Whole of Syria Education Assessment – Key Findings

October 2018
**Purpose:** This presentation displays some of the key findings from the data from the Whole of Syria (WoS) education sector assessment of Education in Syria. Findings from this assessment will be used by to inform the HNO 2019.

**Acknowledgement:** This assessment was conducted by REACH in collaboration with the WoS education sector led by UNICEF and Save the Children and funded by the Education Cannot Wait (ECW) fund.

**Presentation overview:**
1. Introduction to the Assessment
2. Household demographics of school-aged children
3. Access to education
4. Barriers to accessing education and educational needs
5. Quality of education
Introduction
**Objective:** The assessment aims to provide an in-depth understanding of the access and quality of education in Syria, as well as educational barriers and needs amongst IDPs, spontaneous returnees*, and resident community populations. It also seeks to inform effective response planning for accessible opposition-controlled areas in northwest, northeast, and south Syria.

**Geographical coverage:** The assessment covers accessible communities in opposition-held areas in the following governorates: Aleppo, Ar-Raqqa, Deir-ez-Zor, Hama, Al-Hassakeh, Idleb, Dar’a and Quneitra.

**Survey types:**
- Household (HH) Questionnaire (direct access areas)
- School Questionnaire (direct access areas)
- Key Informant (KI) Questionnaire (remote access areas)

*Spontaneous returnees encompasses a broad spectrum of individuals, including IDPs or refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes.*
1. What is the demographic profile of the school-aged children (including IDPs, spontaneous returnees, and pre-conflict populations) in assessed areas across Syria?

2. With reference only to the household level survey, what is the enrolment and availability of early childhood education and home learning for pre-primary school aged children (aged 3-5)?

3. What are the attendance, repetition, and dropout rates of school-aged children in assessed areas across Syria?

4. What are the barriers preventing children from accessing education in assessed areas across Syria?

5. What are the main education needs of school-aged children across assessed areas in Syria?

6. What percentage of schools are functioning and what is the state of school facilities across assessed areas in Syria?

7. What is the quality of education for school-aged children across assessed areas in Syria?
DATA COLLECTION METHOD COVERAGE

Data sources: Administrative boundaries: OCHA, Areas of Influence: Live UA Map

Data collection method coverage by community:
- Household and schools coverage (communities)
- Schools coverage (communities)
- Key informant coverage (communities)
- Subdistricts in original sampling, not assessed

Area of influence as of June 1 2018:
- ISIL-affiliated groups
- Government of Syria
- Opposition Groups
- Democratic Federation of Northern Syria - Syrian Democratic Forces (SDF)
- Opposition - Free Syrian Army (Euphrates/Idleb Shield)
- Golan Heights

Whole of Syria Education Sector

REACH Informing more effective humanitarian action
CHALLENGES

• Data collection in South Syria was stopped prematurely on the 20th of June due to increased insecurity and resultant access constraints. Out of 1,604 targeted household forms in South Syria, 1,496, or 93%, were completed. Although not all of the household questionnaire targets were met, there is sufficient data to produce statistically significant results at the sub-district, governorate, and country levels. Any reduction in confidence levels as a result of early termination of data collection will be caveated in the report and factsheets.

• The education assessment aimed to cover 100 sub-districts. Due to security threats and the inaccessibility of some sub-districts (including the early termination of data collection in South Syria described above), data was collected in 88 sub-districts. A breakdown of the sub-districts assessed and the number of surveys completed in each governorate can be found in the appendices.
INTERPRETATION OF DATA

Survey reporting: Each of the three surveys (HH, Schools, and KI) covered different geographical areas and collected different information. To distinguish findings from each survey type this presentation includes text indicating whether the results are from the HH, School, or KI questionnaire. For example, for HH results you will see “Households reported:”.

Data representativeness and weighting: Results displayed in this presentation are only representative of assessed areas. Where possible, data collected in this assessment was weighted by proportional population sizes during analysis in order to aggregate results to be representative of a larger geographic region.

- HH survey data is representative at the sub-district level and is weighted to be representative at the governorate level.
- School survey data is not weighted and is only representative of the schools assessed.
- KI survey data is representative at the community level and is weighted to be representative at the sub-district level.

2017/18 school year: Results of this assessment are representative of the 2017/2018 academic school year.
Household Demographics
Of the assessed households, there were approximately 12 boys for every 10 girls.

Average HH size

16% of HHs were female-headed
HOUSEHOLD COMPOSITION: POPULATION GROUPS OF CHILDREN 3 TO 17 YEARS OLD

- Highest proportion of IDPs was found in Dar'a and Ar-Raqqa.
- Highest proportion of spontaneous returnees was found in Ar-Raqqa and Idleb.
- Refugees (non-Syrians) totalled less than 0.1% of assessed household members in all governorates.

<table>
<thead>
<tr>
<th>Governorate</th>
<th>Resident</th>
<th>IDP</th>
<th>Refugee</th>
<th>Returnee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo</td>
<td>92.5%</td>
<td>7.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Hasakeh</td>
<td>98.2%</td>
<td>1.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ar-Raqqa</td>
<td>78.4%</td>
<td>15.7%</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Dar'a</td>
<td>82%</td>
<td>16.3%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>Hama</td>
<td>98.8%</td>
<td>1.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idleb</td>
<td>89.8%</td>
<td>7.1%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Quneitra</td>
<td>87.1%</td>
<td>12.5%</td>
<td>0.5%</td>
<td></td>
</tr>
</tbody>
</table>
Access to Education
ATTENDANCE: EARLY CHILDHOOD EDUCATION

Households reported:

On average, **27%** of girls aged 3-5 in assessed households attended Early Childhood Care and Education or primary school *at some point* in the 2017/18 school year, compared to **26%** of boys aged 3-5.

Adjusted net attendance rate for pre-primary aged children in assessed households, 2017/2018

<table>
<thead>
<tr>
<th>Region</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>Al-Hasakeh</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Ar-Raqqa</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Dar'a</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>Hama</td>
<td>28%</td>
<td>11%</td>
</tr>
<tr>
<td>Idleb</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>Quneitra</td>
<td>45%</td>
<td>28%</td>
</tr>
</tbody>
</table>
ADJUSTED NET ATTENDANCE RATE FOR PRE-PRIMARY AGED CHILDREN IN ASSESSED HOUSEHOLDS, 2017/2018

Percentage of pre-primary aged girls attending ECCE or primary school: 27%
Percentage of pre-primary aged boys attending ECCE or primary school: 26%

Adjusted net attendance rates by sub-district:
- 0% attending
- 0.1 to 25% attending
- 25.1 to 50% attending
- 50.1 to 75% attending
- 75.1 to 100% attending
- No data
Households reported:

On average, **16%** of both school-aged girls and school-aged boys *never* attended school in the 2017/18 school year.

### Total net attendance rate for primary and secondary school-aged children in assessed households, 2017/2018

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo</td>
<td>60%</td>
<td>53%</td>
<td>77%</td>
</tr>
<tr>
<td>Al-Hasakeh</td>
<td>90%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Ar-Raqqa</td>
<td>88%</td>
<td>64%</td>
<td>27%</td>
</tr>
<tr>
<td>Dar’a</td>
<td>97%</td>
<td>92%</td>
<td>74%</td>
</tr>
<tr>
<td>Hama</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Idleb</td>
<td>97%</td>
<td>92%</td>
<td>71%</td>
</tr>
<tr>
<td>Quenitra</td>
<td>99%</td>
<td>94%</td>
<td>80%</td>
</tr>
</tbody>
</table>
TOTAL NET ATTENDANCE RATES FOR PRIMARY AND SECONDARY SCHOOL-AGED CHILDREN, 2017/2018

Total net attendance rate for primary school-aged children: 93%

Total net attendance rate for secondary school-aged children: 76%

Percentage of primary and secondary school-aged children attending school by sub-district:
- 0% attending
- 0.1 to 70% attending
- 70.1 to 80% attending
- 80.1 to 90% attending
- 90.1 to 100% attending
- No data
**STUDENTS IN THE CORRECT GRADE FOR THEIR AGE**

Households reported:
On average, **11%** of primary and secondary students attending school in assessed households were not in the correct grade for their age.

Percentage of students in the correct grade or a lower grade than expected for their age

- **Aleppo**: 95% (95% Correct) 5% (5% Too Low)
- **Al-Hasakeh**: 89% (89% Correct) 11% (11% Too Low)
- **Ar-Raqqa**: 53% (53% Correct) 47% (47% Too Low)
- **Dar’a**: 89% (89% Correct) 11% (11% Too Low)
- **Hama**: 100% (100% Correct)
- **Idleb**: 97% (97% Correct) 3% (3% Too Low)
- **Quenitra**: 96% (96% Correct) 4% (4% Too Low)
## REPETITION AND DROPOUTS

### Households reported:
On average, **7%** of school-aged children reportedly had ever repeated a grade.*

| Percentage of school-aged children in assessed households who have ever repeated a grade |
|---------------------------------|--|--|--|--|--|--|--|
| Aleppo                          | Al-Hasakeh | Ar-Raqqa | Dar’a | Hama | Idleb | Quneitra |
| 6%                              | 4%          | 4%        | 10%   | 0%   | 6%    | 7%       |

### Schools reported:
On average, **5%** of students dropped out during the 2017/2018 school year.*

<table>
<thead>
<tr>
<th>Percentage of school-aged children in assessed schools who dropped out of school in the 2017/2018 school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo</td>
</tr>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

*Drop out rates calculated by grade

*57% of household respondents did not have responses for this question.
Kis in Deir-ez-Zor governorate estimated that on average only 47% of schools in their communities were functioning.
04 Barriers to Accessing Education and Educational Needs
MOST COMMON REASONS WHY CHILDREN AGED 5-14 DID NOT ATTEND SCHOOL

Percentage of children in assessed households and assessed schools reporting each educational barrier (top 3)

**Households reported:**
1. Child needs to work/help family (32%)
2. Lack of learning materials (31%)
3. Poor quality of teaching (26%)

**Schools reported:**
1. Child needs to work/help family (44%)
2. Children are psychologically distressed (29%)
3. Lack of learning materials (26%)
MOST COMMON REASONS WHY CHILDREN AGED 15-17 DID NOT ATTEND SCHOOL

Percentage of children in assessed households and assessed schools reporting each educational barrier (top 3)

Households reported:
1. Child needs to work/help family (64%)
2. Poor quality of teaching (25%)
3. Early marriage (24%)

Schools reported:
1. Child needs to work/help family (70%)
2. Early marriage (33%)
3. Tuition or supplies not available (21%)
MOST URGENT EDUCATIONAL NEEDS

Percentage of assessed households and assessed schools reporting each educational need (top 3)

**Households reported:**

1. Ensuring safety and security for children and teachers (37%)

2. Additional classrooms (30%)

3. Appropriate WASH facilities (28%)

**Schools reported:**

1. Additional classrooms (35%)

2. Appropriate WASH facilities (32%)

3. School equipment (32%)
Quality of Education
Households reported:

Percentage of students in assessed households found to be using each curriculum:

- **Northeast Syria**
  - Government of Syria: 46.2%
  - Kurdish curriculum: 48%
  - Arabic Curriculum: 3.4%
  - Other: 2%

- **Northwest Syria**
  - Government of Syria: 26.7%
  - Syrian Interim Government: 72.3%
  - Other: 1.4%

- **South Syria**
  - Government of Syria: 99.4%

The data shows that the Government of Syria curriculum is the most widely used, followed by the Syrian Interim Government curriculum in Northwest Syria, and the Kurdish curriculum in Northeast Syria.
CURRICULUM MOST COMMONLY USED BY STUDENTS IN ASSESSED HOUSEHOLDS

Map of Syria showing the major curriculum by sub-district.

Legend:
- Blue: Government of Syria
- Light Blue: Kurdish curriculum
- Green: Syria Interim Government
- Yellow: Self-learning programme
- Pink: No data

Whole of Syria Education Sector
Schools reported:

On average, 9% of assessed schools reported teachers did not receive financial compensation (salary or incentives).

Percentage of assessed schools that reported teachers received financial compensation:

- Al-Hasakeh: 99% (99% financial compensation, 1% no compensation)
- Ar-Raqqa: 99% (99% financial compensation, 1% no compensation)
- Aleppo: 93% (91% financial compensation, 7% no compensation)
- Hama: 91% (85% financial compensation, 15% no compensation)
- Idleb: 91% (91% financial compensation, 9% no compensation)
- Dar’a: 79% (91% financial compensation, 9% no compensation)
- Quneitra: 21% (99% financial compensation, 1% no compensation)

On average, of the 91% of assessed schools that reported teachers received compensation, 17% were paid irregularly.
SOURCES OF TEACHER COMPENSATION

Schools reported:

The largest source of teacher compensation in assessed schools:

- Local Council: 93%
- Education Directorate: 87%
- Education Directorate: 81%
- Government of Syria: 82%
- NGO: 49%
- Syria Interim Government: 55%

Provinces:
- Aleppo
- Al-Hasakeh
- Ar-Raqqa
- Dar’a
- Hama
- Idleb
- Quneitra
THE LARGEST SOURCE OF TEACHER COMPENSATION IN ASSESSED SCHOOLS

Major source of teacher's salary by community and sub-district:
- Government of Syria
- Education Directorate
- Local Council
- Other local authority
- Syria Interim Government
- Non-Governmental Organisation
- Individual benefactor
- Other
- Multiple
THANK YOU FOR YOUR ATTENTION

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APPENDIX 1: SURVEYS COMPLETED

<table>
<thead>
<tr>
<th>Household and School Coverage</th>
<th>Household Surveys</th>
<th>School Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleppo</td>
<td>327</td>
<td>86</td>
</tr>
<tr>
<td>Atareb, Daret Azza, Zarbah</td>
<td></td>
<td></td>
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<tr>
<td>Al-Hasakeh</td>
<td>1600</td>
<td>278</td>
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<tr>
<td>Al-Hasakeh, Al-Malikeyeh, Amuda, Be’r Al-Hulo Al-Wardeyyeh, Darbasiyah, Hole, Jawadiyah, Qahtaniyyeh, Quamishli, Ras Al Ain, Shadadah, Tal Hmis, Tal Tamer, Ya’robiyah</td>
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<tr>
<td>Ar-Raqqa</td>
<td>872</td>
<td>126</td>
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<td>Al-Thawrah, Ar-Raqqa, Ein Issa, Jumeyyeh, Karama, Mansura, Suluk, Tell Abiad</td>
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<tr>
<td>Dar’a</td>
<td>1132</td>
<td>468</td>
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<td>As-Sanamayn, Busra Esh-Sham, Da’el, Dar’a, Hrak, Izra’, Jasim, Jizeh, Kherbet Ghazala, Mseifra, Mzeireb, Nawa</td>
<td></td>
<td></td>
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<tr>
<td>Hama</td>
<td>101</td>
<td>34</td>
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<tr>
<td>Madiq Castle</td>
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<tr>
<td>Idleb</td>
<td>2696</td>
<td>552</td>
</tr>
<tr>
<td>Ariha, Armanaz, Badama, Bennsh, Dana, Darkosh, Ehsem, Harim, Heish, Idleb, Janudiyeh, Jisr-Ash-Shugur, Kafr Nobol, Kafr Takharim, Khan Shaykun, Maaret Tamsrin, Ma’arrat An Nu’man, Mhbal, Qourqena, Salqin, Saraqab, Sarmin, Tamanaah, Teftnaz</td>
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<td></td>
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<tr>
<td>Quneitra</td>
<td>369</td>
<td>60</td>
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<tr>
<td>Al-Khashniyyeh, Khan Arnaba, Quneitra</td>
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<td>TOTAL</td>
<td>7097</td>
<td>1604</td>
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<table>
<thead>
<tr>
<th>KI Coverage</th>
<th>KI Surveys</th>
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<tbody>
<tr>
<td>Aleppo</td>
<td>185</td>
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<tr>
<td>Aghtrin, Al Bab, Ar-Ra’ee, A’zaz, Ghandorah, Haritan, Jarablus, Mare’, Suran, Zarbah</td>
<td></td>
</tr>
<tr>
<td>Deir-ez-Zor</td>
<td>66</td>
</tr>
<tr>
<td>Basira, Deir-ez-Zor, Hajin, Khasham, Kisreh, Sur, Tabni, Thiban</td>
<td></td>
</tr>
<tr>
<td>Hama</td>
<td>8</td>
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<tr>
<td>Ziyara</td>
<td>8</td>
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<tr>
<td>Idleb</td>
<td>8</td>
</tr>
<tr>
<td>Abul Thohur</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>267</td>
</tr>
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