

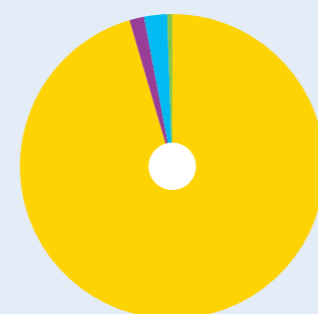
# Response Plan



Strategic Goals	Activities by Expected Results
<b>SG1: Children and youth affected by crisis access inclusive and quality learning opportunities</b>	<b>ER1 Increased support to access, and remain in, relevant educational opportunities</b> <ul style="list-style-type: none"> <li>1.1.1 Engage school communities and provide training for Parent Teacher Associations (Target: 60 school communities)</li> <li>1.1.2 Provide information on formal, non-formal and vocational education</li> <li>1.1.3 Cover running costs and teacher stipends (Target: 20 refugee schools)</li> </ul>
	<b>ER2 Improved access to recognized and certified diverse learning pathways</b> <ul style="list-style-type: none"> <li>1.2.1 Provide accelerated learning and catch up classes in basic academic and life skills (Target: 15,000 young adult learners)</li> <li>1.2.2 Provide stipends and grants to reduce barriers to educational participation in formal, non-formal and vocational education (Target: 5,000 students)</li> </ul>
	<b>ER3 Increased availability of safe and conducive learning environments</b> <ul style="list-style-type: none"> <li>1.3.1 Provide school renovation, equipment or expansion (Target: schools, as needed)</li> <li>1.3.2 Provide teaching and learning materials and national curriculum (Target: 60 schools)</li> </ul>
<b>SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work</b>	<b>ER1 Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship</b> <ul style="list-style-type: none"> <li>2.1.1 Provide life and conflict prevention skills training in secondary education for refugees and internally displaced youth and host community youth (Target: 60 schools)</li> <li>2.1.2 Assist youth to identify suitable formal, non-formal, and vocational education opportunities, including online and distance education</li> </ul>
	<b>ER2 Enhanced national capacities to plan, monitor and evaluate evidence-based resilient education systems</b> <ul style="list-style-type: none"> <li>4.1.1 Carry-out research to identify best practices in education for refugees, internally displaced people and returnees</li> <li>4.1.2 Conduct needs assessment and capacity building for Ministry of Education staff at governorate level (Target: 50 management staff)</li> </ul>
<b>SG3: Education actors provide quality education for better learning outcomes</b>	<b>ER1 Enhanced educator capacity to respond to learner needs</b> <ul style="list-style-type: none"> <li>3.1.1 Provide training and mentoring for internally displaced and returnee populations (Target: 1,800 teachers)</li> <li>3.1.2 Provide training on psychosocial support for teachers, school administrators, Parent Teacher Associations, parents (Target: 60 school communities)</li> <li>3.1.3 Develop standard education in emergencies training materials for all NGOs working with IDP, returnee or refugee teachers and PTAs in cooperation with the Ministry of Education of the Federal Government and the Kurdistan Region of Iraq</li> </ul>
	<b>ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies</b> <ul style="list-style-type: none"> <li>4.2.1 Host forums to extend application of best practices and tools among government, national and international stakeholders</li> </ul>
<b>SG4: Education systems are responsive and resilient to crisis</b>	<b>ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems</b> <ul style="list-style-type: none"> <li>4.1.1 Carry-out research to identify best practices in education for refugees, internally displaced people and returnees</li> <li>4.1.2 Conduct needs assessment and capacity building for Ministry of Education staff at governorate level (Target: 50 management staff)</li> </ul>
	<b>ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies</b> <ul style="list-style-type: none"> <li>4.2.1 Host forums to extend application of best practices and tools among government, national and international stakeholders</li> </ul>

### Resource Requirements (2018-2019)

UNESCO resource requirements for the implementation of its response plan in Iraq



SG1	\$27,000,000.00
SG2	\$440,000.00
SG3	\$690,000.00
SG4	\$150,000.00
<b>Total</b>	<b>\$28,280,000.00</b>

## Country Plan

# Iraq

UNESCO's country plan for Iraq, is a costed, two year plan (2018-2019), which aims to respond to the education needs of the country. It is in line with the UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) and its strategic goals and expected results.

## Context & Data

Conflict has had a disastrous impact on Iraq. Of a population of 36 million, 15 million are living in conflict-affected areas, and 11 million people are in need of humanitarian assistance. The battle for Mosul, which ended in July 2017, displaced nearly one million people and ongoing conflicts in other governorates are similarly disruptive. In addition to providing education for large numbers of internally displaced children, Iraq also hosts 57,601 school-age, refugee children from Syria, primarily in the Kurdistan Region of Iraq (KRI)<sup>1</sup>, further straining education systems struggling to meet demands.

Conflict and falling oil prices have impaired the government's ability to provide services and support recovery in areas recovered from ISIL/Daesh. The scale of the conflict is a challenge for humanitarian organizations as needs are greater than services provided<sup>2</sup> and continue to grow.

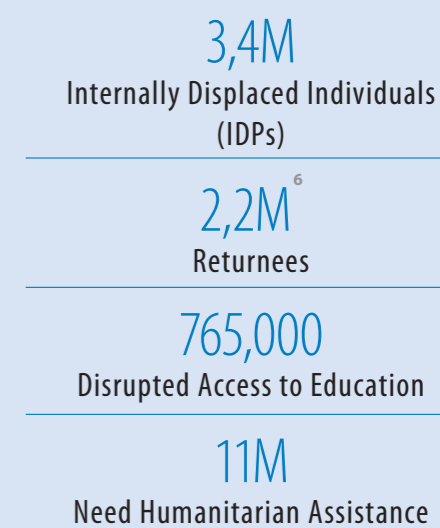


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School-age children represent half of the internally displaced population<sup>3</sup> and 3.7 million school-age IDP children attend school irregularly or not at all, and more than 765,000 children have missed at least one year of education<sup>4</sup>. Statistics for refugee children are similarly alarming, with only 57% enrolled in formal education opportunities<sup>5</sup>.

Many schools have been damaged by the conflict and large-scale displacement means that schools in secure areas are hosting three shifts of students every day. For internally displaced students there is a critical shortage of trained Arabic speaking teachers in the Kurdistan Region of Iraq, where the primary languages of instruction are Sorani and Kurmanji Kurdish. Refugee children face particular challenges; the Government of Iraq does not fund services for refugees and education received in Iraq may not be recognized when they return to Syria.

Many students cannot attend school because families cannot afford it or because they must work to support their families. Preliminary research indicates that young men without opportunities for participation in education are more likely to join armed groups, raising concerns about future conflicts.



Source: OCHA, June 2017. Key Figures Iraq. <http://www.unocha.org/iraq>

<sup>1</sup> [https://www.humanitarianresponse.info/system/files/documents/files/iraq\\_3rp\\_2017\\_education\\_dashboard\\_jul\\_0.pdf](https://www.humanitarianresponse.info/system/files/documents/files/iraq_3rp_2017_education_dashboard_jul_0.pdf)  
<sup>2</sup> [https://www.humanitarianresponse.info/system/files/documents/files/iraq\\_3rp\\_2017\\_education\\_dashboard\\_march\\_20170502.pdf](https://www.humanitarianresponse.info/system/files/documents/files/iraq_3rp_2017_education_dashboard_march_20170502.pdf)  
<sup>3</sup> [https://www.humanitarianresponse.info/system/files/documents/files/iraq\\_2017\\_hno.pdf](https://www.humanitarianresponse.info/system/files/documents/files/iraq_2017_hno.pdf)  
<sup>4</sup> [https://www.humanitarianresponse.info/system/files/documents/files/cluster\\_factsheet\\_june\\_2015\\_20150702.pdf](https://www.humanitarianresponse.info/system/files/documents/files/cluster_factsheet_june_2015_20150702.pdf)  
<sup>5</sup> [https://www.humanitarianresponse.info/system/files/documents/files/iraq\\_3rp\\_2017\\_education\\_dashboard\\_jul\\_0.pdf](https://www.humanitarianresponse.info/system/files/documents/files/iraq_3rp_2017_education_dashboard_jul_0.pdf)  
<sup>6</sup> Figure from IOM <http://iraqdtm.iom.int/ReturneeML.aspx> (reporting date August 30, 2017)



## UNESCO Key Achievements

2015-2017



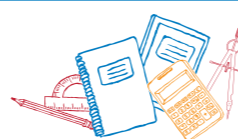
9,233 internally displaced secondary school students benefited from services including enrollment support, school construction and learning materials



2,267 Syrian refugees enrolled in schools constructed, renovated or expanded by UNESCO



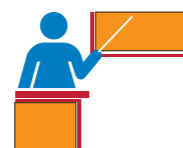
950 internally displaced children received transportation to school



1,777 Syrian refugee students received student kits



384 teachers received stipends



173 teachers received teaching kits



76 teachers & school administrators received Inter-agency Network for Education in Emergencies (INEE) minimum standards training

## Challenges and Opportunities



The fluid nature of the situation, with ever increasing and ever-changing needs poses a particular challenge for addressing the needs of internally displaced learners, returnees and refugees. As the conflict shifts and changes, the location and type of intervention must also change.

The economic crisis resulting from the conflict and falling oil prices has had a significant effect on educational provision and participation. The government is struggling to pay teachers and provide learning materials and maintain school infrastructure and it is difficult to provide quality education in a conducive environment for internally displaced and returnee students. The crisis has also impacted families, who are struggling to pay the costs associated with school attendance and concerned about losing income generated by children's employment, which is a particular problem for the parents of young adults.

The Ministries of Education of the Federal Government and the Kurdistan Region of Iraq may be struggling to meet the needs of

the school age population, but they are clearly committed to the responsibility of providing education in emergencies. They are willing to adopt new standards and approaches, although they may need assistance with the development and application of new ideas. While the Ministries of Education provide educational services for internally displaced and returnee students, they are not able to fund the educational needs of Syrian refugees of school-age and educational costs for the refugee population must be covered by international organizations.

Families value education for both boys and girls and want children to attend school. Widespread literacy and positive perceptions of education and social support for educational participation mean that efforts to address economic and material barriers to enrollment and attendance are likely to enjoy community support and a high rate of success.



### Key Partnership and Coordination Initiatives

UNESCO has a longstanding relationship with the Ministries of Education of the Federal Government and of the Kurdistan Region of Iraq as the result of cooperation in efforts to develop capacity for improved educational quality, including curriculum assessment and an educational management information system. UNESCO is an active participant in the National Education Cluster and in consortiums that promote the use of Inter-agency Network for Education in Emergencies (INEE) training on conflict sensitive education and teaching in conflict contexts and these associations provide the opportunity to coordinate and learn from other UN agencies and international and national non-governmental organizations.

UNESCO has additionally built positive relationships with national and international non-governmental implementing partners through projects focused on improving educational access and quality for primary and secondary school returnee, refugee and internally displaced students. UNESCO has partnered with UNICEF as Co-Anchor Organizations for Inter-agency Education in Emergencies' conflict sensitive training for Iraq.

UNESCO's Reforming Technical and Vocational Education and Training (TVET) in Iraq project has also built effective working relationships with the Ministries of Higher Education and Labor in addition to creating strong links with private enterprise and providers of vocational and technical education in Iraq.