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VISION**

RAPID EDUCATION NEEDS ASSESSMENT (RENA)

**Research And Access Unit - IPV
Education Working Group**

March 2023

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01. INTRODUCTION

On February 6th, a powerful earthquake with a magnitude of 7.8 struck Southern Turkey and Northern Syria. The earthquake occurred along the East Anatolian Rift, which is part of the complex system of tectonic boundaries between the Anatolian Plate and the Arabian Plate. It was followed by several aftershocks, killing 7,259 (1) in Syria and 45,968 in Turkey (1) injuring more than 100,000, and affecting.

Thousands of civilbuildings including health, education, and other services infrastructure.

IPV and in fully coordination and collaboration with the Education Working Group/ Northeast of Syria, have launched the RENA assessment (Rapped Education Need Assessment) in Al-Raqqah governorate and its countryside.

The main objective of the RENA is to estimate the impact of the earthquake on the Education facilities' infrastructure and the

effect on Access to Education in the most affected areas of Al-Raqqah governorate.



ABSTRACT

This report investigates the consequences of the earthquake that occurred on February 6, 2023, in Syria, which measured 7.8 on the Richter scale, struck the region of Northern Syria and Southeastern Turkey, causing great damage to the infrastructure and loss of over 50,000 lives in both countries.

The study uses different data sources and methodologies to understand the impacts on Education sector in Northeast Syria / Al- Raqqa governorate and its countryside, and through assessing the damage that has affected the schools' infrastructure and the impact on both students and educational personnel. This report will conclude the results with a statistical, analytical approach and recommendations.



02. Methodology

To analyze the impact of for earthquake on the Education sector, data was collected and reviewed from various resources, including primary data through cross-sectional survey and interviews, and secondary data collected and analyzed from NES local authorities reports which includes:

- 1 - Education Authority in northeastern Syria
- 2 - Education Committee in Raqqa
- 3 - Education Committee in Tabqa

IPV have arranged for all legal permissions required for the assessment in coordination with the local authorities, and arranged for all related logistical, operational, and human resources requirements.

The data collection method used in this study was mixed, observational to confirm the place, building status, and confirm the damage, and cross-sectional survey including quantitative and qualitative questions, and that through face-to-face interviews, the surveys questions arranged in collaboration with the Education Working Group/NES area.

The surveys conducted in person by a recruited and trained team # 25 enumerators, the arranging for meetings in person have been facilitated by the Field Manager – (IPV staff members), in coordination with the local authorities' representatives and education facilities staff members.

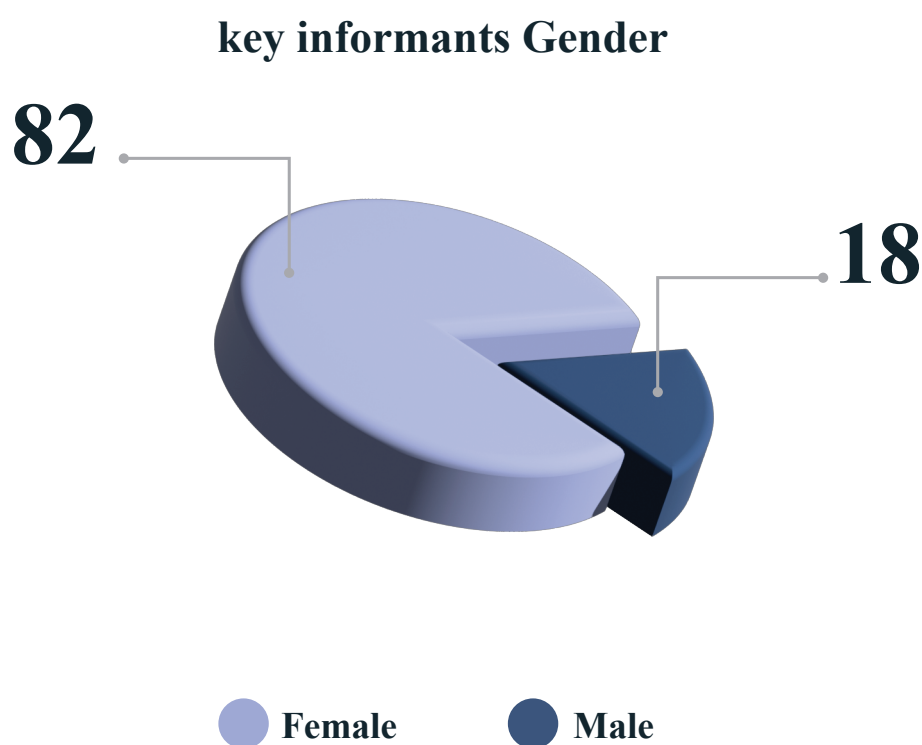


Participants and targets

IPV have chosen representative people to participate in the assessment which includes:

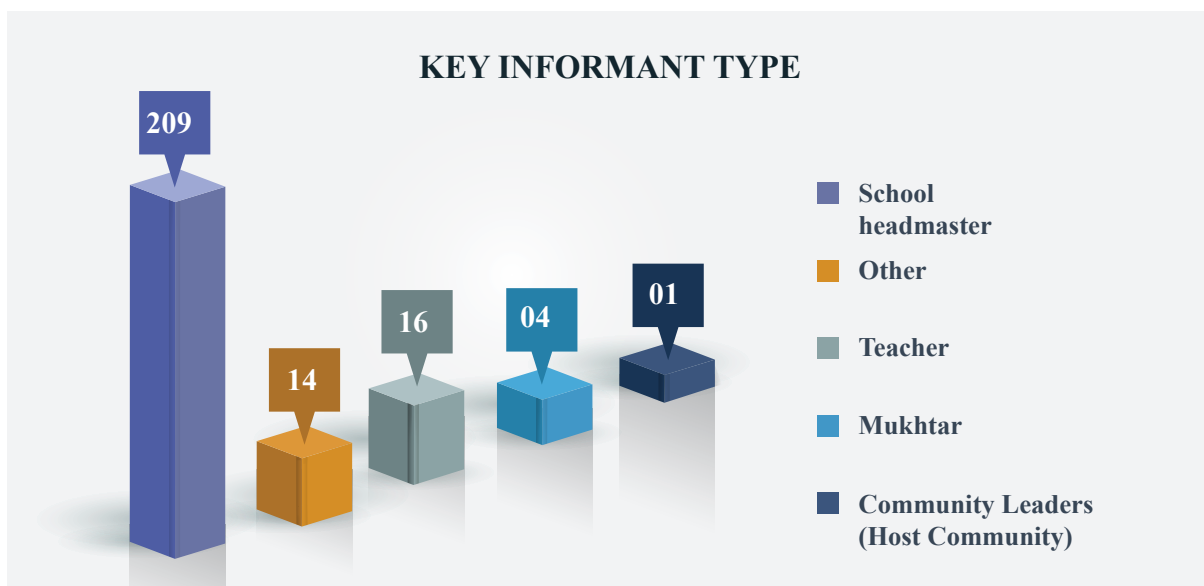
1. Headmaster (principals) 209 of the targeted schools
2. Teachers 19, offering services in the same targeted schools.
3. Mukhtar 4, in the same area of the targeted schools.
4. community leaders 1. In the same area of the targeted schools.
5. Others: 14 (including area representative, education staff member at the school)

Number of arranged interviews: 248.



The criteria for choosing the participant were as follow:

- educational personnel in Al-Raqqa governorate in the affected targeted communities. (Was active in the education system in the area for at least 6 months), including schools/education facilities staff members.
- key leaders in the area (well-known by the communities)
- Local authority – education official department members.
- Fully aware about the education facility status and profile.



The criteria for choosing the education facilities for the assessment:

- Schools or TLC affected by the earthquake.
- Schools presence are in the targeted areas (the areas that are known as affected by the earthquake)

N.B : The reviewing and analysing of the Secondary data that have been supplied by the local authorities in the area , have provided a great orientation of the most affected schools nd cotributed to the education



facility selection process , which enabled IPV to achieve a great and reliable representative samples from the education facilities in this governorate to be part of the assessment .

- The number of assessed schools: 248.
- The interviews were 100 % in Person, GPS stamped.
- Key informant Gender: 82% male, 18% female, Average Ages 35 years.

▪ Field Teams structure:

1- 6 teams of enumerators, each team consists of 3 enumerators and 1 team leader.

2- Senior Team Leader.

Training and Requirements:

25 people / 5 females and 20 males / were recruited as enumerators and trained on the questionnaire for 2 days,

Training happed in person, and with one of the technical team, and that includes:

- Assessment Tools training including Smart phones and Tablets use,
- Methodology comprehensive introduction.
- Observational tips and tools regarding checking the school's infrastructure status.
- Work plan

The assessment lasts for 5 days to cover the targeted areas and accomplish the interviews and the school visits.



▪ Implementation

After 2 days of comprehensive training took place pre-assessment to the recruited team (enumerators), The field visit commenced upon the work plan and the identified education facilities with GPS stamped over the 3 days of the assessment, which was in person and in place of the education facility in order to determine facility damage status, and ranking the damage upon specific criteria through the provided questionnaire, the observation to the damage was documented by photos and notes to assure the damage status of the education facilities.

Upon checking and confirming the damage status, the interviews took place as face-to-face, at the same place of the education facilities with the identified

(eligible) interviewees, the interviewees answer the survey questionnaire with proper explanation by the interviewer regarding any ambiguity or inquiries raised by the interviewee. Note: the interviewee is considered representative of the education facility, and each school is assessed by one interviewee.

- The applications used in data collection: KOBO Toolbox.
- The application used in Analysis: Power-Bi and Excel.
- The devices Used in data collection: Smartphones.

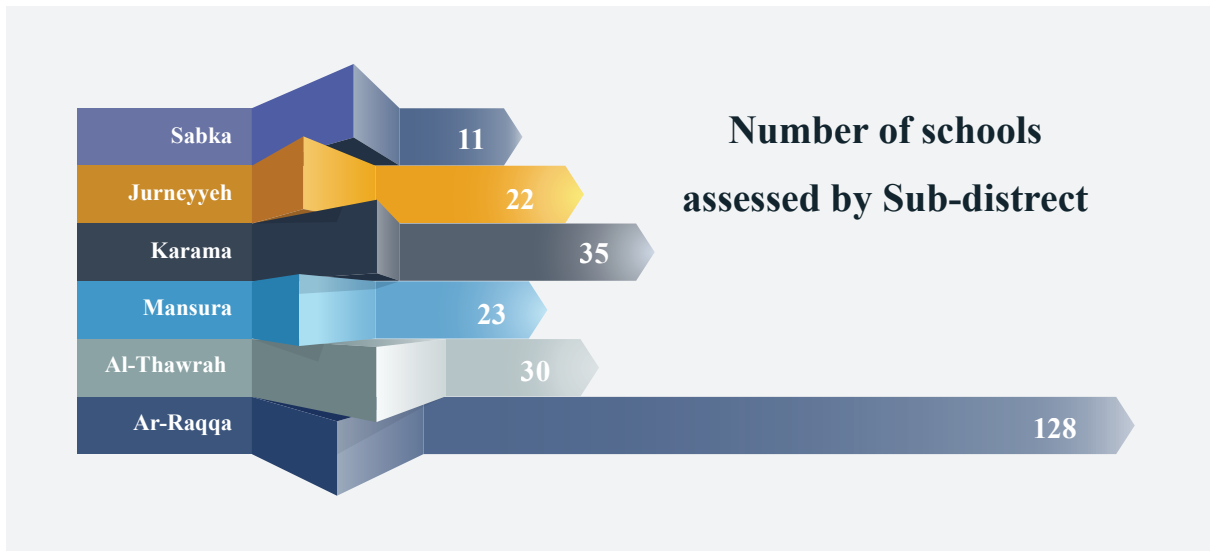


03. Findings and General Figures

General Figures:

The total number of educational facilities visited is 248, break-down according to the following 6 sub-districts:

Al-Thawrah 30, Ar-Raqqa 127, Jurneyyeh 22 facility, Karama 35, Mansura 23, Sabka 11.



Out of 485 The total number of pre-earthquake active schools and 38 temporary learning centers (TLCs) in Al-Raqqa governorate, IPV have assessed 248 education facilities as total in al Raqqa and its countryside. Which represents 51% of the total active schools in the area visited.

51%

% of school's facility visited during the evaluation out of the total number of schools in Raqqa Governorate

52%

% of moderately damaged educational facility that were visited out of total number of educational facilities in Ar-Raqqa Governorate

% of destroyed educational facility out of the total number of schools visited in Raqqa Governorate: 9% destroyed before the earthquake, 13% destroyed after the earthquake

21%

The types of teaching shifts in the visited schools based on 1 or 2 teaching shifts, have concluded as follow : 209 education facility account for “85% of the total visited school” offering one teaching shift, and 38 education facility account for "15% of the total visited school "offering two shifts



04. Findings

Schools Totally destroyed / Out of service:

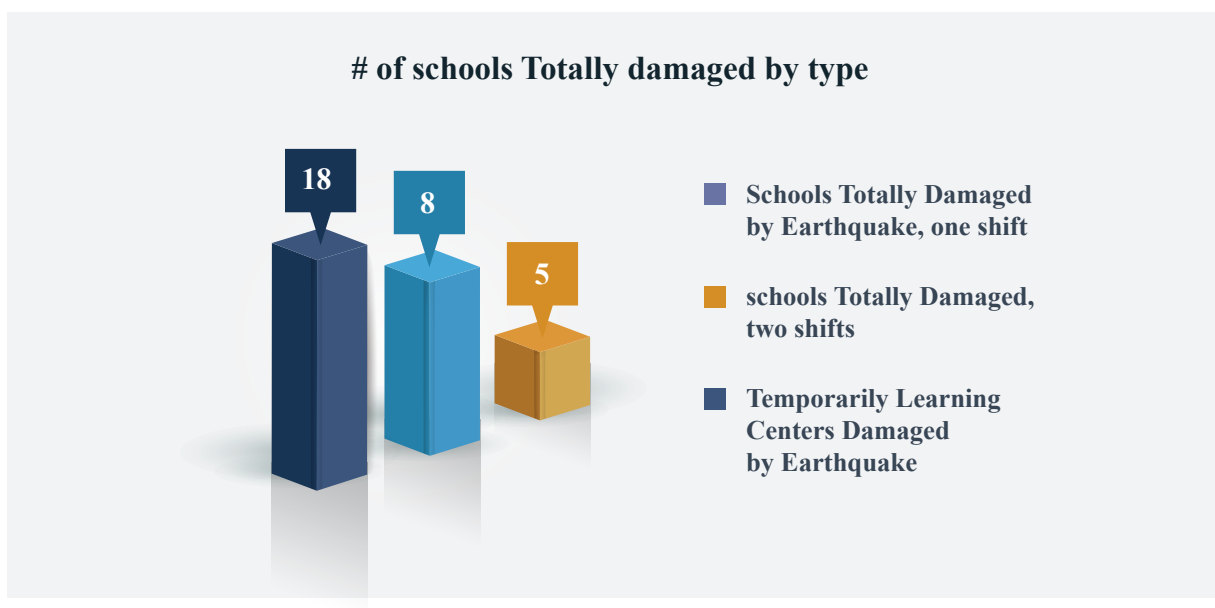
The totally damaged education facilities are 31 in total, 18 of them account for those offering one teaching shift school, 8 of them for those offering two shifts, and the TLC centers was 5 facilities.

The number of teachers and education personnel used to work in these schools and TLCs was as follow:

465 as total (269 “57%” Female and 196” 42%” male).

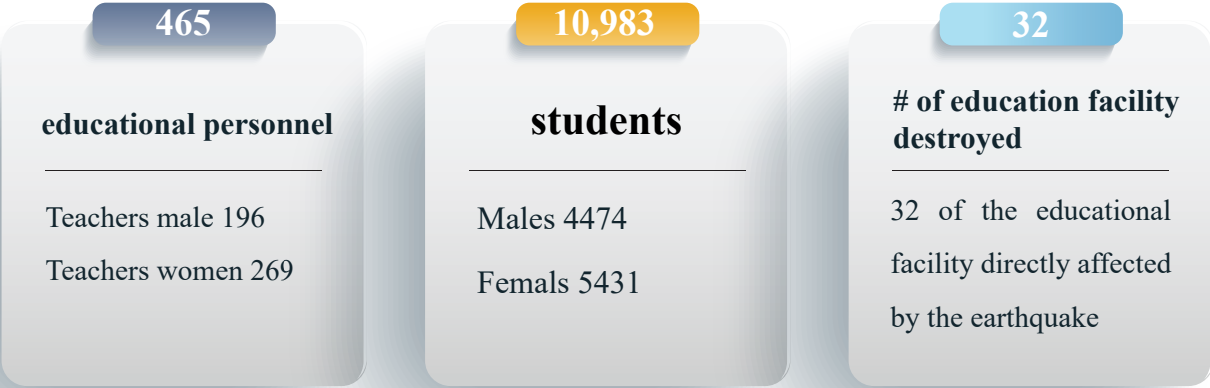
The Number of students used to study in these schools and TLCs: 10,983

(5431 represent “55%” female students, while 4474 students represent” 45%” male)

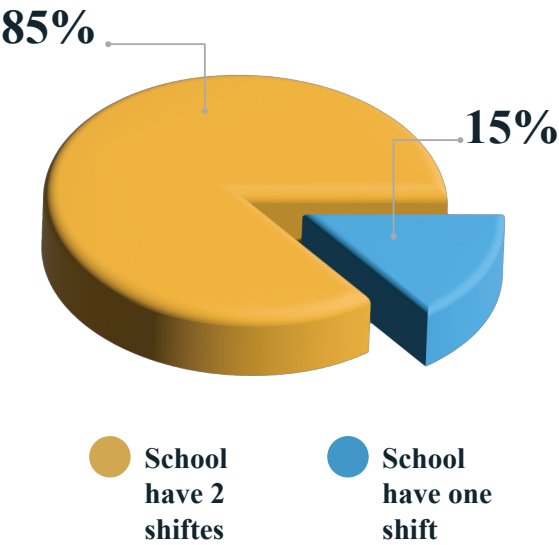


The total number of educational personnel in the totally damaged schools, 465 staff members and the number of students 10,983 were previously in this schools.

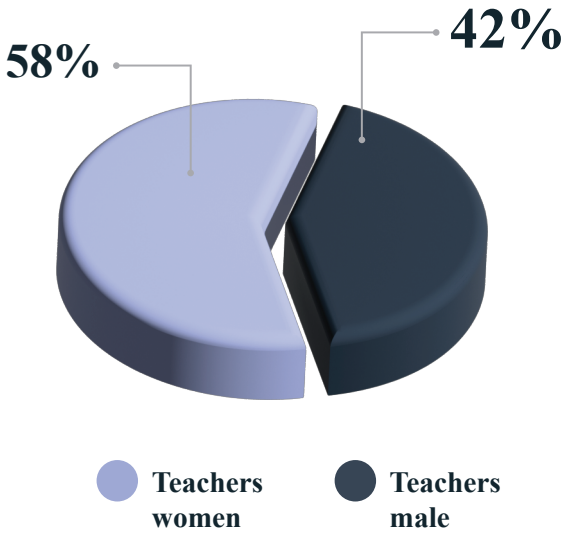
18 of these schools offer one teaching shift, and 8 schools offer 2 teaching shifts, and 5 considered temporary learning centers.



% of techers whose schools were fully destroyed

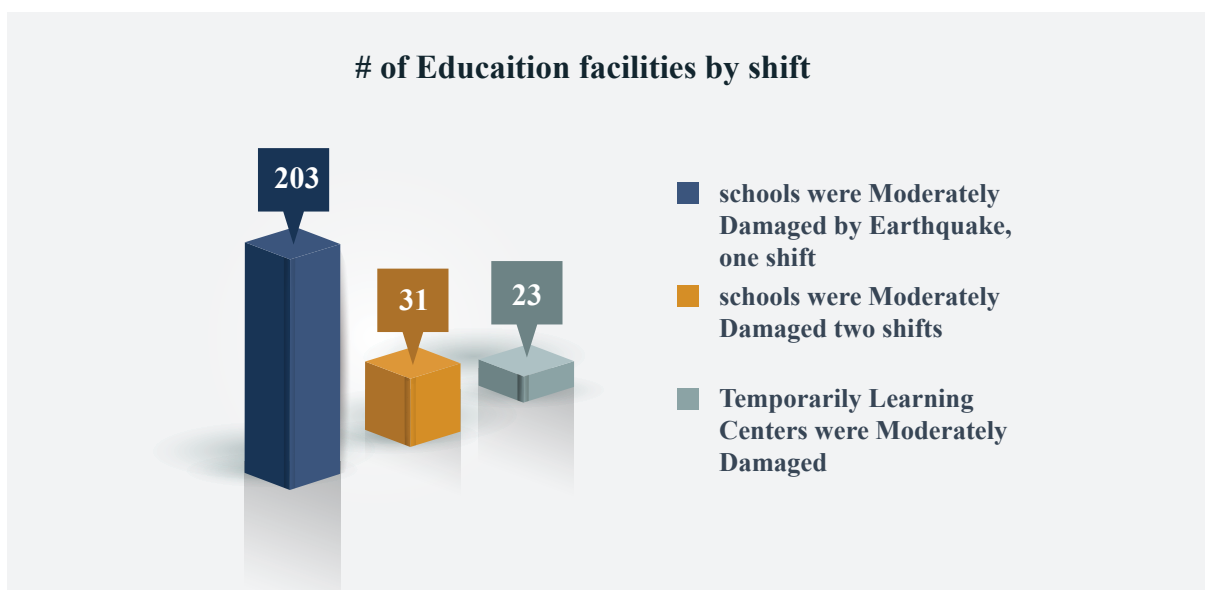


% of techers whose schools were fully destroyed



Schools Moderately Damaged, but can be restored:

- The Moderately damaged education facilities represent 257 as total, 203 of them account for those offering one teaching shift school, 31 of them for those offering two shifts, and the TLC centers was 23 facilities.

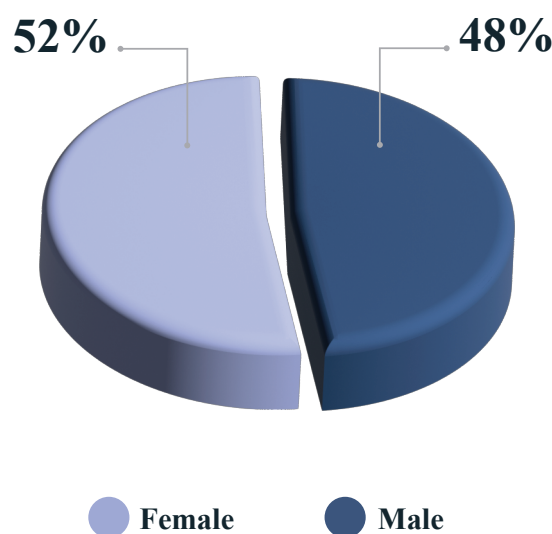


- The number of teachers and education personnel who work at these schools and TLCs was 3601.

- The Number of students who study in these schools and TLCs: 84286 students:

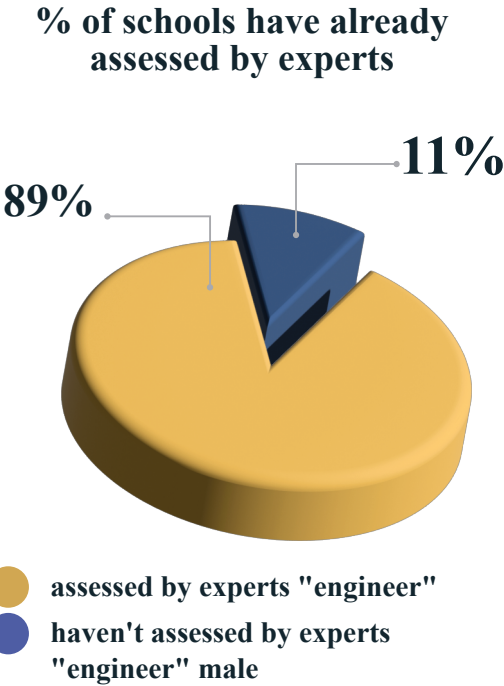
(43516 represent “53%” female students, while 40,750 students represent” 48%” male)

% of students Genders whose schools were Moderately damage



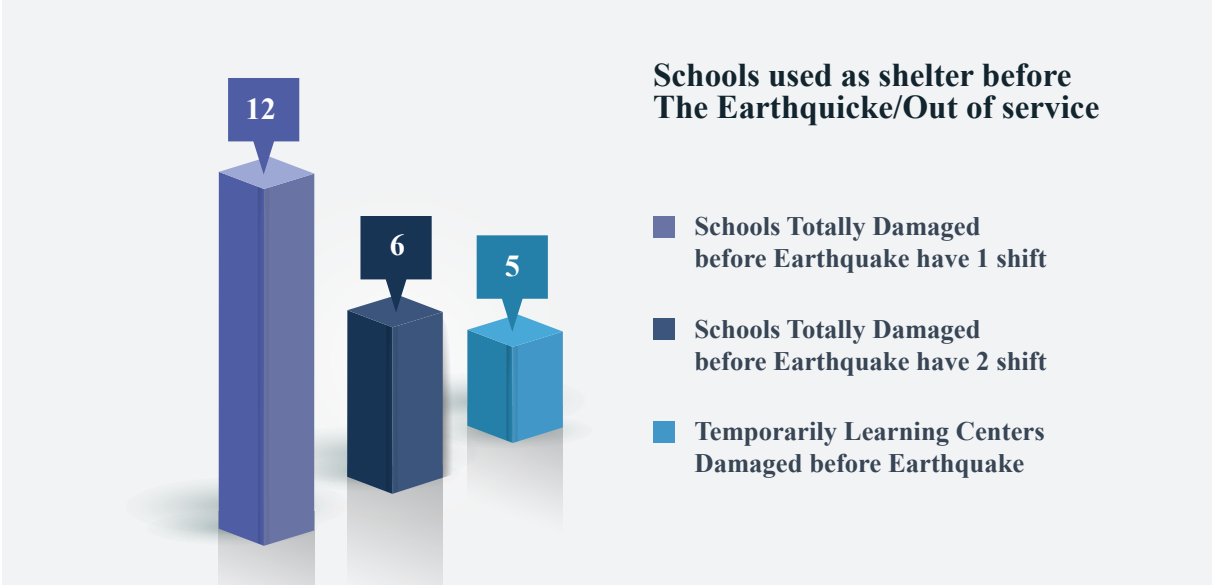
- The chart below presents the percentage of the education facilities of those 248 facilities visited, which have already been assessed by experts i.e., specialist engineers and technical committees related to the local authorities.

- 222 of them (89%) have been assessed by experts up until the date of the assessments.

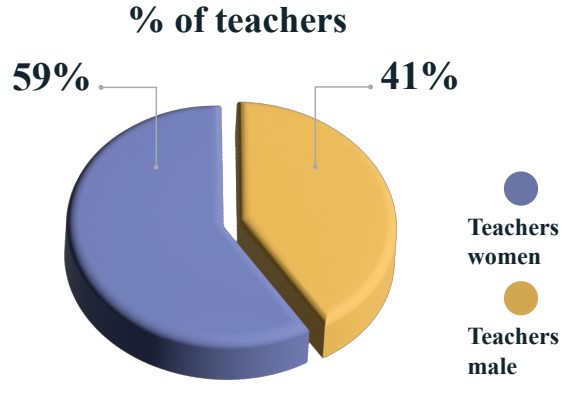


The schools that have used as shelter, thus not usable/out of service:

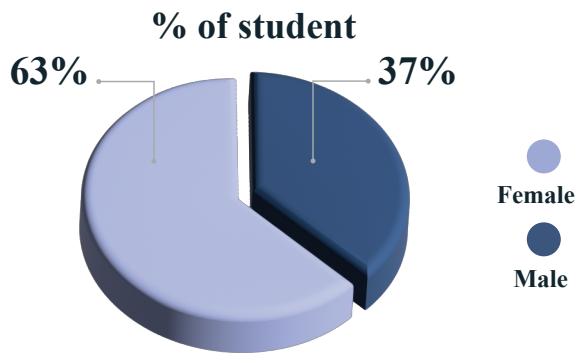
Several education facilities that have already been used as shelter due to being considered as fully destroyed (even before the earthquake), the total number of these education facilities is: 23 (12 of them was offering 1 education shift, 6 of which offering two education shifts, and 5 as TLC).



- Number of teachers and education personnel that used to work in these schools and TLCs: 143 as total, (84 “59%” female and 59” 41%” male)



- Number of students used to study in these facilities: 2777 (1754 “63%” female and 1023” 37%” male)

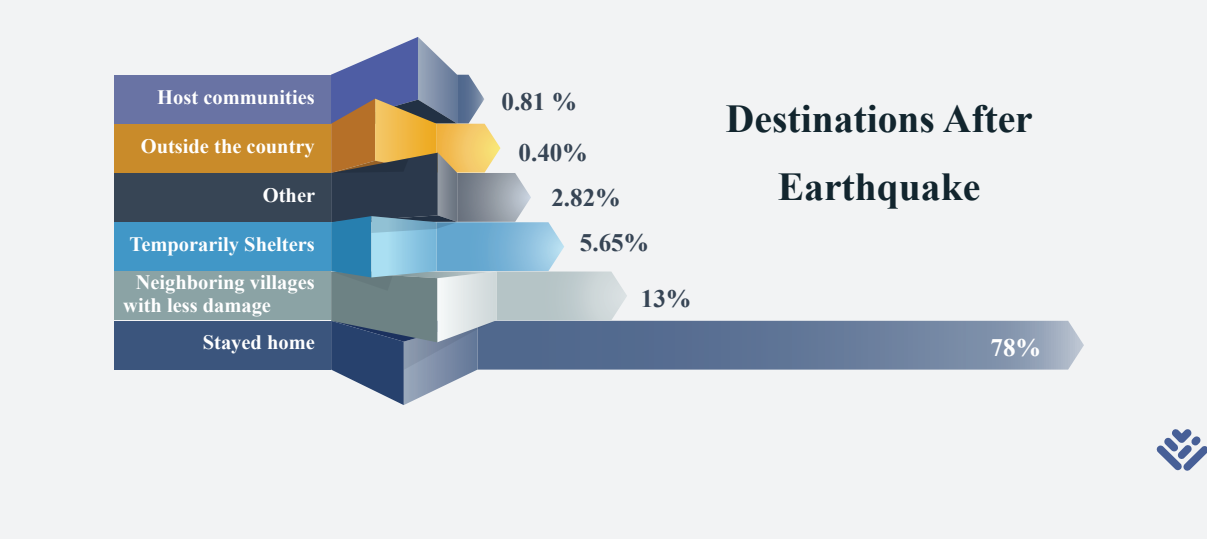


The Affected Students, Teachers, and Educational Personnel:

No injuries or deaths were reported among students or Teachers in the assessed schools, and the number of education personnel who displaced from the area represented as 85 teachers , and for the number of displaced students recorded as 2647 students.

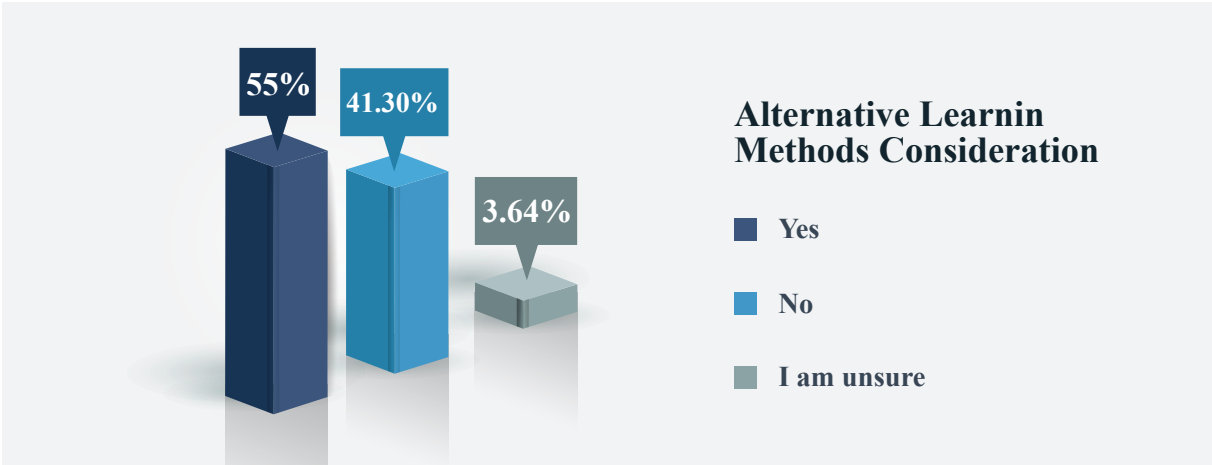
The general destination for the children (students) after the earthquake varies, the figures appears in the following bar-chart.

Children who stayed home were almost 78% of the responses and considered the highest rate of all other possible destinations.

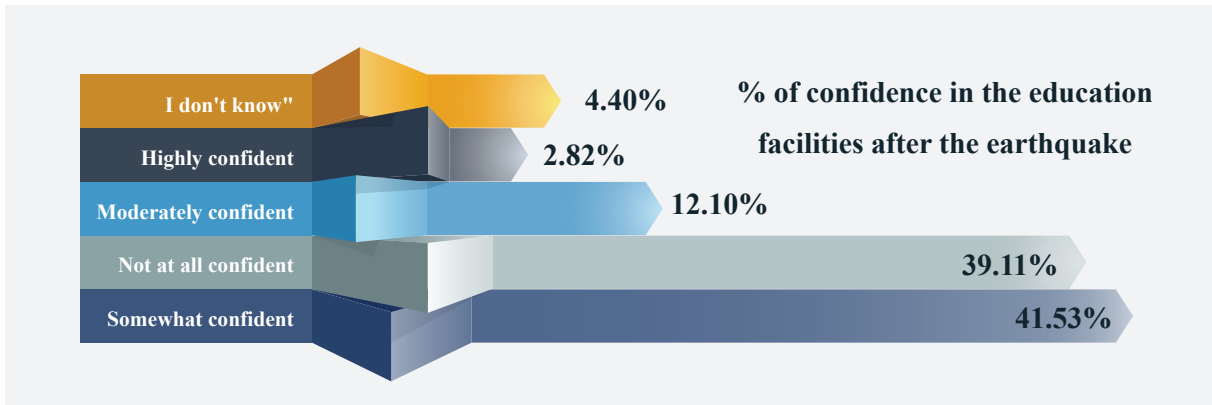


While displacement to other villages and temporarily shelter responses were the less ratios, 13%, 5.6 % respectively.

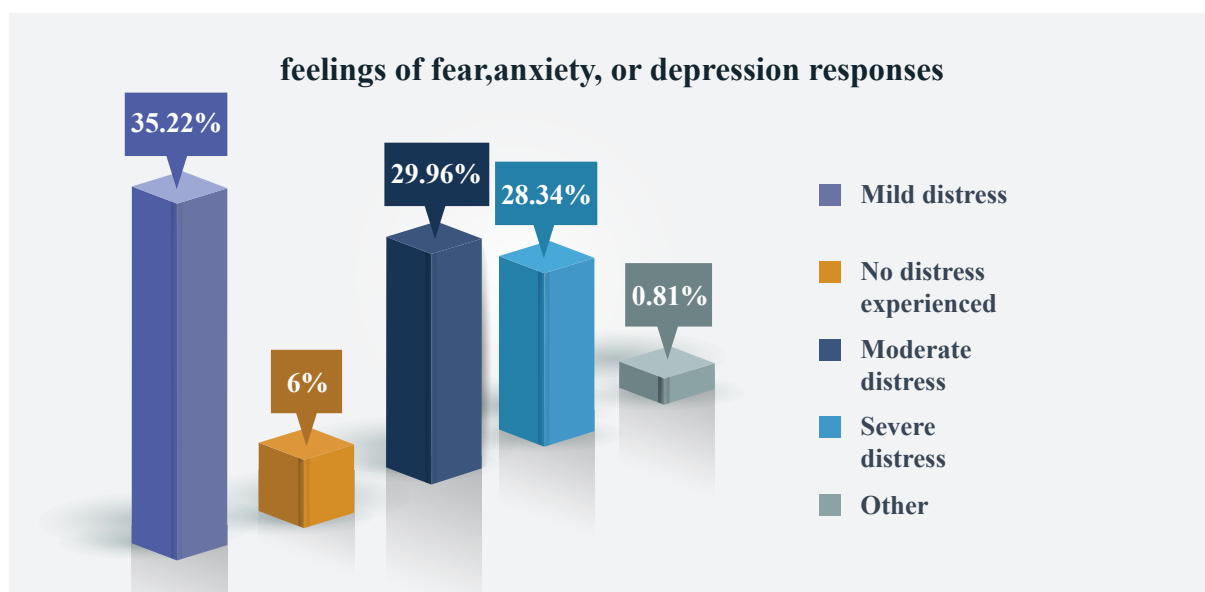
By asking the interviewees, who already have schools-age children, and have information about other students at the schools, known by the principals and education staff member, about the possibility of considering alternative method of learning due to the safety and security concern, 55 % considered that and thought about it, such as remote and home learning.



By checking the reliability of the schools' buildings' safety from the participants perspective, and their confidence in the current education facility infrastructure, a noticeable ratio of the interviewees reported No confidence in the infrastructure building represents around 39%, while others reported somewhat confident 39.11% which is the highest response, while the least responses was for highly confident.



The impact of the earthquake on the mental health situation of both education personnel and students is expected, the response from many participants regarding the psychosocial status of children and teachers, where most of them considered educational personnel and their response considered valuable for both their positions as staff members in the education system and aware about the student's situation at these schools.



Their responses considered concerning, as there has been 28 % percent reported as severe distress as consequence of the earthquake, and the moderate and Mild distress reported by 29 % and 35 % of the responders.

Top priorities in terms of resuming education services:

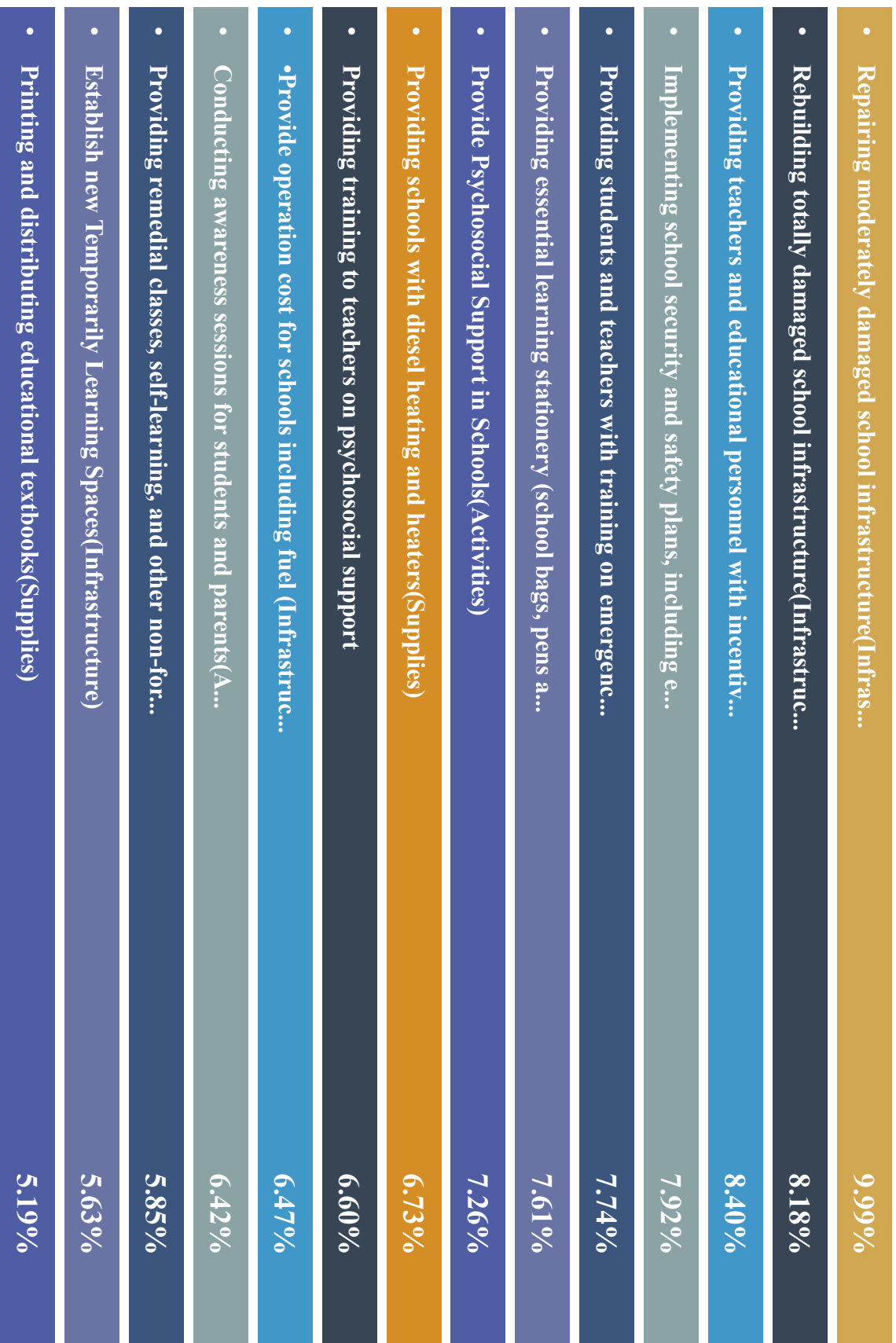
The interviewees have given the opportunity to rank the priorities of needs that would be beneficial for resuming the education services, the highest ranking was occupied by Repairing and rehabilitation for the moderately damaged schools, followed by supporting education personnel as second priority.



Below a statistical narrative of the reported priorities from the interviewee's perspectives ranked from high priority to low priority:

- Repairing moderately damaged school infrastructure 9.99%
- Providing teachers and educational personnel with incentives 8.40%
- Rebuilding totally damaged school infrastructure 8.18%
- Providing essential learning stationery (school bags, pens, and notebooks) 7.61%
- Implementing school security and safety plans, including equipping schools with fire 7.92%
- Providing students and teachers with training on emergency evacuation procedures and safety 7.47%
- extinguishers, first aid kits, and flashlights 7.29%
- Provide Psychosocial Support in Schools 7.26%
- Providing schools with diesel heating and heaters 6.73%
- Providing training to teachers on psychosocial support 6.60%
- Provide operation cost for schools including fuel for hearing 6.47%
- Conducting awareness sessions for students and parents 6.42%
- Providing remedial classes, self-learning, and other non-formal education programs 5.85%
- Establish new Temporarily Learning Spaces 5.63%
- Printing and distributing educational textbooks. 5.19%





05. Recommendations

- Initiate a taskforce to mitigate the impacts that happened as consequence of the earthquake on the local and strategy level in NES area.
 - finding alternative routes of learning for the children that have dropped out from the schools due to this incident.
 - SLP (Self Learning Program) and ALP (Accelerated Learning Programs) (Accelerated Learning Programs) to be considered in this stage, to avoid exacerbating the interrupted teaching in these schools.
 - Accelerating the process of advocacy for rehabilitating the affected schools.
 - Strengthening disaster risk reduction and preparedness: investing in improving public awareness of earthquake risks and preparedness measures, as well as strengthening the resilience of infrastructure and housing.
 - A noticeable percentage of education personnel and others almost (55%) according to the assessment's statistic, have considered and thought about alternative method of learning, such as remote and home learning. which would give a positive indicator that any alternative learning methods might be accepted and feasible in the area.
 - Initiating PSS (Psychosocial support) programs in the affected area to target the most affected teacher and students, and that is based on the figures of the severe and moderate stress rates.



06. Conclusion

Based on the provided information, the consequences of the 6th of February earthquake and its aftershocks in the short and long term is horrendous, the impact on the infrastructure within a fluctuated and unstable socioeconomic status in Ar-Raaqa governorate, with a very limited efforts in the recovery & emergency response, that would put a tremendous number of children under risk of losing access to education.

The % of children who were OOSC (out of school children) , according to (HNO,2023)(2) in Al Raqqa is about 22% from the children who are at the age of 7-18 Yrs. while after the earthquake we have an increasing risk in this percentage ,as we can see that percentage of schools that is considered as out of service represents 21 % of the assessed facilities in this assessment and 10 % of the total number of schools in the area , i.e. 31 facility totally damaged by the earthquake and 23 out of service pre-earthquake. In addition to having other factors such as displacements, children stayed-home, partially damaged schools, and low confidence in the partially affected schools, which in turn would severely affect the access to education and increase the OOSC rates in Ar-Raaqa governorate.

The Students stayed-home percentage (78 %), represents the highest rate of the interviewees' answers regarding the students destination after the earthquake, which in other words reflect the children that might have suspended their education and they are considered either dropped



out, or at risk to become dropped out. It's worth mentioning that the number of students whom used to study normally before the earthquake at the schools, which it current status Totally Damaged / Out of services – is: 10,983 students, which made the percentage of students stayed-home even more concerning, with regards to their current learning status.

The previous status of the existing schools' buildings and its' infrastructure in Al Raqqa governorate have unstable due to a prolonged conflict that took place in the area, such as the previous presence of ISIS , the usage of schools as military bases, which exposed the schools for airstrikes and bombardments , and that was one of the reasons beyond these building being fragile in confronting such disaster.

We can clearly see also a remarkably high percentage of the interviewees (more than the half), have considered the schools' infrastructure is not reliable to be used again, which makes the situation of back-to-learn in these facilities even harder and concerning from the safety and security perspectives.

All the previously mentioned factors make the situation of education and percentage of attending schools become the worst ever than any time before the ever-heaviest Earthquake in the region and required a high efforts and rapid response to overcome its consequences.





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