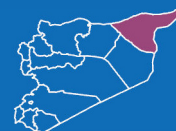


EDUCATION NEEDS ASSESSMENT

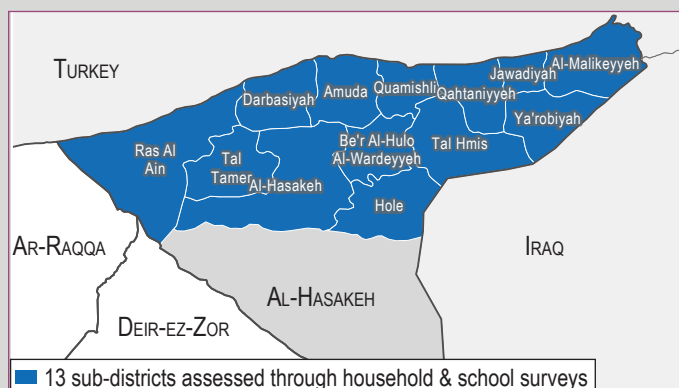
AL-HASAKEH, MAY - JUNE 2018



Overview

Al-Hasakeh governorate, located in northern Syria bordering Turkey, is made up of a majority of Kurds and Arabs. Al-Hasakeh is predominantly under the control of the Syrian Democratic Forces with some areas controlled by ISIL-affiliated groups. Recent clashes have occurred in Al-Hasakeh between the government of Syria and the Kurdish People's Protection Units (YPG), and the so called Islamic State of Iraq and the Levant. The results in this factsheet are representative of 13 sub-districts under control of the Democratic Federation of Northern Syria in the north of Al-Hasakeh.

In the framework of the Whole of Syria Education Sector, REACH conducted an assessment of access and quality of education in opposition-held areas of northeast, northwest and south Syria to inform the 2019 Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP). Findings in this factsheet were drawn from a randomly selected sample of 1,600 households and 278 schools surveyed across 13 sub-districts in Al-Hasakeh governorate. Data was collected from 7 May to 21 June 2018. Household survey findings are representative at the sub-district level with a 95% confidence level and 10% margin of error. School survey findings are indicative. Findings presented in this factsheet are based on household surveys unless noted otherwise. All findings pertain to the thirteen assessed sub-districts during the 2017/2018 school year.



Key Findings

This assessment found that 10% of children aged 6-11 and 27% of children aged 12-17 were out of school in assessed sub-districts in Al-Hasakeh governorate, mostly due to the poor quality of teaching and the need to work or help family. The most urgent educational needs in assessed sub-districts in Al-Hasakeh are qualified teachers, recognition and certification of the curriculum, and appropriate WASH facilities.

Demographics

Distribution of children (aged 3-17) in assessed households by age and gender:

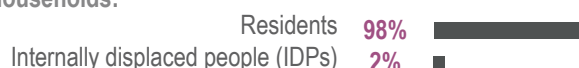


There were approximately **12** boys for every **10** girls.

Households consisted on average of **6** members, including **3** children aged 3 to 17. **39%** of households are female-headed.

Population Groups

Displacement status of children (aged 3-17) in assessed households:



Out of the **2%** of displaced children, **39%** were found to be displaced from Deir-ez-Zor, **33%** from Aleppo, and **23%** from within Al-Hasakeh.¹

Access to Education

Total Net Attendance²

Percentage of pre-primary aged children (aged 3-5) that attended early childhood education or primary school:



85% of pre-primary aged children attended non-formal education.

¹ Origins of displaced children should be considered indicative due to the small number of displaced children in the sample population.

² The total net attendance rate is the total number of students of the official age group for a given level of education who attended school at any level of education, expressed as a percentage of the corresponding population. The household survey asked "At any time during the current school year (2017-2018) did the person attend school or any early childhood education care programme?". Households reported that a child attended school even if they only attended part of the school year.

Percentage of primary school-aged children (aged 6-11) that attended school:



100% of primary school-aged children that attended school attended formal education.

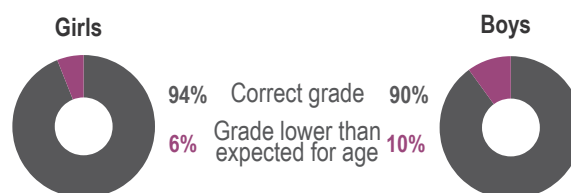
Percentage of secondary school-aged children (aged 12-17) that attended school:



99% of secondary school-aged children that attended school attended formal education.

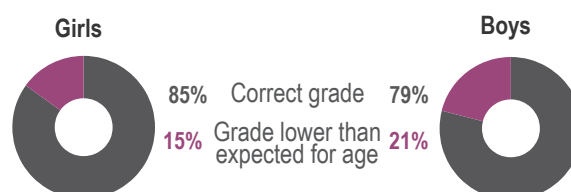
Grade and Age

Percentage of primary school-aged students (aged 6-11) that attended the correct grade for their age:



On average, **92%** of primary school-aged students attended the correct grade for their age.

Percentage of secondary school-aged students (aged 12-17) that attended the correct grade for their age:



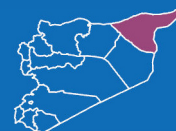
On average, **82%** of secondary school-aged students attended the correct grade for their age.



Whole of Syria Education Sector

قطاع التعليم لكل سوريا

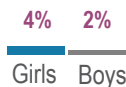
REACH Informing more effective humanitarian action



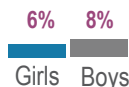
Access to Education (continued)

Repetition and Dropout³

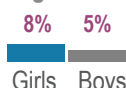
Percentage of primary school-aged children that repeated a grade at some point:



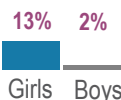
Percentage of primary students that dropped-out:



Percentage of secondary school-aged children that repeated a grade at some point:

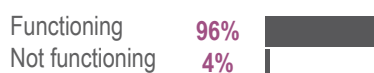


Percentage of secondary students that dropped-out:



4% of school-aged children (aged 5-17) repeated a grade at some point, and 7% of students dropped out in 2017/2018.

Functioning schools⁴



Of the functioning schools, 99% were public schools and 1% were private.

Educational Needs

Most Urgent Educational Needs⁵

Most commonly reported urgent educational needs:

Households⁶

- Qualified teachers
- Recognition and/or certification of curriculum
- WASH facilities

Schools⁷

- 1 WASH facilities
- 2 Recognition and/or certification of curriculum
- 3 School equipment

School Supplies and Support

Percentage of children attending school with access to uniforms, shoes and bags in each sub-district:



Less than 4% of households reported having access to school supplies in 9 out of the 13 assessed sub-districts.

Percentage of children attending school that received tuition or material support in each sub-district:



Less than 30% of children attending school received tuition or material support in 9 out of the 13 assessed sub-districts.

³ Repetition refers to whether the student has repeated a grade at any point since starting school. Repetition rates should be considered indicative since only 38% of households responded to this question. Dropout rates are based on school surveys and findings should be considered indicative.

⁴ Findings based on school surveys. Results should be considered indicative.

Barriers to Education

Barriers to Attendance for Out-of-School Children

Most commonly reported barriers for children aged 5-14:

Households

- Poor quality of teaching
- School curriculum not preferred by parents and students
- Lack of certification and recognition of curricula

Schools

- 1 Child needs to work/help family
- 2 Lack of certification and recognition of curricula
- 3 School curriculum is not preferred by parents/students

Most commonly reported barriers for children aged 15-17:

Households

- Child needs to work/help family
- Poor quality of teaching
- Cost of transportation

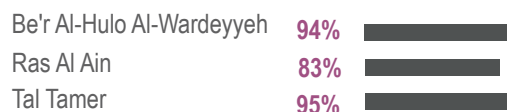
Schools

- 1 Child needs to work/help family
- 2 Lack of certification or recognition of curricula
- 3 Early marriage

Quality of Education

School Certification and Curriculum

Percentage of school-aged children that received certification with completion of grade/degree in each sub-district:



60% of children attending school used the Kurdish curriculum.

Teacher Certification and Training⁸

Percentage of teachers certified prior to teaching:

60%

Percentage of teachers who received professional development training in 2017/2018:

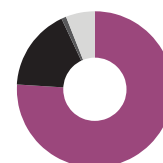
68%

Teacher Salaries and Sources of Compensation⁹

85% of teachers received financial compensation, of which 62% received it on a regular basis in the form of salaries or incentives.

Sources of teacher compensation:

- 76% Local Council
- 17% Other local authority
- 6% Government of Syria
- 1% Other



⁵ The most commonly reported educational needs and barriers to education are calculated using the percentage of households that report each need/barrier in their list of top three needs/barriers.

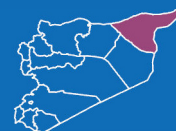
⁶ "Households" refers to data gathered through household surveys.

⁷ "Schools" refers to data gathered through school surveys.

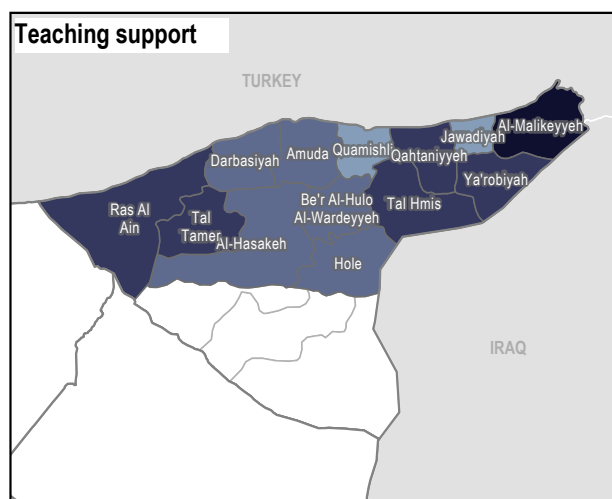
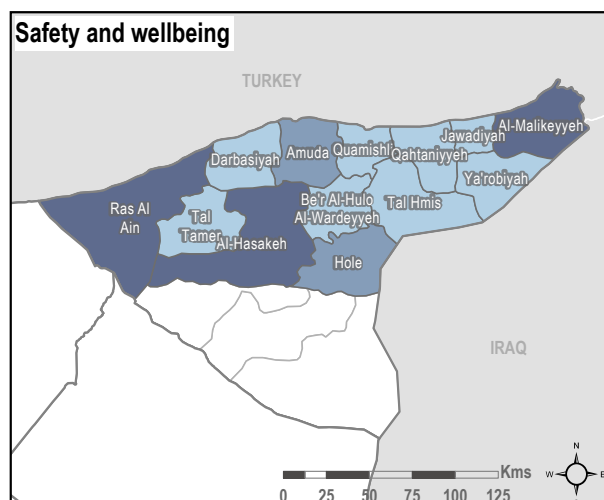
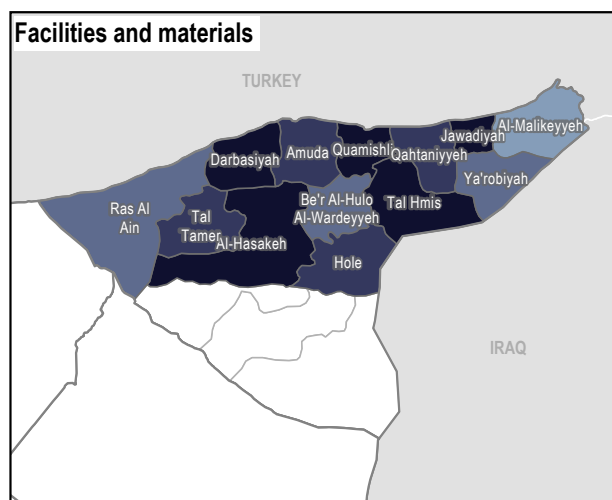
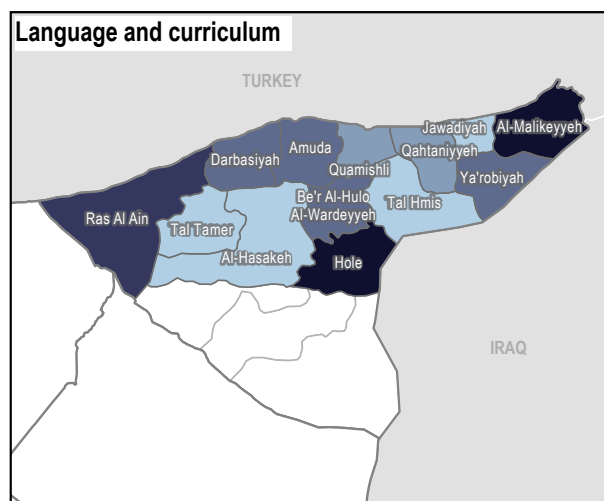
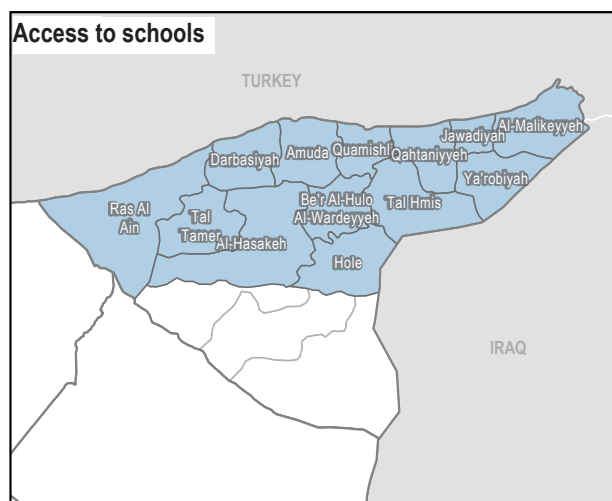
⁸ Findings based on school surveys. Results should be considered indicative.

⁹ Findings based on school surveys. Results should be considered indicative.





Percentage of households in assessed sub-districts that reported urgent educational needs in each category



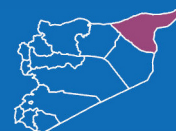
Percentage of assessed households that reported urgent educational needs in each category



For further information about responses included in the different needs categories, please refer to the report annex.

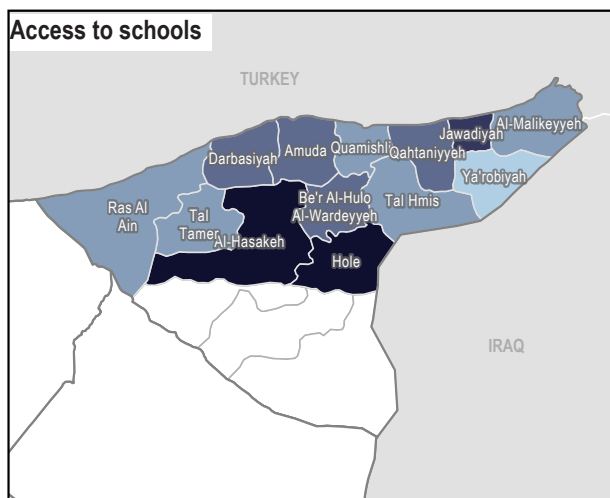
Contact: mena.reach@impact-initiatives.org

Note: Data, designations and boundaries contained on this map are not warranted to be error-free and do not imply acceptance by the REACH partners, associates or donors mentioned on this map.

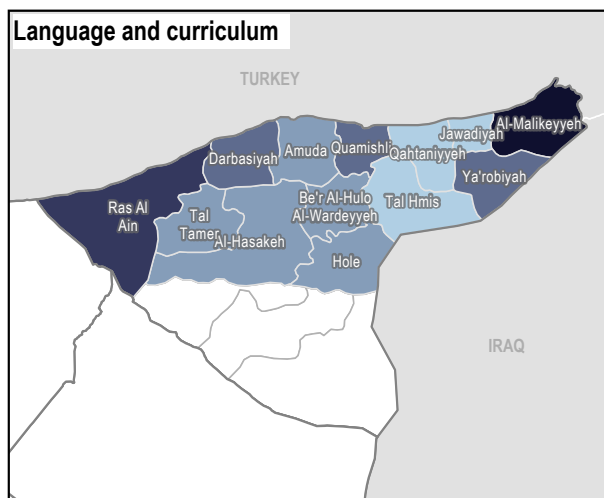


Percentage of out-of-school children in assessed sub-districts facing barriers to attendance in each category

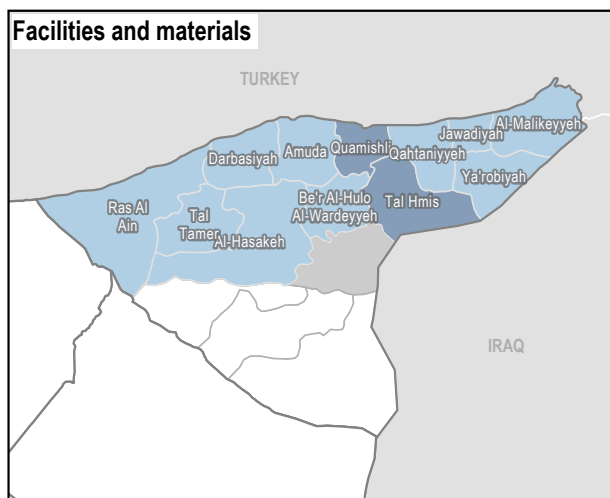
Access to schools



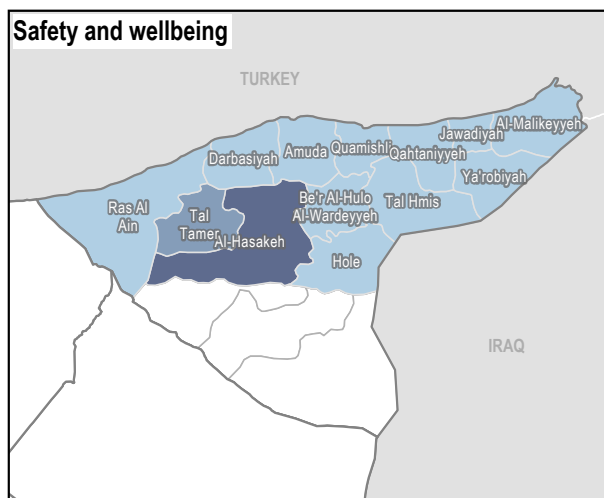
Language and curriculum



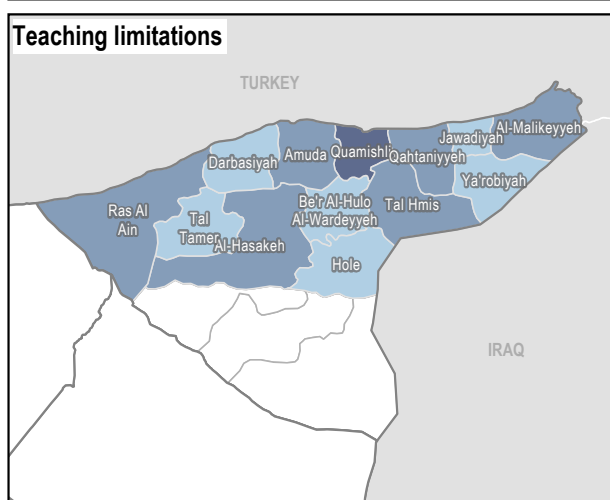
Facilities and materials



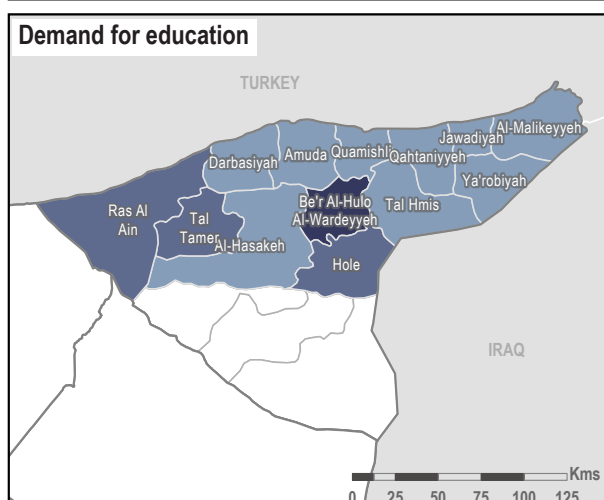
Safety and wellbeing



Teaching limitations



Demand for education



Percentage of out-of-school children in assessed households facing barriers to attendance in each category



For further information about responses included in the different barrier categories, please refer to the report annex.

Contact: mena.reach@impact-initiatives.org

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