

Joint Education and Child Protection Needs Assessment Kunduz Province, Afghanistan - September 2017



Background

In collaboration with OCHA and the Afghanistan Education in Emergency Working Group, REACH conducted a Joint Education and Child Protection Needs Assessment (JENA), to identify the education situation and child protection vulnerabilities faced by displaced households (HHs) across Afghanistan.

The JENA aimed to inform evidence-based planning of education programmes in 2018, by assessing the demographics of displaced populations (IDPs, returnees and refugees), attendance and enrolment rates of these children and identifying available services in schools across the country.

Methodology

Mixed methods data collection was conducted between 10 August and 14 September 2017 across all regions of Afghanistan. In total, 9,435 HH-level surveys with displaced HHs containing at least one school-aged boy or girl (5 to 15 years), selected through cluster sampling, and 18 focus group discussions with approximately 6 participants per discussion, were conducted.

The following factsheet reflects quantitative findings from Kunduz province, in which 484 HH surveys took place, providing generalisable findings in this region with a confidence level of 95% and a 5% margin of error.

Demographics

Composition of assessed displaced population, by gender and age:



There was found to be **97** school-aged boys for every **100** school-aged girls among assessed displaced populations.

9.3 average HH size. **4%** of HHs were female-headed.

Displacement

Displacement status of assessed population:



Main previous location of residence of HHs, by displacement status:



Top 3 push and pull factors for displaced HHs:

Push factors	Pull factors
Insecurity and conflict	1 Greater security
Violence or threat to HH	2 Temporary stay before further movement
Government pressure	3 Presence of family and friends

Socio-Economic Wellbeing

9,919 AFN¹ Average income earned by displaced HHs in the last 30 days.

Main source of HH income in the 30 days prior to the assessment:



% of HH income spent on the following items in the 30 days prior to the assessment:



Priority Needs & Assistance

Main priority needs by % of displaced HHs:	Most common type of assistance received in current location by % of HH:
35% Improved security	20% Food
32% Education	13% Cash assistance
15% Food	6% Healthcare

71% of assessed displaced HHs reported having received no assistance in their current location.

Education assistance was reportedly received by **0%** of households, in their current location.

Child Protection

Proportion of boys and girls aged less than 16 years old, earning an income outside of the home:



Proportion of boys and girls married before 16 years old:



¹ 144 USD (1 USD = 69 AFN - Da Afghanistan Bank Exchange Rates, September 2017)

Joint Education & Child Protection Needs Assessment: Kunduz Province

Education

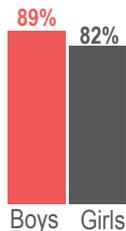
Enrolment

18% of school-aged girls are not enrolled in school, compared to 11% of school-aged boys.

Proportion of children enrolled before displacement:



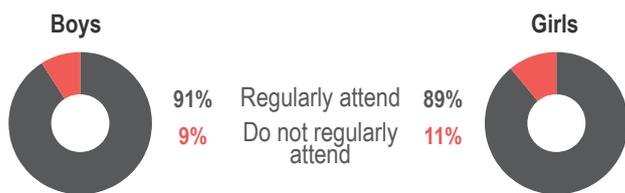
Proportion of children enrolled after displacement, at time of assessment:



Note: Qualitative findings indicated that HHs were more inclined to enrol children in school after displacement, as access to facilities increased, the quality of education was perceived to be higher in urban areas compared to rural locations and children were perceived to be safer travelling to school in these new locations.

Attendance

Proportion of HHs in which girls and boys regularly² attend school, among HHs that enrol children:



Average number of days per week school-enrolled boys attend school, out of six possible days: **5.6**

Average number of days per week school-enrolled girls attend school, out of six possible days: **5.4**

Barriers to Education

Main barriers to education for boys and girls, reported by HHs:

Boys	Girls
Insecurity and violence	1 Long distance to school
Poor quality of education	2 Overcrowded classrooms
Overcrowded classrooms	3 Poor quality of education

Education Facilities

Main education facilities attended by boys and girls in the HH, that are enrolled in schools:



Accessibility

Average distance travelled to school:

Average time spent travelling to school:

Most common mode of transport:

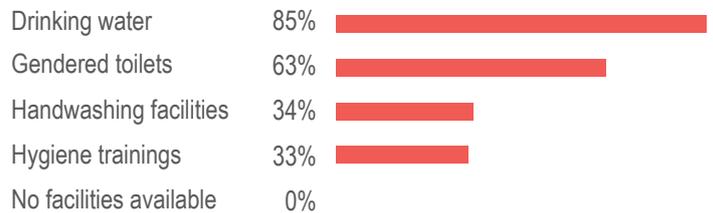
2.4 km
25 minutes
Walking

² Regular attendance refers to attendance at school at least two out of a possible six days, in a given week.

Facilities in Schools

WASH Facilities

Proportion of HHs reporting each type of WASH facility, service or hygiene training in schools attended by children:



Health Facilities

Proportion of HHs reporting the availability of any health facilities and equipments³ in schools:

No facilities available	99%
Health facilities available	1%



Food Provision

Proportion of HHs reporting that food is provided for free within schools:

No food provided	98%
Food provided in schools	2%



Psychosocial Support in Schools

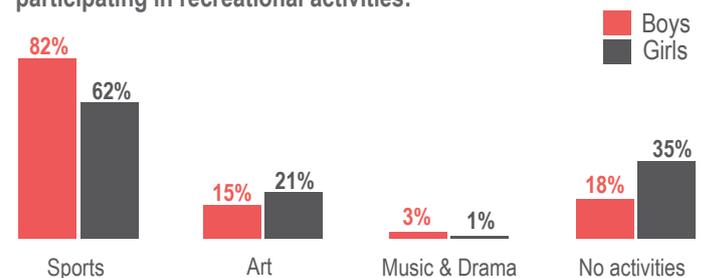
Support Services

Proportion of HHs reporting the presence of the following support mechanisms or services in schools:

Social workers	0%
Support groups	0%
Counsellors	0%
No services available	100%

Recreational Activities

Proportion of HHs reporting at least one boy or girl child participating in recreational activities:



³ With health facilities and equipments referring to any of the following: First aid kits, mental healthcare services or nutrition information sharing.