. Difficulties accessing secondary education should also be addressed, although they appear similar for displaced and non-displaced children throughout the country.

Eswatini sample description

The study in Eswatini surveyed 103 people recently displaced by storms and 60 members of their host communities. Most interviews took place in Hhohho and Lubombo. Nearly all interviewed IDPs remained in the same region after they were forced to leave their home. Most were forced to move only once, but 12 per cent were forced to move twice or more.

Ethiopia case study^{xxviii}

Internally displaced children's education in Ethiopia

Access to education has improved for the displaced children who were surveyed compared with what it was before they left their homes in the Somali Regional State. Only 77 per cent of them used to go to school, before they were displaced, compared with 83 per cent now. Those who did not attend school back home say that children from other ethnic groups used to beat them up at school when they did attend, for instance if they performed better at their studies. A few others mentioned that their schools had been too far away or that they had to help at home or go out and get work.

None answered that school was too expensive. This was the case even though 76 per cent of those IDPs who sent their children to school had to pay for it, at an average cost of \$7 per month. Most of these expenses were linked with school materials, uniforms, tuitions, meals, transportation and additional classes. The public school inside the IDP settlement does not charge displaced children for their education. It only provides schooling up to grade 6, however. It is also not large enough to serve all the children in the area. Donations of books, school supplies and uniforms have been reported but are not sufficient for all in need.

“We have never sent back any student who has come here to register. But even though we accept them all, we still have problems, like shortages of teachers and books, with that of books being the most serious. The reason is that before the arrival of the IDPs we had only 300 students or so. Currently we have over 1300.”
Testimony from a teacher at the public school inside the IDP settlement.

There are few displaced children who do not attend school in their host area. The principal reason for not attending, cited by 29 per cent of respondents, is not wanting to go. This requires further investigation, but it appears that the cost of education is not a key barrier. Less than 4 per cent of the respondents who send their children to school report having to pay school expenses.

Another reason for not wanting to go to school could be the existence of language barriers, as the teaching language in the settlement may differ from that in their home area.

“Some of the displaced can’t speak Afan Oromo. They only speak the Somali language, while others studied in Amharic at private schools and so speak Amharic. While public schools provide education in Afan Oromo, most private education is in Amharic and displaced families can’t afford it.” Testimony from the director of a private school near the IDP settlement.

Other reasons for not attending school may include stigmatisation for not having decent shoes or a uniform, even though uniforms are not mandatory for displaced children. Teachers also report signs of psychological distress and trauma that could deter children from going to school.

“They are easily upset and respond to situations in a seemingly aggressive way. (...) We have observed problems relating to traumas. For example, we had a student whose father was said to have been slaughtered in front of him. This child attended school irregularly and eventually had to leave school altogether because of mental health problems... Some students also faint at school. We have seen that all year, and it is especially common among grade 5 students who are afraid of taking exams. Some of them lose consciousness a minute after exams start. We have observed this problem in internally displaced children only.” Testimony from a teacher at the public school inside the IDP settlement.

Ninety-two per cent of the respondents are more satisfied with their children’s education now than before they were displaced. Although this appears as a positive development, 77 per cent of respondents reported that their children had to interrupt their education because of displacement, and for a significant time: 41 per cent reported an interruption of more than a year, 24 per cent of 9 to 12 months and 28 per cent of 4 to 9 months. These interruptions may be linked with a lack of capacity at the school within the settlement and the unavailability of education in higher grades.

Priorities for inclusive education in Ethiopia

Efforts to provide education to all children, including those displaced because of ethnic tensions in the Somali Regional State, are showing results. Resources to achieve this goal, however, are still insufficient. More schools are needed in the IDP settlement. More teachers must be trained, including teachers able to speak the displaced children’s native languages, and thus ease the children’s transition. The local public school had

to hire new teachers without the necessary training but started a summer program to help them get that training and a diploma.

With more than 40 per cent of respondents reporting a year of lost education or more, interruption in schooling linked with displacement is significant. Increased school capacity would certainly help, but additional classes to make up for lost time would need to be planned. The public school within the IDP settlement has a helpful testing system in place to identify the grade of displaced children who have lost documentation relevant to their previous schooling.

Attempts at providing free uniforms and supplies to displaced children represent another positive initiative, and should be extended to benefit more children, including those that are not displaced. This can prevent further stigmatisation of displaced children and jealousy among the local population.

Another key component of inclusive educational policies is psychosocial support. Trained professionals must accompany displaced children and help them overcome the trauma connected to the violence they may have witnessed or suffered in their home areas. They can also help children with the stress related to their displacement. Reports from August 2019, however, show that even life-saving assistance is no longer reaching IDPs. Each household used to receive 15 kilograms of food per month from the regional government, but this seems to have stopped at the beginning of the summer of 2019. Support was not being provided by non-governmental organisations either at the time of this study.

Ethiopia sample description

Surveys in Ethiopia took place in the special zone surrounding Finfinnee, Sebeta, in the Oromia region. This area hosts thousands of IDPs who moved from the Somali Regional State in 2018 or 2019 because of ethnic tensions. The government provided them temporary or permanent housing, basic infrastructure and food assistance to settle near Sebeta. IDPs use the same health facilities and schools as the local community. A total of 150 IDPs were interviewed for this case study.

Kenya case study^{xxix}

Internally displaced children's education in Kenya

The post-election crisis that triggered mass internal displacement in Kenya occurred more than a decade ago, but its impacts on displaced children's education can still be felt today. Nakuru County, in grey in Figure 8, was especially affected by violence.^{xxx} In 2008, the government erected 43 transit camps across Nakuru to house 30,000 IDPs in Molo, Gilgil, Naivasha and Rongai. Naivasha and Rongai were selected as places for interviews with IDPs and Gilgil and Molo for interviews with members of the host community. Surveyed IDPs in Naivasha pooled their financial resources to collectively buy land and organised themselves through self-

help groups. In Rongai, the government provided IDPs with land and building materials to construct new homes.

Nearly all the children of surveyed IDPs attended school before displacement. Ninety-one per cent of the families had to pay to send their children to school, spending an average of \$131 per month, \$158 for boys and \$106 for girls. After they left their homes, only 73 per cent of the children kept going to school. Seventy-five per cent of the respondents reported that their child was out of school for an average of six months before being able to start again. The most frequent reason was financial, cited by 24 per cent of respondents. Seventy-one per cent of families who kept sending their children to school reported having to pay for their education, spending an average of \$29 USD per month. This compares to families in the host community who spent an average of \$43 per month.

Sixty-seven per cent of IDPs said they were less satisfied with their children's education after displacement, mostly because the quality was low. They also cited a change in the teaching language and, in a few cases, stigmatisation.

“The parents of internally displaced children had to take time to organize their lives financially and emotionally. Children, and their parents, were mentally tortured, and this affected their performance in class. There were no counselling sessions or rehabilitation to help them heal their wounds, though time heals.”
Testimony from a retired teacher and director of a junior academy in Gilgil.

Some surveyed IDPs spoke of their children's academic struggles. These included falling performance because of poor educational quality and the challenge of adjusting to a new school. In Gilgil, internally displaced children sometimes had to stay out of school for up to six months. Their families had lost everything in displacement and could not afford admission fees or school uniforms. When they did get back to school, the children were stressed from being in a new environment. Some had lost their parents and relatives to violence and lost time getting back on track. Significant distances to good schools and overcrowding from the increased population were other problems. Displaced children used the same classrooms and teachers as non-displaced children. Public primary education is free but other costs, including school supplies and uniforms, can range from \$10 to \$100 per trimester.

“Staying at home affected the children. Some pupils work as casual labourers instead of going to school. When they take their exams, they don't perform well since they are never at school. They still lack the basics for school such as a uniform, which affects their self-esteem. Displaced children feel that they are not as good as children who are not IDPs.” Testimony from the headmistress of a primary school in Rongai.

Displaced children in Rongai could be out of school for periods ranging from a few months to more than a year. This was mostly for financial reasons or because of the distances between the IDP settlement and the

school. Displaced families struggled to survive, and education was not always a priority. Some children had lost their parents and had no one to take them to school. Schools closest to the IDP settlement could not accommodate all the additional pupils, and some children had to wait until their families moved elsewhere to return to their studies. At first, displaced families were housed in temporary camps, not knowing when they would be moved again. This stopped some families from paying for their children's education, as they were not sure that they would be able to complete the school term.

Priorities for inclusive education in Kenya

Although the government of Kenya provided some support to displaced families as early as 2008 and up to a few years ago, none of the surveyed IDPs remembered any educational programme for their children. Aid came in the form of subsidies or land to build a new house. It was, however, insufficient to compensate IDPs for their losses and ensure that they could start their lives over again.

Financial losses associated with losing homes and belongings made it impossible for about one in four displaced families to pay for their children's education. Public primary education is free for all in Kenya. There are, however, hidden costs, including buying a uniform or school supplies, or paying teachers an additional fee. Displaced children felt stigmatized when they had to go to school without a uniform or adequate material.

This feeling increased the trauma many children suffered from having witnessed extreme violence in their home area, including, in some cases, the death of loved ones. Another significant barrier, evident in the interviews, was the lack of psychological support. Trauma made it difficult for children to focus in class. This added to the existing delays, averaging six months, from being absent from school.

Ensuring that temporary education is provided in the displacement camps where IDPs first find refuge is key to avoiding the interruption of schooling. So is allowing temporary registration with reduced or waived fees in areas of transit. Additional classes to make up for missed school could also be offered to displaced children upon arrival in their new homes.

Kenya sample description

In Kenya, 165 IDPs and 154 people from the host community were interviewed in Nakuru County in July 2019. The IDPs left their homes at the end of 2007 or at the beginning of 2008 because of the violence that followed the presidential election. More than 40 per cent were originally from Uasin Gishu County and 27 per cent from Nakuru County. Nearly all were forced to move several times: 19 per cent were displaced twice, 41 per cent three times and 36 per cent four times or more. More than 80 per cent of the interviewed people in the host community knew at least one of the IDPs prior to their arrival in the host area, usually because they were related. Only 14 per cent currently share their home with IDPs.

Somalia case study^{xxxi}

Internally displaced children's education in Somalia

Somalia is particularly vulnerable to disasters. The country was on the verge of famine in 2017 after four consecutive seasons of drought. Hundreds of thousands of people who depended on livestock and agriculture for their survival were forced to abandon their rural homes and move to urban areas for new livelihood opportunities. Displacement associated with drought continued in 2018, with 249,000 new displacements reported.

Schools in settlements with people displaced by drought are only at the primary level but are generally free. Parents who send their children to school outside of the camps, however, have to pay. Some organizations, including Save the Children, Concern Group and the Norwegian Refugee Council (NRC) provide support to displaced children, and some provide assistance to students with disabilities, like wheelchairs or materials for the blind. The quality of the education provided to internally displaced children, however, is low.

“The [displaced] students here go to school free of charge. They don’t have school uniforms or desks. Sometimes they don’t even have pens or books in which to do their exercises. So they pay nothing because they have nothing.” Testimony from the education coordinator of an international NGO supporting IDPs.

Financial difficulties are the main obstacle preventing displaced children from going to school. Either parents cannot pay the direct or indirect costs, or they need their children to work to contribute to the family’s livelihood. Some girls are forced to marry at an early age because their parents can no longer provide for them. People arriving in the host area also may be unaware of available school services or have to focus on other emergencies before considering schooling.

“Life in the camps is not serene enough for education. A hungry stomach with no decent home cannot concentrate in class. (...) [Displaced children] don’t go to class immediately (...). After they familiarize themselves with the environment, they might think of enrolling in a school. It’s a process that consumes at least six months after their arrival.” Testimony from a teacher in Kulmis camp, Daynile district.

The education of displaced children is continually interrupted, first when they arrive in the host area, then when they get displaced again for reasons including evictions. Interruptions also happen when project-based funds to organisations that provide educational services run out.

“Sometimes, organizations set up a school around water points or in the camps; [sometimes] they set up schools only for the IDPs to be evicted by land owners [soon after]. The continuous evictions affect their access to education.” Testimony from the education coordinator of an international NGO supporting IDPs

School uniforms are no longer mandatory for displaced children who cannot afford them. There are reports, however, of displaced children feeling stigmatized and demoralized because they have to go to school without these uniforms. Some children also face difficulties because they speak a language other than the one used in school.

According to a teacher who was interviewed, other children who move from rural areas to the cities seem to have difficulties in adjusting to the stress of their new environment. *“Children seem to feel insecure because they have never before experienced city life, because they have only known a pastoralist's life.* Most IDPs are nomads without basic education and are unfamiliar with the school system.

Children recently displaced by drought often come from rural areas where they had limited access to education. About 34 per cent of displaced children used to go to school in their area of origin, compared with 37 per cent now. This slight increase is a result of more boys going to school: 41 per cent today compared with 29 per cent before they were displaced. Girls, on the other hand, are attending school much less: 29 per cent today compared with 45 per cent before.

Nineteen per cent of boys could not attend school before their displacement because there was no school nearby. In 25 per cent of cases, the cost of education was a barrier. Sixty-two per cent of the families who sent their boys to school before displacement had to pay an average of \$5 per month for tuition, uniforms and school materials. That was the same average cost as in the host area, although transportation now represents an additional expense. While more displaced families are now sending their boys to school, more of them, or 71 per cent, now pay for their education. This cost has become the main obstacle for nearly all families who do not send their boys to school today.

Prior to displacement, 56 per cent of boys who did not go to school were deemed “not of school age” by their families. They were, in other words, old enough to work. This should be investigated further but may be linked with boys helping their parents with livestock or doing other types of pastoralist work. That reason, however, disappears from the survey results after displacement, perhaps because there are no livestock left to care for.

The situation was different for girls before displacement, although the costs of education were similar before and after displacement at around \$5 per month on average, also spent on tuition, school materials and uniforms, with transportation added as an expense in the host area. Forty-one per cent of the families who sent their girls to school before displacement had to pay for their education, compared with 43 per cent today. Those are lower percentages in both situations than those for boys. The cost of education was a barrier to sending girls to school before displacement for 33 per cent of the displaced families, compared with 88 per cent after displacement. Other reasons for not sending girls to school in their home area were the

absence of a nearby school, in 33 per cent of cases, or families' belief that the girls were too young, even though they were officially of school age. These last two reasons disappear from the survey results after displacement.

More than 66 per cent of the families who now send their children to school are more satisfied with their education in the host area, mostly because school is free and accessible. The quality of the education provided to displaced children in the camps, however, is deemed much lower than that available to children outside the camps, as teachers in the camps are rarely trained. Host families who can afford the costs more often send their children to private schools where teachers are trained. Teachers' salaries can vary from \$300 a month in private schools outside of the camps to \$80 inside the camps for schools run by organisations supporting IDPs.

Priorities for inclusive education in Somalia

Financial barriers appear once again in this case study as the main obstacle for internally displaced children to access quality education. Funds from non-governmental organisations, like Save the Children, Concern Group, NRC and others that provide educational support within the IDP settlement, are insufficient. This results in a shortage of school supplies, and low wages and inadequate training for teachers. It can also cause the intermittent closing of schools. The quality of the education provided to children in the settlement is thus much lower than that provided to non-displaced children whose parents can afford to send them to better private schools in the city. More investment is needed in the education sector in Somalia in general, and in education in situations of emergency in particular.

Displaced families face a dire economic situation. Although primary school is free and uniforms have been waived for displaced children in the settlement, this is not enough to ensure education. Some families, in order to survive, have to make their children work, and others are forced to marry their daughters early. Some displaced children are so hungry that they cannot focus in class, and others skip school in order to look for money or food on the streets. This shows that policies aimed at ensuring inclusive education for displaced children must include livelihood support for their families.

Financial instability also makes it impossible for displaced families to find secure housing and puts them at risk of being repeatedly evicted. With each eviction, children have to change schools or risk not being able to attend school at all. Secondary education is not provided free of charge and is only available outside of the settlement. This means that families have to bear the additional cost of transportation to the city and puts secondary education out of reach for most IDPs.

Displaced children face hunger and anxiety related to their families' financial difficulties. Some of them also reportedly struggle with their new urban environment and are very stressed, as they were used to a quieter

rural life. Certain measures would help, including providing sufficient funding, smaller-size classes and specific training so that teachers are aware of these stressful circumstances and learn how to address them. Other reports show that displaced children may avoid school because they feel the stigma of not having a uniform. If uniforms were waived as a requirement for all pupils, displaced or not, this stigmatisation could be reduced.

Other low-cost measures could also be taken to improve displaced children's school attendance. For instance, efforts could be made to ensure that newly arrived IDPs are aware of the local schooling system available to their children. There are two reasons many displaced children miss school for the first few months after they arrive in Banadir. First, they prioritize other needs, such as finding food and shelter. Second, many previously nomadic families displaced by drought are not used to the schooling system. Because schools are rare in rural areas and because they moved often, parents may have attended school little, if at all, and may not see education as a priority. This means that parents should receive tailored information on the benefits of sending their children to school, especially girls who are more often out of school than boys.

Somalia sample description

Interviews in Banadir, near Mogadishu, involved 163 IDPs and 160 hosts. Surveyed IDPs all left their home because of drought and have been living in the Garasbaaley camp, in the Daynile district in Banadir, for a minimum of six months. Seventy-three per cent of the surveyed IDPs used to live in Lower Shabelle, 14 per cent in Bay and 10 per cent in Middle Shabelle. Forty-two per cent arrived in Banadir in 2017 and 58 per cent in 2018. Sixty-two per cent were displaced twice and 26 per cent three times. Surveyed members of the local community have all been living in Hodan or Warta-Nabada, in Baanadir, for more than three years. Seventy-seven per cent did not know any IDPs before they arrived in the area, and the same percentage does not share their house with IDPs.

Yemen case study

Internally displaced children's education in Yemen

Understanding the impacts of war and displacement on the education sector requires having a clear picture of the sector's status prior to the war. In Yemen, this is of particular importance given that before the war began in 2015, the country had one of the lowest literacy and school enrolment rates in the Middle East and North Africa. In addition, the gender gap for both literacy rates and school enrolment was and remains the largest in the region. In 2004, the literacy rate for those 15 years of age and older was as low as 54.1%, 73.16% in the case of men, and 35% for women. For those between the ages of 15 and 24 the rate was 77%, 92.85% for men and 60.6% for women. These rates show educational improvements among the younger generation, but still show a more than 30 per cent difference between the sexes. The gap between urban and rural

enrolment rates was also high, with rural girls at a particular disadvantage. In 2005, the percentage of children attending primary school, which is compulsory and encompasses grades one through nine, stood at 66%, while completion rates were thought to be significantly lower.

Literacy rates grew rapidly in the region between 1960 and 1995. They grew much more quickly in urban areas, however. Therefore, in countries where the rural population still outnumbers the urban one, improvements in the education sector have not been as pronounced. As of 2018, Yemen's rural population stood at 63 per cent. That is the largest rural population in the region and almost double the regional average of 34.6 per cent. An estimated 80 per cent of school age children in Yemen live in rural areas. Thus, rural areas would have to be the primary development target when it comes to education if considerable improvements are to be made at the national level in increasing children's access to education.

In addition to the large rural population, there were other key barriers to education before the war in Yemen. These included the existence of disperse pockets of settlement in mountainous regions, insufficient public funding, and inadequate spending on transportation infrastructure to help the dispersed rural population attend schools. High poverty rates also played a role as did the large family sizes that made it difficult for families to provide basic school necessities. Families also needed their children to contribute to the family welfare through work, and there were social factors involved that particularly affected girls in areas where single-sex schools or female teachers were unavailable.

While pre-war statistics put the number of out-of-school children at about 700,000 in 2016, an estimated 2 million were out of school by the end of 2018. This drastic increase has been linked to a number of war-time conditions.

By the end of 2018, 2,000 schools were unfit for use: 256 had been destroyed by air strikes or shelling, 1,520 schools had been damaged, 167 were sheltering IDPs and 23 were occupied by armed groups. In active conflict areas or on the front lines, parents fear for the safety of their children and teachers are displaced. Together, these factors contribute to a situation in which on average only one in three children attend school. Internally displaced children have, at times, been out of school for a significant period of time. For example, while still in their areas of origin, children had to stop attending school because of shelling, bombing or clashes that forced schools to close down. They could not go back to school until they reached safer areas.^{xxxii} Such interruptions can last for several years.

For internally displaced children, the single largest barrier to education is the economic situation of their families, interviewees said. More than 81 per cent of the country was estimated to be living under the poverty line at the end of 2018, a one third increase since 2014. Poor displaced families are unable to afford basic school supplies such as pens and notebooks, or even meals. Schools are either free or charge minimal fees

of up to a couple dollars a year, a fee from which some internally displaced families are exempt. To alleviate the financial burden on families, school uniforms are no longer required. For some families, however, even those measures are not enough.

“It’s true that education is free, but that’s not enough for us. As an IDP, I can’t afford basic schools supplies for my kids, though those costs are minimal.” Testimony from an IDP in the city of Taiz.

Most of the families interviewed have more than five children, making the financial burden of providing these basic necessities significant. Children are often required to work to help support their families in meeting their basic needs.

Long distances between IDP settlements and the closest schools and the unavailability of schools in areas of displacement were the next two largest barriers to education. Much like the overall population of Yemen, the majority of IDPs live in dispersed settlements in rural areas where distance from schools remains a major problem. These distances are not only a logistical and financial barrier. Amidst the current lawlessness, they also are a security concern as families may be unwilling to send their children, and especially the girls, on long treks.

In line with pre-war trends, our data shows that these barriers to education affect children in rural settings more than in urban ones. Internally displaced families in rural areas live far from most basic services, including schools, and do not have access to public transportation. They also tend to be poorer. Internally displaced families interviewed in the cities of Taiz and Aden, on the other hand, all said their children were able to enrol in schools that were less than a kilometre away.

The problem of overcrowded classrooms, in particular in areas that have received a large number of IDPs, was also mentioned as a major concern for displaced families. They are reluctant to send their children to schools where quality is lacking. For example, in al-Shamaytain district in Taiz governorate, the head of the education office said that local schools have integrated thousands of internally displaced children into its system since the start of the war. That has put significant pressure on educational services there. In Qubeitah district in Lahj governorate, a school principal spoke of schools in his district with 65 students in classes. One classroom had 90 students. Families in one IDP settlement in Taiz governorate all said that the school administration had prevented them from enrolling their children because of the overcrowding. The families claimed, however, that this was only an excuse. Discrimination, rather than overcrowding, was the real reason their children were denied access to education, they said.

Those who mentioned this were from the Muhamesheen, a marginalized social group who live outside the tribal and caste-based social system of the society. Prior to the war, they lived in informal settlements on the outskirts of cities or in small villages. They lived in substandard conditions, held menial jobs and were often

uneducated and unskilled. War and displacement have further exacerbated their already vulnerable situation.

Access to prior educational records was mentioned as an issue in some areas in Lahj. That was not the case in Taiz governorate. Families there all stated that in their areas of displacement the lack of prior records had not prevented the *enrolment* of their children in schools. Some, however, complained that they were not awarded certifications of completion once the educational year was over.

"I was able to attend the school here but did not receive a completion certificate when the school year was over because the school administration asked me to show them my certificates from my previous school. That is practically impossible for me, since my school was bombed and the school records were destroyed," said an 18-year-old displaced woman in Taiz.

Others stated that despite their lack of prior records, their children had received completion certificates. *"Thanks to coordination between the education office in Taiz governorate and the education office in Jabal Al-Habshi (area of origin), my kids were able to enrol in school right away."* Testimony from a displaced mother in the city of Taiz.

The head of the education office clarified that schools always try to communicate with schools in the areas of origin to acquire the necessary documentation for displaced children. This is not always possible, however, especially in areas of Houthi control or when the school is no longer functioning. The effort to acquire previous documentation is necessary to *"safeguard what is left of the education sector"*, he said, and so as to not start handing out phony education certificates.

Interviews were not conducted in the Houthi-controlled northern governorates of Yemen, but evidence from IDPs coming from Sana'a suggest other key issues affecting education there. Salaries have not been paid to government employees, including teachers, for the past three years. This has had a severe impact. *"How can teachers give anything [impart knowledge] on an empty stomach?"* asked one interviewee. About 10,000 schools in 11 governorates are affected by this problem. Fifty-one per cent of teachers in the governorates have not received their salaries since 2016.

One member of an internally displaced family spoke of the Houthi recruitment of youth from high schools and the negative effects of Houthi propaganda. *"The school curriculum has been poisoned with dangerous, sectarian propaganda,"* the interviewee said. The Human Rights Monitoring Group, a government entity, recently published a report on human rights violations related to education in Houthi-controlled areas. The report mentions fake school certificates provided to children who join the fight alongside the Houthis. It also mentions teachers forced to attend trainings on how to teach a curriculum acceptable to the Houthis; teachers and students made to attend propaganda activities, and school books changed to promote the

Houthis' agenda. These changes include the deletion of references to Abu Bakr and Omar, who are disliked in Shia Islam, and promotion of jihad. IDMC's research was, however, unable to confirm these assertions as security considerations made the Houthi-controlled area inaccessible.

Priorities for inclusive education in Yemen

The situation in Yemen remains critical, with one of IDMC's highest severity assessments in 2019. The main priority for children in the country, as for all people affected by the conflict, is security.^{xxxiii} Going to school for many children means facing the threat of injury or death. Many others cannot attend because there are no schools, because the schools have been destroyed or because long distances and a lack of public transportation makes the schools inaccessible. Surveyed school administrators mentioned that the NRC and the Danish Refugee Council had supported the renovation of certain schools. They also said, however, that the support has been insufficient given the damages. In such circumstances, traditional school-based education is not always possible, and alternatives must be considered.

The second priority for Yemeni children and their families is securing a livelihood so they can meet their basic needs. Many interviewees mentioned they found it difficult to pay for school supplies, even though school fees had already been reduced and uniforms waived for displaced children unable to afford them. Some interviewees said that UNICEF had provided school supplies three years ago. These, however, were not enough, they said. Policies aimed at ensuring education for all should thus include a livelihood component. This could include cash assistance or other types of financial support and incentives so that families do not have to send their children to work.

Including all children in the educational system also requires a long-term focus on developing rural areas, and it requires special attention to the enrolment of girls and of marginalized groups, such as the Muhamesheen. These issues are long-standing in Yemen and do not directly result from internal displacement or conflict, though they are exacerbated by them.

Most of the barriers internally displaced children face in accessing quality education are directly linked to a lack of funding. In the humanitarian response plan, 2.2 per cent of proposed funding is earmarked for education. At the time of this writing, however, only 75 per cent of that requested funding had been provided by donors. Many teachers in the north of the country have not been paid in years.

Yemen sample description

In Yemen, 60 interviews were conducted with IDPs in Taiz, Lahj and Aden governorates in August 2019. For security reasons, research could not be carried out in Houthi-controlled territory. Therefore, only provinces outside their control were considered for this research. Taiz was chosen because of the large presence of IDPs. Aden was chosen as the major urban centre, and Lahj as a major rural province.

The interviewed IDPs left their homes after the war began in 2015. They ranged from those who left in the early days of the war to those who left less than six months ago. The large majority, 88 per cent, said that a major conflict event, like air strikes or clashes on the ground near their home, was the trigger that forced them to flee. The majority of respondents came from Hodeidah or Taiz, the two governorates with the largest incidences of conflict-related violence. Some were also displaced from Lahj and the capital, San'a. The majority of respondents were displaced once, but 31 per cent were displaced several times.

About 51 per cent of IDPs interviewed said the presence of friends or family in their area of displacement led them to choose that location. Thirty per cent said it was the good security situation.

DISCUSSION AND POLICY OPTIONS

The 2020 Global Education Monitoring report will assess progress towards Sustainable Development Goal 4 on inclusive quality education, with a specific focus on those excluded because of background or ability. Building on last year's report, the discussions will also assess the extent to which internally displaced children can access quality education.

Inclusive quality education is a crucial component of the 2030 Agenda for Sustainable Development and affects progress on all 17 SDGs. The concept of inclusive education, however, dates back to the 2006 Convention on the Rights of People with Disabilities. It was originally intended to address issues related to people with biological disabilities but later extended to include all learners, regardless of their specific challenges in accessing education.

No educational system can be considered inclusive when millions of children are left out at the regional level, as this paper demonstrated is the case in Africa. The case studies in this paper show few examples of actual exclusion of IDPs from the education system. There are few examples of their segregation or their integration through education mechanisms different than those for their non-displaced peers. The IDPs surveyed in Ethiopia, Kenya and Somalia could go to the same schools as children in host communities and receive the same education. Other barriers, however, sometimes prevented them from doing so, and from learning as efficiently as their non-displaced classmates. Their specific needs and challenges have not been taken into account.

The impacts of internal displacement on education vary greatly from one situation to another. Short-term, displacement associated with disasters may cause limited harm to children's access to school if adequate support is in place, as illustrated by the Eswatini case study. Educational programmes for IDPs must be designed on a case by case basis, but key aspects, too often overlooked, should always be considered.

Strengthen education data on internal displacement

The estimates presented in this paper can already support better planning and make the case for increasing investment. Disaggregated, national-level data, however, would allow for more precise and comprehensive assessments. Quantitative information is essential, but so is more in-depth, qualitative information such as that presented in the case studies. This can highlight contextual specificities without which educational plans will fail to be inclusive. Existing survey tools, such as Education Management Information Systems (EMIS), must be adapted to provide displacement-related information in affected countries.

Include internally displaced children in national education plans

National education plans hardly ever exclude internally displaced children. Very rarely, however, do they consider those children's specific needs and challenges so as to ensure their true inclusion. Humanitarian response plans and other emergency programmes can be improved to provide them with temporary education, but displacement is often a long-term situation that cannot be resolved through short-term operations. National education plans should consider internally displaced children and ensure their access to quality education. They should do so whether the country is already affected by internal displacement or considers it a risk in coming years.

Include livelihood support

Free access to school is necessary but is not enough to ensure that all internally displaced children go to school or that financial difficulties are eliminated as an educational barrier. In the Somalia case study, previously nomadic children from rural areas with few schools could have benefited from their displacement to an urban area in terms of educational access. Some displaced boys did start going to school after they were displaced. Many more could have done so, however, if they had not been forced to work to survive. Educational policies that aim at including all children thus require a dedicated component of livelihood support for displaced families. Hidden costs of education, including uniforms, school supplies and transportation, must also be paid for.

Provide psychosocial support

Trauma is another, vastly overlooked barrier to education. Displacement is a shock in and of itself, especially to children. Separation from one's home and surroundings, friends and community is always challenging, no matter the trigger. In the case of conflict and violence, and sometimes in that of disasters displaced children may also suffer from horrors they witnessed in their home area. This psychosocial impact is the most frequently unaddressed consequence of displacement. It can cause children to be unfocused in class, act with aggression towards classmates and teachers, and experience difficulty in learning and retaining knowledge. It can lead eventually to delays in education or to dropout.

Avoid stigmatisation by providing similar support to displaced and non-displaced children

Psychosocial trauma from displacement can be aggravated by feelings of stigmatisation or by tensions with children from the host community, though the latter was not reported in any of the case studies conducted for this research. Displaced children felt stigmatised, that because their families could not afford uniforms, they were allowed to go to school without them. If this measure was intended to encourage school attendance, it differentiated displaced children from their non-displaced classmates. In such situations, uniforms should either be given free of charge or eliminated for all children, displaced or not.

Hire and train teachers

Teachers play a central role in education. Many more are needed to accompany internally displaced children in camps or host communities. In the Yemen, Kenya, Somalia and Ethiopia case studies, an insufficient supply of teachers was mentioned as a key obstacle to providing inclusive, quality education. These shortages also can affect non-displaced children from host communities when the arrival of IDPs leads to school overcrowding.

Teachers should receive dedicated training so they can meet the needs of their displaced pupils. In some cases, they should be able to speak different languages or dialects so their new pupils can understand them at least during an adaptation phase. Teachers should also be trained to recognize and respond to trauma.

Address interruption in schooling

Many children are out of school from a couple of months to more than a year, as a result of their displacement. Some never make it back to school because they feel ashamed at having fallen behind. Additional classes should be scheduled for displaced children to help them make up for lost time or overcome difficulties in learning that may arise from psychological distress. Interruptions in schooling could also be limited through measures like waiving registration processes until the children settle somewhere in a more permanent way or arranging for temporary education in transit areas or emergency camps.

Pay extra attention to displaced children who may suffer from overlapping vulnerabilities

Nomads, girls, children with disabilities, children from minority groups, and children from lower-income families are often left behind educationally regardless of their displacement situation. When they become displaced and face situations of greater financial difficulty and limited educational resources, they are even more likely to be out of school. In Yemen, girls and children from the marginalised Muhamesheen had lower enrolment rates. In Somalia, some displaced nomadic families did not send their children to school because they were not familiar with the education system and did not see the benefits of it. Communicating effectively and providing incentives for these families to send their children to school, while working with teachers and children from the host community to ensure they are well received, can be an option.

Invest more in education in emergencies – and ensure alignment to longer-term strategies

Most barriers to the education of internally displaced children result from insufficient financial resources, either within the family, the humanitarian community that is striving to assist them or the government. The first step towards including these children is to establish evidence on excluded learners and the barriers they face in accessing education. It is using this evidence to increase awareness of their needs and advocate and fundraise for education in emergencies. The case studies presented in this paper, however, also show that investing in education in emergencies is not enough. If investments are made to ensure effective prevention measures are adopted before crises strike, the educational impacts of internal displacement can be mitigated to a large extent.

CONCLUSION

Only about 20 per cent of the children internally displaced by conflict or violence in sub-Saharan Africa received educational support in 2018. Less than one third of the funds requested for education in humanitarian response plans in the region were eventually raised.

The research conducted for this paper leads to two main conclusions. The first is that, although both education and internal displacement are often overlooked and related programmes underfunded, they deserve greater attention. Internal displacement affects the education of more than 4.4 million African children at least to some extent. Three million may even be out of school because of their displacement and the insufficient investment to support them.

Educational programmes targeting internally displaced children are investments in the economic growth and social development of sub-Saharan Africa, in the peace and stability of its countries and in the wellbeing and welfare of its people. Denying people a chance to learn and progress contradicts the idea of human development. Excluding millions from quality education, as currently happens with internally displaced children, can have repercussions for entire countries.

The second main conclusion is that acting now is within our reach. The amount needed to provide all internally displaced children with continued education in sub-Saharan Africa is \$275 million per year, the approximate cost of a 10-year contract for a top-ranking baseball player. Of course, this would only fund minimum educational support. Millions more would be needed to achieve quality education and address the delays displaced children may already have accumulated.

Lack of hard evidence may partly explain why education in internal displacement has been ignored. Research in this field is still growing, and this paper presents the first estimates of the number of affected children at the regional level. Without facts and figures, it is more difficult to capture the attention of donors and government actors faced with conflicting priorities.

Not knowing where to start may also be an obstacle. This paper points to some realistic options for addressing the impacts of internal displacement on education. Good practices from Eswatini, Ethiopia, Kenya and Somalia were highlighted and can serve as examples for other countries. Gaps were also identified through these case studies that can inform priority interventions once funding is secured.

While literature exists on measuring the long-term benefits of education and the costs of providing it for international migrants, refugees and children with disabilities, there is no such study for internally displaced children. This paper is the first to assess the cost of providing them with education. It also reveals the need for more research to measure the benefits of doing so.

Funding for inclusive, quality education in internal displacement and in other crises should by no means be considered as a donation. It is an investment in humanity, with very concrete financial returns in terms of increased incomes, economic activity, consumption, production and subsequent taxes, and no less concrete returns in terms of peace, stability and social cohesion.

NOTES

ⁱ UNICEF Innocenti, *The two faces of education in ethnic conflict: towards a peacebuilding education for children*, 2000.

ⁱⁱ IDMC, *Multidimensional impacts of internal displacement*, 2018.

ⁱⁱⁱ Joint IDP Profiling Service, *Internal displacement profiling in Mogadishu*, 2016.

^{iv} Joint IDP Profiling Service, *Internal displacement profiling in Mogadishu*, 2016.

^v Joint IDP Profiling Service, *Living Conditions of displaced persons and host communities in urban Goma, DRC*, 2014.

^{vi} UNESCO, *Global Education Monitoring Report: Education for People and Planet: Creating Sustainable Futures for All*, 2016.

^{vii} Khawaja, Martinez & Van Esveld, *Human Rights Watch The Lost Years: Secondary Education for Children in Emergencies*, 2017.

^{viii} Federal Republic of Nigeria, *Implementation of the SDGs: A National Voluntary Review*, 2017.

^{ix} Provost, *Schools can play a big role in tackling Somalia's crisis, say aid groups*, *The Guardian*, 2011.

^x IDMC, *Multidimensional impacts of internal displacement*, 2018.

^{xi} UNESCO, *Humanitarian Aid for Education: Why it matters and why more is needed*, 2015.

^{xii} Erin and French, *Barriers and Bridges: Access to Education for Internally Displaced Children*, 2005.

^{xiii} International Commission on Financing Global Education Opportunity, *The Learning Generation: Investing in education for a changing world*, 2016.

^{xiv} UNESCO, *Education counts: towards the Millennium Development Goals*, 2010.

^{xv} IDMC and UNICEF, *Equitable access to quality education for internally displaced children*, July 2019.

-
- ^{xvi} IDMC, Global Report on Internal Displacement 2019, May 2019.
- ^{xvii} UNICEF, Humanitarian Action for Children 2019: Burkina Faso, January 2019.
- IOM, Burkina Faso : Rapport de profilage sur les déplacés internes, Région du Sahel Localité de Déou, 19 – 22 Octobre 2018, October 2018.
- ^{xviii} IOM, Matrice de suivi des déplacements (DTM) Dashboard #17 Cameroun- region de l'extreme nord 01 – 13 Février 2019, February 2019.
- ^{xix} IDMC, Global Displacement Risk Model, 2017.
- ^{xx} IDMC, Global Internal Displacement Database, 2019.
- ^{xxi} IDMC, Global Report on Internal Displacement 2019, May 2019.
- ^{xxii} IDMC. Global Displacement Risk Model, 2017.
- ^{xxiii} IDMC, Unveiling the cost of internal displacement, 2019.
- ^{xxiv} Estimated from UNOCHA's humanitarian response plans for each country.
- ^{xxv} IDMC, Measuring the costs of internal displacement on IDPs and hosts: case studies in Eswatini, Ethiopia, Kenya and Somalia, January 2020.
- ^{xxvi} OCHA, SOUTHERN AFRICA: Humanitarian Snapshot (July - August 2018), 2018.
- ^{xxvii} European Commission, European Civil Protection and Humanitarian Aid Operations: Southern Africa and Indian Ocean, 2018.
- ^{xxviii} IDMC, Measuring the costs of internal displacement on IDPs and hosts: case studies in Eswatini, Ethiopia, Kenya and Somalia, January 2020.
- ^{xxix} IDMC, Measuring the costs of internal displacement on IDPs and hosts: case studies in Eswatini, Ethiopia, Kenya and Somalia, January 2020.
- ^{xxx} Wamocha, Is Forgiveness and Amnesty a Panacea to Kenya's Post- Conflict Crisis?, 2009.
- ^{xxxi} IDMC, Measuring the costs of internal displacement on IDPs and hosts: case studies in Eswatini, Ethiopia, Kenya and Somalia, January 2020.
- ^{xxxii} ACEA & GCE, Position paper on education crisis in Yemen, Education Needs Immediate and Collaborative Support to Prevent One Whole Generation missing out on Education, 2018.
- ^{xxxiii} IDMC, Severity assessments 2019, February 2020.