



ISSUE : 03

SCHOOLS

IN SYRIA

THEMATIC REPORT



MAY 2017

Assistance Coordination Unit

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

SCHOOLS IN SYRIA
THEMATIC REPORT
MAY 2017
PREPARED BY: INFORMATION MANAGEMENT UNIT

ASSISTANCE COORDINATION UNIT
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SUMMARY

The ACU's Information Management Unit launched the third version of its Syrian Public School Assessment Report, to highlight the impact of the Syrian conflict on education and the needs of students and school supplies. The questionnaire for this report was developed from questionnaires used in previous reports in order to reach several indicators.

The report consists of 12 sections in addition to the methodology:

METHODOLOGY

A methodology has been developed for the report, which included details about the process, starting from data collection to the launch of the final product. Education experts were consulted to establish action steps, and those steps were developed according to work requirements. The IMU provided advice to researchers when they faced any problems and the opinions of specialists were taken as needed. The research methodology included quantitative and qualitative methods, and the enumerators met key informants and accessed records related to the collected data. They also intersected the data with their own direct observations. The evaluation sample was intended to cover all schools that the ACU had access to, 3,373 schools in 90 sub-districts, and it included functional and non-functional schools. The number of functional schools was 1,995.

The questionnaire used in this report was a modified version of the questionnaire used in the previous reports, and some

questions were added to cover points such as school subjects, the taught percentage of the curricula, how students moved from one grade to another, and accreditation. Enumerators were trained using Skype for Business and they used triangulation to verify their data. Data collection began in November 2016 and lasted 45 days. The enumerators filled data electronically using Kobo Collect and questionnaires were exported in the form of an Excel database. The data analysis team used SPSS to identify aberrant and missing values, and the analysis was conducted through Excel and SPSS. The GIS officer used Arc GIS mapping software, and the designer also prepared designs for the figures and tables in this report using Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. The report was written in Arabic and translated, after revision, to English.

Finally, reporting officers prepared a draft of the report that was sent for peer review by four separate authorities in the field of education. After, receiving feedback, the final version of the report was prepared.

SECTION 1: BACKGROUND

includes the number of assessed schools. IMU enumerators were able to reach 3,373 schools distributed in 90 sub-districts in 10 governorates. A total of 1,995 schools were functional. This section covers the relation between control forces and school functionality; it was shown that 90% of assessed schools in ISIL-held areas are non-functional, whereas the percentage of functional schools in Kurd-

ish-held areas is 38% from the total number of assessed schools. Specific criteria were set for the security situation in the assessed schools, where the security severity is classified into four categories: 41% of assessed schools were safe schools, 29% were relatively safe schools, 6% were unsafe schools, and 24% were very high risk schools.





SECTION 2: FUNCTIONING SCHOOLS

The following sections cover the functional schools only to avoid affecting the results during the triangulation of data. This section includes the number of functional schools and their distribution. The results show that the highest number of functional schools are in Idlib Governorate, 538 schools. A comparison was made for the status of school buildings between the second and third versions of this report, and a 15% rise in the percentage of destruction of schools' buildings is observed. Schools are categorized according to its type: regular or irregular, where the number of assessed regular functional schools amounted to 1,618 schools. On the other hand, 50% of assessed functional schools teach only the primary stage according to school levels taught in the school.

SECTION 3: SCHOOL DAYS

shows the number of workdays in the functional schools by governorate. The results show that the number of school days in the majority of functional schools in Rural Damascus is six days, whereas the number of school days is five in 88% of the assessed functional schools.

SECTION 4: CURRICULA

covers types of taught curricula in Syria, the sources of school books, the percentage of curricula that is covered, the percentage of basic scientific subjects in the curriculum. It shows that 86% of assessed functional schools teach the Syrian Regime and Modified curricula, which are rich in scientific materials. Whereas, ISIL curricula are taught only within 0,4% of assessed functional schools. The study shows that 33% of the students do not have copies of the curriculum. Although 977 schools completed 75% of the curriculum, IMU enumerators noted that a large number of students have a delay in the ability to read and perform calculations.

SECTION 5: EDUCATIONAL CERTIFICATES


includes the certificates and their sources. The results show that the Syrian regime grants certificates in 61% of the assessed functional schools, whereas opposition government grants certificates in 37% of assessed functional schools. Despite the deterioration of the educational situation in Syria, 77% of students moved through the school grades through passing their exams, whereas 4% were transferred to the current grade by a placement test and the same percentage was due to expiry of failure years.

SECTION 6: STUDENT NEEDS AND SCHOOL FACILITIES

covers the basic needs of the educational process on two levels: student requirements like books, school bags, stationery, and school supplies and equipment. The data shows that students in 82% of assessed schools need teaching aids, students in 79% of assessed schools need school bags, 98% of assessed schools did not provide meals to students. The study results also showed that there is an acute need for heating fuel because 94% of assessed functional schools did not receive heating fuel, and 63% did not receive fuel for electricity. Moreover, there were not computer labs, laboratories, or libraries within more than 60% of assessed schools.

SECTION 7: STUDENTS

This section covers information about students in functional schools, a comparison was made between the number of students in two consecutive years, and increase by 21,660 students is recorded in the current version. The study also showed that school capacity fits the number of enrolled students in 96% of assessed schools. The financial and logistic reasons were the most important obstacles that prevent the correct learning for the children where lack of books and stationary ranked first among education difficulties by 20%.



SECTION 8: TEACHERS

contains information about teachers in the assessed functional schools; the results show that there is an increase of 5,020 teachers in the third version of the report compared to the second version. Study results showed that 81% of the teachers are qualified to teach students. Teachers' stipends that vary according to the donating party have also decreased by 90% compared to salaries before current events.

SECTION 9: PSYCHOLOGICAL SUPPORT AND SPECIAL NEEDS AT SCHOOLS

includes the psychological support of the schools and the ability of schools to receive students with special needs. It is presented in the report that 56% of assessed schools are unable to receive students with special needs. It is showed that students suffer from some psychological cases due to the spread violence among the students in 92% of assessed functional schools. Besides, teachers in 73% of assessed schools have not attended psychological support training.

SECTION 10: RENOVATING SCHOOLS AND REPAIRING THEIR FACILITIES

clarifies the need of school rehabilitation and the regular maintenance of public facilities and school furniture. Study results showed that 67% of assessed functional schools need rehabilitation. 1,153 of them are within opposition controlled sub-districts, whereas 14% of the functional schools are in acute need of rehabilitation because their destruction may endanger students' lives. Moreover, periodic maintenance of public facilities in schools took place only within 9% of assessed functional schools.

SECTION 11: NON-FUNCTIONAL SCHOOLS

includes information about the non-functional schools and the reasons that made them stop working. It is showed in the report that control forces are the main reason for the schools' non-functionality. The number of non-functional schools within ISIL-held areas is 556 schools, which constitutes 40% of all non-functional schools within all assessed schools. Moreover, the buildings of 17% of non-functional schools were totally destroyed.

SECTION 12: PRIORITIES

concentrates on the priorities of assessed schools. The main priorities are books and stationery provision in addition to financial support. The need for fuel for both heating and electricity topped schools' priorities in assessed schools by 17% of all priorities, the need for books ranked second by 15%, and safe learning places ranked third by 11% although it was an acute need in the areas that are constantly subjected to shelling.

RECOMMENDATIONS

This section includes the most important recommendations for improving the situation of the education sector in Syria based on data analysis results. Schools must be considered neutral zones. Unified curricula, approved by all parties, should be issued and printed. These curricula should be introduced to all Syrian lands including besieged sub-districts. Students should be enabled to sit for exams and to get certificates that entitle them to complete higher education. Regular support should be given to cover teachers' stipends. All schools should be provided with facilities for children with special needs. Psychological support activities should be provided, and curricula for straggling students should be provided to suit their age and the number of school years they missed.



1,252

SCHOOLS

PARTIALLY

DESTROYED

252

SCHOOLS

TOTALLY

DESTROYED

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The following are links to photos that shed some light on the conditions of schools in Syria. These photos are also hyperlinked through some relevant words in the text.

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[Broken Windows with Plastic Sheets](#)

[Rural Schools](#)

[Children by the Blackboard](#)

[Children With Special Needs](#)

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LIST OF ACRONYMS

- NSAG** Non-State Armed Groups
 - ACU** Assistance Coordination Unit
 - IMU** Information Management Unit
 - IDP** Internally Displaced Person/People
 - ISIL** Islamic State in Iraq and the Levant
 - USD** United States Dollar
 - SYP** Syrian Pound
 - SIG** Syrian Interim Government
 - PKK** The Kurdish Workers' Party
 - GIS** Geographic Information Systems
 - SPSS** Statistical Package for the Social Sciences
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INTRODUCTION:

Primary education, the first six years of schooling, has been compulsory since 1981, and in 2002, compulsory education was extended to include the period of basic education, the first nine years of schooling. However, these laws did not eliminate the high percentage of dropping out of school. After the current crisis, the educational process receded drastically. "Of the 5.6 million children in need, 2.1 million (nearly 40 per cent) are out of school, heightening the risk of engagement in child labor." This deterioration was due to several factors including the deteriorating security situation¹ and poor living conditions that led to a significant increase in child labor. In addition, some control forces promote their own curricula as a means of propaganda and to promote their ideologies.

Many schools went out of service as a direct result of the conflict between the Syrian regime on the one hand and the rebelling people on the other hand, in addition to other factions and groups that appeared later. Some schools have been used as detainment facilities, or as residential buildings for loyalist militia (Shabiha) members, or to accommodate refugees who were streaming towards the regime-controlled area to avoid heavy shelling and bombardment, which targeted areas beyond the regime control. Schools in areas beyond the regime control were systematically bombarded or shelled, which led to some massacres against the educational staff and students alike, making people reluctant to send their children to schools because schools were high profile targets for the regime forces.

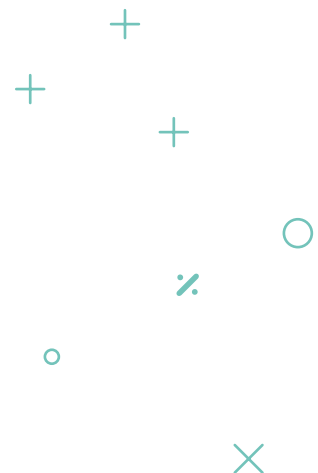
The conflict led to a massive economic decline. The primary breadwinner of the family often rendered unable to earn enough to feed the family, which led parents to stop sending their children to school to enter the labor market in order to contribute to sustain themselves and their families. In addition, some armed forces recruited children in the conflict.

Many control forces practiced control over educational policies, which have led to a significant decline in the educational process, and even brought it to a complete halt, in many areas. ISIL established its own curriculum which focused on incitement to jihad, but this curriculum approach was not met with a positive response from the majority of the population in the eastern governorates (Al-Hasakeh, Ar-Raqqa, and Deir-ez-Zor) which led to the closure of most schools in these governorates. The Kurdish forces also adopted a curriculum that focuses on Kurdish history and glorifies the de facto "Government of Roj Ava". This curriculum teaches some subjects in Kurdish, which Arab children cannot understand. It has been reported by enumerators in some areas that Arab children dropping out of school.

All these factors together led to the decline in the educational process in Syria due to varying degrees in accordance with the control areas in Syria.

ACU's Information Management Unit issued this report (the third report in a series of reports about schools in Syria) to shed some light on how far the education status has been affected by the current conflict, and on the needs of students in Syria. The report was based on a survey about the status of schools in Syria. The survey covered 3,373 schools in 90 sub-districts, in 10 governorates, and was administered by 90 experienced field enumerators who received special training for the purpose of this survey.

¹- Humanitarian Response Monitoring Report 2016. https://www.humanitarianresponse.info/system/files/documents/files/2016_pmr_syria_160905.pdf

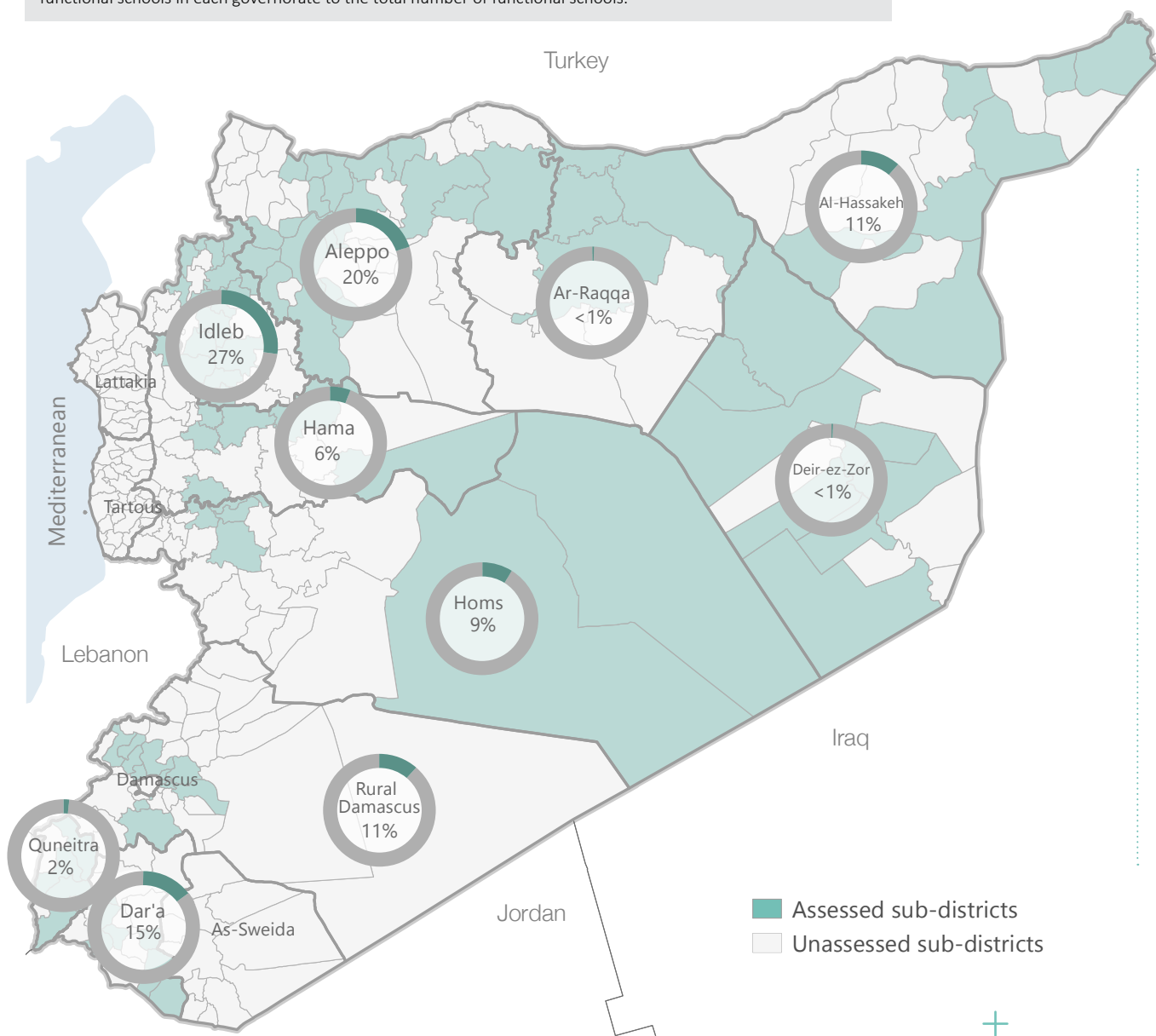




“ “ 2,1
MILLION
CHILDREN
OUT OF
SCHOOLS ” ”

MAP:01 Assessed Sub-districts and the Percentage of Functioning Schools within the Governorate

The following map shows the sub-districts that were assessed and the circles represent the percentage of assessed functional schools in each governorate to the total number of functional schools.



METHODOLOGY

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

Finally, reporting officers prepared a draft of the report that was sent for peer review by four separate authorities in the field of education. After, receiving feedback, the final version of the report was prepared.

ASSESSMENT SAMPLE

The assessment was intended to cover all schools that enumerators could access in Syria. However, the ongoing high-intensity protracted conflict limited the scope of data collection. Nonetheless, the assessment sample included 3,373 schools located in 90 sub-districts in ten governorates: Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, Homs, Idleb, Quneitra, Rural Damascus, and Dar'a. The detailed number of assessed schools in each governorate is provided in the table below and included in Annex 1 of this report.

Table 01: Assessment sample

No.	Governorate	# of Sub-districts	# of Assessed Schools
1	Aleppo	18	604
2	Idleb	15	581
3	Ar-Raqqa	4	383
4	Al-Hasakeh	7	344
5	Dar'a	8	322
6	Hama	7	307
7	Deir-ez-Zor	8	291
8	Rural Damascus	13	274
9	Homs	6	236
10	Quneitra	4	31
Total		90	3,373

It should be noted that the assessment sample included functional and non-functional schools, the number of functioning schools is 2030 schools. The highest number of functional schools was recorded in Idleb and Aleppo governorates, whereas the least number in Deir-ez-Zor and Ar-Raqqa governorates. As well as, the assessment categorized schools to four categories regular, temporary, rural, safe teaching places, as in the previous version².

2- <http://www.acu-sy.org/en/schools-in-syria-2016/>

ASSESSMENT TOOLS

For the purpose of this assessment, IMU designed a structured questionnaire, which was developed in two phases.

- **First**, IMU produced an initial draft of the questionnaire covering a broad range of issues related to the status and needs of schools in Syria, based on Schools in Syria 2016 questionnaire.
- **Second**, the questionnaire was shared among the education cluster coordinators, and an education consultant was in the process of reviewing the questionnaire prior to finalizing it. New questions were added to this questionnaire related to the needs of students with special needs, psychological support, and stabilization. New criteria were added to measure the quality of education as following:
 - Subjects that were not taught by students
 - Percentage of not taught curricula
 - Methods of students transferring from grade to another.
 - Certificates availability for students

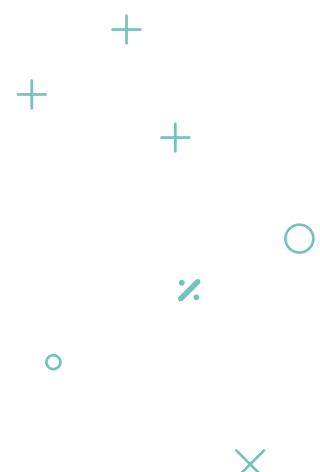
The questionnaire was administrated by enumerators during key informant interviews with school administrative staff, educational offices of local councils in the sub-district, students' parents and any other party that offered a response in the education sector. For complementing key informant interviews,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

Enumerators were trained to administer this questionnaire, in a remote training course using Skype for Business and lasted three days and 4 hours per day. The enumerators' remarks were collected, and some points were adjusted in the questionnaire based on their observations.

DATA COLLECTION

The data collection phase started November 1, 2016, and was completed within 45 days. Data collection was carried out through IMU's network of enumerators. In total, 90 enumerators contributed to this assessment and collected data from 3,373 schools in the sub-district/s they are responsible for. These enumerators have been recruited by IMU based on specific criteria such as their level of education, the web of their social relationships, notably with local councils and other key sources of information, as well as their ability to work under pressure and to communicate in an efficient manner.

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



DATA MANAGEMENT AND ANALYSIS

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

Upon consolidation of the collected data, the IMU data analysis team proceeded with data visualization by identifying the required tables, graphs, and crosstabs which will feed into the analysis of assessment findings using Excel and SPSS programs. A comparison was made between the data of second and third versions of Schools in Syria reports, and the analysis in this version was conducted on three levels, as follows:

- All accessible areas in Syria
- By governorate level
- By areas of influence level to know the impact of the controlling force on the education

An IMU GIS officer produced the maps using Arc GIS software. The IMU's designer shaped tables, figures, and the whole report layout using Adobe Illustrator, Adobe InDesign, and Adobe Photoshop software.

IMU Reporting Officers produced a first draft of the report in Arabic language and submitted it for review by the whole team. Afterwards the reporters proceeded with report translation to the English language. The Information Management Unit has disseminated the report in Arabic and English languages by uploading it on ACU's official website and sending the report to all relevant stakeholders, parties, and organizations that are interested in the educational situation in Syria.

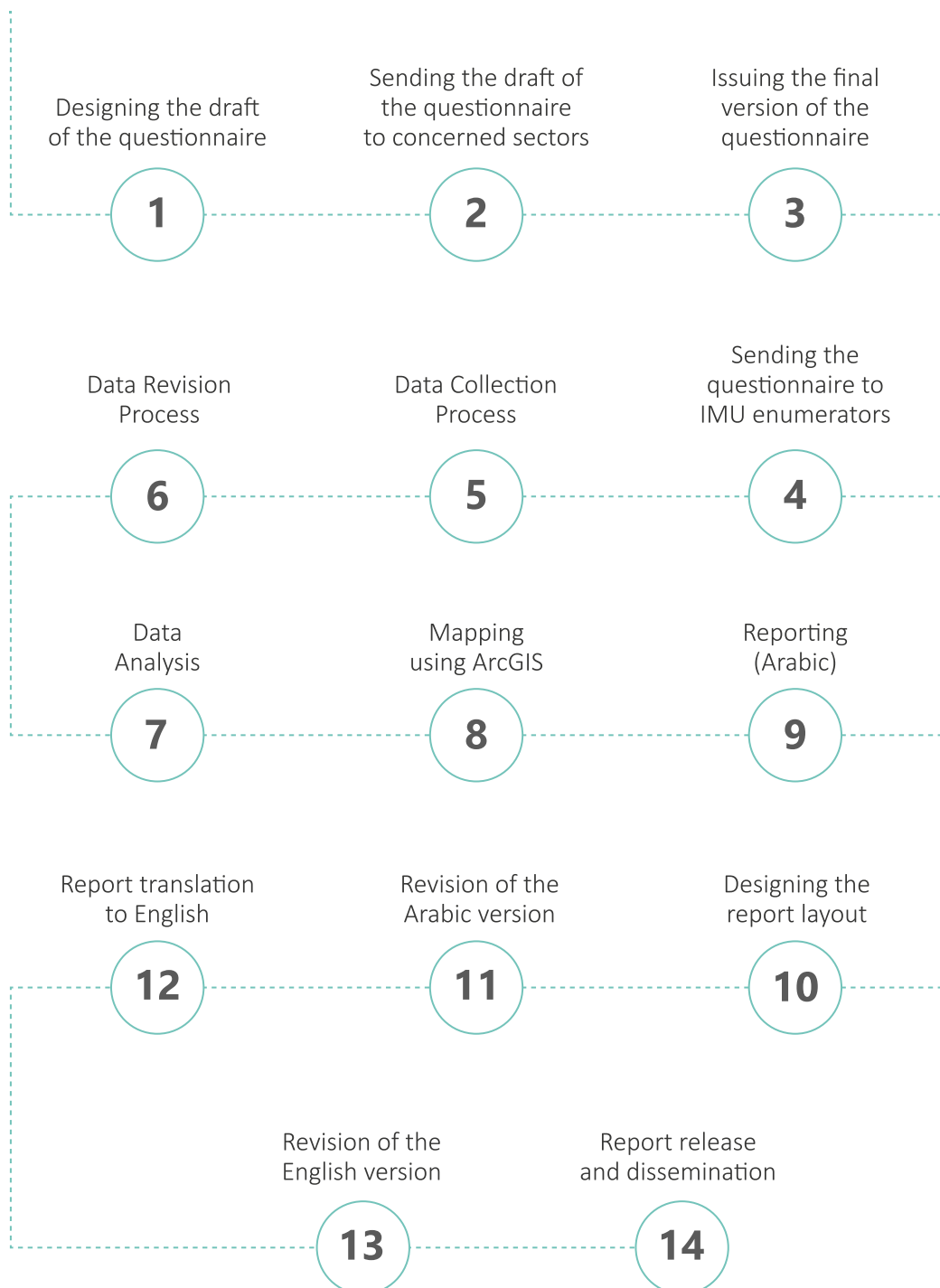
Data analysis shaped the structure of the report and informed the development of the priority interventions outlined in the recommendations section at the end of the report.

LIMITATIONS

Some limitations have been identified during the assessment and are outlined below.

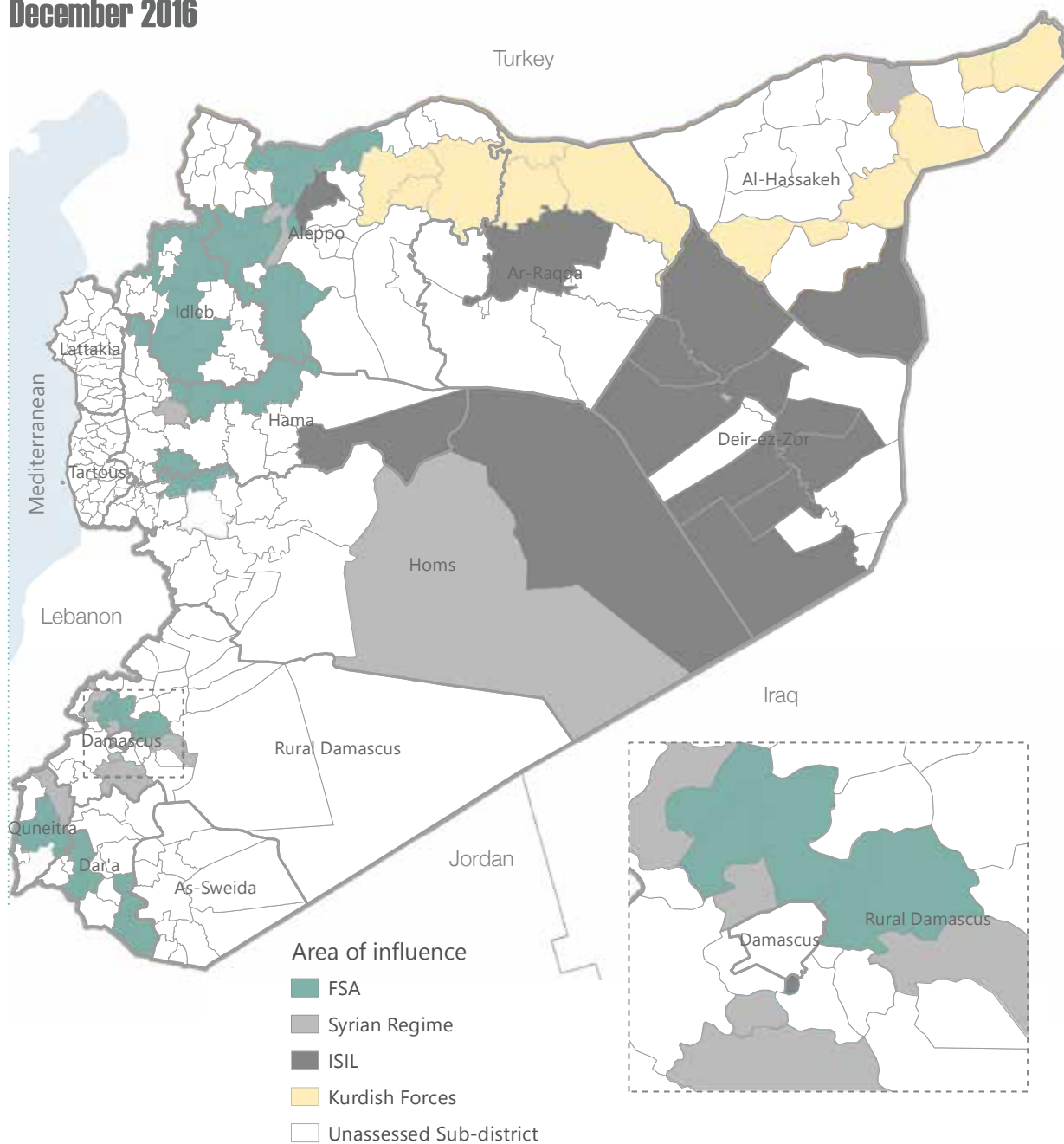
- Some IMU enumerators did not have access to all schools in the sub-districts where they worked due to the bad security conditions in some areas, which prevented them from covering all the schools in the sub-district.
- IMU enumerators faced difficulties in getting information from some school staff members who were reluctant to participate in the assessment. Where possible and appropriate, IMU enumerators identified alternative sources to collect information.
- They used their personal connections to meet some teachers and school employees outside the schools' working hours to collect data from them. In other cases, the school principal and teachers refused to mention their names for security reasons.
- Some of the obstacles enumerators faced during data collection are the big number of schools in the sub-district/s they cover, in addition to the long distances between schools and high transportation costs that enumerators had to afford.
- The data collection process lasted for a long period because each enumerator assessed approximately 32 schools. Technical problems like weak internet network and power outages were among the elements that caused a delay in data arrival to IMU's network coordinators.

PROCESS WORKFLOW



MAP : 02

Areas of influence December 2016



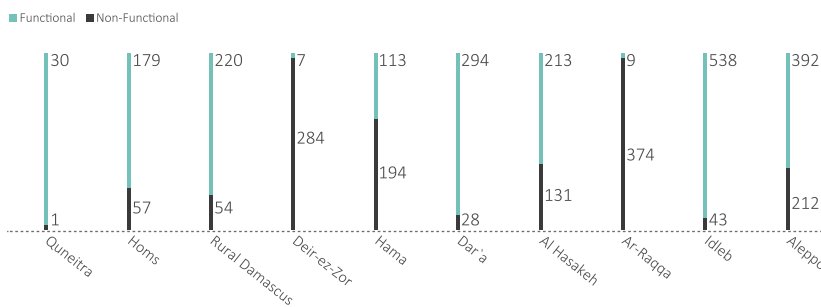
SECTION : 01 BACKGROUND

This section shows the assessed schools by governorate and compares the number of schools in this assessment to their number in the school assessment in 2016 issued by IMU. It also touches upon functional and non-functional schools, security situation of the schools, the percentage of schools that was bombed, and the status of the schools' physical structure after shelling and clashes.

FIRST: The Number of Covered Schools:

The enumerators of the ACU's IMU attempted to access the largest possible number of schools in the sub-districts where they operate. Enumerators normally collect simple data about these schools as they work on the Dynamo³ report, which is issued periodically. This data includes the number of schools, the percentage of functioning schools, and the number of students; whereas, the school report requires collecting data through a visit to the school and meeting the persons in charge of the education process while taking notes.

Figure 01: The Number of Functional and Non-functional Schools by Governorate



IMU enumerators managed to access 3,373 schools in 90 sub-districts distributed in 10 governorates. These schools include 1,995 functioning schools and 1,378 that are out of service for various reasons that will be discussed later.

The coverage of the assessment was at its best in Idleb and Aleppo in the North of Syria. In addition, the highest number of functioning schools among the assessed schools was in the governorate of Idleb (538 functioning schools i.e. 93% of the assessed schools). The percentage of schools operating in Quneitra Governorate was 97% of the total schools covered in the assessment. There were only 31 schools. The percentage of schools operating in the governorate of Dar'a was 91% Of the total of 332-covered school.

The percentage of schools operating in each of Ar-Raqqa and Deir ez-Zor governorates was 2% of the total number of schools covered in the assessment. There were nine functional schools out of 383 assessed schools in Ar-Raqqa and seven functional schools out of 371 assessed schools in Deir ez-Zor Governorate.

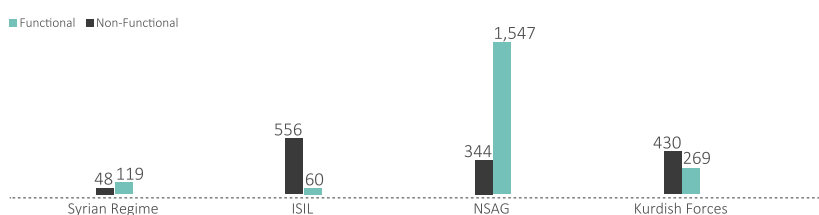
3- <http://www.acu-sy.org/en/dynamo6/>



SECOND: Relationship between the Control Force and the Functionality of Schools:

The control forces often try to interfere in civilian affairs in the absence of rules and civilian bodies managing these affairs. The education sector faces clear intervention by several control forces. This intervention has led mostly to a halt of education in many ways; sometimes this halt is because civilians, for various reasons, would not send their children to school, and sometimes because control forces seek to stop the learning process.

Figure 02: The Number of Functional and Non-functional Schools by Control Force



In areas under its control, ISIL stopped the educational process. The percentage of suspended schools was 90% of the total schools covered in the assessment. Most of these schools were in the governorates of Ar-Raqqa, Deir ez-Zor, and the eastern countryside of Aleppo Governorate. Whereas, schools in Oqeirbat sub-district in the eastern countryside of Hama, 32 schools, were all functional even though the sub-district was subject to the same control force, in addition to a few schools in the city of Deir ez-Zor.

The control force was the reason beyond the non-functionality of 20% of schools in Syria. The educational materials imposed by Kurdish forces in their control area are the reasons for the refusal of parents to send their children to school. In addition, a large number of teachers refuse to participate in the educational process as there was a number of educational materials within the school curriculum in the Kurdish control areas taught in the Kurdish language. The percentage of schools operating in the Kurdish language in the Kurdish-controlled area was 38% of all schools covered in the assessment.

Despite the deterioration in the educational process in the Syrian Regime control areas since the beginning of war in Syria, receiving educational certificates was the primary motivation for parents to send their children to school. In addition, the salary received by teachers despite the deterioration of the purchasing power in the current situation motivated them to keep working at schools. The percentage of functional schools in the areas under the Syrian Regime control was 71% of the total number of schools covered in the assessment. These schools were distributed in the sub-districts of Kisweh, Qudsiya, and Sahnaya, Az- Zabdani center in Rural Damascus, Al-Hasakeh sub-district, and Muhradah in the countryside of Hama.

The study showed that the highest percentage of functional schools was in the NSAG-controlled areas, amounting 82% of the total assessed schools in the areas under the control of these forces. Most of the non-functional schools in these areas are not operating for security reasons related to the bombing and their proximity to clashes lines.



THIRD: The Security Situation for Assessed Schools:

Several criteria have been set to identify the security situation of the schools covered in the assessment. Four degrees of risk have been identified regarding the security situation in these schools. Two factors were used to identify the risk degree: the first is whether the school is located in an area that is subject to bombardment currently and the second is whether the school had been bombed within the previous year.

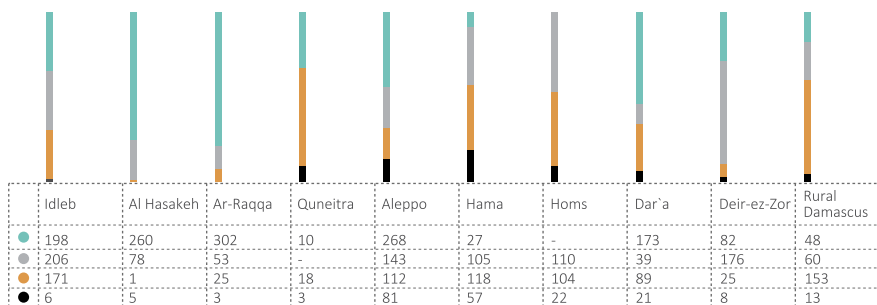
Figure 03: The Security Status of Schools



Forty-one percent of the schools were safe as they were in areas that were not bombed and remote from clashes lines. Twenty-nine percent of the schools were relatively safe as they have never been bombed before even though they exist in areas subject to bombed and intermittent clashes. The area was subjected to bombardment 2-3 times a week, which makes the educational process relatively unsafe. Even if the school had not been bombed in this sub-district, the students could be bombed on their way to or from the school. A school in an area that is not subjected to bombing or clashes is considered unsafe if there was a

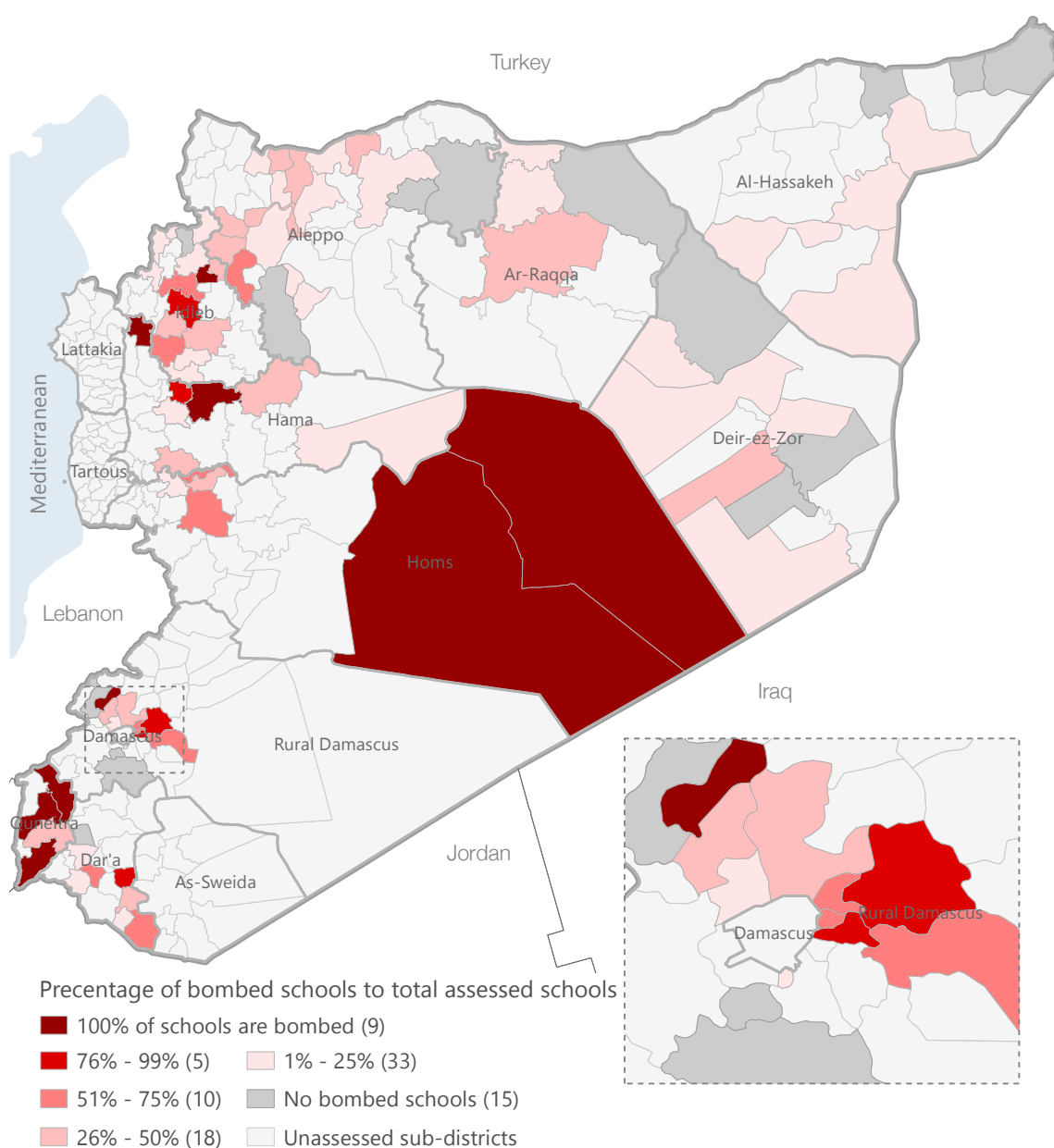
single bombing incident since the beginning of the current events because when a military group targets a certain area, they have its coordinates and they may target it again in the future. If the school had been targeted by bombardment or during clashes, then it is considered a high-risk location. These schools are mostly in the eastern countryside of Aleppo, Rural Damascus, the besieged part of Aleppo countryside, and Hama countryside. The school is also considered a high-risk location, even if it had not been bombed before if the sub-district is subjected to frequent bombing and clashes i.e. more than twice a week.

Figure 04: The Security Status of Schools by Governorate



Schools are considered safe in the northern countryside of Ar-Raqqa: Tell Abiad, Suluk, Ein Issa sub-districts, which are under the control of Kurdish forces because schools in these areas are far from the lines of engagement while schools in Ar-Raqqa City and throughout the area under the control of ISIL are not safe. The majority of schools in the western countryside of Aleppo are safe, and so are the ones in A'zaz sub-district in the same governorate. The risk increases as we move east towards areas of engagement with the Syrian regime or ISIL. In Idleb Governorate, most schools are considered safe in the northern sub-districts and the risk increases as we move south. The southern sub-districts, in addition to Idleb City, are constantly exposed to bombardment. Most schools in Rural Damascus and the besieged countryside of Homs suffer from varying degrees of risk, mostly considered risky. The security situation of schools in the countryside Dara'a, in the south of Syria, is assessed as safe even though there are some unsafe schools in areas subjected to bombardment and clashes with the Syrian Regime or with ISIL.

Map 03: Percentage of bombed schools to total assessed schools



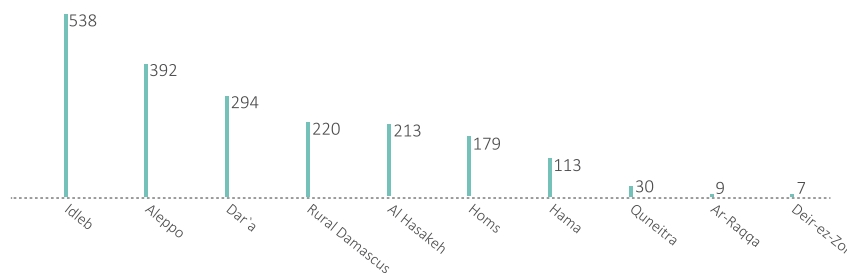
SECTION : 02 FUNCTIONING SCHOOLS

This section is dedicated to functioning schools only. Non-functional schools have been ignored to avoid any interference in the values when we combine functioning schools with non-functional schools in the analysis. Non-functional schools do not have students, or teachers, which could affect the results of the analysis if we do not separate the two groups of schools.

FIRST: The Number and Distribution of Functional Schools:

The performance of schools in Syria relies on various factors, the most important of which is the security situation of the school, which was discussed above. The control forces also play a major role in the continuance of education. It is noteworthy that the highest number of functioning schools was in Idleb Governorate, the only governorate under complete control of moderate opposition factions. Mostly, the civil and educational affairs are managed by the relevant bodies without intervention from the control forces. In addition, humanitarian organizations interested in education have access to schools in these areas and can work on them. The directorates of education, answerable to the Syrian Interim Government, supervise all the aspects of the educational

Figure 05: The Number of Functioning Schools



process. Most of the assessed sub-districts in the governorates of Aleppo, Dara'a, and Rural Damascus are under the control of NSAG. The number of functioning schools in these areas is a strong proof of the unobstructed educational process without any complications with the control forces in these areas. It should be noted that all of the assessed schools in Homs Governorate are under the control of NSAG. Most of the assessed sub-districts of Hama Governorate with functioning schools were in areas under the control of NSAG, except for the schools in Oqeirbat sub-district, which is under ISIL control and some schools in Suran and Muhradah sub-districts which are under

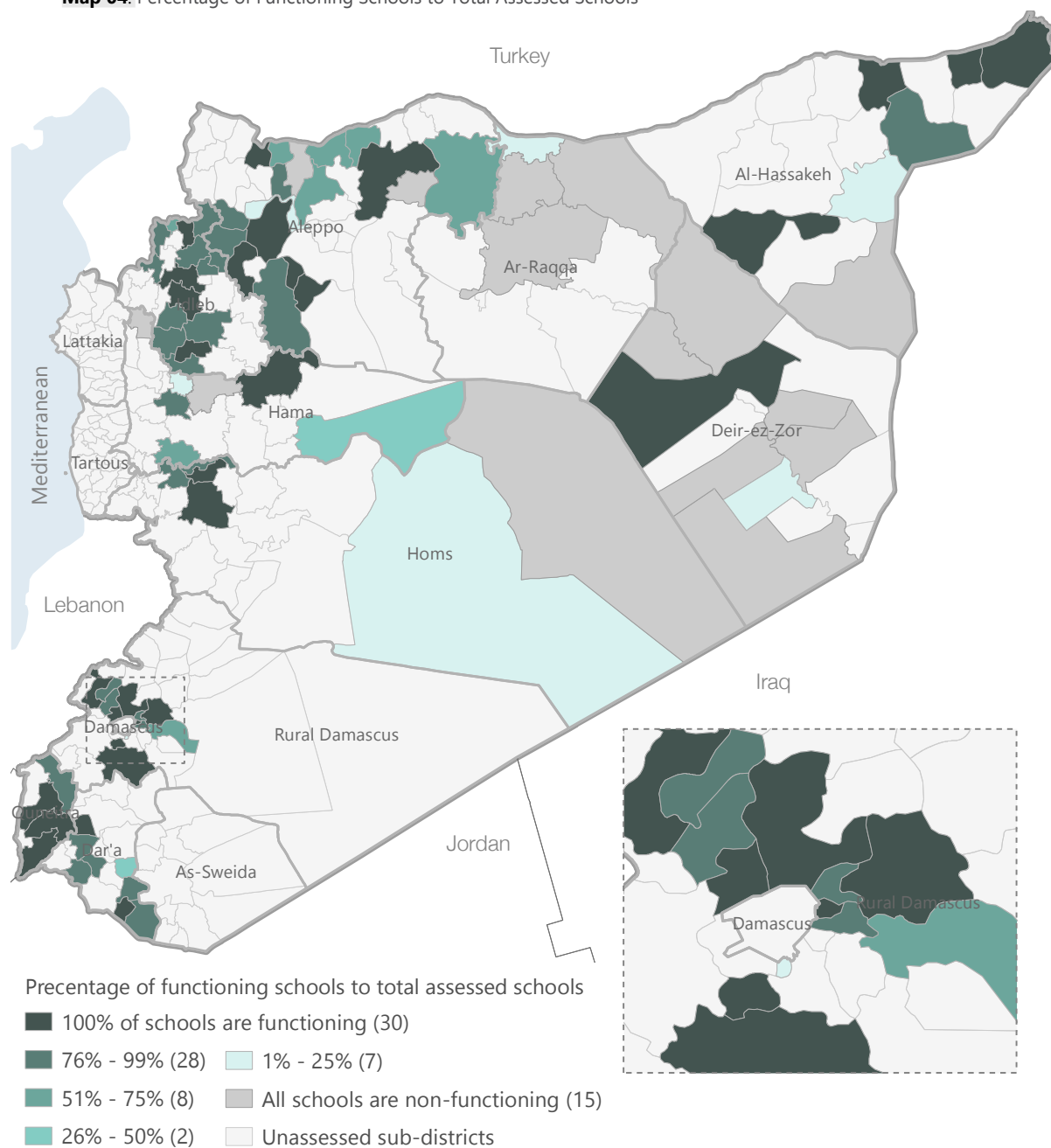
the control of the Syrian Regime. Despite the broad coverage of ACU enumerators in Al-Hasakeh Governorate, the number of functioning schools in this governorate amounted only to 213, which is 38% of the assessed schools there. It is worth mentioning that most of these schools are concentrated in the sub-districts of Quamishli, Al- Malikeyyeh, and Jawadiyah which are predominantly Kurdish areas and controlled by the Kurdish forces where the number of functioning schools amounts to 186; whereas, there are only 27 functioning schools in the sub-districts of Areesheh, Hole, and Tal Hmis. All key informants at schools reported that parents refrain from sending their children to school because of the Kurdish curriculum imposed by the con-



trol force.

It is noteworthy that the functioning in the governorates of Ar-Raqqa and Deir ez-Zor is very small and it constitutes 2% of the total number of assessed schools in the sub-districts in these governorates. All of the assessed schools in Deir Ez-Zor are under the control of ISIL, which put an end to the educational process there.

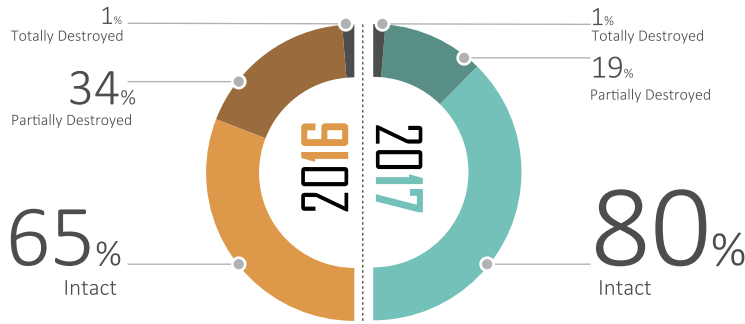
Map 04: Percentage of Functioning Schools to Total Assessed Schools



SECOND: The School Building Status:

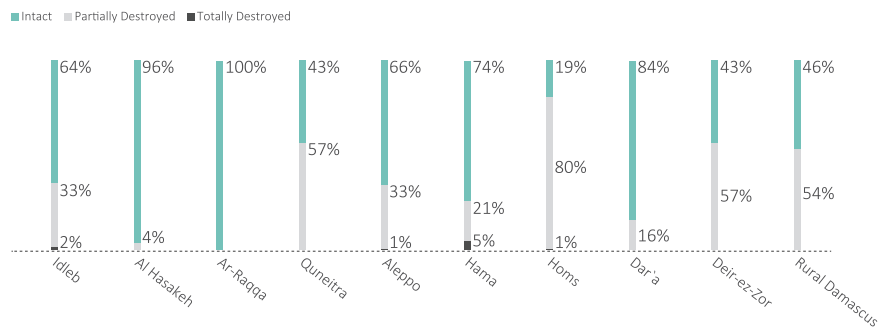
As the Syrian crisis entered its sixth year, violence the amount of bombardment and clashes, and the amount of destruction in the infrastructure and facilities intensified. A comparison between school structures in 2016 and 2017 shows an increase of 15% in the destruction in the assessed schools. This destruction was to varying degrees.

Figure 06: The Status of the School Building



The change in our coverage in Syria cannot be ignored as the report this year covers some southern governorates that were not included in the school report of 2016. It is worth mentioning that the percentages in school destruction in the southern governorates are low in comparison with the northern or southern governorates, which indicates the great destruction between the years 2016 and 2017.

Figure 07: The Status of the School Building by Governorate



The rates of destruction in buildings vary in degree depending on the intensity of the military operations. Schools were classified into three different types. The characterization of the situation here includes only the building without addressing equipment and appliances. Since all schools in peacetime need maintenance periodically for doors, windows, and toilets, lighting, and other things that depreciate through use.

The percentage of functional intact schools included in the assessment is 65%, and their total number is 1,302. As we mentioned earlier, the status of the building is good, but it needs regular maintenance. It is worth mentioning that all assessed schools in Syrian regime areas and most schools in the Kurdish control areas do not suffer from destruction. The destruction percentage is high in the NSAG controlled areas and ISIL control areas, as these areas are subjected to bombing through air strikes and long-range ballistic missiles which lead mostly to a high degree of destruction.

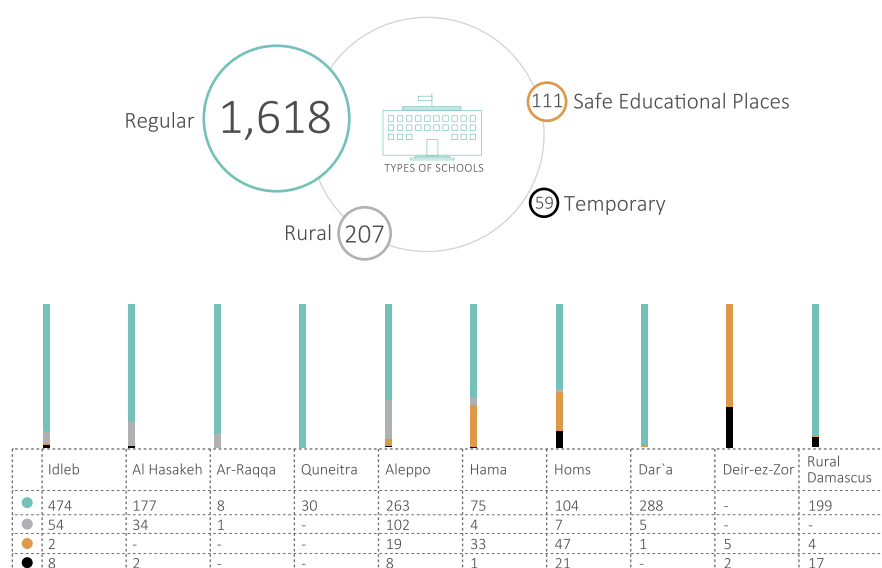
The percentage of partially destroyed schools was 34%. In this case, the destruction of the school building needs repairs in the roof and walls, as some walls need to be reconstructed and some holes in the roof need to be patched. This degree of destruction was found in the NSAG-controlled areas, in the ISIL-controlled areas, and the Kurdish control areas, but not in the regime-controlled areas.

There were some entirely destroyed schools, whose student had to go to other schools under the management of their old teaching staff. They borrowed some classrooms in the new schools or took different school hours. In some areas that do not have sufficient schools, students had to go to school in buildings that were not designed as schools, using their old school's name. Schools, in this case, are totally destroyed and may not be restored. They need to be cleared and reconstructed.

THIRD: TYPES OF SCHOOLS:

The educational process needs regular schools for students with convenient educational and health conditions. The school building should be surrounded by a wall on a large open area, congruent with the size of the school so that students may spend the break times or perform sports activities. It should include classrooms with high roofs and large windows. The large number of students in a classroom requires these characteristics in order to replenish oxygen in the rooms. Schools should have wide corridors and comfortable stairs for children to avoid crowding as they exit or enter the classrooms. The large number of floors is inconvenient for schools. It should also contain labs and computer labs. It is necessary to have a sufficient number of bathrooms, by the size of the school and its capacity to avoid disease transferal between children. These characteristics are among the most important conditions in regular schools for students. The number of regular functional schools included in the assessment was 1,618 schools.

Figure 08: Schools Types



[Rural schools](#) in small villages have small numbers of students, who cannot travel to other communities to receive their education. A typical rural school consists of a house that includes several rooms. Only primary grades are taught at such schools, and students from several grades are gathered together in one classroom. These schools do not meet the proper educational conditions, and they often include a small number of teachers. These schools existed before the current events, and they still exist as a solution for children to avoid traveling for long distances to receive education. The number of functional rural schools included in the assessment amounted to 207 schools, distributed to small communities.

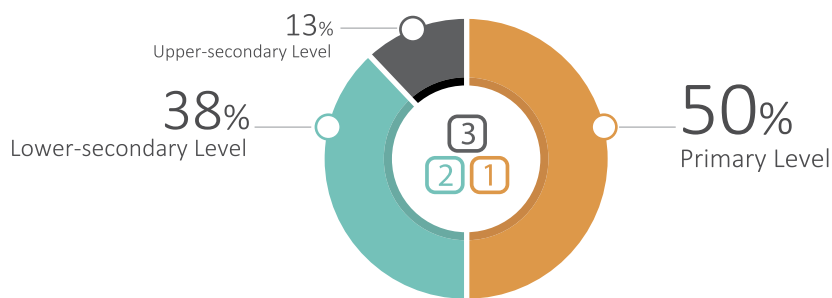
Due to the bad security situation and the exposure of schools to the constant bombing in some hot areas, a new type of schools emerged and came to be known as “safe educational places.” These locations do not meet the proper educational conditions, but they are safer for students. These areas can be in the basements of some houses, and in some communities, they could be in caves. Among the schools included in the assessment, most functional schools in Deir ez-Zor and some schools in Rural Damascus, Homs, and Hama are safe educational places.

Continual displacement among civilians led to the emergence of [temporary schools](#) that accompany IDPs in their residence locations. These schools could sometimes be tents, prefabricated structures, or even a single room in a house set aside as a temporary school for IDPs’ children. The number of functional temporary schools included in this assessment includes 111 schools distributed in accordance with the distribution of IDPs.

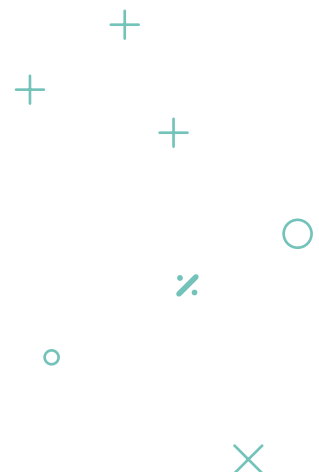
FOURTH: The Classification of Schools Based on Educational Stages:

Education in Syria was considered mandatory for the basic stage which spans between the first and ninth grades, before the current events. The first educational stage, between the first and fifth grades, witnessed great participation among children. Children learned reading, and basic math in accordance with their age, and they started to meet new friends and build relationships with them.

Figure 09: The Percentage of Teaching Levels in Assessed Schools

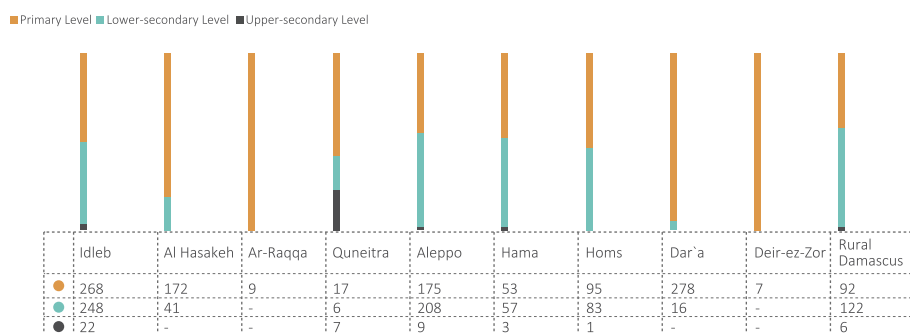


This stage still sees great participation despite the adverse educational and security circumstance in all Syrian sub-districts. Children need reading and basic math in their daily life. It is noteworthy, however, that there is deterioration in participation at the primary and lower-secondary educational levels, where the main objective is to receive a recognized certificate that qualifies the student to join college or a higher institute. Not being able to receive a certificate was one of the reasons for the deterioration in the numbers of students, in addition to the lack of secondary schools in all rural communities, and the students’ inability to afford the high transportation costs, and the student’s obligation to help their parents sometimes.



The healthy status of the educational process requires separation between the different educational levels. The separation between children based on their ages helps avoid cases of bullying by elder children, which could reflect negatively on the personality of children. Children start the pre-school stage between the ages of 4 and 6 years old.

Figure 10: School Classification Based on the Number of Taught Levels



Then, they move forward to the primary level. Teaching at this stage is undertaken by graduates of the faculty of education up to the sixth grade. This stage is called basic education. The next stage of the basic education is also known as the lower-secondary level, where students receive their education from specialized teachers in each subject matter. At the end of this stage, students receive the preparatory certificate. The upper-secondary level, which is not mandatory, is either in general education, or professional education such as agricultural education, industrial education, commercial education ... etc. At the end of this stage, the student gets the upper-secondary education certificate that qualifies its holder to join the higher education stage.

The circumstances of war and destruction and the student's inability to travel long distances led to the prevalence of schools that cover two, or three, educational levels at the same time. The percentage of schools that taught two levels was 43% of the total number of assessed schools in Idleb, and 4% of assessed schools taught three levels together. The percentage of schools that taught two levels in Aleppo was 55% while the percentage of schools that taught three levels in that governorate was 3%.

Before the current events, male and female students were not separated at the primary and lower- secondary education levels in most schools. After the start of the Syrian crisis, the separation started from the primary level.

217K

**STUDENTS
WITHOUT**

**SCHOOL
BOOKS**





SECTION : 03 SCHOOL DAYS

School days in Syria before the current crisis were five days: starting on Sunday and ending on Thursday. A school day started at 8 a.m., and consisted of 5 lessons for the primary level students and between each two lessons there was a 30-minute break. For a primary school student, the school day ended at 12:45 in for the morning shift. Some schools had two shifts: some students went to school in the morning for one week and then they had to go to school in the afternoon for the next week. They went to school at midday and left at sunset.

In the lower-secondary level, the second phase of the basic education, students had to attend a sixth class several days a week, which kept them at school until 13:30. This is because of the increase in subjects at school. The professional education curricula in the lower-secondary level, such as agricultural, professional, or commercial education, include classes that need to take place in the afternoon period. A student may not move from a level to another unless they attend a certain number of school days.

The Number of school Days per Week

The average number of school days in a week shows the regularity of the educational process. The regular number of school days in Syria before the current crisis was five days a week. It is noteworthy that despite the gravity of the security situation in the NSAG controlled parts of Rural Damascus, the number of school days in most of the assessed schools six days a week since the weekend consisted of Friday only.

Table 02: The Number of School Days per Governorate

	Idleb	Al Hasakeh	Ar-Raqqqa	Quneitra	Aleppo	Hama	Homs	Dar'a	Deir-ez-Zor	Rural Damascus
3 Days	4	-	-	-	2	-	-	-	-	-
4 Days	12	-	-	-	66	-	-	-	-	5
5 Days	514	213	9	30	324	113	179	294	7	85
6 Days	8	-	-	-	-	-	-	-	-	130

The number of school days in schools located in sub-districts controlled by the Syrian regime, such as Sahnaya, Kisweh, At Tall, Qudsiya, and Az-Zabdani, in the same governorate was five days. The average number of school days in Madaya sub-district, which is besieged by the Syrian regime, was just four days a week. It was reported that in some cases students lost consciousness in their schools due to hunger.

In Aleppo Governorate, there were some schools that had an average of four school days a week. Most of these schools were in the NSAG controlled Haritan sub-district, which is often targeted by shelling/bombardment.

The average number of school days at most schools in Idleb Governorate, was five days except for some schools in the southern areas of the Governorate which were sometimes bombed. It is noteworthy that Idleb Governorate is mainly under the control of NSAG. There is a number of schools in Dana, Al Ma'ra that have six school days a week.

SECTION : 04 CURRICULA

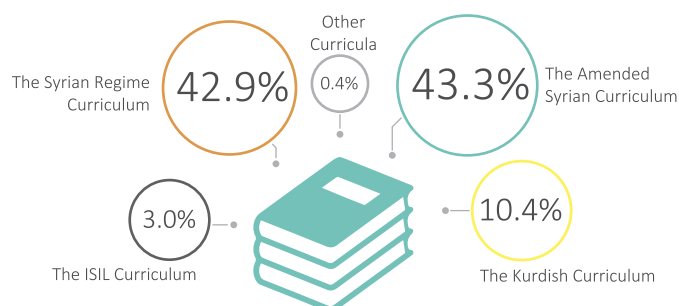
The curriculum is usually written by a committee of specialists assigned by the Ministry of Education and the Ministry of Higher Education. The curriculum plays an important role in determining the degree of educational progress of the state. The higher the emphasis in these curricula on the scientific subjects and the practical materials taught in the labs, the more the scientific level of the state is increased, and the more recognized throughout the certificates of graduates of its universities will be. In addition, the development of educational curricula plays a role in advancing the educational process.

The Syrian curricula remained far from development and did not keep pace with the technological progress at all levels of education. Most students rely on textbooks only to pass the educational stage without being motivated to do research or problem-solving.

FIRST: Types of Curricula Taught in Syria:

Before the current events, the curriculum was issued by the Ministry of Education, which printed books and distributed them free of charge or at a price that covered only production costs. They were distributed free of charge to the basic education level students while they were sold at the cost of production at other stages.

Figure 11: Type of Curriculum



As regions went off the control of the Syrian regime, the control forces modified the educational curricula by deleting some of the phrases that glorify the Syrian regime and canceling the National Education subject matter. A large number of copies of this modified curriculum were printed and distributed in the NSAG controlled areas and electronic copies were sent to the besieged areas. The Syrian Interim Government was not the only entity to produce this type of curriculum, which was referred to as the amended Syrian curriculum. The Syrian curriculum and the Syrian amended curriculum contain the same scientific materials, which means that 86.2% of the working schools covered in the assessment teach curricula containing the same scientific materials.

After the expansion of ISIL into large areas of the Syrian territory, it imposed special curriculum to promote jihad, and closed any school that refused to use its curriculum, which focuses on the Islamic faith. Teachers were subjected to training courses before they started teaching the new curriculum. This curriculum was not accepted by the parents of students, which led to the closure of schools in many ISIL-controlled areas and to stopping the educational process there. It is noteworthy that the proportion of schools that teach the ISIL curriculum is 3% of all the assessed functional school.

The Kurdish Workers' Party (PKK) is seeking to establish a Kurdish state in northern Syria. It has issued a new curriculum called the Rojava curriculum, named after the name of their government in northern Syria; this curriculum is also known as the Kurdish curriculum.

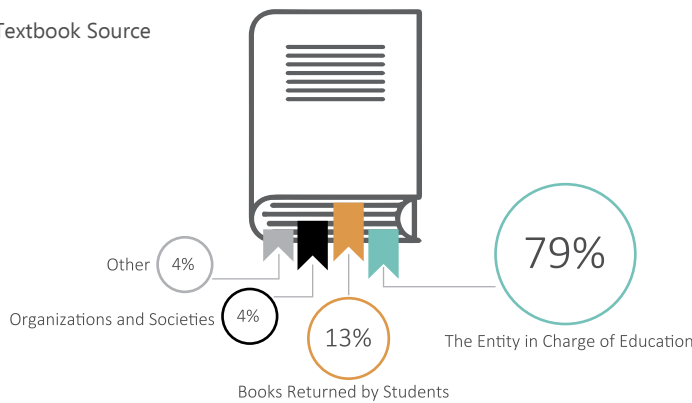
This curriculum includes the Kurdish language as an essential subject taught to students, in addition to subjects related to the government of Rojava and its foundation. The number of schools operating in the Kurdish control area is small in comparison to other control areas. This has led to a decrease in the percentage of working schools that teach this curriculum, which amounted to 10.4% of the assessed functional schools.

It is noteworthy that 44% of functional schools in the NSAG-controlled areas teach the Syrian regime curriculum for many reasons, including that teachers receive their salaries from the Regime controlled area and thus have to use the Syrian regime curriculum. In addition, 83% of functional schools in Al-Hasakeh governorate, most of which are in the Kurdish control area, still teach the Syrian regime curriculum for the same reasons.

SECOND: Sources of Textbooks:

The entity in charge of the educational process distributes textbooks in 79% of the assessed functional schools. Books returned by students have been used in 13% of schools in the evaluated area.

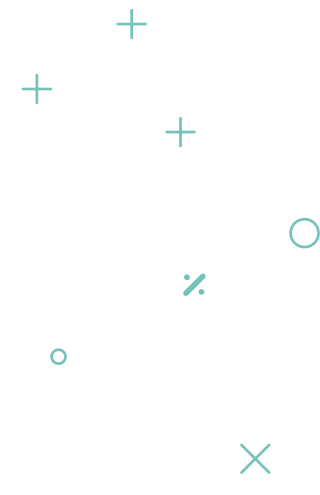
Figure 12: Textbook Source



In the Syrian regime control area, the Ministry of Education continues to print books, distribute them to students in basic education, and sell them at the cost of production for other stages. The Ministry of Education in the SIG, through its directorates in the Syrian governorates, distributed free copies of the amended Syrian curriculum at all levels. The Ministry of Education in the Government of Rojava, in the areas controlled by Kurdish forces, also printed and distributed books, and ISIL did the same in its control areas as ISIL forces print and distribute the copies of textbooks. Forty four percent of schools in the NSAG-controlled area used books from the curriculum of the Syrian regime, and the majority of these books are old copies circulating among students from year to year.

It is noteworthy that a large percentage of books are returned from students to be used again, if these books are not damaged, they can be used several times, but the curriculum contains some books called school activity books, which contain exercises that students solve on the same book. Therefore, they cannot be reused.

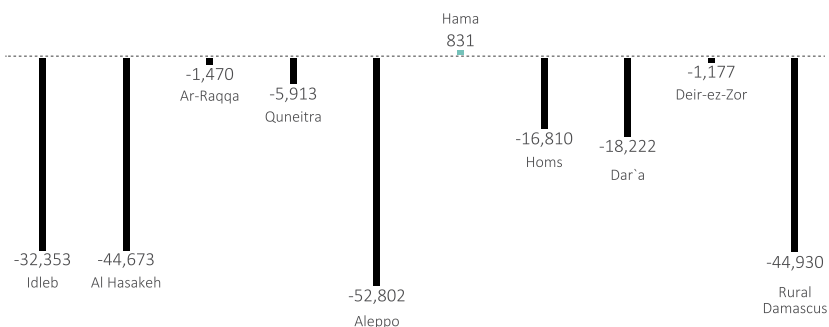
In 13% of functional schools in assessed areas, local organizations and associations are printing amended Syrian curriculum textbooks. Key informants maintained that there was a decrease in the proportion of books printed by these institutions has been noted along with an increase in the number of printed copies of the curriculum by the Ministry of Education in the Syrian Interim Government.



THIRD: The Need for Copies of the Curriculum:

The copies of the curricula represent an acute need for students. Therefore the number of those copies were calculated for the current academic year by calculating the difference between the number of available copies for the students and the number of students.

Figure 13: The difference between the number of curricula copies and the number of students



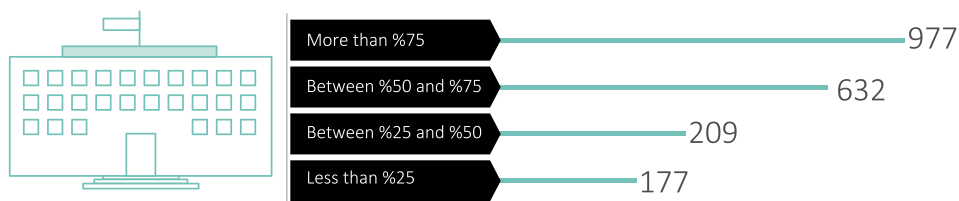
This process was utilized to calculate the need for applied to the Syrian regime and amended Syrian curricula that contain the same scientific subjects that were written by specialists. Other curricula, like the Kurdish and ISIL curricula were excluded and it was considered that all students in those areas are in need of new copies. The lack of the sets of curricular books is around 217,519 sets, and each set contains around ten books. It was noticed that some schools contain only one copy of curricula per class, and in this case, the teacher needs to write the whole lesson on the board as a solution.

If there will be a need to change the curriculum and apply unified one, the need will be 100% for all students, and it should be considered to provide one curriculum copy for each student.

FOURTH: The Finished Proportion of the Curriculum:

In this section, the proportion of the curriculum taught during the year preceding the semester in which the questionnaire was completed is described. In peace times, an annual plan was drawn up to enable teachers to complete the curriculum during the academic year. Students undergo examinations covering the whole school year in the end. They moved to a higher grade upon completing the entire curriculum.

Figure 14: The Number of Schools per Finished Percentage of the Curriculum

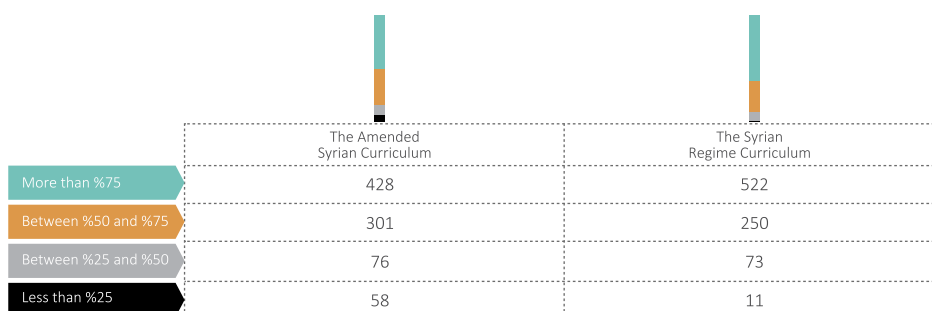


It was noted that 977 schools finished more than 75% of the curriculum, which is a good indicator of the students' commitment to school hours throughout the year and the teachers' commitment to the annual curricular plans. However, it is not a real indicator of the educational status of students as teachers mentioned that 50% of students have delayed development in reading and cannot do basic math in accordance with their school level.

FIFTH: Types of Curricula

It was easy to distinguish the taught proportion of the curriculum of the Syrian regime and the amended Syrian curriculum during the past year while it was very difficult to find out this percentage in schools that use the ISIL curriculum or the Kurdish curriculum, as most of these schools did not work effectively during the past year or have begun their work this year.

Figure 15: The distribution of schools, based on the curricula they use and the finished percentage of their curricula.

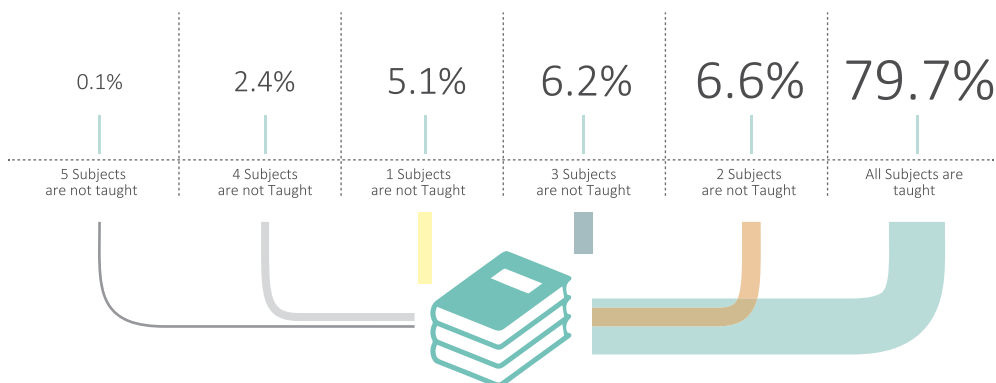


The schools that taught the amended curriculum and have not been able to teach more than 25% of this curriculum mostly concentrated in the southern countryside of Aleppo, such as Zabah; or the northern countryside of Aleppo such as Haritan, Suran and Mare', which were constantly bombed. The same applies to some schools in Harasta in Rural Damascus and Al-Rastan in the countryside of Homs. Both areas were suffering from a very bad security situation.

SIXTH: Curriculum Subjects in the Assessed Schools:

The number of subjects taught in the Syrian curriculum is about ten subjects for the lower-secondary and upper-secondary education levels, and about six subjects for the primary level.

Figure 16: Percentage of Subjects not taught in the Curriculum



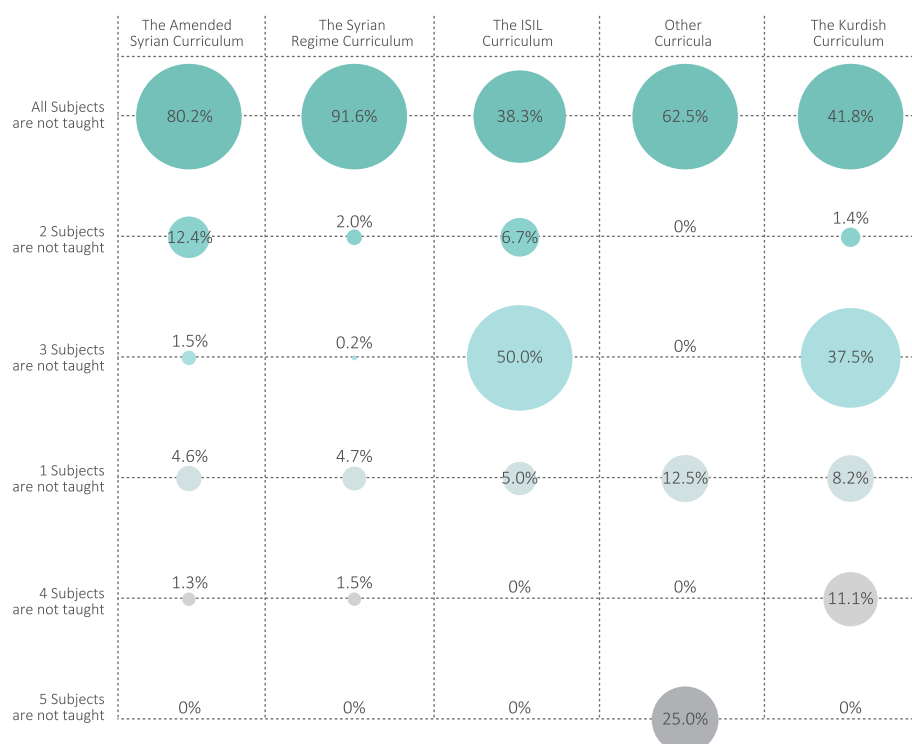
In this education report, data was collected on six basic subjects: mathematics, physics, chemistry, science, and Arabic language, and foreign language, as these subjects are considered the most important ones in any curriculum, and failure to teach any of these subjects at any stage of education will affect the subsequent stages dramatically. Whereas, theoretical subjects depend on the students' memory more than their comprehension. Therefore, the absence of any theoretical subject for a full school year will have a lesser impact on the education of the student in the subsequent years.

It was noted that nearly 80% of the assessed functional schools taught all of the six subjects mentioned above as well as other theoretical subjects, while 20% of those schools did not teach two or more of these subjects.

SEVENTH: The Percentage of Teaching Basic Subjects within School Curricula:

To understand the academic situation of schools, the curricula were assessed based on the six main subjects: math, biology, physics, chemistry, Arabic, and English.

Figure 17: The Percentage of Taught Subjects Per Curriculum



The results showed that both the assessed functional schools that teach the Syrian regime curriculum and those that teach the amended Syrian curriculum teach all the six basic subjects: mathematics, science, physics, chemistry, Arabic language, and foreign languages in a high percentage of these schools. A small percentage of these schools do not teach all or some of these basic materials, due to many reasons, including the lack of teachers specialized in these subjects. Students often take private lessons to solve this problem.

In schools that teach the ISIL curriculum, most or all of the above mentioned scientific materials are not taught because of ISIL's ban on teaching them and the imposition of Islamic doctrine subjects instead. These scientific materials are taught in the schools of Oqeirbat in eastern Hama, using books printed by ISIL.

In the Kurdish control areas, and particularly in the north of Ar-Raqqa Governorate, most of these materials are not taught because of the shortage of qualified teachers. Kurdish forces in these areas rely on the lower-secondary or upper-secondary certificate holders as teachers in their schools. The focus is on the Kurdish language or the subjects about the Kurdish history, which were written by the control force.

SECTION : 05

EDUCATIONAL CERTIFICATES

The school certificate normally issued by the Ministry of Education is the only document that proves the educational level reached by the student. The certificate is issued by the Ministry of Education after passing the primary level or lower-secondary level. Otherwise, for the completed period of study, this document is referred to as a school report card.

FIRST: The Certificate Awarding Entities:

The data shows that the Syrian Regime grants certificates at 61% of functional schools while 37% of schools grant certificates endorsed by the SIG, and the Autonomous Administration grants certificates at 3% of schools.

Figure 18: Certificate Awarding Entities



The results show that the Syrian regime grants certificates in 61% of the assessed functional schools. The Syrian regime grants these certificates to all schools under its control while only the school report card is awarded in areas beyond its control. Getting the preparatory or secondary certificates requires students to go to the regime control areas and sit for examinations. Key informants reported that a small percentage of students in areas beyond the control of the Syrian regime can access exam centers in the Syrian regime control areas. The student is required to register for the exam in advance in the examination department to accept the application for the exam or reject it. Before the current events, registering students at the examination department was the function of the school management.

The Syrian Interim Government grants certificates to all levels of education, including the school report card for transitional grades and the certificates for the lower-secondary and secondary levels. These certificates are recognized only by Turkey. Some scholarships are granted to students with certificates issued by the Syrian Interim Government; however, closing the Syrian-Turkish borders obstructs students from benefiting from these scholarships.

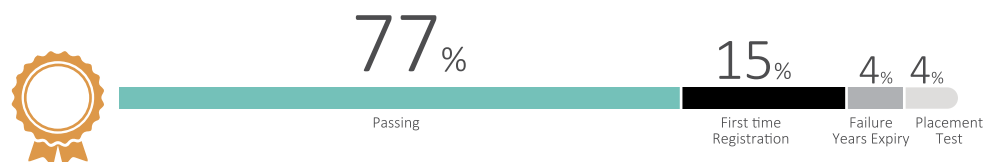
The autonomous administration, known as Rojava, grants certificates to students at schools under its control, but these certificates have not been recognized yet by any local or international body.



SECOND: Current Grade of the Students

The data shows that students at 77% of schools included in the assessment have reached their current grade by passing the previous grade while 15% of students at these schools have reached these grades by registration for the first time.

Figure 19: Methods of Students Transfer to the Current Stage



At the end of the school year, students sit for the final exam of the planned curriculum, and by passing the examination, the student passes to the next grade at school. In some cases, due to the student's repeated failure to pass the examination for several years in a row, they are transferred to a higher grade by default because the mandatory education system does not allow them to drop out, and their presence with younger children may lead to delays in their educational level and mental growth in addition to exposing younger children to bullying.

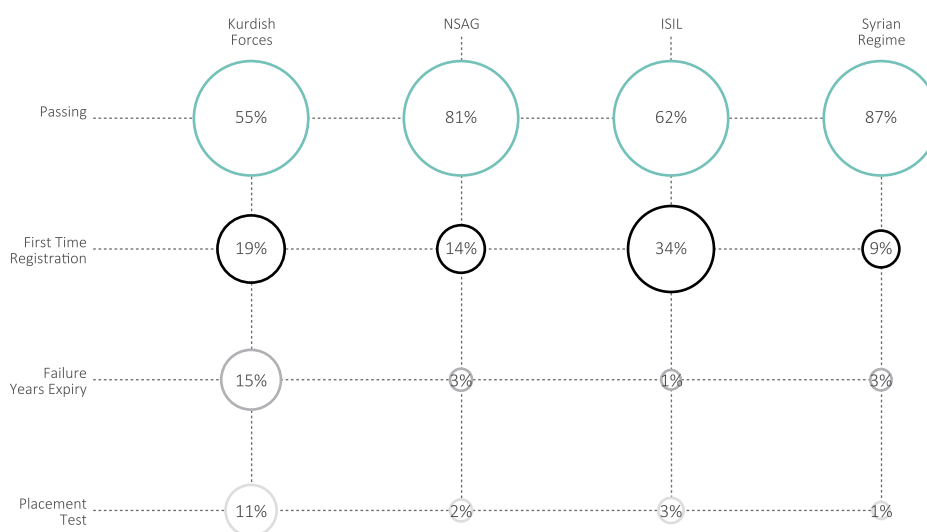
With the onset of the current crisis, as large displacement waves took place in all Syrian governorates, new mechanisms for admitting students to schools emerged. When they are displaced, people find it difficult to take documents for the educational level of their children, since the displacement is taking place in a rush. Therefore, at schools in areas that receive large numbers of displaced children, who do not carry any documents for admission to school, placement tests, conducted by specialized teachers, were among the major methods employed by schools to admit these students into the suitable grades.



THIRD: Students' Current Stage according to the Control Force

The study showed that the highest percentage of students who move from one grade to another in the Syrian regime control areas and the NSAG control areas were by-passing. Despite the disparity between the security conditions and the support that the schools receive in these areas, the success rates were close, which indicates a healthy educational process in the NSAG-controlled areas.

Figure 20: Methods of Students Transfer to the Current Grade (The numbers represent percentages)



The percentage of success in the ISIL control areas is increased because of the schools of Oqeirbat sub-district in the eastern Hama. While the majority of the other schools had students who were enrolled for the first time as these schools began their work for the first time during the current school year. Key informants in the Kurdish control areas reported that even though 55% of students moved from one grade to another by passing, they still were not developing their ability to read Arabic due to the concentration on the Kurdish language only. There were not enough specialized teachers to teach children math and other subjects.



SECTION : 06

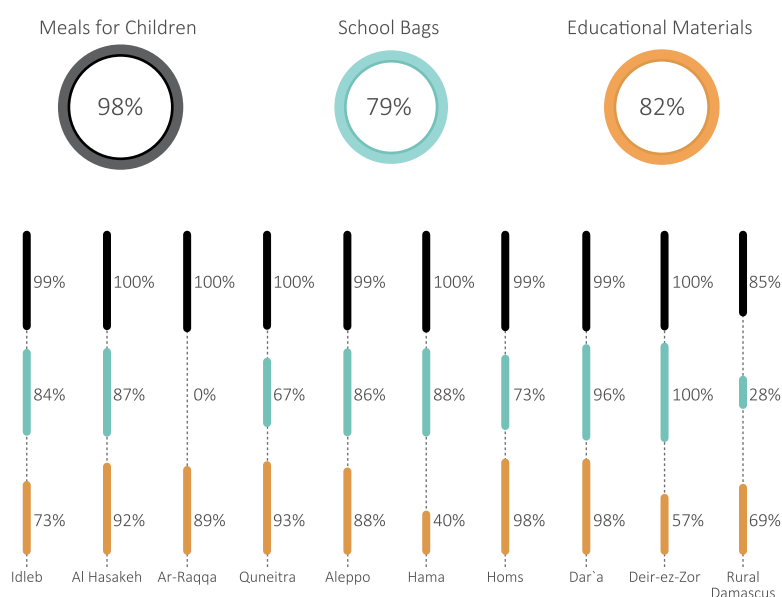
STUDENT NEEDS AND SCHOOL FACILITIES

The weak financial capacity of the civilians affected by the Syrian crisis could prevent them from providing the basic requirements of education for their children. In addition, the absence of support for the education sector in general, and in areas outside regime control in particular, created great needs for schools in order for them to continue the education process. The education sector is a demanding sector in terms of economy and it requires governmental support. This support was discontinued as vast areas got out of regime control.

FIRST: Student Requirements:

Before the current events, at the beginning of every school year, parents faced financial difficulty in securing their children's school requirements, including school uniforms, and stationery. The greatest percentage of Syrian society belongs to the middle, or lower, class.

Figure 21: The percentage of schools in need for student requirements



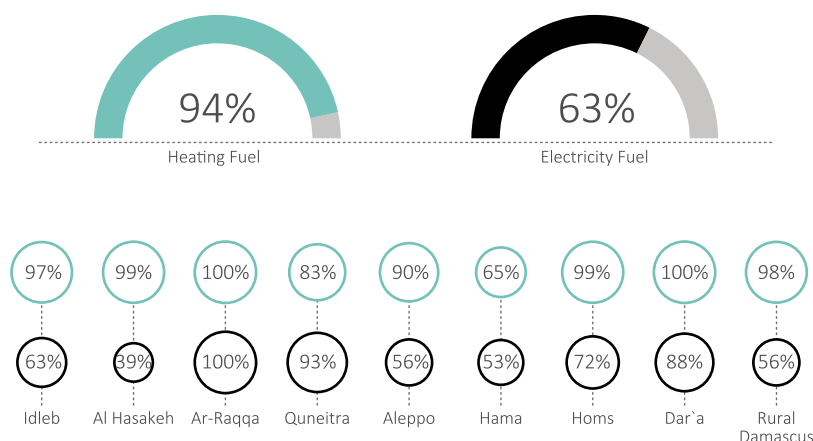
This financial difficulty aggravated with the onset of the crisis as the financial situation deteriorated for parents who lost most of their income sources. It was necessary to secure the basic requirements for pupils such as school bags and stationery whose prices doubled as the crisis started. Some organizations distribute school bags containing a number of notebooks and pens in the countryside of Aleppo and Idlib while no such materials are distributed in the governorates of Ar-Raqqqa and Deir ez-Zor under the control of Kurdish forces and ISIL. The need to provide these materials is annual as students need every year a number of school books and notebooks.

The data shows that 98% of assessed schools did not provide meals to students during school hours, and it was reported that some organizations support some schools only for a few days a year. The need for these meals is most important for students in the first level of the basic education.

SECOND: Schools' Need for Fuel:

The school year in Syria starts in September and ends in June and most of the school days are in winter. This season in Syria is characterized by its coldness, continuous rain and snow, which creates the need for heating fuel. All schools in Syria use heaters that burn diesel. Before the current events schools received annual allocations of fuel oil from the Directorate of Education, and there was no need for fuel to generate electricity, which came from the public power grid.

Figure 22: Percentage of schools in need for fuel



The Directorate Education in the Syrian regime stopped providing all forms of support to schools in areas beyond the regime control. In addition, support for schools in the regime-controlled areas declined. Small amounts of fuel are provided to some schools, and generators are not used during power blackouts.

In areas beyond the control of the Syrian regime, there is a strong need for fuel for heating and for generating electricity. A large number of schools use the lower floors of the buildings for teaching, which increases the need for lighting classrooms. It was noted that many students sit on the floor next to the [whiteboard](#) to read the writing on the board, due to the very poor lighting of the classroom. A classroom needs between 5-8 liters of diesel per day, depending on the size of the classroom.

The need for heating fuel and electricity generation is most urgent in the besieged countryside of Damascus, which relies on "plastic fuel". This fuel is extracted by melting plastic materials. It is often used for cooking in open places and it is forbidden to use it indoors because of the toxic substances that result from burning it, which makes it impossible to use for heating classrooms containing a large number of children. The need for heating fuel is also concentrated in the countryside of Idlib and Hama, under the control of NSAG as these areas get fuel from ISIL control areas at high prices.

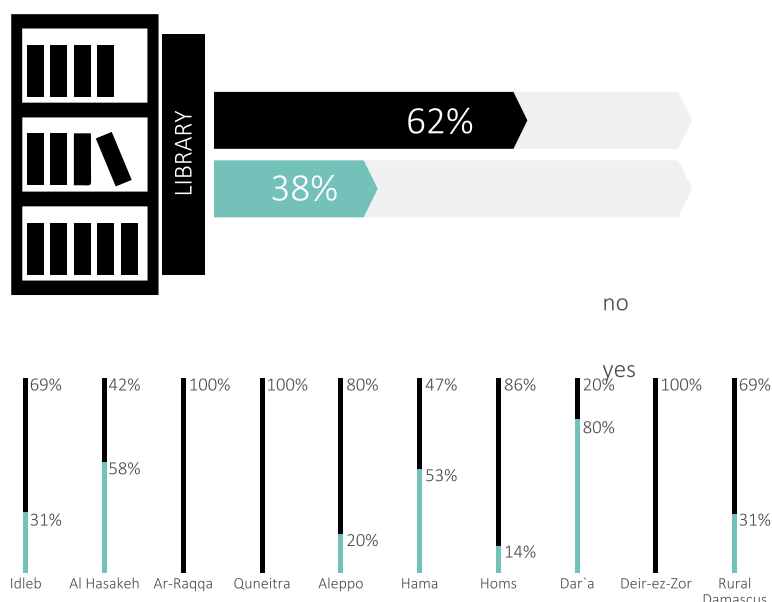
THIRD: The Availability of Supporting Materials for the Educational Process:

The education process requires a number of supporting materials that support education at all levels. Students need scientific and literary books that suit their interest and expand their perception, and these books should be available at school libraries. They also need to apply a lot of scientific lessons in laboratory experiments, and to learn how to use the computer, and the proper and effective use of the Internet and search engines.

LIBRARY

The availability of libraries within schools at all levels is one of the most important means for supporting the education process where students need books and references and scientific dictionaries.

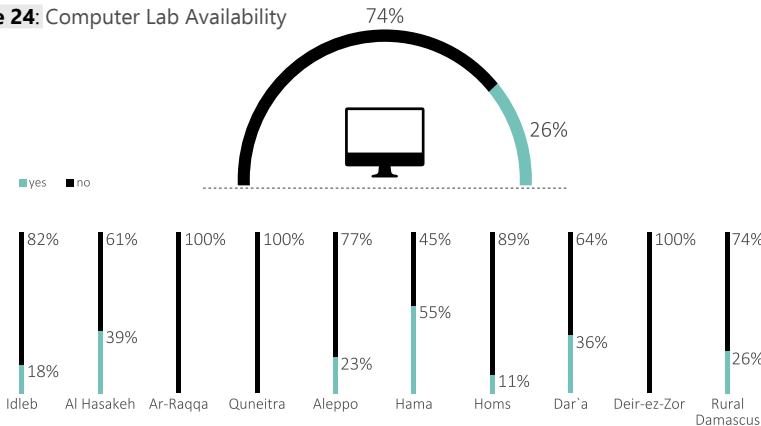
Figure 23: Library Availability



The data shows that 62% of schools that do not have libraries for students, and no libraries are available at schools located in the provinces of Ar-Raqqa and Deir ez-Zor, where key informants reported that the controlling forces prohibited the publication of any books unless they are issued by their printing press or are written within their territory and under their supervision. The majority of libraries contain few books, and there is no space for students to sit and read within the library. Children have to borrow these books and take them to their homes.

COMPUTER LAB

Figure 24: Computer Lab Availability



The curricula included informatics as a subject in the second stage of basic education or the so-called lower secondary stage, where there are two sessions a week for this subject. The teacher introduces the principles of using desktop software.

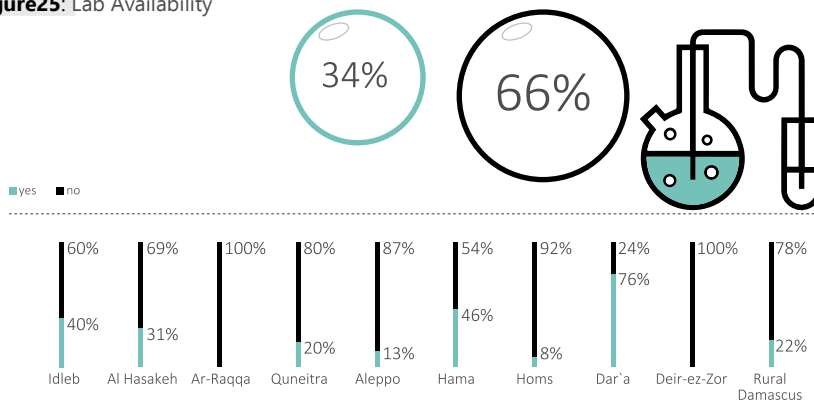
Each school needs one or more computer labs according to the number of students. A number of computers should be available in these labs in addition to a projector. The data shows that there are no computer labs in 74% of the assessed schools. Where these labs existed, they were mostly non-functional because of the lack of equipment or need for maintenance. The absence of electricity was an impediment to teaching these subjects at schools.

It is noted that there is a complete lack of teaching Informatics in Dir ez-Zor, Ar-Raqqa, and Quneitra.

LAB:

Teachers often apply theories of physics or chemistry or perform simple autopsies in a laboratory so as to transfer the theoretical information to tangible reality.

Figure 25: Lab Availability



This application of information in practice entices students to do research and innovation. Teachers of scientific subjects such as physics, chemistry and biology use laboratories frequently. The data shows that there was a lack of laboratories in 66% of schools, especially in the areas controlled by Kurdish forces or ISIL where scientific subjects are often not taught. The absence of labs was noted in many schools in all areas and school administrative staff members stated that even when there were laboratories they were not effective due to the severe shortage of equipment and chemicals used in experiments, which were provided by the Directorate of Education in the Syrian regime previously.

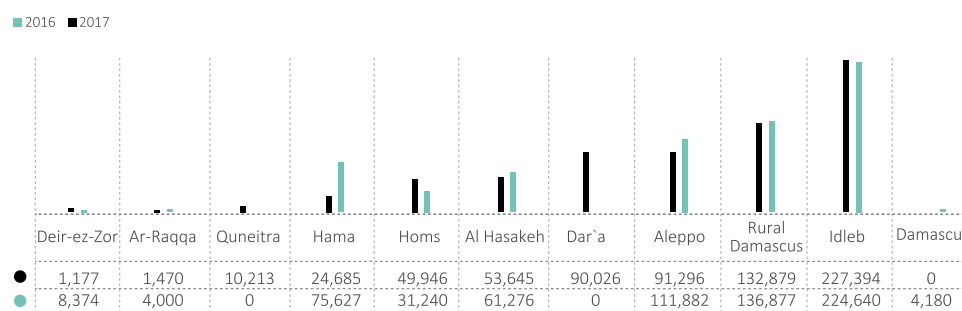
SECTION : 07 STUDENTS

This section reviews the information on students at schools. After providing information about schools, curricula, and certificates, we must talk about students in these schools. It should be noted that the numbers in this report refer to students who actually go to school, not enrolled students, because parents register their children at school at the beginning of the school year, but some of these students are unable to attend school at the beginning of the school year for various reasons that will be discussed later.

FIRST: Comparison of the Number of Students in the Assessed Schools in two Consecutive Years

The total number of students in the functional assessed schools during the academic year 2015-2016, according to the school report issued by the ACU's IMU, was 661,071 students. In the school year 2016-2017, in this report, the number of students amounted to 682,731 students in schools covered in this assessment, with an increase of 21,660.

Figure 26: Comparison of the number of students in functional schools in 2016 and 2017



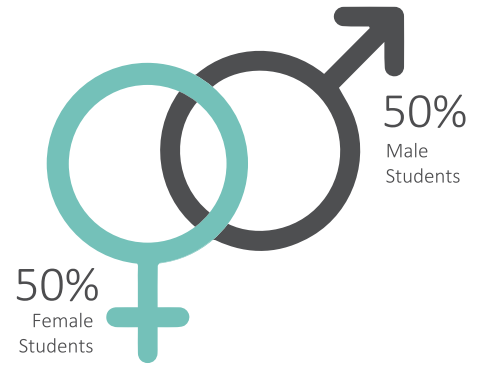
The figure shows the difference in the number of students in the school report in two years. The data in this report was collected from the governorates of Daraa and Quneitra in southern Syria, which were not covered in the previous report. Whereas, this report did not cover the areas of Rabia and Kensba in Lattakia Governorate. This report shows a decrease in the number of students in Deir ez-Zor under the control of ISIL and in the governorates of Ar-Raqqa and Al-Hasakeh, which are under divided control between the Kurdish forces and ISIL, and in Hama Governorate due to military actions there. Likewise, education has stopped in the besieged Yarmok Camp in the countryside of Damascus.

The number of students in the governorates of Rural Damascus and Aleppo had decreased due to displacement in the period before the data collection, where the Eastern part of Aleppo City was emptied of its population in addition to the forced evacuation of several areas in Rural Damascus. Most of the displaced went to Idlib governorate, which explains the high number of students in this governorate.

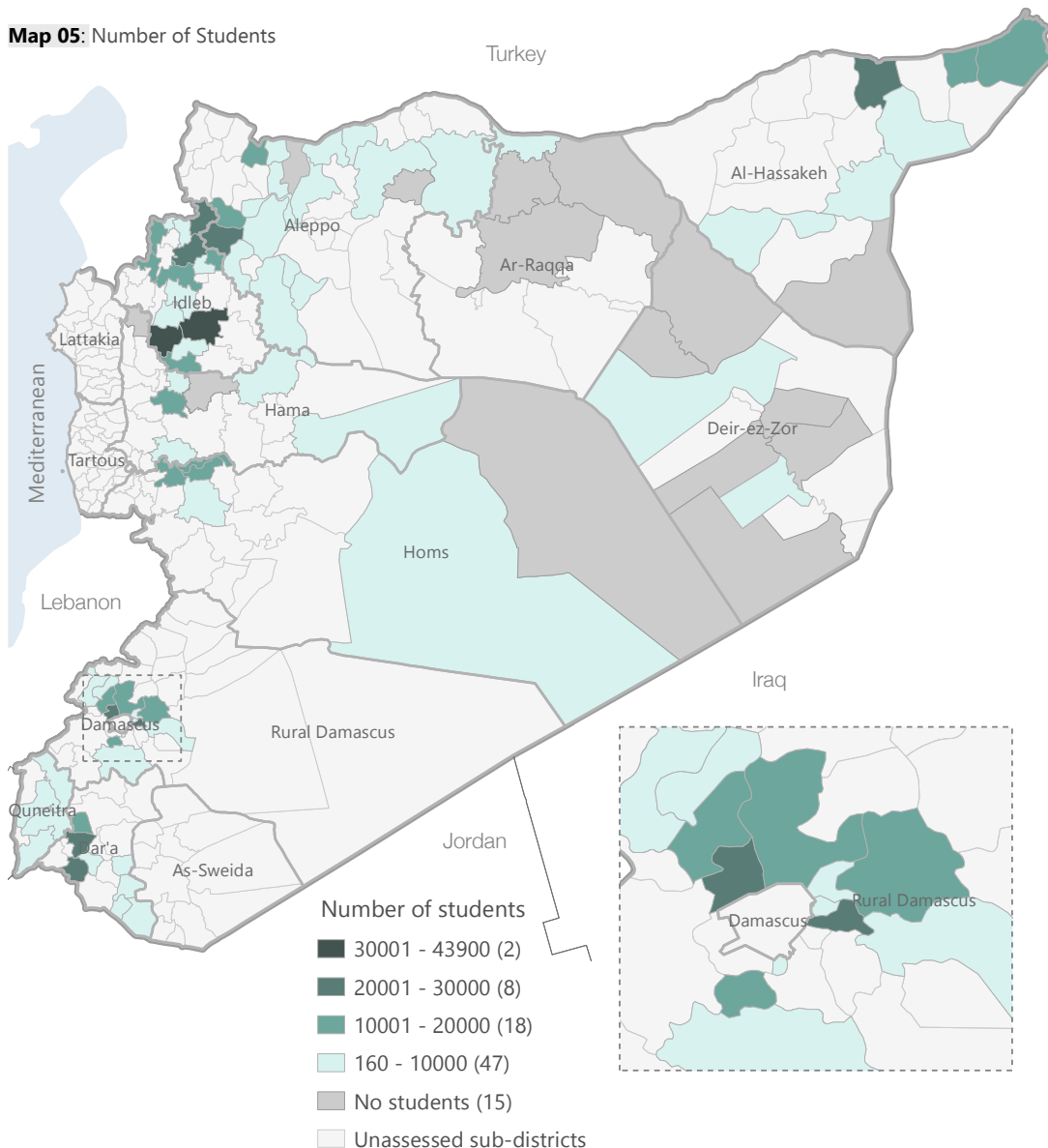
SECOND: Percentage of Males and Females among Assessed Students

The proportion of females and males is equal among assessed students. The numbers of students going to school are close in all the assessed areas except for Ar-Raqqa, where education is restricted to the basic phase only, and where the proportion of females among students was twice the proportion of males. Key informants reported that parents fear that their children may be subjected to conscription, which is applied to children. It is noteworthy that many children disappear in these areas, where children may be taken to military zones to provide services to the fighters in these areas. The data shows that the proportion of female students is low in advanced levels of education especially in secondary schools in all of the assessed areas. The decline is concentrated in remote communities because parents are afraid to send their daughters to secondary remote areas. It was reported that people in Syria, especially in the rural areas, refused to send their daughters over long distances without the companionship of another member of their family.

Figure 27: Percentage of male and female students



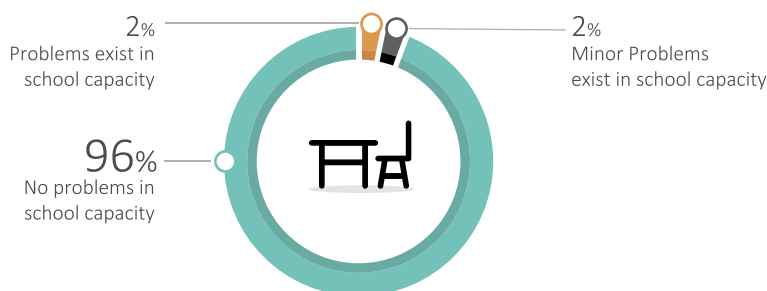
Map 05: Number of Students



THIRD: Comparison of school capacity and the number of students

The capacity of schools in Syria varies with the status of schools: regular, rural, or temporary. Regular schools are large and have high capacity. Rural and temporary schools are usually houses converted to schools with very limited capacity.

Figure 28: The difference between the capacity of schools and the number of students



The size of classrooms is also a major factor in determining the capacity of schools. The data shows that %96 of schools have capacities in proportion with numbers of students. However, this percentage does not reflect reality. Because of the continual shelling/bombardment, only classrooms in lower floors are used, which makes schools function at only half of their capacity. The administrative staff has to divide school days into two shifts to avoid crowding in schools. It is worth mentioning that the morning shift, in most schools in NSAG controlled areas in Rural Damascus, starts at 6:30 a.m. and lasts for 2-3 hours due to the deteriorated security situation as these areas are continually bombed.

FOURTH: The Most Important Difficulties which Hinder Children’s Education

Children face many difficulties during the education process. The shortages of textbooks and stationery constitute a key impediment to receiving proper education.

Figure 29: Difficulties impeded children’s education



There was shortage in school books in 10 out of 12 governorates, which obliges teachers to write whole lessons on the whiteboard, and not many students can copy these lessons on their notebooks because of time constraints. Proper education requires the provision of free books annually and numbers commensurate with the number of students. It was observed that in some schools several students shared one book and there was also a large number of second-hand school activity books. These books contain exercises for the lessons given by the teachers and students are required to do these exercises and teachers check their answers. Since these books are second-hand, all the exercises were already done in previous years by other students rendering the use of these books pointless.

The exorbitant prices of stationery and notebooks for the students constitute a barrier to face proper learning for students, enumerators observed that a large number of students use one notebook for all subjects, which makes their books untidy and makes them unable to copy information to them in a way that enables them to make use of this information all year round.

Education for children incurs on parents large payments in comparison to the household income. A family often has more than 4-5 students, which makes parents unable to afford the high expenses of sending their children to school. These expenses include transportation, stationery, uniforms ... etc. People focus on educating children in the early stages to gain the ability to read and write and perform simple calculations. Thus, people are usually interested in sending only their young children to school. The dropout rate increases in advanced school levels. Many children who drop out of school help their parents in earning the family's income. School records show that students often skip school in harvest times and some of them miss several days a week throughout the year.

Children suffer from bad conditions in schools in the absence of public facilities such as potable water, as 90% of schools rely on well water or water tanks for water supply. In addition, water for use in toilets is not available, and toilets are not cleaned and maintained regularly. Electricity is not available in many schools, and natural sunlight is the only substitute for lighting.

SHORTAGE IN STATIONERY AND INSUFFICIENT INCOME

AMONG THE MAIN CHALLENGES

KEEPING STUDENTS FROM RECEIVING EDUCATION



SECTION : 08 TEACHERS

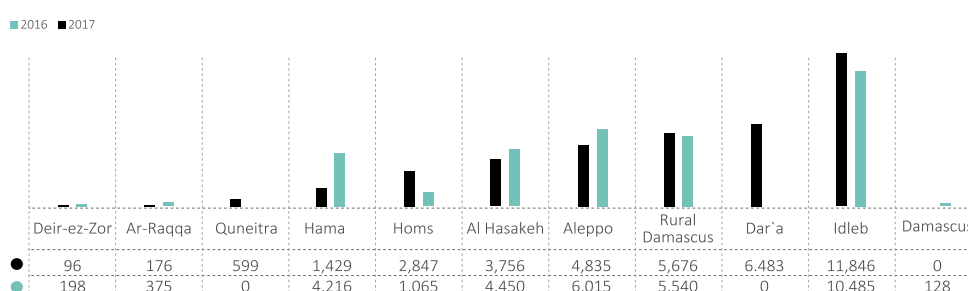
Teachers were affected by the difficult circumstances of the education sector in Syria. They suffered from irregular or ceased monthly salaries, and they were affected by the shortage of textbooks or teaching aids. Teachers had to make an extra effort to copy complete lessons on the whiteboard in the absence of textbooks. Another problem they had to cope with is to teach students from different levels and different ages in the same class.

Teachers usually have a teacher's manual, which contains additional explanation to some exercises, and the best way to present the information to the students. Teachers also had preparation notebooks in which they setup plans dividing the curriculum into portions to be finished throughout the school year. They also prepared lessons on a daily basis on their notebook, where the school headmaster or education supervisor wrote down comments. There was also a special notebook for taking attendance.

FIRST: Comparison of the number of teachers for two successive years

The number of assessed teachers increased between the two report education about two consecutive years. The number of teachers in the previous report was 32,723 teachers while the number of teachers in this report amounted to 37,743 teachers.

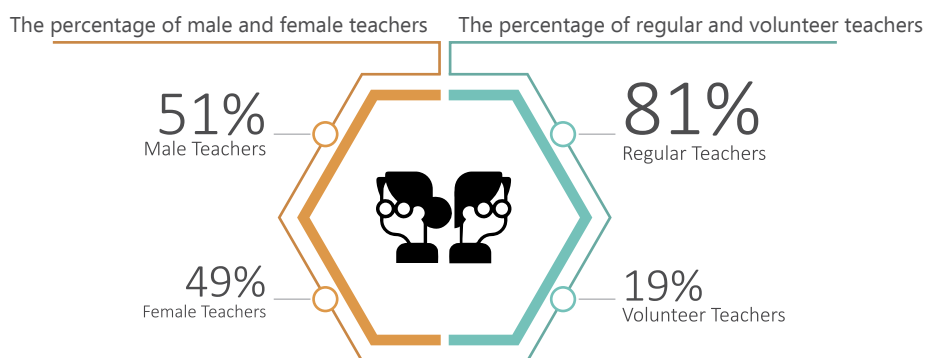
Figure 30: A comparison of the number of teachers in 2016 and 2017



This increase in the number of teachers in comparison to their numbers in the previous report is due to several reasons including increased coverage and the number of schools covered in this report. This assessment included the southern governorates of Quneitra and Dara'a. In addition, the increased number of IDPs in Idlib governorate, who were forcefully evacuated from Rural Damascus, from Al-Wa'ar neighborhood in Homs governorate, or from Aleppo City neighborhoods. The high number of IDPs increased the numbers of students and teachers in this governorate. However, the number of teachers in these evacuated areas dropped, especially in Aleppo governorate.

The halt in education in a large number of schools in the governorates of Ar-Raqqa and Deir ez-Zor led to a decrease in the number of teachers in assessed schools in these governorates held by Kurdish Forces or ISIL. Teachers reported that a large number of their colleagues in these governorates fled to other areas under different control forces to escape conscription in Kurdish areas or to avoid being forced to attend Sharia courses by ISIL.

SECOND: Job Description for Teachers and the Percentage of Female Teachers

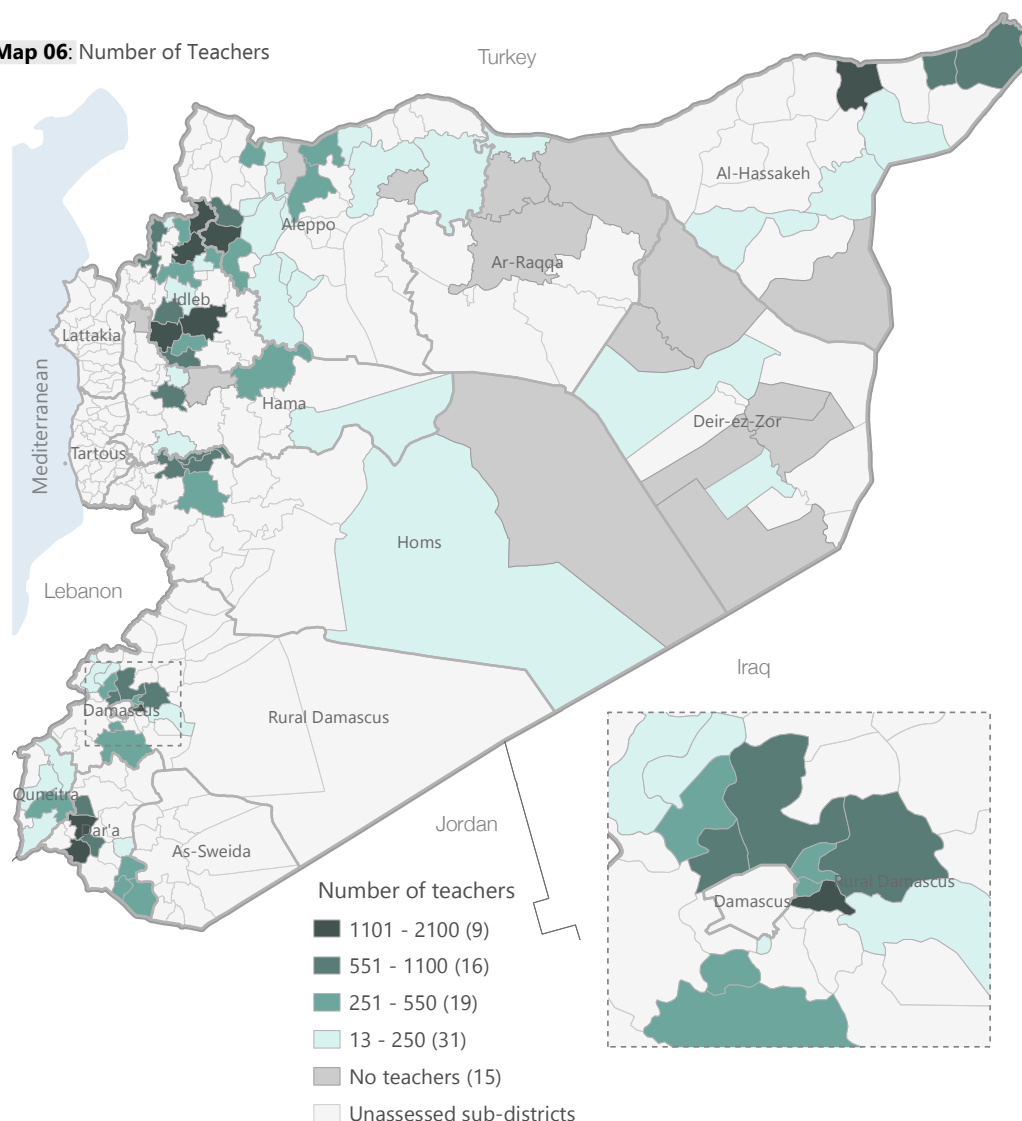


By the term “regular teachers” we mean people who were teachers before the current events, and had permanent contracts with the Syrian Directorate of education. After finishing their education at universities or institutes, teachers went through a recruitment contest organized by the directorate of education, and upon passing the contest, they signed permanent employment contracts. These teachers are qualified to teach students in accordance with their specialization. In addition, the free directorate of education, answerable to the SIG, established an institute in the areas outside the control of the Syrian regime. This institute graduated batches of teachers who were approved and employed at schools due to the need for teachers. Due to the shortage of teachers, some holders of the general certificate of education (high school graduates) and university students who could not finish their education due to the current events were employed to teach at schools. These teachers were called volunteer teachers, and they account for 19% of teachers. Some of them receive stipends while others do not.

Considering that schools contain male and female students, it was necessary to highlight gender diversity among teachers. Equal proportions of male and female regular teachers in all of the assessed schools except for the areas controlled by Kurdish forces and ISIL where a high proportion of male teachers at the expense of female teachers was noted. As for the volunteers, the data shows that more males volunteered to teach at all schools. The numbers of male volunteer were twice as many those of females.



Map 06: Number of Teachers



THIRD: The Percentage of Teachers who Receive Stipends

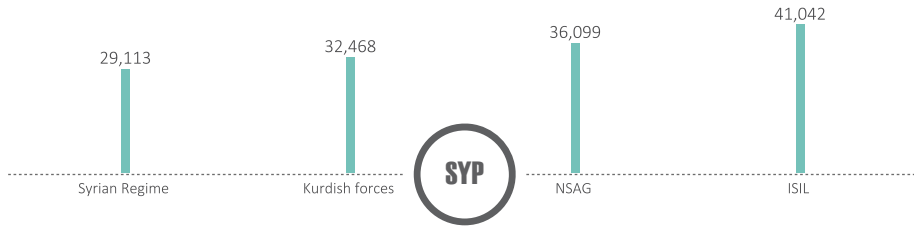
Figure 31: The percentage of teachers who receive stipends



The study shows that 87% of teachers in assessed schools receive salaries from various sources, which means that all regular teachers, as well as 6% of volunteer teachers, receive salaries, but these salaries are not regularly delivered in most schools. The regime's directorate of education was responsible for paying the staff salaries before the current events. As many areas became beyond the Regime's control, it began forcing teachers to go to regime-controlled areas to receive their salaries on a monthly basis. In their interviews with enumerators, teachers reported that many of their colleagues were arrested on the way in the regime-controlled areas for many reasons including curriculum change, or their relationships with people in the opposition, which, according to interviewed teachers, led many teachers to refrain from going to areas controlled by the regime. Several international and local organizations started to support teachers with monthly salaries, but this support was often uneven and it stopped for several months during the school year.

FOURTH: Average Teacher Salary

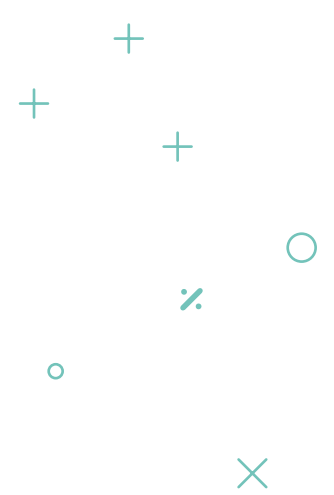
Figure 32: Average teacher salary



The Syrian regime is the only provider of salaries for teachers in its control areas, and the average teacher salary there is 29,113 SYP (about 55 dollars). The average teacher salary used to be 25,000 SYP before the current events (500 USD according to the exchange rates back then), which means that teacher salaries dropped to 0.1 of their original value.

Salary averages vary in areas controlled by NSAG according to their different sources. The Syrian regime supports some teachers with salaries in Syrian pounds, equivalent to the salaries in the Regime-controlled areas. The average of these salaries of approximately 55 USD. If support is provided by international organizations, the average salary is 80 USD while salary averages vary if support comes from local organizations, but is often lower than the amounts provided by international organizations.

According to the data, the overall average salary, for teachers who do receive salaries in the NSAG-controlled areas, is 36,099 Syrian pounds (66 US dollars). The Directorate of Education of the of the Autonomous Kurdish Administration is the only source of salaries in Kurdish-controlled areas. The average salary there is about 60 USD. ISIL is responsible for providing salaries in its areas of control. The average salary there is one of the highest and is estimated at 74 USD. It is worth mentioning that the number of teachers there is very limited.



SECTION : 09

PSYCHOLOGICAL SUPPORT AND SPECIAL NEEDS AT SCHOOLS

"I get really sad if I cannot get education and I cannot build a future.' Haya, 15-17, rural Aleppo"⁴

"I am afraid of going to school because a plane will bomb us' Rihab, 8-11, rural Aleppo"⁵

Violence escalated in Syria for six straight years and children suffered from psychological problems that significantly impacted their personalities and their ability to concentrate and learn. "Children have difficulty falling asleep, they have a lot of nightmares. This was not there before the war."⁶ All children watched the horrible actions committed in Syria. Some of these children witnessed massacres first hand due to shelling on their neighborhoods or even their homes. Others saw these actions on TV or any other media. Most children in Syria lost one of their relatives as a result of the crisis. A large number of children also suffered from disability as a result of losing a limb in the bombing.

The horrible war conditions experienced by children in Syria require special facilities to allow children with special needs and provide psychological assistance to deal with children who have suffered trauma as a result of the violence. In addition, all teachers must be trained on how to deal with children in these circumstances.

TEACHERS IN
73%
OF SCHOOLS
DID NOT RECEIVE
PSYCHOLOGICAL
SUPPORT
COURSES

FIRST: The availability of facilities for students with special needs

Figure 33: The percentage of schools that contain children with special needs

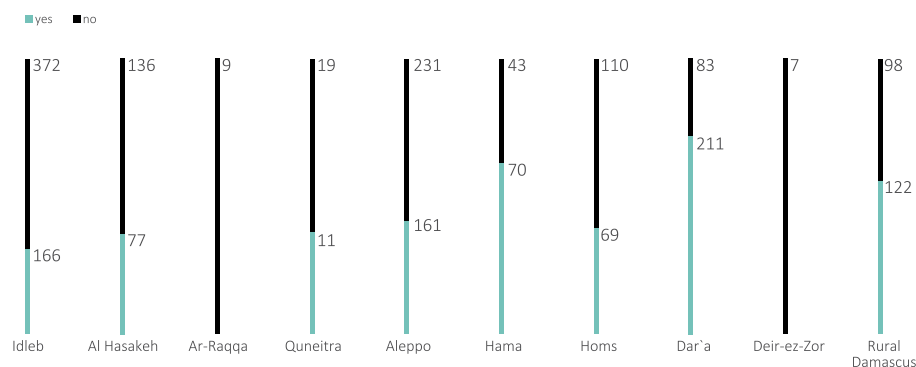


Children need different tools and supplies based on their disability. Some children suffer from motor disabilities as a result of the loss of one of their limbs, and some children suffer from the loss of hearing or sight. Others suffer from the loss of speech while other children suffer from mental underdevelopment. Schools in Syria before the current events were not equipped to receive children with special needs and they received children with motor disabilities without providing any facilities for them. There was a school or two in each governorate, particularly in the governorate center, to receive children with sensory disability or mental retardation. Often mentally retarded children went to private schools.

Schools are considered able to receive [children with special needs](#) if they provide the tools and equipment they need according to their disability and hired specialists and staff that could monitor the health situation of children and help them fulfill their needs within schools. The data showed that %44 of schools admitted children with special needs. When our enumerators visited schools they observed that this percentage of schools had children with motor disability or lost limbs as a result of the war in Syria.

4-Invisible Wounds, Save the Children March 2017.
5-Ibid.
6-Ibid

Figure 34: The presence of children with special needs at schools by Governorate

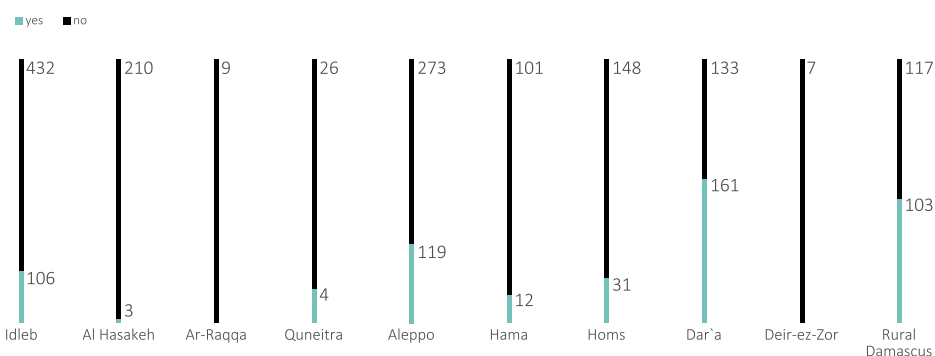


The study shows that all assessed schools in Ar-Raqqa, 9 schools in total, under the control of ISIL and Kurdish forces, as well as schools in Deir ez-Zor governorate, 7 schools in total, are not receiving children with special needs. The enumerators' visits to schools show that the presence of children with special needs at these schools does not mean that they are well-equipped to receive them but rather that the cruel war conditions imposed their presence in schools that do not have any of the basic required equipment for them. Children with disabilities need special corridors to facilitate mobility within classrooms or school hallways. They need special bathrooms as well as comfortable desks and tables under the dire shortage of wheelchairs for children in Syria. When interviewed, children with motor disability, explained that they depended on their siblings or friends to help them fulfill their needs at school, and they often suffered from absenteeism due to the lack of public transportation that can accommodate children with special needs. Thus, their parents have to accompany them to school daily. The largest proportion of schools that receive children with special needs was in the governorates of Dara'a, and the total number of these schools was 211 schools.

SECOND: The Presence of Teachers who Have Undergone Training in Psychological Support

Before the current events, the majority of schools had a psychological counselor, a Psychology graduate who provided counseling when students suffered from psychological problems. The counselor followed children up and contacted their parents when he needed to cooperate with them to help children overcome psychological crises and especially in adolescence.

Figure 35: The presence of teachers who have undergone training in psychological support



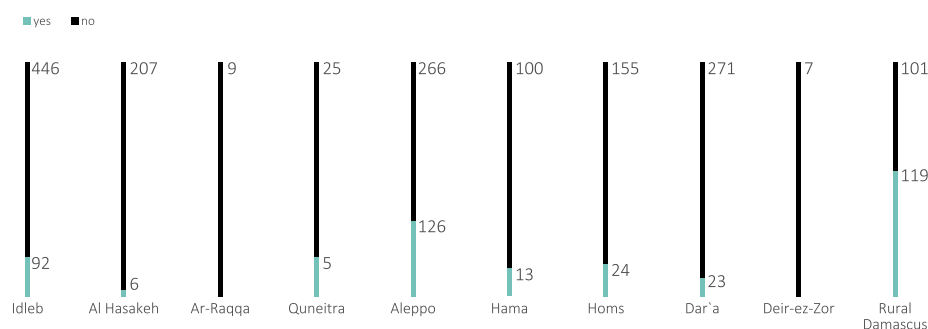
Schools currently do not have enough psychological counselors. As most children are traumatized, it was necessary to train all teachers on how to deal with children in wartime and how to behave during disasters. The large number of children in classrooms requires experience and response speed and regulated conduct from the teacher to protect children and reduce the potential damage during disasters. The data shows that most of the teachers who have undergone psychological support courses were in Dara'a governorate, where the number schools with teachers who have attended such training was 161. The number of such schools amounted to 119 in Aleppo Governorate, 106 in Idleb Governorate, and 103 in Rural Damascus Governorate. These governorates are controlled by NSAG and are constantly subjected to shelling/bombardment. They also have active humanitarian organizations concerned with education, unlike the areas controlled by ISIL or Kurdish forces.

Regime-controlled areas are considered relatively safe in terms of shelling, and only organizations licensed by the regime are active, which decreased the number of teachers who underwent psychological support courses.

THIRD: The provision of psychosocial support activities



Figure 36: School Offering of Psychological Support Activities for Students



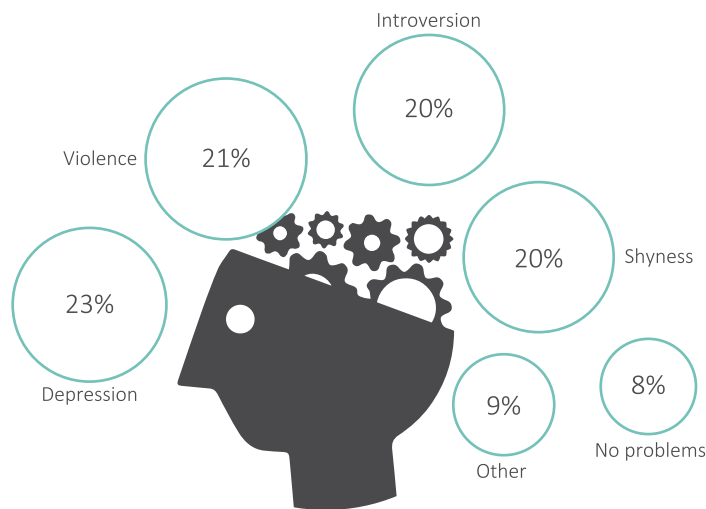
The administrative staff at schools seeks to offer some activities that inspire the spirit of fun in kids, keep them from isolation and introversion, and help them develop their talents. The data shows that 119 schools in Rural Damascus provide theater performances and motivational competitions for students. In addition, some teachers teach students acting, singing, or drawing, or form acting teams to provide theater performances, or organize art exhibitions of children's paintings.

These activities are available in 92 schools in Idleb, 126 schools in Aleppo, 24 schools in Homs, and 23 schools in Dara'a. Key informants stated that ISIL prohibits such activities in the governorates of Ar-Raqqa and Deir ez-Zor, prohibits these activities, and the majority of schools under the control of Kurdish forces did not provide any psychological support activities.



FOURTH: Psychological Cases which are Prevalent among Students

Figure 37: Psychological cases teachers observe among students



Teachers noted the spread psychological phenomena as a result of the war in Syria, which negatively affects the students' ability to learn. Many children have suffered from autism, depression, and introversion. The majority of these children were IDPs, who expressed their desire to return to their homes and schools and were unable to mingle with the other children, which led to their isolation. When enumerators visited schools, they noticed that in some sub-districts separate IDP children and assign them to special classes or separate schools, which increased the suffering of these children who will have in the later levels of the study to mix with local children. Teachers observed that depression prevailed among children due to suffering from the loss of relatives or painful situations remaining in their memories.

As students missed school years, children of different ages were observed in the same class, leading to younger children being bullied by older children. Teachers noted that children were also becoming more violent due to the bloody situations they witnessed through their daily lives. Many children at schools in areas controlled by Kurdish forces expressed their fear of conscription as the control forces recruit children as soldiers and take them to serve the fighters or work night watch. The disappearance of children was quite common in these areas.

53%
 OF SCHOOLS **DO NOT ENROLL**
CHILDREN WITH SPECIAL NEEDS

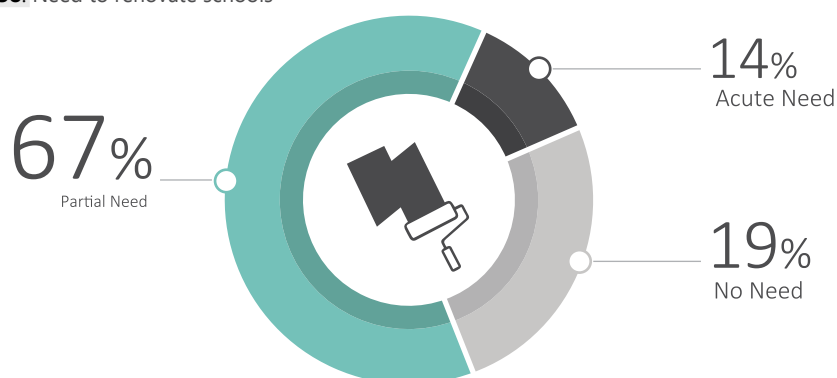
SECTION : 10

RENOVATING SCHOOLS AND REPAIRING THEIR FACILITIES

In peace times, public utilities and school supplies needed maintenance periodically, as these facilities and equipment are used by a large number of children, which makes them susceptible to [damage](#). Water taps need to be replaced periodically. Bathrooms, doors, windows, and students' desks need periodic maintenance operations. Since the start of the crisis, the ministry of education of the Syrian regime did not provide any expenses for schools maintenance in areas outside its control. In addition, the shelling of these schools led to the destruction of the walls and ceilings to varying degrees. Most school windows and doors were destroyed because of bombing or the pressure generated by shelling areas near schools.

FIRST: The need to renovate schools

Figure 38: Need to renovate schools

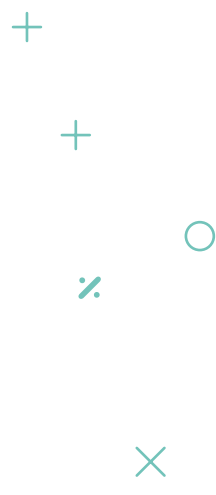


The data shows that 67% functional schools need restoration work. In this case, the need was not pressing currently and it includes the [breakdown of some parts in the building](#), some parts that do not jeopardize the lives of students, or impede the educational process at the school. Mostly, the destruction is in the fence of the school or some walls.

Fourteen percent of functional schools were in urgent need of restoration in their buildings. The destruction constitutes a hazard to the lives or safety of students. This destruction includes the destruction of classrooms, corridors, stairs, and some facilities. In these cases, small parts of the school, such as some classrooms in the lower floors, are used. The administrative staff of the school takes caution to prevent children from approaching the destroyed parts.

Nineteen percent of the assessed schools do not need any maintenance work in their buildings as they were not subjected to any shelling and were often in relatively safe places.

The largest number of schools with buildings that needed restoration (1153) was in the NSAG-held areas. These schools were concentrated in the besieged parts of Rural Damascus and Homs and in the constantly bombarded areas in Idleb, Aleppo, Dara'a, Quneitra, and Hama governorates.

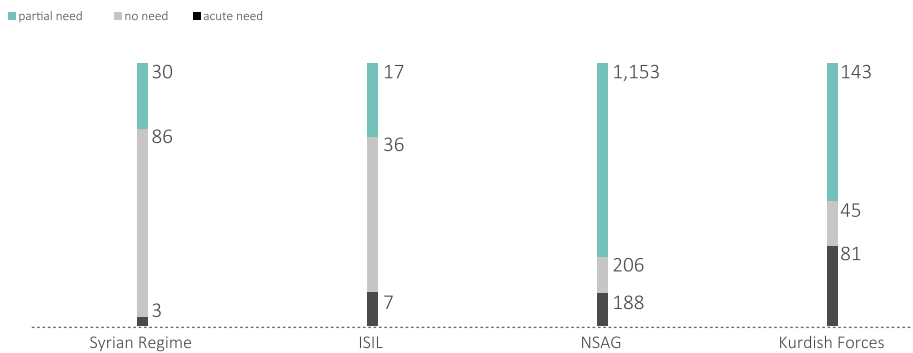


The data shows that the number of functional schools in need of repairs in areas controlled by the Syrian regime is very low as these areas are more secure and less vulnerable to attack.

According to the collected data, schools in areas in the Kurdish-controlled areas in Al-Hasakeh, namely in the northern sub-districts such as Malekiya and Jawadiyeh, did not need restoration while schools in the southern sub-districts of the same governorate, under the control of the same control force needed partial or total restoration. It was reported that most functional schools in the sub-districts of Suluk, Ein Issa, and Tell Abiad needed partial restoration.

In the areas controlled by ISIL, where education is almost shut down, most functional schools (35 schools) do not require maintenance as education is often conducted in the basements of houses.

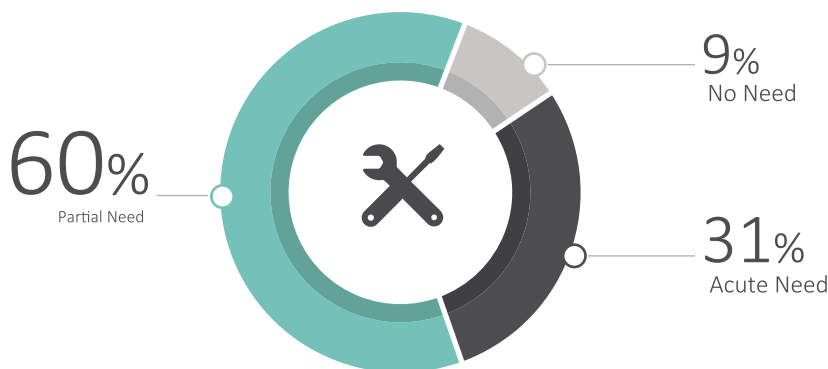
Figure 39: Need to renovate schools by control forces



SECOND: Schools Need for Repairs

School maintenance operations must be carried out periodically as broken windows, doors, and [furniture](#) constitute sources of hazard to students.

Figure 40: The school's need for repairs



Likewise, broken down bathrooms spread disease among children. When visiting schools, ACU enumerators noticed that there was a large number of classrooms that use plastic or wood to cover [windows](#) and that students used desks without benches or even back support. A number of students huddled on one desk and some students sat on the floor next to the wall near the whiteboard to see the writing on the board. There was no lighting in the schools, which used the lowers classrooms. Many bathrooms overflowed, particularly in winter as they used cesspits instead of the public sewage network, which led to bathrooms overflowing when it rained.

A large proportion of schools used to buy drinking water through water tanks, and reservoirs are filled and used. It has been observed that few taps were working in schools, leading to overcrowding during the breaks between lessons.

The data shows that 91% of assessed functional schools needed restoration in various degrees. Thirty-one percent of schools needed urgent restoration to furniture and school [appliances](#) because the damage they sustained posed a threat to the safety and health of students and the education process. The administrative staff members at schools stated that there were no organizations or bodies responsible for restoration work at these schools. The largest proportion of schools needed partial restoration for doors or desks. Often, there were some bodies performing restoration for these schools but they were not sufficient.

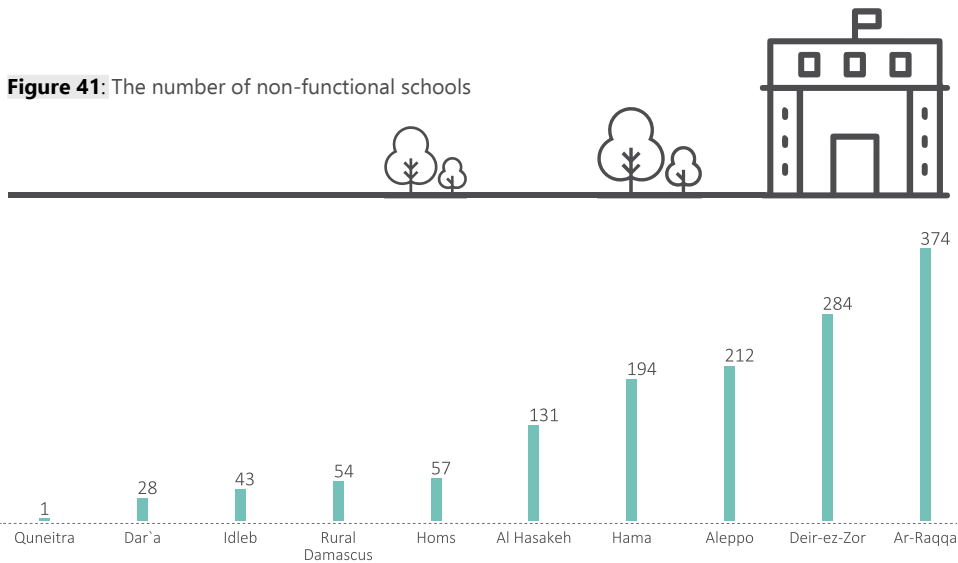
53%
OF SCHOOLS
UNSAFE

SECTION : 11
NON-FUNCTIONAL SCHOOLS

The number of non-functional schools in the assessed sub-districts amounted to 1378, which constituted 41% of assessed schools. The reasons for these schools being non-functional varied between the security situation and the control force in the area of the school.

FIRST: The Distribution of Non-functional Schools

Figure 41: The number of non-functional schools

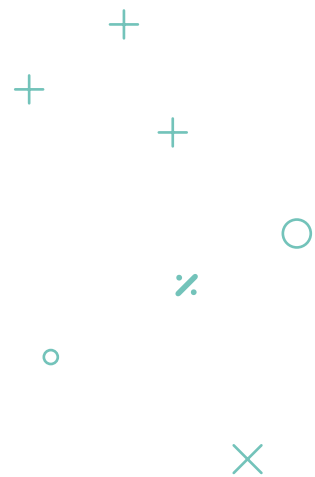


It is noted that the largest number of non-functional schools was in the ISIL-controlled area where the number amounted to 556 schools, 40 percent of the non-functional schools in all of the assessed areas. These schools were concentrated in the governorate of Deir ez-Zor, some sub-districts in Ar-Raqqa, some sub-districts in Aleppo governorate, Oqeirbat sub-district in Hama, and Sokhnah sub-district in Homs governorate.

The number of non-functional schools in the Kurdish control areas was 430 schools, 31% of the total number of non-functional schools in all of the assessed areas. The majority of these schools were in the sub-districts of Suluk, Ein Issa, and Tell Abiad in Ar-Raqqa, the southern sub-districts in Al-Hasakeh governorate, and the sub-district of Menbej in Aleppo’s eastern countryside.

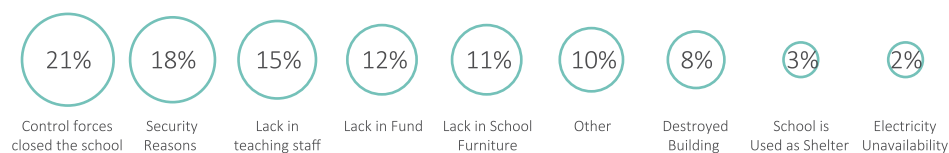
The number of non-functional schools in the NSAG held area was 344 even though the largest area covered by the ACU’s network of enumerators lies in the NSAG-held area. These schools constitute 25% of non-functional school in all of the assessed areas. They are concentrated in the sub-districts of Aghtrin and Al Bab that were taken over by the NSAG forces recently and the besieged sub-districts in Rural Damascus and Homs, and the southern sub-districts of Idleb in addition to some sub-districts in Dara’a that were subjected to continual shelling.

The number of non-functional schools in the regime-held areas was 48 schools, 4% of the total number of non-functional schools covered in this assessment. It is worth mentioning that these schools lie in unstable areas due to their proximity to frontlines.



SECOND: The Reasons for School non-functionality

Figure 42: The Reasons for School Non-Functionality



The first reason for school non-functionality was prohibition from the control forces and halting the whole education process in their control area. Most schools in ISIL-held areas, 284 schools in Deir ez-Zor, and a large number of schools in the areas newly taken over by the Kurdish forces such as the southern countryside of Al-Ha-sakeh and the northern countryside of Ar-Raqqa, were non-functional for this reason.

The second reason was the deteriorated security situation in the areas of some schools. The schools in the besieged areas in Rural Damascus and Homs stop working for days due to the severe bombardment and the situation is similar in the southern sub-districts of Idleb and in Hama and Dara'a.

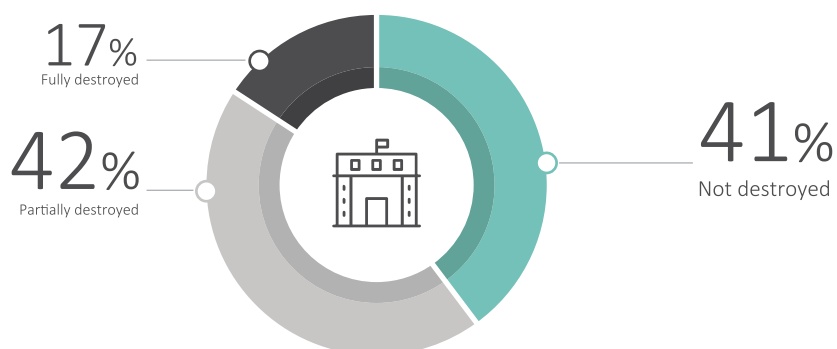
The lack of school equipment and education supplies was a major factor in school non-functionality in all of the assessed areas. Schools are used as shelters in areas that receive great numbers of IDPs. It was noted that a large number of schools use a large number of classrooms as residents while a limited number of classrooms is used as classrooms.

The total destruction in the school building was one of the major reasons for school non-functionality. Often, students are transferred to other schools where they share the school building with students from other schools in the afternoon shift.

27%
OF SCHOOLS
BOMBED

THIRD: The non-functional Schools by School Building Condition

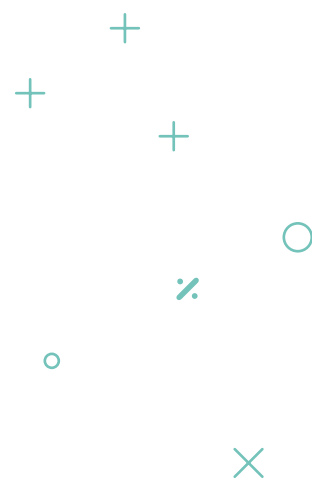
Figure 43: The proportion of non-functional schools according to the building situation



Considering the status of the school building in non-functional schools, it was found that 41% of these schools were not destroyed and they are mostly in areas under the control of forces that prohibit education. When non-functional schools existed in NSAG-controlled areas and their building was not destroyed, they were non-functional because they were used as residences for IDPs, shelters, hospitals, or other service facilities.

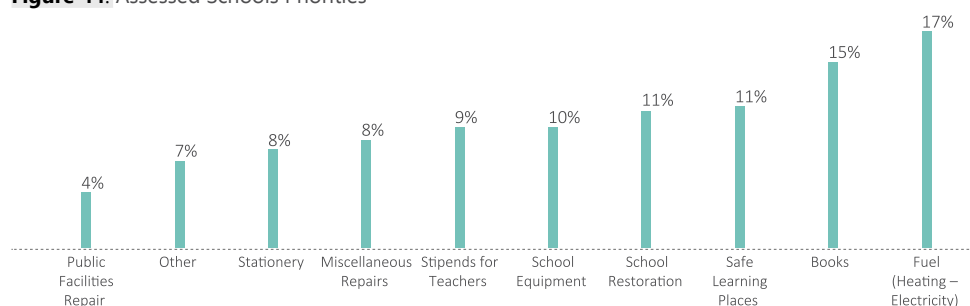
The largest proportion of non-functional schools with entirely destroyed buildings was in the NSAG-held areas, particularly in the besieged areas of Rural Damascus, or in the eastern areas of Aleppo governorate that were taken over recently by NSAG. Most schools in Al Bab sub-district were completely destroyed.

Forty-two percent of non-functional and partially destroyed schools were in the control areas of ISIL and the Kurdish forces. The destruction was not the reason for school non-functionality in this case.



SECTION : 12 PRIORITIES

Figure 44: Assessed Schools Priorities



The need for fuel for heating and for generating electricity was the top priority, receiving 17% of votes, for assessed functional schools. Administrative staff at schools stated that children refrained from going to school in severely cold winter days and when it snowed, due to the extreme cold in classrooms. Parents expressed their concern that their children may fall sick in the cold school days while the health status is deteriorated in Syria.

In their visits to schools, enumerators noted that the reliance on lower floors makes it impractical to use sunlight as a source of lighting in classrooms, and increases the need for fuel to generate electricity under the continuous blackouts in the public power grid. The need for books, printed curricular books, and school activity books is a priority for education (with 15% of the votes). Enumerators noted that students often share one copy of the book, which is often an old second-hand copy. The need for textbooks is doubled in the besieged areas that do not have access to textbooks. Therefore, humanitarian organizations that work with the Syrian regime have to get copies of these textbooks to these areas.

The data shows that 30% of assessed functional schools could be subjected to bombardment due to the deteriorated security situation in their areas. Administrative staff at schools expressed a strong need for providing safe educational places, by furnishing some basements for education instead of schools. These basements should be geographically distributed so that children may avoid transportation over long distances to go to school.

Eighty-one percent of functional school buildings needed restoration at various degrees while 91% of schools needed repairs in school equipment. The need for repairs and maintenance has become a priority in functional schools and could endanger the safety and health of children.

Even though 87% of teachers in assessed schools received salaries for various entities, the irregular salaries led to the emergence of the need of constant support for teachers. Teachers explained that they were dedicated to the educational process and they cannot have second jobs due to the deteriorated educational situation in Syria. Teachers sometimes have to work extra hours to help children, who missed many school years, to catch up with children in their age, in a process called accelerated education.

RECOMMENDATIONS

The IMU has issued the current report to provide the acting stakeholders in the educational sector with exact statistical information about the status of education in Syria, showing the most important problems that constitute an obstacle for proper education within functioning schools, and the most important reasons for schools to stop functioning. Below are the most important recommendations for improving the situation of the education sector in Syria based on the current assessment:

- The data shows that 59% of assessed schools are functional schools and thus they contain children. Some non-functional schools are used as shelters for IDPs or as hospitals. Therefore, schools must be neutralized in any military operation as they contain either children or IDPs.
- The data shows that there is a need for 217,915 set of curricular books, which means that 33% of students do not have school books. Therefore, there is a need to support issuing a unified curriculum in all Syrian schools that includes all scientific subjects and corresponds with students' study-levels. A neutral party has to print this curriculum, supervise its introduction to all Syrian lands including besieged sub-districts, and guarantee the neutrality of this curriculum, and that the curriculum does not include any information that leads to sectarian, or intercommunity, conflicts that harm the unity of the Syrian people.
- The data shows that 40% of schools issue certificates endorsed by the opposition or by other bodies that do not have international recognition. Therefore, there is a need to form a neutral Syrian body that supervises the examinations and students' progress in a proper manner based on unified standards and obtaining unified certificates recognized by all parties to ensure the students' future and to enable them to complete higher education.
The data shows that 19% of the students do not own textbooks and most students use second-hand books. Besides, the lack of stationery and educational supplies was one of the most difficult challenges facing students. Therefore, functional schools should be supported by providing books and stationery.
- The findings demonstrate that the highest salary for teachers in Syria is 100\$ and many teachers receive about 30 USD a month, considering that the average salary of teachers in Syria before the current events was approximately 500\$. These findings highlight the need to support teachers by providing regular salaries or stipends.
- The findings show that cases of depression, fear, and introversion are widespread in 92% of schools due to the war. Therefore, it is recommended that all teachers in Syria should receive training on how to provide psychological support that qualifies them to deal with students in crisis time, especially that fear and depression cases appeared among students as a result of the war in Syria. Teachers must also be trained on minimizing the danger to children during bombardment, train them on safe evacuation plans, and proper conduct in the time of crisis.
- The data demonstrates that 44% of schools contain children with special needs due to the war and therefore they need to have facilities for children with special needs and specialists who can supervise children and help them, knowing that education is the right of every child.
- The findings show that 556 schools are non-functional for reasons related to the control forces that prohibit education. Therefore, there is a need for a mechanism for enrolling children at schools in a stage that suits their age upon the change of control forces to avoid the delayed return of students to schools. Many children in different age groups cannot read or make the simplest calculations, due to the interruption of education for several years in some areas as a result of the prevention of the educational process by the control party.

SCHOOLS

IN SYRIA

Annex: Number of Assessed Schools by Sub-District

Governorate	Sub District	Number of Schools	
Aleppo	Abu Qalqal	40	
	Atareb	77	
	Aghtrin	34	
	Hajeb	18	
	Ar-Ra'ee	18	
	Zarbah	19	
	Banan	5	
	Tall Ed-daman	40	
	Haritan	76	
	Daret Azza	65	
	Sarin	101	
	Suran	23	
	Ghandorah	15	
	Mare'	19	
	A'zaz	20	
	Al Bab	20	
	Jebel Saman	8	
	Menbij	6	
	Aleppo Total		604
Idleb	Ehsem	31	
	Bennsh	13	
	Teftnaz	17	
	Heish	35	
	Khan Shaykun	32	
	Dana	47	
	Darkosh	37	
	Salqin	47	
	Qourqeena	20	
	Kafr Nobol	84	
	Idleb	27	
	Ariha	6	
	Harim	13	
	Ma'arrat An Nu'man	111	
	Maaret Tamsrin	61	
	Idleb Total		581
	Ar-Raqqa	Suluk	110
Ein Issa		112	
Ar-Raqqa		71	
Tell Abiad		90	
Ar-Raqqa Total		383	
Al-Hasakeh	Areesheh	12	
	Hole	57	
	Tal Hmis	10	
	Jawadiyah	68	
	Markada	79	
	Quamishli	78	
Al-Malikeyyeh	40		
Al-Hasakeh Total		344	

Governorate	Sub District	Number of Schools
Dar'a	Jizeh	14
	Hrak	20
	Mseifra	36
	Busra Esh-Sham	28
	Jasim	36
	Da'el	32
	Mzeireb	70
	Nawa	86
Dar'a Total		322
Hama	Hamra	28
	Ziyara	47
	Harbanifse	24
	Suran	52
	Oqeirbat	79
	Kafr Zeita	26
	Muhradah	51
	Hama Total	
Deir-ez-Zor	Tabni	77
	Basira	62
	Thiban	10
	Ashara	16
	Kisreh	48
	Abu Kamal	60
	Al Mayadin	13
	Deir-ez-Zor	5
Deir-ez-Zor Total		291
Rural Damascus	Hajar Aswad	40
	Kisweh	17
	Nashabiyeh	22
	Harasta	16
	Sahnaya	10
	Arbin	9
	Ein Elfijeh	12
	Qudsiya	20
	Kafr Batna	77
	At Tall	11
	Az-Zabdani	7
	Duma	27
	Madaya	6
Rural Damascus Total		274
Homs	Sokhneh	25
	Talbiseh	61
	Taldu	59
	Ar-Rastan	41
	Tadmor	18
	Homs	32
	Homs Total	
Quneitra	Al-Khashniyyeh	18
	Khan Arnaba	6
	Quneitra	5
	Fiq	2
Quneitra Total		31
Grand Total		3373

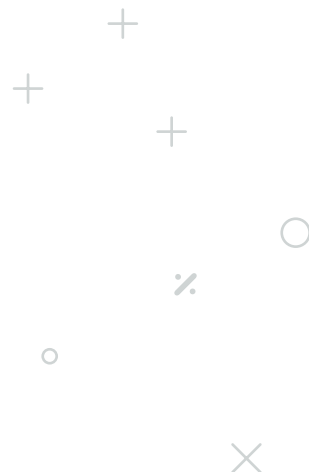
ISSUE : 03

SCHOOLS

IN SYRIA
MAY 2017

SCHOOLS IN SYRIA
THEMATIC REPORT
MAY 2017
PREPARED BY: INFORMATION MANAGEMENT UNIT

ASSISTANCE COORDINATION UNIT
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IN SYRIA



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