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Save the Children

JENA second edition

Out Of School Children

January 2022

The Joint Education Needs Assessment (JENA) Report is the joint comprehensive assessment of the education of out-of-school children in northwest Syria, and it covers the areas out of the regime's control.

The first edition of the report was published in December 2019. Its first and second editions were produced in coordination with the Syria Cross-Border Education Cluster with technical support by Save the Children and implemented by ACU.

A group of partners in the Education Cluster, consisting of 22 humanitarian organizations specialized in education, participated in producing the second edition of the report.

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ACU aims to strengthen the capacity of actors in the Syrian crisis to make decisions, by collecting data on the humanitarian situation in Syria, analyzing it, and sharing it. For this purpose, through the Information Management Unit, ACU established a huge network of enumerators selected based on certain criteria such as the education level, their relations with various sources of information, their ability to work in different circumstances, and their ability to communicate in all situations. The Information Management Unit collects data that is difficult for international actors to obtain. It also issues different types of products, including needs assessments, thematic reports, maps, flash reports, and interactive reports.

We highly appreciate the Syrian NGOs that participated in the accomplishment of the JENA assessment and all the efforts by the field teams inside Syria during the data collection process.

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1 Executive Summary

First: Executive Summary

Section one: Introduction

The Joint Education Needs Assessment Report (JENA) is an assessment of the comprehensive, joint education of out-of-school children and children enrolled in school but at risk of dropping out in northwest Syria. It covers areas outside the regime control, and its first edition was published[1] in December 2019. The first edition was produced in coordination with the Syria Cross-Border Education Cluster, was technically supported by Save the Children, and was implemented by ACU, along with a group of partners in the Education Cluster, consisting of 13 humanitarian organizations (Bonyan, Takaful al-Sham, Syria Relief, Matar, Shafak, Qudra, Banafsaj, Ataa, Bahar, Binaa', Sadad, Midad, Education Without Borders, and Ihsan). Similarly, the second (current) edition of JENA report is implemented in coordination with the Syria Cross-Border Education Cluster, and is technically supported by Save the Children. It is implemented by ACU, along with a group of partners in the Syria Cross-Border Education Cluster, consisting of 22 humanitarian organizations (You Are Life and Peace, Ataa for Humanitarian Relief, Nasaim al-Khair, Ghiras al-Nahda, Sadad, Banafsaj, Al-Ruwwaad for Cooperation and Development, Ihsan for Humanitarian Relief, Syria Relief, Olive Branch, Takaful al-Sham, Bunyan, Bahar, Qudra, BINAA for Development, Childhood Guardians Network, Mercy without Limits, Saed Charitable Organization, Usra for Orphans and Childhood Care, Watan, Shafak, and Social Development International (SDI).

Section two: Methodology

ACU developed the methodology used in this report in cooperation with the Syria Cross-Border Education Cluster and Save the Children. The study used a quantitative and qualitative approach in dealing with and presenting data on out-of-school children and children enrolled in schools but at risk of dropping out, where the study included 9,103 surveys with dropout children, their caregivers, and teachers. The number of children interviewed by the enumerators was 4,224, and females constituted 42% (1,760 girls) of the total children. In comparison, males constituted 58% (2,464 children). The number of caregivers interviewed by the enumerators was 4,016 people with school-age children.

Females constituted 39% (1,558 females) of the total caregivers interviewed by the enumerators, while males constituted 61% (2,458 males). The number of teachers interviewed by the enumerators was 863, 40% of whom were females (348 female teachers). The research included 117 interviews with key informants (KIs), and four focus group discussions were conducted, and they included different segments of society and people who have good knowledge of the educational process and the issues it encounters, taking into account gender diversity.

The FGDs also included education specialists—teachers, educational supervisors, educational mentors, and workers in humanitarian organizations specialized in education, in addition to caregivers of school-age children. Children over the age of 14 also participated in the FGDs. The assessment was conducted in 110 communities, including 25 camps—some planned and some self-settled (some of these camps were located near the cities and towns covered in the study, but they were presented separately because the conditions between the camps and neighboring towns are different), in addition to 85 cities and towns (the city is the center of the sub-district; the towns are communities that are not the centers of sub-districts) varying in terms of size, service and, geographical distribution. Questionnaires, key informants (KIs) interviews, and FGDs were conducted face-to-face with participants or respondents.

[1] https://acu-sy.org/imu_reports/jena/

Section three: Ethical considerations

To produce this report, five tools were developed based on a set of indicators developed by the Syria Cross-Border Education Cluster in Gaziantep, Turkey, and Save the Children. Through these indicators, a study is reached that sheds light on the children who have dropped out of school and the children who are enrolled in school but are at risk of dropping out. This study will contribute to assisting partners in the Education Cluster to design response projects to help protect more children from dropping out of school, and to return the dropout children to school. The scope of the study was determined in coordination with the Syria Cross-Border Education Cluster and Save the Children, and the study targeted areas out of the regime's control in northwest Syria.

Section four: Purpose and scope of the study

To produce this report, five tools were developed based on a set of indicators developed by the Syria Cross-Border Education Cluster in Gaziantep, Turkey, and Save the Children. Through these indicators, a study is reached that sheds light on the children who have dropped out of school and the children who are enrolled in school but are at risk of dropping out. This study will contribute to assisting partners in the Education Cluster to design response projects to help protect more children from dropping out of school, and to return the dropout children to school. The scope of the study was determined in coordination with the Syria Cross-Border Education Cluster and Save the Children, and the study targeted areas out of the regime's control in northwest Syria.

Section five: Information about the assessed communities

This study was conducted in 110 communities: 77% (85 cities) of which are cities and towns, and 23% (25 camps) of which are camps—20 are planned camps, and 5 are self-settled. The classification of the camps applied the criteria adopted by the Camp Coordination and Camp Management Cluster (CCCM), which considers a camp to be ‘planned’ if it has a clear management and service provision (provision of services by humanitarian organizations), and the residents are settled at this camp. Camps that do not meet these criteria are considered to be ‘self-settled’ or 'random'.

7 camps are in Aleppo governorate, and 18 camps are in Idlib governorates. A number of criteria were followed in selecting the communities, in addition to taking into account the geographical distribution of the communities. The communities were selected in collaboration with organizations specialized in education. The number of schools in the assessed communities reached 1,130 schools, of which 11% (128 schools) are non-operational schools, and 89% (1,002 schools) are operational schools. The number of school-age children in northwest Syria (in the assessed areas) reached 1,835,450 children. Through the study, it was found that 44% (815,518 children) of the children are out of school (part of them have never been enrolled in a school while the others were enrolled and then dropped out).

It was also found that the percentage of dropout children increases as school stages advance; 23% of the children aged between 6 to 10 years (the first cycle of the basic education stage in grades 1-4) are out of school. 45% of children aged 11 to 15 years (the second cycle of basic education, grades 5- 9) are out of school. And 64% of children aged 16 to 18 (secondary education grade 10-12) are out of school. Also, the percentage of out-of-school children for females is always higher than for male children. The results showed that the percentages are approximately equal between female and male out-of-school children from the first cycle of basic education.

This percentage reached 22% of males and 23% of females. The percentage of male out-of-school children from the second cycle of basic education reached 44% of the total male children. The percentage of out-of-school females from the same stage was 46%. The percentage of male out-of-school children at the secondary education stage reached 61% of all male children, and the percentage of out-of-school females from the same stage was 66%.

Section six: Surveys information

The number of school-age children interviewed by the enumerators is 4,224. Females constituted 42% (1,760 girls) out of the total number of children. The study found that 6% (254 children) of the children interviewed have a disability. It was also found that 78% (197 children) of the disabled children interviewed by the enumerators have a motor disability, 10% (26 children) suffer from vision loss, 8% (20 children) suffer from hearing loss, 4 children have a speaking problem, and 7 children suffer from poor development and communication impairment.

The enumerators were trained to conduct interviews with children of early educational age and provided some important guidance for interviewing children with disabilities. The enumerators interviewed 4,016 caregivers with school-age children. Females constituted 39% (1,558 women) of the total number of caregivers interviewed by the enumerators. Female enumerators conducted interviews with mothers or female children who were over 12 years old.

The study found that 4% (97 children) of the children interviewed over the age of 12 years were married, 35% (1,476 children) of children work to support their families. It aslo found that 5% (74 children) of children who work to support their families are between 6-10 years of age, 64% (939 children) are between 11-15 years of age, and 31% (454 children) between 16-18 years of age. The report also monitored the type of child labor.

Section seven: Children who enrolled in school but dropped out

The study found that 81% (1,858 children) of out-of-school children enrolled in school before dropping out. According to the 6th edition of the “Schools in Syria” Report released by ACU, "The fact that children are enrolled in school does not necessarily mean they commit to school hours on a daily basis, as 15% of children enrolled in school do not adhere to school hours, which may put them at risk of dropping out". The percentage of children of school age (16-18 years) who enrolled in school before dropping out was 90% (508 children) of the total children interviewed at this age group. The percentage of children at the age of the second cycle of basic education (11-15 years) who enrolled in school before dropping out was 83% (1,170 children) of the total children interviewed in this age group. The percentage of children at the age of the first cycle of basic education (6-10 years) who enrolled in school before dropping out was 56% (180 children) of the total children interviewed in this age group. The study results show that 82% (1,143 children) of the total male children enrolled in school before dropping out.

In contrast, 80% (715 female children) of the total female children were enrolled in school before dropping out. The largest part of the children confirmed that they enrolled in school before displacement. The report identifies the people who made the decision to drop children out of school: Among the barriers related to the learning environment that caused children to drop out of school was frequent displacement and the lack of nearby schools in the places of displacement, which was confirmed by 26 % of children. At the forefront of the barriers related to the learning process that caused children to drop out of school was the constant teachers' absence, which was confirmed by 17% of the children.

At the forefront of the barriers related to living conditions that caused children to drop out of school was children working to support their families, which was confirmed by 26% of the children. At the forefront of the barriers related to customs and traditions that caused children to drop out of school was the schools being mixed and parents do not allow their children to study there, which was confirmed by 36% of children. At the forefront of the children's personal barriers which caused them to drop out of school was that schools stopped working for a long time, forcing them to drop out, so their ages no longer aligned with their school stages when they had access to schools again, and this was confirmed by 33% of the children.

Section eight: Children who have never enrolled in school

The study found that 19% (432 children) of the out-of-school children who were surveyed never enrolled in school. The percentage of children in the age of the first cycle of basic education (6-10 years) who have never enrolled in school was 44% (143 children) of the total children interviewed at this age group. The percentage of children at the age of the second cycle of basic education (11-15 years) who have never enrolled in education reached 17% (235 children) of the total children interviewed in this age group. The percentage of children of secondary school age (16-18 years) who have never enrolled in school was 10% (54 children) of the total children interviewed in this age group. The study results showed that 18% (258 children) of the total male children never enrolled in school. In contrast, 20% (147 females) of the total female children never enrolled in school.

At the forefront of the barriers related to the educational environment that prevented children from enrolling in school was the frequent displacement and the absence of nearby schools in the places of displacement, and this was confirmed by 23% of the children. At the forefront of the barriers related to the educational process that prevented children from enrolling in school came the teachers' frequent absence, and this was confirmed by 27% of the children.

At the forefront of the barriers related to living conditions that prevented children from enrolling in school from the children's point of view was that access to school is expensive, and the child and his family do not have money, which was confirmed by 23% of the children. At the forefront of the barriers from the caregivers' point of view, the children work to support their families, and this was confirmed by 23% of caregivers.

At the forefront of the barriers related to customs and traditions that prevented children from enrolling in school was that customs and traditions prevent the teaching of females at the preparatory and secondary stages, which was confirmed by 30% of children. At the forefront of the personal barriers that prevented children from enrolling in school was the lack of a person among their family members or relatives to help them do their school homework and supervise their educational level, which was confirmed by 25% of the children.

Section nine: Factors contributing to children returning to school

This section presents several factors demanded by children and their caregivers, which may contribute to children returning to school. At the forefront of the factors related to the educational environment came access to nearby schools or mobile schools that move with IDPs, and this was confirmed by 15% of the children. At the forefront of the factors related to the educational process was to control the commitment of teachers and educational staff to school hours, and this was confirmed by 24% of the children.

At the forefront of the factors related to living conditions came the distribution of humanitarian aid in schools to protect children from having to drop out to support their families, and this was confirmed by 36% of the children. At the forefront of the factors related to customs and traditions was the provision of single-gender schools, and this was confirmed by 25% of the children. And at the forefront of the personal factors for dropout children came the provision of special classes for underachieving children to provide them with accelerated learning so they can join their peers in classes that align with dropouts' ages, and this was confirmed by 35% of the children.

Section ten: Education outside school

The study found that only 13% (290 children) of the surveyed out-of-school children joined out-of-school educational programs, while 87% (2,000 children) did not join such programs. However, only 42% (123 children) of the children who joined out-of-school educational programs continued with them, while the others dropped out for many reasons.

Section eleven: Enrolled children who are at risk of dropping out

Through interviews with key informants, the enumerators asked them about the percentage of children enrolled in school but at risk of dropping out, and the results showed that 29% of children enrolled in school are at risk of dropping out. On the other hand, the surveyed teachers believed that 24% of children enrolled in school are at risk of dropping out. It is noted that females enrolled in school are at a greater risk of dropping out than males.

Likewise, the percentage of enrolled children who are at risk of dropping out increases at the higher educational stages. 70% (2,289 people) of the caregivers reported that they might have to decide not to send one or all of their children to school. The report also highlights the main reasons that make enrolled children at risk of dropping out.

2 The methodology

Second: The methodology

Assessment sample

This report covers out-of-school children (children who have enrolled at school and then dropped out and children who have never enrolled at school) and children in school who are at risk of dropping out in northwest Syria. This includes the opposition-controlled areas in Idlib governorate, the northern and western countrysides of Aleppo governorate, and the northern countryside of Hama governorate. The study sample included 110 communities, including 85 cities and towns (the city is the center of the sub-district, and the towns are the communities other than the center of the sub-district) and 25 planned and self-settled camps. (Some of these camps are located near the cities and towns studied, but they are shown separately because all the conditions in the camps are different from the neighboring towns.)

To conduct this study, a representative sample of the population was selected, as the criteria were set to target the communities that represent all cases of access to education in each area, in terms of the availability of schools and educational stages in the community and the availability of support for these schools. In addition, criteria representing all dropout cases were set to target communities where children face different dropout cases, such as children dropping out of advanced educational stages or from all stages. The number of interviews was determined to be 383 interviews with school-age children and 382 caregivers in each area. Thus, the margin of error in selecting the random sample is less than 5% (by calculating the sample size depending on the level of confidence and the margin of error). The numbers of interviews are distributed according to the community population density so that the number of interviews increases in the communities that have a large number of residents. Moreover, the number of interviews with IDPs and host community residents was also determined according to the percentage of IDPs in each targeted community.

The enumerators tried to conduct half of the interviews with males and the other half with females, but the difficulty of conducting interviews with females constituted an obstacle to obtaining equal percentages of interviews between the two genders. The criteria for selecting the sample were presented to the partners who contributed to collecting the data, and the partners decided to go to the same communities targeted by the report in the first edition, given that all criteria still apply to them. In addition, targeting the same communities will contribute to making comparisons about how access to education has changed, the rates of children dropping out of schools, and the reasons for this dropout. Accordingly, the same communities targeted by the first edition of the report were targeted, except for the towns that the regime took control of at the beginning of 2020, because access to these towns is no longer possible.

Data was collected through a survey conducted with key informants in each community and through surveys with school-age children, their caregivers, and teachers. The key informants interviewed by the enumerators are people with extensive knowledge of the reality of education in the communities. Most of them work in the Education Cluster in the community or are local leaders. The study includes 110 Key Informant interviews (KIIs) each representing one of the communities covered in the study.

Surveys were conducted with school-age children based on gender, marital status (married - single), displacement status (IDP - host community), physical safety (physically healthy - has a disability), and different age groups. The number of surveys the enumerators conducted with children was 4,224, and they were conducted with school-age children's caregivers regardless of their kinship with these children: one of the parents, one of the siblings, or relatives of varying degrees.

Four focus group discussions (FGDs) were held within Afrin, Jindires, Al-Bab and Salqin in the partners' offices—those who are members of the Syria Cross-Border Education Cluster, who facilitated the FGDs, along with the ACU's IMU's enumerators. The FGDs included different segments of society and included people who have good knowledge of the educational process and its issues, taking into account gender diversity. The FGDs included participants specialized in education, such as teachers, counselors, staff of humanitarian organizations working in education, and caregivers of children at school age. Also, school-age children over 14 years of age participated in the FGDs.

Table 1: The research sample

Governorate	District	Number of villages	Number of camps	Interviewed caregivers	Interviewed children	Interviewed key informants (KIs)	Interviewed teachers	Total
Idlib	Ariha	8	–	381	379	18	66	826
Idlib	Jisr al-Shughour	8	2	418	446	19	76	940
Idlib	Harem	20	15	807	906	63	235	1,948
Idlib	Idlib city	11	1	261	249	21	108	618
Aleppo	Azaz	8	3	443	473	20	97	1,013
Aleppo	Al-Bab	5	1	419	432	9	49	900
Aleppo	Jabal Sam'aan	6	1	413	438	10	60	911
Aleppo	Jarablus	8	1	399	420	24	73	892
Aleppo	Afrin	9	1	436	441	17	79	956
Hama	Al-Suqaylabiyah	2	–	39	40	3	20	99
Total		85	25	4,016	4,224	204	863	9,103

Assessment tools

The study relied on quantitative and qualitative data by conducting 9,103 questionnaires with dropout children, their caregivers, and teachers. In addition, 117 interviews were conducted with key informants (KIs) with extensive knowledge of children's access to education, children dropping out of school, and its causes. 4 FGDs were conducted with different segments of the society and included people who have good knowledge of the educational process and the issues it faces, taking into account gender diversity. The FGDs included education specialists, including teachers, educational supervisors, counselors and workers in humanitarian organizations specialized in education, caregivers of school-age children and children over 14 years old. The methods followed in the study provide data that is comparable with the data of the first edition of JENA report, with a high degree of reliability.

To produce this report, five tools were developed based on a set of indicators developed by the Syria Cross-Border Education Cluster and Save the Children. These indicators include:

- Where are the dropout children concentrated, and what are the causes and trends that lead to dropping out?
- What is the impact of displacement on children's dropping out of school (based on IDPs' places of settlement, whether in serviced cities, small towns, or in camps, both planned and self-settled)?

- What is your motivation for learning?

- What are the barriers that children face in accessing education?
- What are the main barriers that children face in attending school regularly?
- Shedding light on the barriers that dropout children face from different perspectives: children and their caregivers, males and females of different ages, and different educational stages.

- Information on enrolled children who are at risk of dropping out.
- Main reasons that make enrolled children at risk of dropping out.
-

It is worth noting that these indicators are based on the same indicators included in the first edition of the report. However, for the first time, this (current) edition includes enrolled children who are at risk of dropping out. Through these indicators, the five tools developed are a survey for school-age children, a survey for caregivers of school-age children, a survey for teachers, a survey for key informants, and a focused group discussion. The number of surveys collected by the enumerators was 9,103 with dropout children, their caregivers, and teachers. The number of children interviewed by the enumerators was 4,224 children, and the number of caregivers was 4,016 people with school-age children. The number of teachers interviewed was 863. The research included 117 interviews with key informants and 4 focus group discussions were conducted.

The first phase: The Information Management Unit (IMU) developed a draft of surveys covering a wide range of indicators on dropout children and children at risk of dropping out. It included four types of similar surveys: key informants survey, school-age children survey, school-age children's caregivers surveys, and teachers survey, in addition to holding focus group discussions.

The second phase: IMU shared the initial drafts of the surveys with Save the Children, which added suggestions to the tools, and IMU implemented all these suggestions. Later, IMU sent the tools to the Syria Cross-Border Education Cluster, which shared the tools with its members to suggest modifications, implement them, and reach the final version of the tools.

The third phase: The assessment tools used in this study were tested and implemented, and IMU's enumerators were tasked with electronically filling out surveys in order to test the results. IMU's information officers received the data sample from the enumerators, imposed some constraints to control the information, and then conducted a comprehensive review of the tools used.
The surveys conducted with children, caregivers, and teachers included a set of questions with multiple-choice answers in addition to an 'Other' item in case the person wishes to provide new answers. The answers were not shown to the interviewee; only the question is asked. In the key informant survey, the question is asked, and the answers are read aloud to the key informant. Then, he is asked to determine the risk level of each case (the answers).

Data sources and methods for collecting data

a. Types of data used in the study:

The study relied on two types of data. Primary data collected by the enumerators by interviewing key informants and surveys conducted with school-age children, their parents and teachers, in addition to focus groups discussions. Secondary data supported the study and relied on reports and studies conducted on education in Syria or dropout children by other parties with a high degree of reliability. A link has been added to all studies whose data was used in this report. The citation from other studies is clarified by placing the citation within two quotation marks "" and writing the citation in italics. The citation is linked to the study link.

b. Mechanism of primary data collection:

The enumerators collected all the primary data by conducting face-to-face interviews with the respondents. To conduct surveys, the enumerators visited different places such as houses, camps, markets, and other population gatherings to interview different segments of society. The enumerators provided the respondents with detailed information about the research that was added at the introduction of each survey or questionnaire.

The enumerators had to obtain verbal consent from the caregivers or the teachers of the interviewed children (if the interviews were conducted in schools) in addition to the child's verbal consent to volunteer to participate in the research. When conducting an interview with KIs, the enumerators communicate with KIs and a convenient appointment for the interview is agreed upon; then, the enumerator meets face-to-face with the KI and conducts the interview. The FGDs were conducted in the offices of the partners who are members of the Syria Cross-Border Education Cluster, who facilitated the FGDs along with IMU enumerators of ACU.

The FGDs included different segments of society and included people who were well aware of the educational process and its issues. The FGDs were conducted face-to-face with 4 groups of people, and the number of participants in each group was 8 people in addition to two facilitators.
A group of partners in the Education Cluster (Education Cluster/Gaziantep/Turkey hub) made up of 22 humanitarian organizations specialized in education participated in data collection and ACU enumerators. The participatory and comprehensive work in all stages of the study (starting from designing the questionnaires, collecting data, reviewing the draft report, and issuing its final version) contributed to reflecting the challenges children faced from different points of view and including various segments of the society.

Training of enumerators

The 22 partner humanitarian organizations in the Education Cluster were trained, and they are: You are Life and Peace, Ataa for Humanitarian Relief, Nasaim al-Khair, Ghiras al-Nahda, Sadad, Banafsaj, Al-Ruwwaad for Cooperation and Development, Ihsan for Humanitarian Relief, Syria Relief, Olive Branch, Takaful al-Sham, Bonyan, Bahar, Qudra, Binaa' for Development, Childhood Guardians Network, Mercy without Limits, Saed Charitable Organization, Usra for Orphans and Childhood Care, Watan, Shafak, and Social Development International (SDI). As part of a Training of Trainers course (TOT), partners in the Education Cluster were trained by IMU for a full day on October 15, 2021. One person from each organization attended the training. Later, each organization trained its field researchers (enumerators) to use remote tools. IMU conducted an online Zoom training for its enumerators on October 16, 2021, which lasted for one day. The training sessions were recorded and sent to the enumerators to use as a reference in case they needed to review any of the information presented during the training. The sessions were also sent to all partners involved in data collection to send to their enumerators. 65 enumerators, including one female, were trained by ACU, while partners from other organizations trained 54 data collectors, including 30 females.

Data management and analysis

After conducting face-to-face interviews with the respondents, the enumerators filled out the surveys electronically using KoBoToolbox, while the focus group discussions, which were also conducted face-to-face, were sent as Word files. Then, the coordinators of the enumerators network followed up with receiving the study's electronic data and imported the transmitted data into an Excel database. Information management officers cleaned and verified the data to identify the outliers and missing values to correct or handle during data collection. After data cleaning was over, the information team started displaying the data and creating tables and graphs displaying it. Software and tools such as Dax, Query Editor, ArcGIS, Adobe Illustrator, Adobe InDesign, and Adobe Photoshop were used to visualize the collected data. The first draft of the report was written in Arabic and later translated into English, noting that the report, in its two languages, has been written taking quality assurance standards into account in preparation and content, both internally and externally.

Timeline

Work on preparing this report began at the end of September 2021. The surveys were designed and sent to Save the Children, which added suggestions to the tools. IMU implemented all these suggestions, and after sharing the tools with all members of the Syria Cross-Border Education Cluster and applying their suggestions, the partners received a TOT course conducted by IMU for a full day on October 15, 2021. ACU signed memoranda of understanding (MoUs) for data collection with the Education Directorates of Idlib to facilitate data collection.

The MoUs included the names of all organizations involved in data collection. Data collection began on October 22, 2021, and ended on November 9, 2021. The study included 9,103 surveys with dropout children, their caregivers, and teachers. The partners collected the study data from 43 communities, consisting of 34 cities and towns and 9 camps.

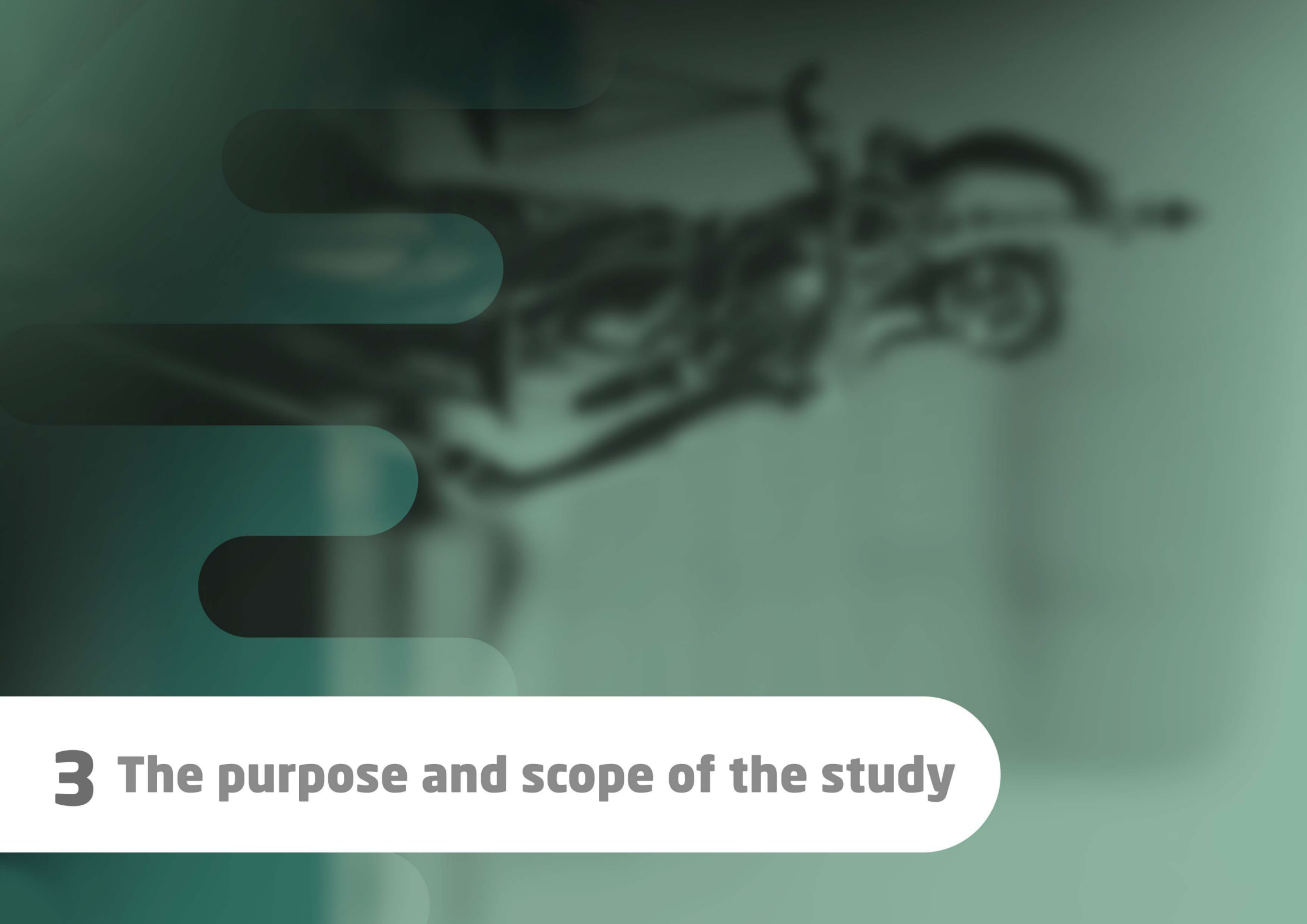
The data included 4,916 surveys conducted with school-age children (enrolled or out-of-school) and their caregivers, in addition to a survey with a key informant from each community. IMU's enumerators collected data from 67 communities, consisting of 51 cities and towns and 16 camps. The data included 4,187 surveys conducted with school-age children (enrolled or out-of-school) and their caregivers, in addition to a survey with a key informant from each community.

Also, IMU's enumerators conducted four focus group discussions in cooperation with the partners. The data and analysis officers began to identify the outliers and missing values, and they were reviewed with the enumerators before the analysis began. In the meantime, the maps for the report were being created. After that, writing the report in Arabic began, and it was simultaneously being translated into English. Next, the report design process began, and its final version was issued in December 2021.

Difficulties and challenges

During the data collection process, the enumerators encountered several difficulties. However, appropriate solutions to these difficulties were immediately developed through communication between the enumerators' teams and the coordinators in Turkey, and most of the solutions were directly applied to maintain good progress of work. Among the most critical difficulties were the following:

- There was a problem with the server, and the surveys were immediately moved to the primary link containing all ACU's departments' surveys.
- The number of surveys was huge for enumerators in some areas, and financial approval was quickly obtained to hire assistants for them, in addition to sending enumerators from neighboring areas to work with them in order to complete data collection within the specified time.
- Some organizations requested to change their places of work, and immediately the coverage areas were changed from the villages to the camps in which they operate, and ACU's enumerators were assigned to work in places that the organizations could not reach.
- Some organizations refrained from conducting some surveys assigned to them in certain cities as their staff had other tasks to finish, and therefore the task of collecting these surveys was assigned to ACU's enumerators in these areas. Also, female enumerates were added in order to collect surveys and conduct interviews with females.
- Enumerators or partner organizations were unable to operate in some towns for reasons related to access, so these towns were replaced with other locations with the same number of surveys, in coordination with the organizations participating in data collection in order to specify a suitable town that is accessible and that meets the specific criteria.
- Two enumerators contracted COVID-19 while working, so other enumerators were immediately assigned to complete the surveys.
- A technical problem occurred in the Zoom program, and a part of the training video on the JENA project surveys was lost. Therefore, the training video recording (Training of Trainers (ToT)) was sent to the coordinators, the partners, and the enumerators for reference in case of any questions.



3 The purpose and scope of the study

Third: Ethical considerations

Since the beginning of the study, ACU has been keen to apply all ethical principles of scientific research, especially with regard to the people who participate in the research and are likely to be affected by it. High ethical standards were in line with the purposes of this research, and all groups targeted by the study were followed. The potential risks from the research were taken into account, ensuring that the research's benefit is greater than the potential risks.

Contextual sensitivities

All enumerators who participated in conducting the study are specialized in collecting sensitive data, especially data about gender-based violence and violence targeting children. Moreover, all the enumerators have signed the ACU's Code of Conduct or the Code of Conduct of the partner organizations that have contributed to conducting the study. The enumerators signed the Code of Conduct after a special central team explained it in detail.

The copies signed by the enumerators were archived. Before starting the data collection process, the child safeguarding code was shared with all enumerators. Some important instructions were provided to enumerators about how to deal with children with disabilities during interviews. The enumerators did not ask the children whether they have any disability for fear that this question may have any psychological impact on the child.

The enumerators recorded the type of disability apparent on the child only, or if parents mentioned the type of disability to enumerators. ACU shared a guide for the prevention of infection with the COVID-19 virus, and the means to limit the spread of the virus (masks and sanitizers) were distributed. Moreover, the interviews were conducted in open and safe places to ensure the participants' comfort and to limit the spread of the COVID-19 virus.

Female enumerators conducted interviews with mothers or female children who were over 12 years old. If enumerators encounter any problem or danger to them or the respondents during fieldwork, they have to inform their supervisors in ACU or the partners involved in the work. They also have to send an immediate report of the accident, and then ACU shares the incident report with Save the Children.

ACU would also provide the necessary support to the field teams in the event of an incident. In any case, no incidents requiring any intervention by ACU or SCI occurred during the work.

Consent

Before collecting data, the enumerators obtained verbal consent from all respondents to volunteer to conduct interviews after the enumerators provided detailed information about the research that was added to the introduction of each questionnaire or survey.

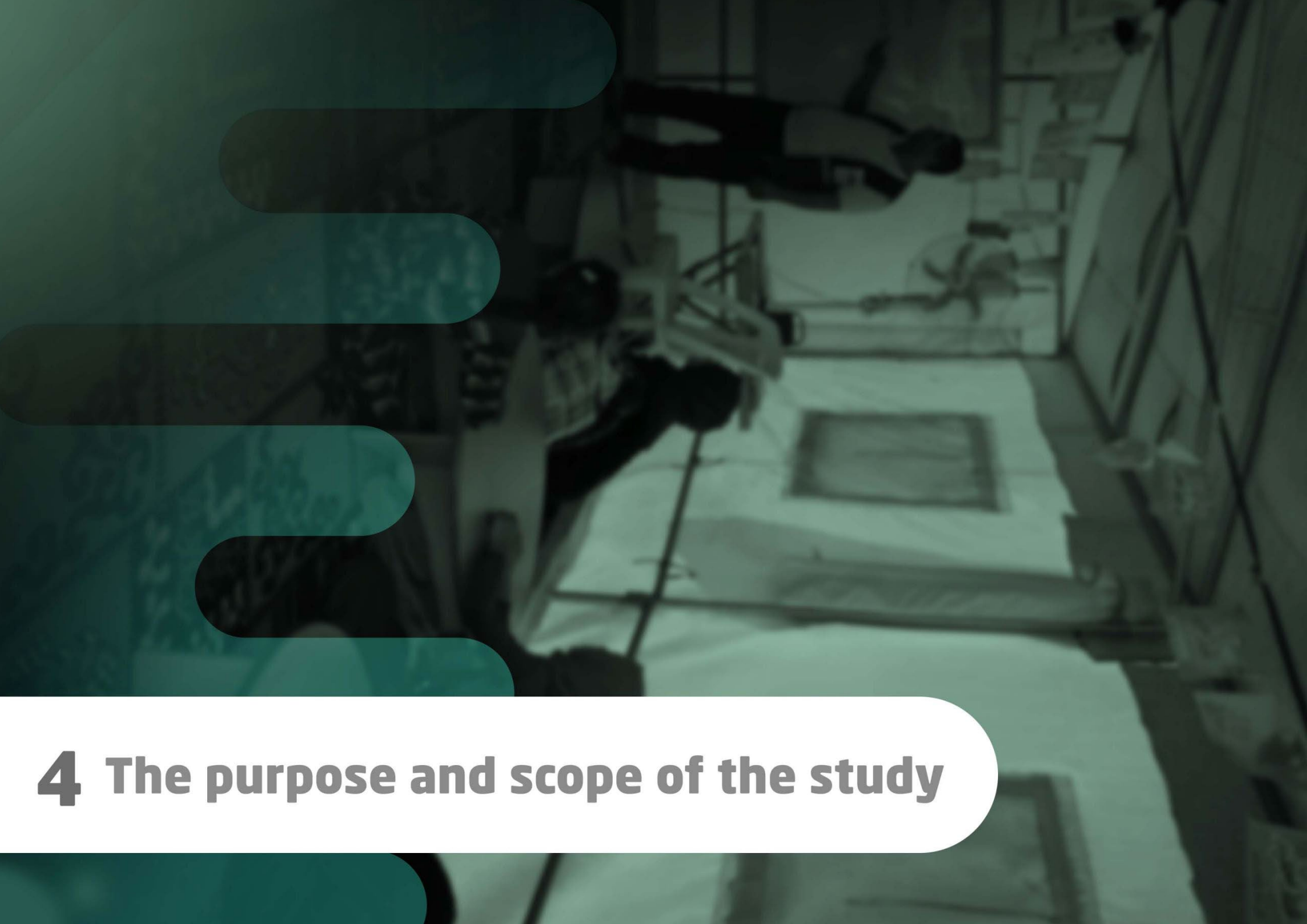
The enumerators also obtained verbal consent from the caregivers of the children interviewed or their teachers (if the interviews were conducted in schools) and the child's verbal consent to volunteer to participate in the research. The enumerators asked for approval through the opening question in the introduction of each questionnaire, **which included six basic elements:** the purpose of the study, the expected time required to complete the interview, confirmation by the enumerators that no fees would be offered for participation in the interview, and clarification to the respondent that they could refuse to participate or withdraw at any time.

It was also stressed that the research does not include any sensitive information that may identify the respondent, and the respondent can refrain from answering any question. Confidentiality and data protection were also confirmed. All the information was read by the enumerators aloud clearly to the respondent, and the enumerators made sure that the respondents understood all the terms of the research before obtaining their consent or refusing to participate in it.

Confidentiality and data protection

The data was submitted using electronic questionnaires (Kobo toolbox application), and the data was stored on a server for ACU. ACU makes sure that the data does not include any sensitive information that may pose a threat to those who participate in the study at all levels (starting with the respondent and even the level of the central teams). ACU also worked on archiving data on a daily basis during the data collection process in anticipation of any technical or human error that might lead to data loss.

The data was stored on the SharePoint system under Office 365. After the field data collection process was completed, backup copies of the entire database were stored in Arabic and English (after translating it into English).



4 The purpose and scope of the study

Fourth: The purpose and scope of the study

The purpose of the study

To produce this report, five tools were developed based on a set of indicators developed by the Syria Cross-Border Education Cluster and Save the Children (SCI). The indicators include:

- Where the dropout children are concentrated and what the causes and trends that lead to dropping out are?
- What is the impact of displacement on children's dropping out of school (based on IDPs' places of settlement, whether in serviced cities, small towns, or in camps, both planned and self-settled)?
- What is the motivation for learning?
- What are the barriers that children face in accessing education?
- What are the main barriers that children face in attending school regularly?
- How can we eliminate the barriers that dropout children face from different perspectives: children and their caregivers, males and females of different ages and different educational stages?
- Information on children enrolled in school but at risk of dropping out.
- Main reasons that make children enrolled in school at risk of dropping out.
-

Through these indicators, a study is reached that sheds light on the children who have dropped out of school and the children who are enrolled in school and are at risk of dropping out. This study will assist partners in the Education Cluster in designing response projects to help prevent more children from dropping out of school and return the dropout children to school.

The scope of the study

The scope of the study was determined in coordination with the Syria Cross-Border Education Cluster and Save the Children. The study targeted areas out of the regime's control in northwest Syria, including Idlib governorate, the countrysides connecting to it from Aleppo and Hama governorates, and the northern countryside of Aleppo. Criteria were defined for selecting a representative sample of all communities within the scope of the study and based on these criteria and in coordination with the organizations participating in the study, 85 cities and towns and 23 camps were selected for the study.

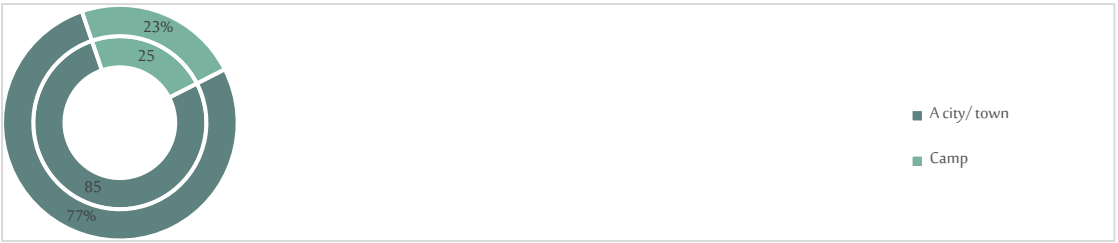
5 Information About the Communities Covered in the Study

Fifth: Information About the Communities Covered in the Study

The communities covered in the study

This study was conducted in 110 communities, 77% of which are cities and towns (85 cities and towns), and 23% are planned and self-settled camps (25 camps). 7 camps were in Aleppo governorate and 18 camps in Idlib governorate, while there were no camps in Hama governorate to conduct the study there.

Figure 1：Number/ percentage of the communities covered in the study



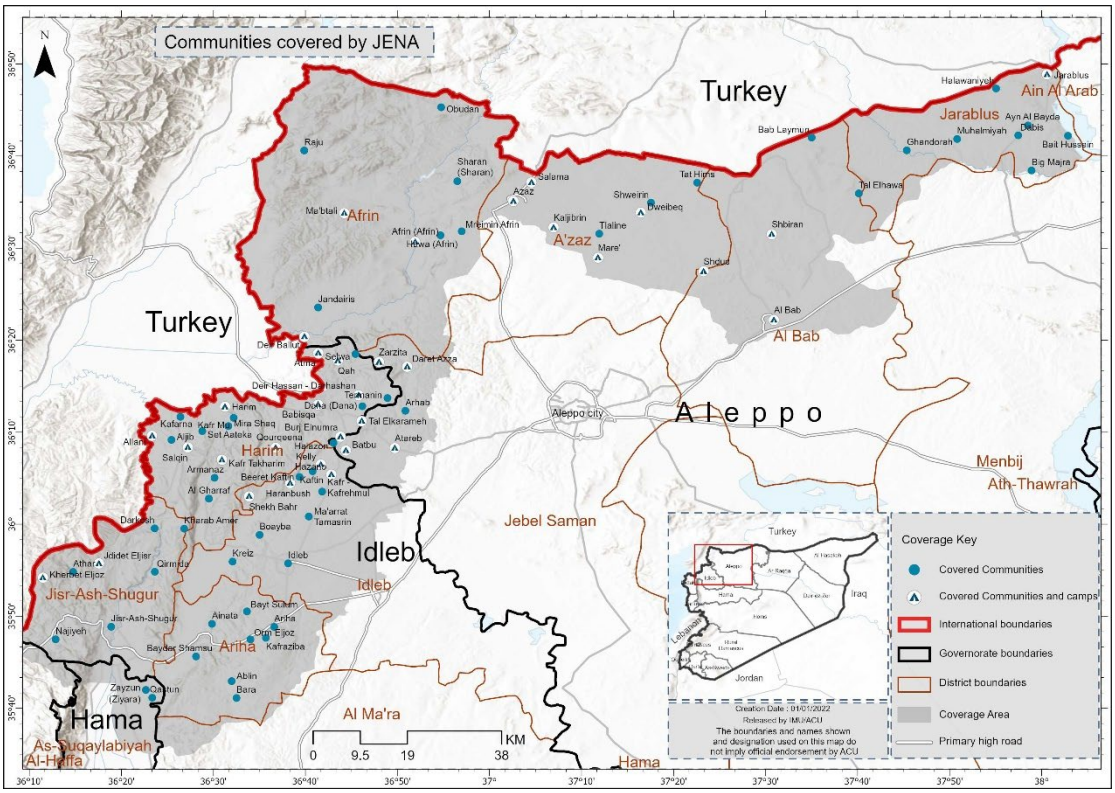
Governorate	District	City/ town	Camp	Total
Idlib	Ariha	8		8
	Jisr-Ash-Shugur	8	2	10
	Harim	20	15	35
	Idleb	11	1	12
Aleppo	A'zaz	8	3	11
	Al Bab	5	1	6
	Jebel Saman	6	1	7
	Jarablus	8	1	9
	Afrin	9	1	10
Hama	As-Suqaylabiyah	2		2
Total		85	25	110

This edition of the report adopted the same methodology used in the previous edition to specify communities targeted for the study. The methodology includes a set of criteria related to children's dropout rates by age groups and gender, and related to the availability of schools in the communities. The methodology also took into account the geographical distribution so that the study includes the communities in various areas and reflects a clear picture of dropping out and its causes. The "Schools in Syria" Report[2] was relied on for information on students registered in schools, and population statistics were obtained from different parties to estimate dropout rates (the number of students enrolled in schools has been subtracted from the number of children aged between 6 and 18 years in the communities) to obtain approximate information, as there are not any accurate sources or information about out-of-school children in the study areas, since students may go to schools in neighboring towns because not all school stages are available in their towns or camps, or due to the lack of appropriate education in the communities in which they live, which may reflect a large enrollment rate in cities and towns that attract students from neighboring towns.

[2] https://acu-sy.org/imu_reports/schools-in-syria-2/

On the other hand, this reflects high dropout rates in cities and towns whose students go to other towns to receive education in their schools. Therefore, the aim of this study was to obtain accurate and up-to-date information about the educational situation and children dropping out of school.

Map 1: Communities covered by JENA



1- Regarding cities and towns, a plan was developed to select nine communities from each area in the three governorates of Idlib, Aleppo, and Hama. A set of criteria applicable to any given community was developed, in addition to taking into account the geographical distribution of communities. The following table shows the criteria adopted for selecting cities and towns:

Table 2: Adopted criteria for selecting communities

Governorate	District	Sub-district	Village	City	Has a school				Does not have a school			
					High dropout rates for all school stages		High dropout rates for secondary school		High dropout rates for all school stages		High dropout rates for secondary school	
					Males	Females	Males	Females	Males	Females	Males	Females
Idlib	Harem			✓								
Idlib	Harem				✓							
Idlib	Harem					✓						
Idlib	Harem						✓					
Idlib	Harem							✓				
Idlib	Harem								✓			
Idlib	Harem									✓		
Idlib	Harem										✓	
Idlib	Harem											✓

a. Sub-district (city): The study was conducted in one sub-district in each district, considering that a sub-district is one of the largest cities and one of the most serviced communities. The aim was to find out the reasons for dropping out in the most serviced cities.

b. Villages with available schools: The study was conducted in villages where schools have high dropout rates in order to identify the dropout causes in areas with available schools. These communities were divided into two parts, one of which has high dropout rates **for all school stages**, while the second consisted of communities with high dropout rates in the **higher school stages.** Also, cities and towns were selected based on dropout rates by gender.

c. Villages without schools: The study was conducted in villages with no available schools and where dropout rates are high in order to identify the dropout causes in areas with no available schools. These communities were divided into two parts, one of which has high dropout rates **for all school stages**, while the second consisted of communities with high dropout rates in the higher **school stages.** Also, cities and towns were selected based on dropout rates by gender.

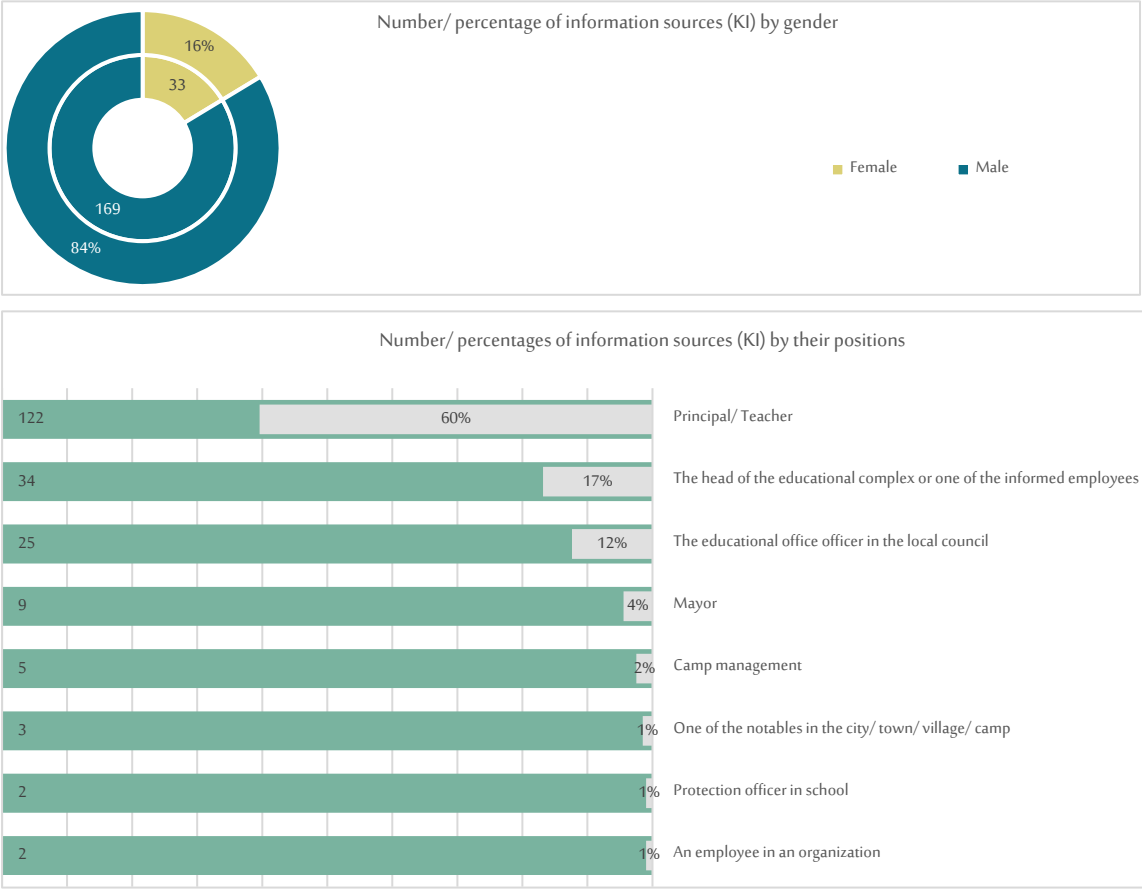
2- Concerning camps, the study was conducted in 25 camps: 5 self-settled camps and 20 planned ones. The standards followed by the Camp Coordination and Camp Management (CCCM) cluster were adopted. CCCM considers a camp to be planned if it has clear management, if it is serviced—that is, if

aid is provided by humanitarian organizations, and if IDPs settled in this camp; other than that, the camp is considered to be self-settled (or random). According to CCCM, the number of camps in northwest Syria reached 1,356 in October 2021, 1,050 of which were in Idlib governorate, and 306 were in Aleppo governorate. The total population of camps is 1,683,404 IDPs.

Key informants (KIs) interviewed by the enumerators

The enumerators interviewed one key informant in each covered community. 16% of the interviewed key informants were females (33 females), while 84% were males (196 males). The enumerators were directed to interview key informants familiar with the educational reality in the communities, and who have knowledge on dropout children, as far as these key informants are available in the covered communities. 60% of the interviewed key informants (122 male and female teachers) are teachers and school principals, 17% (34 persons) work in educational complexes, 12% (25 persons) are officers with experience in education, working in local councils' educational offices, 4% are mayors (9 mayors), 5 camp managers, 3 notables in the communities, protection officers in schools, and two staff members in humanitarian organizations working in education.

Figure 2 : Key informants (KIs)

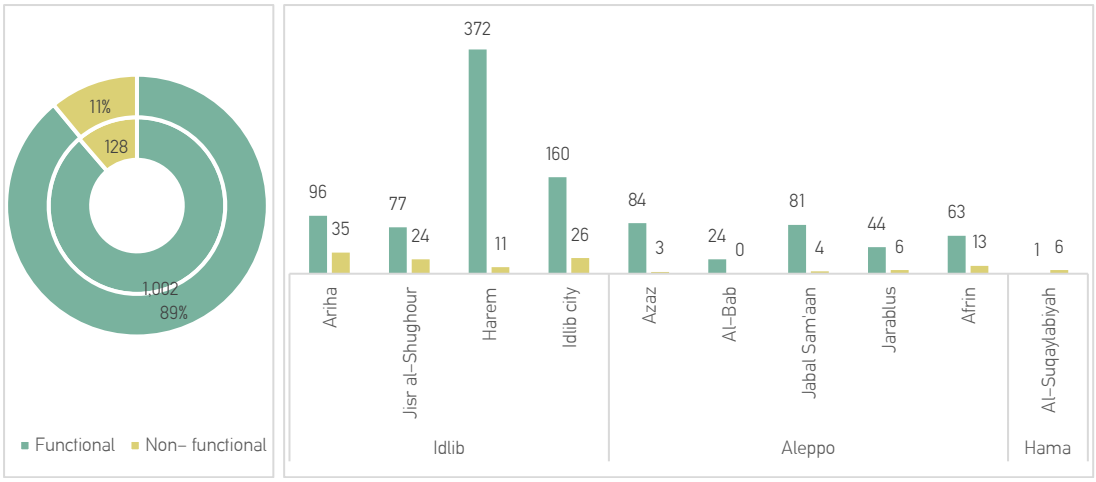


Schools in the communities covered in the study

The number of schools in the communities covered in the study reached 1,130, 11% of which (128 schools) are non-operational schools, and 89% (1,002 schools) are functional schools. The largest number of non- functional schools is located in Ariha district in Idlib governorate, where their number reached 35.

According to the sixth edition of the "School in Syria" Report3, which was issued by ACU, with the participation of a group of Education Cluster members consisting of 12 humanitarian organizations, "The results of the study show that 12% of the assessed operational schools in Idlib governorate were very crowded with students, 15% are moderately crowded, 4% of the assessed operational schools in Afrin are very crowded with students, 3% are moderately crowded, 2% of the assessed operational schools in northern Aleppo countryside are very crowded with students, and 6% are moderately crowded."

Figure 3 : Number of operational and non-operational schools in the communities covered in the study - the district level



Through the study, it was found that 38% of the schools (49 schools) got suspended as they were being used for non-educational purposes—as a shelter for IDPs, governmental buildings, or military checkpoints by the armed groups. It was also found that 38% of the schools (48 schools) got suspended as they were destroyed, that 13% (17 schools) got suspended due to a shortage of educational staff, and that 11% (14 schools) were suspended for other reasons, 8 of which were suspended due to lack of support, 2 of which were suspended due to the difficulty in accessing them because of rough roads, 2 of which were suspended because they are located in unsafe areas, one of which was used as a shelter for IDPs, and one of which was converted into a teacher training institute (post-secondary education).

[3] https://acu-sy.org/imu_reports/schools-in-syria-2/

Map 2: Percentage of operational schools in the assessed areas by district

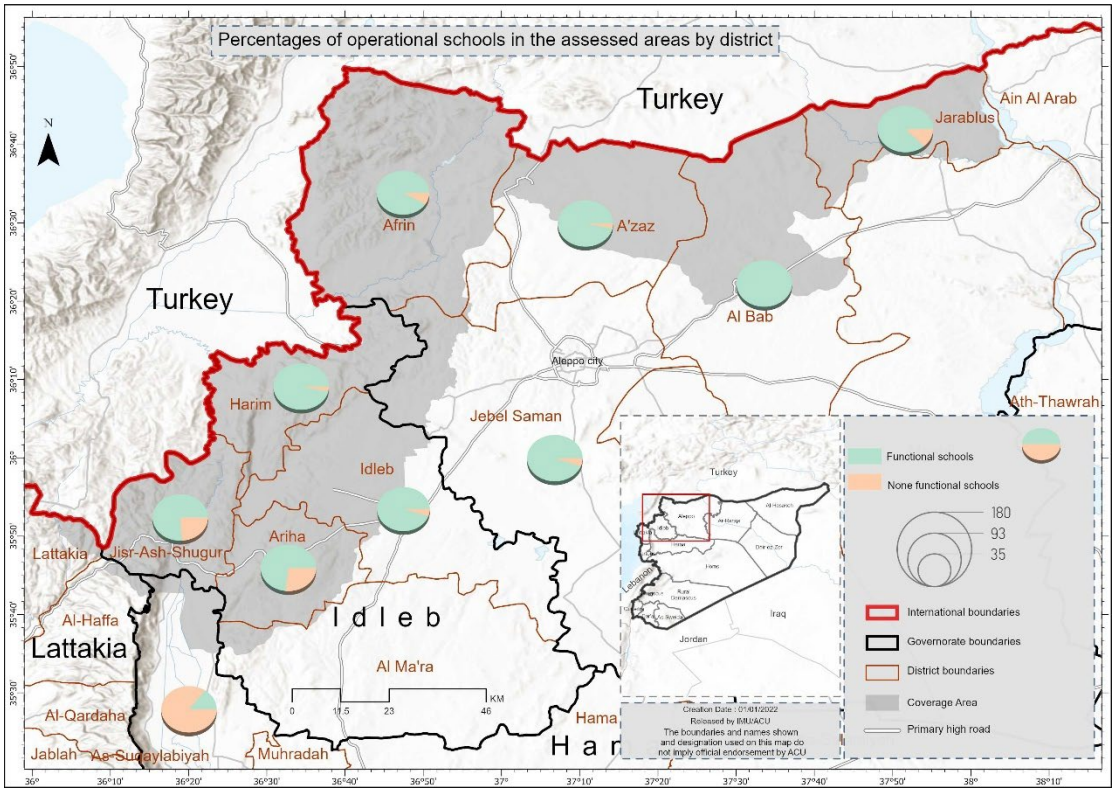
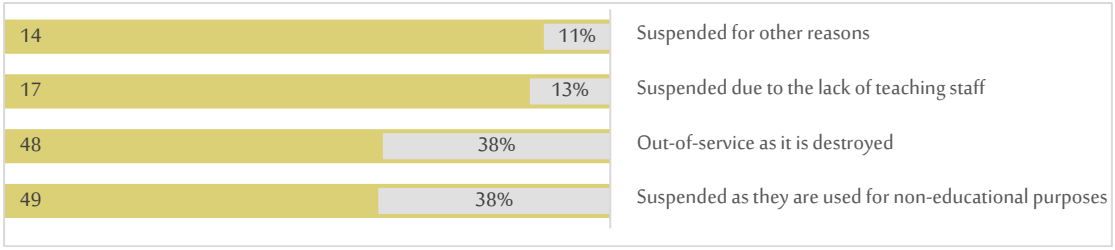


Figure 4 : Numbers/ percentages of schools in the communities by the reasons for their suspension



Compared to the previous edition of JENA report, it is noted that the number of schools that stopped working due to destruction decreased due to the decrease in military activities during 2021. In addition, part of the destroyed schools came under the regime's control in the southern and eastern Idlib countryside. This edition of the report did not include these schools because they are no longer accessible. The comparison with the previous edition of JENA report also shows an increase in the number of schools used for non-educational purposes, as the number of schools used for non-educational purposes increased with the spread of the COVID-19 virus and the suspension of school hours in the implementation of measures to limit the spread of the COVID-19 virus. Likewise, the number of schools that stopped working due to the lack of educational staff increased after the decline in teacher compensation incentives (salaries), which led to the suspension of the educational process within a large number of schools and the teachers' strike after working without wages for several years. According to the sixth edition of the “Schools in Syria” Report4 issued by ACU with the participation of a group of members of the Education Cluster that includes 12 humanitarian organizations, "The results

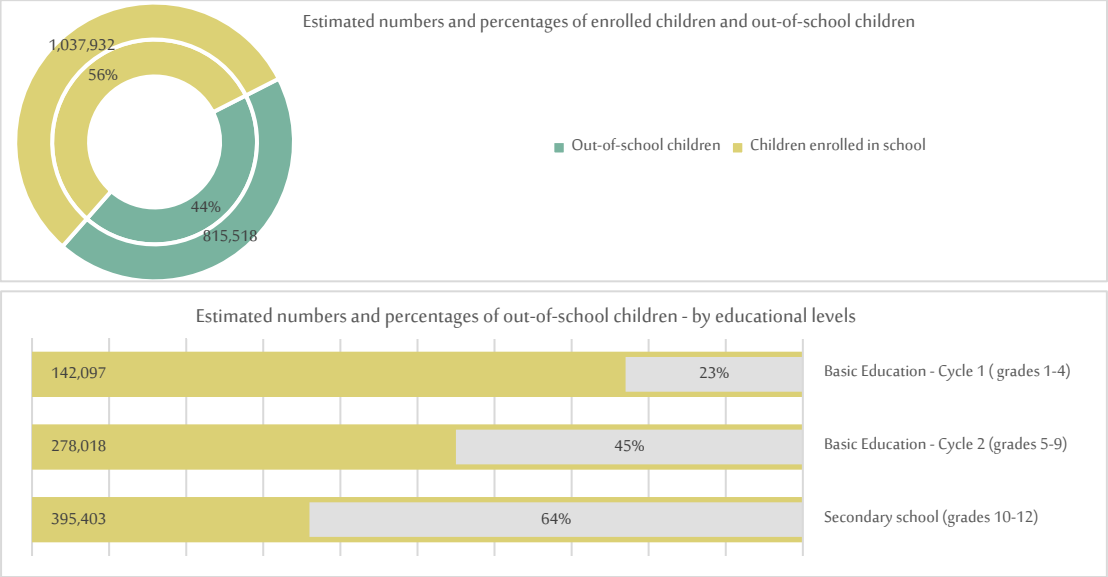
[4] https://acu-sy.org/imu_reports/schools-in-syria-2/

of the study show that 36% (4,165 teachers) of the total teachers in Idlib governorate did not receive their salaries during the academic year 2020-2021."

Out-of-school children

Through the monthly statistics conducted by ACU's IMU's enumerators, the number of school-age children in northwest Syria (in the areas covered in the study) reached 1,835,450. Also, through the results of this study, it was found that 56% of the children (1,037,932 children) are enrolled in school (during data collection, they were registered in school, regardless of their attendance throughout the year), while 44% of them (815,518 children) were out of school (some of them never enrolled in school and some others enrolled and later dropped out). According to the results, 45% (416,936 children) of school-age female children in northwest Syria are out of school, while 43% (398,582 children) of school-age male children are out of school.

Figure 5 : Out-of-school children by school stages



On January 24, 2021, on the occasion of the International Day of Education, a joint statement was issued5 by the Regional Humanitarian Coordinator for the Syria Crisis and UNICEF Regional Director for the Middle East and North Africa. The statement was titled: "Ten Years of War in Syria and More Than Half of the Children Are Still Deprived of Education." The statement included, "In Syria, more than 2.4 million children are out of school, nearly 40 percent of whom are girls. It is likely that the number increased in 2020 as a result of the impact of the “COVID-19” pandemic, which has exacerbated the disruption of education in Syria."

According to the “Working Towards Increasing the Quality of Education for Internally Displaced Children” Report6 issued by Save the Children, "In all of Syria, an estimated 2.1 million children were out of school, and another 1.3 million were at risk of dropping out before the COVID-19 pandemic."

The number of out-of-school children in northwest Syria (the areas covered in the study) from the first cycle of basic education (grades 1-4) is 142,097, forming 23% of children aged 6 to 10 years.

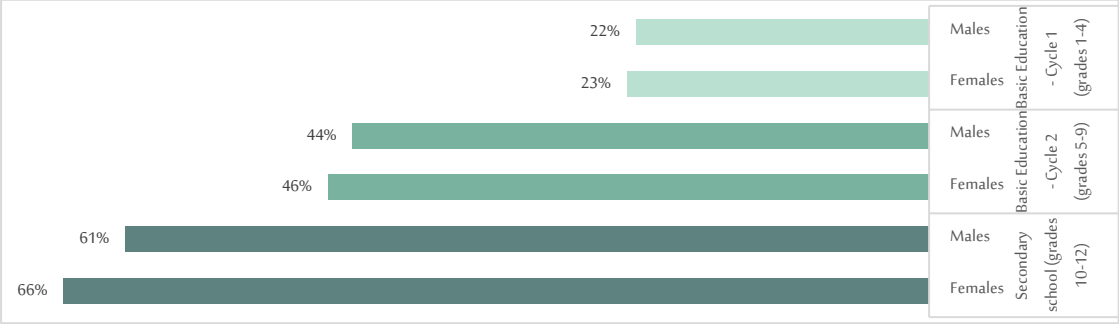
[5] https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education

[6] https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf

The number of out-of-school children in northwest Syria (the areas covered in the study) from the second cycle of basic education (grades 5-9) is 278,018, forming 45% of children aged 11 to 15 years.

The number of out-of-school children in northwest Syria (the areas covered in the study) from the secondary education stage (grades 10-12) is 395,403, forming 64% of children aged 16 to 18 years.

Figure 6 : Percentages of out-of-school children by gender and age



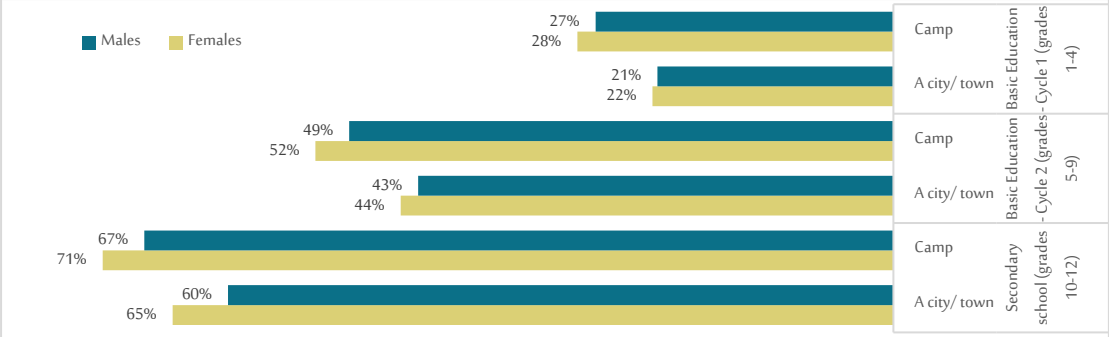
The study found that the percentage of out-of-school children increases as school stages advance, and that the percentage of out-of-school female children is always higher than that of out-of-school male children. The Manahil Report7 on dropout children confirms that dropout rates rise as school stages advance. However, it contradicts the information of this study by recording higher enrollment rates for females than males, especially in the higher school stages. "School enrollment rates tend to decline with age, as the highest rates are for primary school-age children (95.63% on average) and the lowest rates are for secondary school-age children (41.03% on average). Statistically, school enrollment was significantly higher for females than males in general because of the large gap in school enrollment between secondary school-age females (51.71%) and males (33.82%). This result indicates that males, in particular, are especially at risk of dropping out as they become older."

According to this study, the percentages were approximately the same between out-of-school female and male children, aged 6 to 10 years. This percentage reached 22% of males and 23% of females, and this age group includes children in the first cycle of basic education (grades 1-4).
The percentage of out-of-school male children aged between 11 and 14 was 44% of all male children. This age group of children constitutes the second cycle of basic education (grade 5-9), and the percentage of out-of-school female children of the same age group was 46%.

The percentage of out-of-school male children aged between 15 and 18 was 61% of all male children, and this age group constitutes the secondary education stage (grades 10-12). The percentage of out-of-school female children of the same age group was 66%.
The study found that the rates of out-of-school children in camps were consistently higher than those in cities and towns, and this was true for all educational stages and both genders.

[7]Through the Manahel Program and in cooperation with School to School Organization, Chemonics International issued a report on out–of–school children in 24 out of 26 sub–districts of Idlib governorate.

Figure 7 : Percentages of out-of-school children by gender and age by places of residence

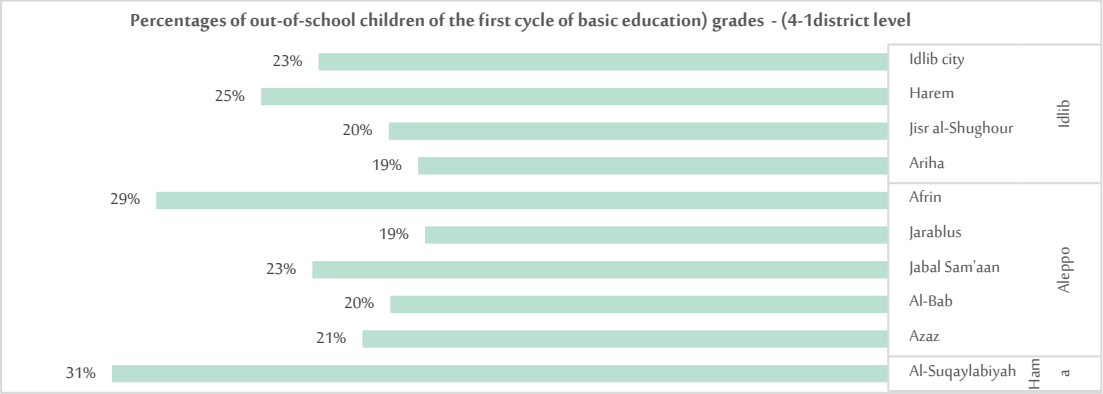


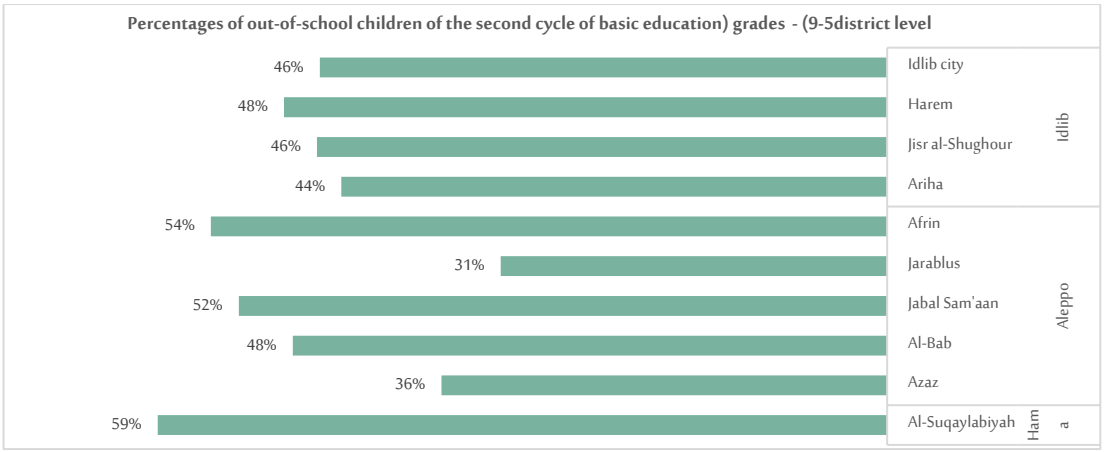
In the northern countryside of Aleppo: Compared to other districts covered in the study, rates of out-of-school children were high in all school stages in Afrin district. It is worth mentioning that Afrin district contains a large number of IDPs who suffer from deterioration in their humanitarian conditions. In addition, it is observed that the rates of out-of-school children in secondary education are very high in Al-Bab district.

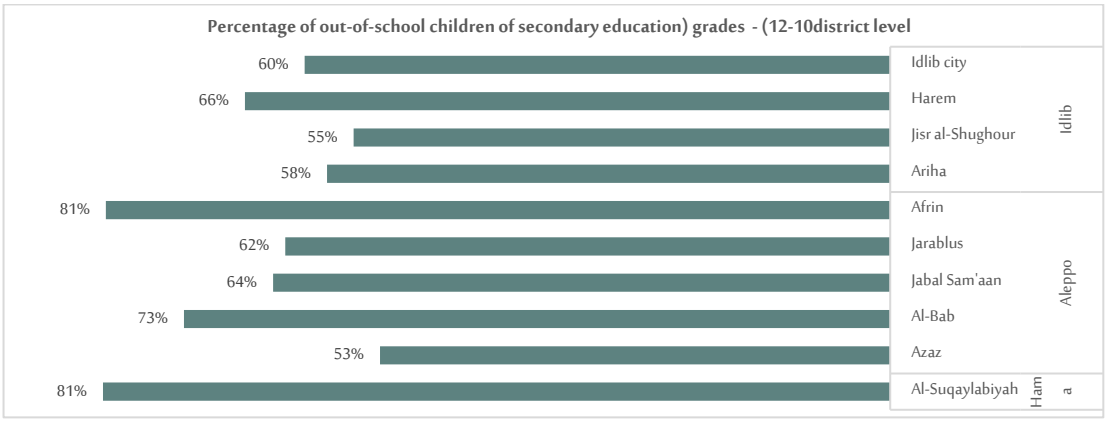
In Idlib governorate: Compared to other districts covered in the study, rates of out-of-school children were high in all school stages in Harem district. It is noteworthy that Harem district contains the largest part of displacement camps, and that the majority of IDPs live in these camps. The results showed that rates of out-of-school children were higher among camp residents than residents of cities and towns.

In the northwestern countryside of Hama: Compared to other governorates, dropout rates were high in all school stages. It is worth pointing out that Al-Suqaylabiyah area, which was covered in the study, is experiencing military activities daily. Therefore, its residents move to the farms during shelling, and schooling gets suspended for long periods.

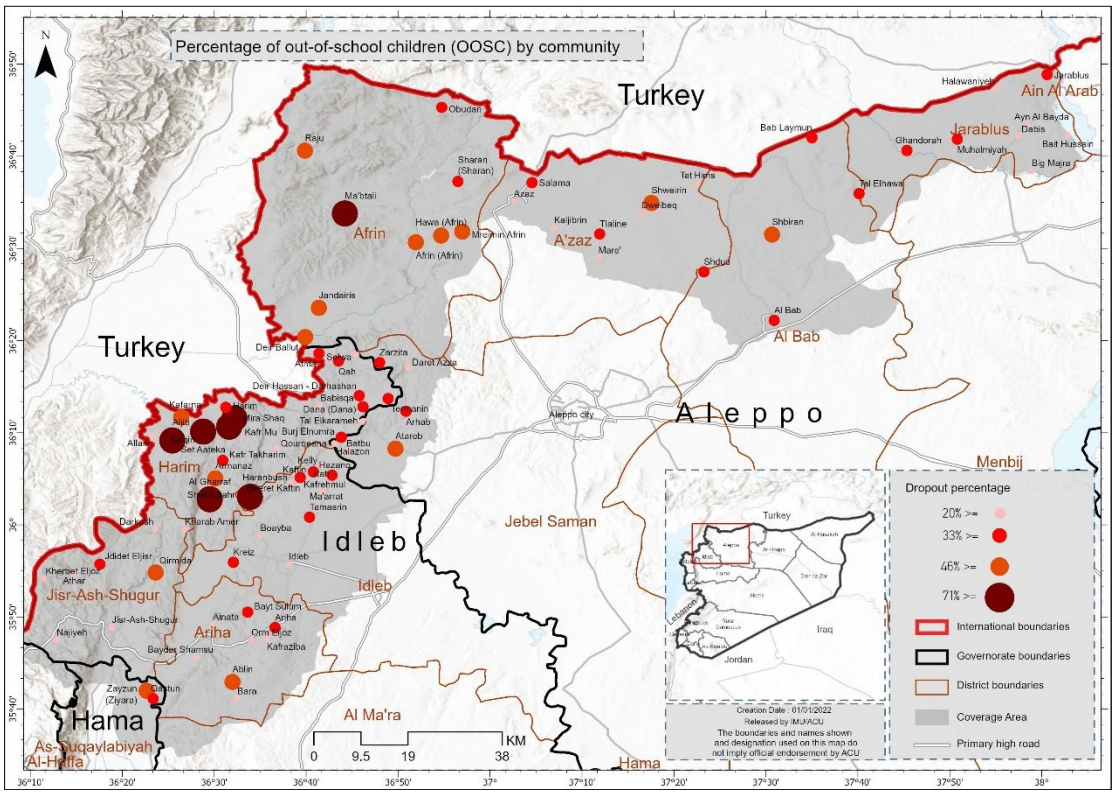
Figure 8 : Percentage of out-of-school children in the assessed areas by school stages







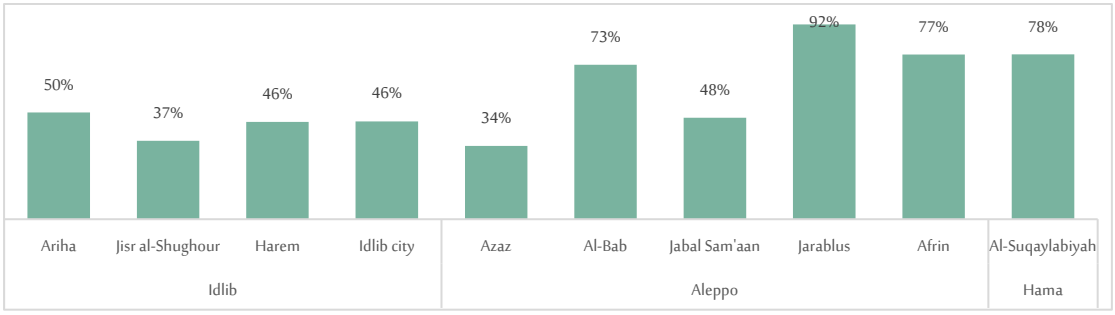
Map 3: Percentage of out-of-school children (OOSC) by community



Out-of-school children with disabilities

The study found that 45% of children with disabilities are out-of-school. Their highest percentage was in Jarablus district in the northern countryside of Aleppo, where the percentage of out-of-school children with disabilities was 92% of the total number of children with disabilities. Children with disabilities often drop out as schools are not equipped to receive them.

Figure 9 : Percentage of out-of-school children with disabilities



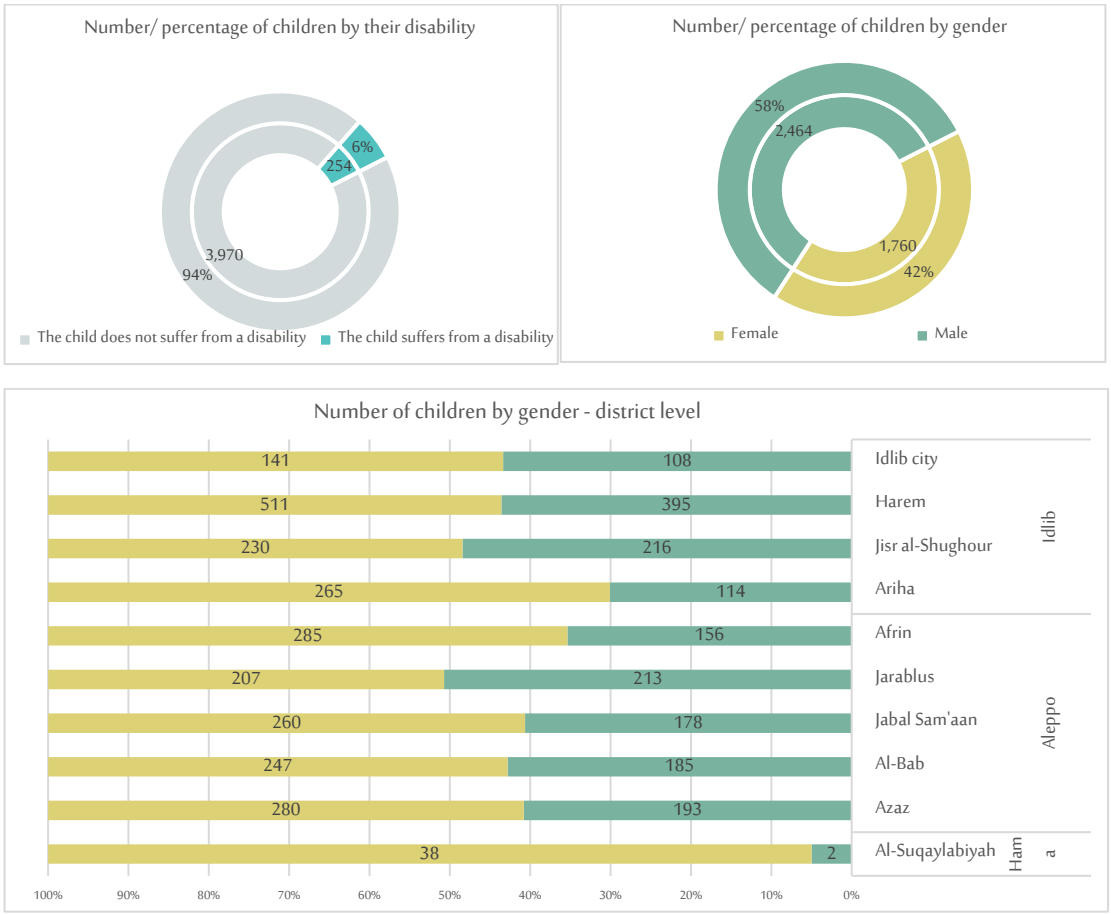
6 Surveys Information

Sixth: Surveys Information

Gender of children and disabled children

The number of children interviewed by the enumerators was 4,224. Females constituted 42% of all children (1,760 female children), while males constituted 58% (2,464 male children). 6% of the interviewed children (254 children) suffer from a disability.

Figure 10 : Number/ percentage of interviewed children by gender and disability



Following the adopted methodology, the number of interviews was set to be 383 with school-age children in each district. Therefore, the margin of error in selecting the random sample would be less than 5% (by calculating the sample size depending on the confidence level and the margin of error). The number of interviews is distributed according to the community's population density, so that the number of interviews increases in communities with a large number of residents. Also, the number of interviews between IDPs and the host-community residents was set according to the percentage of IDPs in each targeted community. The enumerators tried to conduct half of the interviews with school-age males and the other half with school-age females. However, the difficulty of conducting interviews with females was an obstacle to obtaining equal percentages of interviews between the two genders. The enumerators commented that the difficulty of reaching females outside school increases for females in the older groups (those over 15 years of age).

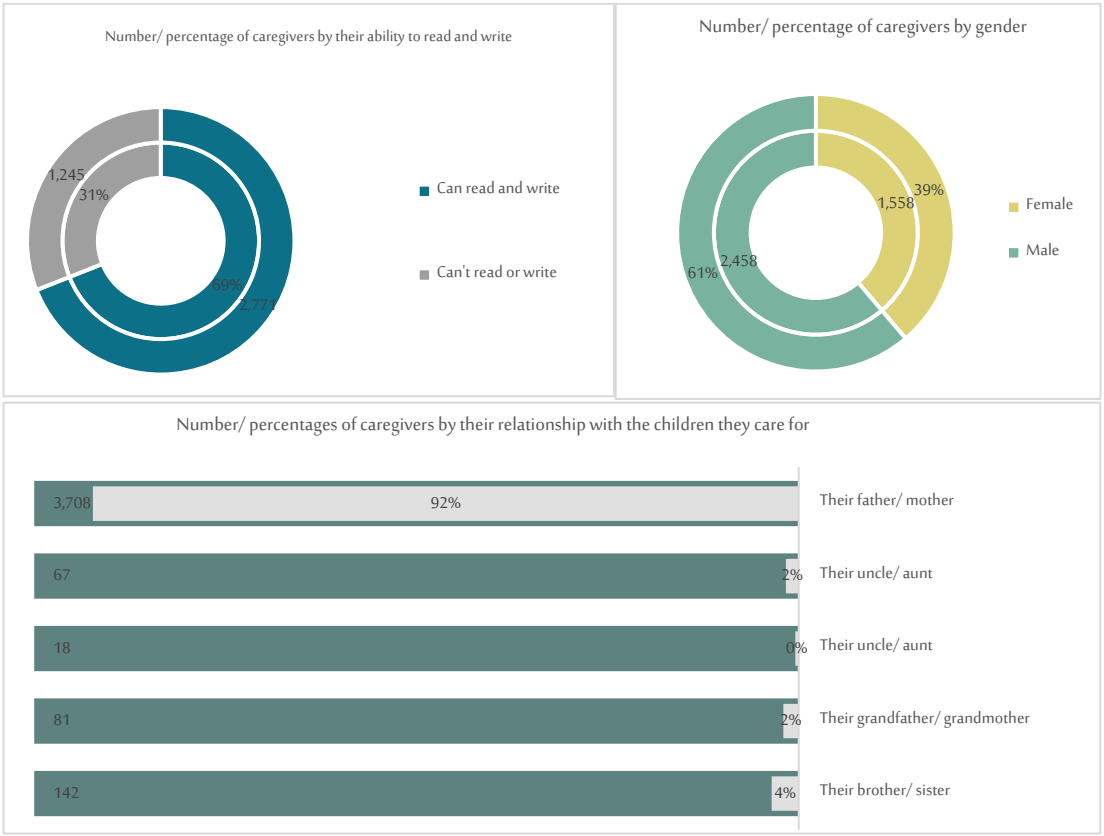
Also, there is no data on the number of children with disabilities in Syria, so it was challenging to develop a pre-plan for the number of children with disabilities who should be interviewed. Accordingly, the pre-plan included conducting interviews with children with disabilities wherever the enumerators found

them. In addition, the enumerators asked the key informants in the places they visited if there were school-age children with disabilities and went to interview them. The enumerators did not ask children whether they have any disability for fear that this question may have any psychological impact on the child. The enumerators recorded the type of disability apparent on the child only, or if parents mentioned the type of disability to enumerators. It was found that 78% (197 children) of the disabled children interviewed by the enumerators suffer from a motor disability, 10% (26 children) suffer from vision loss, and 8% (20 children) suffered from hearing loss, 4 children have a speaking problem, while 7 children suffered from poor development and communication impairment.

Gender of caregivers and their ability to read and write

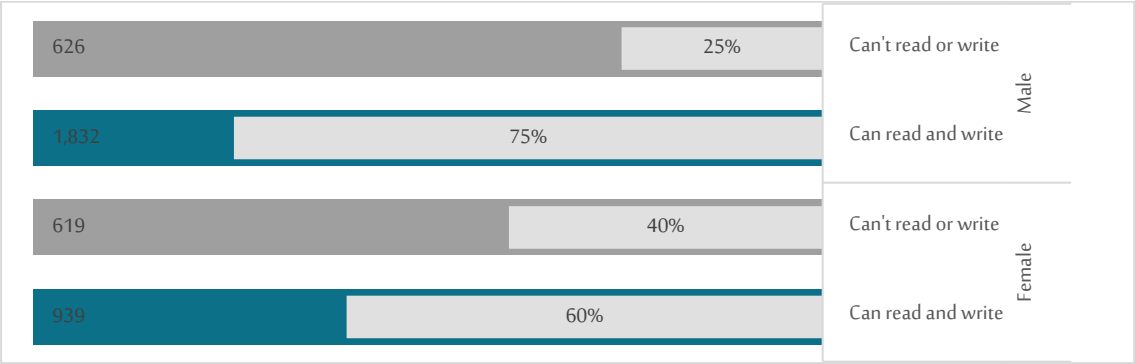
The number of caregivers with school-age children, who were interviewed by the enumerators reached 4,016. Females constituted 39% of all interviewed caregivers (1,558 females), while males constituted 61% (2,458 males). The study found that only 69% of the caregivers were literate (2,771 persons). Of the interviewed caregivers, 92% (3,708 people) were a parent of the child/ children they cared for, while other caregivers had varying degrees of kinship with the children.

Figure 11 : Number/ percentage of interviewed caregivers by gender and ability to read and write



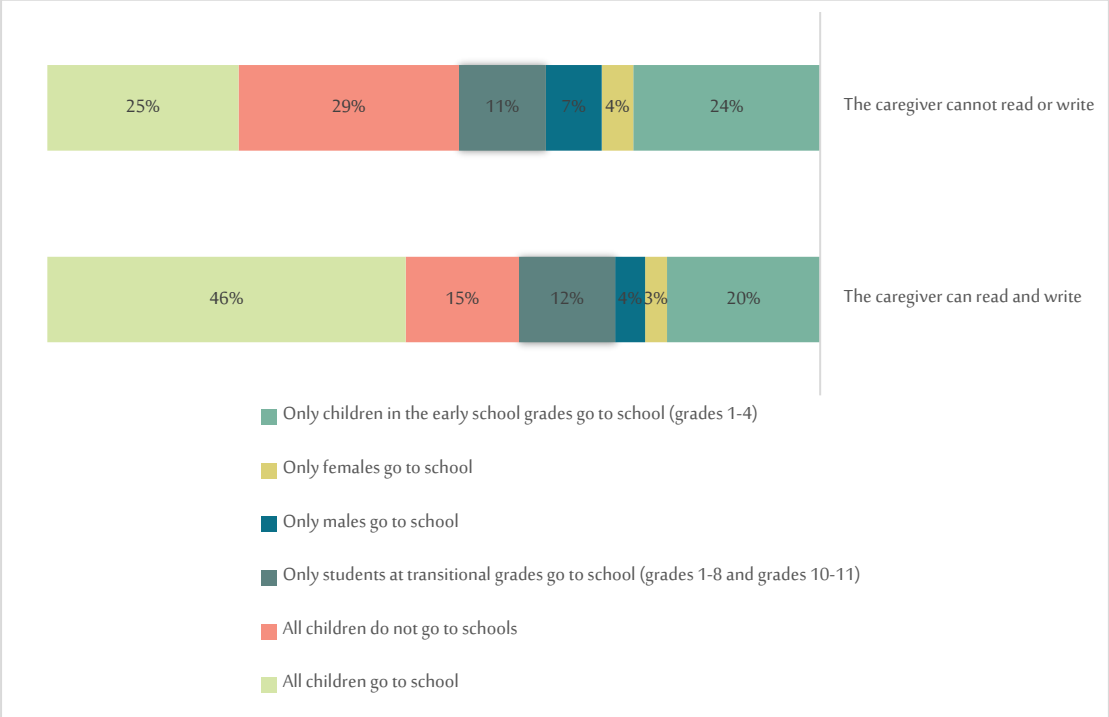
The data collection plan included interviews with 382 caregivers in each district so that 50% of them would be males and 50% females. However, the difficulty of interviewing female caregivers, which often required visiting them in their homes, made it impossible to reach a sufficient number of females. Enumerators conducted interviews with caregivers of school-age children regardless of their kinship with them. It was found that 92% of caregivers (3,708 persons) are one of the children's parents, while 4% of them (142 persons) are a child's sibling. 2% (81 persons) are a grandparent of the children, and 2% (67 persons) are the uncle or aunt of the children.

Figure 12 : Ability of caregivers to read and write, by gender



Through the surveys conducted with caregivers, the enumerators asked them about their ability to read and write, and about the category of children that dropped out of school. After matching the answers to the two questions, it was found that the percentage of out-of-school children decreases when the caregivers are literate. 46% of literate caregivers reported that all of their children are enrolled in school. On the other hand, the percentage of out-of-school children increases if the caregivers do not know how to read and write (illiterate). Only 25% of illiterate caregivers reported that all their children enrol in school. This applies to all other groups that go to school, as school dropout rates for all groups decrease if caregivers are literate.

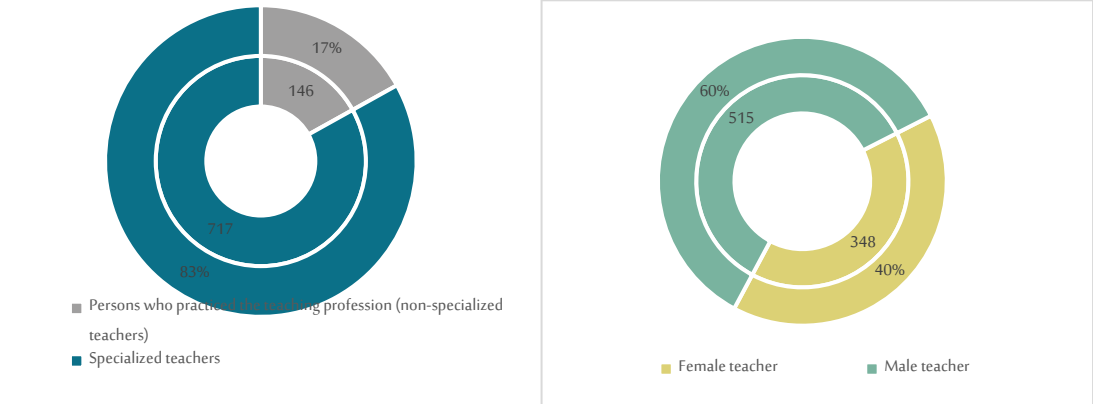
Figure 13 : Ability of caregivers to read and write and its impact on children's enrollment in school



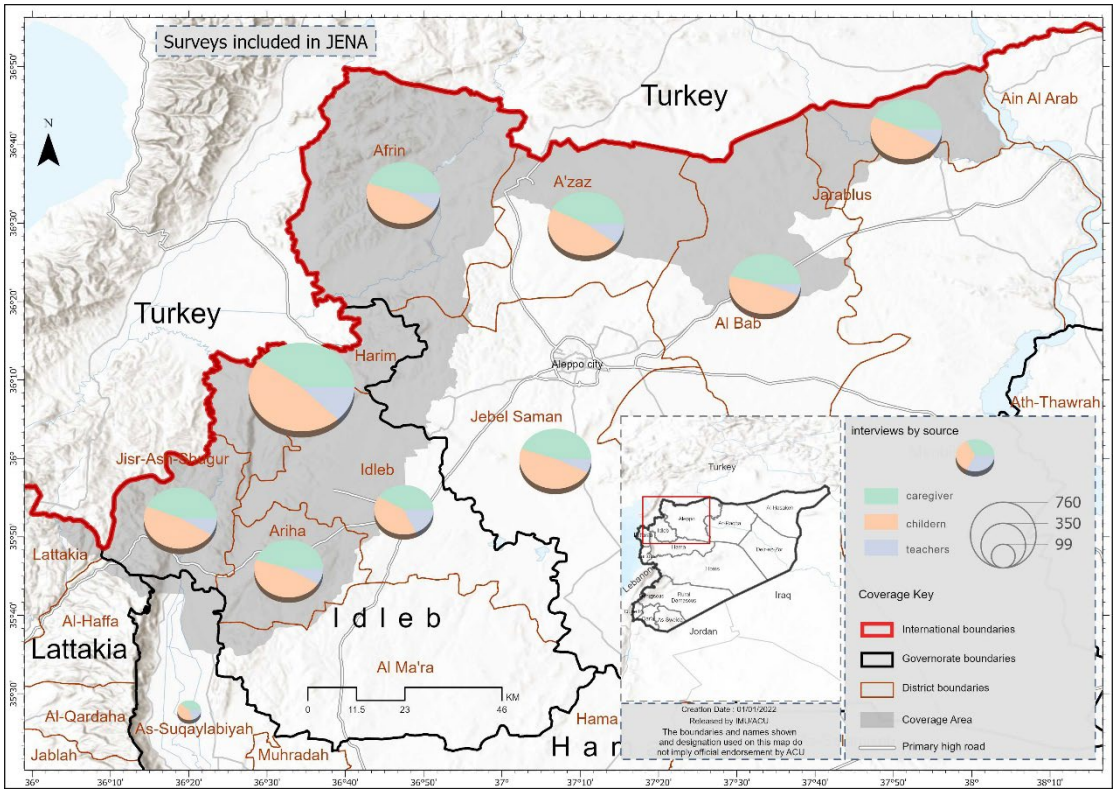
Teachers' gender and specialization

The number of teachers interviewed was 863. Females constituted 40% (348 female teachers) of the total teachers interviewed, while males constituted 60% (515 male teachers). The study found that 83% (717 teachers) of the teachers interviewed were specialized (graduated from colleges and institutes that qualified them to practice the teaching profession), while 17% (146 teachers) were unspecialized and practiced teaching as a result of the lack of teaching staff (regardless of the educational certificate they hold).

Figure 14 : Number/percentage of teachers by gender and specialization



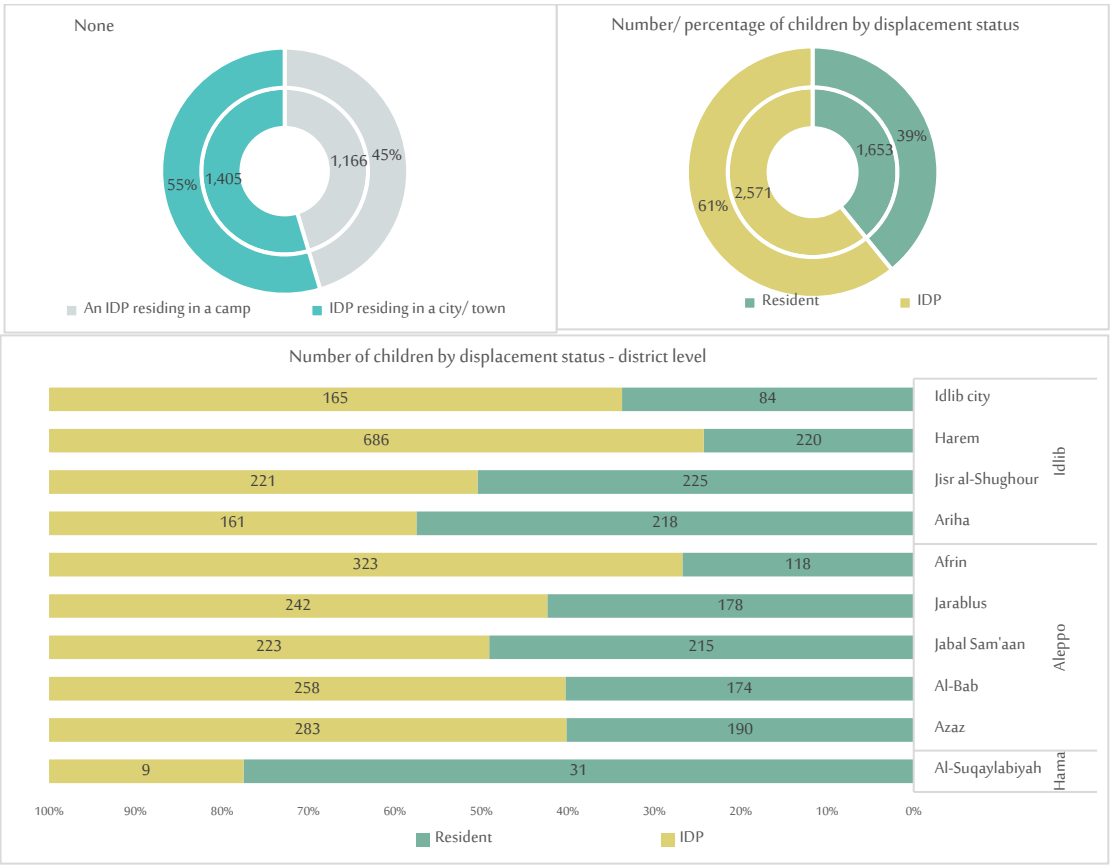
Map 4: Surveys included in JENA



Children's age groups and residence status

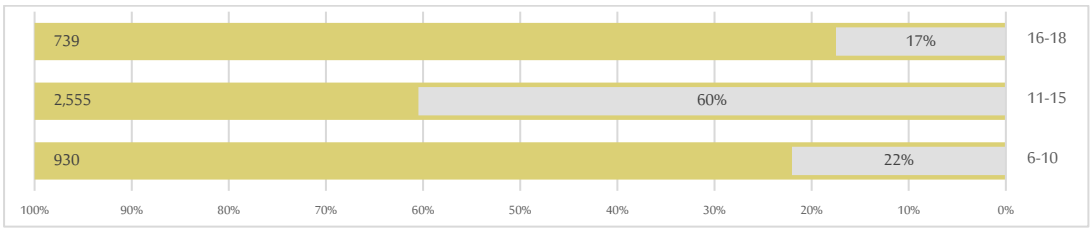
Host-community children constituted 39% (1,653 children) of the total school-age children interviewed, while IDP children constituted 61% (2,571 children) of the children.
Of the total number of IDP children being 2,571, the percentage of children living in camps reached 45% (1,166 children), although the study was conducted in 43 camps only. It is worth mentioning that the largest portion of camp children go to receive education in the schools of neighboring cities and towns or to work in their markets. The percentage of IDP children living in cities and towns reached 55% (1,405 children).

Figure 15 : Number/ percentage of interviewed children by residence status and age groups



The data collection plan included targeting specific numbers of IDP children and host-community residents, where the number of interviews with IDP children and the host-community residents was set based on the distribution of IDPs. In districts with large numbers of IDPs, such as Harem, Afrin, Azaz, and Jabal Samaan, the percentage of interviewed IDP children exceeded 50%. This differed from the other districts where IDP children are fewer than host-community children. In each community visited by enumerators, interviews for both IDP and host-community children were already specified.

Figure 16 : Number/ percentage of interviewed children by age groups

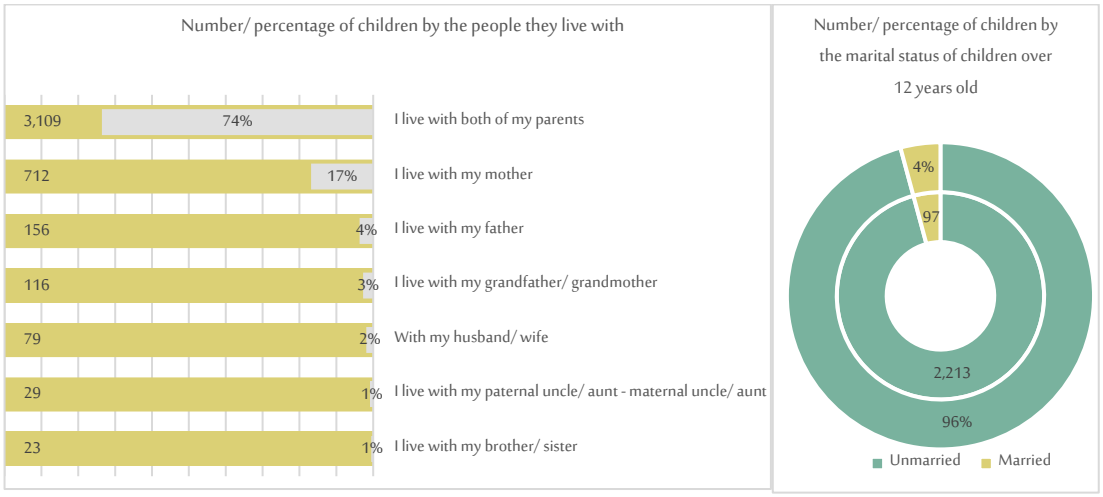


Children aged between 6 and 10 constituted 22% (930 children) of the total children interviewed, and this age group includes the first cycle of basic education (grades 1-4). The number of interviews for this age group was low because the number of dropout children or those at risk of dropping out is low compared to other age groups.
Children aged between 11 and 15 constituted 60% (3,555 children) of the total children interviewed, and this age group includes the second cycle of basic education (grades 5-9). The percentage of this age group was high because the numbers of dropout children or those at risk of dropping out are high in this age group. In addition, reaching and interviewing them was easier than interviewing older age groups.
Children aged between 16 and 18 constituted 17% (739 children) of the total children interviewed, and this age group includes the secondary education stage (grades 10-12). Although the number of dropout children of this age group is the largest compared to other groups, reaching and interviewing them was difficult, making the percentage of interviews in this age group low.

Marital status of children and the people living with them

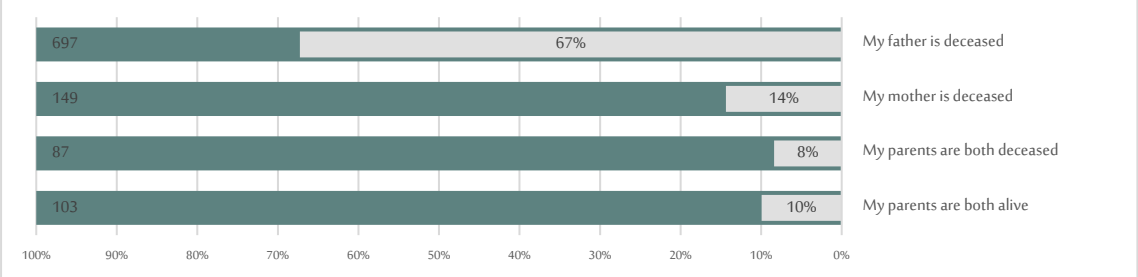
The enumerators asked children over 12 years old if they were married. 4% (97 children) of them were married, while 96% (2,213 children) were not.
74% (3,109 children) of the interviewed dropout children lived with both parents, 17% of them (712 children) lived with their mothers, 4% of them (156 children) lived with their fathers, and 2% of them (79 children) lived with their spouses.

Figure 17 : Number/ percentage of interviewed children by marital status and category they live with



The number of dropout children separated from either or both of their parents was 1,036, which constitutes 24% of the interviewed children. 10% of them (103 children) had both parents still alive but separated from them. It is noteworthy that 79 children are living with their spouses.

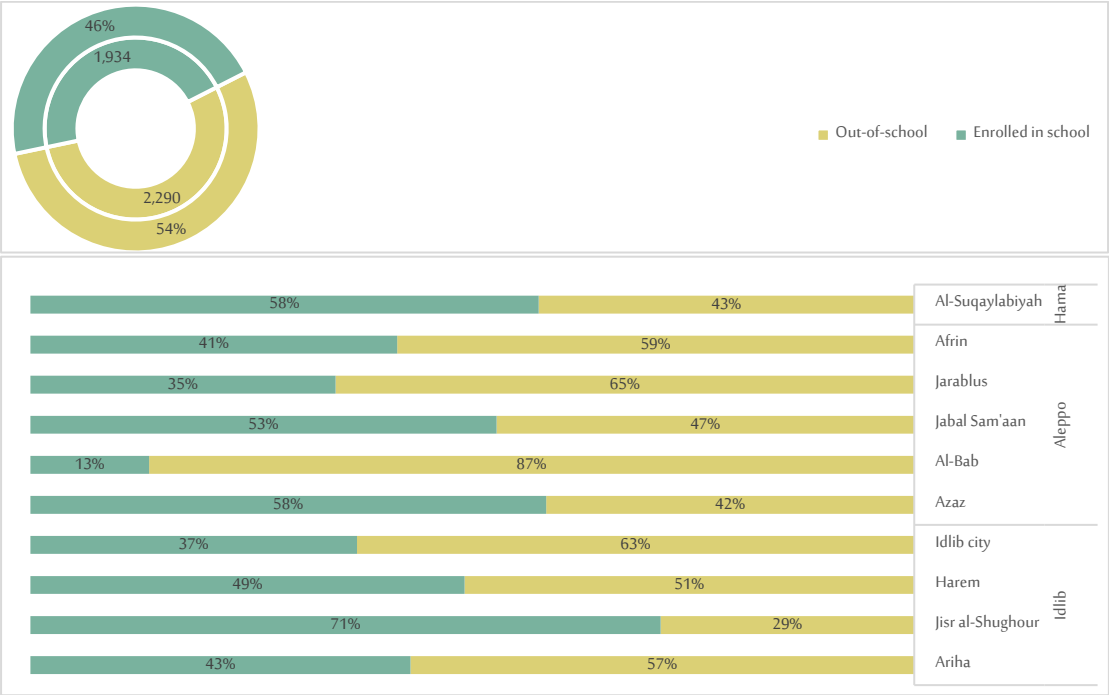
Figure 18 : Number/ percentage of interviewed children who are separated from their parents by parents' status



Enrolled children and out-of-school children

Through the surveys conducted with children, the enumerators asked them if they were enrolled in school. 46% (1,934 children) of the children reported that they were enrolled, while 54% (2,290 children) reported they were out-of-school. This edition of the report included interviews with enrolled children and out-of-school children in order to shed light on the enrolled children and those at risk of dropping out along with out-of-school children, while the previous edition (the first edition) contained information on out-of-school children only.

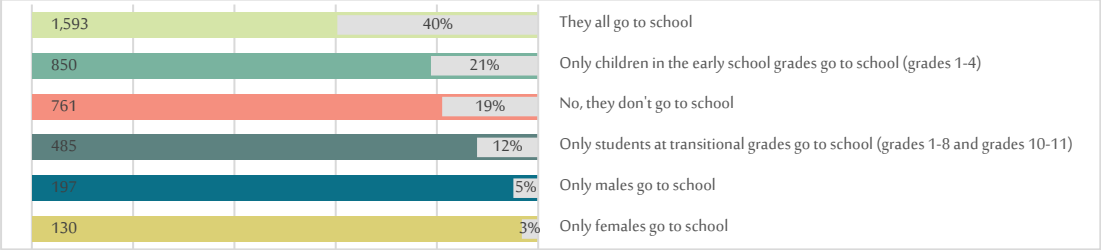
Figure 19 : Number/ percentage of interviewed children by school enrollment



Out-of-school children by category

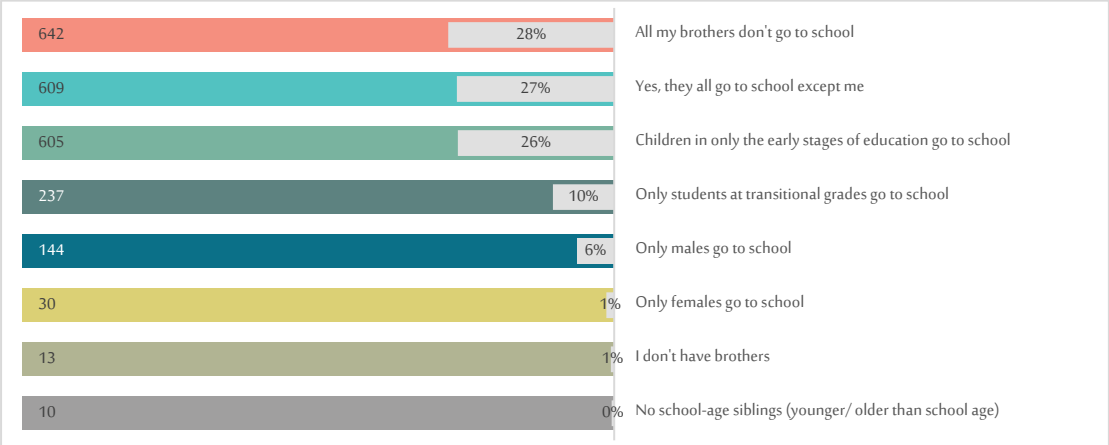
Through the surveys conducted with caregivers, the enumerators asked them about the category of their out-of-school children. 40% of caregivers (1,539 persons) stated that all their children go to school, and 21% of them (850 persons) reported that children in only the early stage of education (grades 1-4) go to school, while children in the advanced educational stages were out-of-school. 19% (761 persons) reported that all their children do not go to school, and 12% (485 persons) reported that children in only transitional stages (grades 1-8 and grades 10-11) go to school, while preparatory (the second cycle of basic education) and secondary school students (grades 9 and 12) do not go to school. 5% (197 persons) reported that only males go to school, and 3% (130 persons) reported that only females go to school.

Figure 20 : Number/ percentage of caregivers by category of their children who do not attend school



Through the surveys conducted with children, the enumerators asked them which group of their siblings was out-of-school. 28% (642 children) reported that all their siblings do not attend school, and 27% (609 children) reported that all of their siblings attend school except for them. 26% (605 children) reported that their siblings only in the early stages of education attend school, while their siblings in the advanced educational stages were out-of-school. 10% (237 children) reported that their siblings only in transitional stages attend school, while their siblings in the preparatory and secondary stages do not. 6% (144 children) reported that only their male siblings attend school, while their female siblings do not, and 1% (30 children) reported that only their female siblings attend school, while the male siblings do not.

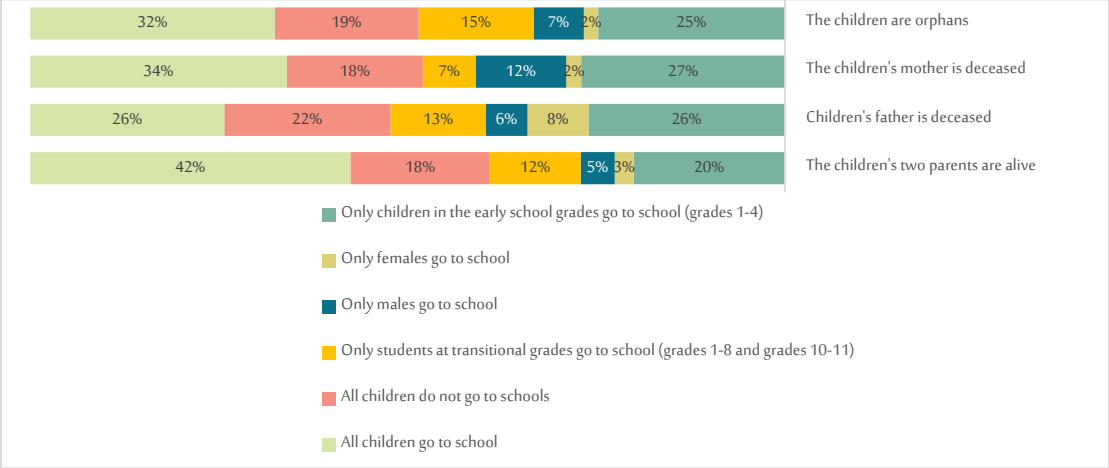
Figure 20: Number/ percentage of out–of–school children by category of their siblings who do not attend school



Through the surveys conducted with caregivers, the enumerators asked them about the reason for the absence of one or both parents of the children if they are absent, and about the group that dropped out of school among the children they care for.

After matching the answers to the two questions, it was found that the percentage of out-of-school children decreases if both parents are present in the family, where the results of the study showed that 42% of the children who live with both parents have all the children of the family enrolled in school. In contrast, the father's death leads to higher percentage of out-of-school children. The study showed that only 26% of children who lost a father have all the children of the family enrolled in school, and this may be linked to the deterioration of the family's living situation, which may force them to give up on teaching their children as a coping mechanism, or to resort to child labor to provide other sources of income. On the other hand, the mother's death leads to an increase in female dropout rates, and this may be related to giving up on teaching females to do household chores instead of their mother.

Figure 21 : Percentage of caregivers by the presence of children cared for with their parents and their school enrollment



Child labor and its types

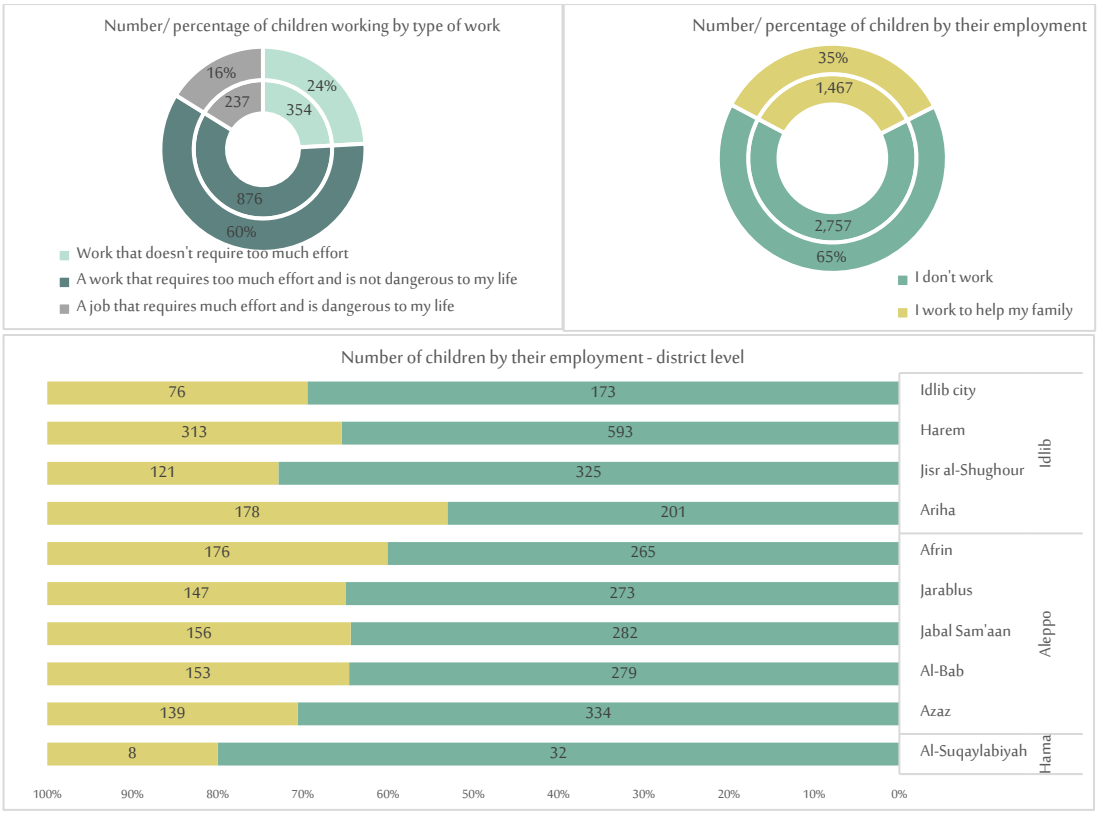
The enumerators asked all interviewed children if they were working to support their families. 35% of them (1,476 children) stated that they work to support their families. According to the first edition of the JENA Report8 published in January 2019, "51% of the dropout children (1,858 children) reported that they work to support their families." According to the Manahel report9 on out-of-school children, "On average, 38% of out-of-school children engage in some form of paid labor."

Of the 1,467 out-of-school children who work to support their families, 16% (237 children) engage in work that requires muscular effort and is dangerous to their lives. 60% (876 children) engage in work that requires muscular effort and is not dangerous to their lives. 24% (354 children) engage in work that does not require muscular effort and is not dangerous to their lives. The results indicate a high percentage of children engaging in work that requires muscular effort and is dangerous to their lives, compared to the first edition of the report.

[8] https://acu-sy.org/imu_reports/jena/

[9] Through the Manahel Program and in cooperation with School to School Organization, Chemonics International issued a report on out-of-school children in 24 out of 26 sub-districts of Idlib governorate.

Figure 22 : Number/ percentage of interviewed children by their labor and its type



The results of the study showed that 5% (74 children) of children who work to support their families are aged between 6 and 10 years, that 64% (939 children) are between 11 and 15 years, and that 31% (454 children) are between 16 and 18 years.

The study found that the percentage of out-of-school IDP children who engage in work that requires muscular effort and is dangerous to their lives is 17% (151 children). This percentage is higher than that of the host community, which is 8% (85 children).

Although the percentage of children who engaged in work that requires muscular effort and is dangerous to their lives is higher among the older age groups, the study showed the presence of children aged between 6 and 10 engaging in work that is dangerous to their lives. Their percentage reached 12% (9 children) of all children in the same age group.

Although the percentage of children who engaged in work that requires muscular effort and is dangerous to their lives is higher among male children, the study showed that there are females who engage in work that is dangerous to their lives. They constituted 14% (29 girls) of the total female children included in the study.

Figure 23 : Percentages of interviewed children who work to support their families by type of work

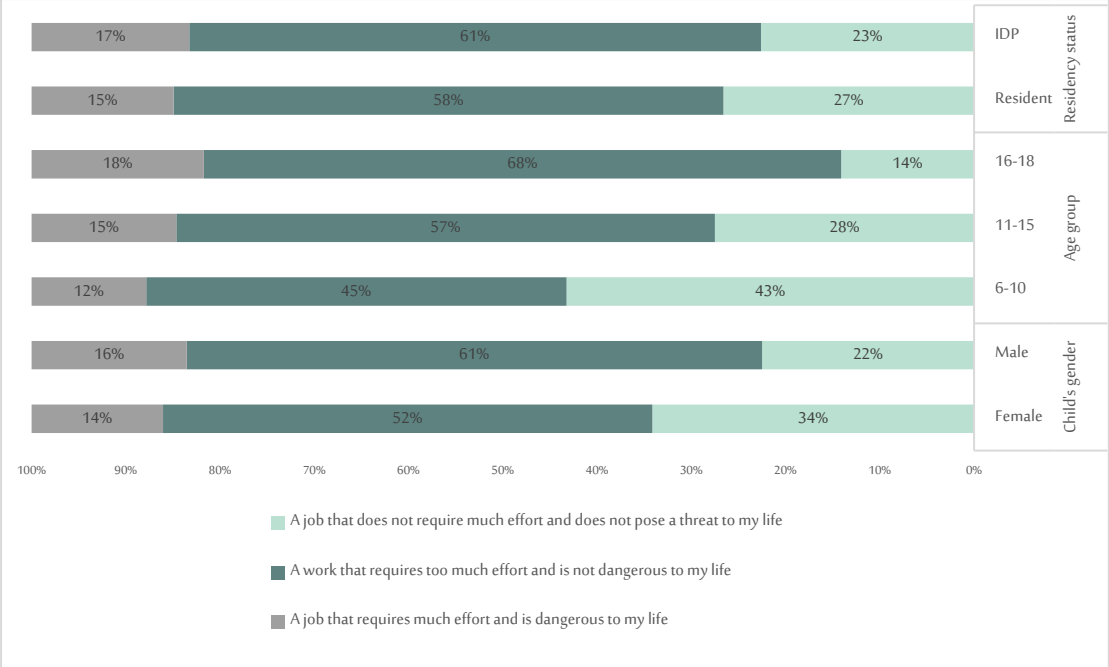


Table 3: The information of the surveys

Governorate	District	Children		Caregivers		Teachers	
Gender		Female	Male	Female	Male	Female	Male
Idlib	Ariha	114	265	98	283	21	45
	Jisr-Ash-Shugur	216	230	158	260	42	34
	Harim	395	511	347	460	100	135
	Idleb	108	141	99	162	46	62
Aleppo	A'zaz	193	280	156	287	27	70
	Al Bab	185	247	180	239	22	27
	Jebel Saman	178	260	156	257	26	34
	Jarablus	213	207	205	194	27	46
	Afrin	156	285	151	285	29	50
Hama	As-Suqaylabiyah	2	38	8	31	8	12
Total		1,760	2,464	1,558	2,458	348	515

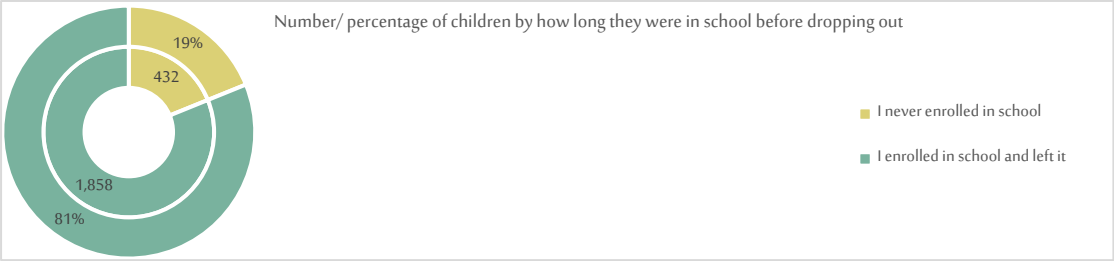
7 Children who enrolled in school and dropped out

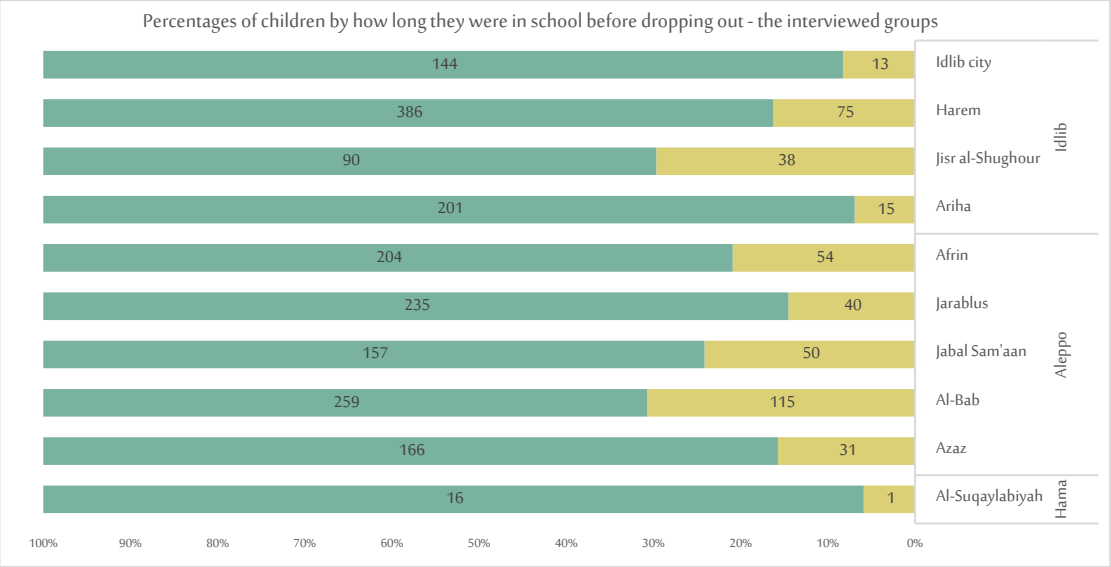
Seventh: Children who enrolled in school and dropped out

Children's enrollment in school before dropping out

Through surveys conducted with out-of-school children, the enumerators asked them whether they enrolled in school and dropped out or never enrolled in school. 81% (1,858 children) of the out-of-school children reported enrolling in school and then dropping out. In contrast, 19% (432 children) reported they never enrolled in school. According to the first version of the JENA report10, which was published in January 2019, "75% (2,761 children) of out-of-school children reported that they enrolled in school and dropped out, while 25% (909 children) of out-of-school children reported that they have never enrolled in school".

Figure 24 : Number/ percentage of interviewed children by school enrollment before dropping out





Through monthly statistics conducted by IMU enumerators of ACU, the number of school-age children in northwestern Syria (within the areas covered by the study) reached 1,835,450 children. And the results of this study show that 44% (815,518 children) of them are out of school (part of them have never enrolled in school, and another part enrolled in school and then dropped out). Of them, 81% (660,570 children) enrolled in school and then dropped out.

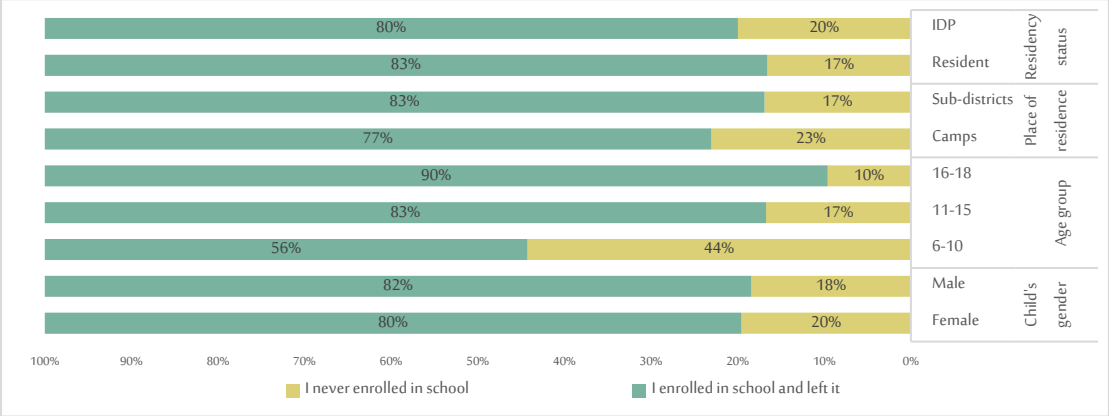
[10] https://acu-sy.org/imu_reports/jena/

For the purposes of this report, a child is considered to have enrolled in school before dropping out (children who have recently dropped out of school) if they are between 6 and18 years old and they meet the following conditions:

- Children who enrolled in school during the second semester of the last academic year (January-May 2021) but were not enrolled in school during this current academic year.
- Children who enrolled in school during the second semester of the last academic year (January-May 2021) and were registered in school during this current academic year but did not enroll/ could not enroll.

According to the sixth edition of the "Schools in Syria" Report11 issued by ACU, with the participation of a group of Education Cluster members consisting of 12 humanitarian organizations, "In northwest Syria, 1% of schools have more than 81% of their students absent continuously, 2% of schools have between 61%-80% of their students constantly absent, 4% of schools have between 41%-60% of their students constantly absent, and 8% of schools have between 21-40% of their students being constantly absent." This means that children's enrolment in school does not necessarily mean they are committed to school hours on a daily basis, as 15% of children enrolled in school do not commit to school hours, which may put them at risk of dropping out.

Figure 25 : Percentage of children by their school enrollment before dropping out



This study found that the percentage of children within the advanced age groups (in the secondary education stage) who joined schools before dropping out is greater than that in other age groups. The percentage of children of school-age (16-18 years) who enrolled in school before dropping out reached 90% (508 children) of the total children interviewed at this age group.

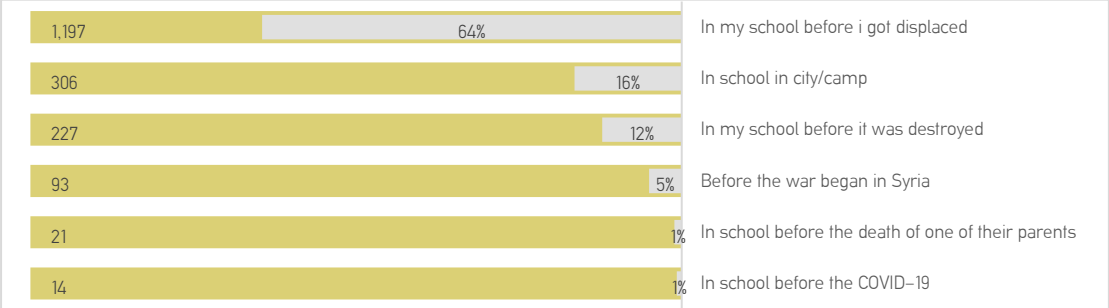
The percentage of children at the age of the second cycle of basic education (11-15 years) who enrolled in school before dropping out was 83% (1,170 children) of the total children interviewed in this age group. The percentage of children at the age of the first cycle of basic education (6-10 years), who enrolled in school before dropping out, was 56% (180 children) of the total children interviewed in this age group.
The study results show that 82% (1,143 children) of the total male children enrolled in school before dropping out, and in contrast, 80% (715 female children) of the total female children enrolled in school before dropping out.

[11] https://acu-sy.org/imu_reports/schools-in-syria-2/

Time period and school stage in which children have dropped out of school

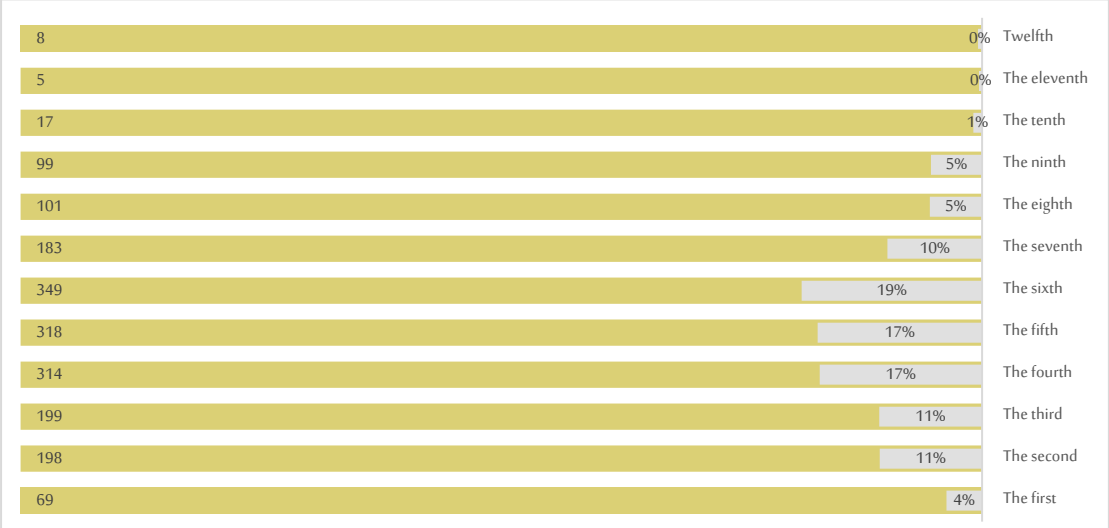
The percentage of children who enrolled in school and then dropped out (children who have recently dropped out of school) reached 19% (432 children) of the total dropout children. The enumerators asked them about the period they were in school before they dropped out. The largest portion of dropouts reported that they were enrolled in school before displacement, as their percentage reached 64% (1,197 children) of the total children. 16% (306 children) were enrolled in their schools during the ongoing war before they dropped out, 12% (227 children) were enrolled in their schools before they were destroyed, 5% (93 children) enrolled in school before the war began in Syria, 1% (21 children) enrolled in school before the death of one of their parents, and 1% (14 children) enrolled in school before the COVID-19 pandemic.

Figure 26 : Percentages/ numbers of children by how long they were in school before dropping out



The enumerators asked children who enrolled in school and then dropped out about the school stages during which they dropped out. The answers showed that 42% (780 children) dropped out in the first cycle of basic education (grades 1-4), and 56% (1,050 children) dropped out in the second cycle of basic education (grades 5-9). It is worth mentioning that the majority of students left school in the sixth grade. In the old education system, which is still followed in the majority of schools in areas outside the regime control, this grade is considered the end of the primary stage; it is also worth noting that only 2% (49 children) of children dropped out of school at the secondary stage (grades 10-12).

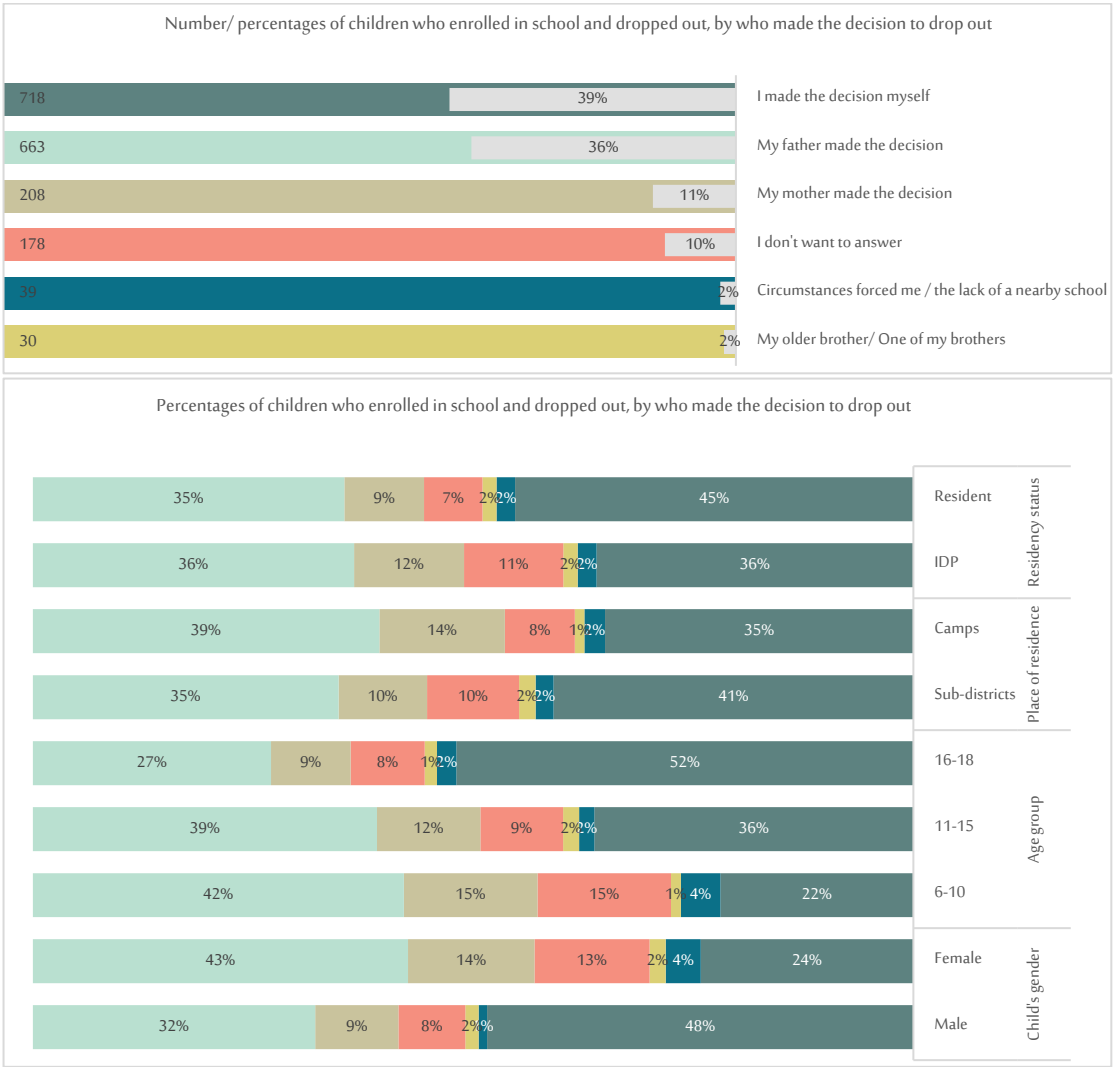
Figure 27 : Number/ percentage of children who enrolled in school and dropped out by the school grade during which they dropped out



People who make the decision for children to drop out of school

The enumerators asked children who enrolled in and dropped out of school about who made the decision to drop out of school. 39% (718 children) reported that they made the decision to drop out of school themselves. 36% (633 children) reported that their fathers made the decision for them to drop out of school. 11% (208 children) reported that their mothers made the decision for them to drop out of school. Only 2% (30 children) reported that one of their siblings (usually the eldest brother) made the decision for them to drop out of school. 2% (39 children) reported that no party had made the decision for them to drop out of school, but the conditions of the war and its aftermath led to them dropping out of school. 178 children did not want to answer the question.

Figure 28 : People who made the decision for children to drop out of school after they enrolled

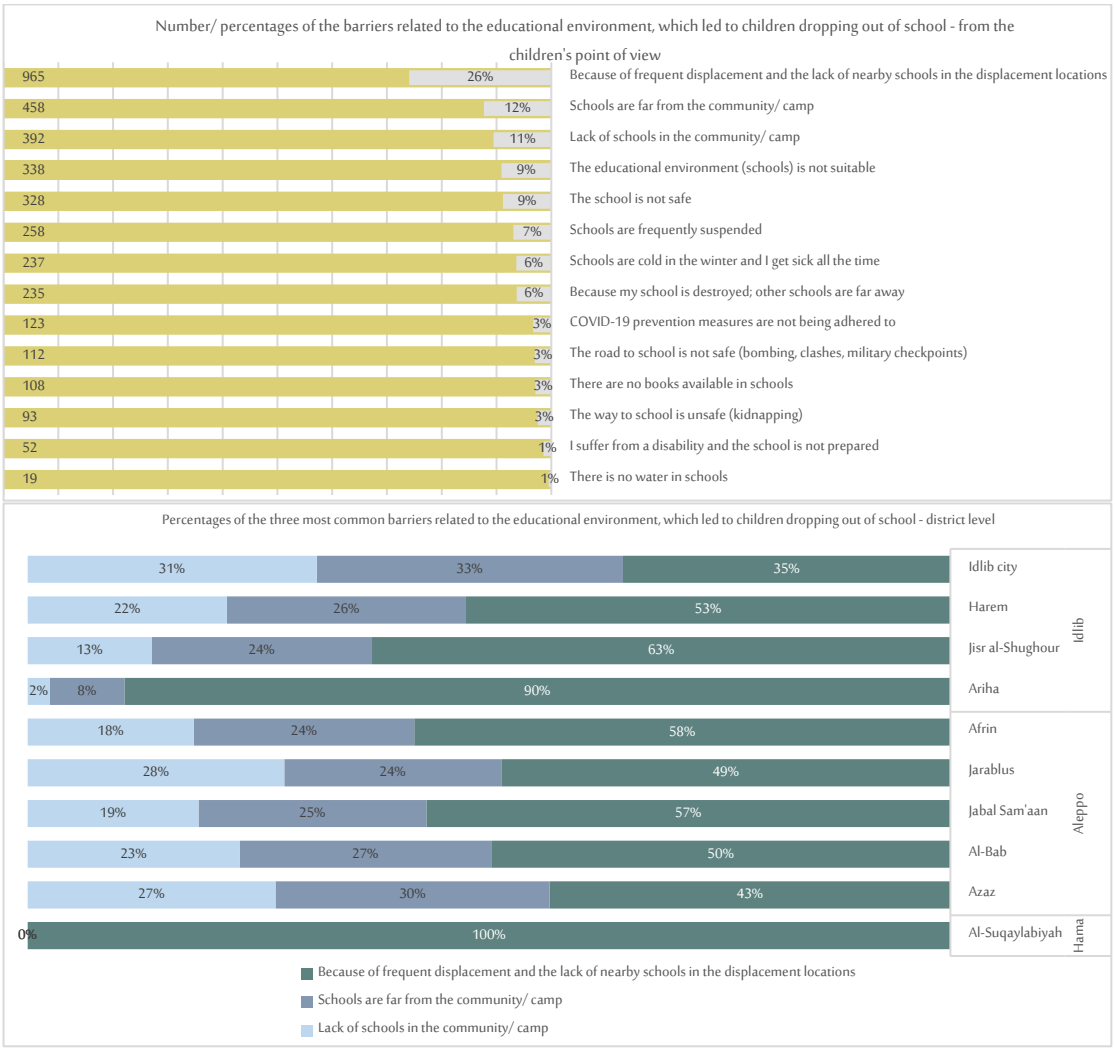


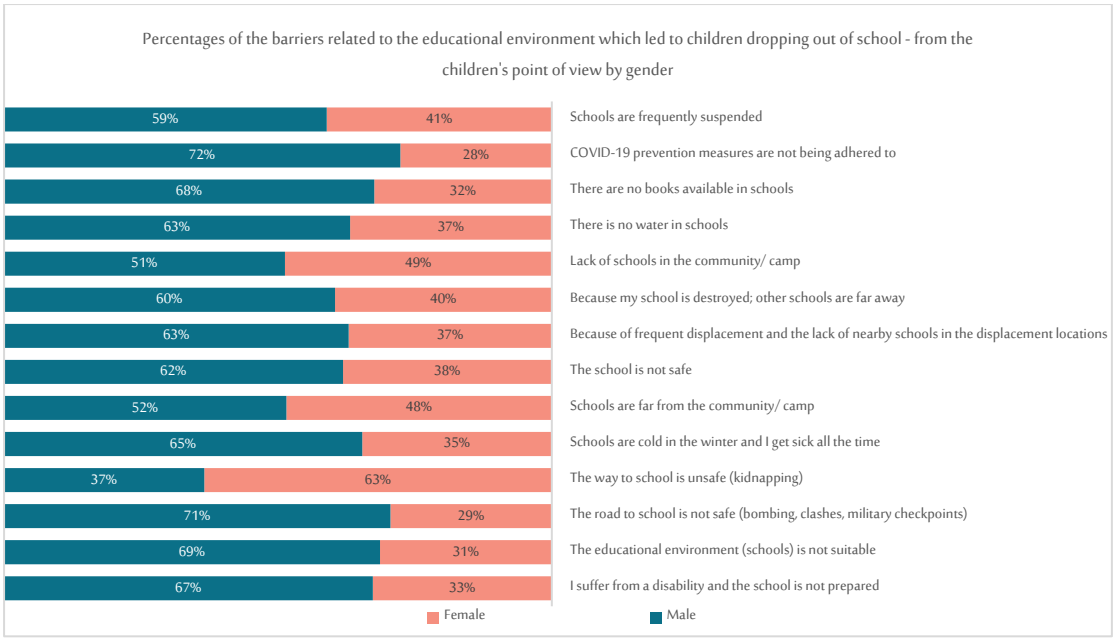
The results of the study show that the percentage of children who made the decision to drop out of school themselves increases with age. The percentage of children in the first cycle of basic education (ages 6-10) who made the decision to drop out of school on their own reached 22% (39 children) of all children in the same age group. In the second cycle of basic education (ages 11-15), their percentage reached 36% (420 children). Their percentage in the secondary education stage (ages 16-18) was 52% (259 children).

Barriers related to the educational environment that led to children dropping out of school

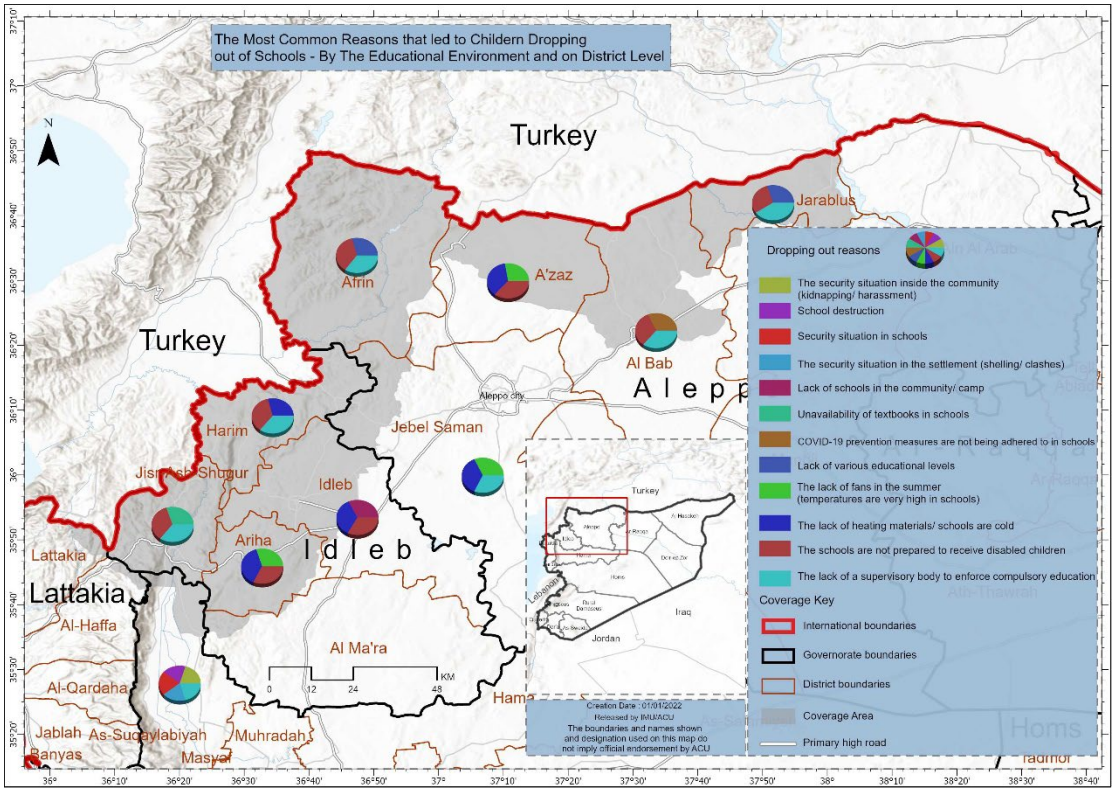
Through surveys with children who enrolled in and dropped out of school and with their caregivers, the enumerators asked children about the barriers related to the educational environment, which prompted them to drop out of school. Frequent displacement and the lack of nearby schools in the displacement locations were at the forefront of the barriers that prompted children to drop out of school. 26% (965 children) of the children stated that the main reason for dropping out of school is frequent displacement, which was confirmed by 23% (1,052 persons) of caregivers of out-of-school children. 12% (458 children) of the students dropped out because the schools are far from the communities, which was confirmed by 12% (564 persons) of the caregivers. 11% (392 children) of the students dropped out because there were no schools in the community or camp, which was confirmed by 10% (459 persons) of the caregivers. 11% (516 persons) of the caregivers think that children dropped out because schools are unsafe, and 9% (328 children) of the children confirmed this. 9% (338 children) of the children dropped out because the educational environment or schools were not suitable and lacked educational supplies. This was confirmed by 8% (355 persons) of the caregivers.

Figure 29 : Barriers related to the educational environment that led to children dropping out of school





Map 5: The three most common barriers related to the educational environment that led to children dropping out of schools



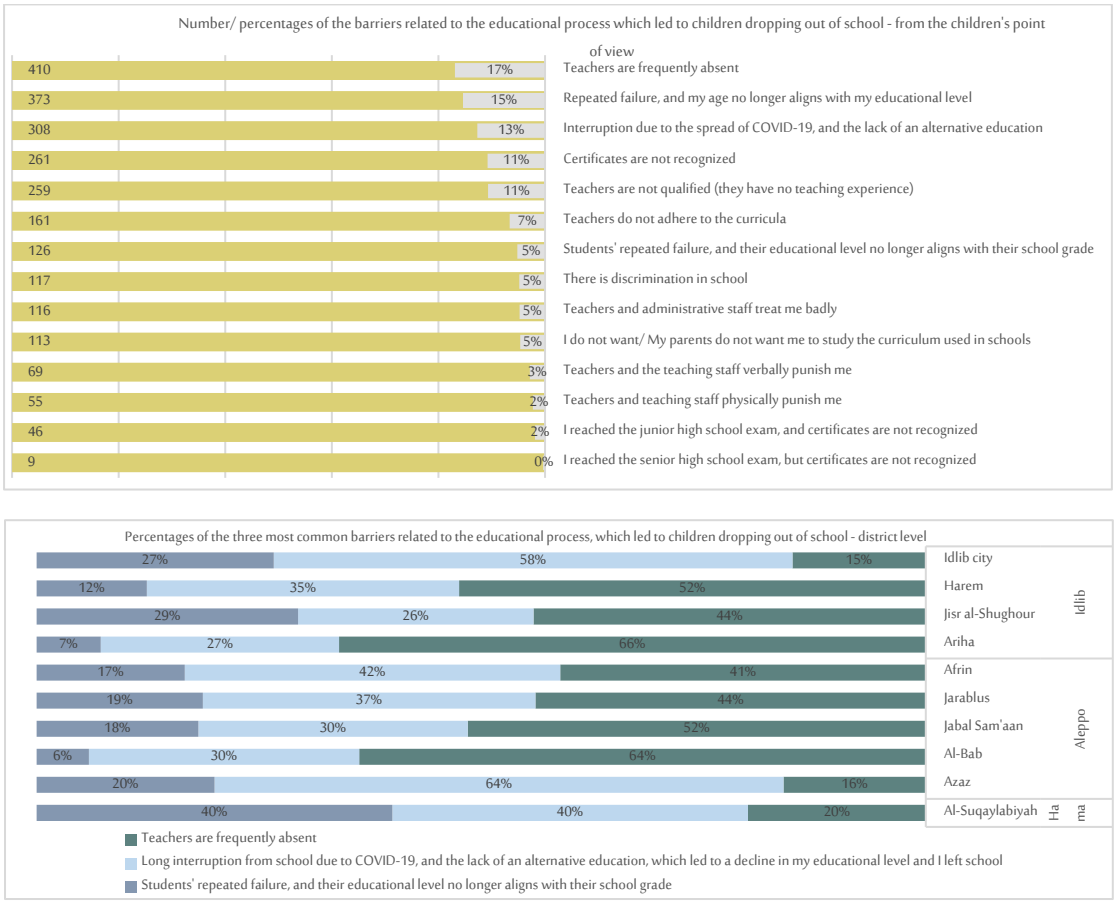
Barriers related to the educational process that led to children dropping out of school

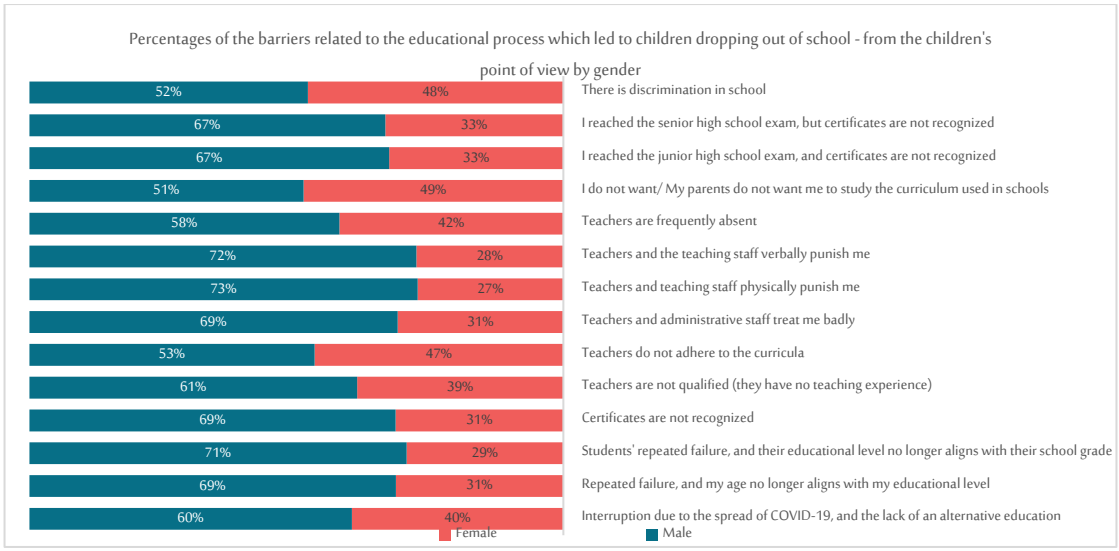
Through surveys with children who enrolled in and dropped out of school and with their caregivers, the enumerators asked about the barriers related to the educational process, which prompted children to drop out of school. Here, the educational process means how the teaching staff deal with students, the exams, certificates, curricula, commitment to school hours, the annual plan of the curricula, and the other barriers that the dropouts and their caregivers may provide. At the forefront of the barriers related to the educational process that prompted children to drop out of school came the teachers' frequent absence from school.

17% (410 children) of the children stated that the main reason for not enrolling in school is the teachers' frequent absence, and this was confirmed by 15% (464 persons) of dropouts' caregivers. In the second place was the repeated failure of students at their grades. 15% (373 children) reported that they dropped out of school because of their repeated failure and because their age no longer aligned with their educational stage, and this was confirmed by 19% (606 persons) of the caregivers.

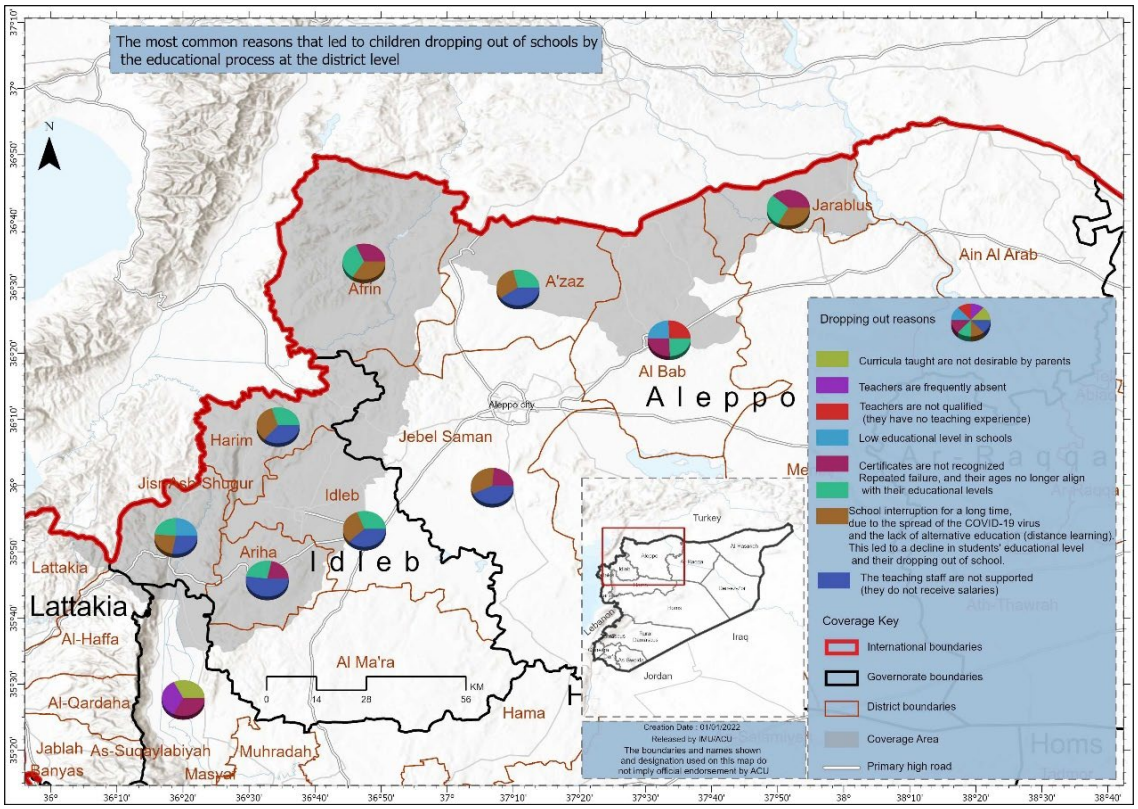
13% (308 children) of the children reported that they dropped out of school due to the spread of the COVID-19, the suspension of schools, and the lack of alternative education, which led to a decline in their educational level and eventually dropping out of school, and this was confirmed by 11% (345 persons) of the caregivers. 11% (261 children) of the children stated that they dropped out of school because the certificates are not recognized and do not qualify them to continue their education after school, and this was confirmed by 17% (529 persons) of the caregivers.

Figure 30 : Barriers related to the educational process that led to children dropping out of school





Map 6: The three most common barriers related to the educational process that led to children dropping out of schools

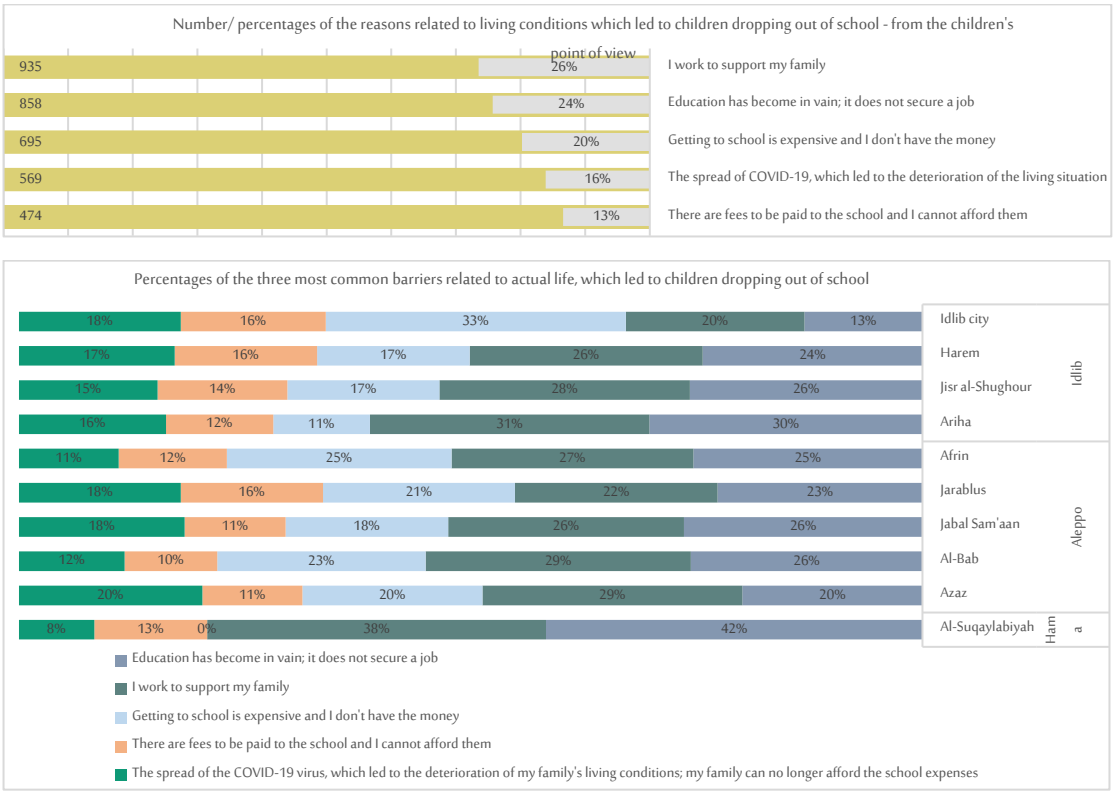


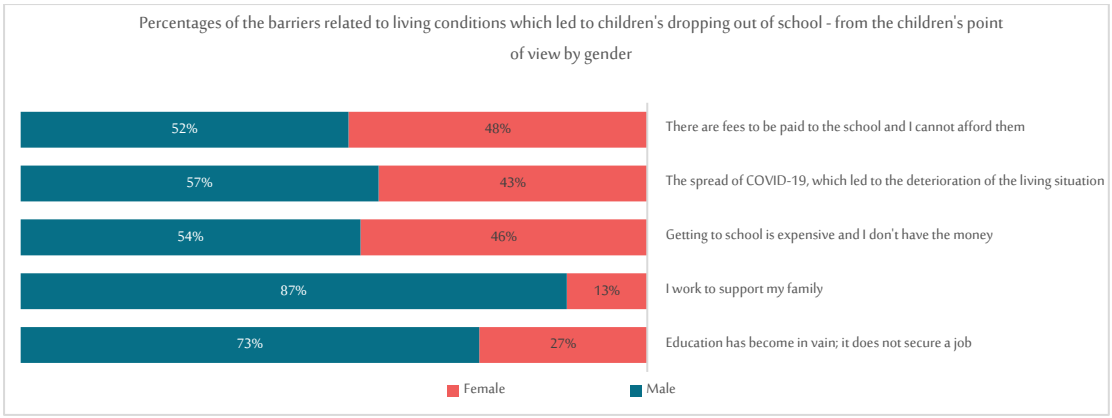
Barriers related to living conditions that led to children dropping out of school

Through surveys with children who enrolled in and dropped out of school and their caregivers, the enumerators asked about the barriers related to living conditions and the income level for the children and their families that prompted them to drop out of school. At the forefront of the barriers reported by the dropout children that prompted them to drop out of school was that children work to support their families. 26% (935 children) of the children reported that they did not enroll in school because they work to support their families, and this was confirmed by 28% (1,362 persons) of caregivers. 24% (858 children) of the children stated that the main reason related to living conditions and income level which led to their dropping out of school is that education has become useless and does not provide job opportunities, and this was confirmed by 19% (937 persons) of caregivers. Also, 19% (959 persons) of caregivers reported that they send their children to work and learn a m

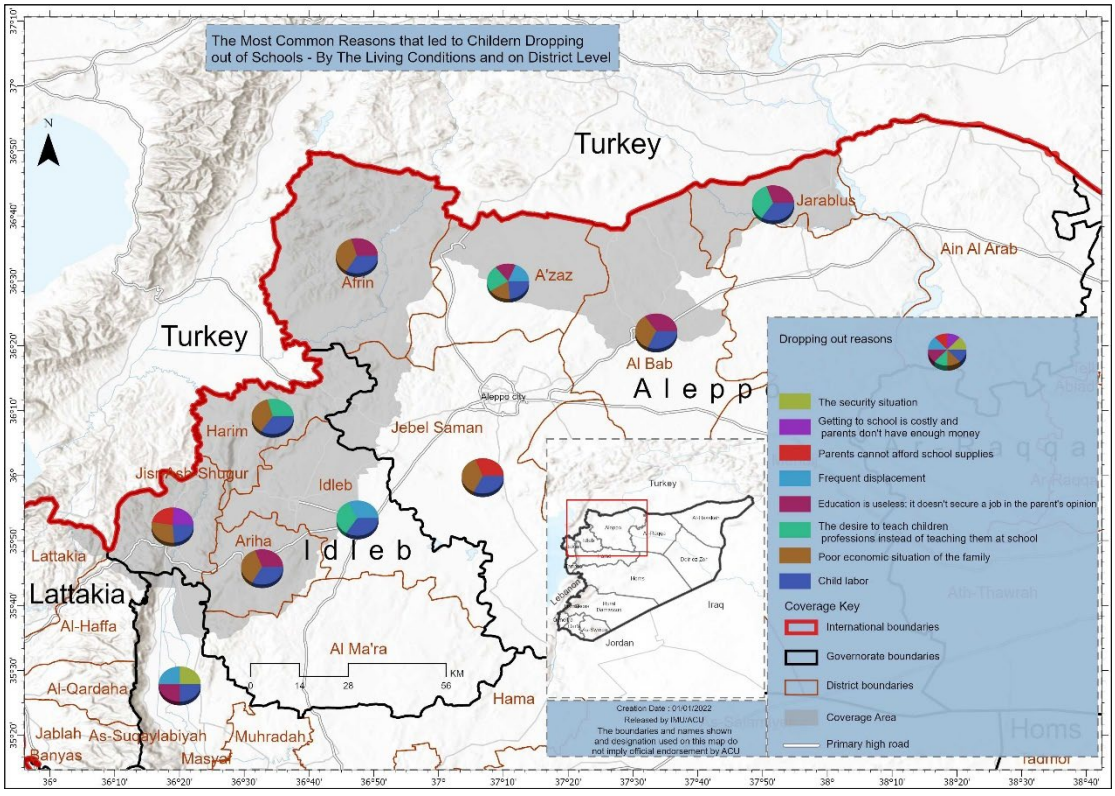
oney-making profession instead of educating them. 20% (659 children) of children reported that they did not enroll in school because access to school is expensive and they do not have money, and this was confirmed by 14% (709 persons) of the caregivers. 16% (569) of the children reported that the main reason related to their livelihood and income level that led to their dropping out of school was the spread of COVID-19, which led to the deterioration of their family's living conditions so that they could no longer send them to school, and this was confirmed by 13% (268 persons) of their caregivers. 13% (474 children) of the children stated that the main reason related to their living conditions and level of income, which led to their dropping out of school, is the financial cost that they are requested to pay, but they can't insure, and this was confirmed by 7% (356 persons) of caregivers of children who did not enroll in school.

Figure 31 : Barriers related to living conditions that led to children dropping out of school





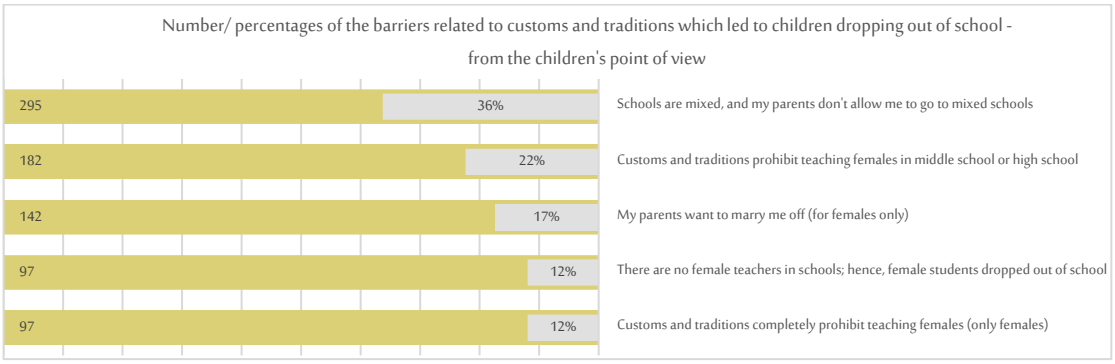
Map 7: The three most common barriers related to living conditions that led to children dropping out of schools

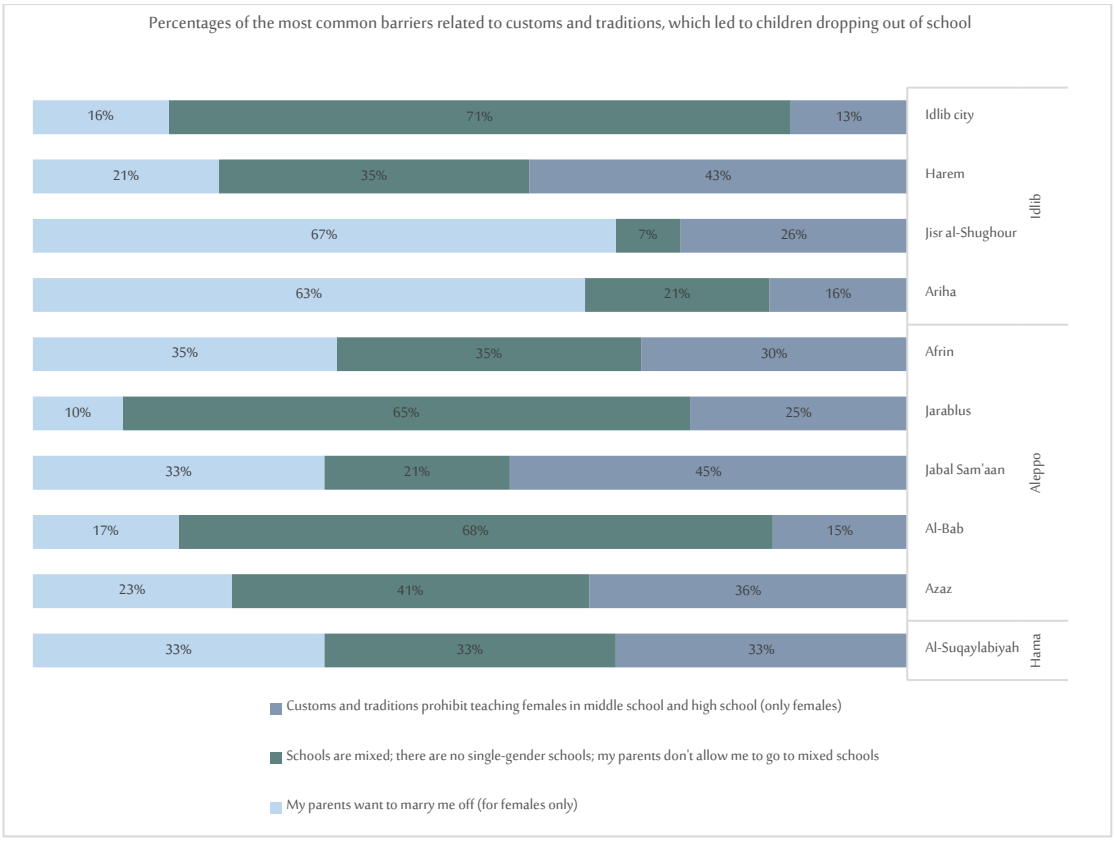


Barriers related to customs and traditions that led to children dropping out of school

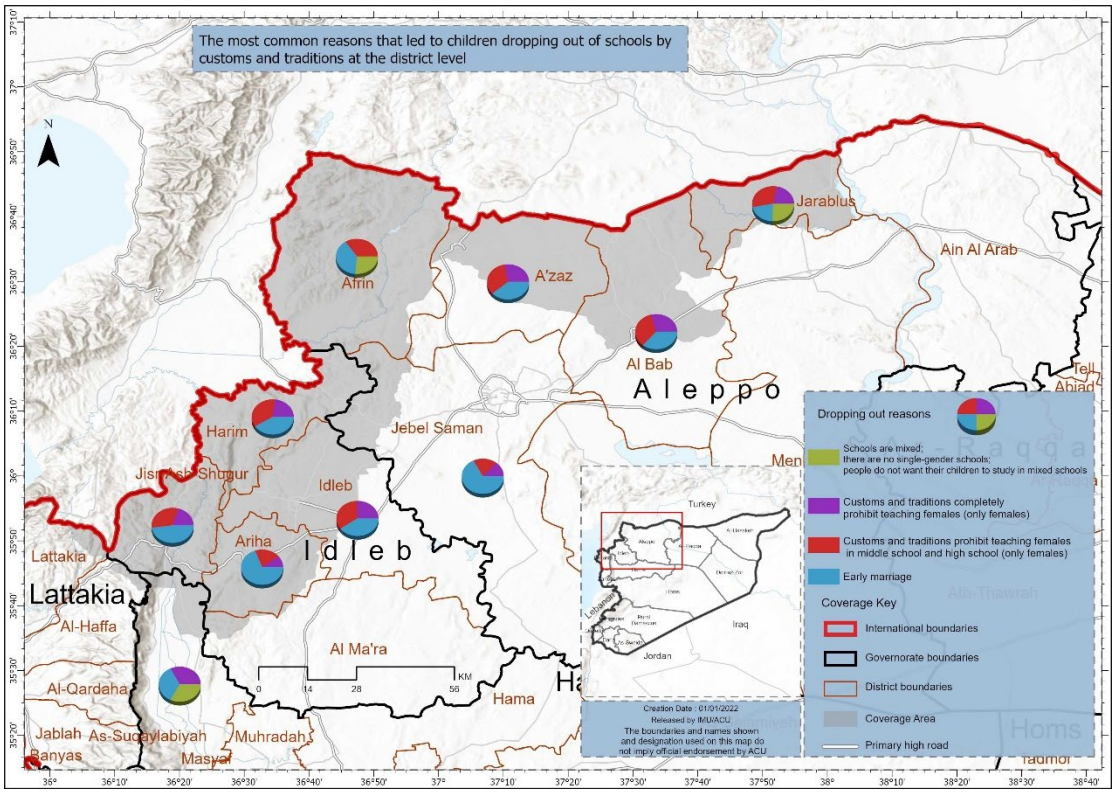
Through surveys conducted with children who enrolled in and dropped out of school and their caregivers, The enumerators asked about barriers related to customs and traditions that prompted them to drop out of school. Such barriers affected only female enrollment in school, especially in the advanced educational stages. At the forefront of the barriers reported by dropout children that prompted them to drop out of school was that schools are mixed, and their parents do not allow them to learn in mixed schools. 36% (295 children) of the children stated that the main reason related to customs and traditions for dropping out of schools is that the schools are mixed, and their parents do not allow them to go there [because of this]. 30% (436 persons) of caregivers confirmed that they do not want their children to study in mixed schools. And 22% (182 children) of female children reported that they had dropped out of school because customs and traditions prevent teaching females in the advanced stages (preparatory and secondary stages), and this was confirmed by 23% (335 persons) of the caregivers. 17% (142 children) of children reported dropping out of school because their parents wanted to wed them. This was confirmed by 28% (414 persons) of caregivers who reported they wed females instead of educating them.

Figure 32 : Barriers related to customs and traditions that led to children dropping out of school





Map 8: The three most common barriers related to customs and traditions that led to children dropping out of schools

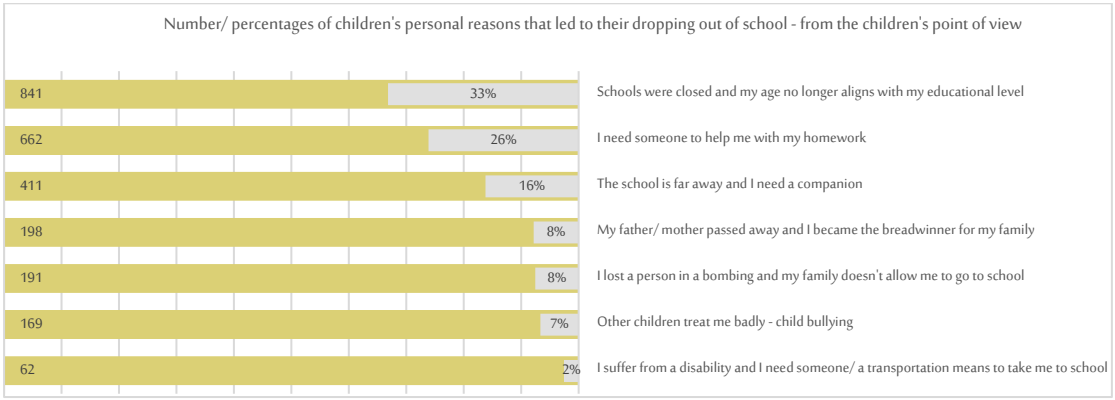


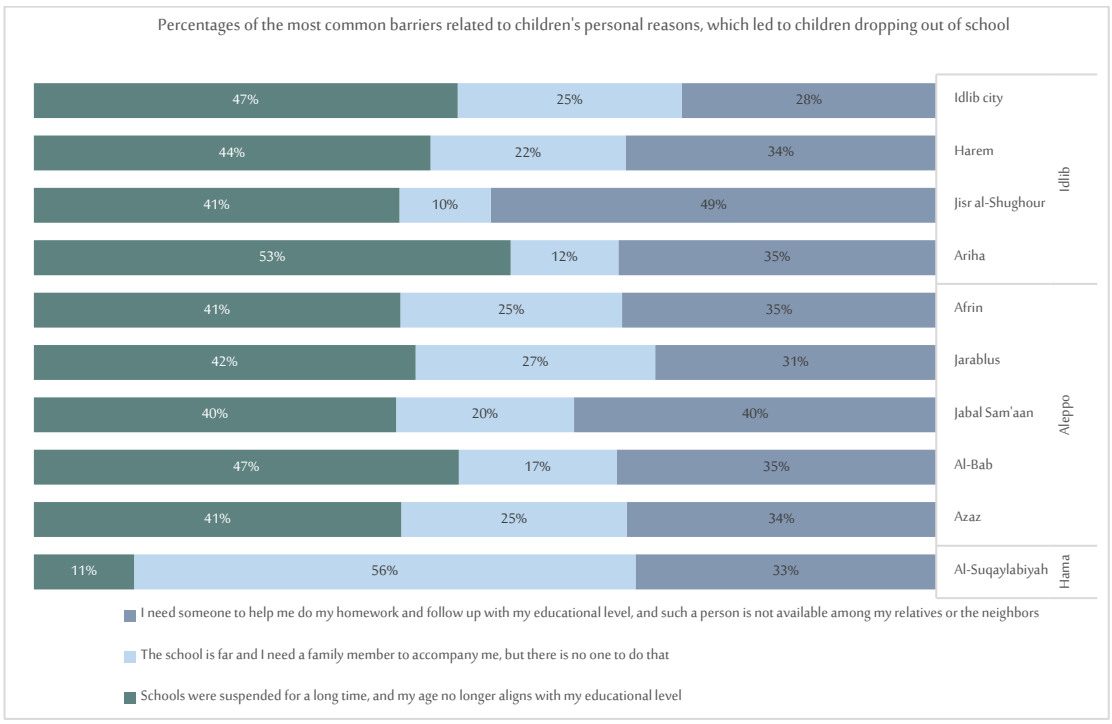
Children's personal barriers which prompted them to drop out of school

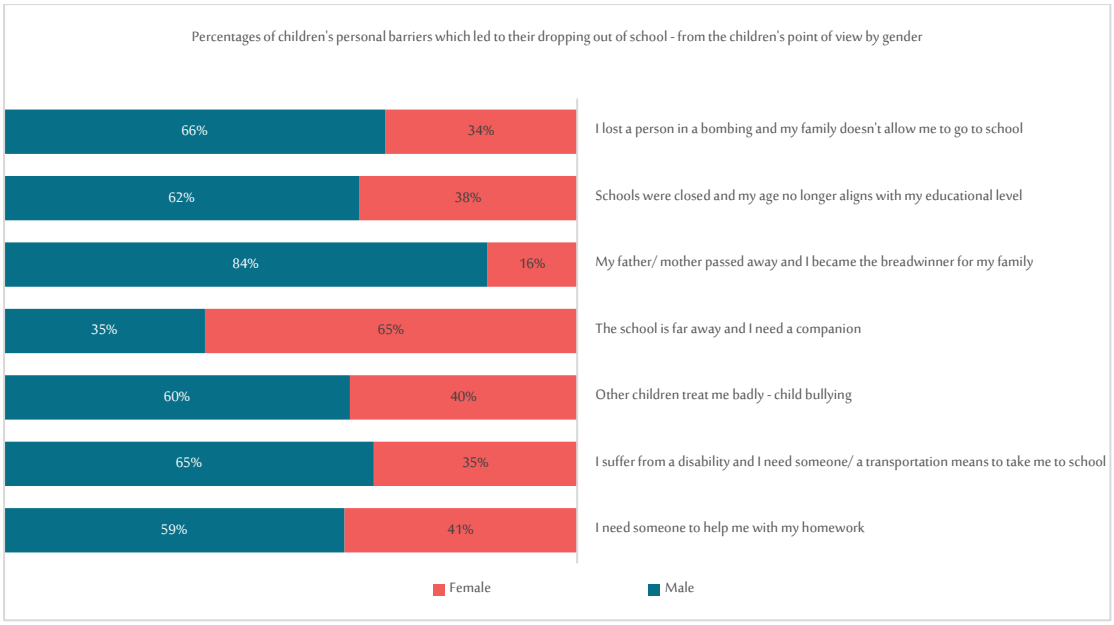
Through the surveys conducted with children who enrolled in and dropped out of school and their caregivers, the enumerators asked about the children's personal barriers that led them to drop out of school. At the forefront of the personal barriers that prompted children to drop out was that schools got suspended for a long time, which forced them to drop out of school, and that their ages no longer aligned with their educational levels after their school access was possible.

33% (841 children) reported that schools have been suspended for a long time so that their age is no longer aligned with their academic levels, which led to their dropping out of school, and this was confirmed by 33% (1,067 persons) of caregivers. In the second place was the children need for someone to help them do their school homework and follow up their educational level, but this person is not available among their family members, as stated by 26% (662 children) of children and confirmed by 31% (1,012 persons) the of caregivers. 658 caregivers reported that they do not have time to follow up the children's education, and 354 caregivers reported that they cannot read and write, which prevents them from following up their children's education and helping them do their homework.

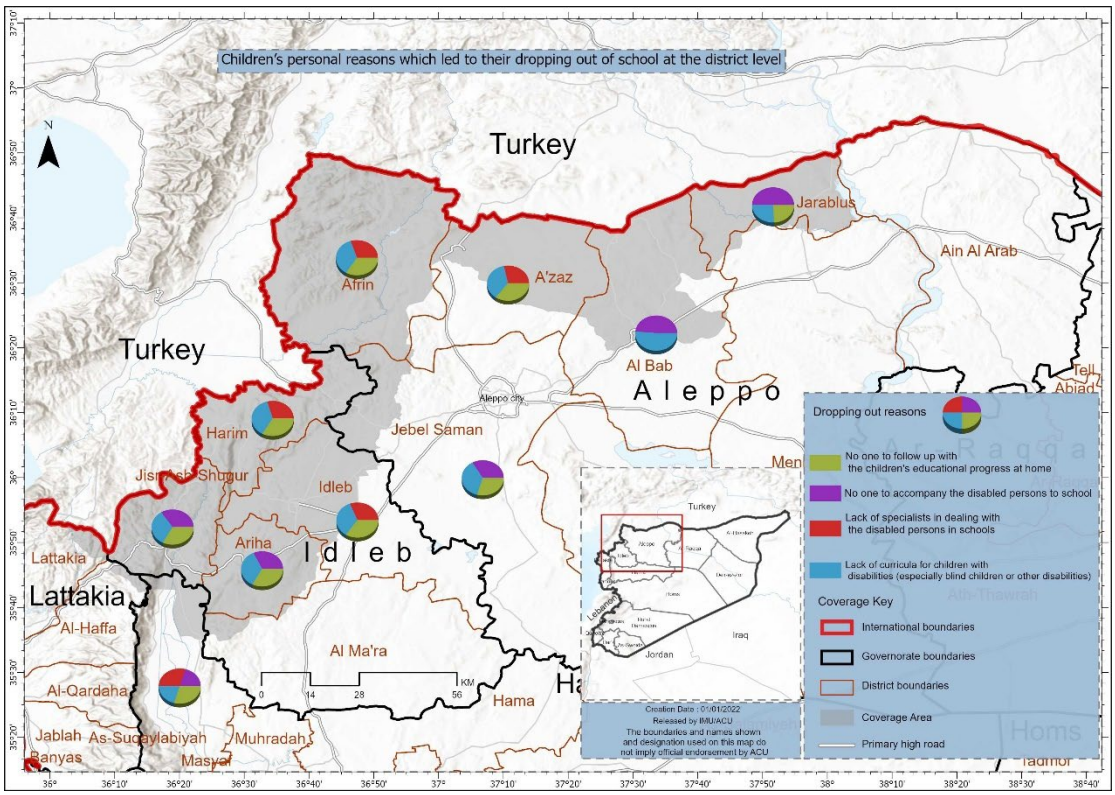
Figure 33 : Children's personal barriers which led to their dropping out of school







Map 9: The three most common barriers related to children's personal reasons that led to children dropping out of schools



8 Children who have never attended school

Eighth: Children who have never attended school

For this report, a child is considered out of school (never attended school) if their age is between (6-18 years) and they meet the following conditions:

- Children between (6-18 years old) who have never attended school.
- Children who are still not attending schools since the second semester of the academic year (January-May 2021), and who have not attended schools during the current academic year.

Through surveys with out-of-school children, the enumerators asked them if they attended school and then dropped out, or if they had never attended school. 19% (432 children) of children reported that they had never attended school. According to the first edition of the JENA Report, which was published in January 2019, "75% (2,761) of out-of-school children reported that they had attended school and then dropped. While 25% (909 children) of the children stated that they never attended school.".

Through monthly statistics conducted by IMU enumerators of ACU, the number of school-age children in northwestern Syria (within the areas covered by the study) reached 1,835,450 children. And the results of this study show that 44% (815,518 children) of them are out-of-school (part of them have never attended school, and another part attended school and then dropped out). Of them, 19% (154,948 children) have never attended school.

This study found that the percentage of children within the first age groups (their ages within the first cycle of basic education) who have never attended school is greater than that in other age groups. The percentage of children in the age of the first cycle of basic education (6-10 years) who have never attended school was 44% (143 children) of the total children interviewed at this age group. The high rate of children not enrolled school at all in the early stages of education indicates a possible increase in the dropout rates of children from school in the coming years.

Children usually attended school and then drop out due to many factors. The percentage of children at the age of the second cycle of basic education (11-15 years) who have never attended school reached 17% (235 children) of the total children interviewed in this age group. The percentage of children of secondary school age (16-18 years) who have never attended school was 10% (54 children) of the total children interviewed in this age group.

The study results showed that 18% (258 children) of the total male children never attended school, while 20% (147 females) of the total female children never attended school.

Barriers related to the educational environment that led to children not enrolling in school

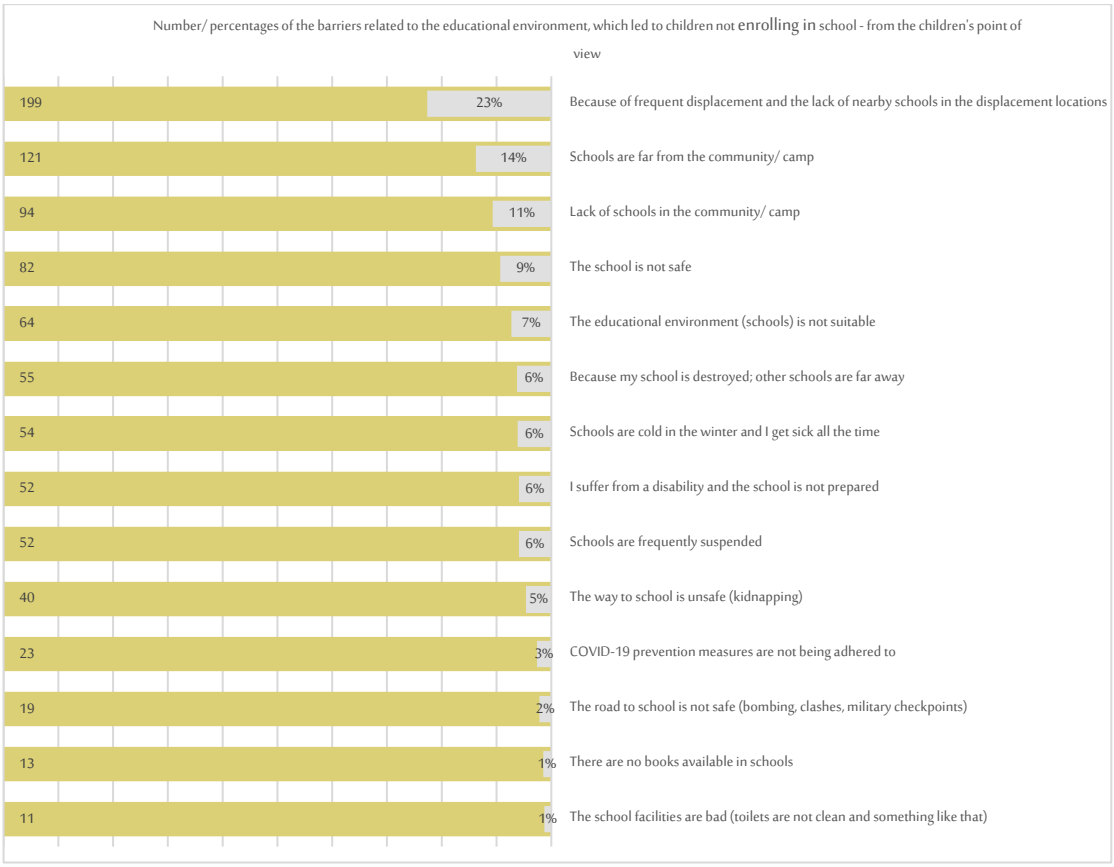
Through surveys with children who have never been to school and their caregivers, the enumerators asked about the barriers related to the educational environment that prevented them from enrolling in school. The frequent displacement and the lack of nearby schools in the places of displacement came at the forefront of the barriers that prevented children from enrolling in school. 23% (199 children) of children reported that the main reason for not enrolling in school is the frequent displacement, while caregivers see prolonged school closures as the main reason why children do not enroll in school, as the classes did not match the ages of their children who were late in school. This was confirmed by 23% (121 persons) of the caregivers.

From the children's point of view, schools being far from the population came in second place, which prevented them from enrolling, as reported by 14% (121 children). This was also confirmed by 17% (89 persons) of caregivers who believe that "schools are far away and my child needs an accompany, and I can't accompany him because I don't have time".

11% (94 children) of the children did not enroll in schools at all due to the lack of schools within the community (the town - the camp). 20% (103 persons) of caregivers believe that their children have never attended school because the caregiver cannot follow up on their child's school situation or help them with their homework because they do not have enough time.

11% (59 persons) of caregivers say their children have never attended school because they can't follow up on the learning situation for their children and can't help them do their homework because they can't read and write. 9% (82 children) of the children think that they have never attended school because schools are not safe.

Figure 34 : Barriers related to the educational environment that led to children not enrolling in school



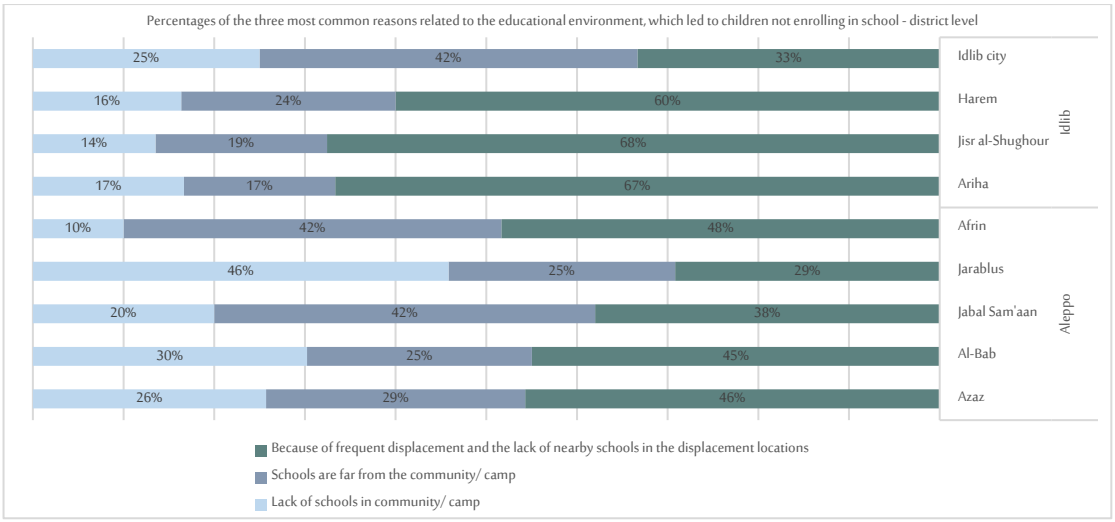
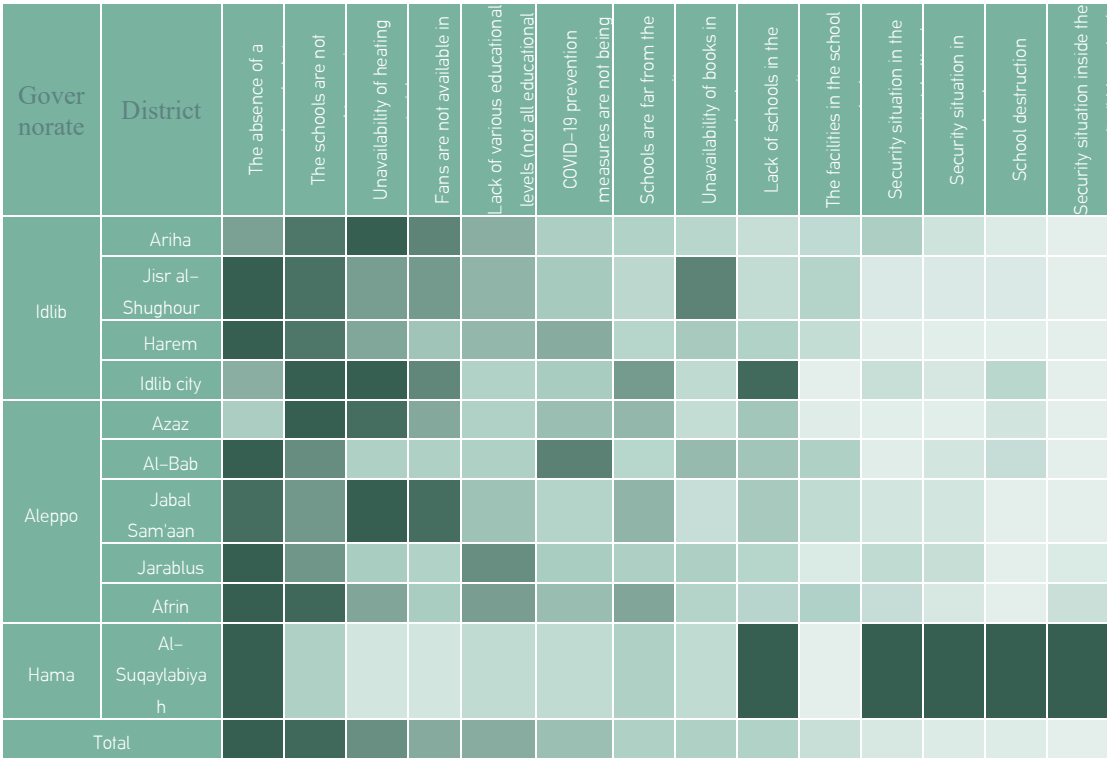


Figure35 : Severity scale of the educational environment barriers that led to children dropping out of school - key informants



Major problem – Minor problem

Barriers related to the educational process that led to children not enrolling in school

Through surveys with children who have never been to school and their caregivers, the enumerators asked about the barriers related to the educational process that prevented children from enrolling in school. The educational process here means how the teaching staff deal with students, exams, certificates, curricula, commitment to attendance, the annual plan of the curricula. In addition to the other reasons that the dropout children and their caregivers may provide.

At the forefront of the barriers related to the educational process that prevented children from enrolling in school came teachers being constantly absent. 27% (104 children) of the children reported that the main reason for not enrolling in school is the teachers' constant absence, and this was confirmed by 18% (62 persons) of caregivers of dropouts. In the second place came teachers' lack of commitment to the curricula or the annual plan of the curricula, as 17% (65 children) of children reported, and this was confirmed by 13% (44 persons) of caregivers of dropout children.

In third place came the unaccredited certificates provided by schools. 14% (53 children) of the children stated that the main reason for not enrolling in school was that they would not get accredited certificates that qualify them to continue the education stages after school, which was confirmed by 13% (47 persons) caregivers of dropouts. 18% (61 persons) of caregivers believe that teachers are unqualified and inexperienced, so children do not enroll in school.

Figure 36: Barriers related to the educational process that led to students not enrolling in schools

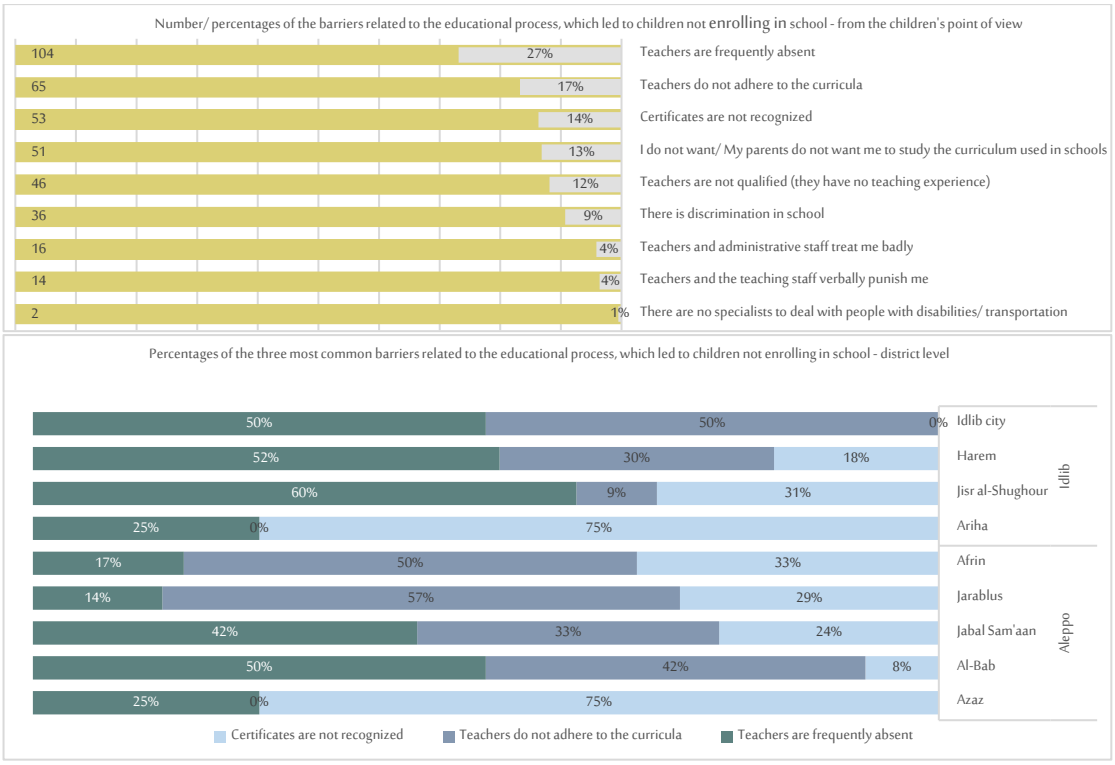
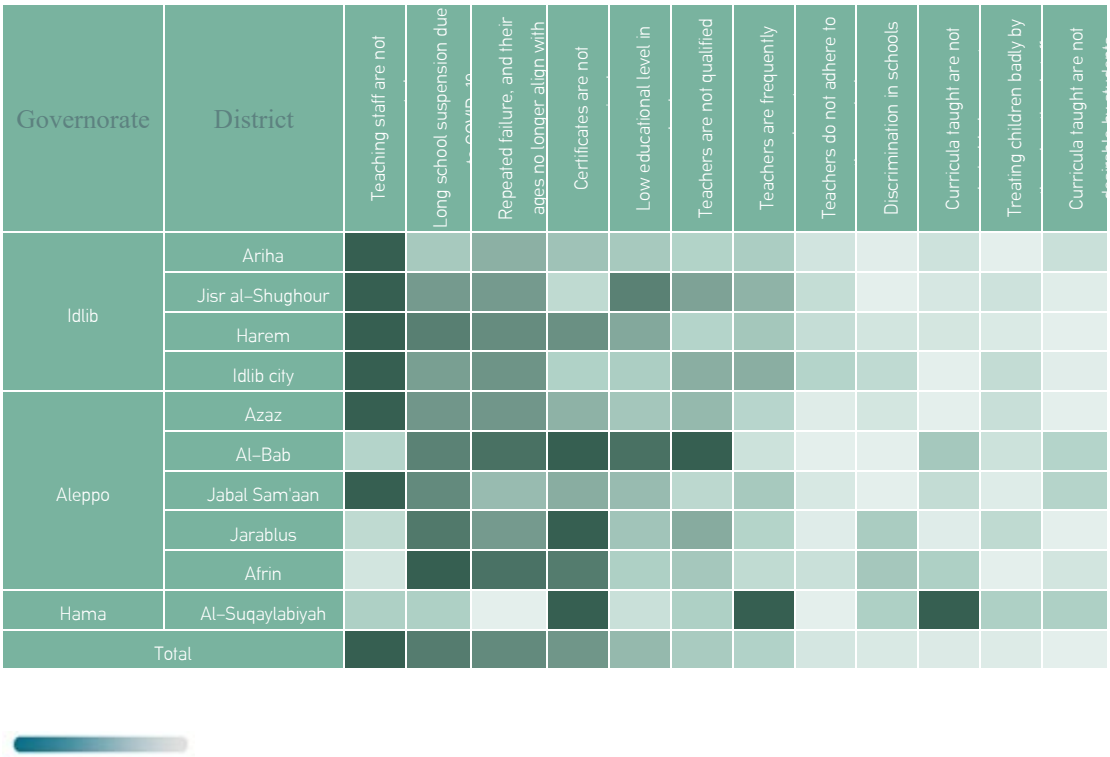


Figure37 : Severity scale of the barriers related to the educational process that led to children not enrolling in school - key informants



Barriers related to living conditions that led to children not enrolling in school

Through surveys with children who have never attended school and their caregivers, the enumerators asked about the barriers related to the living conditions and income level of children and their families that prevented children from enrolling in school. The costly transportation to school and not having money were at the forefront of the barriers reported by children, which prevented them from enrolling in school, as 23% (154 children) of the dropouts reported and 17% (107 persons) of caregivers confirmed. While the caregivers see at the forefront of the reasons their children's work to provide for their families, as reported by 23% (149 persons) of them and confirmed by 22% (153 children) of children. 22% (147 children) of the children stated that the main reason related to living conditions and income level that prevented them from enrolling in school is that education has become useless and does not provide job opportunities. This was confirmed by 19% (119 persons) of caregivers of children who did not enroll in school. 18% (121 children) of children reported that the main reason related to living conditions and level of income that prevented them from enrolling in school was the spread of COVID-19, which led to the deterioration of the living conditions of families so that they could not send them to school anymore. This was confirmed by 15% (96 persons) of caregivers of out-of-school children.

Figure 38 : Barriers related to living conditions that led to children not enrolling in schools

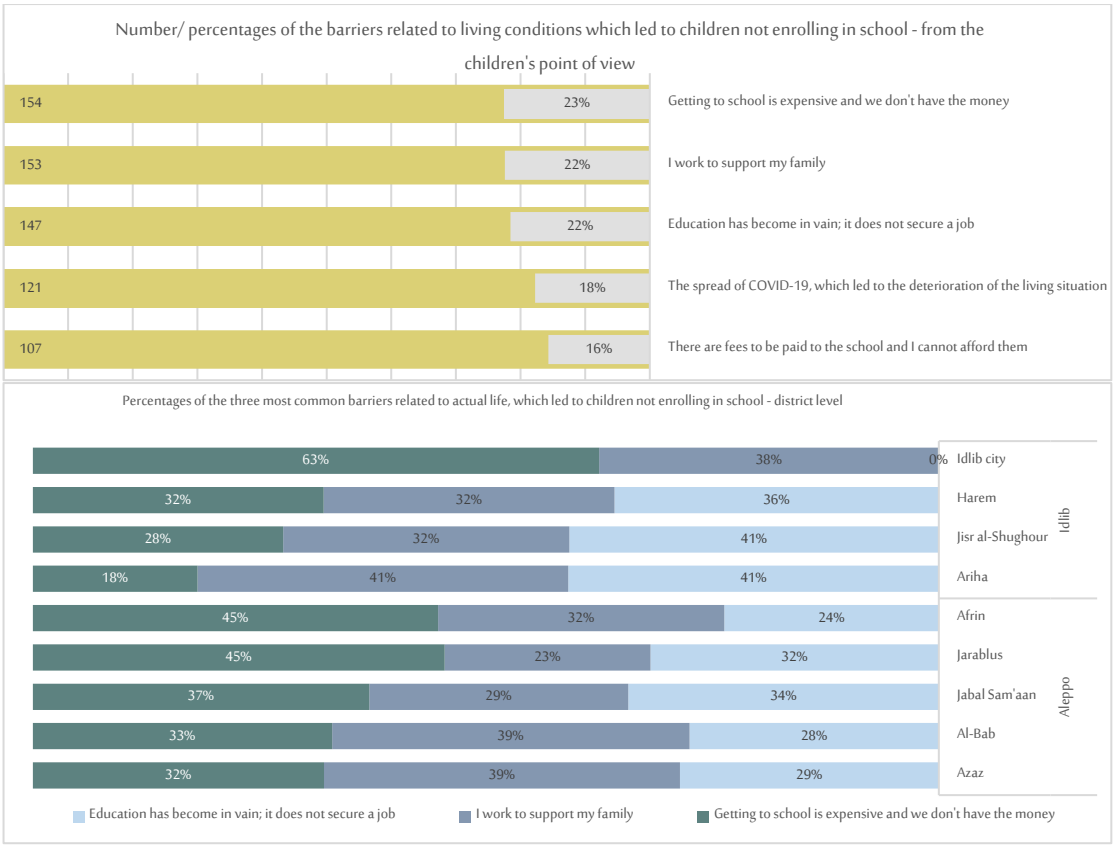


Figure39 : Severity scale of the barriers related to living conditions that led to children not enrolling in schools - key informants

Governorate	District	Child labor	Poor economic situation of the family	The desire to teach children professions	Education does not secure job opportunities	Frequent displacement	Parents cannot afford	The spread of COVID-19,	Education does not	Getting to school is costly	Security situation	There are fees to be paid
Idlib	Ariha											
	Jisr al-Shughour											
	Harem											
	Idlib city											
Aleppo	Azaz											
	Al-Bab											
	Jabal Sam'aan											
	Jarablus											
	Afrin											
Hama	Al-Suqaylabiyah											
Total												

Major problem – Minor problem

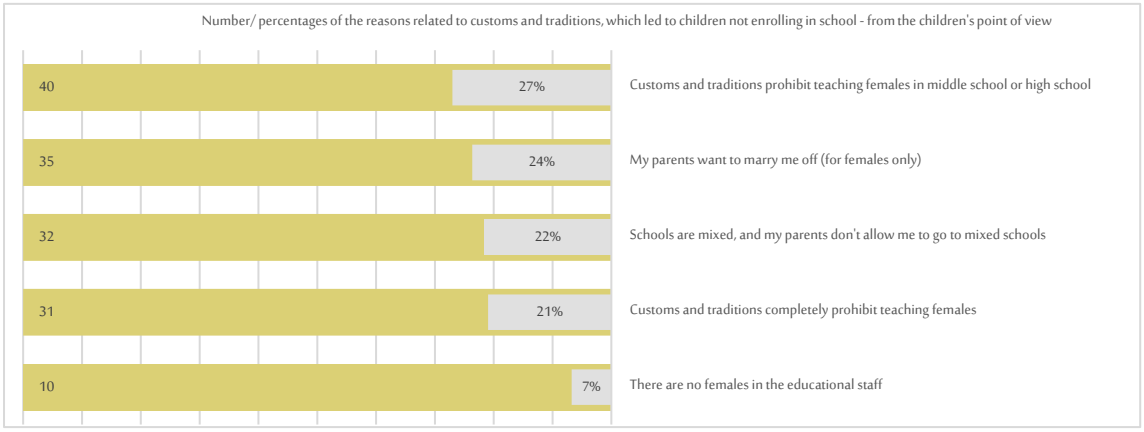
Barriers related to customs and traditions that led to children not enrolling in school

Through surveys with children who have never been to school and their caregivers, the enumerators asked about barriers related to customs and traditions that prevented children from enrolling in school. At the forefront of the barriers reported by children came customs and traditions that prevent the teaching of females in the preparatory and secondary stages to be at the forefront of the reasons, as reported by 27% (40 children) of children and confirmed by 30% (55 persons) of caregivers.

From the caregivers' point of view, at the forefront of the reasons was that customs and traditions dictate wedding females instead of teaching them, as 37% (67 persons) of caregivers stated. 24% (35 children) of female children confirmed that their parents would like to wed them rather than teach them.

22% (32 children) of children reported that the schools are mixed, and their parents do not allow them to study in mixed schools, and this was confirmed by 20% (37 persons) of caregivers. It is worth noting that barriers related to customs and traditions have affected only female enrollment in school, especially in the advanced educational stages.

Figure 40 : Barriers related to customs and traditions that led to students not enrolling in schools



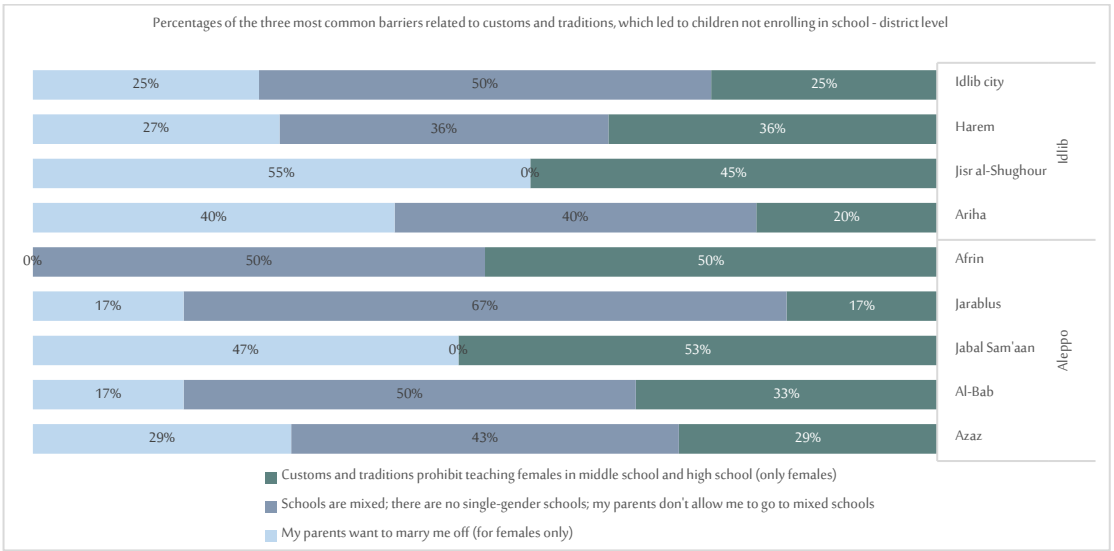


Figure41 : Severity scale of barriers related to customs and traditions that led to children not enrolling in schools - key informants

Governorate	District	Early marriage	Customs and traditions prohibit teaching females in preparatory and secondary stages	Customs and traditions completely prohibit teaching females	Schools are mixed	There are no female educational staff in schools
Idlib	Ariha					
	Jisr al-Shughour					
	Harem					
	Idlib city					
Aleppo	Azaz					
	Al-Bab					
	Jabal Sam'aan					
	Jarablus					
	Afrin					
Hama	Al-Suqaylabiyah					
Total						

Major problem – Minor problem

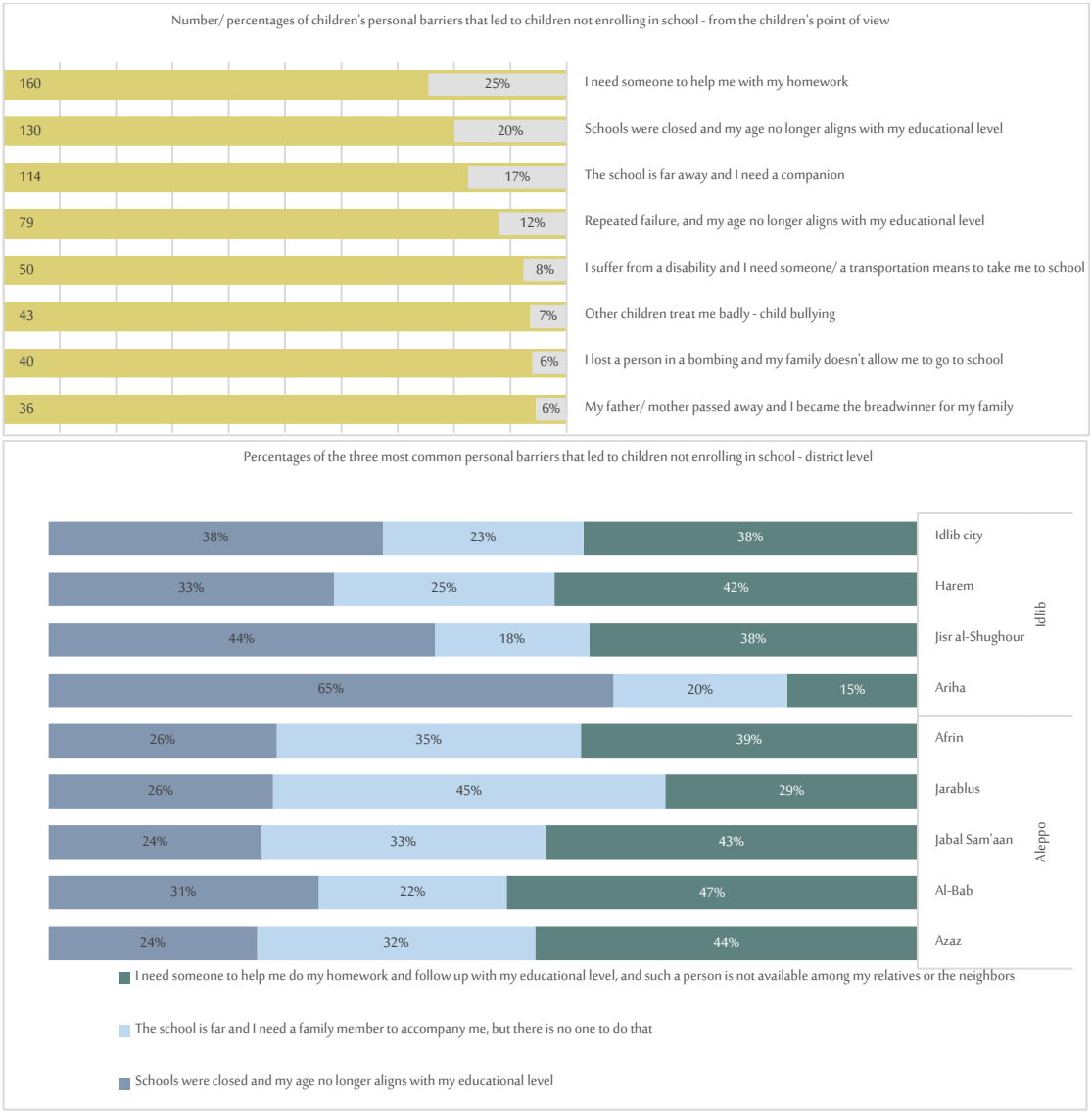
Children's personal barriers for not enrolling in school

Through surveys with children who have never been to school and their caregivers, the enumerators asked about their personal barriers which prevented them from enrolling in school. At the forefront of the personal barriers was that children need someone to help them do their homework and follow up on their educational level. Still, no one was not available in their family to do this, as reported by 25% (160 children) of children. This was confirmed by 31% (162 persons) of caregivers. 103 caregivers reported that they did not have time to follow up on their children's education. While 59 of them reported that they do not know how to read and write, which prevents them from following up on their children's education and helping them do their homework.

20% (130 children) of the children reported that they did not enroll in school because schools had been suspended for a long time. Their ages were no longer aligned with their academic levels, and 23% (121 persons) of caregivers confirmed this. 17% (114 children) of children reported that their schools are far away and need a family member to accompany them, but nobody can take them. And this was confirmed by 17% (89 persons) of caregivers, who reported that they do not have time to take their children to their distant schools.

8% (50 children) of the children reported that they did not enroll in school because they had a disability and needed someone or a means to take them to school, and this was confirmed by 5% (31 persons) of caregivers. 18 caregivers for disabled children reported not having transportation means to take their disabled children to school. Yet, they do not have sufficient money to pay for public transportation. And13 caregivers for disabled children reported they do not have enough time to take their disabled children to school.

Figure 42 : Children's personal barriers for not enrolling in school



9 Factors that contribute to the return of children to school

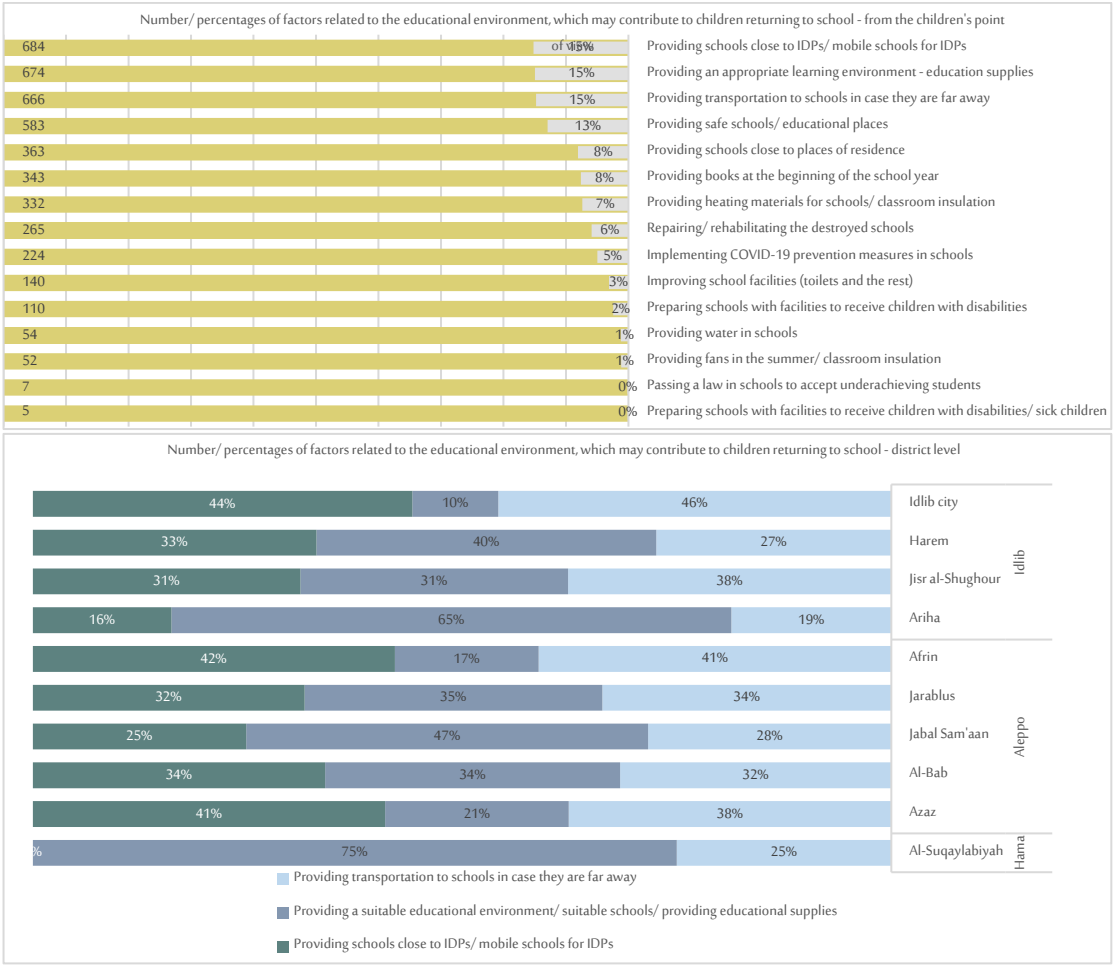
Ninth: Factors that contribute to the return of children to school

Factors related to the learning environment that contributes to children returning to school

Through surveys with out-of-school children and their caregivers, the enumerators asked about the factors related to the educational environment that may contribute to their return to school. From the point of view of children, at the forefront of these factors comes providing nearby schools or mobile schools that move with the displaced people, as reported by 15% (684 children) of the children interviewed.

15% (674 children) of the children stated that providing the appropriate educational environment, which includes all educational levels and educational supplies, will contribute to the return of the dropouts to their schools. 15% (666 children) of the children stated that providing transportation to schools or supporting students with the transportation costs will contribute to the return of the dropout children to their schools. 13% (583 children) of the children stated that providing safe schools (safe educational places) would contribute to the return of the dropouts to their schools.

Figure 43 : Factors of the educational environment that may contribute to children's return to school



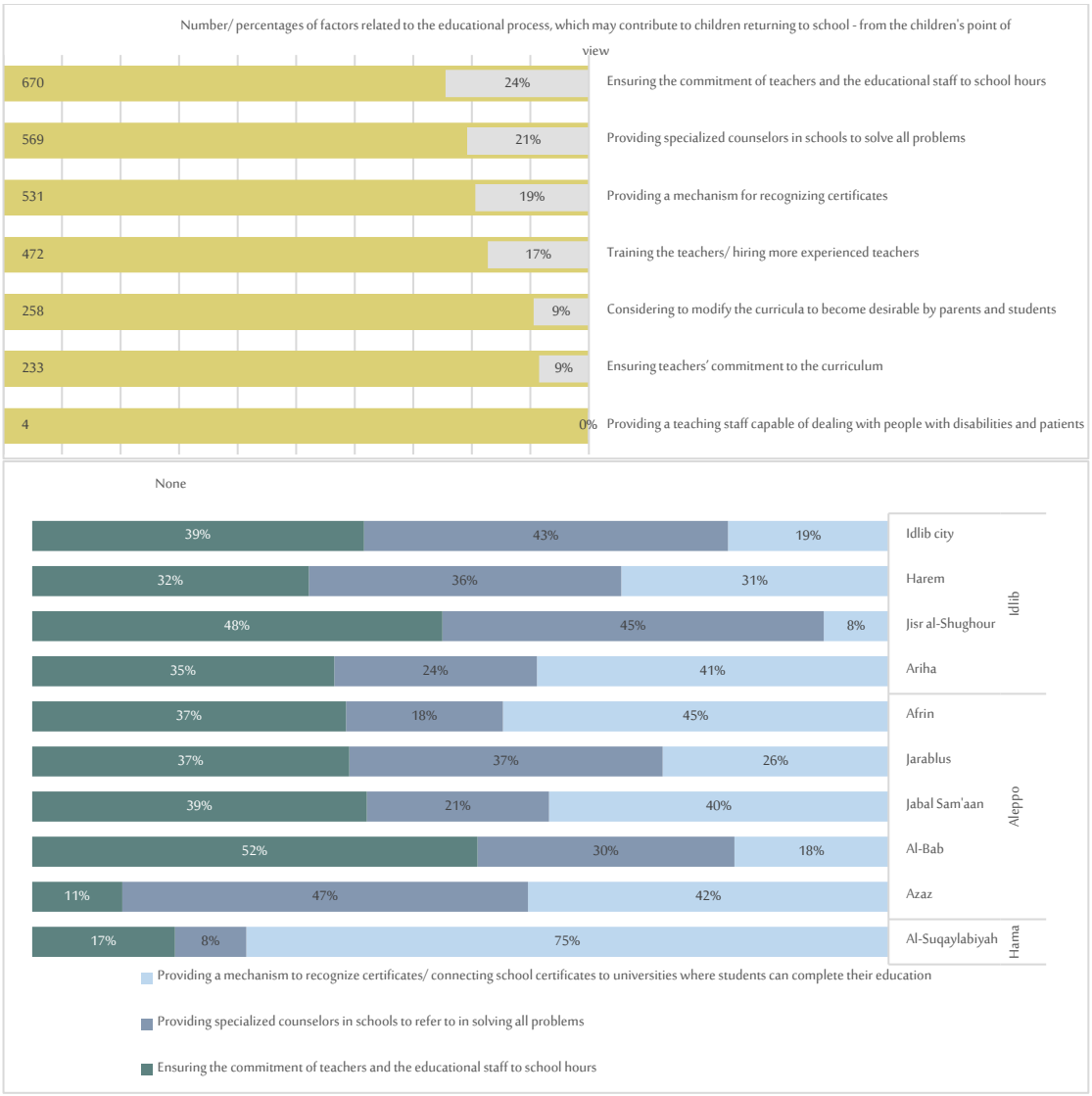
Factors related to the educational process that contribute to children returning to school

Through surveys with out-of-school children and their caregivers, the enumerators asked them about the factors related to the educational process that may contribute to the return of children to school.

Controlling the commitment of teachers and academic staff to school hours as 24% (670 children) of the children stated that the commitment of teachers and educational staff to attendance will contribute to the return of the dropouts to school. 21% (569 children) of the children stated that providing specialized psychological counsellors within the schools to be referred to for solving all problems may contribute to their return to school.

19% (531 children) of the children stated that providing a mechanism for accrediting the certificates offered by schools or linking these certificates to universities where students can continue their education will contribute to their return to their schools. 17% (472 children) of the children stated that teacher training or providing more experienced teachers would contribute to their return to school. 9% (258 children) of the dropout children reported that amending the curricula to become desirable by students and parents may contribute to their return to school.

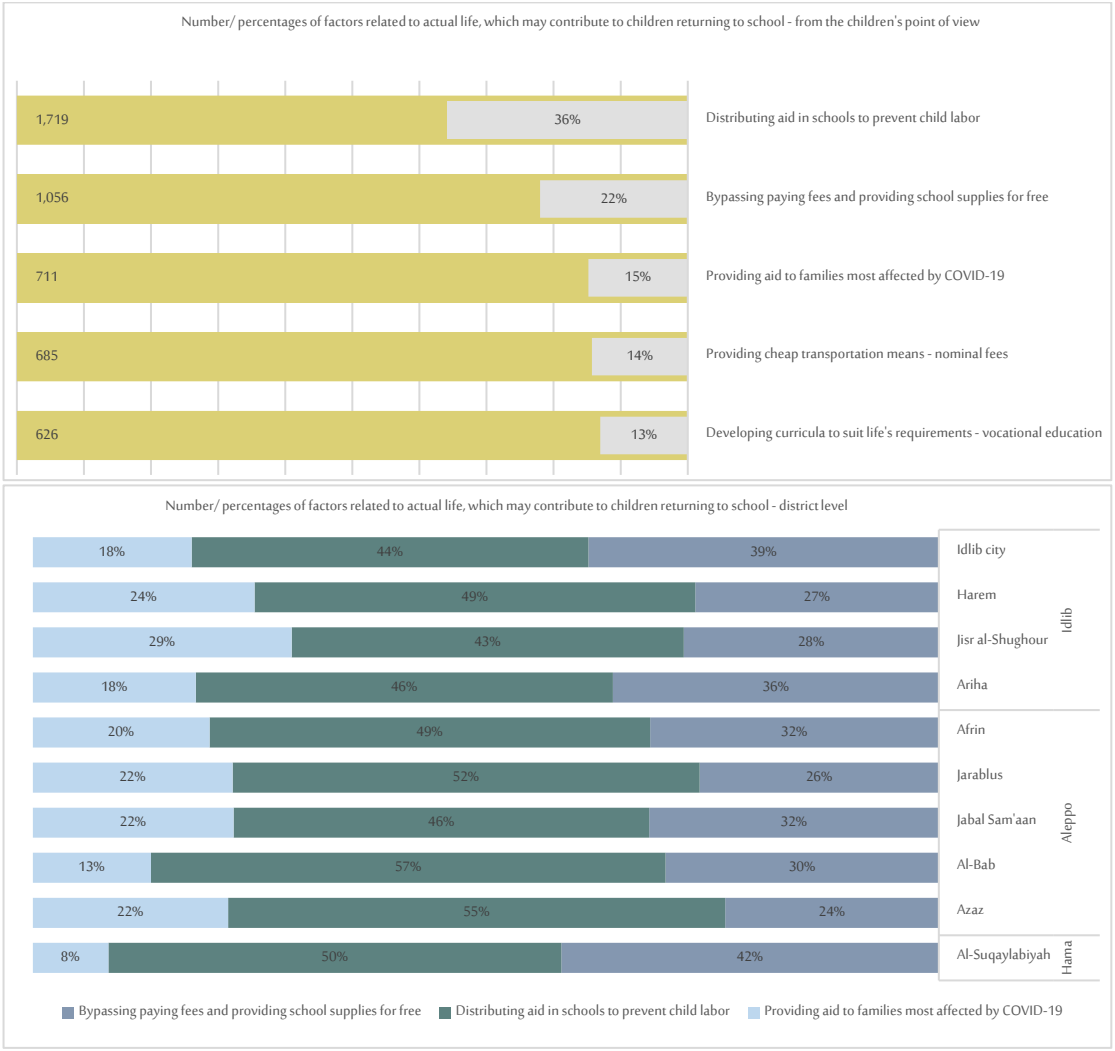
Figure 44 : Factors of the educational process that may contribute children's return to school



Factors related to living conditions that contribute to children returning to school

Through surveys with out-of-school children and their caregivers, the enumerators asked about the factors related to the living conditions that may contribute to the return of children to school. At the forefront of these factors came the distribution of humanitarian aid at schools to prevent children from dropping out to support their families, as reported by 36% (1,719 children) of the children. 22% (1,056 children) of the children stated that eliminating the fees imposed by schools and providing school supplies such as textbooks, stationery, and school uniform may contribute to their return to school. 15% (711 children) of children reported that providing assistance to the families most affected by the spread of COVID-19 and enabling these families to secure educational requirements for their children will contribute to the return of dropouts to their schools. 14% (685 children) of the dropouts stated that providing adequate transportation, in which students pay minimal fees, may contribute to their return to school. 13% (626 children) of the dropouts reported that curriculum development (the introduction of materials that include handy crafts) to match the requirements of current living [requirements], or the provision of vocational education within schools may contribute to the return of children to school.

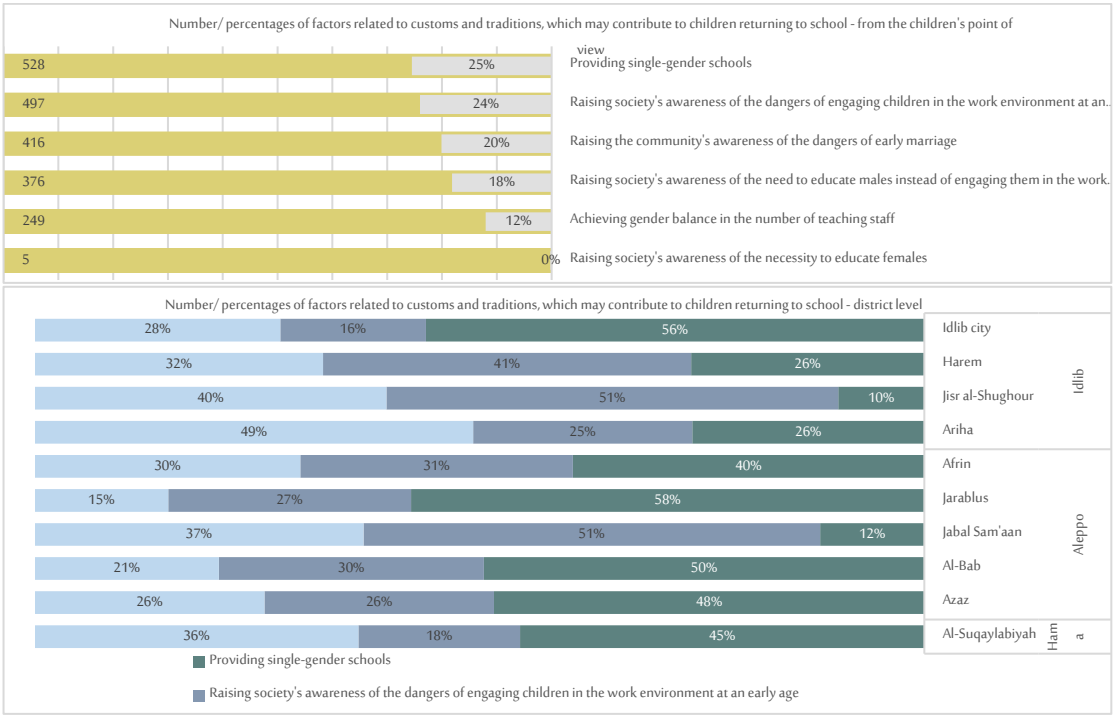
Figure 45 : Factors of living conditions that may contribute to children's return to school



Factors related to customs and traditions that contribute to children returning to school

Through surveys with out-of-school children and their caregivers, the enumerators asked about the factors related to the customs and traditions within their societies that may contribute to the return of children to school. At the forefront of these factors came the provision of gender-segregated schools, as reported by 25% (528 children) of the children. 24% (497 children) of the children stated that raising society's awareness of the dangers of children's involvement in the work environment at an early age may contribute to their return to school. 20% (416 children) of the children reported that raising society's awareness of the dangers of early marriage may contribute to their return to school. 18% (376 children) of the children stated that raising society's awareness of the need to educate males instead of engaging them in the work environment may contribute to their return to school.

Figure 46: Factors related to customs and traditions that may contribute to children's return to school



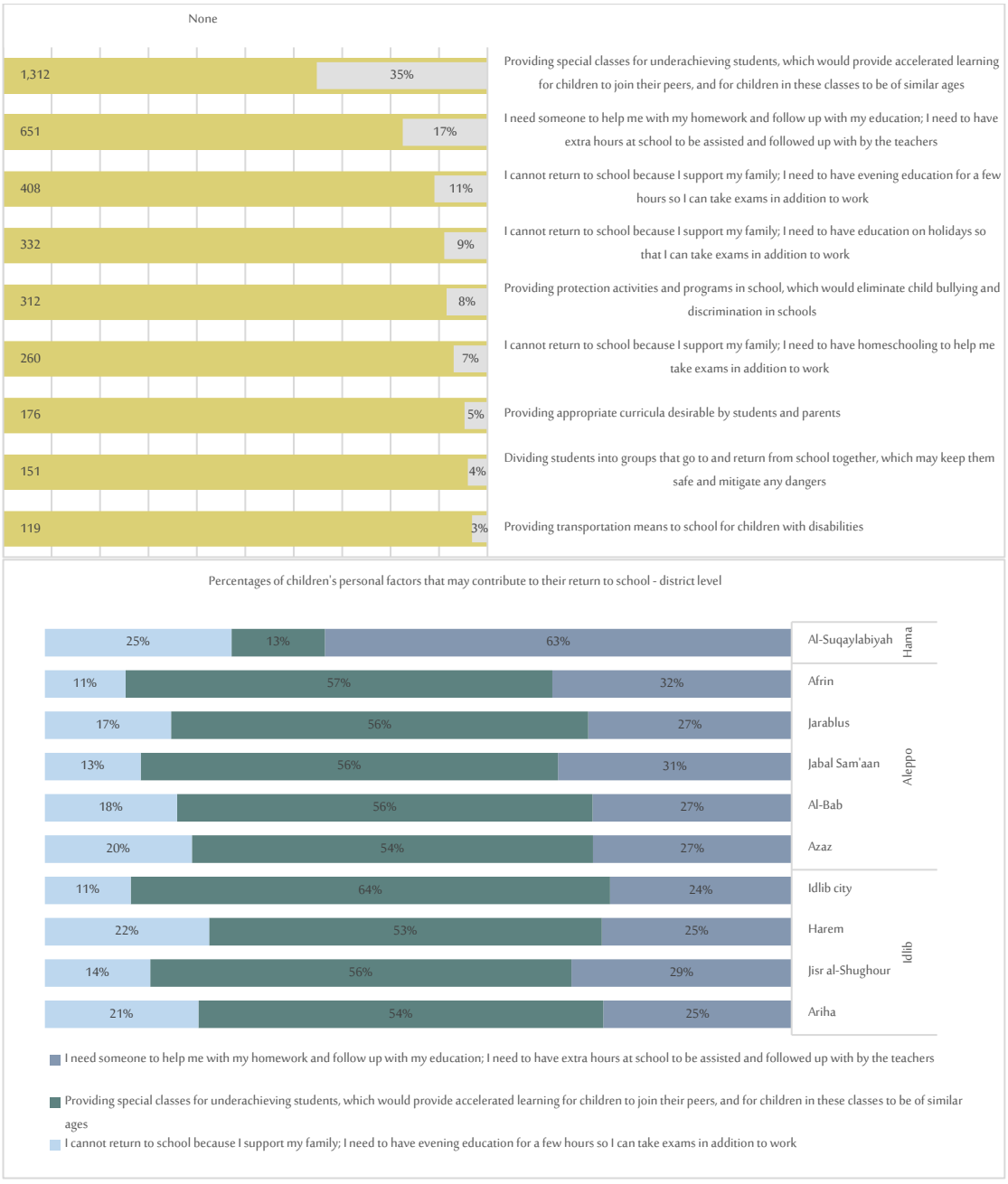
Children's personal factors that contribute to their return to school

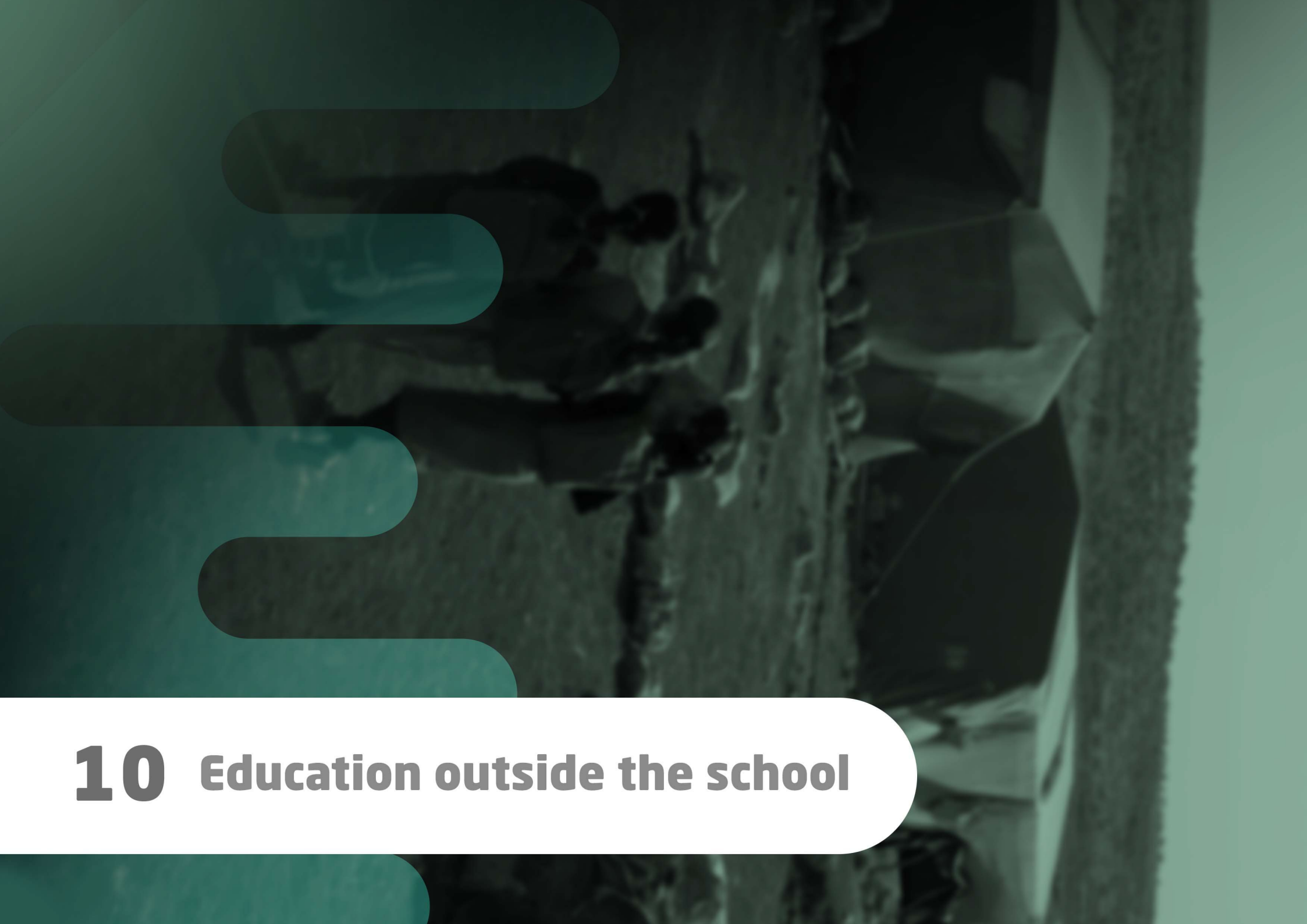
Through surveys with out-of-school children and their caregivers, the enumerators asked about the personal factors for out-of-school children that may contribute to their return to school. At the forefront of these factors came the provision of special classes for children who are behind in school, which provide them with an accelerated education to join their peers in appropriate grades for their ages. This was reported by 35% (1,312 children) of the children. 17% (651 persons) of the children reported they need someone to help them with their homework and follow up on their educational level, but they have no family members or relatives who can do this.

They added that providing additional working hours at school for teachers to help them do their homework may contribute to their return to school. 11% (408 children) of the children reported that they cannot return to school because they support their families through their work. Those demanded that evening education be provided within schools for limited and intensive hours that would enable them to sit for exams in addition to their work to support their families. 9% (332 children) of the children stated that they cannot return to school because they support their families through their work. Those

demanded the provision of education within the schools during the weekends for limited and intensive hours that would enable dropout children to take exams and their work to support their families. 8% (312 children) of the children stated that providing school activities that address bullying and discrimination among children may contribute to their return to school. 7% (260 children) of the children stated that they could not return to school because they supported their families through their work. Those demanded the provision of self-learning courses and specialized follow-up centers to be able to learn at home and take the exams in addition to their work to support their families.

Figure 47 : Children's personal factors that may contribute to their return to school





10 Education outside the school

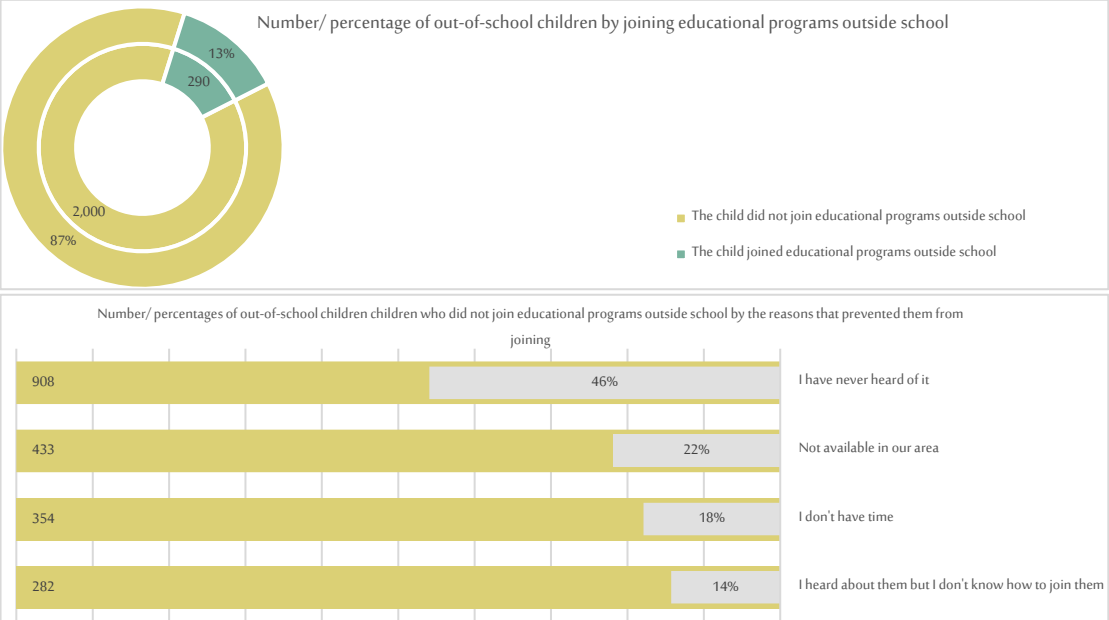
Tenth: Education outside the school

In some areas, there are obstacles that prevent children from going to school. Some partners in the Education Cluster have several programs operating to help children learn outside of school. These programs are a temporary solution for out-of-school children, but they do not replace school attendance. The purpose of implementing these programs is to help children and local communities overcome all obstacles and reintegrate children into the proper educational environment, regular schools. After the spread of COVID-19, all schools suspended physical attendance as a measure to limit the spread of the virus. Schools have moved to use other types of education outside of school, known as distance education.

Out-of-school children joining educational programs outside school

Through surveys conducted with out-of-school children, the enumerators asked them if they had joined out-of-school education programs. Only 13% (290 children) of the surveyed out-of-school children reported they had attended out-of-school education programs. While 87% (2,000 children) did not join the out-of-school education programs.

Figure 48 :Out-of-school children joining educational programs outside school



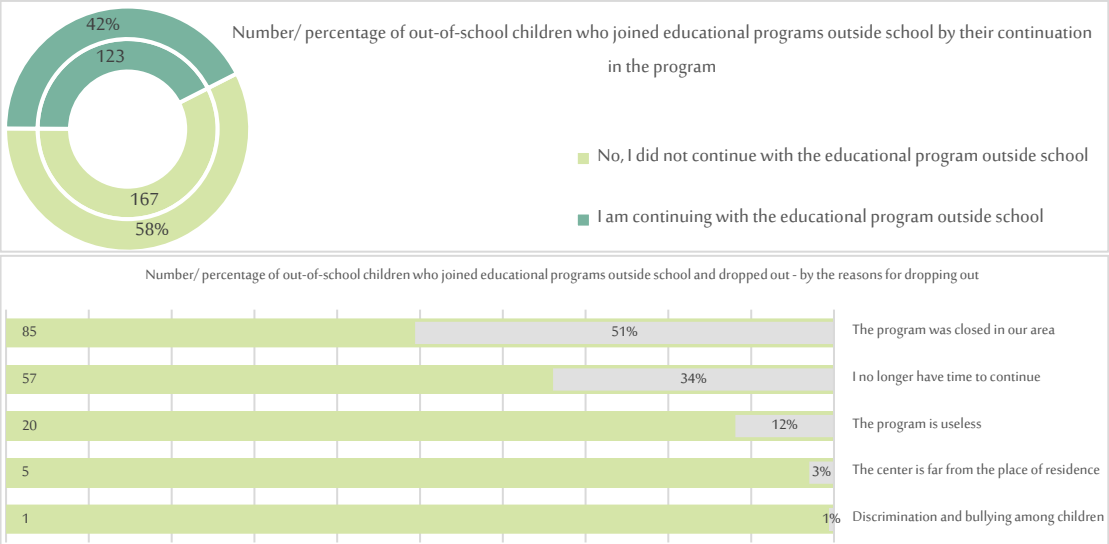
Partners in the Education Cluster are implementing several education programs targeting out-of-school children. One of the most important programs is e-learning, distance learning, self-learning, and a program to teach basic principles of reading and arithmetic. There are also dropout children who are enrolled in sharia courses or Quran memorization courses.

The study found that 87% (2,000 children) of the surveyed out-of-school children did not join the out-of-school education programs. 46% (980 children) of the out-of-school children who did not join out-of-school education programs reported that they did not join these programs because they had never heard of them. While 22% (433 children) of them reported that they have heard of these programs, but they are not available in their areas. 18% (354 children) reported they had heard of these programs but did not have the time to join them.14% (282 children) reported they had heard of these programs but did not know how to join them.

Out-of-school children continuing in educational programs outside school

Through surveys with out-of-school children, the enumerators asked those who joined out-of-school education programs whether they continued in these programs or dropped out. The results showed that only 42% (123 children) of the children who joined the out-of-school education programs continued there, while 58% (176 children) dropped out of these programs.

Figure 49 : Out-of-school children continuing in educational programs outside school



51% (85 children) of children dropped out of out-of-school education programs because the program was closed in their areas. 34% (57 children) of the children dropped out because they no longer had enough time to follow up.

12% (20 children) dropped out because they consider out-of-school education programs ineffective. 3% (5 children) dropped out because the out-of-school education center is far from their place of residence. One child was dropped out due to discrimination and bullying from other children.

11 Children enrolled in school and at risk of dropping out

Eleventh: Children enrolled in school and at risk of dropping out

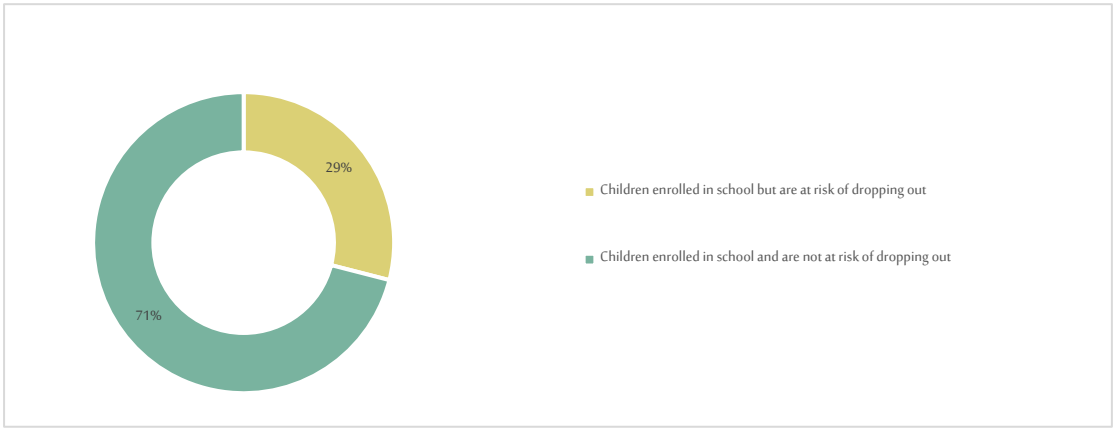
Statistics of children enrolled in school and at risk of dropping out

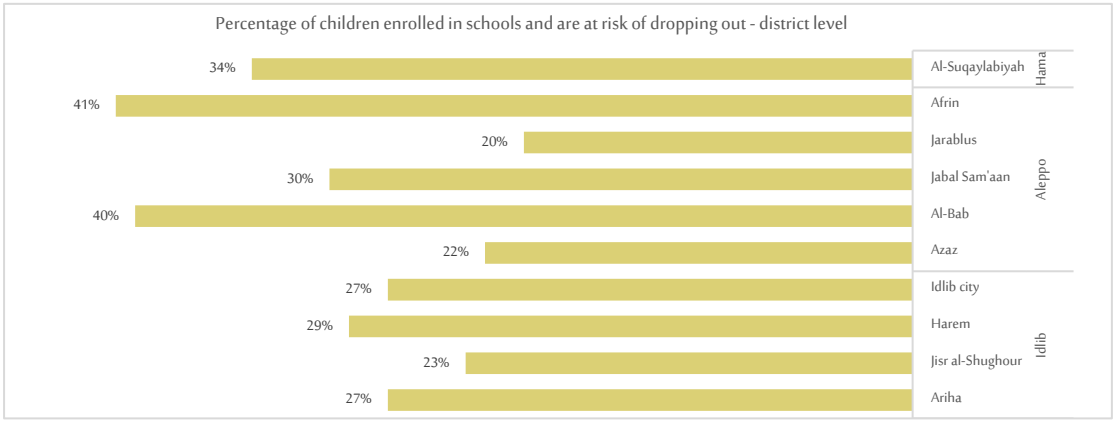
For this study, a child enrolled in school is considered to be at risk of dropping out if they face any of the obstacles that led to other children dropping out (or not enrolling in school) and are still enrolling in school. The most important obstacles are frequent displacement, the decline of their educational level, the difficult living conditions, which may lead to child labor and dropping out of school later, and the customs and traditions that often constitute a barrier to female education.

Through interviews with key informants, the enumerators asked them about the percentage of children enrolled in school who are at risk of dropping out. The results showed that 29% of children enrolled in school are at risk of dropping out. On the other hand, the surveyed teachers believed that 24% of the children enrolled in school are at risk of dropping out. According to the "Working Towards Increasing the Quality of Education for Internally Displaced Children" Report issued by Save the Children, "In all of Syria, another 1.3 million were at risk of dropping out before the COVID-19 pandemic."12

According to the study results, the highest percentage of children enrolled in schools who are exposed to the danger of dropping out in the Afrin district, as the percentage is 41% of children in schools. In Al-Bab, they make up 40% of the children in schools.

Figure 50 : Children enrolled in schools who are at risk of dropping out

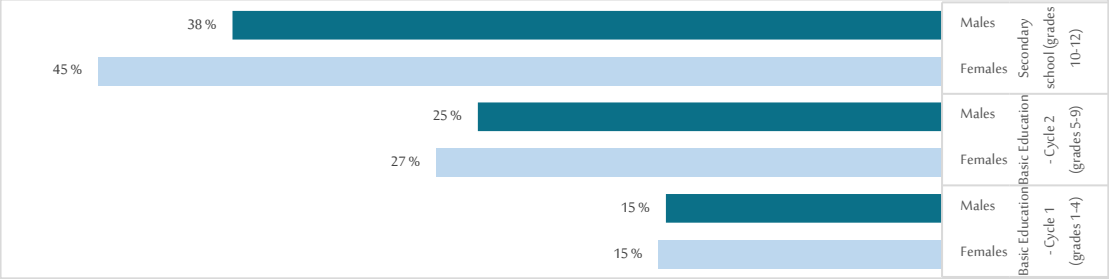




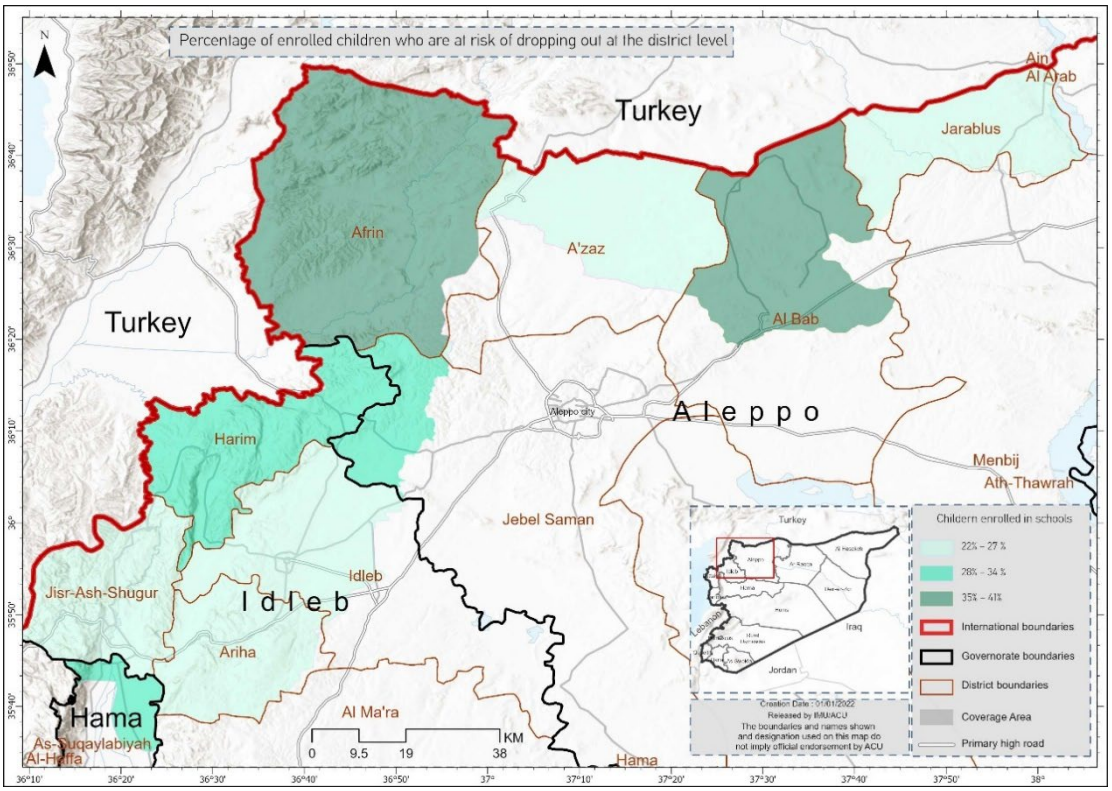
[12] https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf

It is noted that females enrolled in school are at a greater risk of dropping out than males. Likewise, the percentage of children enrolled in school and at risk of dropping out increases at the higher educational levels.

Figure 51 : Children enrolled in schools and at risk of dropping out by age groups and gender

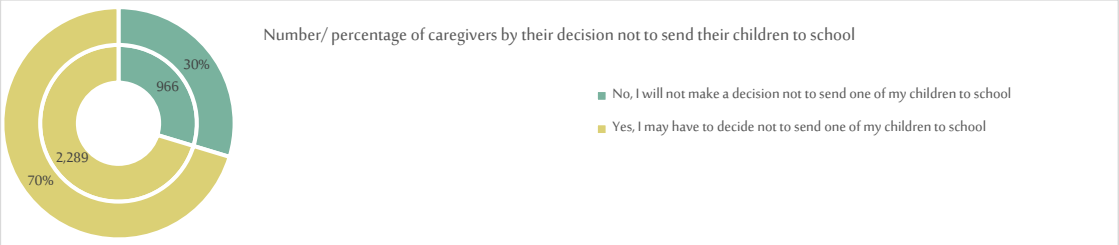


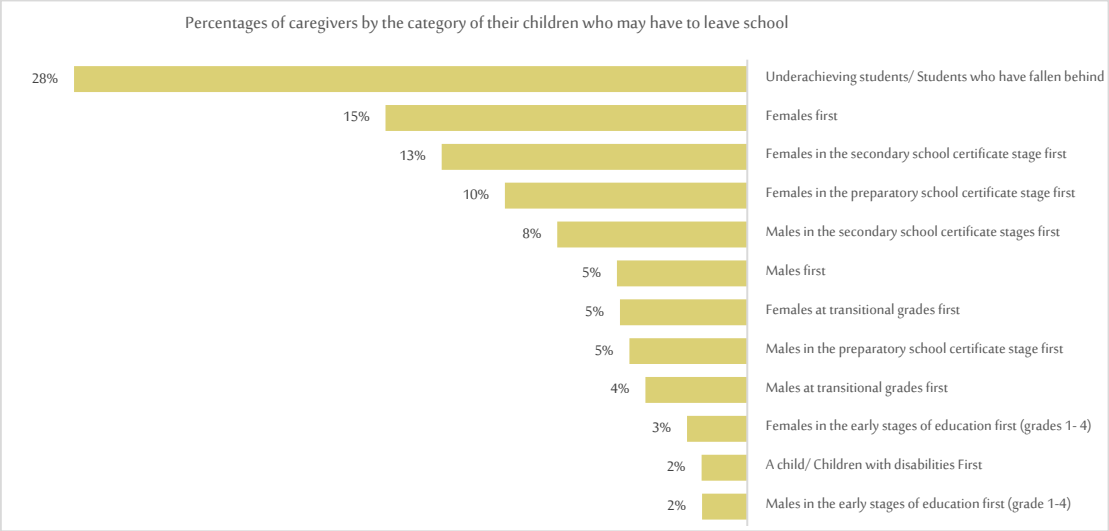
Map 10: Percentage of enrolled children who are at risk of dropping out at the district level



Through surveys with caregivers, the enumerators asked them if they think they might have to make the decision not to send one or all of their children to school. 70% (2,289 persons) responded with 'Yes', while only 30% (966 persons) reported they would never make this decision.

Figure 52: Number/ percentage of caregivers by their decision not to send their children to school





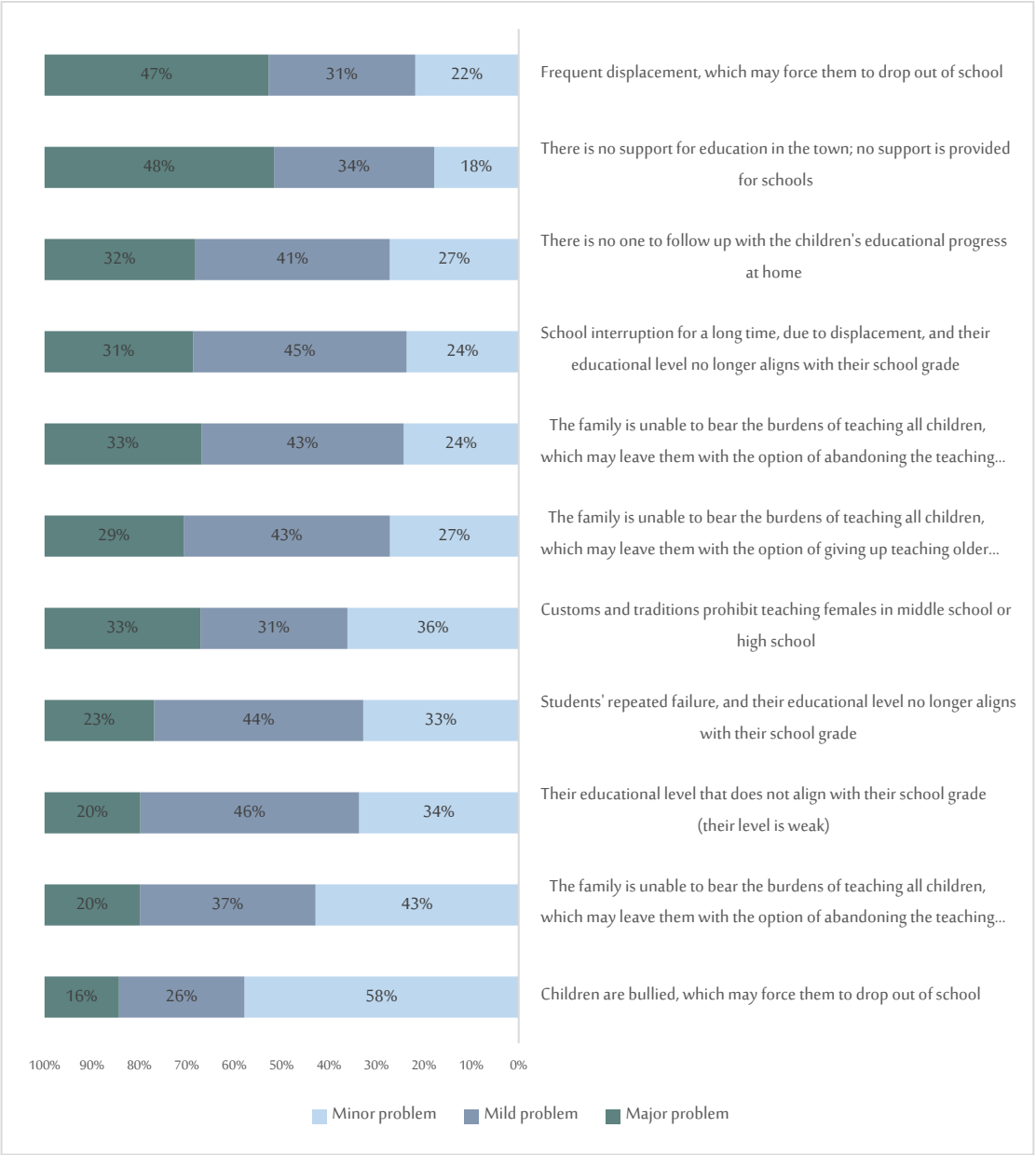
Through surveys with caregivers who reported they might have to refrain from sending one or all of their children to school, the enumerators asked about the group they would decide not to send to school first.

It was reported that 28% of them said they wouldn't send stuttering children first, and 15% reported that they would not send the females first. While 13% reported that they would not send females to the high school (grade 12) first, and10% said they would not send females in the preparatory certificate stage (grade 9) first. 8% would not send males in secondary school (grade 12) first.

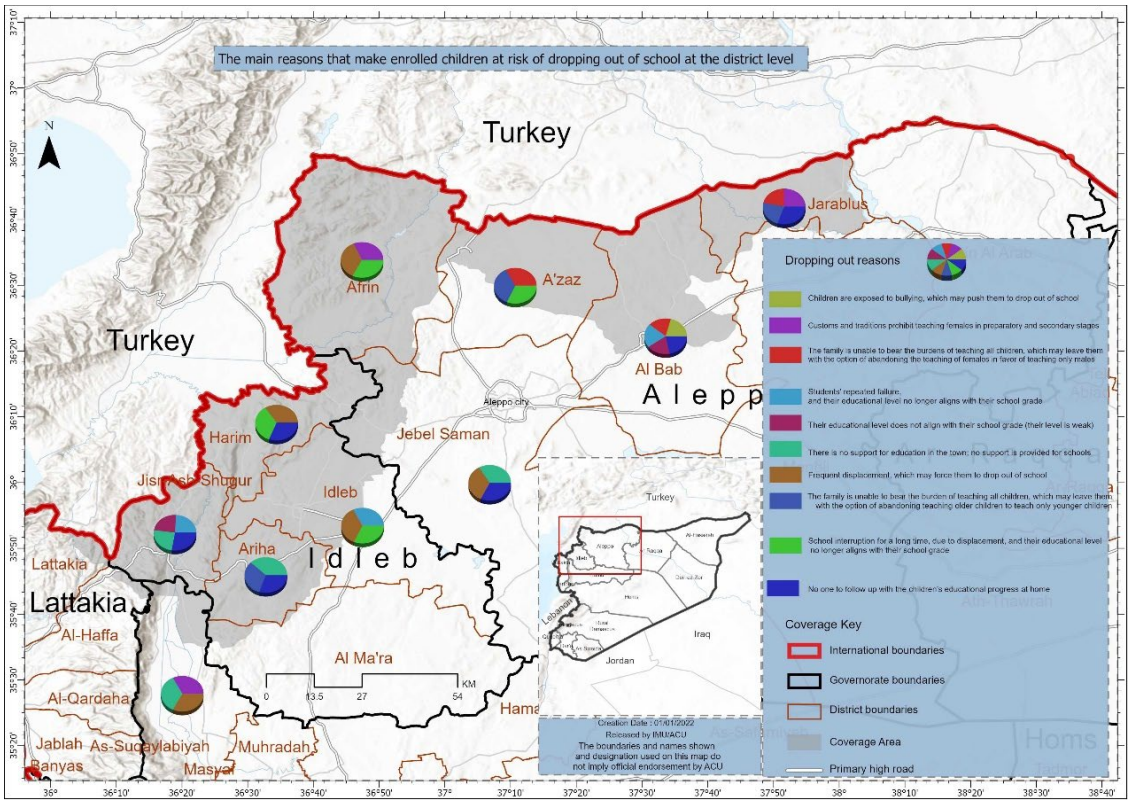
Reasons that make enrolled children at risk of dropping out of school

The study results showed that the lack of support comes at the forefront of the reasons that put children enrolled in school at risk of dropping out. 48% of the key informants interviewed by the enumerators confirmed that the availability of support constitutes a major problem, while 34% reported that it constitutes a moderate problem. The lack of support may lead to a complete or partial suspension of the educational process within at school. In second place comes the frequent displacement, as 47% of the key informants interviewed by enumerators confirmed that frequent displacement constitutes a major problem, while 31% confirmed it constitutes a moderate problem.

Figure 53: The main reasons that put children enrolled in schools at risk of dropping out



Map 11: The main reasons that make enrolled children at risk of dropping out of school at the district level



12 Key findings

Twelfth: Key findings

1. The number of school-age children in northwestern Syria (within areas covered in the study) reached 1,835,450. The study results show that 44% (815,518 children) were out of school (some of whom never enrolled in school while others enrolled in school and then dropped out).

2. The results show that 45% (416,936 girls) of school-age females in northwestern Syria are out of school, whereas 43% (398,582 boys) of school-age males are out of school.

3. There are 142,097 out-of-school children in northwestern Syria (in the covered areas) at the age of the first cycle of basic education (grades 1-4), accounting for 23% of children aged 6 to 10.

4. There are 278,018 out-of-school children in northwestern Syria (in the covered areas) of the second cycle of primary education (grades 5-9), accounting for 45% of children aged 11 to 15.

5. There are 395,403 out-of-school children in northwestern Syria (covered areas) of the secondary education stage (grades 10-12), accounting for 64% of children aged 16 to 18.

6. The study shows that the more advanced the school stage is, the higher the percentage of out-of-school children. Likewise, the percentage of out of female school children is always higher than that of out-of-school male children. The percentage of out-of-school male children aged 11 to 14 reached 44% of the total number of male children, and this age group constitutes the second cycle of basic education (grades 5-9). The percentage of out-of-school females of the same age group was 46%. The percentage of out-of-school male children aged 15 to 18 years was 61% of the total male children, and this age group constitutes the secondary education stage (grades 10-12). The percentage of out of school females of the same age group was 66%.

7. The study shows that the percentage of out-of-school children in camps were consistently higher than those of out-of-school children in cities and towns, and this included all stages of education and both genders.

8. The study shows that the percentage of out-of-school children with disabilities was 45%. The highest percentage of out-of-school children with disabilities was in Jarablus sub-district in the northern Aleppo countryside. The percentage of out-of-school children with disabilities in this district reached 92% of all children with disabilities.

9. The results show that the percentage of out-of-school children decreases if the caregivers are literate. 46% of literate caregivers reported that all of their children are enrolled in school. In contrast, the percentage of out-of-school children increases if the caregivers are illiterate. Only 25% of illiterate caregivers reported that all of their children are enrolled in school.

10. The study found that the percentage of out-of-school children decreases if both parents are present together in the family. The results show that all the children of families are enrolled in school in families of 42% of the children who live with both parents. On the other hand, the death of the father leads to higher rates of out-of-school children. The study showed that only 26% of children who lost their fathers have all the children in their families enrolled in school.

11. The study results show that 81% (660,570 children) of out-of-school children in northwestern Syria enrolled in school and then dropped out at a later stage.

12. The largest percentage of dropout children reported enrolling in school before displacement, and this percentage accounted for 64% (1,197 children) of all children. 16% (306 children) of the children enrolled in school during the war before they dropped out, and 12% (227 children) of them enrolled in school during the war before their schools were destroyed. 5% (93 children) of the children enrolled in school before the war began in Syria, 1% (21 children) enrolled in school before the death of one of their parents, and 1% (14 children) enrolled in school before the COVID-19 pandemic.

13. At the forefront of the barriers that caused children to drop out of school was the frequent displacement and the lack of nearby schools in places of displacement., which was reported by 26% (965 children) of the children. 12% (458 children) of children dropped out of school because schools were far from the population gathering where they lived. 11% (392 children) of children dropped out because of the lack of schools in the population gatherings or camps.

14. At the forefront of the barriers associated with the educational process that caused children to drop out of school was that teachers were constantly absent, which was reported by 17% (410 children). In second place came the frequent failure of students to pass the grade as reported by15% (373 children). 13% (308 children) of the children reported that they dropped out of school due to the spread of COVID-19, suspension of school attendance and lack of alternative education, which led to a decline in their level of education, thus leaving school. 11% (261 children) stated that they had dropped out of school because the certificates are not accredited and do not qualify them to continue their education after finishing school.

15. At the forefront of the barriers reported by children who dropped out of school was that children worked to support their families, as is the case with 26% (935 children). 24% (858 children) of children reported that education is useless and doesn't provide employment opportunities. Additionally, 19% (959) caregivers reported sending their children to work and acquiring a money-generating profession instead of educating them. 20% (659 children) said that they did not enroll in school because access to school is expensive and they can't afford it. 16% (569 children) reported that the spread of COVID-19 worsened their family's living conditions, and their families could no longer send them to school.

16. At the forefront of the barriers reported by the dropout children, which caused them to drop out of school, was that the schools were mixed and their parents did not allow them to go to mixed schools, which was reported by 36% (295 children). 22% (182 children) of female children reported that they had dropped out of school because customs and traditions prevented teaching females

in the advanced stages (preparatory and secondary stages). 17% (142 children) reported that they dropped out of school because their parents wanted to wed them, which was confirmed by 28% (414 persons) of caregivers who said they prefer to wed the females instead of educating them.

17. At the forefront of the personal barriers that caused children to drop out was that schools were suspended for a long time, forcing them to drop out of school. Their ages were no longer commensurate with their academic levels when access to school was possible again, as reported by 33% (841 children). In the second place, 26% (662 children) reported that they need someone to help them do their homework and follow up on their educational level, but such a person is not available in their families.

18. The study results showed that 19% of out-of-school children (154,948 children) in northwestern Syria had never enrolled in school.

19. Among the barriers that prevented children from enrolling in school was frequent displacement and the lack of nearby schools in the places of displacement, which was reported by 23% (199 children). As for caregivers, prolonged school closure was the main reason children did not enroll in school since the ages of their children were no longer commensurate with their school levels, which was confirmed by 23% (121 persons) of the caregivers. In the second place, from the children's point of view, was that schools are far from the population center, which prevented them from enrolling in school, as was confirmed by 14% (121 children). 11% (94 children) did not enroll in school at all due to the lack of schools within the population center (the town - the camp). 20% (103 persons) of caregivers believe that their children have never enrolled in school because they cannot follow up on the child's educational level and cannot help them with his homework because they do not have enough time or are illiterate.

20. At the forefront of the barriers related to the educational process that prevented children from enrolling in school was that teachers were constantly absent, which was reported by 27% (104 children). In the second place came the teachers' lack of commitment to the curriculum or the curriculum's annual plan, which was reported by 17% (65 children). The lack of accredited certificates offered by schools came in third place, as reported by 14% (53 children). 18% (61 people) of caregivers believe that teachers are unqualified and inexperienced, so children do not enroll in school.

21. At the forefront of the barriers related to the living conditions reported by the children that prevented them from enrolling in school was that accessing school is costly, and children can't afford it, as reported by 23% (154 children). At the forefront of the reasons, according to the caregivers, was that their children work to support them, which was reported by 23% (149 persons). Moreover, 22% (147 children) stated that education has become useless and doesn't provide job opportunities.

22. At the forefront of the barriers reported by children were the customs and traditions that prevent teaching female children in the preparatory and secondary stages, which was reported by 27% (40 children). At the forefront of the reasons from the caregivers' point of view comes the fact that customs and traditions impose wedding females instead of teaching them, as stated by 37% (67 persons) of the caregivers. 22% (32 children) stated that the schools are mixed and their parents do not allow them to study in mixed schools.

23. Among the personal barriers that prevented children from enrolling in school was that they needed someone to help them do their school homework and follow up on their educational level, and such as a person is not available in their families, which was reported by 25% (160 children). 20% (130 children) stated that they did not enroll in school because schools had been suspended for a long time, and their ages were no longer commensurate with their academic levels. 17% (114 children) stated that their schools are far away and they need to be accompanied by a family member, but no one could accompany them. 8% (50 children) reported that they did not enroll in school because they suffer from a disability and need someone or a means of transportation to get to school.

24. At the forefront of the factors related to the educational environment which may contribute to the return of out-of-school children to their schools was the provision of nearby schools or mobile schools for the displaced people, which was reported by 15% (684 children). 15% (674 children) stated that providing the appropriate educational environment, which includes all educational levels and educational supplies, will contribute to the return of the dropout children to their schools. 15% (666 children) stated that providing transportation to schools or supporting students with transportation fees would contribute to the return of the dropout children to their schools.

25. At the forefront of the factors related to the educational process which may contribute to children's return to school comes the commitment of teachers and educational staff to school hours, which was reported by 24% (670 children). 21% (569 children) stated that providing specialized psychological counsellors within schools to whom they can resort to solve all problems may contribute to their return to school. 19% (531 children) stated that providing a mechanism for accrediting the certificates offered by schools or linking these certificates to universities where students can pursue their education would contribute to their return to school.

26. At the forefront of the factors related to the living conditions that may contribute to the return of children to school was the distribution of humanitarian aid within schools to prevent children from dropping out to support their families, which was reported by 36% (1,719 children). 22% (1,056 children) stated that abolishing the school's financial fees and providing school supplies such as textbooks, stationery, and school uniforms may contribute to their return to school. 15% (711 children) reported that providing assistance to the families most affected by the spread of COVID-19 and enabling these families to meet the educational requirements for their children would contribute to the return of children to their schools. 14% (685 children) of the dropouts stated that providing adequate transportation, for which the student pays small fees, may contribute to their return to school.

27. At the forefront of the factors related to customs and traditions that may contribute to the return of children to school was the provision of gender-segregated schools, which was reported by 25% (528 children). 24% (497) of the children reported that raising society's awareness of the dangers of children's involvement in the work environment at an early age may contribute to their return to school. 20% (416) of children reported that raising society's awareness of the dangers of early marriage may contribute to their return to school. 18% (376 children) stated that raising the society's awareness of the necessity of educating the males instead of engaging them in the work environment may contribute to their return to school.

28. At the forefront of the personal factors of out-of-school children that may contribute to their return to school comes the provision of special classes for children who are behind in school to provide them with accelerated education so that they can join their peers in classes that are commensurate with the ages, as was reported by 35% (1,312 children). 17% (651 children) stated that they need someone to help them do their homework and follow up on their educational level, but such a person is not available among their family members or relatives and that providing extra hours at school so that their teachers help them do their homework may contribute to their return to school. 11% (408 children) stated that they could not return to school because they work to support their families and demanded that evening education be provided within schools for limited and intensive hours that would enable them to take exams and continue working to support their families. 9% (332 children) of the dropout children stated that they could not return to school because they supported their families through their work. They demanded the provision of education within the schools during the weekends for limited and intensive hours that would enable them to take exams and continue working to support their families.

29. The study results show that only 13% (290 children) of the surveyed out-of-school children joined out-of-school education programs. In contrast, 87% (2,000 children) did not join out-of-school education programs.

30. The results show that 29% of the children enrolled in school are at risk of dropping out. Likewise, females enrolled in school are at greater risk of dropping out than males. The more advanced the educational level is, the higher the percentage of enrolled children who are at risk of dropping out of school. It was found that the lack of support was at the forefront of the reasons that make children enrolled in school at risk of dropping out.

13 Recommendations

Thirteenth: Recommendations

The study found that 45% of children with disabilities are out of school. And 20% (50 children with disabilities) of children with disabilities reported that they did not enrol in school because they have a disability and need a person or a means to accompany them to school. And 20% (52 children with disabilities) of children with disabilities reported that they did not enrol in school because schools are not equipped to receive children with disabilities. **Securing an appropriate learning environment for children with disabilities is one of their most basic rights. Therefore, all partners working in the education sector and donors should work to equip all schools with all means of assistance for children with disabilities. It is also necessary to cooperate with organizations representing children with disabilities and their families so that the available facilities are appropriate and acceptable to them, which may reduce dropping out of schools and help out-of-school children with disabilities to enrol in schools.**

The largest percentage of the dropouts reported that they were enrolled in schools before displacement. Their percentage reached 64% (1,197 children) of the total children. And 12% (458 children) of the students dropped out because schools are far from the community. 23% (154 children) of the children reported that access to school is costly, and the children and their families do not have money, which led to their dropping out of school. **Accordingly, all partners in the Education Cluster should design their projects to establish schools within the community that do not have schools and restore the destroyed schools. Also, work should be done to provide transportation for students at subsidized fees that suit their financial capabilities or support out-of-school children with transportation fees, which may contribute to their enrolment in schools.**

16% (569 children) of children reported that the spread of COVID-19 led to the deterioration of the living situation of their families. They were no longer able to send them to school, as the family abandoned the education of its children as one of the coping mechanisms with the loss of their source of income. And 13% (474) of the children reported that the school is required to pay some fees, and they are unable to secure these fees. **All partners working in the humanitarian sector should focus efforts to provide free-of-charge education, work to abolish fees imposed by schools, and provide school supplies such as textbooks, stationery, and school uniform for free, which may contribute to the return of children to school.**

At the forefront of the barriers reported by the dropout children, which caused them to drop out of school, was that children have to work to support their families. This was reported by 26% (935 children) of the children. Among the factors related to living conditions that may contribute to the return of children to school was the distribution of humanitarian aid within schools to prevent children from dropping out to support their families. This was reported by 36% (1,719 children) of the children. **Accordingly, partners working in the humanitarian sector should provide the necessary support to the most affected families and families who have lost their breadwinner, which may reduce child labour and children dropping out of school to work to support their families. Also, cash vouchers provided by humanitarian organizations in the name of 'cash vouchers in exchange for education' should be directed to families who depend on their children's work to provide their livelihoods.**

Among the barriers related to the educational process that caused children to drop out of school was that teachers were constantly absent. This was reported by 17% (410 children) of the children. Likewise, the number of schools that stopped working due to the lack of educational staff increased after the decline in support of teacher incentives (salaries), which led to the suspension of the educational process in a large number of schools and the teachers' strike after working without wages for several years. According to the 6th edition of the Schools 13In Syria Report issued by ACU with the participation of a group of members of the Education Cluster that includes 12 humanitarian organizations, "The results of the study show that 36% (4,165 teachers) of the total teachers in Idlib governorate did not receive their salaries during the academic year 2020-2021. **The educational process is based mainly on the presence of qualified educational staff; therefore, we should work to secure an equal and sustainable financial system and develop a clear policy for the teachers' salary scale that is in line with the support provided and requirements of daily life. In displacement conditions, qualified teachers and other education personnel may move to locations where higher wages are paid even if they have to cross the border. It is important to take into account market forces such as the cost of living, demand for teachers, and wage levels in occupations of similar competence, such as health care.**

At the forefront of the barriers reported by children was that customs and traditions prevent females from education in the preparatory and secondary stages, which was reported by 27% (40 children) of children. From the caregivers' point of view, the forefront of the reasons was that customs and traditions dictate the marriage of females instead of teaching them, which was reported by 37% (67 people) of caregivers. And 22% (32 children) of the children stated that the schools are mixed and their parents do not allow them to study in mixed schools. **Accordingly, it is necessary to raise awareness in the communities of the dangers of early marriage and find a mechanism to legally reduce such a marriage in cooperation with the local authorities. It should also work to provide separate schools for each gender wherever possible, especially in the secondary stages, and to provide female educational staff in these schools, which may limit female dropouts from advanced educational stages.**

33% (841 children) reported that schools had stopped working for a long time, forcing them to drop out of school, and their ages no longer align with their school stages after their access to schools became possible. **Accordingly, work should be done to provide and support non-formal education of all kinds (illiteracy eradication programmes, accelerated education, remedial education, self-learning), which is the main way to transfer students from dropping out to formal education. It is also necessary to provide special classes for children who are behind in school in every school that provides them with accelerated education so that they can join their peers in classes that are appropriate for their ages.**

It was found through the study that the percentage of out-of-school children rises as the school stages advance and that the percentage of out-of-school children of females is always higher than the percentage of male children. The percentage of out-of-school male children between the ages of 11 to 14 years was 44% of the total male children. This age group of children constitutes the second cycle of basic education (grade 5-9).

[13] https://acu-sy.org/imu_reports/schools-in-syria-2/

The percentage of out-of-school females of the same age group was 46%. The percentage of out-of-school male children between the ages of 15 to 18 was 61% of the total male children. This age group of children constituted the secondary education stage (grade 10-12), while the percentage of female out-of-school children of the same age group was 66%. **In recent years, a large number of donors directed their financial support to the first cycle of basic education only (grades 1-4), which led to the interruption of support for most schools with advanced educational levels.**

As a result, interest in advanced educational stages declined, and teachers were forced to leave their schools and go to private institutes (private courses) to secure sources of income. We should focus on the need to support all educational levels, especially the advanced stages, because of their role in reducing children's dropout from school and its other consequences, such as the marriage of females at an early age instead of educating them, domestic violence, gender-based violence, and male involvement in dangerous labour.

24% (858 children) of the children reported that education has become useless and does not provide job opportunities. Also, 19% (959 people) of caregivers reported that they send their children to work and learn a money-making profession instead of educating them. **We should emphasize the need to raise society's awareness of the dangers of children's involvement in the work environment at an early age. Also, secondary or after-school education should be provided in proportion to the available sources of income, such as providing vocational education at the secondary level or beyond, which may contribute to children continuing their education in their schools as well as their acquisition of a craft that helps them obtain suitable job opportunities.**

The study found that 29% of the children enrolled in schools are at risk of dropping out. One of the most important reasons that put children enrolled in schools at risk of dropping out is that their educational level does not align with their educational stages (their educational level is poor). **Here, it is necessary to emphasize measuring the educational outcomes on an ongoing basis to evaluate the educational process and identify weaknesses, which may contribute to addressing weaknesses in educational projects before they are reflected on students and lead to their dropping out.**

14 Tools annex

Fourteenth: Tools annex

JENA Project - 2021

Caregivers Questionnaire on Out-of-School Children

This questionnaire is to be conducted with caregivers of out-of-school children

A. General information		
1. Questionnaire number		
2. Enumerator's code		
3. Governorate		
4. District		
5. Sub-district		
6. Village/ city:		
7. Is this questionnaire specific to a camp? If yes, mention the camp information.	O Yes O No	
8. Community	O The camp is random and not part of any community O Community name: ……	
9. Camp		
10. Gender of interviewee	O Male O Female	
11. Do you take care of school-age children, whether your own or others? If no, end the interview after thanking this person.	O Yes O No	
12. How are you related to the children?		
O Their father/ mother O Their brother/ sister O Their paternal uncle/ aunt O Their maternal uncle/ aunt O Grandfather/ Grandmother O Other, specify: ……		
13. Do the children you take care of go to school regularly (do they attend school)?		
O Yes, all of them go to school O No, they don't go to school O Only students at transitional grades go to school (grades 1-8 and grade 10-11) O Only males go to school O Only females go to school O Only children in the early school grades go to school (grades 1-4) O Other, specify		
If all the children go to school, thank him/ her and finish the questionnaire.		
I work in cooperation with the Directorate of Education and the education sector to identify the most important obstacles preventing children from going to school. I will ask you some questions, and your name or personal information will not be specifically addressed. Questions will take 30 minutes. The aim of this study is to obtain clear information about the presence of children out of school, and to write a report to be submitted to parties that may contribute to improving the educational situation. Do you want to participate? If the caregiver answers yes, continue with the questionnaire.		
B. Information on the educational situation		
1. Are the parents of the child/ children you care for alive?		
O Both are alive O The father of the children passed away O The mother of the children passed away		

2. If one or both parents of the child/ children are alive, does the child live with them, or is he separated from them?	
O He lives with both of his parents O He lives with his mother O He lives with his father	
3. Do you know how to read and write?	**O Yes** **O No**
4. If this person knows how to read and write, what is your highest educational attainment?	
O Preparatory O Secondary O University O Others, specify: ……	
5. Are you a resident of this village/ city?	O I'm from the village/ city O I'm from another village/ city in the same governorate O I'm from another governorate O Other, specify ……
6. If the person is an IDP, do your children have new friends in their current place of residence?	O Yes, they have new friends from this city/ village O No, they play with their old friends who have been displaced with them O They do not have any friends O Other, specify: .....
7. Have your children ever been to school/ Have they attended school before leaving it (the child must complete a full school year)? If the answer is "None of my children is enrolled," go to question 8.	O All my children are enrolled O Some of my children are enrolled and some are not O None of my children is enrolled
7.1. If the answer is "I have children enrolled" in the previous question, where and when were they in school before they left?	
..... In a previous school in the neighborhood before it was destroyed ..... In a school in the town we used to live in before we were displaced ..... Before the war began in Syria ..... Other, specify	
7.2. Who made the decision that your children should leave school?	
O I made the decision myself O Their father made the decision O Their mother made the decision O Their eldest brother/ one of their brothers O The child/ children made the decision themselves O Other, specify:	
7.3. Why did your children leave school? (School-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.	
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because their school is destroyed; other schools are far away. ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe from my point of view ..... The school is not safe from my children's point of view, and they do not want to go there ..... Schools are cold in the winter and my kids get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are not clean and something like that) ..... There is no water in schools ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; my children may be kidnapped or harassed ..... COVID-19 prevention measures are not being adhered to in schools ..... My child suffers from a disability for which the school is not prepared ..... Other, specify	
7.4. Why did your children leave school? (Educational process-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.	

..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Teachers are not qualified (they have no teaching experience) ..... Certificates are not recognized ..... Students' repeated failure, and their educational level no longer aligns with their school grade ..... My children reached the junior high school exam, and certificates are not recognized ..... My children reached the senior high school exam, and certificates are not recognized ..... I do not want to teach my children the curriculum used in schools ..... Curricula taught are not desirable by my children (the students) ..... Teachers and administrative staff treat my child badly ..... Teachers and teaching staff physically punish my child ..... Teachers and teaching staff verbally punish my child; they constantly verbally abuse my child ..... There is discrimination in school ..... School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in students' educational level and their dropping out of school. ..... Other, specify .....
7.5. Why did your children leave school? (Living conditions-related reasons) - Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... My children work to support the family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and we don't have the money ..... There are fees to be paid to the school and I cannot afford them ..... I send my kids to work and learn a money-making profession ..... The spread of the COVID-19 virus, which led to the deterioration of families' living conditions; families can no longer afford the school expenses ..... Other, specify .....
7.6. Why did your children leave school? (Customs-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; I do not want my children to study in mixed schools ..... There are no female teachers in schools; hence, female students dropped out of school ..... We marry off the females instead of educating them ..... Customs and traditions completely prohibit teaching females ..... Customs and traditions prohibit teaching females in middle school or high school ..... Other, specify .....
7.7. Why did your children leave school? (Child-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools were suspended for a long time, and schools no longer align with children's educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and I do not allow them to go to school out of fear for them ..... Other children treat my child/ children badly - child bullying ..... I can't follow up with my child's school situation, and I can't help him with his homework because I don't have time ..... I can't follow up with my child's school situation, and I can't help him with his homework because I can't read ..... The school is far away, and my child needs to be accompanied, and I can't accompany him because I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have any means of transport to take him ..... My child has a disability and needs someone to help him at school ..... Other, specify .....
8. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (School environment-related reasons) Rank the 3 most important reasons

in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because their school is destroyed; other schools are far away. ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe from my point of view ..... The school is not safe from my children's point of view, and they do not want to go there ..... Schools are cold in the winter and my kids get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are dirty and something like that) ..... There is no water in schools ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; my children may be kidnapped or harassed ..... My child suffers from a disability for which the school is not prepared ..... COVID-19 prevention measures are not being adhered to in schools ..... Other, specify .....
8.1. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Educational process-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Teachers are not qualified (they have no teaching experience) ..... Certificates are not recognized ..... Teachers and administrative staff treat my child badly ..... Teachers and teaching staff physically punish my child ..... Teachers and teaching staff verbally punish my child; they constantly verbally abuse my child ..... There is discrimination in school ..... I do not want to teach my children the curriculum used in schools ..... Curricula taught are not desirable by my children (the students) ..... School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in students' educational level and their dropping out of school. ..... Other, specify .....
8.2. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Living condition-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... My children work to support the family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and we don't have the money ..... There are fees to be paid to the school and I cannot afford them ..... I send my kids to work and learn a money-making profession ..... The spread of the COVID-19 virus, which led to the deterioration of families' living conditions; families can no longer afford the school expenses ..... Other, specify .....
8.3. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Customs-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; I do not want my children to study in mixed schools ..... There are no female teachers in schools; hence, female students dropped out of school ..... We marry off the females instead of educating them

..... Customs and traditions completely prohibit teaching females ..... Customs and traditions prohibit teaching females in middle school or high school ..... Other, specify .....
8.4. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Child-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools were suspended for a long time, and schools no longer align with children's educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and I do not allow them to go to school out of fear for them ..... Other children treat my child/ children badly - child bullying ..... I can't follow up with my child's school situation, and I can't help him with his homework because I don't have time ..... I can't follow up with my child's school situation, and I can't help him with his homework because I can't read ..... The school is far away, and my child needs to be accompanied, and I can't accompany him because I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have any means of transport to take him ..... My child has a disability and needs someone to help him at school ..... Other, specify .....
9. What conditions might help your children return to school? (School-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions do not apply.
..... Repairing/ rehabilitating the destroyed schools ..... Providing schools close to IDPs/ mobile schools for IDPs ..... Providing safe schools/ educational places ..... Providing heating materials for schools/ classroom insulation ..... Providing fans in the summer/ classroom insulation ..... Providing a suitable educational environment/ suitable schools/ providing educational supplies ..... Providing books at the beginning of the school year ..... Improving school facilities (toilets and the rest) ..... Providing water in schools ..... Providing schools close to residential locations ..... Preparing schools with facilities to receive children with disabilities ..... Imposing COVID-19 prevention measures in schools ..... Other, specify .....
9.1. What conditions might help your children return to school? Conditions related to the educational process - the teaching staff - the curriculum. Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Ensuring the commitment of teachers and educational staff to school hours ..... Ensuring teachers' commitment to the curriculum ..... Training the teachers/ hiring more experienced teachers ..... Providing a mechanism to recognize certificates/ linking school certificates to universities where students can complete their education ..... Providing specialized counselors in schools to refer to in solving all problems ..... Providing appropriate curricula desirable by students and parents. ..... Other, specify .....
9.2. What conditions might help your children return to school? (Living conditions-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Distributing aid in schools to prevent children from dropping out in order to support their families

..... Developing educational curricula to suit the requirements of current life/ adding materials to educational curricula/ providing vocational education that helps in getting a profession. ..... Provide cheap/ convenient transportation means where nominal transportation fees are paid by students ..... Dropping fees and providing school supplies, stationery, books, and school uniform free of charge ..... Providing aid to families most affected by the spread of COVID-19 to be able to afford school fees ..... Other, specify .....
9.3. What conditions might help your children return to school? (Customs-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Providing single-gender schools ..... Achieving gender balance in the number of teaching staff ..... Raising the community's awareness of the dangers of early marriage (the girl's father or a relative may insist on marrying off the girls) ..... Raising society's awareness of the need to educate males instead of engaging them in the work environment ..... Raising society's awareness of the dangers of engaging children in the work environment at an early age (before finishing primary school) ..... Other, specify .....
9.4. What conditions might help your children return to school? (Child-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions do not apply.
..... Providing special classes for underachieving students, which would provide accelerated learning for children to join their peers, and for children in these classes to be of similar ages ..... My children cannot go back to school because they help me support the family. We need to provide a few hours of evening classes so children can take exams in addition to work ..... My children cannot go back to school because they help me support the family. We need to provide education on holidays so children can take exams in addition to work ..... My children cannot go back to school because they help me support the family. We need to provide homeschooling so children can take exams in addition to work. ..... Providing protection activities and programs in school, which would eliminate child bullying and discrimination in schools ..... My children need someone to help them with their homework and follow up with their educational level, and this person is not available. We need to provide extra hours at school for the children to be helped and followed up with by teachers ..... Dividing students into groups that go to and return from school together, which may keep them safe and mitigate any dangers ..... Providing transportation means to school for children with disabilities ..... Other, specify .....

10. Have your children ever joined an education program outside school?	O Yes O No
11. If no (your children have not enrolled in an education program outside school), select the reason.	
O I've never heard of them O I heard about them, but I don't know how to join them O Such programs are not available in our area O My children don't have time O Other, specify …… O Other, specify …… O Other, specify ……	
12. If yes (my children joined an education program outside school), write the program name.	
The names of the available education programs will be collected from the education sector and others will be added. Please specify:	
13. If yes (my children joined an education program outside school), are they still in this program?	O Yes O No
14. If no (my children joined an education program outside school and later left it), select the reasons.	

..... The program was closed in our area ..... The program is useless ..... My children don't have time to continue anymore ..... Other, specify .... Other, specify .... Other, specify .....
15. Do you think you might have to decide not to send your school-attending children to their school? (This question is asked only if they have school-age children.)
O Yes, I may have to decide not to send one of my children to school O No, I will not make a decision not to send any of my children to school
16. In case you have to make this decision, what might be the reasons? Rank the reasons in order of importance (the reason you expect to be more likely) with the most important reason receiving number 1.
16.1. School environment-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because their school is destroyed; other schools are far away. ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe from my point of view ..... The school is not safe from my children's point of view, and they do not want to go there ..... Schools are cold in the winter and my kids get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are dirty and something like that) ..... There is no water in schools ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; my children may be kidnapped or harassed ..... My child suffers from a disability for which the school is not prepared ..... COVID-19 prevention measures are not being adhered to in schools ..... Other, specify .....
16.2. Reasons related to the educational process - the teaching staff - the curriculum. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Certificates are not recognized ..... Teachers are not qualified (they have no teaching experience) ..... Students' repeated failure, and their educational level no longer aligns with their school grade ..... Teachers and administrative staff treat my child badly ..... Teachers and teaching staff physically punish my child ..... Teachers and teaching staff verbally punish my child; they constantly verbally abuse my child. ..... There is discrimination in school ..... I do not want to teach my children the curriculum used in schools ..... Curricula taught are not desirable by my children (the students) ..... School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in students' educational level and their dropping out of school. ..... Other, specify .....
16.3. Living conditions-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... My children work to support the family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and we don't have the money

..... There are fees to be paid to the school and I cannot afford them ..... I send my kids to work and learn a money-making profession ..... The spread of the COVID-19 virus, which led to the deterioration of families' living conditions; families can no longer afford the school expenses ..... Other, specify .....
16.4. Customs and traditions-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; I do not want my children to study in mixed schools ..... There are no female teachers in schools; hence, female students dropped out of school ..... We marry off the females instead of educating them ..... Customs and traditions completely prohibit teaching females ..... Customs and traditions prohibit teaching females in middle school or high school ..... Other, specify .....
16.5. Child-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools were suspended for a long time, and schools no longer align with children's educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and I do not allow them to go to school out of fear for them ..... Other children treat my child/ children badly - child bullying ..... I can't follow up with my child's school situation, and I can't help him with his homework because I don't have time ..... I can't follow up with my child's school situation, and I can't help him with his homework because I can't read ..... The school is far away, and my child needs to be accompanied, and I can't accompany him because I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have time ..... My child has a disability and needs someone/ a means of transport to take him to school and I don't have any means of transport to take him ..... My child has a disability and needs someone to help him at school ..... Other, specify .....
17. If you had to decide not to send your children to school (all or some of them), which category would you decide not to go to school first?
..... Underachieving students/ students have fallen behind ..... Females first ..... Males first ..... Females in the early stages of education first (grade 1- 4) ..... Males in the early stages of education first (grade 1-4) ..... Females at transitional grades first (grades 1-8 and 10-11) ..... Males at transitional grades first (grades 1-8 and 10-11) ..... Females in the preparatory school certificate stage first ..... Males in the preparatory school certificate stage first ..... Females in the secondary school certificate stage first ..... Males in the secondary school certificate stages first ..... Child/ children with disabilities first (include this option if the respondent has children with disabilities)
Notes: Are there any notes you would like to add that were not addressed in this questionnaire?

JENA Project - 2021

Out-of-School Children Questionnaire

This questionnaire is to be conducted with out-of-school children and enrolled children

A. General information	
1. Questionnaire number	
2. Enumerator's code	
3. Governorate	
4. District	
5. Sub-district	
6. Village/ city:	
7. Is this questionnaire specific to a camp? If yes, mention the camp information.	O Yes O No
8. Community	O The camp is random and not part of any community O Community name: ……
9. Camp	
11. Child's gender	O Male O Female
11. Child's age	
12. **A question to the enumerator: does this student suffer from a disability?**	O Yes O No
13. **Select the type of disability**	O Motor O Blindness O Other

I work in cooperation with the Directorate of Education and the education sector to identify the most important obstacles preventing children from going to school. I will ask you some questions, and your name or personal information will not be specifically addressed. Questions will take 30 minutes. The aim of this study is to obtain clear information about the presence of out-of-school children, and to write a report to be submitted to parties that may contribute to improving the educational situation. Do you want to participate? If the child answers yes, continue with the questionnaire.

B. Information on the educational situation	
1. Are you a resident of this village/ city?	O I'm from the village/ city O I'm from another village/ city in the same governorate O I'm from another governorate O Other, specify ……
2. If the child is displaced, do you have new friends in your place of residence?	O Yes, I have new friends from this city/ village O No, I play with my old friends who were displaced with me O I don't have friends O Other, specify: ……
3. Do you work to support your family? Child labor?	O Yes O No
4. What do you work? Specify the profession.	O A job that requires effort and does not pose a threat to my life O A job that requires effort and is dangerous to my life O Effortless work O Other, specify: ……
5. Are you married? Children over 12 years old should be asked this question.	O Yes O No
6. Are your parents alive? It should be posed carefully to avoid awakening painful memories in the child.	
O My parents are both alive O My father is dead O My mother is dead O My parents are both dead	

7. Who are you living with currently?					
O I live with both of my parents O I live with my father O I live with my paternal uncle/ aunt, maternal uncle/ aunt				O I live with my mother O I live with my grandfather/ grandmother O I live with my brother/ sister	
14. Do you go to school regularly - are you enrolled in school? (The enumerator should pose the question to the children in a simple way - the enumerator must obtain verbal consent from the student.) If the answer is yes, go to question number 20. If the answer is no, continue with the following questions.				O Yes	O No
8. Have you ever been in school - attended school before leaving it (the child must complete a full academic year)? If the answer is no, go to question 9.				O Yes	O No
8.1. If the answer is yes, ask this: where and when were you in school before you left?					
..... In my school before it was destroyed ..... In my school before I got displaced ..... Before the war began in Syria ..... Other, specify					
8.2. In what school grade did you leave school?					
O The first	O The second	O The third	O The fourth	O The fifth	O The sixth
O The seventh	O The eighth	O The ninth	O The tenth	O The eleventh	O The twelfth
8.3. Who asked/ told you to leave school?					
O I made the decision myself		O My father made the decision		O My mother made the decision	
O My eldest brother/ one of my brothers				O Other, specify ……	
8.4. Why did you leave school? (School-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.					
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because my school is destroyed; other schools are far away ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe ..... Schools are cold in the winter, and I get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are not clean and something like that) ..... There is no water in schools ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; I may be kidnapped or harassed ..... COVID-19 prevention measures are not being adhered to in schools ..... I suffer from a disability for which the school is not prepared (if the child has a disability, include this option) ..... Other, specify					

8.5. Why did you leave school? (Educational process-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Teachers are not qualified (they have no teaching experience) ..... Repeated failure, and my age no longer aligns with my educational level ..... Teachers and administrative staff treat me badly ..... Teachers and teaching staff physically punish me ..... The teachers and the teaching staff verbally punish me; they constantly verbally abuse me ..... There is discrimination in school ..... I do not want/ My parents do not want me to study the curriculum used in schools ..... Certificates are not recognized ..... Students' repeated failure, and their educational level no longer aligns with their school grade ..... I reached the junior high school exam, and certificates are not recognized ..... I reached the senior high school exam, and certificates are not recognized ..... School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in my educational level and my dropping out of school. ..... Other, specify .....
8.6. Why did you leave school? (Living conditions-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... I work to support my family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and I don't have the money ..... There are fees to be paid to the school and I cannot afford them ..... The spread of the COVID-19 virus, which led to the deterioration of my family's living conditions; my family can no longer afford the school expenses ..... Other, specify .....
8.7. Why did you leave school? (Customs-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; my parents don't allow me to go to mixed schools ..... There are no female teachers in schools, which led to my dropping out of school (include this option only if the respondent is female) ..... My parents want to marry me off (for only females) ..... Customs and traditions completely prohibit teaching females (for only females) ..... Customs and traditions prohibit teaching females in middle school or high school (for only females) ..... Other, specify .....
8.8. Why did you leave school? (Child-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools were suspended for a long time, and my age no longer aligns with my educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and my parents do not allow me to go to school ..... Other children treat me badly - child bullying ..... I need someone to help me do my homework and follow up with my educational level, and such a person is not available among my relatives or the neighbors ..... The school is far, and I need a family member to accompany me, but there is no one to do that ..... I suffer from a disability, and I need someone/ a means of transport to take me to school (If the child has a disability, include this option) ..... My father/ mother died. I became the breadwinner for my family; I have to provide for the family's needs ..... Other, specify .....

9. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (School environment-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because of the destruction of schools in my city/ town/ neighborhood. Other schools are far away ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe ..... Schools are cold in the winter, and I get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are not clean and something like that) ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; I may be kidnapped or harassed ..... I suffer from a disability for which the school is not prepared (if the child has a disability, include this option) ..... There is no water in schools ..... COVID-19 prevention measures are not being adhered to in schools ..... Other, specify .....
9.1. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Educational process-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Teachers are not qualified (they have no teaching experience) ..... Certificates are not recognized ..... Teachers and administrative staff treat me badly ..... The teachers and the teaching staff verbally punish me; they constantly verbally abuse me ..... There is discrimination in school ..... I do not want/ My parents do not want me to study the curriculum used in schools ..... Other, specify .....
9.2. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Living condition-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... I work to support my family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and we don't have the money ..... There are fees to be paid to the school and I cannot afford them ..... The spread of the COVID-19 virus, which led to the deterioration of my family's living conditions; my family can no longer afford the school expenses ..... Other, specify .....
9.3. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Customs-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; my parents don't allow me to go to mixed schools ..... There are no female teachers in schools; hence, female students dropped out of school ..... My parents want to marry me off (for only females) ..... Customs and traditions completely prohibit teaching females (for only females)

..... Customs and traditions prohibit teaching females in middle school or high school (for only females) ..... Other, specify .....
9.4. If the child never attended school, why didn't he attend school? Why did he attend school for less than a full academic year? (Child-related reasons) Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Repeated failure, and my age no longer aligns with my educational level ..... Schools were suspended for a long time, and my age no longer aligns with my educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and my parents do not allow me to go to school ..... Other children treat me badly - child bullying ..... I need someone to help me do my homework and follow up with my educational level, and such a person is not available among my relatives or the neighbors ..... The school is far, and I need a family member to accompany me, but there is no one to do that ..... I suffer from a disability, and I need someone/ a means of transport to take me to school (If the child has a disability, include this option) ..... My father/ mother died. I became the breadwinner for my family; I have to provide for the family's needs ..... Other, specify .....
10. Do the rest of your siblings go to school?
O Yes, all of them go to school except for me O No, they don't go to schools O Only students at transitional stages go to schools O Only males go to schools O Only females go to schools O Children at the early educational stages go to schools O Other, specify ……
11. What are the conditions that may help you to return to school? (School-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Repairing/ rehabilitating the destroyed schools ..... Providing schools close to IDPs/ mobile schools for IDPs ..... Providing safe schools/ educational places ..... Providing heating materials for schools/ classroom insulation ..... Providing fans in the summer/ classroom insulation ..... Providing a suitable educational environment/ suitable schools/ providing educational supplies ..... Providing books at the beginning of the school year ..... Improving school facilities (toilets and the rest) ..... Providing water in schools ..... Providing schools close to residential locations ..... Preparing schools with facilities to receive children with disabilities ..... Implementing COVID-19 prevention measures in schools ..... Other, specify .....
11.1. What conditions might help you return to school? (Conditions related to the educational process - the teaching staff - the curriculum) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Ensuring the commitment of teachers and educational staff to school hours ..... Ensuring teachers' commitment to the curriculum ..... Training the teachers/ hiring more experienced teachers ..... Providing a mechanism to recognize certificates/ linking school certificates to universities where students can complete their education ..... Providing specialized counselors in schools to refer to in solving all problems ..... Considering to modify the curricula to become desirable by parents and students ..... Other, specify .....
11.2. What are the conditions that may help you return to school? (Living conditions-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest

priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Distributing aid in schools to prevent children from dropping out in order to support their families ..... Developing educational curricula to suit the requirements of modern life/ adding materials to educational curricula/ providing vocational education that helps in getting a profession. ..... Provide cheap/ convenient transportation means where nominal transportation fees are paid by students ..... Dropping fees, and providing school supplies, stationery, books, and school uniform free of charge ..... Providing aid to families most affected by the spread of the COVID-19 virus to be able to afford school fees ..... Other, specify .....
11.3. What are the conditions that may help you return to school? (Customs-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Providing single-gender schools ..... Achieving gender balance in the number of teaching staff ..... Raising the community's awareness of the dangers of early marriage ..... Raising society's awareness of the need to educate males instead of engaging them in the work environment ..... Raising society's awareness of the dangers of engaging children in the work environment at an early age (before finishing primary school) ..... Other, specify .....
11.4. What are the conditions that may help you return to school? (Child-related conditions) Rank the 3 most important conditions in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any condition if such conditions are not applicable.
..... Providing special classes for underachieving students, which would provide accelerated learning for children to join their peers, and for children in these classes to be of similar ages ..... I cannot return to school because I support my family; I need to have evening education for a few hours so I can take exams in addition to work ..... I cannot return to school because I support my family; I need to have education on holidays so that I can take exams in addition to work ..... I cannot return to school because I support my family; I need to have homeschooling to help me take exams in addition to work ..... Providing protection activities and programs in school, which would eliminate child bullying and discrimination in schools ..... I need someone to help me with my homework and follow up with my education, and such a person is not available; I need to have extra hours at school to be assisted and followed up with by the teachers. ..... Dividing students into groups that go to and return from school together, which may keep them safe and mitigate any dangers ..... Providing transportation means to school for disabled children ..... Providing appropriate curricula desirable by students and parents ..... Other, specify .....
12. Who takes care of you at home? — O Nobody O Father/ mother O Brother/ sister O Grandfather/ grandmother O Other, specify: .....
13. Can this person who takes care of you read and write? — O Yes O No O I don't know
14. If this person knows how to read and write, what is his highest educational attainment?
O Preparatory O Secondary O University O Others, specify ……
15. Have you ever joined an education program outside school? — O Yes O No
16. If no (I have not joined an education program outside school), state the reason.
O I've never heard of them O I heard about them, but I don't know how to join them

O Such programs are not available in our area O I don't have time O Other, specify …… O Other, specify …… O Other, specify ……
17. If yes (you have joined an education program outside school), write the program name.
Self-learning Principles of reading and arithmetic (literacy program) Other, specify .....

18. If yes (you have joined an education program outside school), are you still in this program?	O Yes O No

19. If no (you joined an education program outside school and later left it), state the reasons.
..... The program was closed in our area ..... The program is useless ..... I no longer have time to continue ..... Other, specify .... Other, specify .... Other, specify .....
20. If the student is enrolled in school, do you think you may have to drop out of school someday (before completing your education)? Dropping out of school
O Yes, I may have to decide to leave school O Yes, my parents may decide not to send me to school O No, I'm not going to make a decision to leave school
20. If yes (I may have to decide to leave school, or my parents may decide not to send me to school), what are your reasons for making this decision? Rank the reasons in order of importance so the most likely reason receives number 1.
20.1. School environment-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Lack of schools in the community/ camp ..... Schools are far from the community/ camp ..... Because my school is destroyed; other schools are far away ..... Because of frequent displacement and the lack of nearby schools in the displacement locations ..... The school is not safe ..... Schools are cold in the winter, and I get sick all the time ..... Fans are unavailable in the summer (temperatures are very high in schools) ..... Schools are frequently suspended, which leads to the educational process being interrupted throughout the year ..... The educational environment is not suitable/ schools are not suitable/ the educational supplies are not available ..... There are no books available in schools ..... The school facilities are bad (toilets are not clean and something like that) ..... There is no water in schools ..... The road to school is not safe (bombing, clashes, passing through military checkpoints) ..... The road to school is not safe; I may be kidnapped or harassed ..... COVID-19 prevention measures are not being adhered to in schools ..... I suffer from a disability for which the school is not prepared (if the child has a disability, include this option) ..... Other, specify .....
20.2. Reasons related to the educational process - the teaching staff - the curriculum. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can select not to write any reason if such reasons are not applicable.
..... Teachers are frequently absent ..... Teachers do not adhere to the curricula ..... Teachers are not qualified (they have no teaching experience) ..... Repeated failure, and my age no longer aligns with my educational level ..... Teachers and administrative staff treat me badly ..... Teachers and teaching staff physically punish me

..... The teachers and the teaching staff verbally punish me; they constantly verbally abuse me ..... There is discrimination in school ..... I do not want/ My parents do not want me to study the curriculum used in schools ..... Certificates are not recognized ..... Students' repeated failure, and their educational level no longer aligns with their school grade ..... I reached the junior high school exam, and certificates are not recognized ..... I reached the senior high school exam, and certificates are not recognized ..... School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in my educational level and my dropping out of school ..... Other, specify .....
20.3. Living conditions-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... I work to support my family ..... Education has become in vain; it does not secure a job ..... Getting to school is expensive and I don't have the money ..... There are fees to be paid to the school and I cannot afford them ..... The spread of the COVID-19 virus, which led to the deterioration of my family's living conditions; my family can no longer afford the school expenses ..... Other, specify .....
20.4. Customs and traditions-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools are mixed; there are no single-gender schools; my parents don't allow me to go to mixed schools ..... There are no female teachers in schools, which led to my dropping out of school (include this option only if the respondent is female). ..... My parents want to marry me off (for only females) ..... Customs and traditions completely prohibit teaching females (for only females) ..... Customs and traditions prohibit teaching females in middle school or high school (for only females) ..... Other, specify .....
20.5. Child-related reasons. Rank the 3 most important reasons in order of priority, where number 1 is the highest priority, and number 3 is the lowest priority. You can choose not to select any reason if such reasons are not applicable.
..... Schools were suspended for a long time, and my age no longer aligns with my educational level ..... I lost one of my relatives/ friends in a bombing that targeted the school/ school road, and my parents do not allow me to go to school ..... Other children treat me badly - child bullying ..... I need someone to help me do my homework and follow up with my educational level, and such a person is not available among my relatives or the neighbors ..... The school is far, and I need a family member to accompany me, but there is no one to do that ..... I suffer from a disability, and I need someone/ a means of transport to take me to school (If the child has a disability, include this option) ..... My father/ mother died. I became the breadwinner for my family; I have to provide for the family's needs ..... Other, specify .....
Notes: Are there any notes you would like to add that were not mentioned in this questionnaire?

JENA Project - 2021

Teacher Questionnaire

This questionnaire is to be conducted with male and female teachers

A. General information				
1. Questionnaire number				
2. Enumerator's code				
3. Governorate				
4. District				
5. Sub-district				
6. Village/ City:				
7. Is this questionnaire specific to a camp? If yes, mention the camp information.	O Yes O No			
8. Community	O The camp is random and not part of any community O Community name: ……			
9. Camp				
I work in cooperation with the Directorate of Education and the education sector to identify the most important obstacles preventing children from going to school. I will ask you some questions, and your name or personal information will not be specifically addressed. Questions will take 30 minutes. The aim of this study is to obtain clear information about the presence of out-of-school children, and to write a report to be submitted to parties that may contribute to improving the educational situation. Do you want to participate? If the teacher answers yes, continue with the questionnaire.				
10. Teacher's gender	O Male O Female			
11. Teacher's age				
12. Are you a specialized teacher who graduated from a college or institute that qualifies you to practice the teaching profession?	O Yes O No			
13. How many years of teaching experience do you have?				
14. Teaching stages for your students	From grade		To grade	
15. Teacher's specialization - current job	O Primary school teacher (teaching the first grades of primary school)		O Specialized teacher	
16. If the teacher is specialized, specify the subject taught				
17. If the answer to question No. (12) is yes (specialized teacher), what academic certificate do you hold?	O Certificate of higher education institute O A university degree O University degree and a diploma			

	O University degree and a master's degree
18. If the answer to question No. (12) is no (not a specialized teacher), what academic certificate do you hold?	O A university/ institute degree (whose education is not related to the teaching process) O A student at university/ institute O A high school diploma or lower

19. What is the percentage of children enrolled in school and are at risk of dropping out (the grades should appear according to the grades taught by the responding teacher in question 14)?

School grades		0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Basic Education - Ring 1 (1-4)	Males										
	Females										
Basic Education - Ring 2 (5-9)	Males										
	Females										
Secondary Education (10-12)	Males										
	Females										

20. What are the main reasons making these children at risk of dropping out?	None	Minor problem	Mild problem	Major problem
Frequent displacement, which may force them to drop out of school				
Their educational level that does not align with their school grade (their level is weak)				
Customs and traditions prohibit teaching females in middle school or high school (for only females)				
No one to follow up with the children's educational progress at home				
Students' repeated failure, and their educational level no longer aligns with their school grade				
School interruption for a long time, due to displacement, and their educational level no longer aligns with their school grade				
The family is unable to bear the burdens of teaching all children, which may leave them with the option of abandoning the teaching of females to teach only males				
The family is unable to bear the burdens of teaching all children, which may leave them with the option of abandoning the teaching of males to teach only females				
The family is unable to bear the burden of teaching all children, which may leave them with the option of abandoning teaching older children to teach only younger children				
Children are bullied, which may force them to drop out of school				
Other, specify				

Notes: Are there any notes you would like to add that were not mentioned in this questionnaire?

JENA Project - 2021

Information Sources Questionnaire

This questionnaire is to be conducted with information sources, according to their availability, and who have knowledge about out-of-school children

A. General information		
1. Questionnaire number		
2. Enumerator's code		
3. Governorate		
4. District		
5. Sub-district		
6. Village/ City:		
7. Is this questionnaire specific to a camp? If yes, mention the camp information.	O Yes O No	
8. Community	O The camp is random and not part of any community O Community name: ……	
9. Camp		
10. Gender of interviewee	O Male	O Female
11. Description of the interviewee: This questionnaire should be conducted with someone who has reliable information about out-of-school children. It is preferable that the questionnaire be conducted with an official spokesperson assigned by the Directorate of Education, the educational cluster, or the educational office of the local council.		
O Principal/ teacher O Administrator of the educational office in the local council O Head of the educational cluster or one of the well-informed employees O Mayor O Other, specify:		

I work in cooperation with the Directorate of Education and the education sector to identify the most important obstacles preventing children from attending school. I will ask you some questions, and your name or personal information will not be specifically addressed. Questions will take 30 minutes. The aim of this study is to obtain clear information about the existence of out-of-school children, and to write a report to be submitted to parties that may contribute to improving the educational situation. Do you want to participate? If the information source answers yes, continue with the questionnaire.

B. Information on the educational situation

1. What is the percentage of drop-out children from your city/ town/ camp, by school grade and gender?

Definition: Drop-out children are:

children who attended school and later dropped out.

According to the [14]UNICEF's Monitoring Education Participation report, *"a child is currently considered to be a drop-out if s/he is of compulsory school age (6-18 years old) and:*

a) Was enrolled in school at some time in the past.

b) Did not attend school at all between the start of the current school year and the date for school reporting of enrolment/ dropout, and has no excusable reason for this absence.

c) Does not meet any of the exclusionary conditions."

Out-of-school children who have never attended school

"A child is considered to be out of school if s/he is of compulsory school age (6-18 years) and:

a) Dropped out

b) By the time for school reporting of enrolment/dropout, has not enrolled in school or has not been enrolled in school at any time in the past."

School grades		0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Basic Education - Ring 1 (1-4)	Males										
	Females										
Basic Education - Ring 2 (5-9)	Males										
	Females										
Secondary Education (10-12)	Males										
	Females										

2. What is the estimated percentage of drop-out children of the host community (percentage of dropouts out of the total children in the host community)?	
3. What is the estimated percentage of drop-out children of IDPs (percentage of dropouts out of the total displaced children)?	
4. What is the estimated percentage of drop-out children with disabilities (percentage of dropouts out of the total number of disabled children)?	
5. What is the total number of schools in the town/ city/ camp?	

[14] http://uis.unesco.org/sites/default/files/documents/monitoring-education-participation.pdf

6. Number of functional schools				
7. Number of functional schools equipped to receive children with disabilities (preparations in construction and furniture - corridors with handrails - staircases with wheelchair ramps - special toilets for children with disabilities - and other preparations)				
8. Number of schools that have specialists in dealing with children with disabilities, by disability type				
9. Number of non-functional schools, by reason for going out-of-service				
Out-of-service as it is destroyed (number)				
Out-of-service as it is used for non-educational purposes (number)				
Out-of-service due to the lack of teaching staff (number)				
Out-of-service for other reasons; please specify: ..... (number)				
10. What is the impact of each of the following factors on children dropping out - the educational environment?	None	Minor problem	Mild problem	Major problem
Lack of schools in the community/ camp				
Schools are far from the community/ camp				
School destruction				
Security situation in schools				
The security situation in the community (shelling/ clashes)				
The security situation inside the community (kidnapping/ harassment)				
The school facilities are bad (toilets are not clean, and similar things)				
Unavailability of books in schools				
Schools are not prepared to receive children with disabilities				
Unavailability of heating materials/ schools are cold				
Fans are unavailable in the summer (temperatures are very high in schools)				
COVID-19 prevention measures are not being adhered to in schools				
The lack of a supervisory body to enforce compulsory education—to force parents to send their compulsory-school-age children to school (grades 1- 9)				
Other, please specify				
11. What is the impact of each of the following factors on children dropping out - the educational process - the educational staff - the curriculum?	None	Minor problem	Mild problem	Major problem
Teachers are frequently absent				
Teachers do not commit to the curricula				
Teachers are not qualified (they have no teaching experience)				
Students' repeated failure, and their educational levels no longer align with their school grades				
Certificates are not recognized				
Discrimination in schools				

Treating children badly - punishing children by the educational staff				
Low educational level in schools				
Curricula taught are not desirable by parents				
Curricula taught are not desirable by students				
School interruption for a long time, due to the spread of the COVID-19 virus and the lack of alternative education (distance learning). This led to a decline in students' educational level and their dropping out of school.				
Other, please specify				
12. What is the impact of each of the following factors on children dropping out - reasons related to actual life?	None	Minor problem	Mild problem	Major problem
Child labor				
Education is in vain; it doesn't secure a job in my opinion (parents' point of view)				
Education is in vain; it does not secure a job from the children's point of view				
Getting to school is expensive and parents don't have enough money				
There are fees to be paid to the school and parents cannot afford them				
Parents cannot afford school supplies				
The desire to teach children professions instead of teaching them at school				
Frequent displacement				
Security situation				
Poor economic situation of the family				
Other, please specify				
The spread of the COVID-19 virus, which led to the deterioration of families' living conditions; families can no longer afford the school expenses				
13. What is the impact of each of the following factors on children dropping out - customs and traditions?	None	Minor problem	Mild problem	Major problem
Schools are mixed; there are no single-gender schools; people do not want their children to study in mixed schools				
There are no female teachers in schools; hence, female students dropped out of school				
Early marriage				
Customs and traditions completely prohibit teaching females				
Customs and traditions prohibit teaching females in middle school and high school				
Other, please specify				
14. What is the impact of each of the following factors on children dropping out - reasons related to children?	None	Minor problem	Mild problem	Major problem
The other children were treating the dropout child/ children badly - child bullying				
No one to follow up with the children's educational progress at home				
No one to accompany disabled children to school				

Lack of specialists in dealing with disabled children in schools										
Other, please specify										
15. What percentage of children are enrolled in school and are at risk of dropping out?										
School grades		0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Basic Education - Ring 1 (1-4)	Males										
	Females										
Basic Education - Ring 2 (5-9)	Males										
	Females										
Secondary Education (10-12)	Males										
	Females										

16. What are the main reasons rendering these children at risk of dropping out?	None	Minor problem	Mild problem	Major problem
Frequent displacement, which may force them to drop out of school				
Their educational levels that do not align with their school grades (their level is weak)				
Customs and traditions prohibit teaching females in middle school and high school				
No one to follow up with the children's educational progress at home				
Students' repeated failure, and their educational levels no longer align with their school grades				
School interruption for a long time, due to displacement, and their educational levels no longer align with their school grades				
The family is unable to bear the burdens of teaching all children, which may leave them with the option of abandoning the teaching of females to teach only males				
The family is unable to bear the burdens of teaching all children, which may leave them with the option of abandoning the teaching of males to teach only females				
The family is unable to bear the burden of teaching all children, which may leave them with the option of abandoning teaching older children to teach only younger children				
Children are bullied, which may force them to drop out of school				
Notes: Are there any notes you would like to add that were not mentioned in this questionnaire?				

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Kids out of school

evaluation participatory education

second edition **JENA**

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