



Education, fragility and forced displacement

Advisory service

The challenge

Many of our partner countries are affected by crisis and conflict. There are 65.5 million refugees worldwide, around half of them are children and youth. Their risk of not receiving any education is about five times higher than that of other children and could result in a “lost generation”, bearing the risk of continued or new conflicts. In countries and areas that take in refugees, the education systems are often overburdened and unable to cope with the additional demand. Language barriers cause problems in the teaching process and differences in curricula lead to educational disruptions among refugee children and youth. Moreover, these pupils are often traumatized and need psychosocial support. However, the capacities to help them are often lacking.

Our approach

In accordance with the principle of “leave no one behind”, we are committed to ensuring that refugees as well as the host population or returnees can take advantage of educational opportunities. We advise national education ministries on the one hand and cooperate directly with educational institutions and civil society organizations on the other. The environment for this work is difficult because we operate in the context of forced displacement and fragile states that are unable to fulfil their duties towards their populations. Where cooperation with government agencies is not possible, we work with non-governmental organizations and focus on local measures.

Our services

We offer various approaches to provide adequate educational opportunities for refugees or returnees, even in fragile contexts. Education in fragile contexts: In fragile con-

texts, advising the national Ministry of Education is often insufficient or impossible. We therefore promote decentralized educational structures at district level or teacher training institutes and schools. We train school administrators to adapt school management to the situation. The most important thing is that lessons take place and that students and teachers are safe at school and on the way to and from school. We have tested concepts for safe school transport. We are committed to making schools more attractive and equipping them for the disabled. In this way, both the host communities and refugees benefit from better infrastructure. Involving parents and communities in school development has proven its worth. They can make an important contribution to ensuring that lessons take place according to plan and that students attend regularly. We support civil society organizations and community centers in offering non-formal education opportunities such as literacy programs. We have first experiences with mobile learning programs that can be used, for example, via mobile phone. In this way, we can also reach youth who otherwise have no access to education. Education for refugees and the host population: To enable refugee children and youth to return to school quickly, we support education ministries in our partner countries in expanding their educational offers and extracurricular educational programs. We organize further training for teachers, primarily with the aim of improving integration and cooperation in schools: Teachers learn, for example, to understand cultural differences and to react appropriately to behavioral problems in children. We also provide support in adapting curricula and acquiring language skills. Education for returnees: We promote the integration of returning children and youth into the education systems of their countries of origin. One important aspect is the recognition of educational qualifications. Language courses and other support services can also help children and youth with their (re)integration. When reconstruction begins after conflicts, we help to build and rehabilitate



te schools.

The benefits

High-quality educational offers protect and stabilize children and youth in the context of fragility and displacement. The school provides structure in an otherwise chaotic and difficult everyday life. This minimum degree of normality can help pupils to reduce psychological stress and to absorb traumatic experiences. In this context, girls in particular can be protected from sexual assault and exploitation. Education can also reduce the risk of recruitment by rebels and extremists or of becoming involved in crime. Furthermore, education opens up prospects for youth and for socio-economic development. Education for all population groups can counteract discrimination and is the prerequisite for integration and social cohesion. The same applies to the reintegration of returnees.

An example from the field

After more than five years of war in Yemen, two million children of school age are not attending school. More than 2,500 schools lie in ruins or are used for other purposes. Almost three-quarters of public school teachers have not received salaries since October 2016, and many teach only a few hours. At the same time, around one million internally displaced children need to be integrated into schools. Many children are traumatized or injured. The GIZ education project is committed to maintaining access to primary and secondary schools despite the ongoing crisis. Psychosocial support services were set up in 107 schools. There, children are supported in coping with trauma. A total of 3,100 school social workers were trained for this task. In order to keep the schools functioning, the project strengthens school development and cooperation between school management, teachers, so-

cial workers, community and parents' councils. The result: fewer pupils drop out of school. Teachers who do not receive a salary receive support. The project also advises on the development and implementation of a three-year transitional education plan.

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