

Schools In Syria

Edition 07 - 2021/2022
Thematic Report

The seventh edition of the thematic participatory report "Schools in Syria" monitors the education sector in areas outside the regime's control within the Syrian Arab Republic in light of the war which has been going on for eleven years. It assesses the situation of schools in Syria during the academic year 2021-2022. It should be noted that this report is an annual study produced by the Information Management Unit (IMU) of Assistance Coordination Unit (ACU). In this edition of this report, 17 humanitarian organizations specialized in education participated in the data collection process







The following organizations contributed to the work on this assessment:

ACU would commend the following organizations operating in the education field for their contributions to completing this assessment successfully. We highly appreciate the efforts of the directorates of education in facilitating visits to schools. Our sincere thanks to the field staff inside Syria for collecting data for this assessment.



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Citation:

This document may be cited as: "Schools in Syria 2022 Edition 07 - Assistance Coordination Unit (ACU) / Information management Unit (IMU)".

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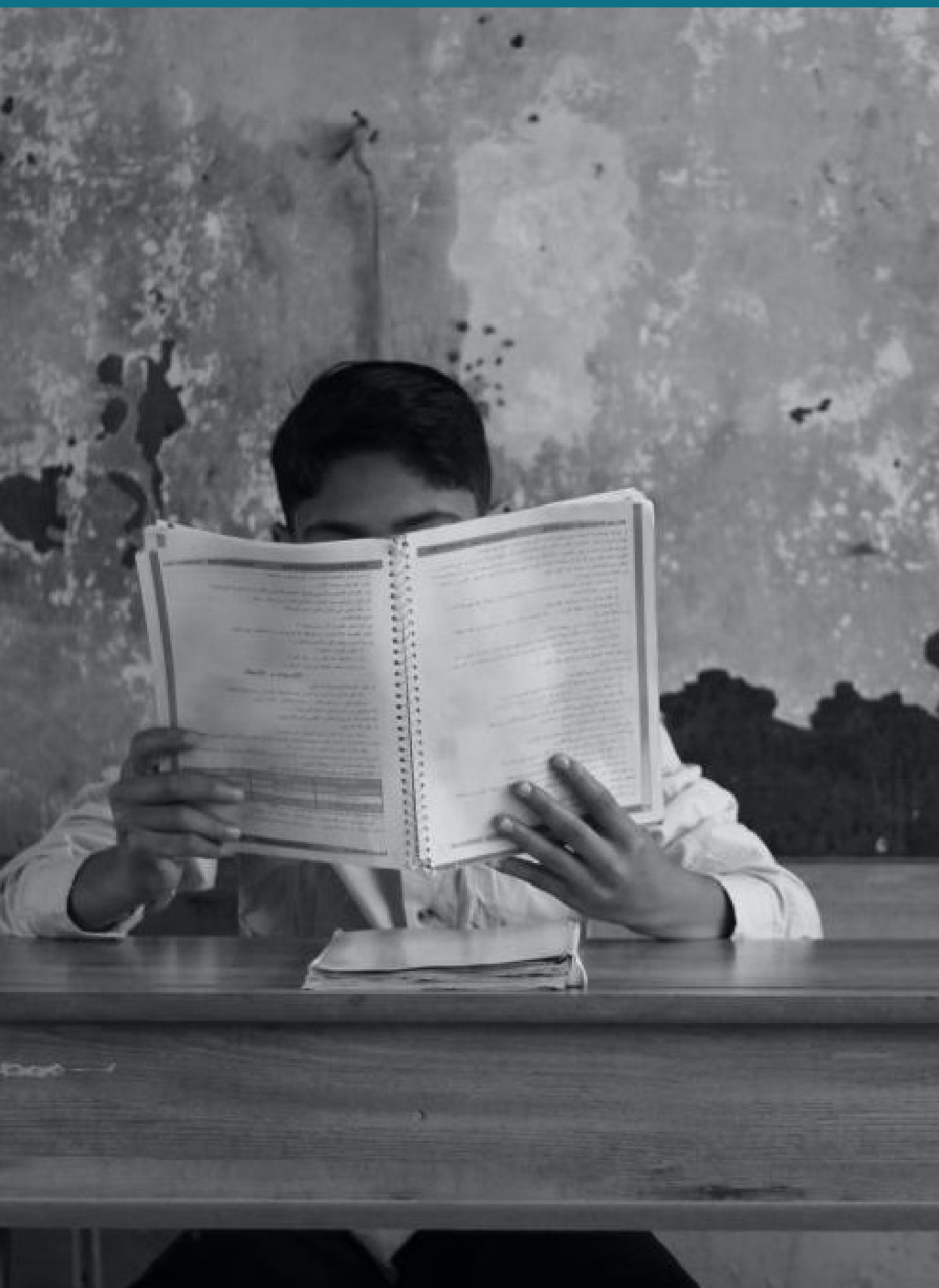
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01

Section 1: Executive Summary

Section 1: Introduction

The seventh edition of the thematic participatory report “Schools in Syria” monitors the education sector in areas outside the regime’s control within the Syrian Arab Republic in light of the war which has been going on for eleven years. It assesses the situation of schools in Syria during the academic year 2021-2022. It should be noted that this report is an annual study produced by the Information Management Unit (IMU) of Assistance Coordination Unit (ACU). In this edition of this report, 17 humanitarian organizations specialized in education participated in the data collection process.

Section 2: Methodology

The methodology used in this report was developed based on previous versions of this study issued over the past years under the same title, “Schools in Syria Report.” The study used quantitative and qualitative approaches to processing and presenting assessed school data. For the fourth consecutive year, surveys with students, parents, teachers, and school administrators were added to the study. The aim of adding surveys is to reflect educational conditions from different points of view. This edition of the report covers 3,992 schools in 71 sub-districts in 6 governorates. The number of forms collected on the reality of assessed schools was 28,184 electronic forms, of which 24,192 were surveys.

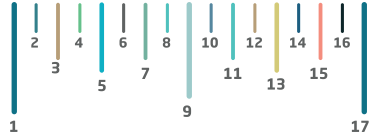
Section 3: General Information

This section compares the number of schools assessed across the seven editions of the Schools in Syria Report. It presents the security situation of schools according to criteria that are suitable for the Syrian context. 2% of the assessed schools were relatively safe, 1% were unsafe, and 37 schools were high-risk schools. It was found that 7% of students¹ surveyed did not feel safe within their schools, and 23% of teachers² surveyed confirmed that students expressed their feeling of insecurity within the school.

Section 4: Buildings of Operational Schools

This section highlights the condition of operational school buildings. 3% of the schools used for education were partially destroyed while 97% were not. The bombing of the warplanes caused the destruction of 96% of damaged schools, and the clashes that took place near or within the school caused the destruction of 4% of schools. In comparison, the ground bombing was a major cause of the destruction of 20% of schools and other causes that led to the destruction. It was found that only 81% of the operational schools included in the evaluation were regular schools, most of which were established before the outbreak of the war in Syria. In comparison, 19% of the schools were irregular. Only 47% of the total schools assessed met the safety and security standards prescribed by the ³INEE Minimum Standards for Education. It was found that 87% of the total classrooms within the operational schools were properly equipped, while 13% of the rooms needed repairs to varying degrees. This section presents information on the readiness of doors and windows within schools.

1. IMU enumerators conducted a survey with 6,931 children aged 6-18 years in and out of school in 5 governorates. Females constituted 42% of the children and males 60% of the children, 1% of the children surveyed had a disability.
2. IMU enumerators conducted surveys with 6,219 in-school and out-of-school teachers in 5 governorates, 38% of surveyed teachers were female and 62% were male.
3. <https://inee.org/minimum-standards>



Section 5: Water and sanitation within schools

This section provides an overview of drinking water, water for use, its sources, and the situation of WCs within schools. It was found that 35% of the assessed schools have access to drinking water and water for use through water trucks, while 331 schools do not have water sources, and students and teaching staff transport water from neighboring places using containers. According to Sphere standards, drinking water was⁴ available in small quantities in 49% of schools and not available in 4% of schools. Water for toilets was available in small quantities in 50% of schools and was not available in 6%. The number of water taps that need to be replaced was 11,880. It was found that 29% of the toilets require maintenance to varying degrees. Toilets in 46% of operational schools did not meet the safety standards set by the INEE Minimum Standards for Education.

Section 6: School Equipment (School Furniture)

This section provides detailed information on school furniture and educational equipment status. It was found that 9% of the desks in the operational schools need maintenance to be usable, and 5% are heavily damaged and in need of replacement. Effective and functioning school laboratories were available in only 17 schools, functional and effective school libraries were available in only 155 schools, and functional and effective computer rooms were available in only 39 schools.

Section 7: Teaching Stages and School Days

This section of the report presents the teaching stages and the segregation of students by age in assessed schools. The study found that 21% of the operating schools covered by the evaluation do not have segregated school stages, as different age groups attend within the school (primary grades 1-6, middle grades 7-9, secondary grades 10-12). This has negatively affected students, with 25% of⁵ surveyed teachers reporting bullying among their students.

Section 8: Curriculum

This section presents the curricula used in schools in different regions. It also presents the data of the⁶ parents' survey on the curricula used and the preferred curricula they would like their children to study. The section also reviews teachers' views⁷ on the differences between the pre-2011 and current curricula. It presents information on the subjects taught within each curriculum. This section details information on the sources of textbooks available within schools and the textbooks needed by schools. It presents the mechanisms for teachers to deal with the lack of textbooks in the classroom.

4. <https://handbook.spherestandards.org/en/sphere/#ch001>

5. IMU enumerators conducted surveys with 6,219 in-school and out-of-school teachers in 5 governorates, 38% of surveyed teachers were female and 62% were male.

6. IMU enumerators conducted surveys with 8,433 persons with school-age children (both in and out of school) in 5 governorates, 31% of surveyed individuals are female, 69% are male, 77% are from the host community and 23% are IDPs.

7. IMU enumerators conducted surveys with 6,219 in-school and out-of-school teachers in 5 governorates, 38% of surveyed teachers were female and 62% were male.

Section 9: Certificates

This section presents the mechanisms for transferring students to higher levels of education. The study found that 87% of students moved to higher levels of education after passing the final school examinations successfully. While 16% of students were in their academic stages by enrolling for the first time, 3% of students were in their current stages by taking placement tests, 1% of students were in their stages by exhausting the years of failure, and 2% were transferred to their current stages because they already repeated the grade. This section reviews the issuers of school report cards (student transcripts), and preparatory and secondary school diplomas and examines teachers' views on the proportion of students whose grades correspond to their educational level.

Section 10: Students

This section provides data on the number of students within the operating schools, where the number of students enrolled reached 1,030,38. The section compares the numbers of students during different editions of the report and breaks down the age groups of students by gender. It presents an estimate of the number of students who drop out and the obstacles to their commitment to school attendance, including the distance between students' homes and schools, late attendance, and the risks students are exposed to on their way to school.

Section 11: Student and Schools Needs

This section presents the needs of students and the needs of schools for school supplies and educational materials. Not all assessed functioning schools provide meals to students, while the analysis also showed that 18% of⁸ surveyed students do not eat before going to school in the morning, and 61% do not eat at school. School bags were not distributed in 94% of assessed schools. All schools suffered from a lack of heating fuel and heaters, as the need for heating fuel was the top priority in all operational schools.

Section 12: Teachers

This section of the report presents information on teachers in operational schools. The study found that the number of teachers is 43,638, and 50% of them are female. It also found that 82% are regular teachers who graduated from colleges or institutes that qualify them to practice the teaching profession, and 18% of non-regular teachers who practiced teaching as a result of a shortage of teaching staff. The report presents the educational attainment of non-regular teachers and the assessment of their performance by⁹ school principals. The study found that 89% of teachers received salaries during the school year 2021-2022. The section presents information on the average salaries provided and their providers. There is also information on administrative and service staff within schools within this section.

-
8. IMU enumerators conducted surveys with 6,931 children aged 6-18 years in and out of school in 6 governorates. 40% of the children were female and 60% of the children were male, 79% of the children surveyed were from the host community and 21% were IDPs, 1% of the children surveyed had a disability
 9. IMU enumerators conducted surveys with 2,906 school principals in operating schools in 6 governorates. 20% were females and 80% were males.

Section 13: Psychological support and students with disabilities

This part of the report deals with data on psychosocial support services available in schools and the readiness of schools to receive children with disabilities. Only 24% of the schools assessed had 4,038 children with disabilities. Only 3% of schools were equipped to receive children with disabilities. The number of orphaned students in the assessed schools was 57,750. Psychological counselors were present in only 5% of schools. This report section presents information on symptoms related to students' feelings, interaction, and self-awareness collected through surveys with students¹⁰. The report also presents information on the extent to which educational staff is aware of referral pathways and the mechanisms for their safe use.

Section 14: Policies and Procedures Governing the educational process

This section presents the policies and procedures governing the educational process in areas outside the regime's control in Syria. The results show that 88% of operating schools have a clear administrative structure. The surveys with teachers¹¹ show that only 52% of teachers have signed on to the Code of Conduct. This section presents information on the most influential decision-makers within schools and the fact that schools have a parent's council.

Section 15: COVID-19 Prevention Methods and Procedures

This section presents the application of preventive measures within schools to reduce the spread of COVID-19. The study found that 75% of schools do not have sufficient quantities of detergents and soap. At the same time, there were no awareness posters on the school walls, classrooms, schoolyards, and WCs within 55% of the schools. The school does not have information on students in contact with COVID-19 carriers in 42% of schools. The school requires students who were in contact with carriers of the virus to stay home for 14 days within 51% of the schools. The school does not require students who have come into contact with carriers of the virus to commit to the home in only 7% of schools. Only 19% of schools provide distance education programs for students who are unable to attend due to the spread of COVID-19, while 81% of schools do not.

10. IMU enumerators conducted surveys with 6,931 children aged 6-18 years in and out of school in 6 governorates. 40% of the children were female and 60% of the children were male, 79% of the children surveyed were from the host community and 21% were IDPs, 1% of the children surveyed had a disability.

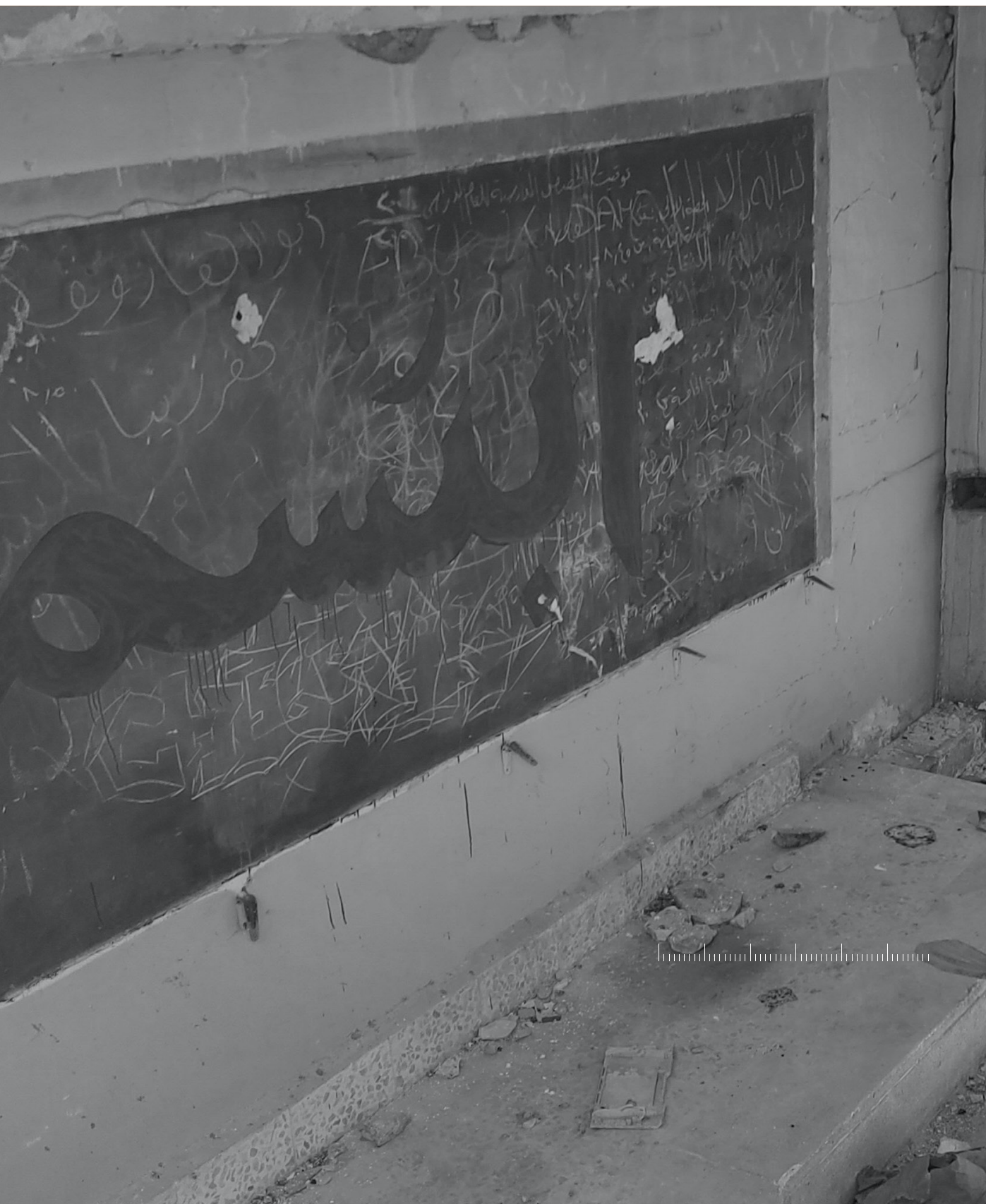
11. IMU enumerators conducted surveys with 6,219 in-school and out-of-school teachers in 6 governorates, 38% of the surveyed teachers were female and 62% were male.

Section 16: Non-Operational Schools

This section presents data on 10% of assessed schools that are non-operational. The study found that lack of funding, lack of school furniture and equipment, and the destruction of the buildings were the main factors for the suspension of schools. 43% of non-operational schools were destroyed to varying degrees, and results showed that the students of 73% of non-operational schools had dropped out of school (dropping out of school) while only 27% of them had gone to alternative places.

Section 17: Priorities and Recommendations

The need for heating fuel has come to the top of the list of priorities and has figured prominently. Second came the need to provide COVID-19 prevention materials within schools. The third priority was the need to provide distance education supplies such as Internet packages and tablets in addition to distance education programs and applications. The highest priority in Idleb governorate has been the provision of salaries for teachers and textbooks for students.



Section 2: Methodology

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02

Section 2: Methodology

1. Assessed Schools

The report covers two types of schools according to their functional status (functional and non-functional schools). For this assessment, “functional schools” are understood as schools regularly attended by students and teaching staff. While assessing functional schools, the status of their buildings, WASH facilities, furniture and educational equipment available, curricula, certificates, needs of students and teaching staff, and needs of schools were also examined. Another section about applying preventive measures related to Covid-19 in schools has been added this year. Additionally, we assessed the perceptions of students, teachers, principals, and parents of students in functional schools in order to identify the most important difficulties and challenges faced. On the other hand, and for this assessment, “non-functional schools” are understood as schools non-attended by students or teaching staff or the buildings destroyed or used for non-educational purposes. In such cases, the students and teaching staff may be using an alternative building, or maybe the educational process is suspended. If the educational process is stopped, an assessment of the school building is only conducted without addressing any of the student’s or teachers’ information (numbers of students and teachers), which are difficult to count. However, the perceptions of school-age children, their parents, and teachers, who are out of work due to the disruption of the educational process, were assessed.

The “Schools in Syria” report consists of 16 sections, 13 covering functional schools, whereas section 15 is allocated for non-functional schools. Further, section 16 discusses priorities and recommendations that partners in the education sector may want to consider in their planning. The assessment originally aimed at covering all schools in areas outside the Syrian regime’s control; however, several factors impacted the data collection. The study covered all schools in the opposition-held areas (the governorates of Idlib and Aleppo) and assessed the bulk of schools in the eastern governorates outside the Syrian regime’s control. The following are the major factors that prevented full coverage of schools in the eastern governorates:

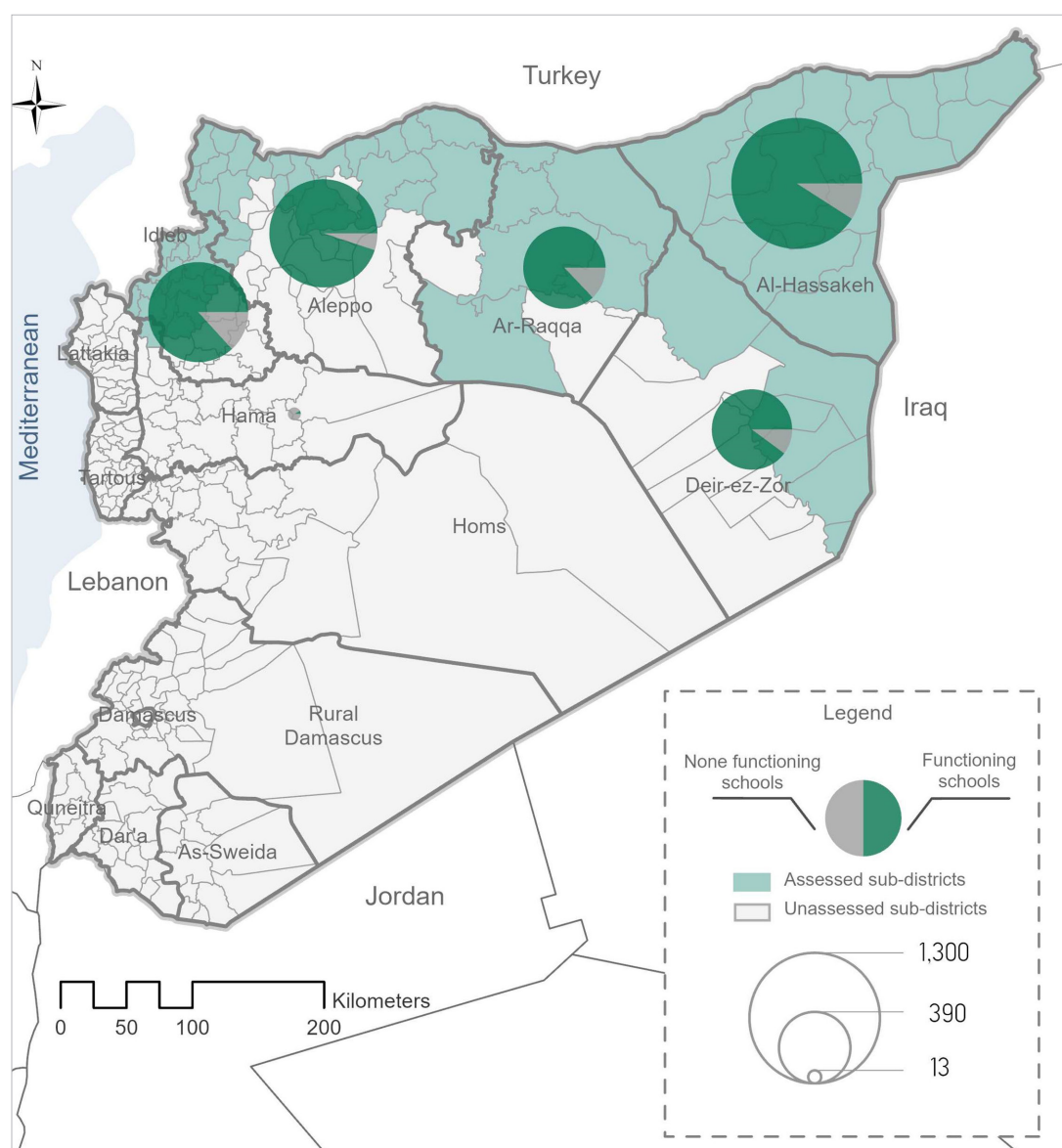
- Some schools in certain targeted areas were inaccessible due to possible security threats or other reasons related to non-cooperation from the supervisors of the educational process or the controlling parties, which lowered the percentage of covered schools in some areas of control.
- Lack of communication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

Despite the challenges, the assessment covered 3,992 schools in areas controlled by the opposition and the so-called Syrian Democratic Forces (SDF) and was conducted within 71 sub-districts in 6 Syrian governorates. Further, 90% (3,598 schools) of the total assessed schools are functional.

Table 1. The schools covered in the study by governorate

#	Governorate	# of Dis- tricts	# of Sub-dis- tricts	# of villages	Total # of schools	# of Op- erational Schools	% of op- erational Schools	# of non-op- erational Schools	% of Non-op- erational Schools
1	Idleb	4	18	303	764	663	87%	101	13%
2	Aleppo	7	23	587	893	848	95%	45	5%
3	Al-Hasakeh	4	16	900	1,310	1,191	91%	119	9%
4	Deir ez-zor	3	6	83	494	444	90%	50	10%
5	Ar-Raqqa	3	7	202	518	451	87%	67	13%
6	Hama	1	1	12	13	1	8%	12	92%
	Total	22	71	2,087	3,992	3,598	90%	394	10%

Map 1. Coverage of the Report



The assessed schools are divided into eight areas, four areas in northeast Syria (NES) and four areas in northwest Syria (NWS), demarcated according to controlling forces, geographical boundaries, and accessibility as follows:

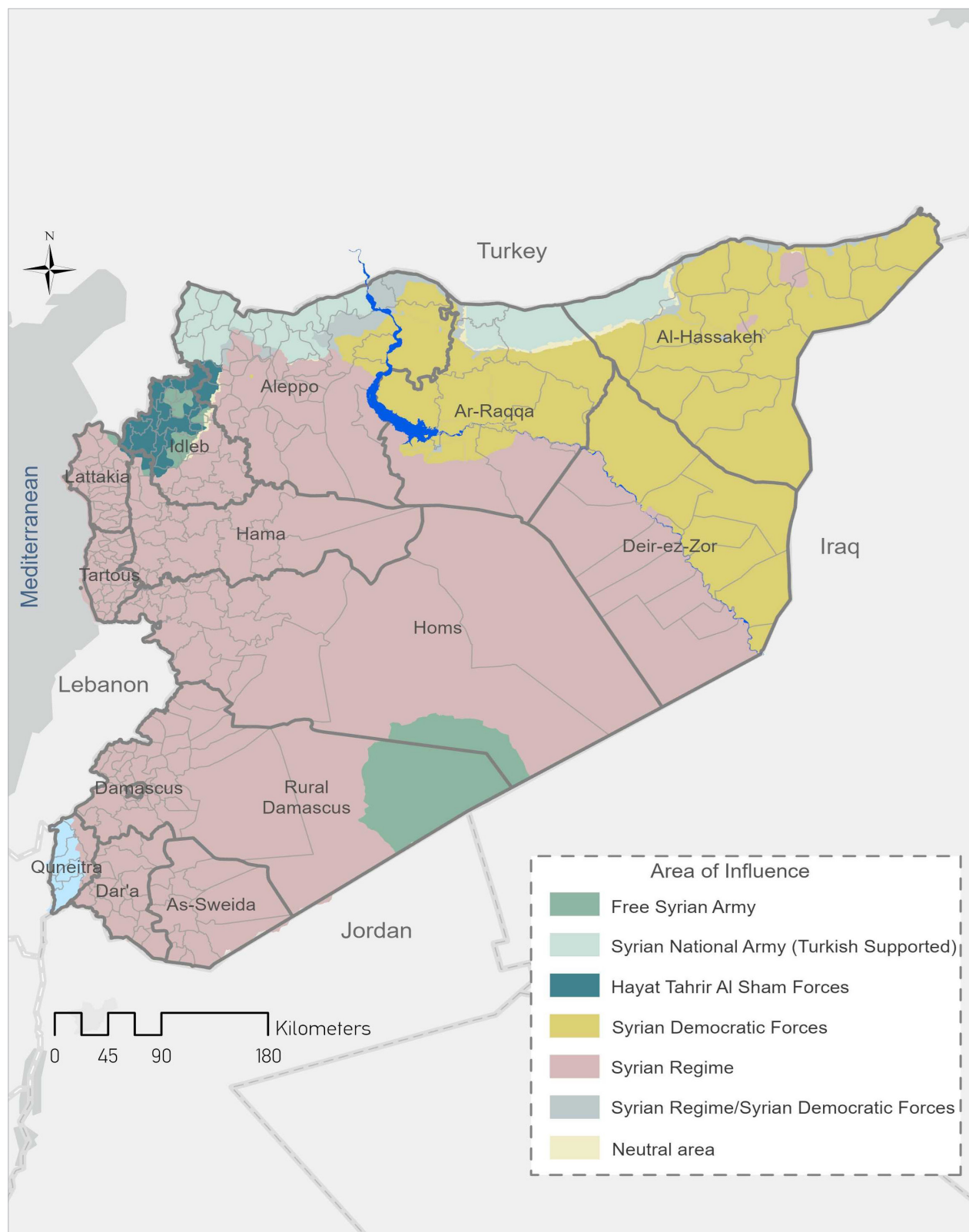
1. **Al-Hasakeh governorate:** This governorate is under the control of the SDF. It includes all cities and towns of Al-Hasakeh governorate except for Ras El Ein, which is under the control of the opposition. It is noted that Al-Hasakeh city is also not included. The number of sub-districts covered in this geographical area is 15 sub-districts: Areesheh, Al-Hol, Be'r Al-Hulo, Al-Wardeyyeh, Tall Hmis, Tal Tamer, Jawadiyah, Darbasiyah, Shadadah, Amuda, Qahtaniyyeh, Markada, Qamishli center, Al-Malikiyyeh center, Ya'robiyah, and Al-Hasakeh center
2. **Deir ez-Zor governorate:** This governorate is under the control of SDF and includes all cities and towns of Deir-ez-Zor governorate eastern the Euphrates, and the regime forces are taking control over the cities and towns located west of the river, and this is why they are not covered in the report. The number of sub-districts included in this geographical area is 6 sub-districts: Kisreh, Basira, Hajin, Thiban, Susaf, and Sur.
3. **Ar-Raqqa governorate:** This governorate is under the control of the SDF, and it includes all the northern cities and towns of Ar-Raqqa governorate, except Tell Abiad, Suluk, and parts of Ein Issa, which is under the control of the opposition. The regime forces are taking control of the southern sub-districts of Ar-Raqqa governorate, so it is not covered in the report. The number of sub-districts covered in this geographical area is 4 sub-districts: Ar-Raqqa, Al-Thawrah, Al Karama, and Mansura.
4. **Eastern Aleppo countryside:** This geographical area is under the control of the so-called SDF, and the number of sub-districts covered in this area is 5 sub-districts, namely the center of Menbij, the center of Ain al Arab, Abu Qalqal, Lower Shyookh, and Sarin.
5. **Ras El-Ein and Tell Abiad:** This geographical area is under the control of the opposition forces; the number of sub-districts in this area is 4 sub-districts which are Ras El Ein, the center of Tell Abiad, Suluk, and parts of Ein Issa.
6. **Idleb governorate:** This geographical area is under the control of opposition forces. It includes the cities and towns outside the control of the Syrian regime in Idleb governorate, the western countryside of Aleppo, and several towns in the northern countryside of Hama. The number of the sub-districts in this area is 20; Teftnaz, Ehsem, Armanaz, Janudiyeh, Badama, Harim center, Maaret Tamsrin, Bennish, Sarmin, Al Dana, Darkosh, Salqin, Jisr-Ash-Shugur center, Qourqeena, Kafr Takharim, Mhambal, Idleb center, Jisr-Ash-Shugur, Ariha, in addition to the sub-districts of Atareb, and Daret Azza in western Aleppo countryside, and Al-Ziyara subdistrict in western Hama countryside.
7. **Northern Aleppo countryside:** This geographical area is controlled by opposition forces, and the number of sub-districts in this area is 9 sub-districts which are Aghtrn, Ar-Ra'ee, Jarablus, Ghandorah, Suran, Al-Bab, A'zaz, Tadaf, and Mare'. Coordination with the Turkish authorities is needed in these areas.
8. **Afrin:** This geographical area is controlled by the opposition forces, and the number of sub-districts in this area is 7 sub-districts which are Bulbul, Jandairis, Raju, Sharan, Sheikh Hadid, Afrin center, and Ma'bali. Coordination with the Turkish authorities is needed in these areas.

Table 2. Schools covered in the report by the applied division

#	Governorate	# of Dis- tricts	# of Sub-dis- tricts	# of villages	Total # of schools	# of Op- erational Schools	% of op- erational Schools	# of non-op- erational Schools	% of Non-op- erational Schools
	Al-Hasakeh	4	15	824	1,168	1,056	90%	112	10%
East	Deir ez-Zor	3	6	83	494	444	90%	50	10%
	Ar-Raqqa	2	4	65	244	185	76%	59	24%
	Eastern Aleppo Countryside	2	5	204	252	241	96%	11	4%
West	Idleb	6	21	337	896	782	87%	114	13%
	Ras Al-Ain and Tal Abyad	2	4	213	416	401	96%	15	4%
	Northern Aleppo Countryside	3	9	194	301	289	96%	12	4%
	Afrin	1	7	167	221	200	90%	21	10%
	Total	22	71	2,087	3,992	3,598	90%	394	10%



Map 2. Controlling powers during the data collection (Nov 2021)



2. Accessibility

In NWS, IMU enumerators have been working in the opposition-held areas for several years, which has enabled them to collect the required data. The enumerators encountered no difficulties in accessing schools, as Memorandums of Understanding (MoUs) are signed with the Education Directorates (EDs), which are responsible for managing the educational process in these areas. Those MoUs facilitated the enumerators' access and data collection in schools and conducted surveys inside and outside the schools. Moreover, in coordination with the Education Cluster Syria Cross Border and in cooperation with 17 humanitarian organizations, ACU worked to facilitate data collection from the schools they support. The organizations are Anta Al Hayat wa Al Salam, Bahar, Shafak, Ihsan, Ghiras Al Nahda, Ataa, Binaa for Development, Violet, Mercy without Limits, SDI, Saed charity, Hurras Al Tufula, Al Ruwad, Olive Branch, Nasaem Al Kheir, Takaful Al-Sham, and Midad.

These organizations previously shared information about the number of students, teachers and the support provided to the schools. ACU, in turn, cross-checked the information with the data collected to reach the highest level of accuracy.

In NES, IMU enumerators were unable to access schools publicly. There were no mechanisms to deal with the so-called SDF because the Directorate of Education of SDF does not permit any data collection from schools. Therefore, the enumerators were forced to rely on their network of connections to access schools and collect data undercover, while the perception surveys were always conducted outside schools.

3. Assessment Tools

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

Phase 1: IMU produced an initial draft of the questionnaire covering a broad range of issues related to the status and needs of schools in Syria. The questionnaire was based on a questionnaire previously used for the sixth edition of the "Schools in Syria" report (2020/2021) issued last year. IMU designed the questionnaire while taking into consideration the lessons learned from the previous five editions.

In the last two editions of the report, additional questions were added related to the precautionary measures applicated in schools to limit the spread of the COVID-19 virus; The questions have been drawn from the checklist¹² to support the reopening of schools and prepare for the emergence of new mutations of COVID-19; Or similar public health crises issued by the World Health Organization (WHO). The checklist for safe return to schools has been made use of in light of the spread of the COVID-19 virus and was shared by the Education Cluster Syria Cross Border.

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

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

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

4. Enumerators' Training and Data Collection

- The IMU has a network of 100 enumerators trained to administer the questionnaire and perception surveys. The enumerators' training lasted for 5 days and was conducted online via Skype for Business. The enumerators received a total of 20 hours of training. The training sessions were recorded and sent to the enumerators to be a reference in case they needed to recall any of the information presented during the training. The training included a two-day test period for piloting. The enumerators' feedback was collected after the piloting phase, and some points were modified in the questionnaire based on that feedback. One or more enumerators were assigned to collect data according to the size of the population of each assessed sub-district. Additionally, the coordinators, based in Turkey Office, provide organizational oversight and daily support to the enumerators during the data collection process. The enumerators refer to them in case they encounter any problem. Each enumerator received a work plan stipulating the coverage of their data collection. In cases of school suspension, the enumerators were asked to suggest alternative data collection plans with a larger daily school coverage (where possible). In instances where two schools operate within one building, data was collected from both schools within one data collection visit. During the school visit, the enumerators, accompanied by the school admin staff, took a tour of the school and checked school records. The enumerators took some documentary images from the schools they visited (where possible). The enumerators also managed to obtain the signatures of the school principals to ensure they reached the schools, and the school principals provided information about the support received. Perception surveys with students and teachers were conducted during the breaks between lessons to minimize disturbance to the time meant for learning, while perception surveys with parents were conducted outside schools.
- Basic school questionnaire was filled out through field visits to schools and conducting key informant interviews (KIs), such as school administrative staff, educational offices in local councils, and any other active party in the education sector or responds to education. Information collected included the controlling force, security issues, school information, teachers' related issues, students' related issues (including those with special needs and orphans), school supplies (textbooks, school bags, meals), measures taken to limit the spread of Covid-19 virus within the schools, and priorities of the assessed school. In order to lend credibility to KIs, the enumerators conducted field observations and reviewed official school records of enrolled students (like attendance sheets).

- Student perception survey collected information from students regarding safety at school, caregivers at home, meals (before or during school hours), and commitment to school, and whether they experienced psychological, physical, or interaction-related symptoms or self-awareness during the month preceding the data collection. The IMU enumerators surveyed between five to ten students from each school. Five learners were surveyed in smaller schools. Up to ten learners were surveyed in larger schools. The assessed learners were selected randomly from the school community and included students of different age groups. The IMU enumerators conducted perception surveys with 6,931 students aged between 6-18 years old in schools in six governorates. 40% of surveyed children were females, and 60% were males. 79% of the surveyed children were from the host community members, 21% were IDPs, and 1% of the children surveyed were children with disabilities.
- In administering the parents' perception survey, enumerators interviewed a random sample of parents who have school-age children. They were tasked to survey community members from different socio-economic statuses and in different locations. The IMU enumerators conducted perception surveys with 8,433 parents who have school-age going children (within and out of schools) in six governorates. 31% of surveyed parents were female; 69 % were male; 77% were of the host community; 23% were IDPs. The survey collected information on children's commitment to school, reasons for not sending their children to school (if any), equality in dealing with IDPs and host communities, used and preferred curricula, and a comparison between the current education system and that of pre-2011. Besides that, a perception survey was conducted to measure whether the children experienced psychological, physical, or interaction-related symptoms or self-awareness during the month preceding the data collection.
- The IMU enumerators conducted a teacher perception survey with three to five available teachers during each school visit. In areas where education was stopped, teachers were interviewed in their homes. IMU enumerators conducted perception surveys with a total of 6,219 teachers across six governorates. 38 % of surveyed teachers were females, and 62% were males. The survey collected information on training and courses on education in emergencies, bullying, feeling safe at schools, effects of war on students, dealing with students' diversity (IDPs, host community, and students with special needs), dealing with the lack of school supplies and services, salaries and incentives, curricula and problems of students.
- School principal perception survey was conducted with 2,906 principals and assistant principals of the assessed functional schools. 20% of the surveyed principals were females, and 80% were males. The principals' perception survey collected information on receiving training and courses on emergency school management, evaluating teachers' performance, teachers' and learners' daily attendance, dropping out, parent-teacher meetings, and problems the school faces.

5. Data Management, Analysis, and Report Preparation

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

6. Reporting Timetable

Work on the seventh edition of Schools in Syria began at the end of September 2021, where it was scheduled to collect data from schools in the first semester. Work has begun developing the questionnaires and adding all the suggested modifications by partners in the education sector. Moreover, Data and analysis officials programmed the questionnaires electronically using ONA software. ONA was used to alleviate the heavy loads on the servers. (The number of surveys sent in order to prepare this report is 28,184) It is noteworthy that data officers had difficulties loading data when using Kobo Collect in the previous editions, prompting them to find the appropriate alternative in the last three editions. IMU enumerators were trained to fill out questionnaires for information collection and complete the perception surveys. The training for enumerators lasted for 5 days and was conducted online via Skype for Business. Enumerators received a total of 20 hours of training, which ended on 9 November 2021. After that, the period for piloting began and lasted 4 days, during which the enumerators sent experimental data on all questionnaires and perception surveys. Data and analysis officials tested the data and verified incoming values. ACU signed MoU with the EDs of Idlib, Aleppo, and Hama. Data collection started on 12 November 2021 and ended on 14 December 2021. The data and analysis officials started by cleaning the data and reviewing the missing and odd values, after which the data analysis started. The analysis process coincided with mapping the report. The report was written in Arabic and simultaneously translated into English and Turkish. The last step was designing the report, as the final version was released in March 2022.

7. Difficulties and challenges

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

- Reaching the school

Enumerators have not been able to visit schools publicly in NES because of the lack of clearance to enter schools. On this ground, the enumerators had to rely on the personal relationships of teaching and administrative staff within schools to facilitate their entry or provide information from outside the school in case it was not possible to enter. Although ACU signed MoUs with the EDs of SIG, some school principals did not allow the IMU enumerators to enter their schools. The donor party refuses data collection from the schools it supports. ACU coordinated with 17 organizations to allow the enumerators to enter the schools supported by these organizations.

- Distance between Schools and the Number of Enumerators

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

- Security Situation

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

- Spread of COVID-19 Virus

The spread of the virus imposed restrictions on the movement of the enumerators and on interviewing key informants; ACU provided the enumerators with masks, gloves, and sterilizers to be used during the data collection period.

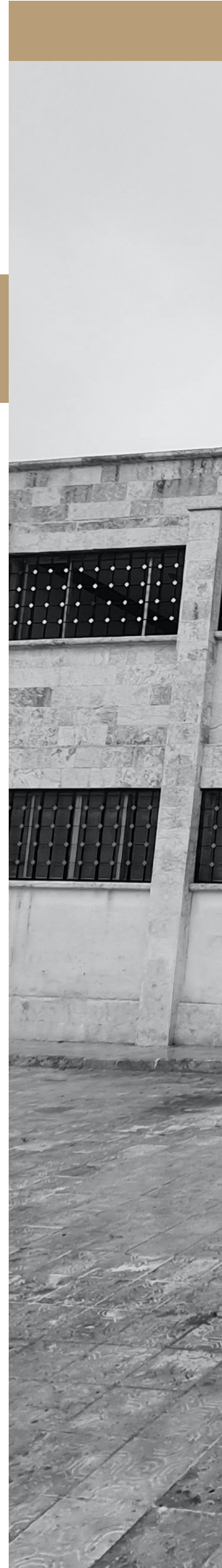
- Approval for Data Collection

ACU signed MoUs with the directorates of education in Idlib, the western countryside of Aleppo, the coastal area, and Hama, which facilitated data collection in these areas. In other areas, the enumerators relied on their network of acquaintances to collect data from schools. Therefore, the enumerators could not visit all schools.

Section 3: General Information

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03

Section 3: General Information

1. Comparing the numbers of schools covered during the five editions of the report

In the first edition¹³ of the report “Schools in Syria,” released in 2015, the number of operating schools included in the evaluation reached 1,507 schools in 62 sub-districts within nine governorates. It did not cover non-operational schools. In the second edition¹⁴ of the report, which was released in 2016, the number of schools covered was 3,228, of which 1,658 are operational, and 1,570 are non-operational. That edition covered schools in 85 sub-districts within ten governorates. In the third edition¹⁵ of the report, which was published in 2017, the number of schools covered was 3,373, of which 1,995 schools are operational and 1,378 are non-operational. That edition covered schools in 95 sub-districts within ten governorates. In the fourth edition¹⁶ of this report, released in 2018, the number of schools covered by the report also increased compared to previous versions. The number of schools covered by the report reached 4,079 schools, of which 3,086 schools are operational, and 756 are non-operational. This version covered schools in 99 sub-districts within ten governorates. In the 5th edition¹⁷ of the report, which was released in 2019, the number of schools covered by the report was 4,016, including 3,378 operational schools and 638 non-operational schools. This edition of the report covered 78 districts in six governorates. In the sixth edition of the report, which was released in 2020, the number of schools covered reached 3,685, of which 3,340 are operational schools and 345 are non-operational. The decrease in the number of schools covered by the report is due to the regime’s control of 125 cities and towns in Idlib governorate and the related countryside from Aleppo and Hama governorates. That version of the report did not include schools there, given that the report covers schools within areas outside the regime’s control only. The 5th edition covered schools in 69 sub-districts within six governorates. In this version of the report, considered the 7th edition to be released in 2022, the number of schools covered reached 3,992 schools, including 3,598 operational schools and 394 non-operational schools. This version covered schools in 71 sub-districts in 6 governorates.

13. https://acu-sy.org/imu_reports/rapid-public-school-assessment-in-syria/

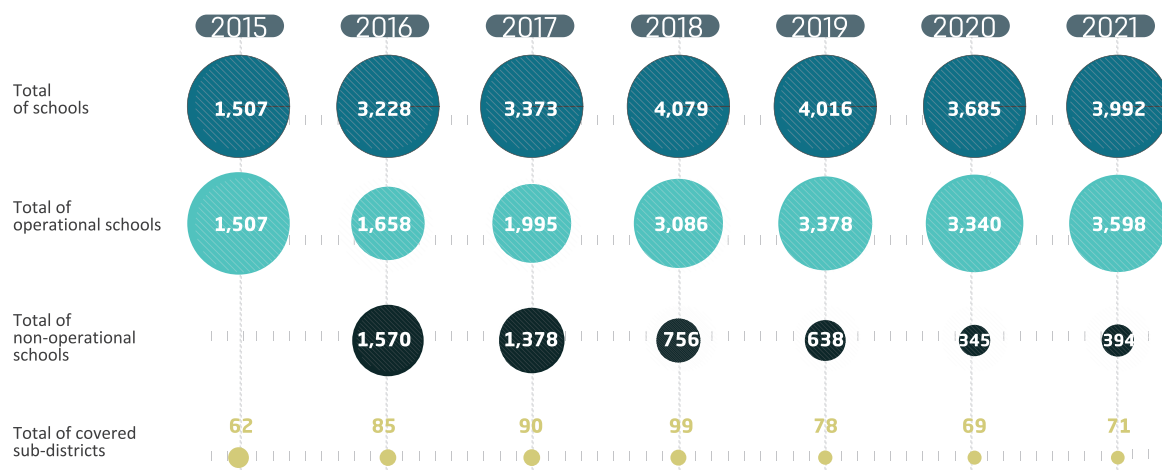
14. https://acu-sy.org/imu_reports/schools-in-syria-2016-2/

15. https://acu-sy.org/imu_reports/schools-in-syria-2017/

16. https://acu-sy.org/imu_reports/schools-in-syria-2018/

17. https://acu-sy.org/imu_reports/schools-in-syria/

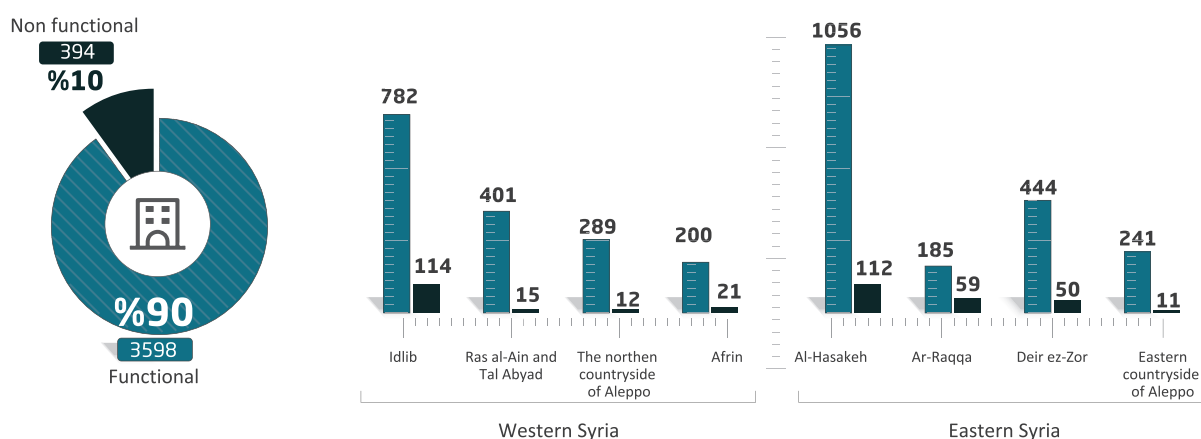
Figure (1) School coverage change in the seven editions of the Schools in Syria Report



2. Numbers of schools by districts

The number of schools covered in the report was 3,992. Operational schools constituted 90% (3,598 schools) of the total schools included in the evaluation, while non-operational schools constituted only 10% (394 schools). The educational process within these schools stopped for many reasons that will be discussed in a separate section.

Figure (2) Number/Percentage of operational and non-operational schools



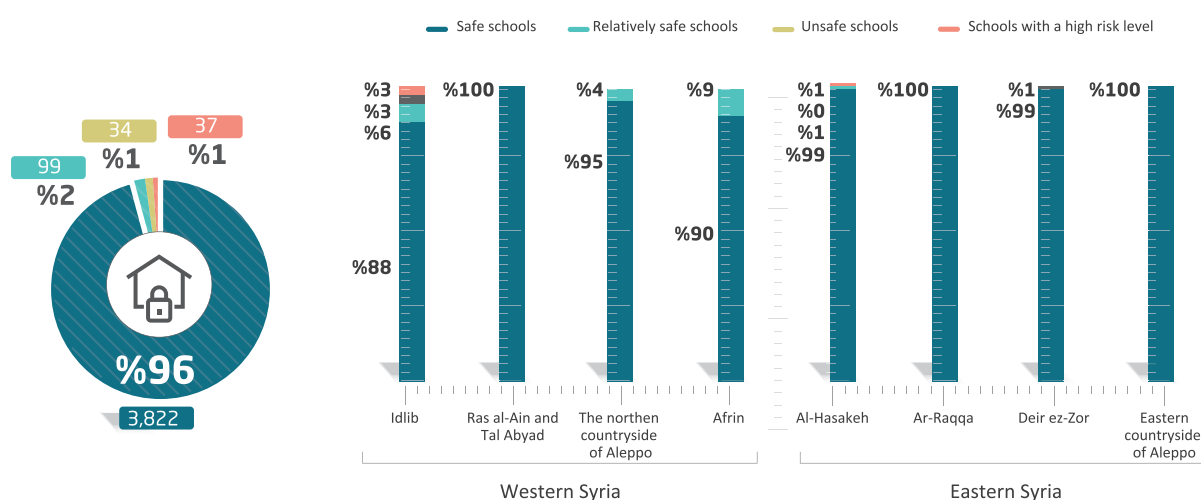
The most significant percentage of non-operational schools in northeastern Syria was found in Ar-Raqqa Governorate. The rate of non-operational schools reached 24% of the total schools included in the evaluation, and the number of non-operational schools in sub-district reached 59 schools. The percentage of non-operational schools in Deir ez-Zor governorate reached 10%.

The most significant percentage of non-operational schools in northwestern Syria was in Idlib governorate. The percentage of non-operational schools reached 13% of the total schools included in the evaluation, and the percentage of non-operational schools in Afrin district reached 10%.

3. The security situation of assessed schools (shelling and clashes)

The Minimum Standards for Education in Emergencies INEE did not include a definition of safe schools in areas that are bombed and where clashes occur, so the IMU team had to put a set of standards suitable for the Syrian context and determine the levels of school safety in areas prone to bombing and clashes. Based on the criteria listed below, it was found that 96% (3,822 schools) of the assessed schools are safe and that students are not exposed to the dangers of war, 2% (99 schools) are relatively safe, 1% (34 schools) are unsafe, and 1% (37 schools) of schools are at high risk, and the students within these schools are at risk of being bombed.

Figure (3) Assessed schools according to the security situation (shelling and clashes)



Schools in Syria might be targeted from air or ground, and some of them are close to the lines of clashes or are located within cities and towns witnessing military actions. INEE Minimum Standards for Education in Emergencies were limited to detailing safety and security standards within schools, including the availability of a school fence, proximity to residential communities, and other criteria. The IMU team developed a set of suitable standards for the Syrian context and determined the degree of safety in schools. Based on these criteria, the assessed schools are classified according to the security situation into four levels: safe, relatively safe, unsafe, and high risky. Below is a definition of each level of risk:

- For this report, a school is considered **“safe”** when students’ lives are not at risk while they attend it. Therefore, the location of the school should be in an area not prone to bombardment and far from frontlines, and it should be recorded in the school’s history that it was subjected to any bombing.
- For this report, a school was considered **“relatively safe”** if it is located in a district subject to intermittent shelling (the district is subjected to shelling once a month at most) and is far from the frontlines. It should not be recorded in the history of the school that it was exposed to any direct bombing. If the sub-district were bombed earlier, the school’s safety level would be reduced, and the student might be at risk of being attacked on the way to or from school.

- For this report, schools were considered “**not safe**” if a bombing incident is recorded in the history of the school (targeting the school directly), which makes access to education a dangerous thing for school children. The intensity of the bombing ranged in the sub-district where the school is located (between the absence of shelling to intermittent shelling and clashes). If a school was bombed even once before, it increases the possibility of being targeted again. Often, the coordinates areas that have been targeted in the past are kept to be targeted again later.
- To draft this report, a school is considered at ‘**High risk**’ if the school was bombed (directly targeting the school) or/and located in an area that is constantly bombarded and clashed.

*On January 24, 2021, ¹⁸a joint statement was issued on the International Day of Education from the Regional Coordinator for the Syrian Crisis and the Regional Director of UNICEF in the Middle East and North Africa. The statement was titled “**Ten years of war in Syria and more than half of children are still deprived of education.**” The statement includes, “The UN confirmed that there have been nearly 700 attacks on education facilities and staff in Syria since the investigation of grave violations against children began. The UN confirmed 52 such attacks in the past year “.*

The highest percentage of unsafe schools was found in Idlib governorate, where it was found that 3% (26) of the schools there are of a high degree of risk, as students’ lives are at risk due to the daily bombing of cities and towns, which sometimes targets schools directly. It was also found that 3% (27 schools) are unsafe, 6% (58 schools) are relatively safe, and 88% (785 schools) of Idlib governorate schools are considered safe.

In the Afrin district, the study showed that less than 1% (one school) of the schools there are of a high degree of risk, as the lives of students are at risk due to the bombing and expulsions that occur in the area, and less than 1% (one school) is unsafe, and 9% (19 schools) of the schools are relatively safe. In comparison, 90% (200 schools) were considered safe.

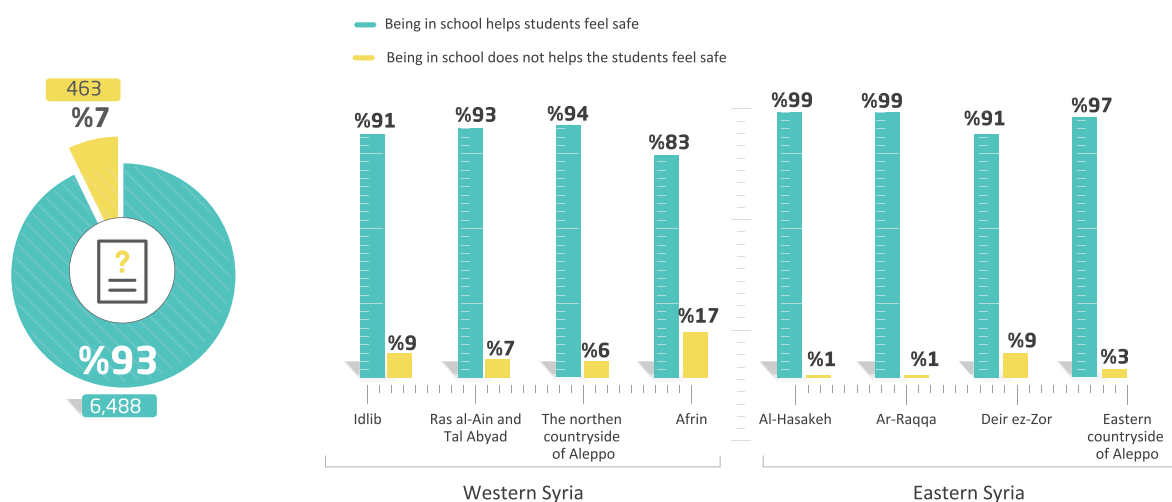
In Al-Hasakeh governorate, the study showed that 1% (7 schools) are relatively safe, and less than 1% (one school) are unsafe. There were nine schools in the governorate with a high degree of risk, while 99% (1,151 schools) of Al-Hasakeh governorate schools were considered safe.

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

4. Student Questionnaire: Feeling safe while at school

Through the surveys conducted by IMU enumerators, students were asked about their feelings of safety at school, and it was found that 11% (823 students) of the students surveyed reported that they did not feel safe at school. The enumerators asked teachers if students expressed their insecurity to highlight the degree to which students do not feel safe at school. 31% of the teachers confirmed¹⁹ those surveyed (1,452 teachers) said that students said that they did not feel safe at school. Students expressing to their teachers that they do not feel safe within the school reflects their high degree of fear and anxiety.

Figure (4) Number/percentage of students who were surveyed according to their feelings of safety in schools

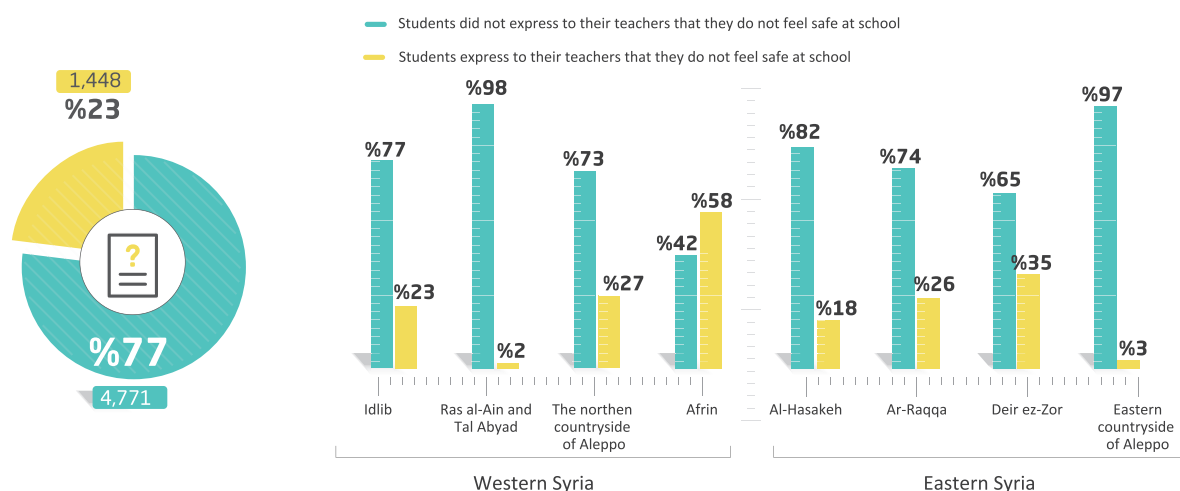


19. IMU researchers conducted surveys with 6,931 children between 6-18 years of age inside and outside schools in 6 governorates.

5. Teachers' survey: Students' feeling of insecurity in school

Through surveys with teachers²⁰, the enumerators asked whether students expressed their insecurity at school. 31% (1,452 teachers) of teachers reported that students told them that they did not feel safe at school, while 69% (3,222 teachers) said that students did not express their insecurity at school.

Figure (5) Number/Percentage of teachers surveyed according to their students' expression of their insecurity



20. IMU researchers conducted a survey with 4,674 teachers in and out of school in 5 governorates, 43% of surveyed teachers were female and 5,7% were male.

Section 4: Buildings of Operational Schools

04

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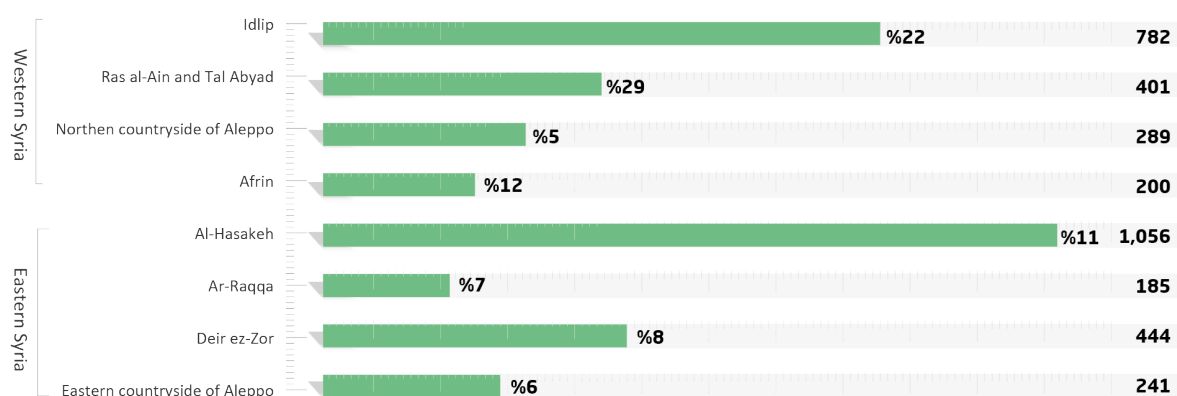


04 Section 4: Buildings of Operational Schools

1. Distribution of Operational Schools

Operational schools constituted the most significant part of the schools assessed in this study, with 3,598 schools comprising 90% of the total assessed schools, including 1,672 schools in northwest Syria and 1,926 schools in northeast Syria.

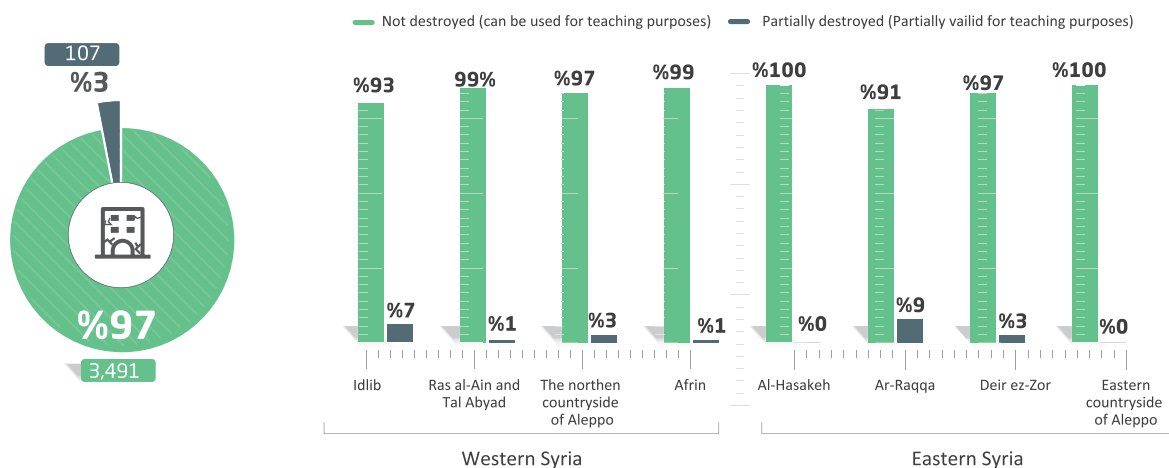
Figure (6) Number/Percentage of operating schools by distribution.



2. Condition of Operational School Buildings

A large number of schools were bombed or destroyed as a result of their use for non-educational purposes or neglect after the outbreak of the war in Syria. Given the presence of a large number of IDPs in northern Syria, students and teaching staff were forced to use some of the partially destroyed schools. The study found that 3% (107) of the schools used for education were partially destroyed, while 97% (3,491 schools) were not destroyed.

Figure (7) Number/percentage of operational schools by construction status



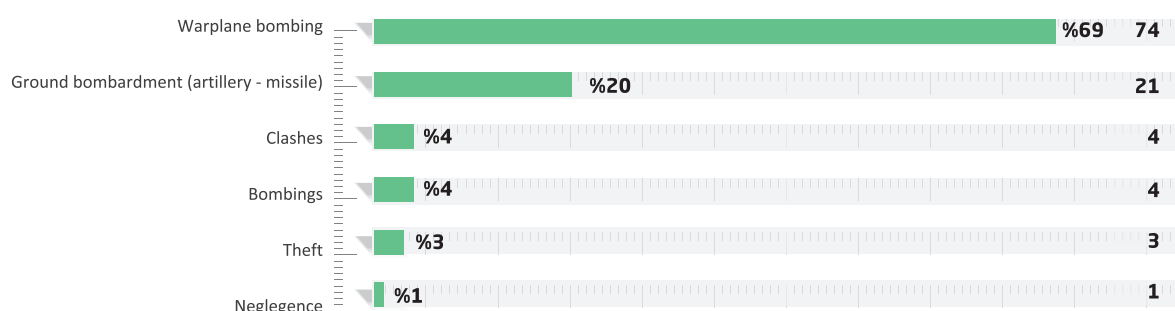
The most significant percentage of partially destroyed schools still used for education in northwestern Syria is located in Idleb Governorate. The partially destroyed schools reached 7% of the total assessed schools. The percentage of partially destroyed schools in Afrin district was only 1%. And 3% in the northern countryside of Aleppo.

The most significant percentage of partially destroyed schools still used for education in northeast Syria is in Ar-Raqa Governorate. The percentage of partially destroyed schools in this governorate reached 9% of the total assessed schools. The percentage of partially destroyed schools in Deir ez-Zor governorate reached 3%.

According to²¹ ***“Working towards Increasing the Quality of Education for Internally displaced children”*** report for Save the Children, ***“Years of conflict have left a heavy, stressful and distracting burden on the education system. One in three schools was severely damaged or destroyed, and many used schools as shelters.”***

Schools in hotspots are bombed and then neglected, or their contents may be stolen, and schools may be used for non-educational purposes. Therefore, the destruction of schools cannot be linked to one cause, as schools are exposed to a group of causes that lead to their destruction. Through this study, key informants were asked about the main reason that led to the destruction of the school or the reason that caused the most significant percentage of the destruction. The results show that 69% (74 schools) of the schools were destroyed as a result of the bombing of the warplanes, 4% (4 schools) were destroyed as a result of clashes that occurred near or within them, 20% (21 schools) were destroyed as a result of ground bombardment (artillery and missile), and 3% (3 schools) were destroyed as a result of theft of schools and equipment. Thieves dismantle doors, windows, and all equipment within schools in deserted cities and towns and often facilitate theft operations. 1% (one school) of the schools were destroyed due to neglect when the educational process stopped in some schools. As doors, windows, and other facilities deteriorated, no maintenance work was carried out. 4% (4 schools) of the schools were destroyed due to bombings near or within them.

Figure (8) Number/Percentage of partially destroyed operational schools by the causes of destruction

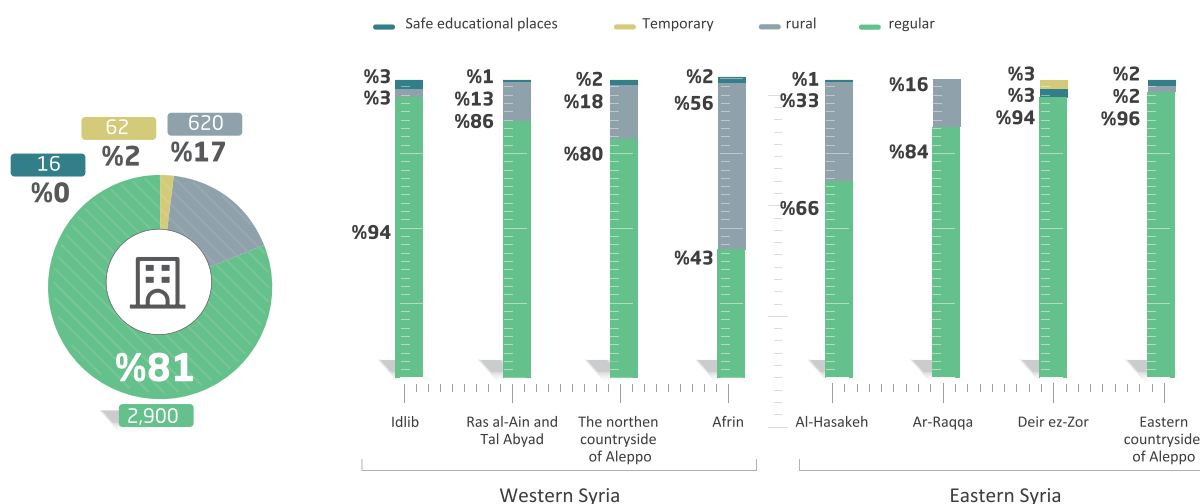


21. https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf

3. Types of Operational Schools (regular school - other)

Before the current events, there were two types of schools in Syria: regular schools and rural schools. As a result of war conditions and the displacement of civilians, temporary educational places or schools have emerged. The study found that 81% (2,900 schools) of the operating schools covered in the assessment are 'regular,' most of which were established before the war in Syria, 17% (620 schools) are rural schools, the majority of which were established before the war in Syria, 2% (62 educational units) are temporary educational centers, which are called temporary schools. Less than 1% (16 schools) are safe, educational spaces.

Figure (9) Percentage/Number of operational schools by type



- **Regular schools:** These are schools whose buildings are planned and constructed to be schools, and they must meet a set of criteria:
 - ⦿ The capacity of the building should be proportional to the number of students enrolled.
 - ⦿ Yards (open spaces for recreation) should be available surrounded by a fence to protect students from external dangers, and the size of the yards should be proportional to the number of students. The yards should also be equipped for recreational activities.
 - ⦿ There should be toilets and water taps commensurate with the number of students in the school.
 - ⦿ The building ceilings are high, and large windows facilitate classroom ventilation. Windows must also be protected by iron metal to protect children.
 - ⦿ Wide corridors and stairways for ease of movement.
 - ⦿ A 'regular school' building has rooms supporting the educational process, such as laboratories, libraries, and computer halls (this condition must be met starting from the second cycle of basic education).

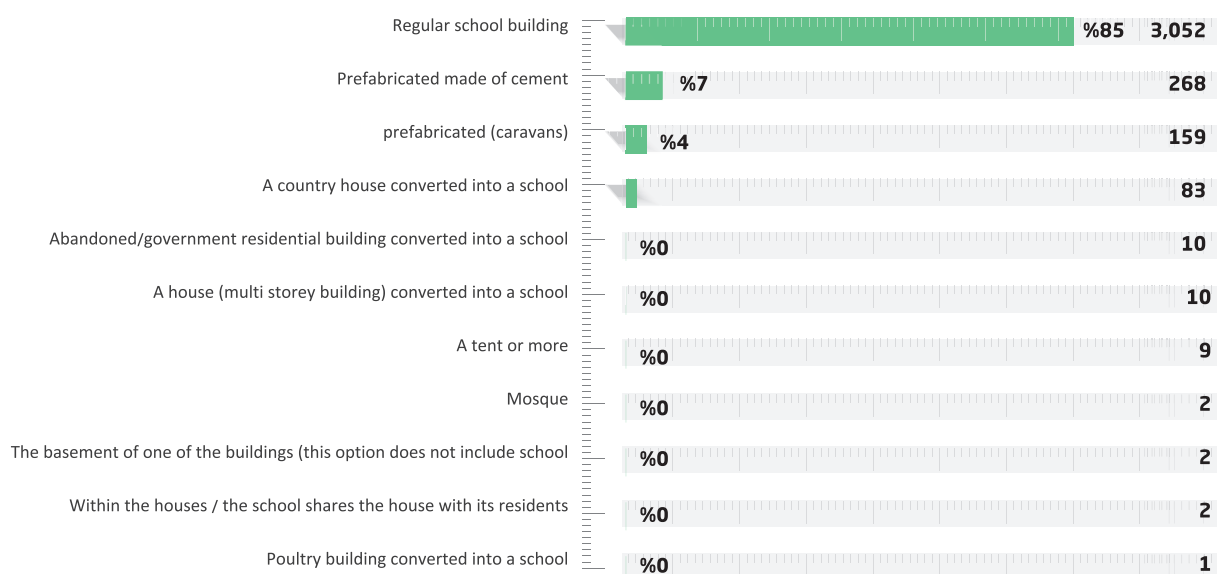
- **Rural schools:** They existed in Syria before the incidents and were mainly spread out in small villages where there were no numbers of students requiring a regular school building. Rural schools consist of several rooms inside a rural house and aim to secure schools close to children in the first cycle of basic education (from the first to the sixth grade) to protect them from dropping out. Students from several grades are integrated into one classroom in rural schools due to insufficient teachers and classrooms.
- **Temporary schools:** These are called temporary educational spaces that exist due to the continuous displacement of civilians and meet the needs of displaced children for education in places where they may have to stay for a short period until their homes are safe. They return to them or find regular schools in places where they may settle. These schools often take the form of tents or caravans, and sometimes a room is set up in a house located close to where the displaced communities are located and taken as a temporary school for children. These schools are often suited to the conditions of rural schools in combining several stages of education into a single classroom.
- **Safe Educational Places:** The basements and other buildings are used for education in areas that are exposed to bombing or close to the frontlines. These places are called 'safe educational spaces' as they are less dangerous for students and teachers in case of shelling. These places are usually close to the students' houses so that they do not have to travel long distances in dangerous towns and cities.



4. Types of buildings of alternative education places - non-formal school buildings

The study results showed that the most significant percentage of buildings used as an alternative to regular schools are prefabricated concrete rooms, and their number is 268 schools. There were 159 schools consisting of several caravans.

Figure (10) Percentage/Number of alternative education places by type



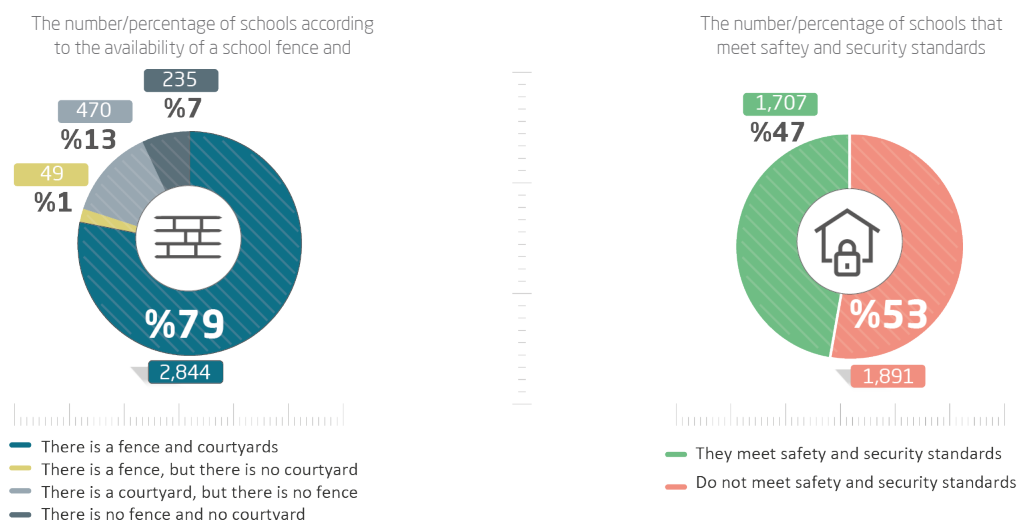
The number of rural homes used for education was 83, converted into rural schools. It is noteworthy that this type of school existed before the war in Syria, and it is spread in villages and rural areas with a small number of students. It consists of a small number of classrooms so that the teaching staff had gathered more than one grade in one classroom. The number of story buildings used as schools was 10. Ten abandoned residential or government buildings were used for education. There were also nine schools consisting of several tents, two mosques were used for teaching, and a poultry building was converted into a school.

5. Safe and secure standards within schools

Referring to the safety and security standards stipulated by the INEE Minimum Standards for Education, only 45% (1,509 schools) of the assessed operational schools met the safety and security standards. 55% (1,831 schools) did not meet these standards.

The study results showed that 76% (2,536 schools) of the operational schools that were evaluated had schoolyards surrounded by fences. Most of these schools are regular schools. 37 schools had fences surrounding the school without schoolyards, and in 16% (428 schools) of schools have schoolyards, but a fence does not surround them, and 7% (239 schools) of schools did not have schoolyards or fences protecting the school.

Figure (11) Schools that meet safety and security standards



According to the INEE Minimum Standards for Education²², ***“The maximum distance between learners and learning spaces should be determined according to local and national standards. It is important to consider security, safety, and accessibility issues such as troop housing, landmines, and thick bushes in the vicinity. Learners, parents, and other community members should be consulted about the location of learning spaces and potential dangers.”***

To determine these standards, several essential points were adopted: The absence of destruction in the school building that may pose a risk to the lives of students, the school is protected by a fence, the windows are protected by metal bars, the school is suitable for more than 61% of students, and the road to school is safe and does not put the lives of students at risk.

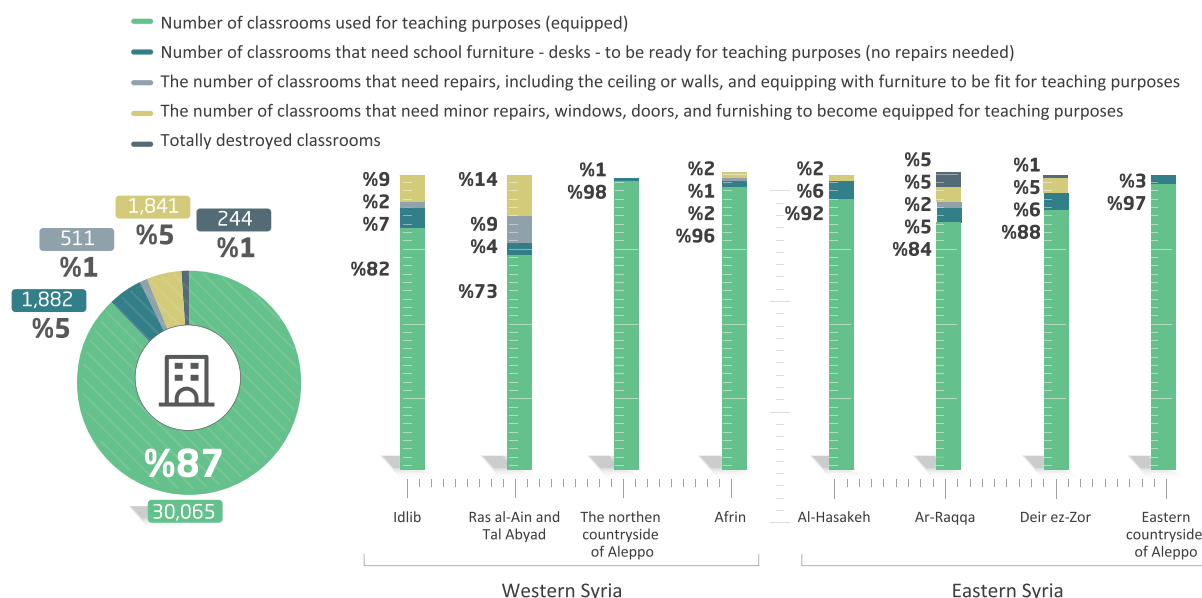
The presence of a schoolyard in regular schools is one of the essential criteria for constructing schools. It is a safe outdoor recreational space where students can spend break time between lessons and exercise or other activities outside the classroom. The size of the schoolyard should be proportional to the number of students to meet their needs (i.e., based on the school’s capacity). High walls should surround the courtyard to ensure that children are not exposed to external hazards.

22. <https://inee.org/minimum-standards>

6. Condition of classrooms

For this study, classrooms are considered ‘appropriately equipped’ for the educational process when they are not destroyed and equipped with appropriate doors and windows and educational equipment such as desks and a blackboard. The study showed that 87% (30,065 rooms) of the total classrooms within the operational schools were ‘properly equipped,’ 5% (1,882 rooms) of the total classrooms need to be equipped with school furniture only to be ready for teaching, 5% of the classrooms (1,841 rooms) need simple repairs, including doors and windows and school furniture, and 1% of these classrooms (511 rooms) need to significant repairs (constructively) for their walls and ceilings in addition to providing them with school furniture. 1% of these classrooms (244 classrooms) were completely destroyed, beyond repair, and in need of reconstruction.

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



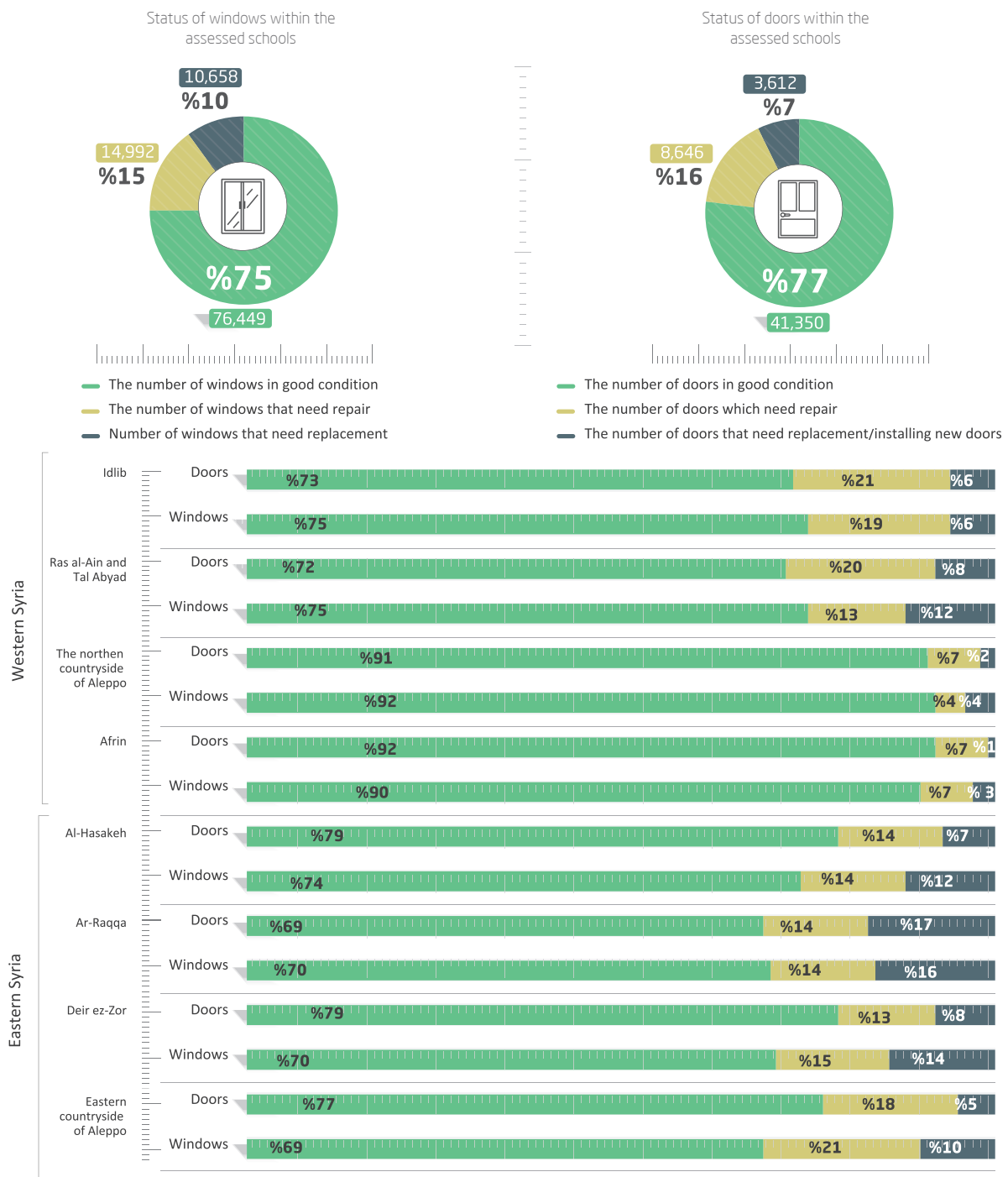
In northwestern Syria in Idlib governorate, the study found that 7% of classrooms need to be equipped with school furniture, 9% require simple repairs to doors and windows and equipped with furniture, and 2% require repairs, including ceilings and walls, and equipped with furniture.

The most significant percentage of destroyed classrooms in northeastern Syria was in Education Clusters. The study found that 5% of the classrooms need to be equipped with school furniture, 5% require simple repairs to doors and windows and furnishing, and 2% require repairs, including ceilings and walls and furnishing. In Deir ez-Zor Governorate, 6% of classrooms need to be equipped with school furniture, 5% require minor repairs to doors and windows and furnishing, and 1% are completely destroyed classrooms that cannot be repaired.

7. The situation of doors and windows

The study showed that 20% (9,079 doors) of the doors of the operating schools covered by the evaluation need maintenance work, and 8% (3,460 doors) are completely destroyed and cannot be repaired and need to be replaced. The key informants have confirmed that some of these schools do not have doors as they have been largely destroyed or looted. The study also showed that 17% (15,412 windows) of the operational school windows covered by the assessment require maintenance work, and 11% (9,860 windows) are completely destroyed and cannot be repaired and need to be replaced.

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

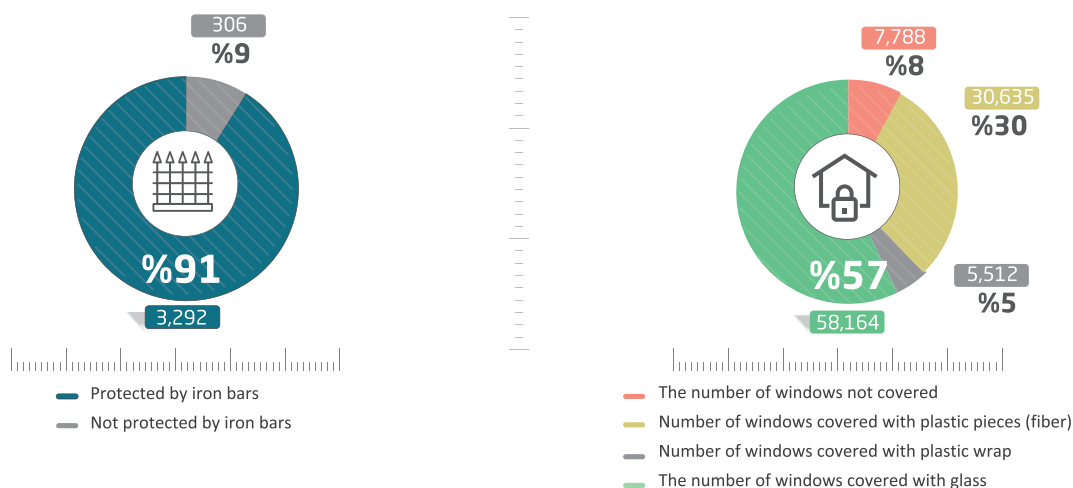


The doors of classrooms in Syria are often made of wood and are therefore vulnerable to damage. Under normal circumstances, these doors should be maintained and replaced once in a few years. As a result of the outbreak of the war, the destruction of school facilities increased directly due to the shelling and their deterioration caused by the use of schools for non-educational purposes, which led to a significant decrease in the age of classroom doors. School windows in Syria are made of glass as a material covering the bulk of the window to benefit from sunlight in lighting classrooms and wood or metal. School windows need regular maintenance and glass replacement that may break and maintain joints or locks. The maintenance of joints and locks for wooden windows is more than in metal windows. Windows are often more damaged than doors because they are made of more fragile materials (such as glass and plastic) than the materials from which the doors are made. They are also in direct contact with external factors of solar heat in summer and humidity in winter. Even if the windows are not directly bombarded, their glass may break due to the pressure caused by the bombardment in the neighboring areas, and the windows may be completely destroyed if this pressure is high. Continuous window maintenance and safety play a significant role in providing warmth to children in winter.

8. The materials covering the windows and the presence of metal bars protect the windows

As a result of the war conditions in Syria and the loss or high prices of glass materials, more available materials have been used and may be more effective for school windows in the current circumstances. The study found that only 57% (58,164 windows) of the operating school windows were still covered with glass. In comparison, 30% (30,635 windows) of the operational school windows were covered with plastic (fiber), and 5% (5,512 windows) of the windows were covered with plastic frames. On the other hand, 8% (7,788 windows) were not covered by any material. The presence of metal bars on school windows is also necessary to protect students from external hazards and prevent children from falling from the upper floors while playing. The study showed that only 9% (306 schools) of the total schools covered by the evaluation had no windows protected by metal bars. On the other hand, 91% (3,292 schools) of the total number of schools covered by the evaluation had their windows protected by metal bars.

Figure (14) Materials covering the windows and the availability of metal bars to protect them



Many glass windows are broken due to bombardments and the resulting pressure when military operations occur in the vicinity of schools, which led to plastic parts becoming good alternatives to glass. Plastic parts are resistant to pressure when bombardment occurs. They are less dangerous for children and safer than glass when they break, protecting children from being seriously injured by splinters. However, these plastic alternatives are less resistant to weather and are more prone to damage when exposed to heat and external factors, requiring periodic replacement.



Section 5: Water and sanitation within schools

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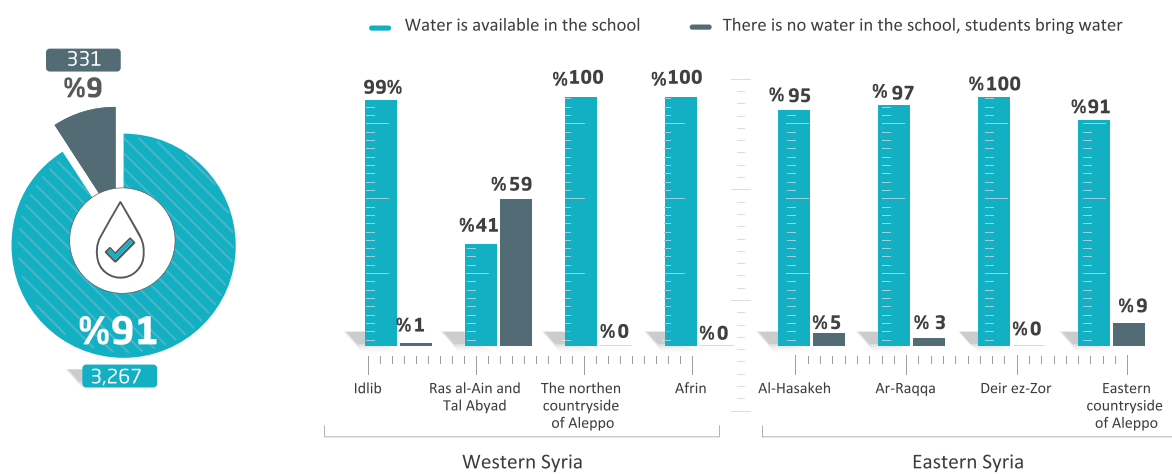
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Section 5:
Water and Sanitation within Schools

1. Availability of water in schools

The study found that water for drinking and other usage is available in 91% (3,267 schools) of the operating schools; it is not available in 9% (331 schools). Students bring drinking water with them, and there is no water available for use within these schools (water for bathrooms or personal hygiene).

Figure (15) Number/Percentage of operational schools according to the availability of water



In northwestern Syria, schools did not have water for drinking and other usages in 59% of schools in Ras Al-Ain and Tal Abyad. Water was not available in 1% of schools in Idleb governorate.

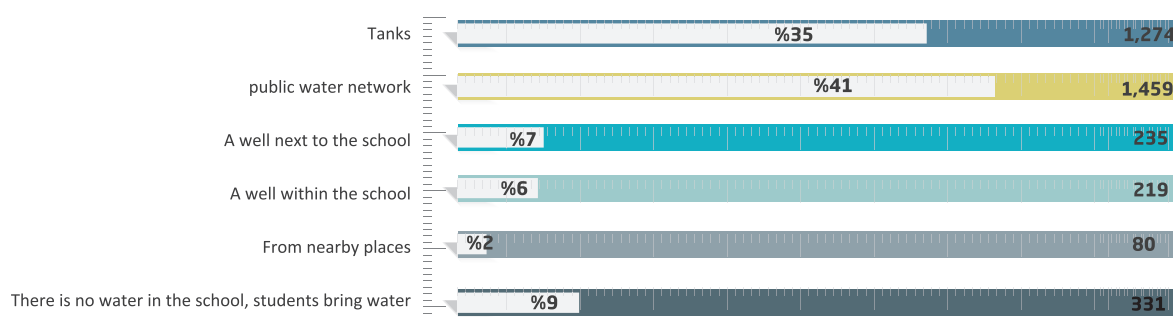
In northeastern Syria, water for drinking and other usage was not available in 9% of the schools in the eastern countryside of Aleppo. Water was not available in 5% of schools in Al-Hasakeh governorate and 3% of the schools in Ar-Raqqa.



2. Access to water for drinking and use in schools

The study found that 35% (1,274 schools) of the operating schools get water for drinking and use it through water trucks that transport water to the school, 41% (1,459 schools) get water from the public water network, 7% (235 schools) get water from a well adjacent to the school, 6% (219 schools) have a well within the school that provides water, and 2% (80 schools) get water from nearby places such as homes adjacent to the school or other neighboring places, and in 9% (331 schools) of schools students bring drinking water with them from their homes. In contrast, these schools do not have water for use (for toilets and hygiene).

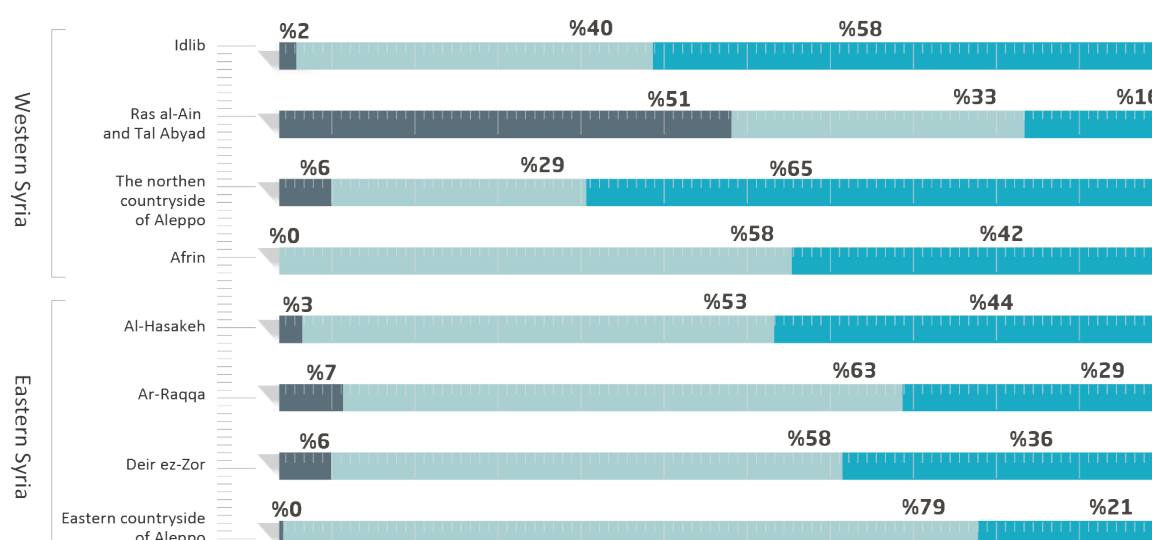
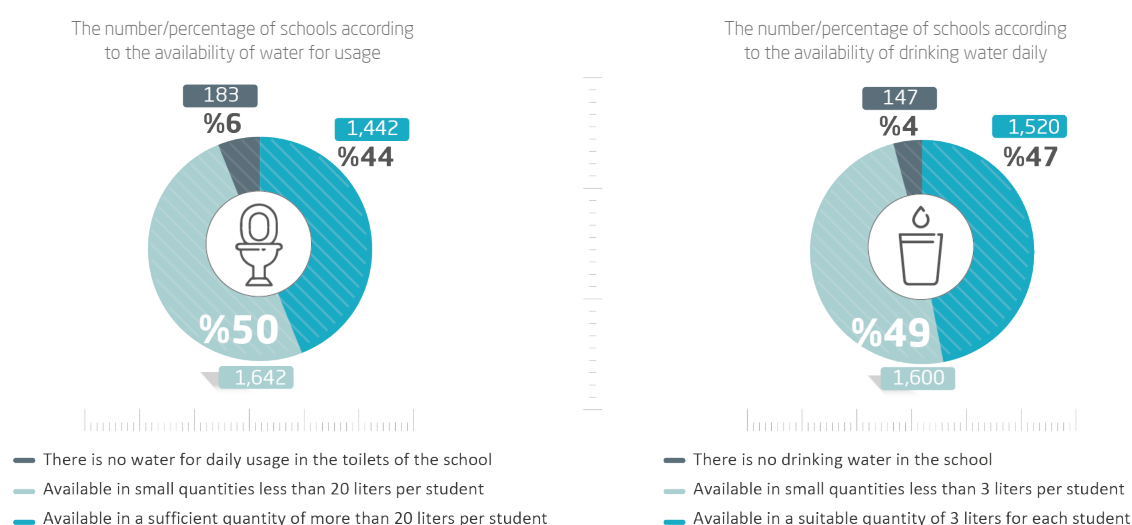
Figure (16) Number/Percentage of operational schools according to access to drinking water



3. Provide appropriate quantities of drinking water, hand washing, and water for toilets in the operating schools

The study found that drinking water was not available in 4% (147 schools) of the operating schools, drinking water was available in small quantities in 49% (1,600 schools) of schools, and drinking water was available in appropriate amounts in 47% (1,520 schools) of the operating schools. Water for toilets was not available in 6% (183 schools) of operating schools, available in small quantities in 50% (1,642 schools), and available in appropriate amounts in 44% (1,442 schools) of operating schools.

Figure (17) The amount of water for drinking and usage within operational schools



According to Sphere standards,²³ **“3 liters of water per student per day should be provided for drinking and washing hands (this amount does not include water for toilets)”**. According to Sphere standards, schools with water were divided into two categories; the first category of schools with drinking water and handwashing in small quantities. The amount of water per student is estimated at less than 3 liters per day—the second category of schools with drinking water and handwashing in appropriate quantities.

The amount of water per student is estimated at 3 liters or more per day when visiting schools. School administrators were asked about the amount of drinking water and handwashing supplied to schools and divided by the number of students in the school. To reach the most accurate information, school officials were also asked about the amount of water for drinking and handwashing that students receive daily. There is a need to increase the amount of water allocated to handwashing as part of the measures to prevent the spread of COVID-19, as sterilizing hands requires washing with water and soap for more than 20 seconds.

According to the Sphere standards,²⁴ **“20-40 liters per day should be provided for each user of traditional siphon toilets connected to sewers, 3-5 liters per day for each user of water pushing toilets”**. According to Sphere standards, schools with water have been divided into two categories; the first category is schools with low availability of water for toilets, and the amount of water per student is estimated to be less than 20 liters per day—the second category of schools where water for toilet use is available in appropriate quantities. The amount of water per student is estimated at 20 liters or more per day when visiting schools. Those in charge were asked about the amount of water supplied to schools for toilets and divided by the number of students. To reach the most accurate information, school administrators were also asked about the amount of water for toilets allocated to each student daily.



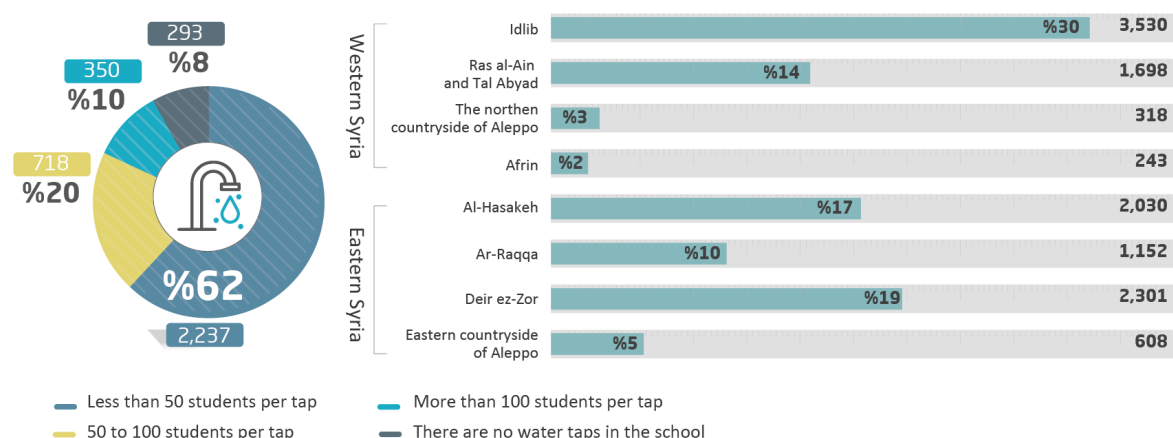
23. <https://handbook.spherestandards.org/en/sphere/#ch001>

24. <https://handbook.spherestandards.org/en/sphere/#ch001>

4. Number of students using one tap and water taps that need to be replaced

The study showed that in 62% (2,237 schools) of the total operational schools that provide water for their students, there is one water tap for every 50 students at most; in 20% (718 schools), there is one tap for every 50 to 100 students and in 10% (350 schools) there is one tap for more than 100 students. There were no usable drinking water taps in 8% (293 schools) of the operating schools. The number of water taps that need to be replaced in the operational schools covered by the assessment was 11,880. This number includes all water taps used for drinking, WCs, or taps used for other purposes.

Figure (18) Number of drinking water taps compared with the number of students and taps that need to be replaced.



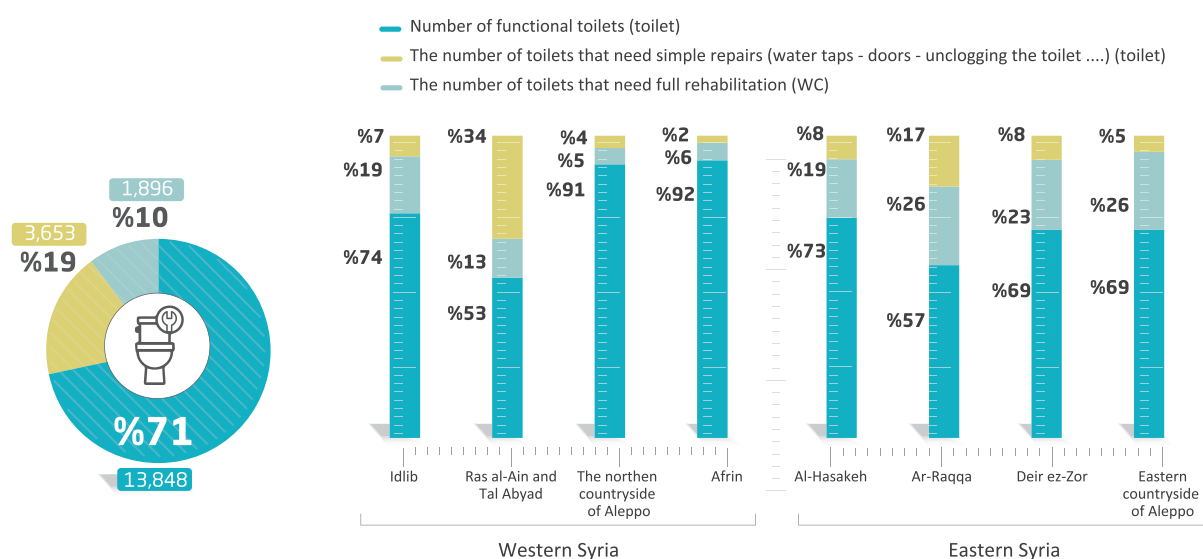
In schools in Syria, the break between lessons is 30 minutes, making the number of fewer than 50 students per tap acceptable and does not create any congestion or crowd in front of water taps. If the number of students per tap exceeds 50, there may be slight congestion on the water taps in the break between lessons. If the number of students per tap reaches 100 or more, it becomes inevitable that there will be severe congestion in front of the water taps, and a portion of the students may be deprived of drinking water during the break between lessons after having spent 90 minutes (two consecutive classes) without drinking water. The distribution of water taps must be deliberate so that not all students congregate in one corner of the school. In the spread of COVID-19, the academic staff should ensure that social distancing rules are applied among students while drinking water. It should be made sure that students use their cups and do not drink water from the tap directly or share their cups with their peers.

In northwestern Syria, it was found that 30% (3,530 taps) of the total water taps within operating schools in Idlib governorate and 14% (1,698 taps) of the water taps in Ras Al-Ain and Tal Abyad districts need to be replaced. In northeastern Syria, 19% (2,310 taps) of the total water taps within the operating schools in Deir ez-Zor governorate and 17% (2,030 taps) of the water taps in Al-Hasakeh governorate need to be replaced.

5. The Situation of WCs within Schools

The WCs in Syrian schools consist of several toilets, and the building or block of latrines is divided into several toilets. The number of individual toilets in the operating schools covered by the assessment was 19,397. The study showed that only 71% (13,848 toilets) of the assessed toilets were functional. In good condition, 19% (3,653 toilets) needed minor repairs, and 10% (1,896 toilets) needed full rehabilitation, including rebuilding the toilets.

Figure (19) Number/Percentages of toilets according to their functional status



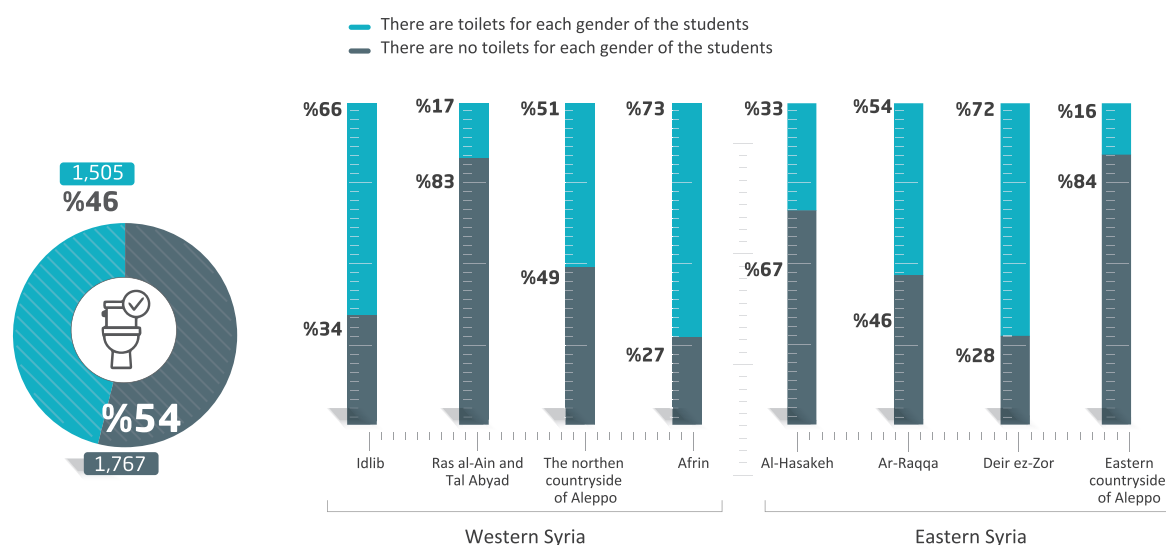
According to the INEE Minimum Standards for Education²⁵, “**Sanitation facilities should be available within or near the learning environment.**” School toilets need regular maintenance, and they must be cleaned regularly, especially in primary schools. In the operational schools assessed, 3,653 toilets needed minor maintenance to be ready for use. This type of maintenance involves repairs to water taps doors or cleaning drain holes in toilets. On the other hand, 1,896 toilets require complete rehabilitation. In this case, the toilets need construction of walls, ceilings, or drainage openings, and in some cases, this may require the reconstruction of new WCs toilets.

25. <https://inee.org/minimum-standards>

6. Availability of gender-segregated toilets in mixed-gender schools (male and female)

The study showed that there were no gender-segregated toilets in 54% (1,767 schools) of the operating mixed-gender schools (which have male and female students), while there were toilets for each gender in 46% (1,505 schools) of the schools only.

Figure (20) Number/ percentages of mixed schools by the availability of toilets designated for each gender



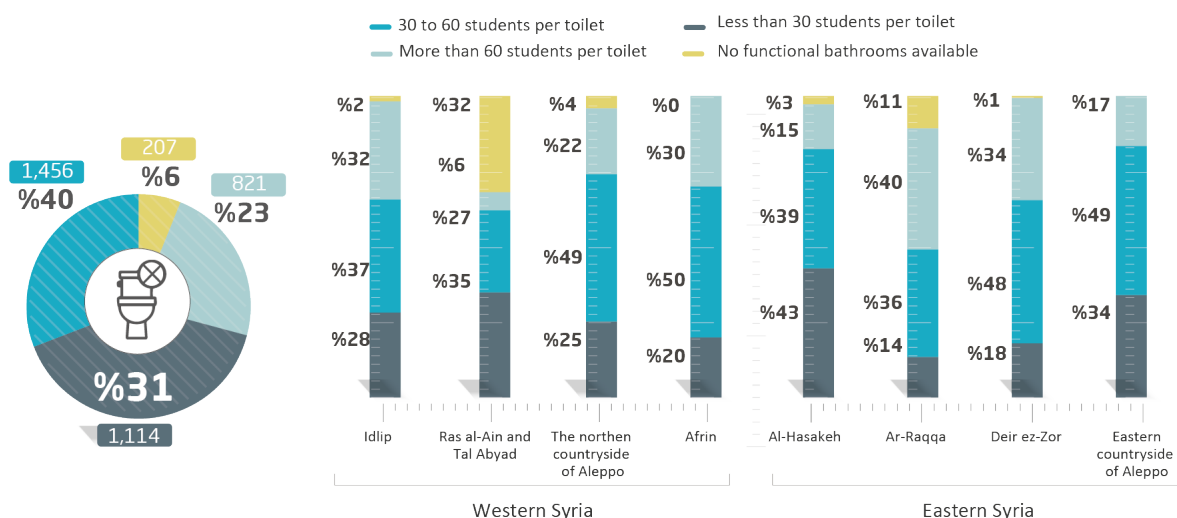
According to the INEE Minimum Standards for Education, **“Separate toilets for boys/ men, girls/ women should be located in safe, convenient, and accessible places.”** Female toilets should be separated from male toilets in schools with male and female students. Female toilets should preferably be far from male toilets to provide privacy for both genders and avoid harassment or abuse.



7. Numbers of students using the same toilet

The study found that there are no functioning toilets in 6% (207 schools) of the operating schools, while more than 60 students use the same toilet in 23% (821 schools) of the schools, and between 30-60 students use the same toilet in 40% (1,456 schools) of the schools, and only in 31% (1,444 schools) of the schools 30 students or less use the same toilet.

Figure (21) Number/ Percentage of schools by the number of students using one toilet – by districts



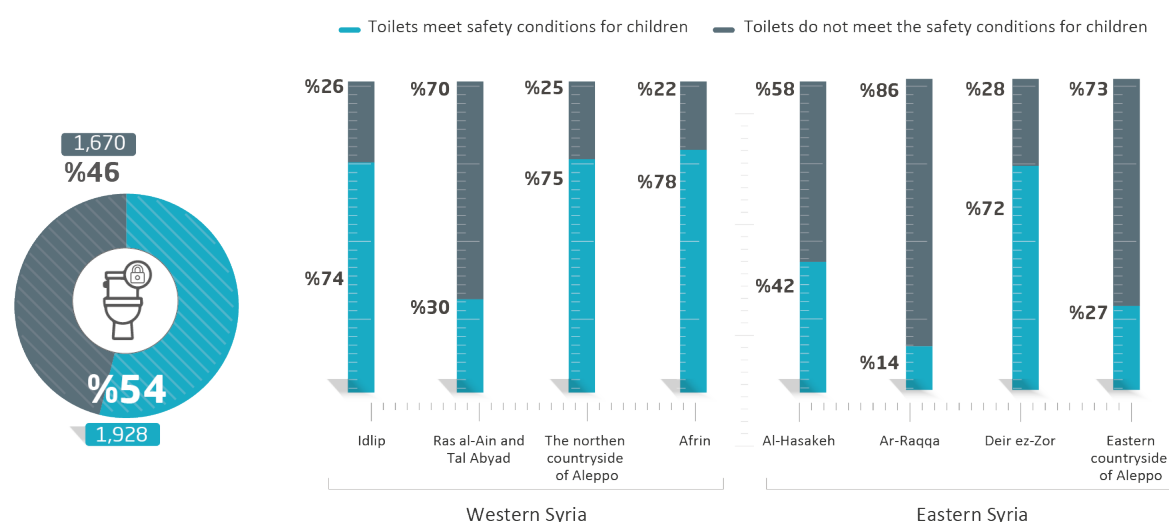
According to the Sphere project guidelines,²⁶ ***“one toilet for every 30 girls and one for every 60 boys should be provided if separate toilets cannot be provided. From the beginning, measures can be taken to avoid girls and boys using toilets at the same time.”***

26. <https://handbook.spheresstandards.org/en/sphere/#ch001>

8. Safety standards are provided for the toilets in schools

The study found that 54% (1,928 schools) of the operating schools met safety standards for students, while these standards were not met in 46% (1,670 schools). Studies indicated that the majority of schools were not equipped for children with physical disabilities.

Figure (22) Number/ Percentage of operating schools according to the availability of safety standards within their WCs



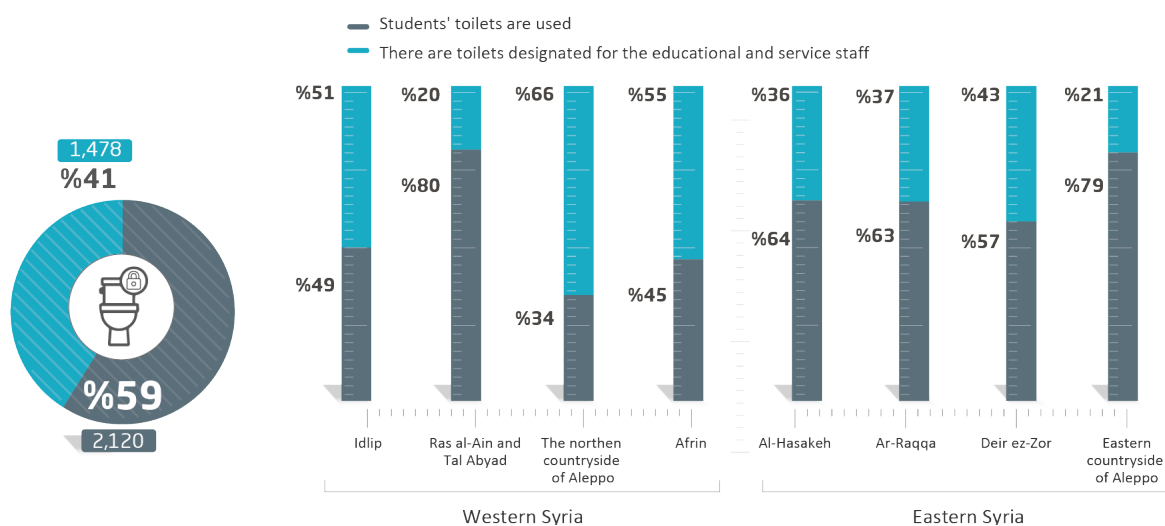
According to the INEE Minimum Standards for Education, ***“Sanitation facilities should be accessible to persons with disabilities and maintain privacy, dignity, and safety. Toilet doors should be locked from the inside to prevent sexual harassment and exploitation. Separate toilets for boys/ men and girls/ women should be located in safe, convenient, and accessible locations.”***

Through field visits conducted by IMU enumerators to collect school data, they checked whether toilet doors have locks and whether the locks are functional and lockable from the inside. They also checked whether toilets in convenient areas protected children from harassment and abuse.

9. Availability of Toilets for the Teaching and Service Staff at Schools

The study found that only 41% (1,478 schools) of the operating schools had toilets for educational and service staff, while the educational and service staff used the students' toilets in 59% (2,120 schools) of the schools.

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



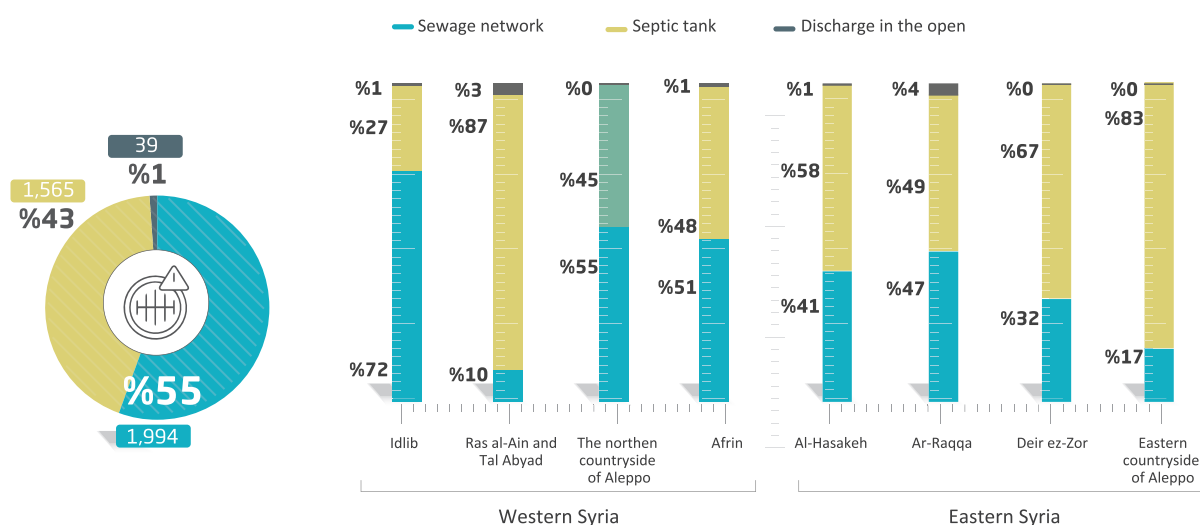
Toilets should be provided for the educational and service staff in schools. The educational and service staff toilets should be separate from the students' toilets to avoid harassment.



10. Methods of Sewage Disposal

The results of the study showed that 43% (1,565 schools) of the total operating schools that have been evaluated discharge wastewater into the public sewage network. In comparison, 55% (1,994 schools) of the schools dispose of sewage in septic tanks that are not regular (not equipped with layers to filter wastewater and avoid contamination of groundwater), and 1% (39 schools) dispose of sewage in the open.

Figure (24) Number/ percentage of operating schools by methods of wastewater disposal



According to the Sphere project guidelines,²⁷ ***“special attention should be paid to the disposal of child feces, which are usually more dangerous than adult feces (fecal-transmitted diseases among children are often higher, and children may not have formed antibodies to control diseases).*** Rural schools often dispose of wastewater in septic tanks that are not regular due to the lack of a public sewage system in their locations. The use of irregular septic tanks has increased due to the destruction of the public sewage network during military operations, and there is often one septic pit in each school. Considering that toilets are within schools, they are used by hundreds of students, which leads to a flood of septic tanks continuously, and the need to empty the septic tanks periodically emerges. The flooding rate of irregular septic tanks is high in winter and precipitation. Septic tank sewage may mix with rainwater resulting in floods carrying germs and may cause diseases and infections.

27. <https://handbook.spherestandards.org/en/sphere/#ch001>



Section 6:
School Equipment
(School Furniture)

06

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2. Availability of school laboratories58

3. Availability of school libraries.....59

4. Availability of Computer Labs60



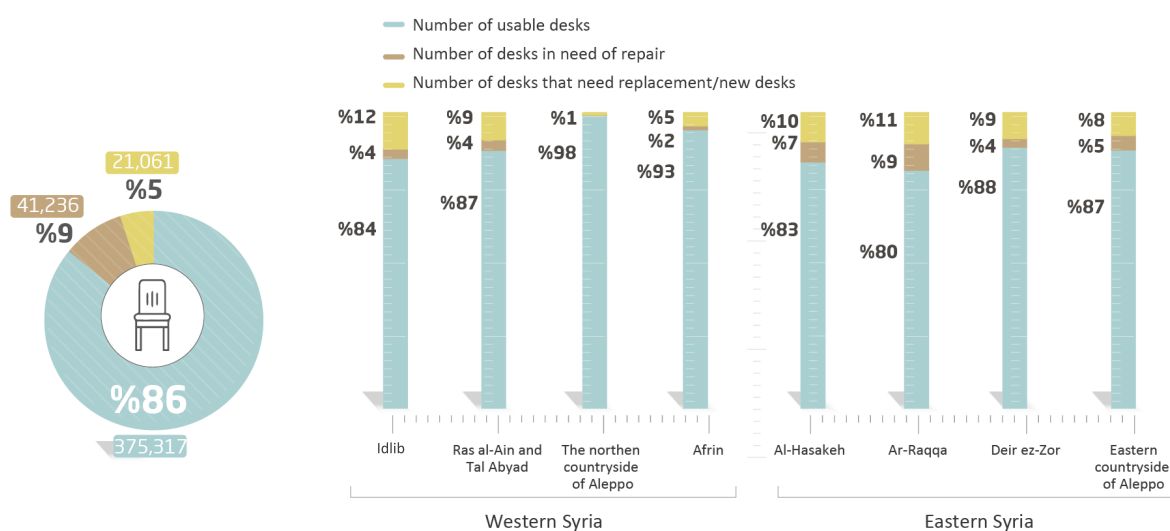


06 Section 6: School Supplies (School Furniture)

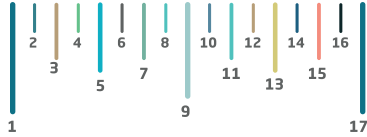
1. Status of Student desks

The study found that the majority of school seats in operating schools are usable, as the proportion of usable seats reached 86% (375,317 seats) of the total seats in operating schools. On the other hand, 9% (41,236 seats) need maintenance work to be usable, and 5% (21,061 seats) are completely damaged, irreparable, and need to be replaced.

Figure (25) Number/percentage of student desks within operating schools by their status



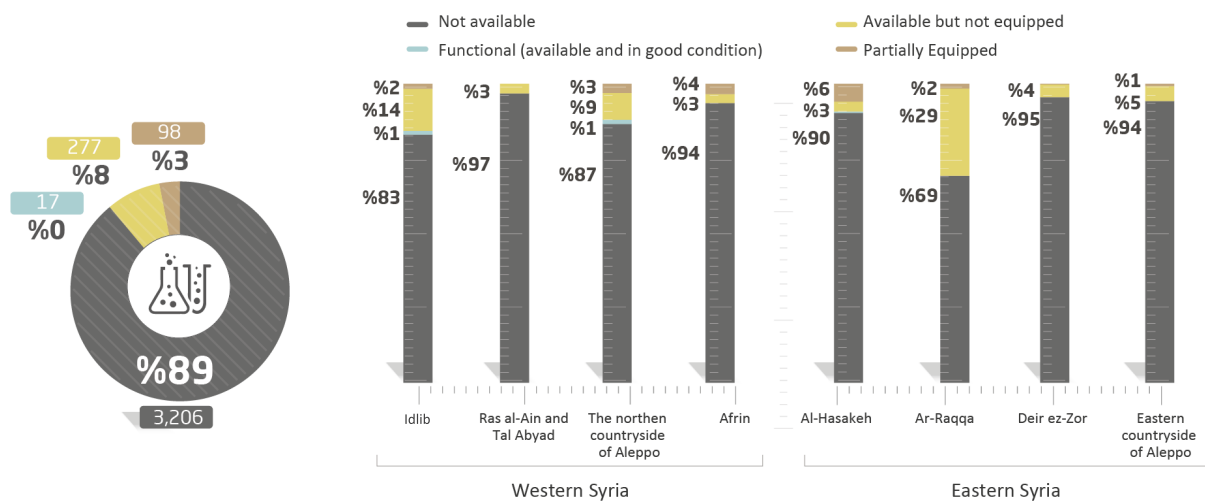
The most widely used type of study desk in Syria in terms of manufacturing materials consists of two parts: a metal part, which is a metal bar, a wooden part, which is a wooden board that forms the part on which the student sits (the rudder of the seat) in addition to the drawer. Under normal conditions, the wooden section of the study desk is damaged and requires maintenance once in a few years (wood boards are replaced). Conditions of war, shelling, and sabotage of schools have completely destroyed parts of the school desks and need to be replaced.



2. Availability of school laboratories

The study showed 89% (3,206 schools) of the operating schools lack laboratories, 8% (277 schools) of the working schools do have laboratories, but they are not equipped. Partially equipped laboratories were available in 3% (98 schools) of the operating schools, and fully-equipped school laboratories were available in only 17 schools. This accounted for less than 1% of operating schools.

Figure (26) Number/ percentage of operating schools by the availability of laboratories

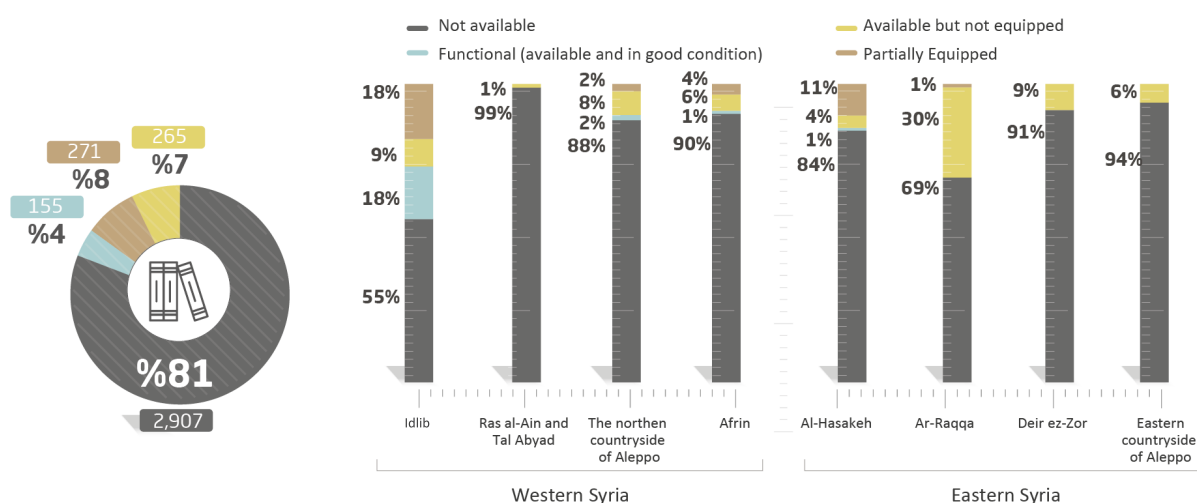


Some school materials need teaching aid that contributes to simplifying some rules and achieving results through doing experiments, which requires the provision of school laboratories equipped with all supporting teaching aid. This report displays the availability of laboratories within schools and their readiness at three levels: The first level is the availability of an un-equipped laboratory; in this case, there is a hall dedicated as a laboratory, but it does not contain equipment or means to support the educational process. On the second level, there is a partially equipped laboratory; in this case, there is a room dedicated to a laboratory, but it is incomplete in terms of laboratory equipment and teaching aid, and laboratories are often not used. In the third level, there is a functioning laboratory; in this case, the laboratory is effective and practical lessons are conducted for students.

3. Availability of school libraries

The results of the study showed that only 4% (155 schools) of the total number of operating schools included in the study have an effective library, 8% (271 schools) have a partially equipped library, 7% (265 schools) have a library but is not equipped, and 81% (2,907 schools) do not have a library.

Figure (27) Number/ Percentage of operational schools by the availability of school libraries



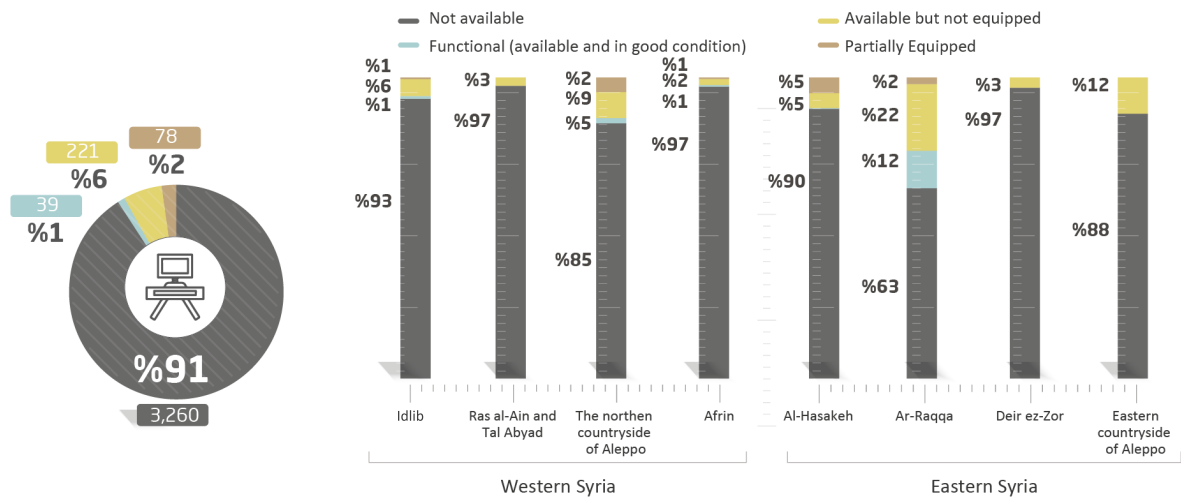
Regular schools have school libraries to read and obtain additional sources of information, and a large number of students resort to these libraries to expand their knowledge. In large schools with many students, a hall in the school building has usually designated a library and provided with books and references. A reading room is also available in large schools for students to read in their leisure time. The library may not have a reading room in small or medium-sized schools. In this case, students borrow books or references and take them home and return it a few days later. This report shows the availability of libraries within schools and their readiness at three levels. The first level is there is a **library that is not equipped**. In this case, there is a room dedicated to a library, but it does not contain books or furniture. On the second level, there is a **library that is partially equipped**. In this case, there is a room dedicated to a library, but it is incomplete in terms of the number of books and equipment. On the third level, there is an **effective library**. In this case, the library is fully equipped and receives students.



4. Availability of Computer Labs

The results of the study showed that only 1% (39 schools) of the total number of operating schools covered in the study contain effective computer labs, 2% (78 schools) have partially equipped computer labs, 6% (221 schools) have computer labs but are not equipped, and 91% (3,260 schools) do not have computer labs.

Figure (28) Number/ percentage of operating schools by the availability of computer labs



Computer technologies have been introduced as part of the curriculum in Syria since 1995. After 2000, this subject was gradually introduced into the curricula of the preparatory and secondary levels. Teaching this subject requires at least one computer lab in each school with a number of computers proportional to the number of students in the classroom. This report displays the availability and readiness of computer rooms within schools at three levels:

- On the first level, there are computer labs that are not equipped. In this case, there is a room designated as a computer lab, but it does not contain computers or other equipment.
- In the second level, partially equipped computer labs are available. In this case, there is a room designated as a computer lab, but it is not fully equipped in terms of operating computers and projectors. In this case, the computer labs are often not used.
- In the third level, effective computer labs are available. In this case, the computer labs are effective, and there are practical courses in computer technologies.

Section 07:

Teaching Stages
and School Days

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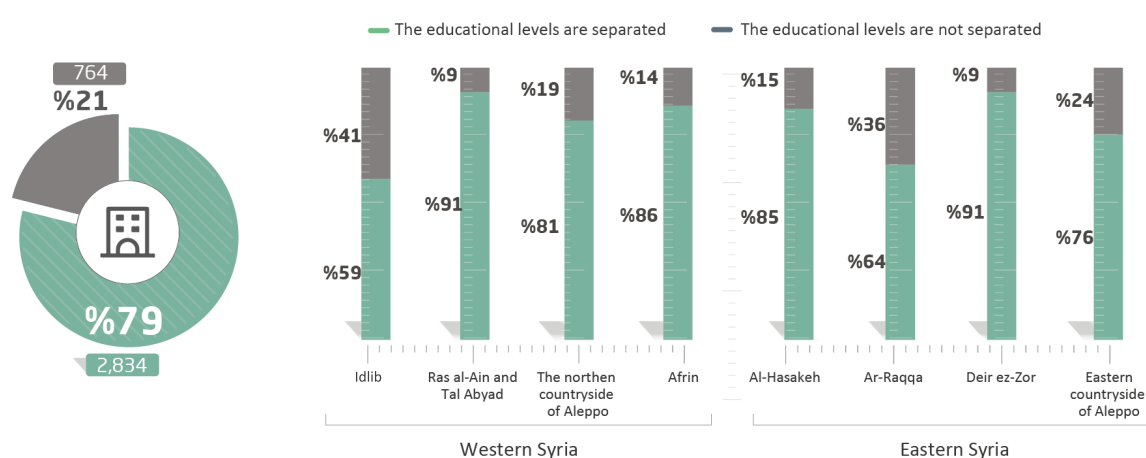


07 Section 7: Educational Levels and School Attendance

1. The separation between the Various Schooling Stages

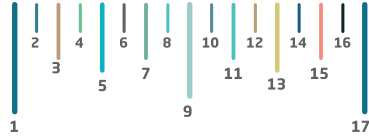
The results of the study demonstrated that in 21% (764 schools) of the total number of assessed operational schools, the educational stages are not separated, and different age groups are taught within the school (primary - Preparatory education - Secondary education). On the other hand, in 79% (2,834 schools) of the assessed operational schools, the educational stages are separated, and the school is dedicated to only one educational level.

Figure (29) Number/ Percentage of schools that separate the different stages of education



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

Before the war in Syria, there used to be a school allocated for each of the aforementioned educational levels separated from the other. The proper educational process requires separating educational levels (primary and secondary levels). The separation of children according to their different ages and educational levels protects them from being bullied by older students, which may be reflected in their personalities and ability to learn.

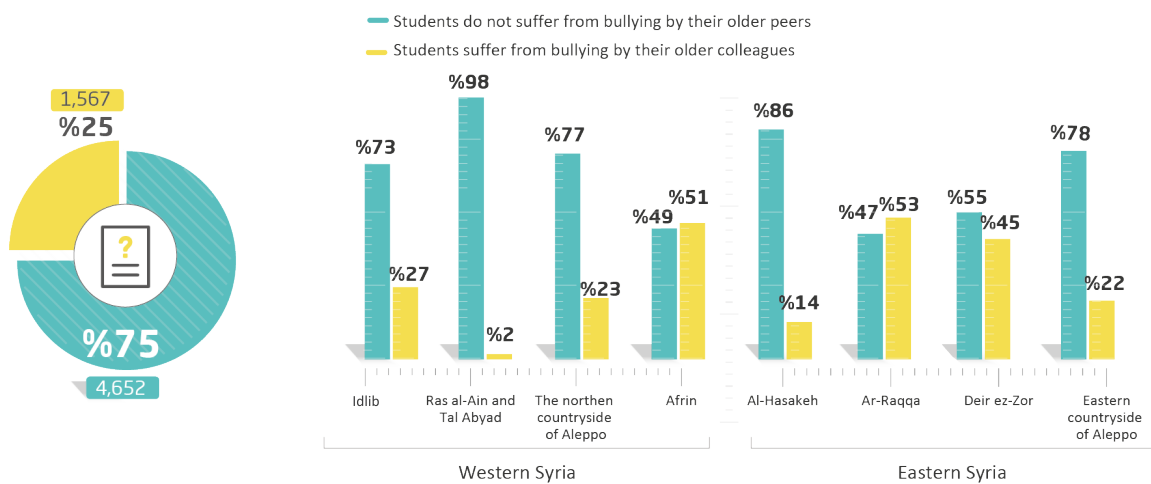


2. Teacher Perceptions:

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

Through the surveys conducted by the enumerators with teachers; They asked them whether younger children suffer from bullying by older children (child bullying) as a result of the presence of students of different school stages within the same school or the presence of children whose ages do not align with their academic levels; 33% (1,556 teachers) reported bullying spread among their students; While 67% (3,118 teachers) reported that there is no bullying among their students.

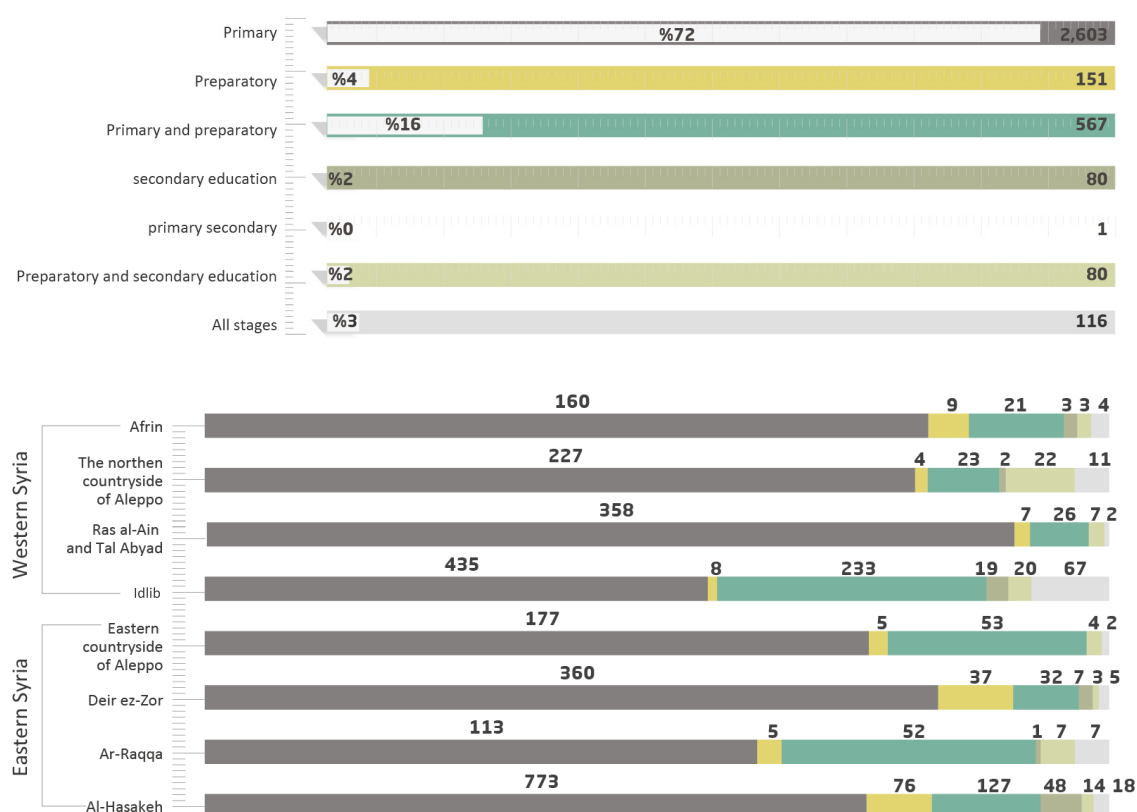
Figure (29) Number/ Percentage of schools according to bullying



3. Educational Stages

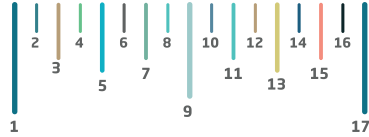
The results of the study revealed that 72% (2,603 schools) of the total assessed operational schools teach primary level (grades 1-6), 4% (151 schools) teach Preparatory education level (grades 7-9), 16% (558 schools) teach primary and Preparatory education levels (grades 1-9), 2% (80 schools) teach Secondary education level (grades 10-12), 2% (80 schools) teach preparatory and secondary education levels (grades 7-12) and 3% (116 schools) teach all levels (grades 1-12)

Figure (31) Number/ Percentage of Schools by Educational Stages



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

- The first cycle of primary education (grades 1-4)
- The second cycle of primary education (grades 5-9)
- The Secondary education level (grades 10-12) includes vocational branches, such as agriculture, commerce, and industry, and the general branch of the Secondary education school, which is considered the main branch.



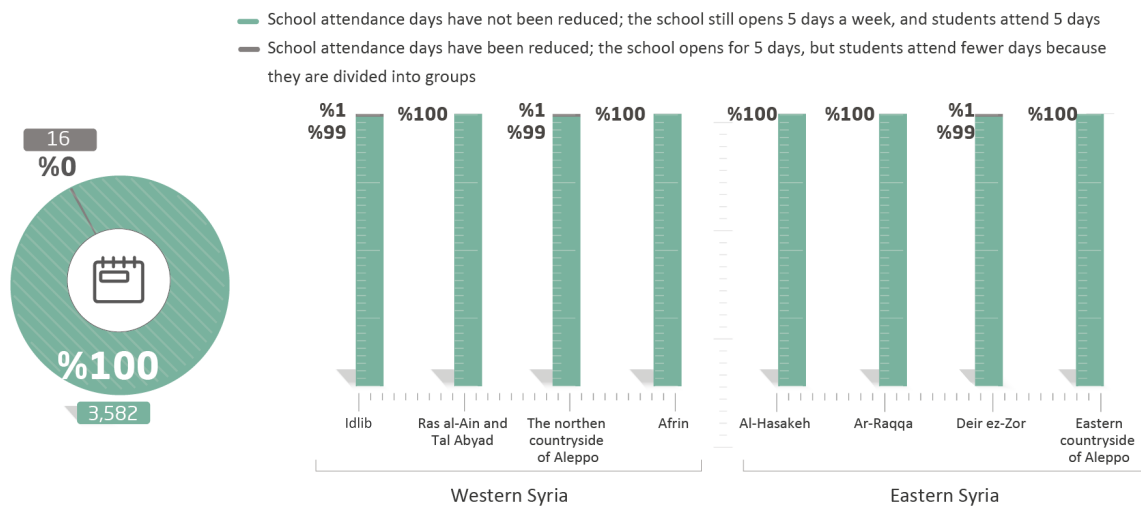
Nevertheless, schools in Syria could not implement the new resolution for many reasons, including the shortage of staff and schools and the geographical distribution of schools. The majority of schools continued to adopt the old division of educational levels, where they were divided according to the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

- Primary level (grades 1-6)
- Preparatory education level (grades 7-9)
- Secondary education level (grades 10-12)

4. School Suspension Days

The study showed that 99% (3,582 schools) of the operational schools didn't decrease the number of school attendance days, in that schools are still open for 5 days a week, and students attend school 5 days. 1% (16 schools) of the schools only decreased the number of student attendance days, where schools are open for 5 days. Yet, students attend less than 5 days a week due to having the students divided into groups to reduce overcrowding within classrooms and limit the spread of Covid-19.

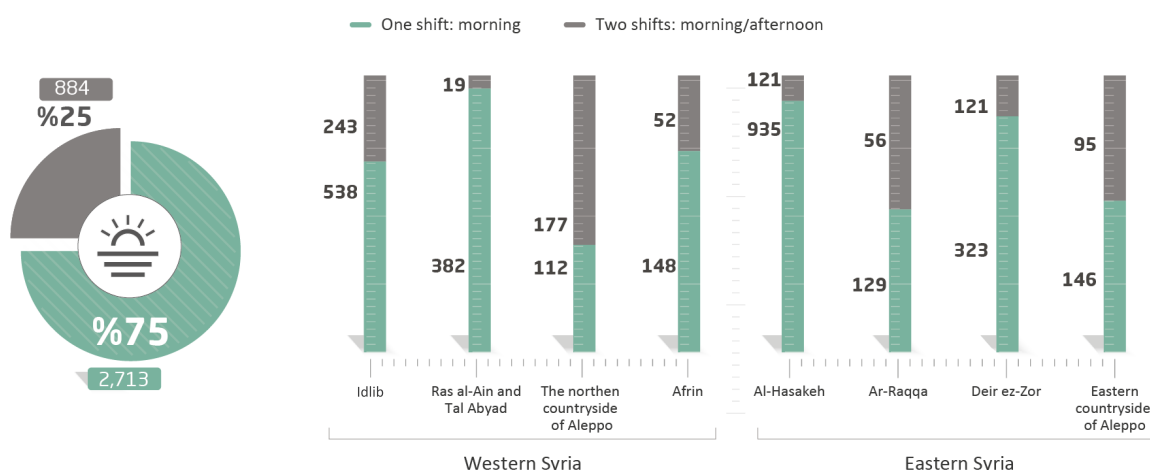
Figure (32) Number/ Percentage of operational schools by decreasing working days due to COVID-19



5. Number of School Shifts

The results of the study showed that 75%(2,498 schools) have one morning shift, 25%(884 schools) of schools have two shifts (morning and afternoon shifts).

Figure (33) Number/ Percentage of schools by number of shifts



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

The afternoon shift starts at 12:00 pm and ends at 16:00 (when the school day ends for afternoon shift students); students exchange morning and afternoon shifts every week. According to the educational system in Syria, Preparatory education and higher secondary students have to attend one more additional lesson, that is the sixth lesson by which school day ends for these two levels at 1:30 pm; the curriculum for the vocational higher secondary schools, such as the agricultural and industrial vocational schools include some practical lessons which the students need to attend in the evening. Having two school shifts reflects the fact that the school is overcrowded. Applying two shifts at school is considered a solution to the lack of having a sufficient number of schools compatible with the number of enrolled students.

The two shifts process is only applied for the primary education level as it can not be applied for lower or higher secondary schools since these two levels require more teaching hours per week which makes attending school for just 4 hours a day insufficient (4 hours is the period which students spend at school when enrolled in a school having two shifts).



Section 8: Curriculum

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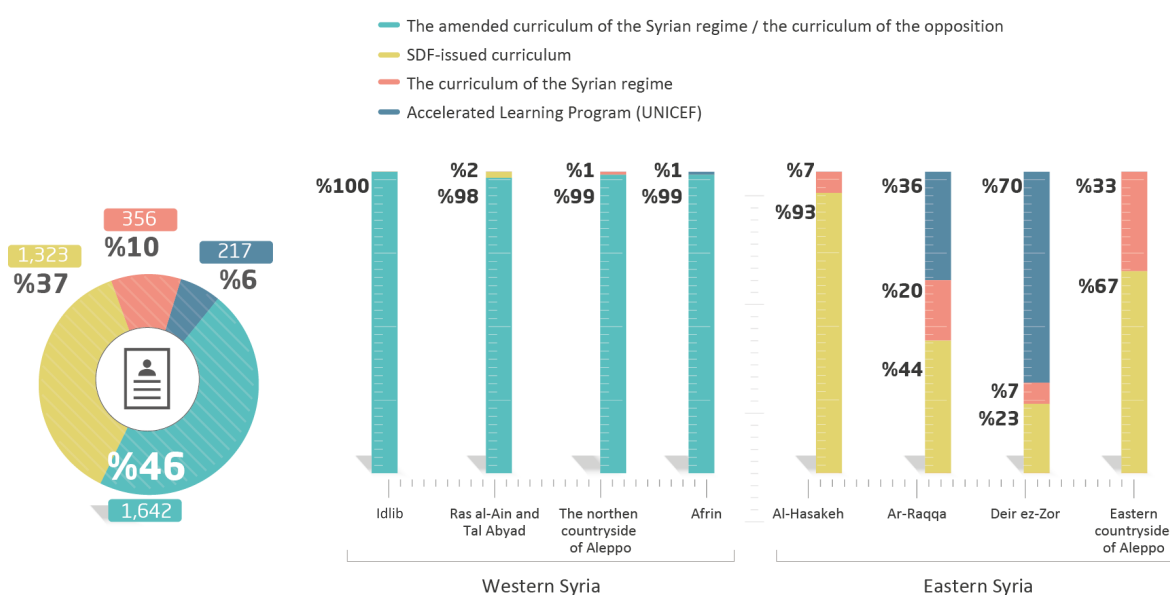


08 Section 8: Curriculum

1. The Taught curriculum

The study found that 46% (1,642 schools) of the operational schools use the regime modified curriculum (opposition curriculum), 37% (1,323 schools) use the SDF curriculum, 6% (217 schools) use the regime curriculum, and 10% (356 schools) use the UNICEF curriculum or what is known as the accelerated curriculum.

Figure (34) Number/ Percentage of schools by the type of curricula used.

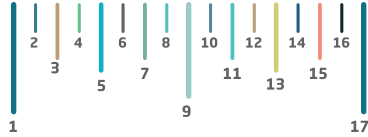


According to INEE²⁸, “A curriculum is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programs and needs to be relevant and adaptable to all learners. It includes learning objectives, content, assessments, teaching methods, and materials”.

- **Syrian regime curriculum:** Before the outbreak of war in Syria, there was one curriculum issued by the Ministry of Education, herein referred to as the “regime’s curriculum.” It is important to note that the Syrian regime issued new curricula during the academic year (2017- 2018); almost all the textbooks (50 textbooks) were rewritten according to the new curriculum. This change is the most rapid of its kind throughout the history of the Syrian regime. Before the war in Syria, changes to the curriculum were introduced gradually, beginning with the lower grades and moving progressively upwards.
- **Syrian Regime modified curriculum/ SIG curriculum:** The ED of the SIG used the pre-war Syrian curriculum as a basis for the currently used one. In 2014, expert teachers made changes in these curricula²⁹, including removing information that glorifies the Syrian regime while preserving the scientific content. The ED of SIG, with the support of international organizations, printed copies of the revised curriculum and distributed textbooks to inaccessible areas.

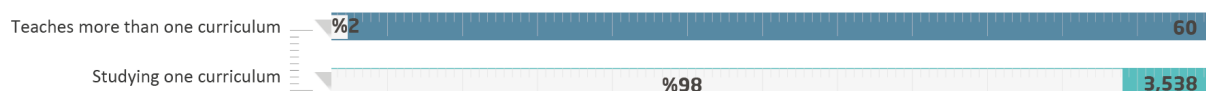
28. <https://inee.org/minimum-standards>

29. <https://en.etilaf.org/news/interim-ministry-of-education-adopts-a-revised-curriculum-for-syrian-schools>



- **SDF curriculum:** SDF has released new curricula issued by the education directorate of the alleged government of Rojava. These curricula were written in Arabic and included the Kurdish language, a non-compulsory subject. It is noteworthy that SDF curricula are totally different from all those taught in Syria in terms of the scientific material, political ideas, and history presented within the curriculum.
- **UNICEF curriculum (accelerated curriculum):** The Regime's Ministry of Education³⁰ has circulated the mechanism of applying the «category B» curriculum to its directorates in all governorates. This step was in the context of the cooperation between the Ministry and UNICEF for 2015, which includes improving education quality and developing the subjects and systematic follow-up (Development of remedial education subjects of «category B» curriculum). The «category B» curriculum targets children aged 8-15 who have never attended school (still illiterate) or children who return to school after dropping out (for at least one year), including children who have been subjected to rehabilitation programs in the centers of the Ministry of Social Affairs and referred to the ED. According to their educational level, these children are registered in special classes affiliated with primary education schools. A curriculum and study plan developed by the Ministry of Education is applied to them. According to a four-year plan and curriculum, they pass from 1st to 8th grades on four levels. The mechanism included the executive instructions for the category B curriculum project, which is based on the idea of designing curricula for teaching every two academic years in one year. Each student of category B will study for one semester a curriculum containing basic information for a full academic year; as well as, the student will take an exam at the end of each semester to advance from grade to grade at the same level. The mechanism identified the criteria for selecting schools (formal only) in which category B curricula will be applied, represented by (dropout rates - number of arrivals - the possibility of opening a branch in the school of the project - the consideration of the geographical distribution). The mechanism also stipulated criteria for selecting the teacher who would teach category B curricula; he/she should be of the staffing and subjected to training courses in the curriculum and textbooks that he/she will teach. Additionally, the criteria include the comprehension of these curricula with all of its items (objectives, content, method of teaching, methods, schedules). Moreover, the ways and methods that should be followed to implement this curriculum, achieve the desired goals, adapt to the circumstances surrounding the learner, and follow the educational methods that suit these circumstances. It is noteworthy that the implementation of the curriculum for the first and second levels (the first level includes the 1st and 2nd grades, and the second level includes the 3rd and 4th grades) will start at the beginning of the academic year 2015-2016. It will be applied in 200 schools nationwide according to the plan as a first stage and in schools designated by the education directorates for the first and second levels considering the selection criteria.

Figure (35) Number/ Percentage of schools according to their teaching of more than one curriculum.



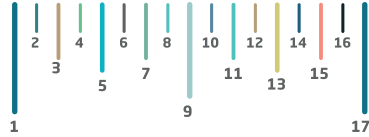
30. bit.ly/2iZE1Ce

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

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

- First: transitional stages: 1st to 8th and 10th to 11th grades. The examinations of these levels are conducted within the school, and the student receives a certificate issued by the school manager (the ED may stamp it).
- Second: preparatory and secondary education stages: 9th and 12th grades are subject to examinations at the national level (Syria) or the territory of the controlling authority. Moreover, their certificates are issued by the Ministry of Education (this certificate must be certified and stamped by the body responsible for the exams).
- During the ongoing war in Syria, more than one type of curricula might have been taught in schools; one curriculum for the transitional levels and another for the certification stages of both preparatory and secondary education levels. The results of our study showed that 98% (3,538 schools) of the assessed operational schools use the same curriculum for all levels, while 2% (60 schools) use more than one type of curriculum.



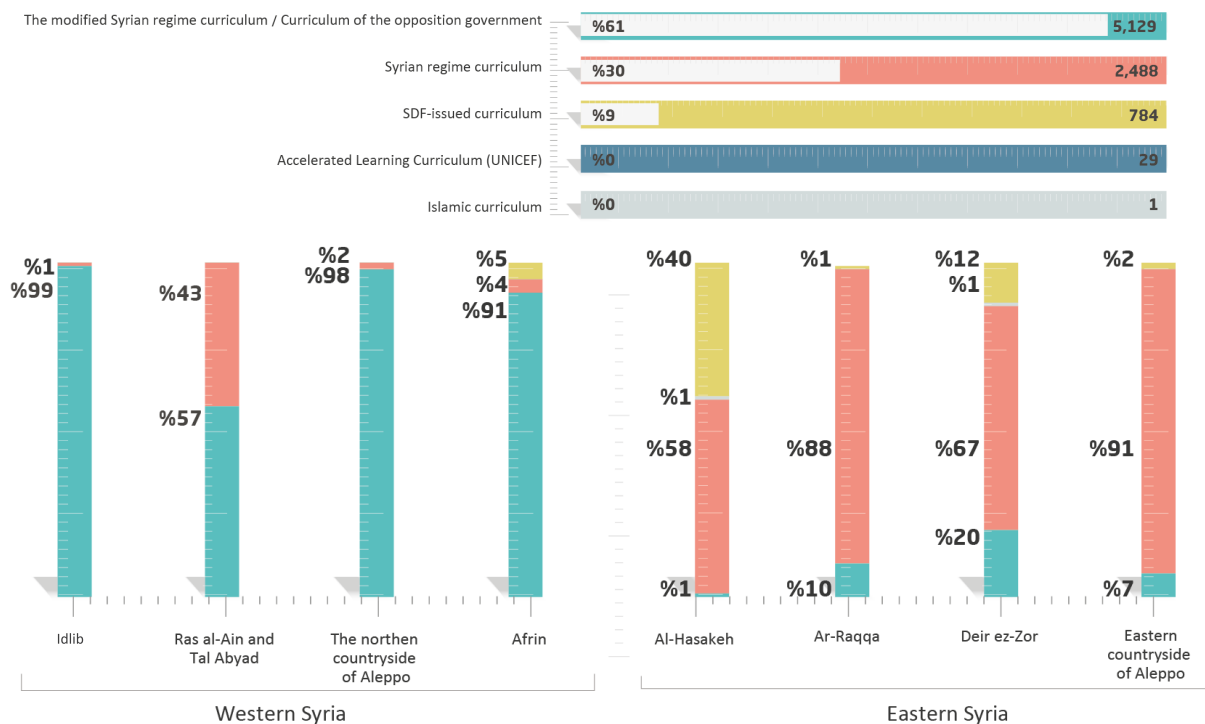


2. Parents' perception Survey:

Parents' preferred curricula to be taught to their children in school

When the enumerators asked children's parents³¹ about the preferred curricula to be taught to their children in school, 70% (4,862 parents) responded saying they prefer the SIG curriculum (the modified regime curriculum), whereas 25% of parents (1,727 parents) preferred the curriculum of the Syrian regime. 4% (289 parents) of the children's parents preferred the curriculum of SDF, whereas 1% (101 parents) of parents preferred the accelerated learning curriculum of UNICEF.

Figure (36) Number/ Percentage of the parents according to the curricula they wish to teach to their students.



In September 2021, SDF started the school year by arresting teachers in Al-Thawra city in Ar-Raqqa countryside. The teachers were arrested for teaching the Syrian regime curricula of the preparatory and secondary school diplomas in private courses at home.

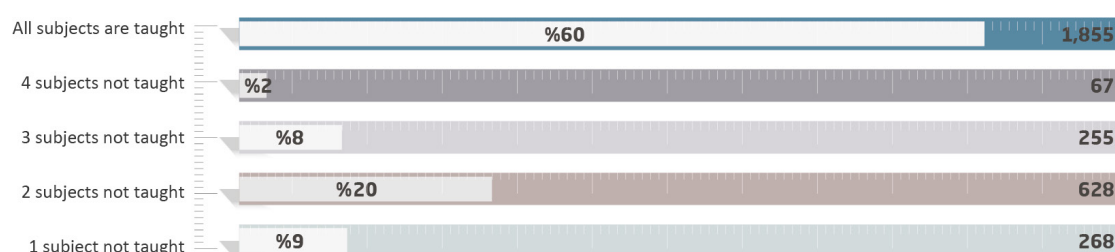
31. The enumerators of the Information Management Unit conducted perception surveys with 7,522 caregivers with school-age children (inside and outside schools) in 5 governorates, 30% of them were females, 70% were males, 72% from the host community and 28% from IDPs.

3. Study Subjects of the Curricula

The report presents the subjects of the curriculum at the level of primary education (both the first & second cycles) and secondary stage; the higher the educational level, the more subjects are taught. The core subjects in the curriculum are listed, while other complementary subjects are not (such as philosophy, religion, and national education). The distinction is not made between the various types of curricula being used according to control areas (SIG, SDF, Syrian regime)

In the “Schools in Syria” report, the data collected covers six core subjects within schools in the first cycle of primary education (grades 1 – 4), including mathematics, Arabic, English, drawing, music, and sports. The data shows that 9% (268 schools) of schools with the first cycle of primary education do not teach one of the core subjects, 20% (628 schools) do not teach two of the core subjects, 8% (255 schools) do not teach three of the core subjects, and 2% (67 schools) do not teach four of the core subjects. The study revealed that the bulk of non-taught subjects include drawing, music, and sports, and a few schools where the English language is not taught.

Figure (37) Number/ percentage of schools that has the first cycle of basic education according to the subjects skipped.



Within schools with the second cycle of primary education (grades 5-9), 13 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, computer technology, geography, history, drawing, music, and sports. The data shows that 5% (138 schools) of schools with the second cycle of primary education do not teach one of the core subjects, 13% (392 schools) do not teach two of the core subjects, 10% (309 schools) do not teach three of the core subjects, 8% (234 schools) do not teach four of the core subjects, 4% (112 schools) do not teach five subjects; 1% (33 schools) do not teach six subjects; less than 1% (13 schools) do not teach seven subjects, and that only one school does not teach eight subjects

In the second cycle of primary education, physical education and arts (music and drawing) are often not taught, as teachers focus on core subjects only. Similarly, computer technology is not taught because there are no equipped computer labs in schools. Further, some schools do not teach physics, chemistry, history, or geography.

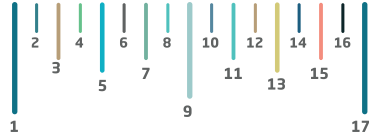
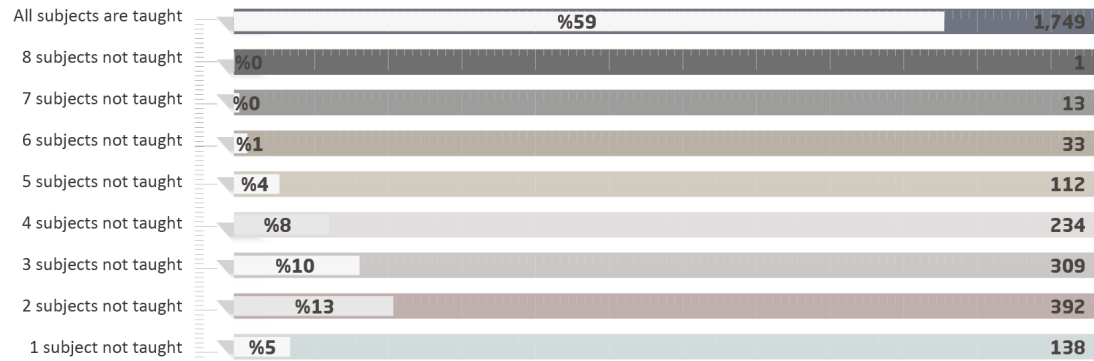


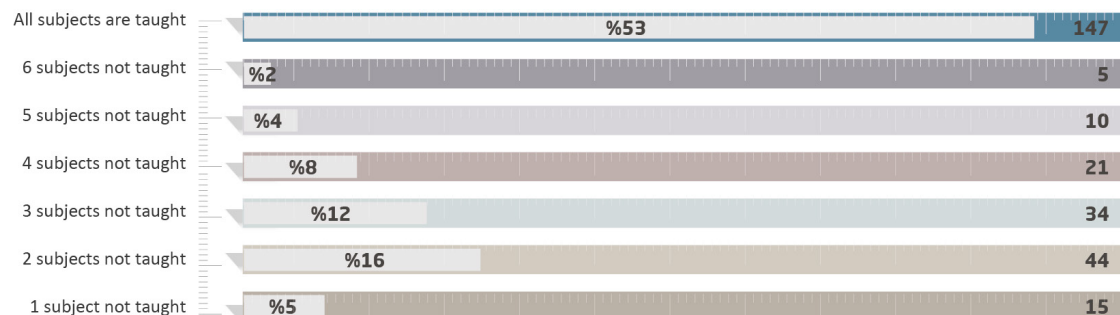
Figure (38) Number/ Percentage of schools that have a second cycle of the basic education (Grades 5-9) by skipped subjects.



Within schools with Secondary education levels (grades 10-12), 13 core subjects are taught, including mathematics, Arabic, English, physics, chemistry, natural sciences, sciences, computer technology, geography, history, drawing, music, and sports. The data shows that 5% (15 schools) of schools with Secondary education level do not teach one of the core subjects, 16% (44 schools) do not teach two of the core subjects, 12% (34 schools) do not teach three of the core subjects, 8% (21 schools) do not teach four of the core subjects, and 4% (10 schools) do not teach five of the core subjects, and 2% (5 schools) do not teach six subjects, 2% do not teach six subjects.

Sports and arts (music and drawing) are often not taught at the secondary education level, as teachers focus on core subjects only. Moreover, computer technology is not taught because there are no equipped computer labs in schools. Further, some schools do not teach physics, chemistry, history, or geography. Additionally, philosophy and national civic education are not taught in some of the schools; even though both subjects are included in the Secondary education level examinations in the regime-held areas, but not in the Secondary education level examinations in other areas of control (areas controlled by the opposition and SDF).

Figure (39) Number/ percentage of schools that has secondary education according to the subjects skipped.

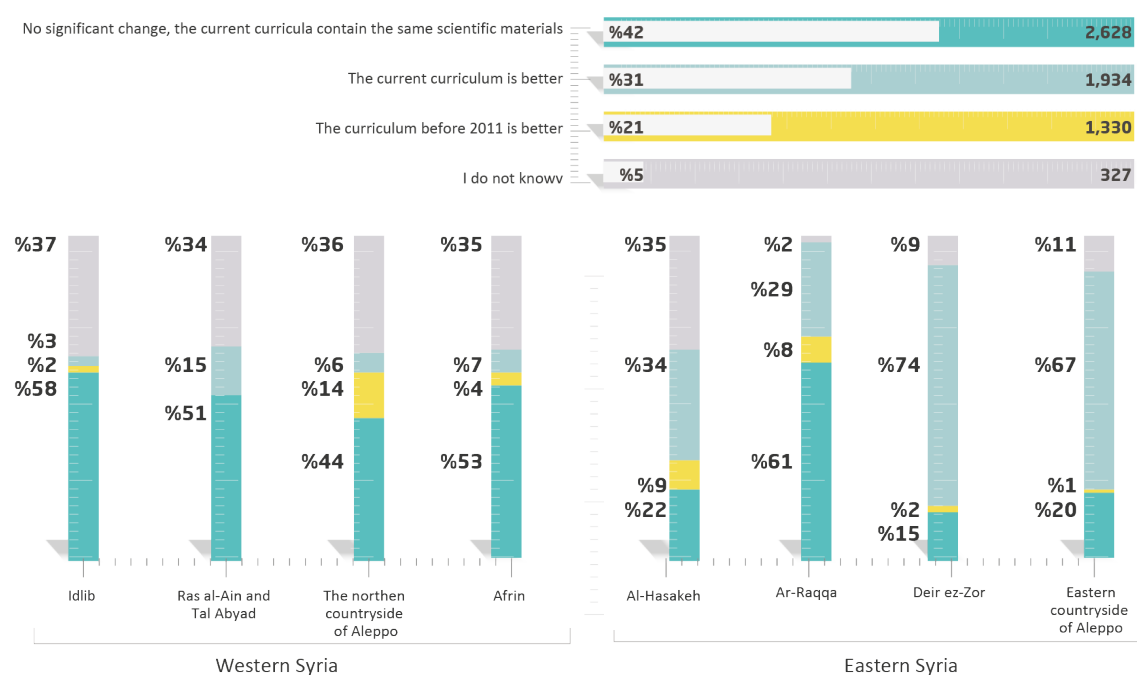


4. Teacher perception:

Type of curriculum used

The enumerators asked the teachers³² for their opinions on the curricula as compared to those used before 2011. 42% (1,952 teachers) of the teachers stated that there was no remarkable change between the current curriculum and the one used before 2011, 30% (1,408 teachers) said that the current curriculum is better, and 24% (1,122 teachers) indicated that the curriculum used before 2011 was better. It is noteworthy that 4% (192 teachers) of surveyed teachers do not know the difference as they probably started teaching after 2011, so they can't compare the curricula before and after 2011.

Figure (40) Number/ Percentage of teachers according to their views of the current curricula compared to before 2011.

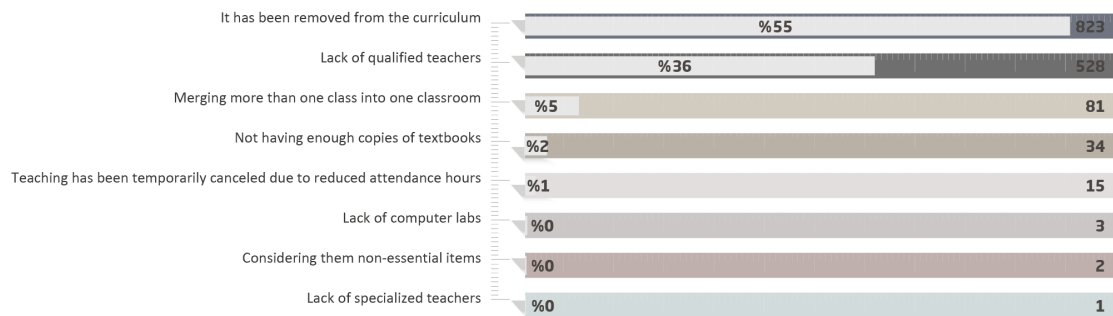


32. The enumerators of the Information Management Unit conducted perception surveys with 4,674 teachers inside and outside schools in 5 governorates. 43% of the teachers surveyed were females and 57% were males.

5. Reasons for not Teaching all Subjects of the Curriculum

The study found that not all subjects of the curriculum are being taught for two main reasons. The first is skipping these subjects from the curriculum, which came at the top reason in 55% (832) of the total number of operational schools. In the second place comes the lack of specialized teachers, as is the case in 36% (528 schools) of the operational schools. Other reasons included merging more than one grade in one classroom in 5% (81 schools) of schools, In 2% (34 schools) of the schools, the lack of copies of the textbooks led to skipping the teaching of some subjects. In 1% (15 schools) of schools, the primary reason for skipping some subjects is canceling their teaching temporarily due to decreasing the teaching hours in light of the spread of COVID-19 when teachers had to focus on main subjects and skip others.

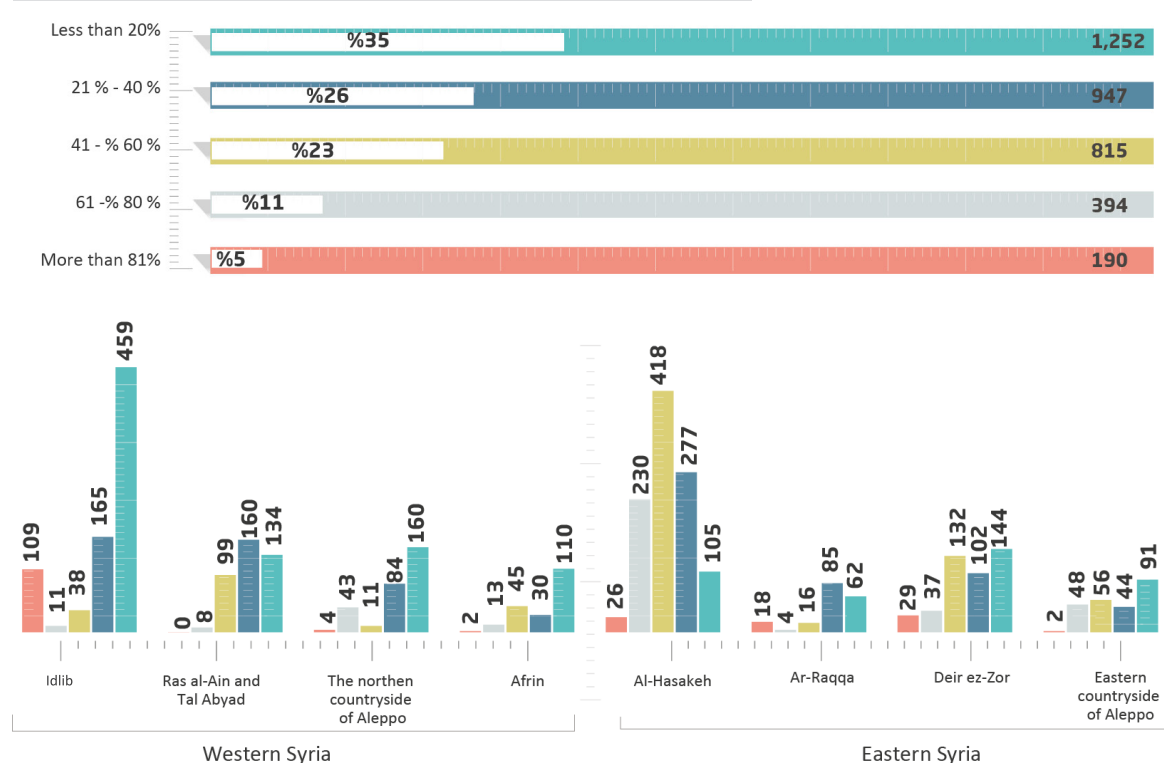
Figure (41) Number/ Percentage of schools according to the main reasons for skipping teaching subjects.



6. Percentage of Curricula Taught during the Last Academic Year

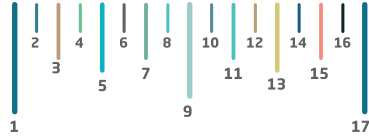
The percentage of the curriculum studied by the students to pass to the next educational stage is one aspect of the viability of the educational process and expresses the extent of the teacher's commitment to the annual plan of the EDs; however, it does not truly reflect the actual level of students. According to the results of the study, 35% (1252 schools) of the assessed schools completed more than 81% of the curriculum during the academic year 2020-2021, 26% (947 schools) completed between 61% and 80% of the curriculum, 23% (815 Schools) of them completed between 41% and 60% of the curriculum, 11% (394 schools) completed between 21% and 40% of the curriculum, and 5% (190 schools) completed less than 20% of the curriculum.

Figure (42) Number/ Percentage of schools by the rate of the curriculum taught



In the NWS, With the lifting of the school attendance ban caused by the Covid-19 virus at the beginning of 2021, students started to attend school again, which is why most schools were able to finish the curriculum (whether most of the curriculum or the largest part of them).

In NES, the students did not complete their curricula for the second consecutive year. The suspension of school attendance to limit the spread of COVID-19 led to not finishing the subjects during the school year. This year, the reason was the teachers' strike in dozens of schools demanding a salary promotion. Teachers in SDF controller areas get about SYP 260,000, equal to USD65.

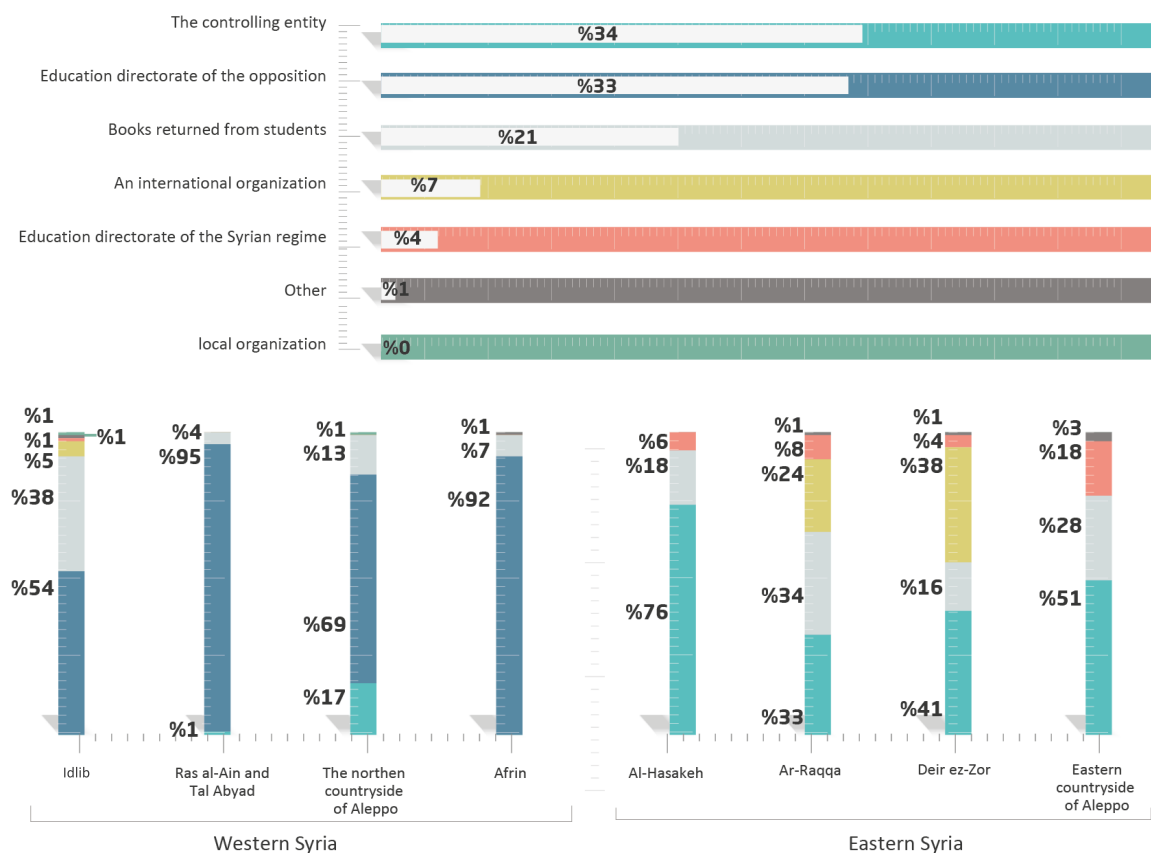


7. Sources of Textbooks

The dominant forces distributed 34% of textbooks in the assessed schools in areas under their control. Ed of SIG distributed 33% of textbooks in the assessed schools; 21% of the textbooks have been used previously by other students (textbooks returned from the students). The ED of the Syrian regime distributed 4% of textbooks in the assessed schools. INGOs distributed 7% of the textbooks, and local NGOs distributed less than 1% of the textbooks. The results also showed that 1% of the available textbooks in the schools are from other sources; where part of the students bought the textbooks at their expense, and some other schools printed copies of the textbooks at the expense of the school or by using the fund provided to the school.

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

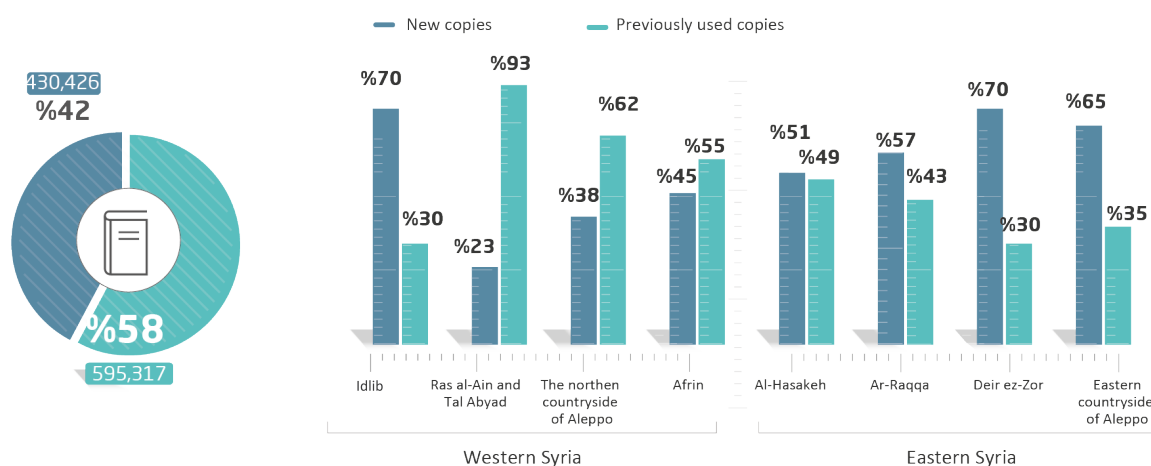
Figure (43) Percentage of textbooks distributed by their sources.



33. <https://inee.org/minimum-standards>

1,025,743 copies of textbooks are available within the operational schools covered by the assessment. The study showed that 42% (430,426 textbooks) had been previously used; Where students used these textbooks to study in previous years and returned them to school at the end of the school year; These textbooks do not achieve the desired purpose of the teaching process since students who used these textbooks wrote the answers to the exercises on them, the thing which prevents the new students from doing the exercises again. Furthermore, some of these textbooks are damaged, and some of the pages are missing.

Figure (44) Number/ percentage of new books used of the total books available at schools.

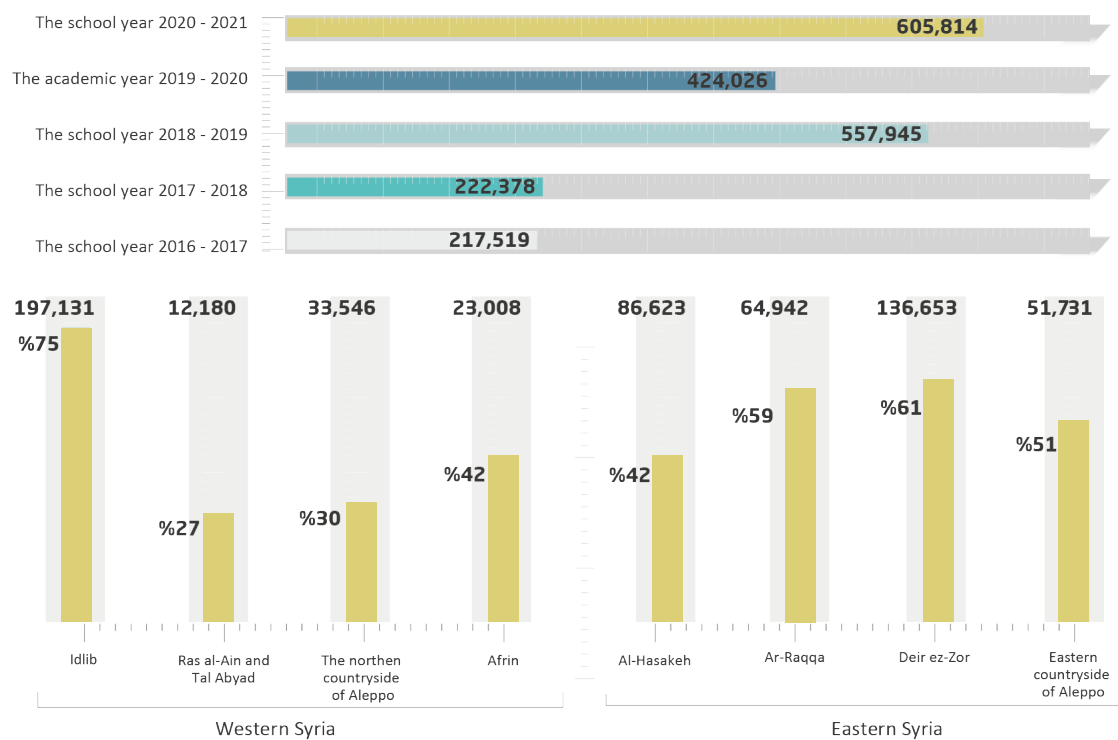




8. The Need for Copies of Textbooks

A total of 617,207 textbook copies are needed in the assessed operational schools, which means that 52% of the students in the schools do not have textbooks. It is noteworthy that there is a slight decrease in the needs when compared to the previous edition of the “Schools in Syria” report; where 424,026 copies of textbooks were needed as per the previous edition of the report (the sixth edition)³⁴, and 557,945 copies of textbooks were needed as per (the fifth edition)³⁵ of the report. 222,378 copies of textbooks were needed as per (the fourth edition)³⁶ of the report, and 217,519 copies of textbooks were needed according to (the third edition)³⁷ of the report.

Figure (45) copies of textbooks the operational schools need.



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

34. https://acu-sy.org/imu_reports/schools-in-syria-2016-2/

35. <https://bit.ly/3C48fmq>

36. <https://bit.ly/3ptXswC>

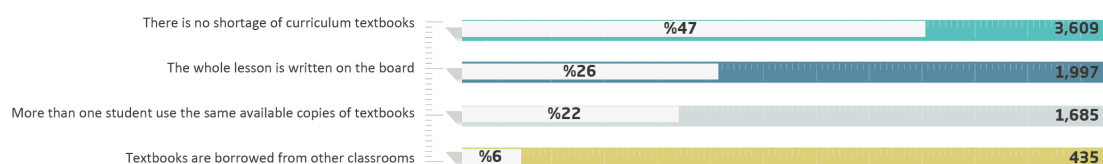
37. <https://bit.ly/3HAX2dW>

9. Teacher perception:

mechanisms of addressing the lack of copies of textbooks in classrooms

Teachers³⁸ were asked about how they dealt with the shortage of textbooks to solve the lack of curriculum copies within the classroom. 47% (3,609 teachers) stated that there is no shortage of textbook copies in the classroom. In contrast, 26% (1,997 teachers) write the entire lesson on the whiteboard, 22% (1,685 teachers) said their students share available copies of the textbooks (more than one student use one curriculum copy) - depending on the number of copies available, 6% (435 teachers) borrow copies of textbooks from other classrooms and return them immediately after the lesson.

Figure (46) Number/ percentage of teachers according to their mechanisms of dealing with the shortage of textbooks in the classrooms.



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



Section 9:
Certificates

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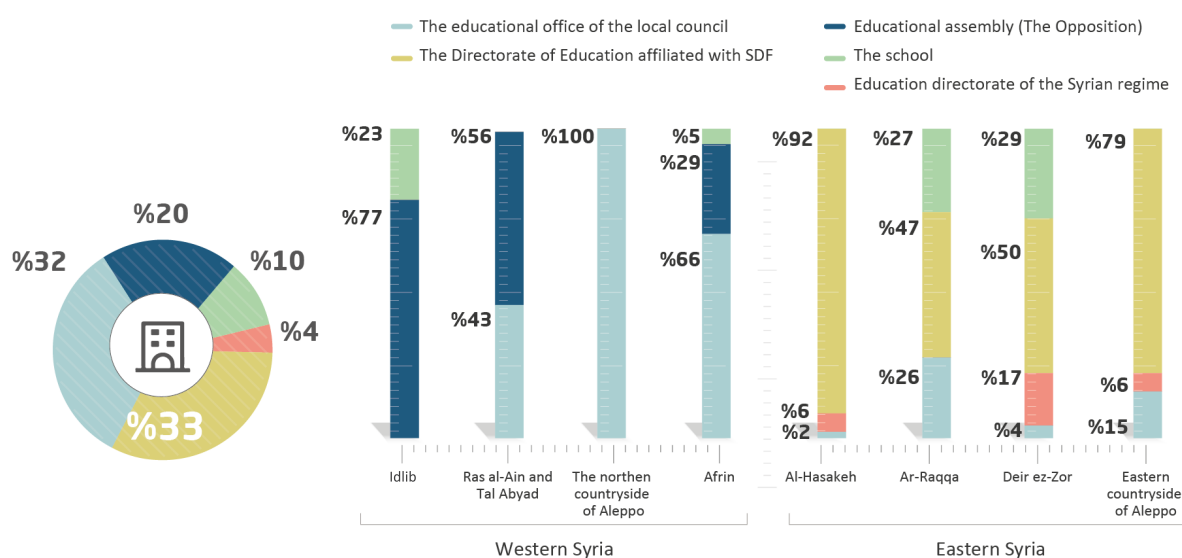


09 Section 9: Certificates

1. Certificates Awarding Entities

Before the outbreak of the conflict in Syria, certificates used to be issued by the Ministry of Education of the Syrian regime for preparatory and secondary education stages. The school administration used to issue “school report cards” stamped by the ED of the Syrian regime. After the war, several entities issued certificates according to the different areas of control.

Figure (47) Entities awarding certificates for the transitional stages



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

The study results showed that the dominant forces issue 40% of the transitional stages certificates. 29% by the opposition affiliated Education Clusters. 17% by the educational offices of the local councils. 8% issued by the schools, where the school submits the school report card, which does not bear any seal and only includes the school principal’s signature. It was also found that 3% of the certificates are issued by the directorate of education of the regime. 3% by the Turkish knowledge directorate, and less than 1% of the certificates for transitional stages are issued by the endowment directorate and supporting party.

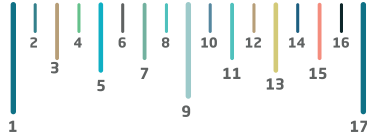
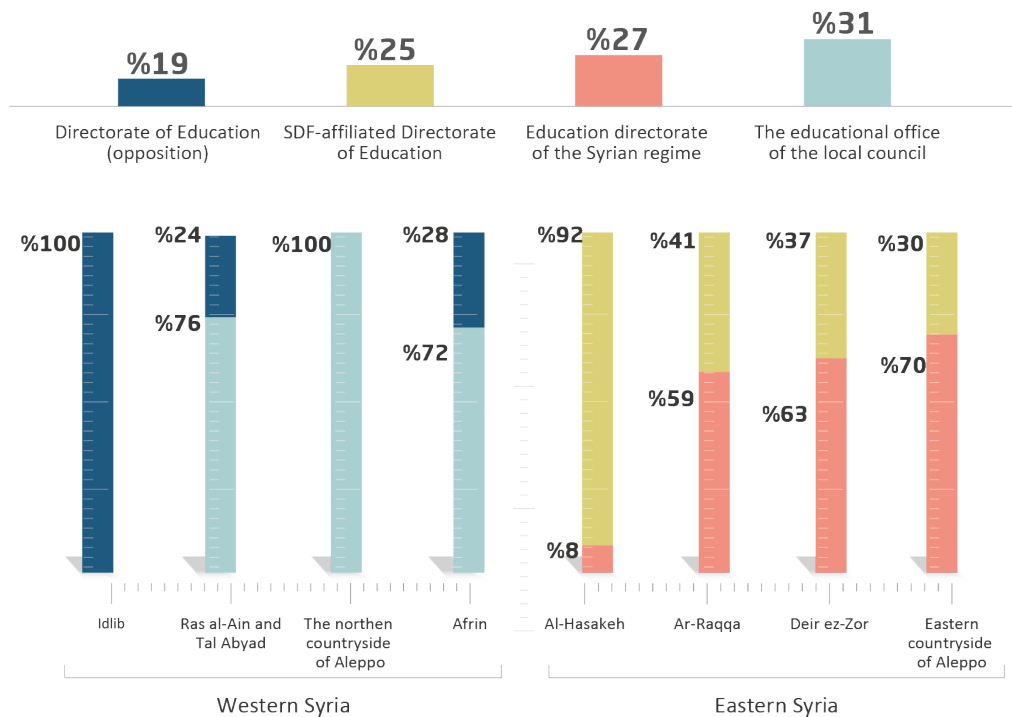


Figure (48) Entities that award preparatory and secondary schools diplomas



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

The study results show that the educational clusters of the opposition issue 41% of the preparatory and secondary education certificates. 33% issued by the dominant party. 13% by the educational offices of the local councils. 10% by the Syrian regime. Approximately 1% by the Turkish knowledge directorate and Turkish endowment directorate. Less than 1% by the endowment directorate.

It is reported that obtaining a lower or secondary education certificate issued by the directorates of education of the Syrian regime forces students to travel to areas under the regime's control to take exams there.

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

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

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



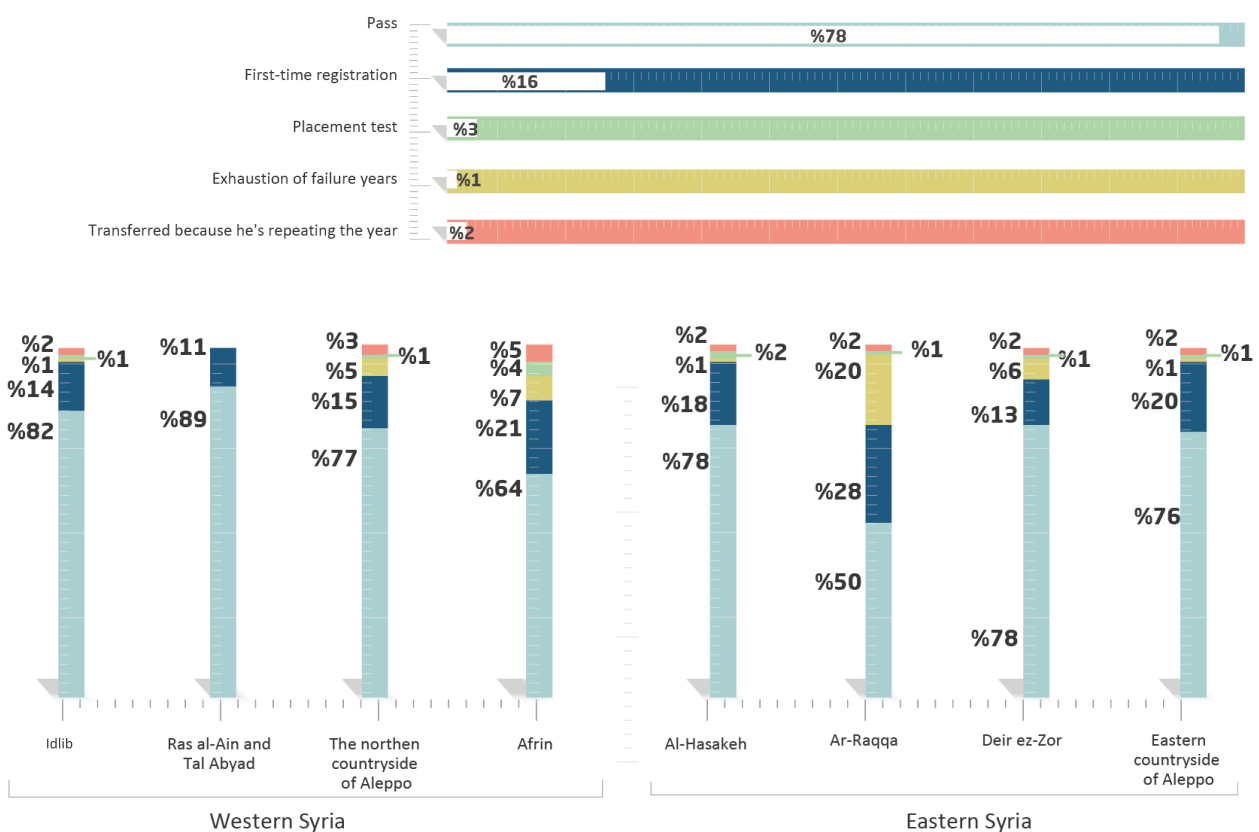
2. Mechanisms of Students' Access to the Current School Grade

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

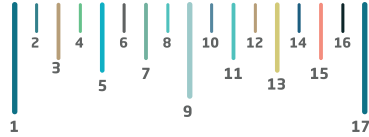
The war conditions imposed two new ways of having students in their school stages: placement tests and first-time registration. The spread of the COVID-19 pandemic during the academic year 2019-2020 imposed a new way to transfer students to higher grades; After suspending school attendance to limit the spread of the COVID-19 pandemic and the difficulty of conducting any exams, EDs issued a decision to advance students in the transitional stages (grades 1-8, grade 10 and 11) to a higher school stage and depend on the marks of the last exams the students have taken. Students took exams for the first semester of the 2019-2020 academic year before suspending school attendance; The results of the exams of that semester are approved for this semester.

During the school years 2020/2021, school attendance was not suspended for long periods. Most students sit for final exams. The results of the study show that 87% of the students moved to a higher grade after passing the final exams. 16% of the students were present in their current educational stage by enrolling for the first time (This does not include first-grade students). 3% of the students were in their current educational stage after sitting for a placement test. Whereas 1% of the students were in their current educational stage after exhausting the years of failure, and 2% were promoted to a higher grade because they had already repeated the grade.

Figure (49) Percentage of students promotion to higher grades.



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



3. Teachers' Perception Survey:

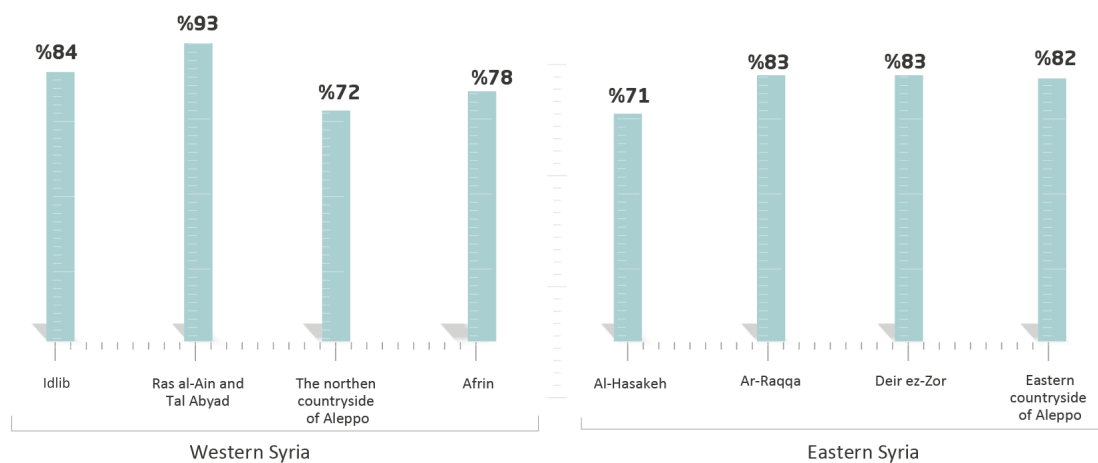
Percentage of students whose ages align with their school grades

Through surveys conducted with the teachers³⁹ by the enumerators, they asked about the percentage of their students whose ages align with their school grades. Based on the teachers' responses, the average rate of students whose ages align with their school grades was calculated. It was found that the educational level of 80% of the students in the assessed schools aligns with their school grades.

In NWS, the average percentage of the students whose school grades align with their educational levels in Afrin is 78%; In Ras al-Ain and Tal Abyad the percentage was 93%, 72% in northern Aleppo countryside; 84% in Idlib governorate,

In NES, according to the surveyed teachers, the average percentage of students whose educational levels align with their school grades is 82%; 83% in Deir-ez-Zor, 83 in Ar-Raqqa, and 71% in Al-Hasakeh governorate.

Figure (50) Percentage of students whose educational levels align with their ages according to the teachers.



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

Section 10: Students

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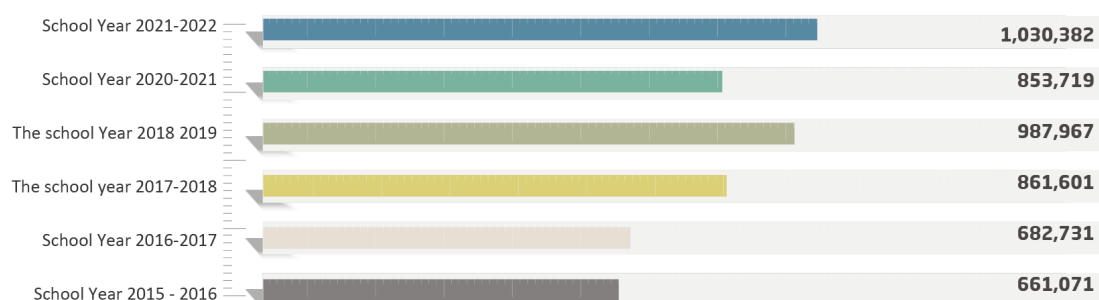
10 Section 10 Students

1. Numbers of Student

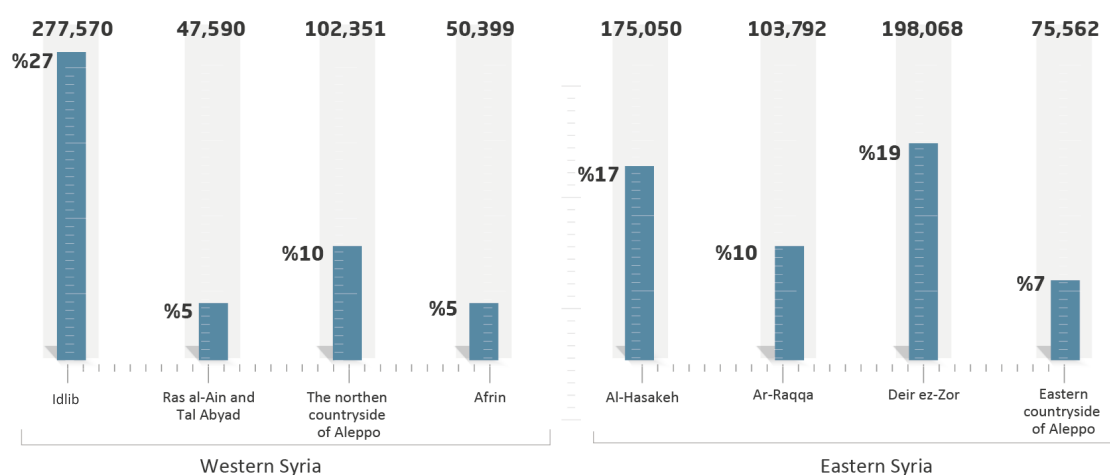
In the current version of the Schools in Syria Report (the academic year 2021-2022), the number of students in operational schools reached 1,030,382 students. In the sixth edition of the report, the number of students in operational schools (the academic year 2020-2021) reached 853,719 students. In the fifth edition of the report (the academic year 2018-2019), the number of students in operational schools reached 987,967 students. The number of students in operational schools in the fourth edition⁴⁰ of the report (the academic year 2017-2018) reached 861,601 students. The number of students in operational schools in the third edition⁴¹ of the report (the academic year 2016-2017) reached 682,731 students. The number of students in operational schools in the second edition⁴² of the report (the academic year 2015-2016) reached 661,071 students.

Figure (51) Comparison of the number of students in the operational schools according to five editions of the Schools in Syria Report

A comparison of the copies of textbooks needed for the operational schools during five consecutive school years



The numbers of textbooks copies the students need, and the percentage of students who need textbook copies

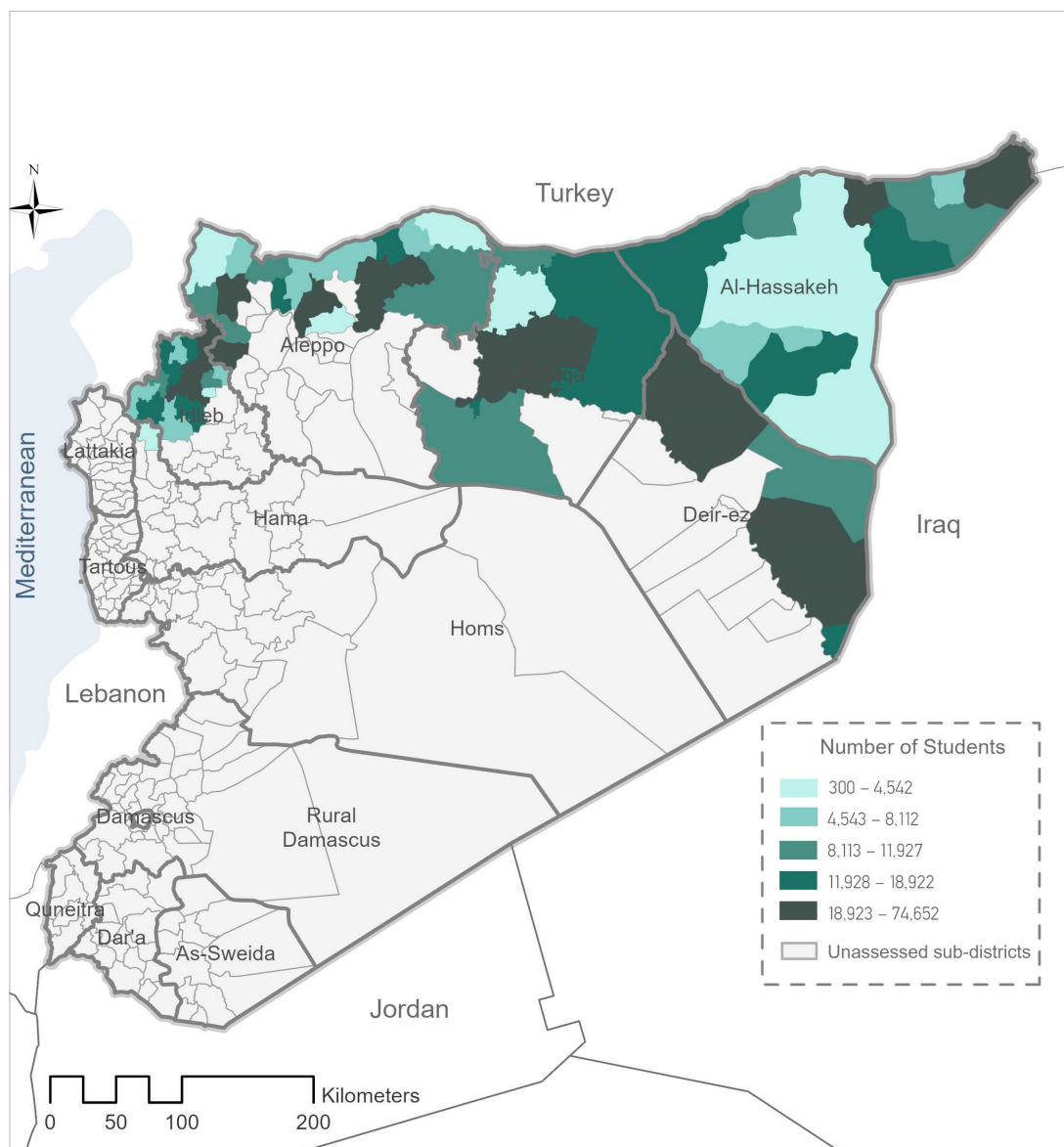


40. https://acu-sy.org/ar/imu_reports/schools-in-syria-4-thematic-2018/

41. https://acu-sy.org/ar/imu_reports/schools-in-syria-3-thematic-2021/

42. https://acu-sy.org/ar/imu_reports/schools-in-syria-2-thematic-2021/

Map (3) Number of students in operational schools at the sub-district level



2. Age Groups of Students

Students aged 6-12 constitute the largest age group of students in the assessed schools with 81% (837,027 students of both genders) of the total enrolled students. Female students aged 6-12 make up 40% (415,756 students) of the total number of enrolled students. Students aged 13-15 constitute 14% (147,271 students of both genders) of the total number of students enrolled. Students aged 16-18 accounted for 4% (46,084 students of both sexes).

Figure (52) Number/Percentage of students in operational schools by age groups

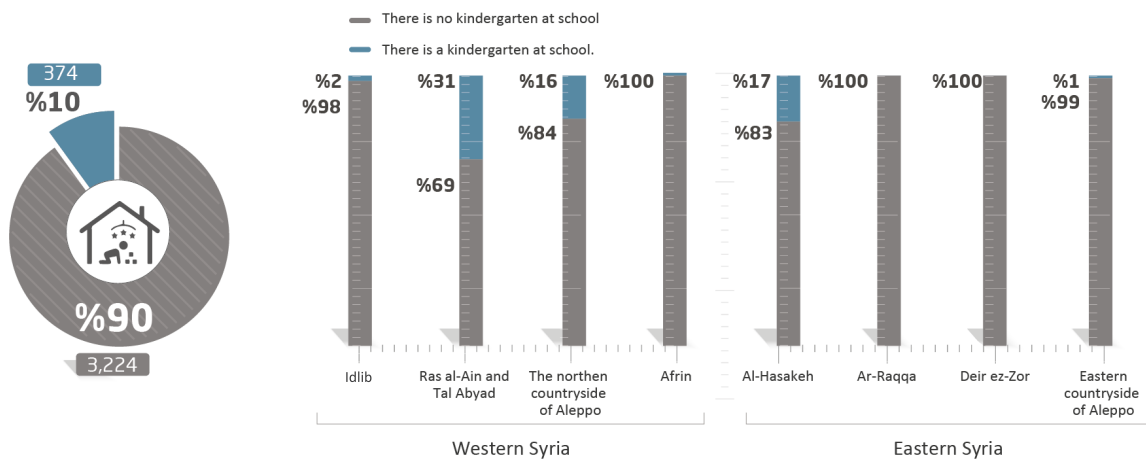


Statistics of students within schools indicate a decrease in the numbers of students in the advanced stages compared to the primary education stage. The number of children who enroll in the preparatory school stage (grades 7-9) is lower than the number of children completing primary school (grades 1-6), and the same applies to students from the preparatory school stage to the secondary school stage (grades 9-12). These results indicate that more children are dropping out at the advanced (preparatory and secondary) levels of education than at the primary level.

3. Availability of kindergartens within schools

The study found that only 10% (374 schools) of the assessed operational schools had kindergartens (pre-primary education).

Figure (53) The availability of kindergartens within schools



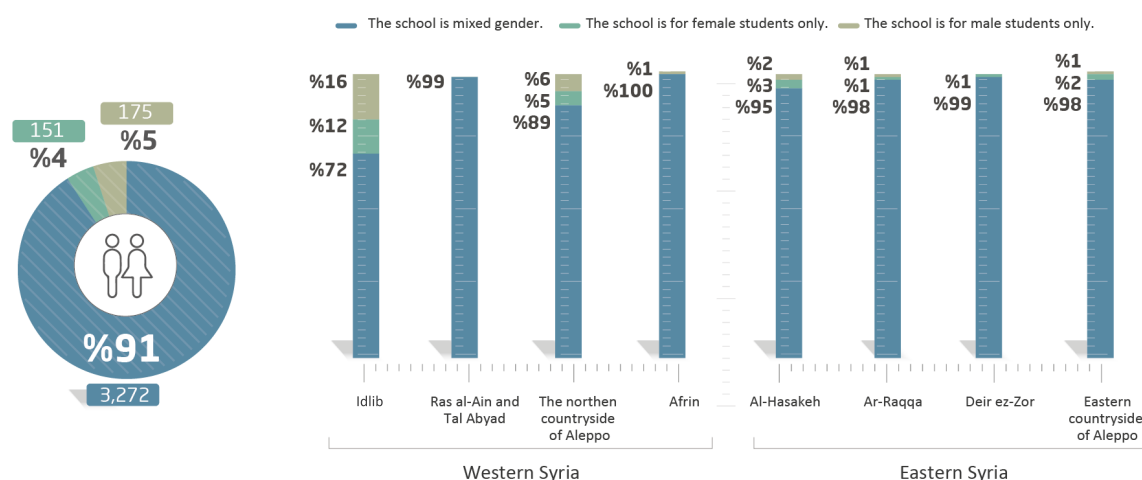
The INEE Minimum Standards for Education defines early childhood⁴³ development as “the processes children aged 0 to 8 years develop their optimal physical health, mental awareness, emotional confidence, social competence and readiness to learn. These processes are supported by comprehensive social and financial policies and programming that include health, food, WASH, hygiene, education, and child protection services. All children and families benefit from high-quality education programs, but the disadvantaged groups benefit the most.” Before the war in Syria, pre-school education (pre-primary education) was not common. Parents interested in pre-schooling sent their children to private schools, and many families could not afford private pre-schooling. In 2006, a new branch of the Faculty of Education called Kindergartens was established. Graduates of this branch specialize in early childhood development. With parents increasingly aware of the importance of early childhood education, schools started to recognize the need to open pre-school levels.

43. [https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010\(HSP\)-Arabic_HiRes.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010(HSP)-Arabic_HiRes.pdf)

4. Segregation of students by gender

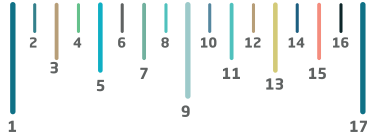
The data shows that 91% (3,272 schools) of the total assessed schools are mixed schools with male and female students, 5% (175 schools) of the schools are for male students only, and 4% (151 schools) are for female students only.

Figure (54) Number/ Percentage of schools by segregation of students by gender



Before the war in Syria, the segregation of students by gender began in most schools in the preparatory stage (schools are designated for males and others for females). Primary schools (grades 1-6) were mixed-gender, while primary and secondary schools were single-gender. Mixed-gender schools existed at all levels in some villages with few schools. The small number of schools does not allow for allocating schools to each gender of students. In these cases, segregation at the class level occurs, with classes assigned for males and females. Some villages had one mixed-gender preparatory school or one mixed-gender secondary school.

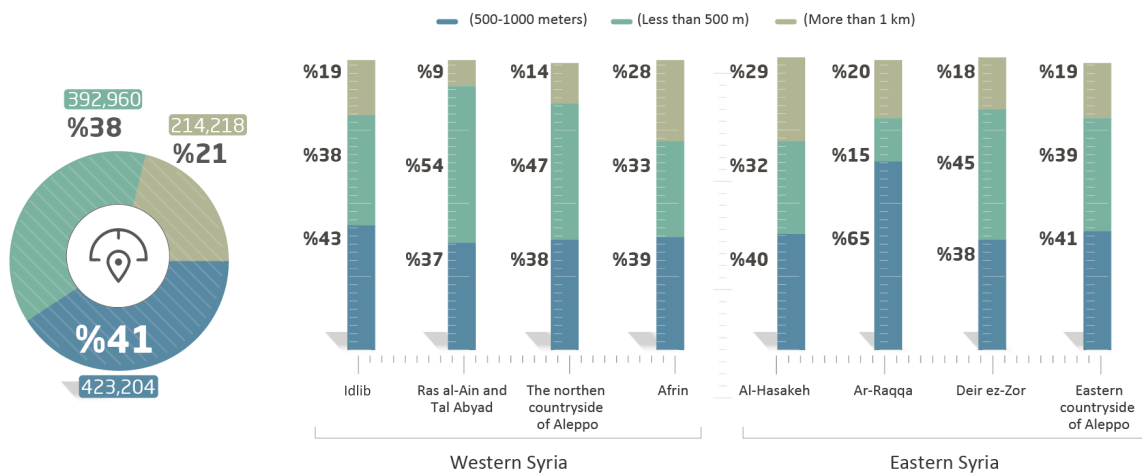
With the onset of the war in Syria and the deteriorating security situation that imposed restrictions on movement, more schools have become mixed-gender and receive both genders. This study shows that the most significant proportion of schools contains students of both genders at the primary level. In contrast, the same school has students of only one gender in the second cycle of basic education and the secondary stage. If the school includes both the first and second cycle of basic education (Grade 1 - 9), both genders are included in the first cycle of basic education (Grade 1 - 4), and one of the genders in the second cycle of basic education (Grade 5 - 9).



5. The distance from the communities to schools

The study found that 21% of students (214,218 students) live more than 1,000 meters from their schools, 41% of students (423,204 students) live between 500 and 1,000 meters from their schools, and 38% of students (392,960 students) live less than 500 meters from their schools.

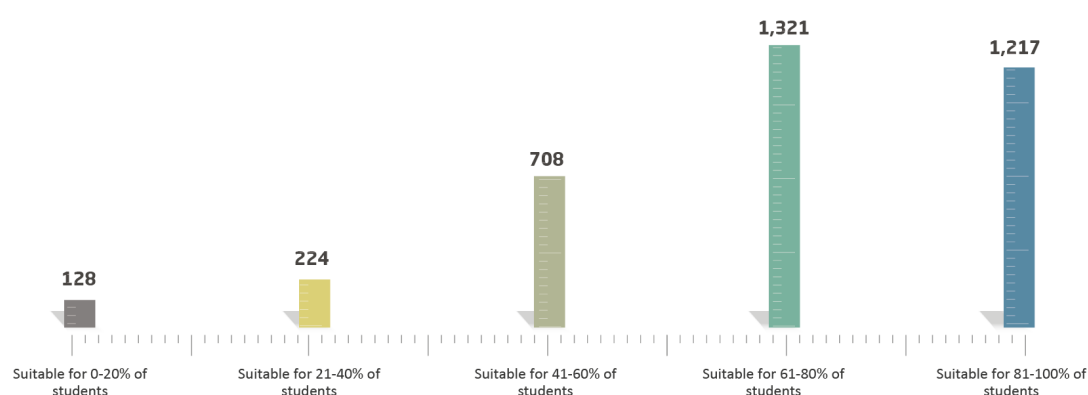
Figure (55) Number/Percentages of students according to the distance between their homes and schools



The appropriate distance between students' homes and schools varies depending on the community. Each neighborhood has several schools for different stages in large and more organized cities in large and more organized cities. The number of schools is proportional to the number of students within the neighborhood, and it is easy for students to go to school on foot. The distance between schools and students' houses often do not exceed 500 meters. If the distance exceeds 500 meters, public transportation is available and is often safe as many passengers take it. Buses transport passengers within the city in populated areas, making them safe for children and reducing their vulnerability to harassment while using transportation. In villages with large agricultural land and housing spaced out, schools are often more than 500 meters away from students' homes, and it may be more than 1,000 meters. Primary schools in villages are often close to students' homes, or 'rural schools' may be an appropriate solution to avoid children traveling long distances. Students may have to travel long distances to get to school for preparatory and secondary school. Preparatory and secondary schools are not available in all villages, and public transport may not be available at all times. In some cases, the use of transportation by children is not safe because it passes through uninhabited places, which may expose children to harassment. In general, there are no specific standards for the distance between schools and students' homes. It depends on the nature of the environment where children live (rural or urban) and on the availability of safety and accessibility to school in terms of safe and appropriate public transportation. Its costs are convenient to the student's standard of living. They do not impose an additional burden on parents.

According to the INEE Minimum Standards for Education⁴⁴, ***“The maximum distance between learners and learning spaces should be determined according to local and national standards. It is important to consider safety and security issues to accessibility, such as soldiers’ quarters, landmines, and dense bush nearby. Learners, parents, and other community members should be consulted about the location of educational places and potential dangers.”*** Through key informants, the study asked about a student who considered the distance to school suitable for them regardless of their distance from their homes. The results showed that in 1,217 schools, the distance was convenient for more than 80% of students; in 1,321 schools, the distance was convenient for 61% - 80% of students, and in 708 schools, the distance was convenient for 41% - 60% of students, in 224 schools the distance was convenient for 21% - 40% of students, in 128 schools the distance was convenient for less than 20% of students.

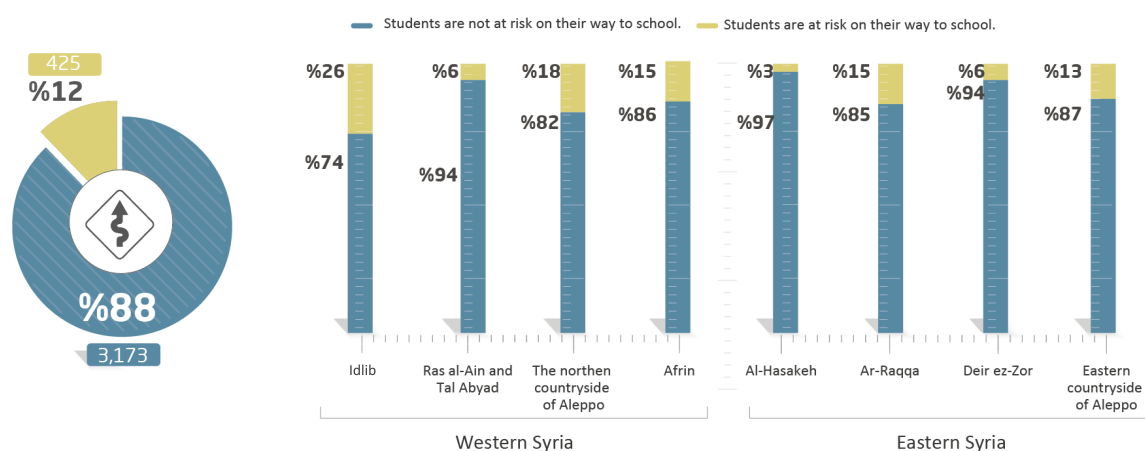
Figure (56) Percentage of students whose schools are at a suitable distance from their homes



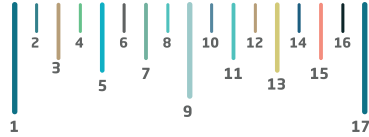
6. Vulnerability of students on their way to school

The study results showed that students in only 12% (425 schools) of the operational schools were exposed to different risks on their way to school, while the road to 88% (3,173 schools) of the schools was safe.

Figure (57) Number/Percentage of schools according to students' vulnerability on the way to school

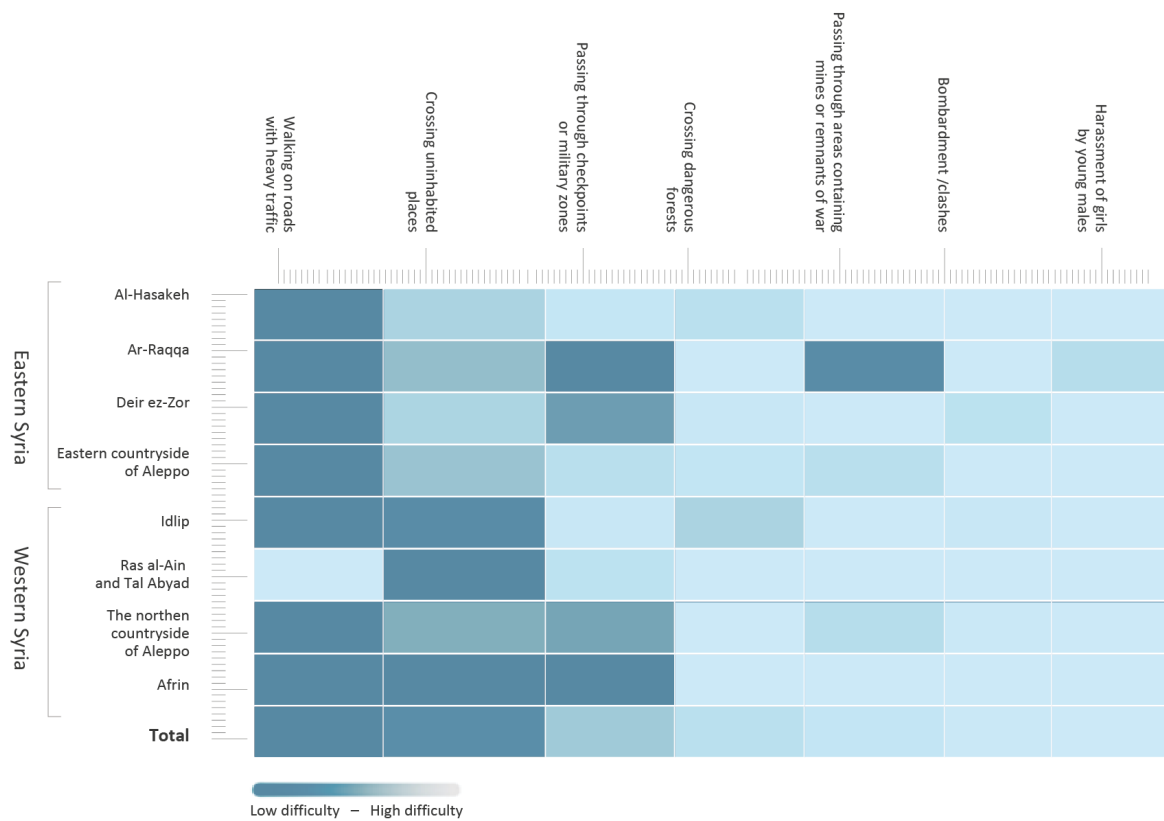


44. [https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010\(HSP\)-Arabic_HiRes.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010(HSP)-Arabic_HiRes.pdf)



At the forefront of the risks to students on their way to school was the passage of students in places with heavy traffic. The absence of all traffic control mechanisms, such as road signs, traffic signals, paved pedestrian routes, and the absence of traffic police, has increased the risk to their lives. In the second place came the school children crossing uninhabited areas to reach their schools, exposing them to the risk of kidnapping or harassment. In the third place came school children crossing military checkpoints or through military zones to reach their schools. It should be noted that the risk of students passing through areas containing mines or remnants of war is high in Ar-Raqqa district.

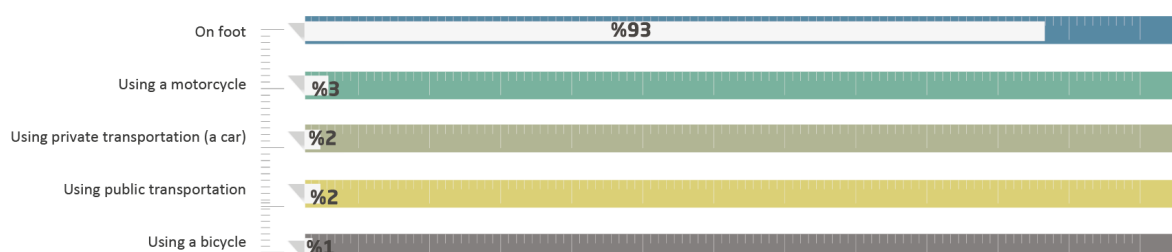
Figure (58) Types of risks students are exposed to on their way to school

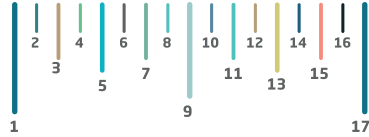


7. Transportation used by students to reach school

The study found that 93% of students go to school on foot and do not use transportation. This high percentage does not indicate the short distance between students' homes and schools. It was found that 56% of students are more than 500 meters from their schools, and students walk great distances to reach their schools. The study results also showed that 3% of students use motorcycles to get to school. These are often advanced (secondary school) students, as it is difficult for students in basic education to use motorcycles. 2% of students use private transportation, and 2% use public transportation.

Figure (59) Transportation means used by students to reach schools



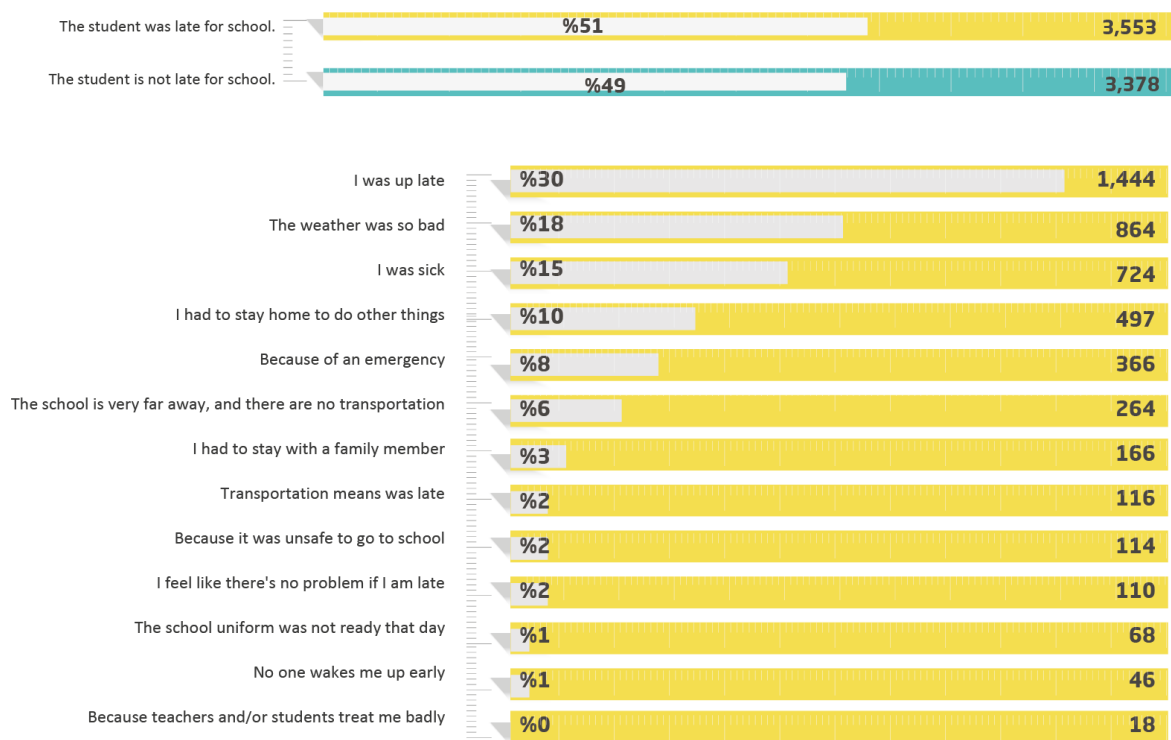


8. Student Surveys:

Reasons for Being Late to School in the Morning

Through opinion surveys with students⁴⁵, the enumerators asked if they were late to school in the morning and if they were late school, what the reasons were. 51% (3,553 students) of the students reported being late to school earlier. Of the students who were late, 30% (1,444 students) were late because they woke up late in the morning, 18% (864 students) were late because the weather was terrible, 20% (958 students) were late because they were sick, and 8% (366 students) were late because of an emergency.

Figure (60) Student survey: Number/Percentages of students according to their late school hours and the reasons for being late



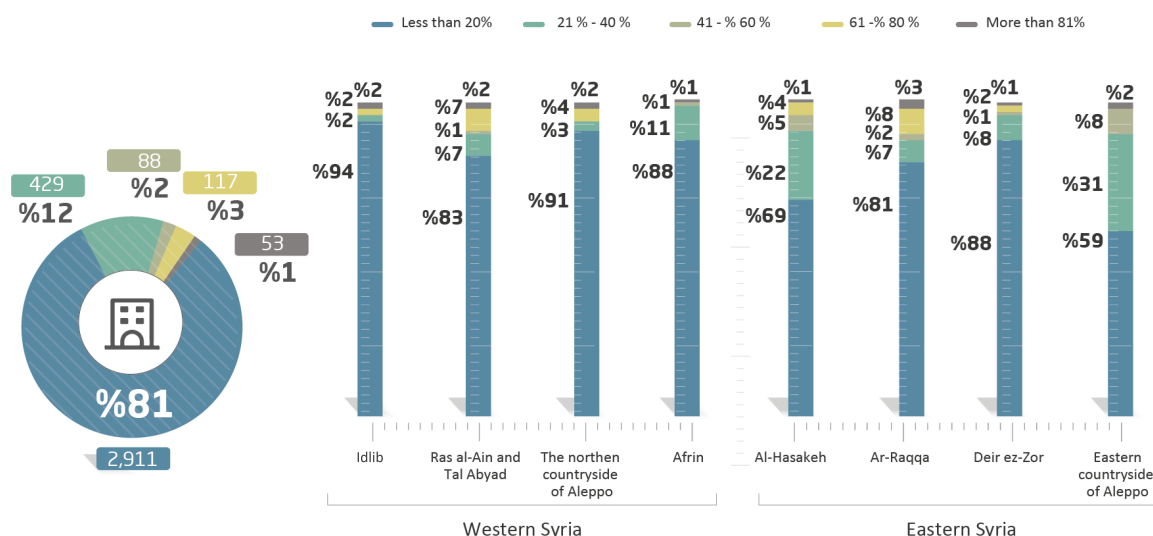
45. IMU enumerators conducted surveys with 6,931 children aged 6–18 years in and out of school in 6 governorates. Females constituted 40% and males 60% of the children.. 79% of the children surveyed were from the host community and 21% were IDPs.. 1% of the children surveyed had a disability.

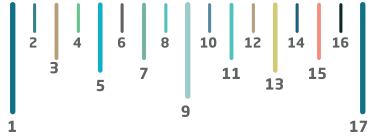
9. Student Commitment to School Attendance

School days are five days per week, Sunday to Thursday. Some students attend school less than five days per week, classified in this report as repeated absences from school. The period of absence may be continuous (for one month or more continuously) or separate (one or more days per week). The spread of the COVID-19 virus increased the students' dropout rates. The commitment here does not reflect the periods when school attendance is suspended as part of the preventive measures to reduce the spread of the COVID-19 virus. Or for the periods during which the transition to distance education is made when positive cases of COVID-19 are detected among students or academic staff.

The study found that only 53 schools have more than 81% of students absent continuously; 3% (117 schools) have 61-80% absent continuously, 2% (88 schools) have 41%-60% absent consistently, 12% (429 schools) have 21-40% absent consistently, and 81% (2,911 schools) have fewer than 20% absent consistently. The results confirm the decline in students' commitment to school this year compared to previous years.

Figure (61) Number/Percentage of schools according to the percentage of students who are constantly absent from school



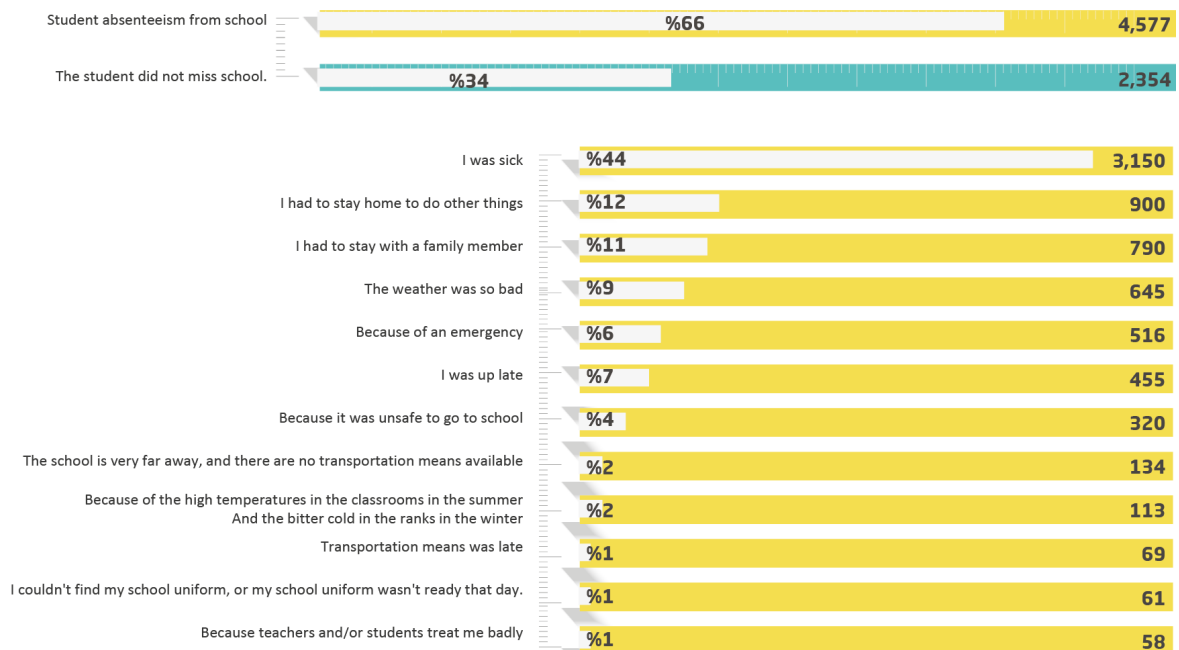


10. Student Survey:

Reasons behind students' skipping school

Through surveys with students, the enumerators asked them if they were absent from school, and if students were absent from school, what were the reasons for their absence. 66% (4,577 students) of students reported having missed school earlier. Of the absent students, 44% (3,150 students) were absent because they were sick, 9% (645 students) were absent because the weather was terrible, 12% (900 students) were absent because they had to stay home to do other things, and 7% (516 students) were absent because of an emergency.

Figure (62) Number/Percentage of students who skip school and reasons for skipping.

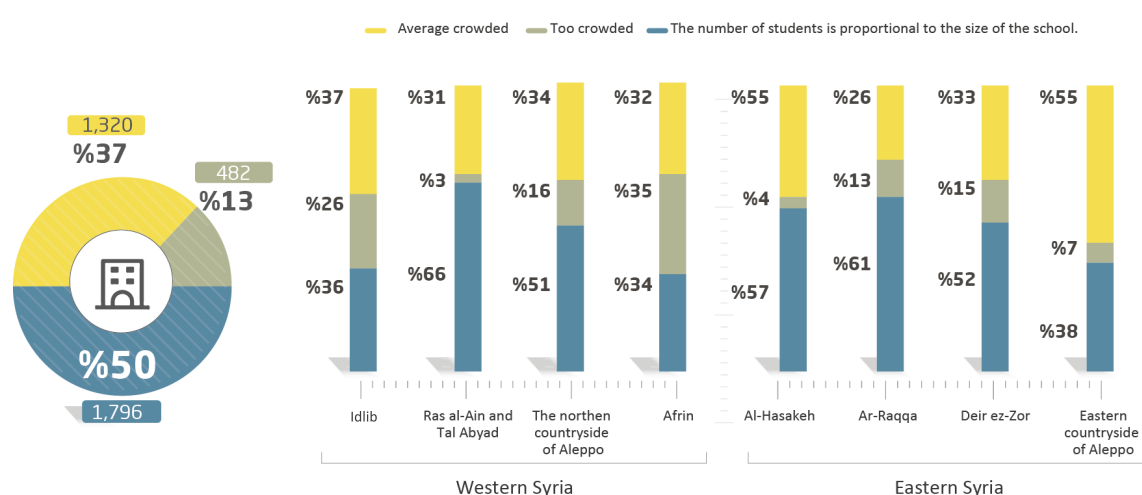


11. Overcrowded classrooms

The most significant number of classrooms in Syria is designed to accommodate 30 students. For this assessment, classrooms with fewer than 30 students were considered not crowded, classrooms with 30–40 students were considered moderately crowded, and classrooms with more than 40 students were considered overcrowded. One of the measures to reduce the spread of the COVID-19 within schools is that each student sits alone at a desk, and a desk should be left empty between every two rows of student desks. These measures will be discussed in detail in a section dedicated to limiting the spread of COVID-19.

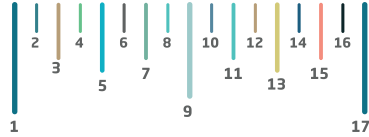
The results of the study show that 13% (482 schools) of the assessed operational schools are overcrowded, 37% (1,320 schools) are moderately-crowded, and 50% (1,796 schools) are not crowded.

Figure (63) Number/Percentage of schools by overcrowding of students within classrooms



According to the INEE Minimum Standards for Education⁴⁶, “Education facilities should be designed considering who uses the learning spaces, and how they use them. Spaces should be appropriate for gender, age, physical ability, and cultural considerations. A realistic local standard for the maximum class size should be established, and sufficient space should be left, if possible, for additional classes if the attendance rate increases to enable a gradual reduction in the use of multiple shifts.”

46. [https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010\(HSP\)-Arabic_HiRes.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010(HSP)-Arabic_HiRes.pdf)



12. Difficulties faced by students in schools

At the forefront of the difficulties experienced by students in schools is the lack of money available to families to provide educational supplies for their children. The spread of COVID-19 has further worsened the living conditions of students and their families. In the second place comes child labor, as its rates increased with the suspension of schooling and in light of the deterioration of the living conditions of the Syrian people. In the third place came the neglect of parents and their failure to follow the educational level of their children. Fear of contracting COVID-19 within the school was ranked fourth. In fifth place came the shortage of textbooks, stationery, and school supplies.

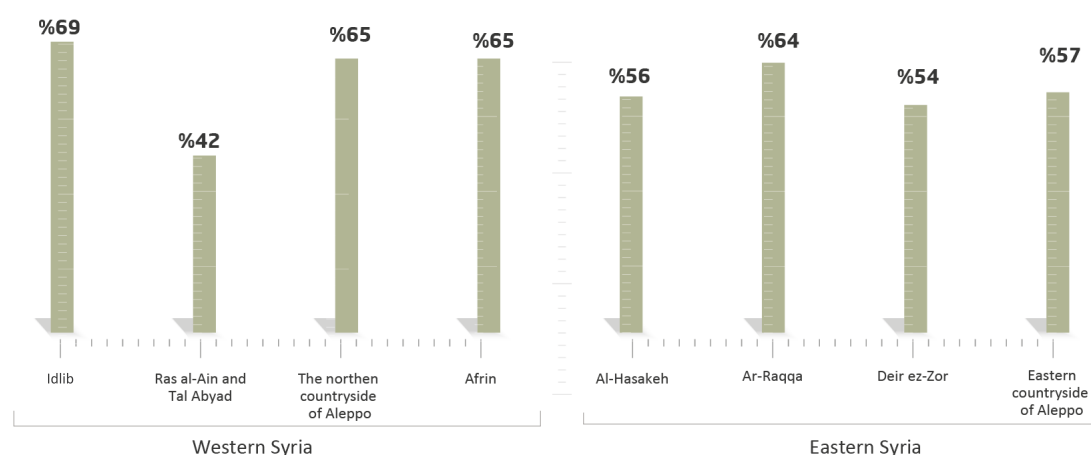
Figure (64) Difficulties faced by students in schools



13. Percentage of students dropping out (children out of school)

This section of the report estimates the percentages of out-of-school children aged between 6 and 18 years. The numbers of students within schools were subtracted from the age group of the population aged between 6 and 18 years.

Figure (65) Percentage of drop-out children (Out of school)

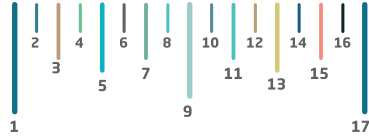


In 2020, the IMU produced the JENA report in northwestern Syria in areas⁴⁷ outside the regime's control under the supervision of the Education Cluster Cross Border Turkey and Save the Children International in cooperation with a group of education partners composed of 22 Syrian humanitarian organizations. The results of this study showed that 56% (1,037,932 children) of children in northwestern Syria were enrolled in schools, while 44% (815,518 children) were out of school (school dropouts). On January 24, 2021, on the International Day of Education occasion, the Regional Coordinator issued a joint statement for the Syrian Crisis and UNICEF's Regional Director for the Middle East and North Africa. The statement was titled: ***"Ten Years of War in Syria and More Than Half of the Children Are Still Deprived of Education."*** The statement included, ***"In Syria, more than 2.4 million children are out of school, nearly 40 percent of whom are girls. The number likely increased in 2020 due to the "COVID-19" pandemic, which has exacerbated the disruption of education in Syria."***

According to the⁴⁸ "Working Towards Increasing the Quality of Education for Internally Displaced Children" Report issued by Save the Children, "In all of Syria, an estimated 2.1 million children were out of school, and another 1.3 million were at risk of dropping out before the COVID-19 pandemic."

47. https://acu-sy.org/ar/imu_reports/02-2022/

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



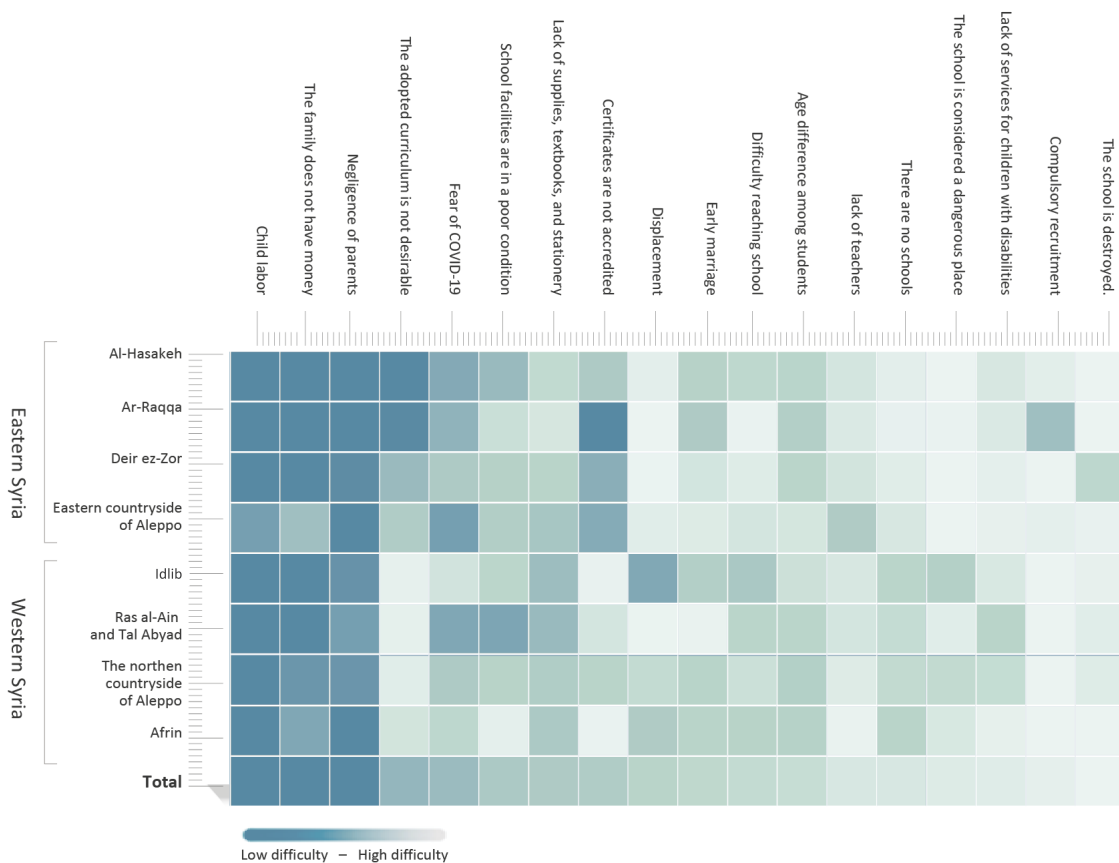
In northwestern Syria, the study results showed the highest percentage of out-of-school children is in Idleb governorate. Out-of-school children accounted for 69% of children between 6 and 18. The percentage was 65% in the northern countryside of Aleppo and Afrin district. The most significant number of out-of-school children is observed in areas with a large number of displaced people.

In northeastern Syria, the results of the study showed the highest percentage of out-of-school children is in Ar-Raqqa governorate at 64% of children aged 6-18 years were out of school, 57% were in the eastern countryside of Aleppo, 56% were in Al-Hasakeh governorate, 54% in Deir ez-Zor governorate, and 42% were in Ras al-Ain and Tal Abyad.

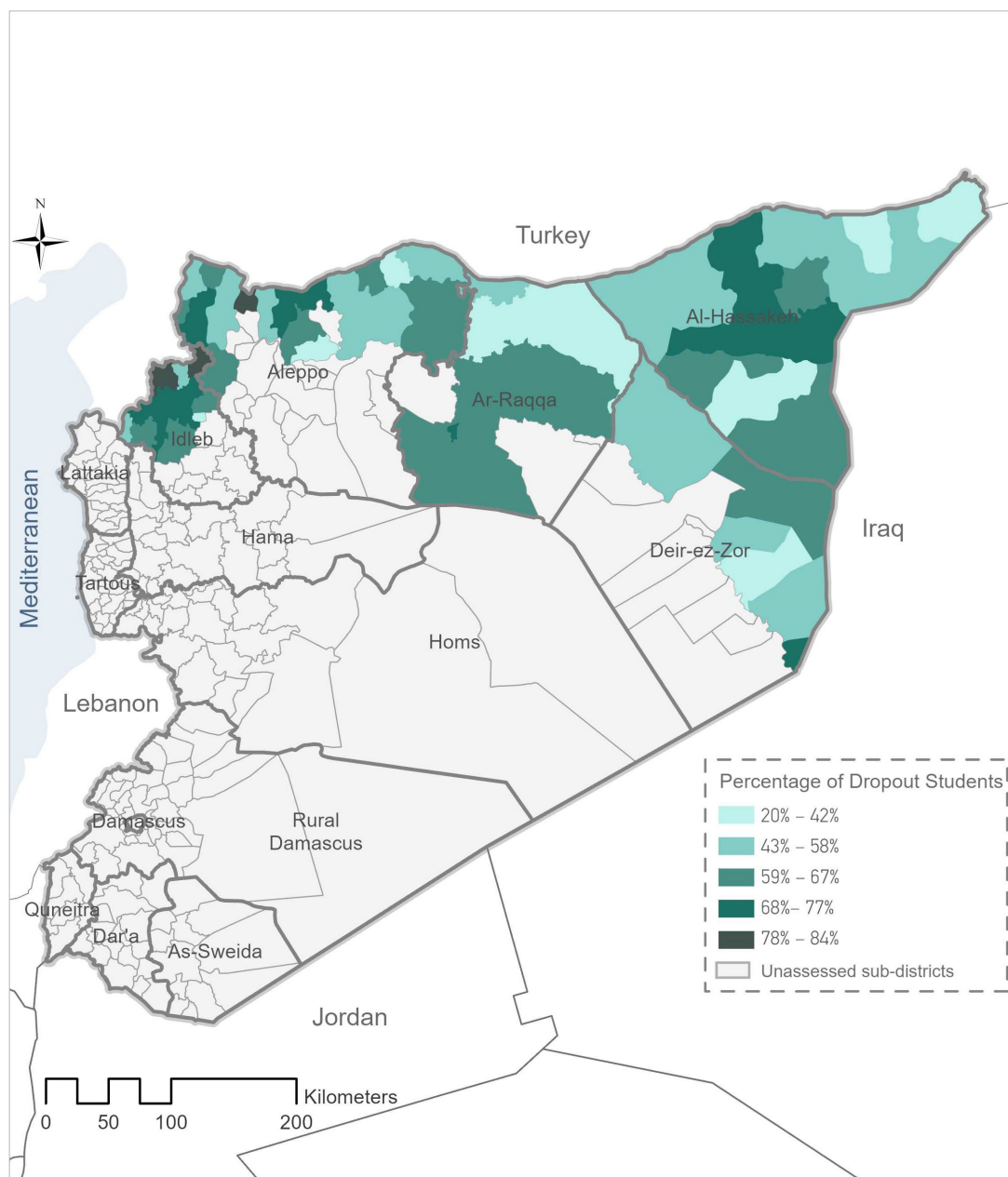
14. Reasons for dropping out and difficulties preventing children from attending school

The first reason that prevents children from attending school is the lack of income or money for the family to educate their children, leading to child labor. The deterioration of living conditions has led to parents' dependence on getting their children to work instead of teaching them. The parents' neglect of their children's education came in second place. This neglect was due to the parents' lack of awareness of the importance of education. And one of the main reasons for students dropping out of schools in eastern Syria was the reliance of schools on undesired curricula from students and their parents. Fear of COVID-19 outbreak has also significantly affected children's lack of schooling. Repeated displacement in some areas .has also led to a large number of children dropping out, especially in Idleb governorate

Figure (66) Reasons that prevent children from attending school



Map (4) Estimated rates of dropouts.





Section 11:

**Student and Schools
Needs**

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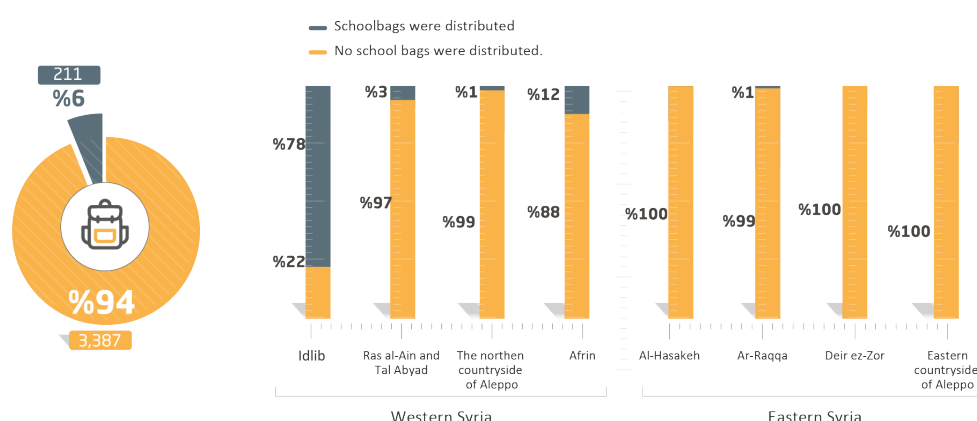


11 Section 11 Student and Schools Needs

1. Student Requirements

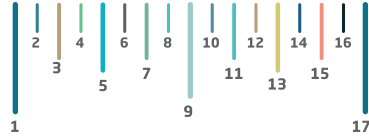
No meals were distributed to children in all assessed operational schools. No school bags were not distributed to students in 94% (3,387 schools) of the assessed operational schools.

Figure (67) Number/Percentage of schools according to the distribution of school bags



Children spend between 4 and 5 hours a day in school. 93% of students go to the assessed operational schools on foot. Schools are more than 1,000 meters away from the homes of 21% of students and 500-1,000 meters for 41% of students, which means that children spend a long time to reach school. According to the surveys with students, 18% of them did not eat before coming to school. The distance that students walk and do not eat before school shows the urgent need to provide meals within the school. This study showed that meals are not provided in all the assessed schools.

The distributed school bag varies from school to school. In some schools, notebooks and pens were provided to students, and in others, winter clothes were provided with books, pens, and other basic supplies. As mentioned in other sections of this report, students lack textbooks, activity books, and notebooks. Schools lack heating systems and fuel, and the windows are damaged in some schools. The parents' economic situation is a significant challenge, and the deteriorating living situation of families may deprive their children of education. What has been mentioned confirms the importance of providing students with basic school supplies and uniforms alongside winter clothes. It may be useful for educational partners to determine the standard content of school bags and student supplies to avoid the disparity in school bags that students receive. It is useful to coordinate with other sectors that work to distribute these clothes within schools so that students may be encouraged to attend school. This distribution may reduce the leakage factors associated with children's poor living conditions.



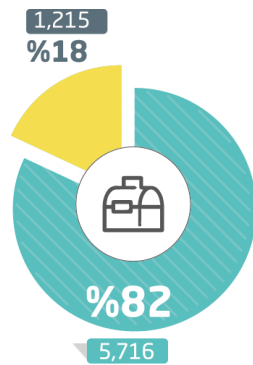
2. Student Survey:

Eating a meal before coming to school or during school

Through surveys with the students, the enumerators⁴⁹ asked them if they have a snack before coming to school (breakfast) and if they have a meal at school within break times. 18% (1,215 students) of the students surveyed reported not having a meal before coming to school in the morning. 61% (4,205 students) of the students surveyed reported that they do not eat at school, 36% (2,495 students) bring a snack with them from home on a daily basis, and 3% (197 students) buy food or sweets at school.

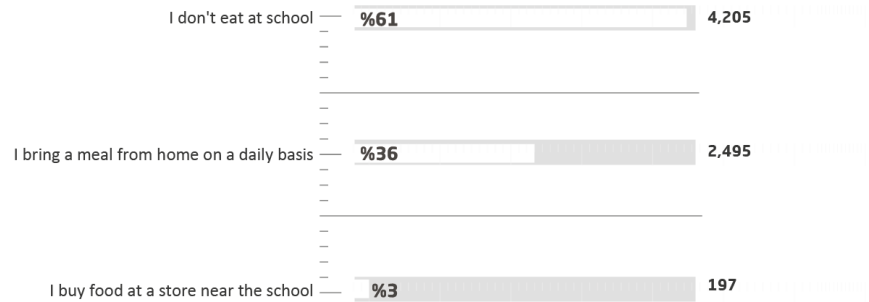
Figur (68) Number/percentages of surveyed students by having a meal before school

Number/percentages of surveyed students
by having a meal before school



— The student did not have a meal before coming to school.
— The student had a meal before coming to school.

Numbers/ percentages of students surveyed
by having a meal at school

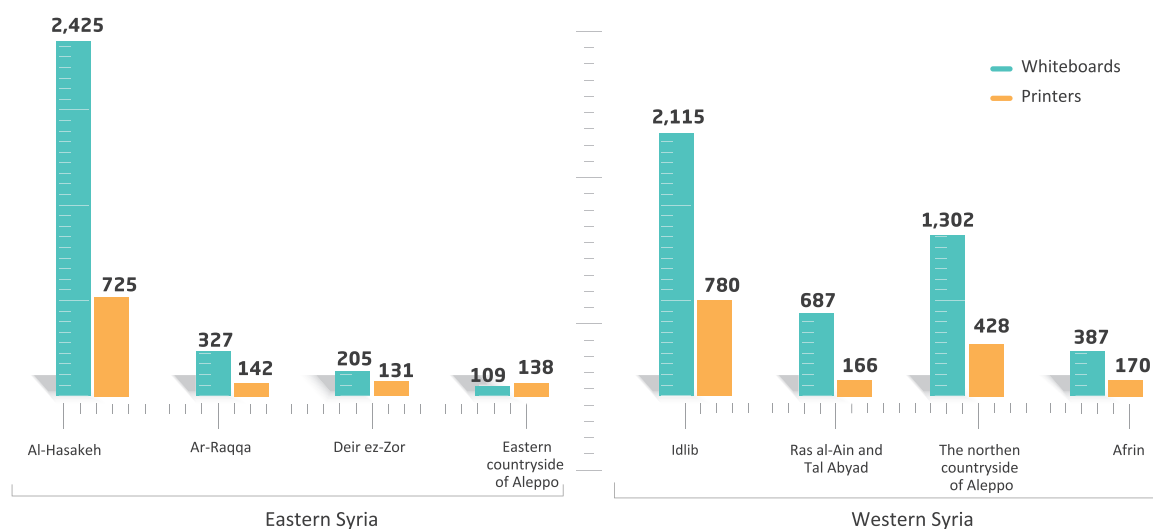


49. IMU enumerators conducted surveys with 6,931 children aged 6-18 years in and out of school in 6 governorates. 40% of the children were female and 60% were male, 79% of the children surveyed were from the host community and 21% were IDPs, 1% of the children surveyed had a disability.

3. Basic needs of schools

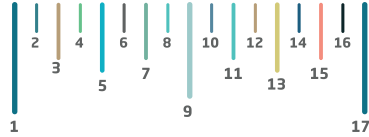
The assessment revealed that schools need approximately 7,557 whiteboards and 2,680 printers.

Figure (69) Number of whiteboards and printers needed by operational schools



In an environment with limited numbers of textbooks and teachers not trained on teaching methods, and in light of the shortage of textbooks, whiteboards are one of the most important educational tools. Teachers are sometimes forced to write full lessons on the whiteboards to avoid shortages or lack of textbooks. The number of whiteboards needed by operational schools in northwestern Syria was 3,066 and in north-eastern Syria was 1,123.

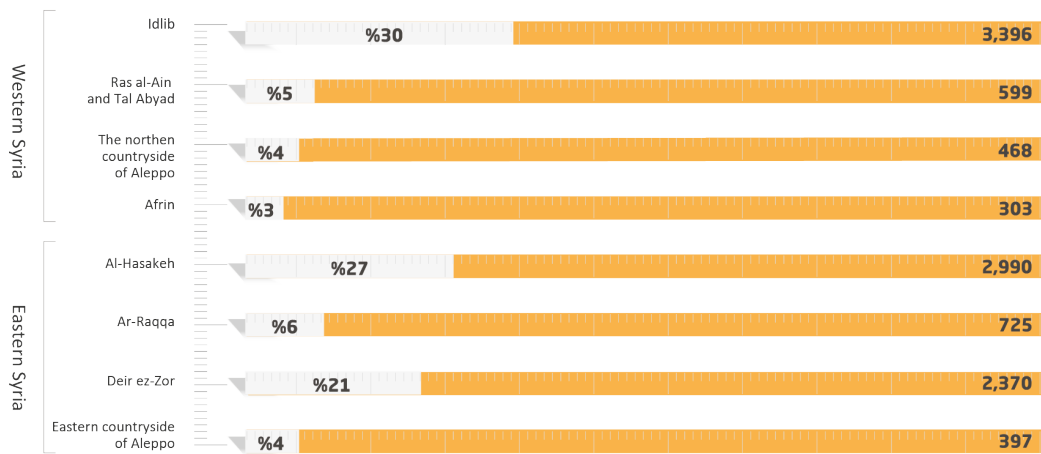
Printers are used in schools to copy official papers and student examinations. In addition, in some schools that do not have textbooks, printers are used to print exercises or chapters of textbooks to compensate for the severe shortage of textbooks. Therefore, schools need to periodically provide printers and support with ink and paper. The number of printers needed by operational schools in northwestern Syria was 1,136 and in north-eastern Syria was 1,544.



4. Schools needs of heater

The number of heaters needed by the operational schools covered by the assessment was 11,248. Schools in Syria use diesel heaters. Heaters also require additional equipment, including smoke disposal piping. The heaters need maintenance on an annual basis and spare parts once in two or three years.

Figure (70) Number/percentage of heaters needed by the operational schools

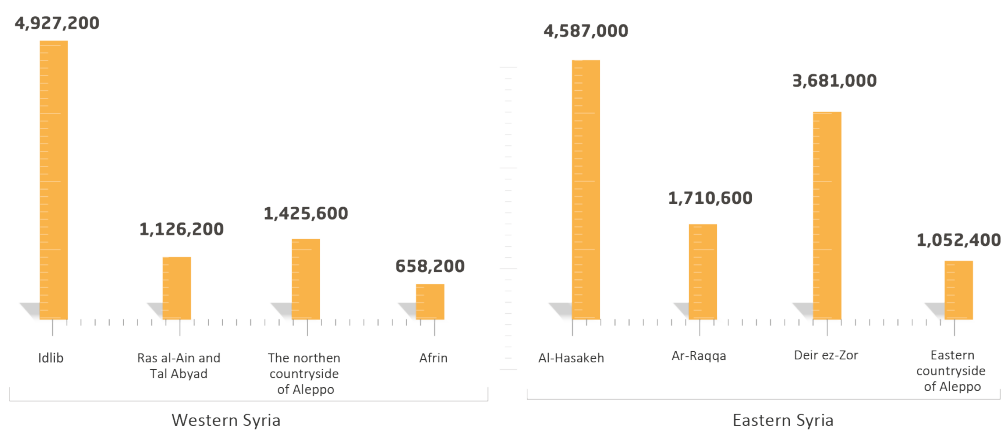


Schools in Syria use diesel heaters to heat classrooms. They are primitive heaters that rely on burning diesel fuel inside the heater to generate heat. A heater is placed in the middle of each classroom. Although firewood heaters are used in a few schools, they are not suitable for the educational environment, as the volume of emissions from wood combustion is very large and may cause harm to children.

5. Schools need heating fuel

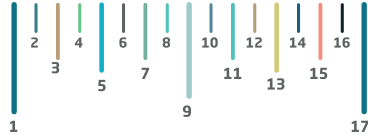
The needs of the operational schools covered by the evaluation of diesel for a full academic year amounted to 19,168.2 liters annually. This amount of diesel fuel is sufficient to operate the heaters within schools for 5 hours a day for four months.

Figure (71) The need for operational schools for heating fuel



The school year in Syria starts in September and ends in June. Most school days are in the winter, which is very cold in Syria, and it rains and snows continuously. Heaters are operated within schools in Syria for at least four months during one academic year, and the average requirement for each heater of diesel is 5 liters per day.

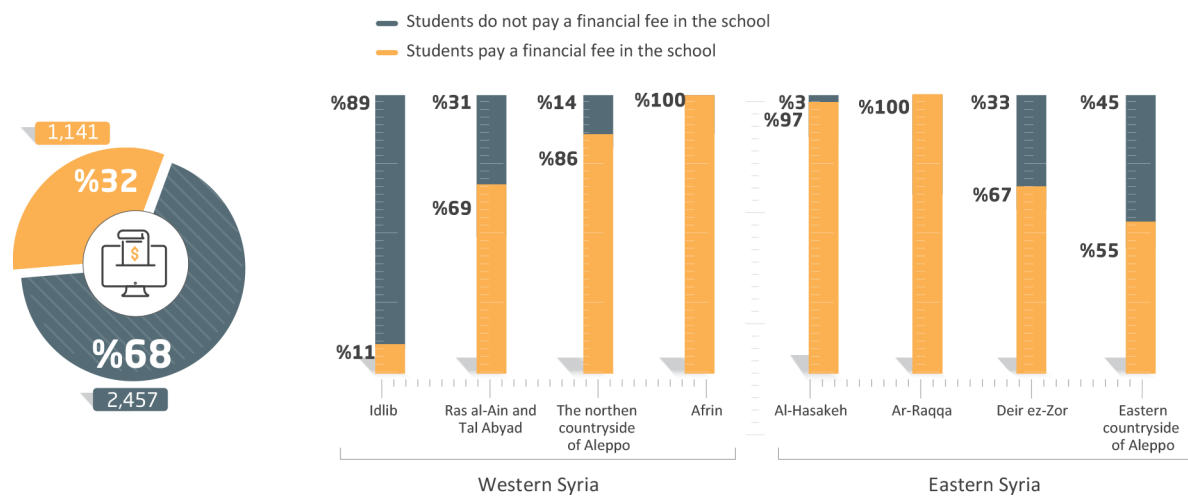




6. Fees to be paid by students for schools

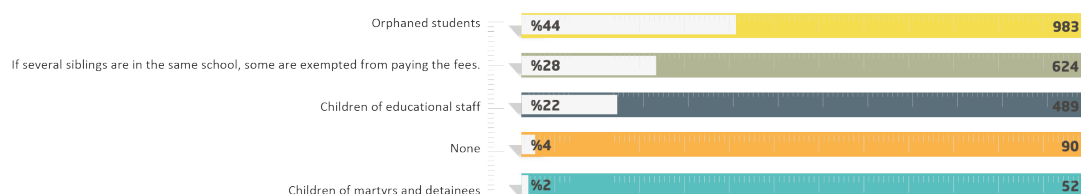
The study results showed that 32% (1,141 schools) of the assessed schools charge students a fee once during the academic year. These fees are paid under the name of “collaboration and activities.” Schools justify charging students for heating fuel, repairs, and other basic needs of schools, including nominal compensation for unpaid teachers. The highest percentage of schools that charge students for paying fees was found in Idlib governorate, where 89% (693 schools) of the schools charge students for paying these fees.

Figure (72) Number/Percentages of schools by fees paid by students



In the JENA report⁵⁰, “16% (107 children) reported that they did not attend school because there are fees required at school and students cannot afford to pay them”. However, the value of the fees charged by the school is not high (not more than \$1 per student) and is paid only once during the academic year. The current edition of the Syria Schools Report showed students who are exempted from paying the fees. Orphaned students in 983 schools are exempted from paying fees. Some children are exempted from paying fees in 624 schools if several siblings are in the same school. The children of teaching staff are exempted from paying fees in 489 schools. Children of martyrs and detainees are exempted from paying fees in 52 schools.

Figure (73) Number/Percentage of schools by categories of students exempted from paying fees



50. https://www.acu-sy.org/wp-content/uploads/2017/01/JENA-Ar_Dec-2019.pdf

Section 12: Teachers

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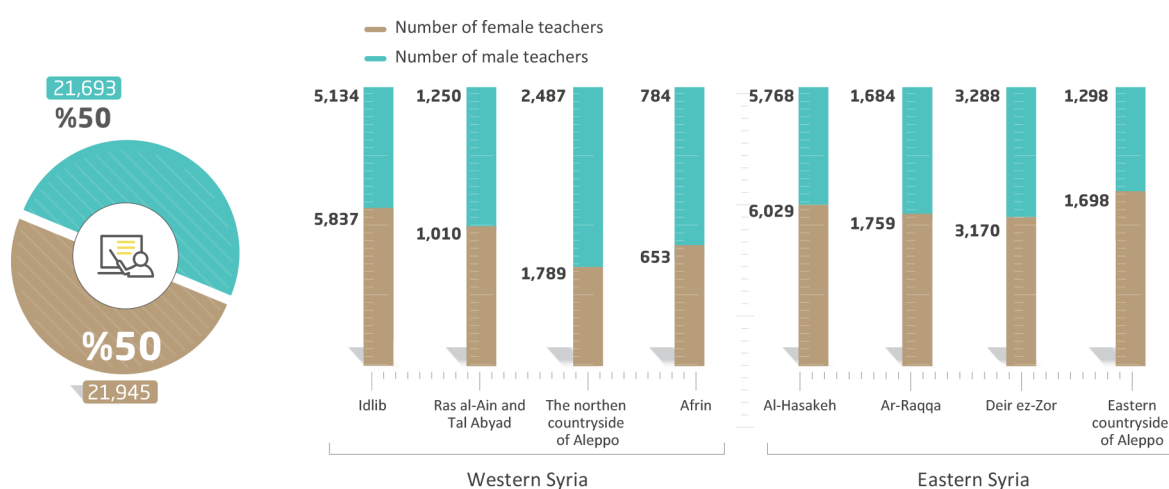
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Section 12: Teachers

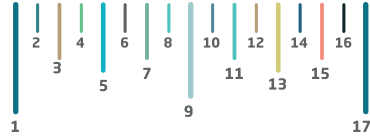
1. Number of Teachers

The number of teachers in the operational schools assessed was 43,638. The study showed that 50% (21,945 teachers) of the educational cadres in the assessed operating schools are females, and 50% (21,693 teachers) of the academic cadres are males.

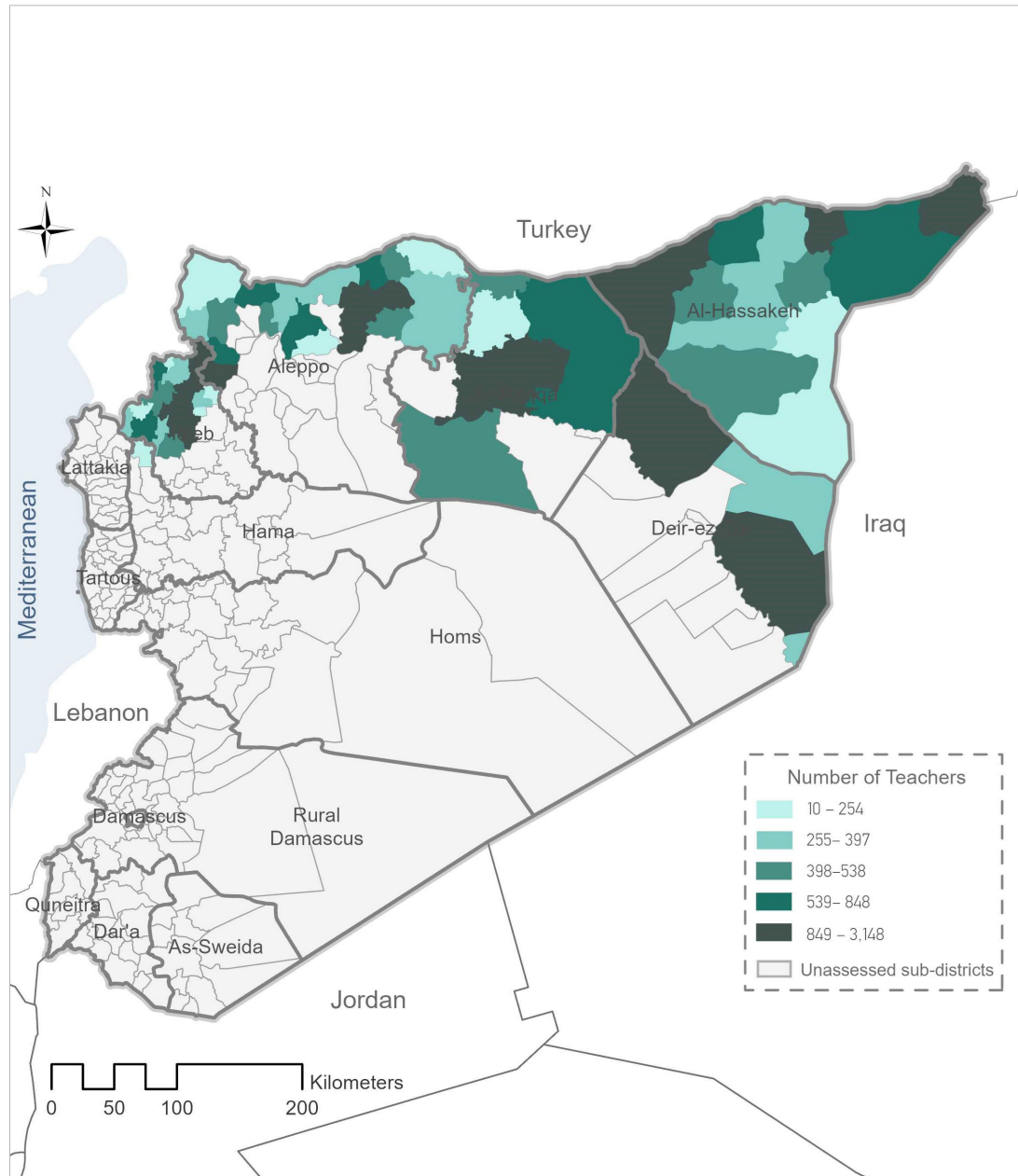
Figure (74) Number/Percentage of Teachers by Gender



Before the war in Syria, the education sector suffered permanently from a shortage of educational staff. Temporary contract teachers are relied upon to meet the need in the education sector. This statistic includes all teachers present in operating schools during the assessment procedure regardless of their employment status. In mixed-gender schools (which have male and female students), a balance in the number of males and females should be found among the teaching and administrative staff. In single-gender schools (either male or female), the dominant gender (the largest number) of administrative and teaching staff is often similar to the gender of students.



Map (5) number of teachers at the sub-district level

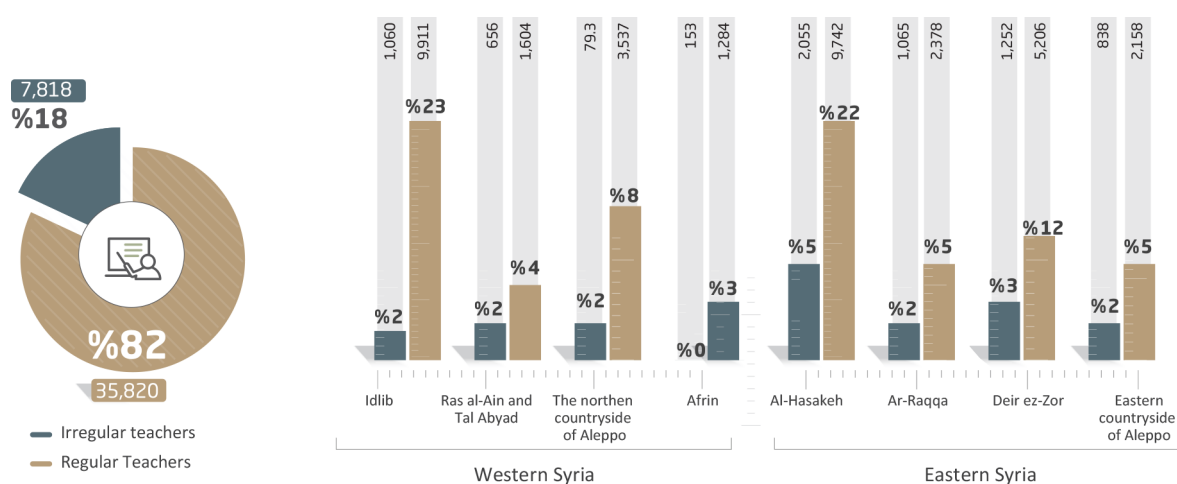


2. Employment Status of Teachers

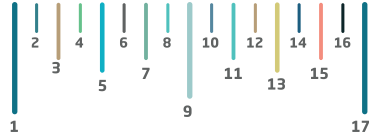
According to the study, 82% (35,820 teachers) of the total number of teachers included in this study are regular teachers, meaning that they graduated from universities or institutes that qualify them to pursue the teaching profession, while the proportion of persons who practiced teaching due to the shortage of regular teachers is 18% (7,818 persons) and the term used to refer to them in this study is irregular teachers. The term “regular teachers” in this report means the persons 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 institutes (the Faculty of Arts and Human Sciences and Teacher Preparation Institutes), which qualify them to teach students in accordance with their specialization. After the war in Syria, EDs of SIG (opposition) established Teacher Training Institutes and branches of the Faculty of Arts and Human Sciences in opposition-held areas in Idlib and Aleppo governorates to qualify teachers to fill the acute teacher shortage. The graduates of these universities and institutes are called regular teachers. **Regular teachers are those who graduated from universities or institutes that qualify them to practice teaching, whereas all others are considered to be irregular teachers.** Regular teachers are characterized by their ability to manage the classes, and their knowledge of the effective methods in dealing with students of all ages and all situations, where among the subjects they study there is a subject about “Teaching Methods”. Some teachers complete the Diploma of Educational Qualification. INEE⁵¹ defines the teaching methods as “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 the Syrian regime offered temporary employment contracts to some non-specialist teachers (irregular teachers). These teachers were appointed to areas suffering from an acute teacher shortage. Some university students were offered short-term contracts to replace female teachers on maternity leave due to the lack of specialist teachers to be hired as appropriate substitutes. School graduates and university students who didn’t finish their studies due to the war were allowed to teach at schools, known as irregular teachers.

Figure (75) number/percentage of teachers according to the employment status



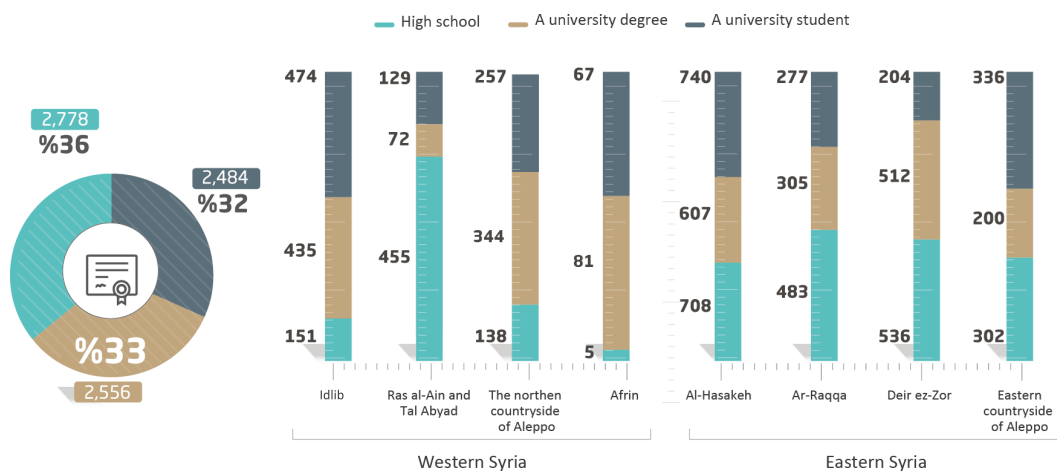
51. <https://handbook.spherestandards.org/en/inee/#ch001>



3. Educational attainment of the teachers

The study found that 33% (2,556 non-formal teachers) of non-formal teachers have degrees from universities or institutes that are not specialized in teaching (i.e., they have completed their higher education in universities and institutes that are not specialized in teaching). Also, 32% (2,484 non-formal teachers) are undergraduate higher education students (university and intermediate students), and 36% (2,778 non-formal teachers) have only a secondary school certificate or lower educational level.

Figure (76) Number/percentage of non-formal teachers by their educational achievement



Holders of university degrees or intermediate colleges not specialized in education: The difference between them and formal teachers is the lack of scientific specialization in education and the lack of knowledge of the teaching methods that formal teachers learn within their universities or intermediate colleges. These non-formal teachers may attend several courses in teaching methods and how to manage the classroom and deal with students, making them more efficient in the educational process.

Students of universities or intermediate colleges: There are large numbers of students of colleges or institutes in areas outside the control of the Syrian regime who could not complete their studies in colleges or institutes located in the areas controlled by the Syrian regime. Those practice the profession of teaching while they are still students due to the lack of teaching staff and their need for work. It may be useful to qualify these students to teach at the junior level after they have attended several necessary courses in the field of education.

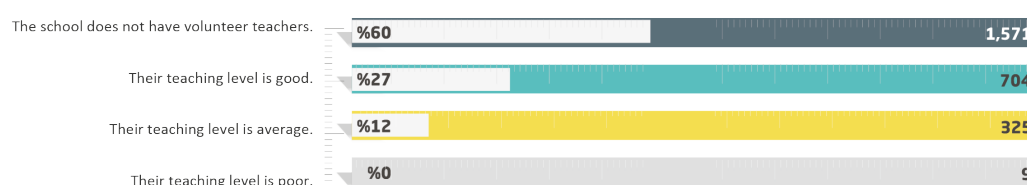
High school diploma holders and below: High school diploma holders sometimes teach early grades the principles of reading and arithmetic only after attending several courses. Persons who do not have at least a secondary school diploma are not suitable for the teaching profession.

4. School principal perceptions:

Evaluating the performance of irregular teachers

Through the Surveys the enumerators conducted with school principals⁵²; they asked them about their evaluation of irregular teachers' performance; 60% (1,571 principals) of the surveyed principals said that there are no irregular teachers in their schools; 27% (704 principals) reported that the irregular teachers' performance level is good. 12% (325 principals) stated that irregular teachers are of average performance; 9 principals said that the performance of irregular teachers is bad.

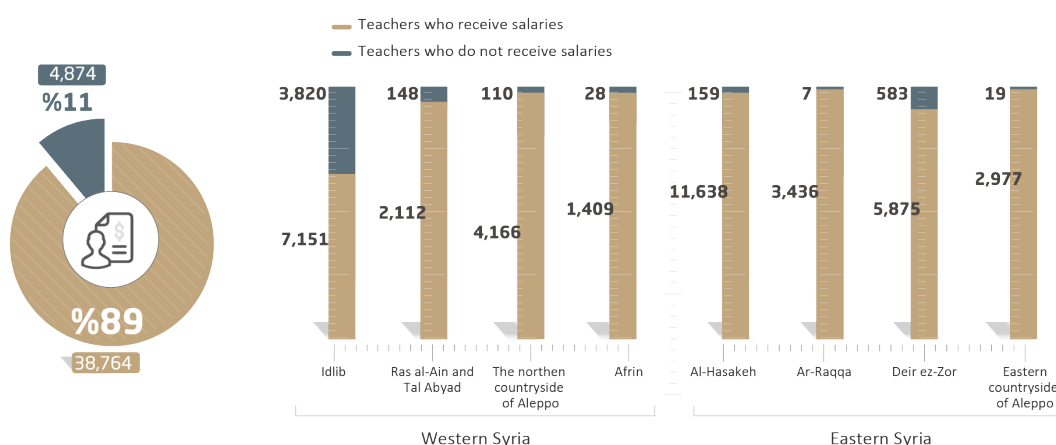
Figure (77) Number/percentage of surveyed principals according to their evaluation of the irregular teachers' performance



5. Teachers Receiving Salaries

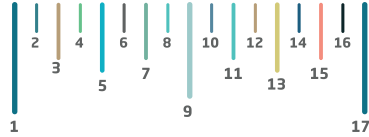
The results of the study show that 89% (38,764 teachers) of teachers in the assessed functional schools received their salaries from various sources throughout the academic year 2021-2022, while 11% (4,874 teachers) of teachers did not receive any salaries. The highest percentage of teachers who don't receive salaries are found in Idlib governorate, with a percentage of 35% (3,820 teachers) of the total number of teachers in the governorate.

Figure (78) Percentage of paid teachers

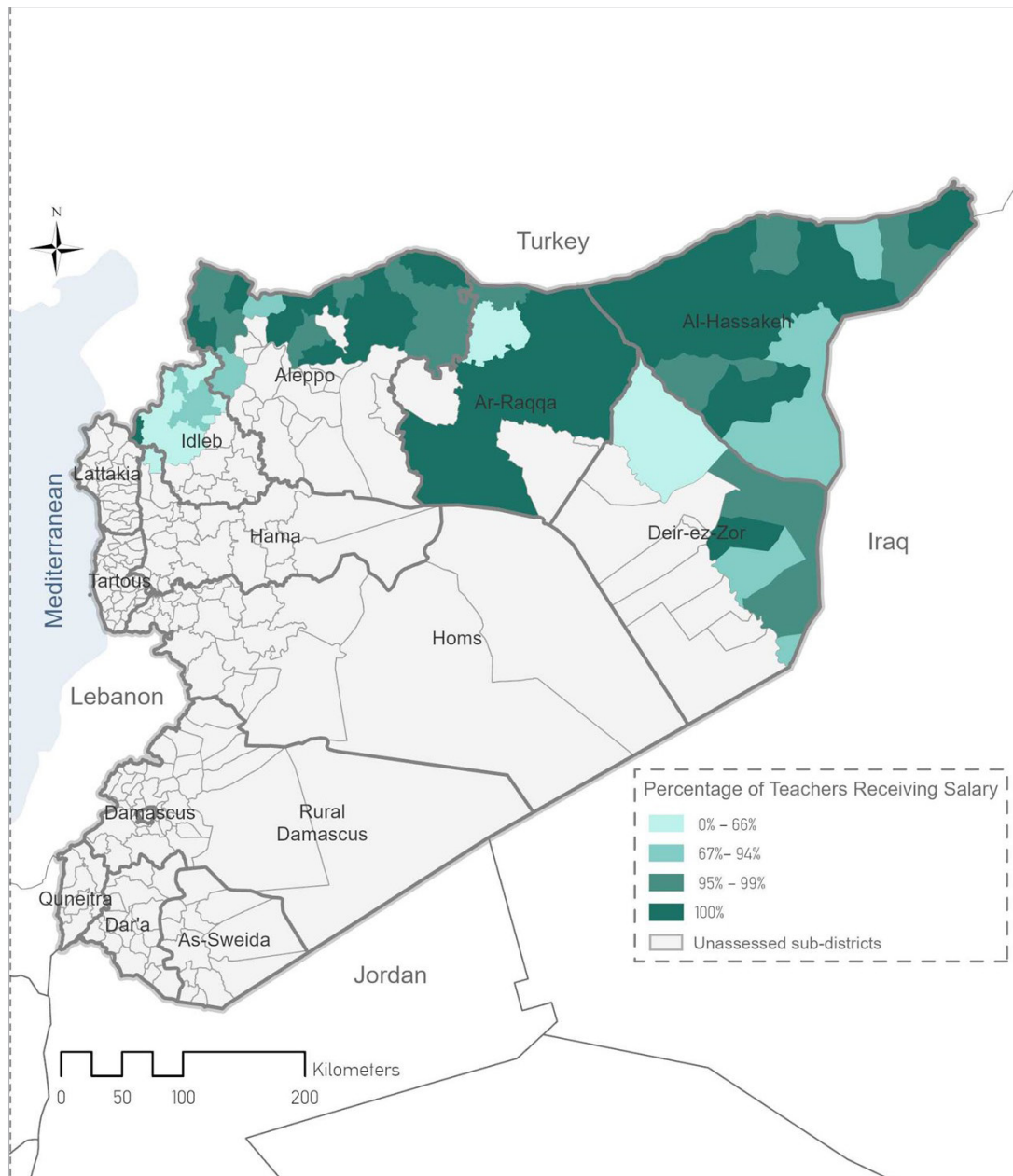


In Idlib governorate and the adjacent countryside of Aleppo and Hama governorates, on 1 February 2022, teachers in more than 80 schools announced an open strike under the title Strike for Dignity launched until their demands are met, and the demands included providing salaries for the teachers in these schools, who volunteered to work unpaid for more than 3 years.

52. The enumerators of the Information Management Unit conducted perception surveys with 2,906 school principals in functional schools within 6 governorates. 20% of them were females and 80% of them were males.



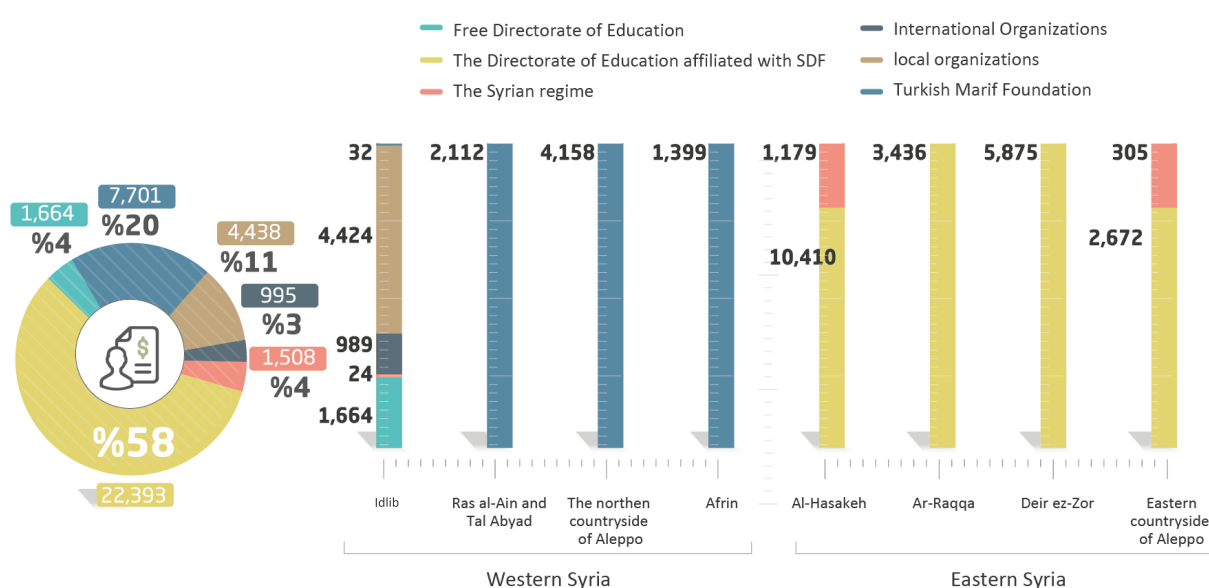
Map (6) Percentage of paid teachers - sub-district level



6. Salaries providers (donors)

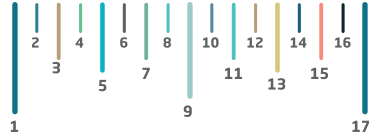
The results of the study showed that 58% (22,393 teachers) of the teachers are paid by the educational directorate affiliated with SDF, whereas 20% (7,701 teachers) are paid by the Turkish endowment, 11% (4,438 teachers) are paid by the local organizations, 4% (1,664 teachers) are paid by the education directorate, 4% (1,508 teachers) are paid by the education directorate affiliated with the regime, and 995 teachers are paid by the international organizations.

Figure (79) Percentage of paid teachers by the parties providing their salaries



According to the INEE⁵³ "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."

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

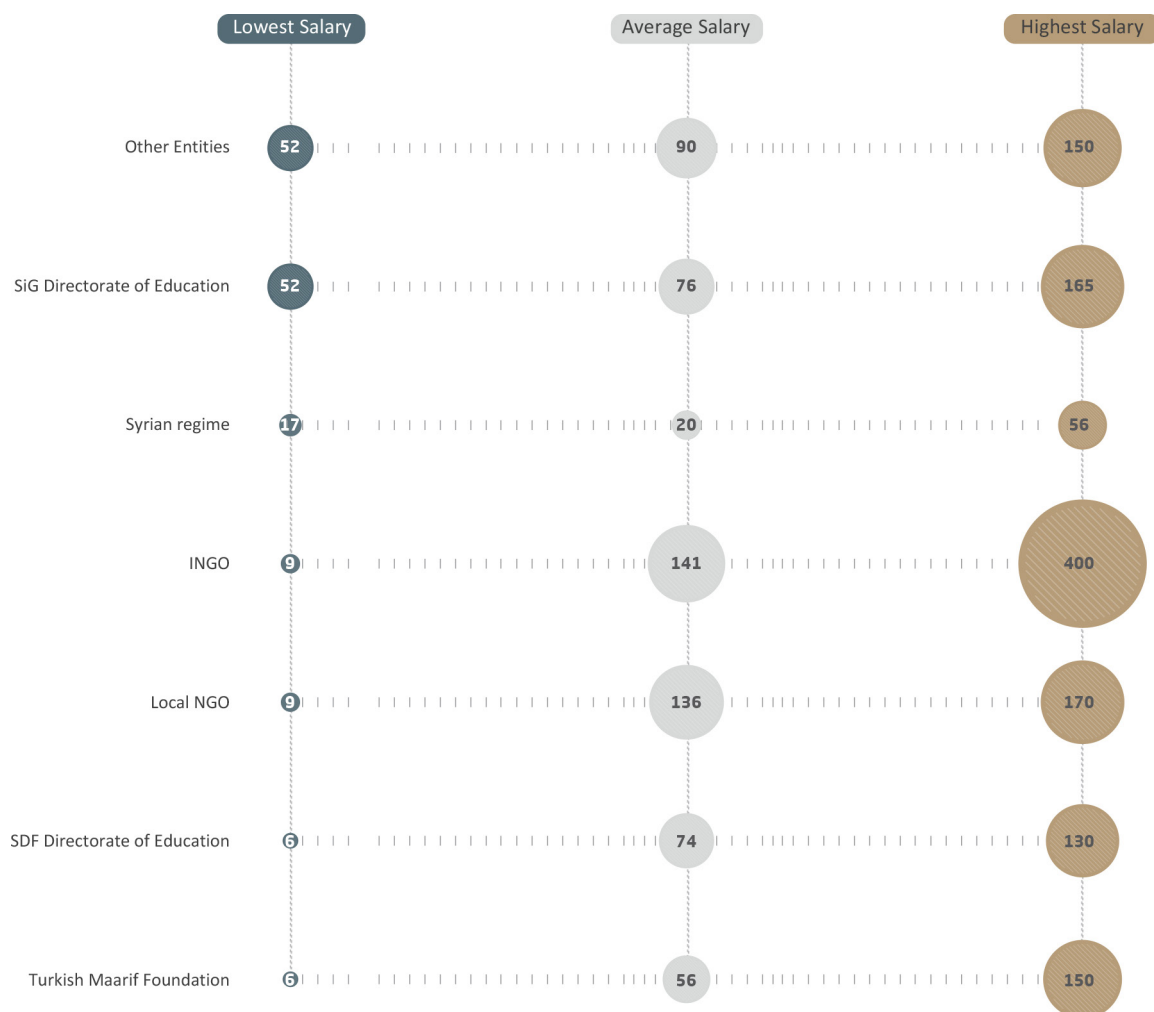


7. Average salary of teachers

Donors pay teachers' salaries in three currencies; the Syrian pound, the US dollar, and the Turkish lira; and to compare the salaries, the salary's value was calculated in US dollars at the date of data collection. An exchange rate for every 1 US dollar corresponding to 3,900 Syrian pounds was adopted, with an exchange rate that equals 14.50 Turkish liras for every 1 US dollar.

The study shows that the international NGOs and education directorate pay the highest average salaries for teachers, 150 US dollars. In second place comes local NGOs with an average salary of 136 US dollars. In the third place comes the Turkish endowments with an average salary that amounts to 73 US dollars. The SDF educational directorate comes fourth place, with an average salary of 65 US dollars. The Syrian regime paid the worst average salary, which is only 40 US dollars.

Figure (80) Average salary of teachers – highest/lowest value in US dollar according to the party providing the salaries



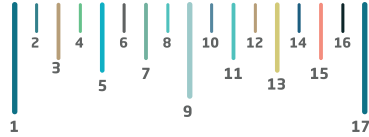
INEE⁵⁴ confirms the need to confront market forces, as stated “Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In situations 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

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

During the 2021-2022 school year, the directorates of education in Idlib and Aleppo governorates (western Aleppo countryside) took the initiative to develop an initial draft of a salary scale and a teacher leave system in cooperation with several local stakeholders. The meeting was held within the educational platform hosted by ACU. A working group was formed within the educational platform to develop the draft salary scale; the working group included representatives of the Ministry of Education affiliated with the Syrian Interim Government, the directorates of education in Idlib and western countryside of Aleppo, Manahel Program and a number of humanitarian organizations working in the education sector (EMISA, Hurras Al Tufula, and Afaa organizations). As for the salary scale, the issued decision included “After many discussions and conditions governing the education sector, whether financial or human resources, it was agreed that this scale should include only one basic criterion, which is the educational qualification of the educational cadres, and considered it a first step that can be built on later to include other criteria, including years of experience, family status and skills, if these criteria are applicable. Accordingly, the salary scale has been divided into 6 segments according to the educational qualifications as follows: the salary is 100\$ for the teacher who has a degree that is lower than high school, 110 \$ for the teacher who has a high school degree, 150 \$ for the teacher who has an intermediate institute certificate, 160 \$ for the teacher who has a university degree, 170 \$ for the teacher who has a diploma, 180\$ for the teacher who has a master’s degree.” It is noteworthy that this decision includes teachers whose salaries are supported, as the largest part of the donors only supported the salaries of teachers of the first cycle of basic education (grades 1-4), which led to having a large number of teachers left with no salaries. The local organizations are working along with the directorates of education to secure simple compensation for these teachers depending on local initiatives or donations from Syrian expatriates or Arabs

What distinguishes salaries paid by the Turkish governorate and the Syrian regime is that they are more stable and sustainable; The Turkish government pays the salaries in Turkish lira where salaries are transferred to the teachers’ bank accounts at the Turkish post office PTT which opened branches in northern Aleppo countryside. Key informants in schools funded by local and international organizations, in addition to the Directorate of Education, said that funding of the salaries is unstable and associated with the donors; salaries are usually delayed for more than two months, additionally, teachers are not compensated for the summer months, as they are only paid according to school days, which is an obstacle that forces them to search for other jobs. If

54. <https://handbook.spherestandards.org/en/inee/#ch001>

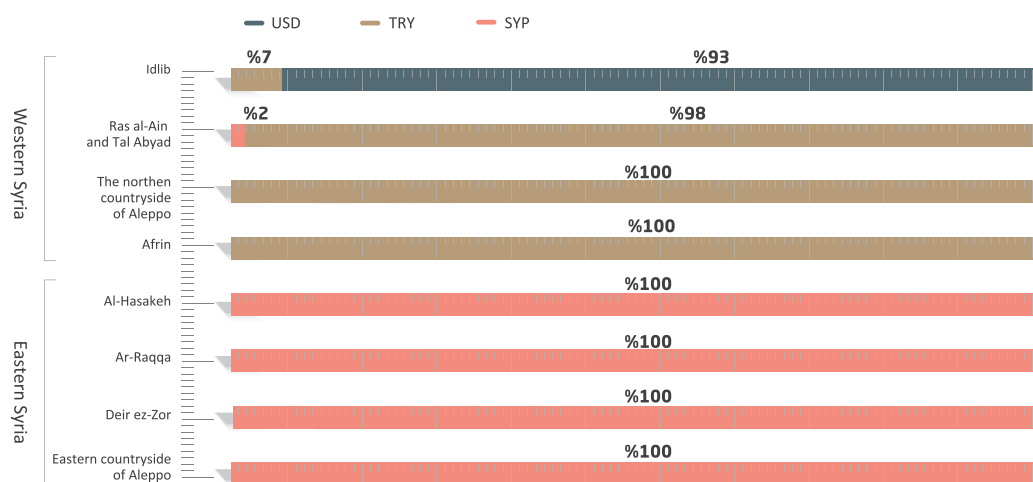


is noteworthy that the bulk of teachers qualified to teach students in accordance with their field of specialization have worked with other parties that provide higher and more stable salaries; these teachers formed a large gap in the educational process. The bulk of foreign language teachers have worked with international organizations in office work (not related to teaching) which resulted in a shortage of foreign language teachers. Moreover, the bulk of psychologists have worked with humanitarian organizations (outside the educational field (in the medical field

In the northern countryside of Aleppo, teachers staged several protests demanding an increase in their salaries and an improvement in their living conditions. Teachers in Bab city organized a silent protest in front of the Education Directorate, through which they tried to convey their voices to the concerned authorities. Both the cities of Bazagha and Qabasin witnessed similar protests as well

In the eastern countryside of Deir ez-Zor, on 17 March 2022, the educational staff in the towns of Kasra, Zghir Jazireh and Jazarat announced the start of an open strike until their demands are met. The demands included increasing their salaries in proportion to the exchange rate of the US dollar in light of the deterioration of the Syrian currency, activating the role of the teacher association, and appointing guards for schools. Thus, the educational staff in the western countryside of Deir ez-Zor joins the educational cadres in the towns of Thiban, Sweidan Jazira, and Tayyana, in the eastern countryside of Deir ez-Zor, in an open strike until their demands are met. For the second year in a row, students did not complete their educational curricula, and the reason for this is the strike of the teachers in dozens of schools, demanding an increase in salaries. Teachers in the areas controlled by the so-called Syrian Democratic Forces (SDF) receive about 260,000 SP, which is equivalent to 65 dollars

Figure (81) Percentage of teachers' salaries according to the currency used



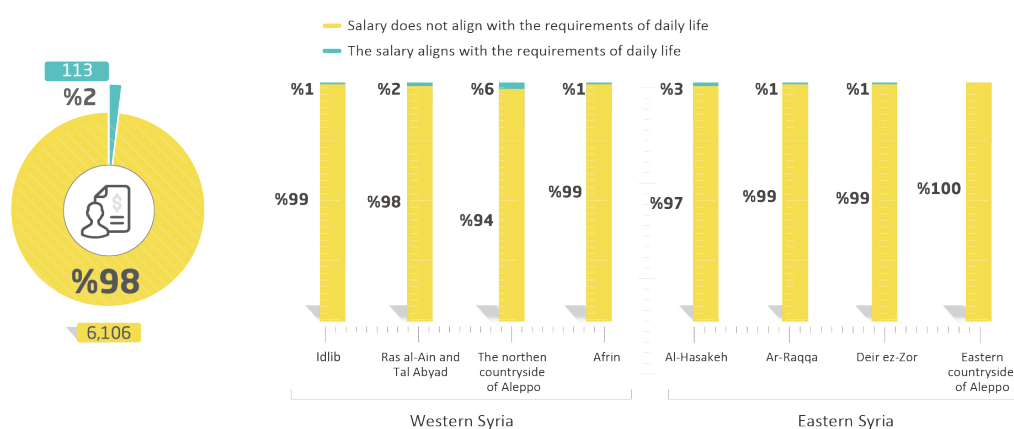
The study revealed that all salaries in Afrin, the northern countryside of Aleppo, Ras El Ein, and Tell Abiad are paid in Turkish lira. These salaries are paid by the Turkish endowments via PTT which has opened branches in all of these areas, and 93% of the salaries in Idlib governorate are paid in US dollars, while all salaries are paid in Syrian Pound in the eastern governorates under the control of SDF by the affiliated Education Directorate.

8. Teacher Survey:

The proportionality of salary/ incentive to Daily Living Requirements

Through surveys with teachers⁵⁵, the enumerators asked them whether their salaries were proportionate to daily living requirements. Only 2% (113 teachers) reported that salaries are proportionate to daily living requirements, while 98% (6,106 teachers) reported that salaries are not proportionate to daily living requirements.

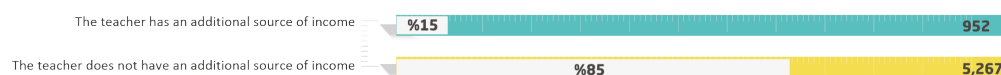
Figure (82) Number/percentages of surveyed teachers according to their salaries meeting the requirements of daily life



According to Save the Children's⁵⁶ "Working Towards Increasing the Quality of Education for Internally Displaced Children" report, "At least 180,000 education workers have left the education system."

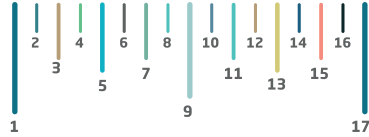
The enumerators asked teachers if they had additional sources of income other than teaching. 85% (5,276 teachers) reported that they have no additional sources of income other than the salaries they receive from schools, while only 15% (952 teachers) reported that they have additional sources of income.

Figure (83) Number/percentage of teachers by having additional sources of income



55. IMU researchers conducted surveys with 4,674 teachers inside and out of school in 5 governorates. 43% of surveyed teachers were female and 57% were male.

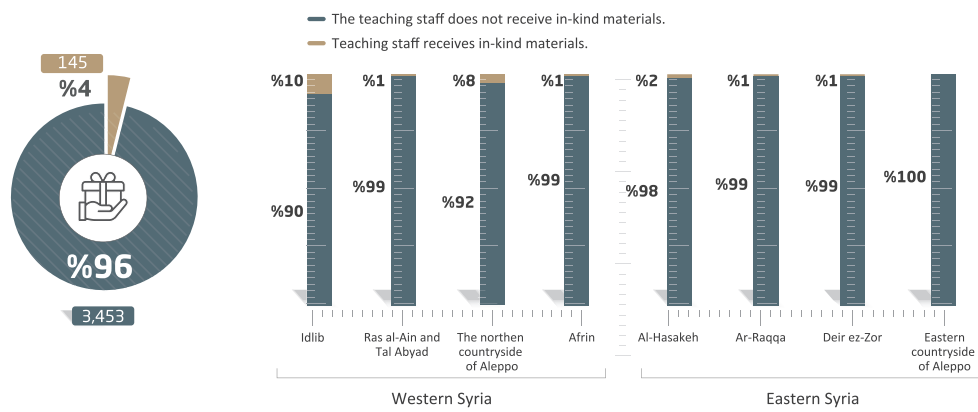
56. https://reliefweb.int/sites/reliefweb.int/files/resources/action_towards_education_idp_children_report_final.pdf



9. Teachers receiving in-kind materials

The results of the study showed that only 4% (145 schools) of the total schools covered by the evaluation receive additional support materials (in-kind materials) in addition to their salaries, while in 96% (3,454 schools) of schools, the teachers do not receive any additional support.

Figure (84) Number/percentage of operating schools where teachers receive in-kind assistance in addition to the salary

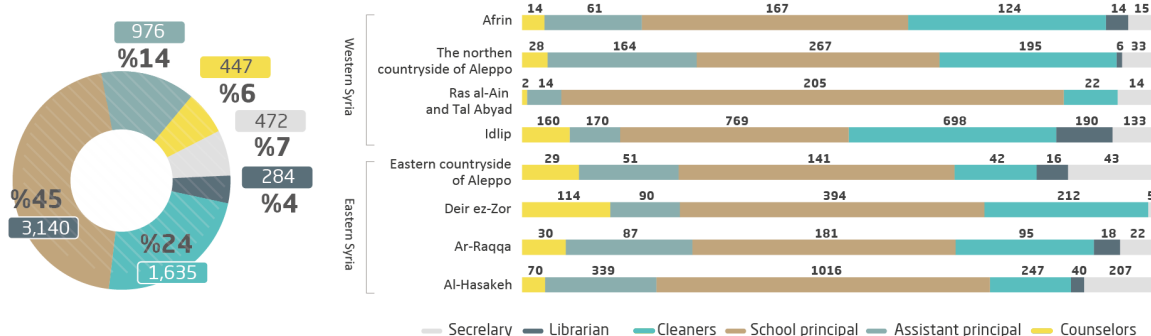


As a result of the deterioration of living conditions in areas outside the regime's control, the salaries received by teachers do not meet the requirements of daily living. Yet, part of them does not receive any salaries. Some authorities work to distribute in-kind materials to teachers within schools to meet part of their requirements of daily living and ensure that educational staff does not have to search for better income-generating sources. These materials are often distributed in schools where teachers do not receive salaries or they receive low salaries compared to other schools. Several parties distribute some aid in food baskets or other materials as support for those in charge of the educational process.

10. Administrative and service cadres

The study showed that 45% of the administrative and service staff in the schools covered by the study are school principals (3,140 principals), 14% of them are assistant principals (976 assistant principals), 7% of them are secretaries (472 secretaries), 6% of them are counselors (447 mentors), and 4% of them are librarians (284 librarians), 24% of them are cleaners (1,635 users).

Figure (85) Number/ percentage of administrative cadres at schools according to their job description



- Principal's primary duties include supervising the educational process in schools and ensuring that procedures and regulations are followed. Normally there is only one principal in each school. Still, in some non-formal schools (e.g., rural schools, temporary learning centers, safe learning centers), there may sometimes be no principal, and teachers share administrative tasks.
- Some schools in areas outside the regime's control may have two principals, one appointed by the Syrian regime and the other by the Ministry of Education of the Syrian Interim Government. Large schools may have an assistant principal who will support the principal by sharing some of the tasks with them. The principal and his assistant may take turns running the school in schools with two shifts (morning and afternoon).
- School counselors supervise students outside the classroom and manage classes on behalf of the teacher when a teacher is absent. They also oversee the inspection of students' attendance and communicate with parents in the event of students' absence.
- The secretaries' mission is to maintain and organize student and teacher documents.
- The librarian's mission is to supervise schools' libraries and lend books and references to students. As a result of the lack of equipped libraries in most schools, librarians assume the functions of counselors in supervising students.



Section 13:

13

Psychological support and students with disabilities

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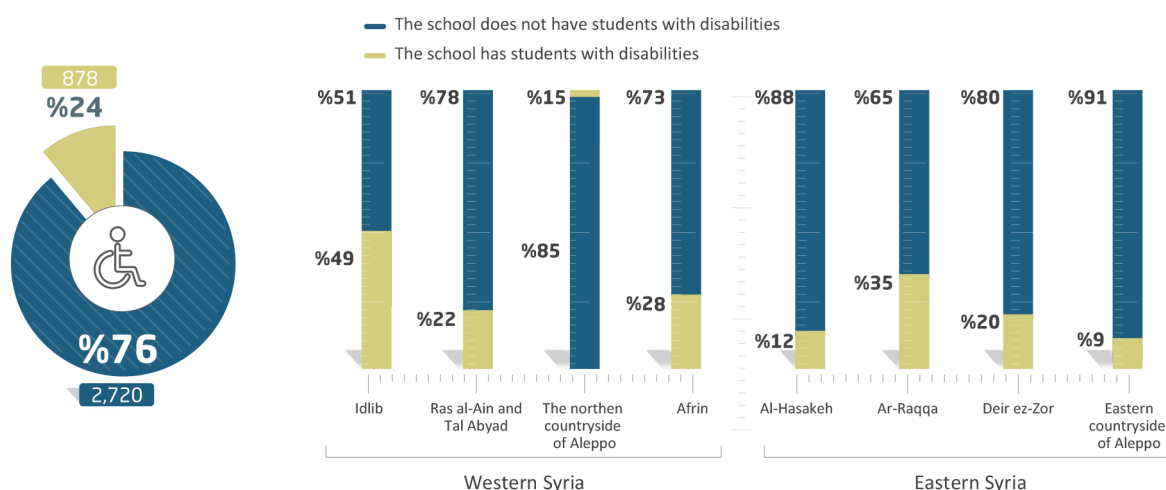
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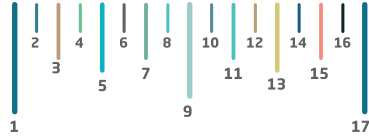
Section 13: Psychological support and Students with Disabilities

1. Children with Disabilities in Schools

The number of children with disabilities in Syria has increased because of the war conditions, where children are injured due to shelling or mine explosions, which results in having children who have disabilities. The study results found that only 24% (878 schools) of the assessed operational schools have children with disabilities, while 76% (2,720 schools) of schools do not have children with disabilities, as disabled children within these areas may be deprived of education.

Figure (86) Number/percentage of schools according to the presence of children with disabilities within

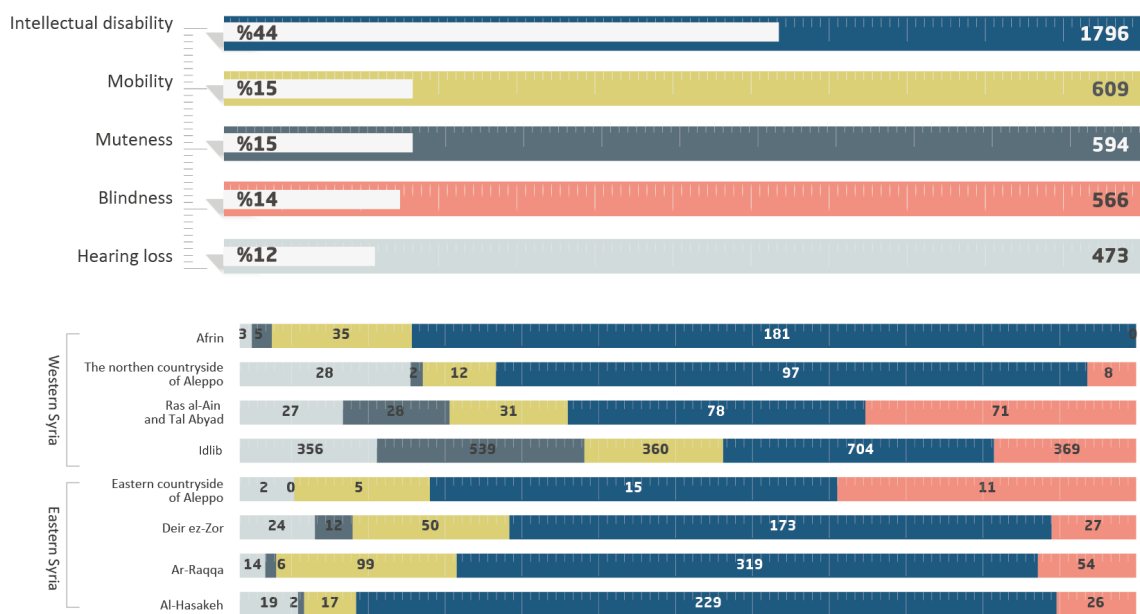




2. Children with Disabilities in Schools by the Type of Disability

There are 4,038 students with disabilities currently enrolled in the assessed operational schools. The data shows that motor disability accounted for 44% (1,796 students with disabilities) of all assessed students with disabilities; blindness accounted for 15% (594 blind students); intellectual disability accounted for 14% (566 students with intellectual disability); speech impairment accounted for 15% (609 students with speech impairment); hearing loss accounted for 12% (473 students with hearing loss).

Figure (87) number/percentage of students with disabilities within schools according to the type of disability

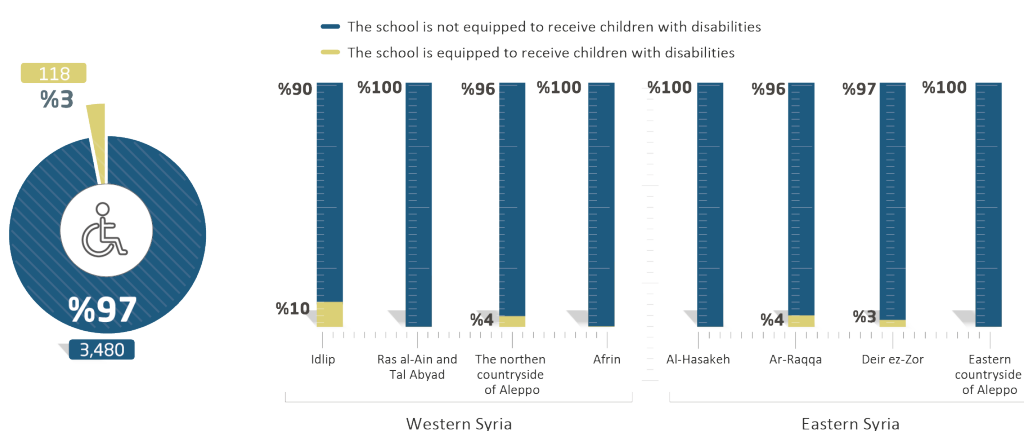


The study found that some disabilities are apparent, like motor disabilities, which are often resulted from injuries because of shelling or bombardments, in the course of the ongoing war. In contrast, other disabilities are difficult to diagnose accurately as they need specialists, who are rare in the areas covered by the assessment. The deteriorated living conditions of the parents might have prevented them from seeking specialized doctors who can diagnose the status of their children accurately. Moreover, sources of information confirmed the presence of a large number of children suffering from delayed speech, where their parents did not take them to any specialists; parents later discovered that those children did not have speech problems but hearing problems, which led to delayed speech. In such cases, hearing aids should be found as a first step in solving the problem. The child also needs specialists to help him/her learn pronunciation. It should be taken into consideration that if the child stays in school without specialists to help him/her learn to pronounce (inside or outside the school), this leads to multiplier effects on their condition. The child might suffer from isolation and neglect by his/her classmates and teachers. People in the assessed areas also suffer from difficult diagnoses of intellectual disabilities.

3. Equipping Schools to receive Children with Disabilities

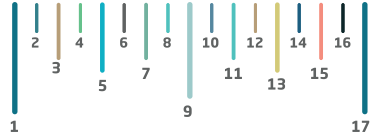
The results of the study showed that only 3% (118 schools) of the assessed operational schools are equipped to receive children with disabilities. In contrast, 97% (3,480 schools) are not equipped to receive children with disabilities, despite the presence of 4,038 students with disabilities within 24% of the assessed operational schools.

Figure (88) Number/Percentage of schools according to their equipment to receive children with disabilities



According to INEE⁵⁷, *“the needs of people with physical and visual disabilities should be carefully considered in the design of educational facilities. Entrances and exits need to accommodate people in wheelchairs or to use other assisted-mobility devices. Classroom space and furniture and water and sanitation facilities should meet the needs of people with disabilities. When identifying sites and reconstructing education facilities, cooperation at local and national levels is recommended with organizations representing people with various types of disability, parents of children with disabilities and youth with disabilities”*.

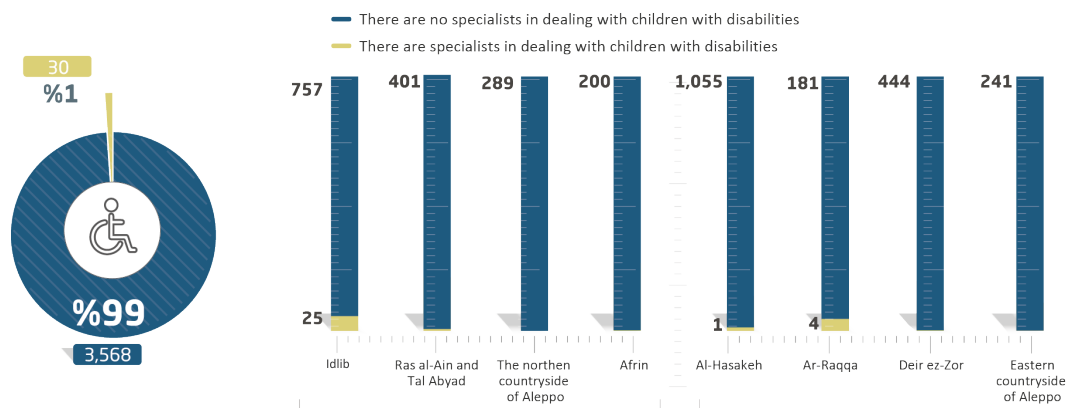
57. <https://handbook.spherestandards.org/en/inee/#ch001>



4. Availability of Specialists to Address Children with Disabilities

The results of the study show that only 1% (30 schools) of the total assessed functional schools have specialists to deal with children with special needs. These specialists are present in 25 schools in Idlib governorate, in 2 schools in northern Aleppo countryside, in 4 schools in Ar-Raqqa governorate, and in 1 school in Al-Hasakeh governorate. On the other hand, there are no specialists to deal with children with disabilities in 99% (3,568 schools) of the assessed functional schools.

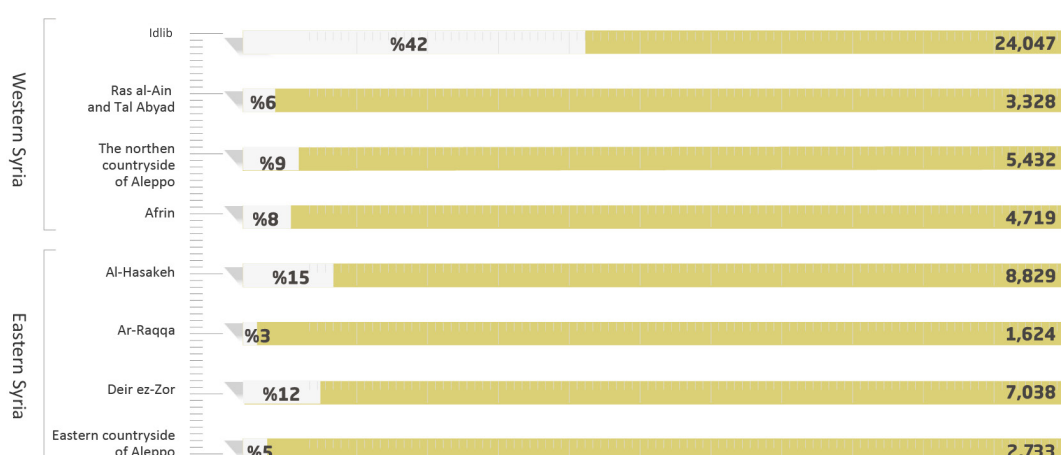
Figure (89) number/percentage of schools according to the availability of specialists in dealing with children with disability



5. Orphans in Schools

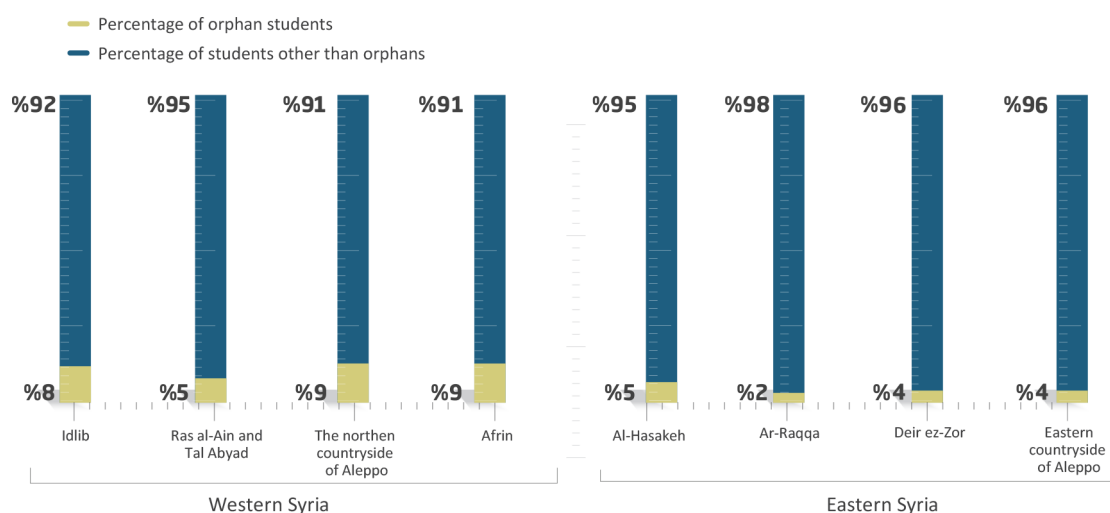
The number of orphans in Syria has dramatically increased over the past years due to the ongoing war, with many children having lost one or both parents as a result of the military actions against the civilians. The number of orphans reported in the assessed operational schools stands at 55,750 orphans, where the biggest percentage is found in Idlib governorate at 42% (24,047 orphans).

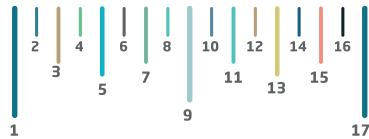
Figure (90) numbers/percentages of orphaned students within schools



The largest percentage of orphan students is found in Afrin, with 9% of all students in schools in both areas, and in Idlib governorate, the percentage is 8% of the total number of students, and 6% in Tell Abiad and Ras Al-Ain. The percentage in each of northern Aleppo countryside and Al-Hasakeh governorate is 5%. As for the eastern Aleppo countryside and Deir ez-Zor, the percentage in each is 3%, and in the Education Clusters governorate, the percentage is 2% of the total number of students.

Figure (91) numbers/percentages of orphaned students of the total school students

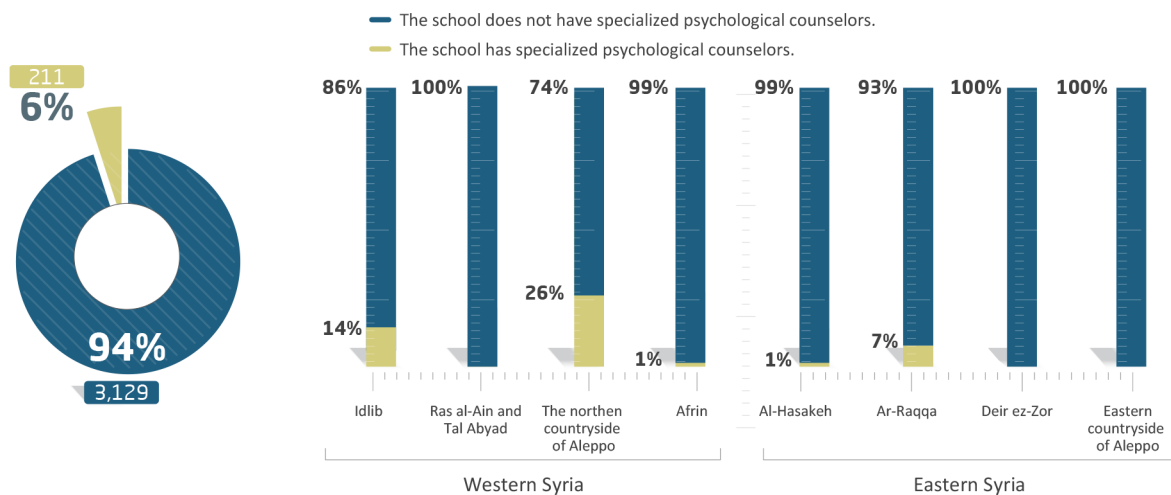




6. Availability of Psychological Counsellors in Schools

The study found that there were no psychological counselors in 95% (3,407 schools) of the operational schools assessed, while psychological counselors were available in only 5% (191 schools) of the schools.

Figure (92) the number/percentages of schools according to the presence of psychological counselors within

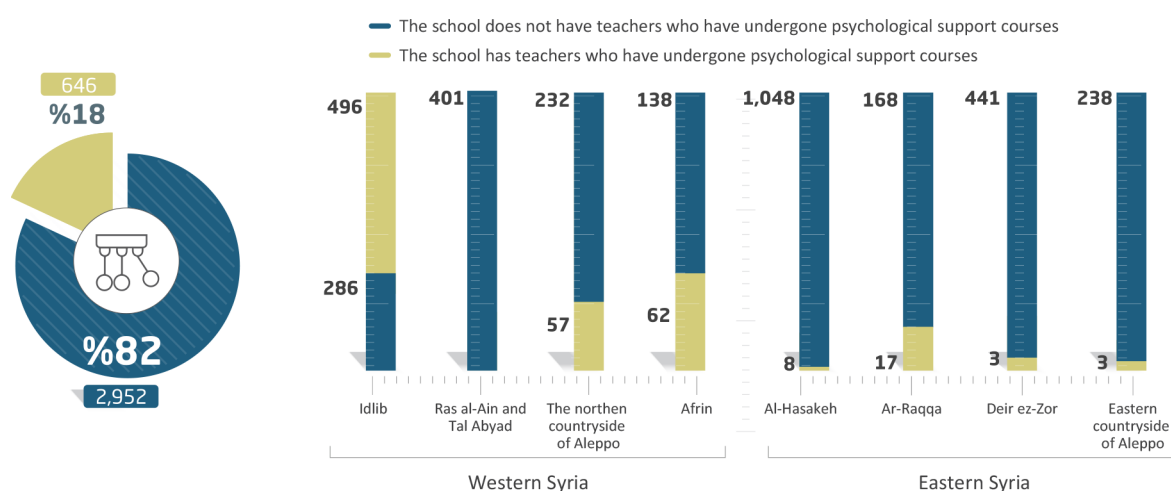


Prior to the start of the war in Syria, there used to be psychologists who graduated from the faculty of Psychology in most schools to be consulted in cases of having students suffering from psychological problems. The psychological counselor would guide children, discuss relevant issues with parents,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

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

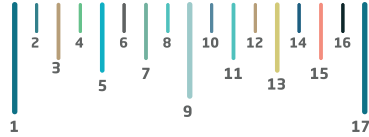
Data shows that only 18% (646 schools) of the total assessed operational schools have teachers who attend PSS training courses. It is noteworthy that not all teachers in these schools have undergone courses in this field; some teachers might have undergone psychosocial support courses, while others in the same school have not.

Figure (93) the number/percentage of schools according to the presence of teachers who have undergone psychosocial support courses



According to INEE⁵⁸, “Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances”. Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from the ongoing war, school teachers should be trained on how to deal with children in the time of war. Moreover, how to act during the disaster, as the presence of a large number of children in one classroom needs experience, responsiveness, and organization of the teacher act to protect children and minimize damage as possible during the disaster, as well as deal with the phenomena that prevail between children due to war in Syria.

58. <https://handbook.spherestandards.org/en/inee/#ch001>

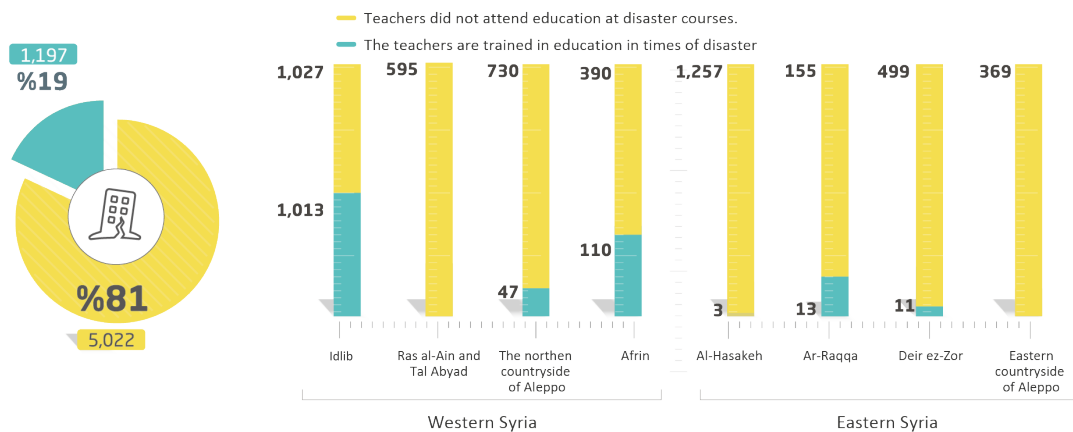


8. Teacher perceptions:

training courses in education in emergency

The surveyed teachers⁵⁹ were asked if they received any specialized training or courses on Education in Emergency. 19% (1,197 teachers) of the surveyed teachers said that they had attended training courses in Education in Emergency, while 81% (5,022 teachers) did not receive any courses in this field.

Figure (94) number/percentage of teachers surveyed according to receiving training on education in emergency

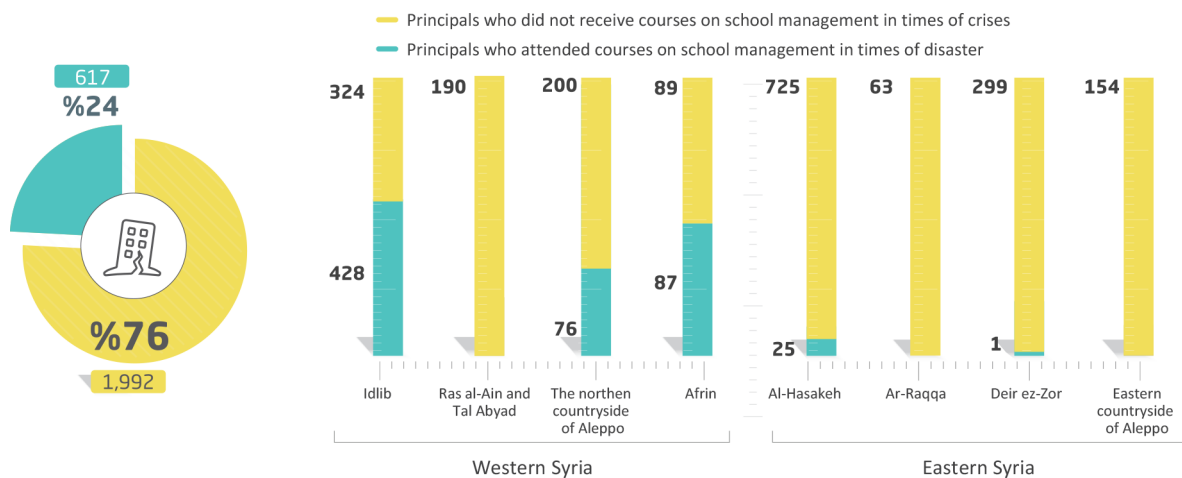


9. Principal perceptions:

training courses on school management in emergency

Data results showed that 24% (617 principals) of the surveyed principals⁶⁰ who were asked if they received any specialized training courses on school management in an emergency stated that they had attended training courses on school management in an emergency, while 76% (1,992 principals) stated that they did not receive any courses in this field.

Figure (95) number/percentage of surveyed principals according to receiving training on school management in emergency



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

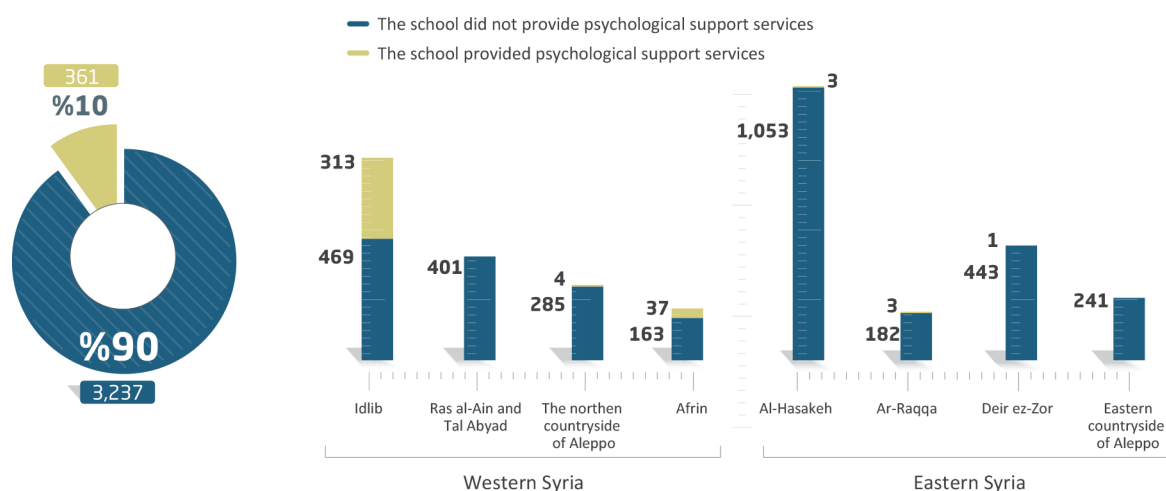
60. The enumerators of the Information Management Unit conducted perception surveys with 2,204 school principals in functional schools within five governorates. 17% of them were females, and 83% of them were males.

10. Provision of PSS Services in Schools

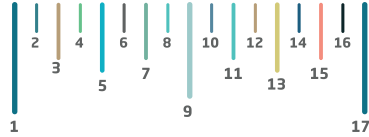
Only 10% (361 schools) of the total number of the functional schools provided PSS services during 2021/2022, while in 90% (3,237 schools) of the schools such services were not provided.

It is noted that all PSS services decreased inside and outside the school after the spread of Covid-19. Furthermore, suspension of school attendance as a precautionary measure to limit the spread of the virus increased students' sense of isolation, the thing which indicates the need to increase PSS services on the condition of commitment to social distancing and other precautionary measures to limit the spread of the virus.

Form (96) number/percentage of schools according to the provision of psychosocial support services



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

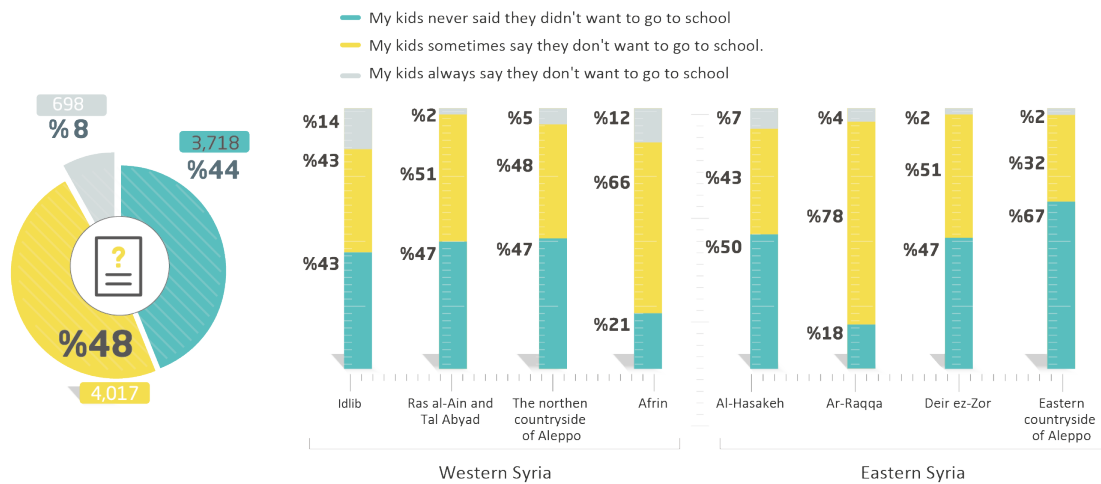


11. Parent perceptions:

Children express their unwillingness to go to school

The results showed that 8 % (698 individuals) of surveyed parents⁶¹, who were asked about their children's willingness to go to school, said that their children always express unwillingness to go to school, and 48% (4,017 individuals) said that their children sometimes express unwillingness to go to school.

Figure (97) number/percentage of parents surveyed according to the wishes of their children to go to school



12. Student perception:

phenomena related to the feelings of students within school

Through the surveys conducted with students⁶² by the enumerators, they were asked about their frequent feeling for one month (phenomena related to the feeling). The data showed that one of the most common phenomena among the surveyed students is the difficulty of memorizing information and lessons, 8% (342 students) of the students reported that they always suffer from this phenomenon, while 57% (2,480 students) reported that they sometimes suffer from this phenomena, and 35% (1,498 students) rarely suffer from these phenomena.

6% (221 students) reported being easily distracted, whereas 50% (1,907 students) said that they sometimes get distracted, and 44% (1,655 students) expressed that they rarely get distracted.

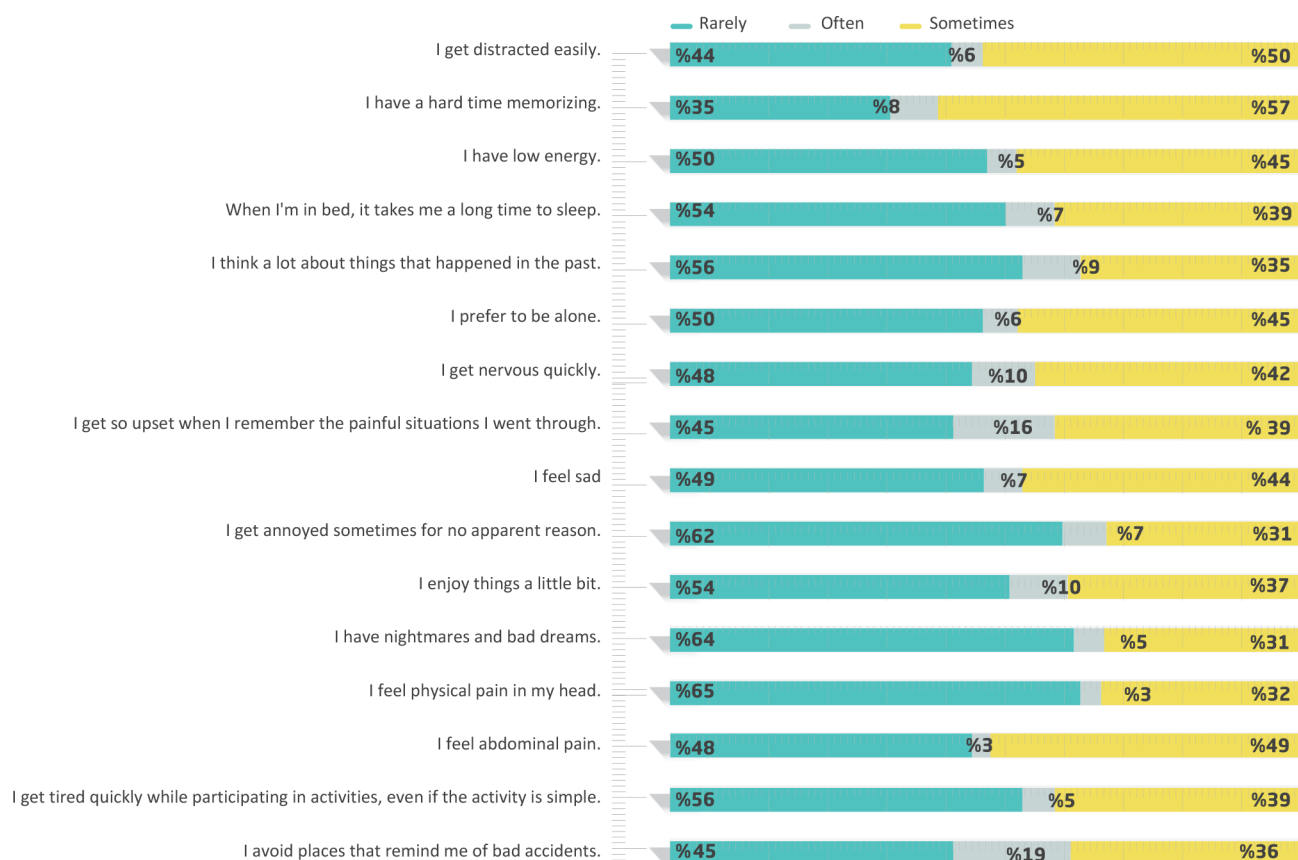
7% (237 students) said that it always takes them a long time to fall asleep when lying in bed, 39% (1,240 students) said that it sometimes takes them a long time to fall asleep when lying in bed, 45% (1,185 students) reported that it rarely takes them a long time to fall asleep when lying in bed.

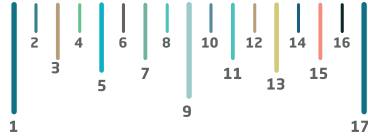
61. IMU enumerators conducted perception surveys with 8,433 individuals who have children of school age (in and out of schools) in 6 governorates. 31% of them are females, and 69 % are males. 77 % host communities, and 23% IDPs.

62. The Information Management Unit conducted perception surveys with 6,931 children between the ages of 6 and 18 years inside and outside schools in 6 governorates. Females accounted for 40% of children and males accounted for 60% of children. 79% of children surveyed were from the host community, 21% were from IDPs, and 2% of children surveyed had a disability.

7% (237 students) said that it always takes them a long time to fall asleep when lying in bed, 39% (1,240 students) said that it sometimes takes them a long time to fall asleep when lying in bed, 45% (1,185 students) reported that it rarely takes them a long time to fall asleep when lying in bed.

Figure (98) percentage of the prevalence of symptoms related to feelings among the students



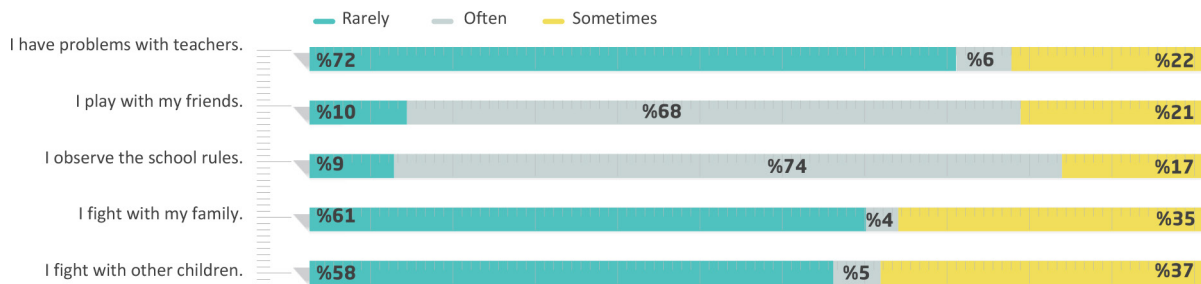


13. Student perceptions:

phenomena related to the interaction between students within schools

Through the surveys conducted with students⁶³ by the enumerators, the students were asked about their frequent feeling during one month (phenomena related to the interaction symptoms). The data showed that one of the most common negative phenomena among the surveyed students is getting into physical fights with other children and the family members, while most students play with their friends and abide by school rules.

Figure (99) percentage of the prevalence of feelings related to interaction among the students



14. Student perceptions:

phenomena related to students' self-awareness

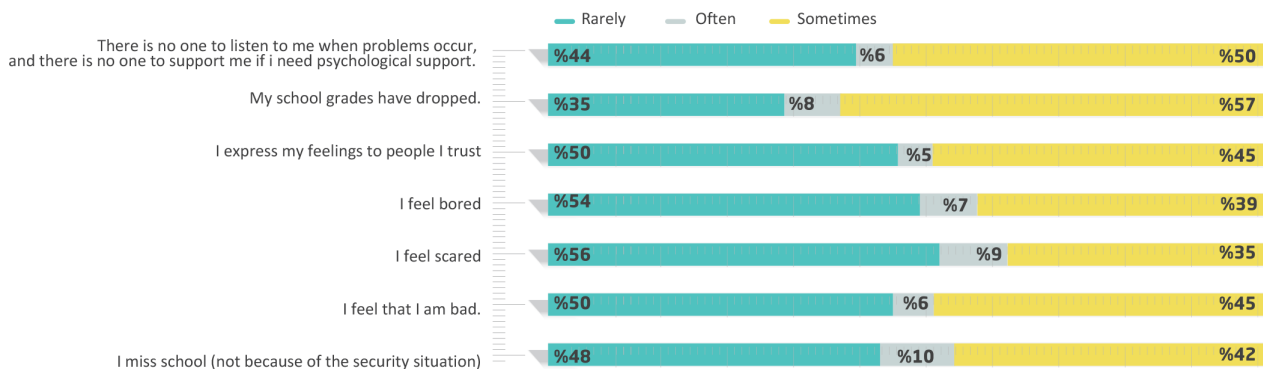
Through the surveys conducted with students by the enumerators, the students were asked about their frequent feeling during one month (phenomena related to self-awareness).

10% (390 students) of the surveyed students reported feeling bored more often, 59% (2,274 students) said that they sometimes feel bored, whereas 31% (1,206 students) expressed that they rarely feel bored.

On the other hand, 5% (160 students) reported that they more often feel that their grades at school became lower; 46% (1,477 students) reported that they sometimes feel that their grades at school became lower, and 49% (1,585 students) rarely feel that their grades at school became lower.

The data showed that 7% (238 students) of the surveyed students reported that they more often feel scared; 46% (1,508 students) reported that they sometimes feel scared, and 46% (1,517 students) rarely feel scared.

Figure (100) percentage of the prevalence of feelings related to self-awareness among the students

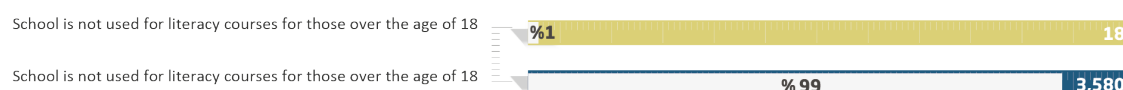


63. The Information Management Unit conducted perception surveys with 7,530 children between the ages of 5 and 17 years inside and outside schools in 5 governorates. Females accounted for 42% of children and males accounted for 58% of children. 73% of children surveyed were from the host community, 27%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

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

The study revealed that 18 schools of the assessed operational schools are used for literacy courses for people over 18 years of age. These schools are found in Idlib governorate and northern Aleppo countryside; If the schools are used for literacy courses, it should be ensured that the school students are separated from people attending literacy courses to avoid exposing the children to harassment by people attending the courses. Separation takes place either in places or in times of education.

Figure (101) Number/percentage of schools by use for literacy courses



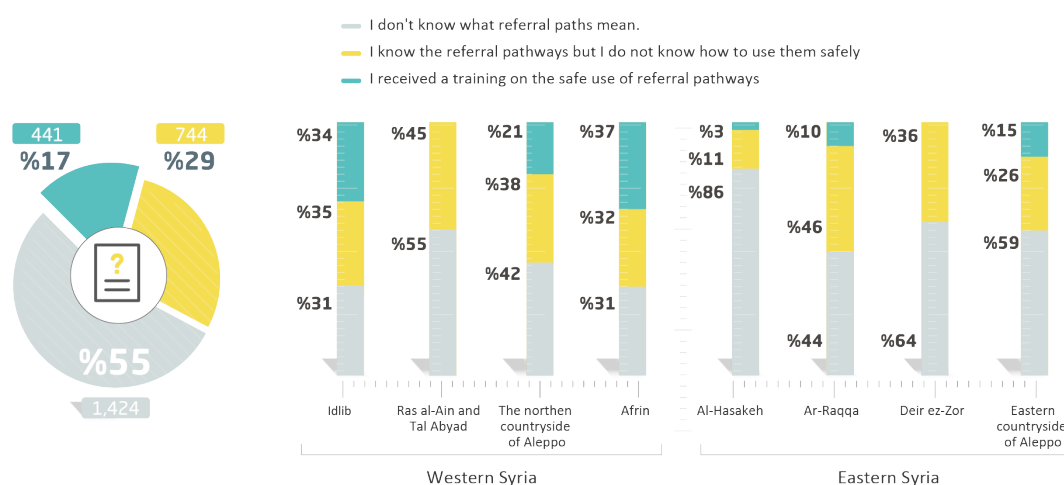
16. Principal perception:

receiving training courses on the safe use of referral pathways

The standard operating procedures⁶⁴ for protection from violence based on gender and responding to it define “referral pathways as a flexible mechanism that safely connects the survivors with supportive and reliable services. Such as health, intellectual health, psychological support, in addition to police and legal support/ justice.”

Through the surveys conducted by the enumerators with the school principals⁶⁵; the enumerators asked them whether they received training on the safe use of referral pathways; a question to which 55% (1,424 principals) answered by saying that they don't know what referral pathways mean and never heard about the term; 29% (744 principals) of the principals said that they know what referral pathways mean (though they have heard about the term), but they don't know about the safe use of them. Only 17% (441 principals) of the principals received training on the safe use of referral pathways. It is noted that 11% (678 teachers) of the teachers surveyed reported receiving training on the safe use of referral pathways.

Figure (102) number/percentage of principals according to receiving training on referral pathways



64. https://reliefweb.int/sites/reliefweb.int/files/resources/gbv_sc_sops_2018_english_final.pdf

65. The enumerators of the Information Management Unit conducted perception surveys with 2,906 school principals in functional schools within 6 governorates. 20% of them were females and 80% of them were males.



Section 14:

Policies and Procedures Governing the educational process

14

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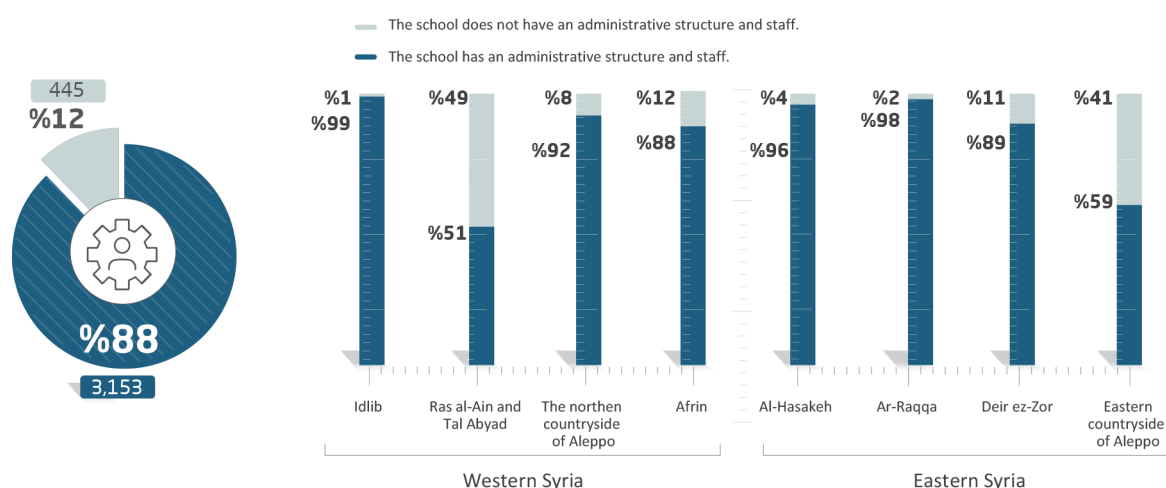


15 Section 14: Policies and Procedures Governing the Educational Process

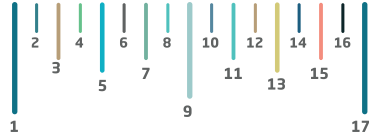
1. The Existence of an Administrative Structure and Cadre

Before the war in Syria, the existence of a clear administrative structure and staff was considered a prerequisite in formal schools. In rural schools, only one principal may be present without other administrative staff, or a teacher may perform the duties of the principal if no principal is appointed. The administrative staff shall apply policies and procedures approved by EDs and Education Assemblies (EAs) within schools. It was found that 88% (3,153 schools) of the assessed operational schools have a clear administrative structure and cadre, whereas 12% (445 schools) do not have a clear administrative structure or cadre.

Figure (103) the number/percentage of schools according to the presence of an administrative structure and administrative staff



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

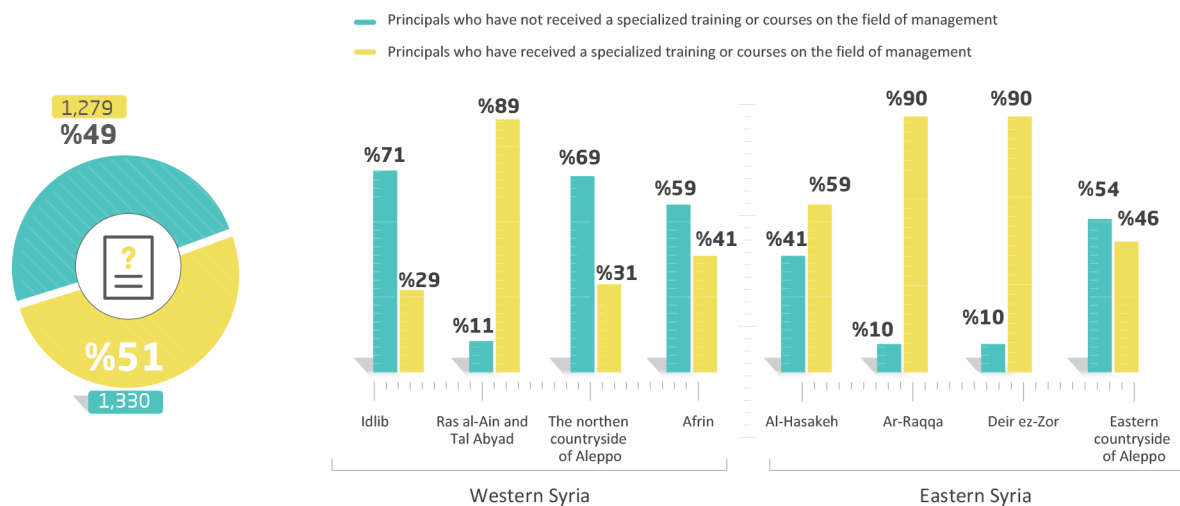


2. Principal perceptions:

training courses in school management

Before the war in Syria, the principal used to be appointed by the senior teachers who attended a set of training courses that qualified them to become part of the school's administrative staff. Through these courses, teachers are trained on the administrative work within the school and the mechanisms for the application of policies and procedures optimally. The war conditions in Syria have imposed the appointment of new administrative staff within schools. The principals⁶⁶ were surveyed about whether they had received any courses in school management before or after they became principals. It was found that only 51% (1,330 principals) of them reported that they had received courses in school management, while 49% (1,279 principals) reported that they had not taken any courses in school management.

Figure (104) number/percentage of principals surveyed according to receiving training on school management



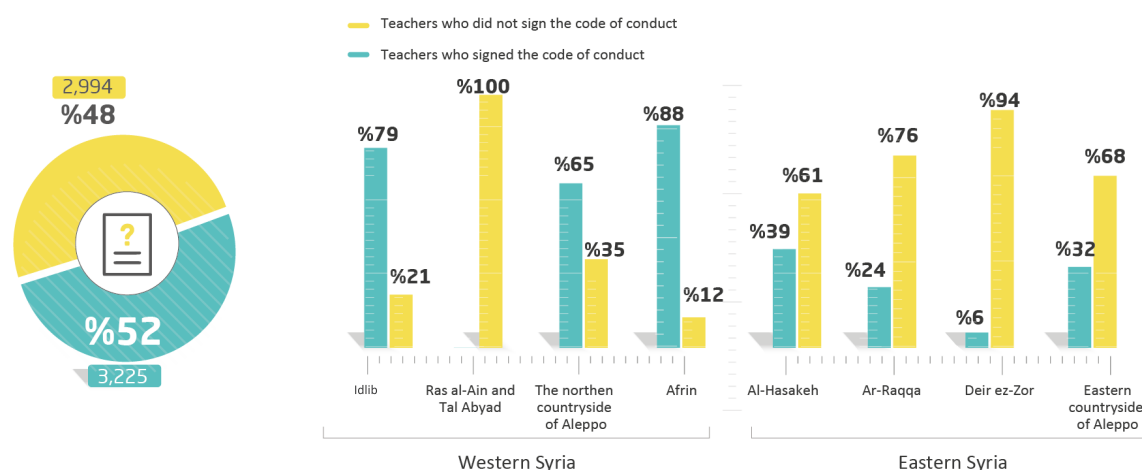
66. The enumerators of the Information Management Unit conducted perception surveys with 2,906 school principals in functional schools within 6 governorates. 20% of them females and 80% of them males.

3. Teacher perceptions:

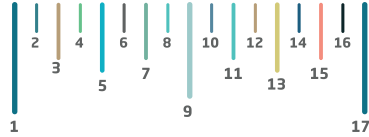
signing the Code of Conduct (CoC)

According to all surveyed teachers, signing a code of conduct was not common in the teacher recruitment procedures in Syria before the ongoing war. The teacher was subject to an appointment competition announced by the Ministry of Education which is affiliated with the Syrian government. The Ministry shall subsequently issue the names of the admitted applicants who shall be appointed as per the procedures followed by the ED. On the other hand, there were teachers' unions/syndicates, which were supposed to ensure teachers get their rights, whereas the Education Directorate and Education Clusters disseminated the duties of teachers. After the outbreak of the war in Syria, most of the schools in areas outside the regime's control are now supported by donors (international bodies or organizations). On this ground, donors often require all staff (including teaching staff) to sign a CoC to inform the employee of his/her rights and duties. Based on the surveys the enumerators conducted with the teachers⁶⁷, it is found that only 52% (3,225 teachers) of teachers reported signing a CoC, while 48% (2,994 teachers) said that they did not sign any document that informed them of their rights and duties.

figure (105) number/percentage of teachers surveyed according to signing the code of conduct



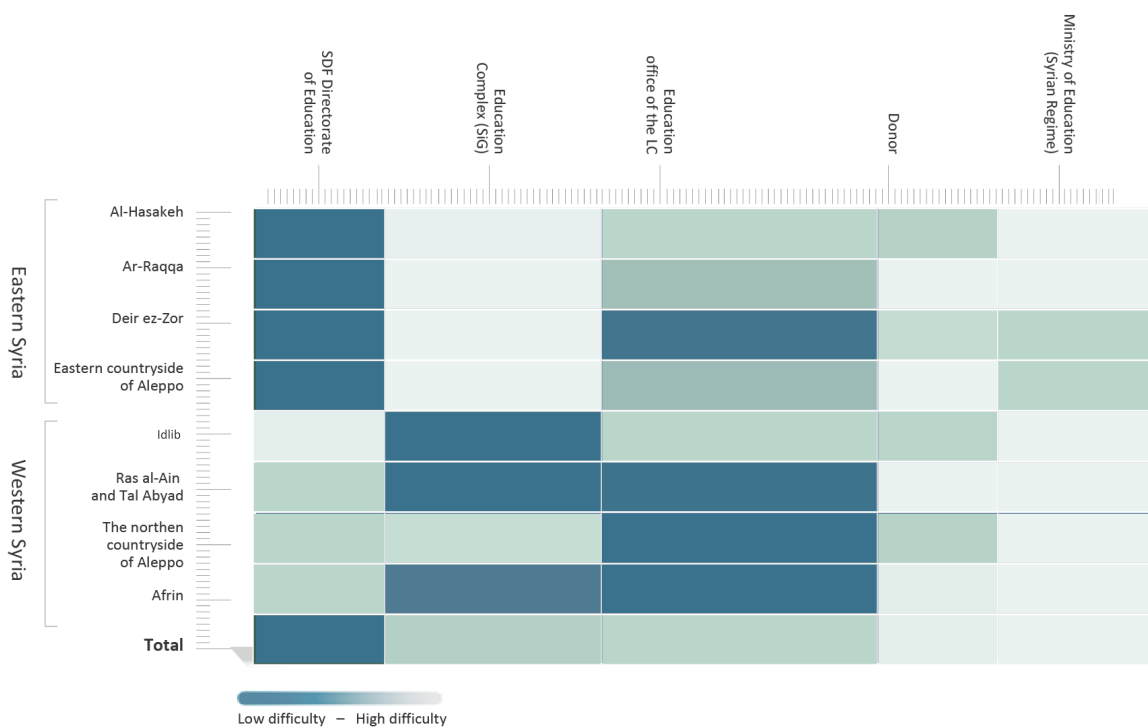
67. IMU enumerators conducted surveys with 6,219 teachers inside and outside the schools in 5 governorates. 38% of the teachers surveyed were females, and 62% males



4. The most influential decision makers within schools

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

Figure (106) Most influential decision-makers in schools



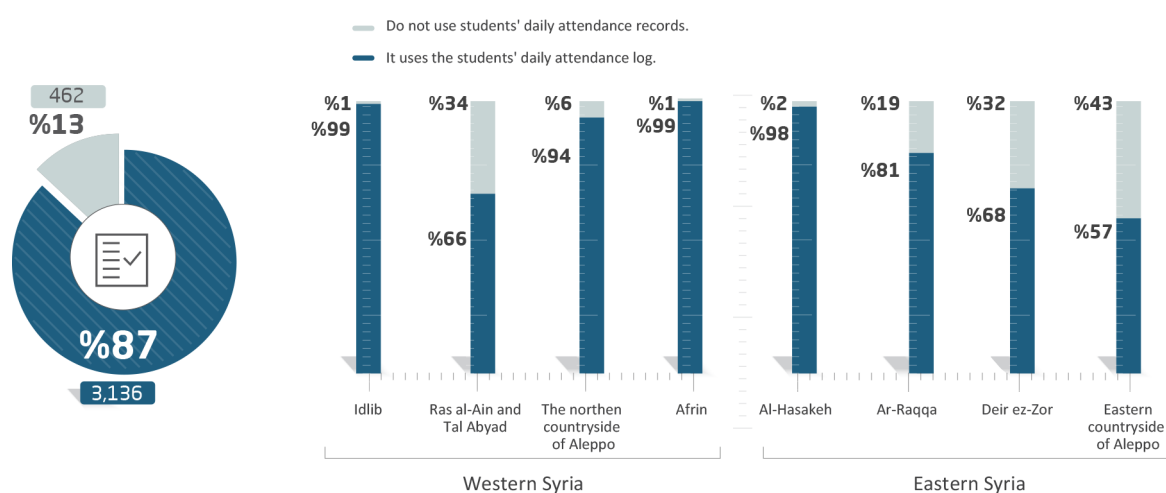
The influence of decision-makers in schools is determined based on three fundamental issues:

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

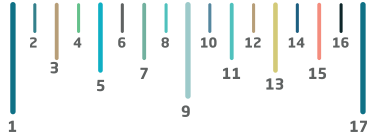
5.Availability of Students' daily attendance sheet

The study results showed that 87% (3,136 schools) of the total assessed operational schools use students' daily attendance sheets to track students' attendance, while 13% (462 schools) of the total assessed operational schools do not use daily attendance sheets.

figure (107) number/percentage of schools by use of the daily attendance record of students



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

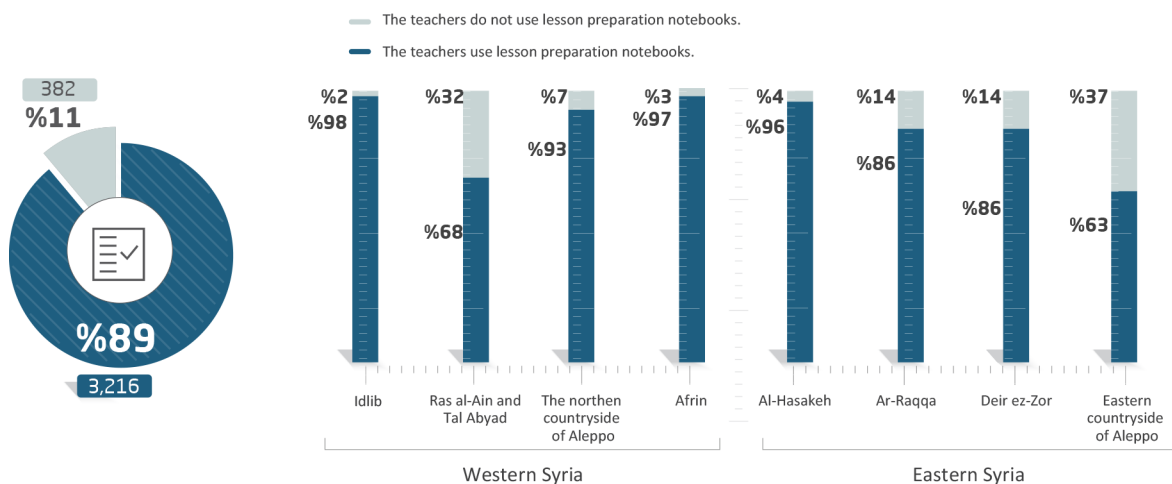


6. Availability of Teachers' Preparation Notebooks

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

The study found that teachers in 11% (382 schools) of the assessed operational schools do not use teachers' preparation notebooks, whereas teachers in 93% (3,216 schools) of the assessed operational schools use teacher preparation notebooks.

figure (108) number/percentage of schools according to teachers' use of notebooks to prepare lessons

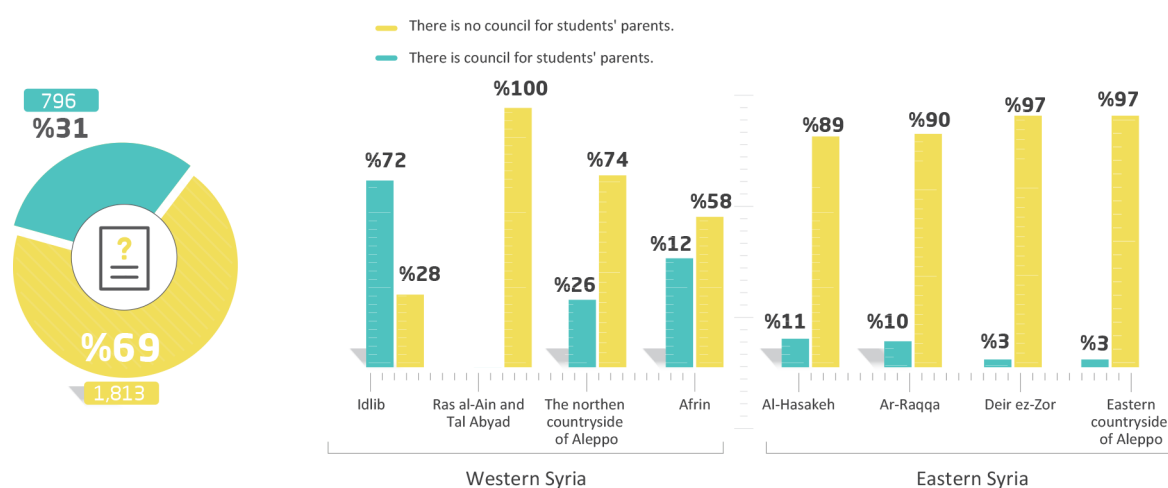


7. Principal perceptions:

parent-teacher councils or periodic meetings with students' parents

Before the war in Syria, there were no parent-teacher councils, but the school administrations used to meet the parents on a quarterly basis (twice a year - once per semester). Therefore, there should be parent-teacher councils and periodic meetings to involve students' parents in the educational process and find effective solutions that suit the current circumstances according to the available resources. The principals⁶⁸ were surveyed about whether there are parent-teacher councils or whether the school holds periodic meetings with the parents. 31% (796 principals) of the principals reported parent-teacher councils and periodic meetings, while 69% (1,813 principals) said that there are no parent-teacher councils or periodic meetings.

Figure (109) number/percentage of principals surveyed according to the presence of a council of students' parents



68. The enumerators of the Information Management Unit conducted perception surveys with 2,906 school principals in functional schools within 6 governorates. 20% of them were females and 80% of them were males.



Section 15:

COVID-19 Prevention

Methods and Procedures

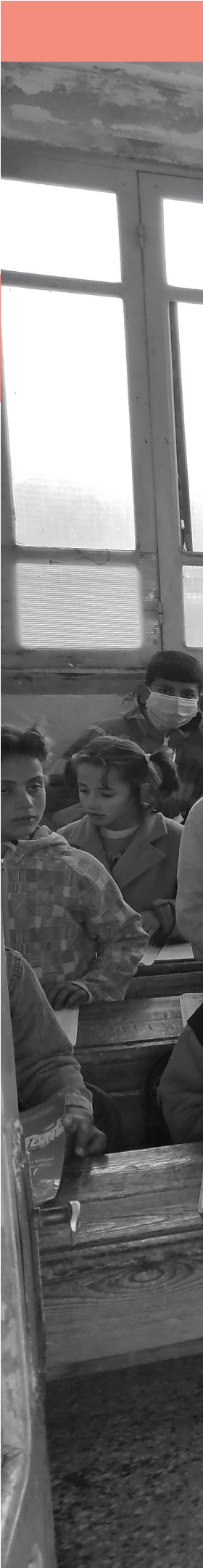
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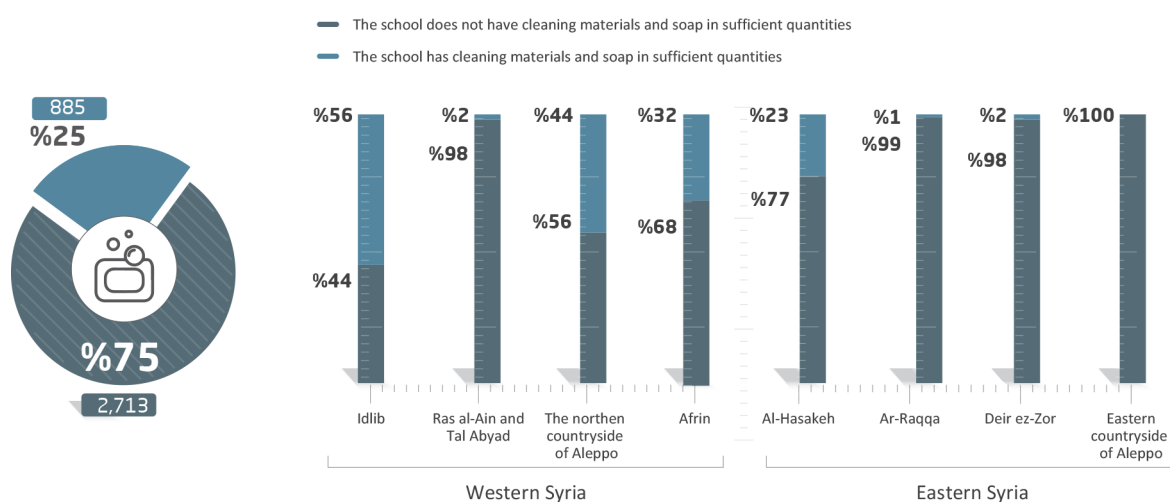


15 Section 15: Methods and measures to prevent COVID-19

1. Availability of Soap and Sterilization Materials within Schools and Periodic Sterilization

Precautionary measures to limit the spread of the COVID-19 virus impose providing adequate quantities of cleaning materials and soap within the school; The study showed that sufficient quantities of cleaning materials and soap were available among 25% (885 schools) of schools. At the same time, there were insufficient quantities of cleaning materials and soap in 75% (2,713 schools) of the schools.

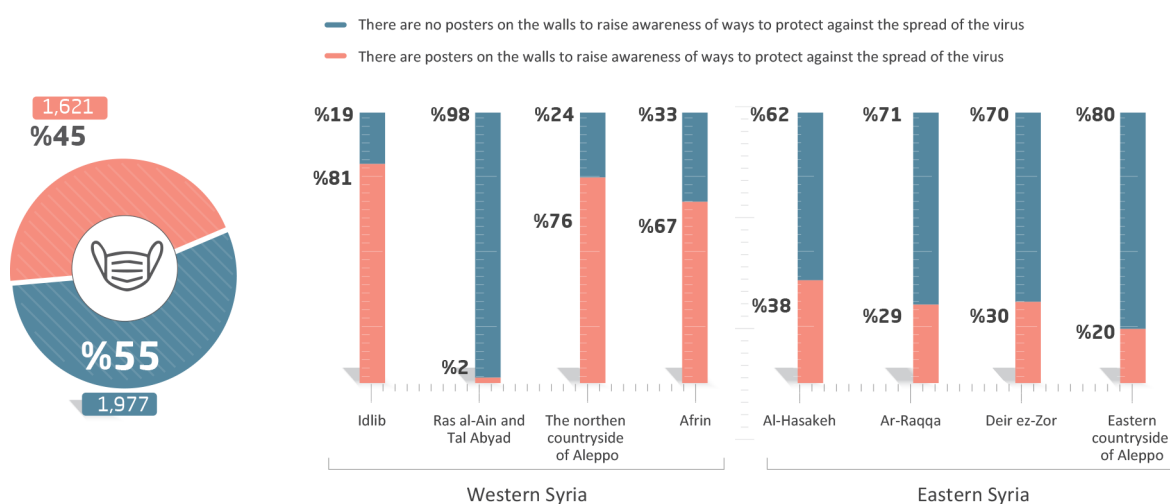
Figure (110) the number/percentage of schools depending on the availability of appropriate quantities of cleaning materials and soap

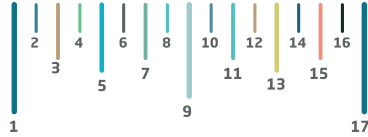


2. Awareness of COVID-19 Prevention Measures

Preventive measures to limit the spread of the COVID-19 virus impose providing leaflets on school walls, classrooms, yards, and toilets to raise awareness of ways to protect against the spread of the COVID-19 virus and commitment to abide by them; The study showed that there are awareness leaflets on the school walls, classrooms, the courtyard and toilets within 45% (1,621 schools) of the schools, while there are no awareness leaflets on the school walls, classrooms, courtyard and toilets within 55% (1,977 schools) of the schools.

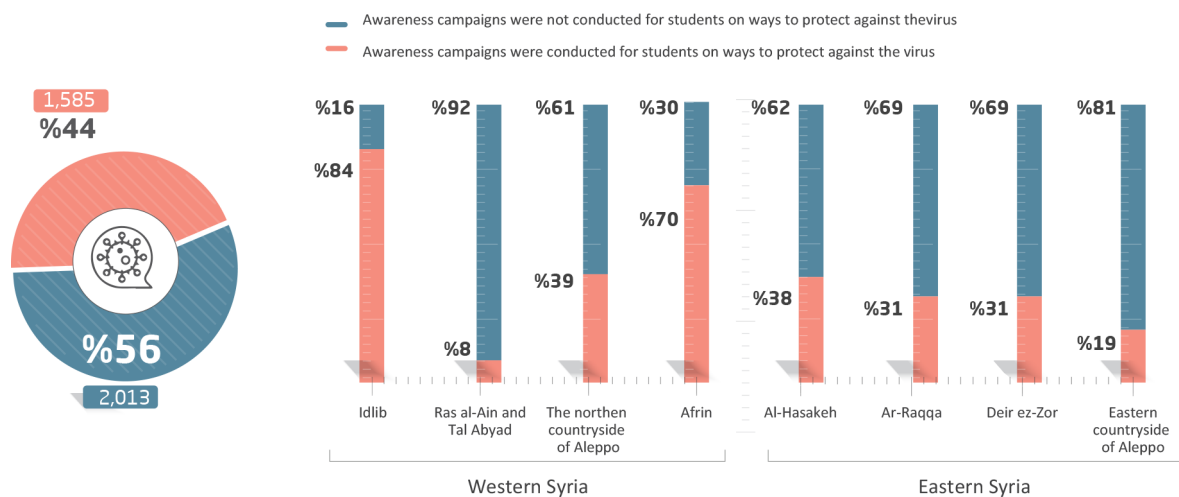
Figure (111) number/percentage of schools according to the presence of awareness leaflets on the walls of the school





Preventive measures to limit the spread of the COVID-19 virus impose conducting awareness campaigns for students about COVID-19 prevention measures; The study showed that awareness campaigns were conducted for students about prevention measures within 44% (1,585 schools) of schools, while no awareness campaigns were conducted for students about prevention measures within 56% (2,013 schools) of schools.

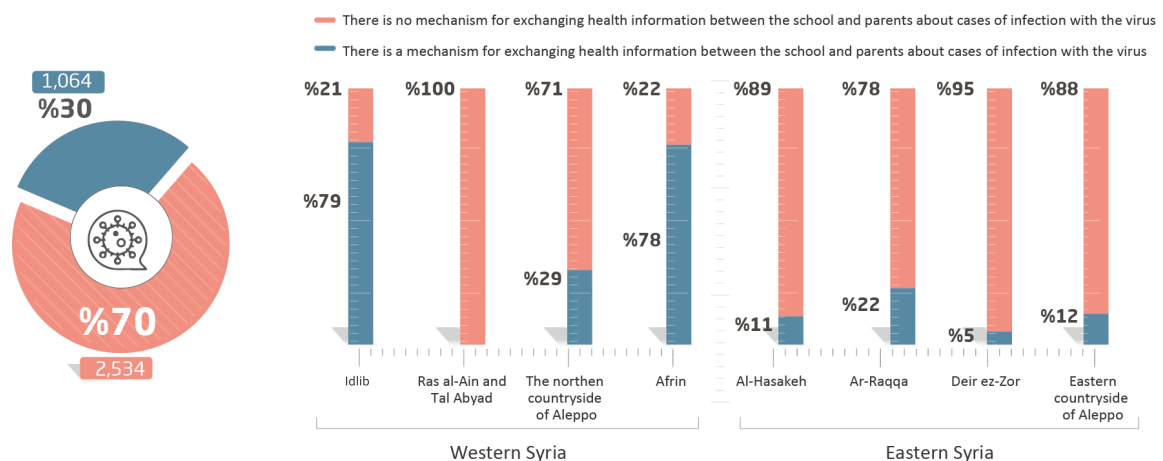
Figure (112) number/percentage of schools according to the conduct of awareness campaigns for students on Covid-19 prevention measures



3. Sharing Information about COVID-19

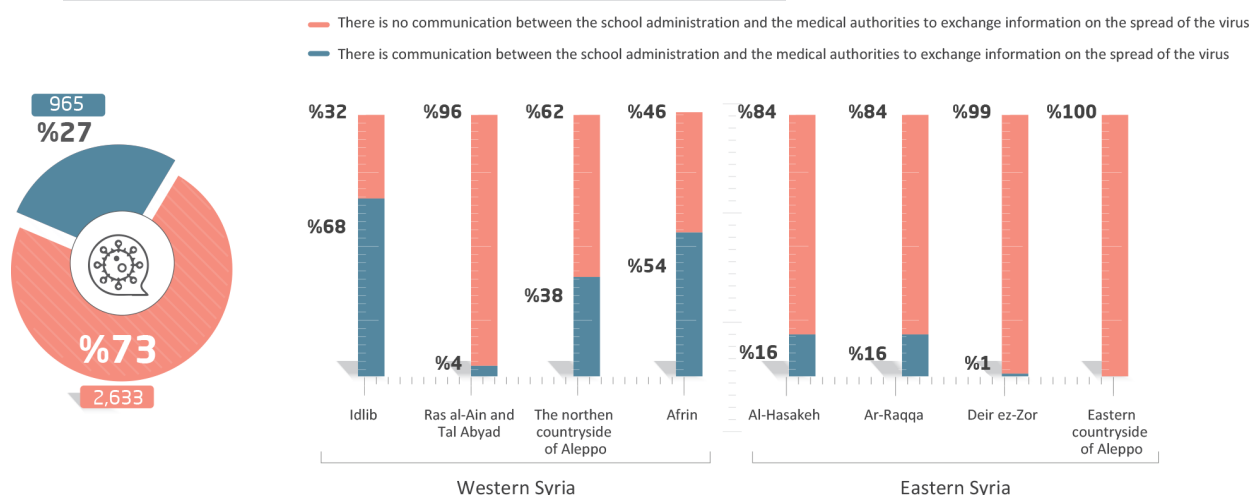
Preventive measures to limit the spread of the COVID-19 virus impose on the class teacher to take daily notes in the first class about any symptoms of students' illness, approved and kept by the school principal. The study showed that the classroom teachers took daily notes in the first class about any disease symptoms in students in 17% (595 schools) of the schools, while the classroom teachers did not take notes about any symptoms of students' illness within 83% (3,003 schools) of schools.

Figure (113) number/percentage of schools according to the availability of a mechanism for sharing health information between the school and students' parents about infected cases among the students



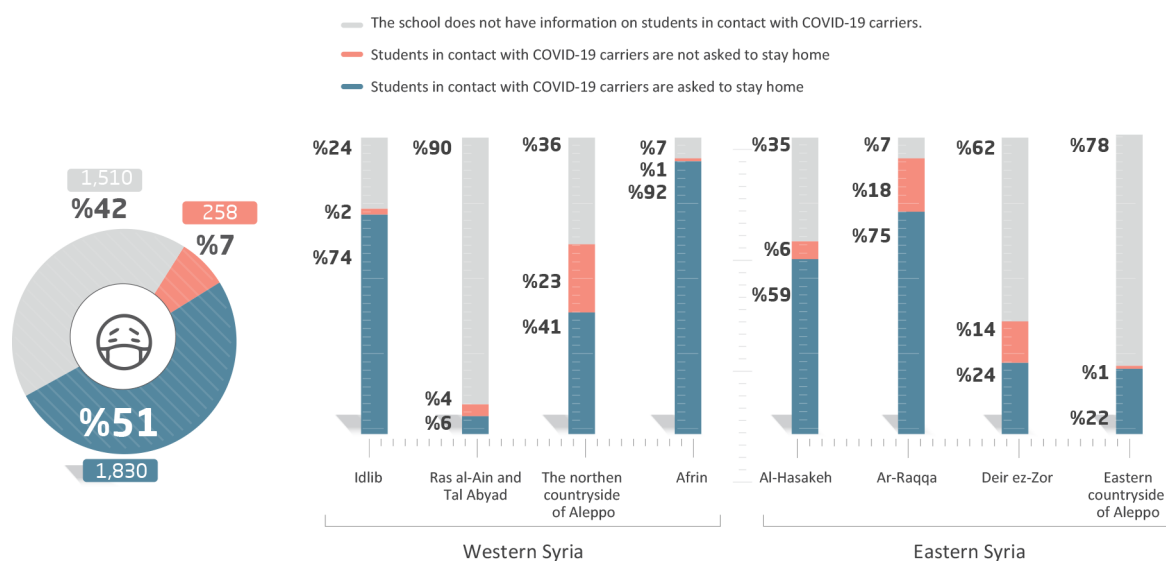
Preventive measures to limit the spread of the COVID-19 virus imposes the existence of communication between the school administration and the medical authorities to exchange information about the spread of the virus between students, teachers, and their surrounding environment; The study showed that there is communication between the school administration and the medical authorities to exchange information about the spread of the virus within 27% (965 schools) of schools only. At the same time, there is no communication between the school administration and the medical authorities in 73% (2,633 schools) of the schools.

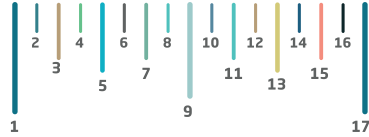
Figure (114) number/percentage of schools according to the communication between the school administration and medical authorities to exchange information about the spread of the virus



Preventive measures to limit the spread of the COVID-19 virus impose that the school requires students who have been in contact with carriers of the virus to stay home for 14 days; The study showed that the school had no information about students' contact with people carrying the virus in 42% (1,510 schools) of schools; While the school requires students who have been in contact with carriers of the virus to stay at home for 14 days in 51% (1,830 schools) of schools. In contrast, in 7% (258 schools) of schools, schools do not require students who have been in contact with carriers of the virus to stay at home.

Figure (115) number/percentage of schools according to the schools requesting the students who were in contact with Covid-19-positive people to stay at home

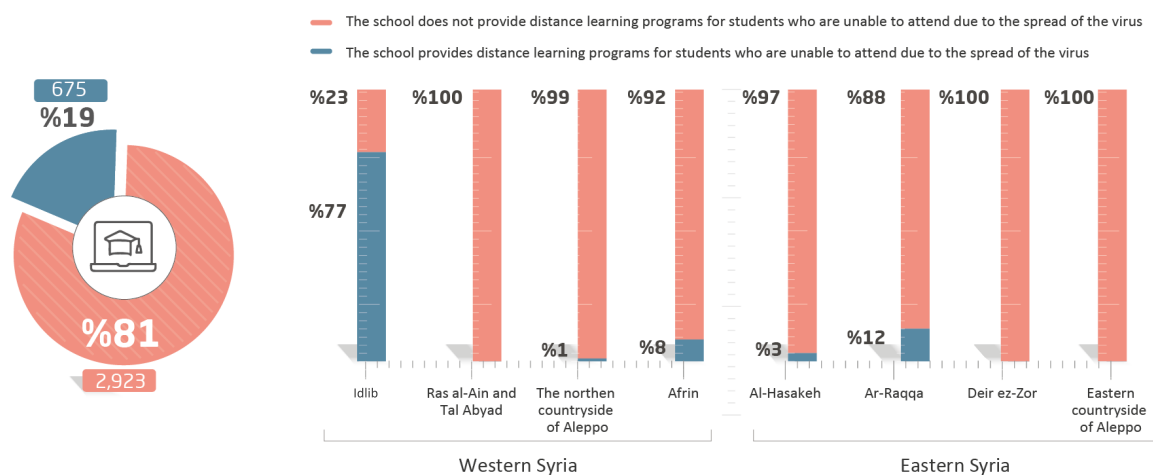




4. The School's Provision of Distance Learning Programs for Students who cannot attend School because of COVID-19

Precautionary measures to limit the spread of the COVID-19 virus impose that the school provides distance learning programs for students who are unable to attend school due to the spread of the COVID-19 virus; The study showed that only 19% (675 schools) of schools provide distance learning programs for students who are unable to attend due to the spread of the virus, while 81% (2,923 schools) of schools do not provide distance learning programs.

Figure (116) number/percentage of schools by the provision of distance learning programs for students who are unable to attend school due to Covid-19



Section 16:

**Non-Operational
Schools**

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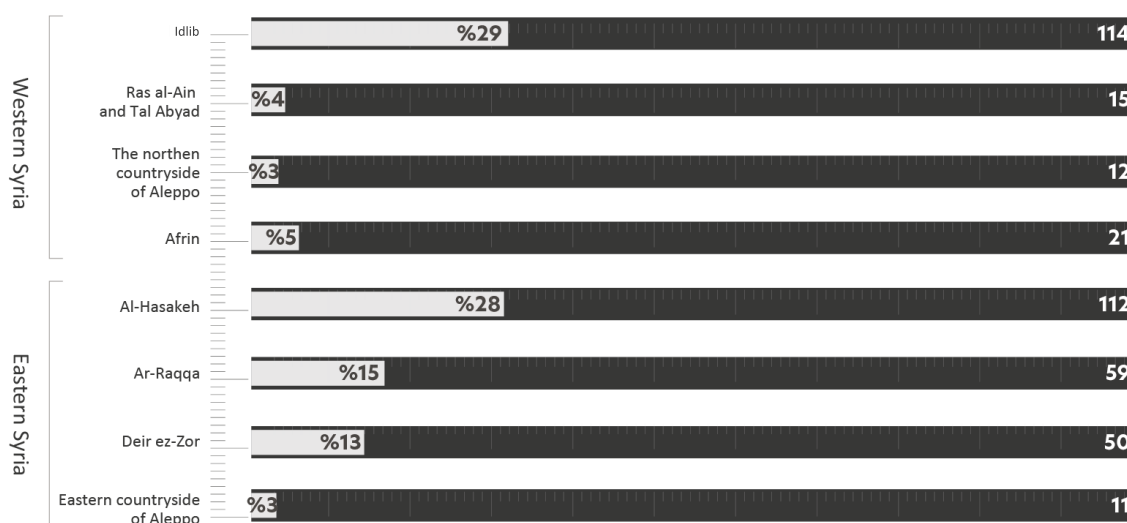
11

Section 16: Non-Operational schools

1. Distribution of non-operational schools

The ratio of non-operational schools reached 10% (394 schools) of the total assessed schools. As reported, 162 schools are located in NWS in the opposition-held areas, while 232 schools are located in NES in areas controlled by the so-called SDF.

Figure (117) number/percentage of non-operational schools by location



2. Reasons behind School non-functionality

This section includes why schools have stopped operating completely but doesn't include schools in which attendance was suspended as a precautionary measure to limit the spread of the Covid-19 virus. Based on the study, it is found that school attendance was suspended in the majority of the schools because these school buildings are completely damaged in a way that these schools cannot be restored and need to be rebuilt; the majority of these schools are found in the northern Aleppo countryside and the governorates of Education Clusters and Deir ez-Zor; in the second place comes the lack of school furniture and school equipment; in third place comes the fact that military factions use the schools, followed by closing the schools by the dominant entities. The last one is the lack of teaching staff.

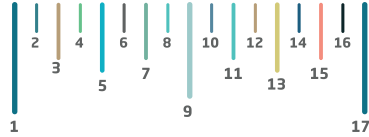


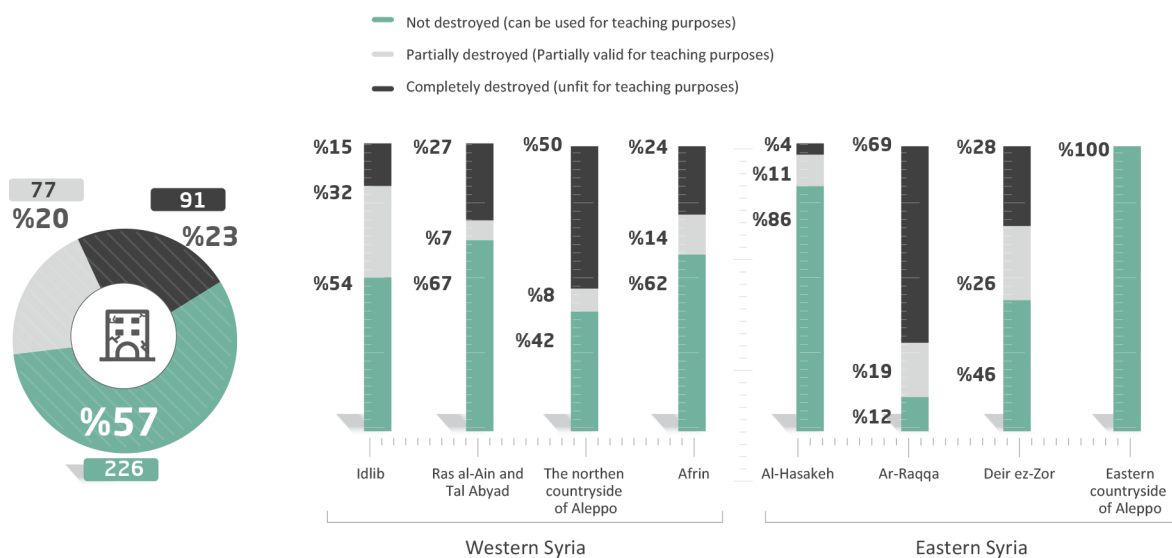
Figure (118) reasons why schools stop operating



3. Status of the Buildings of Non-operational schools

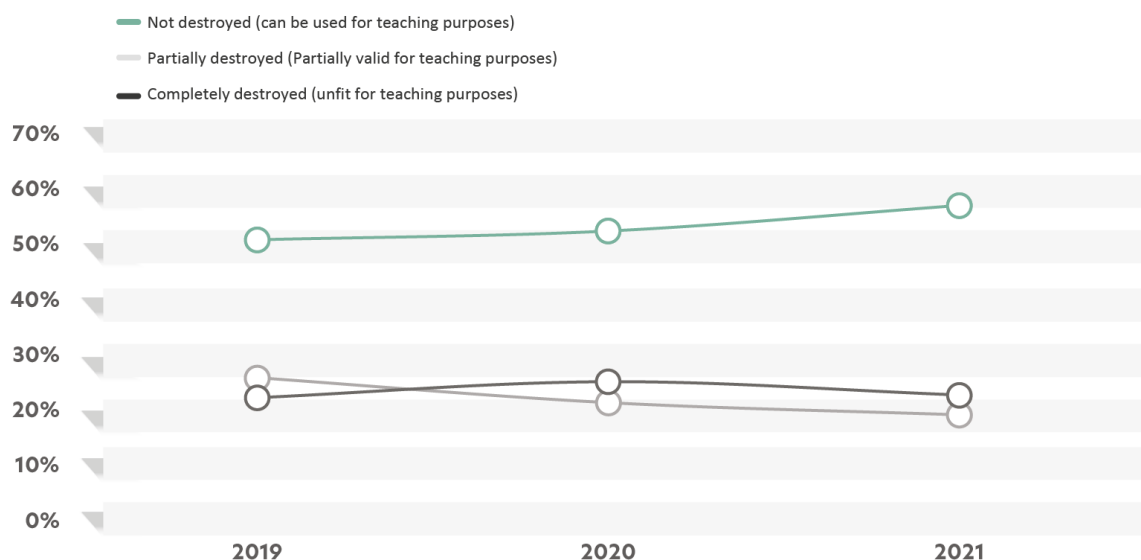
The study results showed that 57% (226 schools) of the assessed non-operational schools are not destroyed and are suitable for teaching purposes. While 20% (77 schools) of non-operational schools are partially destroyed, and 23% (91 schools) are completely destroyed.

Figure (119) number/percentage of non-operational schools according to the status of their buildings



The graph of the status of non-functional school buildings shows a decrease in the proportion of non-operational schools in which buildings were not destroyed in 2020 (the sixth edition of the report), whereas the percentage of partially and totally destroyed schools has increased. In 2021 (the seventh edition of the report - current edition), the rate of non-operational schools whose buildings were not destroyed has risen slightly. Similarly, partially or totally destroyed schools have also increased somewhat.

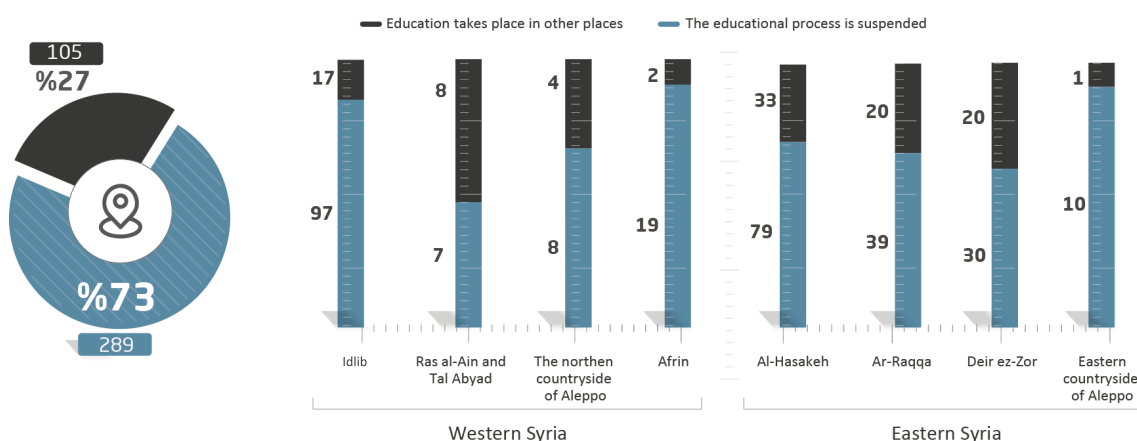
Figure (120) Comparison of the status of non-operational schools throughout the last editions of the report



4. The Educational Process for Students in Non-operational schools

- In some non-operational schools, the students, teaching & administrative staff moved to alternative places to resume the educational process. Alternative learning spaces (residential buildings or tents that were simply equipped for education) or nearby school buildings are used during the evening shift (using another school building in the evening shift). The data shows that the students of 27% (105 schools) of non-operational schools are taught in alternative learning places
- The educational process is completely stopped in some non-operational schools, so students have to seek other schools to access education or might drop out of school (dropout students). The study showed that the educational process is suspended within 73% (289 schools) of non-operational schools.

Figure (121) number/percentage of non-operational schools according to the course of the educational process of students





Section 17:
**Priorities and
Recommendations**

17

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17 Section 17: Priorities and Recommendations

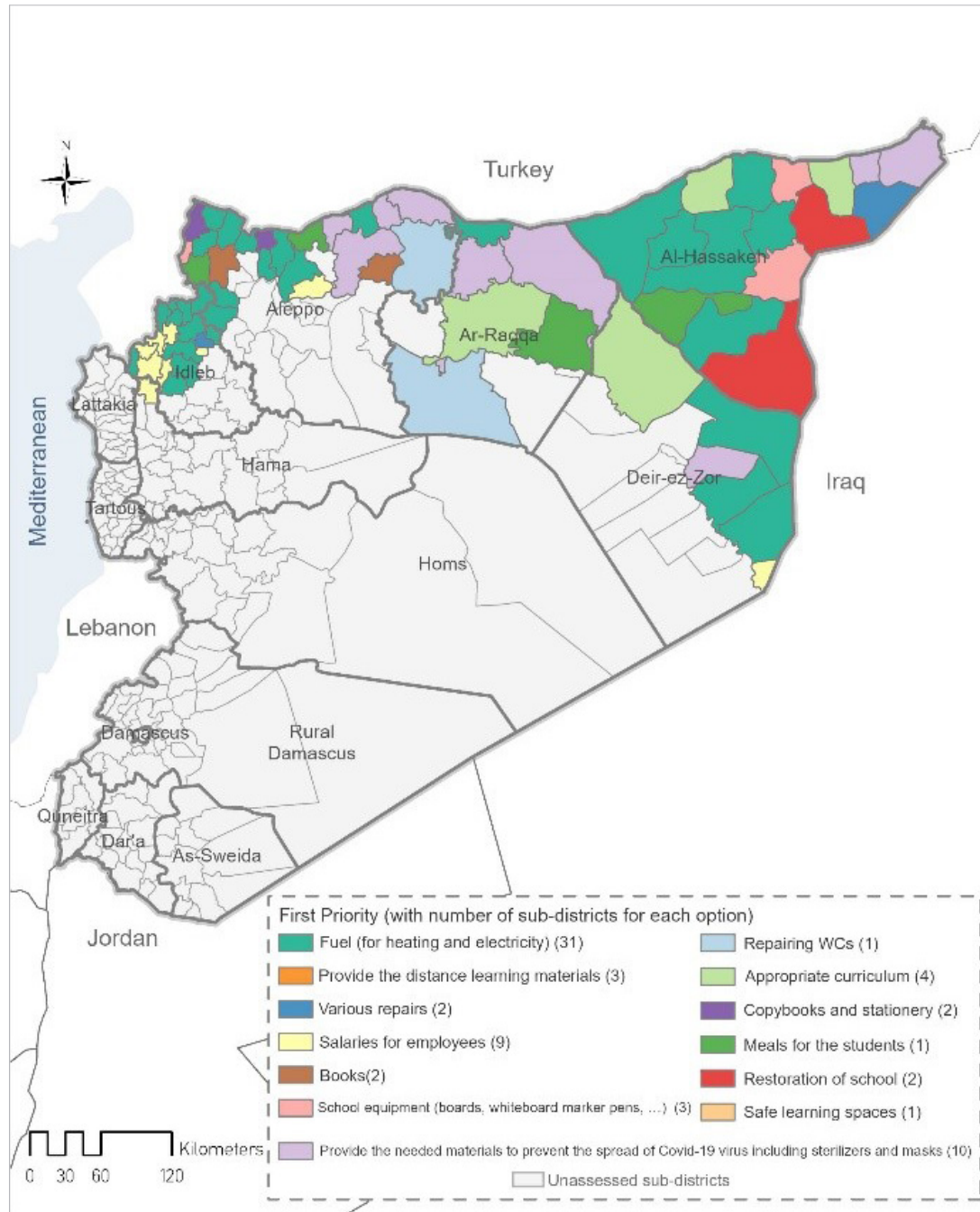
1. Priorities

This section presents the priorities of the 3,992 functional and non-functional schools assessed in this report. The need for heating fuel comes at the top of the list, particularly in Idlib and Deir-ez-Zor governorates and northern Aleppo countryside, Ras El Ein and Tell Abiad. In second place comes the need to provide the schools with Covid-19 prevention materials, which is among the top priorities in Al-Hasakeh and the districts of Ras El-Ein, Tell Abiad, and eastern Aleppo countryside. In third place comes the need to provide school equipment such as whiteboards, and markers, as is the case in Al-Hasakeh and Deir-ez-Zor governorates. On top of the priority list in Idlib governorate comes the need to provide salaries for the teachers. The need to provide a suitable curriculum topped the list in Al-Hasakeh, Ar-Raqqa and the eastern Aleppo countryside.

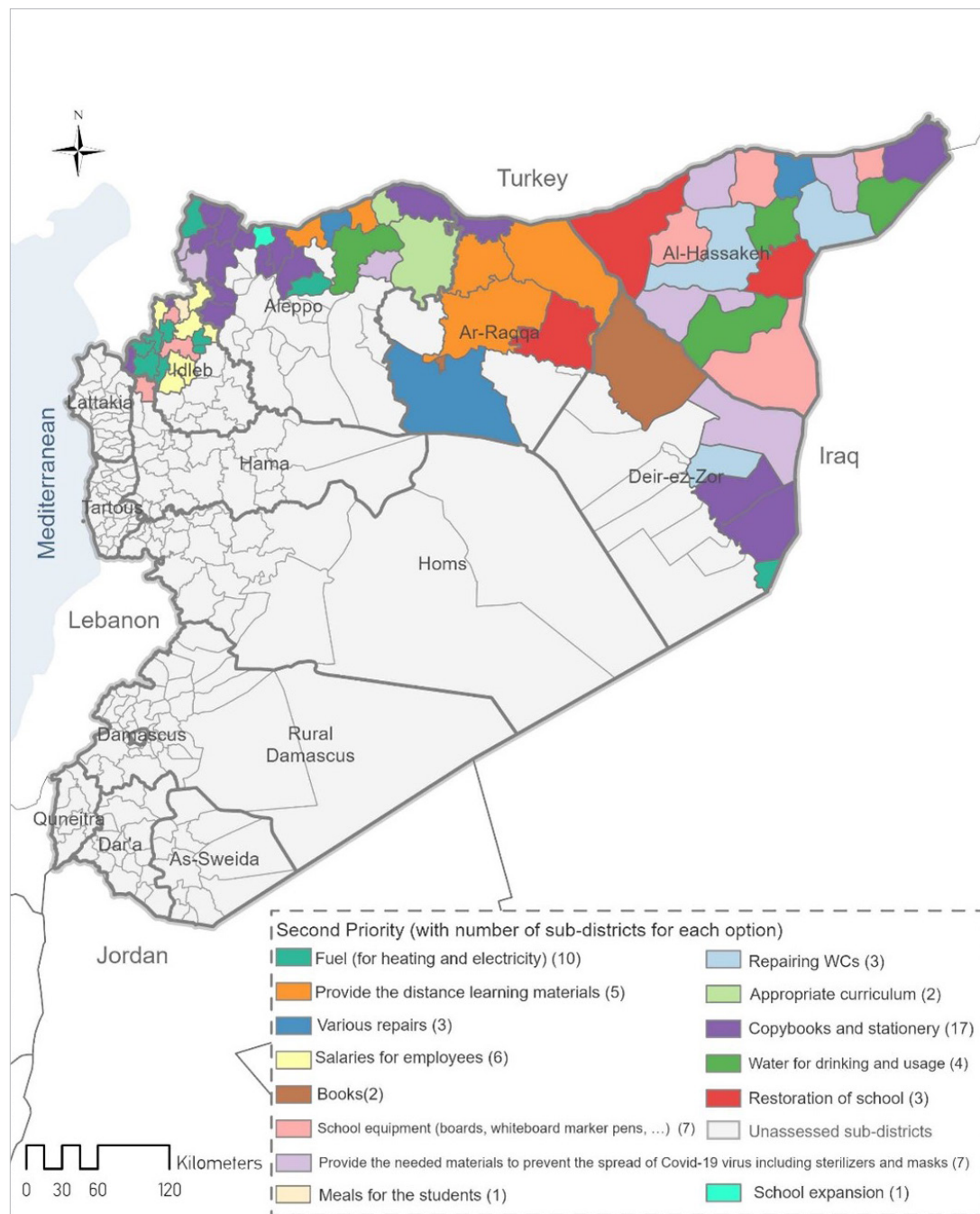
Figure (122) priorities according to approved areas



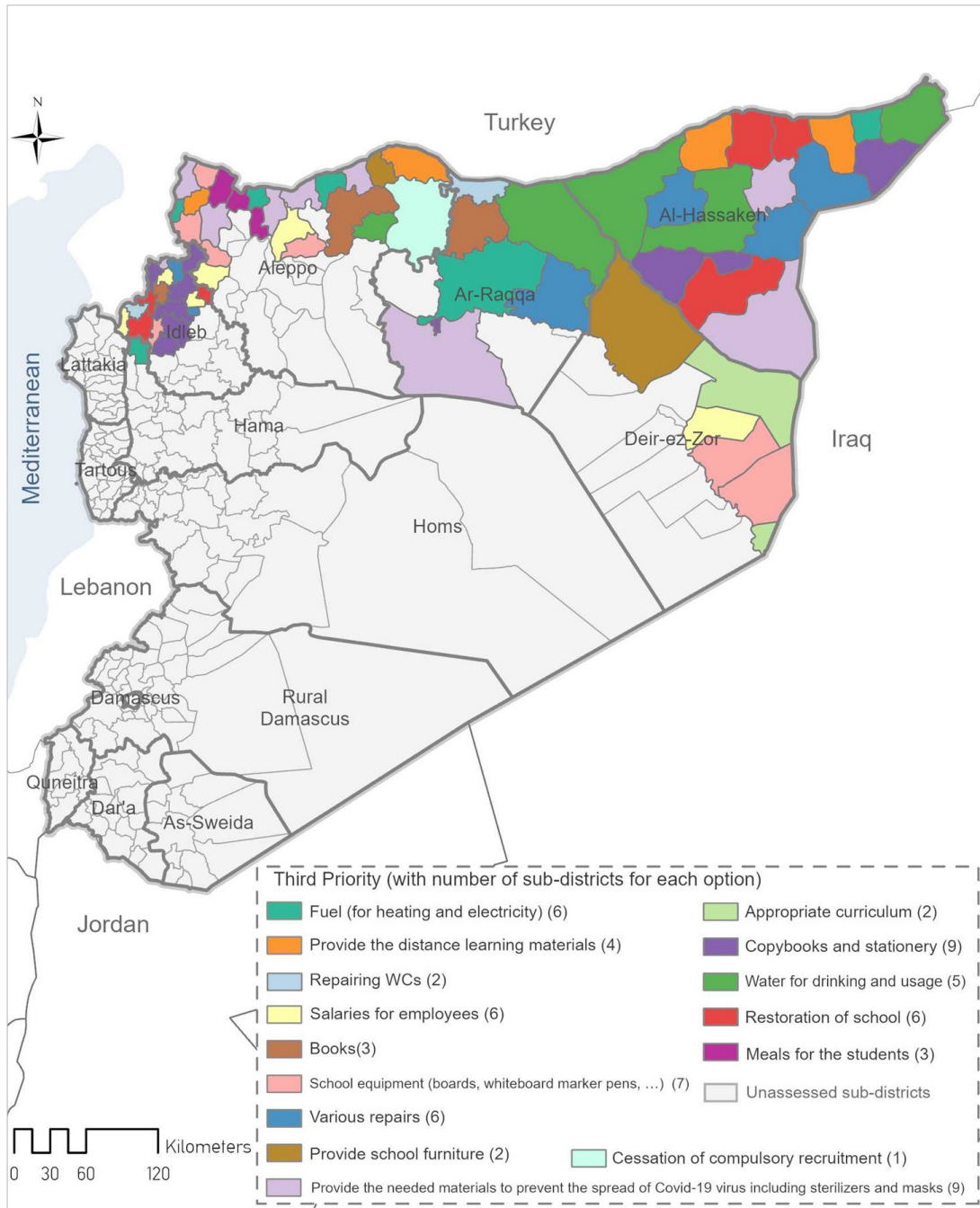
Map (7) First priority for the surveyed schools



Map (7) Second priority for the surveyed

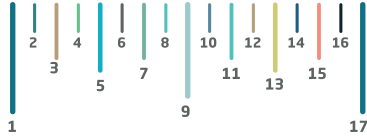


Map (8) Third priority for the surveyed schools



2. Recommendations

- The results of the study showed that 11% of teachers in the schools covered by the study do not get paid during the 2021-2022 academic year; and through the perception surveys conducted by the enumerators with teachers; 98% of them confirmed that salaries are not commensurate with the requirements of daily life and that supporting teachers' salaries stops during summer vacation (key informants confirmed that support for teachers' salaries does not exceed eight months a year); 85% of teachers confirmed that they do not have additional sources of income; Also, some of the donors have suspended support for teachers' salaries during school suspensions as part of precautionary measures to limit the spread of the COVID-19 virus. **The educational process is mainly based on having a qualified teaching staff. The educational process is mainly dependent on having a qualified teaching staff. Therefore, an equal and sustainable financial system must be ensured. A clear policy for the teachers' salaries must be developed in a way that is commensurate with the requirements of daily life. Given the circumstances of displacement, qualified teachers and other educational personnel may move to places that provide higher salaries, even if they have to cross the border. It is important to consider market forces like the cost of living, the demand for teachers, and salary levels in professions that are of similar efficiencies, such as health care.**
- It was found based on the study that 46% of the enrolled students did not have textbooks during the data collection period; In addition, 42% of the total school curriculum textbooks have already been used earlier (books returned from students). The lack of school curriculum textbooks was one of the biggest difficulties confirmed by key informants, and the shortage of books and stationery was one of the important reasons that led part of the students to leave school. Key informants confirm that the largest portion of students obtain their textbooks during the second semester of the academic year. **Accordingly, It is necessary to ensure that a sufficient number of copies of the school curriculum are available at the beginning of each academic year to achieve the goal of these textbooks, which need to be provided through the educational committees depending on the statistics of the students within schools; it is also important to consider enabling the competent authorities to find mechanisms to achieve sustainment in terms of the annual number of textbooks and before the opening of the school.**
- The number of students with disabilities within the assessed functional schools is 4,038 students; the results of the study show that 3% (108 schools) of the assessed functional schools are equipped to receive children with disabilities, and only 1% (30 schools) of the total number of assessed functional schools had specialists who know how to deal with students with disabilities; the absence of special services and facilities for students with disabilities was one of the difficulties faced by this group of students which led to the drop-out of some of the students with disabilities. The number of students with disabilities doubled due to the ongoing military operations in Syria. **An appropriate educational environment for children with special needs should be ensured as this is one of their fundamental rights for them. All the partners working in the educational sector along with the donors should work on equipping all the schools with all possible means to help students with disabilities; there should be cooperation with organizations representing disabled children, students with disabilities, and their parents to have appropriate facilities for them.**



- The study revealed that there were no psychological counselors in 95% (3,407 schools) of the functional schools. 55% of the principals surveyed stated that they did not know what the referral pathways mean and did not hear about it; 29% of the principals reported that they know what referral pathways mean (they heard about it), but they do not know how to safely use them, and the school suspension period that was applied as part of the precautionary measures to limit the spread of the COVID-19 virus has increased isolation of students; Reports of the World Health Organization confirm the high rates of domestic violence due to the spread of the virus. The school should be a safe place for children that provides them with psychosocial support in the conditions of war in which they live. **Therefore, emphasis should be placed on the psychological aspect of children by training the educational personnel to be qualified to deal with children who suffer from psychological stress. Educational personnel must be trained to be able to safely use the referral pathways, and psychological and social health programs within schools must be supported.**
- It was found through the perception surveys conducted by the enumerators with students that 44% (3,150 students) were absent from school because they were sick, and 9% (645 students) were absent because the weather was bad; Cold classes increase the possibility of students having a cold, which may increase the rate of infection with the COVID-19 virus; **Therefore, appropriate heating means should be secured within schools and schools and it is also important to provide schools with quantities of suitable fuel sufficient for all winter to protect children from disease. It is also important to allow for proper ventilation in the classrooms. Moreover, classrooms must be provided with fans to cool down the classrooms in summer as the temperature increases remarkably.**
- On 24 January 2021; A joint statement⁶⁹ was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis; UNICEF Regional Director for the Middle East and North Africa; The statement was titled “After almost ten years of war in Syria, more than half of the children continue to be deprived of education. The statement also included the following “The United Nations confirms that there have been about 700 attacks on educational facilities and staff in Syria since the beginning of the verification of grave violations against children. The United Nations confirmed 52 such attacks in the past year.” **Therefore, advocacy should be made to neutralize schools from all hostilities and push for the issuance of UN decisions that are binding on all parties to protect educational facilities and remove all military points near them that may expose children to danger.**
- According to the study, 16% of the doors of the assessed functional schools need some maintenance works; 7% are fully damaged and can’t be repaired and need replacement. 15% of the windows of the assessed functional schools need maintenance works; 10% are fully damaged, can’t be repaired, and need replacement. It is also found that 9% of the school desks in the functional schools need maintenance works to be usable; 5% are largely damaged, can’t be repaired, and need replacement. Normally periodic maintenance works are conducted at the expense of the school by collecting small amounts of money from the students (cooperation and activity fees). The deteriorating living conditions of the students and their parents make them unable to pay this amount of money. **Based on this, it is a must to provide support for schools to conduct these maintenance works, particularly since the number of malfunctions and failures doubled in the circumstances of the war, suspension of schools, and using the schools for non-educational purposes.**

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

- Based on the study, it was found that the buildings of 20% of the non-functional schools are partially damaged, and 23% of them are fully destroyed; additionally, 3% of the schools used for education are partially destroyed (where only part of the school building is used for teaching purposes), 6% of the functional schools' classrooms need refurbishment and different repairs; 13% of the assessed functional schools are overcrowded. **Accordingly, non-functional schools need to be refurbished or rebuilt to be functional; likewise, partially destroyed functional schools need to be refurbished to be fully operational and solve the problem of overcrowding classrooms. The doors and windows need to be repaired to secure warmth for the students in winter.**
- It was also found that 17% (620 schools) of the operating schools covered in the study were rural schools; 2% (62 educational units) are temporary educational places called temporary schools. The study also revealed that 13% (482 schools) of the assessed functioning schools are overcrowded, 37% (1,320) of the operating schools are in medium overcrowding, and 25% (798 schools) of the schools have two shifts (morning and evening shifts); While in just one school, there were three shifts due to the spread of COVID-19 virus. The results of the study showed that the rules of social distancing were not applied in 89% (3,204 schools) for many reasons, at the forefront of which is overcrowding within schools. According to INEE⁷⁰ Minimum Standards for Education, "Education facilities must be designed while taking into account who uses the learning spaces and how they use them; spaces shall be appropriate to the gender, age, physical ability, and cultural considerations of all users. A realistic local standard of maximum class size shall be established. There should be sufficient space, if possible, for additional classes if attendance increases, to allow for a gradual reduction in having multiple shifts." Accordingly, work must be done to replace non-formal schools and build regular schools instead. Furthermore, efforts must be made to build new schools in cities and towns that contain crowded schools or where students are divided according to more than one school shift. Moreover, support must be provided to expand existing schools and build new classrooms wherever possible.
- During the academic year 2021-2022, IMU of ACU issued the joint education assessment report for out-of-school children in northwestern Syria in areas outside the control of the regime. The report was prepared in coordination with the education cluster Syria across border, with technical support from Save the Children International, and in cooperation with a group of partners in the education cluster consisting of 22 Syrian humanitarian organizations. The results of this study show that 56% (1,037,932 children) of children in northwestern Syria attend school, while 44% (815,518 children) were out of school (dropouts). on 24 January 2021, a joint statement was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis; UNICEF Regional Director for the Middle East and North Africa; The statement was titled "Ten years of war in Syria, more than half of children are still deprived of education." The statement further included, "Inside Syria, there are over 2.4 million children out of school, nearly 40% are girls. This number likely increased in 2020 due to the impact of the COVID-19 pandemic, which exacerbated the disruption to education in Syria. Hence, work must be done to provide and support non-formal education of all kinds (literacy programs - accelerated education, remedial education, self-learning), which is the main way to transfer students from dropping out to formal education.

70. <https://handbook.spherestandards.org/en/inee/#ch001>

- Among the findings was that 75% of schools do not have adequate quantities of cleaning materials and soap; There are not enough materials for hand sterilization in 74% of the schools; Within 49% of schools, adequate quantities of drinking water and water for daily usage are not available. It was found based on the study that fear of infection with the COVID-19 ranked second among the difficulties that children face in schools. No period has been set for the end of the spread of COVID-19; Despite the fact that the measures to limit its spread in most the countries have been reduced, the provision of methods to prevent the spread of the virus is still an urgent need. Therefore work must be done to provide means of sterilization and prevent the spread of diseases in all schools. Work must also be done to enable the society to provide the requirements of distance learning for students, given that the current conditions imposed this methodology of education on all countries of the world.



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Edition 07 - 2021/2022

Thematic Report



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