



OCCUPIED
SCHOOLS
PER
GOVERNORATE

Information provided by ICODHA and the Education Cluster Information Management

OVERALL ANALYSIS

With 1.8 million IDPs across Iraq, one of the most pressing challenges facing humanitarian assistance has been shelter. The large influx of displaced during the summer holidays, when most schools were empty, allowed for the occupation of school premises as a temporary solution. With the lack of sufficient alternative accommodations available, the Government has been forced to re-schedule the beginning of the academic year from 10 September to 22 October, and on the expectation that this provides for sufficient time to have these schools evicted.

As expected, the number of schools occupied by IDPs greatly varies geographically. The **central and southern governorates** (excluding Anbar and Baghdad) have no occupied schools at this point, after vacating the last **29 schools**. Even in **Baghdad**, with approximately 16,000 schools, **just 69** remain occupied sheltering 5,484 IDPs. The western and northern governorates however, sheltering most of the IDP community, present a different situation.

Anbar has over **25,000 IDPs living in 435 school premises** out of 1,122 (i.e. **40%** of schools occupied). With the massive waves of displacement throughout the year, the **student¹ population has decreased by 10%**. The result of this being that now, on average, **each school** within the province should provide education to **50% more students** (from 490 students/school to 730 students/school).

Sulaymaniyah has managed to clear most of the occupied schools, with **only 6** still currently occupied. With an increase of the student population of only 5%, the governorate prospects for the upcoming school year are the best in the northern governorates. **Erbil** is also in a relatively good situation, with **only 2** schools still occupied, but with an increase of the governorates' student population of 16%.

Kirkuk has **16%** of its school premises unavailable, hosting some 9,000 individuals, and an **8% surplus of students**. **Diyala** is in a similar situation, with virtually the same number of students, but **21%** of its schools occupied. In Diyala's case 10% of the occupation is by ISIS (94 schools) and 1% by Peshmerga forces (10 schools). Even though their situation is not as good as Sulaymaniyah's, it's far from being critical.

¹ Student defined as school-age children, from 6 to 18 years old

In **Dahuk** the **student** population has enormously **increased by 50%** (from 400,000 to 600,000). Even if all the schools were available, it would require both students and teachers to take shifts in order to service the vastly expanded needs, but near **40% of the school premises are still occupied** by IDPs: 494 out of 1,288. That means that school capacity has gone from an average of 252 students/schools to 750 students/school, i.e. **the student-load per premise has tripled**. With so many schools occupied and so many added students, finding school premises for all on time for the opening of the school year does not seem very likely at this point. Furthermore, there are almost **100,000 IDPs being hosted in these 494 schools**, and finding suitable accommodation for them is a challenge that will not be solved in the short term.

No information is available on **Ninewa** governorate due to the on-going conflict, which has led to the absence of an operating Department of Education within the province. With nearly 2,000 schools, and much of the territory under ISIS control, the province faces one of the greatest academic challenges in Iraq.

In addition to schools that have been occupied by the displaced community, the on-going conflict has also led to damage and destruction of schools. In Anbar province 38 schools have been demolished or partially affected by bombardments and shelling. Five more have been damaged in Diyala, meanwhile 40 schools have been submerged under water when ISIS opened the Fallujah dam flooding the region west of Baghdad.

A challenge that should be addressed at this point, while there is still time to properly plan for an adequate set-up, is the **absence of school premises within the IDP camps**. So far there is only 1 identified in-camp school in Baghdad, and the KR-I doesn't fare much better, with 10 in-camp schools in Dahuk, 5 in Erbil and 3 in Sulaymaniyah. Given that the currently planned 36 new camps will host an IDP community of more than 300,000 individuals, providing educational spaces within them for the **100,000 potential students** should be an issue not to be overlooked. The Education Cluster has been advocating with the Government and other agencies to provide for educational spaces in camps, with UNICEF committed to assist in school construction in 15 IDP camps and 3 host communities.

On the positive side, **no particular tensions** seem to arise **between the host communities and the IDP population**, since the former understand the plight of the latter, and remain sympathetic towards the IDPs, with whom most have family ties. This is especially important since due to the approaching winter, some IDPs are refusing to leave school premises to live in tents in the open, despite living conditions within the schools being far from ideal. IDPs in schools have very limited access to water, power and other essential services, and sanitation and hygiene are becoming an ever increasing challenge.

Finally, one positive outcome of the upcoming beginning of the school year is that it has benefitted the registration process, since previously unregistered IDP families are coming forward to ensure the access to education for their children (e.g. 1,000 families in Kirkuk).

INFOGRAPHIC - Information provided by ICODHA & Education Cluster IM

1,725,432 IDPs



150,576 IDPs living in schools

32,597 schools



904 IDP-occupied schools

11,270,909 students



498,834 IDP students

CONCLUSION

The challenge now is not only where are each governorate's students going to attend school, but also where are the IDP students themselves going to be educated. In governorates such as **Dahuk and Anbar**, the problem lies within the Ministry of Displacement and Migration, the Ministry of Education, and the international community's abilities and capabilities to: (1) **relocate the IDP communities** sheltered within school premises, (2) **provide access to education** to the vastly increased student population, and (3) **refurbish the education facilities** after all the months used as living quarters. In this regard, those 2 governorates do not seem capable, at this point, to provide access to education on time by the 22 October deadline. In governorates such as Ninewa, Kirkuk and Anbar, the other major concern is the IDP and host community **student populations living in ISIS controlled areas**. The lack of government and hence of a proper educational institution, adding to the questionable ISIS educational beliefs, may well prevent the affected students from completing their curriculum for the coming year.

This SitRep provides a summary of key issues reported by ICODHA-HAOs & OPA-GLOs, and is not limited to humanitarian issues. The reporting is submitted for the information of various Sections of the Mission.