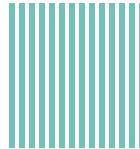


# SCHOOLS IN SYRIA

THEMATIC REPORT

February 2016

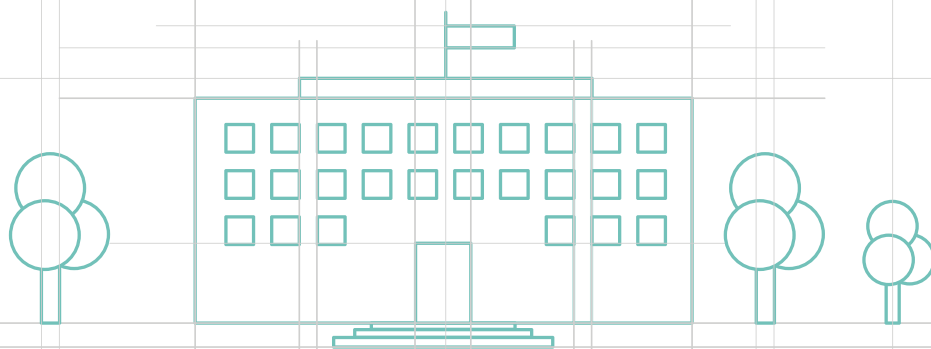




The Assistance Coordination Unit (ACU) aims to strengthen the decision-making capacity of aid actors responding to the Syrian crisis. This is done through collecting, analyzing and sharing information on the humanitarian situation in Syria. To this end, the Assistance Coordination Unit through the Information Management Unit established a wide network of enumerators who have been recruited depending on specific criteria such as education level, association with information sources and ability to work and communicate under various conditions. IMU collects data that is difficult to reach by other active international aid actors, and publishes different types of information products such as maps, IDP camp monitoring reports, red flag and flash reports, monthly food price index, and thematic reports.

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# SCHOOLS IN SYRIA

THEMATIC REPORT

## SUMMARY:

The Information Management Unit (IMU) of Assistance Coordination Unit (ACU) conducted an assessment on schools in Syria, in order to inform the interested and working parties in education sector on the current situation of schools. This report focused on collecting data about number of enrolled male and female students for the academic year 2015-2016, number of teachers, school capacity, school functionality, reasons of schools stop working, school facility requirements as educational material and school equipment, received support sources by schools and its kind and need priorities.

A total of **3,228** schools were assessed within 85 sub-districts across 10 governorates in the month of November, 2015. The data collection process was carried out through IMU's network of enumerators based at school level in Syria. Assistance Coordination Unit had funded this assessment. Key findings presented in further details in this report include:

- The largest proportion of enrolled students within assessed schools was in primary schools (1-6 grades) with **65.64%**, whereas number of enrolled students in secondary schools decreased. In addition, there is a fairly balanced level of enrolment of **male (48%)** and **female (52%)** students. However, number of female enrolled students is bigger than male students especially in lower and upper secondary school levels, this can be attributed to the need of some students to contribute to the livelihoods of their families or due to child recruitment by armed groups in some areas, as well as part of male students had to travel outside Syria.
- The assessment covered number of teachers within assessed functioning and non-functioning schools. The total number of male and female teachers is **43,814** where 32,737 of them are working in functional schools. Assessment results show that number of students per one teacher varies between **10** students in Ar-Raqqa governorate to **42** students in Deir-ez-Zor governorate.
- Functioning schools work with more than 84% of their capacity. On the other hand, the sub-districts of Abu Kamal and Basira in Deir-ez-zor governorate suffer from the total absence of enrolled students and stop of educational process there despite the high school's capacity in those areas. As well as, some assessed schools suffer from lack of capacity in schools for students who want to be enrolled like Qudsiya, Ein Elfijeh and Madaya sub-districts in Rural Damascus governorate and Dana and Saraqab sub-districts in Idlib governorate and Homs sub-district in Homs governorate.
- More than half of assessed schools (**51.36% - 1,658 schools**) are functioning. The primary two reasons of school non-functionality is insecurity and school bombing with close rates 23% and 22% respectively. Although nearly **30%** of assessed schools were bombed causing partial or full destruction of those schools, **20%** of partially destroyed schools are functioning.
- The assessment identified a small proportion of private schools with **6%**, whereas public schools comprise **94%** of assessed schools. Most private schools are functioning; while more than half of public schools stopped functioning for variety of reasons mainly insecurity, absence of funding and its location within depopulated areas.
- The assessment covered four types of schools. Regular schools comprised **89%** of assessed schools, temporary schools comprised **4%**, rural schools comprised **3%** and safe learning places comprised **3%** of assessed schools. Additionally, the study covered educational levels where **60%** of assessed schools are primary, **28%** of assessed schools are lower-secondary and **12%** are upper secondary schools.
- Schools in Syria include several types of curricula. Analysis results show that **46.5%** of assessed schools use regime curriculum, almost **30%** of assessed schools use interim government curriculum and other curricula are used with **23.5%**.
- More than half of assessed schools **54%** did not receive any external support and Syrian government no longer covers its expenses. The highest support received was staff salaries with **46%**, followed by book support **40%** and school equipment was supported with **20%**.
- Almost **95%** of assessed sub-districts suffer from educational problems. The main problems that students face in attending schools are considering schools dangerous places and exposed to bombing with **15%**, followed by child labor with **14%**, financial problems and lack in books and stationary came with the same percentage with **13%**.
- The school assessment ended with studying the education sector priorities within assessed sub-districts. **Providing security and protection** for both students and teachers came in the first place with **28%**, followed by providing heating equipment and educational materials with **19%** and the third priority was supporting staff salaries with **16%**.

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# SCHOOLS IN SYRIA

THEMATIC REPORT



## INTRODUCTION:

The deterioration of the humanitarian situation in Syria continued with the escalation of Assad Regime and its affiliated militias repression against Syrian revolution in its fifth year, and the situation was exacerbated with the military participation of Russia in this conflict through aerial bombardment of moderate opposition areas. "The current conflict has displaced more than 3 million children in Syria; some of them have been forcibly displaced more than once."<sup>1</sup>

"Inside Syria today, 12.2 million people remain in need of humanitarian assistance – a twelve fold increase since 2011 - including more than 5.6 million children. 7.6 million People have been displaced by this conflict. An estimated 4.8 million people are in need of humanitarian assistance in hard to reach and besieged locations."<sup>2</sup>

Since the first months of the revolution, Assad regime has taken schools and clinics as residence places for its forces and places of detention and torture. Schools have been one of the most important objectives of the systematic bombing policy of the regime seeking to stop the educational process and intending to maximize civilian casualties. The above-mentioned factors have led to the deterioration of the educational status first and the difficulty of students access to schools second, noting that prior to the beginning of the Syrian crisis, most of the Syrian students enrolled in school and the illiteracy rate was less than 5% for the age group 15-24 years old.

According to United Nations statistics in 2014, roughly a quarter of schools have been damaged, destroyed or "used as collective shelters and for other purposes than education."<sup>3</sup> Noting that large numbers of schools were damaged or destroyed after this date. Work on this report has coincided with a Russian bombardment of many schools as Russian Aviation targeted five schools on 01/11/2016 in the western Aleppo countryside during students' exams. Air strikes resulted in the martyrdom of thirty students and teachers on the spot and the incidence of forty wounded, most of them in critical condition.

Response in the education sector aims to ensure students' continuation of their education and to facilitate the return of students who have dropped out of school. The United Nations Children's Fund (UNICEF) is leading response efforts in the education sector in collaboration with several international non-governmental organizations. Difficulty and scarcity in the arrival of humanitarian aid within the education sector to surveyed besieged areas was noted, as well as scarcity of information and statistics of international organizations about the reality of the education sector in Syria (especially outside the regime controlled areas) during the past two years.

Assistance Coordination Unit (ACU) issued its second report about the status of schools in Syria. This report aims to inform the education sector response for the ongoing Syria crisis by collecting, analyzing and sharing information on schools in Syria, at school level, in the accessible areas by ACU enumerators. The assessment aimed specifically to address gaps in information about the status of schools, schools infrastructure and equipment, the enrollment of students during the first semester of the academic year 2015-2016, the reasons for students' dropping out of schools, the level of teaching staff, sources of income of teachers, the ratio of students to teachers, the availability of curricula and teaching aids and support available to schools and its sources reaching to prioritize the needs of schools.

For this assessment, IMU applied a combination of quantitative and qualitative methods to collect data, including key informants interviews, interviews with local council members and local residents, direct field observations, and review of school registers and available secondary data from other previous assessments. In particular, IMU used data from its Dynamic Monitoring report (DYNAMO). The assessment covered 3,228 schools in 85 sub-districts across 10 governorates. Data collection was carried out through IMU's network of enumerators based at school level throughout Syria. In total, 90 enumerators contributed to this assessment that was funded by the ACU.

This report shows the main assessment results divided into four sections: The first section provides an overview of schools and the number of students, teachers and the school capacity, while the second section shows functioning schools, the reasons that made schools stop functioning, schools bombardment, and curricula taught at assessed schools. The third section talks about schools support and need prioritization; the fourth and final section highlights the reasons for students dropping out of schools and priorities of the educational sector in Syria. Based on the presented key findings, the Information Management Unit (IMU) developed a set of recommendations for intervention in the educational sector at the end of this report.

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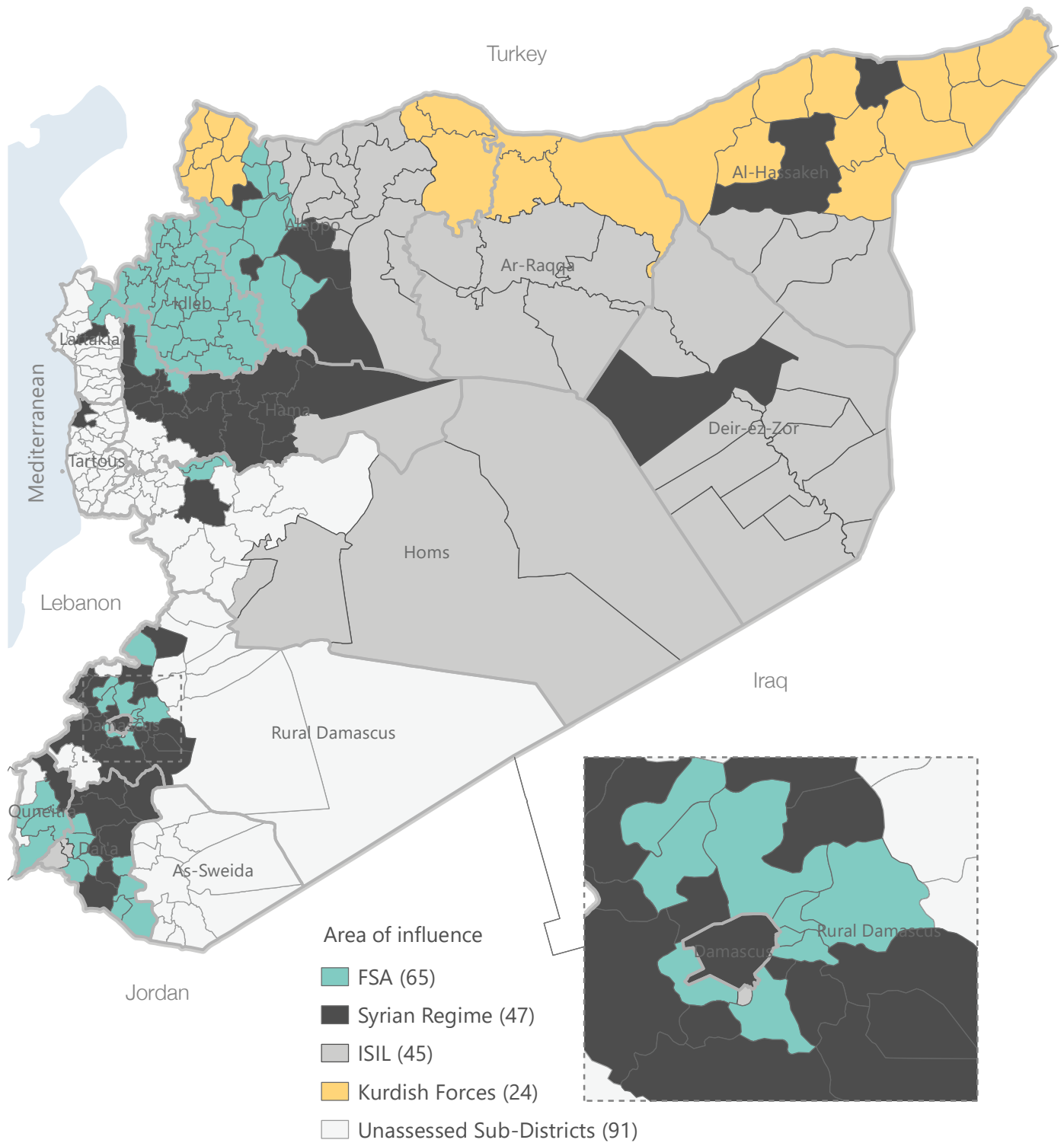
1- [http://www.unicef.org/media/media\\_86455.html](http://www.unicef.org/media/media_86455.html)

2- [https://docs.unocha.org/sites/dms/Syria/RM\\_Syria\\_20141217\\_upd20150223.pdf](https://docs.unocha.org/sites/dms/Syria/RM_Syria_20141217_upd20150223.pdf)

3- [https://docs.unocha.org/sites/dms/Syria/RM\\_Syria\\_20141217\\_upd20150223.pdf](https://docs.unocha.org/sites/dms/Syria/RM_Syria_20141217_upd20150223.pdf)



Map1: Areas of Influence in Syria - December 2015



## METHODOLOGY

This section provides an overview of the methodology designed and implemented by the IMU for the school assessment. The overall approach applied for the assessment combines quantitative and qualitative methods. More specifically, the assessment included: 1) key informants interviews, 2) direct field observations, and 3) review of school registers and other documents. This section presents in details the assessment sample and sampling method, the assessment tools; the data collection process; subsequent data management and analysis; and the limitations thereof.

### ASSESSMENT SAMPLE

The assessment aimed to cover all schools that enumerators could access in Syria. However, the ongoing high-intensity protracted conflict limited the scope of data collection. Nonetheless, the assessment sample included 3,228 schools located in 85 sub-districts in ten governorates: Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, Homs, Idleb, Lattakia, Rural Damascus and Damascus. The detailed number of assessed public schools in each governorate is provided in the table included as annex 1 of this report.

**Table 1: Assessment sample**

Governorate	Sub-district	# Assessed Schools
Aleppo	19	738
Idleb	14	585
Rural Damascus	15	310
Deir-ez-Zor	10	413
Al Hasakeh	8	429
Hama	7	268
Homs	4	80
Ar-Raqqa	4	342
Lattakia	3	19
Damascus	1	44
Total	85	3,228

It should be noted that the assessment sample included public and private schools which are functional and non-functional, considering that "Rapid Public School Assessment In Syria 2014" issued by IMU had covered public schools only. As well as, current assessment categorized schools to four categories regular, temporary, rural, safe teaching places.

### ASSESSMENT TOOLS

For the purpose of this assessment, IMU designed a structured questionnaire, which was developed in two phases. First, IMU produced an initial draft of the questionnaire covering a broad range of issues related to the status and needs of schools in Syria. Second, the draft questionnaire was reviewed together with the Project Management Unit (PMU) of Assistance Coordination Unit prior to finalising it.

The questionnaire was administrated by enumerators during key informant interviews with school administrative staff, educational offices of local councils in the sub-district, students' parents and any other party that offered response in education sector. To complement key informant interviews, data was also collected through direct field observations by enumerators and the review of school records such as the register of students attending school in each grade.

## DATA COLLECTION

The data collection phase started on October 26, 2015 and was completed within two months. Data collection was carried out through IMU's network of enumerators. In total, 90 enumerators contributed to this assessment and collected data from 3,228 schools in the sub-district/s they are responsible of. These enumerators have been recruited by IMU based on specific criteria such as their level of education, the web of their social relationships, notably with local councils and other key sources of information, as well as their ability to work under pressure and to communicate in an efficient manner.

Enumerators selected by IMU have an extensive knowledge of the sub-district in which they are based. For instance, they knew or could quickly get the contact of each school principle in the sub-district. Enumerators directly went to each school to administer the questionnaire met the school administrative staff, teachers, and students and visited the educational offices at local councils in the sub-district to triangulate data. As part of the interview, the enumerators reviewed the school registers and other documents together with the school principle. This review allowed gathering detailed information such as number of students by grade. After completing the interview with the school principles, enumerators visited school facilities to observe directly the status of infrastructures and equipment.

## DATA MANAGEMENT AND ANALYSIS

Enumerators filled the questionnaires electronically on KoBo Collect platform, then the network coordinators received the questionnaires and exported the raw data to Excel database. The data analysis team proceeded with data cleaning and validation using SPSS program to explore odd and missing values, where some odd and missing values appeared. Therefore, the network coordinators have reviewed the questionnaires that contained data errors with enumerators and corrected the necessary values, this process is called "Debriefing" and it took 15 days to be completed.

Upon consolidation of the collected data, the IMU data analysis team proceeded with data visualisation by identifying the required tables, graphs, heatmaps and crosstabs which will feed into the analysis of assessment findings using Excel and SPSS programs. An IMU GIS officer produced the maps using Arc GIS software. The IMU's designer shaped tables, figures, and the whole report layout using Adobe Illustrator program.

IMU Reporting Officers produced a first draft of the report in Arabic language and submitted it for review. This draft was reviewed by the whole team, afterwards the reporters proceeded with report translation to English language. The Information Management Unit has disseminated the report in Arabic and English languages by uploading it on ACU's official website and sending the report to all relevant stakeholders, parties, and organizations that are interested in educational situation in Syria. Data analysis shaped the structure of the report and informed the development of the priority interventions outlined in the recommendations section at the end of the report.

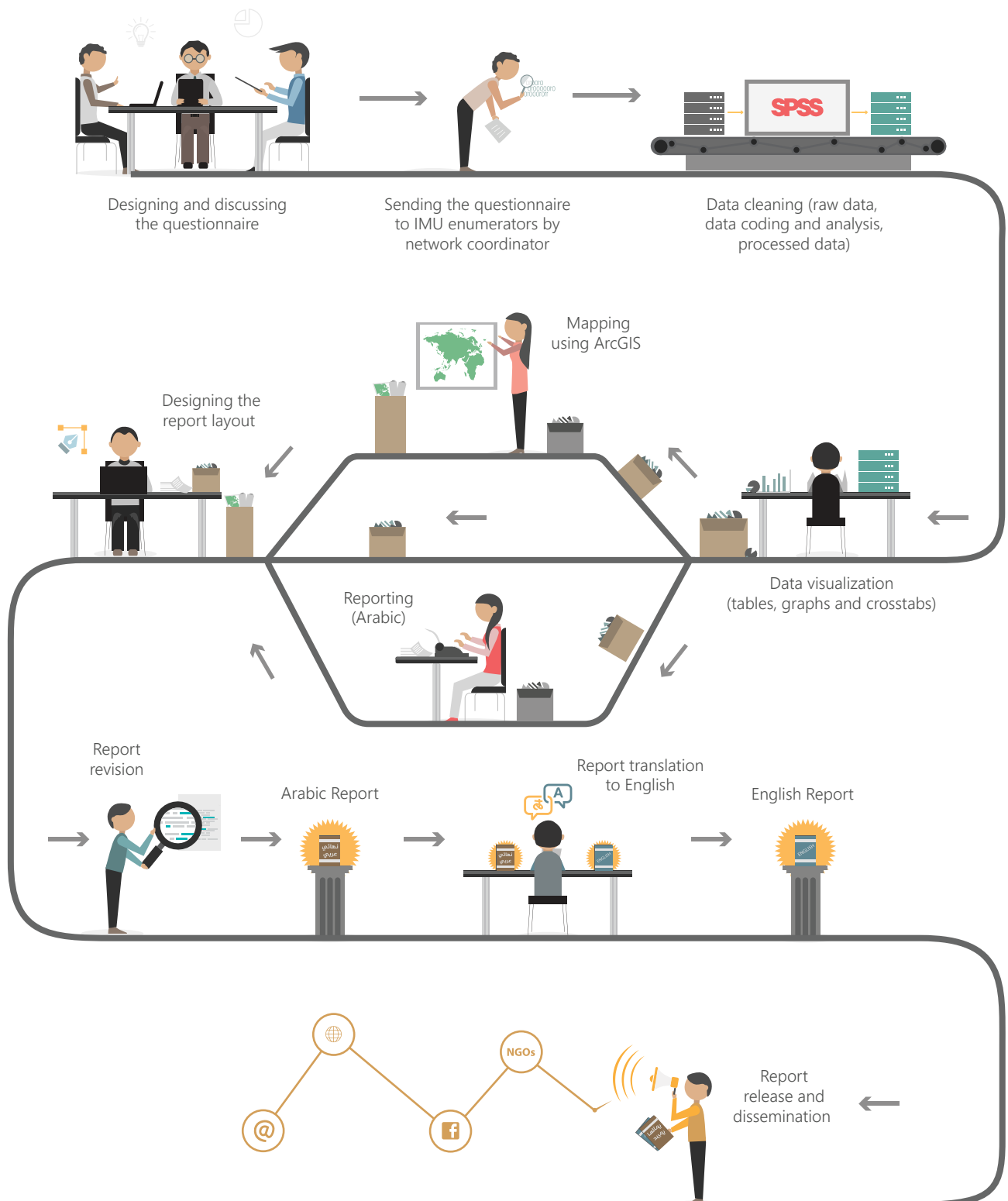
## LIMITATIONS

A number of limitations have been identified during the assessment and are outlined below.

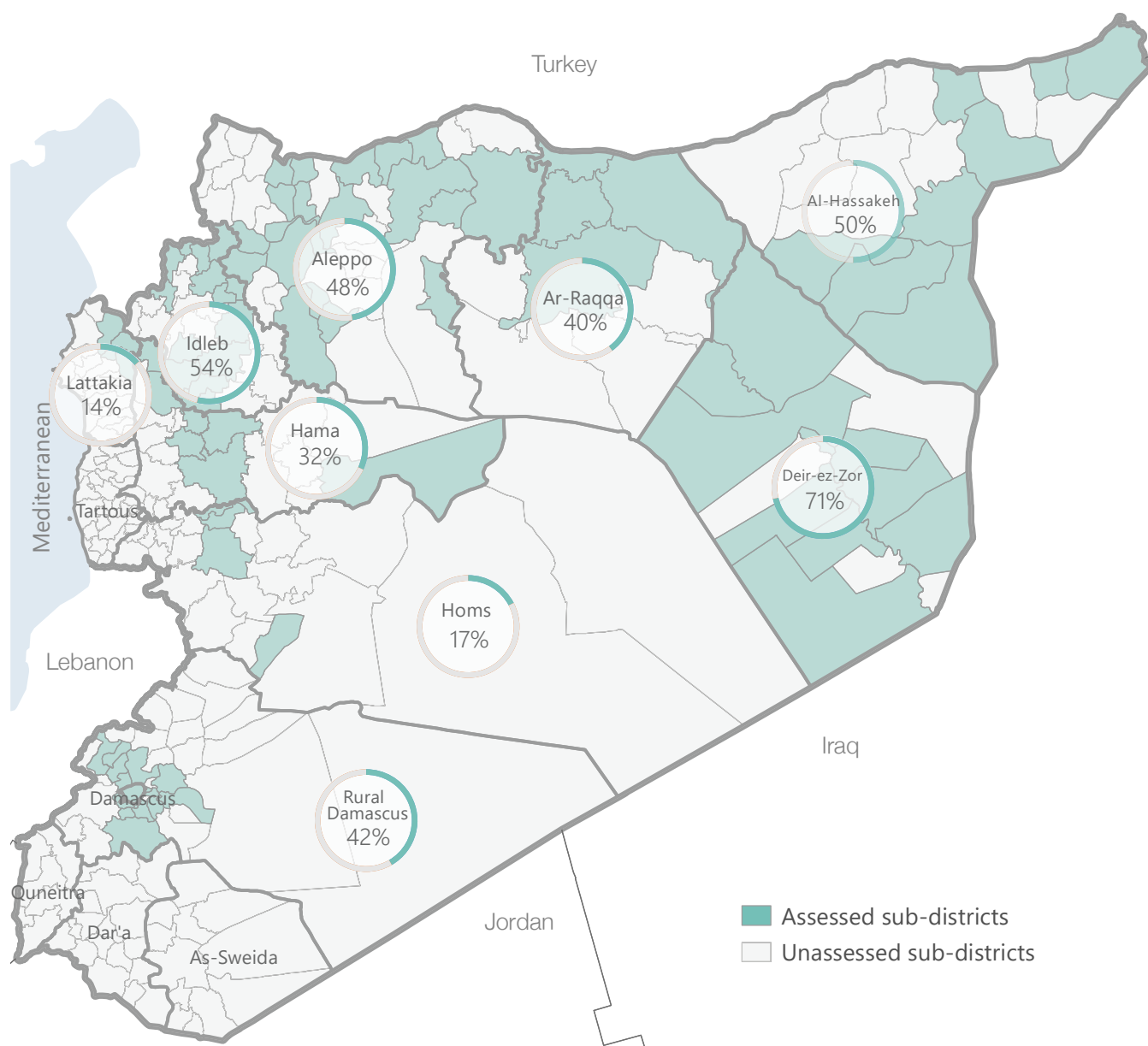
- While the direct presence of IMU enumerators at sub-district level facilitated their access to schools, the prevailing high-level of insecurity in some areas limited their ability to carry out the assessment.
- IMU enumerators faced difficulties in getting information from some school staff members who were reluctant to participate in the assessment. Where possible and appropriate, IMU enumerators identified alternative sources to collect information.
- Only one area could be assessed in Damascus governorate, the besieged "Yarmuk" community. Enumerators were unable to assess schools in other sub-districts in Damascus due to high security procedures applied by the Regime in areas under his control especially in the capital.
- Some of the obstacles enumerators faced during data collection is the big number of schools in the sub-district/s they cover, in addition to the long distances between schools and high transportation costs that enumerators had to afford.
- Data collection process lasted for a long period of time because each enumerator assessed approximately 36 schools, as well as some enumerators covered schools in two different sub-districts. Technical problems like weak internet network and power outages were among the elements that caused a delay in data arrival to IMU's network coordinators.

The following infographic represents the process of school needs assessment implemented by IMU starting from questionnaire design until the moment of release of the report.

**Figure 1: Schools in Syria Assessment Work Plan**



Map 2: Assessed Sub-Districts and Percentage of Coverage by Governorate



## KEY FINDINGS

This section presents the key findings from the assessment which are organized around four parts. The first part analyses the number and percentage of enrolled students, teachers and assessed schools capacity. The second part provides an overview of schools in terms of functionality, type, grade levels, used curricula and the most important reasons of school non-functionality. School support is the subject of the third part of this report including supporting parties and percentages of provided support. The fourth and final part presents main reasons of dropouts and priority interventions in Syria.

### Number of Assessed Schools by Governorate

The total number of assessed schools was 3,228 within ten governorates in Syria. It should be noted that only one area was covered in Damascus governorate the besieged Yarmuk Camp because of the strict security blockade applied on the capital by regime forces. The same situation in Lattakia where the assessment covered only three sub districts Kansaba, Rabee'a and Salanfa where the enumerator could access only one school in Salanfa which is hard to reach area because of insecurity there. Only one school has been assessed at Mahin sub district in Homs because of the ongoing conflict between ISIL fighters and regime to control this sub district and deterioration of security situation there. Annex 2 contains number of assessed schools by sub district in each governorate.

The number of assessed schools in this report has increased by 1,721 schools, and assessed sub districts have increased by 23 sub districts compared to the rapid assessment of public schools in Syria issued by the Information Management Unit (IMU) in November 2014. The following figure shows a comparison between the number of assessed schools in 2014 and 2016.

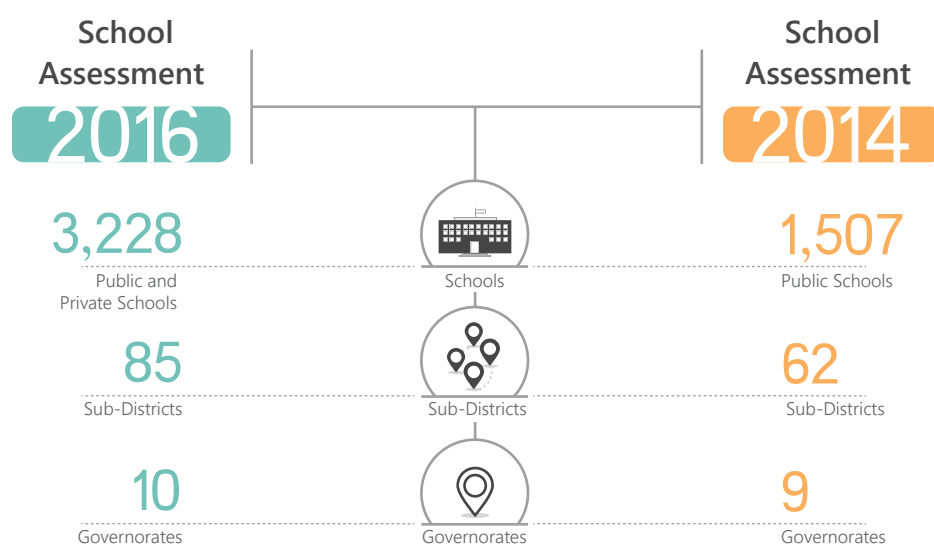
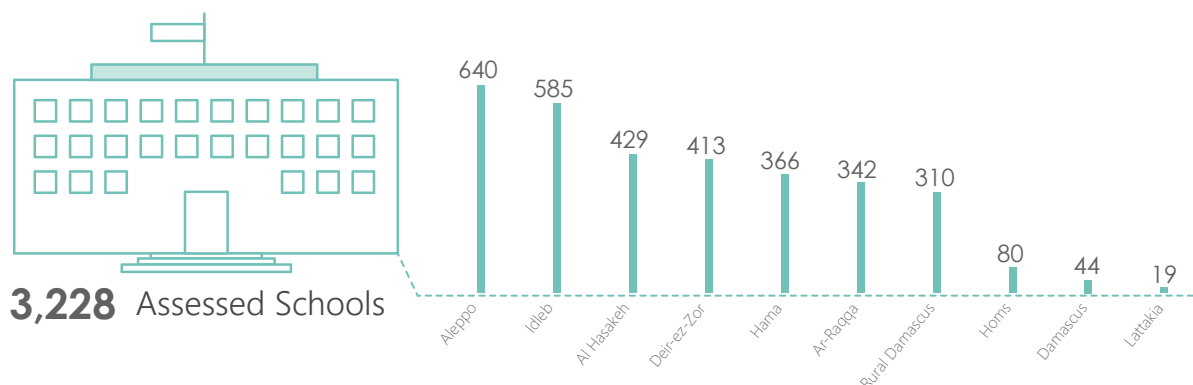


Figure 2: Number of Assessed Schools by Governorate



# 1 PART ONE

## NUMBER OF STUDENTS AND TEACHERS

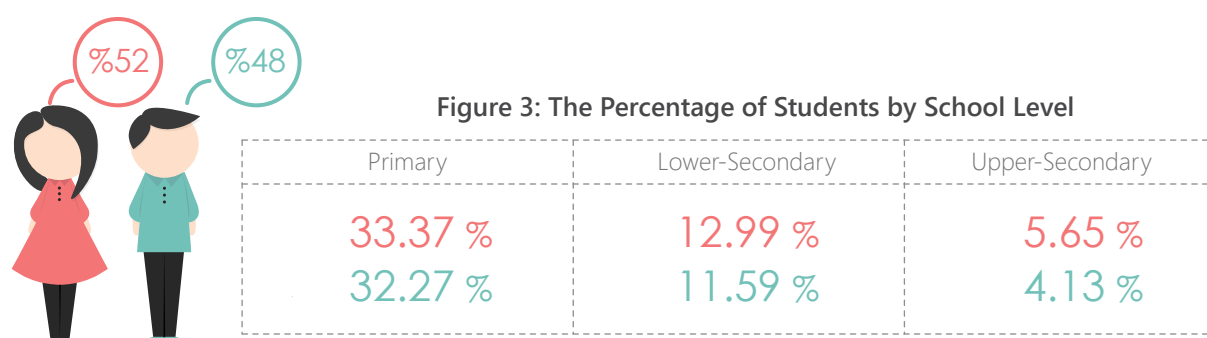
According to the fourth issue of Syria Dynamic Monitoring Report (DYNAMO):<sup>4</sup> "A total of 1,225,470 people are in need within the education sector in the assessed areas; with 733,161 students who have been out of school for more than one year. The highest number of people in acute need for education was in Aleppo Governorate with 235,050 students, followed by Ar-Raqqa Governorate with 145,000 students, and Deir-ez-Zor Governorate with 122,855 students. "

### Number of Regularly Enrolled Male and Female Students according to School Level

The current assessment included numerating number of enrolled students in schools by school levels. About two-thirds (65.64%) of students are enrolled in primary schools, while the number of students is significantly less in lower-secondary schools (24.58%) and in upper-secondary schools (9.78%).

Analysis shows that enrolled females is 52%, which exceeds enrolled males 48% in assessed governorates. Compared to the Rapid Public School Assessment in Syria, issued by IMU in November 2014: enrolled female students is increased by 3% and enrolled male students decreased by 3% too. On the other hand, data shows that the number of enrolled students decreased in Duma in Rural Damascus. (Number of male students 10,782 (35%) students out of 30,484 male and female students), As well as the number of enrolled males compared to the number of enrolled females decreased at Al Tal sub-district within Rural Damascus (6,450 male students out of 19,250 which represents only 33.5%).

Part 4 explores major difficulties that impede children from accessing education. Figure 3 below shows the percentage of male and female students enrolled in schools by school level.



A total of 661,086 students were included in this study, where the largest number of enrolled students (224,647) was in Idleb Governorate within 585 assessed schools, followed by Rural Damascus (136,877) students within 310 schools, and Aleppo with (111,882) students within 640 schools. Table 2 shows that the number of upper-secondary female students exceeds the number of male students at the same level in all governorates except Ar-Raqqa and Hama. This can be explained by the fact that 15-18 age students need to work to support the income of their families, the recruitment of students by some armed factions in several areas and a large portion of young people have been forced to travel outside Syria.

**Table 2: Number of Students by School Level**

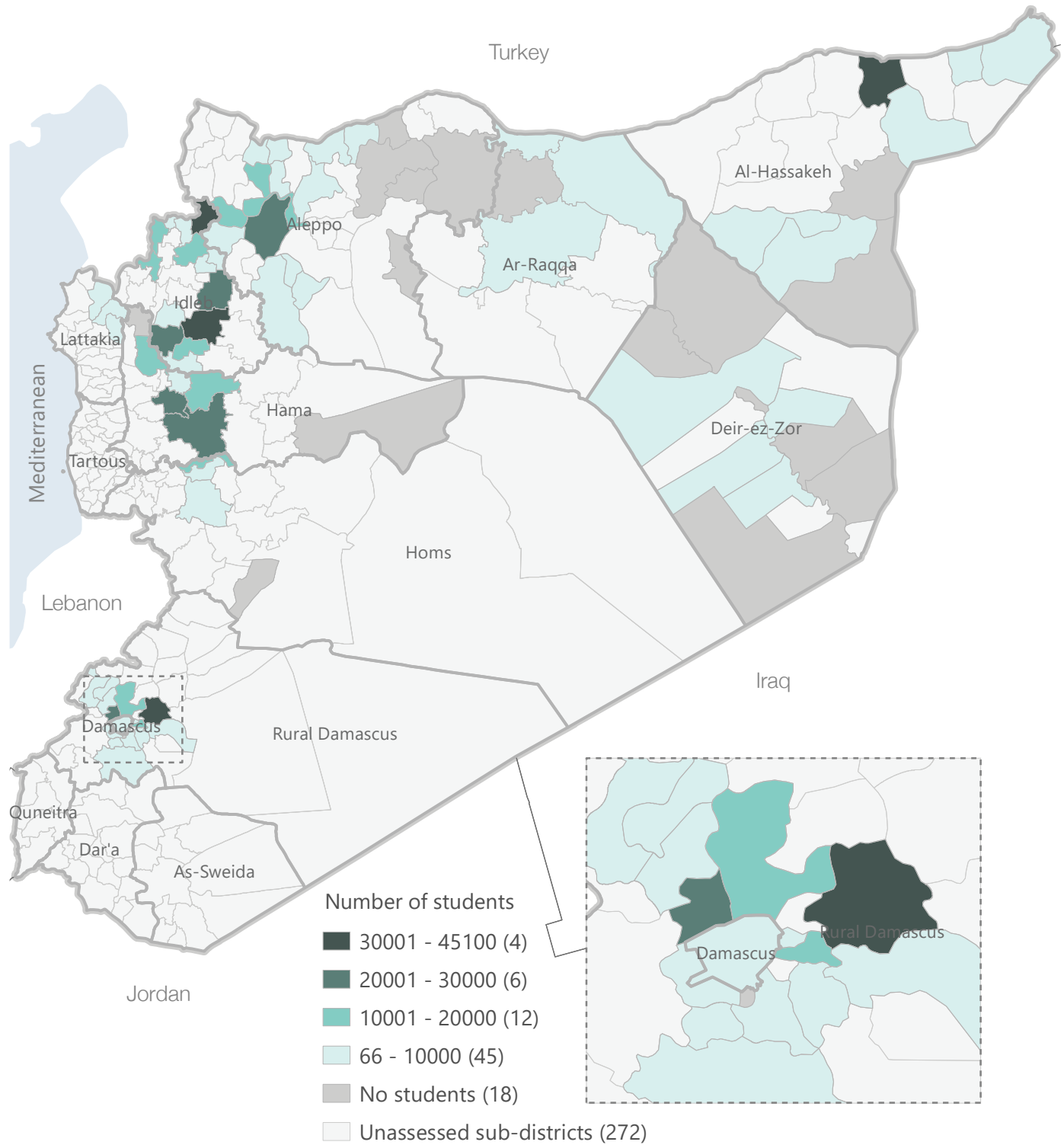
Governorate	Lattakia	Idleb	Rural Damascus	Aleppo	Hama	Al Hasakeh	Homs	Deir-ez-Zor	Damascus	Ar-Raqqa	Total
# of Primary Male Students	1,175	71,635	40,177	47,135	19,281	18,441	10,549	2,086	1,500	1,334	213,313
# of Primary Female Students	1,127	71,788	45,704	47,005	20,140	18,104	11,954	1,736	1,900	1,164	220,622
# of Lower-Secondary Male Students	257	31,211	14,393	6,748	12,105	7,612	2,615	1,274	300	109	76,624
# of Lower-Secondary Female Students	156	32,072	24,605	7,088	10,358	5,748	3,875	1,181	300	491	85,874
# of Upper-Secondary Male Students	85	8,149	3,614	1,537	7,527	4,168	492	1,004	90	659	27,325
# of Upper-Secondary Female Students	175	9,792	8,384	2,369	6,216	7,201	1,755	1,093	90	243	37,318
Total of Students	2,975	224,647	136,877	111,882	75,627	61,274	31,240	8,374	4,180	4,000	661,076

4- <http://www.acu-sy.org/en/dynamo-report-v4/>



The following map shows that Ma'arrat An Nu'man sub-district contains the highest number of enrolled students that reached 45,100 students in assessed sub-districts. The second highest number of enrolled students was in Quamishli sub-district in Al-Hasakeh governorate with 37,657 male and female students. On the other hand, Suluk sub-district in Ar-Raqqa governorate includes the least number of enrolled students (66 students), where all schools there are non-functioning and the educational process is nearly halted due to frequent clashes and the area is depopulated because of the forced displacement of population there.

**Map 3: Number of Students**



## Number and Percentage of Students and Teachers

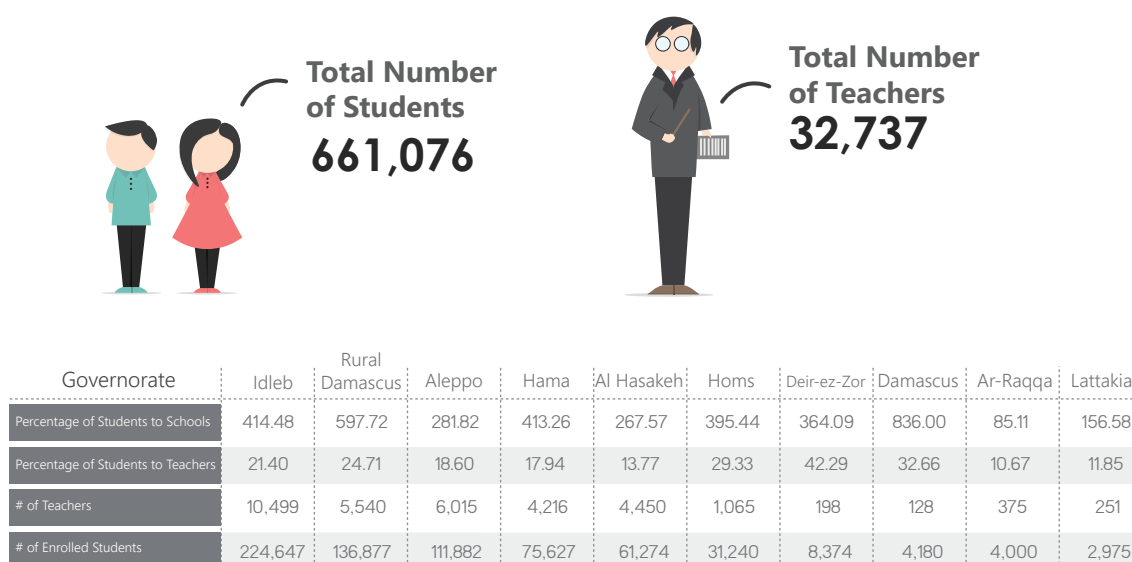
Public school teachers were used to receive their salaries from Syrian government before the beginning of the conflict. Overall public school teachers' salary was low compared with the private school teachers' salaries that reached sometimes to two or three folds especially if the private schools are international. Therefore, some teachers depended on private lessons and private institutes to teach lower and upper secondary students to be able to cover their expenses.

After the start of conflict in Syria, many areas became out of regime control, so Syrian government halted teachers' salaries who work within those areas' public schools, while private schools have closed their doors in the conflict areas and security threat regions. Thus, many teachers in out of regime control areas lost their source of income and a big part of them became volunteer in regular or temporary schools. Therefore, some teachers had to flee from that regions searching for an alternative source of living. Staff salary was covered just in one case, when school is supported by humanitarian organizations interested in education<sup>5</sup> sector.

The assessment covered numbers of teachers within functioning and non-functioning schools, where the total number of teachers was 43,814 teachers, with 32,737 of them working in functioning schools. The following figure shows that the highest number of students was in Idleb governorate being the most accessible governorate by IMU's enumerators, followed by Rural Damascus and Aleppo.

Statistics shown in the table below indicate that the number of students per teacher ranges from 10 students in Ar-Raqqa up to 42 students in Deir-ez-Zor governorate. The percentage of number of students to the number of schools in Ar-Raqqa governorate is low namely 85 students per school because the controlling forces shut down most schools there turning them into non-functioning schools. On the other hand, the besieged Yarmuk camp in Damascus suffer from the low number of teachers where there is only one teacher for every 32 students, and only five out of forty-four assessed schools were functioning, which led to the highest proportion of the number of students to the number of schools.

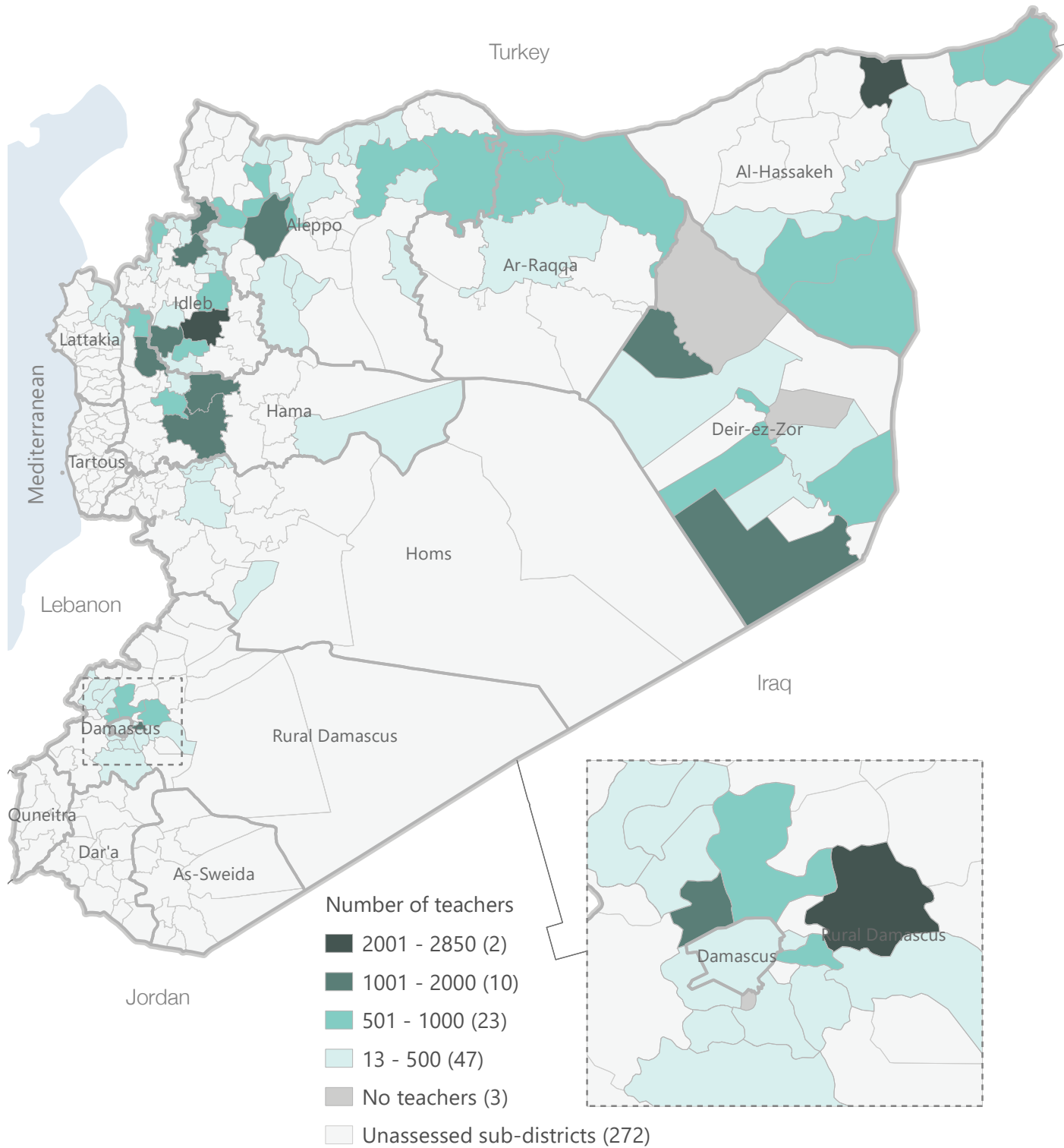
**Table 3: Number and Percentage of Teachers and Students in Functioning Schools**



5- Part 3 "School Support" contains detailed information on type of support received by assessed schools, page 24

The map below shows that the biggest number of teachers is in Quamishli sub-district in Al-Hasakeh governorate which contains 2,851 teachers in assessed schools, followed by Ma'arrat An Nu'man sub-district in Idleb governorate with 2,219 teachers.

**Map 4: Number of Teachers**



## Capacity of Assessed Schools

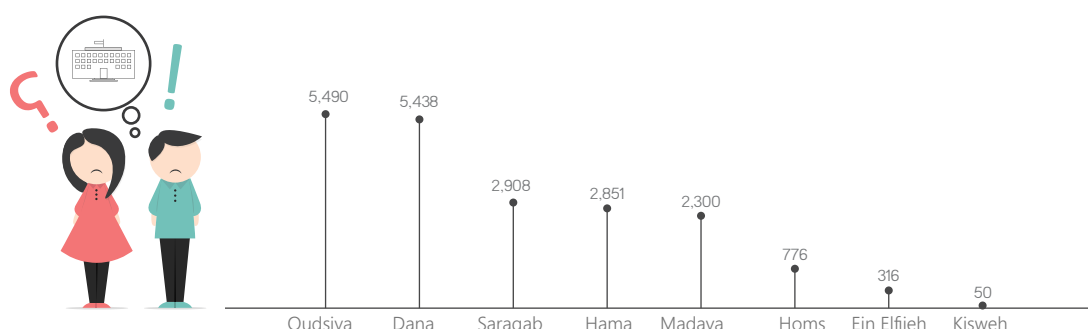
Regular schools' capacity in Syria before the crisis was about 600 students spread among nearly 20 classes with 30-40 students per class. In addition, some primary schools included morning shift and evening shift, so about 1,200 students were attending regular school every day.

Analysis results show that assessed functioning schools work with more than 84% of their capacity. This assures students demand on education and teachers' commitment despite impending dangers. The difference between the capacity of assessed schools and the actual number of students amounted 123,819 students by assessed governorates.

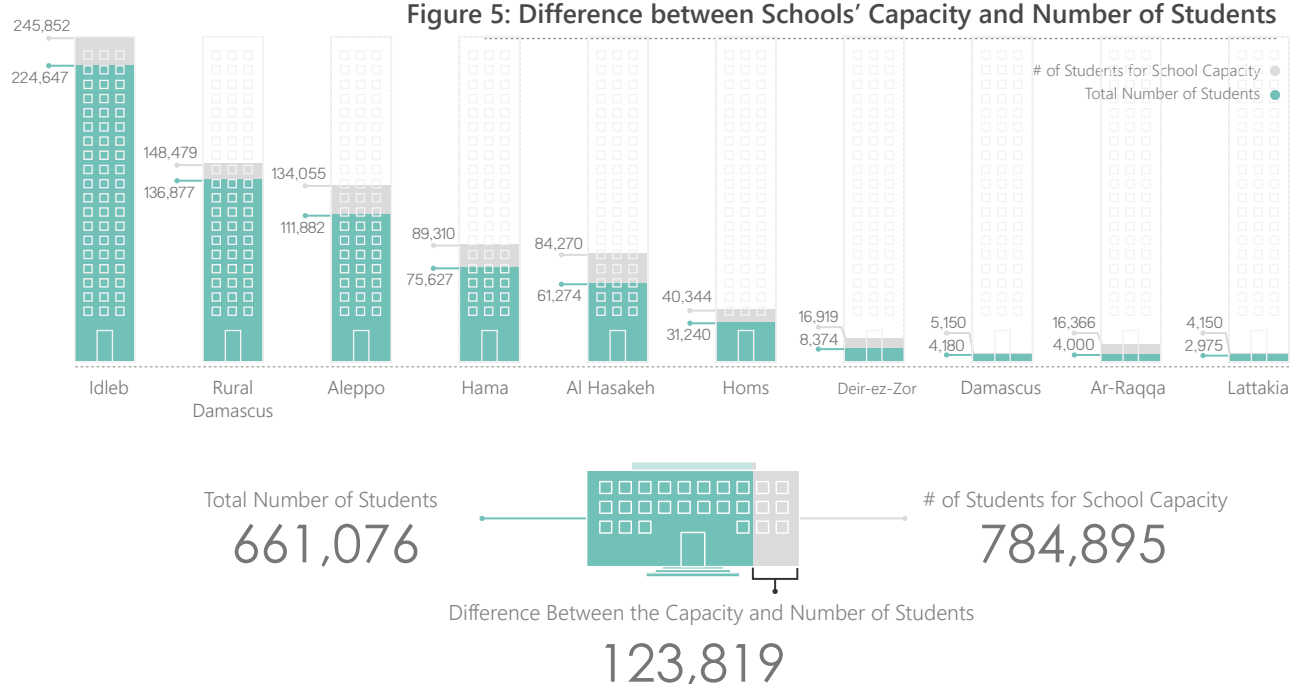
Some sub-districts suffer from complete halt of learning process. For example, there are no enrolled students in Abu Kamal sub district at Deir-ez-Zor governorate knowing that the capacity of assessed schools in this area is 63,300 students. In addition, there are only 5,828 enrolled students in Basira sub-district in the same governorate knowing that Basira schools capacity is 40,099 students. There is a vast difference between school capacity (31,626 students) and enrolled students (2,647) in Ar-Raqqa center at Ar-Raqqa governorate.

On the other hand, data analysis show that many sub-districts suffer from lack of schools compared to students' number such as Qudsiya, Madaya and Ein Elfijeh in Rural Damascus and Dana and Saraqab in Idlib and Homs center. The following figure shows assessed schools capacity in those sub-districts and the number of children who are supposed to be enrolled at schools.

**Figure 4: Number of Students who Need School**



**Figure 5: Difference between Schools' Capacity and Number of Students**



## 2 PART TWO SCHOOLS OVERVIEW

Through the assessment, data was collected on the school functionality and school categories during the academic year 2015-2016 in Syria, as well as the status of school buildings, school types and kinds of used curricula.

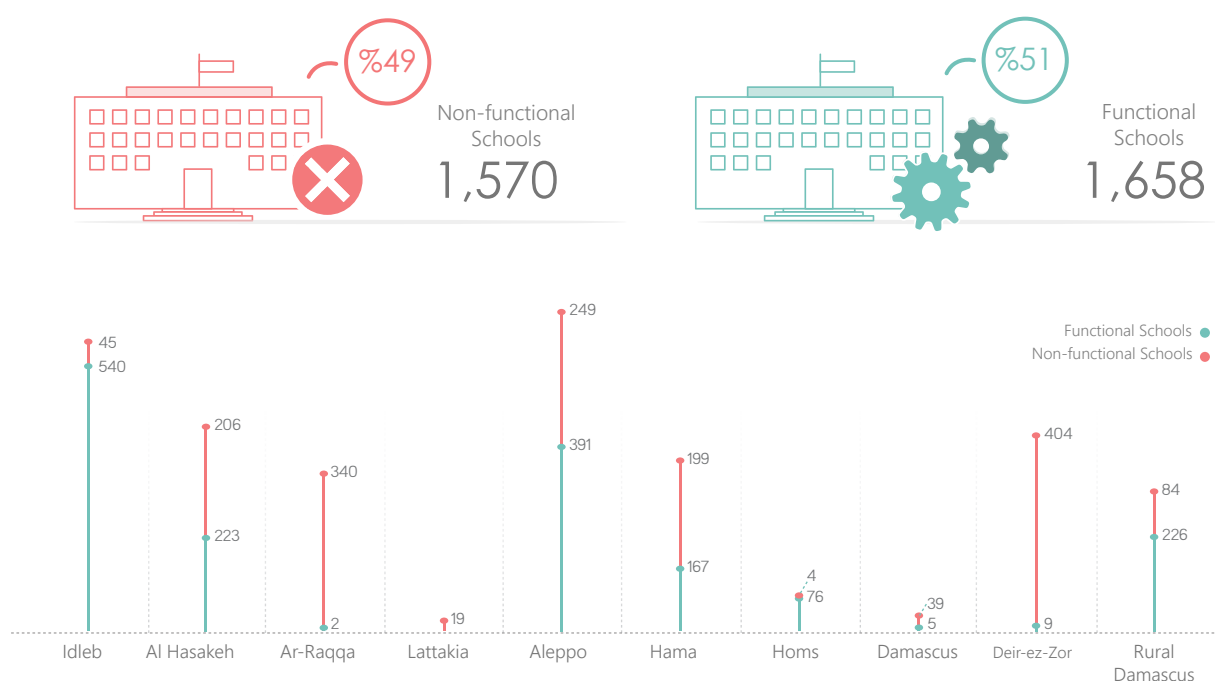
### School Functionality

The current study covered functioning and non-functioning schools, in order to have a clear picture of the percentage of functioning schools in governorates. During data collection, the assessed school is considered functioning if the working hours exceed 20 hours weekly.

According to IMU's Dynamic Monitoring Report (DYNAMO) Issue NO. 4: "key informants indicated that 45% of schools (3,186 schools) were functioning, and 55% (3,932 schools) were non-functioning. Ar-Raqqa Governorate had highest percentage of non-functioning schools with 78%, followed by Aleppo with 73% and Deir-ez-Zor with 61%."<sup>6</sup>

The analysis results show that only half of assessed schools are functional with 51.36%, 1,658 schools, the other half of schools are non-functioning with 48.64%, 1,570 schools as illustrated in figure 4. The least number of functioning schools is concentrated in eastern governorates like Ar-Raqqa and Deir-ez-Zour due to security reasons, as explained in the next paragraph "Reasons of school non-functionality". Whereas, the highest number of functioning schools is located in the governorates of Idleb, Aleppo, Rural Damascus, Al-Hasakeh and Hama respectively. On the other hand, all assessed schools in Lattakia governorate and most of them in Homs governorate were functional.

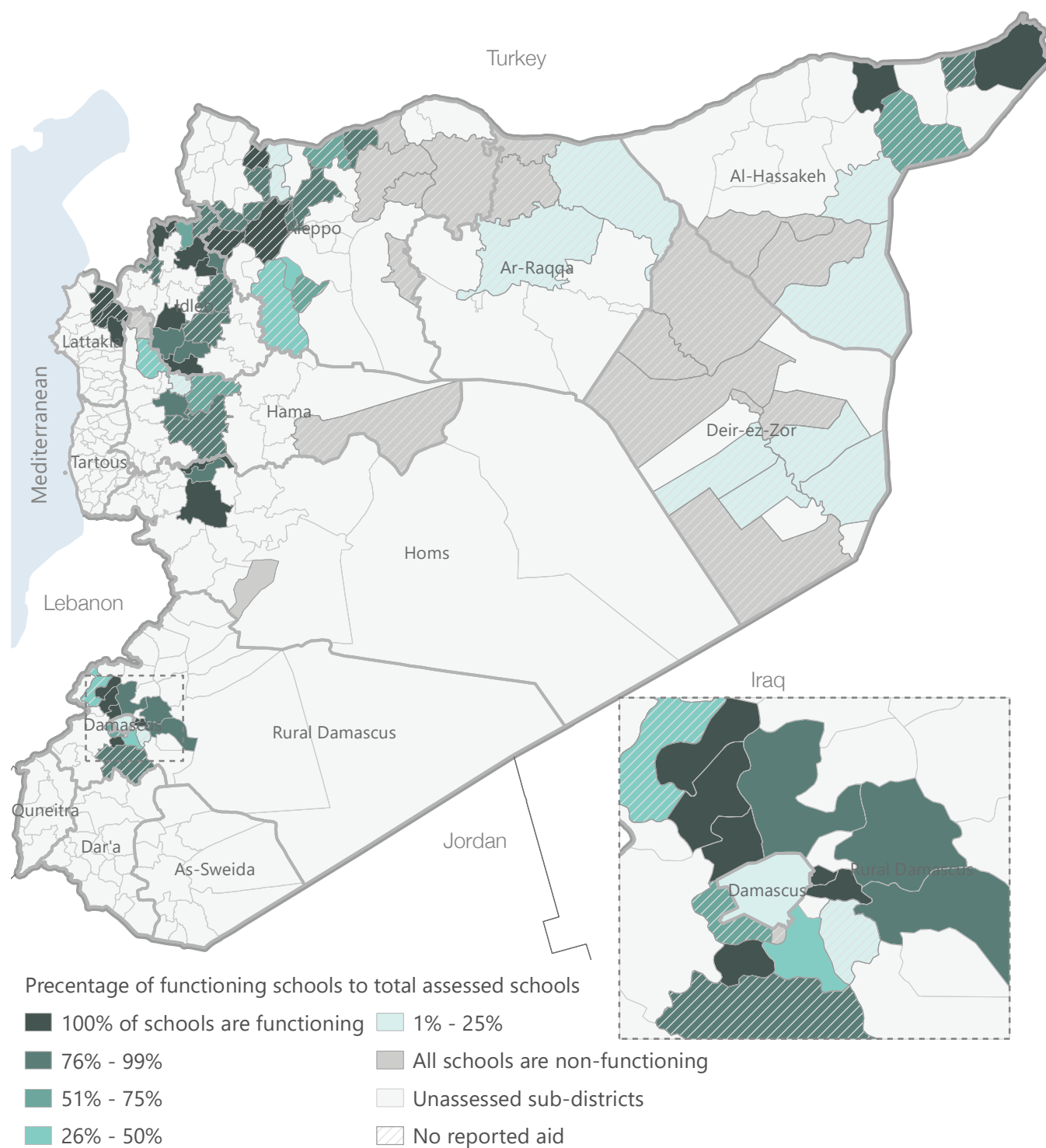
**Figure 6: School Functionality**



6- <http://www.acu-sy.org/en/dynamo-report-v4/>

The governorates of Aleppo, Ar-Raqqa and Deir-ez-Zor did not receive any support in educational sector as map 5 illustrates. A total of 56 sub-districts did not receive educational support, where assessed schools in 19 sub-districts of it are completely non-functioning.

**Map 5: Functioning and Non-functioning schools**



## Reasons of School Non-Functionality

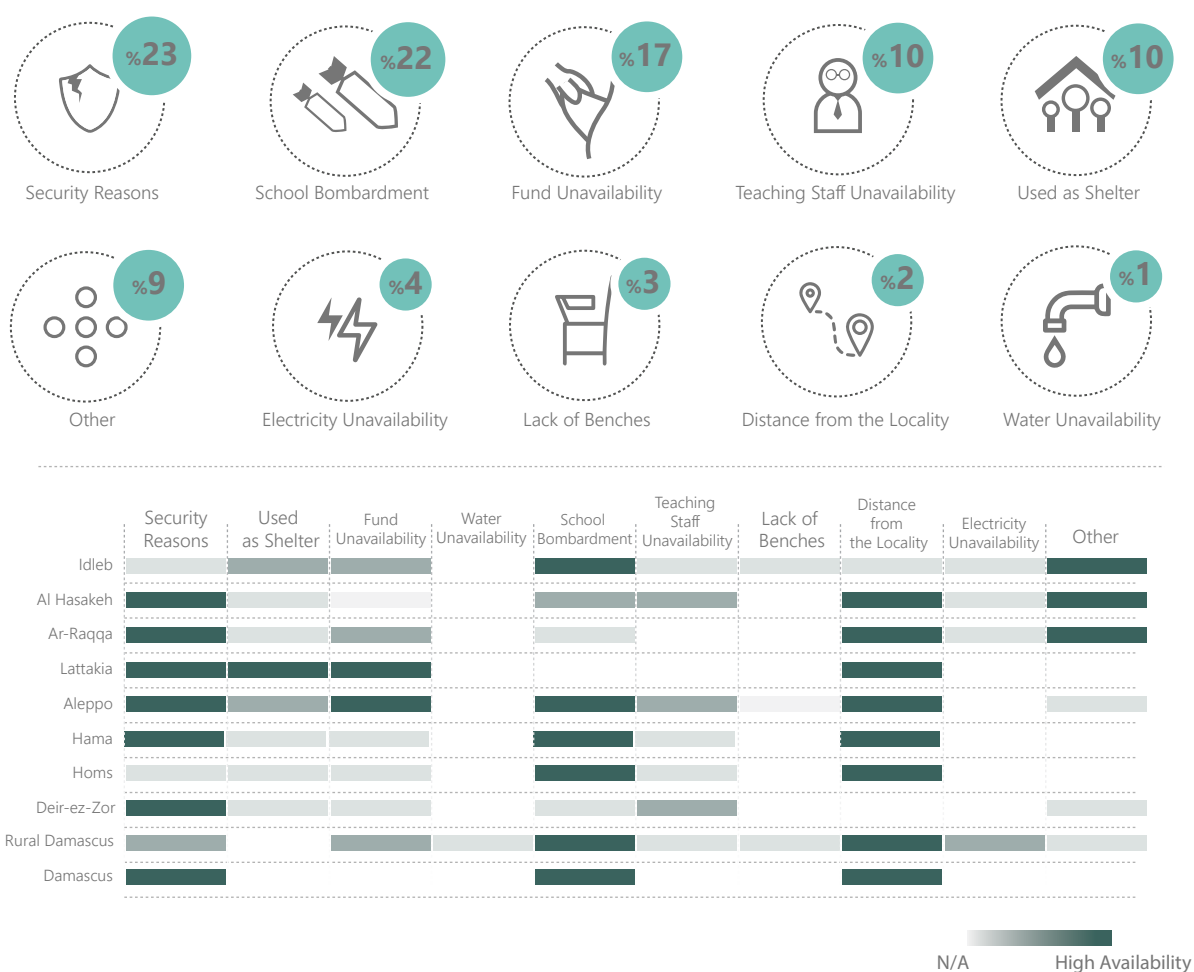
Security reasons and school bombardment are the main two cited reasons of assessed schools non-functionality that came with close rates 23% and 22% respectively. The control forces have stopped the educational process in the assessed sub-districts of Deir-ez-Zor governorate. As well as, eleven sub-districts in Aleppo governorate reported insecurity as main reason for school non-functionality there, and another nine sub-districts reported that school bombardment is the main reason for schools stop working. Rural Damascus governorate suffered from targeting a big part of its schools with bombs, whereas collected data from ten assessed sub-districts out of fifteen showed that school bombardment topped reasons of school non-functionality.

According to key informants, there are "Other" significant reasons of assessed schools non-functionality, that can be summarized as following:

- Enforced displacement of population as in Suluk and Ein Issa sub-districts in Ar-Raqqa governorate.
- School occupation by armed groups or using schools for other purposes as in Quamishli sub-district in Al-Hasakeh governorate and Menbij sub-district in Aleppo governorate.
- Child recruitment by armed groups as in Sarin sub-district in Aleppo and Tell Abiad in Ar-Raqqa.

On the other hand, all assessed schools are functioning in Jawadiyah and Al- Malikeyyeh sub-districts in Al-Hasakeh governorate; Khan Shaykun and Maaret Tamsrin sub-districts in Idlib governorate. Figure 7 and the heatmap show reasons of schools non-functionality percentages by ten assessed governorates.

**Figure 7: Reasons of School Non-Functionality**

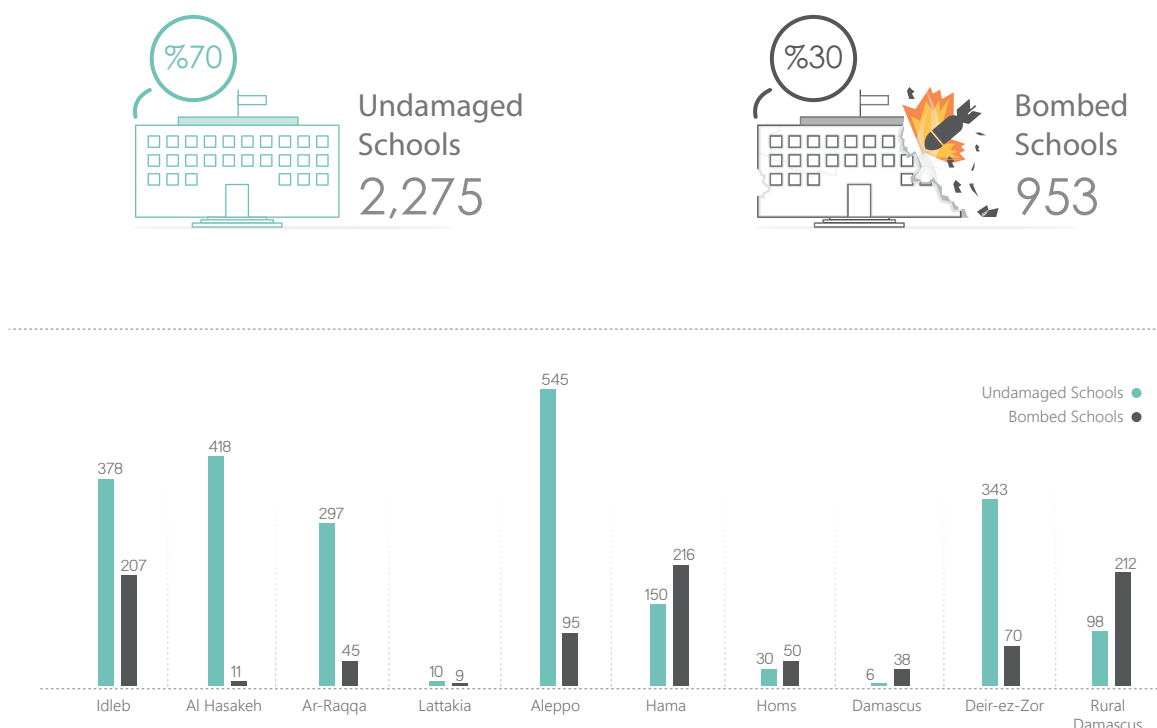




## School Building Status

Since the beginning of the ongoing conflict in Syria, schools were and are still targeted by military actions especially air raids. ACU's enumerators collected data on the vulnerability of assessed schools to bombardment, and analysis results showed that 30% of assessed schools, 953 schools, were exposed to bombing considering that school bombardment came secondly with 22% of main reported reasons of school non-functionality as mentioned in the pervious paragraph. The governorates of Hama, Idleb and Rural Damascus witnessed the biggest number of bombed schools. As well as, all schools in Markada sub-district in Al-Hasakeh governorate are severely damaged and urgently need repairs due to being bombed repeatedly.

**Figure 8: School Bombardment**

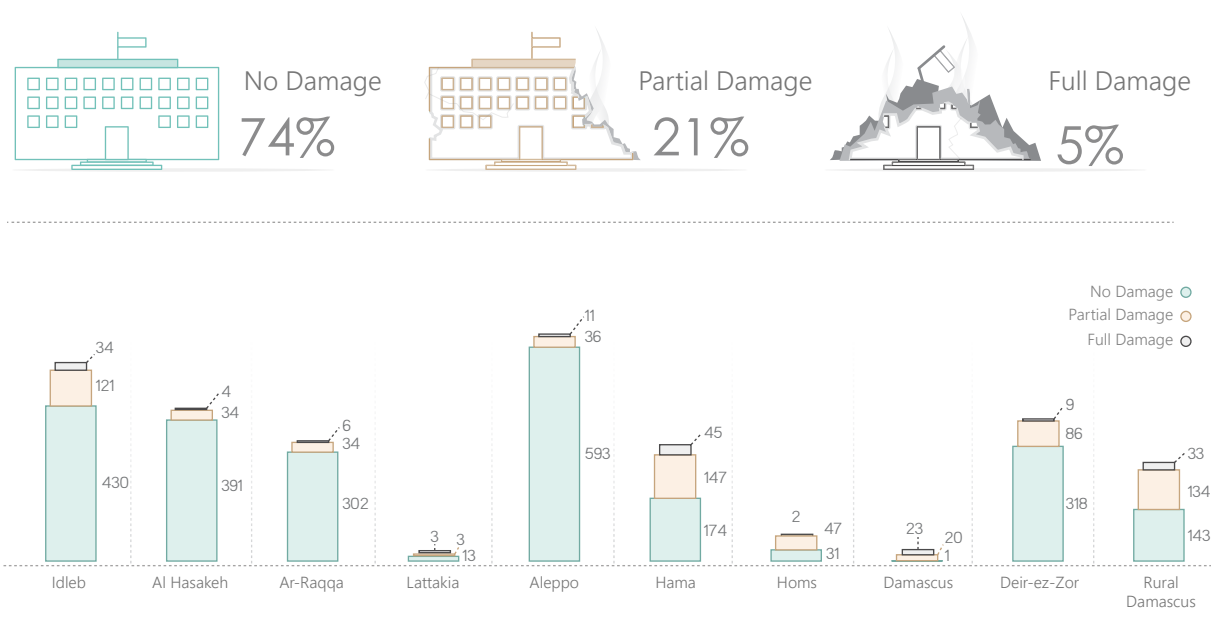


The continuous clashes accompanied with heavy shelling on assessed areas resulted in partial or heavy damage of many schools. Secretary-General, Report to UN Security Council, UN, 23 April 2014, p.137, said that by April 2014, over 4,000 schools were closed, damaged, or used for shelter by people displaced by the conflict. Since that time schools and educational facilities are targeted endangering children's life and pushing educational wheel in Syria backwards.

Assessment results show that a quarter of assessed schools are damaged fully or partially which affects schools functioning durability. A total of 172 schools were completely damaged and another 660 assessed schools suffered moderate damage. The governorates of Hama, Rural Damascus and Idleb witnessed the biggest number of fully or partially damaged schools respectively. Whereas, the partial or full damage percentage among assessed schools was cited in besieged Yarmouk neighborhood in Damascus governorate with 98% followed by Homs, Rural Damascus and Hama governorates.

7- [http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s\\_2014\\_295.pdf](http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_2014_295.pdf)

**Figure 9: School Building Status**



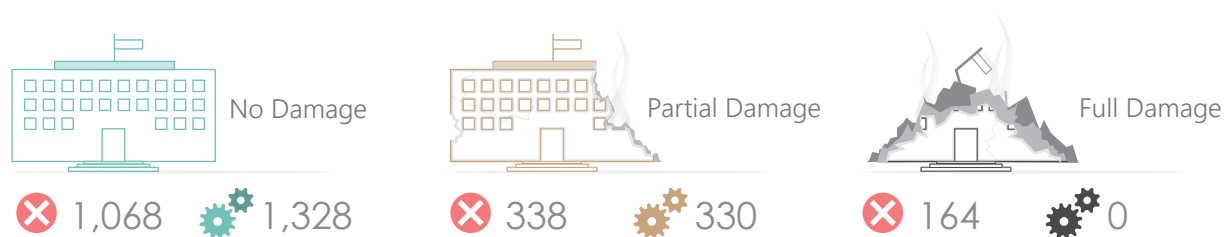
### School Buiding Status and School Functionality Relevance

The status of school building and its infrastructure directly affects the school ability to function and receive students. The following crosstab clarifies this relationship, where 20% of partially damaged schools are functioning despite the building's bad status due to clashes or bombing and 502 fully or partially destroyed schools are non-functioning. On the other hand, 1,068 undamaged schools are non-functioning due to other reasons like lack of funding and educational staff or logistic reasons.

**Figure 10: School Buiding Status and School Functionality**

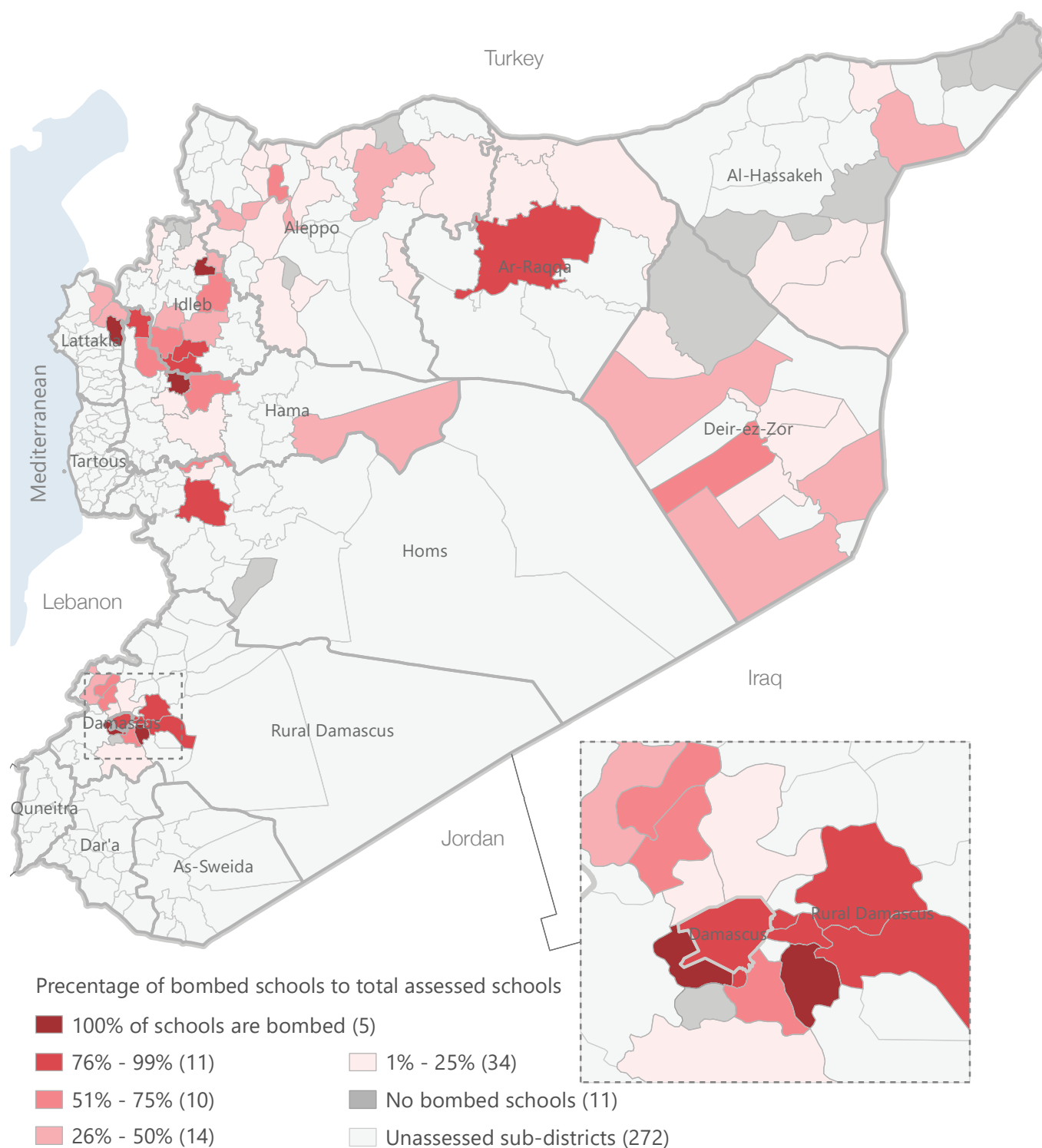
School Functionality (more than 20 working hours weekly)

Functional (gear icon) Non-Functional (X icon)



All assessed schools (72 schools) in sub-districts of Bennsh in Idleb, Salanfa in Lattakia, Kafr Zeita in Hama, Darayya and Maliha in Rural Damascus were targeted with bombing. As well as, more than half of assessed schools in 21 assessed sub-districts were also bombed. Map 6 illustrates bombed schools distribution by governorates.

**Map 6: Percentage of Bombed Schools**



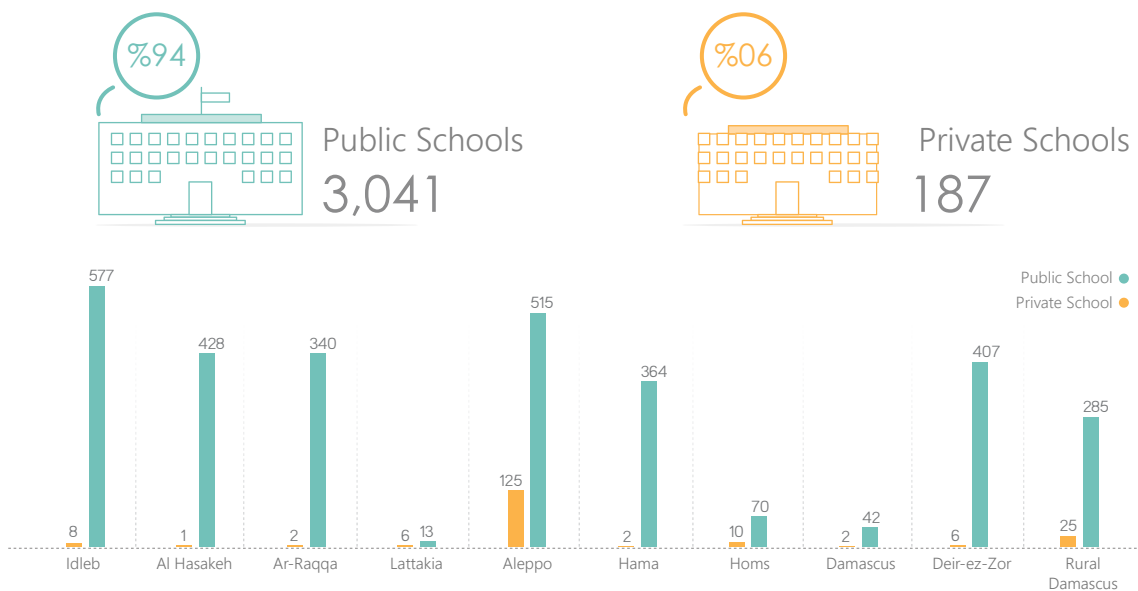
## Public and Private Schools

The governmental public education was the prevalent education in Syria, free and funded by Syrian government. Whereas, private education (in private schools) covered the public curriculum in addition to other curricula in English language, private education was paid and less spread due to its high tuition fees.

After the beginning of the conflict, private schools have emerged, which are different from private schools that had previously been found in Syria. Post conflict private schools are usually based in a building like a house or private apartment and consist of several classrooms and funded by external party like non-governmental organization NGO or individual funder. The funding party takes the responsibility of supporting school building and providing educational requirements like stationary and books, and definitely the education in those schools is free of charge.

Despite the importance of establishing such schools in these circumstances, its percentage does not exceed 6% of the total number of assessed schools (187 private schools), whereas public schools percentage reached 94%. The following figure shows public and private schools distribution by assessed governorates.

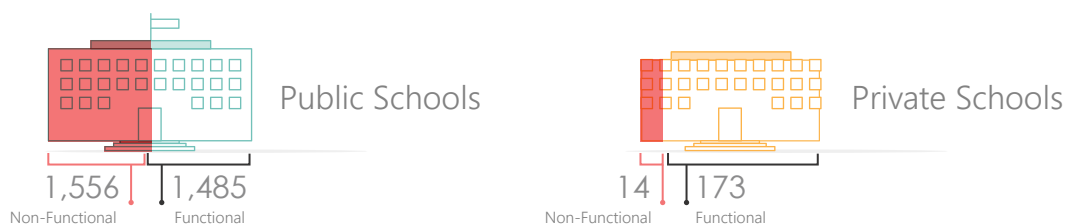
**Figure 11: Public and Private Schools**



## Public and Private Schools and School Functionality Relevance

The following crosstab shows that 173 private schools out of 187 schools are functional, whereas more than half of public schools have stopped working due to various reasons mainly insecurity and its location within depopulated areas and other reasons<sup>8</sup>.

**Figure 12: Public and Private Schools and School Functionality**



<sup>8</sup>- Reasons of school non-functionality are presented in details in page 15 of this report

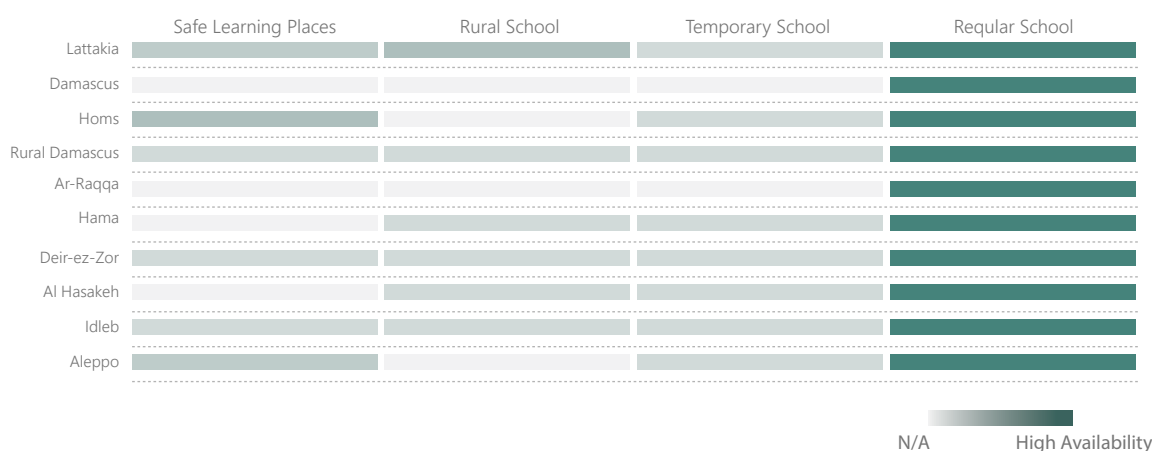
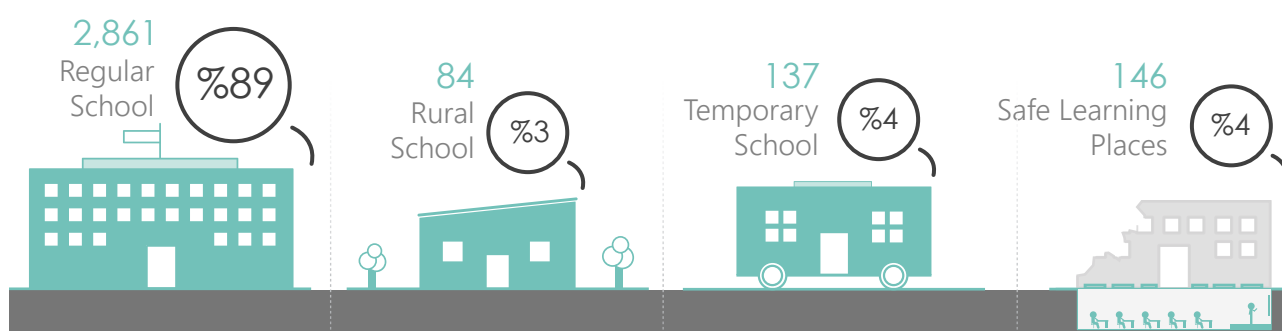
## Types of Schools

The current study has covered four types of schools:

- Regular schools are public schools that were controlled and funded by Syrian government before the beginning of the conflict. Most public schools are no longer funded in most of out of regime control areas. These schools form 89% of assessed schools.
- Temporary schools are established as an alternative for regular schools, because the conflict has affected the educational process in Syria. Temporary schools came with 4%, 137 schools of the total assessed schools.
- Rural schools that were established in small remote villages instead of regular schools. Several grades are combined in this type of schools due to small number of students and teachers as well. Rural schools constituted 3% (84 schools) of assessed schools, most of rural schools are located in Al-Hasakeh and Idleb governorates as shown in the heatmap below.
- Safe learning places in caves and basements that were established due to targeting schools with bombing and the necessity to provide a safe place for children. The biggest part of safe learning places were located in Aleppo governorate with 105 safe learning places out of 146.

The figure below shows that temporary, rural and safe learning places form 11% of assessed schools, the limited number of these schools, despite its importance and need, suffer a big lack of employees (voluntary teams) and severe lack in books, stationary and teaching equipment.

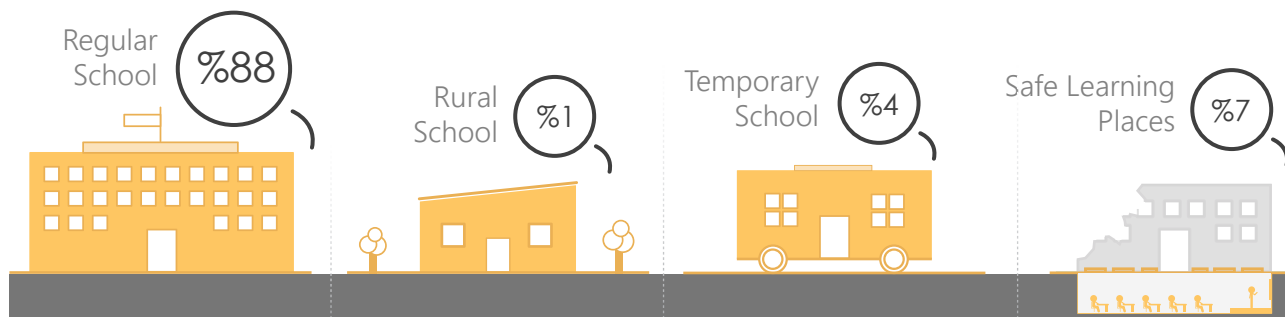
**Figure 13: Types of Schools Percentage**



## School Type and Number of Enrolled Students

It was shown by triangulating the information of schools types and number of enrolled students that 88% of enrolled students are attending regular schools, whereas the other 12% of enrolled students are distributed in safe learning places with 7% and temporary schools with nearly 4% and rural schools with 1%.

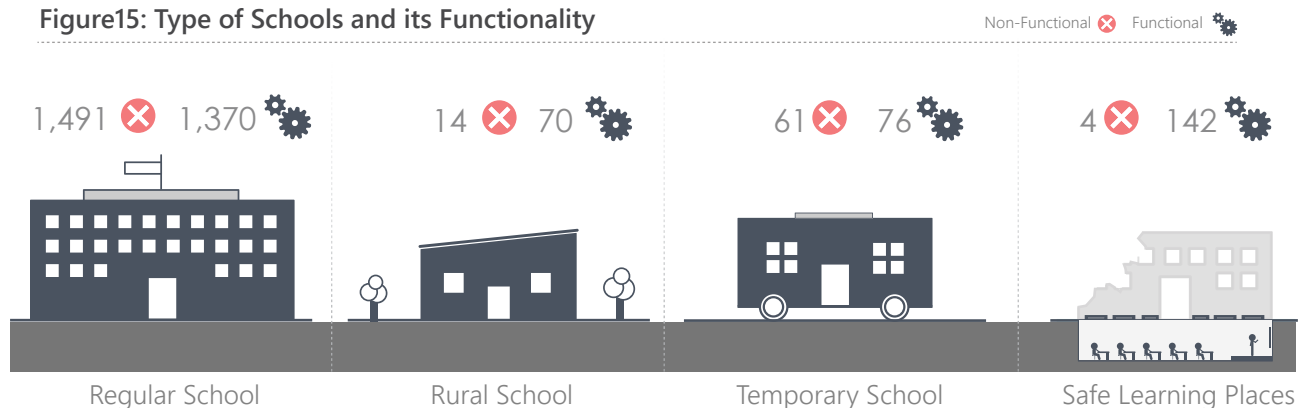
**Figure14: School Type and Number of Enrolled Students**



## Relevance between Type of Schools and its Functionality

The following crosstab shows through triangulation between school type and its functionality that safe learning places are the most functional type of schools with more than 97% functionality, with 142 safe places for learning are functioning out of 146. Whereas, rural schools were functional with more than 83% with 70 schools out of 83 were functional; temporary assessed schools were functional with 44.5% and at last, 52% of regular schools were functional.

**Figure15: Type of Schools and its Functionality**



## Educational Levels

The educational system in Syria consists of three educational levels: Primary Education Level: 1st to 6th grade, Lower Secondary Education Level: 7th to 9th grade and Upper Secondary Education: 10th to 12th grade (baccalaureate).

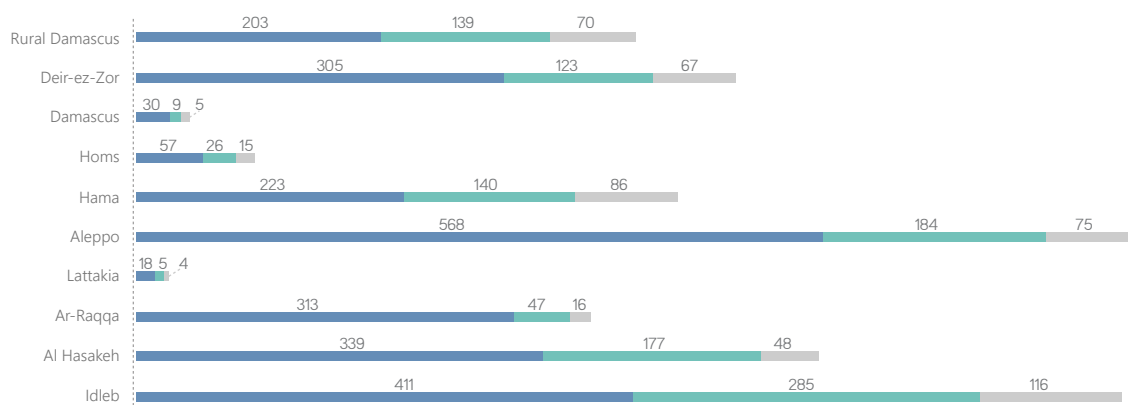
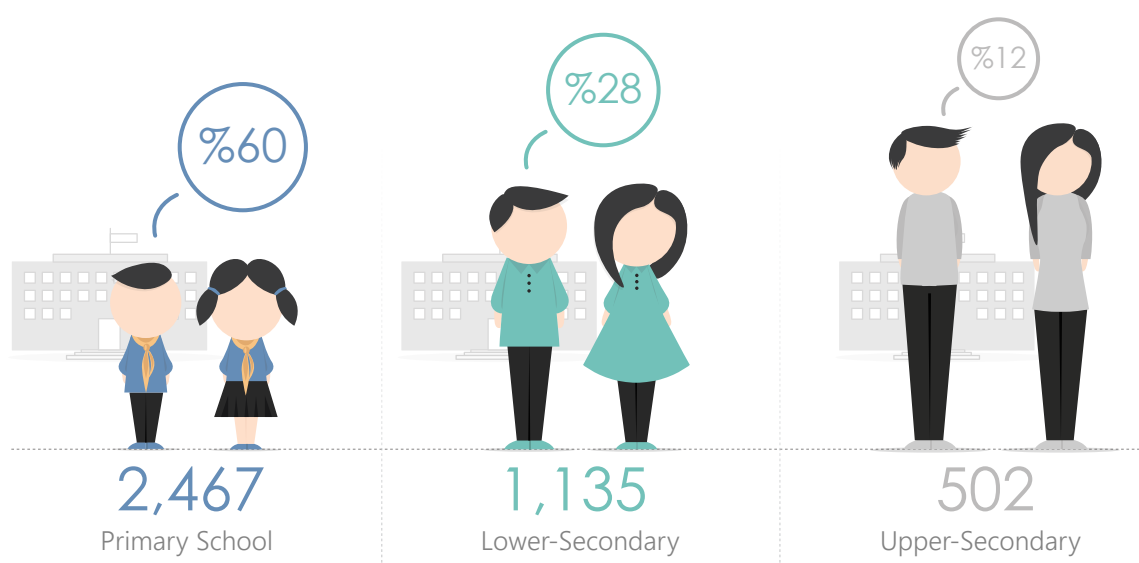
Education was mandatory in Syria for the primary level only afterwards the mandatory education was extended to lower secondary level and was named basic level. Still, many schools especially in the eastern governorates and remote areas suffered from high dropout rates. Therefore, the Syrian Ministry of Education before the start of the ongoing conflict has sought in cooperation with some international organizations to provide flour and biscuits for students to encourage them to adhere to attendance in remote areas. As, population in those areas suffer from extreme poverty and lack of services so students are forced to work to support their families especially during harvest season.

The assessment covered a majority of primary schools (60% - 2,467 schools), a little bit less than one third of lower secondary schools (28% - 1,135 schools), while the upper secondary schools comprised (12% - 502 schools). It should be noted that some schools comprise two or all three education levels, from primary to upper secondary school. For the purpose of data analysis, combined primary/lower secondary schools as well as primary/lower secondary/upper secondary schools were included as two or three units respectively.

The high number of public primary schools in Syria is associated with the fact that it is a mandatory level of education for all children (from first grade through the ninth grade). Therefore, it was highly important to establish many basic schools at the expense of upper-secondary and university levels. The primary level constitutes the entry of children into the educational system, so the data related to school attendance and school staff and facilities for primary schools have direct impact on the whole of the following levels of education.

It should be noted that the total number of schools in the figure below is 4,104 Schools, which is larger than the assessment sample we have chosen for schools (3,228 schools). This is due to the fact that some schools include a number of educational levels together as mentioned above (such as primary and lower-secondary schools, or lower-secondary and upper-secondary schools or schools which include three levels of education together), and thus these schools were introduced among several educational levels.

**Figure 16: Educational Levels Percentages**





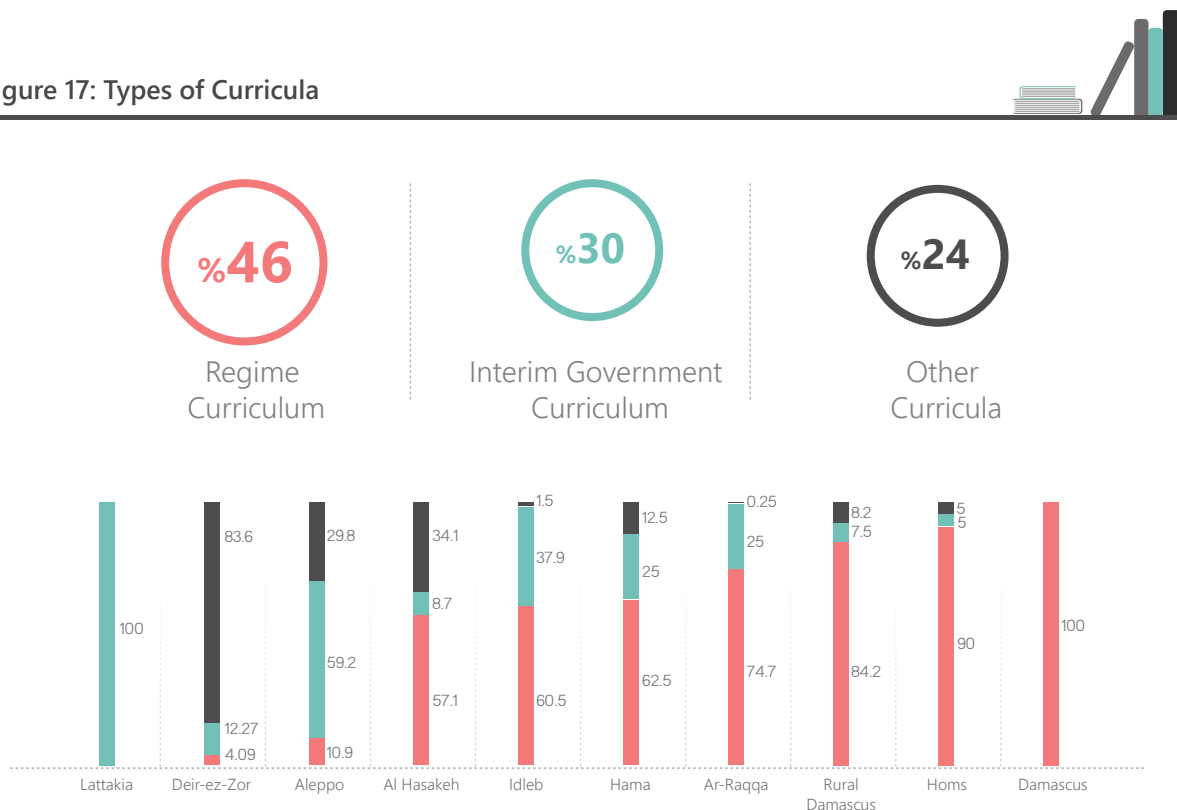
## Types of Curricula

The official curriculum was the curriculum taught in all schools in Syria before the crisis, all books were free for students of basic education from first until the ninth grade, and books were available at a subsidized price in the secondary stage. After the beginning of the events in Syria the Ministry of Education in the interim government designed curriculum termed as the Syrian modified curriculum, which is the same Syrian official curriculum but with amending some articles that focus on the glorification of the ruling Al-Baath party in Syria and the existing regime and its symbols and some other misinformation.

One of the friendly countries funded printing this curriculum two years ago and it was distributed in the neighboring countries, and copies were sent to Syria. However, these copies ran out and concerning authorities had been unable to deliver them for all governorates, especially under the suffocating siege imposed by the regime. Other curricula are taught in some governorates. It is worth mentioning that most of the books are used more than once, and students are forced to use semi-stale books. More than one student use the same copy or students are unable to obtain a full copy of books because of the difficulty in books arrival and their rarity. The assessment included types of curricula that are taught during the school year 2015-2016 within assessed schools. Analysis results showed that 46.5% of schools teach the official regime curriculum, and this is attributed to many reasons, the most important of them are the lack of copies of the modified curriculum and the difficulty of delivering them if available. Other approaches came second with 29.62% and the modified curriculum came third by 23.85%.

The highest rates for the use of the official Syrian curriculum were recorded in Yarmouk refugee camp in Damascus, Homs and Rural Damascus, whereas the highest rates for the use of modified Syrian curriculum were recorded in Lattakia, Aleppo and Idlib, while the highest rates of other curricula use were in Deir-ez-Zor, AL-Hasakeh and Aleppo, respectively.

Figure 17: Types of Curricula



## 3 PART THREE SCHOOL SUPPORT

This part focuses on the most important needs of functioning schools and school facilities status particularly books availability, classroom equipment and infrastructure status in schools. In addition, the percentage of school needs was covered for twelve different items in order to inform interested parties and humanitarian organizations about the exact needs of assessed schools which are:

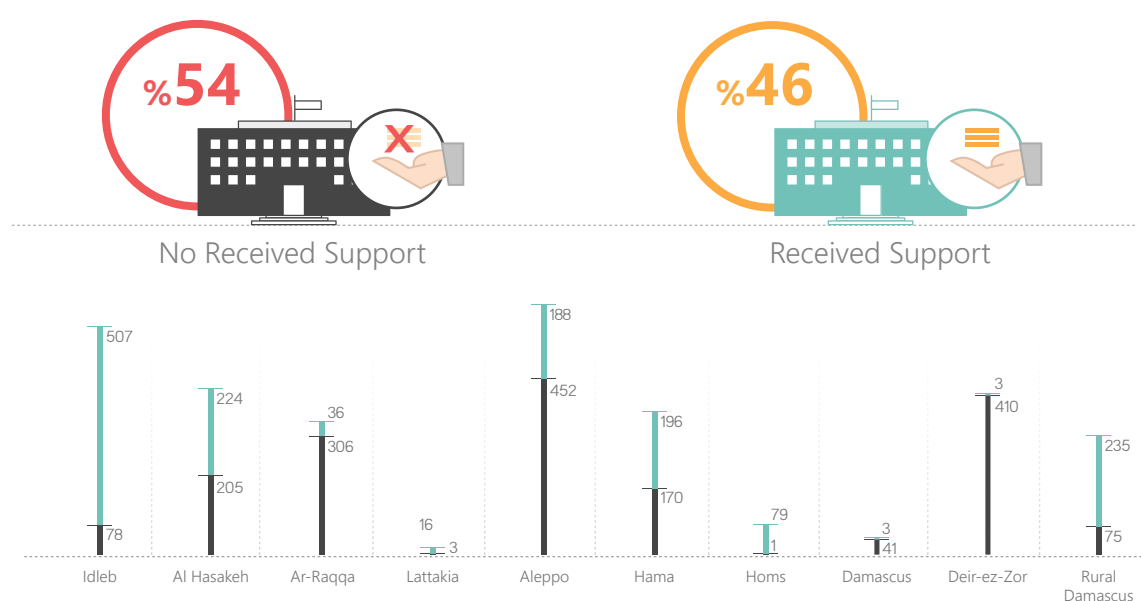
Books, stationery, teachers' salaries, heating supplies, school equipment, meals for children, fuel, electricity, school reconstruction and repair. This part figures show percentages of provided support for each of the above-mentioned items, details and proportion of each need as a priority for continuity of functioning schools in each of the assessed governorates. For more information about detailed school needs within a specific sub district, please contact information management department.

### School Support

As part of this assessment, data was collected on schools which are still funded by Syrian government in addition to types and sources of external support received. It was reported that 54% of the assessed schools do not receive their operational costs neither from Syrian government nor by other donating party. It is worth mentioning that Syrian government still provides teachers' salaries in a large percentage of assessed schools without supporting any other operational costs. This means that public functioning schools still use old equipment that was available before the crisis such as desks and boards in case the school was not bombed or damaged.

Lack of funding was ranked third with 17% among the reasons of schools non-functionality, as discussed in Part 2. 99% of the assessed schools in Deir-ez-Zor are not supported, only three schools within Hajin, Ashara and Deir-ez-Zor sub districts were supported. In addition, 93% of the assessed schools in besieged Yarmuk camp in Damascus are not supported. As well as, 90% of Ar-Raqqqa assessed schools did not receive any support. The following figure shows details of distributed support by governorate.

**Figure 18: School Support**

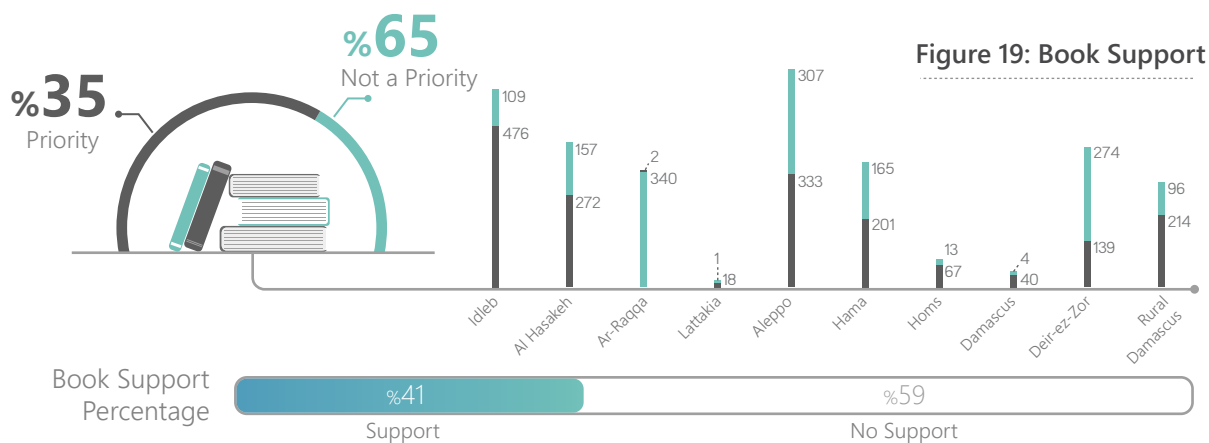


## Book Support

Current assessment focused on collecting data about educational materials availability, particularly books due to its importance in the continuation of the educational process. Usually the public educational system in Syria is responsible for providing the curriculum for students and teachers alike, where the Syrian Ministry of Education used to provide books free of charge for primary level students and with subsidized prices for secondary levels.

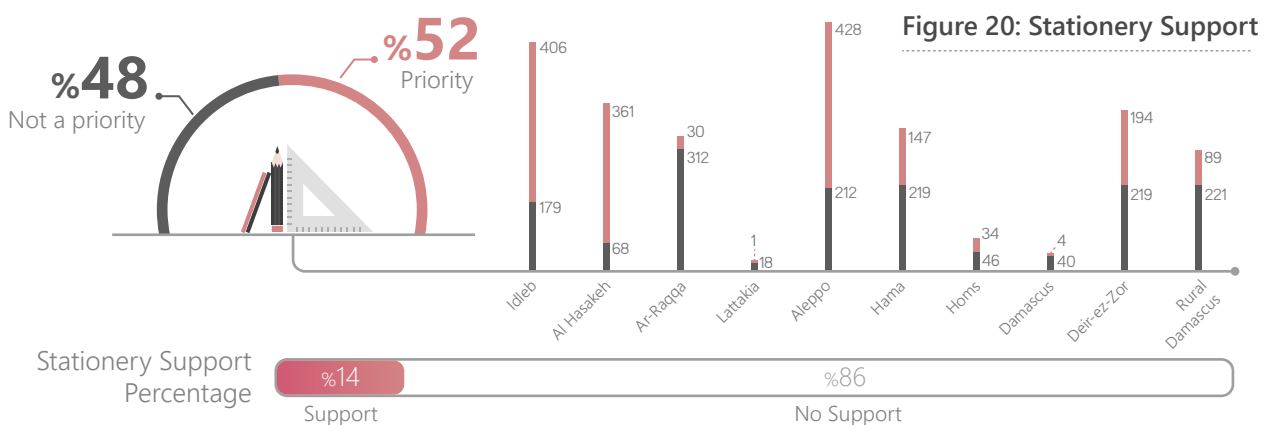
There are more than three types of curricula currently in Syria: The Syrian regime curriculum, the Syrian interim government curriculum and other curricula provided by active organizations in educational field. The need for curricula in all Syrian schools will become 100% in case of adopting a new standard and unified curriculum for all Syrians.

Compared to Rapid Public School Assessment 2014<sup>9</sup>, book availability has decreased from 48% to 40.61%. The governorates of Deir-ez-Zor, Aleppo, Hama and AL-Hasakeh respectively reported their need of books and considered it a priority for the continuation school functioning. The only two functioning schools in Ar-Raqqa governorate need support in books as a priority for the continuity of school functioning. Annex 1 at the end of this report includes percentages of book availability according to assessed sub districts.



## Stationery Support

The premium prices of stationery especially notebooks after the beginning of the events in Syria became a burden on the normal Syrian family, in addition to the difficulty of entering them into besieged areas. However, the regime aims to prevent entering those requirements to besieged areas. The following figure show that less than 14% of assessed schools received stationery support. Moreover, 52.48% of assessed schools expressed their need for stationery as a priority for the continuation of their work. The schools of Al-Hasakeh, Aleppo, Idlib and Deir-ez-Zor governorates were respectively the neediest schools of books.



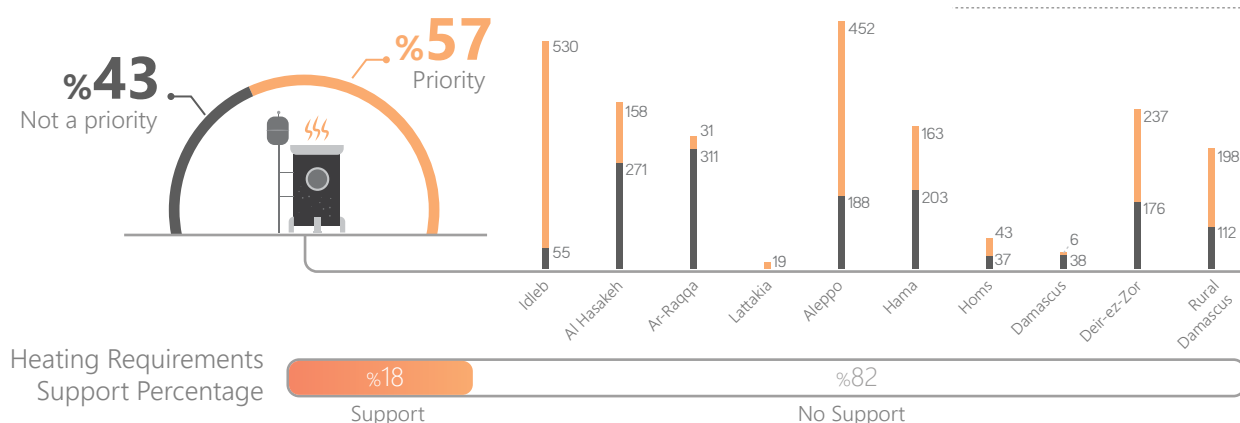
9- <http://www.acu-sy.org/en/rapid-public-school-assessment-in-syria>

## Heating Support

With the advent of winter, the current state of school buildings and heating systems raises real concerns about the safety of enrolled students in the academic year 2015-2016. Therefore, it is very important to ensure the delivery of needed aid to cope with winter in schools and to mitigate its negative effects on students.

The traditional heater (Sobia) was used in regular public schools, where schools used to get required fuel at the beginning of the academic year by Syrian ministry of education. However, petroleum derivatives became generally rare in many opposition-controlled areas. At the time of data collection, only 18% of assessed schools received heating supplies support including heaters and heating fuel. Heating requirements were considered a priority school functioning in approximately 57% of assessed schools. The largest percentage of schools that expressed the need to support heating requirements as a priority was in the governorates of Lattakia, Idleb and Aleppo, respectively.

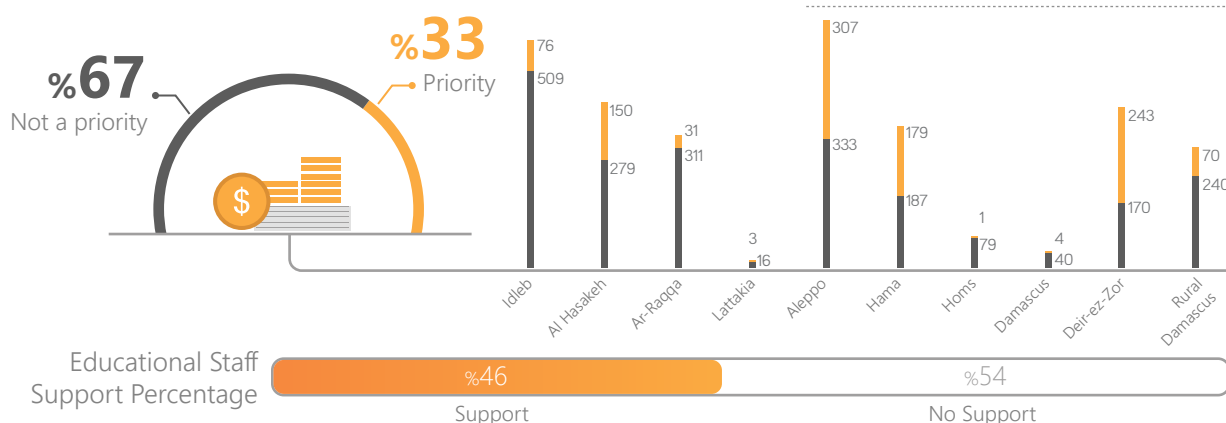
Figure 21: Heating Support



## Educational Staff Support

Educational staff support with salaries has declined from 80% to almost 46% during 2015 compared with the Rapid Public School Assessment in 2014<sup>10</sup>. Therefore, some teachers can no longer continue to volunteer, and try to look for alternative sources of income. So, teachers' salaries support is crucial to enable school staff to continue teaching Syrian children within areas that are affected by crisis. The need to support staff salaries was a priority to stabilize school functioning by 33% and the highest percentage for this need was in Deir-ez-Zor, Hama, Aleppo and Al-Hasakeh respectively.

Figure 22: Educational Staff Support

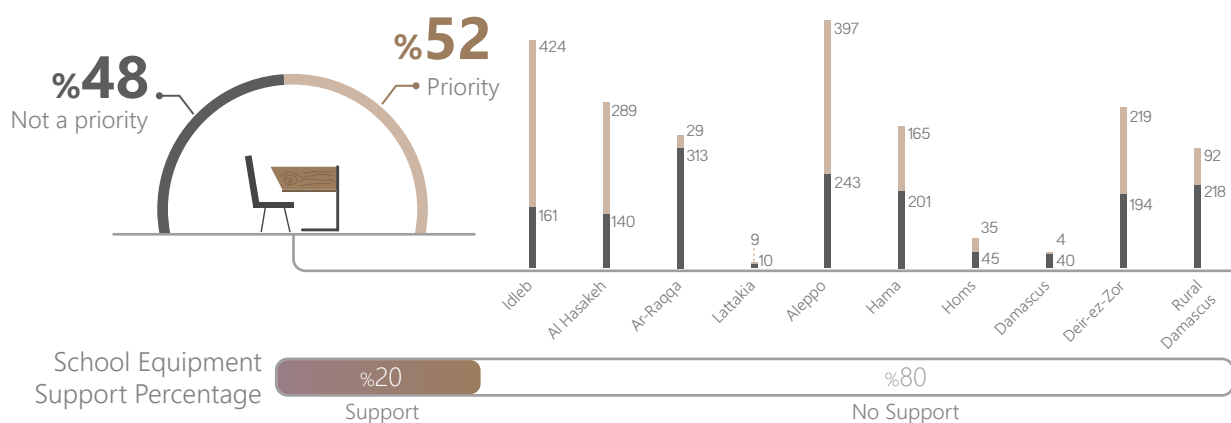


10- <http://www.acu-sy.org/en/rapid-public-school-assessment-in-syria>

### School Equipment Support

School equipment including boards, desks, pens, computers, printers, etc. comprise basic needs of any school. Only 20% of the assessed schools received school equipment support. On the other hand, 51.5% of the assessed schools expressed the need for school equipment support as a priority. The highest need was in Idleb, Al-Hasakeh, Aleppo and Deir-ez-Zor respectively as the following figure shows.

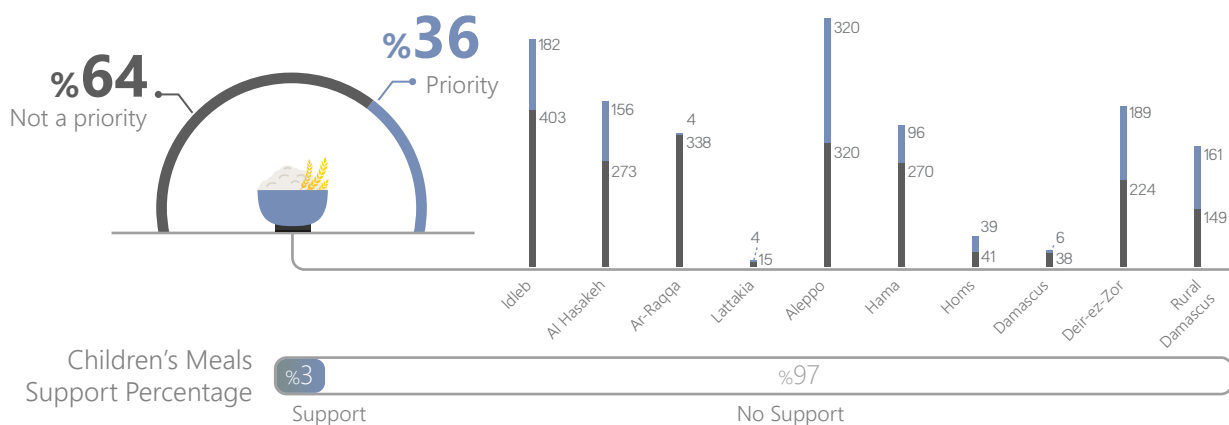
Figure 23: School Equipment Support



### Children's Meals Support

The importance of food support through providing meals for children in primary education was prominent in some remote areas in the east of Syria in order to encourage parents to send their children to schools. However, this item did not receive attention from the humanitarian organizations working in education field, where only 2.5% of the assessed schools received meals although 36% of them expressed the need for children's meals support as a priority for school functioning.

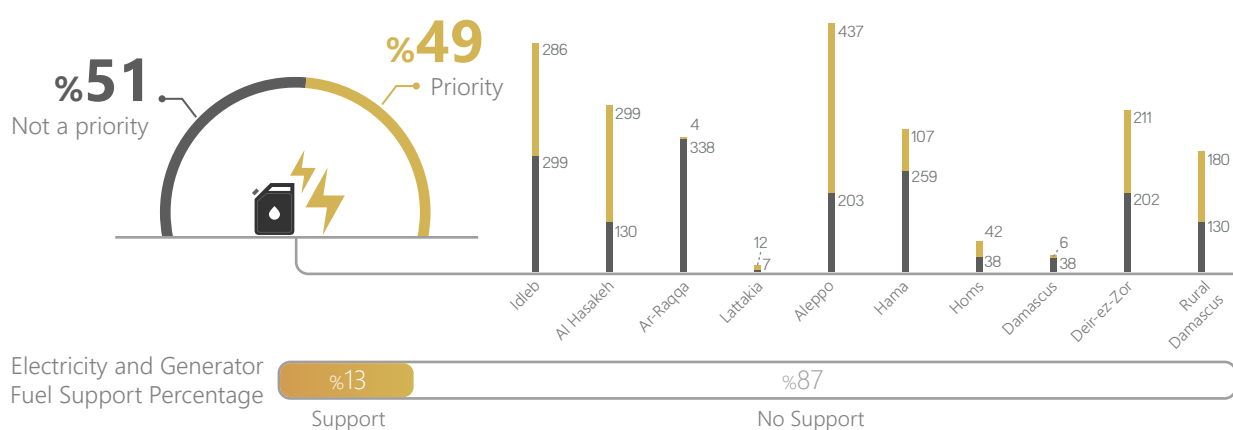
Figure 24: Children's Meals Support



### Electricity and Generator Fuel Support

Most of out of regime control areas suffer from power outages for long time intervals because of ongoing war and continuous bombardment on some areas. Therefore, civilians resort to using generators when necessary and for very limited time due to fuel extremely high prices in opposition-controlled areas which are ten folds the prices in regime-controlled areas. Therefore, it is essential to provide electricity in schools, especially in safe learning places that were established in basements and need lighting even during daytime. 86.65% of assessed schools did not receive electricity and fuel support, as well as, 49% of the assessed schools expressed the need for electricity and generator fuel support as a priority.

Figure 25: Electricity and Generator Fuel Support

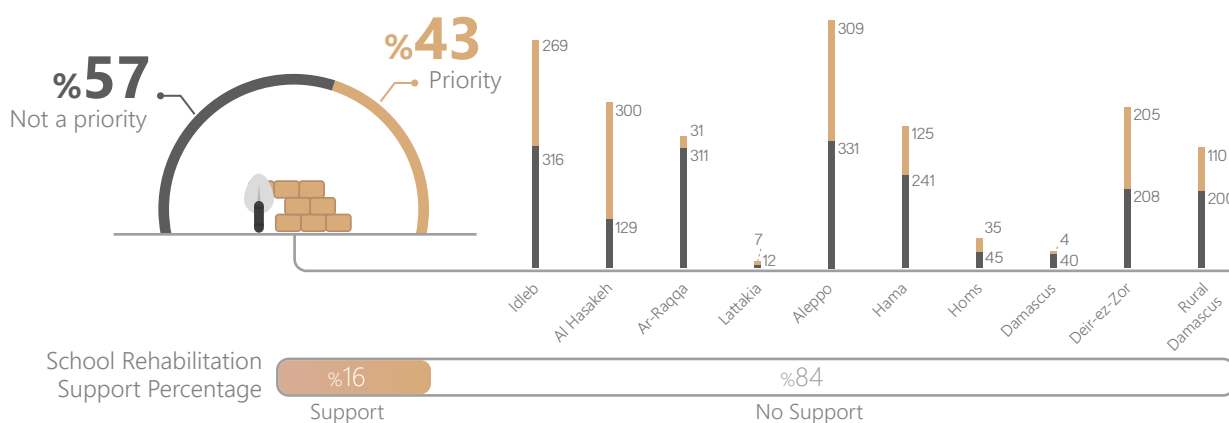


### School Rehabilitation Support

The prevailing bad security conditions in out of regime control areas arise in bombing schools and leading to partial or complete destruction of school buildings, where 30% of assessed schools were shelled. School exposure to shelling was rated second among school non-functionality reasons by 22% as presented in the second part of this report. Analysis results showed that 20% of partially destroyed schools were functioning therefore it is important to support partially destroyed schools rehabilitation especially the functioning ones.

It was reported that 84.32% of assessed schools did not receive any support to renovate the school building. The need for school rehabilitation came with 43.22% of assessed schools and specifically in Al-Hasakeh, Deir-ez-Zor and Aleppo governorates respectively.

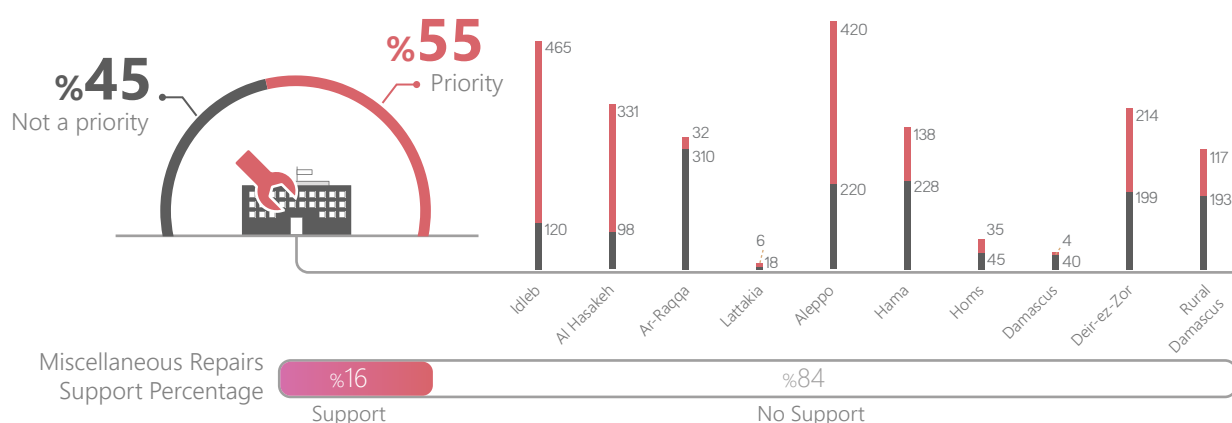
Figure 26: School Rehabilitation Support



## Miscellaneous Repairs Support

School functionality is greatly affected by its infrastructure status. Sewage system, electricity and other breakdowns within schools exist due to clashes or bombing. Only 16.36% of the assessed schools received support for repair, although more than half of them reported repair support a priority for schools.

Figure 27: Miscellaneous Repairs Support

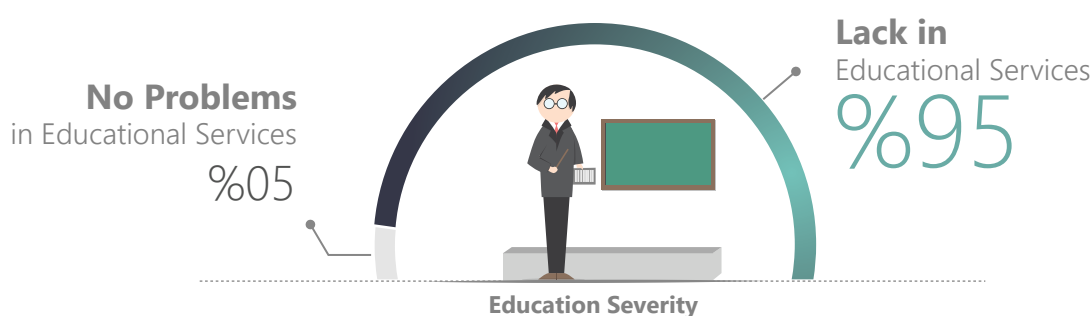


After presenting the received support percentage by assessed schools, the highest percentages of received support is educational staff support with 46%, followed by book support with 40% and school equipment that have been supported by 20%. On the other hand, the most required support needed as priority for continuity the school functionality is heating fuel and heater requirements by 57% in first place, followed by the need to support different repairs within schools by 55%, and need for books, stationery and school equipment with 52%.

## 4 PART FOUR PRIORITIES

This part provides an overview of education sector severity and presents main reported reasons for dropouts, in addition to education sector priorities in Syria.

The protracted crisis in Syria has a severe impact on the schooling system throughout the country, with large numbers of Syrian children unable to access their right to education. According to data collected by ACU enumerators, 95% of the assessed sub-districts have problems in educational services. Whereas Salqin and Khan Shaykun sub-districts in Idlib and Muhradah sub district in Hama enjoy good educational services





## Main Reported Reasons for Students Dropping out

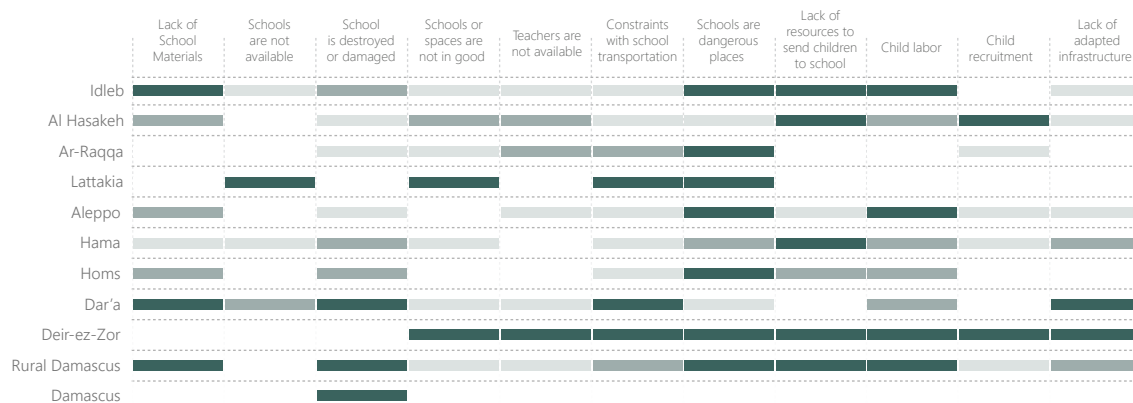
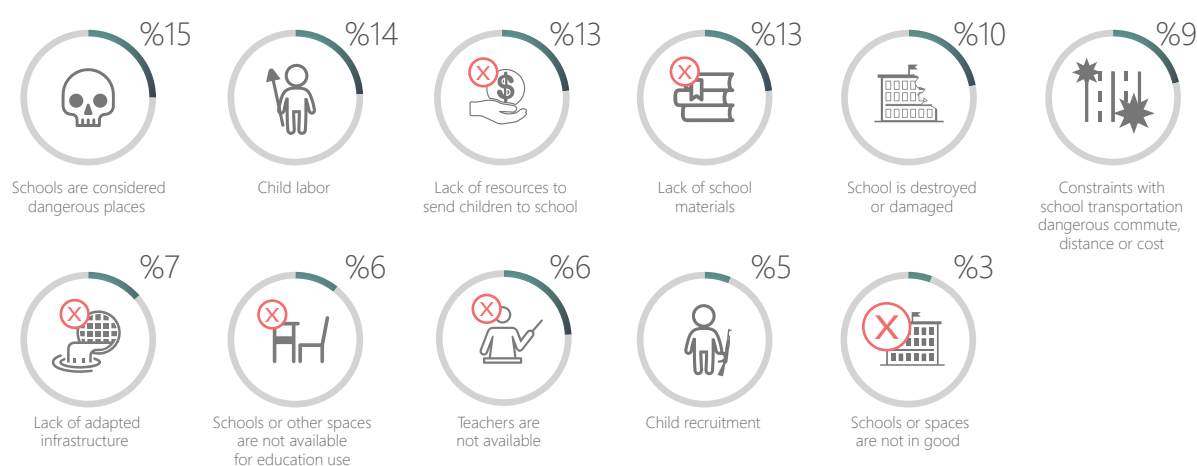
The following are the main obstacles faced by students and caused them to stop attending school according to assessed sub districts.

- 15% of assessed sub districts reported that school is a dangerous place and vulnerable to bombing, this prevents parents from sending their children to school.
- 14% of assessed sub districts reported that child labor caused some students especially males to drop out from school in order to contribute in the livelihoods of their poor families.
- 13% of assessed sub districts reported that the bad financial situation of families and inability of affording their children's educational costs was an obstacle for getting their education.
- 13% of assessed sub districts reported that lack in books and stationary affected students' ability to continue their education.
- 10% of assessed sub districts reported that the physical situation of school building that was fully or partially destroyed created an obstacle from accessing education.

Financial problems topped reasons for dropouts in Aleppo, Idlib and Damascus governorates respectively, while the highest percentage of security reasons was in Aleppo, Hama, Damascus and Idlib governorates respectively.

The following figure shows all the reasons that cause children to drop out from schools.

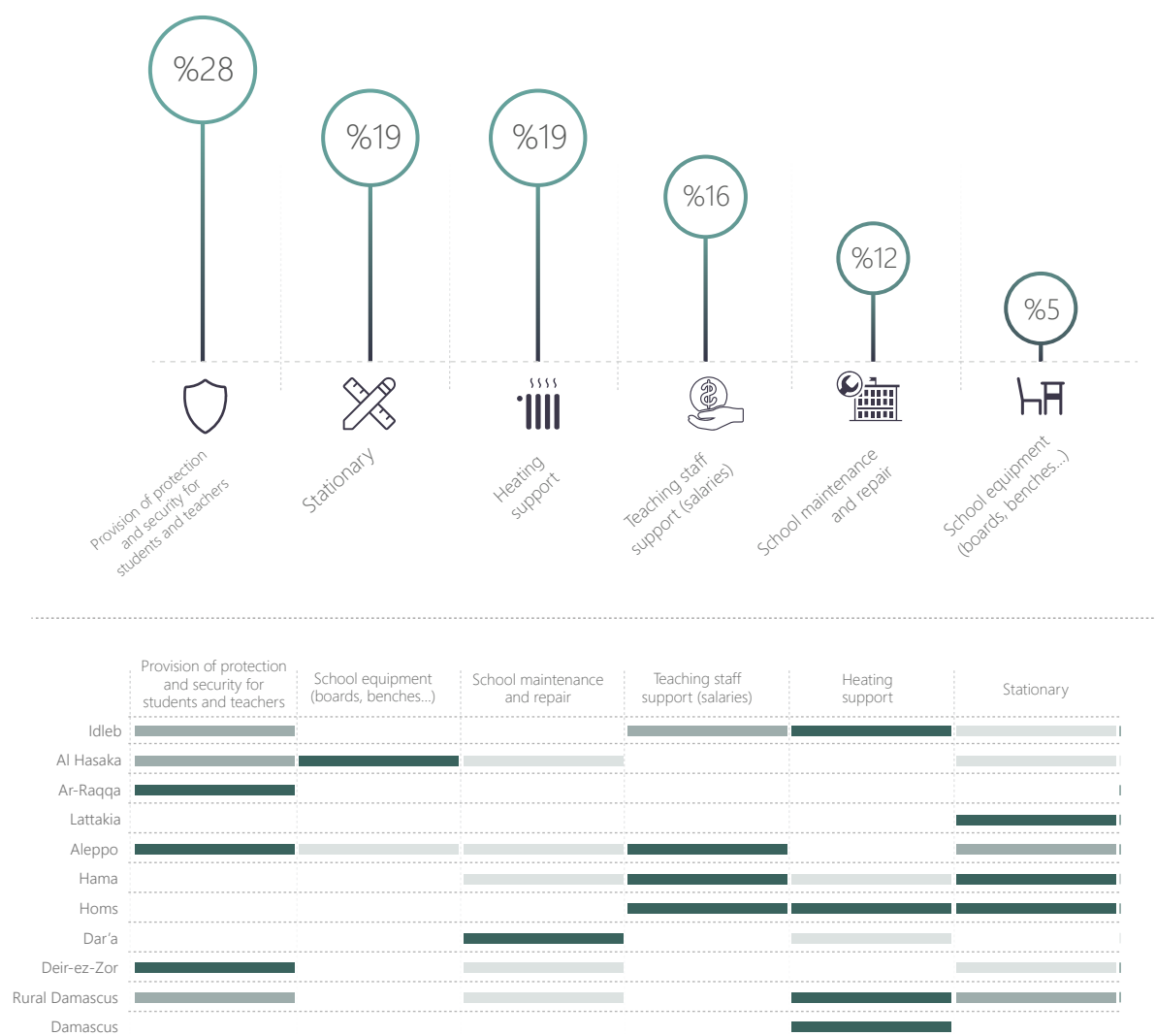
**Figure 28: Main Reported Reasons for Students Dropping out**



## Education Need Prioritization

Security represented by stopping shelling and sniping thus ensuring the return of displaced people to their homes and reducing the recruitment of children by armed groups topped the priorities of the educational sector. The need to provide stationary, heating, salaries, restoration and maintenance of schools and schools supplies were reported as main priorities for education sector response as shown in the figure below.

Figure 29: Education Need Prioritization



## Recommendations

This assessment conducted by Information Management Unit at Assistance Coordination Unit aims to inform humanitarian organizations in the Syrian crisis within the educational sector; to display the most important problems and needs of this sector within assessed schools and sub-districts; to provide the desired response and try not to lose a whole generation of Syrian children without education. Below are some recommendations for improving the educational conditions in Syria:

1. Immediate imposition of no-flight safe area and stopping bombardment and sniping by the regime and his allies Russia and Iran who caused death and injury of big numbers of students and teachers and destroyed schools and infrastructure. Security reasons and bombardment topped the reasons of school non-functionality with 45%.
2. Breaking the blockade of besieged areas to enable humanitarian actors interested in education to intervene and conduct maintenance works for bombed schools, to enable people to return to their homes and students to their schools.
3. Delivering school supplies of books and stationery to out of regime control areas, especially that only 14% of assessed schools received support for stationery and books this year. The intervention of international humanitarian organizations supporting the volunteer teachers' salaries, delivering stationery and providing educational services and psychological support was only observed in regime controlled areas, and in lower percentage for Syrian refugees in neighboring countries whereas they rarely arrive to opposition controlled areas despite the urgent need to it.
4. Establishing new safe learning places and increasing support for existing ones, because analysis results show that safe learning places were active by more than 97%; while regular schools were functioning by 52%.
5. Equipping schools with infrastructure (heaters, heating equipment, water tanks, taps and toilets) and facilities for the disabled and those with special needs, especially after the huge rise in their numbers among teachers and students as a result of systematic shelling of civilians in general and schools in particular, and sniping on the roads leading to schools.
6. Supporting rehabilitation and repairs of schools, including support for doors, windows and glass because nearly 85% of the schools have not received infrastructure support, where number of partially destroyed schools was 660 schools that need rehabilitation.
7. Staff salaries topped education priorities with 33%, therefore official teachers' salaries should be paid and volunteer teachers should be supported especially after the high decrease in the percentage of teachers who receive their salaries from the regime noting that this salary is equivalent to less than 100\$.
8. Printing curricula and delivering it to besieged areas. Considering that the percentage of book availability was only 40% in assessed schools and it should be noted that in case of adoption of a new curriculum, the need for books would be 100%.
9. Support fuel and electricity for schools, as 86.65% did not receive such support, as well as support for generators, lamps, switches and sockets is needed.
10. Support meals and vitamins for students who are probably exhausted by siege and harsh living conditions, noting that only 2.5% of all schools received this kind of support.
11. Securing psychological support and periodical visits of doctors to schools to follow up with students and provide treatment for them, due to the presence of many special cases among children.
12. Provide financial support for students and their parents, as big part of students need to work to help their families, especially lower and upper secondary students, because many Syrian households lost their family supporters as victim, detained, or disabled. Noting that lower-secondary level students have decreased to 28% and upper-secondary level students to 12%.

## ANNEXES

Annex1: Book Availability Percentage within Assessed Sub-Districts

Annex2: Number of Assessed Schools by Sub-District

## Annex1: Book Availability Percentage within Assessed Sub-Districts


Sub-District	Book Availability Percentage
Idleb Governorate	78%
Kafr Nobol	35%
Heish	71%
Qourqeena	73%
Teftnaz	76%
Maaarrat An Nuaman	77%
Bennsh	77%
Harim	80%
Saraqab	85%
Khan Shaykun	91%
Dana	92%
Darkosh	94%
Maaret Tamsrin	94%
Ehsem	96%
Salqin	100%
Al Hasaka Governorate	52%
Areesheh	0%
Hole	0%
Markada	0%
Shadadah	0%
Tal Hmis	57%
Jawadiyah	98%
Al- Malikeyyeh	100%
Quamishli	100%
Ar-Raqqa Governorate	12%
Ein Issa	0%
Suluk	0%
Ar-Raqqa	9%
Tell Abiad	39%
Lattakia Governorate	95%
Kansaba	93%
Rabeeaa	100%
Salanfa	100%
Aleppo Governorate	31%
Abu Qalqal	0%
Al Bab	0%
Ar-Raaee	0%
Azaz	0%
Ghandorah	0%
Jarablus	0%
Maskana	0%
Menbij	0%
Sarin	0%
Suran	0%
Tall Refaat	0%
Daret Azza	4%
Hajeb	8%
Marea	20%

Sub-District	Book Availability Percentage
Tall Ed-daman	44%
Atareb	50%
Banan	50%
Haritan	86%
Jebel Saman	100%
Hama Governorate	36%
Kafr Zeita	0%
Oqeirbat	0%
Ziyara	0%
Madiq Castle	3%
Surana	53%
Hama	70%
Muhradah	98%
Homs Governorate	84%
Ar-Rastan	69%
Homs	91%
Mahin	100%
Talbiseh	100%
Damascus Governorate	5%
Damascus	5%
Deir-ez-Zor	1%
Abu Kamal	0%
Al Mayadin	0%
Ashara	0%
Basira	0%
Khasham	0%
Tabni	0%
Thiban	0%
Kisreh	2%
Hajin	5%
Deir-ez-Zor	17%
Rural Damascus	55%
Hajar Aswad	0%
Maliha	0%
Arbin	11%
Ein Elfijeh	38%
Babella	39%
Madaya	40%
Az- Zabdani	46%
Markaz Darayya	50%
Kisweh	58%
Duma	71%
Qudsiya	85%
Kafr Batna	89%
At Tall	92%
Nashabiyeh	95%
Sahnaya	100%

## Annex2: Number of Assessed Schools by Sub-District

Governorate	Sub-district	Count of schools
Idleb	Bennsh	13
Idleb	Dana	53
Idleb	Darkosh	31
Idleb	Ehsem	27
Idleb	Harim	10
Idleb	Heish	38
Idleb	Kafr Nobol	75
Idleb	Khan Shaykun	11
Idleb	Maaarrat An Nuaman	138
Idleb	Maaret Tamsrin	52
Idleb	Qourqeena	22
Idleb	Salqin	38
Idleb	Saraqab	60
Idleb	Teftnaz	17
<b>SUM</b>		<b>585</b>
Al- Hasakeh	Al- Malikeyyeh	46
Al- Hasakeh	Areeshah	4
Al- Hasakeh	Hole	57
Al- Hasakeh	Jawadiyah	50
Al- Hasakeh	Markada	78
Al- Hasakeh	Quamishli	109
Al- Hasakeh	Shadadah	55
Al- Hasakeh	Tal Hmis	30
<b>SUM</b>		<b>429</b>
Ar-Raqqa	Ar-Raqqa	34
Ar-Raqqa	Ein Issa	102
Ar-Raqqa	Suluk	112
Ar-Raqqa	Tell Abiad	94
<b>SUM</b>		<b>342</b>
Lattakia	Kansaba	14
Lattakia	Rabeeaa	4
Lattakia	Salanfa	1
<b>SUM</b>		<b>19</b>
Aleppo	Abu Qalqal	37
Aleppo	Al Bab	29
Aleppo	Ar-Raaee	29
Aleppo	Atareb	4
Aleppo	Azaz	21
Aleppo	Banan	2
Aleppo	Daret Azza	57
Aleppo	Ghandorah	27
Aleppo	Hajeb	12
Aleppo	Haritan	64
Aleppo	Jarablus	9
Aleppo	Jebel Saman	115
Aleppo	Marea	10
Aleppo	Maskana	14
Aleppo	Menbij	18

Governorate	Sub-district	Count of schools
Aleppo	Sarin	96
Aleppo	Suran	12
Aleppo	Tall Ed-daman	50
Aleppo	Tall Refaat	34
<b>SUM</b>		<b>640</b>
Hama	Hama	40
Hama	Kafr Zeita	25
Hama	Madiq Castle	73
Hama	Muhradah	50
Hama	Oqeirbat	29
Hama	Surana	99
Hama	Ziyara	50
<b>SUM</b>		<b>366</b>
Homs	Ar-Rastan	35
Homs	Homs	23
Homs	Mahin	1
Homs	Talbiseh	21
<b>SUM</b>		<b>80</b>
Damascus	Damascus	44
<b>SUM</b>		<b>44</b>
Deir-ez-Zor	Abu Kamal	71
Deir-ez-Zor	Al Mayadin	20
Deir-ez-Zor	Ashara	18
Deir-ez-Zor	Basira	77
Deir-ez-Zor	Deir-ez-Zor	6
Deir-ez-Zor	Hajin	21
Deir-ez-Zor	Khasham	30
Deir-ez-Zor	Kisreh	63
Deir-ez-Zor	Tabni	72
Deir-ez-Zor	Thiban	35
<b>SUM</b>		<b>413</b>
Rural Damascus	Arbin	18
Rural Damascus	At Tall	13
Rural Damascus	Az- Zabdani	24
Rural Damascus	Babella	23
Rural Damascus	Duma	34
Rural Damascus	Ein Elfijeh	13
Rural Damascus	Hajar Aswad	31
Rural Damascus	Kafr Batna	55
Rural Damascus	Kisweh	19
Rural Damascus	Madaya	5
Rural Damascus	Maliha	17
Rural Damascus	Markaz Darayya	16
Rural Damascus	Nashabiyeh	20
Rural Damascus	Qudsiya	20
Rural Damascus	Sahnaya	2
<b>SUM</b>		<b>310</b>
<b>Total</b>		<b>3,228</b>



# SCHOOLS IN SYRIA

THEMATIC REPORT





Issued by Information Management Unit (IMU)

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February 2016



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