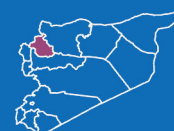


# EDUCATION NEEDS ASSESSMENT

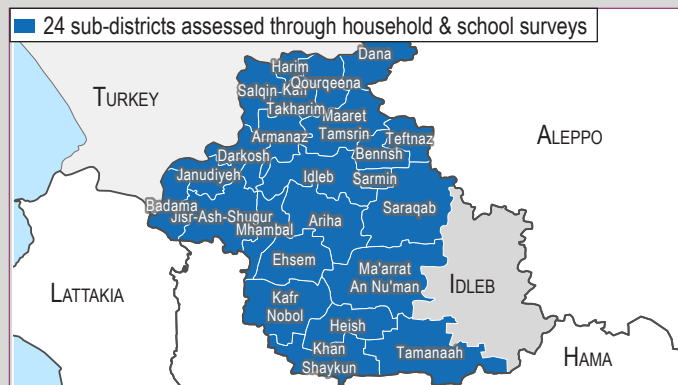
IDLEB GOVERNORATE, MAY - JUNE 2018



## Overview

Idlib governorate is predominantly rural with approximately one-third of the population being displaced. Idlib has experienced a rapid population increase and an immense strain on services due to internally displaced people (IDP) movements into Idlib over the course of the conflict. The area has experienced massive IDP arrivals and increased insecurity in late 2017 and early 2018 due to a government of Syria offensive and a high level of armed opposition group inter-fighting. This deterioration of the security situation caused schools to temporarily suspend classes at different points during the 2017/2018 school year.

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 2,696 households and 552 schools surveyed across 24 sub-districts in Idlib 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 24 assessed sub-districts during the 2017/2018 school year.



## Key Findings

This assessment found that 5% of children aged 6-11 and 18% of children aged 12-17 were out of school in assessed sub-districts in Idlib governorate, mostly due to the lack of learning materials, children being psychologically distressed, and the need to work or help family. The most urgent educational need in assessed sub-districts in Idlib is ensuring safety and security for children and teachers.

## Demographics

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

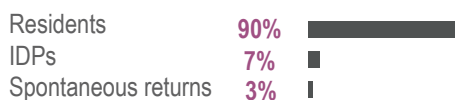


There were approximately **12** boys for every **10** girls (aged 3-17).

Households consisted on average of **6** members, including **3** children aged 3 to 17. **9%** of households were female-headed.

## Population Groups

Displacement status of children (aged 3-17) in assessed households:<sup>1</sup>



Out of the **7%** of displaced children, **52%** were found to be displaced from within Idlib governorate.

## Access to Education

### Total Net Attendance<sup>2</sup>

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



**89%** of pre-primary aged children attended formal education.

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



**96%** of primary school-aged children that attended school attended formal education.

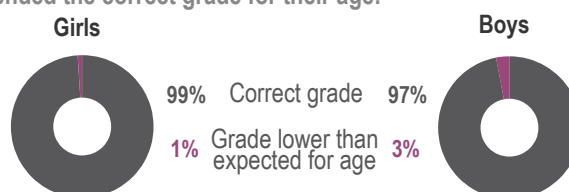
Percentage of secondary school-aged children (aged 12-17) that attended school:



**97%** of secondary school-aged children that attended school attended formal education.

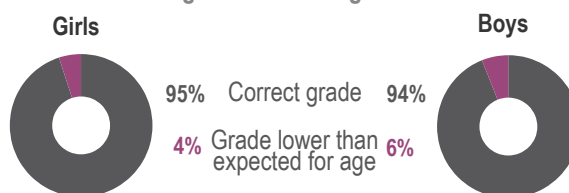
## Grade and Age

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



On average, **98%** 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, **95%** of secondary school-aged students attended the correct grade for their age.

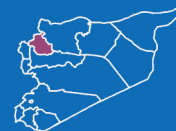
<sup>1</sup> The term 'spontaneous returns' encompasses a broad spectrum of individuals, including IDPs and refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes. Origins of displaced children should be considered indicative due to the small number of displaced children in the sample population.

<sup>2</sup> 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.



Whole of Syria Education Sector  
قطاع التعليم لكل سوريا

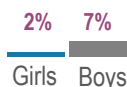
REACH  
Informing more effective humanitarian action



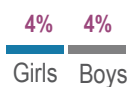
### Access to Education (continued)

#### Repetition and Dropout<sup>3</sup>

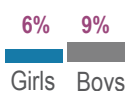
Percentage of primary school-aged children that repeated a grade at some point:



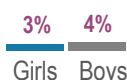
Percentage of primary students that dropped-out:



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



Percentage of secondary students that dropped-out:



6% of school-aged children (aged 5-17) repeated a grade at some point, and 4% of students dropped out in 2017/2018.

#### Functioning schools<sup>4</sup>



Of the functioning schools, 97% were public schools and 3% were private.

### Educational Needs

#### Most Urgent Educational Needs<sup>5</sup>

Most commonly reported urgent educational needs:

##### Households<sup>6</sup>

- Ensuring safety/security for children and teachers
- Additional classrooms
- Provision of teaching supplies/kits

##### Schools<sup>7</sup>

- Ensuring safety and security for children and teachers
- Additional classrooms
- Provision of teaching supplies/kits

#### School Supplies and Support

Percentage of school-aged children (aged 5-17) with access to uniforms, shoes and bags:



Less than 2% of children attending school had access to school supplies in 16 of the 24 assessed sub-districts.

Percentage of school-aged children (aged 5-17) that received tuition or material support:



Less than 5% of children attending school received tuition or material support in 8 of the 24 assessed sub-districts.

<sup>3</sup> Repetition refers to whether the student has repeated a grade at any point since starting school. Repetition rates should be considered indicative since only 35% of households responded to this question. Dropout rates are based on school surveys and findings should be considered indicative.

<sup>4</sup> 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

- Lack of learning materials
- The route to school is not safe
- Lack of adequate WASH facilities

##### Schools

- Child is psychologically distressed
- Child needs to work/help family
- Lack of learning materials

Most commonly reported barriers for children aged 15-17:

##### Households

- Child needs to work/help family
- Early marriage
- The route to school is not safe

##### Schools

- Child needs to work/help family
- Early marriage
- Children are psychologically distressed

### Quality of Education

#### School Certification and Curriculum

Sub-districts with the lowest percentage of school-aged children that received certification with completion of grade/degree:



75% of children attending school used the Syrian Interim Government curriculum.

#### Teacher Certification and Training<sup>8</sup>

Percentage of teachers certified prior to teaching:

76%

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

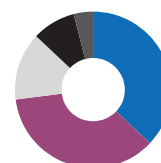
26%

#### Teacher Salaries and Sources of Compensation<sup>9</sup>

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:

- 37% Non-governmental organisations
- 36% Government of Syria
- 14% Syrian Interim Government
- 9% Education Directorate
- 4% Other



<sup>5</sup> 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.

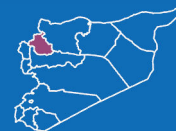
<sup>6</sup> "Households" refers to data gathered through household surveys.

<sup>7</sup> "Schools" refers to data gathered through school surveys.

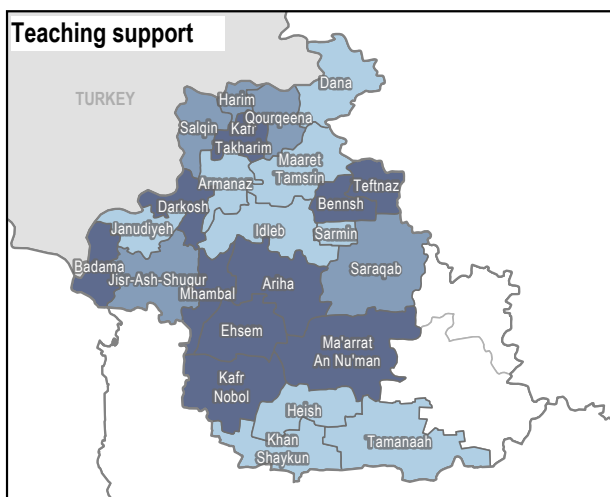
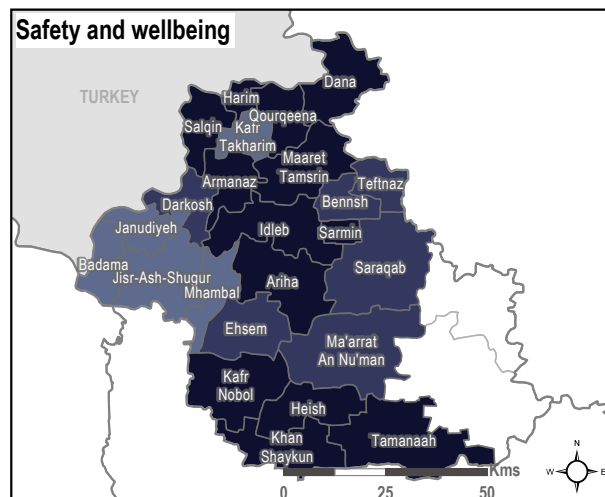
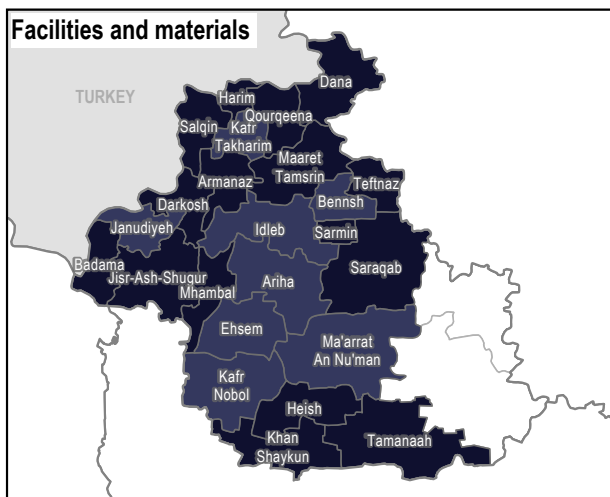
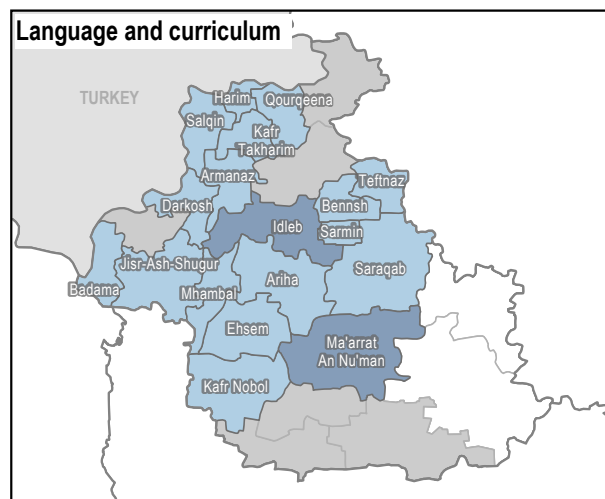
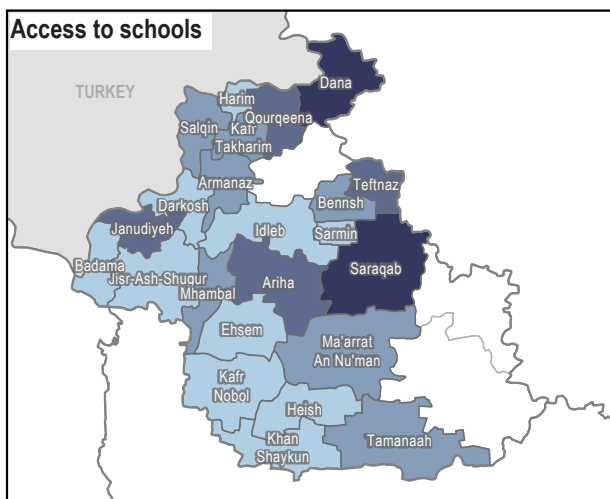
<sup>8</sup> Findings based on school surveys. Results should be considered indicative.

<sup>9</sup> 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



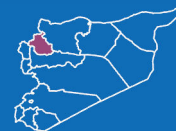
Percentage of assessed households that reported urgent educational needs in each category



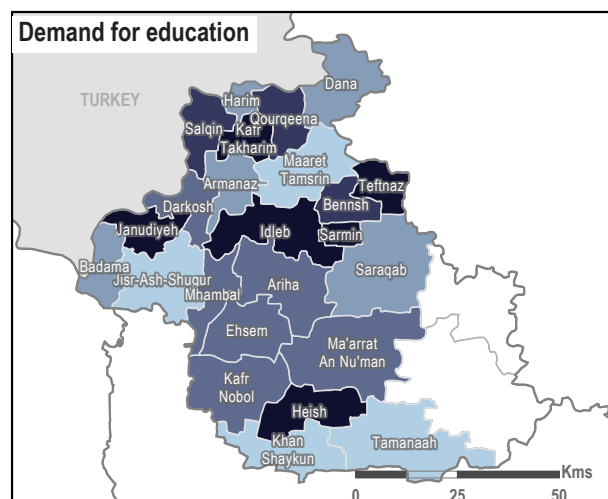
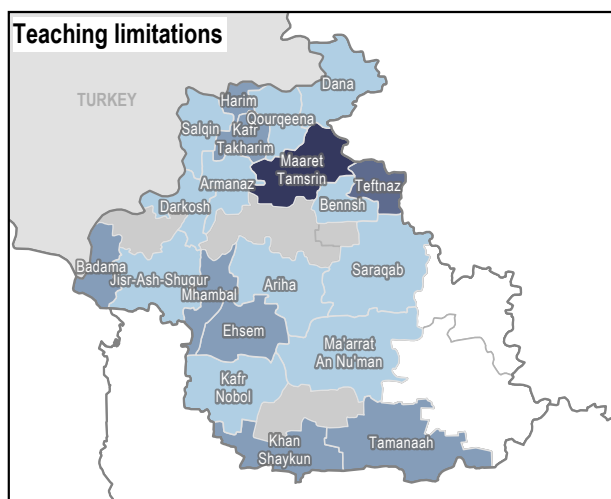
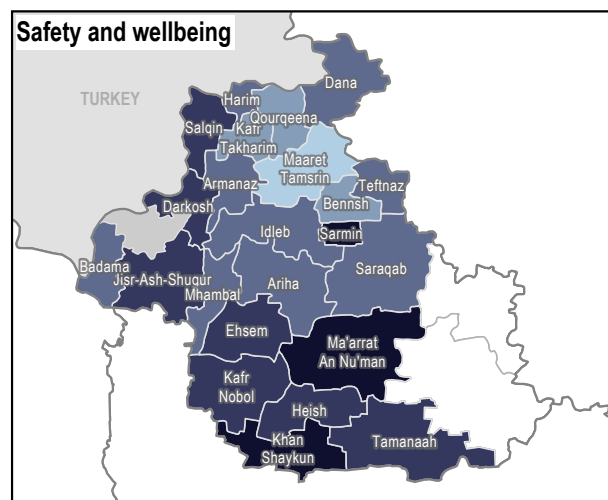
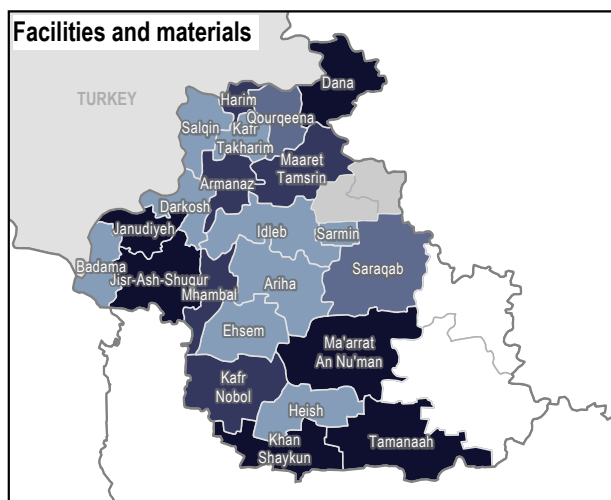
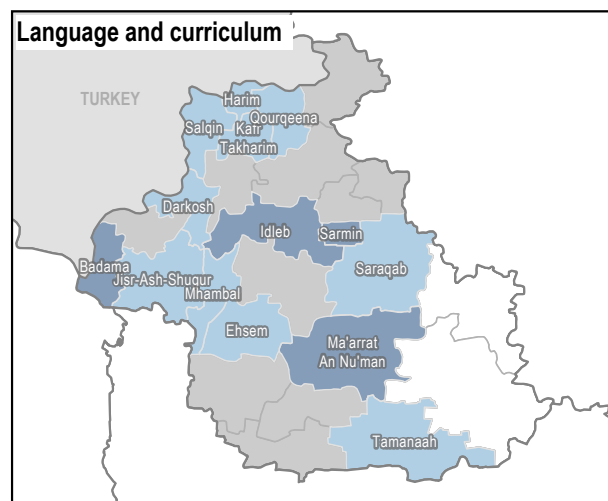
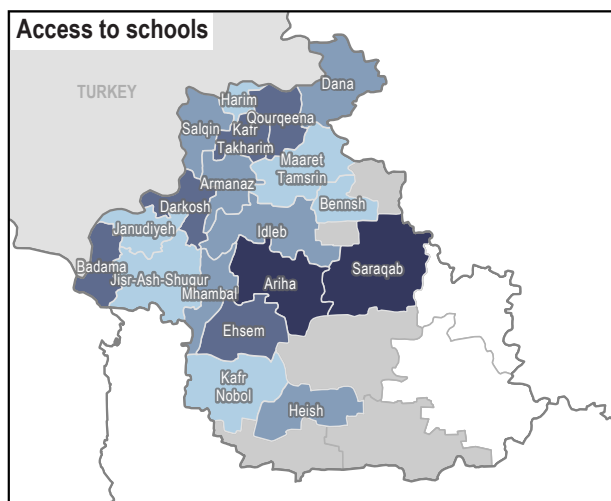
For further information about responses included in the different needs categories, please refer to the report annex.

Contact: [mena.reach@impact-initiatives.org](mailto: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



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.

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