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Thematic Report





SCHOOLS IN SYRIA

THEMATIC REPORT
EDITION 05
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PREPARED BY: THE INFORMATION MANAGEMENT UNIT (IMU)
ASSISTANCE COORDINATION UNIT (ACU)

Assistance Coordination Unit

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 need assessments, thematic reports, maps, flash reports, and interactive studies.

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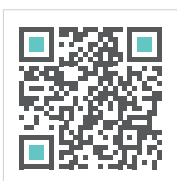
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LIST OF ACRONYMS

ACU	Assistance Coordination Unit
CoC	Code of Conduct
ED	Education Directorate
EIE	Education in Emergency
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EU	European Union
HNO	Humanitarian Needs Overview
IDP	Internally Displaced Person
ISIL	The Islamic State of Iraq and the Levant
IMU	Information Management Unit
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
MoE	Ministry of Education
MoU	Memorandum of Understanding
NES	Northeast Syria
NGO	Non-Governmental Organization
NWS	Northwest Syria
OCHA	The United Nations Office for the Coordination of Humanitarian Affairs
PSS	Psychosocial Support
SDF	Syrian Democratic Forces
SIG	Syrian Interim Government
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

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EXECUTIVE SUMMARY

The fifth edition of Schools in Syria thematic report monitors the current state of the educational sector in areas outside the Syrian regime's control within the Syrian Arab Republic given the continuation of the war for more than eight years. The report assesses the state of the schools in Syria during 2019. It is worth mentioning that this is an annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU).

SECTION 01 METHODOLOGY

The methodology used in this report builds on previous iterations of the "Schools in Syria" to provide quantitative and qualitative data on the assessed schools. For the second year in a row, perception surveys have been conducted with students, parents, teachers and school principals and added to this study, capturing their different views of the state of education. Despite the shrinking areas outside the regime's control which took control over Damascus countryside, governorates of Dara'a and Quneitra, in addition to northern Homs; the IMU expanded its team of enumerators in northern Syria in order to collect data on a larger number of schools. The report includes data on 4,016 schools within 78 sub-districts across 6 governorates. A total of 38,538 e-forms and 34,522 perception surveys were collected. The design and development of questionnaires used in this study drew on the feedback received by the ACU's Information Management Unit (IMU) in a conference held by ACU, and attended by representatives of the Turkish government, members of the Education Cluster, INGOs, and SNGOs at a conference held in Gaziantep city in August 2018.

SECTION 02 GENERAL INFORMATION

This section compares the number of schools assessed across the five editions of the "Schools in Syria" report. It also compares the changing schools' status of functionality throughout the last three editions of the report. This section presents the security situation of the schools according to principles that go in line with the Syrian context; it is found that 7% of the assessed schools are relatively safe, 2% unsafe, 7% of high risk; 17% of the surveyed students¹ do not feel safe at their schools; 37% of the surveyed teachers² confirmed students' feeling of insecurity at school. This section presents the changing percentages of schools' destruction throughout the five editions of the report.

SECTION 03 FUNCTIONAL SCHOOLS BUILDINGS

This section sheds light on the status of functional schools, where it is found that 12% of the schools used for education purposes are partially destroyed, while 88% of the schools are not destroyed, with the aerial bombardment being the reason behind the destruction of 61% of the schools and ground bombardment being the main reason for destruction of 15% of the schools, besides other reasons that led to the destruction of schools. It is also found that 74% of the functional schools covered in the assessment are formal schools, most of which were established before the start of the war in Syria; whereas 26% of the schools are non-formal; 56% of the functional schools assessed met the safety criteria included in the Inter-Agency Network for Education in Emergencies (INEE)³; additionally, 76% of the classrooms within functional schools are well equipped; 24% of the classrooms need repairs of varying degrees. Furthermore, this section presents information about the functionality of the doors and windows within schools.

1. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.
2. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.
3. <http://bit.ly/2uCzG87>

SECTION 04 WATER, SANITATION, AND HYGIENE IN THE SCHOOLS

This section provides an overview of the water resources and sanitary facilities available in schools. The report shows that 48% of the assessed functional schools use tanks to provide drinking water and 40 schools do not have water resources forcing the students and teaching staff to bring water from nearby places in bowls. According to the Social and Public Health Economics Research Group (SPHERE project)⁴, small quantities of drinking water are found available in 56% of the schools, whereas drinking water is not available in 11% of the schools; water for daily usage is not available in 56% of the schools, while water for daily usage is not available in 14% of the schools. The number of water taps which don't need replacement is 15,469, and it is also revealed that 36% of the toilets need replacement of varied degrees. 49% of the functional schools didn't meet the safety criteria stated in INEE.

SECTION 05 SCHOOL SUPPLIES (SCHOOL FURNITURE)

The status of the school furniture and school supplies is presented in this section, It is found that 13% of the school desks within functional schools need maintenance in order to be usable; 8% of the desks are largely damaged, that is unrepairable and need replacement. Functional school labs are found to be available in only 23 schools; additionally, only 133 schools have functional school libraries. Moreover, 28 schools have functional computer labs.

SECTION 06 EDUCATIONAL LEVELS AND SCHOOL ATTENDANCE

This section reports on the educational levels and separation between the students in the assessed schools according to the ages. It is found that 26% of the functional schools covered in the assessment do not separate between the educational levels; students of different age groups within the school (Primary – lower secondary – higher secondary) are taught in the same school, the thing which had a negative impact on the students, where 39% of the teachers⁵ who were surveyed stated that the phenomenon of bullying is spread among the students. 25% of the schools provide lower secondary education, whereas higher secondary education is provided in only 10% of the schools which reflects the high drop-out rates among higher secondary students. This section also includes information about periods of school suspension.

SECTION 07 CURRICULUM

This section discusses the curricula used in schools in various locations and presents data on parents' and caregivers'⁶ perceptions of the curricula being used and their preferred curricula. The section also presents teachers'⁷ perceptions of the differences between the curriculum used before 2011 and the curriculum they are currently using, in addition to information about the subjects taught in each course. This section also details information about the sources of textbooks available in the schools along with textbooks schools need. It also presents the mechanisms of how teachers deal with the shortage of textbooks.

4. <http://bit.ly/2RZGch8>

5. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

6. IMU enumerators surveyed 9,704 individuals who have school-age children inside and outside schools in 6 governorates, 28% of the respondents were females, 72% males, 74% from the host community and 26% of them were IDPs.

7. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

SECTION 08 CERTIFICATES

This section examines the transition to higher levels of education, in that 74% of the students advanced to the next grades passing the end-of-year examination; 3% of the students were transferred to the next grade due to the failure years expiry; 3% were transferred to the next grade, 6% are in their current grade based on the results of the placement test which examines their abilities. This section gives information about the entities issuing the students' report cards and transcripts of lower secondary and higher secondary levels. Add to this, it presents information about teachers' perceptions about the percentages of students whose ages align with their educational levels.

SECTION 09 STUDENTS

This section provides data on the number of students attending the assessed functional schools, where the number of enrolled students is 987,967 students, and compares the number of students in the previous editions of the report and details information about age groups per gender. The section also reports on drop-out figures and barriers to attendance, including distance to school, lateness, and risks to which the students are exposed to on their way to school.

SECTION 10 NEEDS OF STUDENTS AND SCHOOLS

The needs of students and schools' needs of educational materials are presented in this section. It is found that all of the assessed functional schools do not provide meals to students. Meanwhile, the analysis also shows that almost 24% of the surveyed students⁸ do not have any meals before going to school in the morning; 56% of the students do not have any meals in school. School bags are not distributed to students in 73% of the assessed schools, and the majority of the schools suffered from a shortage in heaters and heating fuel.

SECTION 11 TEACHERS

This section of the report presents data collected from 45,384 teachers, with female teachers accounting for 51%; it is found that 83% of the formal teachers graduated from universities and institutes that qualify them to practice teaching. 17% of the teachers are irregular teachers who practised teaching due to the lack of the teaching staff; the report also presents the educational level of the irregular teachers and school principals' evaluation of their performance. According to the study, 89% of the teachers received their salaries during the academic year 2018/2019. The section also includes information about the average salaries teachers receive in addition to donors providing them as well as information about the administrative and service staff at schools.

8. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

9. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

SECTION 12 PSYCHOLOGICAL SUPPORT AND CHILDREN WITH DISABILITIES

This part of the report presents data on the psychosocial support within schools, and the preparedness of functional schools to receive students with special needs. Findings included that 30% of the assessed functional schools accommodated children with special needs whose numbers reached 5,554. Only 2% of the assessed functional schools are equipped in a way that is suitable to receive students with disabilities. The number of orphan students within the assessed schools is 69,602 students. Psychologists are found in only 9% of the assessed schools. This section also presents information about students'¹⁰ feelings, interaction and self-awareness collected depending on the surveys conducted with the students. Moreover, it includes information about how well aware the teaching staff of the referral pathways and safe use of them.

SECTION 13 POLICIES AND PROCEDURES GOVERNING THE EDUCATIONAL PROCESS

This section describes the policies and procedures that govern the educational process in the non-governmental areas in Syria. The results show that 85% of the assessed functional schools have a clear administrative structure. Based on the perception surveys conducted with the teachers'¹¹, it is found that 48% of the teachers have signed the code of conduct. It also provides information on the most effective decision-makers in relation to the schools, as well as having a council for students' parents and caregivers.

SECTION 14 NON- FUNCTIONAL SCHOOLS

This section presents data on 16% of the schools that have been assessed and which are considered non-functional schools, in that, according to the results of the study, the lack of fund and lack of school furniture and supplies, in addition to the destruction of the buildings of those schools have been the key elements for schools becoming non-functional. It is also found that 56% of non-functional schools are damaged at varying degrees. The results show that the students of 87% of the non-functional schools are dropouts, whereas 13% of the students study in alternative education places.

SECTION 15 PRIORITIES AND RECOMMENDATIONS

The need for textbooks is a key priority, followed by the need to rehabilitate schools and conduct miscellaneous repairs within school facilities. Among the first priorities of some areas comes the need to provide salaries for the teaching staff.

10. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

11. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

Section 01 Methodology



01 ASSESSED SCHOOLS

The report covers two types of schools according to their functional status (functional and non-functional schools). For the purpose of this assessment, “**functional schools**” are understood as schools regularly attended by students and teaching staff. While assessing functional schools, the status of their buildings, WASH facilities, furniture and educational equipment available, curricula, certificates, needs of students and teaching staff, and needs of schools were also examined. Additionally, we assessed the perceptions of students, teachers, principals and parents of students in functional schools in order to identify the most important difficulties and challenges faced by their children.

On the other hand, and for the purpose of this assessment, “**non-functional schools**” are understood as schools non-attended by students or teaching staff, or the buildings of which are destroyed or used for non-educational purposes. In such cases, maybe the students and teaching staff are using an alternative building, or maybe the educational process is stopped. In the event that the educational process is stopped, an assessment of the school building only is conducted without addressing any of the students or teachers’ information (numbers of students and teachers) which are difficult to count. However, the perceptions of school-age children, their parents and teachers, who are out of work due to the disruption of the educational process, were assessed.

The “Schools in Syria” report consists of 15 sections; twelve of which cover functional schools, whereas section 14 is allocated for non-functional schools. Further, section 15 discusses priorities and recommendations that partners in the education sector may want to consider in their planning.

The assessment originally aimed at covering all schools in areas outside the Syrian regime’s control; however, a number of factors impacted the data collection. The study covered all schools in the opposition-held areas (the governorate of Idleb and its adjacent countryside of Aleppo and Hama governorates – and Aleppo northern countryside) and assessed the bulk of schools in the eastern governorates outside the Syrian regime control.

The following are the major factors that prevented full coverage of schools in the eastern governorates:

- Some schools in certain targeted areas were inaccessible due to possible security threats (areas where the controlling party changed during the data collection period), or due to other reasons related to non-cooperation from the supervisors of the educational process or the controlling parties, which lowered the percentage of covered schools in some areas of control.
- Lack of communication channels with the controlling forces in some areas to facilitate the IMU enumerators’ access to schools, which forced the enumerators to work undercover.

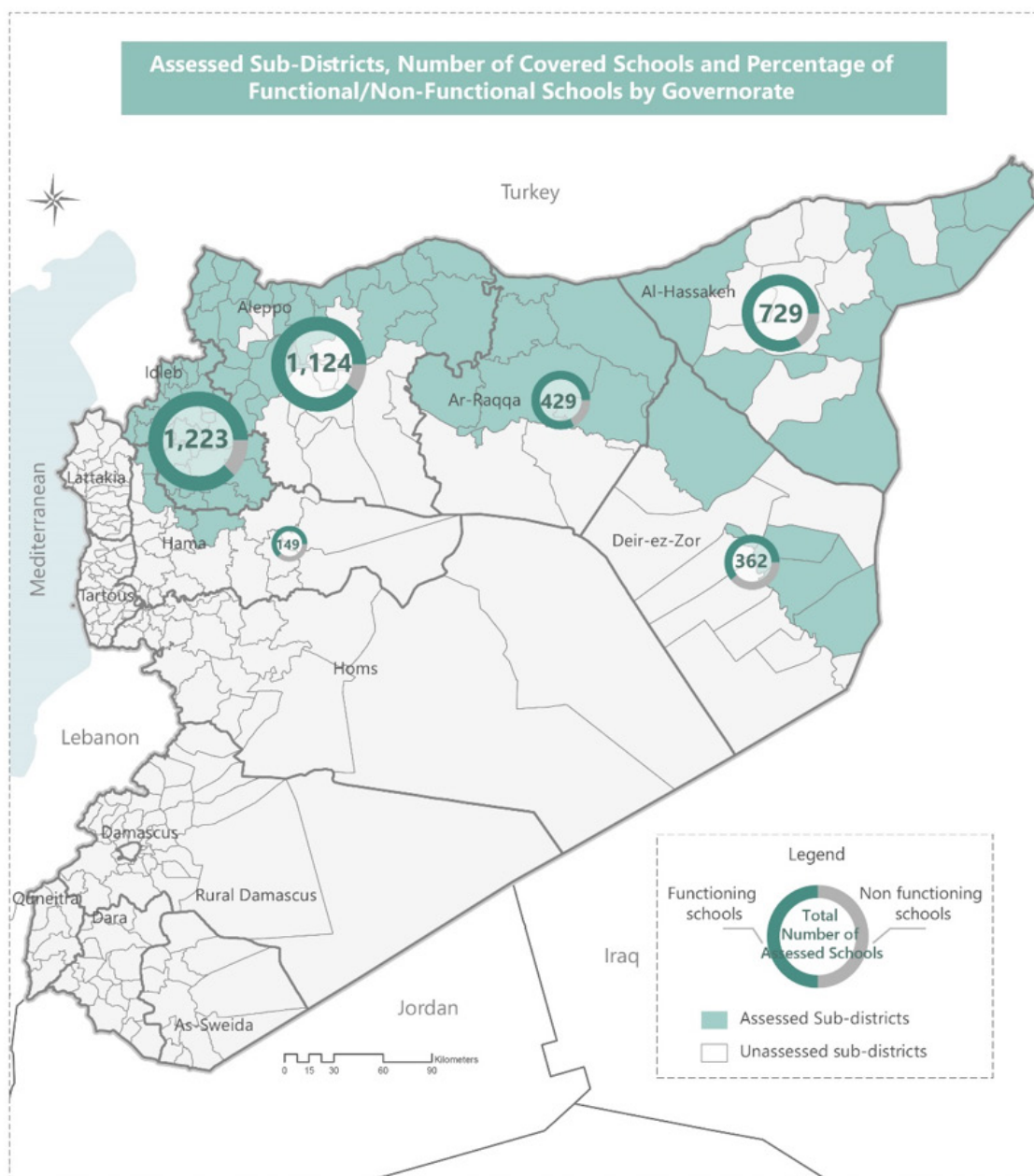
Despite the challenges, the assessment covered 4,016 schools in areas controlled by the opposition and the so-called Syrian Democratic Forces (SDF) and was conducted within 78 sub-districts in six Syrian governorates. Further, 84% (3,378 schools) of the total assessed schools are functional. It is noteworthy that the largest proportion of functional schools is in Aleppo governorate accounting for 90% (1,017 functional schools), whereas Idleb governorate comes second by 88% (1,080 functional schools).

In contrast, 16% of the total assessed schools are non-functional. The largest proportion of non-functional schools is in Deir-ez-Zor governorate by 38% (139 non-functional schools), while Hama governorate comes second by 37% (55 non-functional schools). It is reported that the process of data collection in Hama governorate coincided with an escalation in military actions by the Syrian regime and its allies in the liberated districts of the governorate.

Table 01: Information on schools covered in the report by governorate

Governorate	# of Districts	# of Sub-districts	# of villages	# of assessed schools	# of functional schools	% of functional schools	# of non-functional schools	% of non-functional schools
Idleb	5	26	440	1,223	1,080	88%	143	12%
Aleppo	7	27	647	1,124	1,017	90%	107	10%
Hama	3	4	48	149	94	63%	55	37%
Al-Hasakeh	4	9	442	729	611	84%	118	16%
Deir-ez-Zor	3	5	71	362	223	62%	139	38%
Ar-Raqqa	3	7	264	429	353	82%	76	18%
Total	25	78	1,912	4,016	3,378	84%	638	16%

Map 01: Coverage of Schools in Syria report for 2019



Assessed schools are divided into eight areas, demarcated according to controlling forces, geographical boundaries, accessibility and security situation as follows:

- **Southern Idleb and Northern Hama**

This geographical area is close to lines of engagement, and largely exposed to bombing; it is under the opposition forces' control. It consists of four districts with 10 sub-districts; all of its schools (516 schools) are assessed, of which 77% (397 schools) are functional, and 23% (119 schools) are non-functional. The districts and sub-districts are distributed as follows:

- Ma'arrat An Nu'man district of Idleb governorate: it includes the sub-districts of Ma'arrat An Nu'man, Kafr Nobol, Khan Shaykun and Heish, along with cities and towns outside the regime's control in the sub-districts of Tamanaah and Sanjar.
- Hama district: it includes parts of Suran sub-district, which are three towns outside the regime's control during the data collection period (Murak, Lahaya and Maarkaba).
- As-Suqaylabiyah district: it includes Madiq Castle and Ziyara sub-districts, which are outside the regime control during the data collection period.
- Muhradah district: it includes Kfar Zita district, which is outside the regime control during the data collection period.

- **Northern Idleb and Western Aleppo**

This geographical area is close to the Syrian-Turkish borders and under the opposition forces' control. It consists of five districts with 26 sub-districts; all of its schools (1,204 schools) are assessed, of which 89% (1,076 schools) are functional, and 11% (128 schools) are non-functional. The districts and sub-districts are distributed as follows:

- Idleb district of Idleb governorate: it includes the sub-districts of Idleb, Maaret Tamsrin, Saraqab, Bennsh, Teftnaz and Sarmin, along with towns outside the regime control in Abul Thohur sub-district.
- Harim district of Idleb governorate: it is a border area with Turkey, and includes the sub-districts of Harim, Al Dana, Salqin, Armanaz, Kafr Takharim and Qourqeena.
- Ariha district of Idleb governorate: it includes the sub-districts of Ariha, Mhambal and Ehsem.
- Jisr-Ash-Shugur district of Idleb governorate: it includes the sub-districts of Jisr-Ash-Shugur, Darkosh, Badama and Janudiyeh.
- Jebel Saman district of Aleppo governorate: it includes the sub-districts of Atareb and Daret Azza, along with cities and towns outside the regime control of Haritan, Jebel Saman, ZARBah and Hadher sub-districts.

- **Northern Countryside of Aleppo**

This geographical area extends along the Syrian-Turkish borders north of Aleppo governorate and is under the opposition forces control. It consists of three districts with eight sub-districts; all of its schools (299 schools) are assessed, of which 95% (283 schools) are functional, and 5% (16 schools) are non-functional. The districts and sub-districts are distributed as follows:

- A'zaz district: it includes the sub-districts of A'zaz, Suran, Aghtrin and Mare'.
- Al Bab district: it includes the sub-districts of Al Bab and Ar-Ra'ee.
- Jarablus district: it includes the sub-districts of Jarablus and Ghandorah.

• Afrin District

This geographical area is located on the Syrian-Turkish borders in the northwestern countryside of Aleppo and under the opposition forces control. It consists of one district including the sub-districts of Afrin, Jandairis, Sheikh El-Hadid, Ma'btali, Sharan, Bulbul and Raju; all of its schools (212 schools) are assessed, of which 87% (184 schools) are functional, and 13% (28 schools) are non-functional.

Northeastern Countryside of Aleppo

This geographical area is located on the Syrian-Turkish borders in the northeastern countryside of Aleppo and controlled by the so-called SDF. It consists of two districts with six sub-districts; 90% (265 schools) of its schools are assessed, of which 95% (251 schools) are functional, and 5% (14 schools) are non-functional. It is reported that the security difficulties created an impediment to access all schools, especially in Ain Al Arab (Kobane) sub-district. The districts and sub-districts are distributed as follows:

- Menbij district: it includes Menbij sub-district, along with cities and towns outside the regime control of Abu Qalqal and Al-Khafsa sub-districts.
- Ain Al Arab district: it includes the sub-districts of Ain Al Arab (Kobane), Sarin and Lower Shyookh.

• Al-Hasakeh Governorate

It includes nine sub-districts of Al-Hasakeh governorate; Quamishli, Ras Al Ain, Al-Malikeyyeh, Ya'robiyah, Hole, Areesheh, Tall Hmis, Jawadiyah and Markada which are controlled by the so-called SDF. The number of assessed schools within it is 729 schools, of which 84% (611 schools) are functional, and 16% (118 schools) are non-functional.

• Deir-ez-Zor Governorate

It includes five sub-districts of Deir-ez-Zor governorate; Kisreh, Basira and Hajin, along with cities and towns outside the regime control of Khasham sub-districts. These areas are controlled by the so-called SDF. The number of assessed schools within it is 362 schools, of which 62% (223 schools) are functional, and 38% (139 schools) are non-functional.

• Ar-Raqqa Governorate

It includes seven sub-districts of Ar-Raqqa governorate; Ar-Raqqa, Tell Abiad, Al-Thawrah, Suluk, Ein Issa, Al Karama and Jurneyyeh, which are controlled by the so-called SDF. The number of assessed schools within it is 429 schools, of which 82% (353 schools) are functional, and 18% (76 schools) are non-functional.

Table 02: Information on schools covered in the report – by adopted divisions

Areas within the report	# of Districts	# of Sub-districts	# of communities	# of assessed schools	# of functional schools	% of functional schools	# of non-functional schools	% of non-functional schools
Southern Idleb and Northern Hama	4	10	163	516	397	77%	119	23%
Northern Idleb and Western Aleppo	5	26	410	1,204	1,076	89%	128	11%
Northern Countryside of Aleppo	3	8	196	299	283	95%	16	5%
Afrin district	1	7	164	212	184	87%	28	13%
Northeastern Countryside of Aleppo	2	6	202	265	251	95%	14	5%
Al-Hasakeh	4	9	442	729	611	84%	118	16%
Deir-ez-Zor	3	5	71	362	223	62%	139	38%
Ar-Raqqa	3	7	264	429	353	82%	76	18%
Total	25	78	1,912	4,016	3,378	84%	638	16%

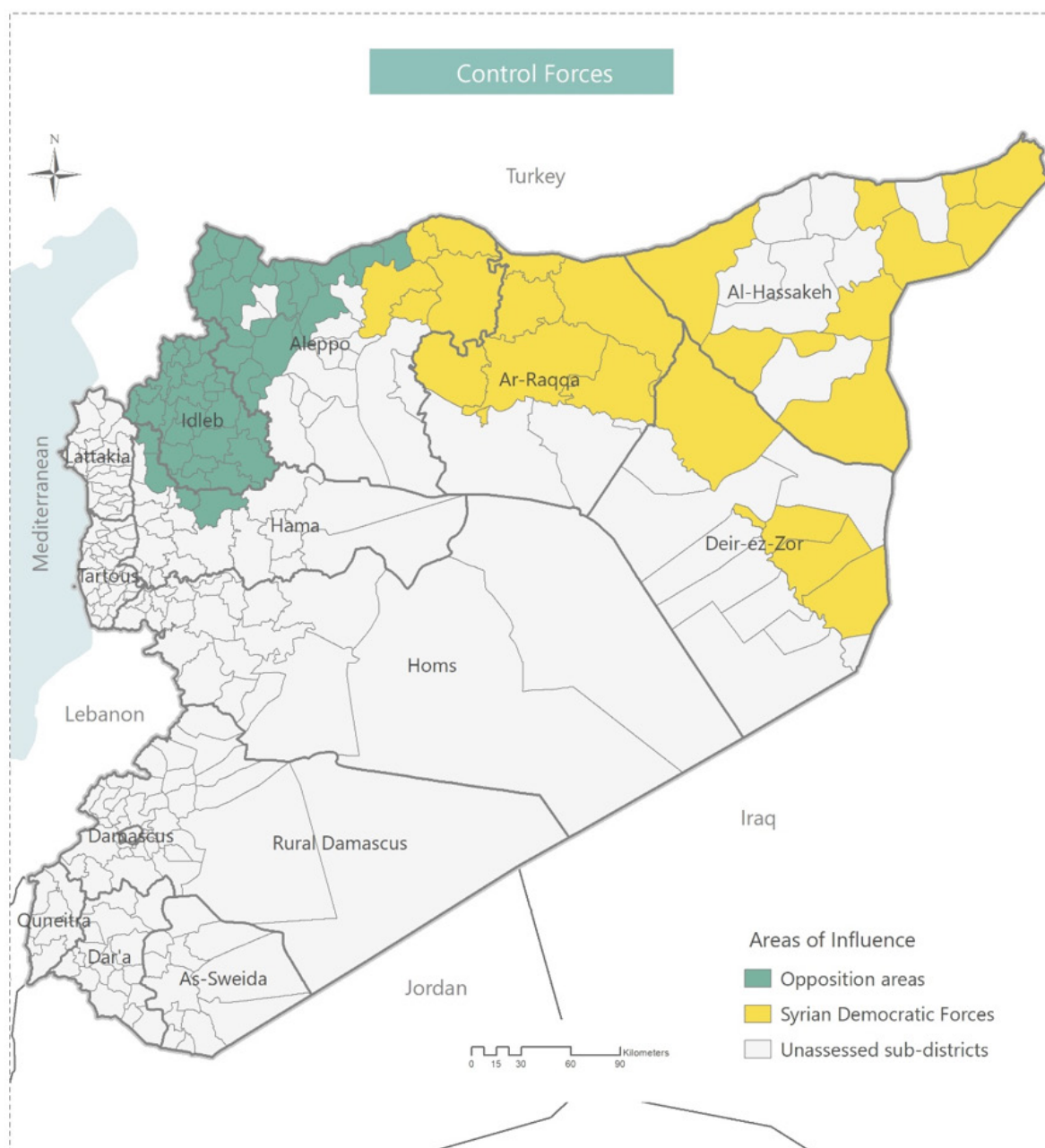
02 ACCESSIBILITY

In the north west of Syria (NWS), the IMU enumerators have been working in the opposition-held areas for several years, which has enabled them to collect the required data.

No worth mentioning difficulties were encountered by the enumerators in accessing schools, as Memorandums of Understanding (MoUs) are signed with the Education Directorates (EDs), which are responsible for the management of the educational process in these areas. Those MoUs facilitated the enumerators' access and data collection in schools and conduction of surveys inside and outside the schools.

In the north east of Syria (NES), the IMU enumerators were unable to access schools publicly, as there were no mechanisms to deal with the so-called SDF, which ED does not permit any collection of data from schools. Therefore, the enumerators were forced to rely on their network of connections to access schools and collect data undercover, while the perception surveys are always conducted outside schools.

Map 02: Distribution of control forces within assessed sub-districts during the data collection period, March-May 2019



03 ASSESSMENT TOOLS

The questionnaires used in this version of the report is the result of the development work in “Schools in Syria” report during the last four versions. It is noteworthy that the IMU conducts a workshop after preparing each version of the report and receives feedback from partners working in the education sector, in addition to receiving all feedback and suggestions via e-mail. The IMU reflects all the suggestions in its questionnaires to include all the information needed by partners in the education sector. The final version of the tools was developed in two phases:

Phase 1: the IMU produced an initial draft of the questionnaire covering a broad range of issues related to the status and needs of schools in Syria. The questionnaire was based on a questionnaire previously used for the 4th edition of “Schools in Syria” report (2017/2018). The questionnaire took into account feedback received from various stakeholders during an IMU conference in August 2018. In the design of the questionnaire, the IMU also took into consideration lessons learned from the previous four editions of the report.

Four new perception surveys were developed for students, their parents, teachers and school principals to further explore the status of education and offer a view of education as seen by these groups. The perception surveys were inspired and informed by the methodology of the Humanitarian Needs Overview (HNO), and the perception surveys used in the EGRA/EGMA¹², which was implemented by the IMU under the supervision of Chemonics. Hope Revival organization also contributed to the development of sections of perception surveys related to psychosocial support among students.

Phase 2: The assessment tools used in this survey were piloted in two schools in each of the six governorates included in this study. The IMU enumerators were also tasked to fill the perception surveys electronically for testing. The IMU technical team received the sample from the enumerators, entered some restrictions that control the information, and conducted a comprehensive review of the tools used.

04 ENUMERATOR TRAINING AND DATA COLLECTION

The IMU has a network of 90 enumerators trained to administer the questionnaire and perception surveys. The enumerators training lasted for 5 days and was conducted online via Skype for Business. The enumerators received a total of 20 hours of training. The training sessions were recorded and sent to the enumerators to be a reference in case they needed to recall any of the information presented during the training. The training included a two-day test period for piloting. The enumerators’ feedback was collected after the piloting phase, and some points were modified in the questionnaire based on that feedback. One or more enumerators were assigned to collect data according to the size of the population of each assessed sub-district.

Additionally, the coordinators, based in Turkey Office, provide organizational oversight and daily support to the enumerators during the data collection process, where the enumerators refer to them in case they encounter any problem. Each enumerator received a work plan stipulating the coverage of their data collection. In cases of school suspension, the enumerators were asked to suggest alternative data collection plans with a larger daily school coverage (where possible). In instances where two schools operate within one building, data was collected from both schools within one data collection visit. During the school visit, the enumerators, accompanied by the school admin staff, took a tour in the school and checked school records. The enumerators took some documentary images from the schools they visited (where possible). Perception surveys with students and teachers were conducted during the breaks between lessons to minimize disturbance to the time meant for learning, while perception surveys with parents were conducted outside schools.

12. EGRA (Early Grade Reading Assessment),EGMA (Early Grade Math Assessment)

- **Basic school questionnaire** was filled out through field visits to schools and conducting key informant interviews (KIIs), such as school administrative staff, educational offices in local councils and any other active party in the education sector or responds to education. Information collected included the controlling force, security issues, school information, teachers' related issues, students' related issues (including those with special needs and orphans), school supplies (textbooks, school bags, meals) and priorities of the assessed school. In order to lend credibility to KIIs, the enumerators conducted field observations and reviewed official school records of enrolled students (like attendance sheet).
- **Student perception survey** collected information from students regarding safety at school, caregivers at home, meals (before or during school hours) and commitment to school, as well as, whether they experienced psychological, physical, or interaction-related symptoms or self-awareness during the month preceding the data collection. The IMU enumerators surveyed between five to ten students from each school. Five learners were surveyed in smaller schools. Up to ten learners were surveyed in larger schools. The assessed learners were selected randomly from the school community and included students of different age groups. The IMU enumerators conducted perception surveys with 14,366 children aged between five and seventeen years old, in schools in six governorates. 42% of surveyed children were females, and 58% were males. 78% of the surveyed children were from the host community members, and 22% were IDPs, as well as, 3% of the children surveyed were children with disabilities.
- In administering **parent perception survey**, enumerators interviewed a random sample of parents who have school-age children. They were tasked to survey members of the community from different socio-economic statuses and in different locations. The IMU enumerators conducted perception surveys with 9,704 parents who have school-age going children (within and out of schools) in six governorates. 28% of surveyed parents were female; 72 % were male; 74% were of the host community; 26% were IDPs. The survey collected information on children's commitment to school, reasons for not sending their children to school (if any), equality in dealing with IDPs and host communities, used and preferred curricula and a comparison between the current education system and that of pre-2011. Besides that, a perception survey was conducted to measure whether the children experienced psychological, physical, or interaction-related symptoms or self-awareness during the month preceding the data collection.
- The IMU enumerators conducted **teacher perception survey** with three to five teachers who were available during each school visit. In areas where education was stopped, teachers were interviewed in their homes. IMU enumerators conducted perception surveys with a total of 7,656 teachers across six governorates, except Deir-ez-Zor. 45 % of surveyed teachers were females, and 55% were males. The survey collected information on training and courses on education in emergency, bullying, feeling safe at schools, effects of war on students, dealing with students' diversity (IDPs, host community and students with special needs), dealing with the lack of school supplies and services, salaries and incentives, curricula and problems of students.
- **School principal perception survey** was conducted with 2,651 principals and deputy's principals of the assessed functional schools. 16% of the surveyed principals were females, and 84% were males. The principals' perception survey collected information on receiving training and courses on emergency school management, evaluating teachers' performance, teachers and learners' daily attendance, dropping out, parent-teacher meetings and problems faced by the school.

05 DATA MANAGEMENT AND ANALYSIS

The enumerators filled the questionnaires electronically using ONA program. Coordinators, who were responsible for research oversight encoded the data into an Excel database. Data analysis team proceeded with data cleaning and validation to find and correct any odd or missing values or completed them in conjunction with the data collection. After data cleaning, the IMU data analysis team proceeded with data visualization, generating tables, and graphs. Tools such as Dax, Query Editor, Arc GIS, Adobe Illustrator, Adobe InDesign and Adobe Photoshop were used to generate a visual interpretation of the collected data. The first draft of the report was written in Arabic and simultaneously translated into English. Both editions of the report (Arabic - English) have been subjected to quality assurance standards in the preparation and content internally and externally.

06 TIME SCHEDULE

The work on the fifth edition of Schools in Syria began at the end of January 2018, where it was scheduled to collect data from schools in the second semester (after the mid-school holiday). Work has begun on developing the questionnaires and adding all the suggested modifications by partners in the education sector. Moreover, Data and analysis officials programmed the questionnaires electronically using ONA software. ONA was used for the first time as an alternative to Kobo Collect. ONA was used to avoid pressure on servers, due to a large number of collected questionnaires in this report (38,538 questionnaires have been sent for the preparation of this report). It is noteworthy that data officers had difficulties loading data when using Kobo Collect in the previous version, prompting them to find the appropriate alternative in this version. IMU enumerators were trained to fill out questionnaires for information collection and complete the perception surveys. The training for enumerators lasted for 5 days and was conducted online via Skype for Business. Enumerators received a total of 20 hours of training, ended in mid-February 2019. After that, the period for piloting began and lasted four days during which enumerators sent experimental data on all questionnaires and perception survey. Data and analysis officials tested the data and verified incoming values. ACU signed MoU with the ED of Idleb and Aleppo on 2 March 2019 to collect data. The data collection period began on 4 March 2019 and ended in June 2019. The data and analysis officials started by cleaning the data and reviewing the missing and odd values, after which the data analysis started. The analysis process coincided with mapping the report.

The report was written in Arabic, and simultaneously translated into English, and translated into Turkish. The last step was the designing of the report, as the final version was released in November 2019.

07 DIFFICULTIES AND CHALLENGES

During the data collection of school in Syria report, a number of challenges were experienced. Some of these difficulties are related to the controlling forces and military operations, while others are related to natural factors such as weather conditions or distances.

- **Access to schools**

Enumerators have not been able to visit schools publicly in NES because of the lack of clearance to enter schools. On this ground, the enumerators had to rely on the personal relationships of teaching and administrative staff within schools to facilitate their entry or provide information from outside the school in case it is not possible to enter.

On the other hand, school days were suspended in several sub-districts of Al-Hasakeh governorate due to heavy rains. As a result of these rains, floods cut off roads, making it challenging to reach schools for several days.

Although ACU signed MoUs with the EDs of SIG, some school principals did not allow the IMU enumerators to access their schools. This is because the donor party refuses to collect information from the schools it supports, or because the schools receive support from the regime.

- **Distance between schools and number of enumerators**

The distance between schools and transportation fees have restricted the enumerators' movement. Long distance to schools required the ACU to enlarge the data collection team in sub-districts containing many schools. Transportation costs and charges were reimbursed based on the distance to assessed schools. Despite ACU's efforts to correctly allocate enumerators to the locations with large numbers of schools, some schools (mainly in the eastern governorates) were not reached.

- **Security**

The security situation and the escalation of daily bombardment by the regime delayed the process of data collection in the governorate of Idleb and its adjacent countrysides of Aleppo and Hama governorates. The enumerators covered two schools a day by being in front of schools from early morning and before the opening hours. A second school was also visited on a daily basis during evening hours.

Table 03: Major difficulties experienced by the enumerators during data collection

Governorate	Sub-district	Limitations	Date
Al-Hasakeh	Areeshah	Heavy rains and floods led to the suspension of schools	From 25 March till 2 April
Al-Hasakeh	Tal Hmis	Heavy rains and floods led to the suspension of schools	From 25 March till 2 April
Al-Hasakeh	Yarobiyeh	Heavy rains and floods led to the suspension of schools	From 25 March till 2 April
Al-Hasakeh	Tal Hmis	Large number of schools that could not be covered by the enumerators. Only a part of the schools was covered	-
Idleb	Idleb	Two schools that could not be covered by the enumerators because of donor's refusal	4/3/2019
Idleb	Saraqab	Schools closed due to security situation and shelling	4/4/2019
Idleb	Ma'arrat Tamasrin	One school that could not be covered by the enumerators because of donor's refusal	12/3/2019
Idleb	Tamanaah	Schools closed due to security situation and shelling	11/3/2019
Idleb	Kafr Nobol	Schools closed due to security situation and shelling	11/3/2019
Idleb	Saraqab	Schools closed due to security situation and shelling	10-11 /3/2019
Idleb	Heish	Schools closed due to security situation and shelling	10-11-12 /3/2019
Idleb	Jisr-Ash-Shugur	Schools closed due to security situation and shelling	17/03/2019
Idleb	Idleb	Schools closed due to security situation and shelling	23/03/2019
Idleb	Jisr-Ash-Shugur	Schools closed due to security situation and shelling	17/03/2019
Idleb	Harim	Schools closed due to security situation and shelling	23-24/3/2019
Idleb	Salqin	Schools closed due to security situation and shelling	23-24/3/2019
Idleb	Kafr Takharim	Schools closed due to security situation and shelling	23-24/3/2019
Idleb	Armanaz	Schools closed due to security situation and shelling	23-24/3/2019
Idleb	Ma'arrat An Nu'man	Schools closed due to security situation and shelling	8/4/2019
Idleb	Idleb	One school that could not be covered by the enumerators because of donor's refusal	8/4/2019
Idleb	Saraqab	Schools closed due to security situation and shelling	9-10/4/2019
Idleb	Jisr-Ash-Shugur	Schools closed due to security situation and shelling	9-10/4/2019
Idleb	Idleb	One school that could not be covered by the enumerators because of donor's refusal	29/04/2019
Idleb	Idleb	A number of schools in a hard-to-reach front line area	29/04/2019
Idleb	Idleb	One school supported by the regime and refused to be assessed by the enumerators	29/04/2019
Idleb	Idleb	No information on "Omar bin Al-Khattab" school in Kafraya village due to forced displacement	29/04/2019
Idleb	Idleb	"Eastern Elteh" school - inability to access any source of information due to the displacement	29/04/2019
Aleppo	Sarin	Large number of schools that could not be covered by the enumerators. Only a part of the schools was covered	
Aleppo	Ein Al-Arus	The enumerators were unable to complete their work because of the security situation and increased scrutiny by the controlling forces	
Hama	Madiq Castle	Schools closed due to security situation and shelling	3/6/2019
Hama	Madiq Castle	Schools closed due to security situation and shelling	11-28/3/2019
Hama	Kafr Zeita	Schools closed due to security situation and shelling	11/3/2019
Hama	Kafr Zeita	Schools closed due to security situation and shelling	

Section

02

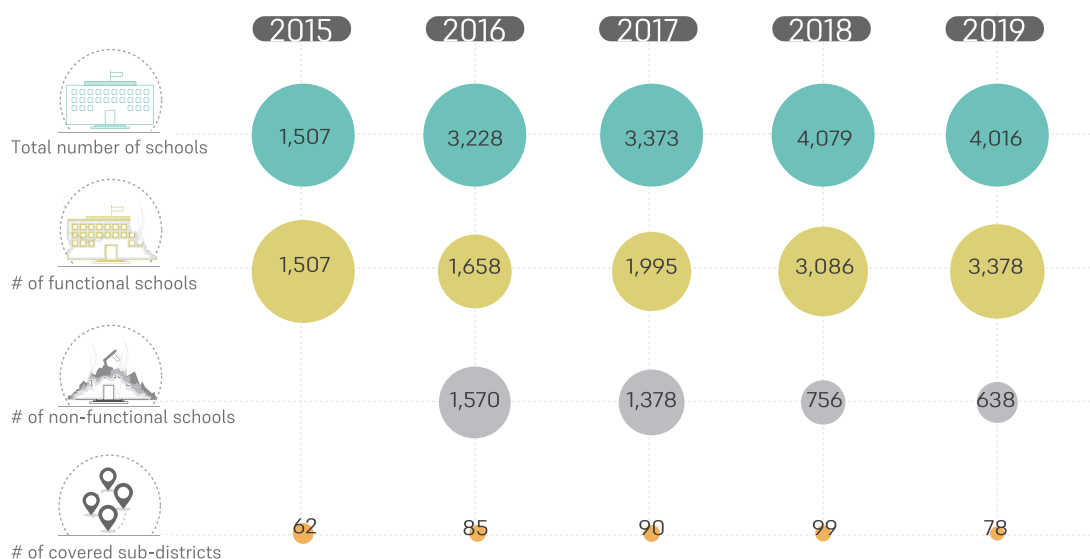
GENERAL INFORMATION



01 COMPARISON OF THE NUMBERS OF SCHOOLS COVERED IN THE FIVE EDITIONS OF THE REPORT

In the first edition¹³ of “Schools in Syria” report, published in 2015, the number of schools surveyed was 1,507; The report only covered functional schools within 62 subdistricts within 9 governorates with no coverage of the non-functional ones; in the second edition¹⁴ of the report published in 2016, the number of schools covered was 3,228 schools, including 1,658 functional schools and 1,570 non-functional ones. The third edition¹⁵ of the report, published in 2017, covered 3,373 schools, including 1,995 functional schools and 1,378 non-functional schools. That edition covered schools in 90 subdistricts in ten governorates. In the fourth edition¹⁶ of the report, published in 2018, the number of schools covered also increased compared to the previous editions, where the number of covered schools reached 4,079 schools, including 3,086 functional schools and 756 non-functional schools, and the edition covered schools in 99 subdistricts in 10 governorates. In this edition of the report, which is the fifth, the number of covered schools reached 4,016 schools, including 3,378 functional schools and 638 non-functional ones. The decrease in the number of schools covered in the report was due to the regime’s control over the cities and towns of Rural Damascus, Dar’a, Quneitra and Homs governorates, which were under the opposition’s control; this edition of the report doesn’t cover schools in the aforementioned areas, as the report only covers schools within areas outside the regime’s control; the current edition covers schools in 78 districts in 6 governorates.

Figure 01: The Change of School Coverage in the Five editions of “Schools in Syria” report

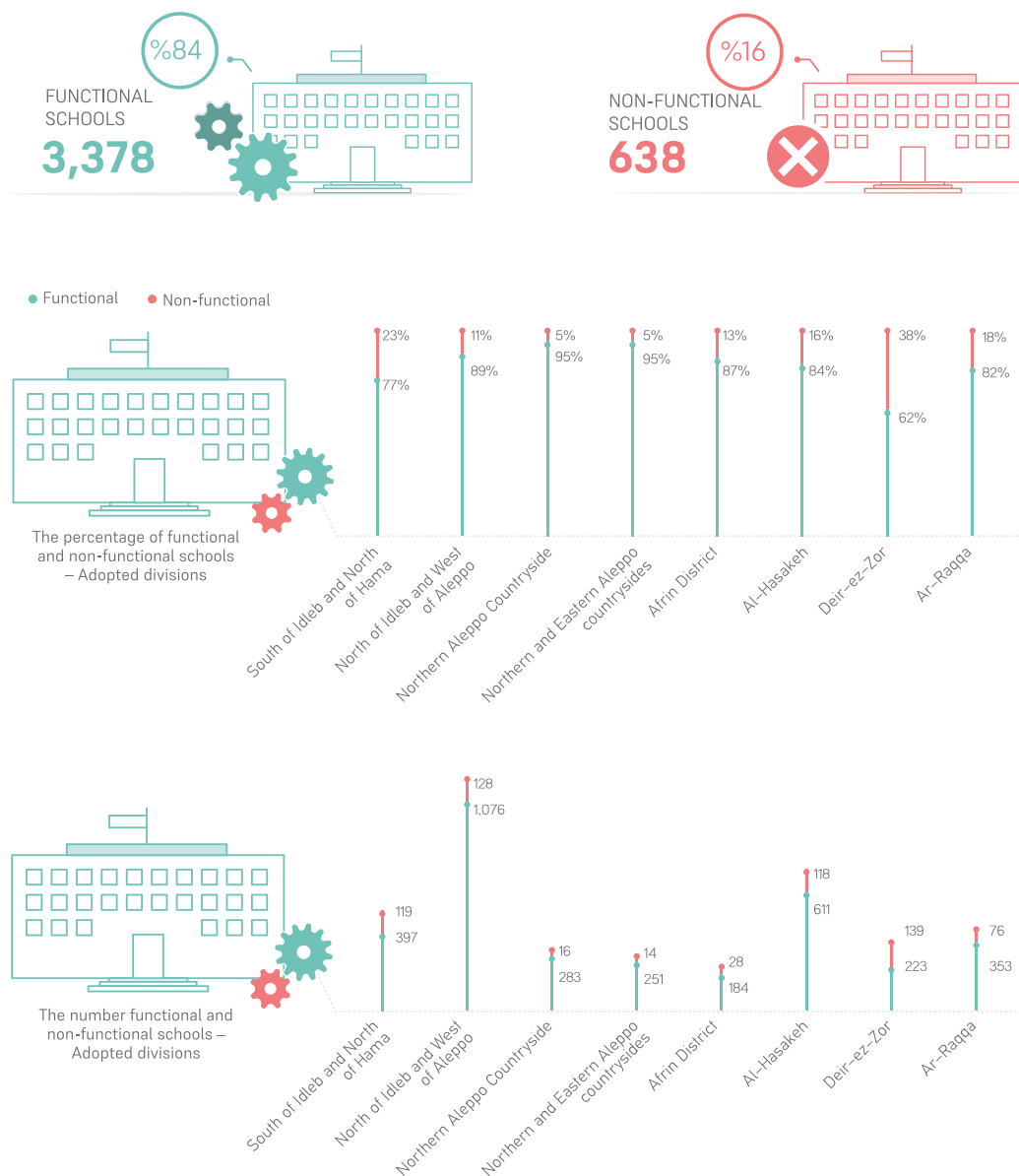


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02 NUMBER OF SCHOOLS PER SUB-DISTRICTS

The number of schools surveyed was 4,016, with functional schools constituting 84% (3,378 schools) of the total number of schools surveyed, whereas non-functional schools accounted for 16% (638 schools) and the educational process within these schools was discontinued for many reasons which will be tackled in a separate section.

Figure 02: Functional and Non-functional Schools

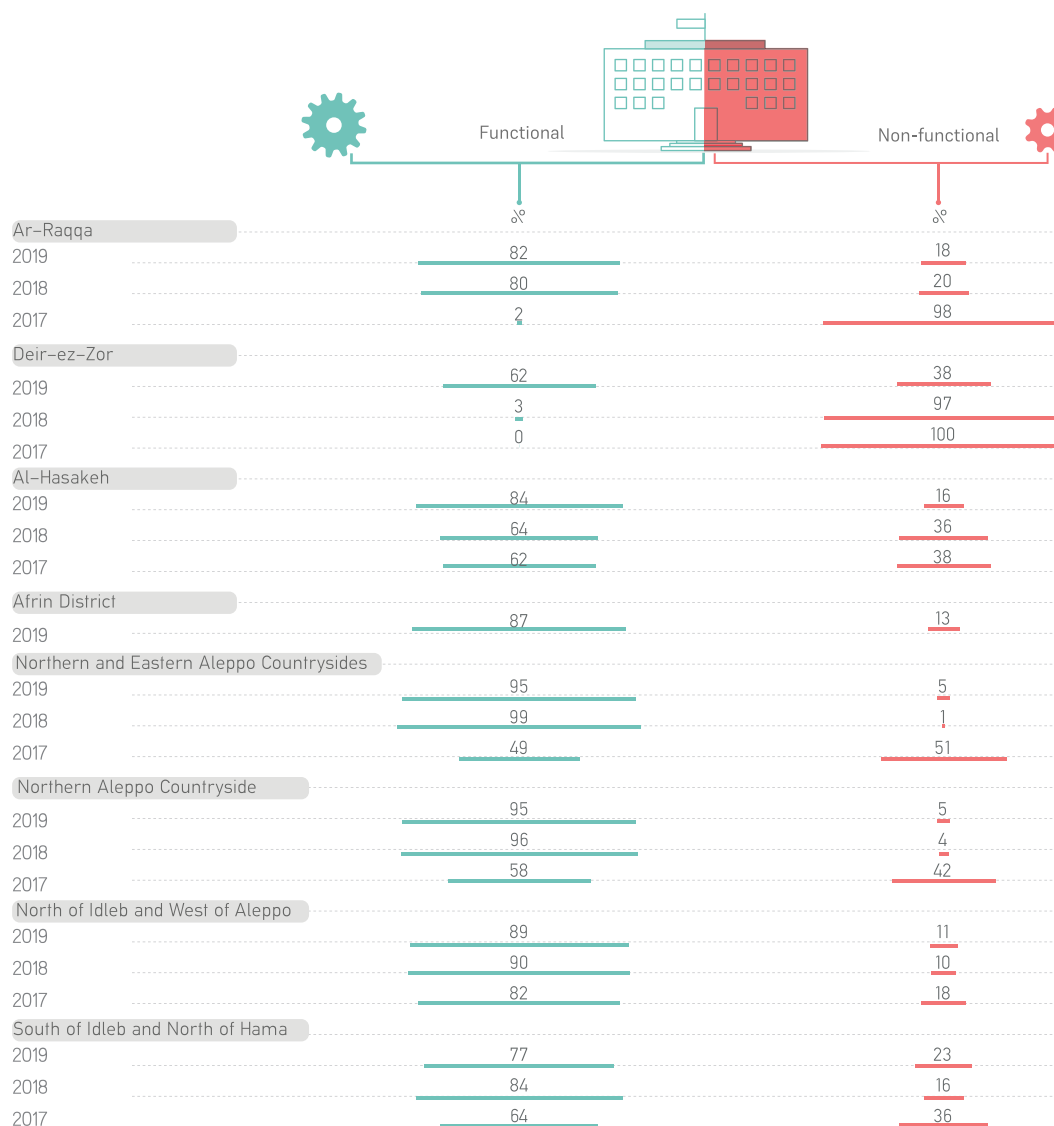


The highest percentage of functional schools was found in northern Aleppo countryside, namely in A'zaz, Al Bab and Jarablus, where it reached 95% (251 schools) of the total schools in the district, although the percentage of functional schools in north-eastern Aleppo countryside, that is Menbij and Ain Al Arab, accounted for 95% (251 schools) of the total number of schools assessed there, yet this percentage doesn't reflect the real percentage adequately, as the enumerators of the Information Management Unit (IMU) faced difficulties which prevented them from covering all the schools in this geographical area, and their priority was to focus on functional schools. The highest percentage of non-functional schools was in Deir-ez-Zor governorate reaching 38% (139 schools) of the total schools in the area, representing all the schools in the sub-districts of Kasra, Basira, Hajin, Thiban, and cities and towns outside the control of the regime in Khasham sub-district. The percentage of non-functional schools in southern Idleb and northern Hama reached 23% (119 schools) of the schools in the area. It is worth mentioning that the data collection process coincided with the escalation of the military activities in this geographical area, which led to the discontinuation of the educational process in some of the schools.

03 COMPARISON OF THE NUMBERS OF FUNCTIONAL AND NON-FUNCTIONAL SCHOOLS FOR THREE CONSECUTIVE YEARS

By comparing the number of functional and non-functional schools in three consecutive editions of the “Schools in Syria” report, it is found that the number of functional schools in the **eastern governorates (Al-Hasakeh, Deir-ez-Zor and Ar-Raqqa)** increased significantly in 2019 compared to the previous two academic years of 2018 and 2017; in **northern and eastern Aleppo countrysides**, the percentage of functional schools changed over the past three years, in that the number of functional schools increased remarkably during 2017 and 2018, while the number of functional schools slightly decreased in the academic year of 2019; in **northern Idleb and western Aleppo**, the percentage of functional schools increased during 2017 and 2018, whereas the percentage almost didn’t change during 2018 and 2019; in **southern Idleb and northern Hama**, the percentage of functional schools increased in 2017 and 2018. The percentage of functional schools decreased significantly between 2018 and 2019. It is noted that this geographical area witnessed military escalation during the period of data collection, the thing which led to schooling suspension.

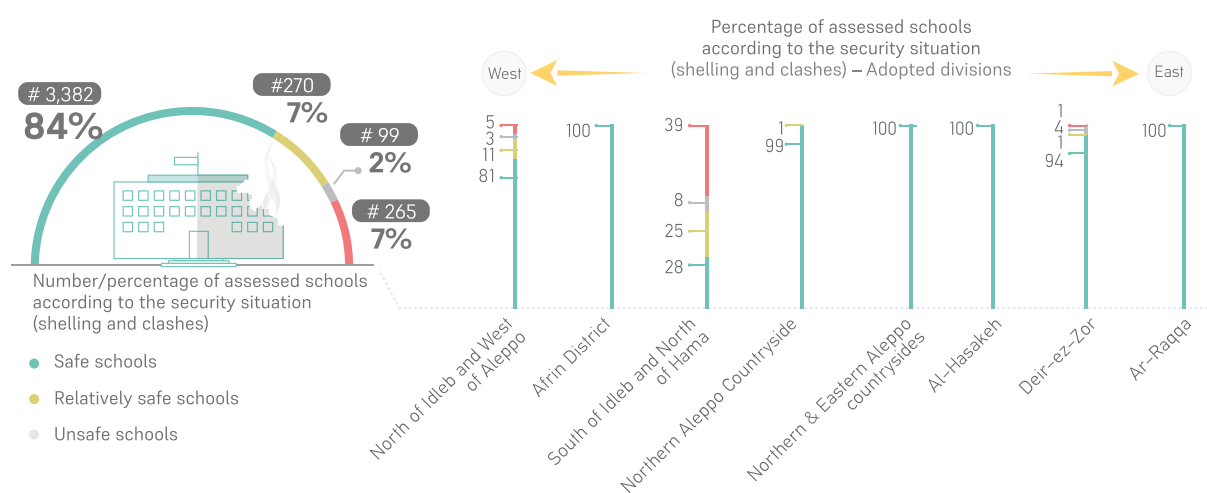
Figure 03: A Comparison between Functional and Non-functional Schools throughout Three Consecutive Years



04 SECURITY SITUATION OF THE ASSESSED SCHOOLS (SHELLING AND CLASHES)

The INEE Inter-Agency Network for Education in Emergencies (INEE) didn't include a definition for safe schools in areas where clashes take place and are subject to shelling; which forced the IMU team to put a set of criteria that go in line with the Syrian context and determine the levels of school security; based on the criteria listed below, 84% (3,382 schools) of the assessed schools are safe and students aren't at risk due to the war; 7% (270 schools) are relatively safe; 2% (99 schools) are unsafe; 7% (265 schools) Schools are extremely dangerous and students within these schools are at risk of being affected by the shelling.

Figure 04: Schools Assessed according to the Security Situation (Shelling and Clashes)



Schools in Syria may be subject to air or ground bombardment, some are close to the lines of clashes, or located within cities and towns where military action is taking place; INEE only detailed the safety and security standards within school including the availability of school fence and proximity to the population centers and other criteria; Based on these criteria, the schools assessed, in terms of the security situation, have been classified into four levels: safe, relatively safe, unsafe and highly dangerous:

Below are the definitions of each level of risk:

- For the purpose of this report, the school is considered **“safe”** when students' lives aren't subject to danger when being inside; hence the school must be located in an area that is far from where the clashes are taking place and isn't subject to bombardment. schools mustn't have been shelled before.
- For the purposes of this report, the school is considered **“relatively safe”** if it is located in a sub-district that is subject to frequent shelling (the subdistrict has been bombed once a month at most) and is far from areas of clashes. The school mustn't have been shelled directly before; otherwise, the security level will be lowered and students could be subject to the danger of the shelling when going to or leaving school.
- For the purposes of this report, the school is deemed **“unsafe”** if it has been previously bombed (targeted directly) and bombardment intensity fluctuated between no shelling on the area to having the area shelled with clashes taking place in; in case of having been shelled previously, even once, this will likely increase the possibility of targeting the area later, where the coordinates of previously shelled areas are saved in order to be shelled again later.

- For the purposes of this report, the school is classified as “highly dangerous” if it has been bombed previously (targeted directly) and/or is located in a sub-district where clashes are taking place and is constantly bombarded.
- The highest percentage of unsafe schools was found in southern Idlib and northern Hama; according to the study 39% (202 schools) of the total number of schools there are highly dangerous, where the lives of students are threatened by daily shelling on the cities and towns, which directly target schools in some areas. 8% (41 schools) are unsafe and 25% (131 schools) of the schools are relatively safe. Only 28% (142 schools) of the schools in southern Idlib and northern Hama are considered safe.

The percentage of safe schools in northern Idlib and western Aleppo reached 81% (973 schools), whereas 9% of the schools which have different levels of risk are located in the sub-districts of Zarbah, Haritan and Tall Ed-daman.

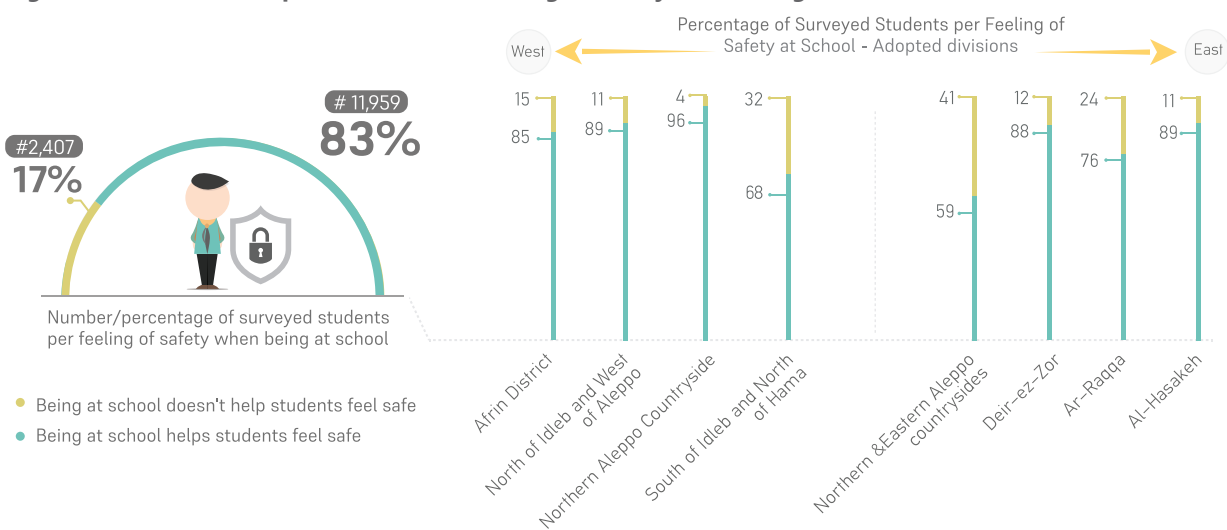
The study showed that all schools in Afrin, and both northern and eastern Aleppo countrysides along with Ar-Raqqa and Al-Hasakeh governorates are safe, as students in the schools aren't exposed to the dangers of war including the shelling and clashes; 99% of the schools in northern Aleppo countryside, namely A'zaz, Al Bab and Jarablus are safe and 1% of the schools are relatively safe; the relatively safe schools are located in the towns that are close to the engagement lines with the regime. 94% of the assessed schools in Deir-ez-Zor governorate are safe, 1% of the schools are relatively safe, whereas 4% are unsafe and 1% are highly dangerous.

05 STUDENT PERCEPTIONS FEELING OF SAFETY AT SCHOOL

PERCEPTIONS

Through the surveys IMU enumerators conducted, they asked the students if they feel safe at school; according to the results of students' surveys¹⁷ it is found that 17% of the students covered in the assessment (2,407 students) stated that they don't feel safe at school; to shed light on students' level of unsafety at school, the enumerators asked the teachers whether the students expressed their feelings of unsafety when being at school to them; 37% of teachers¹⁸ covered in the assessment (2,868 teachers) confirmed that the students expressed their feelings of unsafety at school. It is worth mentioning that students expressing their feelings of unsafety when being at school to their teachers reflects the high level of fear and anxiety on the part of the students.

Figure 05: Student Perceptions: Students' Feeling of Safety when Being at School



17. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

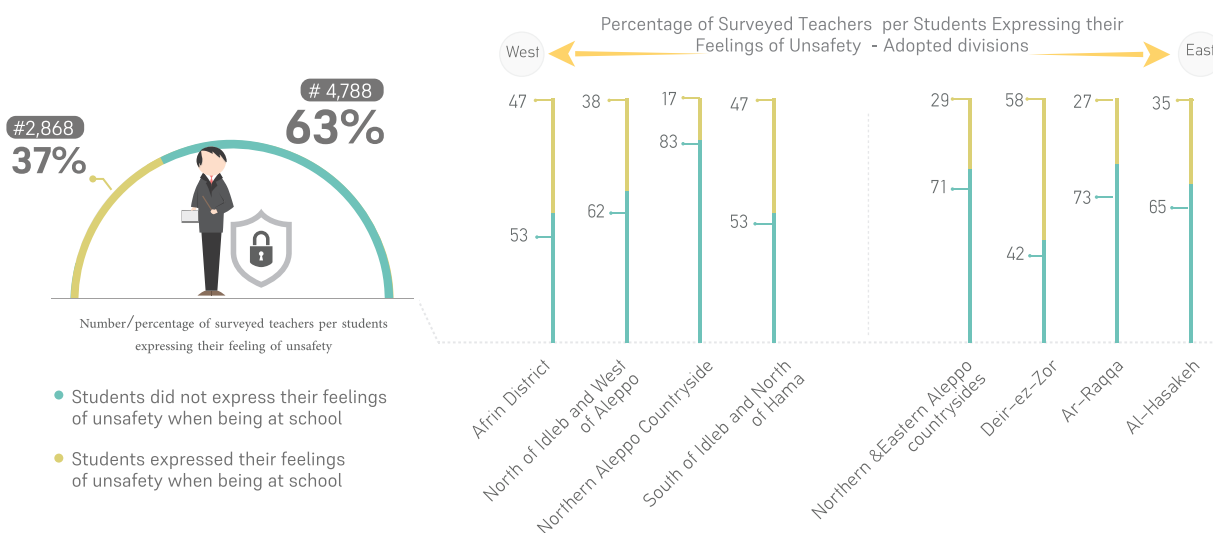
18. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

06 TEACHER PERCEPTIONS: STUDENTS EXPRESSING THEIR FEELINGS OF UNSAFETY WHEN BEING AT SCHOOL

PERCEPTIONS

Through the surveys the enumerators conducted with the teachers, they asked them whether their students expressed their feelings of unsafety when being at school to them; 37% (2,868 teachers) of the surveyed teachers said that their students expressed their feelings of unsafety at school, whereas 63% (4,788 teachers) said that students didn't express feelings of unsafety when being at school.

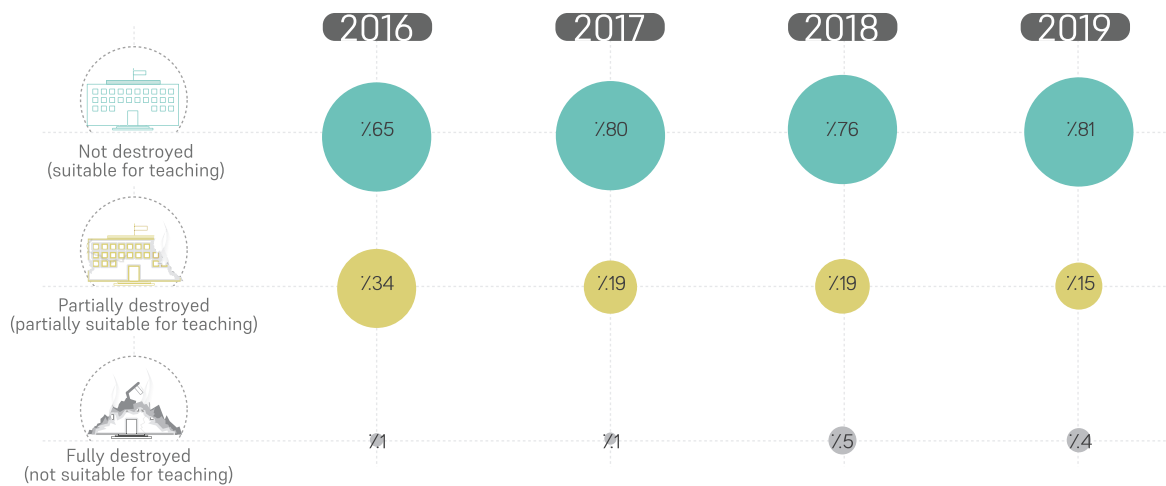
Figure 06: Teacher Perceptions: Students Expressing their Feelings of Safety



07 THE CHANGE OF SCHOOL BUILDINGS STATUS DURING THE PERIOD IN WHICH THE FOUR EDITIONS WERE RELEASED

This section compares the percentage of the destruction of the schools covered during the last four editions of "schools in Syria" report, the first edition is excluded from this comparison (2015 edition) because it didn't include non-functional schools, and only focused on the functional ones, hence didn't tackle the status of the schools' buildings. The change of the coverage map has affected this comparison remarkably, along with the percentages of the destruction of schools; it is noted that the percentage of partially destroyed schools decreased during 2016 and 2017 due to the increase of the number of functional schools; where the priority in the 2017 edition of the report focused on covering the functional schools. The percentage of fully destroyed schools increased during 2017 and 2018 because of the military escalation in Syria, particularly the besieged areas (Damascus Ghotra and northern countryside of Homs), and military escalation against ISIL in Deir-ez-Zor. During 2018 and 2019 it was noted that the number of partially destroyed schools decreased, while the number of undestroyed schools increased since the current edition of the of Schools in Syria (2019 edition) doesn't include information about schools that were besieged (Damascus Ghotra, northern countryside of Homs) which suffer from high destruction percentages compared to the other areas.

Figure 07: Comparison of the Status of the Schools' Buildings throughout the Last Four Editions

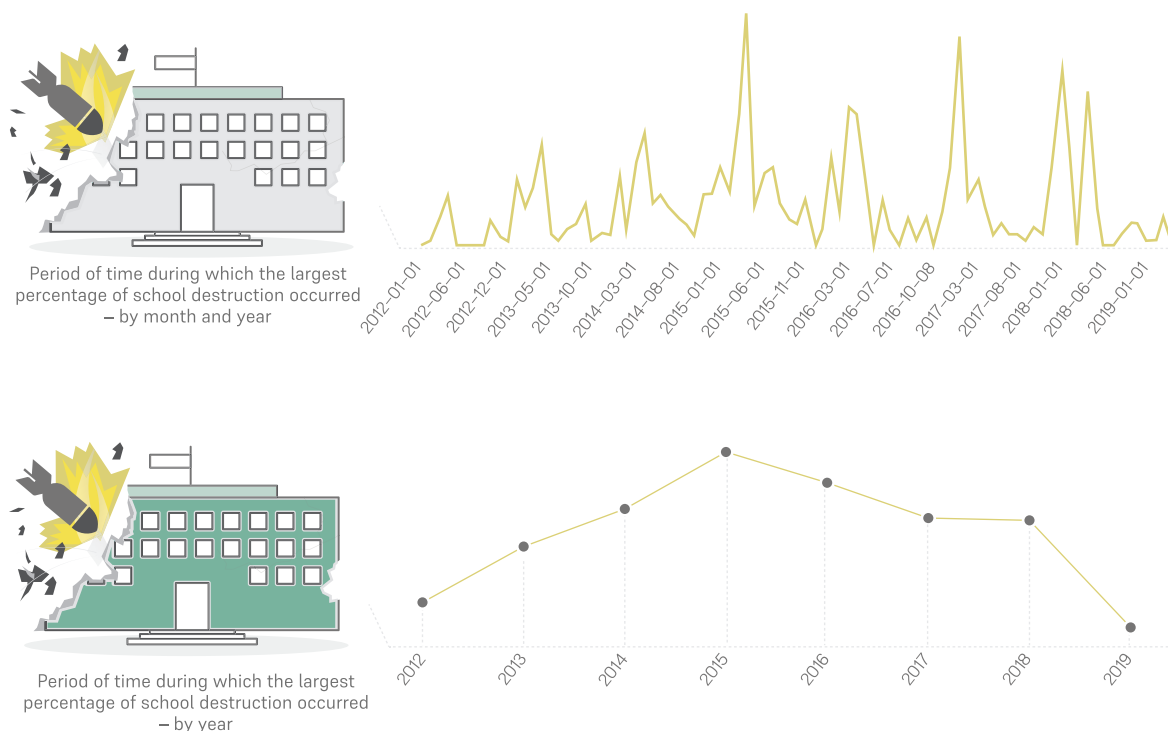


08 ESTIMATED PERIOD DURING WHICH SCHOOLS WERE DESTROYED

Schools in Syria are destroyed for varied reasons; they could be bombed and then neglected or the properties could be stolen, or schools could be used for non-educational purposes, so it isn't possible to link the damage of schools to a specific period; in this section, the key informants were asked about the main reason which led to a high percentage of schools' damage and the period during which they were destroyed; the results showed that the largest number of schools was destroyed in 2015, and the number of schools destroyed this year was 165 schools. The timeline slicer of the period during which schools were destroyed shows that the largest number of schools was destroyed in April 2015. In 2016, the number of destroyed schools was 138 schools, most of which were destroyed in March. The number of schools destroyed in 2017 was 107 with most of which being destroyed in January.

105 schools were destroyed in 2018; with the majority of the schools being destroyed in January, while the number of schools destroyed in 2019 reached 11 schools. It is noted that the data collection period ended in May 2019, which means that the number of schools destroyed in 2019 is inclusive of only the first five months.

Figure 08: The Period of Time during which the Largest Percentage of School Destruction Occurred – Month & Year



Section

03

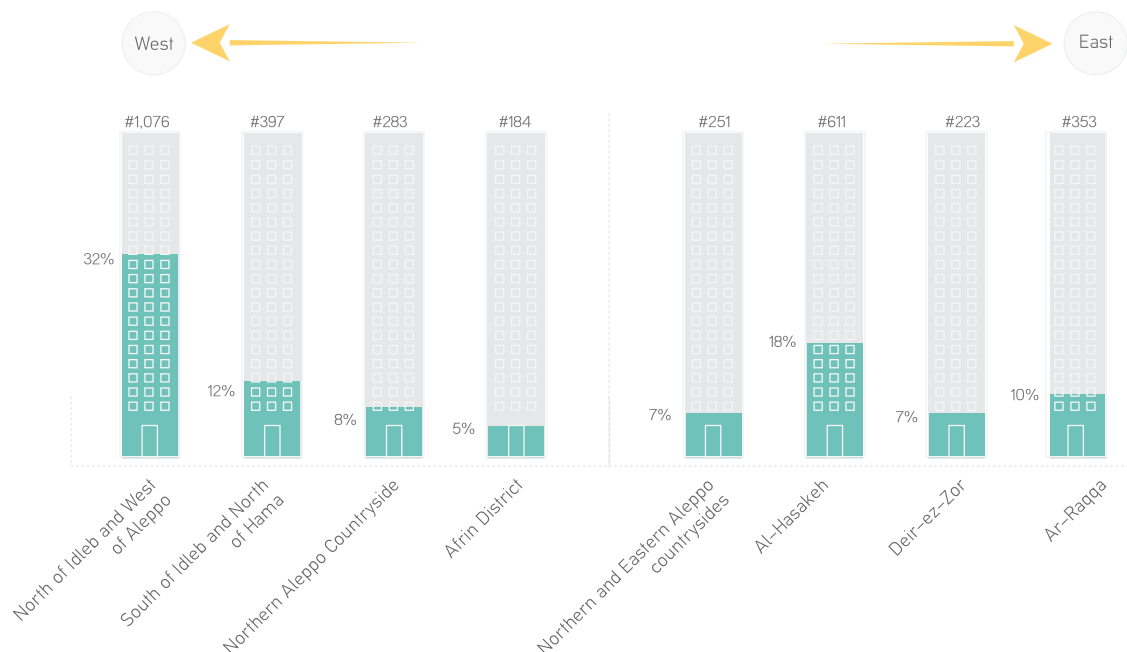
FUNCTIONAL
SCHOOLS
BUILDINGS



01 GEOGRAPHICAL DISTRIBUTION OF FUNCTIONAL SCHOOLS

Functional schools accounted for the majority of the 3,378 schools assessed in this study, which constitutes 84% of all assessed schools; whereas non-functional schools constituted 16% of the assessed schools; the vast majority of the assessed functional schools are located in northern Idlib and western Aleppo.

Figure 09: Number/Percentage of Functional Schools according to the Geographical Distribution



In NWS, the majority of functional schools are located in northern Idlib and western Aleppo constituting 32% (1,076 schools) of the total functional schools surveyed, and the percentage of functional schools in southern Idlib and northern Hama is 12% (397 schools) of the total functional schools assessed. This geographical area is heavily bombed compared to other areas under the opposition's control; the thing which led to the suspension of some schools there for security reasons or because of the destruction of school buildings; the percentage of functional schools in northern Aleppo is found to be 8% (283 schools) of the total schools assessed; the percentage of functional schools in Afrin district accounted for 5% (184 schools) of the total schools surveyed; it is noted that Afrin district is the smallest geographical area according to the adopted divisions, thus it is clear why it has a small number of schools compared to other areas.

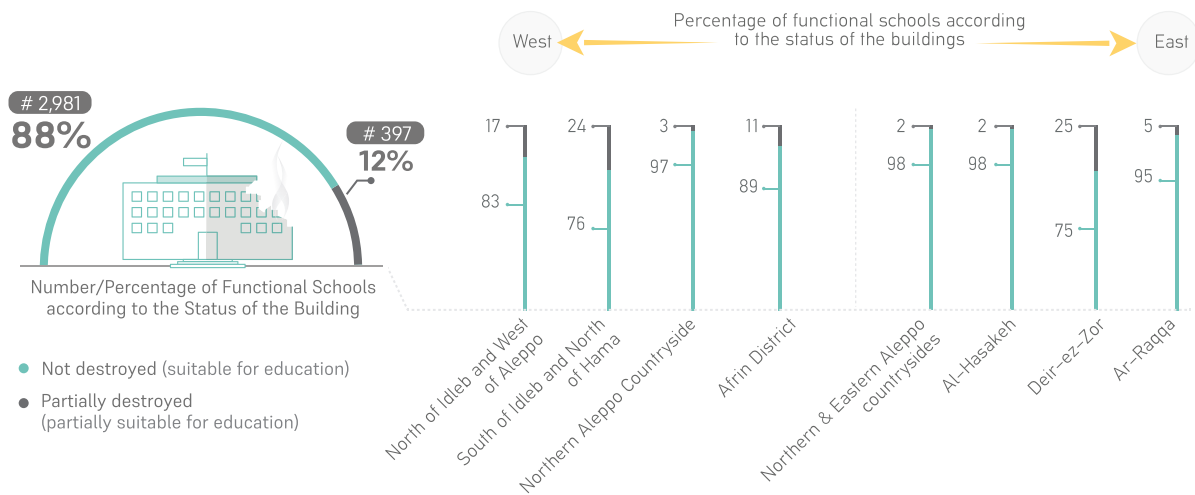
In NES, the majority of functional schools were in Al-Hasakeh governorate, with 18% (611 schools) of the total number of functional schools. The percentage of functional schools in Ar-Raqqa governorate formed 10% (353 schools); it is worth mentioning that there are several villages from which the residents were forcibly displaced in north-eastern of Ar-Raqqa countryside (Suluk and Ein Issa sub-districts) which led to a decrease in the number of functional schools in Ar-Raqqa countryside. The report only covers the cities and villages outside the regime's control in the east of Euphrates river. The percentage of functional schools in north-eastern Aleppo countryside is 7% (251 schools), and the percentage of functional schools in Deir-ez-Zor reached 7% (223 schools).

The data collection period coincided with the battles launched to wrest power from ISIL forces in the eastern countryside of Deir-ez-Zor; some of the cities and villages in the eastern countryside of Deir-ez-Zor are either relatively or totally empty of their habitants who were forcibly displaced, the thing which prevented the enumerators from accessing the schools there. The report covers the cities and villages which are outside the regime's control in Deir-ez-Zor governorate located east of the Euphrates river.

02 THE STATUS OF FUNCTIONAL SCHOOL BUILDINGS

As a result of the war in Syria, there is a large number of schools that have been bombed or destroyed due neglecting them or using them for non-educational purposes; given the fact that a large number of IDPs reside in the north of Syria, teaching staff and students are forced to use partially destroyed schools, and the study shows that 12% (397 schools) of the schools used for teaching purposes are partially destroyed; whereas 88% (2,981 schools) aren't destroyed.

Figure 10: Number/Percentage of Functional Schools according to the Status of the Buildings



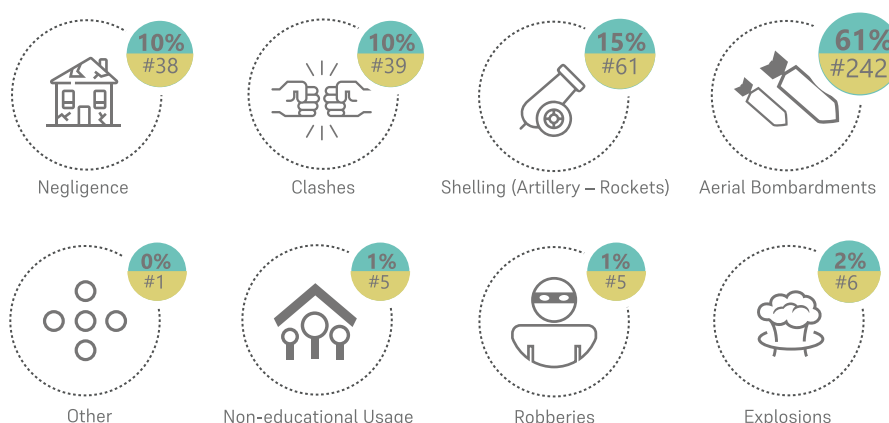
The largest percentage of partially destroyed schools yet still used for educational purposes is found in NWS, in southern Idleb and northern Hama accounting for 24% of all functional schools there. In northern Idleb and western Aleppo, the percentage of partially destroyed schools yet still suitable for education reached 17%, and in Afrin district, the percentage accounted for 11%; in northern Aleppo countryside, namely Azaz, Al Bab and Jarablus district, the percentage is 3%.

In NES, the highest percentage of partially destroyed schools used for education is found in Deir-ez-Zor governorate with 25% of all functional schools. The battles with ISIL which took place in the cities and villages of eastern Deir-ez-Zor countryside has led to the destruction of most of the schools; no party intervened to repair the schools there; the percentage of partially destroyed schools yet still used for teaching purposes in Ar-Raqqa governorate is 5%. Despite the destruction of a large number of school buildings in Ar-Raqqa governorate due to the battles with ISIL, several parties intervened to repair these destroyed schools over the past year. The percentage of partially destroyed schools used for teaching in Al-Hasakeh governorate, Menbij and Ain AL Arab districts in north-eastern Aleppo countryside reached 2%.

The number of partially damaged schools used for education is 397 schools; Schools in Syria are destroyed for varied reasons; they could be bombed and then neglected or the properties could be stolen, or schools could be used for non-educational purposes, so it isn't possible to link the damage of schools to a specific reason, where there are several reasons behind schools' destruction. In this study, the key informants were asked about the main reason that caused the most massive destruction or complete destruction to the schools; the results showed that 61% (242 schools) of the schools were destroyed as a result of the bombardment of the warplanes; 15% (61 schools) were destroyed due to rocket and artillery bombardment; it is worth mentioning that the regime along with its allies are still shelling the schools in the governorate of Idleb and adjacent countrysides of Aleppo and Hama governorates until the date of this report. The Information Management Unit (IMU) of the Assistance Coordination Unit (ACU) documented through its report *"Field Developments in Idleb Governorate, Northern Hama Countryside Southern and Western Aleppo Countryside"* which covered the period between 1 March 2019 until 24 August 2019, the targeting of 32 schools; the shelling in the eastern

part of Syria ended after demolishing ISIL in its last headquarter within Deir-ez-Zor. 10% (39 schools) of the schools were destroyed as a result of the battles which took place near or inside the schools; additionally, 10% (38 schools) are rendered unsuitable for education due to negligence, 2% (6 schools) of the schools were destroyed as a consequence of the explosions taking place inside or near the schools, 1% (5 schools) are rendered unsuitable for education because of having the supplies and equipment stolen, where the thieves dismantled the doors, windows, and equipment of the schools in the cities and villages whose residents fled to other areas; usually, the robberies are facilitated by the controlling parties. 1% (5 schools) of the schools were stolen due to using them for non-education purposes; where schools are used as collective shelters for the IDPs; other schools are used as military headquarters; the rest are used by some other local parties.

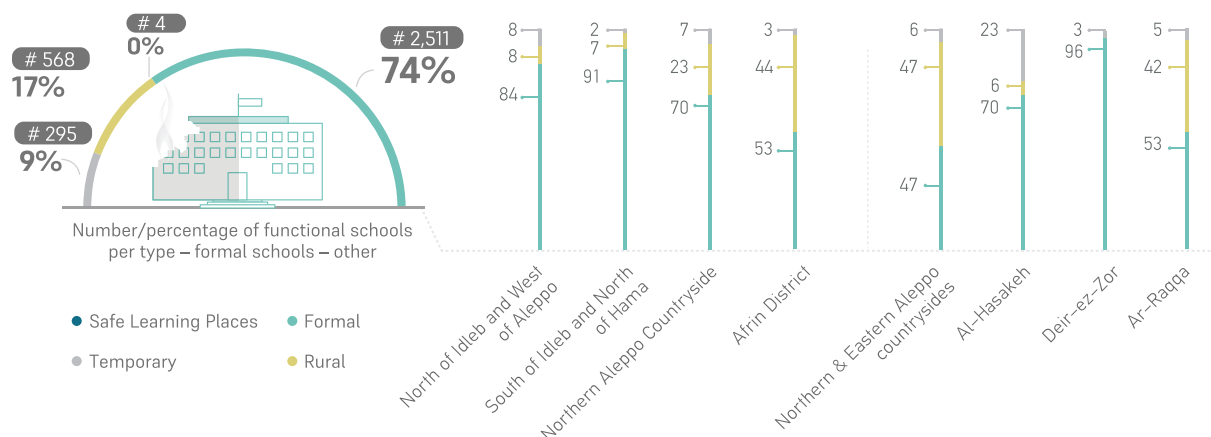
Figure 11: The Number/Percentage of Partially Destroyed Functional Schools per Reasons of Destruction



03 TYPES OF FUNCTIONAL SCHOOLS (FORMAL - OTHER)

Prior to the crisis, there were two types of schools in Syria, formal schools and rural schools; due to the war conditions and displacement of the civilians, two more types have emerged which are safe learning places and temporary schools; the study found that 74% (2,511 schools) of the functional schools assessed were formal schools, most of which have been established before the outbreak of the war in Syria; 17% (568 schools) are rural schools, most of which have been established before the war in Syria; 9% (295 educational units) are temporary learning places which are called temporary schools; in addition to 4 safe learning places.

Figure 12: Types of Schools (Formal - Rural)



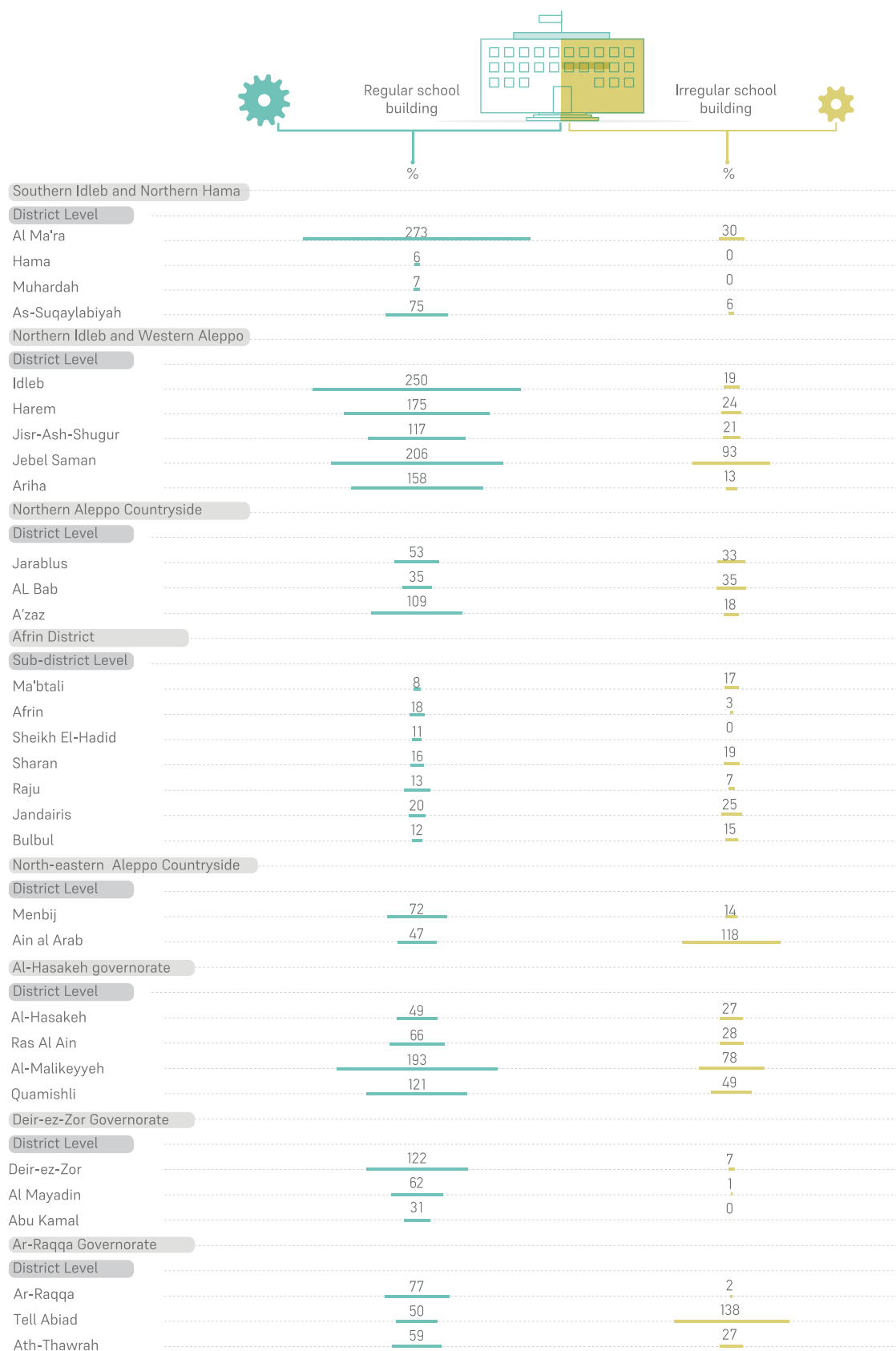
19. <https://bit.ly/36zHkxs>

- **Formal Schools:** These schools have been planned and constructed as schools and must meet a set of criteria:
 - The capacity of the building must be proportional to the number of students enrolled in the school
 - Availability of courtyards (open spaces for entertainment) surrounded by a fence to protect students from external hazards with a size that is commensurate with the number of students; the courtyards must be equipped to be suitable for entertainment activities.
 - Availability of toilets and water taps proportionate to the number of students in the school.
 - High ceilings with large windows that allow for air change within the classrooms and iron bars must be installed on the windows to increase the protection of children.
 - Wide corridors and stairways for ease of movement.
 - School building must contain rooms equipped for the lower secondary stage the educational process such as labs, desks,)This is an essential condition starting from the lower secondary stage).
- **Rural schools:** were available in Syria prior to the crisis, mainly in the small villages with small numbers of students which didn't require constructing formal schools. These rural schools consist of rural houses containing several rooms aimed at providing schooling for students who are in the primary stage age (first grade to sixth grade) to prevent students from dropping out. Students of different schooling stages are mixed with each other in one classroom due to the lack of having enough teachers or classrooms.
- **Safe learning places:** as a result of the Syrian war and continued bombardment on public spaces, "safe learning places" were established. Often, these places are found in the basements of city buildings, or in caves near villages. This type of schools keeps children safe in military hot spots, protecting them from the shelling and bombardment.
- **Temporary schools:** the continued displacement of the civilians as a result of the ongoing war has led to the emergence of temporary schools, which provide schooling for IDP children in areas where they may have to stay or live for a short period until the areas from where they came become safe. These schools often take the form of tents or caravans, and sometimes a room in a house, that is close to where these IDP communities are residing, which is set up as a school for children; usually, the same conditions of the rural schools are also found in this type of schools where students of different school stages are mixed together in one classroom.

The largest number of rural schools is found in Afrin district in NWS, accounting for 44%(81 schools) of the total number of schools assessed there, among which, 53% (98 schools) are formal schools; in addition to 5 temporary schools; the largest number of temporary schools is found in northern Idleb and western Aleppo forming 8% (81 schools) of all schools covered there; 84% (906 schools) are formal schools, and 3 safe educational places are also found to be available there.

In NES, the largest number of rural schools is found there in north-eastern Aleppo countryside (Menbij and Ain al Arab), in that rural schools formed 47% (118 schools), formal schools constituted 47% (119 schools), whereas temporary schools formed 6% (14 schools). In Ar-Raqqa governorate rural schools accounted for 42% (148 schools) with 53% formal schools (186 schools) and 5% temporary schools (19 schools) of the total number of schools.

Figure 13: Types of Schools (Formal School – Other) At the District – Sub-district Level

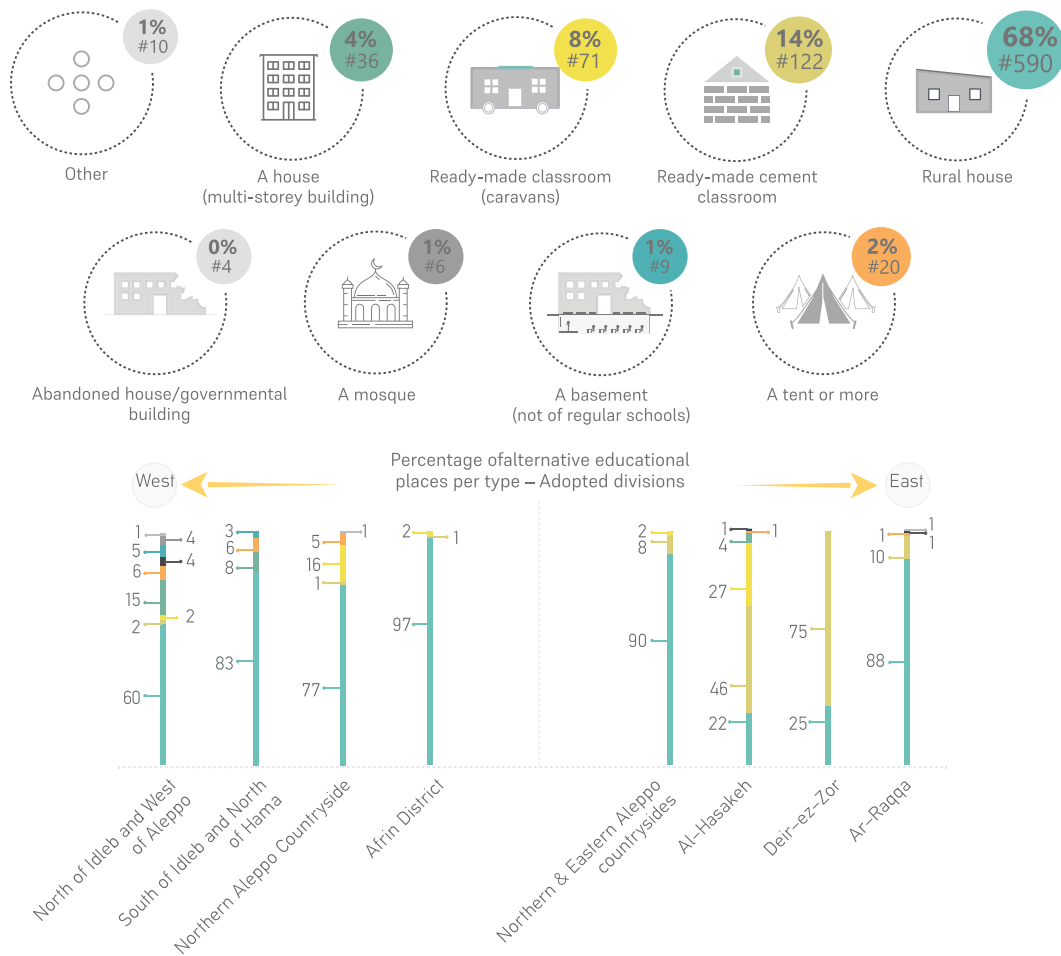


04 TYPES OF BUILDINGS FOR ALTERNATIVE EDUCATION PLACES

INFORMAL SCHOOL BUILDINGS

Prior to the ongoing war in Syria, there were two types of school buildings, formal school buildings, which have been constructed as schools established for educational purposes, and rural buildings (rural schools) where rural houses are used for educational purposes. Due to the circumstances of the war which led to the destruction of the school buildings and displacement movements, new types of places where students can get education were formed in a way that reduces the amount of danger resulting from the bombardment. Some of these places take the form of buildings that are close to where the IDPs are residing or take the form of tents which the IDPs can take with them if moving.

Figure 14: Alternative Education Places per Type

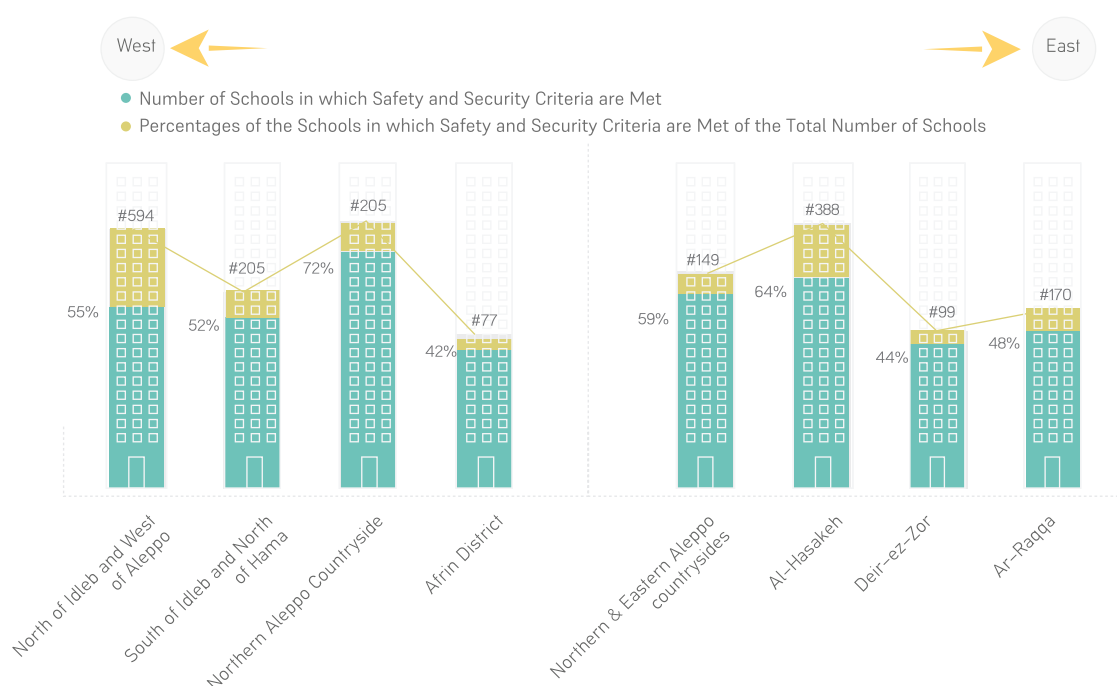


The results of the study showed that the largest percentage of buildings used as an alternative to schools are **rural houses**, it is noted that this type of alternative was found before the crisis in Syria particularly in the villages and rural areas where the number of students is small. These rural houses consist only of a few classrooms forcing the teaching staff to mix students of different school stages in one classroom. According to the study, rural houses accounted for 68% (590 schools) of alternative education places. **Ready-made cement classrooms** ranked second in terms of the largest proportion of buildings used as an alternative to schools with a percentage of 14% (122 schools) of the total education places. **Ready-made classrooms (Caravans)** formed 8% (71 schools) of the alternative education places; these caravans are used as adjoining classrooms. **Multi-storey buildings** used as schools consisted 4% (36 schools). **Tents** used for teaching purposes formed 2% (20 schools); 9 basements (not of regular schools) were used for teaching as well. 6 **Mosques** and 4 **abandoned residential or government buildings** were also used as alternative education places. 10 industrial establishments and chicken farms are also used as alternative education places.

05 MEETING SAFETY AND SECURITY CRITERIA IN SCHOOLS

According to the INEE minimum standards for safety and security, 56% (1,887 schools) of the functional schools assessed met safety and security standards; on the contrary, 44% (1,491 schools) didn't meet these standards.

Figure 15: Schools in which Safety and security Criteria are Met



In accordance with the minimum educational standards INEE²⁰, "The maximum distance between learners and their learning sites should be defined according to local and national standards. It is important to consider security, safety and accessibility concerns such as soldiers' quarters, landmines and dense bush in the vicinity. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers."

To determine these criteria, several key points have been relied upon: having no destruction in the school building that could pose a risk to the lives of students; the schools should be fenced and iron grills should be installed on the windows. Moreover, the distance of the school should be appropriate for more than 61% of the students, add to this, school road should be safe for children.

In NWS, the majority of schools that met the security and safety standards in northern Aleppo countryside are found in Azaz, Al Bab and Jarablus, and 72% (205 schools) met the criteria of security and safety of the total number of functional schools there; the lowest percentage of schools which met the security and safety criteria is found in Afrin district with a percentage of 42% (77 schools) of the total number of schools; key informants stated that students in more than 60% of the schools are travelling long distances to schools, which is the reason behind the decrease in the schools' security level.

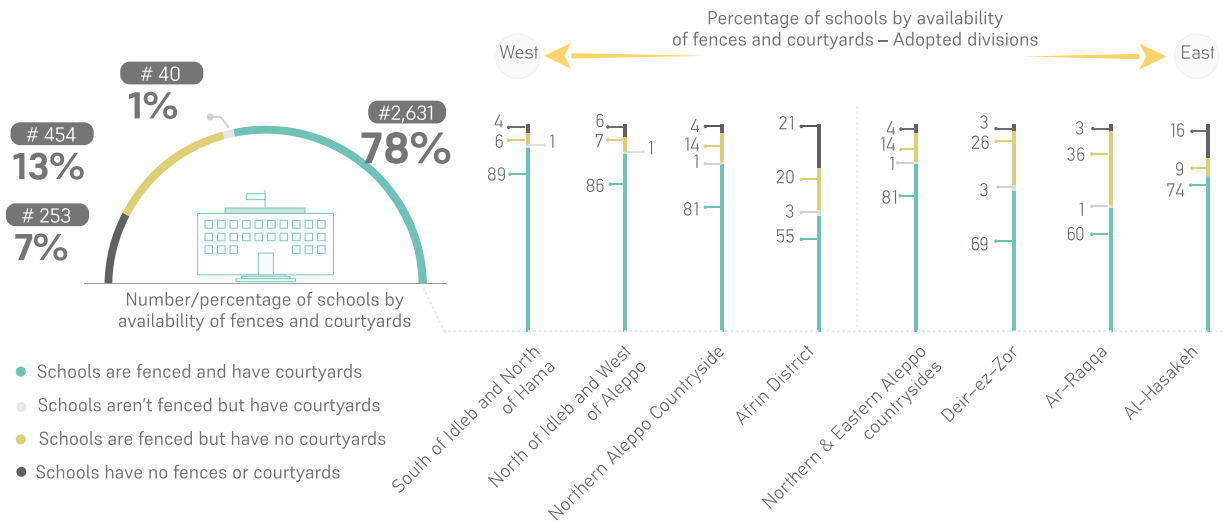
20. <http://bit.ly/2uCzG87>

In NES, the majority of schools that met the security and safety criteria are found in Al-Hasakeh governorate; 64%(388 schools) met the criteria, while the lowest percentage of schools which met these criteria is found in Deir-ez-Zor governorate with a percentage of 44%(99 schools) of all schools there; it is noted that the eastern Deir-ez-Zor countryside is still witnessing military operations and detentions carried out by the Syrian Democratic Forces (SDF), in addition to daily explosions and kidnappings.

06 AVAILABILITY OF FENCES AND COURTYARDS IN THE SCHOOLS

The results of the study showed that 78% (2,631schools) of the functional schools that were established have school courtyards surrounded by fences; It is worth mentioning that most of these schools are formal schools; 40 schools are surrounded by fences with no courtyards;13% (454 schools) of the schools had courtyards but aren't fenced; 7% (253 schools) of the schools had neither courtyards nor fences.

Figure 16: Availability of School Fence and Courtyard



Having a courtyard in formal schools is a basic criterion for school buildings; it is a place for entertainment in the open where students can spend the breaks, exercise sports, or do other activities outside the school hours; the size of the courtyards must be in proportionate with the number of students to meet their needs (that is in accordance with the school capacity); the courtyards must be surrounded by high walls to ensure keeping the children away from external dangers.

In NWS, 20% of the functional schools in Afrin district didn't have fences or courtyards, on the contrary, 20% of the functional schools had neither courtyards nor fences; 4% of the schools in northern Aleppo countryside had neither courtyards nor fences; whereas 14% of the functional schools had unfenced courtyards.

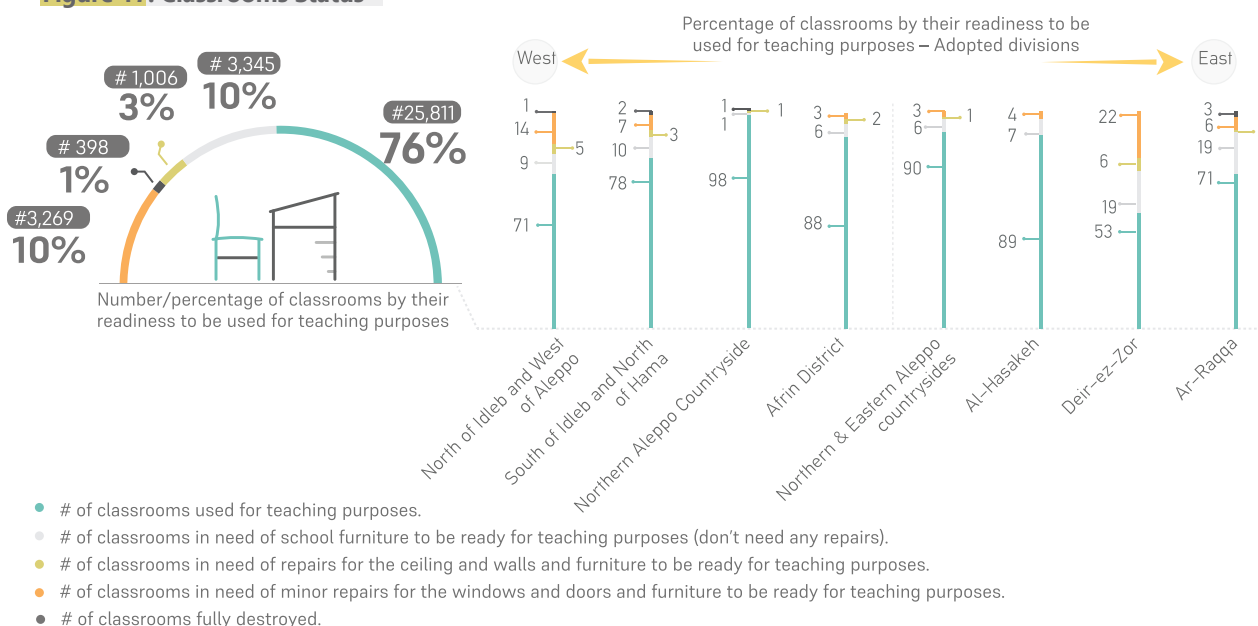
In NES,16% of the functional schools in Al-Hasakeh governorate had no courtyards nor fences, 9% of the functional schools had unfenced courtyards; in addition to 2% of the schools in Ar-Raqqa governorate, whereas 36% of the functional schools had unfenced courtyards.

07 STATUS OF THE CLASSROOMS

For the purposes of this study, classrooms are deemed appropriately equipped for the educational process when classrooms aren't destroyed and are isolated with suitable doors and windows and the educational equipment is available including desks for the students and whiteboards; the study shows that 76 % (25,811 classrooms) of the total classrooms within the functional schools were properly equipped.

10 % (3,345 classrooms) of all classrooms need to be furnished to be ready for teaching purposes; 10 % of the classrooms (3,269 classrooms) need school furniture and minor repairs for the doors and windows; 3% of these classrooms (1,006 classrooms) are in need of major repairs (related to the construction of the building) for the walls and ceilings, in addition to furniture; it is also found that 1% of these classrooms (398 classrooms) are completely destroyed and cannot be repaired and need to be rebuilt.

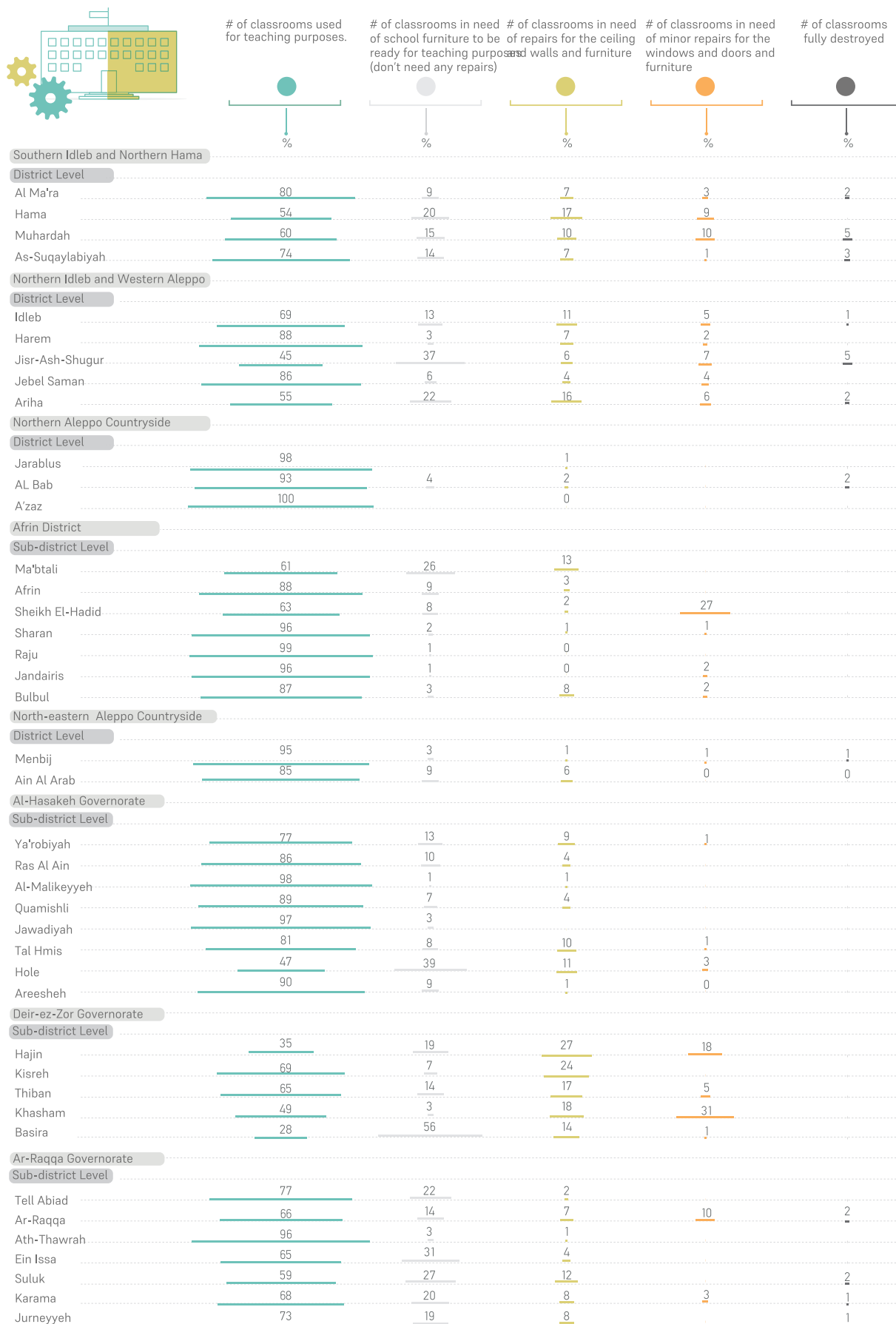
Figure 17: Classrooms Status



In NWS, the largest proportion of destroyed classrooms are found in northern Idleb and western Aleppo; the study also revealed that 9% of the classrooms need school furniture; 14% of the schools need school furniture and minor repairments for the doors and windows; 5% need school furniture and repairments for the ceiling and walls; 1% of the classrooms are completely destroyed and cannot be repaired. It is noted that the highest destruction percentage in this geographical area is found in Jisr-Ash-Shugur, Ariha, and Idleb, whereas the lowest is found in Harem district.

In NES, the largest percentage of destroyed classrooms is found in Deir-ez-Zor governorate; according to the study 19% of the classrooms need school furniture; 22% need school furniture, and minor repairs for the doors and windows; 6% need school furniture and repairs for the ceiling and walls; it is worth mentioning that the destruction rates intensively found in Thiban, Basira, and Hajin.

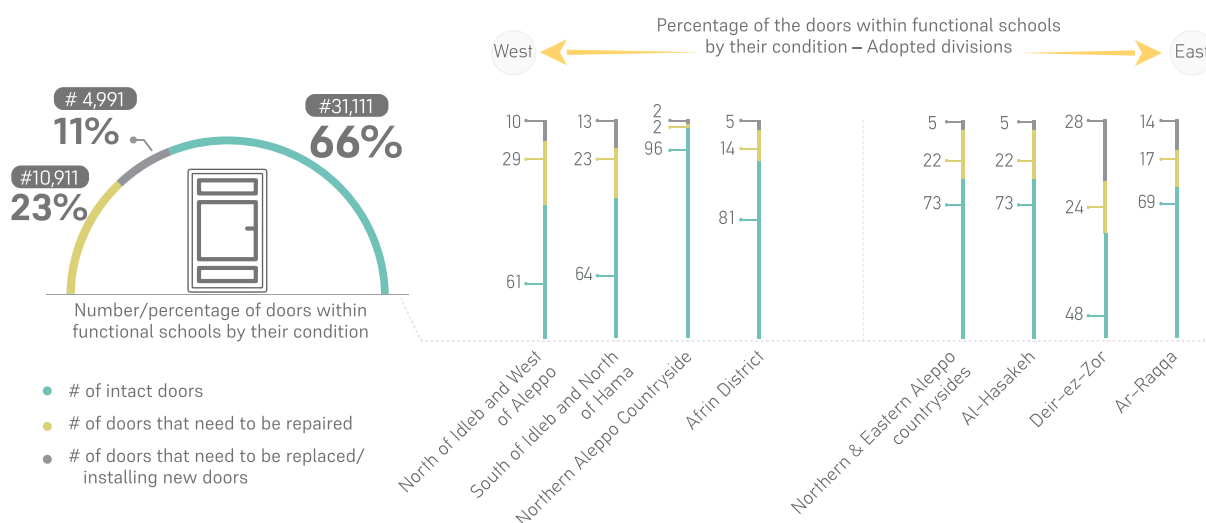
Figure 18: The Status of Classrooms within Schools – At the District – Sub-district level



08 STATUS OF THE DOORS

In Syria, the doors of the classrooms are often made of wood, and so are easily subject to damages. Under normal conditions, these doors need to be maintained and replaced every few years. Since the start of the war, with school facilities being directly damaged or worn out by use for non-educational purposes, the classroom doors have a much shorter lifespan. The study revealed that 23% (10,911 doors) of the functional schools' doors covered in the assessment need maintenance works; 11% (4,991 doors) are fully damaged and need to be replaced since they cannot be repaired. The key informants confirmed that some of these schools don't have any doors as they have been significantly damaged or stolen.

Figure 19: Number/Percentage of the Doors within Functional Schools



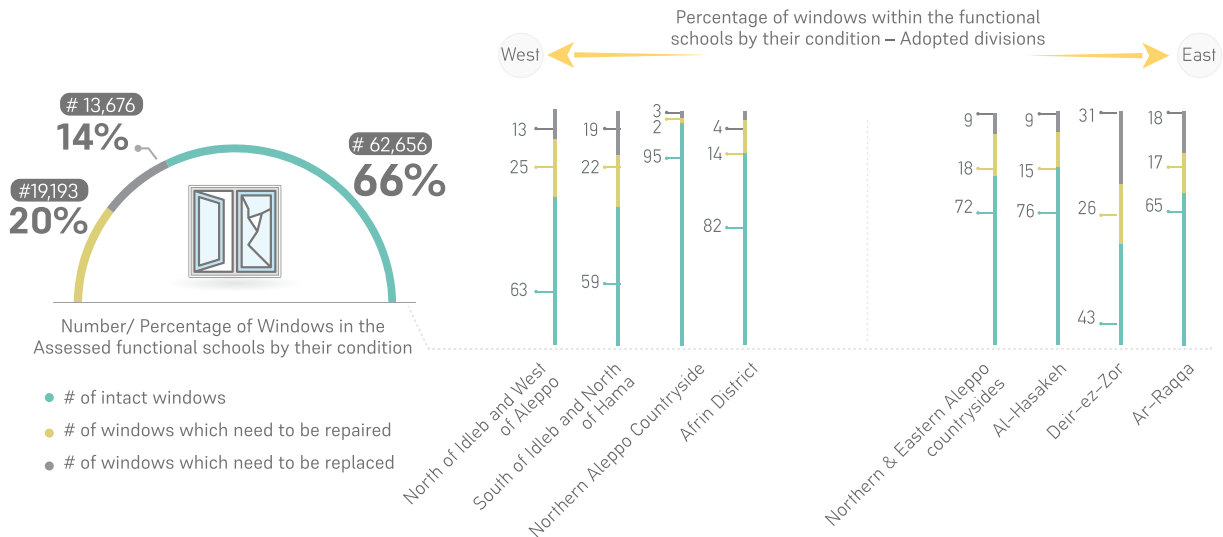
In NWS, the highest percentage of destroyed doors is found in the functional schools within northern Idlib, and western Aleppo; the percentage of the doors that need repairs reached 29% of the functional schools' doors there. The percentage of the damaged doors which cannot be repaired and need to be replaced is 10%; southern Idlib and northern Hama ranked second in terms of the percentage of the doors that need to be repaired which reached 23% of the functional schools' doors; according to the study, 13% of the doors are damaged and cannot be repaired or replaced.

In NES, the highest percentage of damaged doors that need to be repaired within the functional schools are found in Deir-ez-Zor governorate reaching 24% of the functional schools' doors. According to the study, the percentage of the doors that need to be repaired or replaced is 28%, with Ar-Raqqa governorate coming second in place in terms of the percentage of the damaged doors that need to be repaired of all the functional schools' doors there, whereas the percentage of the damaged doors which need to be repaired is 17% of all schools' doors there; the percentage of the damaged doors which cannot be repaired and need to be replaced is 14%.

09 STATUS OF THE WINDOWS

School windows in Syria are made of glass as the major part of the window in order to provide light, in addition to wood or iron; school windows need periodic maintenance and replacement of the glass which could be broken as well as maintenance of the joints and locks, the joints and locks of the wooden barred windows need more maintenance than the iron-barred ones, and the study found that 20% (19,193 windows) of the windows of the functional schools assessed need maintenance work; 14% (13,676 windows) are completely destroyed and cannot be repaired and need to be replaced.

Figure 20: Number/ Percentage of Windows in the Assessed functional schools



Windows are more often damaged than doors, this can be explained by the fact that they are made of more fragile materials (e.g. glass, plastic) and more exposed to external factors such as the sun heat in summer and humidity in winter; even if not targeted directly, windows break due to the pressure resulting from the shelling targeting the vicinity areas, windows could be fully damaged if the pressure is enormous; periodic inspection and maintenance of the windows play a major role in providing warmth to children in winter.

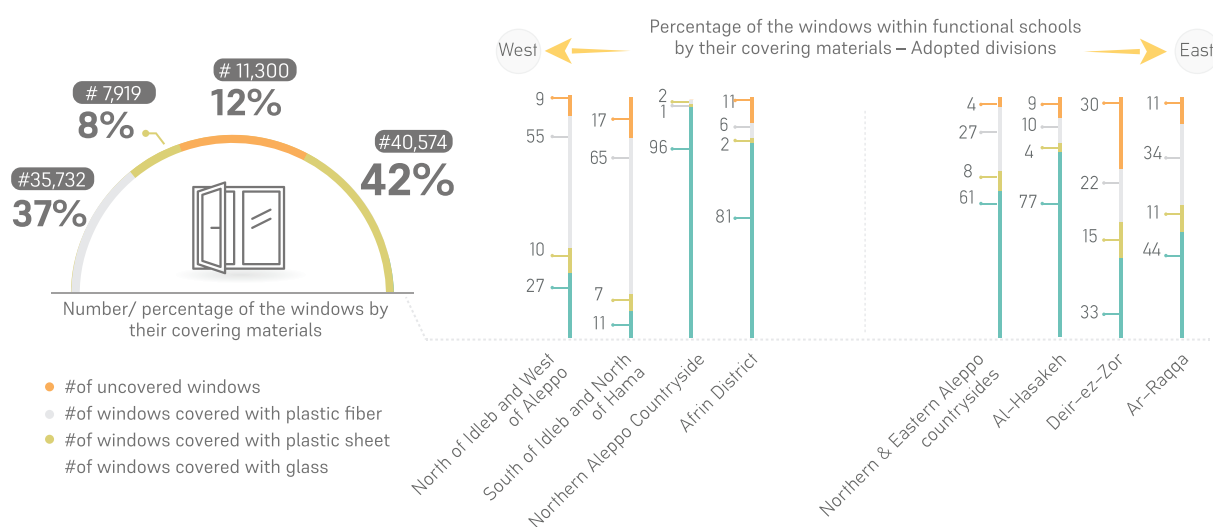
In NWS, the largest proportion of destroyed windows is found in southern Idleb and northern Hama, where 22% of the windows of the functional schools need to be repaired, whereas fully destroyed windows which cannot be repaired and need replacement accounted for 19%; it is noted that there is aerial and land bombardment on this geographical area, the thing which led to an increase in the number of destroyed windows; northern Idleb and western Aleppo come in second place in terms of damaged windows that need to be repaired with a percentage reaching 25% of the total functional schools' windows there; moreover, the percentage of destroyed windows that cannot be repaired and in need for replacement formed 13%.

In NES, the highest percentage of destroyed windows is found in Deir-ez-Zor where the percentage of the damaged windows which need to be repaired accounted for 26% of the functional schools' windows there; the percentage of the damaged windows which cannot be repaired and need to be replaced formed 31%, Ar-Raqqa governorate comes in second place in terms of windows destruction, in that the percentage of windows that need to be repaired comprised 17% of the functional schools' windows there; the destroyed windows that cannot be repaired nor replaced reached 18%.

10 MATERIALS COVERING THE WINDOWS

As a result of the circumstances of the war in Syria, loss and high price of glass material, other available materials have been used as alternatives providing the fact that they could be more effective in the present circumstances; according to the study, 37% (35,732 windows) of the functional schools' windows are covered with plastic pieces (fiber), while 8% (7,919 windows) of the windows are covered with plastic sheet; 12% (11,300 windows) of the windows aren't covered with any material and are exposed to weather elements.

Figure 21: Materials Covering the Windows



Due to the large-scale shelling, bombardments and the intense pressure generated when military actions occur in nearby areas, many glass windows were shattered. Plastic and fiber plastic sheets became good alternatives to glass, while also being more resistant to pressure resulting from the shelling. Even when broken, they are safer than glass, which leaves shards that may be dangerous to children. These plastic alternatives are less resistant to weather elements, and more prone to deterioration when exposed to heat and external factors, the thing which requires replacing them periodically.

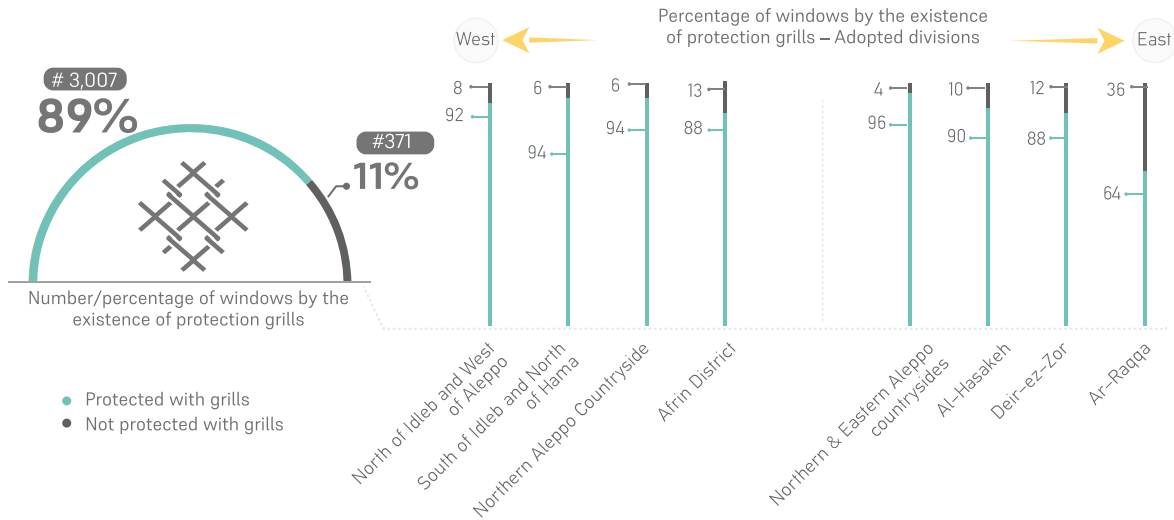
In NWS, alternatives to glass are largely used to cover windows in southern Idleb and northern Hama; the percentage of windows covered with fiber plastic pieces is 65% of the total number of functional schools there; whereas the percentage of the windows covered with plastic sheet is 7%; the percentage of windows not covered with any material and are exposed to weather elements is 17% of the windows, moreover alternatives to glass are extensively used in northern Idleb and western Aleppo where the percentage of windows covered with plastic pieces (fiber) form 55% of the total number of the functional schools' windows; the percentage of windows covered with plastic sheet is 10%; whereas the percentage of the windows not covered with any material and are exposed to weather elements reached 9% of the windows, still the largest part of the windows in northern Aleppo countryside and Afrin district is covered with glass.

In NES, alternatives to glass are extensively used to cover windows in Deir-ez-Zor governorate, where 22% of the functional schools' windows are covered with plastic pieces (fiber); 15% of the windows are covered with plastic sheet, and the proportion of windows not covered with any material accounted for 30% of the windows; alternatives to glass are used largely in Ar-Raqqa governorate, where 34% of the windows are covered with plastic pieces (fiber); 11% of the windows are covered with plastic sheet; the proportion of windows not covered with any material and are exposed to weather elements reached 11% of the windows, still the largest part of the windows covered with glass is found in Al-Hasakeh governorate and north-eastern Aleppo countryside.

11 IRON GRILLS FOR THE WINDOWS

Installing iron grills on school windows is necessary to protect the students from external hazards and from falling from upper floors while playing; the study showed that the windows in 11% (371 schools) of the total functional schools covered in the assessment don't have protective grills installed on the windows; on the contrary, 89% (3,007 schools) of the total functional schools assessed have protective iron grills installed on windows.

Figure 22: Existence of Protection Grills installed on Windows



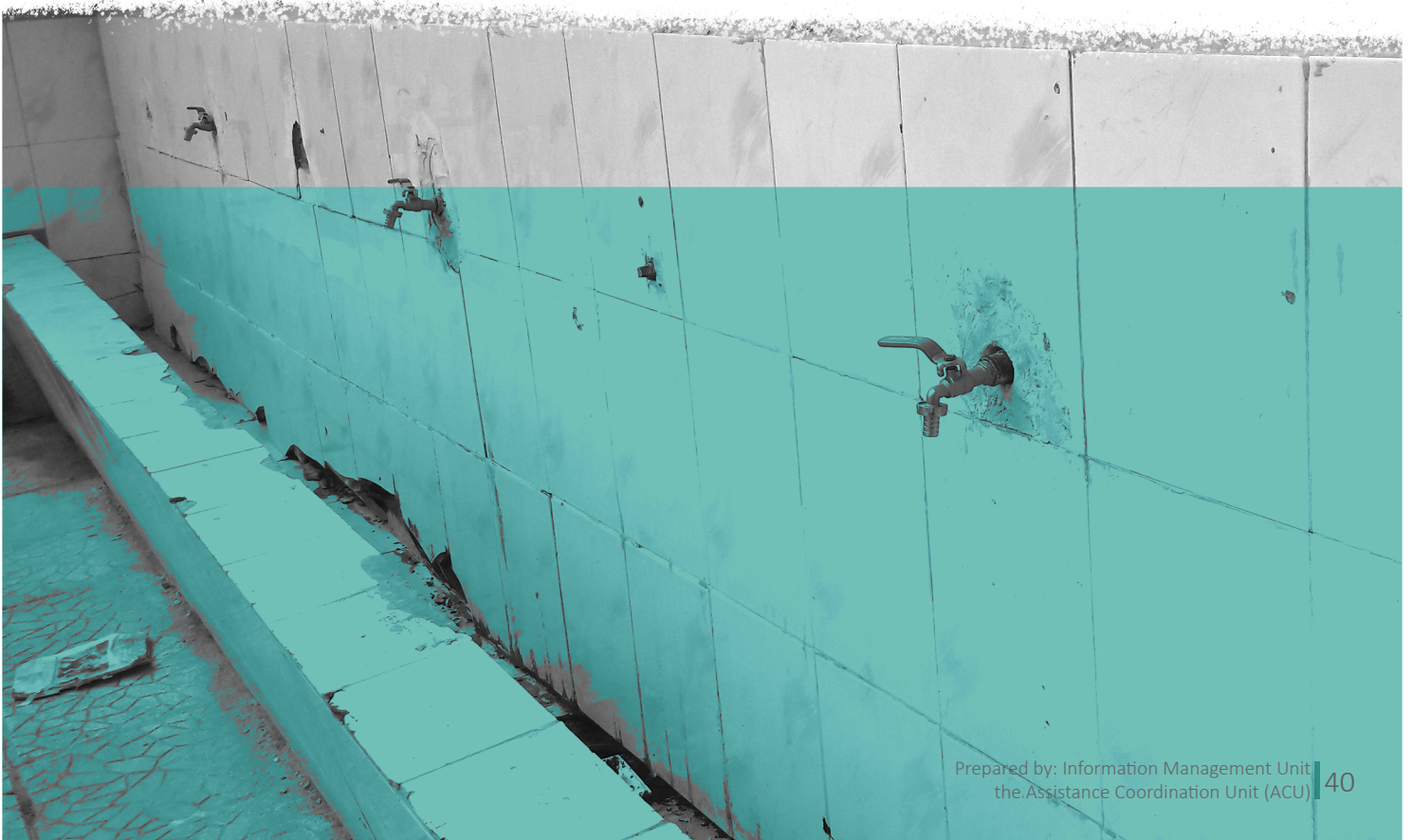
In NWS, the largest part of the functional schools in which iron grills aren't installed on windows is found in Afrin district; it is noted that 47% of the schools in Afrin district are irregular with the majority of which having no iron grills installed on windows, the study showed that 13% of the functional schools in Afrin district don't have iron grills installed on windows.

In NES, the largest number of functional schools in which iron grills aren't installed on windows is found in Ar-Raqqa governorate, where 36% of all functional schools there are found to have windows unprotected with iron grills.

Section

04

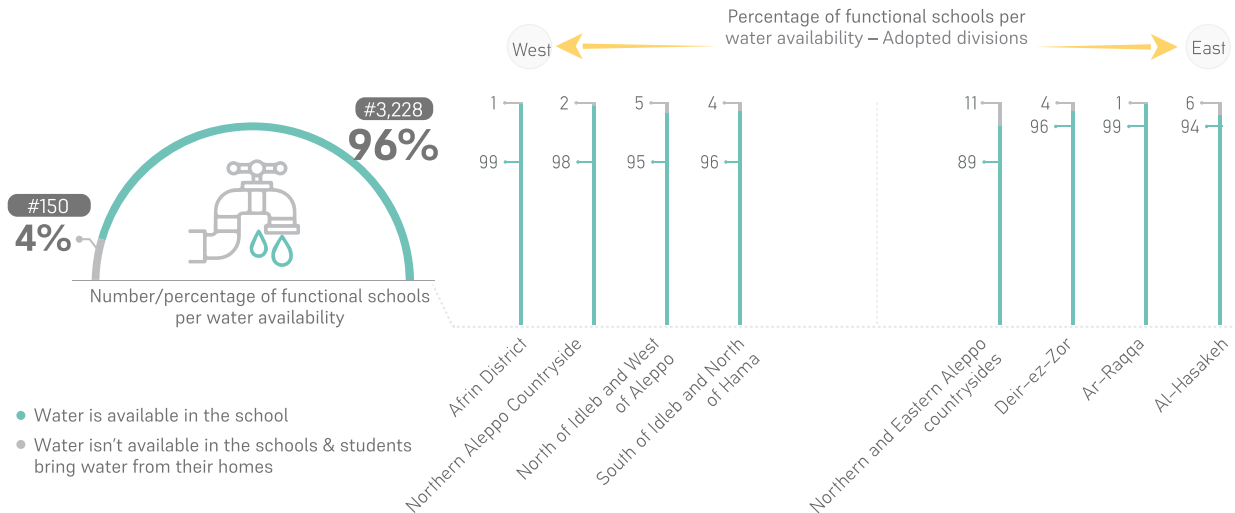
WATER, SANITATION AND HYGIENE **IN THE SCHOOLS**



01 WATER AVAILABILITY IN SCHOOLS

The study found that 96% (2,228 schools) of functional schools have drinking water and water for daily usage; whereas water isn't available in 4% (150 schools), and students bring drinking water from their homes. Water for daily usage isn't available in the school (water for toilets or personal hygiene).

Figure 23: Availability of Water in Functional schools



In NWS, there was no drinking water or water for daily usage in 72 schools, including 39 schools which were built in schools. 20 rural houses used as schools, 8 schools (formed of a group of tents) 2 schools formed of caravans, one mosque used as a school, one basement and one multi-story building both used as schools.

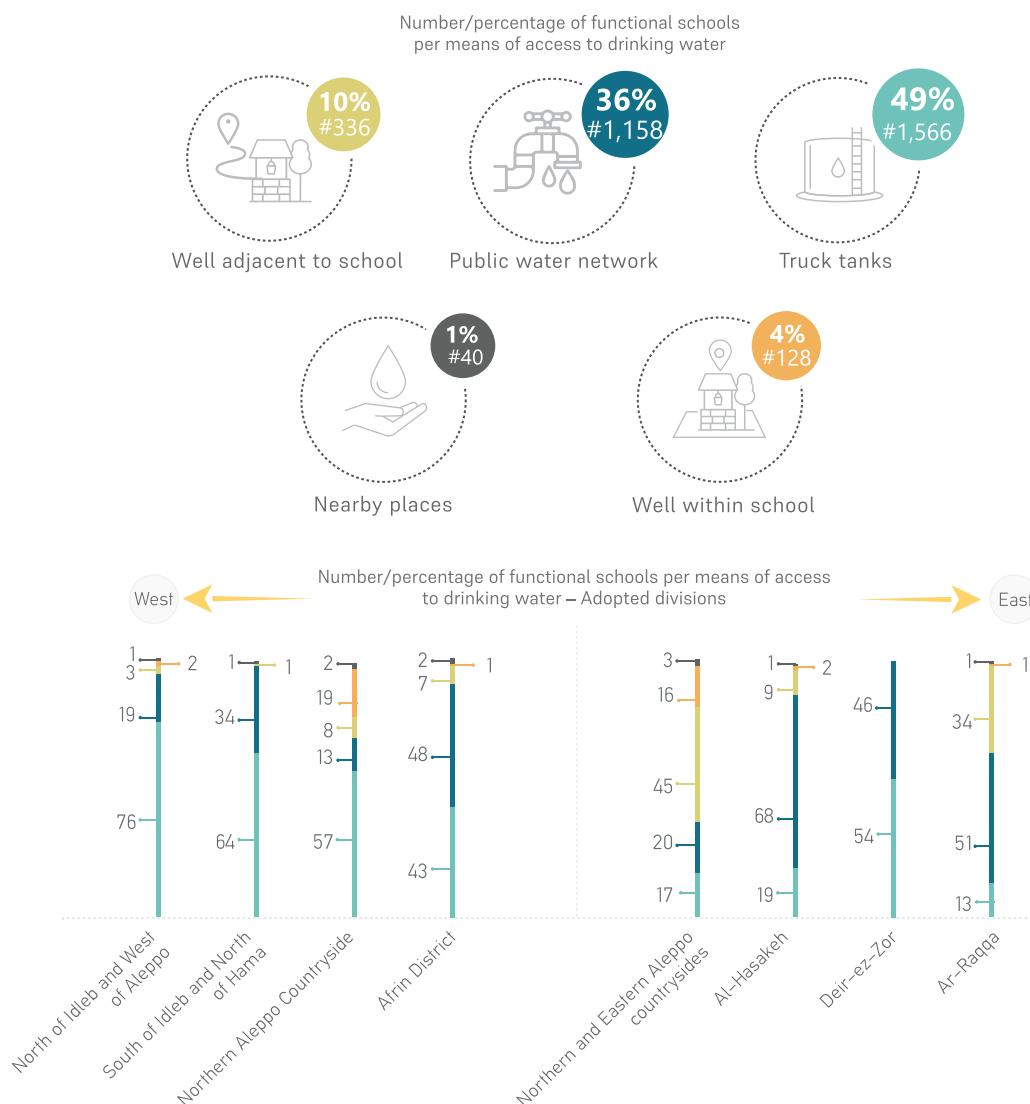
In NES, neither drinking water nor water for daily usage is available in 78 schools; 24 of which are of regular buildings, with 40 cement ready-made schools, and 13 schools operating within rural houses and a school operating in a caravan.



02 MEANS OF ACCESS TO DRINKING WATER AND WATER FOR DAILY USAGE IN SCHOOLS

The study found that 48% (1,566 schools) of functional schools have access to drinking water and water for daily usage through water tanks that transport water to school; 36% (1,158 schools) receive water from the public water system; 10% (366 schools) receive water from a well adjacent to the school, and 4% (128 schools) have water wells within the schools which supply water for them; 1% (40 schools) receive water from nearby places such as houses adjacent to the schools or other nearby places.

Figure 24: Availability of Drinking Water within Functional Schools



In most schools in Syria, the same water is used for both drinking and daily usage, whereas some of the schools are supplied with drinking water and water for toilets and personal hygiene.

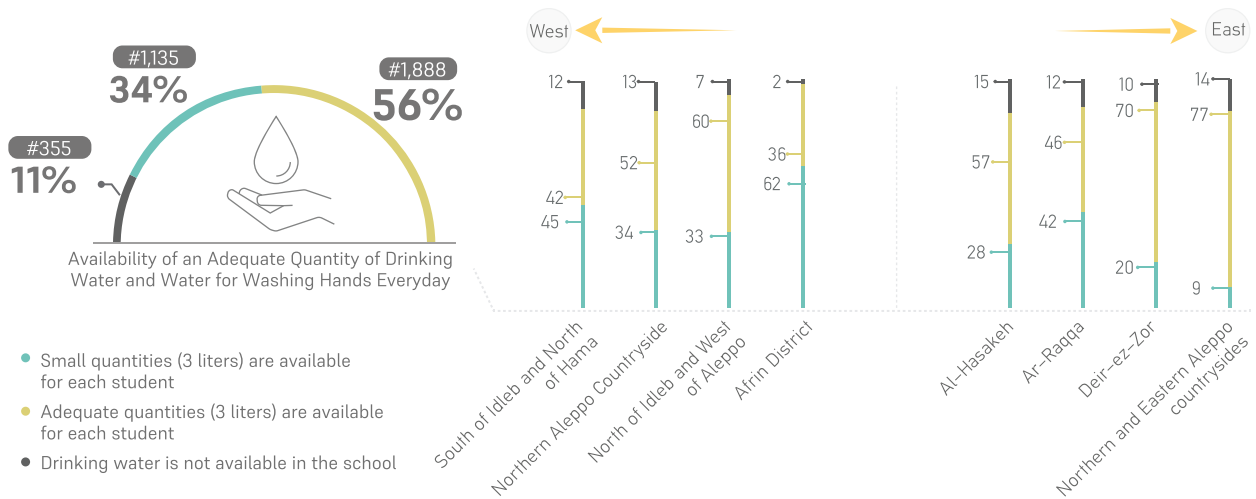
In NWS, 22 schools aren't supplied with water and manage to get water from adjacent areas; 9 schools of which in north Idleb and West Aleppo constituting 1% of the functional schools there; 5 schools in the countryside of northern Aleppo, southern Idleb and northern Hama; 3 schools in Afrin district, Most of the schools in Afrin district are supplied with water through the public network; the largest part of schools in northern Idleb, western Aleppo, southern Idleb, northern Hama and northern Aleppo countryside get water through truck tankers.

In NES, 18 schools suffer from the lack of water and get water from adjacent areas including 8 schools in Al-Hasakeh governorate, 7 schools in north-eastern Aleppo countryside and 3 schools in Ar-Raqqa governorate. Most of the schools in Al-Hasakeh and Ar-Raqqa governorates get water through the public network; the largest part of the schools in north-eastern Aleppo countryside get water through a water well adjacent to the school; the majority of the schools in Deir-ez-Zor governorate get water through truck tankers.

03 AVAILABILITY OF ADEQUATE AMOUNTS OF DRINKING WATER AND WATER FOR DAILY USAGE IN SCHOOLS

The study found that 11% (355 schools) of functional schools aren't supplied with drinking water; 56% (1,888 schools) are supplied with small amounts of drinking water, and drinking water was available in sufficient quantities in 34% (1,135 schools) of the functional schools.

Figure 25: Amount of Drinking Water in Functional Schools



According to Sphere²¹ standards, “3 litres/pupil/day for drinking and hand washing (use for toilets not included).” Based on Sphere criteria. Schools were divided into two categories; the first is for the schools in which water for drinking and washing hands is available in small quantities and the amount of water per student is estimated to be less than 3 liters per day; the second is for schools in which water for drinking and washing hands is available in adequate quantities and the amount of water per student is estimated to be 3 liters or more per day. when visiting the schools, those in charge of the schools were asked about the amount of water for drinking and washing hands that is supplied to the schools and to divide these quantities by the number of students in the schools; they were also asked about the amount of water for drinking and washing hands that the students get every day to reach more accurate information.

In NWS, 13% (38 schools) of the functional schools in northern Aleppo countryside didn't have drinking water, whereas 52% (148 schools) had only small quantities. 12% (49 schools) of the functional schools in southern Idleb and northern Hama were supplied with drinking water, yet 42% (168 schools) were supplied only with small amounts. 7% (72 schools) of the functional schools in northern Idleb and western Aleppo didn't have drinking water, whereas 52% (649 schools) had small quantities. Drinking water wasn't available in 2% (4 schools) of the functional schools in Afrin district, but small quantities were available in 36% (66 schools).

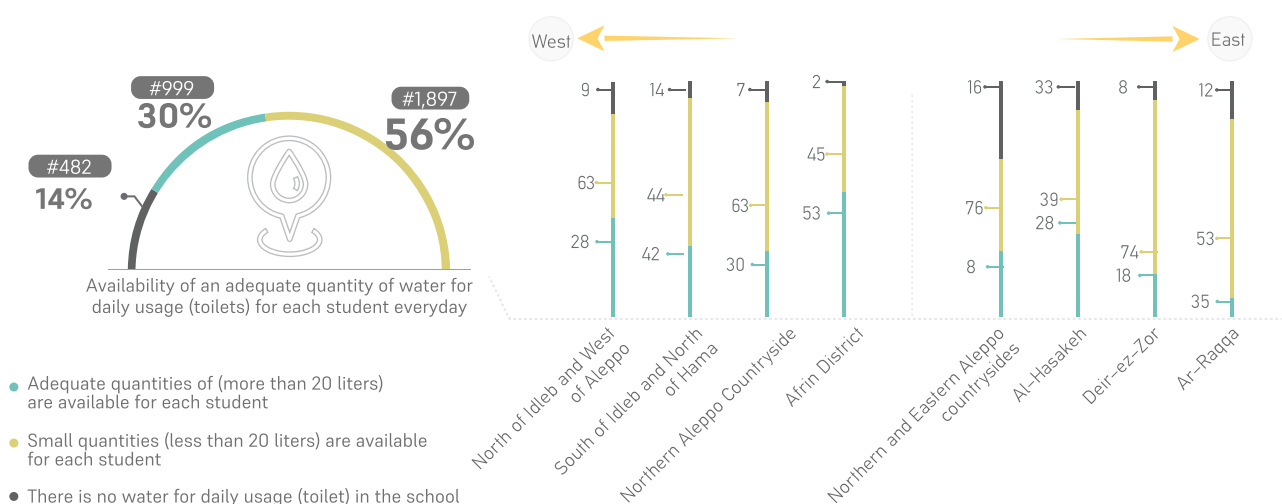
21. <http://bit.ly/2RZGch8>

In NES, 14% (35 schools) of the functional schools in north-eastern Aleppo countryside had no drinking water, whereas 77% (139 schools) had only small quantities; 15% (91 schools) of the functional schools in Al-Hasakeh governorate had no drinking water. Drinking water was not available in 12% (43 schools) of the functional schools in the governorate of Ar-Raqqa and was available in small quantities in 46% (162 schools), drinking water was not available in 10% (23 Schools) of the functional schools in the governorate of Deir-ez-Zor and are available in small quantities in 70% (155 schools).

04 AVAILABILITY OF ADEQUATE AMOUNTS OF WATER FOR TOILETS IN FUNCTIONAL SCHOOLS

The study found that 14% (482 schools) of functional schools had no toilet water; whereas 56% (1,897 schools) had small quantities of water for toilets, and drinking water was available in adequate quantities in 30% (999 schools) of functional schools.

Figure 26: Water Quantity for Toilets within Functional Schools



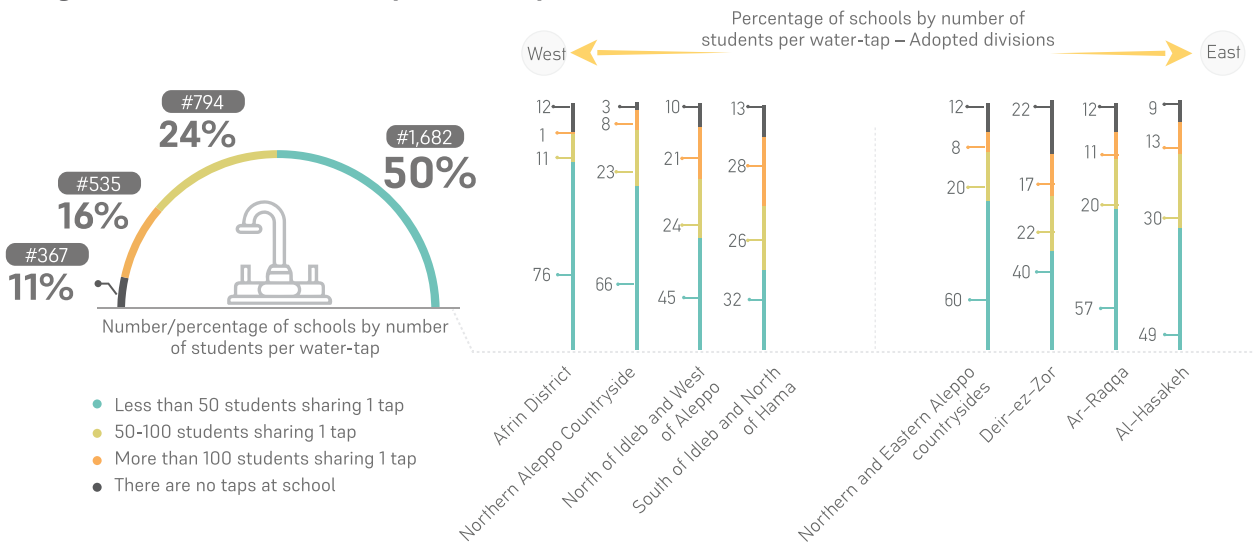
According to Sphere²² Standards, "20-40 litres/user/day for conventional flushing toilets connected to a sewer; 3-5 litres/user/day for pour-flush toilets". Based on these criteria, Schools in which water is available are divided into two categories, the first is for schools in which water for toilets is available in small quantities and is estimated that each student received less than 20 liters per day; the second category is for schools in which water for toilets is available in adequate amounts estimated at 20 liters or more for each student per day. When visiting the schools, those in charge of the schools were asked about the amount of water for toilets that is supplied to the schools and to divide these quantities by the number of students in the schools; they were also asked about the amount of water for toilets that the students get every day to reach more accurate information.

22. <http://bit.ly/2RZGch8>

05 NUMBER OF STUDENTS PER WATER TAP

The results of the study showed that 50% (1,682 schools) of the total functional schools that provide water for their students had fewer than 50 students per water tap, 24% (794 schools) of the total functional schools which provide water for their students had 50-100 students per tap, 16% (535 schools) of the total functional schools that provide water for their students had more than 100 students per tap; additionally, 11% (367 schools) of functional schools had no functional drinking water taps.

Figure 27: Number of Students per Water Tap



In Syrian schools, the break between lessons is 30 minutes, making the number of students per tap less than 50 acceptable and doesn't make the place in front of the water taps so crowded nor the students will scramble. In case of having more than 50 students per tap the place could be a bit crowded in the breaks; If the number of students per tap reaches 100 or more, the place in front of the water taps will be so crowded and part of the students will be deprived of drinking water during breaks after having spent 90 minutes (two consecutive lessons) without drinking water; furthermore, water taps mustn't be located just in one place in the courtyard in order to prevent students scrambling in front of the water taps.

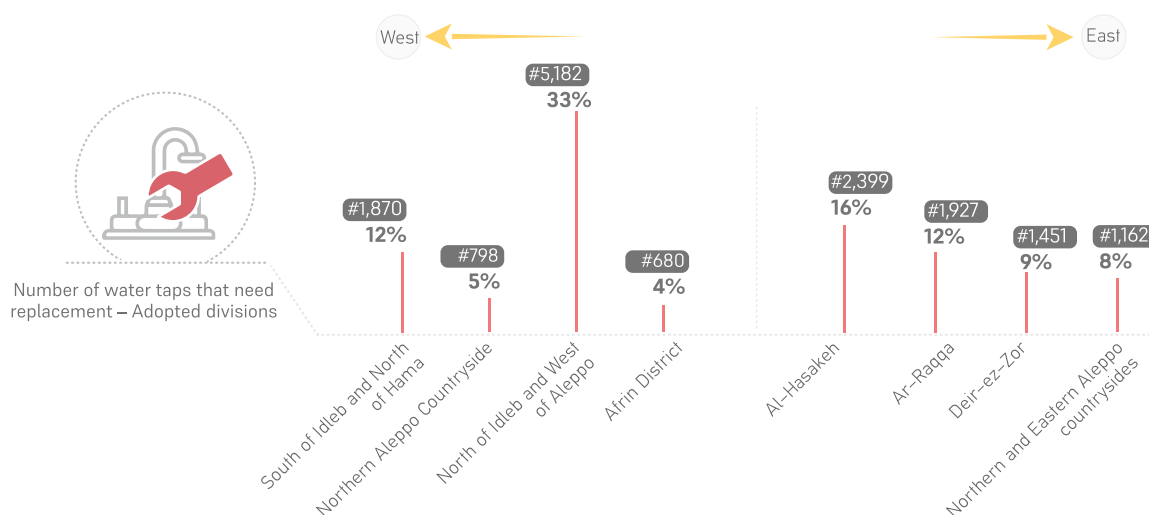
In NWS, there are no functional drinking water taps in 12% (22 schools) of the functional schools in Afrin district and 1% (2 schools) of the functional schools have overcrowding of students in front of the water taps; the study also showed that there are no functional drinking water taps in 13% (52 schools) of the functional schools southern Idlib and northern Hama; in 28% (113 schools) students scramble in front of the water taps; there are no drinking water taps in 2% (9 schools) of the functional schools in northern Aleppo countryside, whereas in 8% (23 schools) there is crowding in front of the water taps, whereas there are no functional taps of drinking water in 10% (111 schools) in northern Idlib and western Aleppo, and in 21% (225 schools) students scramble in front of the water taps.

In NES, there are no functional drinking water taps in 22% (49 schools) of the functional schools of Deir-ez-Zor governorate and 17% (37 schools) have overcrowding of students in front of the taps; there are no functional taps of drinking water in 9% (54 schools) of Al-Hasakeh governorate; in 13% (77 schools) a large crowd of students is formed in front of the water taps, there are no taps of drinking water in 12% (41 schools) of schools in Ar-Raqqa governorate. In 11% (38 schools) a large crowd of students is formed in front of water taps; there are no functional taps of drinking water in 12% (29 schools) of schools in northeastern Aleppo countryside and in 8% (20 schools) a large crowd of students is formed in front of the water taps.

06 WATER TAPS THAT NEED REPLACEMENT

In the functional schools assessed 15,469 water taps were required to be replaced; this number includes all the drinking water taps, water taps in the toilets and those used for other purposes.

Figure 28: Number of Water Taps that Need Replacement



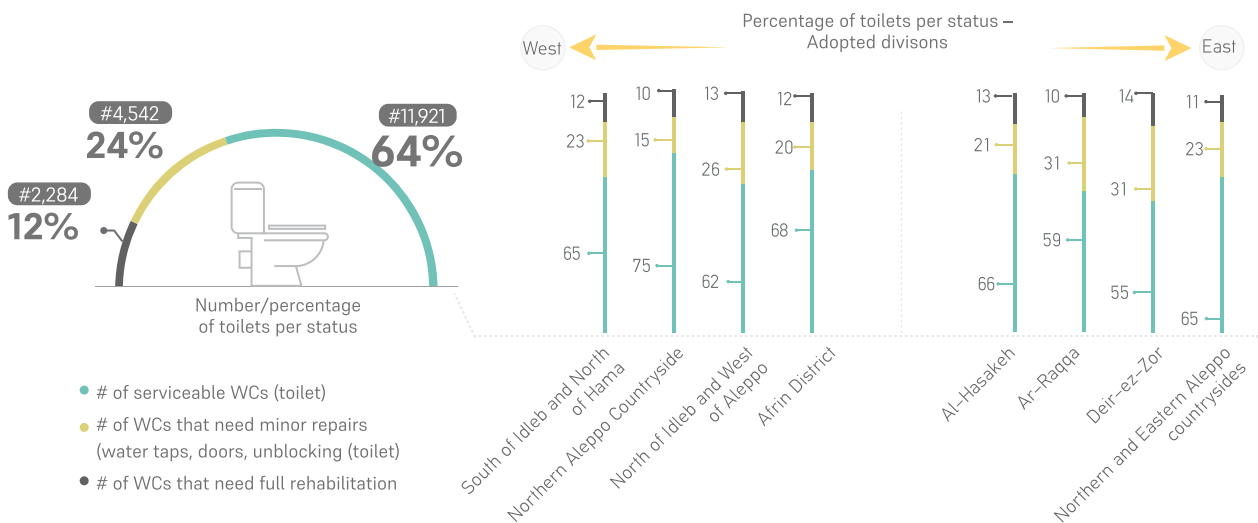
In NWS, the largest number of taps that need to be replaced in northern Idlib and western Aleppo, reached 33% (5,182 taps) of the total number of taps that need to be replaced in the functional schools surveyed, whereas in southern Idlib and northern Hama the percentage reached 12% (1,870 taps); in northern Aleppo countryside the number of taps that need to be replaced is (798 taps), while in Afrin district the percentage forms 4% (680 taps).

In NES, the largest number of water taps requiring replacement is found in Al- Hasakeh governorate accounting for 16% (2,399) of the total number of taps requiring replacement in the functional schools assessed; in Ar-Raqqa governorate the percentage comprised 12% (1,927); in Deir-ez-Zor governorate the percentage reached 9% (1,451taps); whereas the percentage in north-eastern Aleppo countryside accounted for 8% (1,162 taps).

07 THE STATUS OF TOILET BLOCKS WITHIN SCHOOLS

The results of the study showed that 50% (1,682 schools) of the total functional schools that provide water for their students had fewer than 50 students per water tap, 24% (794 schools) of the total functional schools which provide water for their students had 50-100 students per tap, 16% (535 schools) of the total functional schools that provide water for their students had more than 100 students per tap; additionally, 11% (367 schools) of functional schools had no functional drinking water taps.

Figure 29: Toilets within Schools per Status



According to the minimum education standards INEE²³, “Sanitation facilities must be available near the learning environment”, school toilets need regular maintenance; it is also important to clean the toilets regularly, especially in primary schools.

According to the study, there are 4,542 toilets requiring minor maintenance to be ready for use in the functional schools assessed; In this case, the toilets need full rehabilitation including water taps, doors, clearing the clogged waste pipes of the toilets; there are also 2,284 toilets which need full rehabilitation; in this case, toilets need to have the walls, ceilings, and cesspits reconstructed; sometimes it is required to rebuild the toilet all over again.

In NWS, the majority of the toilets requiring maintenance are found in northern Idleb and western Aleppo; 26% (1,571 toilets) of the latrines there require minor repairs and 13% (788 toilets) require complete rehabilitation.

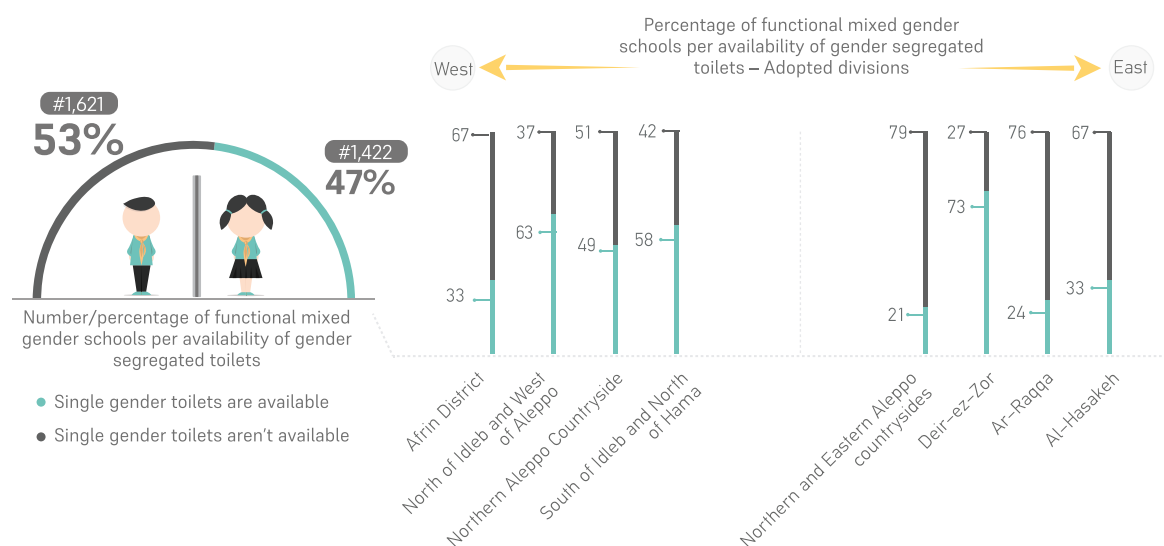
In NES, the majority of the toilets that require maintenance are found in Deir-ez-Zor governorate; 31% (399 toilets) of the toilets there require minor repairs and 14% (187 toilets) require complete rehabilitation.

23. <http://bit.ly/2uCzG87>

08 AVAILABILITY OF GENDER SEGREGATED TOILETS WITHIN MIXED-GENDER SCHOOLS (SCHOOLS ATTENDED BY FEMALE AND MALE STUDENTS)

The results of the study show that there are no gender-segregated toilets in 53% (1,621 schools) of functional mixed-gender schools (attended by male and female students), and 47% (1,422 schools) are single-gender schools.

Figure 30: Separating Toilets per Gender in Mixed-gender Schools



According to the INEE minimum education standards, "separate toilets for boys/men and girls/women should be located in safe, convenient and easily accessible places." Female toilets must be separate from male toilets in mixed schools. It is better to have female toilets distant from male toilets to provide privacy for both genders and avoid any harassment or abuse.

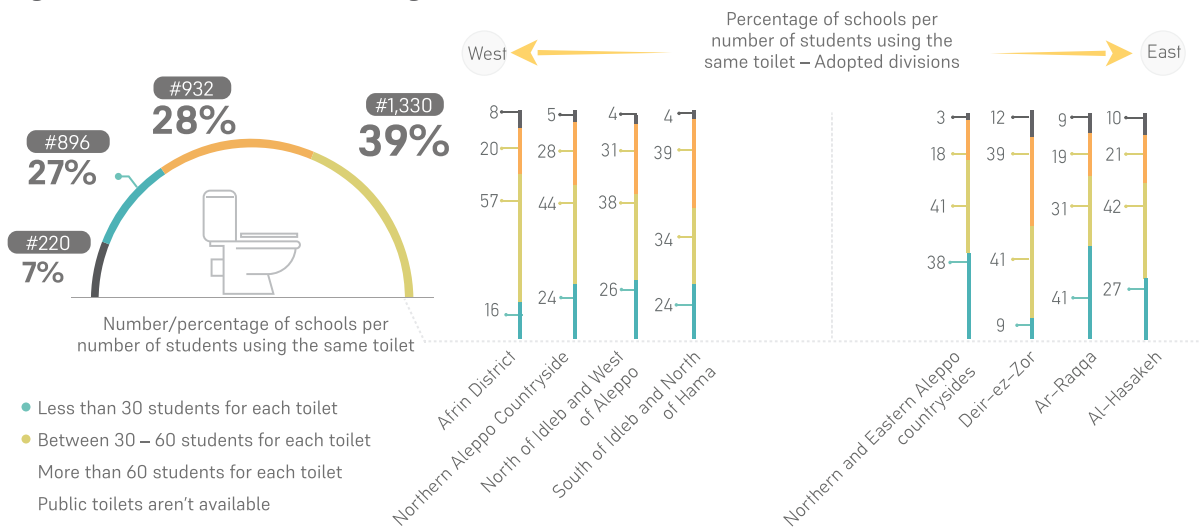
In NWS, the majority of schools which are attended by both female and male student and don't have separate toilets are found in Afrin area, accounting for 67% (124 schools) of all mixed schools; it is noted that there is a large number of rural schools in Afrin district.

In NES, the majority of schools which are attended by both female and male student and don't have separate toilets are found in north-eastern Aleppo countryside with a percentage of 79% (195 schools) of all mixed schools; and the percentage of schools which don't have separate toilets in Ar-Raqqa governorate accounts for 76% (265 schools).

09 NUMBER OF STUDENTS USING THE SAME TOILET

The study found that there are no functional toilets within 7% (220 schools) of functional schools; more than 60 students use the same toilet in 28% (932 schools) of schools; between 30 and 60 students use the same toilet in 39% (1,330 schools) of the schools; in 27% (896 schools) of the schools, 30 female and male students or less use the same toilet.

Figure 31: Number of Students Using the Same Toilet



Sphere guidelines²⁴ for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys. If provision of separate toilets isn't initially possible, arrangements can be made to avoid girls and boys using the toilets at the same time.

In NWS, the largest number of students using the same toilet is found in southern Idleb and northern Hama, where the study found that 4% (15 schools) don't have functional toilets; and in 39% (155 schools) more than 60 female and male students use the same toilet. The study found that 25% of the toilets in the schools located southern Idleb and northern Hama need maintenance, resulting in overcrowding in front of the public toilets.

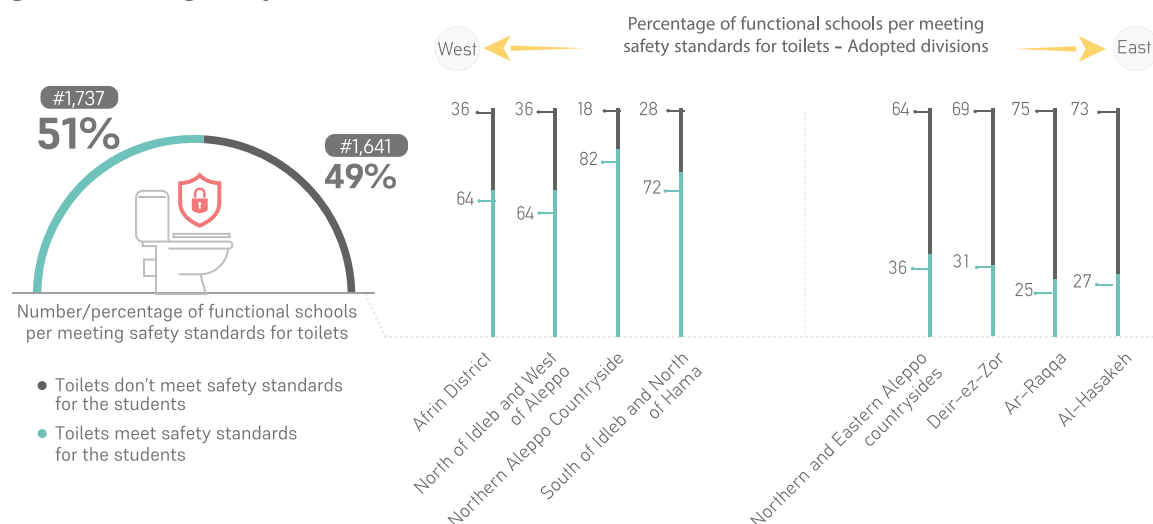
In NES, the largest number of students using the same toilet is found in Deir-ez-Zor governorate, where the study found that 12% (26 schools) don't have functional toilets; and in 39% (87 schools) more than 60 female and male students use the same toilet; The study found that 45% of the toilets in schools in Deir-ez-Zor governorate need maintenance, resulting in overcrowding in front of the public toilets.

24. <http://bit.ly/2RZGch8>

10 MEETING SAFETY STANDARDS FOR THE SCHOOLS' TOILETS

The study found that there are no functional toilets within 7% (220 schools) of functional schools; more than 60 students use the same toilet in 28% (932 schools) of schools; between 30 and 60 students use the same toilet in 39% (1,330 schools) of the schools; in 27% (896 schools) of the schools, 30 female and male students or less use the same toilet.

Figure 32: Meeting Safety Standards for the Schools' Toilets



According to INEE education standards, "Sanitation facilities must be accessible to people with disabilities, and must maintain privacy, dignity and safety, toilet doors must be closed from the inside, in order to prevent sexual harassment and exploitation, toilets must be located Separate for boys/men, girls/women in safe, convenient, accessible places."

Through the field visits, while IMU researchers were collecting school data, they checked that toilet doors are efficient and lockable from the inside, they also made sure that the toilets are in appropriate areas that protect children from harassment or abuse.

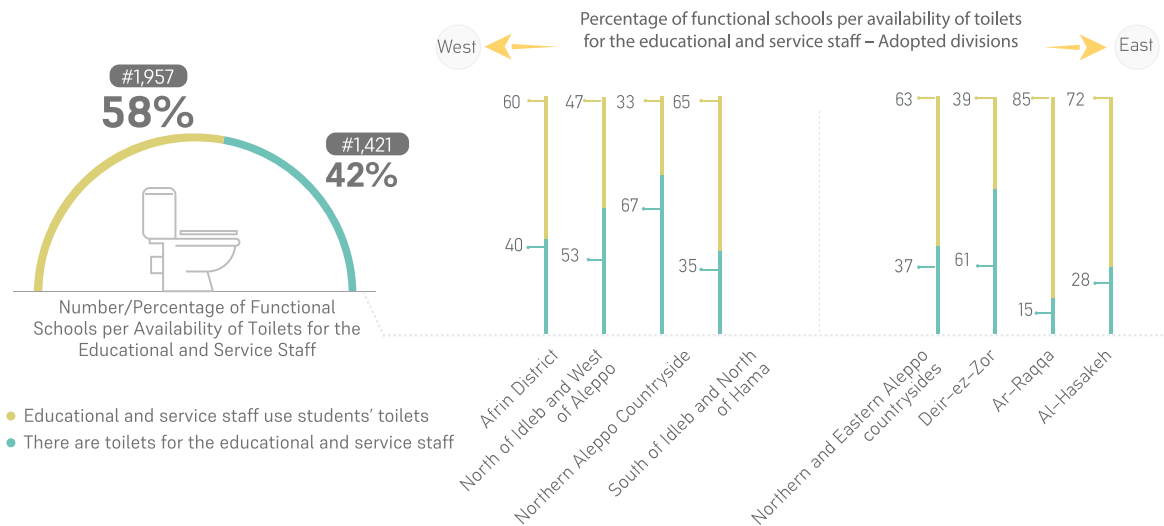
Concerning NWS, in 36% (67 schools) of functional schools in Afrin area either the toilets' doors don't have locks, or if the locks are already installed, they are in need of maintenance. There are locks for the doors of the toilets in 36% (382 schools) of the schools in northern Idlib and western Aleppo; 28% (113 schools) of schools in southern Idlib and northern Hama have no locks for the toilets' doors; 18% (51 schools) of schools in northern Aleppo countryside don't have locks installed on the toilets' doors.

In NES, there are no locks for the toilets' doors in 36% (161 schools) of functional schools in north-eastern Aleppo countryside and in case there are locks installed; there are no locks for the doors of the toilets in 31% (153 schools) of Deir-ez-Zor governorate; additionally, in 27% (448 schools) of Al-Hasakeh governorate there are no locks for the toilets' doors; 25% (266 schools) of the schools in Ar-Raqqa governorate have no locks for the toilets' doors.

11 AVAILABILITY OF TOILETS FOR THE TEACHING AND SERVICE STAFF AT SCHOOLS

The study found that 42% (1,421 schools) of functional schools have toilets for the educational and service staff, while educational and service staff use student toilets in 58% (1,957 schools) of the schools.

Figure 33: Availability of Toilets for the Educational and Service Staff within Schools



There should be toilets for the educational and service staff within schools, furthermore, they should be separated from the students' toilets to avoid harassment while using the toilets.

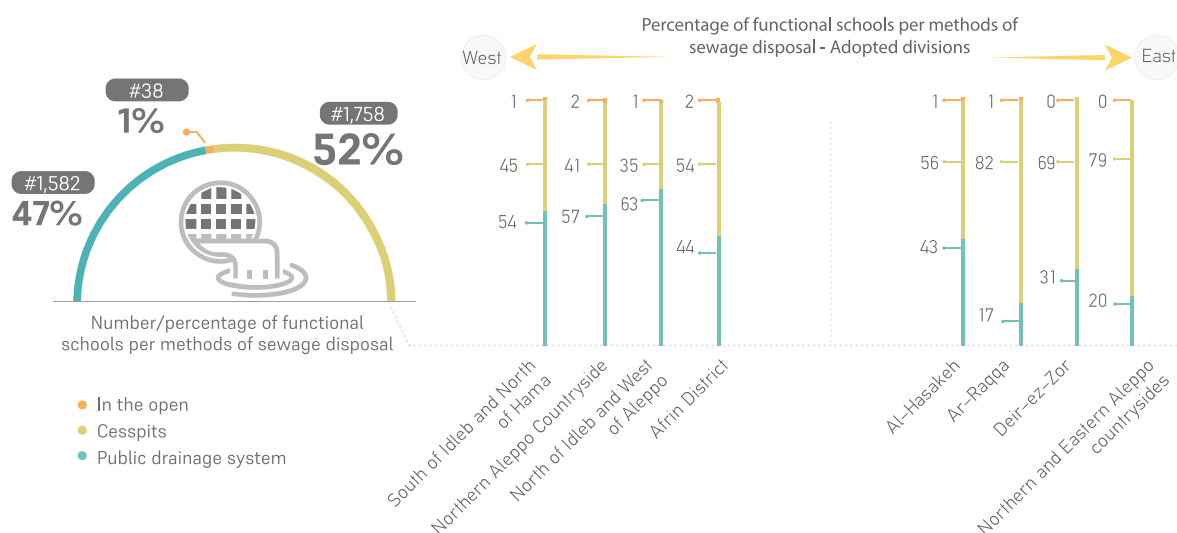
In NWS, there are no toilets dedicated for use by the educational and service staff in 65% (259 schools) of schools in southern Idlib and northern Hama, and the educational and service staff use students' toilets; there aren't toilets for the educational and service staff in 60% (111 schools) of schools in Afrin area, so as the case in 47% (511 schools) of schools in northern Idlib and western Aleppo; and in 33% (94 schools) of schools in northern Aleppo countryside.

In NES, there are no toilets for the educational and service staff in 85% (300 schools) of schools in Ar-Raqqa governorate and educational and service staff use students' toilets; the same thing happens in 72% (437 schools) of schools in Al-Hasakeh governorate, 63% (158 schools) of schools in north-eastern Aleppo countryside and in 39% (87 schools) of schools in Deir-ez-Zor governorate.

12 METHODS OF SEWAGE DISPOSAL

The results of the study showed that 47% (1,582 schools) of all functional schools assessed discharge sewage in the public drainage system, while 52% (1,758 schools) discharge sewage in irregular cesspits (having no layers to filter wastewater and prevent contaminating groundwater); 1% (38 schools) discharge wastewater in the open.

Figure 34: Methods of Sewage Disposal



According to Sphere standards²⁵, "Give particular attention to the disposal of children's feces, as they are commonly more dangerous than those of adults (excreta-related infection among children is frequently higher, and children may not have developed antibodies to infections)".

Rural schools often dispose sewage in irregular cesspits due to the destruction of the public drainage system caused by the shelling; usually, there is only one cesspit within the school and due to the large number of students using the toilet, the cesspit constantly overflows and needs to be emptied periodically. In winter, the possibility of an irregular cesspits flood increases due to rain. Rainwater can mix with wastewater leading to floods that carry germs which spread diseases.

In NWS, 54% (100 schools) of schools in Afrin area discharge wastewater into irregular cesspits and there are 3 schools that dispose wastewater in the open; in NES; 45% (177 schools) of schools in south Idleb and north Hama dispose wastewater in irregular cesspits with 5 schools discharging wastewater in the open.

In NES, 82% (288 schools) of schools in Ar-Raqqa governorate dispose wastewater in irregular cesspits and there are 4 schools that dispose wastewater in the open; 79% (199 schools) of the schools in north-eastern Aleppo countryside dispose wastewater in irregular cesspits and one school discharges wastewater in the open.

25. <http://bit.ly/2RZGch8>

Section

05

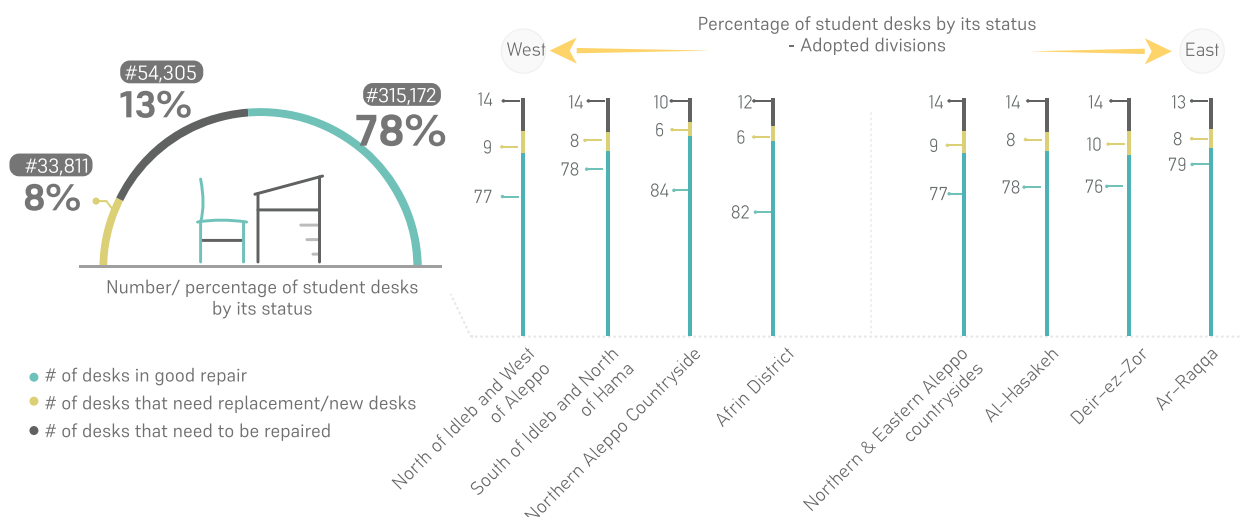
SCHOOL SUPPLIES (SCHOOL FURNITURE)



01 THE STATUS OF STUDENT DESKS

The study found that the bulk of desks, 71 % (315,172 desks), in functional schools are usable. In contrast, 13 % (54,305 desks) need to be repaired to become usable, whereas 8% (33,811 desks) are completely irreparable and need replacement.

Figure 35: Number/percentage of students desks by technical status

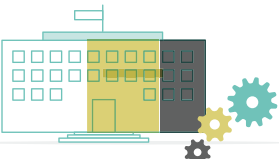


The most commonly used type of desks in Syrian schools is made of two parts (in terms of manufacturing materials); metal pipes and wooden panels (forming the part on which the student sit (backrest), in addition to the drawer.

Under normal circumstances, the wooden part of the school desk is exposed to damage and needs repairs every few years (replacement of the wooden panels). Moreover, the conditions of war, bombardment and destruction of schools have completely damaged some of the school desks, so they need to be replaced.

In NWS, 14% (18,861 desks) of the total desks in the assessed functional schools need to be repaired and 9% (12,201 desks) need replacement in northern Idleb and western Aleppo. Moreover, in southern Idleb and northern Hama, 14% (6,863 desks) of the total desks in functional schools need to be repaired, whereas 8% (3,718 desks) need replacement.

In NES, 14% (3,599 desks) of the total desks in the assessed functional schools in Deir-ez-Zor governorate need to be repaired, while 10% (2,711 desks) need to be replaced. In the northeastern countryside of Aleppo, 14% (4,489 desks) of the total desks need to be repaired, whereas 9% (2,849 desks) need to be replaced.

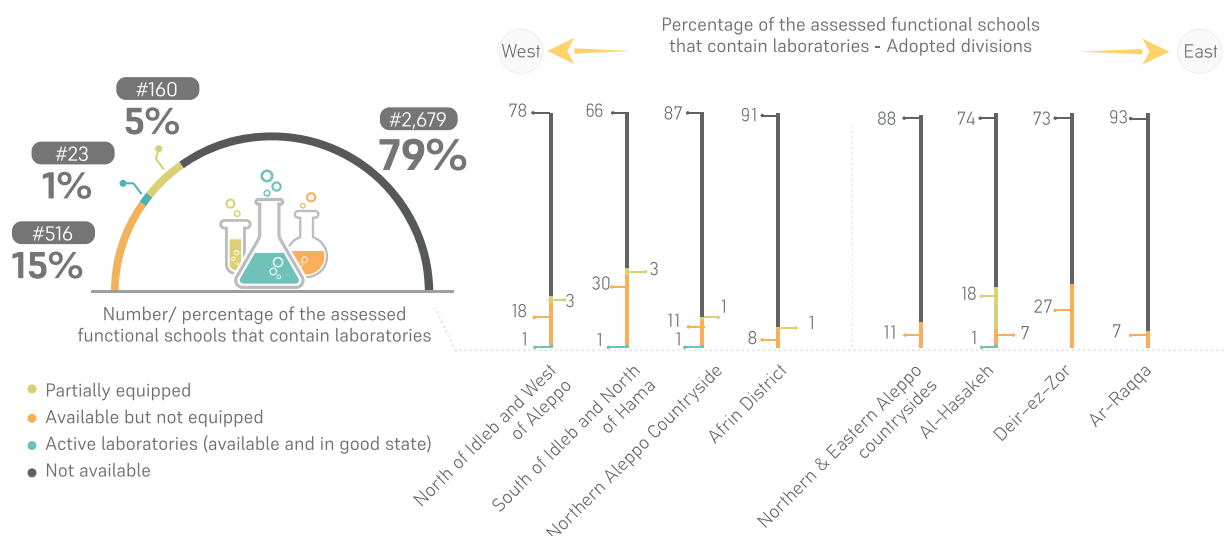
Figure 36: Number of student desks by technical status- district/sub-district level


	desks in good repair	desks that need to be repaired	desks that need replacement/new desks
	#	#	#
Southern Idleb and Northern Hama			
District Level			
Al Ma'ra	28,881	5,352	3,184
Hama	680	130	70
Muhardah	387	72	25
As-Suqaylabiyah	7,965	1,309	439
Northern Idleb and Western Aleppo			
District Level			
Idleb	25,791	5,100	2,736
Harem	19,212	3,483	2,525
Jisr-Ash-Shugur	11,164	2,182	1,592
Jebel Saman	34,588	4,842	3,272
Ariha	15,116	3,254	2,076
Northern Aleppo Countryside			
District Level			
Jarablus	8,209	1,339	889
AL Bab	6,577	943	469
A'zaz	10,971	841	503
Afrin District			
Sub-district Level			
Ma'btali	2,426	396	146
Afrin	2,474	240	63
Sheikh EL-Hadid	1,145	370	166
Sharan	2,970	360	132
Raju	1,778	246	243
Jandairis	2,568	241	295
Bulbul	1,737	272	89
North-eastern Aleppo Countryside			
District Level			
Menbij	8,232	1,702	1,117
Ain al Arab	15,869	2,767	1,732
Al-Hasakeh governorate			
District Level			
Al-Hasakeh	6,819	719	563
Ras Al Ain	7,916	1,948	1,085
Al-Malikeyyeh	26,004	4,827	2,707
Quamishli	16,797	2,963	1,816
Deir-ez-Zor Governorate			
District Level			
Deir-ez-Zor	10,308	1,895	1,368
Al Mayadin	6,134	1,255	903
Abu Kamal	3,150	449	440
Ar-Raqqah Governorate			
District Level			
Ar-Raqqah	6,407	1,299	963
Tell Abiad	16,704	2,796	1,750
Ath-Thawrah	6,193	693	453

02 AVAILABILITY OF SCHOOL LABORATORIES

The results of the study showed that 79% (2,679 schools) of the assessed functional schools are without any laboratories, while 15% (516 schools) include unequipped laboratories, 5% (160 schools) of the functional schools have partially equipped laboratories, whereas only 1% (23 schools) have equipped laboratories.

Figure 37: Availability of laboratories within the assessed functional schools



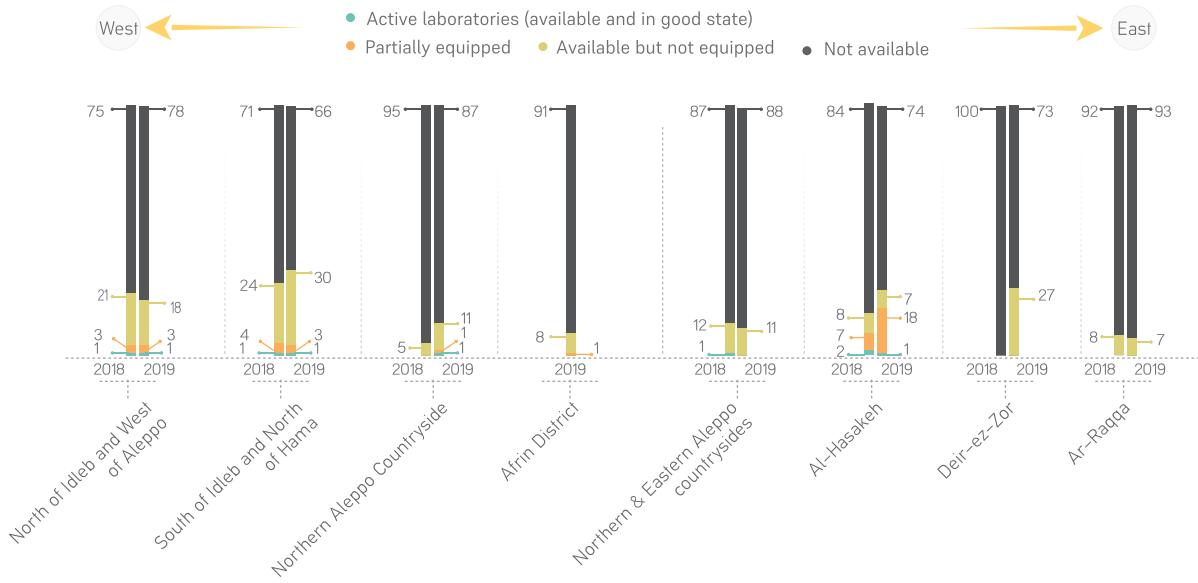
Some subjects need supportive educational methods to simplify some rules and reach the results by applying the experiments, the thing which requires the provision of school laboratories equipped with all supporting educational means.

This report presents the availability of laboratories within schools and the extent of their functionality at three levels. **1) Unequipped laboratories:** in this case, there is a dedicated room for the laboratory, but without equipment or supportive educational means. **2) Partially equipped laboratories:** in this case, there is a dedicated room for the laboratory, but it is incomplete in terms of laboratory equipment and visual aids, where the laboratories are often unused. **3) Operating laboratories:** in this case, the laboratory is operating, where practical lessons for students are held.

In NWS, in northern Idleb and western Aleppo, only 12 functional schools have equipped laboratories, 3% (33 schools) of the assessed functional schools have partially equipped laboratories, 18% (197 schools) include unequipped laboratories, whereas 78% (834 schools) have no laboratories at all. Moreover, in southern Idleb and northern Hama, only three schools have equipped laboratories, 3% (10 schools) of the assessed functional schools have partially equipped laboratories, 30% (120 schools) have unequipped laboratories, whereas 66% (264 schools) have no laboratories at all.

In NES, in Al-Hasakeh governorate, only five schools have equipped laboratories, 18% (110 schools) of the assessed functional schools have partially equipped laboratories, 7% (41 schools) have unequipped laboratories, whereas 74% (455 schools) have no laboratories at all. Furthermore, in the northeastern countryside of Aleppo, only one school has an equipped laboratory, another school has a partially equipped laboratory, 11% (28 schools) of functional schools have unequipped laboratories, and 88% (221 schools) have no laboratories at all.

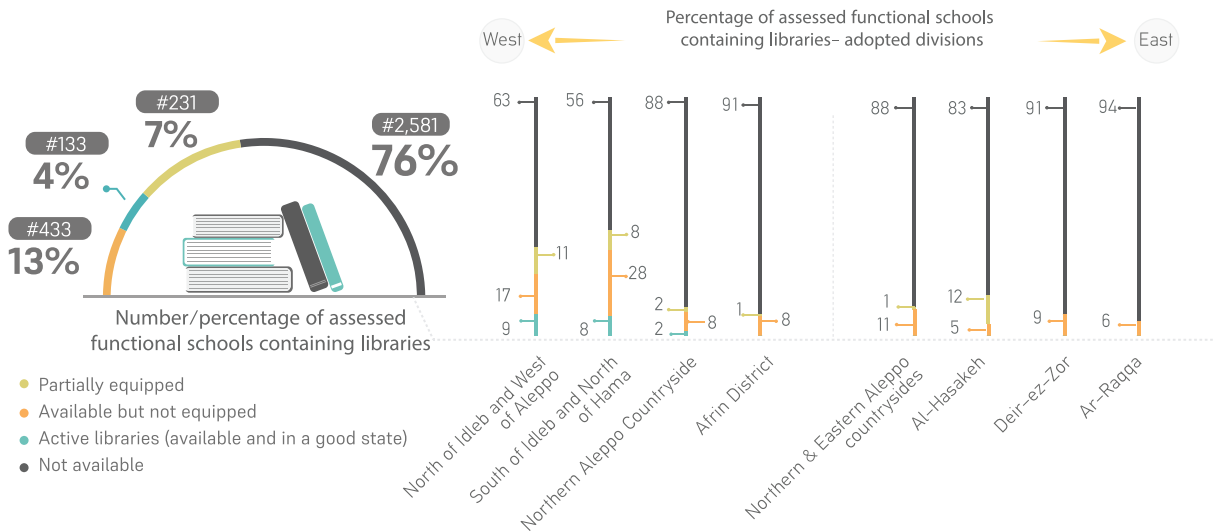
Figure 38: Comparison of the availability of school laboratories within the functional schools over two consecutive years



03 AVAILABILITY OF SCHOOL LIBRARY

The results of the study showed that only 4% (133 schools) of the total assessed functional schools have operating libraries, and only 7% (231 schools) have partially equipped libraries. However, 13% (433 schools) of the functional schools have unequipped libraries, and 76% (2,581 schools) have no libraries at all.

Figure 39: Availability of school libraries within the assessed functional schools

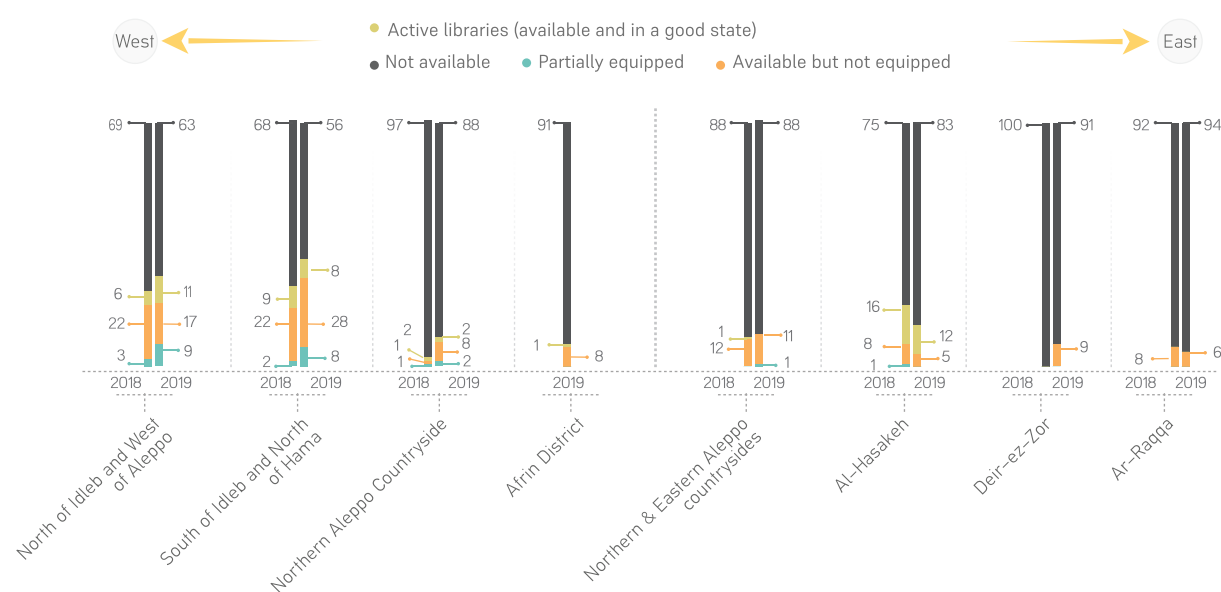


Formal schools have libraries for reading and accessing extra information resources, and a large number of students use these libraries to expand their knowledge. In large schools attended by a large number of students, a hall in the school building is usually dedicated for a library and equipped with books and references, along with a reading hall where students can read in their free time. In small or medium-sized schools, a library may not have a reading room. In this case, the students borrow books and references, take them home, and return them few days later. This report presents the availability of libraries within schools and the extent of their functionality at three levels. **1) Unequipped libraries:** in this case, there is a dedicated room for the library, but without books or furniture. **2) Partially equipped Libraries:** in this case, there is a dedicated room for the library, but it is incomplete in terms of the number of books and lack of equipment. **3) Operating libraries:** in this case, the library is complete, operating and receiving students for reading.

In NWS, equipped and functional libraries are available within 94 schools in northern Idleb and western Aleppo, 32 schools in southern Idleb and northern Hama and six schools in the northern countryside of Aleppo. However, no equipped school libraries are available in Afrin districts.

In NES, only one equipped and functional library is available within one school in Al-Hasakeh governorate. In contrast, no equipped or operating libraries are available in Ar-Raqqa and Deir-ez-Zor governorates or in the northeastern countryside of Aleppo.

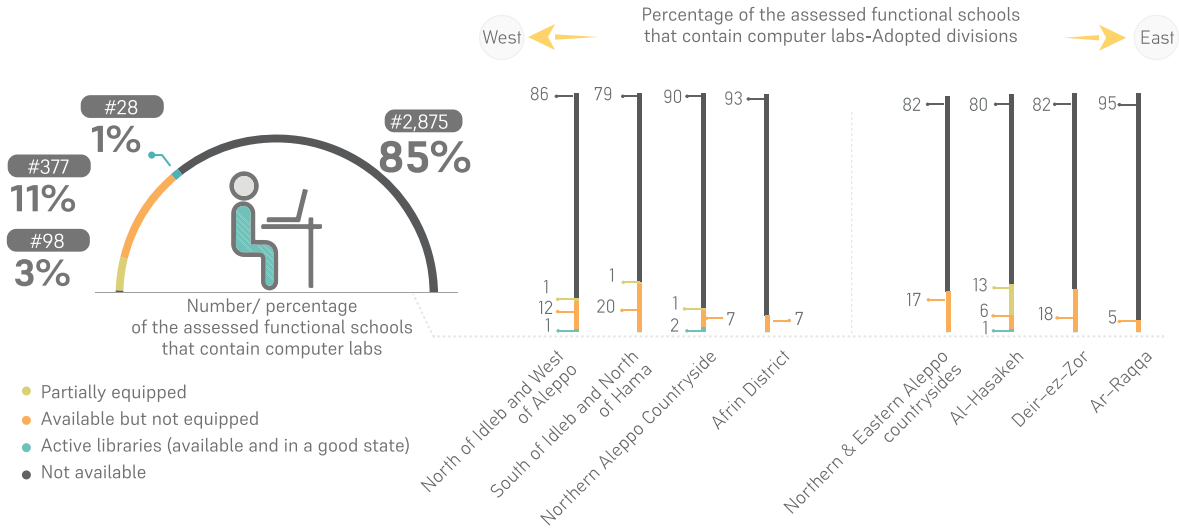
Figure 40: Availability of libraries within Functional Schools throughout two Consecutive Years



04 AVAILABILITY OF COMPUTER LABS

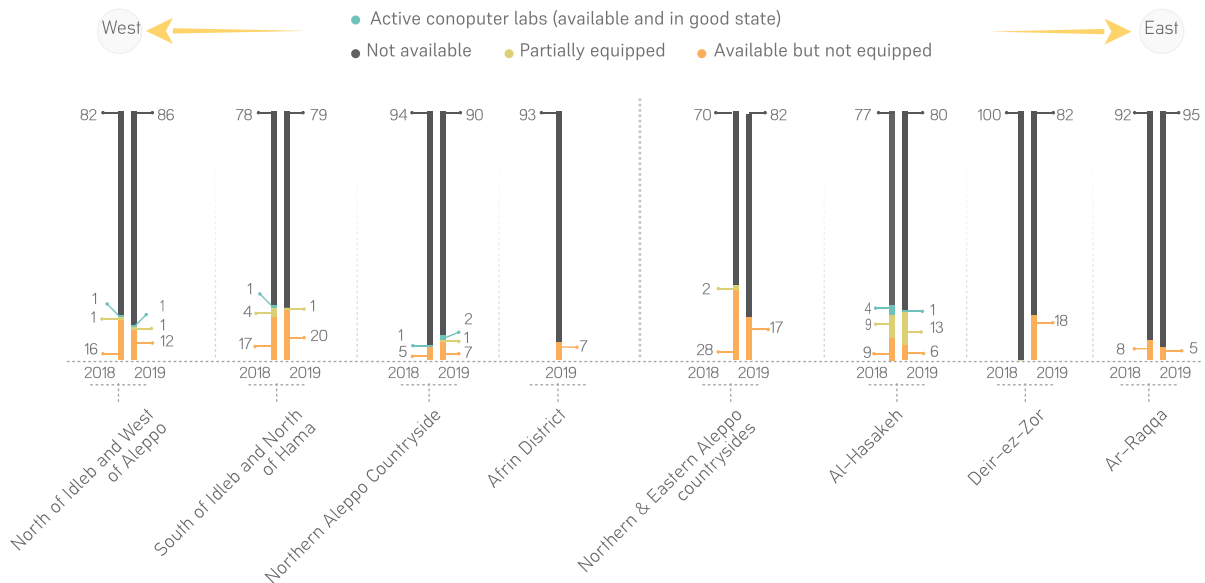
The study found that 1% (28 schools) of the assessed functional schools have operating computer labs, 3% (98 schools) have partially equipped computer labs, 11% (377 schools) have unequipped computer labs, whereas 85% (2,875 schools) do not have any computer labs.

Figure 41: Availability of computer labs within the assessed functional schools



Computer technology has been part of the curriculum in Syria since 1995. After 2000, computer technology was gradually introduced into the curricula of lower and upper-secondary stages. Teaching this subject requires at least one computer lab in each school, including a number of computers proportional to the number of students in the classroom. This report presents the availability of computer labs within schools and the extent of their functionality at three levels. 1) Unequipped computer labs: in this case, there are dedicated rooms as computer labs, but without computers or any other equipment. 2) Partially equipped computer labs: in this case, there are dedicated rooms as computer labs, yet incomplete in terms of operating computers and projectors, where the computer rooms are often unused. 3) Operating computer labs: in this case, the computer labs are operating, where practical lessons in computer technology subject are held.

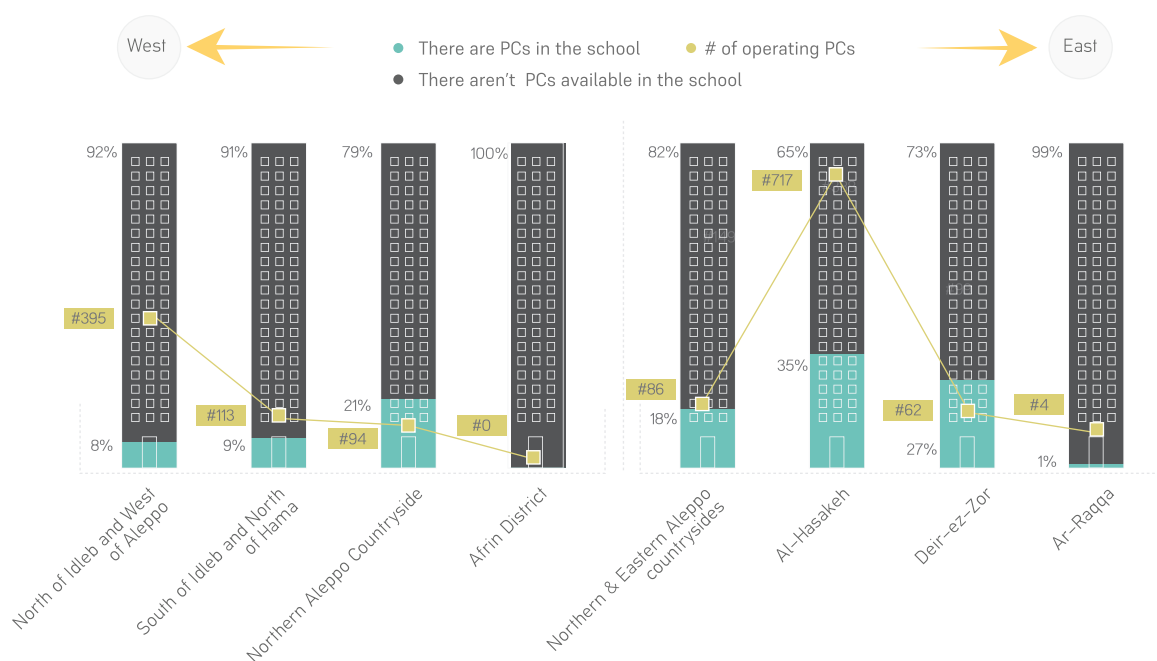
Figure 42: Comparison of the availability of computer labs within the functional schools over two consecutive years



In NWS, there are no computers in any of Afrin district schools, while there are 94 computers in Aleppo northern countryside schools, 113 computers in southern Idlib and northern Hama schools; and 395 computers in northern Idlib and western Aleppo schools.

In NES, there are four computers in Ar-Raqqa governorate, 62 computers in Deir-ez-Zor governorate, 86 computers in the northeastern countryside of Aleppo and 717 computers in Al-Hasakeh governorate.

Figure 43: Availability and number of computers within the assessed functional schools - adopted divisions



Section

06

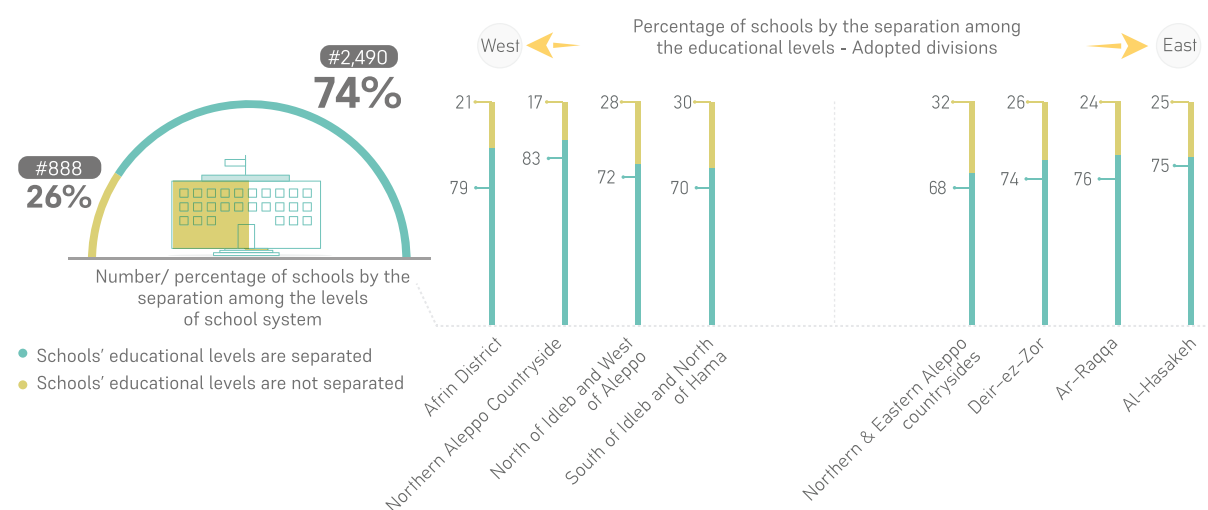
EDUCATIONAL LEVELS AND SCHOOL ATTENDANCE



01 THE SEPARATION BETWEEN THE VARIOUS SCHOOLING STAGES

The results of the study demonstrated that in 26% (888 schools) of the total number of the assessed functional schools, the educational stages are not separated and different age groups are taught within the school (primary - lower-secondary - upper-secondary). On the other hand, in 74% (2,490 schools) of the assessed functional schools, the educational stages are separated and the school is dedicated to only one educational level.

Figure 44: Schools by the segregation of children from different educational levels



Syrian children begin school attendance at the age of 6 years. The educational level includes two levels of study, primary/basic and secondary. However, the bulk of schools still follow the old school system where school levels are divided into the primary level (grades 1-6), lower-secondary level (grades 7-9) and upper-secondary level (grades 10-12). Before the war in Syria, there used to be a school allocated for each of the aforementioned educational level separated from the other.

The proper educational process requires the separation of educational levels (primary and secondary levels). The separation of children according to the different ages and educational levels protects them from being bullied by older students, which may be reflected on their personalities and their ability to learn.

In NWS, the educational levels are not separated in 30% (118 schools) of southern Idleb and northern Hama schools, 28% (304 schools) of northern Idleb and western Aleppo schools, 21% (38 schools) of Afrin district schools and 17% (49 schools) of Aleppo northern countryside schools.

In NES, the educational levels are not separated in 32% (81 schools) of Aleppo northeastern countryside schools, 26% (59 schools) of Deir-ez-Zor governorate schools, 25% (153 schools) of Al-Hasakeh governorate schools and 24% (86 schools) of Ar-Raqqa governorate schools.

02

TEACHER PERCEPTIONS:

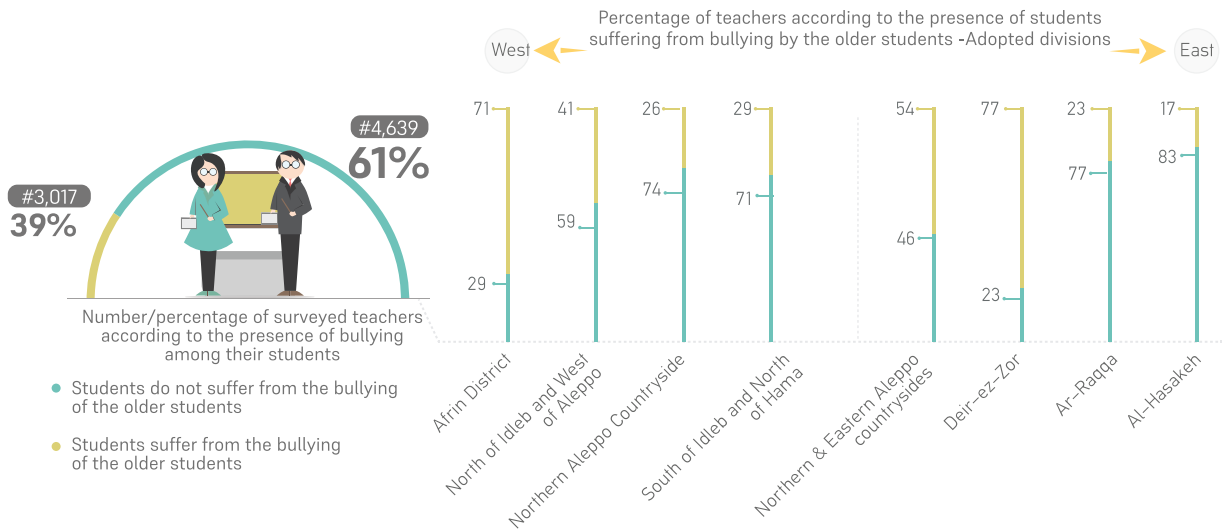
Younger students suffer from bullying by older students in the school due to the presence of students whose ages do not correspond to their actual educational stages (children bullying)

PERCEPTIONS

The IMU enumerators conducted teachers perception survey²⁶, where they asked them whether younger children suffer from bullying by older children (bullying) due to non-separation between the children according to their different ages and educational levels.

39% (3,017 teachers) of the surveyed teachers reported that there is bullying amongst their students, whereas 61% (4,639 teachers) reported that there is no bullying amongst the students.

Figure 45: Teachers perceptions: children bullying

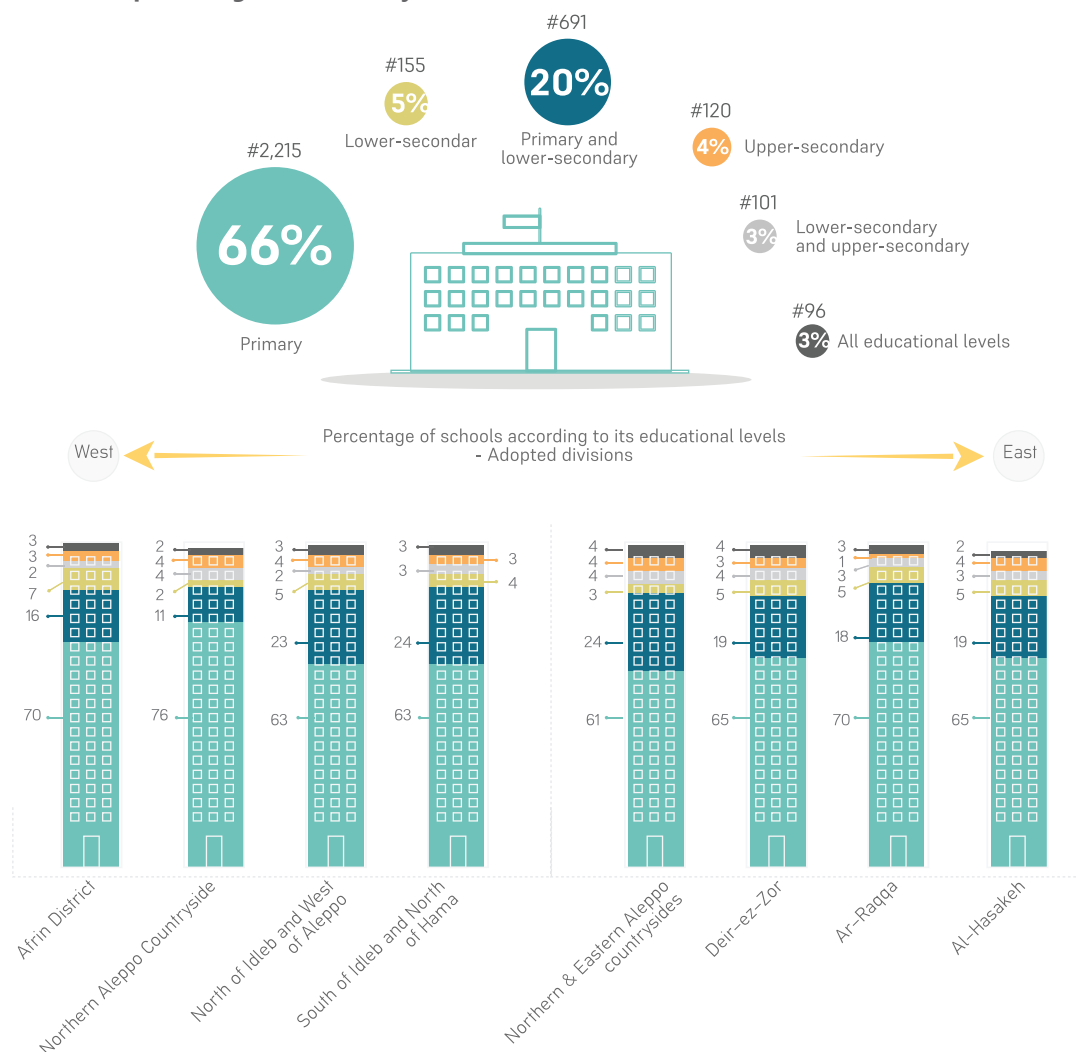


26. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

03 EDUCATIONAL LEVELS

The results of the study revealed that 66% (2,215 schools) of the total assessed functional schools are teaching primary level (grades 1-6), 5% (155 schools) are teaching lower-secondary level (grades 7-9), 20% (691 schools) are teaching primary and lower-secondary levels (grades 1-9), 4% (120 schools) are teaching upper-secondary level (grades 10-12), 3% (101 schools) are teaching lower and upper-secondary levels (grades 7-12) and 3% (96 schools) are teaching all levels (grades 1-12).

Figure 46: Number/percentage of schools by the educational levels



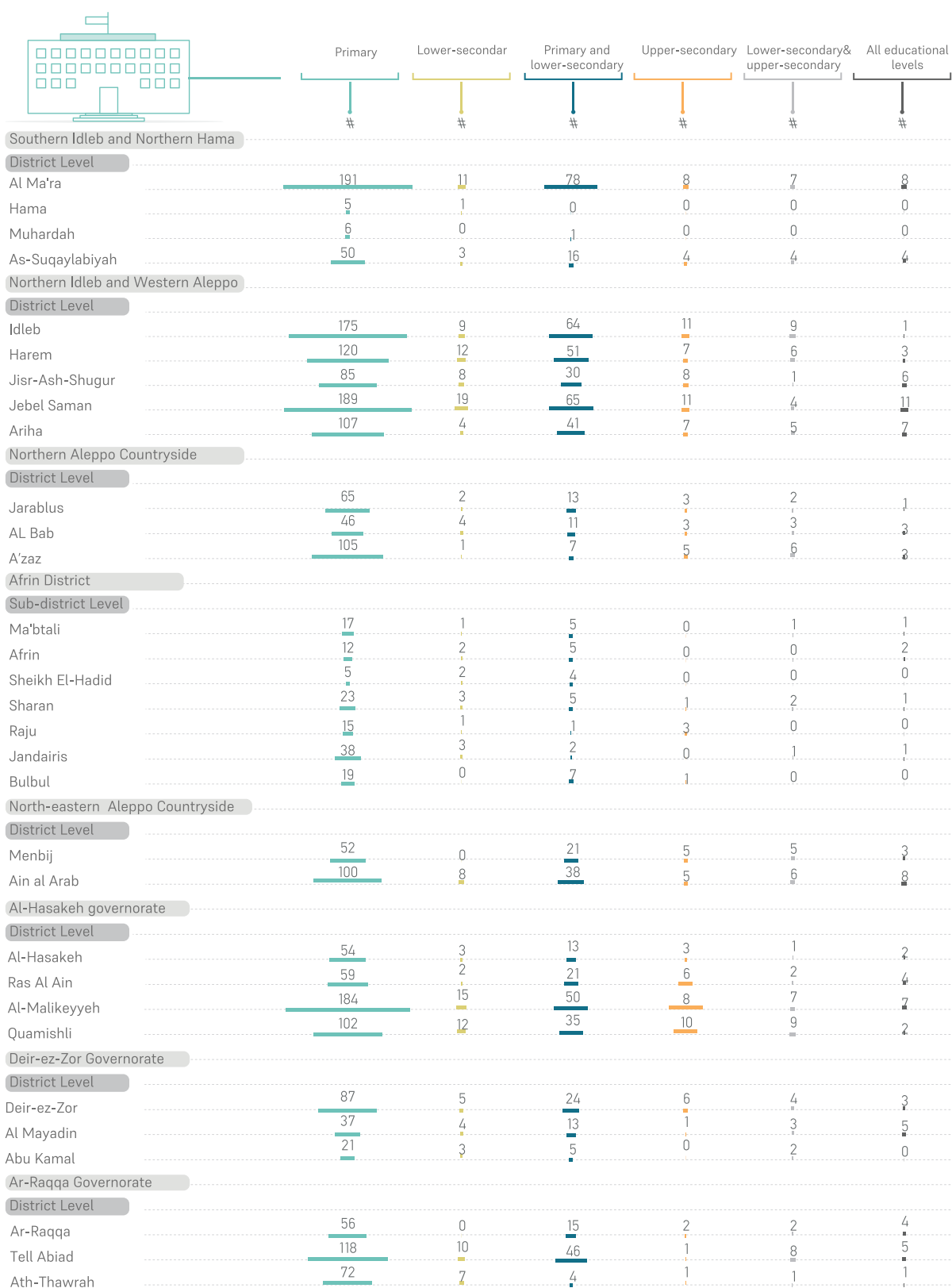
Before the war, the Syrian regime issued a resolution by which the schooling system is divided into three educational levels:

- The first cycle of the basic level (grades 1-4)
- The second cycle of the basic level (grades 5-9)
- The upper-secondary level (grades 10-12), which includes vocational branches; such as agriculture, commerce and industry, in addition to the general branch of the upper-secondary school, which is considered as the main branch.

Nevertheless, schools in Syria were not able to implement the new resolution for many reasons, including the shortage of staff and schools and the geographical distribution of schools. The majority of schools continued to adopt the old division of educational levels, where they were divided according to the old schooling system as follows:

- Primary level (grades 1-6)
- Lower-secondary level (grades 7-9),
- Upper-secondary level (grades 10-12)

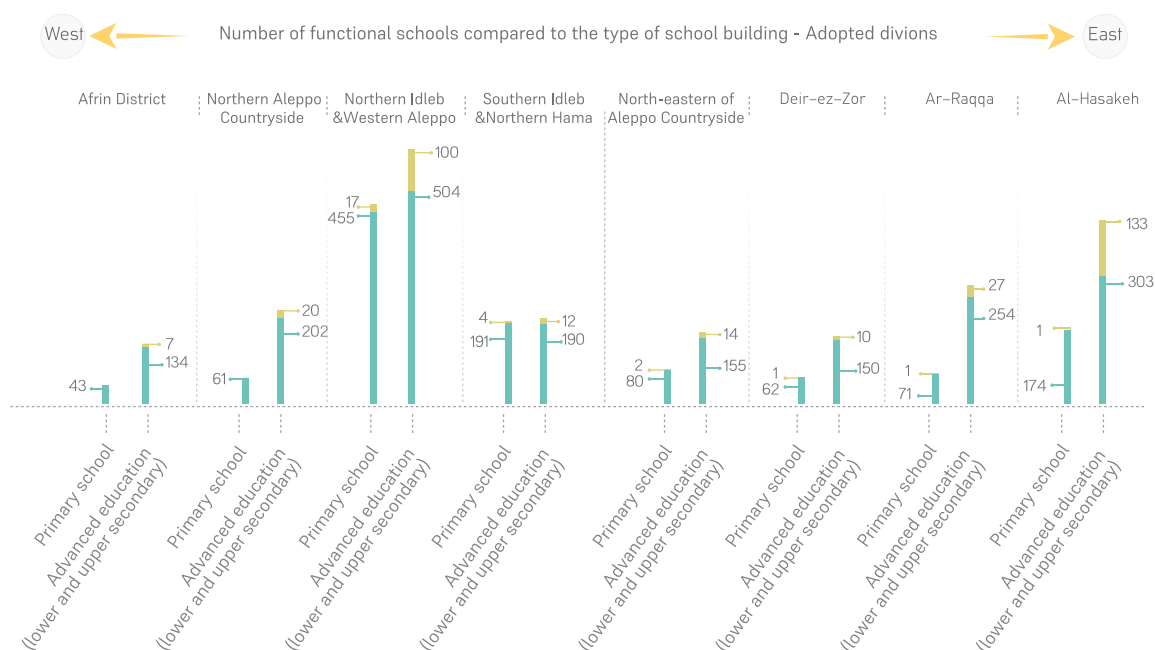
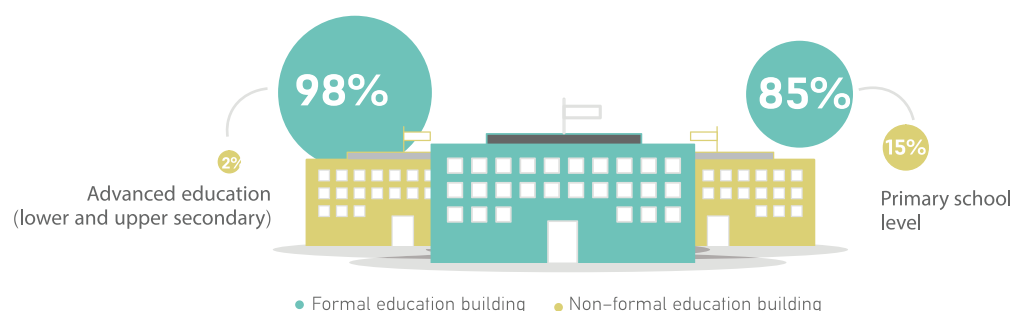
Figure 47: Schools according to the educational levels - district/sub-district level



04 THE EDUCATIONAL LEVELS VS TYPES OF SCHOOL BUILDINGS

Before the war in Syria, some rural houses were used as schools in remote areas without formal school building for the children to avoid travelling long distances to access education. The non-formal educational buildings used to be allocated only for primary level students (rural schools), whereas the latter schooling levels (lower and upper-secondary levels) were taught within formal school buildings. Through triangulating the types of school buildings with the educational levels, it was demonstrated that only 2% (26 schools) of schools teaching latter schooling stages (lower and upper-secondary) use non-formal school buildings, whereas 15% (328 schools) of schools teaching primary stages use non-formal school buildings.

Figure 48: Levels of school system vs type of building



Before the war in Syria, some rural houses were used as schools in remote areas; with the outbreak of war in Syria, the use of learning spaces, as an alternative to formal school buildings has increased. The alternative learning spaces were used owing to the destruction of formal school buildings, the use of some schools for non-educational purposes or the lack of space for students within formal school buildings due to the influx of large numbers of IDPs, in addition to other reasons. In the majority of alternative learning spaces (non-formal school buildings), students from two or more grades are brought together in one classroom. In all alternative learning spaces, there are no supportive teaching aids; such as laboratories or computer labs. Therefore, alternative learning spaces (non-formal schools) do not meet the proper educational conditions, especially in the latter educational levels (lower and upper-secondary levels).

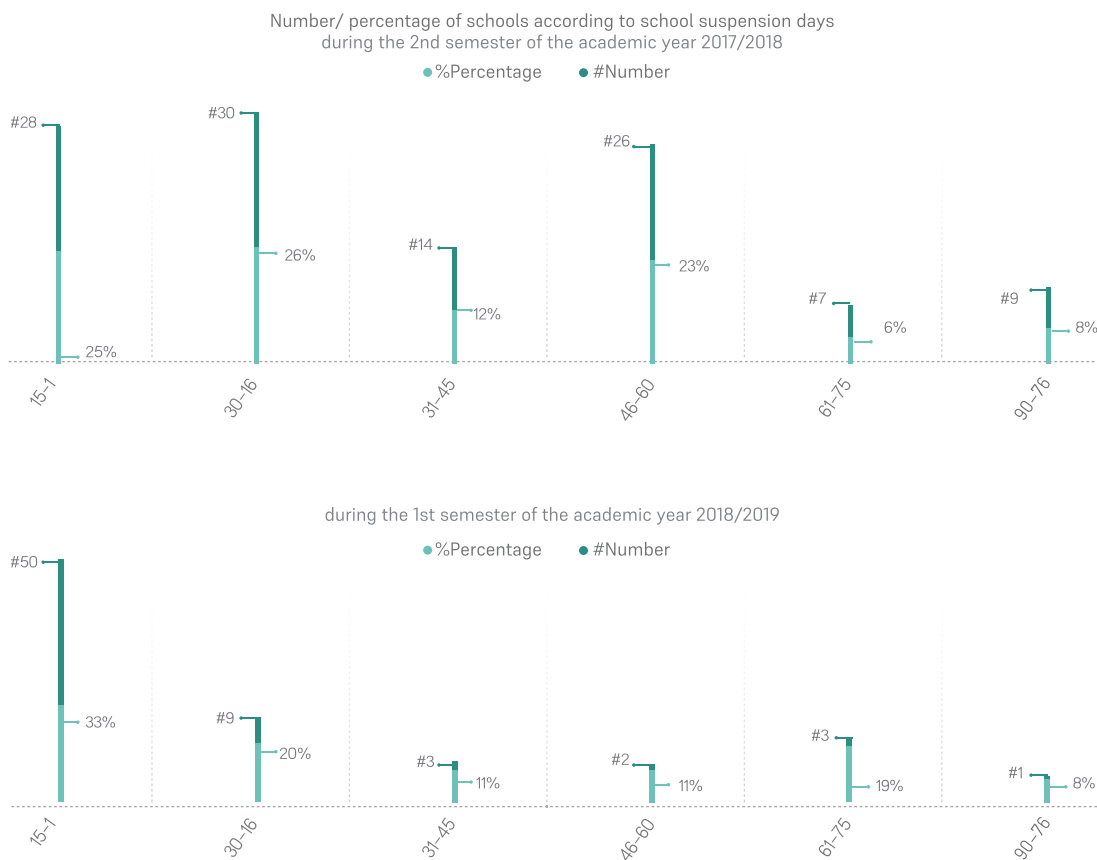
In NWS, there are 20 schools teaching latter educational levels (lower and upper-secondary levels) in northern Idleb and western Aleppo, two schools in southern Idleb and northern Hama and one school in Afrin district.

In NES, there are only three schools teaching latter educational levels (lower and upper-secondary levels) in Aleppo northeastern countryside.

05 SCHOOL SUSPENSION DAYS

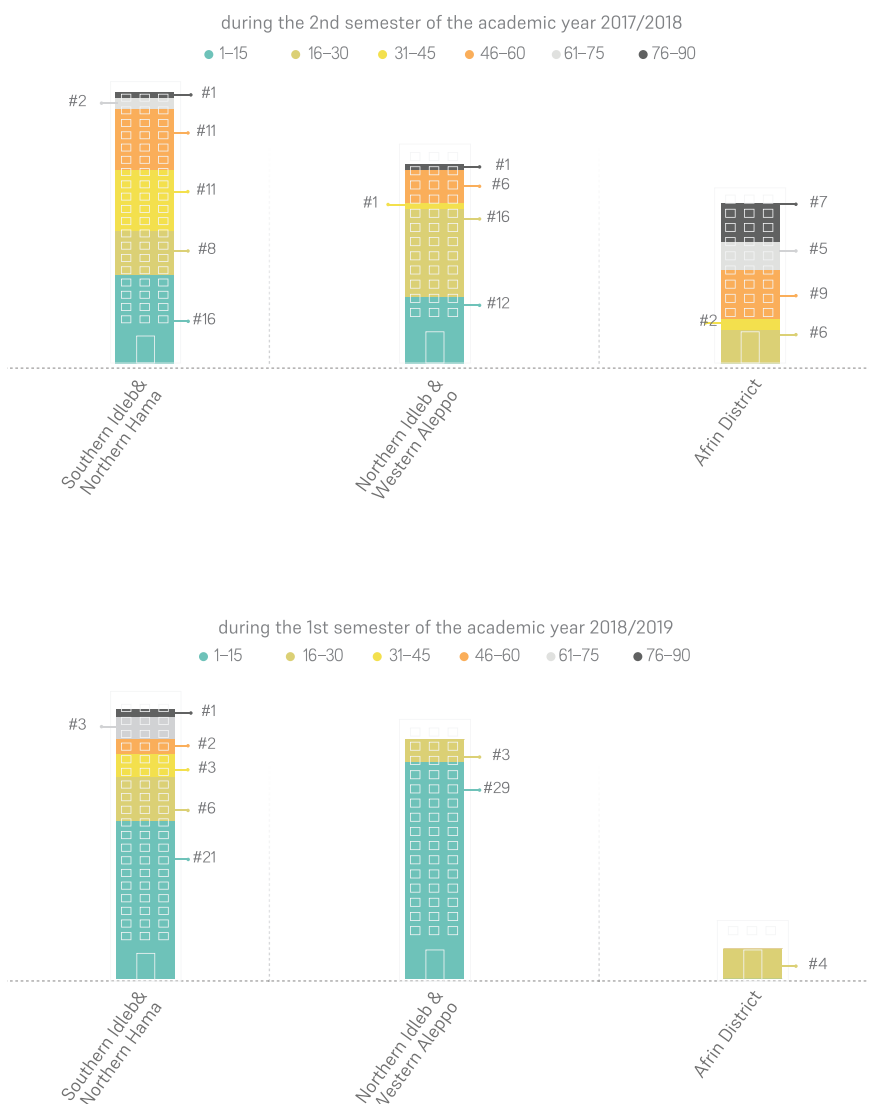
The study showed that the number of suspended schools over two consecutive semesters has declined. As reported, 114 schools were suspended during the second semester of the academic year 2017/2018, while 72 schools were suspended during the first semester of the academic year 2018/2019.

Figure 49: Comparison of school suspension days over two consecutive semesters - school suspension days



Before the outbreak of the war in Syria, the students were required to attend a certain number of school days (during the academic year) and pass the exam to move to the next educational level - The student must attend school for over 80% of the number of school days during the year.

Figure 50: Comparison of school suspension days over two consecutive semesters -In areas where schools were suspended



All suspended schools are located in NWS, where the military operations are concentrated. The number of school suspension days varied from area to another depending on the escalation of military actions within. Some schools were suspended for less than 15 days during the semester (one semester equals four months), while other schools were suspended for more than 76 days, which means that those schools were suspended for most of the semester's days.

In the 2nd semester of the academic year 2017/2018, most of the suspended schools (94 schools) were in southern Idleb and northern Hama. In contrast, 36 schools were suspended in northern Idleb and western Aleppo, and 29 schools were suspended in Afrin district.

In the 1st semester of the academic year 2018/2019, most of the suspended schools (36 schools) were in southern Idleb and northern Hama. In contrast, 32 schools were suspended in northern Idleb and western Aleppo, and only four schools were suspended in Afrin district.

Section

07

CURRICULUM



01 USING MULTIPLE CURRICULA WITHIN THE SCHOOL

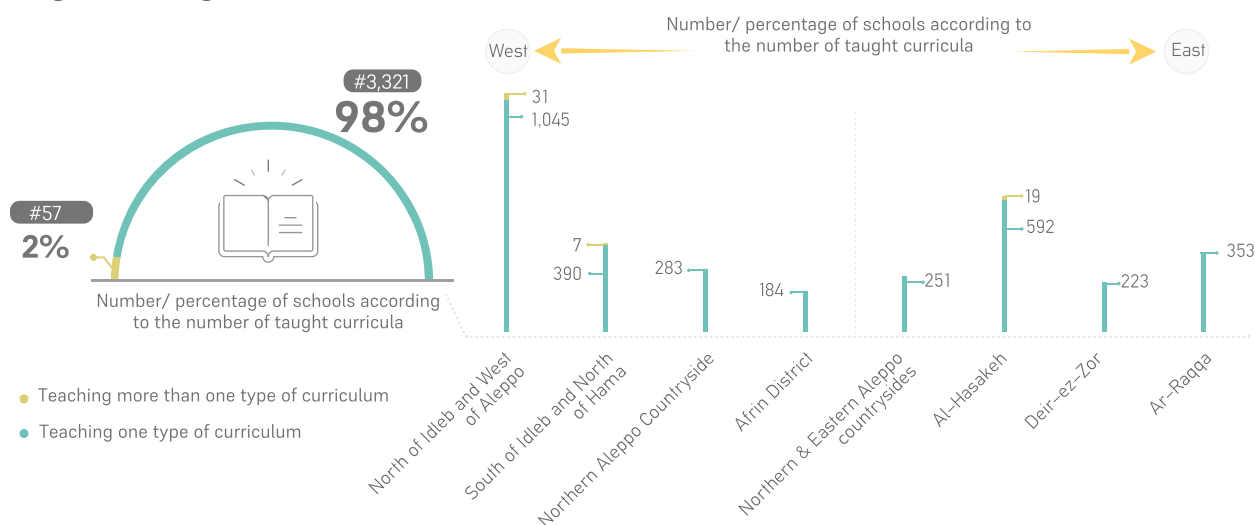
The war in Syria has contributed to having multiple curricula being taught across the governorates for several reasons, and most importantly that the students seek recognized educational certificates, which makes them study the curricula that enable them to obtain such certificates. Besides that, the adoption of certain curricula by controlling party, or the presence of students lagging in their educational achievement (their age does not correspond to their actual educational stages).

Based on examinations and certificates in Syria, the schooling system has been divided into two main categories:

- **First: transitional level examinations and certificate:** from 1st to 8th and from 10th to 11th grades. The examinations of this level are conducted within the school, and the student receives a certificate issued by the school manager (the ED may stamp it).
- **Second: lower and upper-secondary level examinations and certificate:** for 9th and 12th grades; they are subject to examinations at the national level (Syria) or the territory of the controlling authority. Moreover, their certificates are issued by the Ministry of Education (this certificate must be certified and stamped by the body responsible for the exams).

During the ongoing war in Syria, more than one type of curricula might have been taught in schools; one curriculum for the transitional levels and another for the certification stages of both secondary levels. The results of our study showed that 98% (3,321 schools) of the assessed functional schools use the same curriculum for all levels, while 2% (57 schools) use more than one type of curriculum.

Figure 51: Using more than one curriculum within the school



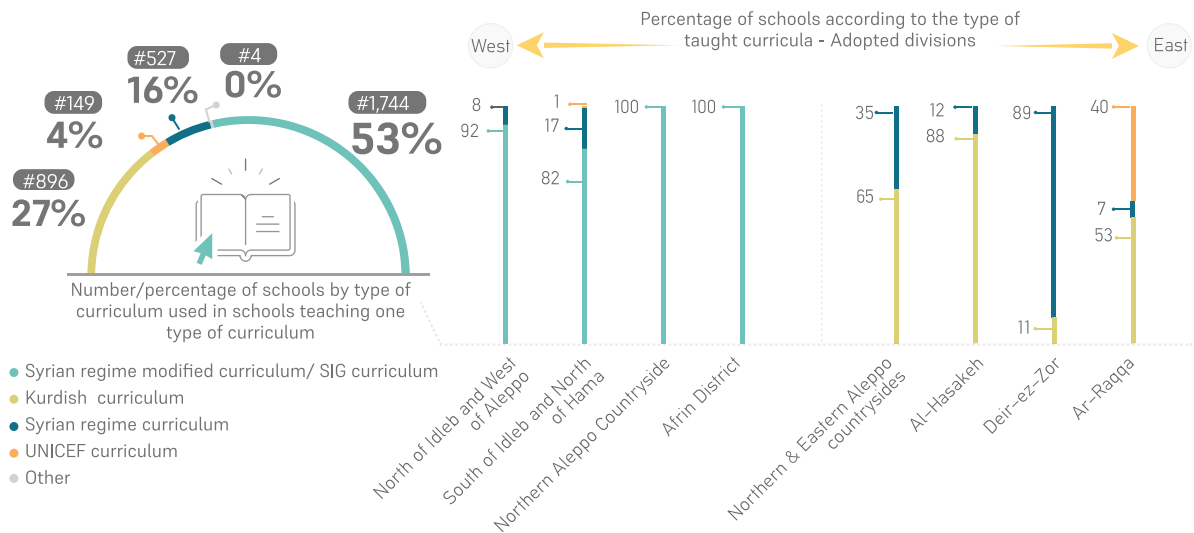
In NWS, there are 31 schools in northern Idleb and western Aleppo using the modified curriculum of the regime (modified curriculum by Education Directorate of the opposition) for the transitional grades, and the regime curriculum for lower and upper-secondary students (grades 9 and 12). On the other hand, there are seven schools in southern Idleb and northern Hama using the modified curriculum of the regime for the transitional grades, and the regime curriculum for lower and upper-secondary students (grades 9 and 12).

In NES, there are nine schools in Al-Hasakeh governorate using the Kurdish curriculum (a curriculum issued by the dominant Kurdish forces) for the transitional grades and the regime's curriculum for lower and upper-secondary certificates.

02 THE TAUGHT CURRICULA

The study found that 53% (1,744 schools) of the functional schools use the regime modified curriculum (opposition curriculum), 27% (896 schools) use the Kurdish curriculum, 16% (527 schools) use the regime curriculum and 4% (149 schools) use the UNICEF curriculum.

Figure 52: Types of curricula used in schools teaching one type of curriculum



According to INEE²⁷, “A curriculum is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programmes and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials”.

- **Syrian regime curriculum**

Before the outbreak of war in Syria, there was one curriculum issued by the Ministry of Education, herein referred to as the “regime’s curriculum”. It is important to note that the Syrian regime issued new curricula during the academic year (2017- 2018); almost all the textbooks (50 textbooks) were rewritten according to the new curriculum. This change is the most rapid of its kind throughout the history of the Syrian regime. Before the war in Syria changes to the curriculum were introduced gradually, beginning with the lower grades and moving progressively upwards.

- **Syrian Regime modified curriculum/ SIG curriculum**

The ED of the SIG used the pre-war Syrian curriculum as a basis for the currently used one. In 2014, expert teachers made changes in these curricula²⁸, including removal of information that glorifies the Syrian regime, while preserving the scientific content. The ED of SIG, with support of international organizations, printed copies of the revised curriculum and distributed textbooks in accessible areas.

- **Kurdish curriculum**

Kurdish forces have released new curricula issued by the education directorate of the alleged government of Rojava. These curricula were written in Arabic, and include the Kurdish language, which is a non-compulsory subject. It is noteworthy that the Kurdish curricula are totally different from all those taught in Syria in terms of the scientific material, political ideas and history presented within the curriculum.

27. <https://bit.ly/2uCzG87>

28. [http:// bit.ly/38K78bx](http://bit.ly/38K78bx)

- **UNICEF curriculum (accelerated curriculum):**

The Regime's Ministry of Education²⁹ has circulated to its directorates in all governorates the mechanism of applying the «category B» curriculum. This step was in the context of the cooperation between the Ministry and UNICEF for 2015, which includes improving education quality and developing the subjects, along with systematic follow-up (Development of remedial education subjects of «category B» curriculum). The «category B» curriculum targets children aged 8-15 who have never attended the school (still illiterate) or children who return to school after dropping out (for at least one year), including children who have subjected to rehabilitation programs in the centers of the Ministry of Social Affairs and referred to the ED. These children are registered to special classes affiliated with primary education schools according to their educational level, where a curriculum and study plan developed by the Ministry of Education is applied to them. They pass from 1st to 8th grades on four levels; according to a four-year plan and curriculum. The mechanism included the executive instructions for the category B curriculum project, which is based on the idea of designing curricula for teaching every two academic years in one year. Each student of category B will study in one semester a curriculum containing basic information for a full academic year; as well as, the student will take an exam at the end of each semester to advance from grade to grade at the same level. The mechanism identified the criteria for selecting schools (formal only) in which category B curricula will be applied, represented by (dropout rates - number of arrivals - the possibility of opening a branch in the school of the project - the consideration of the geographical distribution). The mechanism also stipulated criteria for selecting the teacher who would teach category B curricula; he/she should be of the staffing and subjecting to training courses in the curriculum and textbooks that he/she will teach.

Additionally, the criteria include the comprehension of these curricula with all of its items (objectives, content, method of teaching, methods, schedules). Moreover, the ways and methods that should be followed for the implementation of this curriculum, the achieving of the desired goals, the adaption to the circumstances surrounding the learner, and following the educational methods that suit these circumstances. It is noteworthy that the implementation of the curriculum for the first and second levels (the first level includes the 1st and 2nd grade, and the second level includes the 3rd and 4th grades) will start with the beginning of the academic year 2015-2016. It will be applied in 200 schools nationwide according to the plan as a first stage and in schools designated by the education directorates for the first and second levels with the consideration of the selection criteria.

In NWS, the Syrian regime curriculum is taught in 8% (80 schools) of functional schools in northern Idleb and western Aleppo, and 17% (68 schools) of functional schools in southern Idleb and northern Hama. In contrast, the revised regime curriculum/ SIG curriculum is taught in all schools of Aleppo northern countryside and Afrin district, 92% (959 schools) of schools in northern Idleb and western Aleppo, and 82% (319 schools) of schools in southern Idleb and northern Hama. Although the modified curriculum (opposition curriculum) is widely taught in NWS, the UNICEF curriculum is taught in some classrooms in schools with a large number of students, who lagged in their educational achievement.

In NES, the Kurdish curriculum is taught in 88% (522 schools) of assessed functional schools in Al-Hasakeh governorate, 65% (162 schools) of functional schools in Aleppo northeastern countryside, and 53% (188 schools) of functional schools in Ar-Raqqa governorate. On the other hand, the regime curriculum is taught in 89% (198 schools) of assessed functional schools, while the UNICEF curriculum is taught in 40% (142 schools) of functional schools in Ar-Raqqa governorate.

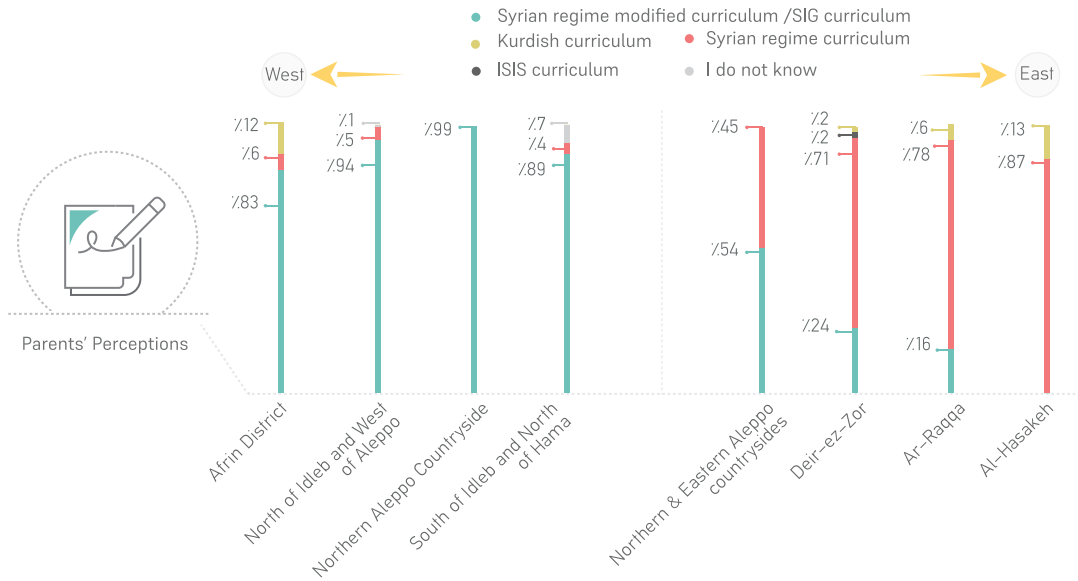
29. bit.ly/2tZE1Ce

03 STUDENTS' PARENTS PERCEPTIONS: Parents' preferred curricula to be taught to their children in school

PERCEPTIONS

When the enumerators asked the children's parents³⁰ about preferred curricula to be taught to their children in school, the bulk of parents in NWS preferred the SIG curriculum (the revised regime curriculum), whereas 12% of parents in Afrin district preferred the Kurdish curriculum. In NES, most of the children's parents preferred the Syrian regime curriculum, whereas 2% of parents preferred the ISIS curriculum.

Figure 53: Parents' Perceptions: curricula preferred by parents to be taught to their children – adopted divisions



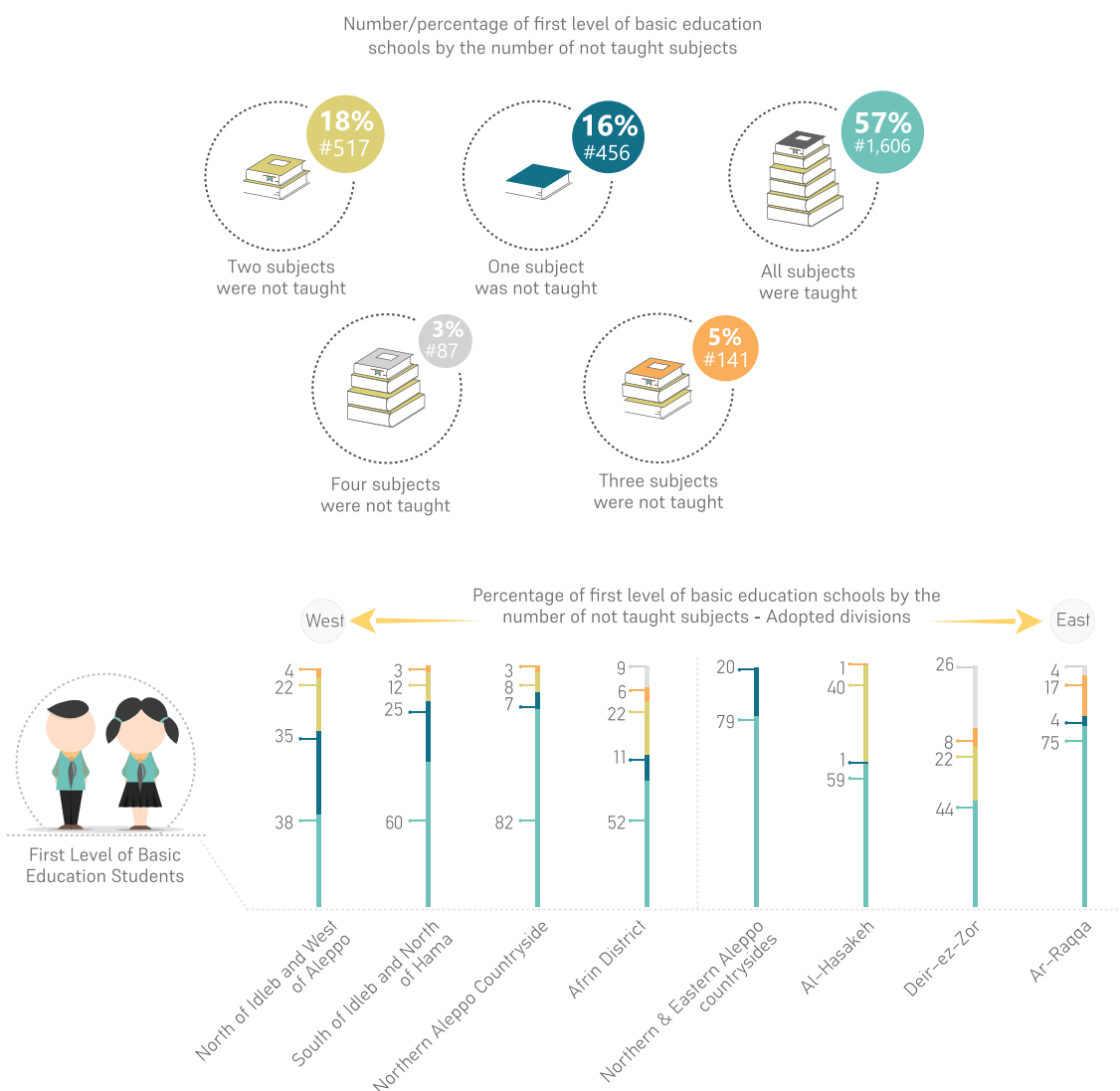
04 STUDY SUBJECTS OF THE CURRICULA

In this "Schools in Syria" report, the data collected covers four core subjects concerning the first cycle of basic education (1-4 grades). These subjects are mathematics, Arabic, English, drawing, music and sports. As for the second cycle of basic education (5-9 grades) and the upper-secondary stage (10-12 grades), the data collected covers six core subjects. These subjects are mathematics, Arabic, English, science, physics, chemistry, natural sciences, history, geography, computer technology, sports, music and drawing.

The report presents all of the following data at the level of basic education (both its first & second cycles) and secondary stage; the core subjects in the curriculum are listed, while other complementary subjects are not. The distinction is not made between the various types of curricula being used according to control areas (SIG, Kurdish, Syrian regime).

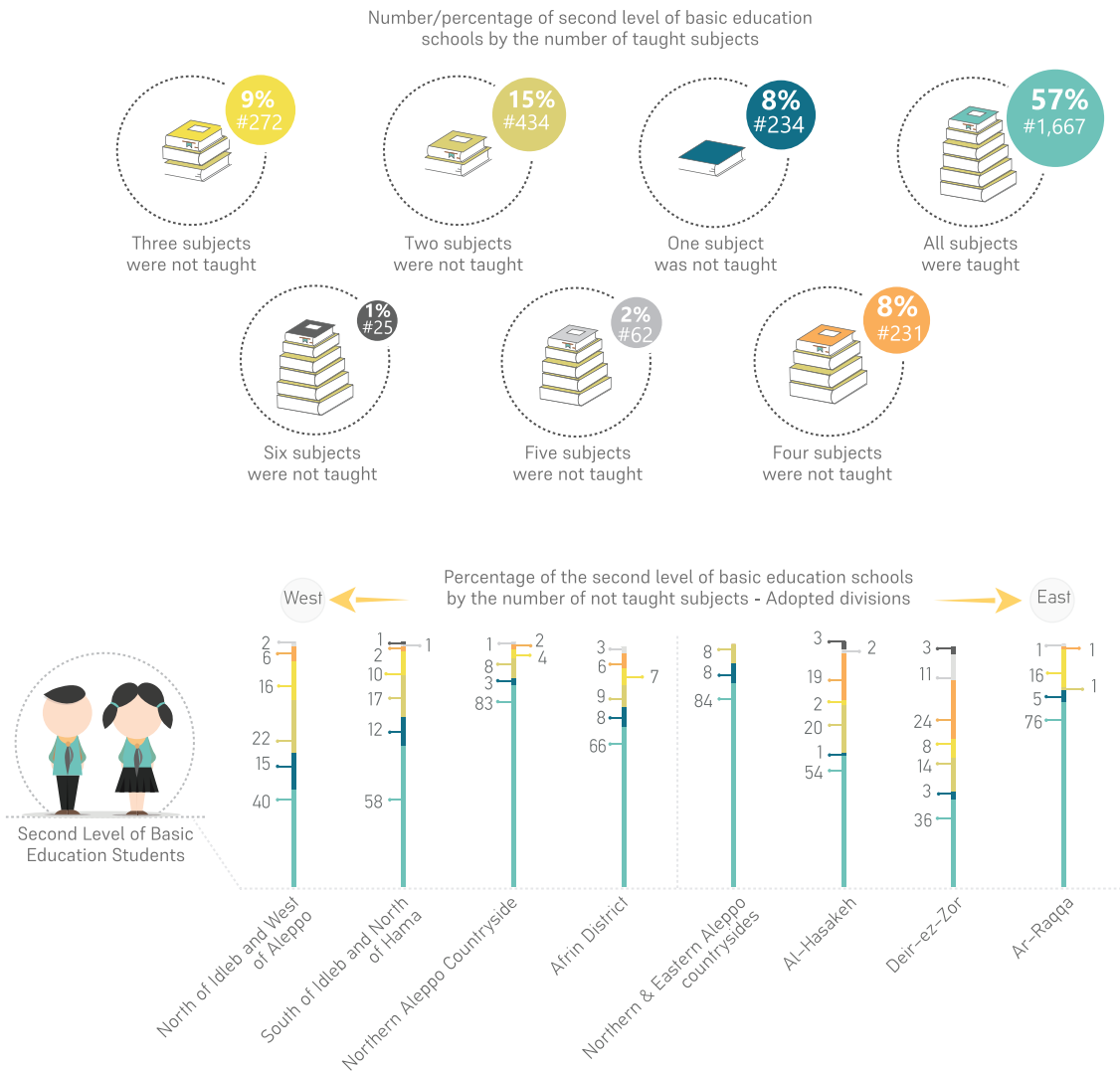
30. The IMU enumerators conducted perception surveys with 9,704 people who have school aged children inside and outside the schools within six governorates, of which 28% were females and 72% were males; 74% host community members and 26% IDPs.

Figure 54: Subjects not taught in the curriculum - Students of the first cycle of basic education



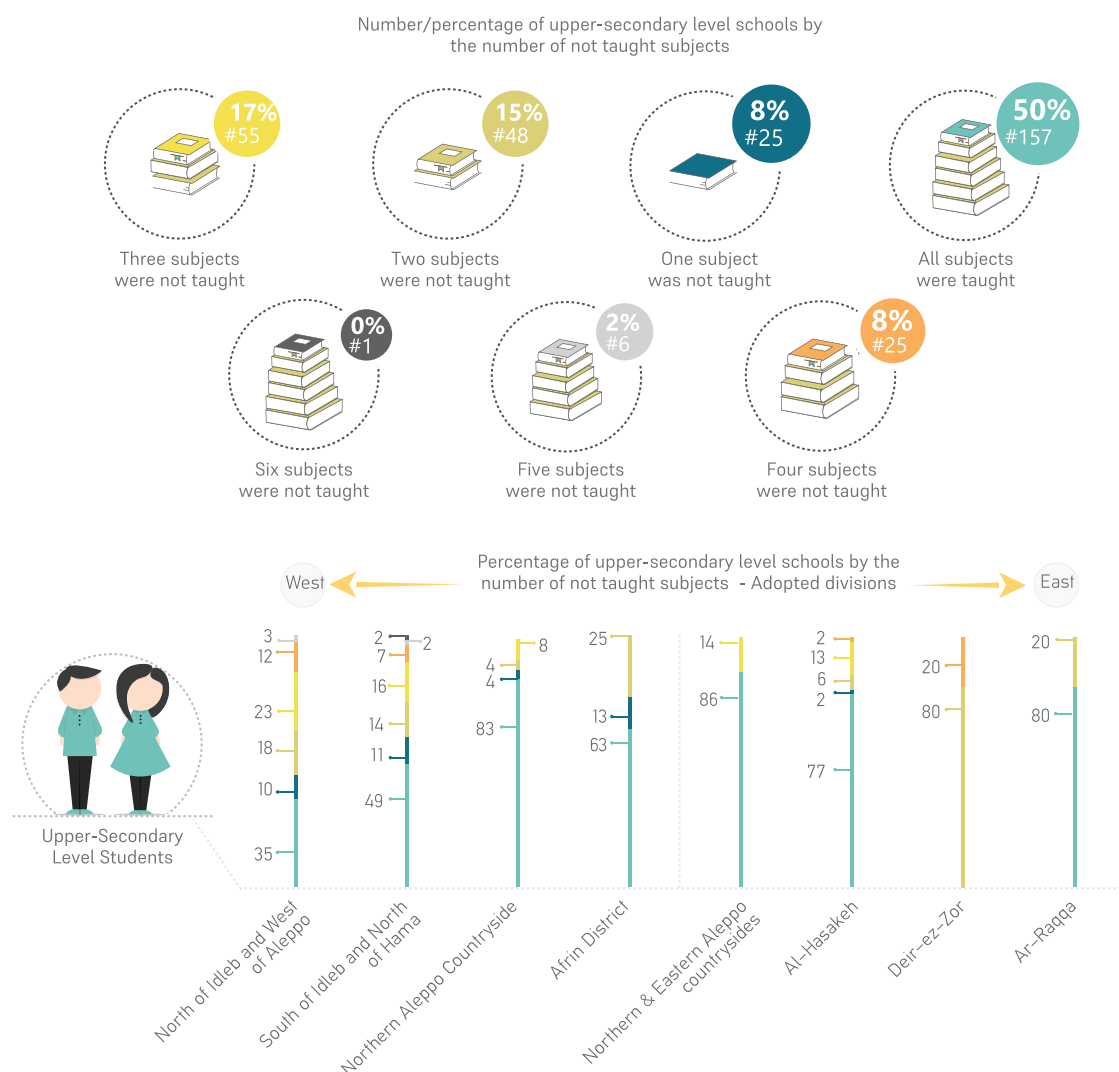
Within schools with the first cycle of basic education (grade 1 - 4), six core subjects are taught, including mathematics, Arabic, English, drawing, music and sports. The data shows that 16% (456 schools) of schools with the first cycle of basic education do not teach one of the core subjects, 18% (517 schools) do not teach two of the core subjects, 5% (141 schools) do not teach three of the core subjects, and 3% (87 schools) do not teach four of the core subjects. The study revealed that the bulk of non-taught subjects includes drawing, music and sports, in addition to few schools where English language subject is not taught.

Figure 55: Subjects not taught in the curriculum - Students of the second cycle of basic education



Within schools with the second cycle of basic education (grades 5-9), 12 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, computer technology, geography, history, drawing, music and sports. The data shows that 8% (234 schools) of schools with the second cycle of basic education do not teach one of the core subjects, 15% (434 schools) do not teach two of the core subjects, 9% (272 schools) do not teach three of the core subjects, 8% (231 schools) do not teach four of the core subjects, 2% (62 schools) do not teach five of the core subjects, and 1% (25 schools) do not teach six of the core subjects. In the second cycle of basic education, sports and arts (music and drawing) are often not taught, as teachers focus on core subjects only. Moreover, computer technology is not taught because there are no equipped computer labs in schools. Further, there are some schools that do not teach physics, chemistry, history or geography.

Figure 56: Subjects not taught in the curriculum - Students of the upper-secondary level



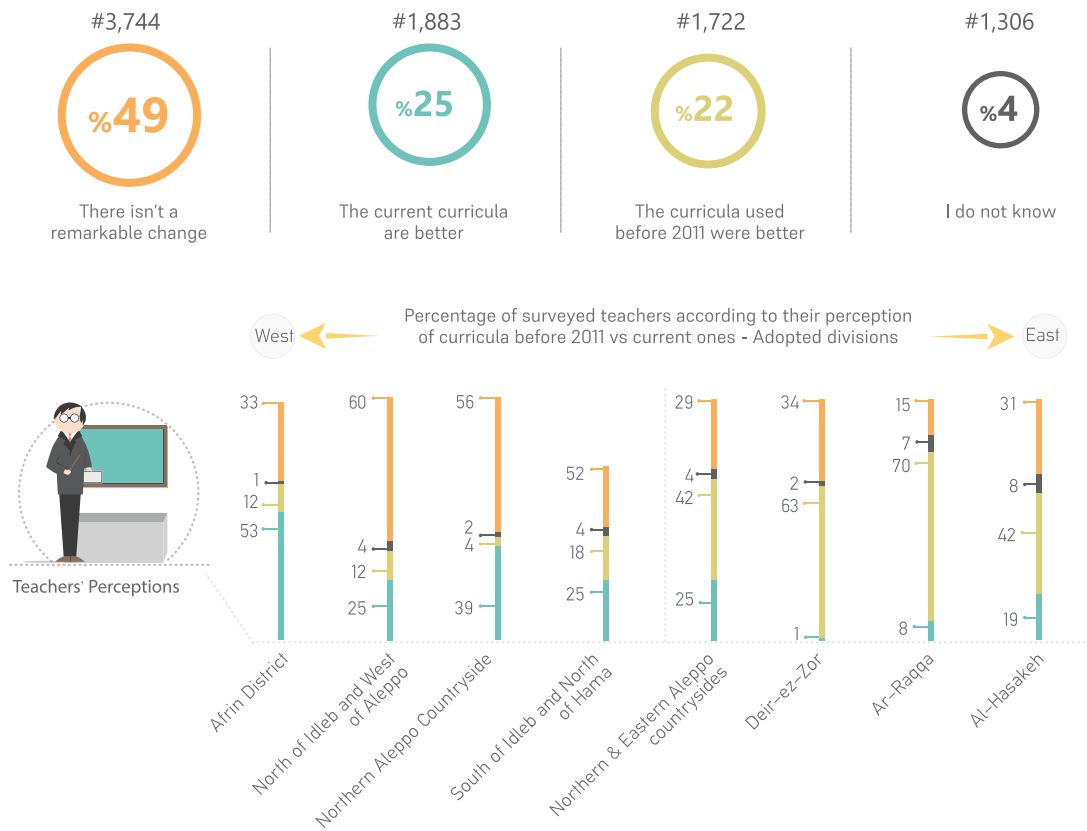
Within schools with upper-secondary level (grades 10-12), 12 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, computer technology, geography, history, drawing, music and sports. The data shows that 8% (25 schools) of schools with upper-secondary level do not teach one of the core subjects, 15% (48 schools) do not teach two of the core subjects, 17% (55 schools) do not teach three of the core subjects, 8% (25 schools) do not teach four of the core subjects, and 2% (6 schools) do not teach five of the core subjects. It is noteworthy that there is one upper-secondary school that do not teach six subjects. In the upper-secondary level, sports and arts (music and drawing) are often not taught, as teachers focus on core subjects only. Moreover, computer technology is not taught because there are no equipped computer labs in schools. Further, there are some schools that do not teach physics, chemistry, history or geography. Additionally, philosophy and national education are not taught in some of the schools; even though both subjects are included in the upper-secondary level examinations in the regime-held areas, but not in the upper-secondary level examinations in other areas of control (areas controlled by the opposition and the PKK).

05 TEACHER PERCEPTIONS: Comparison between the curricula before 2011 and current ones

PERCEPTIONS

The enumerators asked the teachers³¹ for their opinions on their curricula as compared to those used before 2011. 49% (3,744 teachers) of the teachers stated that there was no remarkable change between the current curriculum and the one used before 2011, 25% (1,883 teachers) said that the current curriculum is better, and 22% (1,722 teachers) indicated that the curriculum used before 2011 was better. It is noteworthy that 4% (306 teachers) of surveyed teachers do not know; they probably started teaching after 2011, so they can't compare between the curricula before and after 2011.

Figure 57: Teachers Perceptions: Comparison between the curricula before 2011 and current ones

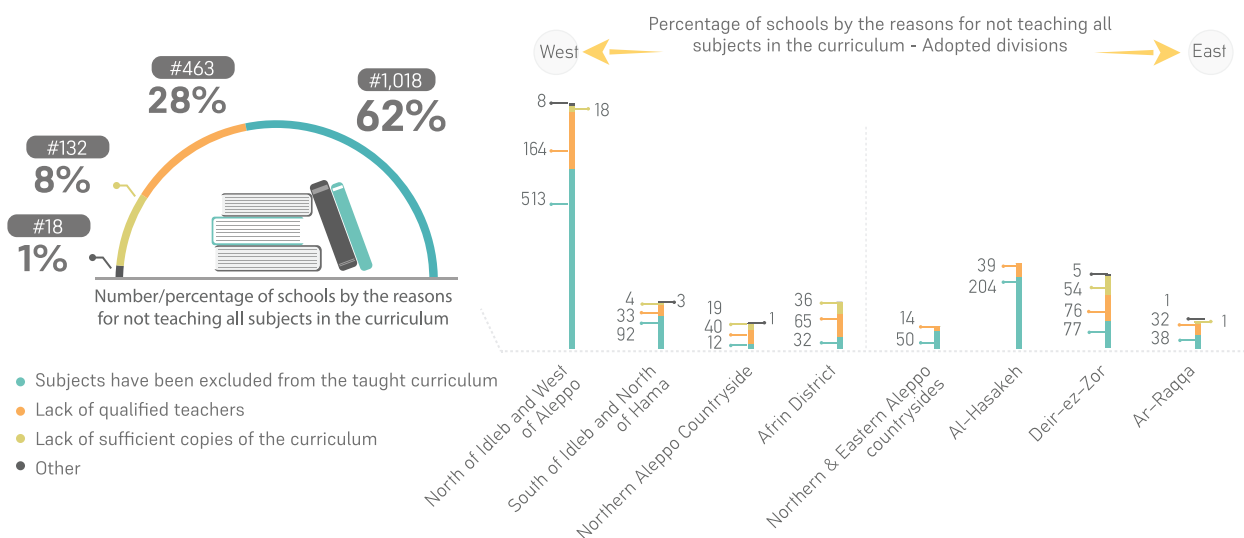


06 REASONS FOR NOT TEACHING ALL SUBJECTS OF THE CURRICULUM

The study found that there are two major reasons for not teaching all subjects of the curriculum. **Those subjects have been removed from the taught curriculum**, which topped the list of causes in 62% (1,018 schools) of the total functional schools, and, **shortage of specialized teachers** in 28% (463 schools) of the assessed schools, comes second on the list of causes. Moreover, in 8% (132 schools), the lack of sufficient copies of textbooks led to not teaching some subjects.

31. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

Figure 58: Reasons for not teaching all subjects in the curriculum



The content of some educational subjects reflects the political positions and opinions of the Syrian regime, prompting decision-makers in areas outside the regime control to exclude such subjects from the curriculum, and most importantly national education and history. Therefore, the excluded materials were not substantially dealt with, as teaching these materials is considered by some to be reflecting a political position.

In NWS, the lack of specialized teachers led to not teaching some subjects in 65 schools in Afrin district, 40 schools in Aleppo northern countryside, 33 schools in southern Idleb and northern Hama, and 164 schools in northern Idleb and western Aleppo. On the other hand, lack of sufficient copies of textbooks led to not teaching some subjects in 36 schools in Afrin district, 19 schools in Aleppo northern countryside, 4 schools in southern Idleb and northern Hama, and 18 schools in northern Idleb and western Aleppo.

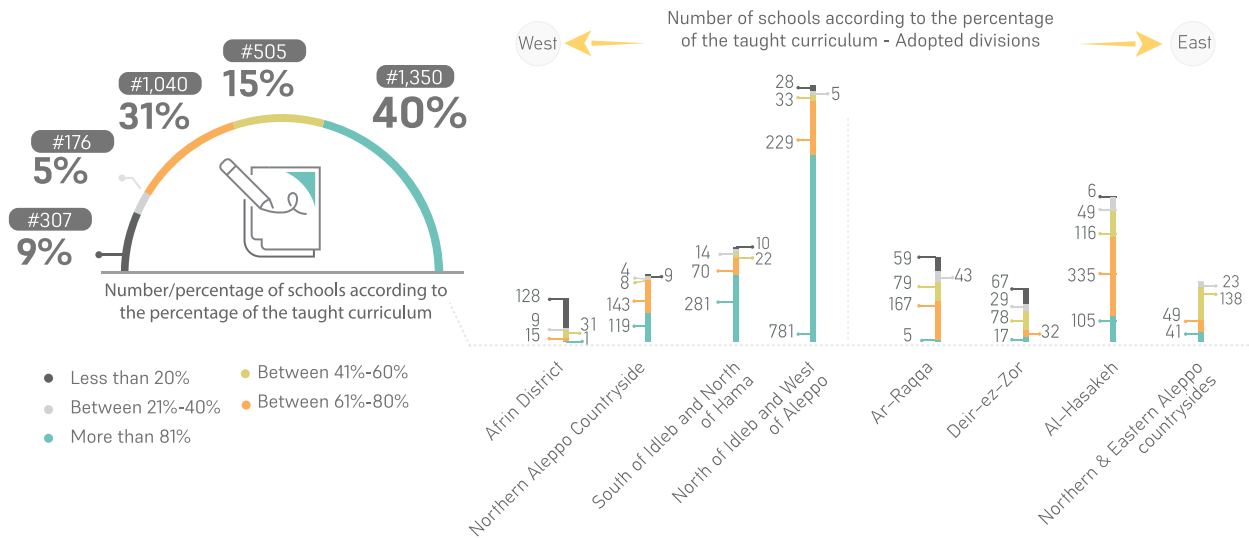
In NES, the lack of specialized teachers led to not teaching some subjects in 32 schools in Ar-Raqqa governorate, 76 schools in Deir-ez-Zor governorate, 39 schools in Al-Hasakeh governorate, and 14 schools in Aleppo northeastern countryside. Furthermore, the lack of sufficient copies of textbooks led to not teaching some subjects in 54 schools in Deir-ez-Zor governorate.



07 PERCENTAGE OF CURRICULA TAUGHT DURING THE PREVIOUS ACADEMIC YEAR

The percentage of the curriculum studied by the students to pass to the next educational stage is one aspect of the viability of the educational process and expresses the extent of the teacher’s commitment to the annual plan of the EDs; however, it does not truly reflect the actual level of students. According to the results of the study, 40% (1,350 schools) of the assessed schools completed more than 81% of the curriculum during the academic year 2017-2018, 31% (1,040 schools) completed between 61 and 80% of the curriculum, 15% (505 Schools) of them completed between 41 and 60% of the curriculum, 5% (176 schools) completed between 21 and 40% of the curriculum, and 9% (307 schools) completed less than 20% of the curriculum.

Figure 59: Percentage of schools by the ratio of taught curriculum



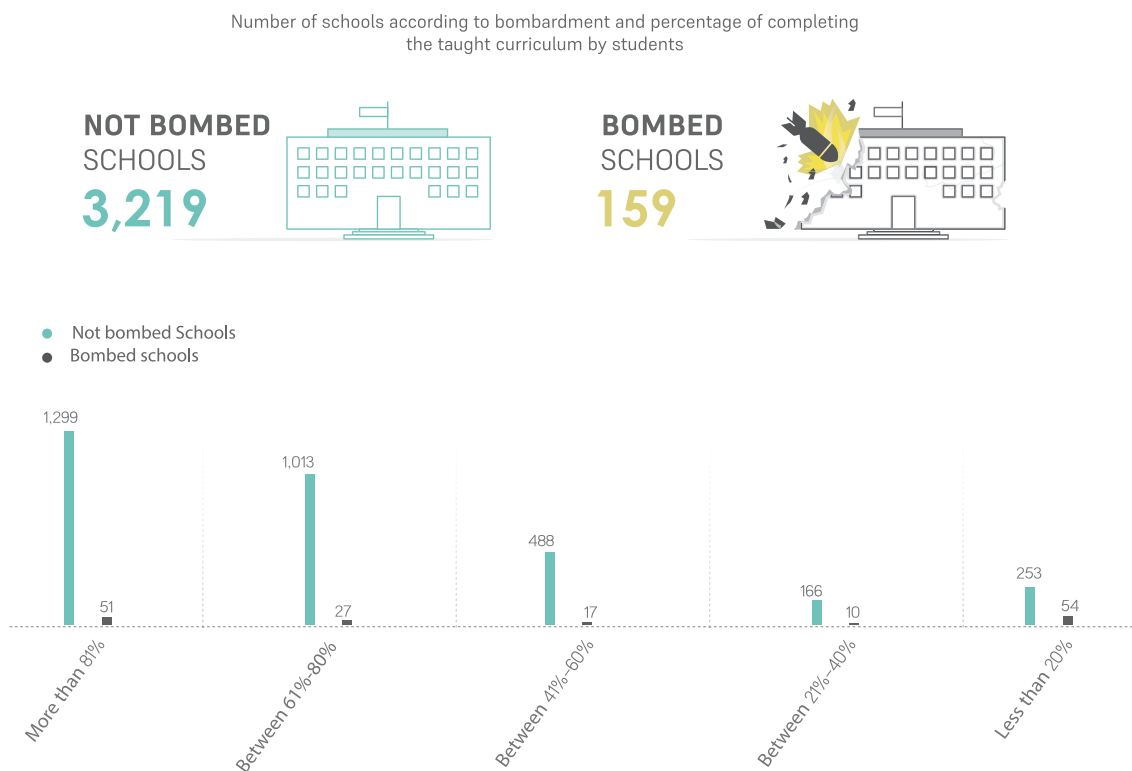
In NWS, 128 schools in Afrin district taught less than 20% of the curriculum during the academic year 2017-2018. Key informants confirmed that schools in Afrin launched a three-month catch-up course for the curriculum in June 2018 to catch up with a large part of the lessons.

In NES, 67 schools in Deir-ez-Zor governorate taught less than 20% of the planned curriculum during the academic year 2017-2018, and 59 schools in Ar-Raqqa governorate taught less than 20% of the curriculum.

The varying percentages of the curriculum completed by the students in Syria demonstrate the urgent need for external assessments to estimate the real effectiveness of the educational process, such as reading and mathematics assessment for early grades EGRA/EGMA³².

32. EGRA (Early Grade Reading Assessment), EGMA (Early Grade Math Assessment)

Figure 60: Number of bombed schools and percentage of curriculum completed by the students

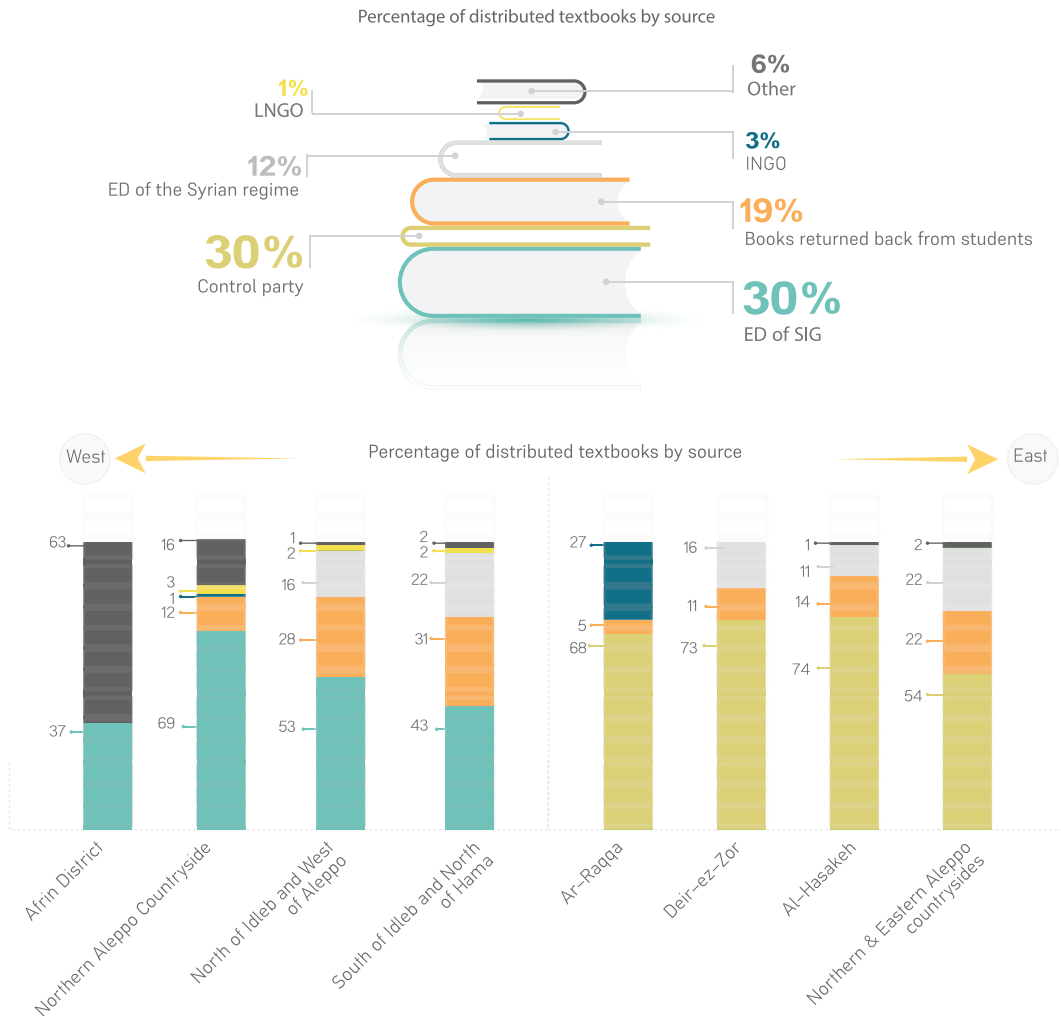


By comparing the number of bombed schools with the percentage of curriculum completed by the students, it was found that most of the bombed schools were unable to complete more than 20% of the curriculum.

08 SOURCES OF TEXTBOOKS

The ED of SIG distributed 30% of textbooks used in the assessed schools, the controlling parties distributed 30% of textbooks in their control areas, the ED of the Syrian regime distributed 12% of textbooks used in the assessed schools, INGOs distributed 3% of the used textbooks, and NGOs distributed 1% of the used textbooks. It should be mentioned that 19% of total textbooks used are second-hand (used books returned back by students).

Figure 61: Sources of distributed textbooks



The INEE³³ emphasizes the provision of books at the beginning of the academic year, and stipulated that “Sufficient, locally procured teaching and learning materials are provided in a timely manner”. Adequate copies of the curriculum should be provided at the beginning of the school year and distributed to students once they attend school. Information sources confirm that most of the curriculum copies are distributed after several months from the start of the school year.

33. <http://bit.ly/2uCzG87>

- **Education Directorate (ED) of the Syrian regime:** Prior to the outbreak of war in Syria, the MoE of the Syrian regime used to print and distribute the curriculum textbooks to basic level students (first and second cycles) for free, and sell textbooks at nominal costs for upper-secondary students. After the outbreak of war in Syria, the regime has not distributed the curriculum textbooks in areas outside its control, so the students or their parents have to travel to the regime-held areas to buy textbooks. However, old copies of textbooks may be used by the students due to the lack of sufficient textbooks.
- **Education Directorate (ED) of SIG:** After the outbreak of war in Syria, the ED of SIG, supported by various donors, printed copies of the revised curriculum in Turkey and distributed them for free in the opposition-held areas due to the lack of curriculum textbooks in opposition areas. Furthermore, some INGOs continue to support and distribute the bulk of textbooks through the ED of SIG.
- **Controlling parties:** The so-called SDF in the eastern governorates print and distribute the textbooks within their control areas. It is noteworthy that the curriculum textbooks printed by the Kurdish forces are very different from all other curricula taught in Syria.
- **Local and international organizations:** International and local organizations provide textbooks for free. Those organizations print the curriculum adopted by SIG in the opposition-held areas and print the UNICEF curriculum (accelerated curriculum) in the SDF-held areas.

In NWS, the ED of SIG is the source of 69% of textbooks available in the northern countryside of Aleppo, 53% of textbooks in northern Idlib and western Aleppo, 43% of textbooks in southern Idlib and northern Hama, and 37% of textbooks in Afrin district. In contrast, the ED of the Turkish government (Turkish Department of Education) was the source of 63% of textbooks in Afrin district and 16% of textbooks in Aleppo northern countryside (this is referred to in the previous figure as «Other»). The ED of the Turkish government distributes the curriculum adopted by the opposition government; these textbooks are provided by INGOs and distributed through the ED of the Turkish government as they supervise the educational process in the northern countryside of Aleppo and Afrin district.

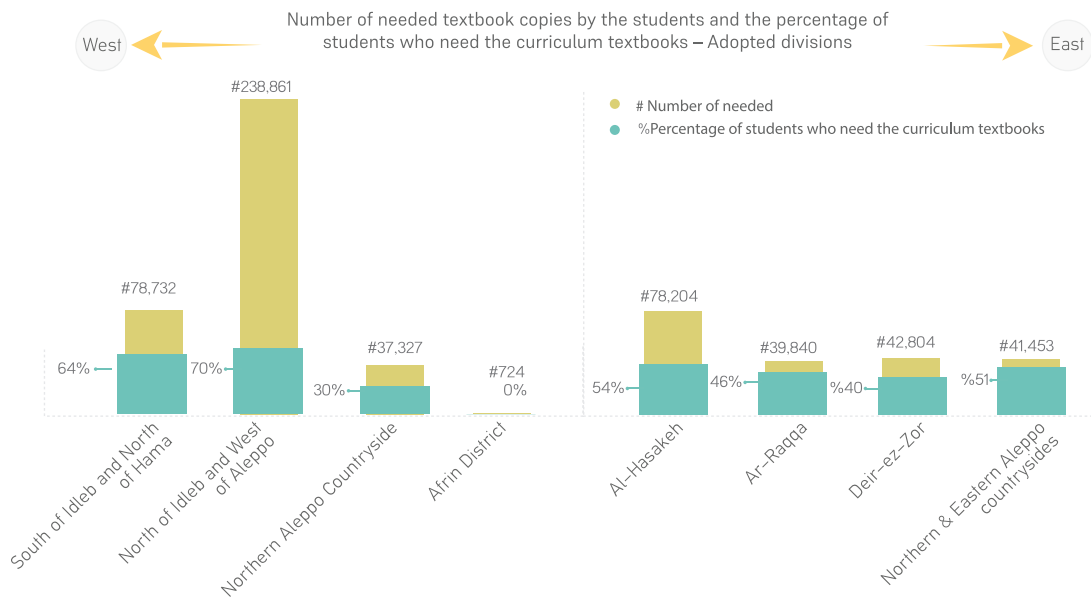
In NES, the controlling party (the so-called SDF) is the source of 74% of textbooks in Al-Hasakeh governorate, 73% of textbooks in Deir-ez-Zor governorate, 68% of textbooks in Ar-Raqqa governorate and 54% of textbooks in Aleppo northeastern countryside. Whereas the INGOs are the source of 27% of curriculum textbooks in Ar-Raqqa governorate.

09 THE NEED FOR COPIES OF TEXTBOOKS

A total of 557,945 textbook copies are needed in the assessed functional schools, which means that 56% of the students in the schools do not have textbooks. It is noteworthy that this need is high when compared to the previous editions of the “Schools in Syria” report; where 222,378 copies of textbooks were needed as per the previous edition of the report (the fourth edition³⁴), and 217,519 copies of textbooks were needed as per the third edition³⁵ of the report.

Figure 62: The Need for Copies of Textbooks

A comparison of the number of needed textbooks copies for three academic years



The copies of textbooks are those of taught subjects; the number of books per set ranges according to the educational level. As it was reported, the number of books of one set ranges from 4 to 6 books in the first cycle of basic education (grades 1-4), between 8 to 10 books in the second cycle of basic education (grades 5-9), and between 10 to 14 books in upper-secondary grade (grades 10-12).

In NWS, a total of 355,644 copies of textbooks are needed in the assessed functional schools in the opposition-held areas. The highest need for textbooks is found in northern Idleb and western Aleppo, with 238,861 copies, which is the need of 70% of enrolled students who do not have any textbooks. Moreover, the number of copies needed in southern Idleb and northern Hama is 87,732 copies, which is the need of 64% of enrolled students who do not have any textbooks, while the number of copies needed in northern Aleppo countryside is 37,327 copies, which is the need of 30% of enrolled students who do not have any textbooks. In contrast, only 724 curriculum copies are required for students in Afrin schools.

34. <https://bit.ly/2vuFnpd>
 35. <https://bit.ly/36wH6qR>

In NES, a total of 202,301 copies of textbooks are needed in the assessed functional schools, which is the need of students in the SDF-held areas. The highest need for textbooks is found in Al-Hasakeh governorate, with 78,204 copies, which is the need of 54% of enrolled students who do not have any textbooks. Moreover, the number of copies needed in Aleppo northeastern countryside is 41,453 copies, which is the need of 51% of enrolled students who do not have any textbooks, while the number of copies needed in Ar-Raqqa governorate is 39,840 copies, which is the need of 46% of enrolled students who do not have any textbooks. The number of copies needed in Deir-ez-Zor governorate is 42,804 copies, which is the need of 40% of enrolled students who do not have any textbooks.

10 TEACHER PERCEPTIONS: THE MECHANISMS OF ADDRESSING THE SHORTAGE OF TEXTBOOKS COPIES IN THE CLASSROOM

PERCEPTIONS

Teachers³⁶ were asked about how they deal with the shortage of textbooks to solve the lack of curriculum copies within the classroom. 25% (2,626 teachers) of them stated that there is no shortage of textbooks copies in the classroom. In contrast, 34% (3,669 teachers) write the entire lesson on the chalkboard, 28% (3,010 teachers) said their students share available copies of the textbooks (more than one student use one curriculum copy) - depending on the number of copies available, 8% (842 teachers) borrow copies of textbooks from neighboring classrooms and return them immediately after the lesson, and 5% (547 teachers) summarize and write the lessons on the chalkboard.

Figure 63: Teacher Perceptions: mechanisms of addressing the shortage of textbooks in the classroom



36. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

Section

08

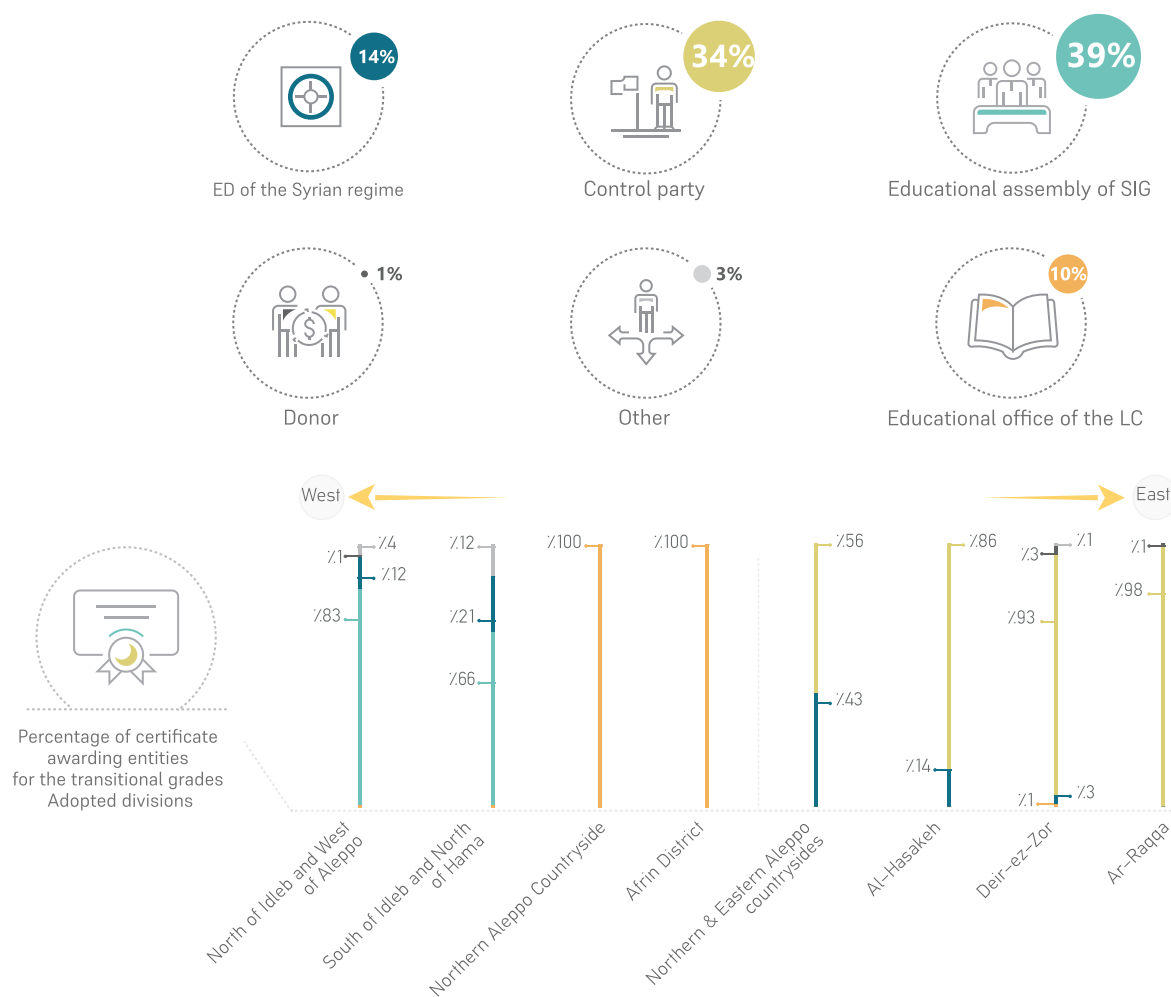
CERTIFICATES



01 THE CERTIFICATE AWARDING ENTITIES

Before the outbreak of the conflict in Syria, certificates used to be issued by the MoE of the Syrian regime for lower and upper-secondary stages. The school administration used to issue “school report cards” stamped by the ED of the Syrian regime. Since the war began, certificates started to be issued by several entities, according to the different areas of control.

Figure 64: The certificate awarding entities for the transitional grades

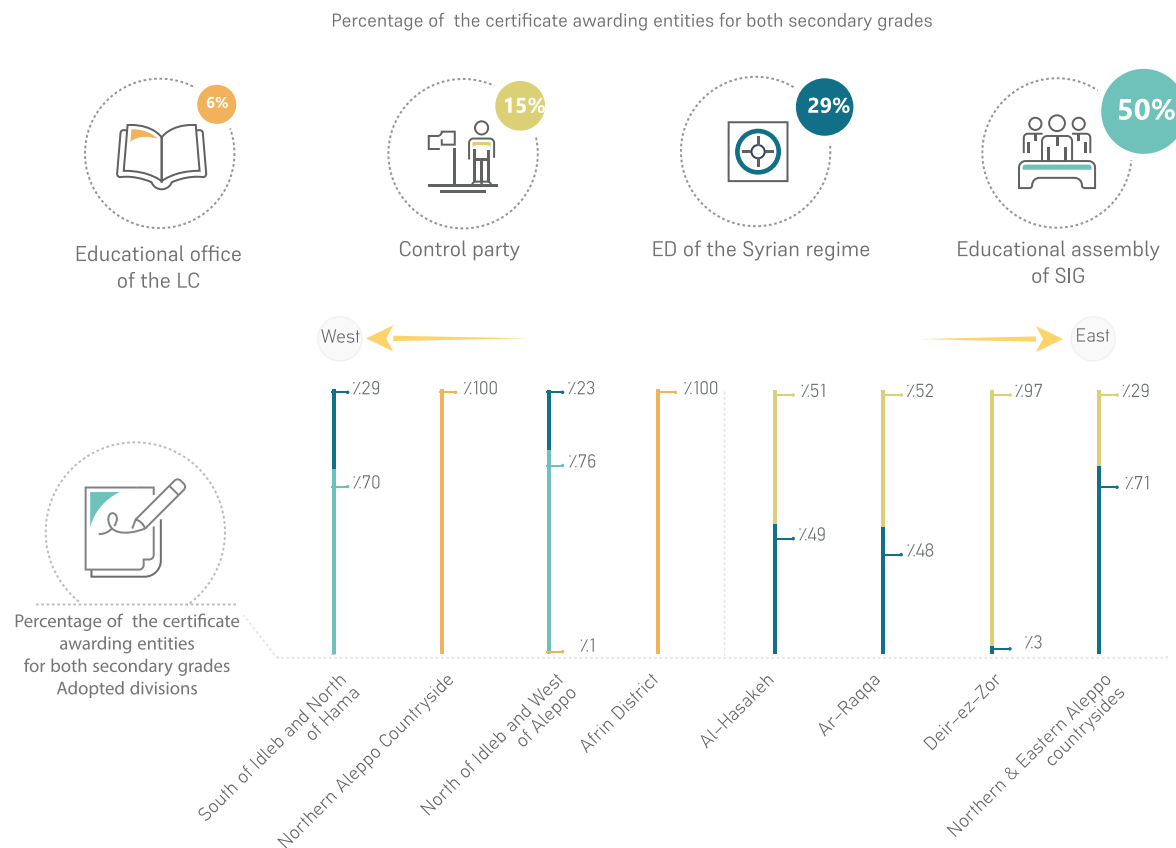


- The certificate of the transitional grades:** It is known as the “school report card” in Syria, and awarded to grades 1-8 and grades 10 and 11, where examinations for these grades are conducted within the school through an exam program and a scoring scale developed by teachers within the school. Upon passing the exams, the student receives a certificate issued by the school administration (stamped by ED). This section of the report reflects the authority with which the school administration is affiliated and authorizes it to issue certificates to students.

In NWS, the educational office of the local council awards certificates to all students of transitional grades in Afrin and Aleppo northern countryside (100% of the transitional stage certificates issued by the educational office). On the other hand, the ED of SIG awards 83% of the transitional stage certificates in northern Idlib and western Aleppo, and 66% of the transitional stage certificates in southern Idlib and northern Hama. The ED of the regime awards 21% of the transitional stage certificates in southern Idlib and northern Hama, and 12% of the transitional stage certificates in northern Idlib and western Aleppo. Furthermore, transitional certificates are issued by the school management in 12% of the assessed functional schools in southern Idlib and northern Hama, and 4% of the assessed functional schools in northern Idlib and western Aleppo. In such cases, the certificate “school report card” is signed by the school principal without any stamp from any other party.

In NES, the controlling party (the so-called SDF) awards education certificates for transitional grades in 98% of schools in Ar-Raqqa governorate; 93% of schools in Deir-ez-Zor governorate; 86% of schools in Al-Hasakeh governorate; and 56% of schools in Aleppo northeastern countryside. The regime awards transitional stage certificates in 43% of schools in the Aleppo northeastern countryside; 14% of schools in Al-Hasakeh governorate; and 1% of schools in Deir-ez-Zor governorate.

Figure 65: The certificate awarding entities for both secondary certificates



- Lower and upper-secondary stage certificates:** It is awarded to the 9th and 12th grades; after passing the examinations at the national level (Syria) or at the territory of the controlling party, where standardized questions are formulated, and a standardized scoring scale is issued for all students. The Ministry of Education grants the lower and upper secondary stage certificates according to affiliation (This certificate must be certified and stamped by the responsible entity conducting the exam).

In NWS, the educational office of the local council awards certificates to all students of lower and upper secondary stages in Afrin and northern Aleppo countryside (100% of the 9th and 12th grade certificates are issued by the educational office). On the other hand, the ED of SIG issues 70% of lower and upper secondary stage certificates in southern Idlib and northern Hama, and 76% of lower and upper secondary stage certificate in northern Idlib and western Aleppo. The ED of the regime awards 29% of the lower and upper secondary stage certificate in southern Idlib and northern Hama, and 23% of them in northern Idlib and western Aleppo.

In NES, the controlling party (the so-called SDF) awards lower and upper secondary stage certificates in 52% of assessed functional schools in Ar-Raqqqa governorate; 97% of schools in Deir-ez-Zor governorate; 51% of schools in Al-Hasakeh governorate; and 29% of schools in Aleppo northeastern countryside. The regime awards lower and upper secondary stage certificates in 48% of schools in Ar-Raqqqa governorate; 3% of schools in Deir-ez-Zor governorate; 49% of schools in Al-Hasakeh governorate; 71% of schools in Aleppo northeastern countryside. **It is reported that obtaining a lower and upper secondary certificate issued by the ED of the Syrian regime forces the students to travel to the regime-held areas to take the exams there.**

In NWS, the educational office of the local council awards certificates to all students of lower and upper secondary stages in Afrin and northern Aleppo countryside (100% of the 9th and 12th grade certificates are issued by the educational office). On the other hand, the ED of SIG issues 70% of lower and upper secondary stage certificates in southern Idlib and northern Hama, and 76% of lower and upper secondary stage certificate in northern Idlib and western Aleppo. The ED of the regime awards 29% of the lower and upper secondary stage certificate in southern Idlib and northern Hama, and 23% of them in northern Idlib and western Aleppo.

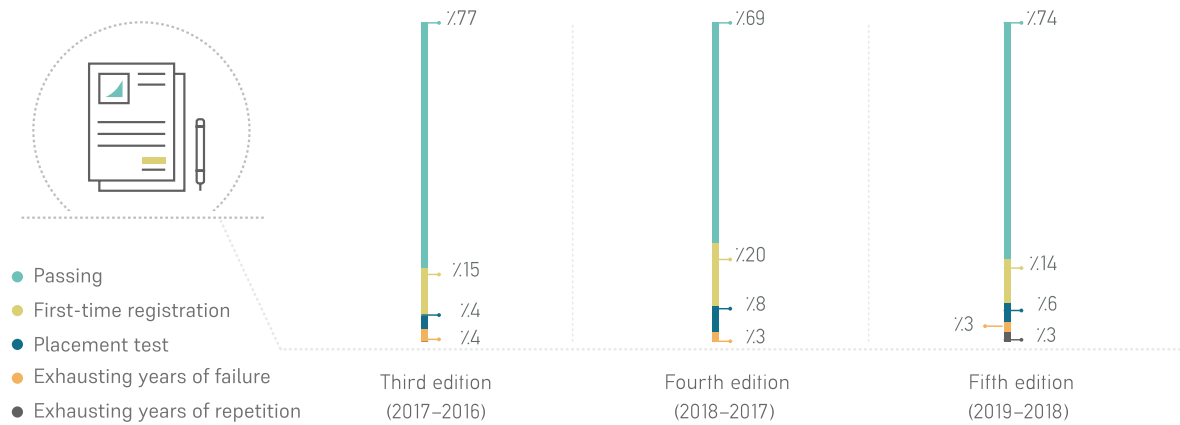
In NES, the controlling party (the so-called SDF) awards lower and upper secondary stage certificates in 52% of assessed functional schools in Ar-Raqqqa governorate; 97% of schools in Deir-ez-Zor governorate; 51% of schools in Al-Hasakeh governorate; and 29% of schools in Aleppo northeastern countryside. The regime awards lower and upper secondary stage certificates in 48% of schools in Ar-Raqqqa governorate; 3% of schools in Deir-ez-Zor governorate; 49% of schools in Al-Hasakeh governorate; 71% of schools in Aleppo northeastern countryside. **It is reported that obtaining a lower and upper secondary certificate issued by the ED of the Syrian regime forces the students to travel to the regime-held areas to take the exams there.**

The certificates issued by the opposition government are recognized in Turkey and several EU countries, whereas no one recognizes the certificates issued by the so-called SDF. Therefore, some students take risks and travel to the regime-held areas to take lower and upper-secondary certificate examinations and obtain recognized certificates.

02 MECHANISMS OF STUDENTS' ACCESS TO THE CURRENT SCHOOL GRADE

During three consecutive editions of the “Schools in Syria” report, the percentage of students who reached their grades by passing in the academic year (2018-2019) increased in comparison with the previous edition of the report, as 74% of students successfully advance to the next grade by passing their end of year exams. In contrast, 69% of students successfully advance to the next grade by passing their end of year exams in the academic year (2017-2018).

Figure 66: Comparing the mechanisms of students' access to their classes during three consecutive editions of the report



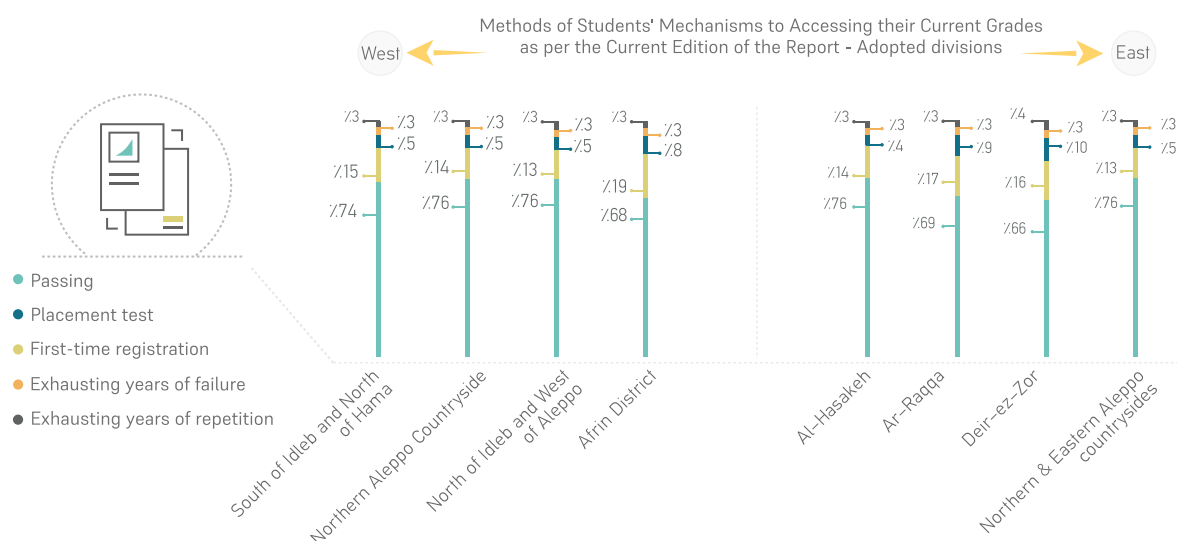
- Passing:** At the end of the academic year, students undergo final exams on the entire approved curriculum studied all year. Finishing these exams successfully means passing to the next grade. 74% of students passed to the academic year (2018-2019) successfully, which represents an increase in passing rates as compared with previous years.
- Exhausting years of repetition³⁷:** Some students advance to the next grade when they fail two years in a row within the same educational grade; 3% of students passed from the academic year (2018-2019) due to exhausting the years of repetition.
- Exhausting years of failure³⁸:** Some students advance to the next grade due to exhausting their “failure years” where a student fails for several consecutive years and is transferred to the next grade because he/she is no longer allowed to stay in the same grade, due to mismatch between his/her age and other students’; and, at the same time, he/she can’t be excluded as the compulsory education law obliges students to attend school until the completion of first and second cycles of basic education (grades 1-9). It should be mentioned that the student is allowed to fail only two years in the first cycle of basic education (grades 1-4) and only two years in the second cycle of basic education (grades 5-9). In case the two years of failure expire, the student is automatically advanced to the next grade even if he/she has not successfully passed the exams. 3% of students advanced to the next grade in the academic year (2018 - 2019) because of “failure years expiry”.
- Placement test:** Specialized teachers conduct a “placement test” mechanism for out of school children (dropout children), and children who do not have official documents that identify the grade they have completed. The specialized teachers test the abilities of these children using quick tests to determine their level of education and the educational grade they should join. The data shows that 6% of the students were in their educational grade during the academic year (2018-2019) through the “placement test” mechanism.
- First time registration:** The student’s grade is determined by age during first time registration in those

36. “The exhaustion of the repetition years, within the same educational grade”.

37. “The exhaustion of the repetition years, within the different educational grade”.

schools. In such cases, no placement tests are conducted and no learners' official documents are required to identify the grade they have completed; first grade students are excepted in this case. As reported, 14% of the students were in their educational grades during the academic year (2018-2019) through the first time registration.

Figure 67: Methods of students' access to the current grade as per the current edition of the report



03 TEACHER PERCEPTIONS: PERCENTAGE OF STUDENTS WHOSE AGES ALIGN WITH THEIR SCHOOL GRADES

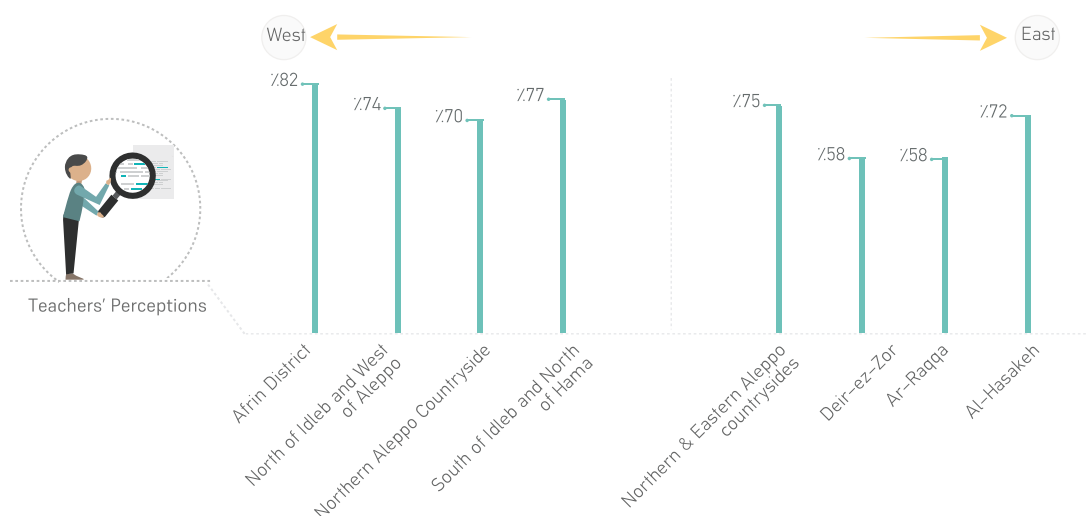
PERCEPTIONS

Through surveys conducted with the teachers by the enumerators; they asked about the percentage of their students whose ages align with their school grades

Based on the teachers' responds, the average percentage of students whose ages align with their school grades was calculated. In NWS, according to the surveyed teachers³⁹, the average percentage of students whose ages are appropriate for their educational grades is 82% in Afrin district; 77% in southern Idleb and northern Hama; 74% in northern Idleb and western Aleppo, and 70% in Aleppo northern countryside.

In NES, according to the surveyed teachers, the average percentage of students whose ages are appropriate for their educational grades is 75% in Aleppo northeastern countryside; 72% in Al-Hasakeh governorate, and 58% in each of Deir-ez-Zor and Ar-Raqqa governorates.

Figure 68: Teachers Perceptions: the average percentage of students whose ages align with their school grades



39. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

04 TEACHER PERCEPTIONS: FORMATIVE ASSESSMENT MECHANISM USED BY TEACHERS - PERFORMANCE ASSESSMENT

PERCEPTIONS

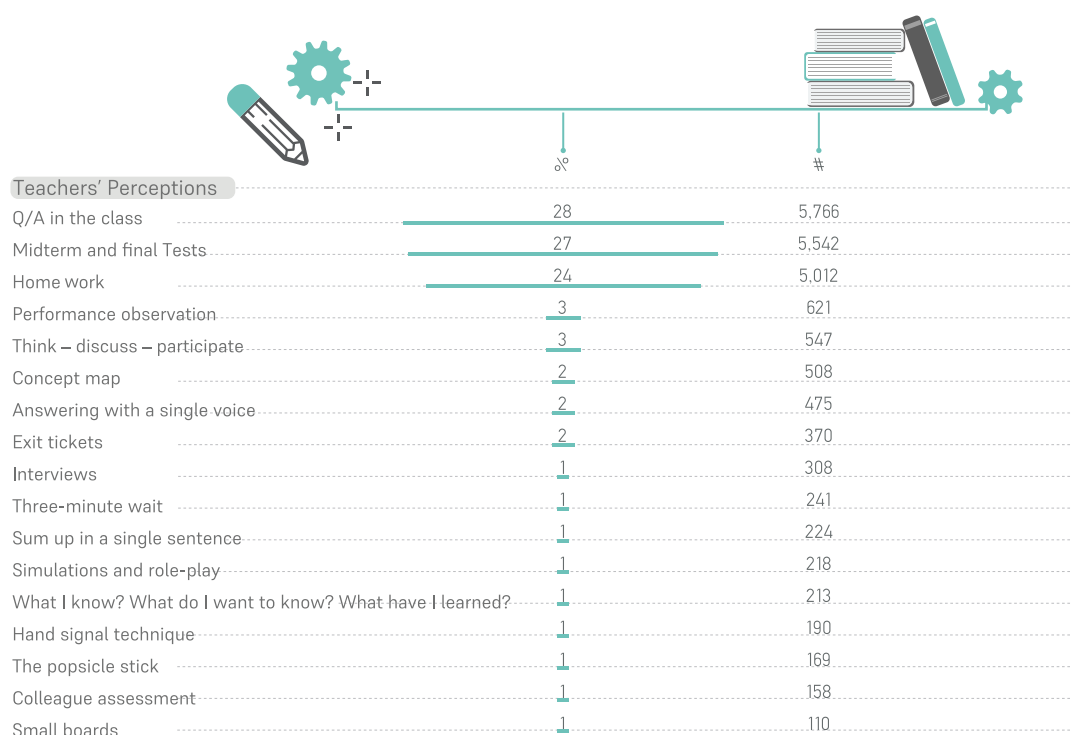
A number of techniques are used in educational processes to assess students' understanding of the subject, identify weaknesses and attempt to correct them. These mechanisms are used in the introduction to the lesson (as a preliminary method) or at the end of the lesson to measure the extent of the students' understanding of the taught subject, the following are the most important of these mechanisms:

- **Question and answer in the class** (take place during the lesson and students exchange roles with their teacher to ask and answer questions)
- **Exit tickets** (before exiting the class, the student summarises the taken lesson on a card and gives it to the teacher)
- **Concept map** (the teachers asks the students to draw an organizational chart that sums up their knowledge on a certain topic).
- **School semesters exams** (midterm and final)
- **Homework**
- **Performance observation** (by setting a checklist, a verbal or a numerical rating scale/rubrics).
- **Simulations and role-play** (students express their understanding of the subject through drawings, action figures made of play-dough, acting, role-playing...)
- **Interviews** (this technique includes sitting with the students and reviewing written work, homework and general progress)
- **The technique of "What I have and have not learned?"** (the teacher hangs two worksheets; the first one has the question "What I have learned?", and the second one has the question "What I have not learnt?")
- **Colleague assessment** (in pairs, the teacher assigns tasks and activities to the students. The students show their results to colleagues and receive feedback from those colleagues)
- **What I know? What I want to know? What I have learned?** (the teacher can introduce the lesson through this strategy, by presenting it at the beginning of the lesson and after receiving information from the students)
- **Hand signal technique** (the teacher pre-agrees with the students on hand signals to be made for demonstrating their understanding of a certain concept, principle or process)
- **Three-minute wait** (the teacher gives the student an opportunity to reflect on a certain subject. After that, the students give their opinions using the following wording: I have changed my mind about..., I have learned..., I liked..., I felt..., I want to know more about...)
- **Colored cups** (the teacher distributes 3 multi-colored cups for the students to use and express the level of their understanding of the lesson/topic)

- **Answering with a single voice** (all students give specific words which are known by the teacher and express the extent of their understanding of the new idea)
- **Game of numbers** (the teachers specifies a certain number for each student. The teacher asks a question for the students to answer by randomly selecting a number)
- **Sum up in a single sentence** (the teacher asks the students to write a single sentence that sums up the lesson and includes answers to questions like: who, when, where, what, how..)
- **Think – discuss – share** (the teacher asks each student to answer the question individually, share the answer with a colleague, and then listen to each other’s answers)
- **Small boards** (the teacher asks a question, and each student answers individually on his/her own board/sticky note)
- **The popsicle stick** (this strategy allows the students to share their ideas and comments in an organized manner so as to let each student share his/her ideas while his/her colleagues listen).

The survey results show that 28% (5,766 teachers) of the surveyed teachers⁴⁰ said that they use the mechanism of question and answer in the lesson; 27% (5,542 teachers) of the surveyed teachers use the mechanism of semester exams (midterm and final); 24% (5,012 teachers) depend on homework to assess the students’ performance. It is noteworthy that teachers often use more than one formative assessment mechanism; however, the results showed that the majority of teachers rely on traditional assessment mechanisms, and do not rely on modern assessment mechanisms that may help motivate students to improve their performance through brainstorming.

Figure 69: Teacher Perceptions: percentage of students according to formative assessment mechanism teachers used – adopted divisions



40. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

Section

09

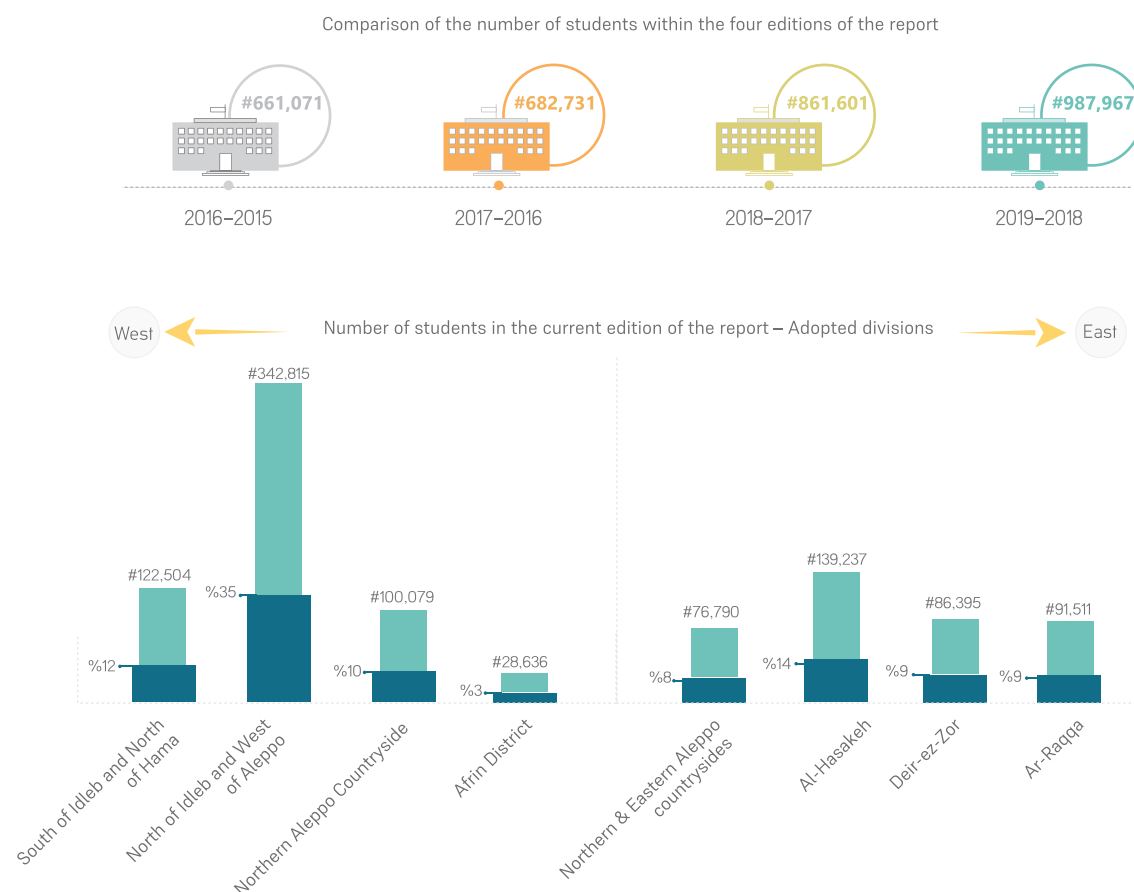
STUDENTS



01 NUMBER OF STUDENTS

The number of students of functional schools in this issue of the report (2018-2019 academic year) reached 987,967 students; while in the fourth edition⁴¹ of Schools in Syria report (2017-2018 academic year) the number of students was 861,601 students; in the third edition⁴² of the report (2016-2017 academic year) the number of students was 682,731 students; in the second edition⁴³ of the report (2015-2016 academic year), the number of students was 661,071 students.

Figure 70: Comparison of the number of students within the four editions of the report

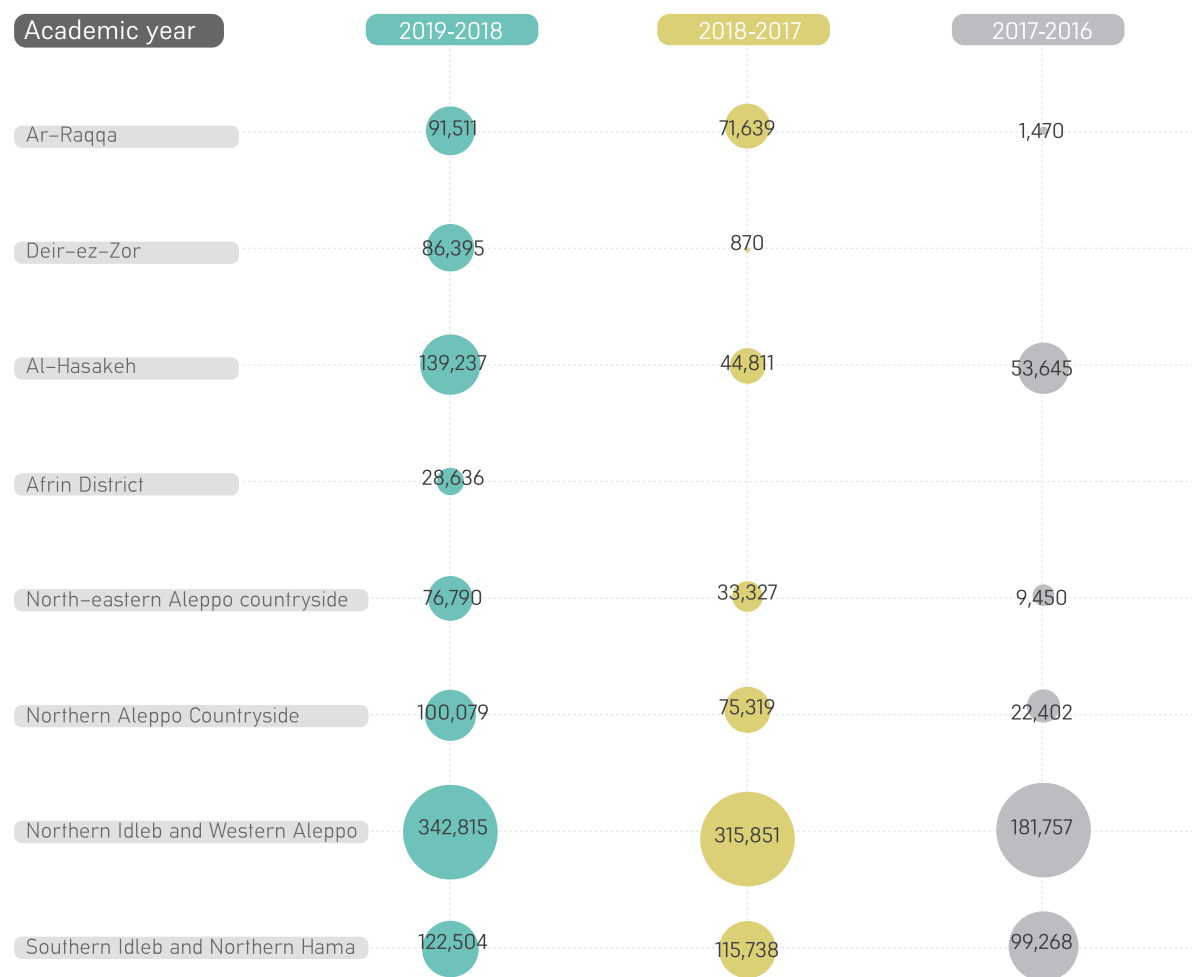


In NWS, the largest number of students is found in northern Idlib and western Aleppo, accounting for 35% (342,815 students) of the total number of students assessed; having this large number of students is attributed to the settlement of large numbers of IDPs there; the number of students in southern Idlib and northern Hama was 122,504 which constitutes 12% of the total number of students.

In NES, the largest number of students is found in Al-Hasakeh governorate, accounting for 14% (139,237 students) of the total number of students assessed; the total number of students in Ar-Raqqa governorate reached 91,511 students, while in Deir-ez-Zor governorate the number is 86,395 students; it is worth mentioning that there is a large number of drop-out children in Deir-ez-Zor governorate due to interruption of education for several years during ISIL's control over the governorate.

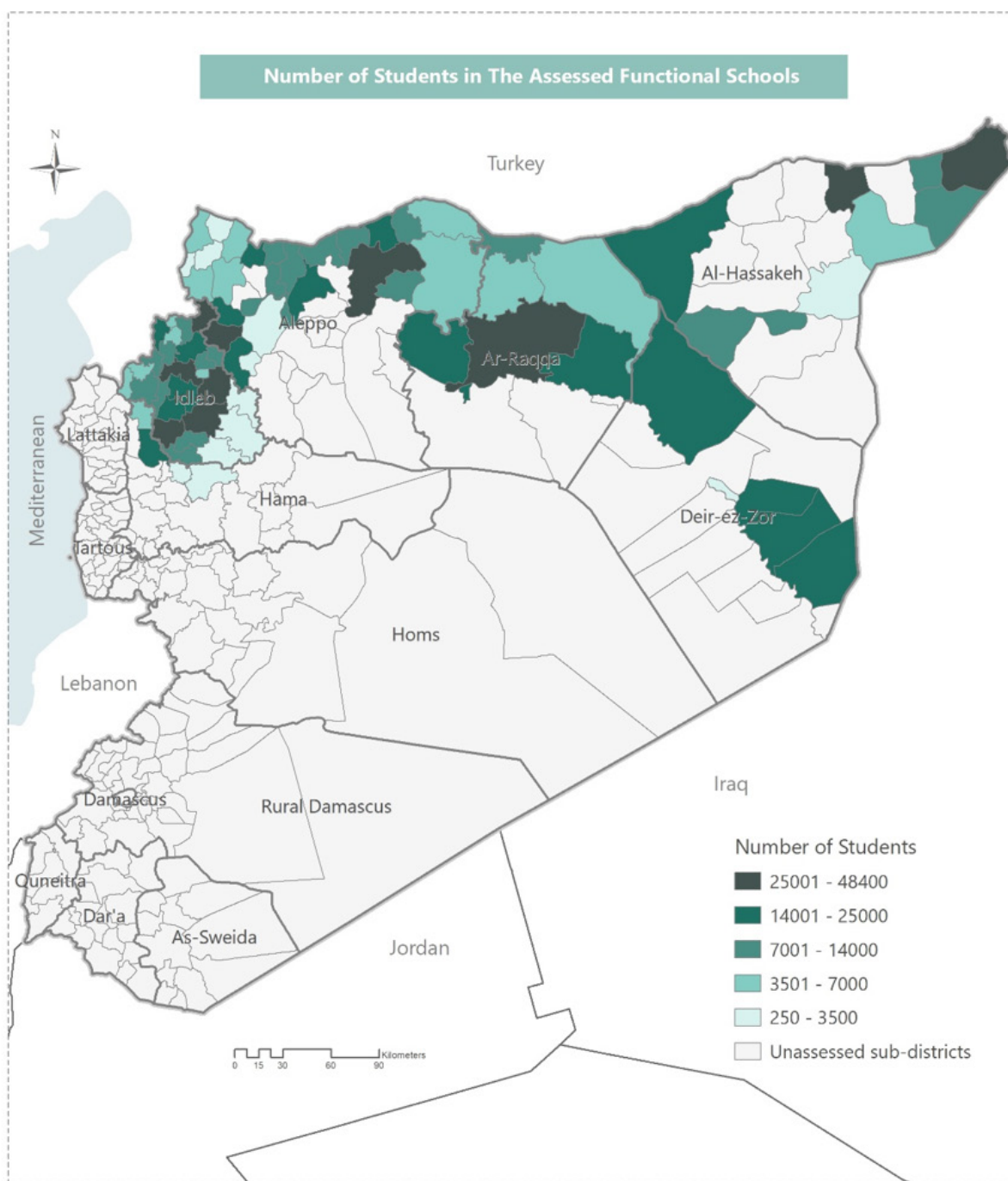
41. <https://bit.ly/2vuFnpd>
42. <https://bit.ly/36wH6qR>
43. <https://bit.ly/38lk2XB>

Figure 71: Comparison of the number of students within functional schools throughout the three editions of the report



No data on student numbers was available during the previous two editions of the Schools in Syria Report (3rd and 4th editions) in Afrin district, due to the inability of IMU enumerators to collect school data during SDF's control over Afrin district. However, key informants confirm having functional schools operated and students enrolled during that period; the number of students in the schools of Afrin district in this edition of the report is 28,636 students, there were no functional schools in the second issue of Schools in Syria report (2016-2017 academic year) in Deir-ez-Zor governorate, where schools were closed during ISIL's control over the governorate.

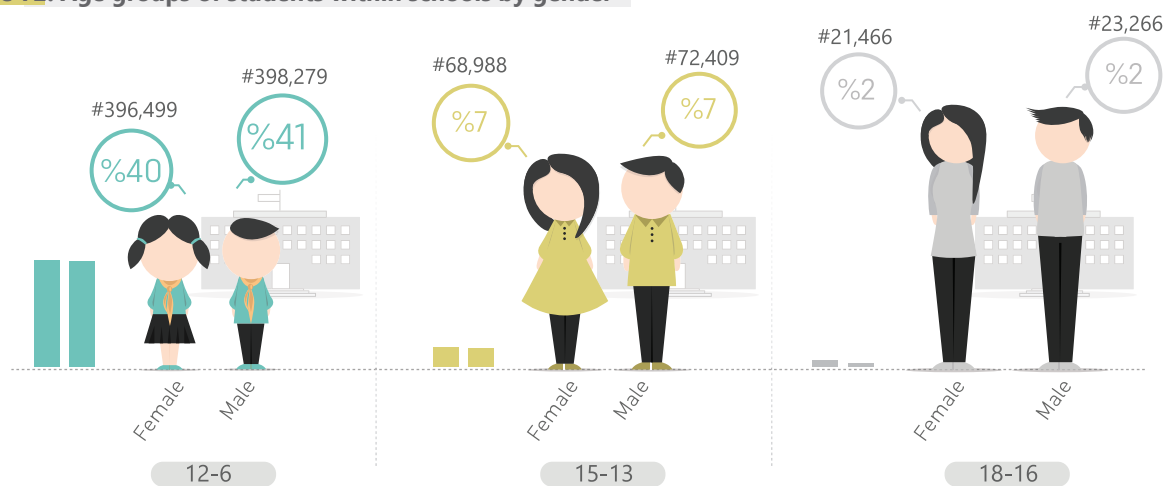
Map 03: Number of Students within Functional Schools at the Sub-district Level



02 AGE GROUPS OF STUDENTS

Students between the ages of 6 and 12 made up the largest age group of students in the assessed schools with 81% (794,778 students of both sexes) of the total number of enrolled students; the number of female students between the ages of 6 and 12 constitutes 40% (396,499 students) of the total number of students enrolled; the number of female students between the ages of 13 and 15 constitutes 14% (141,397 students of both sexes) of the total number of enrolled students, and students aged 16 -18 account for 5% (44,732 students of both sexes).

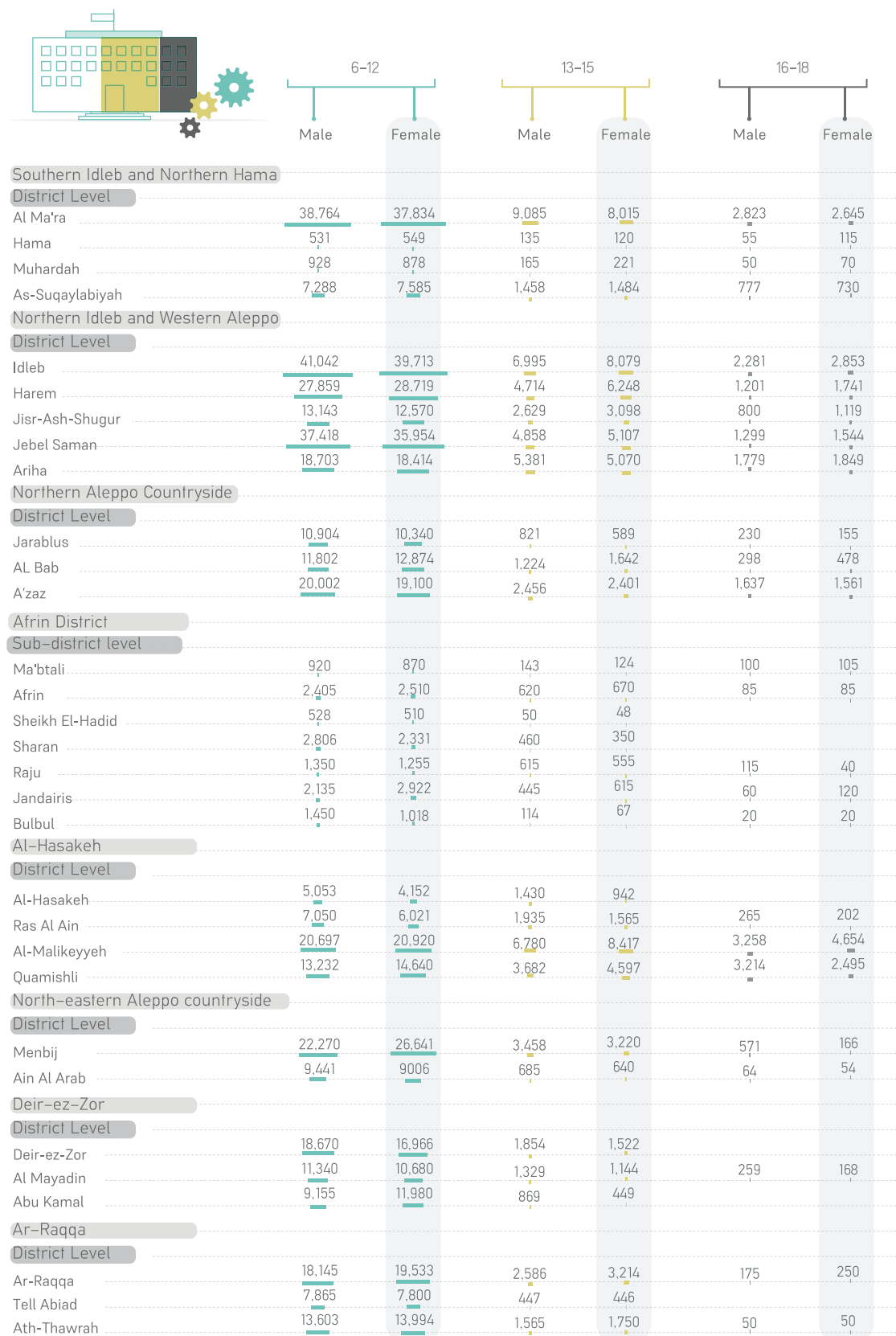
Figure 72: Age groups of students within schools by gender



	6-12	13-15	16-18
Southern Idlib and Northern Hama			
Male	47,511	10,843	3,705
Female	46,846	9,840	3,560
Northern Idlib and Western Aleppo			
Male	138,165	24,577	7,360
Female	135,370	27,602	9,106
Northern Aleppo Countryside			
Male	42,708	4,501	2,165
Female	42,314	4,632	2,194
Afrin District			
Male	11,594	2,447	380
Female	11,416	2,429	370
North-eastern Aleppo countryside			
Male	31,711	4,143	635
Female	35,647	3,860	217
Al-Hasakeh			
Male	46,032	13,827	6,737
Female	45,733	15,521	7,351
Deir-ez-Zor			
Male	39,165	4,052	259
Female	39,626	3,115	158
Ar-Raqqa			
Male	39,613	4,598	225
Female	41,327	5,410	300

statistics of students within schools indicate a decrease in the number of students in the advanced stages compared to primary education stage, as fewer children advance to lower secondary school (grades 7-9) than children who complete primary education (grades 1-6), and the same applies to the transition of students from lower secondary to higher secondary school (grades 9-12) the thing which indicates that more children are dropping out in the advanced stages (lower and higher secondary) compared to primary education. The dropout rates of students from secondary education are concentrated in the governorates of Ar-Raqqa, Al-Hasakeh and north-eastern Aleppo countryside.

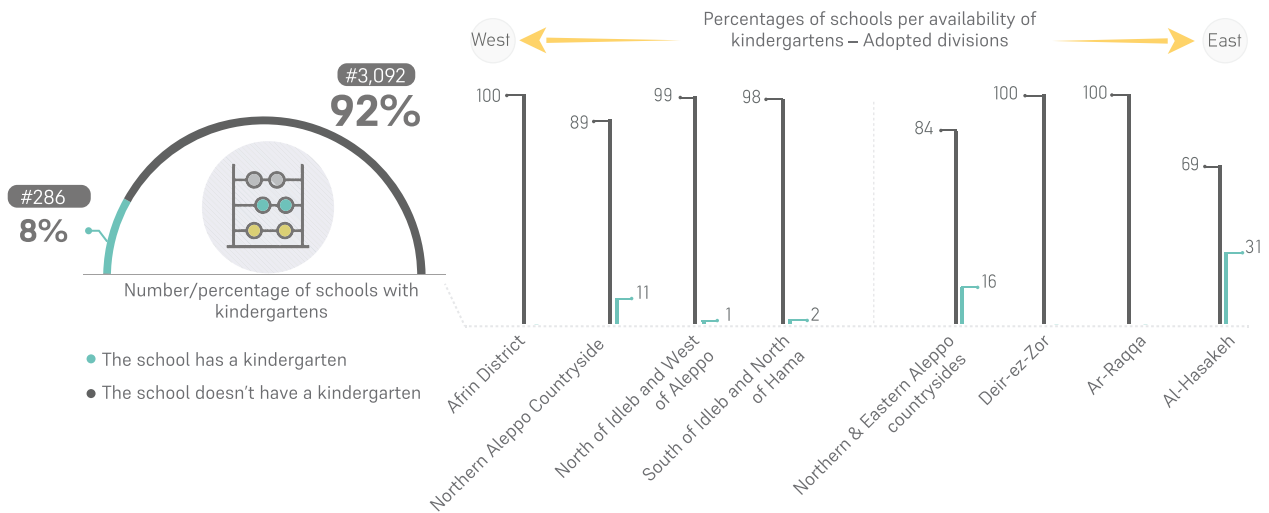
Figure 73: Number of Students within Functional Schools by Age Groups and Gender – At the District/ Sub-district Level



03 AVAILABILITY OF KINDERGARTENS WITHIN SCHOOLS

According to the study it is found that only 8% (286 schools) of the functional schools assessed included kindergartens (pre-school education).

Figure 74: Availability of Kindergartens within Schools



Based on INEE⁴⁴ definition of early childhood development “Early childhood development is the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most”.

Before the war in Syria, pre-school education was not common (pre-primary education); parents interested in pre-school education used to send their children to private schools, though many families could not afford private primary education; in 2006, a new university branch was opened at the faculty of education called Kindergarten branch where graduated students are specialized in early childhood development or what is known as (pre-school education). As parents become more aware of the importance of early childhood education, schools are beginning to realize the need to open kindergartens of different pre-school education levels.

In NWS, pre-school education (kindergarten) was found in 11%(30 schools) of schools in northern Aleppo countryside; in 2% (6 schools) of schools in southern of Idleb and northern Hama; and in 1% (16 schools) of schools in northern Idleb and western Aleppo.

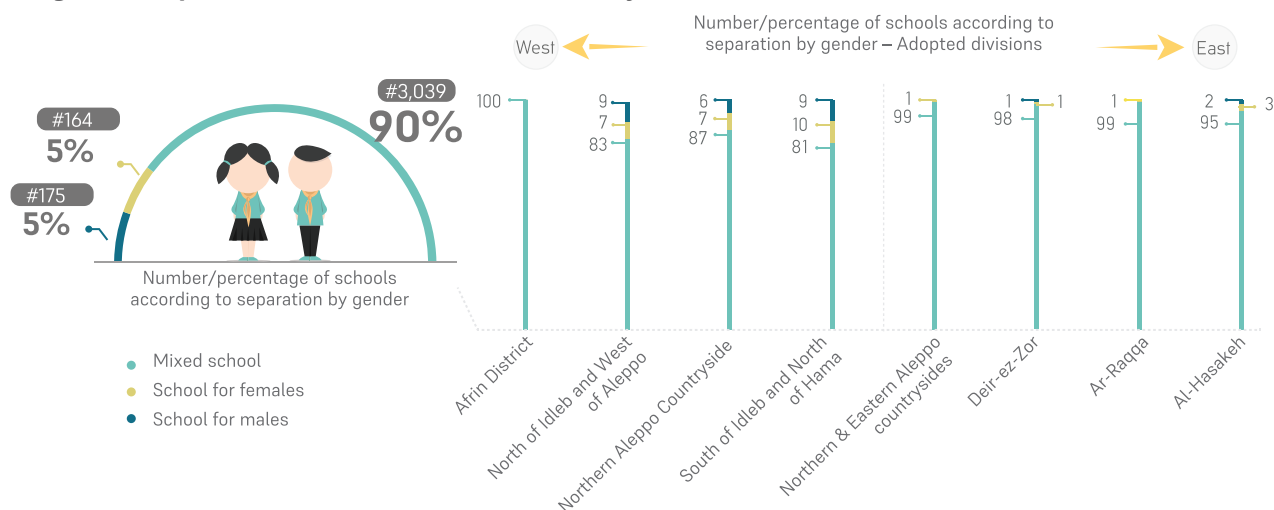
In NES, kindergartens (primary education) are found in 11% (40 schools) of schools in Al-Hasakeh governorate, and only one school in each of Al-Hasakeh and Ar-Raqqa governorates has a kindergarten.

44. <https://bit.ly/2uCzG87>

04 SEPARATION BETWEEN STUDENTS BY GENDER

Data shows that 90% (3,039 schools) of the total assessed functional schools covered in this report are mixed schools where girls and boys learn jointly in the classrooms. Additionally 5% (175 schools) of the schools are single-sex male schools with 5% (164 schools) single-sex female schools.

Figure 75: Separation between Students at Schools by Gender



Prior to the war in Syria, in most of the schools, separation between students per gender start at the lower secondary stage. Primary schools (from 1 to 6 grades) were mixed, while lower, secondary and upper secondary schools were single-sex schools. Mixed schools for all grades were found in some villages, which do not have a large number of schools to allocate for the two sexes, in these cases, the separation was on classroom-level with classrooms allocated for males and others allocated for females. Some villages had only one lower secondary attended by both sexes or one upper secondary school also attended by both sexes.

With the beginning of the war in Syria, and due to the deteriorating security situation which imposed restrictions on transportation, more schools became mixed-gender schools and started to receive both sexes. In areas covered in this study, currently the largest proportion of schools are attended by both sexes concerning the primary education, whereas for the lower secondary and higher secondary stages the same schools have female and male students separated.

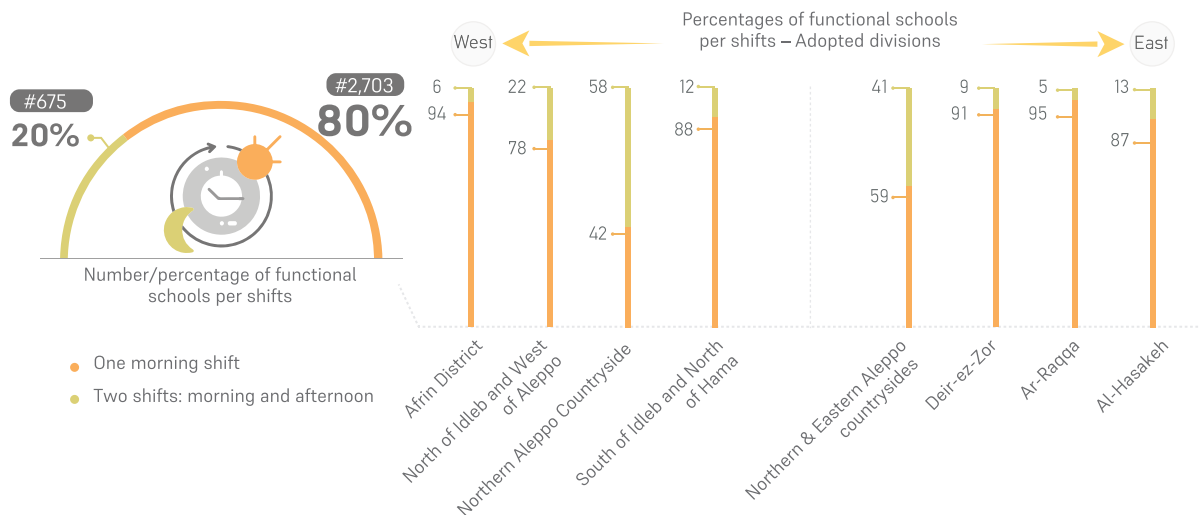
In NWS, all of the schools in Afrin district were found to be mixed; 87% (246 schools) of schools northern Aleppo countryside are mixed; 83% (894 schools) of schools in northern Idleb and western Aleppo are mixed, and 81% (320 schools) of schools located southern Idleb and northern Hama are mixed.

In NES, 98% (219 schools) of schools in Deir-ez-Zor governorate are mixed; 95% (578 schools) of schools in Al-Hasakeh governorate are mixed; 99% (350 schools) of schools in Ar-Raqqa governorate are mixed, and 99% (248 schools) of schools in north-eastern Aleppo countryside are mixed.

05 SCHOOLS' NUMBER OF SHIFTS

The results of the study showed that 20% (675 schools) of schools have two shifts (morning and evening shifts); 80% (2,703 schools) have only one morning shift.

Figure 76: Number of Students within Functional Schools by Age Groups



The number of school days in Syria is 5 days per week, beginning on Sunday and ending on Thursday. School day starts at 8 am with five classes a day for the primary education with a 30-minute break after two lessons; school day for the primary level students ends at 12:45 pm in case the school has only one shift, but if it has two shifts (morning and afternoon) then morning shift starts at 7:30 am and ends at 11:30 (this is the time at which school day ends for morning shift students); afternoon shift starts at 12:00 pm and ends at 16:00 (this is the time at which school day ends for afternoon shift students); students exchange morning and afternoon shifts every week.

According to the educational system in Syria, lower secondary and higher secondary students have to attend one more additional lesson, that is the sixth lesson by which school day ends for these two levels at 13:30 pm; the curriculum for the vocational higher secondary schools, such as the agricultural and industrial vocational schools include some practical lessons which the students need to attend in the evening.

Having two school shifts reflects the fact that the school is overcrowded, in that applying two shifts at school is considered to be a solution to the lack of having sufficient number of schools compatible with the number of enrolled students; the two shifts process is only applied for the primary education level as it can not be applied for lower or higher secondary schools since these two levels require more teaching hours per week which makes attending school for just 4 hours a day insufficient (4 hours is the period which students spend at school when enrolled in a school having two shifts)

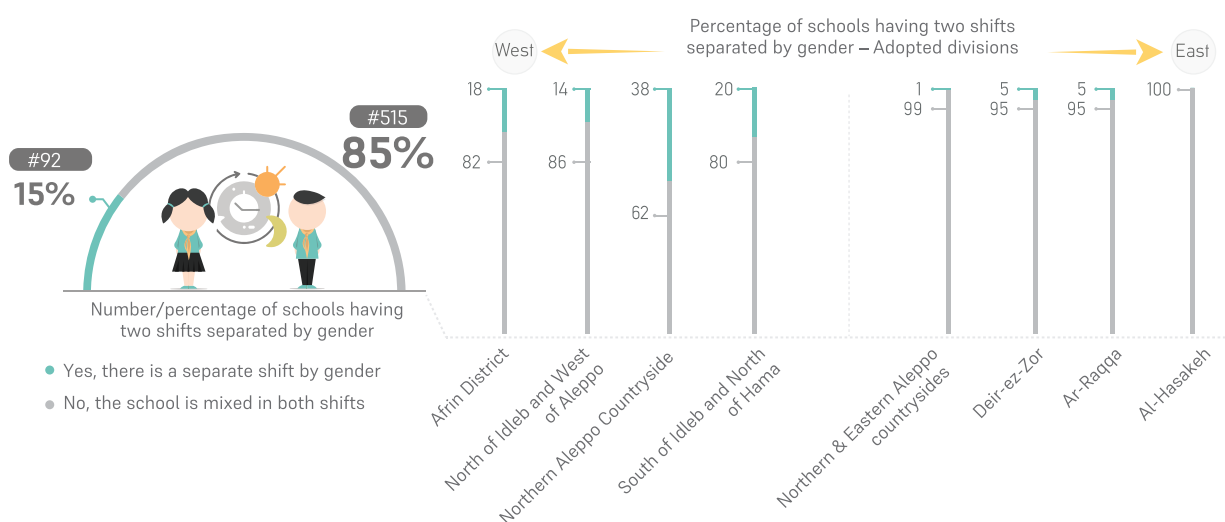
In NWS, the percentage of schools having two shifts in north Aleppo countryside is 52% (163 schools) of the total number of functional schools there; additionally, 22%(232 schools) of functional schools in northern Idleb and western Aleppo also have two shifts, so is the case with 12%(48 schools) of schools in southern Idleb and northern Hama and 6% (11 schools) of schools in Afrin district.

In NES, the percentage of schools in two shifts in north-eastern Aleppo countryside reached 41% (102 schools) of the total functional schools there, 13%(80 schools)of functional schools in Al-Hasakeh governorate, 9% (20 schools) of Deir-ez-Zor governorate, and 5% (19 schools) of schools in Ar-Raqqa governorate.

06 ALLOCATING A SEPARATE SHIFT FOR EACH GENDER IN THE TWO-SHIFT MIXED SCHOOLS

This section of the report is focused on mixed schools (attended by male and female students) in two shifts (morning and evening) and is aimed at presenting information about schools which separate male and female students through assigning them to shifts. One shift for male students and the other is for female students. Usually, female students' shift takes place in the morning, while male shift takes place in the afternoon. The study shows that 15% (92 schools) of mixed schools in two shifts have one shift allocated for female students while the other is for male students; the study also shows that 85% (515 schools) of the schools are mixed and have mixed shifts for female and male students at the same time.

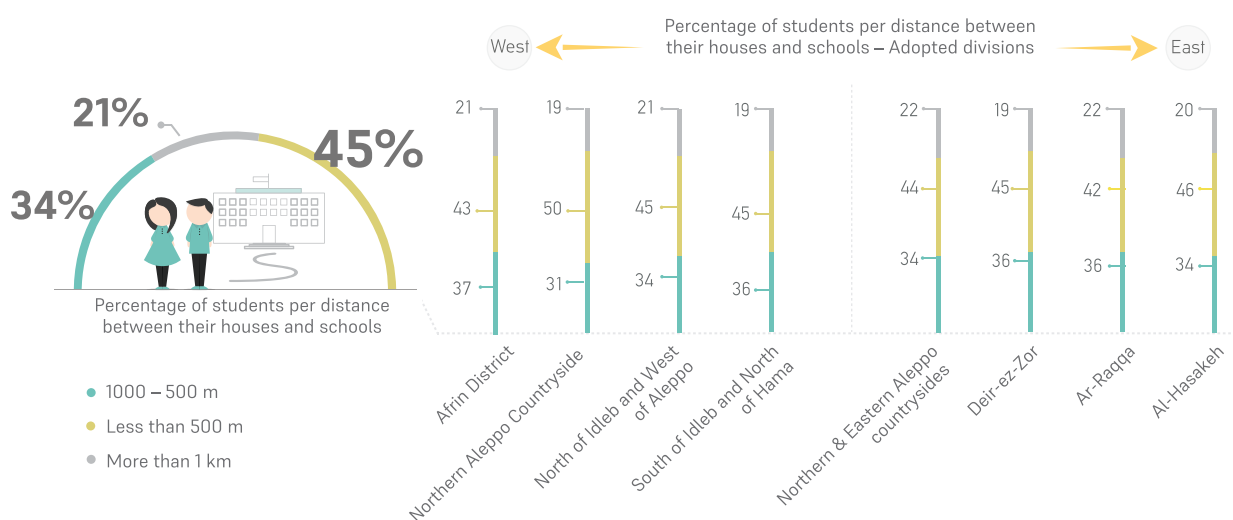
Figure 77: Schools that Allocate One Shift for Male Students and another for Female Students



07 THE DISTANCE OF SCHOOLS FROM POPULATION CENTERS

The study found that 21% of students (207,473 students) live more than 1,000 meters away from their schools, and 34% of students (335,909 students) live between 500 and 1,000 meters away from their schools, and 45% of students (444,585 students) live less than 500 meters away from their schools.

Figure 78: Distance between Students' Houses and schools



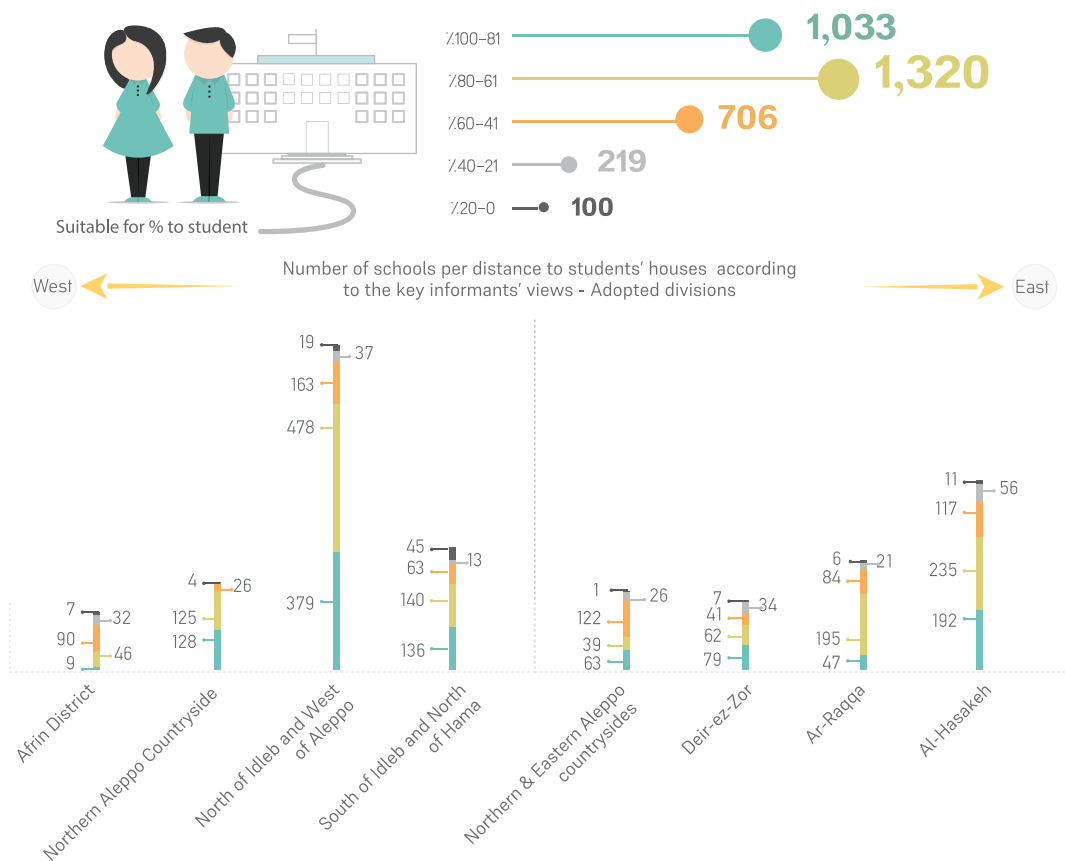
Distance to schools varies depending on to the population centres; in big cities which are considered to be more organized, each neighbourhood has several schools for all school levels; it is easy for the students to go to school on foot; usually, the distance between schools and students' houses doesn't exceed 500 meters; in case the distance exceeds 500 meters, then public transportation means are available at all times and are mostly safe as large numbers of passengers take buses to move within the city in populated areas, hence this makes it safe for children and decreases the possibility of being harassed when using them. In villages that spread over vast areas of agricultural lands and dispersed houses, often schools are more than 500 meters away from students' houses; sometimes the distance exceeds 1,000 meters. Usually, schools in the villages for the primary education level are close to students' houses or rural houses can be used as a suitable solution for children to avoid travelling long distances. Concerning lower and higher secondary schools, students are forced to travel long distances to reach their schools, where there are no available lower or higher secondary schools in all of the villages. Furthermore, transportation means are not available at all times, and in some cases, are unsafe for children to use mainly because they pass through unpopulated areas where children could be exposed to harassment.

In general, there are no specific criteria for the distance between schools and students' houses, as it depends on the area in which students live (rural or urban) and on safety and easy access to schools in terms of availability of safe and appropriate public transport of affordable fares that go in line with the students' standard of living in order not to create additional burden for their parents.

In accordance with the minimum INEE⁴⁵ education standards, "the maximum distance between learners and learning places must be determined according to local and national standards, it is important to take into account security, safety and accessibility issues, such as soldiers' residences, Landmines, and dense clumps in the vicinity, should be consulted with learners, parents, and other members of the community about the location of places of education and the potential dangers."

The key informants were asked about students whose schools are considered to be at a fair distance from their houses regardless of how distant they are. According to their answers, the distance was suitable in 1,033 schools, for more than 80% of the students, in 1,320 schools, the distance was suitable for 61% - 80% of students, in 706 schools, the distance was suitable for 41% - 60% of students, in 219 schools the distance was suitable for 21% - 40% of the students, in 100 schools, the distance was suitable for less than 20% of the students.

Figure 79: The Percentage of Students whose Schools are at a Fair Distance from their Houses

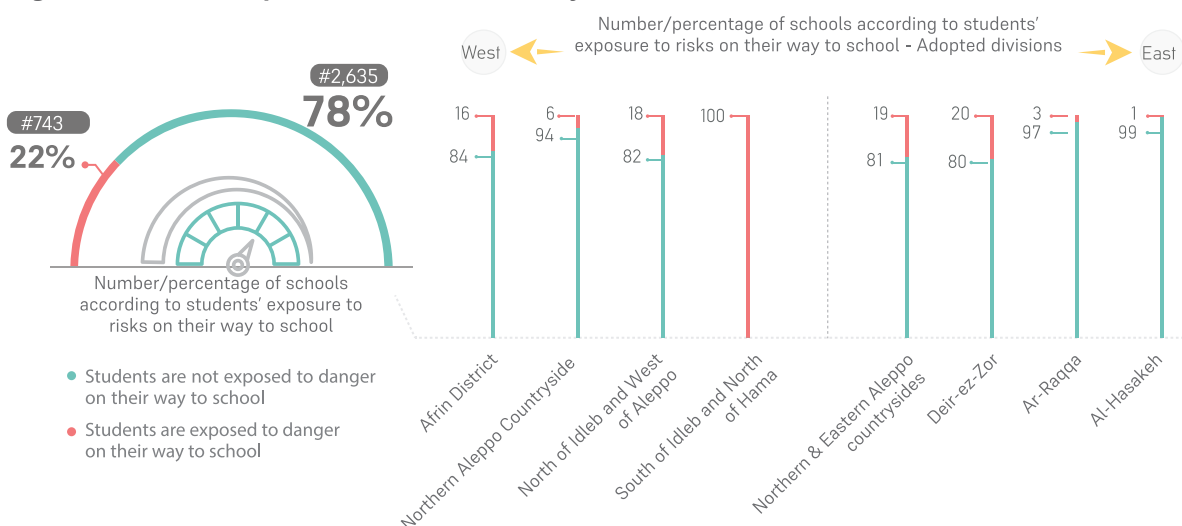


45. <https://bit.ly/2uCzG87>

08 STUDENTS EXPOSED TO RISKS ON THEIR WAY TO SCHOOL

The results of the study show that students in 22% (743 schools) of functional schools are exposed to different risks on their way to school, while the roads to 78% (2,635 schools) of the schools are considered to be safe.

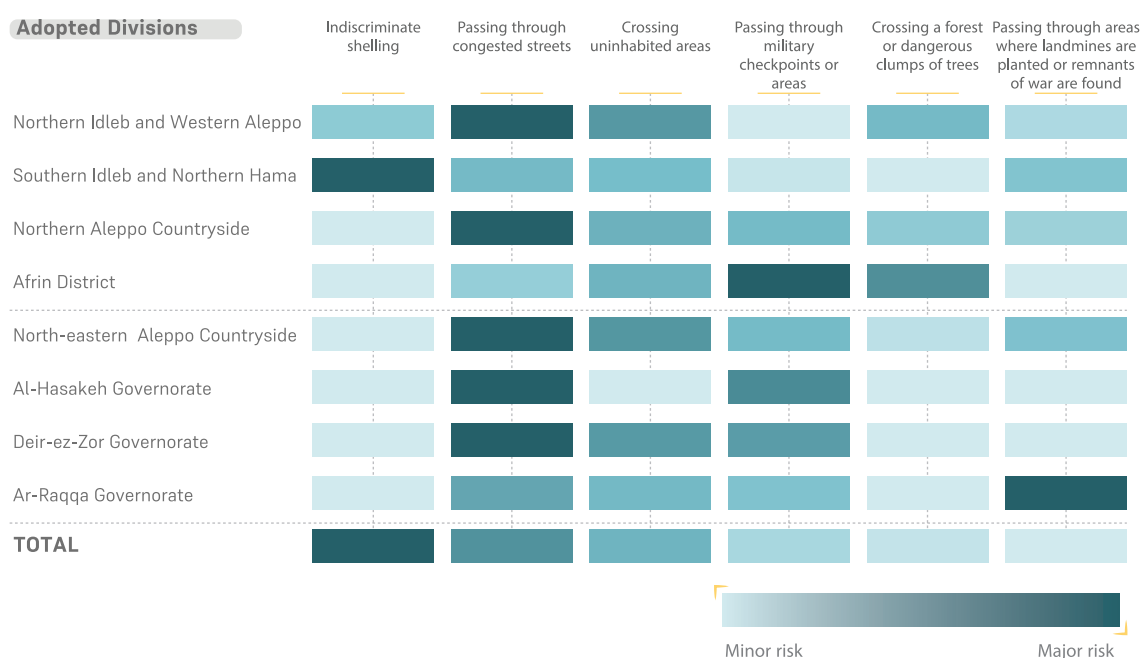
Figure 80: Students Exposed to Risks on their Way to School



At the forefront of the risks students are exposed to on their way to schools was the indiscriminate shelling, where students in all schools southern Idleb and northern Hama suffered from indiscriminate shelling, which posed a great danger to their lives on their way to school; likewise, students in northern Idleb and western Aleppo also suffered from being exposed to indiscriminate shelling on their way to school.

Traffic congestion came in second of the risks to which students are exposed on their way to school when crossing the streets, moreover, what increased the risks was the absence of any traffic control mechanisms including the presence of road signs, traffic lights, pedestrian lanes or traffic police. One of the most prominent dangers faced by children on their way to school in Afrin district was passing through military checkpoints, as is the case in Al-Hasakeh and Deir-ez-Zor governorates.

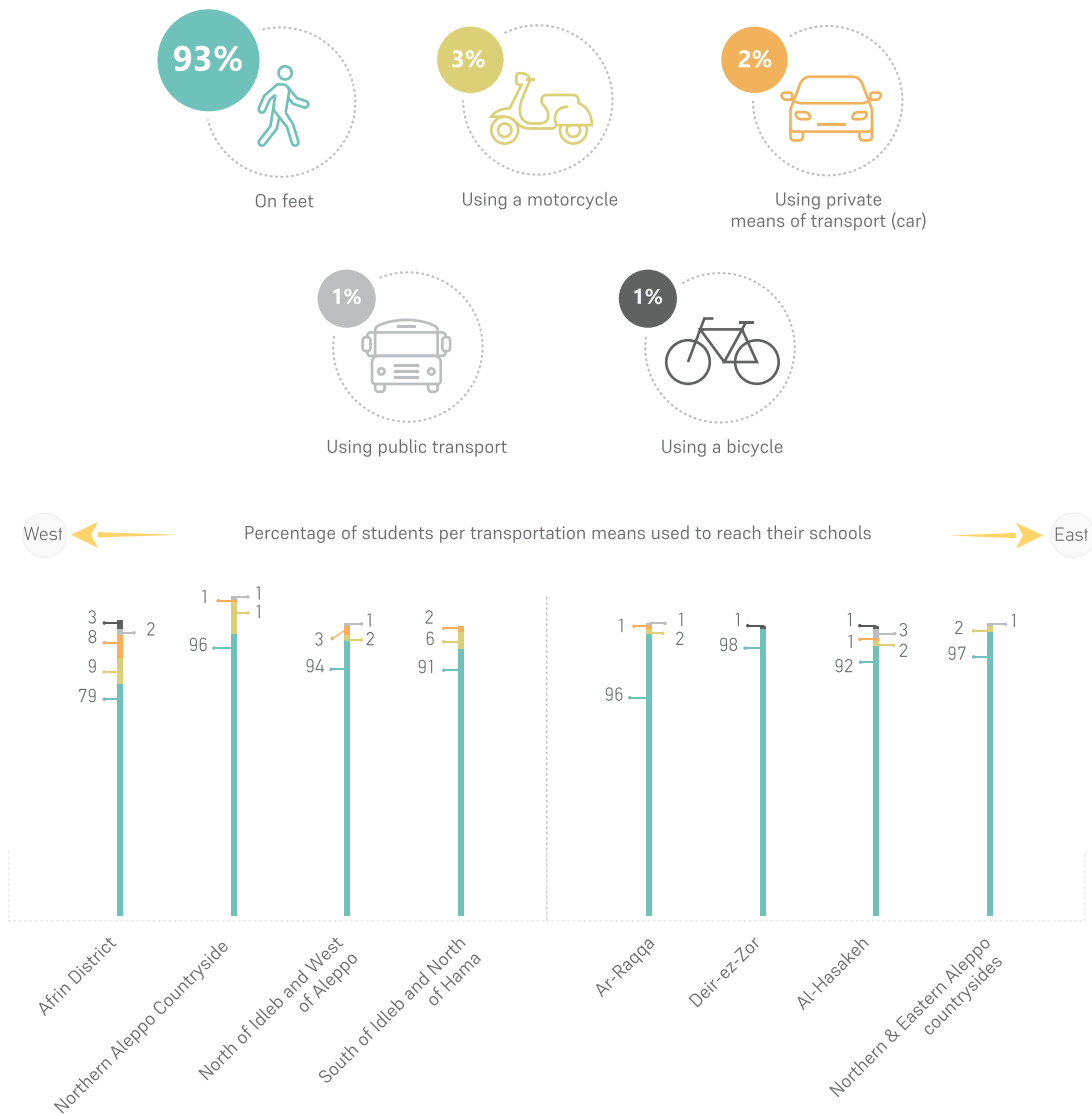
Figure 81: Types of Risks to which Students are exposed on their Way to School



09 TRANSPORTATION MEANS USED BY STUDENTS TO REACH SCHOOL

The study found that 94% of students go to school on foot and do not use any means of transportation; yet this high percentage doesn't imply having short distances between students' houses and their schools, where the results of the study showed that the distance between students' houses and schools exceeds 500 meters for 65% of students. 3% of students use motorcycles to go to school; more often these students are lower or higher secondary students, as it is difficult for primary school students to use motorcycles, 2% of students use private transportation means, 1% of students use public transportation means, and 1% of students use bicycles.

Figure 82: Transportation Means Used by Students to Reach their Schools

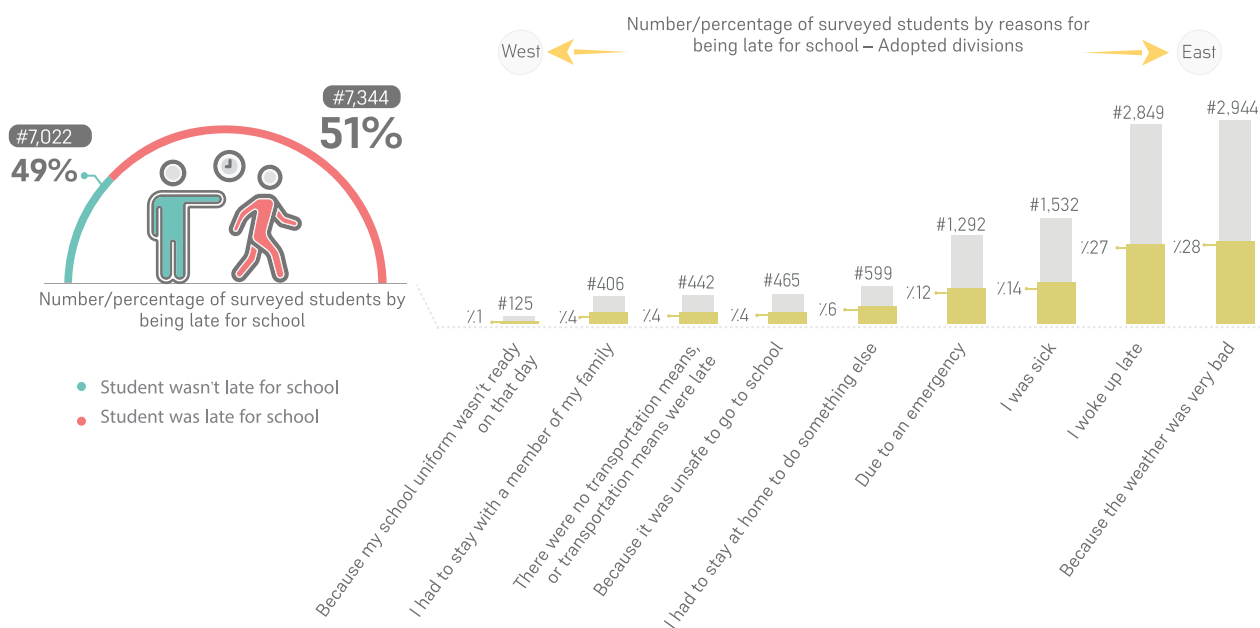


10 STUDENT PERCEPTIONS: STUDENTS' REASONS FOR BEING LATE FOR SCHOOLS

PERCEPTIONS

Through the surveys the enumerators conducted with the students⁴⁶; they asked them whether they are late for school, and if so, what the reasons for being late could be. 51% (7,344 students) of the students said they were sometimes late for school, of whom 28% (2,944 students) were late due to the bad weather conditions; 27% (2,849 students) were late because they woke up late; 14% (1,532 students) were late because they were sick; 12% (1,292 students) were late due to an emergency.

Figure 83: Students' Perceptions, Reasons behind being Late for School



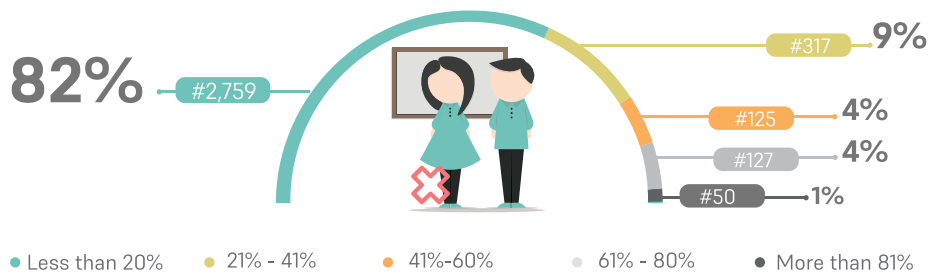
46. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

11 STUDENTS' COMMITMENT TO SCHOOL

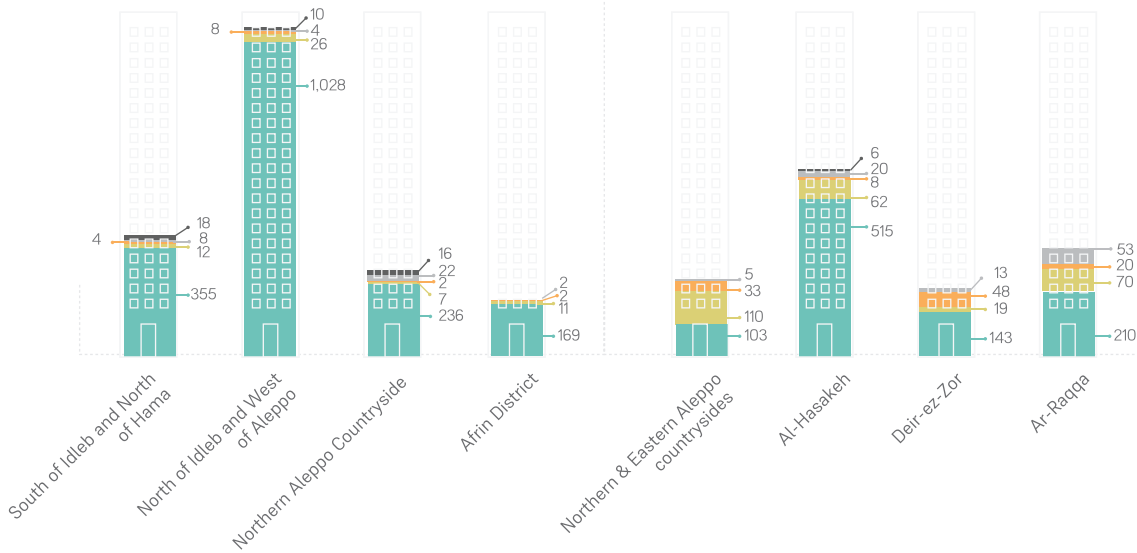
The number of school days is five days per week; starting on Sunday and ending on Thursday; some students attend school less than 5 days per week, which is classified in this report as frequent absence from school; absence could be continuous (when a student is absent for a month or more continuously) or intermittent (absent for a day or more per week).

The study found that 81% of students in 1% (50 schools) of schools are constantly absent; whereas in 4% (127 schools) of schools 61% - 80% of students are constantly absent; in 4% (125 schools) of schools 41% - 60% of students are continuously absent; and in 9% (317 schools) of schools 21%-40% students are constantly absent; additionally, in 82% (2,759 schools) of schools, less than 20% of students are continuously absent.

Figure 84: Percentages of Students who are Constantly Absent from Schools



Numbers of schools by the percentage of students who are constantly absent from school - Adopted divisions

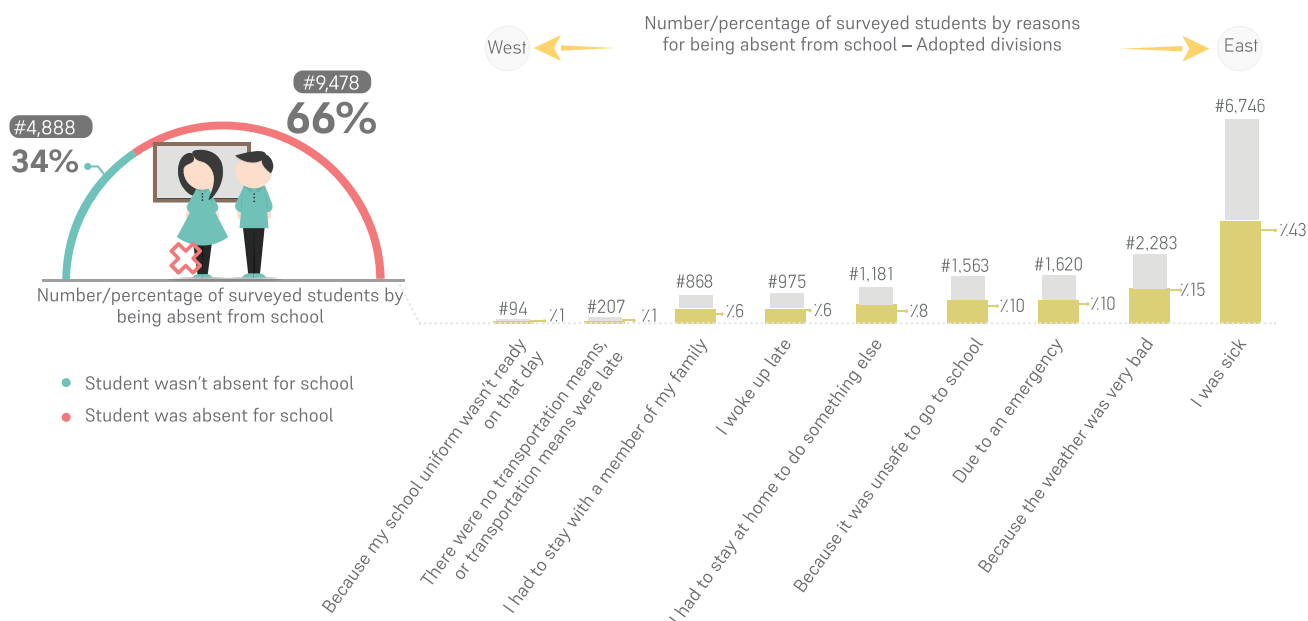


12 STUDENT PERCEPTIONS: REASONS BEHIND STUDENTS' ABSENCE FROM SCHOOLS

PERCEPTIONS

Through the surveys the enumerators conducted with the students⁴⁷, they asked them whether they are absent for school, and if so, what the reasons for being absent could be. 66% (9,478 students) of the students said they were sometimes absent for school, of whom 43% (6,746 students) were absent due to being sick; 15% (2,283 students) were late because of the weather conditions; 10% (1,620 students) were late due to an emergency; 10% (1,563 students) were absent because it was unsafe to go to school.

Figure 85: Student Perceptions: Reasons for being Absent from School



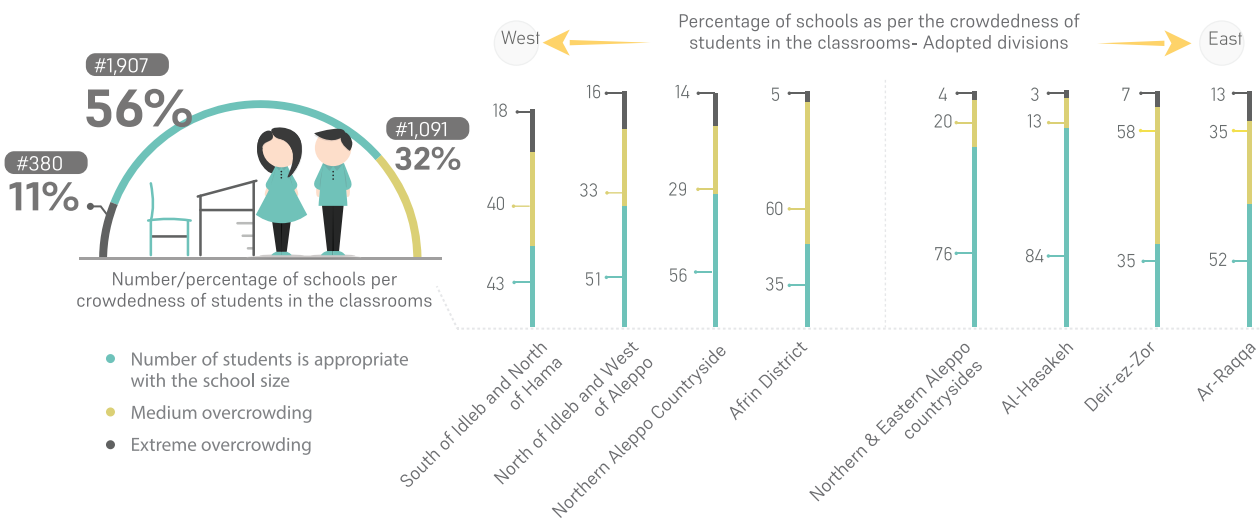
47. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

13 OVERCROWDING OF CLASSROOMS

A large number of school classrooms in Syria were designed to cater for 30 students. For the purpose of this assessment, classrooms with less than 30 students are not considered overcrowded; classrooms with 30 – 40 students are considered semi-overcrowded, whereas classrooms with more than 40 students are considered overcrowded.

The results of the study show that 11% (380 schools) of functional schools assessed have overcrowded classrooms, 32% (1,091 schools) of schools have semi-crowded classrooms, and classrooms in 56% (1,907 schools) of schools are not overcrowded, in that the number of students is proportional to the size of classes.

Figure 86: percentage of schools per crowdedness of student



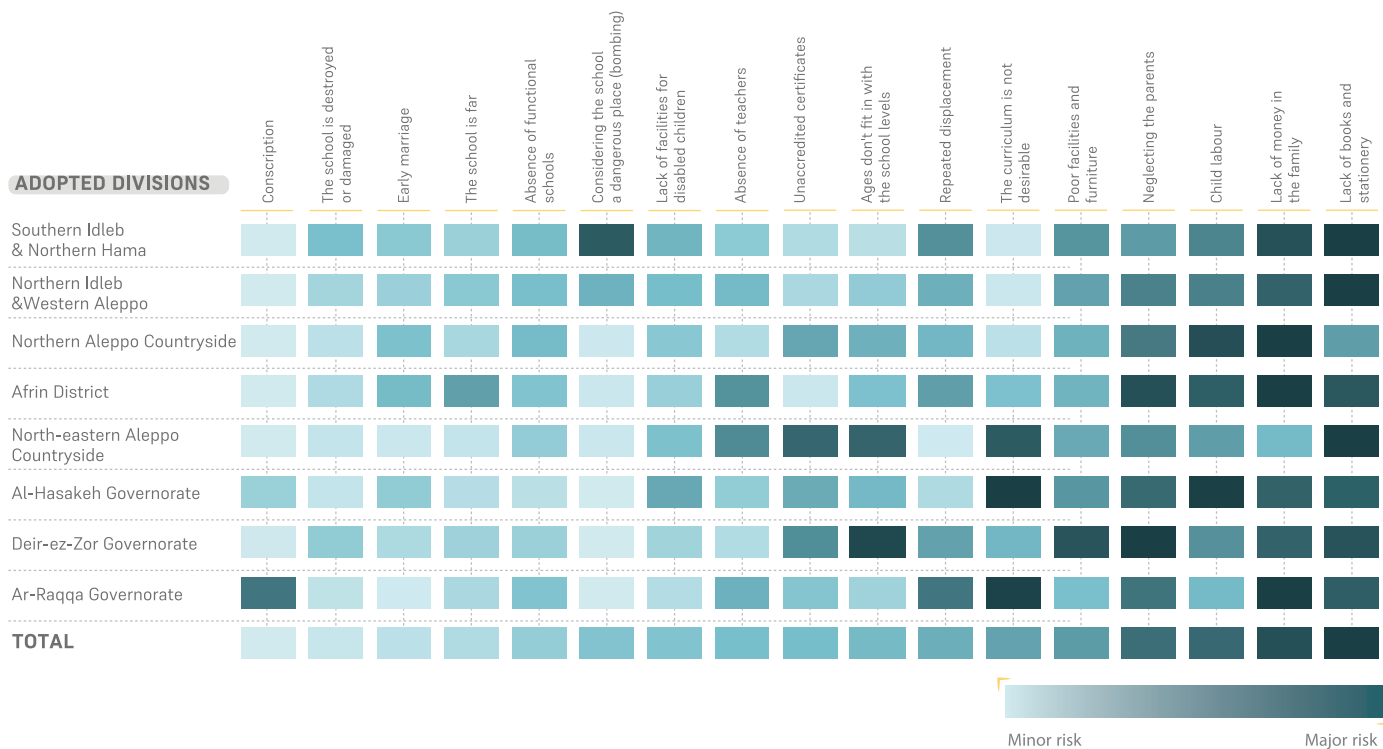
According to INEE⁴⁸ minimum education standards, “Education facilities should be designed giving careful thought to who uses the learning space, and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users. A locally realistic standard should be set for maximum class size. Enough space should be allowed, if possible, for additional classrooms if enrolment increases, to enable a progressive reduction in the use of multiple shifts.”

48. <https://bit.ly/2uCzG87>

14 DIFFICULTIES ENCOUNTERED BY STUDENTS AT SCHOOLS

The first difficulty experienced by students at schools was the lack of textbooks and stationery; the second difficulty was the lack of income on the part of the families to provide education for their children; the third difficulty was child labour; the fourth difficulty was the negligence of parents and not following up on their children's educational level.

Figure 87: Difficulties Encountered by Students at Schools



Although all schools in Syria suffer from the same problems including lack of support, specialised teaching staff, security and educational supplies, yet the difficulties affecting students vary by district.

In NWS, the first difficulty faced by students in schools southern Idleb and northern Hama is considering schools as a place exposed to constant shelling, children there suffered from the lack of textbooks and stationery and the lack of income on the part of the students' families who have to provide school supplies for their children. Students in schools located northern Idleb and western Aleppo suffered greatly from the lack of textbooks and stationery and the lack of income on the part of their families. Additionally, students in schools in Northern Aleppo countryside suffered largely from the lack of money on the part of their families to secure school supplies for their children, and child labour, to add, students in schools in Afrin district suffered greatly from the lack of income on the part of their families to secure school supplies for them and from the negligence of the parents for not following up on their children's educational level.

In NES, students in schools located in the northeastern countryside of Aleppo suffered greatly from the lack of textbooks and stationery; additionally, the curriculum taught is not preferred by students or parents. Child labour was among the difficulties encountered by the schools of Al-Hasakeh governorate in addition to the curriculum that is not preferred by the students or parents. Students in the schools of Deir-ez-Zor governorate suffered from having large numbers of students, whose ages are not compatible with their educational levels; students in Ar-Raqqa governorate suffered from forced recruitment and the curriculum which is neither preferred by students nor parents.

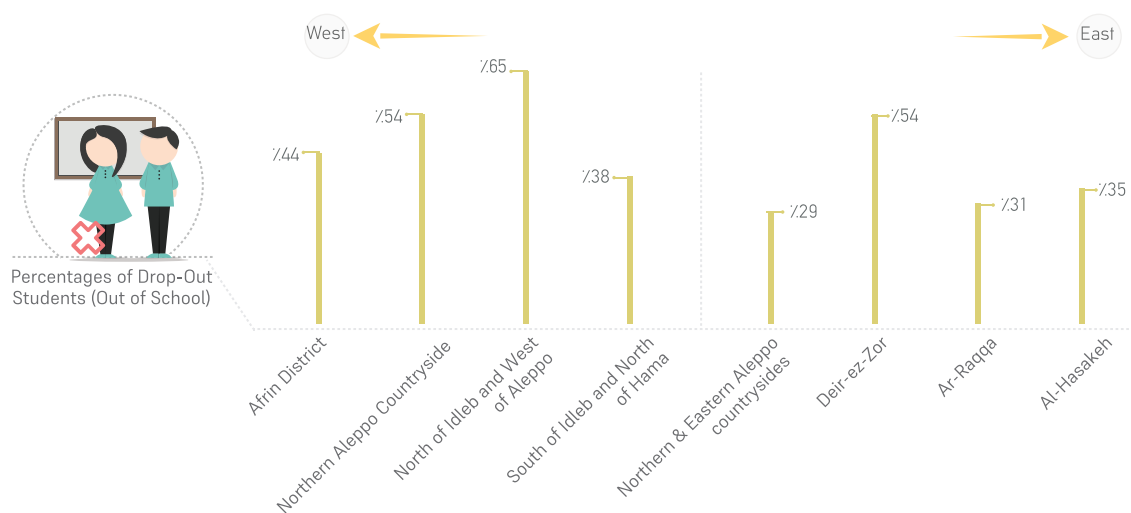
15 PERCENTAGES OF DROP-OUT STUDENTS

This section of the report sheds light on the estimated percentages of the villages' drop-out students between the ages of 6 and 18, where the number of students aged 6-18 attending schools was subtracted from the overall number of the villages' children.

In NWS, the highest proportion of drop-out students was found in northern Idlib and western Aleppo; where the percentage of drop-out students reached 65% of children aged 6-18 there, 44% in Afrin district; 54% in northern Aleppo countryside, and 38% in southern Idlib and northern Hama and; the most significant number of drop-out students is found in areas where there are large numbers of IDPs.

In NES, the highest proportion of drop-out students is found in Al-Hasakeh governorate, with a percentage of 54% of children between the ages of 6 and 18 years; the percentage of drop-out students accounts for 31% in Ar-Raqqa governorate; 35% in Deir-ez-Zor; and 29% in north-eastern Aleppo countryside.

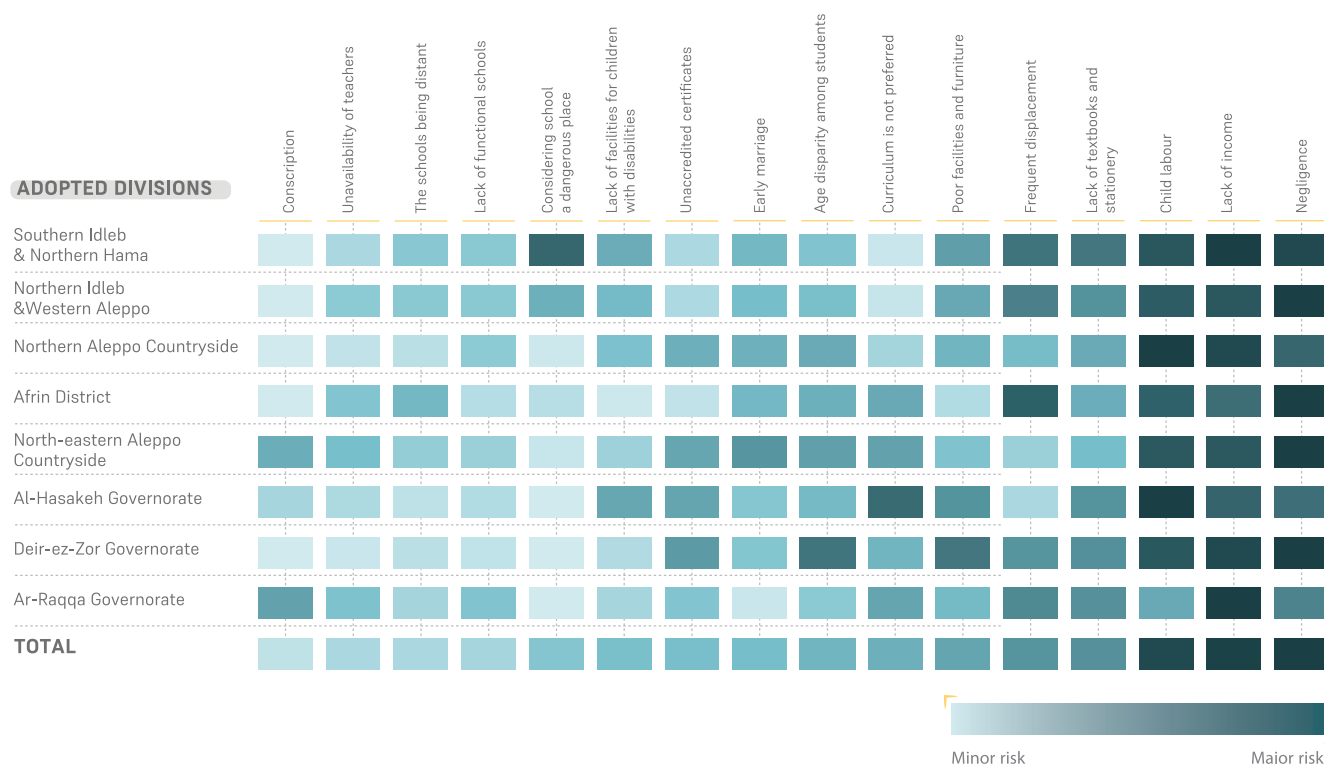
Figure 88: Percentages of Drop-out Students



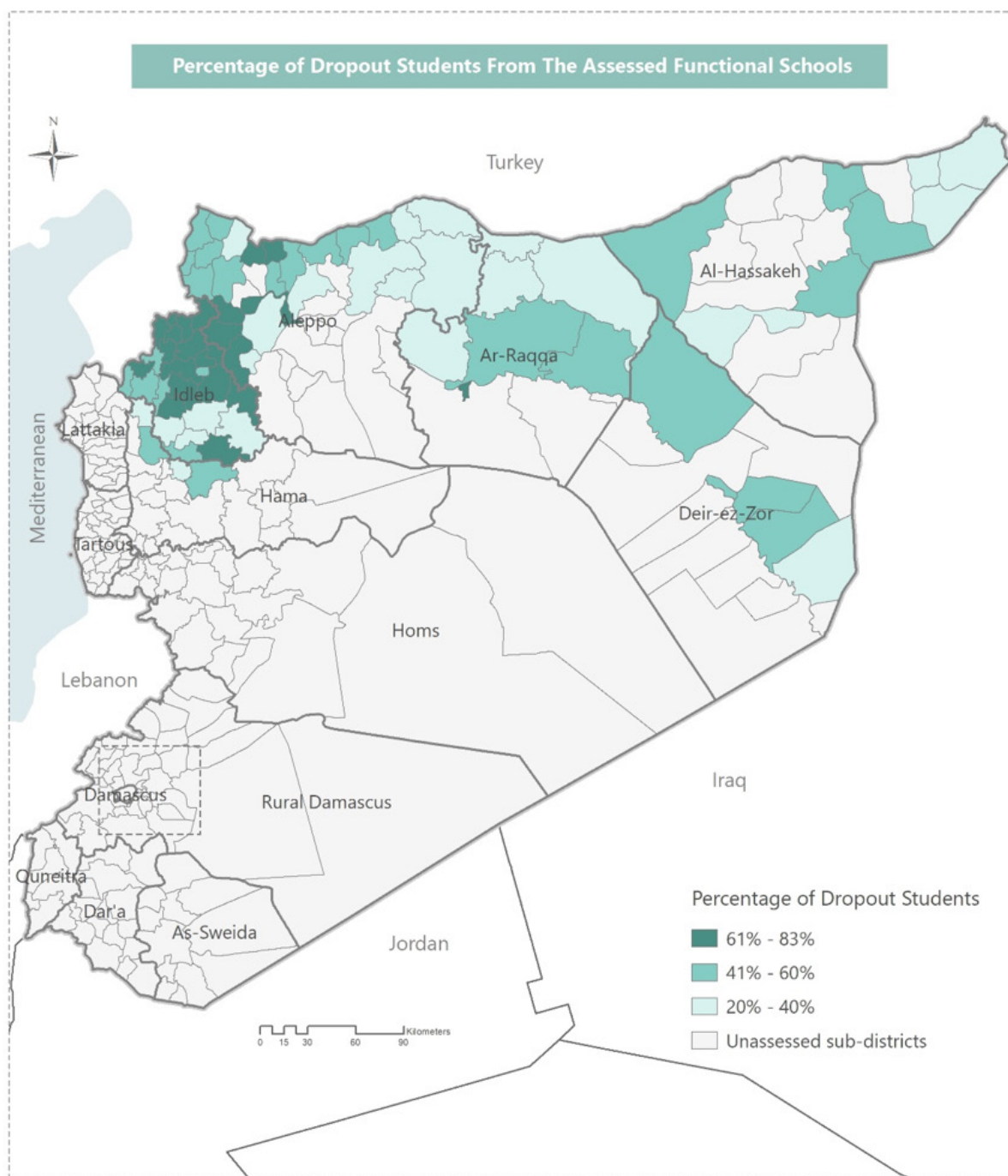
16 REASONS FOR DROP-OUT AND DIFFICULTIES PREVENTING CHILDREN FROM ATTENDING SCHOOL

The first reason why children are prevented from attending school is the negligence of their parents to educate their children; in second came the lack of income on the part of the parents to educate their children, which, in turn, leads to another problem that is child labour; furthermore frequent displacement in some areas led to the drop-out of large numbers of children.

Figure 89: Reasons that Prevent Children from Attending Schools



Map 04: Estimated Percentages of Drop-out Students



Section

10

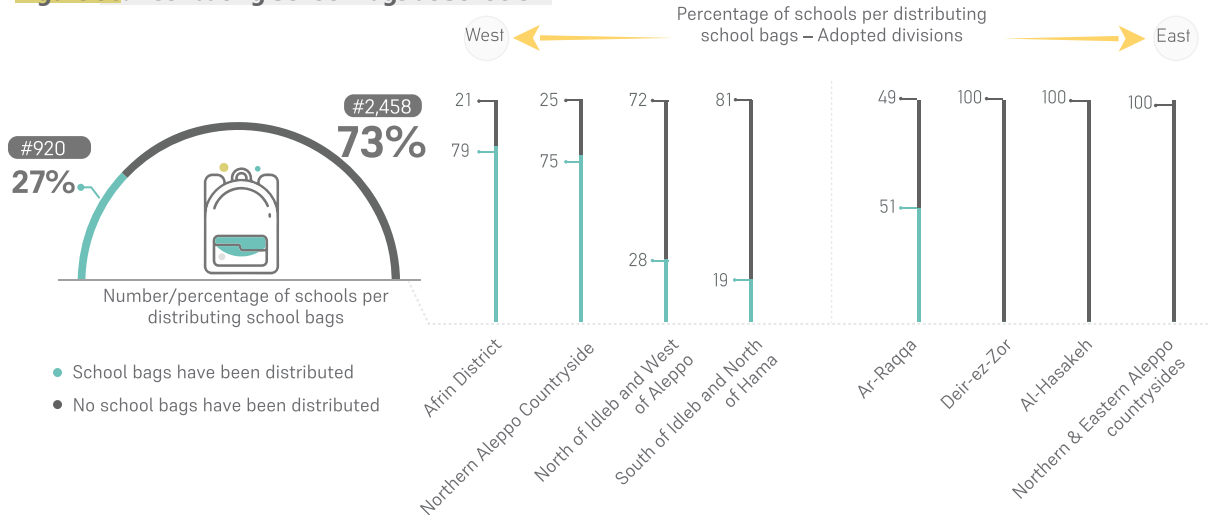
NEEDS OF STUDENTS AND SCHOOLS



01 STUDENT SUPPLIES

According to the study, no meals are provided in all the assessed public schools. Additionally, no school bags are distributed to students in 73% (2,458 schools) of the functional assessed schools.

Figure 90: Distributing School Bags at Schools



Children spend between 4 – 5 hours a day in school. 93% of students within the assessed functional schools walk to school. Schools are more than 1,000 meters away from the houses of 21% of students and 500 - 1,000 meters away from the houses of 34% of students which means students spend a long time to reach their schools; according to the results of students' surveys, 24% of the students didn't have any meal before going to school; the distance students walk, in addition to not having any meals before going to school show the real need to provide meals at schools; through the study, it is also found meals are not provided in all schools covered in the assessment.

Distributed school bags differ from school to school, where in some schools, pencils, pens and notebooks were distributed, while in other schools, winter clothes, notebooks and other basic supplies. As mentioned in other sections in this report; students suffer from the lack of textbooks, activity books, and notebooks.

There is also a lack of heating systems and fuel; additionally, windows are damaged in some schools. Moreover, the lack of income on the part of the parents is a great challenge, and the deteriorating financial situation is the reason behind depriving children of education; all of the above mentioned emphasizes the importance of providing students with basic school supplies, uniforms, and winter clothes; it can be beneficial for partners specialized in education to determine the standard contents of school bags and students stationery to avoid having different contents in each of the schoolbags students get. It is also beneficial to coordinate with other sectors which work on distributing winter clothes in a way that winter clothes are distributed at schools, the thing which encourages students to attend school; One of the difficulties faced during the distribution is the drop-out rates related to the deteriorating living conditions of the families.

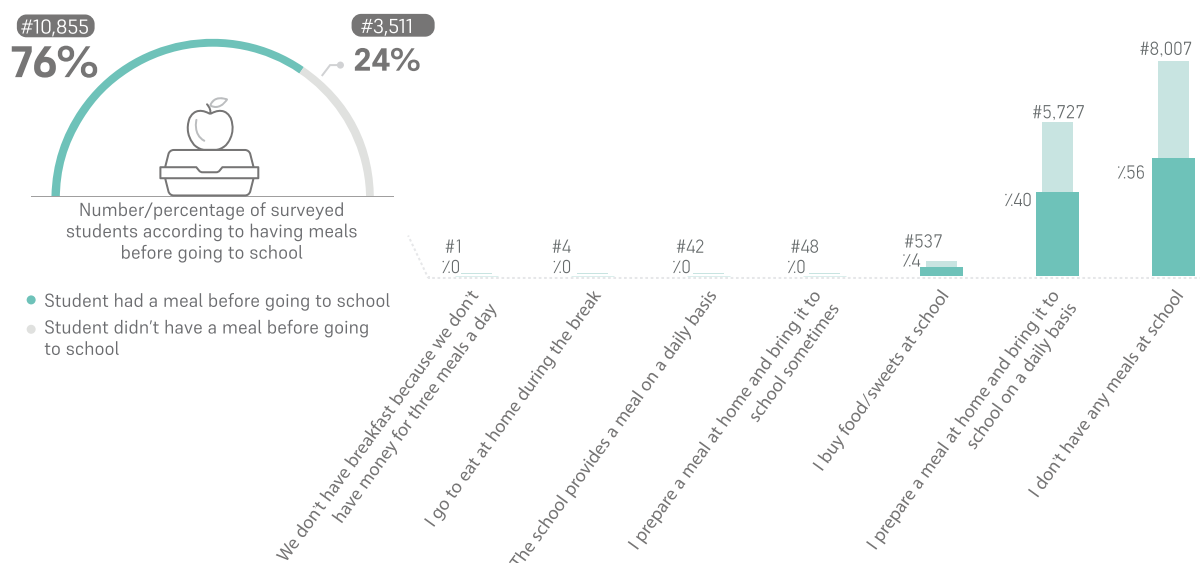
In NWS, the results of the study showed that school bags were distributed to students during the academic year 2018 – 2019 in 79% (146 schools) of the schools in Afrin district, school bags were also distributed in 75% (211 schools) of the schools in northern Aleppo countryside: in 28% (304 schools) of the schools in northern Idleb and western Aleppo: and in 19% (77 schools) of the schools in southern Idleb and northern Hama.

In NES; school bags weren't distributed in all functional schools covered in the assessment during the academic year 2018-2019.

02 STUDENT PERCEPTIONS: HAVING A MEAL BEFORE GOING TO SCHOOL AND DURING SCHOOL BREAKS PERCEPTIONS

Through the surveys the enumerators conducted with the students⁴⁹, they asked the students if they had a breakfast snack in the morning before coming to school. The enumerators also asked the students whether they eat at school during breaks; 42% (3,511 students) said they don't eat any breakfast snack before going to school; 56% (8,007 students) of surveyed students reported that they don't eat at school; 40% (5,727 students) bring their meals from home on a daily basis; 4% (537 students) buy food or sweets at school; 48 students bring their meals from home sometimes.

Figure 91: Student Perceptions; having a meal before going to school and during school breaks

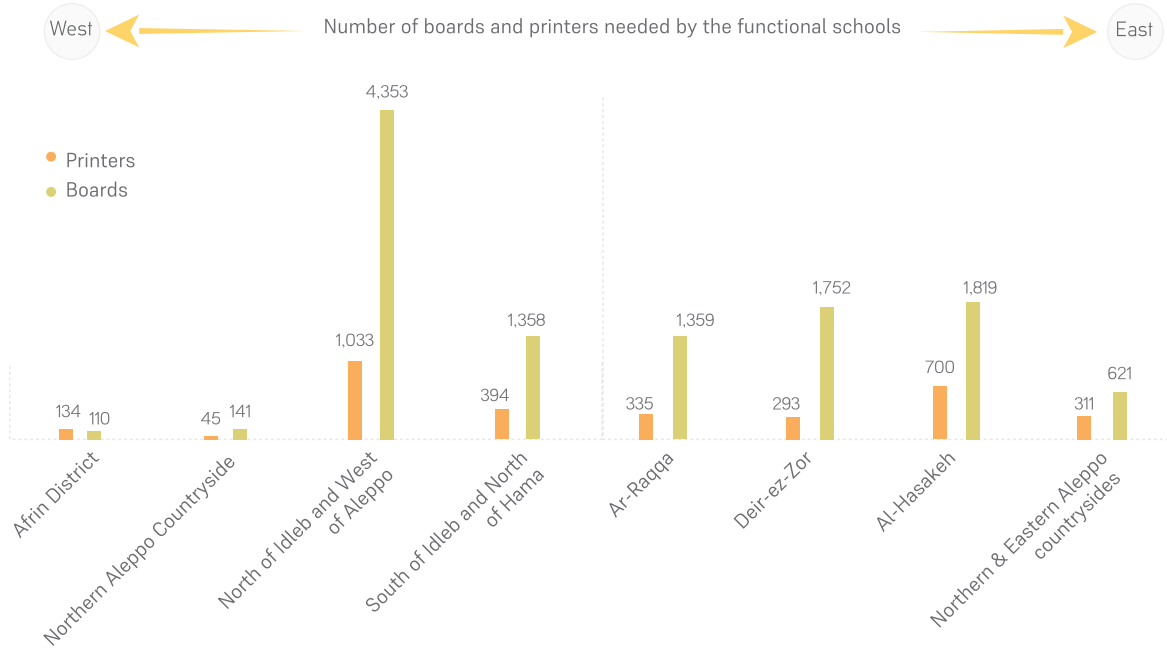


49. IMU enumerators conducted perception surveys with 14,366 children aged 5-17 years inside and outside schools in 6 governorates, of whom 42% were females and 58% were males; 78% of the children surveyed were from the host community and 22% were IDPs, and 3% of children surveyed had disabilities.

03 SCHOOLS' BASIC NEEDS

The assessment revealed that schools need approximately 13,024 boards and 3,365 printers.

Figure 92:Boards and Printers Functional Schools Need



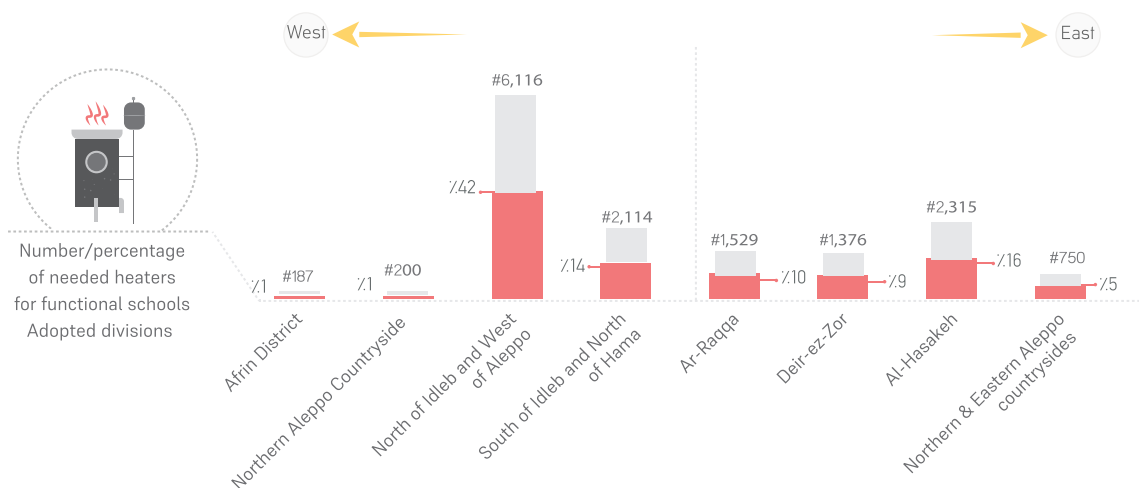
Given the context that the number of textbooks is limited and teachers are not trained on how to teach in the absence of textbooks, boards are considered as one of the most important teaching supplies, where teachers sometimes find themselves forced to write all the lessons on the boards to avoid the shortage or absence of books. The number of boards functional schools need in NWS is 5,962, and the number of boards functional schools need in NES was 5,551.

Printers are used at schools to print formal paper including and for examination printing. In addition, printers are used in some schools that do not have textbooks to print exercises or units from the textbooks to make up for the severe shortage of textbooks, therefore schools need to be provided with printers, inks and paper on a regular basis. The number of printers functional schools need in NWS is 1,606, and the number of printers functional schools need in NES is 1,639 printers.

04 SCHOOL'S NEED OF HEATERS

The number of heaters the assessed functional schools need is 14,587; schools in Syria use diesel heaters; heaters also need additional equipment, including exhaust pipes. Heaters need to be maintained on an annual basis, and replacement parts should be provided every two or three years.

Figure 93: Heaters Functional Schools Need



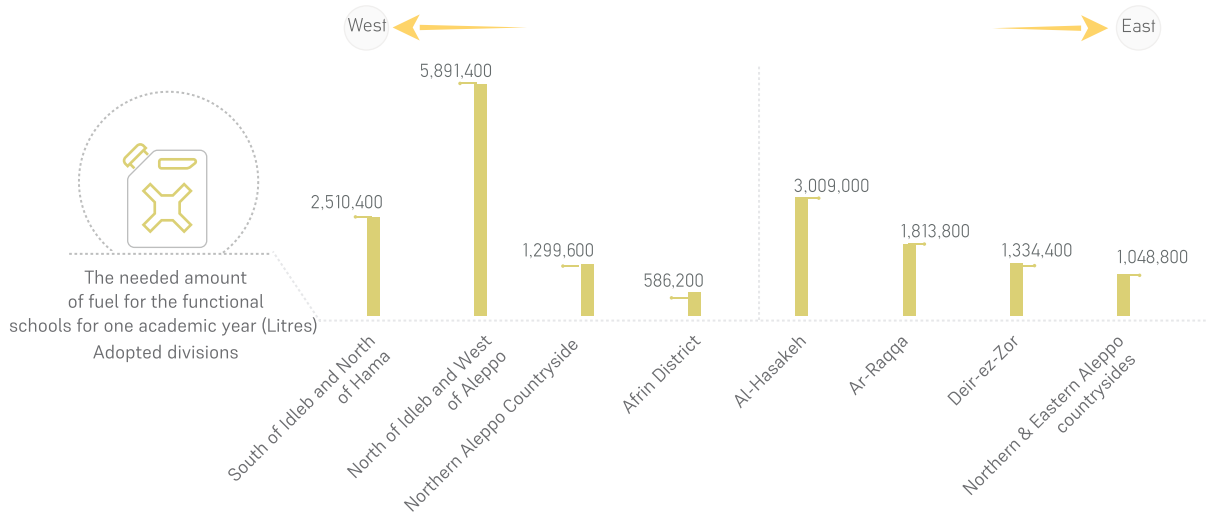
Schools in Syria rely on diesel heaters to warm the classrooms, which are mainly primitive heaters that rely on the combustion of diesel in the heater to generate heat, and a heater is placed in the middle of each classroom, despite the use of wood heaters in some of the schools. However, it is not appropriate as the volume of emissions resulting from the burning of firewood is very high and may cause harm to children; the number of heaters assessed functional schools need is 14,587 heaters.

The number of heaters functional schools need in NWS is 8,617, while the number of heaters functional schools need in NES is 5,970.

05 SCHOOLS' NEED OF FUEL FOR HEATING

The needed amount of diesel for one academic year in the functional schools covered is 17,439,600 liters per year, and this amount of diesel is sufficient to operate heaters in the functional schools for 5 hours a day four months long.

Figure 94: Functional Schools' Needed Amount of fuel



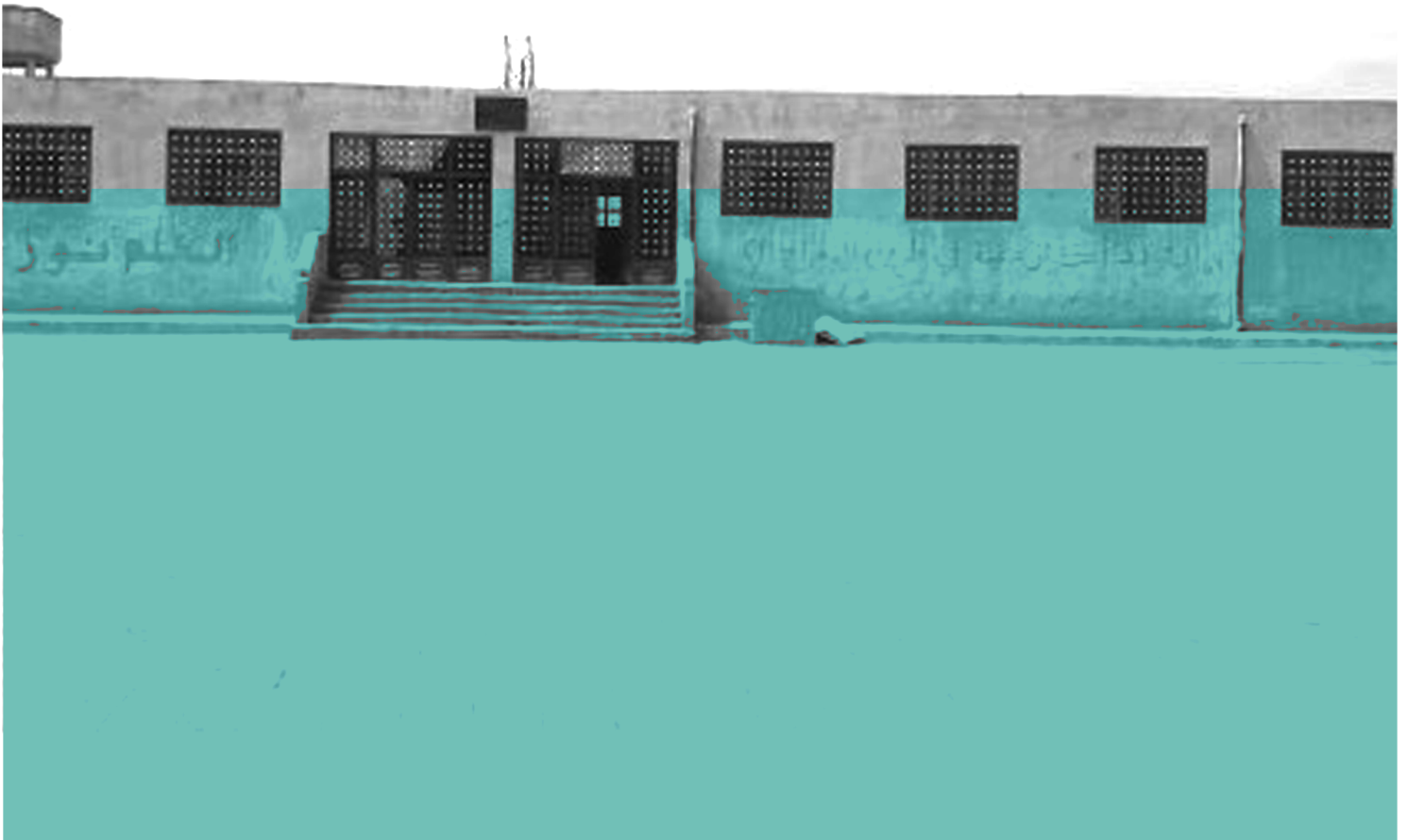
Schools in Syria start in September and ends in June and most school days are in winter which is characterized by its constant cold, rainy and snowy weather. Heaters are operated at schools in Syria for at least four months during the school year, and the average need of diesel for each diesel heater is 5 liters per day.

The needed amount of diesel for functional schools in NWS is 10,287,600 liters for the entire academic year, and the needed amount of diesel for functional schools in NES is 7,206,000 liters for the entire academic year.

Section

11

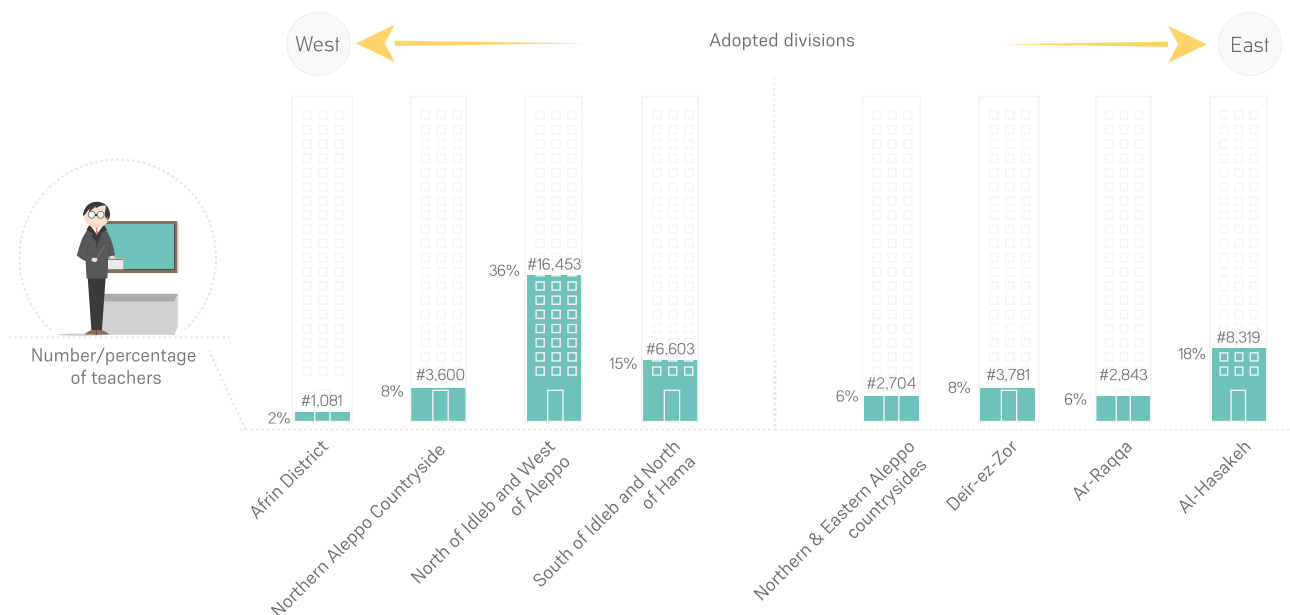
TEACHERS



01 NUMBER OF TEACHERS

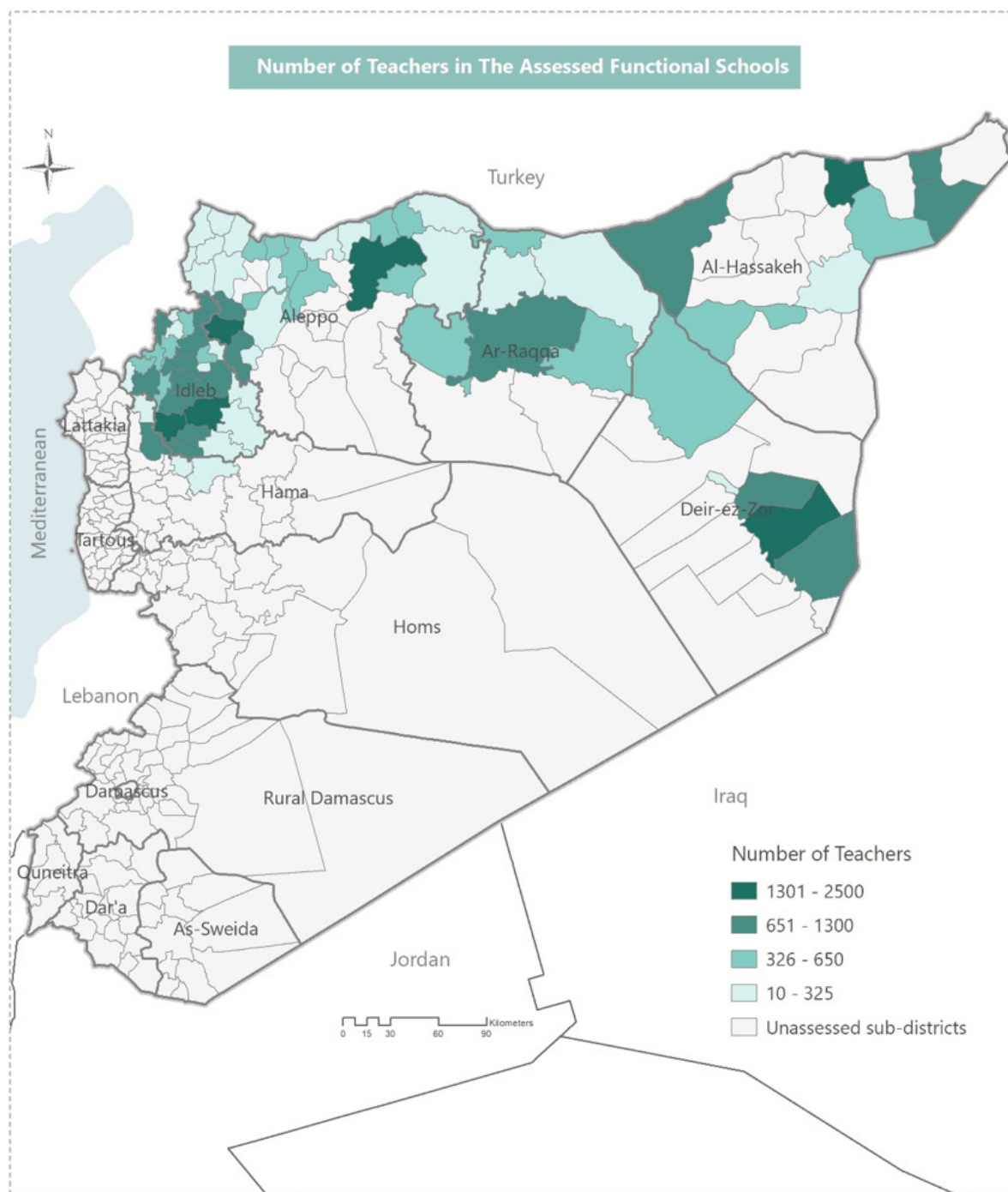
The number of teachers in the assessed functional schools is 45,384, of whom 27,737 in NWS and 17,647 in NES.

Figure 95: Number of Teachers



Before the start of the war in Syria, the educational sector suffered permanently from a shortage of educational staff, where teachers who have temporary contracts (known in Syria as temporary teachers) are relied upon to meet the needs of the educational sector; evaluation is conducted regardless of their job status; the total number of teachers is 45,384; the report also includes paragraphs about the employment status of teachers.

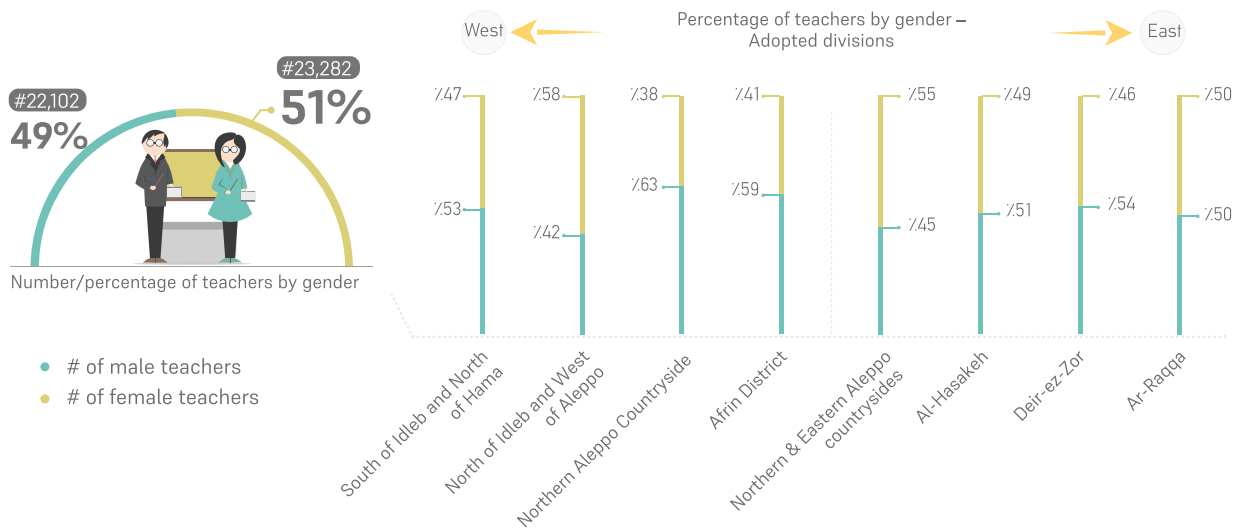
Map 05: Number of Teachers – At the Sub-district Level



02 TEACHERS PER GENDER

The results of the study show that 51% (23,282 female teachers) of the teachers in the assessed functional schools are female teachers, while 49% (22,102 male teachers) of the teachers are male.

Figure 96: Number of Teachers by Gender



In mixed schools (which have male and female students), a balance must be found in the number of males and females among educational and administrative staff; in single-gender schools (attended by either male or female students), usually the gender of most of the teaching and administrative staff is the same gender of the students.

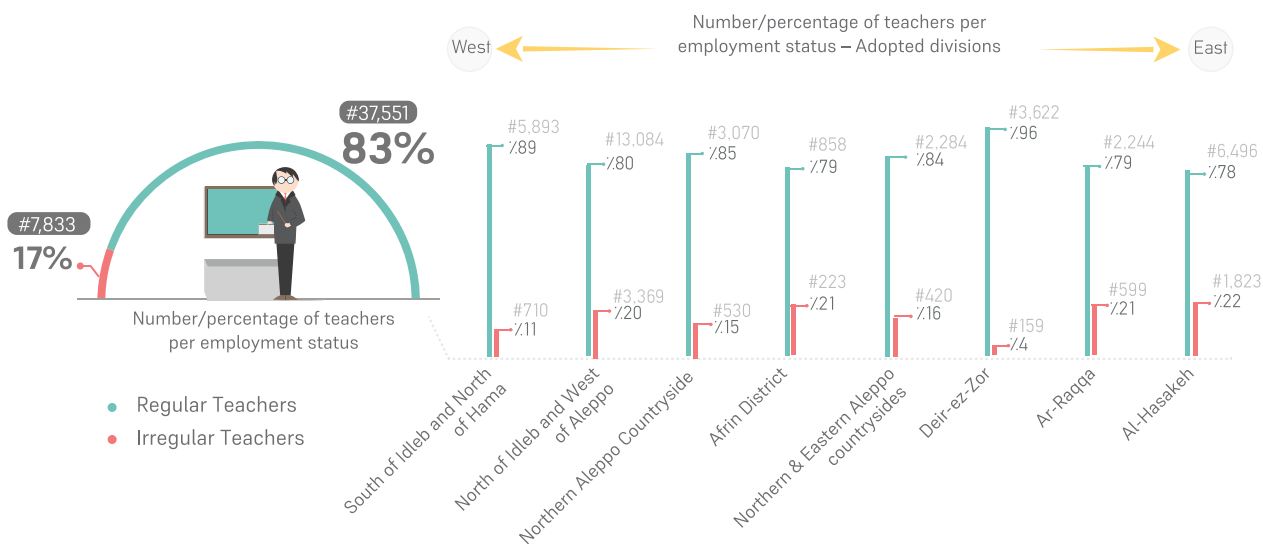
In NWS, the highest proportion of female teachers is found in northern Idlib and western Aleppo with a percentage of 58% (9,641 female teachers) of the teaching staff in schools; the percentage of female teachers in southern Idlib and northern Hama is 47% (3,110 female teachers), whereas the percentage in Afrin district accounts for 41% (443 female teachers), and in northern Aleppo countryside the percentage is 38% (1,350 female teachers).

In NES, the highest percentage of female teachers is found in north-eastern Aleppo countryside; where the percentage of female teachers is 55% (in 1,477 female teachers), in Ar-Raqqa governorate the percentage is 50% (in 1,432 schools), whereas in Al-Hasakeh governorate it is 49% (in 4,111 female teachers), and in Deir-ez-Zor governorate the percentage is 46% (in 1,745 female teachers).

03 EMPLOYMENT STATUS OF TEACHERS

According to the study, 83% (37,551 teachers) of the total number of teachers included in this study are regular teachers, meaning that they graduated from universities or institutes that qualify them to pursue teaching profession, while the proportion of persons who practised teaching due to the shortage of regular teachers is 17% (7,833 persons) and the term used for them in this study is irregular teachers.

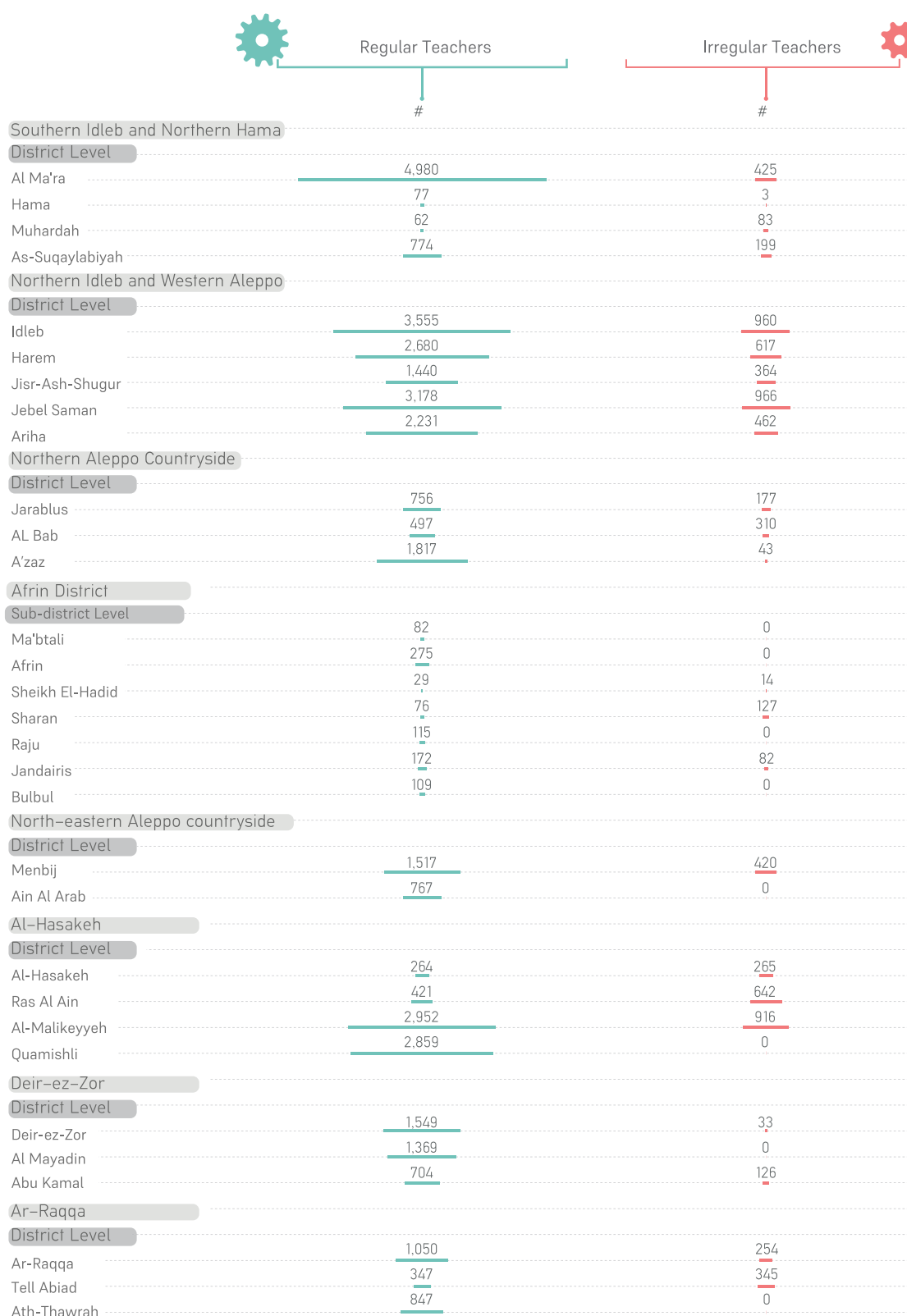
Figure 97: Employment Status of Teachers



The term “regular teachers” in this report means the persons who practised teaching before the war and had permanent contracts with ED of the Syrian regime. Those teachers went through a recruitment competition organized by MoE of the Syrian regime and signed permanent employment contracts after finishing their education at Universities or institutes (the Faculty of Arts and Human Sciences and Teacher Preparation Institutes) which qualify to them to teach students in accordance with their specialization. After the war in Syria, EDs of SIG (opposition) established Teacher Training Institutes and branches of the Faculty of Arts and Human Sciences in opposition-held areas in Idleb and Aleppo governorates to qualify teachers to fill the acute teacher shortage. The graduates of these universities and institutes are called regular teachers. Regular teachers are characterized by their ability to manage the classes, and their knowledge of the effective methods in dealing with students of all ages and all situations, where among the subjects they study there is a subject about “Teaching Methods”. Some teachers complete the Diploma of Educational Qualification. INEE⁵⁰ defines the teaching methods “teaching methods’ refers to the approach chosen for, and used in, the presentation of learning content to encourage the acquisition of knowledge and skills in all learners.”

Before the war in Syria, the ED of Syrian regime offered temporary employment contracts to some non-specialist teachers (irregular teachers). These teachers were appointed to areas suffering from an acute teacher shortage. Some university students were offered short-term contracts to replace female teachers on maternity leave due to the lack of specialist teachers to be hired as appropriate substitutes. School graduates and university students who didn’t finish their studies due to the conflict were allowed to teach at schools, and these are known as regular teachers.

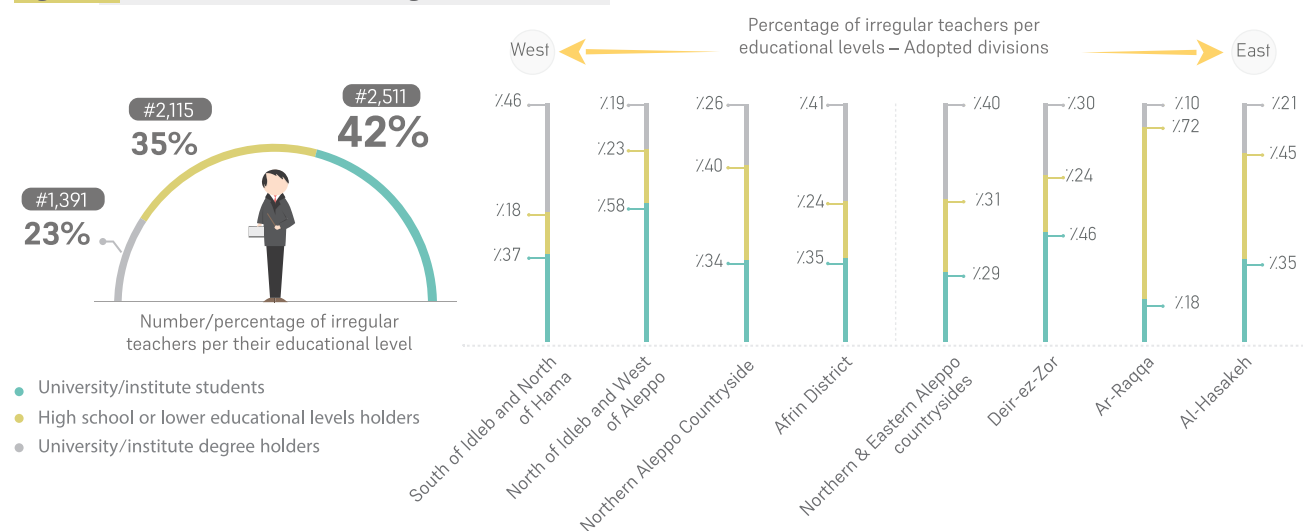
50. <http://bit.ly/2uCzG87>

Figure 98: Employment Status of Teachers at the District/Sub-district Level

04 EDUCATIONAL LEVEL OF IRREGULAR TEACHERS

The study results show that 23% (1,391 irregular teachers) of the irregular teachers in the assessed functional schools have a university degree or certificate (that is they graduated from universities and institutes not specialized in teaching), while 42% (2,511 teachers) are undergraduates (universities and institutes students); 35% (2,115 irregular teachers) only have a certificate of higher secondary school or of lower educational level, profession, while the proportion of persons who practised teaching due to the shortage of regular teachers is 17% (7,833 persons) and the term used for them in this study is irregular teachers.

Figure 99: Educational Level of Irregular Teachers



University degrees or institute certificates (not related to teaching profession) holders: The difference between these teachers and regular teachers is the absence of scientific specialization of the educational knowledge and the lack of knowledge of the teaching methods that regular teachers have studied within their university or institute. This type of irregular teachers could be offered several trainings about teaching methods, as well as how to manage the classrooms and deal with students in a way that enables them to become more efficient in the educational process.

Undergraduate students: There is a big number of students at universities or institutes in areas outside the Syrian regime's control, who couldn't complete their studies at universities or institutes due to the security situation in the Syrian regime-controlled areas. Therefore, they practise teaching while they are still students because of the lack of teaching staff and their need to work. It is worth mentioning that, it is useful to raise the capacity of these students to teach primary education level after attending a number of necessary trainings in the field of education.

Holders of higher secondary certificates or of lower educational level: higher secondary certificate holders are employed to teach primary grades level (basic literacy and numeracy only) after attending several courses, while those who do not have at least a secondary school certificate are not suitable to practice the teaching profession.

In NWS, the percentage of irregular teachers who have higher secondary certificates or certificates of lower educational level is 40% (169 teachers) of irregular teachers in the northern Aleppo countryside, while the percentage in Afrin district accounts for 24% (40 teachers) of the irregular teachers in Afrin district. In northern Idleb and western Aleppo the percentage is 23% (505 teachers) of irregular teachers in northern Idleb and western Aleppo. In southern Idleb and northern Hama, the percentage is 18% (65 teachers) of irregular teachers

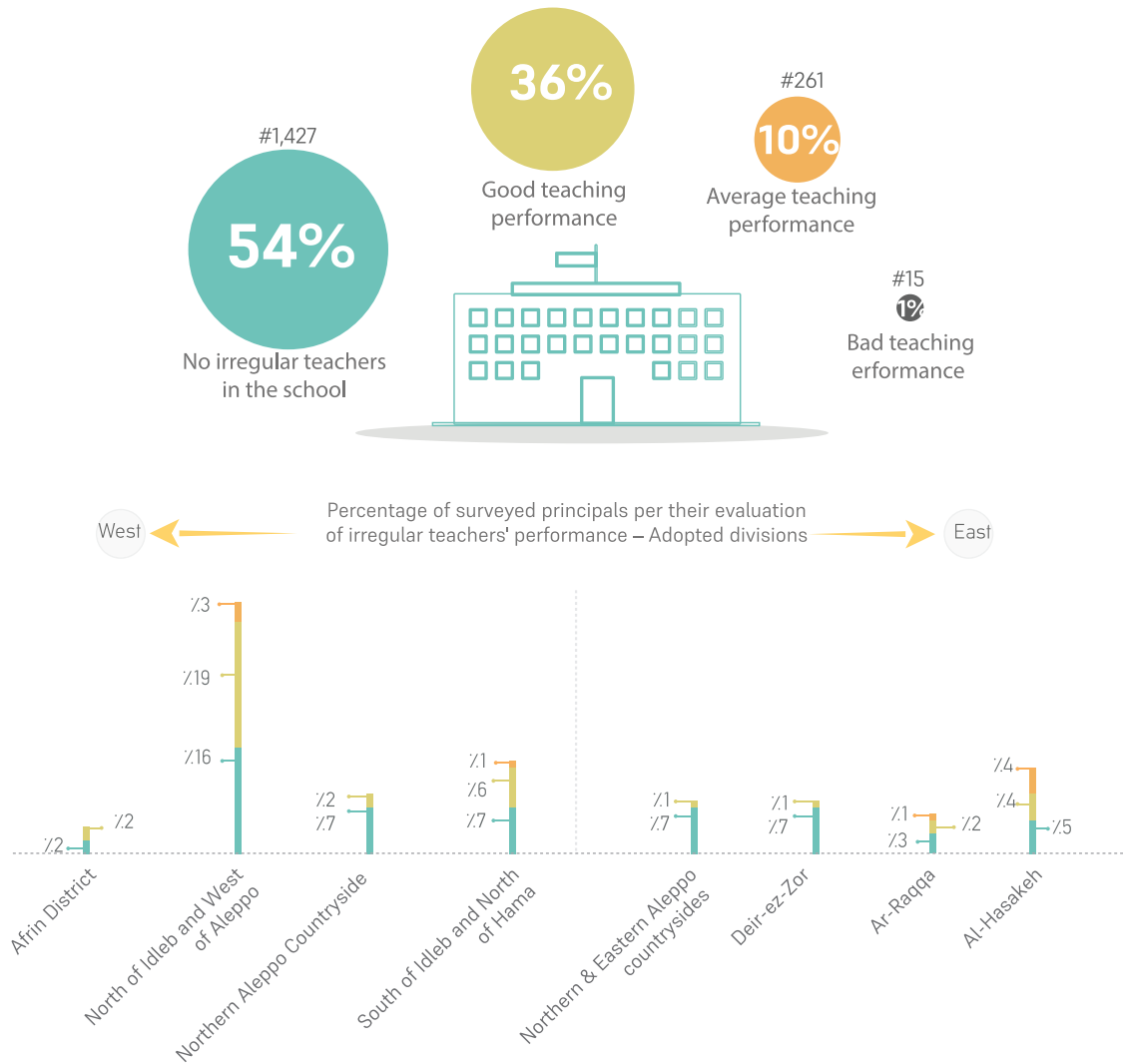
In NES, the percentage of irregular teachers who have a higher secondary certificate or a certificate of lower educational level is 72% (403 teachers) of irregular teachers in Ar-Raqqa governorate; in Al-Hasakeh governorate the percentage is 45% (677 Teachers) of irregular teachers; whereas the percentage is 31% (130 teachers) of irregular teachers in north-eastern Aleppo countryside; in Deir-ez-Zor governorate, the percentage is 24% (37 teachers) of irregular teachers.

05 SCHOOL PRINCIPAL PERCEPTIONS: EVALUATING IRREGULAR TEACHERS

PERCEPTIONS

Through the Surveys the enumerators conducted with school principals⁵¹; they asked them about their evaluation of irregular teachers' performance; 54% (1,427 principals) of the surveyed principals said that there are no irregular teachers in their schools; 36% (948 principals) reported that the irregular teachers' performance level is good. 10% (261 principals) stated that irregular teachers are of average performance; 15 principals stated that the performance of irregular teachers is bad.

Figure 100: Principal Perceptions: Evaluation of Irregular Teachers' Performance

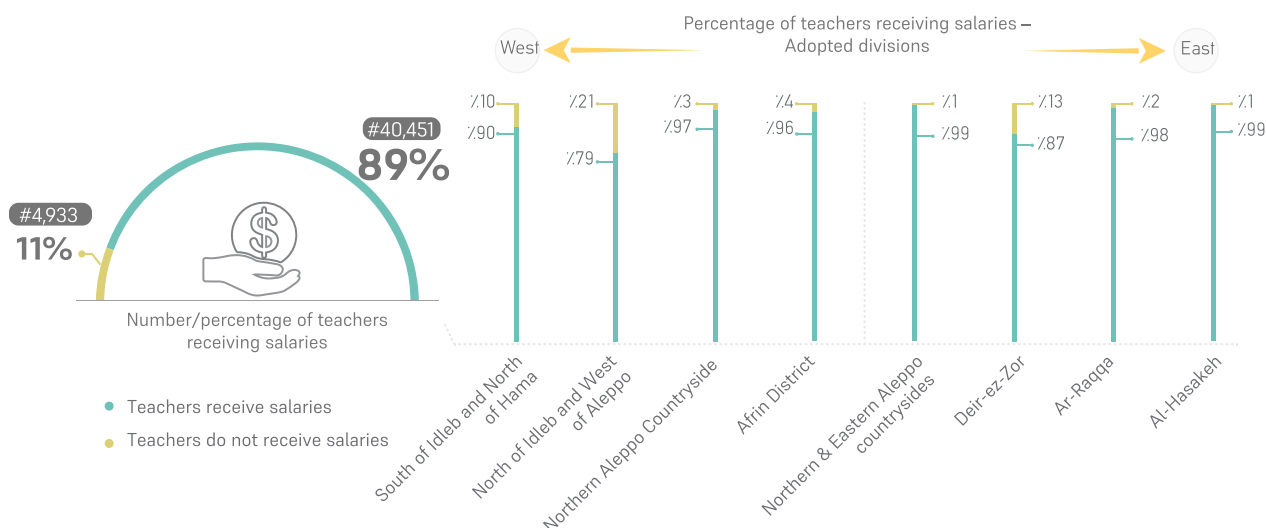


51. IMU enumerators conducted perception surveys with 2,651 principals in functional schools in 6 governorates. 16% were females and 84% were males.

06 TEACHERS RECEIVING SALARIES

The results of the study show that 89% (40,451 teachers) of teachers in the assessed functional schools received their salaries from various sources throughout the academic year 2018-2019, while 11% (4,933 teachers) of teachers did not receive any salaries.

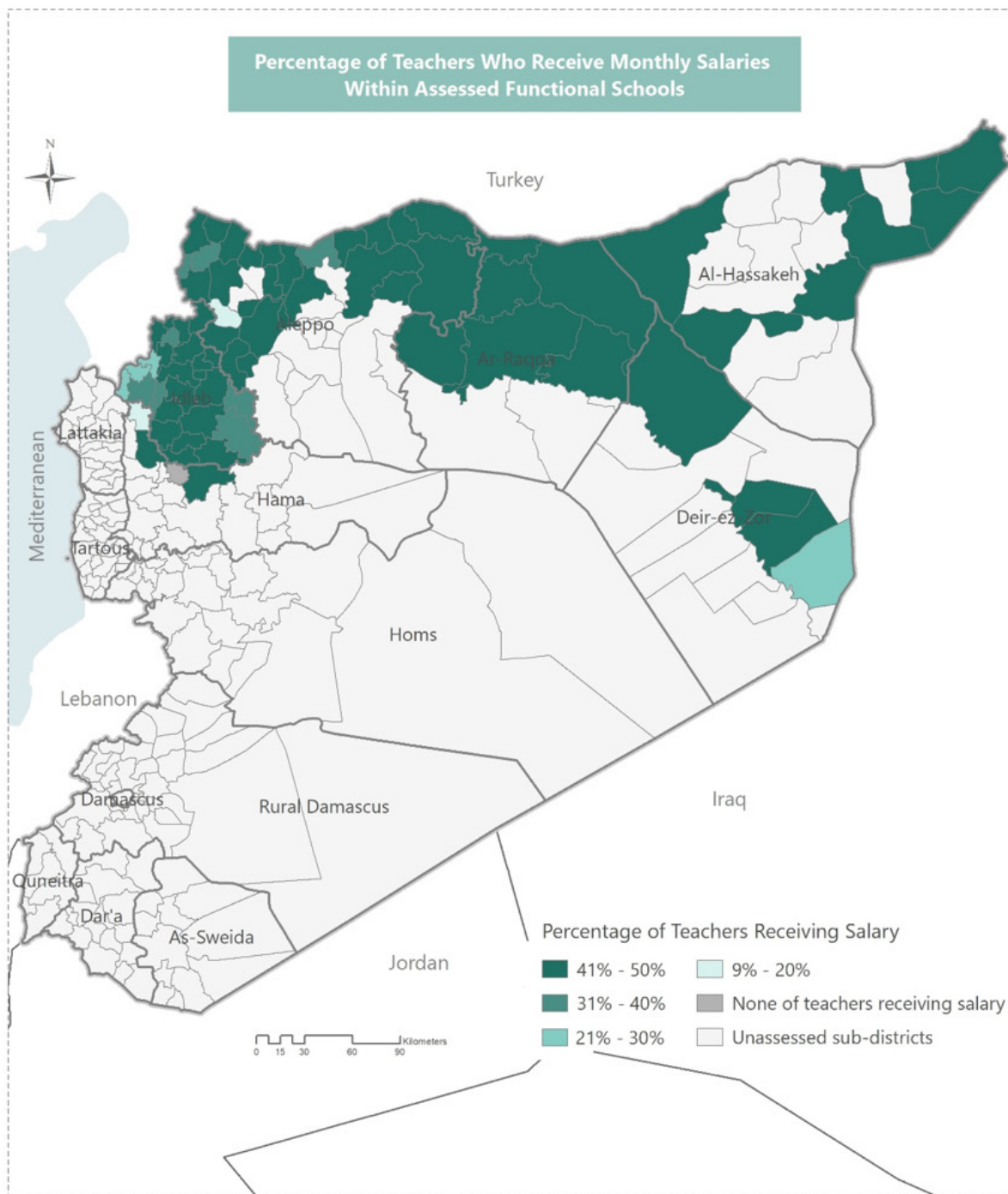
Figure 101: Teachers Receiving Salaries



In NWS, 21% (3,441 teachers) of teachers in northern Idlib and western Aleppo did not receive their salaries during 2018-2019 academic year; 10% (693 teachers) of teachers did not receive their salaries in southern Idlib and northern Hama; 4% (39 teachers) of teachers did not receive their salaries in Afrin district; 3% (105 teachers) of teachers did not receive their salaries in northern Aleppo countryside.

In NES, 13% (488 teachers) of teachers did not receive their salaries during 2018-2019 academic year; 2% (44 teachers) of teachers in Ar-Raqqa governorate did not receive their salaries; 1% (107 teachers) of teachers in Al-Hasakeh governorate did not receive their salaries; likewise, 1% (16 teachers) of teachers in north-eastern Aleppo countryside did not receive their salaries.

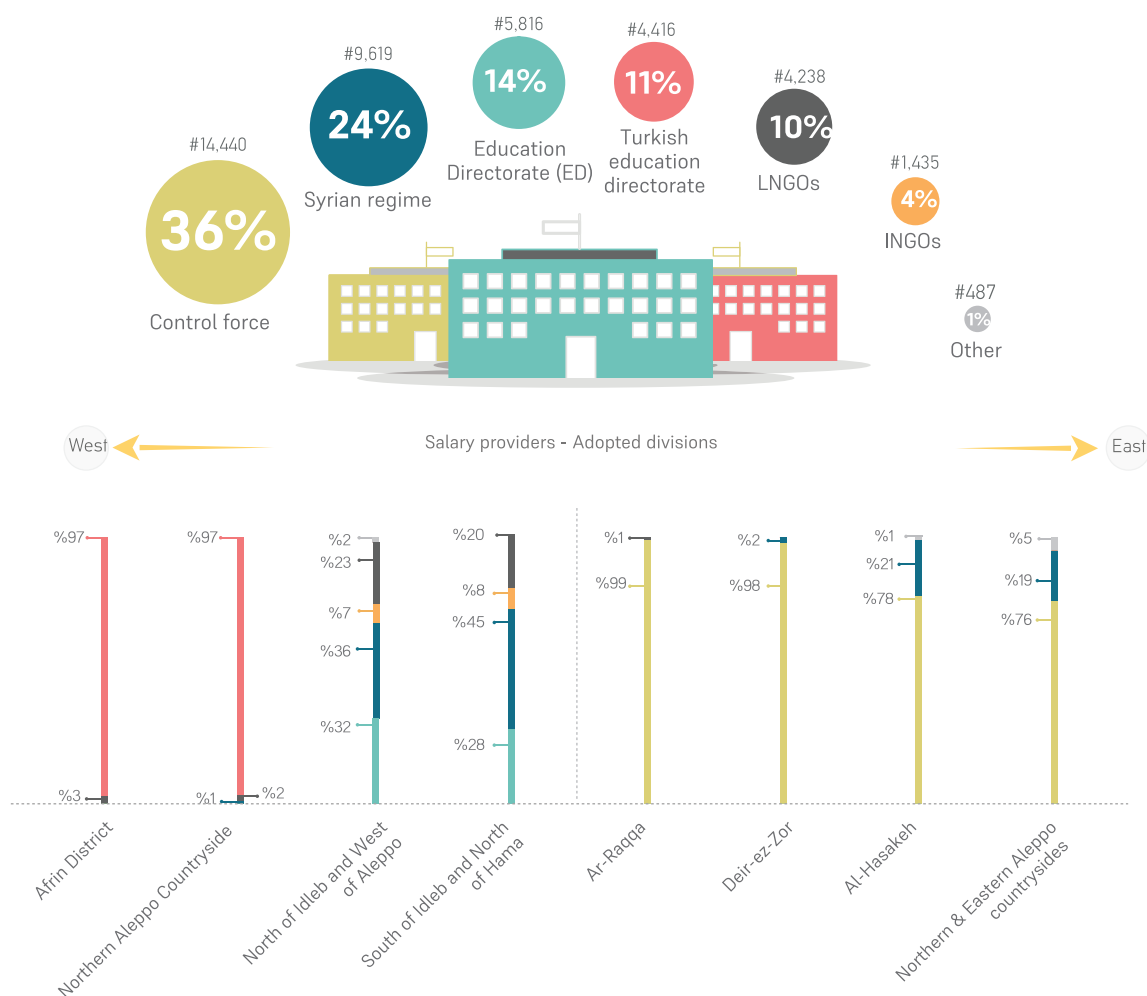
Map 06: Percentage of Teachers Receiving Salaries – At the Sub-district Level



07 SALARIES PROVIDERS (DONORS)

The results of the study show that 36% (14,440 teachers) of teachers receive their salaries from the controlling party, 24% (9,619 teachers) receive their salaries from the regime ED; 14% (5,816 teachers) receive their salaries from the opposition ED, 11% (4,416 teachers) receive their salaries from the Turkish ED, 10% (4,238 Teachers) receive their salaries from the local organizations, and 4% (1,435 teachers) receive their salaries from international organizations.

Figure 102: Salaries Providers



According to the INEE⁵² "Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs. Where needed, an appropriate payment system for teachers and other education personnel should be reestablished or developed as soon as possible. The payment system should respect the fact that education authorities have the principal responsibility for ensuring compensation. Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice, and helps in the transition from recovery to development".

52. <http://bit.ly/2uCzG87>

In NWS, the Turkish ED pays the salaries of 97% (1,013 teachers) of teachers in Afrin district and salaries of 97% (3,403 teachers) in north Aleppo countryside; opposition ED pays the salaries of 32% (4,166 teachers) of teachers in northern Idleb and western Aleppo, in addition to the salaries of 28% (4,166 teachers) of the teachers in southern Idleb and northern Hama; local organizations pay the salaries of 20% (1,168 teachers) of teachers in southern Idleb and northern Hama.

In NES, the controlling force or what is called SDF pays the salaries of 99% (2,770 teachers) of teachers in Ar-Raqqa governorate, and salaries of 98% (3,216 teachers) of teachers in Deir-ez-Zor governorate, in addition to 78% (6,410 teachers) of teachers in Al-Hasakeh governorate, and salaries of 76% (2,044 teachers) of teachers in north-eastern Aleppo countryside.

08 AVERAGE SALARIES OF TEACHERS

The study results show that the local organizations pay the highest average salaries to teachers that is 76,389 SYPs, which equals 122 USD, followed by the Turkish ED which pays an average of 72,000 SYP which equals 115 USD.

Figure 103: Average Salaries of Teachers



According to INEE⁵³ minimum education standards *“Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs. Where needed, an appropriate payment system for teachers and other education personnel should be reestablished or developed as soon as possible. The payment system should respect the fact that education authorities have the principal responsibility for ensuring compensation. Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice, and helps in the transition from recovery to development”*.

The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) is working on finding mechanisms to set standard amounts of wages for the teachers in Syria and has conducted task forces whose outputs were used as a guide to set standard amounts of salaries for those working in the educational sector covering all the levels, yet the absence of binding mechanisms for applying these standards was the reason behind being unapplied by the majority of partners. Differences in salaries still exist within the same geographical area.

The study found that the average salary paid by local organizations is 76,382 SYP, which is equivalent to 115 USD; the average salary paid by the Turkish ED is 76,389 SYP, which is equivalent to approximately 122 USD; and the average salaries paid by the international organizations 52,978 SYP, which is equivalent to approximately 85 USD; the average salary paid by the opposition ED is 55,896 SYP, which is equivalent to approximately 90 USD; the average salary paid by the regime ED is 38,109 SYP, which is equivalent to approximately 61 USD.

What distinguishes salaries paid by the Turkish governorate and the Syrian regime is that they are more stable and sustainable; The Turkish government pays the salaries in Turkish lira where salaries are transferred to the teachers’ bank accounts at the Turkish post office PTT which opened branches in northern Aleppo countryside. Key informants in schools funded by local and international organizations, in addition to ED said that funding of the salaries is unstable and associated with the donors; salaries are usually delayed for more than two months, additionally, teachers are not compensated for summer months, as they are only paid according to school days, which is an obstacle that forces them to search for other jobs. It is noteworthy that the bulk of teachers qualified to teach students in accordance with their field of specialization have worked with other parties that provide higher and more stable salaries; these teachers formed a large gap in the educational process. The bulk of foreign language teachers have worked with international organizations in office work (not related to teaching) which resulted in a shortage of foreign language teachers. Moreover, the bulk of psychologists have worked with humanitarian organizations outside the education field (in the medical field).

53. <http://bit.ly/2uCzG87>

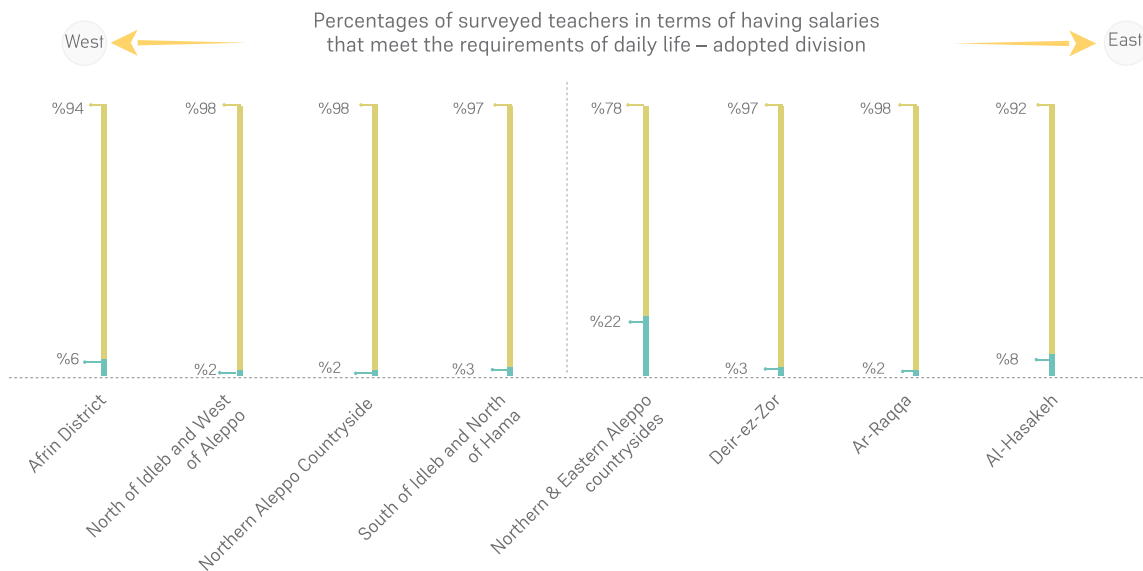
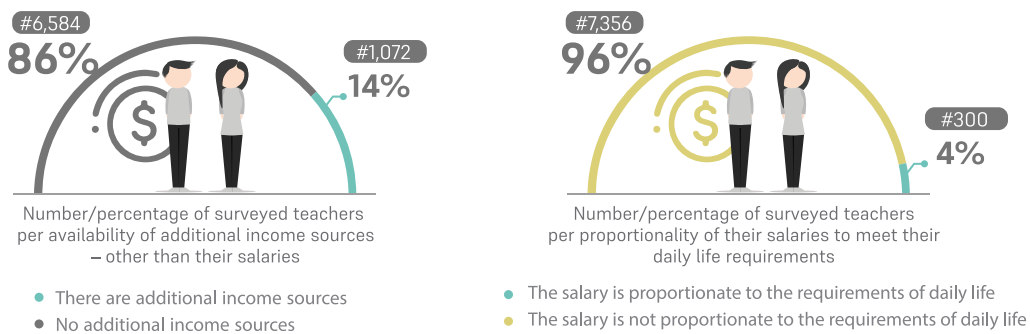
09 TEACHER PERCEPTIONS: PROPORTIONALITY OF SALARIES/INCENTIVES TO MEET THE REQUIREMENTS OF DAILY LIFE

PERCEPTIONS

Through the surveys the enumerators conducted with the teachers⁵⁴, they asked them about the proportionality of salaries/incentives to meet the requirements of daily life. 4% (300 teachers) of the teachers said that the salaries are proportionate to the requirements of daily life; 96% (7,356 teachers) reported that their salaries are not proportionate to the requirements of daily life.

The enumerators asked the teachers whether they have any additional income sources other than teaching; 86% (6,584 teachers) said they don't have any additional income sources other than the salaries they get from schools; only 14% (1,072 teachers) stated that they have additional income sources.

Figure 104: Teacher Perceptions: Salaries Meeting the Requirements of Daily Life

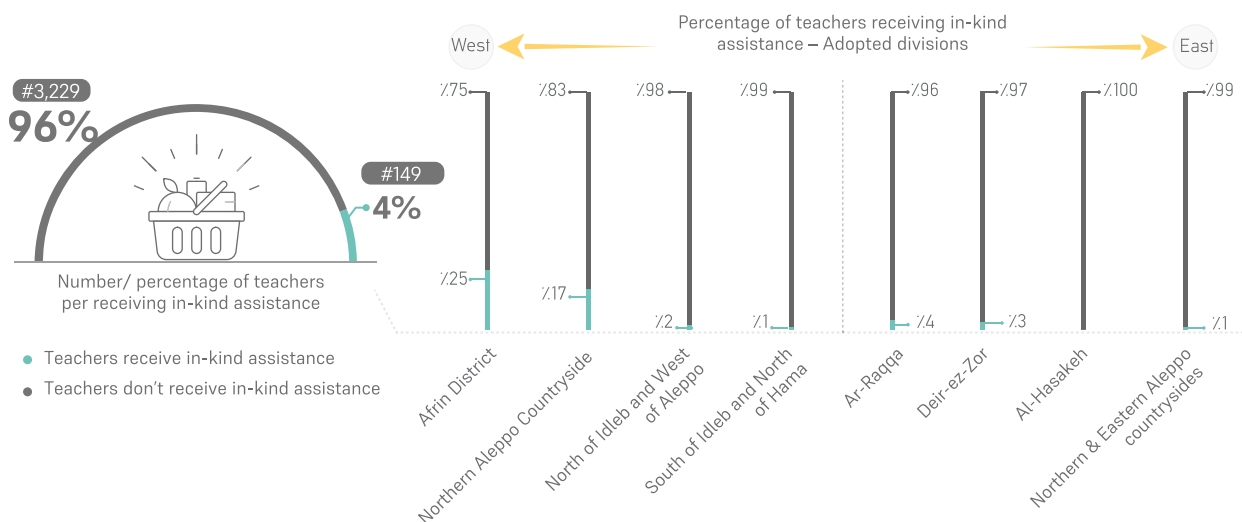


54. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

10 TEACHERS RECEIVING ADDITIONAL SUPPORT (IN-KIND ASSISTANCE)

The results of the study show that teachers in only 4% (149 schools) of the functional assessed schools receive additional support (In-Kind assistance) besides their salaries, while teachers in 96% (3,229 schools) do not receive any additional support.

Figure 105: Teachers Receiving Additional Support (in-kind assistance)



As a result of the deteriorating living conditions in areas outside the control of the regime, the fact that the salaries are not sufficient to provide for the daily life requirements, and having part of the teachers who do not receive any salaries, some parties distribute in-kind assistance to the teachers at schools so that they can provide for some of the daily life requirements in order not for the teaching staff to leave their jobs in search for other sources of income of higher wages. Usually, this assistance is distributed in schools in which teachers do not receive salaries or receive low salaries compared to other schools. Several parties distribute some assistance in the form of food baskets or other materials as a kind of support for those in charge of the educational process.

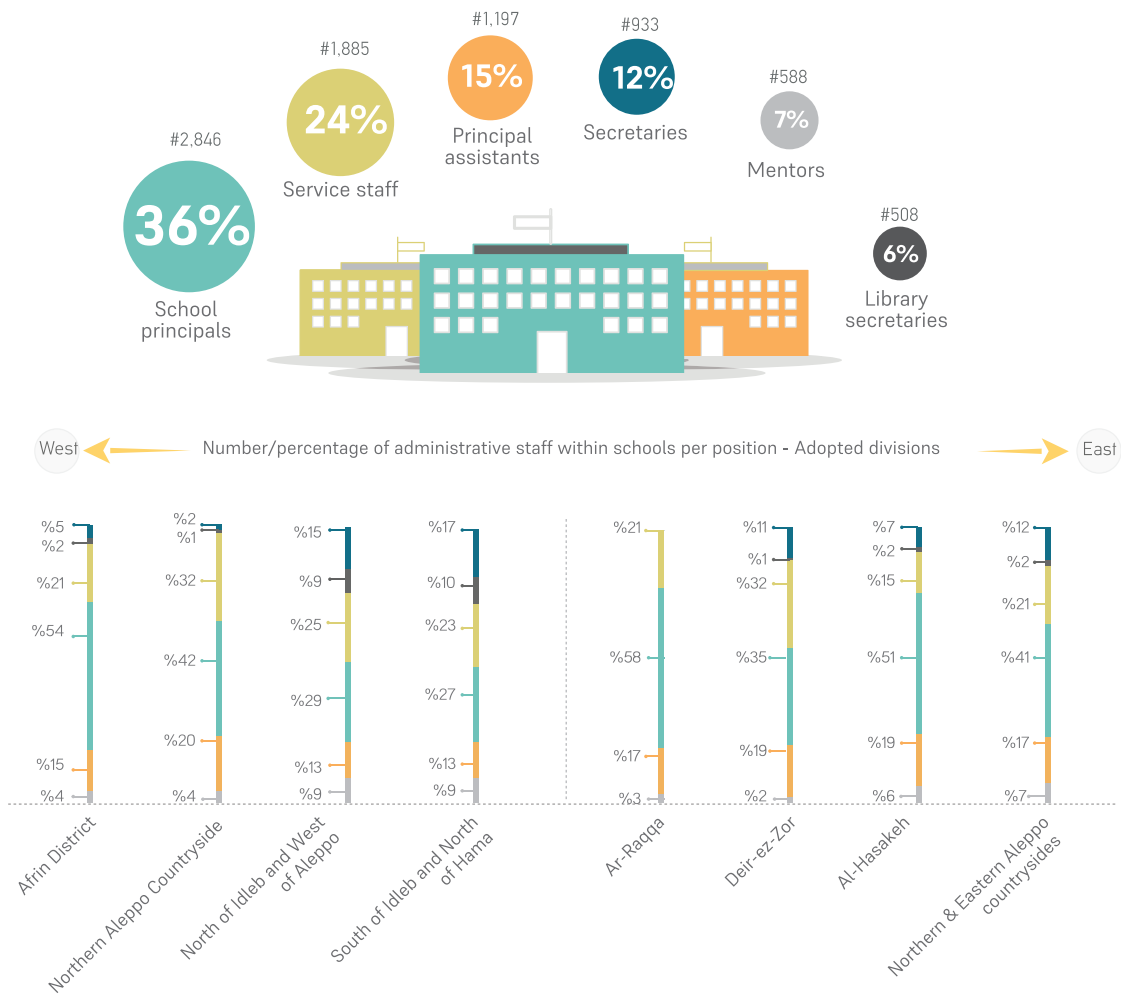
In NWS, teachers in 25% (46 schools) of the schools in Afrin district receive in-kind materials in addition to their monthly salaries. Likewise, teachers in 17% (49 schools) of the schools in northern Aleppo countryside also receive in-kind assistance. Additionally, teachers in 23 schools in northern Idleb and western Aleppo and 5 schools in southern Idleb and northern Hama.

In NES, teachers receive additional assistance besides their monthly salaries in 15 schools in Ar-Raqqa governorate, 6 schools in Deir-ez-Zor, 3 schools in Al-Hasakeh governorate, and 2 schools in north-eastern Aleppo countryside.

11 SCHOOL ADMINISTRATIVE AND SERVICE STAFF

According to the study, 36% of the administrative and service staff in the schools are school principals (2,846 principals), 15% of the assistant principals (1,197 assistant principal's), 12% of them are secretaries (933 secretaries), 7% of them are mentors (588 mentors), and 6% of them are library secretaries (508 library secretaries), and 24% of them are cleaning workers (1,885 cleaning workers).

Figure 106: Administrative and Service Staff



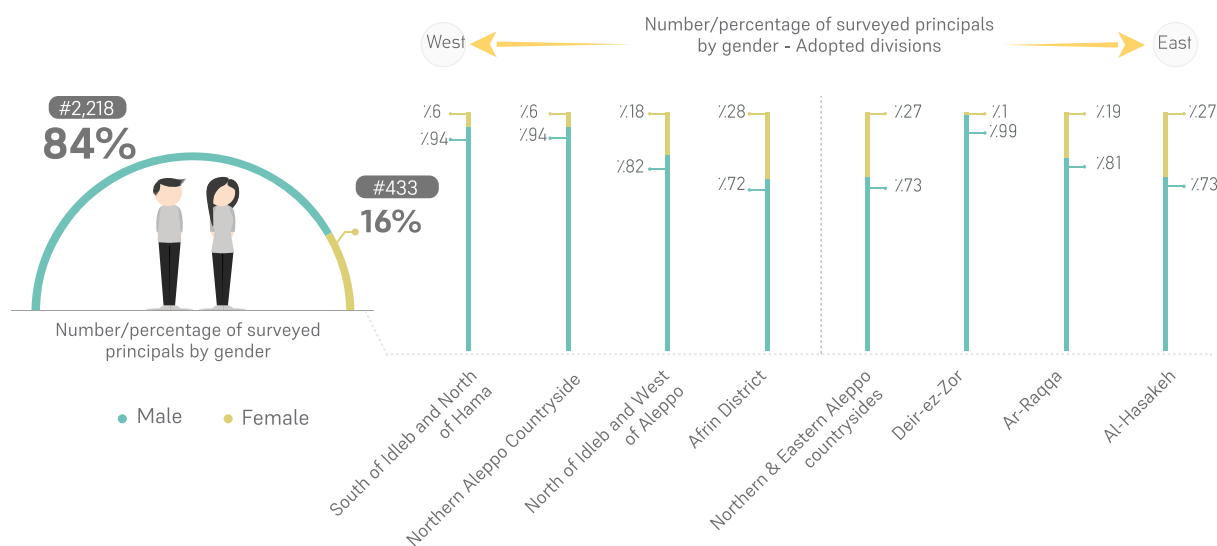
- The main duties of the school principal include overseeing the educational process at school and making sure that the procedures and regulations are enforced. Normally, there is a school principal in every school. However, in some non-formal schools (e.g. rural schools, interim education centers and safe learning centers), sometimes there might be no school principal, with teachers distributing the managerial tasks.
- Some schools which are outside the regime's control might have two principals, one appointed by the Syrian regime, and the other appointed by the MoE of SIG. Furthermore, large two-shift schools may have assistant principals that support the school principals by fulfilling some of the duties with them, or by managing the school in shifts (morning and evening).
- School mentors supervise students outside classrooms and fill in for teachers when they are absent; additionally, they supervise the attendance records of the students and communicate with the parents in case of having absent students.

- School secretaries keep and organize school records of teachers and students.
- The main duty of school library secretaries is to supervise the libraries at schools and ensure students return the books they borrow. Due to the lack of well-equipped libraries in schools, the library secretaries take the responsibilities of the supervisors by supervising the students.

12 PRINCIPAL PERCEPTIONS: HAVING FEMALE SCHOOL PRINCIPALS/ASSISTANTS PRINCIPAL PERCEPTIONS

Through the study the enumerators conducted with school Principals⁵⁵ ; it is found that 16% (433 female principals) of school principals or assistants principal are female. This percentage reflects the lack of having women in leading positions within the educational sector.

Figure 107: Principal Perceptions; Gender of Surveyed Principals



55. IMU enumerators conducted perception surveys with 2,651 principals in functional schools in 6 governorates. 16% were females and 84% were males.

Section

12

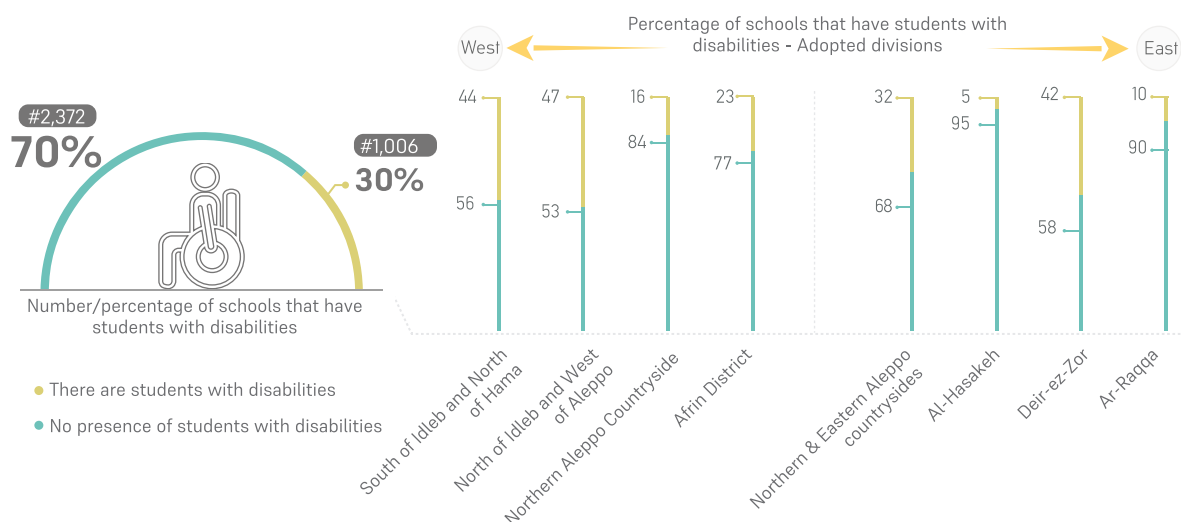
PSYCHOLOGICAL
SUPPORT AND
**CHILDREN WITH
SPECIAL NEEDS**



01 CHILDREN WITH SPECIAL NEEDS IN SCHOOLS

The results of the study found that only 30% (1,006 schools) of the assessed functional schools have children with special needs, while 70% (2,372 schools) of schools do not have children with special needs, as disabled children within these districts may be deprived of education.

Figure 108: The presence of students with special needs in schools



The number of children with special needs in Syria has increased as a result of war conditions. Children are injured due to shelling or mine explosions, causing a disability.

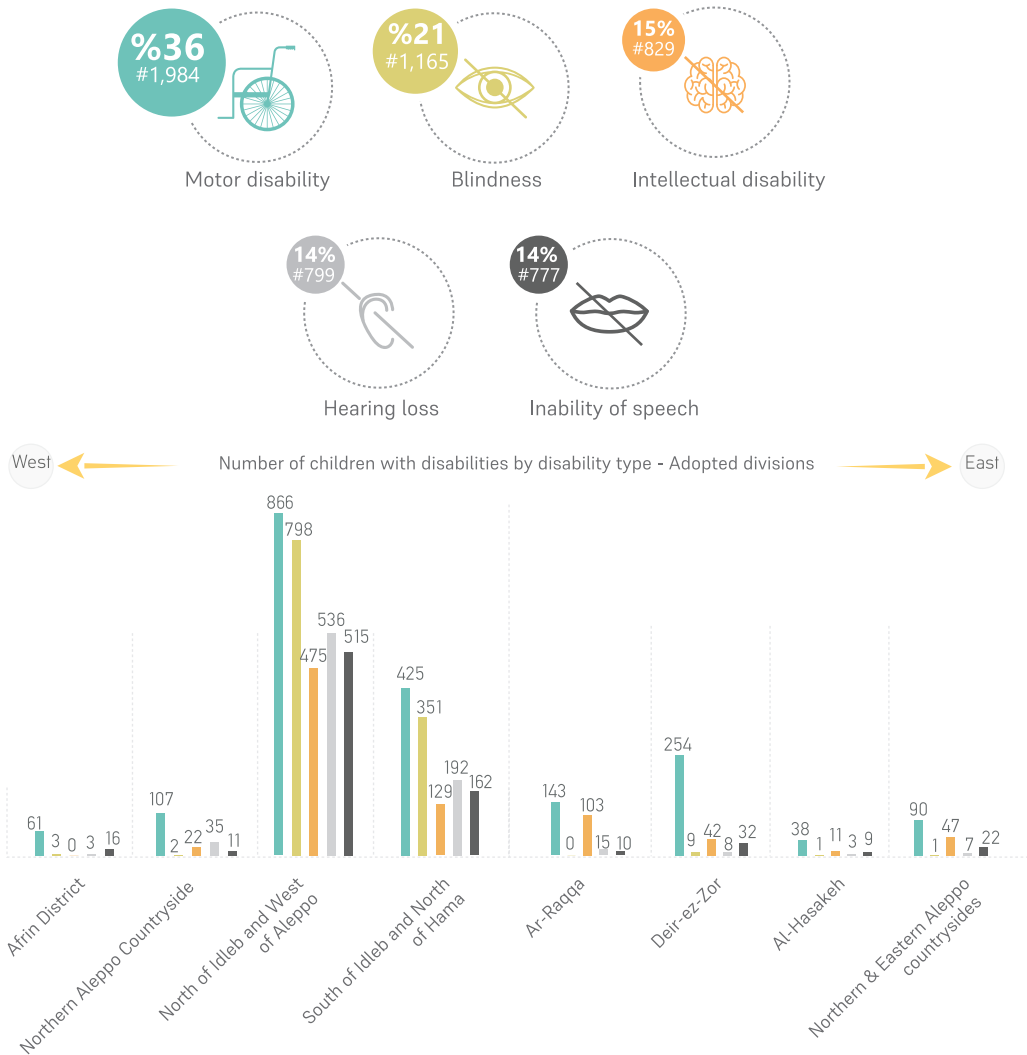
In NWS, the ratio of schools accommodating children with special needs is 47% (510 schools) of the total assessed schools in northern Idleb and western Aleppo; 44% (173 schools) in southern Idleb and northern Hama; 23% (43 schools) in Afrin district; and 16% (44 schools) in Aleppo northern countryside.

In NES, the ratio of the schools accommodating children with special needs is 42% (93 schools) of the total assessed schools in Deir-ez-Zor governorate; 32% (81 schools) in Aleppo northeastern countryside; 10% (34 schools) in Ar-Raqqa governorate; and 16% (28 schools) in Al-Hasakeh governorate.

02 CHILDREN WITH SPECIAL NEEDS IN SCHOOLS BY TYPE OF DISABILITY

There are 5,554 students with special needs currently enrolled in the assessed functional schools. The data shows that motor disability accounted for 36% (1,984 students with disability) of all assessed students with special needs; blindness accounted for 21% (1,165 blind students); intellectual disability accounted for 15% (829 students with intellectual disability); the speech impairment accounted for 14% (777 students with speech impairment; hearing loss accounted for 14% (799 students with hearing loss).

Figure 109: Number of students with special needs in schools



The study found that some disabilities are apparent like motor disabilities, which are often resulted from injuries because of shelling or bombardments, in the course of the ongoing war. In contrast, other disabilities are difficult to diagnose accurately as they need specialists, who are rare in the areas covered by the assessment. The deteriorated living conditions of the parents might have prevented them from seeking specialized doctors who can diagnose the status of their children accurately.

Moreover, sources of information confirmed the presence of a large number of children suffering from delayed speech, where their parents did not take them to any specialists; parents later discovered that those children did not have speech problems, but hearing problems, which led to delayed speech. In such cases, hearing aids should be found as a first step in solving the problem. The child also needs specialists to help him/her learn pronunciation.

It should be taken into consideration that if the child stays in school without specialists to help him/her learn to pronounce (inside or outside the school), this leads to multiplier effects on their condition. The child might suffer from isolation and neglect by his/her classmates and teachers. People in the assessed areas also suffer from difficult diagnosis of intellectual disabilities.

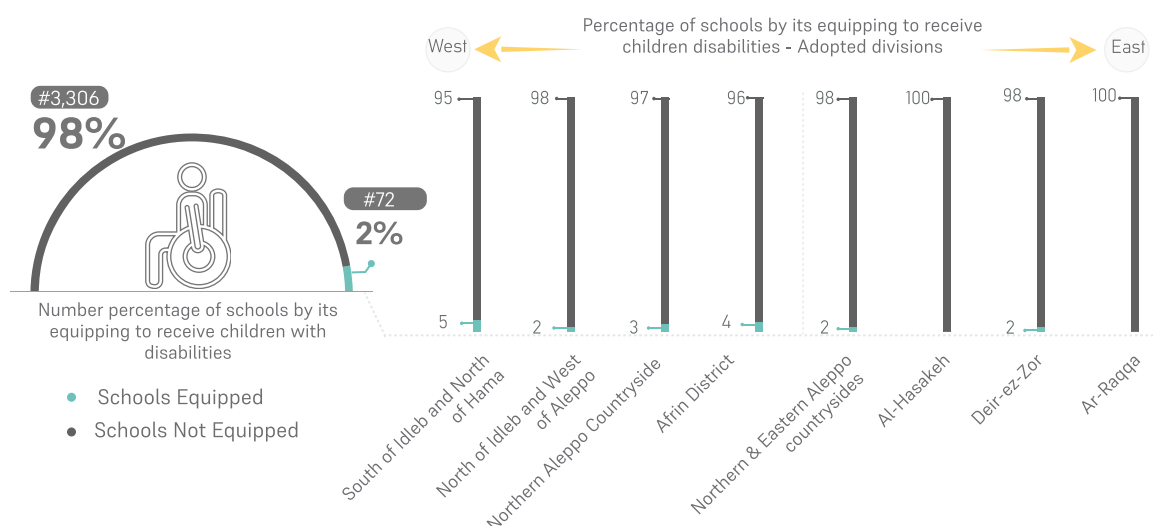
In NWS, 1,459 students are suffering from motor disabilities or loss of one of the limbs; 1,154 students suffer from blindness; 766 students are suffering from the loss of hearing; 704 students are suffering from speech impairment, and 626 students have an intellectual disability.

In NES, 525 students are suffering from motor disabilities or loss of one of the limbs; 11 students suffer from blindness; 33 students are suffering from a loss of hearing; 73 students are suffering from speech impairment, and 203 students have intellectual disabilities.

03 SCHOOL EQUIPMENT TO RECEIVE CHILDREN WITH SPECIAL NEEDS

The results of the study showed that only 2% (72 schools) of the assessed functional schools are equipped to receive children with special needs. In contrast, 98% (3,306 schools) are not equipped to receive children with special needs, despite the presence of 5,554 students with special needs within 30% of the assessed functional schools.

Figure 110: The presence of students with special needs in schools



According to INEE⁵⁶, “the needs of people with physical and visual disabilities should be carefully considered in the design of education facilities. Entrances and exits need to accommodate people in wheelchairs or using other assisted-mobility devices. Classroom space and furniture, and water and sanitation facilities, should meet the needs of people with disabilities. When identifying sites and reconstructing education facilities, cooperation at local and national levels is recommended with organizations representing people with various types of disability, parents of children with disabilities and youth with disabilities”.

In NWS, only 5% (19 schools) of the assessed functional schools in southern Idlib and northern Hama are equipped to receive children with special needs, while 4% (7 schools) of the assessed functional schools in Afrin district are equipped to receive children with special needs. Moreover, 3% (9 schools) of the assessed functional schools in Aleppo northern countryside are equipped to receive children with special needs, and 2% (26 schools) of the schools in northern Idlib and western Aleppo are equipped to receive children with special needs.

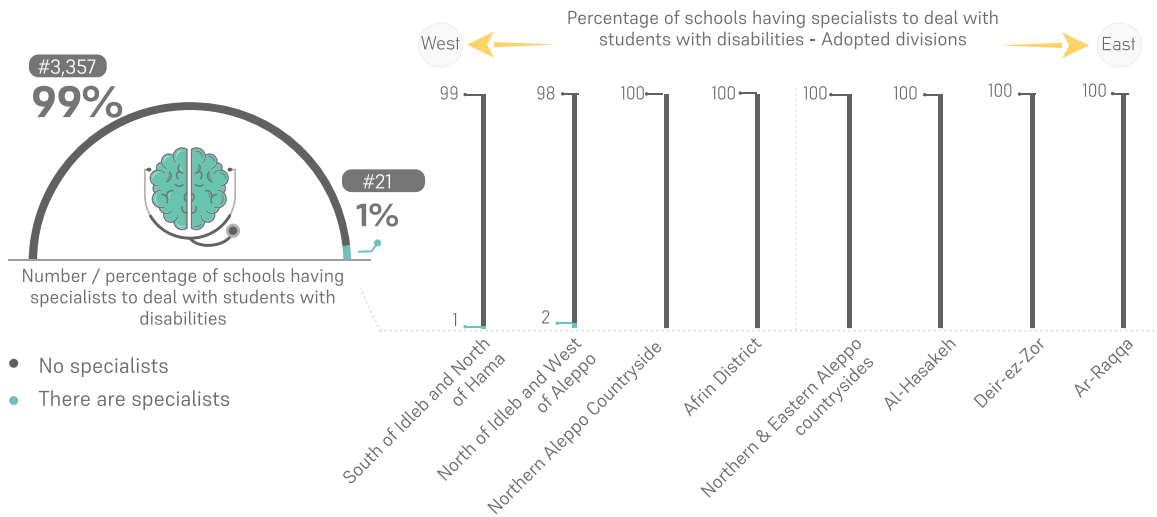
In NES, only 2% (4 schools) of schools in the northeastern countryside of Aleppo are equipped to receive children with special needs, and 2% (4 schools) of the schools in Deir-ez-Zor governorate are equipped to receive children with special needs while there are two schools in Al-Hasakeh governorate and one in Ar-Raqqa governorate equipped to receive children with special needs.

56. <http://bit.ly/2uCzG87>

04 AVAILABILITY OF SPECIALISTS TO ADDRESS CHILDREN WITH SPECIAL NEEDS

The results of the study show that only 1% (21 schools) of the total assessed functional schools have specialists to address children with special needs. These specialists are present in 19 schools in northern Idlib and western Aleppo and two schools in southern Idlib and northern Hama. On the other hand, there are no specialists to address children with special needs in 99% (3,357 schools) of the assessed functional schools.

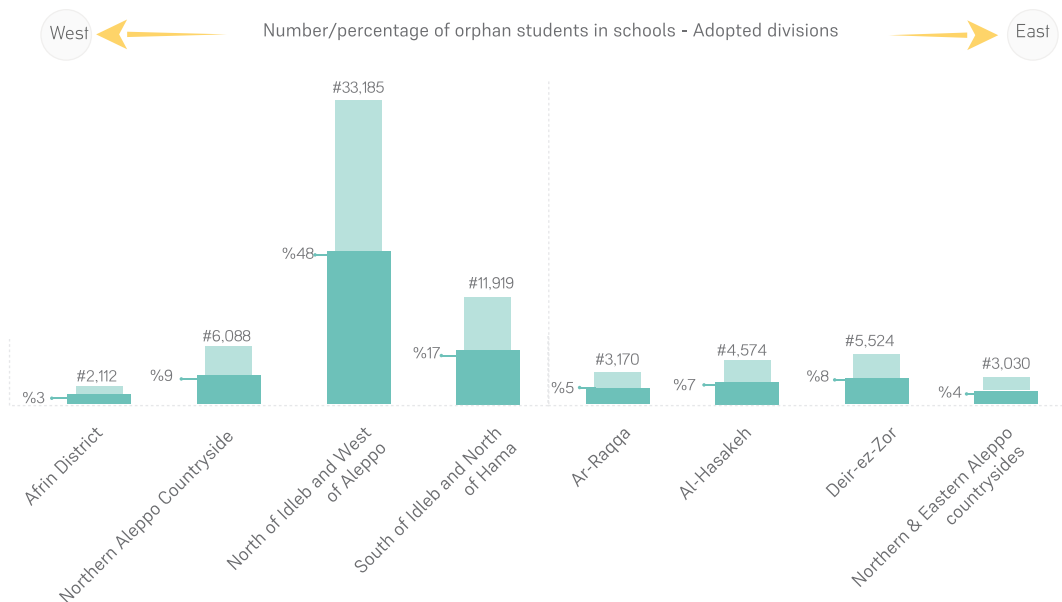
Figure 111: Availability of specialists to deal with children with special needs



05 SCHOOL ORPHANS

The number of orphans in Syria has dramatically increased over the past years due to the ongoing war, with many children having lost one or both parents as a result of military actions taken against civilians. The number of orphans reported in the assessed functional schools stands at 69,602 orphans, where the biggest percentage is found in northern Idlib and western Aleppo by 48% (33,185 orphans).

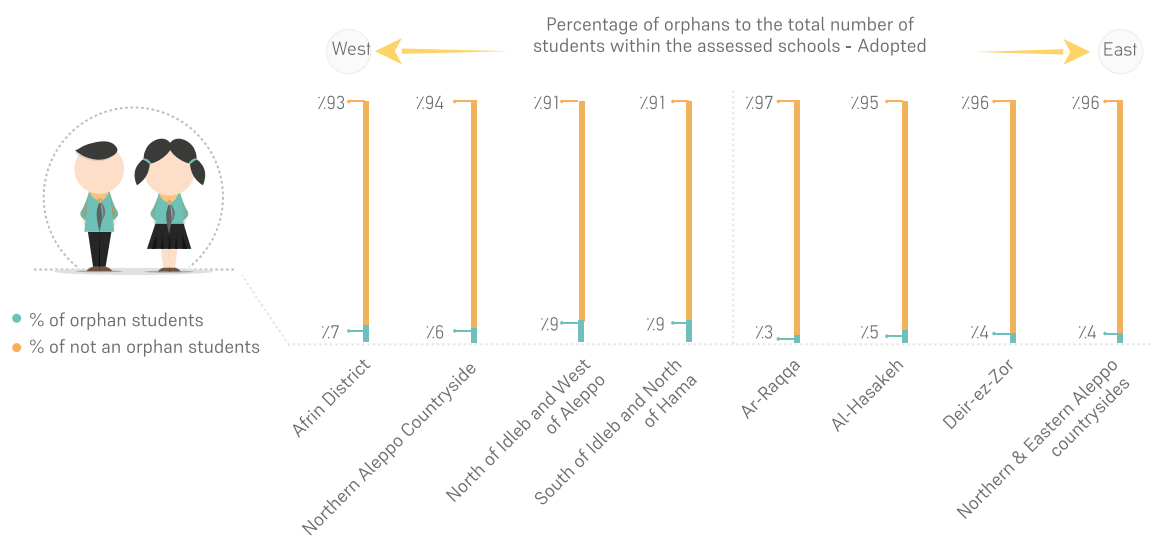
Figure 112: Number of orphans in the school



In NWS, the largest proportion of orphan students is in northern Idlib, western Aleppo, southern Idlib and northern Hama by 9% of the total number of students within schools. In Afrin district, the orphan students accounted for 7% of the total number of students, while in the northern countryside of Aleppo, they accounted for 6% of the total number of students.

In NES, the largest proportion of orphan students is in Deir-ez-Zor governorate by 5% of the total number of students within schools. In Al-Hasakeh governorate, the orphan students are accounted for 4% of the total number of students. Similarly, in Aleppo northeastern countryside, they accounted for 4% of the total number of students. In Ar-Raqqa governorate, they accounted for 3% of the total number of students.

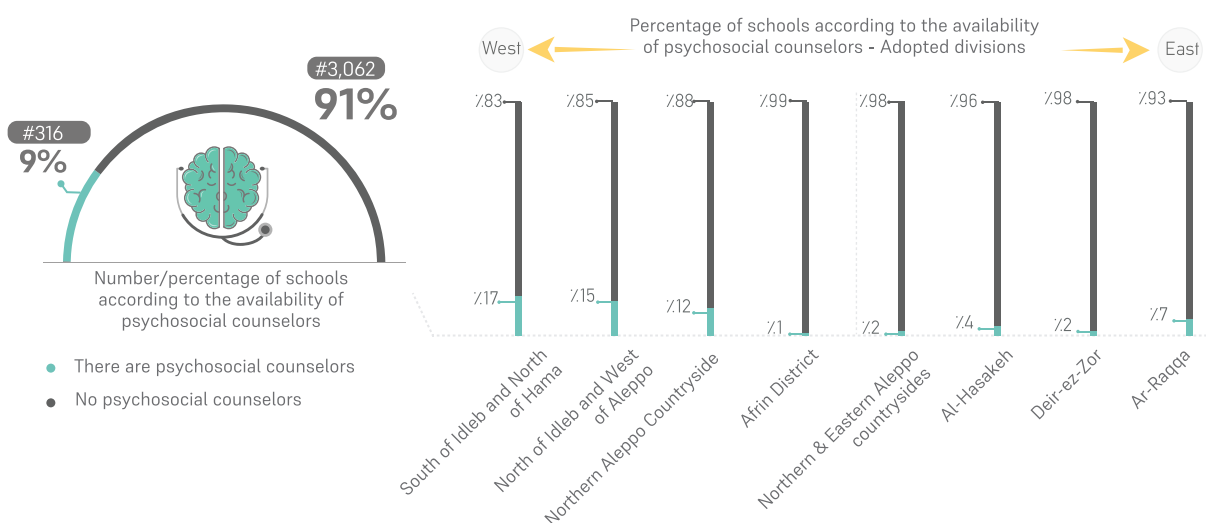
Figure 113: Percentage of orphans in the school



06 AVAILABILITY OF PSYCHOLOGISTS

The study found that there are no psychological counsellors in 91% (3,062 schools) of the assessed functional schools, whereas there are psychological counsellors in only 9% (316 schools) of the assessed functional schools.

Figure 114: Availability of psychological counsellors within the schools



Prior to the start of the war in Syria, there used to be psychologists who graduated from the faculty of Psychology in most schools, to be consulted in cases of having students suffering from psychological problems. The psychological counsellor would guide children and discuss relevant issues with parents, as necessary, and cooperate with them to help children overcome any psychological concerns, especially in adolescence. There are no colleges specialized in Psychology to have psychologists to work as psychological counsellors within areas outside the regime control. Therefore, there should be action steps to qualify some of the administrative cadres by subjecting them to a number of training courses, in order to be able to solve some of the psychological problems faced by students.

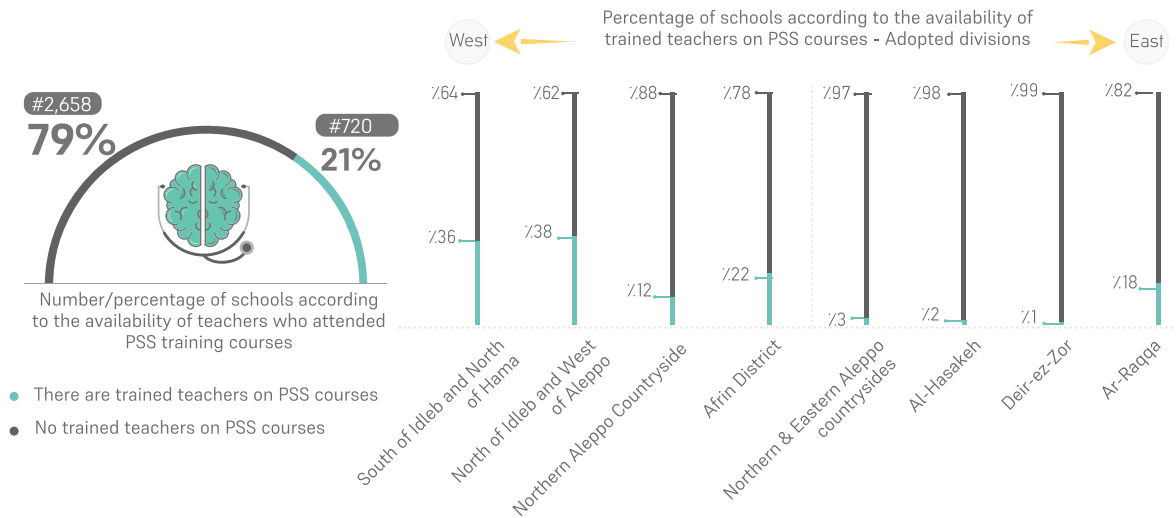
In NWS, there are no psychological counsellors in 99% (182 schools) of the assessed functional schools in Afrin district; 88% (249 schools) of schools in Aleppo northern countryside; 85% (917 schools) of schools in northern Idleb and western Aleppo; and 83% (331 schools) of schools in southern Idleb and northern Hama.

In NES, there are no psychological counsellors in 98% (246 schools) of the assessed functional schools in Aleppo northeastern countryside; 98% (219 schools) of schools in Deir-ez-Zor governorate; 96% (588 schools) of schools in Al-Hasakeh governorate; and 93% (330 schools) of schools in Ar-Raqqa governorate.

07 AVAILABILITY OF TEACHERS WHO ATTENDED PSYCHOLOGICAL SUPPORT (PSS) TRAINING COURSES

Data shows that only 21% (720 schools) of the total assessed functional schools have teachers who attended PSS training courses. It is noteworthy that not all teachers in these schools have undergone courses in this field; some teachers might have undergone psychosocial support courses, while others in the same school have not.

Figure 115: Availability of teachers who attended psychological support (PSS) training courses



According to INEE⁵⁷, “Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances”. Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from the ongoing war, school teachers should be trained on how to deal with children in the time of war. Moreover, how to act during the disaster, as the presence of a large number of children in one classroom needs experience, responsiveness and organization of the teacher act to protect children and minimize damage as possible during the disaster, as well as dealing with the phenomena that prevail between children due to war in Syria.

In NWS, there are teachers who attended PSS training courses in 38% (412 schools) of the functional schools included in the assessment in northern Idleb and western Aleppo; 36% (144 schools) of schools in southern Idleb and northern Hama; 22% (41 schools) of schools in Afrin district; and 12% (35 schools) of schools in Aleppo northern countryside.

57. <http://bit.ly/2uCzG87>

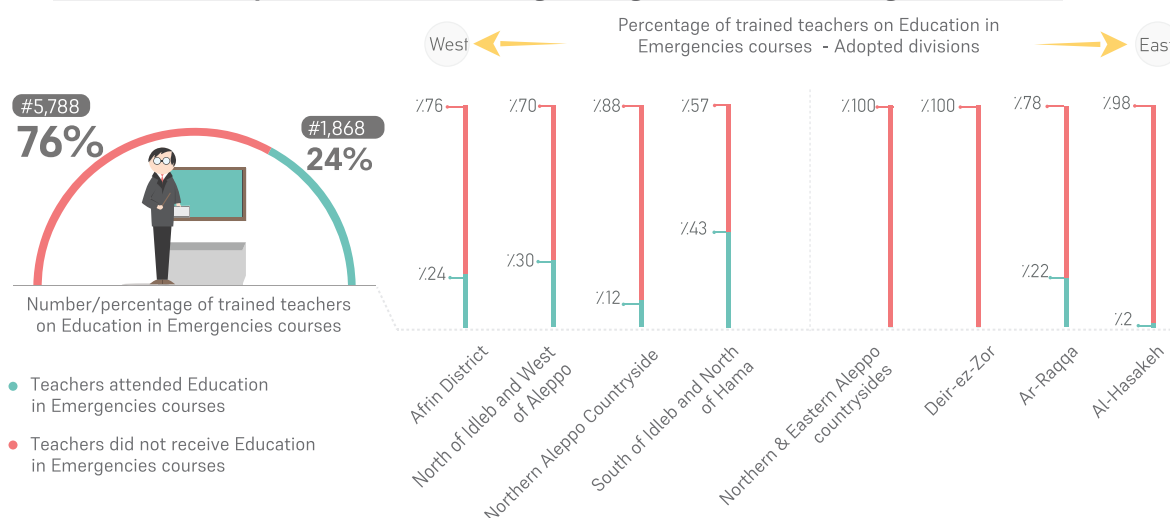
In NES, there are teachers who attended PSS training courses in 18% (65 schools) of the functional schools included in the assessment in Ar-Raqqa governorate; 3% (7 schools) of schools in Aleppo northeastern countryside; 2% (14 schools) of schools in Al-Hasakeh governorate; and 1% (2 schools) of schools in Deir-ez-Zor governorate.

08 TEACHER PERCEPTIONS: TRAINING COURSES IN EDUCATION ON EMERGENCY

PERCEPTIONS

The surveyed teachers⁵⁸ were asked if they received any specialized training or courses on Education in Emergency. 24% (1,868 teachers) of the surveyed teachers stated that they had attended training courses in Education in Emergency, while 76% (5,788 teachers) did not receive any courses in this field.

Figure 116: Teacher Perceptions: teachers attending training and courses on emergencies

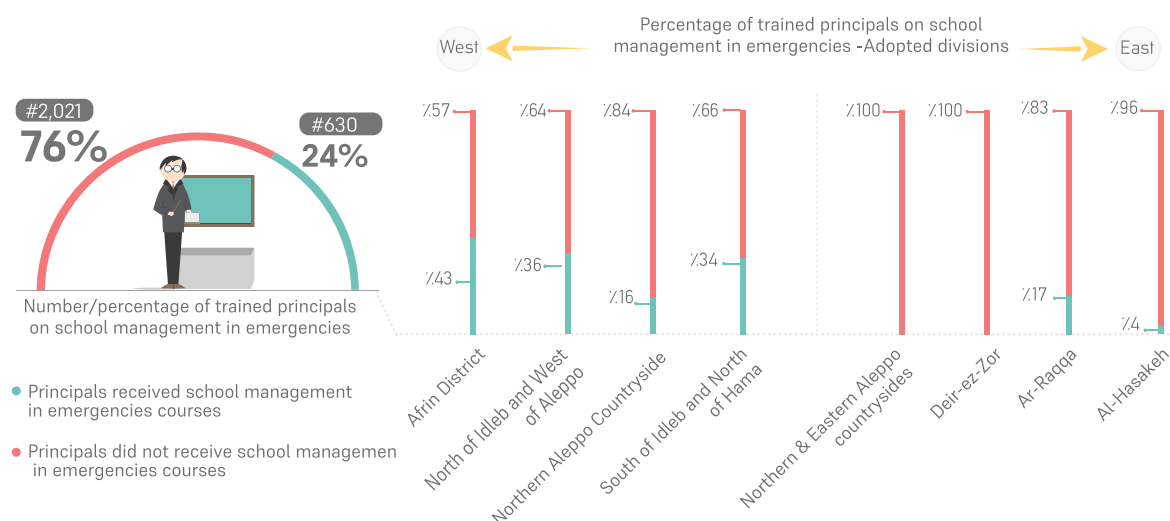


09 PRINCIPAL PERCEPTIONS: TRAINING COURSES ON SCHOOL MANAGEMENT IN EMERGENCY

PERCEPTIONS

The data results showed that 24% (630 principals) of the surveyed principals⁵⁹ who were asked if they received any specialised training courses on school management in emergency stated that they had attended training courses on school management in emergency, while 76% (2,021 principals) stated that they did not receive any courses in this field.

Figure 117: Principal Perceptions: Principals attending training and courses on emergencies



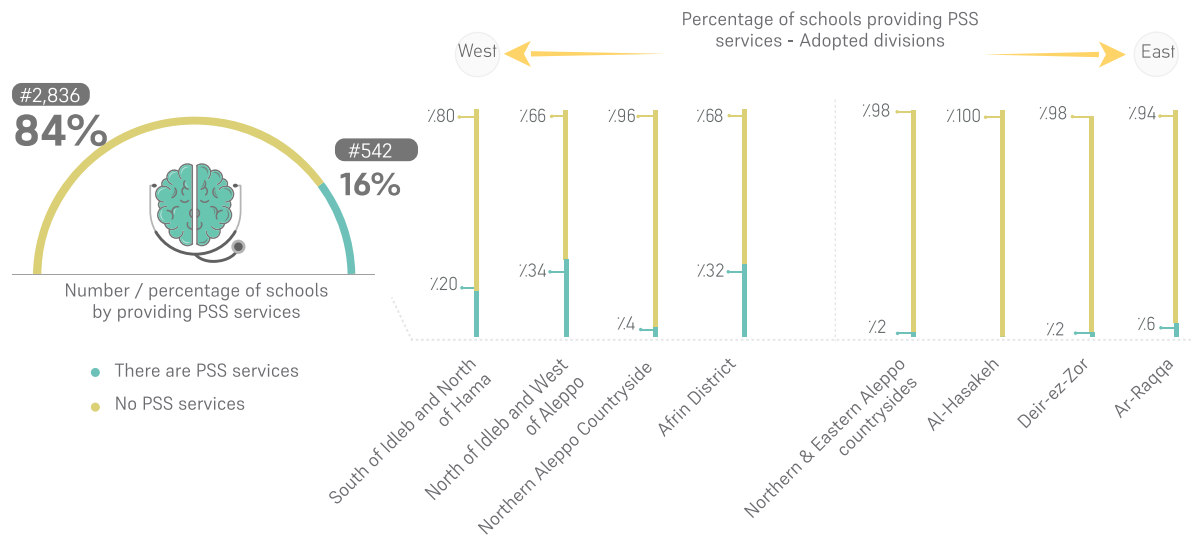
58. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

59. IMU enumerators conducted perception surveys with 2,651 school principals of functional schools in 9 governorates. 16% of them were females and 84% of them were males.

10 PROVISION OF PSS SERVICES IN SCHOOLS

Only 16% (542 schools) of the total number of the functional schools provide PSS services during the current academic year 2018/2019, while in 84% (2,836 schools) of schools such services are not provided.

Figure 118: Schools providing PSS services



In response to the ongoing war, school administrators often try to incorporate fun into their school activities to fend off feelings of isolation and inwardness among their students. These might include school plays, art exhibitions, and motivational competitions for students, where teachers coach students in acting, singing or drawing. These activities integrate students from different regions and break down the negative barriers that may be left by displacement, thus boosts students' confidence within schools and helps them build a new friendship.

In NWS, no PSS services are provided in 96% (271 schools) of Aleppo northern countryside schools, nor in 80% (318 schools) of schools in southern Idleb and northern Hama. Moreover, no PSS services are provided in 68% (125 schools) of Afrin district schools, and 66% (714 schools) of schools in northern Idleb and western Aleppo.

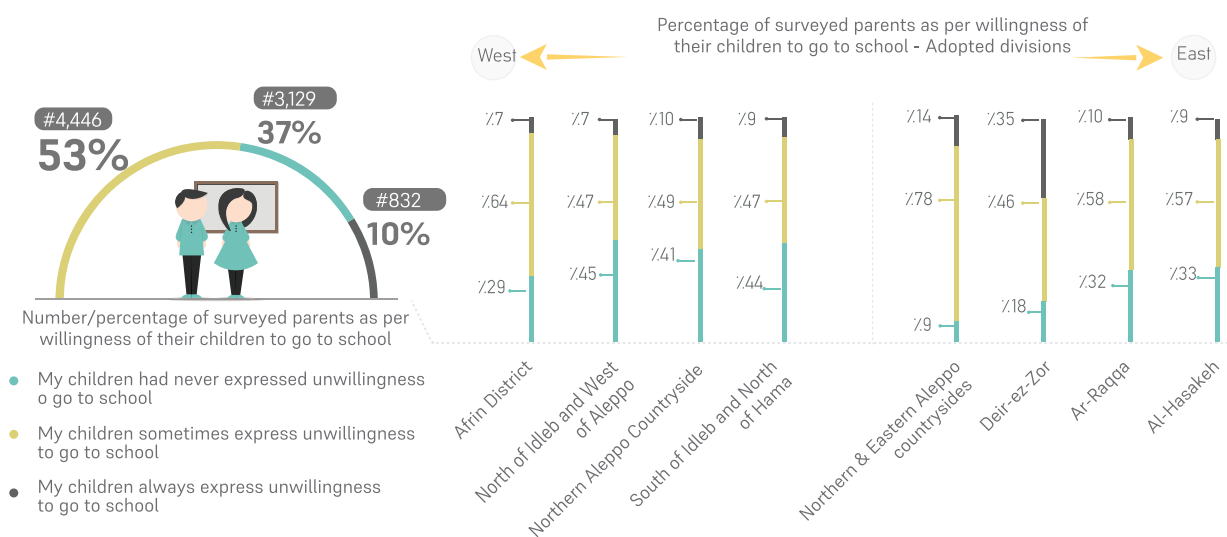
In NES, no PSS services are provided in any schools in Al-Hasakeh governorate; nor within 98% (247 schools) of schools in Aleppo northeastern countryside. Furthermore, no PSS services are provided in 98% (219 schools) of Deir-ez-Zor governorate schools, nor in 94% (332 schools) of schools in Ar-Raqqa governorate.

11 PARENT PERCEPTIONS: CHILDREN'S WILLINGNESS TO GO TO SCHOOL

PERCEPTIONS

The results showed that 10% (832 individuals) of surveyed parents⁶⁰, who were asked about their children's willingness to go to school, said that their children always express unwillingness to go to school, and 53% (4,446 individuals) said that their children sometimes express unwillingness to go to school.

Figure 119: Parents Perceptions: Children's willingness to go to school



60. IMU enumerators conducted perception surveys with 6,338 individuals who have children at school age (in and out schools) in 9 governorates. 28 percent of them are females and 72 percent are males. 78 percent of them are host community and 22 percent of them are IDPs.

12 STUDENT PERCEPTIONS: PHENOMENA RELATED TO THE FEELINGS OF STUDENTS WITHIN SCHOOLS

PERCEPTIONS

Through surveys conducted with students by the enumerators, they were asked about their frequent feeling during the last month (phenomena related to the feeling). The data showed that one of the most common phenomena among surveyed students⁶¹ is the difficulty of memorizing information and lessons, 10% (1,384 students) of the students reported that they always suffer from this phenomena, while 38% (5,413 students) reported that they sometimes suffer from this phenomena, and 53% (7,569 students) rarely suffer from these phenomena.

On the other hand, 18% (2,582 students) of the surveyed students said that they always feel greatly distressed when they recall the painful situations they experienced. While 30% (4,291 students) reported that they sometimes feel this phenomenon; and 52% (7,493 students) said that they rarely feel this phenomenon.

Figure 120: Students Perceptions: the percentage of prevalence of symptoms related to the feeling of students



61. IMU enumerators conducted perception surveys with 14,366 students aged between 5 and 17 years old in and out of schools in 6 governorates. 42% of them are females and 58% of them are males. 78% of them are host community and 22 percent of them are IDPs.

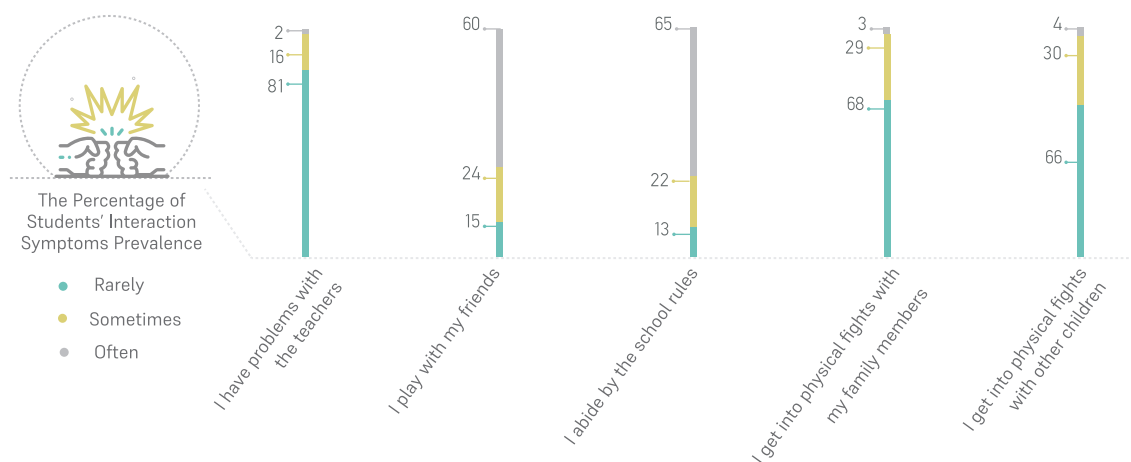
13 STUDENT PERCEPTIONS: PHENOMENA RELATED TO THE INTERACTION SYMPTOMS OF STUDENTS WITHIN SCHOOLS

PERCEPTIONS

Through surveys conducted with students⁶² by the enumerators, they were asked about their frequent feeling during the last month (phenomena related to the interaction symptoms).

The data showed that one of the most common negative phenomena among surveyed students is getting into physical fights with other children and the family members, while most students play with their friends and abide by school rules.

Figure 121: Student Survey: Percentage of the prevalence of symptoms related to interaction among students



14 STUDENT PERCEPTIONS: PHENOMENA RELATED TO STUDENTS' SELF-AWARENESS

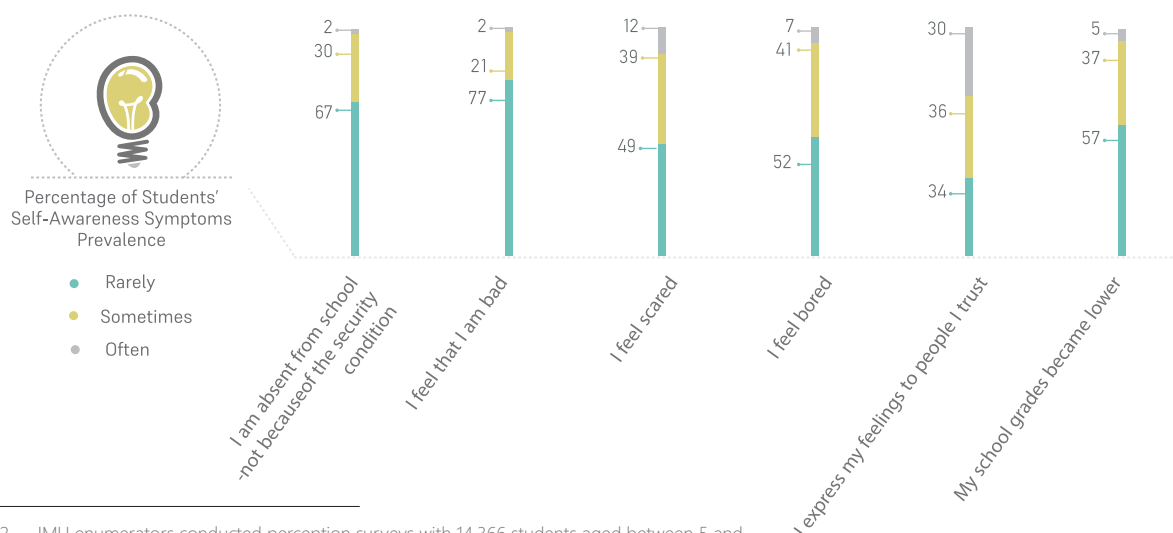
PERCEPTIONS

Through surveys conducted with students by the enumerators, they were asked about their frequent feeling during the last month (phenomena related to the self-awareness).

The data showed that 12% (1,685 students) of the surveyed students reported that they often feel scared; 39% (5,592 students) reported that they sometimes feel scared, and 49% (7,462 students) rarely feel scared.

On the other hand, 5% (759 students) reported that they often feel that their grades at school became lower; 37% (5,362 students) reported that they sometimes feel that their grades at school became lower, and 57% (8,245 students) rarely feel that their grades at school became lower.

Figure 122: Student Survey: Percentage of the prevalence of symptoms related to self-awareness among students

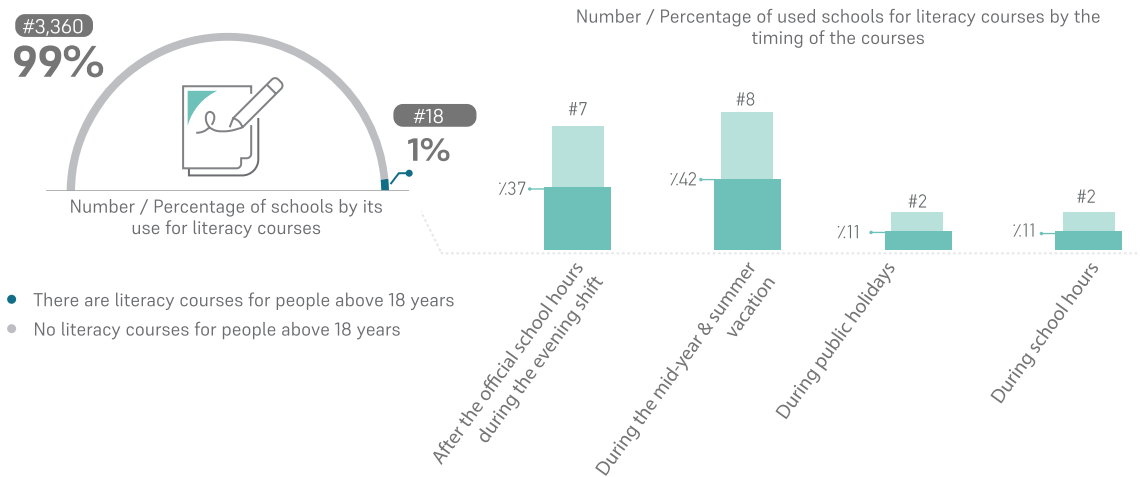


62. IMU enumerators conducted perception surveys with 14,366 students aged between 5 and 17 years old in and out of schools in 6 governorates. 42% of them are females and 58% of them are males. 78% of them are host community and 22 percent of them are IDPs.

15 THE USE OF SCHOOLS FOR LITERACY COURSES FOR PEOPLE OVER 18 YEARS OF AGE

The study revealed that only 18 of the assessed functional schools are used for literacy courses for people over 18 years of age. The mentioned schools included 12 schools in northern Idleb and western Aleppo; two schools in southern Idleb and northern Hama; two schools in the northeastern countryside of Aleppo; and one school in each of Al-Hasakeh and Deir-ez-Zor governorates.

Figure 123: Use of schools for literacy courses



If the schools are used for literacy courses, it should be ensured that the school students are separated from people attending literacy courses, so as to avoid exposing the children to harassment by people attending the courses. Separation takes place either in places or in times of education.

The study shows that eight schools are used for literacy courses during the summer break, seven schools are used for literacy courses at the evening shift (after the students' school hours), two schools are used for literacy courses during public holidays (Fridays and Saturdays). In all previous cases, the possibility of mixing students with people who attend the literacy course is almost non-existent. On the other hand, two schools are used for literacy courses during school hours, which confirms the need to separate students from those attending literacy courses in these two schools.

16 PRINCIPAL PERCEPTIONS: RECEIVING TRAINING ON THE SAFE USE OF REFERRAL PATHWAYS

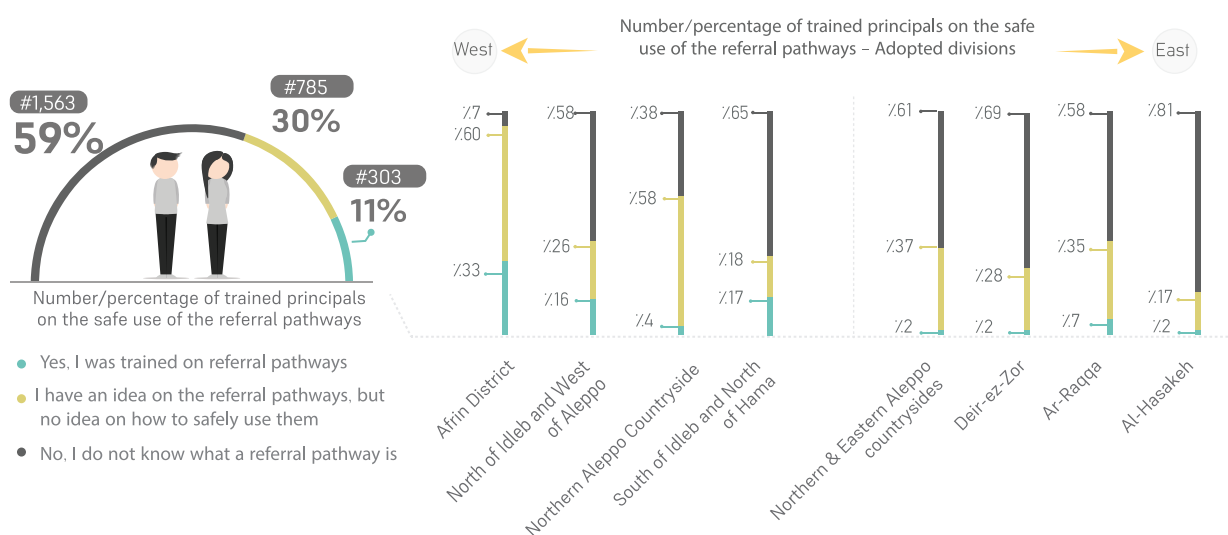
PERCEPTIONS

The standard operating procedures for protection from violence based on gender and responding to it, define “referral pathways as a flexible mechanism that connect the survivors with supportive and reliable services in a safe way. Such as health, intellectual health, psychological support, in addition to police and legal support/ justice.”

Through the surveys conducted by the enumerators with the school principals; the enumerators asked them whether they received training on the safe use of referral pathways; a question to which 59% (1,536 principals) answered by saying that they don’t know what referral pathways mean and never heard about the term; 30% (785 principals) of the principals said that they know what referral pathways mean (though they have heard about the term) but they don’t know about the safe use of them. Only 11% (303 principals) of the principals received training on the safe use of referral pathways.

It is noted that 5% (398 teachers) of the teachers surveyed reported receiving training on the safe use of referral pathways.

Figure 124: Principals’ Perceptions: Safe Use of Referral Pathways



Section
13

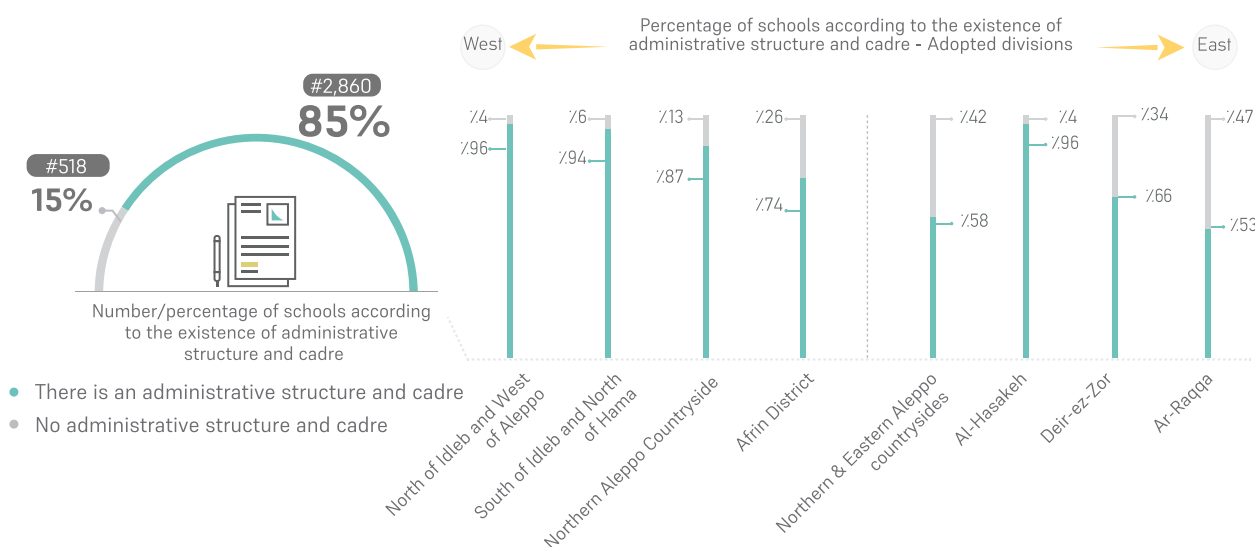
POLICIES AND
PROCEDURES
GOVERNING
**THE EDUCATIONAL
PROCESS**



01 THE EXISTENCE OF ADMINISTRATIVE STRUCTURE AND CADRE

Before the war in Syria, the existence of a clear administrative structure and staff was considered a prerequisite in formal schools. In rural schools, only one principal may be present without other administrative staff or a teacher may perform the duties of the principal if no principal is appointed. The administrative staff shall apply policies and procedures approved by EDs and Education Assemblies (EAs) within schools. It was found out that 85% (2,806 schools) of the assessed functional schools have clear administrative structure and cadre, whereas 15% (518 schools) do not have clear administrative structure and cadre.

Figure 125: The existence of administrative structure and cadre



The administrative structure of the formal school has the principal at the top of the hierarchy, who might be the only administrative cadre in small schools (non-formal school), while larger formal schools have a deputy principal assisting the school principal in conducting his/her tasks. Formal schools may have mentors guiding the students and controlling the classes when teachers are not in their classes. There are also school secretaries in formal schools, tasked with keeping and organizing records of the school, students and teachers.

In NWS, there is no clear administrative structure or cadre in 26% (48 schools) of Afrin district schools, nor within 13% (36 schools) of schools in Aleppo northern countryside.

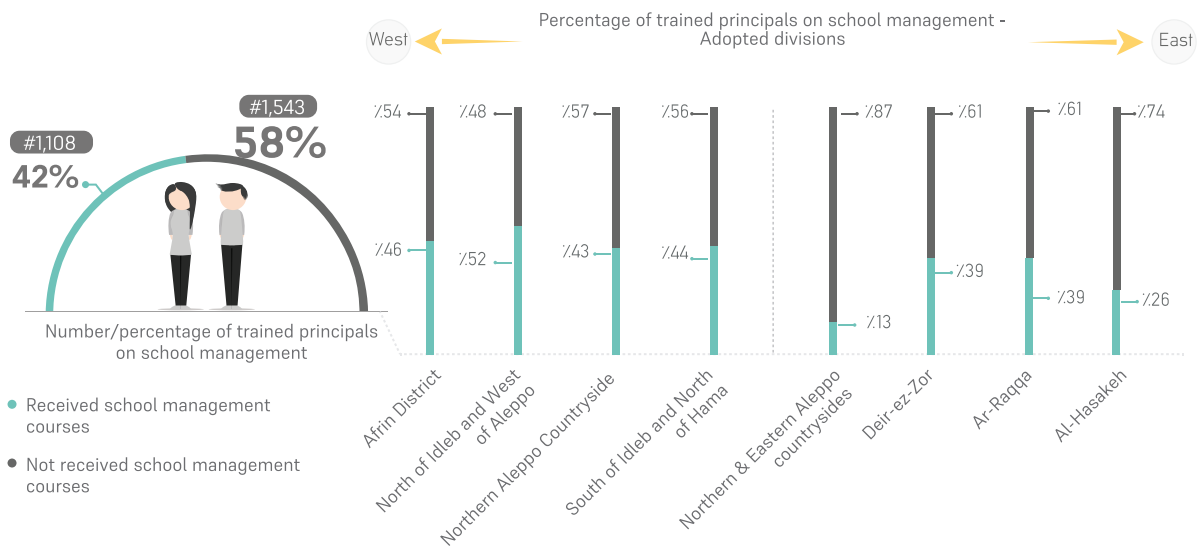
In NES, there is no clear administrative structure or cadre in 47% (166 schools) of Ar-Raqqa governorate schools; 42% (105 schools) of Aleppo northeastern countryside schools; nor within 34% (76 schools) of Deir-ez-Zor governorate schools.

02 PRINCIPAL PERCEPTIONS: TRAINING COURSES IN SCHOOL MANAGEMENT PERCEPTIONS

Before the war in Syria, the principal used to be appointed by the senior teachers who attended a set of training courses that qualify them to become part of the school's administrative staff. Through these courses, teachers are trained on the administrative work within the school and the mechanisms for the application of policies and procedures optimally.

The war conditions in Syria have imposed the appointment of new administrative staff within schools. The principals⁶³ were surveyed about whether they had undergone any courses in school management before or after they became principals. It was found that only 42% (1,108 principals) of them reported that they had undergone courses in school management, while 58% (1,543 principals) reported that they had not taken any courses in school management.

Figure 126: Principal Perceptions: Principale attending courses about school management



63. IMU enumerators conducted perception surveys with 2,651 school principals of functional schools in 9 governorates. 16% of them were females and 84% of them were males.

03 TEACHER PERCEPTIONS: SIGNING A CODE OF CONDUCT

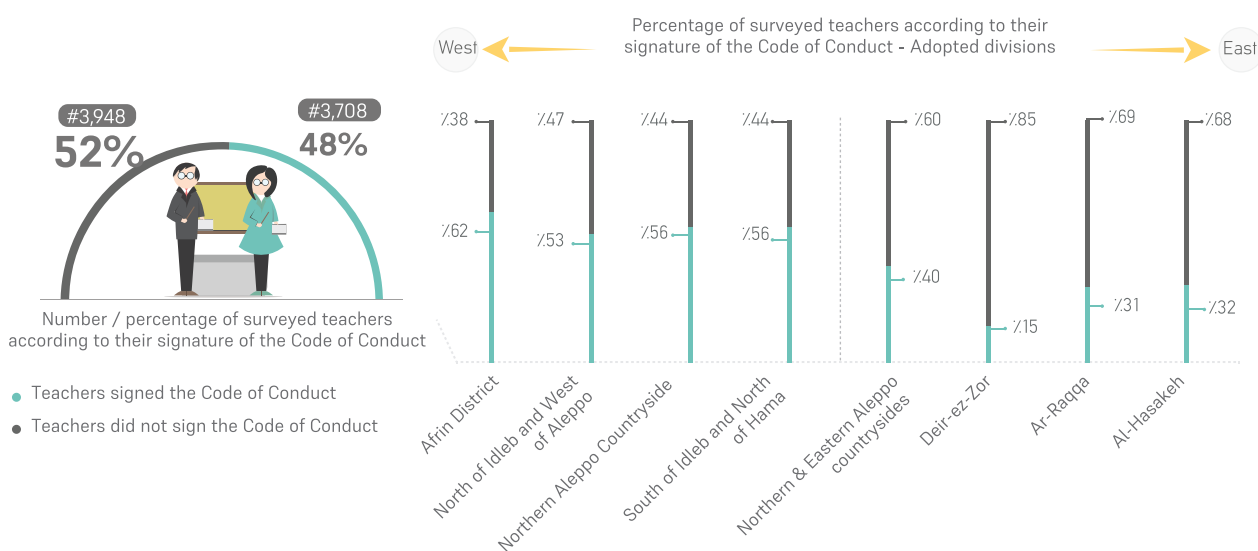
PERCEPTIONS

According to all surveyed teachers, signing a code of conduct was not common in the teacher recruitment procedures in Syria before the ongoing war. The teacher was subject to an appointment competition announced by the Ministry of Education which is affiliated with the Syrian government. The Ministry shall subsequently issue the names of the admitted applicants who shall be appointed as per the procedures followed by the ED. On the other hand, there were teachers' unions/syndicates, which were supposed to ensure teachers get their rights, whereas the duties of teachers are disseminated by the Education Directorate and Educational Assemblies.

After the outbreak of the war in Syria, most of the schools in areas outside the regime control are now supported by donors (international bodies or organizations). On this ground, donors often require all staff (including teaching staff) to sign a CoC, in order to inform the employee of his/her rights and duties.

Based on the surveys the enumerators conducted with the teachers⁶⁴, it is found that only 48% (3,708 teachers) of teachers reported signing a CoC, while 52% (3,948 teachers) said that they did not sign any document that informs them of their rights and duties.

Figure 127: Teacher perceptions: Teachers sign the Code of Conduct

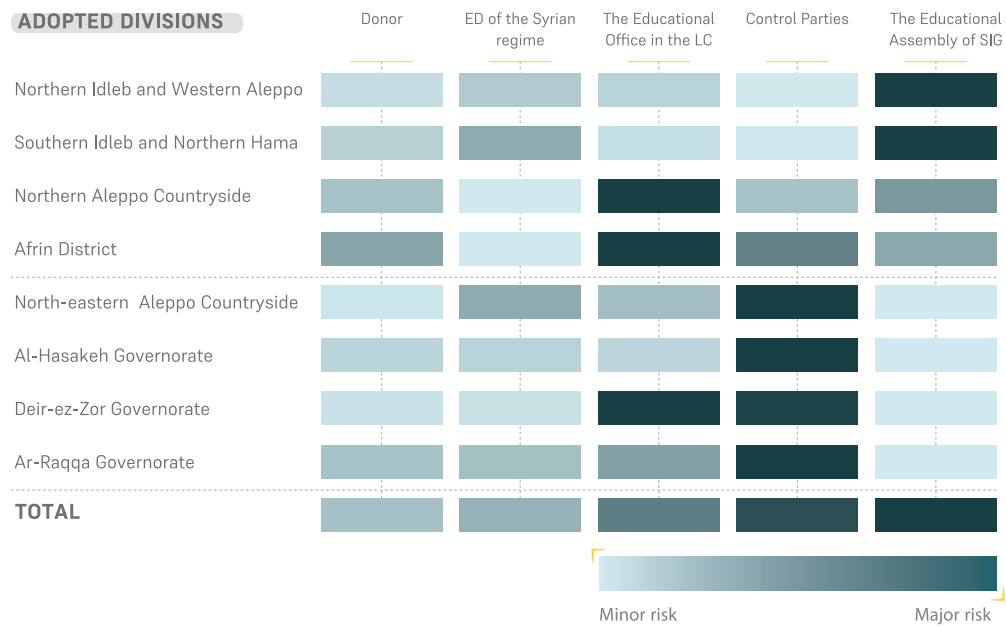


64. IMU enumerators conducted perception surveys with 7,656 teachers inside and outside schools in 6 governorates, 45% of them were females and 55% males.

04 THE MOST INFLUENTIAL DECISION MAKERS WITHIN SCHOOLS

Education Directorate of the SIG is the most influential in decision making in the assessed functional schools. It is noteworthy that most of the assessed functional schools were located in the opposition-held areas, placing its Education Directorate on the top of the list of those influential in decision making. The second place among the most influential in decision making was the controlling parties. Education offices of local councils came third.

Figure 128: The most influential decision-makers within schools



Influence on decision-makers in schools is determined based on three fundamental issues:

- **Approval of rules of procedures, school hours and curriculum:** Identifying policies and procedures to be followed by the school, setting out the school hours and holidays, deciding when to suspend schools in case of emergency, and determining the type of curriculum to be taught within schools.
- **Recruitment of teachers and administrative cadres:** Recruiting new teachers or terminating the contracts for different reasons and issuing resolutions to be followed by administrative cadres.
- **Determination of salary scale:** Determining salaries and promotions for teaching, administrative and service cadres as per seniority and years of experience.

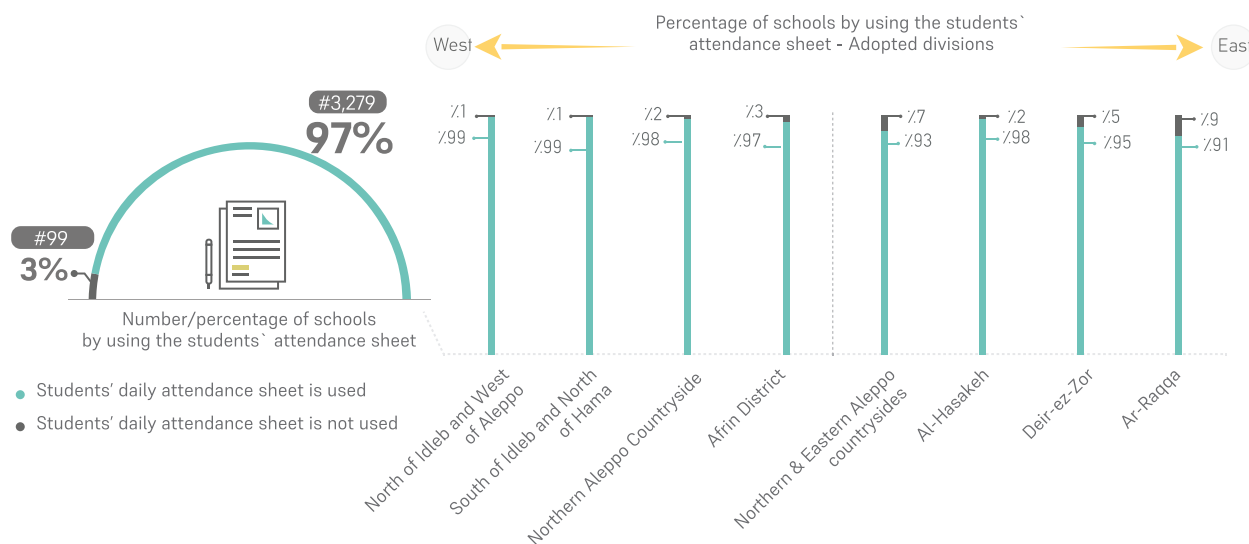
In NWS, the Education Directorate of the SIG is the most influential in decision making in the assessed functional schools within two geographical areas, which are northern Idleb and western Aleppo, and southern Idleb and northern Hama, followed by the Education Directorate of the Syrian regime. On the other hand, the educational offices of local councils are the most influential in decision making in the assessed functional schools within two geographical areas, which are Aleppo northern countryside and Afrin district, followed by the Education Directorate of the Syrian regime.

In NES, the controlling party is the most influential in decision making in all areas (Aleppo northeastern countryside, Deir-ez-Zor governorate, Ar-Raqqa governorate and Al-Hasakeh governorate). However, the educational offices of local councils are at the forefront of decision-making within schools.

05 THE AVAILABILITY OF STUDENTS' DAILY ATTENDANCE SHEET

The results of the study showed that 97% (3,279 schools) of the total assessed functional schools use students' daily attendance sheet to track students' attendance, while 3% (99 schools) of the total assessed functional schools do not use daily attendance sheets.

Figure 129: The availability of students' daily attendance sheet



Under the laws of education in Syria, the student is required to attend a specified number of school days (during the academic year) and pass the exam to advance to the next school level. The number of days of the student's enrollment must exceed 80% of the number of school days during the year. In order to control the students' attendance in schools, the students' daily attendance sheet should be used. The daily attendance sheet records the number of justified and unjustified absence days for students to be added to their files at the end of the year; teachers and classroom mentors supervise recording students' absence days and morning delays on a daily basis.

In NWS, the student daily attendance sheets are not used in 3% (5 schools) of Afrin district schools; 2% (6 schools) of Aleppo northern countryside schools; 1% (10 schools) of schools in northern Idleb and western Aleppo; nor in 1% (3 schools) of schools in southern Idleb and northern Hama.

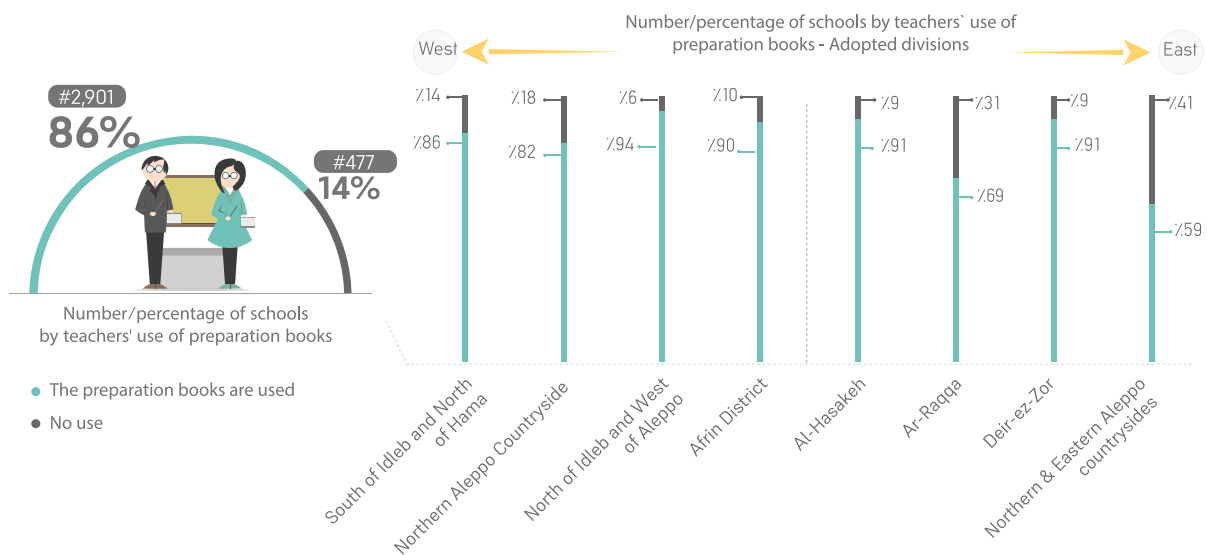
In NES, the student daily attendance sheets are not used in 93% (33 schools) of Ar-Raqqa governorate schools; 7% (17 schools) of Aleppo northeastern countryside schools; 5% (12 schools) of Deir-ez-Zor governorate schools; nor in 2% (13 schools) of Al-Hasakeh governorate schools.

06 AVAILABILITY OF TEACHERS' PREPARATION BOOKS

Pre-war school policies and procedures required teachers to use preparation books to plan for the lessons. Therefore, the teachers must prepare the lessons at home and set a plan to optimize the use of class time. It should be mentioned that the teacher preparation books contained the annual scheme of work teachers should follow to cover the full curriculum during the academic year. The school principal signs the teacher preparation books on a daily basis to ensure that the teachers are committed to preparing the lessons. The educational supervisors visit schools periodically and check teachers' commitment to the annual curriculum plan.

The study found that teachers in 14% (477 schools) of the assessed functional schools do not use teachers' preparation books, whereas teachers in 86% (2,901 schools) of the assessed functional schools use teacher preparation books.

Figure 130: Teachers using the preparation books



In NWS, the teachers' preparation books are not used in 18% (51 schools) of the assessed functional schools in Aleppo northern countryside; 14% (54 schools) of schools in southern Idleb and northern Hama; 10% (18 schools) of Afrin district schools; nor in 6% (69 schools) of schools in northern Idleb and western Aleppo.

In NES, teacher preparation books are not used in 41% (104 schools) of the assessed functional schools in the northeastern countryside of Aleppo; 31% (108 schools) of Ar-Raqqa governorate schools; 9% (52 schools) of Al-Hasakeh governorate schools; nor in 9% (21 schools) of Deir-ez-Zor governorate schools.

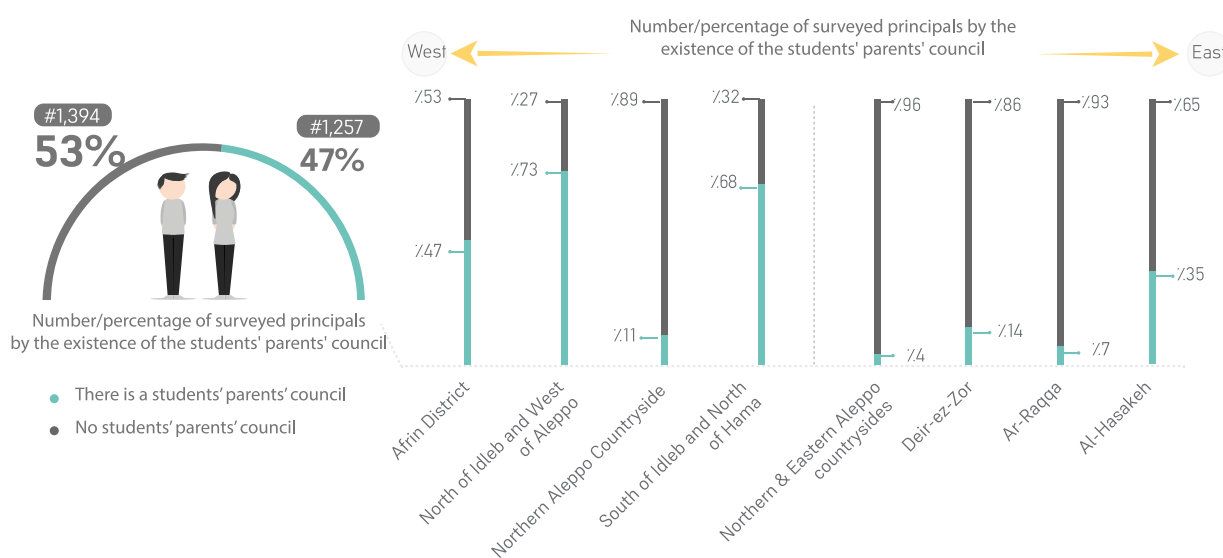
07 PRINCIPAL PERCEPTIONS: PARENT-TEACHER COUNCILS OR PERIODIC MEETINGS

PERCEPTIONS

Before the war in Syria, there were no parent-teacher councils, but the school administrations used to meet the parents on a quarterly basis (twice a year - once per semester). Therefore, there should be parent-teacher councils and with periodic meetings being held to involve students' parents in the planning of the educational process and find effective solutions that suit the current circumstances according to the available resources.

The principals⁶⁵ were surveyed about whether there are parent-teacher councils, or whether the school holds periodic meetings with the parents. 47% (1,257 principals) of the principals reported that there are parent-teacher councils and periodic meetings, while 53% (1,394 principals) said that there are no parent-teacher councils nor periodic meetings.

Figure 131: Principal Perceptions: students parents council



65. IMU enumerators conducted perception surveys with 2,651 school principals of functional schools in 9 governorates. 16 % of them were females and 84 % of them were males

Section

14

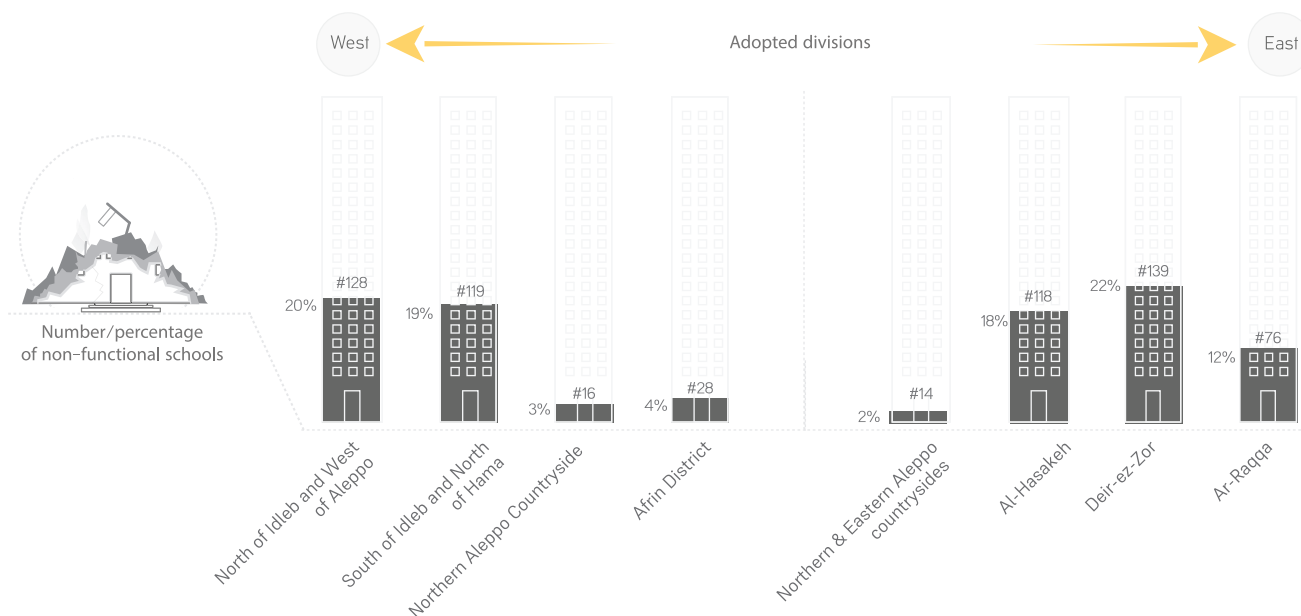
NON- FUNCTIONAL
SCHOOLS



01 DISTRIBUTION OF NON-FUNCTIONAL SCHOOLS

The ratio of non-functional schools reached 16% (638 schools) of the total assessed schools. As reported, 291 schools are located in NWS in the opposition-held areas, while 347 schools are located in NES in areas controlled by the so-called SDF.

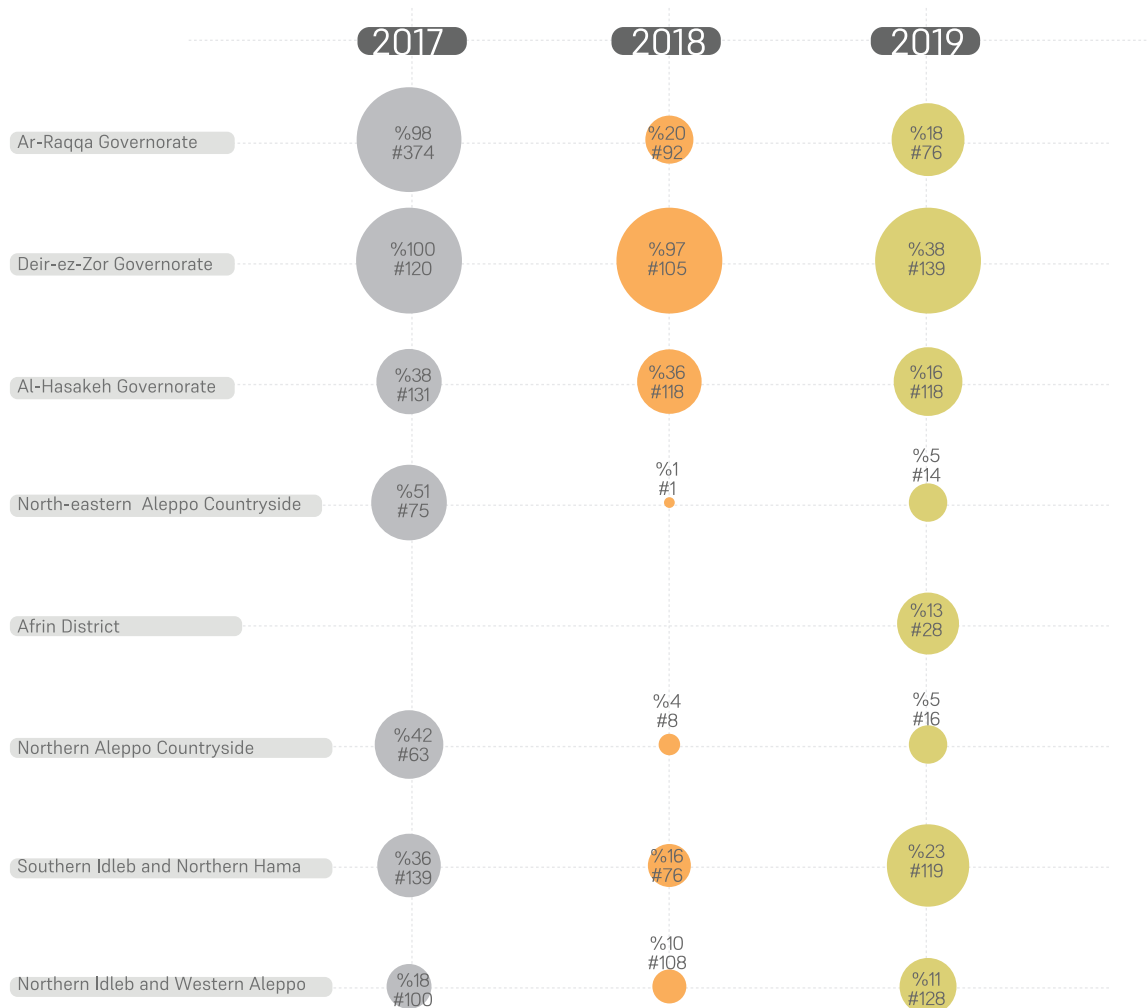
Figure 132: Distribution of non-functional schools



In NWS, the highest percentage of non-functional schools was concentrated in northern Idleb and western Aleppo by 20% (128 schools) of the total non-functional schools, followed by 19% (119 schools) in southern Idleb and northern Hama. Moreover, the percentage of non-functional schools in Afrin district is 4% (28 schools), and 3% (16 schools) in the northern countryside of Aleppo.

In NES, the highest percentage of non-functional schools was concentrated in Deir-ez-Zor governorate by 22% (139 schools) of the total non-functional schools. It is noteworthy that the mentioned governorate witnessed military actions against ISIL in the period of data collection. Furthermore, the percentage of non-functional schools in Al-Hasakeh governorate is 18% (118 schools), 12% (76 schools) in Ar-Raqqa governorate, and 3% (14 schools) in Aleppo northeastern countryside.

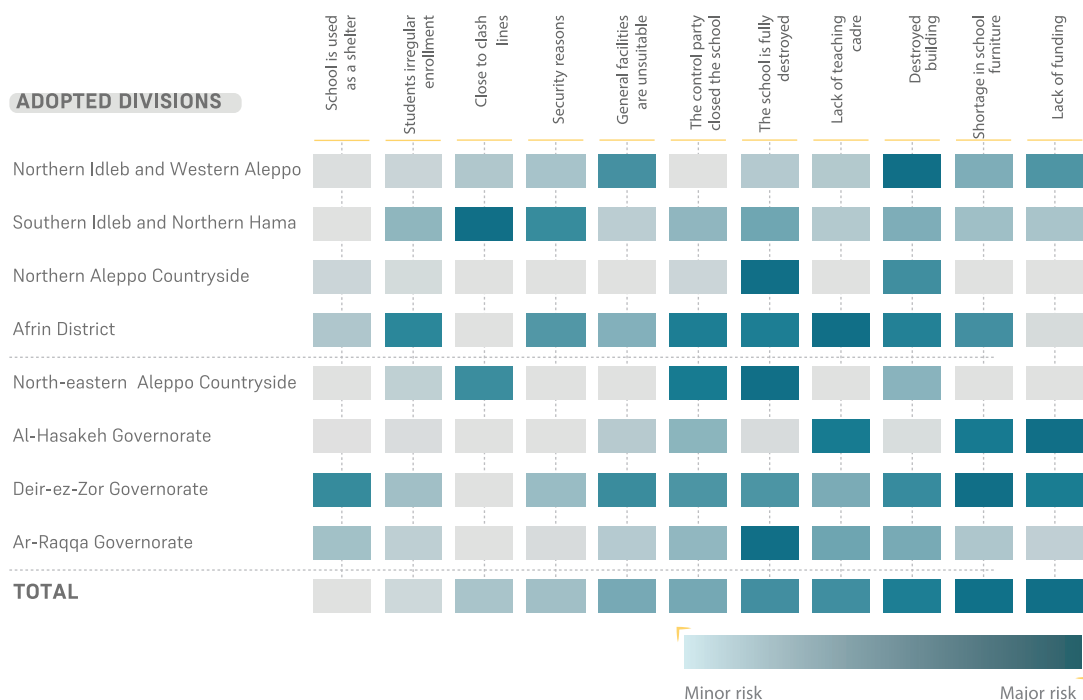
Figure 133: Percentage of non-functioning schools during three consecutive school years - adopted divisions



02 REASONS FOR SCHOOL NON-FUNCTIONALITY

The data results found that the primary reason for the shutdown of schools in Syria is attributed to the lack of funding, which led to the suspension of most of the schools in Deir-ez-Zor and Al-Hasakeh governorates, in addition to a number of schools in northern Idlib and western Aleppo. The second most important reason is the lack of school furniture and equipment, while the destruction of school buildings came in third place.

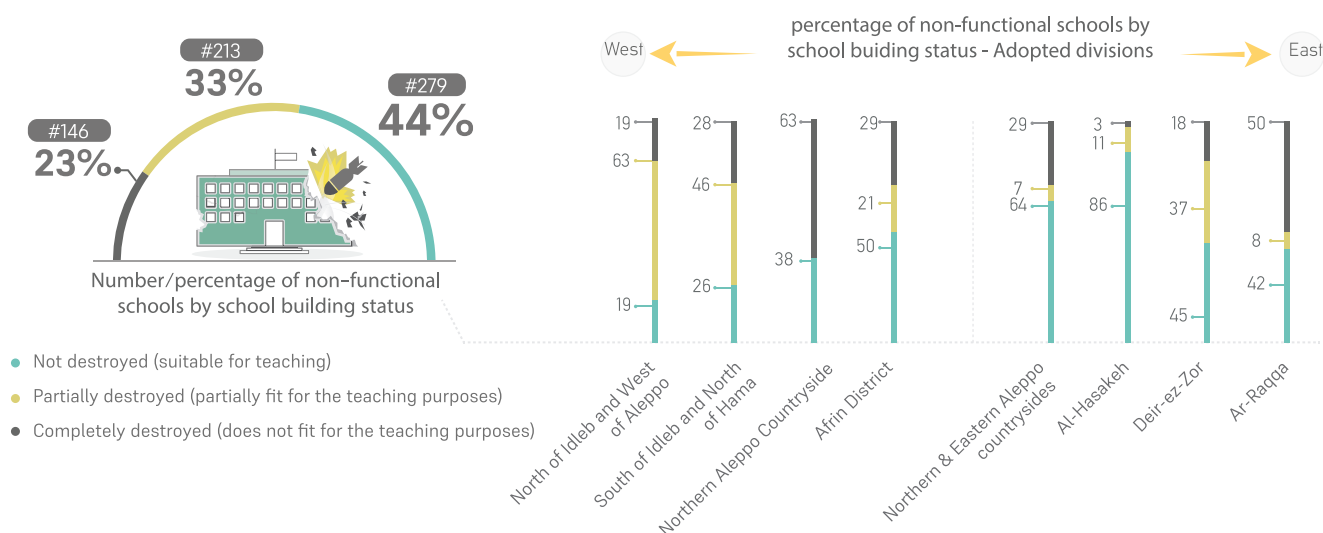
Figure 134: Reasons for school non-functionality - adopted divisions



03 STATUS OF THE BUILDINGS OF NON-FUNCTIONAL SCHOOLS

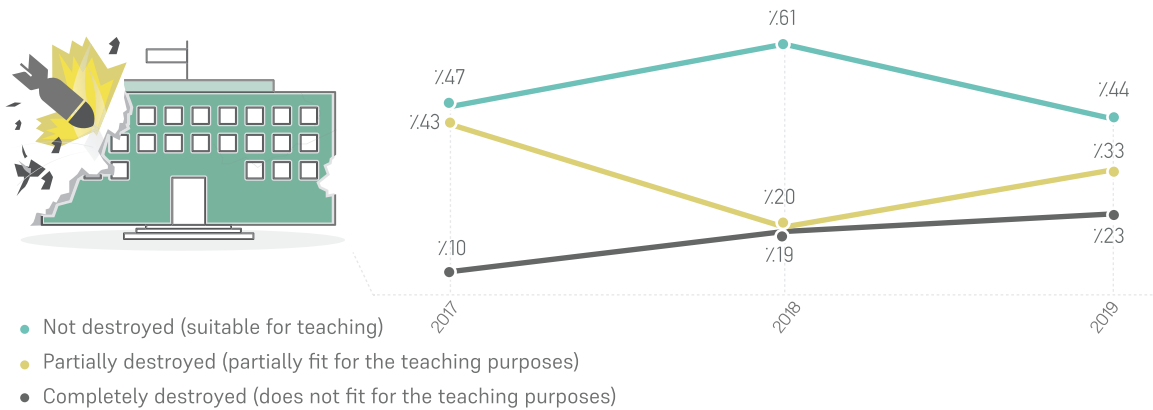
The results of the study showed that 44% (279 schools) of the assessed non-functional schools are not destroyed and are suitable for teaching purposes. While 33% (213 schools) of non-functional schools are partially destroyed, and 23% (146 schools) are completely destroyed.

Figure 135: Non-functional schools according to the status of their buildings



The graph of the status of non-functional school buildings shows an increase in the proportion of non-functional schools, which buildings were not destroyed in 2018 (the fourth edition of the report), whereas the percentage of partly and totally destroyed schools has decreased. In 2019 (the fifth edition of the report - current version), the rate of non-functional schools, which buildings were not destroyed has decreased and the proportion of partially or totally destroyed schools has increased due to the escalation of military action in Syria during the data collection period.

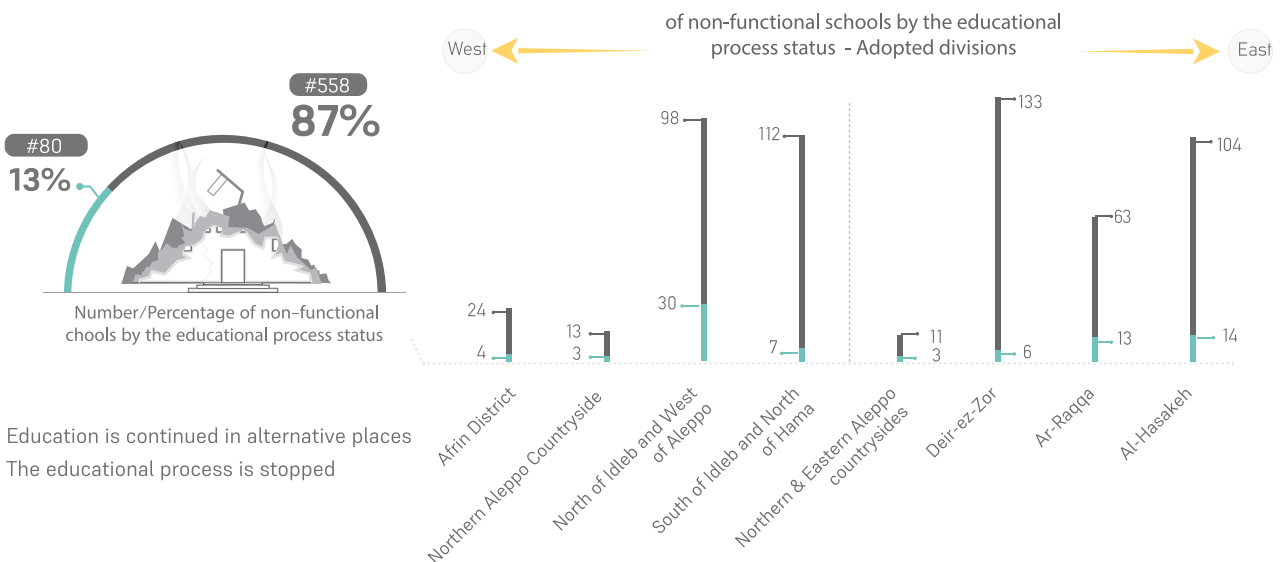
Figure 136: Comparison of the status for non-functional school buildings during the last three issues of the report



04 THE EDUCATIONAL PROCESS FOR STUDENTS OF NON-FUNCTIONAL SCHOOLS

- In some non-functional schools, the students, teaching & administrative staff moved to alternative places to resume the educational process. Alternative learning spaces (residential buildings or tents that were simply equipped for education) or nearby school buildings are used during the evening shift (using another school building in the evening shift). The data shows that alternative learning places are used for only 13% (80 schools) of non-functional schools.
- The educational process is completely stopped in some of the non-functional schools, so students have to seek other schools to access education or might drop out of school (dropout students). The study showed that the educational process is suspended within 87% (558 schools) of non-functional schools.

Figure 137: the progress of the educational process for students of non-working schools





Section

15

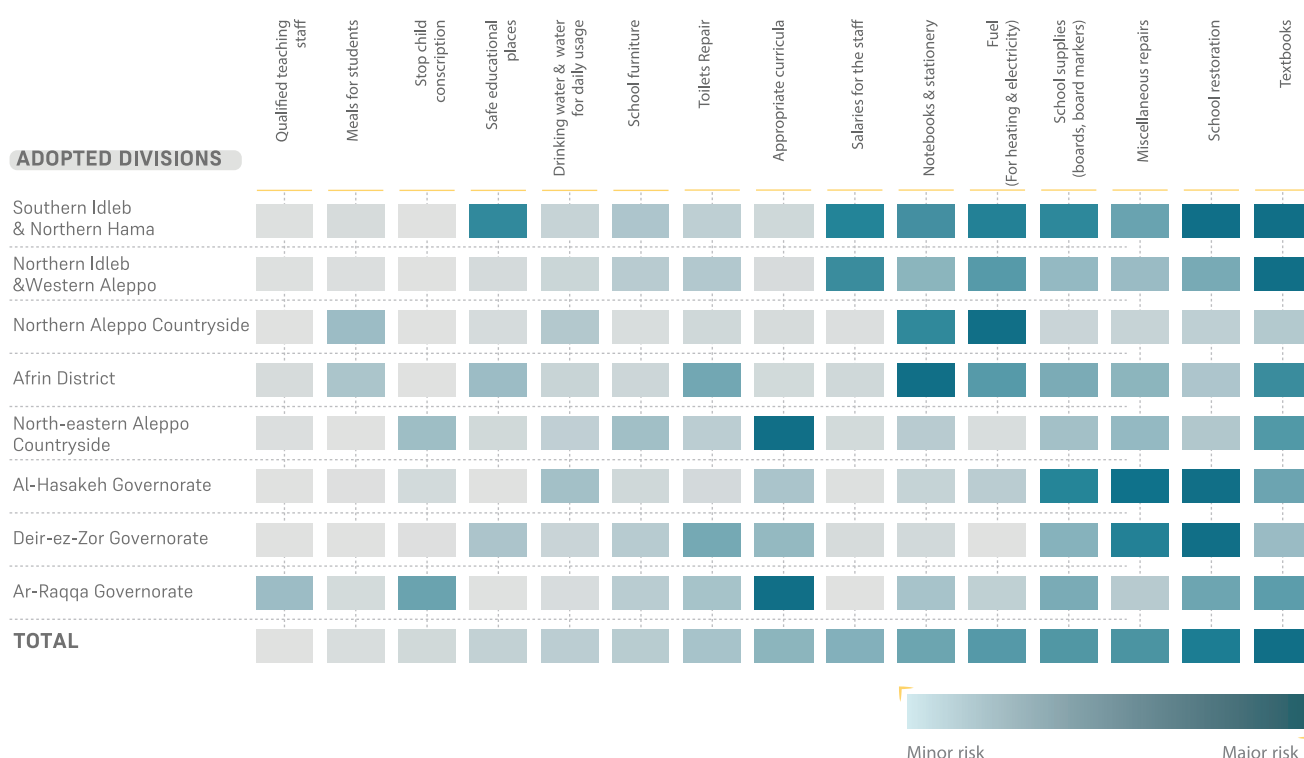
PRIORITIES AND RECOMMENDATIONS



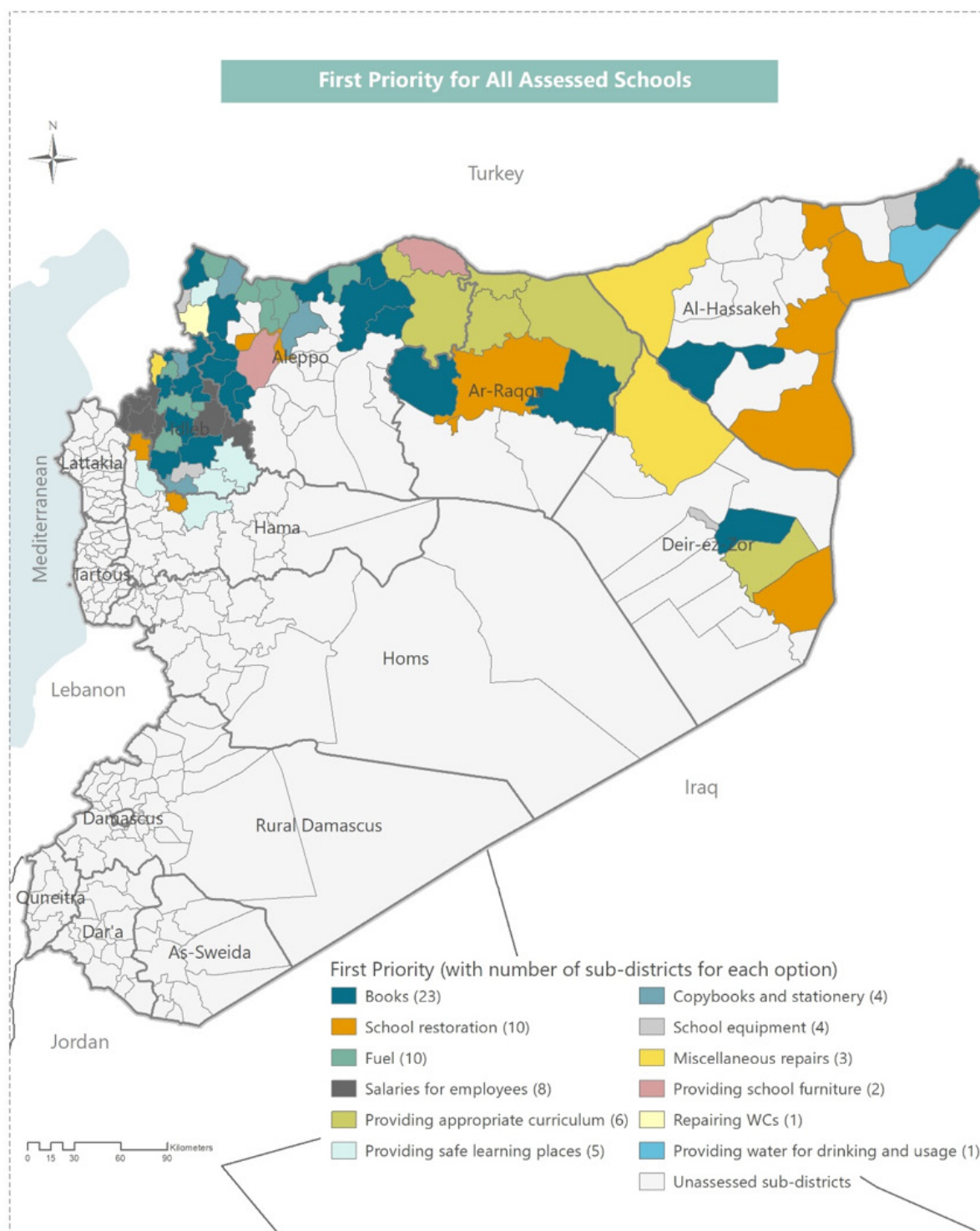
01 PRIORITIES

This section presents the priorities of the 4,016 functional and non-functional schools assessed in this report; of which the need for textbooks comes at the top of the list, particularly in southern Idleb and northern Hama, as well as northern Idleb and western Aleppo; in second place comes the need to refurbish schools which is among the top priorities in southern Idleb and northern Hama, and in the governorates of Deir-ez-Zor and Al-Hasakeh. Among the highest priorities in north-eastern Aleppo countryside and Ar-Raqqa governorate is providing appropriate curricula, while the top priority for northern Idleb, western Aleppo, southern Idleb, and northern Hama is providing salaries for the service and administrative staff.

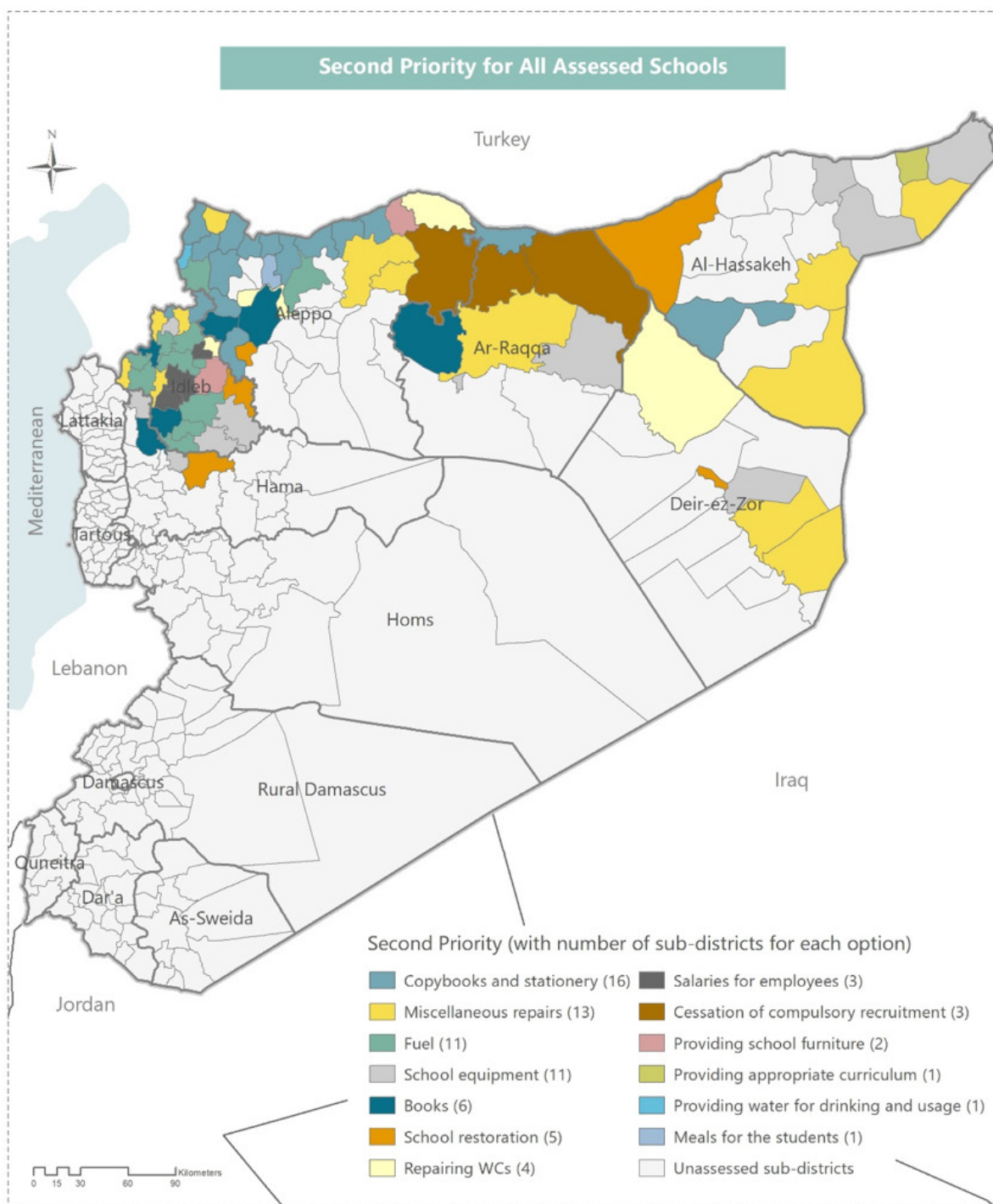
Figure 138: Priorities per Adopted Divisions



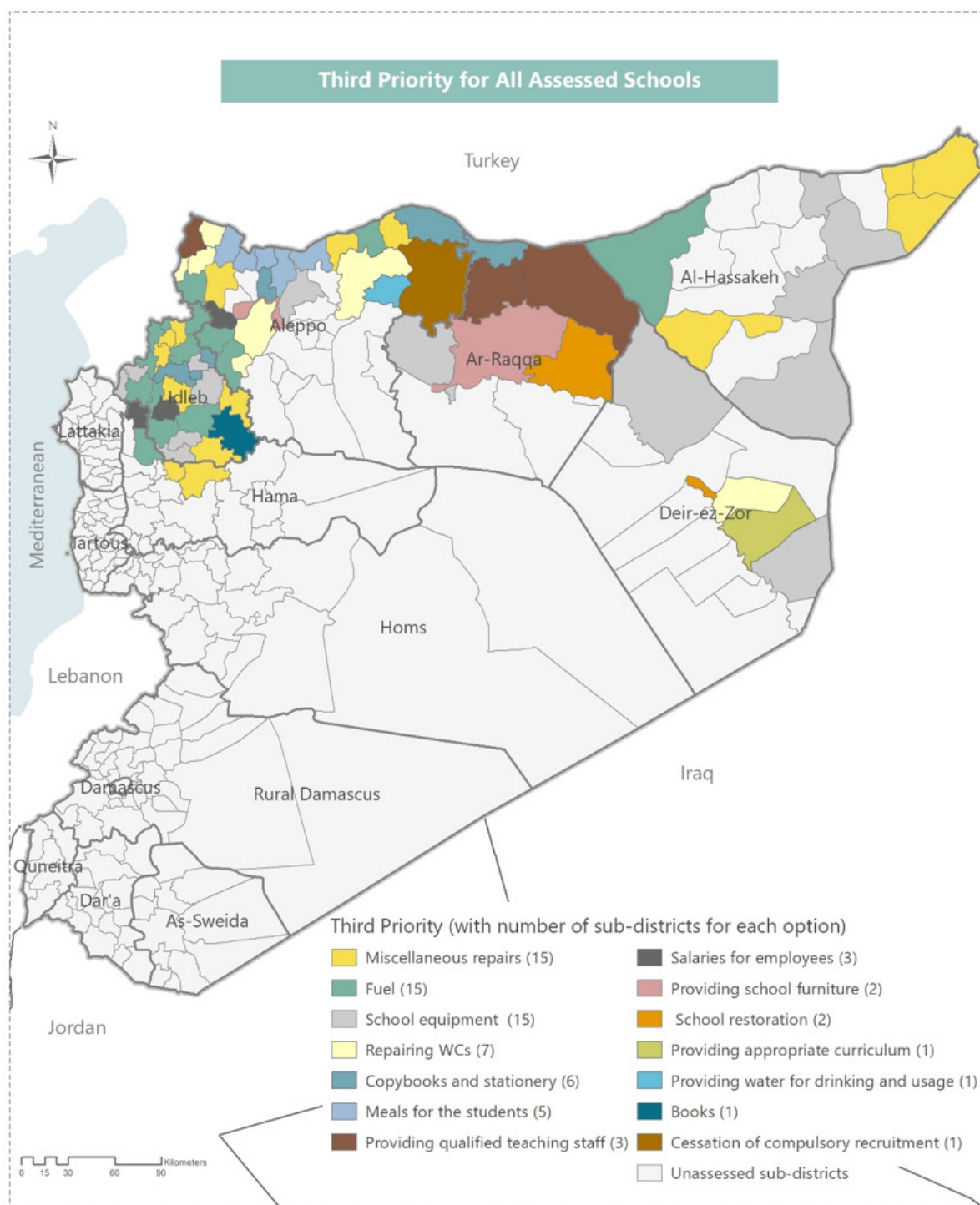
Map 07: First Priority for Assessed Schools

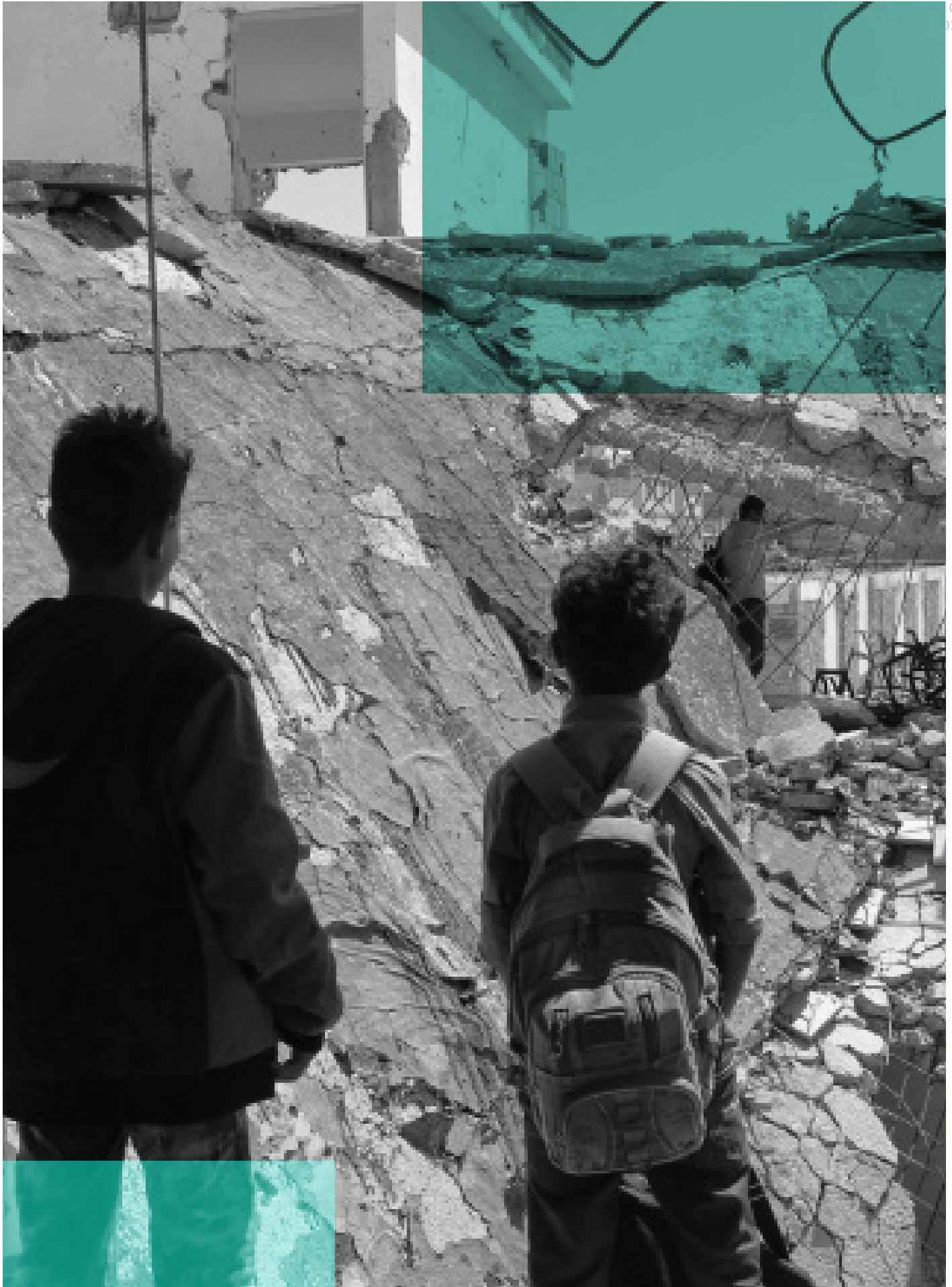


Map08: Second Priority for Assessed Schools



Map 09: Third Priority for Assessed Schools





02 RECOMMENDATIONS

- The study found that 56% of the enrolled students do not have textbooks; 19% of the total textbooks are used textbooks (books returned from the students), and the lack of curriculum textbooks was one of the biggest difficulties confirmed by key informants. The lack of both books and stationery was one of the important reasons that drove students to quit school, books. **It is necessary to ensure that a sufficient number of copies of the school curriculum are available at the beginning of each academic year to achieve the goal of these textbooks which need to be provided through the educational committees depending on statistics of the students within schools;** it is also important to consider enabling the competent authorities to find mechanisms to achieve sustainment in terms of the annual number of textbooks, which will enable them to find a competent department to provide textbooks.
- The results of the study show that 89% of the teachers in the assessed schools received their salaries from different sources throughout the academic year 2018-2019, whereas 11% didn't receive any salaries. Key informants confirmed that the percentage of unpaid teachers doubled during the academic year 2018-2019 due to discontinuation of support for funding the salaries on the part of several donors. The educational process is mainly based on having a qualified teaching staff. The educational process is mainly dependent on having a qualified teaching staff. **Therefore, an equal and sustainable financial system must be ensured. Given the circumstances of displacement qualified teachers and other educational personnel may move to places that provide higher salaries, even if they have to cross the border. It is important to consider market forces like the cost of living, the demand for teachers and salary levels in professions that are similar efficiencies, such as health care.**
- Through the study it is found that the buildings of 33% of the non-functional schools are partially damaged, and 23% of them are fully destroyed; additionally 12% of the schools used for education are partially destroyed (where only part of the school building is used for teaching purposes), 24% of the functional schools' classrooms need refurbishment and different repairs; 11% of the assessed functional schools are overcrowded (the number of students exceeds 60). Accordingly, non-functional schools need to be refurbished or rebuilt to be functional; likewise, partially destroyed functional schools need to be refurbished in order to be fully operational and solve the problem of overcrowding classrooms.
- According to the study, 23% of the doors of the assessed functional schools need some maintenance works; 11% are fully damaged and can't be repaired and need replacement. 20% of the windows of the assessed functional schools need maintenance works; 14% are fully damaged, can't be repaired, and need replacement. It is also found that 13% of the school desks of the functional schools need maintenance works to be usable; 8% are largely damaged, can't be repaired and need replacement. Normally periodic maintenance works are conducted at the expense of the school through collecting small amounts of money from the students (cooperation and activity fees). The deteriorating living conditions of the students and their parents make them unable to pay this amount of money. Based on this, it is a must to provide support for schools to conduct these maintenance works, particularly that the number of malfunctions and failures doubled in the circumstances of the war.

- The number of students with disabilities within the assessed functional schools is 5,554 students; the results of the study show that 2% (72 schools) of the assessed functional schools are equipped to receive children with disabilities, and only 1% (21 schools) of the total number of assessed functional schools had specialists who know how to deal with students with disabilities; the absence of special services and facilities for students with disabilities was one of the difficulties faced by this group of students which led to the drop-out of some of the students with disabilities. The number of students with disabilities doubled due to ongoing military operations in Syria. **An appropriate educational environment for children with special needs should be ensured as this is one of the fundamental rights for them. All the partners working in the educational sector along with the donors must work on equipping all the schools with all possible means to help students with disabilities; there should be cooperation with organizations representing disabled children, students with disabilities and their parents in order to have appropriate facilities for them.**
- According to the study, it is found that there is no psychological counsellor in 91% (3,062) of the assessed functional schools, 59% of the surveyed managers said that they don't know what referral pathways mean, whereas 30% of the managers stated that they do know about referral pathways but don't know how to use them in a safe way; the school must be a safe place for the children to provide socio-psychological support given the circumstances they are undergoing, therefore, it is important to focus on the psychological aspect of the children through training the teaching staff to be qualified to deal with the children undergoing psychological pressure; it is also important to train the teaching staff on using the referral pathways in a safe way.
- Based on the surveys the enumerators conducted with the students, it was found that 43% (6,746 students) were absent because of being sick, and 15% (2,283 students) were absent due to the bad weather conditions, accordingly, it is important to secure appropriate heating means within schools and provide schools with small amounts of appropriate fuel to protect children from sickness.

66. IMU enumerators conducted perception surveys with 2,651 principals in functional schools in 6 governorates. 16% were females and 84% were males.



SCHOOLS IN SYRIA

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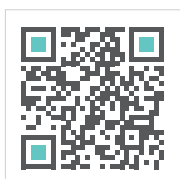
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