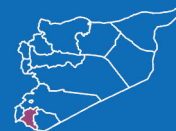


EDUCATION NEEDS ASSESSMENT

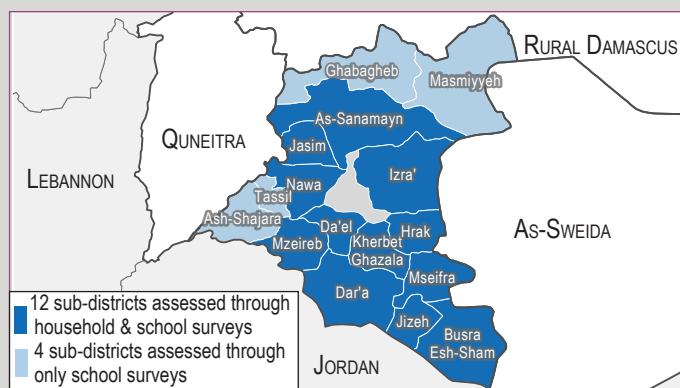
DAR'A GOVERNORATE, MAY - JUNE 2018



Overview

Predominantly agricultural, Dar'a governorate is located in southern Syria. During the first half of the 2017/2018 school year, hostilities in Dar'a reduced significantly due to a ceasefire agreement between armed opposition groups and the government of Syria in July 2017. However, the military offensive on south Syria in June 2018 resulted in many changes in the conditions of Dar'a, including temporary, large-scale displacement at the time of the offensive and some movements out of the governorate following the reconciliation agreements. This factsheet reflects the state of education in Dar'a before the escalation. It is likely that the increased insecurity during the offensive had a negative impact on access to and quality of education in Dar'a governorate. Following the offensive and a reduction in hostilities, shifts in the educational system may also present additional barriers to education.

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 1,127 households and 468 schools surveyed across 16 sub-districts in Dar'a 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 sixteen assessed sub-districts during the 2017/2018 school year.



Key Findings

This assessment found that overall total net attendance rates in Dar'a governorate are higher than other parts of the country. The need for children to work and help their family was the top barrier facing out-of-school school-aged children in Dar'a governorate. Early marriage was also cited as a common barrier to attendance for older children. The most urgent needs reported in Dar'a governorate were ensuring safety and security for children and teachers and additional classrooms.

Demographics

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



There were approximately **13** boys for every **10** girls (aged 3-17).

Households consisted on average of **6** members, including **3** children aged 3 to 17.

12% of households are female-headed.

Population Groups

Displacement status of children (aged 3-17) in assessed households:¹



Out of the **16%** of displaced children, **87%** were found to be displaced from within Dar'a governorate.

Access to Education

Total Net Attendance²

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



48% of pre-primary aged children attended formal education.

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



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

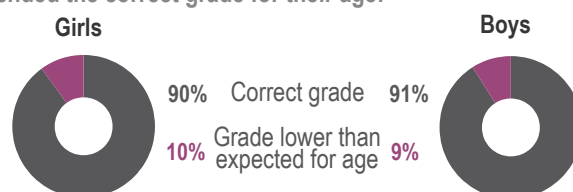
Percentage of secondary school-aged children (aged 12-17) that attended school:



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

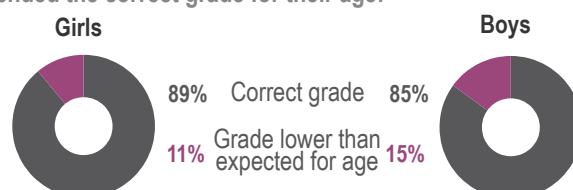
Grade and Age

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



On average, **91%** 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:

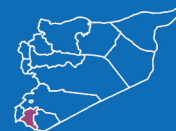


On average, **87%** of secondary school-aged students attended the correct grade for their age.

¹ 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.

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.

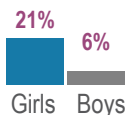




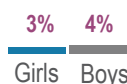
Access to Education (continued)

Repetition and Dropout³

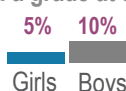
Percentage of primary school-aged children that repeated a grade at some point:



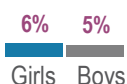
Percentage of primary students that dropped-out:



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



Percentage of primary students that dropped-out:



10% of school-aged children (aged 5-17) repeated a grade at some point, and **3%** of students dropped out in 2017/2018.

Functioning schools⁴



Of the functioning schools, **93%** were public schools and **7%** were private.

Educational Needs

Most Urgent Educational Needs⁵

Most commonly reported urgent educational needs:

Households⁶

- Ensuring safety/security for children and teachers
- Additional classrooms
- Fuel for heating

Schools⁷

- Additional classrooms
- School equipment
- Fuel for heating

School Supplies and Support

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



Less than **4%** of children attending school had access to school supplies in **11** of the **12** assessed sub-districts.

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



Less than **20%** of children attending school received tuition or material support in **9** of the **12** 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 34% 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

- Child needs to work/help family
- Cost of transportation
- The route to school is not safe

Schools

- Tuition or supplies not affordable
- Child needs to work/help family
- Child are psychologically distressed

Most commonly reported barriers for children aged 15-17:

Households

- Child needs to work/help family
- Early marriage
- Poor quality of teaching

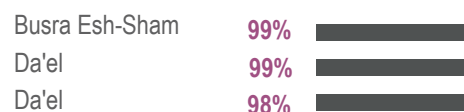
Schools

- Child needs to work/help family
- Early marriage
- Tuition or supplies not affordable

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:



100% of children attending school used the Government of Syria Curriculum.

Teacher Certification and Training⁸

Percentage of teachers certified prior to teaching:



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

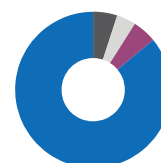


Teacher Salaries and Sources of Compensation⁹

91% of teachers received financial compensation, of which **98%** received it on a regular basis in the form of salaries or incentives.

Sources of teacher compensation:

- 86%** Education Directorate
- 5%** Individual benefactors
- 4%** Government of Syria
- 2%** 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.

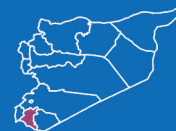
⁶ "Households" refers to data gathered through household surveys.

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

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

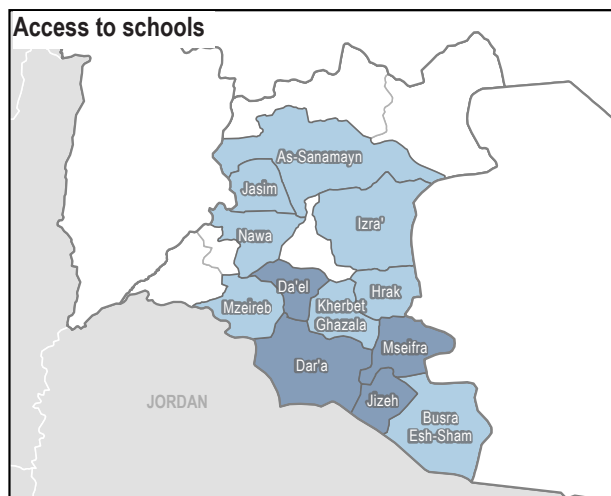
⁹ Findings based on school surveys. Results should be considered indicative.



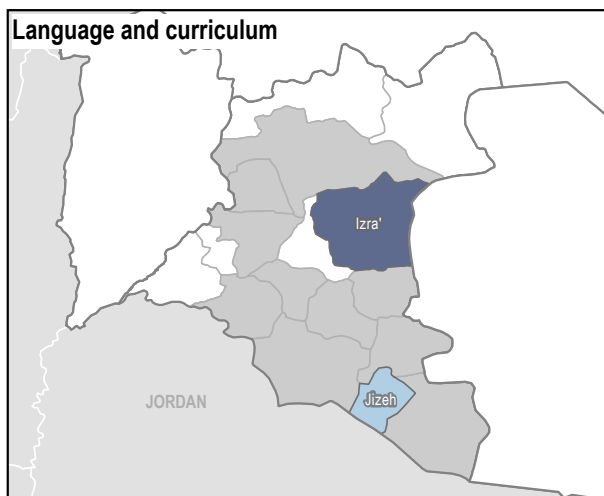


Percentage of households in assessed sub-districts that reported urgent educational needs in each category

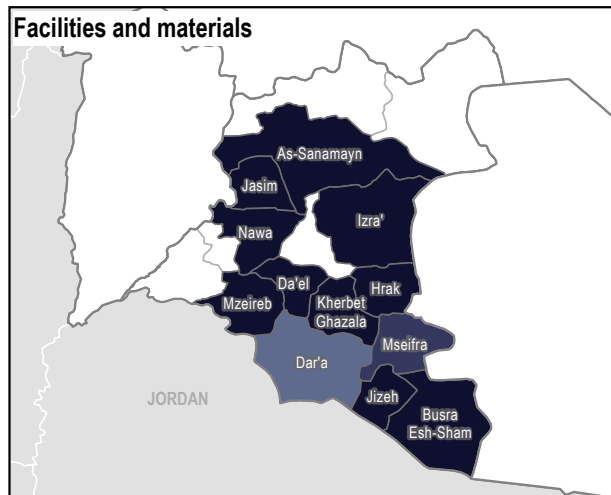
Access to schools



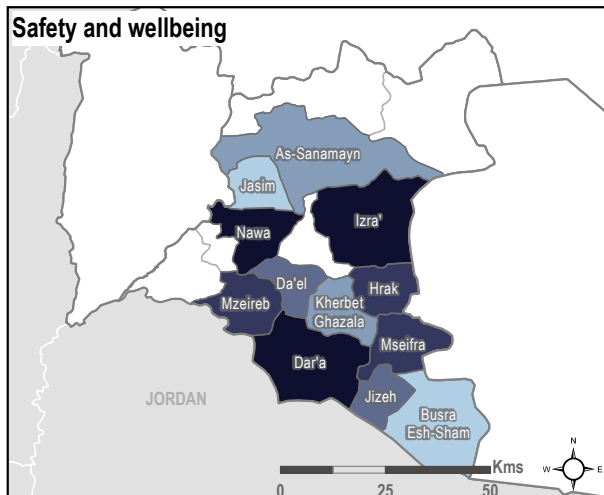
Language and curriculum



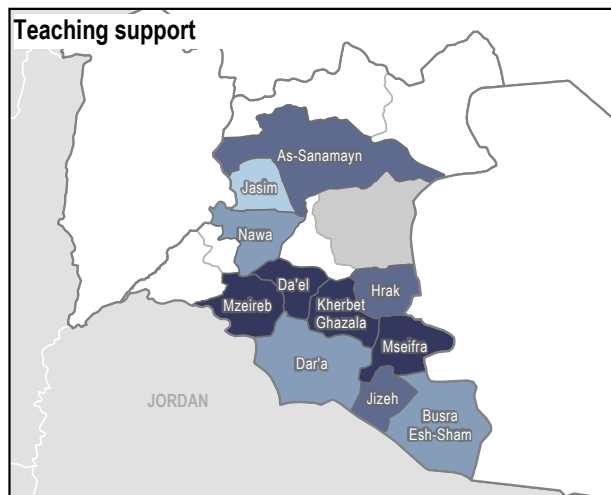
Facilities and materials



Safety and wellbeing



Teaching support



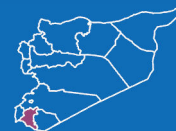
Percentage of assessed households that reported urgent educational needs in each category



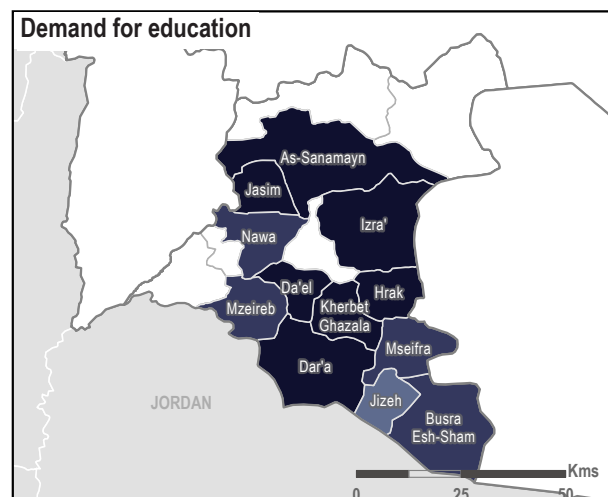
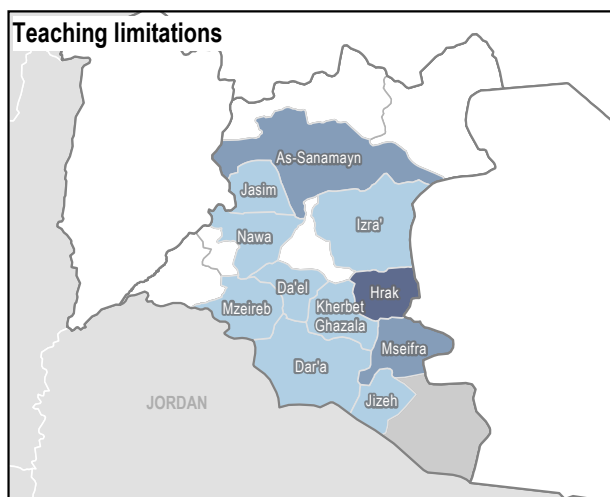
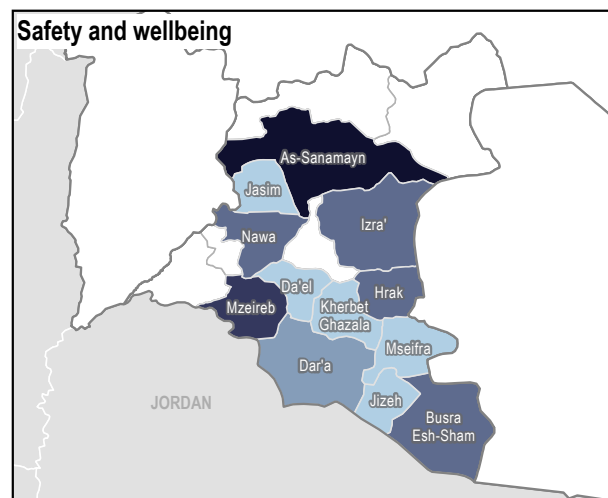
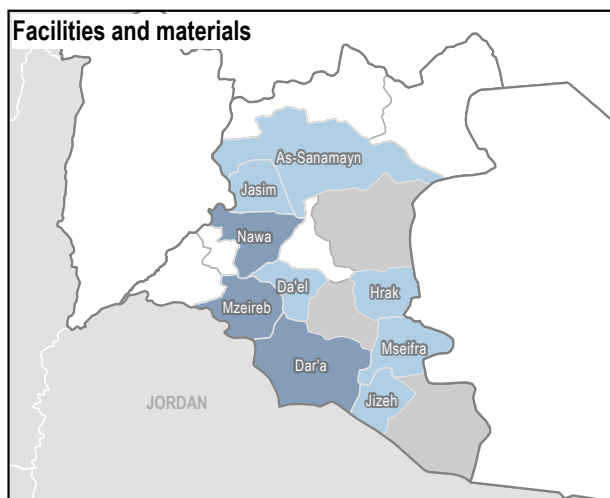
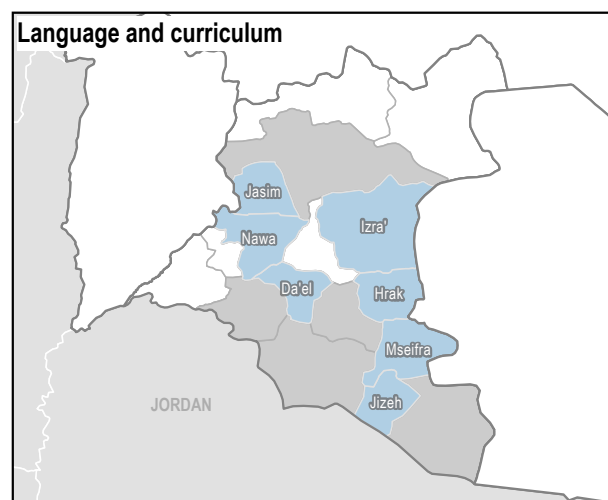
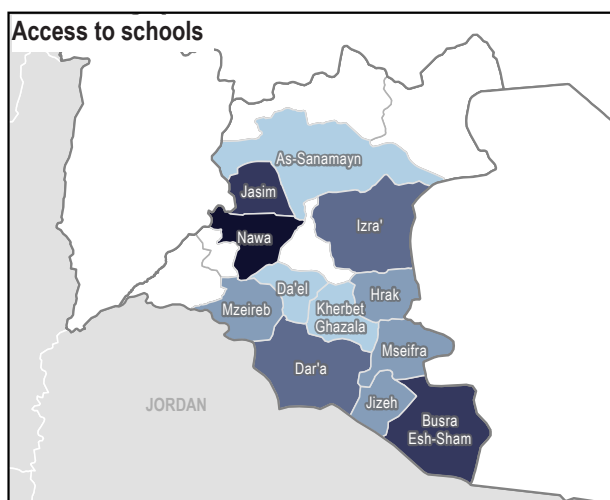
For further information about responses included in the different needs categories, please refer to the report annex.

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



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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