



32,156 (16,505 girls and 15,651 boys) school age children (6 – 17) enrolled in formal education.

16,468 (67%) of children in camps and 15,688 (55% of children) out of camp.

-Non Formal Education benefitted 6,267 children (3,315 girls and 2,953 boys)

- Early Childhood Care and Development reached 4,790 children (2,155 girls and 2,635 boys)

## NOVEMBER HIGHLIGHTS:

**Erbil Governorate:** Non-formal activities Daratu School were deemed advantageous for children that had missed out on months of educational opportunities. Throughout the month of November education partners enrolled 2 new Syrian female teachers, in addition to enrolling 4 community mobilizers to bring children back to learning; including 1 female and 3 male community mobilizers. A distribution of "From education to psychosocial support in emergency" handbooks was given to 25 teachers, facilitators and non-teaching staff. Furthermore, education partners carried out two Parent Teacher Association meetings, bolstered by two awareness campaigns on child marriage with Syrian adults reaching 17 males and 13 females, and child marriage regarding children's rights for 276 children reaching 128 girls and 148 boys. 61 boys from Kasnazan and Shawez Child Friendly Spaces participated in a football tournament during the month.

Partners printed 2,100 books for the Kurdish and Arabic curriculum for grades 1 to 6. ECCD non- formal education for 26 learners (ages 3-5) reached 14 girls and 12 boys. Primary non- formal education for 209 learners (grades 6-12) reached 100 girls and 109 boys. Also, psychosocial support for 235 learners (grades 6-12) reached 114 girls and 121 boys; throughout Qushtapa, Kawergosk, and Darashakran refugee camps.

The Education Refugee Strategy in the KRI was compiled as partners held a series of consultation meetings in November with the KRI Ministry of Education, Director of Education Planning, and other education actors working with refugees, to finalize the draft for the strategy. This is the first strategy for refugee education in KRI. The Refugee Education Strategy, endorsed by the KRI MOE, is to help organize the work of all education actors concerned with refugee education. The consultations were conducted in Erbil as decisions made in Erbil will be followed sent to other governorates to adapt.

**Sulymaniyah Governorate:** Refugee teachers in one refugee school in Arbat camp are now receiving teachers' incentive; and water supply to the new camp school in Arbat has also been ensured.

Parent Teacher Associations (PTA): Education partners facilitated General Assembly Meetings in 18 schools in the three governorates (5 in Erbil, 3 in Sulymaniyah, and 10 in Duhok) and also facilitated the establishment of 18 Parent Teacher Associations (PTAs), which includes 64 PTA members in Erbil, 117 in Duhok, and 31 in Sulymaniyah governorate.

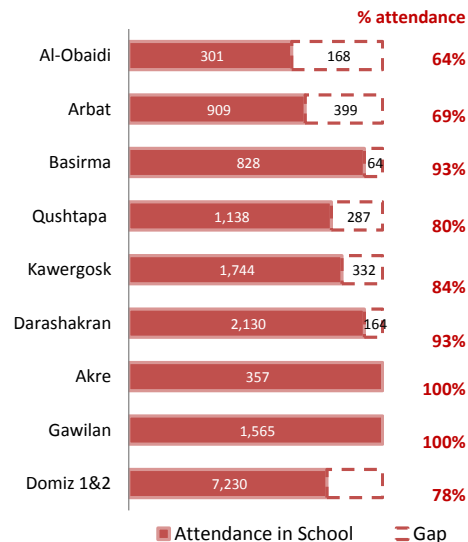
**Duhok Governorate:** Life skills courses were completed for 2,146 children grades 6 – 14, through the 6 schools in Domiz 1 camp. Learners and teachers affirmed that this course and other education interventions in Domiz 1 camp have helped to reduce inter-pupil violence within schools, whilst the Duhok DoE worked in collaboration with education partners to ensure that school principals and teachers understood that there was a zero tolerance policy for corporal punishment in schools.

Education Cluster: (karly.kupferberg@savethechildren.org) and Arulrajah Srisikandarajah (asriskandarajah@unicef.org); KRI-G Ministry of Education Dashty Omar Kadir dashtyomarr@moe-krg.org

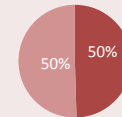


Darashakran camp, Erbil O. Zhdanov

### Children (6-14 years) attending primary schools in camps

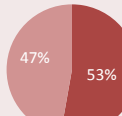


### Percentage of girls and boys enrolled in School



Girls Boys

Camp schools



Girls Boys

Host community Schools

## NEEDS ANALYSIS:

Non-camp enrolment remains significantly lower at 47% as opposed to 67% for children in camps.

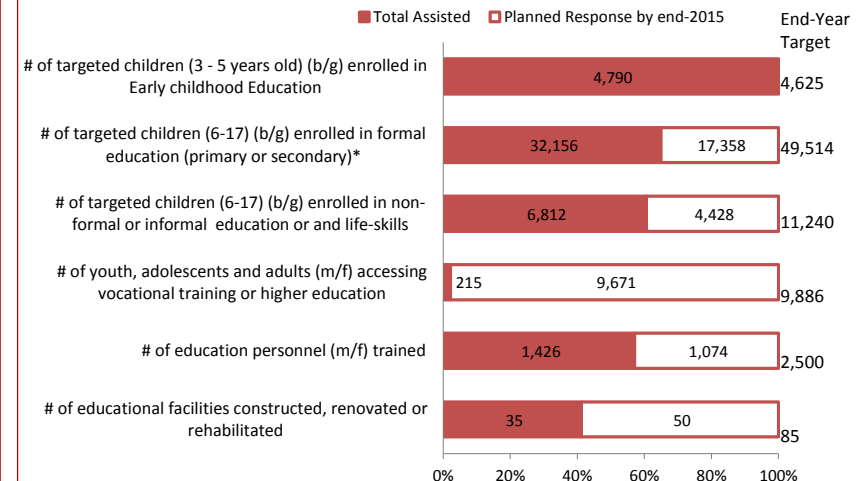
There is a significant lack of teachers within refugee schools. Due to increasing migration out of Iraq an estimated 76 teachers out of 240 teachers from the 6 schools in Domiz 1 camp have left a gap in providing quality education in the past 2 months. It has also been observed that newly recruited teachers are generally very young, with limited teaching experience and lack necessary training. An overall lack of curriculum books for refugee students, along with a lack of teacher training for new teachers and facilitators on psycho-social support is negatively impacting the quality of education for refugee students.

The distance of schools from camp and non-camp locations necessitates a need for transport subsidy for parents to ensure that their children attend school, which is a deterrent towards equitable access to education in the middle of scholastic year.

There is a significant lack of education opportunities for children in secondary schools. Enrolment figures place only 8 percent of children 15 – 17 accessing secondary education in both camp and non-camp settings.

Electricity and water cuts in schools in Domiz 1 are negatively affecting the sanitation and hygiene in latrines, and dropping temperatures make it hard for students to concentrate without heating.

## IRAQ RESPONSE INDICATORS: NOVEMBER 2015



Planned response based on full funding of 3RP for an expected direct beneficiary population of 250,000 Syrian refugees and 1.5 million members of impacted local communities by end-2015. There are currently 245,134 Syrian refugees registered by UNHCR (39% in camps and 61% out of camps).