Barriers to Education in Ninewa and Anbar Governorates, Iraq

Key Findings and Recommendations

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Presentation outline

• Background Introduction
• Profile of a multi-faced study of barriers
• Methodology
• Findings
• Differentials: the role of data
• Critical challenges
• Recommendations and Way Forward
What SDGs are impacted by barriers to education?
Overcoming barriers in Iraq is relevant for the achievement of:

We have the largest generation of adolescents in human history, their prospects for formal education are escalating.

Tenacious disparities stay.
Background

• From 1985 to 2016, proportion of young people enrolled in secondary schools increased from estimated 47% to 76%

• “For millions of students around the world, the school environment is not a safe space to study and grow.”

• 150 million 13–15-year-old students experience peer-to-peer violence in and around school, with at least a third of students being bullied in the previous month and a third involved in physical fights in the previous 12 months*

• About 720 million school-aged children live in countries where corporal punishment at school is not fully prohibited*

• MoEs and Schools are often reluctant to divert resources from education to wider social influences

**Key Definitions**

**EDUCATION**: any process – whether in schools, or in informal or non-formal educational contexts – that develops in children or adults the knowledge, skills, attitudes and values leading to behavior change.

- **Education as a sector-wide area has primary a place in all post-conflict and recovery settings.**
- **Structural violence**: refers to injustices such as poverty, discrimination and unequal access to opportunities, which are at the root of much conflict.
- **Inclusive education**: refers to an education system that takes into account the different educational and learning needs of all vulnerable and marginalized children and young people; it considers the measures it must take to be able to provide an appropriate education with all children learning together.
- **Formal Education**: education in school, taught by qualified teachers, within normal school hours, leading to accepted qualifications.
- **Informal Education**: education provided by qualified teachers in some other way than formal education, leading to accepted qualifications.
- **Non-Formal Education**: education provided by those not qualified as teachers in any setting, not leading to accepted qualifications.
Barriers to Education Data Sources

Policy and Project Documents, Reviews

Key Informant Interviews

Reconstruction, Rehabilitation and Operational Plans

Field visits and Fieldwork in Ninewa and Anbar

Focus Groups Discussions

Sampling Household Survey

Refining of barriers and strategic recommendations
### IDPs/Returnees Status*

<table>
<thead>
<tr>
<th>Returnees</th>
<th>IDPs</th>
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<tbody>
<tr>
<td>Nineveh (1.49 million)</td>
<td>Nineveh (602,000)</td>
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<tr>
<td>Anbar (1.27 million)</td>
<td>Duhok (349,000)</td>
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<td>Salahaddin (553,000)</td>
<td>Erbil (217,000)</td>
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<td>Kirkuk (296,000)</td>
<td>Salahaddin (169,000)</td>
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<td>Baghdad (77,000)</td>
<td>Kirkuk (124,000)</td>
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</table>

- Private settlements (1,200,000)
- Camps (574,000)
- Critical shelters (217,000)

*Sources: MoP, MoHR, MoDM-GOI; DTM-IOM, October 2018*
Students:
15,150,428 Iraqis under the age of 15 (45% of total population)

Schools:
Iraq will need 20,000 schools by 2022

1,050 schools across the country have been damaged in 2016-17

9.6 million children aged 2-14 years suffered from any violent discipline method; one third of them (3.3m) suffer from severe physical punishment, both at home and in school
Methods

Qualitative and quantitative techniques combined
Methodology

• Desk Review and Key Informants Interviews with selected individuals and institutions

• Rapid Appraisal through qualitative and quantitative techniques combined (FGDs and sample survey interviews)

• Ops: 3+3 teams of 2 interviewers deployed in 25 urban, semi-urban, rural locations and IDP camps in Ninewa and Anbar from 8 to 21 September 2018

• Geographical targets: East and West Mosul City, HAA, Ramadi, Falluja and selected IDP camps: HAA (2), Kilo 18, al Khaldiya, Amiryiat al Falluja, Bezabize Central and Habbaniya Tourist Center

• Observation: Reconstruction stage; Appropriateness; Technical progress; Risks and Opportunities; Assessment of existing safety mechanisms and perceptions
Sampling Strategy

• Sample size considered a 95% confidence interval and a sampling error of 5% (0.05) [which means that 95 out of 100 samples will behave similarly to the population (Z=1.96; population proportion p=0.5)].

• Calculation of the sample size was made using the Krejcie and Morgan tables and method.

• Two-stage cluster random sampling technique with probability proportionate to size (PPS) applied to population in Ninewa and Anbar, stratified into main operational areas.

• Main strata were refined into different substrata by both geographic (urban/periurban vs. rural, in-camp vs. out-of-camp pop and demographic indicators).

• Non-camp localities sorted according to measure of closeness or succession of camps or villages.

• Logistical and security reasons led to final decision on inclusion as a primary sampling unit.
Sampling Frame and Technique

• Sampling on only a fraction of returnees, non-camp IDPs, and IDP community members

• **Eligibility:** Sampling on a fraction of the population of all families directly affected by violence. A usual resident present on the night before the survey, age 18 years or older, and agreement to provide written informed consent.

• To ensure that women were represented, estimated the percentage of female heads of household within the Iraqi displaced population (16%)

• Sampling applied to a quota of subgroups including all categories

• **Primary Sampling Units (PSU):** The randomly selected localities.

• **Secondary Sampling Units (SSU):** The selected quota segments of the PSUs.
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<thead>
<tr>
<th>Surveyed Areas</th>
<th>FGDs</th>
<th>Clusters</th>
<th>HH Interviews</th>
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<td>Village around HAA</td>
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<td>Kharibt Jihina</td>
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<td>Qaber Al abid</td>
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PARENTS CHILDREN
Findings

From qualitative and quantitative survey
## Summary Table of Barriers to Education in Ninewa and Anbar

### Cost of schooling
- Direct costs
- Indirect costs

### Opportunity costs
- Households’ demands on children
- Legitimate child labour
- Illegal child labour

### Perceived relevance
- Lack of curriculum relevance
- Lack of support from caregivers
- Lack of special needs facilities

### Low achievement
- Low achievement
- Poor and irregular attendance
- Overage entry
- Repetition

### Location
- Distance and time to school
- Safety in traveling to school

### Safety in school
- Violence in school (by teachers and among peers)
- Bullying
- Safety of school structure

### Multiple Barriers
- Lack of caring by schoolteachers
- Insufficient religious teachings
- Too many children in my child’s class
- My child being bullied/harassed
- Lack of school policies towards child with special needs
- The teachers not giving my child enough time

### Health
- Infections diseases, undernutrition, malnutrition
- Physical and mental disabilities
- Health of family members

### Household status
- Single parents HH, orphanhood
- Fostered on extended family
- Very large family size
- Displaced HH
- Lack of livelihoods
- Members of excluded groups
- Nomadic

### Young families
- Young motherhood
- Young fatherhood
- Child marriage

### School practices
- Unfriendly schools
- Schools unfit for CWDs
- Poor management transition between levels
- Unqualified teachers
- Teachers demotivation
- Lack of remedial support
- Large class size
- Poor assessment practice
- Uneven pre-school supply
**Perceptions**

**Target Population**
- Children and parents in general acknowledge the importance of education;
- Some children and parents in Ramadi and Falluja prioritize livelihoods over education;
- There is currently a high demand for education in all the areas due to the lost years during Daesh occupation;
- Psychologically affected, mental disorders
- Girls do not fall into a single risk group
- General stagnant attitude towards girls education

**Key Barriers to Education**
- Direct and indirect costs: transport, school uniforms, and additional school material costing upwards of IQD200,000 per child per school year
- Frustration with the system because of delayed reconstruction/rehabilitation (W.Mosul and Falluja)
- Insufficient rehabilitation of public infrastructure, lack of ramps, washrooms, lightning and books
- Insufficient religious teachings in the curriculum (Anbar)
- Lack of high schools for continuing education is a de-motivation
- Empathy by children towards children with disabilities and special needs; parents however request for special schools to manage children with physical disabilities
- Very poor awareness and judgmental attitudes of inclusion (also by teachers)
- Restrictive requirements to access schools (boys vs, girls)
- Negative discipline by teachers is a major concern and impacts children attendance or dropout from school
- Bullying reported by few children/parents, mainly in Falluja/Ramadi urban areas
- Stigma and public misconception re. "collaboration with Daesh" for children studying in other neighborhoods
- Orphans are highly disadvantaged; large numbers out of school and engaged in labour

**Remedial Actions**
- High request for Education cash support
- Extra effort to identify people who are vulnerable, some are hidden
- Women should have choices and be included in decisions
- Inclusive places and spaces

**Qualitative Findings**
General Community Perceptions

- Children and parents in general acknowledge the importance of education.
- Some children and parents in Ramadi and Falluja prioritize livelihoods over education.
- Currently a high demand for education in all the areas due to the lost years during *Daesh* occupation.
- Psychologically affected, mental disorders.
- Girls do not fall into a single risk group: general stagnant attitude towards girls education.
Barriers

- Direct and indirect costs: transport, school uniforms, and additional school material costing upwards of IQD200,000 per child per school year
- Frustration with the system because of delayed reconstruction/rehabilitation (West Mosul and Falluja)
- Insufficient rehabilitation of public infrastructure, lack of ramps, washrooms, lightning and books
- Insufficient religious teachings within current the curriculum (Anbar)
- Lack of high schools for continuing education is a demotivation
- Empathy by children towards children with disabilities and special needs; parents however request for special schools to manage children with physical disabilities
Barriers

• Very poor awareness and judgmental attitudes of inclusion (also by teachers)
• Restrictive requirements to access schools (boys vs. girls)
• Negative discipline by teachers is a major concern and impacts children attendance or dropout from school
• Bullying reported by few children/parents, mainly in Falluja/Ramadi urban areas
• Stigma and public misconception re. "collaboration with Daesh“ for children studying in other neighborhoods
• Orphans are highly disadvantaged; large numbers out of school and engaged in labour
Remedial Actions

• Strong demand for Cash Support for Education

• Extra effort to identify children who are vulnerable, some are hidden

• Children/parents have no or rare access to internet or TV in IDP camps. More communication is requested

• Strong investment in public information and BCC: Social media used for keeping track of local happenings – Facebook and YouTube; TV is watched by children and parents, cartoons and news channels.
## HH Survey Findings

**Significant difference in key barriers to education**

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<th>Issue</th>
<th>Ninewa</th>
<th>Anbar</th>
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<td>Insufficient religious teachings at school</td>
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<td>Lack of school policies towards child with disabilities and special needs</td>
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<td>HOUSEHOLD SURVEY</td>
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Survey Findings

Respondents’ literacy (N=412)

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<td>Vocational school</td>
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Mean age 39.4  42.25
Survey Findings

Status of infrastructure – urban areas

Mosul east
- Concrete infrastructure: 36%
- Rehabilitated: 32%
- Partially concrete: 9%
- Improvised material: 9%
- Damaged infrastructure: 1%
- New pre-fabricated: 10%

Mosul West
- Concrete infrastructure: 41%
- Rehabilitated: 29%
- Partially concrete: 17%
- Improvised material: 7%
- Damaged infrastructure: 4%
- New pre-fabricated: 9%

Fallujah
- Concrete infrastructure: 38%
- Rehabilitated: 32%
- Partially concrete: 5%
- Improvised material: 6%
- Damaged infrastructure: 5%
- New pre-fabricated: 13%

Ramadi
- Concrete infrastructure: 54%
- Rehabilitated: 16%
- Partially concrete: 0%
- Improvised material: 1%
- Damaged infrastructure: 0%
- New pre-fabricated: 9%
Survey Findings

Selectivity of admissions

<table>
<thead>
<tr>
<th>Location</th>
<th>Only local residents</th>
<th>Only Boys</th>
<th>Only girls</th>
<th>No children with disability allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosul east</td>
<td>55.56</td>
<td>38.89</td>
<td>5.56</td>
<td>0</td>
</tr>
<tr>
<td>Mosul West</td>
<td>26.67</td>
<td>46.67</td>
<td>16.67</td>
<td>0</td>
</tr>
<tr>
<td>Fallujah</td>
<td>0</td>
<td>56.86</td>
<td>33.33</td>
<td>7.84</td>
</tr>
<tr>
<td>Ramadi</td>
<td>0</td>
<td>29.82</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Findings

School infrastructure

- Re-building a total of 7000 schools in Iraq over the next 5 years
- Before conflict 2450 schools Mosul. Currently, only 1850
- In 2017-18 <11,000 children dropped out of school in Ninewa
Survey Findings

School Assets

- Presence of books
- Sufficient chairs
- Sufficient desks
- Water taps/toilets
- Sufficient windows
- Functional building

Percentage of schools with an access ramp

- Ninewa: 1.89
- Anbar: 3.09
Survey Findings

Schools assets: IC vs. OOC

- Sufficient windows: IC 61.1%, OOC 67.6%
- Water taps and toilets: IC 56.8%, OOC 44.0%
- Functional building: IC 38.9%, OOC 89.8%
- Sufficient desks: IC 24.2%, OOC 26.1%
- Sufficient stationary: IC 17.9%, OOC 18.0%
- Sufficient chairs: IC 26.4%
Survey Findings

Parents who identified specific barriers to education for children with disabilities

A: Lack of school policies towards child with disabilities
B: Discrimination on the basis of disability
C: School is physically not accessible for my child

A: Ninewa: 25.91, Anbar: 61.11
B: Ninewa: 3.63, Anbar: 4.55
C: Ninewa: 23.23, Anbar: 9.33

P < 0.0001
Survey Findings

Perceptions of parents on teachers and teaching

- Low teachers' expectation of the child: Ninewa 44.04, Anbar 85.35 (
P < 0001)
- Lack of teachers' knowledge of learning disabilities: Ninewa 39.38, Anbar 18.18 (
P < 0001)
- General unspecified lack of understanding of teachers: Ninewa 31.61, Anbar 6.06
- Teachers not accepting that child has impairment: Ninewa 17.62, Anbar 15.66
Survey Findings

Knowledge of inclusive education

- It is the available access to school of all children
- It is all of the above
- Don’t know

Comparison between Ninewa and Anbar:

- Ninewa: P < 0.001
- Anbar:
Survey Findings

Attitudes and perceptions towards the Curriculum

- Technology and ICT
- Thinking and learning competencies
- Personal and social competencies
- Sport and health/fitness
- Languages, literature and communication
- Art
- Music
- Mathematics
- Social studies
- Sciences
- Religious and Islamic education

Ninewa | Anbar
---|---

--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
--- | ---
Survey Findings

Issues of children with disability or behavioural issues

- Reported to doctor or medical authorities
- Discussed with school teachers
- Respected and valued as a resource
- Kept confidential, nor shared

Reported to doctor or medical authorities: Ninewa: 90, Anbar: 80
Discussed with school teachers: Ninewa: 60, Anbar: 10
Respected and valued as a resource: Ninewa: 30, Anbar: 5
Kept confidential, nor shared: Ninewa: 20, Anbar: 15
Perceptions towards children with disabilities

Survey Findings

Bar chart showing perceptions of different groups:

- Need special classes out of mainstream education:
  - Ninewa: 48.19
  - Anbar: 35.86

- Support in the same class with other children:
  - Ninewa: 43.01
  - Anbar: 50

- Need to be taught at home:
  - Ninewa: 4.66
  - Anbar: 2.02

- Don’t know:
  - Ninewa: 4.15
  - Anbar: 12.12
Survey Findings

Perceptions towards children with disabilities: urban areas

<table>
<thead>
<tr>
<th></th>
<th>Mosul east</th>
<th>Mosul West</th>
<th>Fallujah</th>
<th>Ramadi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support in the same class with other children</td>
<td>50</td>
<td>45</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Need special classes out of mainstream education</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Need to be taught at home</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Survey Findings

Perceptions towards children with disabilities: IC vs. OOC

- Need special classes out of mainstream education: IC 40.6%, OOC 42.0%
- Support in the same class with other children: IC 37.5%, OOC 49.3%
- Don’t know: IC 20.8%, OOC 4.3%
Survey Findings

Likelihood of children with behavioural issues

<table>
<thead>
<tr>
<th>Location</th>
<th>Somewhat likely</th>
<th>Not likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninewa</td>
<td>46.11</td>
<td>31.61</td>
</tr>
<tr>
<td>Anbar</td>
<td>10.1</td>
<td>84.85</td>
</tr>
</tbody>
</table>
Survey Findings

Respondents denying serious behavioural problems

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Ninewa</th>
<th>Anbar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agression to others</td>
<td>48.13</td>
<td>84.13</td>
</tr>
<tr>
<td>Parents called at school</td>
<td>44.13</td>
<td>87.8</td>
</tr>
<tr>
<td>Left school unauthorized</td>
<td>44.74</td>
<td>80.65</td>
</tr>
<tr>
<td>Suspension</td>
<td>93.5</td>
<td>93.5</td>
</tr>
<tr>
<td>Criminal activity</td>
<td>97.45</td>
<td>97.45</td>
</tr>
<tr>
<td>Police intervention</td>
<td>98.11</td>
<td>98.11</td>
</tr>
<tr>
<td>Run away</td>
<td>78.29</td>
<td>90.98</td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>96.23</td>
<td>91.8</td>
</tr>
</tbody>
</table>
Survey Findings

Perceptions of availability of MHPSS services

- No mental health PSS in the community
  - Ninewa: 77.72
  - Anbar: 78.79

- The UN provides MHPSS in the community
  - Ninewa: 53.85
  - Anbar: 77.78

- No psychologist or social worker present in the school
  - Ninewa: 89.64
  - Anbar: 97.47
Survey Findings

Confidence in actors providing MHPSS services

Mosul east
Mosul West
Fallujah
Ramadi

Private practitioners (Doctors or services)  UN  Government DoH  Local NGOs
Survey Findings

Availability of NGO offering education support

<table>
<thead>
<tr>
<th>Location</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosul east</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Mosul West</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Fallujah</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Ramadi</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>
Survey Findings

Availability of NGO offering education support: IC vs. OOC

- IC: 95.8% Yes, 4.2% No
- OOC: 78.0% Yes, 22.0% No
Survey Findings

Effective learning: who can help?

- Parents: Ninewa (95.14) > Anbar (90.63), p < 0.001
- Children: Ninewa (53.49) > Anbar (53.49)
- Peers: Ninewa (78.17) > Anbar (31.4), p < 0.001
- Other school teachers: Ninewa (72.04) > Anbar (48.53), p < 0.001
- Support staff: Ninewa (35.37) > Anbar (36.92)
- External agency/NGO: Ninewa (89.8) > Anbar (46.51)
- External experts: Ninewa (34.75) > Anbar (34.75)

Legend: Blue = Ninewa, Orange = Anbar
Survey Findings

Reported categories of NGO education interventions

- By mass campaigns for enrollment and retention: 79.2%
- By providing schools with supplies (books, bags ..): 57.3%
- By providing cash for education to families: 54.2%
- By providing schools with MHPSS activities: 54.2%
- By providing schools equipment (desks, chairs): 29.2%
- By promoting education to children with disability: 29.2%
- By promoting girls’ education: 24.0%

IC and OOC
Way Forward

Implications at policy, strategy and programme level
Disability Inclusion Accountability
Linked to GOI commitment to ‘leave no child behind’ in national education reforms

• Establish or participate in a **Disability Inclusion Accountability Framework (DIAF)** in Ninewa and Anbar, in collaboration with UNICEF, UNESCO and WHO in the context of the Education Cluster → mainstreaming of disability in MoE plans/activities

• A network of local public and other providers of education, to maintain and expand education services throughout conflict affected urban, peri-urban and rural districts of N and A within the important national education reform initiatives

• It will enhance capacity for unified policy advocacy with MoE and DoE levels to support dialogue on inclusive education and demonstrating its value, relevance and legitimacy in the eyes of communities.
Recommendations at policy and strategy level for Education Actors vs. GOI and DoEs

• Accelerate reconstruction and rehabilitation of infrastructure in Ninewa

• Target additional resources towards disadvantaged students and schools

• Provide quality early-education interventions (ECD) to disadvantaged children

• Develop teachers’ capacity to detect children’s needs and manage diverse classrooms

• Foster student well-being and create a climate that favours learning and well-being

• Overcome the communication challenge. Encourage parent-teacher communication and parental engagement

• Networking for sustainability
Strategic Recommendations

**For HI:** continue to advocate for implementation of UN CRPD and implementation of/redrafting of Law 38 to better reflect UN CRPD

**FOR ALL ACTORS**

- Provide safe learning opportunities for students and teachers, especially for the most vulnerable (i.e., CWDs, girls); an active search of CWDs at community level is required.

- Participate in accelerating rehabilitation of education infrastructure. High attention should be paid to resilient construction technology given recent natural disasters.

- Participate in supporting the education system at Governorate level, including support to teachers and selected households (e.g. by the strategic use of SCT).

- Prevent and mitigate potential radicalization through selective conflict-sensitive education interventions.
Potential Innovation

• Schools are fertile settings to address negative experiences, which often have lifelong consequences

• Teachers could find the implementation of extracurricular interventions particularly challenging. A passionate well-trained layperson could be more influential and less threatening in changing students’ and teachers’ practices

• Engage external facilitators? Using teachers to deliver the intervention reduces costs, but their other responsibilities (eg, giving assessments or disciplining students), prevailing power dynamics, and work pressures could undermine the ethos of these interventions

• Recent trials* provide compelling evidence to target investments and resources to enhance school environments as a social determinant of health and wellbeing amenable to modification

*Lancet: November 22, 2018; http://dx.doi.org/10.1016/S0140-6736(18)32280-3
Implications for resourcing

External facilitators:
Schools increasingly employing nurses, social workers, and school counsellors

- Is there potential to employ youth workers, health promoters, or cultural support workers to enhance school wellbeing in Ninewa and Anbar?
- Who is going to pay?
- Could these non-teaching staff lose their ability to challenge the status quo in schools if they become internal employees with teachers as their managers?

¹ Different effects by gender are expected: to what extent might intervention effects vary by age, ethnicity, or other differences?

² Careful negotiation of these roles and management will be needed to ensure legitimacy of their roles as part of the school environment while maintaining their independence and ability to challenge.
Thank You

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