World Vision

CHILDREN on the move

A RESEARCH PAPER ON THE BARRIERS AND BEST PRACTICE FOR THE PROVISION OF EDUCATION TO NOMADIC AND INTERNALLY DISPLACED CHILDREN IN FRAGILE CONTEXTS

Cover Page: A student solves a maths problem in Digala Primary School. Juba, South Sudan. Photo Credit: Jon Warren

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SUMM

Globally, sixty-four million children between six and eleven years of age did not attend primary school in 2017.[38] In order to ensure that 'all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes' by 2030 (target 4.1 of the SDGs), providing access to education is imperative, especially for nomadic[9] and internally displaced children[11] who experience significant barriers to education.[39] This report aims to identify the challenges in the provision of and access to education for nomadic and internally displaced children in emergency contexts and protracted crises who are outside mainstream education systems and, guided by Agenda 2030, to determine the international best practices for addressing this. A rigorous literature review of primary education for nomadic and internally displaced children in fragile situations was conducted in addition to key informant interviews with World Vision technical staff in Somalia, Sudan and South Sudan to bring to light the existing barriers and potential solutions presented in this report.

Nomadic groups--people who have no fixed residence but move from place to place usually seasonally and within a well-defined territory[21] --and nomadic children in particular have been explicitly identified as one of several underserved groups that are characterised by lower levels of access to education than sedentary populations. In Somalia, the 2015 enrolment rate for nomadic primary school–aged children was less than 10% compared with a national average of 32%.[41] Girls from pastoralist communities in particular are less likely to be enrolled in education than the national average, as shown in Kenya, where 62% of girls in the Somali pastoral community were not enrolled in school versus a national average of 9%, and in Ethiopia, where 90% of girls from pastoral communities were not enrolled in primary education compared to a national average of 60%.[34]

"An active commitment must be made to removing educational disparities. Underserved groups ... nomads and migrant workers ... should not suffer any discrimination in access to learning opportunities".[33]

MARY

Internally displaced people (IDPs), such as those seeking refuge from protracted crisis and emergency situations, stay within their own countries but are often forced to move to areas without access to humanitarian assistance or sufficient educational opportunities. Unlike refugees who are covered by the 1951 United Nations Convention, IDPs are not globally legally protected or ensured access to education. Estimates suggest that in 2017 there were some 58.8 million IDPs worldwide, and across the world in conflict-affected areas, it is estimated that approximately 24 million children were out of school.[40] In 2015, the gross enrolment rate for internally displaced children in Somalia was under 17%,[41] and in 2018, 1.3 million internally displaced children in South Sudan and 0.82 million IDP children in Sudan were in need support to access education.[44,45]

Figure 1 IDP Populations in Selected Countries

Country	IDPs	Proportion of IDPs[3]	IDPs children in need of education[31]
Somalia	2.1 million	17%	N/A
South Sudan	1.9 million	15%	1.3 million
Sudan	1.9 million	4.7%	0.82 million

Our analysis suggests that a host of barriers prevent children from accessing education. Among nomadic groups, the primary barriers to education are the centrality of child labour, the perceived irrelevance of national curricula and a lack of human resources. For internally displaced children, safety concerns, human resources and psychological support are the primary barriers that emerged from both the literature and interviews. In response to these barriers, a selection of current national and international policies used to address issues of mobility, human resources, gender and curricula are outlined here in relation to the provision of education. For example, providing a relevant curriculum and access to educational and hygienic facilities, as well as hiring and training local teachers, have been the primary practices identified for better serving nomadic children. Internally displaced children can benefit from similar practices, and specifically for this population, working toward creating safe spaces for children to learn and process can enhance their educational experience.

Barriers to Education

It is clear from this literature review that many barriers to accessing education similarly affect both nomadic and internally displaced children; these include poverty, child labour, gender, human resources and infrastructural resources. Nomadic children in particular find it difficult to attend school due to their communities' mobility and migration patterns. For internally displaced children, concerns around safety in emergency contexts negatively impact their access to educational resources.

Two girls walk to school in Somalia. Somalia. Photo Credit: John Schenk

NOMADIC EDUCA

CHILD LABOUR

The centrality of child labour in nomadic communities, as an integral part of their production system and way of life, is an economic barrier to educational access.[1,17,23,24,48] As nomadic children are expected to assist in animal grazing, farming and household chores, they are often unable to attend formal education, which is organized around a fixed academic year and generally operates on a morning-shift system, highlighting the misalignment between formal schooling and the nomadic pastoral lifestyle.[2,34,48] For many children, classes held in the morning are inaccessible as animals are grazed during this time; this in turn leads to reduced attendance.[47]

"We need to find mechanisms and ways to ensure that [the Nomadic population] these communities are taken care of … if their children are not vaccinated, or their animals are not vaccinated because they do not know the importance of those immunizations, that has a very big impact on the community which is not migrating. It has the same impact on the livestock of those people who are not migrating".

- (Participant 4)

MOBILITY + MIGRATION

Constant mobility and migration coupled with an inflexible education system have been identified as key barriers to accessing formal education for nomadic children,[25,34,46] which are heightened concerns during emergencies.[24,17,48] A significant spatial barrier to educational access is the physical isolation of nomadic people who migrate in very rural areas, resulting in long distances to schools. In Somalia and Ethiopia, the most commonly cited reason for not sending children to school is the lack of accessible school facilities.[2,48]

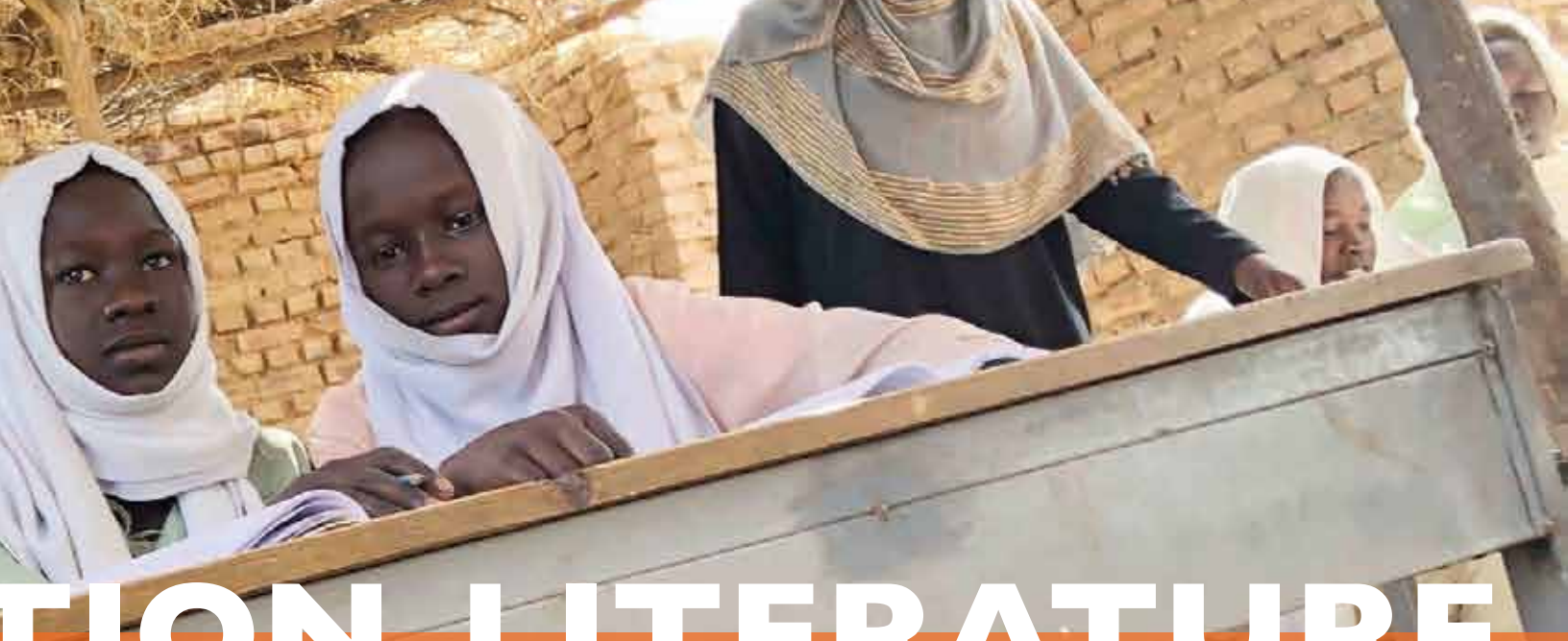
"The [nomadic] child goes to another area where they are going to settle for some time, and when they settle there, they might attend educational facilities for some period of time and then they move again. So you find that the children are moving from different places, they are getting education exposure from different places".

- (Participant 1)

INFRASTRUCTURAL + HUMAN RESOURCES

Human resource issues, such as a lack of supply and retention of teachers in nomadic communities, as well as a lack of educational and WASH facilities act as additional barriers. Teacher absenteeism and lack of professional training affect their quality and motivation to work in rural, isolated regions.[5,24] Most teachers are ill prepared for teaching nomadic children as they receive no specialised training for their education needs.[22,46] This can be seen in Nigeria, where 78% of nomadic teachers do not possess the minimum required teaching qualifications.[46] Poor school infrastructure can also result in decreased learning opportunities and, consequently, higher drop-out and nonprogression rates. In Nigeria, nomadic schools are characterised as underresourced and not being conductive to learning due to the absence of electricity, water, health services and basic instructional materials such as pupils' textbooks; for example, the overall textbook-to-pupil ratio was one-to-seven.[46]

Students learn in a temporary learning space while the school is being built. Damazine, Blue Nile, Sudan.



TION LITERATURE

GENDER DISPARITIES THROUGH AN INTERSECTIONALITY LENS

Within nomadic communities, girls face intersecting barriers to accessing education both within their nomadic tribes and in society, including higher rates of nonenrolment and drop-out rates.[2,17,26] Among pastoralist children in Kenya's Narok District, universal free primary education resulted in enrolment increasing to 30% for boys and just 3% for girls.[30] The value of educating girls is also an area of contention, as shown in Tanzania among pastoralists, for whom the majority of women valued the education of girls while only 40% of the male community leaders agreed.[31] Among nomadic societies, girls also face challenges in remaining in school as a result of labour and cultural practices. They are required to undertake more household responsibilities, and cultural practices of many communities, including early girl marriages, female genital mutilation (FGM) and early pregnancies, decrease the retention of girls in school, such as among pastoralists in the Somali communities in Kenya and in the Monduli District in Tanzania.[23,26,48] Among pastoralists in Somalia, the heightened state of emergency caused by concurrent droughts is also keeping children, especially girls, from attending school, even though education acts as a protective mechanism from sexual abuse, exploitation and early marriage.[43]

"I often relate the disparities or inequalities related to different social norms of behaviour that are kind of attributing to female's specific duty in the economy or in the social structure, whether it is related to housework, chores, or work with the economic activities like animal hunting or any other – so I don' think this kind of specificity or this kind of disparities or issues are strictly connected to the types of population rather than the social norms underlying these population structures".

- (Participant 5)

NATIONAL CURRICULA

National curricula often overlook the daily, social and economic needs of nomads, and they are often delivered in languages unfamiliar to these people groups, thus contributing to low attendance at school.[2,12,17,22,44,46,47,48] Many national school curricula also overlook or disregard cultural traditions and aspirations of marginalised people groups, including Gypsies in the United Kingdom and Aboriginals in Australia, thus contributing to high drop-out rates.[18] In Somalia, no national curriculum designed specifically for nomadic children exists, resulting in an inconsistent education experience that overlooks their needs and limitations. Another disparity is the fact that all children are required to take the same examinations through the national curriculum, thus highlighting inequalities between achievement outcomes due to the typically less favourable conditions of nomadic children's learning environments.

POVERTY

Poverty is another key barrier to nomadic children accessing education, as hidden educational costs are prohibitive for some families.[2,14,22,23,47] In Somalia and Kenya, a lack of money, economic hardship and poverty are commonly cited reasons for nonenrolment and withdrawal of children from school.[23,46] Although there is free universal primary education in Kenya, costs associated with school uniforms, textbooks and transportation contribute financial strain.[23,26] Poverty is also interlinked with gender, and as a result of economic constraints, many families cannot send all children to school. In Kenya, large families with lower household per-capita expenditures tend to give preference to sending boys to school over girls.[23]

INTERNALLY DISPLACED CHILDREN + FRAGILE CONTEXT LITERATURE

GENDER DISPARITIES

Gender disparities among internally displaced children in accessing education are magnified in conflict and fragile states, especially for women and girls, who tend to have lower literacy rates and attendance rates.[4,8] Gender disparities are heightened when social norms break down and community support systems disintegrate,[4] highlighting poverty and safety issues which can keep girls from accessing education.[19]

During periods of conflict, there is often a higher premium attached to the education of boys than girls.[8] In Jalozai Camp in Pakistan, quantitative research carried out among 200 households of displaced families suggested a decreased value on female education. Prior to conflict, only 23% of respondents were not in favour of female education, but this increased to 44% following displacement.[32] The opportunity cost of sending girls to school can be high as they are often required to work to supplement their families' income,[4,8] thus discouraging school attendance and retention.

HUMAN RESOURCES

During times of crisis, human resource issues contribute greatly to a lack of access to education, primarily the lack of teachers and appropriate facilities.[8,13,25,32,35,37] A shortage of available teachers and infrastructure was reported as a main barrier to education access in 14% of IDP camps and host communities in Nigeria and 33% of respondents in Jalozia Camp in Pakistan.[13,32] The supply of teachers is also impacted by documentation requirements and a lack of training and support. Internally displaced teachers face many difficulties in continuing their careers due to infrequent payments and support, and in East Timor, teacher retention is low if they do not possess a teaching certificate or speak the IDPs' language.[20]

INFRASTRUCTURAL RESOURCES

Due to conflict and internal displacement, many places where IDPs reside simply do not have educational infrastructures,[4,8,16] and where services are available, they are often underresourced, overcrowded and limited to primary education.[20] IDP host communities face challenges in providing educational services due to increased pressure on already-overburdened systems,[4,8] and in some instances, like in Pakistan, where the military actively discourages education, infrastructure is purposefully destroyed.[32] In 2013, the majority of IDPs (60%) lived in local communities instead of camps, and these children were less likely to attend schools than children in IDP camps, where free education is provided predominantly by humanitarian organisations.[15]

South Sudanese Doruka, 8 (yellow), and her sister, Serjarina, 10, joyfully do their homework with their grandmother in a refugee settlement in north-west Uganda. Uganda. Photo Credit: Nick Ralph

EMOTIONAL + PSYCHOLOGICAL SUPPORT

Aside from educational development, schools and teachers do not have the training and resources to provide effective psychological support to help children cope with their displacement, and without these services children are less likely to continue with their schooling.[10,43,44] Emotional and psychological trauma is common among internally displaced children, but this is not covered in mainstream teacher training and thus many teachers are working in demanding conditions without adequate training.[20,34] Safe learning spaces are critical for internally displaced children suffering from psychological trauma, as they allow children to disconnect from their recent experiences of displacement.

"That is obviously one of the key requirements in an emergency situation – to train teachers on psychosocial support, psychological first aid ... We try to embed it in our teacher professional development, our strategies whenever we are providing teachers training and a substantial part of this teacher in crisis context pack is focusing on psychosocial support ... on both sides – ensuring the well-being of children but also the teachers themselves".

- (Participant 5)

POVERTY + CHILD LABOUR

Poverty and child labour are also heightened during periods of conflict and fragile settings, which can lead to an immediate loss of income and assets and the displacement of families. This in turn negatively impacts access to education.[29] Costs associated with education, such as school fees, uniforms and textbooks, as well as opportunity costs, such as income generated from working, negatively affect internally displaced children's school attendance.[4,20,29] Recent research carried out in Nigeria across 2,388 IDP camps, camp-like settings and host communities has reported that that high costs and fees related to schooling are the primary barriers keeping internally displaced children from accessing education in 63% of camps in Nigeria[39] and 72% of children in three provinces in Afghanistan.[4]

Child labour increases during periods of conflict, impacting children's abilities to access and obtain an education.[3,10,29,32] The research carried out in Jalozia Camp in Pakistan suggests that child labour increased dramatically in this fragile period in an attempt to increase household income. Similarly, research carried out in three provinces in Afghanistan suggests that the need to work, either inside or outside the home, is the second most prevalent barrier to accessing education.[4]

SAFETY CONCERNS

In emergency contexts, access to education for internally displaced children is inhibited by safety concerns, such as schools becoming military targets, forced child recruitment, school closures and sexual violence against girls. During conflicts, state schools can become central targets by militias for intimidation and kidnapping.[16,20,29] Reports indicate increased forced child recruitment by nonstate armed actors during states of emergency--as many as 1,202 children in Somalia and 19,000 children in South Sudan in 2017 alone.[43,44] In Somalia, school closures have also occurred due to the forced use of curricula developed by nonstate armed groups.[43] For example, media reports suggest that al-Shabaab has introduced new curricula into local schools that exclude English in favour of Arabic as a reflection of their own political and social agendas.[10]

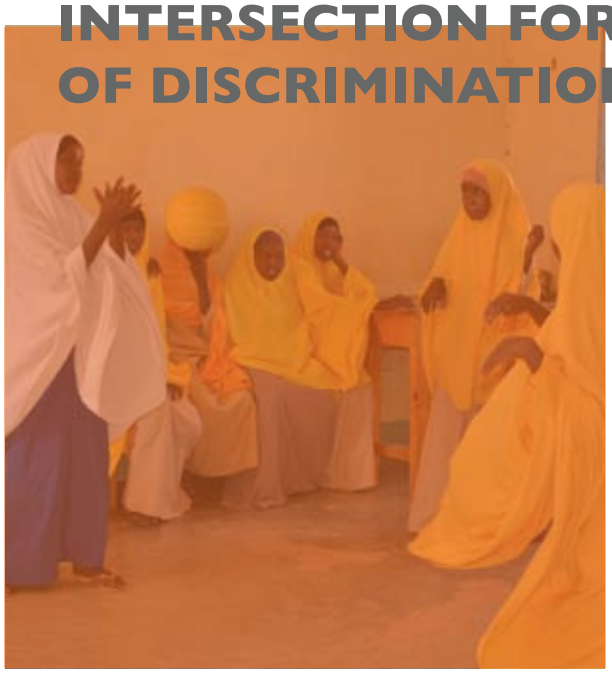
Safety concerns are particularly heightened for girls during times of conflict and uncertainty.[1,4,8,29] For instance, 64% of countries included in the Education Under Attack Report 2018 note that girls and women are targeted because of their gender; this takes the forms of sexual violence and the repression and cessation of female learning and teaching.[10] In Afghanistan, one-quarter of all attacks on students and education personnel are aimed towards female students and teachers,[10] and many girls have been removed from school as a result of threats of sexual violence.[8] In Nigeria, the terrorist group Boko Haram continues to target girls and women; they have abducted over 2,000 females since 2009.[9] There are also safety concerns for teachers who can be targeted by militia groups, and it has been reported that since 2009 some 2,295 teaches have been killed and 19,000 have been displaced across northeast Nigeria.[42]

Far Left: Students reading in a temporary learning space while the school is being built Damazine, Blue Nile, Sudan.

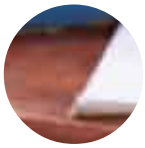
Left: With conflict the norm, formal education is non-existent in many areas. Boys and one girl attend morning classes in Waat town. Western Upper Nile, Sudan. Photo Credit: Alison Preston

Below: Girl students play inside the rehabiliated school. Puntland, Somalia.

MULTIDIMENSIONAL + INTERSECTION FORMS OF DISCRIMINATION



Ethnic and linguistic differences and a lack of documentation often prevent IDPs from accessing education in an equitable manner. Discrimination along ethnic lines impede and, in some cases, prevent IDPs' ability to integrate into new communities and to access educational opportunities.[20] Linguistic differences often hinder IDPs in accessing education, as they are unable to understand the instructional language in school[10] and, due to their internal movement, many teachers do not speak their dialect and are unable to communicate with them effectively.[20] Lack of documentation also poses serious issues regarding discrimination of IDPs, as the absence of educational records showing previously completed education and examinations may prevent IDPs from registering and enrolling in schools, taking state exams and pursuing further education.[8,20,27] Although IDPs are legal citizens within their countries, governments continue to make it difficult for them to gain access to education, as can be seen in Iraq, where de-facto boarders are created within the country through provincial government territories in which IDPs cannot access education.[8]



International Best Practices + Solutions

This literature and qualitative analysis highlights the interconnectedness of barriers to education among nomadic and internally displaced children, and approaches to education provision should be addressed accordingly. Based on the existing research, addressing each barrier at distinctly identified levels of society is the most effective way to comprehensively provide relief for nomadic children and internally displaced children.

South Sudanese, Serjarina, 10, attends class in a regugee-settlement in north-west Uganda. She and her sister are top of their class. Uganda. Photo Credit: Nick Ralph

CURRICULUM

Curricula that responds directly to learners' needs is essential to withstanding protracted crises; for nomadic children this includes basic numeracy and literacy skills and practical skills, such as animal husbandry and livestock management. In South Sudan, the FAO, in conjunction with UNESCO, launched a specific curriculum and policy framework for pastoralist education in 2017 aimed at strengthening the resilience of pastoralist communities through the integration of the formal school curriculum, including basic numeracy and literacy alongside livestock education including management, animal husbandry, animal health, and food safety.[7]

World Vision Ireland also provides education to children in IDP camps and host communities in Sudan, South Sudan and Somalia. World Vision's Unlock Literacy programme is an accelerated learning model for increasing literacy rates that is provided in six out of nineteen states in South Sudan, and is supporting the introduction of the program in the Blue Nile State as well. In its education and protection programme, WV Ireland has introduced reading corners to help boost literacy amongst students and throughout their communities. The UN Humanitarian Response Plan in Sudan aims to provide young nomadic children with accelerated learning and essential skills to reintegrate them into formal education settings. In Sudan there has also been significant government support, which has been vital to the effective implementation of these programmes in order to ensure educational access for nomadic children. In Nigeria, a National Curriculum for Nomadic Primary Schools exists which provides a relevant education to nomadic children. Although it is unavailable in most schools,[46] it shows progress towards ensuring an appropriate education for all.

SAFETY CONCERNS

In order to overcome safety concerns in IDP camps and host communities, schools must be symbols of peace, safety and learning for children. In South Sudan, World Vision has worked to create child-friendly schools where children are able to play and learn but also have the psychological support they require. In addition, throughout IDP camps in Somalia and South Sudan there is a commitment to create protective learning spaces.[43,44]

MOBILITY AND INFRASTRUCTURAL RESOURCES

Mobile schools are a very practical solution to the logistical issues of the constant mobility of nomadic communities. The literature shows that mobile schools, in addition to virtual learning through technology and boarding schools, are practical solutions to the challenge of constant migration among these communities. Collapsible classrooms can be assembled and disassembled in thirty minutes and transported by animals, providing education access across many regions and countries. For example, in 2013, there were 108 mobile schools in South Sudan that provided education for 4,000 to 12,000 students.[37]

GENDER

A holistic approach to addressing the gender impact on girls' educational outcomes, most notably the issues of enrolment, attendance and retention, is one of the most effective tools in solving this complex issue. Addressing simple human and infrastructural issues has the potential to increase enrolment and decrease dropouts by providing access to girl-friendly sanitation facilities as well as offering mentorship by female teachers. In Somalia's and Sudan's humanitarian response plans, the provision of such facilities is prioritized, with large potentially positive impacts.[1,43] In South Sudan, humanitarian groups continue to work with education programmes to encourage and increase the recruitment of female teachers.[44]

Research in Somalia suggests that schools with girl-friendly interventions have higher enrolment rates and lower dropout rates.[28] Providing school meals is another means of encouraging enrolment and retention of children in school; this strategy is already being used as a humanitarian response in Somalia, South Sudan and Sudan.[43,44,45] WV Ireland is making strides in this area by supporting parent teacher associations and organising community committees to address issues on child protection, rights and school attendance. Including elders and community leaders in education stakeholder meetings has also had a significant influence due to their power and influence among nomadic tribes. Furthermore, educating and working together with local policymakers, who have a deeper understanding of cultural beliefs and norms, presents an additional opportunity for change and influence at a broader level.

HUMAN RESOURCES

While teacher shortages is a serious barrier in the provision of education to nomadic children and internally displaced children, overcoming this human resource issue can be achieved through specialized teacher training and local hiring. Africa Education Trust identifies and trains potential teachers within pastoralist communities throughout nomadic tribes in Somalia, thus enabling these teachers to educate children in their own communities in basic literacy, numeracy and life-long skills relevant to pastoralist life.

In order to provide all internally displaced children with an adequate education, hiring qualified teachers who are available in protracted crises and providing children with psychological support in the aftermath of conflict are the most valuable ways to combat the education crisis in these communities. World Vision incorporates psychological support training for children into its teacher training courses to ensure that children exposed to trauma are given the necessary support. The Training Pack for Teachers in Crisis Contexts is an interagency training pack for primary school teachers, which aims to build unqualified and underqualified teachers' pedagogical competencies. There are twenty-eight teacher competencies focused on subject knowledge, the teacher's role and well-being, curriculum and planning, pedagogy and child protection, well-being and inclusion14.

Specialised training is critical for teachers in nomadic education contexts as well as they face challenges such as multigrade teaching, grade repeaters and overaged students, and WV Ireland provides teacher training through their education and protection programmes. The literature highlights the importance of hiring teachers from nomadic communities with knowledge of the instructional language and cultural awareness, sensitivity and motivation. In Nigeria, policy dictates that literate natives be recruited over nonnatives when available, which has been found to increase student enrolment and participation12. In Sudan, teacher training is a high priority within the education sector; there are plans to train teachers with a focus on pedagogy, education in emergencies and life skills. Their goal has been to train 2,500 teachers in 2018 and 3,000 in 201945. In Somalia, over 3,400 teachers were trained in learner-centred pedagogy and psychosocial support for children41. Furthermore, under the Education Sector Plan 2018-2022¬¬¬ there is an increased integration of humanitarian and development education activities.

CONCLUSION

This report highlights the complex nature of the barriers to accessing education for both nomadic and internally displaced children in emergency contexts. Both the literature and qualitative data suggest that barriers to accessing education among nomadic children include the cultural centrality of child labour, the perceived irrelevance of national curricula and a lack of human resources. For internally displaced children, the primary barriers that have emerged are safety concerns, human and physical resources and a lack of psychological support.

A selection of current national and international policies used to address issues of mobility, human resources, gender and curricula have been outlined here regarding the provision of nomadic education. Similarly, policies addressing safety concerns, gender and human and physical resources for internally displaced children provide World Vision with current international practices used to overcome these issues.

This report provides World Vision with a deeper understanding of the barriers in accessing education among nomadic and internally displaced children and will aid them in their provision of education services during protracted crises.

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