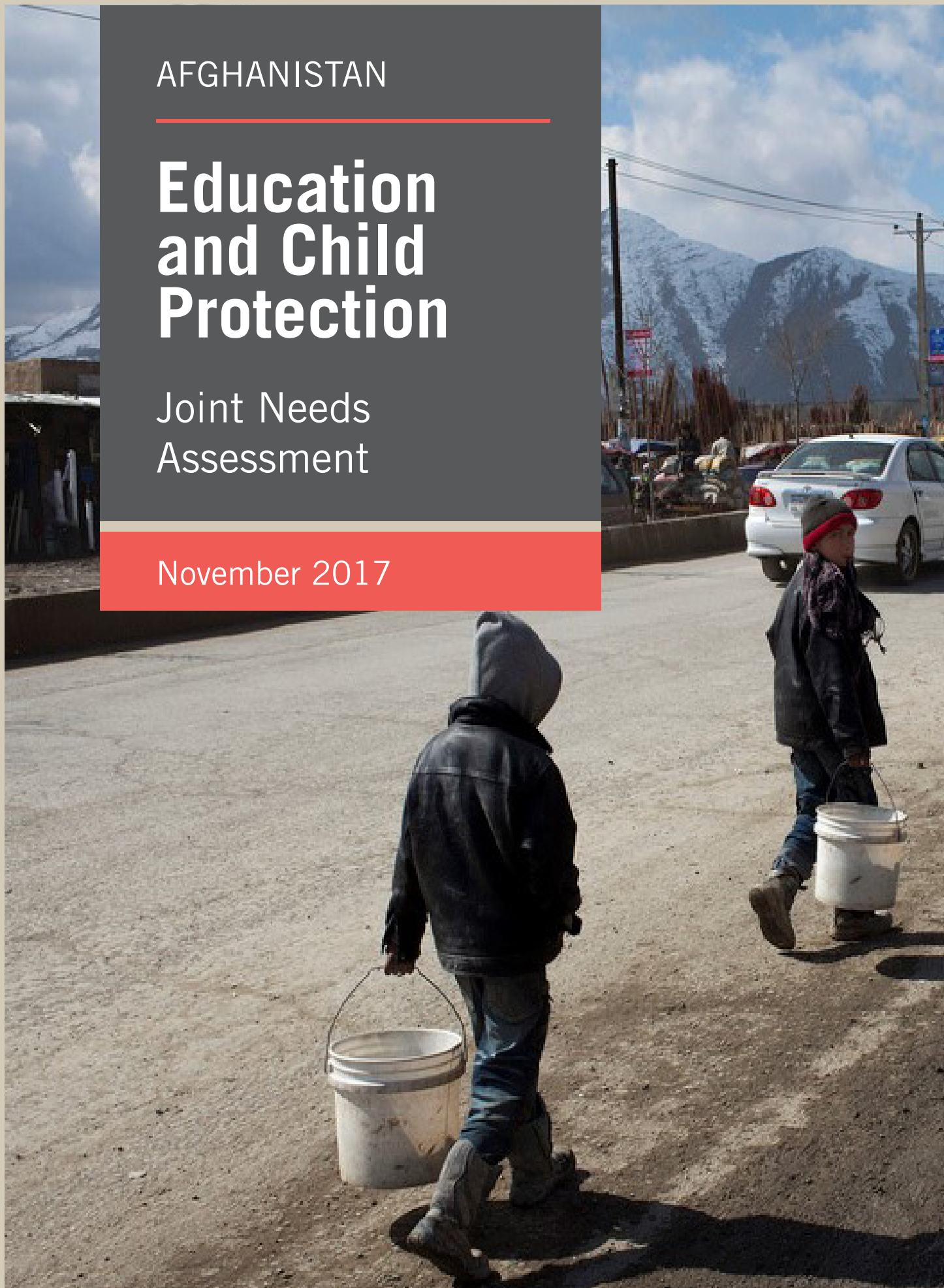


AFGHANISTAN

Education and Child Protection

Joint Needs
Assessment

November 2017



Afghanistan
Education in Emergencies Working Group (EIEWG)
گروپ کاری تعليم و تربيه در شرايط اضطراري، افغانستان

REACH Informing
more effective
humanitarian action

This assessment was funded by the Common Humanitarian Fund, managed by OCHA.



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About REACH

REACH is a joint initiative of two international non-governmental organizations - ACTED and IMPACT Initiatives - and the UN Operational Satellite Applications Programme (UNOSAT). REACH aims to strengthen evidence-based decision making by aid actors through efficient data collection, management and analysis before, during and after an emergency. By doing so, REACH contributes to ensuring that communities affected by emergencies receive the support they need. All REACH activities are conducted in support to and within the framework of inter-agency aid coordination mechanisms. For more information please visit our website: www.reach-initiative.org.

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SUMMARY

Ongoing conflict within Afghanistan has continued to result in widespread displacement, with more than 318,000 Internally Displaced Persons (IDPs) recorded in the country since 1 January 2017.¹ Moreover, at least 260,000 Afghans have been forced from their homes in neighbouring countries, often returning to vulnerable living conditions and poor socio-economic situations within Afghanistan.² Furthermore, the estimated 220,000 Pakistani refugees residing within Afghanistan are increasingly considered a vulnerable population within humanitarian conversations, further straining available resources.³ The complex pattern of displacement has exacerbated needs and vulnerabilities across all population groups, including child protection concerns for boys and girls. In terms of education, literacy rates and years of education attainment have likely fallen since the start of the emergency.⁴ Similarly, widespread displacement has arguably had a negative effect on education provision as schools cannot absorb sudden influxes of displaced children, a lack of documentation held by displaced household prevents school enrolment, and displacement drains financial assets, reducing the ability of households to send children to school.⁵

To test these suppositions and fill the gap of a nationwide education situational overview of displaced populations in Afghanistan, this assessment aimed to outline the education and child protection needs and vulnerabilities among internally displaced persons (IDPs), returnee and refugee populations. The assessment was designed by REACH in close collaboration with the Education in Emergencies Working Group (EiEWG), to build a response analysis framework with which to align indicators in a way that was directly relevant to programming and advocacy by the EiEWG and its partners. Primary data was collected between 10 August and 14 September 2017. This consisted of 9,435 structured surveys with forcibly displaced households, sampled from village and informal settlement population datasets across all six regions of Afghanistan.⁸ Findings based on data from the household-level surveys are generalisable at the regional-level with a 95% confidence level and 5% margin of error. In addition, 18 focus group discussions (FGDs) with teachers, head-teachers and Parent-Teacher Association members took place across all six regions, to supplement and guide analysis of survey data. By including displaced populations from across all Afghanistan, rather than specifically within informal settlements, the assessment generated findings that could be generalised for displaced populations more broadly, strengthening displacement-focused programming throughout the country. Findings from this assessment were used to inform the 2018 Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP), aiming to inform evidence-based planning in the upcoming year.

The assessment found that conflicted-affected, displaced populations display particular and extensive vulnerabilities, with displaced children facing a diverse range of barriers to education and a higher likelihood of early marriage or child labour. Despite these vulnerabilities, sufficient services and facilities are not available in Afghanistan to provide appropriate psychosocial support required by conflict- and natural disaster-affected children to mitigate immediate and long-term negative consequences of displacement. Furthermore, this assessment has highlighted the additional vulnerabilities of displaced girls in Afghanistan, as they are less likely to enrol in school nor partake in recreational activities, compared to boys.

The key findings of the assessment were as follows:

Demographics and Displacement

- Displaced populations were found to be equally male (49%) and female (51%); however, the proportion of school-aged boys was found to be higher than girls with a **ratio of 113 boys for every 100 girls**.
- The complex and protracted conflict in Afghanistan has resulted in most displaced populations being either recent or prolonged IDPs (32% respectively), followed by 17% of protracted IDPs, 14% returnees and 5% refugees, with the **highest proportion of recent IDPs (52%) found in the South region**.
- Most displaced households were found to be dependent on unreliable and unsustainable income sources, **with 47% of households reliant on unskilled daily labour and 18% on skilled daily labour**, generating an average household

¹ Humanitarian Response, "Afghanistan: Internal Displacement due to Conflict", September 2017.

² Ibid.

³ NRC, "Global Report on Internal Displacement", 2017.

⁴ UNHCR, "Research Study on IDPs in Urban Settings – Afghanistan", May 2011.

⁵ NRC, "Broken Promises, Displaced Afghan Girls", February 2017.

⁸ The sampling frame was based on data from REACH, UNHCR and IOM DTM.

income of 9,994 AFN⁹ per month. The majority of household monthly spending was found to be on essentials such as food (47%) and rent (13%), while education expenditures **comprised only 4% of overall spending**.

- The highest proportion of displaced households reportedly intended to locally integrate over the year following data collection (47%), highlighting a need for social integration programs in Afghanistan to facilitate employment opportunities among displaced populations. However, an additional **28% of households reportedly intended to return to their area of origin** over the 12 months following data collection, thus indicating potential further displacement.

Provision of Education and Facilities in Schools

- It was found that school availability was not a significant concern, as **nearly all households (98%) noted a government school within walking distance of their shelter**, followed by a high proportion of households noting a Madrasa within walking distance (64%).
- Discussions with teachers highlighted that **schools tend to remain open, even after physical infrastructure damage associated with conflict**, with damaged schools typically using tarpaulin shelters to continue providing education. Most temporary school closures came following interference by Non-State Armed Groups (NSAG) and were resolved after a short period of discussions and negotiations with the NSAG directly.
- The **lower proportion of female teachers compared to male, and the iterative consequences this has on reducing female education** was found to be a key issue, reinforcing gender inequality within education provision.
- **WASH facilities in schools were lacking, with 63% of households reporting no hand-washing facilities in schools attended by their children**, 54% reporting no gendered facilities in schools and 22% noting no drinking water in schools, posing health and protection concerns to children. In addition, 4% of households indicated no WASH service availability at all in the schools attended by their children.
- Most households noted **no provision of free food in schools (97%)**, with children dependent on snacks brought from home, while 93% of households indicated that schools provided no medical assistance to students.

Education Attendance and Enrolment

- School enrolment was found to be a concern in Afghanistan, with 23% of all displaced children not enrolled in school at the time of data collection.
- However, **this assessment found that the proportion of boys and girls not enrolled in school fell following conflict-induced displacement**, from 37% to 17% for boys, and from 51% to 28% for girls. Additional qualitative findings indicated that this rise in enrolment at the time of data collection, compared to before displacement, can be attributed to **households moving to safer areas, with more schools located closer to the home and a perceived higher quality of education in these locations**; thus households are reportedly more inclined to enrol children in school.
- **Poor school enrolment was found to be particularly prevalent among displaced girls**, with 16% of displaced households with school-aged children sending no girls to school compared to 9% of households sending no boys.
- Among households that do send children to school, regular attendance is not guaranteed, with **36% of girls and 22% of boys attending less than two days per week**, on average.
- **Violence and insecurity were found to be the most significant barriers to education for displaced girls** (24% of households) while long distance to schools was considered the main barrier for displaced boys (24% of households). This reflects the protection-based challenges faced by girls in attending school, compared to boys.
- **Economic wellbeing of displaced households was found to relate to school enrolment**. For instance, a lower income earned by a household denoted a lower enrolment rate of boys and girls in the household; thus a poor economic situation at the household-level likely has negative implications for children's school attendance, also emphasising the financial barriers to education in Afghanistan.

⁹ 1 EUR = 80 AFN on 24/10/2017 (CoinMill.com).

Child Protection

- **Psychosocial support and wellbeing services¹⁰ were reportedly absent from schools**, with 96% of households reporting no available services in schools, while nearly all households (93%) felt the provision of these services should be improved in schools.
- **FGDs found that teachers were a crucial support network for children**, encouraging play, engaging in activities and generating an approachable environment for children to freely discuss concerns.
- Cultural concerns, such as social integration problems and cultural restrictions, were the main concern reported for girls (21% of households), while 16% of households reported a fear of violence as the main concern for boys.
- **Early marriage and child labour were coping strategies found to be used by displaced populations**, especially in the South region and amongst refugee households. Overall, 15% of school-aged children were reportedly earning an income outside of the home. In addition, 4% of displaced children were found to be married. Boys were significantly more likely to engage in child labour (17%) than girls (12%), with the proportion of working boys rising to **32% in the South and to 29% amongst refugee households**. Whilst the proportion of girls earning an income was lower overall than that of boys, it also **rose in the South (33%) and among refugee households (32%)**, indicating significant vulnerabilities.
- In terms of early marriage, girls were found to be more vulnerable, with 6% reportedly married compared to 2% of boys. However, the **West region exhibited the greatest protection concerns with regard to early marriage for girls, with 13% of girls found to be in early marriages** compared to 3% for boys.

¹⁰ With psychosocial support and wellbeing services referring to social workers, support groups or counsellors, specifically supporting the negative consequences of displacement faced by children in Afghanistan.

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List of Acronyms

APC	Afghanistan Protection Cluster
ESNFI	Emergency Shelter and Non-Food Items
FGD	Focus Group Discussion
HH	Household
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDP	Internally Displaced Persons
NSAG	Non-State Armed Group
SDR	Secondary Data Review
UXO	Unexploded Ordnance
WASH	Water Sanitation and Hygiene

Geographical Classifications

Region	Unrecognised by Government but commonly used by the humanitarian community. This assessment refers to all six regions of Afghanistan: North, North-East, East, South, Central and West regions.
Province	Highest form of official governance below the national level, with 34 provinces divided across Afghanistan's six regions.

Key Concepts

Household – A housing unit in which there is one clearly defined head of household, with all other individuals living within the boundaries of the household. Members of the household typically share meals. The household can consist of multiple families and can include directly related and non-related members provided they are permanent residents at the time of interview.¹¹

Household head – The decision maker in the household; the primary decider regarding financial spending, wellbeing of household members and movement decisions. They need not be the sole decision maker, provided they have the final say. While they need not be the primary breadwinner, in Afghanistan this is often the case.¹²

Informal Settlement (ISET) – A collection of households in a given community for which there is no written, legal agreement for occupancy, and thus there is a potential threat of eviction.¹³ To explicitly capture displacement in Afghanistan, REACH profiled informal settlements in Afghanistan, in which at least 50% of the population has been displaced. This allowed separated settlements, that are isolated from host communities, to be included, as well as integrated sites in which residents reside among host communities.

Recent IDP – An individual forced to leave their home and travel to a different location within Afghanistan, in the six months prior to interview.¹⁴

Prolonged IDP – An individual forced to leave their home and travel to a different location within Afghanistan, between six months and two years before interview.¹⁵

Protracted IDP – An individual forced to leave their home and travel to a different location within Afghanistan, with their last displacement occurring more than two years prior to interview.¹⁶

¹¹ Humanitarian Response, "Household Emergency Assessment Tool", 2016.

¹² Ibid.

¹³ Kabul Informal Settlement Task Force and Welthungerhilfe, "Winter Assistance in the Kabul Informal Settlements Winter 2015/2016 – Summary of Assessment Results, Approach and Interventions", January 2016.

¹⁴ OCHA, "Humanitarian Needs Overview", 2017.

¹⁵ Ibid.

¹⁶ Ibid.

Non-Recent IDP - A collective term for Prolonged and Protracted IDPs, sometimes used to compare groups of IDPs that are eligible for assistance based on the time period since they had been displaced.¹⁷

Returnee – An Afghan national who previously fled their home to live in another country, typically but not always Pakistan or Iran, and has since returned to Afghanistan but not to their exact area of origin.¹⁸

Refugee – A non-Afghan national, forced to flee their country due to persecution, war, violence or threat to wellbeing, now residing within Afghanistan.¹⁹

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¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ UNHCR, "What is a refugee?", 2017.

INTRODUCTION

Armed conflict continues to contribute to increased displacement throughout Afghanistan, leading to the displacement of at least 318,000 Internally Displaced Persons (IDPs)²⁰ in addition to more than 260,000 returnees travelling back into Afghanistan from neighbouring countries in 2017²¹. Furthermore, the estimated 220,000 Pakistani refugees residing within Afghanistan are increasingly considered a vulnerable population within humanitarian conversations, further straining available resources.²² The complex pattern of displacement has exacerbated needs and vulnerabilities across all population groups, including child protection concerns for boys and girls. In terms of education, literacy rates and years of education attainment have likely fallen since the start of the emergency.²³ Similarly, widespread displacement has arguably had a negative effect on education provision as schools cannot absorb sudden influxes of displaced children, a lack of documentation held by displaced household prevents school enrolment, and displacement drains financial assets, reducing the ability of households to send children to school.²⁴

To test these suppositions and fill the gap of a nationwide education situational overview of displaced populations in Afghanistan, this assessment aimed to outline the education and child protection needs and vulnerabilities among internally displaced persons (IDPs), returnee and refugee populations. The assessment was designed by REACH in close collaboration with the Education in Emergencies Working Group (EiEWG), to build a response analysis framework with which to align indicators in a way that was directly relevant to programming and advocacy by the EiEWG and its partners. All data was collected between 10 August and 14 September 2017. This consisted of 9,435 structured surveys with forcibly displaced households, sampled from village and informal settlement population datasets across all six regions of Afghanistan.²⁷ Findings based on data from the household-level survey are generalisable at the regional-level with a 95% confidence level and 5% margin of error. In addition, 18 focus group discussions (FGDs) with teachers, head-teachers and Parent-Teacher Association members took place across all six regions, to supplement and guide analysis of survey data. By including displaced populations from across all Afghanistan, rather than specifically within informal settlements, the assessment generated findings that could be generalised for displaced populations more broadly, strengthening displacement-focused programming throughout the country. Findings from this assessment were used to inform the 2018 Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP), aiming to inform evidence-based planning in the upcoming year.

In addition, this assessment has met the following specific objectives:

- Outline the demographic profile of displaced populations residing throughout Afghanistan.
- Indicate the current education situation faced by displaced children by outlining school attendance and enrolment levels, school functionality, teacher profiling and barriers to education.
- Provide analysis of the key child protection risks faced by boys and girls in school, on the way to school and in their community.
- Evaluate the effectiveness of widespread displaced population self-identification methods used by humanitarian actors in Afghanistan, for research assessments and beneficiary identification.

This report firstly outlines the assessment methodology in more detail, before presenting the assessment findings, beginning with displaced household characteristics. This section encompasses demographic profiling of displaced populations, followed by displacement patterns, movement intentions, socio-economic status including shelter situation, priority needs and assistance received. The main education-related findings are then discussed, addressing the provision of education, accessibility, child protection concerns in education and Water, Sanitation and Hygiene (WASH), health and food in schools. The report concludes with a summary of key findings and a discussion of further areas for research..

²⁰ Ibid.

²¹ International Organisation for Migration (IOM), "Return of Undocumented Afghans: Weekly Situation Report", July 2-8 2017.

²² NRC, "Global Report on Internal Displacement", 2017.

²³ UNHCR, "Research Study on IDPs in Urban Settings – Afghanistan", May 2011.

²⁴ NRC, "Broken Promises, Displaced Afghan Girls", February 2017.

²⁷ The sampling frame was based on data from REACH, UNHCR and IOM DTM.

METHODOLOGY

Initially, extensive secondary data review (SDR) was conducted to develop contextual understanding of conflict and displacement in Afghanistan, as well as knowledge of education in emergency settings. REACH then worked in close collaboration with the EiEWG and the Afghanistan Protection Cluster (APC) to ensure the primary data collection tools meet all needs of the study. As part of this process, a response analysis framework was developed, aligning particular indicators with key programmatic and advocacy-based goals of the partners, ensuring relevance of the assessment. During the planning process, an indicator workshop was conducted, allowing all interested partners to provide feedback on the indicator list. Ultimately, the tool was piloted in Kabul before rolling out further data collection across the country. A mixed methodology was used to provide quantitative overview of the educational situation, through household-level surveys with displaced households, and qualitative results, through FGDs with education professionals and community figures to shape analysis and provide deeper understanding of results.

REACH conducted primary data collection between 10 August and 14 September across all six regions of Afghanistan: North, North-East, East, South, Central and West. A total of 9,435 household-level surveys were conducted to generate generalisable findings at the regional level. The sampling strategy was stratified by region allowing for comparisons with a 95% confidence level and a 5% margin of error. It should be noted that whilst displacement status and household-head gender were not included in the sampling strategy, the scope of the assessment allowed for generalisable findings and valid comparisons between population groups and between male- and female-headed households. In addition to regional findings included in this report, factsheets with information at the provincial level in 12 priority provinces have been produced at the request of the EiEWG to inform programme planning. These 12 provinces have been included in Table 1 (*), presenting both the regional and provincial breakdown of household level surveys. As such, findings in these 12 priority provinces are also generalisable with a 95% confidence level and 5% margin of error:

Table 1: Summary of household-level surveys in each region

Region	Province	Surveys
West	Farah*	398
	Other West Provinces	572
Central	Kabul*	472
	Logar*	385
	Paktya*	557
	Other Central Provinces	907
South	Hilmand*	592
	Uruzgan*	434
	Kandahar*	482
	Other South Provinces	441
East	Nangarhar*	574
	Laghman*	526
	Kunar*	579
	Other East Provinces	410
North-East	Kunduz*	484
	Takhar*	505
	Other North-East Provinces	561
North	North Provinces	556
Total		9,435

A total of 18 FGDs followed the household-level surveys to gather broad thematic information and to guide quantitative analysis. Urban centres in each region were selected for FGDs by the EiEWG, as they are most densely populated with displaced populations, thus providing insight on the needs and education-based vulnerabilities of these groups. FGDs were centred around locations with several schools, identified through existing networks of communication and discussions with the Afghan Ministry of Education.

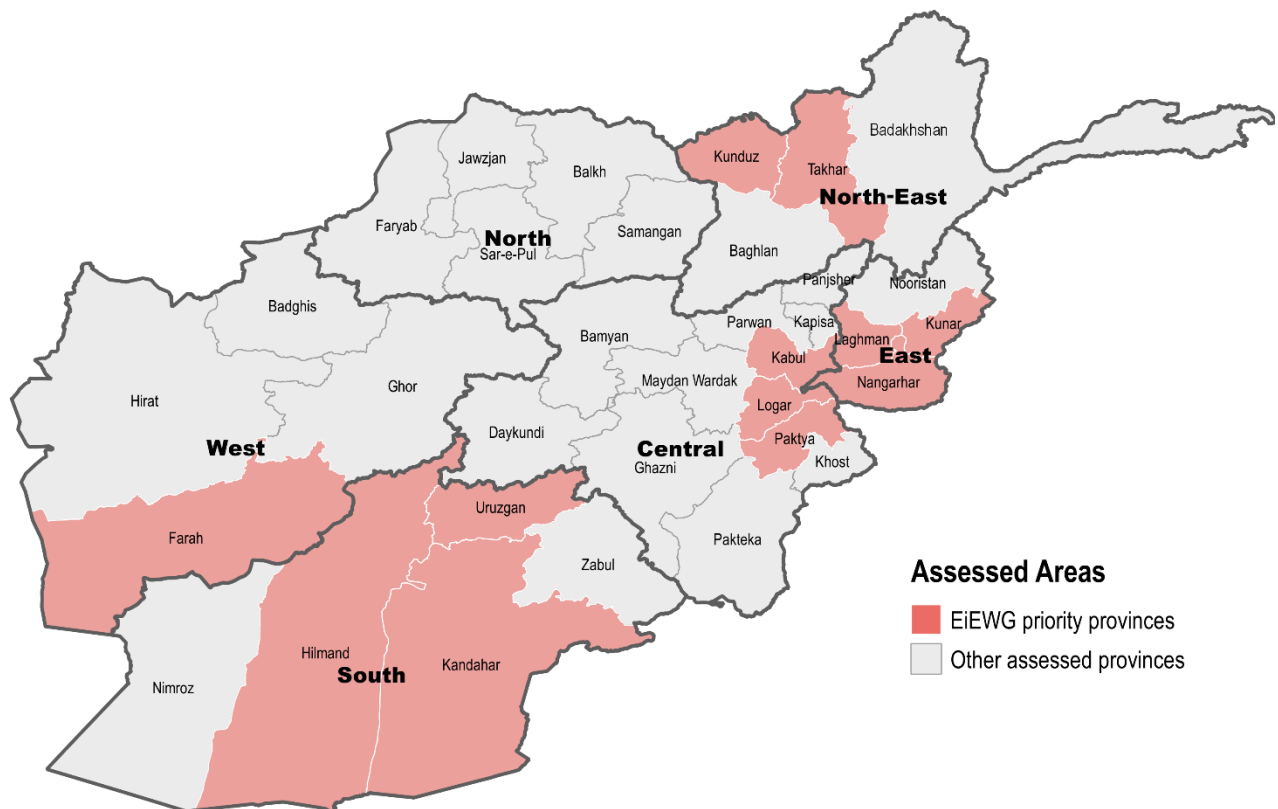
Participants of these FGDs were purposively selected, to include head-teachers, teachers, Parent-Teacher Association members and any other relevant and knowledgeable members of the community, capable of speaking accurately about the situation within schools in the local area. Approximately six respondents were selected for each discussion. In addition to regional variances, the FGDs also captured the perspectives of male and female respondents, with the following summarising the breakdown for completed FGDs:

Table 2: Focus Group Discussion sampling strategy, by region and participant gender

Displacement	Central	East	North	North-East	South	West	Total
Female FGDs	1	2	1	2	1	1	8
Male FGDs	2	1	2	1	2	2	10
Total	3	3	3	3	3	3	18

Accordingly, Map 1 outlines the locations covered during data collection, in particular noting the priority provinces included.

Map 1: Reference map of Afghanistan including priority provinces identified by the EiEWG



Finally, following main data collection and analysis, a short round of qualitative follow up data collection was conducted, specifically to explore the finding that enrolment of boys and girls increased after their household was displaced. Accordingly, 36 teachers and head-teachers included in the FGDs were contacted directly, taking part in Key Informant Interviews to identify whether they believe this finding to be likely, and if so, outline the reasons they think enrolment

increased after displacement. Having identified a set of reasons, 68 households in which enrolment increased after displacement were purposively sampled across the country, to better indicate the specific reasons enrolment rose after displacement, substantiating this finding.

Data analysis

Findings were triangulated with SDR to guide analysis. Key comparisons were made throughout, focusing on regional trends, differences between population groups and between gender, largely identified by differences between male and female-headed households. Whilst displacement status and household head gender were not built into the sampling strategy, the scope of the assessment allowed for sufficient numbers of each displacement group and male and female-headed households to be included in the sample. This allowed for accurate proportions of each group to be presented. Although comparisons were also made between elderly and non-elderly headed households, having an elderly household head was not found to be a significant indicator of vulnerability and was thus excluded from much of the analysis.

FGDs analysis focused on identifying key issues in the supply of education as well as noting barriers to education attendance for teachers and children. Specificity and extensiveness of responses in the FGDs played a dominant role during analysis, rather than emphasising the frequency of responses. FGDs were also used to expand upon and explain trends identified in the quantitative analysis, adding depth to the presented findings.

Using both qualitative and quantitative findings, outputs have been generated, including a preliminary findings presentation which contributed to the HNO 2018, as well as an aggregation table, clean dataset and a factsheet for each region and for each of the 12 priority provinces outlined by the EiEWG, in addition to this full assessment report.

Limitations

- The assessment covered all regions of Afghanistan. However, during data collection, some locations were inaccessible due to increasing security concerns and threats from Non-State Armed Groups (NSAG). This presents a slight bias towards relatively more secure locations, although this is minimal.
- In some locations, notably in the Central and East regions, about 90 households refused participation. This presents a slight bias towards those willing to participate in the assessment.
- During FGDs, it was difficult to identify female respondents in the field of education, willing to participate in this assessment. This resulted in eight female FGDs and 10 male FGDs, with a slight bias towards male voices.
- Data was collected throughout the day-time hours, when household heads were typically working. Thus, some interviews may not have been conducted with the lead decision maker in the household, though all efforts were made to come at a time when the household head was available. If it was not possible to speak with the lead decision maker, the interview was conducted with the secondary decision maker in the household.
- The sensitive nature of some questions may have led to underreporting, particularly regarding issues related to women and girls in the household. Simultaneously, some deflated results are possible in terms of income/expenditure as respondents may feel this would increase their likelihood of receiving assistance, despite it being explained that this assessment is independent and will not directly lead to any form of assistance.
- In some cases, sub-sets of data are analysed, such as findings that refer only to a proportion of enrolled children or children that regularly attend. In these cases, the margin of error would increase beyond 5%, though these findings still provide insightful and indicative results for the sub-set.
- Whilst the methodology and initial decision to sample at the regional level was designed in collaboration with the clusters and in preparation for the HNO, it was also noted that provincial level findings would strengthen the relevance of findings for the HNO People in Need calculations. As such, a set of 12 provinces were selected by the EiEWG as they are integral to programme planning and are characterised by a high prevalence of displaced populations. These locations were then included in the sampling strategy for this assessment, to be incorporated into factsheets at the request of the EiEWG. Accordingly, these locations are not included in analysis in this report.

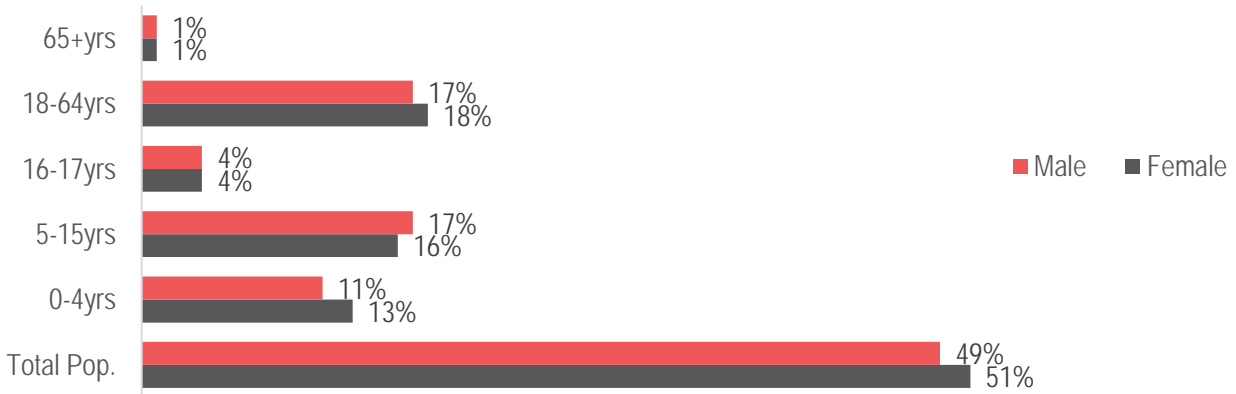
FINDINGS

Household Characteristics

Demographics

Displaced populations are close to equally male (49%) and female (51%) (Figure 1), generating a gender ratio of 96 males to 100 females. Children aged below 16 years comprise 57% of the total population, with 117 boys for every 100 girls. A higher Boy-Girl ratio was noted in the Central and West regions (both 121 boys for 100 girls).

Figure 1: Demographic profile of displaced populations in Afghanistan by gender and age



Specifically looking at the school-aged populations, children aged between 5 and 15 years, displaced households contain an average of 1.7 school-age girls and 1.8 school-age boys. The Boy-Girl ratio amongst school-aged boys and girls was found to be 113 boys for every 100 girls. However, regional trends were noted, with 120 school-age boys for every 100 school-age girls identified in the East, while the number of school-age boys for 100 girls falls in the North (97) and North-East (99).

Displaced households were found to be large, containing an average of 11 individuals, consisting of 1.6 families on average. As the one-month food assistance package in Afghanistan is catered for seven household members, a large household size of 11 strains household resources.²⁸ Household size varied between regions, though the average number of families did not vary, with households in the East averaging 13 and lowering to 9 in the West and North-East. Little variation was identified between populations groups or between households headed by men or women. Overall, almost two thirds of households consisted of between 5 and 12 household members (Figure 2).

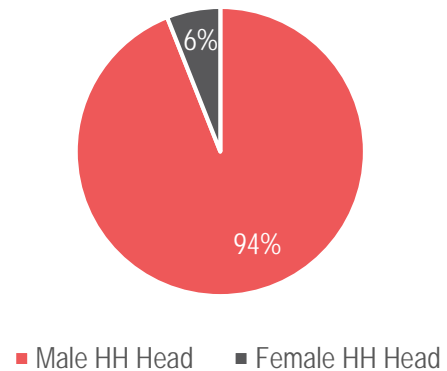
Figure 2: Proportion of households in each grouped household size



²⁸ OCHA, "Afghanistan Humanitarian Needs Overview 2017", February 2017.

The average age of household heads was 45 years, with no significant variation identified between regions, displacement group or household head gender. As seen in Figure 3, the majority of displaced households were found to be male-headed (94%). The proportion of female-headed households rose from 6% to 8% in the East and West regions and fell to 3% in the North, though these are not statistically significant differences.

Figure 3: Proportion of male and female-headed households



In Afghanistan, within the household, disability, breastfeeding, pregnancy and chronic illness are considered indicators of vulnerability.²⁹ Overall, reportedly 10% of household heads were disabled, with 20% of household heads disabled in the Central region and 15% in the West. Notably, female household heads were more likely to be disabled (16%) than male household heads (9%), perhaps indicating a specific needs such as specialised assistance when accessing services.

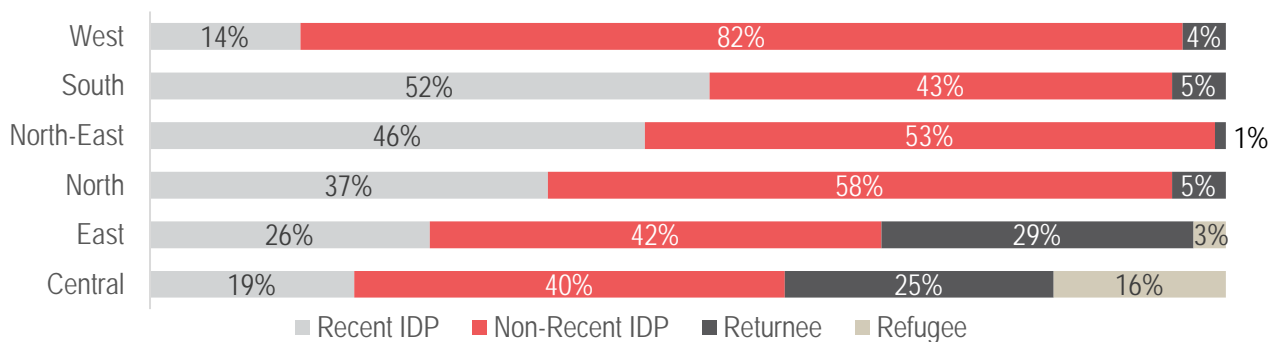
Breastfeeding was the most common vulnerability, with 75% of households containing at least one breastfeeding woman. This indicates possible health costs, as well as the financial burden of having an additional mouth to feed, whilst also increasing the minimum hygiene standards required for safe breastfeeding and new-born childcare.³⁰ In addition, 25% of households had at least one pregnant woman whilst also 25% had at least one chronically ill member, further emphasising the multi-faceted vulnerabilities of displaced populations in Afghanistan.

Amongst displaced populations, 2% of households were found to have no tazkira³¹, limiting their ability to access healthcare services, employment services or school enrolment, amongst other accessibility issues. Female-headed households were found to be even more vulnerable, with 10% having no tazkira compared to only 1% of male-headed households. In contrast, in 52% of households, at least one household member was found to have a tazkira. Thus, overall tazkira ownership may not be a significant indicator of vulnerability, however it is of concern for female-headed households, and thus targeted interventions could improve tazkira ownership among relevant households.

Displacement

Displacement in Afghanistan is complex, with a multitude of groups displaced over a long period generating varied needs and vulnerabilities within displaced populations. Most displaced households were either recent or prolonged IDPs (both 32%), followed by 17% protracted IDP, 14% returnee and 5% refugee households. As can be seen in Figure 4, all refugees and most returnees were found in the East and Central regions, at the border with Pakistan. No relationship was found between the gender of a household's head and the household's displacement status.

Figure 4: Proportion of households in each displacement group, by region



²⁹ OCHA, "Afghanistan Humanitarian Needs Overview 2017", February 2017.

³⁰ Medecins Sans Frontieres, International Women's Day 2017: Safe delivery care in Afghanistan", March 2017.

³¹ Tazkira refers to the Afghan national identification document.

Overall, conflict and violence were the main reasons for displacement, reported by 60% of households, with this proportion rising to 78% in the East. Following this, fear for safety (23%), government pressure (10%), and natural disaster and destruction of home (both 3%) were the other main reasons forcing households to leave their homes, across Afghanistan. Further regional trends were identified, with those in the North most likely to report fear for the safety of their household as a push-factor for displacement (59%). Amongst population groups (Table 3), returnees were the most likely group to be displaced by government pressure (30%), reflecting the forcible returns imposed by the government of Pakistan in 2016.³² It was also found that female-headed households were more likely to be displaced by government pressure (16%) than male-headed households (9%).

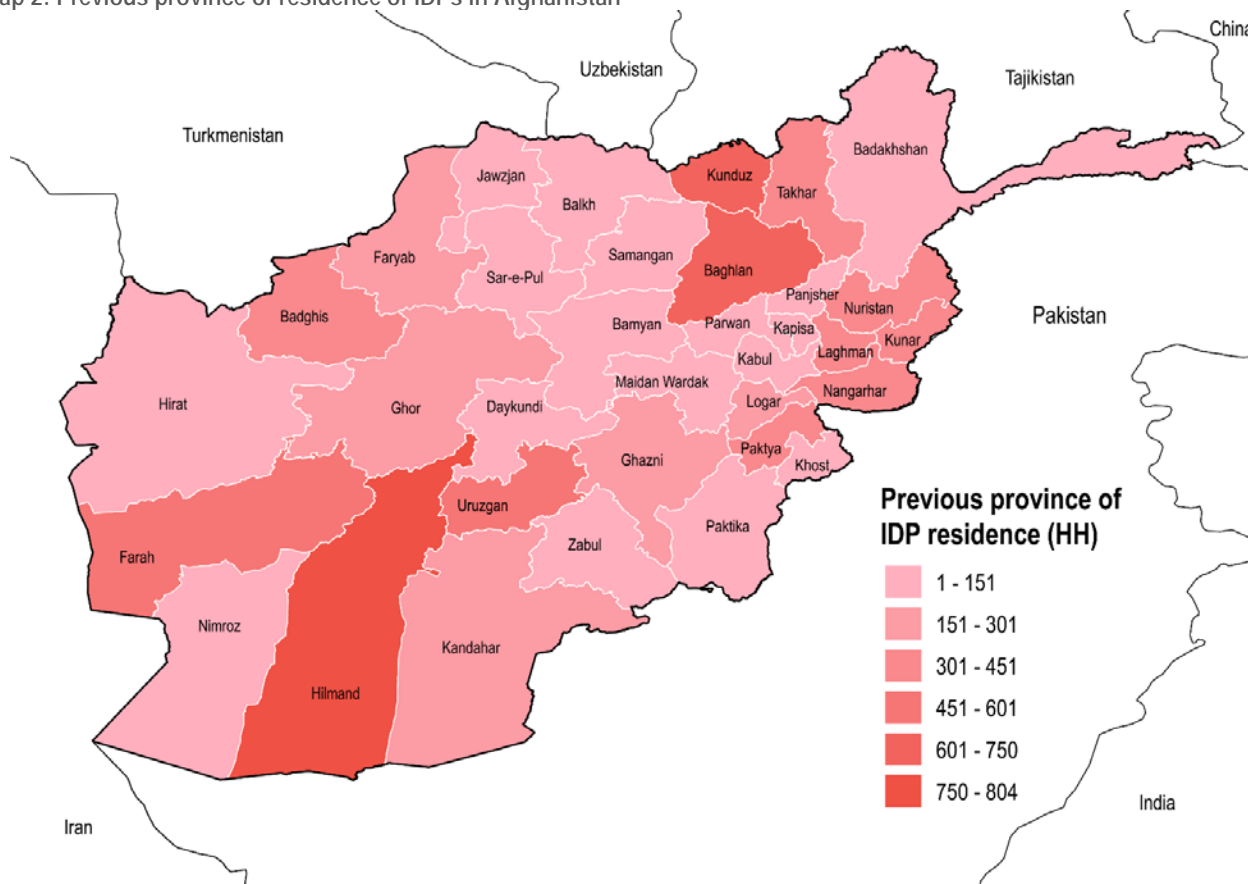
Table 3: Proportion of households displaced for each reason, by displacement status

	Conflict & Violence	Fear for Safety	Government Pressure	Natural Disaster	Destruction of Home
Recent IDP	62%	25%	6%	3%	4%
Prolonged IDP	56%	27%	8%	5%	4%
Protracted IDP	59%	27%	5%	3%	6%
Returnee	52%	15%	30%	1%	2%
Refugee	99%	0%	1%	0%	0%

Displacement Patterns

As displayed in Map 2, most IDPs in Afghanistan travelled from Hilmand province (11%), Kunduz (9%) and Baghlan (9%), reflecting conflict in the South region and natural disasters in the North. As for refugees, 100% of households were from Pakistan. Finally, returnee populations were displaced from Pakistan (88%) or Iran (12%). Amongst these returnee households, 38% of households were not UNHCR registered, reducing access to services and assistance.

Map 2: Previous province of residence of IDPs in Afghanistan



³² Human Rights Watch, "The Mass Forced Return of Afghan Refugees", February 2017.

It was found that the majority of displaced households were most recently displaced in 2017 (27%), followed by 2015 (18%) and 2016 (12%). However, some households' most recent displacement was as far back as 1964, indicating long-lasting insecurity within Afghanistan. It was also found that the majority of households were displaced in the summer months, with 30% arriving at their current location in the month of August, 11% arriving in June and 10% travelling in May. This demonstrated the way in which improved weather can act as an indicator of expected displacement, highlighting that higher displacement can be anticipated in the summer period next year.

It was found that 23% of surveyed households had been displaced two or more times, indicating vulnerability as displacement uses limited financial resources, resulting in the loss of productive assets and disturbing integration of both adults and children in the community.³³ More specifically, 4% of households had been displaced three times and 1% displaced four or more times. It was found that returnees were the most likely to be displaced three times (8%), which could be expected given that they are likely to have been displaced twice, once leaving Afghanistan and once returning. Given the overall low rate of secondary or additional displacement, aside from that noted for returnees, this indicates that emphasis should be placed on other likely indicators of further displacement such as fear of eviction, rather than noting previous displacements as an indicator of vulnerability. The number of times displaced did not vary between regions or household head gender.

Pull Factors for Displaced Populations

Most households noted improved security as the main pull factor (60%) drawing them to their current location. However, this varied across regions (see Table 4) as affordability of their available accommodation was a significant pull factor in the Western (46%) and Central (37%) regions. However, female-headed households were more likely to use their network, choosing their location to reunite with family and friends (19%) compared to male-headed households (9%). No difference in the pull factors for choosing current location was noted between population groups.

Table 4: Proportion of households with each pull factor per region

	Improved security	Affordability	Family reunion	Access to services	Employment opportunity	Temporary stay before onward travel
Central	45%	37%	12%	3%	3%	1%
East	66%	19%	6%	4%	2%	1%
North	75%	7%	15%	0%	2%	0%
North-East	62%	10%	16%	3%	2%	6%
South	75%	9%	6%	3%	3%	3%
West	43%	46%	4%	4%	2%	2%

Respondent Driven Identification

Many humanitarian actors in Afghanistan use self-identification as the primary means of categorising displaced groups, often using a tick-box whereby an individual is asked their displacement status and their response is accordingly noted; in some cases determining their level of assistance.³⁴ As such, this assessment intended to determine the extent to which displaced populations accurately self-identify the displacement group to which they belong. Respondents were asked a series of questions, conditional upon their previous response to each, questioning nationality, length of displacement and location in which the household previously resided. Ultimately, the responses to these questions profiled the household in alignment with the accepted definitions of each displacement group. At the end of the set of questions, the individual was asked which displacement status their household belonged to, reflecting the typical process for displacement status identification.

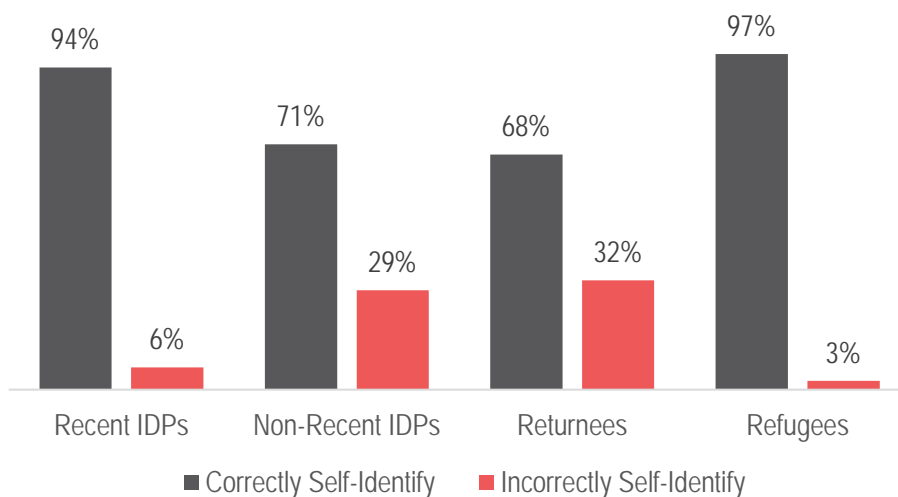
It was found that one in five displaced household heads were unable to correctly identify their displacement status. Between regions, it was found that the lowest proportion of households who self-identified correctly was in the North region (60%). As can be seen in Figure 5 below, returnees were the least likely to self-identify correctly (68% of households), which may reflect confusion amongst displaced populations during cross-border displacement. In contrast, refugees were the most likely to self-identify correctly (97% of households), followed by recent IDPs (94% of households). Finally, it was found that

³³ IOM, "IDP Movement and Tracking Needs and Vulnerability Afghanistan", 2014.

³⁴ Humanitarian Response, "Household Emergency Assessment Tool", 2016.

male and female respondents were equally likely to self-identify their household’s displacement status correctly. The specific reasons for incorrect self-identification need further research, however since recent IDPs are more likely to receive assistance than non-recent IDPs, prolonged and protracted IDPs, they might publicly self-identify as recent to increase chances of receiving assistance. Further research on the reasons and motivations for incorrect responses are required for further clarity.

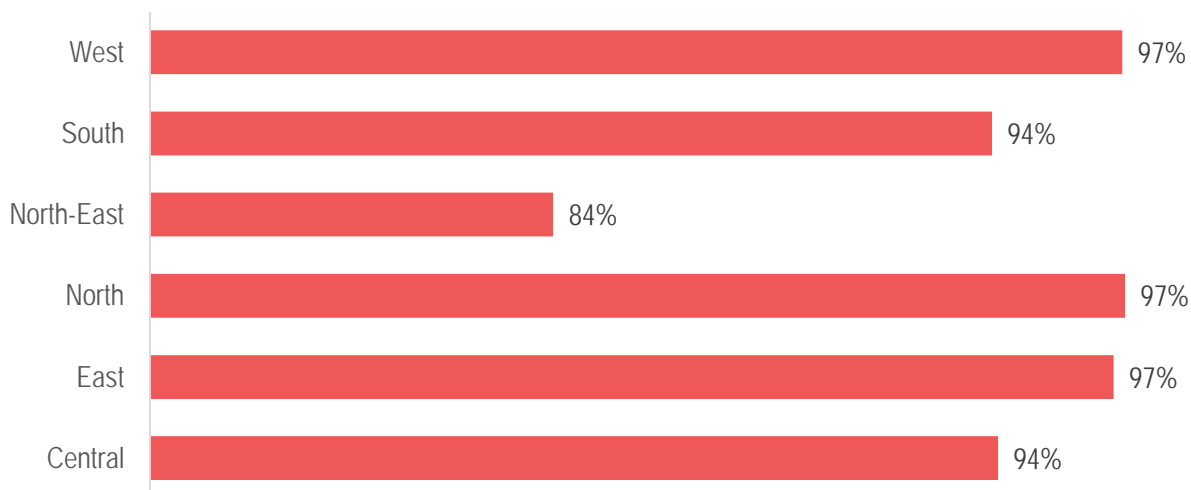
Figure 5: Proportion of households able to self-identify their displacement status, by displacement group



Intentions

The majority of households intended to remain in their current location during the month following data collection (93%). Little variation was noted between regions, though a slightly lower proportion of households planned to remain in their current location in the North-East (84%), as seen in Figure 6. Between population groups, returnees were the most likely to stay in their current location (98%), whilst refugees were least likely to remain (83%). No relationship was noted between household head gender and the intent of a household to stay in their current location.

Figure 6: Proportion of households that intend to remain in their current location in the 30 days following data collection, by region



However, in the longer-term, 47% of households reportedly planned to locally integrate in the year following data collection. In addition, 28% of displaced households planned to return to their place of origin, whilst 22% were undecided on their intentions and 3% intended to resettle elsewhere. It was found that returnee households were the most likely to locally integrate (66%), whilst refugees were most likely to return to their area of origin (41%) as seen in Table 5. However, of those

who planned to return to their area of origin, the majority were found in the Central region (54%). Finally, it was found that male-headed households were more likely to return to their place of origin (28%) compared to female-headed households (18%), while female-headed households were more likely to locally integrate (57%) compared to only 46% of male-headed households.

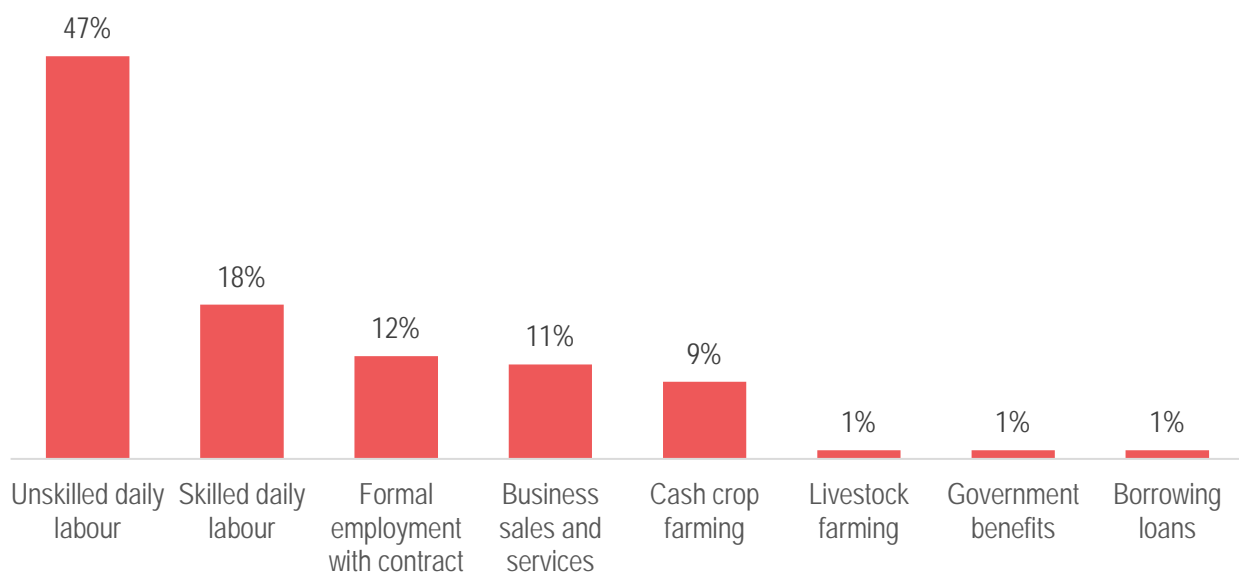
Table 5: Movement intentions of displaced households in the year following data collection, by population group

	Locally integrate	Return to place of origin	Undecided	Resettle elsewhere
Recent IDP	43%	36%	17%	4%
Prolonged IDP	42%	32%	21%	5%
Protracted IDP	56%	17%	26%	1%
Returnee	66%	6%	25%	4%
Refugee	7%	41%	52%	0%

Socio-Economic Status

Most displaced households were found to depend on unsustainable income sources such as unskilled daily labour (47%) followed by skilled daily labour (18%), indicating income and livelihood instability. The remaining households were mostly dependent on formal employment with a written contract (12%), business sales and services (11%) or cash crop farming (9%), as displayed in Figure 6. It is worth noting the low proportion of households dependent on loans (1%). Although this would typically be an indicator of insecurity, it is evident that displaced populations are not reliant on this negative coping strategy. Further research is required to determine whether this is due to a lack of need or a lack of available loans for these populations.

Figure 7: Most common income and livelihood sources



Income sources of displaced households yield an average monthly household income of 9,994 AFN.³⁵ This average monthly income varied between regions, with households in the West earning nearly half (6,374 AFN per month) of those in the East (12,218 AFN per month). Again, female-headed households were found to be more vulnerable, earning a significantly lower average income (8,954 AFN) than male-headed households (10,059 AFN). Average monthly household income was also found to differ between population groups, with refugees earning the lowest (7,282 AFN per month) particularly compared to protracted IDPs (11,249 AFN) and returnees (10,137 AFN).

³⁵ 1 EUR = 80 AFN on 24/10/2017 (CoinMill.com)

Most of displaced household spending was found to be on essential items such as food (4,719 AFN per month on average), rent (1,294 AFN), fuel (764 AFN) and healthcare (667 AFN). These essential expenditures comprise 74% of average monthly household income. This high proportion of spending leaves little for other important expenditures such as clothing or household items. Given this assessment’s focus on education, it was found that overall, the average monthly household education expenditure share was 4%. Expenditure on education costs rose to 9% in the North but fell to 1% in the West, indicating regional differences in the education situation in Afghanistan.

This assessment found that across all items of expenditure, male headed households were significantly more likely to spend more money than female-headed households, except for loan repayments, where no difference was noted between male- and female-headed households. Not only does this highlight the urgency of loan repayments, but it indicates the poorer financial conditions faced by female-headed households as they have less financial means with which to purchase household essentials or any other items.

Shelter Situation

Shelter conditions of displaced populations were included in this assessment at the request of the EiEWG as it is a cross-cutting sector which could indicate household vulnerability and drain financial resources. These factors are relevant as they negatively affect the wellbeing of school-going children and indicate reasons why a child may not attend school, if households have high rent or reconstruction costs. It was therefore found that the majority of displaced households reside in mud brick houses (86%) As mud brick houses can crack in the summer heat and can collapse under the weight of snow can present insecurity throughout the year in Afghanistan.³⁷ In contrast, concrete houses, which provide the most structural stability and durability, were only used by 11% of households. Furthermore, only 2% of houses inhabited by displaced households in the North-East and 1% in the North are made of concrete. The North and North-East are most prone to natural disasters and thus require the greatest structural integrity.³⁸ This low proportion of concrete housing presents a vulnerability, which ought to be considered in Emergency Shelter and Non-Food Items (ESNFI) interventions.

Table 6: Proportion of households in each region using each shelter type

	Concrete	Timber/Wood	Mud brick	Makeshift shelter
Central	14%	1%	81%	3%
East	10%	4%	85%	1%
North	1%	1%	98%	0%
North-East	2%	0%	95%	2%
South	16%	0%	83%	1%
West	10%	3%	84%	3%

An average crowding index of 3.7 was found in shelters, indicating that nearly four household members live in each indoor room of a shelter, on average. The crowding index was found to vary between regions, rising to 5.1 in the East and falling to 2.9 in the South.³⁹ No variation was noted between population groups or between male and female-headed households. However, since the average room size is not known, although it can be assumed that rooms in a mud brick house are small, further research is required to provide insight into the level of shelter overcrowding amongst displaced populations in Afghanistan.

It was found that more than half (52%) of displaced households rent their accommodation, while 18% of households owned their own residence with documentation. While those that own houses are less likely to face repeated displacements, renting can be either a source of security or vulnerability, given the high dependence of households on unskilled daily labour, and with households spending an average of 13% of their monthly income on rent. It is thus likely that many renting households will be unable to consistently pay rent, potentially resulting in eviction and further displacement. In fact, 75% of households renting reported that they feared imminent eviction at the time of data collection.

³⁷ Reliefweb, “Afghanistan: Avalanches and Floods”, January 2017.

³⁸ REACH, “Badakhshan Earthquake Response Evaluation”, December 2016.

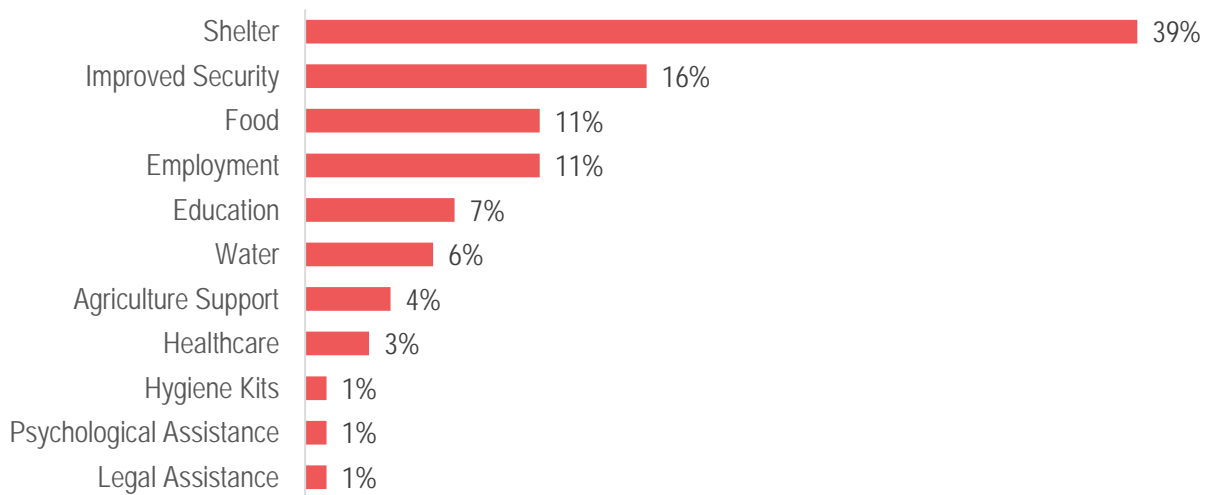
³⁹ Any crowding index less than seven is not considered a cause for humanitarian concern by the ESNFI cluster. OCHA, “Humanitarian Needs Overview”, February 2017.

Overall, 62% of all households indicated that they feared imminent eviction at the time of data collection, with this proportion rising to 80% in the South. Refugees, who may be less likely to have a strong family or friend network within Afghanistan, were the most likely to fear imminent eviction (81%), while protracted IDPs, who have remained in their location for at least two years, were the least likely to fear eviction (53%). This indicates that a stable living location and established network may reduce the likelihood of eviction. Finally, female-headed households were statistically significantly more likely to fear eviction (67%) than male-headed households (62%), presenting a further vulnerability for female-headed households. These high levels of fear of eviction among displaced households constitute an indicator of expected further displacement for some populations and ought to be considered in displacement planning interventions.

Priority Needs & Assistance

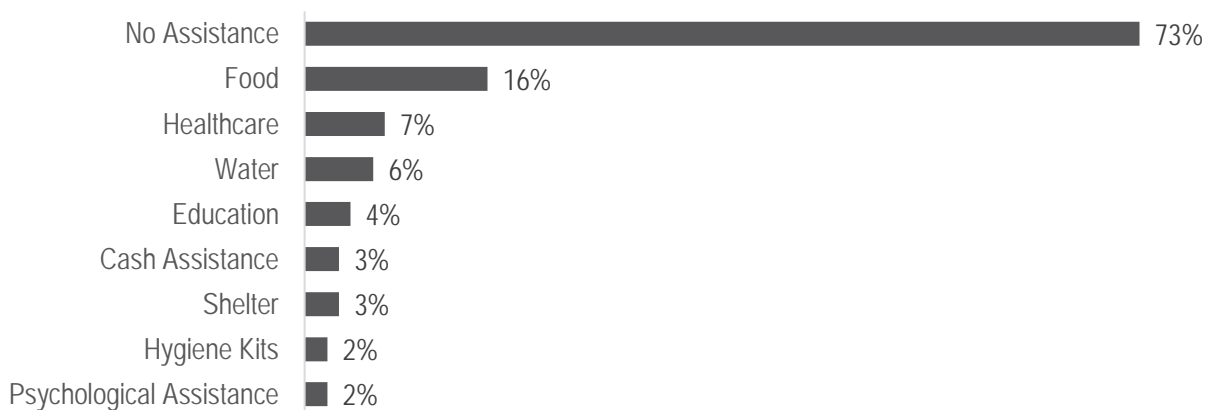
As seen in Figure 8, displaced households considered shelter to be their most essential need (39%). This is unsurprising, given the high proportion of households residing in relatively insecure shelters. This is followed by 16% in need of improved security, potentially reflecting the fact that these households have been displaced once, draining resources whilst they moved away from initial insecurity, but no longer have the financial means to move again despite further security threats.

Figure 8: Priority needs of displaced households



As seen in Figure 9, 73% of households reportedly received no assistance since arriving in their current location. Sixteen percent (16%) of households reportedly received food assistance and 7% received healthcare provision or financial cost support. As shelter was reportedly the top priority need of displaced households but only 3% reported having received shelter assistance, this indicates an area of concern. Similarly, only 4% of households reported having received education assistance.

Figure 9: Types of assistance received by households since arriving in their current location⁴⁰



⁴⁰ Note that respondents may have received more than one type of assistance in their current location

Finally, it was found that the main assistance-related issue reported by displaced households was an inability to know why the household did not receive assistance (30%), indicating a lack of communication with potential beneficiaries during assistance provision programs. Households in the South (23%) and Central (12%) regions were most likely to perceive political interference as a main assistance-based issue. In contrast, households in the East and West were the least likely to report having faced any difficulties in accessing assistance (26% respectively). Limited variation was noted between population groups, although refugees were the most likely to feel that political interference prevented them from receiving assistance (36%). This may be a reflection of lower community integration by refugees, generating feelings of isolation.

Table 7: Proportion of households in each region experiencing each type of barrier to assistance

	Do not know why no assistance was received	No barriers to assistance	Political interference	Received less than other HH of perceived equal need	Lack of tazkira
Central	39%	10%	12%	11%	4%
East	22%	26%	5%	6%	2%
North	40%	6%	0%	1%	5%
North-East	11%	14%	4%	21%	4%
South	37%	10%	23%	10%	8%
West	35%	26%	3%	7%	10%

Education in Afghanistan

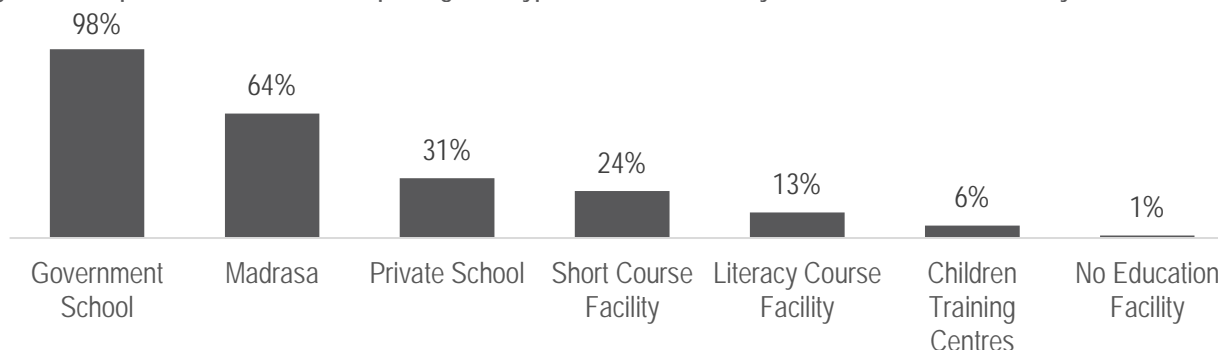
The following section outlines the key education-related findings of this assessment, addressing education provision issues, demand for education through attendance and enrolment, specific child protection concerns in and around education facilities and other concerns including health, WASH and food service availability in schools. Explicitly, this section highlights how the education situation for school-aged boys and girls varies among population groups.

Provision of Education

Type of Education Facilities

The prevalence of education facilities was widely reported, with the vast majority of households (98%) indicating that there was a non-tuition fee government school in their community⁴¹ (Figure 10). Following this, 64% of households noted the existence of a Madrasa⁴² within their community, while 31% identified a private school in this same area. Specific vocational facilities, providing short courses in subjects such as numeracy skills or literacy courses were reportedly accessible by 24% and 13% of households respectively, while 6% reported a children’s training centre, primarily offering childcare support rather than skills-based education. Only 1% of households felt they had no education facility available in their community. FGDs with head-teachers, teachers and other relevant members within the local community of a school highlighted that the majority of schools in the community are primary and secondary schools, with fewer high schools across Afghanistan.

Figure 10: Proportion of households reporting each type of education facility available in their community⁴³



⁴¹ Community here refers to the area within walking distance of the household.

⁴² Madrasa refers to an education facilities specifically reserved for Islamic instruction and theology.

⁴³ Note that respondents may have noted more than one education facility in their community.

There was found to be some variance in school types across regions (see Table 8), with the most significant difference noted in the likelihood of having a private school in the community, with 53% of households in the Central region reporting availability compared to only 12% in the South. Alternatively, overall, only 1% of households noted no education facilities in their community, with this proportion rising to 5% of households in the West.

Table 8: Proportion of households with each education facility type available in their community, by region

	Government School	Madrasa	Private School	Short Course Facility	Literacy Course Facility	Children Training Centre	No Education Facility
Central	100%	61%	53%	37%	17%	14%	%
East	98%	71%	41%	31%	21%	5%	1%
North	96%	78%	33%	42%	27%	9%	4%
North-East	99%	72%	14%	11%	6%	3%	1%
South	96%	47%	12%	12%	4%	3%	1%
West	95%	73%	20%	16%	9%	4%	5%

Psychosocial Support, Wellbeing and Health Services in Education Facilities

Almost all households (93%) said they felt psychosocial support and wellbeing services could be improved in schools, highlighting a clear vulnerability for conflict and violence-affected children that may require services that help them cope better and alleviate suffering.⁴⁴ This need for services is reflected by the 96% of households reporting no formal psychosocial support or wellbeing services⁴⁵ within schools attended by children; a finding which could serve to advocate for the improved support of vulnerable displaced children within an education environment.

However, despite these lacking services, most households reported that both boys (noted by 89% of households) and girls (83% of households) felt supported within their school. Through FGDs it was indicated that this sense of support likely comes from the active role that teachers play in offering emotional support to students through both formal and non-formal education methods. This allows for open discussion in the classroom and facilitates private discussions if needed. Accordingly, further child protection interventions could focus on the technical training and capacity building of existing teachers, to provide more specialised support within their teaching capacity, as well as learning to recognise critical cases of concern, in need of referral.

Healthcare within schools was also found to be lacking, with 93% of households reporting no medical assistance at schools attended by their children. The remaining 7% of households indicated the availability of first aid (4%) if required, followed by some health and nutrition information provision (3%). Some variance was noted between regions, with 12% of households in the South indicating access to first aid at schools attended by household children. Given the heightened insecurity and violence in certain areas of Afghanistan, interventions to increase healthcare provision in schools, such as through first aid training, could contribute to improved security and wellbeing of school-attending girls and boys.

WASH Services and Food Provision in Education Facilities

WASH facilities and services were also found to be lacking, with 4% of households noting no WASH facilities at all within schools attended by children, whilst 22% of households indicated a lack of potable drinking water in schools. In addition, more than half the households (54%) reported children having no access to gender-segregated WASH facilities in schools, highlighting a protection concern, particularly for girls attending school; a finding further supported by FGDs. In addition, 37% of households reported no handwashing facilities in the schools attended by their children, whilst 91% of households noted no provision of hygiene training for children. Finally, some regional trends were identified, with the most households in the West (13%) reporting no WASH facilities in schools attended by children (Table 9).

⁴⁴ PARSA Afghanistan, "Psychosocial Services", 2017.

⁴⁵ Psychosocial support and wellbeing services in Afghanistan include counselling services, psychiatric referrals or support group discussions between affected children.

Table 9: Proportion of households reporting a lack of WASH facilities in schools, by region

	No hygiene trainings	No handwashing facilities	No gendered facilities	No drinking water	No WASH facilities
Central	88%	57%	39%	6%	2%
East	98%	68%	63%	15%	2%
North	71%	56%	14%	5%	1%
North-East	88%	71%	41%	14%	3%
South	93%	40%	77%	22%	1%
West	99%	70%	26%	36%	13%

Data from the household level survey also indicated that private education facilities offered greater access to WASH facilities than Government schools, however this finding cannot be generalised with a quantifiable level of precision given the limitations of the sample size. However, this does indicate that, interventions advocating for improved WASH facilities in schools, particularly encouraging Government action, could significantly improve the WASH situation of boys and girls in Afghanistan.

In addition, it was found that food is underprovided in schools, with 97% of households reporting no free food provision in schools attended by their children. The 3% of households whose children reportedly received food in school indicated that this consisted mostly of bread with water. FGDs highlighted that food is rarely provided, with children bringing a piece of bread or fruit to school for lunch. The World Food Programme's school meals programme, in which children attending school receive a ration of fortified vegetable oil to be taken home, is designed to encourage households to send children to school.⁴⁶ However, it does not contribute to food consumption of children during the day.

Demographics of Teachers in Afghanistan

FGDs highlighted the negative implications the male-dominant teacher gender divide has on girls' education in Afghanistan: the lower proportion of female teachers poses a barrier to girls' education⁴⁷, as FGD participants noted that cultural concerns prevent many households from sending their girls to school if they will not be taught by a female teacher. Consequently, the fewer girls going to school, the less need for female teachers, thus indicating an iterative negative process of reducing both female teachers and girls in school.⁴⁸ This presents a need for more teacher training for women and a need for more female specific schools, which in turn recruit more female teachers, facilitating the attendance of more girls in school.⁴⁹

The education level of teachers was generally perceived to be high, with most reportedly having a high school education, university degree or specific teacher training, according to FGDs. However, it was noted that the seeking of alternative employment by female teachers, more so than male teachers, poses a disruption to education provision in Afghanistan, as in some cases female teachers were reportedly found to partake in temporary employment positions, provided it generates greater income in the short-term. This may reflect the limited number of female teacher positions found in Afghanistan, further contributing to the negative implications this has on the education of girls. Accordingly, incentive-based interventions to encourage female teachers to regularly attend their school of employment could improve education provision consistency in Afghanistan.

It was also reported that teachers were predominantly from host communities, which often made it more difficult for teachers to relate to displaced students, thus potentially indicating that teachers may not recognise or address specific needs or vulnerabilities of displaced students.⁵⁰ As such, this findings supports the need for interventions which increase teachers' awareness of displacement-based vulnerabilities, particularly noting need for psychosocial support. In addition, the very low proportion of displaced teachers noted during FGDs may be an indication that once a teacher is displaced, they find it difficult to seek new employment in their area of residence; as is typically a concern for displaced workers in Afghanistan.⁵¹

⁴⁶ World Food Programme (WFP), "What the World Food Programme is doing in Afghanistan", 2017.

⁴⁷ World Economic Forum, "This is how to get more girls into school in Afghanistan", November 2015.

⁴⁸ Human Rights Watch, "'I Won't Be a Doctor, and One Day You'll Be Sick': Girls' Access to Education in Afghanistan", October 2017.

⁴⁹ UNESCO, "Education for All Global Monitoring Report", 2014.

⁵⁰ UNESCO & UNHCR, "No more excuses: Provide education to all forcibly displaced people", Policy Paper 26, May 2016.

⁵¹ Afghan Analyst Network, "Over half a million Afghans flee conflict in 2016: A look at the IDP statistics", December 2016.

Thus, integration programmes to assist qualified teachers in finding employment after displacement would increase the overall number of available teachers in Afghanistan and potentially provide further support networks to displaced students.⁵²

Education Facility Closures

School closures due to damaged facilities were not widely reported, with FGD participants noting very few school closures due to shock, in their communities. An objective of this assessment had been to identify the level of disruption caused to education by natural disaster or conflict damage to education infrastructure. However, FGDs indicated that if a school was physically damaged, it was likely to remain open, with students typically reported to receive education outside, under tarpaulins. As such, although damage-based closures may not be an immediate concern, the exposure of children to damaged buildings, unexploded ordnances (UXOs) and outdoor threats, such as harmful weather conditions and cultural opposition to education, poses a significant protection concern.⁵³

FGDs highlighted that opposition from NSAGs was the main reason for temporary school closures in Afghanistan, particularly in the South and Central regions. This type of school closure was most noted as an issue for girls' schools and in high schools. In most cases, FGD participants acknowledged that these temporarily closed schools were reopened after a short period, following negotiation with the NSAG in question. Relating to this, improved security was identified as the main intervention which could improve education and avoid disruption in the future.

Availability of Resources in Education Facilities

Despite the physical availability of schools in most areas, FGDs highlighted a major lack of resources within the school, with most participants indicating a strong need for chairs, tables and textbooks, typically due to preventative interventions by NSAGs and poor financial investment in schools across Afghanistan.⁵⁴ Without these resources, the quality and efficiency of teaching is weakened, lowering the standard of education provision.⁵⁵ FGDs noted in the Central region that some schools benefited from humanitarian assistance in receiving chairs and tables, however this was not widespread. As such, schools are in need of interventions to provide resources, to improve the quality of education in Afghanistan.

Distance and Access to Education Facilities

Overall, school-attending children were reported to travel an average of 2 kilometres (km) to reach their school. The average reported distance to school was highest in the West and lowest in the South-East (2.4km and 1.7km respectively). This translated into an average travelling time of 24 minutes one-way, though this varied in accordance with distance, between 32 minutes on average in the West and 19 minutes on average in the South-East. Children in the vast majority of households (99%) walked to school, with no variation across regions and population groups, or between male and female-headed households.

However, despite the relatively short distances to school, triangulated with findings on type of facilities available in the community, it was found that refugee households may face social integration concerns, with 74% of refugee households reporting that they did not have a Madrasa available in their community. In comparison, overall 36% of displaced households did not report a Madrasa in their community, this high refugee proportion may reflect isolation of these non-Afghan households, perhaps with limited access to communication channels when integrating into religious institutions in Afghanistan.⁵⁶ As such, social integration programs may strengthen the accessibility of displaced populations, particularly refugees.

Enrolment in Education

Displacement and Enrolment

School enrolment in Afghanistan was found to be a concern for displaced populations, with 23% of displaced children not enrolled in education at the time of data collection. However, displaced girls were found to be even more vulnerable, with 28% found to not be enrolled compared to 17% of displaced boys, indicating the gender-bias in favour of boys in Afghanistan and supporting the need for girl-focused interventions to support the education situation across the country. Regional trends

⁵² UNESCO & UNHCR, "No more excuses: Provide education to all forcibly displaced people", Policy Paper 26, May 2016.

⁵³ Human Rights Watch, "I Won't Be a Doctor, and One Day You'll Be Sick": Girls' Access to Education in Afghanistan", October 2017.

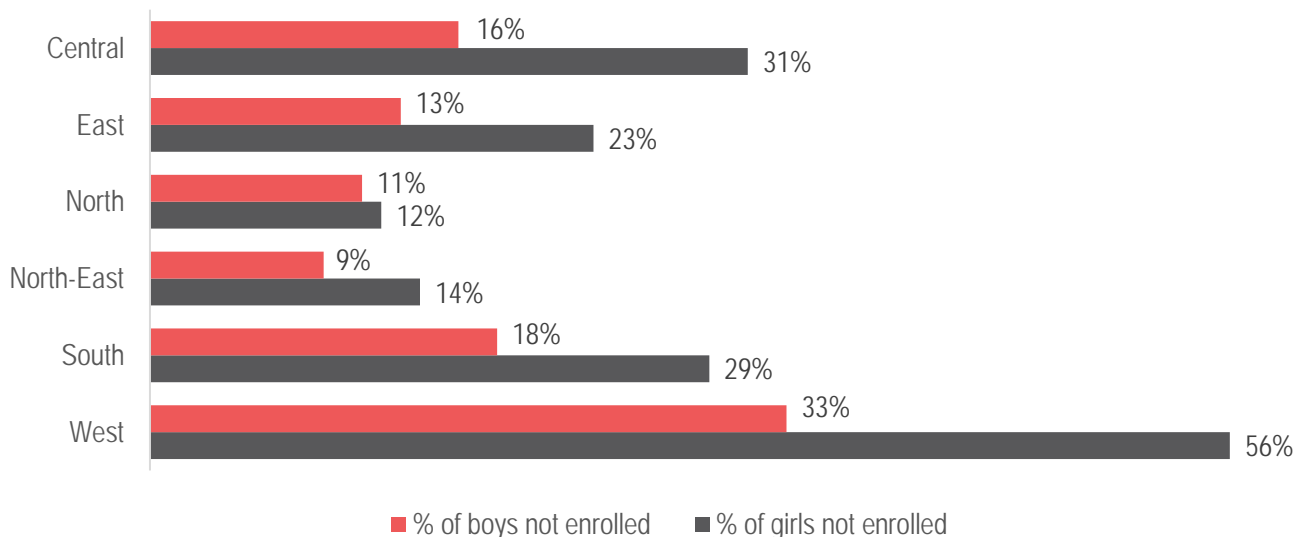
⁵⁴ UN Women, "In Afghanistan, Women and Girls Strive to Get an Education", July 2013.

⁵⁵ World Bank, "Strong teachers are stepping up to educate girls in Afghanistan", November 2016.

⁵⁶ OECD, "The Integration of Migrants and Refugees: Challenges and Opportunities", October 2016.

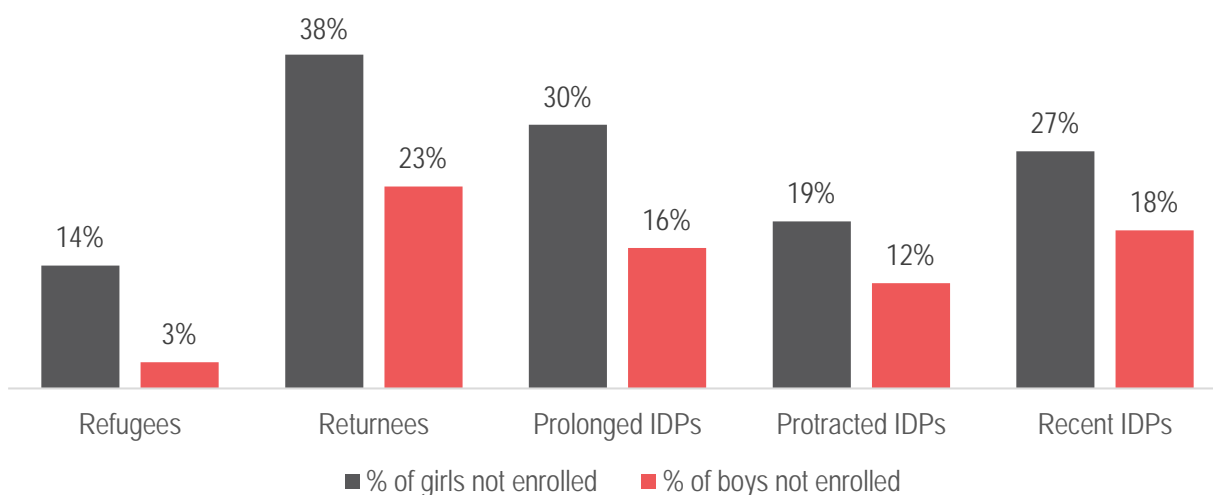
were identified, with as high a proportion as 88% of children enrolled in the North-East compared to only 55% in the West. Regional findings further indicated the vulnerability of girls (see Figure 11), with the proportion of girls not enrolled reaching 56% in the West, compared to 33% of boys. In contrast, the lowest proportion of boys not enrolled was found in the North-East (9%), while the lowest proportion of girls not enrolled was found in the North (12%).

Figure 11: Proportion of boys and girls not enrolled in education, in each region



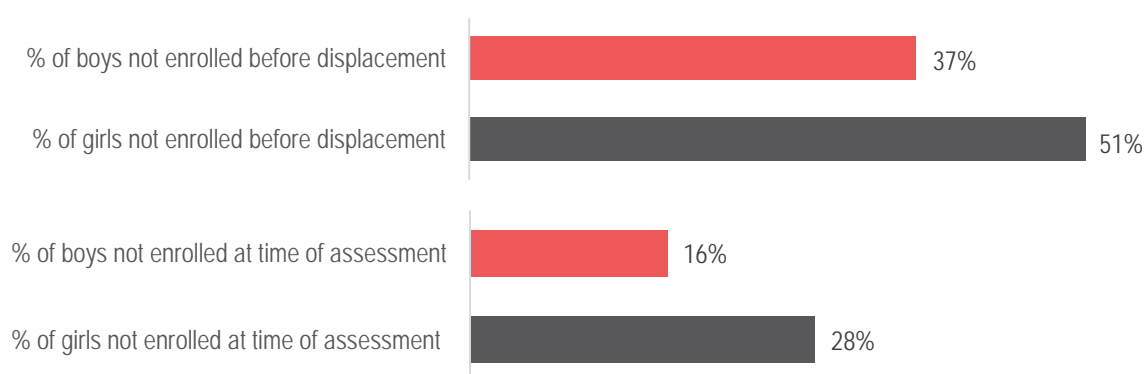
Similarly, it was found that enrolment rates varied between population groups, with returnee children the most likely to be not enrolled in education (32%) whilst refugees were the least likely to not be enrolled (9%). As seen in Figure 12, girls and boys were most likely to not be enrolled in returnee households (30% and 23% not enrolled respectively). It was also found that children in female-headed households faced further vulnerability, with 37% of children in female-headed households not enrolled in school, compared to 22% in male-headed households. These findings outline the need for targeted education-based interventions to improve enrolment, particularly focusing on children in female-headed households, returnee households and those in the West region.

Figure 12: Proportion of boys and girls not enrolled in education, by displacement status



However, this assessment found a decrease in the proportion of children not enrolled in school after displacement, with the proportion halving from 46% of children not enrolled prior to displacement, to 23% at the time of data collection. The increase in the enrolment rate after post-displacement was comparable for boys and girls, with the proportion of girls not enrolled falling by 23 percentage points (from 51% to 28%), and the proportion of boys not enrolled falling by 21 percentage points (from 37% to 16%). This finding continues to highlight the ongoing vulnerability and gender inequality faced by displaced girls at the household level, with boys continuing to be prioritised in terms of education.

Figure 13: Proportion of boys and girls not enrolled in education before displacement, and at the time of assessment



The noted rise in enrolment following displacement contradicts suppositions held by government agencies and the humanitarian community in Afghanistan.⁵⁷ As such, REACH conducted qualitative follow up data collection, including 36 Key Informant Interviews (KIIs) with teachers and head-teachers across Afghanistan, followed by 68 household-level surveys with purposively sampled households in which more children were enrolled after displacement compared to before. These key informants indicated that a rise in enrolment after displacement was something they regularly experienced, noting that the schools struggle to absorb the large number of displaced children joining the schools. They also indicated that displaced children were typically two to three years behind the educational level of host children of their same age, highlighting the lack of school enrolment prior to displacement. In addition, the household-level surveys found that improved security in the new location of residence was the main reason households were more likely to enrol both boys and girls in school after displacement, followed by improved access to schools, perceived fewer cultural barriers to education in the new location and an increase in the number of schools in the new location.

Cross-Cutting Factors and Enrolment

Economic security was found to increase the likelihood of school enrolment, since for both boys⁵⁸ and girls⁵⁹, a strong positive correlation was noted between household income and the number of school-aged children enrolled in school. Thus, the higher income earned by a household, the more boys and girls enrolled in school. A higher income generation may negate the need for children of the household to seek employment, thus allowing them to attend school. In addition, a higher income relieves the financial burden caused by education, facilitating school enrolment. As such, capacity building and employment seeking interventions amongst adults in Afghanistan can have positive implications for enrolment rates of boys and girls.

Lower tazkira ownership in the household also related to a lower likelihood of enrolment, as 80% of households without a tazkira did not enrol boys and 75% did not enrol girls. In contrast, amongst households in which the head owned a tazkira, lower proportions did not enrol girls (62%) and boys (61%) in school. As such, education interventions targeting those without a tazkira could raise enrolment rates, either by ensuring government programmes continue to waive the need for documentation to enrol displaced children in schools⁶⁰, or to support these households in accessing a tazkira.

As seen in Figure 14, among households that do not enrol their girls or boys in education, it was found that the fear of eviction was significantly higher (80% for boys and 76% for girls) compared to households that do not fear eviction. Accordingly, location stability of households may be associated with school enrolment. Since the majority of households intend to locally integrate, as detailed in the demographic section of this report, education-based interventions ought to consider the value of facilitating local integration, contributing to household stability to encourage education enrolment.

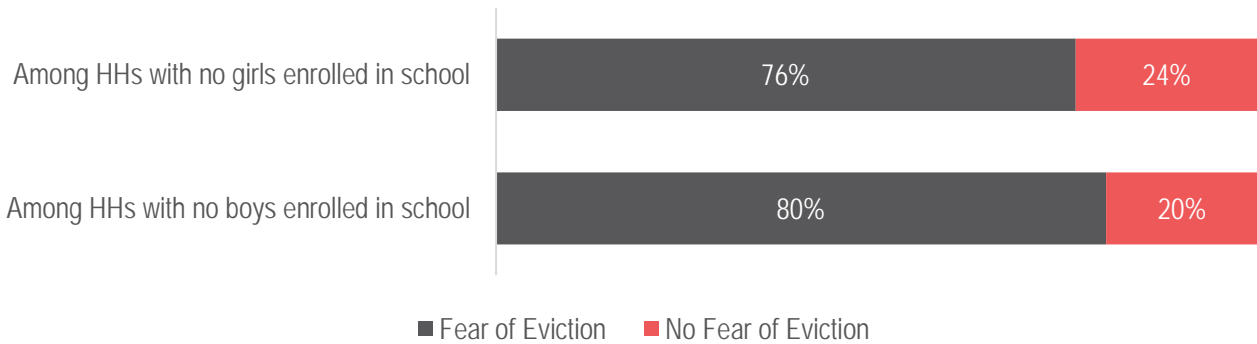
⁵⁷ Ibid.

⁵⁸ Correlation: $r = 0.261$ & $p\text{-value} = 0.000$.

⁵⁹ Correlation: $r = 0.245$ & $p\text{-value} = 0.000$.

⁶⁰ Save the Children, "Research on education for returnees and IDP children in Afghanistan: Challenges and Ways Forward", August 2017.

Figure 14: Proportion of households that fear eviction, among those households with children not enrolled in school



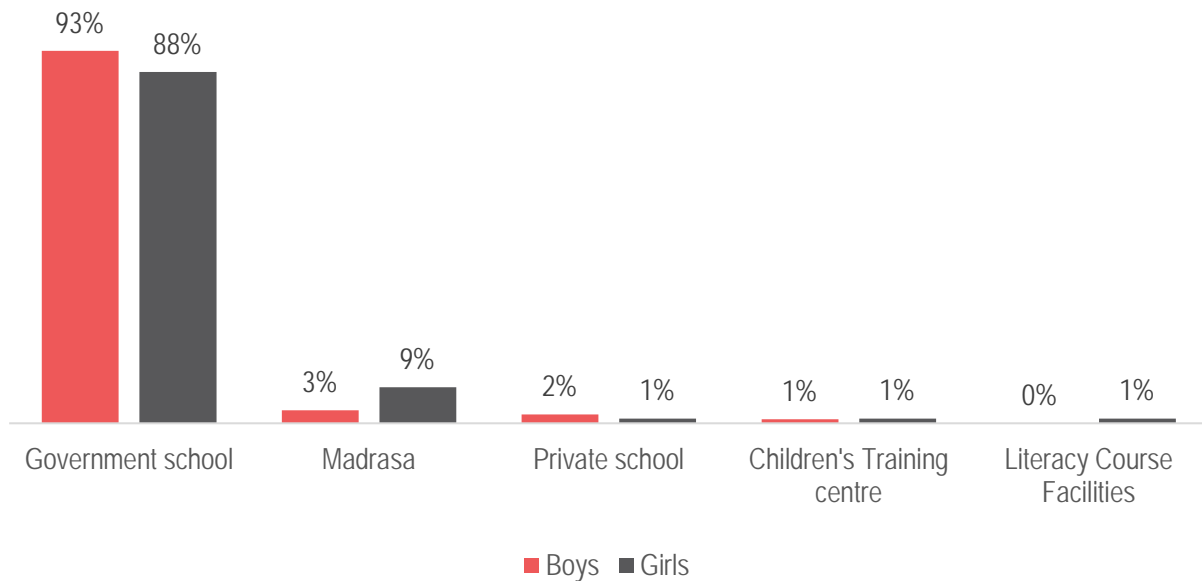
Alternatively, some factors which may have been expected to impact enrolment of boys and girls were not found to have any significant relationship. For instance, it was supposed that UNHCR registration of returnees would be needed to facilitate the enrolment of children in education facilities.⁶¹ However, no significant difference was identified between the enrolment rates of boys or girls in registered and non-registered households, thus a lack of registration does not appear to be a particular barrier to accessing education.

Education Attendance

Type of Education Facilities Attended

Amongst displaced children enrolled in school, the overwhelming majority attend government schools, which are non-fee paying schools, with 93% of households choosing this public school type for boys and 88% selecting it for girls (see Figure 15). Following this, Madrasas were the second most commonly attended school type, providing Islamic study to girls in 9% of displaced households and to boys in 3% of displaced households.

Figure 15: Type of education facility attended by boys and girls enrolled in school



Affordability of education facilities was found to be the main factor prioritised by households when choosing the type of facility to be attended by boys (39% of households). Following this, 23% of households prioritised the future prospects offered to boys by attending the school, indicating that households consider the future earning potential of boys. Some regional trends were identified (see Table 10), with affordability considered the most significant factor in the East (68%). Of households that prioritised available space within schools, households in the North-East were most likely to consider this (21%) indicating that schools may be overcrowded in this area. Displacement status and household head gender did not vary decision making regarding boys education facility type.

⁶¹ UNICEF Afghanistan, "I don't want to stop here", May 2017.

Table 10: Reason for selecting schools for boys, in each region

	Affordability	Future prospects	Location	Quality of education	Available spaces in school
Central	30%	15%	25%	25%	5%
East	68%	15%	9%	5%	3%
North	27%	43%	14%	5%	11%
North-East	11%	41%	18%	9%	21%
South	52%	13%	15%	19%	0%
West	26%	38%	25%	11%	0%

Households were also most likely to choose a school type for girls based on its affordability (36%), however a convenient location was the second main factor (24%). Travel to school may pose a protection concern, thus a close location may be a priority to prevent girls from travelling long distances.⁶² Similar regional trends were noted for girls as for boys, with school availability being of highest concern in the North-East (22% of households), again supporting the need for more schools in this region. As for boys, displacement status and household head gender were found to not vary decision making when households chose an education facility type for girls.

Table 11: Reason for selecting schools for girls, in each region

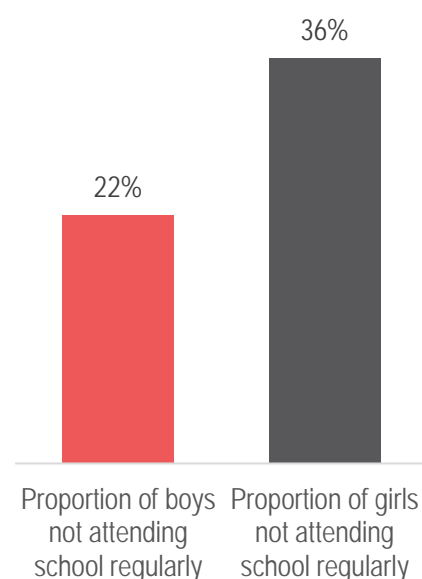
	Affordability	Future prospects	Location	Quality of education	Available spaces in school
Central	29%	14%	37%	16%	4%
East	59%	16%	16%	5%	3%
North	26%	41%	14%	5%	14%
North-East	6%	37%	29%	5%	22%
South	50%	14%	18%	18%	1%
West	27%	36%	26%	11%	0%

Regularity of Attendance

In addition to enrolment concerns, irregular attendance of children is a key vulnerability of displaced populations, with 36% of girls and 22% of boys failing to attend school regularly, i.e. at least two days a week on average.⁶³ Not only does this reflect the poor education situation faced by displaced children, but it further emphasises a gender-bias to the detriment of girls, at the household level. Regional trends were again identified, with the highest proportion of boys and girls irregularly attending school found in the West (34%) and in the South (48%) respectively. Amongst population groups, recent IDPs were found to be the most susceptible to irregular school attendance, with 43% of girls and 24% of boys failing to attend at least two days a week on average.

Unlike other findings of this assessment, male-headed households were found to exhibit greater vulnerability, with a higher proportion of girls (41%) and boys (22%) irregularly attending school, compared to female-headed households (28% and 16% respectively for girls and boys) (see Figure 16). As this finding is in contrast to the enrolment rates in male- and female-headed households noted above, this implies that once a female household head has the means to enrol a child in school, she is more likely to ensure that the child attends regularly.

Figure 16: Proportion of boys and girls irregularly attending school



⁶² UNICEF, "Protecting Afghanistan's Most Vulnerable Children", 2016.

⁶³ Two days a week was set as the threshold for regular school attendance through discussions with the EiEWG, as it provides some level of stability and school integration.

Barriers to Education

Overall, the main barriers to education varied between girls and boys, with most displaced households reporting insecurity and violence as the main barrier for girls (24%), posing a significant protection concern, whilst most households noted long distances to school as the main barrier for boys (24%). This proportion of households identifying long distances to school as the main barrier for boys rose to 39% in the East (see Table 12). In contrast, those in the South were most in fear of insecurity and violence in and around schools (34%) indicating clear protection concerns as a barrier to education. Language of education and harassment and bullying were reported to be a barrier by a higher proportion of households in the North (26% and 24% respectively). These barriers are likely to be linked, as FGDs noted the possibility of bullying due to a child's cultural diversity.

Table 12: Main barriers to education for boys, by region

	Language of study	Distance	Crowded classes	Help at home	Insecurity & violence	No gendered facilities	Lack of WASH facilities	Harassment & bullying	Cost of education	Poor quality of teaching
Central	4%	18%	11%	18%	18%	1%	2%	4%	6%	12%
East	5%	39%	19%	14%	19%	4%	12%	9%	10%	15%
North	26%	10%	26%	15%	25%	2%	23%	24%	38%	29%
North-East	5%	15%	10%	24%	31%	2%	11%	6%	17%	21%
South	9%	25%	13%	30%	34%	1%	4%	8%	4%	10%
West	1%	15%	4%	24%	8%	6%	7%	7%	15%	8%

As mentioned above, barriers to girls' education encompass broader protection concerns than for boys. Again, regional trends were noted, with long distances to school identified as a main barrier for girls by 37% of households in the East, presenting a protection concern as girls travel long distance to reach education facilities. Alternatively, in the South, 32% of households reported girls leaving school to help in the household a main barrier, while 31% of households noted harassment and bullying as the primary barrier in the West. This variation between regions indicates the complex set of barriers to girls' education, which must be addressed in an equally multifaceted way.

Table 13: Main barriers to education for girls, by region

	Language of study	Distance	Crowded classes	Help at home	Insecurity & violence	No gendered facilities	Lack of WASH facilities	Harassment & bullying	Cost of education	Poor quality of teaching
Central	2%	14%	8%	18%	26%	7%	2%	11%	41%	8%
East	5%	38%	15%	18%	20%	8%	11%	11%	9%	12%
North	23%	7%	22%	4%	26%	23%	21%	19%	32%	26%
North-East	2%	15%	10%	15%	28%	4%	10%	11%	16%	18%
South	5%	26%	10%	32%	19%	8%	5%	10%	3%	7%
West	1%	24%	3%	12%	29%	10%	7%	31%	18%	9%

Child Protection

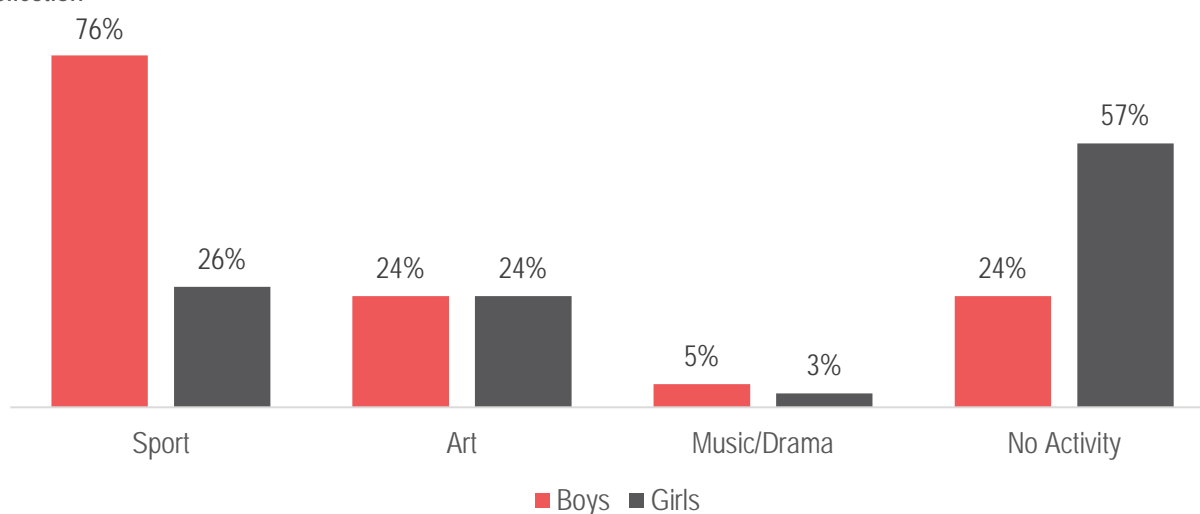
Recreational Activities

Among displaced populations in Afghanistan, participation in recreational activities in the 30 days prior to data collection further indicated a significant gender-bias at the household level, with girls in 57% of households taking part in no activity compared to boys in 24% of households (see Figure 17). Given the therapeutic and psychological benefits of recreational activities, including safe sports and games, this lack of activity by girls indicates a vulnerability, with boys more likely to be supported in resilience building.⁶⁴ In addition, girls are far less likely to engage in sports (26% of households) than boys (76% of households). Given the lower likelihood of girls to attend school or to take part in recreational activities, it is evident

⁶⁴ UNICEF, "Child Protection from Violence, Exploitation and Abuse", 2017.

that girls are more at risk of both the initial and long-term consequences of conflict and natural disaster, thus presenting a key vulnerable group to be targeted in child protection interventions.

Figure 17: Proportion of households in which boys and girls engaged in recreational activities in the 30 days prior to data collection



Child Concerns In and On the Way to School

Within school, the main concerns for boys and girls varied, again emphasising the specific protection concerns exhibited by displaced girls in Afghanistan. Overall, most households (14%) noted cultural concerns, such as clashes between ethnic groups and opposition to the education of girls, as the primary concern for girls in school. This proportion rose to 21% of households identifying cultural concerns as the main concern for girls in the South region. Given the high presence of NSAGs in the South, and the associated prevention of education of girls by NSAGs, it is assumed that cultural concerns refers heavily to the attempt to stop girls attending school, thus presenting a particular vulnerability for girls in the South.

In contrast, 13% of households reported overcrowded classrooms as the main concern for boys, followed by 8% of households noting fear of violence as the main concern for boys in school. There was no significant variance between regions or between male and female-headed households. However, fear of violence was a significantly higher concern for boys in returnee households (10%) than for boys in other displaced households, indicating that cultural clashes within schools may be associated with displacement patterns.

Compared to concerns within school, the concerns of boys and girls on the way to school demonstrate more significant protection insecurities, contributing to understanding of poor enrolment and attendance rates of displaced children. For instance, 28% of households identified fear of violence as the main concern for boys when travelling to school, while 28% of households noted cultural concerns as the main fear for girls on the way to school. Regional trends were identified for both boys (see Table 14) and girls (see Table 15). For instance, households in the South (34%) and East (32%) mostly noted street crime as the main concern on the way to school, for boys; with the South and East regions subjected to significant ongoing NSAG presence and insecurity.⁶⁵ In contrast however, refugee households reported that most boys fear harassment and bullying (16%) when travelling to school, possibly reflecting tensions between Afghan and non-Afghan populations.

Table 14: Proportion of households reporting each main concern for boys on the way to school, per region

	Fear of Violence	Harassment and Bullying	Cultural Concerns	Lack of Safe Transport	Street Crime
Central	58%	18%	12%	4%	8%
East	18%	19%	10%	21%	32%
North	45%	20%	12%	22%	1%
North-East	19%	25%	40%	15%	2%

⁶⁵ OCHA, "Afghanistan Weekly Field Report", October 2017.

South	21%	24%	6%	15%	34%
West	26%	38%	8%	27%	1%

Alternatively, for girls, the proportion of households identifying cultural concerns as the main concern on the way to school rose to 43% in the North-East and 42% in the South, whilst harassment and bullying were the main concerns in the North (57% of households). Again, these findings highlight the complex nature of displaced children's concerns, requiring an equally multifaceted approach to improve the security of boys and girls when travelling to school.

Table 15: Proportion of households reporting each main concern for girls on the way to school, per region

	Fear of Violence	Harassment and Bullying	Cultural Concerns	Lack of Safe Transport	Street Crime
Central	41%	17%	25%	3%	13%
East	10%	32%	13%	17%	28%
North	14%	57%	6%	22%	1%
North-East	21%	29%	43%	7%	0%
South	14%	26%	42%	13%	5%
West	27%	40%	8%	24%	1%

Child Concerns in the Community

The protection concerns faced by displaced children were found to extend beyond the confines of education, with boys generally having a fear of violence in the community, reported by 16% of households, while girls most commonly have significant cultural concerns, noted by 25% of households. Secondly, a further 14% of households identified cultural concerns as the main issue for boys, while 12% of households noted fear of violence as the second main concern for girls overall. As such, the main fears and concerns of both boys and girls in displaced communities reflect ongoing insecurities in Afghanistan, with children perpetually affected by the consequences of conflict, likely leading to posttraumatic stress and other emotional concerns.⁶⁶

The concerns reported for boys varied between regions (see Table 16), with 70% of households in the North and 58% of households in the Central region reporting cultural concerns and a fear for safety as the main concerns for boys respectively. Street crime was found to be a concern for boys in the East region, reported by 44% of households. For girls, no regional variation was identified, with the main concerns remaining consistent. For both boys and girls, no significant differences were identified between population groups.

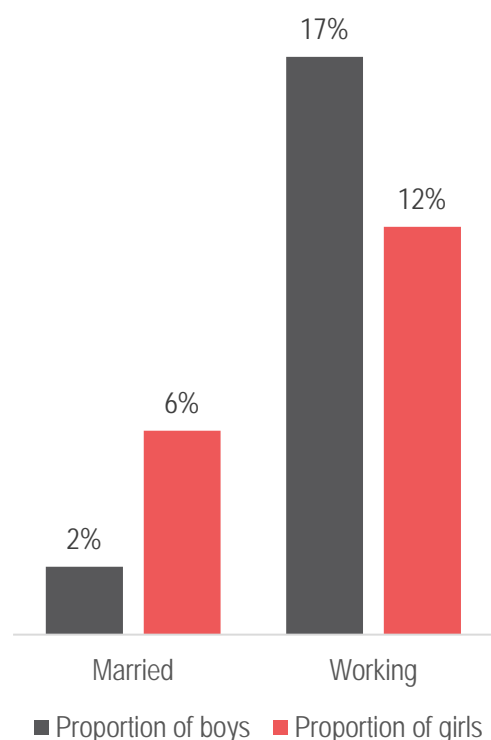
Table 16: Proportion of households reporting each main concern for boys in the community, per region

	Cultural Concerns	Fear for Safety	Harassment and Bullying	Street Crime	Other Concerns
Central	16%	58%	16%	10%	1%
East	19%	29%	8%	44%	0%
North	70%	7%	19%	2%	2%
North-East	45%	30%	20%	3%	1%
South	19%	26%	25%	30%	0%
West	26%	29%	27%	2%	16%

⁶⁶ Freh, "Psychological effects of war and violence on children", November 2015.

Child Marriage and Labour

Figure 18: Proportion of displaced boys and girls in early marriage or earning an income



Various actors have indicated that early marriage⁶⁷ and child labour⁶⁸ rates are relatively high in Afghanistan.⁶⁹ In comparison, among displaced populations, this assessment identified comparably lower rates of early marriage and child labour. Regardless, these rates indicate significant protection concerns, with displaced households resorting to early marriage and child labour as coping strategies to cope with the lack of adequate livelihood opportunities.⁷⁰ Discussions with enumerators in the field indicated that child marriage and labour are not particularly sensitive topics in most regions, with displaced households typically willing to indicate whether a child is married or working.

The most prevalent of these protection issues is child employment, outside of the home, with 15% of school-aged children in displaced households earning an income at the time of data collection. In addition, overall, 4% of children were found to be married at the time of assessment. Since both labour and early marriage are known to prevent school attendance and present their own protection concerns⁷¹, interventions directly targeting the reduction in displaced populations using these coping strategies could improve the wellbeing and educational situation for these children in Afghanistan.

Furthermore, as seen in Figure 18, specific protection concerns varied between boys and girls, with boys more susceptible to child labour (17%) compared to 12% of girls, while girls were found to be slightly more likely to be married (6%) than boys (2%), though no significant difference was identified.

Some regional trends were identified, with the proportion of working boys and girls found to be the highest in the South region (32% and 33% respectively). However, the proportion of working boys in the West was found to be almost twice as high as that of girls (29% and 15% respectively). Similarly, the proportion of married girls was found to be significantly higher than that of boys in the South (13% and 3% respectively).

Variation across population groups was also noted, with 28% of school-aged refugee children reportedly working, followed by 11% of recent IDP children. However, the proportion of working boys in prolonged IDP households (17% compared to 7% of girls), recent IDP households (16% compared to 8% of girls) and returnee households (12% compared to 5% of girls) was high. In contrast, the rate of early marriage varied little between population groups, though it was found that girls were slightly more likely to be married in prolonged IDP households (7%) compared to boys (2%). Thus, given the negative implications of both child labour and marriage for education attainment in Afghanistan and the physical and emotional wellbeing concerns caused to children, interventions to reduce the rate of early marriage and child labour are critical.

⁶⁷ Refers to boys or girls in the household, aged less than 16 years, who are married.

⁶⁸ Refers to boys or girls that are earning an income outside of the home, and so does not include household chores, despite the potential protection concerns generated by work in the home.

⁶⁹ Save the Children, "Thousands of Children Face Early Marriage and Child Labour as Education Crisis Takes Hold among Afghan Children Repatriated from Afghanistan", December 2016 and Child marriage recorded at 15% and child labour at 10% in Afghanistan: UNICEF, "Afghanistan – Statistics: Child Protection", 2013.

⁷⁰ ACBAR, "The Impact of Cash Transfer Programs on Protection Outcomes in Afghanistan", December 2015.

⁷¹ ILO, "Child labour, school attendance and academic performance: a review", 2013 and McClearey-Sills, "Child Marriage: A Critical Barrier to Girls' Schooling and Gender Equality in Education", 2015.

CONCLUSION

Issues Related to Available Education Services and Facilities

Displaced children are at risk of emotional or psychological harm, due to the witnessing of traumatic events, loss of family and friends or because of multiple displacement. Given the lack of formal psychosocial support and wellbeing services available in schools, and the significant role of teachers, the provision of psychosocial training to teachers, to enable them to recognise the most critical cases for referral, could present an efficient and effective means of improving psychosocial support and wellbeing for displaced children in school.

Furthermore, the pervasively low proportions of female teachers negatively affected the availability of appropriate schools for girls, as cultural concerns prevented some households from allowing girls to be taught by male teachers. As such, fewer female teachers result in fewer girls attending school, which in turn decreases the demand for female teachers, ultimately negatively affecting girls' education and female teacher employment on a broad scale. To encourage girls' education, female teacher training programmes and awareness campaigns on the positive impact of girls' education is required to ensure the availability and quality of education for boys and girls is more balanced.

The high frequency of violence and insecurity noted in and around schools presents another barrier to school attendance, particularly for girls and refugee children. Girls in particular were found to face greater opposition to their education leading to heightened fear of education-related violence and cultural concerns. This indicates a need for sensitisation among communities in which education-related gendered violence occurs, regarding the benefits of education for girls. Similarly, community integration interventions targeting refugee households could improve social cohesion between refugee and host populations, reducing cultural tensions and thus lowering violence-related barriers to education.

In terms of available facilities, this assessment found that protection concerns, rather than school closure, were the main consequences of structural damage to an education facility. After an education facility is damaged, the provision of education is generally carried on outside or under tarpaulin sheets, which exposes children to a relatively unprotected environment, including violence and health concerns. Therefore, interventions that provide materials, labour and/or financial means to ensure timely repairs of facilities would likely also reduce the protection vulnerability of displaced children in schools.

Education facilities attended by displaced children were generally found to lack necessary resources for effective and efficient teaching, such as desks, chairs and textbooks. The cost of resources, such as notebooks and uniforms also placed strain on economically insecure displaced households, further reducing the likelihood of children in these households having an effective learning environment. As such, interventions that provide resources such as desks and chairs, but also notebooks and uniforms directly to the school for use by the students, rather than requiring parents to equip children with some of these items, would reduce the financial burden of school attendance at the household level and improve attendance rates. Similarly, targeted cash transfer programming could also be explored as a modality to relieve the financial burden of necessary school resources on the household, further improving the quality of education.

WASH or health facilities, as well as food provision in schools, were also found to be lacking, exacerbating the risk to children's physical and emotional health. As such, it is recommended that advocacy campaigns focused on the inclusion of these facilities, particularly in government schools, could support the largest proportion of school-attending displaced children.

Enrolment and Attendance Rates

Overall it was found that the education situation among children in displaced households was poor, with low enrolment and attendance rates. Thirty-three per cent (33%) of displaced children were found to not be enrolled in school, while 36% of enrolled girls and 22% of enrolled boys failed to regularly attend. Given the high rate of displacement in Afghanistan and its protracted nature, the long-term negative consequences of poor schooling of displaced populations can be manifold, compounding the children's vulnerability to the lack of adequate livelihood opportunities and income inequality.⁷² As such, interventions to encourage and facilitate the continuous education of displaced children is necessary in Afghanistan.

⁷² Ferris & Winthrop, "Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict", 2010.

However, this assessment found that the enrolment rates of children actually increased, rather than decreased following displacement. Additional qualitative research was used to better contextualise this finding, as it contradicts the suppositions of humanitarian and development actors in Afghanistan. The key informant interviews with teachers, displaced community leaders in settlements, and household heads in which more children were enrolled in education after displacement, found that an increased post-displacement education enrolment rate was in line with their understanding of the situation for the following reasons:

- Firstly, many households moved from remote and insecure areas to more urbanised locations within an improved security context, making it safer for children to travel to school, whilst the physical number of schools increased and access to these schools became easier.
- Secondly, households perceived the quality of education to be greater in their new location and so were more inclined to send children to school.
- In addition, the cultural barriers that originally prevented both boys and particularly girls from being enrolled in school were perceived to have less of an impact in their new location.
- Finally, since documentation requirements for school enrolment have been waived for displaced populations, some households were able to enrol children after displacement, unlike before.

As such, this assessment highlights the complexities surrounding displacement and education, indicating the need for interventions to consider both displaced populations and the populations which remain in conflict-affected areas as they are perhaps more likely to face barriers to education.

Child Labour and Early Marriage

Finally, displaced children were found to be susceptible to particular livelihood coping strategies with 10% of school-aged children in child labour and 2% in early marriages. Moreover, boys were found to be significantly more likely to earn an income outside of the home while girls were more likely to be engaged in early marriage. In addition to posing protection risks to children, both early marriage and child labour force boys and girls to leave education, reducing their long-term prospects and future earning potential. As such, direct interventions to improve the livelihood opportunities of adults in displaced households, as well as awareness-raising programmes to highlight the risks of child labour and early marriage, could contribute to a reduction in these harmful strategies and an improvement of education outcomes for displaced children in Afghanistan.

Recommendations for Further Research

Particular findings of this assessment have highlighted areas recommended for further research, to strengthen understanding of displaced populations and help inform future education and child protection interventions:

- It was found that the proportion of female-headed households was higher in the East and West regions. It is supposed that this higher proportion was due to male household heads travelling to neighbouring countries to seek employment, leaving behind a female in charge of the household. An assessment specifically looking at separated families would shed further light on this hypothesis.
- This assessment found that only 1% of households are predominantly dependent on loans. Further research is required to determine whether low loan dependence is due to a lack of available lending channels for displaced populations in Afghanistan, or whether households make use of alternative coping strategies and thus have no need for loans.
- FGDs highlighted the lack of school closures, despite physical conflict-damage to infrastructure. However, regardless of the school remaining open, it is not known whether damage to a school may reduce the likelihood of a child to attend. Thus further research on the implications of infrastructure damage on school attendance would help develop understanding of education attendance in Afghanistan.
- Finally, since it was found that female household heads are more likely to send children to school once they have been enrolled, than male heads of households, further exploration of the barriers faced by female-headed households in enrolling their children would benefit the education situation of displaced children in Afghanistan.

ANNEXES

Annex 1: JENA Household-Level Survey

Research questions	Sector	IN #	Data collection method	Indicator / Variable	Question
1. What is the demographic profile, socio-economic status and particular vulnerabilities of displaced populations affected by the educational situation in Afghanistan?	Demographic characteristics	A_1_1	HH Level Survey	Household head by sex, age and disability level	HH head is male or female?
		A_1_2			HH head age?
					HH head has disability?
		A_1_3		Families by household	HH is how many families?
				How many household members are:	
				Female New born (<1yr)	
				Male New born (<1yr)	
				Female children (1-4yr)	
				Male children (1-4yr)	
				School-aged girls (5-15yr)	
				School-aged boys (5-15yr)	
				Female adolescents (16-17yr)	
				adolescents (16-17yr)	
				Female adults (18-49yr)	
				Male adults (18-49yr)	
				Female older adults (50-64yr)	
Male older adults (50-64yr)					
Male elders (65+)					
Male elders (65+)					
A_1_4	Household members by type of vulnerability	How many HH members are:			
		HH adults with disability			
		HH children with disability			
		Female HH members breastfeeding			

		A_1_5			Pregnant HH members				
					Chronically ill members				
				Access to Tazkera	How many in HH have a Tazkera				
					Head of HH				
					All HH members ages 18+				
					Some HH members aged 18+				
		No one							
	Displacement	A_2_1	A_2_1		Current displacement status (Respondent Driven ID (RDID))	RDID question set (see other RDID_Question_Route sheet)			
					Place of origin in Afghanistan	What Province does this household come from originally?			
						What District does this household come from originally?			
						What Manteka does this household come from originally?			
					A_2_3	A_2_3		Previous location of residence	What was your previous location of residence (country for returnees or province and village for IDPs)
								A_2_4	A_2_4
					Natural disaster				
					Armed conflict / military operation				
					Clashes among AGEs				
	Intimidation and harassment by AGEs								
	Intimidation and harassment by government								
	Inter-tribal or factional fighting								
Cross-border rocket shelling									
Kidnapping /abduction									
Land dispute/land occupation									

					Other (Specify)
		A_2_5	Length of displacement	When was the first household member displaced from the previous location?	
		A_2_6	Highest number of times household members displaced from place of origin	What is the highest number of times a HH member has been displaced?	
				Once	
				Twice	
				Three times	
				Four or more times	
		Don't know			
		A_2_8	Arrival at current location	When did the FIRST household member arrive at this location?	
				Year, Month	
				When did the LAST household member arrive at this location?	
				Year, Month	
		A_2_9	Primary reason for choosing to come to current location	Main reason for choosing to come to live at this current location?	
	Family / friends are here				
Better employment opportunities					
Only staying temporary until moving to next destination					
Better security					
Better access to services					
Only destination we could afford					
Other (Specify)					
Economic Characteristics	A_3_1	Total household income	What is the average monthly income (in AFN) of the hh?		

		A_3_2	Primary source covering household expenses in most recent 30 days	What source covered MOST of HH expenses in the most recent 30 days?
				Income from cash crop farming
				Income from livestock farming
				Income from rent
				Income from business / sale of goods / services
				Unskilled daily labour / no contract
				Skilled daily labour / no contract
				Formal employment / with contract
				Government benefits
				Humanitarian assistance
				Gifts / remittances
			Borrowing / loans	
			Savings	
			Other (Specify)	
A_3_3		What % of HH expenses in the most recent 30 days, was covered by this source?		
A_3_4	Secondary source covering household expenses in most recent 30 days	What source covered SECOND MOST of HH expenses in the most recent 30 days?		
A_3_5		What % of HH expenses in the most recent 30 days, was covered by this source?		
A_3_6	Third source covering household expenses in most recent 30 days	What source covered THIRD MOST of HH expenses in the most recent 30 days?		
A_3_7		What % of HH expenses in the most recent 30 days, was covered by this source?		
A_3_8		How much did the HH spend in the most recent 30 days on:		

					Food
					Load repayments
					Livestock
					Agricultural inputs (e.g. Fodder, seeds, tools)
					Health care
					School books and textbooks
					School uniforms
					School materials (e.g. pens, pencils, school bags)
					Other education spending
					Shelter materials/labour
					Rent
					Fuel
					Clothing, HH items
					Transport
					Communication
					Tobacco
					Adult clothing
					Adult shoes
					Children's clothing and shoes
					Other (specify)
2h. What types of interventions could help resume education services in a safe and sustainable way?	Education	B_1_1		Main type of education available	What type of education facility is available in your community?
					Which type of education facility do children in your hh attend?
					Why did you choose this type of facility?
2b. How do student enrolment rates		B_1_2		Enrolment rates	Before displacement, how many boys in the hh were enrolled in school?

compare to enrolment prior to displacement/returning to AFG?					Before displacement, how many girls in the hh were enrolled in school?	
					Currently, how many boys in the hh are enrolled in school?	
					Currently, how many girls in the hh are enrolled in school?	
3. What child protection risks do students face in school, on the way to school and in their own community?				Migration and education	Did your displacement affect your decision to send boys in the household to school?	
					Did your displacement affect your decision to send girls in the household to school?	
				C_1_1	Proportion of school age boys that go to school	How many school-age boys in the household attend school on a regular basis (going at least twice a week)?
				C_1_2	Proportion of school age girls that go to school	How many school-age girls in the household attend school on a regular basis (going at least twice a week)?
				C_1_3	School types in community	What type of school do boys in the household attend?
						Government
						Private
						What type of school do girls in the household attend?
					Government	
					Private	
C_1_4	Average days of attendance - by gender	How many days a week do boys in the hh usually attend school?				
		How many days a week do girls in the hh usually attend school?				

	C_1_5		Main barrier to education - by gender	What are the main barriers to boys in the hh attending school?
<ul style="list-style-type: none"> Language of Curriculum Long distance to school Overcrowded classes Quality of teaching Leaving to work/help at home Security/Violence Concerns Fear of violence at school Lack of gendered facilities Lack of proper WASH facilities Harassment/Bullying Other 				
What are the main barriers to girls in the hh attending school?				
<ul style="list-style-type: none"> Language of Curriculum Long distance to school Overcrowded classes Quality of teaching Leaving to work/help at home Security/Violence Concerns Fear of violence at school Lack of gendered facilities Lack of proper WASH facilities Harassment/Bullying Other 				
	C_1_6		Distance to school	How many Km do children in the hh travel to get to their school?

		C_1_7		Length of time travelling to school	How many minutes do children in the hh spend travelling to school each day, by the most commonly used mode of transport?
		C_1_8		Mode of transport to school	What is the most commonly used mode of transport on the way to school by children in the hh?
					What is the most commonly used mode of transport on the way home from school by children in the hh?
		C_1_9		Risks faced in school - by gender	What are the main concerns for hh boys when they are in school?
					What are the main concerns for hh girls when they are in school?
		C_1_10	Risks faced on the way to school - by gender	What are the main concerns for hh boys when they are travelling to or from school?	
				What are the main concerns for hh girls when they are travelling to or from school?	
		C_1_11	Risks faced in the community - by gender	What are the main concerns for hh boys in their community?	

				What are the main concerns for hh girls in their community?
Child protection	C_2_1		Child marriage & labour - by gender	How many female HH members are less than 18 and married?
				How many female HH members are less than 18 and earning an income?
				How many male HH members are less than 18 and married?
				How many male HH members are less than 18 and earning an income?
	C_2_2		Child protection concerns - by gender	What are the main concerns for girls in the HH?
				What are the main concerns for boys in the HH?
				Killing and maiming
				Forced recruitment
				Kidnapping/abduction
				Psychological trauma
	C_2_3		Food in schools	Do school-attending children receive any daily meals in school?
				Do school-attending children receive any other food or drinks in school?
If yes, specify food or drink type				

		C_2_4		Psychosocial support and wellbeing in schools	<p>What psychosocial support and wellbeing services are offered in schools attended by household children?</p> <p>Access to social workers</p> <p>Access to counsellor or psychiatrist</p> <p>Access to a support group</p> <p>Other (Specify)</p> <p>Do hh boys make use of any of these psychosocial support and wellbeing services?</p> <p>If yes, which services?</p> <p>Do boys in the hh feel supported at school?</p> <p>Do boys in the hh take part in any of the following recreational activities?:</p> <p>Sports</p> <p>Art</p> <p>Drama and Music</p> <p>Other (Specify)</p> <p>Do hh girls make use of any of these psychosocial support and wellbeing services?</p> <p>If yes, which services?</p> <p>Do girls in the hh feel supported at school?</p> <p>Do girls in the hh take part in any of the following recreational activities?:</p> <p>Sports</p> <p>Art</p> <p>Drama and Music</p> <p>Other (Specify)</p>
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	WASH	C_3_1		Do you think psychosocial support and wellbeing services could be improved in schools?
		WASH in schools		What WASH facilities are available in schools attended by HH children? (Select all that apply):
	Gendered toilets/latrines			
	Hand-washing facilities			
Health	C_4_1	Health in schools	Do children receive any medical assistance in school?	
			If yes, what type:	
			First aid	
1. What is the demographic profile, socio-economic status and particular vulnerabilities of displaced populations affected by the educational situation in Afghanistan?	Shelter and Land/ESNFI	A_4_1	Primary shelter type of household living space	What is the main shelter type of the indoor living space used by the HH?
				Concrete
		Mud brick		
		Timber / iron sheets		
	A_4_2	Current accommodation arrangement of household living space	Other (Specify)	Handmade tent
				Tarpaulin tent
				Other (Specify)
				What is the accommodation arrangement of the indoor living space used by the HH?
Owned with documentation;				
Owned without documentation;				

					Rented;
					Hosted by friends/family for free;
					Staying in accommodation for free with owner's consent;
					Staying in accommodation for free without owner's consent
					Don't know
		A_4_3		Crowding index	How many rooms are there in the indoor living space used by the HH?
		A_4_4		Household land tenure status in current location	What is the land tenure status of the living space used by the HH?
					Land title deed issued by Court of Law
					Customary tenure document
					Letter of permission from Government Authorities
					Safayee Notebook
					Rental agreement (written or verbal)
					Verbal permission
					None (occupied without permission)
					Don't know
					Other (specify)
		A_4_5		Do you have written, legal documentation to use land?	Do you have written, legal documentation to use the land you currently reside on?
		A_4_6		Do you live in or near an informal settlement?	Is your hh located in an informal settlement?
					Do you live in a community of displaced people?
					If no, do you live close to a community of displaced people?
		A_4_7		Fear of eviction	Do you fear your HH may be evicted from this living space?

	Priority Needs	A_5_1		Priority needs of the household	What are the priority needs of the HH?
					No needs
					Employment
					Training
					Agricultural / livestock support
					Food
					Health care
					Water / sanitation
					Shelter
					Legal advice
					Security
					Education
					Land mine risk education
					Psychological support
	Assistance	A_6_1		Type of assistance received	What assistance has the HH received in the current location?
					No assistance received
					Shelter
					Food
					Health care
					Drinking water
					Hygiene training / kits
					Cash assistance
					Education for children under 18
					Psychological support
					Other (Specify)
					When was the most recent assistance received in the current location?

		A_6_2		Barrier to assistance	Have HH members faced any of the following difficulties when trying to access assistance?
		ALL HH in need received TOO LITTLE assistance			
		SOME HH in need received LESS assistance than others			
		SOME HH in need received NO assistance because they don't have Tazkera			
		SOME HH in need received NO assistance due to other reason (Specify)			
		HHs NOT IN NEED received assistance			
		Political interference			
		Type of assistance was not the one needed			
		Other (specify)			
		A_7_1			Imminent/Short-term plans
A_7_2	Long-term preference for where hh intends to settle	What is the HH preference for a permanent place to live?			
		Return to place of origin			
		Stay at current location (locally integrate)			
		Resettle somewhere else			
		Migrate abroad			
		Undecided			
	Other (specify)				