



Situational Analysis

Access to secondary education and economic activities of Internally Displaced Persons (IDPs) in Ethiopia

October 2023

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LIST OF ACRONYMS

AEP	Accelerated Education Programmes
ARRA	Agency for Refugee and Returnee Affairs
BSRP	Building self-reliance for refugees and vulnerable host communities by improved sustainable basic social service delivery
DS	Durable Solutions
DREEM	Displaced and Refugee youth Enabling Environment Mechanism project
EEC	Ethiopia Education Cluster
ECCE	Early Childhood Care and Education
ECHO	European Commission Humanitarian Aid Office
ECW	Education Cannot Wait
EiE	Education in Emergencies
ESNFI	Emergency Shelter and Non-Food Items
EUTF	EU Emergency Trust Fund for Africa
FAO	Food and Agriculture Organisation
HLP	Housing, Land, and Property
HRP	Humanitarian Response Plan (HRP)
IASC	Inter-Agency Standing Committee
IDPs	Internally Displaced Persons
INGO	International Non-Government Organisation
ICT	Information and communications technology
ILO	International Labour Organization
MoE	Ministry of Education
MoU	Memorandum of Understanding
SNNP	Southern Nations, Nationalities and Peoples Regional State
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNHCR	United Nation High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UN-OCHA	United Nations Office for the Coordination of Humanitarian Affairs
VSLA	Village Savings and Loans Associations

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1. INTRODUCTION AND METHODS

1.1 Introduction

World University Service of Canada (WUSC) is supporting the Mastercard Foundation and its partners as strategic learning partner within the Displaced and Refugee youth Enabling Environment Mechanism (DREEM) Project. Samuel Hall was commissioned by WUSC to conduct a situational analysis on Internal Displaced Persons (IDPs) in Ethiopia, specifically focusing on their access to secondary education and economic opportunities. This analysis contributes to DREEM’s objectives of gaining knowledge on training, employment needs, opportunities and aspirations of displaced children and youth. The report has two main objectives:

- 1) Provide an overview of the current circumstances of IDPs in Ethiopia, specifically regarding their access to secondary school education.
- 2) Enhance the understanding of the socio-economic situation of IDPs in Ethiopia, specifically their integration into the economy and recommend strategies of inclusion in future economic programming.

1. IDP Landscape in Ethiopia

- a. In which geographical regions are IDPs predominantly located?
- b. What do we know about their living conditions and daily experiences?
- c. How prevalent is the trend of IDPs returning or resettling to their places of origin?

2. Secondary Education Access among Ethiopian IDPs

- a. How does access to education vary based on region and gender of IDPs?
- b. What are the primary facilitators or barriers affecting access to education among IDPs?
- c. What challenges do Ethiopian IDPs encounter in secondary education settings?

3. Education Access Initiatives

- a. Who are the main actors and what are their roles in promoting education access?
- b. What recognised best practices can be identified?
- c. What potential exists for further educational programming?

4. Economic Challenges and Opportunities for Ethiopian IDPs

- a. What primary livelihood sources are available to IDPs, and are there differences any based on region?
- b. What hurdles do IDPs face in entering certain livelihood sectors, and what factors assist them?

5. Economic inclusion strategies

- a. What stakeholders are working with IDPs in the various economic sectors?
 - b. What strategies/interventions have worked, and which ones did not, and what can we learn from those experiences?
 - c. What are the opportunities for the MasterCard Foundation to engage with those stakeholders, scaling up or supporting existing interventions?

Table 1. Research questions

1.2 Data and methods

The insights presented in this document are derived from secondary sources, including reports released by international organisations such as the United Nations Children’s Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Organisation for Migration (IOM), the United Nations Office for the Coordination of Humanitarian Affairs (UN-OCHA), and the World Bank. Other materials consulted include research studies elaborated by technical experts, such as the Internal Displacement Monitoring Centre (IDMC), as well as academic papers. References to national and international frameworks and public institutions in Ethiopia have been incorporated into the assessment.

Table 2. Number and type of used data sources

Document type	Number of sources
Academic study	2
Dataset	2
Factsheet	2
Newsletter	1
Policy paper	6
Report	18
Research paper	9
Grand Total	40

1.3 Limitations and challenges

The study entails several limitations that warrant acknowledgment and consideration. These limitations include:

- **Missing data for IDPs:** IDPs are considerably less visible compared to asylum seekers, refugees, and migrants. Since IDPs move within the borders, data about them is not being collected at cross-borders checkpoints. The data discussed in this analysis is either from dedicated surveys or from government assessments. In cases where IDPs receive public aid, seek refuge in displacement camps or communal shelters, the relevant authorities may include them in official registries. However, IDPs who seek refuge in host communities or informal settlements are seldom recorded by government authorities.¹
- **Missing age disaggregation:** Obtaining specific information on internally displaced children is challenging since IDP data is rarely disaggregated by age. This is primarily due to time and resource constraints during displacement crises. According to IDMC, only about 5% of the displacement records collected in 2021 included some form of age disaggregation.²
- **Assistance provided to IDPs and refugees simultaneously:** In most cases, IDP households live in the same camp settings as refugees, sharing access to basic services such as education and healthcare. Consequently, many humanitarian programmes implemented by international organisations are therefore targeting both IDPs and refugees simultaneously, without necessarily differentiating between the two. As a result, it is complicated to isolate the portion of assistance received by IDPs from that received by refugees.

2. IDPs' ACCESS TO EDUCATION AND ECONOMIC INCLUSION

Conflicts currently represent the primary driver of internal movements in Ethiopia. The escalation of armed violence has been particularly notable since the outbreak of conflict along the border between Somali and Oromia regions in 2017. By January 2018, the nationwide count of conflict driven IDPs had reached an estimated 1.1 million. Additionally, in the same year, another 500,000 people were displaced due to climate-related disasters.

In more recent years, the number of IDPs in the country has been steadily increasing. At the beginning of 2019, another conflict erupted in West Guji (involving the Gedeo and Guji Oromo groups), leading to the displacement of hundreds of thousands of individuals. The cumulative impact of these incidents drove the IDP count in Ethiopia to 3.2 million by the middle of 2019. The following year, 2020, saw a confluence of destabilising factors: a prolonged drought, the ramifications of the Covid-19 pandemic, and escalating tensions in northern Ethiopia. These converging crises exacerbated existing health and socio-economic challenges, compelling thousands of households to relocate within the country's boundaries.³

¹ Internal Displacement Monitoring Centre (IDMC), "Informing better access to education for IDPs", 2021, https://www.internal-displacement.org/sites/default/files/publications/documents/221114_IDMC_Informing-Better-Access-to-education-for-IDPs.pdf

² Ibid.

³ UN-OCHA, "Ethiopia: Humanitarian Response Plan 2023", February 2023, <https://reliefweb.int/report/ethiopia/ethiopia-humanitarian-response-plan-2023-february->

2.1 The IDP landscape in Ethiopia in 2023

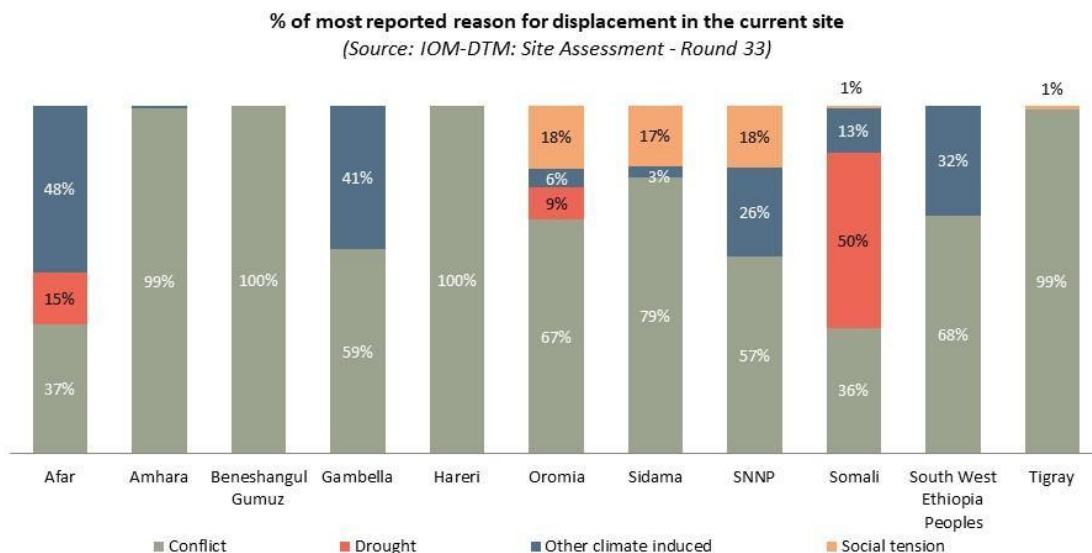
Number and location

One of the main instruments used to obtain information on internal movements in Ethiopia is the Displacement Tracking Matrix (DTM) developed by IOM. It gathers data on IDPs, returning IDPs, migrants and returning migrants. According to the latest IOM-DTM assessment, published in June 2023, the total number of IDPs in Ethiopia was **4,385,789 individuals** (equivalent to 872,483 IDP households).⁴

The movement of these individuals within the Ethiopian borders was mainly linked to **conflict** (in 66% of cases), **drought** (19%) and **social tensions** (7%)⁵. Conflict has pushed 2.9 million of individuals to move within Ethiopian borders and mainly around the Tigray region, which now hosts around 1 million of conflict affected IDPs. Droughts have triggered the displacement of more than 800,000 individuals, especially around the Somali region, which hosts 67% of those who report being primarily displaced by drought.

As shown in the chart below (Figure 1), IDPs in Amhara, Beneshangul Gumuz, Gambella, Hareri, Oromia, Sidama, Southern Nations, Nationalities and Peoples Regional State (SNNP), South West Ethiopia Peoples and Tigray mainly moved as a result of conflict. Climate-related catastrophes (such as the drought) were important drivers of internal movements in the Afar and Somali regions. Increased social tensions were a push factor in Oromia, Sidama and Southern Nations, Nationalities and Peoples Regional State (SNNP).

Figure 1. Primary reasons for displacement among IDPs in Ethiopia



Somali, Oromia and Tigray are the regions currently hosting the highest number of IDPs (see Table 3 below).⁶

[2023?_gl=1*1abcjw*_ga*ODk0NDUxMDA0LjE2ODA3MDM2MTU.*_ga_E60ZNX2F68*MTY5MjI3NzE4MjY4xNi4xLiE2OTIyNzk0NTluNjAuMC4w](https://dtm.iom.int/reports/ethiopia-national-displacement-report-16-november-2022-june-2023?close=true)

⁴ This figure refers only to IDPs and does not consider the number of returnees in the areas assessed by IOM.

⁵ IOM|DTM, "National Displacement Report 16", June 2023, <https://dtm.iom.int/reports/ethiopia-national-displacement-report-16-november-2022-june-2023?close=true>

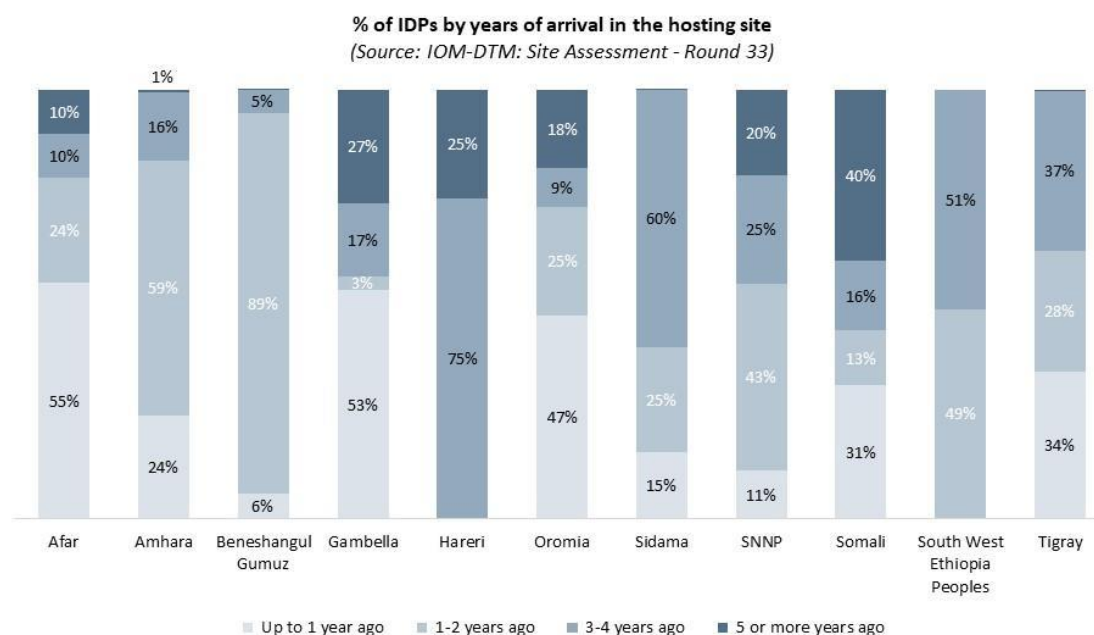
⁶ IOM|DTM, "National Displacement Report 16", June 2023, <https://dtm.iom.int/reports/ethiopia-national-displacement-report-16-november-2022-june-2023?close=true>

Table 3. Regional break-down of IDPs in Ethiopia (November 2022 - June 2023)⁷

Region	Number of IDPs (individuals)	% of IDPs (individuals, share of total population)
Afar	96,576	2.20%
Amhara	436,805	9.96%
Benishangul Gumz	124,631	2.84%
Dire Dawa	0	0.00%
Gambela	44,504	1.01%
Harari	3,037	0.07%
Oromia	1,064,500	24.27%
Sidama	48,138	1.10%
SNNP	211,378	4.82%
Somali	1,321,684	30.14%
South West Ethiopia Peoples	12,738	0.29%
Tigray	1,021,798	23.30%
Total	4,385,789	100%

In most cases IDPs reported having reached the current hosting sites less than two years ago. A few exceptions are Hareri, SNNP and Somali regions where IDPs reported having reached the site earlier (Figure 2).

Figure 2. Years since arrival to the IDP site



Returns

Between November 2022 and June 2023, the IOM found that **3,283,803** IDPs (equivalent to 737,873 households) returned to their villages of origin. These were mainly located in the Amhara (1.4 million returning IDPs), Tigray (1.2 million returning IDPs) and Afar (194 thousand returning IDPs) regions.⁸ The average length of displacement in the hosting sites (before returning to the village of origin) is presented in Figure 3 below. Across all the surveyed regions, for those who eventually decided to come back to their villages of origin, the length of stay in the displacement sites usually does not exceed two years. Particularly short stays in displacement sites are found in the Afar, Gambella, Oromia and Somali regions.

⁷ The data published by IOM | DTM (Site Assessment - Round 33) do not refer to the area of origin of IDPs and the assessment mainly focuses on IDPs' area of arrival. The figures reported in the Table 3 refer to the number of IDPs hosted in each region.

⁸ IOM|DTM, "National Displacement Report 16". June 2023. ([link](#))

Figure 3. Length of displacement of IDPs by region

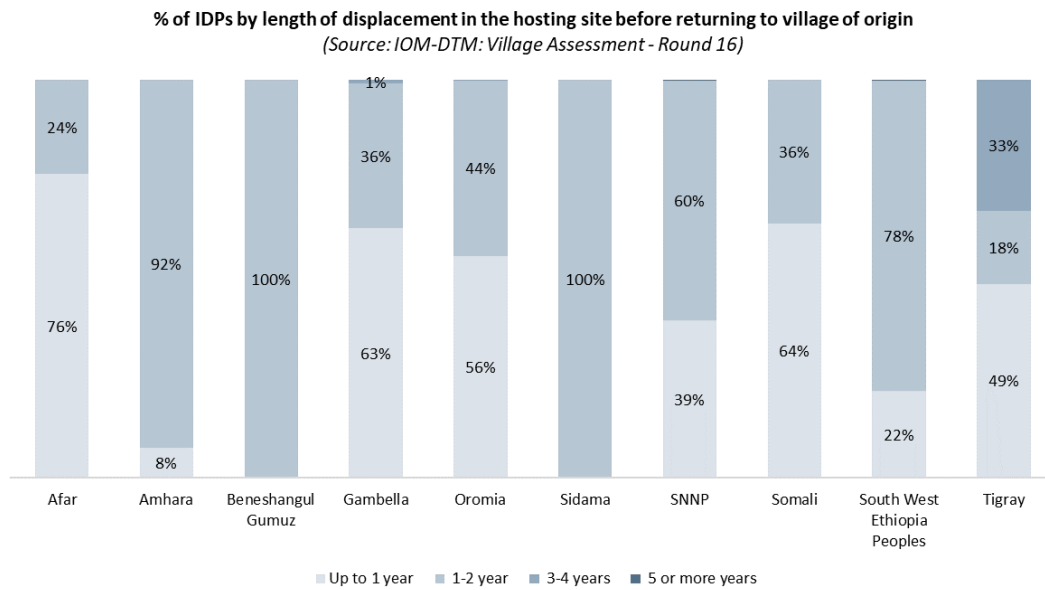
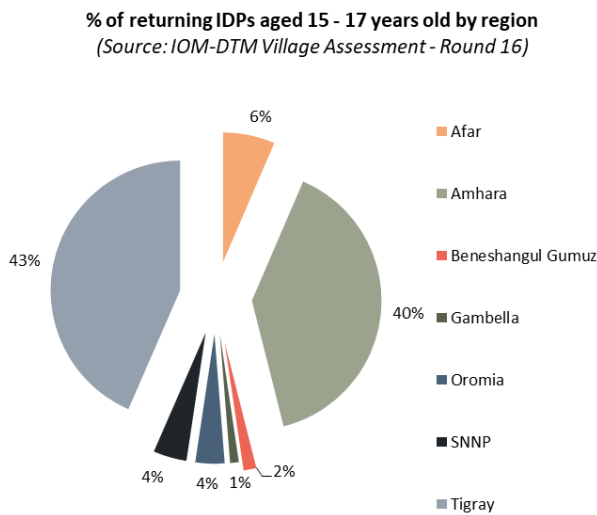


Figure 4. Areas of return for young IDPs



IOM-DTM data (Figure 4) reveals that approximately 4 in 10 IDPs aged 15-17, who were enrolled in secondary education, return to their places of origin in both the Tigray (43%) and Amhara (40%) regions, whereas only 6% of displaced youth in Afar return. This cohort of returning IDPs appears to be gender-balanced across all regions, with an equal proportion of males and females returning home after displacement.

Challenges and responses

Once IDPs reach the hosting sites which tend to be camps already occupied by refugees, they face multiple and interconnected challenges. IDPs usually settle in makeshift shelters such as classrooms or other collective centres which are often crowded and poorly equipped. Access to basic services such as education and healthcare is limited. Similarly, IDPs frequently grapple with issues such as food insecurity, malnutrition, and inadequate water, hygiene, and sanitation (WASH) facilities. They are also vulnerable to gender-based violence and discrimination. Those who return to their villages of origin often find damaged homes in need of partial or total restoration.

The primary relief strategies employed by international organisations (working in coordination with the national authorities) encompass distributing food and cash to households facing food shortages, offering medical aid, especially targeting cholera patients, and supplying emergency shelters and essential non-food items to assist IDPs, both inside and outside established camps. Furthermore, agencies have prioritised offering psycho-social support, essential dignity kits, and specialised services for those affected by gender-based violence. In a bid to calm societal unrest, they are also launching awareness campaigns to ease and address underlying social tensions.⁹

In the summer of 2023, the United Nations Office for the Coordination of Humanitarian Affairs (UN-OCHA) raised further concerns. A wave of new disease outbreaks, including dengue fever sweeping through the Afar Region and a cholera surge in the Amhara region, combined with pest infestations, has intensified the strain on public health, food access, and overall livelihoods. In addition to this, persisting security concerns in various parts of the country, notably the northern regions, are hindering efforts to reach communities most in need of humanitarian assistance.

In response to these challenges, UN-OCHA has launched the First Standard Allocation initiative plan. This strategy involves a significant investment of around \$35 million USD, aiming to facilitate the return and resettlement of IDPs across regions like Tigray, Afar, Oromia, and Benishangul Gumz.¹⁰

2.2 IDPs' access to education

UNICEF estimates that around **59% of IDPs in Ethiopia are children**. In 2019, the organisation reported a total of 1.7 million displaced children in Ethiopia, of which **1.4 million** (82% of the total IPD children) were of **school age**.¹¹ Conflict and violence have been the primary drivers of their displacement, followed by natural disasters.¹² IDMC estimates that around 44% of displaced children in Ethiopia, equivalent to roughly **503,000** children, are **aged between 12 and 17 years old**, among both male and female populations.¹³

However, data on education enrolment of IDPs is limited. Based on the report published by UNHCR¹⁴ on Forcibly Displaced People (FDP) accessing secondary education in Gambella, the Gross Enrolment Rate (GER) of FDP **children in secondary education was equal to 25%** between January and June 2023. Furthermore, UNHCR data showed that secondary education enrolment was comparatively higher for boys than for girls (78% of all enrolled students in secondary education were boys). While FDP estimates encompass both IDPs and refugees, it is likely that similar trends apply to both groups as there are no major differences in levels of access to basic services, especially in camp settings.

2.2.1 Access

Accessibility of education in high displacement zones represents an important challenge for IDP children. Only a limited number of the displaced settlement areas offer educational services: **in 2019, UNICEF estimated that fewer than 50% of IDP children accessed education in 417 out of 965 IDP sites in Ethiopia**. Additionally, numerous IDP children have sought enrolment in schools of the host communities. This influx has inevitably strained these schools, leading to overfilled classrooms, a shortage of teachers, and challenges in providing meals to the expanding student population.¹⁵

Conflict, drought, and floods has a significant effect on access to education in Ethiopia. Apart from prompting child displacement and consequent pressures on recipient schools, these events also lead to school closures. In 2019, the UN-OCHA reported that **385 schools were closed because of either conflict, drought or flood** in several regions of the country (Afar, Benishangul-Gumuz, Gambella, Oromia, Somali, and the Southern Nations, Nationalities and Peoples Regional State). Overall, **21.5% of schools** across the entire country have been either partially or severely damaged due to conflict and natural hazards.¹⁶

⁹ UN-OCHA, "Humanitarian Situation Report", Aug 2023, <https://reports.unocha.org/en/country/ethiopia/>

¹⁰ Ibid.

¹¹ UNICEF, "Education in Emergencies", 2019, https://www.unicef.org/ethiopia/media/1166/file/Education_in_emergencies.pdf

¹² IDMC "Informing better access to education for IDPs", 2021, https://www.internal-displacement.org/sites/default/files/publications/documents/221114_IDMC_Informing-Better-Access-to-education-for-IDPs.pdf

¹³ Ibid.

¹⁴ UNHCR Ethiopia, "Education Working Group Gambella - Education Factsheet", June 2023, <https://reliefweb.int/report/ethiopia/unhcr-ethiopia-education-working-group-gambella-education-factsheet-january-june-2023>

¹⁵ UNICEF, "Education in Emergencies", 2019.

¹⁶ UN-OCHA, "Humanitarian Situation Report", 2023.

Recent Developments in School Accessibility within High Displacement Zones¹⁷

In the **Oromia** region, 1200 schools have been damaged and are not fully functional as result of a civil unrest. A total of 600 schools are currently still closed due to the rising conflict and social tensions in the region.

In the **Amhara** region, the security situation remains volatile. More than 4,000 schools have been damaged and are currently unable to provide educational services to the 245,000 IDP school-age children (3-18 years old).

In the **Somali** region, a combination of conflict, drought, and floods has led to a rise in the number of non-operational schools throughout the year. By July 2023, there were 1,200 closed schools, which is a quadruple jump from the 300 schools that were closed as of January 2023.¹⁸

In the **Tigray** region, on the contrary, as of June 2023 64% of local schools reopened in early May 2023 mainly by establishing alternative spaces, allowing 23.3 % of displaced children in the region to be enrolled.

2.2.2 Key challenges and opportunities

Challenges

Families residing in IDP camps have expressed concerns about their children's access to education. They emphasise the considerable distance between the camps and the nearest schools, as well as safety concerns during the journey, as the primary barriers in accessing education. UNICEF estimates that approximately **62 % of IDP children live in camps which are located at least 1 kilometre away** from the host schools.¹⁹

The deteriorating hygienic conditions in overcrowded schools further affect school attendance rates. Disease outbreaks and the spread of communicable diseases (such as acute diarrhoea, measles and scabies, resulting from scarcity and poor hygiene practices) constitute an additional threat for displaced children and an important hindrance to their academic performance.²⁰ The trauma of family losses, exposure to violence, and the pervasive fear experienced during displacement often take an emotional toll on children, further affecting their school attendance and performance.²¹

Moreover, IDP families grappling with the aftermath of displacement often find themselves in difficult financial situations. Many, having lost many of their assets during displacement, struggle to cover basic educational expenses like textbooks, notebooks and pens.²² **In Ethiopia, IDMC estimates that the cost of providing education support for one internally displaced child for one year is equal to 30 USD.**²³

In a case study carried out by UNESCO,²⁴ an **insufficient supply of teachers** was identified as a key obstacle to the provision of quality and inclusive education to students of both displaced and host backgrounds. Another significant challenge for displaced students is the communication barrier in classrooms. Often, teachers might not be proficient in the languages or dialects spoken by displaced students, making the learning process significantly more difficult.

Assessment obstacles: The role of data in IDP education initiatives

Beyond the immediate challenges faced by children in accessing education, the Ethiopia Education Cluster (EEC) has identified significant information gaps and data inconsistencies in assessing the educational needs of displaced children, particularly at the regional and woreda levels.²⁵ The absence of a unified educational data management system, designed to trace student records across regions, along with the lack of an efficient information exchange system that would encompass both regional and central educational entities, only intensifies these discrepancies. Consequently, these informational hurdles impede the formulation of a cohesive, data-informed response strategy.

¹⁷ Ethiopia Education Cluster (EEC), "Quarterly Newsletter: Reporting Period: April – June 2023", 2023, https://reliefweb.int/attachments/0a8df192-0fd5-4c12-b283-f4632459d1aa/EEC_Newsletter_13.7.23_-_4.pdf

¹⁸ Ethiopia Education Cluster (EEC), "Key Trends – Dashboard, July 2023, <https://app.powerbi.com/view?r=eyJrjoiNmY2MDJhN2YtZGE5OC00NDAYlThjYzMTNzlyZThhY2M5YWJlIiwidCI6Ijc3NDZlMTk1LTE0ZTEtNGZiOj05MDRiLWFiMTg5MjAyMzY2NyIsImMiOiJh9>

¹⁹ UNICEF, "Education in Emergencies", 2019.

²⁰ UNESCO, "Strengthening Education Management Information Systems (EMIS) and Data for Increased Resilience to Crisis: country case study: Ethiopia", 2021, <https://unesdoc.unesco.org/ark:/48223/pf0000375813>

²¹ Ibid.

²² Ethiopia Education Cluster (EEC), "Education in emergencies 2021/23 response strategy", 2022, <https://reliefweb.int/report/ethiopia/ethiopia-education-cluster-education-emergencies-202123-response-strategy-january>

²³ IDMC, "Informing better access to education for IDPs", 2021, https://www.internal-displacement.org/sites/default/files/publications/documents/221114_IDMC_Informing-Better-Access-to-education-for-IDPs.pdf

²⁴ UNESCO, "The impacts of internal displacement on education in Sub-Saharan Africa", 2020, <https://unesdoc.unesco.org/ark:/48223/pf0000373666>

²⁵ Ethiopia Education Cluster (EEC), "Education in emergencies 2021/23 response strategy", 2022.

Opportunities

While displacement is largely disruptive to children's education, especially for girls,²⁶ in some cases it can lead to higher school attendance rates. According to an IDMC study conducted in Gode (Ethiopia), girls displaced by drought attended school more regularly than they did at home. The study found that the proportion of girls attending school increased from 56% in the villages of origin (before displacement) to 88% in the hosting areas (after displacement). This was mainly due to the enrolment awareness programmes, implemented during the Covid-19 pandemic, which encouraged students to return to school when these were reopened.

Based on the UN-OCHA Operational Presence Assessment, the Amhara and Tigray regions are the areas with the highest number of international organisations carrying out education-related activities (11 organisations operate in Amhara, 8 work in the Tigray region).²⁷ These activities include:

- **Temporary Learning Spaces (TLS):** throughout the Ethiopian IDP sites, UNICEF and the national government have established TLS aimed at promoting the continuation of educational curricula for displaced students and providing stability to children coping with the impact of loss, fear, violence, and displacement. Often, these spaces serve to ensure the safety and protection of children against violence, child labour, and premature marriage.²⁸ These spaces are designed to assist children enrolled in both primary and secondary education with *ad-hoc* interventions.²⁹
- **Psycho-Social Support (PSS) and Social and Emotional Learning (SEL) Skills:** UNICEF and the Regional Education Bureaus provide skills-building training for teachers working in the Oromia and Somali IDP sites to enhance their capacity to support displaced children affected by traumatic experiences.³⁰
- **Accelerated Education Programmes (AEP):** AEP are emergency systems established to support the educational needs of out-of-school children between 10–18 years old. AEP have flexible and adaptive class schedules, location and subjects. Part of the AEP are also introductory-level courses for learners who have never been to school to improve school-readiness skills. In Ethiopia, mobile AEP centres have been set up in Gambella to ensure accessible classes for pastoralist populations.³¹ More recently, about 158,000 drought-affected children and 21,200 flood-impacted children (in Gambella, Oromia, SNNP, and the Somali regions) have been involved in AEP.³²

2.2.3 Stakeholder and implementation mapping

Multi-stakeholder Coordination

Ethiopia has multiple multi-stakeholder coordination frameworks on education for displaced children. At the federal level, the Education Technical Working Group, led by the Ministry of Education (MoE), is responsible for all education activities across the country. At the same time an IDP-focused Education in Emergencies (EiE) coordination structure was established to operate at the federal, regional, and *woreda* levels. The members of EEC are involved in this coordination working group.³³ Co-led by UNICEF and Save the Children, the EEC was formed to unify partners - including UN Agencies, NGOs, and Government Authorities - in planning and executing cohesive responses to the persistent crises affecting Ethiopia's education system.³⁴

Across various educational levels, from pre-primary to tertiary education, a multitude of stakeholders are actively involved within Ethiopian IDP-refugee camps. As reported by UNICEF and UNESCO,³⁵ NGOs are the main providers of early childhood care and education (ECCE); the Agency for Refugee and Returnee Affairs (ARRA) is the main implementing partner for primary school education and coordination; on secondary education NGOs are the main implementing entities in camp settings; tertiary education is instead mainly administered by public institutions connected to the national government. The distribution of these roles across regions is detailed in Table 4.

²⁶ IDMC (2021) estimated that for around 56% of surveyed IDP school-aged girls displacement has had a disruptive effect on their school attendance and performance.

²⁷ UN-OCHA, "Humanitarian Situation Report", 2023.

²⁸ UNICEF, "Education in Emergencies", 2019.

²⁹ UNICEF, "Transitional Learning Spaces (TLS) - Resilient design and construction in emergencies", 2023, https://www.humanitarianlibrary.org/sites/default/files/2014/02/TLS_2013A1.pdf

³⁰ UNICEF, "Education in Emergencies", 2019.

³¹ Accelerated Education Working Group (AEWG), "Guide to Accelerated Education Principles", 2017, https://inee.org/sites/default/files/resources/AEWG_Accelerated_Education_Guide_to_the_Principles-screen.pdf

³² UN-OCHA, "Humanitarian Situation Report", 2023.

³³ UNESCO-UNICEF, "Crisis-Sensitive Educational Planning for Refugees and Host Communities: Lessons from Ethiopia", 2020, <https://reliefweb.int/report/ethiopia/crisis-sensitive-educational-planning-refugees-and-host-communities-lessons-ethiopia>

³⁴ EEC, "Education in emergencies 2021/23 response strategy", 2022.

³⁵ UNESCO-UNICEF, Crisis-Sensitive Educational Planning Lessons, 2020.

Table 4. List of implementing agencies and donors involved in EEC.

REGION	IMPLEMENTING AGENCY	DONOR	SECONDARY EDUCATION PROJECTS
Afar	READ II, Educans, Plan International (PI), Action for Social Development and Environmental Protection Organisation (ASDEPO), Development Expertise Center (DEC)	United States (USAID), Canada, European Civil Protection and Humanitarian Aid Operations (ECHO), Ethiopia Humanitarian Fund (EHF), UNICEF (Trust Fund ECW)	UNICEF ³⁶ is creating safe spaces for learning, psychological support, social services, and skills development targeting children and young people affected by emergencies or protracted crises
Amhara	Plan International (PI), IRC, READ II, Tesfa Brihan Charity (TBCFDO), Regional Education Bureau (REB) Amhara, GNE, Ethiopia School Meal Initiative (ESMI), Imagine 1 day (I1D), LWF, World Vision Ethiopia (WVE), Emmanuel Development Association (EDA), FIA, ADA, BL	United States (USAID), Global Partnership for Education (GPE), German Development Bank (KfW), Norway, LEGO, ECHO, French Crisis and Support Centre (CDCS), Japan, MFM CH, Protestant Agency for Diakonia and Development (PADD), Netherlands, UNICEF	The Netherlands ³⁷ is financing the PROSPECTS project carried out by several UN Agencies (UNICEF, ILO, UNHCR) to improve employability of FDPs promoting technical skills in line with local labour market
Benishangul Gumuz	Norwegian Refugee Council (NRC), Plan International (PI), RTP, BG Regional Education Bureau (REB)	ECHO, LEGO	NRC ³⁸ is implementing marketable skills training to youth and transitional support to livelihood opportunities
Gambella	Plan International (PI)	LEGO	
Oromia	Imagine 1 day (I1D), Oromia Dev. Association (ODA), DEC, SCI, Rift Valley Children and Women Development Organisation (RCDOW), Comitato Internazionale per lo Sviluppo dei Popoli (CISP)	Canada, ECW, ECHO, GPE, United Kingdom (FCDO), Italy (AICS), EHF	ECW ³⁹ and its partners (UNICEF, NRC, UNHCR and Save the Children) are improving school enrolment in secondary education through a set of actions (WASH, teachers support, family assistance)
SNNP	International Rescue Committee (IRC), SNNP Regional Education Bureau (REB)	UNICEF, FCDO, LEGO, ECHO	The IRC ⁴⁰ is leading Creating Opportunities through Mentoring, Parental Involvement and Safe Spaces (COMPASS) programme that creates safe learning environments for girls to develop locally tailored life skills
Somali	Save the Children International (SCI), Adventist Development and Relief Agency (ADRA), NRC, Organization for Welfare and Development in Action (OWDA), IRC, Engineering for Change (E4C)	ECW, German Development Agency (GIZ), Norway, GPE, LEGO	Save the Children (SCI) ⁴¹ is implementing a set of actions targeting students of secondary education such as the creation of Temporary Learning Spaces (TLS)

³⁶ UNICEF, "Learning and Development", <https://www.unicef.org/ethiopia/learning-and-development>

³⁷ ILO, "Partnership for improving prospects for forcibly displaced persons and host communities (PROSPECTS)", <https://www.ilo.org/global/programmes-and-projects/prospects/lang--en/index.htm>

³⁸ NRC in Ethiopia, <https://www.nrc.no/countries/africa/ethiopia/>

³⁹ ECW in Ethiopia, <https://www.educationcannotwait.org/our-investments/where-we-work/ethiopia>

⁴⁰ IRC, "Education at the International Rescue Committee", <https://www.rescue.org/sites/default/files/document/1033/irceducationoverviewinfo0816.pdf>

⁴¹ Save the Children, "Ethiopia Response", June 2023, [https://ethiopia.savethechildren.net/sites/ethiopia.savethechildren.net/files/library/Ethiopia External Response Update June 2023.pdf](https://ethiopia.savethechildren.net/sites/ethiopia.savethechildren.net/files/library/Ethiopia%20External%20Response%20Update%20June%202023.pdf)

Tigray	IRC, SCI, World Vision (WV), PI, Menschen Fur Menschen Foundation (MfM), UNOPS	EAC, ECW, Norway, ECHO, LEGO, FCDO, ECHO, World Bank, Canada,	The World Bank ⁴² is implementing the Education and Skills for Employability Project to improve employment outcomes of TVET ⁴³ system of Ethiopia with a focus on women and marginalised groups
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As presented in the table below (Table 5), the main state donor operating in Ethiopia is the United States of America (USA) with 726.6 million USD invested in the humanitarian response of the country, followed by the European Commission Humanitarian Aid Office (ECHO) and the German and Canadian governments that are respectively investing 58 million USD, 57 million USD and 37 million USD.

Table 5. Donors in Ethiopia: amount of funding towards the Humanitarian Response Plan (HRP)⁴⁴

Donor	Contribution to the HRP (millions of USD)
Unites States of America	726.6
Ethiopia Humanitarian Fund (EHF) ⁴⁵	76.8
European Commission Humanitarian Aid Office (ECHO)	58.2
Germany	57.0
Canada	37.1
Sweden	34.8
Central Emergency Response Fund (CERF)	31.0
Japan	20.8
Netherlands	14.1
France	9.9
Denmark	7.5
Norway	7.5
Italy	6.6
Switzerland	3.5
Ireland	3.2
Finland	2.2
United Kingdom	2.1
Luxembourg	1.1
<i>Other</i> ⁴⁶	19.0

As showed above, the co-existence of many stakeholders and entities within the same sector does not always translate to an effective multi-stakeholder coordination. In a study conducted by Samuel Hall in 2019⁴⁷ in Ethiopia, significant vertical and horizontal coordination gaps were documented within and between key stakeholders – including UN agencies, governmental bodies, and coordinator bodies such as the cluster system. Most of these clusters and sub-clusters were evidencing limited regular coordination with each other and to the field level. This implies the need not to create additional means of coordination, but rather to strengthen existing ones and ensure they are positioned to succeed.

⁴² The World Bank, “Ethiopia Education and Skills for Employability Project”, <https://projects.worldbank.org/en/projects-operations/project-detail/P177881>

⁴³ Technical and Vocational Education and Training

⁴⁴ UN-OCHA, “Situation Report”, July 2023, <https://reports.unocha.org/en/country/ethiopia>

⁴⁵ 13 countries contributed to the EHF, namely, Canada, Denmark, Estonia, Finland, France, Germany, Ireland, Japan, Luxembourg, Netherlands, Norway, Sweden, and Switzerland

⁴⁶ *Other* includes contributions from: Austria (0.5 M), Slovenia (54 K), Spain (25 K), Estonia (22 K), Türkiye (20 K), Hungary (18 K) in addition to UN agencies and private donations

⁴⁷ Samuel Hall, “Context Assessment on Conducting Programming for Internally Displaced Children”. 2019

International Frameworks

In order to ensure quality access to education for displaced children, the Ethiopian Ministry of Education (MoE) has aligned its actions to a set of international frameworks, among which the most important are: (i) the 2017 Djibouti Declaration on Education for Refugees, Returnees, IDPs, and Host Communities; (ii) the UNHCR's Global Education Strategy 2030: "A Strategy for Refugee Inclusion and UNHCR Ethiopia Refugee Education Strategy Towards Inclusion 2020-2025"; and (iii) the Global Compact for Refugees (GCR) and its Comprehensive Refugee Response Framework (CRRF).⁴⁸

Key education programmes

- **Education Cannot Wait (ECW)**: ECW is a UN global fund for education in emergencies aimed at supporting learning outcomes for refugee, internally displaced and other crisis-affected children through the implementation of a holistic approach to education. In Ethiopia, ECW implementing agencies, in coordination with the MoE, ARRA and Regional Education Bureau of Benishangul-Gumuz and Gambella are providing educational support to 60,047 internally displaced children.⁴⁹

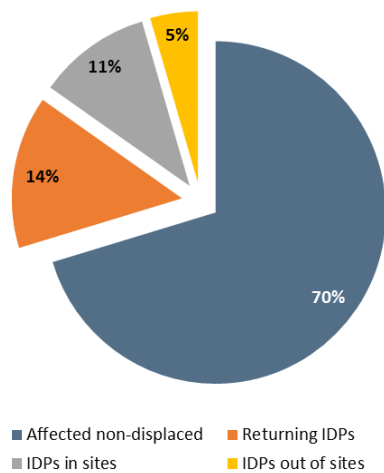
With an overall budget of 59.5 million USD, the project aims at: (i) improving enrolment and participation in schools; (ii) building teaching skills through dedicated training; (iii) developing community participation by providing a safe and protective learning environment; (iv) increasing continuity of education for conflict-affected students (such as internally displaced children in secondary education); (v) strengthening access through the building and rehabilitation of school infrastructure; (vi) strengthening national systems coordination between the ARRA and the Regional Education Bureaus.

- **Building self-Reliance Programme (BSRP)**: this joint multi-year project was implemented by the UNESCO International Institute for Educational Planning (IIEP-UNESCO) and the United Nations Children's Fund (UNICEF) Ethiopia. Even though the project did not directly focus on IDP, it provides important lessons learned on the provision of quality education to displaced children.
 - Firstly, the project enhanced the collaboration between the two main government bodies responsible for education in host and displaced communities, namely the MoE and ARRA. Among the main lessons learned, further collaboration among national authorities is still required since the policy gaps between federal and regional *woreda* levels persist on school arrangements.
 - Secondly, the project promoted the inclusion of displaced children (mainly refugees) in the national supervision and inspection system. This was achieved by the signature of a Memorandum of Understanding (MoU) between the ARRA and the MoE.
 - Thirdly, it supported joint planning between host communities and those schools with a high attendance of displaced children, to ensure a more efficient use of human and financial resources.
- **Supporting Transition of Adolescent Girls through Enhanced Systems (STAGES)**: This UK-funded project is supporting 61,345 marginalised girls in 127 primary schools and 17 secondary schools in rural areas within the Wolaita Zone of the Southern Nations, Nationalities and Peoples' Region (SNNPR). The project helps girls to transition to higher education or move on to technical and vocational education and training (TVET) or work and become confident citizens. More specifically it aims to:
 - Overcome socio-economic barriers experienced by adolescent girls encouraging them to remain in school through advocacy initiatives including improving access to safe, local and high-quality secondary education and increasing the girls' literacy and numeracy skills.
 - Create lasting change by working closely with local officials and operating through government systems to ensure sustainability.
 - Focus on challenging the harmful attitudes and behaviours that stand in the way of girls' education.

⁴⁸ Ministry of Education (MoE), "Education Statistics Annual Abstract (ESAA)", 2022, [https://moe.gov.et/storage/Books/ESAA 2014 EC \(2021-22 G.C\) Final.pdf](https://moe.gov.et/storage/Books/ESAA%202014%20EC%202021-22%20G.C%20Final.pdf)

⁴⁹ ECW in Ethiopia, <https://www.educationcannotwait.org/our-investments/where-we-work/ethiopia>

Figure 5. IDP children reached by the Ethiopia Education Cluster (EEC) in July 2023



Educational Overlap: IDP Children's Access as a Secondary Outcome of Refugee Programs

Education-focused programmes, such as the two mentioned above, tend to target IDP and refugee children *simultaneously*, given that they are often based in the same camp settings. Indeed, providing quality education in camps and in the surrounding host areas supports both IDP and refugee children. As result, in most cases, refugee children tend to outnumber IDP children when benefiting from the same educational support. As per the most updated data released by the Ethiopia Education Cluster (Figure 5), the number of IDP children reached by the Cluster represents 30% of the overall children. Among them, IDP children living outside camp account for only the 5% of total children supported by the EEC in Ethiopia.

2.3 IDP inclusion in the Ethiopian economy

2.3.1 Challenges and opportunities

IDP households in Ethiopia tend to mostly rely on agro-pastoral livelihood activities. In the Somali region, where the highest number of IDPs live, the main livelihood activities are linked to animal husbandry and cultivation. Within that same area, the primary sources of income are related to the trade of livestock and its by-products, the sale of crops, and small-scale trading activities.⁵⁰

Challenges

A study conducted by the IDMC shows that only 31% of IDPs displaced from the Somali region to the Oromia had an income-generating activity, allowing those households to earn around an average of 56 USD per month. Lack of employment remains one of the main concerns to the displaced households and reinforces their dependence on humanitarian assistance.⁵¹ According to a research study conducted by the Food and Agriculture Organisation (FAO) in three locations within the Somali region (Tuliguled, Goljano, and Adadle), IDPs who moved to the Somali region heavily relied on humanitarian support provided by the international organisations. Cultivation, crop production and animal keeping were the main livelihoods of the local displaced households.

In a bid to bolster livelihood resilience and sustainability, both governmental bodies and international NGOs have extended support to IDPs, offering assistance in agriculture. They have supplied essential seeds and other crucial resources. Yet, these provisions often fall short of ensuring stable and dignified livelihoods for the displaced households. The efficacy of these resilience-building measures is often undermined by several prevailing challenges, including ongoing inter-clan conflicts, invasions by desert locusts, and inconsistent rainfall patterns.⁵²

Moreover, displaced, relocated, and returning IDPs often face challenges due to a lack of sufficient financial capital and limited access to land, which are essential for establishing stable and decent livelihoods. While many IDPs have entrepreneurial ideas and show interest in starting businesses, the absence of necessary start-up funds often becomes a barrier. Similarly, displaced agro-pastoral families frequently do not have access to land in their host areas, making it difficult for them to continue their traditional agricultural activities.⁵³

Examining the analysis of the Ethiopian job market by the International Labour Organization (ILO) as presented in Figure 6 reveals a distinct imbalance between job demand and supply. This disparity is a significant contributor to unemployment, particularly among displaced workers.

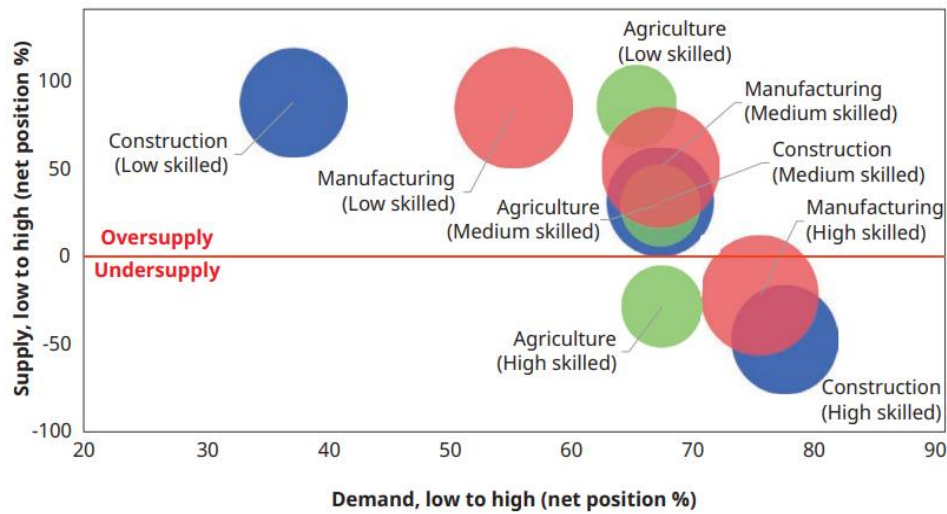
⁵⁰ Bureau of Finance and Economic Development (BoFED), "Somali Regional State, Growth and Transformation Plan II (GTP II) (2015/16-2019/20)", BoFED Jigjiga, 2015, <https://srbofed.gov.et/wp-content/uploads/2019/11/GTP-II-final-document-ready-for-Publication.pdf>

⁵¹ IDMC, "Measuring the costs of internal displacement on IDPs and hosts", 2020, <https://www.internal-displacement.org/sites/default/files/publications/documents/202001-cost-of-displacement-africa-case-studies.pdf>

⁵² FAO, "Livelihood Components of Durable Solutions for IDPs: Assessment of three cases in Somali Region, Ethiopia", 2021, <https://reliefweb.int/report/ethiopia/livelihood-components-durable-solutions-idps-assessment-three-cases-somali-region>

⁵³ Ibid.

Figure 6. Labour force demand and supply by skill level in Ethiopia (source: ILO)



For example, looking at the agricultural sector, there is a pronounced oversupply of low-skilled workers, such as manual labourers. However, the demand within the sector leans towards medium-to-high skilled positions like machine operators, drivers, and site managers, leaving many low-skilled workers without job opportunities.⁵⁴

Beyond the immediate challenges faced by children in accessing education, the EEC has listed significant information gaps and data inconsistencies in assessing the educational needs of displaced children, particularly at the regional and woreda levels.⁵⁵ There is no unified educational data management system that would trace student records across regions and no systemic information exchanges between regional and central educational entities. These informational hurdles further impede the formulation of a cohesive, data-informed response strategy.

A study conducted by Samuel Hall in 2019-20⁵⁶ found that the labour market challenges faced by host communities and refugees in Tigray could be clustered into three major components. Looking at the demand-side, business-owners struggle to launch their businesses and keep them running. The main factors that limited their business growth capacity were generally the lack of access to financial capital, the lack of market linkages and absence of a robust business network, and the difficulties of finding the right employees. In addition, these factors tend to be exacerbated in the case of forcibly displaced entrepreneurs as they often operate informally, subsequently limiting their technical capacities and profitability.

Women’s challenges in accessing higher education and employment

In addition to issues related to access, a prevalent and gendered issue in Ethiopia is the high rate of secondary school dropouts who are girls. UNICEF data from 2018 indicates that 75% of girls of secondary school age lack access to secondary education.⁵⁷ Despite Ethiopia's plans to increase girls' net primary enrolment rates from 51% in 2003/04 to 95% in 2016/17, primary school completion reached only 53%. The situation gets even worse in secondary education, with only 25% of girls in the age bracket attending school.

Gender-based violence and discrimination are among the main reasons behind school dropouts. Inside the schools' premises, cases of sexual assaults by peers and authorities are common. As such assaults often target girls and women specifically, female students in Ethiopia, including in higher education institutions, face a substantial risk of experiencing sexual violence. Living in rural areas has been linked to higher numbers of known sexual violence cases.⁵⁸ Furthermore, around 1 out of 3 women in Ethiopia experienced some form of intimate partner violence (either physical, emotional or sexual)⁵⁹ and around 65% have underwent female genital mutilation.⁶⁰

⁵⁴ ILO, "Labour market assessment Market trends and opportunities in Ethiopia and the Gulf", 2020, https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---sro-addis_ababa/documents/publication/wcms_776618.pdf

⁵⁵ EEC, "Education in emergencies 2021/23 response strategy", 2022.

⁵⁶ Samuel Hall, "Rapid Integrated Labour Market assessment in the Tigray Regional State". 2021

⁵⁷ UNICEF, "UNICEF Fact Sheet – Girl's Education", 2018, <https://www.unicef.org/ethiopia/media/381/file/Girls>

⁵⁸ Kefale, B. et al. "Predictors of sexual violence among female students in higher education institutions in Ethiopia: A systematic review and meta-analysis", 2021, <https://doi.org/10.1371/journal.pone.0247386>

⁵⁹ Yitbarek K, Woldie M, Abraham G. "Time for action: Intimate partner violence troubles one third of Ethiopian women", 2019, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6522024/>

⁶⁰ USAID, "Gender Equality and Women's Empowerment", <https://www.usaid.gov/ethiopia/gender-equality-and-womens-empowerment>

There are also other factors that affect accessibility of education for girls of women. These include misconceptions about girls' learning ability and other forms of gender discrimination prevalent among staff of educational institutions.⁶¹ Socio-demographic background, including the wealth of the family and childhood place of residence, as well as age at first marriage are significant predictors for the education women attain.⁶² The broader economic disparities as well as gender-related social norms and societal are also intrinsic to the educational barriers women face. Many women based in rural areas traditionally depend on male community members financially, rendering marriage as the "sole alternative" for those seeking to secure their future.⁶³ As reported in the Ethiopia Welfare Monitoring Survey, lack of family support represents a key constraint to female education.⁶⁴

The financial challenges have become increasingly more burdensome, especially in the wake of the Covid-19 pandemic. A survey carried out by the Malala Fund in late 2020 revealed that these financial stresses were disproportionately affecting the likelihood of girls returning to school compared to boys. Among the respondents who did not plan to return to school after the pandemic, girls were three times more likely than boys to attribute it to the need for employment and twice as likely to identify fees as a barrier. Additionally, girls from households grappling with food and/or financial shortages were less inclined to express their intention to return to school compared to their counterparts in more wealthy households.⁶⁵ As a result, these barriers prevent the transition of female students from primary to secondary and higher education.⁶⁶

Around 80% of the entire population of Ethiopia reside in rural areas, with most women predominantly employed in the agricultural sector. In these contexts, women's access to resources and community involvement is often decided by their male family members (paternal or spousal). If women choose to open their own businesses, they are less likely to be able to access credit than their male counterparts. Moreover, girls and young women, particularly those residing in rural regions, are the least likely to obtain formal employment, regardless of their educational attainment. Women hence tend to have jobs in the informal economy, which further exacerbate risks of mistreatment and gender-based violence.⁶⁷

Opportunities

The challenges faced by IDPs in Ethiopia are multi-faceted, but the path to sustainable solutions might be charted with the right framework. The Regional Durable Solutions Secretariat (ReDSS), as a part of the DSI Team, and in collaboration with specialised INGOs, offers such a framework. They have crafted a set of 28 key outcome indicators, uniquely tailored from the Inter-Agency Standing Committee (IASC) Framework for Durable Solutions for Internally Displaced Persons, to align with the distinct circumstances of IDPs in the Horn of Africa region. These indicators, spanning physical, material, and legal safety dimensions, not only provide a standardised lens to comprehend the nuances of displacement data but also illuminate potential avenues for strategic, evidence-driven interventions. Notably, the indicators under the "Material Safety" criteria, which we detail below, shed light on the pivotal aspects of IDP livelihoods and economic inclusion.

In 2016, Samuel Hall conducted a review of Durable Solutions Initiatives in East and Horn of Africa⁶⁸ with the goal of identifying good practices, challenges and opportunities in Ethiopia, Kenya, Somalia and Uganda. As part of the main recommendations, we suggested to structure the learning agenda on DS by integrating academia, think tanks and the private sector, as well as engage with local authorities, displacement affected communities and CSOs to strengthen local solutions and safeguard the local perspective. These avenues could still be explored now since improved coordination across different key stakeholders operating in the area, embracing a community-based approach, would allow to promote Durable Solutions for IDPs in Ethiopia.

⁶¹ Asfaw, A. "Gender Inequalities in Tertiary Education in Ethiopia. Mediating the Transition to University through the Development of Adaptive Competencies", 2012, <https://www.brookings.edu/wp-content/uploads/2018/03/gender-inequalities-in-tertiary-education-in-ethiopia.pdf>

⁶² Hussen, N.M., Workie, D.L. "Multilevel analysis of women's education in Ethiopia". *BMC Women's Health* 23, 2023, <https://doi.org/10.1186/s12905-023-02380-6>

⁶³ Yorke, L., Gilligan R., and Alemu, E. "Exploring the dynamics of female rural-urban migration for secondary education in Ethiopia", *Compare: A Journal of Comparative and International Education* 53.4, 2023, <https://www.tandfonline.com/doi/full/10.1080/03057925.2021.1951665>

⁶⁴ Government of Ethiopia, "Ethiopia Welfare Monitoring Survey 2015-2016", <https://ghdx.healthdata.org/record/ethiopia-welfare-monitoring-survey-2015-2016>.

⁶⁵ Malala Fund, "Girls' education and COVID-19 in Ethiopia", 2020, <https://assets.ctfassets.net/Ethiopia-Report-08.pdf>

⁶⁶ Only 35% of undergraduate university students and only 11% of university teachers are female.

⁶⁷ Yorke, et al. "Exploring the dynamics of female rural-urban migration for secondary education in Ethiopia", 2023.

⁶⁸ Samuel Hall, "Review of Durable Solutions Initiatives in East and Horn of Africa". 2016

Table 8. Material Safety set of indicators included in the ReDSS Framework ⁶⁹

Criteria	Sub-criteria	Indicators
Material Safety	Adequate Standard of living	Adequate access to food Prevalence of malnutrition Adequate access to potable water, sanitation and hygiene Adequate access to health care Adequate access to formal education Access to social protection mechanisms
	Access to job creation/economic opportunities	Obstacles to employment/ economic activity Unemployment rate Poverty rate
	Effective and accessible mechanisms to restore housing, land and property	Adequate standard of housing Access to mechanisms for resolving housing, land, and property (HLP) disputes Resolution of HLP claims Access to security of tenure

There are a number of opportunities for local and international stakeholders to support IDPs' inclusion in the local economy. In this section we will present the most relevant interventions, which are already being implemented in some areas of the country. Those should not be considered in isolation, but rather as part of a wider ecosystem of measures needed to ensure sustainable economic integration. As mentioned in the previous sections, social tensions and conflicts represent an important source of displacement and insecurity in the host areas. As a response to these displacement sources, community-based conflict resolution mechanisms are crucial to promote resilient livelihoods for the displaced households.⁷⁰

Economic empowerment interventions with the potential to be scaled up include the following:

- **Skill Training and Education:** These programmes offer vocational training tailored to fit both the market needs and to address the IDPs' technical and knowledge gaps. As discussed above using the example of agriculture, it is not uncommon for IDPs to lack the skills to respond to the particular needs of the new labour market they live in.
- **Agricultural Support:** IDPs could be integrated into agricultural value chains, provided with farming equipment, seeds, and training.
- **Microfinance and Entrepreneurship:** These programmes facilitate access to microcredit and other financial resources, enabling IDPs to start small businesses. These are particularly important as many have ambitions of doing so but lack the capital and access to it. Access to credit is also crucial for farmers and traders. Savings associations (VSLA) for entrepreneurs to facilitate the establishment of businesses have proved to be a promising route towards sustainable livelihoods.
- **Infrastructure Projects:** Engage IDPs in public works projects, such as building roads, schools, and health centres to encourage and facilitate social engagement.
- **Land Rights and Housing:** Assisting IDPs in securing land or housing can be a basis for both agricultural and non-agricultural economic activities.

In addition, empirical evidence suggests that the use of Information and Communication Technologies (ICTs) have the potential to effectively support self-reliance of displaced individuals.⁷¹ Digital resources and technologies can generate positive impacts on five key areas of livelihood support, such as facilitating employment opportunities, promoting digital skill enhancement, fostering entrepreneurship, and enabling financial connectivity. Some positive **ITC examples** for the IDPs relate to the use of:

- **online learning tools** to enable displaced individuals increase their technical skills and knowledge
- **online job-hunting platforms** to help displaced people find local employment opportunities
- **e-commerce portals** to help expand market opportunities (for buying inputs and selling outputs)
- **online crowdfunding, peer-to-peer lending and mobile payments** to sustain financial inclusion

However, these ICT-friendly interventions will only benefit IDPs if they have reliable access to electricity, internet and relevant digital devices (i.e. smartphones).

⁶⁹ ReDSS, "List of ReDSS Framework Indicators", 2022, <https://regionaldss.org/wp-content/uploads/2018/05/List-of-ReDSS-framework-indicators.pdf>

⁷⁰ FAO, "Livelihood Components of Durable Solutions for IDPs: Assessment of three cases in Somali Region, Ethiopia", 2021, <https://reliefweb.int/report/ethiopia/livelihood-components-durable-solutions-idps-assessment-three-cases-somali-region>

⁷¹ Hatayama, M. "ICTs and livelihood support of refugees and IDPs", 2018, <https://assets.publishing.service.gov.uk/media/5c6c01dd40f0b61a20f90f3f/504 ICTs and Livelihoods of Refugees and IDPs.pdf>

An example of a successful intervention aimed at promoting market accessibility and design of artisans in Ethiopia using technology was the “MADE 51” project, implemented by the United Nations High Commissioner for Refugees (UNHCR).⁷² The initiative enabled the targeted entrepreneurs have the chance to employ multiple ICT tools, such as **mobile apps** to assess production efficiency, **tablets** to help artisans manage orders and control quality, **e-learning tools** to access training material on innovative designs, and **online market platforms** to sell their own handicraft works. Even though the targeted beneficiaries of the project were mainly refugees, similar activities could be addressed to internally displaced artisans who aim at expanding their income sources or improving their skills.

2.3.3 Main actors and strategies

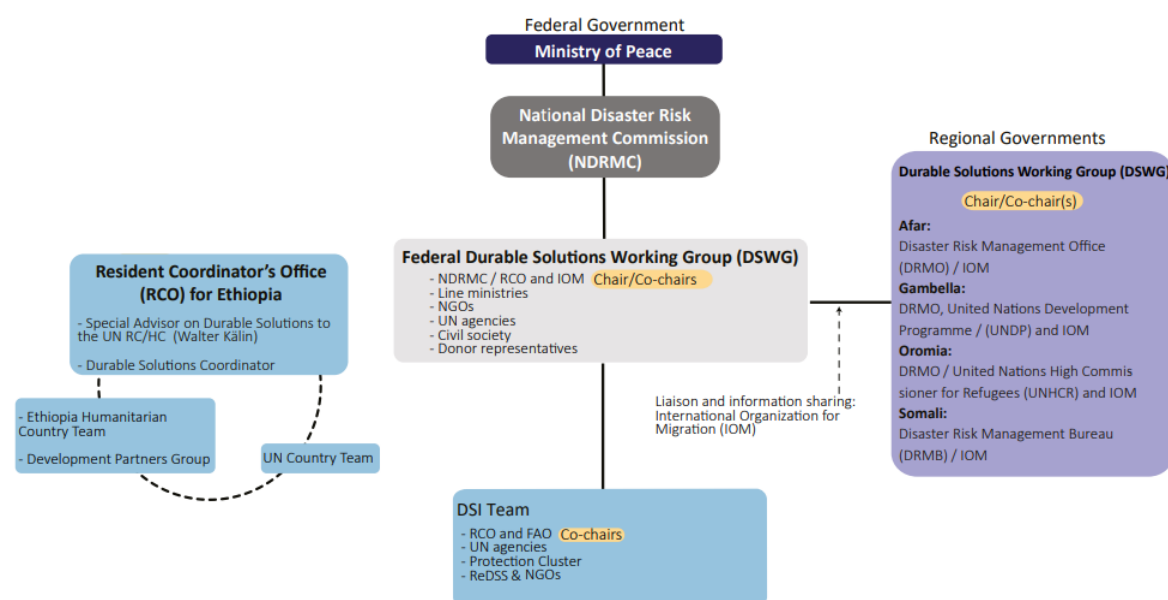
The Durable Solution Initiative (DSI)

Formally introduced in December 2019, the Durable Solutions Initiative (DSI) is a national coordination platform created collaboratively by the Ethiopian government and the international organisations. It brings together delegates from governmental ministries, representatives of organisations involved in humanitarian and development efforts as well as peace-focused entities (Figure 7 below). The central goal is to establish an operational framework for the identification of Durable Solutions for households who have been displaced because of conflicts and disasters. The cooperation across different institutions and organisations, enhanced through the DSI, is aims to create a coordinated multi-year response plan supporting resilient livelihoods for the IDPs.⁷³ The DSI is led by the Ethiopian Ministry of Peace and its support of the IDPs revolve around five pillars:

Table. 7 Pillars of the DSI in Ethiopia

Political	Translate challenges faced by displaced households into policies, strategies and documents to be included in the National Development Plan (NDP) of Ethiopia
Legislative	Assist local authorities in the ratification and implementation of the African Union “ <i>Kampala Convention</i> ” on the protection and assistance of IDPs in Africa
Institutional	Enhance coordination among federal and regional levels on durable solutions
Planning	Support cascading displacement priorities into regional and municipal development plans
Operational	Implement <i>holistic and community-driven</i> programmes on promoting Durable Solutions

Figure 7. Organisational structure of the DSI in Ethiopia



⁷² More about “MADE 51” can be found on the project website, at <https://www.made51.org/>.

⁷³ GP20, “Durable Solutions for IDPs worldwide”, 2020, <https://reliefweb.int/report/world/working-together-better-prevent-address-and-find-durable-solutions-internal>

Key IDP economic inclusion programmes

Stabilisation and Recovery Support for Communities affected by Gedeo-West Guji displacement: this programme, implemented by the United Nations Development Programme (UNDP), aims to support the returning IDPs and host communities in meeting their humanitarian needs and contributing to the rebuilding of their livelihoods. With a total budget of 3.8 million USD, the project began in December 2018 and is expected to run until December 2023.

Based on the Mid-Term Evaluation conducted in 2020, the project has achieved positive results in terms of assistance granted to the small-business cooperatives operating in the area, as well as, on conflict resolution and peacebuilding. Within the regions of intervention, significant progress has been made in restoring social harmony and enabling peaceful coexistence.⁷⁴

Programmes financed by the EU Emergency Trust Fund for Africa in Ethiopia: the EUTF, launched during the 2015 Valletta Summit, was established to support resilience funding in Ethiopia and the Horn of Africa. The main objectives are: (i) create greater economic and employment opportunities; (ii) strengthen resilience of communities, and in particular the most vulnerable, inclusive of refugees and displaced people; (iii) improve migration management in countries of origin, transit and destination; and (iv) improve governance and conflict prevention and reduce displacement and irregular migration.

The main EUTF funded projects are the following:⁷⁵

- 1) targeting displacement-affected communities through the Regional Development and Protection Programme (RDPP) and the Resilience Building and Creation of Economic Opportunities in Ethiopia (RESET II);
- 2) creating economic and employment opportunities through the Stemming Irregular Migration in Northern and Central Ethiopia (SINCE), Leather Initiative for Sustainable Employment Creation (LISEC) programmes;
- 3) building community resilience and support to climate change adaptation through the Decentralised Disaster Risk Management (DDRM) programme.

3. CONCLUSIONS

This Situational Analysis provides an overview of internal displacement dynamics in Ethiopia. It delves into the causes of behind the movement of IDPs, sheds light on the challenges they face in host locations and maps the assistance and development initiatives. A particular emphasis is placed on understanding access to education, with a focus on middle and high school students. Furthermore, the analysis provides insights into the strategies and policies put in place by both the government and the international organisations to foster the economic inclusion of IDPs.

3.1 Main takeaways

Current trends of IDP movements	<ul style="list-style-type: none"> • The number of IDPs stood at 4.4 million individuals as of June 2023. Among them, 2.4 million were school-aged children, and around 500,000 were estimated to be aged between 12 and 17 years old. • Conflict, social tension and drought are the main factors triggering internal displacement. The Somali, Oromia and Tigray are the regions with the highest influx of IDPs (Nov 2022 - June 2023).
Access to education	<ul style="list-style-type: none"> • Only a limited number of the displaced settlement areas offer educational services. In 2019, less than 50% of children accessed education in IDP sites in Ethiopia. In the same year, 385 schools were closed because of either conflict, drought or flood. Currently, 21.5% of schools across the entire country are either partially or severely damaged due to conflict and natural hazards. • The main challenges experienced by IDP children are: (i) distance and lack of safety on the path from the camp and the nearest schools; (ii) overcrowded classrooms and language barriers; (iii) poor hygienic conditions at school (higher risk of contracting communicable diseases); (iv) budget constraints on buying learning materials; (v) post-traumatic stress disorders caused by family loss, fear and violence experience during the displacement.


⁷⁴ Hora, B. "Mid-Term Evaluation: Stabilization and Recovery Support to Communities Affected by Gedeo-West Guji Displacement", 2020, https://info.undp.org/docs/pdc/Documents/ETH/Update_report_on_Gedeo_and_West_Guji_implementation.pdf

⁷⁵ Samuel Hall, "Joint learning curves: Improving resilience programming and coordination in Ethiopia and the Horn of Africa", 2020.

	<ul style="list-style-type: none"> • The primary educational opportunities available to IDP children arise from programmes introduced by international organisations. These programmes, tailored for displaced children, include Temporary Learning Spaces (TLS), Psycho-Social Support (PSS) and Social and Emotional Learning (SEL) training for teachers, as well as Accelerated Education Programmes (AEP). Notably, the AEP specifically targets both primary and secondary displaced students with the aim of ensuring consistent school attendance and preventing dropouts. • The Ethiopian Education Cluster Coordination (EEC) is the key working group on education-related programmes and involves both members of national institutions (as the Ministry of Education and the Agency for Refugee and Returnee Affairs) and international organisations (UN Agencies and INGOs). On the donor side, the Government of the United States of America, the Ethiopian Humanitarian Fund (EHF) and EU-ECHO are the top three funding sources of humanitarian response in the country. Education Cannot Wait (ECW) is currently the main educational programme for displaced children in Ethiopia, involving a large number of implementing partners and authorities.
<p>IDPs Economic Inclusion</p>	<ul style="list-style-type: none"> • It is possible to both leverage and expand current initiatives, as well as to pioneer new ones. While ICT-driven programmes offer many benefits in terms of unlocking new livelihood opportunities for IDPs, there is also, and mainly, a pivotal need to prioritise structural initiatives that can foster a balanced labour market. Notable among such initiatives are TVET, micro-credit opportunities, incentives for formal employment, access to land and housing, and participation in infrastructure projects. • Promoting Durable Solutions (DS) to displaced households is central for their development and resilience. The Durable Solutions Initiative (DSI) is a national coordination platform created collaboratively by the Ethiopian government and the international community. It aims to establish an operational framework for the identification of Durable Solutions for displaced households. Programmes financed by the EU Emergency Trust Fund for Africa (EUTF) are key actions aimed at supporting resilient livelihoods, economic inclusion and employment opportunities for displaced individuals in Ethiopia.
<p>Limited data availability</p>	<ul style="list-style-type: none"> • One significant limitation of this Situational Analysis is rooted in the absence of disaggregated IDP data. Generally, information about and knowledge of IDPs is limited when compared to refugees and asylum seekers as their movements occur within national borders. Furthermore, since IDPs and refugees often share the same camp settings, assistance from both the international organisations and local authorities tends to target both groups concurrently.

3.2 Opportunities for Mastercard Foundation: engagement with local stakeholders and programming

The analysis has enabled identification of key avenues for the Mastercard Foundation's involvement. The following options, spanning from minimal engagement activities such as supporting existing initiatives to more high-involvement, hands-on approaches, are presented below:

 <p>Minimal engagement</p> <p>Intensive engagement</p>	<p>1 - Invest in existing global funds, such as the Education Cannot Wait (ECW) UN global fund, and support learning outcomes for refugee, internally displaced and other crisis-affected children by sustaining specific actions on ensuring access to secondary education.</p> <p>2 - Support the Regional Durable Solutions Secretariat (ReDSS) in computing and monitoring the indicators included in the Durable Solutions Framework, with the goal of improving the quality and geographical coverage of data on IDP material safety.</p> <p>3 - Support implementing partners (i.e. UN Agencies, INGOs, national NGOs and Civil Society Organisations) in establishing education-related mechanisms, such as the TLS, PSS, SEL or AEP, supporting access to secondary education to displaced children living inside or outside of camps. This action would be carried out by leveraging on the expertise, network and logistics of agencies active in the education field. In this way, it would be possible to contribute to the on-going actions implemented by the international organisations, promoting synergies and <i>economies of scale</i> among existing projects.</p> <p>4 – Carry out a wide data collection exercise aimed at investigating the main challenges and opportunities experienced by the IDPs living in areas of high displacement (i.e. recently displaced), or for those IDPs who have returned to their villages of origin. The end goal of such primary data collection exercise would be to identify priorities and actions to implement to facilitate the economic inclusion of the displaced households in Ethiopia.</p> <p>5 - Promote the use of Information and Communication Technologies (ICTs) for livelihoods and education by carrying out new projects targeting IDPs both inside and outside of camps. The goal of these interventions would be to support employability, access to finance and digital skill enhancement, which in turn might enhance climate and conflict-resilient livelihoods. This could also serve as a case study / proof of concept for further initiatives, if accompanied by a learning partner and well documented for the broader community of practice.</p>
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ANNEXES

Annex 1: Bibliography

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ABOUT SAMUEL HALL

Samuel Hall is a social enterprise that conducts research, evaluates programmes, and designs policies in contexts of migration and displacement. Our approach is ethical, academically rigorous, and based on first-hand experience of complex and fragile settings.

Our research connects the voices of communities to changemakers for more inclusive societies. With offices in Afghanistan, Germany, Kenya, and Tunisia and a presence in Somalia, Ethiopia, and the United Arab Emirates, we are based in the regions we study. For more information, please visit www.samuelhall.org.



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