

Iraq
Education Cluster

Iraq Minimum Standards for Education in Emergencies



Contextualized from the
INEE Minimum Standards for
Education: Preparedness,
Response, and Recovery

Iraq Education Cluster

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

For more information on INEE, visit www.ineesite.org.

For more information on the INEE Minimum Standards, visit www.ineesite.org/minimum-standards.

For resources on education and emergencies, visit the INEE Toolkit at www.ineesite.org/toolkit.

This document has been developed by the local authorities of Iraq, NGO and UN representatives in a process facilitated by the Iraq Education Cluster with support from the INEE Secretariat.

Published by:
INEE and the Iraq Education Cluster
c/o Save the Children
Erbil, Kurdistan Region, Iraq
INEE and the Iraq Education Cluster © 2018

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Design: 2D Studio
All photographs © Iraq Education Cluster

Printed by: Danprint print house
Graphic design by: Raghda Muhi

Acknowledgements

This document was developed by and for: the Ministry of Education of Federated Iraq (MoE Central), Ministry of Education of the Kurdistan Regional Government (MoE KRI), school directors, teachers, international nongovernmental organizations, local nongovernmental organizations and UN agencies .

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Contents

Introduction 5

Community Participation 9
Standard 1: Participation
Standard 2: Resources

Coordination 14
Standard 3: Coordination

Analysis 17
Standard 4: Assessment
Standard 5: Response
Standard 6: Monitoring
Standard 7: Evaluation

Access and Learning Environment 26
Standard 8: Equal Access
Standard 9: Protection and Well-being
Standard 10: Facilities and Services

Teaching and Learning 35
Standard 11: Curricula
Standard 12: Training, Professional Development and Support
Standard 13: Instruction and Learning Process
Standard 14: Assessment of Learning Outcomes

Teachers and Other Education Personnel 45
Standard 15: Recruitment and Selection
Standard 16: Conditions of Work
Standard 17: Support and Supervision

Education Policy 50
Standard 18: Law and Policy Formulation
Standard 19: Planning and Implementation

Acronyms

AI	ActivityInfo
AOG	Armed Opposition Groups
DOE	Department of Education
FPS	Federal Public Security
IDP	Internally Displaced Persons



IED	Improvised Explosive Device
INEE	Inter-agency Network for Education in Emergencies
IOM	International Organization for Migration
ISIS	Islamic State in Iraq and Syria
KRI	Kurdistan Region of Iraq
MoE	Ministry of Education
MoE Federal	Ministry of Education of Federated Iraq
MoE KRI	Ministry of Education of Kurdistan Regional of Iraq
MoU	Memorandum of Understanding
NGO	Nongovernmental Organization
NRC	Norwegian Refugee Council
OCHA	Office of the Coordination of Humanitarian Affairs
PTA	Parent Teacher Association
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation, & Hygiene
UXO	Unexploded ordnance

INTRODUCTION

INEE Minimum Standards

The INEE Minimum Standards for Education: Preparedness, Response, Recovery is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery and development. The aim of the INEE Minimum Standards is to:

- Enhance the quality of educational preparedness, response, and recovery;
- Increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender, or abilities;
- Ensure accountability and strong coordination in the provision of education in emergencies through to recovery;

The Iraq Context

Currently, Iraq is affected by three crises :

- Since 2012, families fleeing the Syrian Civil War have sought refuge in Iraq;
- Since 2014, families fleeing the insurgency of the Islamic State in Iraq and Syria (ISIS) in Iraq have sought refuge in other regions of the country;
- Since 2014, a generalized economic decline across Iraq due to the recent conflicts and a decline in oil prices, as well as a specific fiscal crisis in 2014 in the Kurdistan Region of Iraq (KRI) due to lack of fiscal transfer from the central government in Baghdad;
- Since 2017, displaced families have began moving back to areas of return and lack basic social services including education;

2018 projections indicate that almost three and a half million children (displaced, host, refugee, age 4-17) are likely to have been affected by the crises. Some school communities have adapted to attend to 2x or 3x the normal number of students, through multiple shifts, longer days, and reduction of hours of instruction for each group. In spite of efforts to accommodate all children in the existing formal education system, many of the crisis-affected remain out of school. Many of the refugee and displaced children are not enjoying their right to education. Barriers to education include: lack of school infrastructure, massive damage to school infrastructure, high contamination with UXOs in schools and areas surrounding schools, lack of teachers, language barriers, economic considerations, insecurity and administrative complications. While the long-term goal remains to integrate these students into the formal system, there exists a real and immediate need to provide emergency education and learning opportunities to the many children out of school.

Working to fill this immediate education need for hundreds of thousands of school age children is a community of United Nations (UN) agencies, international nongovernmental organizations (INGO), local nongovernmental organizations, the Ministry of Education of the Kurdistan Regional of Iraq (MoE KRI) and the Ministry of Education of Federated Iraq (MoE Federal). Each actor has a unique mandate, way of working, geographic area presence, and package of education strategies.

To meet the education needs of so many children, Iraq's education stakeholders need to increase coordination of their efforts around an agreed framework or set of standards. Such an agreed education in emergency set of standards may help the stakeholders to identify gaps and areas where greater coordination is needed, as well as agree to a shared understanding of key ways of working on issues such as non-formal education, temporary learning spaces, and teacher training and certification in emergencies. Such standards may help stakeholders identify gaps, address areas where improved coordination is needed, and develop a common approach around key issues such as non-formal education, temporary learning spaces, and teacher training and certification.

Contextualizing the INEE Minimum Standards for Iraq

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 11,000 practitioners, students, teachers, and staff from UN agencies, nongovernmental organizations, donors, governments and universities who work together, in 170 countries, to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. Created by the Network, the 19 INEE Minimum Standards for Education: Preparedness, Response and Recovery provide a framework for education good practices to improve access to safe, relevant and quality education in contexts affected by crisis.

Because each country context is unique, the INEE Minimum Standards should be contextualized or customized to be relevant to a country’s local reality. As of 2018, twelve countries (Afghanistan, Somalia, Vietnam, South Sudan, Sri Lanka, Occupied Palestinian Territory, Ethiopia, Lebanon, Bangladesh, Jordan, Democratic Republic of Congo) have defined the INEE Minimum Standards for Education in ways that are relevant to the local context.

In support of the Iraq Ministry of Education Law No. 34 of 1998, which mandates the Ministry with the development of education standards, the Education Cluster agreed in early 2015 to contextualize the INEE Minimum Standards for Education. Save the Children, in collaboration with UNICEF, organized a 5-day INEE workshop to: a) introduce the INEE Minimum Standards; and b) contextualize them for Iraq. This workshop included MoE KRI, MoE Federal, UN agencies, local NGOs, and international NGOs. Arabic, English and Kurdish were used for all workshops and available materials.

The document that resulted from the workshop was presented to workshop participants, for written feedback. For a complete list of people who contributed to the contextualized standards document, please see the ‘Acknowledgements’ section of this publication.



HOW TO READ THIS DOCUMENT

This document follows the organization of the INEE Minimum Standards global tool: the five domains (categories) and their correlating standards, with one distinction: in this document the standards are numbered 1-19. (See the map on page 8.) The section for each standard includes the text of the original INEE Minimum Standard, and then contextualized guidance on how to interpret the global standard in the Iraq context. Users are encouraged to refer to the full INEE Minimum Standards global tool for further details and guidance on applying each standard.

This document is not meant to be a comprehensive education in emergencies manual, but rather a reference guide on minimum standards of quality and access, specific to the context of Iraq. Comprehensive resources on training and implementation related to education in emergencies (including information on teacher compensation, safer school construction, inclusive education, and conflict sensitive education, etc.) can be found on the INEE website: www.ineesite.org and toolkit.ineesite.org.

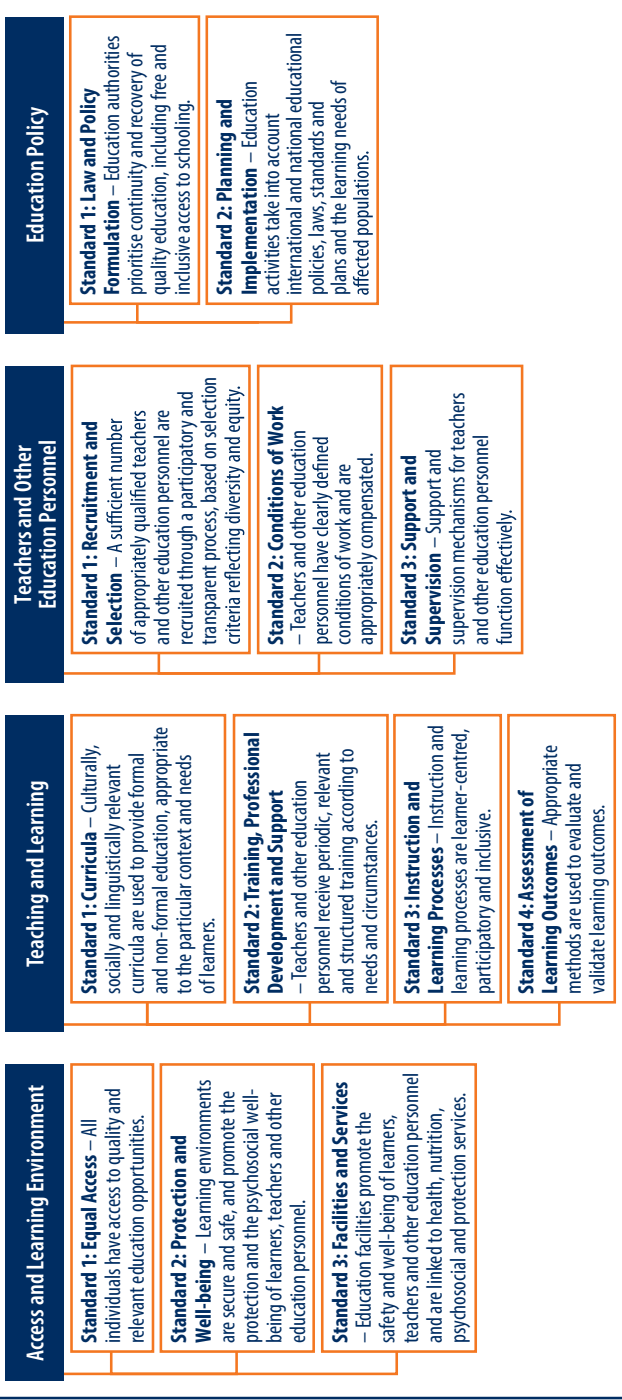
This document will be periodically reviewed and updated to ensure it remains relevant to the context of Iraq. Please send any comments, feedback, or suggestions for improvement to: Education Cluster Iraq and INEE Secretariat at MinimumStandards@ineesite.org.

FURTHER RESOURCES

For further global tools and resources and to join the Inter-Agency Network for Education in Emergencies, visit the INEE website (www.ineesite.org) and INEE Toolkit (toolkit.ineesite.org).

Foundational Standards

Community Participation Standards: Participation and Resources – Coordination Standard – Analysis Standards: Assessment, Response Strategy, Monitoring and Evaluation



Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

Community Participation

Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses.

Community members from both local and wider educational communities should be engaged in education responses. This could be any potential education stakeholder, representing a wide variety of identity groups (ethnic, religious, language, ability, gender, nationality, and conflict group affiliation) including :

- Mothers, fathers, and caregivers;
- Parents of children with disabilities;
- Parents from different ethnic groups;
- Youth, also from diverse groups;
- Children, also from diverse groups;
- Local NGOs;
- Local authorities;
- International NGOs;
- UN Agencies;
- Community leaders including Mukhtars and religious representatives also in camps;
- Camp management;
- Municipality representatives, including Mayor's office;
- Security forces such as Asayish (KRG security forces);
- Displaced persons;
- Refugees;
- Host community;
- Returnees;
- Education staff, including teachers, supervisors, assistants, etc.

To encourage engagement of all groups, consider these participatory methods:

- Focus group discussions;
- Community mapping;
- Encouragement of volunteer engagement in communities;
- Key informant interviews;
- Household interviews;
- Anonymous systems such as complaint boxes;
- Participation in PTA meetings;
- Participation in child, student, and youth committees/groups;
- Participation in education committees;
- Inclusion of education authorities and decision makers in coordination mechanisms;
- Build an active collaboration between local authorities and the community;
- Coordination between the local authorities of both, area of origin and area of displacement.

In addition, community members who are participating should be sensitized on how to participate in non-discriminatory ways, with sensitivity to different identity groups (gender, religion, ethnicity, sects, ability, and nationality). Participation should allow community members the opportunity to voice their own ideas and be trained on roles and responsibilities.

Furthermore, the roles and responsibilities of these different stakeholders should be clearly identified and coordinated, in order to avoid duplication of efforts. These roles should be aligned with agencies, Education Cluster, MoE KRI, and MoE Federal plans.

Community members should participate in all stages of the program: analysis, design, planning, implementation, monitoring, and evaluation. (See also Standards 4, 5, and 6.) This should be done in an organized and regular manner, at each stage of program, according to a schedule agreed with the community. Special consideration should be taken into account in communities where multiple actors are active. These actors have to take a coordinated approach in involving the community and encourage their participation not to create additional burden on the community.

Community members should be consulted on how they want to work, specifically how they want to monitor, both anonymously and non-anonymously, the program.



Hasansham camp/ Mosul, Ninewa govenorate/Anmar

Existing Promising Practices Related to Participation

<p>Youth committees have been established and youth nominated to engage in camp coordination meetings.</p>	<p>Khankey, Sharia, and Bajid Kandala 1 and 2 , Dawadiya, Qadiya, Kabarto 1 and 2, and Garmawa Camps</p>
<p>Each sector votes via a female and male representative. In Baharka, there are complaint boxes in a variety of accessible places.</p>	<p>Baharka IDP Camp and Arbat Refugee Camp</p>
<p>According to Iraqi law, schools must have PTAs. Across Iraq these have been instrumental in implementing projects to improve safety and follow up on student attendance and absences.</p>	<p>MoE Federal and MoE KRI</p>
<p>Local NGOs are coordinating with authorities to develop a bottom up communications mechanism to enable community voices to be heard at district levels.</p>	<p>MoE Federal and MoE KRI</p>

Standard 2: Resources

Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

In the case of the 2014-2018 IDP and refugee crisis, the Federal Government, in collaboration with MoE KRI, international and local agencies, donors, and community stakeholders, provided textbooks, furniture, and space, human and financial resources for children both in camps and out of camps among host communities. Community members, civil society organizations, private sector corporate responsibility programs, or international nongovernmental organizations, should be approached for in-kind support and capacity building. Tents, prefabricated classrooms and other community resources could also be considered as alternative learning spaces, especially at the onset of an emergency. The delivery responsibility over school resources, such as water and electricity, must be agreed amongst the several involved stakeholders (authorities, NGOs, camp management, etc).

In cases where MoE resources are not sufficient to meet the need, resources that exist in the community may be used, but only in a supplementary fashion until Ministry materials may be provided.

Community resources may include:

- Human (e.g. education staff, teachers, non-teaching staff, administration personnel, camp management staff, youth, etc.);
- Skills (e.g. Arabic or Kurdish fluency, workshop facilitation, training, fundraising, capacity building, etc.);
- Materials (e.g. financial, buildings, playgrounds, whiteboards, books, stationery, desks, chairs, heaters, air coolers/conditioners, etc).

Stakeholders, including local NGOs and authorities, should take the following **key actions to mobilize community resources**.

- Prior to launching any activities, identify, document and procure community resources;
- With regard to human resources, advertise directly within the population that is going to be served. For each candidate, assess the relevant skills, check on previous jobs or personal references who can confirm the education staff are safe to be around children;
- Participate in multi-sectoral coordination meetings to identify resources related to education programs, such as water, latrines, health, and child protection;
- Link with relevant ministries, such as Ministry of Labor and Social Affairs, religious institutions, and local advocacy campaigns.

Relevant Ministry of Education Policy or Law:

- Iraq MoE Law No. (124) of 1971.
- Iraqi MoE Law No. 34 of 1998, articles 5-8 detail levels and categories of education
 - Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I mandates children to attend formal education from age 6 to 15, although they may begin at age 4 if the parents wish.

Learning is a process, starting from birth. Community resources should be used to implement age-appropriate learning opportunities: formal or nonformal. (See Standard 11 for definitions of formal and nonformal.)

Age-appropriate formal education - regardless if serving refugees, displaced or host community - refers to:

- Early childhood development: 3-5 years;
- Basic education: 6-14 years;
- Secondary school: 15-17 years.

Age-appropriate non-formal education - regardless if serving refugees, displaced or host community - refers to:

Age-appropriate accelerated learning basic education (Grade 1-6 content provided in 3 years) refers to:

- 9-22 years for boys;
- 9-24 years for girls.

Age-appropriate adult education refers to:

- 15-25 years for females;
- 18-22 years for males.

Age-appropriate youth, life skills, or vocational programming refers to:

- 15 years and older.

Age-appropriate for a literacy program refers to:

- children of any age, learning at any grade level 1-6;
- each year is only 7 months.

Coordination

Standard 3: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Coordination mechanism for education refers to the linkage system between education stakeholders—including community members (see Standard 1) which allows them to get together and discuss actions. They should work together to secure access to quality education for all children.

Coordination mechanisms for education in Iraq

include:

- Student groups;
- Youth groups;
- PTA;
- Education Cluster/Sub-cluster;
- Education Working Group;
- Community Education Committee;
- Camp Coordination Meetings;
- Provincial Councils;
- Provincial Council Subcommittees;
- Coordination meetings between provincial representatives.

Relevant Ministry of Education Policy:

- Iraqi MoE Order No. (1) of 1994 for PTAs;
- MoE PTA guideline under which PTAs should act as a coordination mechanism between schools and the community.

Special effort should be given to ensure coordination, not only within, but also across the mechanisms.

Coordination should include representatives from all stakeholder groups.

Stakeholders who work to ensure access to quality education refers to anyone who is involved in the process of providing children and youth to access education. This may include, but is not limited to:

- Mothers, fathers, and caregivers;
- MoE Federal;
- MoE KRI;
- MoE Federal and MoE KRI General Directorates of: Educational Planning, Curricula, Teachers Education, Vocational Education, and Cultural Relations;
- Ministry of Displaced Migrants;
- High Committee for Sheltering IDPs;
- Ministry of Labor and Social Affairs;
- Ministry of Finance;
- International NGOs;
- Local NGOs;
- UN agencies;
- Community leaders including religious leaders and mukhtars;
- Camp authorities;
- Teachers;
- School Directors.

- Education staff, including volunteer teachers for non-formal education that are linked to the community;

The Education Cluster

The Education Cluster is an open, formal, forum for coordination and collaboration on education in emergencies. Education Clusters at the country level are crucial networks that coordinate education in emergencies work, bringing partners together to ensure priority needs are identified and met. Clusters at the country level are essential for information sharing and knowledge management, advocacy and resource mobilization. (See more at www.education-cluster.net.)

During a humanitarian crisis in Iraq, **the Education Cluster should be initiated and functioning.** This means the following:

- A terms of reference has been adopted at the national level by participants;
- A memoranda of understanding has been agreed between lead agencies (e.g. Save the Children and UNICEF) at both national and subnational levels;
- Membership and participation is inclusive of local and international NGOs, MoE Federal, MoE KRI, and community representatives of displaced, refugee, and host community;
- Focal points are established in areas where the Cluster is not yet active;
- Information is shared from the Education Cluster to:
 - The Office for the Coordination of Humanitarian Affairs (OCHA) regarding displaced;
 - The United Nations High Commissioner for Refugees (UNHCR) regarding refugees;
 - The Joint Coordination and Monitoring Center, coordination at the Baghdad level;
 - The MoE Federal and the MoE KRI.
- Meetings and their results are made accessible to all language groups: Kurdish, Arabic, and English;
- Special efforts are made to overcome coordination logistical challenges (e.g. language, security access, and geography) between the geographic regions, e.g. Kurdistan Region of Iraq (northern region) and Federated Iraq (southern region).

Additional ways the Education Cluster can assist education in emergency takers:

- Ongoing information sharing between members, including: MoE Central with MoE KRI and MOE Federal, and local and international NGOs;
- Circulation of education-related annual reports by members and Ministries to all Education Cluster members;
- Standardization of advocacy efforts on behalf of local and international NGOs with the MoE KRI and MOE Federal;
- Advocacy for education at the inter-cluster coordination meetings;
- Representation of NGOs and other stakeholders who do not have access to UN agencies;
- Development of common tools and methodologies for assessment, planning, programming and evaluation;
- Coordination of members' capacity building efforts;
- Orientation of Education Cluster members on MoE procedures and plans;
- Orientation of MoE KRI and MOE Federal on NGO and INGO.

procedures and plans

- Production of an annual report of Education Cluster member achievements;
- Creating an overview of existing pathways of coordination mechanisms within the education system and providing all parties with information on how to coordinate with local authorities and the necessary approval processes (e.g. organigram within a specific department).



Destroyed school room at Gerver Secondary School/ the Zumar sub-district of Ninewa , Iraq/ Veronika Jemelikova



Damage from conflict is clearly visible at a school/ Ramadi, Anbar Governorate , Iraq/ Wathiq Khuzaie

Analysis

Standard 4: Assessment

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

In an emergency, there is a need for information beyond that which is available from the formal education system. Therefore a rapid needs assessment of the emergency situation may be conducted to understand the scale and scope of education needs of the affected population (refugees, displaced persons and host community).

An assessment should examine:

- Who is out of school;
- What are their needs;
- Where are they located;
- When will they be able to attend school;
- How best to ensure they receive access to quality and relevant education;
- The required language of instruction;
- Specific vulnerabilities boys and girls may be facing;
- All affected groups, including, but not limited to displaced in camps, displaced outside of camps, highly at-risk host communities, returnees, newly accessible populations (e.g. due to improved security), highly at-risk in difficult to reach areas, refugees and host communities;
- The resources and skills currently available: human resources, buildings, materials etc;
- Types of education responses the affected population would opt for;
- Data on mapping partners, their work and their geographic locations;
- Children who have missed examinations due to displacements.

Assessments, specifically the tool used, should be coordinated by the Education Cluster - involving governmental and NGOs - to ensure that beneficiaries are not asked the same question multiple times and that the right beneficiary group is approached. Where it will do no harm, the assessment team should include members from the affected population who have been trained on assessment methodology, protection concerns, and confidentiality. (See Standard 1)

In Iraq, emergency education **needs assessments are conducted by:**

- Education Cluster by all partners. The Education's Cluster members must also be involved in tracking/monitoring of results and findings;
- Rehabilitation, Education and Community Health (REACH);
- International Organization for Migration Displacement Tracking Matrix (IOM-DTM), guided by Rapid Assessment Tool.

The recommended method/tool for assessment would be the Kobo Tool. It is an open source suite of tools for mobile data collection. The system enables humanitarian organizations to create assessment tools and collect data through the use of tablets and mobile phones to make electronic data collection more standardized, more reliable, and easier to use in humanitarian crisis. UNICEF for example has supported some DoEs to collect needs assessment data using the Kobo Tool in 2017 and 2018.



Ghazaliya Camp/ Baghdad/ Mohammed

Assessments should be participatory and inclusive of all affected population groups such as refugees, displaced persons, host community, or other. (See Standard 1) This means, special efforts should be made to assess hard-to-reach populations, for example:

- To reach affected populations living in insecure areas, such as those controlled by armed groups, the assessment teams should establish safe routes/locations or remote contact;
- To reach girls and women, the assessment methodology should respect gender norms;
- To reach host communities, the assessment sampling area should include the population living within 3-5 kilometers of a camp, or areas where the displaced or refugee population is more than 10% of the local population.

Assessments should be transparent. Ensuring that no participants are endangered or confidentiality broken, information from the assessment should be shared at all stages and participants should be given information from the final report. This will require coordination between actors to ensure that others are aware of assessments taking place. When assessments are participatory and inclusive this increases transparency as well.

Assessments should collect information from diverse perspectives across all identity groups (ethnic, religious, language, ability, gender, nationality, and conflict group affiliation). The information collected should come from various sources in order to ensure that the data is reliable. This is especially true in conflict settings, where perceptions of context will vary according to identity group and experience; and where consulting one group and not another could trigger violence.

Assessments should be conducted in the appropriate language. In Iraq, in order for assessments to be both transparent and participatory, attention must be paid to the languages spoken by the target population, relevant MoE, and program implementer. Depending on the situation, assessment process documents and tools may need to be translated into Arabic, Kurdish, Turkmen, Assyriac and English.

Assessments should be timely, meaning:

- Initial rapid needs assessment within two weeks after the affected population (displaced persons, refugees, host community members, or others) settles in one place. Continuous updating should follow, especially if: the affected population increases or decreases more than 20%, a health crisis erupts, or the security situation deteriorates. The Education Cluster members, including the government, should agree upon the assessment tool;
- Medium assessment three months after the initial assessment was done. This should be qualitative and quantitative. Additional topics may be added, such as investigating the psychosocial needs of the school-age population as well as the needs of the family unit, for example food, shelter, security. This is done with the aim of informing the next phase of programming. The Education Cluster members, including the government, should agree upon the assessment tool;
- Formal baseline, a comprehensive assessment, should be conducted in the next six to nine months to inform long-term planning. This is done with the aim of informing long-term programming such as back-to-school campaigns/school year activities. The Education Cluster members, including the government, should at least agree on and provide input for the approach to the formal baseline, although the assessment tool itself may be designed by another agency;
- There should be a referral system in place in case victims of violence or survivors of gender-based violence come forward during the assessment. Assessment staff should be trained in confidentiality and how to make referrals.

(For assessment of final project impact, see Standard 7)

Existing Promising Practices Related to Assessment

Social workers accompanied newcomers into the country to do an initial rapid multi-sector assessment. Some of the social workers were from the established refugee camp, which meant that they already knew how to do case referrals and they could draw from their own experience to give newcomers encouragement and support.	Kobane Camp
The responses of youth to the initial assessment were printed up and displayed in the camp in picture form. When parties visit the camp they are aware of these needs and responses and thus coordinate with camp actors to create services that respond to the needs.	Baharka Camp
Education Cluster website has all the Cluster's harmonized assessments, rapid assessment, newly-retaken area assessments, etc. https://www.humanitarianresponse.info/en/operations/iraq/education	MoE Federal and MoE KRI

Standard 5: Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

In an emergency, there is an immediate need for education. While the overall aim is to integrate children into the existing formal education system, often the scale of need is beyond that which the formal system can provide. In such cases, education in emergency response strategies should be considered. (See Standards 1, 2, 3, and 4)

Education in Emergency Response Strategies may include:

Preparation pre crisis

- Contextualize and translate the INEE Minimum Standards for Education in Emergencies;
- Establish an appropriate coordination mechanism with the MoE Federal and MoE KRI;
- Develop a contingency plan;
- Procure education supplies;
- Identify suppliers, manufacturers, and service providers who can assist by refurbishing and recycling used supplies and provide required new education supplies;
- An emergency data collection mechanism (e.g. at MoE and Cluster level).

Relevant Education in Emergency Response Plans in Iraq

- Humanitarian Response Plan (OCHA);
- Education Cluster Strategic Plan (Education Cluster);
- Fast Track Priorities from Iraq Strategic Response Plan (Humanitarian Country Team);
- Kurdistan Regional Education Strategy (MoE KRI);
- Iraq National Education Strategy (MoE Federal).

First Phase: 1-3 Months After Crisis Onset

- Establish Education Cluster coordination incorporating government and humanitarian agencies;
- Conduct rapid needs assessment in collaboration with government and humanitarian agencies;
- Use 5Ws approach to map who is doing what, where, for whom and when?
- Start coordination across education providers;
- Identify and deploy education in emergency specialists to affected areas;
- Work with the DoEs to identify teaching personnel and develop a teacher roster;
- Identify existing learning spaces to absorb additional students;
- Establish safe and protective temporary learning spaces;
- Begin non-formal education in the absence of formal education opportunities;
- Begin psychosocial support activities;
- Support MoE Federal and MoE KRI to develop and disseminate supplementary emergency education curricula in appropriate/translated languages;
- Monitor education stakeholders' activities to ensure all children are being reached with education.

Second Phase: 3-6 Months

- Distribute teaching, learning, & recreation supplies;
- Continue training and supporting teachers;
- Where possible, initiate return to formal education;
- Conduct regular gap analysis and monitoring.

Third Phase: 6-12 Months After Crisis Onset

- Education Cluster conduct a deeper assessment of the formal education system, capacities of the school, and educational staff, with the help of the government, and international and national agencies;
- Distribute teaching, learning, & recreation supplies;
- Continue training and supporting teachers;
- Conduct remedial and catch up classes, ALP, vocational and life skills classes;
- Link learning spaces to other services;
- Coordinate with and support government to transition students into formal system by conducting more than one placement test a year;
- Rehabilitate or reconstruct damaged schools;
- Conduct back-to-learning campaigns to encourage students to enroll.

Fourth Phase: After 12 Months Onwards

- Improve coordination with Ministries to integrate students into formal education;
- Mobilize and empower community leadership and ownership of education response strategies;
- Support social cohesion and peace building activities between all children, community leaders, host communities, refugees, and IDPs;
- Mobilize resources to build or secure permanent educational facilities;
- Evaluate the impact of the emergency education programs.

A clear description of the context refers to the findings of the assessment of scope, scale and nature of the needs of the affected populations. (See Standard 4) A description of the context may also include an analysis of the:

- Conflict;
- Politics ;
- Economics;
- Security situation and access;
- Environment;
- Social-cultural characteristics.

Barriers to the right to education refer to any impediment to accessing a quality, relevant learning opportunity. In Iraq, barriers may include:

- Lack of space – sometimes appropriate and safe spaces for education are not prioritized or established in the planning of camps;
- Budgetary constraints – make it more difficult to build schools and to pay staff (specifically teachers' salaries), or lead to the temporary use of other government buildings/rented buildings for displaced children and youth. Budget constraints and related shortages of electricity, water, etc. can also negatively impact the implementation of additional school shifts;
- Bureaucracy red tape – most of the procedures are not decentralized and often communities are not aware of the procedures required at the central level;
- Administrative barriers – children without exam certificates or identity papers are denied access to education;
- Curriculum and language difficulties – there are two different languages and multiple

dialects in Kurdish to consider;

- Security – this includes the difficulties of getting to and from school. For example: the harassment of teenage girls, the potential for armed groups to recruit children, and improvised explosive devices (IEDs);
- Transportation – in some cases, the distance between camps and nearest schools acts as a barrier and/or there is limited transportation;
- Teacher - distribution of teachers is not systematic, leading to gaps that are filled by less qualified teachers who are not acquainted with the curriculum;
- Parental attitudes – lack of awareness of the importance for girls to attend formal education and different situations means parents consider early marriage to be a protective system for girls;
- Vulnerable groups – needs of children with disabilities, traumatized learners, orphans, religious minorities (e.g. Christians, Yazidi), refugee minorities (e.g. Iranians and Palestinians), and others are sometimes overlooked;
- Lack of Water, Sanitation, and Hygiene (WASH) facilities in learning environments;
- Child labor.

Promising Practices Related to Response Strategies Preparation Pre-Crisis

Advocacy across national borders with government partners regarding how to coordinate facilitation of exams has resulted in a coordinated plan for exams to take place.

MoE Federal and MoE
KRI



Debaga Camp/ Erbil/ Wathiq Khuzaie

Standard 6: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Monitoring: refers to tracking the response but also extends to monitoring the quality of the education interventions both at the systems level and also at the learning outcome level for the children.

- **MoE KRI formal education system** – School principals report to district level supervisors, who report to the Department of Supervision at the governorate level, who reports to the MoE KRI. Monitoring happens every semester. Data collected includes: performance of teachers and principals, school’s needs, movement of teachers, number of students, quality of buildings, and teacher registration;
- **Data/information** collected in KRI and Center should include the same items to enable comparison;
- **MoE Federal formal education system** – School principals report to district level supervisors, who report to the MoE Federal. Monitoring occurs twice a year, once per semester Data collected includes: number of students, quality of buildings, and teacher registration, performance of teachers and principals, school’s needs, and movement of teachers;
- **Education Cluster** – Partners of the Cluster system gather and provide information to the National level Cluster through the ActivityInfo (AI). AI is an online humanitarian project monitoring tool, which helps humanitarian organizations collect, manage, map and analyze indicators. ActivityInfo has been developed to simplify reporting and allow for real time monitoring of humanitarian action online. This is done on a monthly-basis. Data collected includes the number, type, and location of children reached, as well as the quality, timing, type, gaps, and challenges of education response strategies;
- **Participatory monitoring** – communities and PTAs are an important component of education monitoring in Iraq in providing feedback on quality, access and gaps in the educational system.

Relevant Ministry of Education Policy or Law:

- Iraq MoE Law No. (124) of 1971.
- Iraqi MoE Law No. 34 of 1998
- Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I.

Monitoring systems should be coordinated, especially between the MoE KRI and MoE Federal, and the Education Cluster. Parents and children should participate in education response strategy monitoring.

- Guidance from national level coordination bodies should be provided to sub-national hubs for reporting and monitoring;
- Formal process between Cluster and the government on systems of monitoring and information sharing established.

In addition to the above, monitoring of education response strategies should include:

- Supervisory visits (unannounced);
- Registration, enrollment and attendance;
- How children are learning;
- The teaching methodology;
- Progress in the established curriculum;

- Participation of vulnerable children (girls, children with disabilities, at risk of drop out, etc.);
- Learning outcomes;
- Safety and security;
- Code of conduct availability in learning sites;
- Complaint mechanisms, both anonymous and non-anonymous;
- Focus group discussions with children and community.

As mentioned above, in order for monitoring to be both transparent and participatory, **attention must be paid to the languages spoken by the target population**, relevant MoE, and program implementer.

Promising Practices in Monitoring

Education Cluster members have successfully monitored and reported on their programming regarding who is doing what where and the number of children there are using both Activity Info and the 5W .

MoE Federal and MoE KRI



Ramadi, Anbar/ Wathiq Khuzaie

Standard 7: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

Develop appropriate evaluation tools for performance of students in both formal and non-formal education settings. Include an evaluation for placing students in appropriate grade levels based on performance on a comprehensive exam.

Evaluation of the education response strategies refers to:

- Investigation of the outcome indicators of the Humanitarian Response Plan of education response strategies every 3 months;
- Investigation of all processes and outcomes at 9 months;
- A comprehensive evaluation done in coordination with the MoE Federal and MoE KRI;
- Lessons and good practices should be shared for future advocacy, programs, and policy design;
- Designing capacity-building programs for students, authority personnel, and teachers based on the outcomes of performance evaluations.

Evaluations should be impartial. This refers to having an independent research team that will not influence the respondents' answers or influence the evaluation by personal bias.

As protection concerns allow, **evaluations should be participatory** and include youth, children, and parents. Involving government and local actors in evaluation activities will build capacity of national stakeholders and decision makers.

The results of the evaluation should be used to improve education programming. Results should indicate gaps in programming, such as which geographical areas or vulnerable groups are not being reached. Findings should be shared with the community and at all levels in order to inform better response for the future.

Access and Learning Environment

Standard 8: Equal Access

All individuals have access to quality and relevant education opportunities.

All individuals refers to all:

- Genders;
- Religions and sects;
- Citizenship;
- Refugees;
- Displaced persons;
- Host communities;
- Special needs;
- Disabilities;
- Languages;
- Ages;
- Ethnicities;
- In camps;
- Outside camps.

Iraqi Federal Constitution 2005, Article 34, sub-article:

“Education is a fundamental factor for the progress of society and is a right guaranteed by the state. Primary education is mandatory and the state guarantees that it shall combat illiteracy. Free education in all its stages is a right for all Iraqis.”

All individuals have access means:

- To provide education opportunity (formal and/or non-formal, early childhood, basic and secondary) free for all. (For definition of formal and non-formal education see Standard 11);
- To provide adequate and safe space for all students to meet and learn;
- To cooperate with all education providers (local organizations, camp management, international NGOs, and UN agencies) to meet immediate education needs when the formal education system cannot;
- To coordinate across all education providers so children are transferred without problems from non-formal to formal education system; and all out of school children are reached;
- To remove barriers such as: unsafe routes to school and administrative barriers (certificates or identification papers); (See Standard 5)
- To provide alternative education delivery mechanisms, such as distance learning, accelerated learning programs, television exam preparation, self-teaching, catch-up classes, and access to exam, etc;
- Access to schools that are under siege, e.g. Armed Opposition Groups (AOG) controlled schools;
- Equal opportunity and access must be granted regardless of present/past discriminations with the opportunity to undo their negative consequences (i.e. girls who have not been educated should have opportunities to receive basic education and enter University alongside male counterparts);
- To work towards conflict resolution solutions to diffuse politically charged situations and give access to minority children in available school buildings. Both ministries in KRG and Baghdad must have clear written instructions to accept IDPs in all available spaces.



Al-Takya Al-Kasnazaniya Camp/ Bagdad's Al-Rasheed district/ Wathiq Khuzaie

Quality education refers to:

- A secure environment, friendly for all learners and teachers, where all education needs (cognitive, physical, and socio-emotional) are met;
- Trained teaching staff (formal and non-formal);
- A curriculum suitable to the local environment and unique needs of the learner;
- Appropriate education environment for the number of students (class size);
- Teachers have skills and tools to create an intellectually stimulating environment;
- Teachers meet the different learning styles and ability levels of the students;
- Children are learning foundational literacy, numeracy, and socio-emotional skills;
- Teachers support and implement non-violent, positive discipline;
- PTA involvement in school management;
- Take into consideration the occupational safety of the teaching staff and other educational personnel.

Relevant education means:

- To prepare learners cognitively, psychologically and socially, in consideration of individual needs, habits, traditions, and social practices;
- To adapt to the regulations, rules and laws of the host community;
- To create an appropriate environment suitable for students relating to their language and heritage in harmony with the environment of the host communities.

Standard 9: Protection and Well-being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Learning environments that are safe and secure

means a safe and protective environment free from all types of violence and exploitation (physical, psychological, emotional, verbal, and sexual), and military occupation. This includes teacher-to-teacher violence, teacher-to-student violence and student-to-student violence. Non student community members (e.g. intimidation at school gates), host community factors that come into play are also to be considered. MoEs should appoint one social worker/counselor per school and/or designate one teacher focal point to provide psychosocial support in all learning environments.

Learner refers to any child, youth or adult in the educational process (formal and non-formal) regardless of gender, age, race, language, ethnicity, ability, religion, and nationality.

Teachers are any person appointed (formally, contracted, volunteer or lecturer) for the purpose of teaching in the educational environment. (For teacher selection criteria and qualifications see Standard 15).

Systems in place to oversee safety and security of schools:

Iraqi government, FPS (Federal Public Security) Baghdad: Legal responsibility of the government to check on the safety of schools. Funded by MoE Coordination with police, service worker, guards, etc.

In KRI, guards are hired by government to oversee schools security.



Camp for displaced Iraqis/ Baghdad, Iraq/ Wathiq Khuzaa

A protective learning environment means :

- The school location and structure minimizes risk of being affected by floods, fires, conflict, or other hazard. For example, standardized protocol should be put in place to reduce the rates of fire in caravan schools;
- The school is within walking distance and reachable by learners;
- Teacher routes to schools are safe in terms of distance and intimidation;
- Routes to school do not increase students' risk of sexual abuse;
- The teacher and students practice tolerance of difference (religious, ethnic, language, displacement status, or other) and peaceful conflict resolution.



Hassam Sham IDP camp/ Erbil/ Anmar

A learning environment that promotes psychosocial wellbeing means:

- The child is the center of the educational process;
- The child and teacher feel safe and happy;
- The child and teacher are directed to defuse habits and norms harmful to learners;
- The child is able to express their opinions without fear and can actively participate in activities;
- The relationship between the child and teachers is one of respect, support, and caring;
- Inclusion of extra-curricular activities to create a child-friendly environment;
- Teachers and students discourage bullying and discrimination of any kind;
- Desensitization for children educated under armed groups to mainstream them back into formal education through the relevant psychosocial support;
- A referral system is established to identify and refer children needing additional support; such as those are:
 - Isolating themselves;
 - Consistently displaying aggressive behavior;
 - Regressing to younger behavior;
 - Displaying signs of abuse (e.g. bruises, cuts, inappropriate sexualized behavior, withdrawal);
 - Displaying signs of neglect (e.g. lack of shoes, dirty, hungry);
- Social workers are present to see and address the problems of students outside the school and home;
- Overcrowding is avoided by the provision of shifts, caravan schools, or tent schools;
- Limit the number of shifts in schools (one shift per day is ideal, two shifts at most) to guarantee continuous access to structured learning.

Promising Practices in Protection and Well-being

In KRI, school social workers have been trained in case management/referrals of children facing protection risks; while training teachers also benefited from trainings on basic child protection concepts, on how to identify children facing risks, and how to properly refer them to the school social workers.

KRI



A health worker puts two drops to a child's mouth / Baghdad, Sadr City/ Wathiq Khuzaie

Standard 10: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Education facility refers to a place where the learner receives the required skills and information under the supervision of qualified staff.

In non-emergency contexts, the MoE prefer adequate school buildings or caravans because they are safer, climate appropriate, and not flammable. However, in emergency settings there may not be enough schools and caravans to meet the increased demand for education. Education facilities in an emergency setting can mean: tent, prefabricated building, caravan, rented building, school, or home.

Relevant Ministry of Education Policy or Law :

- Iraq Government Discipline of State Employees and Public Sector Law No. 14 of 1991;
- Iraqi Government Code of conduct/ Amended 2005;
- Civil Defense Directorate Training on School Safety (General Directorate of Civil Defense);
- Public Safety Standards (Civil Defense Law No. (44) of 2013;



Hassan Sham Displacement Camp/ Ninewa, Mosul/ Anmar

To ensure the education facilities promote the safety and well-being of learners, consider the following actions:

- Avoid all types of physical punishment, in accordance with the guidelines of the MoE Federal and MoE KRI;
- Take into consideration age groups and gender inside the classrooms;
- Fence the learning area;
- Provide safe places to play;
- Provide safe drinking water and gender segregated latrines;
- Whenever necessary, provide healthy feeding programs for children/youth attending schools;
- Select the school site far away from pollutants, high-energy electricity wires, landfills, polluted areas, and mobile phone towers;
- The classroom space must include 1.5 square meters for each student, and outside the classroom must include 2.5 square meters for each student;
- The school building, including spaces being rented for increased numbers of students, should be in accordance with public safety standards;
- Provide transportation for students based on the security environment, geographical distance, disability, and related means available;
- Provide learning material appropriate for each age group.



Hassan Sham refugee camp/ Erbil / Anmar

To promote the safety and well-being of teachers and other education personnel:

- Follow the teacher's code of conduct;
- Pay teachers regularly;
- Harmonize incentives for volunteer teachers;
- Listen to, understand, and meet teachers' needs;
- Maintain teachers' rights;
- Support positive relationships between teachers and learners;
- Provide psychological and moral support to all educational staff by granting them a letter of thanks and honoring them at the end of the school year;
- Address specific needs of female teachers and other non-teaching personnel.

Education should be linked to health services in the following ways:

- Provide latrines that are gender-segregated and accessible to those with disabilities;
- Provide safe drinking water. Ensure that the water source is far from the latrines;
- Raise awareness about health and sanitation through leaflets and awareness workshops;
- Equip the school for people with special needs;
- Coordinate with local medical professionals to offer periodic examination by specialized doctors (eyes, ears);
- Establish a referral system and train teachers on how to refer students with health needs to the appropriate medical professional;
- Provide social workers and psychologists at the educational facilities to provide psychosocial advice. Where specialists cannot be provided, train teachers on how to recognize trauma in children and to provide some basic methods of psychosocial support;
- Provide first aid kits and train staff on how to use and restock them.



The UNICEF-supported school/ Akre Refugee Camp/ Anmar

Additional ways education facilities can promote well-being:

- Link education to nutrition services by finding local resources to provide lunches for children in need;
- Establish complaint boxes and train staff on how to manage responses;
- Establish a process that is protective for reporting and responding to gender based violence.

Promising Practices Related to Education Facilities and Services during Emergencies

Norwegian Refugee Council (NRC), with support from UNICEF, is providing educational spaces to both internally displaced and refugee children. NRC offers their caravan schools for all educational activities, including exams. In addition, they are rehabilitating 55 schools being used by displaced children. They also offer summer school activities for grades 1-9 in English, Arabic, and Math. In the future, NRC will expand some services to host communities and to other geographic regions of the country.

Dohuk

Teaching and Learning

Standard 11: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

In Iraq, formal and non-formal education should be based on the formal curricula including scientific, human and social materials stemming from state philosophy, and within the frame of the international standards for human rights. It aims at developing students as well as improving their knowledge and skills consistent with their ages and level of growth.

In emergency situations the formal curricula may not be accessible and relevant for the affected populations. In these situations, an emergency education curriculum should be approved for use and accessible.

Emergency education curricula should:

- Include content that deals with current emergency circumstances, such as lifesaving messages;
- Address social and psychological needs of learners;
- Avoid pulling children from formal school system to the temporary emergency system;
- Recognize the diversity of the learners, which should be reflected in the materials and teaching methods;
- Prevent discrimination;
- Promote peace and respect for all identity groups in the community;
- Be devoid of all bias content such as religious, ethnic, and political slogans that could be considered discriminatory;
- Align with the national curricula, with the aim of integrating students to the formal system and exams;
- Be socially and linguistically appropriate to the learner.

Relevant Policies and Laws:

- Federal Constitution Article 34, Sub-article 4, Right to Education in Mother Tongue;
- Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I;
- Accelerating Learning Program, Youth program, and Evening Studies education of MoE Federal.



UNICEF-supported tent school/ Al-Takya Al-Kasnazaniya IDP Camp, Baghdad / Wathiq Khuzaie

Curricula that is socially appropriate:

- Meets the needs of learners in terms of cognitive and socio-emotional development;
- Empowers and supports families;
- Teaches non-violent conflict resolution and tolerance;

Curricula that is linguistically relevant means:

- Textbooks and other learning materials should be based on the formal curricula, but can be translated into any language;
- As relevant, translation into Turkmen, Assyrian, Arabic, Kurdish (including various dialects such as Sorani and Bardini) and possibly other languages.

Language of instruction should also be relevant to the learners and their abilities.

Teachers should be recruited and supported to provide instruction in the language of the learners and in a language in which the teachers are comfortable.

Formal education is the basis for all governmental and private schools that are formally licensed by the MoE Federal or MoE KRI and suitable with the state philosophy.

Non-formal education is offered outside of the governmental and private school system. It is common in emergency situations, when the formal system cannot meet all the education needs. Non-formal education should:

- Be well-structured;
- Be certified and approved by MoE Federal or MoE KRI;
- Be intentional and deliberate, not ad hoc;
- Follow the Supplementary Curriculum validated by the MoE KRI and UNICEF (for children in Grade 1-6). This includes basic literacy and numeracy, but is delivered in a less structured method than in the formal system;
- Feed into the formal education system;
- Prepare students to move from non-formal to formal education by passing the Grade 6 formal exam.

There are many types of non-formal education:

- Accelerated learning programs (to be accredited);
- Supplementary curriculum;
- Literacy programs;
- Catch-up classes;
- Temporary learning spaces;
- Child-friendly spaces;
- Early childhood education spaces;
- Youth life skills or vocational training;
- Summer classes;
- Back to school camps;
- Evening classes for students who work in the mornings;
- In-home classes for girls;
- Psychosocial support activities.

Curricula should be socially and culturally relevant. This means it should reflect the cultural, religious, ethnic, socio-economic, and environmental characteristics familiar to the learner, but should also guard against indoctrination.



Hanin School/ Khalidiya, Anbar/ Wathiq Khuzaie

Promising Practices Related to Curriculum for Education in Emergencies

UNESCO, in coordination with local authorities in Baghdad and Erbil, provides catch-up classes for internally displaced students. Funds were provided by KSA. MoE Federal appointed the school management and teachers and MoE KRI provided the school. UNESCO provided stationery and incentives to the teachers. This extra learning space allows students who had missed classes to be able to catch up on their classes of math, science, chemistry, biology, physics and English. Next academic year, the school management will be coordinated by both MoE Federal and MoE KRI.

Baharka Camp

Standard 12: Training, Professional Development, and Support

Teachers and other education personnel receive periodic, relevant, and structured training according to needs and circumstances.

In non-emergency contexts, the MoE Federal General Directorate of Preparation and Training sets a plan for training primary and secondary teachers according to actual needs of teaching and learning.

In an emergency setting, the supply of the formal teacher training system may not be able to meet the demand created by the emergency situation. In this situation a supplementary teacher training system should be developed.

Training is divided into multiple areas, including pedagogy, content and psychosocial support. Teachers have a right to training in all areas.

Periodic teacher training refers to continuous training set within a comprehensive plan for increasing teachers' skills to deliver education in emergency situations. The time and place should be selected considering the security situation, teachers' family situation, and availability of transportation.

Emergency relevant teacher training should be informed by the formal curricula and include:

- Identification of children affected by trauma and how to provide psychosocial support;
- Focus on gender-sensitive questions;
- Risks of natural disasters and emergency contingency planning;
- Lifesaving messages, such as: how to identify and avoid improvised explosive devices, landmines, take cover when under fire, and washing hands to avoid diseases etc;
- Instruction methods for large, multi-age, multi-lingual classrooms;
- Child-friendly instruction;
- Creation of learning materials from locally available materials;
- Participatory teaching methods;
- Inclusion of children with disabilities;
- Social cohesion and peace building methods;
- A variety of instruction methods to meet students' different learning needs and abilities, as well as psychological needs.

Promising Practices Related to Teacher Training and Support in Emergencies

The teacher can be supported and encouraged through:

1. Give incentives to the teachers during the training period (transportation incentives)
2. Give certificates to the teachers after attending a training.
3. Teachers are to be raised in the career ladder after successfully completing a training

Questions of incentives and transportation fees must always be clarified and agreed amongst all parties before any trainings start.

MoE Federal
and MoE KRI



Ammar Ibn Yasser School/ Wadi Hajar neighbourhood, Mosul, Iraq/ Gengiz Yar

Standard 13: Instruction and Learning Processes

Instruction and learning processes are learner-centered, participatory and inclusive.

In emergency settings, teachers may lack materials and training, the number of students may increase, the linguistic and ethnic diversity of the students may change, and the school facilities may not be big enough to meet the increased demand. Therefore, classical instruction and learning processes should be adapted to the circumstances.

Instruction and learning processes should be adapted based on the special needs of the affected population. The teacher should consider participatory methods such as sport games, stories and role-plays. Students' and parents' opinions on the teaching and learning processes, exam dates, and class timetable should be considered.

Instruction that is learner centered is:

- Focused on child learning processes more than completing textbook material;
- Based on learner's ability to explore and think critically, taking into consideration individual differences;
- A method that encourages active participation in lessons in ways that meet different learning styles (e.g. auditory, visual, kinesthetic/physical);
- Focused on the physical, psychological, and cognitive developmental stages of the learners;
- Effective in promoting positive and relevant changes in both abilities and behaviors;
- Based on modern educational theories on the student-centered educational process;
- In addition to the above points, teachers should be supported on how to deliver subject specific materials as well as classroom management skills.



Teabat al Reah School / Zumar sub-district of Ninewa/ Anmar

Instruction that is participatory:

- Encourages children to make contributions, ask questions, think critically, problem solve, and be creative;
- Encourages children to work in both groups and individually;
- Includes children in the making of classroom rules;
- Is NOT students listening passively to a lecture;
- Promotes participation from relevant community bodies, such as educational and community institutions, parents, teachers, learners, and potential employers in determining the learning needs within formal and non-formal education;
- Relies on the continuous follow-up of development training courses to improve the development of students;
- Participatory approaches are inclusive of gender-based approaches, include methodologies for integrating girls in the classroom and include multiple cognitive strategies that account for different learning styles of girls and boys.

Instruction that is inclusive:

- Engages students from all identity groups (religious, gender, ethnic, sects, nationality, and ability);
- Guarantees easy access to education for all learners, through employing curriculum content and teaching methods without discrimination;
- Considers learners with special needs and high achievers during times of emergency, when they are often neglected.



Camp for internally displaced people/ Near Dohuk, Kurdistan, Iraq/ Lindsay Mackenzie



Pilot e-learning program/ Dohuk , Iraq/ Anmar

Promising Practices in Teaching and Learning Processes

1. Divide the students into random competitive groups inside the classroom.
2. Use posters and teaching shapes and models by teachers. Teach the students and support them to build and develop their intellectual and cognitive aspect.
3. Teachers and students to participate in regular trainings.
4. To motivate children to participate and hard work by giving those awards and encouragement.
5. Take into consideration the individual differences between the students and the cultural and social background to better encourage them to learn. Use of role playing and drama.

MoE Federal
and MoE KRI

Standard 14: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

In non-emergency circumstances,

- MoE Federal test regulations require monthly, mid-term, end-term and end-year exams;
- MoE KR-I test regulations require monthly and final tests at the end of course.

In emergency contexts, exceptional test regulations apply. Appropriate methods of assessment for crisis-affected students, including displaced persons and refugees, should:

- Provide to teachers easy to use tools to assess student's skills in literacy and numeracy;
- Prepare and communicate to families the unique examination schedules for the displaced and refugee students;
- Include in exams questions suitable to the learning materials and curricula received by the student;
- Allow placement tests more than once a year to ensure children can enroll following displacement/return;
- Establish a committee to review the student's official documents (if any) and assign the student a grade level;
- Ask the student's parent or guardian to sign a written acknowledgment and consent of this grade for their child;
- Design and apply special exams for students with special needs who may have missed out on schooling or received a different curriculum;
- Students not receiving access to formal education should still be offered access to exams up to the required standards;
- Transferring credits from different curriculums should be considered, e.g. a child that studied previously in an Arabic school that now wants to enroll in Kurdish schools should be allowed to transfer their credits.

Relevant Ministry of Education Policy or Law:

- Iraq MoE Exams Law No. (18) of 1987;
- Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I;
- MoE instructions and regulations/ Federal and KR-I.



Hanin School/ Khalidiya, Anbar/ Wathiq Khuzale

Teachers and Other Education Personnel

Standard 15: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

In an emergency situation, **a sufficient number of teachers refers to 1 teacher to 40 students**. If this is not feasible immediately, then a plan of progressive steps towards this goal should be devised and followed.

An inclusive and participatory teacher selection committee should be established. This committee should coordinate between the relevant MoE and the international agencies. The committee should ensure

the recruitment and selection process is done properly and transparently. Recruitment mechanisms should include announcements that reach the targeted population. Teachers' requirement and selection is MoE and DoEs responsibility, and international agencies are to help with data, incentives, enhancing quality education services, and education supplies.

Teacher selection criteria should reflect principles of diversity and equity and consider:

- Diversity of teacher specialization;
- Inclusion of all ethnicities, religions, and sects;
- Recruitment of at least 40% female teachers;
- Relevant language skills for the learners;
- Quality of the teacher's instruction should be valued over identity characteristics;
- Selection of teachers, if not to select among community for any objective reasons, must be based on best qualification; further support through teaching methodology trainings is to be provided.

In the emergency context, **teachers should have appropriate qualifications**, such as:

- Psychological competency;
- Scientific competency;
- Relevant experience to the type of education, e.g. accelerated learning, catch-up classes, or consolidated courses;
- Capacity to provide psychological support and rehabilitation for children;
- Capacity to provide a friendly learning environment for children from all identity groups: refugee, displaced persons, host community, or other;
- Passing a background check (where this is feasible);
- At least 2 positive references (where they are contactable);
- Awareness of child protection and school safety norms;
- All teachers including volunteers need to undertake an induction programme which cover some of the areas raised above as well as PSS.

Relevant Ministry of Education Policy or Law:

- Iraq Government Discipline of State Employees and Public Sector Law No. 14 of 1991;
- Iraq MoE Law No. (124) of 1971;
- Iraqi MoE Law No. 34 of 1998;
- Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I;

In the cases where sufficient qualified teachers are not available:

- Seek assistance from teacher preparatory colleges;
- Supplement the qualified teaching force with volunteer teachers/lecturers;
- Design and agree with the teacher on a professional development plan of relevant capacity development courses;
- In case the above cannot be met, teaching should not be affected even if using people with less teaching skills such as students from high schools, retired teachers, religious people or volunteers.

In the case of **hiring social workers**, preference should be given to candidates from the affected population because she or he would be more familiar with the social and psychological environment of the child.

Standard 16: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Conditions of work for teachers refers to the roles, working hours, number of lectures, compensation and other terms of reference for their role as educator.

Before camp constructions, it is key that teachers' roles are recognized and that suitable land allocation for schools belongs to camps planning stages.

In emergency situations appropriate compensation of teachers can be a very challenging task due to the multiple employers, variety of contract types, coordination with existing teacher compensation systems, lack of funds for compensation, or gaps in the system of compensation.

In a crisis context, **teacher compensation** may be of two types:

- Financial, e.g. salary for agreed work, hardship bonuses, or grants;
- Non-financial, e.g. housing, food, transportation, trainings, or public recognition and appreciation.

Relevant Ministry of Education Policy or Law:

- Iraqi Government Code of Conduct (amended 2005);
- Conditions of employment of the related ministry;

Appropriate compensation refers to sufficient level of compensation so that the education professional can focus on their professional work without seeking additional resources to meet the basic needs of living for her or his family.

In order to provide appropriate compensation for teachers, the following conditions should be met:

- The employer should make a written commitment to pay the appropriate monthly salary for lecturer in return for a set number of days, hours or lectures. For example, 24 lectures is standard for primary, 22 lectures is standard for secondary;
- The MoE Federal and MoE KRI should agree on appropriate salary levels for teachers of all education types including formal and non-formal education;
- MoE Federal and MoE KRI should agree on any criteria and level of supplementary compensation such as stipends or bonuses for teaching in rural, conflict affected areas. These payments should be managed separately from the basic salary;
- Monitoring and accountability systems should be established to verify if teachers are actually receiving appropriate compensation;
- Benefits, such as health insurance and sick leave, should be considered and where feasible, included in the contract;
- Ensure that teachers on government payroll/salaries are not solicited by NGOs/UN agencies as teachers. If this occurs, thorough communication and monitoring are then required between the several education actors involved.



Recently reopened school/ Mosul/ Anmar

Standard 17: Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

In emergency contexts, teachers are challenged in many ways: overcrowded classrooms, gaps in compensation, students speaking languages other than that of instruction, and multi-age and multi-cultural student groups. Often, teachers themselves are displaced and have gone through stressful and traumatic experience. Providing effective support to these teachers is critical in order to provide access to quality education for all.

Support mechanisms for teachers refers to:

- Identifying qualified school principals;
- Train schools principals on school management during emergency situations (disaster, conflict, risk management, etc.);
- Providing in-service training on inclusive education;
- Providing adequate materials for the new influx of students, such as textbooks, paper, pencils, and furniture;
- Offering psychosocial support for teachers;
- Supporting teacher peer support networks;
- Provide formal recognition and encouragement to qualified teachers.

Supervision mechanisms for teachers refers to:

- Regularly scheduled supervision/reviews of the teacher's performance by the school principal;
- Teacher's evaluation/review through PTA and students.
- Reviews by supervisors that include a variety of criteria, including: student achievement, attendance, teamwork, inventive initiatives, etc.

Support and supervision mechanisms are functioning effectively when:

- The parent, teacher, student, religious leader, and dignitaries provide support to the relationship between student and teacher;
- Those involved in supervision and support are trained;
- The mechanisms and instruments are systematically reviewed annually;
- Supervisors to help teachers in case of emergency with classroom planning;
- Help is given to teachers with classroom control and management at initial stages of emergency;
- There are accountability mechanisms at community, school, and DoE levels to ensure relevant support and supervision.

Education Policy

Standard 18: Law and Policy Formulation

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

In Iraq there are **two overarching education policies**:

- MoE Federal Policy; and
- MoE KRI Region of Iraq Policy.

A contingency plan should be developed at national level to be prepared to respond to any potential future emergencies. A specific body or department could therefore be set up to manage such scheme.

Relevant Ministry of Education Policy or Law:

- Iraqi Federal Constitution 2005, Article 34;
- Iraq MoE Law No. (124) of 1971;
- Iraqi MoE Law No. 34 of 1998;
- Iraqi MoE Law No. (4) of 1992/2nd amendment for KR-I.

There are also areas where the policies could provide more guidance on how best to provide education for all children in situations of emergency. This document, the Iraq Minimum Standards for Education in Emergencies, may be a first step in addressing this issue.

In this standard, education authority means the MoE Federal and MoE KRI, and their governorate and provincial offices.

Continuity of quality education refers to continual training—technical, scientific, and administrative—for all teachers, administrators and supervisors. It also refers to a child continuing through the cycles of education without a break or gap in service.

In this standard, **education authority** means MoE Federal and MoE KRI, and their governorate and provincial offices.

Continuity of quality education refers to continual training—technical, scientific, and administrative—for all teachers, administrators and supervisors. It also refers to a child continuing through the cycles of education without a break or gap in service.

Recovery of quality education means:

- Reviewing the existing standards of quality;
- Assessing the current crisis context and where gaps in education quality exist;
- Planning on how to fill those quality gaps;
- Reviewing to ensure the gaps in quality have been addressed.

Recovery of quality education can be achieved through the following types of actions:

- Before emergency, preparing for how education will be provided;
- Providing training to teachers and MoE and DoE officials on quality standards, positive discipline, psychosocial support, and community mobilization to complement existing knowledge with emergency skills;
- Including additional programs such as school feeding, recreational activities, peace education and conflict prevention;

- Encouraging families to enroll their children in early childhood and kindergarten;
- Setting reformatory policies and development programs that fit within the current global context and new technology;
- Development of special standards to support the monitoring and follow up inside the classroom.

Free schooling refers to access to all education for all learners without cost.

Inclusive access to education may be achieved through the following actions:

- Provide transportation to school;
- Include all children in school, regardless of social class, religion, gender, displaced, refugee, language spoken, or other group characteristic;
- Provide security approvals for all students and teachers;
- Ensure school buildings are accessible for all, including refugee and displaced;
- Engage host communities in providing access to education for all;
- Provide adequate education facilities, teachers, and learning materials;
- International agencies are to be fast and committed to support the overall sectoral response with school construction and child friendly schools;
- The government is to be flexible and supportive in the application of government regulations. Communication and clear guidance must prevail from the beginning of the response;
- Ensure a contingency plan exists to prepare potential future responses.



UNICEF supported child friendly space/ Mosul, Haj Ali camp / Anmar Rfaat

Standard 19: Planning and Implementation

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

In Iraq, **education activities** refers to:

- Formal education (early childhood development, primary school and secondary school). The provision of formal education should remain the number one priority for all children;
- Non- formal education, this includes catch up classes, basic literacy and numeracy classes, EiE, life skills, PSS to name a few.

Relevant international educational policies, laws and standards include:

- Universal Declaration of Human Rights (1948) (Articles 2, 26);
- Fourth Geneva Convention (1949) (Articles 3, 24, 50) and Additional Protocol II (1977) (Article 4.3 (a));
- Convention Relating to the Status of Refugees (1951) (Articles 3, 22);
- International Covenant on Civil and Political Rights (1966) (Article 2);
- International Covenant on Economic, Social and Cultural Rights (1966) (Articles 2, 13, 14) Convention on the Elimination of All Forms of Discrimination against Women (1979) (Article 10) Convention on the Rights of the Child (1989) (Articles 2, 22, 28, 29, 30, 38, 39);
- Rome Statute of the International Criminal Court (1998) (Article 8(2)(b)(ix) and 8(2)(e)(iv)) Guiding Principles on Internal Displacement (non-binding) (1998) (Paragraph 23);
- Convention on the Rights of Persons with Disabilities (2006) (Article 24).

Relevant national educational policies, laws and standards include:

Federal Iraq

- National Law for Literacy;
- Free and Compulsory Education Law;
- Private Education Law;
- Parent Teacher Association Law.

Kurdistan Region of Iraq

- Education system for Basic Education;
- Education system for Preparatory Education;
- Private school system implementing KRI curricula.

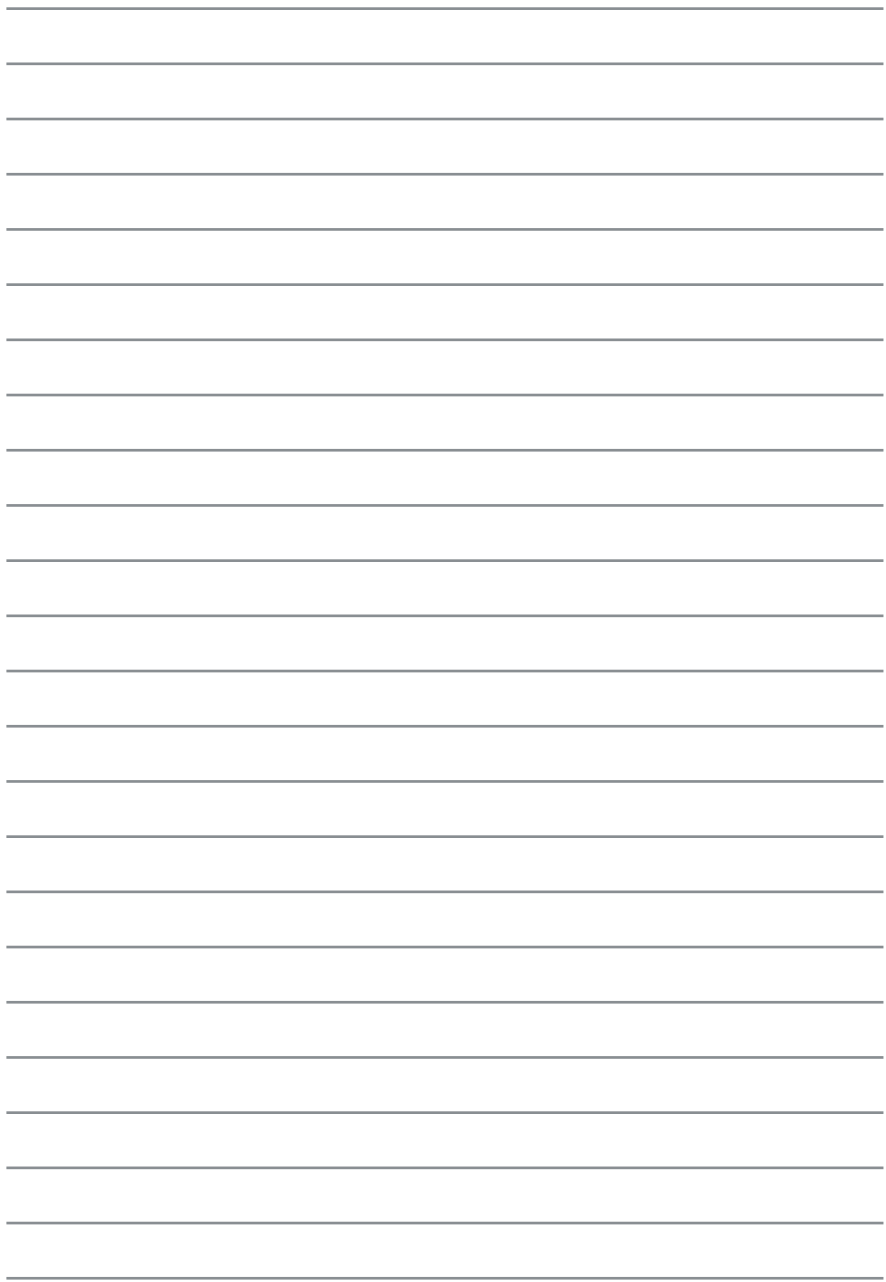
Learning needs refers to cognitive, physical, and social-emotional learning. Both the MoE KRI and MoE Federal and DoE should discuss and agree on how to best meet the immediate and long-term learning needs of the affected population.

Taking into account educational policies means both:

- The MoE Federal and MoE KRI should review the international policies, laws, and standards;
- The international NGOs in Iraq should review the national and KRI policies, laws, and standards prior to beginning work. This should be a step in the initial needs assessment and/or situational analysis in order to guarantee linkages with relevant government policies, plans, and programs.



Girls school/ Sulaymaniyah/ Wathiq Khuzaie







Iraq Minimum Standards for Education in Emergencies

The Iraq Minimum Standards for Education express commitment to the provision of protective education for all children and youth affected by emergencies in Iraq.

Based on the global INEE Minimum Standards, this document seeks to define effective, quality and inclusive education in emergencies in the Iraq context.

This tool has been developed for and by the local authorities of Iraq, and NGO and UN representatives in a process facilitated by the Iraq Education Cluster.