

# SCHOOLS IN SYRIA

Edition 10 2025





**Copyright © Assistance Coordination Unit 2025.**

Issued by Assistance Coordination Unit (ACU).

It is permitted to use, copy, print, and distribute this report in whole or in part and in any form for humanitarian, educational, or non-profit purposes without referring to the copyright holder for special permission, provided that acknowledgment and reference to the copyright holder are made. ACU appreciates providing a copy of any publication using some data from this report as a source. Note that it is prohibited to sell or use this publication as a commodity, in a commercial manner, or for any commercial purpose of whatever nature without the prior written permission of the Assistance Coordination Unit (ACU). Requests for such permission, with an indication of the purpose of the reproduction and the extent to which the data and/or information are used, shall be sent to the Information Management Unit at this email address:

imu@acu-sy.org Tel: +90 (342) 220 1099

Mention or reference to any company, organization, or commercial product in this document does not imply an endorsement of that party by the Assistance Coordination Unit. It is also not permitted to use the information contained in this document for commercial or advertising purposes. Note that the use of names, trademarks, and symbols (if any) was done by way of editorial drafting without any intent to infringe trademark or copyright laws.

© Copyright images and illustrations as specified.

Quotation:

This report can be referenced when quoting the following image: "Schools in Syria Edition 10" ACU/IMU.

**Disclaimer**

The contents of this report do not reflect the views of the donor, or any of ACU's partners. All contents and views expressed in this report are those of ACU. The report's contents do not imply the expression of any opinion concerning the legal status of any country, territory, city, or areas of its authorities, the delimitation of its frontiers or boundaries, or the endorsement of any policy or political view.



You can also view and obtain an electronic copy of this report through ACU's website at the following website:

**Funded by MEAE**



**MINISTÈRE  
DE L'EUROPE  
ET DES AFFAIRES  
ÉTRANGÈRES**

*Liberté  
Égalité  
Fraternité*

## Acronyms

ACU	Assistance Coordination Unit
SWD	Students With Disabilities
ED	Education Directorate
HNO	Humanitarian Needs Overview
IDP	Internally displaced people
IMU	Information Management Unit
INEE	Inter-agency Network for Education in Emergencies
JENA	Joint Education Needs Assessment
KI	Key informants
CFP	Community Focal Point
NS	Northern Syria
NES	Northeastern Syria
NGO	National government organization
NWS	Northwestern Syria
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
SDF	Syrian Democratic Forces
SIG	Syrian Interim Government
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, sanitation, and hygiene

## TABLE OF CONTENTS

<b>SECTION 1: EXECUTIVE SUMMARY.....</b>	<b>11</b>
<b>SECTION 2: METHODOLOGY .....</b>	<b>15</b>
1. ASSESSED SCHOOLS.....	16
2. ACCESS.....	18
3. DATA COLLECTION INSTRUMENTS .....	18
4. TRAINING ENUMERATORS AND DATA COLLECTION .....	19
5. DATA MANAGEMENT, ANALYSIS, AND REPORT DRAFTING .....	19
6. REPORT DEVELOPMENT TIMELINE.....	19
7. DIFFICULTIES AND CHALLENGES .....	19
<b>SECTION 3: GENERAL INFORMATION .....</b>	<b>21</b>
1. SCHOOL COVERAGE IN PREVIOUS EDITIONS .....	21
2. SCHOOL DISTRIBUTION ACROSS REGIONS.....	22
3. SECURITY SITUATION OF ASSESSED SCHOOLS.....	22
4. STUDENT SURVEY: STUDENT SAFETY IN SCHOOL .....	23
5. TEACHER SURVEY: STUDENT INSECURITY IN SCHOOL.....	24
<b>SECTION 4: BUILDINGS OF OPERATIONAL SCHOOLS .....</b>	<b>26</b>
1. DISTRIBUTION OF OPERATIONAL SCHOOLS.....	26
2. CONDITION OF OPERATIONAL SCHOOL BUILDINGS .....	26
3. TYPES OF OPERATIONAL SCHOOLS (REGULAR VS. OTHER).....	27
4. OPERATIONAL SCHOOL SAFETY AND SECURITY STANDARDS.....	28
5. CONDITION OF CLASSROOMS .....	29
6. CONDITIONS OF DOORS AND WINDOWS .....	29
<b>SECTION 5: WATER AND SANITATION WITHIN SCHOOLS .....</b>	<b>32</b>
1. AVAILABILITY OF WATER IN OPERATIONAL SCHOOLS.....	32
2. DRINKING WATER SOURCES IN OPERATIONAL SCHOOLS.....	32
3. WATER AVAILABILITY FOR DRINKING, HANDWASHING, AND TOILETS IN OPERATIONAL SCHOOLS.....	33
4. STUDENT-TO-TAP RATIO AND TAP REPLACEMENT NEEDS .....	34
5. CONDITION OF TOILETS IN OPERATIONAL SCHOOLS .....	34
6. AVAILABILITY OF GENDER-SEGREGATED TOILETS IN MIXED-GENDER SCHOOLS .....	35
7. STUDENT-TO-TOILET RATIO.....	35
8. SAFETY COMPLIANCE OF SCHOOL TOILETS .....	36
9. AVAILABILITY OF STAFF-DESIGNATED TOILETS IN OPERATIONAL SCHOOLS.....	36
10. SEWAGE DISPOSAL SYSTEMS IN OPERATIONAL SCHOOLS .....	37
11. AVAILABILITY OF CLEANING AND SANITIZING SUPPLIES IN SCHOOLS .....	37
<b>SECTION 6: SCHOOL FURNITURE AND EQUIPMENT .....</b>	<b>39</b>
1. STUDENT DESK CONDITION .....	39
2. AVAILABILITY OF LABORATORIES IN OPERATIONAL SCHOOLS.....	39
3. AVAILABILITY OF LIBRARIES IN OPERATIONAL SCHOOLS .....	39
4. AVAILABILITY OF COMPUTER LABS IN OPERATIONAL SCHOOLS.....	40
<b>SECTION 7: EDUCATIONAL LEVELS AND SCHOOL SUSPENSION.....</b>	<b>42</b>
1. SEPARATION OF EDUCATIONAL STAGES .....	42
2. EDUCATIONAL STAGES.....	42
3. SUSPENSION OF SCHOOL ATTENDANCE .....	43
<b>SECTION 8: EDUCATIONAL CURRICULA .....</b>	<b>45</b>
1. CURRICULA IMPLEMENTED IN NORTH SYRIA.....	45



2.	CAREGIVER SURVEY: PREFERRED CURRICULA FOR THEIR CHILDREN.....	46
3.	GAPS IN SUBJECT COVERAGE AND CONTRIBUTING FACTORS.....	46
4.	CURRICULUM COVERAGE IN THE LAST ACADEMIC YEAR.....	47
5.	SOURCES OF TEXTBOOKS.....	47
6.	TEACHER SURVEY: STRATEGIES FOR TEXTBOOK SHORTAGES.....	48
<b>SECTION 9: STUDENTS.....</b>		<b>50</b>
1.	STUDENT DISTRIBUTION ACROSS REGIONS.....	50
2.	GENDER DISTRIBUTION AND STUDENT ENROLLMENT BY GRADE LEVEL.....	51
3.	AVAILABILITY OF KINDERGARTENS WITHIN SCHOOLS.....	51
4.	STUDENT GENDER SEGREGATION.....	52
5.	CAREGIVERS SURVEY: DISTANCE TO SCHOOLS.....	53
6.	CAREGIVER SURVEY: STUDENT VULNERABILITY ON THE WAY TO SCHOOL.....	53
7.	STUDENT SURVEY: REASONS FOR MORNING SCHOOL DELAYS.....	54
8.	STUDENT SURVEY: REASONS FOR SCHOOL ABSENCES.....	54
9.	OVERCROWDED CLASSROOMS.....	55
10.	DIFFICULTIES FACED BY STUDENTS IN SCHOOLS.....	56
11.	MECHANISMS OF STUDENT ADVANCEMENT.....	58
12.	TEACHER SURVEY: STUDENT AGE-GRADE ALIGNMENT.....	58
<b>SECTION 10: STUDENT AND SCHOOL NEEDS.....</b>		<b>60</b>
1.	STUDENT REQUIREMENTS.....	60
2.	STUDENT SURVEY: MEAL CONSUMPTION BEFORE AND DURING SCHOOL.....	60
3.	PRINTER AND COMPUTER NEEDS IN SCHOOLS.....	61
4.	SCHOOL HEATING FUEL NEEDS.....	61
5.	SCHOOL FEES PAID BY STUDENTS.....	62
<b>SECTION 11: TEACHERS.....</b>		<b>64</b>
1.	TEACHER DISTRIBUTION.....	64
2.	TEACHER EMPLOYMENT STATUS.....	66
3.	ACADEMIC QUALIFICATIONS OF NON-REGULAR TEACHERS.....	66
4.	TEACHERS RECEIVING SALARIES.....	67
5.	SOURCES OF TEACHER SALARIES.....	68
6.	TEACHER SALARY DISPARITIES.....	68
7.	TEACHER SURVEY: TEACHER SALARIES VS. COST OF LIVING.....	69
8.	IN-KIND SUPPORT FOR TEACHERS.....	69
9.	ADMINISTRATIVE AND SUPPORT STAFF IN SCHOOLS.....	70
<b>SECTION 12: PSYCHOSOCIAL SUPPORT AND STUDENTS WITH DISABILITIES.....</b>		<b>72</b>
1.	STUDENTS WITH DISABILITIES (SWDs) IN SCHOOLS.....	72
2.	DISABILITIES BY TYPE.....	72
3.	EQUIPPED SCHOOLS FOR STUDENTS WITH MOBILITY IMPAIRMENTS.....	73
4.	AVAILABILITY OF SPECIALISTS FOR STUDENTS WITH DISABILITIES.....	73
5.	ORPHANS IN SCHOOLS.....	73
6.	PSYCHOLOGICAL COUNSELORS IN SCHOOLS.....	74
7.	TEACHER SURVEY: TEACHER TRAINING IN DISASTER EDUCATION.....	74
8.	PRINCIPAL SURVEY: TRAINING COURSES IN SCHOOL MANAGEMENT DURING DISASTER.....	74
9.	CAREGIVER SURVEY: CHILDREN'S RELUCTANCE TO ATTEND SCHOOL.....	75
10.	STUDENT SURVEY: STUDENT-REPORTED EMOTIONAL SYMPTOMS IN SCHOOLS.....	75
11.	STUDENT SURVEY: STUDENT SURVEY: SOCIAL INTERACTION AND BEHAVIORAL PATTERNS.....	76
12.	STUDENT SURVEY: SELF-AWARENESS AND EMOTIONAL WELL-BEING.....	76
13.	PRINCIPAL SURVEY: PRINCIPAL TRAINING ON SAFE REFERRAL PATHWAYS.....	77
<b>SECTION 13: REGULATORY FRAMEWORK AND GOVERNANCE IN EDUCATION.....</b>		<b>79</b>

1.	ADMINISTRATIVE STRUCTURE IN SCHOOLS.....	79
2.	PRINCIPAL SURVEY: PRINCIPAL TRAINING IN SCHOOL ADMINISTRATION .....	79
3.	TEACHER SURVEY: COMPLIANCE WITH THE CODE OF CONDUCT .....	80
4.	PRINCIPAL SURVEY: USE OF DAILY STUDENT ATTENDANCE RECORDS .....	80
5.	TEACHER SURVEY: USE OF LESSON PLAN NOTEBOOKS .....	81
6.	PRINCIPAL SURVEY: PARENT COUNCILS AND MEETINGS .....	81
<b>SECTION 14: NON-OPERATIONAL SCHOOLS .....</b>		<b>83</b>
1.	GEOGRAPHIC DISTRIBUTION .....	83
2.	REASONS FOR SCHOOL CLOSURES .....	83
3.	CONDITION OF NON-OPERATIONAL SCHOOL BUILDINGS .....	84
4.	EDUCATIONAL CONTINUITY IN NON-OPERATIONAL SCHOOLS .....	85
<b>SECTION 15: PRIORITIES AND RECOMMENDATIONS.....</b>		<b>87</b>
1.	PRIORITIES .....	87
2.	RECOMMENDATIONS.....	91

## Table of Figures

Figure 1:Operational vs. Non-Operational Schools Across Regions .....	22
Figure 2:School Security Classification .....	23
Figure 3: Student Perception of Safety in Schools .....	23
Figure 4: Teacher-Reported Student Safety in Schools .....	24
Figure 5: Operational Schools Distribution .....	26
Figure 6: Construction Status of Operational Schools .....	26
Figure 7: Destruction Causes of Partially Destroyed Schools .....	27
Figure 8: Operational School Types .....	28
Figure 9: Meeting safety and security standards .....	28
Figure 10: Availability of Fences and Courtyards in Schools .....	28
Figure 11: Classroom Readiness for Education .....	29
Figure 12: Status of Classroom Doors and Windows .....	30
Figure 13: Water Availability in Operational Schools .....	32
Figure 14: Drinking Water Sources in Operational Schools .....	32
Figure 15: Water Availability for Drinking and General Use in Operational Schools .....	33
Figure 16: Student-to-Drinking Water Tap Ratio in Schools .....	34
Figure 17: Toilets by Functional Status .....	34
Figure 18: Mixed-Gender Schools by Gender-Segregated Toilets .....	35
Figure 19: Schools by Student-to-Toilet Ratio .....	35
Figure 20: Operational Schools by Toilet Safety Standards .....	36
Figure 21: Availability of Staff-Designated Toilets .....	36
Figure 22: Sewage Disposal Systems in Operational Schools .....	37
Figure 23: Availability of Cleaning and Sanitizing Supplies in Schools .....	37
Figure 24: Student Desk Availability and Condition .....	39
Figure 25: Lab Availability in Operational Schools .....	39
Figure 26: Availability of Libraries in Operational Schools .....	39
Figure 27: Availability of Computer Labs .....	40
Figure 28: Separation of Educational Stages in Schools .....	42
Figure 29: Educational Stages in Schools .....	42
Figure 30: Attendance Suspension in Operational Schools .....	43
Figure 31: Curricula Adoption in North Syria Schools by Governing Authority .....	45
Figure 32: Preferred Curricula by Caregivers for Their Children .....	46
Figure 33: Subject Coverage and Reasons for Omission .....	46
Figure 34: Percentage of Curricula Taught in the Last Academic Year .....	47
Figure 35: New vs. Used Textbooks Distribution .....	47
Figure 36: Teacher Strategies for Textbook Shortages .....	48
Figure 37: Student Distribution .....	50
Figure 38: Student Gender and Grade-Level Distribution .....	51

Figure 39: Kindergarten Availability in Operational Schools	51
Figure 40: School Distribution by Gender Segregation	52
Figure 41: Caregiver-Reported Distance to Schools and Perceived Suitability	53
Figure 42: Caregiver-Reported Student Vulnerability and Types of Risks on the Way to School	53
Figure 43: Frequency and Reasons for Student Tardiness	54
Figure 44: Frequency and Reasons for Student Absences	54
Figure 45: Classroom Crowdedness Levels	55
Figure 46: Student Progression Rates by Advancement Method	58
Figure 47: Teacher-Reported Student Age-Grade Alignment Rates	58
Figure 48: School Distribution Based on School Bag Provision	60
Figure 49: Student Meal Consumption Before and During School	60
Figure 50: Printer & Computer Needs in Schools	61
Figure 51: Fuel Needs in Operational Schools	61
Figure 52: School Fees Paid by Students and Exemption Categories	62
Figure 53: Teacher Gender Distribution	64
Figure 54: Regular and Non-regular Teacher Distribution	66
Figure 55: Non-Regular Teachers by Educational Qualification	66
Figure 56: Teacher Salary Status	67
Figure 57: Teacher Salaries by Funding Source	68
Figure 58: Teacher Salary Averages in USD by Funding Source	68
Figure 59: Salaries vs. Daily Living Needs	69
Figure 60: In-Kind Support for Teachers in Schools	69
Figure 61: Administrative Staff in Schools by Role	70
Figure 62: Schools Enrolling Children with Disabilities	72
Figure 63: SWDs by Type	72
Figure 64: Schools Equipped to Accommodate SWDs	73
Figure 65: Availability of Specialists for SWDs	73
Figure 66: Orphans in Schools	73
Figure 67: Psychological Counselors in Schools	74
Figure 68: Teacher Training in Education During Disasters	74
Figure 69: Principal Training in Disaster Management	74
Figure 70: Caregiver-Reported Children's Reluctance to Attend School	75
Figure 71: Student-Reported Emotional Symptoms	75
Figure 72: Student-Reported Behavioral Patterns	76
Figure 73: Student Self-Awareness and Emotional Well-Being in Schools	76
Figure 74: Principal Training on Safe Referral Pathways	77
Figure 75: Administrative Structure and Staffing in Schools	79
Figure 76: Principal Training in School Administration	79
Figure 77: Teacher compliance With Code of Conduct	80
Figure 78: Principals' Use of Daily Student Attendance Records	80
Figure 79: Lesson Planning Approaches Used by Teachers	81
Figure 80: Parent Councils or Meetings	81
Figure 81: Geographic Distribution of Non-operational Schools	83
Figure 82: Structural Condition of Non-Operational School Buildings	84
Figure 83: Trends in the Structural Condition of Non-Operational Schools over Years	84
Figure 84: Education Status of Completely Destroyed Schools	85



## Table of Maps

Map 1 Areas covered by this study. _____	17
Map 2 Distribution of Students Across Districts _____	50
Map 3 Teacher Distribution at The Sub-district Level _____	65
Map 4 Percentage of teachers receiving salaries- sub-district level _____	67
Map 5 First Priority for Assessed Schools _____	88
Map 6 Second Priority for Assessed Schools _____	89
Map 7 Third Priority for Assessed Schools _____	90

## List of Tables

Table 1: Information on Schools Included in The Assessment by Region _____	16
Table 2: The Coverage of Schools During All Editions of The Assessment _____	21
Table 3: Home-Related Challenges Affecting Students in Schools _____	56
Table 4: School-Related Challenges Affecting Students in Schools _____	57
Table 5: Reasons for School Closures _____	83
Table 6: Priorities _____	87

## **SECTION 1:**

# **EXECUTIVE SUMMARY**

## Section 1: Executive Summary

### Section I: Introduction

The 10th edition of the Schools in Syria report evaluates the education landscape in Northern Syria for the 2024-2025 academic year. Produced annually by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU), the report provides key insights into school conditions across Northern Syria.

### Section 2: Methodology

This report builds on previous editions, employing quantitative and qualitative methods to analyze data from **5,032** schools across **75** Sub-districts in **eight** areas. Surveys with students, parents, teachers, and principals provide a comprehensive view of the educational landscape. A total of **23,801** electronic forms, including **18,769** opinion questionnaires, were used to assess school conditions.

The assessment covers Northwest Syria (**NWS**), including Afrin, Idleb, Northern Aleppo, and Ras Al-Ain & Tell Abiad (RAATA), and Northeast Syria (**NES**), including Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, and Eastern Aleppo.

### Section 3: General Information

This section compares the number of assessed schools in the current and previous nine editions of the Schools in Syria report and evaluates school security based on criteria relevant to the Syrian context.

- **89%** of schools were classified as **safe**, while **8%** showed some safety concerns, and **1%** were deemed **unsafe**, including **46 high-risk** schools.
- **8%** of students reported feeling **unsafe** at school, and **15%** of teachers noted that students expressed security concerns.

### Section 4: Buildings of Operational Schools

This section examines the condition and suitability of operational school buildings for education.

- 96% of operational schools remain intact, while 4% are partially destroyed.
- 50% of school damage is due to conflict, 28% to theft, 10% to neglect, and 8% to the February 2023 earthquake.
- 84% of assessed schools are conventional, many predating the conflict, while 14% are rural institutions.
- Only 72% of schools meet INEE safety standards.
- 80% of classrooms are adequately equipped, but 19% require repairs or additional furniture.

## Section 5: Water and Sanitation Within Schools

This section examines the availability of drinking and utility water, its sources, and the condition of school sanitation facilities.

- **90%** of operational schools have water; **10%** lack access, forcing students and staff to bring water from home.
- Drinking water is limited in **63%** of schools and absent in **7%**, while toilet water is insufficient in **65%** and unavailable in **8%**.
- **31%** of schools rely on the public network for water, while **42%** use water trucks.
- **20%** of school toilets need maintenance, and **45%** lack gender-segregated facilities.
- **38%** of mixed-gender schools do not meet **INEE** safety standards.
- In **49%** of schools, staff and students share the same toilets.

## Section 6: School Furniture and Equipment

This section outlines the condition of school furniture and educational resources.

- **13%** of desks need repairs.
- Functional school laboratories exist in 35 schools, libraries in 99, and computer rooms in only 26 schools.

## Section 7: Educational Levels and School

This report section outlines the educational levels and age group distribution within the assessed schools.

- **73%** of operational schools have separate educational levels.
- **68%** of schools serve only primary.
- **21%** combine primary and preparatory.
- **3%** combine primary, preparatory, and secondary.

## Section 8: Educational Curricula

This section examines regional curricula, parental preferences, and teacher perspectives on pre- and post-2011 curricula. It also addresses textbook sources, shortages, and strategies to manage classroom material gaps.

- **53%** of schools follow the opposition curriculum, primarily in NWS.

- **37%** implement the self-administration curriculum, mainly in NES.
- **6%** use the regime curriculum, while **4%** follow the UNICEF curriculum.
- **40%** schools completed the full curriculum, while **45%** covered 76%-99%.

## Section 9: Students

This section analyzes student enrollment, age distribution, dropout rates, and challenges like accreditation, financial constraints, and commute safety risks.

- **1,414,130** students are enrolled in operational schools, with a 50% male-female distribution.
- **58%** students are in grades 1–4, **37%** in grades 5–9, and only **5%** in grades 10–12.
- **76%** schools are mixed-gender, while **9%** are female-only and **10%** male-only.
- Frequent or occasional absenteeism is mainly due to **illness (33%)**, household responsibilities (**19%**), severe weather (11%), and work obligations (11%).

## Section 10: Student and School Needs

This section highlights the critical shortage of students and school supplies.

- Severe shortages in school supplies, with 95% of schools lacking bags.
- Heating and fuel remain the top priority, requiring 17.9 million liters of diesel annually for five hours daily over four winter months.
- 34% (1,530 schools) charge annual student fees.

## Section 11: Teachers

This section provides an overview of teachers in operational schools, covering qualifications, salaries, and funding sources, along with roles of administrative and service staff.

- **61,721** teachers were identified, with **51%** being female.
- **81%** of regular teachers hold teaching-related degrees, while **19%** are non-regular due to a shortage of qualified educators.
- **94%** of teachers received salaries during the 2024-2025 academic year. Salaries were funded by governing authorities (**42%**), local NGOs (**13%**), and international NGOs (**3%**).

## Section 12: Psychological Support and Students with Disabilities

This section examines psychosocial support services and school readiness for children with disabilities.

- **34%** of schools enroll SWDs, yet only **6%** are equipped to support them.
- **75,253** orphaned students were identified in assessed schools.
- **93%** of schools lack psychological counselors.
- The section also explores students' emotional, social, and self-awareness symptoms and evaluates educational staff's awareness of referral pathways for safe student support.

## Section 13: Regulatory Framework and Governance in Education

This section examines educational policies and governance in NS.

- **86%** of schools have a structured management system.
- Daily attendance records and lesson planning notebooks are reviewed.
- **40%** of teachers have not signed a code of conduct.
- Insights on parent councils and their role in schools are also provided.

## Section 14: Non-Operational Schools

- **9%** (428) of assessed schools are non-operational, mainly due to building destruction, furniture shortages, and military use.
- **28%** of those schools are partially destroyed and **36%** are completely demolished.
- Only **9%** of former students ( in 22 schools) continue education in alternative locations.

## Section 15: Priorities and Recommendations

- **Urgent Needs:** Schools require heating, electricity, notebooks, curricula, and infrastructure repairs.
- **Disaster Preparedness:** Implement emergency training and psychosocial support to help students and educators cope with trauma.
- **Teacher Retention:** 7% unpaid, 97% struggling financially—a sustainable salary system is critical to prevent teacher migration to high-paying jobs.
- **Inclusive Education & Learning Resources:** 4% of schools having facilities to accommodate CWDs, and 45% of textbooks are reused—urgent action is needed.
- **Infrastructure & WASH:** 85% lack cleaning supplies, 11% of classrooms are overcrowded—schools need sanitation, ventilation, and expansion support.



**SECTION 2:**

# **METHODOLOGY**

## Section 2: Methodology

### 1. Assessed Schools

This report encompasses schools disaggregated into operational and non-operational categories. Operational schools have active students and teachers, while non-operational schools are those without students or staff, often due to severe damage or alternative use of the premises.

The assessment evaluated operational schools based on infrastructure, water and sanitation facilities, availability of resources, curriculum, certification types, and overall needs. Surveys targeted students, caregivers, teachers, and school principals to identify challenges in the educational process. While for non-operational schools, the assessment focused on building conditions.

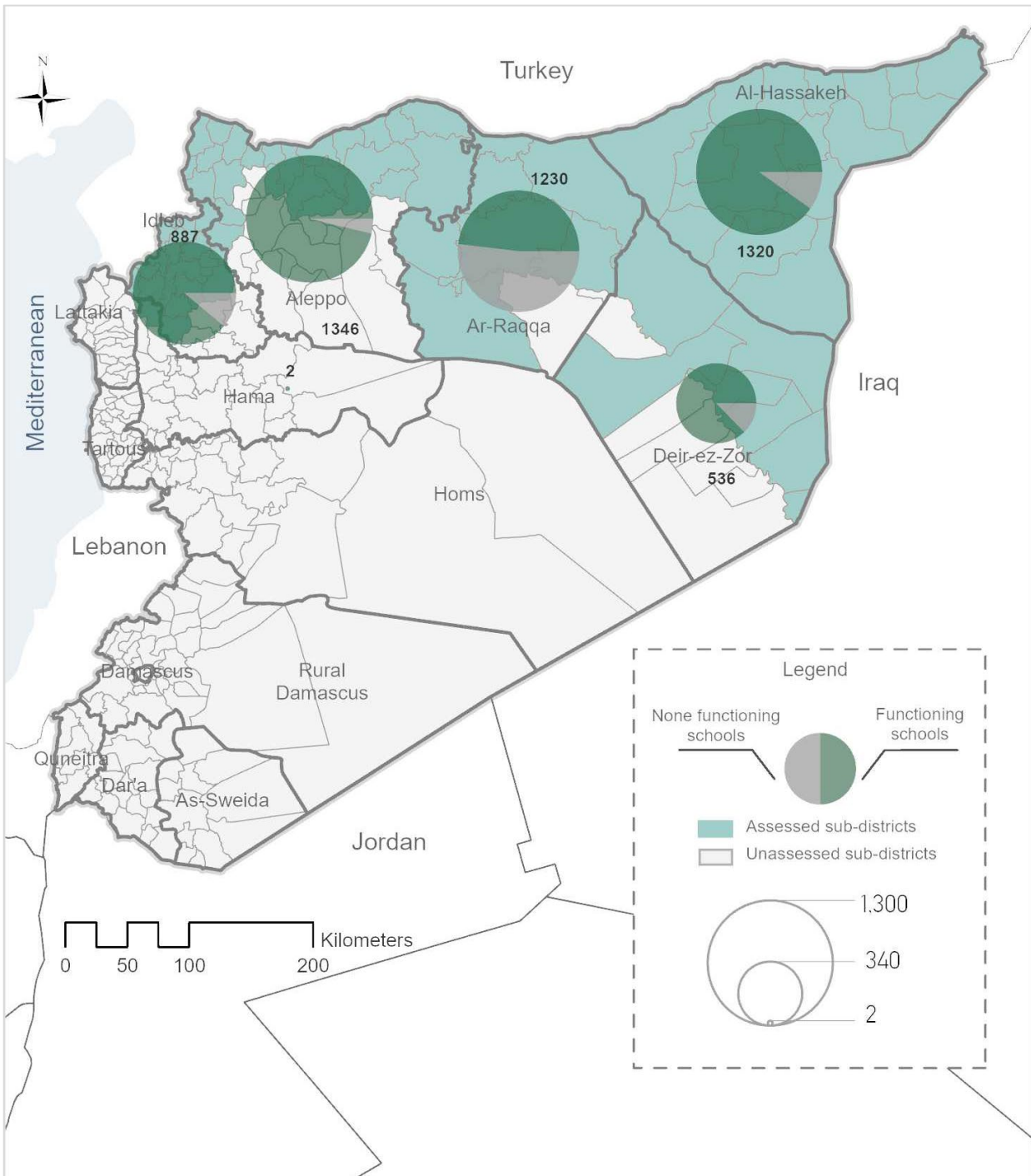
The “Schools in Syria” report comprises 15 sections, with 13 dedicated to operational schools, one to non-operational schools, and one to recommendations guiding education sector partners.

While the study aimed to cover all schools in NS, security concerns, lack of cooperation, and access restrictions affected data collection, particularly in NES. Despite these obstacles, the assessment covered 5,032 schools in NWS and NES, spanning 75 sub-districts across 24 districts. The proportion of operational schools reached 91% (4,604 schools).

**Table 1: Information on Schools Included in The Assessment by Region**

Region	# Districts	# Sub-districts	# School	# Operational schools	# Non-operational schools	% Operational schools	% Non-operational schools
Al-Hasakeh	4	15	1,177	996	181	85%	15%
Ar-Raqqa	2	5	352	304	48	86%	14%
Deir-ez-Zor	3	6	502	472	30	94%	6%
Eastern Aleppo	2	5	431	420	11	97%	3%
Afrin	1	7	338	292	46	86%	14%
Idleb	7	23	1,435	1360	75	95%	5%
Ras Al Ain & Tell Abiad	2	4	281	248	33	88%	12%
Northern Aleppo	3	10	516	512	4	99%	1%
Northern Syria	24	75	5,032	4,604	428	91%	9%

Map 1 Areas covered by this study.



## 2. Access

IMU enumerators accessed NWS schools through agreements but faced challenges in Idlib due to restrictions and the Deterrence of Aggression operation in late November 2024, leading to intermittent data collection. In the northeast, they relied on private community focal points (CFPs) working in education and surveys outside of schools to gather information discreetly.

## 3. Data Collection Instruments

The questionnaires build on insights from nine previous editions of the *Schools in Syria* report. The IMU conducts workshops after each edition, gathering stakeholder feedback and integrating comments via email to refine tools. The refinement in this edition included two phases:

- **Phase 1:** The IMU drafted a questionnaire covering school conditions in NS, incorporating lessons from past editions. It adapts questions from Humanitarian Needs Overview (HNO), and from the Joint Education Needs Assessments (JENA) took place in 2022-2023 under the supervision of the Syria Cross-Border Education Cluster (EC).
- **Phase 2:** Tools were tested in two schools per governorate. Enumerators completed electronic surveys, and IMU officers reviewed and refined data collection instruments
- **School Questionnaire:** The survey covered controlling forces, security issues, teacher concerns, student needs (including those with disabilities and orphans), and the availability of supplies like textbooks and meals. It also identified key school priorities.
- **Students Survey:** This tool gathered insights on school safety, home caregivers, meal access, attendance commitment, and psychological, physical, and social well-being. Enumerators surveyed **5,594 students** from NS, randomly selected across different age groups. Gender distribution was **41% female, 59% male**, with **81% host community and 19% IDPs**, including **2% with disabilities**.
- **Caregivers Survey:** Enumerators interviewed **6,033 caregiver** across NS, covering diverse social and economic backgrounds. Participants included **28% mothers and 71% fathers, with 82% from the host community and 18% IDPs**. The survey explored attendance commitment, dropout reasons, curriculum preferences, and psychological well-being.
- **Teachers Survey:** IMU surveyed **3,484 teachers** (44% female, 56% male) across NS. Topics included emergency training, bullying, school safety, war impacts, student diversity, supply shortages, salaries, curriculum evaluation, and student issues.
- **Principal Survey:** Interviews with **3,658 principals/vice principals** (26% female, 74% male) covered emergency training, teacher evaluations, attendance monitoring, dropout prevention, parental engagement, and school challenges.

## 4. Training Enumerators and Data Collection

The IMU trained 115 enumerators over two days online, providing recorded sessions for reference. A pilot phase of data collection helped refine questionnaires based on field observations. Enumerators were assigned per sub-district, with persistent coordination from Turkey. Enumerators followed tailored work plans, adapted to school closures, and conducted occasional on-site visits to capture photos and document observations.

## 5. Data Management, Analysis, and Report Drafting

The enumerators used ONA to complete the questionnaires electronically. Network team received and merged the data into an Excel database. Information management (IM) officers cleaned and verified the data, identifying outliers and missing values. They collaborated with the network team to correct any errors. After data cleaning, the IMU team used visualization and design software to carry out analyses. The initial English draft was translated into Arabic.

## 6. Report Development Timeline

Preparations for the 10th edition of the “Schools in Syria” report commenced in October 2024. Data collection commenced during the first semester of the 2024-2025 academic year. However, numerous interruptions were experienced due to the ongoing political and military unrest in Syria. The data collection instruments were meticulously drafted and programmed electronically. Enumerators received comprehensive two-day training on ONA. A pilot phase of two days was subsequently conducted, during which enumerators submitted data. Data collection concluded on January 15, 2025. IM Team verified the data, identified and extracted outliers and missing values, which were subsequently reviewed with enumerators. GIS maps were generated and embedded into the report. English report draft was prepared, followed by translation into Arabic. The Media Team designed the reports, with a release date set for March 2025.

## 7. Difficulties and Challenges

During data collection, the IMU encountered various challenges, including:

- Acquiring the necessary approvals for data collection proved to be challenging.
- Interruptions and delays in data collection were caused by the military operation launched by the opposition, which overthrew the Asad regime and gained control of Syria. Consequently, the IMU prioritized producing daily updates on field developments and conducted several assessments to identify the needs of major governorate cities following the political change.
- Limited access to remote communities, coupled with the associated transportation costs, posed additional challenges.
- Operating in conflict areas necessitated enhanced security measures to ensure the safety of the enumerators.
- Security threats posed difficulties in capturing photographs of schools or relevant infrastructure.

**SECTION 3:**

**GENERAL  
INFORMATION**



## Section 3: General Information

### 1. School Coverage in Previous Editions

In the seventh edition<sup>1</sup> (2021), the assessment covered 3,992 schools, including 3,598 operational and 394 non-operational schools across 71 sub-districts.

The eighth edition<sup>2</sup> (2022) saw a slight increase, covering 4,066 schools, with 3,737 operational and 329 non-operational schools, maintaining coverage across 71 sub-districts.

In the ninth edition<sup>3</sup> (2023), the number of assessed schools rose significantly to 4,662, including 4,336 operational and 425 non-operational schools, expanding to 76 sub-districts.

The tenth edition (2024) continues this upward trend, covering 5,032 schools, with 4,604 operational and 428 non-operational schools across 75 sub-districts.

**Table 2: The Coverage of Schools During All Editions of The Assessment<sup>4</sup>**

Year	Total Schools	Operational Schools	Non-Operational Schools	Sub-districts Covered
2024	5,032	4,604	428	75
2023	4,662	4,336	425	76
2022	4,066	3,737	329	71
2021	3,992	3,598	394	71
2020	3,685	3,340	345	69
2019	4,016	3,378	638	78
2018	4,079	3,086	756	99
2017	3,373	1,995	1378	90
2016	3,228	1,658	1,570	85

<sup>1</sup> [https://acu-sy.org/imu\\_reports/schools-in-syria-07-thematic-2022/](https://acu-sy.org/imu_reports/schools-in-syria-07-thematic-2022/)

<sup>2</sup> [https://acu-sy.org/imu\\_reports/schools-in-syria-08-thematic-2023-en-2/](https://acu-sy.org/imu_reports/schools-in-syria-08-thematic-2023-en-2/)

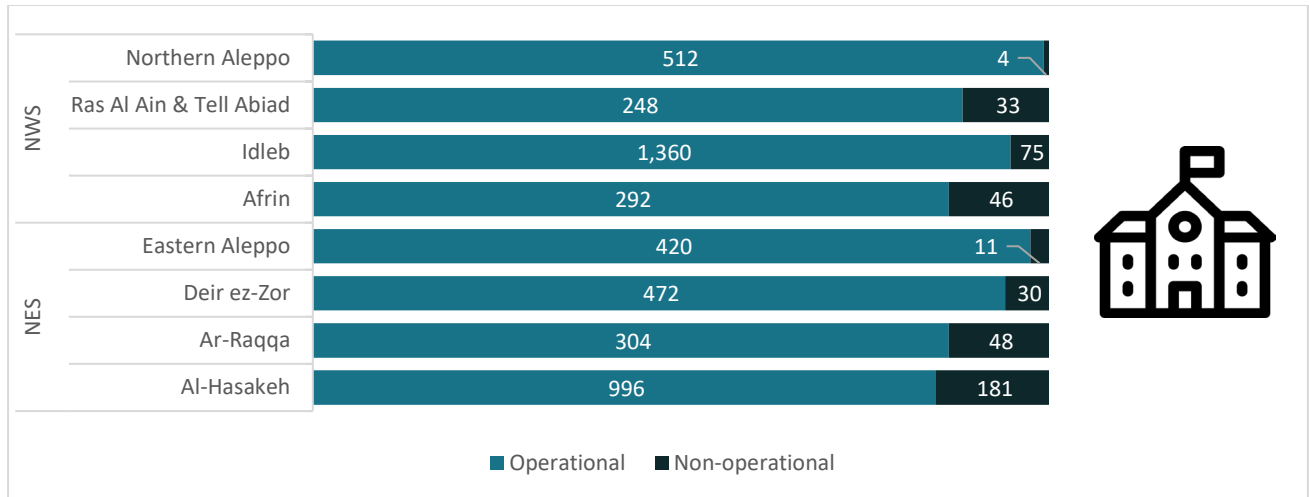
<sup>3</sup> [https://acu-sy.org/imu\\_reports/schools-in-syria-09-thematic-2024-en/](https://acu-sy.org/imu_reports/schools-in-syria-09-thematic-2024-en/)

<sup>4</sup> Dark shades denote wider school coverage.

## 2. School Distribution Across Regions

Idleb has the highest number of operational schools (1,360), while the Northern countryside of Aleppo has the lowest (512). Al-Hasakeh follows closely with 996 operational schools.

Figure 1: Operational vs. Non-Operational Schools Across Regions



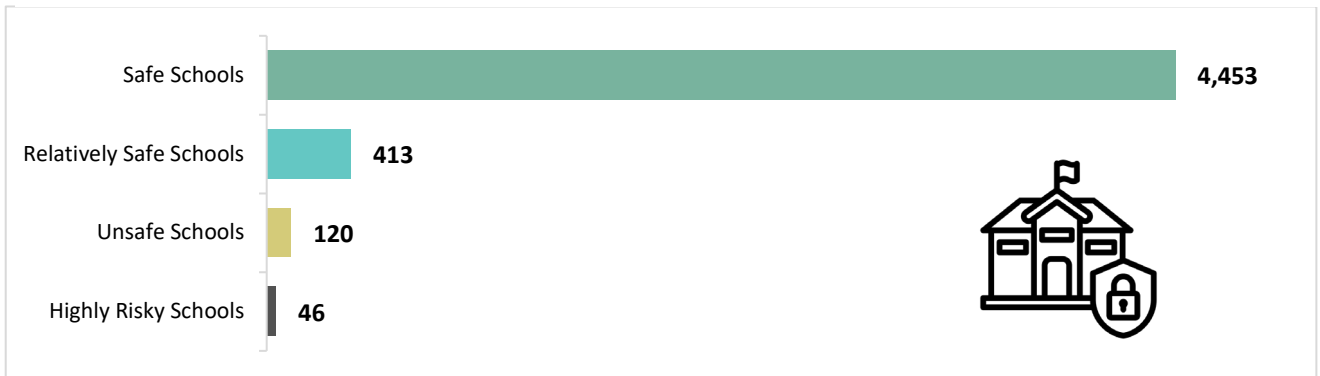
## 3. Security Situation of Assessed Schools

Schools in Syria faced threats from air and ground attacks, particularly near conflict zones. The INEE Minimum Standards cover safety and broader education needs, but the IMU developed context-specific safety standards to assess schools. Schools are classified into four levels based on security conditions:

- **Safe:** No history of direct attacks, located away from frontlines and shelling.
- **Relatively Safe:** In areas with sporadic shelling ( $\leq 1$  incident/month), no direct attack history, but risks exist during commutes.
- **Unsafe:** Previously targeted, increasing re-attack likelihood; intermittent shelling and clashes occur.
- **Highly Risky:** Directly bombed before or located in zones with constant bombing and clashes.

The majority of schools are classified as safe 4,453 (89%) or relatively safe 413 (8%), while 120 (1%) are unsafe, and 46(2%) face high risk.

Figure 2: School Security Classification



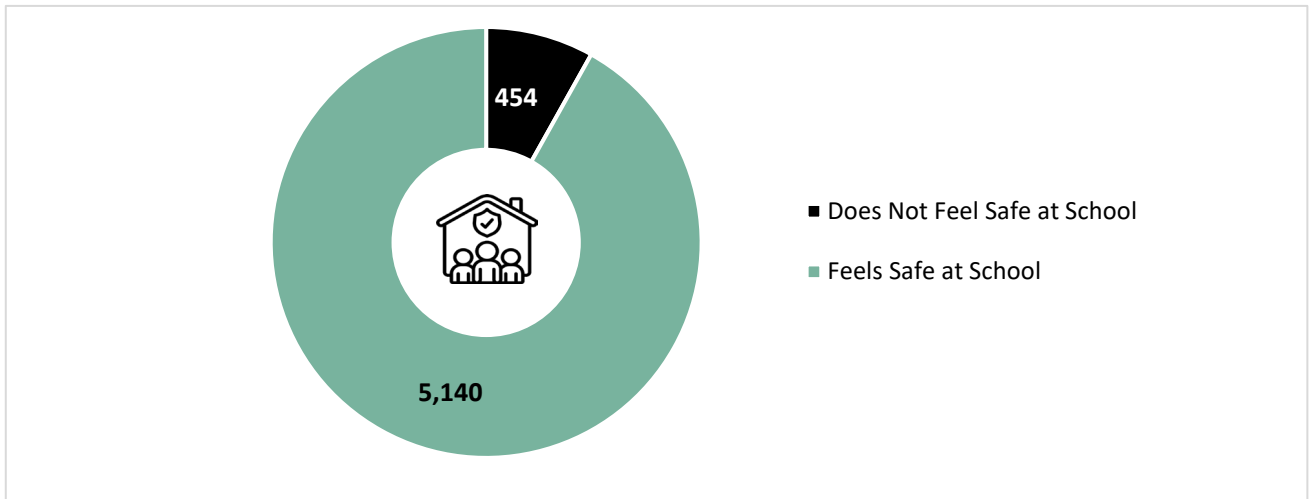
Idleb, Ras Al Ain, and Tell Abiad (RAATA) show the highest insecurity levels, with 10% of schools classified as unsafe or highly risky.

#### 4. Student Survey: Student Safety in School

The majority of students<sup>5</sup> (92%) feel safe at school, while 8% report feeling unsafe.

The Northern countryside of Aleppo (18%), Afrin (15%), and Al-Hasakeh (12%) have the highest percentages of students feeling unsafe.

Figure 3: Student Perception of Safety in Schools

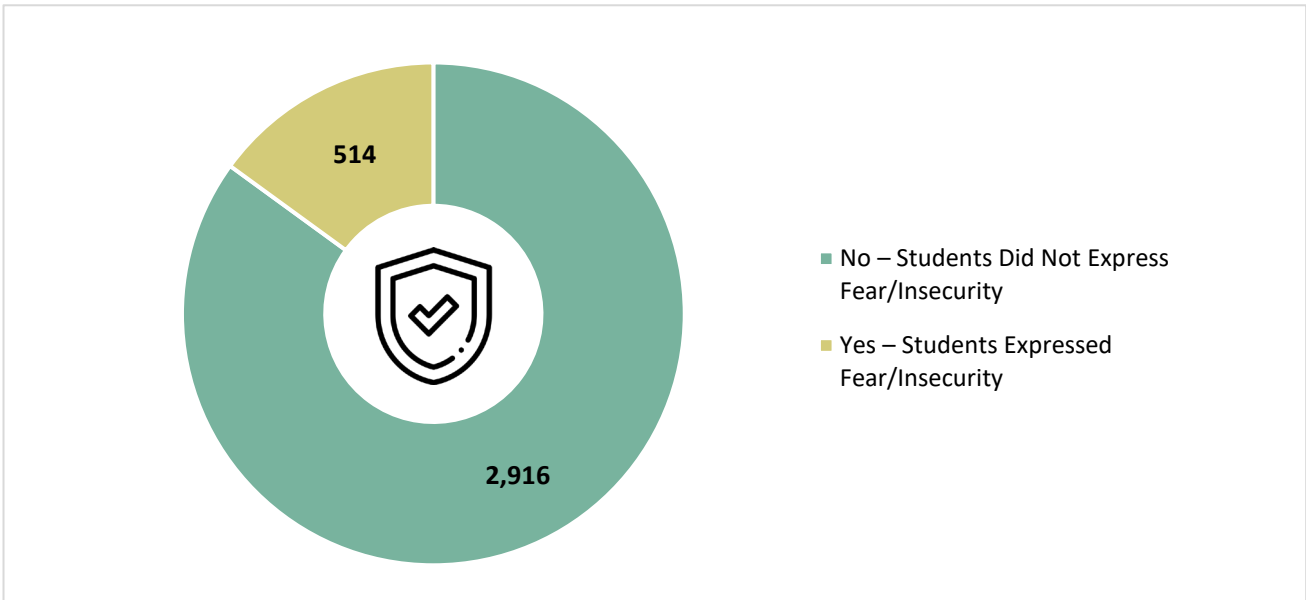


<sup>5</sup> 5,594 children surveyed (41% female, 59% male, 2% with disabilities) across NS.

## 5. Teacher Survey: Student Insecurity in School

Overall, 84% of students did not express fear or insecurity to teachers<sup>6</sup>, while 15% expressed feeling unsafe. Disaggregated data shows Afrin (29%), Al-Hasakeh (21%) and RAATA (18%) have the highest insecurity levels.

Figure 4: Teacher-Reported Student Safety in Schools



<sup>6</sup> 3,484 teachers surveyed (44% female, 56% male) across NS.

## **SECTION 4:**

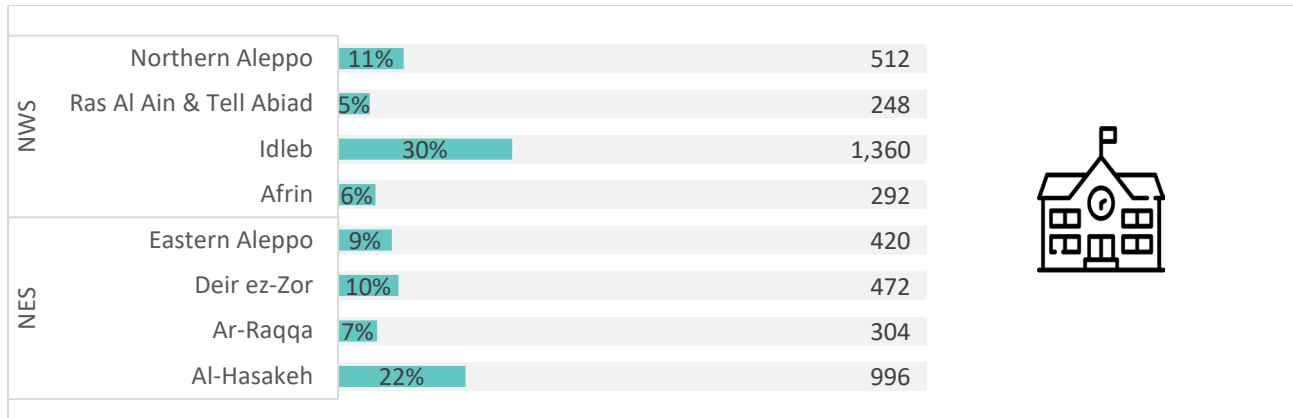
# **BUILDINGS OF OPERATIONAL SCHOOLS**

## Section 4: Buildings of Operational Schools

### 1. Distribution of Operational Schools

91% (4,604) of assessed schools are operational, with 2,192 in Eastern Syria and 2,412 in Western Syria. Idleb (30%) and Al-Hasakeh (22%) have the highest shares.

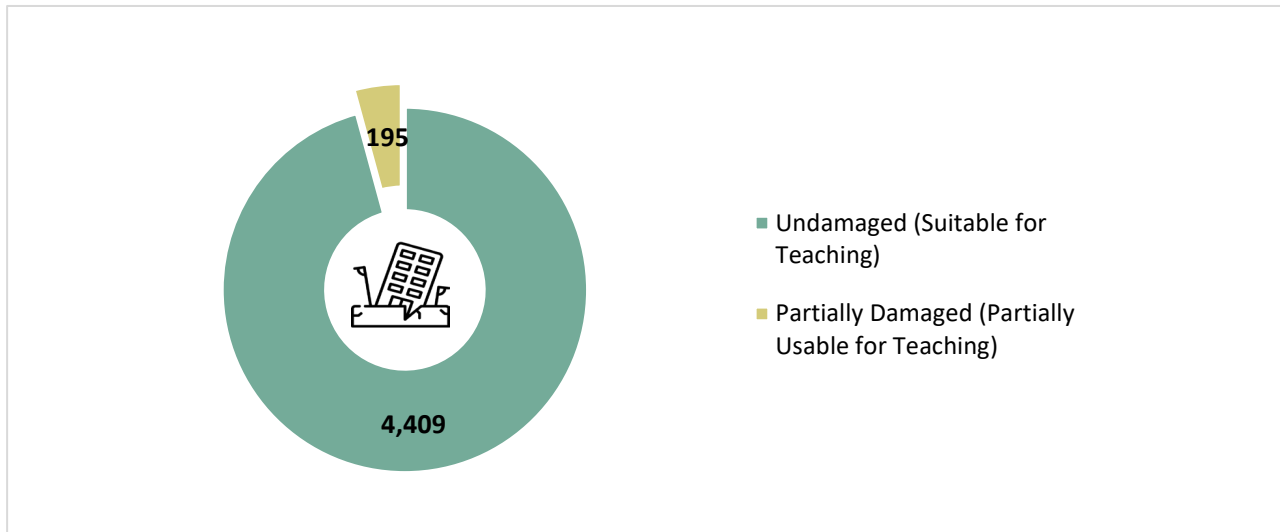
Figure 5: Operational Schools Distribution



### 2. Condition of Operational School Buildings

Due to war, negligence, earthquake, among others, 4% (195 schools) are partially damaged, while 96% (4,409 schools) remain intact and usable for teaching.

Figure 6: Construction Status of Operational Schools

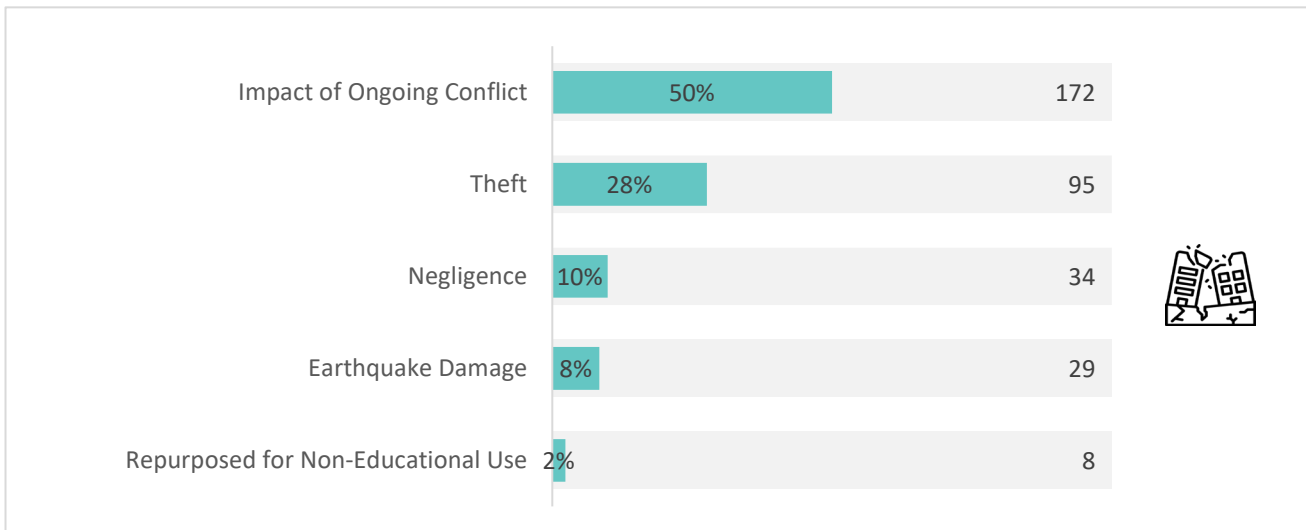




With Deir-ez-Zor (17%), RAATA (8%), and Idleb (6%) have the highest shares of partially damaged schools.

KIs identified conflict (50%) as the leading cause of school destruction, followed by theft (28%), neglect (10%), earthquake (8%), and repurposing (2%) for non-educational use (shelters, hospitals, ... etc).

Figure 7: Destruction Causes of Partially Destroyed Schools



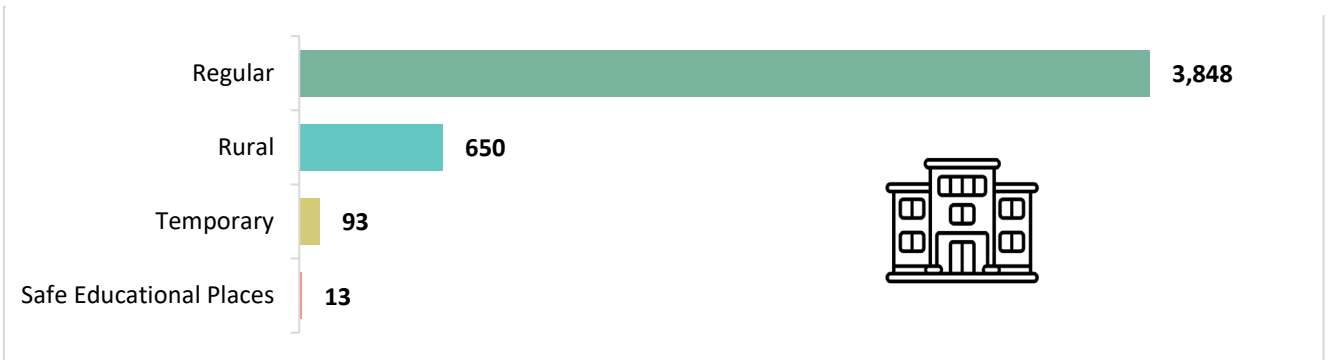
### 3. Types of Operational Schools (Regular vs. Other)

Before the conflict, Syria had regular and rural schools, but war and displacement led to the emergence of temporary schools and safe educational spaces:

- **Regular Schools:** Purpose-built institutions with adequate classrooms, ventilation, playgrounds, water facilities, and educational resources like labs and libraries.
- **Rural Schools:** Small village-based schools, often set up in homes, serving early primary students (grades 1-6) with limited facilities, sometimes merging multiple grades in one classroom.
- **Temporary Schools:** Established for displaced children in tents, caravans, or homes, providing short-term education until regular schools become accessible.
- **Safe Educational Spaces:** Basements or repurposed buildings close to conflict zones, offering a secure learning environment for students and teachers under threat.

The majority of schools are regular (84%, 3,848), followed by rural schools (14%, 650). Temporary schools (2%, 93) and safe educational places (0%, 13) make up a small fraction of the total.

Figure 8: Operational School Types



#### 4. Operational School Safety and Security Standards

According to the INEE Minimum Standards for Education, learning spaces should be safe, accessible, and secure, with protective fences, courtyards, and safe roads ensuring student safety.

The study found that 72% (3,301 schools) met safety standards, while 28% (1,303 schools) did not. Additionally, 76% (3,512 spaces) have both fences and courtyards, 15% (688 spaces) have courtyards but no fences, 7% (301 spaces) lack both, and 2% (103 spaces) have fences but no courtyards.

Figure 9: Meeting safety and security standards

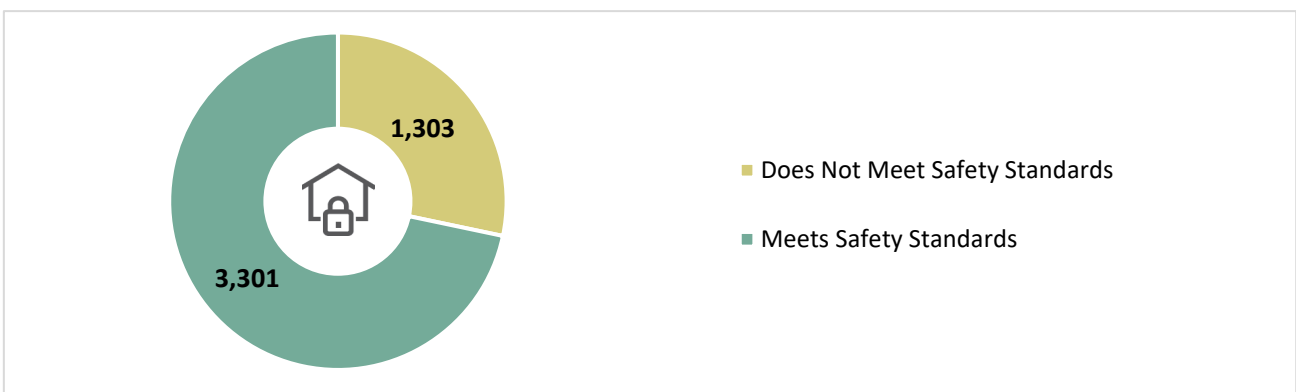
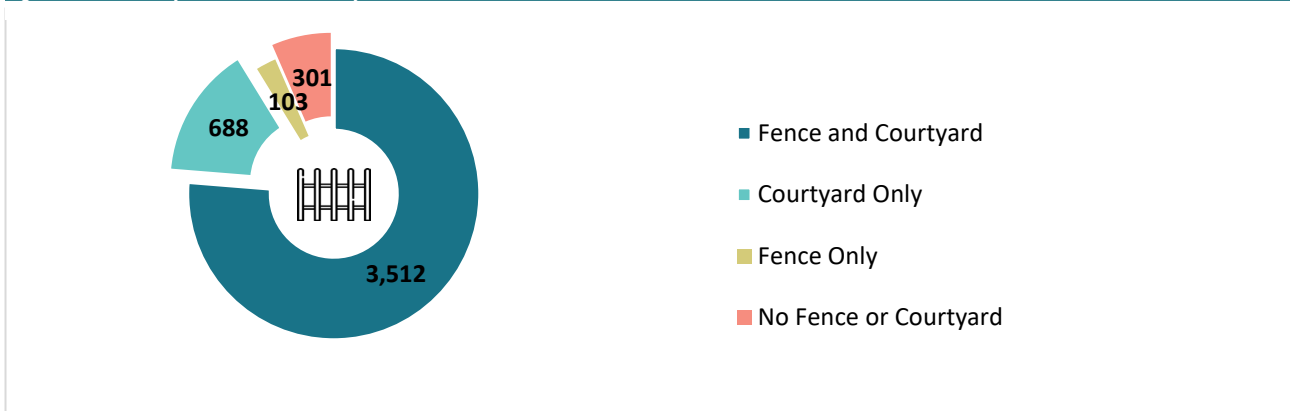


Figure 10: Availability of Fences and Courtyards in Schools



## 5. Condition of Classrooms

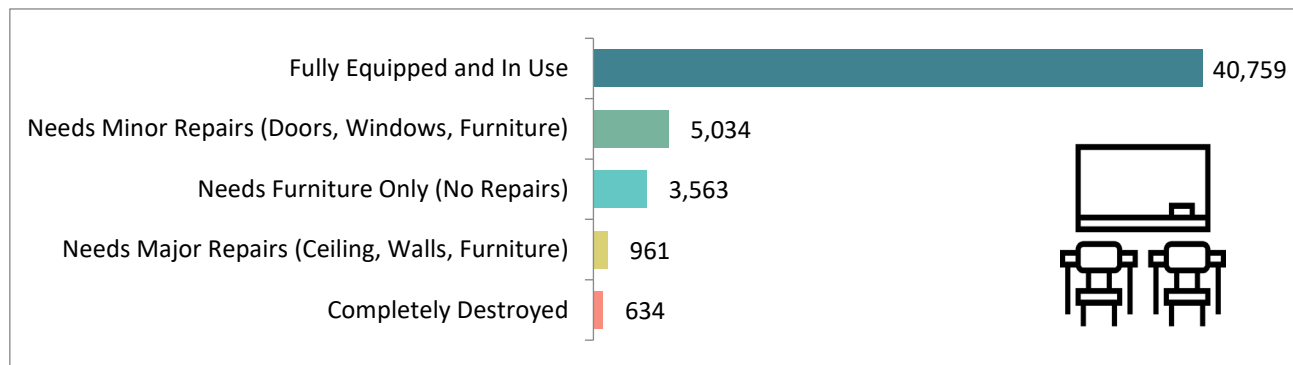
Classrooms are appropriately equipped if they are undamaged, have doors, windows, and essential educational materials.

The study found that 80% (40,759 classrooms) are fully equipped, while 10% (5,034) need minor repairs. Only 2% (961) require structural repairs, and 1% (634) are completely destroyed.

Priority Areas for Classroom Rehabilitation (% of total classrooms in each area):

- **Major Repairs:** Idleb 575 (3%), RAATA 169 (7%), Al-Hasakeh 104 (1%).
- **Minor Repairs:** Idleb 3,025 (15%), Al-Hasakeh 580 (7%), RAATA 560 (22%).
- **Fully Destroyed:** Al-Hasakeh 426 (5%), Idleb 119 (1%), RAATA 218 (9%).
- **Needs Furniture:** Idleb 1,500 (8%), Al-Hasakeh 795 (10%), Ar-Raqqa 597 (15%).

Figure 11: Classroom Readiness for Education



## 6. Conditions of Doors and Windows

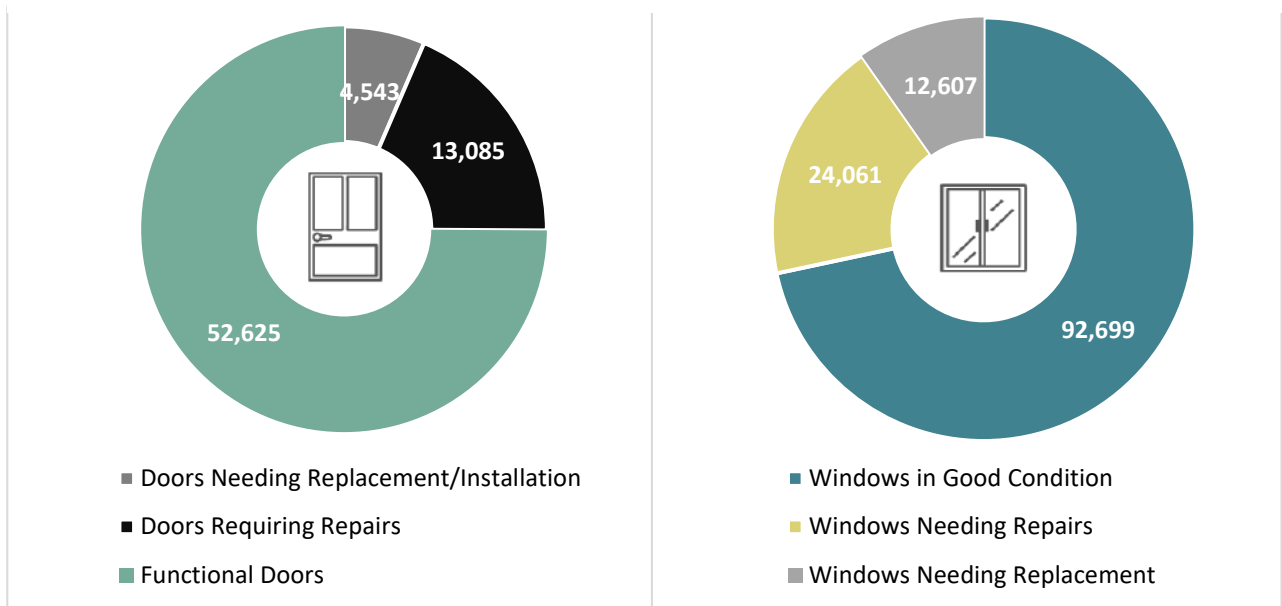
Classroom doors in Syria, primarily wooden, are highly vulnerable to damage, requiring periodic maintenance. While, windows, mostly made of glass with wood or metal components, need frequent repairs.

The study found that 19% (13,085) of doors need repairs, and 6% (4,543) require replacement. Similarly, 18% (24,061) of windows need repairs, and 10% (12,607) require replacement.

Priority Areas for Repairs and Replacement:

- **Most damaged doors:** RAATA (30% need repair, 12% need replacement), Idleb (23%, 6%), and Deir-ez-Zor (18%, 12%).
- **Most damaged windows:** RAATA (26% need repair, 12% need replacement), Eastern Aleppo (25%, 11%), and Idleb (23%, 10%).

Figure 12: Status of Classroom Doors and Windows



## **SECTION 5:**

# **WATER AND SANITATION WITHIN SCHOOLS**

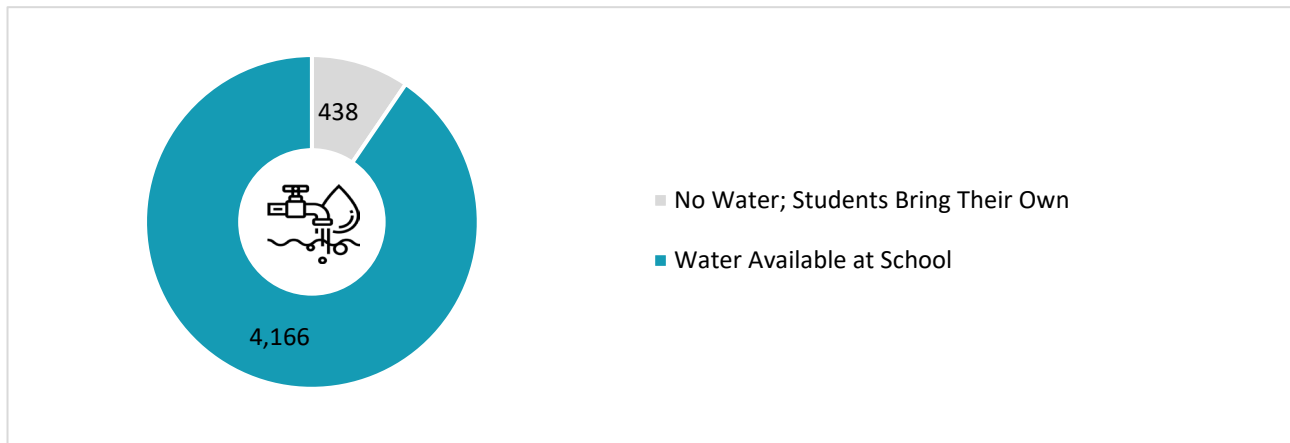
## Section 5: Water and Sanitation within Schools

### 1. Availability of Water in Operational Schools

Across assessed schools, 90% (4,166) have water available, while 10% (438) lack access, requiring students to bring their own.

In NWS, **RAATA** (26%) has the highest water shortage. In NES, water shortages varies, with Ar-Raqqa (64%), Deir-ez-Zor (15%), and Al-Hasakeh (13%) having lower rates.

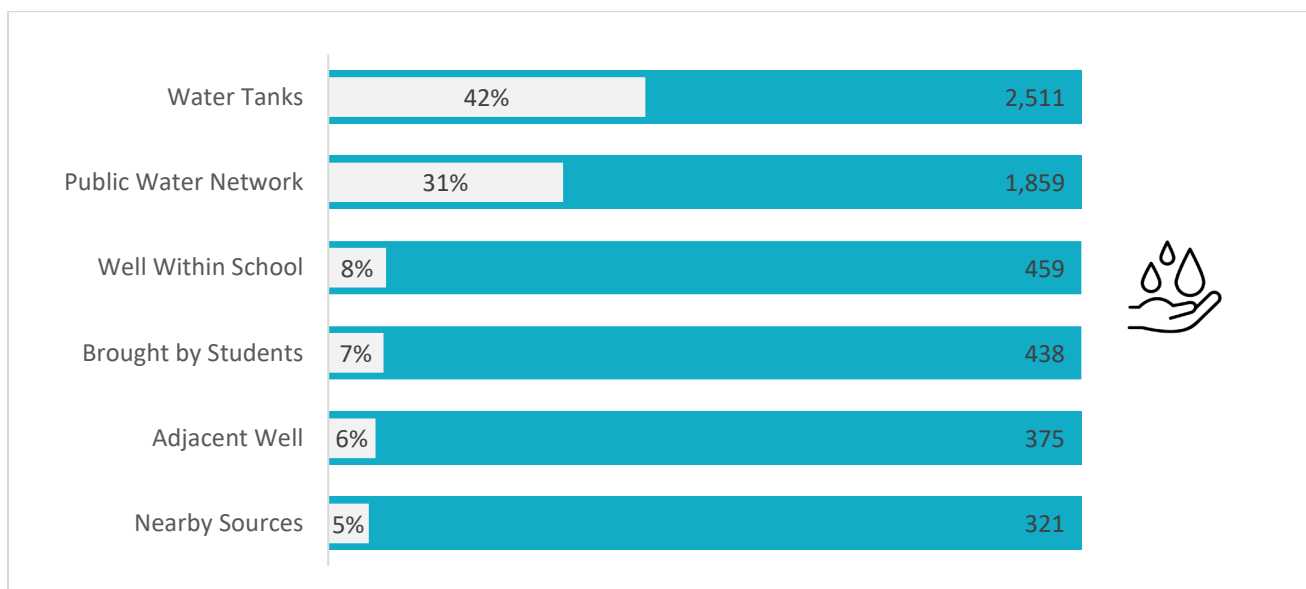
Figure 13: Water Availability in Operational Schools



### 2. Drinking Water Sources in Operational Schools

42% (2,511 schools) rely on water tanks, 31% (1,859 schools) on the public water network, 8% (459 schools) have a well inside, and 7% (438 schools) depend on students bringing water.

Figure 14: Drinking Water Sources in Operational Schools





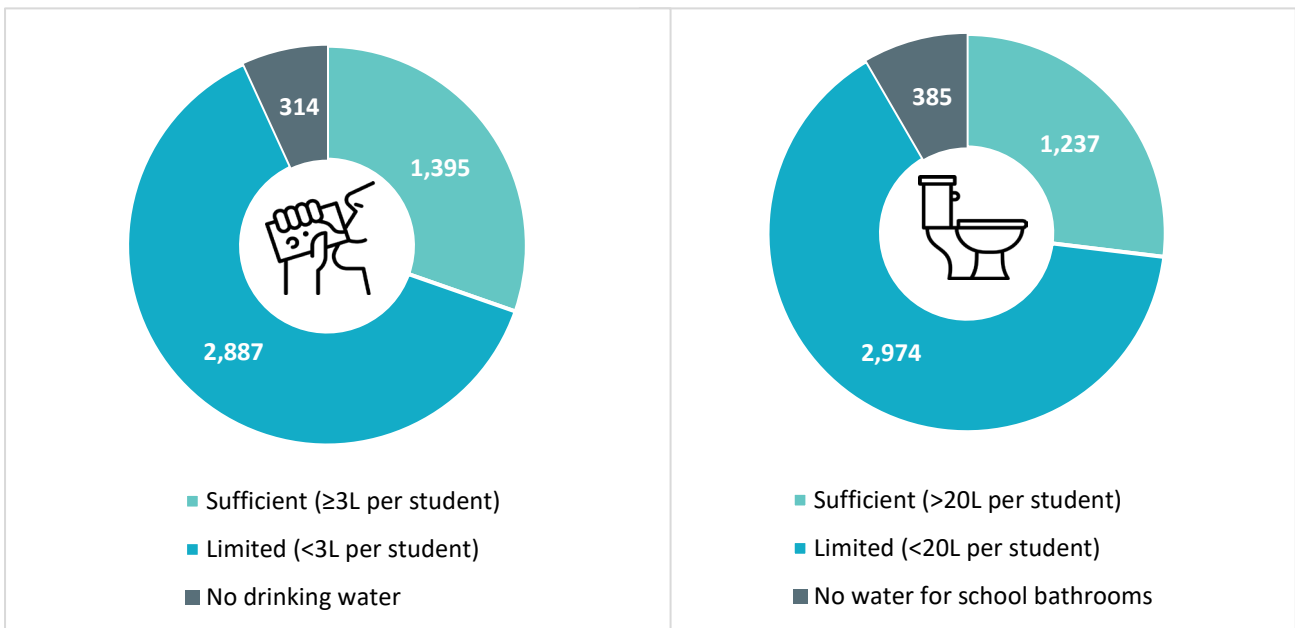
### 3. Water Availability for Drinking, Handwashing, and Toilets in Operational Schools

According to Sphere standards<sup>7</sup>, each student should have at least 3 liters of water daily for drinking and handwashing, and 20-40 liters for toilet use.

The study found that 7% (314 schools) lack drinking water, 63% (2,887) provide less than 3 liters per student, and 30% (1,395) offer sufficient water. For toilets, 8% (385) have no water, 65% (2,974) provide less than 20 liters per student, and 27% (1,237) meet the required supply.

Schools in RAATA (27%), Al-Hasakeh (14%), and Afrin (10%) have the highest rates of schools completely lacking drinking water.

Figure 15: Water Availability for Drinking and General Use in Operational Schools



For toilet water, RAATA (33%), Eastern Aleppo and Deir-ez-zor (18% each), and Afrin (10%) report highest shortages.

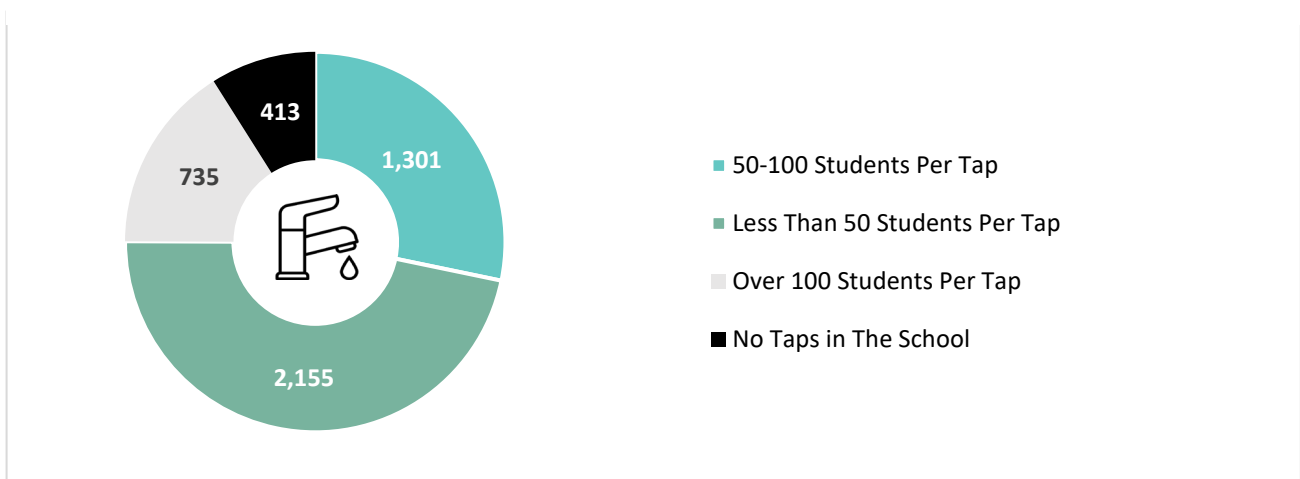
<sup>7</sup> <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>

#### 4. Student-to-Tap Ratio and Tap Replacement Needs

The study found that 47% (2,155) of schools have fewer than 50 students per drinking water tap, 28% (1,301) have 50-100 students per tap, and 16% (735) exceed 100 students per tap, leading to congestion. Additionally, 9% (413) of schools lack functional taps.

Infrastructure challenges persist, with 5,427 water taps needing replacement in Idleb, 2,385 in Al-Hasakeh, and 1,818 in Ar-Raqqa, including drinking and bathroom taps.

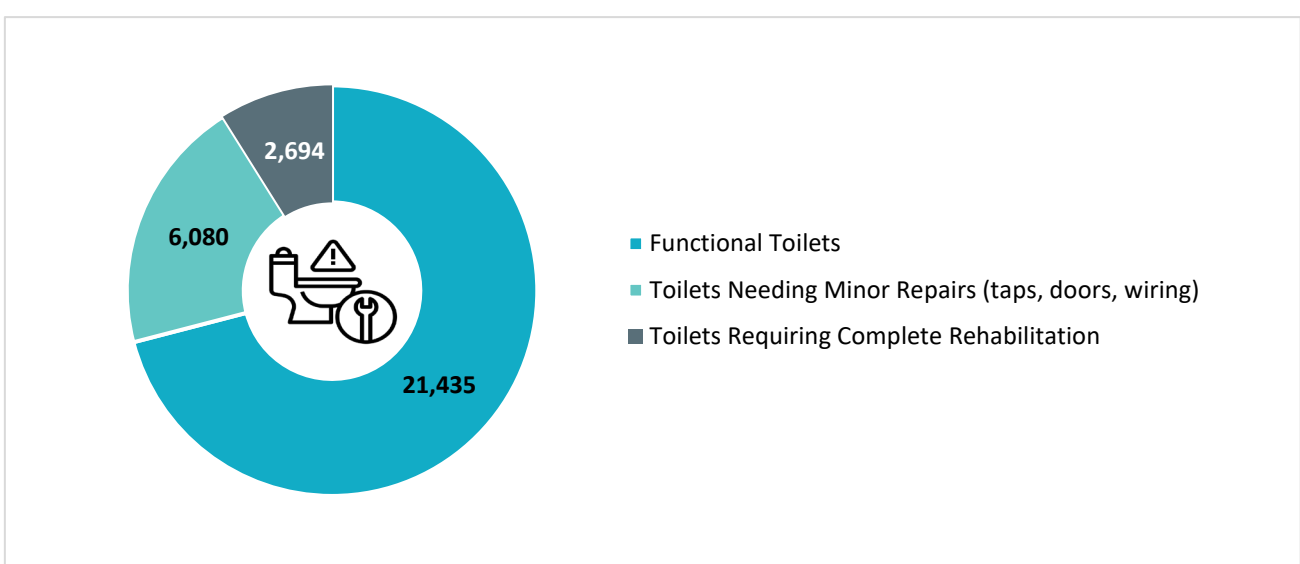
Figure 16: Student-to-Drinking Water Tap Ratio in Schools



#### 5. Condition of Toilets in Operational Schools

In operational schools, 71% (21,435) of the 30,209 toilets are functional, while 20% (6,080) need minor repairs and 9% (2,694) require full rehabilitation. RAATA (29%), Al-Hasakeh (13%), and Eastern Aleppo (12%) have the highest rehabilitation needs.

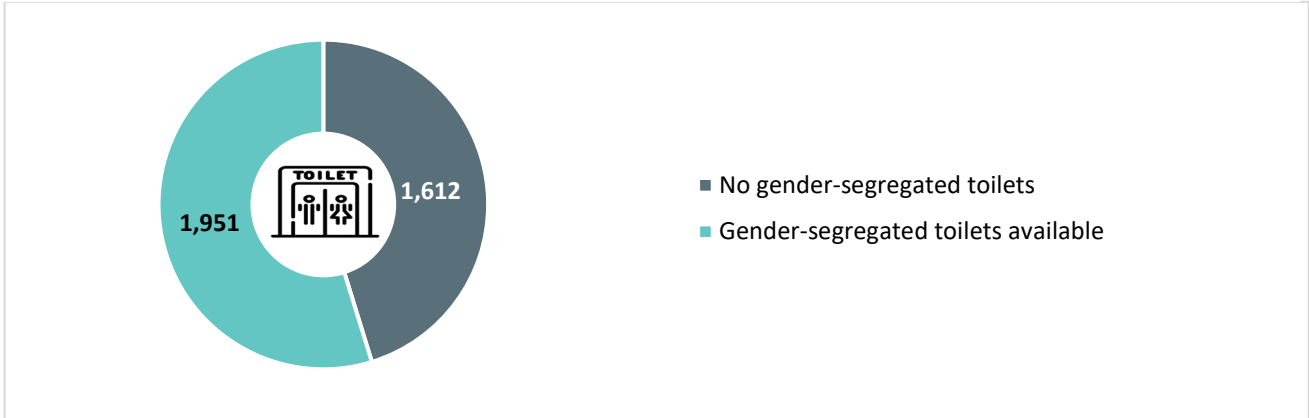
Figure 17: Toilets by Functional Status



## 6. Availability of Gender-Segregated Toilets in Mixed-Gender Schools

In mixed-gender schools, 55% (1,951) have gender-segregated toilets, while 45% (1,612) do not. RAATA (67%), Al-Hasakeh (59%), Northern Aleppo (49%), and Afrin (46%) have the highest rates of schools without separate facilities.

Figure 18: Mixed-Gender Schools by Gender-Segregated Toilets

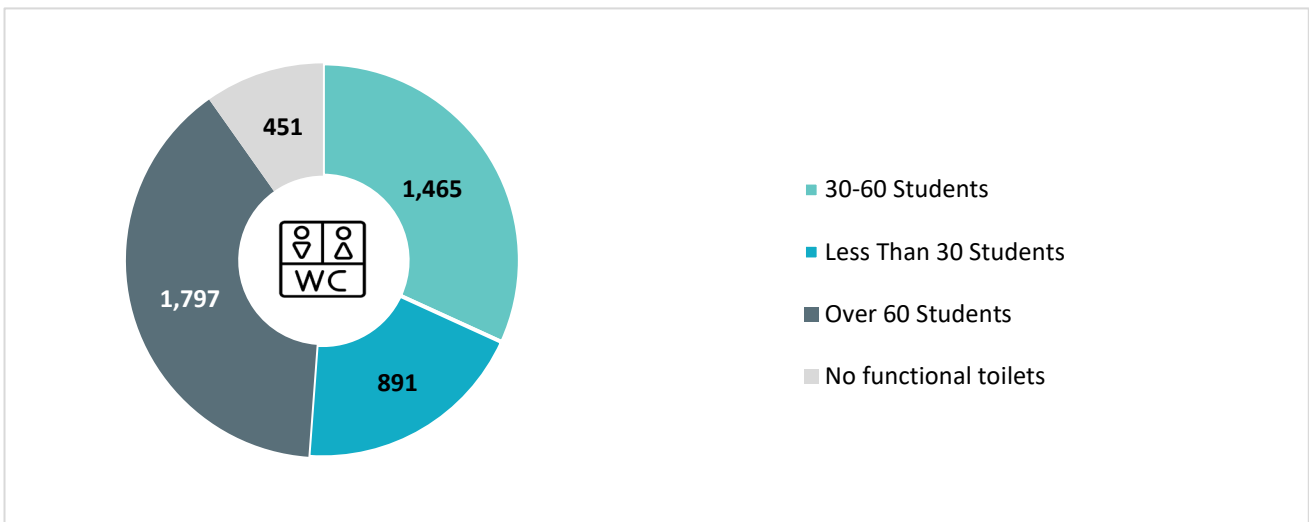


## 7. Student-to-Toilet Ratio

The study found that 10% (451) of operational schools lack functional toilets. Additionally, 39% (1,797) of schools have more than 60 students per toilet, exceeding Sphere standards (A toilet for every 30 girls, and one for every 60 boys). Meanwhile, 32% (1,465) have 30-60 students per toilet, and only 19% (891) meet the recommended ratio of 30 or fewer students per toilet.

Northern Aleppo (55%), Ar-raqqa (53%), and Afrin (46%) have the highest rates of schools where over 60 students share a single toilet. Additionally, 48% of schools in RAATA lack functional toilets.

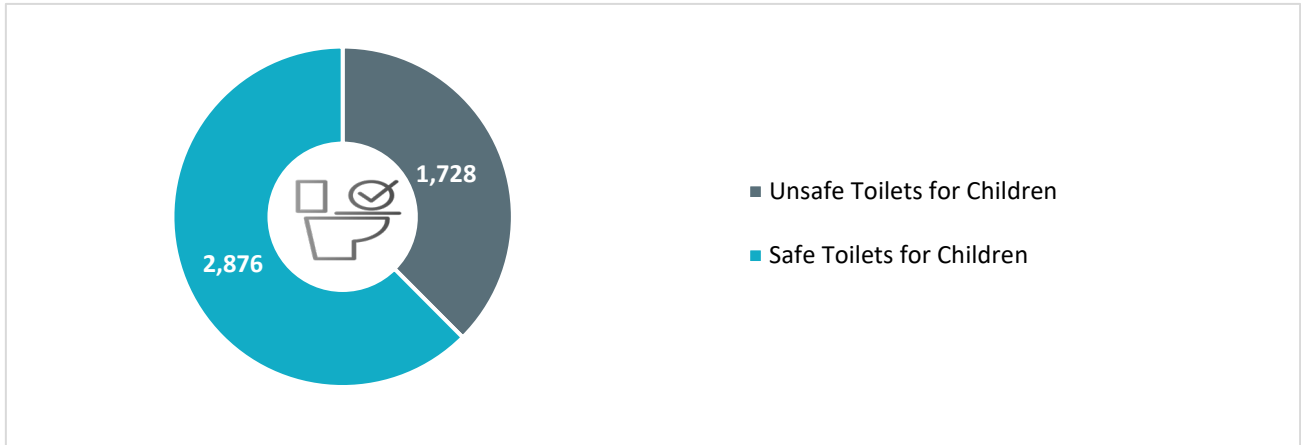
Figure 19: Schools by Student-to-Toilet Ratio



## 8. Safety Compliance of School Toilets

62% (2,876) of school toilets meet safety standards, while 38% (1,728) do not. INEE standards emphasize safe, private, and accessible sanitation with lockable doors and gender-segregated facilities. Ar-Raqqa (92%), RAATA (73%), Al-Hasakeh (46%), and Deir-ez-Zor (48%) have the highest rates of unsafe toilets.

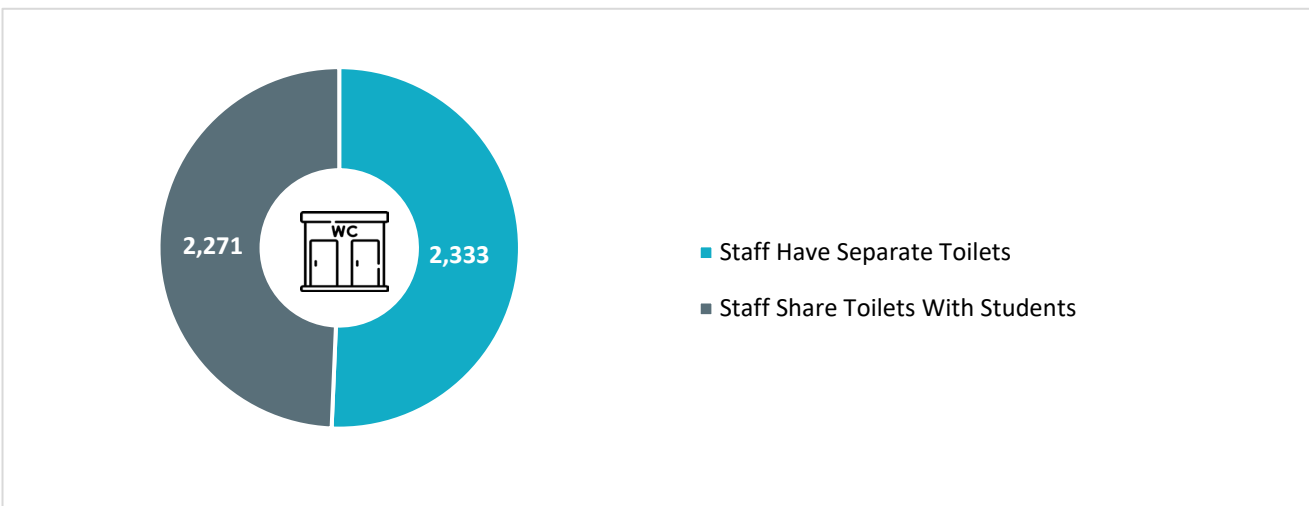
Figure 20: Operational Schools by Toilet Safety Standards



## 9. Availability of Staff-Designated Toilets in Operational Schools

In operational schools, 51% (2,333) have separate staff toilets, while 49% (2,271) share facilities with students. Deir-ez-Zor (71%), RAATA (63%), Al-Hasakeh (62%), Ar-Raqqa (61%), and Eastern Aleppo (52%) have the highest rates of staff using student toilets.

Figure 21: Availability of Staff-Designated Toilets

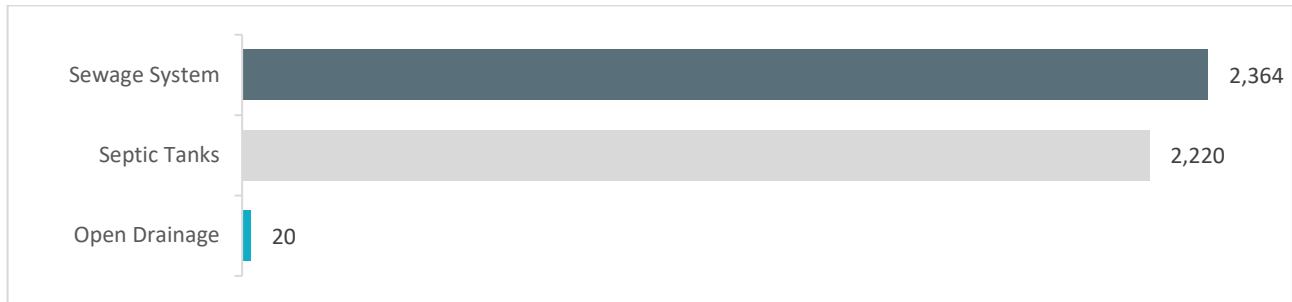


## 10. Sewage Disposal Systems in Operational Schools

Among operational schools, 51% (2,364) use a sewage system, 48% (2,220) rely on septic tanks, and 1% (20) resort to open drainage.

Regionally, Eastern Aleppo (86%), RAATA (80%), Eastern Aleppo (86%), Al-Hasakeh (63%), Ar-raqqa (62%), and Afrin (47%) have the highest reliance on septic tanks, while Idleb (78%) and Northern Aleppo (63%) lead in sewage system usage.

Figure 22: Sewage Disposal Systems in Operational Schools

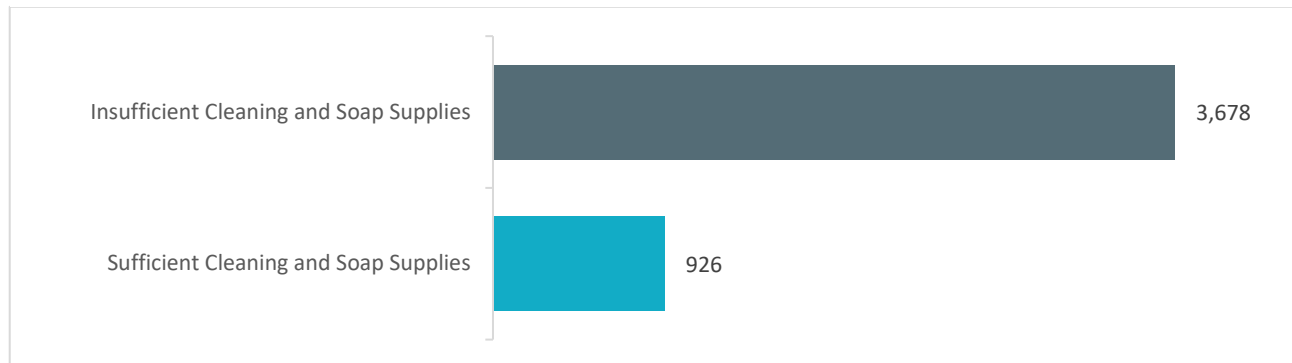


According to Sphere guidelines, child feces pose higher health risks than adult waste. Many schools rely on irregular septic tanks due to the lack of a sewage system, with conflict further damaging infrastructure. Overloaded tanks frequently overflow, especially during rain, increasing disease risks. Regular dislodging is essential to prevent contamination.

## 11. Availability of Cleaning and Sanitizing Supplies in Schools

Only 20% (926) of schools have sufficient cleaning supplies and soap, while 80% (3,678) face shortages, posing health risks. Regionally, Idleb (40%), Al-Hasakeh (23%), and Northern Aleppo (18%) report the highest availability, whereas RAATA (3%), Ar-Raqqa (0%), Deir-ez-Zor (1%), and Eastern Aleppo (1%) have the lowest.

Figure 23: Availability of Cleaning and Sanitizing Supplies in Schools



## **SECTION 6:**

# **SCHOOL FURNITURE AND EQUIPMENT**

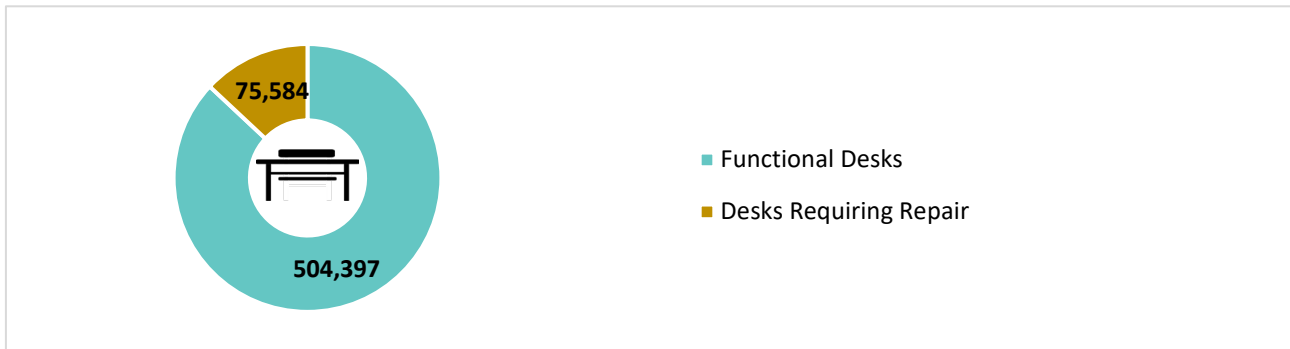
## Section 6: School Furniture and Equipment

### 1. Student Desk Condition

In Syrian classrooms, study desks are a combination of sturdy metal frames and wooden surfaces.

The study found that 87% (504,397) of school desks are functional, while 13% (75,584) require repairs.

Figure 24: Student Desk Availability and Condition



### 2. Availability of Laboratories in Operational Schools

The study found that 90% (4,130) of operational schools lack laboratories. Meanwhile, 7% (342) have designated space but no equipment, 2% (97) are partially equipped, and only a negligible number are fully functional.

Figure 25: Lab Availability in Operational Schools

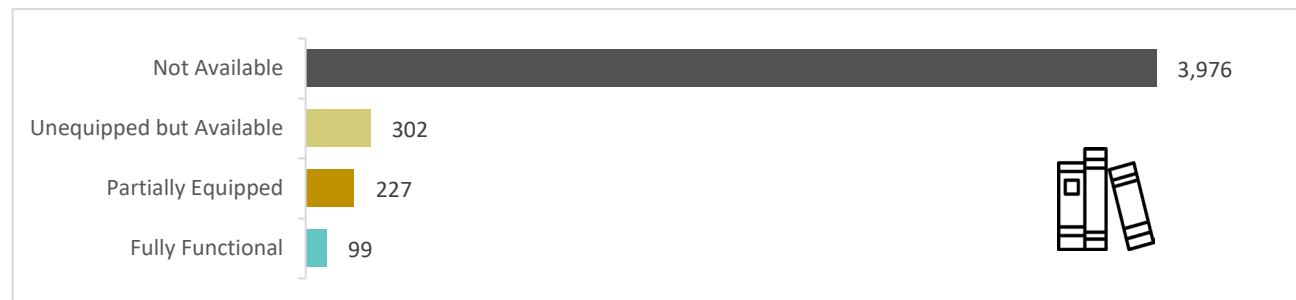


### 3. Availability of Libraries in Operational Schools

The study found that 86% (3,976) of operational schools lack libraries. Meanwhile, 7% (302) have a designated space but remain unequipped, 5% (227) are partially equipped, and only 2% (99) are fully functional.

Idleb (10%), Afrin (6%), and Al-Hasakeh (5%) have the highest rates of partially equipped libraries, while 6% of schools in Idleb have fully functional libraries.

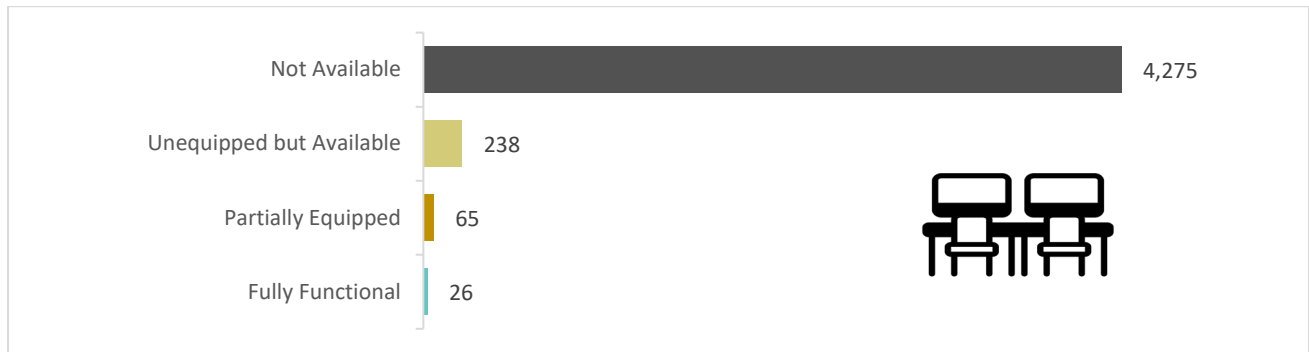
Figure 26: Availability of Libraries in Operational Schools



#### 4. Availability of Computer Labs in Operational Schools

The study found that 93% (4,275) of operational schools lack computer labs. Only 1% (26) have fully functional labs, while 5% (238) have designated spaces but remain unequipped. Additionally, 1% (65) have partially equipped labs.

Figure 27: Availability of Computer Labs





## **SECTION 7:**

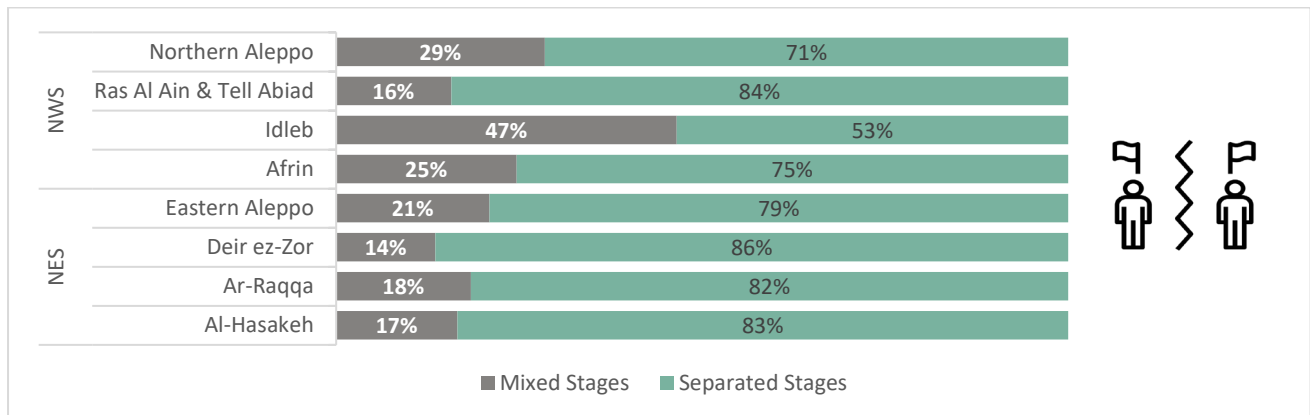
# **EDUCATIONAL LEVELS AND SCHOOL SUSPENSION**

## Section 7: Educational Levels and School Suspension

### 1. Separation of Educational Stages

In operational schools, 73% (3,341) have separate educational stages, while 27% (1,263) combine multiple levels, meaning various age groups are taught together. Regionally, Idleb (47%), Northern Aleppo (29%), and Afrin (25%) have the highest rates of mixed-grade schools.

Figure 28: Separation of Educational Stages in Schools



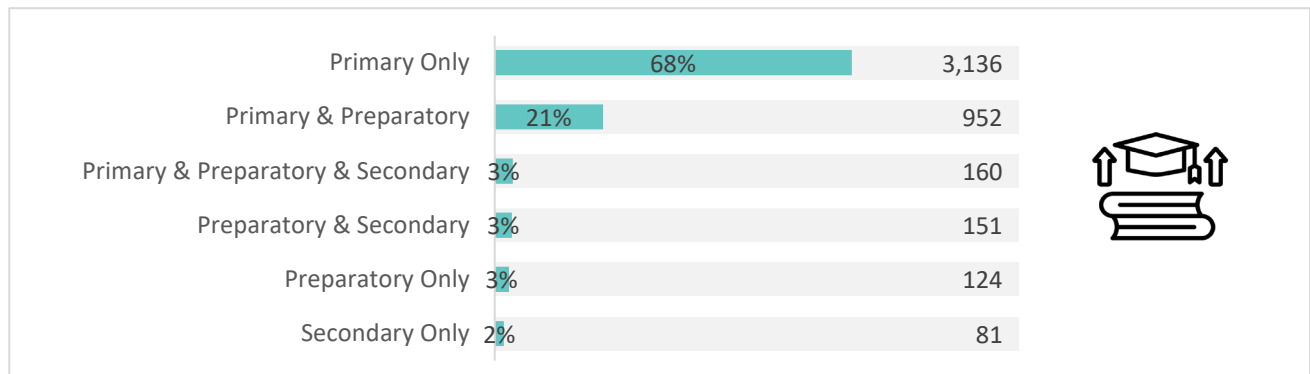
### 2. Educational Stages

Before the war, Syria introduced a three-stage education system consisting of the **first cycle** of basic education (grades 1-4), the **second cycle** of basic education (grades 5-9), and **secondary education** (grades 10-12).

Due to staff shortages and school distribution challenges, most schools retained the old system: primary (grades 1-6), preparatory (grades 7-9), and secondary (grades 10-12).

The study found that 68% (3,136) of schools serve only primary, 3% (124) only preparatory, 2% (81) only secondary, 21% (952) combine primary and preparatory, 3% (151) combine preparatory and secondary, and 3% (160) cover all stages.

Figure 29: Educational Stages in Schools

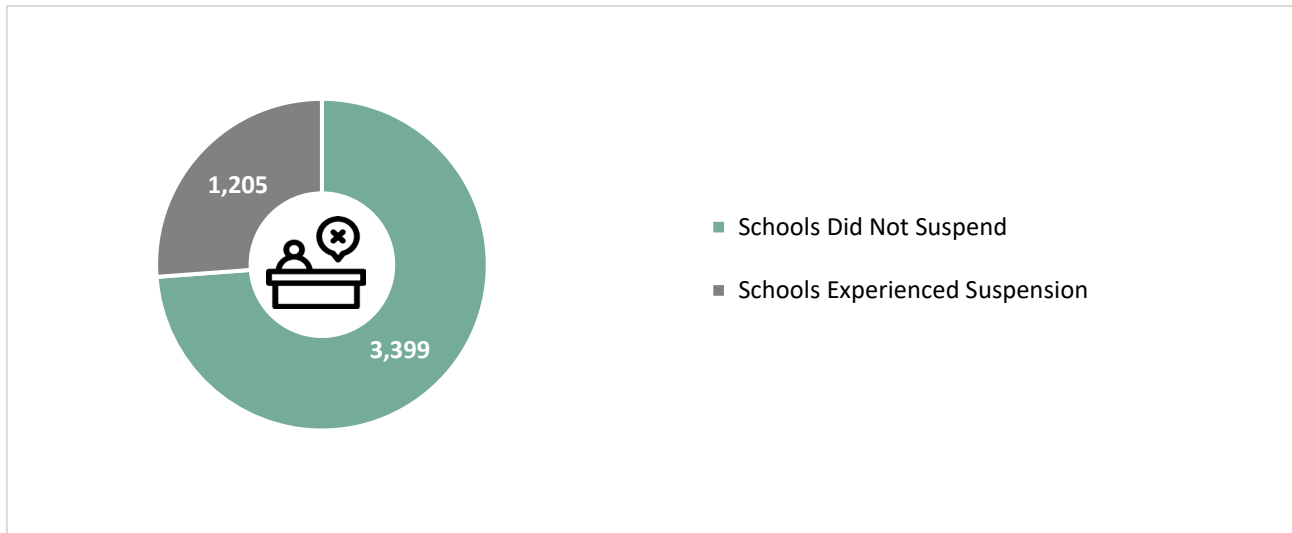


### 3. Suspension of School Attendance

The study found that 26% (1,205) of operational schools experienced attendance suspensions, while 74% (3,399) remained open without interruption.

Idleb (64%) and Eastern Aleppo (53%) have experienced the highest rates of school attendance suspensions due to opposition military operations in late November and December 2024.

Figure 30: Attendance Suspension in Operational Schools



**SECTION 8:**

# **EDUCATIONAL CURRICULA**

## Section 8: Educational Curricula

### 1. Curricula Implemented in North Syria

The INEE Minimum Standards define curriculum as a structured plan enhancing learners' knowledge and skills, applicable to both formal and non-formal education. It includes objectives, learning levels, assessments, and teaching methods. Curricula implemented in NS are as follows:

#### Regime Curriculum

Approved by the Assad's regime before the war, it underwent reforms in 2017-2018 with new textbooks.

#### Modified Regime Curriculum (Opposition Curriculum)

Adapted from the pre-war regime curriculum by experts in 2014, it removed biased content and regime glorification. Mostly used in NWS.

#### SDF Curriculum

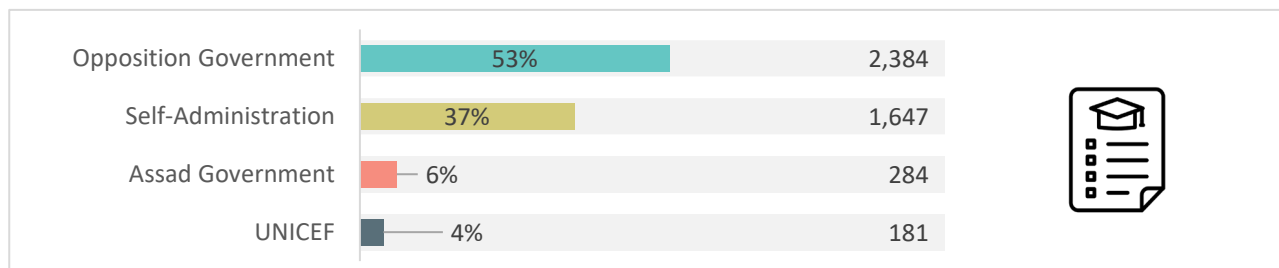
Issued by the Autonomous Administration's Education Department and implemented in NES, it includes Arabic with optional Kurdish instruction and features differences in science, politics, and history content.

#### UNICEF Accelerated Curriculum (B-Curriculum)

Jointly developed by UNICEF and the Ministry of Education, it targets children aged 8-15 with limited or no formal education. The curriculum covers grades 1-8 in four years through accelerated learning and has been implemented in selected schools since 2015-2016.

In Eastern Aleppo, 47% of schools follow the SDF curriculum, with the rest using the regime curriculum. In Deir-ez-Zor, 53% adopt the SDF curriculum, while 46% implement UNICEF's.

Figure 31: Curricula Adoption in North Syria Schools by Governing Authority



The Syrian conflict has led to diverse curricula across governorates, driven by students' pursuit of recognized certificates, authority-imposed curricula, and age-mismatched students requiring tailored education.

The education system divides exams and certificates into:

**Transitional Stages (Grades 1-8, 10-11):** Exams are school-administered, with certificates issued by the school and stamped by the Education Directorate (ED).

**Preparatory & Secondary Certificates (Grades 9, 12):** Exams are conducted nationally or by governing authorities, with certificates requiring official authentication.

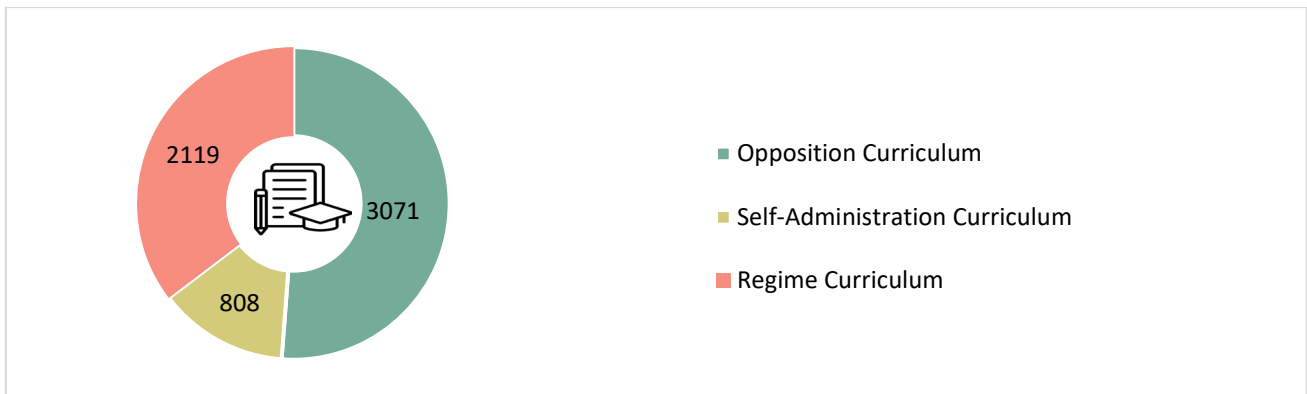
97% (4,467 schools) follow a single curriculum, while 3% (137 schools) implement multiple curricula.

## 2. Caregiver Survey: Preferred Curricula for Their Children

Among surveyed caregivers, **51% (3,071)** preferred the opposition curriculum, **35% (2,119)** the regime curriculum, and **13% (808)** the self-administration curriculum.

The regime curriculum prevails in Deir-ez-Zor (77%), Ar-Raqqa (92%), and Eastern Aleppo (96%), while the opposition curriculum dominates Idleb, Northern Aleppo (100% each), Afrin (97%), and RAATA (87%). The self-administration is most preferred in Al-Hasakeh (51%)

Figure 32: Preferred Curricula by Caregivers for Their Children



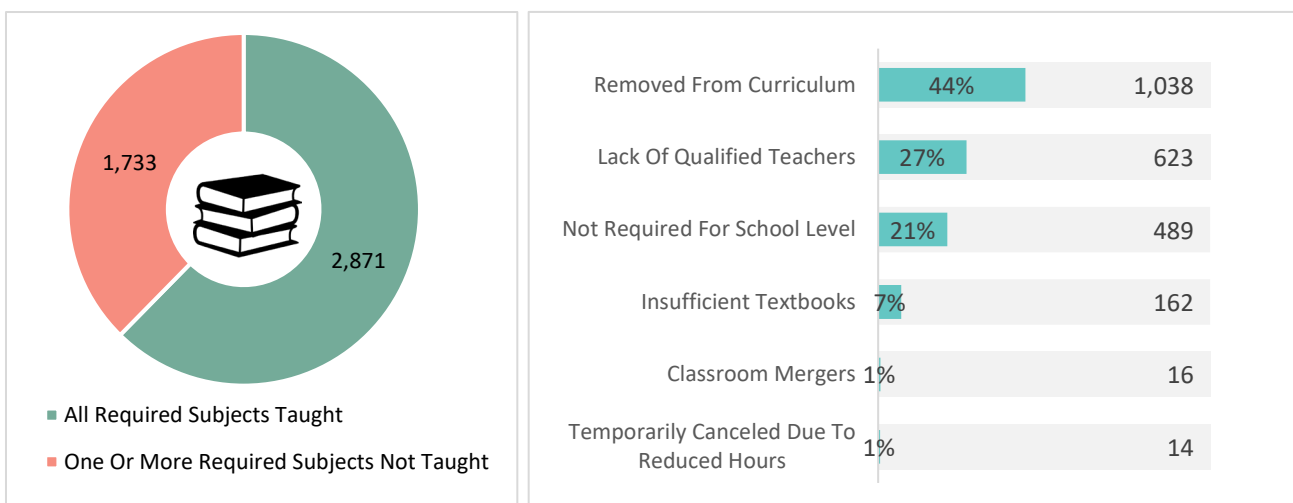
## 3. Gaps in Subject Coverage and Contributing Factors

Among the surveyed schools, 62% (2,871 schools) taught all required subjects, while 38% (1,733 schools) lacked one or more.

Coverage was highest in Northern Aleppo (93%), followed by Eastern Aleppo (79%), RAATA (75%), and Al-Hasakeh (69%), while Idleb (55%) and Ar-Raqqa (67%) had the most gaps.

Subjects were primarily omitted due to curriculum removal (44%), teacher shortages (27%), or irrelevance to school levels (21%).

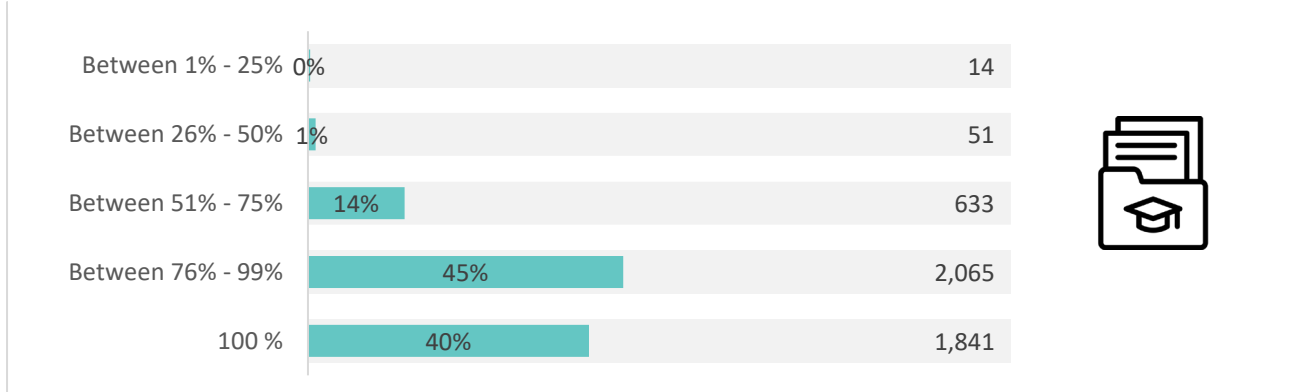
Figure 33: Subject Coverage and Reasons for Omission



## 4. Curriculum Coverage in the Last Academic Year

The study found that 40% (1,841 schools) completed the full curriculum, while 45% (2,065 schools) covered 76%-99%. Partial completion was reported in 14% (633 schools), covering 51%-75%.

Figure 34: Percentage of Curricula Taught in the Last Academic Year

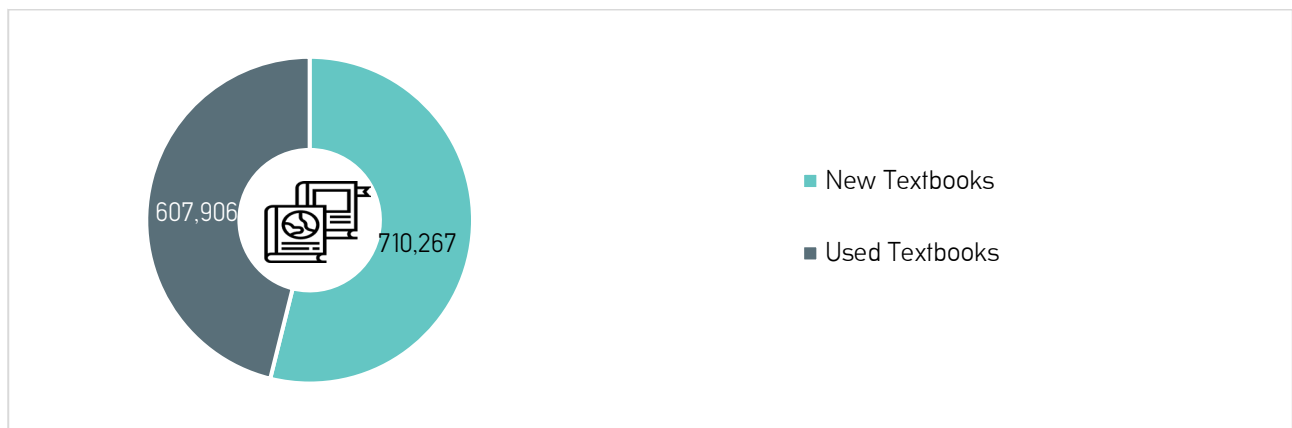


Curriculum completion was highest in Idleb (71%) and Afrin (56%), while Al-Hasakeh (7%) and Ar-Raqqa (7%) had the lowest. Most schools covered at least 76%, with minimal coverage gaps.

## 5. Sources of Textbooks

The INEE Minimum Standards stress timely textbook distribution, yet most arrive months late. Among 1,318,173 available copies, 46% (607,906) are reused, limiting effectiveness due to completed exercises, wear, and missing pages.

Figure 35: New vs. Used Textbooks Distribution



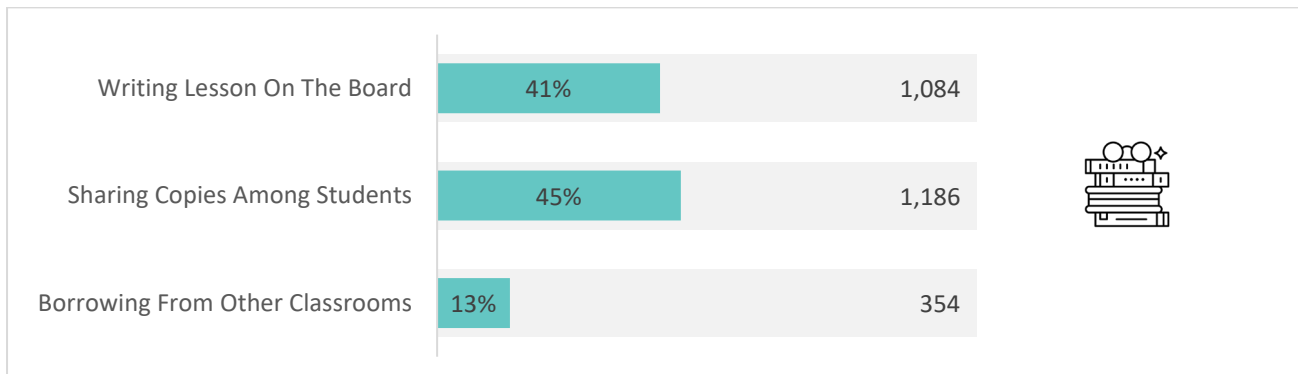
New textbook availability was highest in RAATA (87%) and Ar-Raqqa (80%), while lowest in Idleb (30%), where reused copies dominated.

## 6. Teacher Survey: Strategies for Textbook Shortages

Teachers adapt to textbook shortages by sharing copies among multiple students (45%, 1,186 teachers), writing full lessons on the board (41%, 1,084 teachers), or borrowing from other classrooms (13%, 354 teachers).

NWS faces the greatest shortages, with 81% of teachers employing adaptation strategies, particularly in Idleb and Northern Aleppo.

Figure 36: Teacher Strategies for Textbook Shortages





**SECTION 9:**

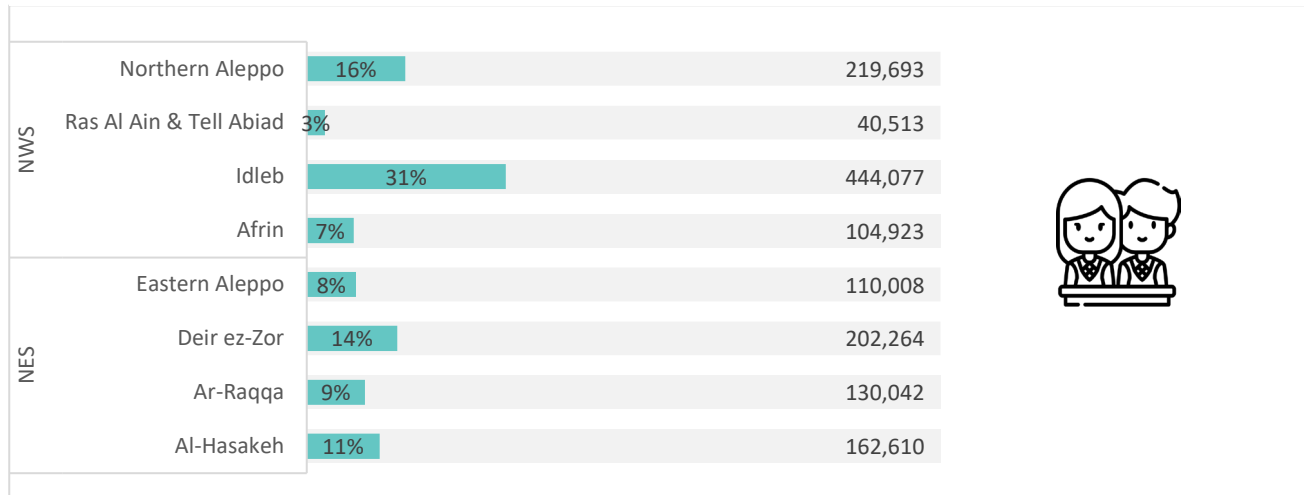
# **STUDENTS**

## Section 9: Students

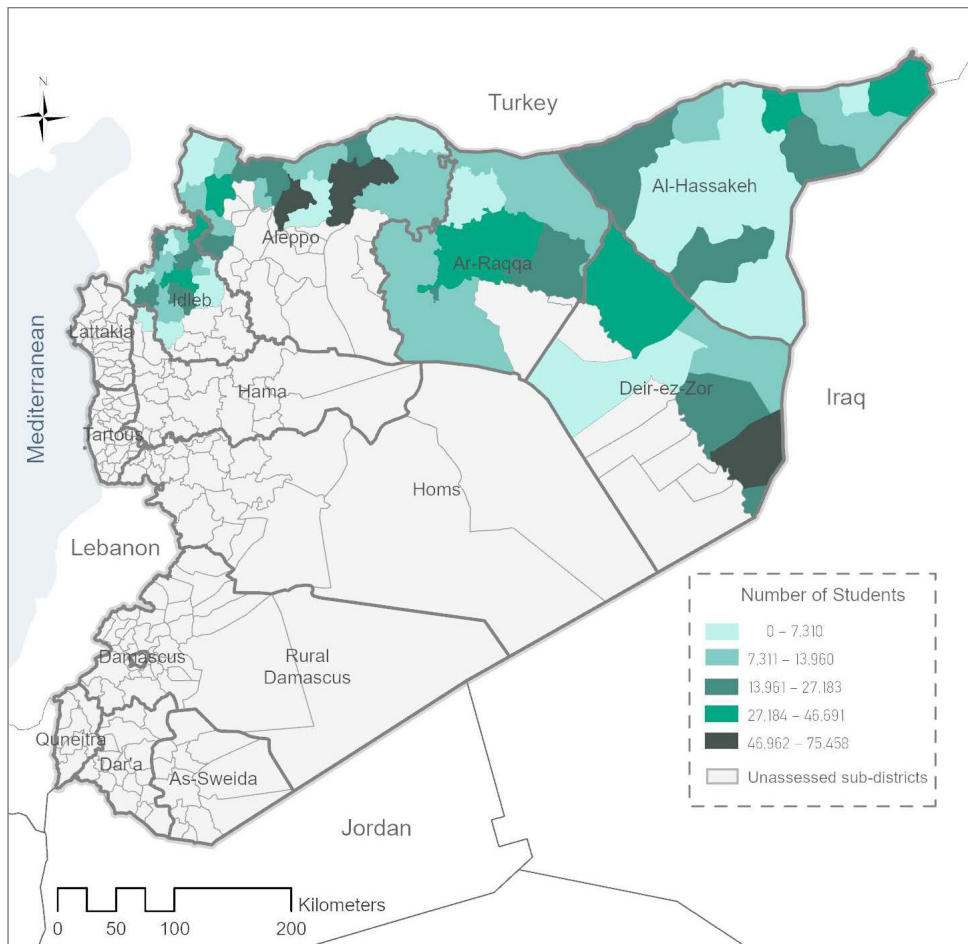
### 1. Student Distribution Across Regions

The study covers 1,414,130 students across surveyed regions. Idleb (31%) has the highest student population, followed by Northern Aleppo (16%) and Deir-ez-Zor (14%), while RAATA (3%) has the lowest.

Figure 37: Student Distribution



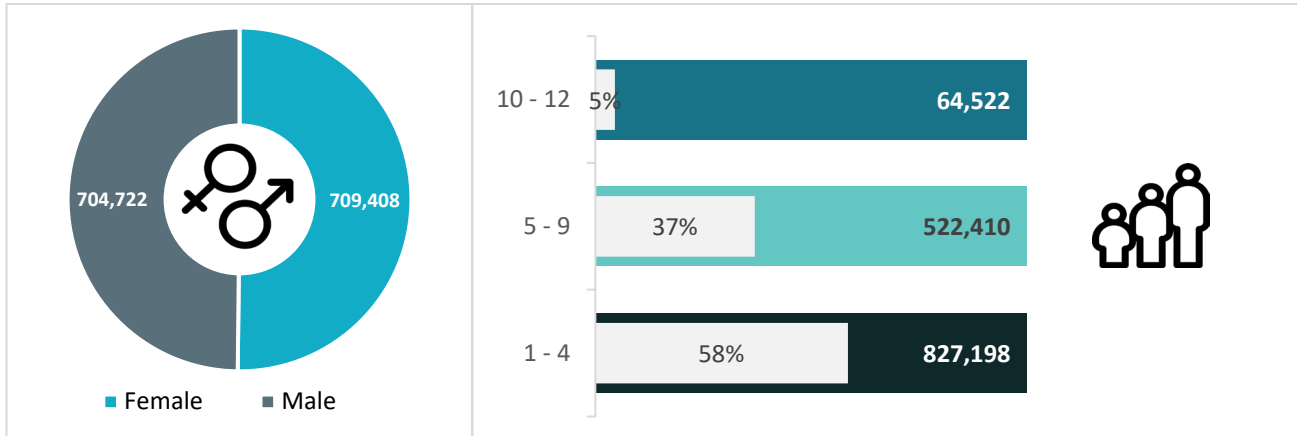
Map 2 Distribution of Students Across Districts



## 2. Gender Distribution and Student Enrollment by Grade Level

The data reflects a nearly equal gender distribution, with females comprising 50% (709,408 students) and males 50% (704,722 students). Student enrollment is concentrated in the early grades, with 58% (827,198 students) in grades 1-4, followed by 37% (522,410 students) in grades 5-9. The higher grades (10-12) account for only 5% (64,522 students), highlighting a significant drop in enrollment at advanced levels.

Figure 38: Student Gender and Grade-Level Distribution

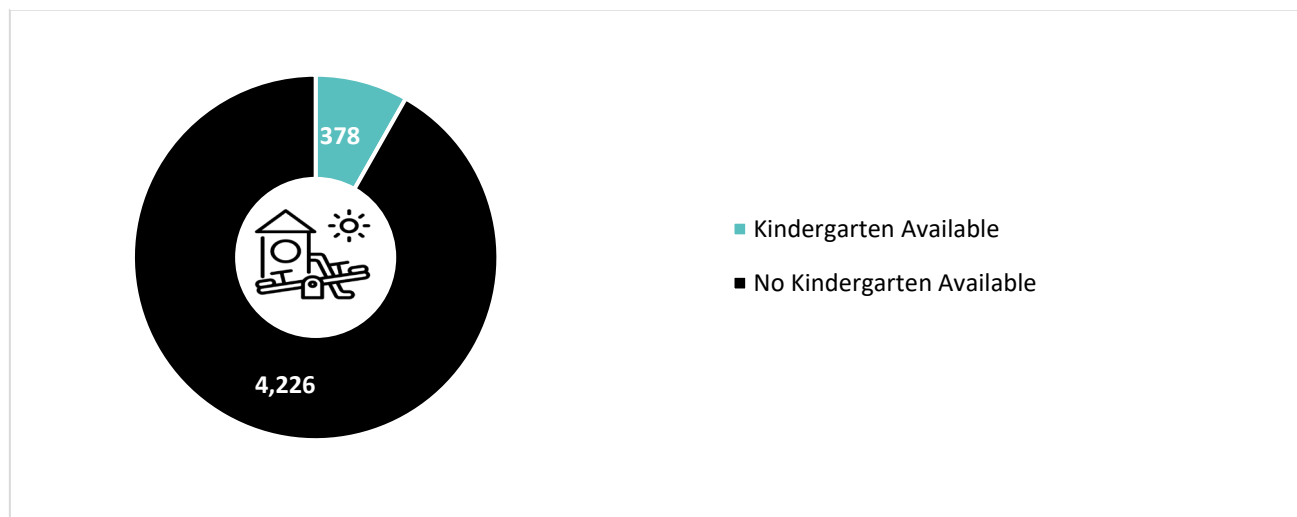


## 3. Availability of Kindergartens within Schools

The study found that only 8% (378 schools) of operational schools offer kindergartens, while 92% (4,226 schools) do not.

Kindergarten availability is highest in RAATA (21%), Al-Hasakeh (18%), and Northern Aleppo (13%), while Ar-Raqqa and Deir-ez-Zor (0%) have none.

Figure 39: Kindergarten Availability in Operational Schools



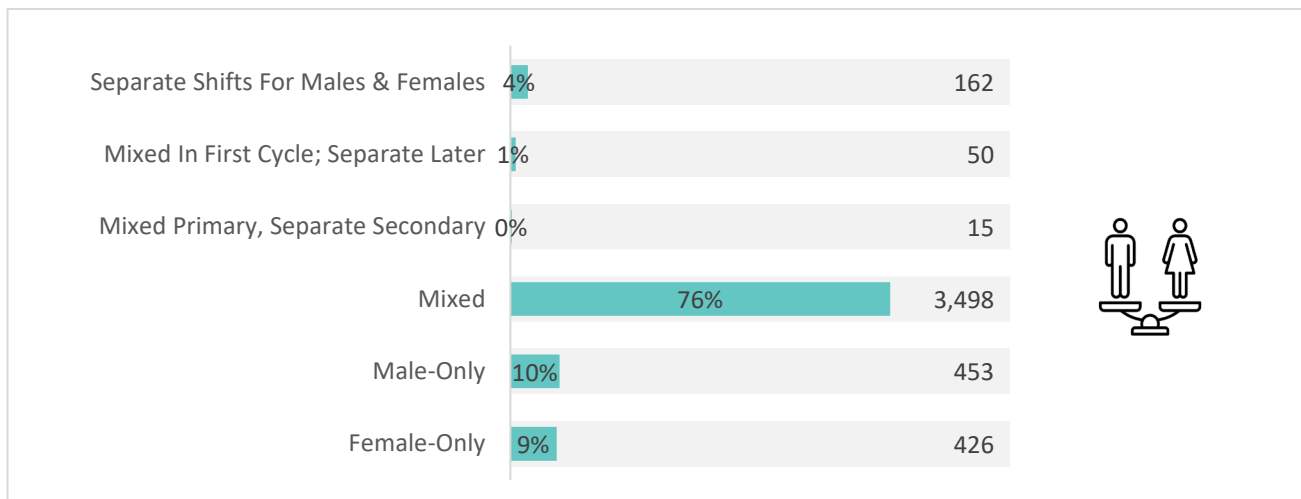
The INEE Minimum Standards define early childhood development as fostering physical, mental, and social growth for children aged 0-8, supported by education, health, and protection services. Before the war, preschool education in Syria was rare and mostly limited to private schools, making it inaccessible to many families. In 2006, Syria introduced a specialized Kindergarten Faculty to train early childhood educators. Growing awareness of early education’s importance has since encouraged schools to introduce preschool levels.

#### 4. Student Gender Segregation

The study found that 76% (3,498 schools) are mixed-gender, while 9% (426 schools) serve only females and 10% (453 schools) only males. Additionally, 4% (162 schools) operate separate shifts for boys and girls, and a small percentage follow partial segregation at different educational levels.

Regionally, Idleb has the highest segregation with 27% of schools for females, 29% for males, and only 37% mixed, while NES reports the highest share of mixed schools (over 95%). Northern Aleppo (18%) has the most schools operating separate shifts for male and female students.

Figure 40: School Distribution by Gender Segregation

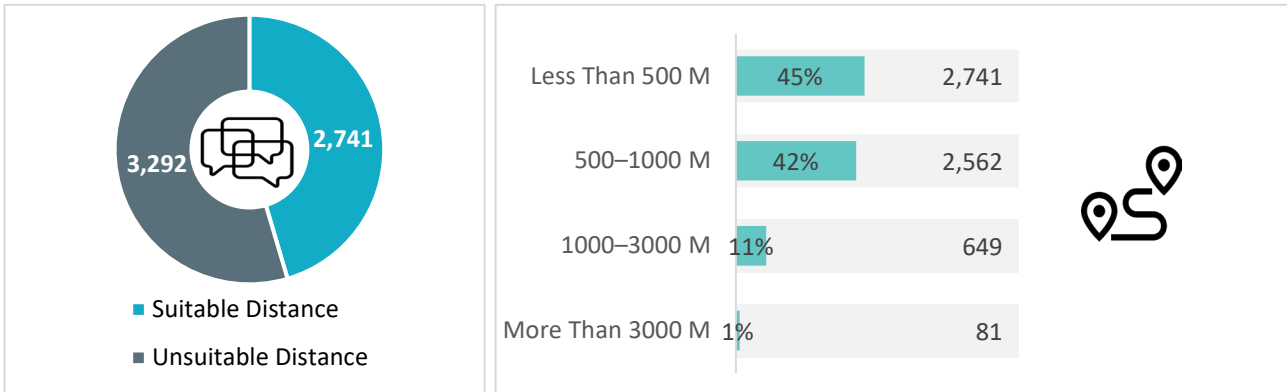


Before the conflict, gender segregation typically began in preparatory school (grades 7-9), with primary schools (grades 1-6) mostly mixed. However, in villages with limited schools, gender segregation occurred at the classroom level or was absent altogether. The conflict led to a shift, with mixed-gender schools becoming more common due to security constraints and mobility challenges.

## 5. Caregivers Survey: Distance to Schools

The survey found that 45% (2,741 caregivers) reported their children’s schools are within 500 meters, while 42% (2,562 caregivers) indicated a distance of 500-1,000 meters. 11% (649 caregivers) stated their children travel 1,000-3,000 meters, and 1% (81 caregivers) reported distances over 3,000 meters.

Figure 41: Caregiver-Reported Distance to Schools and Perceived Suitability



According to the INEE Minimum Standards, the maximum distance between students’ homes and schools should be locally determined, considering accessibility and safety concerns such as hazardous routes, security risks, and lack of transportation.

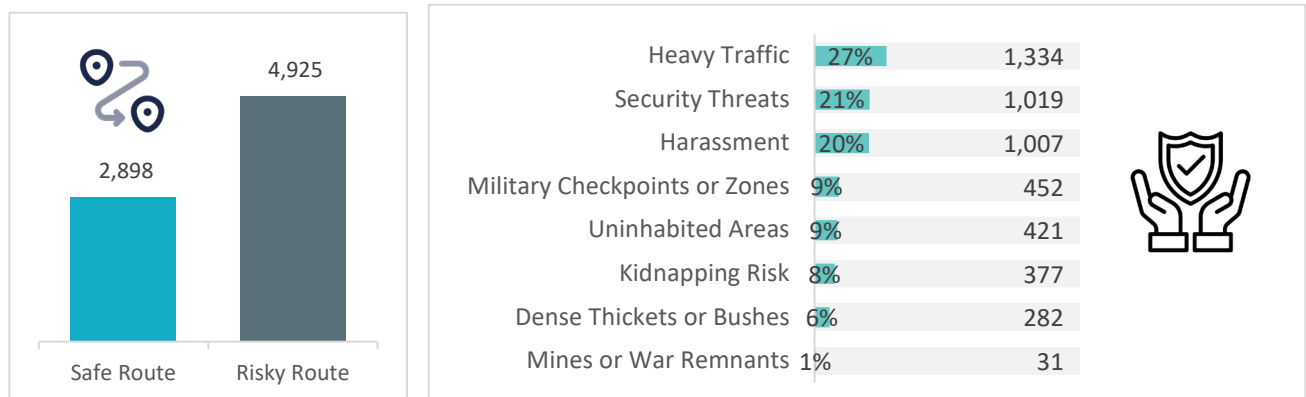
In the study, 55% of caregivers (3,292) found the distance unsuitable, citing long travel times and unsafe paths, while 45% (2,741) considered it acceptable. RAATA (70%) reported the highest satisfaction, likely due to school proximity, while Ar-Raqqa (21%) had the lowest.

## 6. Caregiver Survey: Student Vulnerability on the Way to School

The study found that 63% (4,925 caregivers) reported safety risks on students’ routes to school, while 37% (2,898 caregivers) had no reported risks.

Regionally, Al-Hasakeh (82%), Ar-raqaa (67%), and Idleb (61%) had the highest reported risks, while RAATA (44%) and Eastern Aleppo (45%) reported the lowest.

Figure 42: Caregiver-Reported Student Vulnerability and Types of Risks on the Way to School

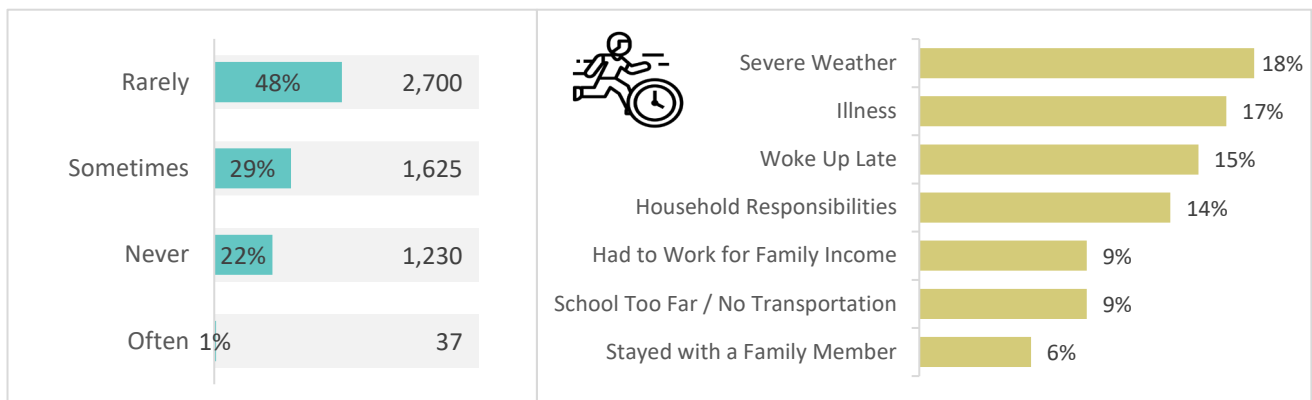


Traffic congestion was the most cited hazard (27%), followed by security threats (21%) and harassment (20%). Deir-ez-Zor (50%) and Eastern Aleppo (51%) faced the highest traffic risks, while Ar-Raqqa (66%) had the highest harassment risks. RAATA reported the most insecurity risks, and Deir-ez-Zor (17%) had the highest kidnapping risks.

## 7. Student Survey: Reasons for Morning School Delays

The survey found that 78% (4,362 students<sup>8</sup>) reported being late to school often, sometimes or rarely, while 22% (1,230 students) were never late.

Figure 43: Frequency and Reasons for Student Tardiness

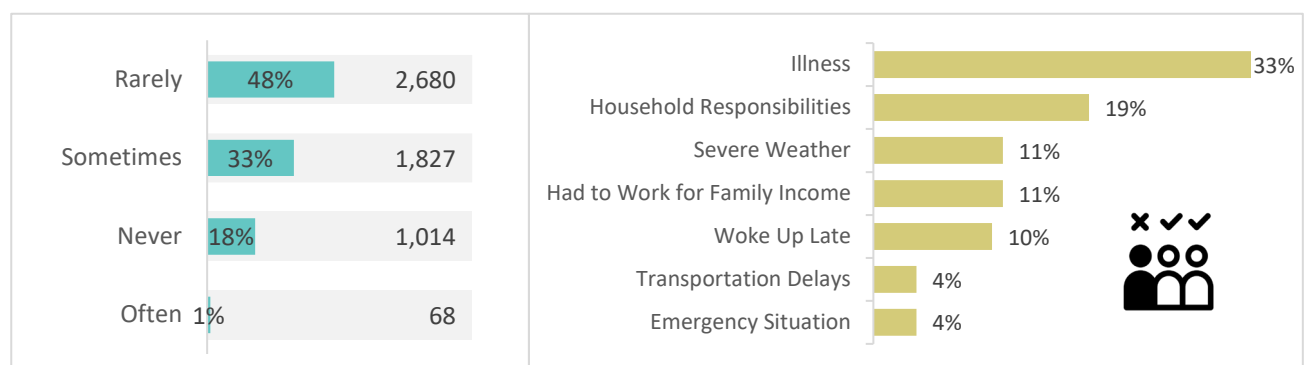


Among those who were sometimes or often late, the most common reasons included bad weather (18%), illness (17%), waking up late (15%), and household responsibilities (14%). Distance and lack of transportation caused 9% of delays, while 9% stayed home to work and support their families.

## 8. Student Survey: Reasons for School Absences

The survey found that 82% (4,575 students) had missed school at least once, while 18% (1,014 students) had never been absent. Among those frequently or occasionally absent, the most common reasons were illness (33%), household responsibilities (19%), severe weather (11%), and work obligations (11%).

Figure 44: Frequency and Reasons for Student Absences



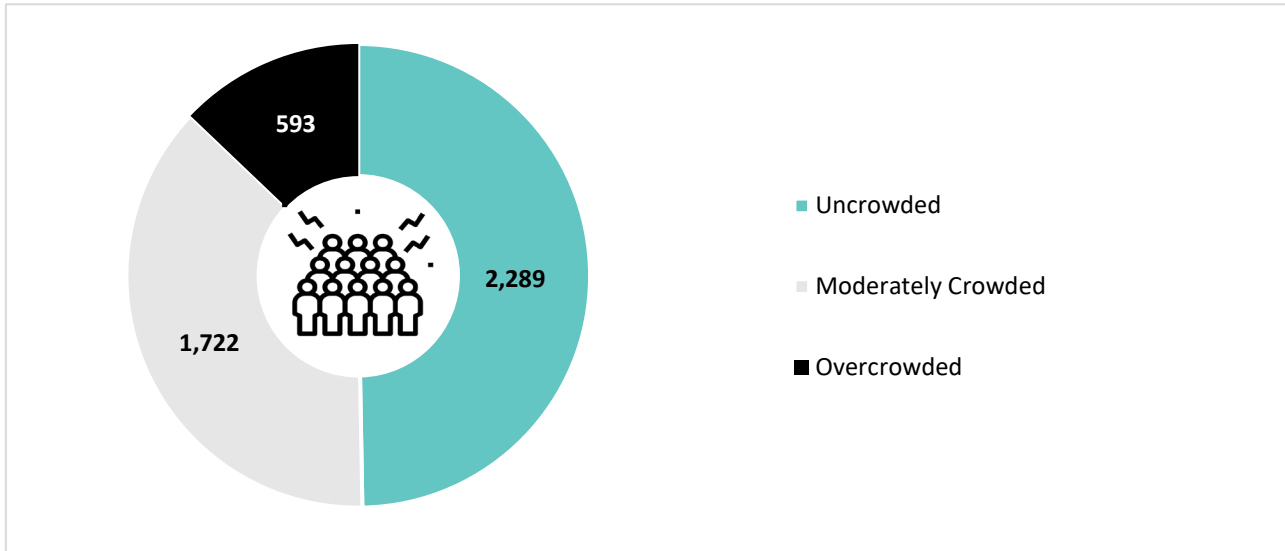
<sup>8</sup> A total of 5,594 students participated in the study.

## 9. Overcrowded Classrooms

Most classrooms in Syria are designed for 30 students. Classrooms with fewer than 30 students are uncrowded, 30-40 students are moderately crowded, and over 40 students are overcrowded.

The study found 50% (2,289 schools) have proportional class sizes, 37% (1,722 schools) are moderately crowded, and 13% (593 schools) are overcrowded.

Figure 45: Classroom Crowdedness Levels



According to the INEE Minimum Standards, class sizes should be realistically standardized with flexible space to accommodate increasing attendance and reduce reliance on multiple shifts.

Northern Aleppo (47%) had the highest overcrowding, followed by Eastern Aleppo (33%) and Afrin (24%), while RAATA (82%), Al-Hasakeh (63%), and Ar-Raqqa (60%) had the most uncrowded classrooms.

## 10. Difficulties Faced by Students in Schools

The study examined home- and school-related obstacles affecting students' education. The most common home-related challenge was household or farm work, followed by parental neglect, financial constraints, and child labor. Lack of parental awareness of education's importance was another key factor.

Table 3: Home-Related Challenges Affecting Students in Schools<sup>9</sup>

	Region	Child Labor at Home/Farm	Child Labor Outside Home	Parental Neglect	Financial Constraints	Caregivers Do Not Value Education	Caregivers Unaware of Education Options	Displacement	Caregivers Disagree with Official Curriculum	Cultural Beliefs	Marriage/Pregnancy
NES	Al-Hasakeh	Dark	Light	Dark	Light	Light	Light	Light	Dark	Light	Light
	Ar-Raqqa	Dark	Light	Dark	Light	Light	Light	Light	Dark	Light	Light
	Deir-ez-Zor	Dark	Dark	Light	Light	Light	Light	Dark	Light	Light	Light
	Eastern Aleppo	Dark	Dark	Light	Light	Light	Light	Light	Dark	Light	Light
NWS	Afrin	Dark	Dark	Dark	Light	Light	Light	Dark	Light	Light	Light
	Idleb	Dark	Dark	Dark	Light	Light	Light	Dark	Light	Light	Light
	Ras Al Ain & Tell Abiad	Dark	Dark	Light	Light	Light	Dark	Light	Light	Light	Light
	Northern Aleppo	Dark	Dark	Light	Light	Light	Light	Light	Light	Light	Light
	Northern Syria	Dark	Dark	Light	Light	Light	Light	Light	Light	Light	Light

<sup>9</sup> Darker shades indicate greater challenges, with coloring applied regionally (row-based).



In schools, the primary issue was a shortage of qualified teachers, followed by overcrowding, lack of recognized certificates, and poor infrastructure (insufficient toilets, electricity, and furniture). Additionally, limited educational materials and inadequate water, sanitation, and hygiene facilities further hindered learning.

Addressing these challenges requires targeted interventions to support families financially, improve school infrastructure, and expand access to quality education.

**Table 4: School-Related Challenges Affecting Students in Schools<sup>10</sup>**

Hub	Region	Shortage of Materials, Books, and Stationery	Lack of Qualified Teaching Staff	No Recognized Certificates	Poor School Conditions (Toilets, Electricity, Furniture)	Overcrowding	Insufficient Water, Sanitation, and Hygiene Facilities	School Too Far / No Transportation / High Cost	School Fees or Cost of Materials	No Gender Separation in Schools	Age Disparity Among Students
NES	Al-Hasakeh										
	Ar-Raqqa										
	Deir-ez-Zor										
	Eastern Aleppo										
NWS	Afrin										
	Idleb										
	Ras Al Ain & Tell Abiad										
	Northern Aleppo										
	Northern Syria										

<sup>10</sup> Darker shades indicate greater challenges, with coloring applied regionally (row-based).

## 11. Mechanisms of Student Advancement

Before the conflict, students advanced through:

- **Progression by Passing Exams:** Students advance after successfully completing final exams.
- **Transfer After Grade Repetition:** Promotion occurs after repeating the same grade for two consecutive years.
- **Advancement After Failure Limits:** Students move up after exceeding allowed failure years (two per primary cycle) due to compulsory education laws.

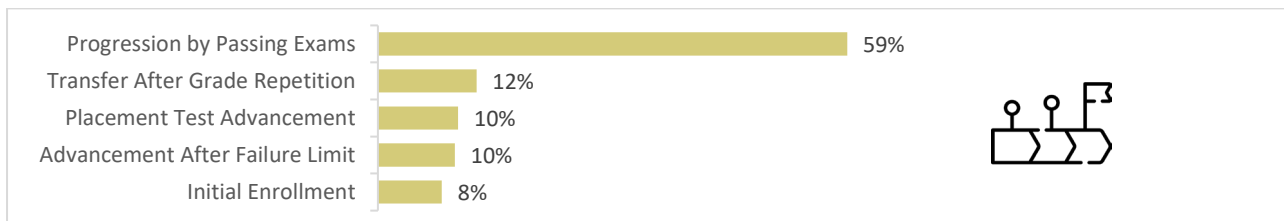
War introduced new pathways:

- **Placement Test Advancement:** Out-of-school children or those without records take quick assessments to determine their appropriate grade.
- **Initial Enrollment:** Grade placement is based on age, without placement tests or prior academic records.

The study shows that 59% of students progressed by passing exams, 12% transferred after grade repetition, 10% advanced through placement tests, and 10% moved up after exhausting failure limits. Another 8% enrolled for the first time (excluding first grade).

Student progression through success was highest in Al-Hasakeh (97%) and Ar-Raqqa (84%), while Idleb (42%) had the lowest. Deir-ez-Zor (26%) and Afrin (21%) relied most on placement test advancement, while Idleb (18%) had the highest rate of advancement after failure limits.

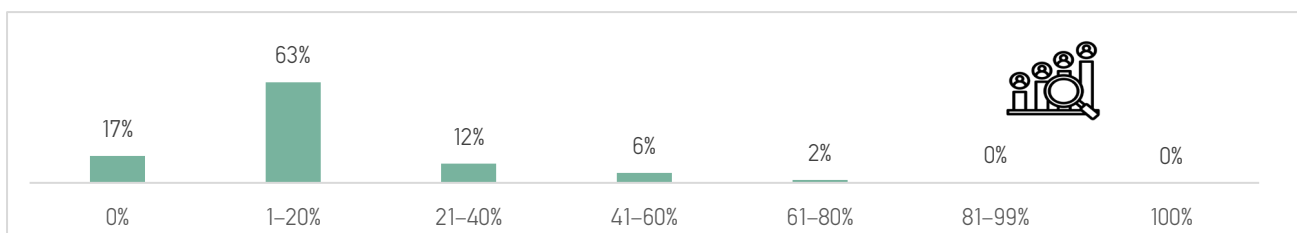
Figure 46: Student Progression Rates by Advancement Method



## 12. Teacher Survey: Student Age-Grade Alignment

Most teachers (63%) reported that only 1-20% of students are in grades appropriate for their age. 17% of schools had no alignment. **Deir-ez-Zor** (86%), RAATA (85%), and Northern Aleppo (83%) had the highest misalignment, while Al-Hasakeh showed better alignment.

Figure 47: Teacher-Reported Student Age-Grade Alignment Rates



## **SECTION 10:**

# **STUDENT AND SCHOOL NEEDS**

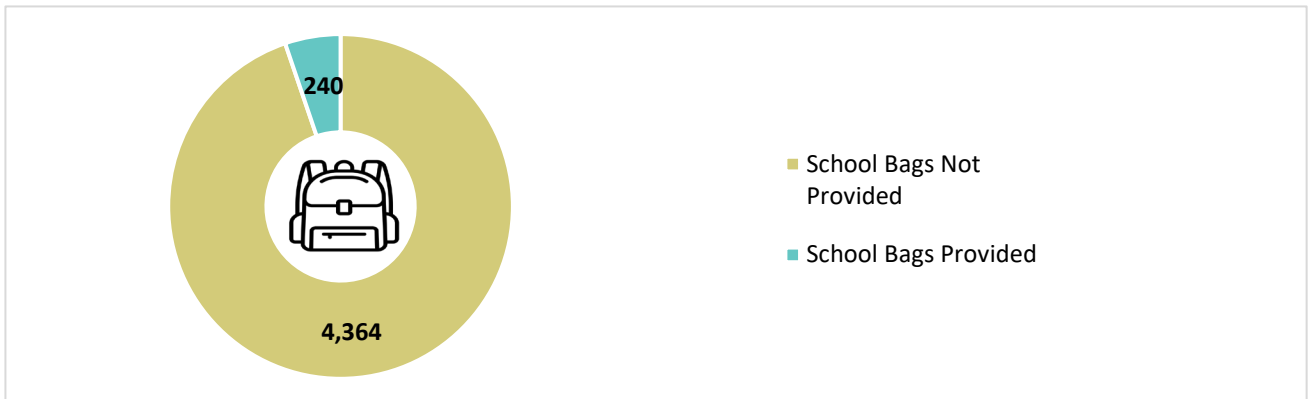
## Section 10: Student and School Needs

### 1. Student Requirements

95% (4,364 schools) lacked school bag distribution, leaving students without essential supplies. Standardizing kits and integrating winter clothing support could enhance access and attendance.

Idlib (13%) and Afrin (10%) had the highest distribution, while Deir-ez-Zor, Eastern Aleppo, and RAATA received none.

Figure 48: School Distribution Based on School Bag Provision

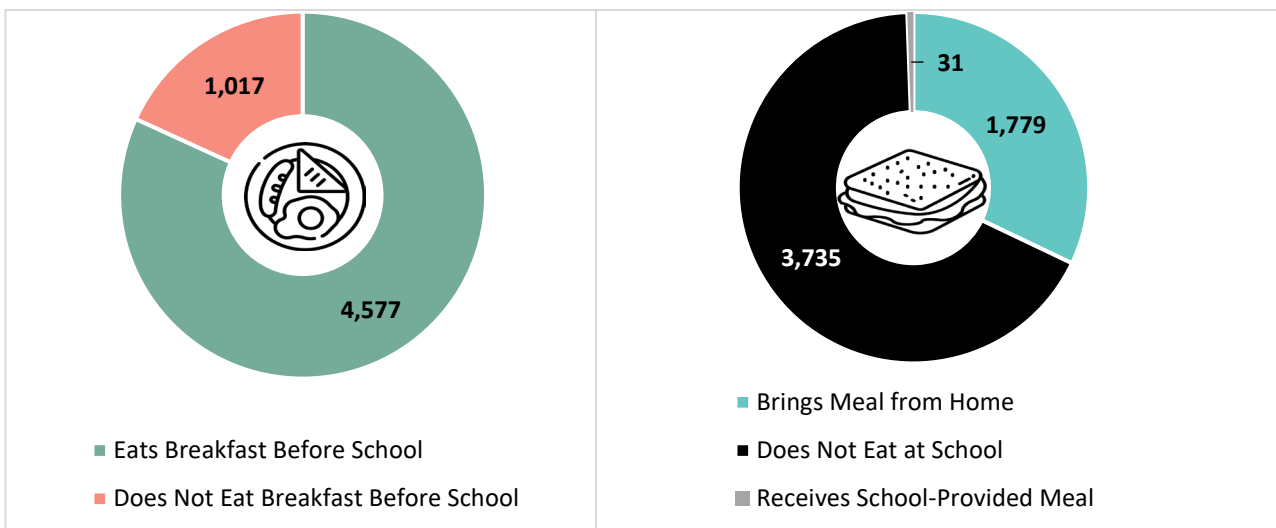


### 2. Student Survey<sup>11</sup>: Meal Consumption Before and During School

The survey found that 18% (1,017 students) skip breakfast before school, while 82% (4,577 students) eat a meal beforehand.

During school hours, 67% (3,735 students) do not eat, while 32% (1,779 students) bring meals from home.

Figure 49: Student Meal Consumption Before and During School

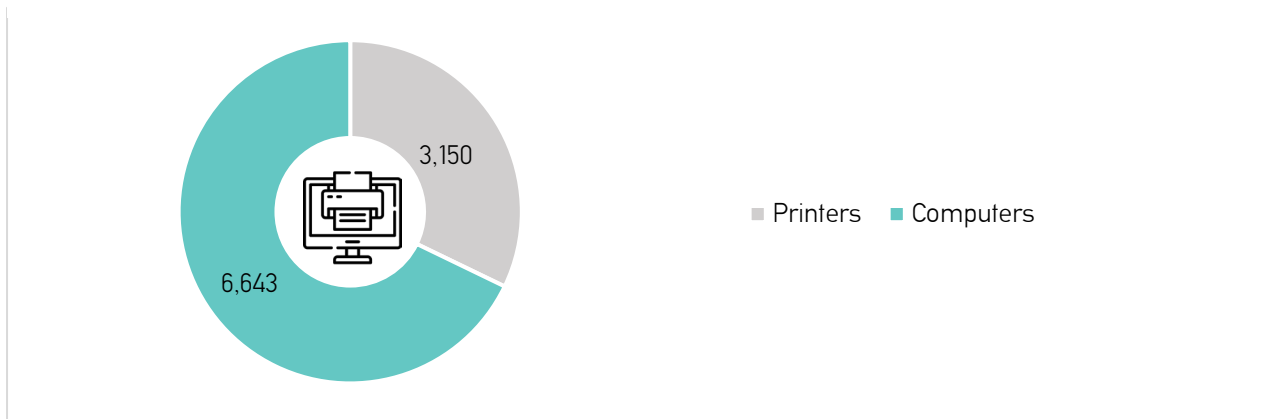


<sup>11</sup> A total of 5,594 students participated in the study.

### 3. Printer and Computer Needs in Schools

The study identified 3,150 printers and 6,643 computers needed across schools.

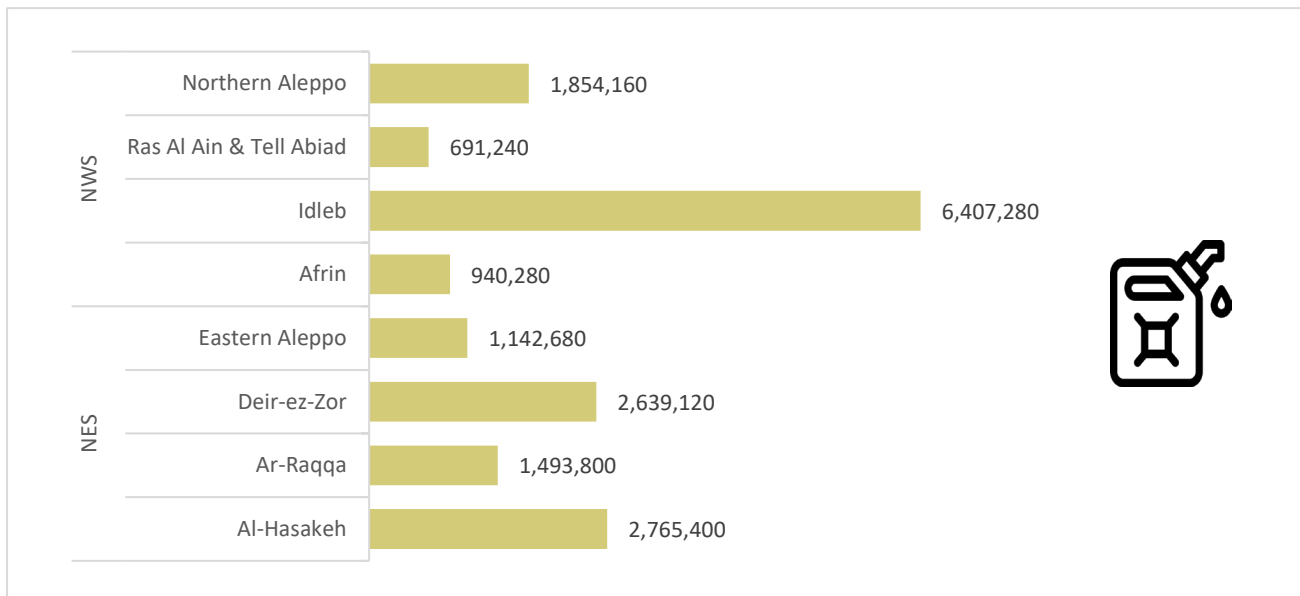
Figure 50: Printer & Computer Needs in Schools



### 4. School Heating Fuel Needs

Schools require 17.9 million liters of diesel annually for five hours daily over four winter months. With most school days in cold, rainy conditions, heating is essential, consuming 5 liters per heater daily. Idleb has the highest demand at 6.4 million liters, followed by Al-Hasakeh (2.8M) and Deir-ez-Zor (2.6M).

Figure 51: Fuel Needs in Operational Schools



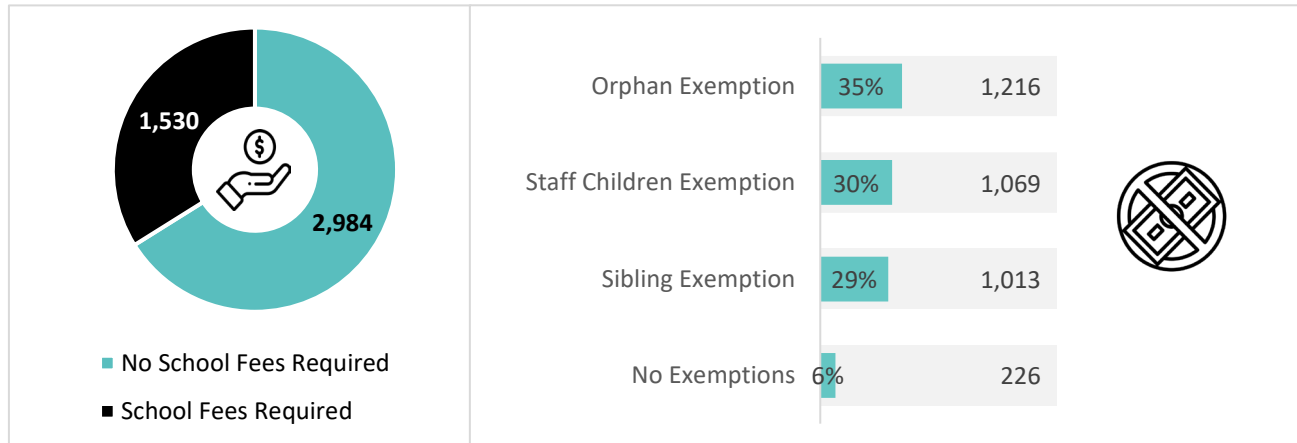
## 5. School Fees Paid by Students

The study found that 34% (1,530 schools) require students to pay annual fees (under \$1 per student), covering heating fuel, maintenance, and teacher stipends.

Idleb (87%) has the highest percentage of schools charging fees, followed by Eastern Aleppo (53%), RAATA (27%), and Deir-ez-Zor (25%).

Exemptions exist in 94% (3,298 schools), with 1,216 schools (35%) waiving fees for orphans, 1,069 schools (30%) for children of educational staff, and 1,013 schools (29%) for families with multiple enrolled children.

Figure 52: School Fees Paid by Students and Exemption Categories



**SECTION 11:**

# **TEACHERS**

## Section 11: Teachers

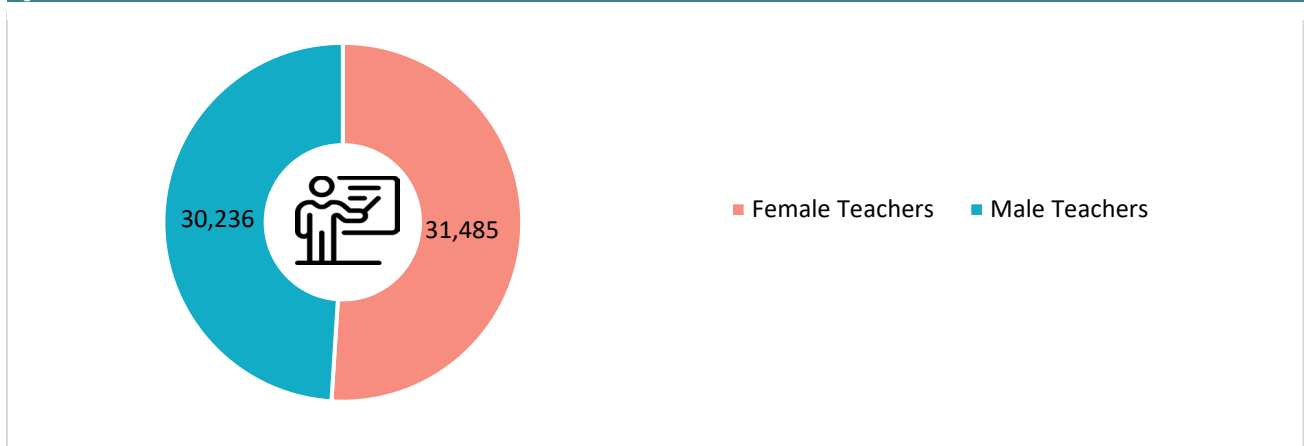
### 1. Teacher Distribution

The study identified 61,721<sup>12</sup> teachers in 4,604 operational schools, averaging 13.4 teachers per school. The gender distribution is nearly equal, with 51% (31,485) female and 49% (30,236) male.

Before the conflict, Syria faced chronic teacher shortages, relying heavily on temporary contract teachers. This assessment includes all teachers present, regardless of employment status.

Regionally, Northern Aleppo (16.1 per school) has the highest teacher-to-school ratio, followed by Deir-ez-Zor (15.7 per school) and Idlib (15.1 per school). In contrast, Al-Hasakeh (10.7 per school) and RAATA (7.6 per school) have the lowest ratios.

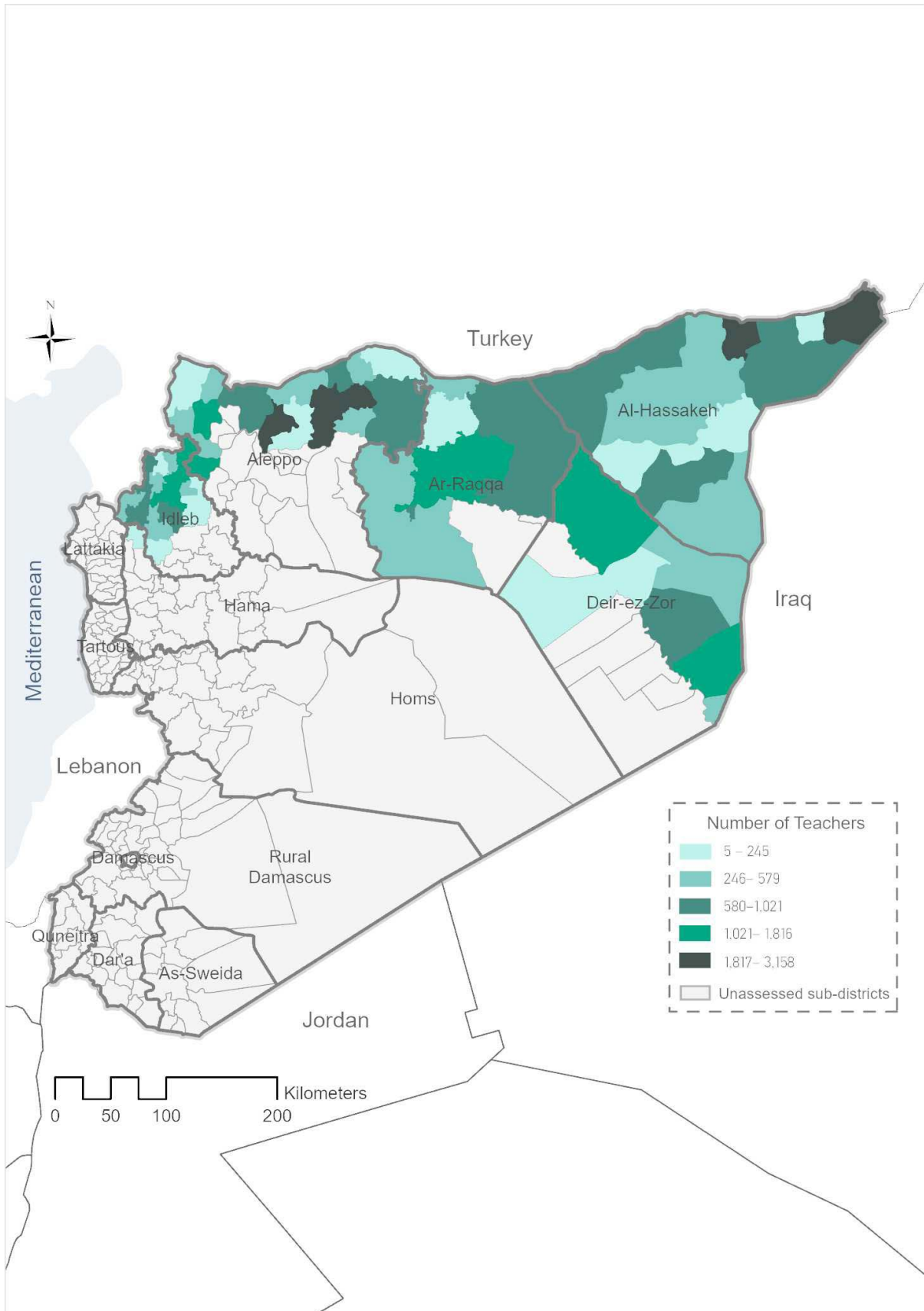
Figure 53: Teacher Gender Distribution



<sup>12</sup> A total of 3,484 teachers were surveyed out of 61,721 identified in operational schools.



Map 3 Teacher Distribution at The Sub-district Level



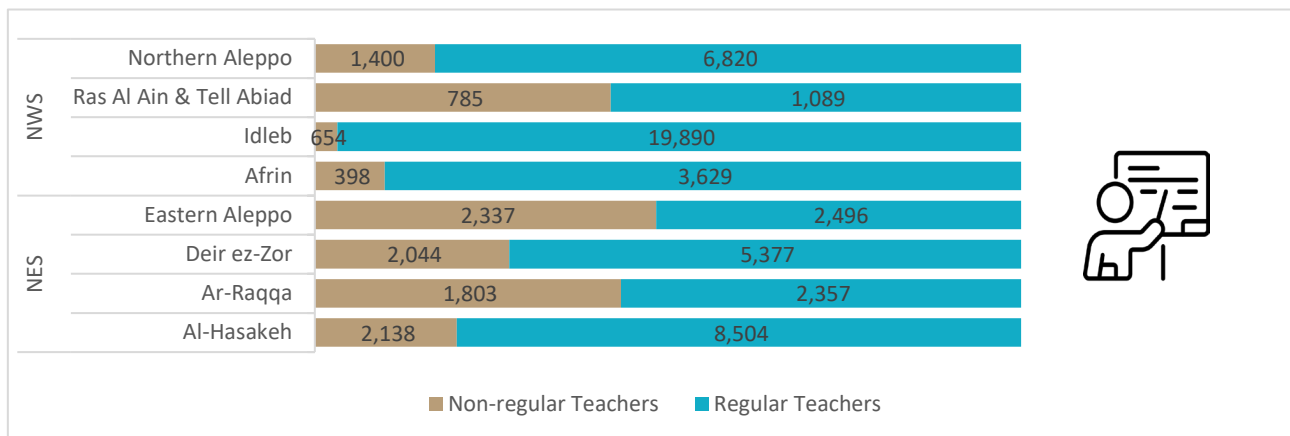
## 2. Teacher Employment Status

The study found that 81% (50,162 teachers) are regular teachers, holding formal qualifications from universities or teacher training institutes. Meanwhile, 19% (11,559 teachers) are non-regular teachers, recruited due to teacher shortages, often without formal training.

Before the conflict, regular teachers were hired through government contracts after passing a recruitment competition. In opposition-controlled areas, teacher training institutes were later established to fill gaps. Non-regular teachers include university students, high school graduates, and those on short-term contracts.

Regionally, Eastern Aleppo (48%), Ar-Raqqa (43%), RAATA (42%) have the highest share of non-regular teachers, followed by Deir-ez-Zor (28%) and Al-Hasakeh (20%). Afrin (10%) reports the lowest percentage, with Idleb (3%) having the least reliance on non-regular teachers.

Figure 54: Regular and Non-regular Teacher Distribution

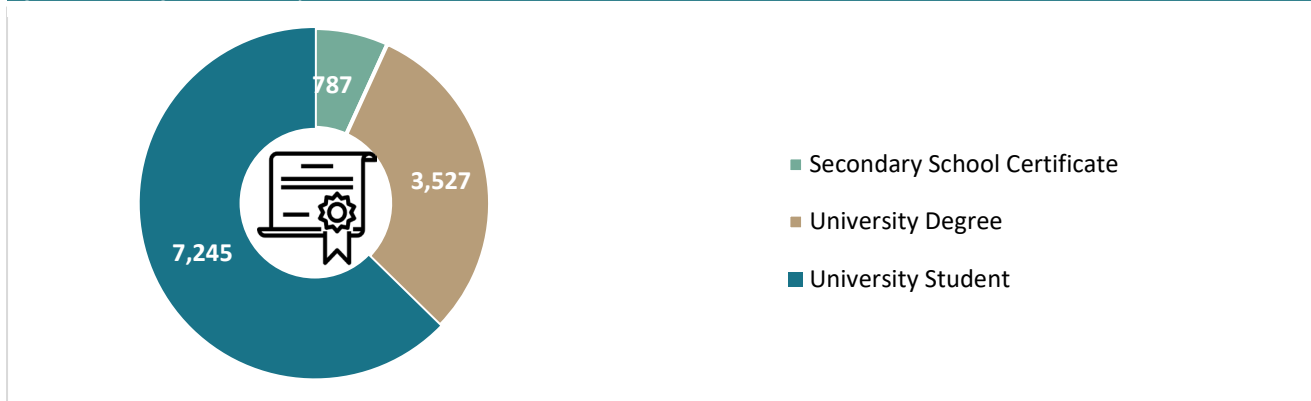


## 3. Academic Qualifications of Non-Regular Teachers

The study found 63% (7,245) of non-regular teachers are university students, 31% (3,527) hold non-teaching degrees, and 7% (787) have a secondary school diploma.

Without formal training in pedagogy, non-teaching degree holders need courses in teaching methods and classroom management to improve effectiveness. Structured training could help university students and secondary graduates fill early-grade teaching gaps.

Figure 55: Non-Regular Teachers by Educational Qualification



Regionally, RAATA (95%) and Deir-ez-Zor (80%) have the highest share of university students, while Afrin (60%) and Northern Aleppo (53%) lead in non-teaching degree holders. Al-Hasakeh (19%) has the most secondary graduates in teaching roles.

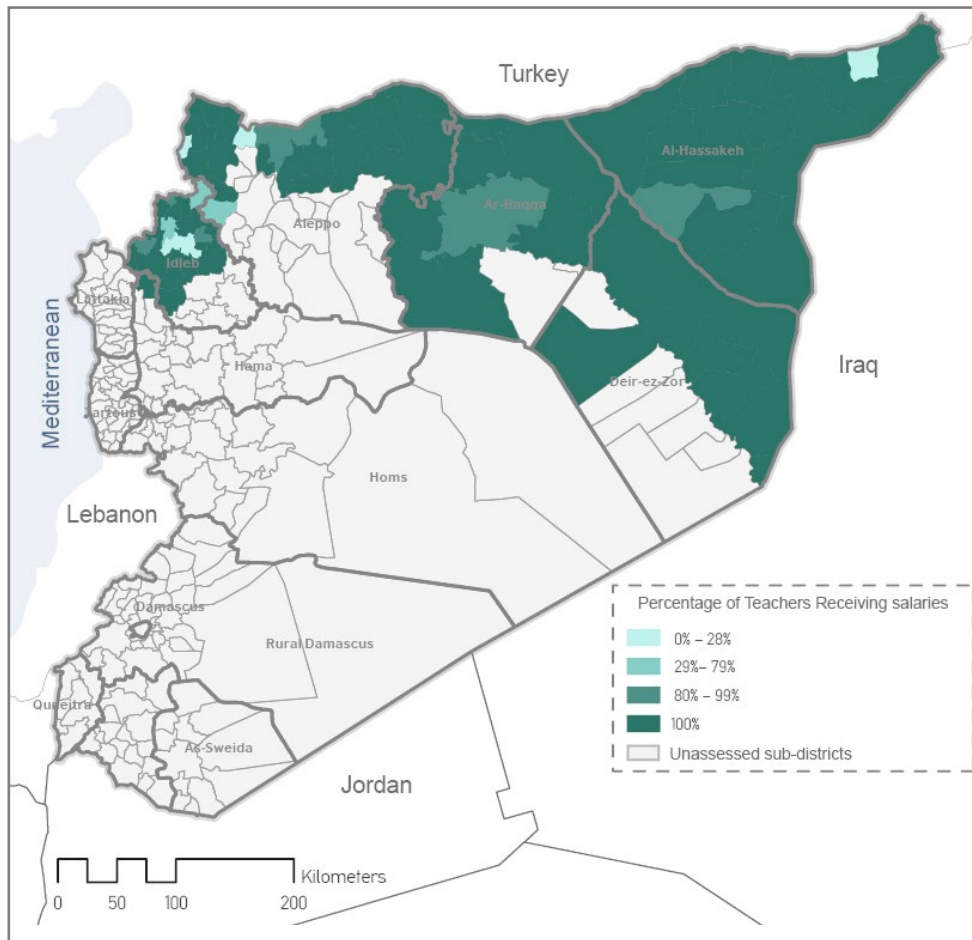
#### 4. Teachers Receiving Salaries

In the 2024-2025 academic year, 94% (57,890) of assessed teachers received salaries, while 6% (3,831) remained unpaid. Deir-ez-Zor (10%), Northern Aleppo (8%), and Al-Hasakeh (7%) had the highest unpaid teacher rates, while Ar-Raqqa and RAATA (1% each) had the lowest.

Figure 56: Teacher Salary Status



Map 4 Percentage of teachers receiving salaries- sub-district level

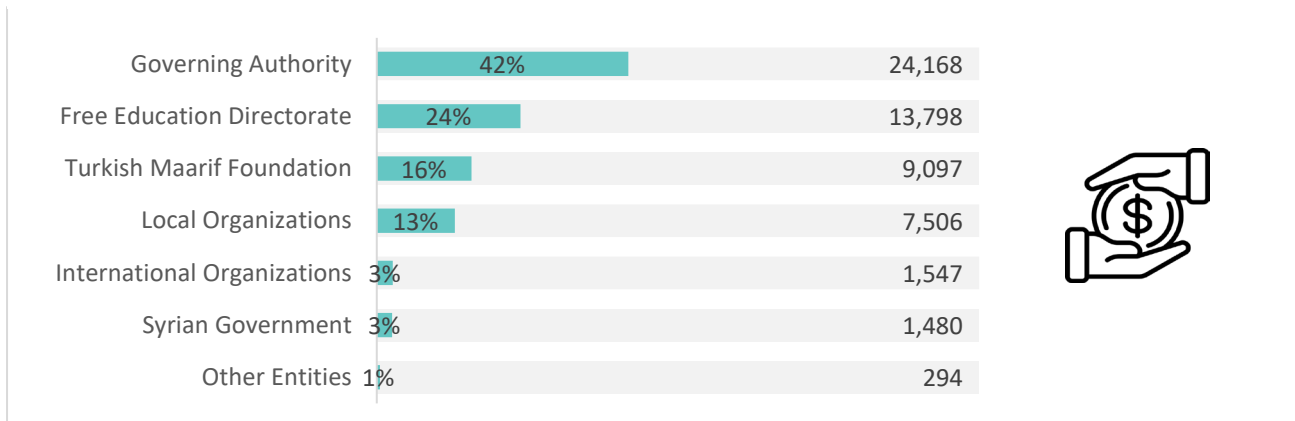


## 5. Sources of Teacher Salaries

The study found that 42% (24,168) of teachers are funded by the governing authority, 24% (13,798) by the Free ED, 16% (9,097) by the Turkish Maarif Foundation, and 13% (7,506) by local organizations. Only 3% (1,547) receive international funding, and 3% (1,480) are paid by the Syrian government.

Regionally, Al-Hasakeh (91%), Ar-Raqqa (100%), and Deir-ez-Zor (100%) depend mostly on governing authority salaries. Idleb (51%), Northern Aleppo (44%), and RAATA (14%) receive the most Free Education funding, while Afrin (86%) and RAATA (84%) rely on the Turkish Maarif Foundation. Idleb (38%) has the highest share of teachers funded by local organizations.

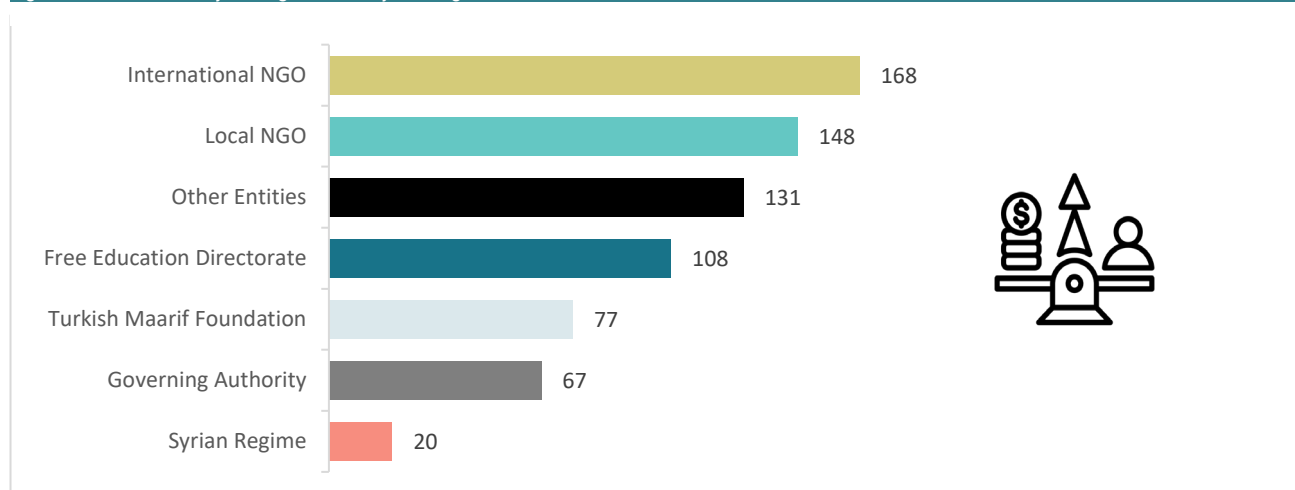
Figure 57: Teacher Salaries by Funding Source



## 6. Teacher Salary Disparities

Teacher salaries vary by funding source and currency, with payments made in Syrian Pounds, US Dollars, and Turkish Lira. International NGOs pay the highest salaries, averaging \$168, followed by local NGOs (\$148) and the Free ED (\$108). Other entities provide \$131, while the Turkish Maarif Foundation (\$77) and governing authorities (\$67) offer lower wages. The Syrian regime pays the lowest, averaging just \$20.

Figure 58: Teacher Salary Averages in USD by Funding Source



The Syrian Education Platform (SEP) initiated a salary scale and leave system in 2021-2022, collaborated by education directorates, ACU, and key stakeholders, including the Syrian Interim Government (SIG), Manahel program, and humanitarian organizations.

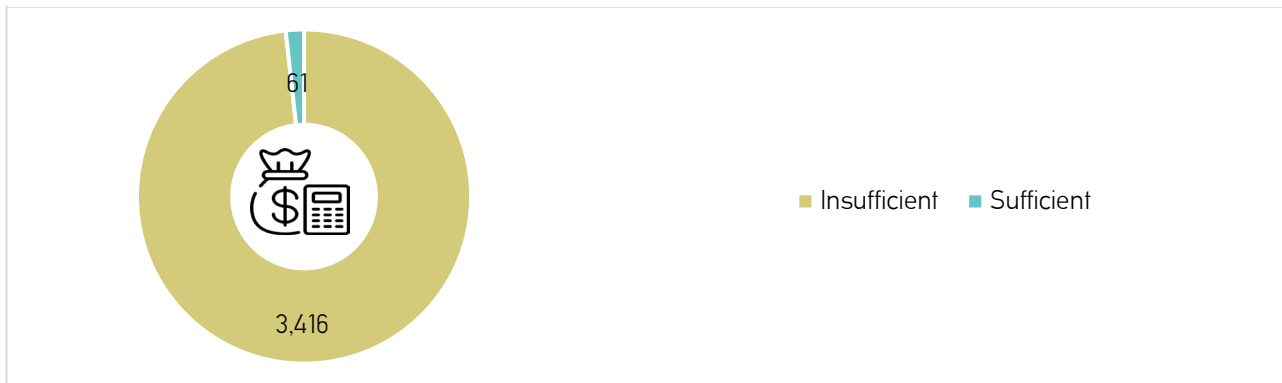
Additionally, the EC developed a salary scale based on qualifications, ranging from \$100 for those below secondary education to \$180 for master’s degree holders. While intended as a baseline for future improvements, it applies only to funded teachers, leaving many without salaries.

## 7. Teacher Survey<sup>13</sup>: Teacher Salaries vs. Cost of Living

In teacher surveys, 98% (3,416 teachers) reported their salaries do not cover daily living expenses, while only 2% (61 teachers) found them sufficient..

97% or more of teachers in all surveyed areas reported that their salaries do not meet daily living expenses.

Figure 59: Salaries vs. Daily Living Needs

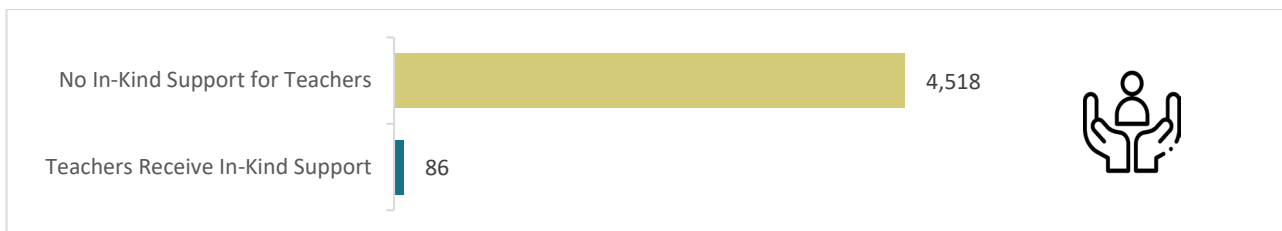


It is noteworthy that the survey found that 81% (2,803) of teachers have no additional income sources, while 19% (672) rely on extra income, highlighting financial instability among educators.

## 8. In-Kind Support for Teachers

Only 2% (86 schools) provide in-kind support, while 98% (4,518 schools) do not. Some organizations distribute food and essentials to ease financial strain, mainly in low-salary schools. Afrin (12%) has the highest support, while most regions (98-99%) offer none.

Figure 60: In-Kind Support for Teachers in Schools



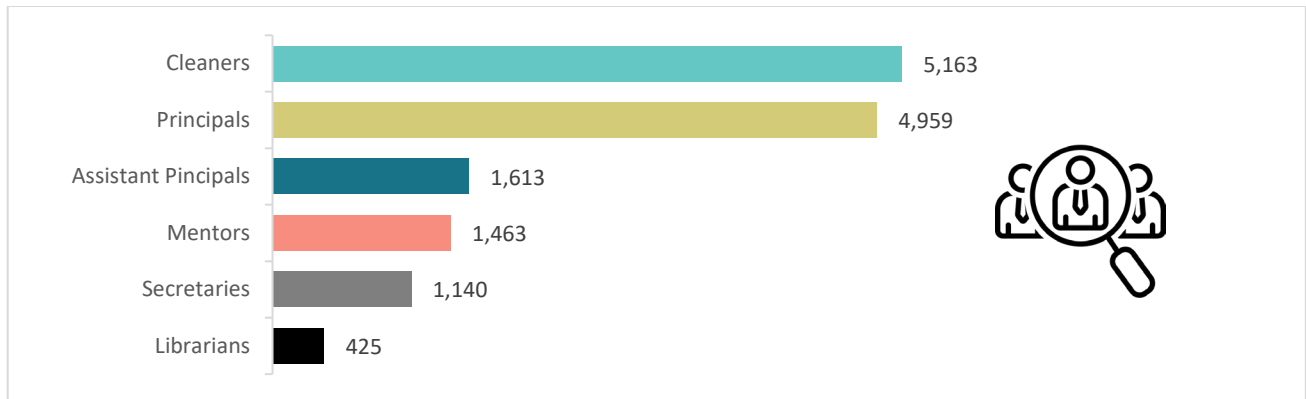
<sup>13</sup> A total of 3,484 teachers were surveyed out of 61,721 identified in operational schools.

## 9. Administrative and Support Staff in Schools

The study found that 34% (4,959 staff) are principals, while 11% (1,613) serve as assistant principals. Mentors make up 10% (1,463), and secretaries account for 8% (1,140). Librarians are the smallest group at 3% (425), while cleaners form the largest segment at 35% (5,163).

Regionally, Idleb (5,405 staff) has the highest administrative and support personnel, followed by Al-Hasakeh (2,593), and Northern Aleppo (1,863) while RAATA (356) has the fewest.

Figure 61: Administrative Staff in Schools by Role



## **SECTION 12:**

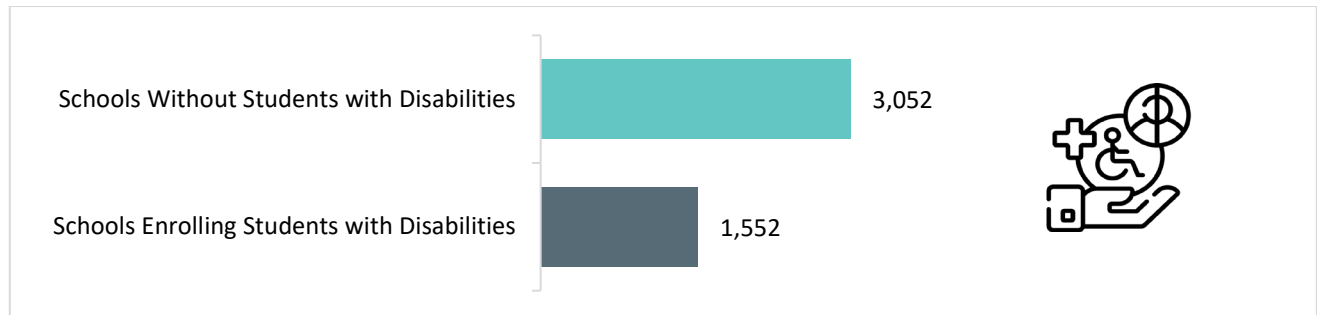
# **PSYCHOSOCIAL SUPPORT AND STUDENTS WITH DISABILITIES**

## Section 12: Psychosocial Support and Students with Disabilities

### 1. Students with Disabilities (SWDs) in Schools

Conflict-related injuries have increased disabilities among children in Syria. Only 34% (1,552 schools) enroll SWDs, while 66% (3,052) do not.

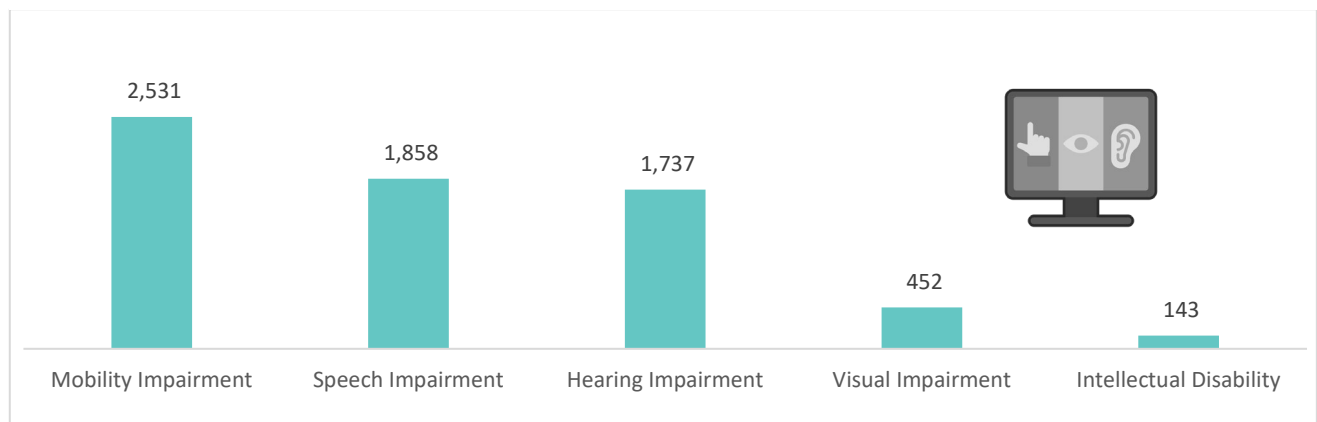
Figure 62: Schools Enrolling Children with Disabilities



### 2. Disabilities by Type

The study identified 6,721 SWDs in assessed schools. Mobility impairments were the most common, affecting 38% (2,531 students), often due to conflict-related injuries. Speech impairments accounted for 28% (1,858), while hearing loss affected 26% (1,737). Visual impairments (7%, 452 students) and intellectual disabilities (2%, 143 students) were less frequent.

Figure 63: SWDs by Type



Limited diagnostic services and specialist availability hinder early identification and intervention, particularly for hearing and intellectual disabilities. Speech delays, often linked to undiagnosed hearing loss, require early detection and assistive devices to prevent educational setbacks. The lack of specialized support exacerbates isolation and learning challenges for affected students.

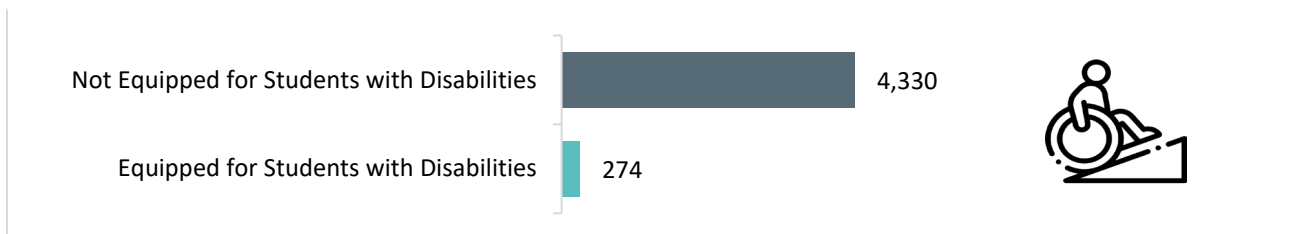
Regionally, Idlib (4,552) has the highest number of students with disabilities, particularly mobility (1,406), speech impairments (1,378), and hearing impairments (1,200). Al-Hasakeh (579) and Deir-ez-Zor (475) follow, while Afrin (346) and Northern Aleppo (281) report the lowest numbers.



### 3. Equipped Schools for Students with Mobility Impairments

Only 6% (274 schools) are equipped for students with mobility impairments, while 94% (4,330 schools) lack the necessary infrastructure. Despite 5,847 students with disabilities in 4,336 schools, accessibility remains a critical gap. Regionally, Idleb (17%) has the highest proportion of equipped schools, followed by Afrin (5%), while other regions report 2% or less.

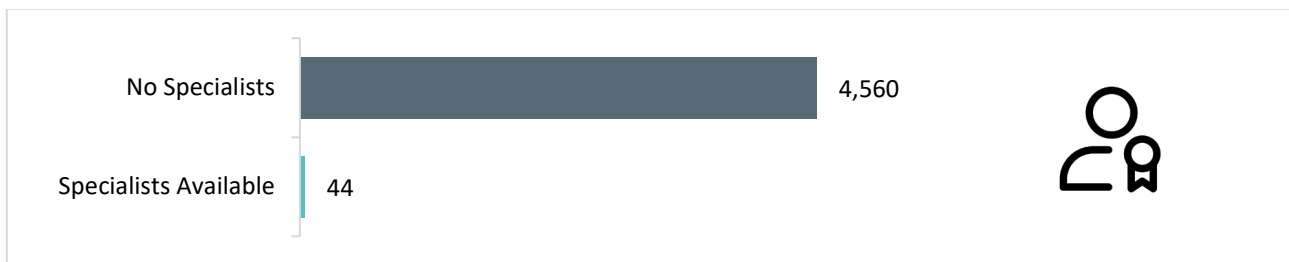
Figure 64: Schools Equipped to Accommodate SWDs



### 4. Availability of Specialists for Students with Disabilities

Only 1% (44) of 4,604 schools have specialists for SWDs, mostly in Idleb (42 schools), whereas most other regions report none or minimal presence.

Figure 65: Availability of Specialists for SWDs



### 5. Orphans in Schools

Syria's conflict has left 75,253 orphaned students, accounting for 5% of total students in assessed schools. Idleb has the highest share (39,137, 9%), followed by Afrin (6%) and Northern Aleppo (5%), while other regions range from 1% to 4%.

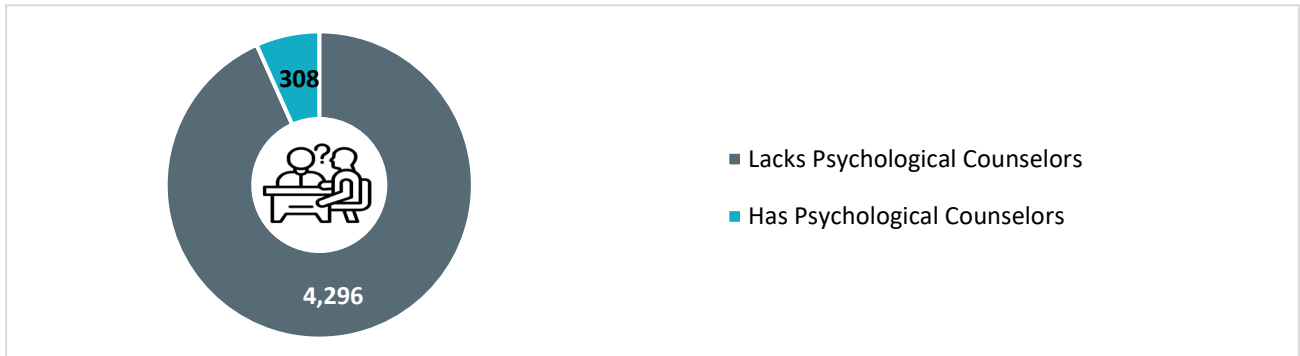
Figure 66: Orphans in Schools



## 6. Psychological Counselors in Schools

Only 7% (308 schools) have psychological counselors, while 93% (4,296 schools) lack them. Idleb (12%) and Northern Aleppo (19%) have the highest availability, whereas other regions report minimal or no coverage. In the absence of specialized training institutions, training administrative staff for basic psychological support is crucial.

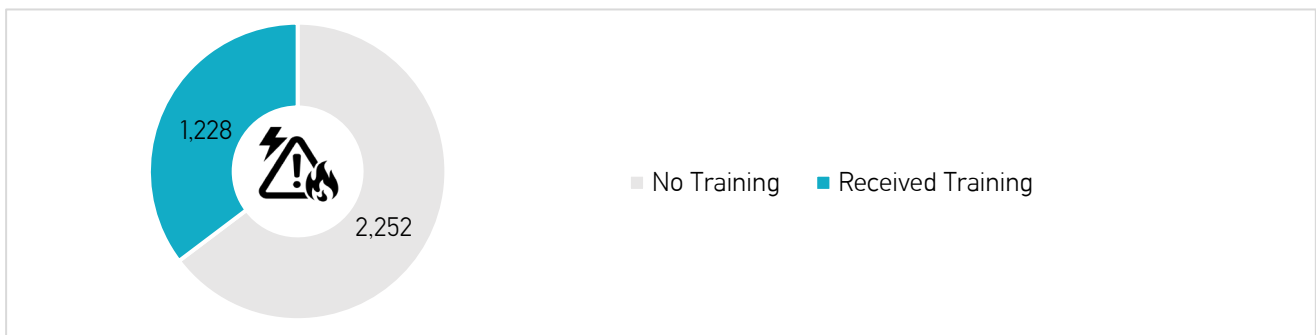
Figure 67: Psychological Counselors in Schools



## 7. Teacher Survey: Teacher Training in Disaster Education

Only 35% (1,228) of surveyed teachers received training in school management during disasters, while 65% (2,252) had no such training.

Figure 68: Teacher Training in Education During Disasters



## 8. Principal Survey: Training Courses in School Management during Disaster

Only 38% (1,392) of surveyed principals received training in school management during disasters, while 62% (2,266) had no such training.

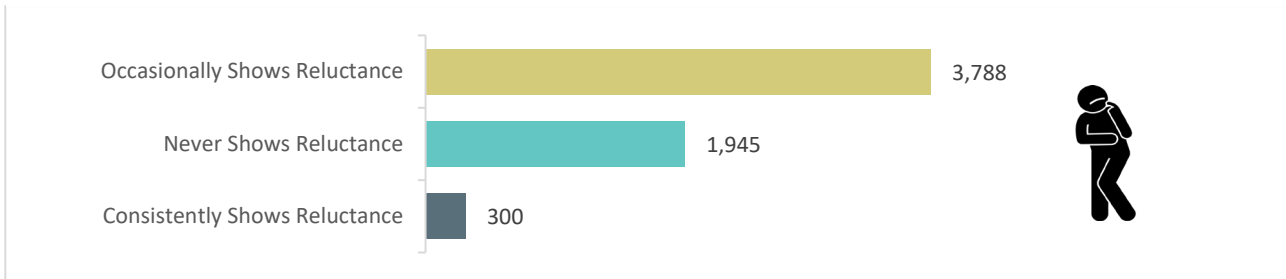
Figure 69: Principal Training in Disaster Management



### 9. Caregiver Survey: Children's Reluctance to Attend School

Surveys revealed that 5% (300 caregivers) reported their children consistently refuse to attend school, while 63% (3,788) stated their children sometimes express reluctance. Only 32% (1,945) reported no such issues.

Figure 70: Caregiver-Reported Children's Reluctance to Attend School



### 10. Student Survey: Student-Reported Emotional Symptoms in Schools

Surveys revealed that **memory retention challenges** were the most reported emotional symptom, with **7%** frequently struggling, **39%** experiencing it sometimes, and **36%** facing occasional difficulties.

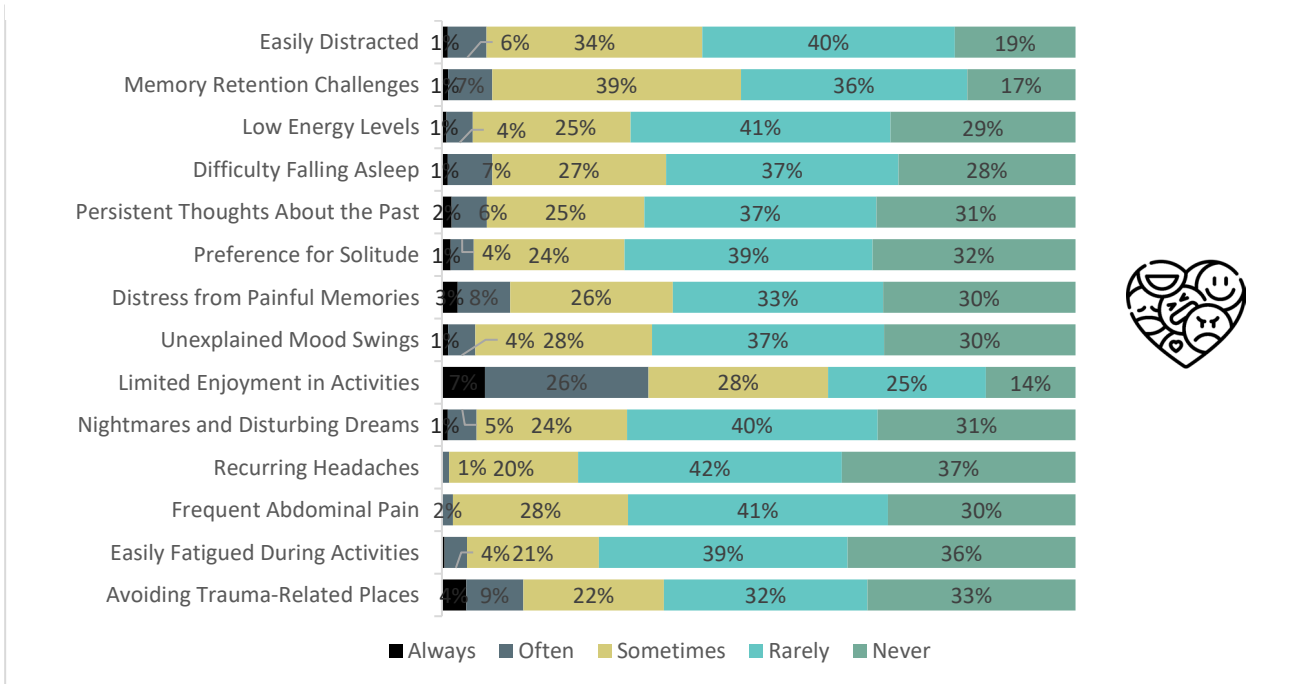
**Distraction** was also prevalent, with **6%** often getting easily distracted and **34%** experiencing it occasionally.

**Difficulty falling asleep** affected **7%** frequently, while **27%** struggled sometimes.

**Emotional distress from painful memories** was significant, with **8%** often feeling upset and **26%** experiencing this sometimes.

**Limited enjoyment in activities** was another common issue, with **26%** frequently experiencing reduced interest and **28%** reporting it sometimes.

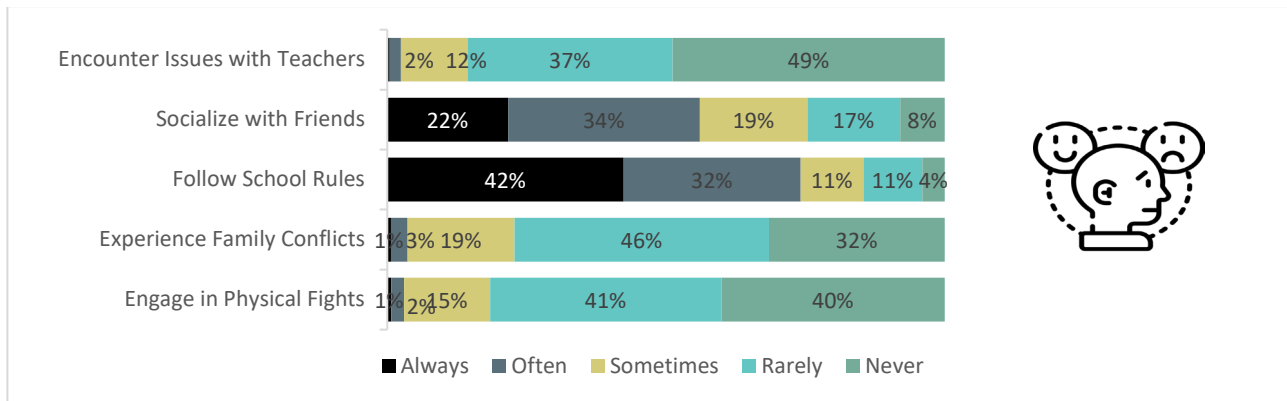
Figure 71: Student-Reported Emotional Symptoms



## 11. Student Survey: Student Survey: Social Interaction and Behavioral Patterns

Surveys on student interactions revealed both challenges and positive trends. Physical fights were rare (2% often, 15% sometimes), while family conflicts were more common (3% often, 19% sometimes). Social engagement was high, with 74% regularly playing with friends and 85% following school rules. Teacher conflicts were minimal, with 49% never experiencing issues and only 2% reporting frequent difficulties.

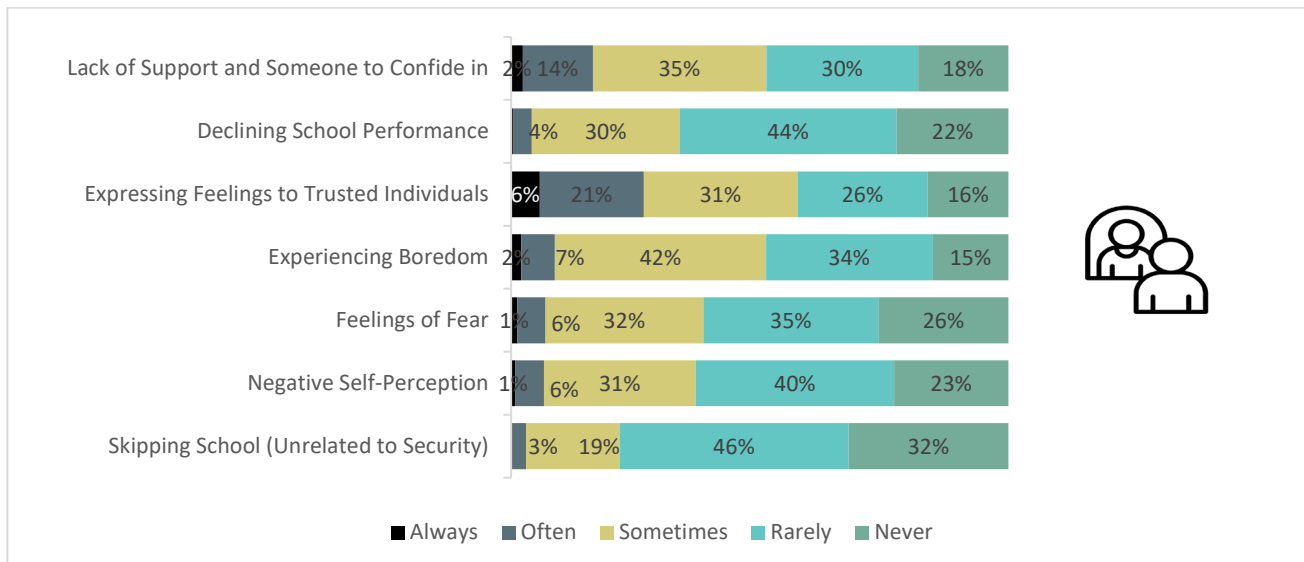
Figure 72: Student-Reported Behavioral Patterns



## 12. Student Survey: Self-Awareness and Emotional Well-Being

Surveys on student self-awareness found boredom most common (often 7%, sometimes 42%). Fear followed (often 6%, sometimes 32%), while declining school performance was noted (often 4%, sometimes 30%). Positively, 21% regularly shared feelings, but 14% felt unsupported, and 6% had frequent negative self-perceptions. Non-security absenteeism was reported (often 3%, sometimes 19%).

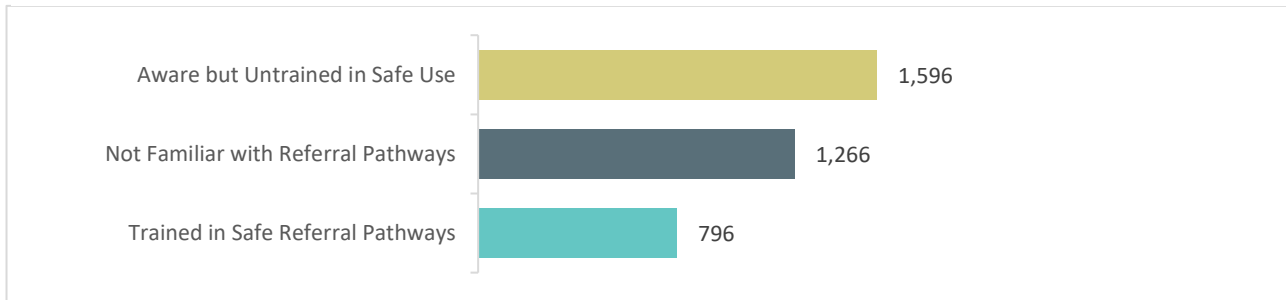
Figure 73: Student Self-Awareness and Emotional Well-Being in Schools



### 13. Principal Survey: Principal Training on Safe Referral Pathways

Only 22% (796) of surveyed principals received training on safe referral pathways, while 44% (1,596) were aware but lacked knowledge of safe use. Meanwhile, 35% (1,266) had no familiarity with referral pathways. Regionally, training rates were highest in Idleb (48%) and Afrin (42%), while Ar-Raqqa (6%) and Deir-ez-Zor (2%) reported the lowest.

Figure 74: Principal Training on Safe Referral Pathways



The standard <sup>14</sup> operating procedures for preventing and responding to gender-based violence define referral pathways as *"flexible mechanisms that connect survivors to effective and safe support services, such as medical care, mental health services, psychosocial support, police assistance, and legal/justice support."*

<sup>14</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/gbv\\_sc\\_sops\\_2018\\_arabic\\_final.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/gbv_sc_sops_2018_arabic_final.pdf)

## **SECTION 13:**

# **REGULATORY FRAMEWORK AND GOVERNANCE IN EDUCATION**

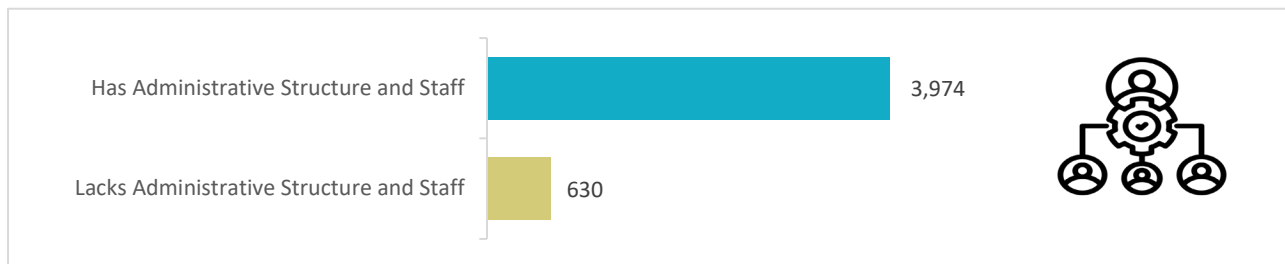
## Section 13: Regulatory Framework and Governance in Education

### 1. Administrative Structure in Schools

A well-defined administrative structure is fundamental for formal education, ensuring effective management and adherence to regulations. The survey found that 86% (3,974 schools) have an established administrative framework with staff, while 14% (630 schools) operate without one.

Regionally, RAATA (43%), Eastern Aleppo (34%), and Afrin (18%) report the highest absence of administrative structures, while Idlib (97%), Ar-Raqqa (97%), Deir-ez-Zor (96%), and Northern Aleppo (92%) have the highest presence.

Figure 75: Administrative Structure and Staffing in Schools



Rural schools often rely on a single principal, and in their absence, teaching staff may assume administrative duties.

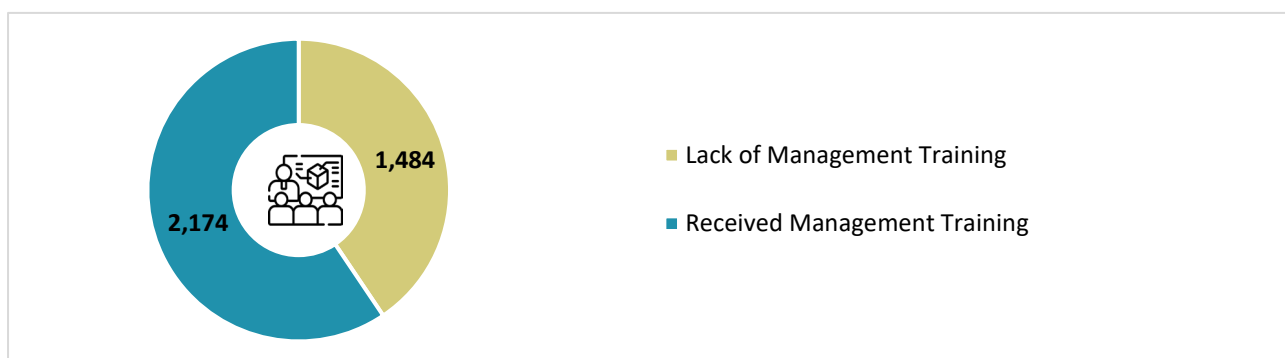
In traditional school administration, the principal leads, often alone in small schools. Larger institutions include a deputy principal, mentors for student supervision, and secretaries managing academic records.

### 2. Principal Survey: Principal Training in School Administration

Before the conflict, school principals were typically selected from experienced teachers who had completed formal administrative training. However, wartime conditions led to the appointment of new, often untrained, administrators. The survey found that 59% (2,174) of principals had received school administration training, while 41% (1,484) had not.

Regionally, Idlib (87%), Northern Aleppo (72%), and Ar-Raqqa (71%) had the highest rates of trained principals, while Afrin (51%), RAATA (37%), and Deir-ez-Zor (14%) reported the lowest.

Figure 76: Principal Training in School Administration



### 3. Teacher Survey: Compliance with the Code of Conduct

Prior to the conflict, Syrian teachers were appointed through competitive examinations under the Ministry of Education without signing a Code of Conduct. Responsibilities were outlined by education directorates and teacher unions. However, in areas outside regime control, donor-supported schools have introduced Codes of Conduct to establish teachers' rights and obligations.

Survey findings indicate that 60% (2,177) of teachers have signed a Code of Conduct, while 40% (1,481) have not. Regionally, compliance is highest in Idleb (95%), Afrin (94%), and Northern Aleppo (85%), whereas Ar-Raqqa (11%), Deir-ez-Zor (28%), and RAATA (35%) report the lowest adherence.

Figure 77: Teacher compliance With Code of Conduct

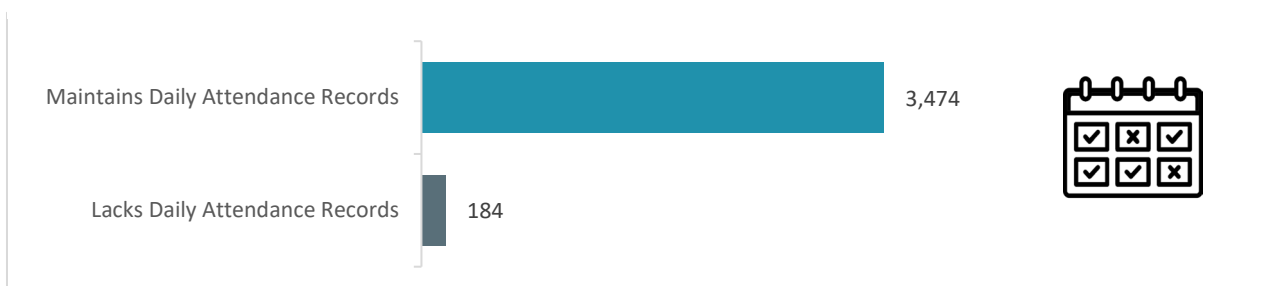


### 4. Principal Survey: Use of Daily Student Attendance Records

The study found that 95% (3,474) of surveyed principals maintain daily student attendance records, while 5% (184) do not. Syrian education laws mandate over 80% attendance for grade progression, requiring schools to document both justified and unjustified absences. Teachers and class mentors oversee daily attendance tracking.

Regionally, attendance monitoring is in all schools in Idleb and Eastern Aleppo. Deir-ez-Zor (99%), Al-Hasakeh (95%), and Afrin (98%) also show high adherence. Ar-Raqqa (91%) follows, while Northern Aleppo (88%) and RAATA (83%) report the lowest compliance.

Figure 78: Principals' Use of Daily Student Attendance Records

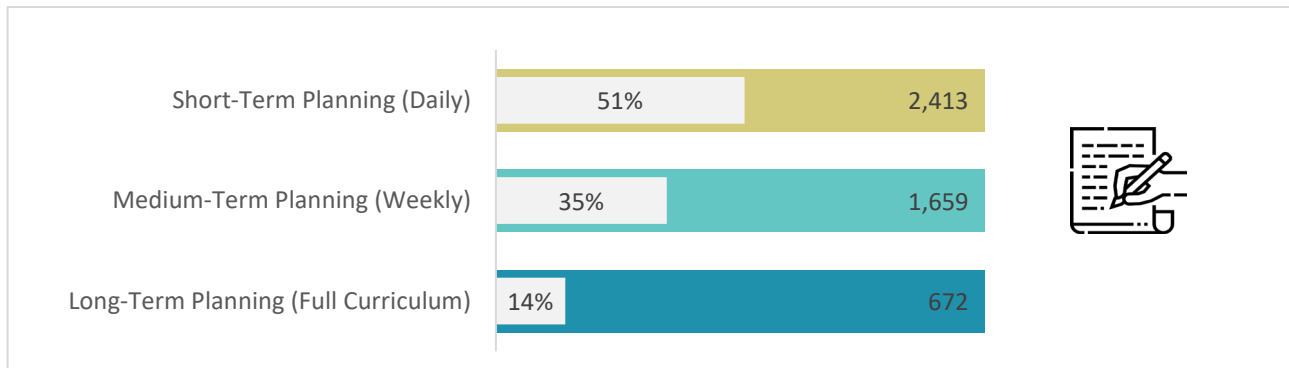




## 5. Teacher Survey: Use of Lesson Plan Notebooks

Before the war, Syrian schools mandated lesson plan notebooks to ensure structured teaching. Teachers prepared plans at home, covering the curriculum through yearly, weekly, or daily schedules, with principals and supervisors monitoring compliance.

Figure 79: Lesson Planning Approaches Used by Teachers

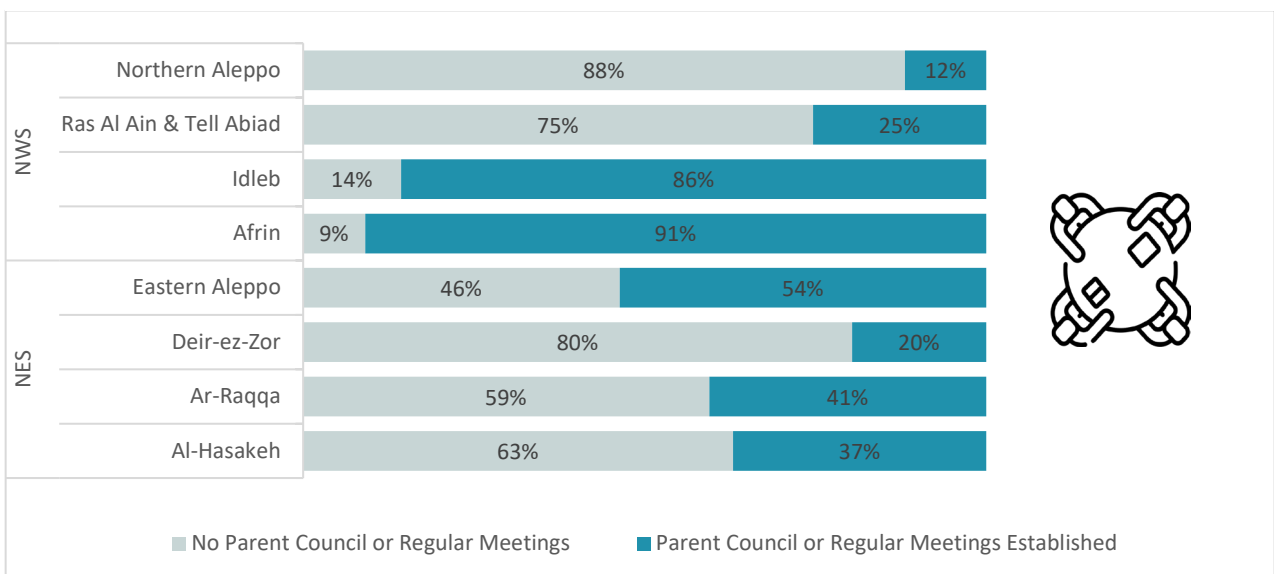


The study found that 51% (2,413) of surveyed teachers use daily lesson plans. Weekly planning is adopted by 35% (1,659), while 14% (672) follow long-term curriculum-based planning.

## 6. Principal Survey: Parent Councils and Meetings

Before the conflict, Syrian schools lacked parent councils, relying on biannual meetings. The survey found that 50% of schools now engage parents through councils or meetings. Afrin (91%) and Idleb (86%) show the highest involvement, while Northern Aleppo (12%) and Deir-ez-Zor (20%) report the lowest.

Figure 80: Parent Councils or Meetings



## **SECTION 14:**

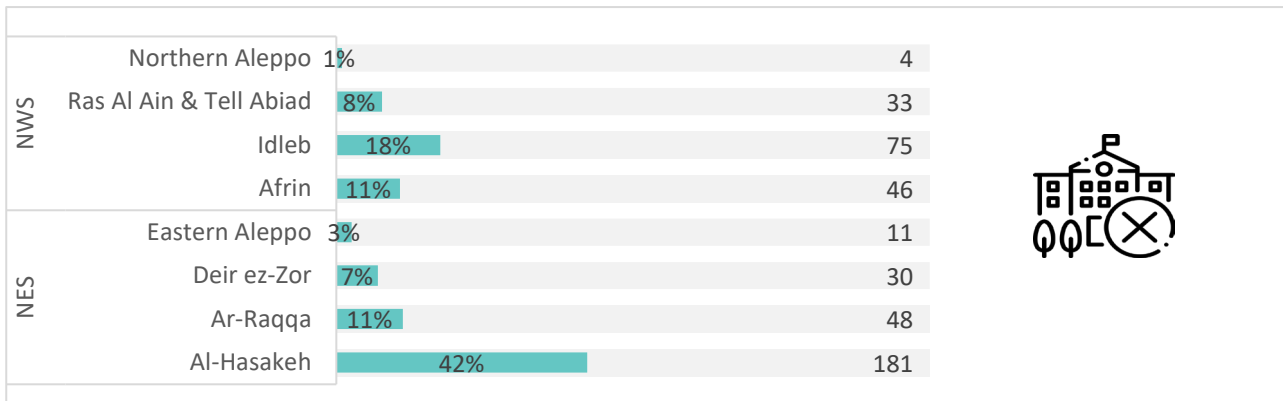
# **NON-OPERATIONAL SCHOOLS**

## Section 14: Non-Operational Schools

### 1. Geographic Distribution

Among the assessed schools, 9% (428) are non-operational. Of these, 270 are in NES, while 158 are in NWS. Regionally, Al-Hasakeh (42%) has the highest number of closed schools, followed by Idleb (18%) and Ar-Raqqa (11%), while Northern Aleppo (1%) has the fewest.

Figure 81: Geographic Distribution of Non-operational Schools



### 2. Reasons for School Closures

The primary cause of school closures is the lack of furniture, notably in Ar-Raqqa and Deir-ez-Zor. Proximity to conflict zones is another major factor, especially in Northern Aleppo and Deir-ez-Zor. Many schools in Idleb, Deir-ez-Zor, and RAATA have ceased operations due to complete or partial destruction. Funding shortages have led to closures in Afrin and Al-Hasakeh, while some schools have been repurposed as military bases or shelters. Additionally, Afrin faces staff shortages, further impacting school functionality.

Table 5: Reasons for School Closures<sup>15</sup>

Hub	Governorate	Due To Governing Authorities	Military Use	Partial Destruction	Other Factors	Teacher Shortages	Lack Of Furniture	Funding Gaps	Proximity To Conflict Zones
NES	Al-Hasakeh								
	Ar-Raqqa								
	Deir-ez-Zor								
	Eastern Aleppo								
NWS	Afrin								
	Idleb								
	Ras Al Ain & Tell Abiad								
	Northern Aleppo								
	North Syria								

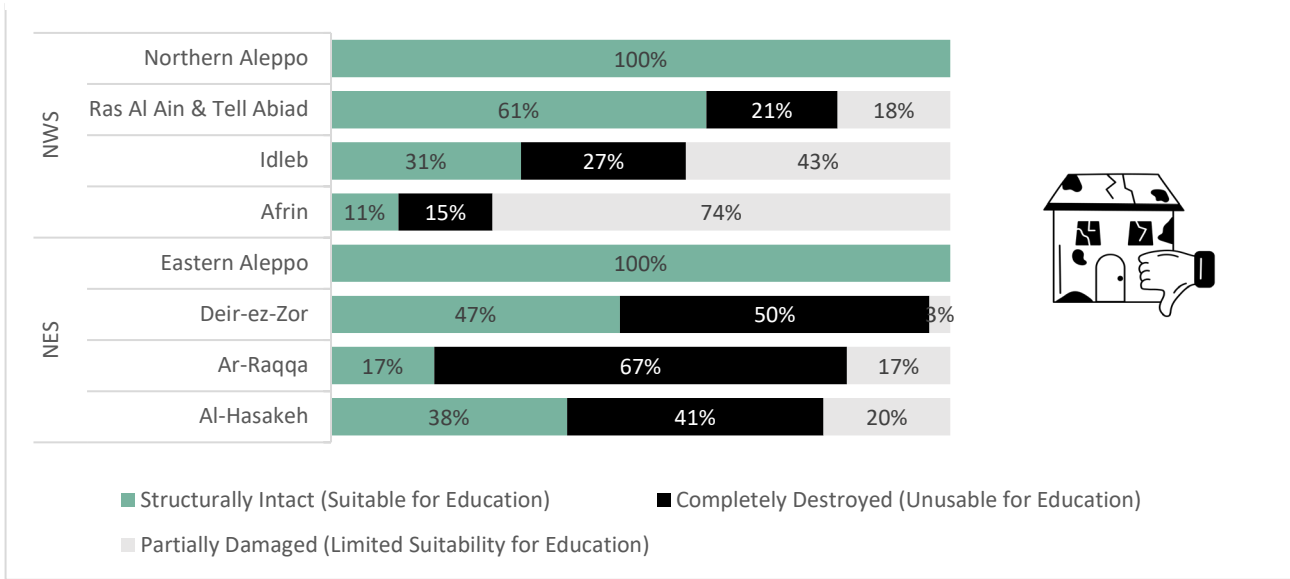
<sup>15</sup> Darker shades indicate greater challenges, with coloring applied regionally (row-based).

### 3. Condition of Non-Operational School Buildings

The study found that 36% (154) of non-operational schools remain structurally intact and suitable for education, while 28% (118) are partially destroyed and 36% (156) are completely demolished.

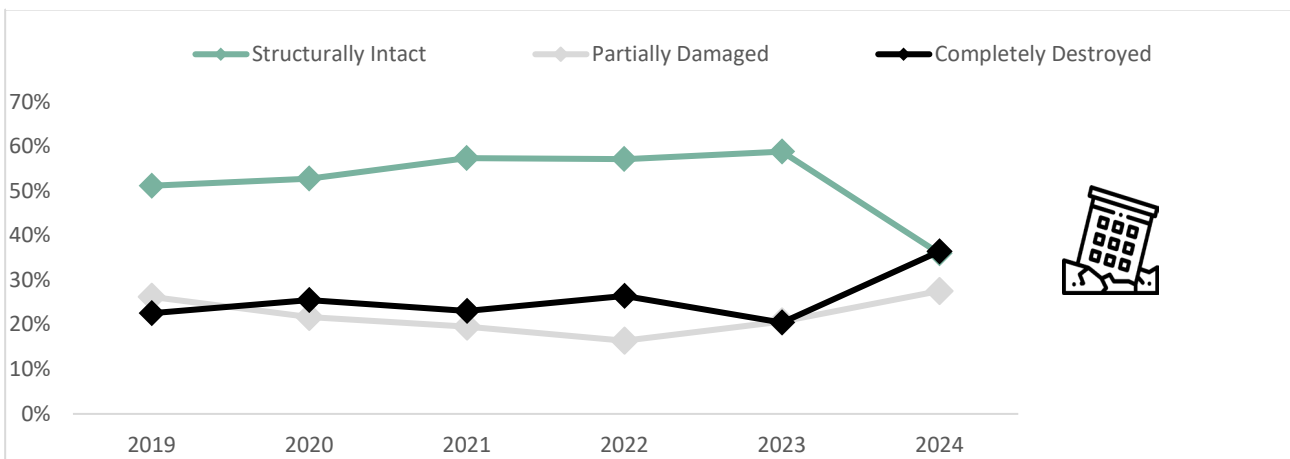
Regionally, Eastern and Northern Aleppo report no structural damage, while Ar-Raqqa (67%) and Deir-ez-Zor (50%) have the highest share of completely destroyed schools. Afrin (74%) and Idleb (43%) have the most partially damaged schools.

Figure 82: Structural Condition of Non-Operational School Buildings



The study indicates a significant deterioration in the condition of non-operational schools between 2023 and 2024, largely due to the February 2023 earthquake and ongoing military operations. Structurally intact schools declined from 59% to 36%, while partially damaged schools increased from 21% to 28%. The most critical shift is in completely destroyed schools, rising from 20% to 36%, reflecting the severe impact of these events on educational infrastructure.

Figure 83: Trends in the Structural Condition of Non-Operational Schools over Years

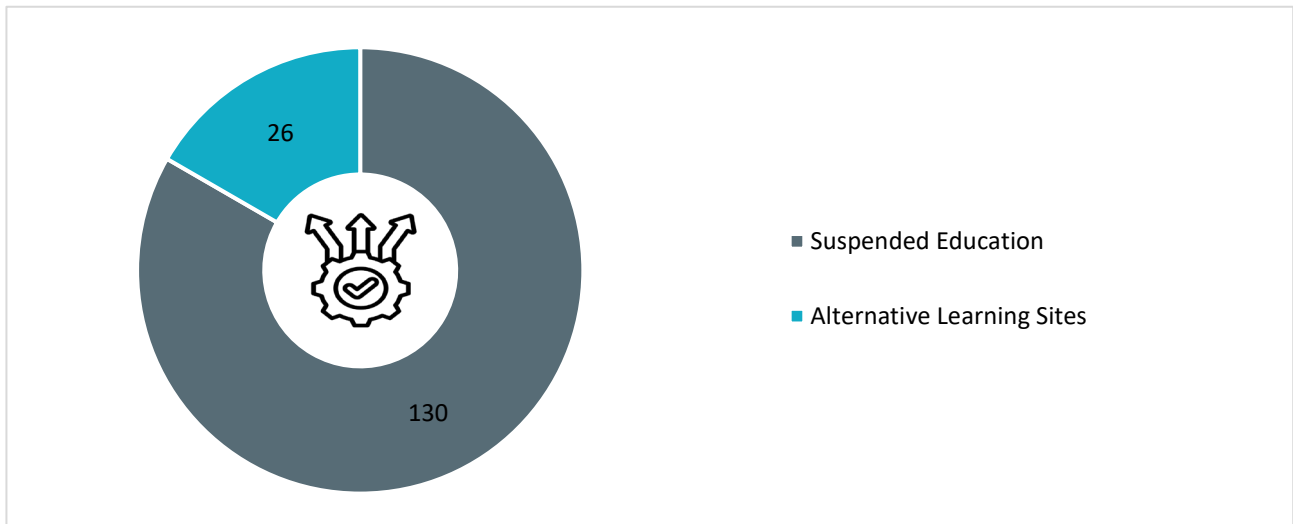


#### 4. Educational Continuity in Non-Operational Schools

In some non-operational schools, students and staff have relocated to alternative sites, including residential buildings, tents, or nearby schools during evening hours. However, only 16% (26 schools) continue education in such settings.

Conversely, the majority—84% (130 schools)—have entirely suspended educational activities, forcing students to transfer or drop out, further exacerbating educational disruptions.

Figure 84: Education Status of Completely Destroyed Schools



## **SECTION 15:**

# **PRIORITIES AND RECOMMENDATIONS**

## Section 15: Priorities and Recommendations

### 1. Priorities

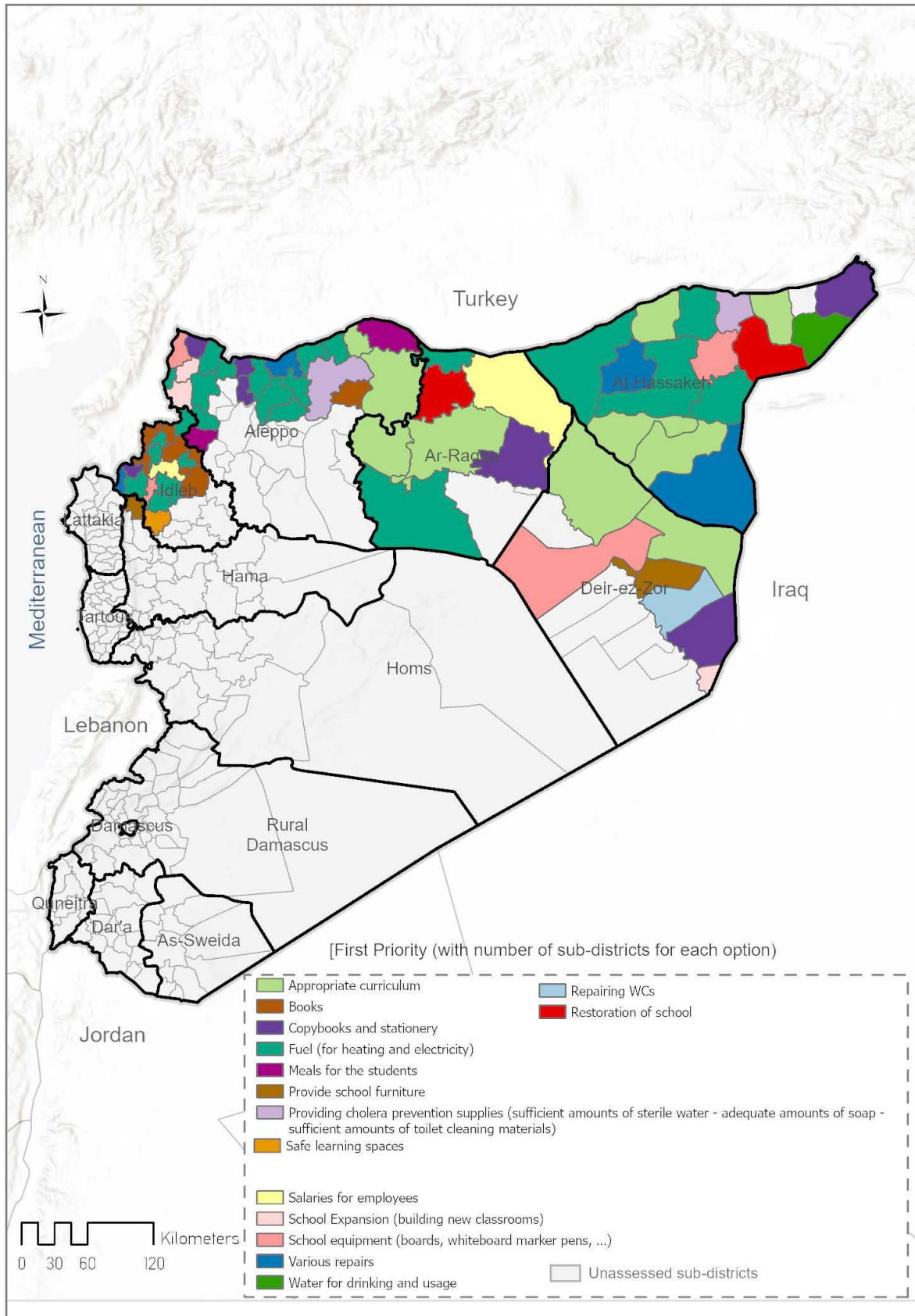
The report outlines the priorities of 5,032 evaluated schools, both operational and non-operational. Access to heating and electricity is the most urgent need, particularly in Idleb, Northern Aleppo, Afrin, and RAATA ensuring a suitable learning environment. Providing notebooks and stationery is also crucial, especially in Al-Hasakah and Deir-ez-Zor, to support student engagement. Securing a proper curriculum remains essential for maintaining educational quality. Additionally, infrastructure repairs are vital to ensuring safe and functional school environments conducive to effective teaching and learning.

Table 6: Priorities<sup>16</sup>

Hub	Region	Heating and Electricity	Notebooks and Stationery	School Equipment	Books	Repairs	Hygiene Supplies	Curriculum	Salaries	Water Supply	Bathroom Repairs
NES	Al-Hasakeh	Dark	Dark	Light	Light	Light	Light	Dark	Light	Light	Light
	Ar-Raqqa	Dark	Dark	Light	Light	Dark	Dark	Dark	Light	Light	Light
	Deir-ez-Zor	Dark	Dark	Dark	Light	Light	Light	Light	Dark	Light	Light
	Eastern Aleppo	Dark	Dark	Light	Light	Light	Dark	Light	Light	Dark	Dark
NWS	Afrin	Dark	Dark	Light	Light	Light	Light	Light	Light	Light	Light
	Idleb	Dark	Dark	Light	Dark	Light	Light	Light	Light	Light	Light
	Ras Al Ain & Tell Abiad	Dark	Light	Light	Light	Light	Light	Light	Light	Light	Dark
	Northern Aleppo	Dark	Light	Light	Light	Light	Light	Light	Light	Light	Light
	North Syria	Dark	Dark	Light	Light	Light	Light	Light	Light	Light	Light

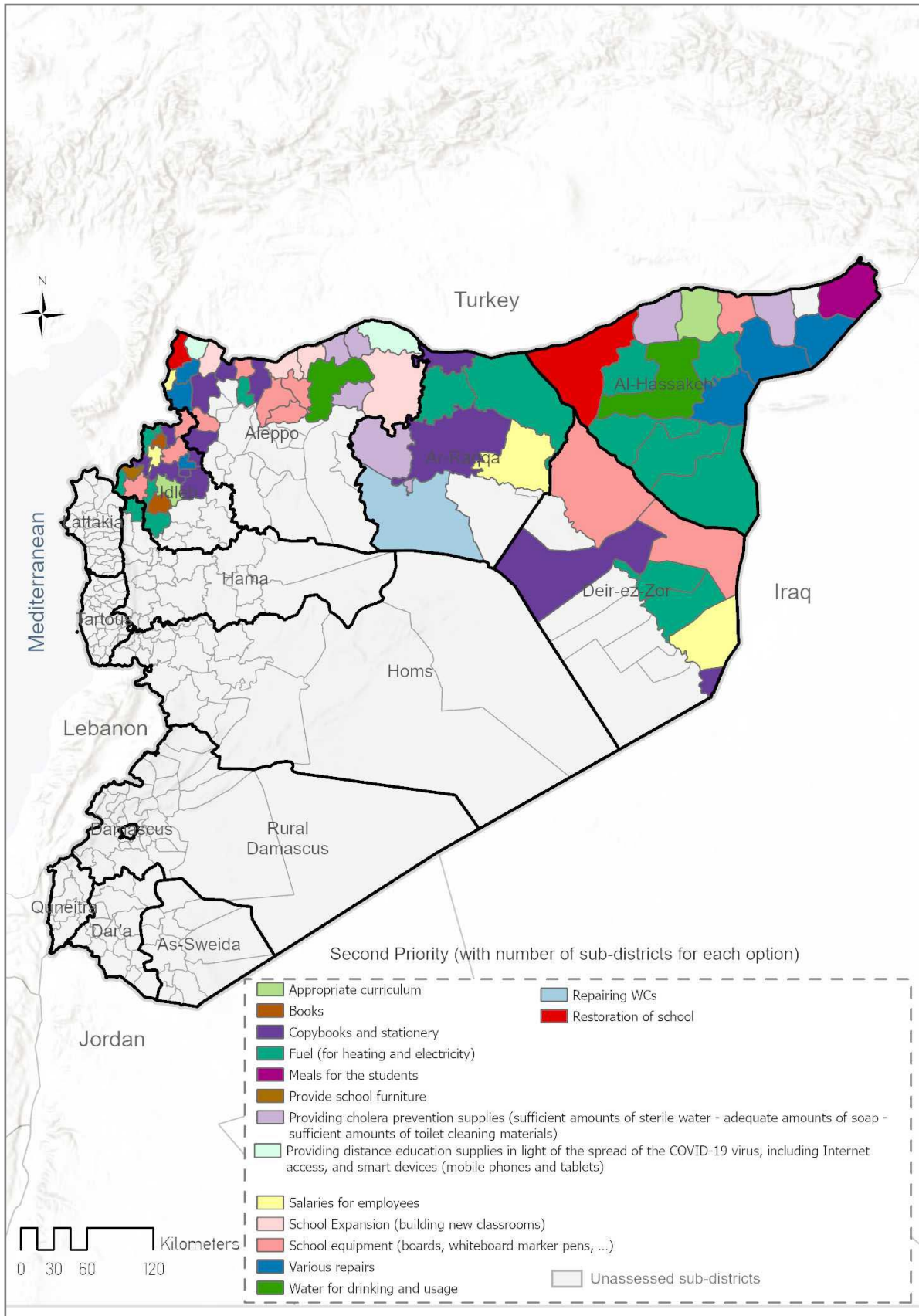
<sup>16</sup> Darker shades indicate greater challenges, with coloring applied regionally (row-based).

Map 5 First Priority for Assessed Schools

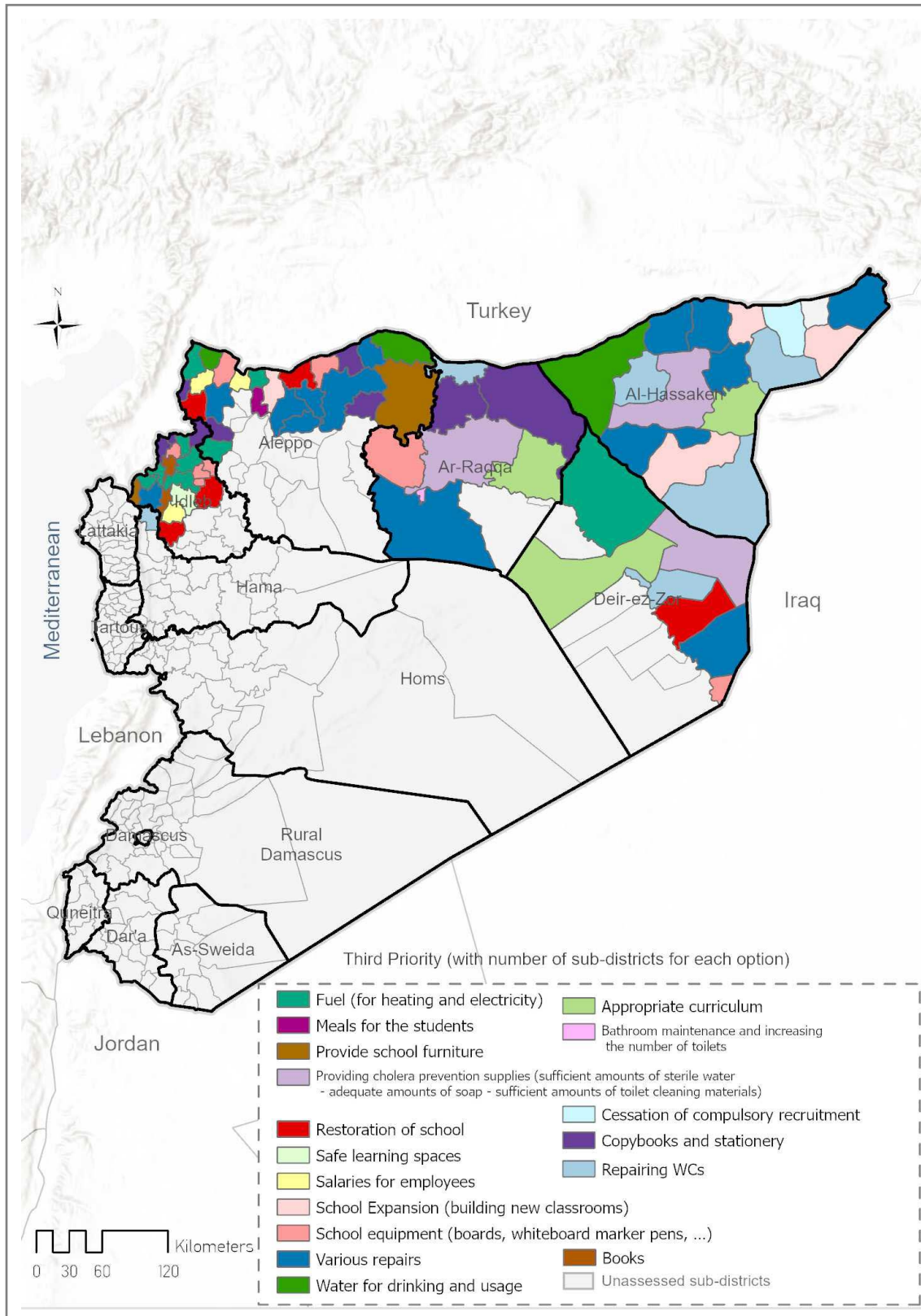




Map 6 Second Priority for Assessed Schools



Map 7 Third Priority for Assessed Schools



## 2. Recommendations

- **Disaster Preparedness and Psychosocial Support**

The February 2023 earthquake, along with frequent storms, flooding, and fires, underscores the need for disaster preparedness. Schools should implement emergency response training, safe evacuation, and psychosocial support programs to help students and educators cope with trauma.

- **School Facilities and Safeguarding**

45% of schools lack separate toilets for staff, posing hygiene and safeguarding risks. Dedicated funding is needed for separate facilities and awareness campaigns.

19% of doors and 18% of windows require repairs, while 6% and 10%, respectively, need replacement. Additionally, 13% of desks need maintenance. Schools need external financial support for upkeep due to worsening economic conditions.

- **Teacher Salaries and Workforce Retention**

6% of teachers remain unpaid, and 98% report financial hardship. Ensuring retention requires a sustainable salary system aligned with living costs and wage standards.

The migration of teachers to higher-paying jobs, including humanitarian sectors, requires urgent intervention to stabilize the workforce.

- **Textbooks and Learning Materials**

46% of students rely on second-hand books. Many schools distribute textbooks only in the second semester, leading to dropouts. Schools must receive adequate supplies at the start of each academic year.

- **Inclusive Education for Children with Disabilities**

Only 6% (274 schools) have proper facilities, and just 1% employ trained specialists. Schools need accessibility upgrades and specialized teacher training.

Collaboration with disability-focused organizations is essential to ensure quality support services.

- **Psychosocial and Mental Health Support**

93% (4,296 schools) lack psychological counselors, and 44% of principals are unaware of referral pathways. Schools should integrate mental health support, train staff in safe referrals, and establish school-based psychosocial programs.

- **Heating, Ventilation, and Classroom Conditions**

33% of students cite illness as a reason for absenteeism, while 11% blame extreme weather. Schools require proper heating for winter and ventilation for summer to maintain a conducive learning environment.

- **Infrastructure Rehabilitation and Overcrowding**

28% of non-operational schools are partially damaged, and 36% are completely destroyed. Additionally, 10% of operational classrooms require renovation.

Restoration of damaged schools and classroom expansions are critical to improving learning conditions.

- **Overcrowding and Temporary Schools**

14% (650 schools) are in rural areas, while 2% (93 schools) function as temporary learning facilities. Additionally, 13% (593 schools) experience overcrowding.

Schools should expand, introduce multiple shifts where necessary, and transition non-formal education centers into formal institutions.

- **Water, Sanitation, and Hygiene (WASH) in Schools**

80% of schools lack cleaning supplies. Additionally, 10% lack safe drinking and handwashing water, increasing disease risks. Urgent action is needed to improve sanitation infrastructure and hygiene awareness.

# SCHOOLS IN SYRIA

Edition 10 2025



A study produced by the Information  
Management Unit (IMU) At the  
Assistance Coordination Unit (ACU)