



Beneficiaries receive non-food item kits at an ECHO-funded distribution in Swaib, Baghdad | 11 November

Armed conflict continues to cause displacement in various areas of Iraq. IOM's Displacement Tracking Matrix (DTM) has identified 533,773 displaced families since the onset of the crisis in January 2014. However, as displacement continues, there is an increasing trend of Iraqis returning to their areas of origin.

To date, DTM has identified 415,632 internally displaced persons (IDPs) who have now returned to their places of origin. Most returns are to the central governorates of Salah al-Din, Diyala and Ninewa. However, the aftermath of conflict in recently liberated areas creates new vulnerabilities for returnees with many returning to damaged or destroyed homes and few services; humanitarian response is also curtailed due to uncertain security situations which leaves returnees with little protection.

With winter approaching, the increasingly harsh weather conditions are placing greater numbers at risk. In Baghdad, which is currently the most severely impacted area, more than 10,000 IDP families have been affected by flooding, heavy winds and rain. In coordination with UN agencies and the local authorities, IOM has been able to replace damaged tents and distribute winter non-food item kits to those in need.

Falah, a father of five displaced by violence from Ramadi six months ago, spoke with IOM staff at a recent

Displacement

IOM Displacement Tracking Matrix (DTM)
January 2014 - October 2015

IDP Families



533,773

Individuals



3,202,638

To access the IOM Iraq DTM, please visit:
<http://iomiraq.net/dtm-page>

Emergency Relief Distribution

Family non-food item
(NFI) kits



180,814

Emergency shelter



15,357

distribution at Al Bo Fahed camp in Anbar governorate. "Many of the old IDP tents, including ours, have been destroyed in the heavy rains. Our food was spoiled. Families rushed and bought plastic sheets to cover their tents. We have no money, so had to borrow to buy our plastic sheets. We are happy to have received heaters from IOM as the tents are really cold now. The rain made our lives much more difficult."

Expanding Spaces to Learn

“The students are now more engaged. We all work together like a family.”



Students at Shlama Primary School in Erbil, enjoy expanded classroom space provided by IOM, sponsored by the Kingdom of Saudi Arabia | 11 Nov.

Shlama Primary School in Ainkawa, Erbil, Kurdistan Region of Iraq is an Arabic-language school with nearly 1,000 students. The majority of students are IDPs; many are from Anbar, Ninewa and Mosul; several Syrian refugee children attend.

The students are between six and fifteen years old, with girls attending in the morning and boys in the afternoon. Students travel from all across Erbil to attend this Arabic-speaking school, as the majority of schools in the area are Kurdish-speaking.

With Erbil hosting more than 200,000 IDPs who have arrived since January 2014, the rise in the number of children has put pressure on local schools to accommodate the sudden increase in educational needs.

Shlama School is a small school with only 12 classrooms. With the influx of IDPs classes became overcrowded with up to 45 children per classroom, far exceeding the 30-35 Ministry of Education (MoE) limit.

In September 2014, following a joint needs assessment conducted in coordination with MoE, the Ainkawa Department of Education, and in partnership with the local NGO KURDS, IOM provided Shlama Primary School with a much needed three classroom extension. The project was made possible thanks to funds from the Kingdom of Saudi Arabia.

The newly constructed classrooms enabled the school to reduce class sizes with now only 22 to 30 students per classroom.

Smaller class size provides students with a healthier, more constructive educational environment.

“When they built these three classrooms it became easier. The students are now more engaged. We all work together like a family,” said Mr. Edward Shabo Jomia, a teacher at Shlama school.

When asked “What is your favorite subject?” the children answer: “Art! Computer! Gym! Kurdish!”

The chance to learn Kurdish not only enhances their ability to communicate with their neighbours but helps contribute to social cohesion. They also have language classes to improve their Arabic, and learn Syriac and English.

Teacher Mrs. Jackleen Jubrail Hanna said, “In our school we have different cultures and different religions, and students are from different parts of Iraq. As a teacher you have to explain our differences to them in a way they understand. I emphasise that we are all human beings, we are all from the same country, and we need to have a positive attitude toward each other.”

Thanks to the generous funds from the Kingdom of Saudi Arabia and with great appreciation of the MoE and local councils, IOM has been able to support five more schools in the Kurdistan Region of Iraq with classrooms.

IOM is responding to life-threatening needs in a rapidly changing environment, in addition to monitoring movements on the ground.

