



BASELINE ASSESSMENT FOR EDUCATION CASH TRANSFER PROGRAMMING FOR IDPs IN DAHUK GOVERNORATE

IRAQ

APRIL 2016

About REACH

REACH is a joint initiative of two international non-governmental organizations - ACTED and IMPACT Initiatives - and the UN Operational Satellite Applications Programme (UNOSAT). REACH's mission is to strengthen evidence-based decision making by aid actors through efficient data collection, management and analysis before, during and after an emergency. By doing so, REACH contributes to ensuring that communities affected by emergencies receive the support they need. All REACH activities are conducted in support to and within the framework of inter-agency aid coordination mechanisms. For more information please visit our website: www.reach-initiative.org.

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EXECUTIVE SUMMARY

The current Iraqi internal displacement crisis originated with conflict in Anbar governorate between Armed Groups (AGs) and the Iraq Security Forces in late 2013, which in June 2014 rapidly spread to Ninewa and other central governorates of Iraq. The spread of insecurity led to large scale displacement with 3,290,310 internally displaced persons (IDPs) identified across the country as of January 2016.¹ By the beginning of January 2016, the governorates hosting the majority of the IDP caseload were Baghdad (18%), Anbar (17%), Dahuk (12%), Kirkuk (11%), Erbil (11%) and Ninewa (8%).² Among all governorates in Iraq, Dahuk Governorate thus hosts the third largest proportion of all IDPs, the majority of which arrived between June and September 2014. Almost half of the IDP population in Dahuk is under the age of 18³, while 90% of the total IDP population resides outside camps.⁴ As such, the education system in Dahuk has been struggling to absorb the additional caseload of IDP children, many of whom were previously taught in a different curriculum and/or language.

In addition to the limited absorption capacity of the school system in Dahuk, several assessments carried out by the humanitarian community have highlighted the challenges to education access among displaced populations; the latest Iraq Humanitarian Needs Overview (HNO) for 2016, warns that internally displaced children have often lost months or years of education, leaving them particularly vulnerable to limited educational development.⁵ Displaced children in the KRI face obstacles in an educational system that often operates with a different language and curriculum to that of their area of origin in Iraq: according to the Multi-Cluster Needs Assessment (MCNA) conducted by REACH in May and June 2015, only 45% of school-aged IDP children were attending school in the KRI. Attendance rates for males and females aged 15-17 were even lower with only 35% of this age group reporting to attend school.⁶ In addition to this, 52% of displaced families reported an inability to afford school supplies or a financial constraint such as travel to education facilities as preventing children from enrolling in and attending school.

This Baseline Assessment of Access to Education among Internally Displaced Persons in the Dahuk Governorate of Iraq was conducted by REACH in collaboration with UNICEF. It aimed to **improve the efficiency of humanitarian cash assistance by implementing partners for improved education access in the target areas by ascertaining baseline location-specific information on available facilities and caseloads, as well as identify household-level barriers to education access** in the three Western-most districts within Dahuk Governorate - Dahuk, Summel and Zakho. As such, it will provide a quantitative and qualitative evidence base for decision makers with the purpose of planning, sector prioritization and target group identification.

The assessment employed a mixed methodology to comprehensively investigate both the supply side of educational services, as well as barriers to education as reported by beneficiaries and host communities in the target areas. Educational facilities and services were assessed through the collection of baseline data for all 647 schools present in target districts, which provided location-specific information on all available facilities and caseloads in the target areas. In addition, representative household sampling was used to investigate beneficiary-level gaps and opportunities for humanitarian cash assistance to support education access, with separate samples collected for both IDPs outside camps and host communities at the district level. This quantitative evidence base was further triangulated and contextualized through focus groups discussions with teachers and key informant interviews. Data collection took place between 18 November 2015 and 11 January 2016. In total, 647 public schools were identified and assessed, 30 FGDs held with teachers, 14 Key Informant Interviews held with social workers, and a total sample of 273 out-of-camp IDP and 273 host community households was assessed.

¹ International Organisation for Migration, Displacement Tracking Matrix, Round 36 Report, January 2016.

² International Organisation for Migration, Displacement Tracking Matrix, Round 36 Report, January 2016.

³ REACH Initiative, [Multi Cluster Needs Assessment, Iraq](#), October 2015.

⁴ International Organisation for Migration, Displacement Tracking Matrix, Round 36 Report, January 2016.

⁵ [Humanitarian Needs Overview \(HNO\)](#), Iraq, OCHA, 2016

⁶ The REACH Initiative, [Multi Cluster Needs Assessment, Iraq](#), Assessment Report, October 2015.

The assessment found that **attendance rates amongst IDP children across the region were 34% lower than those for host community children** - overall, 92% of school aged host community children are attending school, compared to 58% of displaced children. The highest attendance rates for both communities were identified in Dahuk district. In the immediate term, **education-related costs were a key barrier to education access amongst IDP populations, in part due to limited provision of services - including school transport and supplies - but also largely as a result of poor access to livelihoods**: 33% of IDP households reported school costs as the main reason for non-attendance, compared to 13% of host community households. A further 34% of IDP households reported transports costs as the main reason for non-attendance, compared to 7% of host community households—an unsurprising finding considering that IDP children attending school travel almost twice as far as host community children to their school. With 99% of households reporting that schools are not providing transport, 96% not providing lunch, and 84% not providing stationary, most households need to pay for these additional educational costs out-of-pocket. Additional structural barriers to IDP enrollment include limited information about education registration, the lack of Kurmanji-speaking schools for IDPs displaced from Sinjar and limited availability of Arabic schools and curriculum for other families displaced from Sinjar and Mosul

In terms of the supply of education facilities and educational service provision, the three districts of Dahuk, Summel and Zakho in Dahuk Governorate together have 647 functioning primary and secondary schools, which accommodate children aged 6 to 11 and 12 to 17 respectively. The dispersal of schools is heavily concentrated in the urban area of Dahuk. **This assessment found that the existing school system is primarily unable to absorb more students due to a shortage of teachers and the limited number of shifts per school.** Despite the rise in student numbers since 2013, the number of shifts or teachers in schools has reportedly not increased to match this higher caseload. Instead, teachers often have to teach extra classes to accommodate the additional students. As such, **most schools (77%) only provide one shift of education a day**, which has resulted in overcrowded classrooms and exacerbates the shortage of available teaching spaces. The low absorption capacity of schools could thus be partially addressed through recruiting additional teachers to teach more shifts, including those specialised in non-Bidini languages and curricula, which would alleviate pressure on the current shifts and allow for a more efficient use of the available space and staff. **The lack of available classrooms is compounded by the poor condition of school facilities**, with a majority of schools containing little furniture and found to have some level of infrastructural damage, curbing the availability of safe space for teaching. Hence, critical repairs and improvements to existing schools could enable a cost-efficient and timely solution to increase space available at schools that are already staffed and managed. :

Overall, in terms of opportunities for Cash Programming targeting, **particular attention should therefore be paid to IDP households with school-aged children who fall within a low-income threshold, rely on temporary forms of income, or are economically inactive.** Should cash programming be targeted effectively, it is likely to increase the demand on current education services. However, this will not necessarily lead to improved services if the increased demand for educational services is not matched by an increase in the absorption capacity of schools. As such, a **multifaceted approach must be undertaken that also addresses the low absorption capacity of schools through the support of teaching staff and upgrading of existing educational facilities.**

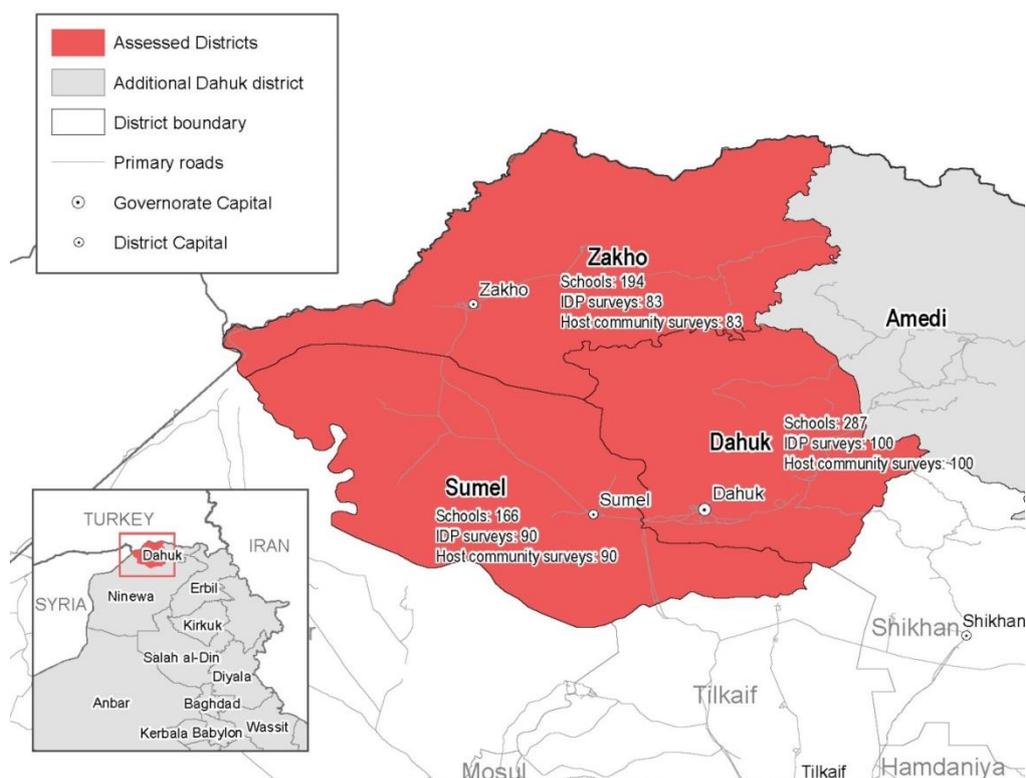
The first part of the report introduces the methodology designed and applied by REACH, followed by a profile of the existing schools and their facilities across the three districts of Dahuk, Summel and Zakho. The second part of the report examines attendance rates followed by key findings for priority educational needs reported by the assessed population of IDPs living outside camps as well as host communities.

METHODOLOGY

The assessment was based on a mixed methodology that relied on quantitative and qualitative research to allow for the comprehensive analysis of both the supply side of educational infrastructure as well as needs reported by beneficiaries. The methodology was comprised of the mapping of all education facilities, a statistically representative household survey of both out-of-camp IDPs and host communities, Focus Group Discussions (FGDs) with teachers, and social worker Key Informant (KI) interviews. In total 647 public schools were identified and assessed, 30 FGDs held with teachers, 18 Key Informant Interviews held with Social Workers, and a total sample of 273 out-of-camp IDP and 273 host community households was assessed. Data collection took place between 18th November 2015 and 11th January 2016, across Dahuk, Summel and Zakho districts of Dahuk governorate.

The indicators and questionnaire⁷ for this assessment were developed in coordination with UNICEF and the Education Cluster in Dahuk, as well as incorporating feedback from the relevant Board of Relief and Humanitarian Affairs (BoRHA) in Dahuk.

Map 1: Assessed Districts in Dohuk Governorate



Education facilities mapping

REACH conducted a baseline assessment of all formal, public educational facilities in the districts of Dahuk, Zakho and Summel in Dahuk governorate, assessing 647 schools in total, and providing geo-located data for each facility. Further beneficiary-facing vulnerability assessments can be cross-referenced in order to improve the efficiency of supply-based programmatic targeting, especially for cash assistance programming. A list of 602 public schools was provided by the Department of Education of Dahuk and UNICEF, including GPS coordinates, which formed the basis of the site assessment. As the assessment focused on the availability of public schools only, private

⁷ For the full questionnaire, please see Annex I.

facilities and schools within IDP camps were excluded. Surveys were conducted by teams of enumerators trained in the Open Data Kit (ODK) data collection system using electronic tablets. The questionnaire⁸ was designed in Arabic language, but where necessary dual-language enumerators conducted the survey in Bidini Kurdish. Only public primary level and secondary level facilities found in the districts of Dahuk, Zakho and Summel in Dahuk governorate were surveyed and mapped. Enumerators conducted a single 5-10 minute ODK survey per site, with a key informant source - defined as any person or persons able to inform on education facilities, the vast of majority of whom were teachers, principals or education administrators. A total of 647 schools were surveyed and assessed.

Household survey

Representative household sampling was used to investigate beneficiary-level gaps and opportunities for humanitarian cash assistance to support education access, with separate samples collected for both IDPs outside camps and host communities at the district level,⁹ enabling a comparative analysis of needs and service delivery gaps in the area. Data was gathered at district level to a statistical significance level of 90/10, assuming an infinite IDP and host community population. This resulted in baseline target a sample of 70 households of each sub-population per district, with a total sample of 546 for the three districts combined. Since the vast majority of the target population was located in relatively dense urban areas, this assessment used a clustered sampling approach rather than a random sampling methodology to avoid the risk of oversampling rural areas. Clusters were created based on the density in number of schools according to a geographic grid. To be able to compare clusters of schools, the Design Effect (DEFF) had to be taken into account.¹⁰ Each cluster sample had to be calculated to achieve representative sampling within each cluster. The subsequent total sampling frame was as follows:

Figure 1: Household level sampling framework

District	IDP households	Hosting community households
Dahuk	100	100
Summel	90	90
Zakho	83	83
Grand total	273	273

Focus Group Discussions and Key Informant Interviews

REACH conducted purposive, gender-disaggregated Focus Group Discussions (FGDs)¹¹ with teachers in the districts of Dahuk, Zakho and Summel in Dahuk governorate, until saturation was reached regarding the area of investigation. In sum, 10 FGDs were held in each district. Interviewees were selected with support from the Ministry of Education and the Education Cluster, and included participants from locations in each of the three districts of Dahuk, Zakho and Summel in Dahuk governorate. The Focus Group Discussions along with a secondary data review, sought to assess the primary drivers of school non-attendance among IDP children of school age

⁸ For the full questionnaire, please see Annex I.

⁹ The same survey was administered to both sub-populations to enable such analysis; For the full questionnaire, please see Annex II

¹⁰ (Kish, 1965)

¹¹ For the full question route, please see Annex III.

Figure 2: Teacher Focus Group Discussion distribution:

District	Female FDGs	Male FDGs
Dahuk	5	5
Summel	5	5
Zakho	5	5
Grand total	15	15

In addition, REACH conducted Key Informant (KI) interviews with child protection case workers in the districts of Dahuk, Zakho and Summel in Dahuk governorate in order to gain feedback on findings of the teacher focus group discussions (FDGs) and the household level tool. From 3 – 10 January, an additional 13 social workers based in Dahuk, Summel and Zakho were asked to provide feedback on protection issues found during original data collection and other concerns that were determined through preliminary analysis of household level findings. Nine social workers were school based and worked predominantly as special education assistants for students with physical disabilities or learning difficulties. The remaining social workers worked for NGOs, based both in and out of camps.

Limitations

Data is generally presented at two levels in this report, both in the graphics and the narrative: disaggregated by district, or generalized at the Dahuk governorate level (excluding Amedi district). As the assessment adopted cluster sampling to an assumption of infinite population for both sub-groups, the data presented at the Dahuk level has not been weighted based on each district's design effect. Dahuk-level findings are therefore not statistically representative and should be treated as indicative only. Moreover, it should be noted that the overall confidence level of 90% applies to those findings which pertain to the full sample. Any findings presented solely on subsets of the population – e.g. households who reported that at least one child is not attending school – inevitably have a lower confidence level. In particular those findings which relate to a very small subset of the population should therefore be treated as indicative only.

Teacher FDGs revealed that reasons for non-attendance vary based on age and gender, while children in one household often attend different schools. The household survey therefore included questions per attending child, non-attending child and school. On the one hand this allows the report to capture nuances in data, but where these findings have not be aggregated to household level, figures should be treated as indicative only.

It should be noted that although the social worker key informant interviews sought to assess the feasibility of incorporating existing case referral mechanisms into education-focused cash transfer programming, very few social workers were identified who focused on areas out of schools and out of camps. Preparations for this research component demonstrated that clear government-led case referral mechanisms are not institutionalised outside camps in Dahuk, as well as minimal out of camp humanitarian case-worker programming.

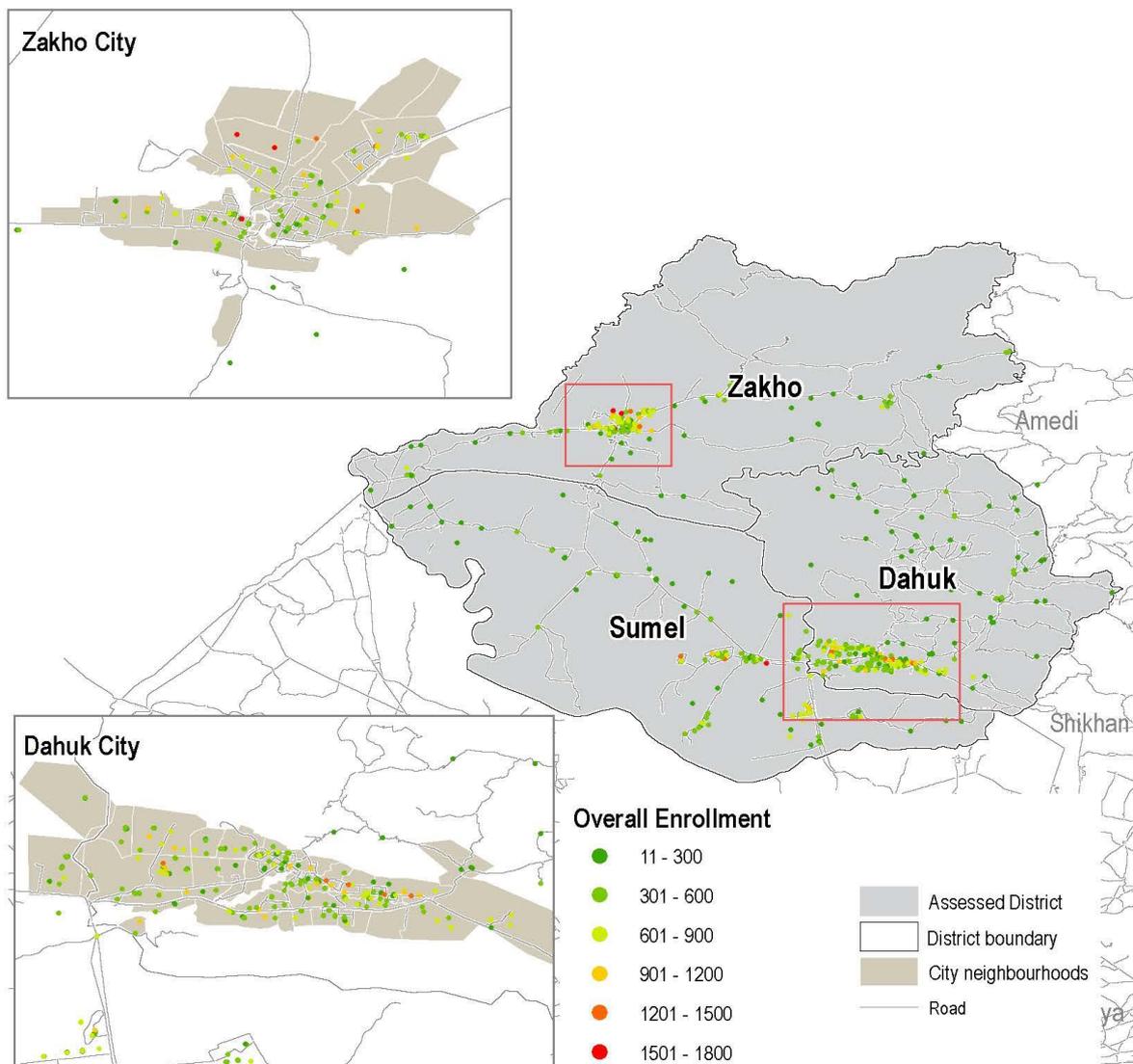
When reading this report and using findings presented herein, the reader should bear in mind that this assessment represents the responses given by a range of individuals including affected populations, education and child protection professionals. While REACH always endeavors to create an open dialogue with respondents in order to collect objective responses, the subjectivity and possibility of bias in responses should be taken into account.

KEY FINDINGS

Education Infrastructure: Available facilities and resources

REACH conducted a sweep of **all formal, public educational facilities** in the districts of Dahuk, Zakho and Summel in Dahuk governorate based on data provided by the Department of Education of Dahuk and UNICEF: **647 functioning primary and secondary schools were identified in the three districts of Dahuk, Summel and Zakho in Dahuk Governorate**, with 287 schools in Dahuk, 194 in Zakho and 166 in Summel. Primary and secondary schools in Iraq accommodate children aged 6 to 11 and 12 to 17 respectively. As seen in map 2 the number of schools is heavily concentrated in urban areas, particularly in Dahuk city. The total number of students enrolled across the 647 schools was reported at 277,280 students, with an average 461 students per school in Zakho, 425 in Dahuk and 396 in Summel. As expected, enrollment rates per shift were slightly lower, between 330 students per shift in Zakho and 348 students per shift in Dahuk.

Map 2: Overall number of students enrolled per school



Only a small minority of schools in Dahuk governorate taught in Arabic, or the Baghdadi curriculum: 89% of the schools taught in Bidini, 8% in Arabic, 2% in Syriac and 0% in Kurmanji. The majority (96%) of all schools taught the Kurdish government curriculum, with only a fraction of schools in Zakho (1%), Summel (5%) and Dahuk

(4%) teaching the Baghdadi curriculum. The overwhelming majority of schools (98%) taught all shifts in the same language, while almost half of all of the Arabic-teaching schools followed the Baghdadi curriculum with the remainder followed the Kurdish curriculum. The relatively low number of Arabic-taught shifts particularly impacts IDP children, nearly half of which attend Arabic-speaking schools (as outlined in the section entitled 'Language' below) - meaning they often have to travel further to access appropriate education facilities, increasing the cost of transportation, whilst contributing to overcrowded classrooms.

Map 3: Taught language of school, by district

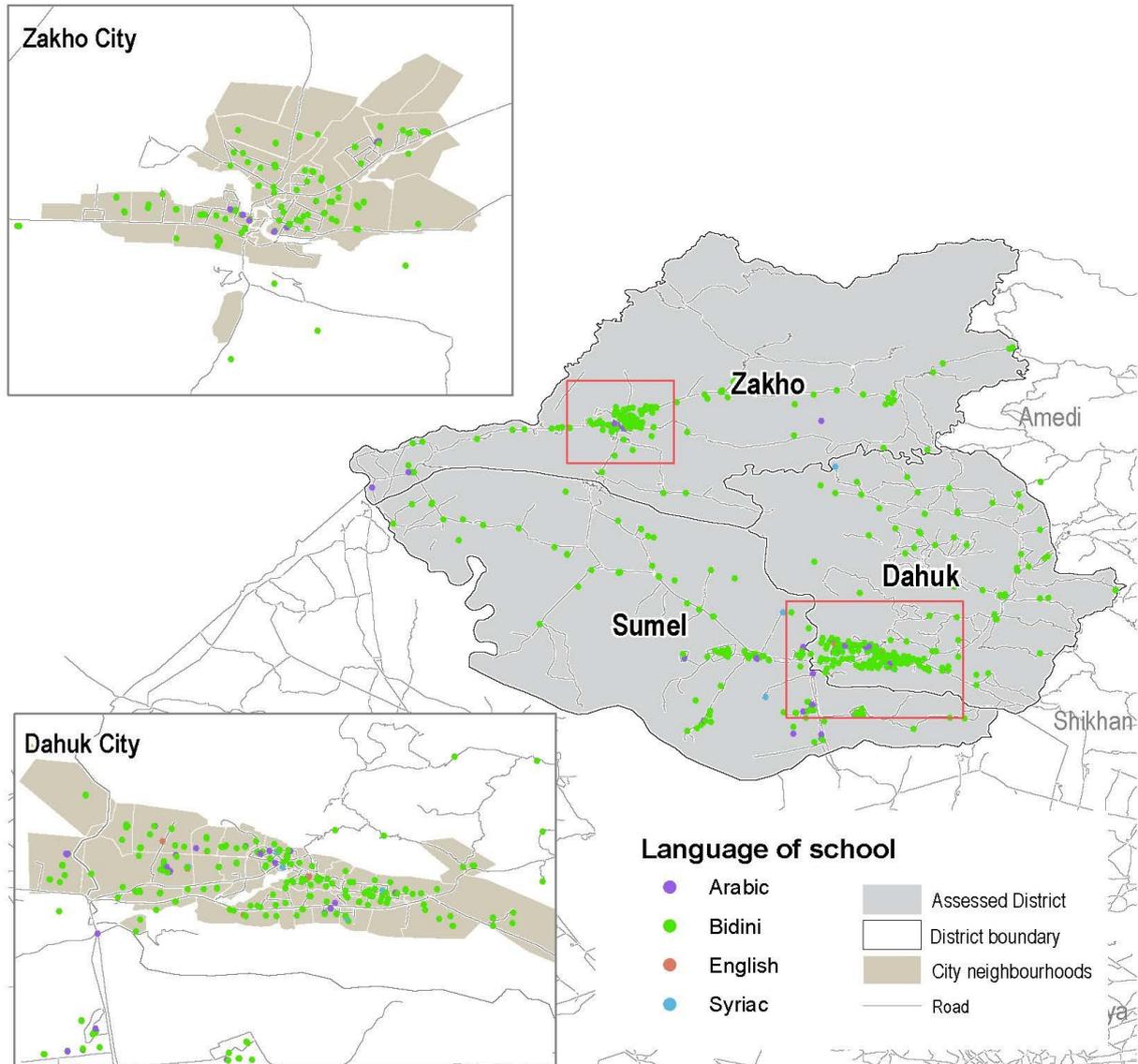


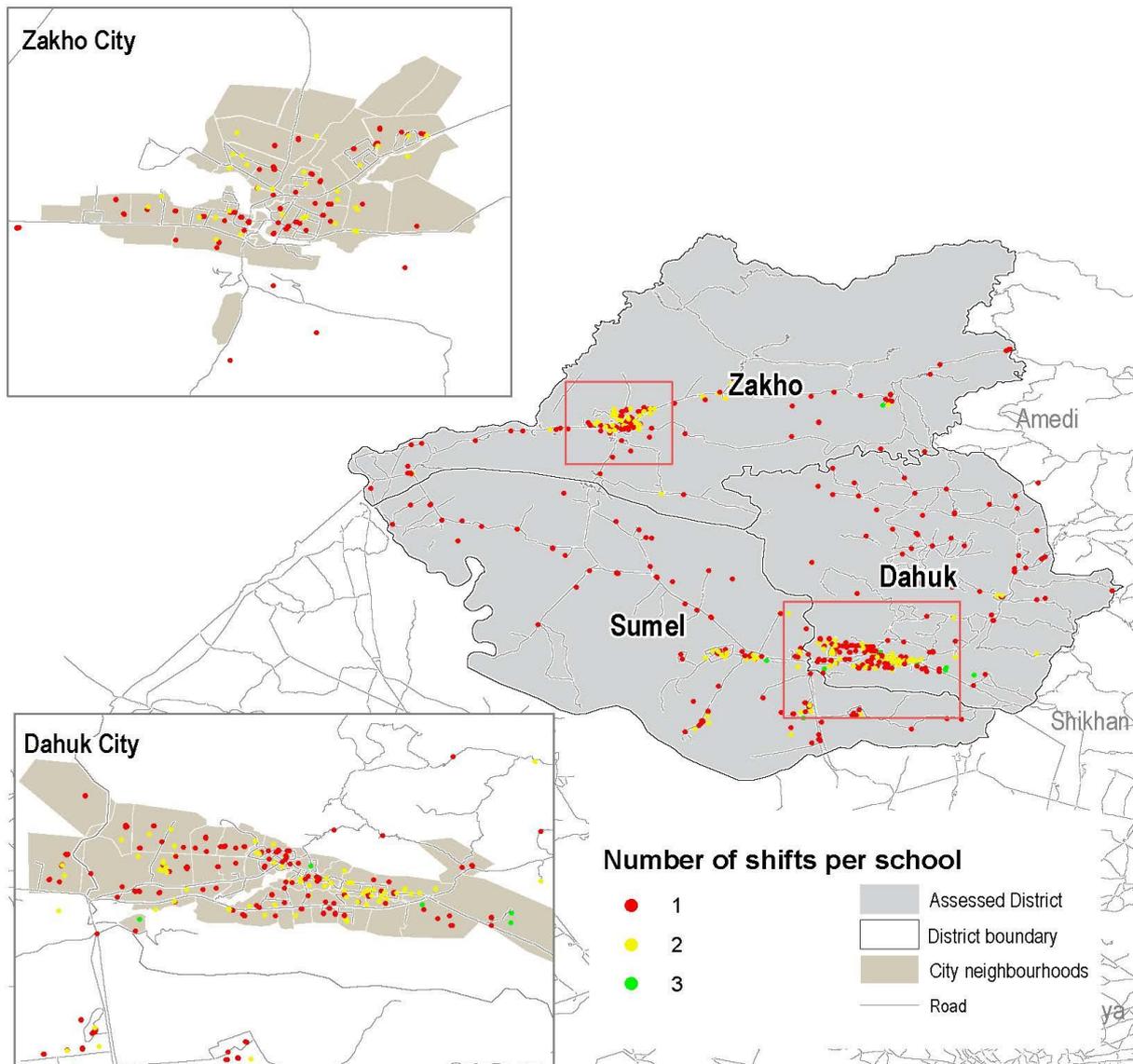
Figure 3: Proportion of schools teaching single, double and triple shifts, by district



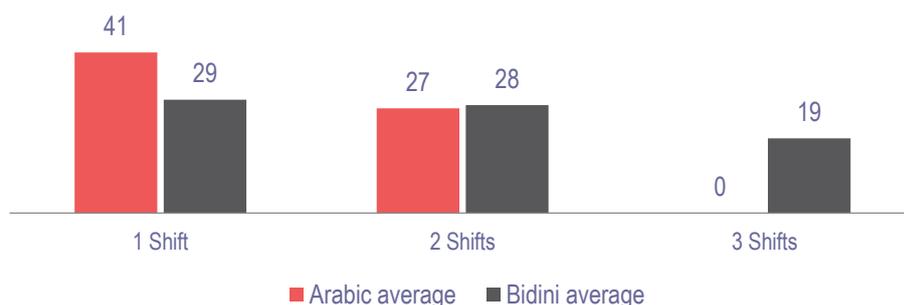
Findings drawn from the school sweep were contextualized with focus group discussions with teachers in each targeted district. When asked whether and why their school system was capable of managing the caseload of students, **most teacher focus groups reported that schools, including those teaching in the Bidini language, do not have the capacity to absorb many more students, primarily due to a shortage of teachers rather than institutions.** According to teacher focus group discussions, most schools have seen an increase in number of students in the past year, primarily due to an increase of IDPs at their school. Despite the rise in student numbers, the number of shifts or teachers in schools has reportedly not been increased to match this higher caseload; rather many teachers have to teach extra classes to accommodate the additional students. This in turn resulted in overcrowded classrooms, particularly in Arabic-taught schools.

Reports of overcrowding by teachers are supported by data from the school sweep, which shows **that the majority (77%) of schools were single shifted**, with only a few conducting double or triple shifts, and located in urban areas. As seen in Figure 5 the majority of schools hosting one shift were found in urban areas of Zakho (81%), Dahuk (79%), Summel (69%). The combination of high numbers of students, low numbers of teaching staff, and limited shifts leads to high student-to-teacher ratios per shift: the average number of teachers per shift was 11 and the average student to teacher ratio was 44 students per teacher across all districts. Male teachers on average have more students per class than their female counterparts (55 students per male teacher compared to 34 students per female teacher). Some schools and teachers are extremely overstretched with 11% of shifts reportedly hosting over 125 students per male teacher and 6% of shifts hosting over 125 students per female teacher. As stated by focus group discussions with teachers, overcrowded and overstretched classrooms and schools reduce the amount of instructional time and limits the ability of children to participate equally in the classroom

Map 4: Number of shifts per school, by district



The overcrowding of schools is further amplified by the limited number of classrooms available for students attending single-shifted schools, which reported larger class sizes across all three districts: the average classroom during single-shifted schools hosted 29 students per class compared to 26 in double-shift schools, and 19 in triple-shift schools. Single shift Arabic-speaking schools were particularly crowded, with an average of 40 students per class compared to 28 in Bidini speaking classes across the region. Arabic classes during the first shift were especially crowded in Zakho with an average of 50 students per classroom compared to 36 in Summel and 33 in Dahuk. By comparison, first shift Bidini classrooms have an average of 27 students per classroom in Dahuk, 30 in Summel and 29 in Zakho.

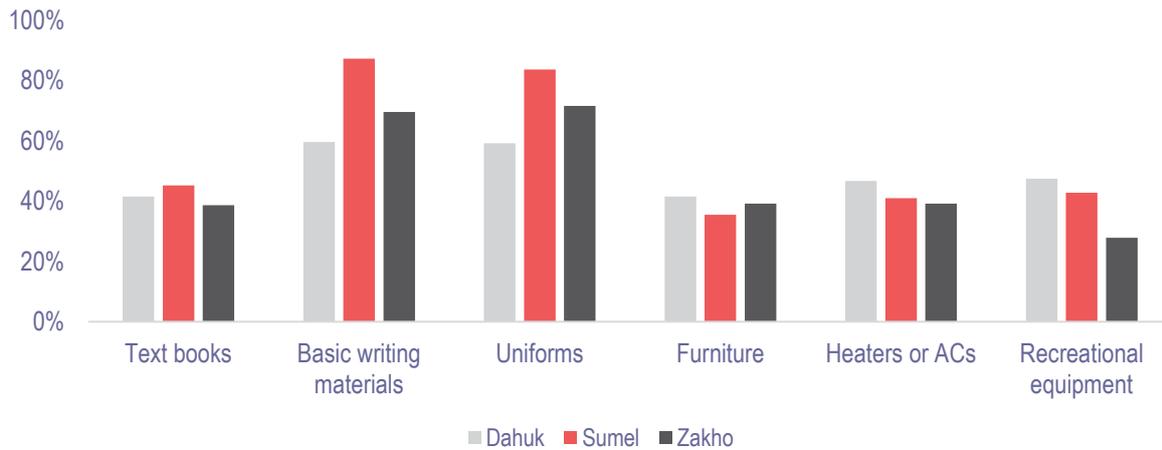
Figure 4: Average number of enrolled students per classroom, by shifts per school and language¹²

According to teacher focus group discussions, most teachers face serious delays in payment: all teacher participants of FGDs reported that their salaries did not change with the increase in students and classes since 2014. For most schools, the salary reportedly only changed if teachers teach more than 24 classes per week, i.e. more than one shift. Further, all teachers reported a delay in payment which varied between 2 weeks and 4 months, depending on school or area. In addition, according to the household level findings, almost all host community (98%) and IDP (99%) households reported that they did not pay teachers or administrators informally for classes. Most participants stated that despite this salary delay, they still come to teach because they feel responsible for their students. However, **some teachers added that if they could find another job, they would leave the school.**

Focus groups with teachers stressed that the second main reason for the limited absorption capacity of schools is due to a lack of furniture, stationary and books for students. Most schools are in critical need of supplies. According to the school assessment, more than two-thirds of the schools (70%) do not provide basic writing materials to students such as notebooks, pens and pencils, with particularly high proportions reporting this in Summel (87%) and Zakho (70%). Subsequently, families need to pay for these additional stationary costs out-of-pocket. In addition, 41% of schools reported to lack sufficient textbooks to cover student needs with little variation across the districts. Notably, IDP households reported less access to schools providing free textbooks. As many as 26% of IDP households reported that their school provided no textbooks compared to 2% of host community households. Social workers confirmed the lack of textbooks, stating that a number of IDP families had born the costs of photocopying or purchasing textbooks for their children. Related to facilities, 43% of schools are lacking heaters/air conditioners and 39% are lacking furniture. In terms of recreational facilities, indoor recreational spaces are provided by 84% of schools and 1% of schools provide outdoor recreational space, although 15% have no recreational space at all – especially common in Summel (23%) compared to Dahuk (15%) and Zakho (9%). 40% of schools were reported to lack sufficient recreational equipment (40%).

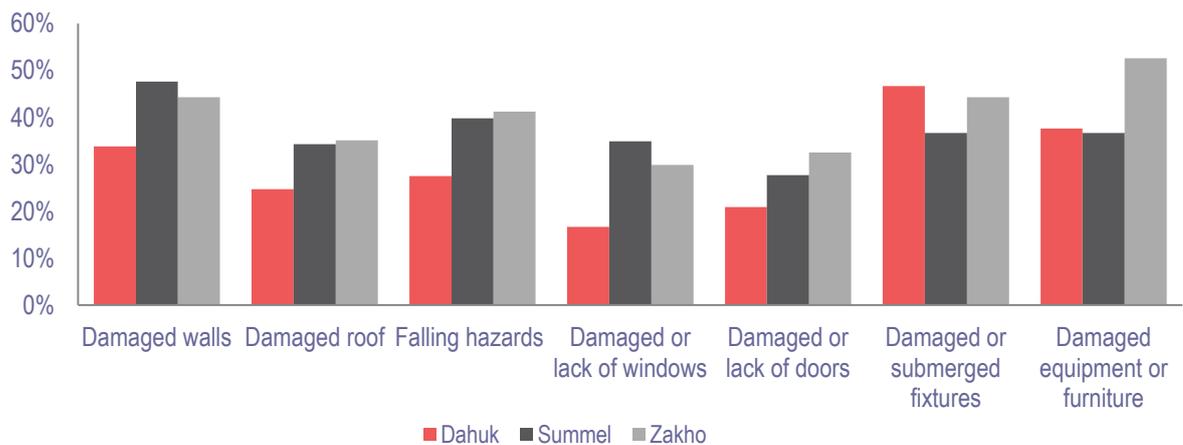
¹² No triple-shifted schools were found teaching in the Arabic language, as such no average findings could be presented for triple-shifted Arabic schools - and are marked as zero. Overall, the assessment found 6 Bidini-taught triple-shifted schools compared to 0 Arabic-taught triple-shifted schools.

Figure 5: Proportion of schools lacking sufficient supplies or equipment, by district



There is a reported need for critical repairs to infrastructure and facilities in many schools. Poor conditions present health and safety risks, and large-scale damage limits available space to accommodate more students. Some form of damage to school buildings (including walls, roof, windows, doors, furniture and/or equipment) was identified at 73% of schools across all three districts.¹³ As seen in Figure 7, collapsed walls (41%), damaged or submerged fixtures (42%) and damaged equipment or furniture (42%) were the most commonly observed forms of damage.

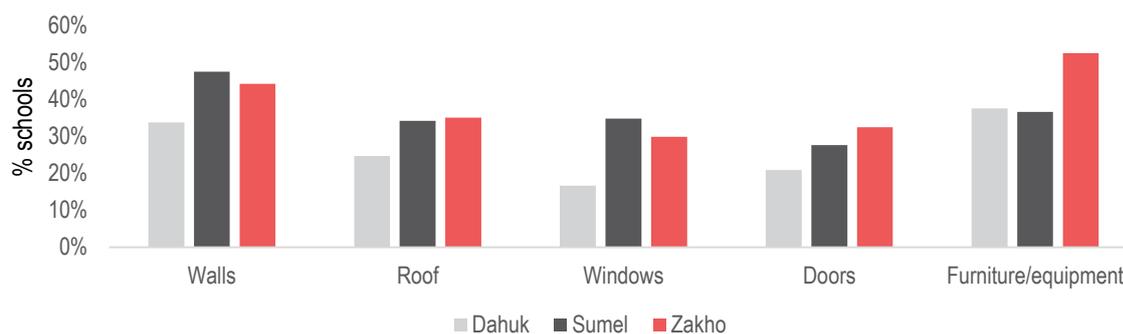
Figure 6: Observed types damage to school buildings and equipment, by district



Notably, almost half (48%) of schools were reported to have multiple types of damage, while Summel (10%) and Zakho (8%) saw several schools that had damage to all five types of structure and are in need of urgent repairs.

¹³ "Damage" was evaluated as the presence of cracks or holes in windows, walls, roofs, fixtures and furniture.

Figure 7: Reported damage to building element, by district



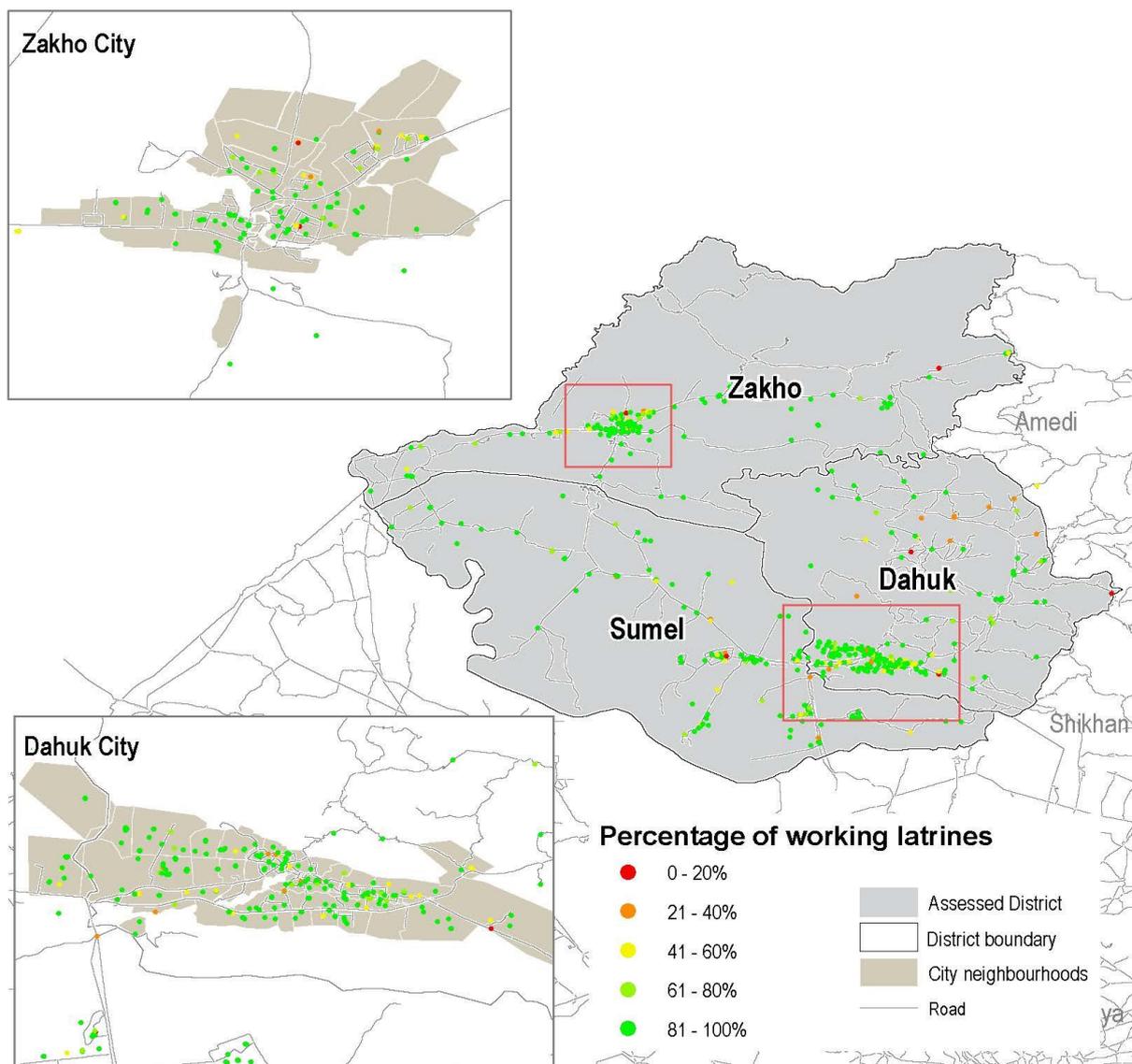
Overcrowded latrines and few instances of gender-separated toilets pose health risks and protection concerns. However, the large majority (99%) of schools have access to water, with minimal variation across districts. Most (92%) schools were connected to piped water, although larger proportions in Zakho (15%) and Summel (7%) rely on water from wells. That said, **66% of schools across all three districts had 100% of latrines functioning.** 7% saw less than 40% of available latrines functioning, with particular concern in Summel where as many as 3% (5 schools) had no functioning latrines at all.

According to sphere minimum standards, access to latrines should be separated by gender, with a maximum of 30 females to one latrine and 60 males to one latrine.¹⁴ Many schools do not separate latrines by gender (36%) nor provide inside-locks (29%). A lack of gender-separate toilets was particularly common in Dahuk, with non-gender specific latrines reported by 48% of schools in this district, compared to 28% in Zakho and 26% in Summel.

In order to accurately reflect usage caseload, access to latrines should be analysed according to the total number of functioning latrines per school and number of students enrolled by shift. In male-only shifts, 8% of shifts have no functioning latrines at all and 31% have more than 60 students per latrine, especially in Dahuk (39%). Female-only shifts saw higher caseloads per functioning latrine in relation to sphere standards, with 65% shared between more than 30 students. Again overcrowding was higher in Dahuk with 50% of shifts sharing one latrine between more than 60 girls. Of mixed shifts across the three districts, only 30% had functioning latrines that were both segregated by gender, and shared by a maximum of 30 students. In contrast, sanitation in terms of areas for hand washing on the other hand was generally found to be better serviced with 87% of schools reported to have functioning areas for hand washing, with minimal variation across districts.

¹⁴ The Sphere Handbook, '[Chapter 2: Minimum Standards in Water Supply, Sanitation and Hygiene Promotion](#)', Appendix 3, p.94

Map 5: Percentage of working latrines, by district



The majority of focus groups with teachers reported that their schools have received **small-scale assistance** from international NGOs such as UNICEF, DRC, NRC, as well as from private companies, and parents (providing assistance to their own and other students). Stationery is the main type of assistance provided, but the provision of cash or equipment to rebuild parts of the schools such as windows, doors or walls was also commonly reported. That said, during the household-level assessment, 84% of parents were unaware of their children's schools having received any supplies or distributions of assistance.

Attendance rates and gaps in education

School attendance rates among IDPs and Host Communities

Attendance rates amongst IDP children were on average 34% lower than those for host community children.

Overall 92% of school aged host community children are attending school, compared to 58% of displaced children. Attendance rates between girls and boys were almost even among host community households - 94% of all males between 6-17 years old, and 90% of all females - while a larger gender discrepancy was found among IDP households, where attendance rates for males stood at 63% versus 52% among females. As such, with host

community and IDP household data combined attendance rates for boys across all districts averages 78%, with a lower proportion of girls attending (71%).

Figure 8: Attendance rates out of school age population, per district

		Male 6-11	Female 6-11	Male 12-14	Female 12-14	Male 15-17	Female 15-17
Dahuk	Host	99%	98%	95%	93%	87%	89%
	IDP	69%	73%	70%	39%	59%	31%
Sumel	Host	96%	95%	90%	87%	87%	71%
	IDP	64%	59%	52%	50%	54%	33%
Zakho	Host	93%	98%	95%	95%	92%	67%
	IDP	68%	61%	52%	35%	53%	52%

Amongst both host communities and IDPs the highest attendance rates were identified in Dahuk, with 95% in Dahuk, 92% in Zakho and 88% in Summel for host communities and from 62% in Dahuk, 56% in Zakho and 55% in Summel for displaced. A quarter of IDP households in all three districts had no children attending, with a highest proportion in Zakho with 29%, compared to only two of the host community households interviewed.

Amongst both host communities and IDPs attendance rates decline for older children, especially after the age of 15. This decline is particularly marked amongst IDP children, especially for girls in Dahuk and Summel. In addition, as seen in Figure 11 amongst those attending school, slightly lower proportions of IDP children compared to host community are enrolled in the higher levels of education (from levels 7 to 10) across all districts, while larger proportions of IDP children are enrolled in levels 1 to 4.

Figure 9: Proportional level of attendance, by class level and population group

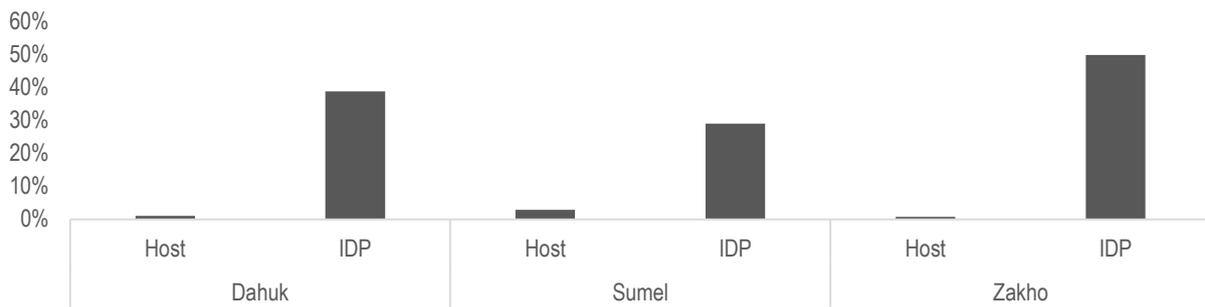
		1	2	3	4	5	6	7	8	9	10	11	12
Dahuk	Host	12%	11%	9%	11%	8%	12%	9%	9%	11%	3%	3%	3%
	IDP	20%	14%	10%	13%	11%	10%	5%	7%	9%	2%	2%	1%
Sumel	Host	8%	8%	10%	12%	12%	12%	8%	7%	7%	7%	4%	4%
	IDP	13%	11%	13%	12%	11%	12%	7%	4%	9%	4%	3%	3%
Zakho	Host	10%	11%	9%	10%	11%	11%	11%	7%	10%	2%	5%	2%
	IDP	17%	12%	11%	14%	9%	13%	7%	4%	9%	2%	1%	1%

Of those attending school, the majority (72%) of all children in school across all three districts attend morning shifts. However, it was found to be more common for IDP children to attend later shifts. With little variation across districts, an average 35% of IDP children compared to 18% of host community were attending afternoon shifts, while notably in Dahuk 5% and Summel 2% of attending IDP children compared to less than 1% of host community were attending evening shifts.

Gaps in education among IDPs and Host Communities

In addition to relatively low attendance rates, **53% of IDPs reported that at least one of their school-aged children had experienced a gap in his or her education.** By comparison, only a marginal figure (4%) of host community households reported that their school-aged attending children had experienced gaps in their education. . All of these IDP households reported that the gap took place after displacement, and often directly as a consequence of this. Indeed, the large majority (87%) of IDP children were reported as attending school prior to displacement. The majority of assessed families were displaced between August and October 2014 (84% in Dahuk, 91% in Summel and Zakho respectively), all of whom reported this was due to violent conflict. This coincides with the timing of Armed Group (AG) advances into Mosul in June 2014 and Sinjar in late August 2014.

Figure 10: Proportion of households reporting that at least one of their school-aged children had experienced a gap in education



When trying to re-enroll their children after displacement, **displaced families face context-specific barriers to education, related to delays in registration, school policy on IDPs attendance and availability of information on enrollment.** IDPs living in Zakho reported the highest rates of and challenges associated with gaps in attendance. In Zakho half of the attending children had experienced a gap, compared to Dahuk (39%), and Summel (29%). The most reported reasons for this gap varied widely by district of displacement, as seen in Figure 13. Delayed registration, lack of information and full schools were more common reasons in Zakho (32%, 19% and 20% respectively), while schools initially not open for IDPs was the most cited reason in Summel (66%) as well as to a lesser extent in Dahuk (46%). The lack of appropriate language was a larger issue in Dahuk (19%). Across all three districts the average length of gap was 10 months – for the most part having waited for the next school year to begin after arrival in the area of displacement. 98% of those displaced intend to stay in their current area of displacement over the course of the current school year.

Figure 11: Primary reasons for gaps in education, as reported by IDP households with a least one child who experienced a gap

	Delayed Registration	No Information	No Language	No level	Schools closed	Schools full
Dahuk	16%	8%	19%	3%	45%	9%
Summel	6%	4%	13%	0%	66%	11%
Zakho	32%	19%	9%	1%	19%	20%

Key barriers to school attendance

This assessment found that education-related costs were a key barrier to education access amongst both IDP and host community hosts, in part due to limited provision of services (including school transport and supplies) but also largely as a result of poor access to livelihoods – in particular amongst IDP households. The cost of sending children to school, both in terms of direct school costs (32%) and travel (34%), were the most common reasons cited for non-attendance amongst IDP households with at least one child not attending school, this was most common in Zakho (38% and 39% respectively) and least common in Dahuk (30% and 27% respectively). These findings are supported by the education facility site assessment conducted by REACH, which shows that the overwhelming majority (99%) of schools do not cover transport costs, nor provide stationary (84%), while across all three districts only 4% of households – both host community and IDP - with enrolled children were sending their children to a school that provided lunch for free. This means additional educational costs predominantly need to be paid out-of-pocket by families, leaving those that are financially insecure particularly vulnerable to limited access to education.

Figure 12: Main reason for non-attendance, proportional by type

		Travel costs	School costs	Illness	Helping at home	Travel time	Mixed classes	Teacher quality	Language	No space	Marriage	Other
Dahuk	Host	11%	6%	28%	6%	0%	6%	0%	0%	0%	0%	44%
	IDP	30%	27%	4%	7%	11%	1%	0%	4%	3%	1%	12%
Sumel	Host	5%	5%	16%	22%	8%	3%	5%	0%	0%	3%	32%
	IDP	30%	36%	1%	1%	19%	3%	0%	0%	0%	3%	5%
Zakho	Host	22%	11%	19%	7%	4%	11%	4%	0%	4%	4%	15%
	IDP	38%	39%	1%	1%	2%	0%	0%	12%	0%	1%	3%

Expenditures on Education (excl. transportation)

Education costs that are directly linked to school attendance (e.g. lunch, uniforms, and supplies) were the most often cited reason for non-attendance among IDP households and constitute a key barrier to education since the overwhelming majority of schools neither cover lunch (96%), nor provide stationery (84%).

The highest reported expenditure on education as reported by both target groups in each district was school lunch. This assessment found that across all three districts only 4% of households—both host community and IDP—with enrolled children were sending their children to a school that provided lunch for free. The proportion was higher in Dahuk, with 11% of host community households and 6% of IDP households with lunch provided for at school. On an annual basis, host communities reported spending 216,354 IQD (196 USD) on lunch, compared to 149,400IQD (135 USD) by IDPs. It is interesting that while food is the largest reported expenditure, the most expensive direct costs for school (excluding transportation) as perceived by both communities were uniforms (45%), with only 14% of respondents naming food; this perception could be due to the gradual expenditure on food over time, while uniforms are one-off costs directly related to education. Half of the teachers said that, due to the cost of uniforms, in many schools IDP families are subsequently not required to buy official school uniforms for their children. On an annual basis, host communities reported spending 72,023 IQD (65 USD) on uniforms, compared to 54,044IQD (48 USD) by IDPs. IDP households did not report spending any money on official school fees, and only two host community households reported doing so. Last of all, IDP households reported less access to schools providing free textbooks than host communities. Although most (86%) schools do on the other hand provide some textbooks, as many as 26% of IDP households reported that their school provided none compared to 2% of host community households.

IDP households reported significantly lower expenditure on education than host communities: on a daily basis, host community households were spending almost twice as much as IDPs on lunch for their children, at 1,004 IQD (1 USD) compared to IDP households at 690 IQD (0.6 USD). Overall IDP households are also spending less than host communities on stationary annually (on average 23,259 IQD or 21 USD compared to 31,948IQD or 29 USD amongst host communities). Notably teachers said that there is no difference in baseline cost between host community and IDP families, rather many IDP households are less able to afford these expenditures.

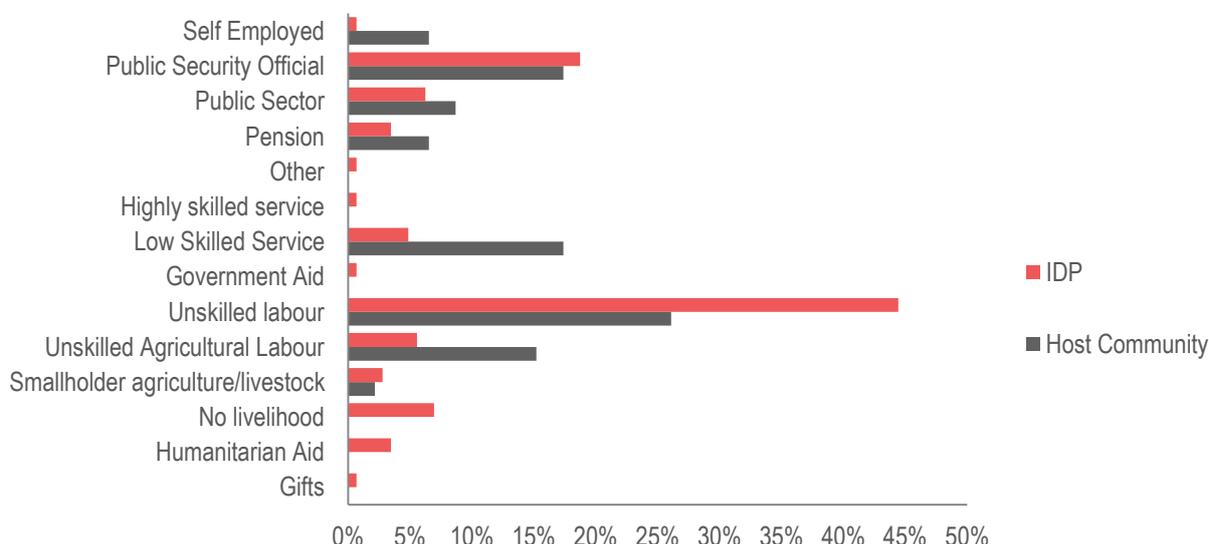
Figure 13: Average annual expenditure (IQD) of additional educational costs per household (excluding transport)

		Stationery	Uniform	Lunch
Dahuk	Host	34,329	73,190	201,000
	IDP	22,724	54,680	153,222
Summel	Host	26,087	57,213	231,640
	IDP	18,981	39,909	137,485
Zakho	Host	35,420	86,827	218,678
	IDP	28,818	69,269	157,945

The assessment found that **the average monthly income of IDP households (493,251 IQD, 446USD) was significantly lower than that of host communities (698,723 IQD, 632USD)**, with the highest polarization of income in Dahuk with an average difference of 293,919 IQD (266USD). The finding that IDP households often have lower salaries is reflected in their primary forms of livelihoods: 7% of IDP households compared to only two host community households reported no livelihood, and larger proportions of IDP households were primarily reliant on temporary forms of unskilled labour (45% in Dahuk and Summel respectively, and 39% in Zakho) compared to higher proportions of host communities with permanent income from the public sector or pensions (45%), self-employment (6%) and low skilled jobs (13%).

Households with temporary or low-income livelihoods reported relatively high levels of non-attendance: 45% of the IDP households with at least one child not attending school work in unskilled labour. Host community households were also reliant on unskilled labour (26%), public security officials roles (17%) or reliant on low skilled service jobs (17%).¹⁵

Figure 14: Primary livelihood type of households with at least one non-attending child



As noted above, **IDP households were found to have lower access to income than host communities and therefore, as explained by teachers and social workers, are particularly struggling to meet these additional monthly costs.** For both host community and IDP households the total direct monthly education costs (excluding transport) reflected an average of 5% of monthly total household expenditure, with little variation between districts. The overall cost increased to 8% of IDPs when also taking into account transport costs to and from schools, with host communities reported similar average amounts per month on school transport (14,376 IQD or 13USD) to IDP

¹⁵ Proportion of host community children not attending school is low, hence statistical sub-sets of the data are less statistically significant

households (13,502 IQD or 12 USD). However, although the majority (76%) of all households – both host community and IDP – were spending less than 10% of their monthly income on direct education costs, **a higher proportion of IDP households were spending more than 50% of their monthly income on education**; 6% and 10% of IDP households in Dahuk and Summel respectively compared to 2% and 7% of host community households in the same district.

Transportation Costs and Distance to Schools

The second most often cited reason for non-attendance by households was the additional costs of transport to and from school; this was reported more frequently by IDP households (41%) than host community households (32%). The cost of travel is closely linked to the proximity of settlements to schools and the mode of transport available to households. As such, IDP households annually spent 205,648 IQD (186 USD) on transport costs to and from school, compared to 155,276 IQD (140 USD) by host community households. The higher amounts paid for transportation costs are linked to the increased distance IDP children travel to school: **on average, IDP children attending school travel almost twice as far as host community children to their school** – 5.4 km and 3.2 km respectively. In Zakho both IDP and host community households reported the lowest average distance to schools, 4.3 km and 2.3 km respectively compared to Summel (5.4 km for IDPs and 3.8 km for host community children), and Dahuk (6.2 km for IDPs and 3.5 km for host community children). According to social workers, IDP families who require Arabic education for their children often have to travel further to access the limited number of Arabic schools, increasing transportation costs. As identified in the school survey, the only Arabic-teaching schools are located in Dahuk (22), Summel (18) and Zakho (14).

Figure 15: Average distance to schools as reported by households

		0 to 1 km	1 to 2 km	2 to 3 km	3 to 4 km	4 to 5 km	5 to 6 km	Above 6km
Dahuk	Host	35%	16%	15%	3%	7%	3%	22%
	IDP	26%	4%	12%	8%	12%	7%	33%
Summel	Host	37%	10%	18%	10%	7%	3%	16%
	IDP	28%	8%	15%	13%	3%	6%	27%
Zakho	Host	44%	7%	31%	5%	2%	5%	6%
	IDP	39%	12%	12%	7%	5%	5%	20%

The most common mode of transport (73%) used by both IDP and host community households was reportedly to walk or cycle to school, travelling an average 2 km and 3 km respectively. That said, larger proportions of IDPs were Travelling further using paid, shared transport such as shared cars (25%). IDP children were travelling even further by shared car (11 km) and public bus (7 km) than host community children (8 km and 3 km respectively), reflected by the finding that IDP children travel greater distances than host community children due to limited number of Arabic-taught schools. A similar proportion of IDPs and host community (5% respectively) were using private cars, while it was more common for host community households (16%) to be serviced by school buses than IDP households (13%).

A small correlation of 0.3 was found between the average cost of transport and the average distance traveled to schools.

Figure 16: Primary mode of transport to and from schools, as reported by households

		Private car	Public bus	School bus	Share car	Taxi	Walk or bike
Dahuk	Host	4%	0%	7%	10%	0%	79%
	IDP	7%	10%	18%	25%	3%	38%
Summel	Host	3%	0%	2%	3%	0%	91%
	IDP	6%	2%	8%	21%	2%	63%
Zakho	Host	1%	0%	9%	9%	0%	79%
	IDP	3%	5%	5%	17%	3%	66%

Subsequently, IDP children were overall taking longer time to travel to school: 28 minutes compared to 22 minutes amongst host community children. IDP households in Summel were spending the most time travelling to school (an average of 32 minutes) compared to those in Dahuk (28 minutes) and Zakho (25 minutes). In addition, across all three districts significant proportions of IDPs were taking between 46 and 60 minutes – 13% in Dahuk and 7% in Summel and Zakho respectively; while as many as 9% of IDP households in Zakho were taking over 60 minutes to travel to school.

Given the financial cost of education, coping strategies such as home schooling were employed by a significant proportion of host community households, while more IDP households reportedly encourage their children to contribute to household income. Only small proportions of IDP households with at least one child not attending school undertake home schooling (22% in Zakho, 16% in Summel and 5% in Dahuk), while this was more common amongst host community households (53% in Zakho, 45% in Dahuk and 10% in Summel). However, purchasing extra books for such activities was reported by only one household. In addition, helping children with homework was more frequently reported by host community households with at least one child attending school; 22% in Dahuk, 19% in Zakho and 16% in Summel. Comparatively, amongst IDP household with at least one child attending school this was reported by 12% in Dahuk, 7% in Summel and 5% in Zakho.

Notably, 46% of IDP households reported that they had previously received unconditional cash assistance compared to only 1% of host community households. Amongst IDPs who reported having received this assistance, 5% had used it to cover education costs. This cash assistance was used more commonly for food (79%), rent (23%) and shelter (17%).

Teacher focus groups reported that many IDP households in particular are unable to afford education costs and choose to send their children to work instead of attending school. A higher proportion of IDP households (5%) compared to host community households (less than 1%) reported a child income earner within their household, however social workers stressed that child labour is underreported by families as it is illegal. Their estimated percentages of child labour ranged between 3%-50%, although it was noted that is only an issue amongst boys who begin working from age 10. In some schools male students often work in addition to attending school, and there were some reports of students working for one week at a time, during which he will be absent from school. Teachers even estimated that as many as 90% of IDP children are encouraged by family to work in addition to school, such as working in restaurants, cleaning shoes on street or selling small goods either on the street or in small shops such as water, tissues or phone credit. According to social workers, reasons for male students dropping out of school entirely to work included the assumption of limited job opportunities after school, pressure from parents to work (mostly because of financial strain but sometimes due to a lack of value placed on education), and a perception of poor quality of education.

Language as a barrier to education

All social workers reported that language barriers were one of the key drivers of non-attendance, while teachers reported the lack of Arabic schools as the second main reason for non-attendance amongst IDP households. Perhaps unsurprisingly, the household level survey demonstrated that language was only reported

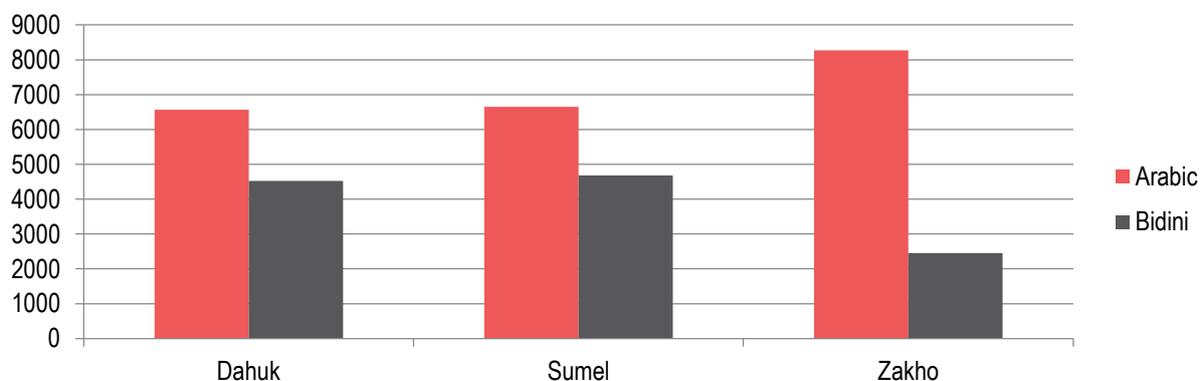
as a barrier to education amongst IDP households not host communities; between 12% of IDP households with at least one non-attending child in Zakho and 4% in Dahuk.

Arabic-speaking households clearly seek out Arabic-taught education: 55% of IDP households with children attending school in Dahuk district send their children to an Arabic school, as do 52% and 29% of IDP families in Summel and Zakho respectively. Subsequently, a significantly higher proportion of attending IDP children attending school were being taught in Arabic (46%) compared to host community children (4%). In their attempt to access Arabic-taught education, Arabic speakers are reported to travel greater distances to access the limited number of schools providing education in the Arabic language.

Figure 17: School enrolment of host communities and IDPs, by language and district

	Arabic	Bidini	English	Kurmanji	Syriac
Dahuk					
Host	0%	97%	1%	0%	2%
IDP	55%	45%	0%	0%	0%
Summel					
Host	10%	79%	0%	8%	3%
IDP	52%	48%	0%	0%	1%
Zakho					
Host	1%	83%	0%	14%	1%
IDP	29%	71%	0%	0%	0%

Figure 18: Average distance (meters) travelled by children, by language of school attended



Still, 53% of IDP children attending school were being taught in Kurdish Bidini (while 86% of host community children attend school in Bidini). The overwhelming majority of those being taught in Bidini (99%) were reported to understand the language taught, though social workers and teachers pointed out variance in understanding among the students. In fact, teachers reported language is the biggest challenge for them when teaching displaced students.

When comparing non-Bidini languages as a barrier to education, variance was found based on the different areas of origins of assessed IDP households. The overwhelming majority (99%) of IDP households originated from Ninewa governorate, and a couple of households from Salah al Din: most IDPs came from Sinjar district in Ninewa (63%) followed by Mosul district also in Ninewa (28%). Interestingly, 31% of households from Sinjar had no children attending school, compared to 15% of those from Mosul. This **higher non-attendance rates among IDPs from Sinjar is partially attributed to problems accessing education in Kurmanji**, as a larger proportion of

households from Sinjar (12%) with at least one child not attending school reporting that language was a reason for non-attendance compared to those from Mosul (3%).

Notably, students from Sinjar face additional complex language issues depending on what area they are from as the curriculum in their area of origin was split between the North and South of Iraq. Students from the south studied the Baghdad curriculum and were taught in Arabic whereas those from the North of Sinjar studied a Kurdish curriculum through the KRG. In some cases students who were taught the Baghdad curriculum will not be accepted in Kurdish schools. Some Yezidi students educated through the KRG curriculum attend Kurdish schools but have issues understanding the teachers and communicating because they speak a different dialect. Indeed, no IDP children attending school reported being taught in Kurmanji and no schools reported teaching in this language. It follows **that larger proportions of IDP households speaking Kurdish Kurmanji (the dominant dialect of Northern Kurdish spoken in Sinjar) reported that no children were attending school across all three districts (33%), compared to Arabic (26%) – the dominant language spoken in Mosul.**

Gender-related concerns

Gender-specific issues played an important role in the non-attendance of girls compared to boys. **Mixed classes were mainly reported as a reason for non-attendance for girls between the ages of 12 and 17, in particular amongst host communities:** 48% of households with non-attending host community girls of between 12 and 17 reported this was due to mixed classes, compared to 0% in the remaining age/gender groups. A similar trend was found amongst IDPs, with 17% of households with non-attending girls between 12 and 17 citing mixed classes as the reason for this, compared to 0% in the remaining age/gender groups.

In addition, **child marriage¹⁶ as a reason for non-attendance at school was reported at the same rate for non-attending girls between the ages of 15 and 17 (8%) amongst IDP and host community households.** However, in addition, **a proportion of IDP girls between the ages of 12 and 14 (8%) were also reportedly not attending school due to child marriage,** compared to none of host community households. According to social workers the general age for girls to leave school and get married is sixteen, although there were some who reported this as occurring at an age as low as 13 and 14. The household-level assessment found that marriage as a reason for non-attendance was most reported outside Dahuk. A number of social workers also reported the occurrence of harassment during travel to or from school, which can pose a barrier to attendance. According to social workers, in some cases, school boys or young men wait for girls to finish school so they can follow them home and attempt to talk to them; a number of social workers reported that this often results in family members preventing the girl from returning to school.

¹⁶ Formal marriage is not legally allowed in court until the couple are 18 years old.

CONCLUSION

This assessment found that attendance rates amongst IDP children across the region were 34% lower than those for host community children - overall, 92% of school aged host community children are attending school, compared to 58% of displaced children. Perhaps unsurprisingly, attendance rates were higher for IDPs living in the more urban Dahuk district (62%) compared to Zakho (56%) and Summel (55%). Low attendance rates of IDP children is related to both the financial demand that education-related costs place on households and the inability of schools to absorb more students and provide adequate services.

Education-related costs were a key barrier to education access amongst IDP populations, in part due to limited provision of services - including school transport and supplies - but also largely as a result of poor access to livelihoods. There is a range of additional educational costs that predominantly need to be paid out-of-pocket by both IDP and host community families, leaving those that are financially insecure particularly vulnerable to limited access to education. These costs include uniform, books, stationary and lunch and transportation costs. Host community households with school-attending children were spending an average 26,095 IQD (22 USD) per month on direct school costs (excluding transport), while IDP households were spending an average 16,797 IQD (14 USD) per month. In addition, host communities reported spending an average 14,376 IQD (13USD) on transport while IDP households spent an average 13,502 IQD (11 USD); in sum, these costs amounted to 7% and 8% of the monthly expenditure among host community and IDP households respectively. In particular IDP households are struggling to afford these costs because of lower incomes, specialized education needs like Arabic-language schooling, and a higher reliance of temporary forms of income. As a result, IDP households are less likely to send their children to school than host community families due to financial concerns. The limited financial resources available to vulnerable IDP households have led to the use of coping strategies that directly the ability of children to access education. According to teacher focus groups discussions, many IDP households are unable to afford education costs; as a result, a majority of IDP children are reportedly encouraged by family to work in addition to school, with some choosing to send their children to work instead of attending school. This gap in education among IDP children is generally not supplemented with non-formal schooling: only small proportions of IDP households with children not attending school undertook home schooling (22% in Zakho, 16% in Summel and 5% in Dahuk).

This assessment found that most existing schools are unable to establish multiple shifts and do not have the capacity to absorb more students. This is mostly due to a shortage of teachers and the subsequent limited usage of classrooms: despite the increase in enrollment rates in the past two years, the number of teachers has reportedly not increased. Ultimately, this has led to overstretched and overcrowded classrooms as evidenced by the high student-to-teacher ratios, in particular among the Arabic-taught schools that service IDPs. This can impact teacher quality as it has the potential to reduce the amount of instructional time and limits the ability of students to participate equally within the class. There are additional supply-side factors that affect the quality of education services. Currently, 70% of schools are missing basic writing materials and 41% lack notebooks, while 43% of schools are lacking heaters/air conditioners and 39% are lacking furniture. Only 66% of schools across all three districts had 100% of latrines functioning, and 30% of mixed shifts did not meet sphere standards in terms of gender segregation and caseload per latrine. In addition, the majority (77%) of schools facilities are in poor condition, containing insufficient furniture and found to have some level of infrastructural damage; this limits the space for an increased number of students, potentially creates a discouraging environment and poses health and safety risks.

In terms of opportunities for Cash Programming targeting, particular attention should therefore be paid to IDP households with school-aged children who fall within a low-income threshold, rely on temporary forms of income, or are economically inactive. These households are located with relatively even proportions across all three districts; for example, 45% of IDPs in Dahuk and Summel, and 39% in Zakho, are primarily reliant on temporary forms of unskilled labour. In the broader sense, livelihoods and social cohesion programming for both host communities and IDPs such as small scale grants and loans to support start-up businesses, as well as legal advice on regulatory barriers and requirements should be considered. This will strengthen the independent capacity of households to meet their daily needs and afford additional costs necessary to support their children's' education.

Should cash programming be targeted effectively, it is likely to increase the demand on current education services. However, this will not necessarily lead to improved services if the increased demand for educational services is not matched by an increase in the absorption capacity of schools. As such, a multifaceted approach must be undertaken that also addresses the low absorption capacity of schools through the support of teaching staff and upgrading of existing educational facilities. This could be partially addressed through recruiting or providing more support to teachers to teach more shifts, particularly those specialised in non-Bidini languages and curricula. This would alleviate pressure on the current shifts and allow for a more efficient use of the available space and staff. Critical repairs and structural improvements to existing schools, as well as the provision of services to schools and their students (including equipment and transport), could enable a cost-efficient and timely solution to increase space available at schools that are already staffed and managed.

ANNEX I SITE ASSESSMENT QUESTIONNAIRE

IRAQ - NOV 2015				
A	GENERAL			
	Please record the GPS point of the facility location		Record location code (grid/unique N./School N.)	
	Current District			
B	GENERAL - Overview			
	Name of interviewee		Phone number of interviewee	
	Gender of interviewee		Nationality of interviewee	
	Position of KI		Number of children currently enrolled in the school facility, overall	
	Approximate number of children actively attending facility, on daily basis		How long does it take for children to get from their home to school (in hours)?	
	Number of shifts held at this school			
C	SHIFT INFORMATION			
	Who is responsible for this shift?		What educational grades are in this shift? Select all that apply	
	What language is this shift taught in?			
D	SHIFT DEMOGRAPHICS			
	How many children between the ages of 6-17 are registered or enrolled for this shift?	Male 6-11	Male 12-14	Female 15-17
		Female 6-11	Female 12-14	Male 15-17
	Approximately how many children between the ages of 6-17 generally attend this shift?	Male 6-11	Male 12-14	Female 15-17
		Female 6-11	Female 12-14	Male 15-17
	How many female teachers are employed during this shift?		How many male teachers are employed during this shift?	
D	RESOURCES			
	Does this school lack any specific equipment or materials? Select all that apply	Text books	Furniture	

Baseline Assessment for Education Cash Transfer Programming for IDPs in Dahuk

		Basic writing materials (notebooks, pens, pencils)	Heaters or ACs	
		Uniforms	Recreational equipment	
E	PHYSICAL OBSERVATIONS BY ENUMERATOR (FACILITY)			
	How many classrooms are in this school?		Do all of the classrooms have sufficient furniture? (chairs and desks)	
	How many classrooms have sufficient furniture?		Does this school provide any recreational spaces for children?	
	Is this space closed or fenced off to protect children's safety?		Does this site have access to water?	
	What type of water source is available?		Does this school facility have latrines?	
	How many latrines are available at this school?		Are the latrines indoors?	
	How many latrines are working?		Are latrines separated by gender for male and female students?	
	Do the latrines ensure privacy and safety? (locks and lights)		Are there areas for handwashing at this school?	
	Are there any IDP families currently living in this school?		Are there any refugee families currently living in this school?	
	Is this school damaged?			
F	DAMAGE (DESCRIBE THE DAMAGE TO THE SCHOOL)			
	Damaged walls		Collapsed roof	
	Falling hazards such as roof, walls,		Damaged or lack of windows	
	Damaged or lack of doors		Damaged or submerged fixtures (electric, gas, water pipes)	
	Damaged equipment or furniture			
G	DISABLED ACCESS/DISTANCE			
	Does this school have access for disabled children? (ramps for wheelchairs, access on main floor, low toilets?)		What is the average distance between the school and school childrens place of residence (in Km)?	

ANNEX II HOUSEHOLD ASSESSMENT QUESTIONNAIRE

IRAQ - DEC 2015					
A	GENERAL				
	Please record the GPS point of the facility location		Type of Shelter		
	Current District				
B	FAMILY PROFILE				
	What language does your family speak		Have you been displaced due to conflict in the last two years?		
	Select governorate of origin		Select district of origin		
	When did this household leave its area of origin?		When did you arrive to this location?		
	Since leaving its AoO, how many times has this family been displaced?		If yes, why did they have to move?		
	If other, (specify)		Does this household intend to stay in this location over the course of the school year?		
	If yes, where do you plan to go?		How will you get there?		
	if yes, why do you plan on leaving?		How many rooms or partitions in shelter are occupied by members of your HH?		
	Is there an adequate space in your shelter where your child can study?				
	Which of the following statements do you most agree with?	Education is very important		Education is of little importance	
		Education is important		Education is of no importance	
		Education is somewhat important			
D	HOUSEHOLD DEMOGRAPHICS				
	Including yourself, what is the number of persons in the household?	Male 0-2	Male 3-5	Male 6-11	Male 15-17
				How many are attending school?	How many are attending school?
		Female 0-2	Female 3-5	Female 6-11	Female 15-17
				How many are attending school?	How many are attending school?
		Male 18-59	Male over 60	Total Male	Total # of school age children not attending
	Female 18-59	Female over 60	Total Female		
D	HOUSEHOLD DEMOGRAPHICS CONT				
	What is the gender of the head of household?		What is the age of the Head of household?		
	What is the marital status of the head of household?				
	How many children in your HH fall into the following categories?	Unaccompanied/ Separated child	Suffer from a chronic illness	Disability	
	What form of disability does your child have?	If other, (specify)			
	How many of these children attend school?				

Baseline Assessment for Education Cash Transfer Programming for IDPs in Dahuk

	What was your household's primary livelihood source over the last 30 days?		What was your household's total income from the past 30 days?	
	Total expenditure on HH needs		How many adults are in your household (over 18)	
	How many adults in your household are working?		How many of these jobs are permanent?	
	Are any children (under 18) in your family are engaging in income-generating activities?		How many children (under 18) in your family are engaging in income-generating activities?	
	What form of activity?		if other, please specify	
	How much on average does your children's income contribute to the household, monthly IQD?		Have you previously received cash assistance?	
	What did you use it for? (Select the top 3 uses)		What is the most expensive education cost you have to pay for your children?	
	Who did you receive this assistance from?		Have you ever used any of the following methods to support your children's education? (Select the top 3 uses)	
	What is your priority education need? Select one			
	Is this school damaged?			
F	CHILD SPECIFIC QUESTIONS - FOR EACH ATTENDING CHILD			
	What age and gender group does this child belong to?		What shift of school does your child attend?	
	What school level do they attend?		What language is this child taught in?	
	Does your child understand the dialect of language taught by teachers?		How long was this gap in total (months)	
	When did this child last experience a gap in his or her education? (By beginning of gap)		What was the reason for this gap?	
	Was your child attending school prior to your displacement?		Why not?	
	What are the annual initial costs for them to attend school (uniforms, books) per child? (in IQD) Not transport		Do you have to pay any unofficial fees to the school per year? How much IQD?	
	How much are official school fees per year?		How much do uniforms cost per year?	
	How much do books cost per year?		How much does stationary cost per year?	
	How much does your HH pay for your child's lunch daily?			
G	CHILD SPECIFIC QUESTIONS - FOR EACH NON-ATTENDING CHILD			

Baseline Assessment for Education Cash Transfer Programming for IDPs in Dahuk

	What age and gender group does this child belong to?		Why do they not attend school?			
	What chores do they help with in the HH?		What do they do when they're not in school and not working?			
H	SCHOOL SPECIFIC QUESTIONS - FOR EACH ATTENDING CHILD					
	How many different schools do your children attend		How far is it to and from this school?			
	How do your children travel to and from this school?		How much time do they spend travelling to and from school per day? (in minutes)			
	What is the monthly travel costs for your children to this school (IQD)		Have you met with the school administration or the teacher to discuss any concerns about your children's education			
	Do you ever have to pay the teacher extra to teach your child?		Does your children's school provide lunch or food break free of charge for your children's education			
	Have your children received the following items, free of charge, provided by the school?	Transport	Books	Uniform Costs	Food	Stationery

ANNEX III SAMPLING FRAMEWORK

Dahuk District Sampling Frame

Grid #	% of schools	% of total schools	# of samples before DEFF	Final # of samples after DEFF
1	1	0.0037313	0.26119403	0.373134328
2	1	0.0037313	0.26119403	0.373134328
3	25	0.0932836	6.529850746	9.328358209
4	235	0.8768657	61.38059701	87.68656716
5	4	0.0149254	1.044776119	1.492537313
6	2	0.0074627	0.52238806	0.746268657
7	268	1.0000000	11.66666667	100

Summel District Sampling Frame

Grid #	% of schools	% of total schools	# of samples before DEFF	Final # of samples after DEFF
1	1	0.006289308	0.44025157	1
2	3	0.018867925	1.32075472	2
3	3	0.018867925	1.32075472	2
4	5	0.031446541	2.20125786	3
5	13	0.081761006	5.72327044	7
6	2	0.012578616	0.88050314	1
7	3	0.018867925	1.32075472	2
8	127	0.798742138	55.9119497	71
9	2	0.012578616	0.88050314	1

Zakho District Sampling Frame

Grid #	% of schools	% of total schools	# of samples before DEFF	Final # of samples after DEFF
1	2	0.010810811	0.756757	1
2	1	0.005405405	0.378378	0
3	2	0.010810811	0.756757	1
4	1	0.005405405	0.378378	0
5	24	0.12972973	9.081081	11
6	6	0.032432432	2.27027	3
7	3	0.016216216	1.135135	1
8	10	0.054054054	3.783784	5
9	121	0.654054054	45.78378	55
10	12	0.064864865	4.540541	5
11	1	0.005405405	0.378378	0
12	2	0.010810811	0.756757	1