



2021

Education Needs Assessment



Jeel AL Bena for
Humanitarian Development

**Jeel Al Bena for Humanitarian development
Camp coordination and camp management project
Hodeida Governorate
2021**

CONTENTS SUMMARY	2
list of acronyms	3
General view	5
Executive Summary	5
Introduction	6
Key Findings -Education Needs Assessment.....	6
Education Needs Assessment.....	7
Methodology.....	8
Main Key Findings.....	9
Education Sector.....	11
Schools and situations.....	12
photos.....	14
Classrooms Findings.....	15
Latrines Needs.....	16
Recommendations and conclusion.....	17

List of Acronyms

KI	Key informant
IDP	Internally displaced person
UNHCR	United Nations High Commissioner for Refugee
WASH	Water, sanitation and hygiene
AAHD	Jeel Al Bena for Humanitarian development
CCCM	Camp coordination and camp Management

1.1 General view:

Jeel Alben for humanitarian development manages 89 IDP hosting site in Hodieda Governorate under CCCM project. One of the main targets that JAAHD works to achieve is to provide emergency relief and direct assistance for the conflict-affected populations, IDPs, host communities, vulnerable groups and those people caught up in extraordinary life-threatening situations. Jeel Albena has a presence in Al Hudaydah & AlMahweet and Raymah with the aim of building up protection capacities for people in displacement and it works towards finding durable solutions for them upon return. Over the last year, JAAHD has focused on improving the quality of information provided to all service providers and mechanisms for the delivery of information and gaps identification within sites that JAAHD manages. Education needs assessment under CCCM project has been greatly considered as one of the most important tools in providing information about all needs within the IDP hosting sites. education sector is one of these needed data to be identified and raised to partners and cluster of concern for more comprehensive coordination

1.2 Executive summary:

- As a result of the ongoing conflict in Yemen learning has been thrust into high and deeply concerning level of education situations; some of the worst in the world.
- More than 49709 IDP students in 16 districts and 89 IDP hosting sites are in dire need for education assistance in terms of school equipment, school rehabilitation and constructions , bags, school feeding, etc.
- The overall aim of Education needs assessment is to ascertain the precise situation of the sites needs in host communities in Hodiedah Government focusing specifically on their most critical needs and in the area of access to a better education in other craft humanitarian interventions programme that will meet the yearning of the ID with the objective of assessing the availability of all services in the IDP camps and host communities, and propose interventions to improve the level of access to a better education environment.
- The key technical measures under the humanitarian Education needs assessment covered the development of tools (individual interview and Key Informant Interview Guides , Direct observation)
- for the conduct of the Education needs assessment, training of enumerators for the collection of qualitative data, planning and supervision of field data collection development of data collation extracts, analysis and reporting.
- Education needs assessment was conducted by using qualitative and quantitative methods of data collection with the use of Individual interview and key informant interview to harvest precise data showing the condition of schools , teachers, students and all related education issues.

● 1.3 Introduction:

- The ongoing conflict in the region has had an impact on many people's lives in general, not to mention the community group, which exacerbated their poverty and caused the deterioration of their livelihood at all levels of health, food and education and exposed them to many risks. There are more than 100,000 displaced people in Hodeidah governorate, whether those coming from conflict areas in the same governorate or from neighboring governorates. The escalation of events in the country has caused the largest humanitarian disaster not known in contemporary history, which exposed men, women, adults and children without exception to great dangers and killed the dreams of many young people. That is why we, in the humanitarian sector, seek to alleviate the suffering of the displaced by the available means and to protect the displaced in general from exposure to any risks from various aspects. Whereas, in the construction generation, we seek, within the framework of the camp management project, to raise the needs of the displaced in various sectors, advocate for them with humanitarian partners, ensure that humanitarian aid reaches them **as a prior step to Coordinate the delivery of a Minimum Service Package (MSP) in under-served emergency and IDP settlements.** during the past months, the Camp Management Team conducted education needs assessments in eighty-nine IDP sites in sixteen districts in Al Hudaydah Governorate. 62 schools located within IDP hosting sites were evaluated and the gaps and needs were fully identified in terms of maintenance and Rehabilitation , needs , incentives , and determining the studies and priorities for these needs. In this report, the needs will be shown in detail for each District.

● **Key Findings -Education Sector:**

- The escalation of conflict forced nearly half a million children to drop out of schools in Yemen, bringing the total number of out-school children to about 2 million. This catastrophic crisis caused an entire generation to face a mysterious future that throws them to the unknown.
- Most of all IDPs students are engaged in education across sites. the majority of households with school-aged children reported that their children were receiving formal education. The drop-out rate was higher amongst camp IDPs and , 43% of camp IDP households reporting that their children had dropped out. The cost associated with sending children to school was reportedly as a barrier in all sites. The most reported type of cost preventing school drop out across all population groups was ,the school bags, registration fees, cost of meals, transportation, followed by uniform costs. statically there are about 6680 students never attended schools and 3795 are dropped-out students. Furthermore, Many children were engaged in labor as their family in need of money to make living and thus many children dropped out .These differences could be attributed to the impact of displacement on the ability of children to remain in school for those groups who are still displaced. In addition that many schools are not functionally prepared to receive IDPs students for they are already very crowded. Some of these schools in need of rehabilitation and construction of new classes either temporary or permanent. Also Distance to school was also identified as a barrier in all assessed districts. Among 89 sites there are 61 schools in need for Rehabilitation and new additional classes.

61 schools assessed

49709 students

Row Labels	Schools Assessed	Sum of Total of Beneficiaries - إجمالي الطلاب والطالبات المستفيدين
Al Jarrahi	3	1634
Ad Durayhimi	4	2952
Az Zuhrah	5	4477
Az Zaydiah	2	1156
As Sukhnah	7	4432
Al Qanawis	3	1056
Alluhayah	4	4428
Al Marawiah	2	1355
Al Mighlaf	3	2767
Al Mansuriyah	5	5100
Bajil	5	4317
Bayt Al Faqih	7	6558
Zabid	11	9477
Grand Total	61	49709

1.4 Education needs assessment:

• The overall aim of Education needs assessment is to ascertain the precise situation of education in IDP housing sites in Hodiedah Government focusing specifically on their most critical needs and in the area of access to a better education in other craft humanitarian interventions programme that will meet the yearning of the Students and Teachers and assess the availability of all Education services in the IDP camps and host communities, identify needs and propose interventions to improve the level of access to a better learning environment.

The key Objectives of Education needs assessment were:

- Identify and assess the availability of Schools needs.
- Of WASH services specifically water latrines in these schools.
- Identify the schools needed materials
- Identify students needs
- Identify the teachers needs.
- propose interventions to improve the level of access to site care maintenance
- inform evidence-based, education humanitarian programming across the whole country and information sharing.

1.5 methodology of the Assessment:

The humanitarian Education needs assessment was conducted using qualitative methods of data collection with the use of Individual interview and key informant interview to harvest precise data showing the condition of schools in the Camps and host communities. The needs assessment data was collected through physical visits to identified locations By JAAHD Field team, where the key informants representing IDPs and sites were interviewed along with schools principles, community leaders. This assessment is a school level survey, infrastructure/service assessment, although it strives to provide baselines to inform where further data collection and analysis is required. The assessment took place in 86 sites across 16 districts.

- The key technical measures under the humanitarian Education needs assessment covered the development of tools (individual interview and Key Informant Interview Guides),
- for the conduct of the Education needs assessment, training of enumerators for the collection of qualitative data, planning and supervision of field data collection development of data collation extracts, analysis and reporting.

Quantitative:

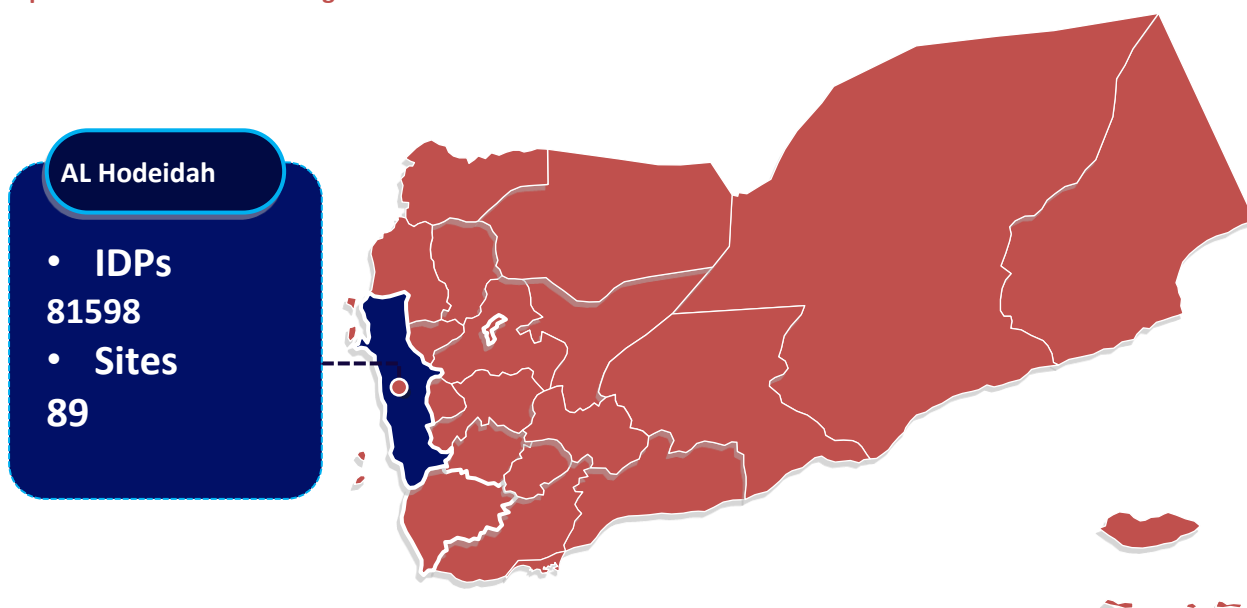
Once arriving at a selected location, data collection teams visited schools in these sites using the most feasible method depending KIs. Where feasible, this was achieved by using pre-generated data prepared by SMC team and agreed upon by SCMCHA. Enumerators would then interview the targeted schools principals and community leaders and representatives nearest to each school.

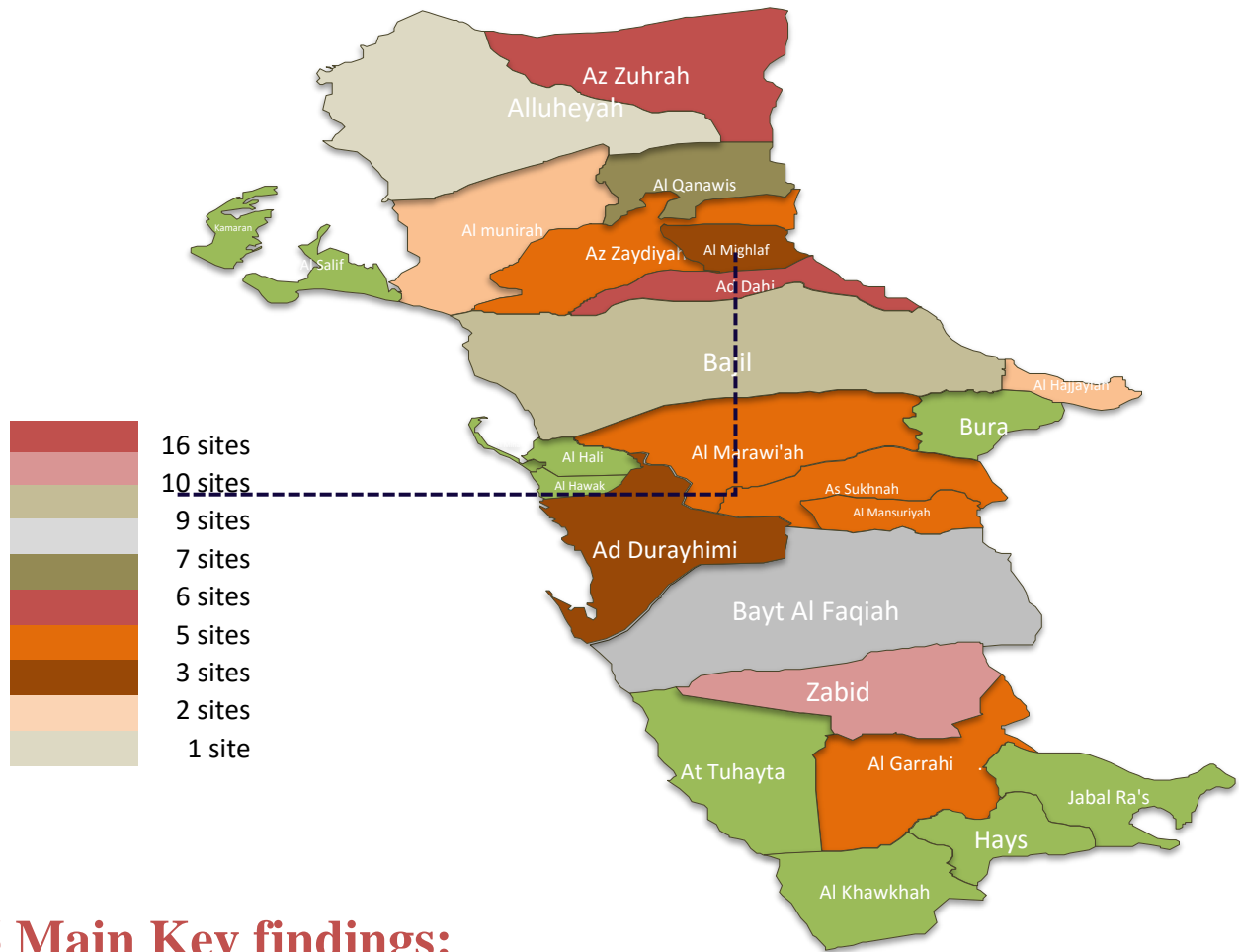
Qualitative

Broadly, Key Informants like community leaders and community committees were defined as individuals with knowledge of the community in which they lived, particularly those who possessed knowledge of the education needs of households in their communities. Beside the physical visit, direct observations face to face, door to door assessment, the team depends on the key informants in identifying the gaps and needs in these sites.

- **Data Collection Coverage:**

Map 1: Data collection coverage





1.6 Main Key findings:

This chapter of the report presents main findings from the MCNA. This section will provide an overview of key students demographics, and will examine educational gaps ,access to assistance and priority needs.

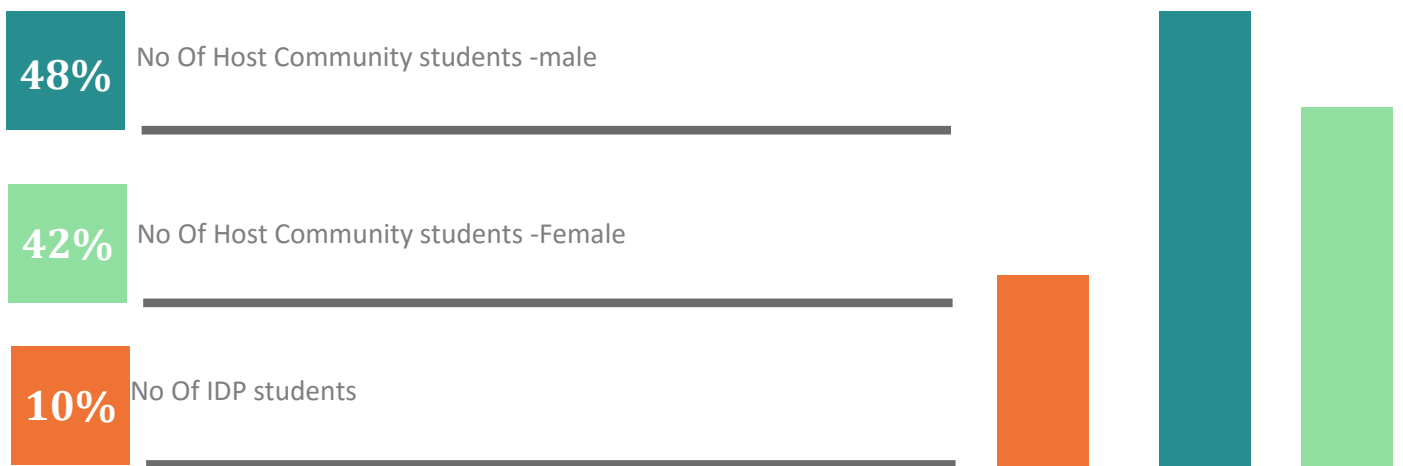
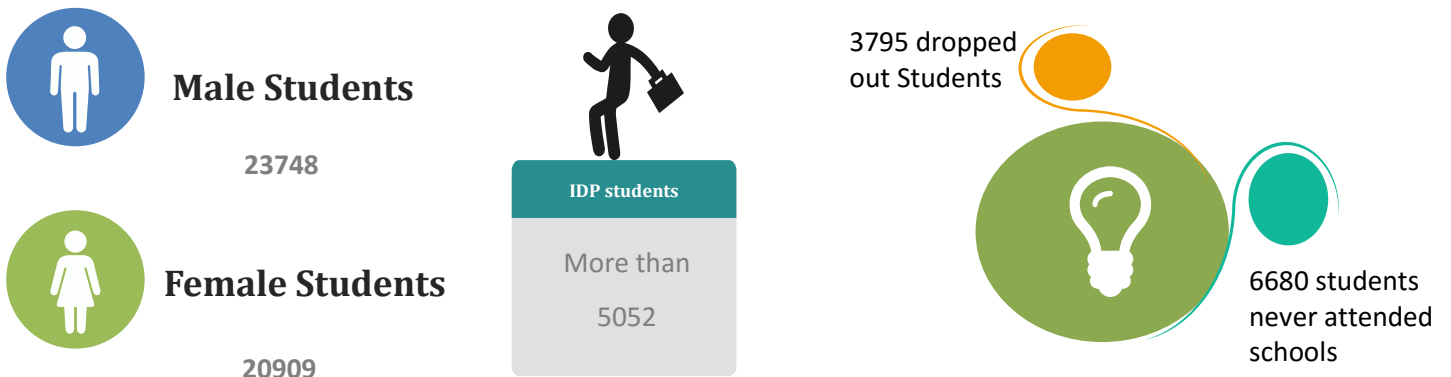
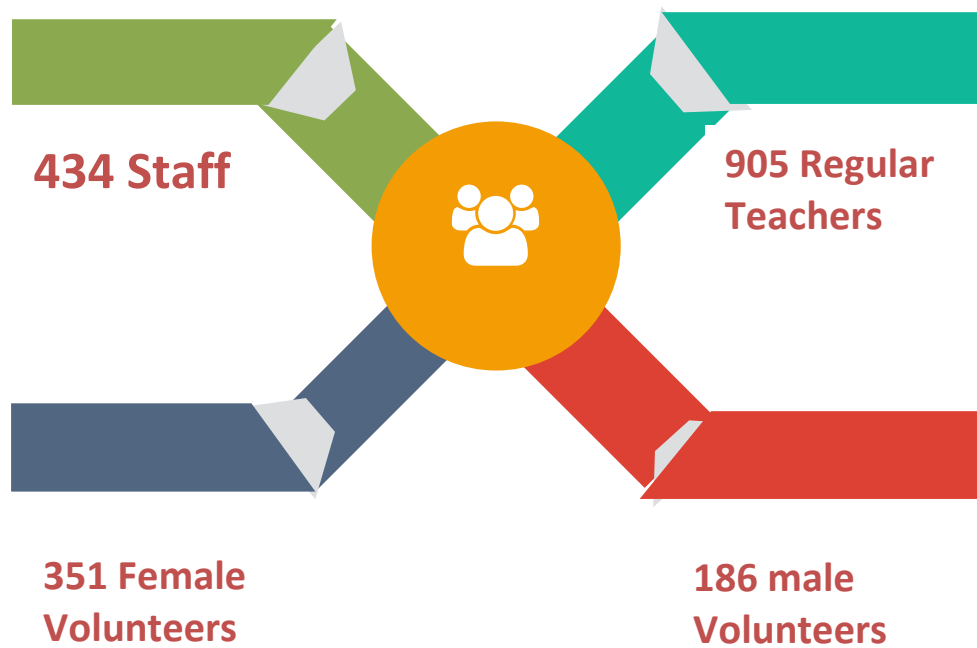


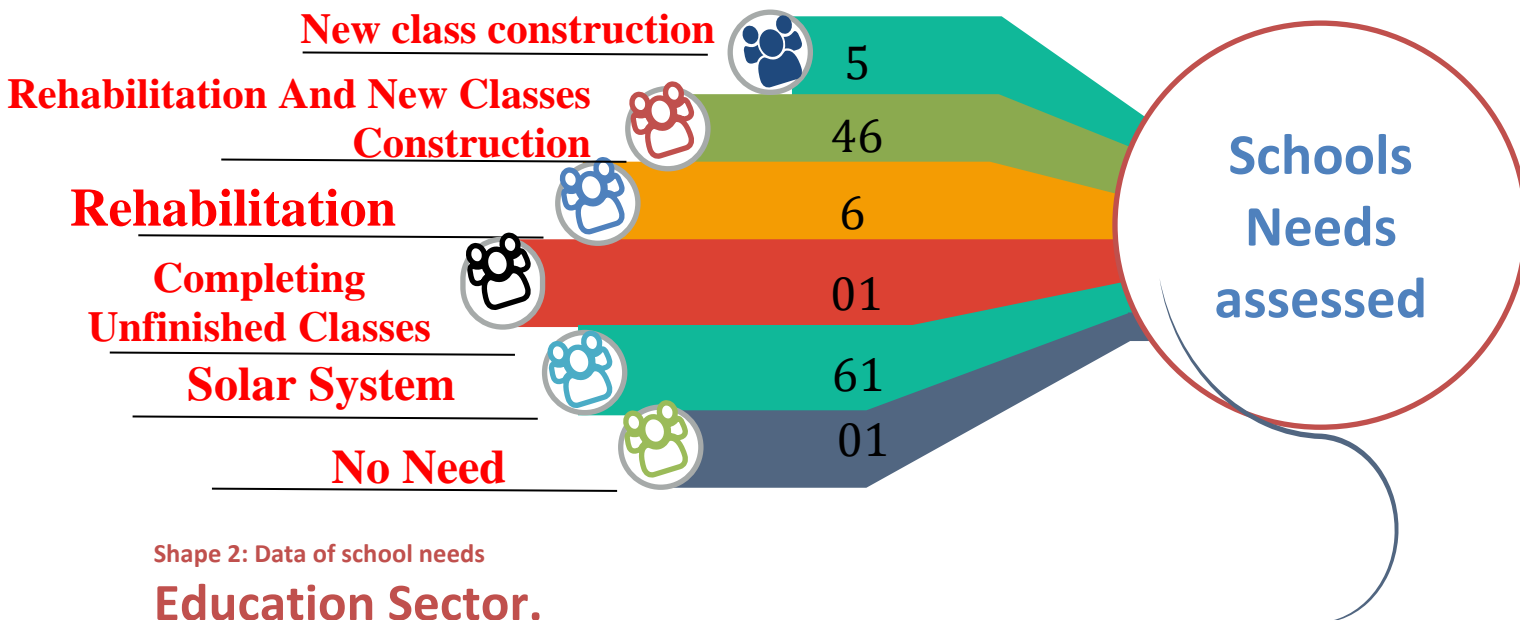
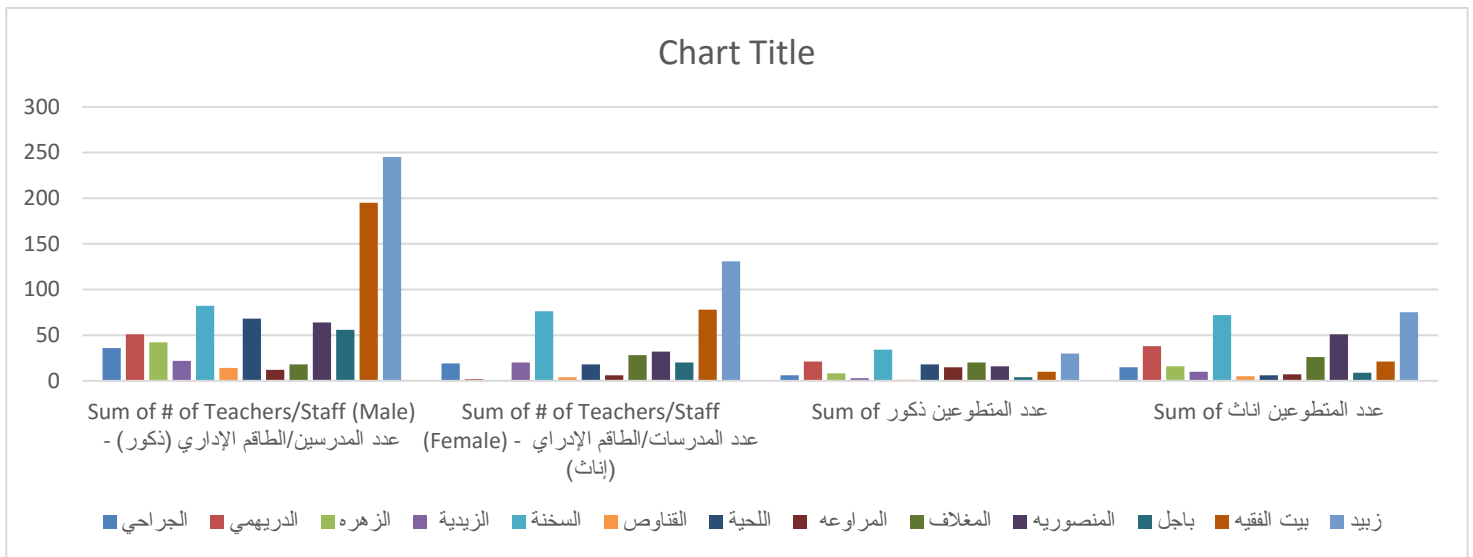
Chart 1: Data of students General Demographics

Row Labels	Sum of # of Students (Boys) - عدد الطلاب -	Sum of # of Students (Girls) - عدد الطالبات	Sum of عدد الطلاب النازحين من الذكور	Sum of عدد الطلاب النازحين من الإناث	Sum of Total of Beneficiaries - إجمالي الطلاب والطالبات المستفيدين
Al Jarrahi	606	948	40	40	1634
Ad Durayhimi	1080	1611	109	152	2952
Az Zuhrah	2078	1232	660	507	4477
Az Zaydiah	424	576	83	73	1156
As Sukhnah	2354	1800	150	128	4432
Al Qanawis	462	420	90	84	1056
Alluhayah	1754	1958	356	360	4428
Al Marawiah	642	548	80	85	1355
Al Mighlaf	1420	1138	117	92	2767
Al Mansuriyah	1907	2275	435	483	5100
Bajil	2712	1300	185	120	4317
Bayt Al Faqih	3367	2949	127	115	6558
Zabid	4942	4154	214	167	9477
Grand Total	23748	20909	2646	2406	49709

• **Teachers, Employees and Volunteers:**

Shape 1: Data of teachers and staff in all 61 schools





Shape 2: Data of school needs

Education Sector.

Most of all IDPs students are engaged in education across sites. the majority of households with school-aged children reported that their children were receiving formal education. The drop-out rate was higher amongst camp IDPs and , 43% of camp IDP households reporting that their children had dropped out. The cost associated with sending children to school was reportedly a barrier in all sites. The most reported type of cost preventing school drop out across all population groups was ,the school bags, registration fees, cost of meals, transportation, followed by uniform costs. statically there are about 6680 students never attended school a and 3795 are drop-out students Furthermore, Many children were engaged in labor as their family in need of money to make living and thus many children dropped out These differences could be attributed to the impact of displacement on the ability of children to remain in school for those groups who are still displaced. In addition that many schools are not functionally prepared to receive IDP students for they are already very crowded. Some of these schools in need of rehabilitations and construction of new classes either temporary or permanent. Also Distance to school was also identified as a barrier in all assessed districts. Among 89 sites there are 61 schools have been assessed . Assessments indicated that there are 5 schools in need OF construction of new classes, 6 in need of rehabilitation , 46 in need for

rehabilitation and construction of new classes, 1 in need of completing unfinished school building, 2 in need of solar system.

- In Al Jarahi, 3 schools in need of rehabilitation and construction of new classes, 4 schools in Ad Duryhmi in need of rehabilitation and construction of new classes, All schools in need of solar System
- 2 schools in AZ zuhrah in need of rehabilitation and construction of new classes .In AZ zaydiah One school in need of rehabilitation and one in need of rehabilitation and construction of new classes. All schools in need of solar System.
- In As Sukhnah district 3 schools in need of rehabilitation , 3 schools in need of rehabilitation and construction of new classes, one in need of completing the unfinished building. All schools in need of solar System.
- In Al Qanawais , 3 schools in need of rehabilitation and construction of new classes, All schools in need of solar System
- In Aluhayh 2 schools in need of rehabilitation and construction of new classes, All schools in need of solar System
- In Al Marawih 2 schools need rehabilitation and construction of new classes, All schools in need of solar System
- In Al meghlaf, one school in need of rehabilitation and 2 in need of solar system, All schools in need of solar System.
- In Almansourayih 4 schools need rehabilitation and construction of new classes. All schools in need of solar System.
- In Bajel , 1 needs rehabilitation , 1 needs construction of new class,3 rehabilitation and construction of new classes, All schools in need of solar System. All schools in need of solar System.
- In Bayt Alfaqeeh 7 schools need rehabilitation and construction of new classes, All schools in need of solar System.
- in Zabid ,11 schools need rehabilitation and construction of new classes. All schools in need of solar System.

Table 1: Data of needs

Row Labels	Constructing New Classes	rehabilitation	Constructing New Classes And Rehab	Rehabilitation	Completing Unfinished classes	Solar system	No need	Grand Total
Al Jarahi	0	0	3	0	0	3	0	3
Ad Durayhimi	0	0	4	0	0	4	0	4
Az Zuhrah	2	0	2	0	0	5	1	5
Az Zaydiah	0	0	1	1	0	2	0	2
As Sukhnah	0	3	3	0	1	7	0	7
Al Qanawis	0	0	3	0	0	3	0	3
Alluhayah	2	0	2	0	0	4	0	4
Al Marawiah	0	0	2	0	0	2	0	2
Al Mighlaf	0	1	0	0	0	3	0	3
Al Mansuriyah	0	0	5	0	0	5	0	5
Bajil	1	1	3	0	0	5	0	5
Bayt Al Faqih	0	0	7	0	0	7	0	7
Zabid	0	0	11	0	0	11	0	11
Grand Total	5	5	46	1	1	61	1	61

- **Schools and situation in IDP sites:**

Assessments and reports according to the GFD and direct observations by the SMC team in IDP sites indicated the dire need of all visited schools with no exceptions as 100 % of these assessed schools varied in the needs represented in the reports in which many schools in need for full rehabilitation as observed by the team that many students study in the open outdoor or under the trees sitting on the floor or studying inside a classroom ready to collapse over the students heads at any time. On the other hand , many girls or even boys schools are without WASH facilities which expose especially girls and boys to many risks and diseases along the way. The learning atmosphere among assessed school is only 2% of what considered to be high quality of education. Schools laps and learning equipment are zero existed among all assessed schools which makes the learning quality so poor. additionally all schools in Tehma Region are so in much need for solar system especially during summer and hot weather . this is A big concern for all students and teachers in which teaching is so hard and also receiving information is much harder by students.

Let alone many teachers were forced to be absent most of the their attendance time table as result of not having salaries and being forced to look for another job somewhere else. As reported by the team , that 100% of community members volunteers are not getting any kind of incentives from any organization. Worthy to be mentioned that many students were forced to drop out as a result of their inability to pay the monthly community shared payment for teachers.

Photos showing the different needs across schools:



Photo 1: a school in need of completing unfinished classes(AI Mansouryiah)



Photo 2: students study in the yard (under trees)(Az zuhrah)



Photo 3: students in very crowded class that needs rehabilitation.(Al jarrahi)



Photo 4: students without chairs



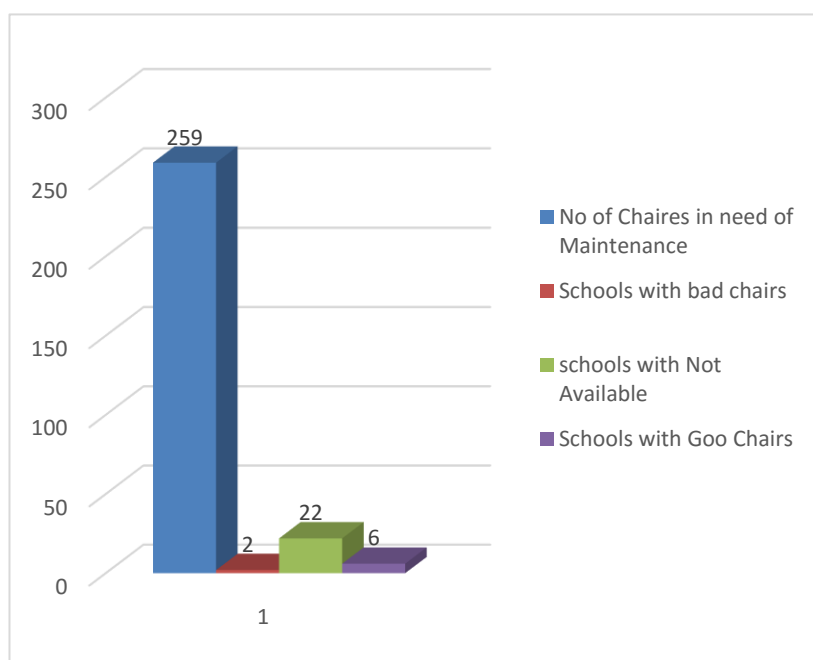
Photo 5: classroom in need of rehabilitation



Main cuseses to be out of schools	Percentage
No of dropped out IDP students	8%
No of students never attended schools	13%
Cost	17%
Not Allowed by schools to be enrolled	1%
No space in school, or school did not answer or allow registration	8%
Poor quality schooling	4%
Children need to work	31%
Early marriage	5%
Recent or continuous movement	1%
School too far away	7%
No transport available	4%
Too young to enrol	27%

Class Rooms Findings:

As Reported there are about 279 class rooms of very bad conditions and in need of full rehabilitation. reports indicated that these classrooms are without or with very bad windows , doors, ceiling, painting, boards, fans, chairs, etc. on the other hand , reports indicated that there are more than 70 students per class in many schools which indicates a big number of crowds



.Assessments reported that there are more than 221 class rooms to be constructed as a result of the big number of students already enrolled or the new IDP arrivals who also increased the crowd of these schools.

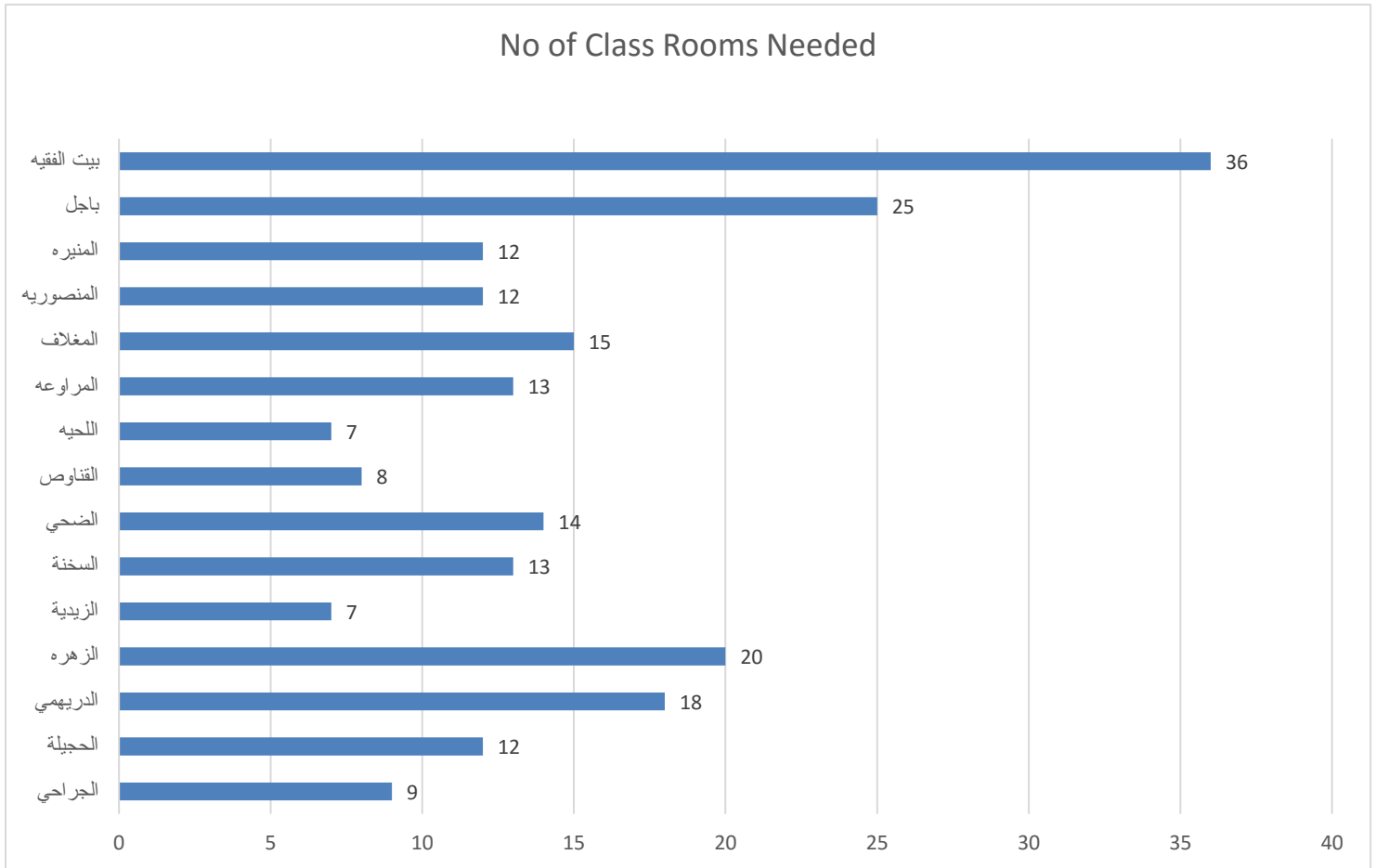
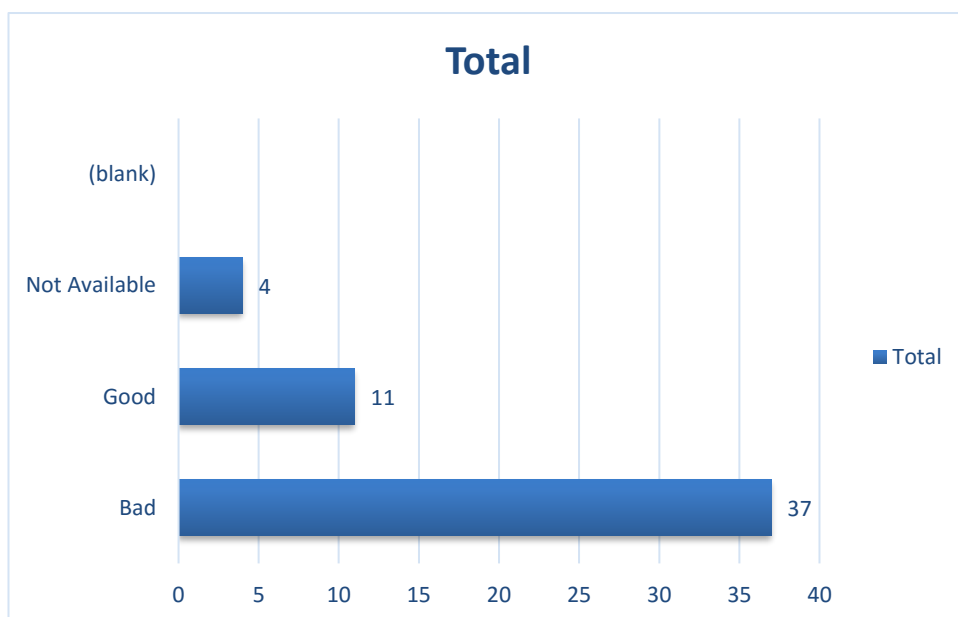


chart 4: of classrooms that schools in need to be constructed

Latrines:

According To the assessment report , there are 4 schools without any WASH facilities and in need of constructing new ones. 11 schools with good WASH conditions.37 schools with bad WASH conditions and in need for Rehabilitation



Recommendations:

We seek An immediate coordination with education sector and partners to coordinate and put forth a plan to target these site as the above mentioned needs are critical.

A second assessment will be conducted in more comprehensively way to examine all other unmentioned needs in this assessment report.

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