



Joint Education Needs Assessment

Assessing the education needs of children, including girls and children with disability, in Sharya Camp, Duhok, Iraq

August, 2022

Abstract

The following Joint Education Needs Assessment has been conducted as part of the “Ensuring safe, protective, adequate, gender-sensitive and inclusive learning environments for internally displaced primary-age (age 6-11) children in Sharya Camp while increasing their psychological wellbeing and resilience” project, implemented by Mercy Hands in partnership with Save the Children, in Sharya Camp, Duhok, Iraq, between March and August 2022.

The assessment aimed to assess three main dimensions of education in emergency needs in the camp: 1) the current educational status of internally displaced children in Sharya camp (including literacy levels, access to education, and learning sources); 2) gender-specific education needs of children in Sharya camp, focusing in particular on primary-age children (including those with disability) as well as the conditions of internally displaced households in Sharya camp and, 3) identify gaps and opportunities in the provision of education in emergency interventions to internally displaced children.

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List of Acronyms and Abbreviations

CWD	Children with Disability
DOE	Directorate of Education
FGD	Focus Group Discussion
IDP	Internally Displaced Persons
INGO	International Non-Governmental Organization
KII	Key Information Interview
KOBO	Kobo Toolbox
NGO	Non-Governmental Organization
WASH	Water Hygiene Sanitation Health

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KEY FINDINGS

The main findings of the assessment conducted in Sharya camp include:

Lack of safe, conducive, gender sensitive education environments: schools in the camp are often damaged, furniture is missing or when present damaged, stationary, books and libraries are not always present, and no air-cooling systems are installed. Through the project new WASH services and infrastructure were built using a gender-responsive and inclusive lens, and the most damaged infrastructure of the four primary schools have been rehabilitated.

Lack of safe play spaces for children: no safe play spaces for children were present in the Sharya camp.

Child labour: a consistent part of children in the camp were involved in work activities such as agriculture, that prevented them in enrolling and attending school.

Girls' enrollment: a consistent percentage of school age girls in the camp were not attending school, due to protection concerns of family members and social norms.

Children with disabilities' enrollment: all children with disability in the camp were excluded from any formal education (the project provided informal education and recreational activities from March to August 2022 through the self help support group which are expected to continue at the household level).

Lack of drinking water for children: the four primary schools in the camp had no drinking water available. Moreover, water supplies for schools were either totally missing or when present were not functioning/damaged and/or not accessible for children with disabilities.

Lack of infrastructure, support, training for children with disabilities: the four primary schools in the camp were not fully equipped with infrastructure that would allow all children with disabilities to easily access the classrooms.

Lack of special classes and special education staff for accepting and including children with disabilities in the camp primary schools: the schools in the camp didn't have special classes, curricula and teachers or education personnel for including and following children with disabilities, and as a result CwD were excluded from schools.

Social norms affecting girls: girls were less likely to attend school in the camp than boys, and even when attending school couldn't take part in all education and recreational activities as boys, due to conservative social norms.

Absence of safe routes/safe transportation for children to school: in the camp there wasn't an adequate lighting system for ensuring a safe route to the schools, especially for girls when going to school early in the morning; also, other alternative forms of safe transportation for children were totally missing.

Poverty: households in the camp lived in very severe and dire conditions and relied on seasonal/temporary jobs to generate minimum income.

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Lack of adequate housing: people in the camp lived in rudimental tents often lacking basic services and exposed to adverse weather conditions and risks of fire.

PROJECT SUMMARY

The assessment has been developed as part of the “Ensuring safe, protective, adequate, gender-sensitive and inclusive learning environments for IDP primary-age children in Sharya Camp while increasing their psychological wellbeing and resilience” project, implemented by Mercy Hands for Humanitarian Aid (MH) in partnership with Save the Children, in Sharya Camp, Duhok, Iraq, between March and August 2022.

The project adopted a multilevel approach for tackling the most pressing education and psychosocial needs of primary age children in Sharya camp, with a gender sensitive and disability inclusive approach.

The project focused on four main outputs, that led to the achievement of significant outcomes and goals.

- **Rehabilitation of the four primary schools in Sharya camp:** the four primary schools were rehabilitated with new Water Hygiene Sanitation Health (WASH) services and infrastructure built with a gender-sensitive and inclusive approach. The rehabilitation positively impacted and ensured a safe and conducive environment for learning for the 2130 primary age students in the camp and was implemented between April and August 2022.
- **Advocacy campaign:** the campaign aimed at ensuring sustainable educational resources and new interventions benefiting the children in Sharya camp, and targeted Duhok’s Directorate of Education (DoE), UN agencies, INGOs, and foundations working with education and the IDPs population. Thanks to the campaign the education in emergency needs in the camp were shared among the major humanitarian actors and new discussions were opened: representatives and officers of UN Agencies and Funds were informed about the education in emergency needs in the camp, and agreed to follow up on the situation of Children with Disability (CwD) in the camp, opening also wider discussions inside their organizations. Moreover, other Agencies expressed interests in continuing improving the WASH services for children in the camp, while INGOs and Foundations planned to better assess protection needs in the camp.
- **TeamUp methodology:** TeamUp is an innovative methodology (developed by UNICEF, War Child Holland, and Save the Children) that allows displaced and refugee children to overcome their trauma, receive emotional support and foster their wellbeing, through inclusive movement-based activities. Primary school teachers of the camp and Mercy Hands staff were trained on TeamUp methodology by TeamUp Master Trainers, and successfully delivered sessions for 175 primary age children in the camp, including children with disabilities. The overall impact of sessions for the children, including for the CwD, who had been living in the camp for several years and subject to the conflict and displacement, was very positive. A significant part of the targeted children, at the

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beginning of the sessions, often were shy, not willing to join the games, and not confident, and were unable to actively take part in the movement-based activities and games.

Thanks to the support of the facilitators, they were then able to increase their confidence through simple and progressively more articulated movement-based games, and gradually, all children became more and more confident and active. Moreover, the emotional status of children also changed: at the end of the sessions all children showed increased confidence and positive feelings and emotions, including those with disabilities who were also able to improve their self-expression and increase their self-esteem.

- **Self-help support group for parents of children with disabilities:** this activity allowed parents of CwD living in similar camp conditions, to share with the support of a facilitator and within a safe and protective space, their stories, experiences, concerns, solutions, everyday challenges and coping strategies they developed. Also, the facilitators designed, developed and implemented education and recreational activities and sessions tailored for each CwD, as well as supported the parents in developing positive parenting skills. Thanks to this activity major positive changes were reached: the linkages and bonds of parents of CwD were tightened, parents of CwD committed to continue mutually helping and supporting each other even after the end of the activity; also there was an increased self-awareness and self-confidence among parents of CwD who developed in most of the cases positive parenting skills. Also, the self-confidence among CwD increased, as well as their progressive achievements in the areas of creativity (willingness to draw, paint and be part of movement-based activity), numeracy (learning numbers), literacy (learning alphabet). Before joining the activity CwD were often unable to expand such skills, as CwD were usually limited to spend their day in their tents and didn't actively engage into education or recreational activities.

INTRODUCTION

The Rapid Joint Education Needs Assessment has been conducted in Sharya IDP Camp, Duhok, Sumel district, Duhok Governorate, Kurdistan region, Iraq. At the time of the study the camp was hosting 15,217 internally displaced persons (IDPs) mainly members of the Yezidi community¹ (OCHA, 2021), for a total of 2,306 families, displaced following the 2014-2017 conflict. The camp was hosting a total of 2,130 IDP primary age children (6-12 years old), of which 1,217 were girls, 913 boys, comprising also 25 children with disabilities (CwD), out of which, 12 boys and 13 girls, respectively (OCHA, 2021).

The majority of IDPs lived in tents, exposed to adverse weather conditions, and lacked basic services, including adequate education infrastructure, and only four poorly equipped primary schools and two high schools were present in the camp. In the past year, several fires erupted in the camp leading to the destruction of hundreds of tents and menacing the life of its inhabitants, especially the most vulnerable, in particular boys, girls, and CwD.

In terms of pressing education needs, the four in-camp primary school rooms were overcrowded, infrastructure was inadequate and safety measures were not in place (such as lack of ceiling, electricity not present, lack of sanitizers for the prevention of Covid-19, lack of fire extinguishers), and basic school WASH equipment's such as trash cans and cleaning tools were also missing. Furthermore, teachers lacked adequate financial support and compensation for teaching, as salaries were received daily, but when not provided, lead to the cancellation of schooling days for children.

In terms of mental health needs the Yezidi community has been exposed to serious psychological trauma following the conflict and has been described as experiencing "multiple dramatizations"²(J. L. Kizilhan, M. N. Hussong, 2017). Yezidi primary school-age IDP children, in particular girls and children with disabilities, were highly vulnerable to mental issues having experienced both conflict and displacement.

Moreover, no education needs assessment or gender analysis had been conducted in the camp, and the most pressing needs of children, particularly the most vulnerable such as girls and children with disabilities, could be at risk of not being prioritized or addressed correctly within ongoing and future interventions in the camp, requiring specific, tailored, child-centered, gender-sensitive and inclusive activities.

In August 2022 Mercy Hands team carried out an assessment to determine the educational needs of children, including girls and children with disabilities, living in Sharya IDP Camp.

This assessment aimed to:

¹ OCHA, Iraq Camp Closure Status, January 2021, 2021017_Camp Closure Status_Jan_14_2021 (reliefweb.int)

² Jan Ilhan Kizilhan, Michael Noll-Hussong, "Individual, collective, and transgenerational traumatization in the Yazidi", BMC Medicine, December 2017, Individual, collective, and transgenerational traumatization in the Yazidi | BMC Medicine | Full Text (biomedcentral.com)

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- **Assess the current educational status** of IDP children in Sharya camp, including literacy levels, access to education, and learning sources.
- **Assess the education and gender needs** of children in Sharya camp, focusing in particular on primary-age (6-11 years old) children, including girls and boys with disability.
- **Asses the level of IDP households living** in Sharya camp and identify gaps and opportunities in the provision of education in emergency interventions for IDP children.

On 23 August, field staff members from Mercy Hands finished the data collection from 190 children aged 7-12, living in Sharya camp. The team also assessed a total of 201 families. See below the breakdown of the assessment targets.

Table1: Number of assessed families and children

Data collection modality	No. of Assessed Families	Male	Female	No. of Assessed Children	Male	Female	Camp Names
In-person interviews	201	68\34%	133\6%	190	84\44%	106\54%	Sharya
FGDs	19	5\25%	14\75%	59	18\30%	41\70%	Sharya

METHODOLOGY

The methodology is based on a 5% margin of error and on a 95% level of confidence. The total sample sizes for the Sharya camp are between 15,000 and 15,217 households and three school primary school age 6-12 years. The following sample size calculation formula was used to calculate the sample size for the survey:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{z^2 \cdot p \cdot q + (N - 1)e^2}$$

Where:

- Estimated minimum sample size (n)
- Standard normal variable at 95% (1.96) level (z)
- 50% population proportion (p)
- 5% margin of error(e)
- 1-p (q)
- N = total population covered by the project

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The data was collected through household-level interviews. For the purpose of this assessment, a household unit was defined as consisting of one head of household and all individuals residing within the boundaries of the household sharing income and food, including family and non-family members. The interviews were conducted in Arabic, and the MEAL Officer translated the data into English language.

MH data collectors used Open Data Kit (KOBO) Kobo toolbox through hand-held devices, for the data collection and entry in the field. The raw data was cleaned to eliminate demonstrably erroneous entries.

Mercy Hands conducted **Key Informant Interviews** with the camp managers, school managers, teachers, and staff of the Directorate of Education of Duhok (such as teachers and schools' headmasters). The surveys were developed jointly with Save the Children's staff before the data collection phase.

A total of 24 KIIs were held, with a 100% response rate (16 respondents were male and 8 female). The purpose of these interviews was to understand the support gaps and needs in the area of education in the camp and to assess the impact of the project. Interviews were conducted in in-person modality.

For the **household surveys**, we reached a total of 201 families, whose members were 68% male and 84% female. A randomized sample of 133 women in the camp was interviewed, of which 77% were women with an age comprised between 18-50. All of them had school-age children.

The women were interviewed directly, depending on who was available to talk in a private and safe environment. Staff members explained the survey and its purpose, and obtained the informed consent, given the sensitive nature of the topic. All of the female staff members conducting the assessment were trained on how to ask such questions.

MH conducted four **Focus Group Discussions (FGDs)** with relevant beneficiary groups, with a 50/50 gender balance, and implementing all necessary measures for preventing Covid-19.

The sampling strategy of the methodology, including the number of participants, consisted in two FGDs with families. Each FGD had male and female participants with an age comprised between 30-45. Moreover, five FGDs were developed for children, with a total of 59 participants, of which 30% boys and 70% girls. The total number of participants was 78, out of which 71% were female and 29 % male.

FINDINGS

I. DEMOGRAPHIC

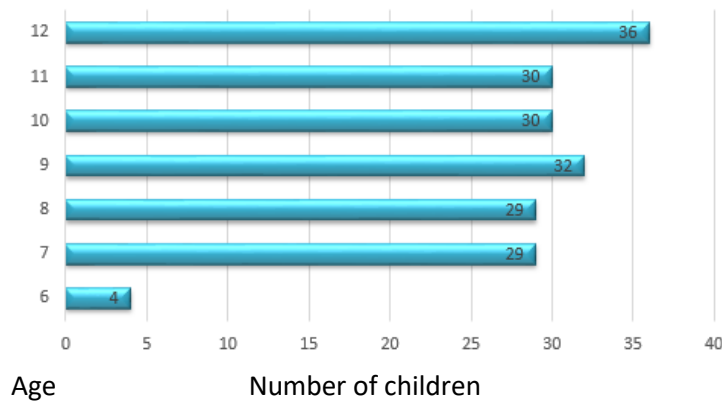


Figure 1: Number of children age 6-12

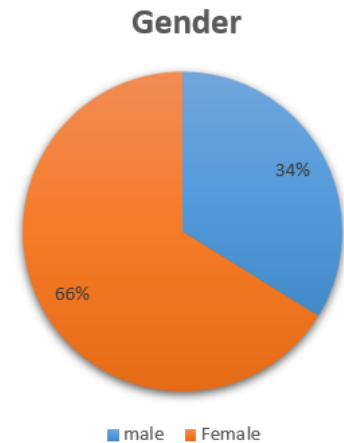


Figure 2: Householders gender

Most of the assessed children were aged between 6-12 years old. Approximately more than half of the assessed children were female (106) and (84) were male.

- Respondents reported that the average number of the Yezidi community's functioning schools/learning spaces in their area of origin was between 7-9 school.
- 5-8 of the schools/learning spaces were still functioning (open and running a regular schedule of class) in the areas of origin.
- When we asked the householders and the children about the infrastructure and the availability for support services for children with disabilities in the primary schools in the camp, 358 (91%) said no, while 33 (9%) said yes.
- 95% of householder and children said that the primary schools had separate WASH services for boys and girls.
- 49% of respondents reported that girls and boys had safe routes/transport for going to the primary schools.

II. EDUCATION

- Questions regarding how many children in the camp are attending schools/learning spaces in the camp

Table 2: The household response about children’s attendance in school

Boys	#	%	Girls	#	%	Children with disability	#	%
Many (51–75%)	38	10%	Many (51–75%)	25	6%	None/only a few (0–25%)	12	0.30%
None/only a few (0–25%)	45	12%	None/only a few (0–25%)	32	8%	Some (26–50%)	3	0.10%
Some (26–50%)	29	7%	Some (26–50%)	27	7%	-----		

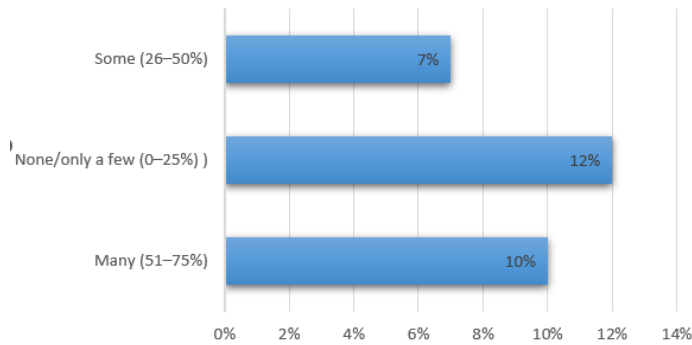


Figure 3: Number of boys who attended the schools

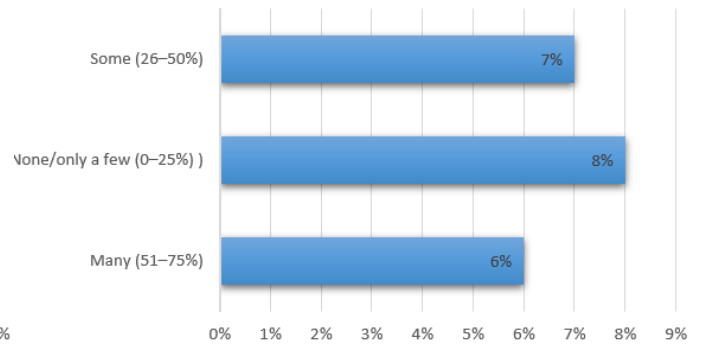


Figure 4: Number of girls who attended the schools

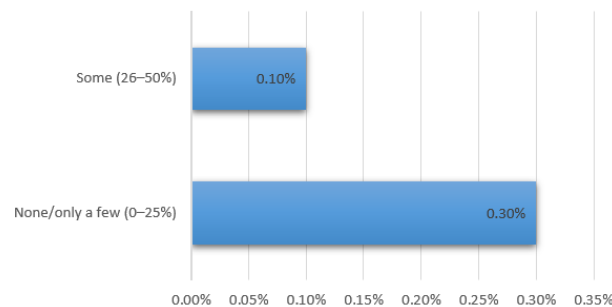


Figure 5: Number of children with disability who attended the schools

Only 8% of children with disability are primary school-age children living in this camp, and currently enrolled in school

- Questions for householders about the non-formal education activities available in Sharya camp.

None of the respondents said that there were non-formal education activities in this camp, they only mentioned their needs:

- For boys 70% of respondents said there are no place to play and draw, while 65% said there are no recreational activities, also 52% reported a lack of education sessions.
- For girls, 80% answered that they wanted separate schools for completing their education.
- For children with disabilities, 50% of respondents said there is a lack of recreational areas for CwD, 24% indicated a lack of support for people with disabilities, while 26% said the children with disabilities need special recreational activities that suit their needs.

80% of children with disability are the least likely to participate in educational activities in the camp

- “Question regarding the safety for the children (and teachers) while travelling to and from the schools/ learning spaces in the assessed community/ area”

A total of 62% (243) respondents said yes while 38% (148) said no (49 %Female \51% Male)

Table 3: The safety issues for children and teachers while going to school

if No, why?	#	%	Male	Female
Sexual violence (harassment, abuse, rape)	25	17%	12	13
Unexploded ordnances (landmines etc.)	34	22%	14	20
Ongoing violence in/ around schools	21	14%	9	12
Natural hazards (flooded areas etc.)	37	25%	23	14
Abductions	12	10%	7	5
Forced recruitment	15	12%	6	9



Figure 6: The level of safety for children and teachers while going to school

- “Are children and teachers safe in schools/learning spaces in this community/area?”

58% (228) reported that they were not safe, however 42% (916) said “Yes”.

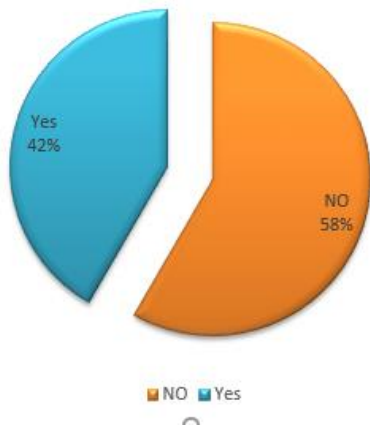


Figure 7: The level of safety for children and teachers in school

Table 4: The main risks for children and teachers in school

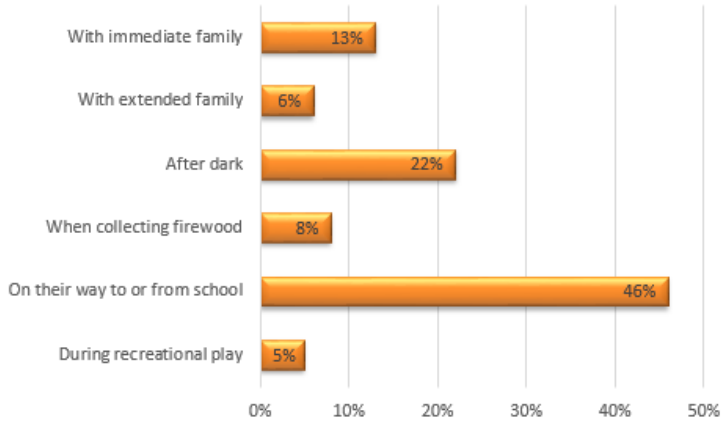
If no what risks are there for children (and teachers) while at school	#	%
Schools vulnerable to attack or targeting	19	8%
Unsafe buildings (after an earthquake etc.)	60	26%
Health risks from unsanitary conditions	101	44%
Schools are a potential site for recruitment or abduction of children	17	7%
Being sexually abused or exploited	31	13%

- When or where are children (boys, girls, and children with disability), most vulnerable and/ or exposed to risks in this community/ site?”

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As the table below shows 46% of householders and children (30 % Male 70% Female) said “on their way to or from school”, while just 5% said "during the recreational play”.

Table 5: How and when risks increase for children in Sharya Camp



	#	%
During recreational play	17	5%
On their way to or from school	181	46%
When collecting firewood	31	8%
After dark	87	22%
With extended family	23	6%
With immediate family	52	13%

Figure 8: The main risks for children in Sharya Camp

- 78% (307) of respondents reported a “no” answer to the question about if the infrastructure/small spaces in the area of origin and in the camp were affected as a result of the emergency, while 22% of respondents (84) said “yes”.

Regarding the schools/ learning spaces currently functioning in this community:

- **42%** are permanent structures (such as, brick buildings)
- **36%** are temporary structures (like tents) semi-permanent structures (for instance made of bamboo)
- **22%** are semi-permanent structures (for instance made of bamboo)

33% of schools are totally destroyed/not usable (have damaged roof, windows, doors and walls that must be replaced)



67% of schools are damaged, but still usable (have broken windows, cracks in walls, leaking roofs and other damages that can be repaired)

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- “Have the teaching and learning materials of schools/learning spaces in this camp been lost or damaged as a result of the recent emergency/ crisis?”

75% said “no” (288), while 26% (103) said “yes”

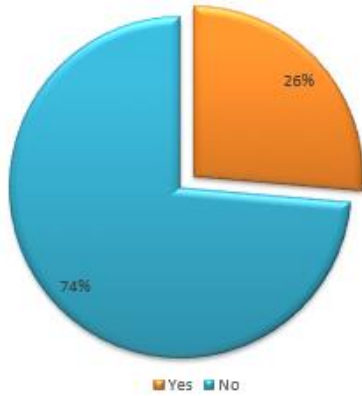


Figure 9: The level of damage/loss of school materials

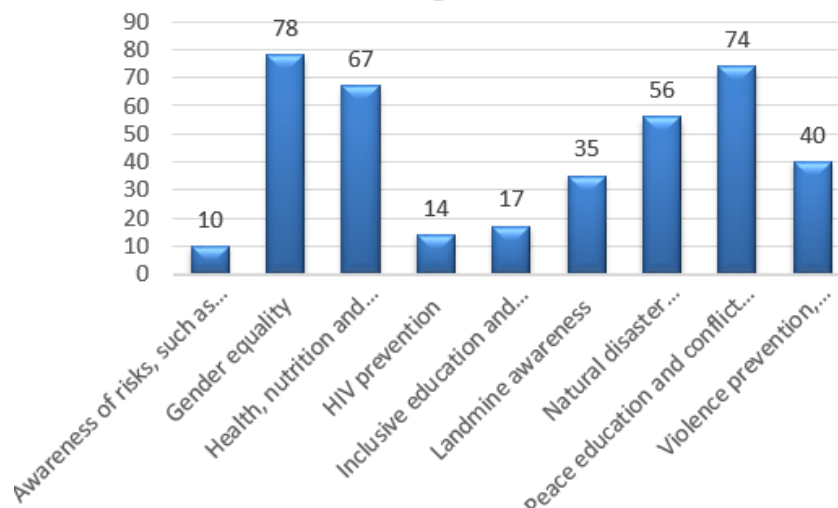
Table 6: The percentage of damage of school materials

If so, how many?	#	%
Some (26–50%)	27	26%
None/only a few (0–25%)	33	32%
Many (51–75%)	30	29%
Almost all/all (76–100%)	13	13%

Regarding the topics that have been introduced in schools/learning spaces in the community/site to help learners deal with the emergency, these are mainly:

- 2% Awareness of risks, such as during fuel/firewood collection.
- 4% HIV prevention.
- 6% Inclusive education and rights of children with disability.
- 8% Landmine awareness.
- 12% Violence prevention, including sexual and gender-based.
- 14% Natural disaster preparedness and risk reduction.
- 17% Health, nutrition and hygiene promotion.
- 18% Peace education and conflict mitigation and resolution.
- 19% Gender equality.

Figure 10: Topics to deal with the emergency



- 98% of teachers in this community/site had access to the following basic resources: shelter, housing, food, water

- The type of support for teachers in this community/ site that is most essential were:

- 40% Livelihood support
- 14% Ensuring teachers' safety
- 34% Psychosocial support
- 12% Training on health or protection topics

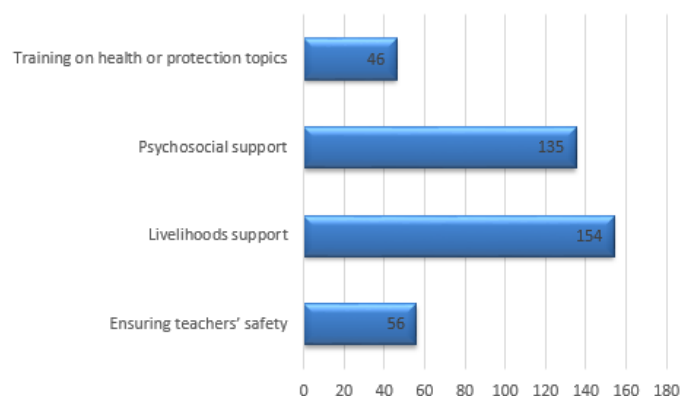


Figure 11: The type of support for teachers in this community

- 54% (210) reported that the students or schools'/learning spaces in this community/site did not receive any assistance, while 44% (173) said they received assistance. When we asked the people who answered "yes" about the kind of assistance they received, they answered as follows:

Table 7: The kind of assistance that students received

Kind of assistant in Sharya Camp	#	%	Male	Female
A. Educational materials (textbooks etc.)	104	61%	42	62
B. School tents	41	23%	13	28
C. Teacher training	27	16%	8	19

- 62% of people reported their community groups were currently working to support learning in this community.

Table 8: Groups supported by the community

Kind of support	#	%
Children and/or youth clubs	74	31%
Permits and teachers association or school management community	38	16%
Religious groups	17	7%
Self-help support group for parents of children with disability	47	19%
Women's groups (providing early childhood development services etc.)	66	27%


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- Regarding the opinions of what type of support for education was essential in this community, 5% said “school feeding”. Also, 23% said “repairing damaged school buildings or facilities”.

Table 9: The essential support for education

	#	\$
Ensuring safety of children and teachers	81	20%
Establishing temporary spaces for learning (in tents etc.)	77	21%
Finding teachers	34	9%
Psychosocial support for teachers and students	44	11%
Repairing damaged school buildings or facilities	90	23%
Replacing school materials	45	11%
School feeding	20	5%

III. KIIs

- The purpose of these interviews was to understand the gaps and needs in the area of education in the camp, and to assess the impact of the project. The interviews were conducted with in-person modality in the field.
- All respondents were school managers and teachers of public government schools, 80% of respondents were teachers and 20% school managers. The number of female students in these schools ranged between 600-700, while the number of male students ranges between 200-400.
- 98% of respondents reported that the schools compared to their infrastructure capacity were too crowded.
- 95% of teachers said that: “children without a parent or guardian” are the children group most at-risk, while 5% indicated as most vulnerable group “children with disability”.
- The average time for children in the camp to reach their schools was 10 minutes. Since the crisis/emergency, 52% of children came from further away to these schools. However, 78% said it was safe for the children to travel. 
- All respondents said that no children with disabilities were attending the schools.
- 98% of schools have a system for identifying, monitoring, and/or reporting cases of abuse.
- 67% of the schools in the camp have been cleared from broken glasses and sharp objects, while 66% reported that the schools were fenced and clearly marked. Moreover, all respondents confirmed that nothing had been done to this school to withstand the expected hazards.

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- 92% of the schools in the camp don't have any plan that specifies what should be done in the event of an emergency.
- The number of classrooms that are not in usable condition in the camp is between 2-6 out of 8 classes in each school. Moreover, 96% of respondents said that the functioning classrooms are being held in temporary structures (such as tents, makeshift buildings, or simply under a tree).
- 79% said that the temperature within the classrooms is acceptable for teaching, but the furniture (desks, chairs, benches) in the camp schools is missing or damaged.
- Regarding the availability of infrastructure for CwD in schools, around 75% of respondents said there were none/or only a few available (0–25%).
- Regarding the recreational spaces inside the schools, 96% said there were no spaces for children to play at all. Also, all the schools did not have any recreation, drawing, music, dance, or other cultural or expressive activities for learners, either during school or after school. Furthermore, during this assessment we noted that the girls could not participate in all activities like boys, due to gender biased cultural and social norms/belief.
- 82% of respondents said that the schools in the camp did not have access to a source of safe water within/near the school compound. Also, 92% of respondents added that the students were unable to drink from many water sources, since the water sources were missing or unusable/not properly working, and not sensitive for CwD.
- There were 4-8 functioning latrines or toilets at the assessed schools. 92% reported they had separate latrines/toilets for girls' and boys'. However, the schools did not have any separate latrines/toilet facilities for children with disability.

IV. FGDs.

Mercy hands held seven focus group discussions with relevant beneficiaries' groups.

- Five FGDs for children (10-13 years old), which included 18 males and 41 females.
- Two FGDs for families (30-45 years old), which included 5 males and 14 females.
- The total number of participants in the FGDs was 78, out of which, 71% female and 29 % male.

Through the assessment it was discovered that not all children in the camp were in school, especially girls. Some children said that their families did not agree in them going to school because they thought that this had no benefit for their future, while other families said that children with disabilities could not attend

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school, because the schools in the camp did not accept children with disabilities, comprising children with hearing difficulties.

Also, the other reasons and factors that prevented children from attending school included:

- 30% of children were helping their families at work, such as in agriculture.
- 50% of children did not like to go to school.
- The schools did not allow children with disabilities to attend the school.
- Some of the girls were afraid to go to school in the morning because there were no lights on the road to the school. Also, other children said that they needed an adult with them on their way to school.
- 80% of CwD couldn't go to schools.
- Other children also said that if school supplies would have been provided (like stationery), this would have helped and encouraged them to go to school regularly.
- 20% of children heard of children being punished while they were in school, and families were often fully aware of how children were treated in schools.
- 92% of children expressed to have hope in the future. Also, they believed that learning in school will be useful for finding a job and helping their families.
- All children said that there was no water for drinking, and they either brought it from home or bought it. However, they indicated that schools had separate latrines girls and boys.
- When we asked, "If you could change or improve three things at school, what would they be?", 30% of children reported that they needed a space where to play; 30% said access to potable water and others highlighted the need for air conditioners due to the extremely hot weather temperatures during the summer. The families instead said that the community members currently supported the schools, by suggesting names of possible trainers for NGOs projects targeting schools, but also underlined the need for a library in the schools and an adequate space for studying.
- 50% of the families said that not all the teaching activities were adequately provided, and in the 12 grade no teachers were working. Also, some teachers had other jobs outside of working in the camps' schools, such as working in NGOs or markets, that didn't allow them to always be present for teaching.

CONCLUSIONS

Through the assessment several gaps have been identified, negatively affecting primary age children living in in Sharya camp, particularly in the areas of school infrastructure, school enrollment of girls and children with disabilities, safe routes to school for children, child labor, inclusion of girls and CwD in education, households' poverty and inadequate housing, requiring a prompt intervention for leaving no child behind and avoiding the risk of having a lost generation of children in the camp. Moreover, as Iraq is now transitioning towards development, and no new major education intervention is yet forecasted in the camp, these gaps are likely to persist or even increase if not adequately addressed, and particularly affecting girls and children with disabilities

RECOMMENDATIONS

The gaps identified through the assessment in Sharya camp would require multilevel and integrated interventions for fully addressing the current protracted emergency situation, leaving no child behind, and allowing a transition towards development.

Based on the findings, Donors, the Ministry of Education, the Ministry of Interior and the Ministry of Migration and Planning, as well as INGOs and UN agencies and implementing partners, could address the identified gaps through actions that could include:

School infrastructure rehabilitation and creation of safe play spaces:

As highlighted in the findings the school infrastructure present in the four primary schools are either damaged or under equipped, and not built with a gender sensitive and disability inclusive approach.

- Donors: it would be recommended to channel further resources for sustainable education interventions targeting also displaced children in IDP camps in Iraq, including for Sharya Camp.
- Ministry of Education: when possible, it would be recommended to maintain, or increase where not present or inadequate, additional resources for schools' infrastructure and teachers in IDP camps, including for Sharya Camp, for ensuring high quality education for all children.
- INGOs and UN agencies: include in upcoming development education programs and projects for Iraq, also resources for school infrastructure in IDP camps, including for Sharya camp, comprising both rehabilitation and development of safe play spaces.

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- Implementing partners: the implementation of education interventions in Sharya camp, should focus on school rehabilitation and development of new educational infrastructure, including safe play spaces, and conducted with a gender sensitive and disability inclusive approach.

Increased protection awareness and safe routes for school

As highlighted in the findings the majority of respondents indicated safety issues and concerns on the routes to the primary schools in the camp, particularly for girls, which prevents many of them from attending school.

- Donors: it would be recommended to channel further resources for sustainable education and protection interventions targeting children living in IDP camps in Iraq, including in Sharya camp.
- Ministry of Education, Ministry of Interior, Ministry of Migration and Displacement: when possible, it would be recommended to maintain, or increase where not present or inadequate, additional resources for ensuring safe routes to schools for children in IDP camps, including in Sharya Camp.
- INGOs and UN agencies: include in upcoming development education programs and projects also resources for increasing child protection interventions and awareness within IDP camps, including in Sharya Camp, with a gender sensitive and disability inclusive approach.
- Implementing partners: education interventions in Sharya camp should include protection components and ensure safe routes to school for all children, as well as transportation solutions for CwD.

Provision of water in primary schools in the camp:

The assessment highlighted that no drinkable water was present in the four primary schools of the camp.

- Donors: it would be recommended to channel further resources for integrated and multisectoral interventions in IDP camps in Iraq, including for Sharya camp, in order to ensure drinkable water provision for children in camps' schools.
- Ministry of Education: when possible, it would be recommended to maintain, or increase where not present or inadequate, resources for ensuring the installation of drinkable water sources within the schools of IDP camps, including in Sharya camp.
- INGOs and UN agencies: develop education programs and projects for IDP camps in Iraq with dedicated resources for ensuring drinkable water access points are present in camps' schools, including in those of Sharya Camp.

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- Implementing partners: education interventions in Sharya camp should also integrate the provision of drinkable water in schools, that can also be easily accessed also by children with disabilities.

Support to children with disabilities and their families:

The assessment highlighted that in Sharya camp no support was provided for children with disabilities, and that schools in the camp didn't accept the enrollment of children with disabilities.

- Donors: it would be recommended to channel further resources for disability inclusive sustainable education interventions in Iraq IDP camps, including for Sharya Camp.
- Ministry of Education: when possible, it would be recommended to maintain, or increase where not present or inadequate, specific resources for ensuring that all children with disabilities living in IDP camps, particularly in Sharya Camp, have access to school.
- INGOs and UN agencies: include in upcoming development education programs and projects for in Iraq, specific interventions for supporting children with disabilities and their families in IDP camps, including in Sharya Camp, comprising activities such as (but not limited to): conditional cash transfer for support devices for CwD, creation of school transportation solutions for CwD, inclusive teaching training for school teachers in camps, cash support for educators for CwD in schools.
- Implementing partners: education interventions implemented in Sharya camp should be disability inclusive and aimed at ensuring the full enrollment of all children with disability in the camp.

Poverty and inadequate housing

The assessment underlined that families in the camp often live in tents without access to basic services, and with no stable sources of income.

- Donors: it would be recommended to channel further resources for ensuring adequate housing and sustainable livelihoods for displaced families in Iraq living in IDP camps, including in Sharya camp.
- Ministry of Migration and Displacement and Ministry of Interior: when possible, it would be recommended to channel specific resources for supporting displaced families living in IDP camps, including those in Sharya camp, to resettle in their area of origin safely, with access to all basic services and measures for restoring a livelihood.
- INGOs and UN agencies: include in upcoming development education programs and projects for Iraq, specific livelihood and shelter interventions for displaced families living in IDP camps, including for Sharya camp, aiming at supporting families and their children in moving out of poverty and achieve a sustainable future.

- Implementing partners: interventions in Sharya camp should also focus on improving the living conditions of families as well as providing measures for allowing them to restore a sustainable source of income.

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