

The education severity scale is used to assess to what extent assistance is needed at the community level. It presents seven levels of severity, with **zero** indicating ‘**no problems**’ and **six** indicating a ‘**catastrophic situation**’. The severity scale indicators include variables in three subjects of **education access**, **quality of education** and **education system strengthening**.

Information source

Based on data quality and coverage, the education sector triangulates information from the Education Management Information System (EMIS), OCHA Multi-Sectoral Needs Assessment (MNSA), Needs and Population Monitoring (NPM) education thematic surveys, Assistance Coordination Unit (ACU) reports and 4Ws (Who does What, Where and When) response monitoring to calculate the education severity scales and Population in Need (PiN).

Process

Indicator selection

Six indicators are used to decide the severity scales. These are enrolment, availability of learning facilities, availability of teaching and learning materials, availability of teachers, percent of teachers receiving salary/incentives, and the availability of professional development for education personnel.

Major criteria for severity scale

The education severity scale is calculated at community level. The calculation assigns heavier weight to the enrolment, availability of learning facilities and availability of teachers’ indicators. These indicators are sensitive to the **internally displaced people (IDPs) caseload** and **intensity of conflict** indicators. For example, abnormally high enrolment rates indicates large IDP influx and low intensity of conflict, vice versa low enrolment rates indicates that more children have fled, including due to higher intensity of conflict. Communities under the **control of ISIL, contested or besieged** are assigned the highest severity ranking of **6** in recognition that the education process in these locations might be limited or interrupted and education data might not be up-to-date to capture the current severity. For the same reason, communities under **mixed control** or **hard-to-reach, including military encircled**, are assigned a ranking of **5** if they were previously ranked under **5**.

Subject to data availability, weighted mean severity scales are calculated within the three pillars of **access, quality** and **system**, then further aggregated (by taking weighted mean again) to obtain the overall education severity at the community level.

Severity assignment methodology

With the calculation based on the major criteria above, the following rules apply:

- If data for a community is missing, impute the severity scale from the previous HNO.
- If a community uses neither the Syrian curriculum nor the opposition modified curriculum, add 0.5 to its severity scale.
- At sub-district level, when large gaps are detected between last year and this year (≥ 3 difference), adjust the 2018 severity scales closer to the 2017 ones based on data availability and severity in terms of children-teacher ratio, classroom functionality, and the primary dropout situation suggested by the MSNA, NPM, ACU, 4Ws.
- Communities under the control of ISIL, contested or besieged are given a severity ranking of 6. Communities under mixed control or hard-to-reach, including military encircled, are given a severity ranking of 5 if previous ranking is smaller than 5.
- Severity scales are rounded after above adjustments.
- If MSNA results depict a perceived worsen education situation yet the new severity scale is lower than last year's, adjust the severity scale by 1 for “worse” and by 2 for “much worse”.
- If a community is considered as hard-to-reach category other but the severity scale is lower than 4, add 1 to the current severity scale.

School-age children (5-17 years)

The WoS education sector calculates the school-age children (5-17 years) data using the OCHA estimation of population data which provides distribution of population by age within each age group:

“pop5-7” + “pop8-9” + “pop10-14” + “pop15-17” = pop5-17

29.7% is the estimated number of school-age children (5-17 years) in need of education assistance.

Teachers and education personnel

The number of teachers and education personnel in need of education assistance is calculated from the national pupil-teacher ratio which is estimated **18.1**.

Education Population in Need (PiN) calculation

For the PIN figure, the WoS education sector aggregates the number of school-age children (5-17 years) and the teachers and education personnel in need of education assistance.

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Table 1. Severity scale

	No need of humanitarian assistance		Need of humanitarian assistance		Acute and immediate need of humanitarian assistance		
	0	1	2	3	4	5	6
TOPICS	No problem	Minor problem	Moderate problem	Major problem	Severe problem	Critical problem	Catastrophic problem
Humanitarian situation	----	----	----	----	----	Under mixed control or military encircled	Under the control of ISIL, contested or besieged
1. ACCESS TO EDUCATION (60%)							
1.1 Enrolment (40% within ACCESS. Larger weight assigned because this indicator is more sensitive to the IDP caseload and the intensity of conflict)	The reported number of enrolment is between 95% and 110% of the reported population of school-age children (5-17)	The reported number of enrolment is 6%-10% lower or 11%-20% higher than the reported pop. school-age children (5-17)	The reported number of enrolment is 11%-15% lower or 21%-30% higher than the reported population of school-age children (5-17)	The reported number of enrolment is 16%-20% lower or over 30% higher than the reported population of school-age children (5-17)	The reported number of enrolment is 21%-25% lower than the reported population of school-age children (5-17)	The reported number of enrolment is 26-30% lower than the reported population of school-age children (5-17)	The reported number of enrolment is 30% lower than the reported population of school-age children (5-17)
1.2 Availability of learning facilities (40% within ACCESS. Larger weight assigned because this indicator is more sensitive to the IDP caseload and the intensity of conflict)	100% learning spaces are functional	99% - 95% learning spaces are functional	94% - 90% learning spaces are functional	89% -80% learning spaces are functional	79% - 70% learning spaces are functional	69% - 60% learning spaces are functional	< 60% learning spaces are functional
1.3 Availability of teaching and learning materials (20% within ACCESS)	100% - 90% of school-age children (5-17) receive BTL materials	89% - 85% of school-age children (5-17) receive BTL materials	84% - 75% of school-age children (5-17) receive BTL materials	74% - 65% of school-age children (5-17) receive BTL materials	64% - 55% of school-age children (5-17) receive BTL materials	54% - 45% of school-age children (5-17) receive BTL materials	≤ 44% of school-age children (5-17) receive BTL materials
2. PROVISION OF QUALITY EDUCATION (30%)							
2.1 Availability of teachers (60% within QUALITY. Larger weight assigned because this indicator is more sensitive to the IDP caseload and intensity of conflict)	Pupil - Teacher Ratio (PTR) < 15	Pupil - Teacher Ratio (PTR) 16 - 20	Pupil - Teacher Ratio (PTR) 21 - 25	Pupil - Teacher Ratio (PTR) 26 - 30	Pupil - Teacher Ratio (PTR) 31 - 35	Pupil - Teacher Ratio (PTR) 36 - 40	Pupil - Teacher Ratio (PTR) > 40
2.2 Percent of teachers receiving salary/incentives (40% within QUALITY)	100% - 90% of teachers receiving salary/incentives	89% - 85% of teachers receiving salary/incentives	84% - 75% of teachers receiving salary/incentives	74% - 65% of teachers receiving salary/incentives	64% - 55% of teachers receiving salary/incentives	54% - 45% of teachers receiving salary/incentives	≤ 44% of teachers receiving salary/incentives
3. EDUCATION SYSTEM STRENGTHENED (10%)							
3.1 Education actors professional development (100% within SYSTEM)	100% - 90% of education personnel receive professional development	89% - 85% of education personnel receive professional development	84% - 75% of education personnel receive professional development	74% - 65% of education personnel receive professional development	64% - 55% of education personnel receive professional development	54% - 45% of education personnel receive professional development	≤ 44% of education personnel receive professional development