



Education Needs Assessment

Bardarash Camp, Bardarash Sub-District, Kurdistan Region of Iraq

March 2017

Triangle Génération Humanitaire (TGH) undertook an Education Needs Assessment in Bardarash Camp from the 6th to the 13th of March 2017. The assessment was carried out by TGH Child Protection and Education in Emergency (EiE) Mobile Team, using kobo software. The aim was to establish an overall picture of the Education situation in the camp, gathering information on the existing Education system (number of schools; school attendance of the children; capacity of the education personnel; quality of teaching provided to the children), looking further into the issue of out-of-school children and identifying gaps and required support to improve the Education system in the camp.

A. Methodology

- In order to get an accurate overview of the existing Education needs in the camp, the following methodology has been used: 376 households have been interviewed around the different sectors of the camp, using an Education questionnaire, in order to identify Education needs, specific issues and available/missing services.
- The camp manager has also been interviewed, using a Key Informant questionnaire to gather information on Education services provided in camp (access to such services, quality, needs and existing support).
- Finally, to focus on school functioning and Education access and needs, the School Principals of the two schools have been interviewed.
- In addition, some qualitative information have also been collected by the team and used to corroborate and develop findings of the assessment.

In order to get a representative sample, the number of households to interview was calculated based on the following settings:

Size of the population: 2192 Households
Confidence Interval: 5%

Sample size: 327
Confidence level: 95%

B. Context

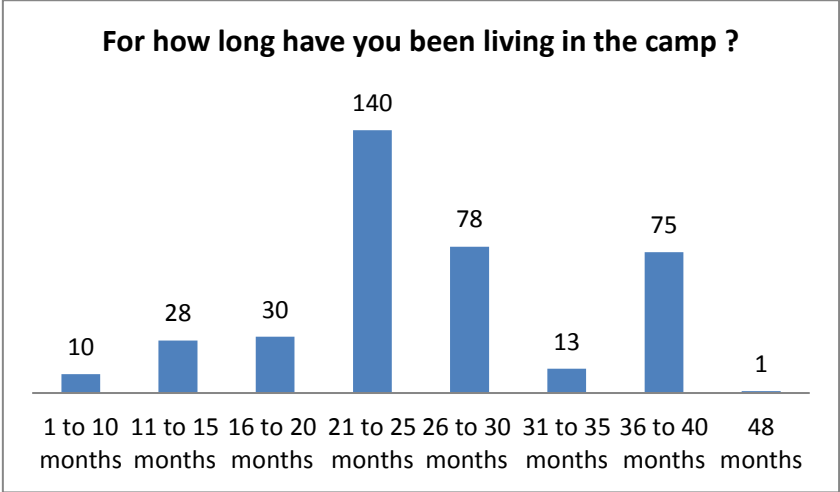
Bardarash Camp is located about 7 km away from Bardarash City Center, on the road connecting Mosul to Akre. The camp, created in 2014 to host newly displaced people from Mosul area belongs to Dohuk Governorate. For further details on the location of the camp, please refer to the GPS Coordinates of Bardarash Camp: 36° 29' 35.34" N, 43° 34' 1.81" E.

Over the summer and fall of 2014, the Municipality of Bardarash faced massive arrivals of IDPs, fleeing the fights and the progression of ISIS in the East and North countryside around Mosul. To respond to the challenge of massive population influx, a transit camp was first established. Yet, as the people continued to come, the Federal Government of Iraq decided to fund the construction of Bardarash Camp in order to host them in a more adapted and secure space. The camp was designed to host 3,000 families (around 18,000 individuals).

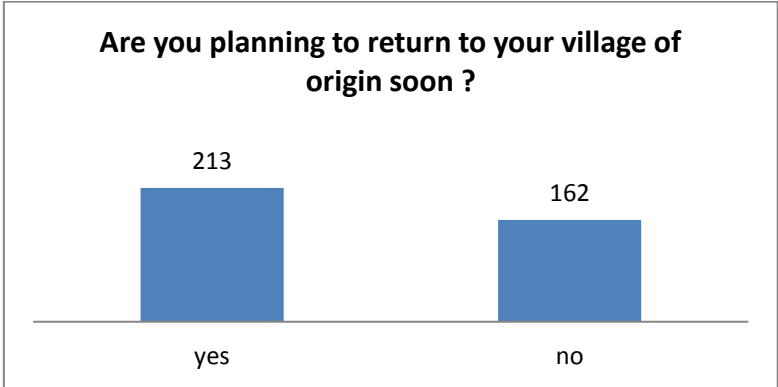
The first families arrived in Bardarash Camp on December 24th 2014 and most of them stayed in the camp for many months as the situation only recently started to ease in the Eastern and Northern parts of Mosul area. At the time of the assessment, the population of the camp was distributed as follows (source: Camp Management):

	Men	Women	Boys	Girls
	2317	2475	2950	2736
Total	4849		5686	

Mostly, the interviewed families lived in the camp for many months, as shown in the graph below.



The majority of people interviewed said that they plan to return to their villages of origin in the coming months, depending on the evolution of the situation there. Many families explained that they are waiting for the end of the school year to come back. Some of them also raised safety concerns regarding the current situation in the villages of the East part of Mosul periphery. Finally, some families found work opportunities in Bardarash and said that they will come back to their village only if they can be sure to find jobs there to secure their livelihoods.

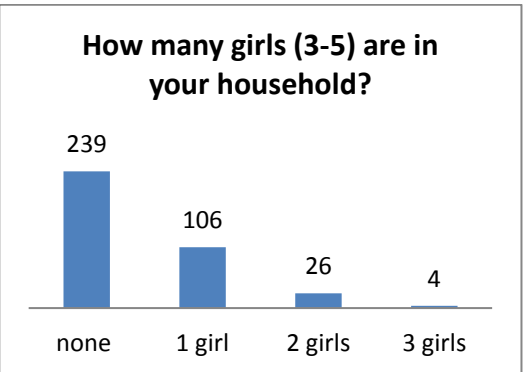
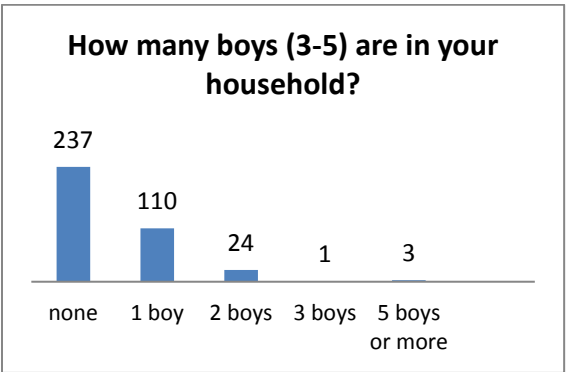
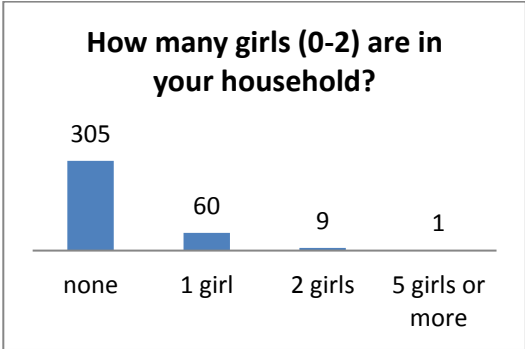
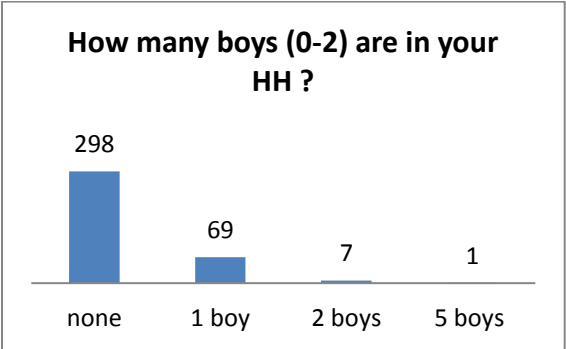


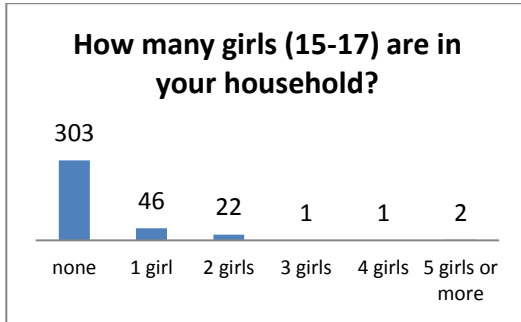
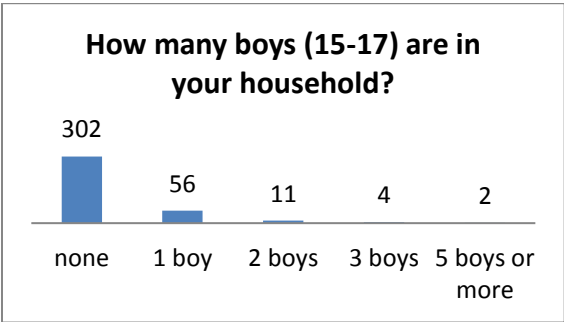
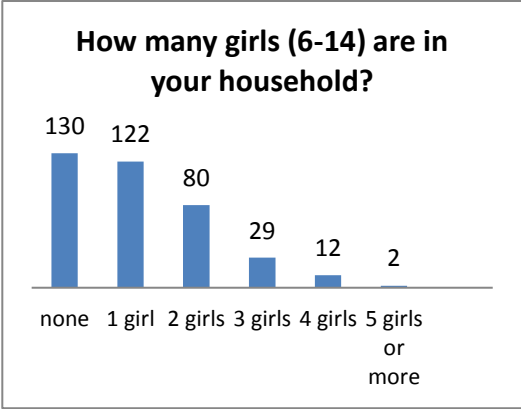
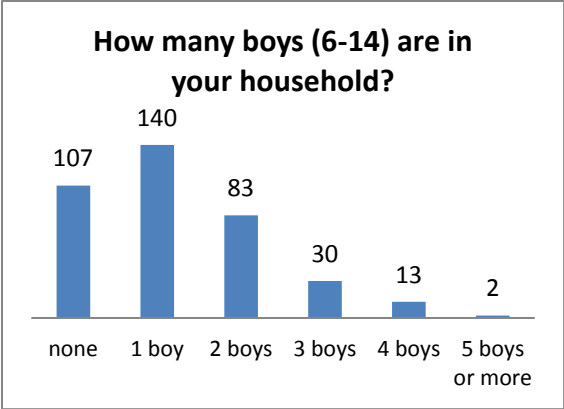
The table below provides information on the village of origin of the families interviewed through the assessment. It appears that most of them come from the East and North parts of Mosul periphery.

Village of origin of Interviewed Households		
Abasia (Tilkaif)	Fathiliyah (Ba'shiqah)	Ortakhrab (Ba'shiqah)
Abo Jarboa (Ba'shiqah)	Gelyokhan	Qaraqosh (Al Hamdania)
Adan	Ghadeer (Bertella)	Qaryat Bazkartan (Mosul)
Al Bahrah (Al Hamdania)	Gog jali (Mosul)	Sada (Tilkaif)
Al Hamdania	Kabarly (Al Hamdania)	Sammakia (Ba'shiqah)
Ali resh (Bertella)	Khaznat Tapa (Bertella)	Shagoli (Bertella)
Asmawa (Dohuk)	Khorsabat (Ba'shiqah)	Shekh Amir (Al Hamdania)
Barima (Ba'shiqah)	Korigripan (Ba'shiqah)	Shekhan
Ba'shiqah	Manara (Bertella)	Taschrab (Ba'shiqah)
Bawiza (Mosul)	Moafgia	Tehraoh (Bertella)
Baybokht (Tilkaif)	Mosul	Telyara (Ba'shiqah)
Bazwaya (Mosul)	Nimrod (Nimrod)	Tobzawa (Ba'shiqah)
Bertella	Umar Qaptchi (Ba'shiqah)	Torak
Darawesh (Ba'shiqah)	Omer Kan (Bertella)	Zarhat Khatoon (Bertella)

❖ **Details on the assessed population**

Composition of the interviewed households:

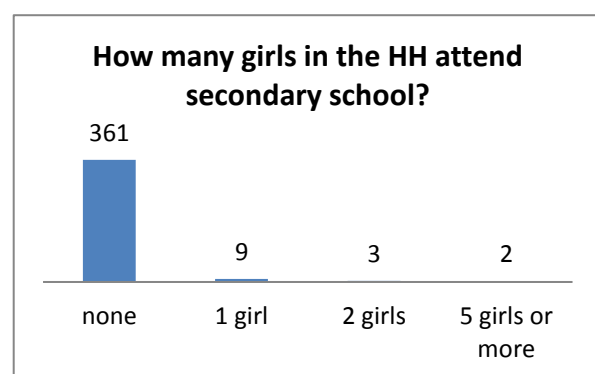
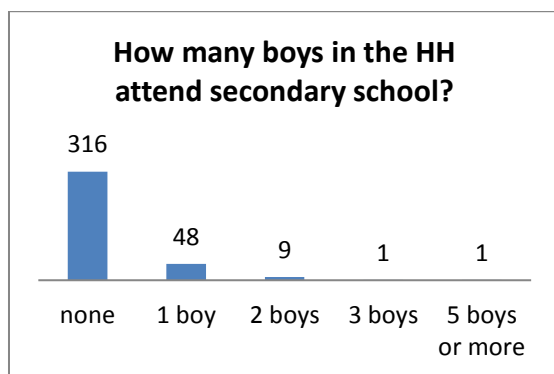
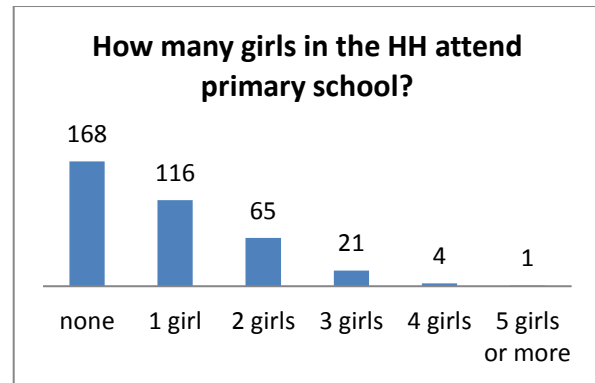
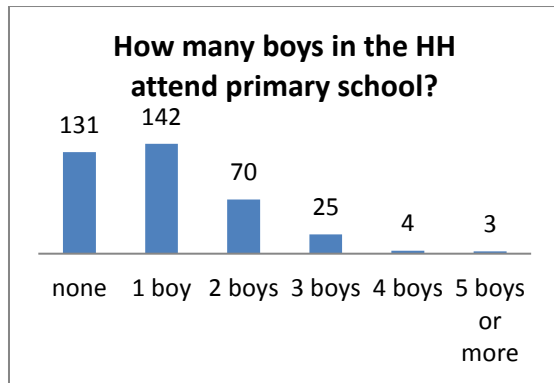




C. Major Findings on Education Situation

❖ School Attendance

The graphs below reflect attendance of children for primary and secondary schools. School attendance is really low for children attending secondary school. Indeed, out of school issue particularly affects teenagers.



❖ Information on the Schools

There are 2 schools in the camp which were fully functional last year (2015/2016) and are still fully functional. The total number of students attending courses increased this year compared to the last academic year. Yet, as some families start to go back to their village of origin, since a few weeks the number of children attending school in the camp is slowly decreasing.

The first school in the camp “Ecole de Bardarash” receives boys attending primary school from grades 1 to 6. There is 1 shift on the morning from 8 to 11 am for children in grades 1, 5 and 6 and 1 shift on the afternoon from 2 to 5 pm for children in grades 2, 3 and 4. The total number of boys attending primary school is 1,286. Student breakdown as follows:

Number of children and classes / grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of children	284	370	172	185	130	145
Number of classes	4	5	3	3	3	3

Teaching is providing in Arabic, following the MoE curriculum, by 8 teachers employed by the MoE (7 men and 1 woman). Besides, lecturers are supporting teachers as volunteers (15 men). All teachers and lecturers are from the camp.

Furthermore, in this school, there is a third shift from 11 am to 2 pm for boys and girls from grades 1 to 8 who study in Kurdish. At the beginning of the school year, 80 children were attending school in Kurdish. Yet, due to the returns of some families to their villages, currently only 35 children (7 girls and 28 boys) in grade 7 are registered in that shift. Two Kurdish teachers (1 from the camp and 1 living out of camp) are in charge of teaching the children. Recently, they received approval to recruit 3 lecturers from the camp to support them (lecturers will be recruited as volunteers first). Kurdish teachers are employed by the Kurdistan Government and are not paid since January. KRG Government is also providing 30% of the books they use to teach.

The second school in the camp “Ecole de Bardarash II” receives girls attending primary school from grades 1 to 6 (2 shifts). The total number of girls attending primary school is 1,213. Student breakdown as follows:

Number of children and classes / grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of children	300	350	170	170	123	100
Number of classes	5	5	3	3	2	2

Teaching is providing in Arabic, following the MoE curriculum by 6 teachers from the camp employed by the MoE (5 men and 1 woman). Besides, 15 lecturers are supporting teachers as volunteers (8 women and 7 men).

In this school, there is also 1 shift dedicated to secondary level. On the whole, 87 children are attending secondary school. Boys are attending on Saturday, Sunday and Monday, while girls on Tuesday, Wednesday and Thursday.

Boys attending secondary school breakdown as follows:

Number of children and classes / grade	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Number of children	65	46	45	24	24
Number of classes	2	1	2	1	1

Girls attending secondary school breakdown as follows:

Number of children and classes / grade	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Number of children	23	28	25	11	13
Number of classes	1	1	1	1	1

When children complete grade 9, they can choose if they want to attend courses from Scientific Department or from literacy Department. In this school, boys can choose between the two Departments in Grade 11. Currently, 7 of them are attended courses in Scientific Department and 17 in literacy Department. For girls, all of them are attended courses from Scientific Department in grade 11.

Teaching is provided in Arabic, following the MoE curriculum, by 9 teachers, supported by 6 lecturers who work as volunteers (men only).

The school year will end on April 25th and the exams will start on May 4th for 8 days until May 11th. Children who finish grade 6 will take the primary school final exam from May 14th to May 21st.

❖ Education Personnel

Most of the teachers (between 51 to 75%) received their salary from the MoE in the past three months. Only Kurdish teachers employed by the Kurdistan Government raised delay in the perception of the salaries as an issue of concern.

Essentially, it results from the assessment that considering the total number of children attending school in the camp, there are not enough teachers to provide all the children with education of good quality. There is especially a lack of women teachers. It should also be highlighted that all lecturers are working as volunteers.

❖ Existing/Required Education Support

According to the school managers and to the families, it is necessary to extend the existing capacities of the schools to provide quality education to all the children living in the camp. It emerged from the assessment that this global objective could be reached, working on the following aspects:

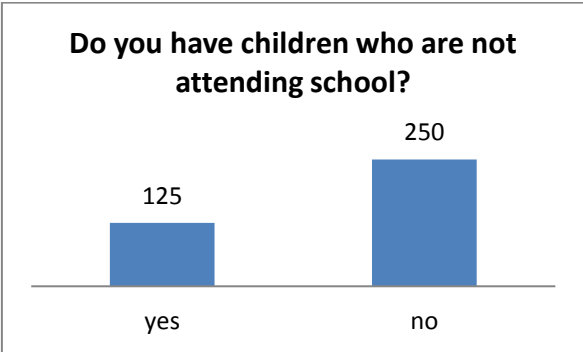
- Set-up of additional classrooms
- Rehabilitation of learning spaces
- Recruitment of new teachers
- Organization of trainings for teachers on PSS/Pedagogy
- Organization of catch-up classes for the children
- Support to follow-up the school attendance of children

The Camp Manager and both School Managers emphasized the need of financial support to sustain schools and extend their capacities, particularly to recruit new teachers, create additional classes and buy educational material.

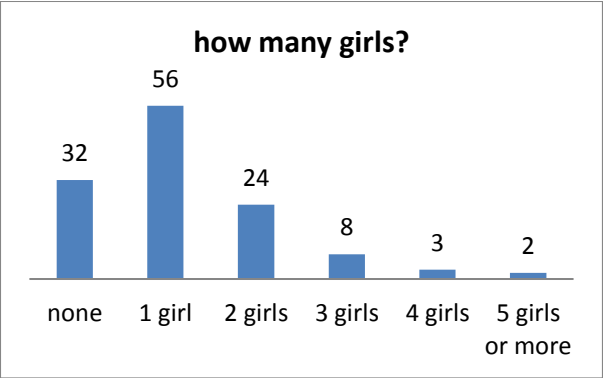
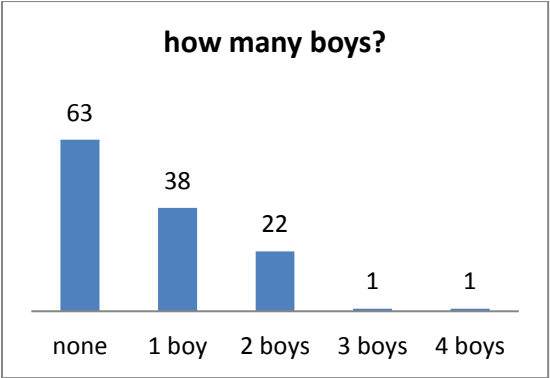
So far, the schools have mainly been supported by the MoE officials who provide teaching material (especially books). UNICEF also distributed school kits to all children (boys and girls) attending primary school. Finally, teachers have been trained on PSS at school or within the Community Center run by a Consortium of NGOs, PUI, Fédération Léo Lagrange, BSF, Fondation Danielle Mitterrand and Triangle.

❖ **Out of school children**

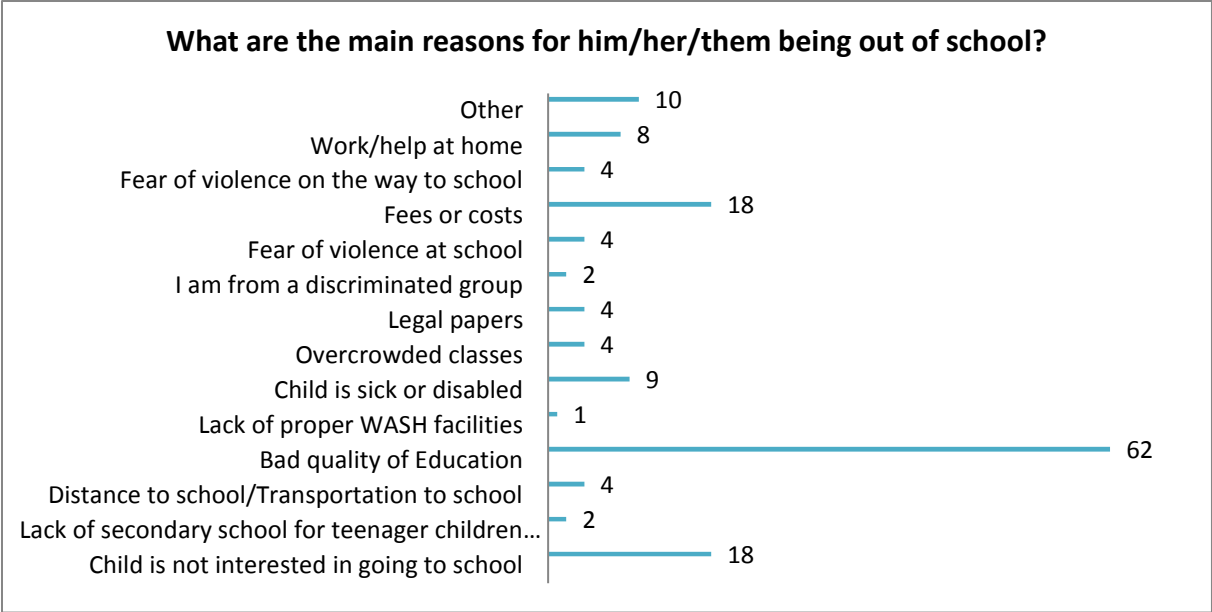
In the camp, the number of out-of-school children identified through the interviews with the households is quite important. Indeed, out of the 375 households interviewed, 125 indicated that they had some children not enrolled in school at that time. The following graph reflects this fact:



To better understand this issue, households who stated that they had some out-of-school children were asked to provide some details on these children. It emerged from information received that boys and girls were affected by school drop-out.



Households were also asked to provide details on the reasons explaining the presence of out of school children. As shown in the graph below, most of the households pointed out the bad quality teaching, the lack of interest of children in going to school or the school fees to explain the drop-out of their children.

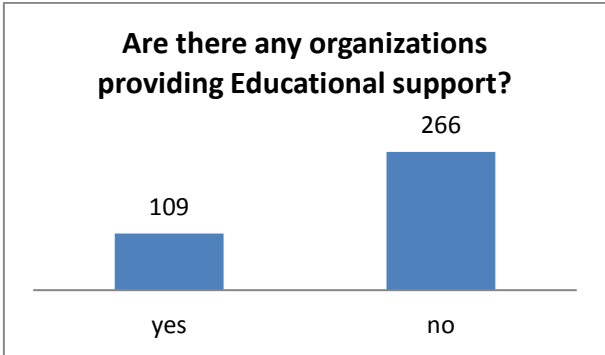


According to the families, children seem to be out of school mainly because of the bad quality of Education. Yet, taking into account the opinion of the key informants (school managers and camp manager) and observations of the team, other reasons may contribute to explain school drop-out.

First, due to the economic situation, some children, mostly teenagers seem to drop out of school to support their family. If boys are often dropping out of school to work, for girls, drop-out can also be linked to traditional concerns. Then, it should also be noted that in the camp the road is unpaved and there is a long distance walk to reach the schools, especially for children living in sectors C, D and E. It could also be part of the reasons explaining that some families don't send their children to school (girls in particular). Lastly, it appears that some children don't have legal documents, which could also prevent them from being registered in school.

❖ **Organizations providing support to IDPs in the camp**

109 households reported that some organizations were providing Education support.



Households were asked to list the organizations that have been providing educational support in Bardarash camp. Aggregating their answers, the following list was established:

- PUI : PSS + Non formal education activities (Community Centre)
- Harikar : Legal Assistance

- UNICEF : Distribution of school kits

D. Conclusion and recommendations

According to the assessment findings and to the interviews of household living in the camp, there are different levels of challenges regarding education in Bardarash Camp. Access to education, capacity of school premises, quality of teaching and financial issues seem to be the main reasons for families to waive sending their children to school and/or to lose confidence into Education system in the camp.

The assessment results show a strong need of support to improve education services in Bardarash Camp and increase enrollment of children. The following aspects could be considered as main recommendations:

- **Improve the quality of education:** advocate hiring more qualified teachers and avoiding overcrowded classes, organize training of teachers (Pedagogy/CP/PSS) and provide teachers as well as children with adapted teaching and learning materials.
- **Improve Access / Increase the capacity of schools:** increase the capacity of schools/number of classrooms, including specific classes for children attending secondary school and/or organize safe transportation to schools (in and out of the camp).
- **Develop complementary educational activities** such as catch-up/remedial classes, recreational activities and psychosocial support to complete existing services and supplement formal education provision in the camp.
- **Support economic empowerment of families** to prevent drop out and child labor.
- **Organize awareness raising activities** on importance of education (back to school campaign), Child labor and Child protection. Awareness raising activities to foster school enrollment in camp are essential to encourage families to send their children to school but also to ensure that children will continue to go to school once they will be back in their village of origin.