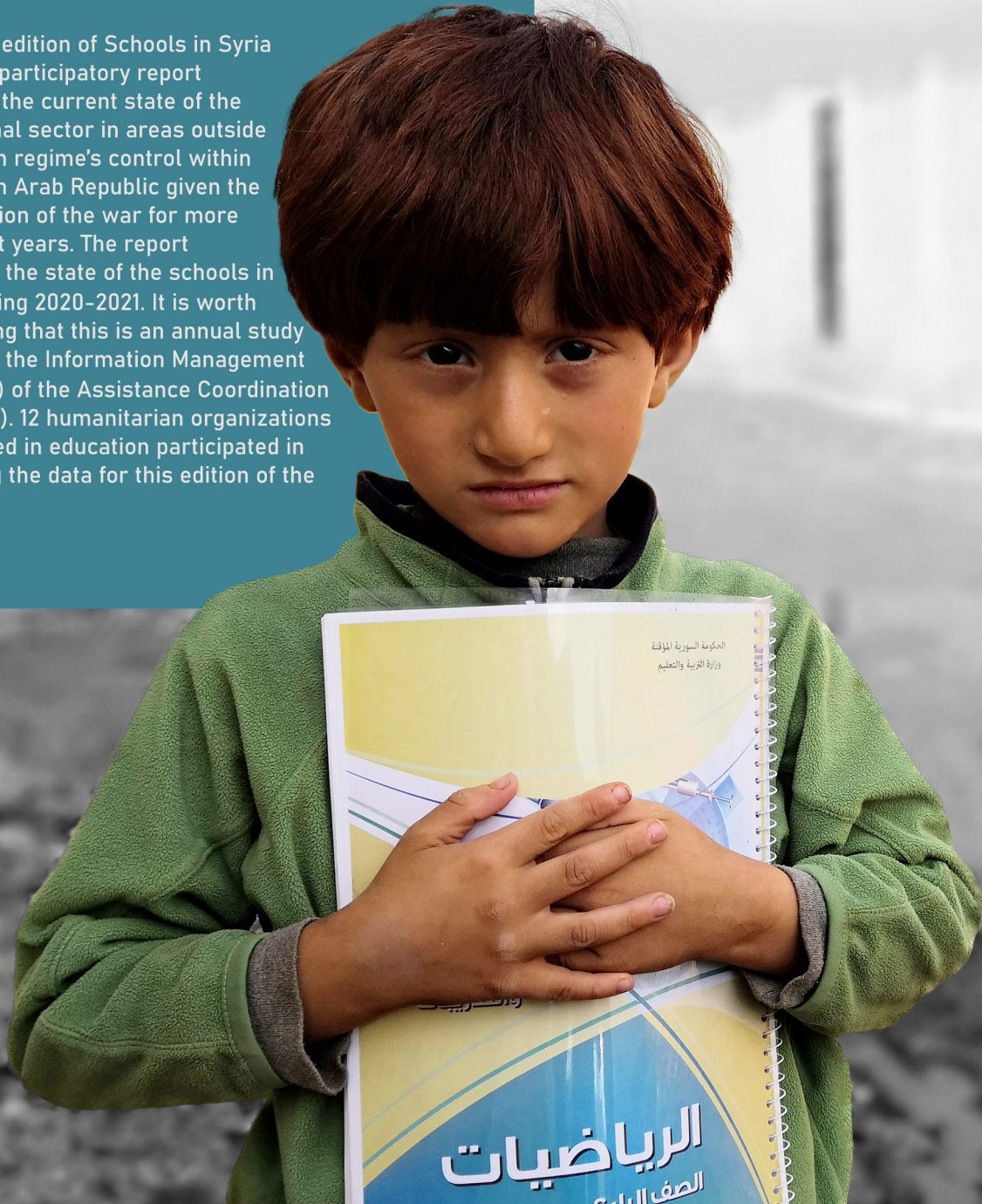


SCHOOLS IN SYRIA

The sixth edition of Schools in Syria thematic participatory 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 2020-2021. It is worth mentioning that this is an annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU). 12 humanitarian organizations specialized in education participated in collecting the data for this edition of the report.

April 2021

Thematic Report



acu-sy.org



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Citation:

This document may be cited as: "Schools in Syria 2021 Edition 06 - Assistance Coordination Unit (ACU) / Information management Unit (IMU)".

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Schools in Syria 2021

Issued by the Information Management Unit of ACU

Funded by MEAE

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We highly appreciate the Syrian NGOs who participated in the accomplishment of Schools in Syria Report assessment and all the efforts done by the field teams inside Syria during the data collection process



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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

Schools in Syria ~~2 0 2 1~~ Thematic Report

Edition 06 - Academic Year 2021/2020



Al-Farabi School (Balshon)

Schools in Syria ~~2021~~ Thematic Report

Edition 06 - Academic Year 2021/2020

Executive Summary

The sixth edition of Schools in Syria thematic participatory 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 2021-2020. It is worth mentioning that this is an annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU). 12 humanitarian organizations specialized in education participated in collecting the data for this edition of the report.

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 third 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 125 cities and towns in southern and eastern Idlib, and the southern and western countryside of Aleppo and northern Hama countryside. 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 3,685 schools within 69 sub-districts across 5 governorates. A total of 25,615 e-forms and 21,930 perception surveys were collected. on 1

SECTION 02: GENERAL INFORMATION

This section compares the number of schools assessed across the sixth editions of the "Schools in Syria" report. It also presents the security situation of the schools according to principles that go in line with the Syrian context; it is found that %5 of the assessed schools are relatively safe, %1 unsafe, 46 schools of high risk; %11 of the surveyed students¹ do not feel safe at their schools; %31 of the surveyed teachers² confirmed students' feeling of insecurity at school.

SECTION 03: FUNCTIONAL SCHOOLS BUILDINGS

This section sheds light on the status of functional schools, where it is found that %7 of the schools used for education purposes are partially destroyed, while %93 of the schools are not destroyed, with the aerial bombardment being the reason behind the destruction of %43 of the schools, clashes taking place near the school or within being the reason for the destruction in %23 of the schools, ground bombardment being the main reason for destruction of %21 of the schools, besides other reasons that led to the destruction of schools. It is also found that %79 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 %21 of the schools are non-formal; %45 of the functional schools assessed met the safety criteria included in the Inter-Agency Network for Education in Emergencies (INEE)³; additionally, %81 of the classrooms within functional schools are well equipped; %19 of the classrooms need repairs of varying degrees. Furthermore, this section presents information about the functionality of the doors and windows within schools.

1. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.
2. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were 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 140 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 %47 of the schools, whereas drinking water is not available in %6 of the schools; water for daily usage is not available in %53 of the schools, while water for daily usage is not available in %4 of the schools. The number of water taps which need replacement is 12,520, and it is also revealed that %33 of the toilets need replacement of varied degrees. %47 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 %10 of the school desks within functional schools need maintenance in order to be usable; %6 of the desks are largely damaged, unrepairable and need replacement. Functional school labs are found to be available in only 18 schools; additionally, only 93 schools have functional school libraries. Moreover, only 16 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 %21 of the functional schools covered in the assessment do not separate between the educational levels; students of different age groups within the school (Primary grades 6-1, lower secondary grades 9-7, higher secondary grades 12-10) are taught in the same school, the thing which had a negative impact on the students, where %33 of the teachers who were surveyed stated that bullying is spread among the students.

SECTION 07: CURRICULUM

This section discusses the curricula used in schools in various locations and presents data on parents' and parents'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.

SECTION 08: CERTIFICATES

This section examines the transition to higher educational grades, and the new mechanism of the students advancing to the higher educational stages imposed by Covid19- pandemic spread during 2020-2019. After school suspension to limit the spread of Covid19- and the difficulty to conduct exams, the education directorate announced a decision to have the students advanced to the higher educational grades.

This section also 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.

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

5. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

6. The enumerators of the Information Management Unit conducted perception surveys with 7,522 caregivers with school-age children (inside and outside schools) in 5 governorates, %30 of them were females, %70 were males, %72 from the host community and %28 from IDPs.

7. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

SECTION 09: STUDENTS

This section provides data on the number of students attending the assessed functional schools, where the number of enrolled students is 853,719 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 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 %19 of the surveyed students do not have any meals before going to school in the morning; %54 of the students do not have any meals in school. School bags are not distributed to students in %91 of the assessed schools, and the majority of the schools suffered from a shortage in heaters and heating fuel; where the need for heating fuel topped the priority list of all the functional schools.

SECTION 11: TEACHERS

This section of the report presents data collected from 40,076 teachers, with female teachers accounting for %49; it is found that %84 of the formal teachers graduated from universities and institutes that qualify them to practice teaching. %16 of the teachers are irregular teachers who practiced teaching due to the lack of the teaching staff; the report also presents the educational level of the irregular teachers and school principals' evaluation⁹ of their performance. According to the study, %88 of the teachers received their salaries during the academic year 2021/2020. 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.

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 disabilities. Findings included that %23 of the assessed functional schools accommodated children with disabilities whose number reached 3,516. 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 55,031 students. Psychologists are found in only %6 of the assessed schools. This section also presents information about students' feelings, interaction and self-awareness collected depending on the surveys conducted with the students¹⁰. 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 %88 of the assessed functional schools have a clear administrative structure. Based on the perception surveys conducted with the teachers¹¹, it is found that %50 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.

-
8. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.
 9. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.
 10. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.
 11. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

SECTION 14: METHODS AND MEASURES TO PREVENT COVID19- VIRUS

This section presents information on the application of the precautionary measures within schools to limit the spread of Covid19- virus. According to the study, %5 of the assessed schools have a non-contact thermometer, %78 of the schools do not have sufficient quantities of cleaning materials and soap; %90 of the schools do not have sufficient materials for hand sterilization. %53 of the schools do not have sufficient quantities of drinking water and water for daily usage. %88 of the schools do not sterilize the facilities within. %89 of the schools do not distribute masks for the students, therefore a large part of the students do not wear masks because they can't afford them.

SECTION 15: NON-FUNCTIONAL SCHOOLS

This section presents data on %9 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 %47 of non-functional schools are damaged at varying degrees. The results show that the students of %79 of the non-functional schools are dropouts, whereas %21 of the students study in alternative education places.

SECTION 16: PRIORITIES AND RECOMMENDATIONS

The need for heating fuel topped the priority list; in second place came the need to provide Covid19- prevention materials within schools; in third place came the need to provide distance learning materials such as internet subscription packages and tablets, in addition to the programs and apps needed for distance learning. In Idleb governorate, the need to provide salaries for the teachers and textbooks for students topped the priority list.



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. This year another section about the application of precautionary measures related to Covid19- in schools has been added. 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. 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 suspended. 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.

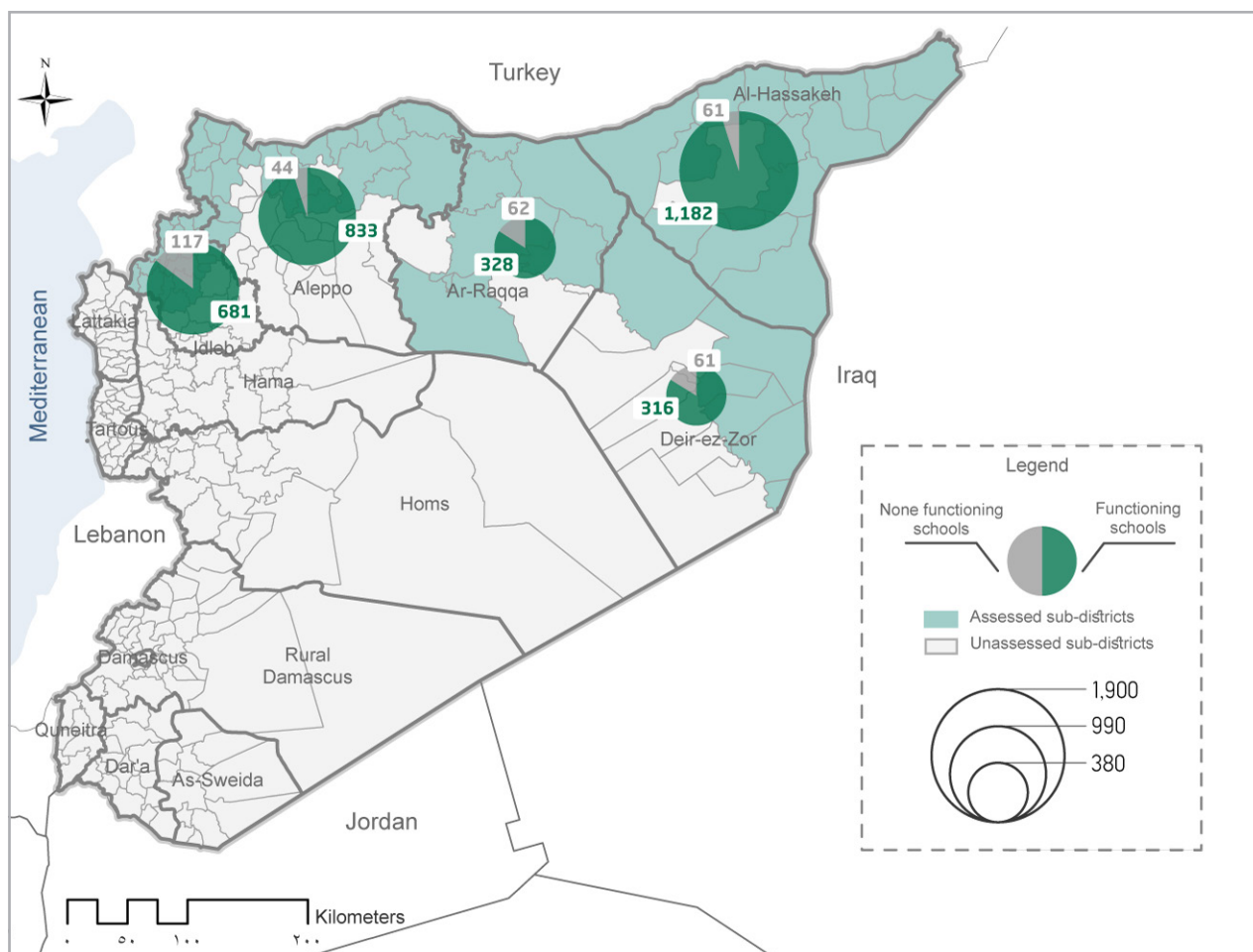
The “Schools in Syria” report consists of 16 sections; 13 of which cover functional schools, whereas section 15 is allocated for non-functional schools. Further, section 16 discusses priorities and recommendations that partners in the education sector may want to consider in their planning. The assessment 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 governorates of Idlib and Aleppo) 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, 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 IMU enumerators’ access to schools, which forced the enumerators to work undercover. Despite the challenges, the assessment covered 3,685 schools in areas controlled by the opposition and the so-called Syrian Democratic Forces (SDF) and was conducted within 69 sub-districts in 5 Syrian governorates. Further, 3,403 (%91 schools) of the total assessed schools are functional.

Table (1) Information on the schools covered in the report by governorate

#	Governorates	No. of districts	No. of sub districts	No. of villages	Total Number of schools	No. of functional schools	Percentage of functional schools	No. of non-functional schools	Percentage of non-functional schools
1	Idlib	4	18	296	798	681	%85	117	%15
2	Aleppo	7	23	584	877	833	%95	44	%5
3	Al-Hasakeh	4	15	880	1,243	1,182	%95	61	%5
4	Deir-ez-Zor	3	6	81	377	316	%84	61	%16
5	Ar-Raqqa	3	7	188	390	328	%84	62	%16
Total		21	69	2,029	3,685	3,340	%91	345	%9

Map (1) Coverage of Schools in Syria report



Assessed schools are divided into eight areas, 5 areas in NES and 3 areas in NWS, demarcated according to controlling forces, geographical boundaries, accessibility as follows:

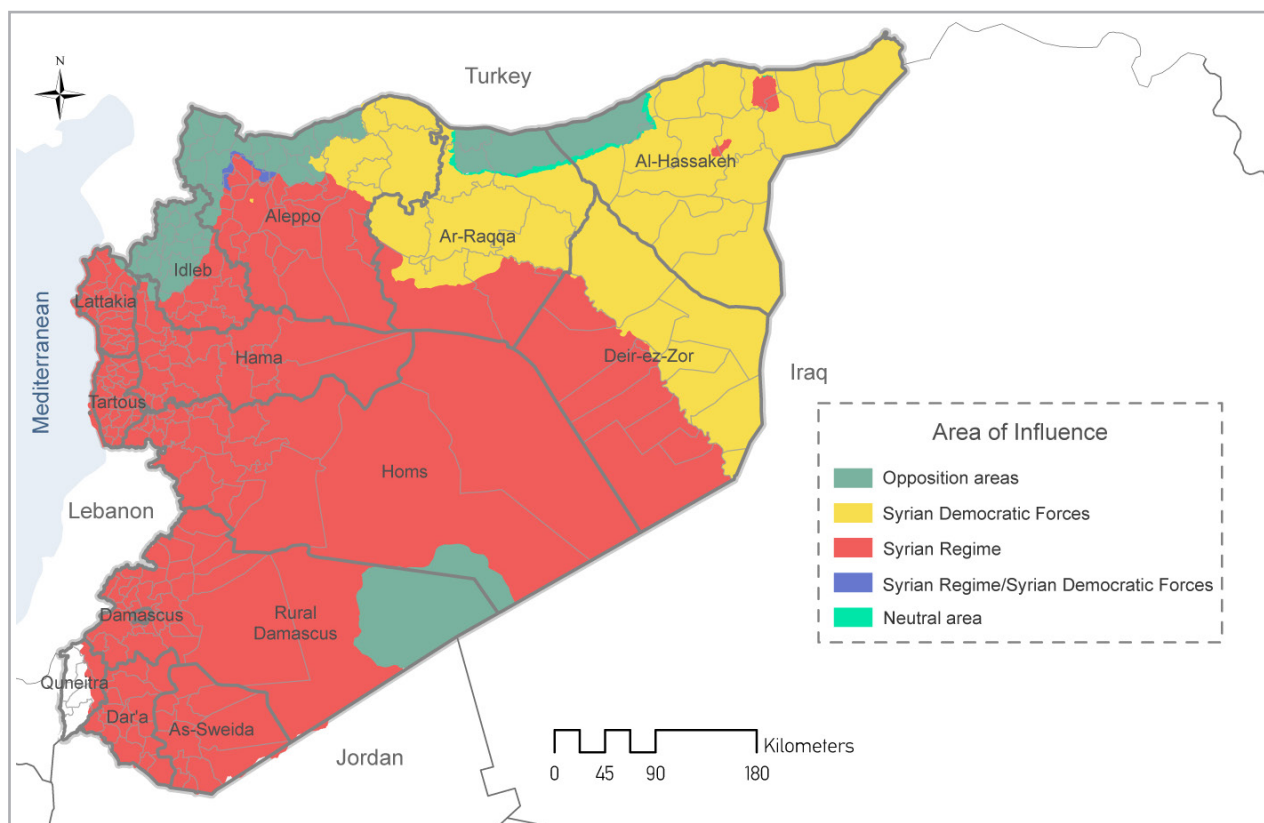
1. **Al-Hasakeh governorate:** This governorate is under the control of SDF and it includes all cities and towns of Al-Hasakeh governorate with the exception of Ras El Ein which is under the control of the opposition. It is noted that Al-Hasakeh city is also not included. The number of sub-districts covered in this geographical area is 14 sub-districts which are: Quamishli, Ras Al Ain, Al-Malikeyyeh, Ya'robiyah, Hole, Areesheh, Tall Hmis, Tal Tamer, Jawadiyah, Markada, Shadadah, Amuda, Qahtaniyyeh, and Ber Al-Hulo Al-Wardeyyeh.
2. **Deir ez-Zor governorate:** This governorate is under the control of SDF and includes all cities and towns of Deir-ez-Zor governorate eastern the Euphrates; and the regime forces is taking control over the cities and towns located western of the river and this is why they are not covered in the report. The number of sub-districts included in this geographical area is 6 sub-districts which are Kisreh, Basira and Hajin, Thiban, Susat and Sur.
3. **Ar-Raqqa governorate:** This governorate is under the control of SDF and it includes all the northern cities and towns of Ar-Raqqa governorate, with the exception of Tell Abiad, Suluk, parts of Ein Issa which is under the control of the opposition. The regime forces is taking control of the southern sub-districts of Ar-Raqqa governorate which is why it is not covered in the report. The number of sub-districts covered in this geographical area is 4 sub-districts which are Ar-Raqqa, Al-Thawrah, Al Karama, and Mansura.
4. **Eastern Aleppo countryside:** This geographical area is under the control of the so-called SDF, and the number of sub-districts covered in this area is 5 sub-districts, namely the center of Menbij, the center of Ain al Arab, Abu Qalqal, Lower Shyookh and Sarin.
5. **Ras El-Ein and Tell Abiad:** This geographical area is under the control of the opposition forces; the number of sub-districts in this area is 4 sub-districts which are Ras El Ein, the center of Tell Abiad, Suluk, and parts of Ein Issa.

6. **Idlib governorate:** This geographical area is under the control of opposition forces; and it includes the cities and towns outside the control of the Syrian regime in Idlib governorate in addition to the western countryside of Aleppo. The number of the sub-districts in this area is 20; Tefnaz, Ehsem, Armanaz, Janudiyeh, Badama, Harim center, Maaret Tamsrin, Bennsh, Sarmin, Al Dana, Darkosh, Salqin, Jisr-Ash-Shugur center, Qourqeena, Kafr Takharim, Mhambal, Idlib center, Jisr-Ash-Shugur, Ariha, in addition to the sub-districts of Atareb, and Daret Azza in western Aleppo countryside.
7. **Northern Aleppo countryside:** This geographical area is controlled by opposition forces; and the number of sub-districts in this area is 9 sub-districts which are Aghtrin, Ar-Ra'ee, Jarablus, Ghandorah, Suran, Al Bab, A>zaz, Tadaf, and Mare>.
8. **Afrin:** This geographical area is controlled by the opposition forces and the number of sub-districts in this area is 7 sub-districts which are Bulbul, Jandairis, Raju, Sharan, Sheikh Hadid, Afrin center, and Ma>btali.

Table (2) Information on the schools covered in the report by the adopted divisions

Districts	No. of districts	No. of sub districts	No. of villages	Total Number of schools	No. of functional schools	Percentage of functional schools	No. of non-functional schools	Percentage of non-functional schools
East	Al-Hasakeh	4	14	813	1,112	1,063	49	%96
	Deir-ez-Zor	3	6	81	377	316	61	%84
	Ar-Raqqa	2	4	40	190	135	55	%71
	Eastern Aleppo countryside	2	5	207	256	245	11	%96
	Ras El-Ein and Tell Abiad	2	4	215	331	312	19	%94
West	Idlib	5	20	316	902	785	117	%87
	Northern Aleppo countryside	3	9	192	297	285	12	%96
	Afrin	1	7	165	220	199	21	%90
Total	21	69	2,029	3,685	3,340	345	%91	%9

Map (2) Distribution of control forces within assessed sub-districts during the data collection period, November-December 2020



02 Accessibility

In NWS, 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. Moreover, ACU, in coordination with the Education cluster in Turkey, and in cooperation with 12 humanitarian organizations, worked to facilitate data collection from the schools supported by these organizations, which are: Hurras, Al Osra, Olive Branch, Ihsan, Madad, Bonyan, Shafak, Ataa, Saed, Ghiras Al Nahda, Rahma Bila Hudud, and People in Need. These organizations previously shared information about the number of students, teachers and the support provided to the schools. ACU in turn, cross checked the information with the data collected to reach the highest level of accuracy.

In NES, IMU enumerators were unable to access schools publicly, as there were no mechanisms to deal with the so-called SDF, because ED of SDF 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.

03 Assessment Tools

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

Phase 1

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 fifth edition of "Schools in Syria" report (2019/2018).

In this edition of the report, additional questions were added related to the precautionary measures applied in schools to limit the spread of the COVID-19 virus; The questions have been drawn from the checklist to support reopening of schools and prepare for the emergence of new mutations of COVID-19; Or similar public health crises issued by the World Health Organization (WHO). The checklist for safe return to schools has been made use of in light of the spread of the COVID19- virus and was shared by the Education cluster in Turkey.

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 Manahel program and Chemonics. Hope Revival organization also contributed to the development of sections of perception surveys related to psychosocial support among students. The surveys have been shared with the education cluster in Turkey and partners in the education cluster to add their comments.

Phase 2

The assessment tools used in this survey were piloted in two schools in each of the five 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.

12. <https://www.who.int/publications/i/item/9789240017467>

04 Enumerators 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). The enumerators also managed to obtain the signatures of the school principals to ensure they reached the schools, and the school principals provided information about the support received. 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.
- 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), measures taken to limit the spread of Covid19- virus within the schools, 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 sheets).
- 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 7,530 students aged between 17-5 years old, in schools five governorates. %42 of surveyed children were females, and %58 were males. %73 of the surveyed children were from the host community members, and %27 were IDPs, as well as, %2 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 7,522 parents who have school-age going children (within and out of schools) in five governorates. %30 of surveyed parents were female; 70 % were male; %72 were of the host community; %28 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 pre2011-. 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 4,674 teachers across five governorates. 43 % of surveyed teachers were females, and %57 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 2,204 principals and deputy's principals of the assessed functional schools. %17 of the surveyed principals were females, and %83 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, Analysis and Report Preparation

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 Reporting Timetable

The work on the sixth edition of Schools in Syria began at the end of September 2020, where it was scheduled to collect data from schools in the first semester (after the end of school suspension which came as part of the precautionary measures taken to limit the spread of Covid19- virus). 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. It is noteworthy that data officers had difficulties loading data when using Kobo Collect in the previous edition, prompting them to find the appropriate alternative in this edition. 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 on 7 October 2020. After that, the period for piloting began and lasted 4 days during which the enumerators sent experimental data on all questionnaires and perception surveys. Data and analysis officials tested the data and verified incoming values. ACU signed MoU with the EDs of Idlib, Aleppo and Hama. Data collection started on 12 November 2020 and ended in December 2020. 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 into Turkish. The last step was the designing of the report, as the final version was released in April 2021.

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 and distances.

Reaching the school

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 enter their schools. This is because the donor party refuses data collection from the schools it supports. ACU coordinated with 12 organizations to allow the enumerators enter the schools supported by these organizations.

Distance between Schools and the Number of Enumerators

The distance between schools and transportation fees have restricted the enumerators' movement. Long distance to schools required 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 Situation

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

Prevalence of COVID19- Virus

The spread of the virus imposed restrictions on the movement of the enumerators and on interviewing key informants; The Assistance Coordination Unit provided the enumerators with masks, gloves and sterilizers to be used during the data collection period, and some schools also divided students into several groups to reduce the number of students within schools which is part of the precautionary measures to limit the spread of the virus; This has forced the enumerators to be present at schools for longer periods of time to count the number of students in all the schools' shifts.

Section 02

General Information

Harun Al-Rashid School



01 Comparison of the Number of Schools Covered in the Five Editions of the Report

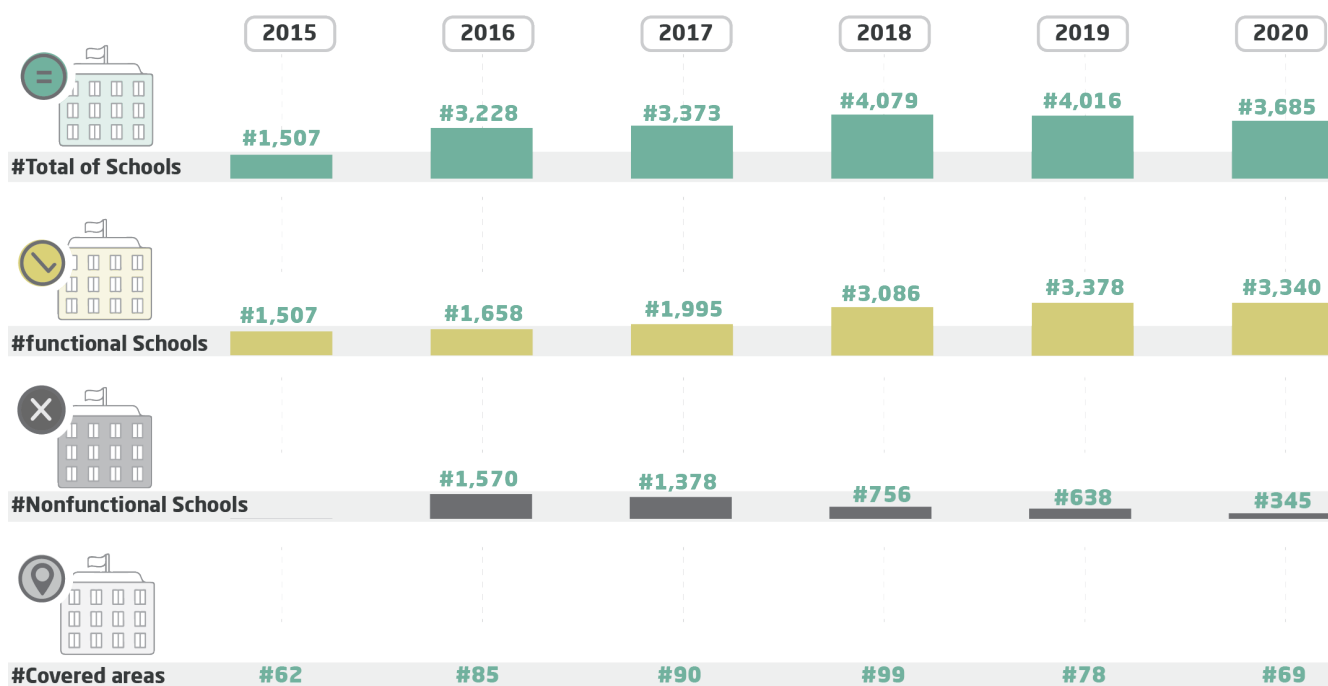
In the first edition¹³ of “Schools in Syria” report, published in 2015, the number of schools surveyed was 1,507; The report only covered functional schools in 62 subdistricts within 9 governorates with no coverage of the non-functional ones; in the second edition¹⁴ of the report published in 2016, the 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. The third edition covered schools in 90 subdistricts within 10 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 the fifth edition of the report, published in 2019, the number of covered schools reached 4,016 schools, including 3,378 functional schools and 638 non-functional ones; the fifth edition also covers schools in 78 subdistricts within 6 governorates. In this current edition, which is the sixth, the total number of schools covered is 3,685, of which 3,340 functional schools and 346 non-functional ones. The decrease in the number of schools covered in this report is attributed to the regime’s control over 125 cities and towns in Idleb governorate and adjacent countrysides of Aleppo and Hama; This edition didn’t cover the schools there as it only covers schools in areas outside the control of the regime. The current edition covers schools in 69 subdistricts within 6 governorates.

Figure (1) School coverage changed throughout the six editions of the schools in Syria report

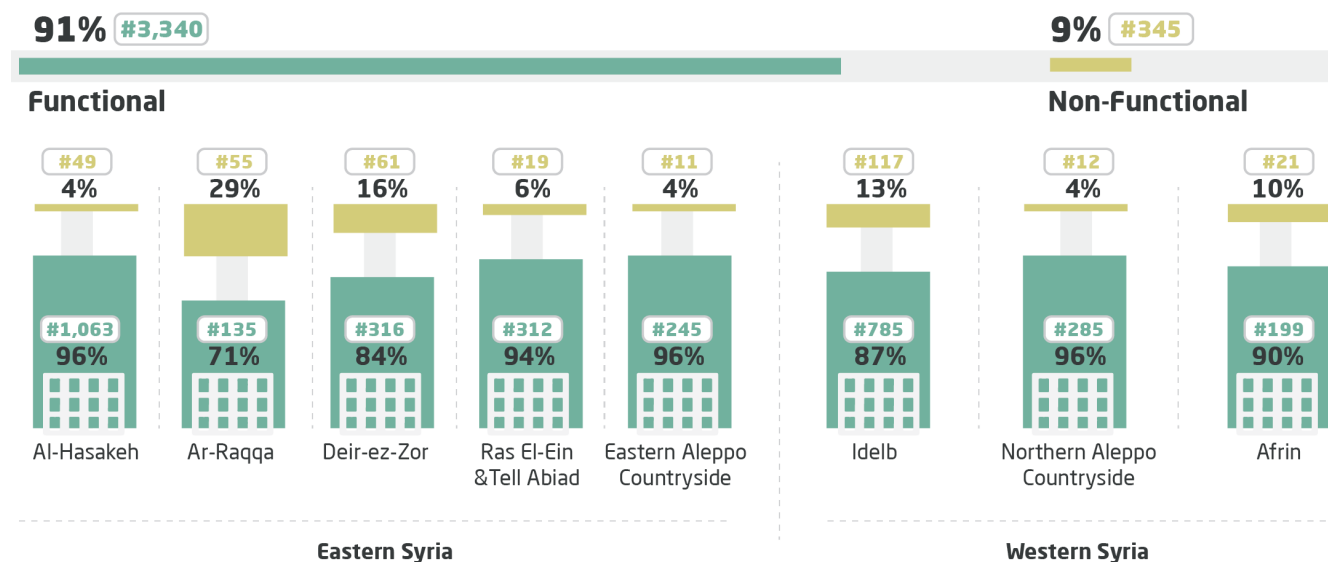


13. <https://bit.ly/3109yA3>
 14. <https://bit.ly/38lk2XB>
 15. <https://bit.ly/36wH6qR>
 16. <https://bit.ly/2vuFnpd>

02 Number of Schools per Districts

The number of schools surveyed was 3,685 with functional schools constituting 3,340 (91% schools) of the total number of schools surveyed, whereas non-functional schools accounted for 345 (9% schools) and the educational process within these schools was discontinued for many reasons which will be tackled in a separate section.

Figure (2) Number / percentage of functional and non-functional schools



In north-eastern Syria, the largest proportion of non-functioning schools were found in Ar-Raqqa governorate constituting %29 of all schools covered; 24 schools in Ar-Raqqa subdistrict; 14 schools in Ath-Thawrah subdistrict; 16 in Deir ez-Zor governorate; 19 in Basira subdistrict; 17 in Kasra subdistrict and 13 in Sosa subdistrict.

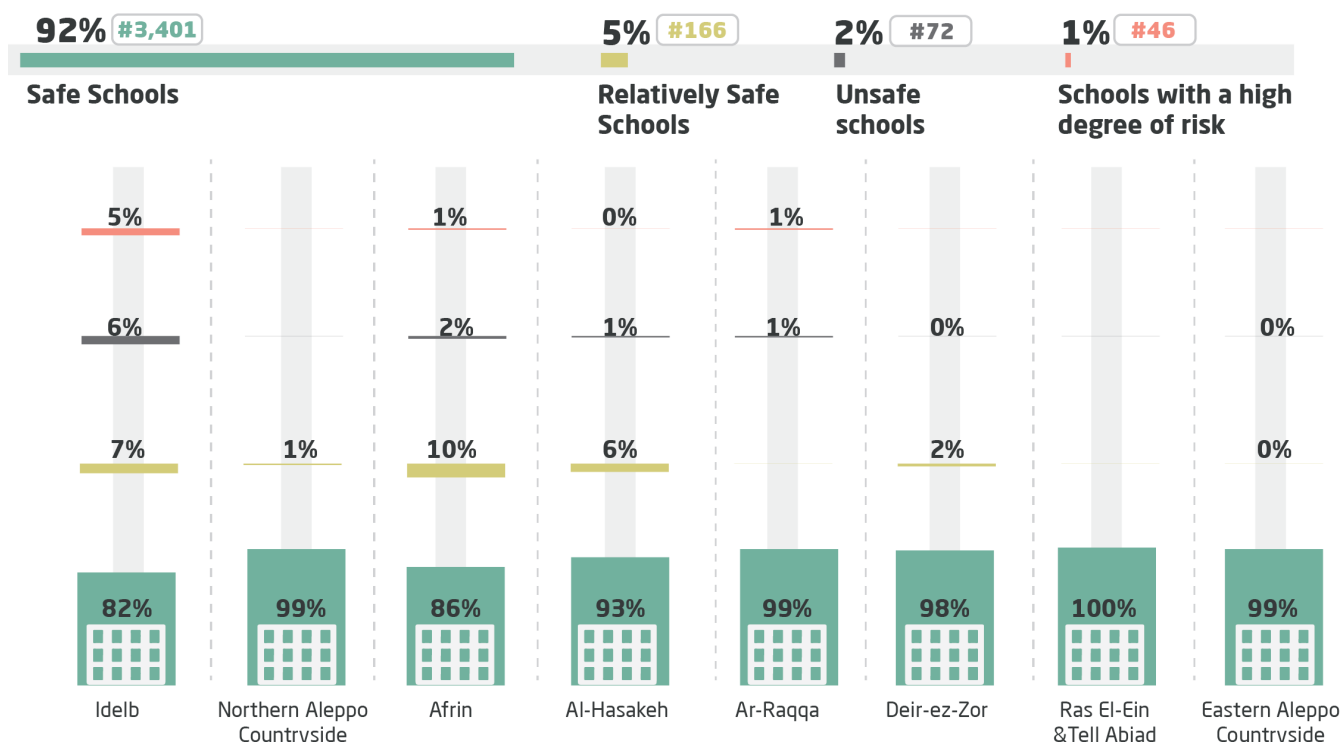
In northwestern Syria, the largest proportion of non-functional schools were in Idleb governorate constituting %13 of all schools assessed; The number of non-functional schools in both Ehsem and Jisr-Ash-Shugur subdistricts reached 20 schools and 17 in Ariha subdistrict; It is noteworthy that a number of cities and towns in these subdistricts witness frequent bombardment, and the percentage of non-functional schools in Afrin district has reached %10. The number of non-functional schools in each of the subdistricts of Afrin, Raju and Sheikh El-Hadid reached 4 schools; whereas the number of non-functional schools in Bulbul and Jandairis subdistricts is 3 schools.



03 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 urged 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, 3,401 (92% of the assessed schools) are safe and students aren't at risk due to the war, 166 (5% of the assessed schools) are relatively safe; 72 (2% of the assessed schools) are unsafe; 46 (1% of the assessed schools) are extremely dangerous and students within these schools are at risk of being affected by the shelling

Figure (3) 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.

On 24 January 2021, a joint statement¹⁷ was issued on the occasion of the International Day of Education by Regional Coordinator for the Syrian Crisis and UNICEF Regional Director for the Middle East and North Africa; The statement was titled “After almost ten years of war in Syria, more than half of children continue to be deprived of education.” The statement included “The UN is able to confirm nearly 700 attacks on education facilities and personnel in Syria since the verification of grave violations against children began. Last year, 52 attacks were confirmed.

- The highest percentage of unsafe schools was found in Idleb; according to the study 5% (41 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. 6% (58 schools) are unsafe and 7% (60 schools) of the schools are relatively safe. Only 82% (743 schools) of the schools in Idleb governorate are considered safe.

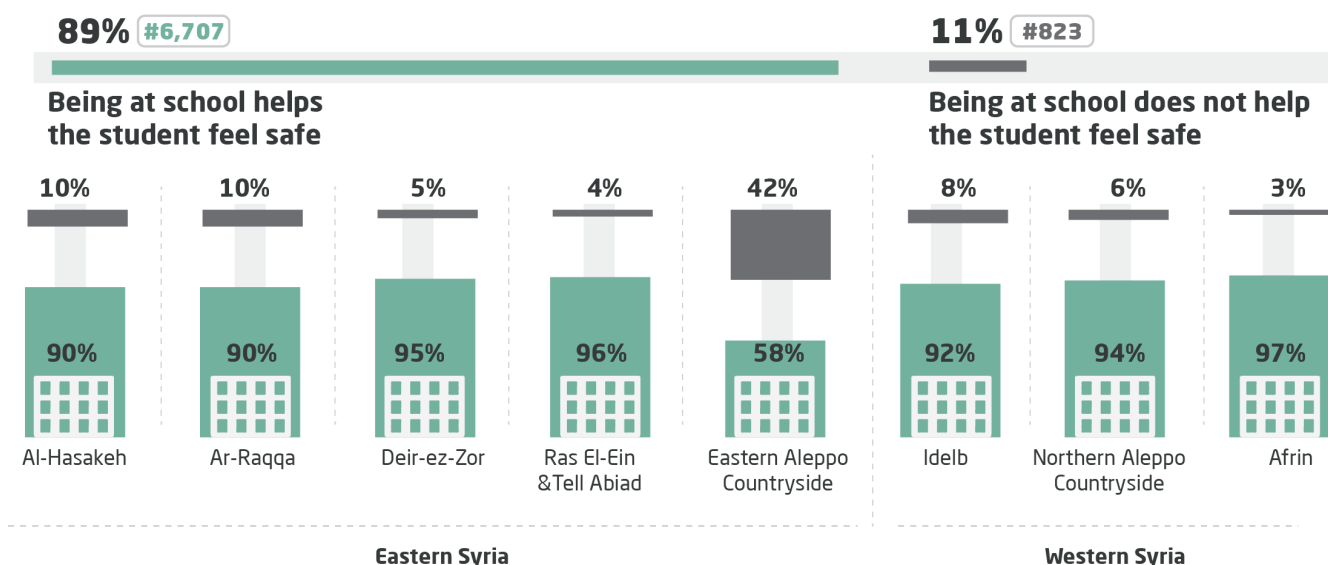
According to the study, in Afrin district, 1% (3 schools) of the schools there are highly dangerous, in that students’ lives are threatened by the shelling and explosions taking place in the area; 2% (4 schools) are unsafe; 10% (23 schools) are relatively safe; whereas 86% (190 schools) of the schools in Afrin district are considered to be safe.

The study also shows that, in Al-Hasakeh governorate, 6% (71 schools) are relatively safe, 1% (7 schools) are unsafe; with only 1 school in the governorate being highly dangerous; whereas 93% (1,033 schools) of Al-Hasakeh schools are considered to be safe.

04 Student Perception: Feeling of Safety at School

Through the surveys IMU enumerators conducted, they asked the students if they feel safe at school; according to the results of students’ surveys¹⁸ it is found that %11 of the students covered in the assessment (823 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; %31 of teachers¹⁹ covered in the assessment (1,452 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 (4) Number / percentage of students surveyed according to their feeling of safety in the schools



17. <https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education>

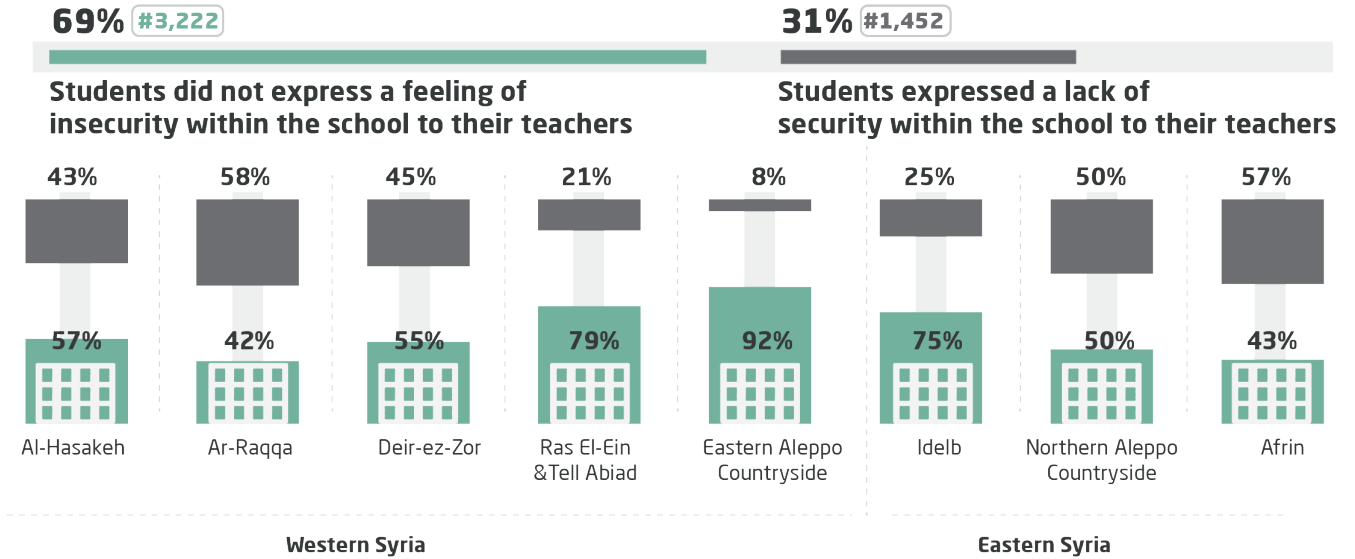
18. The enumerators of the Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.

19. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

05 Teacher Perception: Students Expressing their Feeling of Unsafety when being at School

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; (1,452) %31 teachers) of the surveyed teachers said that their students expressed their feelings of unsafety at school, whereas (3,222) %69 teachers) said that students didn't express feelings of unsafety when being at school.

Figure (5) Number / percentage of teachers surveyed based on how their students express their feeling of insecurity



Section 03

Functional Schools Buildings

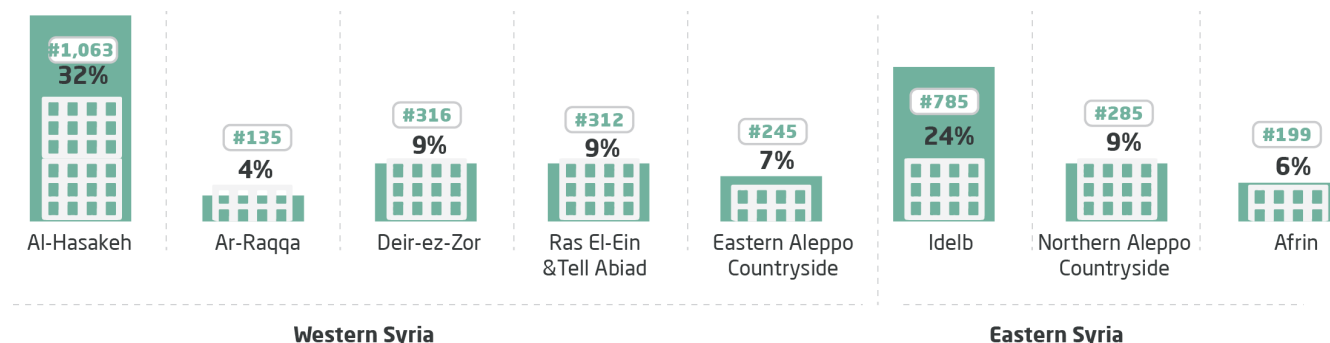


Qadisiyah School

01 Geographical Distribution of Functional Schools

Functional schools accounted for the majority of the schools assessed in this study, which constitute 3,340 schools, that is %84 of all assessed schools; of which 1,269 schools in northwestern Syria, and 2,071 schools in NES.

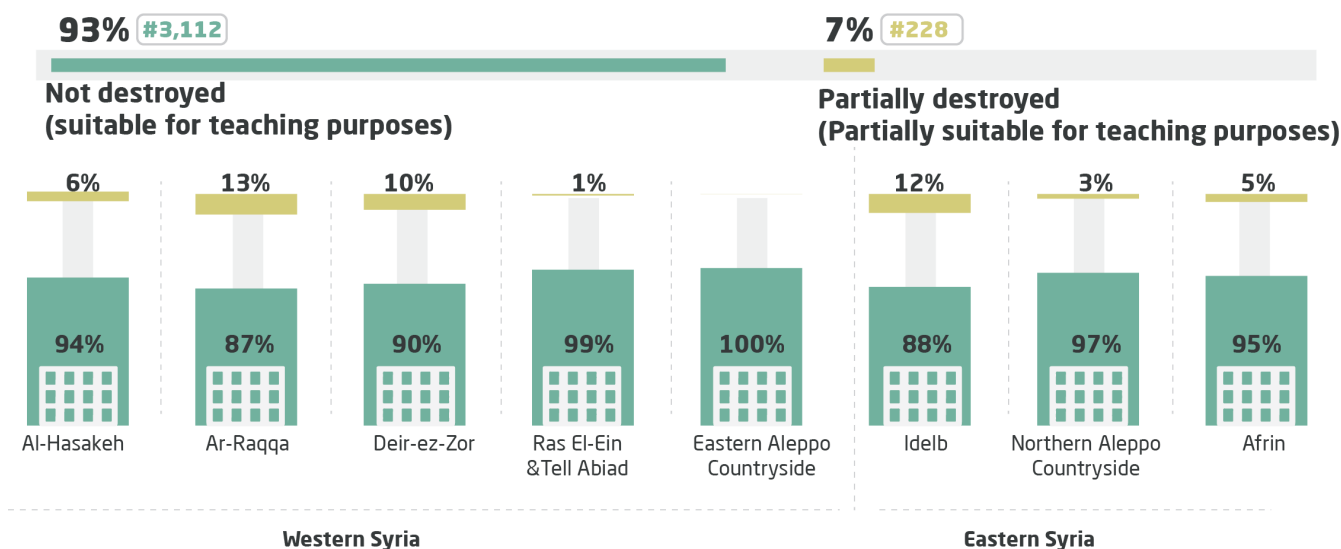
Figure (6) Number / percentage of functional schools according to location



02 The Status of Functional Schools Buildings

As a result of the war in Syria, there is a large number of schools that have been bombed or destroyed due to negligence 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 228) %7 schools) of the schools used for teaching purposes are partially destroyed; whereas 3,112) %93 schools) are not destroyed.

Figure (7) Number / percentage of functional schools according to the status of construction



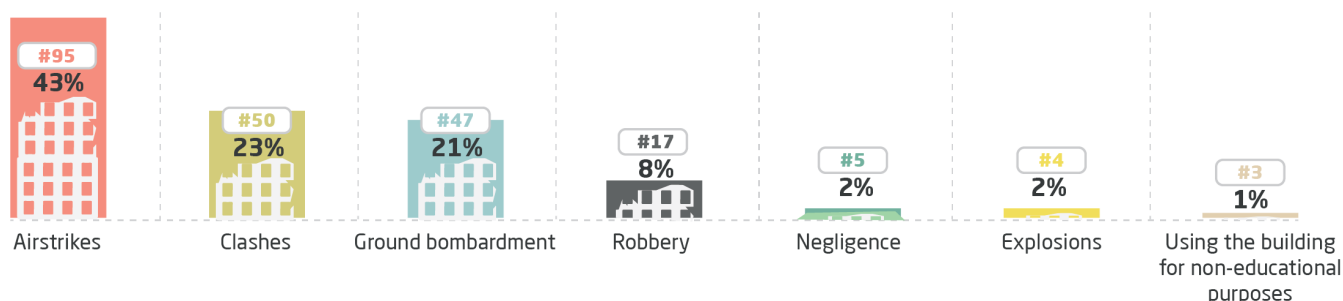
In northwestern Syria, the largest proportion of partially destroyed schools yet still used for educational purposes is found in Idelb governorate, where the percentage of partially destroyed schools there is 91) %12 schools) of all assessed schools; 17 schools were located in Jisr-Ash-Shugur subdistrict; 14 schools in Mhambal subdistrict; 13 schools in Ariha and Bennsh subdistricts; 9 schools in Ehsem subdistrict; 8 schools in Bennsh. The proportion of partially destroyed schools in Afrin district was 9) %5 schools); and 8) %3 schools) were partially destroyed in northern Aleppo countryside.

In northeastern Syria, the largest proportion of partially destroyed schools yet still used for educational purposes were located in Ar-raqqa governorate, where the percentage of partially destroyed schools there reached %13 18) schools) of the total number of covered schools, of which 11 were in Ar-raqqa subdistrict; 7 schools in Al Karama subdistrict; 32) %10 schools) in Deir ez-Zor governorate; and 66) %6 schools) were partially destroyed in Al-Hasakeh governorate.

According to the report «Action Towards Increased Quality Education for Internally Displaced Children»; Issued by Save the Children International, «Years of conflict have left an overburdened, overstretched and fragmented education system. 1 in 3 schools have been severely damaged or destroyed, many used as shelters.»

Schools in hot spots are bombed and then neglected or their contents may be stolen, and schools could be used for non-educational purposes, so it is impossible 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 to the schools; the results showed that 95) %43 schools) of the schools were destroyed as a result of the bombardment of the warplanes; 50) %23 schools) were destroyed due to clashes taking place nearby or within the schools; 47) %21 schools) were destroyed due to rocket and artillery bombardment; 17) %8 schools) were destroyed due to 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. 5) %2 schools) are rendered unsuitable for education due to negligence; that is when the educational process is suspended and no maintenance work is performed, the doors and windows and other facilities become damaged. 4) %2 schools) were destroyed due to explosions taking place nearby or within; 5) %1 schools) of the schools were destroyed due to being used for non-educational purposes, where schools are used as collective shelters for IDPs; other schools are used as military headquarters; the rest are used by some other local parties.

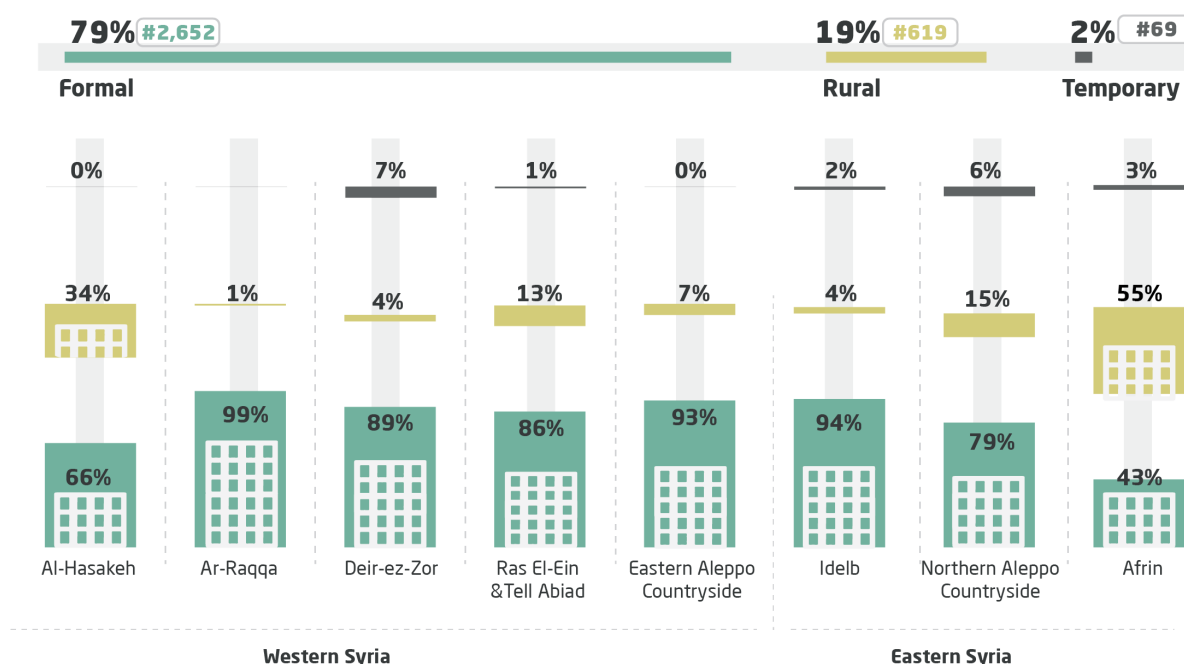
Figure (8) Number / percentage of functioning schools that were partially destroyed, according to the causes of destruction



03 Types of Functional Schools (Formal School- 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 2,652) %79 schools) of the functional schools assessed were formal schools, most of which have been established before the outbreak of the war in Syria; 619) %19 schools) are rural schools, most of which have been established before the war in Syria; 69) %2 educational units) are temporary learning places which are called temporary schools;

Figure (9) Percentage / number of functional schools by type



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.

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 reside 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 levels mix and study together in one classroom.

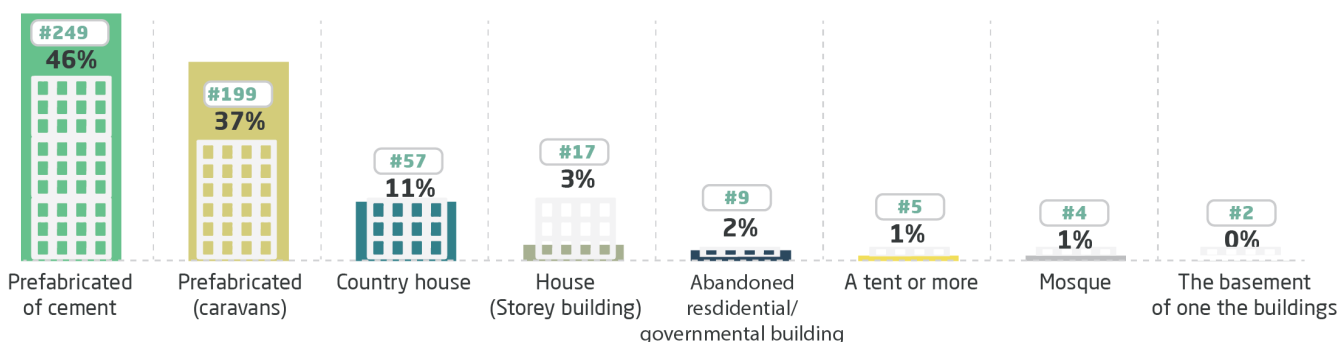
04 Types of Buildings for Alternative Education Places - Informal School Buildings

The results of the study showed that the largest proportion of buildings used as an alternative to formal schools are ready-made cement rooms, which reached 249 schools consisting of a number of ready-made cement rooms. Additionally, there were 199 schools consisting of a number of caravans.

The total number of rural houses used for educational purposes accounted for 57 houses converted into **rural schools**; it is noted that this type of school 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 levels in one classroom.

Multi-storey buildings used as schools reached 17 schools (multi-storey buildings). 17 abandoned residential or governmental buildings were also used for educational purposes. Furthermore 5 tents and 4 mosques were also used for teaching purposes.

Figure (10) Percentage / number of alternative educational places according to their type



05 Meeting Safety and Security Criteria within Schools

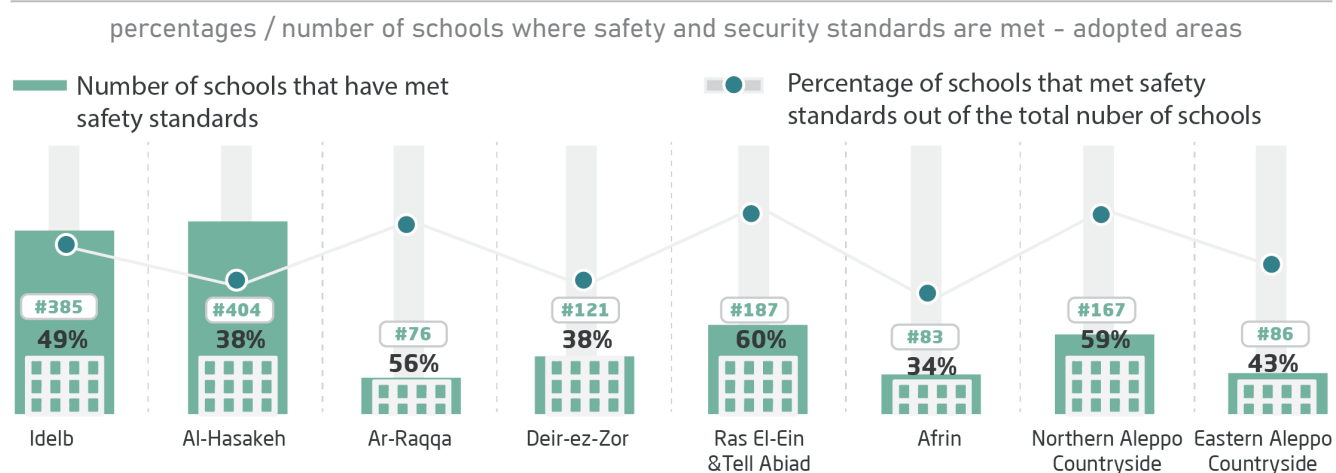
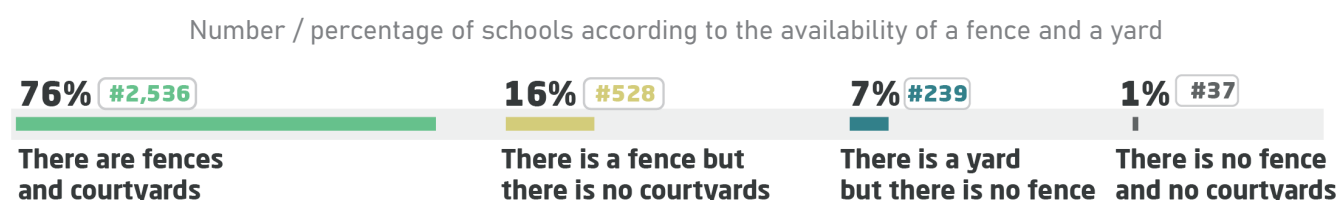
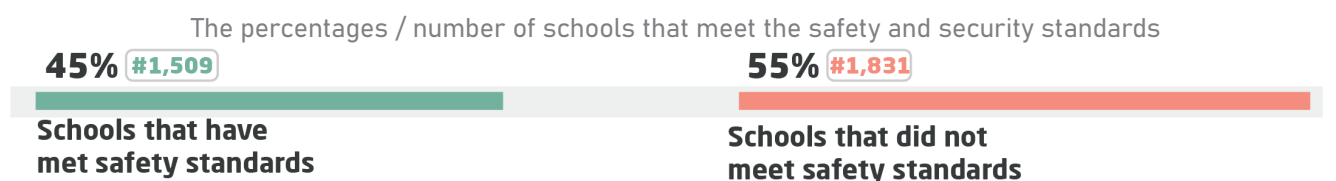
According to the INEE minimum standards for safety and security, 1,509 (45% of the functional schools assessed) met safety and security standards; on the contrary, 1,831 (55%) didn't meet these standards. According to the results of the study, 2,536 (76% of the functional schools assessed) had fenced school yards; it is worth mentioning that these schools are formal schools. 37 schools had fences with no school yards; 428 (16% of the schools) had school yards which are not fenced; 239 (7% of the schools) had neither school yards nor fences.

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.

Having a school yard 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 school yards must be in proportionate with the number of students to meet their needs (that is in accordance with the school capacity); school yards must be surrounded by high walls to ensure keeping the children away from external dangers.

Figure (11) Schools where safety and security standards are met

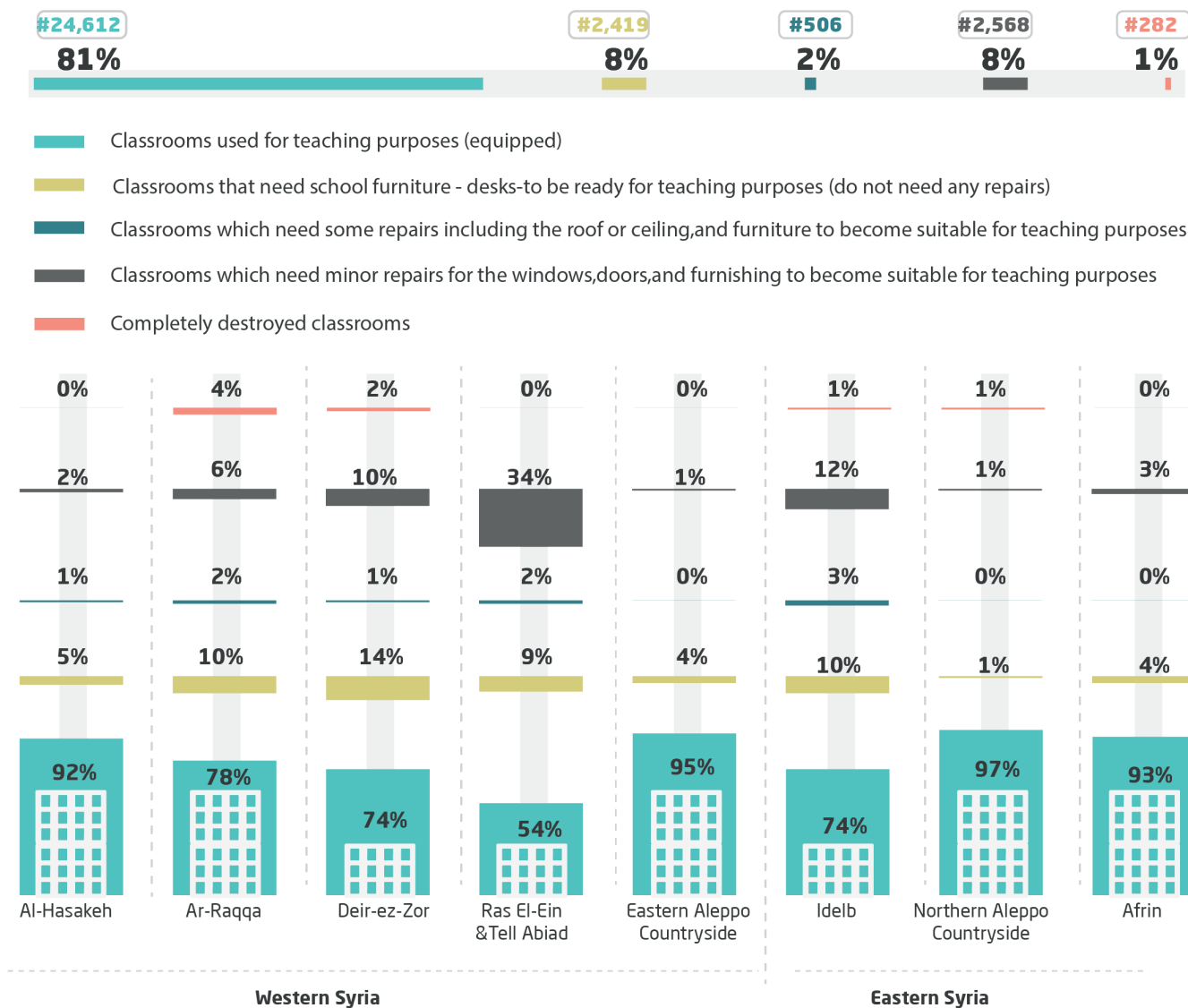


20. <http://bit.ly/2uGzG87>

06 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 and supplies are available including desks for the students and whiteboards; the study shows that 81% (24,612) % classrooms) of the total classrooms within the functional schools were properly equipped. 8% (2,419) % classrooms) of all classrooms need to be furnished to be ready for teaching purposes; 2% (506 classrooms) need school furniture and minor repairs for the doors and windows; 8% (2,568 classrooms) need school furniture and minor repairs for the doors and windows; 2% of these classrooms (506 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 (282 classrooms) are completely destroyed and cannot be repaired and need to be rebuilt.

Figure (12) Number / percentage of classrooms according to their readiness



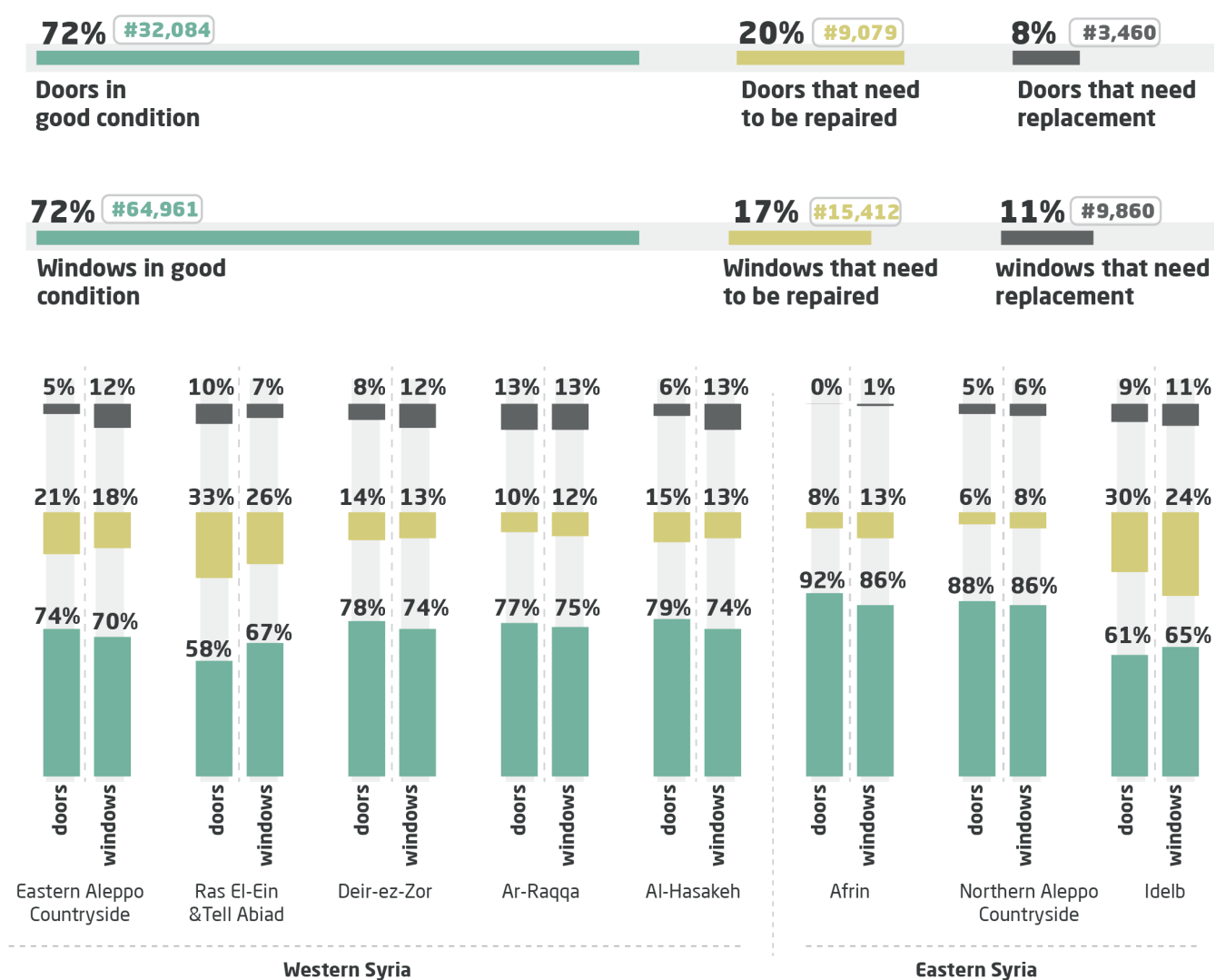
In NWS, the largest proportion of destroyed classrooms are found in Idlib; the study also revealed that 10% of the classrooms need school furniture; 12% of the schools need school furniture and minor repairs for the doors and windows; 3% need school furniture and repairs for the ceiling and walls; 1% 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 the subdistricts of Mhambal, Teftnaz, Bdamaand, Jisr-Ash-Shugur, Qourqeena and Sarmin.

In NES, the largest percentage of destroyed classrooms is found in Ras Al Ain and Tell Abiad; according to the study %9 of the classrooms need school furniture; %34 need school furniture, and minor repairs for the doors and windows; %2 need school furniture and repairs for the ceiling and walls; %14 of the classrooms in Deir-ez-Zor governorate need school furniture; %10 need school furniture and minor repairs for the doors and windows; %1 need school furniture and repairs for the ceiling and walls; %1 of the classrooms are completely destroyed and cannot be repaired.

07 Status of the Doors and Windows

According to the study, 9,079) %20 doors) of the functional schools assessed needed maintenance work; %8 (3,460) doors) were completely destroyed, irreparable and needed to be replaced; Kis reported that part of these schools doesn't have doors as they were all either stolen or destroyed. The study also showed that 15,412) %17 windows) of the functional school assessed needed maintenance work; and 9,860) %11 windows) were completely destroyed, irreparable and needed to be replaced.

Figure (13) The status of the doors and windows within the assessed schools



In Syria, the doors of the classrooms are often made of wood, and so are easily subject to damage. 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.

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; 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

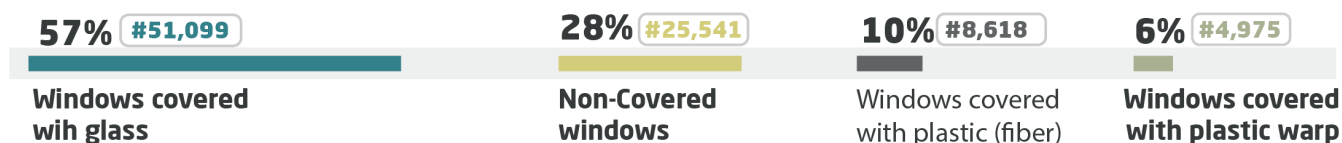
08 Materials Covering the Windows and the Use of Metal Bars to Protect the Windows

As a result of the circumstances of the war in Syria, loss and high prices 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, 51,099) %57 windows) of the functional schools' windows are made of glass; whereas 25,541) %28 windows) of the functional schools are covered with plastic pieces (fiber), while 4,975) %6 windows) of the windows are covered with plastic sheet; 8,618) %10 windows) of the windows aren't covered with any material.

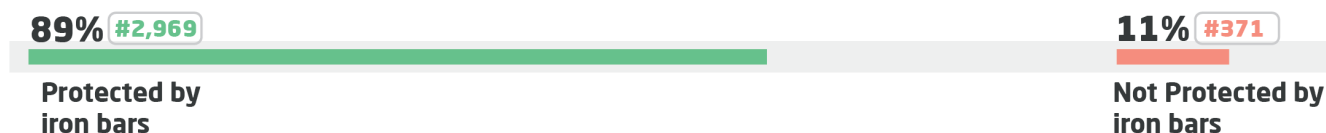
Metal bars installed on school windows are necessary to protect students from external dangers and to protect children from falling from upper floors while playing. The results of the study showed that only 371) %11 schools) of the total functional schools included in the assessment had no windows protected by metal bars, in contrast, 2,969) %89 schools) of the total functional schools included in the assessment had their windows protected by metal bars.

Figure (14) The materials covering the windows and the presence of metal bars to protect them

Number / percentage of windows within the functional schools according to the materials in which they are covered



Number / percentage of functional schools according to the presence of metal bars protecting 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.

Section 04

Water, Sanitation and Hygiene in the schools



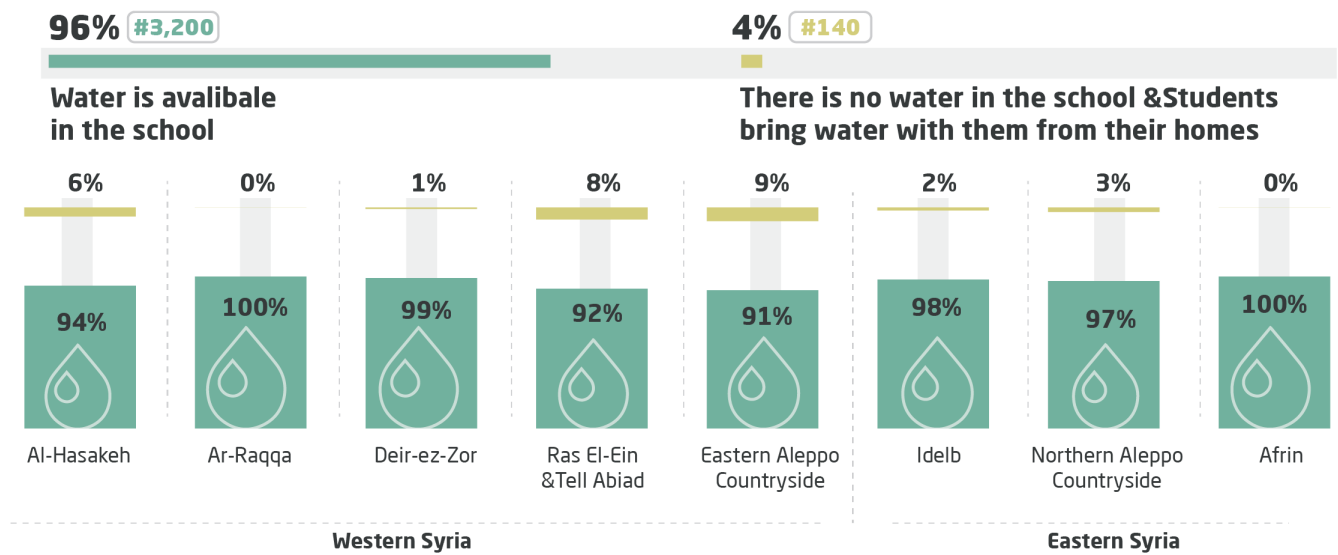
01 Water Availability in Schools

The study found that 3,200 (96% schools) of functional schools have drinking water and water for daily usage; whereas water isn't available in 140 (4% schools), and students bring drinking water from their homes. Water for daily usage isn't available in these schools (water for toilets or personal hygiene).

In NWS, there was no drinking water or water for daily usage in 9 (3% schools) of the schools found in northern Aleppo countrysides, of which 6 schools in Al Bab subdistrict and 1 schools in each of the subdistricts of Ar-Ra'ee, Ghandorah and Jarablus . Water isn't available in 17 (2% schools) of the schools of Idleb governorate; 7 of which in Mhambal subdistrict and 2 schools in each of the subdistricts of Ariha and Jisr-Ash-Shugur.

In NES, neither drinking water nor water for daily usage is available in 23 (9% schools) of the schools found in northern Aleppo countryside; 22 schools in Abu Qalqal subdistrict, and 1 school in Ain Al Arab subdistrict. Water isn't available in 26 (8% schools) of the schools in Ras Al Ain subdistrict. Similarly, water isn't available in 62 (6% schools) of the schools in Al-Hasakeh governorate; 37 of which in Al-Malikeyyeh subdistrict and 23 in Ber Al-Hulo Al-Wardeyyeh subdistrict.

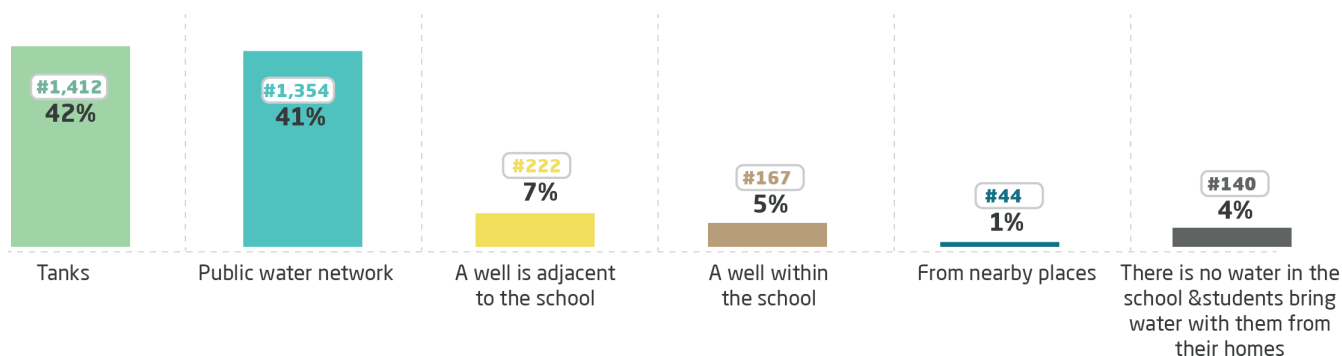
Figure (15) Number / percentage of functional schools depending on the availability of water



02 Means of Access to Drinking Water and Water for Daily Usage in Schools

The study found that 1,412 (42%) of functional schools have access to drinking water and water for daily usage through water tankers that transport water to school; 1,354 (41%) receive water from the public water system; 222 (7%) receive water from a well adjacent to the school, and 167 (5%) have water wells within the schools which supply water for them; 44 (1%) receive water from nearby places such as houses adjacent to the schools or other nearby places. In 140 (4%) schools students bring drinking water from home and there is no water for daily usage in these schools (for toilets and personal hygiene).

Figure (16) Number / percentages of functional schools according to the method of obtaining drinking water

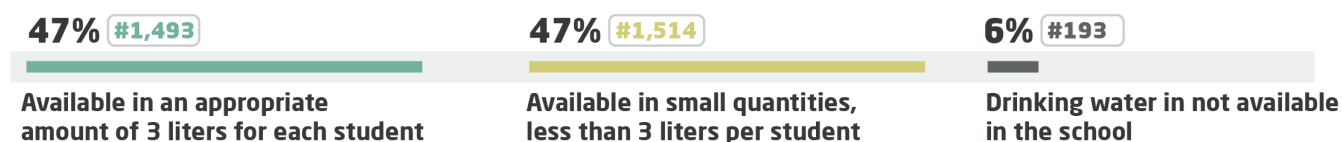


03 Availability of Adequate Amounts of Drinking Water, and Water for Daily Usage in Schools

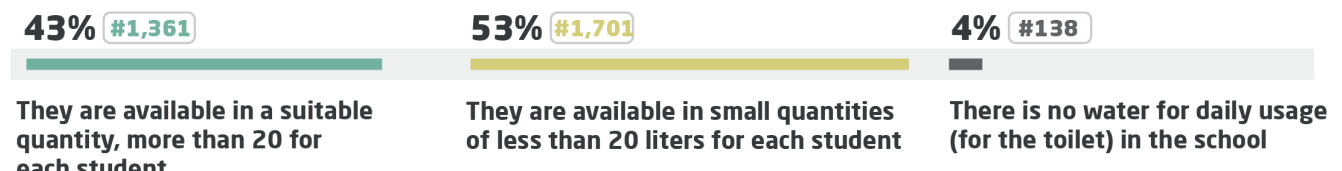
The study found that 193 (6%) of functional schools aren't supplied with drinking water; 1,514 (47%) are supplied with small amounts of drinking water, and drinking water was available in sufficient quantities in 1,493 (47%) of the functional schools. Water isn't available in the toilets of 138 (4%) of the functional schools. Water for toilets are available in small amounts in 1,701 (53%) schools. Drinking water is available in sufficient quantity in 1,361 (43%) of the functional schools.

Figure (17) The amount of drinking water and water for daily usage within the functional schools

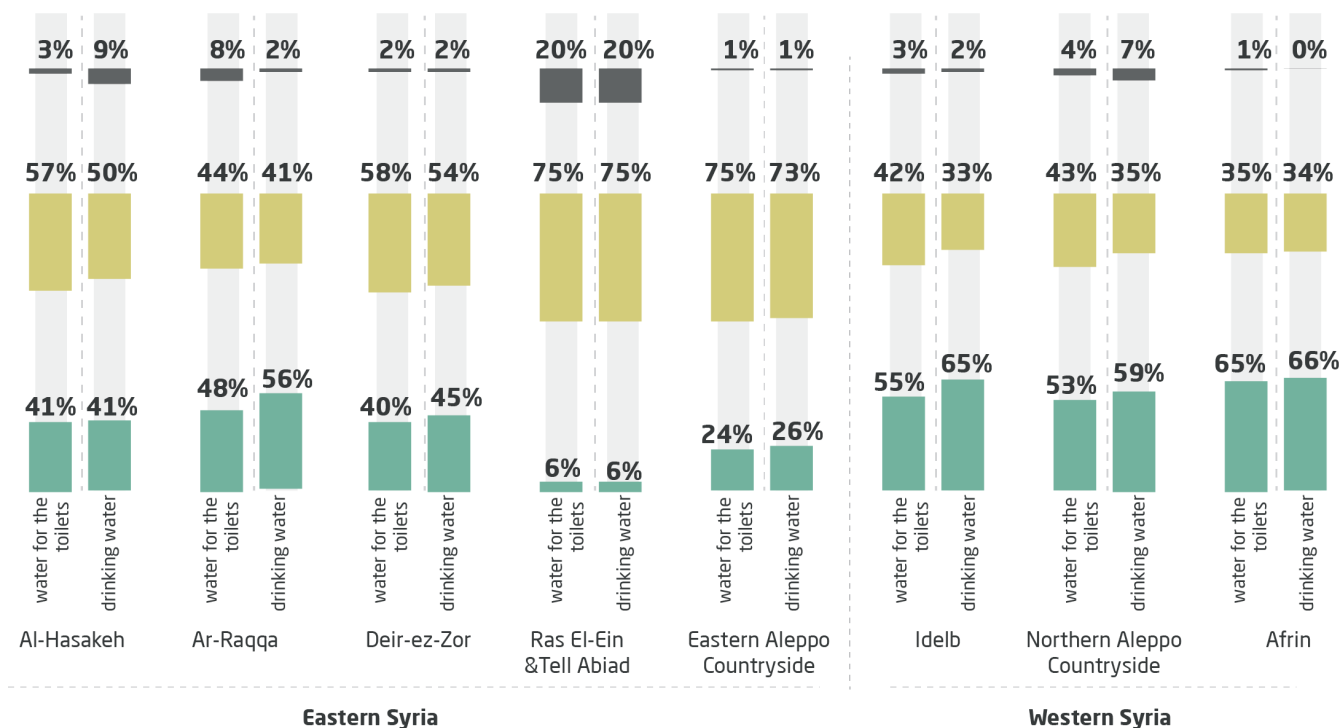
Number / percentage of schools according to the availability of an appropriate amount of water for daily usage for each student (toilets) on a daily basis



Number / percentage of schools according to the availability of an adequate amount of drinking water and water for daily usage on a daily basis



Percentage of schools according to the availability of an adequate amount of drinking water and water for daily usage for each student on a daily basis - adopted areas



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. **It is worth mentioning that there is a need to increase the amount of water allocated for washing hands given the fact that it is required to spend 20 seconds washing hands with water and soap as part of the measures taken to prevent the spread of Covid-19**

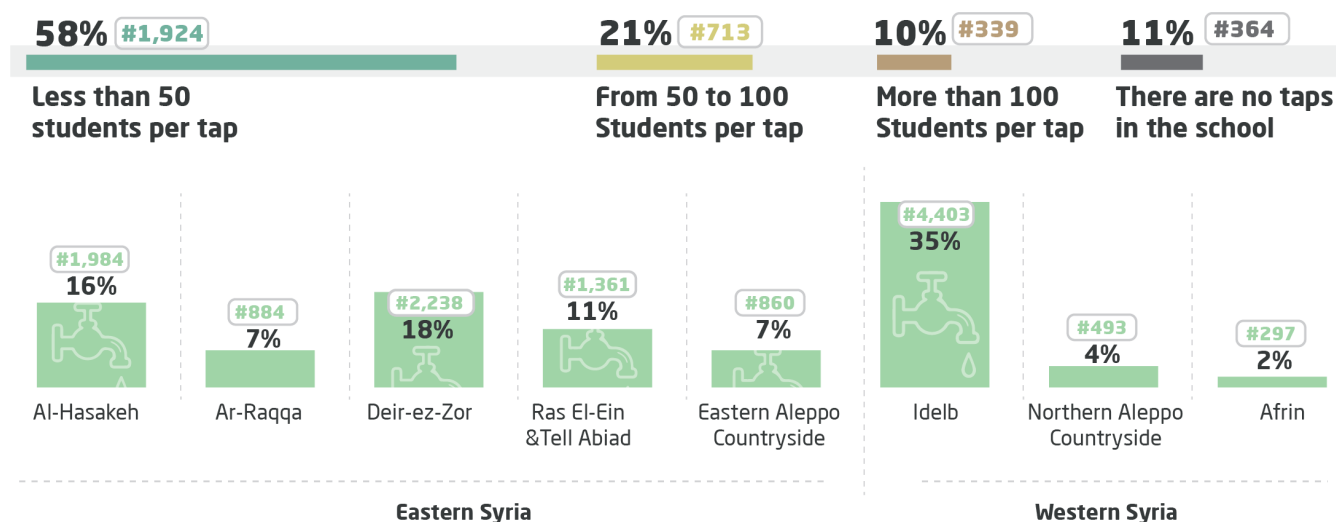
According to Sphere²² Standards, “20-40 litres/user/day for conventional flushing toilets connected to a sewer; 3-5 litres/user/day for pour-flush toilets”. Based on these criteria, Schools in which water is available are divided into two categories, the first is for schools in which water for toilets 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.

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

04 Number of Students per Water Tap and Water Taps that need Replacement

The results of the study showed that 1,924) %58 schools) of the total functional schools that provide water for the students had fewer than 50 students per water tap, 713) %21 schools) of the total functional schools which provide water for the students had 100-50 students per water tap, 339) %10 schools) of the total functional schools that provide water for the students had more than 100 students per water tap; In contrast, 364) %11 schools) of functional schools had no functional drinking water taps. The number of water taps that need replacement in functional schools covered in the assessment reached 12,520 water taps; this number includes all water taps for drinking water or in the toilets or water taps used for other purposes.

Figure (18) Number of water taps for drinking water and comparing it with Number of students and taps that need replacement



In Syrian schools, the break between lessons is 30 minutes, which means having less than 50 students per water tap is 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 water tap, the place could be a bit crowded in the breaks; If the number of students per water 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 school yard in order to prevent students scrambling in front of the water taps.

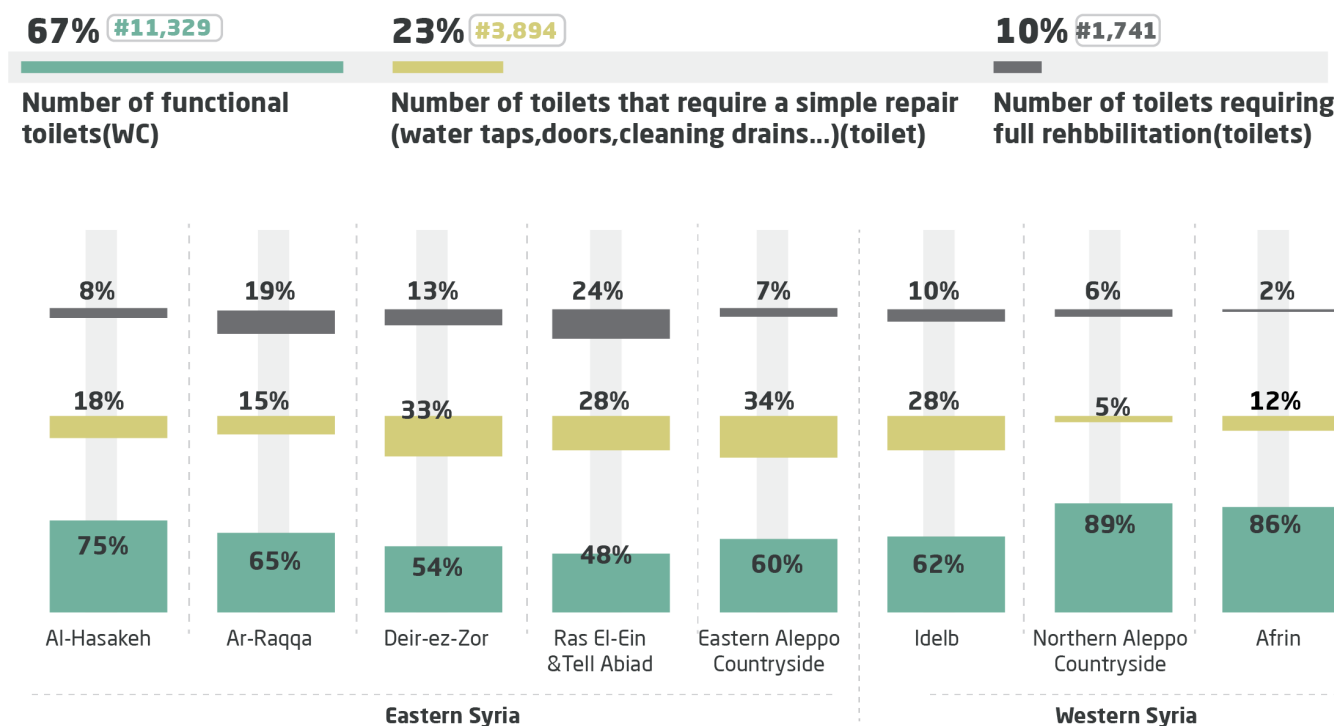
With the spread of COVID19- virus, the educational personnel must ensure that students apply the rules of social distancing while drinking water. It must also be ensured that students use their own cups and do not drink water directly from the tap; They should also make sure not to share their cups with their colleagues.

In NWS, it is found that 4,403) %35 water taps) of the total water taps within functional schools in Idlib governorate need replacement, and in NES It was found that 2,238) %18 water taps) of the total water taps within the functional schools in Deir Ez-zor governorate need to be replaced; 1,984) %16 water taps) of water taps in Al-Hasakeh governorate require replacement; 1,361) %11 water taps) of the water taps in Ras El Ein and Tell Abiad need replacement.

05 The Status of Toilet Blocks within Schools

Toilet blocks in Syrian schools consist of several toilets - the building or toilet block is divided into several toilets; The number of individual toilets in the functional schools covered by the assessment reached 16,964. The results of the study showed that only 11,329 (%67 toilets) of the covered toilets are functional and in good condition; While 3,894 (%23 toilets) require minor repairs. 1,741 (%10 toilets) require complete rehabilitation, which may include rebuilding the toilets again.

Figure (19) Number / percentages of bathrooms according to their functionality



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.

In the functional schools assessed, there are 3,894 toilets that require minor maintenance to be ready for use; This type of maintenance includes repairs to water taps or doors, or clearing the blocked drains in toilets; On the other hand, there are 1,741 toilets that require complete rehabilitation; In this case, the toilet needs wall, ceiling, or drain construction, which may require rebuilding the toilet in some cases.

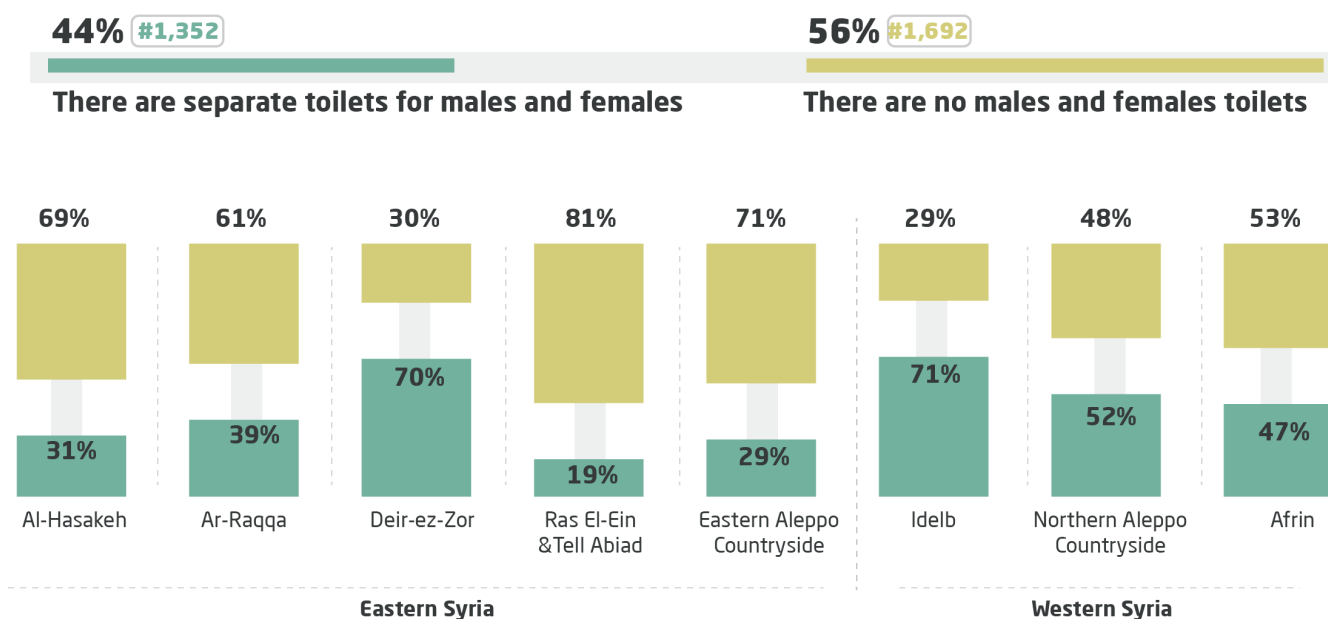
06 Availability of Gender Segregated Toilets within Mixed-Gender Schools (Schools attended by Female and Male Students)

The results of the study show that there are no gender-segregated toilets in 1,692 (%56 schools) of functional mixed-gender schools (attended by male and female students), whereas 1,352 (%44 schools) do have single-gender toilets.

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.

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

Figure (20) Number / percentages of mixed functional schools according to the existence of toilets designated for each gender

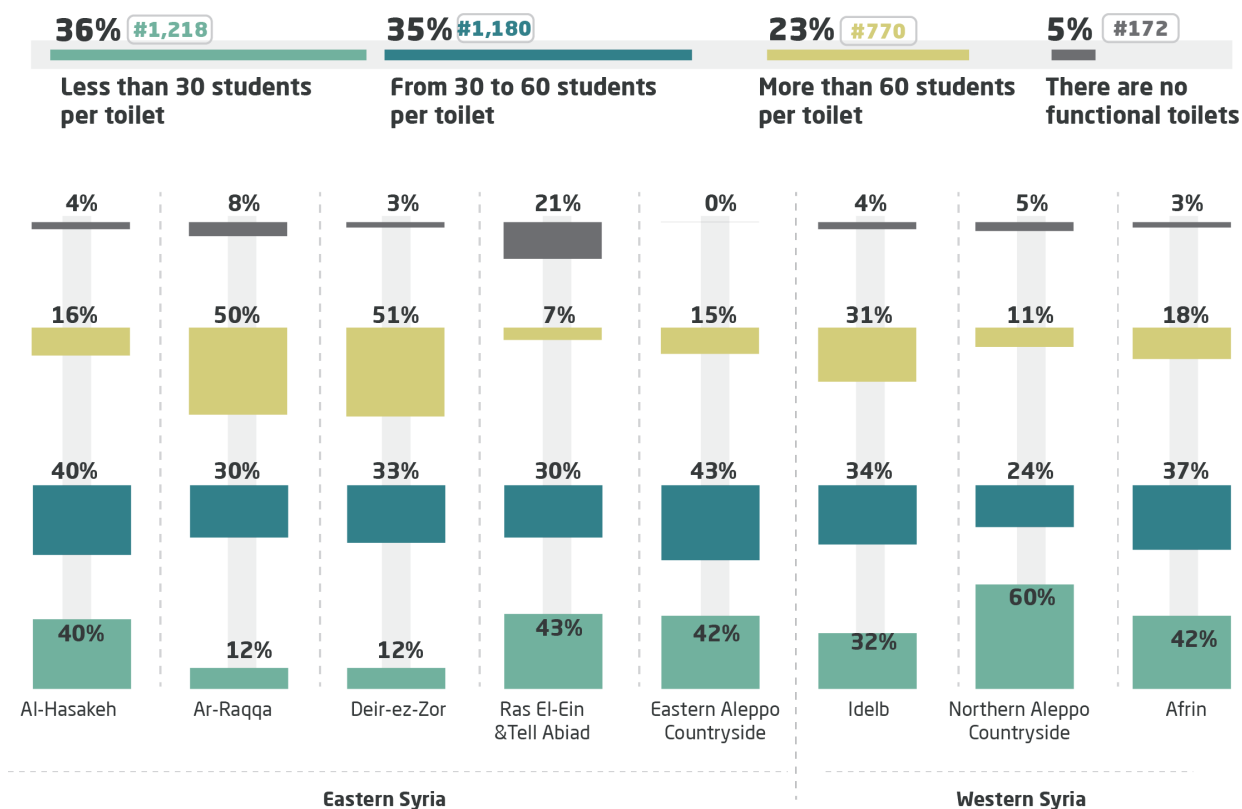


07 Number of Students Using the Same Toilet

The study found that there are no functional toilets within 172) %57 schools) of functional schools; more than 60 students use the same toilet in 770) %23 schools) of schools; between 30 and 60 students use the same toilet in 1,180) %35 schools) of the schools; in 1,218) %36 schools) of the schools, 30 female and male students or less use 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.

Figure (21) Number / percentages of schools according to Number of students who use one toilet - adopted areas

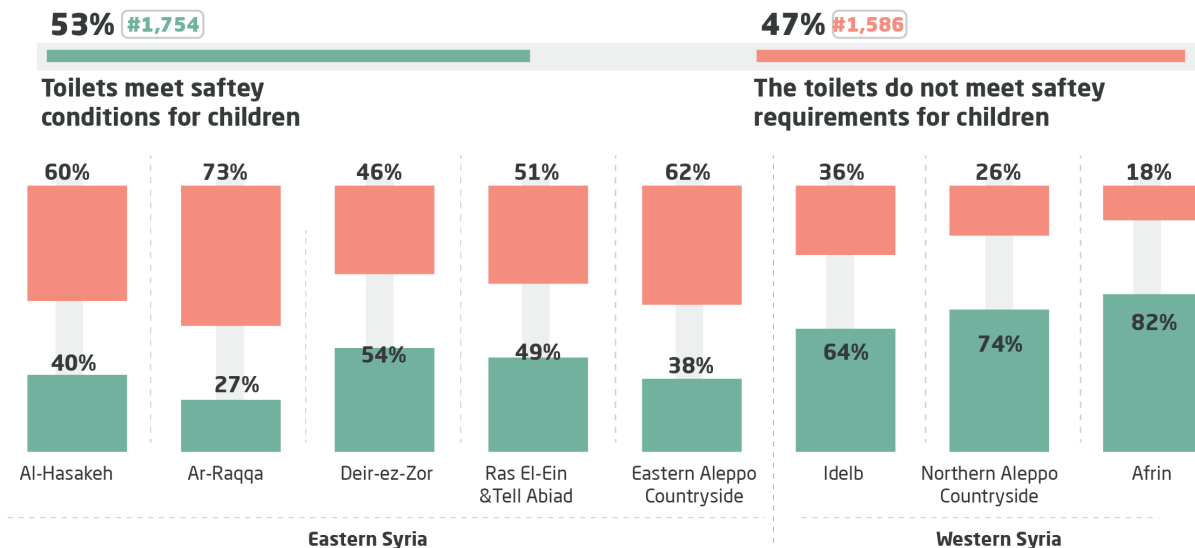


24. <http://bit.ly/2RZGch8>

08 Meeting Safety Standards for School Toilets

The study revealed that 1,754 (53% of functional schools) met the safety standards for school toilets. While these standards were not met in 1,586 (47% of schools), studies indicated that the majority of schools didn't have toilets suitable for children who suffer from physical disabilities.

Figure (22) Number / percentage of functional schools according to meeting the safety standards concerning their bathrooms



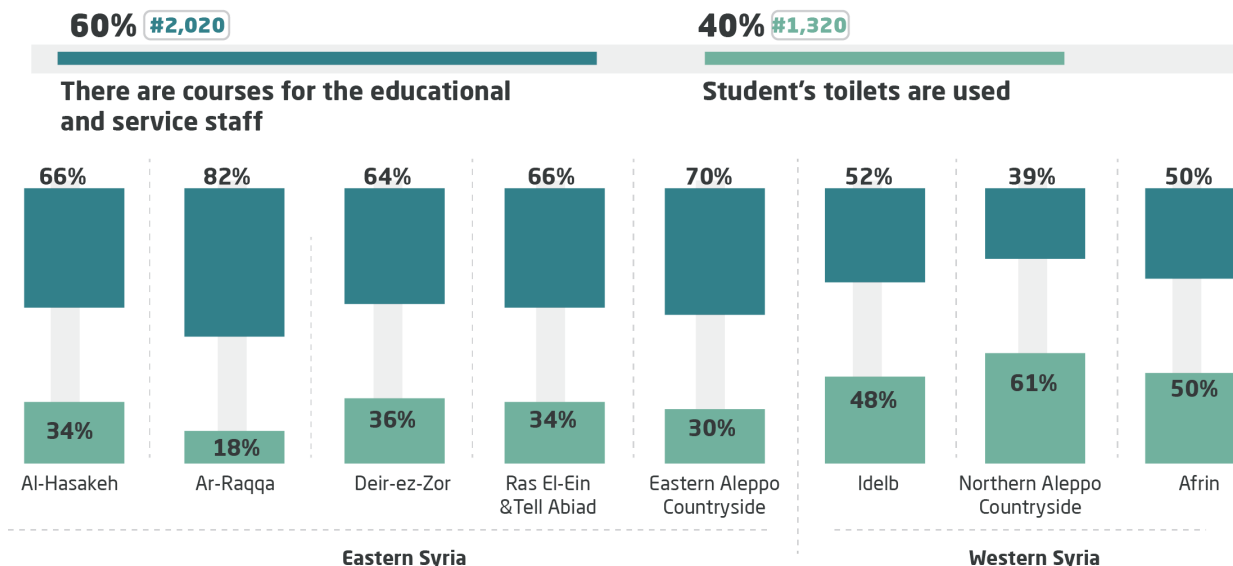
According to INEE standards, "Sanitation facilities must be accessible to people with disabilities, and must maintain privacy, dignity and safety, toilet doors must be closed from the inside, in order to prevent sexual harassment and exploitation, toilets must be located Separate for boys/men, girls/women 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 checked that the toilets are in appropriate areas that protect children from harassment or abuse.

09 Availability of Toilets for the Teaching and Service Staff at Schools

The study found that only 1,320 (40% of functional schools) have toilets for the educational and service staff, while educational and service staff use student toilets in 2,020 (60% of schools) of the 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.

Figure (23) Number / percentage of functional schools according to the availability of toilets designated for the educational and service staff

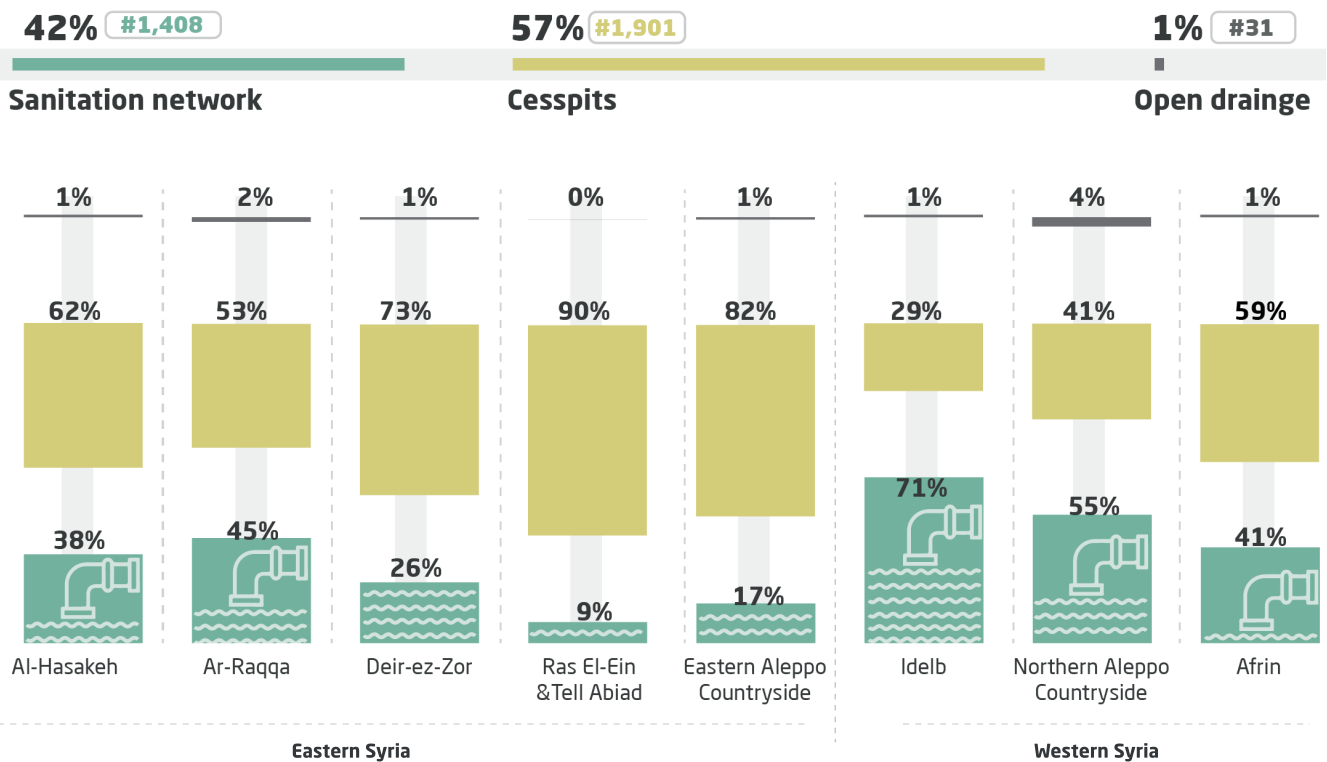


10 Methods of Sewage Disposal

The results of the study showed that 1,408 (42% of all functional schools assessed) discharge sewage in the public drainage system, while 1,901 (57% of schools) discharge sewage in irregular cesspits (having no layers to filter wastewater and prevent contaminating the groundwater); 31 (1% of schools) discharge wastewater in the open.

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 cesspit flood increases due to rain. Rainwater can mix with wastewater leading to floods that carry germs which spread diseases.

Form(24) number/proportion of schools operating according to the mechanisms of wastewater disposal



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

Section 05

School Supplies (school furniture)

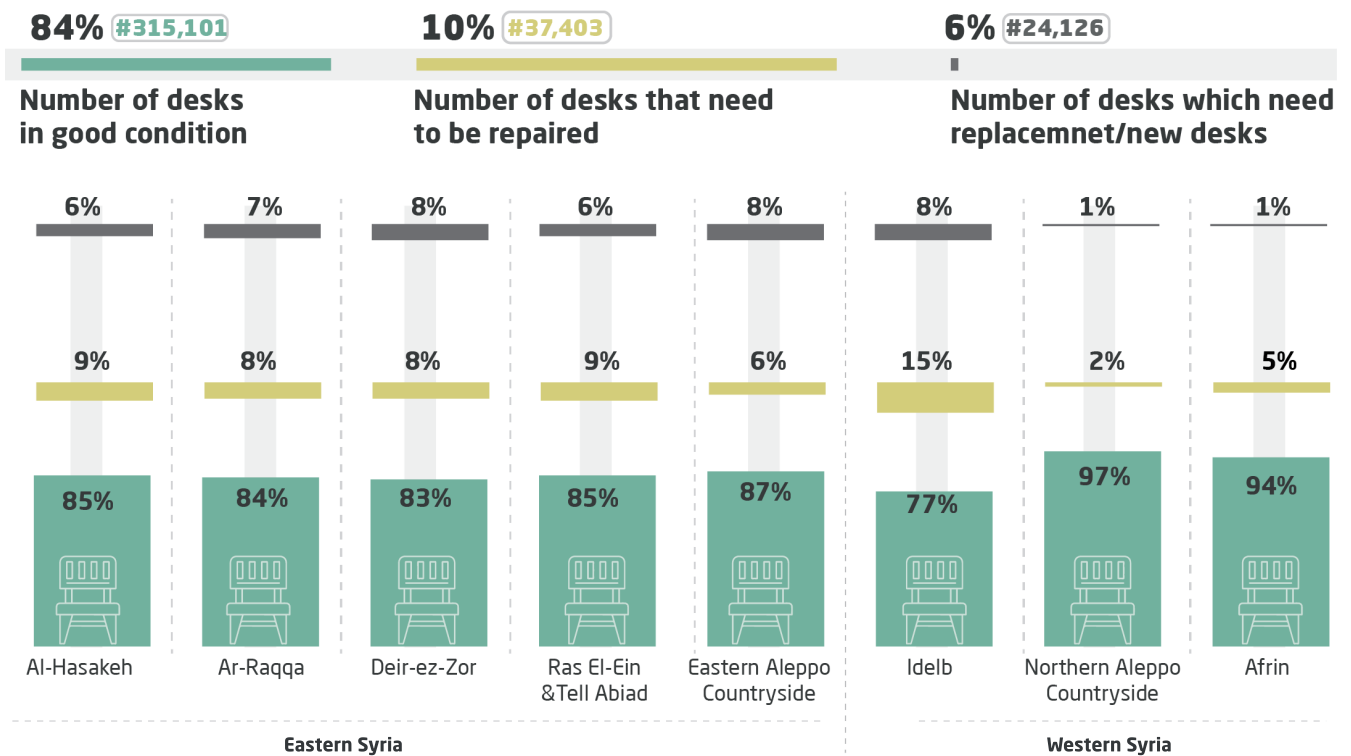


01 Status of Student Desks

The study found that the majority of desks, 315,101 (84% desks) in functional schools are usable. In contrast, 37,403 (10% desks) need to be repaired to become usable, whereas 24,126 (6% desks) are completely irreparable and need replacement.

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.

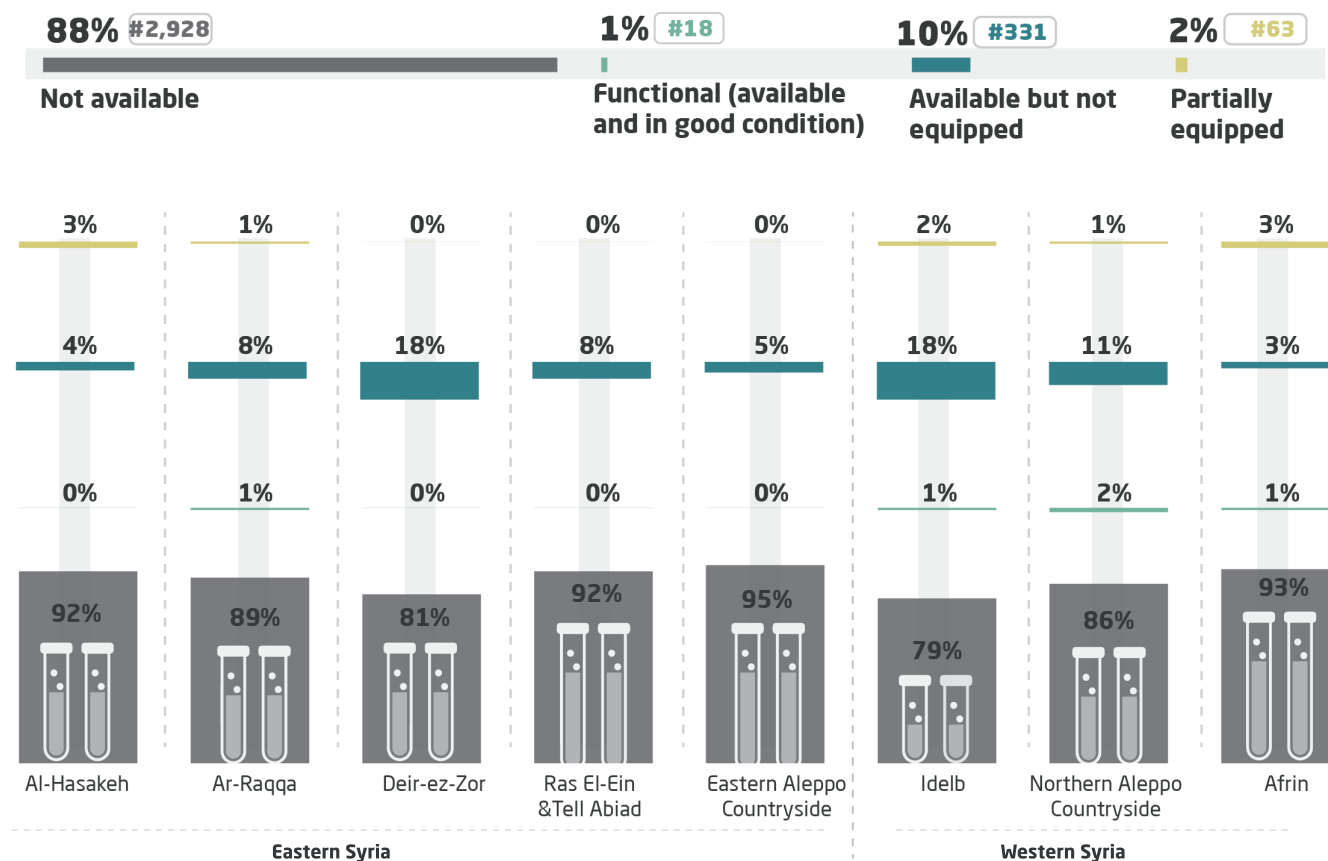
Figure (25) Number / percentage of student desks within the functional schools according to their status



02 Availability of School Laboratories

The results of the study showed that 2,928) %88 schools) of the assessed functional schools do not have any laboratories, while 331) %10 schools) have unequipped laboratories, 63) %2 schools) of the functional schools have partially equipped laboratories, whereas only 18) %1 schools) have equipped laboratories.

Figure (26) Number / percentage of functional schools according to the availability of laboratories within them



Some subjects need supportive educational means 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.

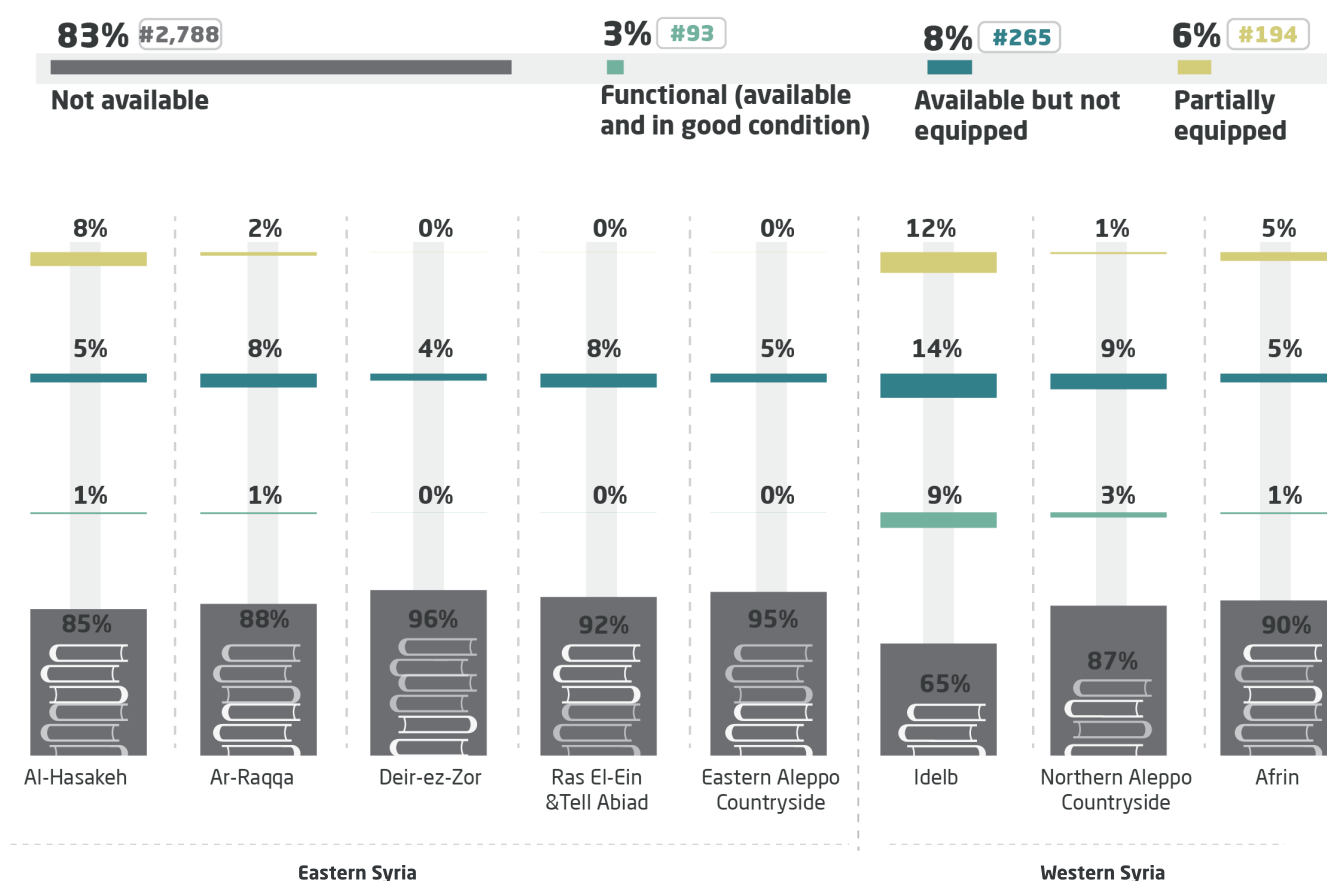
This report presents the availability of laboratories within schools and the extent of their functionality at three levels. 1) **Unequipped laboratories:** in this case, there is a dedicated room for the laboratory, but without equipment or supportive educational means. 2) **Partially equipped laboratories:**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

03 Availability of School Libraries

The results of the study showed that only 93) %3 schools) of the total assessed functional schools have functional libraries, and only 194) %6 schools) have partially equipped libraries. However, 265) %8 schools) of the functional schools have unequipped libraries, and 2,788) %83 schools) have no libraries at all.

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) **Functional libraries:** in this case, the library is complete, operating and receiving students for reading.

Figure (27) Number / percentage of functional schools according to the availability of school libraries within them



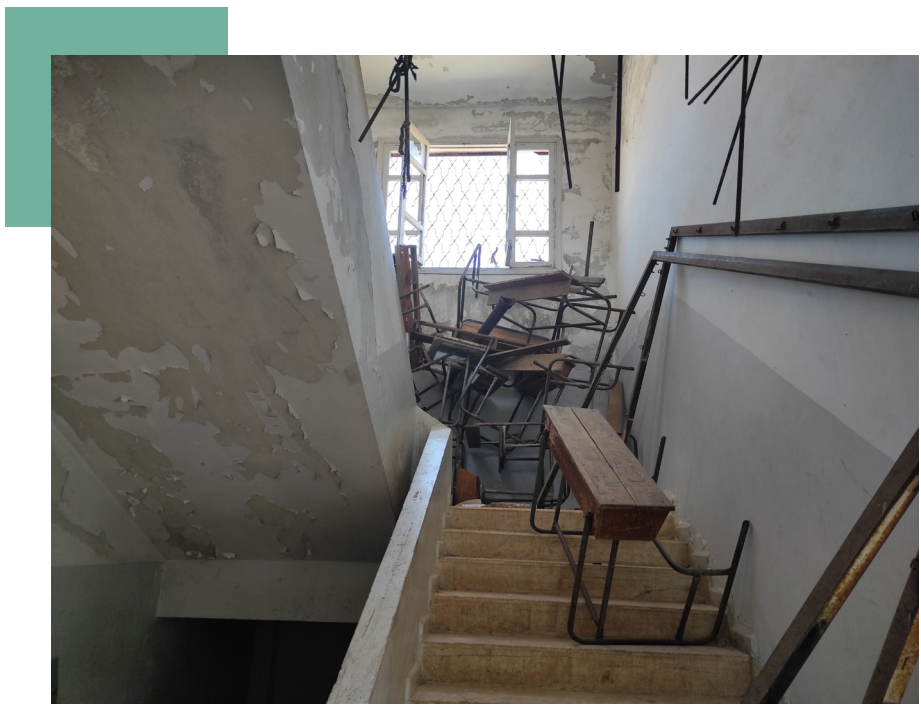
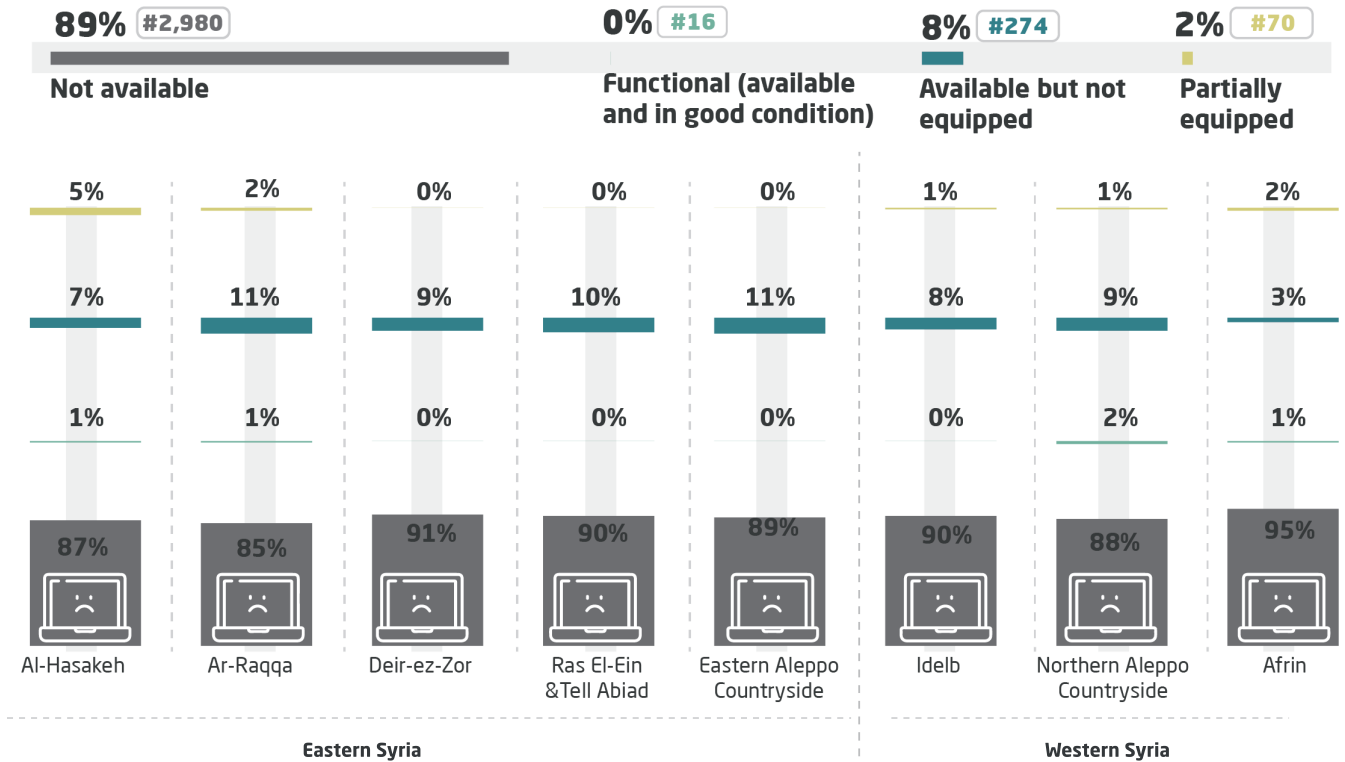
04 Availability of Computer Labs

The study found that 16) %1 schools) of the assessed functional schools have functional computer labs, 70) %2 schools) have partially equipped computer labs, 274) %8 schools) have unequipped computer labs, whereas %89 2,980) schools) do not have any computer labs.

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) Functional computer labs: in this case, the computer labs are functional, where practical lessons in computer technology subject are held.

Figure (28) Number / percentage of functional schools according to the availability of computer labs within them



Section 06

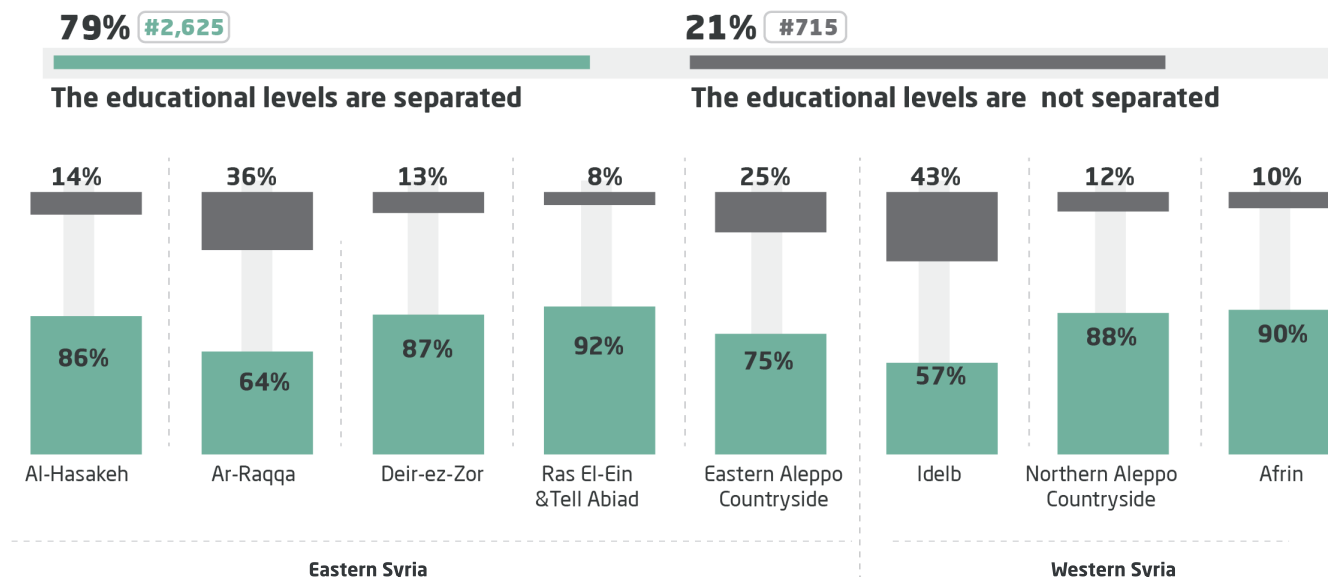
Educational Levels and School Attendance



01 Separation between the Various Schooling Stages

The results of the study demonstrated that in 715 (21% 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 2,625 (79% of the assessed functional schools), the educational stages are separated and the school is dedicated to only one educational level.

Figure (29) Number / percentage of schools separating the different educational levels



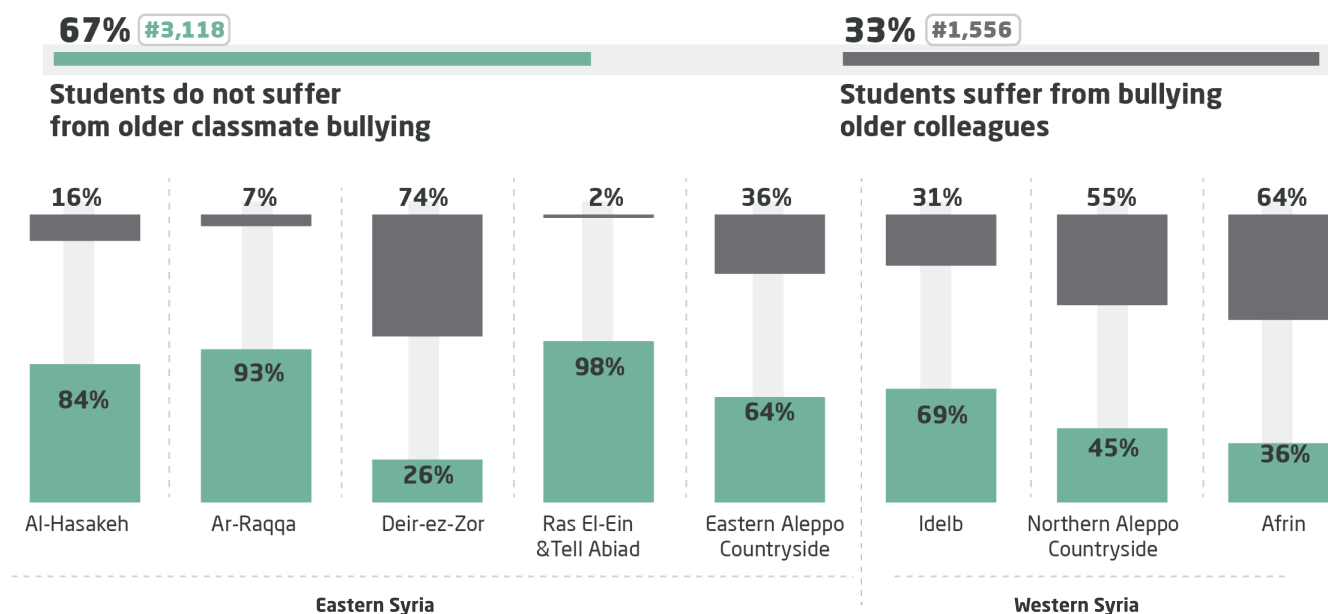
Syrian children begin school attendance at the age of 6 years. The educational level includes two levels of study, primary/basic and secondary. However, the bulk of schools still follow the old school system where school levels are divided into the primary level (grades 6-1), lower-secondary level (grades 9-7) and upper-secondary level (grades 12-10). 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.

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)

The IMU enumerators conducted teacher perception surveys²⁶, 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. 1,556 (33% of the surveyed teachers) reported that there is bullying amongst their students, whereas 3,118 (67% of the surveyed teachers) reported that there is no bullying amongst the students.

26. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

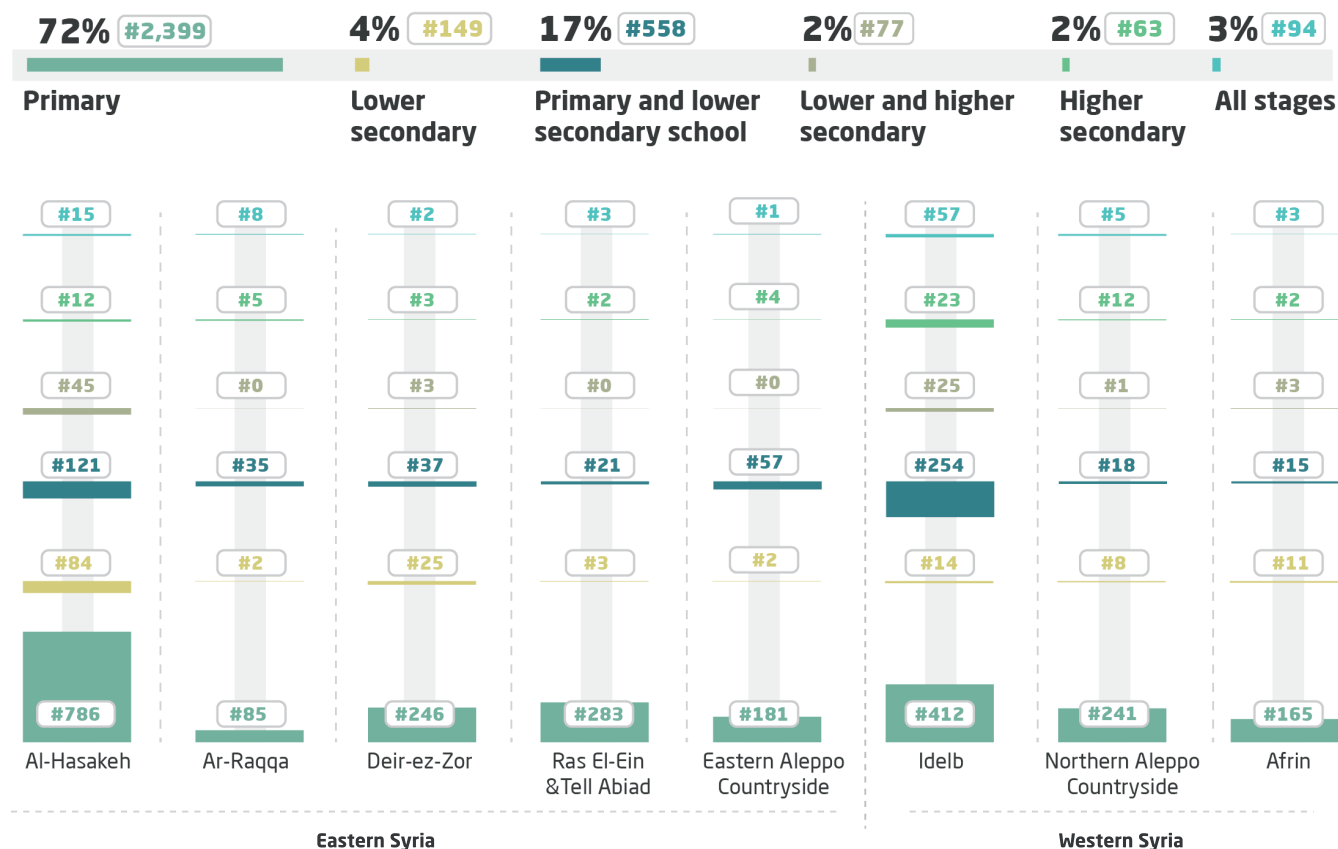
Figure (30) Number / percentages of teachers surveyed according to bullying among their students



03 Educational Levels

The results of the study revealed that 2,399 (72% schools) of the total assessed functional schools teach primary level (grades 1-4) 4 (6-1 schools) teach lower-secondary level (grades 5-8) 17 (9-7 schools) teach primary and lower-secondary levels (grades 7-8) 2 (9-1 schools) teach upper-secondary level (grades 9-12) 2 (12-10 schools) teach lower and upper-secondary levels (grades 10-12) and 94 (3% schools) teach all levels (grades 1-12)

Figure (31) Number / percentage of schools according to the educational levels



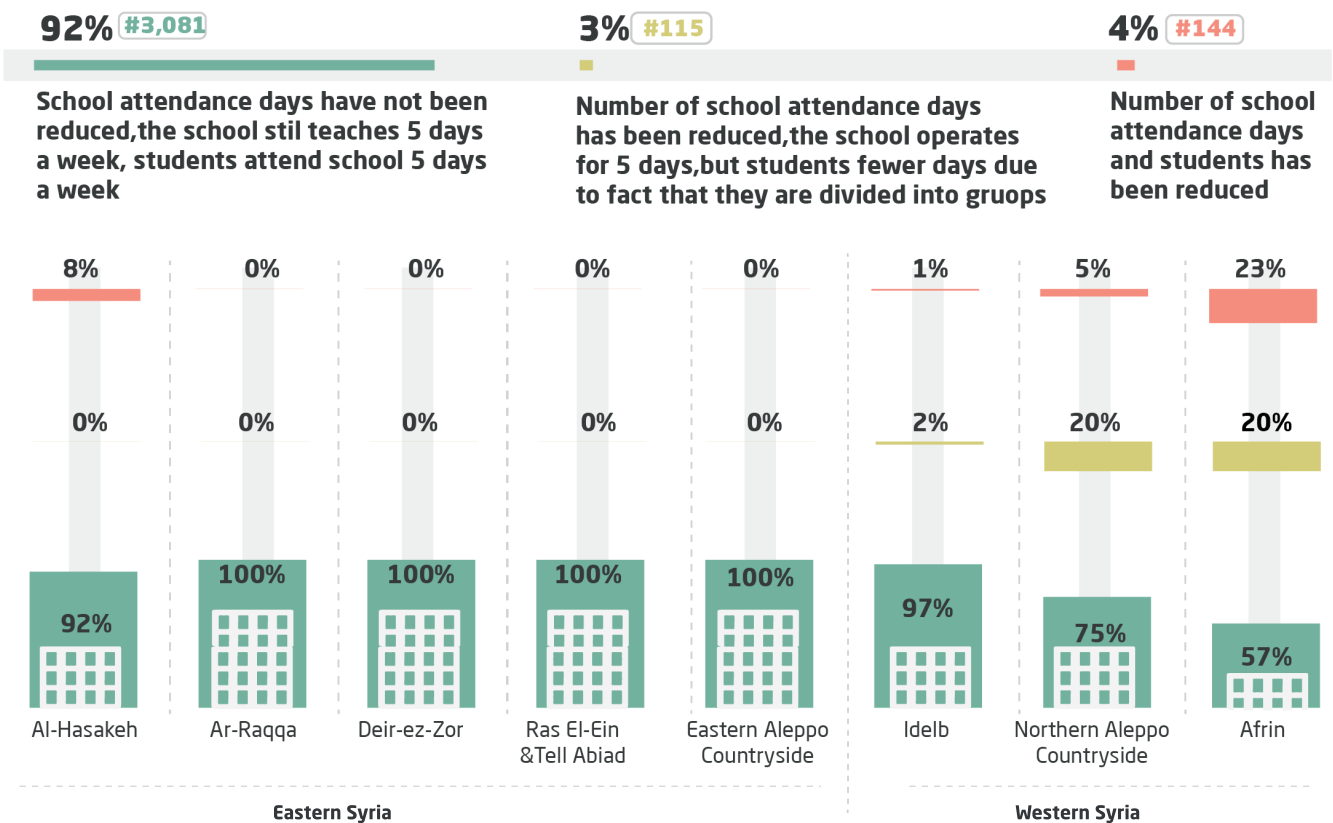
Before the war, the Syrian regime issued a resolution by which the schooling system is divided into three educational levels: The first cycle of the basic level (grades 4-1) The second cycle of the basic level (grades 9-5) The upper-secondary level (grades 12-10), which includes vocational branches; 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 6-1) Lower-secondary level (grades 9-7), Upper-secondary level (grades 12-10)

04 School Suspension Days

The study showed that 3,081 (92% of the functional schools) didn't decrease the number of school attendance days, in that schools are still open for 5 days a week, and students attend school 5 days. 3% of the schools only decreased the number of student attendance days, where schools are open for 5 days yet students attend less than 5 days a week due to having the students divided into groups to reduce overcrowdedness within classrooms and limit the spread of Covid144) 4% of the schools decreased the number of school days, consequently students' attendance days decreased.

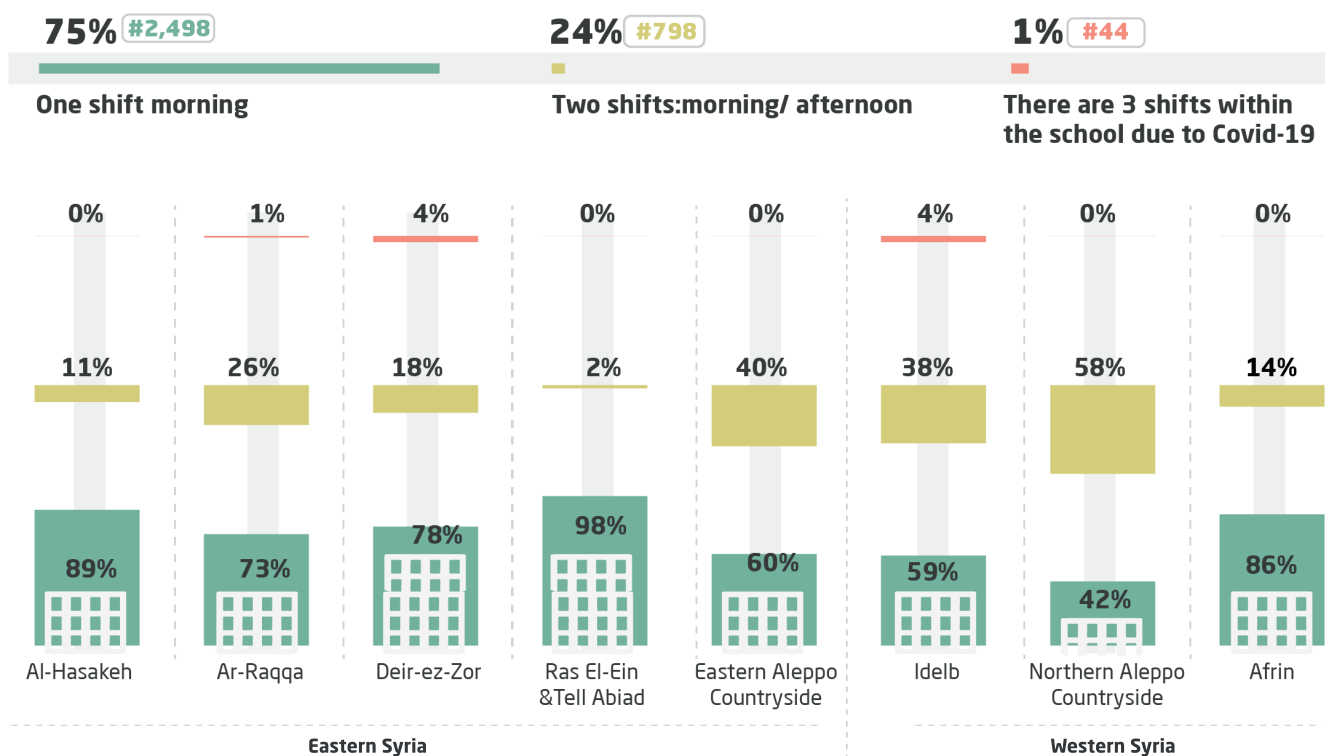
Figure (32) Number / percentage of functional schools by reduction of weekly school days attendance due to COVID19- virus.



05 Number of School Shifts

The results of the study showed that 2,498 (75% of schools) have one morning shift; 798 (24% of schools) have two shifts (morning and afternoon shifts); and 44 schools have three shifts due to the spread of COVID-19 virus.

Figure (33) Number / percentage of functional schools according to school shifts



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 and a -30minute break after each 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 cannot 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)

Due to the spread of COVID19- virus; Overcrowded schools adopted a three-shift system for students; This is to reduce the number of students per shift; Students of each shift attend school for only a period of 3 hours.

In northwestern Syria, there are 30 schools in Idlib governorate in which students attend 3 shifts.

In northeastern Syria, there are 13 schools in Deir Ez-Zor governorate and 1 school in Ar-Raqqa governorate, in which students attend 3 shifts.

Section 07

Curriculum

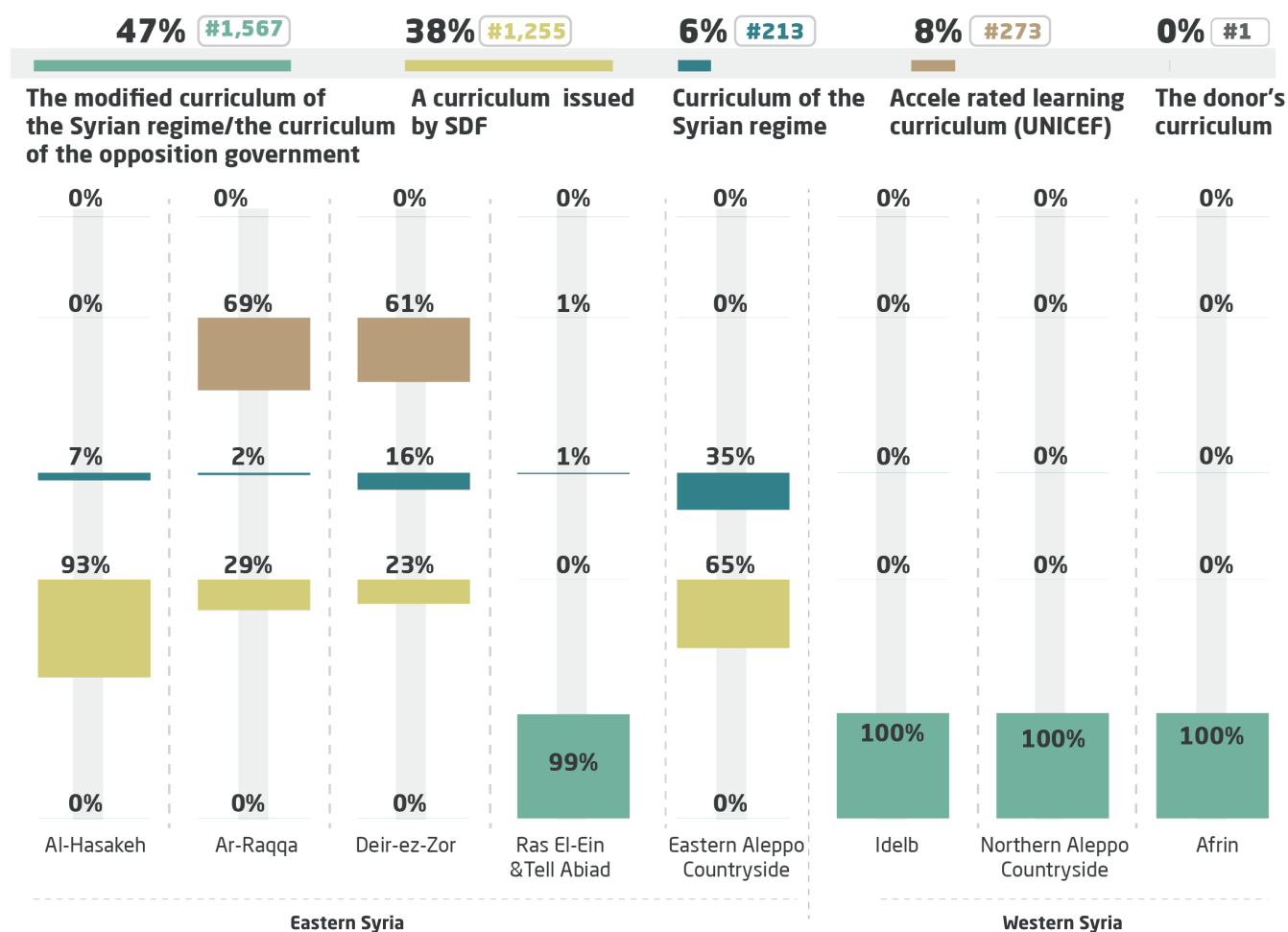


01 The Taught curriculum

The study found that 1,567 (%47 schools) of the functional schools use the regime modified curriculum (opposition curriculum), 1,255 (%38 schools) use SDF curriculum, 213 (%6 schools) use the regime curriculum and 273 (%8 schools) use the UNICEF curriculum or what is known as accelerated curriculum. It was also found that 1 school use a religion curriculum of the donor.

It is noted that the percentage of schools that teach the Syrian regime curriculum has decreased compared to the previous edition of the Schools in Syria report (the percentage of schools that teach the Syrian regime curriculum in edition 05 was %16 of the schools). On the other hand, the percentage of schools that teach SDF curriculum increased; The percentage of schools that teach the UNICEF curriculum has also increased. The difference is clearly evident in the percentage of curricula used in eastern Syria where SDF forced the schools to use their curricula and prosecuted all teachers who use the regime curriculum; Teachers and parents in Deir Ez-Zor and Raqqa governorates refused to teach SDF curricula forcing SDF to allow them to use the UNICEF curriculum.

Figure (34) Number / percentage of schools according to the type of curriculum used in schools that teach 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 programs 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 (2018 -2017); 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.
- **SDF curriculum:** SDF has 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 SDF curricula are totally different from all those taught in Syria in terms of the scientific material, political ideas and history presented within the curriculum.
- **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 15-8 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 2016-2015. 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.

Figure (35) Number / percentage of schools according to teaching more than one type of curriculum



27. <https://bit.ly/2uCzG87>
 28. <http://bit.ly/38K78bx>
 29. <http://bit.ly/2tZElCe>

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 ages do not correspond to their actual educational stages).

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

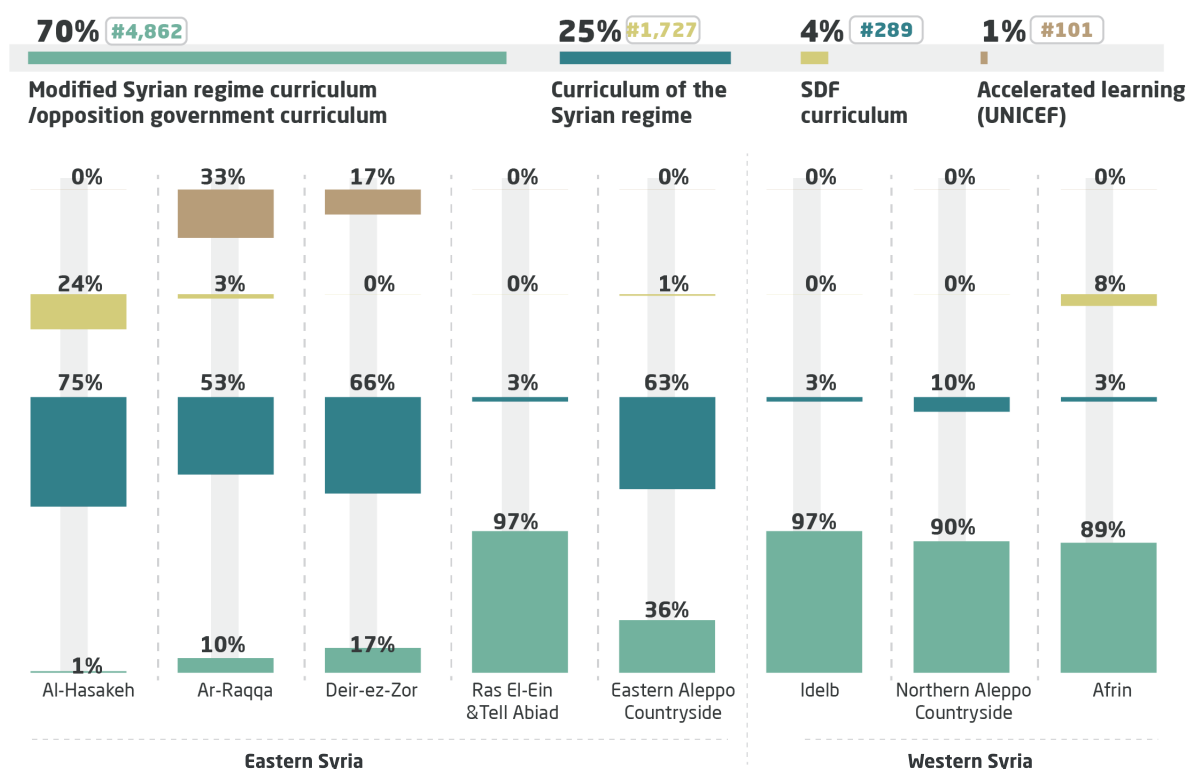
- **First: transitional stages:** from 1st to 8th and from 10th to 11th grades. The examinations of these levels are conducted within the school, and the student receives a certificate issued by the school manager (the ED may stamp it).
- **Second: lower and upper-secondary stages:** for 9th and 12th 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 lower and higher secondary levels. The results of our study showed that 3,309 (%99 schools) of the assessed functional schools use the same curriculum for all levels, while 31 (%1 schools) use more than one type of curriculum.

02 Students’ parents perceptions: Parents’ preferred curricula to be taught to their children in school

- When the enumerators asked children’s parents³⁰ about the preferred curricula to be taught to their children in school, 4,862 (%70 parents) responded saying they prefer the SIG curriculum (the modified regime curriculum), whereas %25 of parents (1,727 parents) preferred the curriculum of the Syrian regime. 289 (%4 parents) of the children’s parents preferred the curriculum of SDF, whereas 101 (%1 parents) of parents preferred the accelerated learning curriculum of UNICEF.

Figure (36) Number / percentage of parents interviewed according to the curriculum they want their children to study



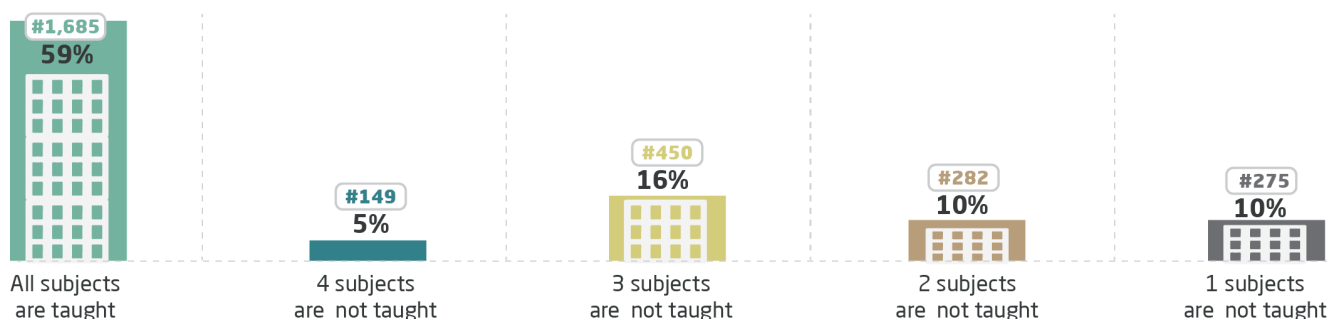
30. The enumerators of the Information Management Unit conducted perception surveys with 7,522 caregivers with school-age children (inside and outside schools) in 5 governorates, %30 of them were females, %70 were males, %72 from the host community and %28 from IDPs.

03 Study Subjects of the Curriculum

The report presents the subjects of the curriculum at the level of basic education (both its first & second cycles) and secondary stage; the higher the educational level the more subjects are taught. 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, SDF, Syrian regime)

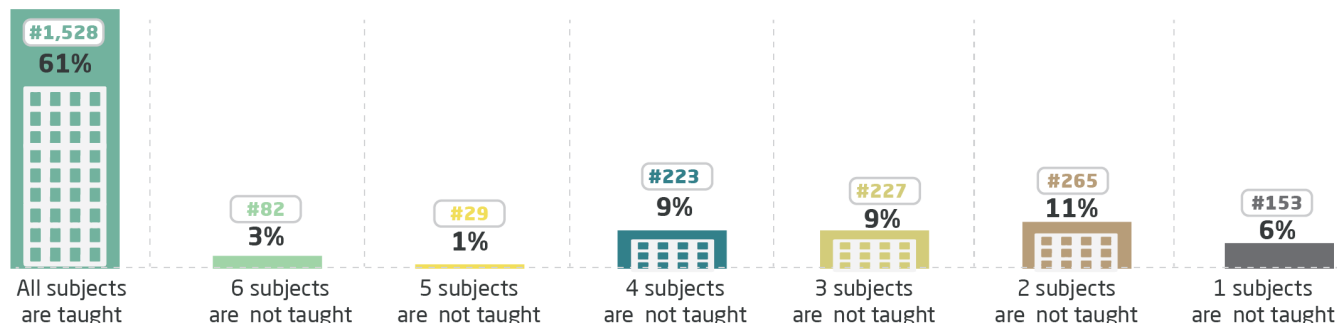
In “Schools in Syria” report, the data collected covers six core subjects are taught, within schools with the first cycle of basic education (grade 4 - 1), including mathematics, Arabic, English, drawing, music and sports. The data shows that 275) %10 schools) of schools with the first cycle of basic education do not teach one of the core subjects, 282) %10 schools) do not teach two of the core subjects, 450) %16 schools) do not teach three of the core subjects, and 149) %5 schools) do not teach four of the core subjects. The study revealed that the bulk of non-taught subjects include drawing, music and sports, in addition to few schools where English language is not taught.

Figure (37) Number / percentage of schools that teach the first cycle of basic education (4-1) according to Number of subjects that are not taught



Within schools with the second cycle of basic education (grades 12 ,(9-5 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, computer technology, geography, history, drawing, music and sports. The data shows that 153) %6 schools) of schools with the second cycle of basic education do not teach one of the core subjects, 265) %11 schools) do not teach two of the core subjects, 227) %9 schools) do not teach three of the core subjects, 223) %9 schools) do not teach four of the core subjects, 29) %1 schools) do not teach five of the core subjects, and 25) %1 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.

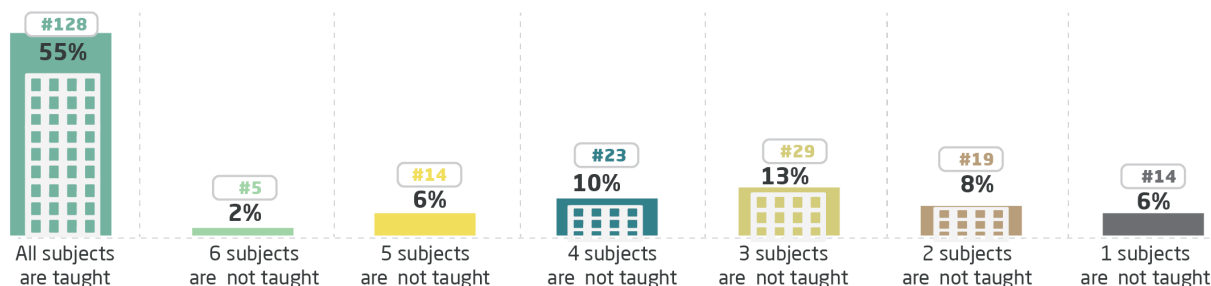
Figure (38) Number / percentage of schools that teach the second cycle of basic education (9-5) according to Number of subjects that are not taught



Within schools with upper-secondary level (grades 13 ,(12-10 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, sciences, computer technology, geography, history, drawing, music and sports. The data shows that 14) %6 schools) of schools with upper-secondary level do not teach one of the core subjects, 19) %8 schools) do not teach two of the core subjects, 29) %13 schools) do not teach three of the core subjects, 23) %10 schools) do not teach four of the core subjects, and 14) %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 SDF

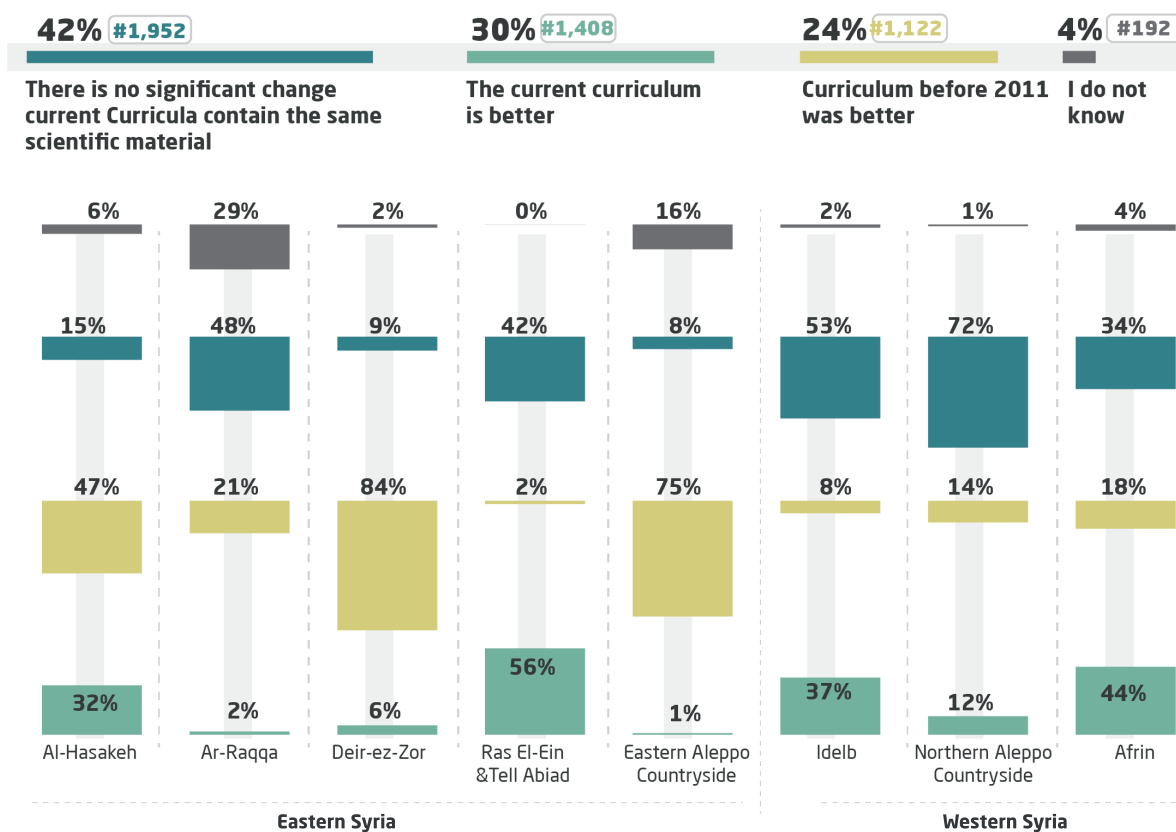
Figure (39) Number / percentage of schools that teach secondary education (12-10) according to Number of subjects that are not taught



04 Teacher perception: Type of the Curriculum Used

- The enumerators asked the teachers³¹ for their opinions on the curricula as compared to those used before 1,952) %42 .2011 teachers) of the teachers stated that there was no remarkable change between the current curriculum and the one used before 1,408) %30 ,2011 teachers) said that the current curriculum is better, and 1,122) %24 teachers) indicated that the curriculum used before 2011 was better. It is noteworthy that 192) %4 teachers) of surveyed teachers do not know what the difference is as they probably started teaching after 2011, so they can't compare between the curricula before and after 2011.

Figure (40) Number / percentages of teachers who were interviewed according to their opinion about the current curriculum compared to the curriculum before 2011

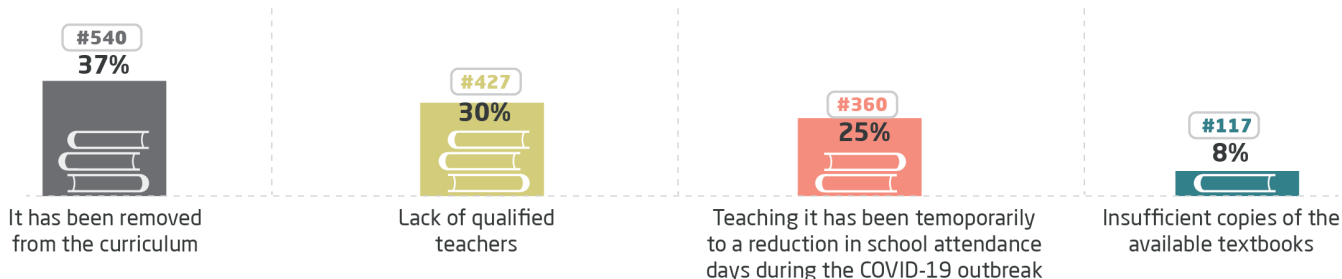


31. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

05 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 540) %37 schools) of the total functional schools, and, **shortage of specialized teachers** in 427) %30 schools) of the assessed schools, comes second on the list of causes. In 360) %25 schools) the main reason was not teaching some of the subjects temporarily due to the decreased number of school attendance days because of the spread of Covid19- virus, the thing which forced the teachers to concentrate only on the core subjects and ignore teaching other subjects. Moreover, in 117) %8 schools), the lack of sufficient copies of textbooks led to not teaching some of the subjects.

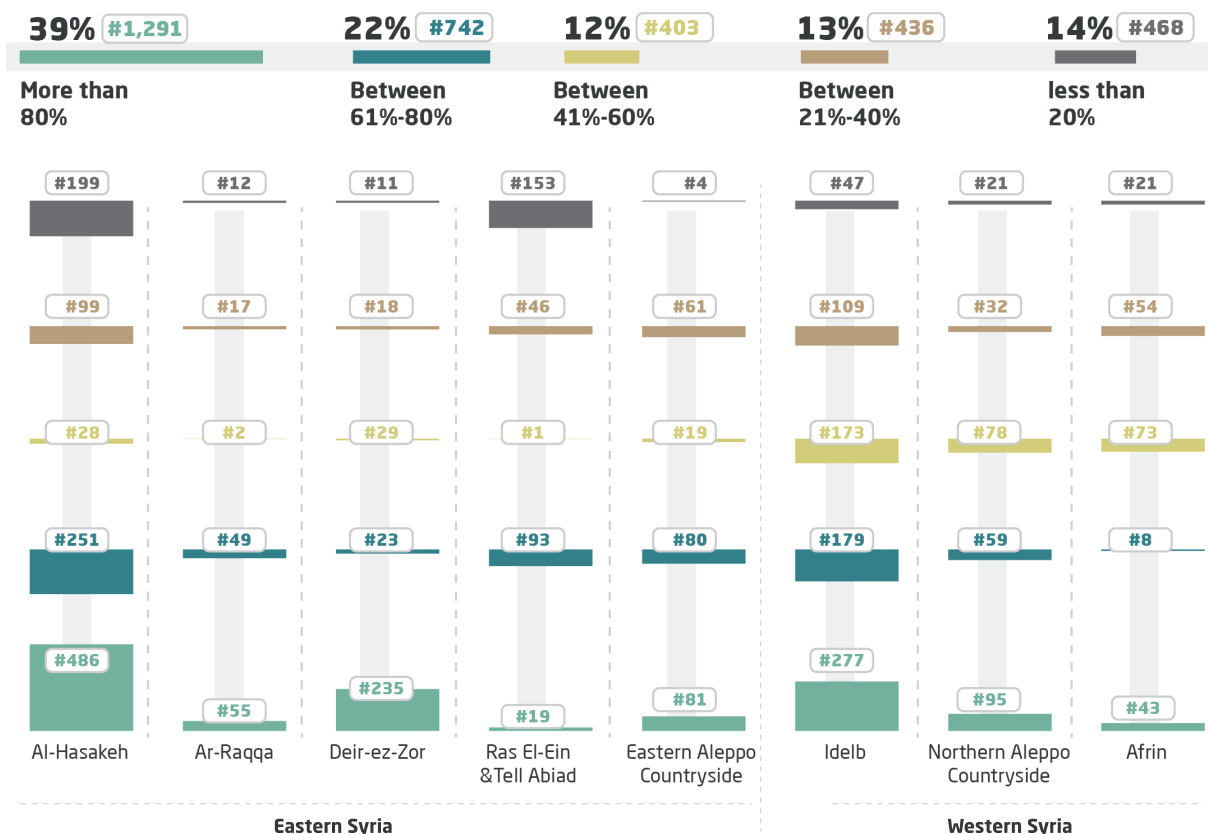
Figure (41) Number / percentage of schools according to the main reasons for not teaching all subjects within them



06 Percentage of the Curriculum Taught during the Last 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, 403) %12 schools) of the assessed schools completed more than %81 of the curriculum during the academic year 742) %22 ,2020-2019 schools) completed between 61 and %80 of the curriculum, 1,291) %39 Schools) of them completed between 41 and %60 of the curriculum, 436) %13 schools) completed between 21 and %40 of the curriculum, and 307) %9 schools) completed less than %20 of the curriculum.

Figure (42) Number / percentage of schools according to the percentage of the curriculum that was taught in the past year



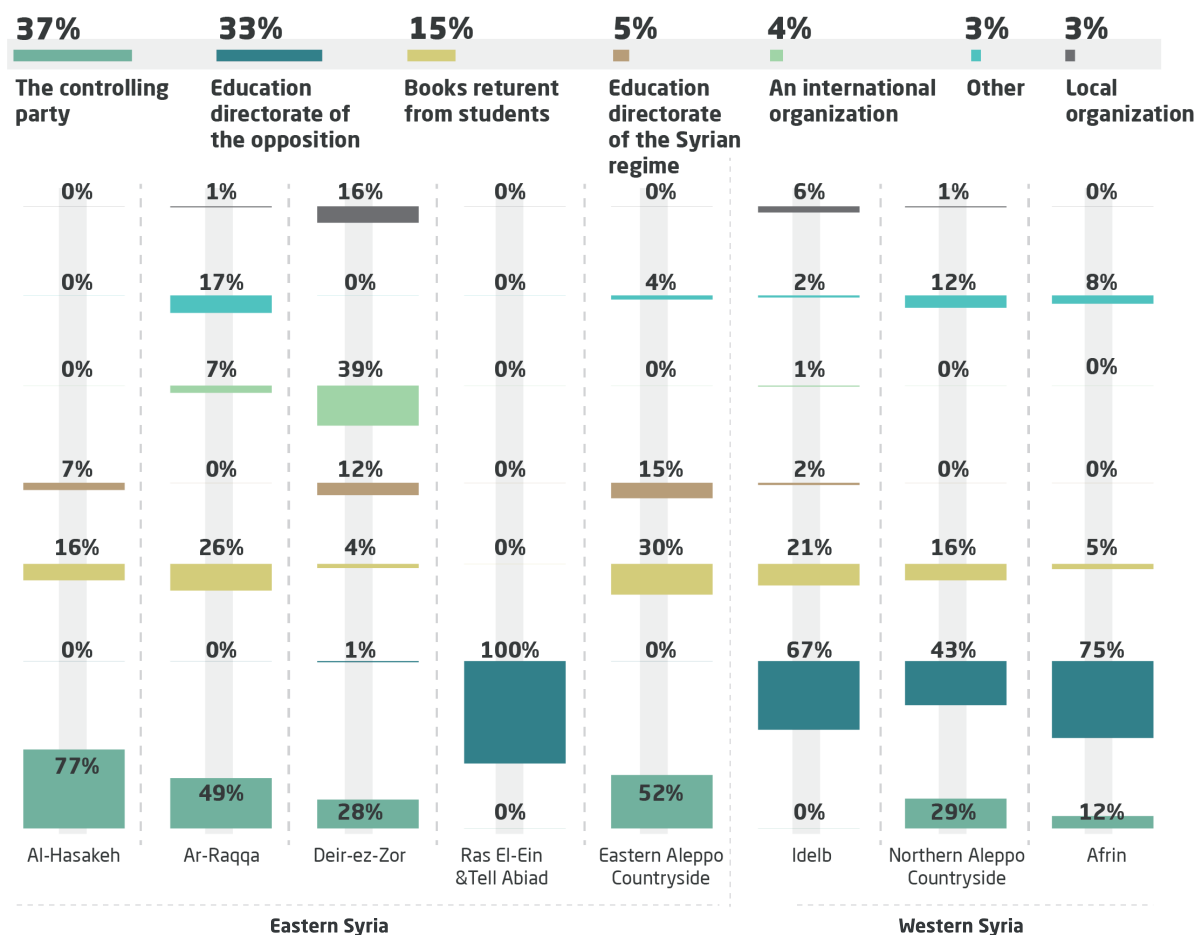
With the beginning of 2020; The regime forces started a military campaign against Idleb governorate and adjacent country sides of Aleppo and Hama governorates. The military campaign coincided with an escalation of bombing in Idleb Governorate. This led to the suspension of school attendance in a large part of the schools in Idleb governorate, as a result of military actions and displacement movements. The military campaign ended with the regime's control of 125 cities and towns in the eastern and southern countryside of Idleb, the western countryside of Aleppo and the northern countryside of Hama; then COVID19- virus began to spread; in turn, this led to the suspension of school attendance in Syria. The majority of the students in Syria did not attend their schools during the second semester of 2020-2019 academic year, which justifies why %88 of the schools were unable to complete the bulk of the curriculum. Whereas only 403) %12 schools) of the schools were able to complete more than %80 of the curriculum through On-line learning during the suspension of school attendance.

07 Sources of Textbooks

The dominant forces distributed %37 of textbooks in the assessed schools in areas under their control. Ed of SIG distributed %33 of textbooks in the assessed schools; %19 of the textbooks have been used previously by other students (textbooks returned from the students). The ED of the Syrian regime distributed %5 of textbooks in the assessed schools, INGOs distributed %4 of the textbooks, and local NGOs distributed %3 of the textbooks. The results also show that %3 of the available textbooks in the schools are from other sources; where part of the students bought the textbooks at their expense, and some other schools printed copies of the textbooks at the expense of the school or through using the fund provided to the school.

- The INEE³² 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.

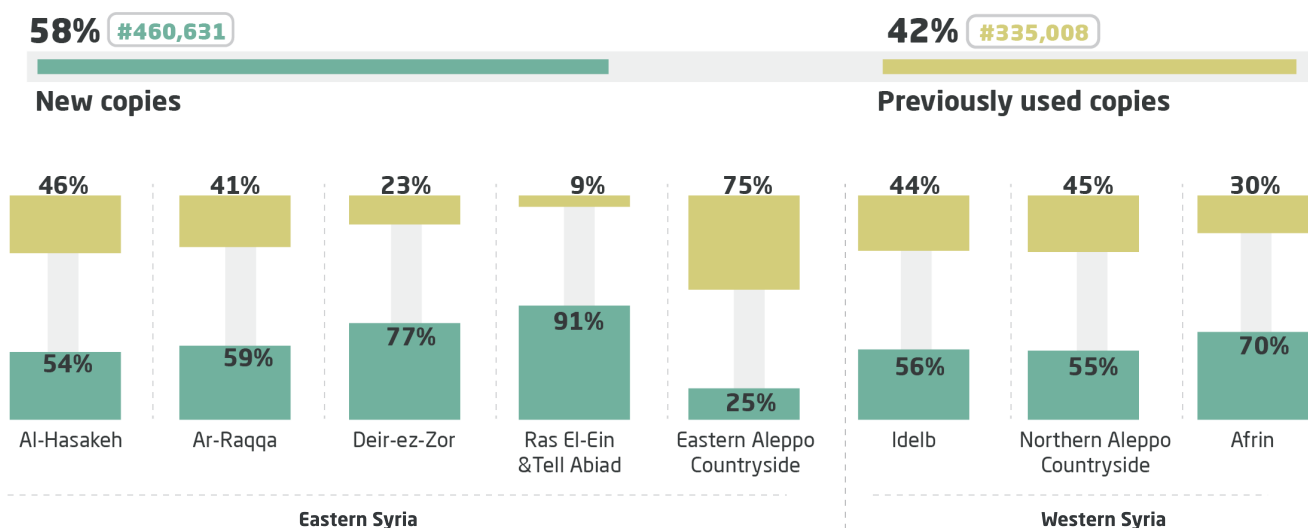
Figure (43) Percentage of the curriculum textbooks distributed by source



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

795,639 copies of textbooks are available among the functional schools covered by the assessment. The study showed that 335,008 (42% of the total number of textbooks available in schools) have been previously used; Where students used these textbooks to study in previous years and returned them to school at the end of the school year; These textbooks do not achieve the desired purpose of the teaching process. Whereas students who used these textbooks wrote the answers to the exercises on them the thing which prevents the new students from doing the exercises again. Furthermore, some of these textbooks are damaged and some of the pages are missing.

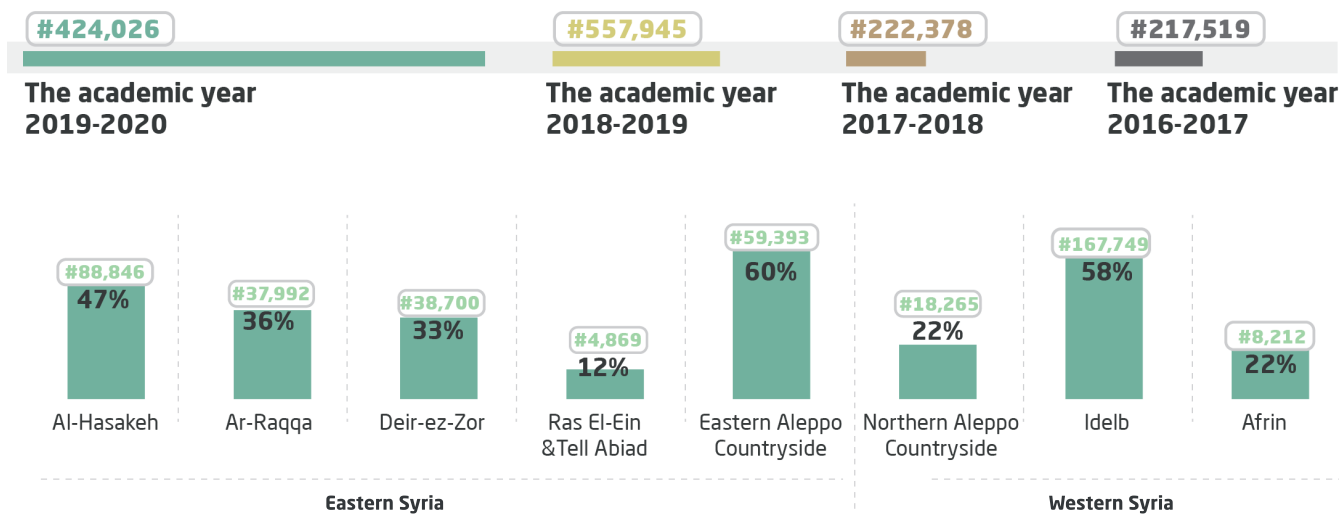
Figure (44) Number / percentage of the new textbooks compared to the used ones of the total number of textbooks available in schools



08 The Need for Copies of Textbooks

- A total of 424,026 textbook copies are needed in the assessed functional schools, which means that 50% of the students in the schools do not have textbooks. It is noteworthy that there is a slight decrease in the when compared to the previous edition of the “Schools in Syria” report; where 557,945 copies of textbooks were needed as per the previous edition of the report (the fifth edition)³³, and 222,378 copies of textbooks were needed as per the fourth edition³⁴ of the report. 217,519 copies of textbooks were needed as per the third edition³⁵ of the report.

Figure (45) Copies of the curriculum textbooks needed by functional schools



33. https://www.acu-sy.org/en/wp-content/uploads/01/2020/ACU_IMU_School_in_Syria_2019_EN_WithLogos.pdf

34. <https://bit.ly/2vuFnPd>

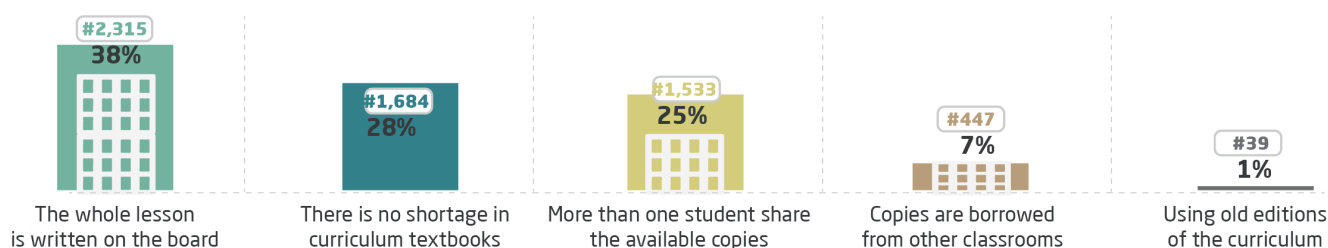
35. <https://bit.ly/36wH6qR>

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

09 Teacher perceptions: mechanisms of addressing the lack of copies of textbooks in classrooms

- Teachers³⁶ were asked about how they deal with the shortage of textbooks to solve the lack of curriculum copies within the classroom. 1,684 (28%) of them stated that there is no shortage of textbooks copies in the classroom. In contrast, 2,315 (38%) write the entire lesson on the chalkboard, 1,533 (25%) 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, 447 (7%) borrow copies of textbooks from other classrooms and return them immediately after the lesson, and 39 (1%) said they use old copies of textbooks.

Figure (46) Number / percentages of teachers according to the mechanisms they use to deal with the shortage of curriculum copies in school



36. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

Section 08

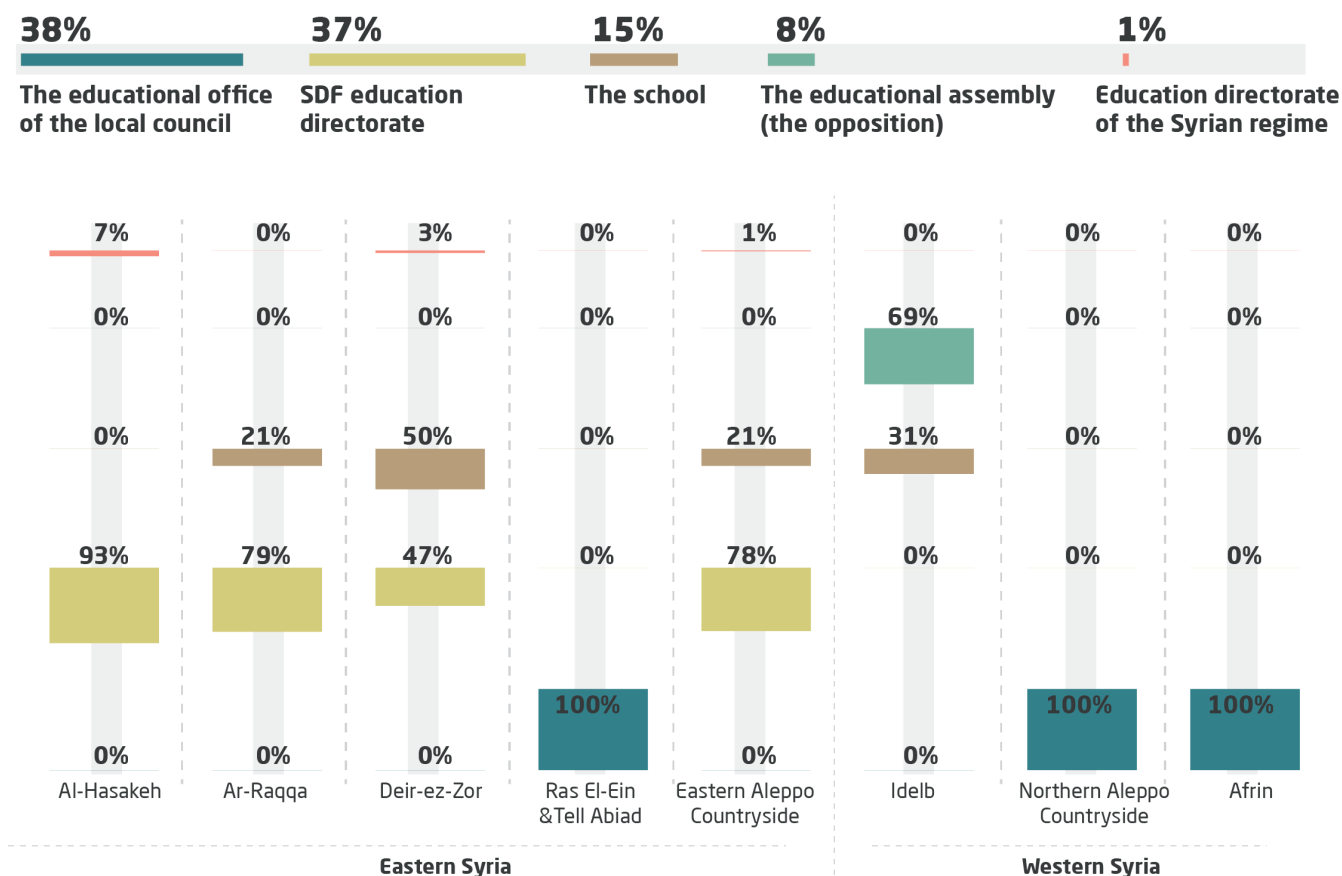
Certificates



01 Certificates 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 began to be issued by several entities, according to the different areas of control.

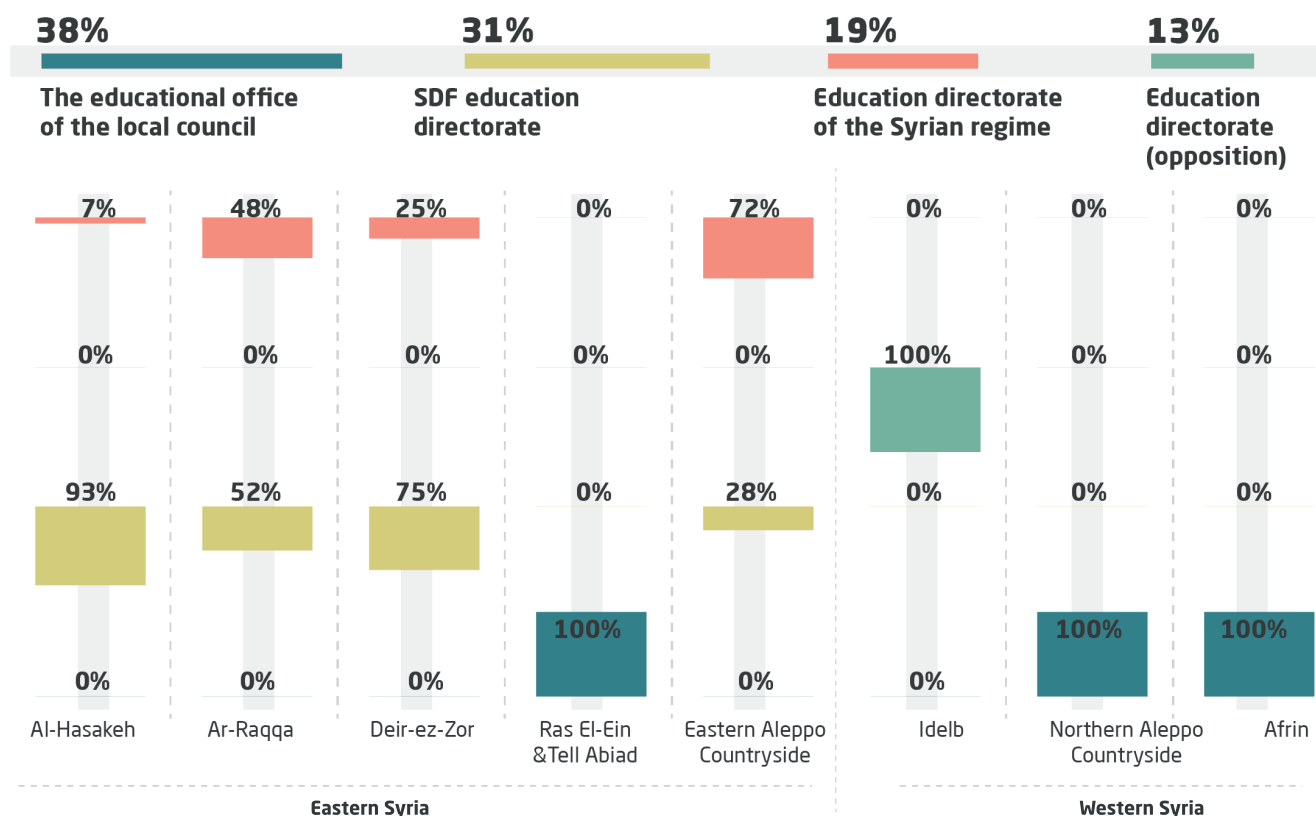
Figure (47) Bodies that grant certificates for the transitional stages, according to their percentages



- Certificates of the transitional grades:** It is known as the “school report card” in Syria, and awarded to grades 8-1 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.

The results of the study showed that %38 of the transitional stages certificates are issued by the educational offices of the local councils; where all transitional stages certificates in Afrin, the northern countryside of Aleppo, Ras Al Ain, and Tell Abiad are issued by the educational offices of the local councils, and it was also found that %37 of the transitional stages certificates are issued by ED of SDF. The percentage of certificates issued by SDF increases in the governorates of Al-Hasakeh, Ar-Raqqa and Deir Ez-Zor in the eastern countryside of Aleppo, and it was found that %15 of the transitional stages certificates are issued by the school where the school submits the school report card, which does not bear any seal and includes the signature of the school headmaster only, and it was found that %8 of the certificates are issued by the educational assemblies of the opposition in Idleb governorate, and %1 of the certificates for transitional stages are issued by ED of the regime.

Figure (48) Bodies that grant certificates for students of the lower and higher secondary levels, according to their percentages



- 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 (Affiliation differs depending on the controlling party found in western or eastern Syria or the regime areas). This certificate must be certified and stamped by the responsible entity conducting the exam.

The results of the study show that %38 of the lower and upper secondary certificates are issued by the educational offices of the local councils. As all these certificates in Afrin, the northern countryside of Aleppo, Ras Al Ain and Tell Abiad are issued by the educational offices of the local councils, and it was also found that %37 of the lower and upper secondary certificates are issued by Ed of SDF; These certificates are found only in eastern Syria. %19 of the lower and upper secondary certificates are issued by ED of the Syrian regime, and %13 of the lower and upper secondary certificates are issued by ED of the opposition. It is reported that obtaining a lower or upper secondary certificate issued by ED of the Syrian regime forces students to travel to areas under the regime's control to take exams there.

The certificate issued by the opposition government is distinguished by its recognition by Turkey and several countries within the European Union; While no party recognizes the certificates issued by the so-called SDF; This pushes some students to take risks and travel to the regime areas to take the lower and upper secondary certificate examinations and obtain recognized certificates.

Chemonics International conducted a study to support the recognition of certificate issued by the opposition government; The certificates of areas outside the regime's control were compared with the international standards UKNARIC and in cooperation with the Education Directorates in the areas under the control of the opposition and the Ministry of Education of the Interim Government in 2017. Chemonics shared the results of the study with the education sector in Turkey (Education cluster).

Qatar Charity International has worked on an e-learning project in Idleb governorate. The implementing partner of the project was Bunyan organization. Certificates have been awarded from city & guilds; As the examination process was monitored remotely (online monitoring), and in order to accept recognition, a visit was conducted to schools in Idleb governorate and the Syrian curriculum used was checked. The project was in partnership with WRS (International Refugee School), a digital platform was designed to broadcast the schools digital videos. The certificates awarded are recognized by more than 100 countries around the world, and the project was implemented in 2019.

02 Mechanisms of Students' Access to the Current School Grade

There are several ways for school students to progress from a school stage to a higher school stage. Three methods existed before the start of the ongoing war in Syria, which is passing, exhausting years of repetition and exhausting years of failure.

The conditions of the war imposed two new ways of having students in their school stages, which are placement test and first-time registration. The spread of COVID19- pandemic during the academic year 2020-2019 imposed a new way to transfer students to higher grades; After suspending school attendance to limit the spread of COVID19- pandemic, and the difficulty of conducting any exams, EDs issued a decision to advance students in the transitional stages (Grade 8-1, Grade 10 and 11) to a higher school stage and depend on the marks of the last exams the students have taken. Students took exams for the first semester of the 2020-2019 academic year before suspending school attendance; The results of the exams of that semester are approved for this semester.

On 26 April 2020, the government of the regime issued a decision to advance all students in transitional grades of the primary and secondary levels to the higher grade, and develop a plan to compensate the educational loss for students with the beginning of the next academic year. The regime's government also requested the Ministries of Education and Health to coordinate and determine the appropriate date for conducting the exams of the basic and all secondary stages after taking all preventive measures against the spread of COVID19- virus. The regime's government decided to extend the suspension of all public and private universities and institutes until after Eid Al-Fitr holiday.

On 4 April 2020, ED in Idleb issued the resolution no «3431», which stipulated advancing the students of the transitional classes of the basic and secondary stages to the grades following their current grades; the result of the second semester is adopted to be the result of the first semester as well; and all students who do not have the results of the first semester will be tested at the beginning of the next academic year (school year 2021-2020) to determine whether they can be advanced to the grades following their current ones.

1. **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.
2. **Exhausting years of repetition:** Some students advance to the next grade when they fail two years in a row within the same educational grade.
3. **Exhausting years of failure:** 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 9-1). It should be mentioned that the student is allowed to fail only two years in the first cycle of basic education (grades 4-1) and only two years in the second cycle of basic education (grades 9-5). 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.

4. **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.
5. **First time registration:** The student's grade is determined by age during first time registration in those 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.

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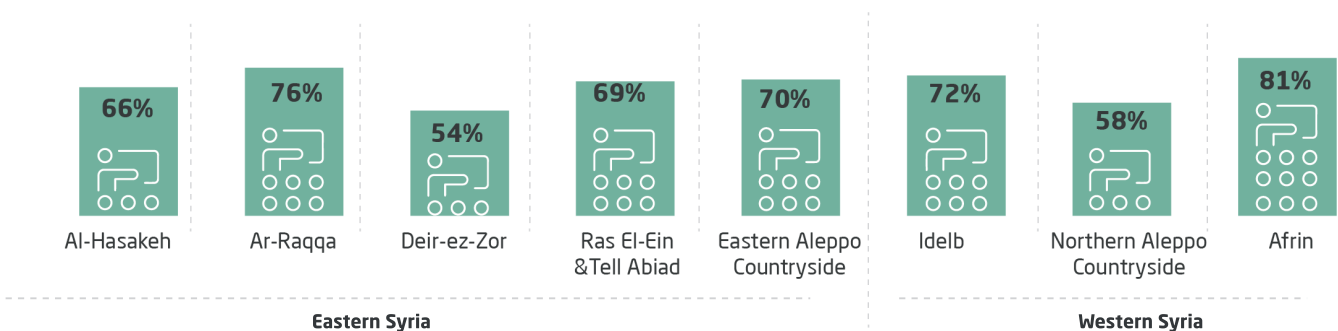
03 Teacher perceptions: Percentage of students whose ages align with their school grades

- Through surveys conducted with the teachers³⁷ 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. It was found that the educational level of %69 of the students in the assessed schools align with their school grades.

In NWS, the average percentage of the students whose school grades align with their educational levels in Afrin is %58 ;%81 in northern Aleppo countryside; %72 in Idleb governorate.

In NES, according to the surveyed teachers, the average percentage of students whose educational levels align with their school grades is %69 ;%70 in Ras El Ein and Tell Abiad, %54 in Deir-ez-Zor, %76 in Ar-Raqqa governorate, and %66 in Al-Hasakeh governorate.

Figure (49) Averages of the percentages of students whose ages are appropriate for their educational grades according to the teachers' viewpoint according to their percentages



37. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

Section 09

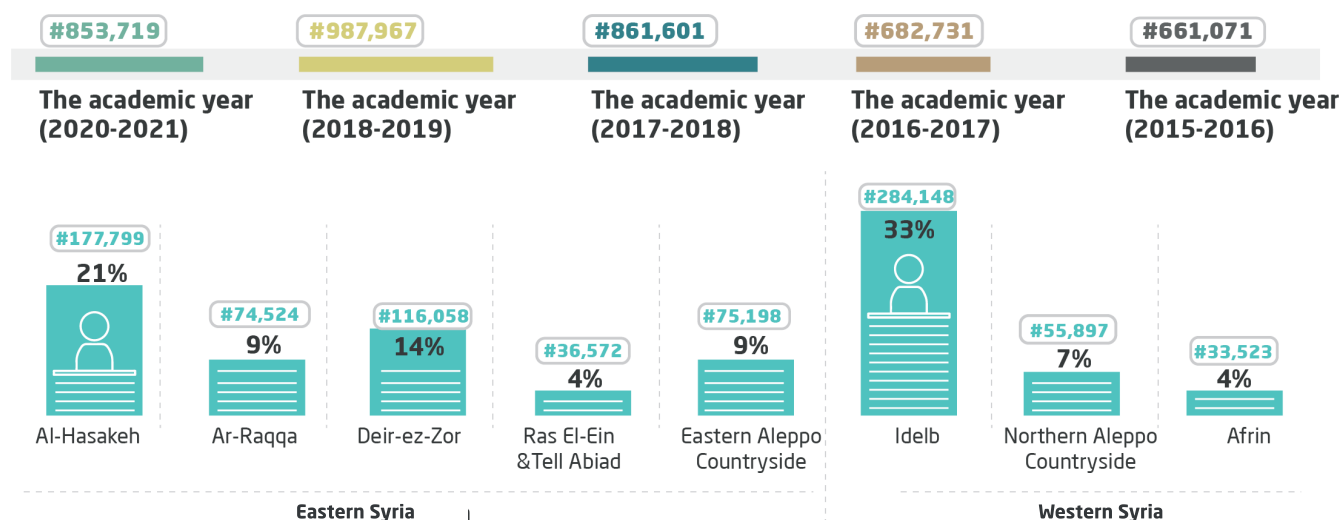
Students



01 Number of Students

The number of students within the functional schools in the current edition of the Schools in Syria Report (academic year 2021-2020) is 853,719 students; The number of students within the functional schools in the fifth edition of the report (academic year 2019-2018) was 987,967 students; Whereas in the fourth edition of the report (academic year 2018-2017) the number of students in the functional schools was 861,601 students; The number of students within the functional schools in the third edition of the report (2017-2016 academic year) was 682,731 students; The number of students within the functional schools in the second edition of the report (academic year 2016-2015) was 661,071 students.

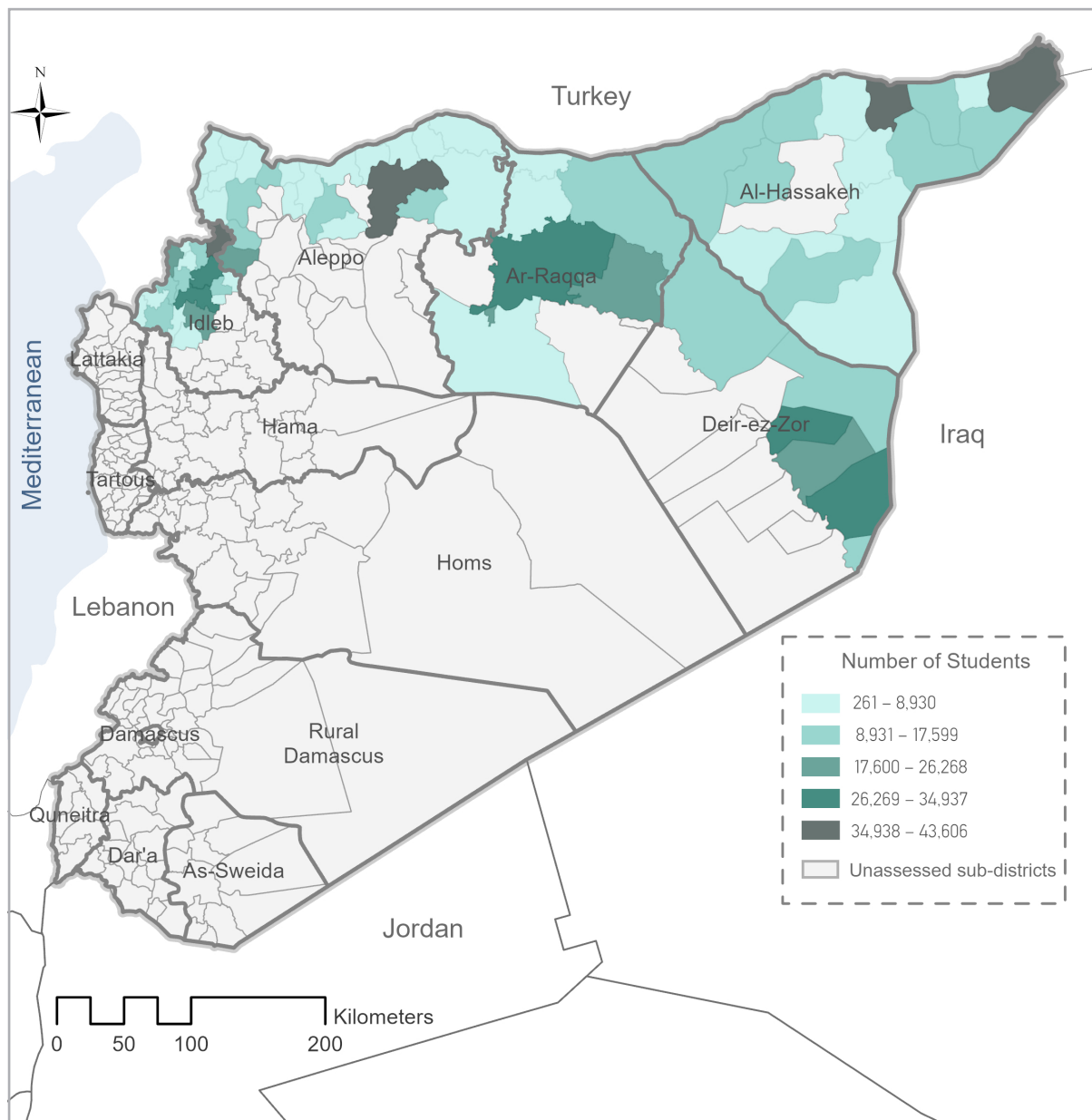
Figure (50) A comparison of Number of students within the functional schools according to the five editions of the Schools in Syria report



In all previous editions of the Schools in Syria report, the number of students attending school increased compared to previous years; In this edition of the report, the number of functional schools covered by the report decreased compared to the previous edition (in the current edition, the number of functional schools reached 3,340 schools; while the number of functional schools in the previous edition of the report was 3,378 schools); However, the decrease in the number of schools does not justify the decrease in the number of students; The number of schools decreased as a result of the regime's control of 125 cities and towns in Idleb governorate and the adjacent countrysides of Aleppo and Hama governorates. The report did not include schools there. All students from these schools fled towards areas outside the control of the regime in Idleb governorate. The significant drop in the number of school students compared to the fifth edition of the report indicates high rates of school dropouts.

IMU enumerators were unable to visit all schools in the northern countryside of Aleppo, Afrin, Ras Al Ain and Tell Abiad. After cross checking the information with the educational offices of the local councils in these areas, it was found that the number of schools registered with the Educational Office in Afrin is 264 schools; According to statistics of the educational offices, the number of students within these schools is 63,244 students; IMU enumerators were able to visit 220 schools; The enumerators assessed the needs of 33,523 students, and the number of schools registered with the Educational Office in the northern countryside of Aleppo reached 661 schools; According to statistics of the educational offices, the number of students within these schools is 199,240 students; IMU enumerators managed to visit 261 schools; The enumerators assessed the needs of 55,897 students. The number of schools registered with the Educational Office in Ras Al Ain and Tell Abiad reached 429 schools. According to statistics of the educational offices, the number of students within these schools is 53,369 students. IMU enumerators managed to visit only 331 schools and assessed the needs of 36,572 students.

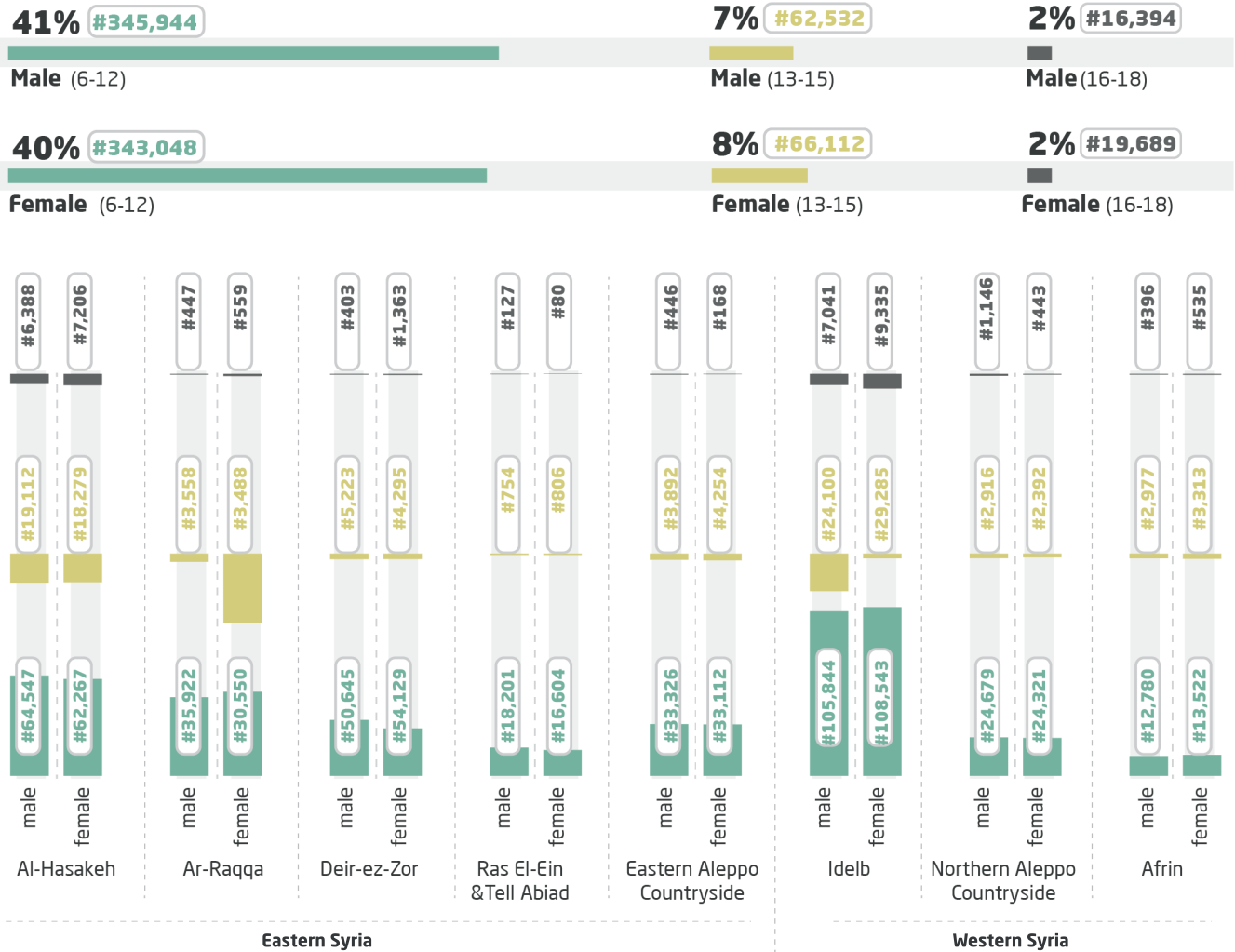
Map (3) Number of Students within Functional Schools at the Sub-district Level



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 688,922) %81 students of both sexes) of the total number of enrolled students; the number of female students between the ages of 6 and 12 constitutes 343,048) %40 students) of the total number of students enrolled; the number of students between the ages of 13 and 15 constitutes 128,644) %14 students of both sexes) of the total number of enrolled students, and students aged 16- 18 account for 36,083) %4 students of both sexes).

Figure (51) Numbers / percentages of students in functional schools by age groups

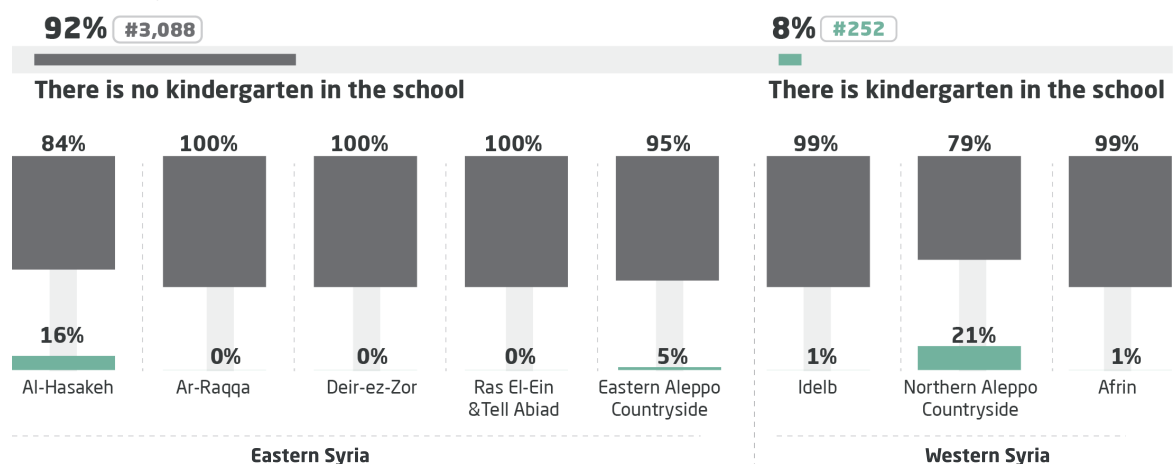


statistics of students within schools indicate a decrease in the number of students in the advanced stages compared to the primary education stage, as fewer children advance to lower secondary school (grades 9-7) than children who complete primary education (grades 6-1), and the same applies to the transition of students from lower secondary to upper secondary school (grades 12-9) the thing which indicates that more children are dropping out in the advanced stages (lower and higher secondary) compared to primary education.

03 Availability of Kindergartens within Schools

The study found that only 252 (%8 schools) of the functional schools assessed included kindergartens (pre-school education).

Figure (52) Availability of Kindergarten within schools



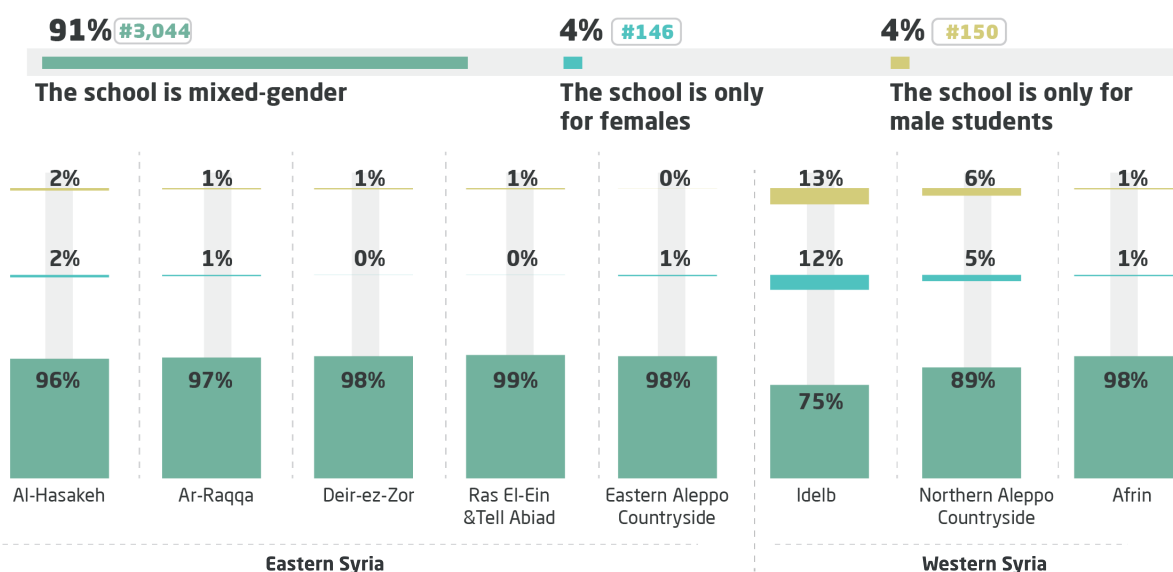
- Based on INEE³⁸ definition of early childhood development “Early childhood development is the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported 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 programs, 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.

03 Separation between Students by Gender

Data shows that 3,044 (%91 schools) of the total assessed functional schools covered in this report are mixed schools where girls and boys learn jointly in the classrooms. Additionally 150 (%4 schools) of the schools are single-sex male schools with 146 (%5 schools) single-sex female schools.

Figure (53) Number / percentages of schools by segregation of students based on gender



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

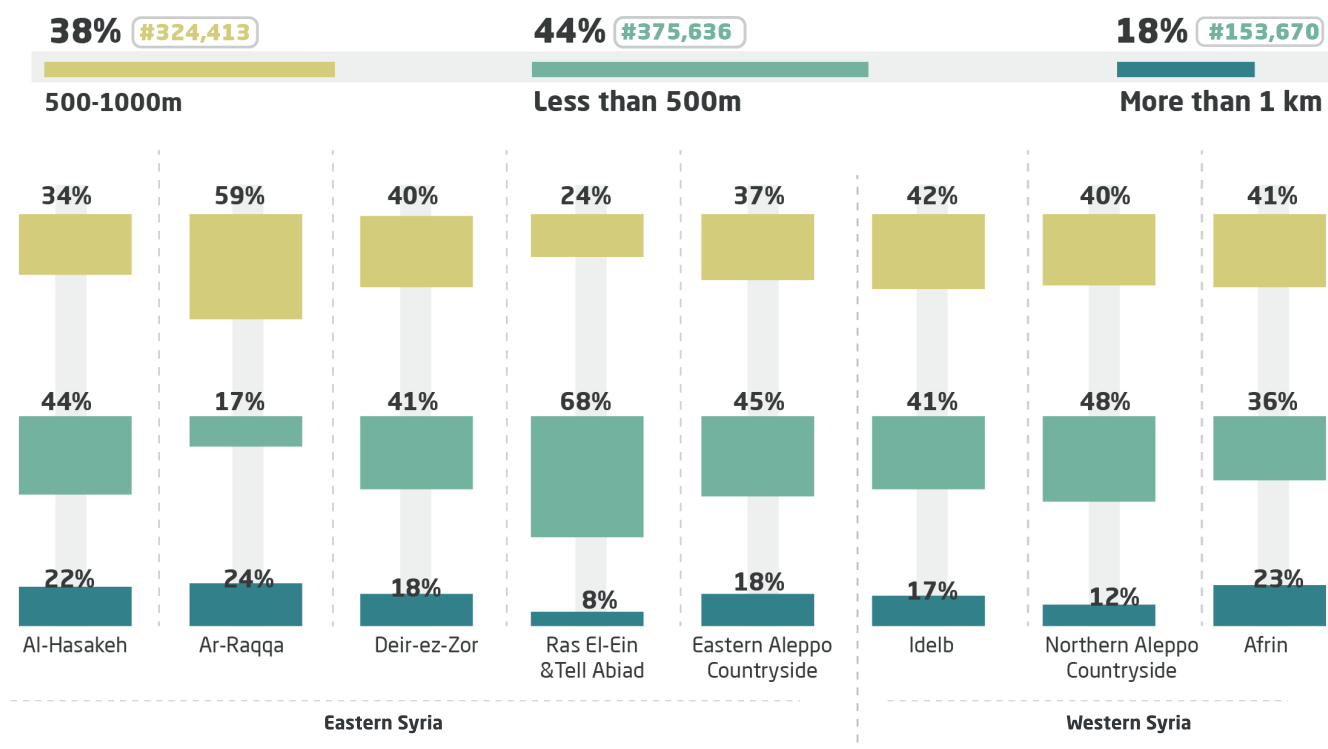
Prior to the war in Syria, in most of the schools, separation between students per gender start at the lower secondary stage. Primary schools (from 1 to 6 grades) were mixed, while lower secondary and upper secondary schools were single-sex schools. Mixed schools for all grades were found in some villages, 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 or upper secondary mixed-gender schools 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 upper secondary stages, the same schools have female and male students separated.

04 The Distance of Schools from Population Centers

The study found that %18 of students (153,670 students) live more than 1,000 meters away from their schools, and %38 of students (324,413 students) live between 500 and 1,000 meters away from their schools, and %44 of students (375,636 students) live less than 500 meters away from their schools.

Figure (54) Number / percentages of students according to the distance between their homes and their schools



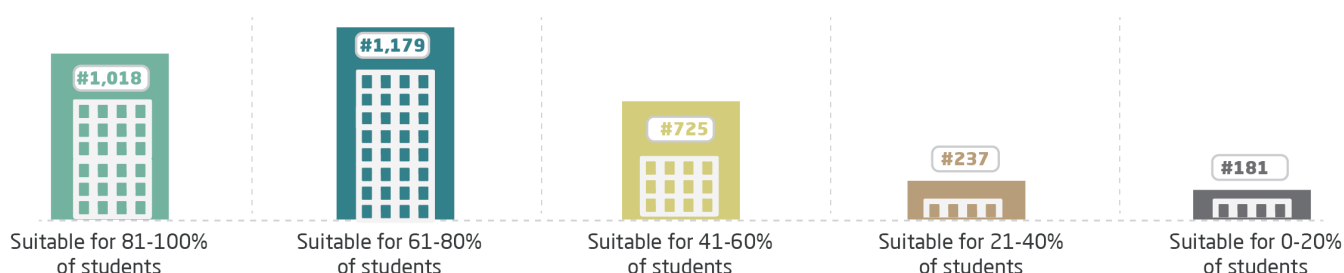
Distance to schools varies depending on to the population centres; in big cities which are considered to be more organized, each neighbourhood has several schools for all school levels; it is easy for the students to go to school on foot; usually, the distance between schools and students' houses doesn't 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 INEE³⁹ 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 1,018 schools, for more than %80 of the students, in 1,179 schools, the distance was suitable for %80 - %61 of students, in 725 schools, the distance was suitable for %60 - %41 of students, in 237 schools the distance was suitable for - %21 %40 of the students, in 181 schools, the distance was suitable for less than %20 of the students.

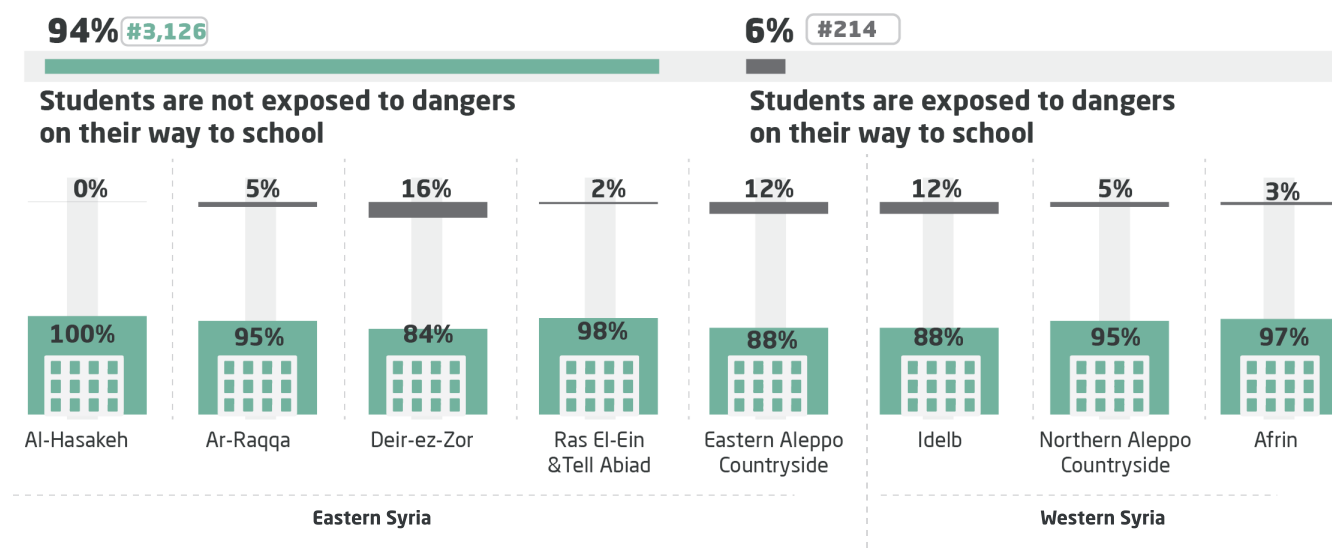
Figure (55) Percentage of students whose distance between schools and homes is adequate



05 Students Exposed to Risks on their Way to School

The results of the study showed that students in only 214) %6 schools) of functional schools are exposed to different risks on their way to school, while the roads to 3,216) %94 schools) of schools are considered to be safe.

Figure (56) Number / percentage of schools based on students' exposure to hazards on the way to school

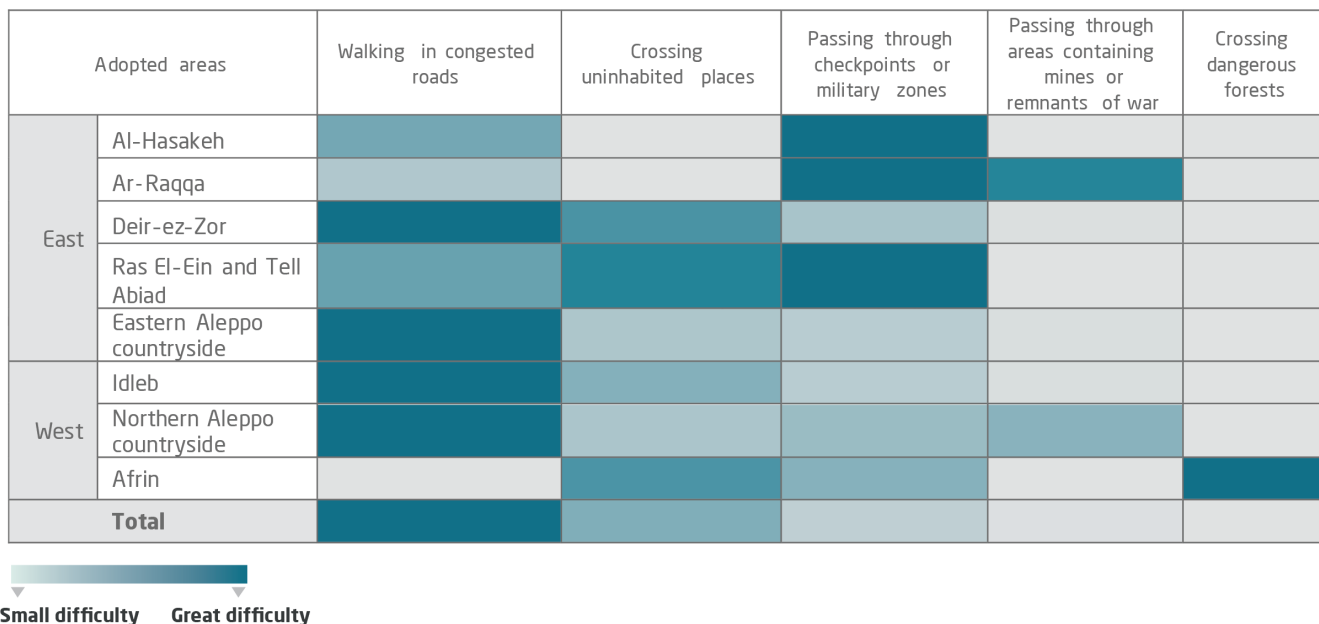


39. <https://bit.ly/2uCzG87>

At the forefront of the risks students are exposed to on their way to schools is the absence of any traffic control mechanisms including the presence of road signs, traffic lights, pedestrian crossings or traffic police. In the second place comes the fact that students cross uninhabited places to reach their schools. Which may expose them to the risk of kidnapping or harassment.

In the third place comes the fact that students pass through military checkpoints to reach their schools, which may expose them to the risk of being exposed to military actions or explosions. In the fourth place students cross areas containing mines or remnants of war to reach their schools, and one of the most prominent dangers students in Afrin area are facing on their way to schools is crossing forests, which are completely uninhabited.

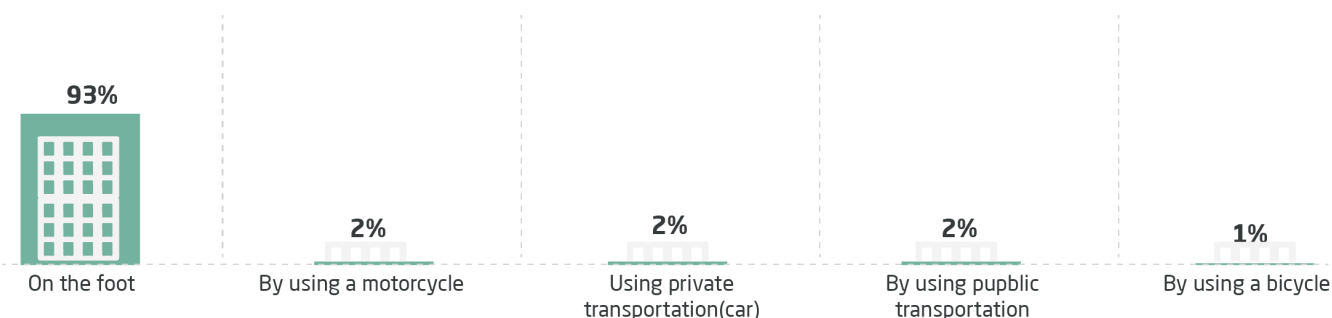
Figure (57) The types of dangers students are exposed to on their way to school



06 Transportation means Used by the Students to Reach School

The study found that %93 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 %56 of students. %2 of the students use motorcycles to go to school; more often these students are lower or upper secondary students, as it is difficult for primary school students to use motorcycles, %2 of students use private transportation means, %2 of students use public transportation means, and %1 of students use bicycles.

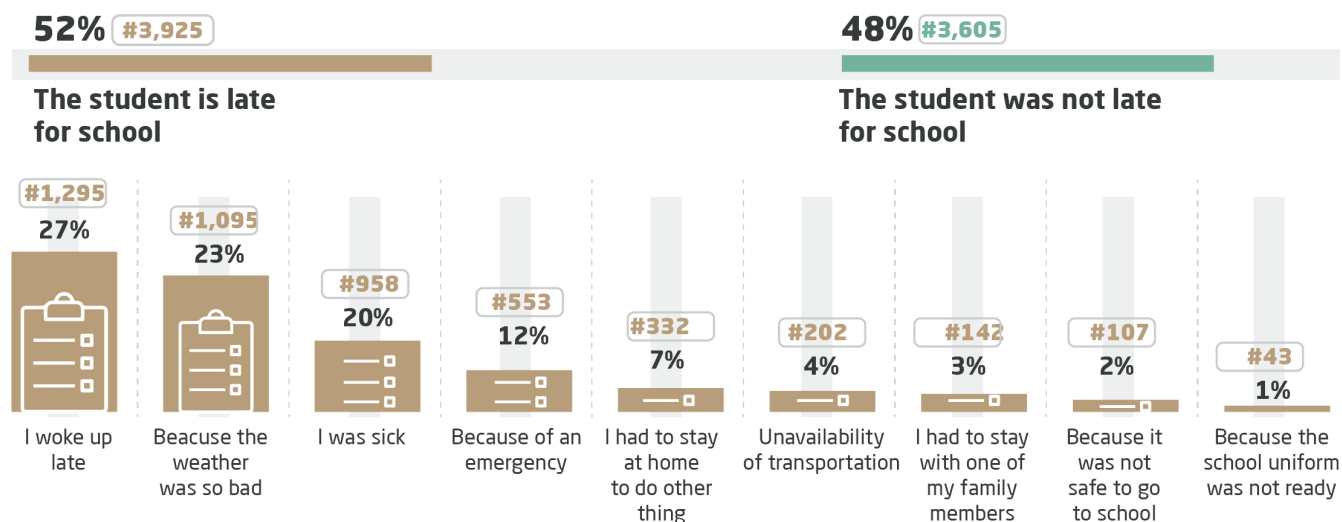
Figure (58) The means of transportation used by students to reach their schools



07 Student perceptions: Reasons for being Late for School

- Through the surveys the enumerators conducted with the students⁴⁰; they asked them whether they have been late for school, and if so, what the reasons for being late could be. 3,605) %48 students) of the students said they were sometimes late for school in the past. 1,295) %27 students) said they were late because they woke up late. 1,095) %23 students) were late due to the bad weather conditions; 958) %20 students) were late because they were sick; 553) %12 students) were late due to an emergency.

Figure (59) Student perceptions, number / percentages of students whose opinions were surveyed according to being late to school and the reasons for being late



40. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.

08 Students' Commitment to School Attendance

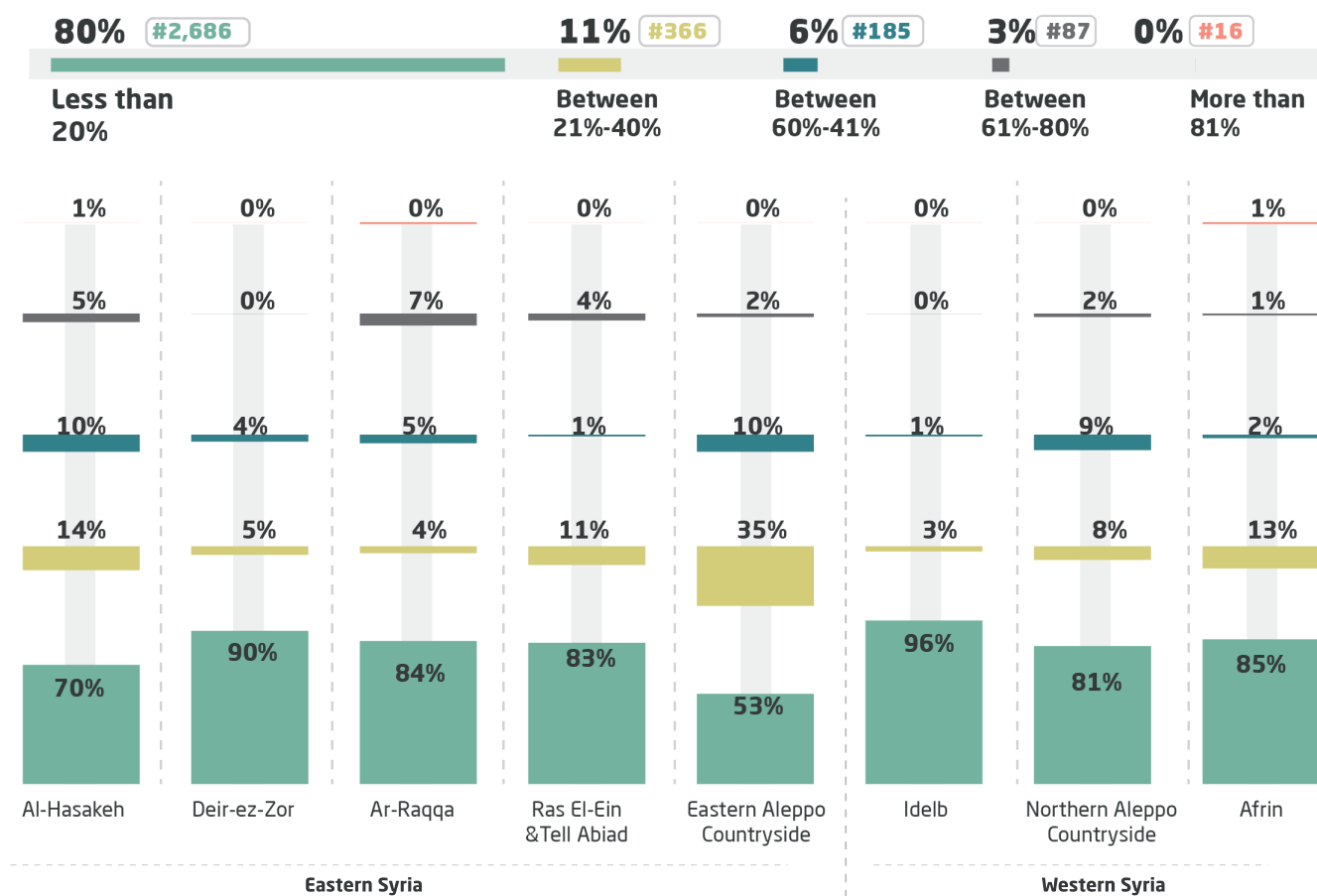
The number of school days is five days per week; starting on Sunday and ending on Thursday; some students attend school less than 5 days per week, which is classified in this report as frequent absence from school; absence could be continuous (when a student is absent for a month or more continuously)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

It is worth mentioning that the spread of COVID19- has contributed to the increased rates of dropouts among the students. Commitment here doesn't include the periods in which school attendance is suspended as part of the precautionary measures taken to prevent the spread of COVID19- virus.

The study found that %81 of students in 16 schools are constantly absent; whereas in 87) %3 schools) of schools %80 - %61 of students are constantly absent; in 185) %6 schools) of schools %60 - %41 of students are continuously absent; and in 366) %11 schools) of schools %40-%21 students are constantly absent; additionally, in 2,686) %80 schools) of schools, less than %20 of students are continuously absent.

Based on the results, commitment of the students to school attendance this year has declined compared to the previous years.

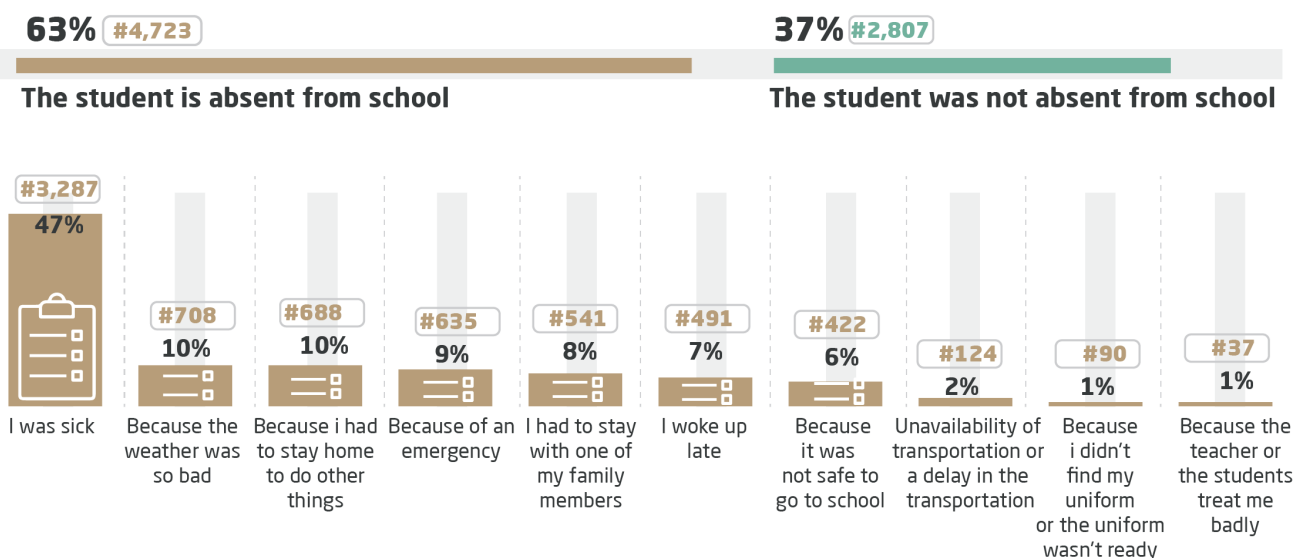
Figure (60) School numbers / percentages according to the percentage of students who are constantly absent from school



09 Student perceptions: reasons behind students' absence from schools

- Through the surveys the enumerators conducted with the students⁴¹; they asked them whether they were absent for school, and if so, what the reasons for being absent could be. 4,723) %63 students) of the students said they were sometimes absent for school in the past, of whom 3,287) %47 students) were absent due to being sick; 708) %10 students) were late because of the weather conditions; 688) %10 students) were late because they had to stay at home to do other stuff; 635) %10 students) were absent because of an emergency.

Figure (61) Number / percentages of students surveyed according to their absence from school and the reasons for absenteeism



41. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.

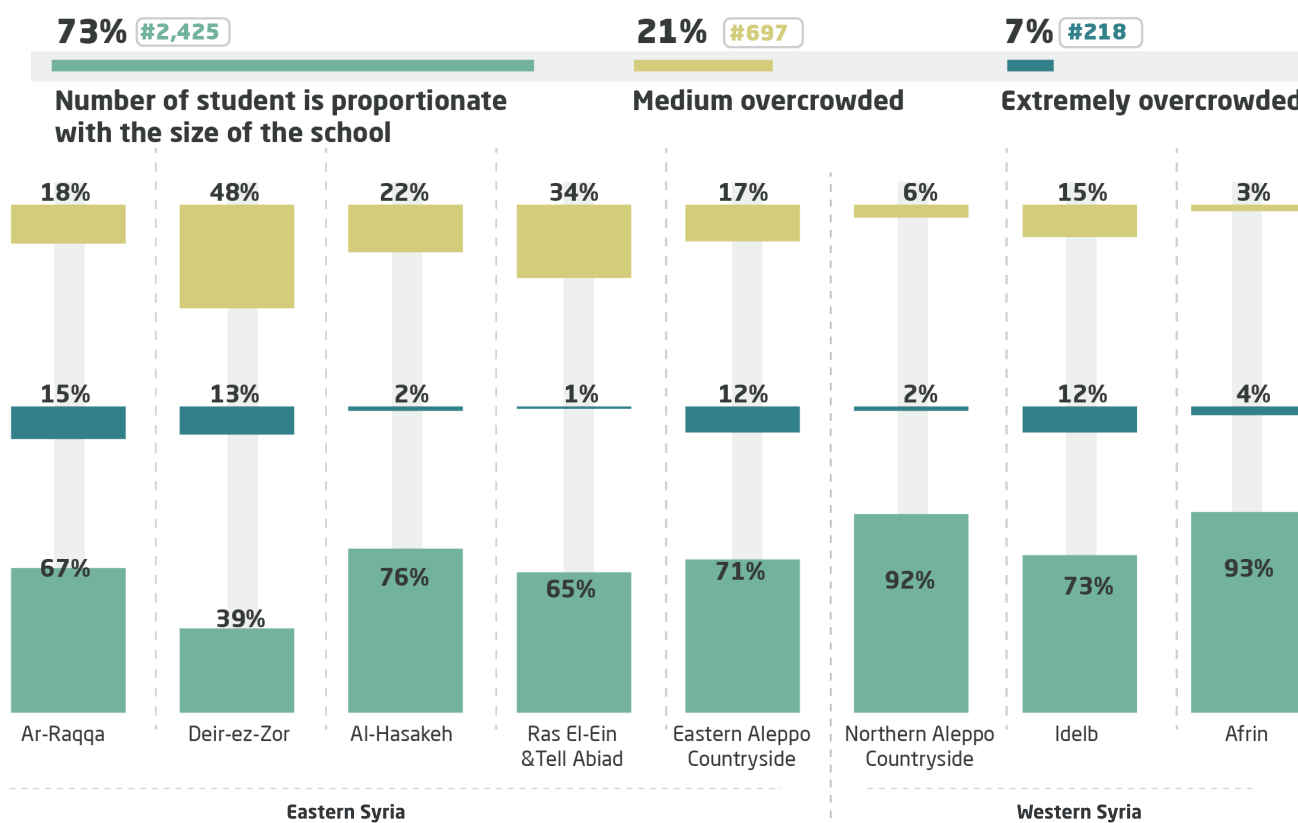
10 Overcrowding of Classrooms

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.

It has to be noted that as part of the measures taken to prevent the spread of COVID-19 within the schools is to have every student sitting alone in the desk and to leave one desk empty between every two students. These measures will be tackled in detail in a separate section about limiting the spread of COVID-19.

The results of the study show that 7% (218 schools) of functional schools assessed have overcrowded classrooms, 21% (697 schools) of schools have semi-crowded classrooms, and classrooms in 73% (2,425 schools) of schools are not overcrowded, in that the number of students is proportional to the size of classrooms.

Figure (62) Number / percentage of schools according to crowdedness in the classes



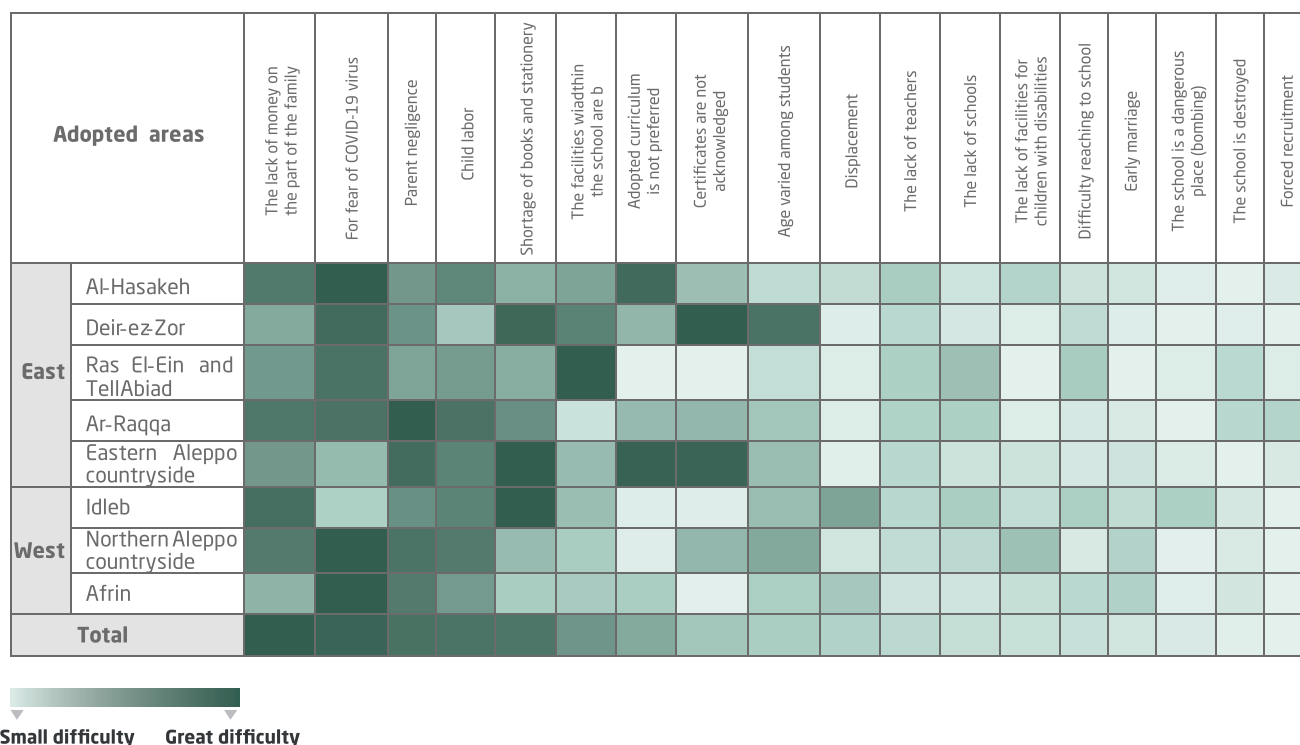
- According to INEE⁴² minimum education standards, “Education facilities should be designed giving careful thought to who uses the learning space, and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users. A locally realistic standard should be 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.”

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

11 Difficulties Encountered by Students at School

The first difficulty was the lack of income on the part of the families to provide the supplies their children need for education; It has to be noted that the spread of COVID19- worsened the deteriorating situation of the students and their families. The second difficulty is fear of getting infected with COVID19- at school. The third difficulty is the negligence on the part of the parents and not following up on their children’s education. The fourth difficulty was child labour, of which the rates have risen during the periods in which school attendance has been suspended and due to the deteriorating living conditions in Syria. the fifth difficulty experienced by students at schools was the lack of textbooks and stationery and other supplies.

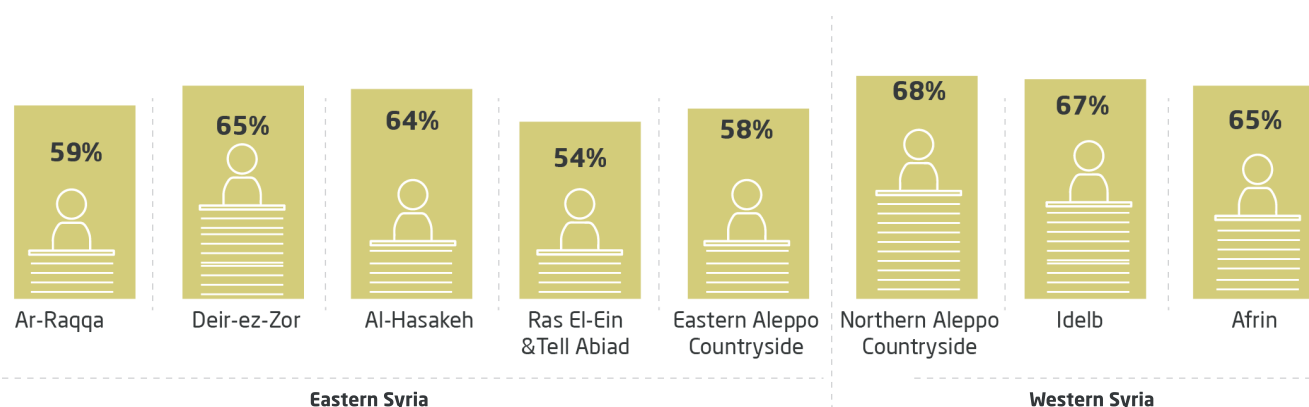
Figure (63) difficulties faced by students in schools



12 Percentages of Drop-out Students (OOSC)

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 18-6 attending schools was subtracted from the overall number of the villages’ children.

Figure (64) Percentage of dropout students (out of school)



- During the year 2019 IMU of ACU conducted the Joint Education Assessment Report for Out-of-School Children (JENA)⁴³ in northwestern Syria in areas beyond the control of the regime under the supervision of the Education Cluster in Turkey and Save the Children International, in cooperation with a group of partners in the education sector, consisting of 13 Syrian humanitarian organizations. The results of this study reveal that 1,130,299 (%66 children) of children in northwestern Syria attend school; While 582,239 (%34 children) are out of school (dropouts). On 24 January 2021, a joint statement⁴⁴ was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis and UNICEF Regional Director for the Middle East and North Africa; The statement was titled “Ten years of war in Syria and more than half of the children are still deprived of education,” and the statement included the following “in Syria more than 2.4 million children do not attend school, of whom nearly 40 percent are girls. It is likely that the number has increased during the year 2020 due to «Covid19-» pandemic, which exacerbated the disruption of education in Syria.”
- According to the report “Action Towards Increased Quality Education for Internally Displace Children”⁴⁵ issued by Save the Children International, “In the whole of Syria an estimated 2.1 million children were out of school, and a further 1.3 million at risk of dropping out before the COVID19- pandemic.”

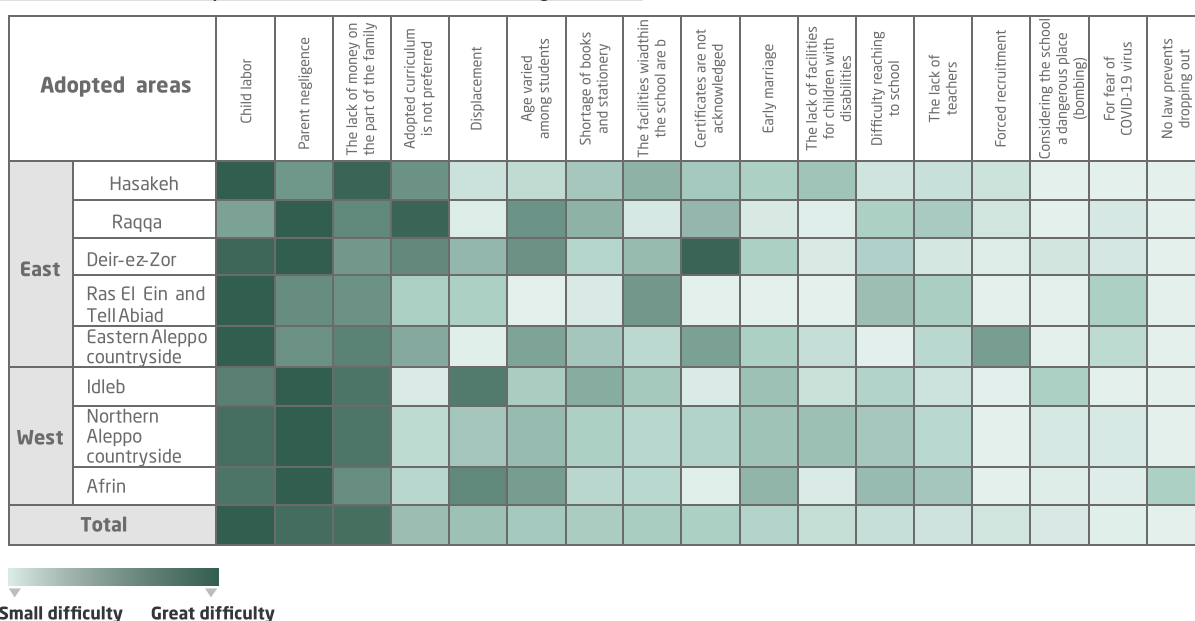
In NWS, the highest proportion of drop-out students was found in Idleb governorate; where the percentage of drop-out students reached %68 of children aged 18-6 there. %67 in northern Aleppo country side. %65 in Afrin district; the most significant number of drop-out students is found in areas where there are large numbers of IDPs.

In NES, the highest proportion of drop-out students is found in Ar-Raqqa governorate, with a percentage of %65 of children between the ages of 18 - 6 years; the percentage of drop-out students accounts for %64 in Deir-ez-Zor governorate; %59 in Al-Hasakeh; and %58 in north eastern Aleppo countryside; %54 in Ras El Ein and Tell Abiad.

13 Reasons for Drop Out and Difficulties Preventing Children from Attending School

The first difficulty that prevents children from attending school is child labour, of which the rates have risen due to the spread of COVID-19 and deteriorating living conditions of students' families; consequently, child labour was a mechanism for the parents to provide for their living. In the second place comes the negligence of the parents to educate their children due to the lack of awareness about the importance of education; the third reason is 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, particularly Idleb governorate. One of the main reasons for student drop out in eastern Syria is the fact that the schools depend on undesired curricula by the students nor their parents.

Figure (65) Reasons that prevent children from attending school



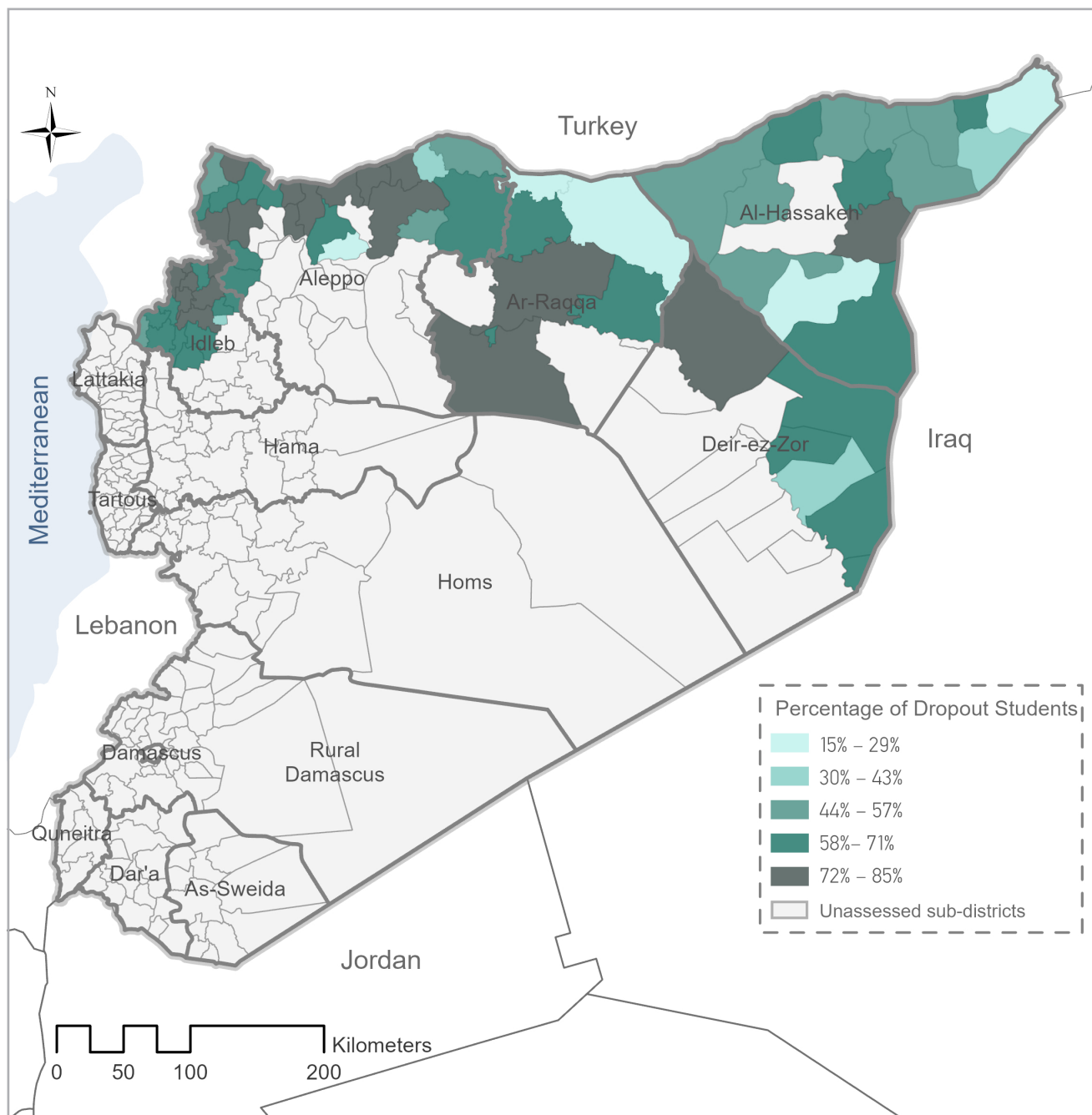
43. <https://www.acu-sy.org/en/jena-report2019-/>

44. <https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education>

45. https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf

Map (4) Estimated Percentages of Drop-out Students

main reasons for student drop out in eastern Syria is the fact that the schools depend on undesired curricula by the students nor their parents.



Section 10

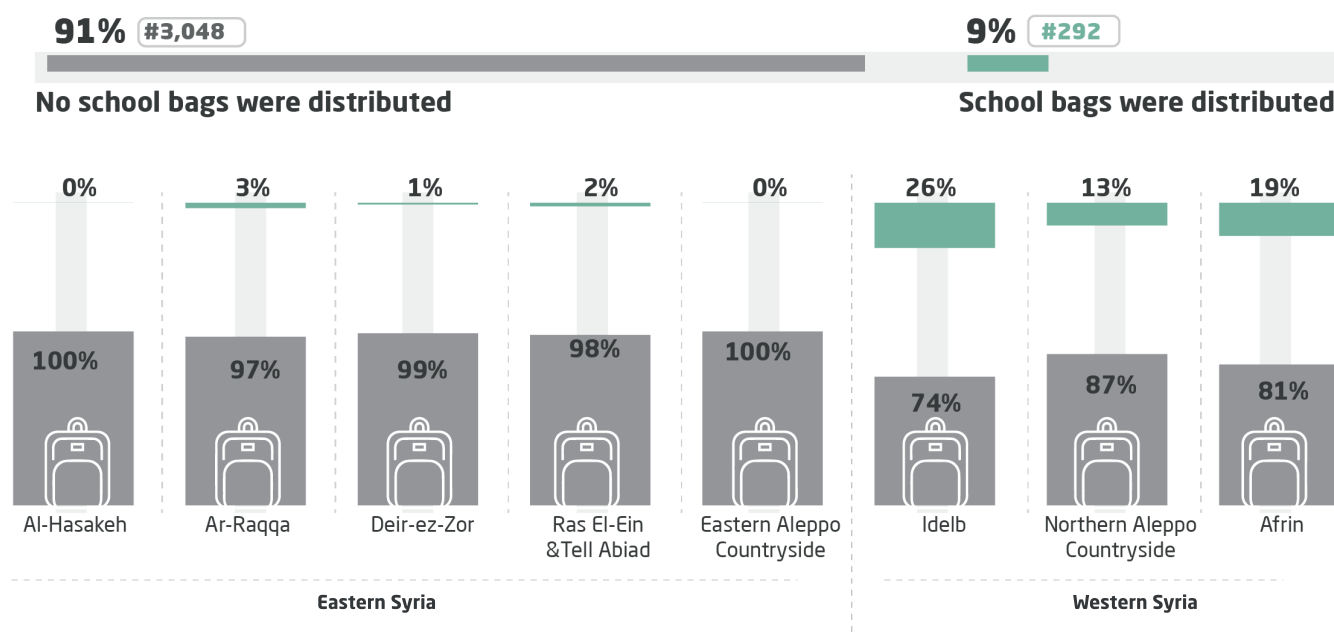
Needs of Students and schools



01 Student Supplies

According to the study, no meals are provided in all the assessed functional schools. Additionally, no school bags were distributed to students in 3,048) %91 schools) of the functional assessed schools.

Figure (66) Number / percentage of schools according to the distribution of school bags within them



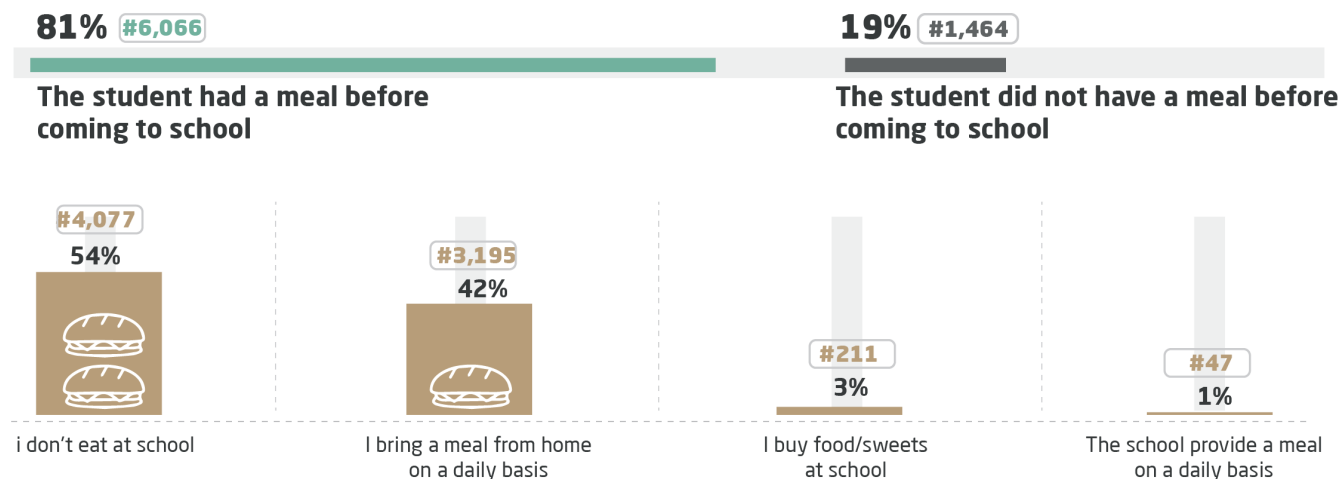
Children spend between 5 – 4 hours a day in school. %93 of students within the assessed functional schools walk to school. Schools are more than 1,000 meters away from the houses of %18 of students and 1,000 - 500 meters away from the houses of %38 of students which means students spend a long time to 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 were distributed. 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 and decrease the factors related to the deteriorating living conditions of the families.

02 Student perception: Having a meal before going to school and during school breaks

- Through the surveys the enumerators conducted with the students⁴⁶, 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; 1,464) %19 students) said they don't eat any breakfast snack before going to school; 4,077) %54 students) of surveyed students reported that they don't eat at school; 3,195) %42 students) bring their meals from home on a daily basis; 211) %3 students) buy food or sweets at school; 47 students bring their meals from home sometimes.

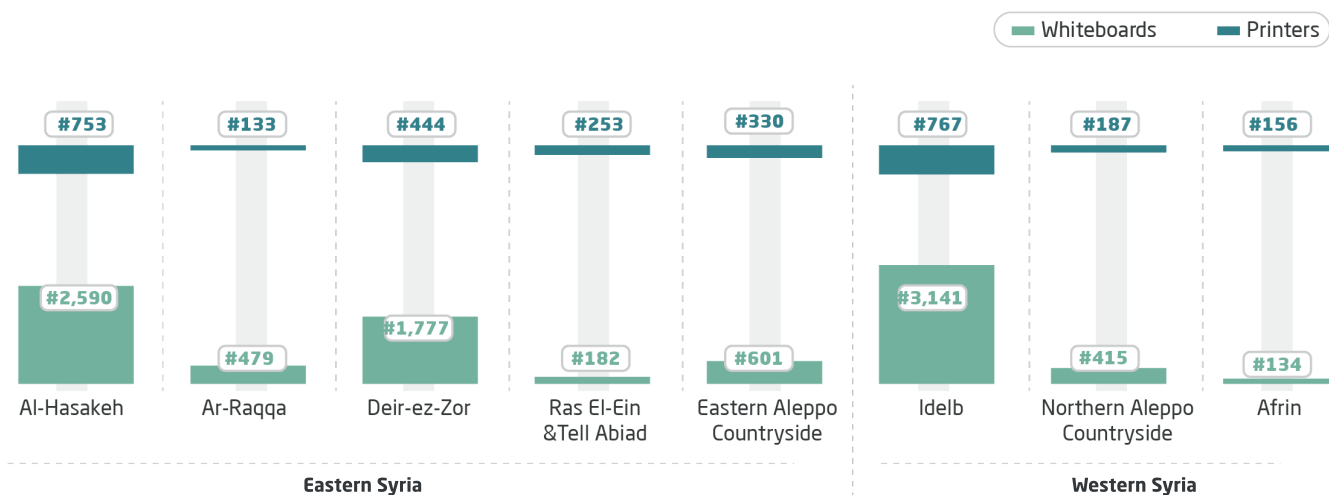
Figure (67) Student perceptions; eating meals before and in school



03 Basic Needs of Schools

The assessment revealed that schools need approximately 9,319 white boards and 3,023 printers.

Figure (68) Numbers of whiteboards and printers needed by functional schools



46. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.

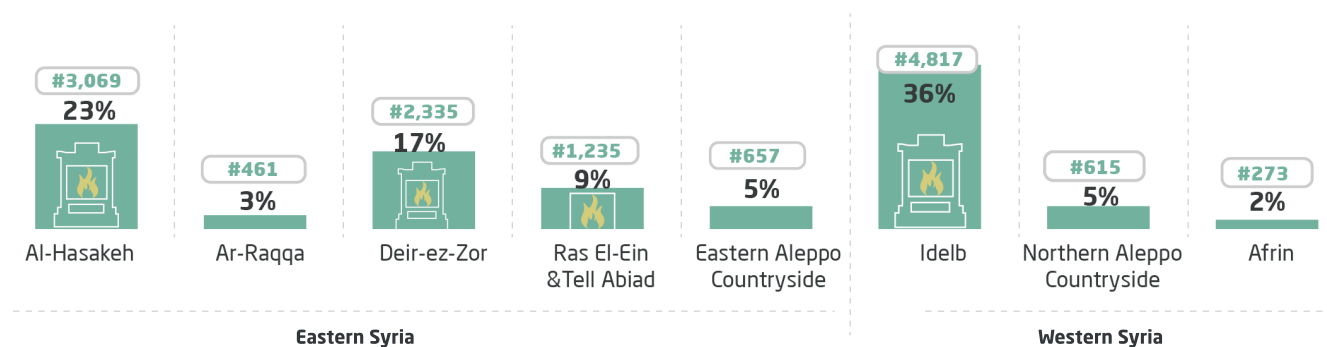
Given the context that the number of textbooks is limited, and teachers are not trained on how to teach in the absence of textbooks, white boards are considered as one of the most important teaching supplies, where teachers sometimes find themselves forced to write all the lessons on the white boards to avoid the shortage or absence of books. The number of white boards functional schools need in NWS is 3,690 and the number of white boards functional schools need in NES was 5,629 white boards.

Printers are used at schools to print formal paper 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 1,110, and the number of printers functional schools need in NES is 1,913 printers.

04 Schools' Need of Heaters

The number of heaters the assessed functional schools need is 13,462 heaters; 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 (69) Number / percentage of heaters required by functional schools

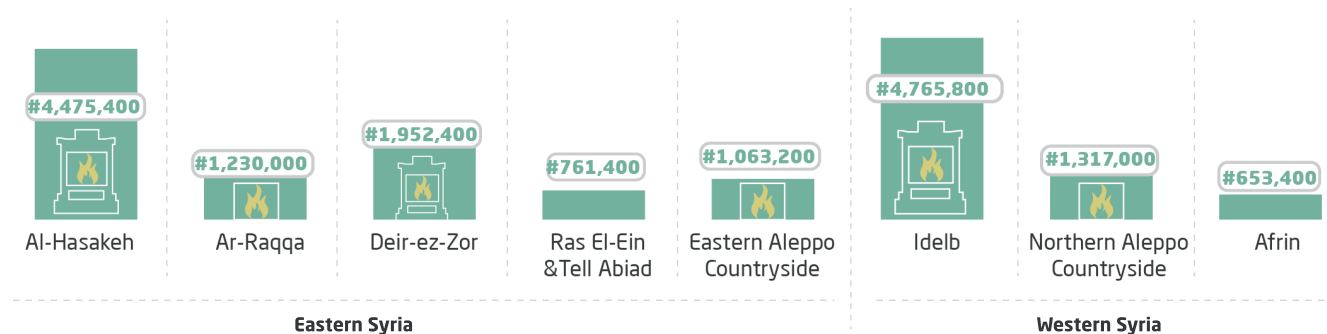


Schools in Syria rely on diesel heaters to warm the classrooms, which are mainly primitive heaters that rely on the combustion of diesel in the heater to generate heat, and a heater is placed in the middle of each classroom, despite the use of wood heaters in some of the schools. However, it is not appropriate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

05 Schools' Need of Heating Fuel

The needed amount of diesel for one academic year in the functional schools covered is 16,218,600 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 (70) functional schools' need of heating fuel

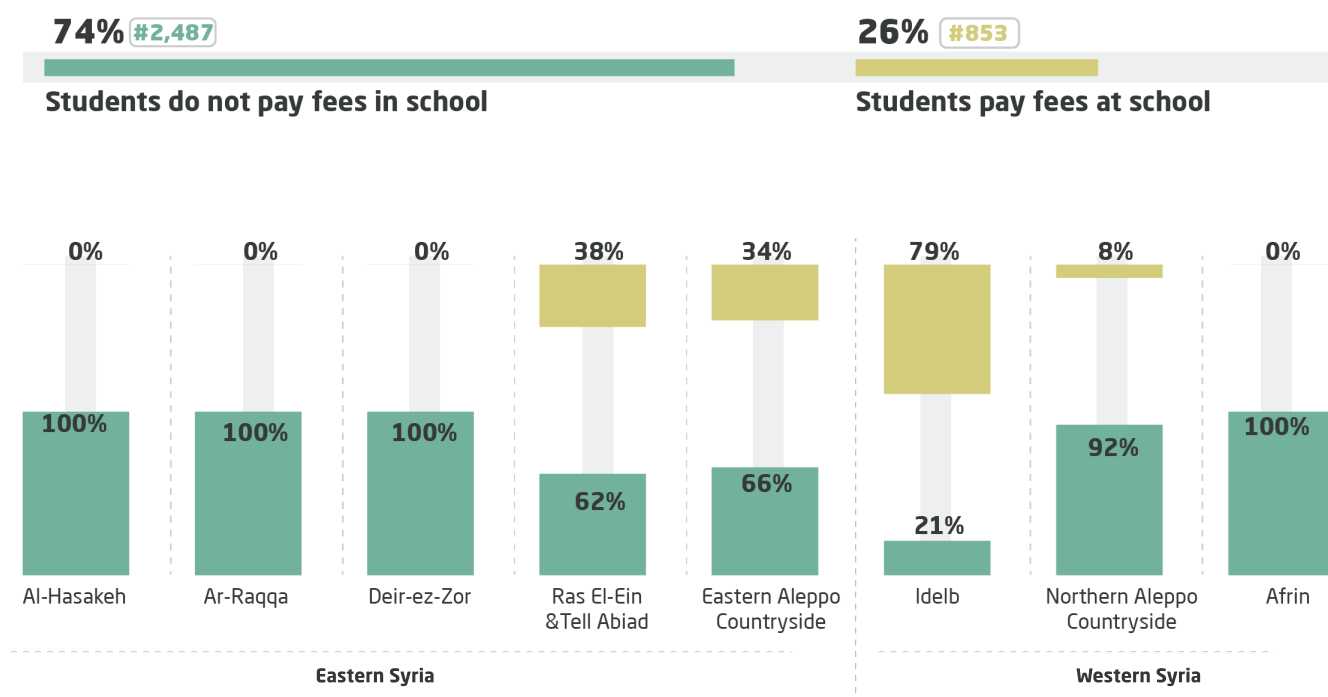


Schools in Syria start in September and end in June and most school days are in winter which is characterized by constant cold, rainy and snowy weather. Heaters are operated at schools in Syria for at least four months during the school year, and the average need of diesel for each diesel heater is 5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

06 Fees Required to be Paid by Students within Schools

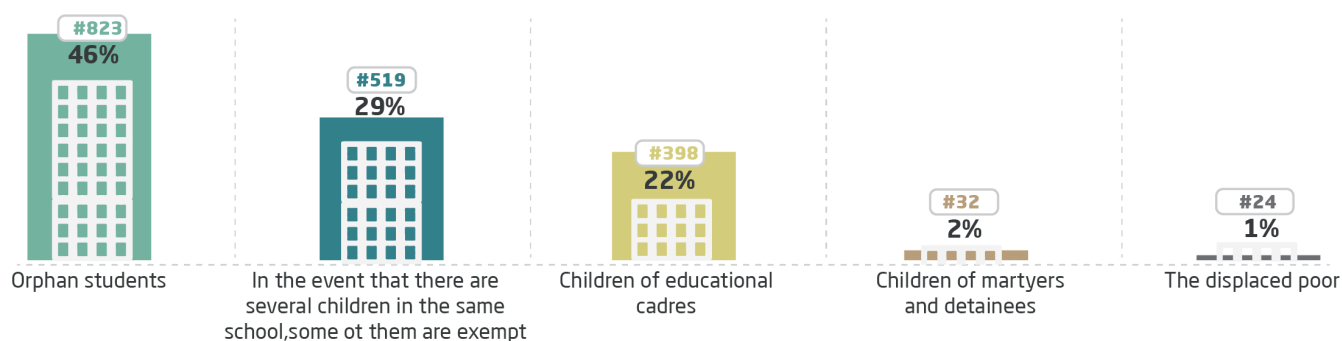
The results of the study showed that 853) %26 schools) of the assessed schools require the student to pay financial fees once a year. These fees are for “cooperation and activity”; Schools justify imposing these fees on students to meet the basic school needs of heating fuel, repairs and other needs, including the payment of small amounts for compensation of teachers who do not receive salaries, and they exist in proportion to schools that require students to pay financial fees in Idlib governorate. It was found that 623) %79 schools) of the schools there require students to pay these fees.

Figure (71) Number / percentages of schools according to the payment of financial fees within them by students



- Although the financial value of the fees charged by the school is not high (it does not exceed \$1 per student); It is paid only once during the academic year; Through the Joint Education Assessment Report for Out-of-School Children⁴⁷ (JENA) , 219) %19 children) of the children reported that they did not enroll in school because there are financial fees that are required to be paid in the school and students cannot pay these fees. The thing which was confirmed by %9 of Caregivers. The current study of Schools in Syria report showed that there are groups of students who are exempt from paying the financial fees. Orphan students within 823 schools are exempted from paying financial fees; In the event that there are several children in the same school, some of them are exempted from paying fees which is the case in 519 schools; Children of the educational staff are exempted from paying fees in 398 schools, and children of martyrs and detainees are also exempted from paying fees in 32 schools, and the poor are exempted from paying fees in 24 schools.

Figure (72) Number / percentages of schools according to the categories of students that are exempt from paying financial fees



47. <https://www.acu-sy.org/en/jena-report2019-/>

Section 11

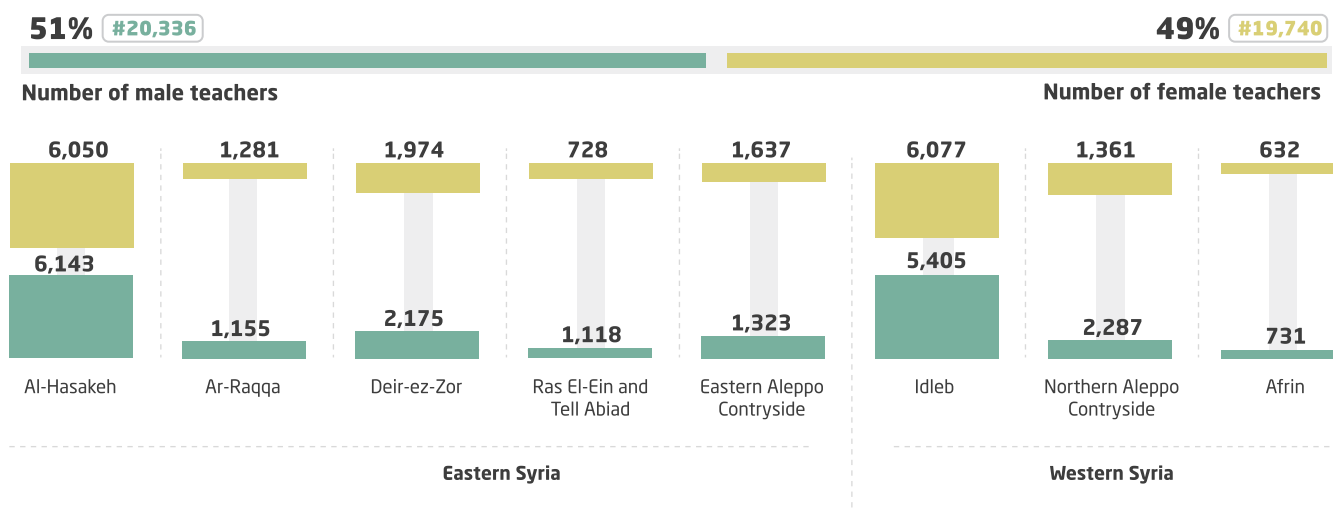
Teachers



01 Number of Teachers

The number of teachers in the assessed functional schools is 40,076 teachers. The study shows that the percentage of female educational personnel is 19,740 (%49 female teachers), and the percentage of the male educational personnel is 20,336 (%51 male teachers).

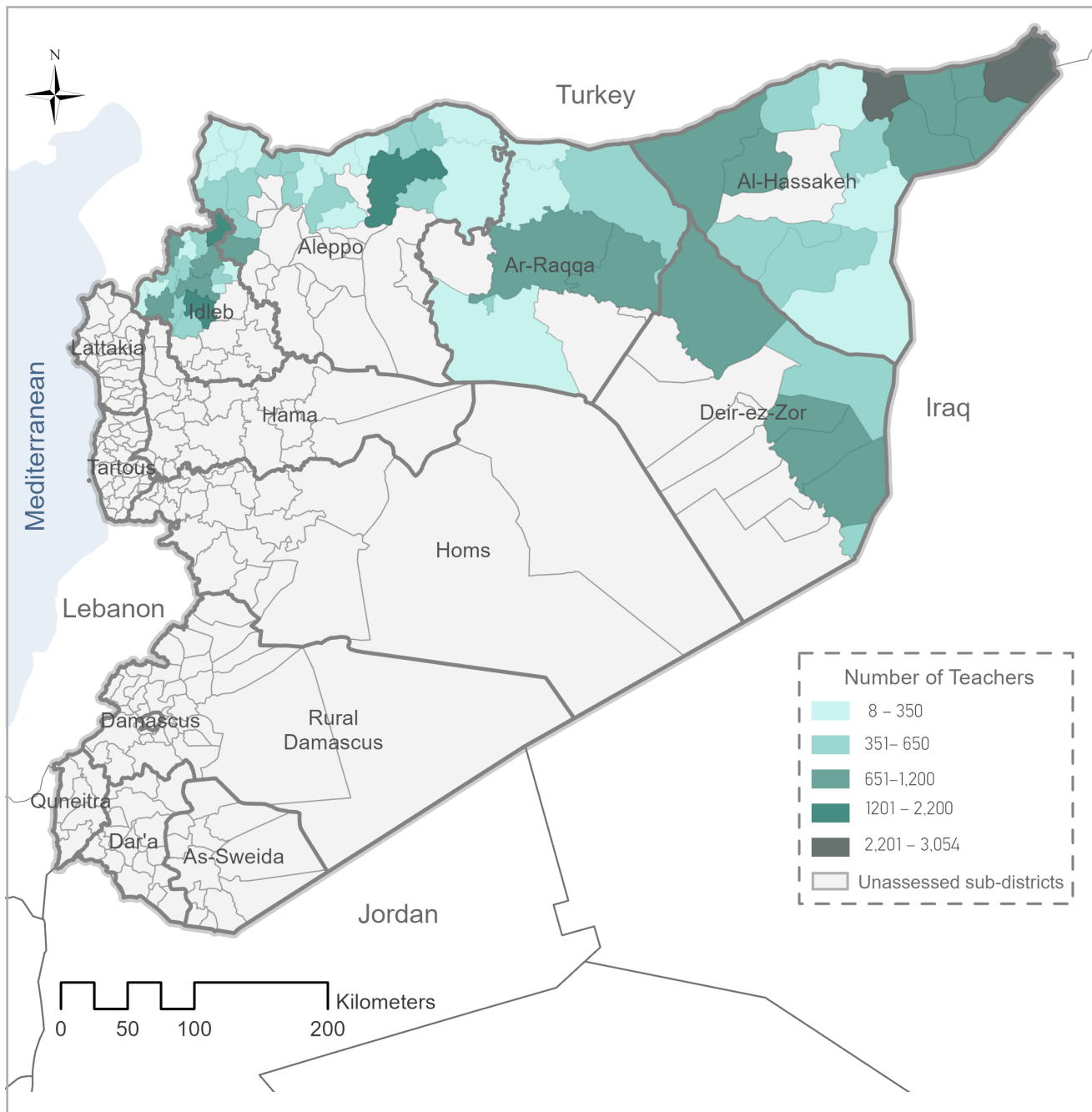
Figure (73) Number / percentages of teachers by gender



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. 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.

IMU enumerators were unable to visit all schools in the northern countryside of Aleppo, Afrin, Ras Al Ain and Tell Abiad. After cross checking the information with the educational offices of the local councils in these areas, it was found that the number of schools registered with the Educational Office in Afrin is 264 schools. According to statistics of the educational offices, the number of teachers within these schools is 1,910 teachers; IMU enumerators were able to visit 220 schools; The enumerators managed to count the number of teachers in Afrin schools which is 1,363 teachers. The number of schools registered with the Educational Office in the northern countryside of Aleppo reached 661 schools; According to statistics of the educational offices, the number of teachers within these schools is 7,042 teachers; IMU enumerators managed to visit 261 schools; The enumerators managed to count the number of teachers in the schools of northern Aleppo countryside which is 3,648 teachers. The number of schools registered with the Educational Office in Ras Al Ain and Tell Abiad reached 429 schools. According to statistics of the educational offices, the number of teachers within these schools is 2,264 teachers. IMU enumerators managed to visit only 331 schools. IMU enumerators managed to count the number of teachers in Ras Al Ain and Tell Abiad schools which reached 1,846 teachers.

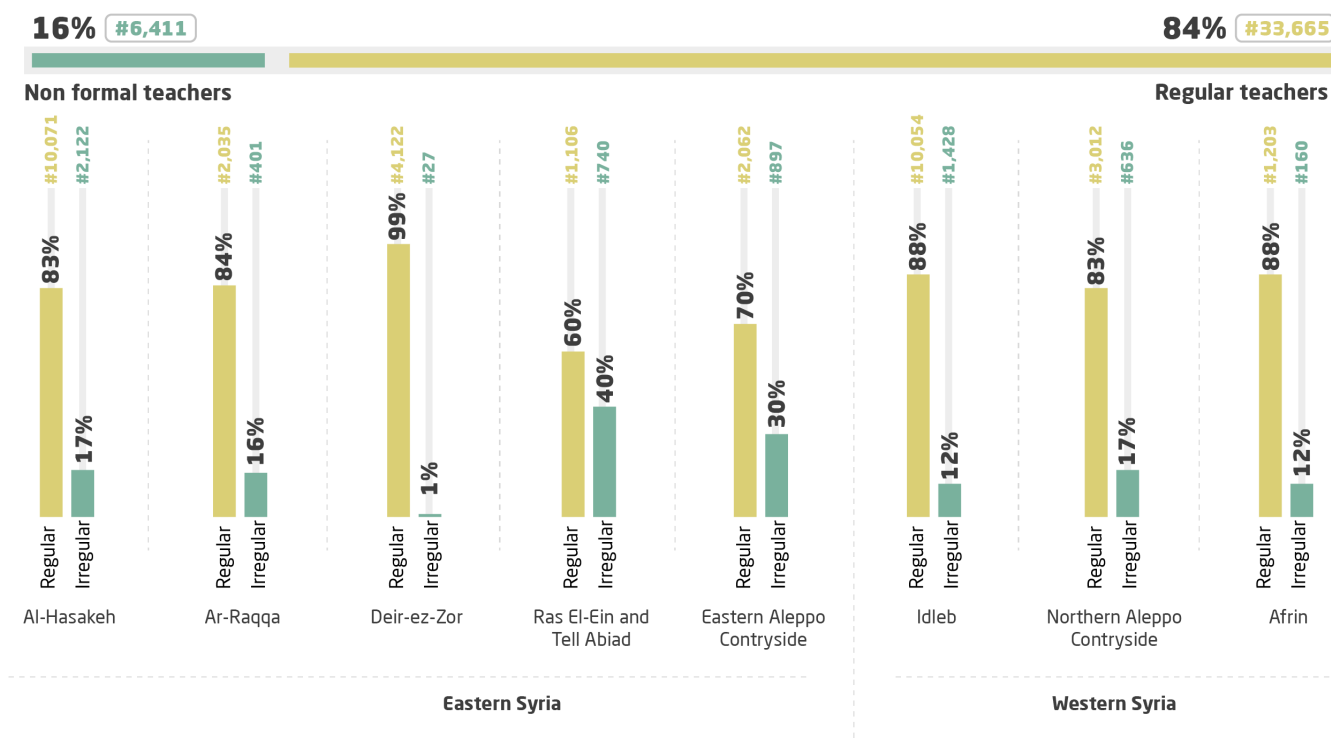
Map (5) Number of Teachers – At the Sub-district Level



02 Employment Status of Teachers

According to the study, 33,665) %84 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 6,411) %16 persons) and the term used to refer to them in this study is irregular teachers.

Figure (74) Number / percentage of teachers according to job status



- 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 those who graduated from universities or institutes that qualify them to practice teaching, whereas all others are considered to be irregular 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. INEE⁴⁸ 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.”

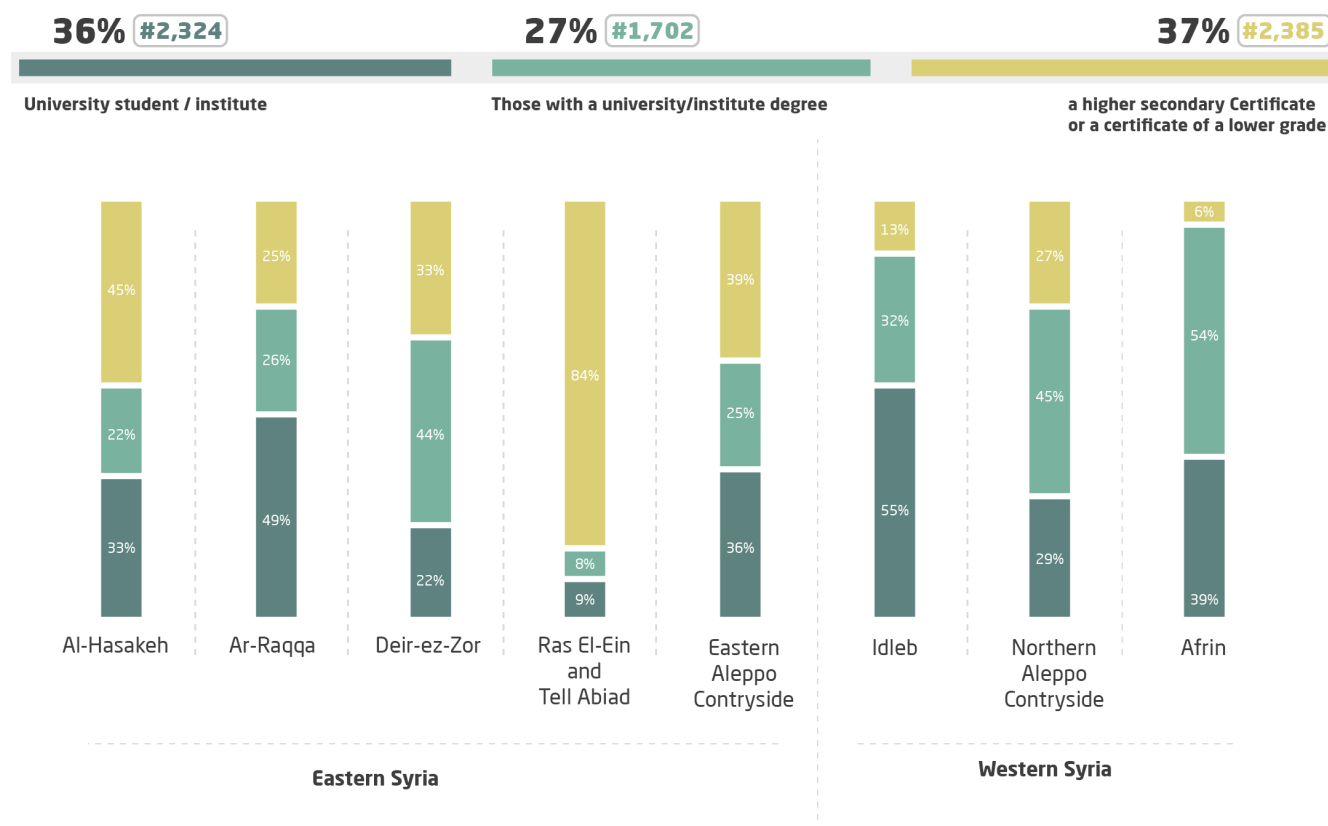
48. <http://bit.ly/2uCzG87>

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 war were allowed to teach at schools, and these are known as irregular teachers.

03 Educational Level of Irregular Teachers

The study results show that 1,702 (27% 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 2,342 (36% teachers) are undergraduates (universities and institutes students); 2,385 (37% irregular teachers) only have a certificate of higher secondary school or of lower educational level.

Figure (75) Number / percentage of nonformal teachers according to their educational achievement



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.

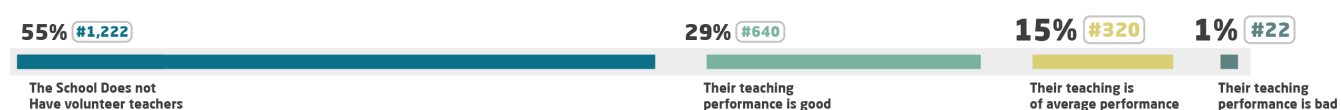
Undergraduate students: There is a big number of students at universities or institutes in areas outside the Syrian regime's control, who couldn't complete their studies at universities or institutes due to the security situation in the Syrian regime-controlled areas. Therefore, they practise teaching 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.

03 School principal perceptions: Evaluating the performance of irregular teachers

Through the Surveys the enumerators conducted with school principals⁴⁹; they asked them about their evaluation of irregular teachers' performance; 55% (1,222 principals) of the surveyed principals said that there are no irregular teachers in their schools; 29% (640 principals) reported that the irregular teachers' performance level is good. 15% (320 principals) stated that irregular teachers are of average performance; 22 principals said that the performance of irregular teachers is bad.

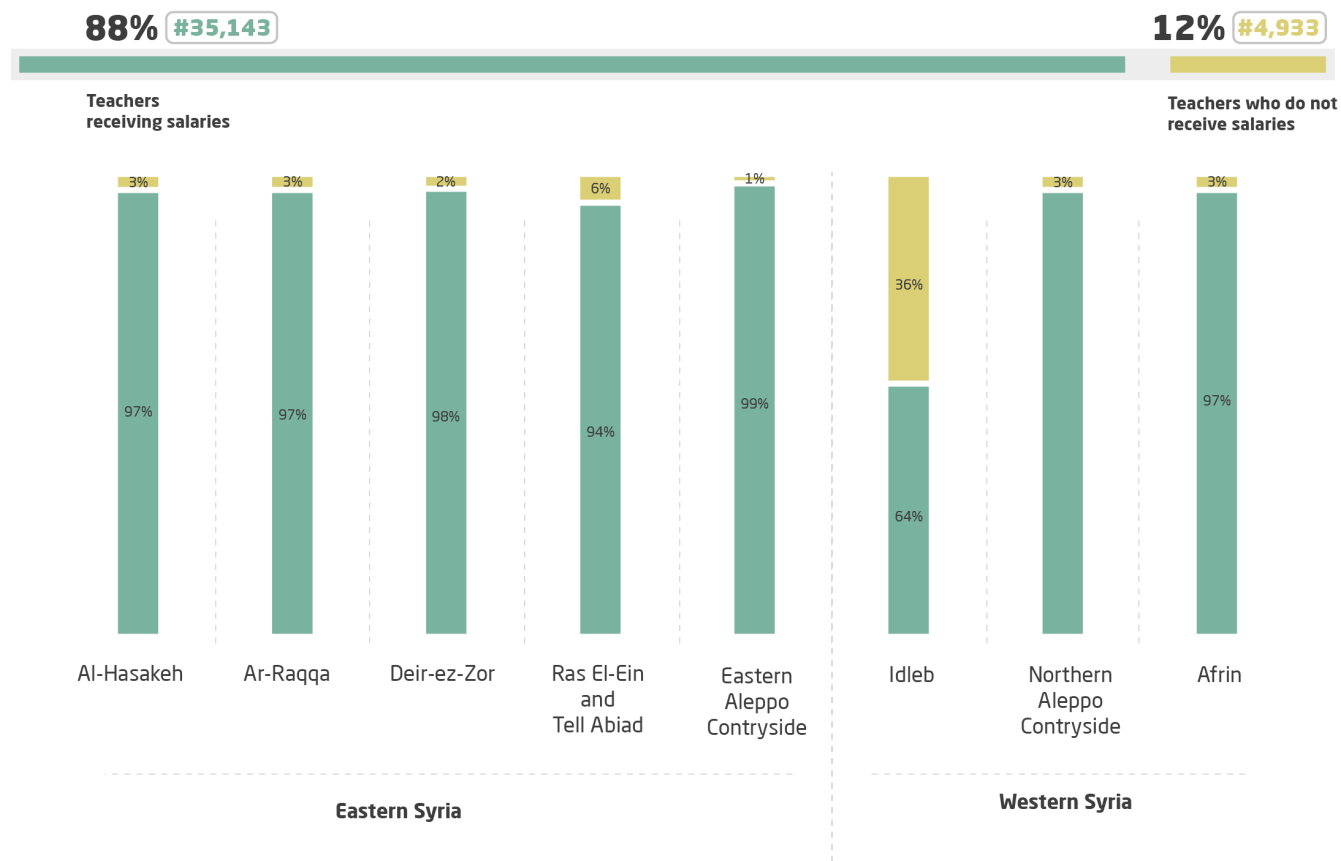
Figure (76) Number / percentage of principals surveyed according to their evaluation of the performance of irregular teachers



04 Teachers Receiving Salaries

The results of the study show that 88% (35,143 teachers) of teachers in the assessed functional schools received their salaries from various sources throughout the academic year 2020-2021, while 12% (4,933 teachers) of teachers did not receive any salaries. The highest percentage of teachers who don't receive salaries are found in Idlib governorate with a percentage of 36% (4,165 teachers) of the total number of teachers in the governorate.

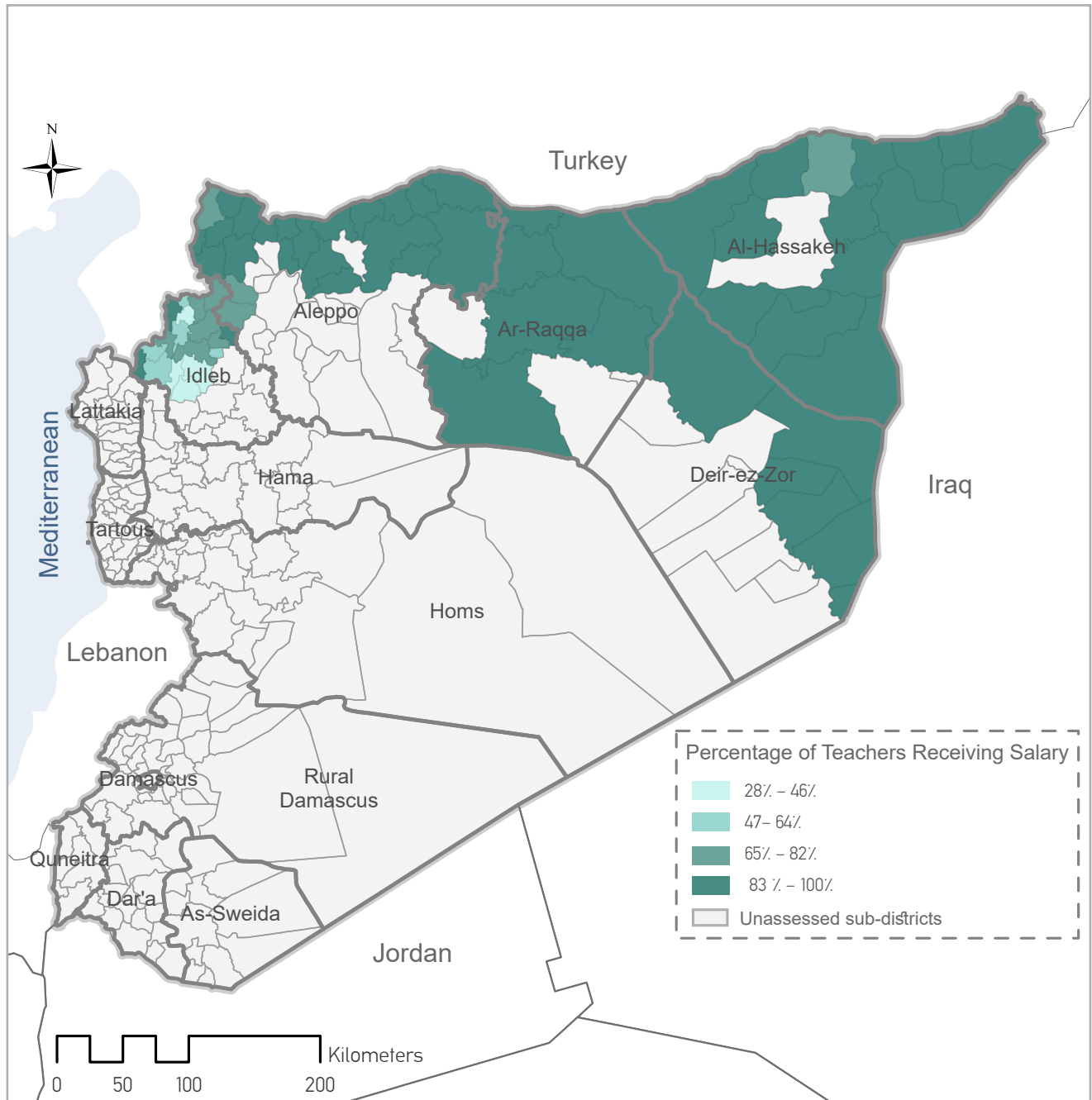
Figure (77) Number / percentage of teachers receiving salaries



49. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.

On 5 February 2021; Dozens of high schools in Idleb governorate announced a general strike. The strike came as a result to the suspension of support for teachers' salaries for more than two years, and teachers, students along with their families went out in protests to demand payment of their salaries. On 6 February 2021, The Free Education Directorate (affiliated with the opposition government) in Aleppo governorate signed a memorandum of understanding with Manahel Program to support 121 schools for a period of 3 months. The support includes providing financial grants for 1,611 educational employees. Similarly, the Free Education Directorate in Idleb governorate signed a memorandum of understanding with Manahel Program to support 318 schools for a period of 3 months. The support includes the provision of financial grants to 4,279 educational personnel. The financial grants start from February 2021 and end in April 2021.

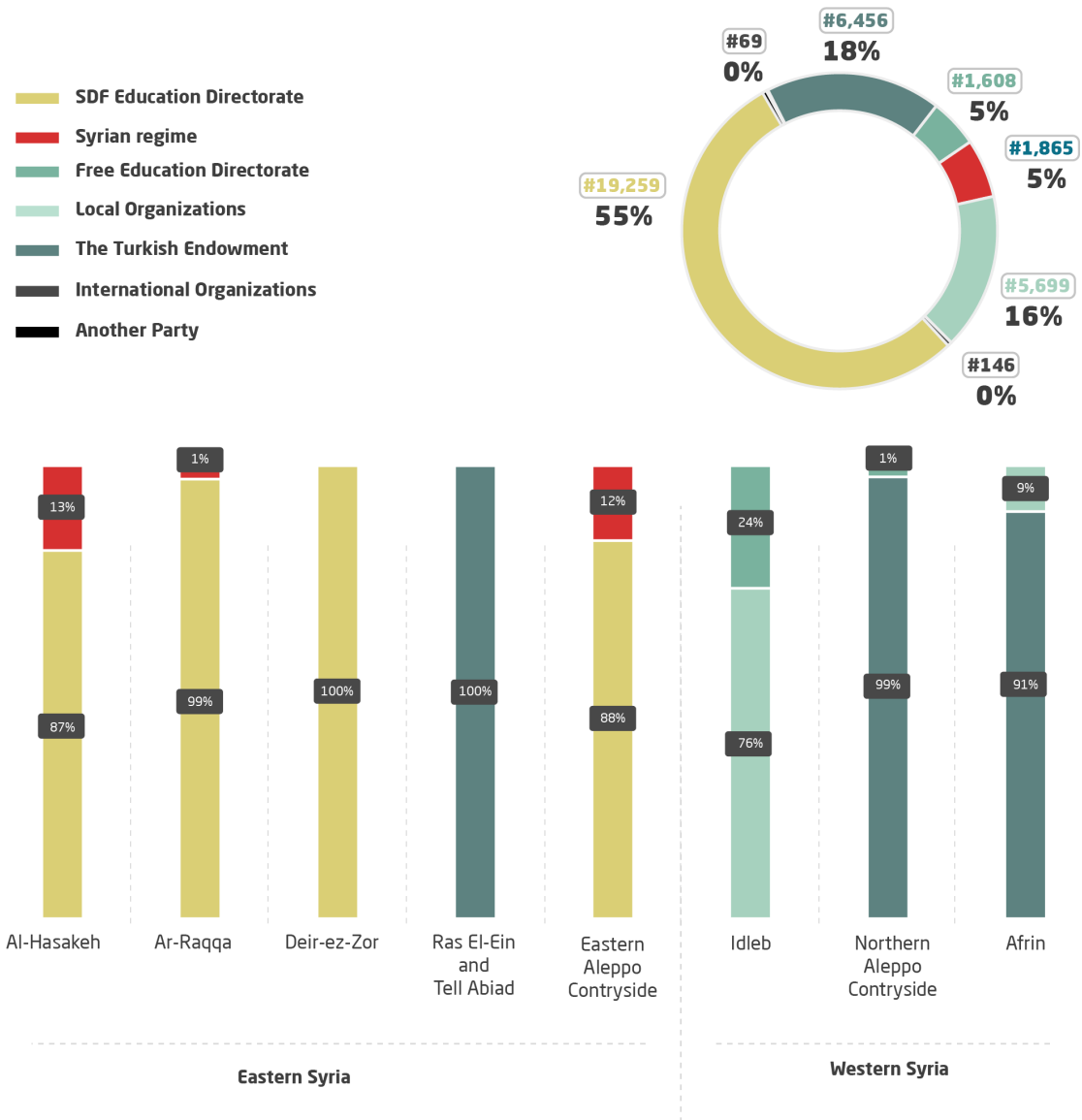
Map (6) Percentage of Teachers Receiving Salaries – At the Sub-district Level



05 Salaries providers (Donors)

The results of the study show that 19,259 (55% teachers) of teachers receive their salaries from SDF educational directorate, 6,456 (18% teachers) receive their salaries from the Turkish endowments; 5,699 (16% teachers) receive their salaries from local organizations, 1,608 (5% teachers) receive their salaries from the Turkish ED, 1,856 (5 Teachers) receive their salaries from the Syrian regime; whereas international NGOs pay the salaries of only 69 teachers; 146 teachers receive their salaries from other entities such as supporting individuals.

Figure (78) Number / percentages of teachers receiving salaries, according to the parties providing the salaries



According to the INEE ⁵⁰ "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"

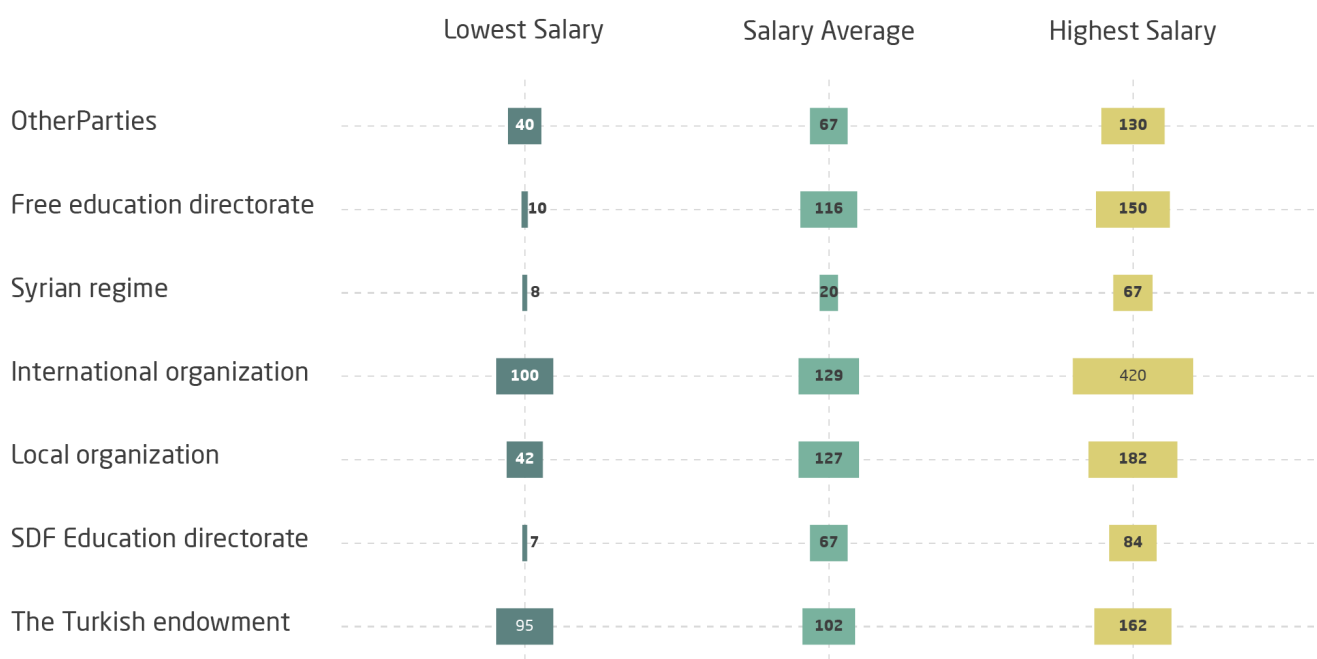
50. <http://bit.ly/2uCzG87>

06 Average Salaries of Teachers

Donors pay teachers' salaries in three currencies; Syrian pound, US dollar and Turkish lira, and to compare between the salaries, the value of the salary was calculated in US dollars at the date of data collection. An exchange rate for every 1 US dollar corresponding to 2,980 Syrian pounds was adopted, with an exchange rate that equals 7.4 Turkish liras for every 1 US dollars as well.

The study shows that the international NGOs pay the highest average salaries for teachers that is 129 US dollars. In second place comes local NGOs with an average salary 127 US dollars. In the third place comes the educational directorate (opposition directorate) with an average salary that reaches 116 US dollars. In the fourth place comes the Turkish endowments with an average salary that amounts to 102 US dollars. In the fifth place comes SDF educational directorate with an average salary that reaches to 67 US dollars. The worst average salary was paid by the Syrian regime that is only 20 US dollars.

Figure (79) Average teacher salary - Highest / Lowest in USD depending on the party paying the salary



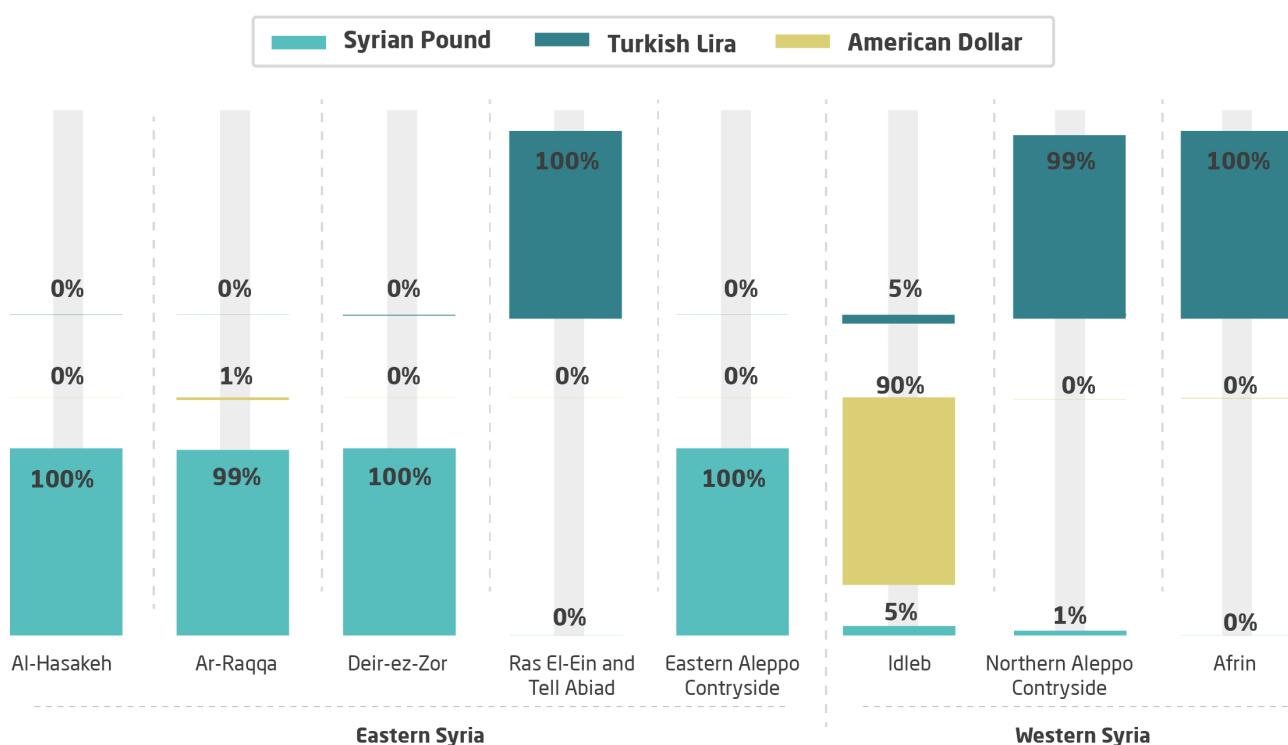
According to INEE⁵¹ "Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In situations of displacement, qualified teachers and other education personnel may be more likely to move where there are higher wages, even if it means crossing borders. It is important to take into account market forces such as - the cost of living; - demand for teachers and other professionals; - wage levels in similarly qualified professions, such as health care; - the availability of qualified teachers and other education personnel."

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.

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

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 educational field (in the medical field).

Figure (80) Percentages of teachers' salaries according to the currency in which the salaries are paid

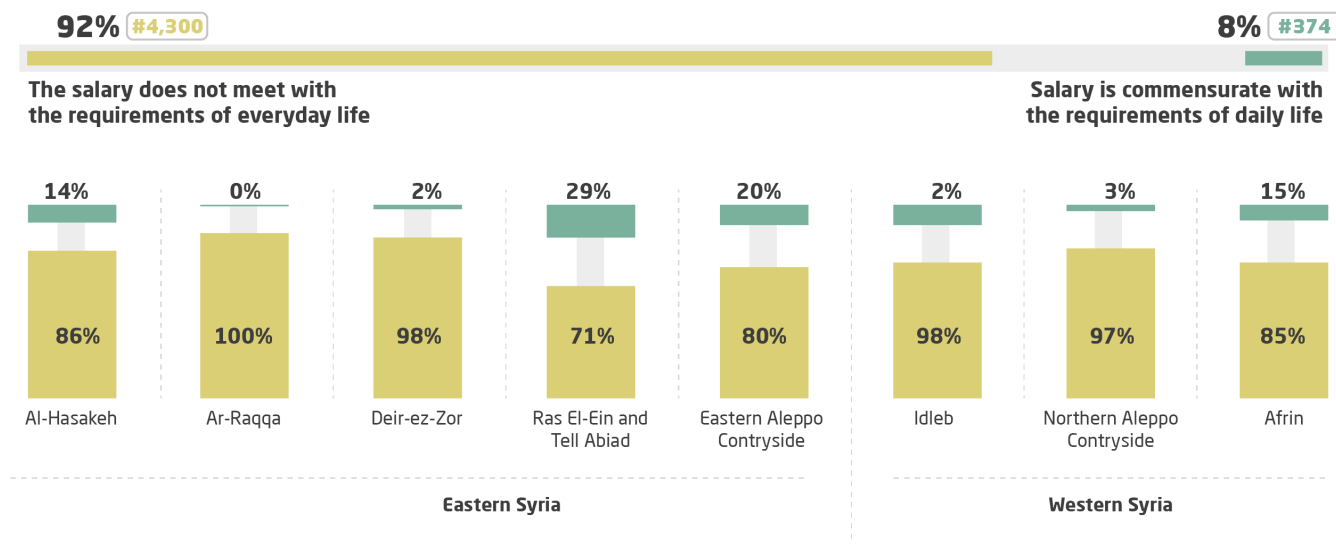


The study revealed that all salaries in Afrin, northern countryside of Aleppo, Ras El Ein and Tell Abiad are paid in Turkish lira. These salaries are paid by the Turkish endowments via PTT which has opened branches in all of these areas, and %90 of the salaries in Idleb governorate are paid in US dollar, while all salaries are paid in Syrian Pound in the eastern governorates under the control of SDF by the affiliated Education Directorate. On 21 February 2021, Schools in the eastern countryside of Deir-ez-Zor began a general strike until the demands of teachers are fully met by SDF; Among the most important is linking between teachers' salaries and the US dollar: after the great crash in the Syrian pound against US dollar; Where teachers receive their salaries in Syrian pound.

▪ **Teacher perception: proportionality of salaries /incentives to meet the requirements of daily life**

Through the surveys the enumerators conducted with the teachers⁵², they asked them about the proportionality of salaries/incentives to meet the requirements of daily life. 743) %8 teachers) of the teachers said that the salaries are proportionate to the requirements of daily life; 4,300) %92 teachers) reported that their salaries are not proportionate to the requirements of daily life.

Figure (81) Number / percentages of teachers surveyed according to their salaries meeting the requirements of daily life



According to the report “Action Towards Increased Quality Education for Internally Displaced Children”⁵³ issued by Save the Children International, “At least 180,000 education personnel have left the education system.”

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 1,072) %14 teachers) stated that they have additional income sources.

Figure (82) Number / percentages of teachers surveyed according to the availability of additional sources of income - other than their salaries



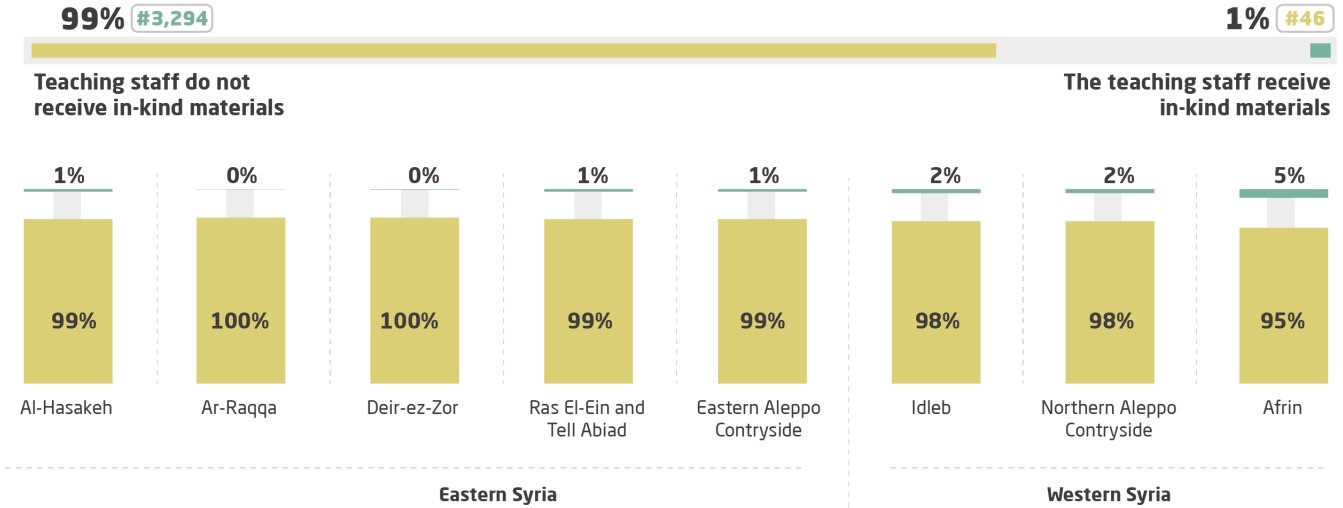
52. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

53. https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf

07 Teachers Receiving Additional Support (in-kind assistance)

The results of the study show that teachers in only 46) %1 schools) of the functional assessed schools receive additional support (In-Kind assistance) besides their salaries, while teachers in 3,294) %99 schools) do not receive any additional support.

Figure (83) Number / percentages of functional schools according to teachers receiving in-kind materials in addition to their salaries



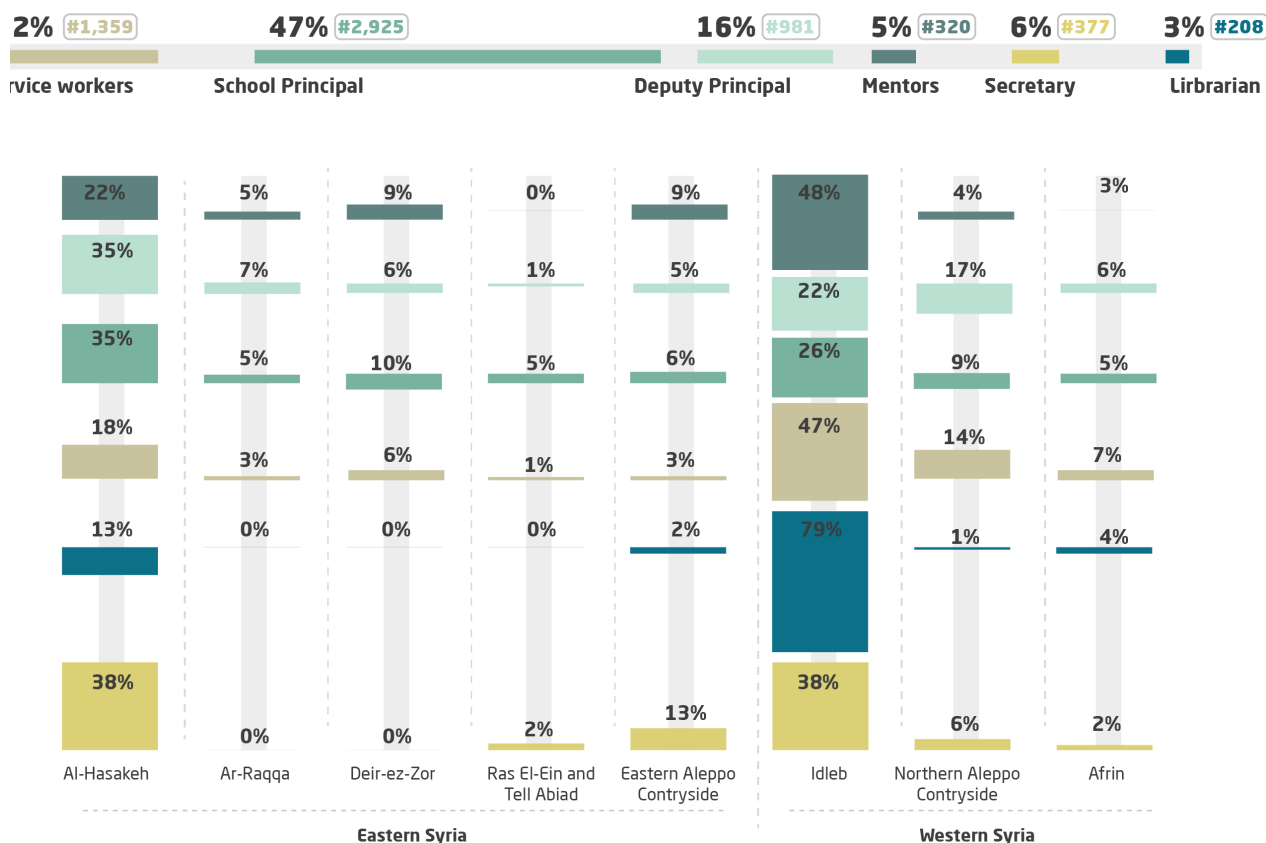
As a result of the deteriorating living conditions in areas outside the control of the regime, the fact that the salaries are not sufficient to provide for the daily life requirements, and having part of the teachers who do not receive any salaries, some parties distribute in-kind assistance to the teachers 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.



08 School Administrative and Service Staff

According to the study, %47 of the administrative and service staff in the schools are school principals (2,925 principals), of whom %16 assistant principals (981 assistant principals), %6 of them are secretaries (377 secretaries), %5 of them are mentors (320 mentors), and %3 of them are library secretaries (208 library secretaries), and %22 of them are cleaning workers (1,359 cleaning workers).

Figure (84) Number / percentage of the administrative cadres within schools according to their work status



- 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.

Section 12

Psychological support and Students with Disabilities

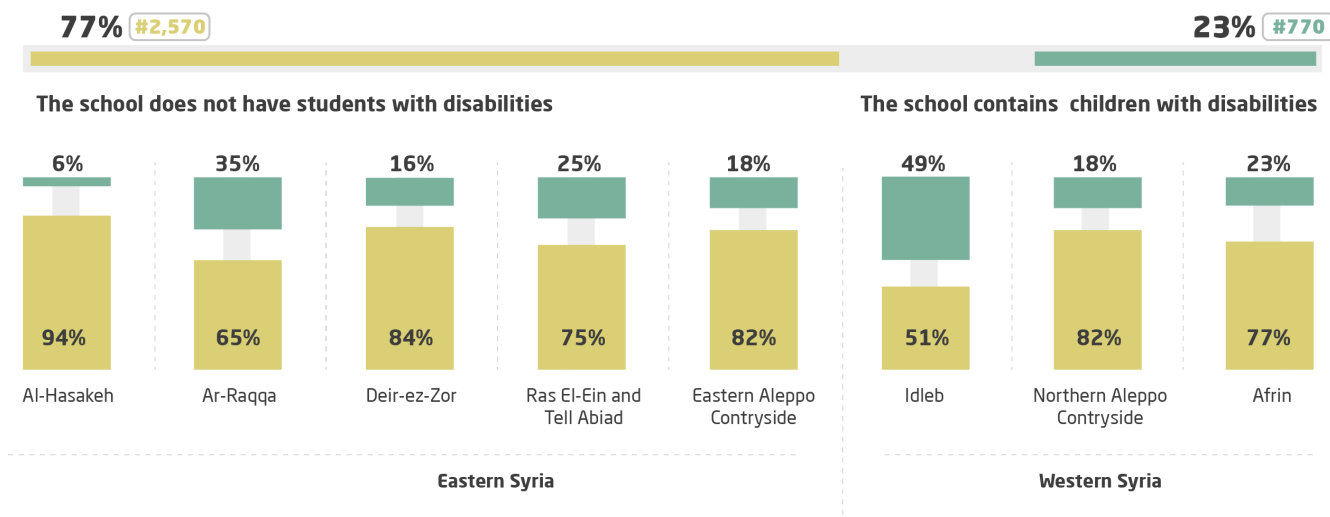


01 Children with Disabilities in Schools

The number of children with disabilities in Syria has increased because of the war conditions, where children are injured due to shelling or mine explosions, the thing which results in having the children suffering from a disability.

The results of the study found that only 770 (23% schools) of the assessed functional schools have children with disabilities, while 2,570 (77% schools) of schools do not have children with disabilities, as disabled children within these areas may be deprived of education.

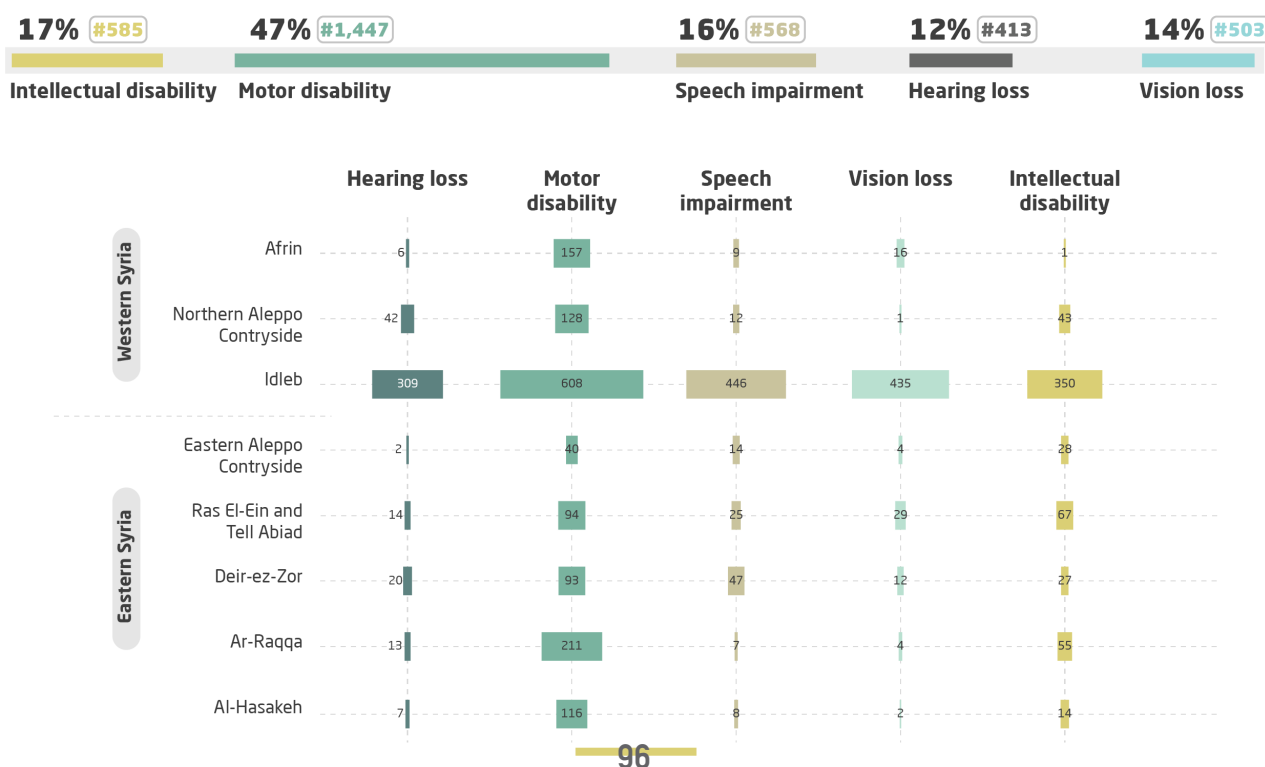
Figure (85) Number / percentage of schools according to the presence of children with disabilities within them



02 Children with Disabilities in Schools by the Type of Disability

There are 3,516 students with disabilities currently enrolled in the assessed functional schools. The data shows that motor disability accounted for 1,447 (41% students with disabilities) of all assessed students with disabilities; blindness accounted for 503 (14% blind students); intellectual disability accounted for 585 (17% students with intellectual disability); speech impairment accounted for 568 (16% students with speech impairment); hearing loss accounted for 413 (12% students with hearing loss).

Figure (86) Number / percentage of students with disabilities within schools according to the type of disability

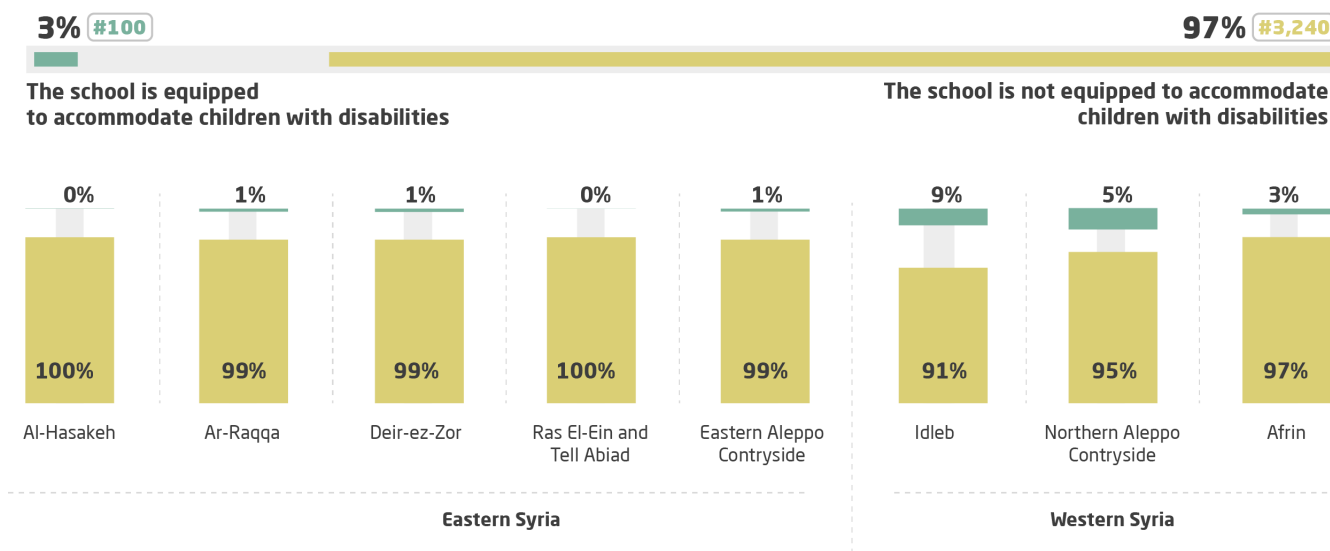


The study found that some disabilities are apparent like motor disabilities, which are often resulted from injuries because of shelling or bombardments, in the course of the ongoing war. In contrast, other disabilities are difficult to diagnose accurately as they need specialists, who are rare in the 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.

03 Equipping Schools to Accommodate Children with Disabilities

The results of the study showed that only 100 (3%) schools of the assessed functional schools are equipped to receive children with disabilities. In contrast, 3,240 (97%) schools are not equipped to receive children with disabilities, despite the presence of 3,516 students with disabilities within 23% of the assessed functional schools.

Figure (87) Number / percentage of schools according to whether they are equipped to receive children with disabilities



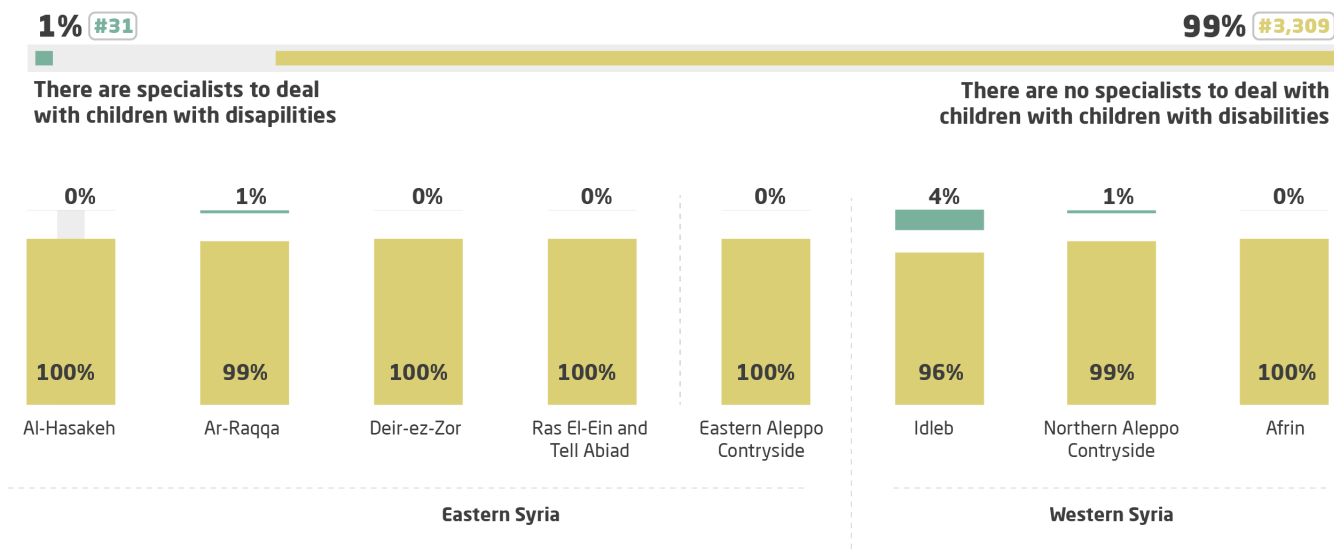
According to INEE⁵⁴, “the needs of people with physical and visual disabilities should be carefully considered in the design of educational facilities. Entrances and exits need to accommodate people in wheelchairs or using other assisted-mobility devices. Classroom space and furniture, and water and 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”.

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

04 Availability of Specialists to Address Children with Disabilities

The results of the study show that only 31) %1 schools) of the total assessed functional schools have specialists to deal with children with special needs. These specialists are present in 28 schools in Idleb governorate, in 2 schools in northern Aleppo countryside, and in 1 school in Ar-Raqqa governorate. On the other hand, there are no specialists to deal with children with disabilities in 3,309) %99 schools) of the assessed functional schools.

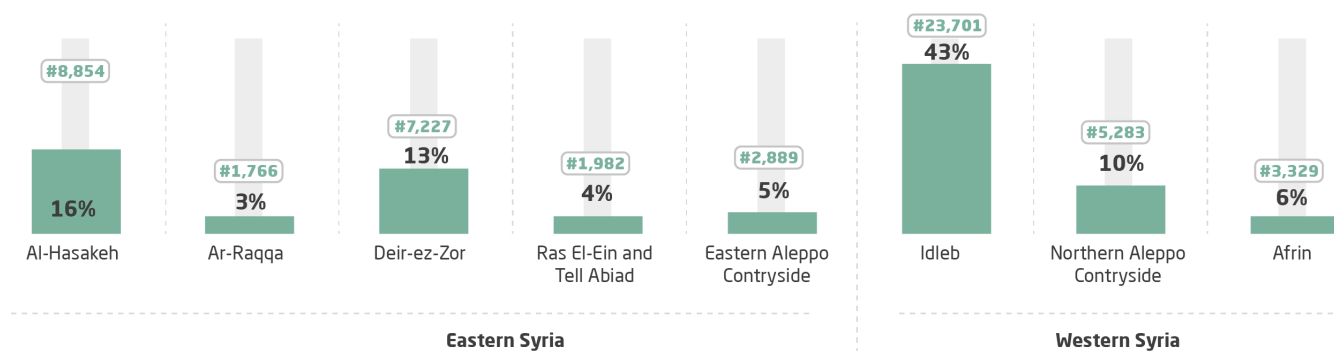
Figure (88) Number / percentages of schools according to the presence of specialists in dealing with children with disabilities



05 Orphans in Schools

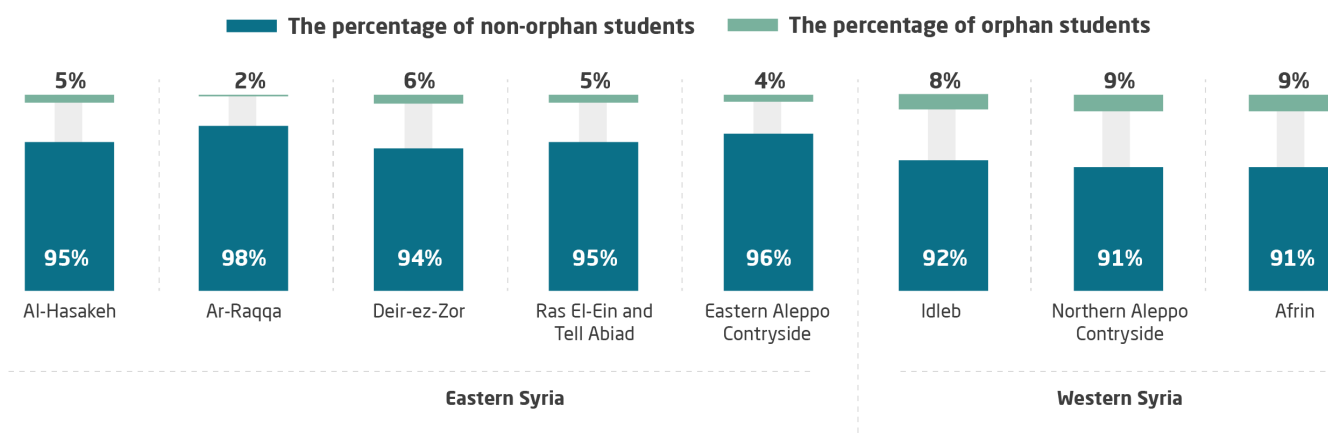
The number of orphans in Syria has dramatically increased over the past years due to the ongoing war, with many children having lost one or both parents as a result of the military actions against the civilians. The number of orphans reported in the assessed functional schools stands at 55,031 orphans, where the biggest percentage is found in Idleb governorate by 23,701) %43 orphans).

Figure (89) Number / percentages of orphan students within schools



The largest percentage of orphan students is found in Afrin and northern Aleppo countryside, with %9 of all students in schools in both areas, and in Idlib governorate the percentage is %8 of the total number of students, and %6 in Deir ez-Zor governorate of the total students, and %5 of the total number of students in Ras El Ein and Al-Hasakeh governorate.

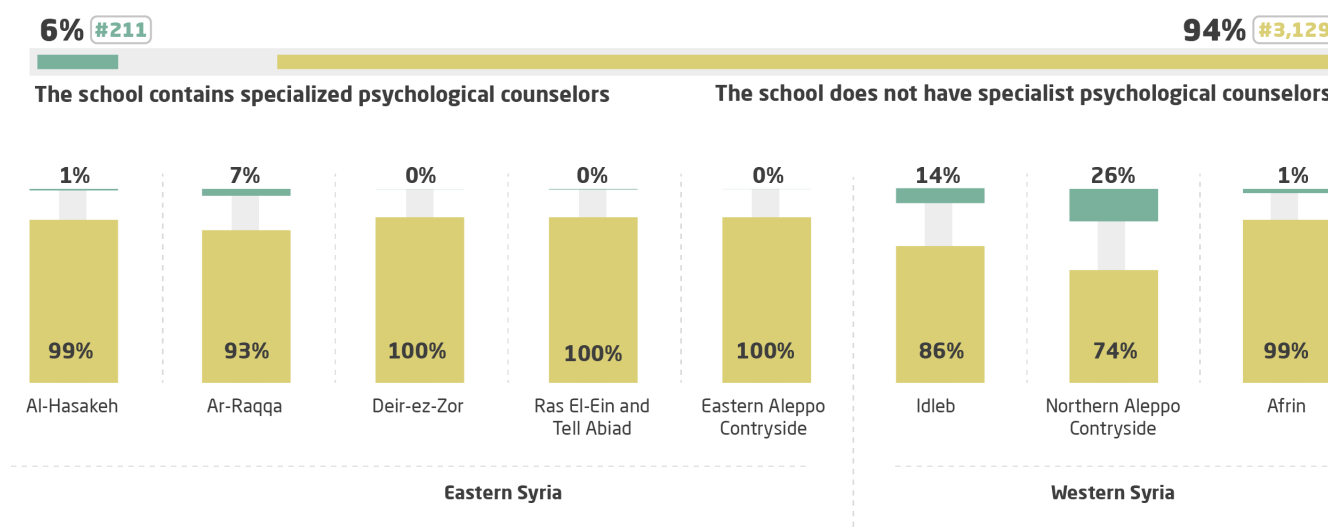
Figure (90) Number / percentages of orphan students out of the total number of school students



06 Availability of Psychological Counsellors in Schools

The study found that there were no psychological counsellors in 3,129 (%94 schools) of the functional schools assessed, while psychological counsellors were available in only 211 (%6 schools) of the schools.

Figure (91) Number / percentages of schools according to the presence of psychological counsellors

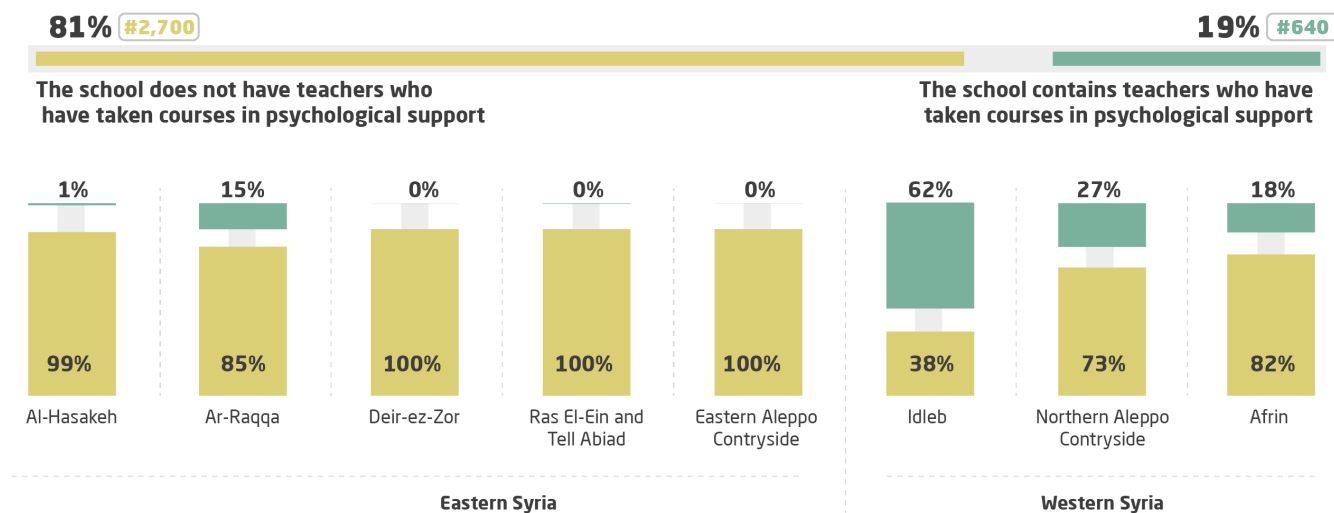


Prior to the start of the war in Syria, there used to be psychologists who graduated from the faculty of Psychology in most schools, to be consulted in cases of having students suffering from psychological problems. The psychological counsellor would guide children and discuss relevant issues with parents, 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.

07 Availability of Teachers who Attended Training Courses in Psychosocial Support (PSS)

Data shows that only 19% (640 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 (92) Number / percentages of schools according to the presence of teachers who have received psychosocial support training programs

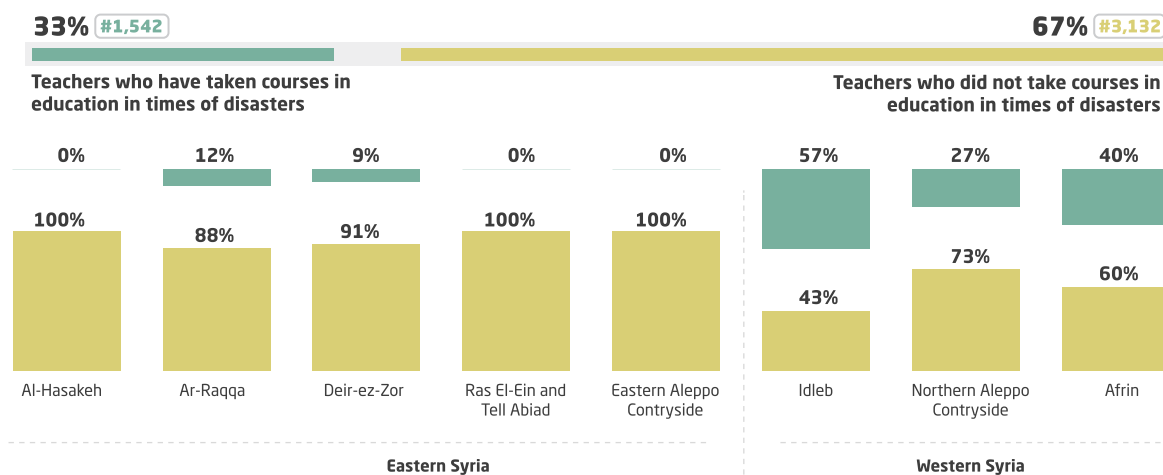


According to INEE⁵⁵, “Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances”. Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from the ongoing 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.

08 Teacher perceptions: training courses in education in emergency

The surveyed teachers⁵⁶ were asked if they received any specialized training or courses on Education in Emergency. 1,542) %33 teachers) of the surveyed teachers said that they had attended training courses in Education in Emergency, while 3,132) %67 teachers) did not receive any courses in this field.

Figure (93) Number / percentages of teachers surveyed by receiving training in education in times of disasters



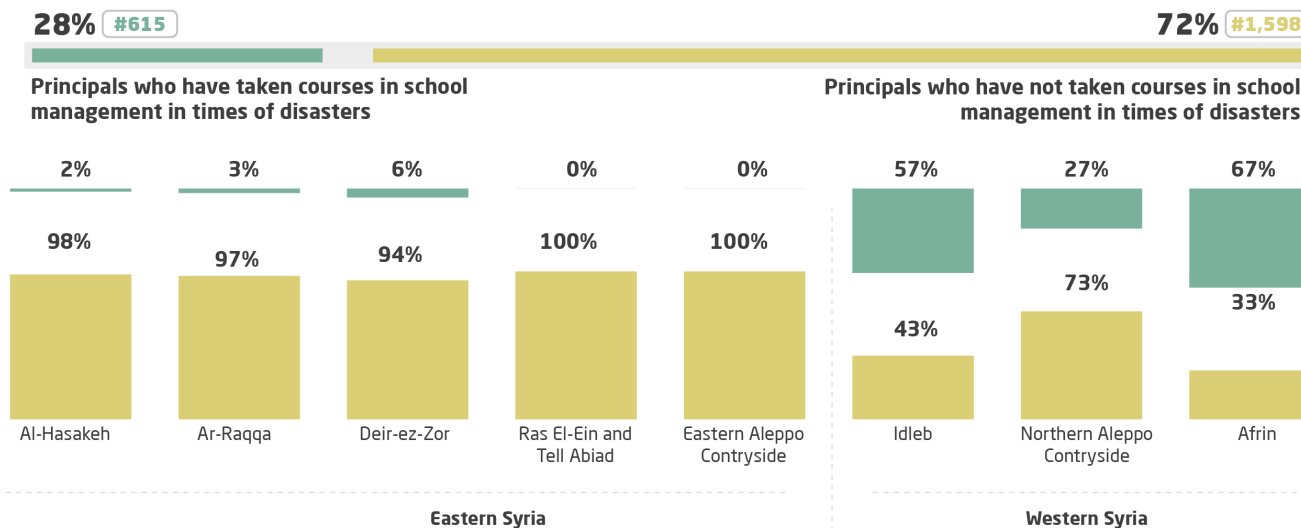
55. <http://bit.ly/2uCzG87>

56. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. %43 of the teachers surveyed were females and %57 were males.

09 Principal perceptions: training courses in education in emergency

Data results showed that 615 (28% principals) of the surveyed principals⁵⁷ who were asked if they received any specialized training courses on school management in emergency stated that they had attended training courses on school management in emergency, while 1,589 (72% principals) stated that they did not receive any courses in this field.

Figure (94) Number / percentages of managers surveyed according to having taken training courses in disaster management

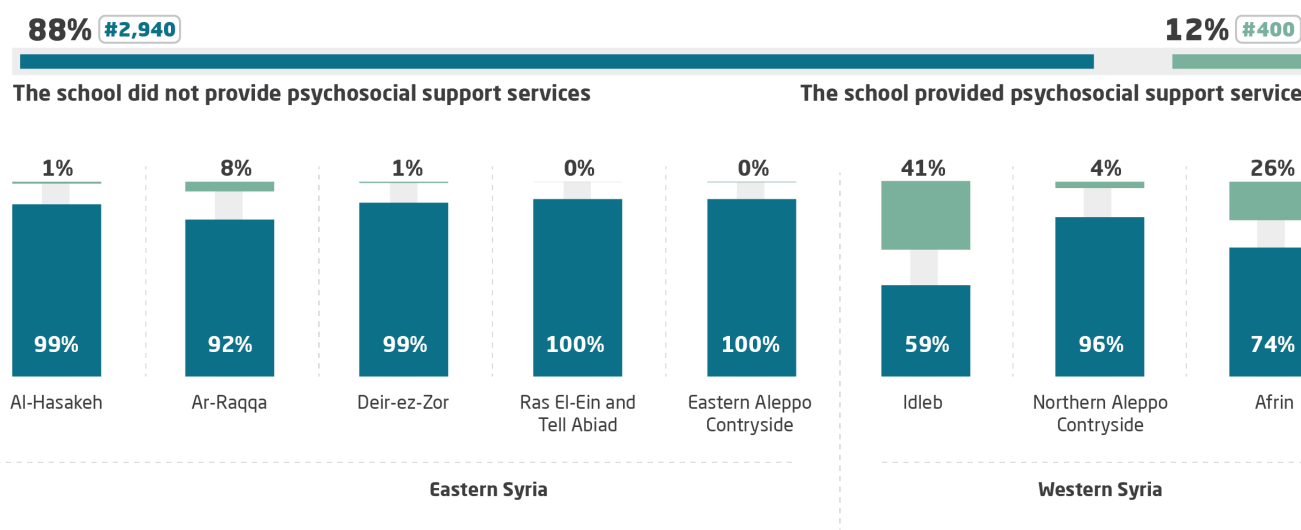


10 Provision of PSS Services in Schools

Only 400 (12% schools) of the total number of the functional schools provided PSS services during 2020/2019, while in 2,940 (88% schools) of the schools such services were not provided.

It is noted that all PSS services decreased inside and outside the school after the spread of Covid19- virus. Furthermore, suspension of school attendance as a precautionary measure to limit the spread of the virus increased students' sense of isolation, the thing which indicates the need to increase PSS services on the condition of commitment to social distancing and other precautionary measures to limit the spread of the virus.

Figure (95) Number / percentage of schools according to their provision of psychosocial support services



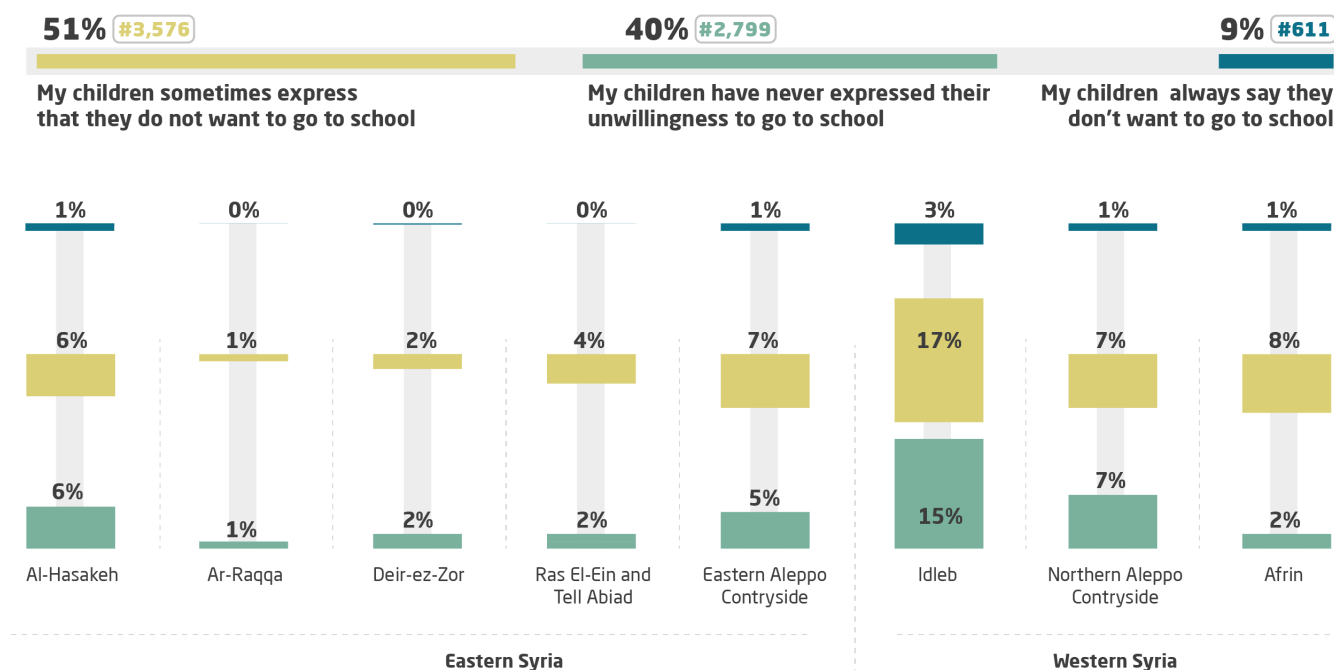
57. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.

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.

11 Parent perceptions: Children express their unwillingness to go to school

The results showed that 611 (9% individuals) of surveyed parents⁵⁸, who were asked about their children's willingness to go to school, said that their children always express unwillingness to go to school, and 3,576 (51% individuals) said that their children sometimes express unwillingness to go to school.

Figure (96) Number / percentages of parents whose opinions were surveyed according to their children's willingness to go to school



12 Student perception: phenomena related to the feelings of students within schools

Through the surveys conducted with students⁵⁹ by the enumerators, they were asked about their frequent feeling during one month (phenomena related to the feeling). The data showed that one of the most common phenomena among the surveyed students is the difficulty of memorizing information and lessons, 1,587 (8% students) of the students reported that they always suffer from this phenomena, while 4,196 (56% students) reported that they sometimes suffer from this phenomena, and 2,747 (36% students) rarely suffer from these phenomena.

426 (6% students) reported being easily distracted, whereas 3,040 (40% students) said that they sometimes get distracted, and 4,064 (54% students) expressed that they rarely get distracted.

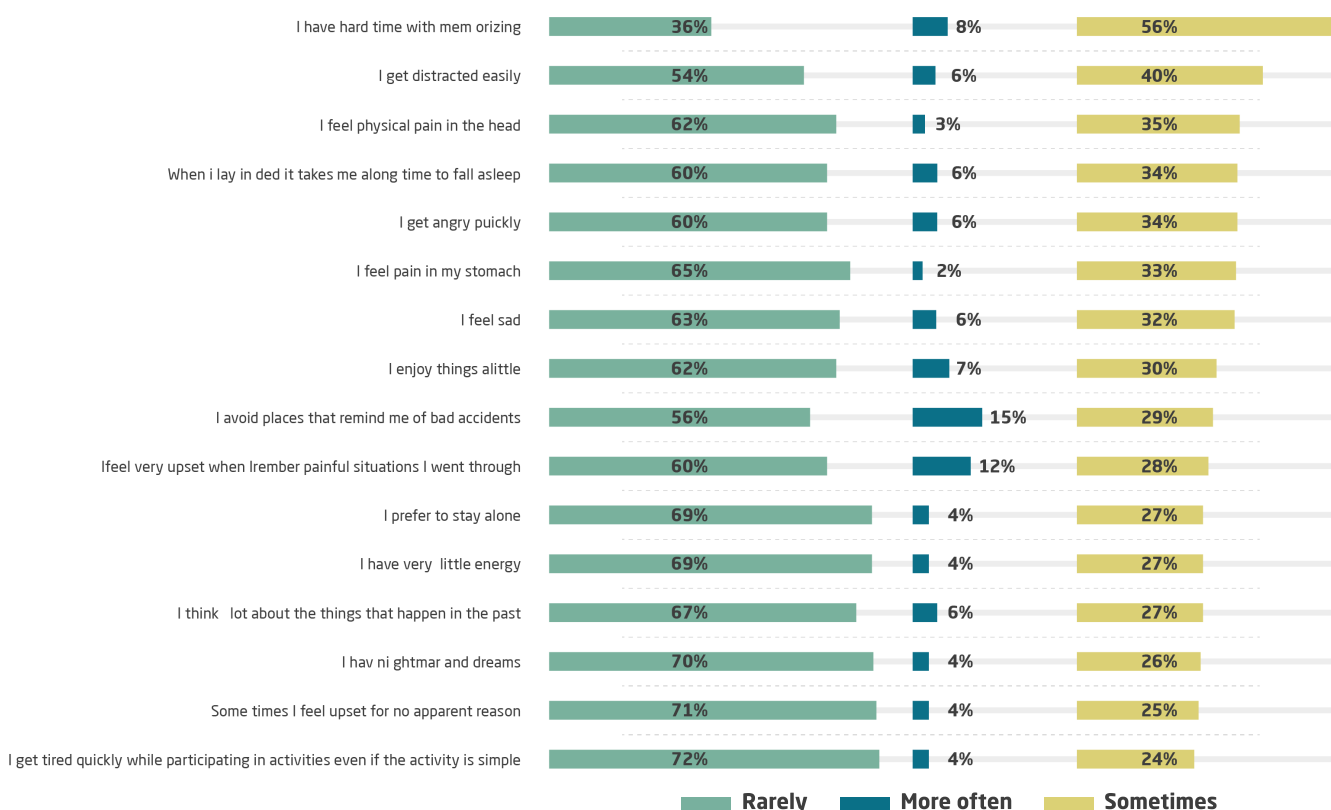
454 (6% students) said that it always takes them a long time to fall asleep when laying in bed, 2,587 (34% students) said that it sometimes takes them a long time to fall asleep when laying in bed, 4,489 (60% students) reported that it rarely takes them a long time to fall asleep when laying in bed.

On the other hand, 925 (12% students) of the surveyed students said that they always feel greatly distressed when they recall the painful situations they experienced. While 2,112 (26% students) reported that they sometimes feel this phenomenon; and 4,493 (60% students) said that they rarely feel this phenomenon.

58. IMU enumerators conducted perception surveys with 7,522 individuals who have children at school age (in and out schools) in 5 governorates. 30 percent of them are females and 70 percent are males. 72 percent of them are host community and 28 percent of them are IDPs.

59. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for 42% of children and males accounted for 58% of children. 73% of children surveyed were from the host community, 27% of internally displaced persons, and 2% of children surveyed had a disability.

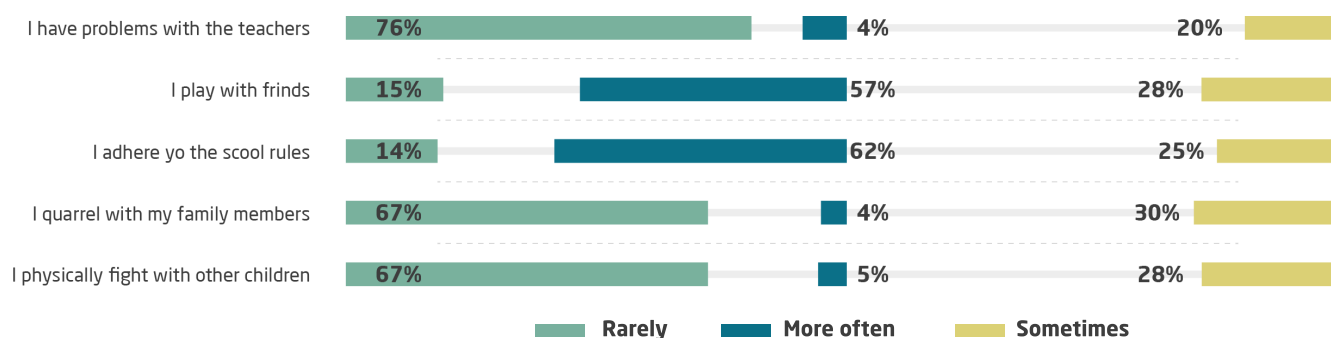
Figure (97) Percentages of the degree of prevalence of symptoms related to feelings among students



13 Student perceptions: phenomena related to the interaction between students within schools

Through surveys conducted with students⁶⁰ by the enumerators, the students were asked about their frequent feeling during one month (phenomena related to the interaction symptoms). The data showed that one of the most common negative phenomena among the 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 (98) Percentages of the degree of prevalence of symptoms related to interaction among students



60. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for %42 of children and males accounted for %58 of children. %73 of children surveyed were from the host community, %27 of internally displaced persons, and %2 of children surveyed had a disability.

14 Student perceptions: phenomena related to students' self-awareness

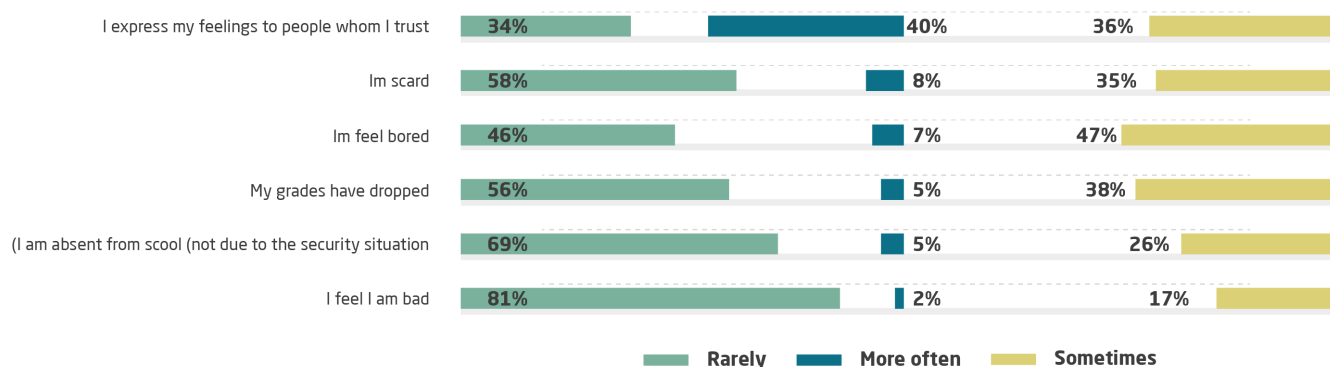
Through the surveys conducted with students by the enumerators, the students were asked about their frequent feeling during one month (phenomena related to the self-awareness).

The data showed that 590 (8%) students of the surveyed students reported that they more often feel scared; 352,805 (35%) students reported that they sometimes feel scared, and 4,335 (58%) students rarely feel scared.

550 (7%) students of the surveyed students reported feeling bored more often, 3,531 (47%) students said that they sometimes feel bored, whereas 3,449 (46%) students expressed that they rarely feel bored.

On the other hand, 403 (5%) students reported that they more often feel that their grades at school became lower; 2,885 (38%) students reported that they sometimes feel that their grades at school became lower, and 4,242 (56%) students rarely feel that their grades at school became lower.

Figure (99) Percentages of the degree of prevalence of symptoms related to self-awareness among students



15 The Use of Schools for Literacy Courses for those Over 18 Years of Age

The study revealed that only 3 schools of the assessed functional schools are used for literacy courses for people over 18 years of age. These schools are found in Idlib governorate; 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.

Figure (100) Number / percentages of schools according to the availability of literacy courses within



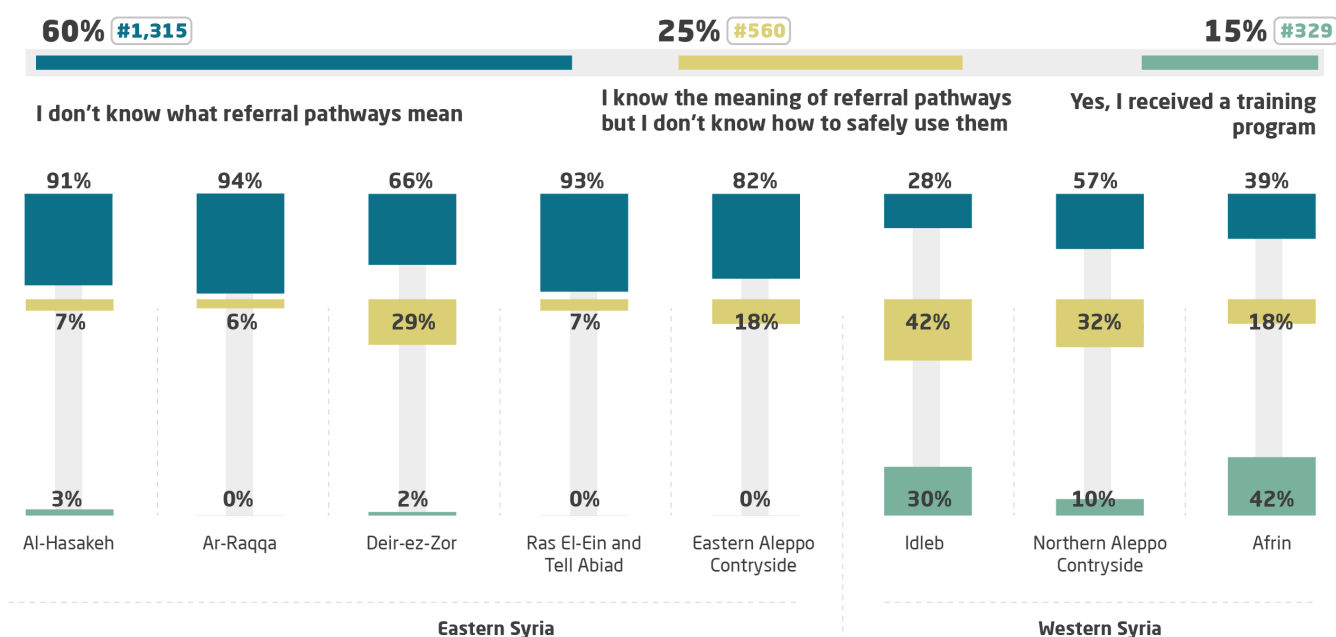
16 Principal perceptions: receiving training courses on the safe use of referral pathways

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 principals⁶¹; the enumerators asked them whether they received training on the safe use of referral pathways; a question to which 1,315) %60 principals) answered by saying that they don't know what referral pathways mean and never heard about the term; 560) %25 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 329) %15 principals) of the principals received training on the safe use of referral pathways.

It is noted that 538) %12 teachers) of the teachers surveyed reported receiving training on the safe use of referral pathways.

Figure (101) Number / percentages of school principals according to receiving training programs on the safe use of referral pathways



61. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.

Section 13

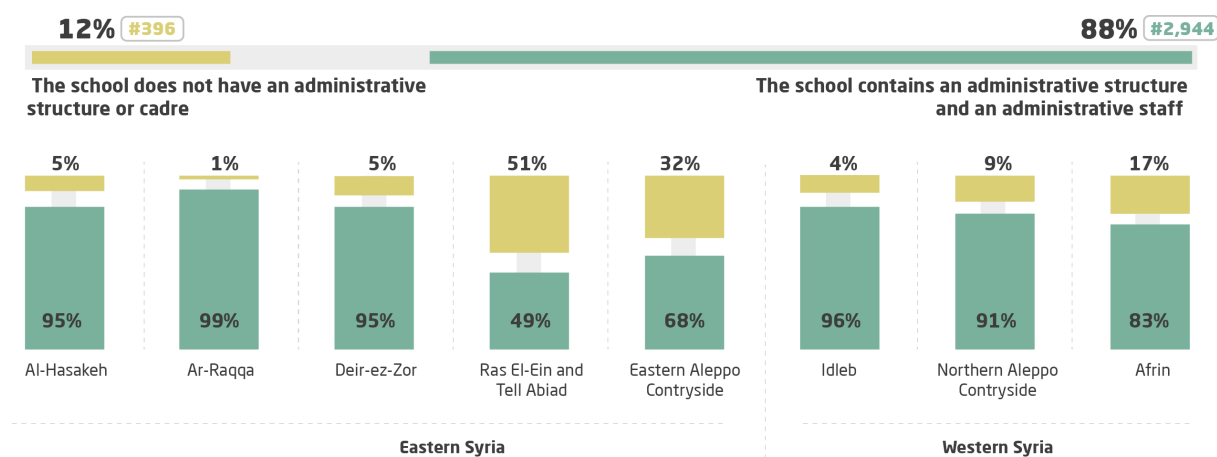
Policies and Procedures Governing the Educational Process



01 The Existence of an 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 2,944) %88 schools) of the assessed functional schools have clear administrative structure and cadre, whereas 396) %12 schools) do not have clear administrative structure or cadre.

Figure (102) Number / percentages of schools according to the existence of an administrative structure and an administrative staff

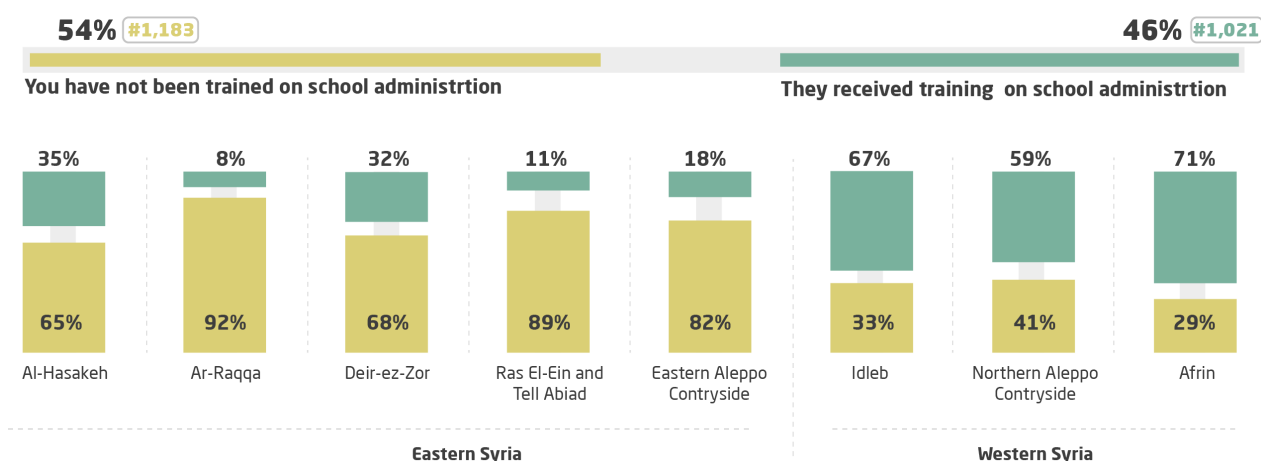


The administrative structure of the formal school has the principal at the top of the hierarchy, who might be the only administrative staff in small schools (non-formal school), while larger formal schools have a deputy principal assisting the school principal in conducting his/her tasks. Formal schools 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.

02 Principal perceptions: training courses in school management

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 principals⁶² were surveyed about whether they had received any courses in school management before or after they became principals. It was found that only 1,021) %46 principals) of them reported that they had received courses in school management, while 1,183) %54 principals) reported that they had not taken any courses in school management.

Figure (103) Number / percentage of principals surveyed according to receiving school administration training programs

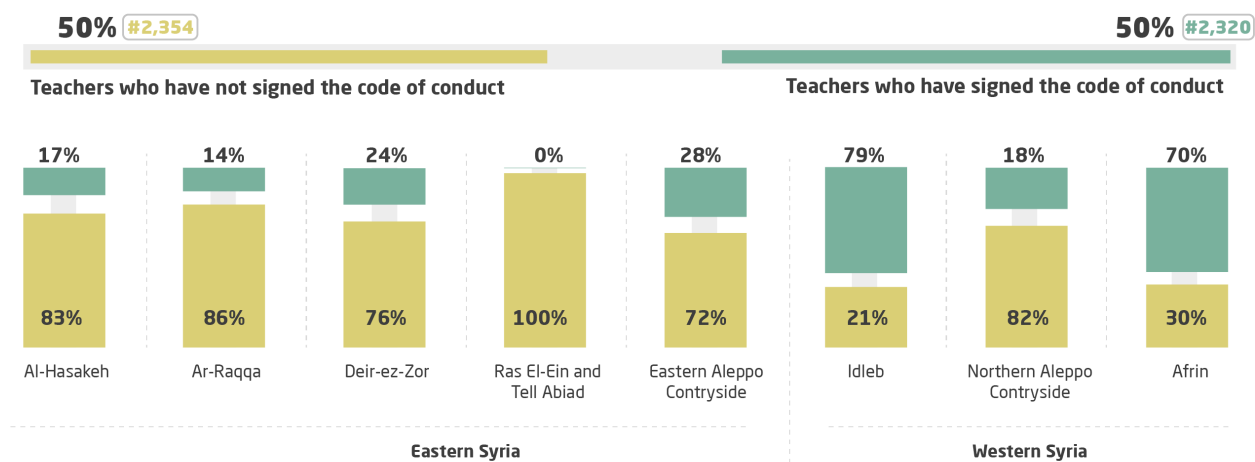


62. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.

03 Teacher perceptions: signing a Code of Conduct (CoC)

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 teachers⁶³, it is found that only 2,320 (50% teachers) of teachers reported signing a CoC, while 2,354 (50% teachers) said that they did not sign any document that informs them of their rights and duties.

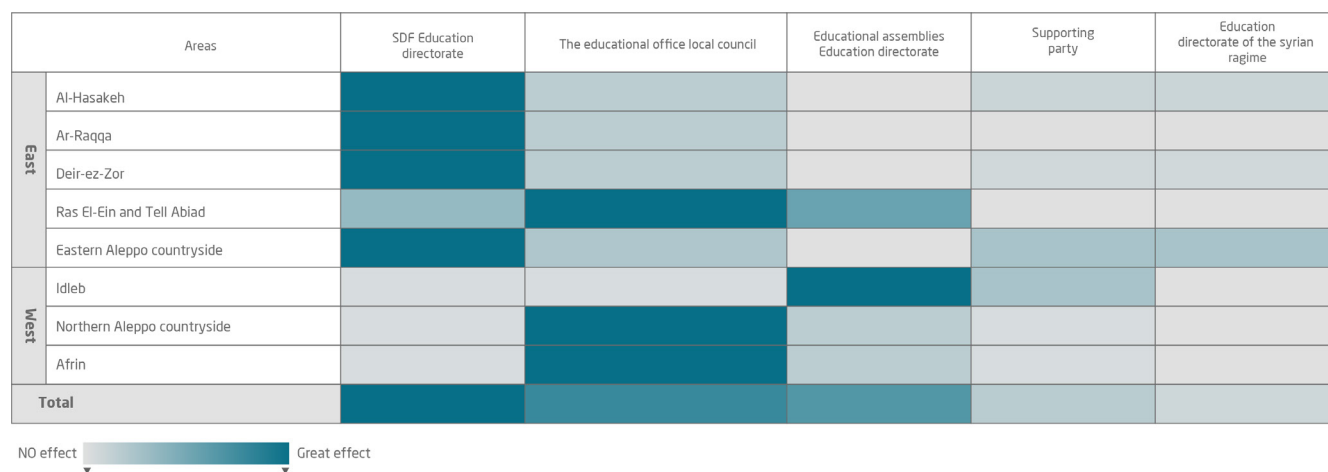
Figure (104) Number / percentages of teachers surveyed based on their signature of the code of conduct



04 The Most Influential Decision Makers within Schools

The most influential decision makers in the functional schools surveyed is ED of SDF which is the most influential decision makers within all schools in eastern Syria in the governorates of Ar-Raqqa, Al-Hasakeh, Deir ez-Zor and in the eastern countryside of Aleppo; in second comes the educational offices in the local councils, which are significantly influential in the districts of Aleppo countryside, Afrin, Ras El-Ein and Tell Abiad, and came in third place ED of the opposition government, which is largely influential in Idleb governorate. The regime is slightly influential in the schools located in eastern Aleppo countryside and the governorates of Al-Hasakeh and Deir-ez-Zo

Figure (105) The most influential decision makers within schools



63. IMU enumerators conducted surveys with 4,674 teachers inside and outside the schools in 5 governorates. %43 of the teachers surveyed were females, and %57 are males

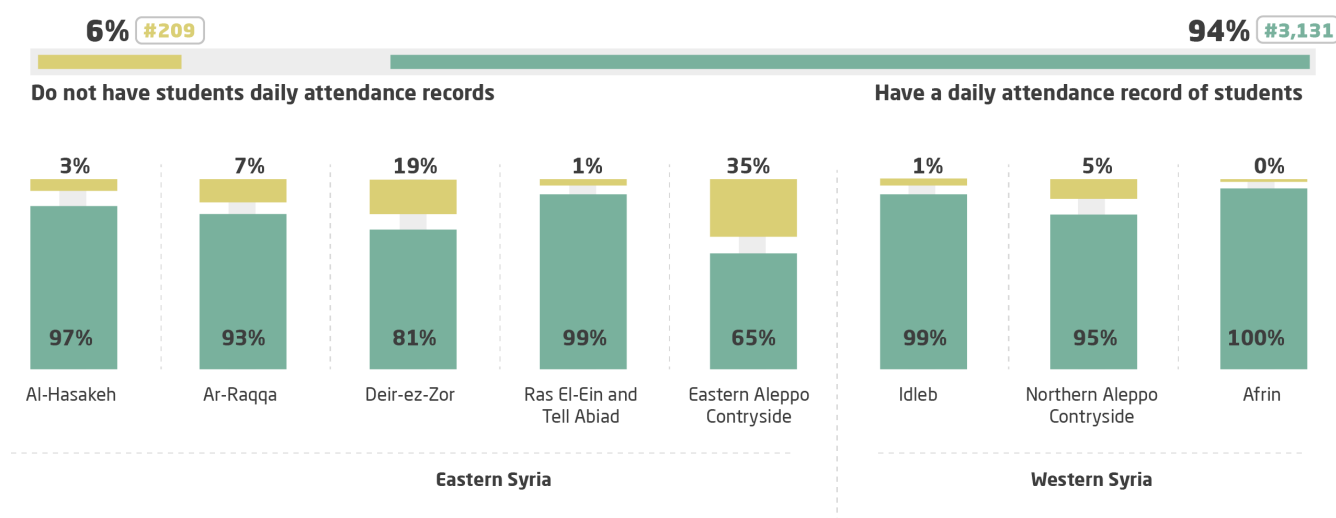
Influence of decision-makers in schools is determined based on three fundamental issues:

- **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

05 Availability of Students' Daily Attendance Sheet

The results of the study showed that 3,131) %94 schools) of the total assessed functional schools use students' daily attendance sheet to track students' attendance, while 209) %6 schools) of the total assessed functional schools do not use daily attendance sheets.

Figure (106) Number / percentage of schools according to the availability of daily attendance records for students



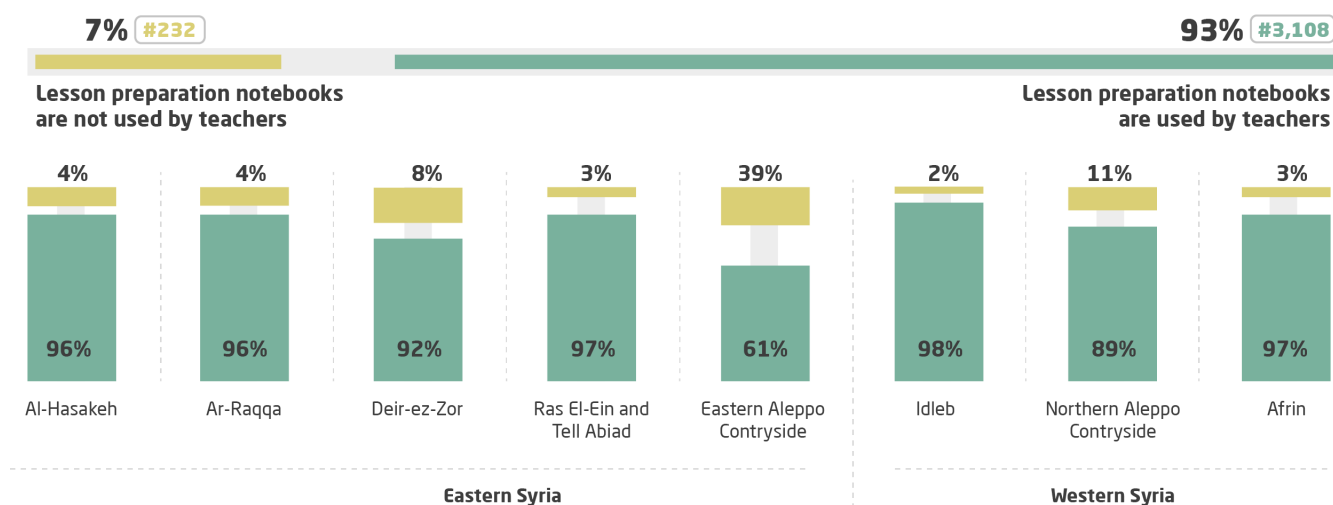
Under the laws of education in Syria, the student is required to attend a specified number of school days (during the academic year) and pass the exam to advance to the next school level. The number of days of the student's attendance must exceed %80 of the number of school days during the year. In order 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. It is worth mentioning that the condition under which students must attend %80 of the number of school days during the year is left unattended during the year 2020-2019. Students were advanced to the higher educational stages due to the suspension of school attendance which was part of the precautionary measures taken to limit the spread of Covid19- virus.

06 Availability of Teachers' Preparation Notebooks

Pre-war school policies and procedures required teachers to use preparation notebooks 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 232) %7 schools) of the assessed functional schools do not use teachers' preparation notebooks, whereas teachers in 3,108) %93 schools) of the assessed functional schools use teacher preparation notebooks.

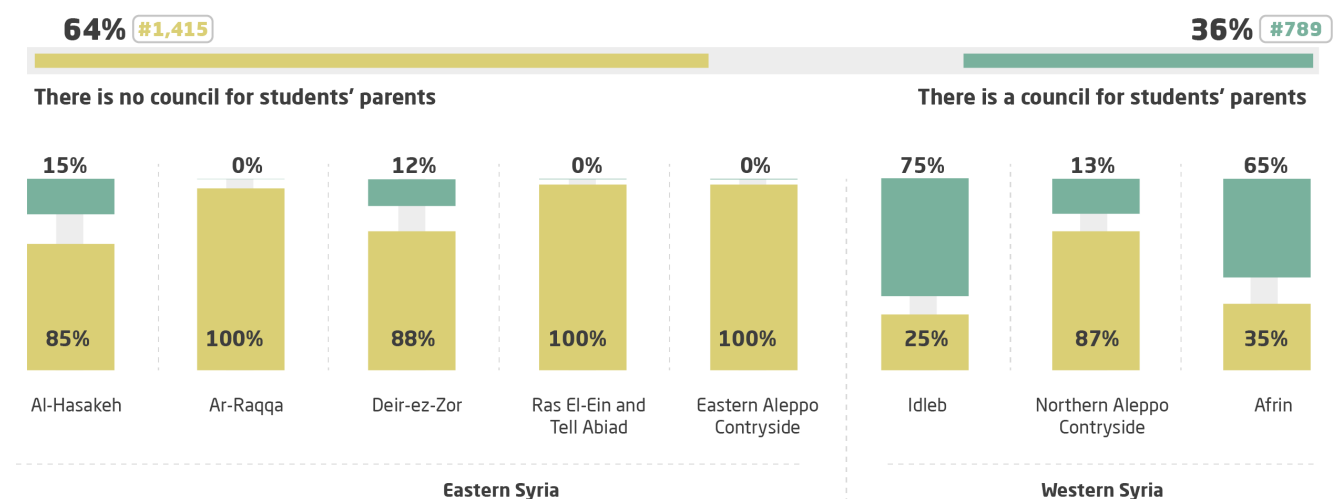
Figure (107) Number / percentage of schools according to the availability of daily attendance records for students



07 Principal perceptions: parent-teacher councils or periodic meetings with students' parents

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 principals⁶⁴ were surveyed about whether there are parent-teacher councils, or whether the school holds periodic meetings with the parents. 789) %36 principals) of the principals reported that there are parent-teacher councils and periodic meetings, while 1,415) %64 principals) said that there are no parent-teacher councils nor periodic meetings.

Figure (108) Number / percentages of principals whose opinions were surveyed according to the existence of a council for students' parents



64. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within 5 governorates. %17 of them were females and %83 of them were males.

Section 14

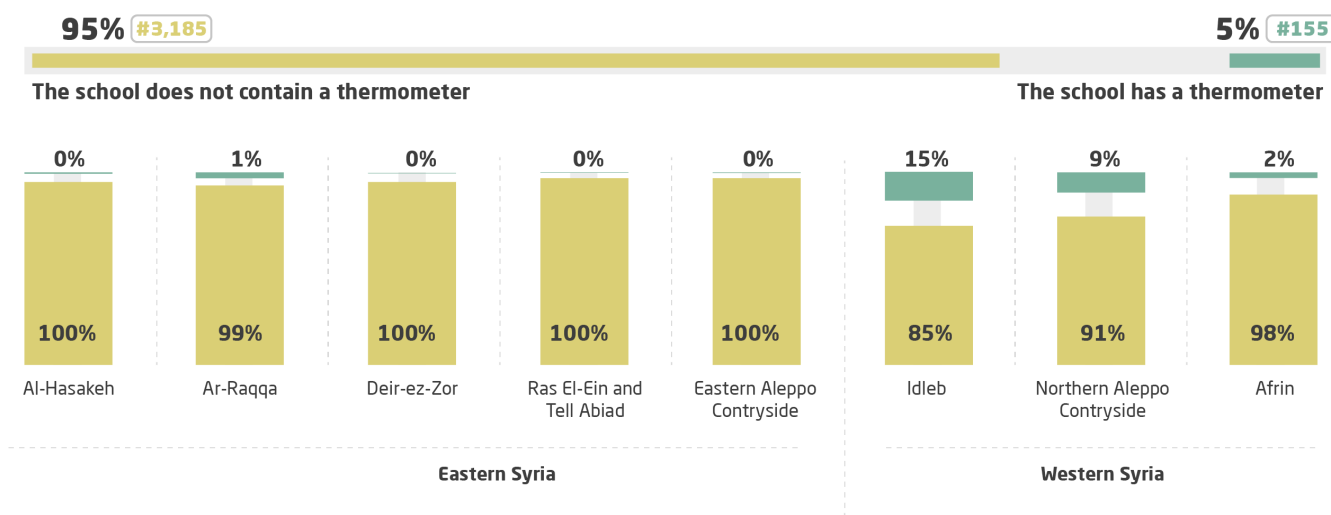
Methods and Measures to Prevent COVID-19 Virus



01 Provision of a Non-contact Thermometer within Schools

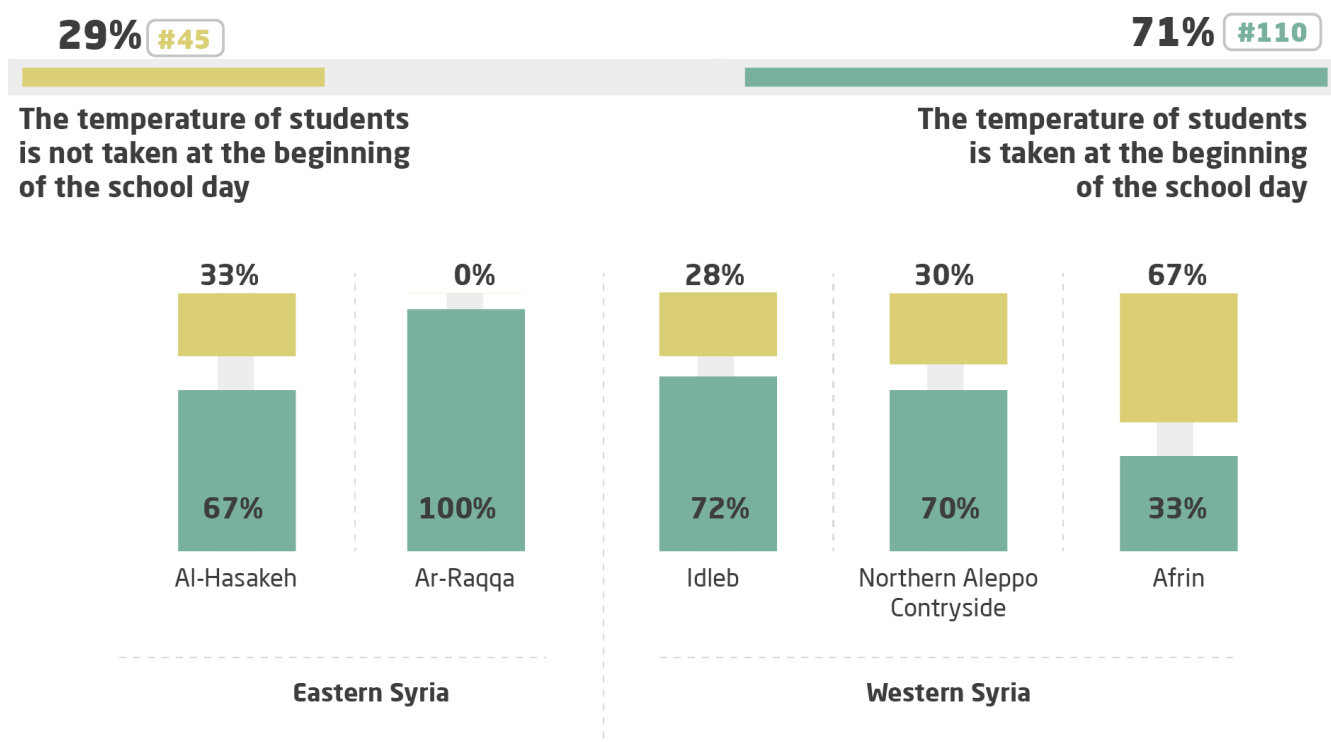
The results of the study showed that there are no non-contact thermometers to measure the temperature of students and educational staff in 3,185 (95% of schools) of schools, while there is a thermometer in 155 (5% of schools) of the schools only.

Figure (109) Number / percentage of schools according to the availability of non-contact thermometers



In schools with non-contact thermometers (115 schools), students' temperature is checked at the beginning of the school day only in 110 (71% of schools) of schools, while the temperature of students at the beginning of the school day is not checked in 45 (29% of schools) of schools.

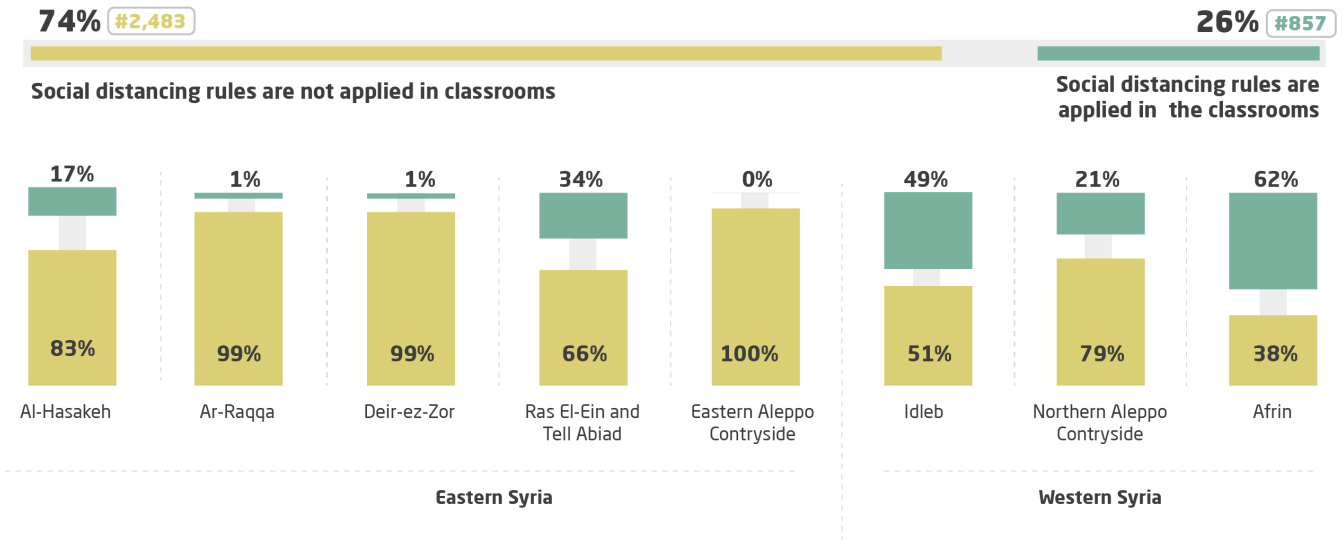
Figure (110) Number / percentage of schools with a thermometer available, according to measuring the temperature of students at the beginning of the school day



02 Applying the Rules of Social Distancing between Students

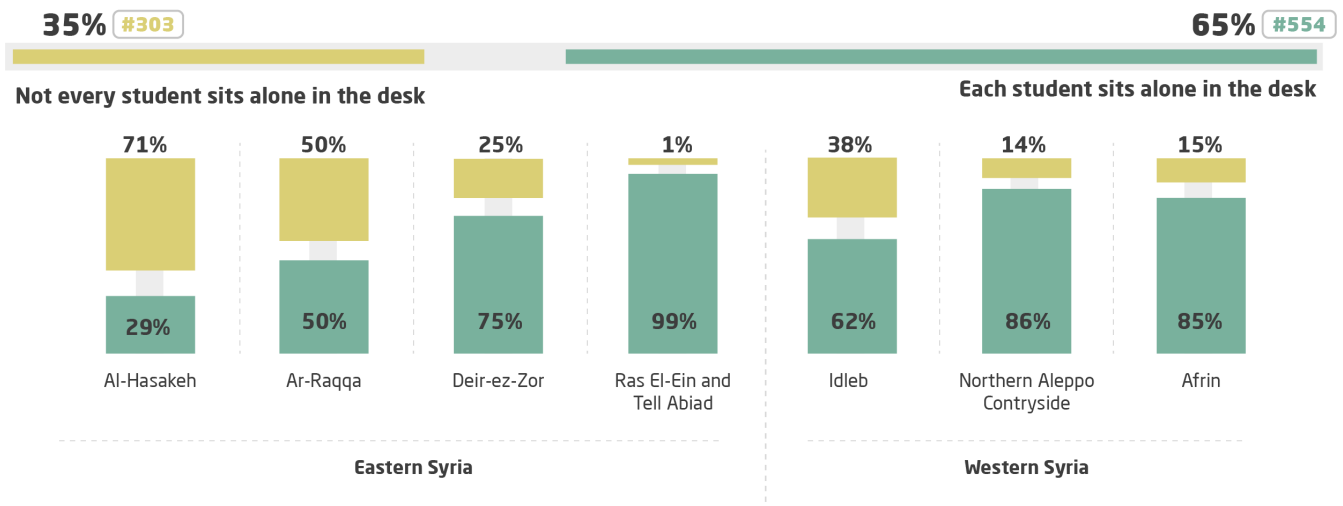
The rules of social distancing in the classroom to limit the spread of COVID19- virus require providing 2 meters for each of the students in the classroom. Results of the study show that the rules of social distancing is not applied in 2,483 (%74 schools) of the schools; whereas the rules were applied in 857 (%26 schools) of the schools.

Figure (111) Number / percentage of schools according to the application of the rules of social distancing within the classrooms



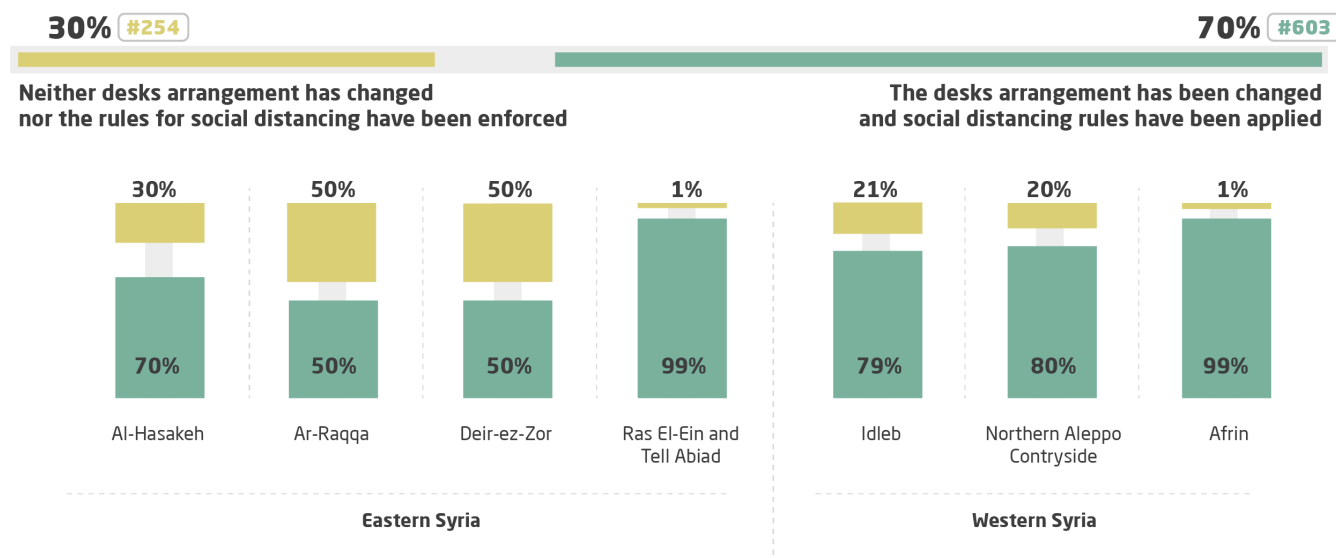
Social distancing rules in classrooms to limit the spread of Covid19- require that each student sits alone in the desk. In the schools in which the rules of social distancing were applied (857 schools), the results of the study show that students sit alone in their desks in 554 (%65 schools) of the schools, whereas students don't sit alone in the desks in 303 (%35 schools) in that more than one student sit in the desk, which may increase the likelihood of transmission of COVID19- virus.

Figure (112) Number / percentage of schools in which the rules of social distancing within classrooms are applied, based on the provision of a desk for each child



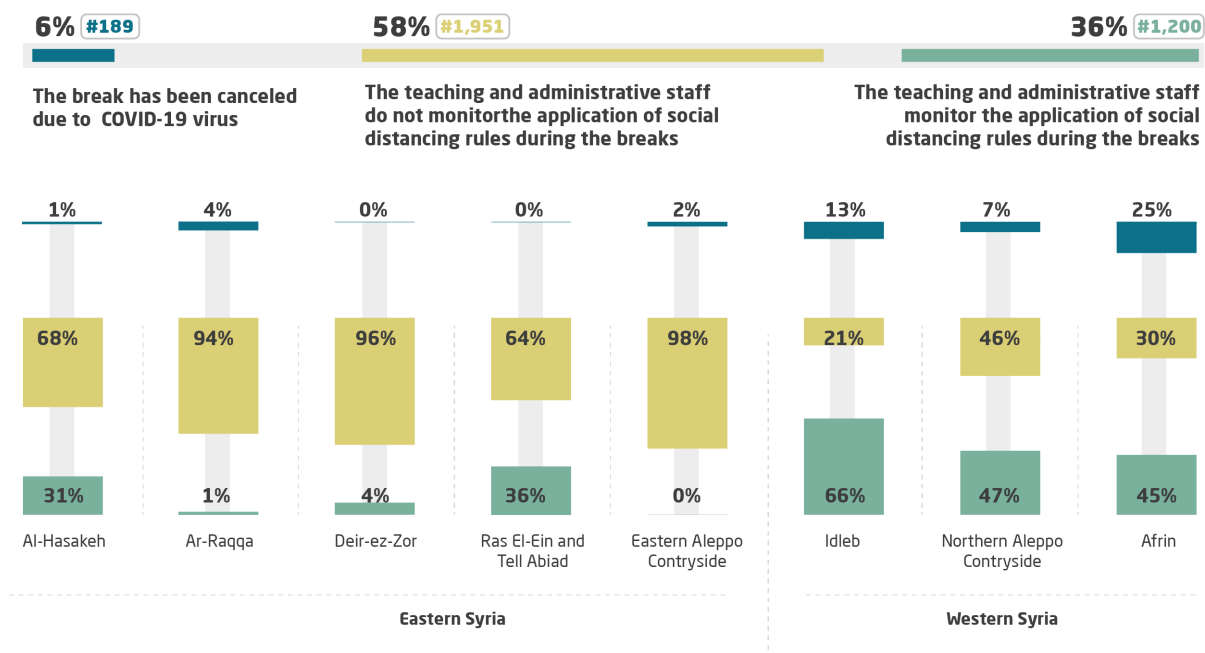
The rules of social distancing in schools to reduce the spread of COVID19- require rearranging the desks in a way that allows for a -2meter space between the students and the teacher, and 1 meter space between the students. In the schools in which the social distancing rules were applied (857 schools) of schools, the study show that desks have been rearranged within 603) %70 schools) of schools so that the social distancing rules are applied, whereas desks weren't arranged in 254) %30 schools) of schools, which increases the likelihood of Covid19- transmission.

Figure (113) Number / percentage of schools in which social distancing rules are applied within classrooms according to students' desks rearrangements



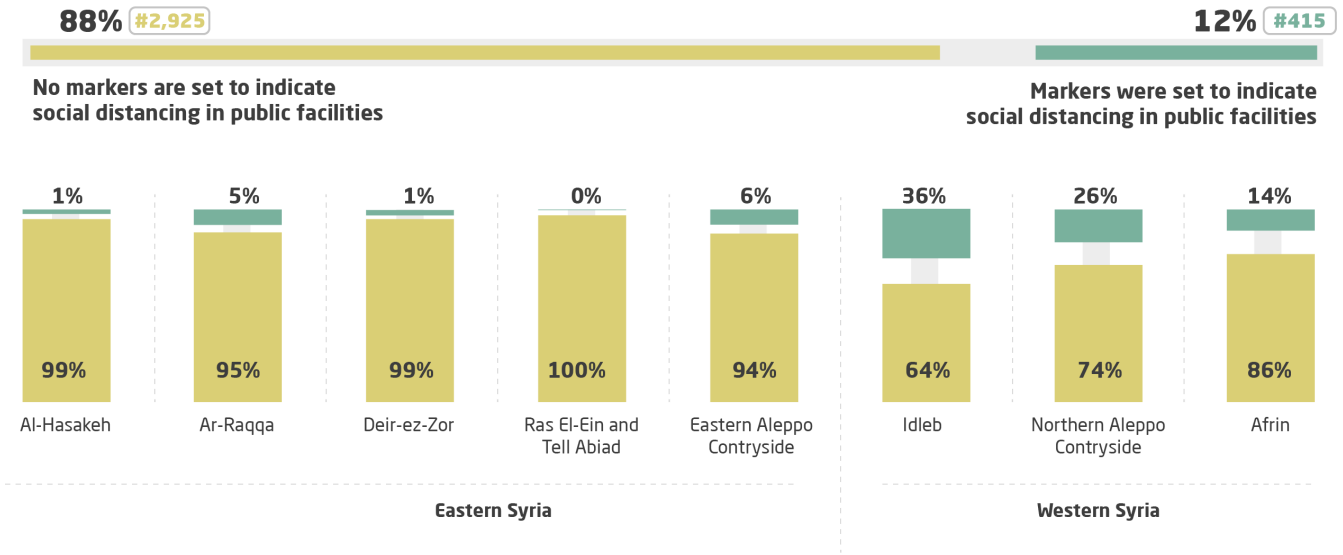
Social distancing rules in schools to limit the spread of COVID19- require establishing a shift schedule for the teaching and administrative staff during the breaks (Al-Baha); The teaching and administrative staff should commit to this schedule. They observe the rules of social distancing among students during the break; The study showed the abolition of the breaks to limit the spread of the COVID19- virus within 189) %6 schools) of schools, and the teaching and administrative staff monitor the application of social distancing rules during the break within 1,200) %36 schools) of schools. While the teaching and administrative staff do not monitor the application of social distancing rules during the break in 1,951) %58 schools) of schools.

Figure (114) Number / percentage of schools according to the teaching staff monitoring the application of social distancing rules during the breaks



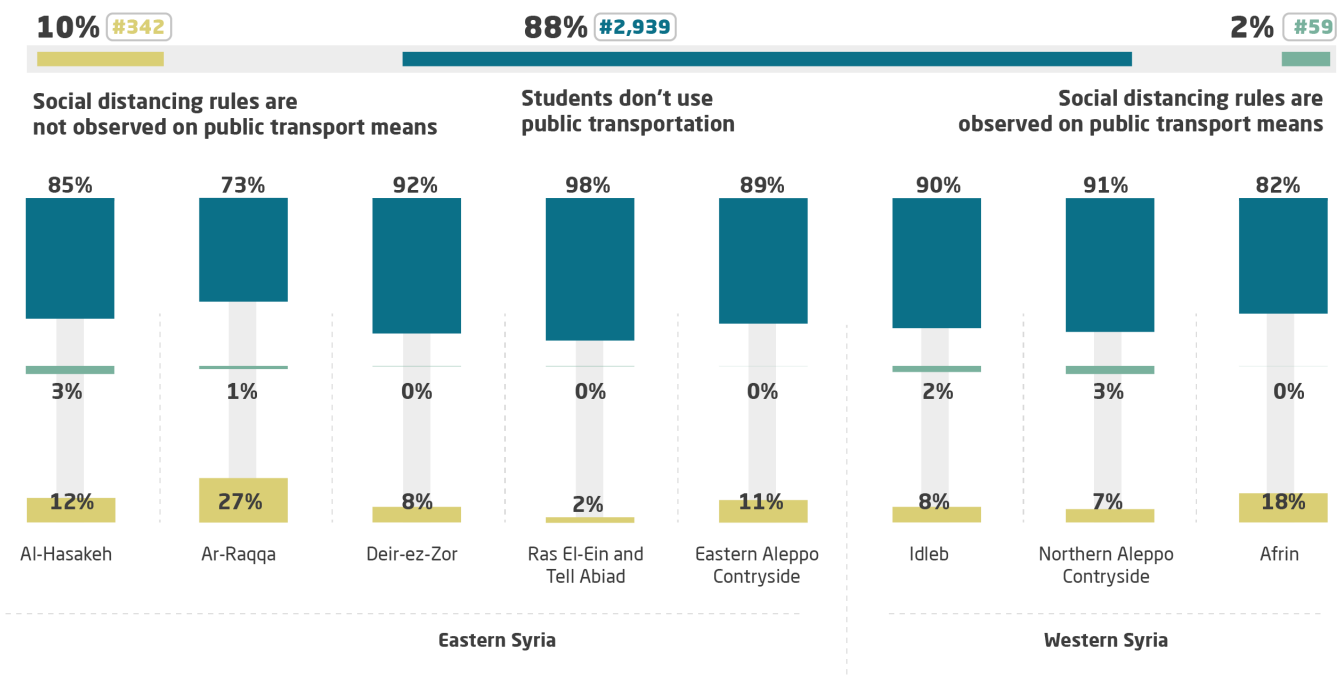
Social distancing rules in schools to limit the spread of COVID19- require setting markers (drawing lines with a distance of 1 meter) to clarify social distancing in public facilities (toilets - taps) and in corridors. The study showed setting markers to clarify social distancing distances within 415) %12 schools) of schools. While no markers were set to clarify social distancing within 2,926) %88 schools) of schools.

Figure (115) Number / percentage of schools according to setting specifications to the application of the social distancing rules



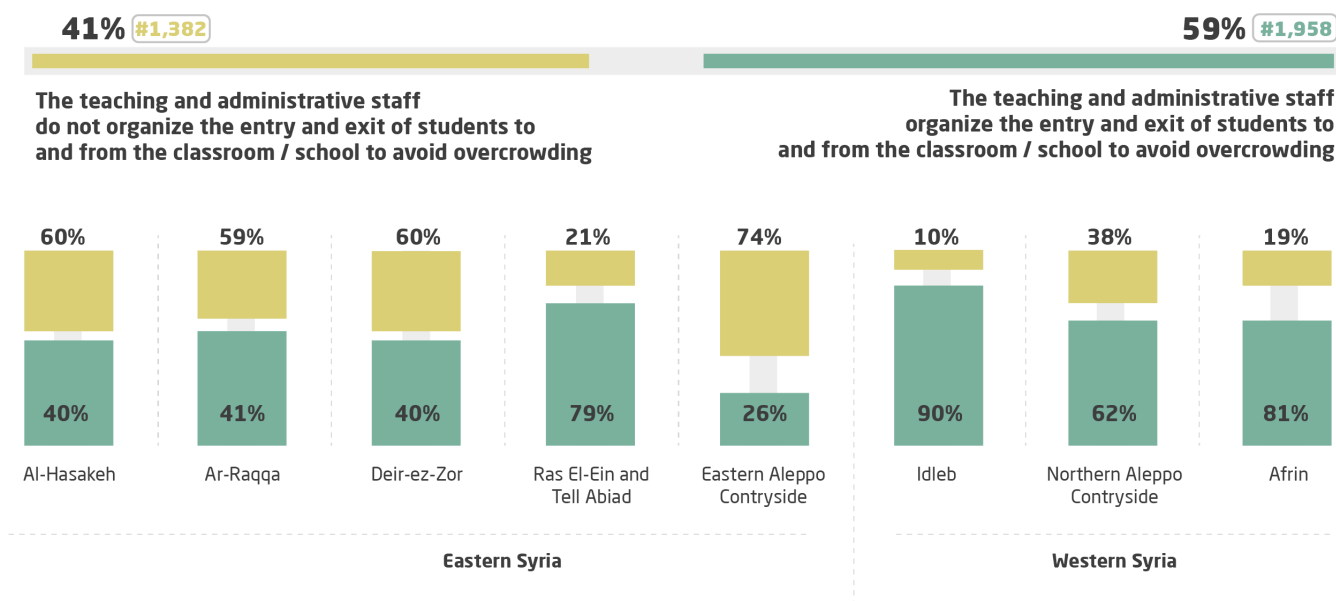
Precautionary measures to limit the spread of the COVID19- virus impose the application of social distancing rules within the public transportation means used by students; The study showed that most students do not use public transportation within 2,939) %88 schools) of schools, and social distancing rules are not applied within public transport means used by students within 342) %10 schools) of schools. On the contrast, social distancing rules are applied in public transportation used by students within 59) %2 schools) of schools only.

Figure (116) Number / percentage of schools according to the application of social distancing rules within the public transportation means used by students



Precautionary measures to limit the spread of the COVID19- virus impose that the teaching and administrative staff organize the entry and exit of students from the classrooms and the school to avoid overcrowding and students receiving the infection from their colleagues. The study showed that the teaching and administrative cadres did not organize the entry and exit of students from the classrooms and the school within 1,382) %41 schools) of schools, while the teaching and administrative staff regulate the entry and exit of students from the classrooms and the school within 1,958) %59 schools) of schools.

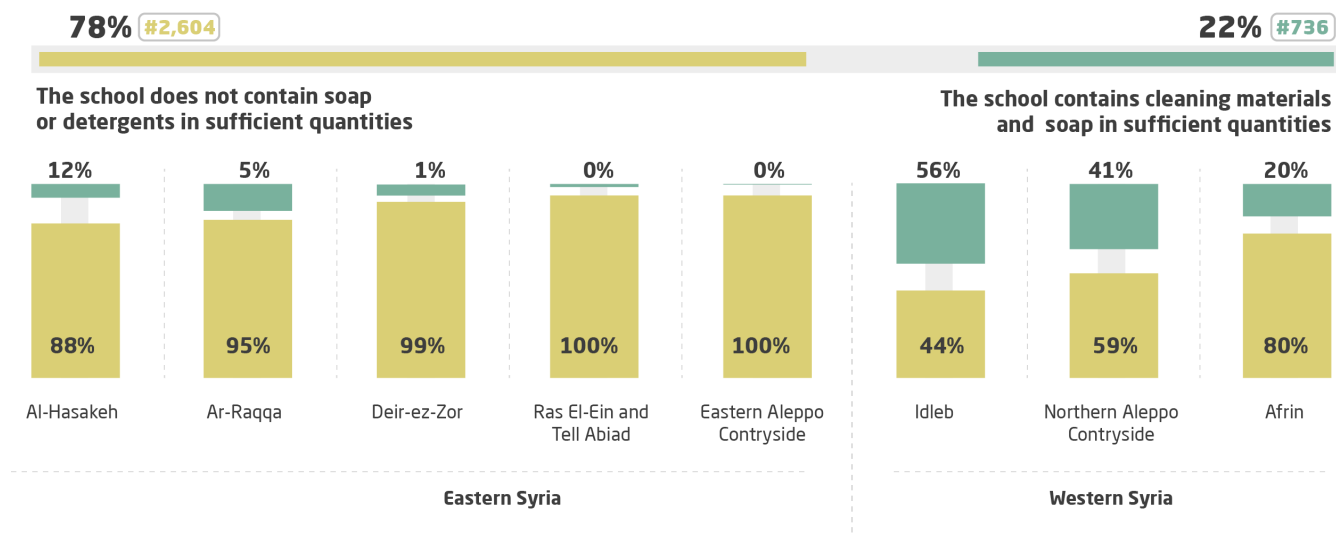
Figure (117) Number / percentage of schools according to the educational and administrative personnel organizing the students entering and exiting the schools



03 Availability of Soap and Sterilization Materials within Schools and Periodic Sterilization

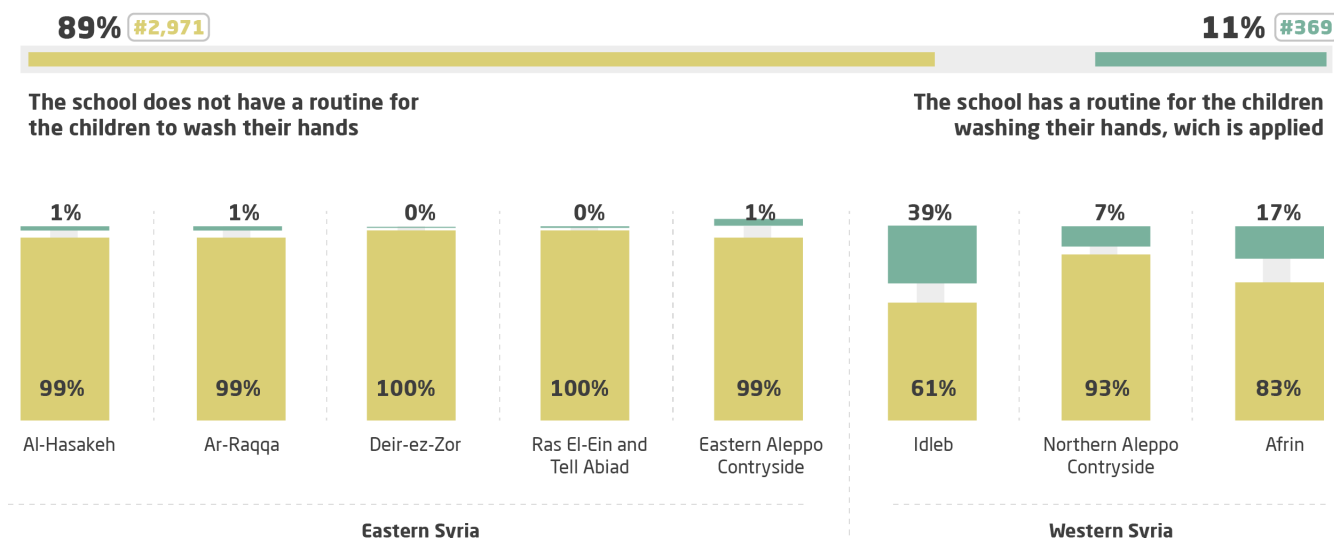
Precautionary measures to limit the spread of the COVID19- virus impose providing adequate quantities of cleaning materials and soap within the school; The study showed that sufficient quantities of cleaning materials and soap were available among 736) %22 schools) of schools. While there were insufficient quantities of cleaning materials and soap in 2,604) %78 schools) of the schools.

Figure (118) Number / percentage of schools depending on the availability of adequate quantities of cleaning materials and soap



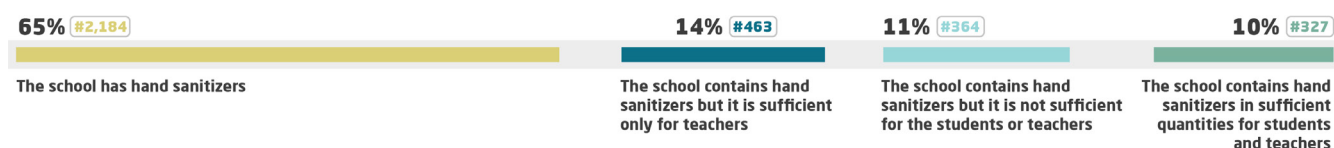
Precautionary measures to limit the spread of the COVID19- virus impose having a routine for children to wash their hands at school; The study revealed the existence of a routine of washing hands applied by children in %11 (369 schools) of the schools. There is no routine of hand washing in 2,971) %89 schools) of schools.

Figure (119) Number / percentage of schools based on having a routine for children to wash their hands



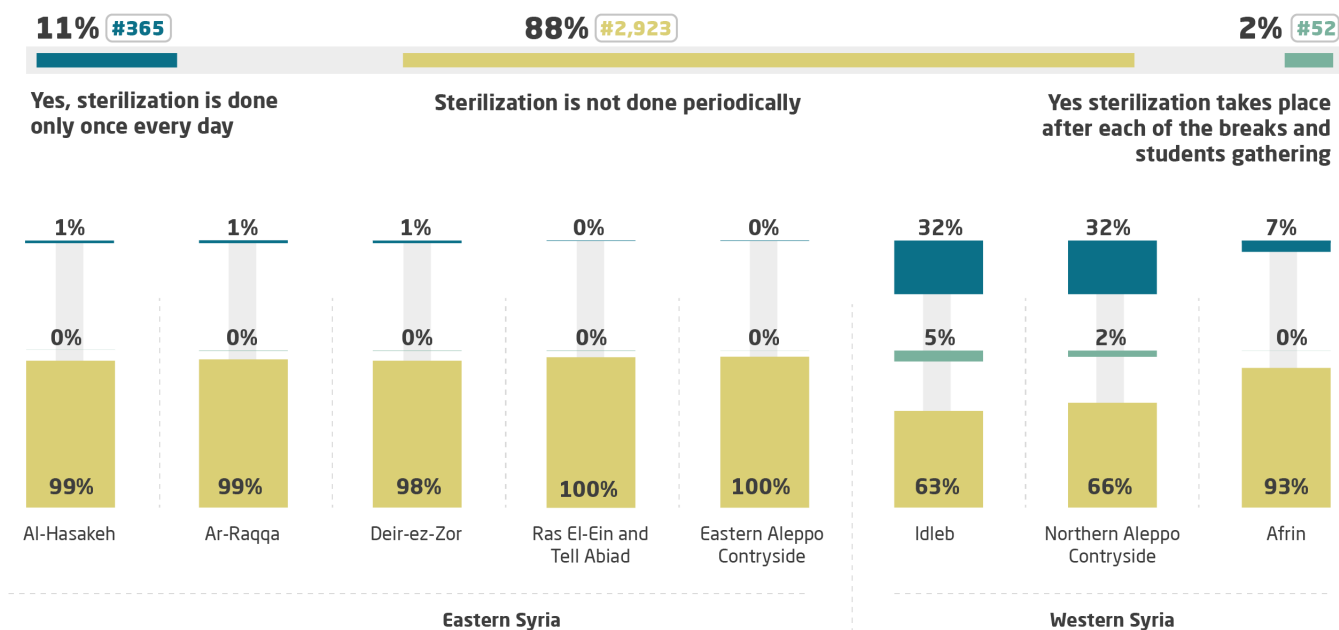
Precautionary measures to limit the spread of the COVID19- virus require providing hand sterilization materials within the school in sufficient quantities for students, teaching and administrative staff. The study showed that there were no sterilization materials to sterilize hands in 2,184) %65 schools) of the schools, and there were sterilization materials to sterilize the hands, but they are insufficient for teachers or students in 463) %14 schools) of the schools, while there are materials to sterilize the hands, but they are sufficient only for teachers within %11 (364 schools) of the schools, and there were materials to sterilize hands in sufficient quantities for teachers and students in 327) %10 schools) of the schools.

Figure (120) Number / percentage of schools according to the availability of sufficient quantities of hand sanitizers



Precautionary measures to limit the spread of the COVID19- virus impose sterilization of public facilities within schools by service personnel periodically (stair railings, door handles, water taps...) on a daily basis and after every break or gathering of students; The study showed that public facilities within schools are not sterilized periodically within 2,923) %88 schools) of schools, and public facilities within schools are sterilized only once per day within 365) %11 schools) of schools, while public facilities within schools are sterilized after every break and after gathering of students within 52) %2 schools) of schools.

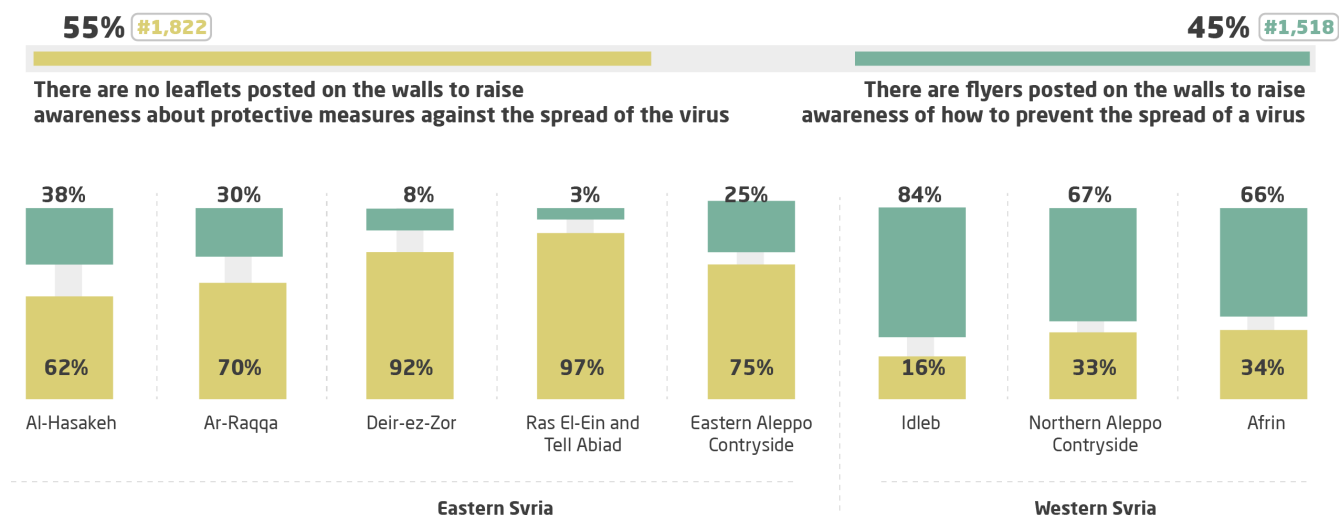
Figure (121) Number / percentage of schools according to the periodic sterilization of public facilities within



04 Awareness on COVID19- Prevention Measures

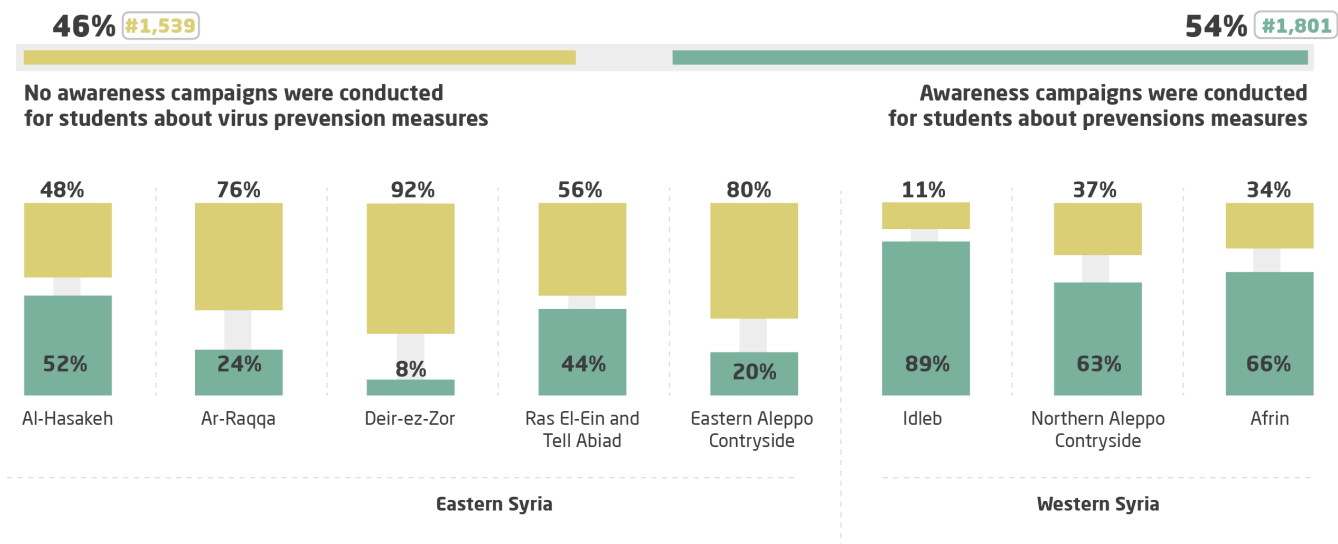
Precautionary measures to limit the spread of the COVID19- virus impose providing leaflets on school walls, classrooms, yards and toilets to raise awareness of ways to protect against the spread of the COVID19- virus and commitment to abide by hem; The study showed that there are awareness leaflets on the school walls, classrooms, the courtyard and toilets within 1,518) %45 schools) of the schools, while there are no awareness leaflets on the school walls, classrooms, courtyard and toilets within 1,822) %55 schools) of the schools.

Figure (122) Number / percentage of schools according to the presence of awareness leaflets on the school walls



Precautionary measures to limit the spread of the COVID19- virus impose training teachers within two weeks of school opening on methods of preventing COVID19-; The study showed that teachers were trained on prevention methods within 1,250) %37 schools) of schools, while teachers were not trained on prevention methods in %63 2,090) schools) of schools.

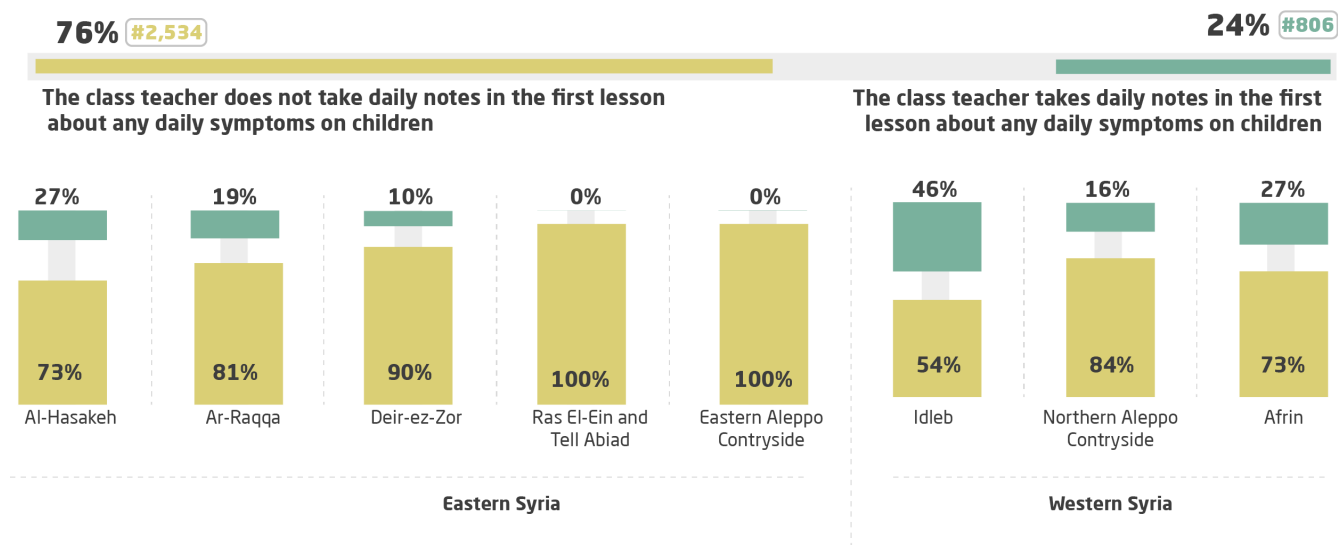
Figure (123) Number / percentage of schools according to conducting awareness campaigns for students about the virus prevention measures



05 Sharing Information about COVID-19 Virus

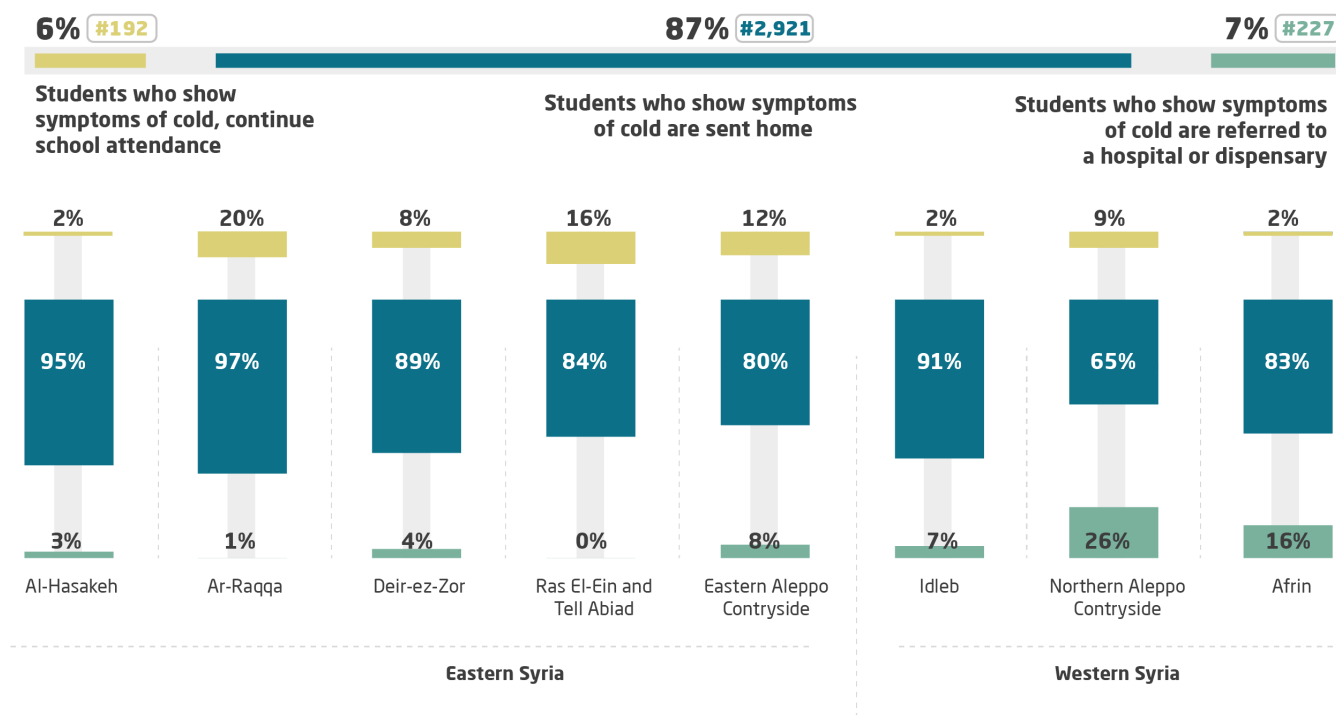
Precautionary measures to limit the spread of the COVID19- virus impose on the class teacher to take daily notes in the first class about any symptoms of students' illness which are them approved and kept by the school principal. The study showed that the classroom teachers took daily notes in the first class about any disease symptoms on students in 806) %24 schools) of the schools, while the classroom teachers did not take notes about any symptoms of students' illness within 2,534) %76 schools) of schools.

Figure (124) Number / percentage of schools according to classroom teachers' notes about any disease symptoms on students



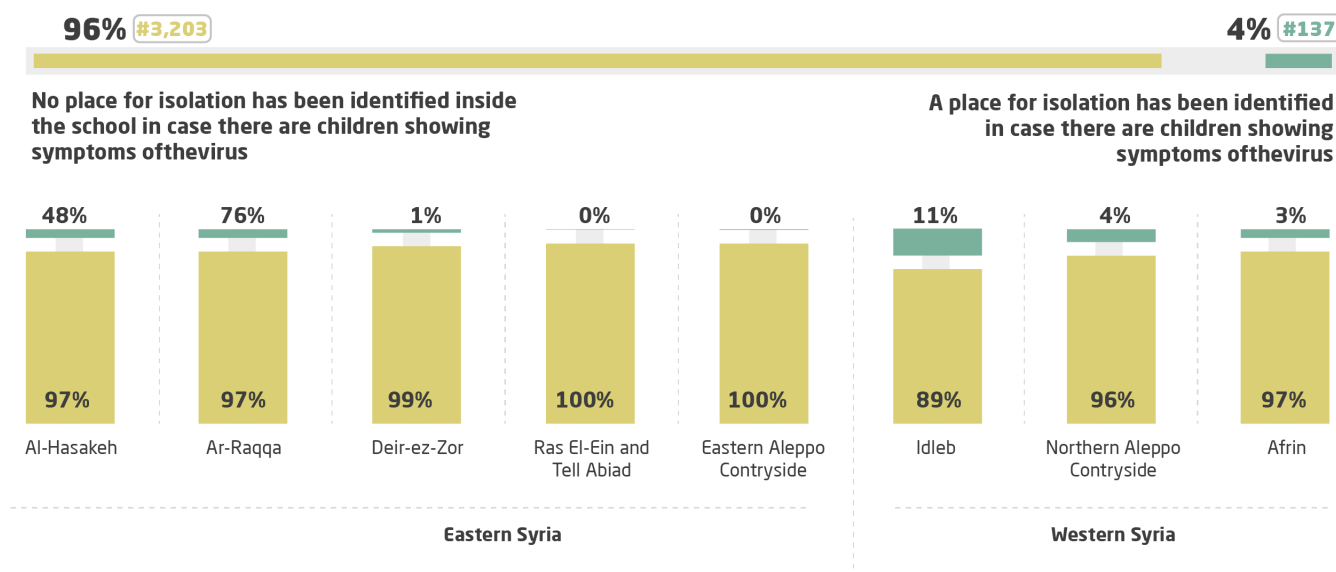
Precautionary measures to limit the spread of the COVID19- virus impose that students who show symptoms of cold are transferred to a specialized hospital; the study showed that students who show symptoms of cold are transferred to a specialized hospital within 227) %7 schools) of schools, while students who show symptoms of cold are sent to their homes in 2,921) %87 schools) of schools, while students who show symptoms of common cold are neither transferred to the hospital nor sent home in 192) %6 schools) of schools and they continue to stay with their colleagues, which may transmit a cold infection or any other disease to their colleagues.

Figure (125) Number / percentage of schools according to transferring students who show symptoms of cold to the specialized hospital



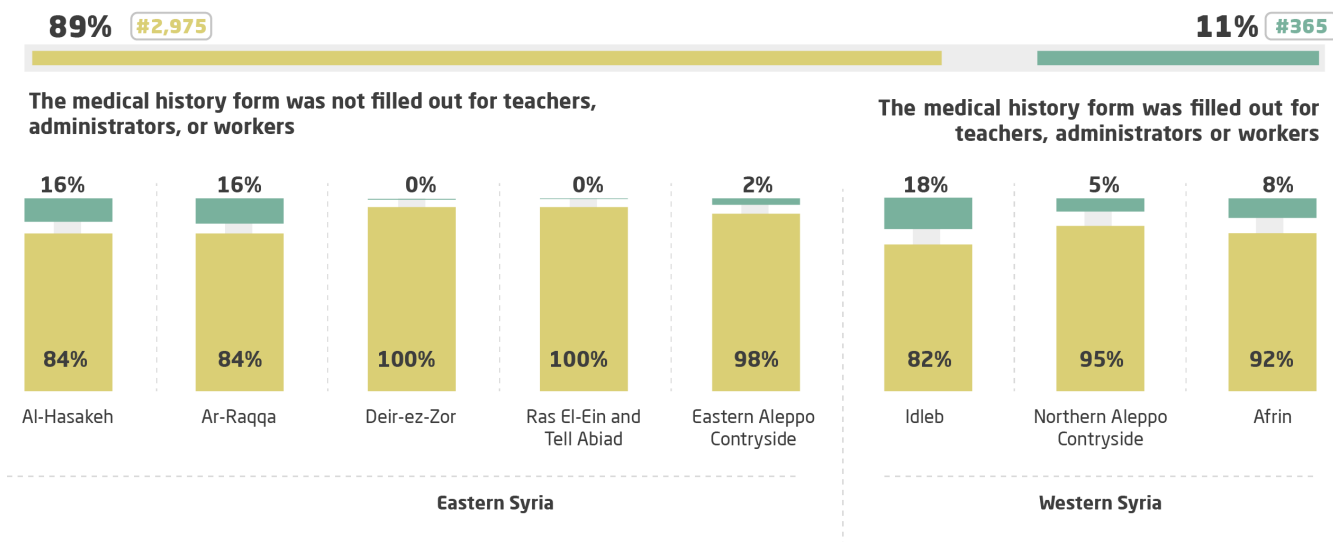
Precautionary measures to limit the spread of the COVID19- virus impose identifying a place for isolation within the school in case there are students who show symptoms of COVID19- in the morning; The study shows that a place for isolation was identified within the schools for students who showed symptoms of the COVID19- virus in the morning in 137) %4 schools) of the schools, while no specific place for isolation was identified in 3,203) %96 schools) of schools.

Figure (126) Number / percentage of schools according to the identification of a place for isolation within the school for students who show symptoms of being infected with the virus



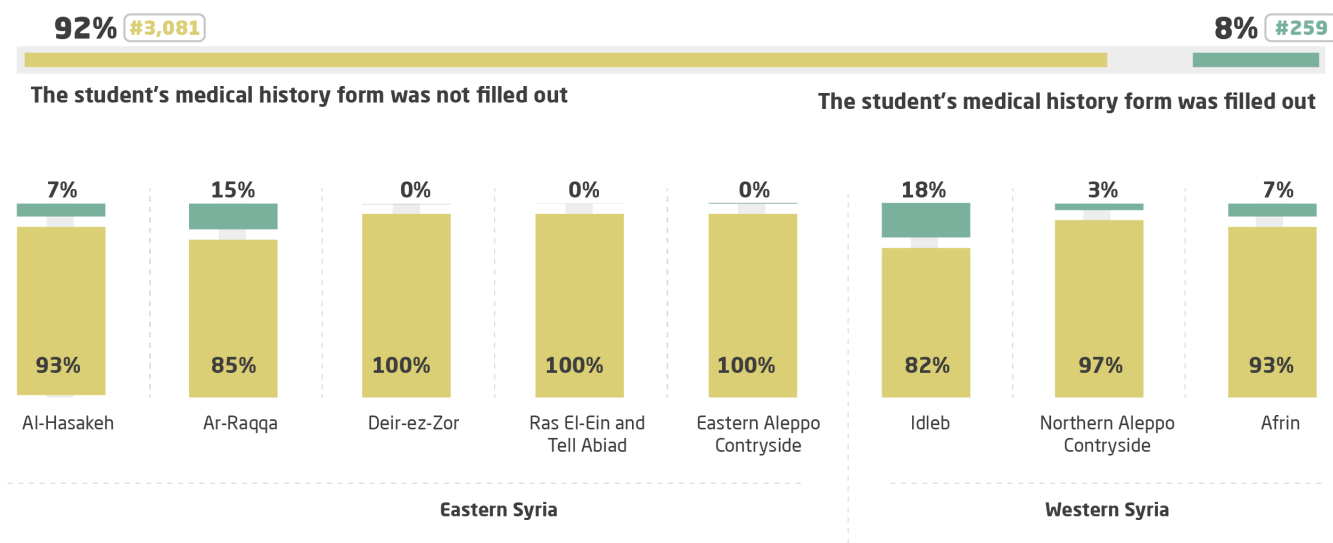
Precautionary measures to limit the spread of the COVID19- virus impose that within a week of the school opening the medical history form of the school's teachers, administrators, or workers must be filled out; Any employee classified as one of the employees most at risk of contracting the virus can be exempt from daily work in the school and assigned tasks suitable for him; The study showed that educational and administrative personnel and workers filled out a medical history form within 365) %11 schools) of the schools, while educational and administrative staff and workers did not fill out the medical history form in 2,975) %89 schools) of the schools.

Figure (127) Number / percentage of schools according to filling out the medical history form of the school's teachers, administrators or workers



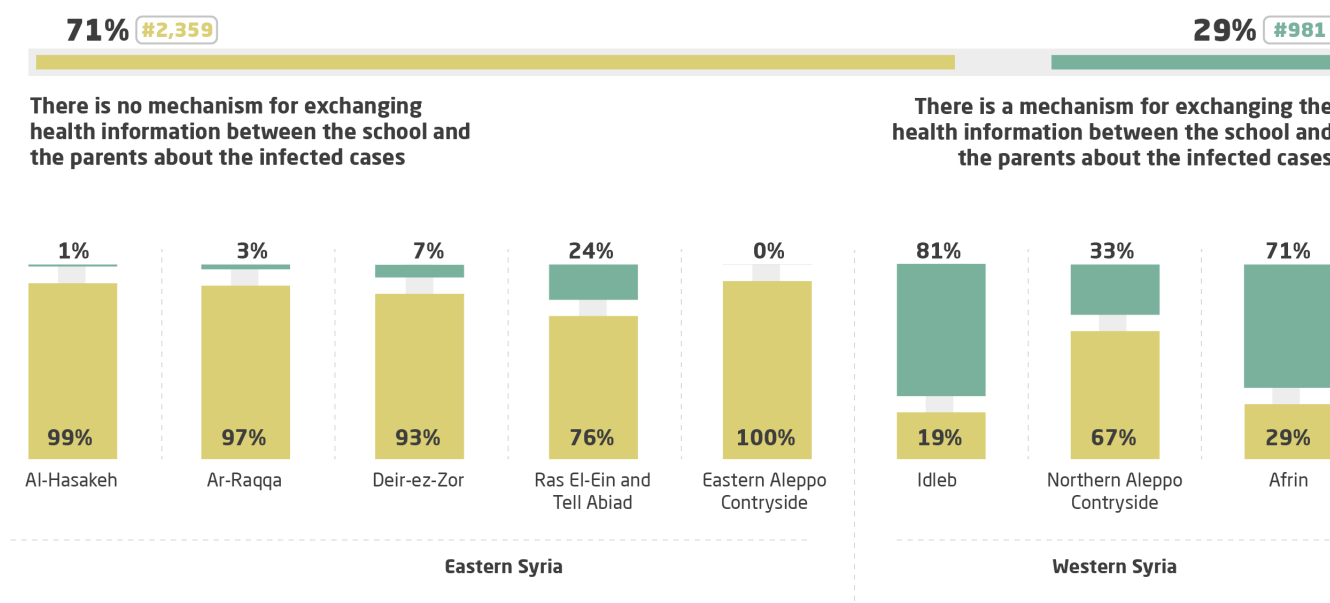
Precautionary measures to limit the spread of the COVID19- virus impose that within a week of the student's attendance, the student's medical history form is to be filled out in order to ascertain whether he is classified as being more at risk of infection with the virus, so that he can continue in distance learning, or he/she can continue attending school at specific times; The study showed that students completed a medical history form within 259) %8 schools) of the schools, while students did not fill out a medical history form within 3,081) %92 schools) of the schools.

Figure (128) Number / percentage of schools according to filling out the medical history form of the school's students



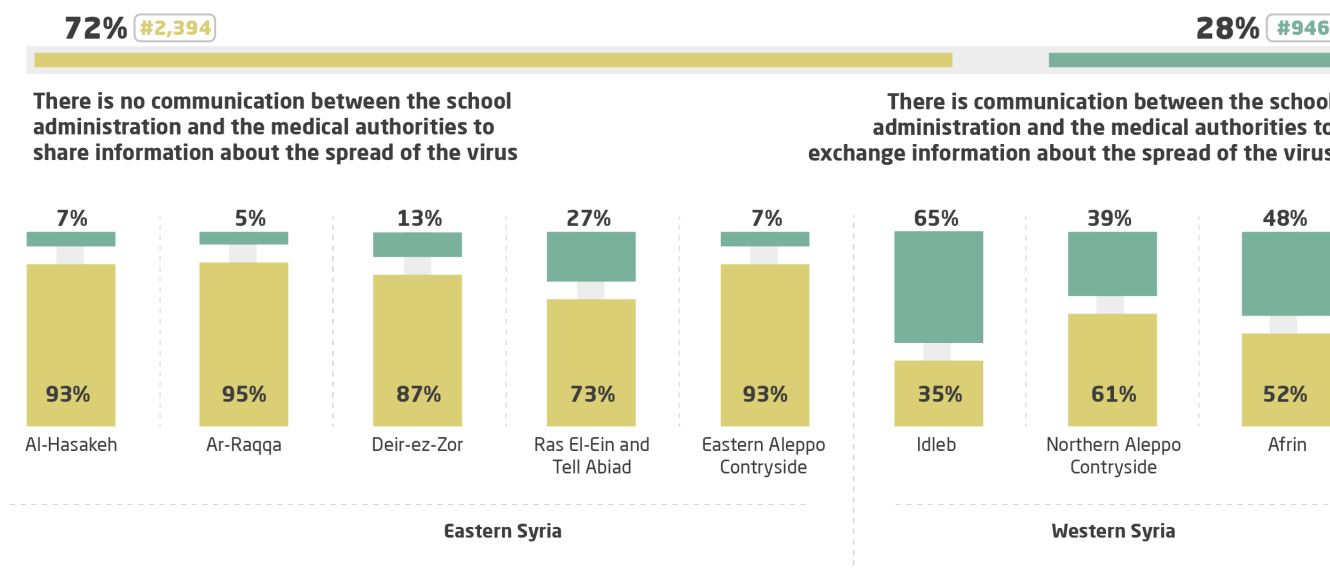
Precautionary measures to limit the spread of the COVID19- virus impose the existence of a mechanism for exchanging health information between the school and the parents about Covid19- cases among students or in the student's surroundings (the student's family and neighbors) such as WhatsApp rooms; The study showed that there is a mechanism for exchanging health information between the school and the parents about Covid19- cases in 981) %29 schools) of the schools only. While there is no mechanism for exchanging health information between the school and the students' parents in 2,359) %71 schools) of the schools.

Figure (129) Number / percentage of schools according to the provision of a mechanism for exchanging health information between the school and parents about the infected cases among students



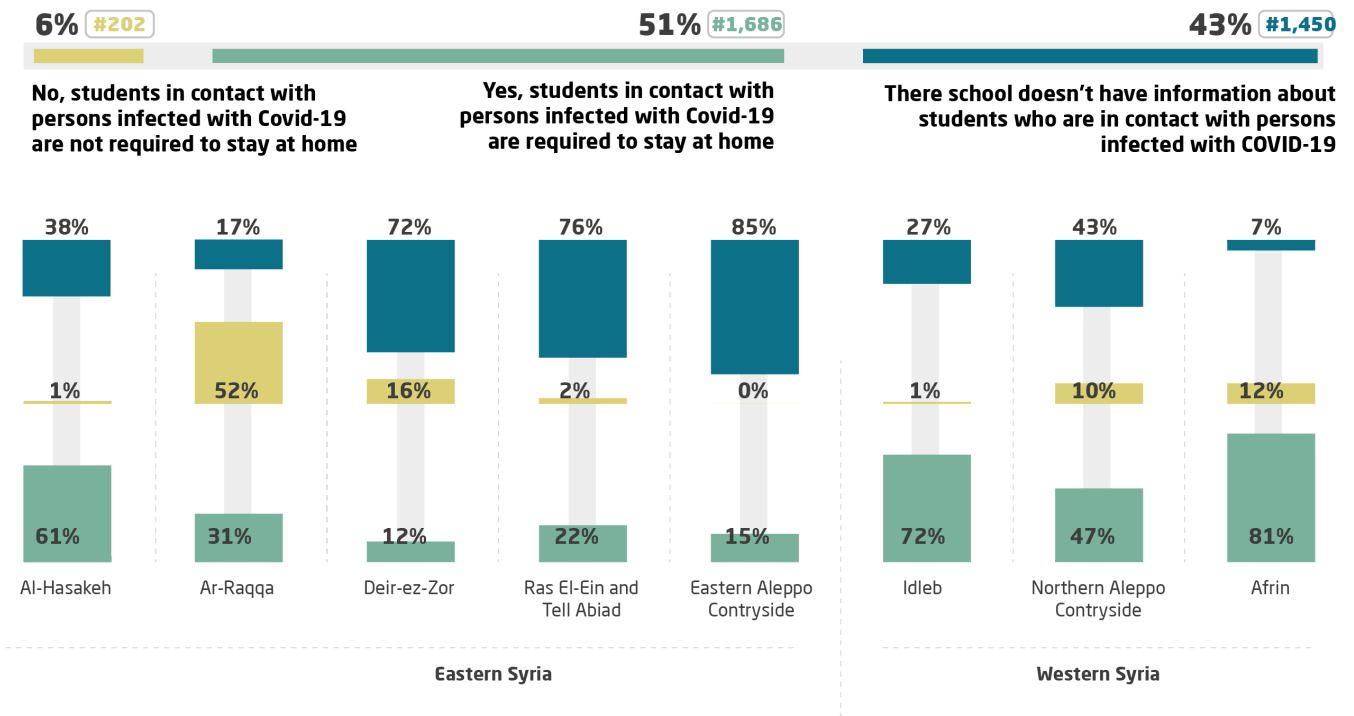
Precautionary measures to limit the spread of the COVID19- virus imposes the existence of communication between the school administration and the medical authorities to exchange information about the spread of the virus between students, teachers and in their surrounding environment; The study showed that there is communication between the school administration and the medical authorities to exchange information about the spread of the virus within 946) %28 schools) of schools only. While there is no communication between the school administration and the medical authorities in 2,394) %72 schools) of the schools.

Figure (130) Number / percentage of schools according to the existence of communication between the school administration and the medical authorities to exchange information about the spread of the virus



Precautionary measures to limit the spread of the COVID19- virus impose that the school requires students who have been in contact with carriers of the virus to stay home for a period of 14 days; The study showed that the school had no information about students' contact with people carrying the virus in 1,450) %43 schools) of schools; While the school requires students who have been in contact with carriers of the virus to stay at home for 14 days in 1,686) %51 schools) of schools, whereas in 202) %6 schools) of schools, schools do not require students who have been in contact with carriers of the virus to stay at home.

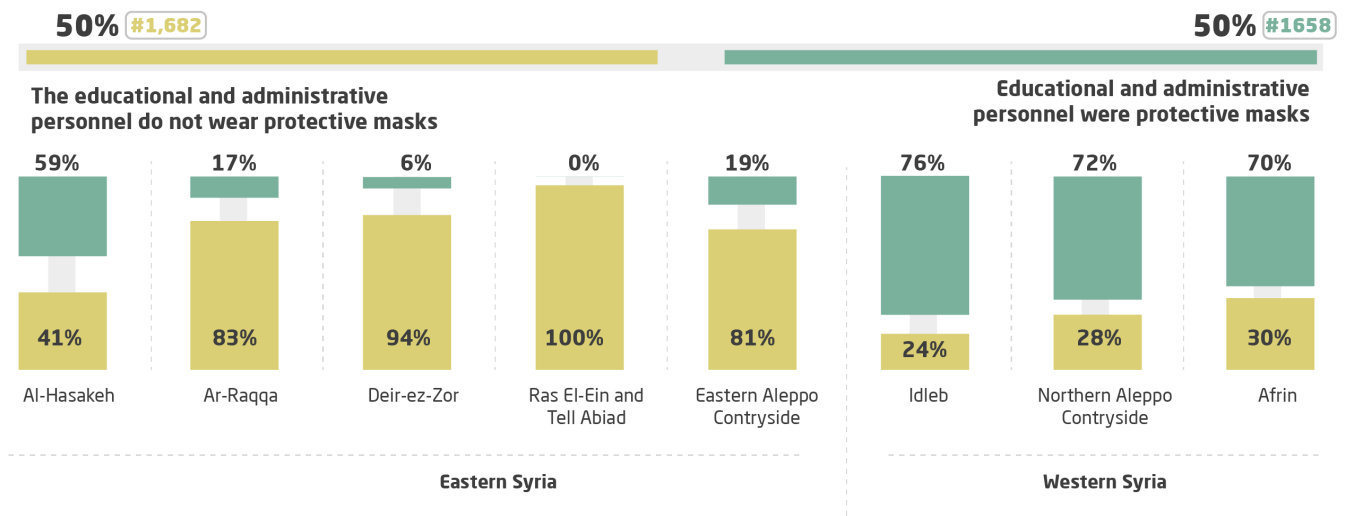
Figure (131) Number / percentage of schools based on the schools' demand to have the students, who have been in contact with persons infected with the virus, staying at home



06 Commitment by Using COVID-19 Virus Protective Materials

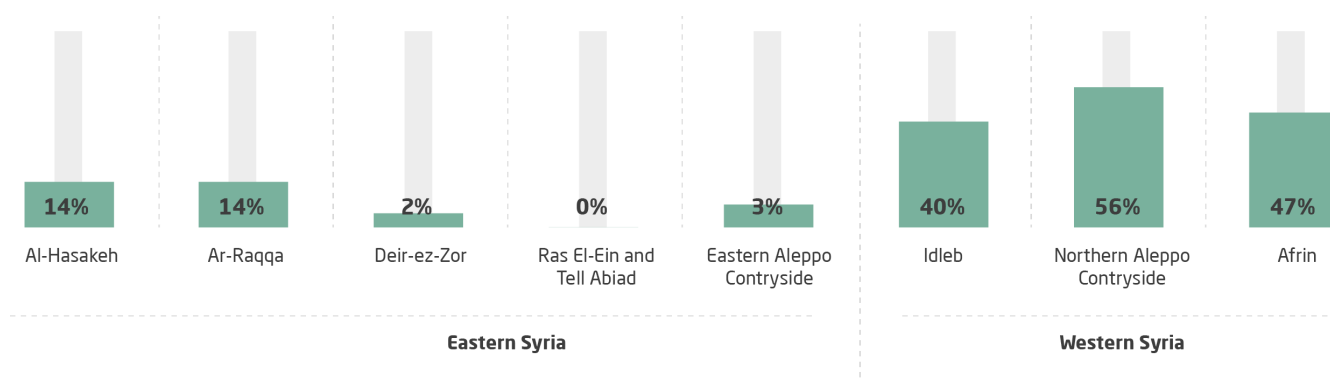
Precautionary measures to limit the spread of the COVID19- virus impose that students and educational and administrative staff wear protective masks (masks). The study showed that educational and administrative personnel wear masks in 1,658) %50 schools) of schools, while educational and administrative personnel do not wear masks within 1,682) %50 schools) of schools.

Figure (132) Number / percentage of schools according to the educational and administrative staff's use of masks



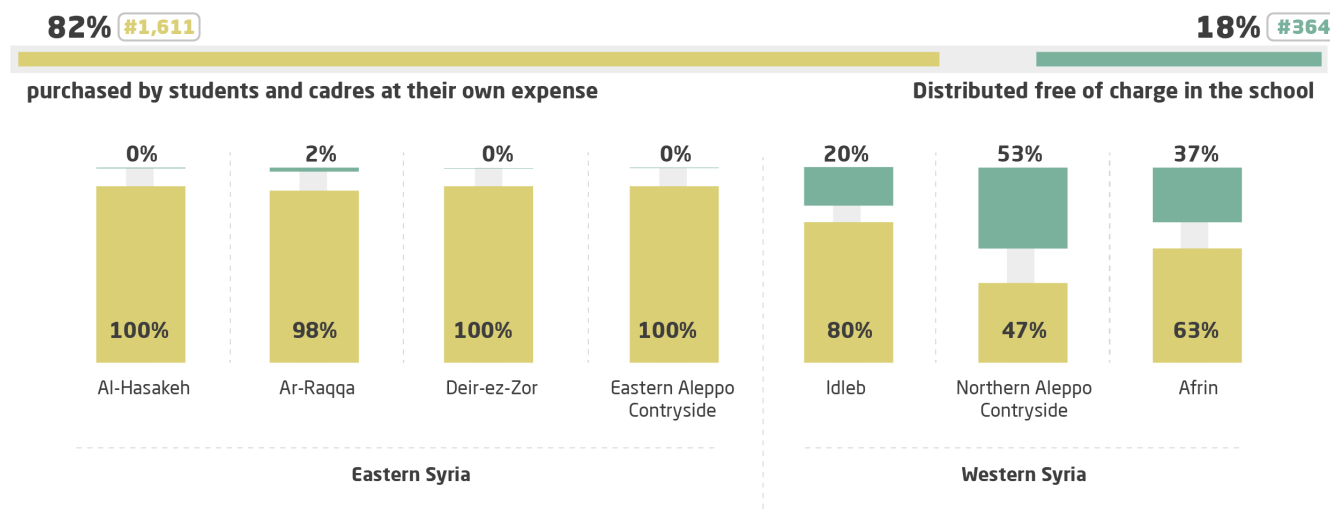
The study showed that students in northwestern Syria are committed to wearing protective masks at school at higher rates than students in northeastern Syria. The percentage of students who adhere to wearing masks within schools in the northern countryside of Aleppo is %56 of the total number of students. In Afrin, the percentage is %47 of the students. In Idleb governorate, the percentage reached %40 of students. In Al-Hasakeh governorate, the percentage is only %17 of the students. In Ar-Raqqa governorate, the percentage is only %14 of the students. In the eastern countryside of Aleppo, the percentage is only %3 of the students. In Deir ez-Zor governorate, the percentage is only %2 of the students. However, the students in Ras El-Ein and Tell Abiad do not wear masks at school.

Figure (133) Percentage of students within schools according to their use of masks



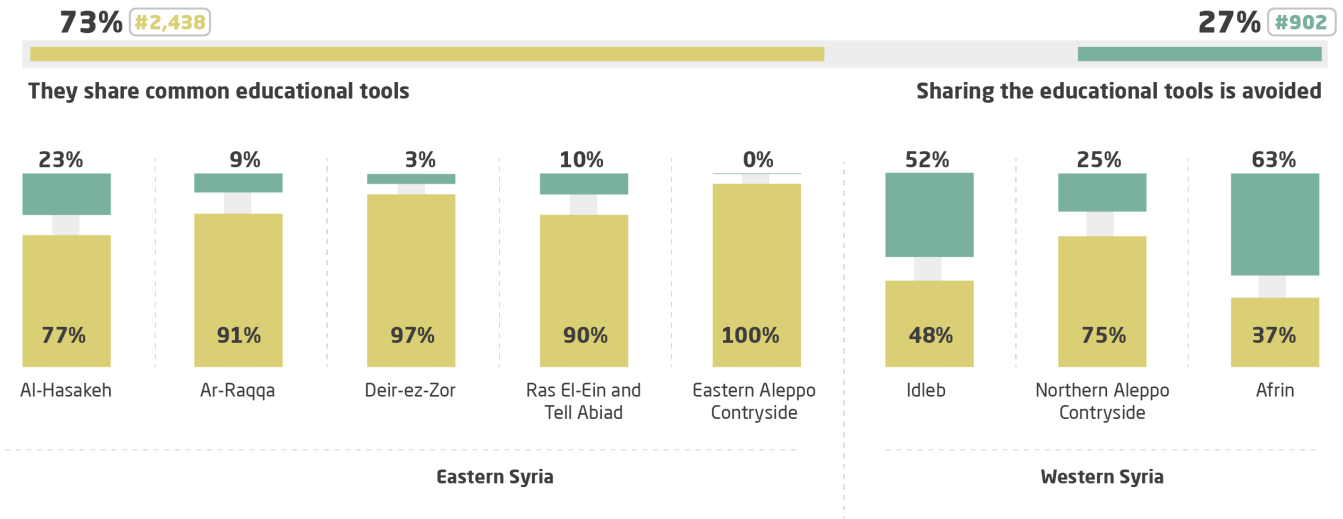
In schools where teachers or teaching and administrative personnel wear protective masks, inquiries have been made whether these masks are distributed to them free of charge within the school or they buy them at their expense. The study showed that masks were distributed free of charge in only 364) %18 schools) of schools where students or educational and administrative personnel are required to wear masks. While students and teaching and administrative staff buy masks at their own expense within 1,611) %82 schools) of schools.

Figure (134) Number / percentage of schools that have the educational and administrative personnel and students using masks, according to the source of these masks



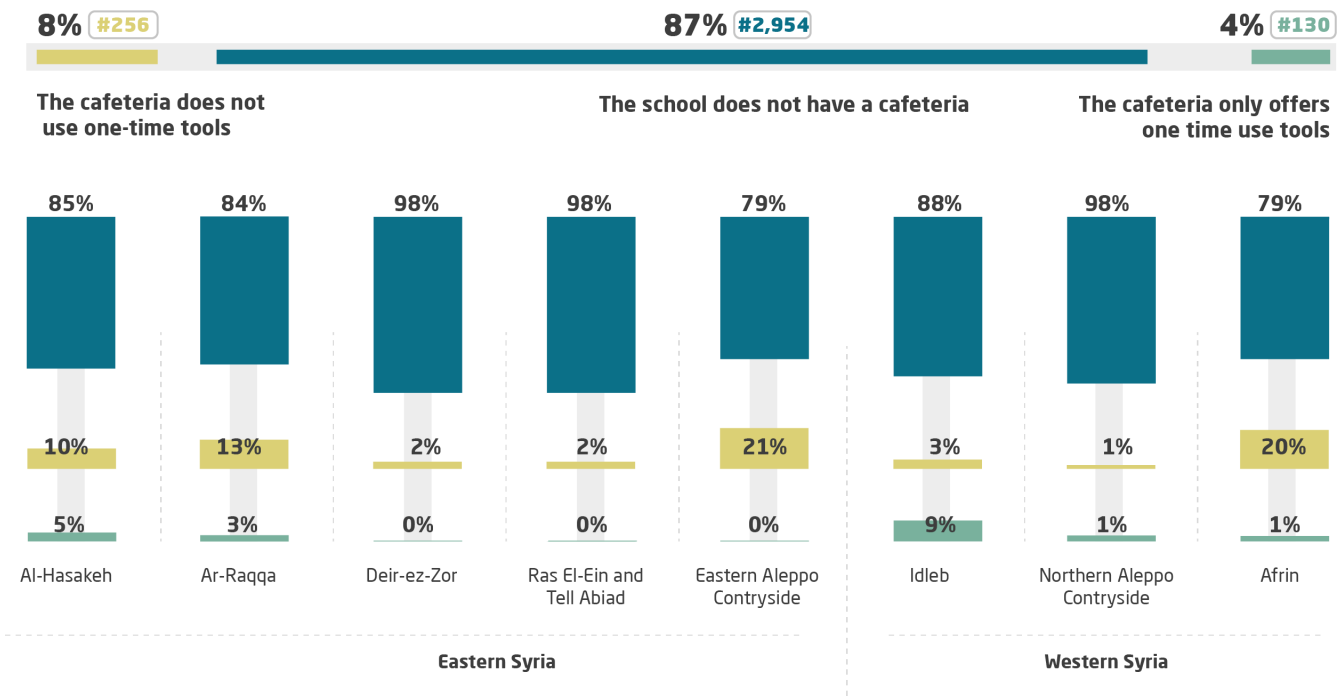
Precautionary measures to limit the spread of the COVID19- virus impose that educational staff and students avoid sharing common educational tools such as a whiteboard pens or erasers. The study showed that educational staff and students avoid sharing common educational tools in 902) %27 schools) of schools, while educational staff and students do not avoid sharing common educational tools within 2,438) %73 schools) of schools.

Figure (135) Number / percentage of schools based on avoiding sharing the educational tools



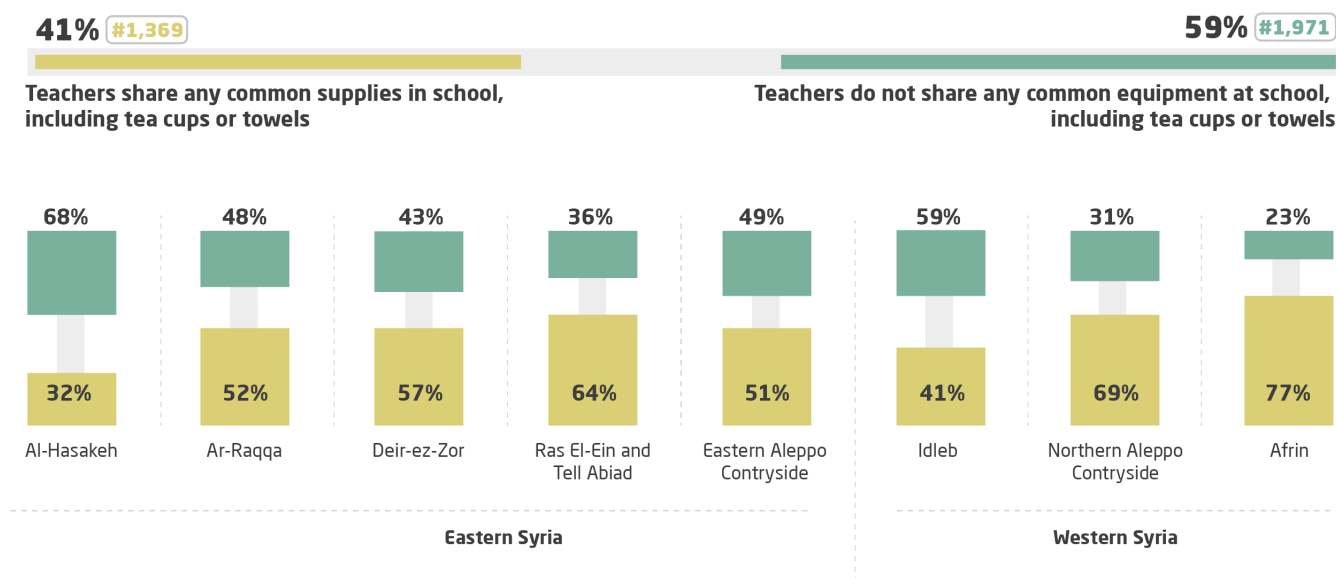
Precautionary measures to limit the spread of the COVID-19 virus impose that the school cafeteria should offer only one time use tools, whether they are spoons, forks, cups, plates, etc. The study revealed that 88% (2,945 schools) of the schools did not have cafeterias. The school cafeteria offers one time use tools within 4% (130 schools) of the schools, whereas the school cafeteria does not offer one time use tools in 8% (256 schools) of the schools.

Figure (136) Number / percentage of schools according to the school cafeteria's use of one-time tools



Precautionary measures to limit the spread of the COVID19- virus impose that teachers do not share any common equipment at school, including teacups or towels, etc. The study showed that teachers do not share any common tools in the school in 1,971) %59 schools) of the schools; whereas teachers do share common tools in the school in 1,369) %41 schools) of schools.

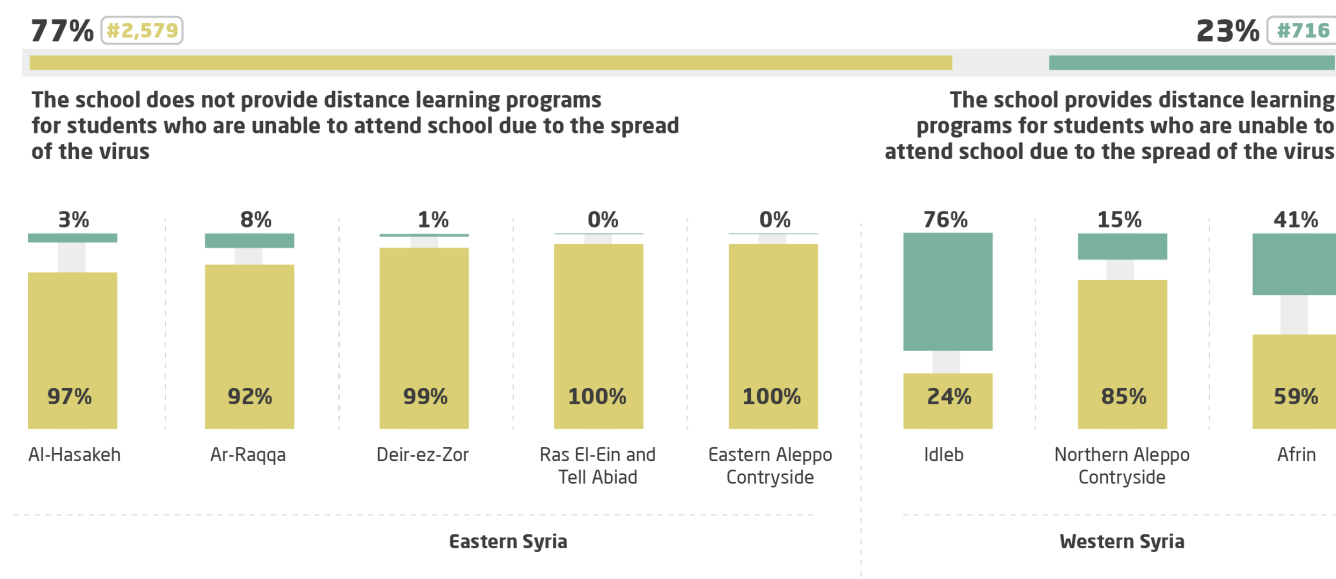
Figure (137) Number / percentage of schools according to teachers sharing common school tools



07 The School's Provision of Distance Learning Programs for Students who cannot Attend School because of the COVID-19 virus

Precautionary measures to limit the spread of the COVID19- virus impose that the school provides distance learning programs for students who are unable to attend schools due to the spread of the COVID19- virus; The study showed that only 761) %23 schools) of schools provide distance learning programs for students who are unable to attend due to the spread of the virus, while 2,579) %77 schools) of schools do not provide distance learning programs.

Figure (138) Number / percentage of schools according to the provision of distance education programs for students who are unable to attend school due to the virus



Section 15

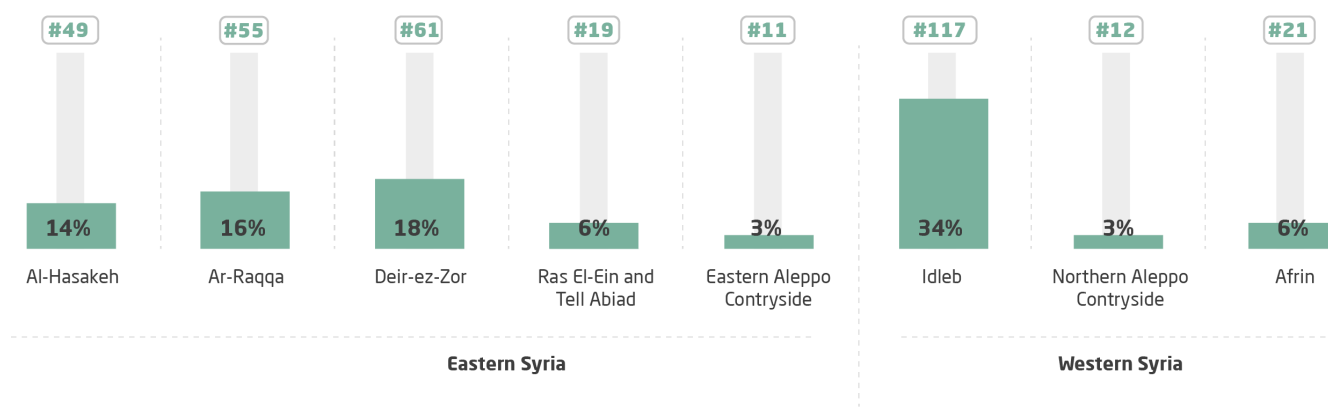
Non-Functional Schools



01 Distribution of Non-functional schools

The ratio of non-functional schools reached 345) %9 schools) of the total assessed schools. As reported, 169 schools are located in NWS in the opposition-held areas, while 176 schools are located in NES in areas controlled by the so-called SDF.

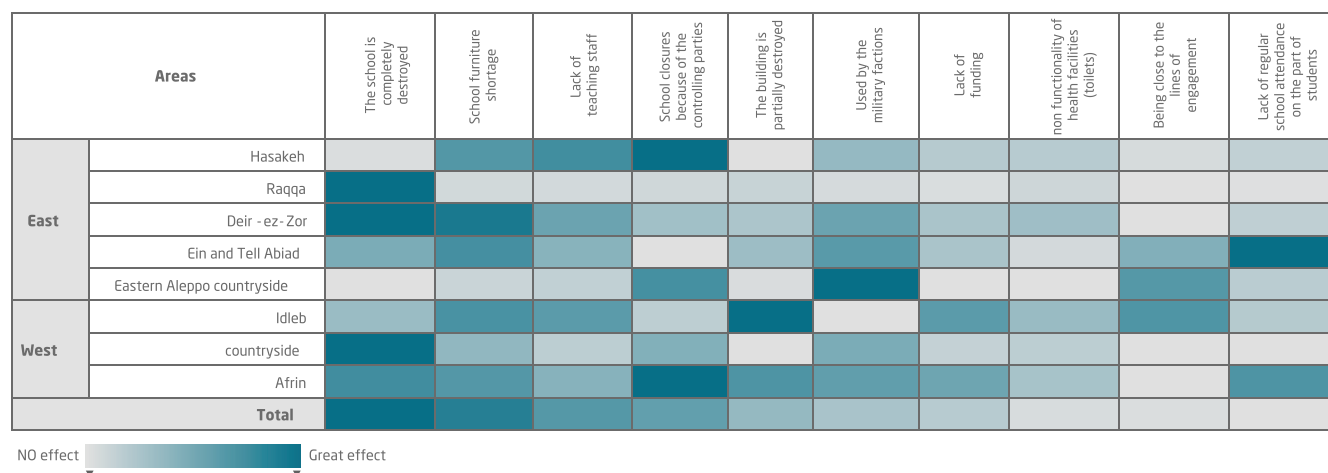
Figure (139) Number / percentage of non-functional schools according to their location



02 Reasons behind School Non-functionality

This section includes the reasons why schools have stopped operating completely but doesn't include schools in which attendance was suspended as a precautionary measure to limit the spread of Covid19- virus. Based on the study, it is found that school attendance was suspended in the majority of the schools due to the fact that these school buildings are completely damaged in a way that these schools cannot be restored and need to be rebuilt); the majority of these schools are found in northern Aleppo countryside and the governorates of Ar-Raqqa and Deir ez-Zor, and in the second place comes the lack of school furniture and school equipment, and came in third place the lack of teaching staff.

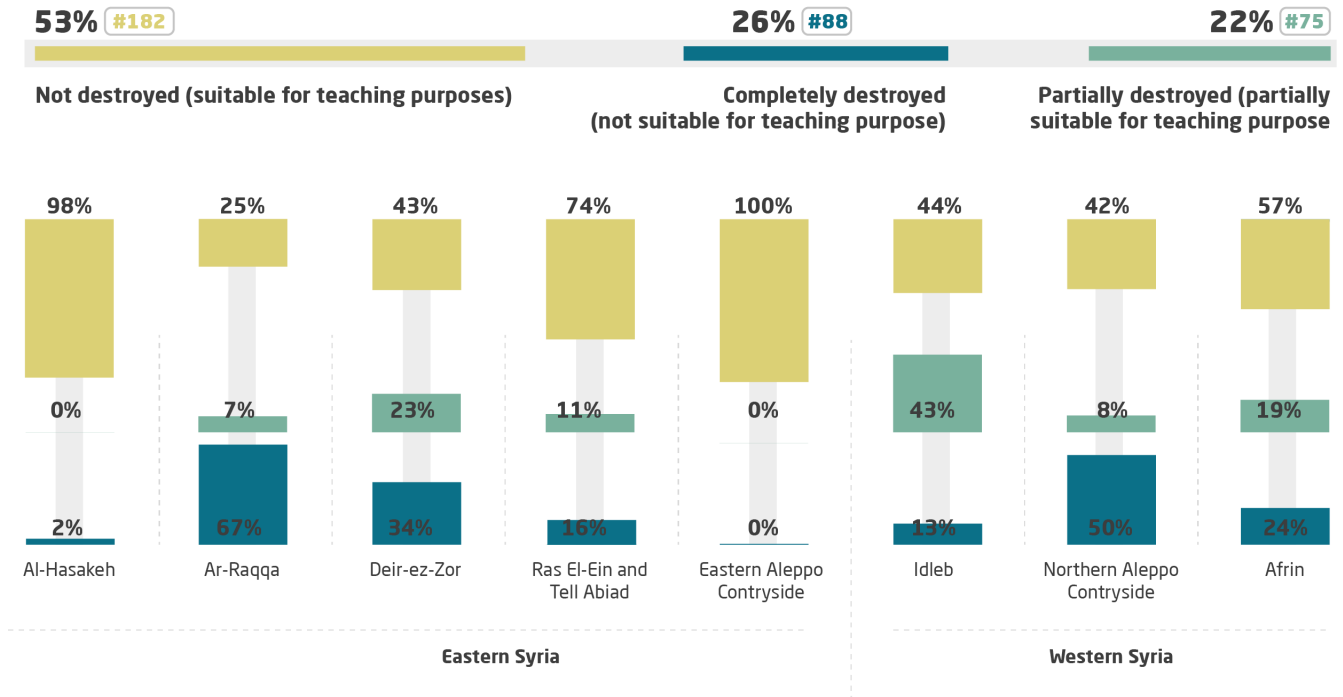
Figure (140) Reasons why schools stopped functional



03 Status of the Non-functional Schools Buildings

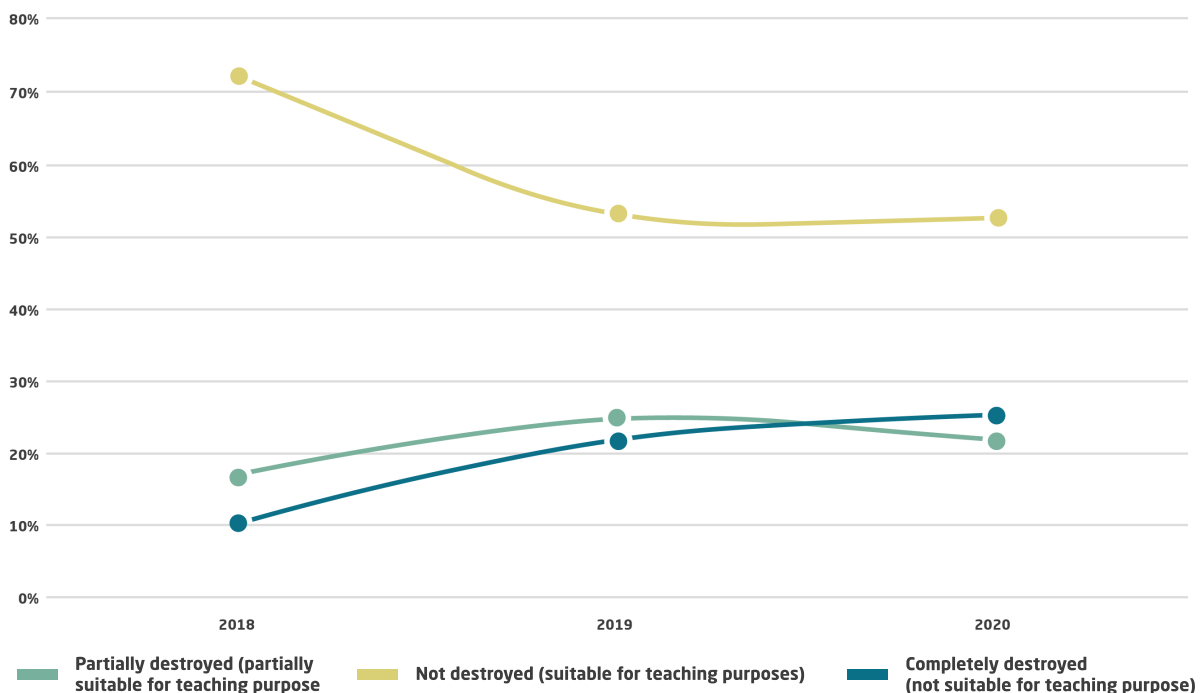
The results of the study showed that 182 (53%) schools of the assessed non-functional schools are not destroyed and are suitable for teaching purposes. While 75 (22%) schools of non-functional schools are partially destroyed, and 88 (26%) schools are completely destroyed.

Figure (141) Number / percentage of non-functional schools according to the condition of its buildings



The graph of the status of non-functional school buildings shows a decrease in the proportion of non-functional schools, which buildings were not destroyed in 2019 (the fifth edition of the report), whereas the percentage of partially and totally destroyed schools has increased. In 2020 (the sixth edition of the report - current edition), the rate of non-functional schools, which buildings were not destroyed has slightly increased and the proportion of totally destroyed schools has increased remarkably due to the escalation of military action in Syria during the data collection period.

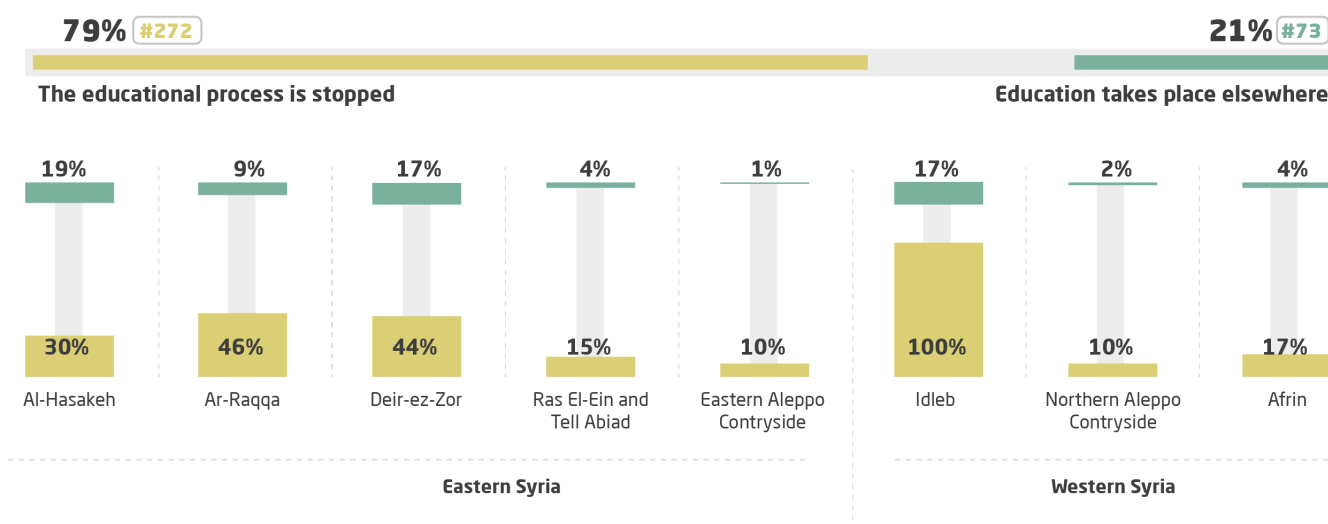
Figure (142) A comparison of the status of non-functional school buildings throughout the last three editions of the report



04 The Educational Process for Students in 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 the students of 73) %21 schools) of non-functional schools are taught in alternative learning places
- 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 272) %79 schools) of non-functional schools.

Figure (143) Number / percentage of non-functional schools according to the progress of the educational process for students



Section 16

Priorities and Recommendations



01 Priorities

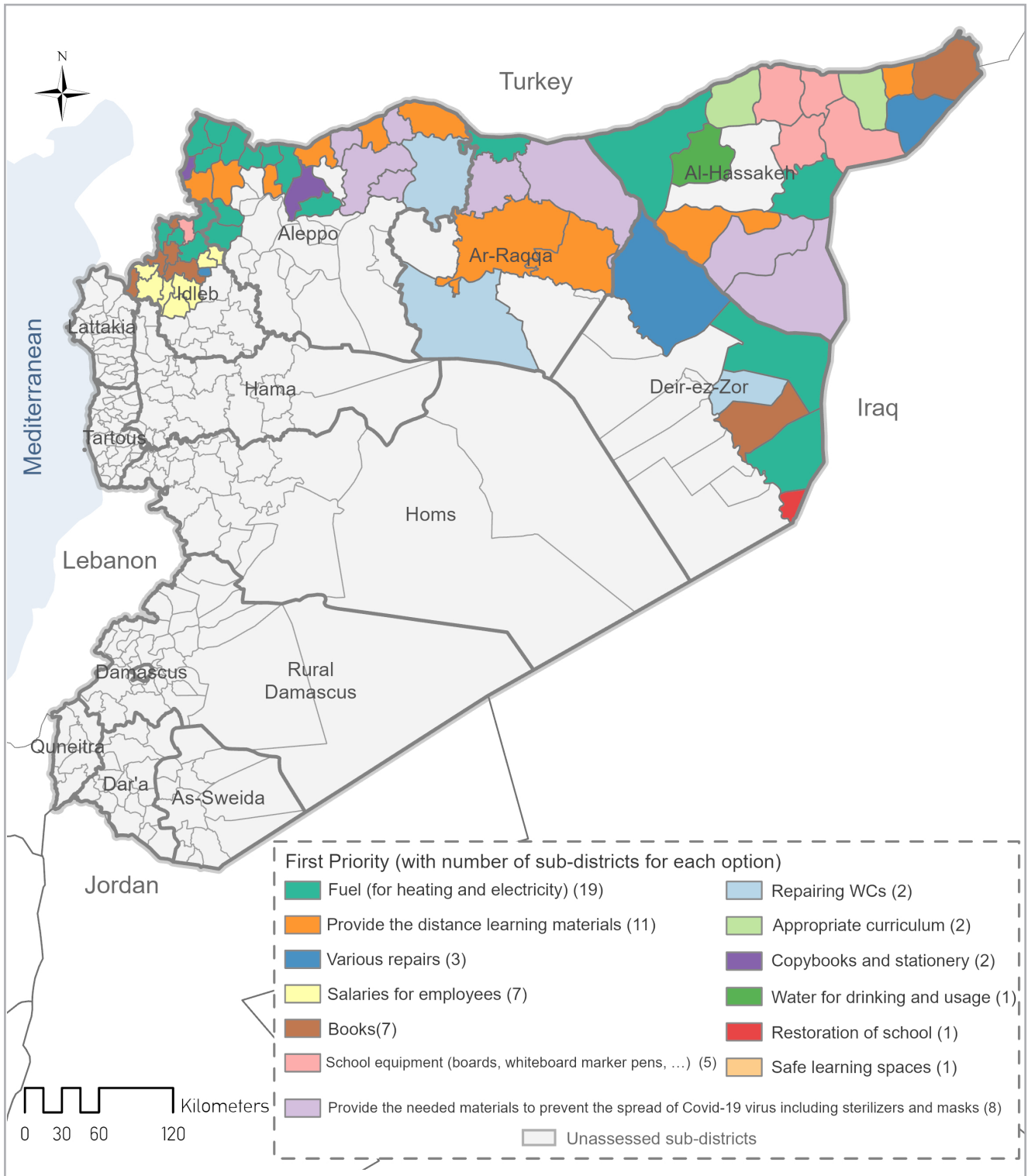
This section presents the priorities of the 4,658 functional and non-functional schools assessed in this report; of which, the need for heating fuel comes at the top of the list, particularly in Idleb and Deir-ez-Zor governorates, as well as northern northern Aleppo countryside, Ras El Ein and Tell Abiad. In second place comes the need to provide the schools with Covid19- prevention materials ,which is among the top priorities in Al-Hasakeh and the districts of Ras El-Ein, Tell Abiad and eastern Aleppo countryside. Among the highest priorities is providing distance learning materials such as internet subscription packages and tablets, in addition to the apps needed for distance learning. On top of the priority list in Idleb governorate comes the need to provide salaries for the teachers and textbooks for the students. The need for providing suitable curriculum topped the list in Al-Hasakeh, Deir-ez-Zor and eastern Aleppo countryside.

Figure (144) Priorities according to the adopted districts

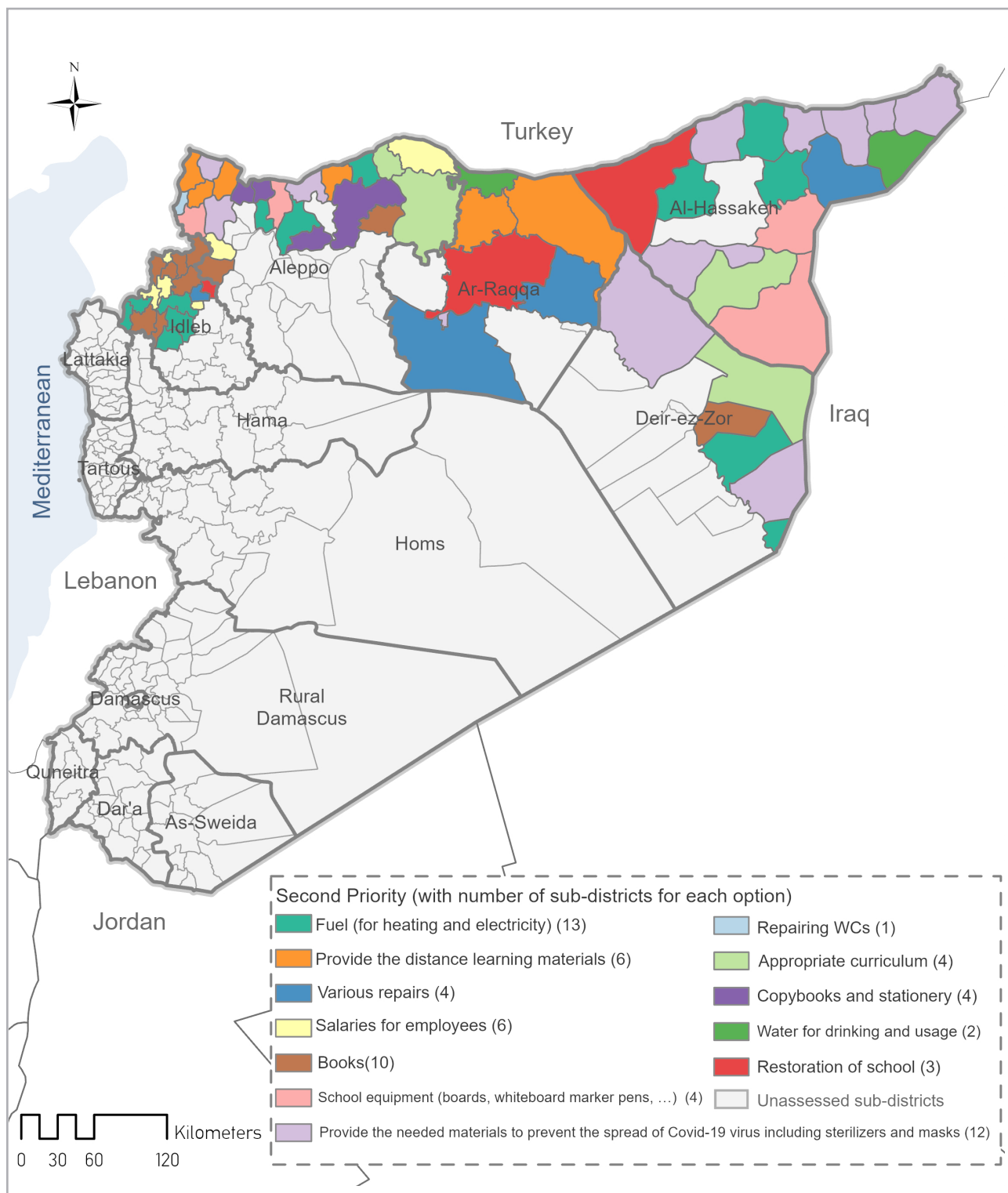
Areas		Fuel (heating, electricity)	Provide COVID 19 prevention materials	Provide distance learning supplies	School equipment	Textbooks	Various repairs	School renovation	Ensure an adequate curriculum	Teachers' salaries	Notebooks and stationery	Securing water for drinking and daily usage	Toilets repair	Secure school furniture	Provide safe educational spaces	Meals for students	Cessation of forced recruitment
East	Al-Hasakeh	Medium	High	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
	Ar-Raqqa	Medium	High	High	Medium	Medium	High	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
	Deir-ez-Zor	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium
	Ras El -Ein and Tell Abiad	High	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium
	Eastern Aleppo countryside	Medium	High	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium
West	Idleb	High	Medium	Medium	Medium	High	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium
	Northern Aleppo countryside	High	Medium	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
	Afrin	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
Total		High	High	Medium	Medium	Medium	Medium	Medium	High	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium

Small priority  High priority

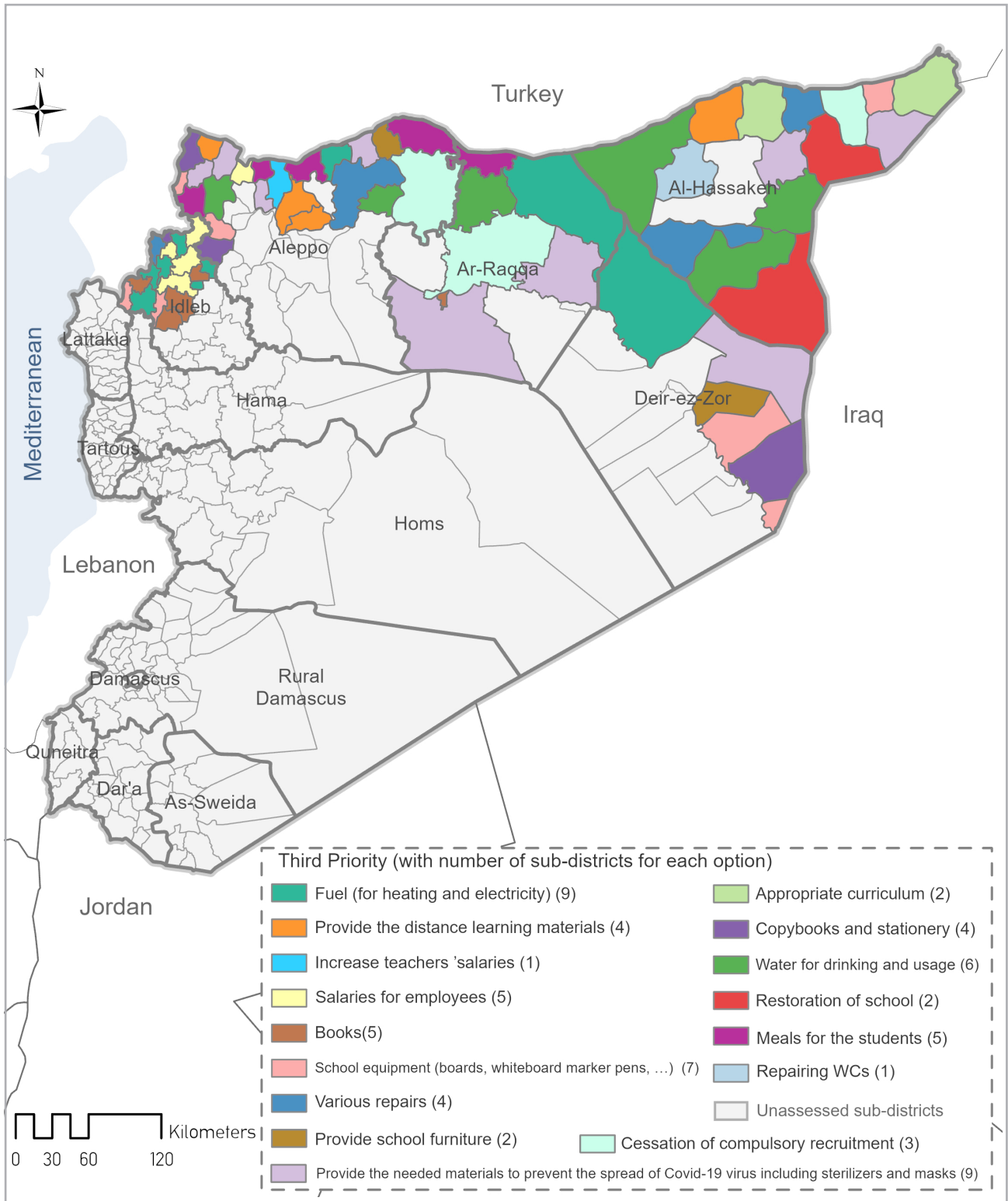
Map (7) First Priority for Assessed Schools



Map (8) Second Priority for Assessed Schools



Map (9) Third Priority for Assessed Schools



02 Recommendations

- The results of the study showed that 12% of teachers in the schools covered by the study did not get paid during the 2020–2021 academic year; through the perception surveys conducted by the enumerators with teachers; 92% of the paid teachers confirmed that their salaries are not commensurate with the requirements of daily life, and that supporting teachers' salaries stops during summer vacation (key informants confirmed that support for teachers' salaries does not exceed eight months a year); 86% of all the surveyed teachers confirmed that they do not have additional sources of income; Also, some of the donors have suspended support for teachers' salaries during school suspensions as part of precautionary measures to limit the spread of the COVID-19 virus. **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. A clear policy for the teachers' salaries must be developed in a way that is commensurate with the requirements of daily life. 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 of similar efficiencies, such as health care.**
- It was found through the study that there is a need for a non-contact thermometer in only 5% of the assessed schools. 78% of schools do not have adequate quantities of cleaning materials and soap; There are not enough materials for hands sterilization in 90% of the schools; Within 53% of schools, adequate quantities of drinking water and water for daily usage are not available; Within 88% of schools, public facilities are not sterilized; 89% of schools do not distribute masks to students, so the bulk of students do not use masks because they are unable to afford them. It was found through the study that fear of infection with the COVID-19 virus ranked second among the difficulties that children face in schools.
- No specific period has been set to end the spread of the COVID-19 virus; Although the greater part of the countries of the world started vaccination campaigns against it; As of the date of preparing this report, vaccination campaigns have not started in northern Syria. The virus continues to spread at a high rate; **Therefore, work must be taken to secure all sterilization and prevention supplies against the COVID-19 virus in schools. Additionally, masks and gloves should be distributed to students within schools. Hospitals in Syria are unable to accommodate those infected with the virus due to the limited capabilities; Therefore, measures to prevent the virus must be increased.**
- It was found based on the study that 50% of the enrolled students did not have textbooks during the data collection period; In addition, 42% of the total school curriculum textbooks have already been used earlier (books returned from students). The lack of school curriculum textbooks was one of the biggest difficulties confirmed by key informants, and the shortage of books and stationery was one of the important reasons that led part of the students to leave school. Key informants confirm that the largest portion of students obtain their textbooks during the second semester of the academic year. **Accordingly, 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 and before the opening of the school.**
- The number of students with disabilities within the assessed functional schools is 3,516 students; the results of the study show that 3% (100 schools) of the assessed functional schools are equipped to receive children with disabilities, and only 1% (31 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 the ongoing military operations in Syria. **An appropriate educational environment for children with special needs should be ensured as this is one of their 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.**

- The directorates of education suspended school attendance at the beginning of the second semester of the 2019–2020 academic year; Some of the schools moved to distance learning. However, the majority of students were unable to receive education through distance learning due to their inability to sufficient internet packages or due to their lack of possession of electronic tablets (tablet or mobile). It was also found through the study that fear of infection with the COVID-19 virus ranked second among the difficulties that children face in schools; This led to the dropout of some students who suffer from chronic diseases, and infection with this virus may put them in a critical health situation; **Accordingly, we must work to enable the community to secure the requirements of distance learning for students, given that the current circumstances have imposed this methodology in education on all countries of the world. Work must be done to provide preventive measures against infection with COVID-19 in schools wherever possible.**
- The study revealed that there were no psychological counselors in 94% (3,129 schools) of the functional schools. 60% of the principals surveyed stated that they did not know what the referral pathways mean and did not hear about it; 25% of the principals reported that they know what referral pathways mean (they heard about it), but they do not know how to safely use them, and the school suspension period that was applied as part of the precautionary measures to limit the spread of the COVID-19 virus has increased isolation of students; Reports of the World Health Organization confirm the high rates of domestic violence due to the spread of the virus. The school should be a safe place for children that provides them with psychosocial support in the conditions of war in which they live. **Therefore, emphasis must be placed on the psychological aspect of children by training the educational personnel to be qualified to deal with children who suffer from psychological stress. Educational personnel must be trained to be able to safely use the referral pathways, and psychological and social health programs within schools must be supported.**
- It was found through the perception surveys conducted by the enumerators with students that 47% (3,287 students) were absent from school because they were sick, and 10% (708 students) were absent because the weather was bad; Cold classes increase the possibility of students having cold, which may increase the rate of infection with the COVID-19 virus; Moreover, temperatures rise significantly with the beginning of summer; **Therefore, appropriate heating means must be secured within schools; It is also important to provide schools with sufficient quantities of appropriate fuel to protect children from disease throughout the winter season, taking into consideration the need for ventilation of classrooms. Furthermore, classrooms must be provided with fans to ensure classroom ventilation during the summer season.**
- On January 24, 2021; A joint statement⁶⁵ was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis; UNICEF Regional Director for the Middle East and North Africa; The statement was titled “After almost ten years of war in Syria, more than half of the children continue to be deprived of education. The statement also included the following “The United Nations confirms that there have been about 700 attacks on educational facilities and staff in Syria since the beginning of the verification of grave violations against children. The United Nations confirmed 52 such attacks in the past year.” **Therefore, advocacy must be made to neutralize schools from all hostilities and pushing for the issuance of UN decisions that are binding on all parties to protect educational facilities and remove all military points near them that may expose children to danger.**
- According to the study, 20% of the doors of the assessed functional schools need some maintenance works; 8% are fully damaged and can't be repaired and need replacement. 17% of the windows of the assessed functional schools need maintenance works; 11% are fully damaged, can't be repaired, and need replacement. It is also found that 10% of the school desks of the functional schools need maintenance works to be usable; 6% 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, suspension of schools, and using the schools for non-educational purposes.**

65. <https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education>

- Based on the study it was found that the buildings of 22% of the non-functional schools are partially damaged, and 26% of them are fully destroyed; additionally 7% of the schools used for education are partially destroyed (where only part of the school building is used for teaching purposes), 19% of the functional schools' classrooms need refurbishment and different repairs; 28% of the assessed functional schools are overcrowded. **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, repair the doors and windows to secure warmth for the students in winter.**
- According to the study, it was found that 19% (619 schools) of the functional schools covered in the assessment are rural schools; 2% (69 educational units) are temporary educational places, which are called temporary schools. The study also showed that 7% (218 schools) of the assessed functional schools have overcrowded classes, 21% (697 schools) of the functional schools are moderately crowded, and 24% (798 schools) of the schools have two shifts (morning and afternoon shifts); While there were three shifts in 44 schools due to the spread of the COVID-19 virus. The results of the study showed that social distancing rules were not applied in 74% (2,483 schools) of schools due to several reasons, the most important of which is overcrowding within schools. According to INEE minimum 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". Therefore, work must be done to replace irregular schools and build regular ones instead, and new schools must be built in cities and towns that contain overcrowded schools or where students are divided into more than one school shift, and support must be provided to expand existing schools and build new classrooms wherever possible.
- During the year 2019, IMU of ACU prepared a report titled "Joint Education Need Assessment" (JENA) for OOSC in northwestern Syria in areas outside the control of the Syrian regime, under the supervision of Southern Turkey Education Cluster and Save the Children International, in cooperation with a group of partners in the education sector, consisting of 13 Syrian humanitarian organizations. According to this report, it was found that 66% (1,130,299 children) of children in northwestern Syria attend school, While 34% (582,239 children) are out of school (school dropouts). On 24 January 2021, a joint statement⁶⁶ was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis and UNICEF Regional Director for the Middle East and North Africa; The statement was titled "After almost ten years of war in Syria, more than half of children continue to be deprived of education." The statement also included "Inside Syria, there are over 2.4 million children out of school, nearly 40 per cent are girls. This number has likely increased in 2020 due to the impact of the COVID-19 pandemic which exacerbated the disruption to education in Syria". According to the results of the sixth issue of Schools in Syria report, 63% of children in northern Syria are dropouts. Therefore, work must be done to provide and support non-formal education of all kinds (literacy programs- accelerated learning, catch-up education, self-learning), which is the main way to convey students from dropping out to formal education.

66. <https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education>

Schools in Syria ~~2021~~ Thematic Report

Edition 06 - Academic Year 2021/2020

April 2021

Edition 06 - Academic Year 2020/2021

Schools in Syria 2021

Thematic Report



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