

SCHOOLS IN THE NORTHERN SYRIA CAMPS

THEMATIC REPORT
EDITION 02

2018



Assistance Coordination Unit


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

Schools in the Northern Syria camps
THEMATIC REPORT
November 2018
PREPARED BY: INFORMATION MANAGEMENT UNIT

ASSISTANCE COORDINATION UNIT
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EXECUTIVE SUMMARY

The Information Management Unit (IMU), of the Assistance Coordination Unit (ACU), issues the Schools in the Northern Syria Camps report annually. This edition is considered the second of this report, where it highlights the impact of the ongoing war in Syria, the displacement environment on the education sector, the educational needs of the IDPs children, and schools from the different points of view. The IMU started this report by developing the questionnaire of the previous edition of the report "Schools in the northern Syria camps edition 01"¹ which was issued in August 2017 to reach a greater number of indicators and to cover all the information that actors bodies need, and support the educational process. This edition included four types of perception surveys² for the first time, to reflect the education reality and its needs from multipoint of view, as well as to add qualitative data to the report along with quantitative data.

SECTION 01: METHODOLOGY

This section provides an overview of the methodology that IMU designed and followed during data collection, data analysis, visualization till issuing the final version of the report. IMU consulted Education experts about the work steps and the developmental mechanisms in the two successive editions of this report, and the enumerators about the available solutions in the event of any problem occurrence. This assessment includes 72 functional schools distributed within 62 IDP camps in north of the governorates of Aleppo and Idleb. Thirty ACU enumerators who work in IDP camps have participated in the data collection. 804 e-forms have been filled out by the enumerators distributed as follows: 72 basic questionnaires for schools were filled out through field visits to schools, 233 questionnaires were conducted with students, 219 questionnaires were conducted with parents, 229 questionnaires were conducted with teachers, 51 questionnaires were conducted with principals. The data collection period began in early January 2018 and lasted for one month. The report was published by the end of October 2018.

SECTION 02: GENERAL INFORMATION

This section presents information about number of schools in camps, distribution and registration at an official entity. According to collected data from the Education in Camps Working Group (ECWG) within the Education Cluster of the Office for the Coordination of Humanitarian Affairs (OCHA), the number of camps in the north of Syria is 331 camps that include 119 functional schools. As for the number of assessed schools by ACU enumerators it was 72 functional schools distributed within 62 IDP camps only among 226 assessed camps in Aleppo and Idleb governorates, while the remaining 164 camps were without schools. The study shows that 96% (69 schools) of the total assessed schools are registered at the Education Directorate (ED) of Syrian Interim Government (SIG), from another hand 4% (3 schools) were not registered at the ED of SIG or any other official entity.

SECTION 03: SCHOOL BUILDINGS

This section shows the types of buildings used for teaching in the camps and their security. The study shows that 55% (48 schools) of the assessed school buildings used for teaching in the northern Syria camps were cement block classrooms, 32% (28 schools) were a tent or more, and 14% (12 schools) are prefabricated classrooms (caravans). This section of the report also included detailed data on the status of doors and windows. During conducting interviews with the students³, 5% (12 children) of the interviewed children stated that they do not feel safe at the school. However, 95% (221 children) stated that they feel safe at the school.

1. <https://www.acu-sy.org/en/schools-in-camps-2017-v01/>

2. Perception surveys include interviews with camp school principals, teachers, students and parents

3. IMU enumerators conducted perception surveys with 233 students at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 46% of them were females and 54 % were males

SECTION 04: WATER, SANITATION AND HYGIENE IN THE SCHOOLS

Detailed information on the water resources of schools in camps in addition to the status of their sanitary facilities is brought into focus in this section. The results of the study showed that 65% (47 schools) of the assessed schools in camps receive drinking water by tankers and that 28% (20 schools) receive drinking water from the public network. Moreover, the number of water taps that need to be replaced 141 water taps. In regard to the adequacy of water taps, it was found that 58% (42 schools) of schools that provide water had more than 100 students per tap, while 8% (6 schools) without water taps. As for the availability of WCs at schools in camps, the results of the study show that 11% (8 schools) of the schools included in the survey without WCs. Whereas for the schools with WCs, it was found that (23%) (108 WCs) need simple maintenance, 4% (17 WCs) need full rehabilitation or replacement. Furthermore, 38% (24 schools) of schools with WCs disposed wastewater into cesspits.

SECTION 05: SCHOOL SUPPLIES

The school materials and basic needs are presented in this section. It was found through the study that 96% (69 schools) of the schools in northern Syria camps have desks, 4% (3 schools) do not have desks, where the students sit on the ground. Concerning the schools that have desks; 17% (1,409 desks) of the assessed desks need maintenance, 4% (375 desks) are completely damaged and need replacement. The study also showed that 60% (43 schools) of the total schools in camps need heaters, 88% (63 schools) need printers, 61% (44 schools) need a chalkboard, and 96% (69 schools) need computers.

During the students' interviews, 18% (42 students) of the total number of surveyed students stated that they do not eat meals before coming to school. Regarding eating at school, 40% (93 students) of students stated that they bring their meals from home to school (eating a snack at school), while 57% (133 students) do not eat meals at school.

SECTION 06: EDUCATIONAL LEVELS AND CURRICULUM

This section of the report explores the educational levels, curricula and the educational status of students within the camp schools. The results of the study showed that 7% (5 schools) of the assessed schools in northern Syria camps offer primary education only, 75% (54 schools) offer primary and lower secondary education, 13% (9 schools) offer all educational levels, and 6% (4 schools) offer lower secondary and upper secondary education.

Through conducting teachers' perception⁴ surveys 46% (106 teachers) of interviewed teachers reported that students suffer from the bullying of older students. In terms of the school curricula, based on the study 78% (56 schools) of the total camp schools completed more than 75% of the curriculum for students during the previous school year, 14% (10 schools) completed between 50% - 75% of the curriculum, and 4% (3 schools) completed between 25% and 50% of the curriculum. The assessment of the educational situation of teachers' perception shows that 43% (94 teachers) of interviewed teachers reported that education before 2011 is better. Moreover, the study found that the ED of the SIG was the source for 55% of the total number of books used in camp schools, while used books (books that had been returned by students) were the source for 38% of used books.

4. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idlib, where 44 % of them were females

SECTION 07: STUDENTS

This section provides detailed data on students' numbers according to their different categories, absences and late attendance, in addition to the faced difficulties. As the study showed the number of assessed students in northern Syria camps is 34,139 students (of both genders), where 52% (17,666 students) of them were females. Furthermore, students between (6 – 11) years old formed the largest age group of students in the assessed schools, with 80% (27,101 students of both genders) of the total enrolled students. When parents⁵ were surveyed about the enrollment of their children in school; 53% (115 persons) of the parents reported that all their children attend school; 24% (53 persons) reported that their children attend only the primary education levels; 10% (21 persons) reported that only males go to school; and 9% (20 persons) said that their children attend only the transitional grades, and do not attend the 9th and 12th grades.

The study also showed that 88% (63 schools) of the assessed schools in the camps do not have kindergartens. During parents' interviews, they were asked whether their children expressed unwillingness to go to school, 51% (112 persons) of surveyed parents said that their children sometimes express unwillingness to go to school, 6% (13 persons) said that their children always express unwillingness to go to school. One of the main difficulties encountered by students in obtaining a proper education at schools in camps was the shortage of educational materials, books and stationery. The second one was the child duty to help his family "child labor".

SECTION 08: PSYCHOLOGICAL SUPPORT AND CHILDREN WITH SPECIAL NEEDS

This section presents detailed data on children with special needs, psychological support and orphaned children. The number of students with special needs within the camp schools reached 107 students. It was also found that 32% (23 schools) of the camp schools have no trained teachers on psychological support. As for perception surveys conducted with teachers, 25% (57 teachers) shared that their students have expressed fear of being unsafe at their schools. The phenomena spread among students, the interviewed teachers⁶ noticed; difficulty to concentration topped the list of the spread phenomena by 15% among students; 14% of students suffer from low marks at school; 11% of students suffer from nervousity, agitation, and inability to sit in one place for a long time; 11% of students have difficulty in memorizing; 10% of students look untidy, not clean and lack personal hygiene; and 9% of students have language problems (stuttering, difficulty in speaking or expressing themselves). Besides that, the report covered the number of orphan students, where there are 3,426 orphans' student in the assessed camp schools.

SECTION 09: TEACHERS

This part of the report presents detailed data on teachers, the support they receive and their educational level. The number of teachers at schools in camps was 1,377 teachers (of both genders), where females represented 51% (699 female teachers) of the total teachers. The percentage of teachers enrolled in the educational process due to the shortage of qualified teachers was 33% (450 teachers) of the total teachers. Regarding the abilities of irregular teachers, 55% (28 principals) of assessed principals⁷ stated that the teaching level of irregular teachers was good, 12% (6% principals) stated that the teaching level of irregular teachers was average. The study also shows that 43% (999 teachers) of teachers receive salaries from various sources, and 27% (378 teachers) do not receive salaries at all. In the conducted surveys with teachers, 95% (218 teachers) reported that the income is not commensurate with the requirements of daily life.

SECTION 10: PRIORITIES AND RECOMMENDATIONS

The need for textbooks topped the list of priorities for the assessed camp schools in the north by 41%. Secondly came the need for books and stationery by 22%, while the need for salaries for the school staff came by 18%, and the need for heating fuel came with 10%.

5. IMU enumerators conducted perception surveys with 219 persons have school-aged children distributed within six clusters in the governorates of Aleppo and Idleb, 40 percent of them were females.
6. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 44 % of them were females.
7. IMU enumerators conducted perception surveys with 51 school principals at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 14 % of them were females.

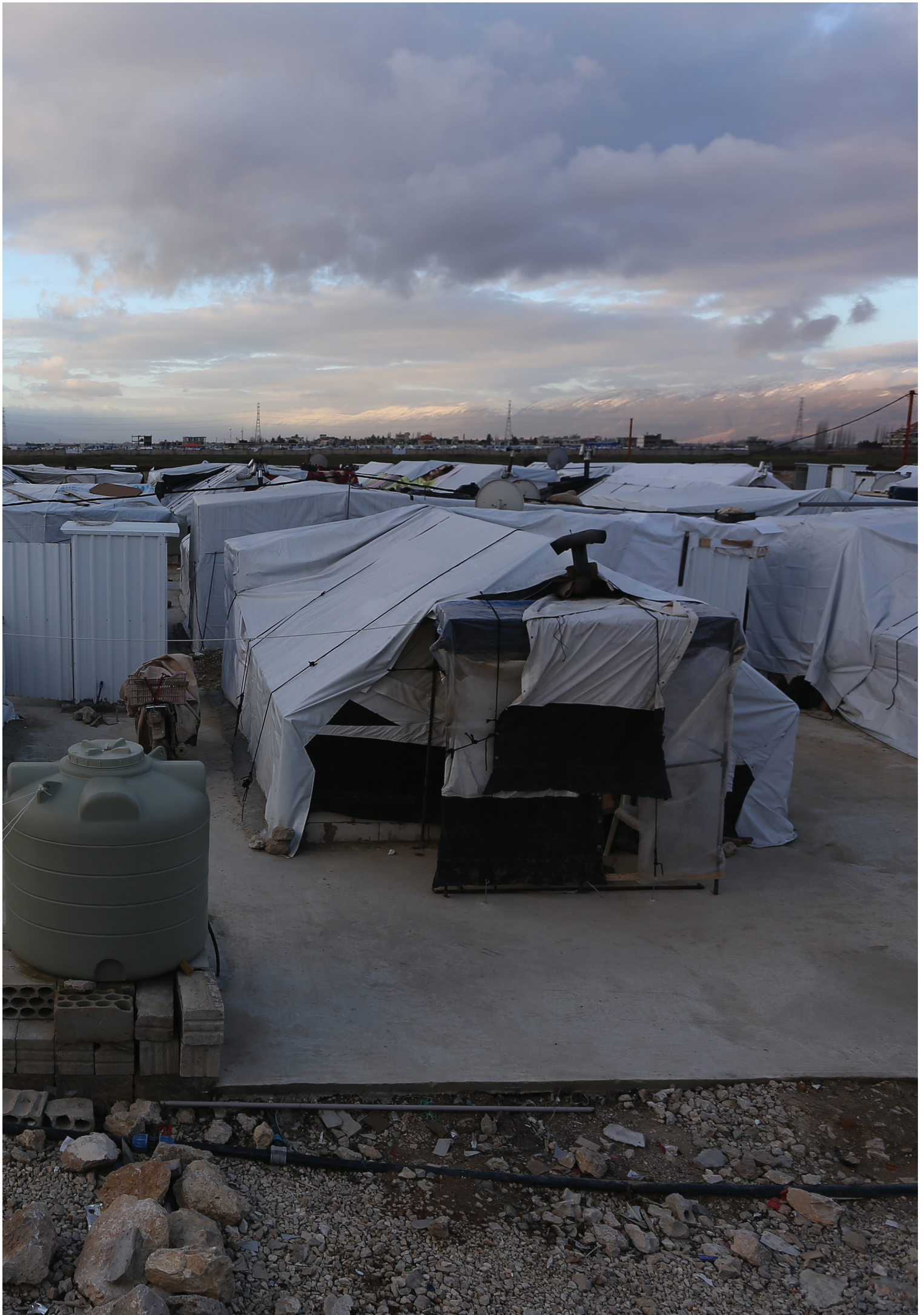


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LIST OF ACRONYMS

ACU		Assistance Coordination Unit
ECWG		Education in Camps Working Group
ED		Education Directorate
EGRA		Early Grade Reading Assessment
EGMA		Early Grade Math Assessment
HNO		Humanitarian Needs Overview
INEE		Interagency Network on Education in Emergencies
IMU		Information Management Unit
KI		Key Informant
KII		Key Informant Interview
OCHA		United Nations Office for the Coordination of Humanitarian Affairs
SIG		Syrian Interim Government
SYP		Syrian Pound
USD		United States Dollar
WC		Water Closet



SECTION 01 METHODOLOGY

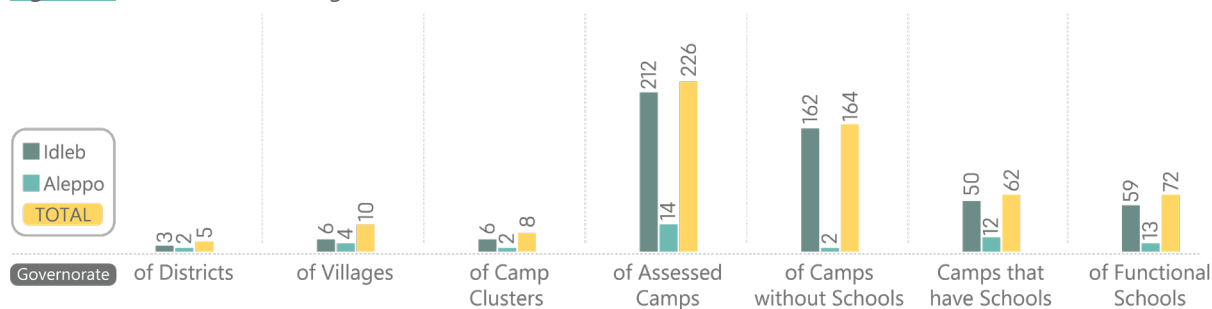
THIS SECTION PROVIDES AN OVERVIEW OF THE METHODOLOGY THAT IMU DESIGNED AND FOLLOWED WHILE COLLECTING DATA FOR THIS ASSESSMENT. THE RESEARCH METHODOLOGY INCLUDES QUANTITATIVE AND QUALITATIVE METHODS. THE SCHOOL QUESTIONNAIRE WAS DEVELOPED TO INCLUDE INFORMATION THAT REFLECTS THE ACCURATE DETAILS IN CAMP SCHOOLS AND THE MECHANISM OF THE EDUCATIONAL PROCESS. FOUR TYPES OF PERCEPTION SURVEYS WERE ALSO CONDUCTED, TARGETING STUDENTS, PARENTS, TEACHERS AND PRINCIPALS.



01: Assessment Sample

This assessment includes 72 functional schools distributed within 62 IDP camps only among all 226 assessed camps in Aleppo and Idleb governorates. The IMU enumerators visited 226 camps in the north of Aleppo and Idleb governorates to find out the number of camps that have schools to assess it; it was found that 164 camps have no schools, while 62 camps have schools.

Figure 01: Assessment coverage



02: Assessed Tools

1. Tool design phase:

The IMU has designed a questionnaire for this assessment, as well as four perception surveys in two phases:

Phase 1

IMU designed an initial draft of the questionnaire based on the 3rd edition of "Schools in Syria" report⁸ questionnaire, as well as the questionnaire used for the first edition of "Schools in Northern Syria Camps"⁹ report. The questionnaire included the feedback received during the launch event held on 21, July 2017 which was attended by the education cluster members, representatives of the Turkish government, and a large number of actors who support the educational process in Syria. The IMU also distributed a survey to the attendees to take their views on the aspects they would like to include in the upcoming editions of schools reports (in camps and in sub-districts), the answers of the survey were analyzed and based on it the questionnaire was updated. Moreover, IMU received some views from the education cluster regarding some aspects that they prefer to be covered in this edition of the report through e-mail, as well as the lessons learned from the previous edition of this report are taken into account.

Four new perception surveys were also developed for students, parents, teachers and school principals, where this is the first edition, which included perception surveys. These surveys were developed to have a clearer picture of the educational situation from different points of view through numbers and statistics. Some of the questions used in studies related to the educational process have also been developed, such as the educational section of the Humanitarian Needs Overview (HNO), and the perception surveys used in the EGRA/EGMA project for assessing the reading and math of students in the early grades.

Phase 2:

The questionnaires were shared with the education cluster coordinators, and the cluster members. Moreover, an educational expert has been consulted during the design of the questionnaires and before issuing the final version.

1. Enumerator Training phase

IMU enumerators were trained to use the school questionnaire and perception surveys. The training for enumerators lasted 5-days at a rate of 4 hours per day and was conducted online via Skype for Business. The target of the training was explaining the questionnaires in detail, and the methodology for selecting random sampling for the perception surveys. The training included two-days test period for piloting. The enumerators' feedback were collected after piloting phase, and some points were modified in the questionnaire based on that feedback.

8. <https://www.acu-sy.org/en/schools-in-syria-2017/>

9. <https://www.acu-sy.org/en/schools-in-camps-2017-v01/>

2. The mechanism of filling the questionnaires

This edition of the schools in camps report included four types of perception surveys in addition to the basic school questionnaire:

- **The basic school questionnaire** was filled out through field visits to schools and conducting key informant interviews (KIIs), with school administrative staff, education offices in local councils and any other active party in the education sector or provides response to education. Enumerators conducted field observations and reviewed official school records of enrolled students at each stage of the study.
- **Students' perception survey:**
The enumerators were administered to select five to ten students from each school (by school size), taking into consideration the gender diversity within the school. The selection was randomly targeting the students of different ages. IMU enumerators conducted perception surveys with 233 students, from 6 camp clusters (IMU enumerators faced difficulties in conducting perception surveys with students from Qah and Sarmada clusters). The surveyed students aged between five to seventeen years old. 46% of surveyed students were females (108 female students), and 54% were males (125 male students). All children were displacement families living in the northern Syria camps.
- **Parents' perception survey:**
After the completion of data collection of school questionnaires, random samples were selected of parents who should be targeted based on the camp population. The enumerators were administered to target parents who have school-age children who attend school and other parents who have school-age dropout children. The enumerators targeted both genders of parents who have school-age children, as well as targeting all segments of the displacement community (the northern Syria camps) by conducting perception surveys from different places. The IMU enumerators conducted surveys with 219 parents who have school-age children (within and out of school), where these parents were distributed within six clusters, the proportion of females among them was 40% (87 females), while the proportion of males was 60% (132 males).
- **Teachers' perception surveys:**
During the schools' visit, the enumerators conducted three to five surveys with teachers. IMU enumerators conducted perception surveys with a total of 229 teachers who are on their duty, and distributed within six clusters, 44% of them were females (100 female teachers), while 56% were males (129 male teachers).
- **School principals' perception survey:**
During the schools' visit, the enumerators conducted one survey with the school principal or his deputy. IMU enumerators conducted perception surveys with a total of 51 principals at schools in the northern Syria camps, distributed within six clusters, 14% of them were females (7 female principals), while 86% were males (44 male principals).
Enumerators filled the questionnaires electronically using KoBo Collect, where all questionnaires were programmed to be filled electronically.

03: Time Schedule

The work on the second edition of the Schools in Northern Syria Camps has begun in October 2017. The main objective was to obtain quantitative data by covering all the schools of the northern Syria camps in Idleb and Aleppo governorates. ACU enumerators were able to cover more than 70% of the schools there (compared with the data assessed by the Education cluster members in mid-October 2017), the development of the survey questionnaire was initiated, and the lessons learned from the previous edition of this report were taken into consideration. Four perception surveys were also developed to be included in this report for the first time. At the beginning of December 2017, the training for enumerators was conducted online via Skype for Business. The training for enumerators lasted 5-days at a rate of 4 hours per day. The training included two-days test period for piloting. The enumerators' feedback were collected after piloting phase, and some points were modified in the questionnaire based on that feedback.

Subsequently, the period of programming the questionnaires was started and lasted five working days to reach the final form of the electronic questionnaires. The data collection period began in early January 2018 and lasted for one month to end with the beginning of February 2018. 30 IMU specialized enumerators collected primary data. The data collection phase was followed by cleaning the data and reviewing the missing and odd values, after which the data analysis started. The analysis process coincided with mapping the report. The reporting period began on 21 September 2018, the report was written in Arabic, the draft report was reviewed and after having a final issue the report was translated to English and the translation was finished on 21, October 2018.

04: Data Management and Analysis

IMU Enumerators filled the questionnaires electronically using KoBo Collect. The IMU network coordinators received the questionnaires and the data was exported to an Excel database; the analysis team then set up some logical linking to find any odd or missing values. Here, the coordinators reviewed the questionnaires that included odd or missing values with the enumerators; these values were corrected, where the data cleaning and revision phase took 15 days. The IMU data analysis team proceeded with generating tables, figures and crosstabs by Excel, where Dax, Query Editor was used. Comparisons were made with the previous edition of the Schools in the Northern Syria Camps report. IMU GIS Officer issued maps using Arc GIS. The designer also prepared designs for the figures and tables that were shown using Adobe InDesign, Adobe Illustrator, and Adobe Photoshop, as well as the design of the overall layout of the report. The reporting team produced an initial draft of the report in Arabic, and after the review, the team continued to translate the report into English.

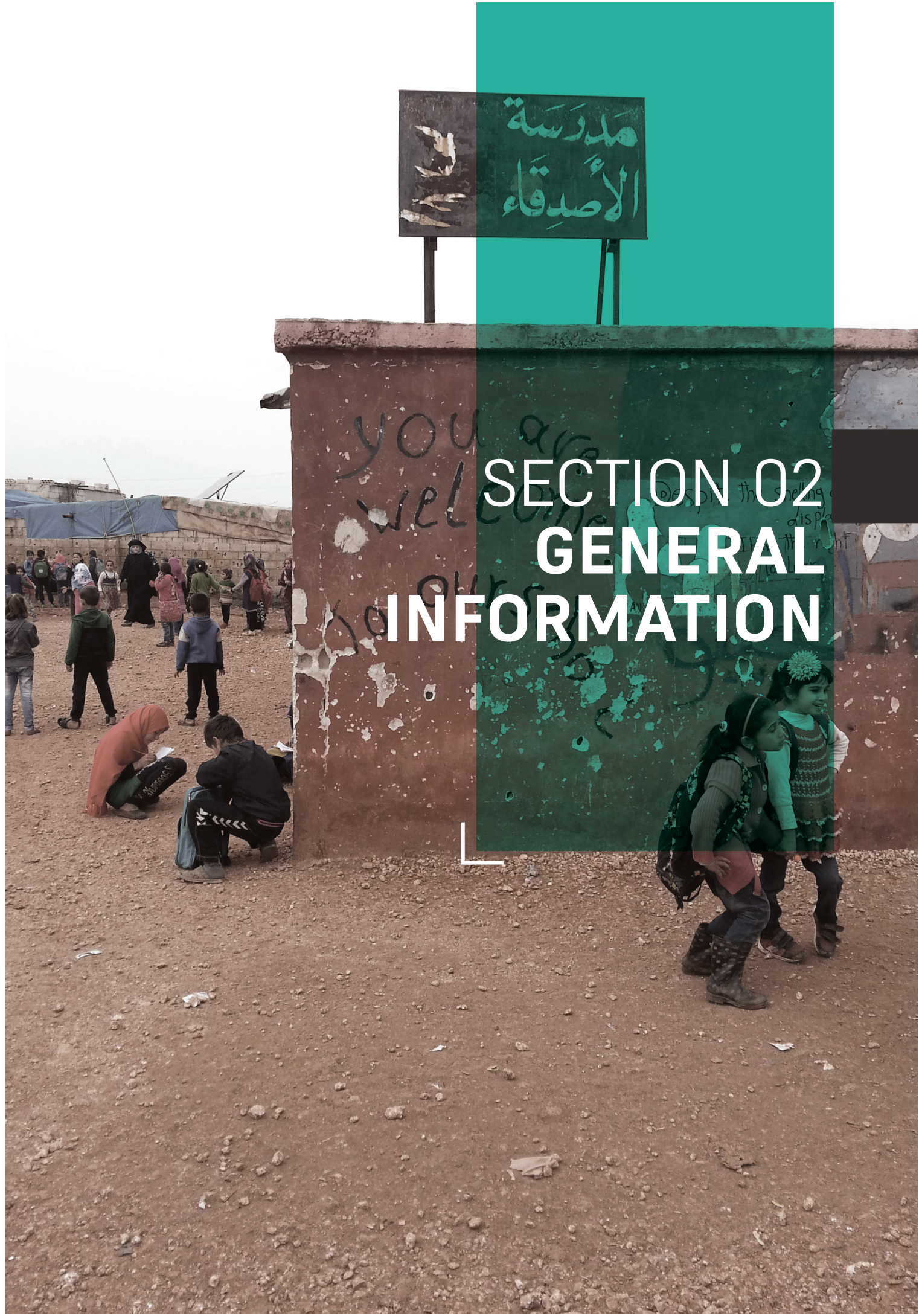
05: Difficulties and Challenges

Some enumerators were unable to collect information from some camps, where the schools to be assessed are located, due to the lack of cooperation from the supervisors on the educational process or the control forces, which led to the inability of collecting perception surveys from some camps.





SECTION 02 GENERAL INFORMATION



01: Information on Schools in Camps by Education Cluster:

This section of the report includes information from Education in Camps Working Group (ECWG) within the Education Cluster of the (OCHA), while the source of all other information in the entire report was from the IMU enumerators in the ACU.

According to data from ECWG, the number of camps in North of Syria was 331 camps that contain 19 schools. In October 2017, the ECWG collected initial data on the schools' numbers in the northern Syria camps. 15 organizations members of the education cluster participated in data collection. 331 camps were visited in the governorates of Idleb, Aleppo, Hama and Ar-Raqqa. The IMU of the ACU has collected data from 109 camps.

A total of 331 regular and irregular camps distributed at 21 districts in the governorates of Idleb, Aleppo, Hama and Ar-Raqqa have only 119 schools. During data collection period there were no schools at the camps of Menbij district in Aleppo governorate and Ath-Thawrah district in Ar-Raqqa governorate, in addition to one of the random camps in Idleb. The largest number of schools were located at Harim in the northern countryside of Idleb, where there were 82 schools.

According to the received information from the ECWG, approximately 50% (60 schools) of camp schools receive support from different sources. In contrast, approximately 50% (59 schools) do not receive any support.

Figure 02: Numbers of camps and schools according to education cluster - by district

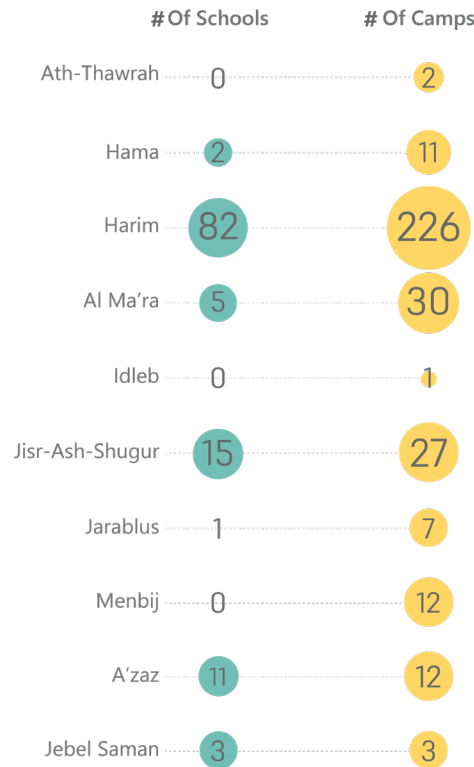
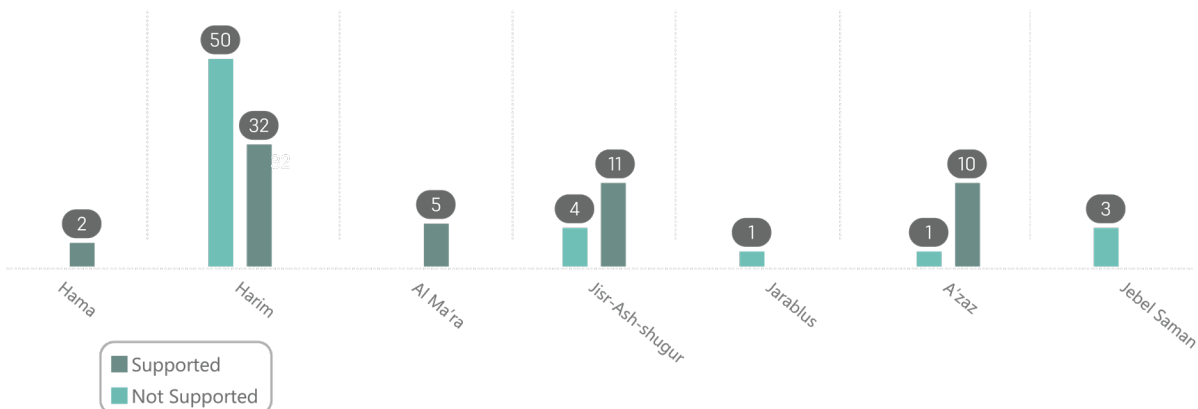


Figure 03: Number of schools in camps that receive support according to ECWG - by district

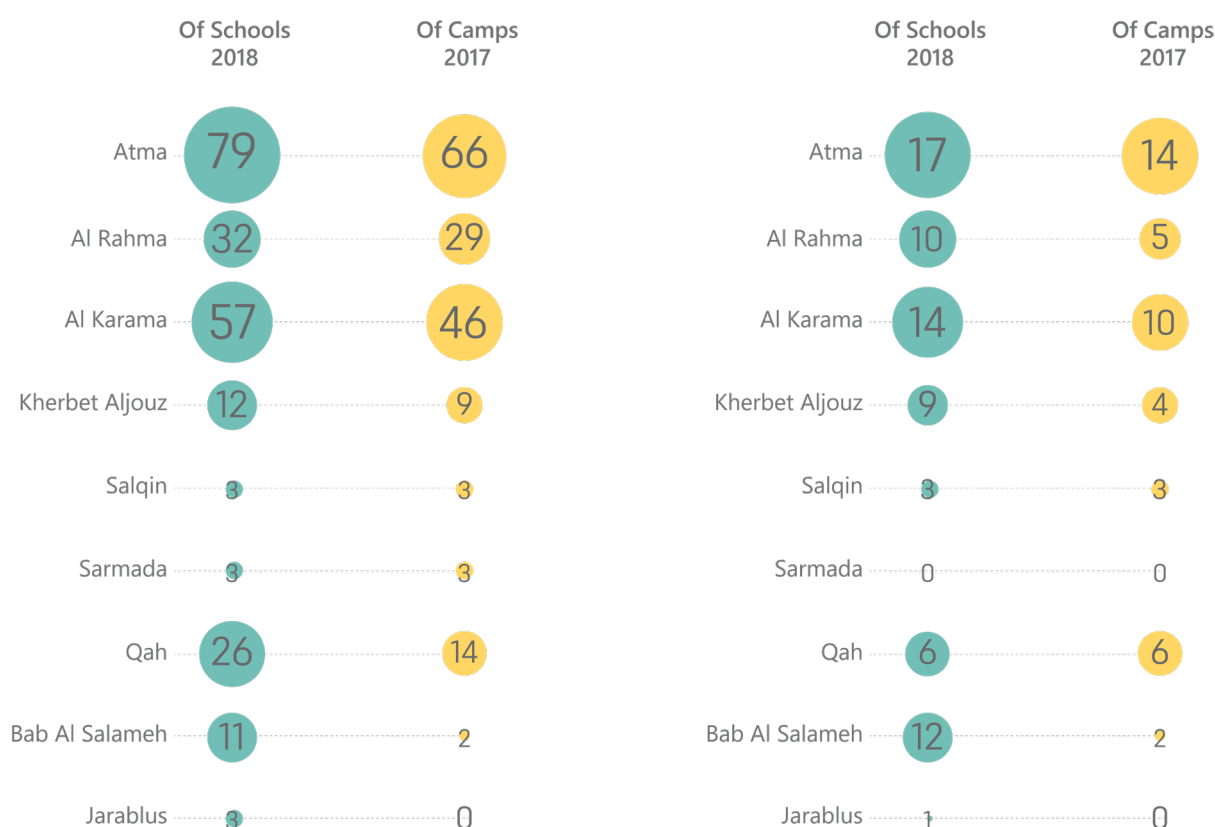


The largest number of supported schools in camps was at Harim district by 32 schools, while all camp schools in Jebel Saman and Jarablus districts were not supported during the data collection period

02: Comparison of the number of camps and assessed schools for two consecutive years

The IMU was able to increase its coverage of the Northern Syria camps by 31% (54 new assessed camps) compared to the number of assessed camps in the 1st edition of the report to reach 226 assessed camps within this edition. This increase was accompanied by an increase in the number of assessed schools by 64% (28 new schools were covered) compared with the number of assessed schools in the previous report, to reach 72 assessed schools within this edition.

Figure 04: Comparison of camp and school numbers between 2017 and 2018 reports – by cluster



This edition of "Schools in Northern Syria camps" report included 72 functional schools; the schools are distributed within only 62 camps in nine clusters. The population of these camps was 246,178 IDPs according to IDP camps monitoring study issued by IMU of ACU in June 2018¹⁰. The number of school-age children living in these camps was 77,526, 52% of whom were girls (40,057 school-age girls) and 48% (37,469 school-age boys) were boys.

The first edition of "Schools in Northern Syria Camps" report included 44 schools, while this edition of the report includes 72 schools. The increase of assessed schools was due to an increase of the assessed camps by IMU enumerators. The number of assessed camps has raised to 54 new camps, so the number of assessed camps reached 226 camps in nine clusters at the governorates of Idlib and Aleppo.

Three camps were established at Jarablus sub-district in the northern countryside of Aleppo in March 2017 that have only one school in it. Moreover, Sarmada cluster in Idlib countryside has three camps without schools, as the students of these camps go to other schools in nearby clusters or within villages near the camps. Furthermore, the number of assessed camps in Atma cluster increased by 13 camps to be 79 camps, resulting in an increase in the schools' number at this cluster to be 17 schools. All camps of Bab Al Salameh cluster in the northern countryside of Aleppo were covered in this edition, where the number of camps in this cluster reached 11 camps, and these camps have 12 schools.

10. <https://www.acu-sy.org/en/idp-camps-dashboard/>

03: Camps that Have Schools

All the schools in the Northern Syria camps were distributed in only 62 camps, while there were no schools in the other 164 camps.

Therefore, the students in these camps go to nearby camps or nearby villages to receive the education in its schools.

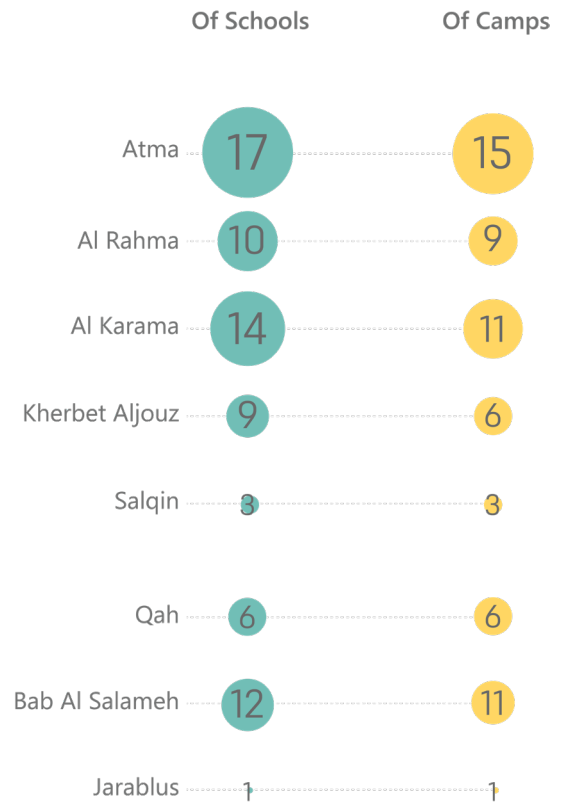
Although Atma cluster has 79 camps, there are only 17 schools distributed in 15 camps of this cluster. Orient camp included two schools Horas Al Tawheed and Al Aqsa.

The camp of Hamad Al Ammar Village included two schools Ataa for boys and Ataa for girls, while each camp in the other 13 camps within Atma cluster included one school.

Moreover, Al Karama cluster included 14 schools distributed within 11 camps, where the three camps of (Al Shuhada, Al Aseel and Atfal Al Ghad) included two schools in each camp.

However, the rest of the camps included one school in each camp.

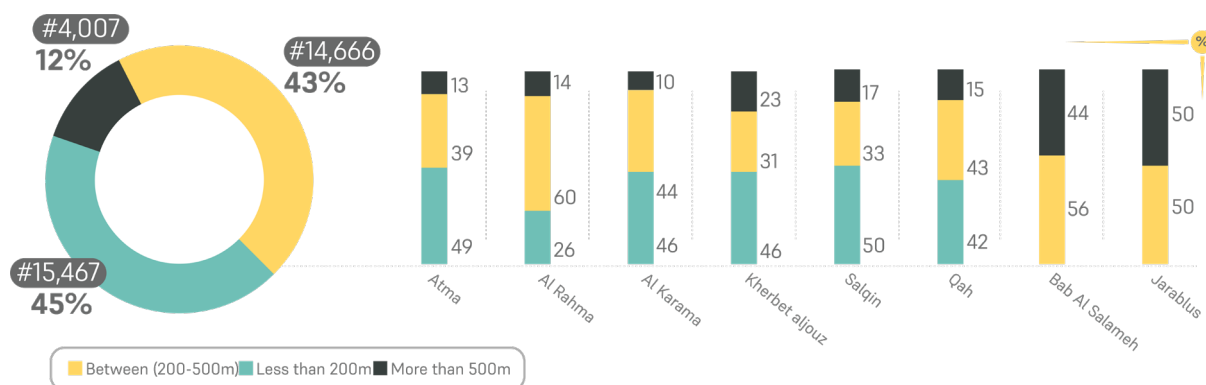
Figure 05: Number of camps that have schools and the number of schools within – by cluster



04: Distance to Schools

The study showed that 43% (14,666 students) live less than 200 meters away from their schools, 45% (15,467 students) live between 200-500 meters away from their schools, and 12% (4,007 students) live more than 500 meters away from their schools.

Figure 06: Number/Percentage of students per the distance of schools to residential communities



According to the Minimum Standards for Education (INNE),¹¹ “The maximum distance between learners and their learning sites should be defined according to local and national standards.

It is important to consider security, safety and accessibility concerns such as soldiers’ quarters, landmines and dense bush in the vicinity. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers”. IMU Key Informants (KIs) in the northern Syria camps reported that there are no security risks such as soldiers’ quarters, landmines or dense bush.

However, the dangers there are related to the general safety of students as they go to schools, where students walk in narrow and crowded roads.

The roads of the camps are not equipped for the passage of cars due to its narrowness and lack of asphalt layer and should be used only for the passage of public service vehicles such as relief vehicles, water tanks and ambulances. As for, the services' vehicles, they must consider the periods of overcrowding to keep the safety of the population. Currently, the camp roads are used for the passage of all public and private cars, which cause a severe crowd and may expose the lives of children to risk, this shows the urgent need to prevent cars from using camp roads.

Teaching staff should also organize the attendance of students in the morning and during the time when they go out of school, especially in the early educational stages.

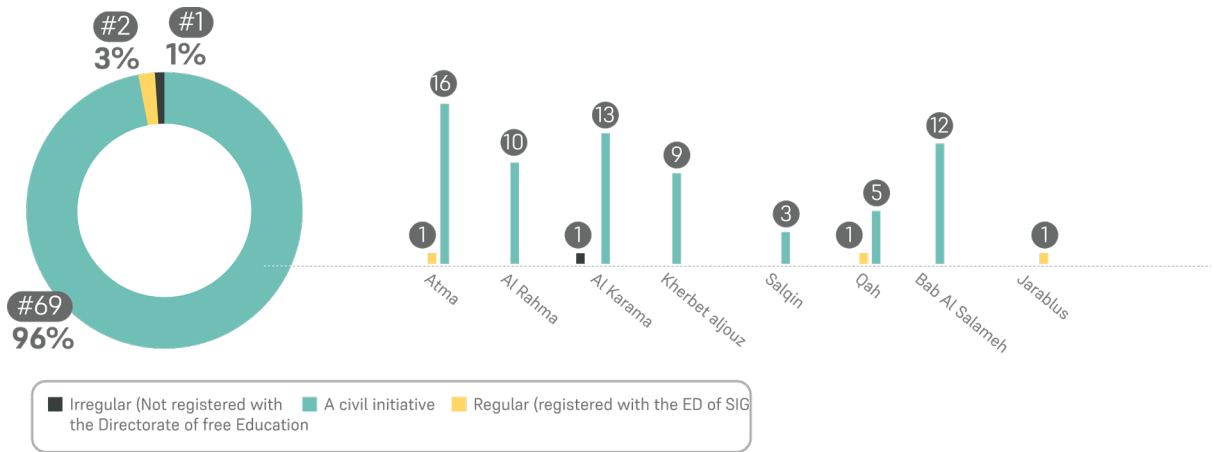
Regarding the camps without schools, where the students had to travel for a long distance of up to 3 km to reach schools in other camps or nearby villages, the results of the study showed that 73% (164 camps) of the total assessed camps did not have schools, so the students were forced to go to schools outside their camps. In the period of data collection, there were no lower secondary schools in Al Forkan and Al Midan camps, forcing the students to go to Qah camp and cross 3 km to reach this camp.

11. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

05: The Official School Registration

The study results show that 96% (69 schools) of the assessed schools were registered at the Education Directorate (ED) of the SIG, 4% (3 schools) were not registered at ED of the SIG or any other official body.

Figure 07: Types of camp schools per its registration by an official body



The INEE define the education authorities as “The Education authorities is governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility”.

Before the war, the Ministry of Education (MoE) and its associated institutions were establishing the schools. After the onset of the war, most of the areas went out the Syrian regime control and there was an urgent need to create new schools in IDP distribution places that witness overload in the number of students within its schools or the schools are relatively far from IDPs settled places. Many actors have created different types of schools, such as temporary schools or safe educational places, as an emergency solution for dropout students, where this type of schools was not registered with any official bodies. ED of the SIG has begun to organize the educational process after its formation in areas beyond the Syrian regime control, by supervising the schools that existed before the conflict and by applying specific criteria on schools established during the conflict to register it. Those criteria include the existence of qualified teachers, administrative structure and clear administrative system, as well as the access of students to an appropriate level of education and other standards considered necessary for the ED. ED of SIG has begun the registration of the schools consecutively, where the study showed that 96% (69 schools) of the assessed schools were registered with the ED which is affiliated to the opposition. While 4% (3 schools) were not registered by any official body, where “Al Shaheed Saleh” school in Al Karama cluster was not registered with ED of SIG up to the date of preparing the report. The disaster-stricken Kafr Nabutha School in Atma cluster was not registered with the ED of SIG, where the camp management usually supervise these schools. During the period of data collection, Al Midan School in Qah cluster was not registered with the ED of SIG. At the end of the 2017/2018 academic year, a Syrian organization supported this school and later it was officially registered with the ED of SIG.



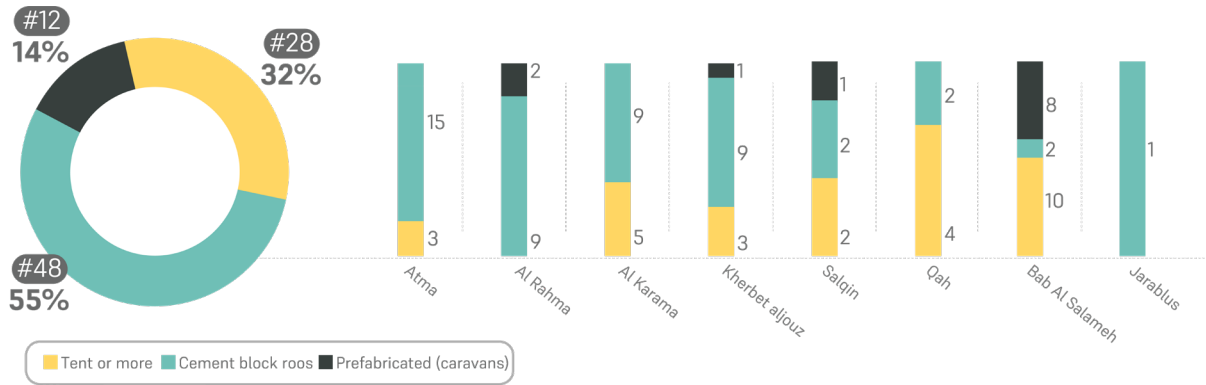
SECTION 03
SCHOOL BUILDING



01: Types of schools building

The study results show that 55% (48 schools) of the assessed school buildings in the northern Syria camps were cement block classrooms, 32% (28 schools) were a tent or more which are used as an educational place, 14% (12 schools) are prefabricated classrooms or known as caravans.

Figure 08: Number/percentage of schools by type of school building



The structure type of school buildings in the camps is related to the types of temporary accommodation used by IDPs. The only school in Jarablus camp was a set of tents used for teaching. IMU's IDP camps monitoring study¹² showed that all temporary accommodations used in Jarablus cluster are tents (3,393 tents) as of August 2018. 57% (3,076 tents) of temporary accommodations in Bab Al Salameh cluster are tents, 40% (2,129 caravans) are caravans, 3% (161 classrooms) are cement block classrooms. There are 10 schools in Bab Al Salameh cluster; their structures are tent/tents, (eight schools) are caravans, (two schools) are cement block classrooms.

Moreover, 39% (6,403 classrooms) of temporary accommodation in Atma cluster are cement block classrooms, 60% (10,157 tents) are tents; the percentage is related to the existence of 15 schools within Atma; their structures are tent/tents, 8 schools are caravans, two schools are cement block classrooms. The tents used for teaching need to be replaced annually, and the caravans need annual maintenance, while the cement block classrooms are less damaged. However, the construction of cement block classrooms is not available in all the camps depending on circumstances which are related to land property, its nature and the availability of appropriate spaces.

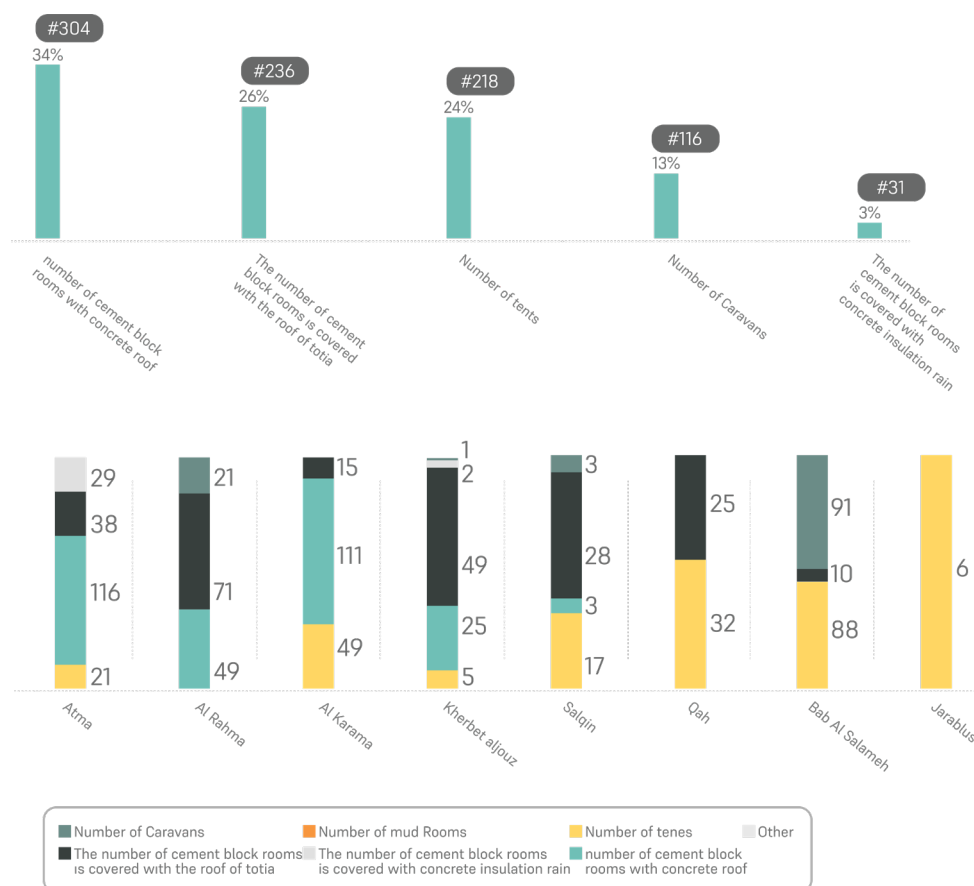


12. <https://www.acu-sy.org/en/idp-camps-dashboard/>

02: Number of Classrooms

The number of all types of classrooms within the assessed northern Syria camps was 905 classrooms, 34% (304 classrooms) are cement block classrooms with concrete roofs, 26% (236 classrooms) are cement block classrooms with tin sheets roofs, 3% (31 classrooms) are cement block classrooms without roofs and covered with rain-proof insulators, 13% (116 caravans) are caravans, 24% (218 tents) are tents.

Figure 09: Number/percentage of classrooms in the school by type of building



Schools in camps in all its forms are less isolated in bad weather than the regular schools within towns and villages. Although there are cement block classrooms in some camps' schools, however, these classrooms are often spaced and do not constitute a single building block. Even, if it was one block building, it will be small so ensuring adequate insulation is an obstacle, as well as, the caravans are less isolated in weather conditions than cement block classrooms. Furthermore, the insulation is almost non-existent in the tents.

Despite that, the cement block room with a concrete roof is considered more isolated than all cement block types in weather conditions. Where the study show; 63% (111 classrooms) of the total assessed classrooms at camps' schools in Al Karama cluster are cement block classrooms with a concrete roof, and 56% (116 classrooms) of the total assessed classrooms at camps' schools in Atma cluster are cement

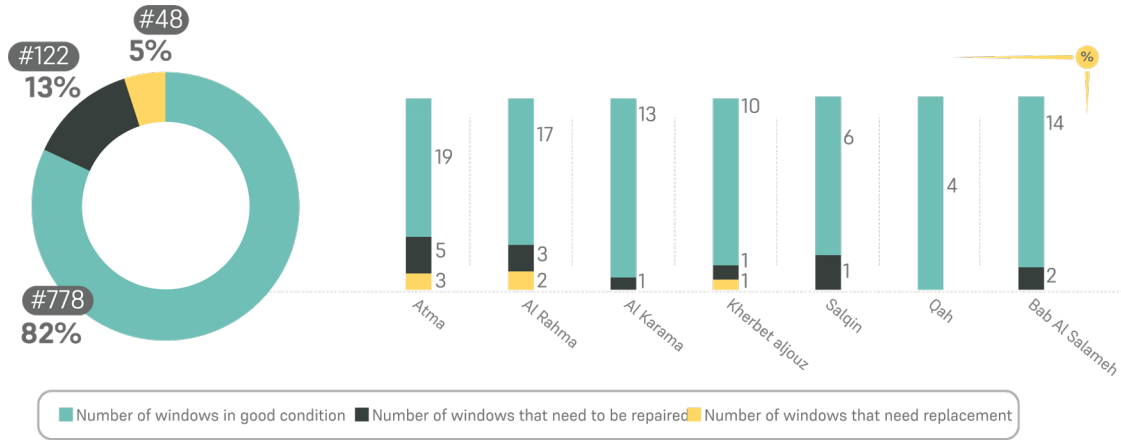
block classrooms with a concrete roof. Moreover, 60% (49 classrooms) of the total assessed classrooms at camps' schools in Kherbet Aljouz cluster are cement block classrooms with tin sheets roofs, and (50%) (71 classrooms) in Al Rahma cluster are cement block classrooms with tin sheets roofs. While there were 29 cement block classrooms without roofs, covered with rainproof insulation at Atma cluster, and two cement block classrooms without roofs, covered with rainproof insulation at Kherbet Aljouz cluster. As for caravans, it constituted 48% (91 caravans) of the classrooms in Bab Al Salameh cluster and 15% (21 caravans) in Al Rahma cluster. For tents, all classrooms in Jarablus cluster were tents used for teaching, 47% (88 tents) in Bab Al Salameh cluster, and 56% (32 tents) in Qah cluster.

It should be noted here that the tents used for teaching must be replaced annually because of damage.

03: Status of the Windows

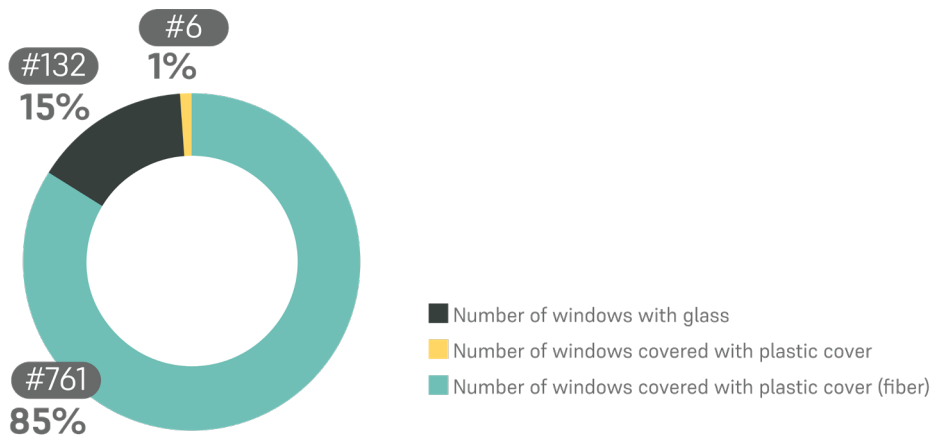
The results of the study show that 82% (778 windows) of the total windows within assessed schools in camps do not need repair, 13% (122 windows) needed repair work, while 5% (48 windows) needed replacement.

Figure 10: Number/percentage of windows in camp schools by status



All school windows in the assessed schools in camps are made of iron, 85% (761 windows) of these windows are covered with fiber plastic sheets, and 15% (132 windows) are covered with glass, 1% (6 windows) are covered with plastic covers. It is worth mentioning the plastic covers are not suitable to cover the window, as they are a temporary solution in the absence of suitable glass substitutes, on the other hand, fiber plastic sheets need to be replaced every year as they are damaged by exposure to sunlight. These materials are less resistant to sunlight than glass. While the camp schools at Jarablus cluster are without windows, where the schools there were tents only.

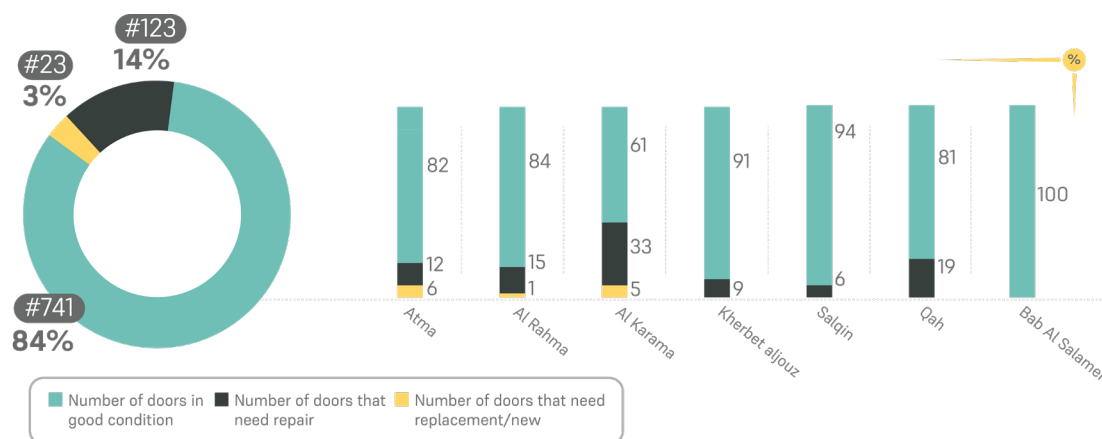
Figure 11: Percentage of windows by its covering material



04: Status of the Doors

A percentage of 84 % (741 doors) of the assessed doors in camp schools were in no need of repairs, 14 % (123 doors) needed repairs, and 3 % (23 doors) needed to be replaced.

Figure 12: Number/percentage of doors in camp schools by status



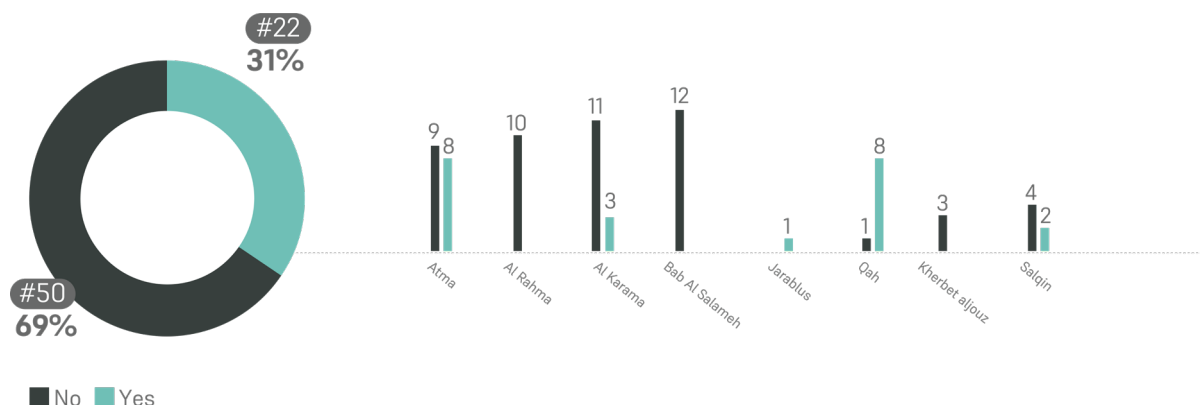
All the doors of the cement block rooms used for teaching in the northern Syria camps are metal, the bulk of which is made of tin sheets. There are also some metal bars on the sides. These doors reduce the outside sounds and withstand the weather conditions more than the wooden doors that usually used in the classrooms of the regular schools. These doors are made from materials of poor quality, and the air humidity leads to rust it, so it requires maintenance at the beginning of each academic year.

The results of the study show that 33% of the doors at camp schools in Al Karama cluster needed repairs, and 5% needed replacement. Furthermore, 19% of camps schools in Qah cluster needed repairs. While camp schools at Jarablus camps are without doors, because the schools there are tents.

05: School Suspension Days

The study results show that 69% (50 schools) of the assessed schools in camps were not suspended during the last academic year, 31% (22 schools) were suspended due to bad weather conditions.

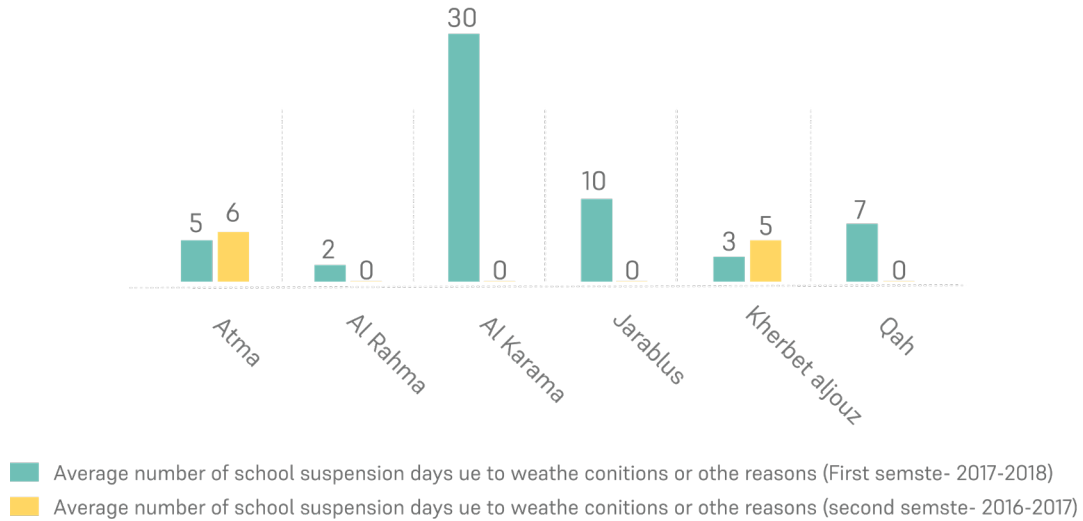
Figure 13: The impact of weather conditions on the school functionality in camps during 2017



All schools in northern Syria camps are considered relatively safe if compared to schools in sub-districts. The escalation of military operations and shelling is the main reason for the suspension of school days in regular schools, while bad weather is the main reason for the suspension of school days in camp schools, where the falling of rain or snow is causing the floods in the camps, making the roads rugged.

Moreover, teaching in the tents at low temperatures and during the frost is dangerous to children health. The assessed schools in Bab Al Salameh and Salqin clusters were not suspended, where the roads in these camps are considered good compared to other camps. The school days were suspended for very short periods at Al Rahma, where the suspension period was only three days.

Figure 14: The average number of school suspension days during two consecutive semesters

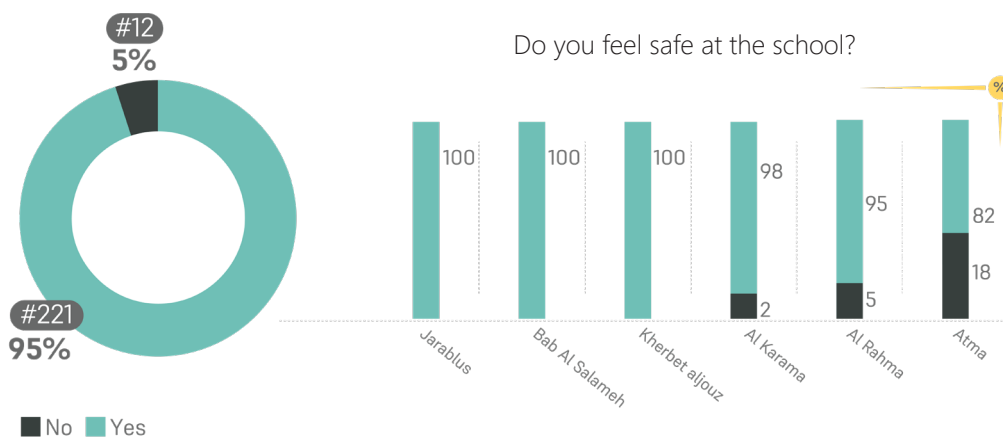


The previous figure shows the average number of school suspension days within the schools in northern Syria camps. The school suspension days are decreasing between the first and second semesters, due to the moderate weather in the second semester and the absence of snowstorms or rainstorms.

1. Students’ Perceptions: Do you feel safe at the school?

5% (12 children) of the surveyed children¹³ stated that school attendance did not make them feel safe and 95% (221 children) reported that school attendance made them feel safe; the majority of children who felt unsafe formed 18% of the total interviewed children at Atma cluster schools, 5% at Al Rahma cluster schools, and 2% at Al Karama cluster schools.

Figure 15: Students’ Perceptions



13. IMU enumerators conducted perception surveys with 233 students at schools in northern Syria camps distributed within six clusters in the governorates of Aleppo and Idlib, where 46 % of them were females and 54 % were males

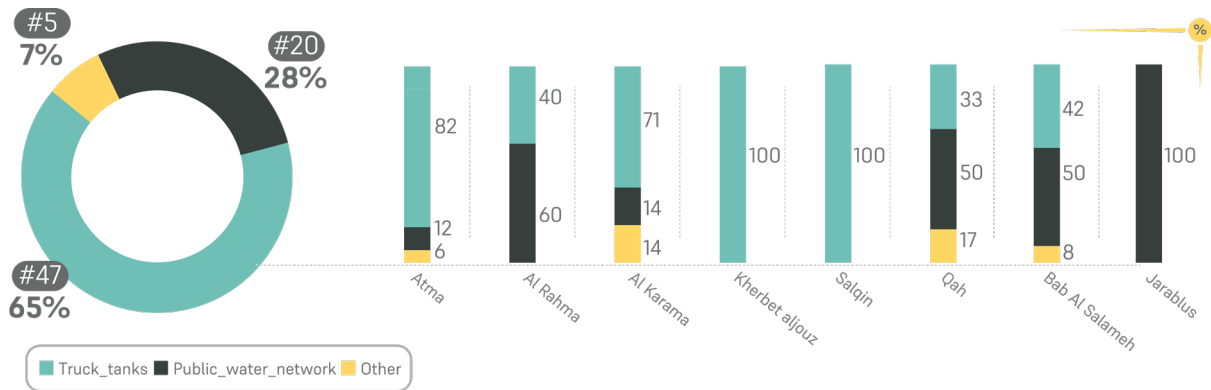


**SECTION 04
WATER, SANITATION
AND HYGIENE IN THE
SCHOOLS**

01: Water Sources in Schools

The results of the study show that 65% (47 schools) of the assessed functional camp schools receive their drinking water by tankers, while 28 % (20 schools) receive their drinking water from the public network.

Figure 16: Number/percentage of schools by means of access to drinking water.



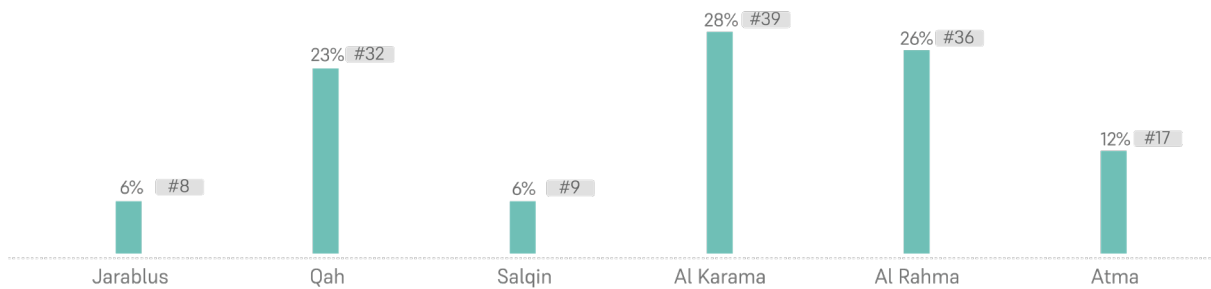
According to SPHERE¹⁴ standards, "it should be providing 3 litres per pupil per day for drinking and hand washing (toilets water not included). In addition to 20-40 litres per user per day for conventional flushing toilets connected to a sewer, and 3-5 litres per user per day for pour-flush toilets". The study showed that 65% (47 schools) of the assessed camp schools received drinking water through tanks. The water supply through tankers may cut off for several days in the winter because of the roughness of camp roads and lack of tanks access to schools. From another side, 7% (5 schools) have relied on other means of access to water, where Al Majed schools at Bab Al Salameh cluster, as well as, Al Amal 1 and Al Amal 2 at Al Karama cluster get the water through wells located near school.

It should be noted that groundwater resources should be far from defecation areas. According to the Sphere Project Handbook, "The distance of soak pits, trench latrines and/or toilets from water sources should be at least 30 meters away from any water source". Unfortunately, these conditions are applied within the northern Syria camps. The schools of Kafr Nabutha in Atma cluster and Al Forkan in Qah cluster do not have any water sources, so children bring their water with them in water containers (water bottles).

02: Water Taps

The number of water taps that need to be replaced in the schools of the Northern Syria camps is 141 water taps. This number includes all water taps, whether used for drinking, latrines or for other service matters, which mean all types of taps including latrines' taps.

Figure 17: Number/ percentage of water taps that need replacement per cluster



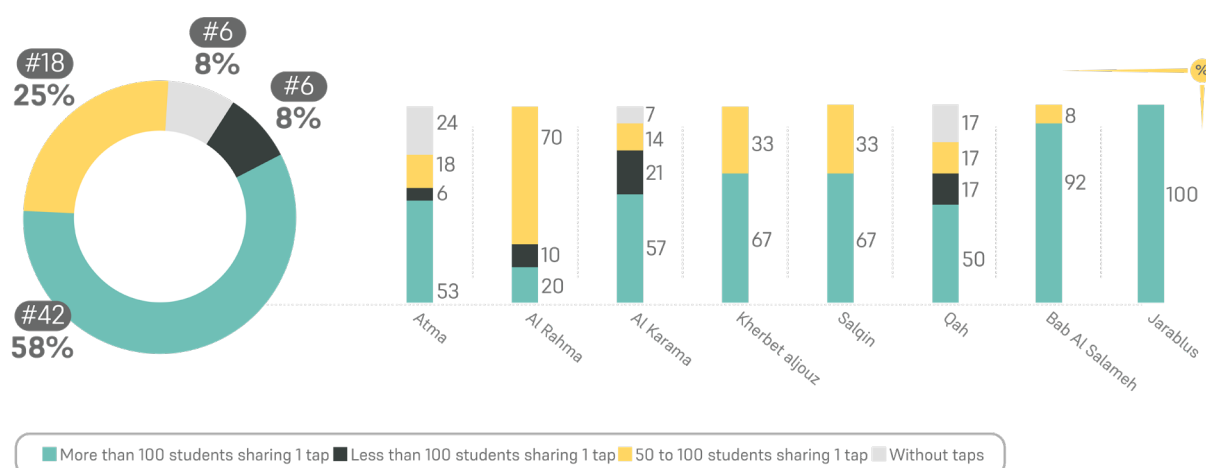
14. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>

Water taps in schools are severely damaged, as they are used by a large number of students and are periodically replaced. The number of water taps that need to be replaced in the camp schools is 141 water taps. The largest percentage of water taps that need to be replaced in Al Karama cluster schools by 29% (39 water taps), and then 26% (36 water taps) in Al Rahma cluster schools. While Bab Al Salameh and Kherbet Aljouz clusters have no water taps that need to be replaced.

03: Number of Students per Water Tap

The study results show that 8% (6 schools) of assessed schools that provide water had less than 50 students per tap; 25% (18 schools) of assessed schools that provide water had 50-100 students per tap; 58% (42 schools) of schools that provide water had more than 100 students per tap; and 8% (6 schools) of assessed schools do not have water taps.

Figure 18: Number/ percentage of schools by students' number per water tap



The proper education environment needs a sufficient number of drinking water taps, which ensures the students' safety from crowding and pushing each other at the water taps. The places where the taps are distributed and the spaces between it affect the overcrowding of the students. It should be noted that most students use drinking water taps during the lesson breaks. These taps may also be used for personal hygiene after WC, which may increase overcrowding. The break between lessons is 30 minutes, so less than 50 students per tap is acceptable, and not so crowded; more than 50 students per tap may lead to crowding during the break time; more than 100 students per tap would create heavy overcrowding. Some students go 90 minutes (two consecutive study hours) without water, or students may have to leave during classes to drink water, which may affect the progress of the educational process.

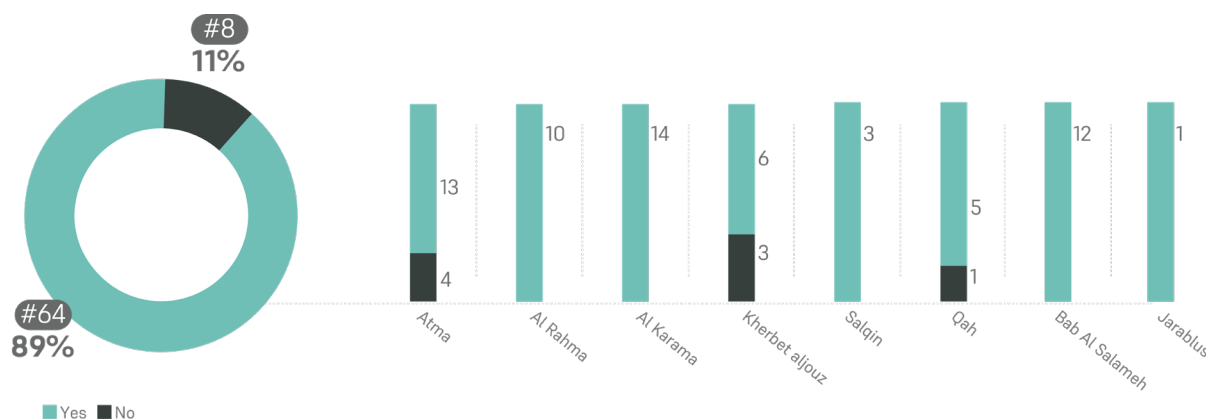
All the schools at Jarabulus cluster were overcrowded, with the lowest number of water taps in its schools, as the number of students per tap was more than 100 students.

Moreover, 92 % of assessed schools at Bab Al Salameh cluster that provide water had more than 100 students per tap. Most of camp schools need to increase the number of water taps in it. On the other hand, the study revealed that the schools of Al Majed, Rif Halab Al Janoubi, Ataa for boys and Kafr Nabutha Al Mankuba in Atma cluster are without drinking water taps, as well as Al Forkan school at Qah cluster, and Al Shaheed Saleh school at Al Karama cluster are without water taps.

04: Availability of WCs within Schools

The results of the study show that 11 % (8 schools) of the assessed camp did not have WCs, 89% (64 schools) have WCs.

Figure 19: Number/percentage of schools by the availability of WCs



According to INEE¹⁵ "Sanitation facilities should be available within or close to the learning environment". As mention above, 11 % (8 schools) of the assessed camp schools did not have WCs, where the schools of Al Tanmia, Al Majed, Rif Halab Al Janoubi, and Kafr Nabutha Al Mankuba of Atma cluster are without WCs. Furthermore, Basmel Amal, Baraem Al Mostaqbal, and Al Fateha schools within Kherbet Aljouz cluster, and Al Forkan within Qah cluster are without WCs. School officials have reported that children are obliged to use latrines in neighboring camps. The lack of special water in schools increases the likelihood of exposure the children to harm. Based on INEE "Sanitation facilities should be accessible for persons with disabilities and should maintain privacy, dignity and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient and easily accessible places".

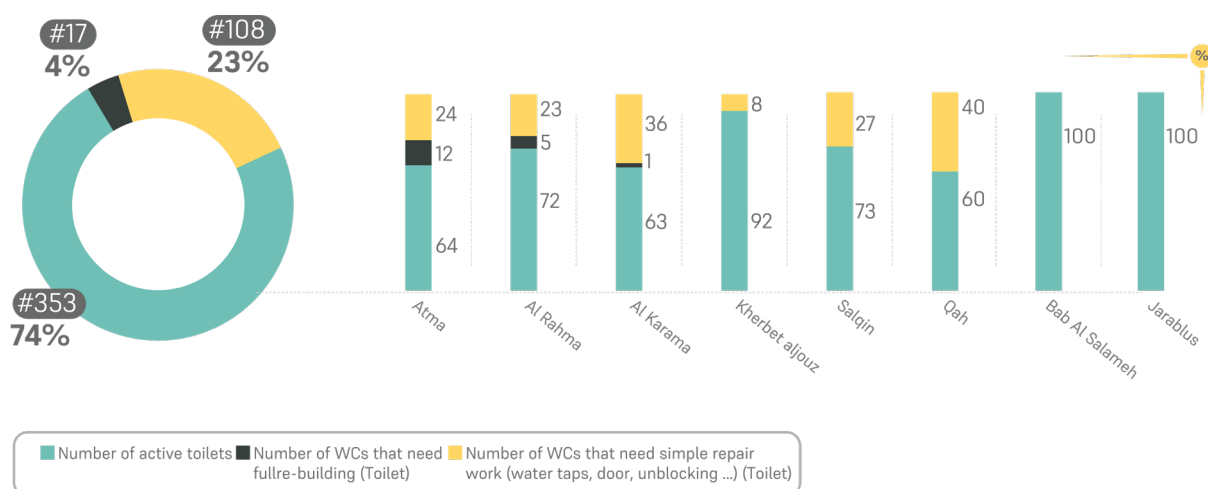
The WCs used by school children outside the educational space increase their risk of being harmed, as it will be difficult for those in charge of the educational process to ascertain the safety factors mentioned above.

05: Status of WCs within Schools

This section shows the status of the WCs in 64 schools (schools with WCs) out of the 72 assessed schools, where eight schools were without WCs. The results show that 74% (353 WCs) of the WCs in the assessed camp schools were operational and in a good repair, 23% (108 WCs) needed simple maintenance, and 4% (17 WC) needed full rehabilitation or replacement.

15. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

Figure 20: Number/percentage of WCs by its status

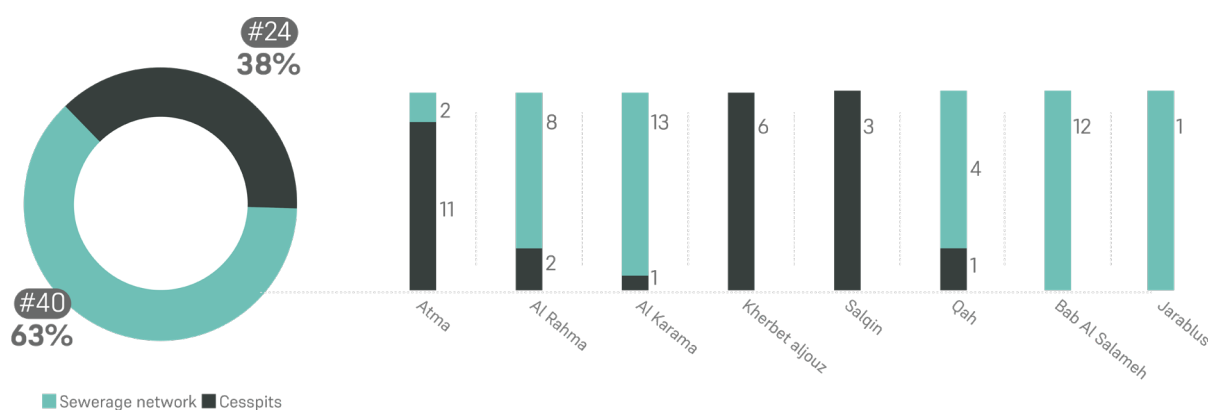


A large number of children are using school toilets, so they need periodic and daily cleaning. The results show that 74% (353 WCs) of the WCs in the assessed camp schools were operational and in a good repair. The Sphere¹⁶ handbook call for providing one toilet to 30 girls and one toilet to 60 boys. The assessed schools included 34,139 students (male/female); use 353 WCs, which means that every 97 students (male/female) use one WC, which shows the urgent need to provide a sufficient number of WCs. 40% of the WCs in Qah cluster school needed simple maintenance including repairing or replacing the water taps, fixing the doors, and unblocking pipes, whereas 12% of the WCs within Atma cluster schools needed full rehabilitation or replacement, and 24% needed maintenance work.

06: Sewage Disposal Places

The results of the study show that 63 % (40 schools) of the total assessed functional camp schools disposed wastewater into the public sewerage network. 38 % (24 schools) of schools disposed sewage into cesspits

Figure 21: Number/percentage of schools by place of wastewater disposal



16. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>

According to the SPHERE standards¹⁷, child's faeces is more dangerous than those of adults "Give particular attention to the disposal of children's faeces, as they are commonly more dangerous than those of adults (excreta-related infection among children is frequently higher, and children may not have developed antibodies to infections)".

38% (24 schools) disposed sewage into cesspits, where these cesspits are not covered with layers of stones and sand, so the faeces waste reaches into groundwater. However, because of a large number of students, the schools must empty its cesspits periodically. Often, there is only a single cesspit for a school with hundreds of students, leading to filling up the cesspits quickly. This situation is worsened by the fact that most of the school year takes place in the winter, which increases the possibility of a cesspits flood due to rain. Non-emptying of cesspits can lead to the spread of vectors disease in the environment surrounding the schools.

The results of the study show that all schools in Salqin and Kherbet Aljouz clusters, as well as 11 schools in Atma cluster, use cesspits to dispose the wastewater.



17. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>

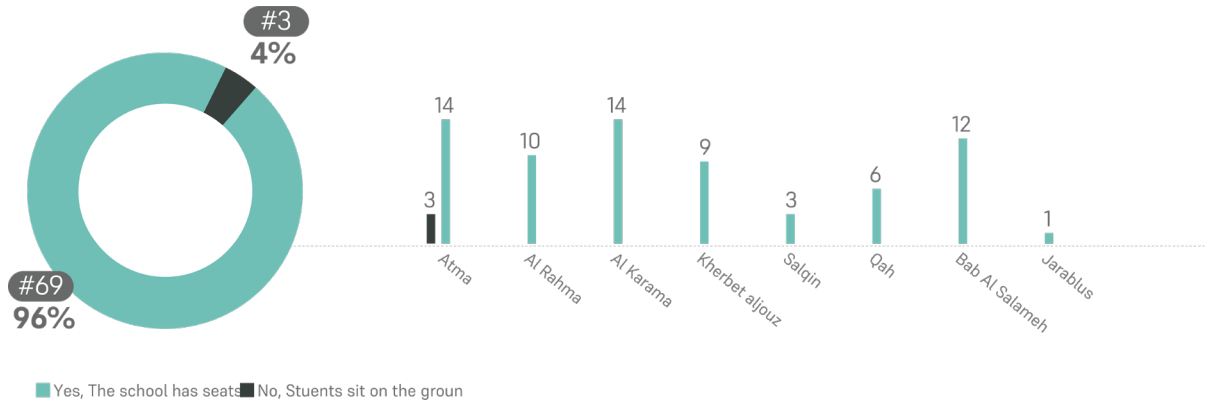


SECTION 05 /
SCHOOL SUPPLIES

01: Student Desks

The results of the study show that 96% (69 schools) of the assessed functional schools in the northern Syria camps have desks, 4% (3 schools) do not have desks, so students sit on the ground.

Figure 22: Numbers/percentages of schools by students sitting places

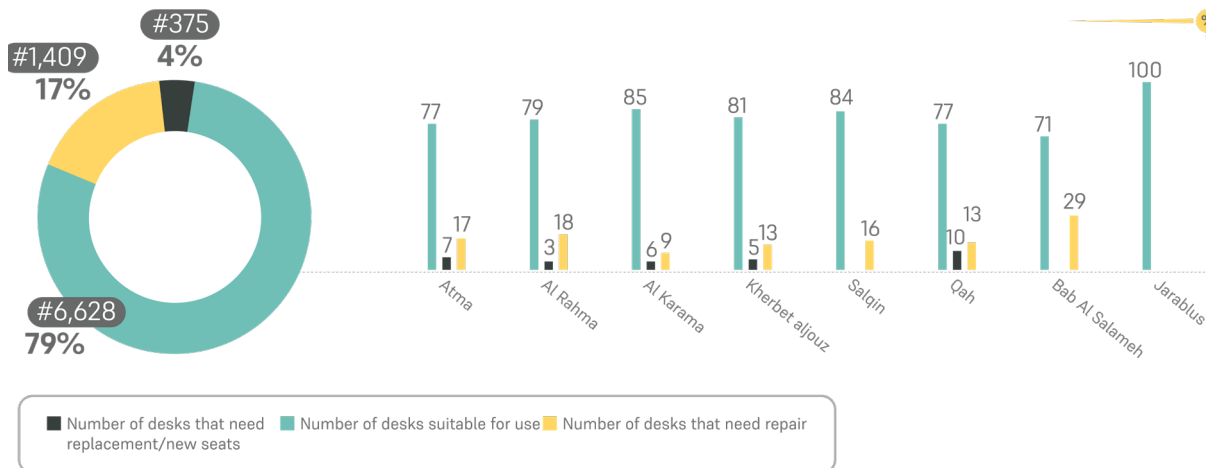


The sound education environment requires getting a sufficient number of desks to ensure that students sit at classrooms in a healthy manner that helps them to write and receive information properly. Before the conflict in Syria, all the students were sitting on the seats in the educational places. It was found through the study that Al Majed, the Rif Halab Al Janoubi, and Kafr Nabutha Al Mankuba schools within Atma cluster were without desks for students, and students sit on the ground during classes, showing the urgent need to provide these schools with desks.

02: The Status of Student Desks

As the study Shows, most desks, 79 %, (6,628 desks), in the assessed functional schools in northern Syria camps are in good repair. However, 17 % (1,409 desks) of desks need repair, 4 % (375 desks) of desks are completely irreparable and need replacement.

Figure 23: Number/percentage of desks by its status

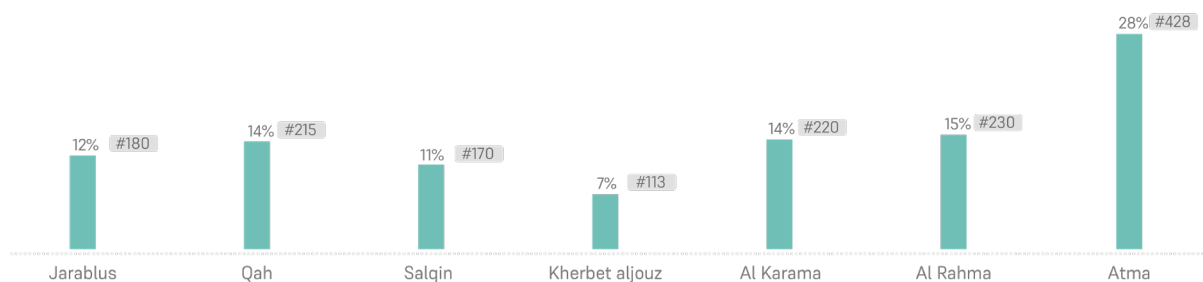


The most commonly used desks in Syrian schools are made of an iron frame, which is metal pipes that form the basic structure of the desk and a wooden part which is a wooden panel that forms the part where the students sit (backrest), storage space and a small writing surface attached to the chair itself. Ordinarily, the wooden part of the desk is damaged and needs repairs every few years (wood panels need replacement). The percentage of the school desks that need to be repaired in Bab Al Salameh was 29% of the total assessed desks, and 17% need to be repaired in Atma cluster. Regarding the completely irreparable desks, 10% of student desks in Qah cluster is completely irreparable and need to be replaced, in addition to 10% of student desks in Kherbet Aljouz and Al Karama clusters and 7% of student desks in Atma cluster.

03: The Need for Student Desks

During the data collection, IMU enumerators assessed the need for desks by school, where the need stood at (1,556 desks) in the assessed camp schools. The highest need for desks was recorded in Atma cluster by 28% (428 desks) of the assessed desks that camps schools need. There are three schools within Atma cluster that do not have desks for students, where those students receive education in these schools while they are sitting on the ground.

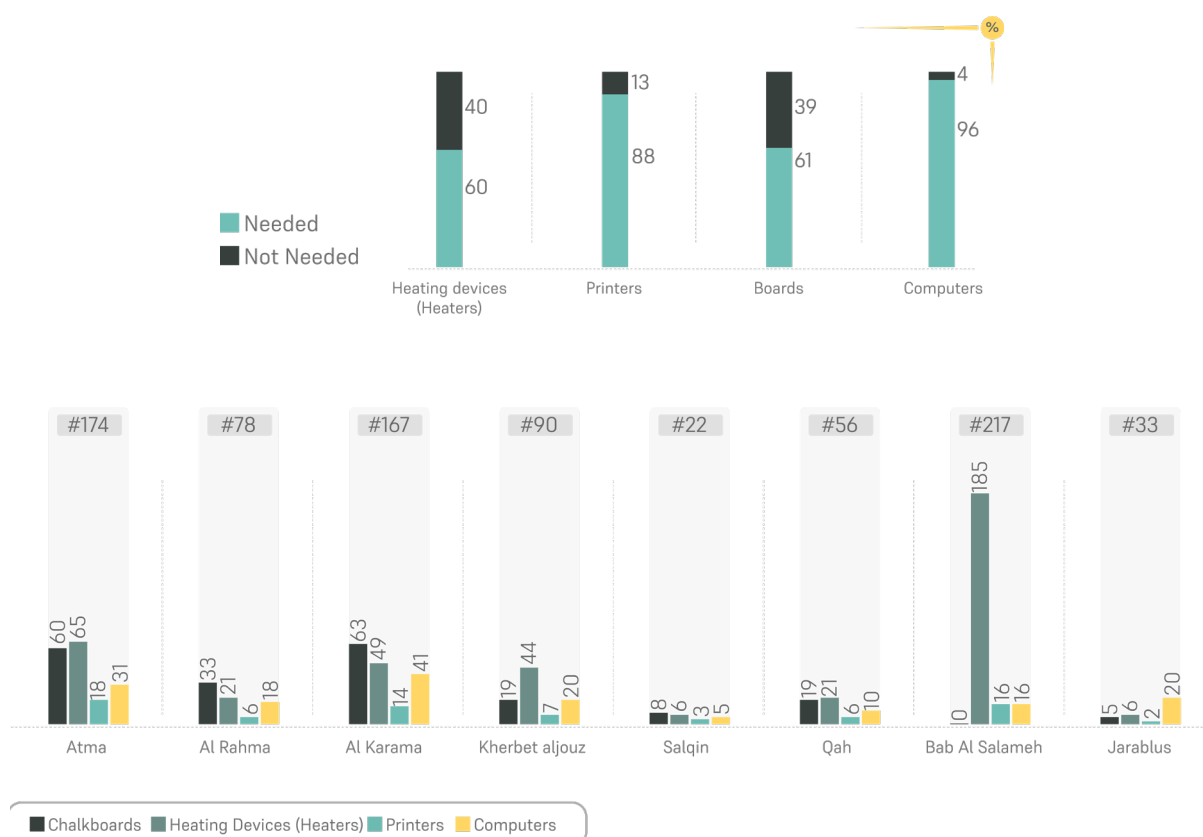
Figure 24: Number/percentage of desks need - per cluster



04: Heaters and Supporting Materials for the Educational Process

The results of the study show that 60% (43 schools) of the assessed schools in the northern Syria camps needed heating devices, 88% (63 schools) needed printers, 61% (44 schools) needed chalkboards, and 96% (69 schools) needed computers.

Figure 25: Percentage of schools that need materials



Schools in Syria rely on diesel heaters to heat the classrooms. This type of heaters is primitive and works by burning the fuel inside it to generate heat. The heater is placed in the middle of each classroom. Although firewood heaters are used in some camps, they are not suitable for the educational environment, as the smoke from firewood is very high and may cause harm to children. The number of required heaters for assessed functional schools is 397 heaters. The highest percentage of need at Bab Al Salameh schools, where the number of needed heaters in schools is 185 heaters; it should be mentioned that this number includes the rooms for administrative staff and student classrooms. Atma cluster came second in its need for heaters, where the heaters needed by schools were 65 heaters.

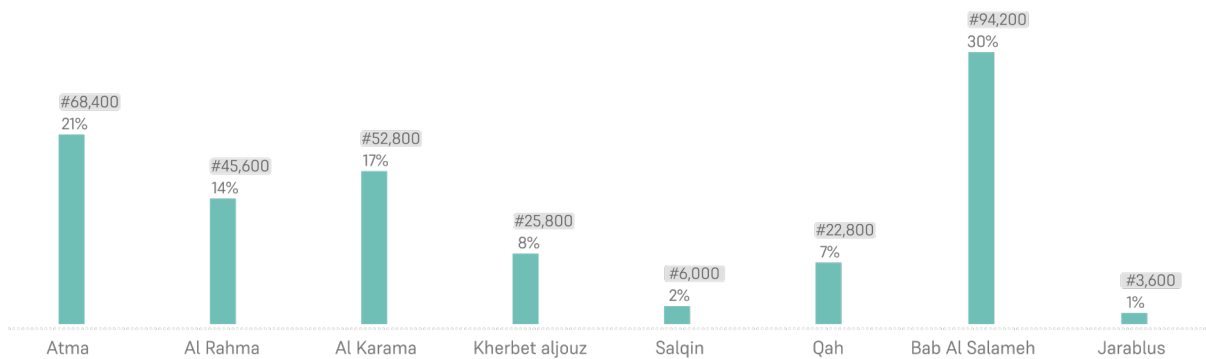
Due to the severe shortage of textbooks, teachers are forced to write the whole lesson on the chalkboard, which is the only and most effective educational tool, in the absence of all the means to support the educational process. The assessment revealed that assessed schools at northern Syria camps are in need of approximately (207 chalkboards). The bulk of need for chalkboards was in Al Karama cluster, which reached (63 chalkboards), followed by Atma cluster, which reached (60 chalkboards).

Computers in Syrian schools are used for administrative purposes by administrative and teaching staff. The number of computers used for this purpose is between 3-5 computers per school; While the number of computers used for educational purposes is between 16-20 computers depending on the hall size, computer technology is taught in lower-secondary level. The assessment revealed that assessed schools at northern Syria camps need 161 computers, where the highest need for computers is in Al Karama cluster schools by 41 computers.

05: Heating Fuel

A total of 319,200 liters are needed for all assessed schools at northern Syria camps per one academic year. The highest percentage of need was in Bab Al Salameh cluster schools by 30% (94,200 liters) of the total need for diesel fuel in the assessed schools at northern Syria camps.

Figure 26: Number/percentage of camp Schools' needs for heating fuel (liters) - per cluster



The school year in Syria starts in September and ends in June, so most of the school days are in winter. Winter season in Syria is characterized by severe cold, in addition to the continuous rainfall and snowfall. In Syria, the heaters are operated at least four months during the school year. The average need for each heater is 5 liters of diesel per day.

2. Student Perceptions: School Meals

During the interviews with students¹⁸, they were asked if they had snack meals before or inside schools. The analysis shows that 82 % (191 students) of the surveyed students stated that they eat a snack before school, 18 % (42 students) of them stated that they do not eat meals before coming to school. In this regard, 40% (93 students) of the surveyed students bring their meals from home to school (have a snack at school), 57% (133 students) of them do not eat at school, and 3 % (7 students) of them buy a snack at school.

Figure 27: Number/percentage of students who have a meal in school

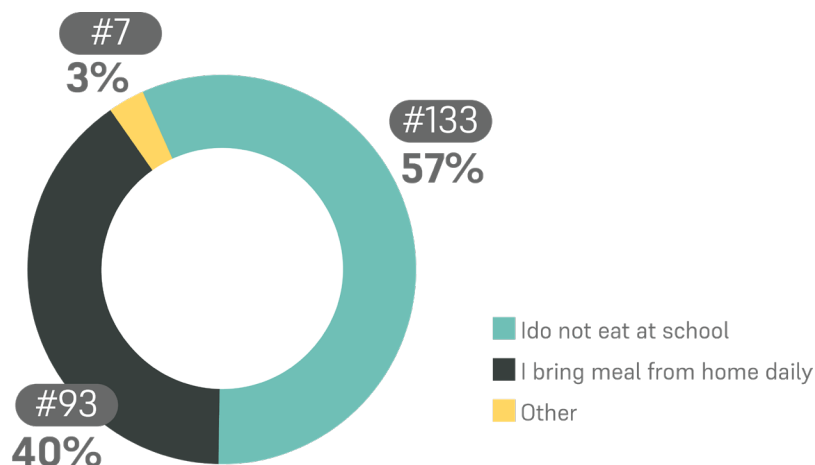
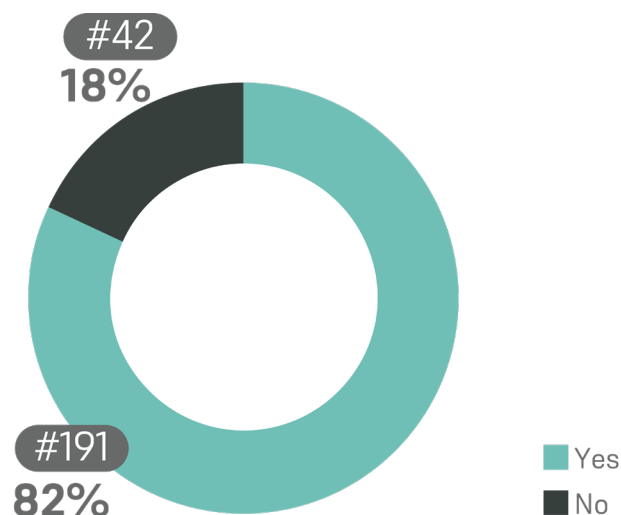


Figure 28: Number/percentage of students who have a meal before the school



18. IMU enumerators conducted perception surveys with 233 students at the school of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 46 % of them were females and 54 % were males

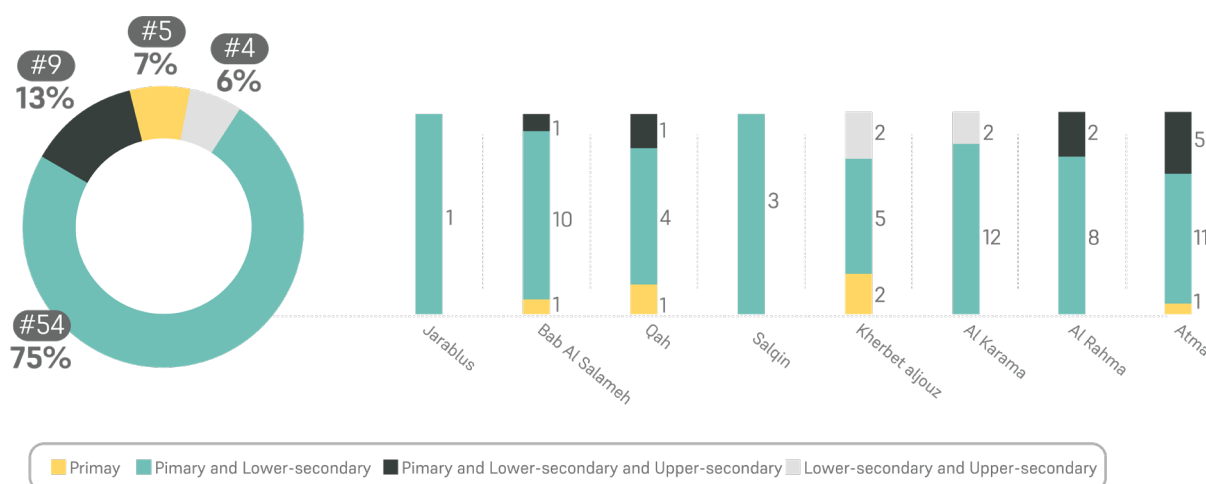
A photograph of a refugee camp. In the foreground, a young boy with a green backpack is running across a dirt path. In the background, there are several tents made of white and brown fabric, some with people standing near them. To the left, there is a white wall with Arabic calligraphy and a mural of a plant. A large green vertical bar is overlaid on the left side of the image, and the text 'SECTION 06 EDUCATIONAL LEVELS AND CURRICULUM' is written in white on this bar. A white L-shaped graphic element is in the bottom left corner.

SECTION 06 EDUCATIONAL LEVELS AND CURRICULUM

01: Educational Levels of School System

The results of the study show that 7% (5 schools) of the total assessed functional schools at northern Syria camps are teaching primary level, 75% (54 schools) are teaching primary and lower-secondary levels, 13% (9 schools) are teaching all levels, and 6% (4 schools) are teaching lower-secondary and upper-secondary levels.

Figure 29: Number/percentage of schools according to its educational levels

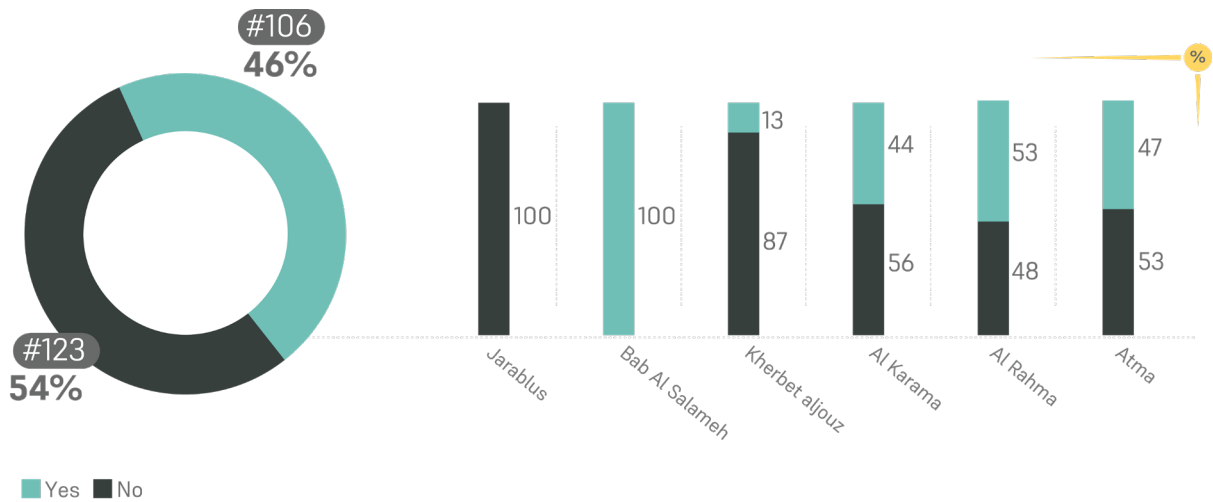


Syrian children begin school attendance at the age of 6 years. The educational level includes two levels of study, primary and secondary. Primary includes two levels, the first level is from first grade to fourth grade, and the second level is from the fifth to ninth grade. The upper secondary school level starts from tenth grade to twelfth grade or what is known in Syria as a baccalaureate. The proper educational process requires the separation of the education levels. The separation of children according to the different ages and the education levels protects the children from the exposure to bullying of older students, which may be reflected on their personalities and their ability to learn. Only 7% (5 schools) of the assessed schools at northern Syria camps are separated by the levels of the school system. These schools are teaching the primary level, namely the schools of Al Somod in Bab Al Salameh cluster, Al Tanmia in Atma cluster, and Basmet Amal in Qah cluster, as well as Al Fateha and Al Ebdaa Alelmi in Kherbet Aljouz cluster.

3. Teacher perceptions: Do younger students suffer from the bullying of older students, due to the non-separation between the children according to the different ages and the education level (children bullying)

As the results show that 46% (106 teachers) of the surveyed teachers¹⁹ in camp schools reported that students suffer from the bullying of older students, 54% (123 teachers) reported that students do not suffer from this phenomenon.

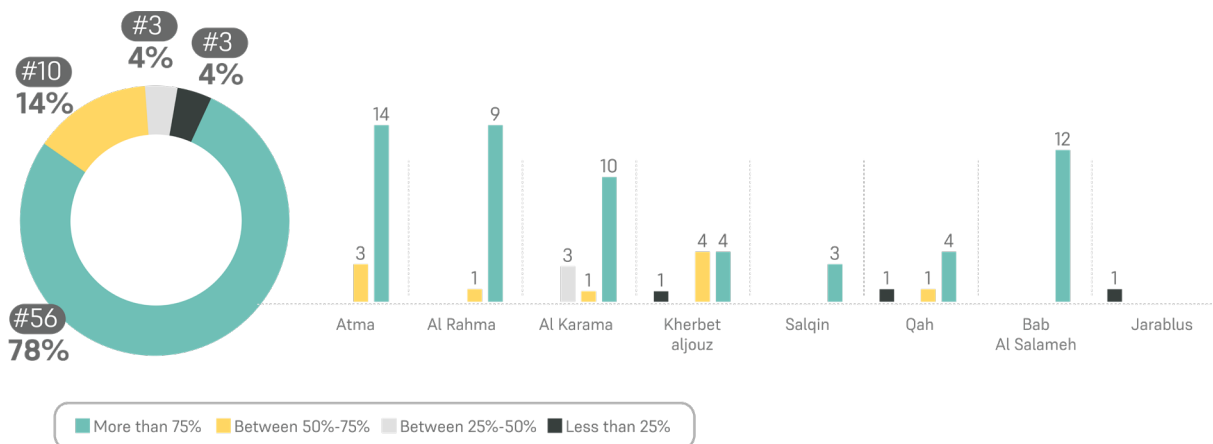
Figure 30: Number/percentage of teachers according to the presence of students suffering from bullying older students



02: Percentage of the Curriculum Taught during the Past Year

The percentage of taught curriculum to students, which prepares them to pass an education level constitutes one of the building blocks for the success of the educational process and reflects the commitment of teachers to the annual plan of the Education Directorate but does not reflect the actual level of students. The results of the study show that 78% (56 schools) of the assessed schools at northern Syria camps completed 75 % or more of the curriculum; 14% (10 schools) of them completed between 50 % and 75 % of the curriculum; 4% (3 schools) of them completed between 25 % and 50 % of the curriculum; and 4% (3 schools) of them completed less than 25 % of the curriculum.

Figure 31: Number/percentage of schools according to the percentage of taught curriculum



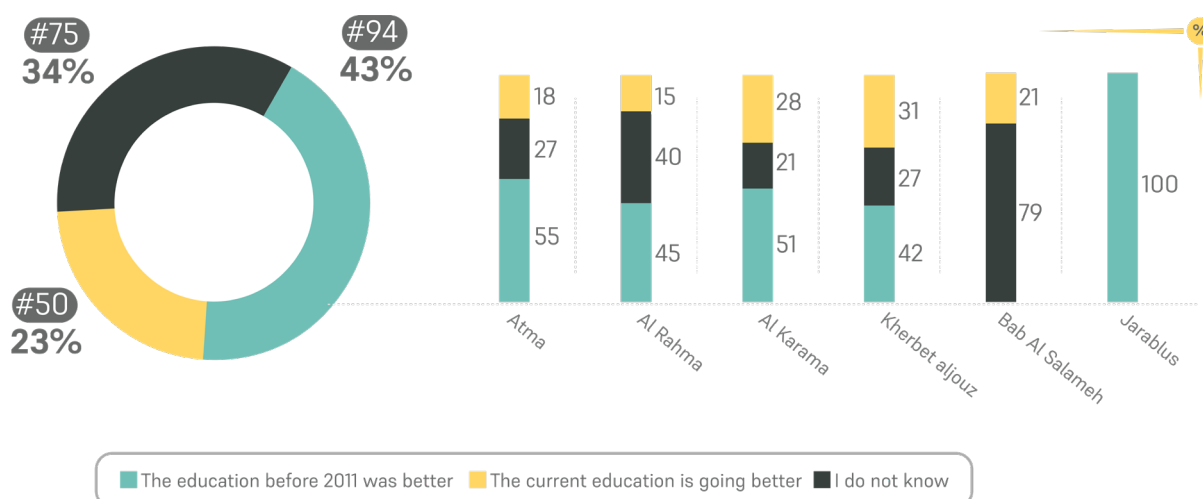
19. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 44 % of them were females

The study revealed that 4% (3 schools) of the assessed camp schools completed less than 25 % of the curriculum, which are the schools of Zoghara in Jarablus cluster, Al Midan in Qah cluster, and Al Ebdaa Alelmi in Kherbet Aljouz cluster. 4% (3 schools) of them completed between 25 % and 50 % of the curriculum, which are the schools of Baraem Al Shuhada 1 and Baraem Al Shuhada 2, in addition to Al Shaheed Saleh school. The main reason behind the small percentage of the curriculum taught in these schools is the lack of support for these schools. As a result, the teachers did not commit to the educational process, where all teachers work without any salaries, as well as those schools do not have the essential needs, such as heating fuel, books and stationery, therefore the students did not commit to attending the school regularly, especially in the cold winter days. As for, Al Shaheed Saleh school, it did not receive support from any party for more than two years. Moreover, all mentioned schools did not receive any support during the past year. Besides that, Al Ebdaa Alelmi school was established during the second semester of the last academic year, so it taught a small part of the curriculum. The varying proportions of the taught curriculum in these schools show the urgent need for external evaluations that assess the real feasibility of the educational process, such as reading and mathematics for the early grades like EGRA and EGMA²⁰.

4. Parents' Perceptions: Comparison between education before 2011 and the current status of the educational process

Amongst surveyed parents²¹ about their opinions on education before 2011 compared to the current educational process, 43% (94 parents) stated that the education before 2011 was better than current one, 23% (50 parents) stated that the current education was better than before, 34% (75 parents) do not know.

Figure 32: Number/percentage of parents according to their perception of education before 2011 vs the current one



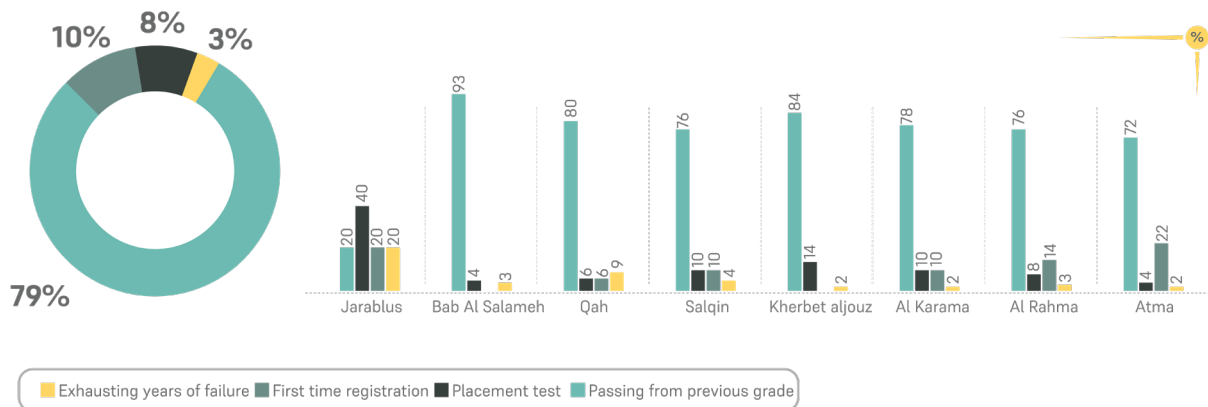
20. EGRA (Early Grade Reading Assessment)
EGMA (Early Grade Math Assessment)

21. IMU enumerators conducted perception surveys with 219 people who have age school children distributed within six clusters in the governorates of Aleppo and Idleb, 40 percent of them were females

03: Students' Current Grade

The study found that 79% of students reached their current grades by passing the previous grade successfully, 8% of students reached the current grades by placement test, 10% of students were registered for the first time in the current grades, and 3% of students were upgraded to the current grades after the failure year's expiry.

Figure 33: Percentage of students according to mechanisms of students' access to the current grade



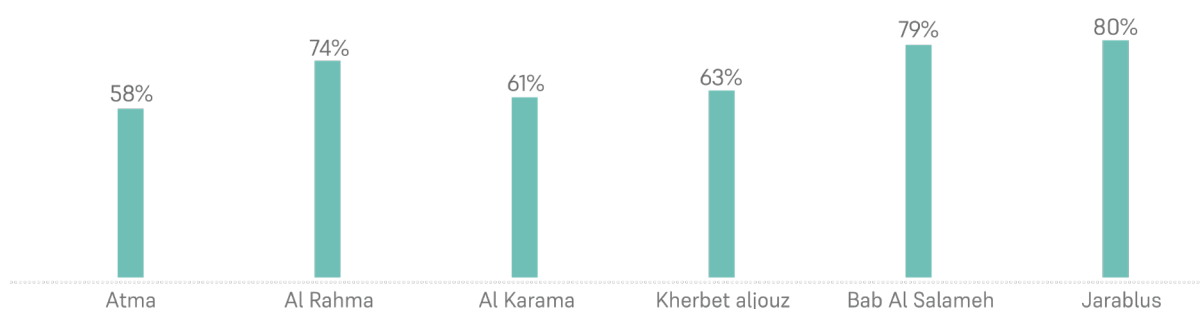
At the end of the academic year, students set the final exams of the approved curriculum. Finishing these exams successfully means that they pass to the next grade. The passing rate was 79% of students' attendance mechanisms in the current grades at the assessed camp schools. In some cases, some students advance due to "failure year's expiry" where a student failed for several successive years and were transferred to the next grade. This method is used because children of different ages are no longer allowed to stay in the same grade, at the same time, they can't be excluded as learners, as attending school is obligatory for the primary levels. Moreover, there are no catch-up classes for students who are late in their study before the conflict. In contrast, the students' attendance with younger children in the same grades may lead to delay in the educational level and the prevalence of negative psychological phenomena, as well as expose the children to bullying from older students. 3% of all students attending the assessed camp schools advanced to the next grade because of "failure year's expiry" mechanism.

With the start of the war in Syria, several factors emerged and imposed new mechanisms for assessing students' level grades. These factors include the repeated displacement movements; the students' interruption for long periods; the suspension of schools for several years; and the lack of documentation for the students. As a result, the "placement test" is one of the most effective mechanisms used by the educational officers to determine the educational grade that suits the educational level of the students, where a group of specialized teachers examine the student's abilities to determine their practical level. The "placement test" form 8% of the total mechanisms of student attendance in the current grades at assessed camp schools. In 10% of schools, the student's grade is determined by age during registration. In these schools, no placement tests or learners' IDS are necessary, where the first-time registration is considered one of the most dangerous mechanisms on the proper progressing of the educational process.

5. Teacher Perceptions: In your opinion, what is the percentage of students whose current school grades align with their practical level?

According to the surveyed teachers,²² the highest percentage of students whose current school grades align with their actual educational level was in Jarablus cluster schools by 80%, while the lowest percentage of students whose current school grades align with their actual educational level was in Atma cluster schools by 58%. It should be mentioned that the average percentage is calculated on the cluster level.

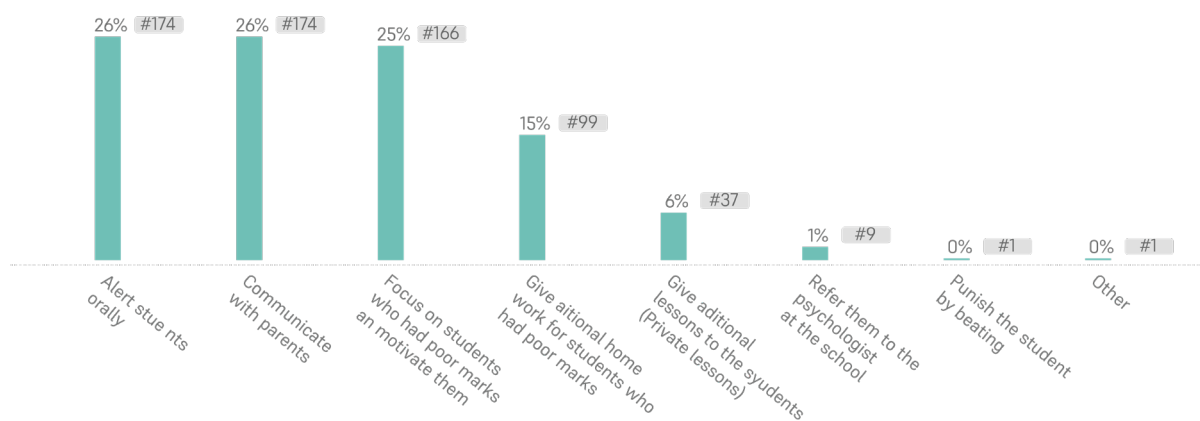
Figure 34: Average percentages of students whose current school grades align with their actual educational level by teachers' perception - per cluster



6. Teacher Perceptions: How do you deal with students who get poor marks constantly?

The teachers were asked about the used mechanisms to deal with the students who get poor marks at school on a continuous basis. 26% of the used mechanisms are to alert students orally and try to communicate with parents to inform them of their children results, 25% of the mechanisms used by teachers are to focus on students who had poor marks and motivate them constantly, and 15% of the used mechanisms by giving additional homework for students who had poor marks.

Figure 35: Percentage of the mechanisms used by the teachers to deal with the students who get poor marks

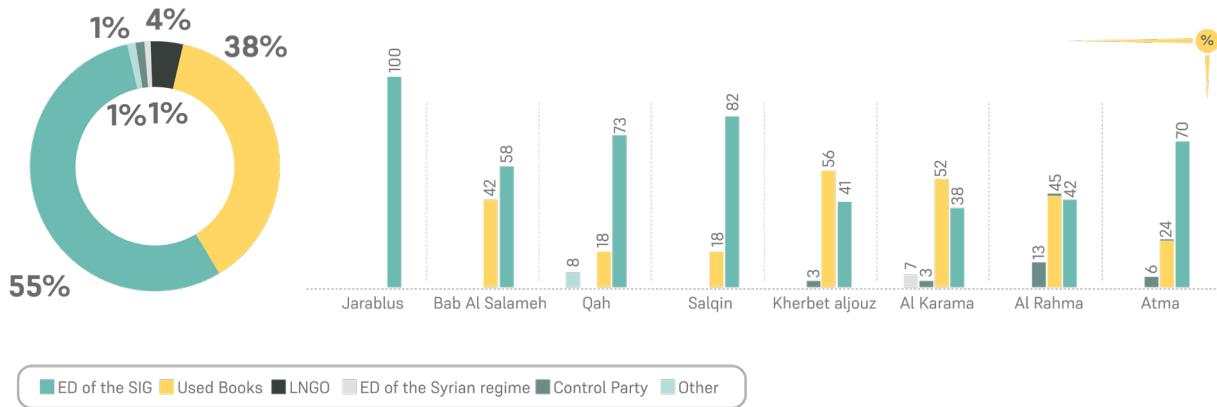


22. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 44 % of them were females

04: Sources of Textbooks

The ED of the SIG was the source for 55% of the textbooks used in the assessed camp schools, while used books (books returned from students) was the source for 38% of the textbooks used in the assessed camp schools, and Non-Governmental Organizations (NGOs) were the source for 4% of the textbooks used in the assessed camp schools.

Figure 36: Percentage of textbook sources



According to INEE, “a curriculum is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programmes and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials”. 99% of the students at northern Syria camps use the revised Syrian curriculum, where the ED within SIG used the original Syrian curriculum that was taught before the crisis as its basis.

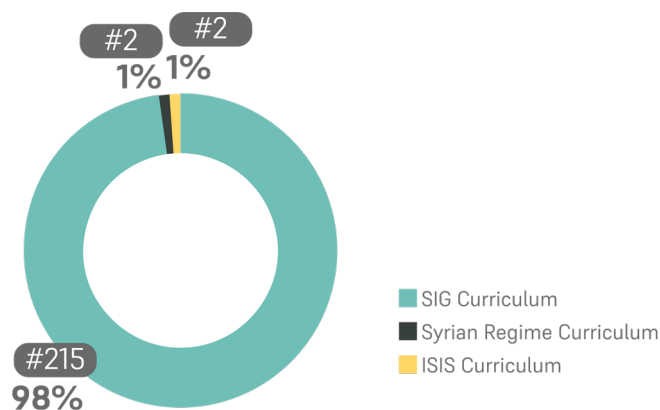
SIG modified this curriculum by expert teachers who have long experience. The applies changes included removing information that glorifies the Syrian regime and transmits false information. The scientific content of the curricula was preserved. The ED of SIG, with the support of international organizations, printed copies of the revised curriculum and distributed textbooks in areas they reach in north and south of Syria. The fact is ED of SIG does not have the appropriate support to print enough copies of the textbooks. Therefore, it was the source for only 55% textbooks in camp schools. 38% of the textbooks are used in previous years (books returned from students).

These books do not provide the appropriate educational need, especially activity books, which contain exercises that the students need to solve, whereas these answers were already included in previous years, depriving the students who have borrowed books to apply what they have learned. The highest percentage of using the borrowed books was recorded in Kherbet Aljouz cluster followed by Al Karama and Al Rahma clusters. From another side, 50% of the textbooks in Al Midan School of Qah cluster were given by an international organization and supported this school for a short period. All the mentioned books contain the revised Syrian curriculum. While only 7% of the students in Al Karama cluster schools used the Syrian regime’s textbooks. These books were used due to the lack of the copies for all the curriculum there. The INEE confirm to provide books at the beginning of the academic year, as stipulated “Sufficient, locally procured teaching and learning materials are provided in a timely manner”.

7. Parents' Perceptions: What is the type of curriculum you prefer teaching your children?

According to surveyed parents²³ regarding the type of the preferred teaching curriculum, 98% (215 parents) of surveyed parents preferred teaching SIG curriculum to their children, 1% (2 parents) of children's parents preferred teaching Syrian regime curriculum, and 1% (2 parents) of children's parents preferred teaching the Islamic State in Iraq and Sham (ISIS) curriculum.

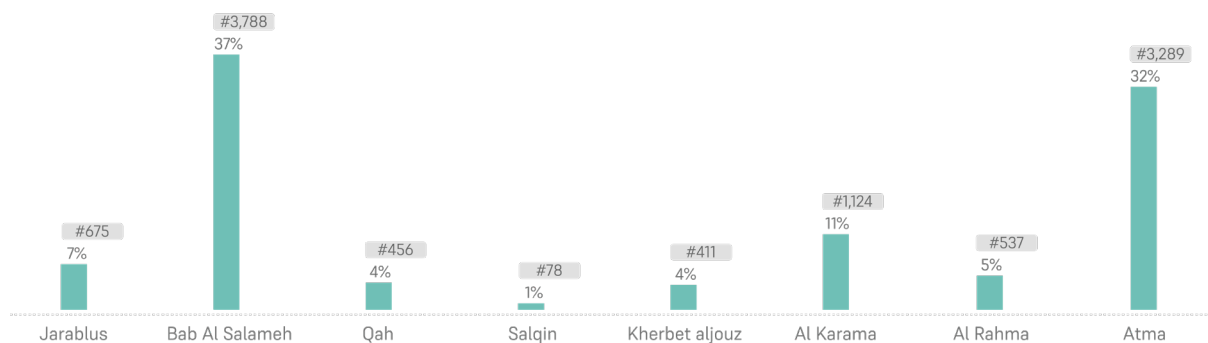
Figure 37: Parents' Perceptions



05: The Need for Textbooks

A total of 10,385 textbook copies are needed in the assessed schools at the northern Syria camps, the number of books within one copy ranges from 1 to 11 according to books to the education level.

Figure 38: Number/percentage of school needs of books - by cluster



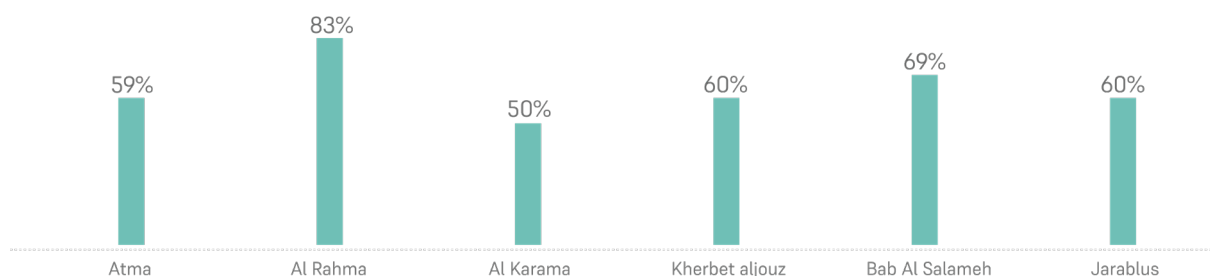
The number of copies needed by students in the assessed schools at the northern Syria camps was calculated based on the difference between the number of enrolled students and available copies of the new curriculum (distributed during the school year) at schools. This process was applied to copies submitted by the ED of SIG and NGOs only, while borrowed books were not calculated (books returned from students). 10,385 textbook copies are the need in the assessed schools at the northern Syria camps; the highest need was in Al Karama cluster school standing at 37% (3,788 textbook copies) of the total copies that the assessed schools need, followed by Atma cluster schools at 32% (3,289 textbook copies).

23. IMU enumerators conducted perception surveys with 219 persons who have school age children distributed within six clusters in the governorates of Aleppo and Idleb, 40 percent of them were females

8. Teacher perceptions: What is the estimated percentage of students who have full copies of the school curriculum?

In the teachers' surveys²⁴, they were asked about the percentage of students who had full copies of the curriculum, where it was calculated according to the average rates assessed by teachers at the cluster level. It was found that the lowest percentage of students who had full copies of the curriculum was in Al Karama cluster schools, where teachers stated that only 50 % of students had full copies of the curriculum.

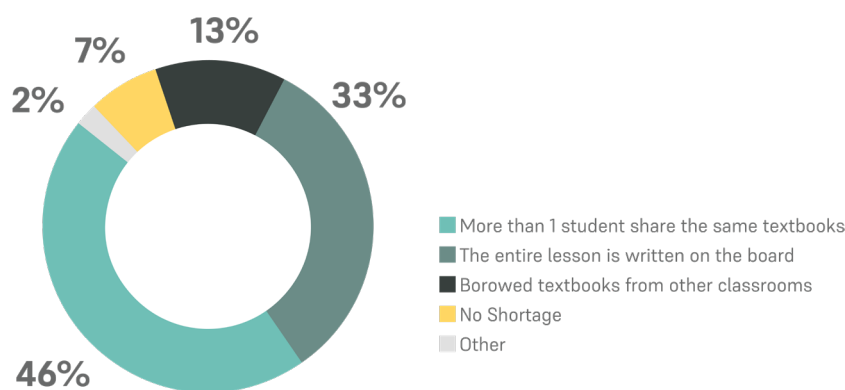
Figure 39: The average percentage of students who had full copies of the curriculum - per cluster



9. Teacher Perceptions: How do you deal with the shortage of textbook copies in the classroom?

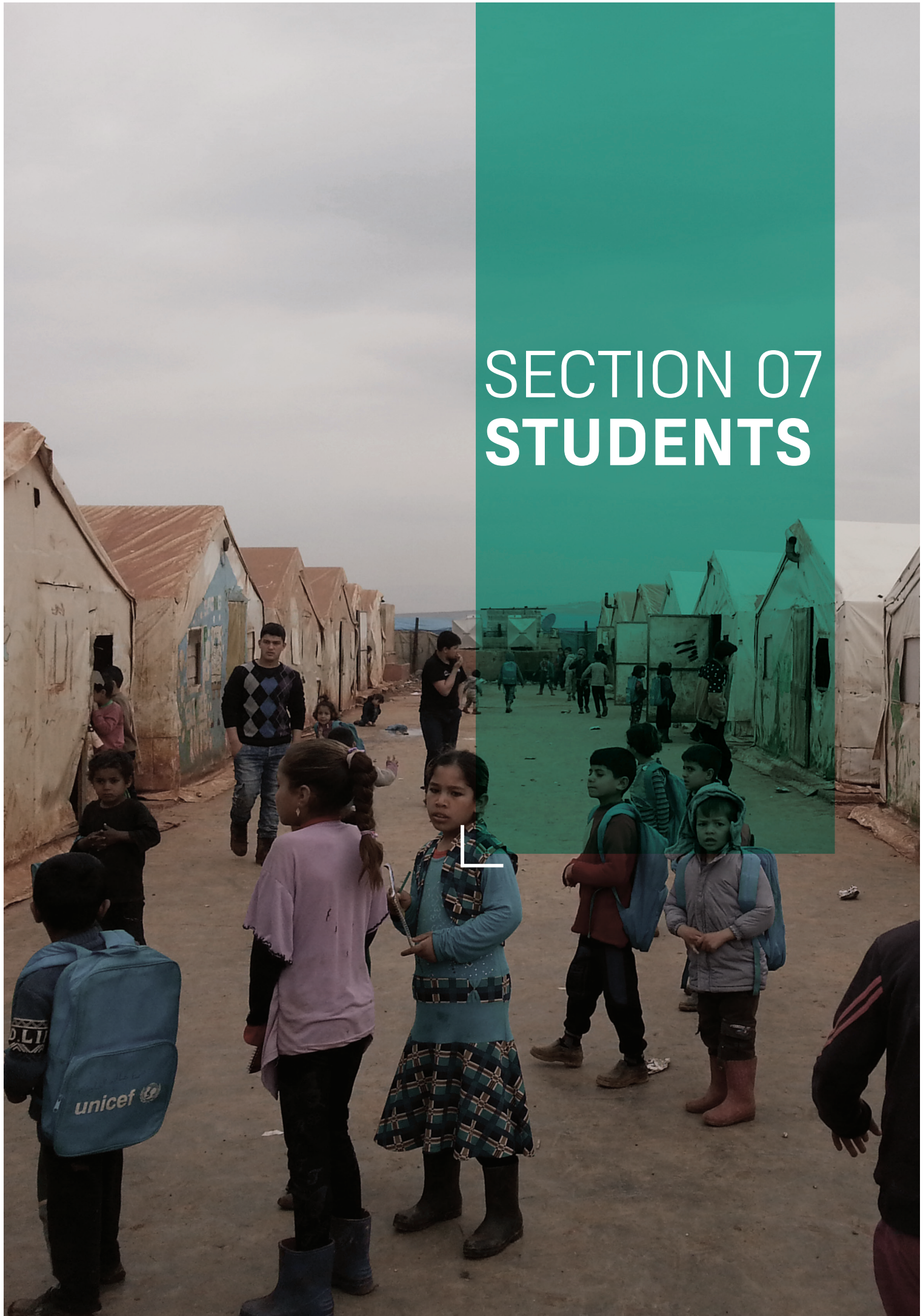
Teachers were asked about how they deal with the shortage of textbooks in the classroom. The most frequently used mechanisms by teachers was asking students to share available copies of the textbooks, at 46% of the total used mechanisms. From another hand, 33% of teachers stated that they write the whole lesson on the chalkboard, and 17% stated that they borrow copies of the textbooks from the neighboring classrooms. There are other mechanisms to deal with the shortage of school curriculum books by 2%, where the most prominent mechanisms, the teachers ask students to write the lessons on their copybooks in advance.

Figure 40: Percentage of teachers per ways of dealing with curriculum shortage



24. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 44 % of them were females

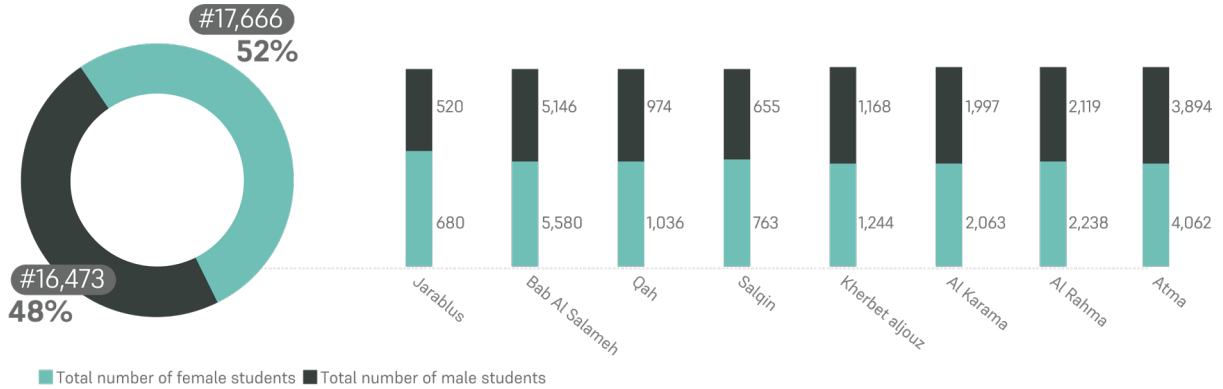
SECTION 07 STUDENTS



01: Students' Numbers

The number of assessed students in northern Syria camps according to this report is 34,139 (female/male) students, where 52% (17,666 students) of them were females, while 48% (16,437 students) of them were males.

Figure 41: Number/percentage of students by gender



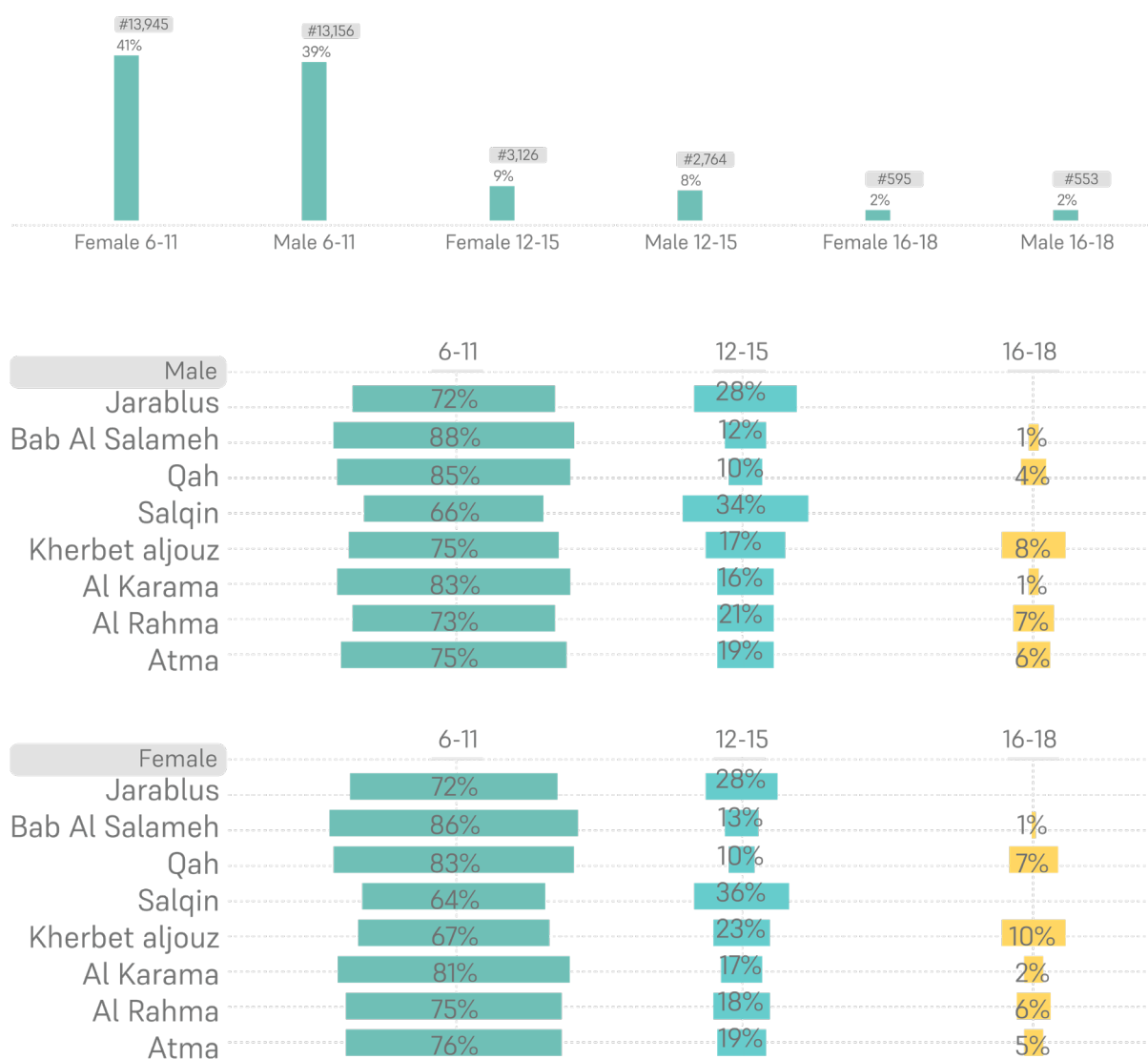
The highest number of students was in Bab Al Salameh cluster schools by 31% (10,726 students of both genders) of assessed students at northern Syrian camp schools distributed within 12 schools, girls formed 52% (5,580 female students) of the assessed students, while boys formed 48% (5,146 male students) of the assessed students. Whereas, the lowest number of students was in Jarablus school, by 4% (1,200 students of both genders) of assessed students at northern Syria camp schools. All these students attend only one school in Zoghara camp. The proportion of girls is 57% (680 female students) and the proportion of boys is 43% (520 male students).



02: Age groups of students

Students from 6 to 11 years old formed the largest age group of students in the assessed schools at northern Syria camps accounting for 80% (27,101 students of both genders) of the total enrolled students within assessed functional schools. Girls aged from 6 to 11 constituted 41% (13,945 students) of the total number of enrolled students within assessed functional schools. Students aged between 12-15 years constituted 17% (5,890 students of both genders) of the total enrolled students, and students aged between 16-18 years constituted 4% (1,148 students of both genders).

Figure 42: Number/percentage of students per gender and age groups

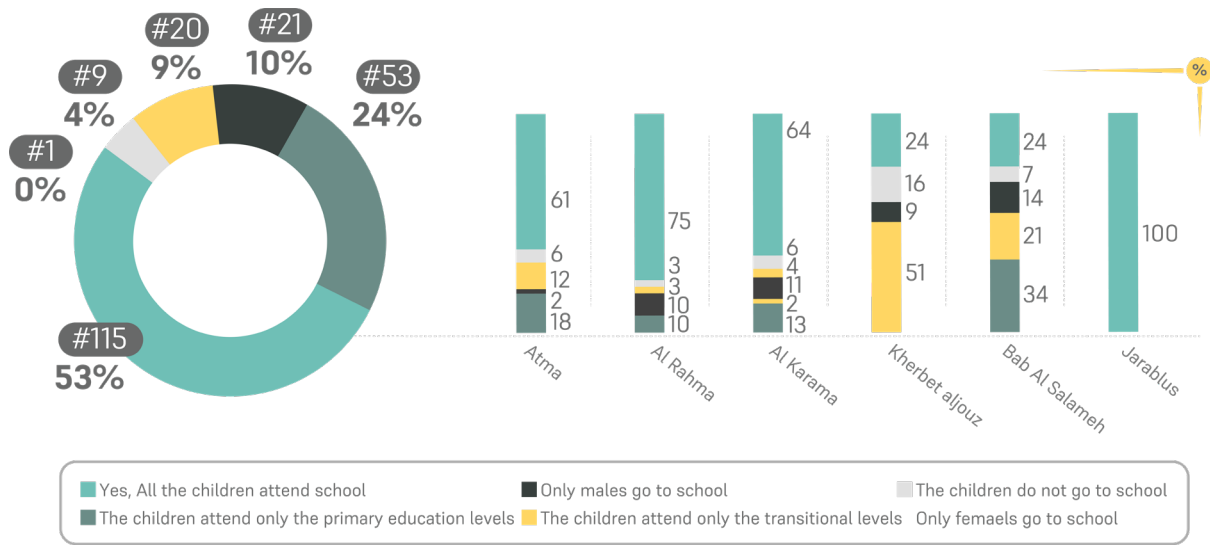


The breakdown of students according to age-categories reflects one of the dropout forms of the student. The results of the study show that the percentage of students in high educational levels was low. Although some of the students in high educational levels went to schools outside the camps, the dropout rate of students from these educational levels remains high. The students at those levels sometimes had to walk up to 2 kilometers to reach lower secondary or upper secondary schools in neighboring villages. There are no upper secondary schools in Jarablus and Salqin clusters, so all the students of the upper secondary levels have to go to nearby cities to learn. While, there are few classrooms for teaching upper secondary level in Bab Al Salameh and Al Karama cluster, so the bulk of high school students had to go to schools outside the camp to learn.

10. Parents' perception: Do your children attend the school regularly?

In the study, the parents were asked about the enrollment of their children in schools; 53% (115 persons) of the parents²⁵ reported that all their children attend school; 24% (53 persons) reported that their children attend only the primary education level; 10% (21 persons) reported that only males go to school; 9% (20 persons) said that their children attend only the transitional levels and are not enrolled in the lower secondary and upper secondary certificate; and 4% (20 persons) reported that their children do not go to school, whereas, one person reported that only females of his children attend school.

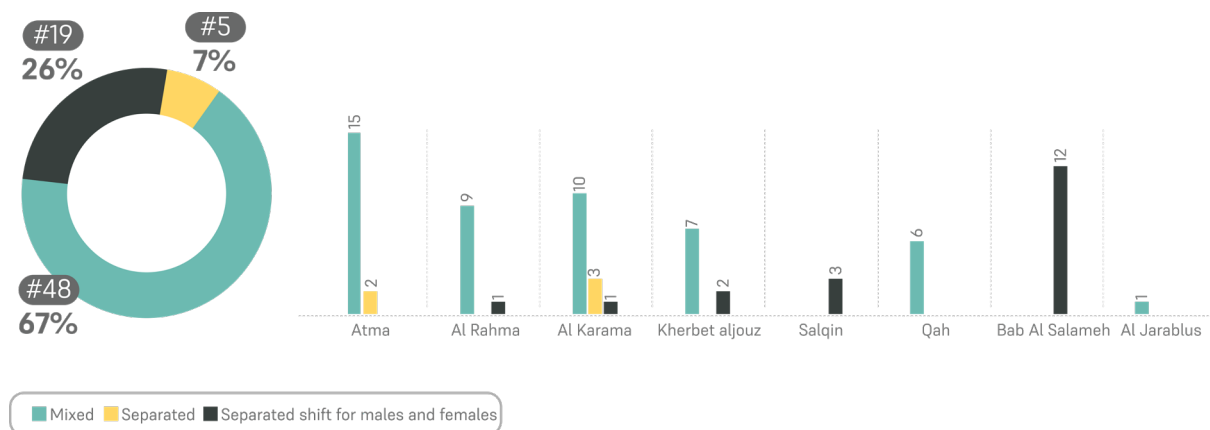
Figure 43: Parents' Perceptions



03: Type of Schools According to the Separation of Students by Gender

Data shows that 67% (48 schools) of the total assessed functional schools at northern Syria camps are mixed schools where girls and boys learn jointly in co-educational classrooms, 26% (19 schools) are single-sex male or female school, which are separated according to morning and afternoon times (two shifts one for male and one for female), and 7% (5 schools) are single-sex schools only.

Figure 44: Number/percentage of schools according to separation by gender



25. IMU enumerators conducted perception surveys with 219 persons who have school age children distributed within six clusters in the governorates of Aleppo and Idleb, 40 percent of them were females

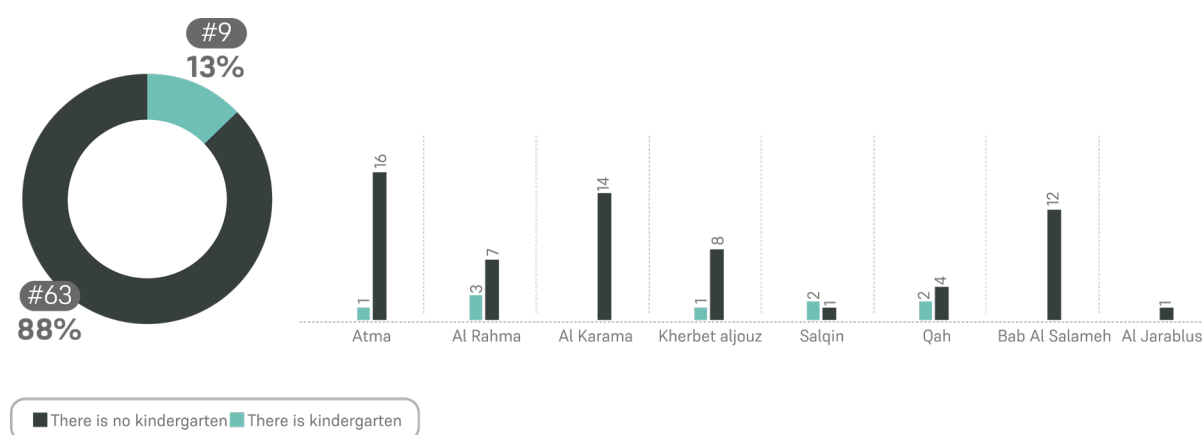
Before the war in Syria, most of lower secondary schools were separated by gender. Primary schools (from 1 to 6 grades) were mixed, while lower secondary and upper secondary schools were single-sex schools, with separate schools for females and other for males. Mixed schools for all grades were found in some villages, which do not have a large number of schools and their houses are spaced. In these instances, the separation was on classroom-level with classrooms dedicated for males and others dedicated for females. Some villages had only one lower secondary or one upper secondary school, therefore included boys and girls.

The study results found, 67% (48 schools) of the total assessed functional schools in northern Syria camps are mixed schools, 26% (19 schools) are single-sex male or female schools separated according to morning and afternoon school days (two shifts one for boys and one for girls), the two shifts are changed between morning and afternoon on a weekly basis. The results also show that there are three single-sex female schools in the northern Syria camps, which are Al Amal for girls 1 and Al Amal for girls 2 at Al Karama cluster, in addition to Ataa for girls at Atma cluster. Moreover, there are two single-sex male schools in the northern Syria camps, which are Al Amal for boys at Al Karama cluster and Ataa for boys at Atma cluster.

04: Availability of Kindergartens within Schools

The assessment results show that 88% (63 schools) of the assessed functional schools at northern Syria camps do not have kindergartens, while only 13% (9 schools) have kindergartens.

Figure 45: Number/percentage of schools with kindergartens



Based on INEE²⁶ definition, “Early childhood development is the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn.

These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most”. Camp residents are considered the most disadvantaged categories in Syria, where some children have been

interrupted from education for several consecutive years, and the bulk of them has been displaced several times. Therefore, it is necessary to focus on the early childhood development of the children in the northern Syrian camps and to activate pre-school education programs (kindergartens/pre-school) which usually start in Syria from the age of 4 years up to the age of 6 years.

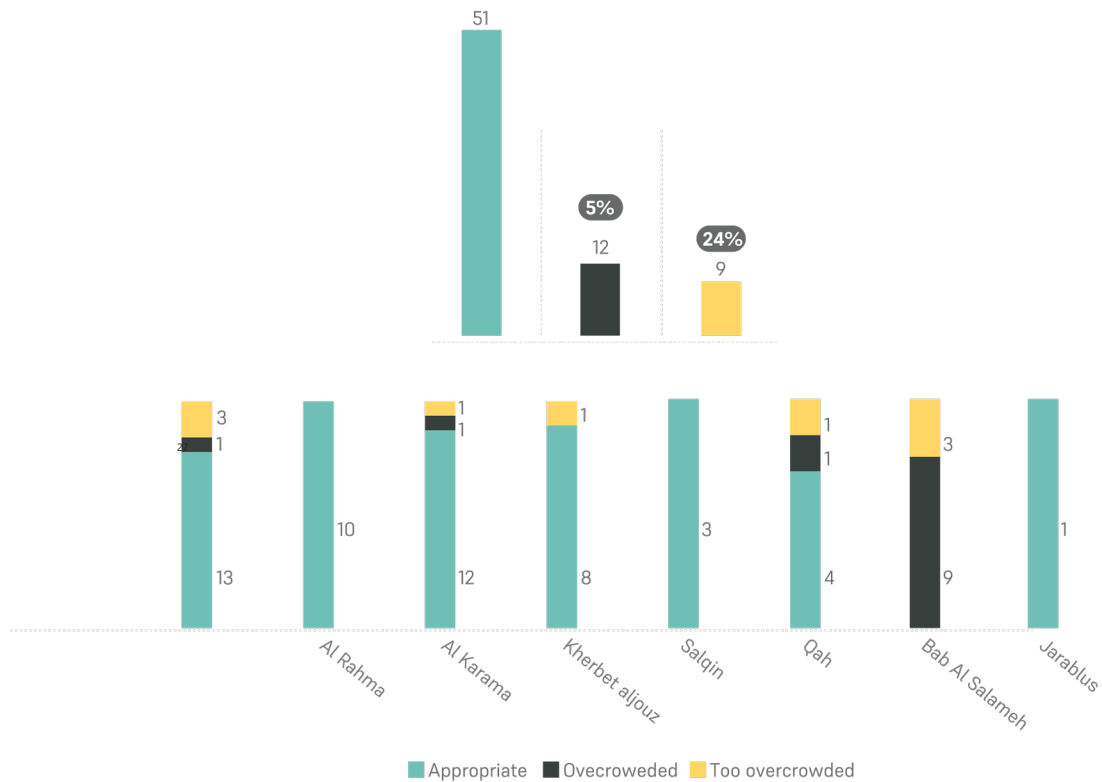
There are nine schools with kindergartens in the northern Syrian camps; three schools in Al Rahma cluster; two schools in Qah and Salqin cluster; and one school in Atma cluster, while the rest 63 schools do not have kindergartens.

26. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

05: Overcrowding within Schools

The results of the study show that the number of students in 51 schools of the assessed functional schools at northern Syria camps corresponded to school capacity. As this report shows, 12 schools of the assessed schools were overcrowded with students, where 5% was the rate of students' increase in comparison to the school capacity. Nine schools of the assessed schools were too overcrowded with students, where 24% was the rate of students' increase in comparison to the school capacity.

Figure 46: Number/percentage of schools by the crowdedness of students and percentage of students exceeding the school capacity



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

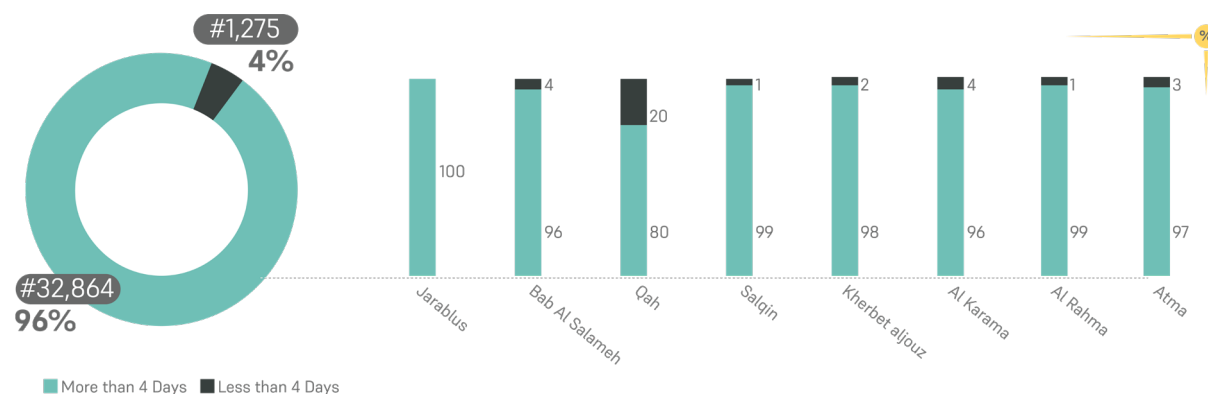
There are no unified criteria for the school or classroom size within the schools at northern Syria camps. Whereas some of these schools are a set of tents, other schools are large-sized tents (marquees), and some of it are caravans. As for block cement school, its size varies from one camp to another. This difference in school sizes has required us to ask our sources of information about the school capacity in one-shift to compare it with the students' numbers within the same shift. The study found that nine schools in Bab Al Salameh were overcrowded, while the remaining three schools were too overcrowded. It is noteworthy that 53 schools at northern Syria camps of a two-shift system, while only 19 schools of a one-shift system, which shows the urgent need to find appropriate solutions to make students join just one-morning shift.

27. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

06: Students` commitment to attending school

The results of the study in this report show that 96% (32,846 students) of all students within the assessed functional schools at northern Syria camps committed to school attendance, as they attend school four days or more a week, while 4% (1,275 students) attend less than four days a week. It should be mentioned that this section of the study did not include the students aged between 4 and 5 years (kindergartens), where it is difficult to assess their commitment to the educational process.

Figure 47: Number/percentage of students attending schools per days

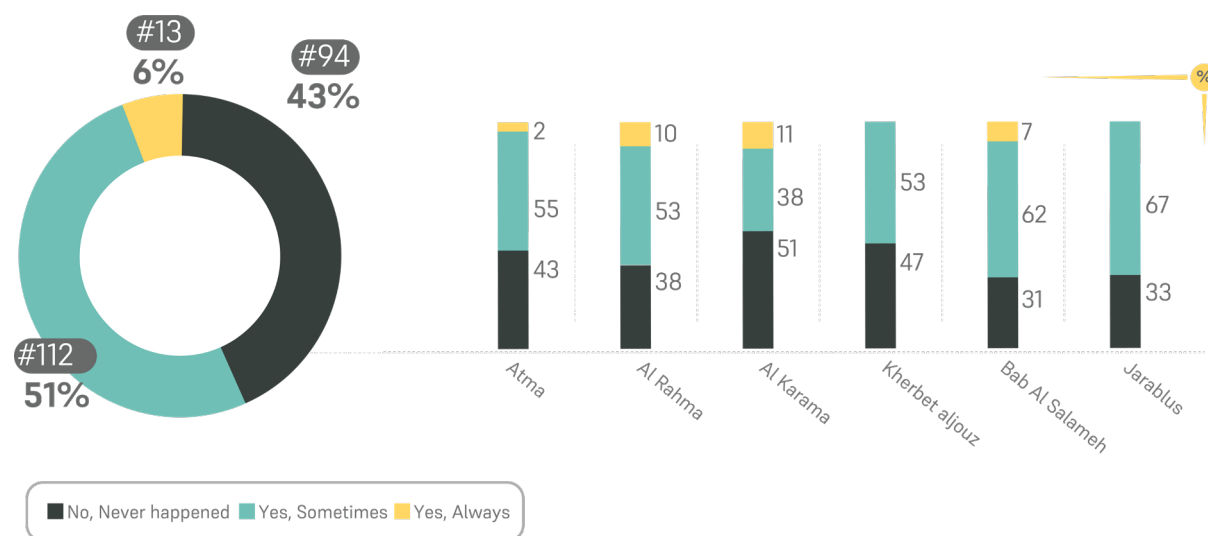


Before the war, the number of school days in Syria was five days a week, beginning on Sunday and ending on Thursday. The weekend days of Friday and Saturday are still applied in all Syrian schools, as well as camp schools. This section reflects the students' commitment to the educational process in Syria, and the ability of the responsible people of the educational process to control school attendance. As it was found in the study, 95% of all students within the assessed functional schools at northern Syria camps attend school for four or more days a week. While 20% attends less than four days a week at Qah cluster schools, the bulk of those students were in Al Midan1 and Al Midan2 schools. Where these schools were not supported during the period of data collection, which led to the lack of students and educational staff commitment there. KI of IMU reported that a Syrian NGO supported these schools at the end of the second semester of the previous academic year.

11. Parents' Perceptions: Did one of your children express his/her unwillingness to go to school?

When the parents²⁸ were asked about their children's willingness to go to schools, 51% (112 individuals) of surveyed parents said that their children sometimes express unwillingness to go to school, 43% (94 individuals) stated that their children had never expressed unwillingness to go to school, and 6% (13 individuals) said that their children always express unwillingness to go to school.

Figure 48: Number/percentage of parents as per willingness of their children to go to school.

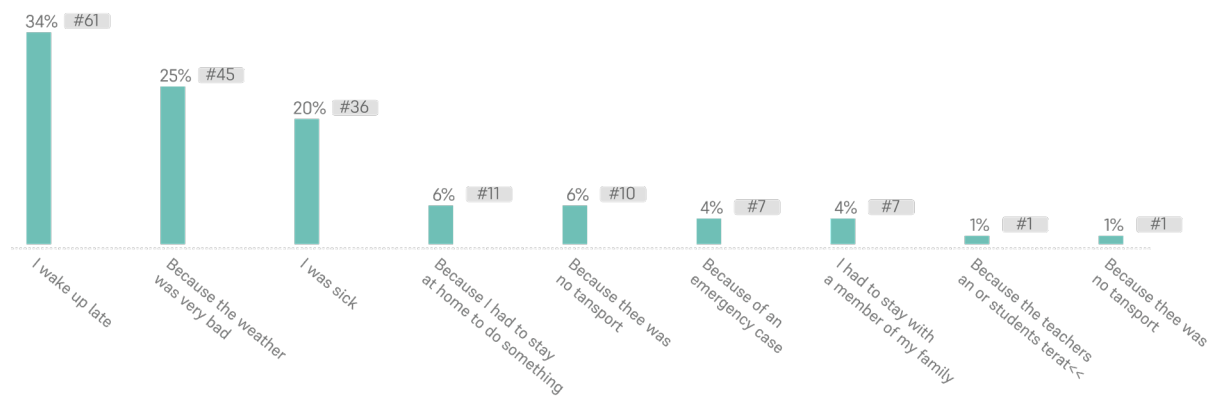


28. IMU enumerators conducted perception surveys with 219 persons who have school aged children distributed within six clusters in the governorates of Aleppo and Idlib, 40 percent of them were females

12. Student perceptions: What are the reasons for being late to school?

When the students were questioned²⁹ about their reasons for being late for school, 34% (61 students) said they were late for school because they had overslept, 25% (45 students) said they were late due to bad weather, and 20% (36 students) said they had been sick.

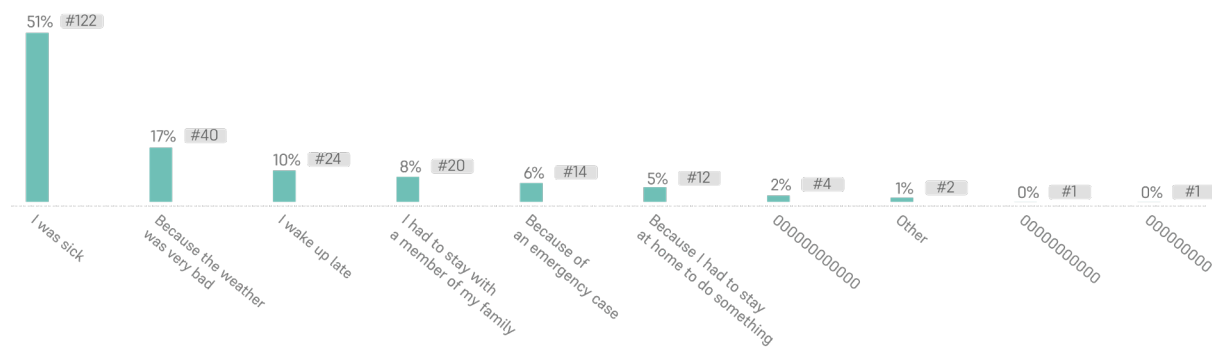
Figure 49: Student Perceptions



13. Student Perceptions: What are the reasons for being absent from schools?

The survey results show that 51% (122 students) of the surveyed students said that they were absent from school due to illness, 17% (40 students) were absent because the weather was bad, 10% (24 students) were absent because they had overslept, and 8% (20 students) were absent because they had to stay with a family member.

Figure 50: Student Perceptions



14. Principal Perceptions: Does the school have a student daily attendance sheet, and how does the school deal with students who are being always absent?

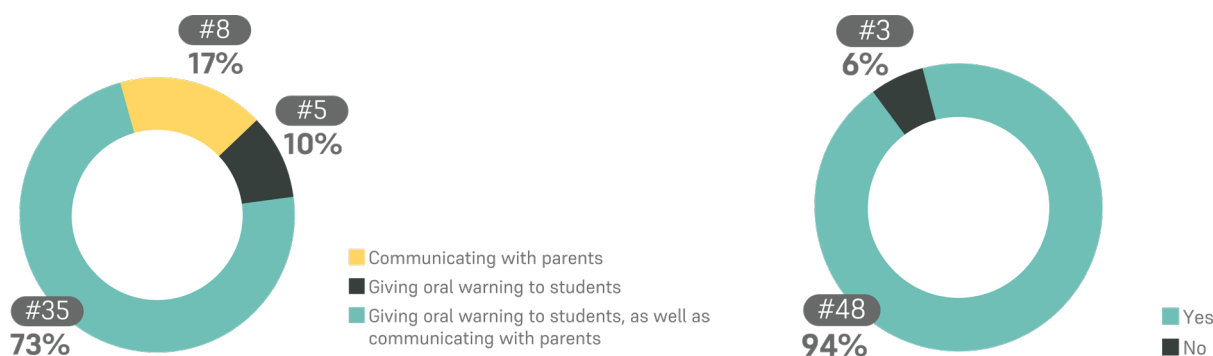
The school principals were asked³⁰ if their schools use a student daily attendance sheet to track students' attendance. 94% (48 principals) of all surveyed principals reported that they have a student daily attendance sheet in their schools, 6% (3 principals) reported that they do not have daily attendance sheets.

Principals were asked about the applied mechanisms for dealing with students who are always absent. 73% (35 principals) of the surveyed principals reported that they orally warn the students who are frequently absent, as well as communicating with parents, 17% (8 principals) communicate directly with parents whose children are always absent to inform them of their children's absence, while 10% (5 principals) just give an oral warning to students who are frequently being absent.

29. IMU enumerators conducted perception surveys with 233 students at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 46% of them were females and 54% were males

30. IMU enumerators conducted perception surveys with 51 school principals at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 14% of them were females

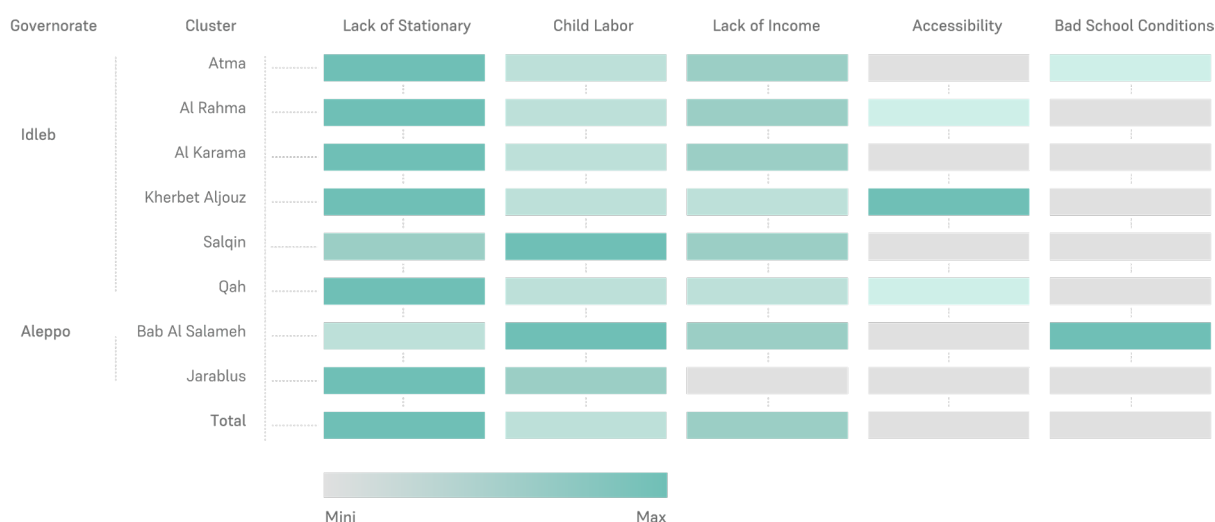
Figure 51: Principal Perceptions



07: Difficulties Encountered by Students at School

One of the main difficulties encountered by students in obtaining a proper education at schools in camps was the shortage of educational materials, books and stationery. Secondly was the child duty to help his family "child labor".

Table 01: Difficulties Students Encounter at School



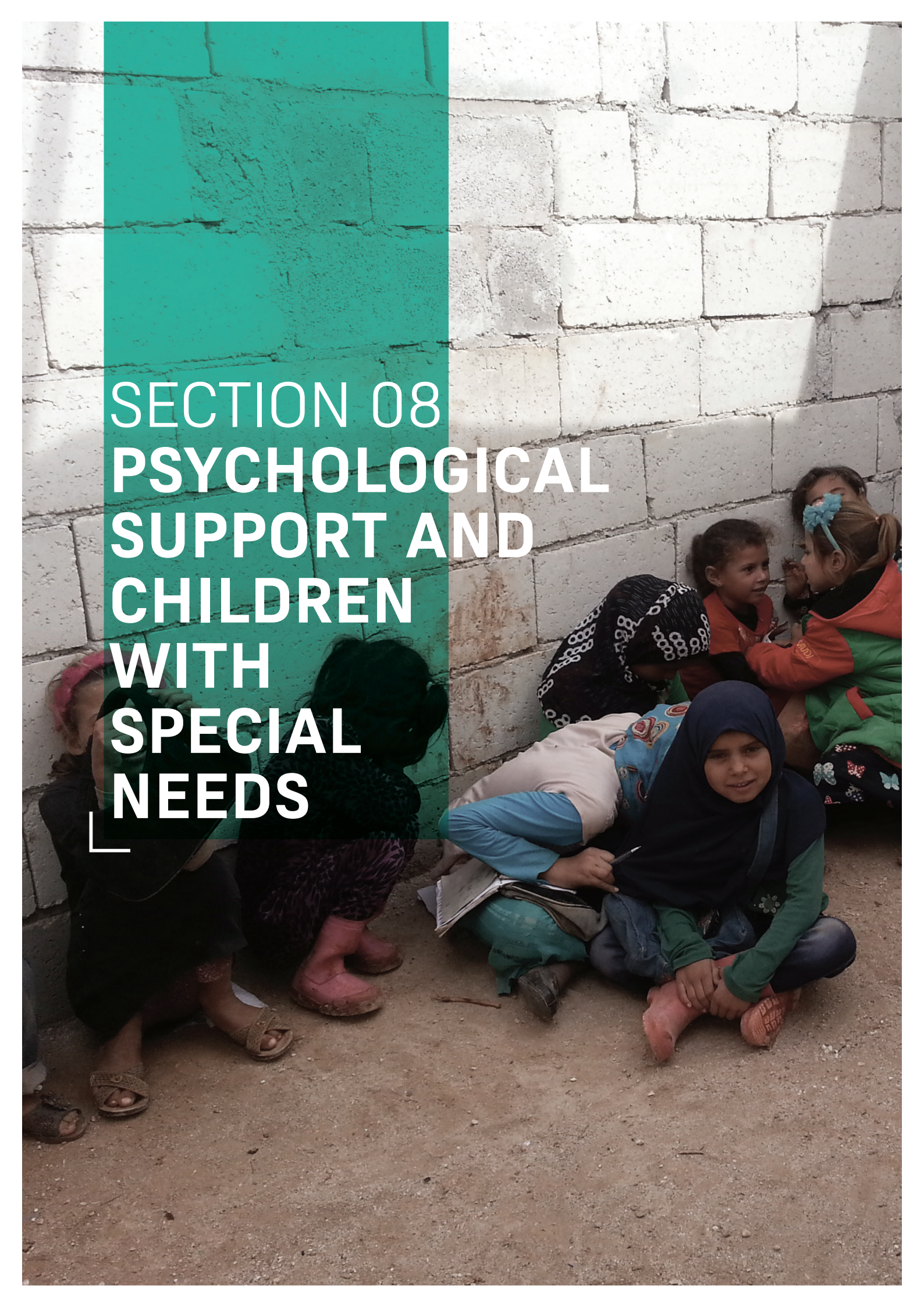
The shortage of educational materials, books and stationery was the highest ranked difficulty within the schools of six out of eight assessed clusters. The Key Informants (KIs) reported that teachers have to write full lessons on the chalkboard because of the acute shortage of textbooks, and students cannot copy these lessons on their notebooks because of the limited time.

Teachers also reported that several students shared one book. The proper education requires the provision of free textbooks to all students with copies that commensurate with the number of students within the functional school. 38% of students use second-hand activity books. Activity books are equivalent to worksheets in other countries. Using second-hand activity books defeats their purpose, as answers were already included in them.

The second difficulty was the child duty to help his family "child labor", where child labor topped the list of difficulties students encounter at Salqin and Bab Al

Salameh cluster schools. Many children stated that they sometimes had to miss the school to do some work that requires physical effort. Among the reasons that hindered children from receiving a proper education was the lack of income and money to send children to school. In the light of the deterioration of IDPs economic conditions at northern Syria camps and the lack of income for a large part of them, impedes the parents to pay large costs to provide education for their students, the number of students within the one family maybe four or five students. As the transportation, stationery and school uniform costs are frustrating parents from sending their children to school.

It is worth mentioning that parents in the northern Syrian camps rely on humanitarian aid as their main source of income, which shows the urgent need to provide educational material for children and not to impose additional costs on the parents.

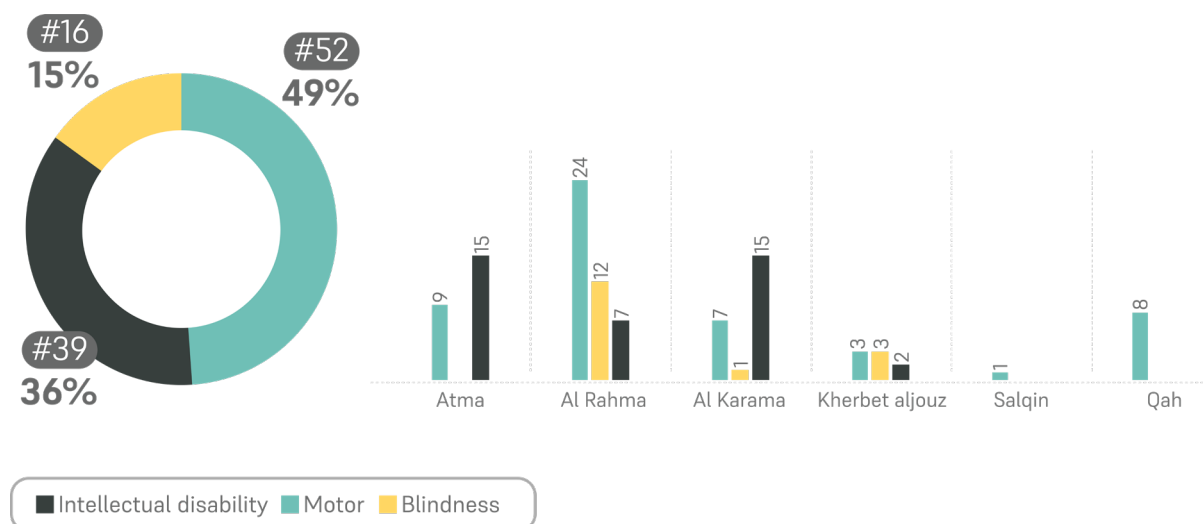
A group of children are sitting on the ground against a wall made of light-colored concrete blocks. On the left side of the image, there is a vertical teal bar. Overlaid on this bar is the text 'SECTION 08 PSYCHOLOGICAL SUPPORT AND CHILDREN WITH SPECIAL NEEDS' in white, bold, sans-serif font. The children are dressed in various clothing, including a black dress, a purple patterned dress, a blue and white patterned headscarf, a blue and white patterned headscarf, a blue and white patterned headscarf, and a blue and green patterned headscarf. One child in the foreground is wearing a blue and green patterned headscarf and is looking towards the camera. Another child is wearing a blue and white patterned headscarf and is looking towards the camera. The ground is dirt and the wall is made of light-colored concrete blocks.

**SECTION 08
PSYCHOLOGICAL
SUPPORT AND
CHILDREN
WITH
SPECIAL
NEEDS**

01: The Number of Children with Special Needs in Schools according to Type of Disability

There are 107 students with special needs currently enrolled in the assessed functional schools at northern Syria camps. The results of the study show that the highest percentage of these students are with motor disabilities by 49% (52 students) of all assessed students with special needs, followed by students with intellectual disability by 36% (39 students). The remaining 15% (16 students) have blindness.

Figure 52: Number/percentage of children with special needs according to disability



According to INEE³¹, *“the needs of people with physical and visual disabilities should be carefully considered in the design of education facilities. Entrances and exits need to accommodate people in wheelchairs or using other assisted-mobility devices. Classroom space and furniture, and water and sanitation facilities, should meet the needs of people with disabilities. When identifying sites and reconstructing education facilities, cooperation at local and national levels is recommended with organisations representing people with various types of disability, parents of children with disabilities and youth with disabilities”*.

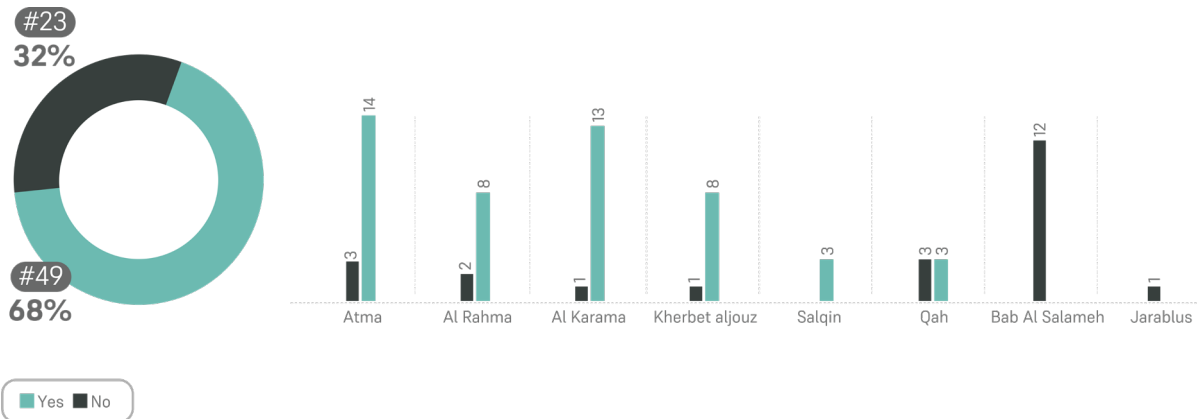
It is noted that the largest number of students with special needs are suffering from motor disabilities or losing a limb, where usually these motor disabilities have been caused as a result of shelling during the ongoing war. The results of the study show that 24 students of the assessed students at Al Rahma cluster schools are suffering from motor disabilities. In addition to, nine students in Atma cluster school; seven students in Al Karama cluster schools; eight students in Qah cluster schools; three students in Kherbet Aljouz cluster schools; and one student in one of Salqin cluster schools. As for students with intellectual disability, there are 39 students who are suffering from intellectual disability in the assessed schools at northern Syria camps distributed as follows; 15 students in Atma cluster schools, 15 students in Al Karama cluster schools, seven students in Al Rahma cluster schools, two students in Kherbet Aljouz cluster schools. Moreover, 16 students of the assessed students at camp schools have blindness, as follows; 12 students in Al Rahma cluster schools, three students in Kherbet Aljouz cluster schools, and one student in one of Al Karama cluster schools. In general, all camp schools are not equipped to accommodate children with special needs, where these schools are not regular school buildings; just tents or caravans. Even if there are cement block rooms, they do not have corridors or other facilities that help children with disabilities to practice their school day as appropriate. Children with motor disabilities often stay in the classrooms throughout all the school day because it is difficult to go out the school during recreational classes, nor they do not have the suitable educational materials for them. According to KIs, 40% of children with disabilities have attended the schools at northern Syria camps, while nearly 60% of them have not attended the school to lack of services that fill their special needs gap. Here we can see the urgent need to provide school buses in order to transport the children with special needs on a daily basis to regular schools that have appropriate services within their nearby villages.

31. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

02: Availability of PSS Trained Teachers

Data shows that only 68% (49 schools) of the assessed functional schools at northern Syria camps have teachers who attended Psychosocial Support Services (PSS) training courses, while 32% (23 schools) do not have teachers who attended PSS training courses.

Figure 53: Number/percentage of schools with teachers who attended PSS training courses

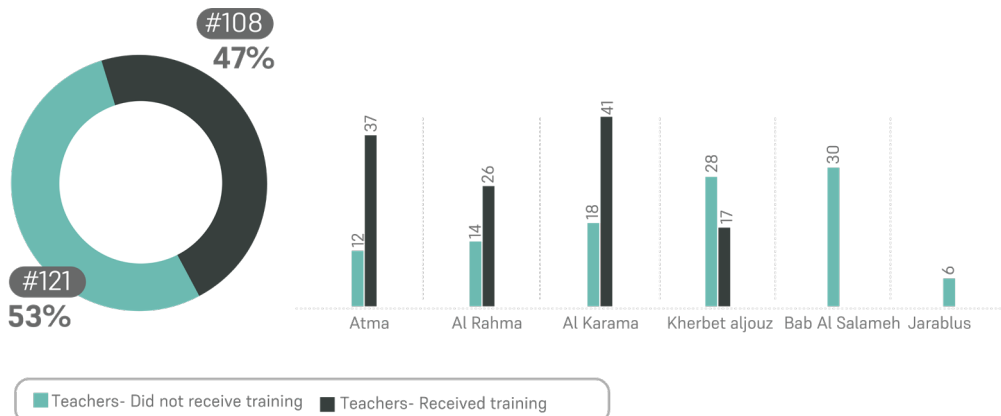


According to INEE³², "Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances". Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from ongoing war, school teachers should be trained on how to deal with children in time of war. Moreover, how to act during the disaster, as the presence of a large number of children in one classroom needs experience, responsiveness and organization of the teacher act to protect children and minimize damage as possible during the disaster, as well as dealing with the phenomena that prevail between children due to war in Syria. The study found that the schools in Jarablus and Bab Al Salameh clusters do not have teachers who attended PSS training or Education in Emergency courses. In contrast, all schools in Salqin cluster have teachers who attended PSS training and Education in Emergency courses.

15. Teacher Perceptions: Did you receive any special training and courses on education in emergencies?

According to surveyed teachers³³, whether they received special training and courses on emergencies, 47% (108 teachers) of them stated that they did not receive any training and courses about Education in Emergency, while 53% (121 teachers) of the surveyed teachers stated that they received training and courses about Education in Emergency. It is worth mentioning that 102 teachers were able to apply what they learned from these courses in their classes.

Figure 54: Percentage/number of teachers received training on emergencies and the extent to which they apply what they have learned- per cluster



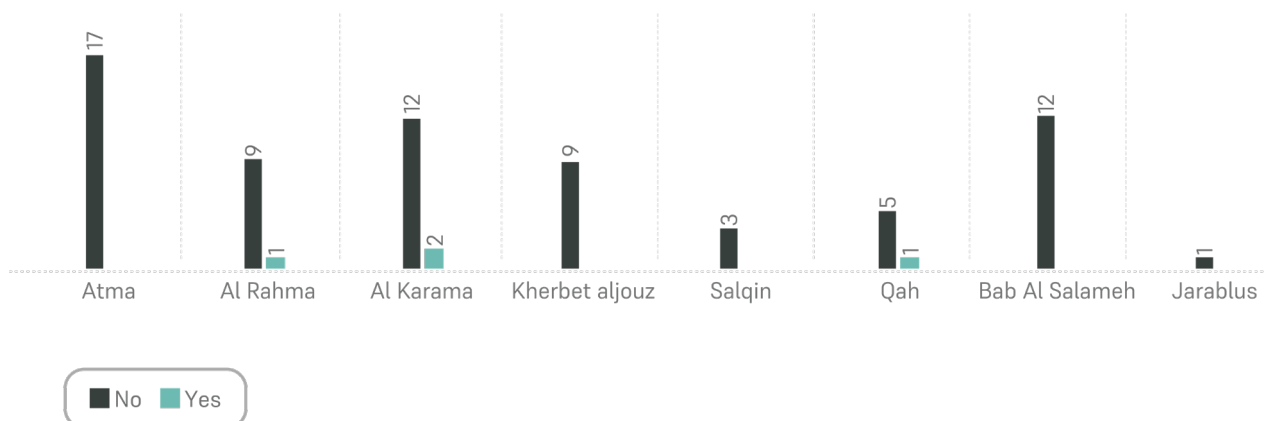
32. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

33. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idlib, where 44 % of them were females

03: Availability of psychological counsellors

The study showed that only four of the schools in the northern Syrian camps have psychological counsellors, while 68 schools did not have psychological counsellors

Figure 55: Number/ Percentage of schools by the availability of psychological counsellors - per cluster

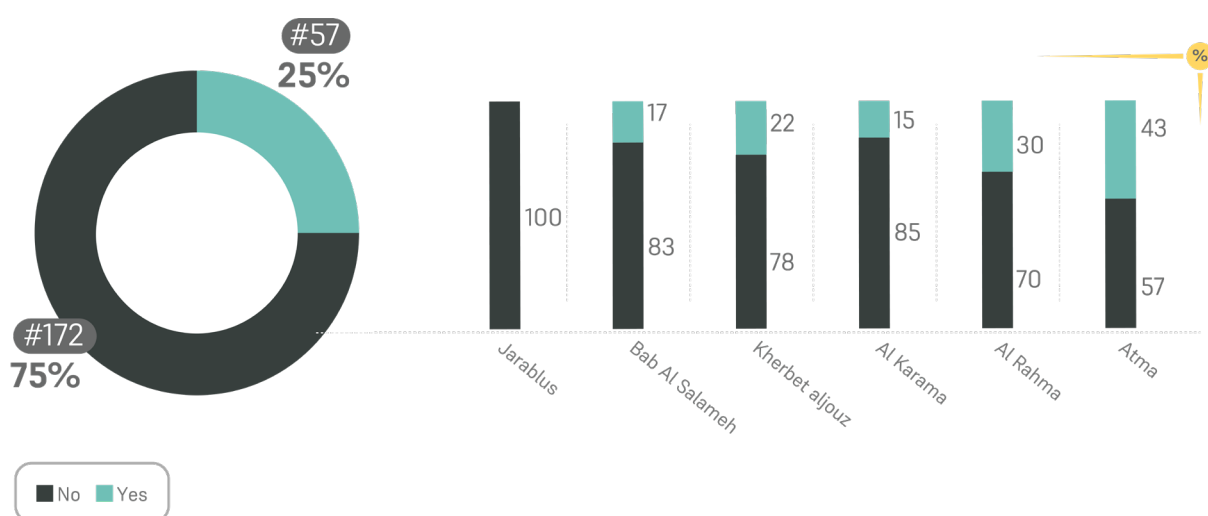


Before the war in Syria, most of the schools had a psychological counsellor with an academic background in psychology to be consulted when the students have problems related to their psychological state. This psychological counsellor guides children and discusses relevant issues with parents, as necessary, and cooperates with them to help children overcome any psychological concerns, especially in adolescence. There were only four of the schools in the northern Syrian camps that had psychological counsellors, where there were two psychological counsellors at Al Baraem, Safa and Marwa schools in Al Karama cluster, as well as two psychological counsellors at Al Rahma school in Rahma cluster, and Al Amal school in Qah cluster. In the light of the children suffering from difficult social conditions within the camps' environment, there is an urgent need to provide at least one psychological counsellor in each school.

16. Teachers Perception: Did your students communicate with you regarding their feeling of being safe at school?

According to surveyed teachers³⁴, it was found out that 25% (57 teachers) of the surveyed teachers shared that their students have expressed fear of being unsafe at their schools, while 75% (172 teachers) shared that their students have not expressed fear of being unsafe at their schools.

Figure 56: Teachers Perception

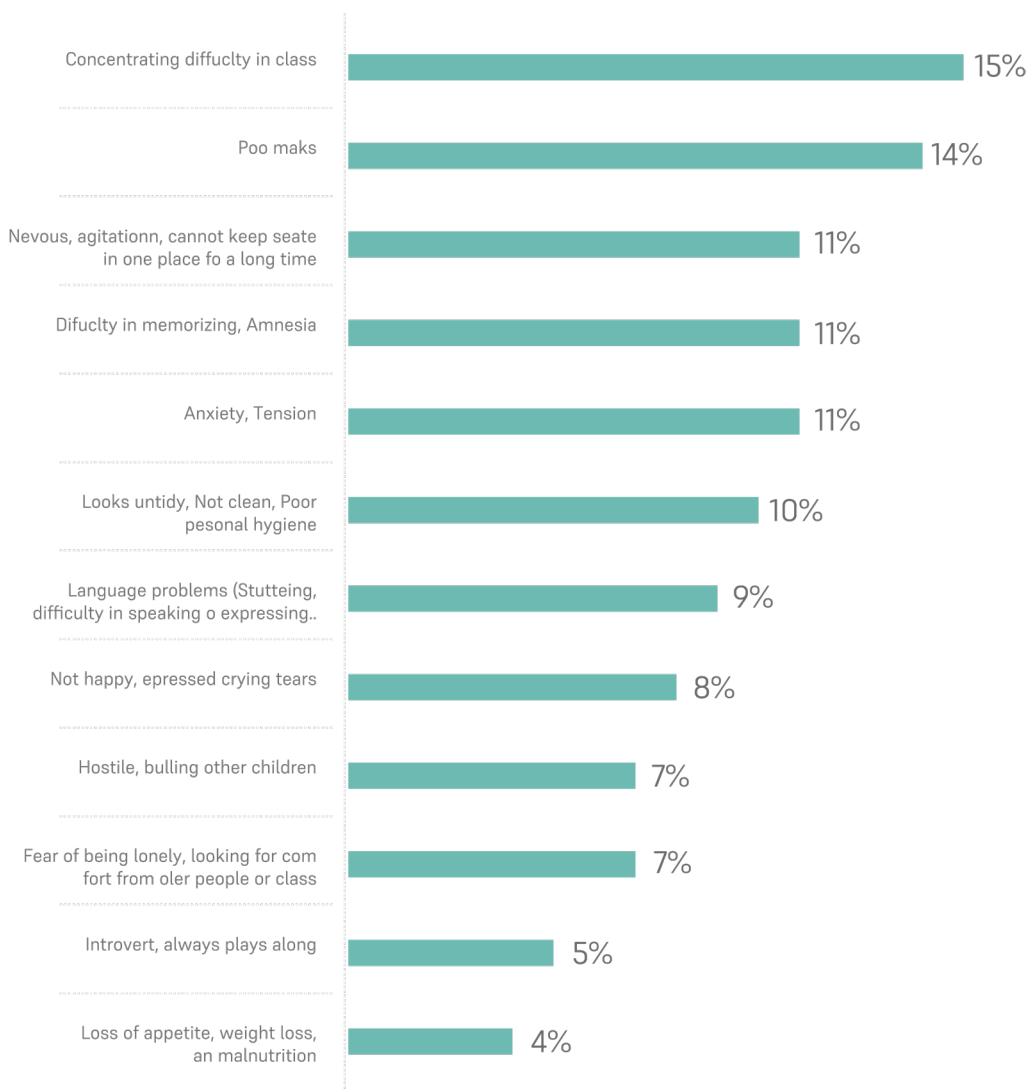


34. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idlib, where 44% of them were females

17. Teacher Perceptions: What are the main phenomena spread among your students?

The teachers were asked about whether there is a spread of any phenomena that negatively affects the students. The teachers observed difficulty in concentration which topped the list of students who suffer from this phenomenon; 14% of students suffer from poor marks at school; 11% of students suffer from nervous, agitation, and cannot stay at his/her desk for a long time; 11% of students have difficulty in memorizing; 10% of students look untidy, not clean and lack personal hygiene; and 9% of students have language problems (stuttering, difficulty in speaking or expressing themselves). Children in camp schools suffer from different psychological phenomena. In this section, only the most common phenomena is presented.

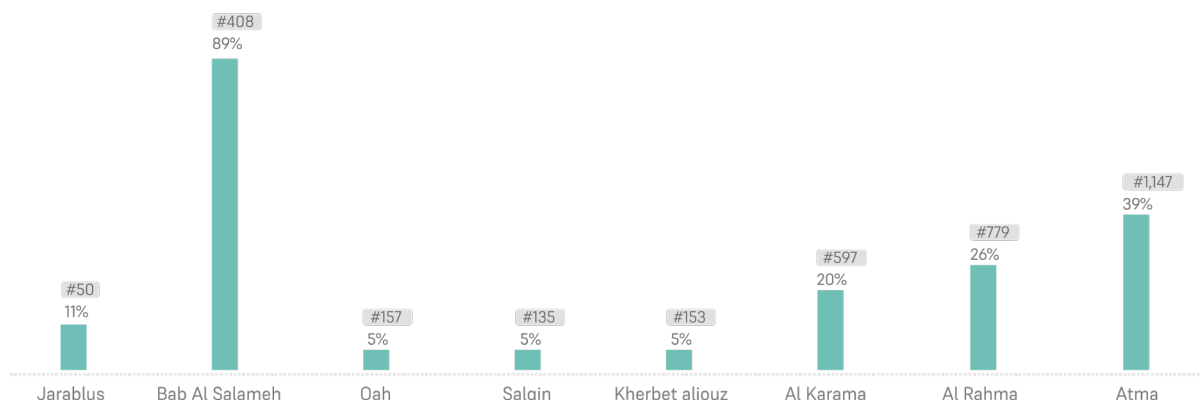
Figure 57: Teacher Perceptions



04: School Orphans

The number of orphans in the schools of northern Syrian camps is 3,426 orphans. The biggest percentage of orphans was in Atma cluster schools by 33% (1,147 orphans) of the assessed orphans at northern Syria camps.

Figure 58: Number/percentage of orphans in schools – per cluster



The number of orphans in Syria has dramatically increased due to the ongoing war, with many children having lost one or both parents as a result of the military actions taken against civilians. The increase of orphans' number in Syria has been reflected on their number within the schools at the northern Syria camps since all camp residents fled from violence in Syria. The biggest percentage of orphans was in Atma schools by 33% (1,147 orphans) of the assessed orphans at northern Syria camps, followed by Al Rahma cluster by 23% (779 orphan students).





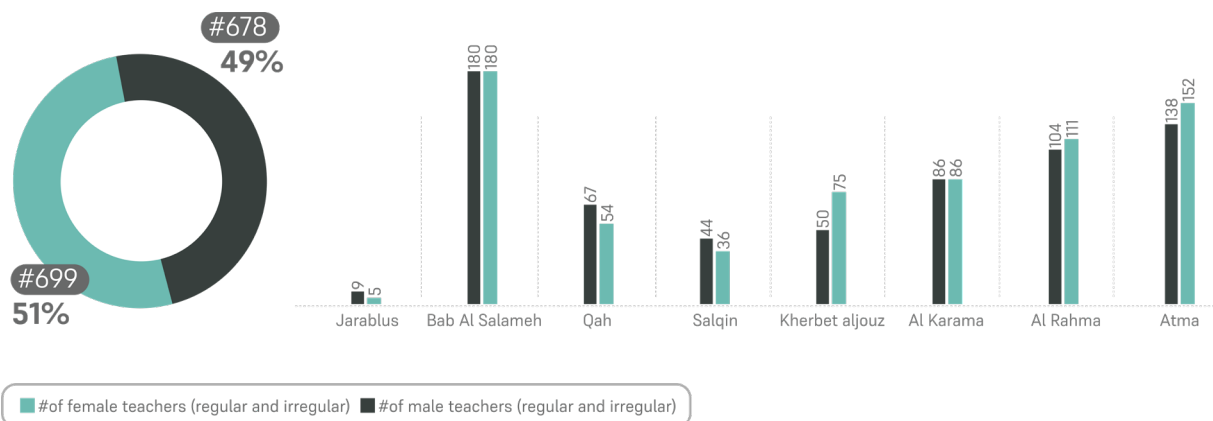
SECTION 09
TEACHERS



01: Numbers of teachers

The number of assessed teachers in the northern Syria camps was 1,377 teachers, where the females formed 51% (699 female teachers) of the total teachers in the northern Syrian camps, while the males formed 49% (678 male teachers).

Figure 59: Number/percentage of regular and irregular teachers by gender



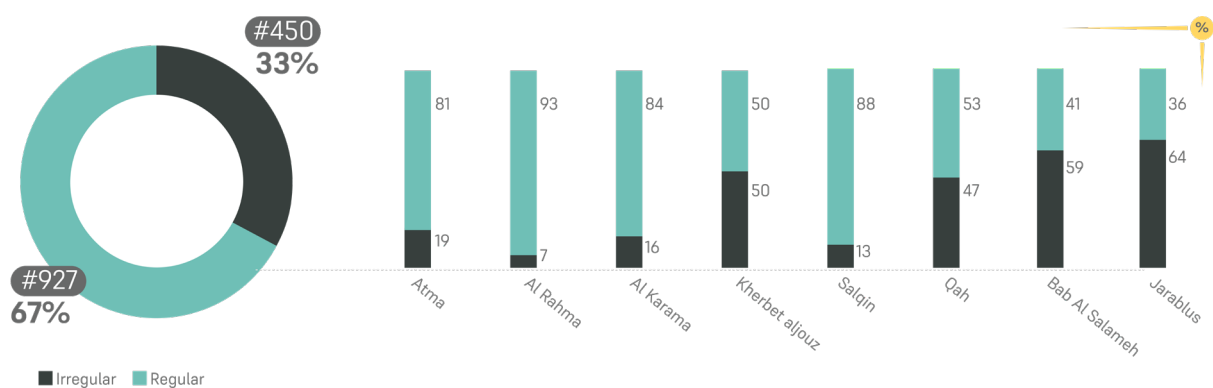
This section includes the number of teaching staff regardless of the certificates they had. The term “regular teachers” in this report means the people who practiced teaching before the war in Syria and who have a certificate that qualifies them to practice this profession. While the term “Irregular teacher” means teachers, who began teaching due to a shortage of qualified teachers after the outbreak of the conflict in Syria. As mentioned above, the numbers in this section include both types of teachers, regular and irregular.

The largest number of teachers was recorded at Bab Al Salameh cluster schools, where there were 360 teachers with an equal percentage of both genders. The number of teachers in Atma cluster was 290 teachers of both genders, where 52% of them were females (152 female teachers), and 48% of them were males (138 male teachers). The percentage of male teachers was higher than female teachers in Qah cluster, where the percentage of males was 55% (67 male teachers) of the total number of teaching staff. The percentage of male teachers was also higher from female teachers in Salqin cluster, where the percentage of males was 55% (44 male teachers) of the total number of teaching staff there.

02: Types of Teachers

The percentage of teachers who practiced teaching before the current war or after finishing their education at universities or higher Institutes, which qualified them to practice this profession, was 67% (927 teachers). While the percentage of teachers who were enrolled in the educational process due to a shortage of qualified teachers was 33% (450 teachers), it should be mentioned that these statistics include both female and male teachers.

Figure 60: Number/percentage of regular and irregular teachers



The term “regular teachers” in this report means the people who practiced teaching before the war and had permanent contracts with ED of the Syrian regime. Those teachers went through a recruitment competition organized by MoE of the Syrian regime and signed permanent employment contracts after finishing their education at Universities or Higher Institutes. These teachers are qualified to teach students in accordance with their specialization. Large areas of Syria came out of Syrian regime control, so EDs of SIG established Teacher Training Institutes and branches of the Faculty of Arts and Human Sciences in opposition-held areas at Idleb governorate. This institution or factuality is graduating teachers who are qualified to teach students to fill the acute teacher shortage. The regular teachers are characterized by their ability to manage the classes, and their knowledge of the effective methods in dealing with students of all ages and all situations, where their education includes a subject of “Teaching Methods”. Some teachers completed the Diploma of Educational Qualification. INEE³⁵ define teaching methods “teaching methods’ refers to the approach chosen for, and used in, the presentation of learning content to encourage the acquisition of knowledge and skills in all learners.”

Before the war in Syria, the ED of Syrian regime offered temporary employment contracts to some non-specialist teachers (irregular teachers). These teachers were appointed to areas suffering from acute teacher shortage. Some university students were offered short-term contracts to replace female teachers on maternity leave due to the lack of an appropriate substitute from specialist teachers.

After the start of war and as a result of the acute shortage of teaching staff, The phenomenon of hiring alternative teachers who are not specialized in the educational process or what they call irregular teachers has increased. Some of these teachers receive salaries like regular teachers and call them irregular teachers to indicate that they are not fully qualified to the educational process, where some of these teachers need training courses to become fully qualified to practice the teaching profession for some educational levels, while the others are not fully qualified for teaching.

03: Educational Level of Irregular Teachers

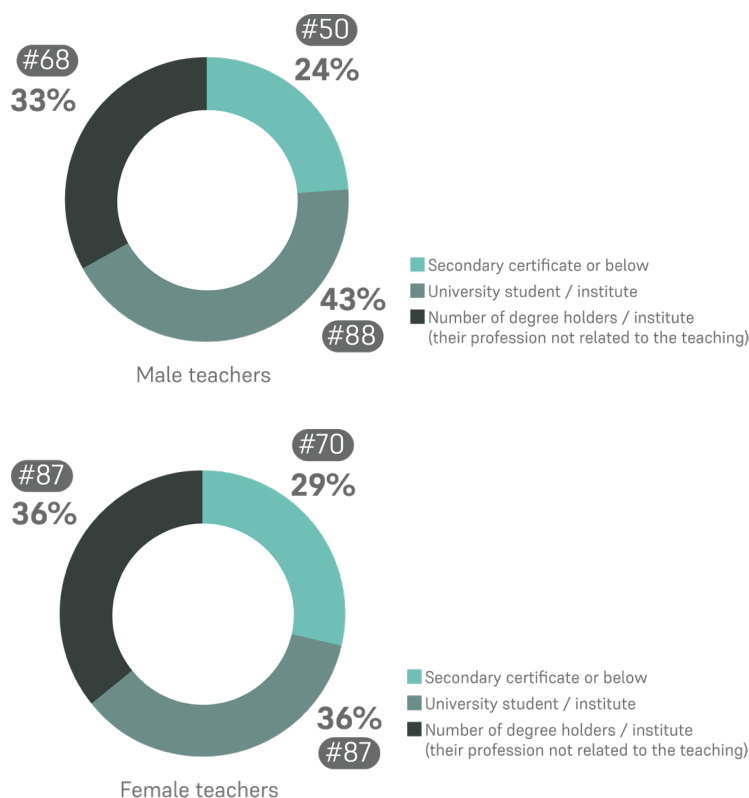
The study results show that 33% (68 irregular male teachers) of the irregular male teachers in the assessed functional schools at northern Syria camp have a university degree or an institute certificate (not related to teaching profession), while 36% (87 irregular female teachers) of the irregular female teachers in the assessed functional schools at northern Syria camps have a university degree or an institute certificate (not related to teaching profession).

43% (88 irregular male teachers) of the irregular male teachers in the assessed functional schools at northern Syria camps are undergraduate students, while 36% (87 irregular female teachers) of the irregular female teachers in the assessed functional schools at northern Syria camps are undergraduate students.

24% (50 irregular male teachers) of the irregular male teachers in the assessed functional schools at northern Syria camps have just a secondary certificate or lower, while 29% (88 irregular female teachers) of the irregular female teachers in the assessed functional schools at northern Syria camps have just a secondary certificate or lower.

35. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

Figure 61: Number/percentage of irregular teachers per gender and educational background

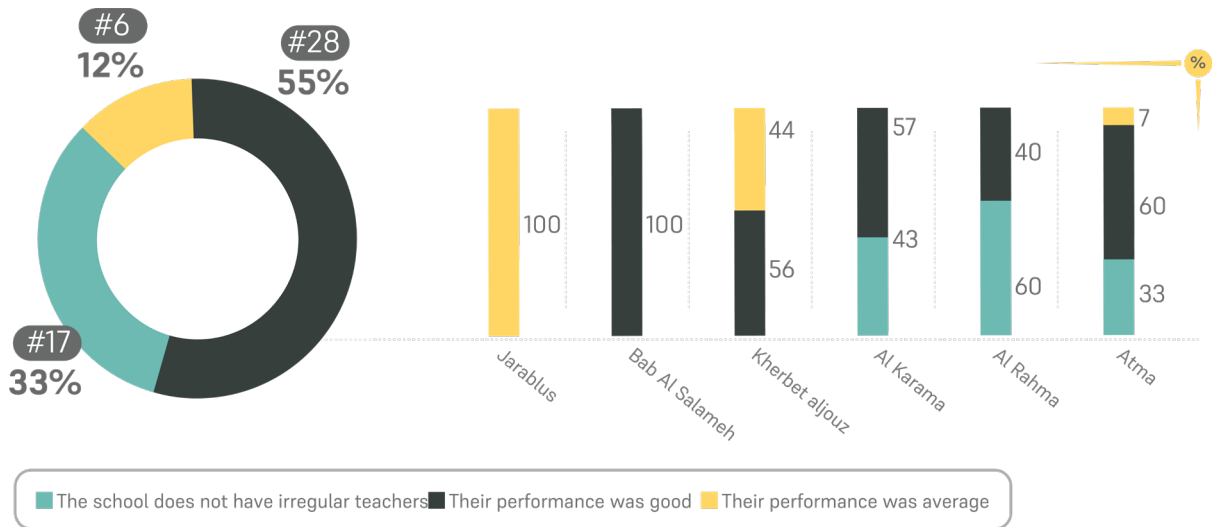


- **A university degree or an institute certificate (not related to teaching profession):** The difference between these teachers and regular teachers is the absence of scientific specialization of the educational materials and the lack of knowledge of the teaching methods that regular teachers have studied within their university or institute. This type of irregular teachers could be subjected to some courses in teaching methods, as well as how to manage the classrooms and deal with students, which make them more efficient in the educational process.
- **Undergraduate students:** There is a big number of students at universities or institutes in areas beyond the Syrian regime control, who were not allowed to complete their studies at colleges or institutes due to the security situation in Syrian regime control areas. Therefore, they practice the teaching while they are still students because of the lack of teaching staff and their need to work. It is worth mentioning that, it is useful to raise the capacity of these students to teach at primary education level after being subjected to a number of necessary courses in the education field.
- **Secondary certificate holders and below:** The secondary certificate holders are sometimes subjected to a number of courses and then employed to teach the primary grades level (basic of reading and numeracy only). While those who do not have at least a secondary school certificate are not suitable to practice the teaching profession, where there are 120 irregular teachers who have a secondary certificate or below. The KI of IMU reported that these irregular teachers had taught at the northern Syrian camps when the schools were initiatives. Some criteria must be applied to these teachers to ensure that they are qualified to teach or replace them if they are not qualified.

18. Principal Perceptions: How do you evaluate the irregular teachers in your school, in case you have any?

School principals were surveyed³⁶ to provide their manner of evaluation the irregular teachers in their schools. 33% (17 principals) of the principals stated that they do not have irregular teachers in their schools, while 55% (28 principals) indicated that irregular teachers' performance was good, and only 12% (6 principals) indicated that irregular teachers' performance was average.

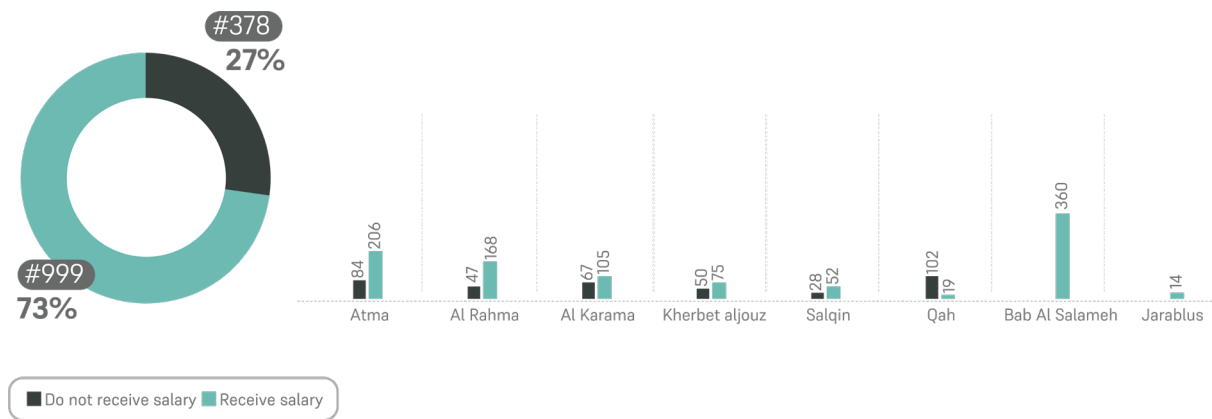
Figure 62: Principal Perceptions



04: Teachers who Receive Salaries

The results of the study show that 73% (999 teachers) of teachers in the assessed functional schools at northern Syria camps receive salaries from various sources, while 27% (378 teachers) of teachers do not receive salaries.

Figure 63: Percentage/number of teachers by receiving salaries



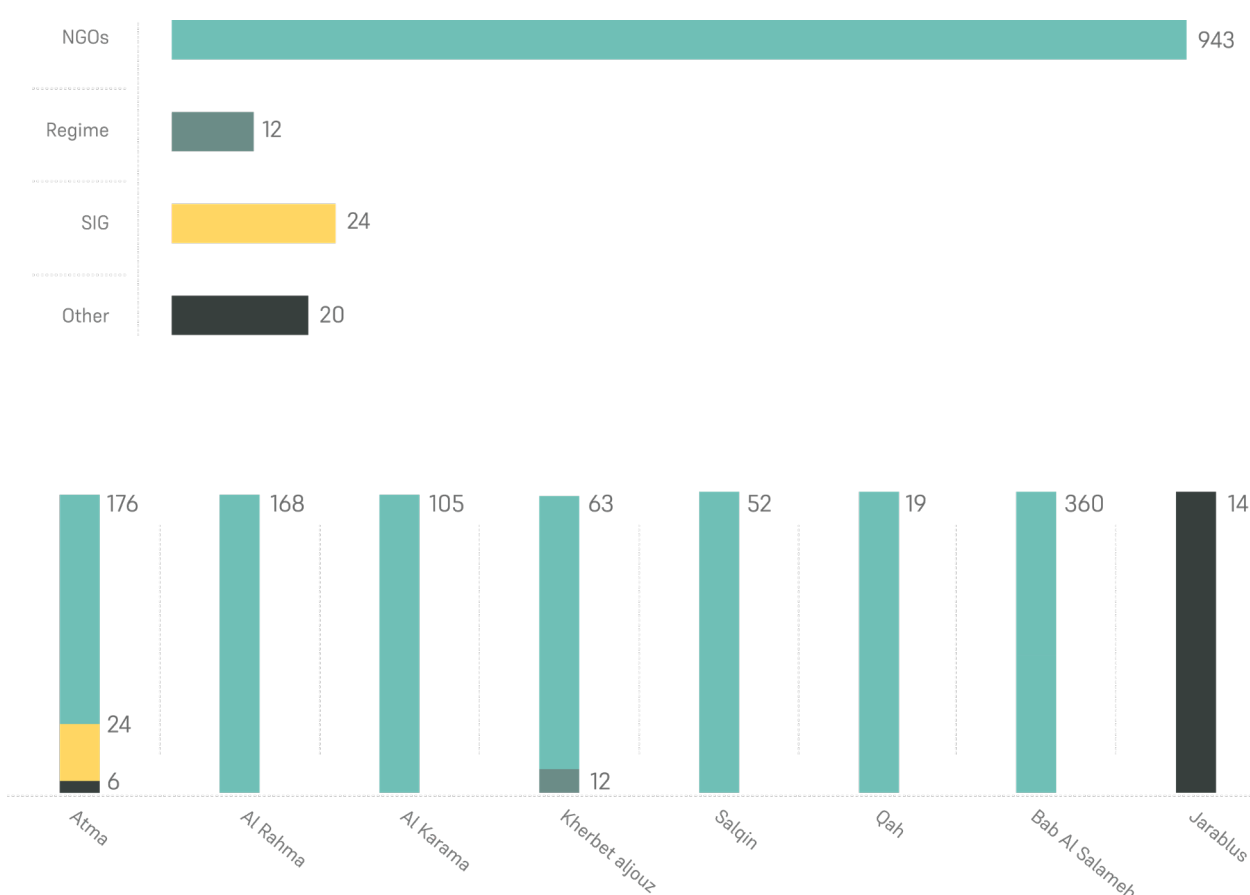
It was found through the study that all the teachers within the schools of Jarablus and Bab Al Salameh clusters receive salaries, while only 16% (19 teachers) of the teachers within the schools of Qah cluster receive salaries.

36. IMU enumerators conducted perception surveys with 51 school principals at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idleb, where 14 % of them were females

05: Salary Providing Parties

Based on the study, the ED of the Syrian regime still pays the salaries of only 1% (12 teachers) of the assessed teachers within the schools of northern Syria camps. The humanitarian organizations pay the salaries of 94% (934 teachers) of the assessed teachers, while the ED of the SIG pays the salaries of 3% (24 teachers), and other parties pay the salaries of 2% (20 teachers) of the assessed teachers.

Figure 64: Number of teachers who receive salaries by providing party



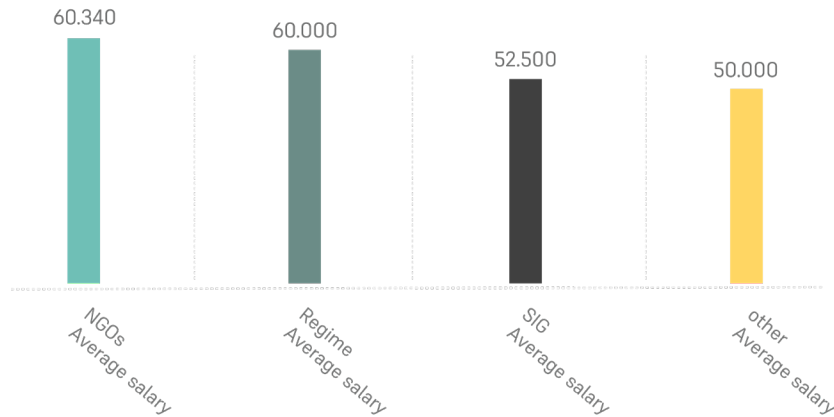
The Turkish government pays the salaries of all teachers at Zoghara camp school in Jarablus cluster, whereas a private donor pays the salaries of six teachers at Atma cluster. The ED of SIG pays the salaries of 24 teachers, while humanitarian organizations pay the bulk of teachers' salaries, 176 teachers. In Kherbet Aljouz cluster, 12 teachers receive their salaries through the ED of the Syrian regime, which

requires them to travel to the regime control areas in Hama or Aleppo governorates, while the humanitarian organizations pay the salaries of 63 teachers. The humanitarian organizations are responsible for paying the salaries of all teachers at the schools of Bab Al Salameh, Qah, Salqin, Al Karama, and Al Rahma clusters.

06: Average Salaries of Teachers

The study results show that the humanitarian organizations pay the highest average salaries to teachers, at 60,340 SYP which is nearly 120 USD, followed by the Syrian regime, which pays an average of 60,000 SYP.

Figure 65: Average salaries by providing party



According to INEE³⁷ *"Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs. Where needed, an appropriate payment system for teachers and other education personnel should be reestablished or developed as soon as possible. The payment system should respect the fact that education authorities have the principal responsibility for ensuring compensation. Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice, and helps in the transition from recovery to development"*.

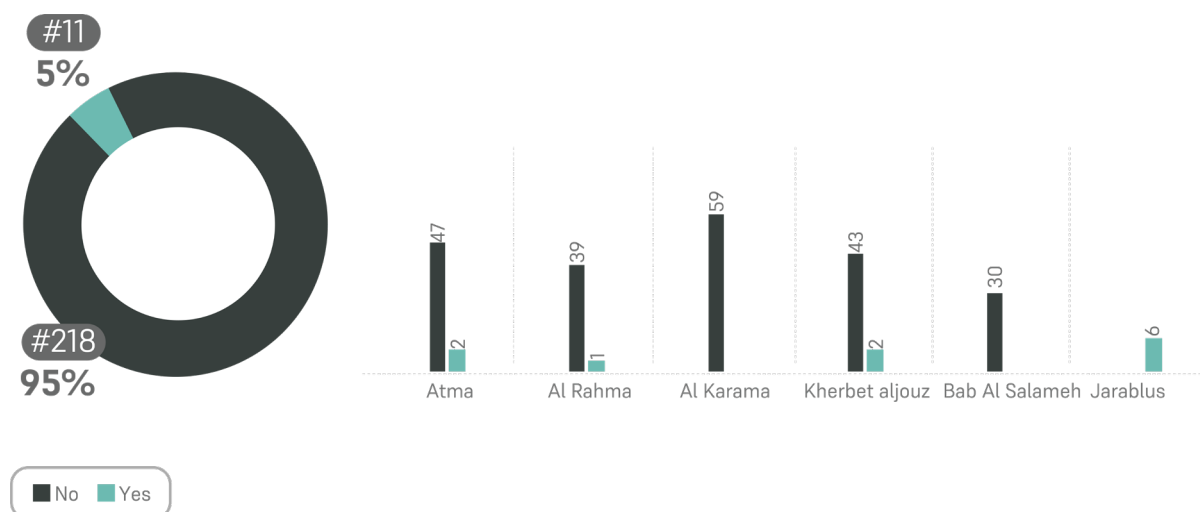
The study found that the humanitarian organizations pay the highest average salaries of teachers, with an average salary of 60,340 SYP, about 120 USD; the Syrian regime is the second with an average salary of 60,000 SYP; and the ED of SIG pays the average salary of 52,500 SYP, about 105 USD. The Turkish government pays the average salary of 50,000 SYP, about 100 USD at Zoghara camp school in Jarablus cluster, where its salary is more stable and sustainable. The KI of IMU reported that the salaries in 97% of schools are unstable and depend on the donor, usually the salaries are delayed for more than two months, and suspended during the summer vacation, where salaries are paid to teachers according to school days which is an obstacle to teachers and drives them to seek other work opportunities. It is noteworthy that the bulk of teachers qualified to teach students in accordance with their specialization have worked with other parties that provide higher and more stable salaries; these teachers formed a large gap in the educational process. The bulk of foreign language teachers have worked with international organizations in office work (not related to teaching), which resulted in a shortage of foreign language teachers. Moreover, the bulk of psychologists have worked with humanitarian organizations outside the education field (in the medical field). The INEE confirms the need to confront market factors, as stated, *"Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In situations of displacement, qualified teachers and other education personnel may be more likely to move where there are higher wages, even if it means crossing borders. It is important to take into account market forces such as: the cost of living; demand for teachers and other professionals; wage levels in similarly qualified professions, such as health care; the availability of qualified teachers and other education personnel"*.

37. https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

19. Teacher Perceptions: Does the salary/incentives you receive enough with the requirements of daily life?

Through teacher surveys³⁸, they were asked whether the salaries or incentives they received were commensurate with the requirements of daily life, 95% (218 teachers) of surveyed teachers reported that income is not commensurate with daily life requirements, and 5% (11 teachers) of surveyed teachers reported that the income is commensurate with daily life requirements.

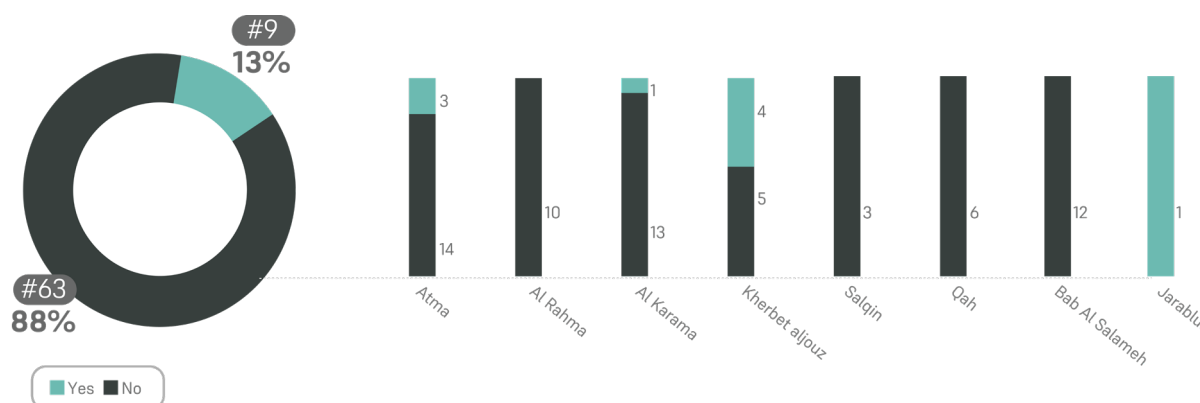
Figure 66: Teacher Perceptions



07: Teachers Who Receive Additional Support

The results of the study show that only 13% (9 schools) of the assessed schools in northern Syrian camps where the teachers received additional support besides their salaries, while 88% (63 schools) the teachers did not receive any additional support.

Figure 67: Number/ percentage of schools where teachers receive additional support



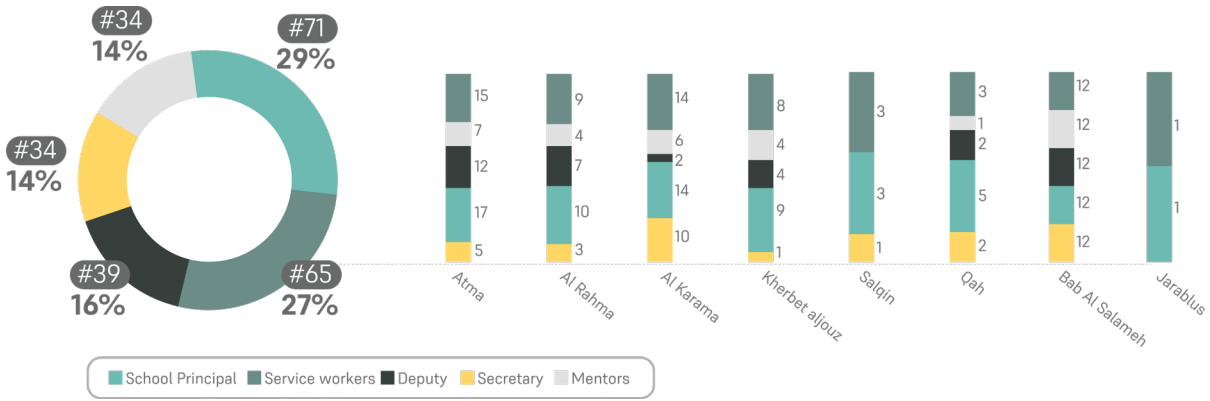
Some parties distribute in-kind incentives such as food baskets or other, as a support to the educational process. All the educational staff working in Zoghara camps receive support distributed by different parties. Whereas the educational staff in four schools within Kherbet Aljouz cluster, three schools within Atma cluster, and one school within Al Karama cluster receive support provided by humanitarian organizations.

38. IMU enumerators conducted perception surveys with 229 teachers at the schools of northern Syria camps distributed within six clusters in the governorates of Aleppo and Idlib, where 44 % of them were females

08: School Administrative and Service Cadres

Based on the study results 29% of the school administration and service cadres are principals (71 principals), 16% of them are deputy principals (39 deputy principals), 14% of them are secretaries (34 secretaries), 14% of them are mentors (34 mentors), and 27% of them are service workers (65 service workers).

Figure 68: Number/ percentage of schools by administrative and service cadres



The main duties of the school principal include supervising the educational process at school and making sure that procedures and regulations approved by the supervisors of the educational process are applied. All the schools in the northern Syria camps have principals except for Al-Salam School in Qah cluster, which has a secretary to facilitate the school affairs. The large and two-shift schools have deputy principals that support the school principals by managing the school and share the duties in shifts. The principal is present at one shift, and his deputy is present at the other.

The duties of the school mentors are supervising the students outside classrooms and during the teachers' absence. While the duties of the school secretary are keeping and organizing the school records of teachers and students.



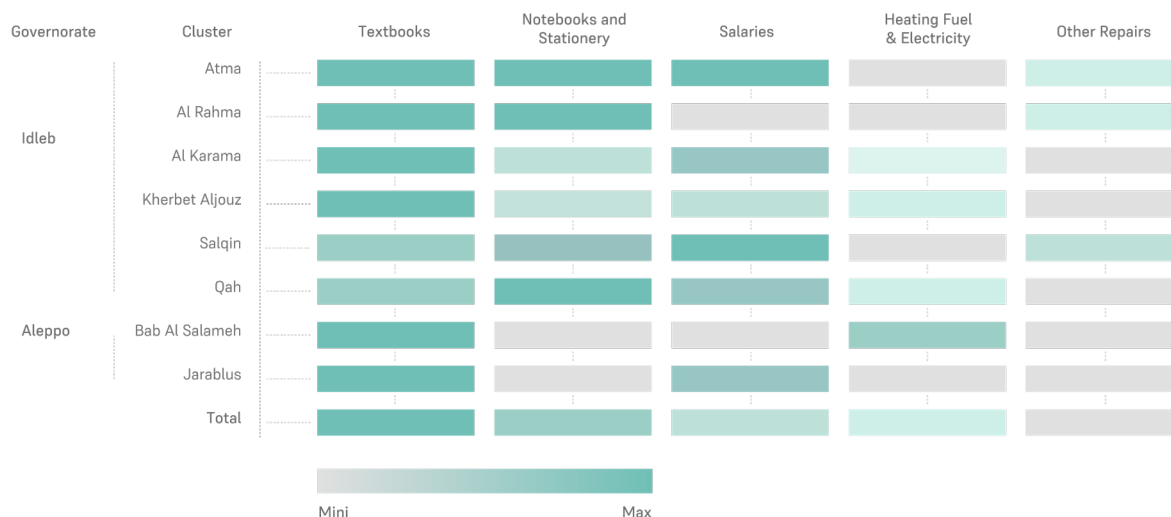


**SECTION 10
PRIORITIES AND
RECOMMENDATIONS**

01: Priorities

The need for textbooks topped the list of priorities for the assessed schools in the northern camps with 41%. The second priority was the need for notebooks and stationery at 22%, while the need for salaries of the school staff came as third priority by 18% and the need for heating fuel came fourth by 10%.

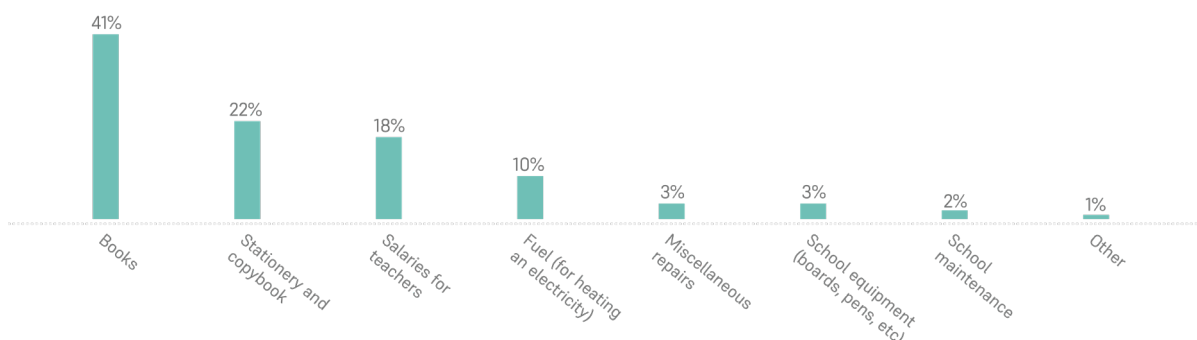
Table 02: Priorities of Assessed Schools in the Northern Syrian Camps



The need for textbooks was the top priority for the assessed schools in six out of eight assessed clusters. According to the results of the study, 38% of student textbooks in camp schools during the previous academic year were used books (books returned from students). On other hand, 10,358 students needed copies of the curriculum during the previous academic year, which means that 30% of camp school students needed textbooks during the past year.

The need for notebooks and stationeries was the top priority for the assessed schools in Qah cluster, while it was the second priority for the assessed schools in Atma and Salqin clusters, which shows the urgent need to distribute school bags to all students at the beginning of each academic year. According to the statistics of camp students in the last academic year, the number of school bags needed by students in the northern Syria camps was 34,139 school bags.

Figure 69: Schools in Camps Priorities



The study found that 27% (378 teachers) of the total assessed teachers in the northern Syria camps do not receive salaries. As the KIs reported that 97% of schools salaries support is unstable and related to the donor, which shows the urgent need to provide stable support for teachers and salaries that commensurate with life requirements. The teachers may search for work in other professions (rather than teaching) that provide a better income, which may contribute to exacerbating the deterioration of the educational situation in Syria, so these phenomena should be reduced.

Printers within schools are used to copy the official papers of students and teachers on school days. It is also extremely used to copy students' exam questions. Printers sometimes used to print some exercises or parts of textbooks in the light of the acute shortage of school curriculum copies in some camp schools. 72 printers needed in the assessed schools at northern Syria camps, where each school needs at least one printer, while some schools may need two printers depending on the size of the school and the number of students it has.

02: Recommendations

- According to this report, there are only 72 functional schools within 226 assessed IDP camps located in Aleppo and Idlib governorates in Syria. A total of 40,057 school-age children are living in these camps. All 72 assessed schools are temporary educational places and lack the basic components for proper educational process. These schools were established as a quick solution to prevent the dropout of IDPs students within the camps. However, till the date of preparing this report, they have completed their seventh year without any significant development on their buildings or equipment.

Therefore, it is necessary to work on a strategic plan to ensure an appropriate educational environment for IDP children. It is also necessary to support the camp schools in their current form with all urgent and necessary needs until appropriate alternatives are provided.

- This report included perception surveys with parents, the interviewed parents were asked about their children's willingness to go to school. Results show that 51% of surveyed parents said that their children sometimes express unwillingness to go to school, and 6% said that their children always express unwillingness to go to school.

Therefore, camp schools must be equipped with recreational and extracurricular activities to support the educational process and activate learning programs by playing in the early stages of education in order to change the children's viewpoint of schools and expand their educational perceptions.

- This report covers the status of water and sanitation in camp schools, and it was found that 65% of the assessed functional camp schools receive their drinking water by tankers, where these tankers cannot access the schools during heavy rain and snowstorms; 58% of schools that provide water had more than 100 students per tap; and 8% of assessed schools did not have water taps at all; 11% of the assessed camp schools did not have WCs, as 23% of WCs at assessed schools needed simple maintenance, and 4% of it needed full rehabilitation or replacement.

Therefore, special attention should be given to the water and sanitation sector within camp schools; the number of water taps should be increased to suit the number of students; and sanitation facilities should be accessible to persons with disabilities, as well as must keep the privacy, the dignity, and the safety. Furthermore, the WCs must be closed from the inside, to prevent sexual harassment and exploitation, in addition, to separate the WCs by gender and ensure the location of WCs in a safe, appropriate, and accessible places.

- School camps in all its forms are less isolated in bad weather than the regular schools within towns and villages. Although there are cement block classrooms in some camp schools, however, these classrooms are often spaced and do not constitute a single building block. As study results show that, 32% (28 schools) of the assessed schools are a tent or more used as an education place, 14% (12 schools) are prefabricated classrooms or known as caravans. Additionally, 51% (122 students) of the interviewed students said that they were absent from school due to illness, and 17% (40 students) were absent because the weather was bad. The study results also show that 60% (43 schools) of the assessed schools at northern Syria camps needed heaters.

Therefore, adequate weather insulation should be provided in classrooms within camp schools. As well as, schools should be provided with an adequate heater and fuel to protect children from cold.

- This report covered the existence of kindergartens in camps, and the results show that 88% (63 schools) of the assessed functional schools at northern Syria camps do not have kindergartens, while 13% (9 schools) have kindergartens.

Camp residents are considered the most disadvantaged groups in Syria, where some children have been interrupted from education for several consecutive years, and the bulk of them has been displaced several times. Therefore, it is necessary to focus on the early childhood development of the children in the northern Syrian camps and to activate pre-school education programs.

- One of the main difficulties encountered by students in obtaining a proper education at schools in camps was the shortage of educational materials, books and stationery. The most frequently used mechanisms by teachers to face this shortage was asking students to share available copies of the textbooks between each other, at 46% of the total mechanisms. Whereas, the second mechanism was writing the whole lesson on the chalkboard at 33%. Moreover, the study found that the ED of SIG was the source for 55% of the total number of books used in camp schools, while used books (books have been returned by students) were the source for 38% of used books.

It is necessary to ensure that a sufficient number of copies of the school curriculum are available at the beginning of each academic year and distributed freely to all students at all stages. The costs of the educational process must be commensurate with the income of the IDPs. Most camp residents rely on humanitarian assistance, so all educational needs should be provided for free.

- There are 107 enrolled students with special needs in the assessed functional schools at northern Syria camps. According to KIs, only 40% of the total number of children with disabilities attended school at northern Syria camps, while about 60% of them did not attend school due to lack of suitable services for their conditions. This report included perception surveys with teachers, 47% of the interviewed teachers stated that they did not attend any trainings or courses about Education in Emergencies or any specialized training of psychological support for students. As for the prevalence of psychological phenomena between students, the teachers noted difficulty in concentration, nervous, agitation, cannot sit in one place for a long time, difficulty in memorizing, anxiety, tension, hostility, and depression.

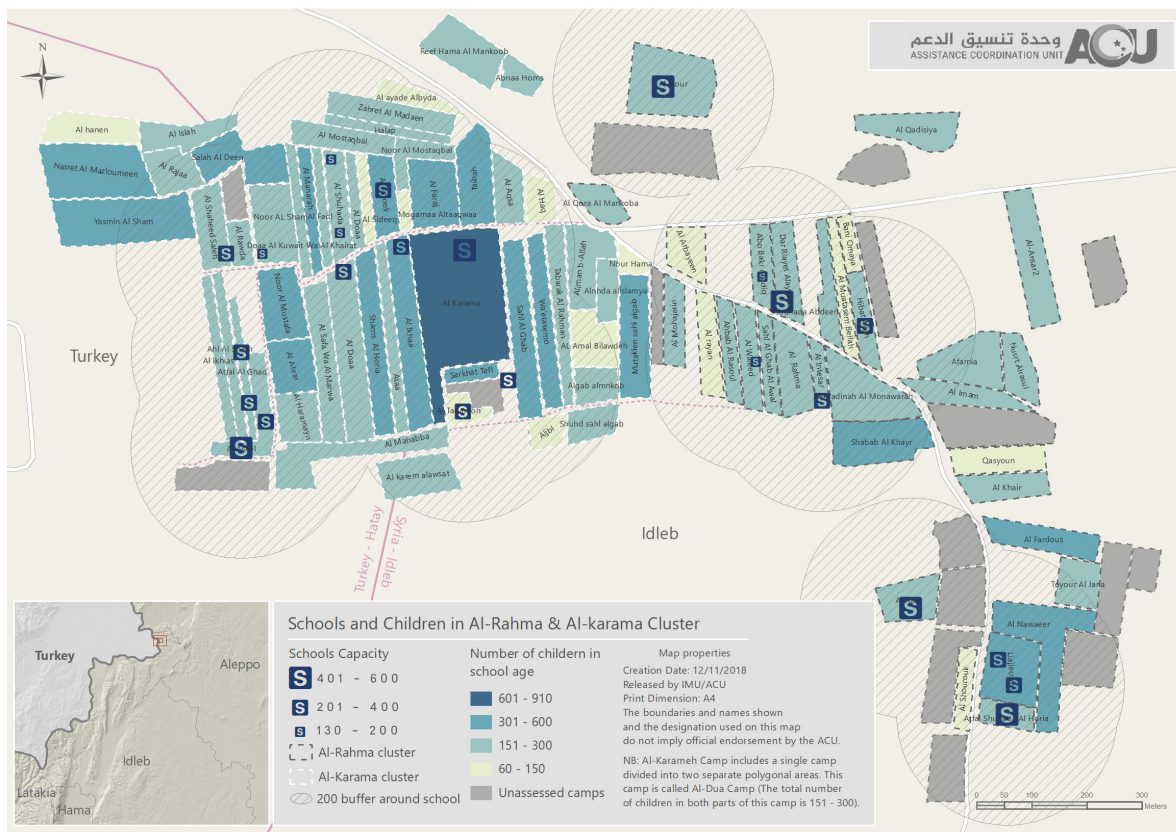
Therefore, the psychological aspect of IDP children need to be taken care of by training the educational staff and qualifying them to deal with children who suffer from psychological stress due to their presence in a new environment and their inability to engage in this environment. An appropriate educational environment for children with special needs should be ensured. As well as providing cadres who can deal with them and teach them according to the type of disability.

- The results of the study show that 27% (378 teachers) of teachers in the assessed schools at northern Syria camps do not receive salaries. 95% (218 teachers) of the interviewed teachers reported that the income is not commensurate with the requirements of daily life.

Therefore, an equal and sustainable financial system must be ensured. In IDP camps, qualified teachers and other educational personnel may move to places that provide higher salaries, even if they have to cross the border (in camp schools located near the border). It is important to consider market forces like the cost of living, the demand for teachers and salary levels in professions that are similar efficiencies, such as health care.

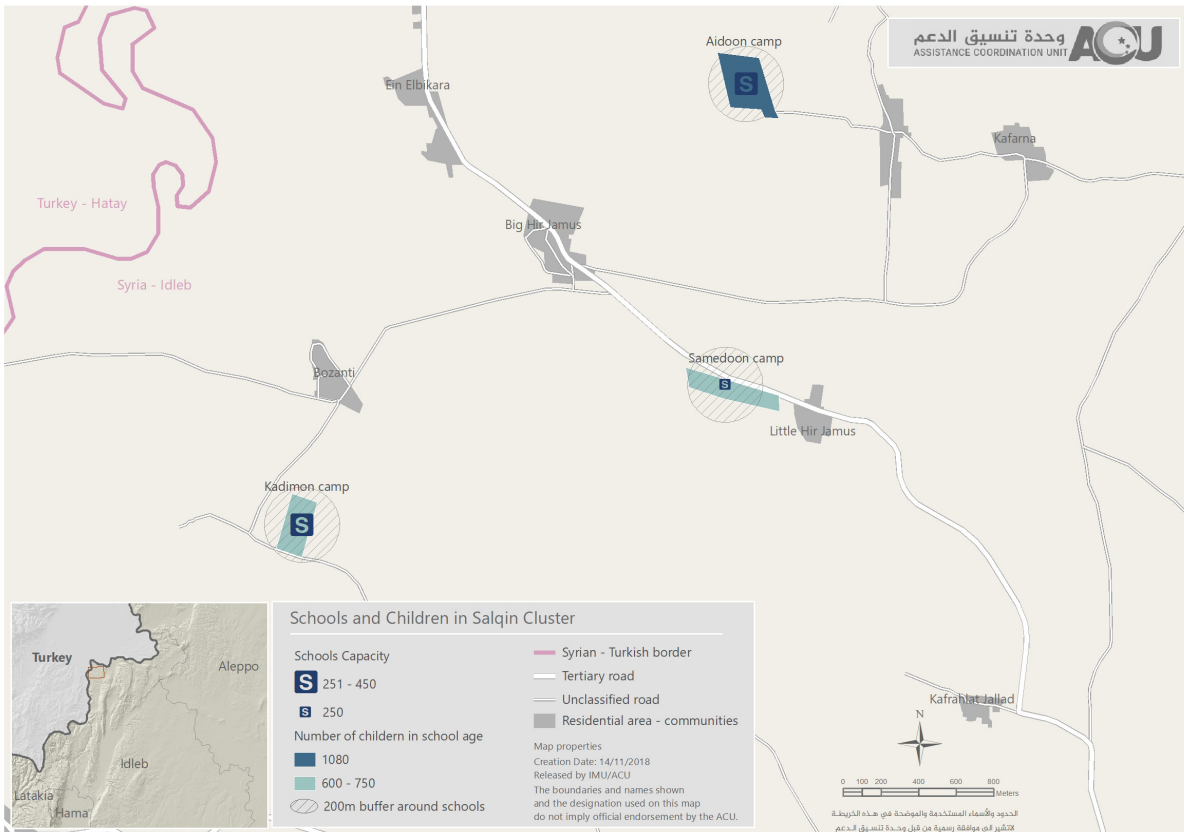
The following map shows the demarcation of the camps of Al Karama and Al Rahma clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings' area of the school only.

Map 01: Schools of Al Karama and Al Rahma Clusters



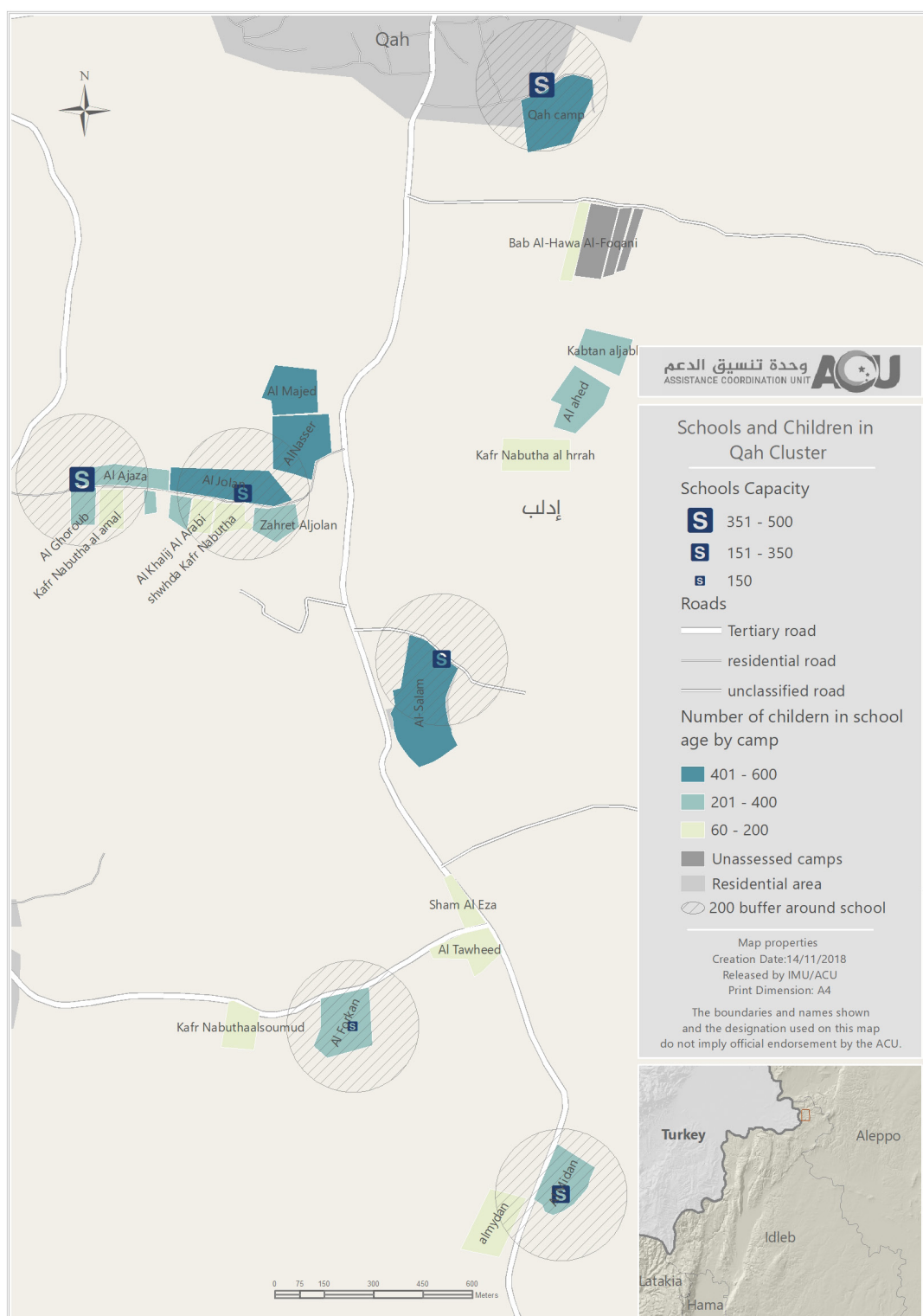
The following map shows the demarcation of the camps of Salqin cluster. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings' area of the school only.

Map 02: Schools of Salqin Cluster



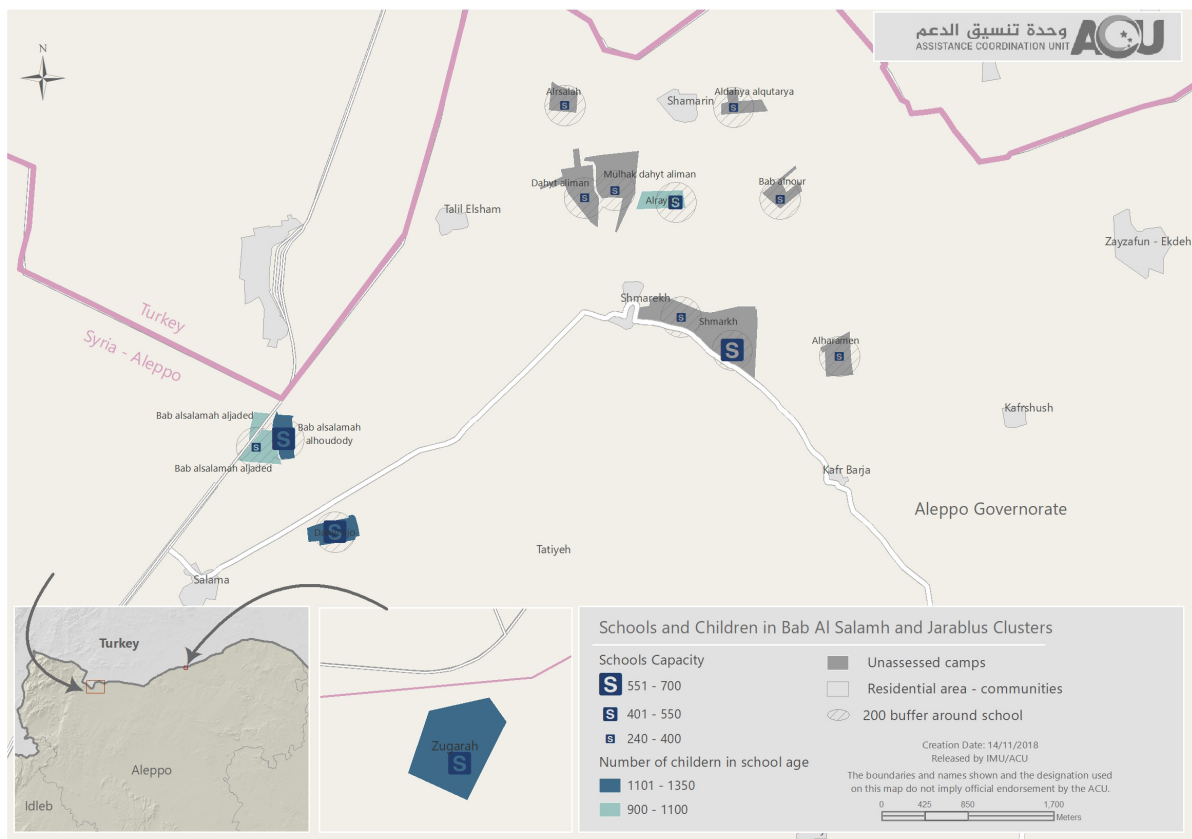
The following map shows the demarcation of the camps of Qah cluster. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings' area of the school only.

Map 03: Schools of Qah Cluster



The following map shows the demarcation of the camps of Bab Al Salameh and Jarablus clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings' area of the school only.

Map 05: Schools of Bab Al Salameh and Jarablus Clusters



Annex: Assessed Schools by Sub-district

No.	Governorate	District	Sub-District	Cluster	Camp Name	School Availability
1	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Rayyan	Yes
2	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Bab Al Salameh Al Jadeed	Yes
3	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Bab Al Salameh Al Hododi	Yes
4	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Sajo Suburb	Yes
5	Aleppo	Jarablus	Jarablus	Jarablus	Al Jabal (Kherbet Aljouz)	No
6	Aleppo	Jarablus	Jarablus	Jarablus	Jarablus (Stadium)	No
7	Aleppo	Jarablus	Jarablus	Jarablus	Zoghara	Yes
8	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Bab Elnur	Yes
9	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Shmarekh	Yes
10	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Al Eman Suburb	Yes
11	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Extension of Al Eman Suburb	Yes
12	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Qatari Suburb	Yes
13	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Al Resala	Yes
14	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Al Haramayn	Yes
15	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Jabal (Kherbet Aljouz)	Yes
16	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Tawon	Yes
17	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Fateha	Yes
18	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Latakia	No
19	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Nahr	No
20	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salma 1	No
21	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salma 2	No
22	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Shuhada Syria	Yes
23	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salah Al Deen1 (Kherbet Aljouz)	Yes
24	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salah Al Deen 2	No
25	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Ataa Al Khair	Yes
26	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Omar Al Farouq	No
27	Idleb	Harim	Dana	Al Rahma	Abo Bakr Alsidiq	Yes
28	Idleb	Harim	Dana	Al Rahma	Atfal Shuhada Al Horia	Yes
29	Idleb	Harim	Dana	Al Rahma	Al Imam	No
30	Idleb	Harim	Dana	Al Rahma	Al Intesar	No
31	Idleb	Harim	Dana	Al Rahma	Al Arbeyeen	No
32	Idleb	Harim	Dana	Al Rahma	Al Ansar 2	No
33	Idleb	Harim	Dana	Al Rahma	Al Khair	No
34	Idleb	Harim	Dana	Al Rahma	Al Rahma	Yes
35	Idleb	Harim	Dana	Al Rahma	Rayyan	No
36	Idleb	Harim	Dana	Al Rahma	Al Shourouk	No
37	Idleb	Harim	Dana	Al Rahma	Al Aasi	Yes
38	Idleb	Harim	Dana	Al Rahma	Al Fardous	No
39	Idleb	Harim	Dana	Al Rahma	Al Qadisiya	No
40	Idleb	Harim	Dana	Al Rahma	Al Qora Al Mankoba	No
41	Idleb	Harim	Dana	Al Rahma	Al Madinah Al Monawarah	No
42	Idleb	Harim	Dana	Al Rahma	Al Muatasem Bellah	No
43	Idleb	Harim	Dana	Al Rahma	Al Mohajerin	No

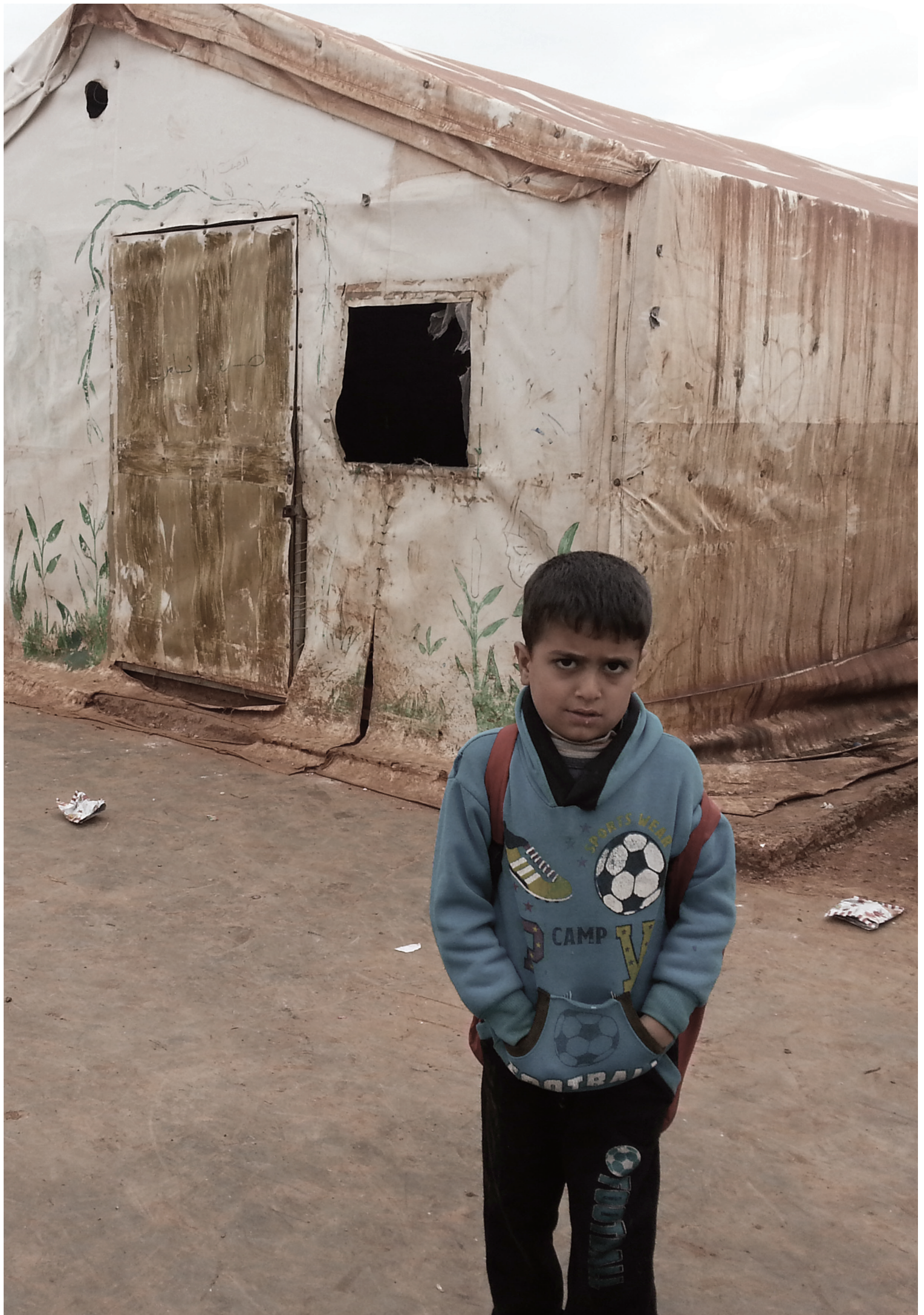
44	Idleb	Harim	Dana	Al Rahma	Al Nawaeer	No
45	Idleb	Harim	Dana	Al Rahma	Al Nour	Yes
46	Idleb	Harim	Dana	Al Rahma	Al Waleed	Yes
47	Idleb	Harim	Dana	Al Rahma	Ahbab Al Rasoul	No
48	Idleb	Harim	Dana	Al Rahma	Afamia	No
49	Idleb	Harim	Dana	Al Rahma	Bani Omayya	No
50	Idleb	Harim	Dana	Al Rahma	Dar Riayet Alaytam	Yes
51	Idleb	Harim	Dana	Al Rahma	Sahl Al Ghab Al Awal	No
52	Idleb	Harim	Dana	Al Rahma	Shabab Al Khayr	No
53	Idleb	Harim	Dana	Al Rahma	Shouhada Abdeen	No
54	Idleb	Harim	Dana	Al Rahma	Toyour Al Jana	No
55	Idleb	Harim	Dana	Al Rahma	Qasyoun	No
56	Idleb	Harim	Dana	Al Rahma	Liajlecom	Yes
57	Idleb	Harim	Dana	Al Rahma	Nasret Al Rassol	No
58	Idleb	Harim	Dana	Al Rahma	Hibat Allah	Yes
59	Idleb	Harim	Dana	Al Karama	Shams Al Horia (Atma)	No
60	Idleb	Harim	Dana	Al Karama	Atfal Al Ghad	Yes
61	Idleb	Harim	Dana	Al Karama	Al Islah	No
62	Idleb	Harim	Dana	Al Karama	Al Aseel	Yes
63	Idleb	Harim	Dana	Al Karama	Ayadi Al Baydaa	No
64	Idleb	Harim	Dana	Al Karama	Al Ikhaa	Yes
65	Idleb	Harim	Dana	Al Karama	Al Eman Bellah	No
66	Idleb	Harim	Dana	Al Karama	Al Ahrar	No
67	Idleb	Harim	Dana	Al Karama	Al Aqsa	No
68	Idleb	Harim	Dana	Al Karama	AL Amal Bilawdeh	No
69	Idleb	Harim	Dana	Al Karama	Al Tadamon	Yes
70	Idleb	Harim	Dana	Al Karama	Al Haramayn	No
71	Idleb	Harim	Dana	Al Karama	Al Haq	No
72	Idleb	Harim	Dana	Al Karama	Al hnine	No
73	Idleb	Harim	Dana	Al Karama	Al Doaa	Yes
74	Idleb	Harim	Dana	Al Karama	Al Rajaa	No
75	Idleb	Harim	Dana	Al Karama	Al Resala	No
76	Idleb	Harim	Dana	Al Karama	Al Rawda	No
77	Idleb	Harim	Dana	Al Karama	Zahraa	No
78	Idleb	Harim	Dana	Al Karama	Al Shuhada	Yes
79	Idleb	Harim	Dana	Al Karama	Al Shaheed Saleh	Yes
80	Idleb	Harim	Dana	Al Karama	Al Sideeq	No
81	Idleb	Harim	Dana	Al Karama	Al Safa Wa Al Marwa	No
82	Idleb	Harim	Dana	Al Karama	Al Ghab Al Mankub	No
83	Idleb	Harim	Dana	Al Karama	Al Farooq Omar	Yes
84	Idleb	Harim	Dana	Al Karama	Al Faraj	No
85	Idleb	Harim	Dana	Al Karama	Al Karama	Yes
86	Idleb	Harim	Dana	Al Karama	Karim Al awsat	No
87	Idleb	Harim	Dana	Al Karama	Al Mahabba	No


88	Idleb	Harim	Dana	Al Karama	Al Mostaqbal	No
89	Idleb	Harim	Dana	Al Karama	Al Manarah	No
90	Idleb	Harim	Dana	Al Karama	Islamic Nahda	No
91	Idleb	Harim	Dana	Al Karama	Al Ikhlas (Al Karama)	No
92	Idleb	Harim	Dana	Al Karama	Ahl Al Sham	No
93	Idleb	Harim	Dana	Al Karama	Abnaa Homs	No
94	Idleb	Harim	Dana	Al Karama	Tabarak Al Rahman	No
95	Idleb	Harim	Dana	Al Karama	Halap	No
96	Idleb	Harim	Dana	Al Karama	Doaa Al Kuwait Wa Al Khairat	Yes
97	Idleb	Harim	Dana	Al Karama	Reef Hama Al Mankoob	No
98	Idleb	Harim	Dana	Al Karama	Zahret Al Madaen	No
99	Idleb	Harim	Dana	Al Karama	Sahl Al Ghab Al Awal	No
100	Idleb	Harim	Dana	Al Karama	Shuhada Sahl Al Ghab	No
101	Idleb	Harim	Dana	Al Karama	Sarkhat Tefl	No
102	Idleb	Harim	Dana	Al Karama	Salah Al Deen (Al Karama)	No
103	Idleb	Harim	Dana	Al Karama	Taibah	No
104	Idleb	Harim	Dana	Al Karama	Ataa	No
105	Idleb	Harim	Dana	Al Karama	Mojamma Altaaqwaa	No
106	Idleb	Harim	Dana	Al Karama	Al Jabal Camp	No
107	Idleb	Harim	Dana	Al Karama	Mo'takleen Sahl Al Ghab	No
108	Idleb	Harim	Dana	Al Karama	Nasret Al Mazloumeen	No
109	Idleb	Harim	Dana	Al Karama	Noor AL Sham	No
110	Idleb	Harim	Dana	Al Karama	Noor Al Mostaqbal	No
111	Idleb	Harim	Dana	Al Karama	Noor Al Mustafa	No
112	Idleb	Harim	Dana	Al Karama	Nur Hama	No
113	Idleb	Harim	Dana	Al Karama	Wa'etasemo	No
114	Idleb	Harim	Dana	Al Karama	Yasmin Al Sham	No
115	Idleb	Harim	Dana	Atma	Al Fadl (Atma)	No
116	Idleb	Harim	Dana	Atma	Al Majd (Atma)	No
117	Idleb	Harim	Dana	Atma	Shams Al Horia (Atma)	No
118	Idleb	Harim	Dana	Atma	Ehsas 1	No
119	Idleb	Harim	Dana	Atma	Ehsas 2	No
120	Idleb	Harim	Dana	Atma	Al Itehad	No
121	Idleb	Harim	Dana	Atma	Al Ekhlal (Atma)	No
122	Idleb	Harim	Dana	Atma	Al Ekhlal 2	No
123	Idleb	Harim	Dana	Atma	Al Ethar	No
124	Idleb	Harim	Dana	Atma	Asbat	No
125	Idleb	Harim	Dana	Atma	Al Amana	No
126	Idleb	Harim	Dana	Atma	Al Amal	No
127	Idleb	Harim	Dana	Atma	Al Andalus	No
128	Idleb	Harim	Dana	Atma	Al Ansar 1	No
129	Idleb	Harim	Dana	Atma	Al Anfal	No
130	Idleb	Harim	Dana	Atma	Al Ber Wa Al Taqwaa	No
131	Idleb	Harim	Dana	Atma	Al Bara'	No

132	Idleb	Harim	Dana	Atma	Al Bayan	No
133	Idleb	Harim	Dana	Atma	Al Tkafol	No
134	Idleb	Harim	Dana	Atma	Al Tanmia	Yes
135	Idleb	Harim	Dana	Atma	Al Jazeera	Yes
136	Idleb	Harim	Dana	Atma	Jneineh	No
137	Idleb	Harim	Dana	Atma	Al Jaweed	No
138	Idleb	Harim	Dana	Atma	Al Hassun	No
139	Idleb	Harim	Dana	Atma	Al Hamza	No
140	Idleb	Harim	Dana	Atma	Al Khalil	No
141	Idleb	Harim	Dana	Atma	Al Resala	No
142	Idleb	Harim	Dana	Atma	Al Reeh Al Mursalah	Yes
143	Idleb	Harim	Dana	Atma	Zakat	No
144	Idleb	Harim	Dana	Atma	Al Zouhour1	Yes
145	Idleb	Harim	Dana	Atma	Al Zouhour2	No
146	Idleb	Harim	Dana	Atma	Al Zouhour3	No
147	Idleb	Harim	Dana	Atma	Al Arabiya	No
148	Idleb	Harim	Dana	Atma	Al Arabiya 1	Yes
149	Idleb	Harim	Dana	Atma	Al Omar	Yes
150	Idleb	Harim	Dana	Atma	Al ghoraba	No
151	Idleb	Harim	Dana	Atma	Al Gaith	No
152	Idleb	Harim	Dana	Atma	Al Farooq Omar	No
153	Idleb	Harim	Dana	Atma	Alfath Almoben	No
154	Idleb	Harim	Dana	Atma	Al Forkan (Atma)	No
155	Idleb	Harim	Dana	Atma	Al Foqaraa Wa Al Mohtajeen	No
156	Idleb	Harim	Dana	Atma	Al Maram	No
157	Idleb	Harim	Dana	Atma	Al Mountaser	Yes
158	Idleb	Harim	Dana	Atma	Al Nada	No
159	Idleb	Harim	Dana	Atma	Al Hiba	Yes
160	Idleb	Harim	Dana	Atma	Al Hadeel	No
161	Idleb	Harim	Dana	Atma	Al Wahdah	No
162	Idleb	Harim	Dana	Atma	Al Wafaa	Yes
163	Idleb	Harim	Dana	Atma	Al Yamama	No
164	Idleb	Harim	Dana	Atma	Um Alshohada	No
165	Idleb	Harim	Dana	Atma	Ihsan 1	Yes
166	Idleb	Harim	Dana	Atma	Ihsan 2	No
167	Idleb	Harim	Dana	Atma	Abi Al Fidaa	Yes
168	Idleb	Harim	Dana	Atma	Okuwa Saadah 1	No
169	Idleb	Harim	Dana	Atma	Okuwa Saadah 2	No
170	Idleb	Harim	Dana	Atma	Atfalona Tonashedokom	No
171	Idleb	Harim	Dana	Atma	Ahl Al Wafa	No
172	Idleb	Harim	Dana	Atma	Orient	Yes
173	Idleb	Harim	Dana	Atma	Baraem Kafr Zeita	No
174	Idleb	Harim	Dana	Atma	Rama Allah	No
175	Idleb	Harim	Dana	Atma	Reef Halap Al Janoby	Yes

176	Idleb	Harim	Dana	Atma	Reef Hama Al Shamaly	No
177	Idleb	Harim	Dana	Atma	Reef Hama Al Gharbi	No
178	Idleb	Harim	Dana	Atma	Zamzam 1	No
179	Idleb	Harim	Dana	Atma	Zamzam 2	No
180	Idleb	Harim	Dana	Atma	Saedona	No
181	Idleb	Harim	Dana	Atma	Shaza Al Horia	No
182	Idleb	Harim	Dana	Atma	Sabiroun	No
183	Idleb	Harim	Dana	Atma	Suran	No
184	Idleb	Harim	Dana	Atma	Ebad Allah	No
185	Idleb	Harim	Dana	Atma	Atshan	No
186	Idleb	Harim	Dana	Atma	Qafelat Al Rahma	No
187	Idleb	Harim	Dana	Atma	Hamad Al Ammar Village	Yes
188	Idleb	Harim	Dana	Atma	Kafarnabotha Al Mankoub	Yes
189	Idleb	Harim	Dana	Atma	Mutawa' 1	No
190	Idleb	Harim	Dana	Atma	Moutawa' 2	No
191	Idleb	Harim	Dana	Atma	Ma'an	No
192	Idleb	Harim	Dana	Atma	Yad BiYad	No
193	Idleb	Harim	Dana	Atma	Yousef Wa Noura	No
194	Idleb	Harim	Dana	Sarmada	Al Dana	No
195	Idleb	Harim	Dana	Sarmada	Al Shahba	No
196	Idleb	Harim	Dana	Sarmada	Areeha	No
197	Idleb	Harim	Dana	Qah	Al Majd (Atma)	No
198	Idleb	Harim	Dana	Qah	Rayyan camp	No
199	Idleb	Harim	Dana	Qah	Al Tawheed	No
200	Idleb	Harim	Dana	Qah	Al Jawlan	Yes
201	Idleb	Harim	Dana	Qah	Al Khalij Al Arabi	No
202	Idleb	Harim	Dana	Qah	Al Salam	Yes
203	Idleb	Harim	Dana	Qah	Al A'had Bellah	No
204	Idleb	Harim	Dana	Qah	Al Ghorob	No
205	Idleb	Harim	Dana	Qah	Al Forkan (Qah)	Yes
206	Idleb	Harim	Dana	Qah	Al Midan	Yes
207	Idleb	Harim	Dana	Qah	Al Nasser	No
208	Idleb	Harim	Dana	Qah	Bab Al Hawa Al Fouqani	No
209	Idleb	Harim	Dana	Qah	Dar Riayet Al Ajazeh	Yes
210	Idleb	Harim	Dana	Qah	Zahrat El Golan	No
211	Idleb	Harim	Dana	Qah	Zahret Al Khalij	No
212	Idleb	Harim	Dana	Qah	Sham Al Izza	No
213	Idleb	Harim	Dana	Qah	Shuhada Kafr Nabutha	No
214	Idleb	Harim	Dana	Qah	Qah	Yes
215	Idleb	Harim	Dana	Qah	Qabtan Eljabal	No
216	Idleb	Harim	Dana	Qah	Kafr Nabutha Al Amal	No
217	Idleb	Harim	Dana	Qah	Kafr Nabutha Al Horah	No
218	Idleb	Harim	Dana	Qah	Kafr Nabutha Al Somod	No
219	Idleb	Harim	Dana	Qah	Baydar camp	No

220	Idleb	Harim	Dana	Qah	Al Motahabon Bellah	No
221	Idleb	Harim	Dana	Qah	Extension of Al Midan	No
222	Idleb	Harim	Dana	Qah	Al Ghab displaced	No
223	Idleb	Harim	Salqin	Salqin	Samedoon	Yes
224	Idleb	Harim	Salqin	Salqin	Aidoon	Yes
225	Idleb	Harim	Salqin	Salqin	Kadimoon	Yes
226	Idleb	Harim	Dana	Al Karama	Al Hejaz	Yes





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