

# Informing better access to education for IDPs





## Acknowledgements

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Cover photo: A school-aged girl stands at the white-board of the Goharshad Begum school for girls, in Herat city, Afghanistan as classes commenced again following closures due to the COVID-19 pandemic. © UNICEF/ UN0518453/Bidel, September 2021



Outside Darwish Primary School in Garowe, Somalia, students read for one of their classes.  
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*In the Nuevo Golfo neighborhood of Barranquilla, Colombia, two sisters have been able to continue their education remotely.  
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1

**Internal displacement affects children's access to education, its quality and their learning outcomes. These impacts vary depending on a child's gender, disability status and other characteristics.**

2

**There are no internationally comparable figures on IDPs' school attendance and completion, learning outcomes or out-of-school rates, but such information is vital to planning and costing effective responses.**

3

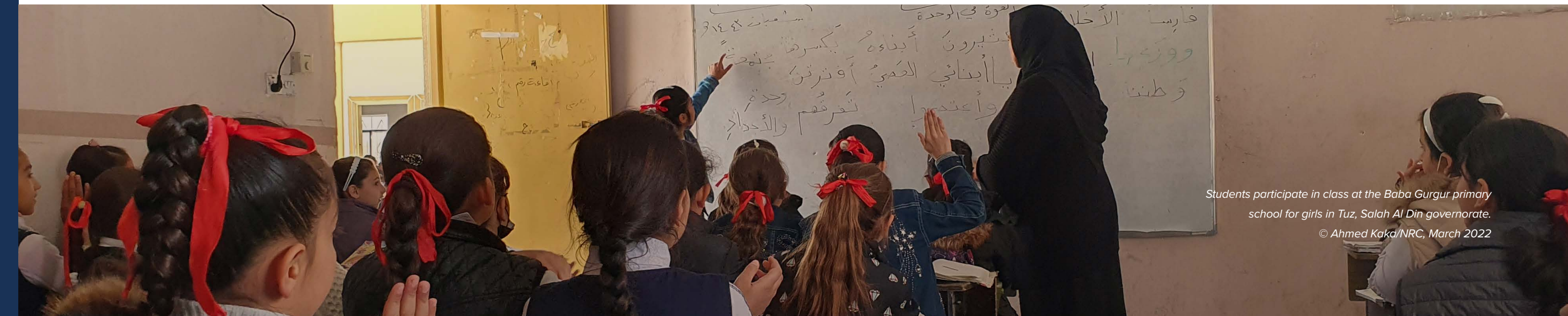
**Governments are primarily responsible for the provision of IDPs' education and related data collection. Adapting their education data systems to identify IDPs safely and monitor their education needs more systematically is essential.**

4

**Governments and humanitarian and development organisations must coordinate and standardise the definitions and indicators they use if data gaps are to be filled.**

5

**Promising guidance, tools and initiatives are emerging to improve the quality, interoperability and sharing of data on IDPs' education with the potential to inform future action.**



Students participate in class at the Baba Gurgur primary school for girls in Tuz, Salah Al Din governorate.

© Ahmed Kaka/NRC, March 2022

# Key findings\*

1

**There were 14 million IDPs aged five to 17 in the 13 countries studied at the end of 2021. This includes 7.1 million boys and 6.9 million girls.**

2

**Afghanistan, the Democratic Republic of the Congo and Syria had the highest number of school-aged IDPs, with two million, 1.9 and 1.7 million respectively.**

3

**More than nine million internally displaced children could be at risk of missing out on education because they did not receive support through humanitarian response plans in 2021.**

4

**We estimate the average cost of providing one IDP with education support via humanitarian response plans for a year to be between \$81 and \$93.**

5

**The cost of providing a year's education support for all school-aged IDPs in the 13 countries studied would be between \$1.1 billion and \$1.3 billion.**

*\* The findings are based on the 13 countries analysed in this report: Afghanistan, Colombia, the Democratic Republic of the Congo, Ethiopia, Iraq, Mozambique, Myanmar, Nigeria, Somalia, South Sudan, Sudan, Syria and Yemen.*



*Only the walls, covered in bullet holes, of a local school on Erebiti, Ethiopia are left standing following conflict.*

© OCHA/ Liz Loh-Taylor, July 2022



# Introduction

There were 59.1 million people living in internal displacement worldwide at the end of 2021, the highest figure on record.<sup>1</sup> The exact number of children among them is unknown, but there are estimated to be about 9.9 million aged between five and 11, and 7.5 million between 12 and 17.

These children are particularly invisible for two reasons. Internally displaced people (IDPs) of all ages are largely unaccounted for compared with refugees and migrants, and little data of any kind is disaggregated by age, let alone that on IDPs.

There is growing research on the education of children displaced across borders, but information on their internally displaced counterparts' access to school and the quality of education they receive is insufficient.<sup>2</sup> The limited evidence available shows that they face many barriers and tend to need dedicated support.<sup>3</sup>

More reliable data on the number, identity, location and needs of school-aged IDPs is needed to inform efforts to mitigate the negative impacts of displacement on their education. A better understanding of how their access and outcomes vary depending on their gender, disability status and other characteristics is also required.

Such data is a prerequisite for understanding the scale of the issue, planning and costing effective responses, measuring progress and evaluating the impact of interventions.

This report represents a first step towards bridging these knowledge gaps. It provides an overview of the data landscape on IDPs' education and top-line estimates of the number of internally displaced boys and girls of school age in 13 countries: Afghanistan, Colombia, the Democratic Republic of the Congo (DRC), Ethiopia, Iraq, Mozambique, Myanmar, Nigeria, Somalia, South Sudan, Sudan, Syria and Yemen.

It explores different data sources and methodologies to measure IDPs' access to education, and the cost of providing them with education support. It concludes by outlining promising practices and ways forward in improving the collection and use of reliable, timely and comparable data to inform effective interventions.



*In a displacement site in the Ngote, Mahagi Territory of the Ituri Province in the Democratic Republic of Congo, a group of young boys looks ahead as class is being taught. © Hugh Kinsella Cunningham/NRC, April 2022.*

# Data on internally displaced children

## Data on IDPs

IDPs are defined as people who have been forced or obliged to leave their homes or habitual places of residence as a result of or to avoid the effects of conflict, violence, human rights violations or disasters, and have not crossed an international border.<sup>4</sup>

IDPs are far less visible than asylum seekers, refugees and migrants because they are not captured in data collected at border crossings. If they receive public assistance or find refuge in a displacement camp or collective shelter, the authorities that support them may register them. Those that find refuge in host communities or informal settlements, however, are rarely recorded. Only about 20 per cent of IDPs in Syria and 15 per cent in Iraq live in displacement camps.<sup>5</sup>

Estimating the number of people displaced in a certain location and at a given point in time is difficult, particularly when population movements are highly dynamic. Conceptual challenges also influence the way data collectors and national policies define an IDP. These include variations in the listed causes of displacement and the point at which someone is considered to have achieved a durable solution and is no longer counted as an IDP.<sup>6</sup>

National governments are primarily responsible for counting IDPs, but many lack the capacity or will to do so systematically and comprehensively. Countries such as Azerbaijan, Colombia, Georgia and Ukraine do have national registries of IDPs. The Philippines monitors the number of people registered in evacuation centres following disasters, which can serve as a proxy for displacement. In most countries affected by internal displacement, however, there is no such national monitoring of the phenomenon.

IDMC, the world's leading source of data on IDPs, has developed a data model to map how different population

flows influence the number of people internally displaced in a given situation at a specific point in time (see figure 1).

The model includes people displaced for the first time and those who have been forced to flee a number of times. It subtracts people who have returned to their homes and those who eventually cross an international border. It establishes a standardised accounting system for the number of IDPs in any situation.

On this basis, we publish figures on the total number of people living in internal displacement as a result of conflict, violence and disasters at the end of each year at the national, regional and global level.

We calculate estimates for each country by verifying, curating and triangulating data reported by a range of partners and sources. These include local authorities, the UN and other international organisations, national Red Cross and Red Crescent societies, the media, thematic databases, civil society organisations and research institutions.

We aim to publish data that is as geographically comprehensive and comparable as possible, but availability varies considerably within and between countries. Despite such constraints, we were able to estimate the total number of IDPs for 105 countries and territories in 2021.

## Why are internally displaced children so invisible?

Internally displaced children are largely unaccounted for because little data of any kind is disaggregated by age, let alone that on IDPs. Only about five per cent of the displacement records we collected in 2021 included some form of age disaggregation.<sup>7</sup>

This is often the result of time and resource constraints during displacement crises. Data on the number of people evacuated before or during a disaster, for example, is a

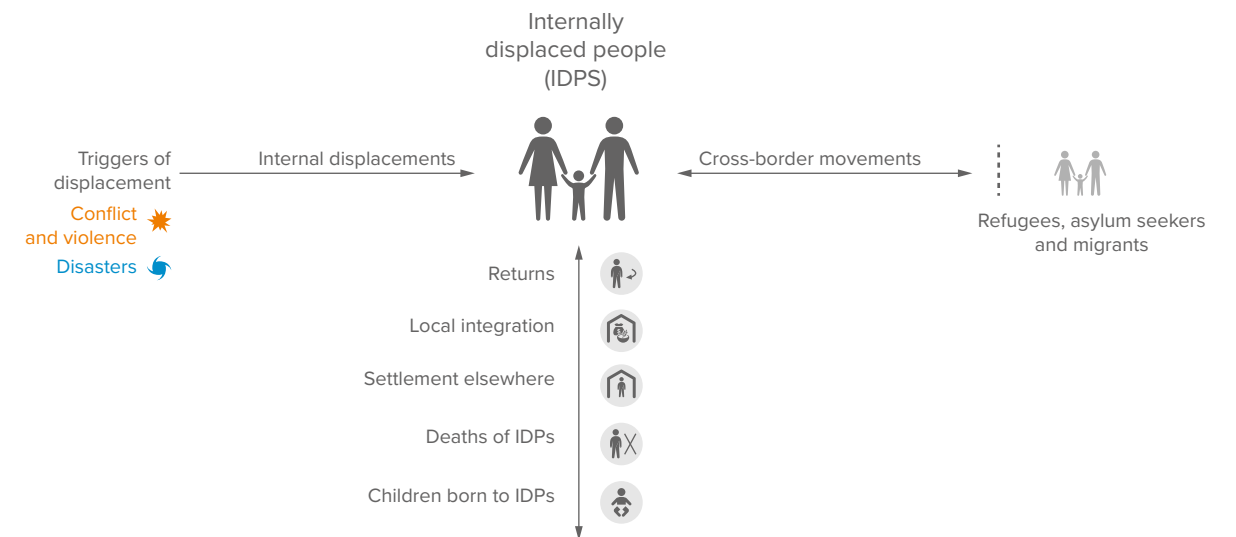


Figure 1: Overview of IDMC's model for monitoring the number of IDPs at a given point in time

key source of information on displacement, but it is rarely disaggregated by age. When it is, it tends only to reveal the number of children under 18. When the number of IDPs is estimated from housing destruction data, only the number of households displaced can be accounted for without further breakdown.

Various entities gather data on displaced children, including humanitarian organisations, education ministries, UN agencies, civil society organisations and national statistics offices. Some, however, do not refer to “internally displaced children” per se, but rather to “crisis-affected children” or “children in need”, which makes it difficult to use their data to inform displacement estimates.

The definitions and age groups that different entities use also vary depending on their purpose, which impedes the compilation of national-level figures. Education stakeholders use school-age groups, but these are not the same across all countries. Health stakeholders may group children according to whether they are newborn, under five or adolescent to analyse their different health needs.

Ethical considerations also limit the extent to which collecting data on displaced children is possible or advisable.<sup>8</sup> Parents or key informants are often surveyed on their behalf, which can be an obstacle to obtaining accurate information on their number and needs. Children born into displacement are even harder to account for.<sup>9</sup>

## Estimating the number of internally displaced children

In a step towards bridging these knowledge gaps, we developed a methodology that uses national-level demographic data from the 2019 revision of the UN World Population Prospects to estimate the number of internally displaced boys and girls of school age in the 13 countries selected for study (see figures 2 to 5). Each country is affected by displacement associated with conflict, violence, disasters or a combination.

The World Population Prospects provide national-level age distribution data.<sup>10</sup> We applied the percentage of each country's population by broad age groups and sex to the number of IDPs at the end of 2021 to obtain our figures.<sup>11</sup> Annex 1 at the end of this report provides further details of the methodology.

Given that the ages at which children attend primary and secondary school vary from one country to another, we used two broad age groups: five to 11 for pre-primary and primary school; and 12 to 17 for secondary school. Annex 2 provides tables with disaggregated estimates for all 13 countries.



Estimated number of school-aged IDPs across all 13 countries as of the end of 2021

**14 million**  
school-aged IDPs

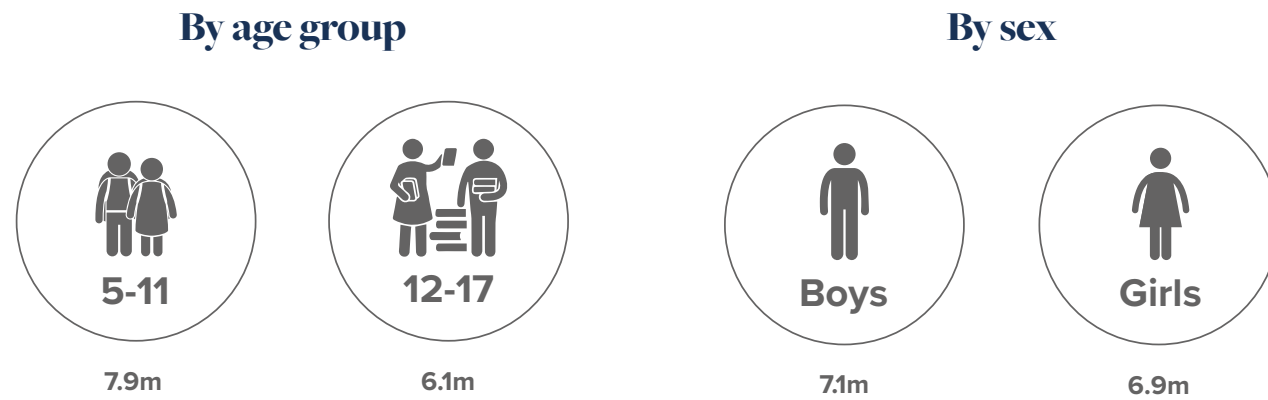


Figure 2: Estimated number of school-aged IDPs across all 13 countries as of the end of 2021 by age group and sex

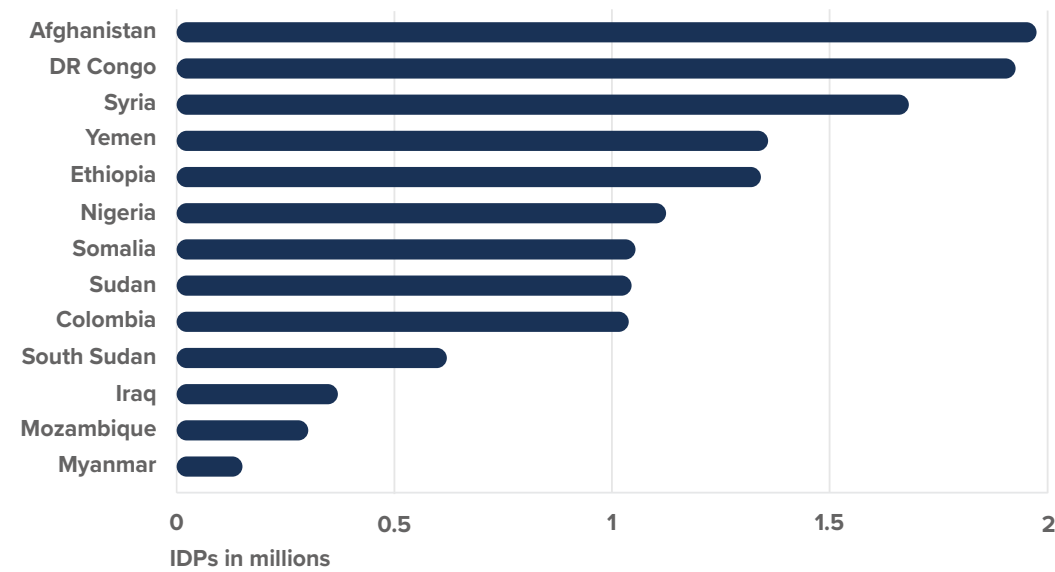


Figure 3: Estimated number school-aged IDPs in each of the 13 countries as of the end of 2021

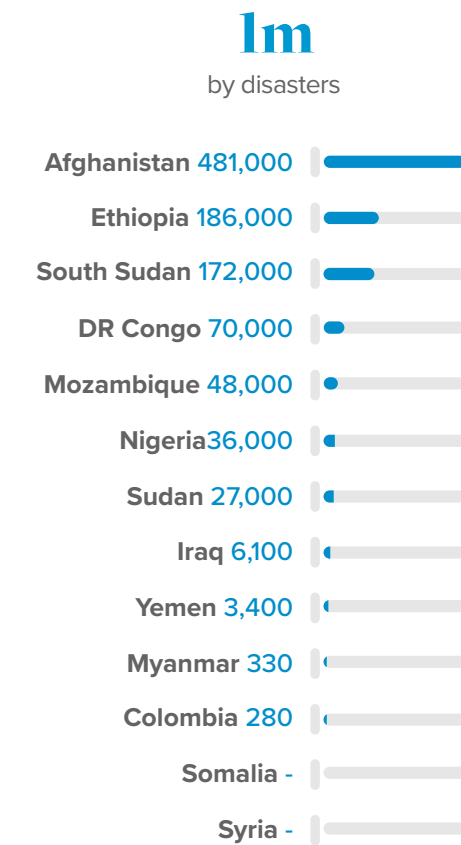
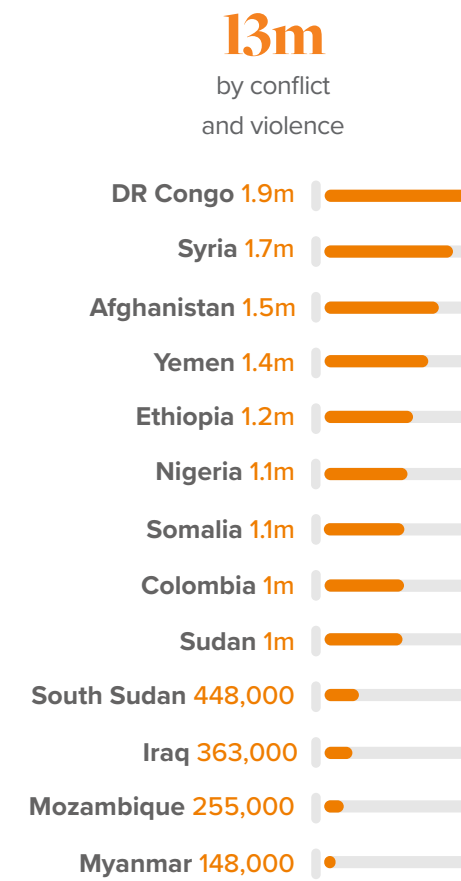


Figure 4: Estimated number of school-aged IDPs for each of the 13 countries by displacement trigger



A young girl walks home from school in Idlib, Syria amongst the debris and ruins of the war. © OCHA/Ali Haj Suleiman, November 2021



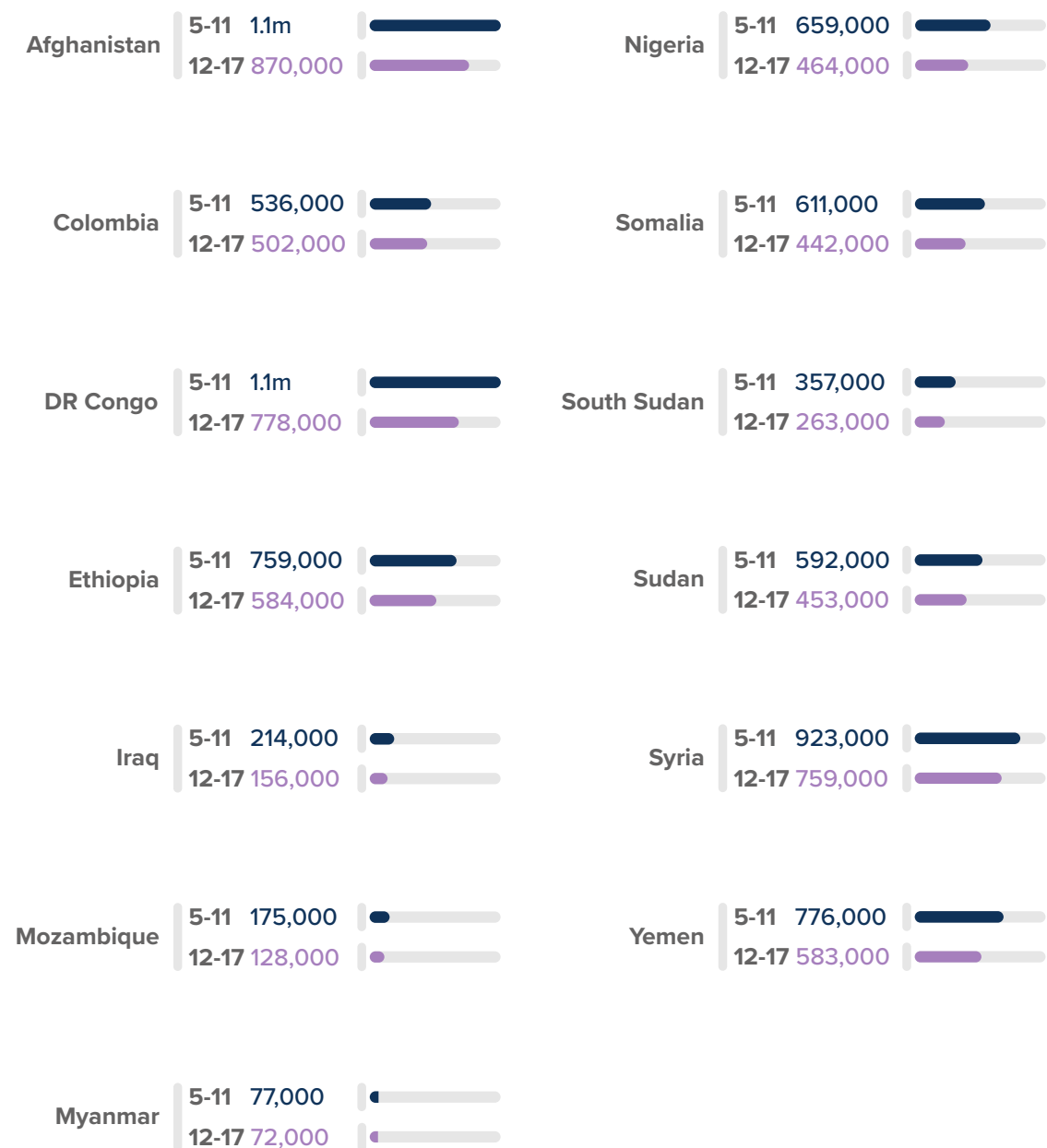


Figure 5: Estimated number of school-aged IDPs for each of the 13 countries by age group

We estimate that about 14 million school-aged children were living in internal displacement at the end of 2021 across the 13 countries selected for study, including 7.1 million boys and 6.9 million girls. These numbers are likely to be conservative for two reasons. Firstly, our estimates of the total number of IDPs in each country may exclude IDPs living in inaccessible locations and those who are not included in official registries or humanitarian assessments. The scarcity of time-series data after disasters also means our estimates of the number of people left living in longer term displacement are highly conservative.

Secondly, evidence from various countries shows that the proportion of children among displaced populations is often higher than among the general population. An assessment in Mali found that children represent 64 per cent of the internally displaced population, while children make up about 54 per cent of the national population.<sup>12</sup> A number of factors may account for this. Some parents send their children to safety while they stay behind to defend their homes or sustain their livelihoods, for example. Authorities often pre-emptively evacuate children and other vulnerable groups in anticipation of a disaster.

In household surveys we conducted in Colombia and Ethiopia, the proportion of IDPs below 18 was significantly higher than among the national population.<sup>12</sup> Despite the limited sample size, such findings highlight the potential to underestimate the number of internally displaced children using national age distribution data. It should be noted, however, that this is not always the case. In similar surveys conducted in Nigeria and Somalia, the proportion was slightly lower (see figure 6).<sup>13</sup>

There is no data on the prevalence of disabilities among school-aged children for most of the 13 countries studied. It is only available for DRC and Iraq, where about 20 and

22 per cent of children aged five to 17 respectively have one or more functional difficulties.<sup>14</sup> The figures are not disaggregated by displacement status, but if we apply the percentages to our estimates of the number of displaced children in the same age group for each country, it suggests that about 385,000 in DRC and 81,000 in Iraq could have functional difficulties.

Despite the limitations of these estimates, they give a sense of the scale of the issue. The fact that children represent more than 30 per cent of all IDPs across the 13 countries makes it clear that their experiences and needs cannot be ignored.

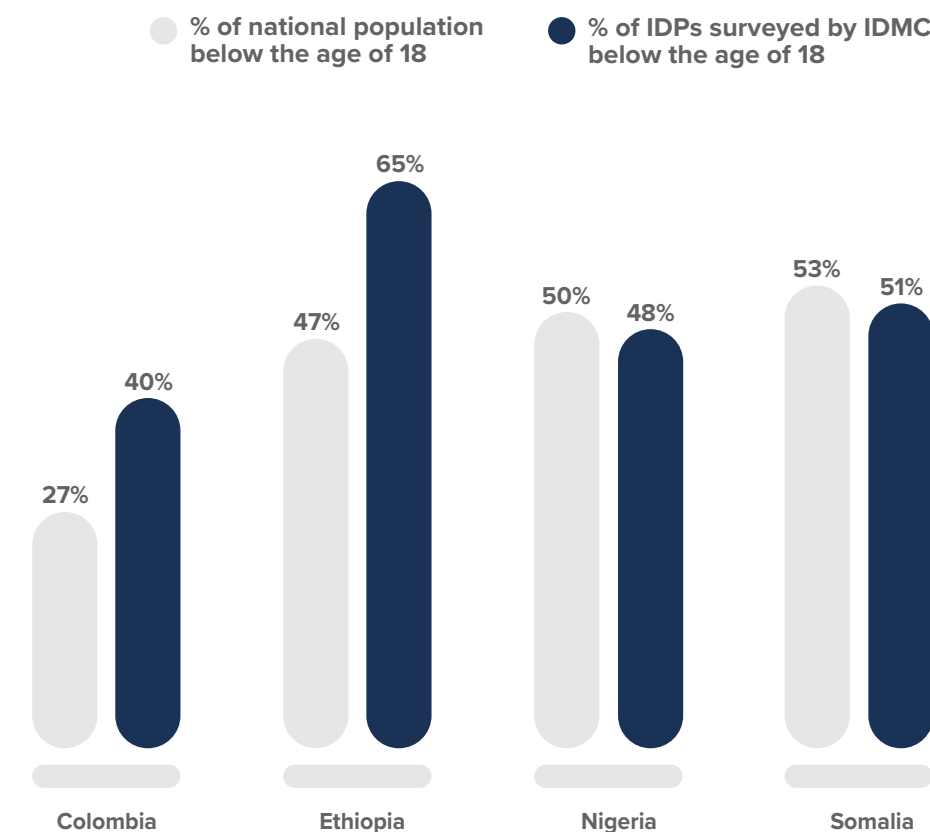


Figure 6: Percentage of IDPs under 18 as per household surveys compared with extrapolation from national age distribution data



# Access to quality education

## How does displacement affect children's education?

Most internally displaced children live in countries with some of the largest disparities in access to education and lowest outcomes in the world. These disparities are driven not only by displacement, but also poverty, urban or rural residence, gender and other factors.<sup>15</sup>

Overall, children living in countries affected by fragility and conflict are more than twice as likely to be out of school compared with those living in countries that are not.<sup>16</sup> Displaced children in such settings are clearly at high risk of missing out on quality schooling.

Displacement affects children's education in many ways, reducing access and undermining equity, quality and the way it is managed. Schooling is most often interrupted, sometimes only for a few days or weeks, but in other cases for much longer.

In household surveys we conducted in Colombia, Ethiopia, Nigeria and Somalia, the majority of IDPs with school-aged children said their schooling had been disrupted as a result of their displacement (see figure 7).<sup>17</sup> More than half of the respondents in Nigeria who reported disruptions said their children had been out of school for one to six months, and nearly a fifth for one to two years.<sup>18</sup>

Schools in internal displacement settings may simply be unavailable if they have been damaged or destroyed, face persistent security risks or are used to shelter IDPs.<sup>19</sup> Lower enrolment rates for displaced children than among their non-displaced counterparts have been documented in Nigeria, Somalia, South Sudan and Sudan.<sup>20</sup>

Cost is also one of the most common barriers to education, given that displacement tends to reduce households' financial resources.<sup>21</sup> Even when public schooling is free,

displaced parents may not be able to afford other costs, such as transport, uniforms or school supplies.

Displaced parents surveyed in Caucasia, Colombia whose children were out of education cited distance from school and associated transport costs as the main reason.<sup>22</sup> Those whose children were in school also said transport was their main related expense.

Support is available in Colombia to improve access to education for displaced children, but IDPs who are unregistered or have lost documentation do not qualify and often have to send their children to schools further away.<sup>23</sup>

Language barriers, stigmatisation, psychological trauma and the need for children to work are other common obstacles to education, and displaced girls tend to face particular challenges (see spotlight on page 20).<sup>24</sup> Children from indigenous groups and those living with a disability also face barriers, but comprehensive information on the issue is limited.<sup>25</sup>

The mass closure of schools and the economic downturn caused by the Covid-19 pandemic have disproportionately affected displaced children.<sup>26</sup> Some fell out of schooling because they had no internet access or devices to learn remotely, others as a result of a rise in negative coping mechanisms such as child labour and early marriage.<sup>27</sup>

Displacement can also affect the quality of education children receive. Data on the issue is scarce, but a study in Plateau state, Nigeria, found that 37 per cent of IDPs were less satisfied with their children's education since their displacement.<sup>28</sup> They said this was because the only schooling available was provided free by volunteers in their camp, where there were no proper classrooms and teacher absenteeism was an issue.

● % of girls whose education was disrupted by their displacement

● % of boys whose education was disrupted by their displacement

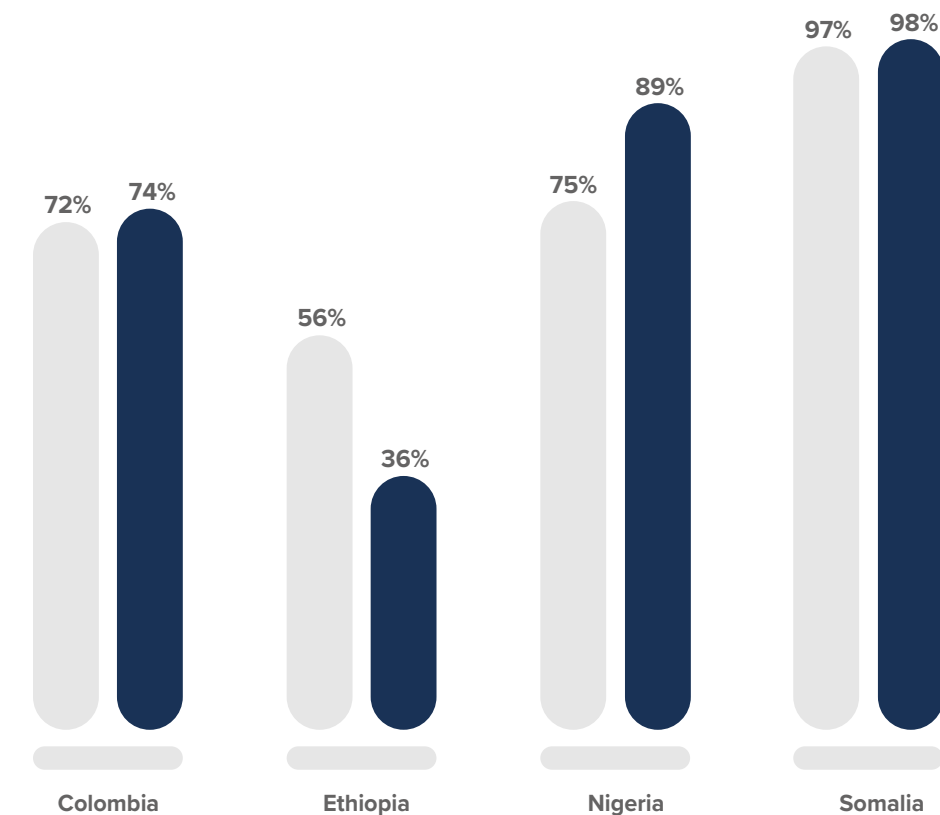


Figure 7: Percentage of IDPs surveyed who said displacement had disrupted schooling by child's sex

As one teacher explained:

*"The non-displaced children go to normal conventional schools like government and private schools (...) The teachers there are paid so they are motivated to work, but the education for IDPs is volunteer work. You have to beg the teachers to come."*

IDPs' arrival in an area can also affect the quality of education for host community children. Fourteen per cent of hosts surveyed in the city of Beledweyne, Somalia, said they were less satisfied with their children's education when people displaced by floods took refuge in their area.<sup>29</sup> They said overcrowded classrooms and hosting IDPs in their homes affected their children's concentration and learning.

That said, there are rare occasions when displacement has a positive impact on children's education. This is particularly true when people are displaced from under-served rural areas to urban settings with more facilities. It can also be the case when IDPs are hosted in well-equipped camps with integrated schools. A study in Gode woreda, Ethiopia, found that 91 per cent of people displaced by drought said their children attended school in their host area, up from 69 per cent before they were displaced.<sup>30</sup>

Such examples suggest that appropriate interventions can mitigate the potentially harmful effects of displacement on education. To inform them, however, more robust data is needed.



# Spotlight: Gender disparities in access to education in Somalia and Ethiopia

Current trends suggest that only one in three girls in countries affected by crises will have completed secondary education by 2030.<sup>31</sup> Internal displacement tends to increase existing barriers to education and create new ones.<sup>32</sup> Gendered social norms, safety concerns and financial hardship can pose major obstacles to displaced girls' learning.<sup>33</sup>

Our study of regular flood displacement in Beledweyne, Somalia, highlights a number of gender disparities in access to education.<sup>34</sup> Most boys and girls experience disruption to their schooling when floods force them from their homes, but girls tend to be out of school for longer.

Others may not go to school at all. One local youth representative said:

*"In IDPs' settlements, teenage girls stay at home and do chores. They are vulnerable to intimidation and harassment from the unstable environment they find themselves in, and their parents keep them at home because they are afraid for their safety."*

When IDPs were asked to compare the education their children received during displacement with that in their home areas, more parents of girls than boys also said they were less satisfied with its quality.

A similar study in Mogadishu suggests that displaced families who are unable to afford to send all their children to school tend to prioritise boys.<sup>35</sup> This may be because they attach more value to boys' education given the expectation that girls will marry young. A shortage of female teachers and female-only toilets are also known barriers to girls' education, and these may be more acute in displacement settings.<sup>36</sup>

In contrast, a study in Gode, Ethiopia, revealed that drought displacement improved girls' access to education.<sup>37</sup> The proportion of girls attending school increased from 56 per cent in home areas to 88 per cent during displacement. The proportion of displaced boys attending school was higher still at 93 per cent. After most schools were closed by the Covid-19 pandemic, awareness programmes were created to encourage students to return when they reopened, and one local teacher said they had encouraged girls' enrolment.

Promising examples are emerging of ways to overcome barriers to displaced girls' education.<sup>38</sup> Data disaggregated by gender is, however, essential to inform interventions and monitor progress.

*At Darwish Primary School, in Garowe Somalia, a classroom of girls raises their hands during class. © UNICEF/UN0556435/ Knowles-Coursin, November 2021*



## Defining and measuring access to quality education

Approaches to defining and measuring access to education vary. There is debate as to whether access includes both formal and informal schools. Enrolment is frequently conflated with access, while attendance and completion rates are rarely reported.

The meaning of quality education also differs between situations and stakeholders.<sup>39</sup> It has been equated with a safe and inclusive learner-friendly environment, competent and well-trained teachers, adequate materials, appropriate class sizes and student-teacher ratios and other factors.<sup>40</sup>

A number of frameworks have been developed to guide and measure progress towards ensuring children's access to quality education. One of the most common is the indicator framework for the fourth Sustainable Development Goal (SDG4), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.<sup>41</sup> Target 4.5 specifies the need to ensure access to education for children living in vulnerable situations, which is widely recognised to include IDPs.<sup>42</sup>

The indicator framework designed to track progress towards fulfilment of the goal covers education completion rates, out-of-school rates, student-teacher ratios and students' literacy and numeracy skills.

Indicator 4.5.1 calls for parity indices for female/male, rural/urban, people affected by conflict and other characteristics for all SDG4 indicators that can be disaggregated as data becomes available. It does not mention displacement specifically, but there is growing consensus that disaggregating indicators by displacement status is essential to fulfil the SDGs' commitment to "leave no one behind".<sup>43</sup>

The Inter-agency Network for Education in Emergencies (INEE) minimum standards are intended to guide authorities, humanitarians and other stakeholders in the delivery of quality education in emergency settings, including displacement crises.<sup>44</sup> The related indicator framework covers attendance rates, learning outcomes and children's safety, which it says should be disaggregated by displacement status when appropriate.

Other guidance relevant to the provision of education in displacement settings includes the Comprehensive

School Safety Framework (CSSF) for 2022-2030 and Education Cannot Wait's collective education results outcomes framework.<sup>45</sup>

The challenge in measuring and monitoring internally displaced children's access to quality education is that reliable, current and comparable data is limited. Few countries have data to monitor progress toward SDG4 and other education targets.<sup>46</sup> Where data is available, it is rarely updated annually and is even less likely to be disaggregated by displacement status.

### Data sources on displaced children's education

National governments are primarily responsible for the provision of education to IDPs and related data collection. Potential sources of national data include national education management information systems (EMISs), registries of IDPs and national population-based surveys. There are, however, few examples of systematic national monitoring of IDPs' education status.

#### EMISs

EMISs collect, integrate, process and disseminate data and information to support decision making, planning, monitoring and management at all levels of an education system.<sup>47</sup> Annual school censuses are a traditional source of data, but a comprehensive EMIS should bring together information from various sources on enrolment, attendance, completion rates, learning assessments, student health, finance, teacher characteristics and administrative statistics.

Several countries have adapted their systems to identify migrants and refugees among their student populations and capture better data on their education status.<sup>48</sup> Most, however, make no distinction between internally displaced children and other students.

One exception is Syria, where an indicator on IDPs has been added to annual school censuses as part of a broader transformation of the country's EMIS.<sup>49</sup> In parallel, a more dynamic online integrated management information system for schools has been piloted in some parts of the country to capture more comprehensive and up-to-date data on learner access, attendance rate and performance. Data is also collected on students' movements, which is used as a proxy for displacement status.<sup>50</sup>



**“We want our children to go [to school], but there is no way to get the money to pay their fees (...) about 75 per cent of the people from this village have access to education, while about 30 to 35 per cent of the internally displaced children have access.”**

*- Representative of internally displaced women*







## Registries of IDPs

Registries of IDPs can be used to gather information on their age and education status. The registries can also be linked up to education ministry data systems or statistical offices to track IDPs' access to education. Data from Colombia's victims' registry, for example, has been merged with information from the education and other ministries using individuals' national ID.<sup>51</sup> Such initiatives, however, are rare.

## Censuses and national household surveys

Censuses and other national population-based surveys, such as demographic health surveys (DHSs) and multiple indicator cluster surveys (MICSs), are another potential way for governments to collect data on IDPs' education, but they are rarely disaggregated by displacement status.

When they are, they become a source of information on displaced children who are out of school and who may not be captured in a country's EMIS.<sup>52</sup> Iraq's 2018 MICS, for example, disaggregated households by displacement status and contained questions on school attendance rates and out-of-school children.<sup>53</sup>

Colombia's 2015 DHS, which included questions on school attendance rates, repetition and drop-outs, disaggregated households by those who had moved internally as a result of violence, which has been used as a proxy for displacement status.<sup>54</sup>

## International organisations

Given the gaps in national monitoring of IDPs' education, international organisations such as the UN Office for the Coordination of Humanitarian Affairs (OCHA), the International Organization for Migration (IOM), IMPACT Initiatives/REACH, the Joint IDP Profiling Service (JIPS) and education clusters collect data on the issue. They use a range of methods including key informant interviews, focus group discussions and household surveys.

We have also developed a mixed-method approach using an original household survey tool and key informant interviews to collect quantitative and qualitative data on IDPs' education. We have used it as part of assessments on the socioeconomic impacts of displacement in Colombia, Ethiopia, Indonesia, Kenya, Nepal, Nigeria, Papua New Guinea, Somalia and Vanuatu.<sup>55</sup>

OCHA's humanitarian needs overviews (HNOs) are also a key source of information. They use the joint intersectoral analysis framework, a globally agreed methodology to assess the needs of people affected by crises.<sup>56</sup> They are informed by various data sources, including secondary data analysis and assessments conducted by REACH, IOM and education clusters.

Annex 3 of this report presents an overview of some of the main data sources on IDPs' education produced by international organisations. It draws from the mapping exercise conducted by Shephard et al for the United States Agency for International Development (USAID).<sup>57</sup>

## Why are there gaps in data on displaced children's education?

The national and international data sources discussed above have the potential to provide rich information on IDPs' education. There are, however, several reasons why the availability of quality, current and comparable data remains limited.

### Capacity and resource constraints

A country in crisis may not have a fully functioning EMIS. Even if it is functioning, a system that relies on data from annual school censuses is often insufficient in highly fluid displacement crises. More dynamic EMISs are needed to better capture IDPs, but few countries have the financial and technical resources to develop them.

National household surveys are an effective way of gathering information on IDPs' education, but they are also the most costly and resource-intensive method. Few governments and organisations have the resources to conduct them at regular intervals.

Even when they are carried out and are disaggregated by displacement status, IDPs living in inaccessible areas or those who have lost documentation may not be included, leading to uneven and incomplete data.

### Lack of coordination and data sharing

Lack of coordination between data collectors hinders the effective monitoring of IDPs' education. Registered IDPs in Ukraine, for example, are not obliged to show evidence of their status when their children enrol in schools, mean-

ing the process is not systematically monitored.<sup>58</sup> If the data systems of the registry and the education ministry were harmonised, authorities would be able to identify IDPs among school students more easily and track their attendance.

Local and international organisations, academics and others who collect data on IDPs' education tend to do so using different methodologies, indicators and age groups. This means the data tends not to be interoperable, which makes it difficult to standardise and compare figures.

### Political factors

Some governments may not be willing to recognise IDPs and identify them in their data collection. Equally, some IDPs may choose not to be identified for fear of violence or discrimination, making them invisible.<sup>59</sup>

## Internationally comparable figures

The significant gaps in data collection at the national level mean internationally comparable figures on IDPs' education are unavailable. UNESCO's Institute for Statistics (UIS) is the official source of internationally comparable education data more generally, and is used to measure progress toward SDG4.

The UIS database contains data for more than 200 countries based on a range of sources including EMISs, household surveys, government budgets, learning assessments, and population censuses.<sup>60</sup> None of its indicators are disaggregated by displacement status though.

UNESCO's Section of Education for Migration, Displacement and Emergencies intends to standardise data and information on a collectively agreed set of priority indicators, including for IDPs. For now, however, there are no internationally comparable figures on their school attendance and completion, out-of-school rates or learning outcomes.

## Ways of estimating displaced children's access to education

In absence of accurate, current and comparable figures, several methodologies have been developed that use the data that is available to estimate the number of IDPs

out of school and/or in need of education support in a comparable way.

One estimate suggests that between 29 and 44 per cent of all forcibly displaced people worldwide, including refugees, refugee-like groups and IDPs, are of school age - defined as aged six to 18 - of whom between 40 and 62 per cent are out of school.<sup>61</sup> These estimates were based on data from governments, IDMC, OCHA, IOM and other NGOs.

A weighted average of the percentage of out-of-school children across six countries was used to produce the global estimate. There is a breakdown in the global figures for refugee children, but because of the lack of reliable data there is no global estimate for out-of-school IDPs.

Education Cannot Wait (ECW) developed a methodology to estimate the number of out-of-school children in emergencies that is disaggregated by displacement status.<sup>62</sup> It suggests there are 11.1 million internally displaced children in emergency settings out of school, of whom 54 per cent are girls.

ECW's methodology is one of the most comprehensive to date. It is innovative in the way it disaggregates populations affected by crises by displacement status and includes countries affected by crises which do not have inter-agency humanitarian response plans or appeals.

The organisation notes, however, that the methodology is still limited by the availability of reliable and up-to-date data, particularly for IDPs. The figures were based on out-of-school rates calculated from MICS6 survey data collected since 2017/2018. Where that was not possible, the latest available rate reported by UIS from administrative data or household surveys preceding 2017 was used. Given that globally comparable out-of-school rates for IDPs do not exist, ECW takes the midpoint between the rate for non-displaced nationals for the same age group and the rate for refugees in their country of residence.

We have also developed a methodology to estimate the number of displaced children likely to be receiving education support or at risk of missing out on education based on information from OCHA's annual HNOs and humanitarian response plans (HRPs) (see spotlight on page 26).



# Spotlight: Estimating the number of IDPs at risk of missing out on education

Education support provided by humanitarian partners can enable displaced children to keep learning when governments are unable to guarantee their access to education. Our methodology involves estimating the number of children in need of education support based on information from OCHA's annual HNOs, the number humanitarian organisations plan to target based on information from OCHA's HRP, and the number for whom humanitarian funding is secured based on information from OCHA's financial tracking service. This information is used to estimate the number of children likely to be receiving education support and at risk of missing out on education (see figure 8).

We used the methodology to estimate that an average of about 20 per cent of school-age IDPs in sub-Saharan Africa received education support in 2018.<sup>63</sup> That would have left nearly three million at risk of missing out because they did not receive support via HRP. This does not, however, consider support they may be receiving directly from governments or other actors.

Of the 13 countries analysed for this report, only the 2021 HNOs and HRP for Somalia and Yemen specified the number of IDPs in need of education support and the number intended to be targeted.<sup>64</sup> These showed that there were about 1.65 million in need of support in Yemen

in 2021 and 300,000 in Somalia.<sup>65</sup> Nearly all were included in Yemen's HRP, but only just under half were included in Somalia's (see figure 9).<sup>66</sup> The latter gap may be the result of implementation capacity, response strategy and the prioritisation of resources.

Some children included in HRP may end up without support because there are not enough funds to cover the amount requested. HRP set out activities that could be implemented if the funds requested are secured, which is rarely the case.

Of the 13 countries analysed, Mozambique was the only one where the full amount requested for education in its 2021 HRP was secured by the end of the year.<sup>67</sup> On average less than a third of the requested funds were secured across the 13 countries (see figure 10).

Yemen received only 37 per cent of the funding requested in its HRP and Somalia 26 per cent. By applying these percentages to the number of displaced children included in the HRP we can roughly estimate that about 64 per cent of those in need of education support in Yemen and 87 per cent in Somalia are at risk of missing out (see figure 11).

In the absence of specific information for the other 11 countries on the number of IDPs in need of education support and the number targeted, it is still possible to get a sense of how many might be at risk of missing out if we assume that all school-aged IDPs are in need of some form of education support. Given the level of funding secured by the end of 2021, even if humanitarian organisations planned to target them all, more than nine million could still be at risk of missing out.<sup>68</sup>

This methodology has a number of limitations. It does not take into account education support IDPs may receive from governments or other education stakeholders not included in HRP. Nor does it account for funding that is received outside HRP.

The lack of publicly available data on how many IDPs are actually provided with education support with the funding secured is a further constraint. In its absence, we use the percentage of funding secured to estimate their number. Such figures help to give a sense of the potential shortfall, but they should only be considered rough estimates.



**Receiving education support:** Internally displaced children who are in need of education support and included in humanitarian response plans to receive this support, and for whom funding has been secured

**At risk of missing out on education:** Internally displaced children who are in need of education support and included in humanitarian response plans to receive this support, but for whom no funding has been secured

**At risk of missing out on education:** Internally displaced children who are in need of education support but are not included in humanitarian response plans to receive this support

Figure 8: Estimating the number of internally displaced children likely to be receiving education

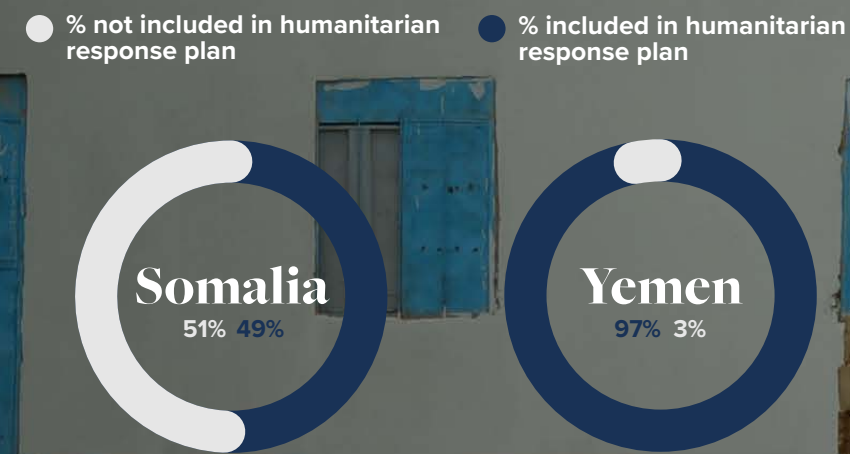


Figure 9: Percentage of IDPs in need of education support in Somalia and Yemen who were included in the countries' 2021 HRP

*In anticipation of being reopened, the Zaid Ibn Alharith School for boys in Rabak, Sudan has been restored with the help of volunteers from the local communities and humanitarian organizations on the ground. © Ahmed Omer/NRC, August 2022*





Figure 10: Percentage of funding requested for education in 2021 HRPs that was secured

● At risk of missing out on education    ● Likely to be receiving education support

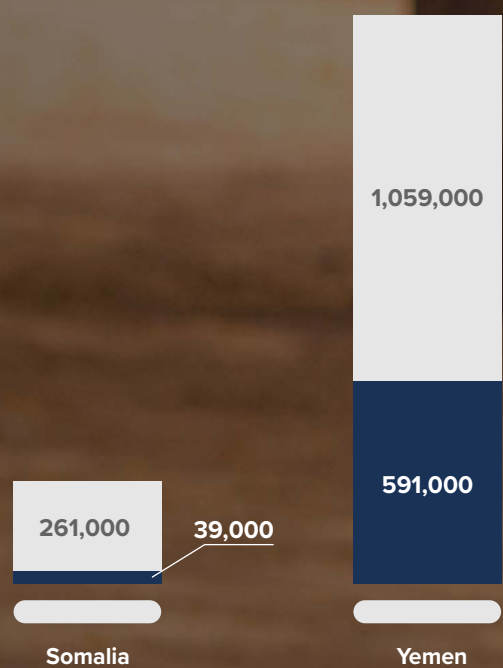


Figure 11: Estimated number of internally displaced children likely to be receiving education support through HRPs in Somalia and Yemen and those at risk of missing out



A young Nigerian girl shows off her tailored creations. She plans to go to university & teach the skills to others like her. © NRC, March 2022





Understanding the cost of providing quality education to internally displaced children is important to inform strategic planning and fundraising goals. Global and country-level data on education costs for children in general is limited, however, and even more so for IDPs. In the absence of more precise figures, estimates based on publicly available information help to provide a sense of the funds needed.

## Methodologies to estimate the cost of education

There have been a number of efforts to estimate the cost of providing children in different situations and population groups with education based on per-unit costing. These have covered marginalised children, refugees and those living in countries affected by crises, but few have focused specifically on IDPs. Annex 4 summarises the key findings of these undertakings.

### Estimating the cost of achieving universal education by 2030

Analysis for UNESCO's Education for All Global Monitoring Report (EFA GMR) 2015 projected that it would cost on average \$340 billion a year to achieve universal and quality pre-primary, primary and lower and upper secondary education in low and lower-middle income countries between 2015 and 2030.<sup>69</sup>

The annual average cost per student for pre-primary, primary, lower secondary and upper secondary education were estimated to be \$854, \$403, \$536 and \$675 respectively. The costings are based on various sources including data from the UIS online database on total public expenditure on education and total enrolment. The calculations also account for the appropriate pupil-teacher ratios, teacher salaries, new classrooms and recurrent expenditure deemed necessary to ensure quality education.

The EFA GMR analysis does not estimate the cost of educating IDPs, but it does apply a coefficient to the average unit cost of education to account for additional support to ensure marginalised children have full access to school. This includes the cost of providing them with food, uniforms, tuition support, language lessons, remote or mobile schools for children in hard-to-reach places and special education programmes for those with disabilities.

This additional support is assumed to increase the average unit cost for pre-primary/primary, lower secondary and upper secondary by 20, 30 and 40 per cent respectively. Marginalised children are defined as living on less than \$2 a day.

Given that many IDPs fall into this category, the coefficients applied in the EFA GMR analysis give a useful indication of the potential increase in cost per student to ensure displaced children have full access to quality learning. Evidence from studies in Colombia highlight that even when school is free, additional related costs can be a barrier to education (see box 1).

### Estimating the cost of refugees' education

Building on the EFA GMR analysis, UNHCR and the World Bank developed a similar methodology in 2021 to estimate the cost of educating refugees aged five to 17 in host countries of different income groups.<sup>70</sup> It is based on the premise that refugees receive an education that is "no better, no worse" than host country students.

The annual unit cost of education for each school level was calculated by dividing public expenditure on education in the host country by public enrolment based on the UIS database.

"Refugee coefficients" were added based on those used for marginalised students in the EFA GMR analysis. The model estimates the funding required in order for the

### Box 1: Education-related costs in Colombia

Key informants in a study in Quibdó department said that although public schools were free, as is the case throughout Colombia, displaced families' limited financial resources were a barrier to their children's education.<sup>71</sup> As one teacher noted:

*"We talk about the right to education, but it's not guaranteed. It's not enough that the child is registered in school, they must also have the means to get to school, buy their uniform, their notebooks and food so that they don't think about their empty stomachs while they are in class".*

Financial support is available for displaced children to pursue their education in Quibdó, but not all families are aware of it. Lack of information on support options is a particular obstacle for IDPs from African-Colombian and indigenous communities.

In a similar study conducted in Caucasia, parents said they spent an average of \$40 a month on education-related expenses, a slight increase from before their displacement. The average monthly cost reported by non-displaced respondents was about \$30. Most IDPs cited transport, school meals, materials, uniforms as their main expenses. About a third of respondents across both groups receive financial support from the government or other institutions to send their children to school.

mid-2020 cohort of refugee children to complete K-12 years of education. The total cost is put at \$63 billion, and the average annual cost at \$4.85 billion.

The estimates vary depending on income group. The average annual unit cost of primary education in low, lower-middle and upper-middle income countries is \$114, \$494 and \$1,934 respectively. The equivalents for secondary education are \$244, \$900 and \$2,155.

This is one of the most comprehensive methodologies to date, but the lack of similar data in many countries affected by severe internal displacement crises makes it difficult to use it to assess national costs for IDPs. Data on education expenditure is not available for most of the 13 countries analysed for this report. When it is available it is often outdated, as is information on school attendance. The latest available data for DRC and Ethiopia, for example, is from 2013 and 2015 respectively.

### Estimating the cost of providing education support to children affected by crises

While UNESCO, UNHCR and the World Bank estimated the cost of formal education based on public expenditure, the UK's Overseas Development Institute (ODI) assessed the cost of providing crisis-affected children with educational support.

It estimates that the cost of doing so for 75 million children aged three to 18 across 35 countries would be \$11.6 billion

a year, or \$156 per child.<sup>72</sup> ODI used data from UNICEF's humanitarian appeals to estimate the number of children affected by crises, which it then took as a proxy for children in need of education support. It applied the coefficients for inclusion of marginalised children from the EFA GMR analysis to account for the complexities of crises.

The methodology accounted for four cost drivers: building temporary learning spaces, teacher stipends, teacher training and education supplies. It drew on various data sources, including UNICEF's supply catalogue, to estimate construction costs.

It then combined the four drivers to estimate a unit cost for three geographical regions – Asia, Africa and Latin America – and applied it uniformly to all of the countries in each one. Save the Children has developed a similar methodology to estimate the cost of refugee education.<sup>73</sup>

ODI's approach is useful in that it provides global, regional and income group estimates, but the limited data available means it does not provide country-level costs. It also means that key data sources were not always up to date. One major source of ODI's costing data was from 2002.

### Estimating the cost of providing IDPs with education support

We developed a methodology based on data from OCHA's 2021 HRPs to estimate the cost of providing school-aged IDPs with education support in the 13 countries analysed



for this report.<sup>74</sup> Annex 5 provides details of our approach and its limitations.

We calculate that the annual cost per internally displaced child ranges from about \$30 in Ethiopia to \$179 in the DRC.<sup>75</sup> A number of factors contribute to the variation, including the type of programming, price of goods and services, response capacity and access and security constraints.

Sudan's HRP, for example, covers school meals, learning materials, school uniforms, classroom repairs and the provision of temporary learning spaces.<sup>76</sup> Myanmar's HRP included cash and voucher assistance for families to buy school supplies, pay for school fees and transport.<sup>77</sup>

We estimate that the average cost across the 13 countries falls between \$81 and \$93 per child, and that the total cost of providing support for all IDPs aged five to 17 is between \$1.1 billion and \$1.3 billion a year.

Given that HRPs tend to focus on immediate needs during the emergency phase of a crisis, the support provided is rarely enough to ensure quality education. Some HRPs, such as Colombia's, include activities to support displaced children's integration into national education systems.<sup>78</sup> In most HRPs, however, children's education needs are addressed outside the formal schooling system.

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## **Integrating IDPs into national education systems**

The support the humanitarian community provides serves as an important stopgap during crises, when governments are unable or unwilling to provide education and other basic services. Where possible, however, investments should focus on integrating displaced children into national education systems as quickly as possible. This approach is more sustainable in the long-term and enhances the quality of education children receive. It also encourages social cohesion, which in turn can help IDPs' broader integration and peacebuilding efforts.

Promising examples are emerging of how this can be done. Before the outbreak of the 2022 conflict in Ukraine, the government had begun to partly or fully cover national education system tuition fees for internally displaced children and provide incentives such as education loans, free textbooks and internet access.<sup>79</sup> Partners in Somalia have

also been successful in increasing displaced children's enrolment in formal primary schools.<sup>80</sup>

Data on the cost of providing quality education to displaced children is essential for resource mobilisation, planning and budgeting. More timely and reliable data on public education expenditure in countries affected by internal displacement would also help to inform costing methodologies and shed further light on the resources needed to reintegrate IDPs into national systems.



**“We talk about the right to education, but it’s not guaranteed. It’s not enough that the child is registered in school, they must also have the means to get to school, buy their uniform, their notebooks and food so that they don’t think about their empty stomachs while they are in class”.**

*- Teacher in Quibdó, Colombia*





# Ways forward to improve data



## Addressing data gaps

Better data on internally displaced children would lay the foundation for transformative policies and programmes to ensure their access to quality education. The following data gaps need to be addressed to strengthen evidence-based policymaking.

### Data on IDPs in general

The first step towards ensuring that displaced children are seen and counted is to improve the availability and quality of data on IDPs overall. We have developed a streamlined methodology to monitor internal displacement worldwide, but significant data gaps remain and IDPs are still less visible than other groups on the move.

The international community recognises national governments' central role in generating and using reliable internal displacement data, a fact reflected in the publication by the Expert Group on Refugee and IDP Statistics (EGRIS) of its international recommendations on the matter (IRIS).<sup>81</sup> JIPS has also complemented EGRIS's work by publishing recommendations intended to better identify IDPs when conducting surveys.<sup>82</sup>

Formal registries of IDPs tend to be seen as the most effective way to ensure they are included in official statistics and improve their access to services, but other efforts are needed to bridge existing gaps. Better time-series data after disasters, for example, is required to determine the number of people they displace in anything but the very short term and identify their needs.<sup>83</sup>

### Disaggregated data

Ensuring data on IDPs is disaggregated by age is essential to the identification of internally displaced children. Further disaggregation by gender, disability status and other char-

acteristics is also needed to understand their intersecting vulnerabilities and tailor programmes more effectively.

SDG target 17.18 recognises the need for more systematic data disaggregation.<sup>84</sup> EGRIS also recommends that data on IDPs be disaggregated by age, sex and date and place of birth, as well as the number of times they have been displaced, the date of their first and most recent displacement, the main reason for their movements, their place of habitual and current residence, whether their parents have also been displaced and type of habitation.<sup>85</sup>

A number of existing tools could help with these efforts. UNICEF and the Washington Group on Disability Statistics, for example, have developed a module for inclusion in surveys to identify children with disabilities and disaggregate data accordingly.<sup>86</sup>

### Data on displaced children's education

Comprehensive, comparable and disaggregated data on displaced children's education is indispensable to improve planning and overcome barriers to learning. Not only is better quantitative and qualitative data on IDPs' access to school needed. There is also a particular shortage of information on the quality of the education they receive and their achievement. Information is also needed on the funds dedicated to their education and the impacts of the support provided to them.

Promising efforts are under way to address these gaps. Examples from South Sudan and Syria show how the development of a more operational and dynamic EMIS can be used to gather data on IDPs' education.<sup>87</sup> The Children on the Move project of IOM's displacement tracking matrix (DTM) has produced guidelines and tools to facilitate collaboration between the DTM and education clusters in gathering and using data that partners need.<sup>88</sup>

Save the Children has developed a toolkit to help measure gaps in children's achievement of durable solutions, which includes indicators related to their education.<sup>89</sup> Cambridge Education provides technical advice and support for governments and schools in many countries affected by internal displacement to measure learning outcomes and improve the quality of education services and programmes.<sup>90</sup>

In addition to gathering information on displaced children's current education status, more research is needed to assess how disruptions to their schooling affect their longer-term development and future opportunities. Further research on the impacts of displacement on the education of host community children is also needed.

## Data quality, sharing and interoperability

Substantial resources and technical expertise are needed to address the above gaps and reliability concerns. If such data were to be collected, however, it should also be:

- Standardised, based on the same definitions a consistent age groups
- Safely and ethically collected<sup>91</sup>
- Safely shared and published for all to use
- Regularly updated

In addition to the technical guidance provided by EGRIS and JIPS, the International Data Alliance for Children on the Move (IDAC) is an important initiative intended to foster streamlined approaches to improving statistics and data on displaced children.<sup>92</sup>

Other initiatives are ongoing to improve the standardisation and interoperability of data on IDPs' education. INEE is setting up the Data Reference Group on Education in Emergencies, which will bring together dozens of organisations that work on related topics to share their data, methodologies, approaches and experiences.<sup>93</sup>

UNESCO's Section of Education for Migration, Displacement and Emergencies is developing a global data portal that will include information on IDPs. It is also working to strengthen institutional information systems for data-driven education in emergencies and crises, and implementing country-specific interventions.<sup>94</sup>

UNICEF is drawing on our displacement datasets and risk modelling and other existing information to refine data on

displacement associated with climate change by analysing the number of children displaced, their needs and how to address them.<sup>95</sup>

Such examples reflect a growing awareness that strengthening data quality, sharing and interoperability is a priority in efforts to provide internally displaced children with quality education.



Like all children, those internally displaced have a right to education at all stages of their journey.<sup>96</sup> Special efforts should be made to ensure their full and equal participation in national education systems and programmes.

Data on internally displaced children is indispensable for designing better programmes and monitoring their effectiveness. Not knowing precisely how many children are displaced, where they are, or the nature of their education needs is a serious impediment to addressing the consequences of their plight on their current and future lives.

The experiences of displaced children are diverse. The way displacement affects their schooling varies depending on their age, gender, disability status and other characteristics. To better understand these differences and ensure displaced children receive inclusive and tailored support, data on them should at a minimum be disaggregated by age, sex and disability status.

This type of data, however, is severely lacking. The analysis and top-line estimates presented in this report represent a first step towards bridging these knowledge gaps. More efforts are needed to improve the availability of reliable, timely, standardised and comparable data on IDPs' education.

Much has been published about the benefits of education to individuals and societies as a whole, particularly in settings affected by crises.<sup>97</sup> Schools not only provide a place of learning. They are also safe havens that protect children from risks of abuse, exploitation and recruitment by armed groups.<sup>98</sup> They may also provide children with school meals and health, hygiene and psychosocial services, which are important to their development.

Education helps to foster IDPs' integration and strengthen social cohesion. When designed and delivered effectively, it constitutes a powerful tool for reducing conflict and fragility, and with it the risk of displacement.<sup>99</sup>

To take effective action to unlock these benefits, it is essential that internally displaced boys and girls be seen and counted, and that their needs be understood.

## Estimating the number of school-aged IDPs for 13 countries

### Methodology

We used national age distribution data from the UN World Population Prospects to estimate the number of school-aged IDPs in the 13 countries selected for the analysis. The 2019 revision was the latest edition available at the time we made our calculations.

We used the following datasets: “population by age and sex (thousands)”, “percentage of female population by broad age group (per 100 female total population)”, and “percentage of female population by broad age group (per 100 female total population)”. For each dataset, we used the estimated figures for 2020, the closest year to 2021 available at the time.

For age categories that are included in the UN's definition of “age”, for example 10-14, we simply transformed the information mathematically from the absolute number (population in thousands) to the percentage number. For age categories not included in the UN's definition of “age” but which are included in its definition of “broad age group”, for example four-six, we took additional steps.

We first calculated the total male/female population (in thousands) for each country using the “population by age and sex (thousands)” dataset. Then we multiplied the total male/female population – in the “percentage of male/female population by broad age group (per 100 male/female total population)” dataset – by the target broad age group (in percentages) to obtain the male/female population (in thousands) in this broad age group.

This calculation provided the population for the age category by sex (in thousands), which could then be mathematically transformed to the percentage number.





Table 1: The estimated number of school-aged children living in internal displacement as a result of conflict and violence at the end of 2021 by country, sex and broad age group

Country	Total		Girls		Boys	
	5 to 11	12 to 17	5 to 11	12 to 17	5 to 11	12 to 17
Afghanistan	835,000	658,000	407,000	321,000	427,000	337,000
Colombia	536,000	502,000	261,000	245,000	275,000	257,000
DR Congo	1,105,000	750,000	548,000	372,000	557,000	378,000
Ethiopia	653,000	503,000	323,000	249,000	330,000	253,000
Iraq	210,000	153,000	102,000	74,000	108,000	79,000
Mozambique	147,000	108,000	73,000	54,000	74,000	54,000
Myanmar	76,000	72,000	38,000	36,000	38,000	36,000
Nigeria	638,000	449,000	312,000	220,000	326,000	229,000
Somalia	611,000	442,000	304,000	220,000	308,000	222,000
South Sudan	258,000	190,000	127,000	94,000	131,000	96,000
Sudan	576,000	441,000	284,000	218,000	292,000	224,000
Syria	923,000	759,000	453,000	373,000	470,000	387,000
Yemen	774,000	581,000	379,000	285,000	395,000	296,000

\*As a result of rounding, some totals may not correspond with the sum of the separate figures

Table 2: The estimated number of school-aged children living in internal displacement as a result of disasters at the end of 2021 by country, sex and broad age group

Country	Total		Girls		Boys	
	5 to 11	12 to 17	5 to 11	12 to 17	5 to 11	12 to 17
Afghanistan	269,000	212,000	131,000	104,000	138,000	108,000
Colombia	150	140	71	66	75	70
DR Congo	42,000	28,000	21,000	14,000	21,000	14,000
Ethiopia	105,000	81,000	52,000	40,000	53,000	41,000
Iraq	3,500	2,600	1,700	1,300	1,800	1,300
Mozambique	28,000	20,000	14,000	10,000	14,000	10,000
Myanmar	170	160	84	79	85	80
Nigeria	21,000	15,000	10,000	7,000	11,000	8,000
Somalia	-	-	-	-	-	-
South Sudan	99,000	73,000	49,000	36,000	50,000	37,000
Sudan	16,000	12,000	7,700	5,900	7,900	6,000
Syria	-	-	-	-	-	-
Yemen	1,960	1,500	960	720	1,000	750

\*As a result of rounding, some totals may not correspond with the sum of the separate figures



Overview of selected data sources on IDPs' education produced by international organisations\*

Data source	Methods of collection	Frequency of collection	Relevance to IDPs' education	Strengths	Limitations	Example
Multi-sectoral location assessments (MSLAs) (IOM-DTM)	Key informant interviews (KIIs) Direct observation Focus group discussions (FGDs)	Annual	<ul style="list-style-type: none"> <li>Multi-sector assessment on needs and services in displacement sites or communities to inform strategic planning</li> <li>Gathers data on availability of and access to education services</li> </ul>	<ul style="list-style-type: none"> <li>Provides high-level snapshot of education access</li> <li>Relatively wide country coverage</li> </ul>	<ul style="list-style-type: none"> <li>Limited indicators on education</li> <li>Reliance on key informants (KIs) means data is less precise</li> <li>KIs are not education specialists</li> </ul>	<ul style="list-style-type: none"> <li>2021 MSLA for Mozambique assessed 69 sites across three provinces hosting 201,689 IDPs<sup>102</sup></li> <li>Indicators on number of displaced children with access to education facilities, percentage of functioning schools in the sites, main barriers to education and distance to nearest education facility</li> </ul>
Multi-sector needs assessments (MSNAs) (REACH)	Household surveys Individual interviews KIIs FGDs	Annual	<ul style="list-style-type: none"> <li>Multi-sector assessment requested by OCHA to inform HNOs and HRPAs</li> <li>Gathers data on status of education facilities and household education needs</li> </ul>	<ul style="list-style-type: none"> <li>Provides more precise household data than MSLAs</li> <li>Aims for nationwide coverage</li> </ul>	<ul style="list-style-type: none"> <li>Limited indicators on education</li> <li>National coverage may still be limited by access constraints</li> </ul>	<ul style="list-style-type: none"> <li>2021 MCNA for Iraq surveyed more than 12,500 IDPs, returnees and non-displaced households nationwide<sup>103</sup></li> <li>Indicators on percentage of households with a child not attending school regularly</li> <li>Disaggregated by displacement status and location site (in and out of camp)</li> </ul>
Joint education needs assessments (JENAs) (Education clusters)	Household surveys KIIs	Irregular	<ul style="list-style-type: none"> <li>Assessment of the impact of an emergency (including displacement crises) on the education sector to inform resource mobilisation and response planning</li> </ul>	<ul style="list-style-type: none"> <li>Education-specific</li> <li>KIs are usually education specialists</li> <li>Can provide more detailed information on education quality such as learning facilities and teacher availability</li> </ul>	<ul style="list-style-type: none"> <li>Limited country coverage</li> <li>Conducted irregularly</li> </ul>	<ul style="list-style-type: none"> <li>2019 JENA for out-of-school children (OOSC) in north-west Syria surveyed 7,208 internally displaced and non-displaced OOSC and their carers across 112 communities<sup>104</sup></li> <li>Indicators on number of OOSC, school attendance prior to displacement, reasons for dropping out and main barriers to education</li> <li>Disaggregated by displacement status, gender, age and location site</li> </ul>
IDP profiling exercises (JIPS)	Household surveys KIIs Mapping and enumeration FGDs	Irregular	<ul style="list-style-type: none"> <li>Multi-dimensional analysis of displacement situations conducted at the request of governments, humanitarian and development stakeholders</li> <li>Gathers data on education needs and barriers</li> </ul>	<ul style="list-style-type: none"> <li>Provides detailed, disaggregated data</li> <li>Mixed method approach</li> <li>Strong coordination between stakeholders in data collection</li> </ul>	<ul style="list-style-type: none"> <li>Location specific</li> <li>Limited country coverage</li> <li>Conducted irregularly</li> </ul>	<ul style="list-style-type: none"> <li>Exercise in Sittwe township, Rakhine state in Myanmar in 2016-2017 surveyed 4,662 displaced and non-displaced households<sup>105</sup></li> <li>Indicators on school attendance rate, type of education facilities, reasons for not attending school</li> <li>Disaggregated by displacement status, sex, school age group and location site</li> </ul>
Socioeconomic impact assessments	Household surveys KIIs	Irregular	<ul style="list-style-type: none"> <li>Multi-dimensional assessment to measure the impacts of displacement on IDPs and non-displaced populations</li> <li>Education module provides data on access, quality, barriers and cost</li> </ul>	<ul style="list-style-type: none"> <li>Provides granular, disaggregated data</li> <li>Compares children's education status - displaced v non-displaced and before v after displacement</li> <li>Provides information on education quality and costs</li> <li>Tools can easily be adapted to different situations</li> </ul>	<ul style="list-style-type: none"> <li>Location specific</li> <li>Conducted irregularly</li> </ul>	<ul style="list-style-type: none"> <li>2021 assessment in Colombia surveyed 610 displaced and non-displaced households in Caucasia and Quibdó<sup>106</sup></li> <li>Indicators on number of school-aged children in education, main barriers, satisfaction levels and cost</li> <li>Disaggregated by displacement status, income group and ethnicity of household, and sex of child</li> </ul>

\*This table builds on the mapping exercise conducted by Shephard et al for USAID.<sup>100</sup>



Key findings from selected education costing methodologies

Data source	Population of concern	Estimates
UNESCO's Education for All Global Monitoring Report analysis (2015)	All children	<ul style="list-style-type: none"> <li>The average annual total cost of achieving quality universal pre-primary, primary, lower and upper secondary education in low and lower-middle income countries would be \$340 billion between 2015 and 2030</li> <li>The average annual cost per student for pre-primary, primary, lower secondary and upper secondary education would be \$854, \$403, \$536 and \$675 respectively</li> </ul>
UNHCR & World Bank (2020)	Refugee children	<ul style="list-style-type: none"> <li>The total cost for the mid-2020 cohort of refugee children to complete K-12 years of education would be around \$63 billion</li> <li>The average annual cost per student for primary education would be \$114, \$494 and \$1,934 for primary education in low, lower-middle and upper-middle income countries respectively</li> <li>The average annual cost per student for secondary education would be \$244, \$900 and \$2,155 in low, lower-middle and upper-middle income countries respectively</li> </ul>
ODI (2016)	Children affected by crises	<ul style="list-style-type: none"> <li>The total cost of providing education support for children aged three to 18 in 35 countries affected by crises for a year would be \$11.6 billion</li> <li>The average cost per child would be \$156</li> </ul>
IDMC (2022)	Internally displaced children	<ul style="list-style-type: none"> <li>The total cost of providing education support for children aged five to 17 in 13 countries affected by internal displacement in 2021 would have been between \$1.1 billion and \$1.3 billion</li> <li>The average cost per child would have been between \$81 and \$93</li> </ul>

## Estimating the cost of education support for internally displaced children in 13 countries

### Methodology

We developed a methodology to estimate the cost of providing school-aged IDPs with education support for 13 countries based on data from OCHA's 2021 HRPs. For each country, it involved estimating the cost of providing education support for one internally displaced child for a year and then multiplying the figure by our estimates of the number of children aged five to 17 living in displacement at the end of 2021.

We used the average annual cost of providing education support for a crisis-affected child, as determined from the 2021 HRPs, as a proxy for the cost for an IDP. Each figure includes, for instance, the cost of providing learning materials, school uniforms and temporary classrooms, and indirect costs linked with implementation and service delivery.

If the average cost of education support was not specified in the HRP, we calculated it by dividing the total financial requirements requested for education by the number of children targeted. Some HRPs included a range to indicate how costs vary depending on the grades of the targeted children, type of programming and location of the response (see table 1).

### Limitations

The cost estimates do not correspond to the humanitarian funding received, nor do they reflect actual expenditure on IDPs' education. Rather, they are intended to represent the amount that humanitarian responders would have required to provide education support to all displaced children for a year.

Given that the funds requested in HRPs are based on various planning assumptions and projections, they may not amount to the exact cost of delivery. Although an overall range in costs is provided, the estimates do not reflect how the cost of education support varies depending on a child's grade.





Table 1: Estimated cost of providing education support for one internally displaced child and all school-aged IDPs in 13 countries

Country	Cost of providing education support for one internally displaced child for a year	Cost of providing education support for all IDPs aged five to 17 for a year
Afghanistan	\$81	\$159,842,769
Colombia	\$158	\$163,875,164
DR Congo	\$109 - 179	\$209,838,046 - \$344,596,425
Ethiopia	\$30	\$40,268,064
Iraq	\$73	\$27,049,840
Mozambique	\$69	\$20,864,562
Myanmar	\$136 - \$173	\$20,182,973 - \$25,673,929
Nigeria	\$40 - \$60	\$44,899,526 - \$67,349,289
Somalia	\$120 - 150	\$126,412,274 - \$158,015,342
South Sudan	\$67	\$41,529,926
Sudan	\$59	\$61,274,155
Syria	\$62	\$104,780,497
Yemen	\$47	\$63,690,394

# Endnotes

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