

2020 Back to Learning (B2L)

Concept Note

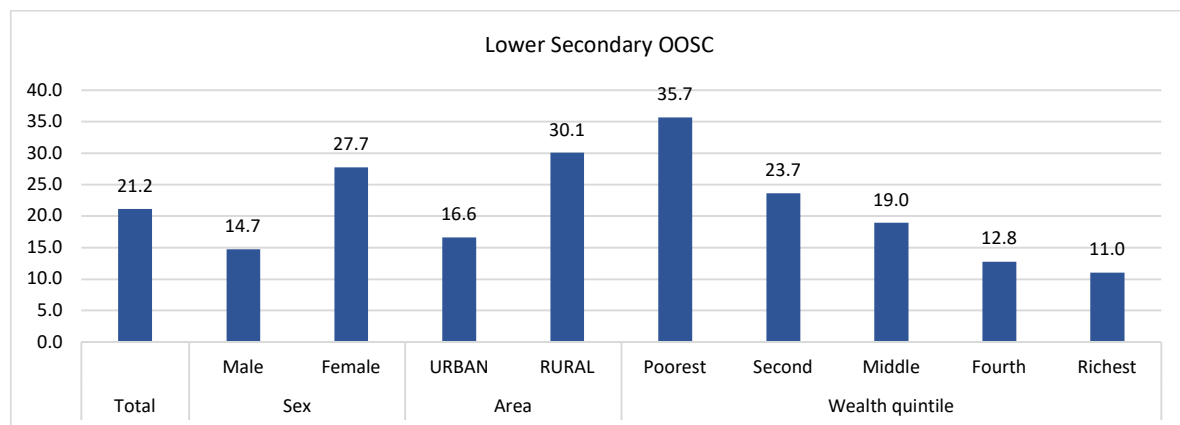
Background:

The mass protests in south and center of Iraq that began in 1 Oct 2019¹ halted schooling in the most impacted governorates and many students stayed out-of-school for months. Protests were followed by Government decisions to close down all schools in KRI and Federal as protection measures against COVID-19 pandemic in late Feb 2020.

The MICS-2018, indicates that 3%-8% of primary school age children are out of school, 14%-21% of lower secondary school age adolescents are out-of-school and 25%-40% upper secondary age adolescents are out of school. More girls are out-of-school than boys by almost two times especially in lower secondary (intermediate) education and in the southern governorates of Iraq. This is due to a combination of social and economic factors such social norms, child labour, early marriage or due to shortage of girl-friendly education facilities. Added to that, many IDPs and refugees remained out-of-school for last 6-8 years.

| Out-of-school Percentage of children of: | KRI | | | Iraq (S&C) | | | Iraq (Total) | | |
|---|-----|------|------|------------|------|------|--------------|------|------|
| | M | F | T | M | F | T | M | F | T |
| a) primary school age who are not attending early childhood education, primary or lower secondary school | 3.8 | 3.5 | 3.7 | 7.7 | 10.6 | 9.1 | 7.1 | 9.5 | 8.2 |
| b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher | 7.9 | 15.9 | 14.6 | 15.9 | 29.3 | 22.4 | 14.7 | 27.7 | 21.1 |
| c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher | 26 | 24.8 | 25.5 | 36.6 | 50.8 | 43.4 | 34.7 | 46.1 | 40.1 |

Source: MICS-2018



In summary, the out-of-school children and adolescents in Iraq and KRI could be classified to four categories:

¹ <https://www.unicef.org/iraq/press-releases/iraq-no-celebration-world-childrens-day-children-and-young-people-face-risks-and>

1. All students in Iraq and KRI are out-of-school due to school closures as a protective measure against COVID-19.
2. Children and adolescent who remained out-of-school as a result of months of protest in south and center of Iraq.
3. Children and adolescents who are out of schools in all governorates of Iraq specially the adolescent girls for a range of socio-economic reasons
4. The refugee/IDP children and adolescents who are out-of-school since 2012 and 2014 respectively.

Key focuses/features of 2020 Back-to Learn (B2L):

The context of 2020 B2L is different from the past Back-to-School (B2S) campaigns, the 2020 B2L needs to focus on:

- 1) Back to Learning (B2L) not Back to School (B2S). COVID-19 pandemic has resulted in all schools closing in Iraq and KRI. Also, schooling by itself, does not mean learning, and for the first time in history there are more non-learners in school than out of school¹. Thus, the campaign will focus on learning rather going to school.
- 2) Continuity of learning during the school closure (full or partial) or lockdown.
- 3) Leadership of MoE/GDoEs
- 4) Safe school operation during reopening schools.
- 5) Evidence-Based and Results-Based Approach, for example, having a live/online monitoring system.

Objectives of 2020 B2L:

The key objective of 2020 B2L campaign is to ensure continuity of learning during the school closure. It is to also inform and support out-of-school children and adolescents to enroll in the formal or non-formal education² system which will be using a blended learning³ approach. The objectives are as follows taking into account as per the 2020 annual workplan and associated targets:

- 1) Continuity of Learning while students at home. (All students in Iraq and KRI)
- 2) Enroll primary school age out-of-school host community children in Formal or Non-Formal education.
- 3) Enroll out-of-school intermediate and secondary adolescents with focus on girls in lower secondary (intermediate education or grade 7-9)
- 4) Safe School Operations during reopening schools
- 5) Enroll out-of-school IDP/Refugee children in Formal or Non-Formal education. (HAC targets for 3RP/Refugees & HRP/IDPs)

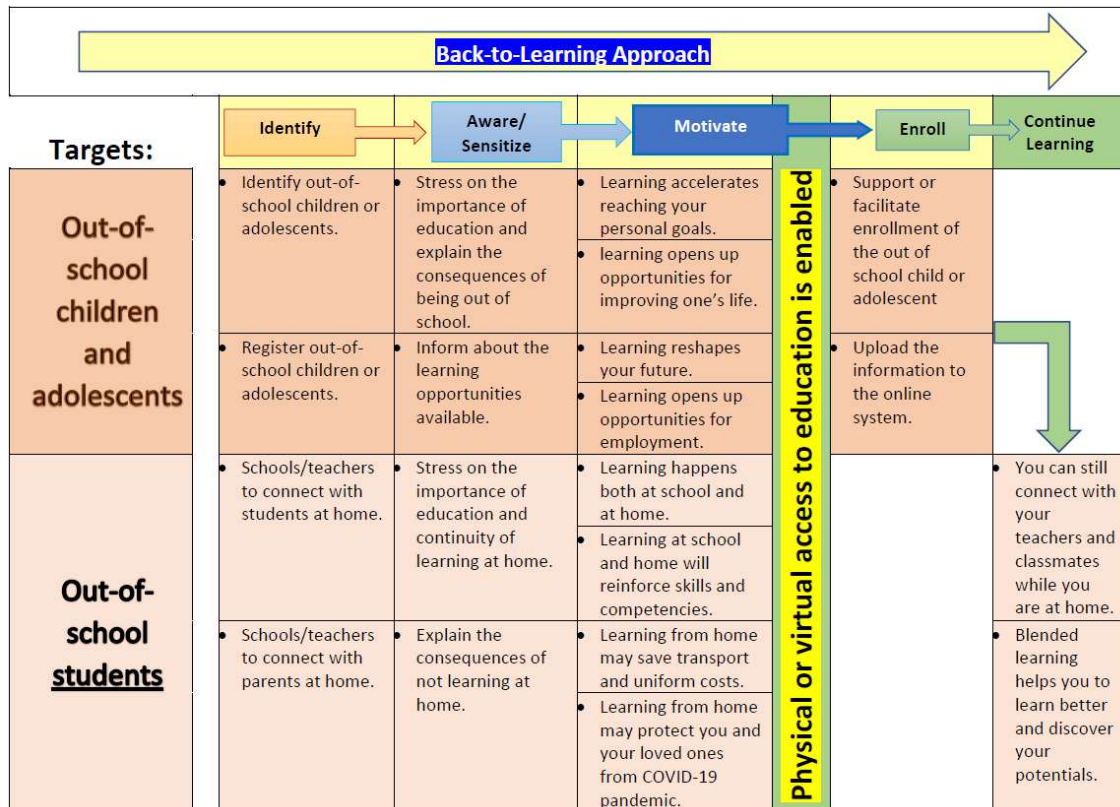
The Approach:

¹ The UNICEF Education Strategy 2019–2030 and SDG4.

² Nonformal education means organized educational activities outside the established formal system, whether operating separately or as an important feature of a broader activity, that are intended to provide students with measurable improvements in literacy, numeracy, and other basic skills development that prepare an individual to be an active, productive member of society and the workforce.

³ Blended learning is the deliberate combination of online learning with face-to-face classroom-based learning.

A holistic approach for B2L campaign, led by education authorities and supported by education cluster partners and education sector supporters, demands addressing all factors that have resulted in children being out-of-school. The first step is to ensure the target group have access to physical or virtual learning facilities/platforms under formal or non-formal education. Then, the campaign needs to address other social, cultural, economic, political, behavioral or personal issues that hinder the out-of-school children or adolescents to access education. Also, findings of the campaign will alert education authorities about new and emerging issues that have impacted children and resulted in their being out of school. The following diagram shows the logical sequence for field work. The diagram links the software element (B2L) of schooling to the school facility (physical or virtual).



Some terms:

Targets:

The key target in B2L shall refer to the planned number of out-of-school children or adolescent to be **reached, registered and enrolled** in Formal or Non-Formal education.

Reached: shall mean out-of-school child reached during the campaign (through awareness campaign fieldworker, etc.).

Registered: shall mean out-of-school child registered for potential enrollment.

Enrolled: shall mean out-of-school children enrolled in formal or non-formal education.

Stakeholders:

- Refugees
- Teachers and Principals

| Messages/ information | Parents | School age Children and adolescents | Adolescent girls | IDPs | Refugees |
|---|---------|--|---------------------|------|----------|
| The right to education and the importance of education. | X | X | X | X | X |
| Girls' education vs child marriage. | X | X | X | X | X |
| Continuity of <u>learning</u> during lockdown | X | X | X | X | X |
| Safe school operations. | X | X | X | X | X |
| Parents' participation in school management (SBM) | X | | | X | X |
| Integration policy and Social cohesion | X | | | X | X |
| Basic Information, like: Enrollment dates, places, etc. | X | X | X | X | X |

Budget:

The budget is results-based, meaning that, the planned budget should lead into the planned results (targets). If, by any chance, the implementing partner (IP) cannot achieve the planned results, the planned budget should not be fully disbursed (i.e. it should be disbursed proportionally).

Annexes:

Annex-1: Capacity Development:

Annex-2: ToRs

Annex-3: The Flowchart

Annex-4: The process

Annex-5: sample of messages

Annex-1: Capacity Development:

1. 1-2 day/s orientation and discussion session:

Participants/audiences: key staff of implementing partner (IP), including project coordinator and district team leaders

Objectives: to familiarize relevant IP staff with the B2L processes and how to achieve the planned results/targets including uploading the information to the online system.

Location: at governorate level, preferably a location that is center for all target districts.

Facilitators: GDoE focal point with support from Education cluster partners.

2. 1-2 day/s training of community mobilizers (young volunteers)/enumerators:

Participants/audiences: community mobilizers (young volunteers)/enumerators of one target district plus district DoE focal point.

Objectives: to enable community mobilizers (young volunteers)/enumerators in coordination with district DoE and IP focal points to identify out-of-school children and adolescents, mobilize enrollment and continuity of learning, facilitate the enrollment and report online.

Location: one course in every target district level.

Facilitators: district team leader with possible support from project coordinator.

Annex-2: ToRs

MoE Focal point:

1. Leads the B2L campaign at national level.
2. Provide clear guidance and support to GDoE focal points in leading the process at governorate level.
3. In coordination with GDoE focal points, randomly monitor the ongoing works virtually and physically.
4. In coordination with GDoE focal points, randomly check the entered data by field teams/ young community mobilizers.

Young Community Mobilizers (Volunteers):

1. Are the change drivers of the project. They should be selected carefully.
2. Responsible for door-to-door registration of out-of-school children/adolescent girls.
3. Engage in awareness raising and peer-to-peer education through communicating the importance of education and learning continuity with community members including parents and children
4. Upload data to the online system through smartphones/tablets.

Team leader:

1. Leads the B2L campaign through community mobilizers at district level.
2. Manage the field teams through mapping the target blocks and continuous guidance.
3. Each field team consists of two young community mobilizers, preferable a female and a male.
4. Monitor the ongoing works virtually and physically.
5. Verify the entered data by field teams/ young community mobilizers.

DoE district focal points:

1. Leads the B2L campaign at district level through school management committees or school principals¹.
2. Prepare data on out-of-school children and adolescents from the district DoE records.
3. In coordination with team leader, identify the most disadvantaged areas and groups in the district.
4. Provide the required information for enrollment.
5. In coordination with team leader, monitor the ongoing works virtually and physically.
6. In coordination with team leader, verify the entered data by field teams/ young community mobilizers

Project Coordinator: (One per governorate)

1. In coordination with GDoE focal point, leads the B2L campaign at governorate level through district team leaders and community mobilizers.
2. Manage the district team leaders through proper planning and guidance.
3. Monitor the ongoing works virtually and physically when needed.
4. Verify the entered data by target districts.

GDoE focal point:

1. In coordination with project coordinator, leads the B2L campaign at Governorate level.
2. Manage the district DoE-field teams through mapping the target blocks and guidance. Each field team consists of two young community mobilizers, preferable a female and a male.
3. In coordination with project coordinator, monitor the ongoing works virtually and physically
4. In coordination with project coordinator, verify the entered data by field teams/ young community mobilizers

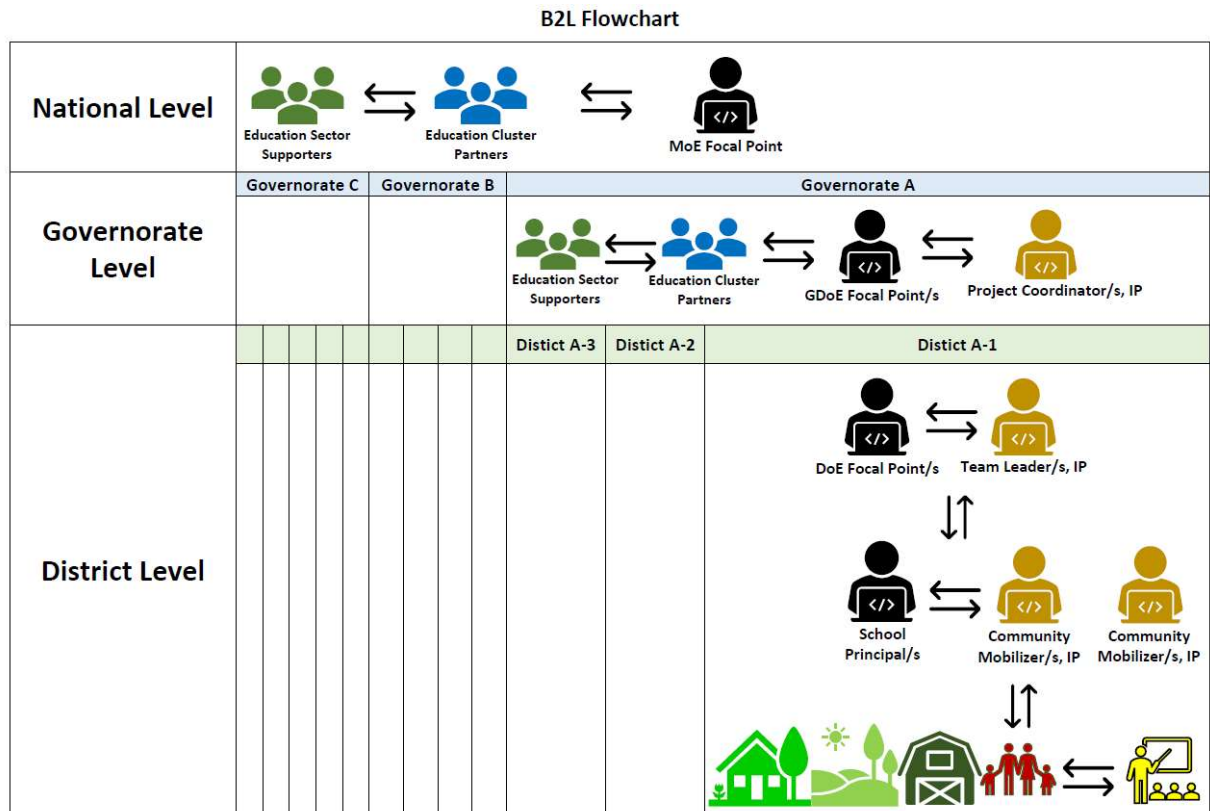
Online system:

- ✓ The online system is designed to receive the uploaded data by community mobilizers.
- ✓ District team leaders and district DoE focal points will verify and certify the entered data by young community mobilizers regularly.

¹ School principals to ensure full engagement of PTAs or SMCs in the process.

- ✓ The project coordinator and the GDoE focal point will also verify and certify the entered data by young community mobilizers.
- ✓ GDoE focal points, will also randomly check the entered data by field teams/ young community mobilizers.

Annex-3: The Flowchart



Annex-4: The process for enrolling out-of-school children and adolescents:

- Each team leader¹ forms teams of young community mobilizers (volunteers). Each team consists of two volunteers. Preferable gender-based team.
- Each team leader together with the teams of volunteers and in coordination with district DoE focal point, will map the target areas to smaller pieces (segments and plots) and assign the teams of volunteers to those smaller areas.
- Each team of volunteers in coordination with respective school principals will identify target parents and community leaders (10-15 persons) from the smaller piece (plot or segment) and organize group discussions for target parents and community leaders once every week before the door-to-door visit. The discussion should focus on the importance of education and the consequences of being out-of-school for long period.

¹ From Implementing Partner (IP), director of youth center could play the role of team leader.

- Following the weekly group discussion, and based on the findings from the session, the same team of two volunteers will do door-to-door visits in the same plot area. Each team of 2 volunteers has to support enrollment at least one out-of-school child in a nearby school on daily basis (or on every working day). A working day may not be the same working day of government. Verification is needed for out-of-school children and children enrolled in school.
- All awareness raising activities should be conducted in parallel to group discussions and door-to-door visits. For example: social media networking, distributing of brochures, flyers, posters, etc.
- The team leader and the district DoE focal point are responsible for overall of the project at district level. Similarly, the project coordinator and the GDoE focal point are responsible for overall of the project at governorate level. The MoE focal point is responsible for overall of the project at national level.
- If each team of 2 volunteers, is able to enroll 1 child per a working day, 1,000 out-of-school children will be enrolled in schools by 20 teams during 50 working days.
- The target might be unevenly divided among the teams within the same district or among the districts within one governorate as per the actual number of out-of-school in the target areas.
- This project is result-based that means the number of reached targets will have high implication on the project expenditure amount.

Annex-5: sample of messages:

Messages on continuity of Learning:

- Education is the key for your children's future, ensure that learning continues at home while staying at home.
التعليم هو مفتاح المستقبل لأطفالكم, احرص على توفير الدعم اللازم لهم لاكمال تعليمهم من البيت خلال البقاء في المنزل.
- Learning at home is important, make sure that your children are accessing their lessons through the online/ virtual e-learning platforms (i.e. MoE educational channels and online platforms). and to encourage them to read their text books and other learning materials while staying at home.
ان التعليم المنزلي مهم جدا, لذا احرص على وصول اطفالك لدروسهم من خلال التعليم الالكتروني اثناء فترة حظر التجوال و غلق المدارس و كذلك المتابعة اليومية للفتوات التعليمية التابعة لوزارة التربية. و تشجيعهم على متابعة كتبهم المنهجية و اي كتب تعليمية خلال بقائهم في المنزل
- Support your child studies through assigning reading and exercises and setting up a timetable for the child to follow for home study.
لنعمل على توفير الدعم الضروري لدراسة الاطفال, و ذلك من خلال تخصيص الاجواء المناسبة للمطالعة و العمل على وضع جدول زمني لمتابعة دراسة الطفل من البيت.
- It is difficult for your children to be away from school, please pay attention and listen to children; encourage them to express their feelings positively and provide.
من الصعب ابتعاد الاطفال عن المدرسة, الرجاء منح المزيد من الانتباه و الاستماع للاطفال, لنحرص على تشجيعهم للتعبير عن مشاعرهم.
- As parents work with teacher to have a communication mechanism with the students using WhatsApp/mobile or such means during staying at home.

- كأولياء امور, اعمل مع المعلم لادامة وسائل التواصل مع الطلاب من خلال استخدام تطبيقات التواصل و المراسلة مثل الواتساب خلال البقاء في المنزل.
- Encourage children to read their textbooks and other reading materials such as stories at home and set an example for them. Make the learning materials available in the house.
- شجع الاطفال على المطالعة سواء للكتب المنهجية او الكتب التعليمية و القصص و كن مثلاً اعلى لهم. و احرص على توفير الكتب التعليمية في المنزل
- Assist your children in their readings and try to specify at least one hour per day to read for them and exchange thoughts about what you read.
- ساعد اطفالك على القراءة و حاول ان تخصص ساعة واحدة في اليوم لتقرأ لاطفالك بعض القصص و احرص على تبادل الافكار مع الطفل بخصوص المعلومات الجديدة.

Some back-to-learn /school messages from 2019:

To all:

- ✓ Every child has right to education (access to school) and this right supported by law.
- ✓ Despite all concerns on quality of education, going to school and continuing education lead child to bright destination.
- ✓ Participation of parents/caregivers of students in development and implementation of school improvement plans (SIP)s to improve learning environment will strengthen the education system.
- ✓ Learning equip child with a bright horizon
- ✓ Child's education makes the community contented.

To Syrian Refugees:

- ✓ Every child has the right to education (access to school) and this right supported by law.
- ✓ Despite all concerns on quality of education, going to school and continuing education lead child to bright destination.
- ✓ Participation of parents/caregivers of students in development and implementation of school improvement plans (SIP)s to improve learning environment will strengthen the education system.
- ✓ Every child has the right to learn in mother-tongue which is a contributing factor to better understanding and development.
- ✓ Learning in Host Community language, contributes in strengthening Social Cohesion.
- ✓ Learning in Host Community language, contributes in easing transition from learning to find job opportunity.
- ✓ Learning equip child with a bright horizon.

چەند پەيامنیک بۆ ھاندانی خویندن (چوونە قوتابخانە)

بۆ ھاو لاتیانی شارێ ھەولێ:

- ھەموو مندالێک مافی خویندن (چوونە قوتابخانە) ی ھەبێ و ئێم مافەش بە یاسا پشتگیری کراوە.
- سەرباری ھەموو تێبێنیەکان لەسەر جۆریەتی خویندن، چوونە قوتابخانە و بەردەوام بوون لە خویندن داھاتوی مندال گەشتێ دەکات.
- بەشداری و ھاوکاری داایاب و کەسوکاری قوتابی لە دارشتن و جێبەجێکردنی پلانی پەرەپێدانی قوتابخانە بەمەبەستی باشترکردنی ژینگە ی خویندن، سیستەمی پەرەدە بەھێز دەکات.
- خویندن دواڕۆژی مندال گەشتێ دەکات.

- خویندنی مندال، کۆمەلگە ئاسوودە دەکات.

بۆ پەنابەرائی سووری:

- ھەموو مندالێک مافی خویندن (چوونە قوتابخانە) ی ھەبە و ئەم مافەش بە یاسا پشتگیری کراوە.
- سەرباری ھەموو تیببێنەکان لەسەر جۆریەتی خویندن، چوونە قوتابخانە و بەردەوام بوون لە خویندن داھاتوی مندال گەشت دەکات.
- بەشداریی و ھاوکاری دایبای و کەسوکاری قوتابی لە دارشتن و جێبەجێکردنی پلانی پەرەپێدانی قوتابخانە بەمەبەستی باشترکردنی ژینگە ی خویندن، سیستەمی پەرەردە بەھێز دەکات.
- ھەموو مندالێک مافی ھەبە بە زمانی دایک بخوینیت کە ھۆکاریکە بۆ باشتر تێگەشتن و گەشەسەندن.
- خویندن بە زمانی کۆمەلگە ی نیشتمەجیی (خانەخوئ)، پایەکانی پیکەر ژیان بەھێز تر دەکات.
- خویندن بە زمانی کۆمەلگە ی نیشتمەجیی (خانەخوئ)، دەرفەتی دۆزینەوی کار زیاتر دەکات.
- خویندن دواڕۆژی مندال گەشت دەکات.
- خویندنی مندال، کۆمەلگە ئاسوودە دەکات.