Achieving quality education for internally displaced children and young people

14 July 2021

Beisan*, 11, has been displaced with her family several times in northeast Syria
Webinar Housekeeping

Participant audio and video are disabled.

Post questions using the Q&A function at any time.

This session is being recorded.

Closed Captioning is available in English, Interpretation is available in Arabic, English, French, Portuguese, and Spanish.

The recording and presentations will be shared on the INEE website – inee.org
Panelists

- **Afissatou**, Internally Displaced Child, Niger
- **Cecilia Jimenez-Damary**, UN Special Rapporteur on the Human Rights of Internally Displaced Persons
- **Emma Wagner**, Head of Education Policy and Advocacy, Save the Children UK
- **Jamil Khatib**, Education Coordinator, Saed Charity Association, Syria
- **Ms Sima Samar**, Member of the UN Secretary General's High Level Panel on Internal Displacement
How to ensure the High-Level on Internal Displacement take education into account?
Quality education is a key tool in preventing the issues that contribute to displacement

127 million children living in crisis contexts are out of school

Quality education in crisis is life saving and life sustaining:
➔ provides a sense of normalcy for young people in the face of uncertainty
➔ provides them with physical, psychosocial, and cognitive protection to deal with the trauma of displacement.

Quality education promotes social cohesion:
➔ curricula that promotes peacebuilding, social transformation and inclusion
➔ and pedagogical practices that promote social emotional skills and equitable education policies.
➔ promotes integration between IDP and host communities

Quality education offers opportunities:
➔ offers children and young people better life chances
➔ helps end intergenerational cycles of poverty and conflict

"I would like to have a notebook, a bag, a uniform to go to school. We ran away from conflict. Left everything behind"

(Portuguese roundtable youth participant)
Common Challenges

Stigma and discrimination: Reluctance to identify as members of the displaced community because of stigma and/or the concept of IDP is not widely known or understood - this was identified in the roundtables.

Insecurity: Many participants in both the roundtables and the survey spoke to the situation of insecurity faced by IDPs

Lack of support for IDP and host community teachers: Support for teachers came out as a significant area of concern for participants across all the roundtables. The survey responses further reflected the lack of support for teachers and the impact on education quality.

Relevance of education tailored to IDPs’ learning needs: Participants of the roundtables noted that IDP children and youth have often been out of school for extended periods and need programs to compensate for learning loss, targeted remedial education and support with the transition into the formal system.

Poverty: Across the roundtables participants spoke about the impacts of poverty on IDP education i.e. lack of nutrition and impact on learning; children/young people need to support household income; indirect costs of school books, uniforms etc.

I left everything behind. I miss home. I’m really sad with the conflict… I’m sleeping on the floor. The house I’m staying in here doesn’t have good conditions. I miss home.

(Young person, IDP roundtable participant)
Challenges have been exacerbated due to COVID-19

- Less likely to have access to distance learning materials or devices
- More likely to drop-out of school
- Increases levels of poverty and job insecurity in IDP households
- Disrupted access to school meals, menstrual hygiene kits, support for children with disabilities, mental health and psychosocial services, and other child protection services

In Ribat camp, Yemen, Save the Children has set up temporary learning spaces and enrolled 400 children for the continuation of their education. Due to COVID-19 there is a reduced curriculum and children attend in shift patterns to allow for social distancing.

Ahmed, a volunteer teacher says “Children here were in an emergency situation as they have been displaced. They were not feeling safe and comfortable in this place but now that they have this temporary learning space they start to feel again more safe and comfortable. Education is important for these children.”
Examples of best practice

Key role played by Community Based Organisations (CSO’s) in establishing non-formal educational and protection programming, providing Non-Food Items and rehabilitating classrooms to support with the integration of IDP children into formal education.

Ministry of Education has a specific legal framework that recognize internally displaced children and young people needs and outline procedures to facilitate their access to education.

Training programs for teachers to strengthen capacity to respond to the psychosocial needs of displaced children but still spoke of the lack of support for the teachers themselves.

CSO-led efforts to fight discrimination and harassment of new IDP arrivals through community awareness-raising activities and advocacy to promote social cohesion.

We left many things behind, but we have the knowledge, the practice of teaching […]  

(IDP Teacher coming from Mocimboa da Praia)
1. **Education is a right recognised to all children.** All states have the responsibility to ensure access to education to all displaced children and young people.

2. **Listen** to internally displaced children and young people and **facilitate their participation in decisions** affecting their education.

3. **Strengthen the quality of education** provided by focusing on the needs of teachers in displaced communities.

4. **Ensure equal access to non-formal and formal**, accredited education for all displaced children and young people.

5. **Build education sector resilience** to respond to conflict and disaster risks that could cause displacement.

6. **Protect all schools and ensure they are safe places** for children and young people.

7. Improve the **collection of data** on displaced populations.

8. **Fund education in emergencies** (governments, bilateral and multi-lateral donors)

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We appreciate being invited to the conversation. Sometimes it feels like we don’t exist.

(Yemeni roundtable participant)
The challenges facing the IDPs children & teachers in NW Syria.

Jamil Khatib
Overview

Education Cluster - NW Syria

Number of sites

1,401

Sites’ Populations

1.7 M

NO. of families

322k

Demography of IDPs

Girls 29%
Boys 29%
Women 22%
Men 20%

Type of sites

Planned Site 120
Self Settled Site 1,246
Collective Center 27
Reception Center 7
**Education key figures/IDPs sites (Dana sub-district)**

**Dana needs assessment**

- There are 603 IDP sites in Dana (April) 2021.
- 26% of the IDPs sites have learning spaces & 74% don’t.
- There are 259,361 school-aged children (6-17 years) (130,790 boys and 128,571 girls).
- There are 79,843 children enrolled in learning spaces (39,853 boys & 39,990 girls, represent 32% out of the total numbers of school-aged children.
- There are 3,522 teachers and supporting staff in Dana (1,972 males & 1,550 females).

**April 2021**

- 26% IDP sites have learning centers.
- 74% IDP sites don't have learning centers.
- 32% of school-aged children are enrolled.
- 68% of school-aged children are not enrolled.
The challenges that face the IDPs children to access quality education

SCA’s field enumerators conducted surveys with 350 IDPs children (214 boys and 136 girls) in 35 schools in 50 camps in Dana, Harim and Darkoush sub-districts asking about the challenges that face the IDPs children to access quality education:

- 35% of children mentioned the inadequate education supplies (school bags – stationery kits – textbooks).
- 21% of children mentioned the poor financial conditions of their families led them to stop their education and work to support their families.
- 16% of children mentioned the distance between the learning spaces and their homes/tents.
- 14% of children mentioned the inadequate number of learning spaces (447 IDPs sites out of 603 don’t have schools/learning centers in Dana).
- 12% of children mentioned that WASH facilities and classrooms in the camps aren’t equipped with the tools for CwD.
- 6% of children mentioned the frequent displacement to new camps or communities.
- 5% of children mentioned the spread of Covid-19.
- 3% of children mentioned the inadequate qualified teachers.
The challenges that face the IDPs teachers

Challenges & Difficulties ...

SCA’s field enumerators conducted 30 surveys with 30 teachers (20 males and 10 females) working in the learning spaces in the IDPs sites under 6 communities (Sarmada – Qah – Atma – Salqin – Harim and Dana) in Idleb governorate, asking them about the challenges that face:

- 48.5% (15 teachers) mentioned the lack of monthly incentives and the low scale of incentives.
- 27.8% mentioned the tents are not equipped well and need rehabilitation as well as source of power, fans, and lights.
- 20.8% mentioned that learning spaces don’t have the appropriate teaching tools and materials.
- 15.6% mentioned they need training and capacity building.

- 15% of teachers mentioned that Covid-19 spread led to being late in education process.
- 14.4% (5 teachers) said that frequent displacement led to disruption of education process many times during the academic year.
- 12.5% of respondents mentioned the inconsistent support to education projects.
- 4.1% mentioned the distance between the learning spaces and their homes/tents.
- 3.7% of teachers said the unstable security conditions.
Saed Charity education response in the IDPs sites NW Syria

SCA implemented 6 education projects Between 2018 and 2021 in the IDPs sites NW Syria through which supported 78 schools, 52,625 students and 1,570 educational and administrative staff.

- SCA conducted 85 back-to-school campaigns
- SCA trained and paid the monthly incentives to 1,570 teachers and supporting staff in 78 schools.
- SCA provided winterization support (heating fuel & heaters) to 64 schools.
- SCA distributed 67 cleaning and disinfection materials kits to 24 schools.
- SCA established 40 new classrooms in tents and rehabilitated 382 classrooms.
- SCA provided 78 schools with safety and security equipment (fire extinguishers – first aid kits – security plans).
- SCA established and activated 78 Parents Teachers Associations (PTA).

Education in camps NW Syria
The Education Cluster support to better the education response in the camps NW Syria

Tracking the needs

https://drive.google.com/drive/u/0/folders/1ONwYBXwHlNQwmgDr8btjmcCINe8HvFvV

Preparing framework for the education in Camps

https://app.box.com/s/p90ke46zck691npl3z7wh8xq6twjpn8/folder/73358042940

Non-Formal Education Framework

https://app.box.com/s/p90ke46zck691npl3z7wh8xq6twjpn8/folder/89130665469

Schools safe re-opening guide (Covid-19)

https://drive.google.com/file/d/1UsXePpHSo5sYzk5LwzDySae-nFDQ2O/view?ths=true

Advocacy results (2020-2021)

✓ Increase the NO of IDPs sites that have education services from 113 to 156.
✓ Increase the NO of learning spaces from 116 to 156.
✓ Increase the NO of enrolled children from 57K to 80K.
THANK YOU!

Jamil Khatib