

Access to education as a form of reparation for survivors of ISIS captivity in Iraq

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I. Summary

The victims of captivity by the Islamic State of Iraq and Syria (ISIS) endured repeated human rights violations, mass atrocities, genocide, the attempt to destroy their communities, and a range of physical, psychological, and spiritual harms, requiring long-term support toward individual and collective healing. When brutally abducted from their families, survivors of captivity also saw their education disrupted for many years. For the past years, they have voiced the importance of resuming their studies as a key form of reparation. Education can offer a vital means for survivors to rebuild their lives, and if trauma-informed, can contribute to healing, community reintegration and economic empowerment. It also fosters self-esteem, independence, and belonging - combatting some of the deep scars left by mass atrocities and sexual violence.

However, survivors of ISIS captivity in Iraq face many hurdles when seeking to resume their education journeys. Systemic barriers and a lack of appropriate solutions have prevented many from returning to school. For those who have returned, the current system fails to meet their needs. Ten years after the genocide committed by ISIS in Iraq, the urgency of this situation cannot be overstated; survivors deserve every opportunity to start or continue their education and reclaim their futures. It is imperative to find pragmatic and creative solutions to make education both accessible and relevant to the realities survivors face.

The Yazidi Survivors Law (YSL) was passed in March 2021 to enable access to reparations for survivors of crimes committed by ISIS from the Yazidi, Turkmen, Shabak and Christian communities, with a particular focus on

survivors of captivity and sexual violence. Article 5.4 of the law stipulates that it will include measures to “secure special educational opportunities for the female survivors and the ones who are covered by this law.”

For education to be an effective form of reparation, it must go beyond merely providing access to education comparable to that of the general population. It requires solutions that address survivors’ specific needs and the barriers they face, and respond to the trauma they have endured. However, despite the recognition of education as an integral element of reparation in the YSL, many survivors remain unable to access educational resources due to a variety of systemic barriers and a lack of creative and adapted institutional responses to this challenge.

This report, jointly prepared by the Global Survivors Fund (GSF), members of survivor networks, Farida Global and Yazda summarises the barriers to education for survivors of ISIS captivity.¹ It also highlights the critical need for targeted investments and practical solutions to ensure that survivors are not only legally entitled to education as a key remedy under the right to reparation, but can actively participate in its design and implementation.

In addition to longer-term structural changes, a targeted programme intervention must also be established for survivors to access appropriate, survivor-centred, trauma-informed, and peer-supported learning without further delay. This would involve a combination of formal and non-formal reparative education measures to impact a larger number of people. It must be co-created with survivors and requires government support and strong civil society involvement.²

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The task team was supported by Bilal Alhamaydah, who provided background research that informed the deliberations of the task team and contributed to the analysis of the context presented in this report. The drafting of the report was supported by Hugo van der Merwe (GSF), Mairead Smith (Farida Global) and Zoe Paris (Yazda).

² The report does not specifically examine the challenges faced by children born in captivity or born of conflict-related sexual violence. This was outside the scope of the document and requires dedicated focus. While children experience some of the challenges discussed in this report, they also face unique obstacles which are not addressed here.

II. Introduction

The year 2014 and onwards marked a sombre period in Iraq's history. The vast and heinous human rights abuses committed by ISIS included a genocide targeting the Yazidi community, and the persecution, displacement and mass killing of members of the Christian, Shia Turkmen, Sabaean-Mandaeans, Kaka'i and Shabak communities. Thousands were taken into long-term captivity, where many women and girls were subjected to extreme forms of violence, including sexual and gender-based violence.³ Ten years later, thousands are still missing, and hundreds of thousands of survivors lack the necessary means to rebuild their lives.

The YSL acknowledges the severity of the violations faced by Yazidi, Turkmen, Shabak and Christian survivors and affirms **the right to reparation** for survivors of mass killings, captivity and other forms of violence including conflict-related sexual violence perpetrated by ISIS. The law presents a structured framework for their rehabilitation and societal reintegration and includes different forms of reparation, namely medical

and psychological care, financial compensation, memorialisation initiatives and educational opportunities.

The YSL outlines its primary goals as providing compensation, rehabilitation, and preventing recurrence. It stipulates that the law aims to: "Compensate the [female] survivors and those covered by the provisions of this law financially and morally and to secure a decent life for them; rehabilitate and take care of [female] survivors and those covered by the provisions of this law, and to prepare the necessary means to integrate them into society and prevent the recurrence of the violations that occurred against them."⁴

The General Directorate for Survivors' Affairs (GDSA), operating under the umbrella of the Iraqi Ministry of Labour and Social Affairs (MOLSA) is the main implementing body for the legislation, and started operations in September 2022. As of March 2024, around 1,600 survivors had received financial compensation, while other forms of reparation, including educational measures, were still being prepared.

EDUCATION AS A FORM OF REPARATION

While the right to education is both a fundamental human right and a State obligation, it is distinct from the right to education as a form of reparation. Education is a form of reparation only if it goes beyond regular education requirements and is tailored to meet the complex needs of survivors.

In accordance with domestic and international law, victims of gross violations of international human rights law and serious violations of international humanitarian law should be provided with adequate, effective and prompt reparation, which include the following forms: restitution, compensation, rehabilitation, satisfaction and guarantees of non-repetition.

3 At least 6 800 Yazidis, mostly women and children were abducted by ISIS. https://irp.cdn-website.com/16670504/files/uploaded/Yazda_Publication_2018_DocumentingMassGravesYazidisKilledISIS_28062021_Download_EN_vf.pdf.

4 Iraq Law No.8 of 2021 - Yazidi Female Survivors Law. <https://c4jr.org/wp-content/uploads/2022/01/Yazidi-Female-Survivors-Law-March-24-2021.pdf>.

5 Children born of conflict-related sexual violence are particularly vulnerable, as their rights to education and reparation are rarely realised. They often face additional challenges in accessing appropriate education because of stigma, ostracisation, and a lack of access to legal documents. For a more detailed analysis of challenges faced by children born of CSRV: https://www.globalsurvivorsfund.org/fileadmin/uploads/gsf/Documents/Resources/Policy_Briefs/Briefing_on_children_born_of_CRSV_web_Final.pdf.

For survivors, of conflict-related sexual violence, access to education is often disrupted as a result of the violence they have experienced. The trauma, both physical and psychological, frequently leads to school dropout. They may also be forced to abandon their education due to being held in captivity, the necessity of finding work after losing family support, ostracisation from their communities, or forcible displacement.⁵

Since survivors were denied education during captivity, it must be restituted as part of their right to reparation, restoring what was unjustly taken from them. To be truly reparative, the existing education system must be complemented with elements key for survivors' healing and growth, such as psychological care.

Education is also a form of rehabilitation. If provided in a trauma-informed way, education can give survivors a sense of belonging, and contribute to healing the deep emotional scars left by mass atrocities including sexual violence. It enhances survivors' resilience and status within their communities, thus aiding in their recognition and reintegration into wider society. By improving access to socioeconomic opportunities, education can guarantee non-repetition, both at an individual and community level.

III. High-level delegation and multi-stakeholder assessment

In January 2024, GSF hosted a meeting with a high-level Iraqi delegation in Geneva to evaluate how the organisation could potentially assist with the implementation of the Yazidi Survivors Law. The meeting was attended by government officials, including the Director of the GDSA. Several CSOs, including survivor networks, were also represented. During the meeting, access to education was jointly identified as a key area in which GSF could make a substantial contribution.

In June 2024, GSF collaborated with survivors, CSOs and experts on trauma-informed education to hold a

series of workshops and focus group discussions in Iraq.⁶ The meetings, held with survivors and government and civil society representatives, presented actionable recommendations to the Ministry of Education and the GDSA. Survivors shared challenges they face in accessing education, allowing the multi-stakeholder team to explore solutions and opportunities to make reparative education a reality. This report presents the findings and recommendations of this task team.

⁶ The two focus group discussions included nine survivors, comprising three men and six women from the Yazidi and Shabak communities residing in Sinjar, Bashiqa, and the Kurdistan Region.

IV. The Yazidi Survivors Law and education

In article 5.4, the YSL stipulates the provision of educational opportunities as a reparation measure to be implemented.⁷ The law mandates the GDSA, as responsible for implementing the law, to secure opportunities for survivors so that they can develop the necessary skills and knowledge to rebuild their lives, improve their economic prospects, and contribute positively to their communities. However, the law does not specify in detail the types of opportunities to be created and how they will be carried out.

The educational provisions of the YSL should also be understood within broader government efforts to address the right to education in the wake of the ISIS conflict. The Iraqi constitution, new education laws and a set of minimum standards for education in emergencies all provide important guarantees of access, quality, and equality to this right. Yet the government has struggled to make these guarantees a reality, and attempts to do so have fallen short. In some cases, the provisions in the law itself have created new barriers.

IRAQI LAW AND THE EDUCATION SYSTEM

Article 34 of the Iraqi constitution guarantees the right to education and defines it as a fundamental element of societal progress. In addition, the constitution mandates primary education, guarantees the right to be educated in one's mother tongue, and sets out the State's commitment to combat illiteracy. All Iraqis have the right to free education in all its stages. These constitutional guarantees are paralleled by federal and regional regulations and policies.

Under Iraqi law, individuals who have dropped out of school are prohibited from returning if they have not re-enrolled within two or four years, depending on the year of their departure. According to the Ministry of Education, students who have been absent for two years are only eligible to attend evening school, while those who have missed four years of schooling lose the right to attend public school altogether.

Additionally, both primary and secondary schools have strict age restrictions. Students cannot be enrolled in primary or secondary school if they exceed the specified age limits. These regulations differ regionally between Iraq and the Kurdistan Region.

⁷ Iraq Law No.8 of 2021 - Yazidi Female Survivors Law https://assets.website-files.com/5eefcd5d2a1f37244289ffb6/62626edf82f9f7da97e46c95_2021%20Legal%20Instr%20Iraq%20Law%20No%208%20Yazidi%20Female%20Survivors%20Law%20EN.pdf.

IRAQ MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES⁸

Guided by established international standards, and developed collaboratively by the Federal Ministry of Education, the Kurdistan Regional Government (KRG) Ministry of Education, school directors, teachers, international organisations and UN agencies, the Iraq Minimum Standards for Education in Emergencies are guidelines specifically tailored to address the post-conflict situation in Iraq. This policy framework provides comprehensive guidelines to ensure quality, access, and equity in education during emergencies and post-ISIS recovery. By contextualising these standards to the specific realities of Iraq, the recommendations address the unique challenges faced by displaced communities and those affected by conflict. They offer practical strategies for community participation, coordination, resource mobilisation, and the creation of safe learning environments.

The framework sets out four minimum standards: a sufficient number of educational institutions and facilities; good-quality educational institutions that are accessible to all, without discrimination; educational content acceptable to both students and parents; and a flexible approach to adapt to the needs of a diverse and changing society. These include provisions for equal access to education, and guidelines on student protection and well-being, facilities and services, curriculums, teacher training and professional support, as well as law and policy formulation.

V. Education pathways available to survivors

Survivors of ISIS captivity were often held for years, making them ineligible to return to school due to re-enrolment and age requirements under Iraqi law. The YSL allows for survivors to be exempted from these age restrictions, but they have found this process difficult to navigate. Those who are intent on pursuing their education and who can overcome age restrictions are presented with five options:

1. INTEGRATION INTO FORMAL SCHOOLING

Reintegration into formal schooling involves survivors resuming public primary, secondary or tertiary education, depending on their previous educational level. Typically, survivors are expected to return to the grade or school level they were last enrolled in. They are also required to provide documentation to verify their prior educational background. This requirement can sometimes present challenges (see Section VI).

Although education policies have been modified to support survivors who have experienced interruptions

in their schooling, there is still considerable confusion regarding the scope and application of these exemptions, especially regarding the age requirements under Iraqi law (see Section IV and VI).

Furthermore, although some survivors have pursued formal schooling, this approach is rarely sufficiently trauma-informed, flexible, peer-supported and culturally appropriate for survivors (see Section VI), and therefore does not constitute education as a form of reparation.

⁸ <https://inee.org/resources/contextualized-inee-minimum-standards-iraq>.

2. ACCELERATED LEARNING

Accelerated learning is a recognised system in Iraq, designed to allow students to condense two years of education into one, enabling them to progress through grades more quickly.

While the law permits accelerated learning across Iraq and could respond well to the educational needs of survivors, its availability is limited and is only accessible to specific year groups.⁹

3. EXTERNAL LEARNING

External learning allows students to take exams to receive recognition for completing specific academic years, namely, grades 6, 9, and 12. This pathway requires students to register for exams and provides access to some support for exam preparation. There are indications that the government plans to provide more online support for those enrolled in this pathway.

In theory, this approach is most realistically accessible for survivors, and it is therefore emphasised in the recommendations section of this report. However, as presently structured, it is not seen as aligned with

survivors' specific needs. External learning requires them to study at 'home', where they receive minimal support and lack engagement with peers or fellow survivors. This poses particular challenges for survivors living in displacement camps.

Survivors may need to seek additional support on their own, such as finding tutors or seeking assistance from CSOs. In some cases, they can attend formal classes as observers to prepare for exams, but this is not a sufficient solution to meet their educational needs.

4. VOCATIONAL AND INFORMAL EDUCATION

Additional training and education opportunities outside the formal education system can offer benefits to survivors. Options such as literacy classes, foreign language and computer courses, and targeted vocational training are particularly valuable.

Several informal education initiatives exist to address their needs. Organisations like UNICEF, Nadia's Initiative

(NI), Yazda, Free Yezidi Foundation (FYF), Farida Global Organization and the International Volunteers of Yamagata (IVY) have been pivotal in providing educational support to survivors through informal learning courses. The Directorate is exploring how to step up efforts to ensure they also have access to vocational training.

5. UNIVERSITY EDUCATION

Survivors have expressed significant interest in enrolling in universities abroad, emphasising the urgent need for scholarships to make this possible.

Those who participated in the meetings underscored the importance of providing special support to help them access international universities or universities with global programmes.

The survivors called for the provision of scholarships that would enable them to pursue higher education, which would:

- Encourage more survivors to continue their studies
- Boost their confidence and empower them to build a better future
- Open new opportunities for them to access exceptional educational and professional prospects
- They highlighted that offering such scholarships would not only empower them as individuals but also positively impact their communities, enhancing the overall process of rehabilitation and recovery.

⁹ Accelerated learning is available at: Level-1: first and second primary class, Level-2: 3rd and 4th class, Level-3: 5th and 6th class, Level-4: 7th and 8th class, and Level-5: Ninth class.

VI. Findings

1. THE EDUCATIONAL LANDSCAPE

The educational landscape for survivors is fraught with challenges compounded by extensive infrastructural damage caused by the conflict, continued displacement, and significant social and economic barriers.

Ten years on from the beginning of the conflict, teacher shortages and the destruction of educational facilities have not been fully redressed. Large numbers of people were displaced during the conflict and remain living in IDP camps. The bifurcation of the education system between Iraq and the Kurdistan Region has created additional

obstacles to developing coordinated solutions. The threat of closure of displacement camps in the Kurdistan Region poses further challenges to the well-being of hundreds of thousands of displaced persons from Sinjar, including their ability to access education. Survivors returning to the area remain fearful about their safety and their ability to access essential social services and facilities. The closure of these camps without adequate preparation could create further disruption and create additional obstacles for people looking to resume schooling.

2. ENROLMENT

There is a concerning lack of detailed data on survivors' educational status, needs and desires. Information is needed on who is accessing education, at what level, and what they require to succeed, given the harm they suffered. While the GDSA and other stakeholders have collected information from survivors on their current education status and wishes, this does not constitute a comprehensive review. The limited availability of practical options for those who are currently not enrolled also complicates the process of conducting such a census without raising false expectations.

According to information obtained from the GDSA, approximately 58 survivors have submitted applications to the GDSA for support enrolling in schools. Among them, seven survivors joined the KRG's education system, while the rest enrolled in the federal government's education system. However, there are no accurate estimates yet regarding the total number of survivors who wish to resume their education. This highlights the need for additional efforts to provide clear indicators that support plans for their reintegration into the educational system.

3. BARRIERS

Through the team's conversations with survivors and other stakeholders, the following barriers to accessing education stood out:

Limited options

- Public schools are often already overcrowded and there is a significant shortage of teachers
- Accelerated learning programmes have very limited availability
- Tailored support for those opting for external learning is lacking
- Access to vocational training is also limited in scope and availability.

Practical and administrative barriers

- Survivors are often unable to resume their education as they have missed too many years of school.
- Even if survivors are exempted from the age restrictions, they feel reluctant to attend classes with much younger students.
- A lack of necessary documentation and administrative delays in the renewal of existing documents. Survivors reported that it is difficult to provide proof of previous school attendance because documents were lost and schools were destroyed. Only records of certain milestone grades were stored centrally.
- Economic hardship, coupled with difficulties related to distance and transportation, limits educational opportunities for many survivors. Financial constraints force many families to prioritise immediate survival over education.

Dealing with severe trauma

- Many survivors are dealing with psychological symptoms of their trauma that make it difficult for them to function effectively in a conventional educational system. Some survivors suffer from severe Post-Traumatic Stress Disorder (PTSD), including flashbacks that make it difficult to focus in school.
- Survivors who have gone back to school often feel very isolated and are at times the only survivor in their class. They feel that neither their peers nor their teacher understand their trauma and how it affects their concentration and ability to learn.
- Some schools have an in-house counsellor, but survivors feel their support is not tailored to their specific needs.
- Social stigma and cultural norms discourage some survivors from continuing their education. Being identified as a survivor by fellow students and teachers can subject them to stigma and shame.
- Women and girls in some communities face additional societal pressures and safety concerns that hinder their ability to attend school.
- Some survivors are reluctant to study alone at home, as they believe they would not succeed without the support of a stimulating and interactive classroom environment.

Access to clear information and communication

- Some survivors registered with the GDSA to receive an age exemption and return to school but have not received a response, or were told that there is not an available solution for them at the time. They felt there was insufficient communication on why or how these decisions are made.
- Confusion about the various educational options and procedures is widespread, and different stakeholders have different interpretations of the law. For example, children from Shabak and Christian communities are reportedly sometimes excluded from certain opportunities due to perceptions the law only applies to Yazidi survivors.
- GDSA staff change regularly, which was viewed as hindering familiarity with the procedures.
- Caseworkers do not accompany survivors in exploring the options they have or facilitating their educational journey. Most have not received any tailored advice or systematic analysis of their individual needs.

4. MISCONCEPTIONS OF SURVIVORS' MOTIVATIONS

There is a misconception that survivors lack the motivation to pursue their education. On the contrary, feedback from survivors revealed a strong desire to return to school. Many were on track to complete their studies before being abducted and remain motivated to resume their education despite the systemic barriers that exist. Many survivors have faced repeated failures in attempting to reintegrate into the education system, while others have felt isolated or were unable to perform and subsequently dropped out.

Survivors felt that the current system does not accommodate the realities of what they have endured,

and some expressed a desire for opportunities to study abroad, in order to access education systems that may better meet their needs.

Some stakeholders also noted that there are disincentives to continue education. Survivors fear that receiving financial compensation prevents them from simultaneously receiving payment for government employment, creating a situation of uncertainty. Given the lack of other job opportunities, the incentive to complete a high school diploma as an avenue to employment is thus significantly diminished.

VII. Towards Solutions

1. KEY NEEDS EXPRESSED BY SURVIVORS IN THE FOCUS GROUP DISCUSSIONS

As part of the focus group discussions, survivors articulated their own understanding of what a more appropriate education system would look like. Below are key themes that emerged from these dialogues.

- The importance of peer support in a classroom. While some expressed a preference for being in a classroom environment with mostly survivors, others felt that they could learn with children and young people, as long as there were a significant number of people who had similar experiences.
- The need for greater understanding from teachers regarding their unique circumstances and learning challenges.
- Survivors also called for greater flexibility concerning:
 - Grades: they felt that in grading their performance, consideration should be given to trauma-related learning difficulties. They mentioned that a more flexible grading system, already in place for Iraqi military veterans, would be appropriate for their circumstances.
 - The location of exams: they specifically requested that they not be held in Mosul, where many of them were held captive by ISIS.
- Determining grade level and the requirements to present documentation: instead of requiring the submission of official documents attesting to their last achieved school grade, which is impossible for some survivors, assessments should be made of their current abilities. Consideration should also be given to other skills that they have acquired through independent or informal learning in determining the appropriate enrolment level.
- Schools should be able to provide appropriate psychological support.
- Educational approaches and learning materials should be trauma-informed; some survivors referred to content that could be re-traumatising.

2. RECOMMENDATIONS

From the taskforce

In addition to longer-term structural changes, practical adaptations must be implemented to make existing education options more reparative. We suggest a targeted programme intervention for survivors to access appropriate, survivor-centred, trauma-informed, and peer-supported learning without further delay.

To the Federal Government of Iraq (GoI)

- Immediately lift all barriers faced by survivors in accessing education, notably age and documentation requirements. This is imperative to remediate the disadvantage survivors face as a result of being held in captivity, as well as other children and youths whose education was interrupted by conflict and displacement.
- Urgently include case workers as full-time employees of the GDSA trained in supporting survivors in accessing education.
- Recognise in the curriculum the crimes committed by ISIS and include awareness of the different ethnic and religious communities in Iraq and the KRI to foster understanding and coexistence. Ensure those materials are co-created with members of the community, experts, survivors and CSOs.
- In the next two to five years, develop a tailored programme for survivors of ISIS and people whose education was interrupted by the conflict and displacement that is adapted to their needs and includes a holistic approach. CSOs and survivors should be consulted in the creation of this programme. Ensure the programme includes:

- Teachers trained in survivors' needs, trauma-informed techniques, and how to create a safe and adapted classroom environment.
- Mental Health and Psychosocial Support Services with professionals trained in supporting survivors of grave violations, including sexual and gender-based violence.
- A curriculum that is responsive to survivors' educational needs and the specific barriers they face.
- Small classes, with dynamic and creative learning integrating arts, sports, and other activities to keep students engaged and provide a holistic and reparative learning experience.
- Flexible and adapted registration requirements. It should be open to children and adults of any age, with flexible enrolment options, notably to accommodate people who might return to their areas of origin while being in the programme.
- The Ministry of Labour and Social Affairs should develop additional vocational training with official accreditation and recognition aimed at addressing the challenges and priorities of survivors. These vocational programmes should meet the specific needs of survivors while being adapted to the Iraqi market. CSOs should be included in both the development and management of these programmes.

To universities in Iraq, the KRI and third countries

- Develop and/or expand scholarships for survivors of crimes committed by ISIS, covering tuition fees and additional living expenses at public and private education institutions.
- Ensure that age and documentation requirements do not represent a barrier for survivors in accessing higher education, when possible, lift those requirements for survivors.
- Universities should allocate a specific number of placements each year for survivors of ISIL captivity and provide them with extracurricular educational support to ensure their academic success and integration.

To donors and the international community

- Support projects focusing on supporting survivors accessing formal education.
- Support projects developing alternatives to formal education while advocating for the development of tailored education programmes by the federal government.
- Support vocational training for survivors.

To CSOs

- Develop projects supporting survivors' access to formal education.
- Advocate for the development of tailored education programmes by the federal government.
- Develop alternatives to formal education projects as a practical and immediate step to ensure survivors can access education. These alternative education programmes should:
 - Be evidence-based and tailored to the market and survivors' needs, while following the Iraqi curriculum and preparing for the formal exams of years 6, 9 and 12.
 - Be individualised study programmes that allow students to progress through learning material at their own pace and sit for exams when they are ready.
- Have small classes with dynamic and creative materials, integrating arts, sports, and other activities to keep students engaged and provide a holistic and reparative learning experience. The educational content should be tailored to both the age and educational level of the students.
- Ensure the format (time, day, place) is relatively flexible and adapted to survivors' lives, notably allowing students to attend to other responsibilities, including work.
- Integrate psychosocial and mental health support services into the programme.
- Ensure all teachers or private tutors are trained in trauma-informed education.

- Include other vulnerable students and young people in these classes, fostering a more inclusive educational environment which may prevent further stigmatisation and addresses the continuum of violence related to barriers to education for girls more broadly. The programme could be opened to children and young adults of any age, with flexible enrolment options to accommodate those who may move from IDP camps or face other disruptions.
- Provide scholarships to students to ensure their participation while being able to provide for their basic needs.
- Develop vocational training programmes tailored to survivors' needs and the market and be officially accredited by the government

VIII. Conclusion

The implementation of education as a form of reparation under the YSL is not just an opportunity—it is an urgent moral imperative and a priority for survivors.

Survivors have endured incomprehensible suffering at the hands of ISIS. It is unconscionable to deny them their right to education and their right to education as a form of reparation. Both rights go hand in hand, and are fundamental to their ability to heal and rebuild their lives. This is not just about fulfilling a legal obligation; it is about restoring dignity and hope to those who have suffered the most.

The challenges outlined in this report demand immediate attention. The government, CSOs, and survivor and donor communities must come together, not in mere discussion, but in decisive action.

This effort must be driven by the voices and wishes of survivors themselves. Classrooms, curricula, and educational programmes must be designed in collaboration with survivor networks, as they are the best equipped to understand their own needs. We must act now, with urgency and conviction, to ensure that they receive the education that was stolen from them, and that they are rightfully owed.



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