Schools

in Northern Syrian Camps

Edition 06 / 2022 - 2023

A Thematic Report

The 6th edition of the thematic report "Schools in Northern Syria Camps" examines the state of the education sector within camps located in areas outside the control of the Syrian regime in northwestern Syria. This assessment takes into account the prolonged war that has persisted for over a decade.

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Acronyms

ACU	**Assistance Coordination Unit**
IMU	Information Management Unit
KI	Key informants
INEE	Inter-agency Network for Education in Emergencies
NES	Northeastern Syria
NWS	Northwestern Syria
SDF	Syrian Democratic Forces
SIG	Syrian Interim Government (Opposition)
CWD	Children With Disabilities
ED	Education Directorate
EC	Education Cluster

Executive Summary

The 6th edition of the thematic report "Schools in Northern Syria Camps" examines the state of the education sector within camps located in areas outside the control of the Syrian regime in northwestern Syria. This assessment takes into account the prolonged war that has persisted for over a decade. The report specifically focuses on evaluating the conditions of schools within these camps during the academic year 2022-2023. In addition, the report highlights the influence of the ongoing conflict in Syria and the resultant displacement in the education sector. It should be noted that this report is an annual study released by the IMU, covering all schools in displacement camps in northwestern Syria.

Section One: Methodology

The methodology employed in this report builds upon previous editions of the study conducted in previous years under the same title, "Schools in Northern Syria Camps." The study utilizes a combination of quantitative and qualitative approaches to gather and present data pertaining to the evaluated schools. This comprehensive methodology ensures a thorough analysis of the educational situation within the camps. IMU's enumerators conducted visits to a total of 149 camps located in areas outside the control of the Syrian regime in northwestern Syria. The purpose of these visits was to ascertain the presence of schools within the camps and to gather relevant information regarding them. It was found that 1,270 camps do not contain schools, and 189 camps contain schools. A total of 1,516 electronic forms were collected, encompassing questionnaires that assessed the state of the schools. These forms included 1,219 questionnaires specifically designed to gather insights from teachers, school principals, students, and their parents. The design and development of the questionnaires utilized in this study were primarily informed by the feedback received by the ACU's IMU. This feedback was obtained through a workshop organized by the ACU in collaboration with representatives from the Turkish government, members of the education sector, representatives of international NGOs, and representatives of Syrian NGOs. The workshop took place in the city of Gaziantep in August 2018.

Section Two: General Information

This edition of the report "Schools in Northwestern Syria Camps" within Idleb and Aleppo governorates encompasses a total of 208 schools located within the camps that are included in the study. IMU enumerators visited a total of 1,459 camps in the Aleppo and Idleb governorates to carry out this assessment. Among these camps, schools were found to be present in 189 camps only. The study's findings indicate that within the assessed camp schools, 64% of the total student population (54,055 students) reside within a distance of less than 500 meters from their residence. Additionally, 28% (23,322 students) live between a distance of 500 meters to 1 kilometer from their homes, while 8% (7,084 students) reside more than 1 kilometer away from their places of residence. Based on the obtained results, it was discovered that all schools within the camps included in this report are officially registered with a recognized authority.

Section Three: School Buildings

According to the results, it was observed that within the northern Syrian camps covered in this study, 22% (50 schools) of the school structures are comprised of one or more tents. Additionally, 21% (48 schools) are constructed using prefabricated rooms or commonly known as caravans. Furthermore, 20% (47 schools) consist of concrete rooms with concrete roofs, while 15% (35 schools) are housed

in regular school buildings. Moreover, 9% (21 schools) are concrete rooms with roofs made of zinc sheets, 7% (16 schools) are concrete rooms covered with rain insulators, 5% (11 schools) are large rug halls (large tents), and 2% (4 schools) are clay rooms. The total number of classrooms within the camp schools was 1,936.

The results of the study showed that 72% (2,151 windows) of the total windows within the camp schools surveyed are in good condition and do not need any repairs, 19% (566 windows) need repairs, and 9% (284 windows) need to be replaced. It also found that 83% (1,793 doors) of the total doors within the camp schools surveyed do not need any repairs, 13% (277 doors) need repairs, and 4% (90 doors) need to be replaced.

Section Four: Water, Sanitation, and Hygiene in Schools

According to the study results, it was found that 78% (163 schools) of the assessed camp schools get drinking water through water trucks. Additionally, 11% (23 schools) receive water from the public network, while 6% (12 schools) access water from nearby wells located adjacent to the school. Furthermore, 1% (3 schools) source water from nearby locations or neighboring tents. In one school, a well was found within the premises. However, it was noted that 3% (6 schools) do not have access to water, and in such cases, students bring water from their homes.

The assessment revealed that a total of 379 water taps in the schools within the camps of northern Syria need to be replaced. Additionally, the number of individual toilets in the assessed camp schools amounted to 894 toilets. The study results indicate that 84% (755 toilets) of the toilets in the camp schools are in good functional condition. Furthermore, 12% (105 toilets) require minor repairs such as replacing water taps, locks, and doors or carrying out cleaning to ensure proper functionality. Of these, 4% (34 latrines) require complete rehabilitation or replacement. The results of the study showed that 46% (95 schools) of the total camp schools covered in the study contain toilets that dispose of wastewater into the regular sewage network, 51% (107 schools) dispose of wastewater into irregular septic tanks, and 3% (six schools only) dispose of wastewater in the open.

Section Five: School Equipment (School Furniture - Educational Equipment):

The study results indicate that among the schools included in the study, only one school was found to lack desks, resulting in students having to sit on the ground. However, a total of 207 schools were equipped with desks for students. Within the camp schools included in the study, it was found that 88% (21,638 seats) of the total school desks are in usable condition. However, 9% (1,802 seats) require repairs, and 7% (1,183 seats) have sustained significant damage and need to be replaced entirely. The total needs of the camp schools included in the assessment amounted to 4,278 desks, and the highest percentage of the needs was concentrated in the Sarmada camps cluster.

The study results showed that 88% (183 schools) of the schools surveyed needed 279 computers. 87% (182 schools) of the schools need 204 printers. The study findings indicate that 79% (165 schools) of the schools within the camps reported a requirement for 231 projectors. Additionally, 69% (145 schools) expressed the need for 635 whiteboards for instructional purposes. 59% (124 schools) of schools need 773 heaters in winter.

The study revealed that only 10% (21 schools) had secured all their heating fuel requirements for the 2022-2023 school year. In 20% (42 schools) of the cases, between 76% and 99% of their heating fuel needs are available. Within the schools assessed, it was found that 18% (38 schools) are able to provide less than half of their heating fuel requirements, while 19% (39 schools) are able to provide less than a quarter of their heating fuel needs. 24% (50 schools) did not have any heating fuel.

Section Six: School stages are curricula

The study results indicate that among the camp schools included in the study, 22% (45 schools) exclusively provide education for the first cycle of basic education. Furthermore, 70% (146 schools) offer education for both the first and second cycles of basic education. Additionally, 4% (9 schools) provide education for all school stages, including the first and second cycles of basic education as well as secondary education. Only 1% (two schools) focus on teaching the second cycle of basic education, and 3% (6 schools) provide education for both the second cycle of basic education and the secondary stage. Among the surveyed teachers in camp schools, 37% (87 teachers) reported instances of older students bullying younger students. Furthermore, it was discovered that 80% (167 schools) of the camp schools have successfully completed over 76% of the curriculum planned for students during the previous school year. The total requirement for textbook copies in the camp schools covered by the study amounted to 34,204 copies, addressing the students' educational needs.

Section Seven: Students

The total number of students in the camps included in the study amounted to 84,224. Among them, females represented 52% (43,968 students) of the total student population within the camp schools covered by the study, while males accounted for 48% (40,256 students) of the overall student count. Among the registered students in the assessed camp schools, the largest age group is comprised of students aged 6-10 years, accounting for 69% (58,243 students) of the total student population. Students aged 11-12 constitute 19% (16,690 students), while students aged 13-15 make up 9% (7,731 students). Students aged 16-18 constitute only 2% (1,437) of the total registered students. The primary home-related challenge faced by students in the camp schools was the engagement of children in work outside the home, which resulted from the deteriorating economic and living conditions caused by the ongoing war in Syria. Neglect from parents and their failure to monitor their children's educational progress ranked second among the difficulties. The third challenge was the lack of financial resources to support children's education. Lastly, assisting the child with household chores or farm work was identified as the fourth challenge faced by students in the camps. In terms of school-related challenges encountered by students, overcrowded classrooms emerged as the primary difficulty. The second concern was the shortage of materials, including books and stationery. Finally, inadequate school conditions, such as a lack of toilets, electricity, and furniture, were identified as the third major challenge faced by students in the camps.

Section 8: Psychological Support and Children with Disabilities

Within the camp schools assessed, there were a total of 725 students with disabilities. The study results revealed that the highest percentage of students with disabilities (45% or 326 students) experienced motor disabilities. In terms of psychosocial support, it was found that 38% (78 schools) of the evaluated camp schools did not have teachers who had received training in this field. Additionally, 90% (188 schools) of the assessed camp schools lacked specialized psychological counselors. In this section, the study presents the findings of opinion polls conducted with students, focusing on important issues related to emotions, interactions, and self-awareness among the student population.

Section Nine: Teachers

The total number of teachers in the camps included in the study was 3,091. Among them, females comprised 48% (1,493 teachers) of the overall teacher count in the northern Syrian camps. The study findings indicated that 90% (2,792 teachers) of the teachers in the evaluated camp schools received salaries from multiple sources during the school year 2022-2023. However, 10% (299 teachers) did not receive any salaries during that period. According to the surveys conducted, a significant majority of teachers, specifically 98% (231 teachers), expressed that their salaries do not meet the demands of their daily lives.

Section Ten: Cholera Prevention Methods and Procedures

This section focuses on the implementation of precautionary measures within schools to mitigate the spread of cholera. The study revealed that 60% of schools surveyed lacked an adequate supply of cleaning materials and soap. Additionally, the findings indicated that awareness campaigns on cholera prevention measures were conducted in only 65% (136 schools) of the schools assessed.

Section Eleven: Priorities and Recommendations

Among the priorities identified in most camp schools, the foremost need was heating fuel. Following that, the need for notebooks and stationery was highlighted, emphasizing the importance of adequate learning materials. Lastly, supporting staff salaries was recognized as another significant priority for the schools and the need to secure textbooks and rehabilitate schools.

Section 1:
Methodology

Section 1: Methodology

1. Study Sample

This assessment encompasses a total of 208 schools located within 189 camps situated in the governorates of Idleb and Aleppo in northwestern Syria. IMU's enumerators conducted thorough visits to a total of 1,459 camps situated in areas of northwestern Syria that are outside the control of the Syrian regime. The objective of these visits was to determine the existence of schools within the camps and to collect comprehensive information about them. The assessment findings revealed that out of the total 1,459 camps visited, 1,270 camps did not have any schools, while 189 camps were found to have schools. It is important to note that the sample included a considerable number of randomly selected camps, many of which were small in size, thereby explaining the absence of schools within them.

Table 1 Coverage of the Assessment

Governorate	# of districts	#of sub-districts	# camps visited	# of camps containing schools	# of schools in camps
Idleb	3	11	1,085	130	143
Aleppo	5	10	374	59	65
Total	8	21	1,459	189	208

In this study, the graphs were visualized at two levels. The first level focused on the governorates, specifically Idleb and Aleppo. The second level involved the division of camps into ten clusters, consisting of six in Idleb governorate and four in Aleppo governorate. This approach allowed for a comprehensive analysis and comparison of data at both the governorate and camp cluster levels. Notably, most of the clusters are accredited by the Camp Management and Coordination Sector (CCCM). Where there are several random camps located in the vicinity of a town, this group of camps has been considered a cluster and was named after the nearby town.

2. Assessment tools

1. **During the Tool design phase**, the IMU developed a questionnaire specifically tailored for this assessment. Additionally, four separate questionnaires were created to be used in two phases:
   The questionnaires used in this edition were based on the previous five editions of the "Schools in Northern Syria Camps" report. After each edition of the report is released, the IMU organizes a workshop to gather feedback and recommendations from partners involved in the education sector. Furthermore, the IMU welcomes comments and suggestions via email from various stakeholders. The IMU team carefully incorporates all the feedback received from the questionnaires to ensure that the comprehensive information required by partners in the education sector is captured. The final version of the tools was developed in two distinct phases.

   Phase 1: The IMU initially created a preliminary draft of the questionnaire, which covered a wide range of aspects concerning the situation and needs of schools in the camps of northern Syria. The questionnaire was developed using the 5th edition (2021/2022) of the "Schools in Northern Syria Camps" report questionnaire as basis, which was issued in 2022. The Information Management Unit considered the insights gained from the previous four editions to inform the design of the questionnaire.

   This edition included four separate opinion questionnaires, specifically targeting students, parents, teachers, and school principals. These questionnaires were designed with the aim of improving the accuracy of monitoring the educational landscape and

effectively capturing the perspectives of each societal segment regarding the education sector. The development of certain questions used in educational studies involved incorporating elements from other relevant surveys. These include the educational section of the Humanitarian Needs Overview (HNO) questionnaires, as well as surveys utilized in projects such as the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA). The IMU implemented these projects under the supervision of the Manahel Program and Chemonics. By drawing from established survey frameworks, the assessments aimed to gather comprehensive data and insights on various aspects of the educational process. The Hope Revival Organization contributed to developing survey sections on psychosocial support for students. The questionnaires were shared with the Education Cluster Syria Cross Border and its partners to gather feedback and incorporate their input.

Phase 2: The assessment tools used in this study underwent testing by assessing two schools in Aleppo and Idleb governorates. IMU enumerators filled out the surveys electronically to evaluate the results. The data sample was received by IMU's information management officers, who imposed restrictions to control the information and conducted a comprehensive review of the tools used.

2. **Training Phase:**

A total of 68 enumerators were trained to use the school questionnaire and conduct perception surveys. The training course was conducted remotely using Zoom software and lasted two days, with six hours of training each day. The questionnaires were thoroughly explained during the training, and the process of selecting random samples for the surveys was discussed. The training also included a two-day trial period for the questionnaires, known as piloting. Enumerators collected notes during fieldwork, and based on these notes, some adjustments were made to the questionnaires.

3. **The mechanism of filling out the questionnaires:**

This edition of the report included four types of perception questionnaires in addition to the main school questionnaire:

- **School Questionnaire:** This questionnaire was designed to gather information through field visits to schools and interviews with various sources, including administrative staff, education offices in local councils, and other relevant entities involved in the field of education. However, in this edition of the report, IMU enumerators faced challenges in obtaining approval to visit schools, which impacted their ability to administer the questionnaire directly. Therefore, the enumerators relied on their network and conducted interviews with a member of the administrative staff from schools outside the school premises.
- **In the student perception survey**, the enumerators were instructed to select a random sample of 1 to 3 students from each school, considering the school's size. The selection aimed to ensure gender diversity within the sample and include students of different age groups. This approach allowed for a representative sample of students' perspectives across various schools. IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years in the studied camps. The survey included children who were both enrolled in school and those who had dropped out. Females accounted for 45% of the children surveyed, while males accounted for 55%.
- **Parents Perception Survey:** After the enumerators collected the school questionnaires, random samples were created to select parents for the survey. The selection of parents was based on the total number of camp residents. The enumerators were specifically instructed to target two groups of parents: those with children currently enrolled in schools and those with school-age children who are classified as school dropouts. Parents of both genders of school-age children were also targeted. IMU's enumerators conducted surveys with a total of 609 individuals who had school-age children in the surveyed camps. These individuals included both parents of children enrolled in school and parents

of school-age children who were classified as dropouts. Among the surveyed individuals, 36% were female, and 64% were male.

- **Teacher Perception Survey:** The enumerators conducted 1-3 questionnaires with teachers during the school visit. A total of 263 teachers were surveyed in the assessed camps, of whom 37% were female, and 63% were male.
- **Principals Perception Survey:** During the school visits, IMU's enumerators conducted surveys with 123 principals in the surveyed camp schools. Among the surveyed principals, 20% were females, and 80% were males.

4. Timeline

The preparation of the report "Schools in Northern Syria Camps" began with its sixth edition in September 2022. The questionnaires used in the study were developed based on input and feedback from partners in the Education Cluster. Amendments and suggestions provided by the partners were carefully incorporated into the questionnaires. The data management and analysis officers then proceeded to program the questionnaires electronically using the ONA software. The enumerators underwent a comprehensive training program to familiarize themselves with the process of filling out questionnaires and conducting surveys. The training was conducted online over a two-day period using the Zoom platform. The training for enumerators took 12 hours of training and ended on 17 November 2022. The data collection for the study began on 22 November 2022 after two-day piloting and concluded on 05 January 2023. Data management officers carefully identified and extracted outliers and missing values from the collected data. They then reviewed these findings with the enumerators to ensure data accuracy and integrity.

Meanwhile, the team generated maps as part of the analysis process to provide a visual representation of the findings. Following the analysis, the report drafting phase began in Arabic and was later translated into English. The report's design began, and the final version was released in May 2023.

5. Data Management and Analysis

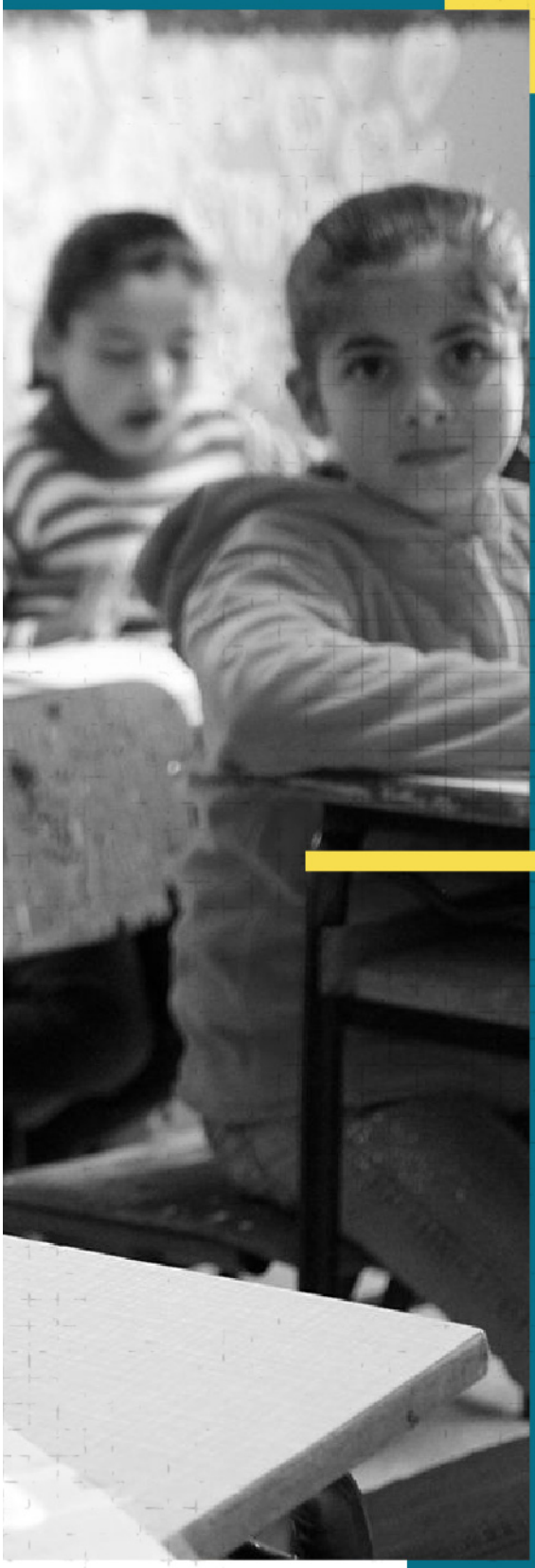
The enumerators effectively utilized the ONA software to electronically complete the questionnaires, which streamlined the data collection process. The network coordinators played a crucial role in monitoring the data reception and ensuring its integrity. They were responsible for merging the collected information from the questionnaires into an Excel database, consolidating the data for further analysis and reporting. The information management officers played a crucial role in the data cleaning and verification processes. They meticulously reviewed the collected data, identifying any outliers or missing values. Working closely with the data collection team, they rectified any incorrect or incomplete data, ensuring the accuracy and reliability of the dataset. After data cleaning, the IMU team visualized the data and created tables and charts for better understanding and presentation of the findings. Software, including Dax, Query Editor, ArcGIS, Adobe Illustrator, Adobe InDesign, and Adobe Photoshop, were used to visualize the collected data. The initial version of the report was drafted in Arabic and subsequently translated into English. The report was prepared and drafted in Arabic and English, ensuring adherence to quality assurance standards in terms of content and presentation, both internally and externally.

6. Difficulties and Challenges

The following are the main challenges encountered by the enumerators during the data collection process for this edition of the 'Schools in Northern Syria Camps' report.

- **Due to the inability to obtain approval from the directorates of education**, the enumerators faced challenges in publicly visiting schools. As a result, the enumerators had to adapt and conduct the questionnaires with school managers and teachers outside of the school premises.

- **Difficulties arose in accessing random camps established by IDPs without the involvement of humanitarian** actors located in the vicinity of cities and towns. The challenges were attributed to the considerable distances between these camps and the rugged conditions of the connecting roads. Since these camps lacked a formal administration and were not supported by any humanitarian agencies, enumerators were compelled to engage directly with the camp residents to gather the necessary information. They interacted with the residents and conducted interviews to extract relevant data for the study.



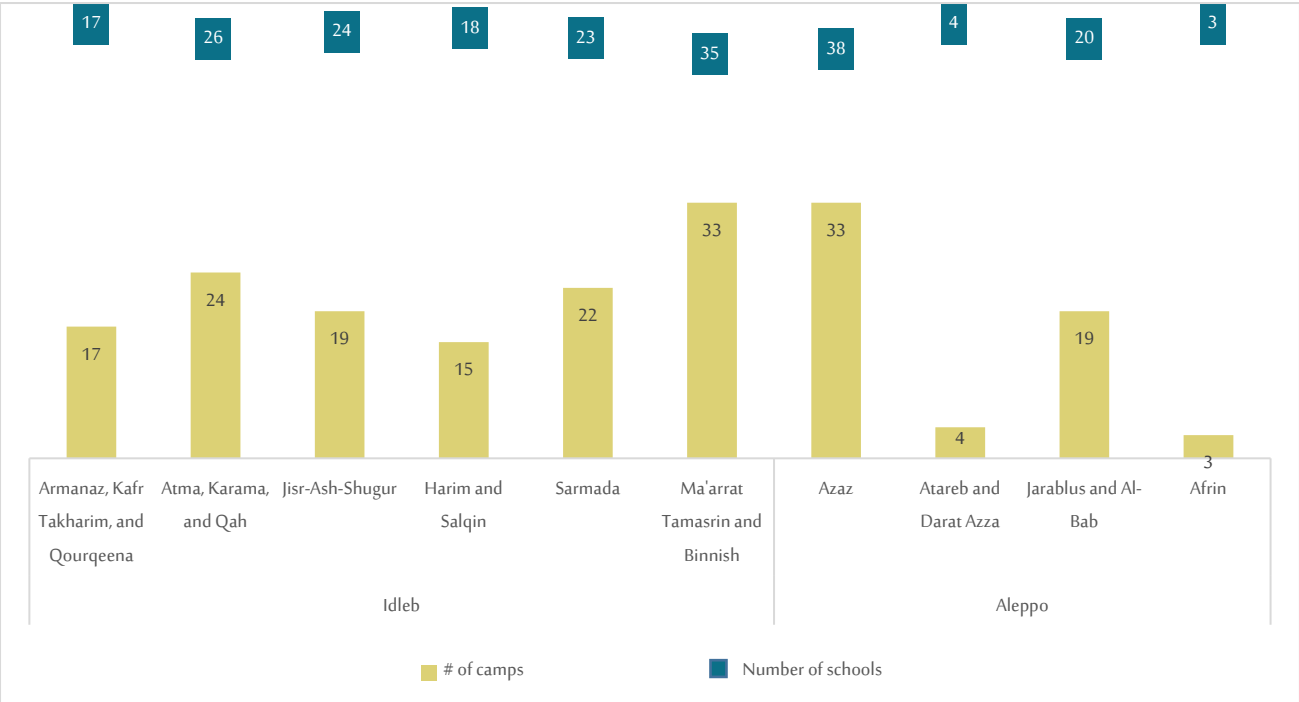
Section 2:
General Information

Section 2: General Information

1. Camps including Schools

In this edition of the report, the IMU conducted an extensive assessment covering all schools in camps across northwestern Syria. The enumerators visited a total of 1,459 camps located in Aleppo and Idleb governorates. Among these camps, it was identified that schools were available in only 189 camps. The enumerators specifically visited 208 schools officially registered with the directorates of education in the two governorates. However, it should be noted that 1,270 camps or sites for IDPs did not have schools. Some of these camps are irregular and have a smaller number of resident families compared to other camps. Nevertheless, civil initiatives or alternative education programs may be in place to educate children within these camps. Additionally, many children in these camps may commute to nearby towns and cities to attend school there.

Figure 1 Number of schools in camps by clusters



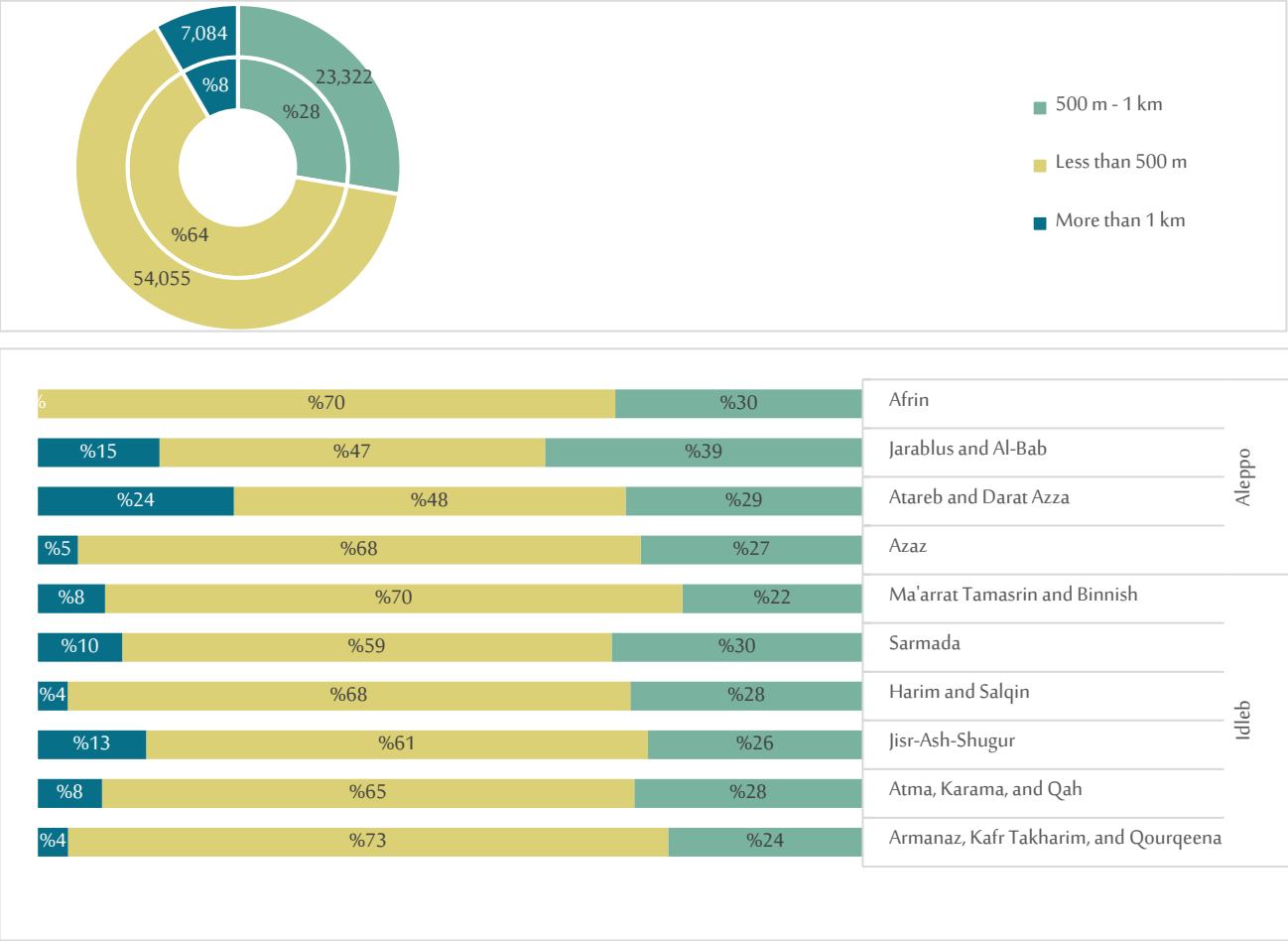
2. Distance from Students' Places of Residence to School

According to the INEE Minimum Standards for Education Manual, "the maximum distance between learners and their learning spaces should be determined according to local and national standards. It is important to consider safety and security issues and accessibility, such as soldiers' quarters, landmines, and dense bushes in the vicinity. Learners, parents, and other community members should be consulted about the location of learning spaces and potential dangers."

The study findings indicate that within the assessed camp schools, 64% (54,055 students) of the total student population reside within a distance of less than 500 meters from their residence. Additionally, 28% (23,322 students) live between a distance of 500 meters to 1 kilometer from their homes, while 8% (7,084 students) reside more than 1 kilometer away from their places of residence.

The study's findings indicate that within the assessed camp schools, 64% (54,055 students) of the total student population reside within a distance of less than 500 meters from their places of residence. Additionally, 28% (23,322 students) live between a distance of 500 meters to 1 kilometer from their homes, while 8% (7,084 students) reside more than 1 kilometer away from their places of residence.

Figure 2 Number and percentages of students by the distance to school



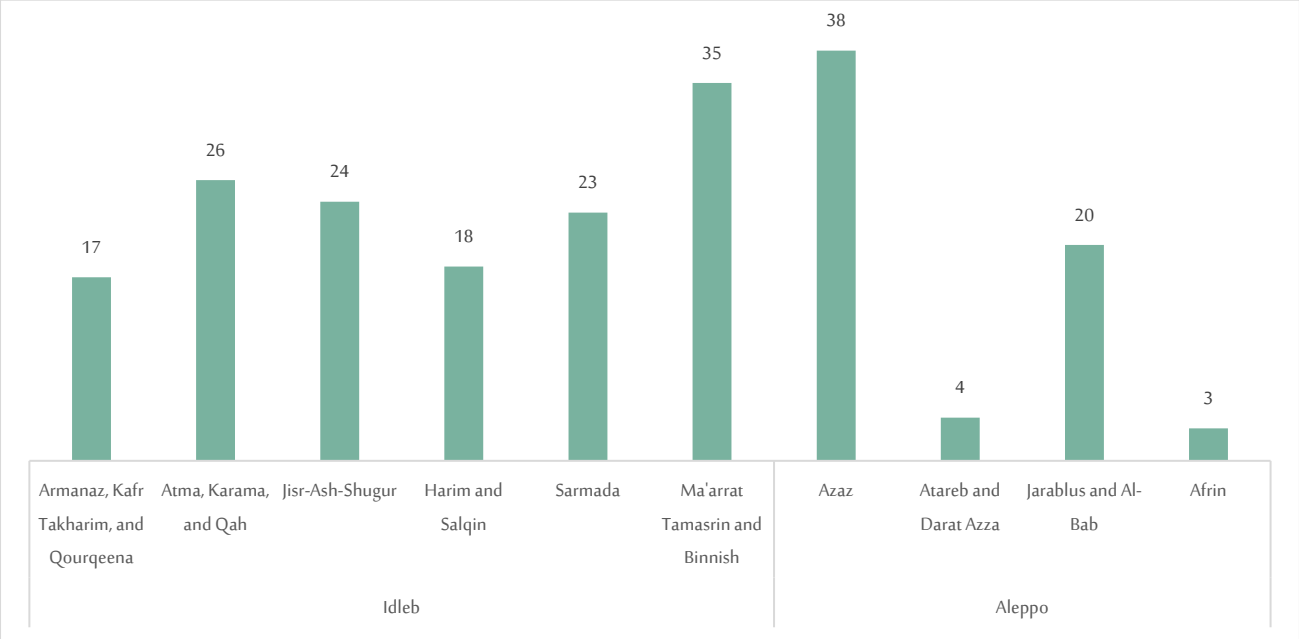
The Key Informants (KIs) in camps in northwestern Syria (in Aleppo and Idleb governorates) reported that there are no security risks such as soldiers' houses, landmines, or dense bush (dense forests). However, the risks are related to the general safety of students on the way to school, as they often have to navigate narrow roads crowded with vehicles and pedestrians. The teaching staff should work to organize the morning attendance of students in and out of schools, particularly in the early stages of education. KIs also confirmed that most camps' roads become blocked during winter and rainy seasons, making it difficult for students to access schools.

3. Registering Schools with Official Entities

"The Minimum Standards of Education (INEE) define the education authority as 'Governments with their associated ministries, departments, institutions and agencies responsible for ensuring the right to education. They exercise authority over education provision at national, district, and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.'"

Most camp schools were established after the ongoing war in Syria, and the locations of these schools were linked to the places where IDPs gather in regular or random camps. These schools meet a set of standards that made the official bodies associated with the local authority consider them regular schools and recognize them. A few schools remained civil initiatives or non-regular schools that were not registered with any official entity. The study showed that all schools located at the camps in this edition of the study (208 schools) are registered with the Directorate of Education in the area where they are located.

Figure 3 Number and percentages of schools by their registration with official entities



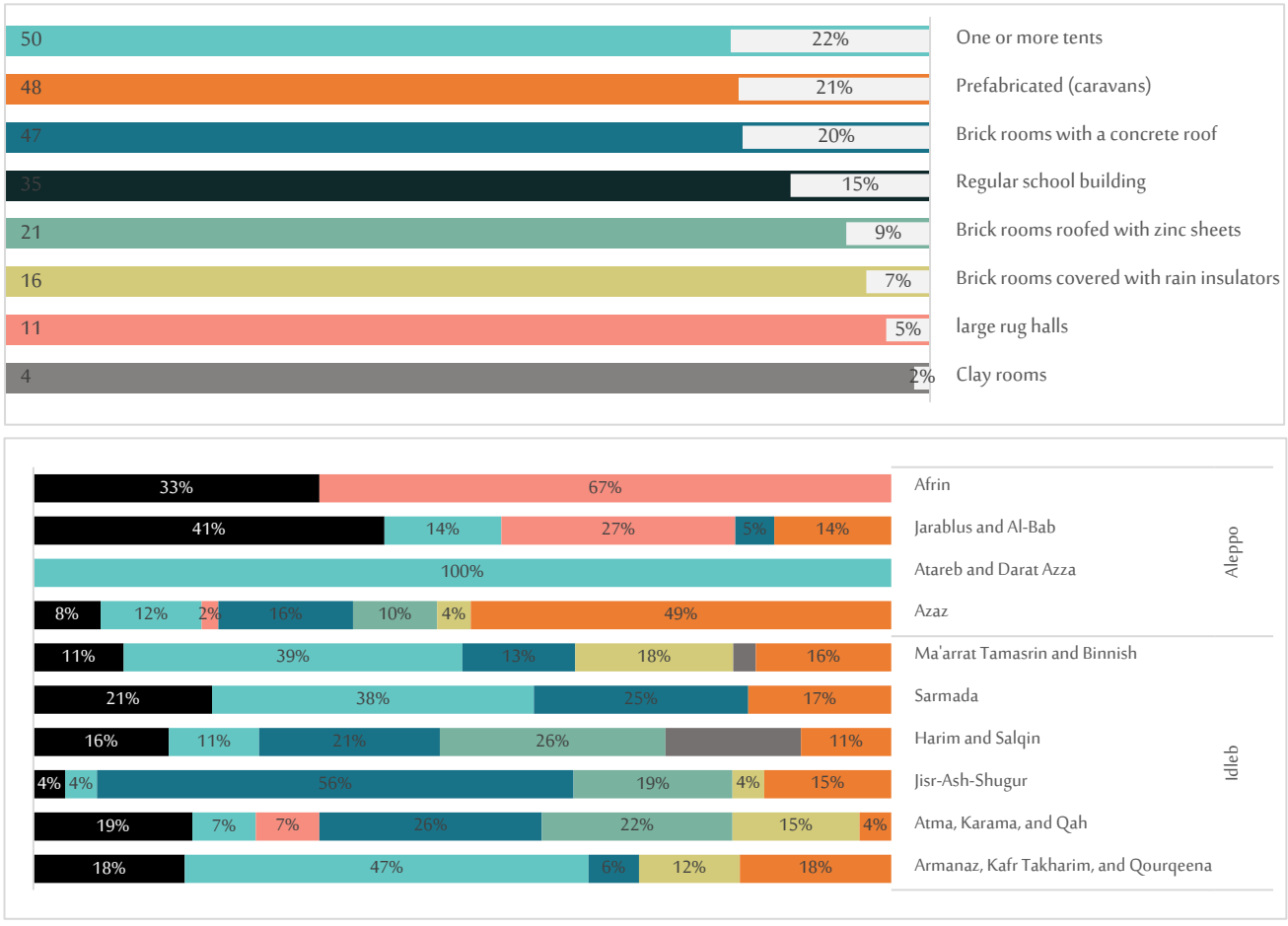
Section 3:
School Buildings

Section 3: School Buildings

1. School building type

Based on the study's findings, it was observed that within the northern Syrian camps covered in this study, 22% (50 schools) of the school structures consist of one or more tents. Additionally, 21% (48 schools) are constructed using prefabricated rooms or commonly known as caravans. Furthermore, 20% (47 schools) have concrete rooms with concrete roofs, while 15% (35 schools) are housed in regular school buildings. Moreover, 9% (21 schools) are concrete rooms with roofs made of zinc sheets, 7% (16 schools) are concrete rooms covered with rain insulators, 5% (11 schools) are large rug halls (large tents), and 2% (4 schools) are clay rooms.

Figure 4 Number and percentages of schools by type of school building



Concrete bricks rooms with concrete ceilings, which make up 47 schools in the camps, provide better insulation against adverse weather conditions than other types of rooms. However, these rooms still lack sufficient insulation due to the presence of gaps between the scattered blocks, allowing air to pass through and reducing the level of insulation compared to regular school buildings.

Within 21 camp schools in northern Syria, there were concrete classrooms with roofs made of zinc sheets (metal sheets). While zinc sheets protect the classrooms from rain, they do not provide adequate insulation during cold weather in winter, especially when snow accumulates.

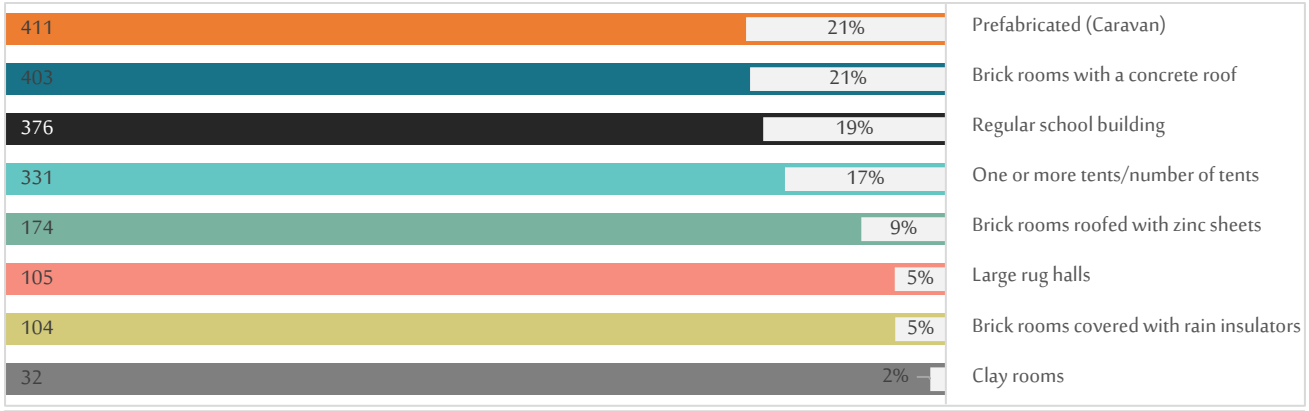
In 16 schools in the camps of northern Syria, the classrooms were made of concrete rooms without ceilings and only covered with rain isolators. These schools require the replacement of roof isolators at least twice a year. During summer, the rain isolators become dry and worn out due to the heat, and by the end of winter, they deteriorate from snow accumulation and rainwater. These isolators may not withstand the winter conditions in camps with strong winds. It is recommended to replace these isolators with concrete roofs wherever possible.

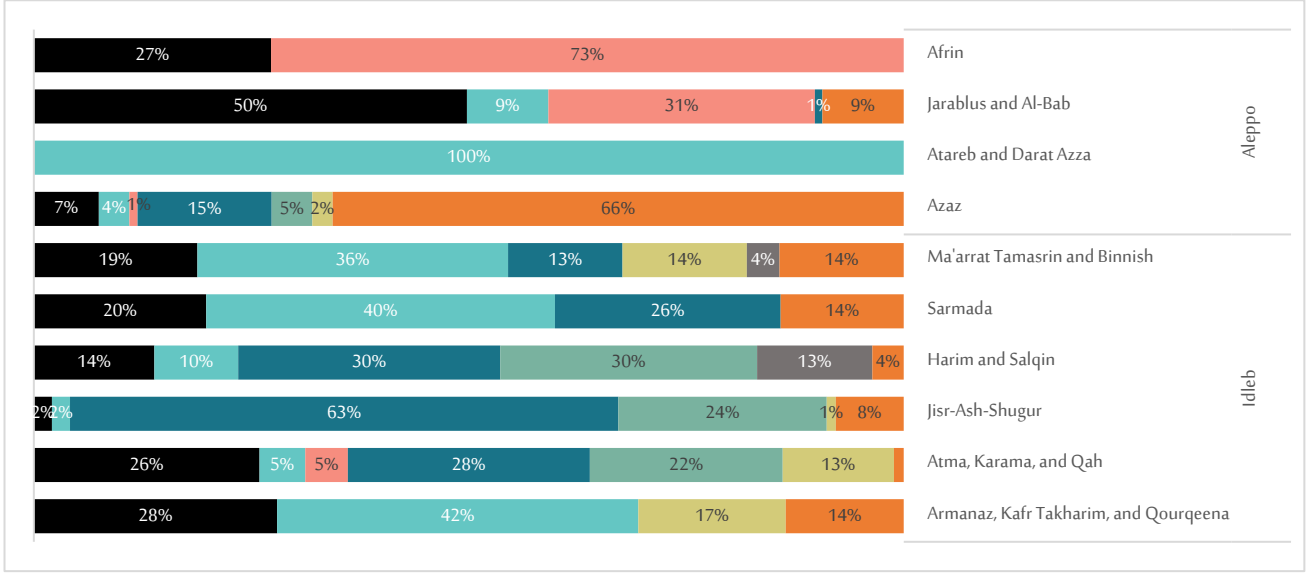
Four schools in the camps of northern Syria were constructed with clay rooms. While these rooms offer better insulation against weather factors, certain measures must be taken. The clay classrooms should be insulated with a layer of cement on the floor, and the walls should be painted with insulating material such as asphalt and fibers up to a height of 50 cm. In most camps, the soil is of agricultural nature, which can lead to wall collapse due to humidity. A wood heater should be provided in the room to prevent humidity from forming. When exposed to rain and snow, the roof should be insulated with fibrous material to maintain its integrity. These rooms require ongoing maintenance, making the construction and periodic upkeep costs quite expensive.

2. Number of Classrooms

The total number of classrooms in the camp schools assessed was 1,936. Caravans accounted for the largest proportion of classrooms, with 21% (411 classrooms), followed by classrooms with a concrete roof at 21% (403 classrooms). The study identified that 19% (376 classrooms) met the standards of regular classrooms. There were 331 classrooms made of tents, and 105 rug halls (large tents) were used as classrooms, sometimes divided into two classrooms. The number of concrete rooms with zinc sheet roofs in the camp schools was 174 classrooms, while 104 classrooms had concrete rooms with rain insulators as their roofs.

Figure 5 Number and percentages of classrooms in schools by type

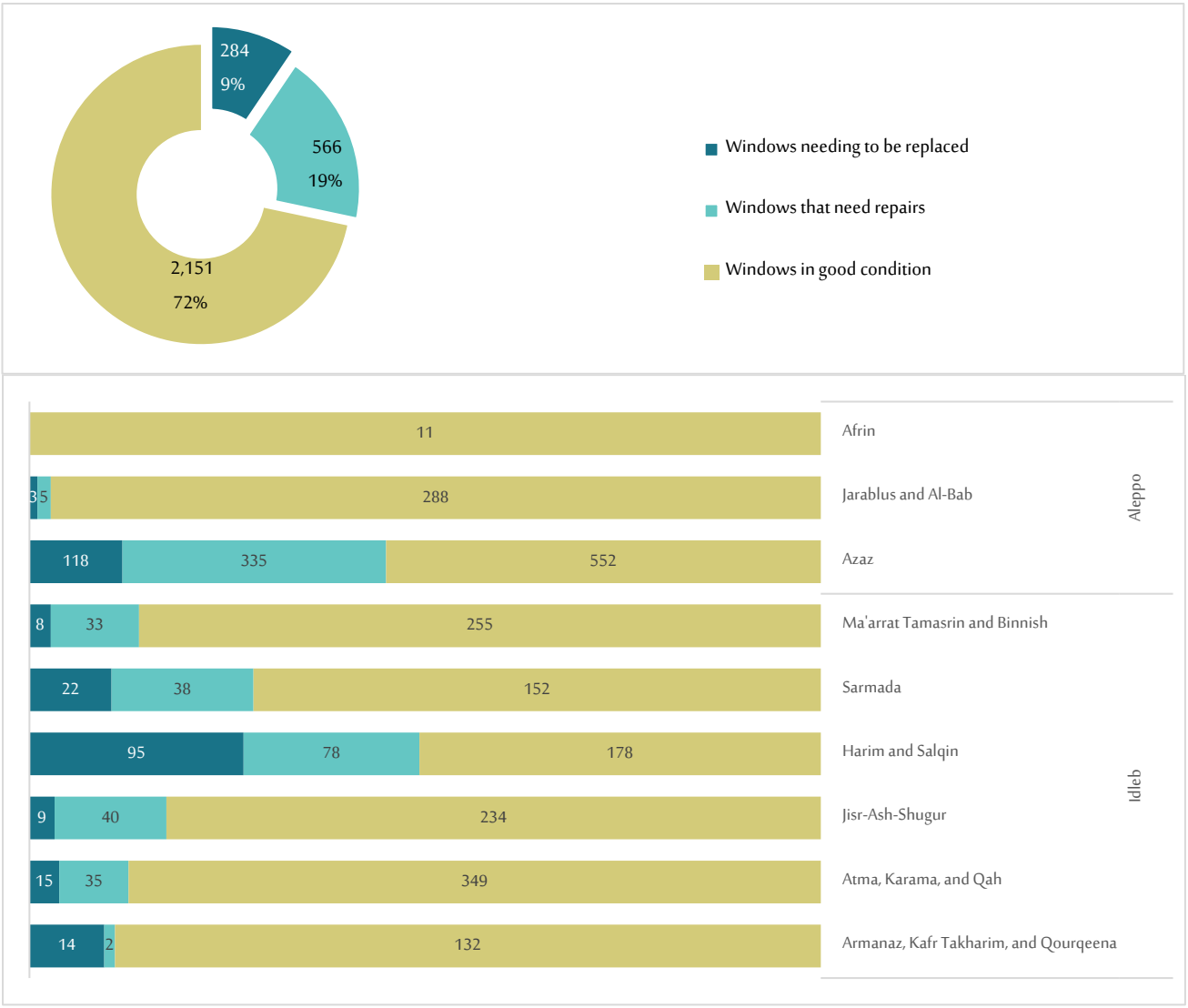




3. Conditions of Windows

According to the study, the information available regarding the windows of classrooms in various types of structures and caravans indicates that 72% (2,151 windows) in the surveyed camp schools are in good condition and do not require any repairs. Approximately 19% (566 windows) need repairs, while 9% (284 windows) need replacement. However, it's important to note that the study did not include information regarding windows in tent structures, as tents may not have windows, or they may have canvas windows that were not specifically assessed.

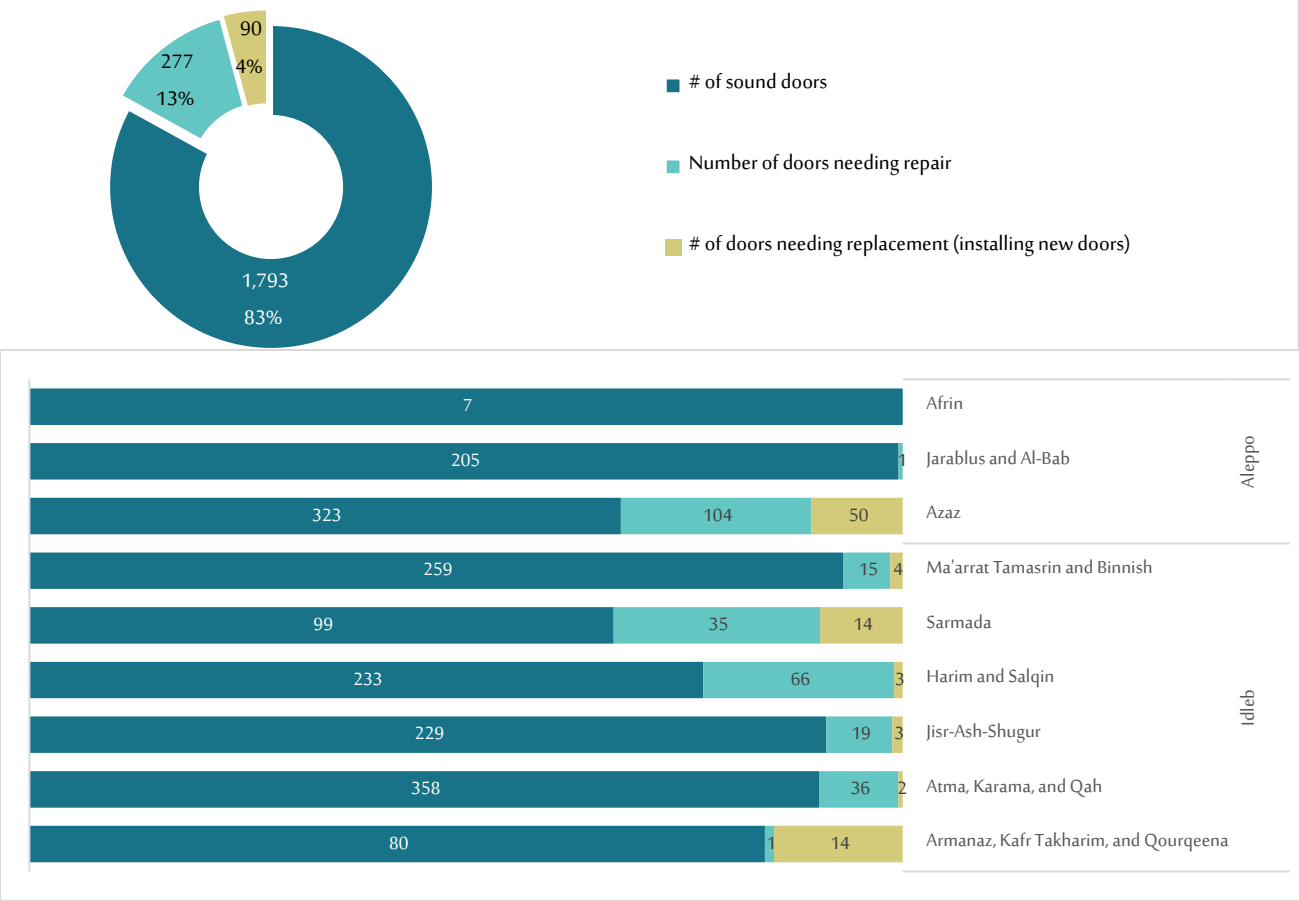
Figure 6 Number and percentages of windows in camp schools by their condition



4. Conditions of the Doors

According to the study, the information available regarding the doors of classrooms in various types of structures and caravans indicates that 83% (1,793 doors) of the total doors in the surveyed camp schools do not require any repairs. Approximately 13% (277 doors) need repairs, while 4% (90 doors) need replacement. However, it's important to note that the study did not include information regarding doors in tent structures, which are made of canvas.

Figure 7 Number and percentages of doors in camp schools by their condition

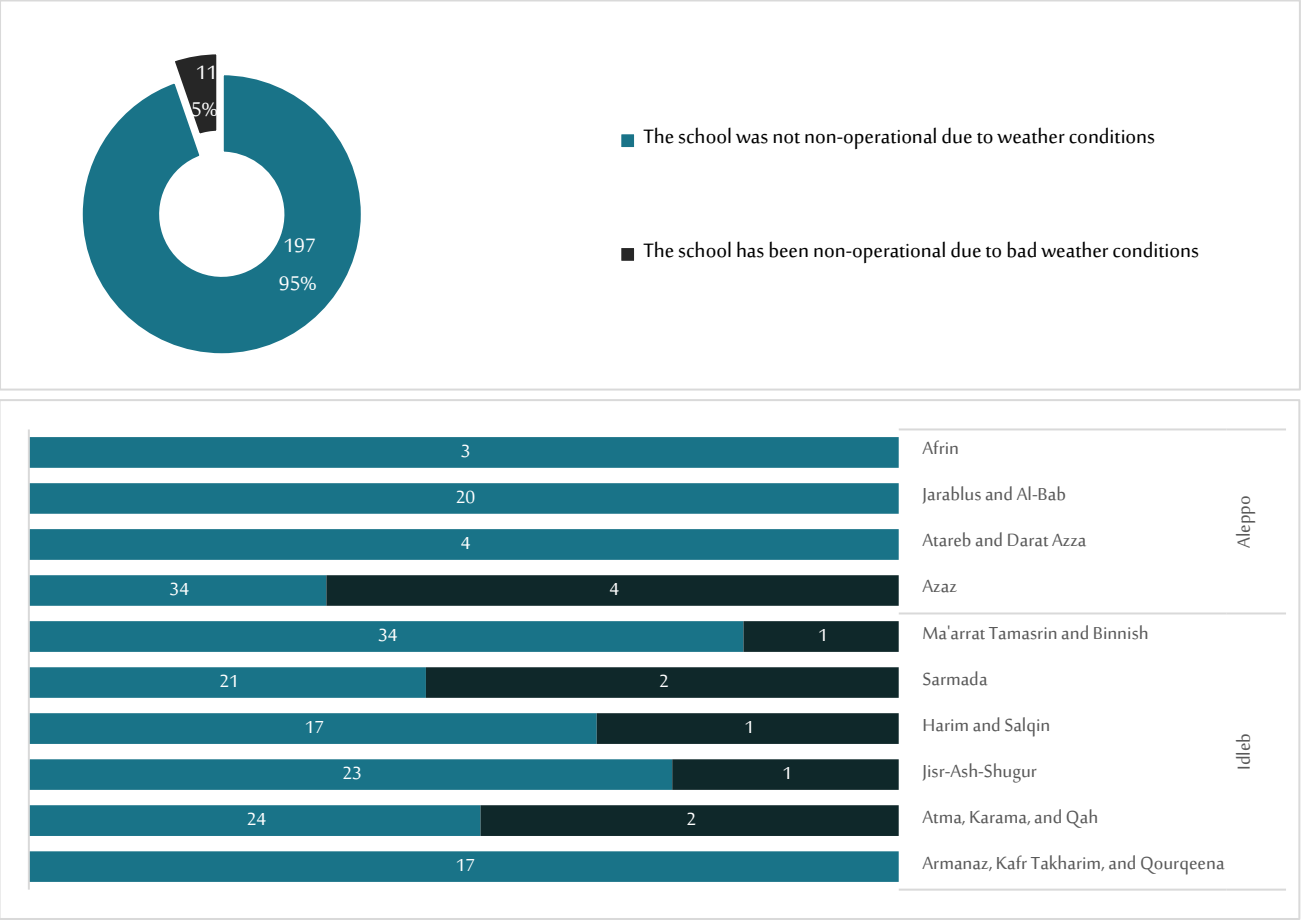


The study found that all the doors of the concrete rooms used for teaching in the camps of northern Syria were made of metal, predominantly metal sheets (zinc), and some doors included metal bars on the sides. These metal doors have less insulation from sound and weather compared to the wooden doors typically used in classrooms in regular schools. Additionally, the atmospheric humidity causes these metal doors to rust, requiring maintenance work at the beginning of each school year due to the poor quality of the materials used in their manufacturing. On the other hand, the doors of caravans were made of plastic (PVC) and also required periodic maintenance.

5. Suspension of School Attendance

According to the study, school attendance in 95% (197 schools) of the total camp schools covered in the study was not suspended during the academic year 2022-2023. However, in 5% (11 schools), school attendance was suspended due to bad weather conditions. It is noteworthy that no severe rainstorms caused the suspension of school attendance from the beginning of the winter until the end of the data collection period on January 05, 2023. The report acknowledges the occurrence of several rainstorms in the camps of northern Syria, which led to the suspension of school attendance. These rainstorms resulted in the flooding of hundreds of tents and, unfortunately, caused the death and injury of some displaced children due to the collapse of their shelters in severe storms.

Figure 8 Number and percentages of camp schools by the suspension of school attendance due to bad weather conditions



Schools in the northern Syria camps near the Syrian-Turkish border are generally considered safer compared to camps located farther from the border, which are exposed to bombardment. The main reason for the suspension of school days in camps near the border is the occurrence of bad weather conditions. Heavy rainfall or snowfall often leads to floods in the camps, making the roads impassable and posing health risks for children studying inside tents in low temperatures and frosty conditions.

School attendance is also suspended in camps farther from the border due to bad weather conditions and rugged roads. Moreover, schools in these areas face disruptions due to military activities and shelling.

One notable incident occurred on November 26, 2022, when heavy rainfall caused flooding in 12 camps. This led to the collapse of 11 tents and partial damage to 40 tents, but fortunately, no casualties were reported.

In Idleb governorate, all schools, including camp schools, were suspended for ten days following a devastating earthquake that struck Turkey and northern Syria on February 6, 2023. The earthquake resulted in numerous deaths, injuries, and extensive damage in Turkey

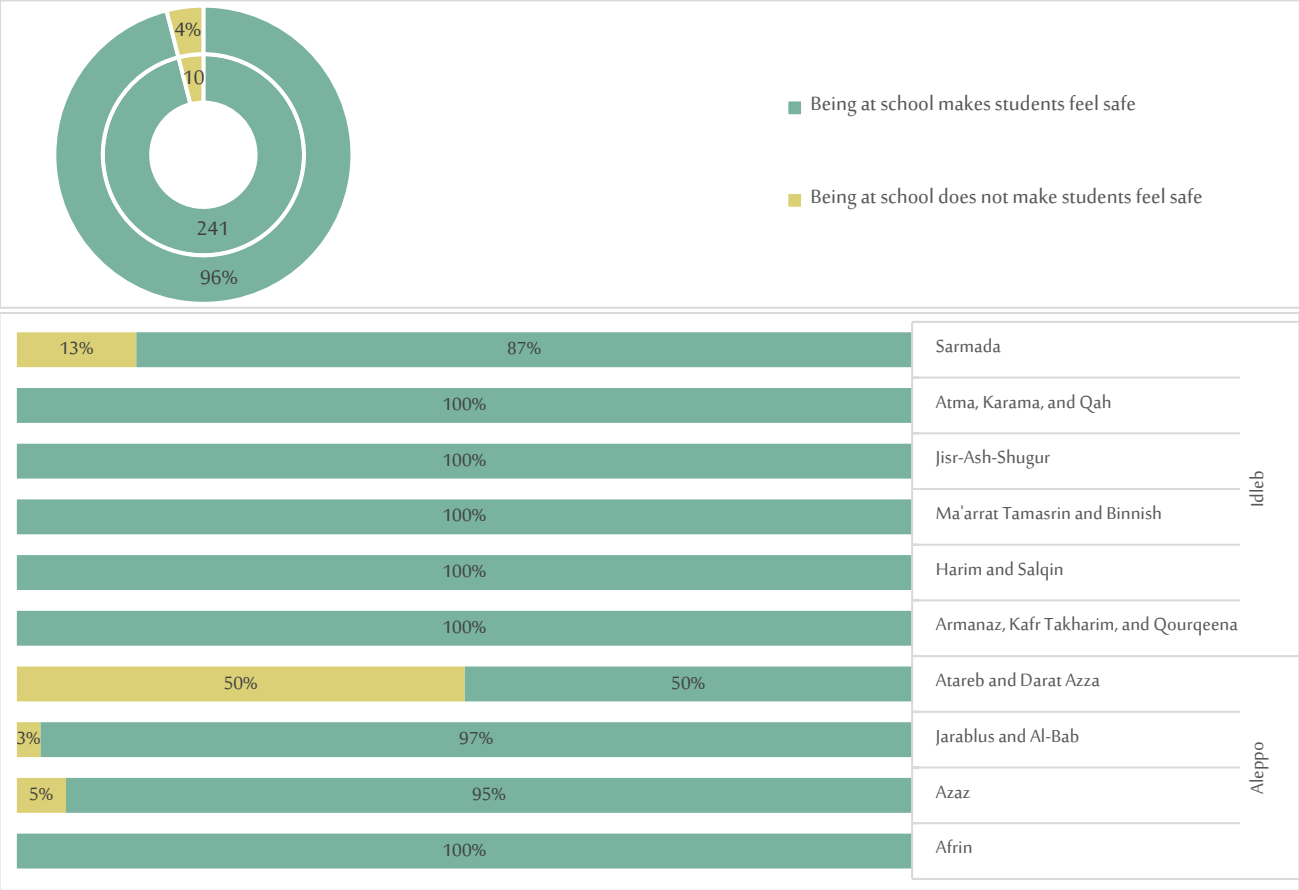
and northwestern Syria. In northwestern Syria alone, there were 4,540 casualties and 8,786 injured individuals. The earthquake caused the complete destruction of 1,869 buildings and the partial destruction of 8,731 buildings.

In response to the earthquake, the ACU conducted a Rapid School Infrastructure Assessment in collaboration with the Education Cluster in Turkey. The assessment involved the participation of the Directorate of Education in Idleb, education offices in the northern Aleppo countryside, and engineering and teachers' unions. Trained engineers specializing in seismic damage assessment assessed a total of 916 schools, comprising 1,036 school buildings. Based on their evaluation, 15 school blocks were recommended for demolition and reconstruction due to significant damage. Additionally, 80 blocks were recommended for structural reinforcement, and repairs were suggested for 914 blocks[1].

6. Student Survey about Feeling Safe at School:

Through the perception survey with school-age children in the camps, they were asked whether their presence at school makes them feel safe. 4% (10 students) of the total students reported that being in school does not make them feel safe, [2] while 98% (241 students) reported that being in school makes them feel safe.

Figure 9 Number and percentage of students according to their feeling safe at school



[1]Based on the survey of affected schools conducted by the IMU.
[2]IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years within the camps studied. Females accounted for 45% of the children surveyed, while males accounted for 55%.

Section 4:

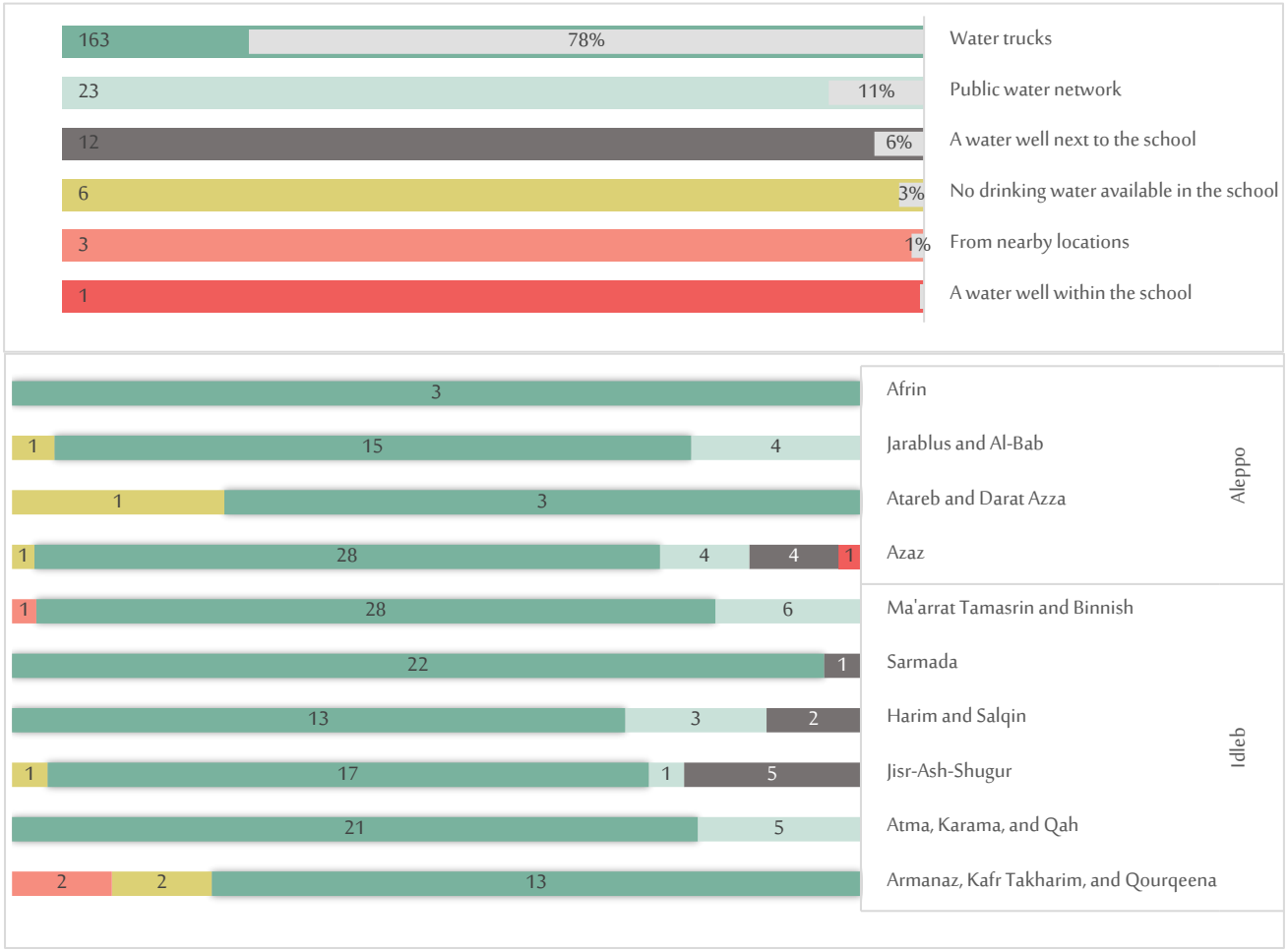
Water, Sanitation, and Hygiene at Schools

Section 4: Water, Sanitation, and Hygiene at Schools

1. Water Sources for Schools

According to the study, most camp schools, accounting for 78% (163 schools) of those included in the assessment, obtain water for drinking and general use through tanks. Another 11% (23 schools) receive water from the public network. Additionally, 6% (12 schools) rely on a well located adjacent to the school for their water supply. A small percentage, 1% (3 schools), acquire water from nearby sources or neighboring tents. It was also noted that one school had its own water well. However, water was unavailable in 3% (6 schools), leading students to bring water from their homes.

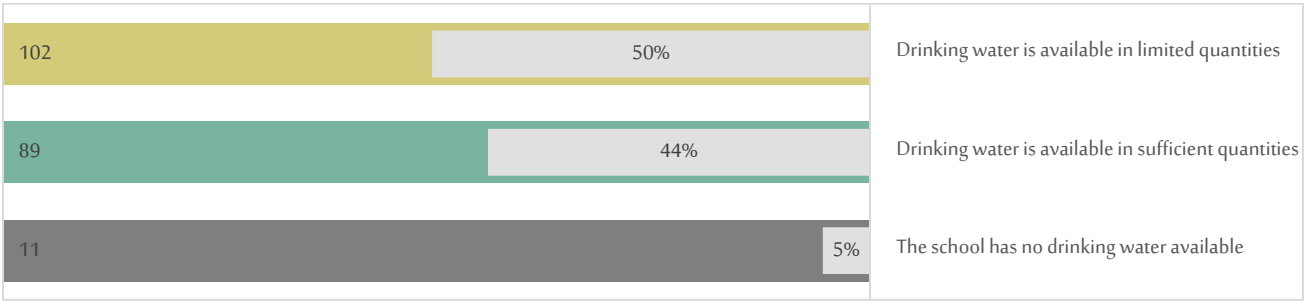
Figure 10 Number and percentages of camp schools by water sources



According to Sphere standards,[3] "three liters of water per pupil per day should be provided for drinking and handwashing (this amount does not include water for toilets)."

During the school visits, principals were asked about the availability of drinking water and handwashing facilities in relation to the number of students in their schools. This information was gathered to ensure accuracy. It was discovered that there were sufficient quantities of drinking water and handwashing facilities in 44% (89 schools) of the assessed schools. In these schools, each student had access to at least three liters of water for drinking and handwashing. Limited amounts of drinking water and handwashing facilities were reported in 50% (102 schools) of the schools where students received less than three liters of water for drinking and handwashing. Unfortunately, in 5% (11 schools) of the assessed schools, water for drinking and handwashing was unavailable.

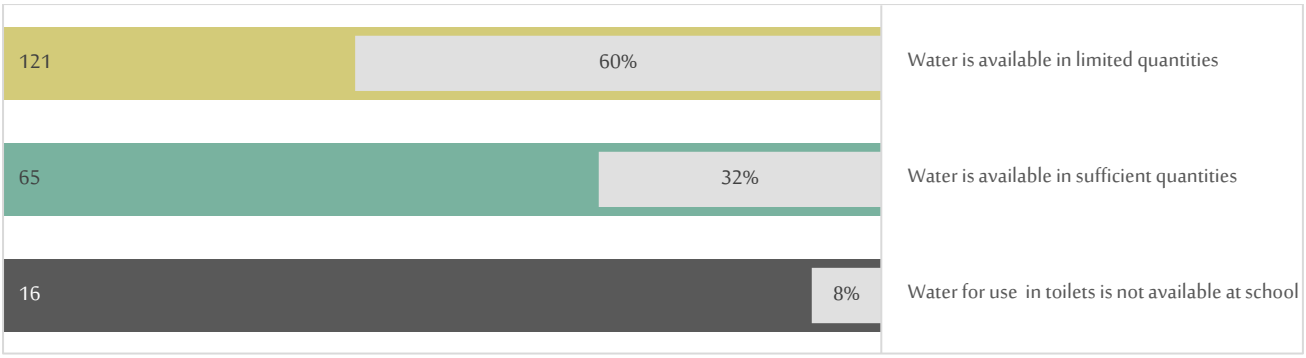
Figure 11 Number and percentages of schools by the availability of water for drinking and general use



According to the Sphere standards,[4] "20-40 liters per day should be provided for each user of conventional siphon toilets connected to the sewers, while 3-5 liters per day for each user of pour-flush toilets".

The study determined that 32% (65 schools) of the schools assessed in the study had sufficient quantities of water for toilets. In these schools, each student had access to at least 20 liters of water for toilets. In 60% (121 schools), a limited amount of water for toilets was available, with each student receiving less than 20 liters. Unfortunately, toilet water was unavailable in 8% (16 schools) of the assessed schools.

Figure 12 Number and percentages of schools by the availability of water for toilets



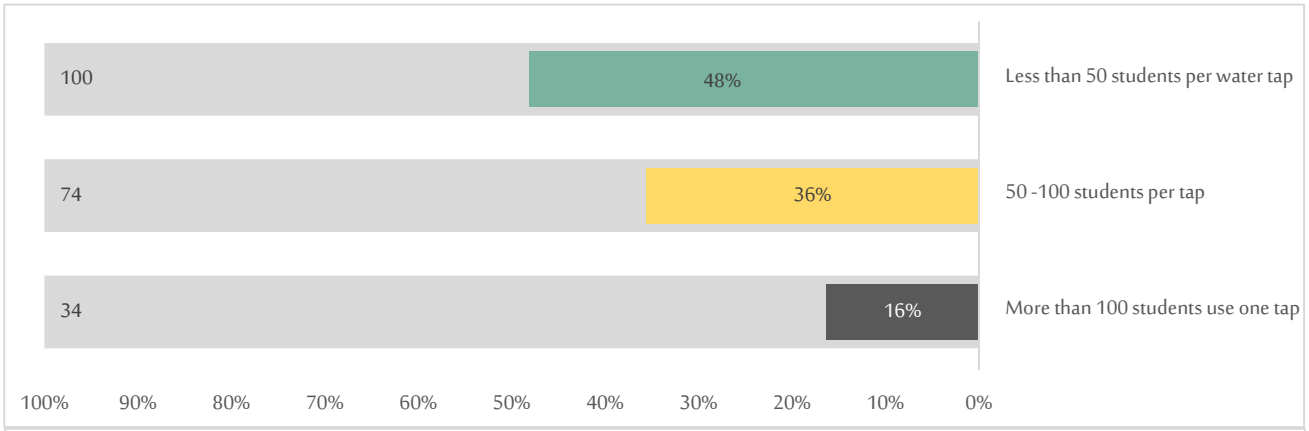
[3] https://handbook.spherestandards.org/sphere/#ch006_003
[4] https://handbook.spherestandards.org/sphere/#ch006_003

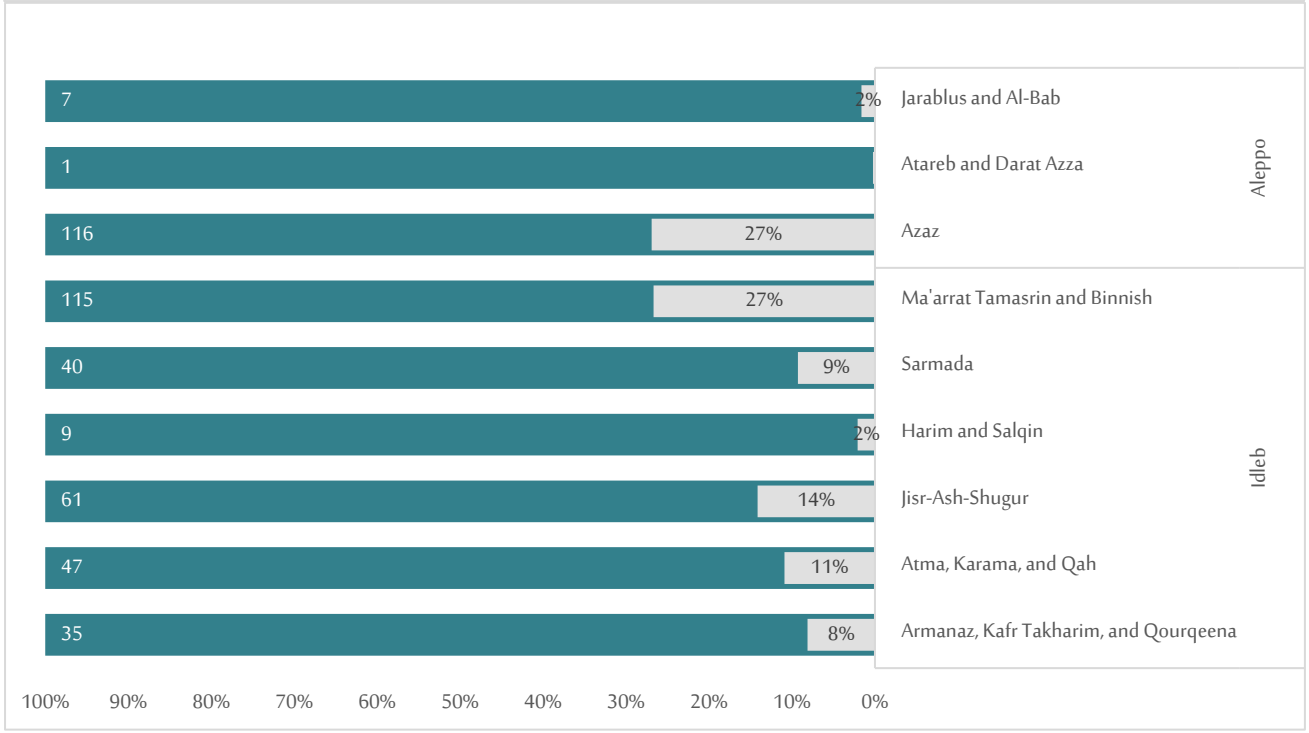
2. Number of Students Using One Water Tap and Water Taps That Need Replacement

According to the study, it was found that 48% (100 schools) of the schools in northern Syria camps had one water tap for every 50 students or less. In 36% (74 schools), there was one water tap for 50 to 100 students. Furthermore, in 30% (60 schools), only one water tap was available for more than 100 students per tap. Additionally, it was observed that 18 schools did not have any water taps.

The study also highlighted the need to replace water taps in schools in northern Syrian camps. A total of 431 water taps were identified as needing replacement. This includes water taps used for drinking purposes, in toilets, and for other service-related matters such as cleaning schools or watering school gardens.

Figure 13 Number of water taps for drinking, and comparing them with the number of students and taps that need replacement





In Syrian schools, where the break between lessons typically lasts 30 minutes, having fewer than 50 students per water tap is acceptable. This ensures a smooth and orderly flow of students accessing the water taps without crowding or jostling. This helps maintain a manageable environment during the break period.

However, if the number of students using one water tap exceeds 50, there may be some congestion and a higher demand for access to the water taps during the break. Students may experience slight delays or difficulties accessing the taps and getting their water.

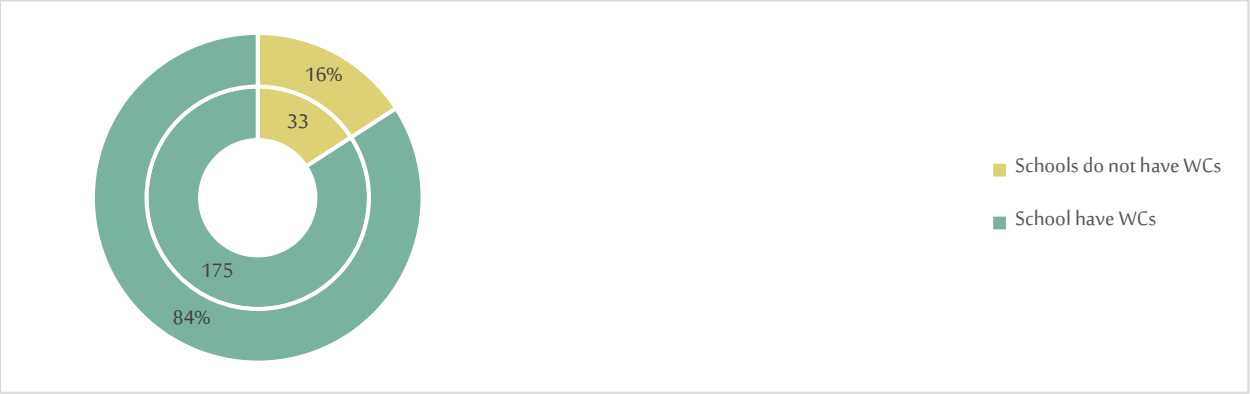
When the number of students per water tap reaches 100 or more, there is a higher likelihood of severe congestion in front of the water taps. In such cases, it becomes challenging for all students to access the taps and have their water during the break. Some students may be prevented from drinking water even after spending 90 minutes (two consecutive classes) without access to water.

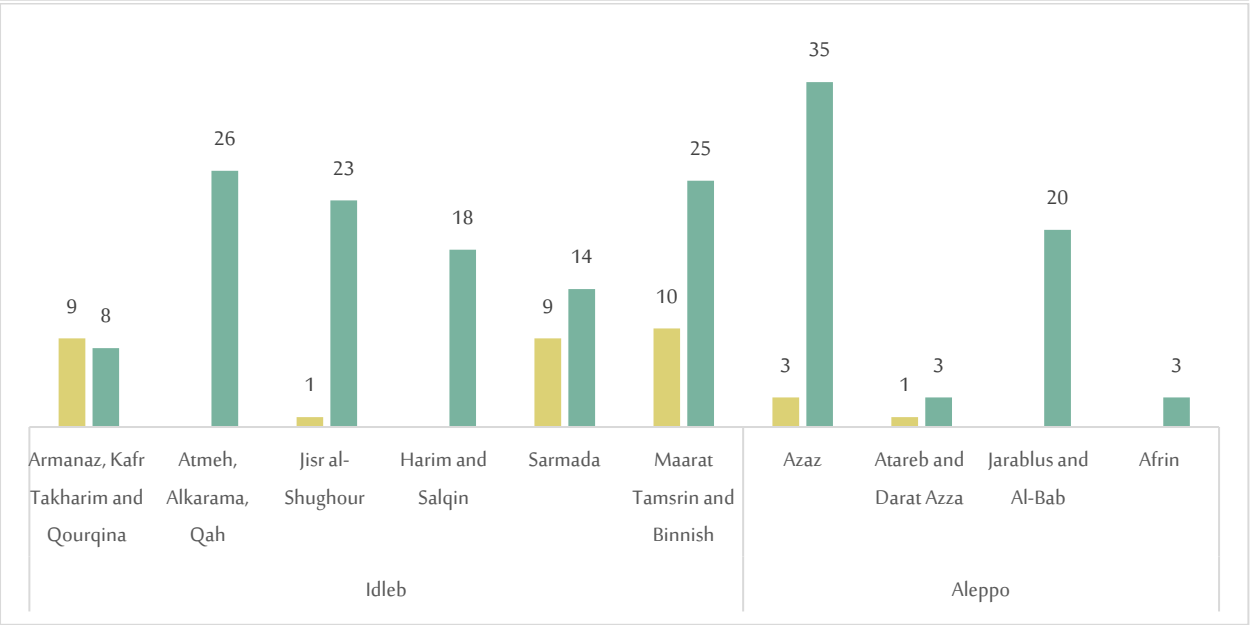
To address this issue, it is important to deliberate the distribution of water taps throughout the school premises. Strategically placing the water taps in different areas helps disperse students and prevent overcrowding in one specific location. This ensures a more equitable water access distribution during the break between lessons.

3. Availability of Toilets in Schools

The study showed that 16% (33 schools) of the camp schools do not have toilets, while 84% (175 schools) have toilets.

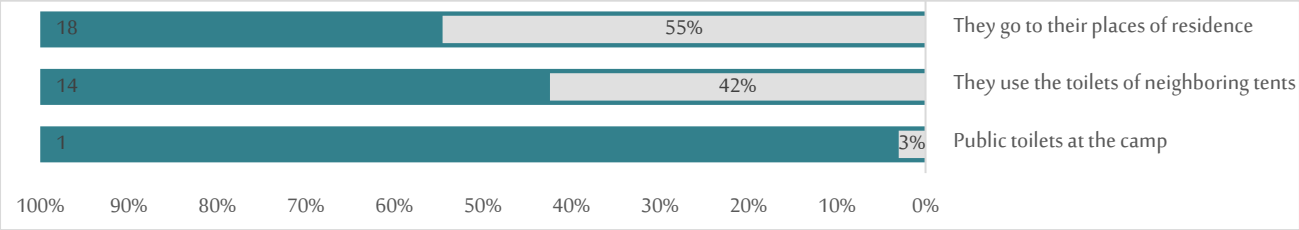
Figure 14 Number/Percentages of schools by the availability of toilets





The officials of camp schools without toilets reported that students in 18 schools go to their residents to use toilets, and 14 schools use toilets in nearby tents. In one school, they go to public toilets inside the camp. The lack of toilets specific for schools increases the likelihood of children being harmed, where the INEE Minimum Standards for Education indicate, "Sanitation facilities should be accessible for persons with disabilities and should maintain privacy, dignity, and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient, and easily accessible places." The availability of toilets used by school children outside the educational spaces increases their vulnerability, as it will be difficult for the officials of the educational process to ascertain the safety conditions mentioned above.

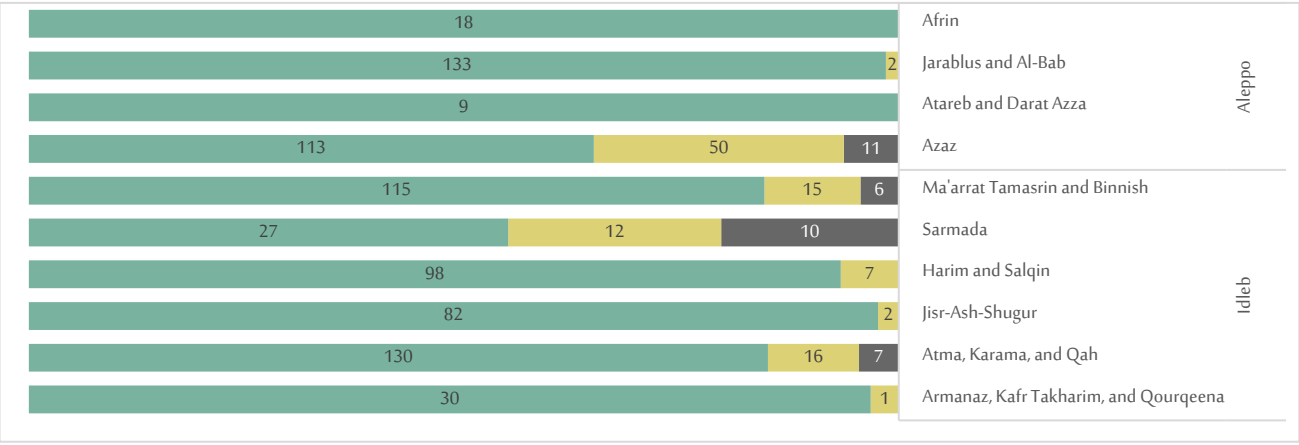
Figure 15 Number and percentage of schools without toilets by the alternatives used by children



4. Number and Condition of School Toilets

This section highlights the situation of toilets within 175 schools (schools with toilets) out of 208 schools covered in the assessment, as 33 schools did not include toilets. WCs in Syrian schools consist of several toilets- the construction or block of WCs is divided into several toilets. The number of individual toilets in the assessed camp schools reached 894 latrines. The study found that 84% (755 toilets) are functional and in good condition, and 12% (105 toilets) need simple repairs such as replacing the water taps, locks, doors, or clearing. It was also found that 4% (34 toilets) require complete rehabilitation or replacement.

Figure 16 Number and percentage of toilets by their condition



The toilets in schools need regular maintenance because a large number of children uses them, and they also need to be cleaned on a daily basis. According to the Sphere guidelines,[5] "One toilet should be provided for every 30 girls and one toilet should be provided for every 60 boys. If separate toilets cannot be provided from the start, measures can be taken to avoid girls and boys using the toilets simultaneously."

[5] https://handbook.spherestandards.org/sphere/#ch006_003

5. Having Separate Toilets for Males and Females, and the Educational Staff

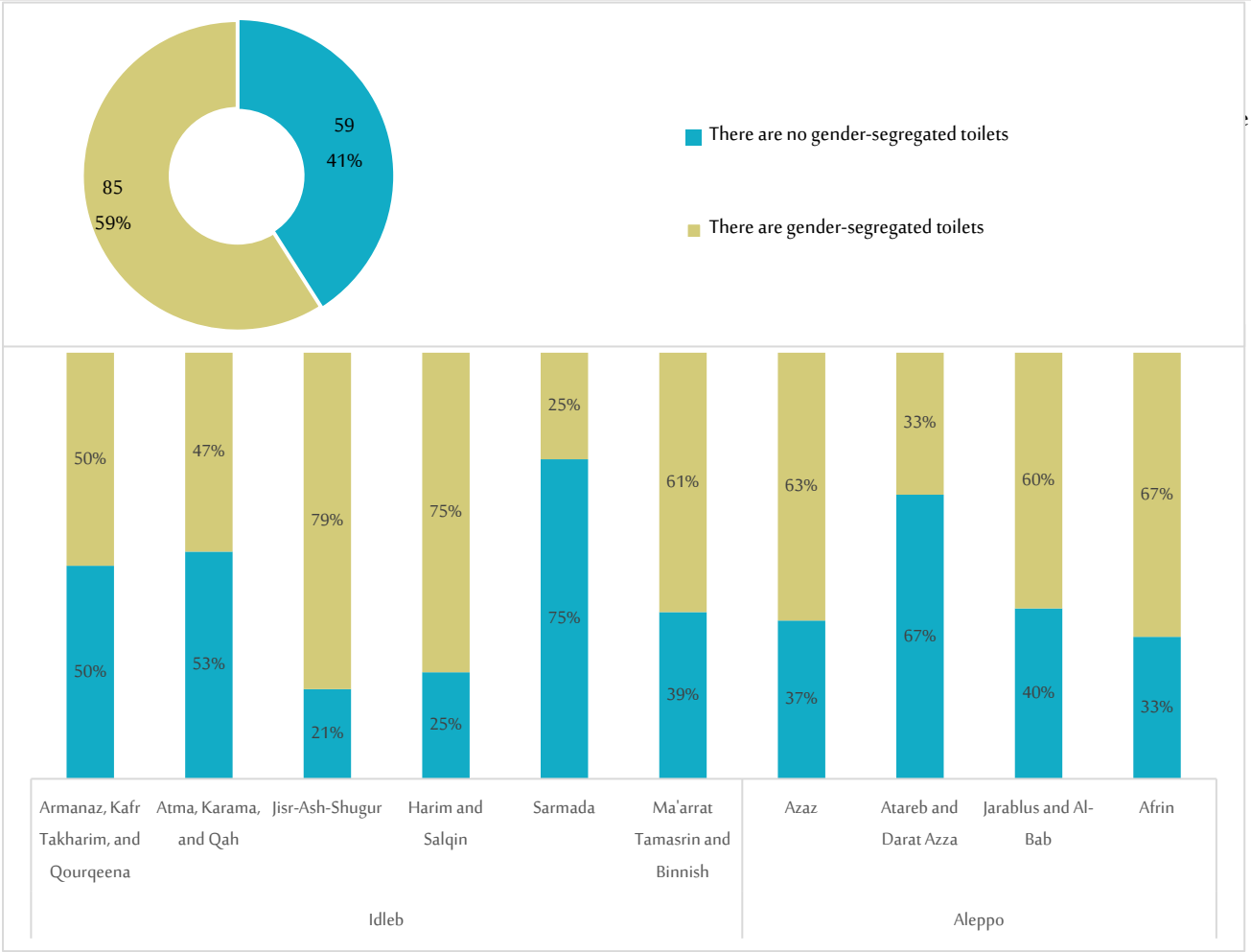
The study revealed that out of the 175 schools in the resident camps that have toilets, 59% (85 schools) have gender-segregated toilets. This means separate toilets are provided for male and female students, ensuring privacy and maintaining appropriate sanitation facilities for each gender.

On the other hand, 41% (59 schools) of the camp schools with toilets have shared toilets for both males and females. This arrangement may present challenges and potential concerns, particularly regarding privacy and the risk of harassment, especially for female students.

It is important to note that there are 31 schools where the allocation of toilets by gender was not specified or questioned during the study. Therefore, the status of gender segregation in these schools remains unknown.

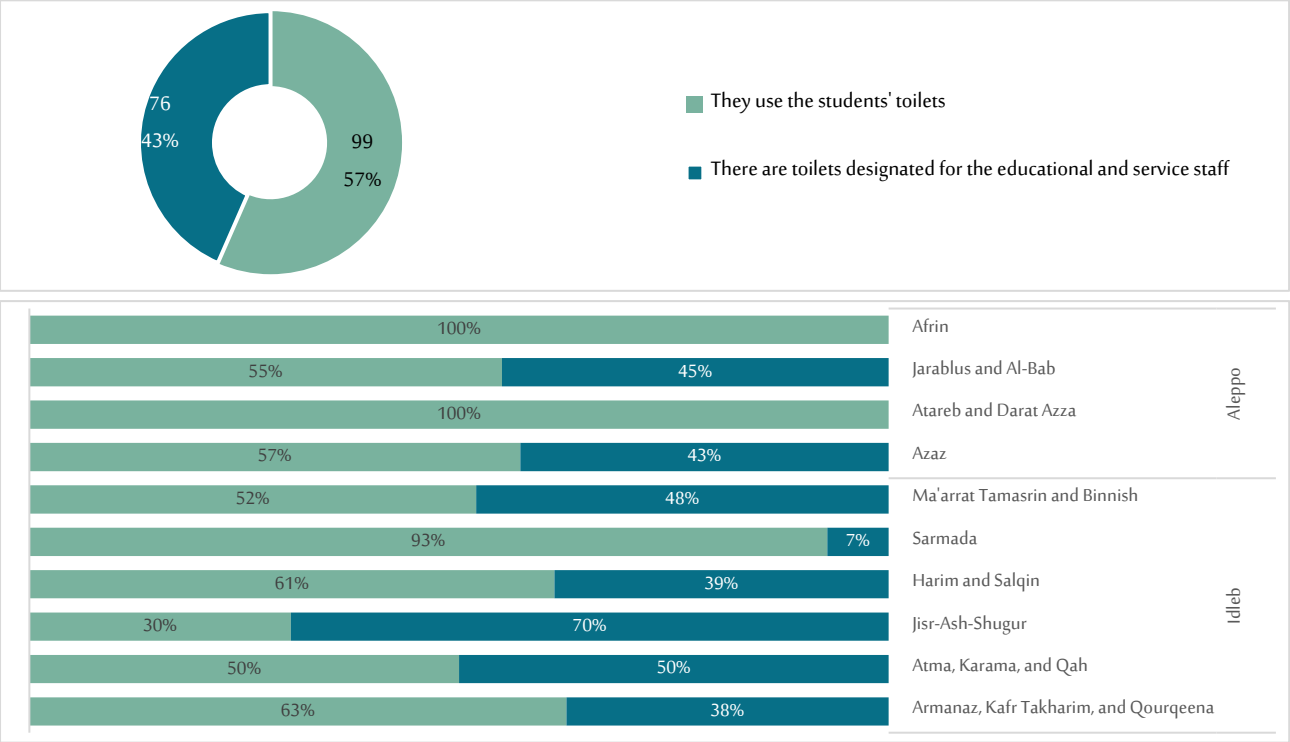
Ensuring gender-segregated toilets promotes a safe and inclusive learning environment, protects students' privacy, and addresses their specific hygiene needs. Implementing appropriate measures to provide separate and secure facilities for males and females in all schools is essential to safeguard the well-being and dignity of all students.

Figure 17 Number and percentages of schools by the availability of gender-segregated toilets



It was found that 57% (99 schools) of the camp schools do not have toilets for educational and service staff, and they use same toilets of the students. 43% (76 schools) of the camp schools had toilets for the educational and service staff.

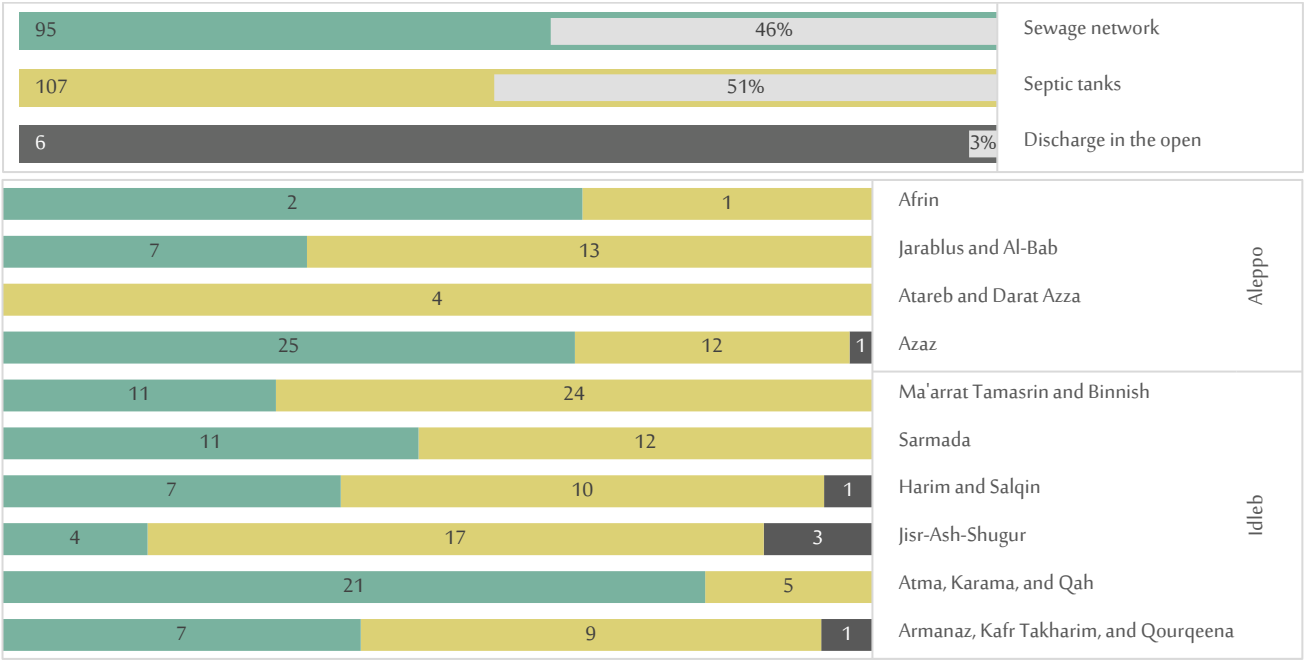
Figure 18 Number and percentage of schools according to the availability of separate toilets for educational staff



6. Wastewater Disposal Places

According to the study, the distribution of wastewater disposal systems in the camp schools is as follows: 46% (95 schools) have toilets that dispose of wastewater into the regular sewage network, 51% (107 schools) dispose of wastewater into irregular septic tanks, and 3% (six schools only) dispose of wastewater in the open.

Figure 19 Number and percentages of camp schools by wastewater disposal mechanisms



Children's feces is considered more dangerous than adults' feces. According to the Sphere project guidelines,[6] "special attention should be paid to disposing of children's feces, which are usually more dangerous than adult feces (as the level of prevalence of fecal diseases among children is often higher, and children may not have formed antibodies to control diseases)."

The study revealed that 51% (107 schools) of the camp schools assessed wastewater disposal using irregular septic tanks, which lack the necessary layers of stones and soil to prevent fecal waste from reaching groundwater. Additionally, the high number of students in these schools highlights the need for regular emptying of the septic tanks. Typically, there is only one septic tank for schools with a large student population, leading to a rapid filling of the tanks. This situation is exacerbated during winter when rainfall increases the risk of septic tank overflow. Neglecting the maintenance of septic tanks can contribute to the spread of disease vectors in the school's surrounding environment. Furthermore, 3% (6 schools) of the assessed camp schools dispose of wastewater in open areas, forming stagnant ponds that attract disease vectors.

[6] https://handbook.spherestandards.org/sphere/#ch006_003

Schools
in Northern Syrian Camps
Edition 06

Section 5:

School Equipment

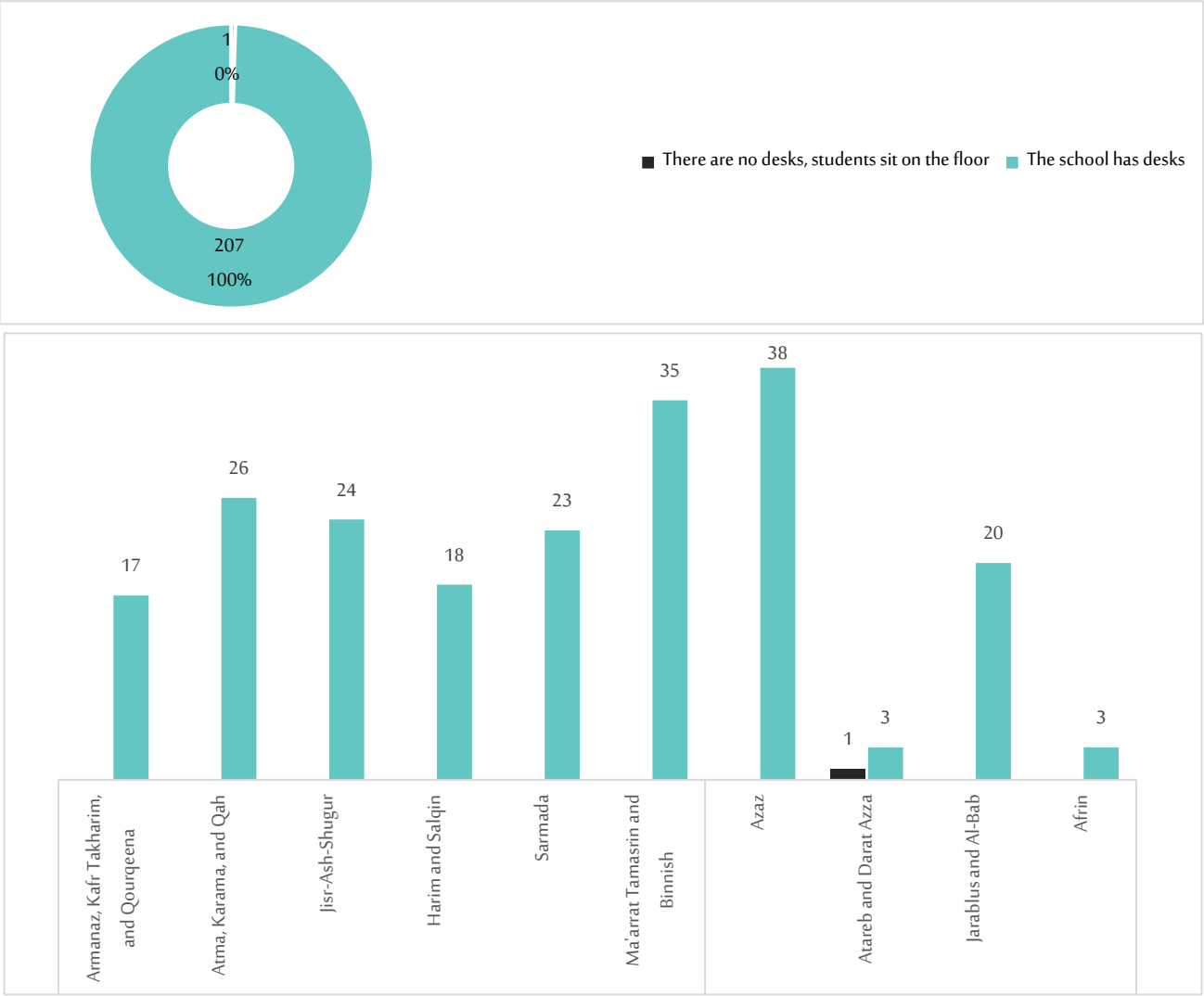
(School Furniture
- Educational Equipment)

Section 5: School Equipment
(School Furniture - Educational Equipment)

1. Desks

The study results indicate that among the schools included in the study, only one school was found to lack desks, resulting in students having to sit on the ground. However, a total of 207 schools were equipped with desks for students. A healthy learning environment requires student desks to ensure that students are seated in the classroom in a healthy manner that helps them to write and receive information properly.

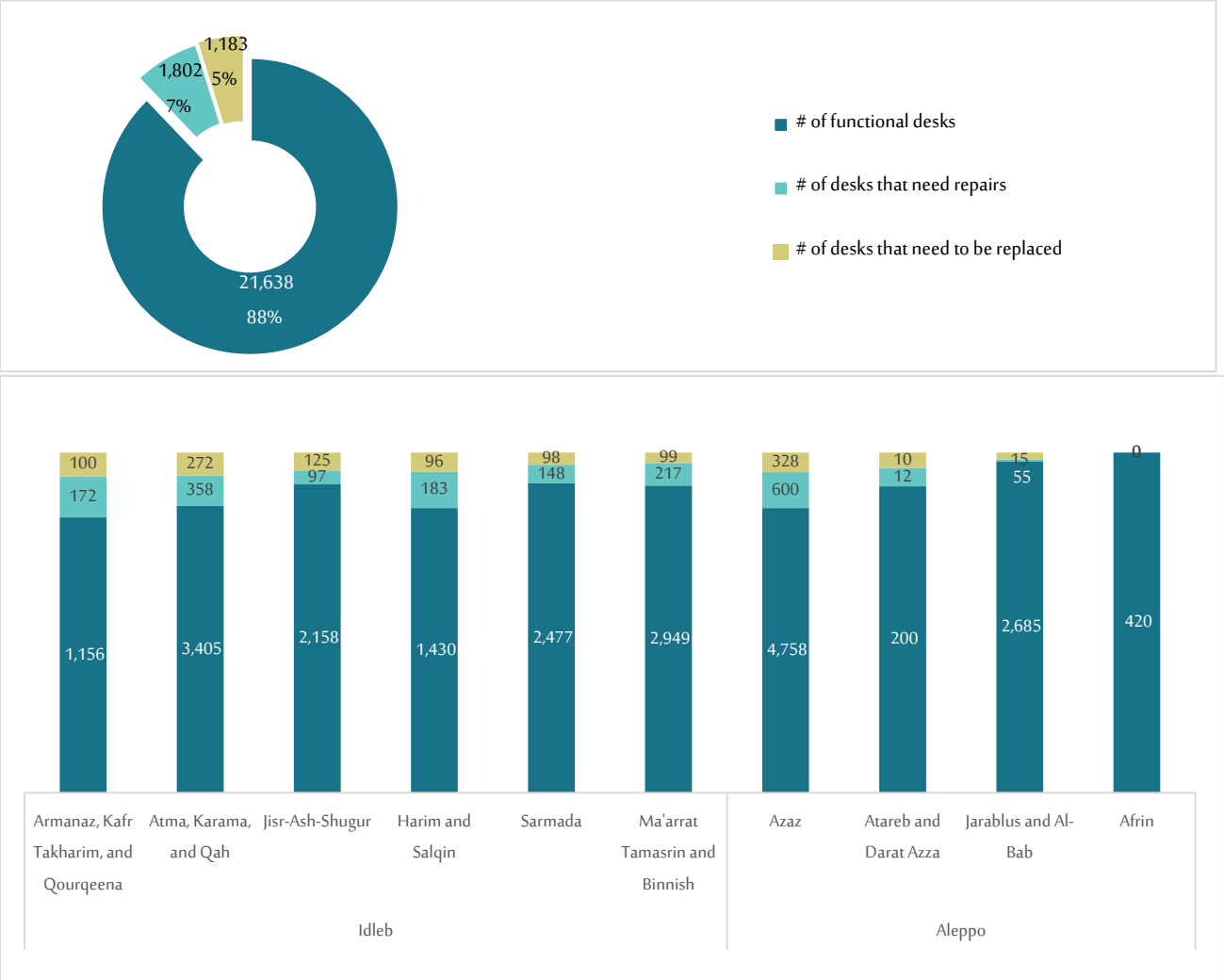
Figure 20 Number and percentages of camp schools by the availability of desks



2. Condition of School Desks

Within the camp schools included in the study, it was found that 88% (21,638 seats) of the total school desks are in usable condition. However, 7% (1,802 seats) require repairs, and 5% (1,183 seats) have sustained significant damage and need to be replaced.

Figure 21 Number and percentages of desks by their condition

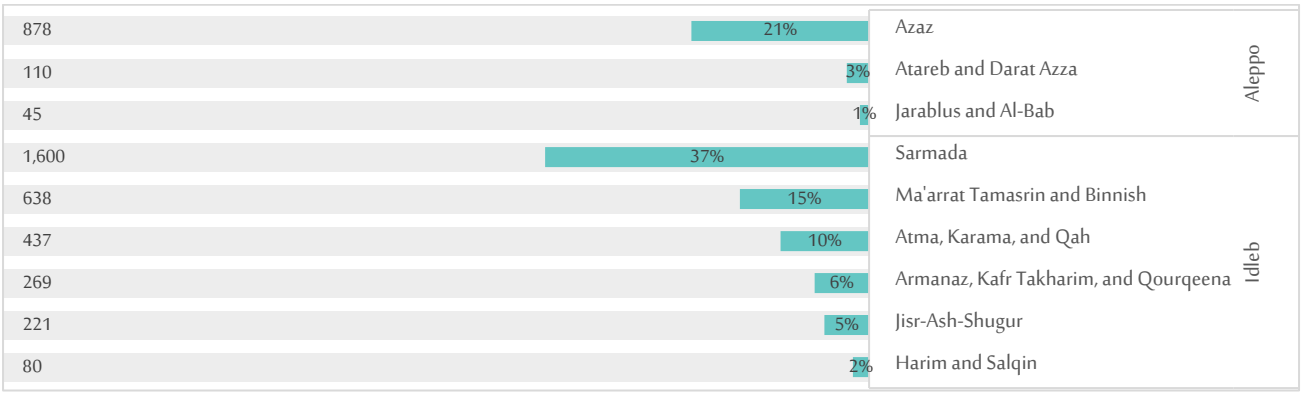


In Syria, the prevailing type of study desk comprises a metal frame and a wooden board. The metal frame serves as a supportive and stable structure for the desk, usually consisting of a metal bar. The wooden board forms the surface on which students sit and often includes a drawer for storing personal items. Under normal circumstances, the wooden part of the desk tends to undergo wear and tear, necessitating maintenance every few years, which may involve replacing the wooden boards.

3. The Need for Desks

During data collection, the enumerators asked about the number of desks each school needs. The needs of the camp schools covered in the assessment reached 4,278 desks, and the highest percentage of the need was concentrated in the Sarmada camp cluster.

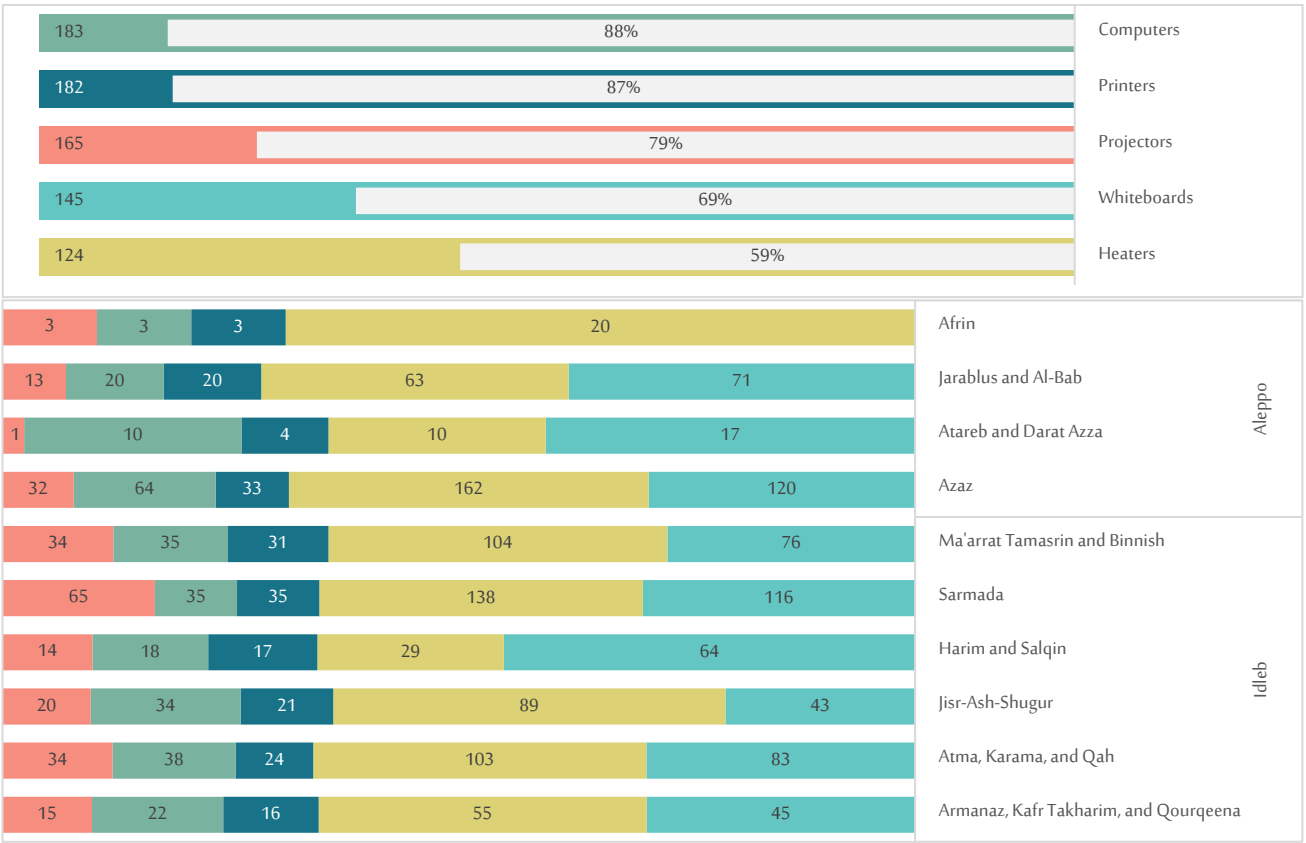
Figure 22 Number and percentages of desks needed by camp schools



4. School Needs Related to the Educational Process

The study showed that 88% (183 schools) of the assessed schools needed a total of 279 computers. 87% (182 schools) of schools reported that they needed a total of 204 printers. 79% (165 schools) of schools in the camps also reported the need for a total of 231 projectors. 69% (145 schools) stated that they needed a total of 635 whiteboards. 59% (124 schools) of schools need a total of 773 heaters in the winter.

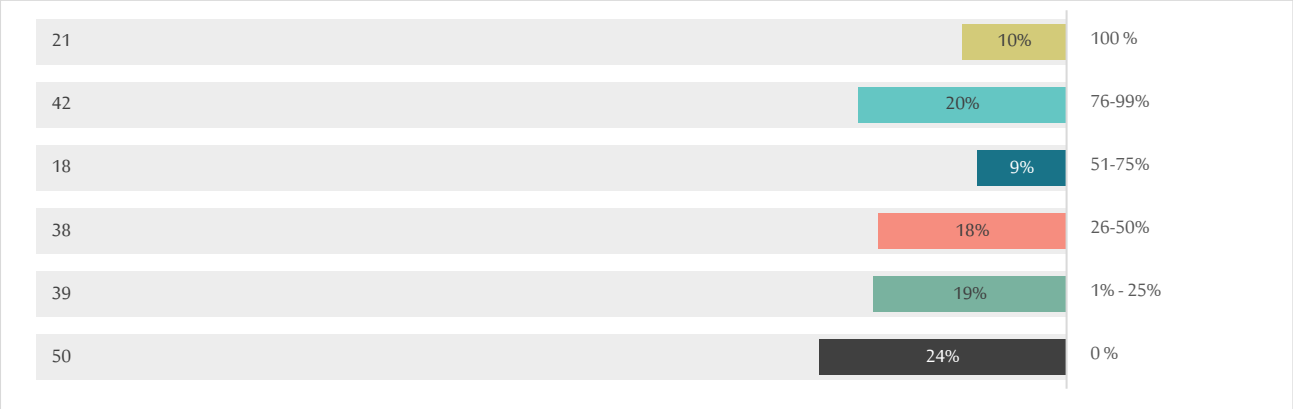
Figure 23 Number and percentages of camp schools that need the means to support the education process

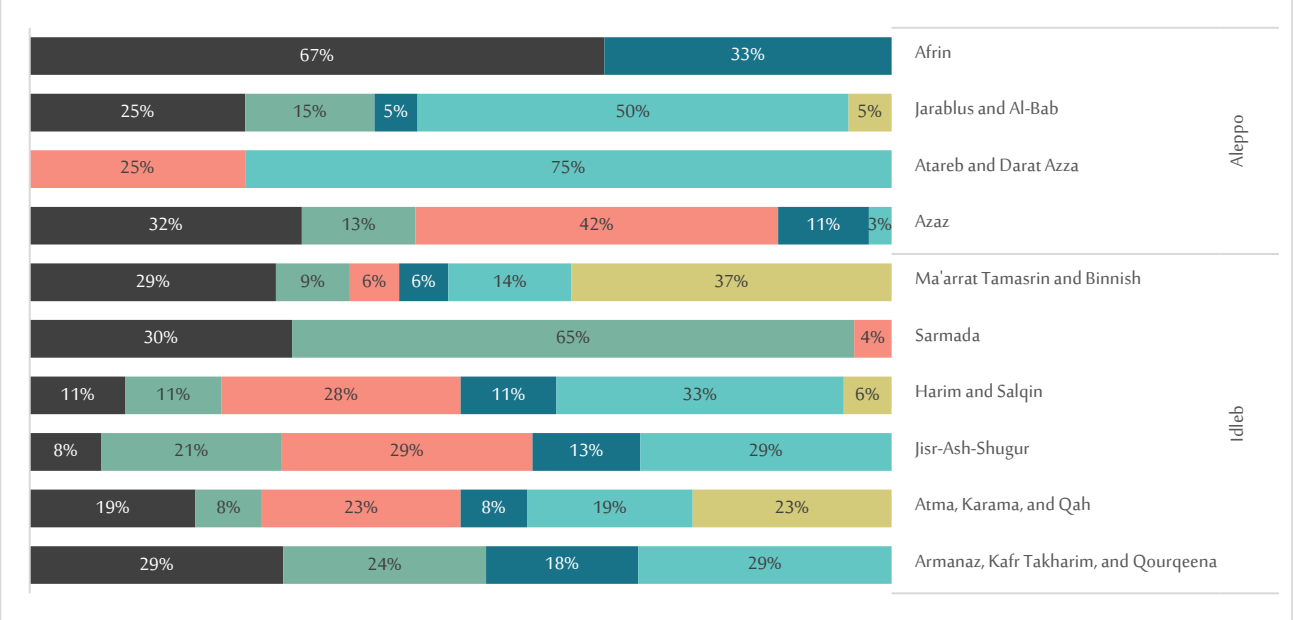


5. Availability of Heating Fuel

The study revealed that only 10% (21 schools) had secured all their heating fuel requirements for the 2022-2023 school year. In 20% (42 schools) of the cases, between 76% and 99% of their heating fuel needs are available. In 9% (18 schools), between 51-75% of their heating fuel needs are available. Within the schools assessed, it was found that 18% (38 schools) are able to provide less than half of their heating fuel requirements, while 19% (39 schools) are able to provide less than a quarter of their heating fuel needs. 24% (50 schools) did not have any heating fuel.

Figure 24 Number and percentages of schools by their need gap for heating fuel

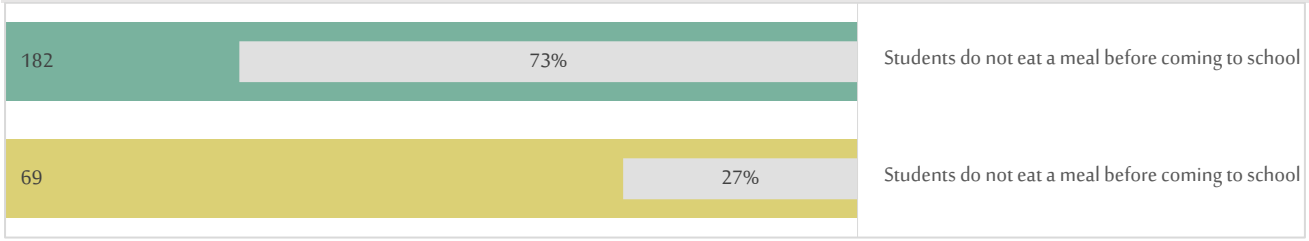




6. Student Survey: Having a Meal Before Coming to School or at School

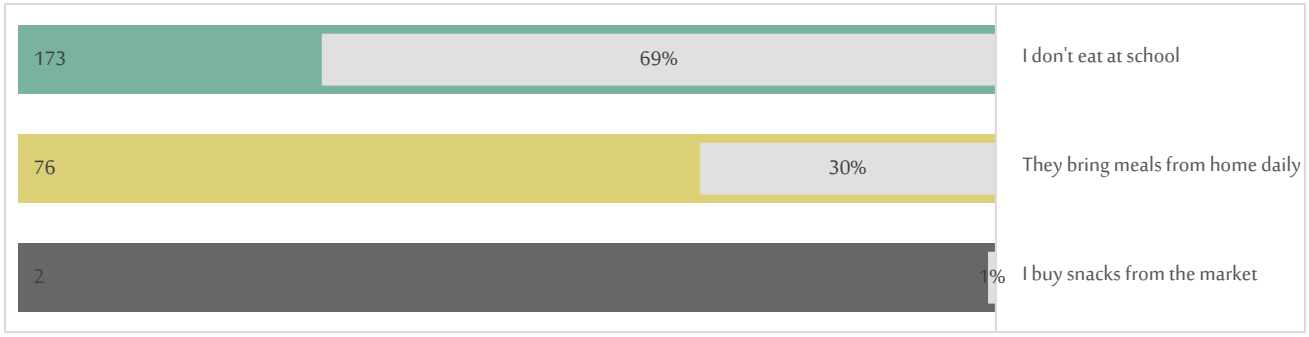
Through student[7] surveys, students were asked if they had a snack (breakfast) before coming to school and if they had a snack at school. 73% (182 students) of the surveyed students reported that they have a snack before coming to school, and 27% (69 students) reported that they do not.

Figure 25 Number and percentages of the students by having a meal before school



When it comes to having a meal at school, 69% (173 students) of the students reported that they do not eat at school, and 30% (76 students) reported that they bring food with them from home (they eat a snack at school). Only two students reported buying snacks from the grocery store.

Figure 26 Number and percentages of the students by having a meal at school



[7]IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years within the camps studied. Females accounted for 45% of the children surveyed, while males accounted for 55%.

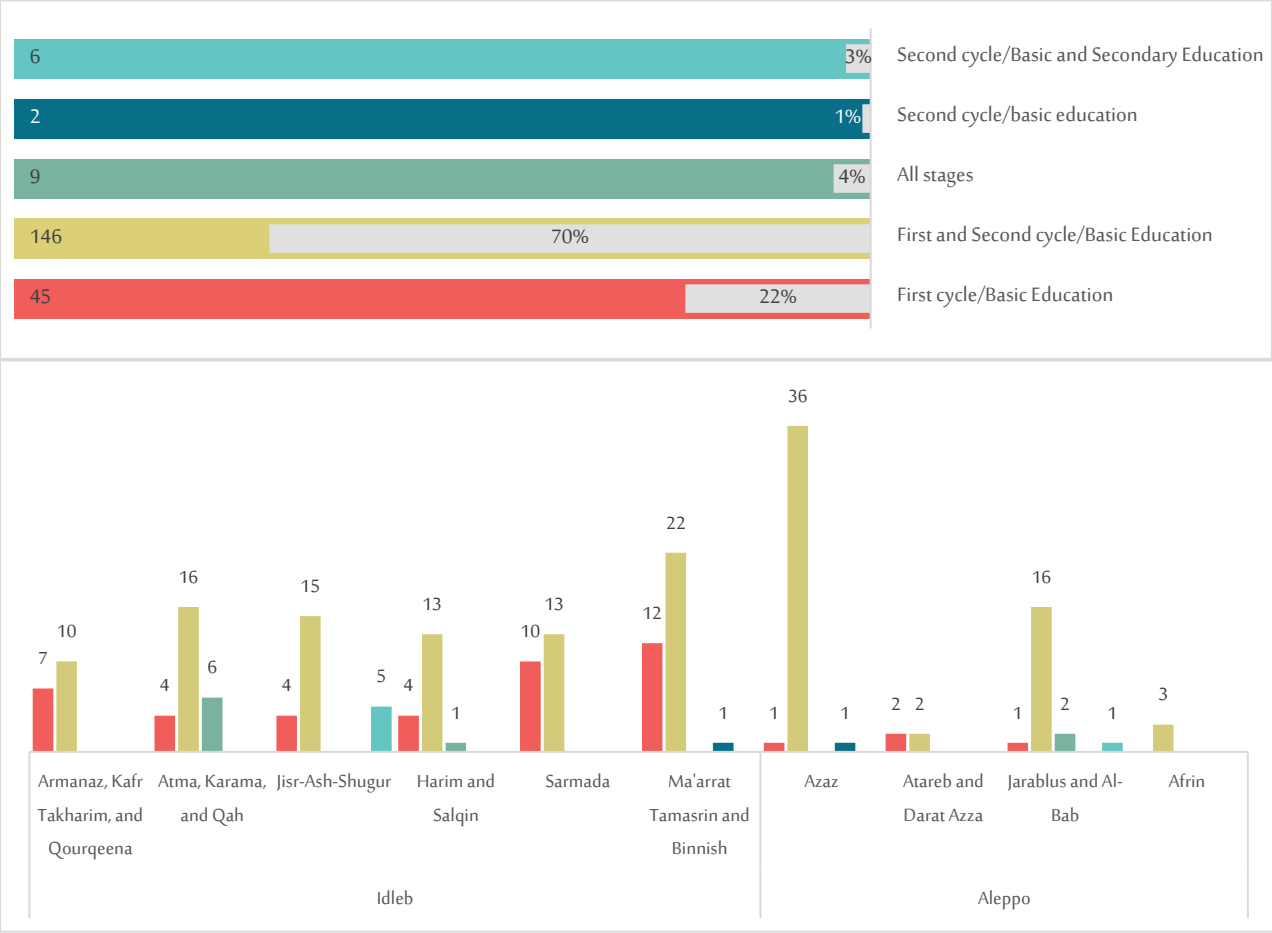
Section 6:
Teaching Stages and Curricula

Section 6: Teaching Stages and Curricula

1. School Stages

The study results indicate that among the camp schools included in the study, 22% (45 schools) exclusively provide education for the first cycle of basic education. Furthermore, 70% (146 schools) offer education for both the first and second cycles of basic education. Additionally, 4% (9 schools) provide education for all school stages, including the first and second cycles of basic education as well as secondary education. Only 1% (two schools) focus on teaching the second cycle of basic education, and 3% (6 schools) provide education for both the second cycle of basic education and the secondary stage.

Figure 27 Number and percentages of schools by education stage they include



In Syria, the education system traditionally follows a structure with two main stages: primary and secondary education. Before the war, schools were divided into primary (grades 1-6), preparatory (grades 7-9), and secondary (grades 10-12) stages. This division was based on the belief that separating children according to their age and educational levels creates a more conducive and safe learning environment.

Separating children into different stages supports their development and enhances their learning experiences. By grouping children of similar ages together, schools aim to provide age-appropriate education that caters to their specific needs and abilities. This approach helps prevent potential issues such as bullying, as older students are not mixed with younger ones who may be more vulnerable to negative influences.

The division of schools into separate stages allows for a more focused and tailored curriculum that aligns with each stage's developmental milestones and educational requirements. It ensures that children receive appropriate instruction, resources, and support that are suitable for their age and academic progression. This structure also facilitates the transition from one stage to another, providing a smooth educational pathway for students as they advance through their schooling.

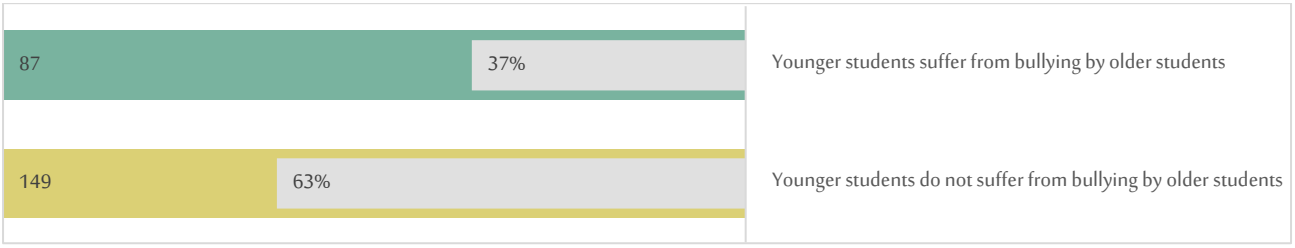
According to the Joint Education Report for Out-of-School Children [8](JENA) released by ACU in cooperation with Save the Children SCI, the Education Cluster in Turkey, and 13 organizations specialized in the field of education, "The percentage of children out of school increases with the progress of the school stages, and the percentage of female out of school is always higher than the percentage of males out of school. It was also found that the dropout rates in camps were always higher than those in cities and towns."

The results found that the number of secondary schools in the camps has decreased, and most camp children of secondary school age often go to schools in neighboring cities and towns (outside the camp). The dropout rate in secondary stages within the camps is also higher.

2. Teacher Survey: Do Younger Students Suffer from Harassment of Older Students Due to the Presence of Students Whose Ages are not Commensurate with their Academic Stages (Child Bullying)?

According to the study, 37% (87 teachers) of the total teachers [9] surveyed within the camp schools reported that students suffer from the bullying of older students, and 63% (149 teachers) reported that students do not suffer from this phenomenon.

Figure 28 Number and percentages of teachers surveyed according to the existence of child bullying among their students

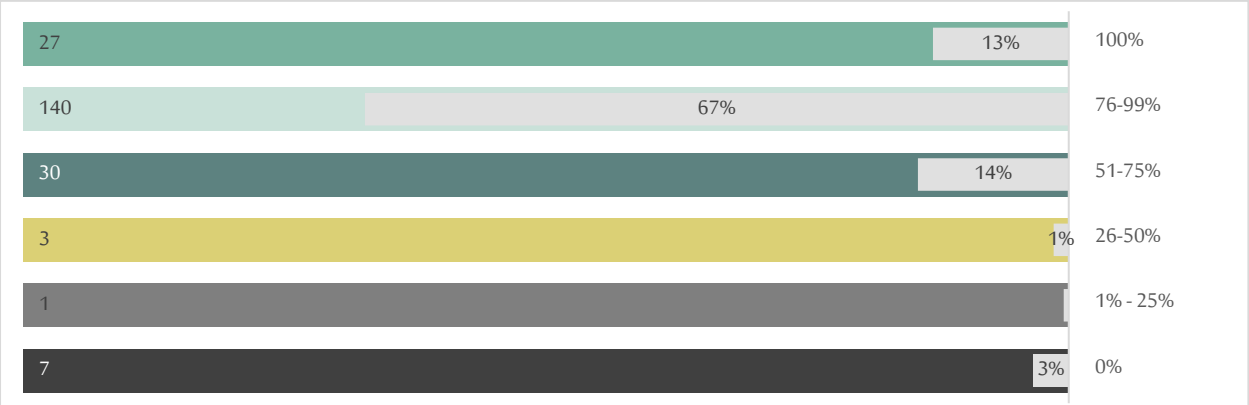


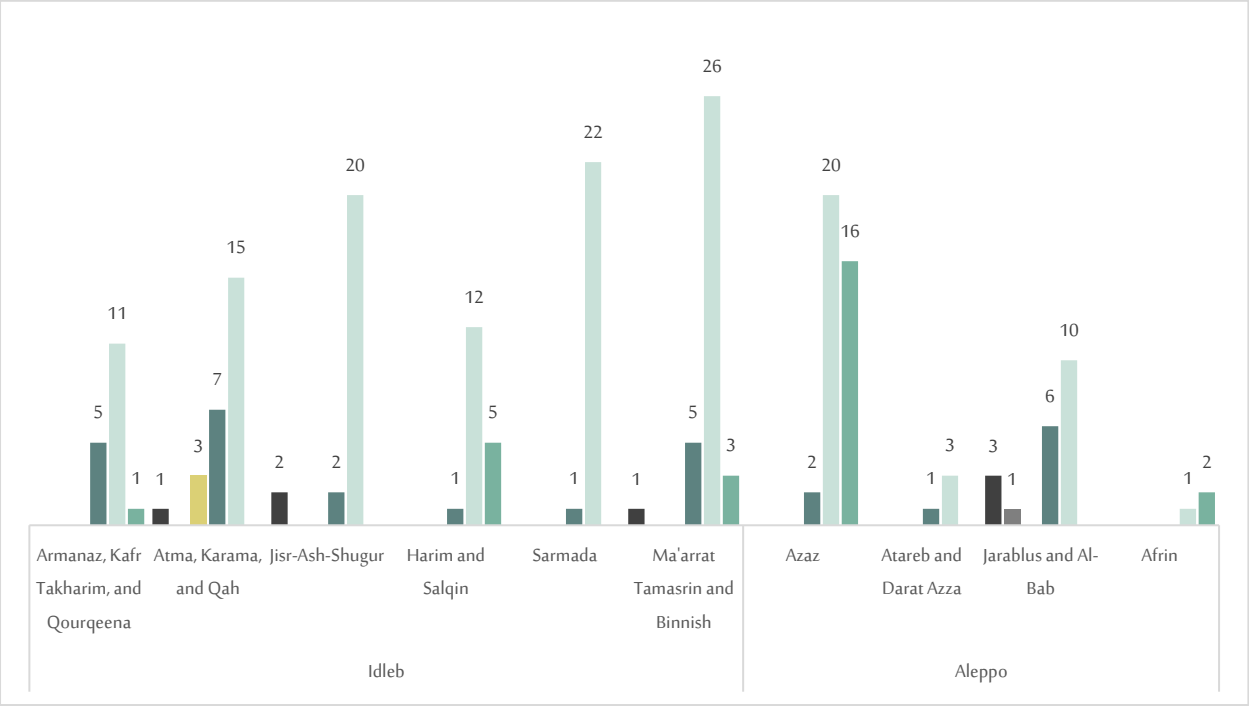
[8] https://acu-sy.org/ar/imu_reports/02-2022/
[9] IMU enumerators conducted a survey with 263 teachers in the camps surveyed, of whom 37% were female and 63% were male.

3. Percentage of Curriculum Taught During the Past Year

The study revealed that the percentage of curriculum completion varied among the camp schools assessed. Approximately 13% of schools completed 100% of the curriculum, while 67% completed between 76% and 99%. About 14% of schools completed between 51% and 75%, and 1% completed only 26% to 50% of the curriculum. There was one school that completed less than 25% of the curriculum. It is important to note that curriculum completion alone does not fully reflect students' educational level, and other factors play a role in assessing overall educational outcomes.

Figure 29 Number and percentage of schools by the percentage of the curriculum taught during the past year



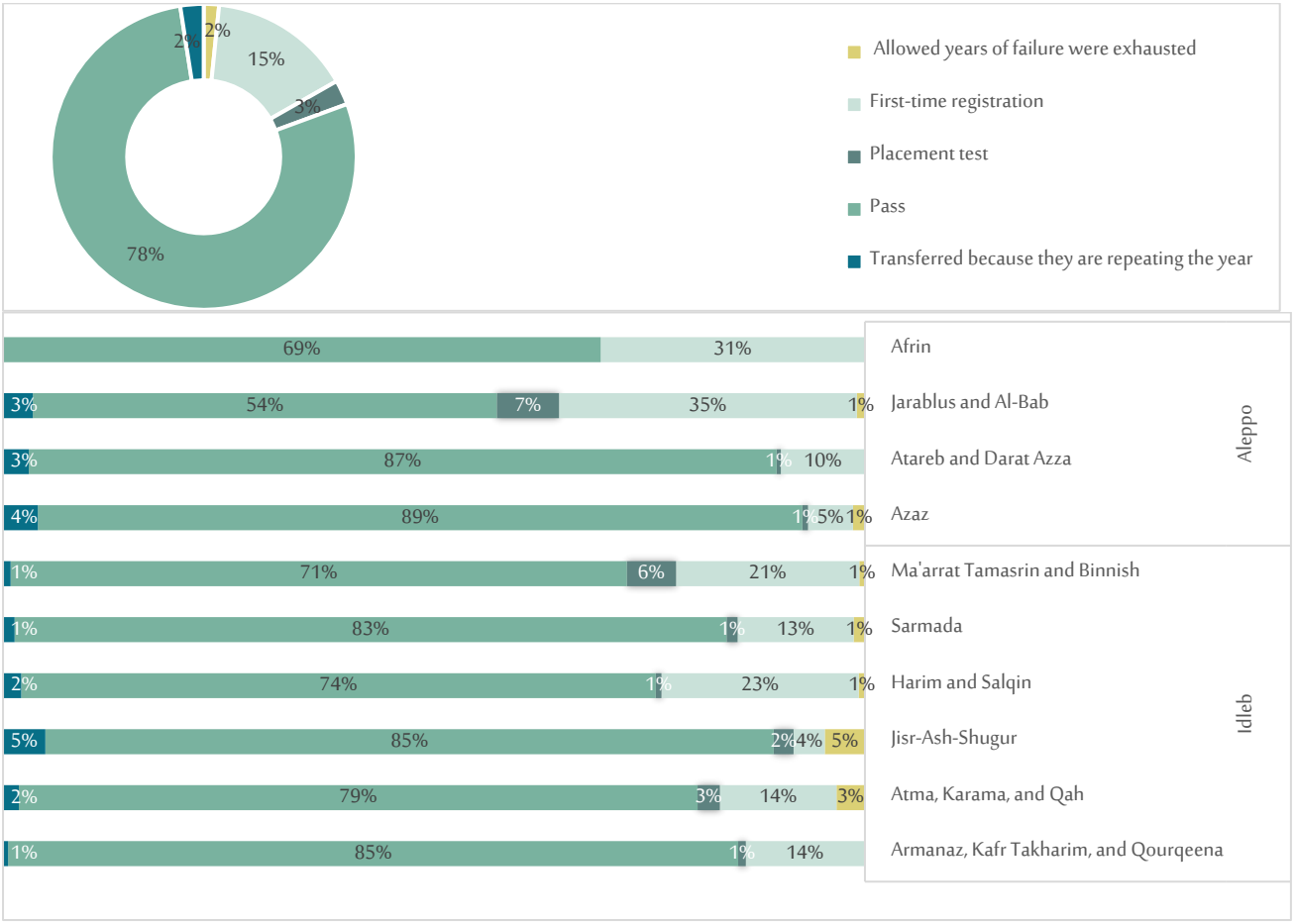


4. Mechanisms for Students to Reach the Current Educational Stage

Before the war in Syria, students had three methods to progress to higher grades: repeating a grade, completing the required number of years, or transferring due to failure. However, the war introduced two additional ways for students to be present in their respective grade levels: placement tests and registration for the first time (excluding the first grade of basic education).

According to the study results, 78% of students advanced to higher grades by successfully passing the final school exams. 15% of students were enrolled in their current grade through registration for the first time (excluding the first grade). 3% of students entered their current grade via placement tests, while 2% remained in their current grade by exhausting the allowable years of failure. Another 2% transferred to their current grade due to repeating the grade. These various pathways highlight the diverse circumstances that led students to their respective grade levels.

Figure 30 Percentages of students by how they reached the current educational stages



- **Passing:** At the end of the academic year, students take comprehensive exams in the approved curriculum that they studied throughout the year. Passing these exams means that they have successfully moved to the next grade.
- **Moved to the next grade because they repeat the grade:** Some students are moved to the next grade when they fail in two consecutive years.
- **Exhaustion of years of failure:** In the educational system in Syria, students may be transferred to a higher grade due to the exhaustion of years of failure. Students who fail for more than a year in the same grade are moved to the next grade because their age becomes disproportionate to other students in the same grade. However, students cannot be excluded from school

as per the Compulsory Education Law, which mandates students to attend school until the completion of basic education in its first and second cycles.

- **There are specific limits to the number of years a student is allowed to fail in each cycle.** In the first cycle of basic education (grades 1-4), a student can fail for a maximum of two years. Similarly, in the second cycle of basic education (grades 5-9), a student is allowed to fail for a maximum of two years. Once these permitted years of failure are exhausted, the student is automatically transferred to a higher grade, regardless of their exam performance.

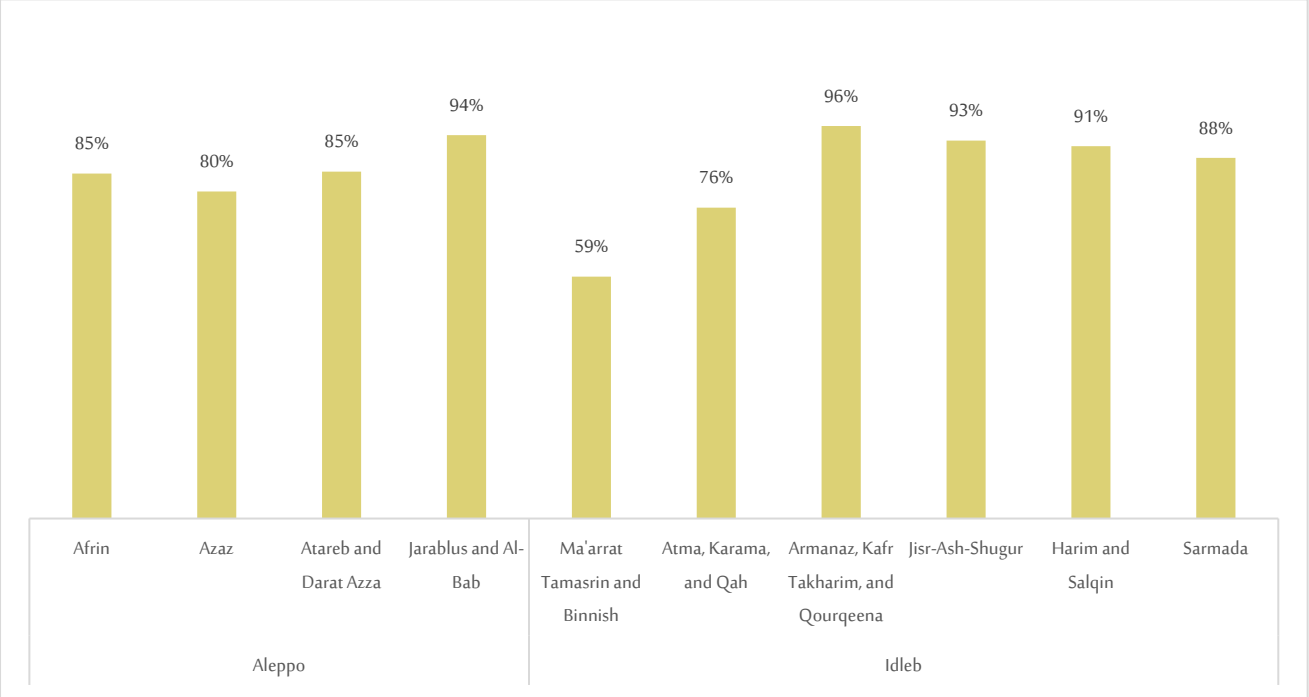
- **Placement test:** If there are children who are out of school for several years (dropout children), or if there are children who do not have official documents showing the school stage they have completed, specialized teachers test the knowledge of these children using rapid tests that identify their level of education and the educational stage they should join.
- **Registration for the first time:** The stage of study in which the student enrolls by age is determined during registration in these schools for the first time. In this case, the mechanism of probing students' information is not used, and official documents proving the stage of study that the student has completed are not required, and first-grade students are excluded here.

5. Teacher Survey: Percentage of Students Whose Educational Stages are Commensurate with Their Ages

The teachers were asked about [10]the percentage of their students whose ages are commensurate with their school stages. Through their answers, the average percentage of students whose ages are commensurate with their school stages was calculated. The average percentage of students whose ages are commensurate with their school stages in the schools of the camps of Armanaz, Kafr Takharim, and Qourqina was 96%, in the schools of Jarablus and Al-Bab was 94%, in the schools of Sarmada was 88%, the schools of Afrin 85%, the schools of Jisr al-Shughour 93%, the schools of Atmeh, Alkarama, Qah, Harim and Salqin 82%, the schools of Azaz 81%, the schools of Maarat Tamsrin 91%, the schools of Atareb and Darat Azza was 85%.

[10]IMU enumerators conducted a survey with 263 teachers in the camps surveyed, of whom 37% were female and 63% were male.

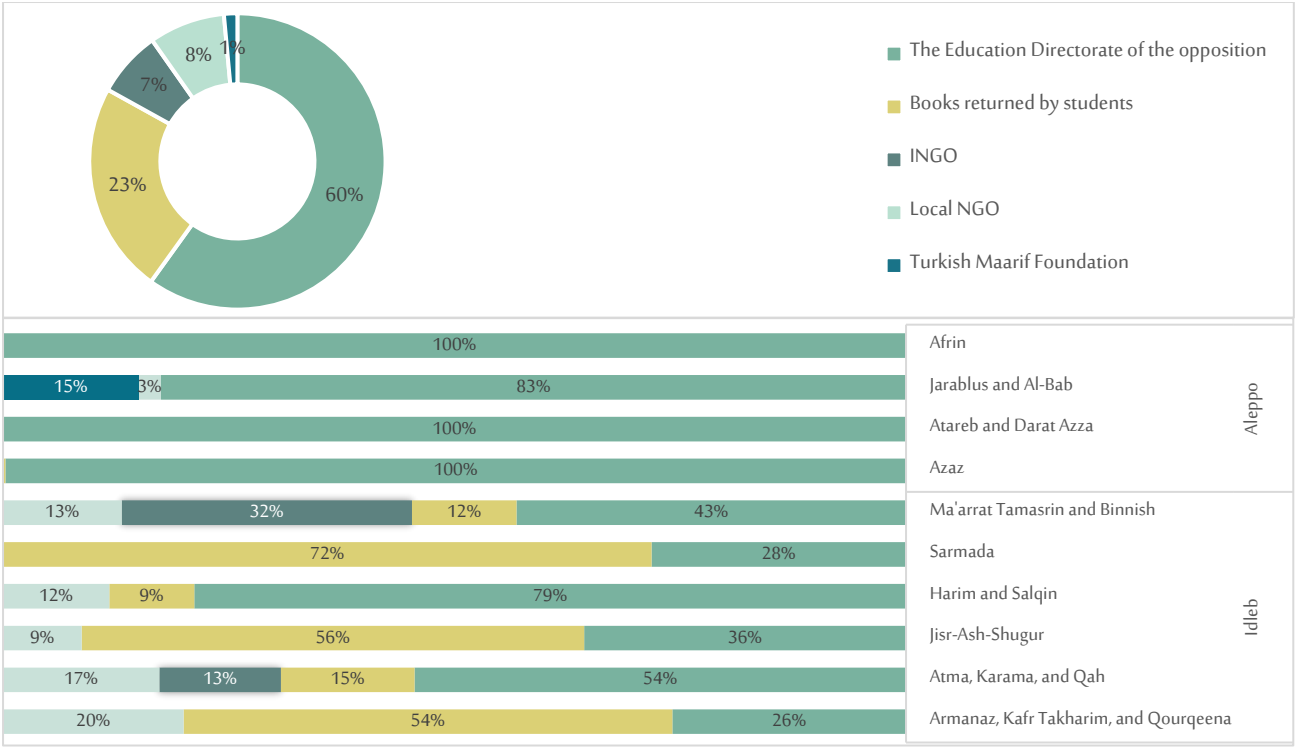
Figure 31 Percentages of students whose school stages are commensurate with education level



6. Sources of Textbooks

The ED of the opposition government was the source of 60% of the total textbooks used within the camps' schools covered by the study. Local NGOs were the source of 8%, while used books (books returned from students) accounted for 23% of the total books. INGOs were the source of 7% of books, and the Turkish Maarif Foundation was the source of 1%.

Figure 32 Percentages of the sources of textbooks



According to the INEE Minimum Standards, "The curriculum is an action plan designed to enhance learners' knowledge and skills. It applies to formal and non-formal education programs and should be relevant and adaptable to all learners. The curriculum encompasses objectives, learning levels, assessments, and teaching methods." The sources of textbooks within the camp schools have varied.

The Education Directorate of the opposition: After the outbreak of the war in Syria and as a result of the lack of textbooks in the opposition areas, the ED of the opposition, with the support of several donors, started printing textbooks in Turkey and distributing them within the opposition-controlled areas free of charge. Some INGOs continue to support the education of the opposition government with the bulk of textbooks by distributing books to the education of the opposition government. The ED of the opposition government was a source of 60% of the total books used within the camps' schools covered by the study.

Turkish Maarif Foundation: The Turkish government prints the textbooks approved by the opposition government and distributes them in some camps in the northern countryside of Aleppo. Turkish Maarif Foundation was the source of the bulk of the textbooks distributed in the camp schools in Jarablus and Al-Bab.

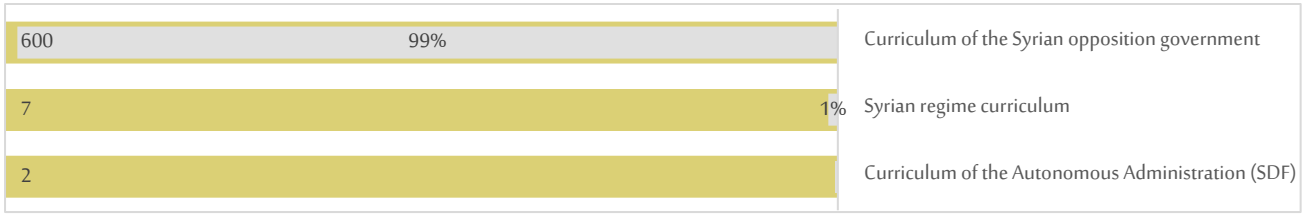
Local and international NGOs: International and local organizations provide books free of charge, and these organizations distribute the textbooks approved by the opposition government.

The INEE Minimum Standards emphasize the provision of textbooks at the beginning of the school year[11], stating that "sufficient teaching and learning materials should be provided and purchased locally, in an appropriate and time-bound manner." Adequate copies of textbooks should be provided at the beginning of the school year and distributed to students immediately upon enrolment. KIs confirmed that the bulk of textbook copies were distributed more than several months after the start of the school year. New copies of the curriculum, especially activity books, should be distributed. Activity books contain exercises and practical tests students are tasked with answering to measure their understanding of the study subjects. If the activity books had been used earlier (books returned by students), all practical tests would have been answered. Used books accounted for 23% of the total textbooks used in camp schools.

7. Parent Survey: The Curricula They Want Their Children to Study

The enumerators asked the parents [12]about the curricula they want their children to study in their schools. 99% (600 parents) of the parents reported that they want their children to study the opposition government curriculum (the modified Syrian curriculum), and 1% (7 parents) of the parents reported that they want their children to study the Syrian regime curriculum.

Figure 33 Number and percentages of parents by the curricula they wish their children to learn

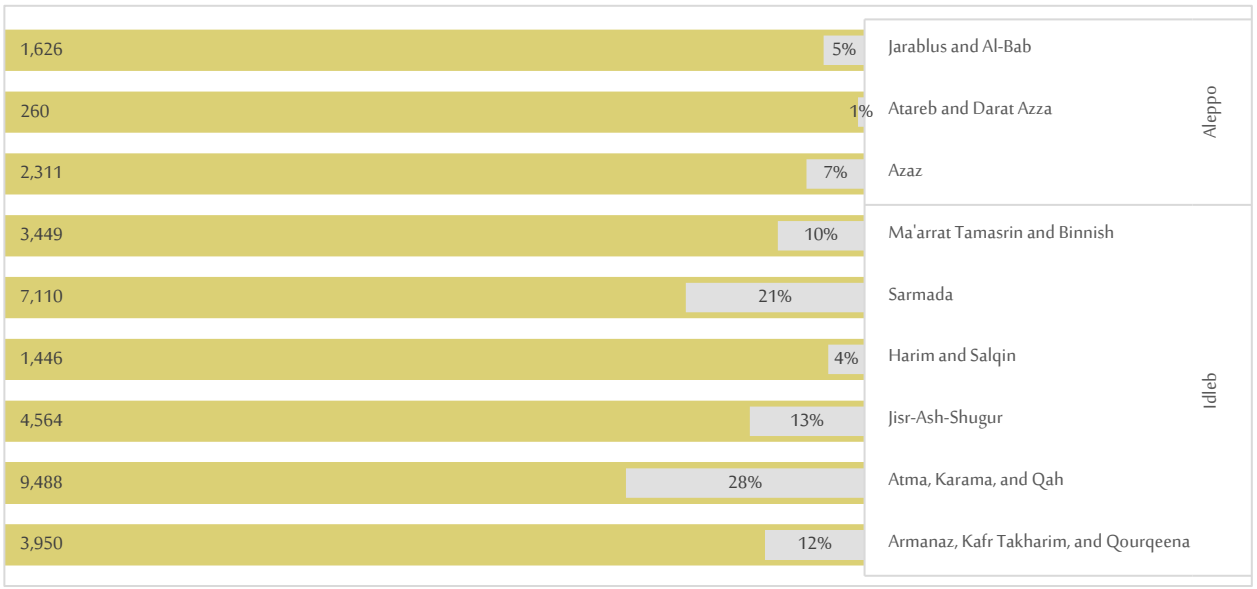


[11] https://inee.org/en/minimum-standards
[12] The IMU Enumerators conducted questionnaires with 609 parents with children attending school or dropout children. 36% of the respondents were females, and 64% were males.

8. Need for Textbooks

The total need for copies of textbooks within the camp schools included in the assessment was 34,204, and the number of textbooks within one set of the curriculum ranges between 1- 11 books depending on the school stage.

Figure 34 Number and percentages of schools by education stage they include

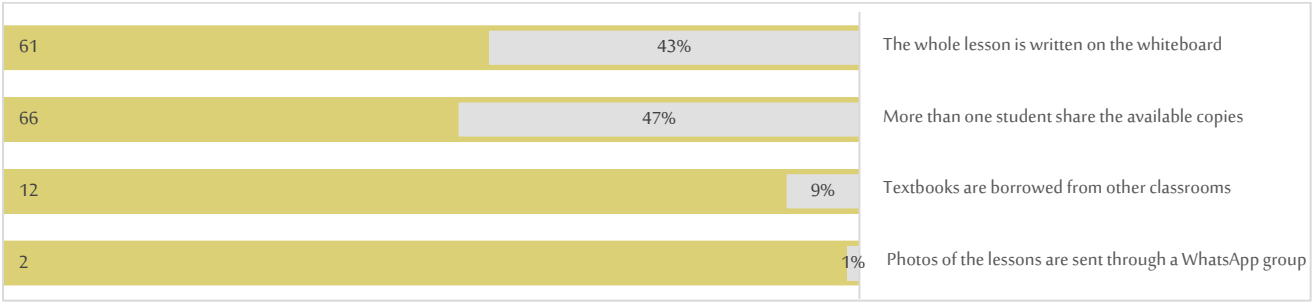


The study determined the number of copies required by students in camp schools by considering the difference between the total number of enrolled students and the availability of new curriculum copies distributed during the school year. The calculation did not include previously used books returned by students, as using these books would prevent students from completing the practical exercises included in the books. Therefore, the study emphasized the importance of providing new books to ensure the effectiveness of students' learning experiences.

9. Teacher Survey: How to Deal with the Lack of Textbooks within the Classroom?

According to the teachers' responses, various methods were employed to address the lack of textbook copies within the classrooms. The study revealed that 47% (66 teachers) resorted to having more than one student share the available copies. Additionally, 43% (61 teachers) mentioned writing the entire lesson on the board as an alternative method. Furthermore, 9% of teachers (12 teachers) reported borrowing textbook copies from other classes to complete the lessons and returning them at the end of each session. Lastly, 1% of teachers (2 teachers) stated that they sent photocopies of lessons through WhatsApp groups to address the issue.

Figure 35 Mechanisms used by teachers to deal with the shortage of textbooks



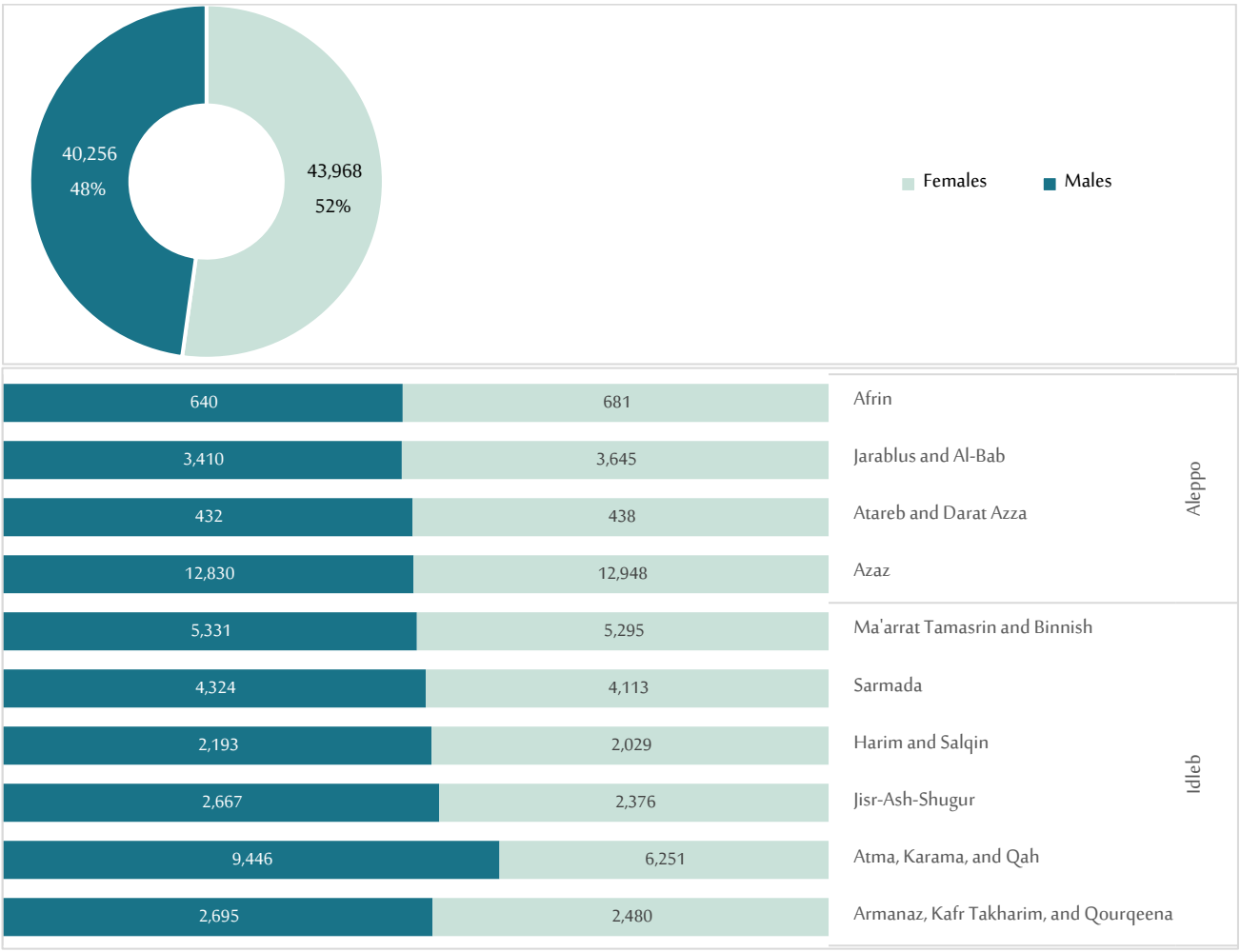
Section 7:
Students

Section 7: Students

1. Number of Students

The number of students in the camps covered by the study was 84,224 students. Females constituted 52% (43,968 female students) of the total number of students in the camp schools covered by the study.

Figure 36 Number and percentages of students by gender



According to the second edition of the Joint Education Needs Assessment (JENA) report for Out-of-School Children, issued by ACU in collaboration with SCI, the education sector in Turkey, and 22 specialized education organizations, "The percentage of female out-of-school children is higher than male. The percentage of dropping out in camps is higher than in towns and cities."[13]

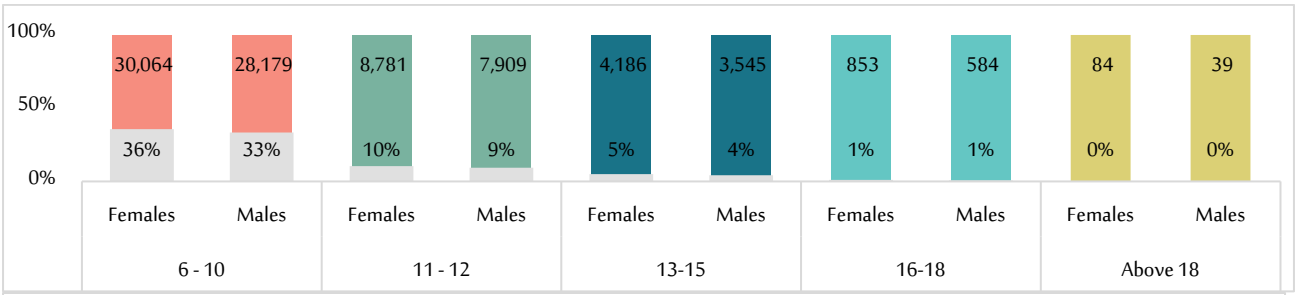
On January 24, 2021, [14]a joint statement was issued on the occasion of the International Day of Education by the Regional Humanitarian Coordinator for the Syrian crisis, the Regional Director of UNICEF in the Middle East and North Africa. The statement was titled "Ten years of war in Syria, more than half of children continue to be deprived of education." The statement highlighted that more than 2.4 million children are out of school in Syria, with approximately 40% being girls.

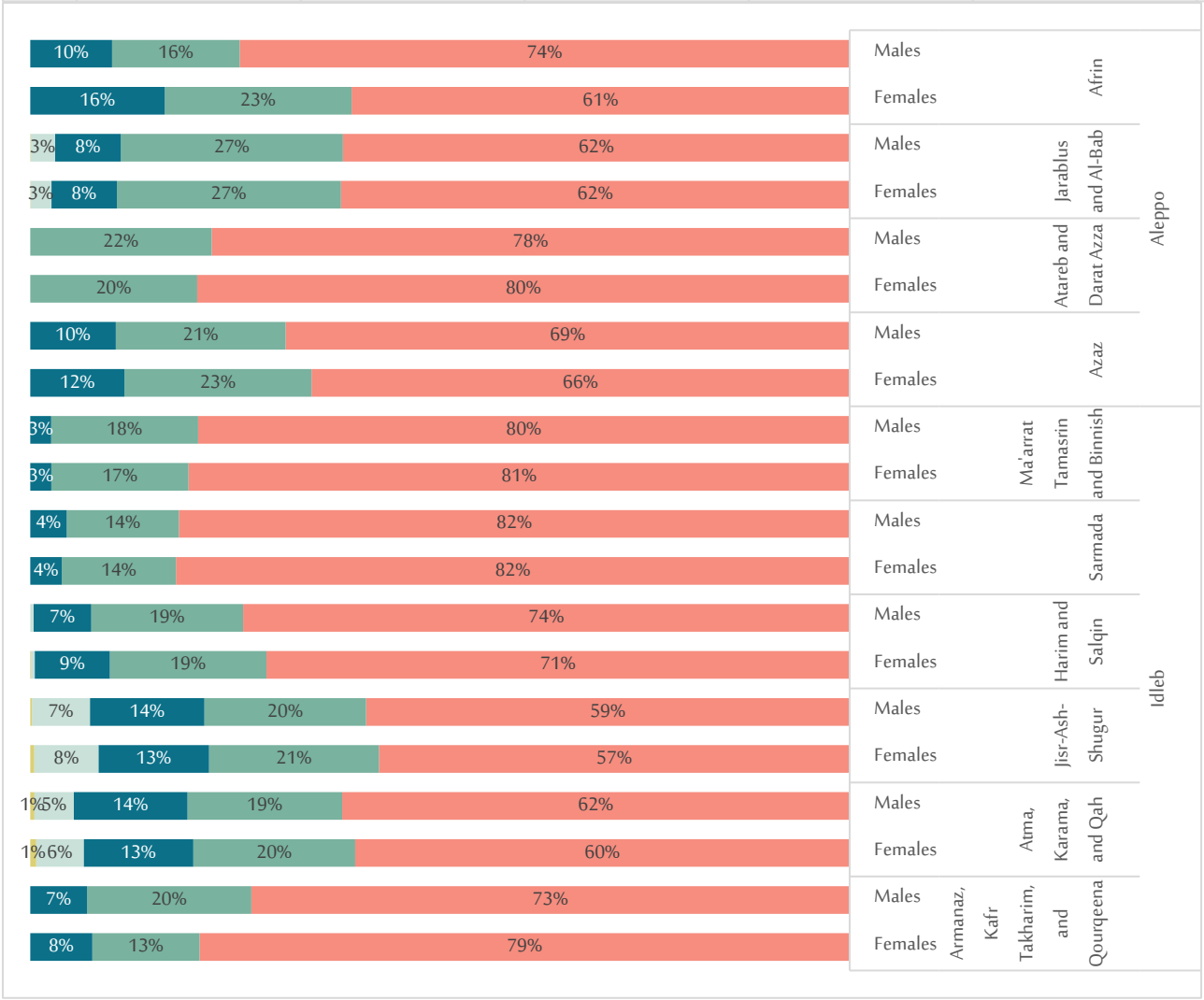
[13] https://acu-sy.org/ar/imu_reports/02-2022/
[14] https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education

2. Age Groups of Students:

Students aged 6-10 constitute the largest age group among students in the camp schools, accounting for 69% (58,243 students of both genders) of the total enrolled students. Students aged 11-12 comprise 19% (16,690 students of both genders) of the total enrolled students. Students aged 13-15 account for 9% (7,731 students of both genders) of the total enrolled students. Students aged 16-18 represent only 2% (1,437 students of both genders), and students over 18 make up an almost negligible percentage (123 students of both genders).

Figure 37 Number and percentages of students by gender and age groups





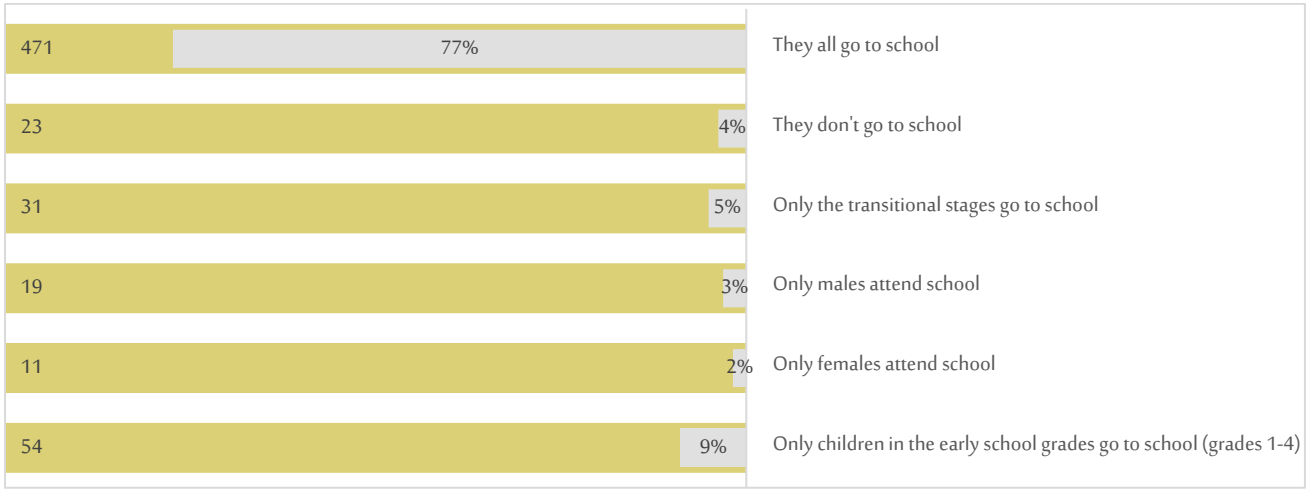
According to the second edition of the Joint Education Needs Assessment (JENA) report for Out-of-School Children [15](OSC), issued by the Assistance Coordination Unit (ACU) in collaboration with Save the Children International (SCI), the education sector in Turkey and 22 specialized education organizations, "the percentage of out-of-school children increases with the advancement of grade levels."

The distribution of students by age group reflects one form of student dropout, as the study results showed a decrease in the percentage of students in advanced education stages. Despite some students in advanced education stages seeking education in schools outside the camps, the dropout rate of students from these stages remains high. Students in advanced education stages must often travel up to 2 kilometers to reach preparatory or secondary schools in nearby villages. This was reported in the second edition of the Joint Education Needs Assessment (JENA) report for out-of-school children, conducted by the Assistance Coordination Unit (ACU) in collaboration with Save the Children International (SCI), the education sector in Turkey, and 22 specialized education organizations. Through surveys conducted with children who enrolled and subsequently dropped out of schools and their caregivers, enumerators inquired about the reasons related to living conditions and income levels of children and their families that led to school dropouts. 20% (659 children) of the respondents indicated that they dropped out of school due to the cost of transportation and financial difficulties, a reality echoed by 14% (709 individuals) of the caregivers. Furthermore, in some camps in eastern regions or neighboring towns, no schools offer preparatory or secondary school education. Thus, there are children in these camps unable to complete their education in these advanced stages (preparatory and secondary school). [16]

3. Parent Survey: Do your children attend school regularly (school hours):

Based on the [17] surveys conducted with parents, they were asked if their children attend school regularly. 77% (471 parents) reported that all their children (males and females in all education stages) attend school. 9% (54 parents) mentioned that only their children in the early stages of education attend school, while children in the advanced stages do not. 5% (31 parents) stated that only their children in transitional stages attend school, while students in the certificate stages (preparatory and secondary certificates) do not. 3% (19 parents) reported that only males attend school, and 2% (11 parents) mentioned that only females attend school. Lastly, 4% (23 parents) said their children do not attend school.

Figure 38 Number and percentages of parents surveyed according to their children's regular attendance at school

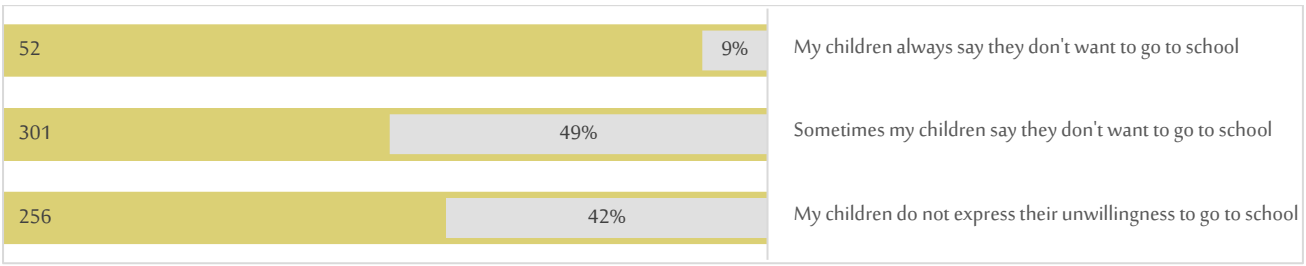


[15] https://acu-sy.org/ar/imu_reports/02-2022/
[16] https://acu-sy.org/ar/imu_reports/02-2022/
[17]IMU's enumerators conducted surveys with 918 individuals with school-age children (enrolled in school or dropouts) in the surveyed camps; 29% of surveyed individuals were female and 71% were male.

4. Parent Survey: Did Any of Your Children Express Unwillingness to Go to School?

Based on the surveys conducted with parents, they were asked if their children were reluctant to go to school. 9% (52 individuals) of parents reported that their children are always reluctant to go to school, while 49% (301 individuals) mentioned that their children are sometimes reluctant. Additionally, 42% (256 individuals) of parents stated that their children have never been reluctant to attend school.

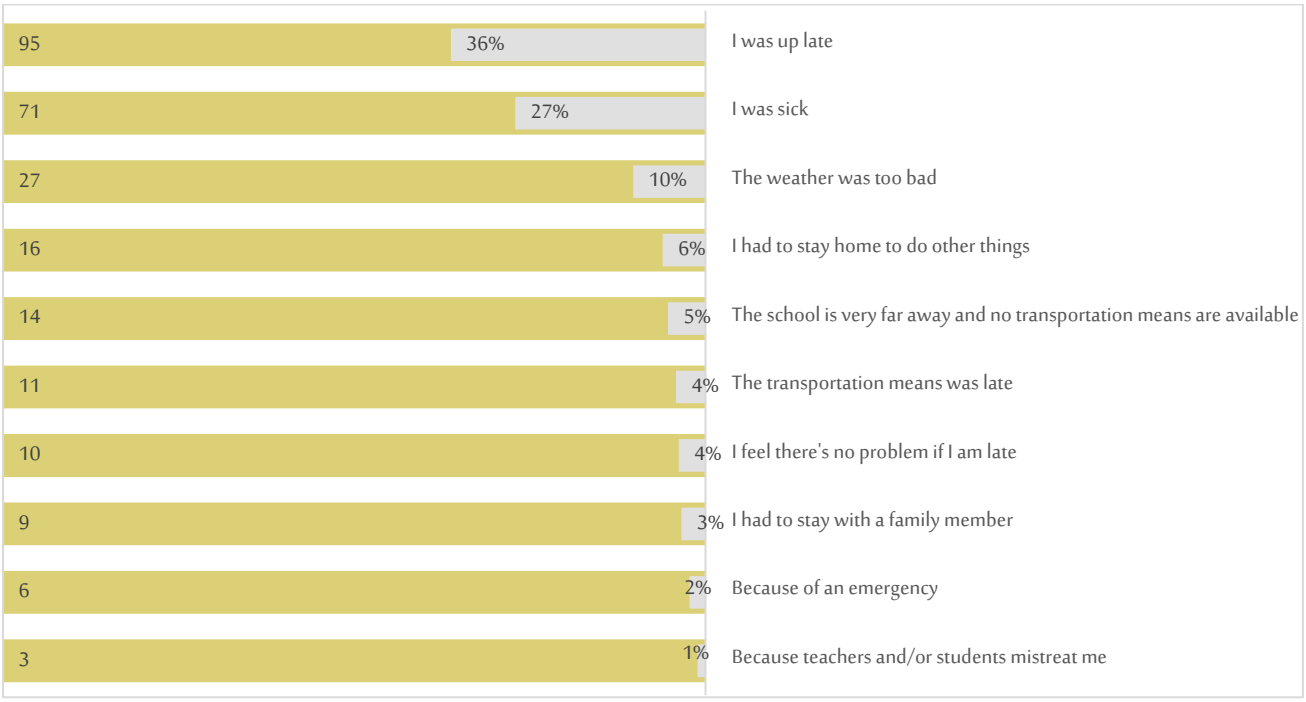
Figure 39 Number and percentages of parents surveyed according to their children's desire to go to school



5. Student Survey: Reasons for Morning Tardiness in Attending School:

Through [18]surveys conducted by the enumerators with students who are consistently or frequently tardy to school, they were asked about the reasons behind their tardiness. 36% (95 students) reported being late because they woke up late. 27% (71 students) reported being late because they were sick. 10% (27 students) reported being late because the weather was terrible. 6% (16 students) reported being late because they had to stay home to do other things. 5% (14 students) reported being late due to the distance from the school and the lack of transportation.

Figure 40 Number and percentages of students surveyed based on the reasons for their delay to school



[18]IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years within the camps studied. Females accounted for 45% of the children surveyed, while males accounted for 55%.

6. Student Survey: Reasons for Skipping School

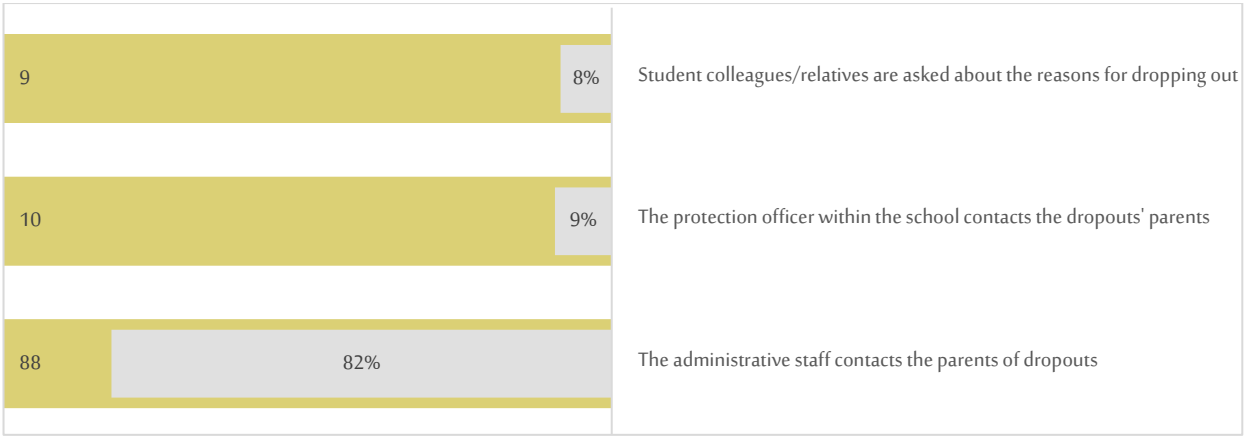
Through surveys conducted by enumerators with the students, they asked the students who are frequently or consistently absent from school about the reasons behind their absences. According to the surveys conducted by enumerators with the students, 35% (52 students) reported being absent due to illness on that day, 18% (26 students) mentioned staying at home for personal reasons, 10% (15 students) reported terrible weather as the cause of their absence, 9% (13 students) stated waking up late on that day, 8% (12 students) mentioned an unforeseen emergency, 5% (8 students) reported staying at home to care for a family member, and 5% (8 students) attributed their absence to transportation delays.

Figure 41 Number and percentages of students surveyed according to the reasons for their absence from school

7. Principal Survey: Does the school have a daily attendance register, and how are persistently absent students dealt with?

According to the [19]perception surveys conducted by the enumerators with school principals, they were asked about the presence of daily attendance registers and the specific mechanisms employed to address the continuous absence of students from school. 98% (120 principals) reported that their schools have attendance registers to monitor student attendance, while 2% (3 principals) indicated that their schools do not have such registers. Regarding the mechanisms for dealing with students who are chronically absent from school, 82% (88 principals) reported that the administrative staff directly communicates with the parents of absent students. Additionally, 9% (10 principals) stated that the school's protection officer contacts the parents of absent students regarding this matter. In comparison, 8% (9 principals) mentioned that fellow students or relatives of those students are asked about the reasons for the student's absences.

Figure 42 Survey of principals: Availability of attendance register and mechanisms for communicating with chronically absent students

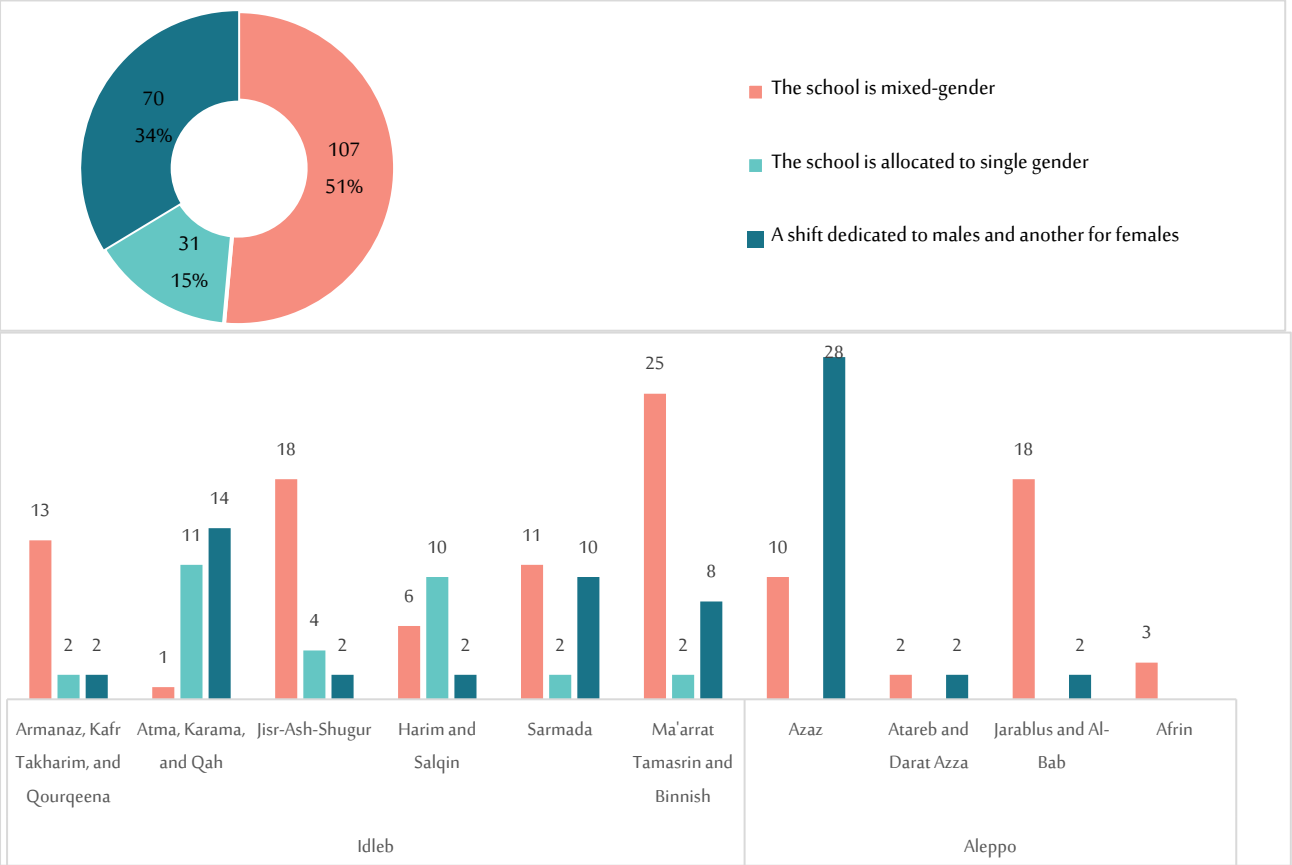


[19]IMU enumerators conducted a survey with 123 principals in the surveyed camp schools, of whom 20% were female and 80% were male.

8. Types of Schools by Gender Segregation:

The study revealed that 51% (107 schools) of the total evaluated camp schools do not have gender segregation, 34% (70 schools) have gender segregation based on morning and afternoon shifts (dedicating one shift for males and another for females), and 15% (31 schools) are exclusively for one gender (gender-segregated schools).

Figure 43 Number and percentages of camp schools by gender segregation



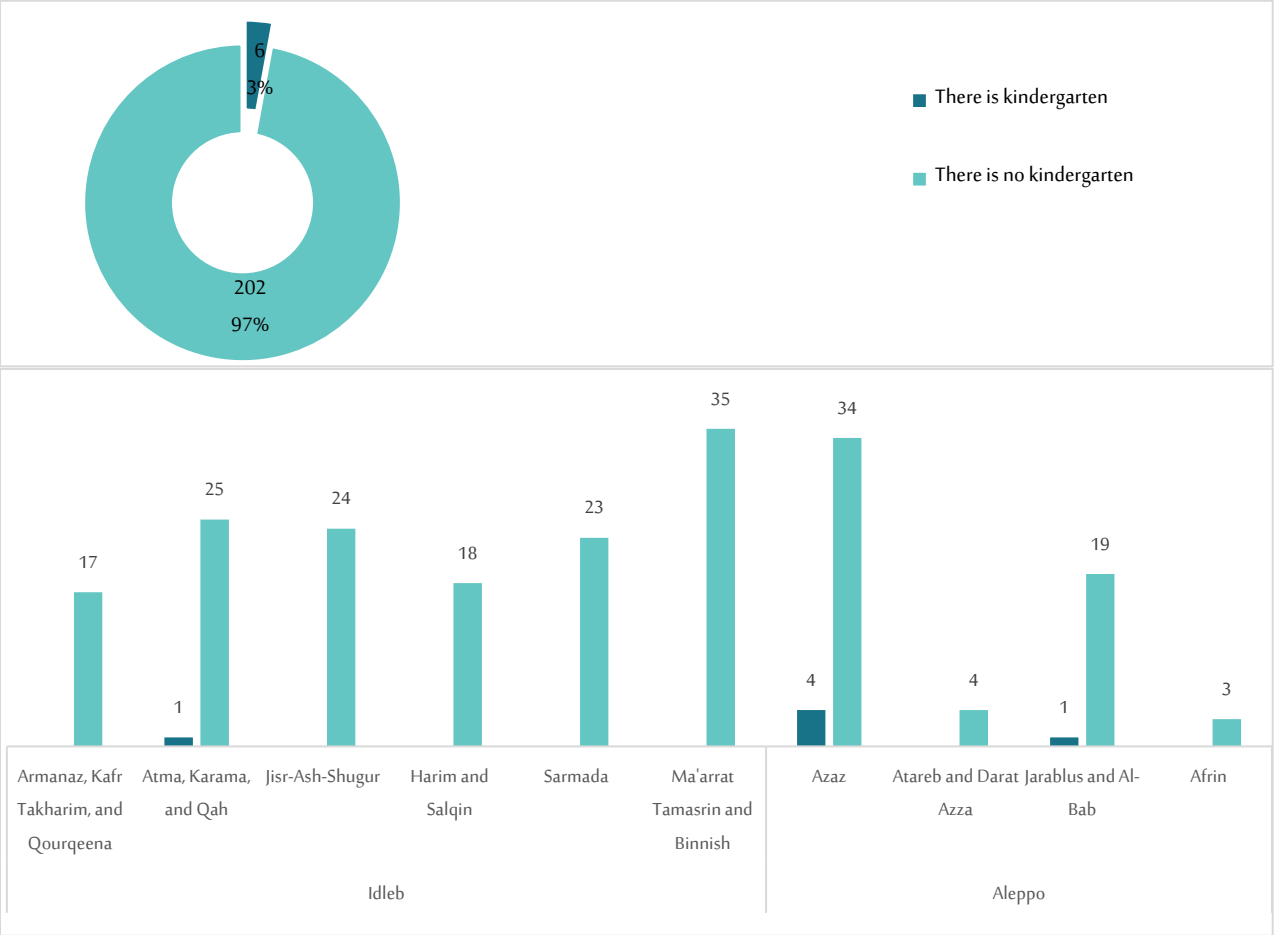
Before the war in Syria, gender segregation in schools began in the preparatory stage in most schools. The primary stage (grades 1 to 6) would be mixed. In contrast, preparatory and secondary stages were separated based on the gender of students, with some schools dedicated to females and others to males. In some villages with a small number of schools and scattered households, there are coeducational schools for all stages. Gender separation occurs at the classroom level, with designated classrooms for males and others for females. Some villages may have only one preparatory or secondary school, which explains the presence of students from both genders. According to the second edition of the Joint Education Needs Assessment [20](JENA) report for Out-of-School Children, issued by the Assistance Coordination Unit (ACU), in collaboration with Save the Children International (SCI) and the Education Sector in Turkey, as well as 22 specialized education organizations: "Through surveys conducted with the children who enrolled in schools but discontinued their education and their caregivers, they were asked about the cultural and traditional factors that led to their school drop-out. At the forefront of the reasons provided by the out-of-school children, which forced their school dropouts, was that the schools were coeducational, and their parents did not allow them to receive education in mixed-gender schools. 36% (295 children) of the respondents reported that the primary reason for their school discontinuation, related to cultural and traditional factors, was that the schools were mixed-gender, and their parents did not permit them to study in such schools."

[20]https://acu-sy.org/ar/imu_reports/02-2022/

9. Availability of Kindergartens within Schools

The study results showed that 97% (202 schools) of the total schools in Northern Syrian camps included in the assessment do not have kindergartens, while 3% (6 schools) have kindergartens.

Figure 44 Number and percentages of schools according to the availability of kindergartens



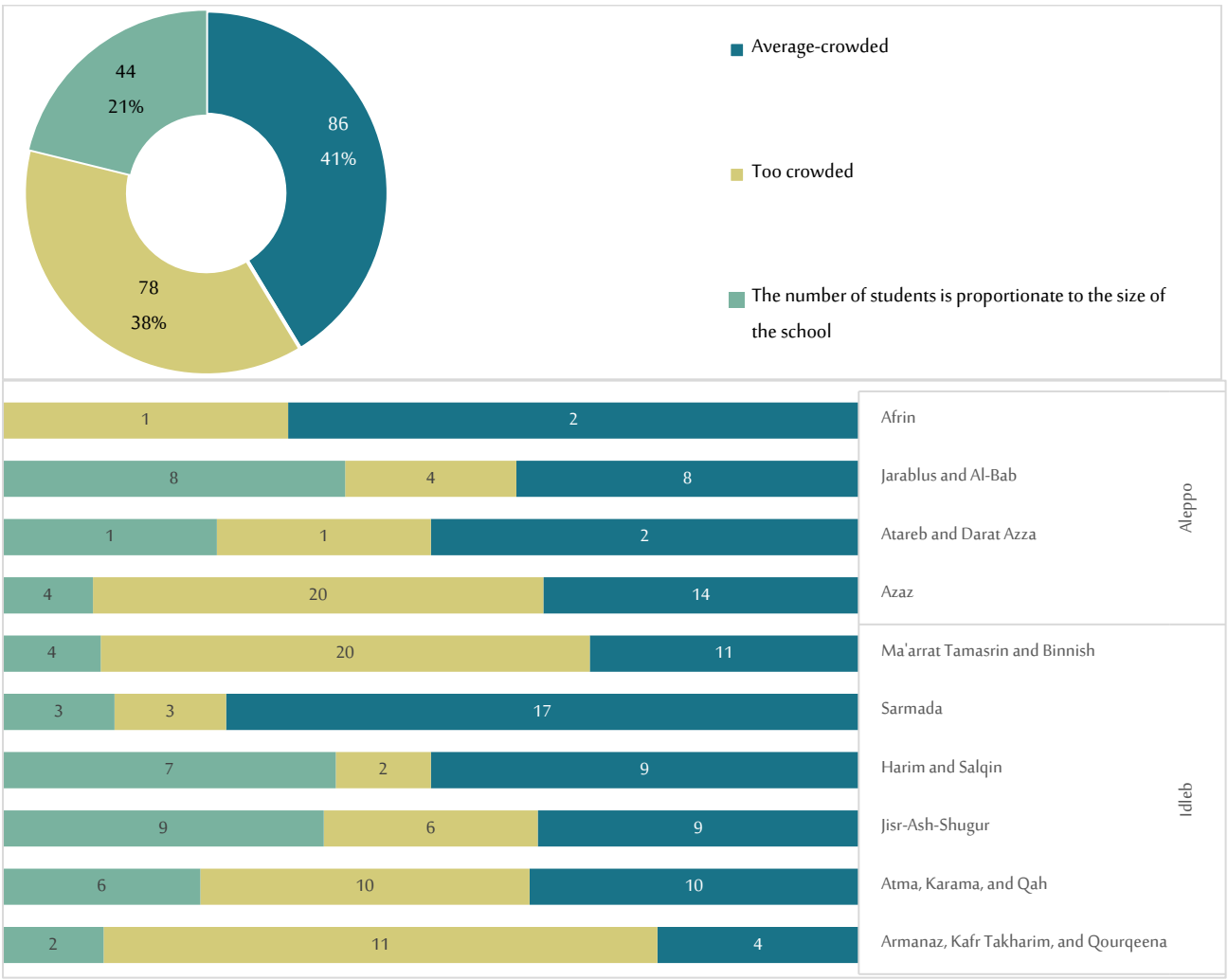
The Minimum Standards for Education in Emergencies[21] (INEE) defines Early Childhood Development as "the processes through which children from 0 to 8 develop their optimal physical health, mental awareness, emotional confidence, social competence, and readiness for learning. These processes are supported by comprehensive social and financial policies and programming, including health, food, WASH, hygiene, education, and child protection services. All children and families benefit from high-quality education programs, but the vulnerable groups benefit the most." The population in camps is considered one of the most marginalized in Syria, and some children in camps have been out of school for several consecutive years. Many of them have experienced multiple displacements. Therefore, there is a need to focus on early childhood development in the camps in northern Syria and activate preschool education programs (kindergartens) that typically start in Syria from the age of 4 to 6 years old.

[21] https://inee.org/en/minimum-standards

10. Degree of Overcrowding within Schools:

The study results revealed that 21% (44 schools) of the surveyed camp schools have a student population that matches the school's capacity. 41% (86 schools) of the surveyed camp schools have moderate overcrowding, while 38% (78 schools) are highly overcrowded with students.

Figure 45 Number and percentages of schools by degrees of overcrowding



According to the minimum standards of INEE[22], "Learning facilities should be designed considering how and who uses the learning spaces. Spaces should be appropriate for the gender, age, physical ability, and cultural considerations of all users. A realistic local standard for the maximum class size should be established. If possible, adequate space should be left for additional classrooms in case of increased attendance to allow for the gradual reduction of multiple shifts."

There is no standardized criterion for the size of schools or classrooms for the schools in camps in northern Syria. Some of these schools consist of a group of tents, while others may be large-sized tents. Some schools are housed in caravans, and if the schools are cement rooms, their sizes vary from one camp to another. The variation in school sizes compelled us to ask the key informants about the school's capacity in a single shift and compare this capacity with the number of students within other schools in a single shift.

[22] https://inee.org/en/minimum-standards

11. Difficulties Faced by Students within the School

The study examined the difficulties and obstacles associated with home and school students face in the camps. Child labor outside the home is at the forefront of the difficulties related to home, attributed to the deteriorating economic and living conditions amidst the ongoing war in Syria. Parents' neglect and failure to monitor their children's educational level ranked second among the difficulties. The third-ranked difficulty associated with home is the lack of income, financial resources, or means to send children to school, which students in the camps face. The child's assistance at home or on the farm ranked fourth on the list of difficulties.

Table 2 Difficulties associated with home students face in camp schools

Governorate	Community	Child labor outside the	Negligence of parents	Lack of income or money to send children to	The child helps in home/farm	Parents don't appreciate	Frequent displacement	Parents are unaware of available formal	Displacement due to	Marriage and/or	Cultural beliefs
Idleb	Armanaz, Kafr Takharim, and Qourqeena										
	Atma, Karama, and Qah										
	Jisr-Ash-Shugur										
	Harim and Salqin										
	Sarmada										
	Ma'arrat Tamasrin										
Aleppo	Azaz										
	Atareb and Darat Azza										
	Jarablus and Al-Bab										
	Afrin										
Total											

High difficulty – Low difficulty

As for the difficulties and obstacles faced by students related to school, overcrowding in schools ranked first. The second difficulty was the shortage of materials, books, and stationery. Poor conditions in schools, such as the lack of toilets, electricity, and furniture, represent the third difficulty. The fourth difficulty was the lack of alternative schools or facilities for education.

Table 3 Difficulties associated with school facing students in camp schools

Governorate	Community	Schools are overcrowded	Lack of supplies, textbooks, and stationery	Poor conditions in schools; lack of toilets/ electricity/ furniture	Lack of schools or other places for education	Age difference among students	Official school fees and/or cost of necessary items (stationery,	Insufficient WASH facilities in formal schools	Lack of infrastructure and services for children with disabilities	Lack of qualified teaching staff	Distance to public school is too far	Lack of male/female separation at formal school	The school is a dangerous place (prone to shelling)	Security concerns related to children going to school	Lack of recognized certificate at formal school	schools are closed
Idleb	Armanaz, Kafr Takharim, and Qourqeena															
	Atma, Karama, and Qah															
	Jisr-Ash-Shugur															
	Harim and Salqin															
	Sarmada															
	Ma'arrat Tamasrin															
Aleppo	Azaz															
	Atareb and Darat Azza															
	Jarablus and Al-Bab															
	Afrin															
Total																

High difficulty – Low difficulty

12. The Challenges Preventing Children in Camps from Attending School

The study examined the difficulties and obstacles associated with home and school that hinder students in camps from attending schools. At the forefront of school-related difficulties students face in camps is overcrowding in schools, and the second place is the shortage of materials, books, and stationery. The third difficulty is the poor conditions in schools, such as the lack of toilets, electricity, and furniture. Home-related reasons that pose obstacles to children in camps to attend schools include child labor, neglect from parents, and their lack of attention to their children's educational level. This neglect is attributed to parents' lack of awareness of the importance of education.

Table 4 Difficulties associated with the school that prevent students in camps from attending schools

Governorate	Analysis	Schools are overcrowded	Lack of supplies, textbooks, and stationery	Poor conditions in schools such as toilets/electricity/furniture	Age difference among students	Lack of schools or other places for	Official school fees and/or cost of	Insufficient WASH facilities in formal schools	Distance to public school is too far	Lack of infrastructure and services for	Lack of qualified teaching staff	The school is a dangerous place (prone to	Schools are closed (for any reason)	Security Concerns of children going to	Lack of male/female separation at formal	Lack of recognized certificate at formal
Idleb	Armanaz, Kafr Takharim, and Qourqeena															
	Atma, Karama, and Qah															
	Jisr-Ash-Shugur															
	Harim and Salqin															
	Sarmada															
	Ma'arrat Tamasrin															
A	Azaz															
	Atareb and Darat Azza															
	Jarablus and Al-Bab															
	Afrin															
Total																

High difficulty – Low difficulty

According to the second edition of the Joint Education Report for Out-of-School Children [23](JENA) issued by the Assistance Coordination Unit (ACU) in collaboration with Save the Children International (SCI), the education sector in Turkey, and 22 specialized education organizations, through surveys conducted by enumerators with children who enrolled and dropped out of school, as well as caregivers of these children, they were asked about the reasons related to the educational process that led to their school dropout. 9% (338 children) reported that they dropped out of school because the learning environment or schools were not suitable and lacked educational supplies, which was confirmed by 8% (355 individuals) of the caregivers. Additionally, 3% (108 children) dropped out due to the lack of curriculum textbooks within the school.

[23] https://acu-sy.org/ar/imu_reports/02-2022/

In third place was the lack of income and money to send children to school. In light of the deteriorating financial conditions of the displaced in the camps of northern Syria and the lack of income for a large part of them, the parents of students have to pay large amounts of money to secure education supplies for their children. The number of students within a single family may exceed four or five children, which makes parents unable to afford the high expenses of sending their children to school. These expenses include transportation fees, stationery, and school uniforms (which may be either standardized or non-standardized). It is worth mentioning that the parents of students in northern Syrian camps rely on humanitarian assistance as a primary source of income, highlighting the urgent need to provide educational supplies for children and avoid imposing additional financial burdens on parents.

Table 5 Difficulties associated with home that prevent students in camps from attending schools

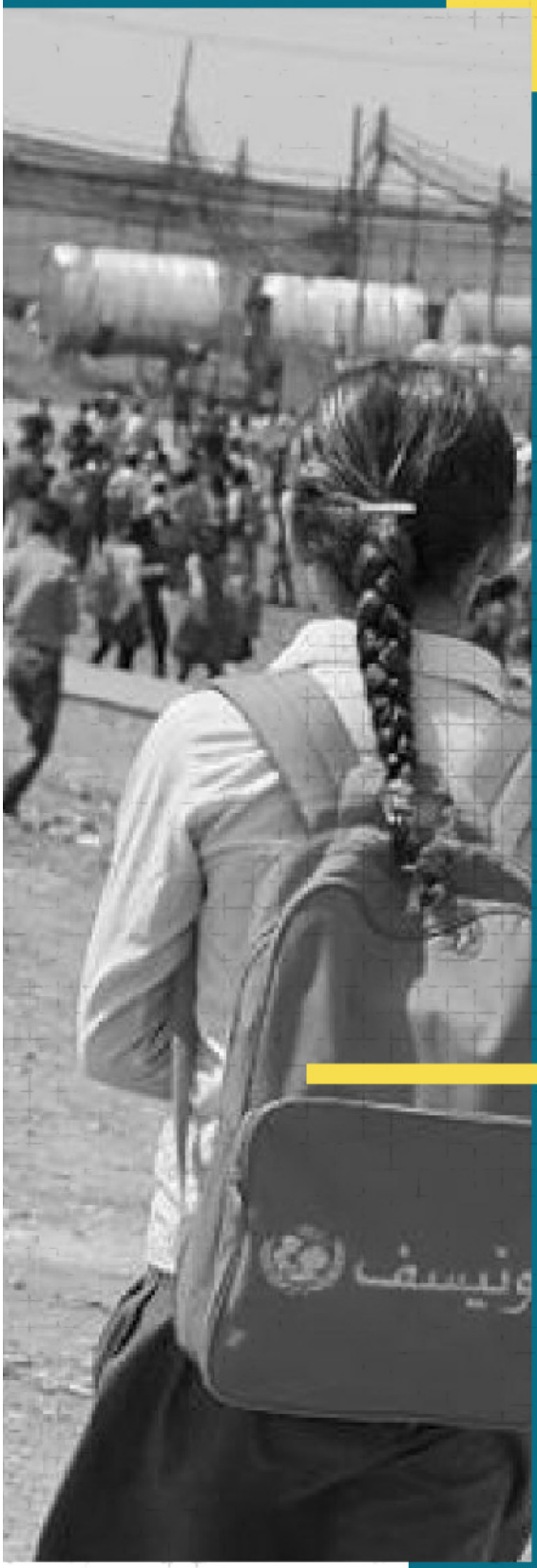
Governorate	Analysis level	Child labor outside the home	Negligence of parents	Parents don't appreciate the education	Child helping at home/farm	Lack of income, money, or resources to send children to school	Frequent displacement	Parents are unaware of formal education opportunities available	Displacement due to conflict	Marriage and/or pregnancy	Children with mental disorders	Cultural beliefs
Idleb	Armanaz, Kafr Takharim, and Qourqeena											
	Atma, Karama, and Qah											
	Jisr-Ash-Shugur											
	Harim and Salqin											
	Sarmada											
	Ma'arrat Tamasrin											
Aleppo	Azaz											
	Atareb and Darat Azza											
	Jarablus and Al-Bab											
	Afrin											
Total												

High difficulty – Low difficulty

According to the second edition of the Joint Education Needs Assessment [24](JENA) report on out-of-school children, issued by the Assistance Coordination Unit (ACU) in collaboration with Save the Children International (SCI), the education sector in Turkey, and 22 specialized organizations in the field of education, through surveys conducted by enumerators with children who have enrolled and dropped out of school, as well as caregivers, they were asked about the livelihood-related reasons that led to their drop out of school. 26% (935 children) reported dropping out of school to work and support their families, confirmed by 28% (1,362 individuals) of the caregivers. 20% (659 children) mentioned that they dropped out of school because accessing the school was costly and they didn't have the means to afford it, confirmed by 14% (709 individuals) of the caregivers. Additionally, 13% (474 children) mentioned that they dropped out of school due to financial fees demanded by the school that they couldn't afford to pay, as confirmed by 7% (356 individuals) of the caregivers.

[24]https://acu-sy.org/ar/imu_reports/02-2022/

Schools
in Northern Syrian Camps
Edition 06



Section 8:

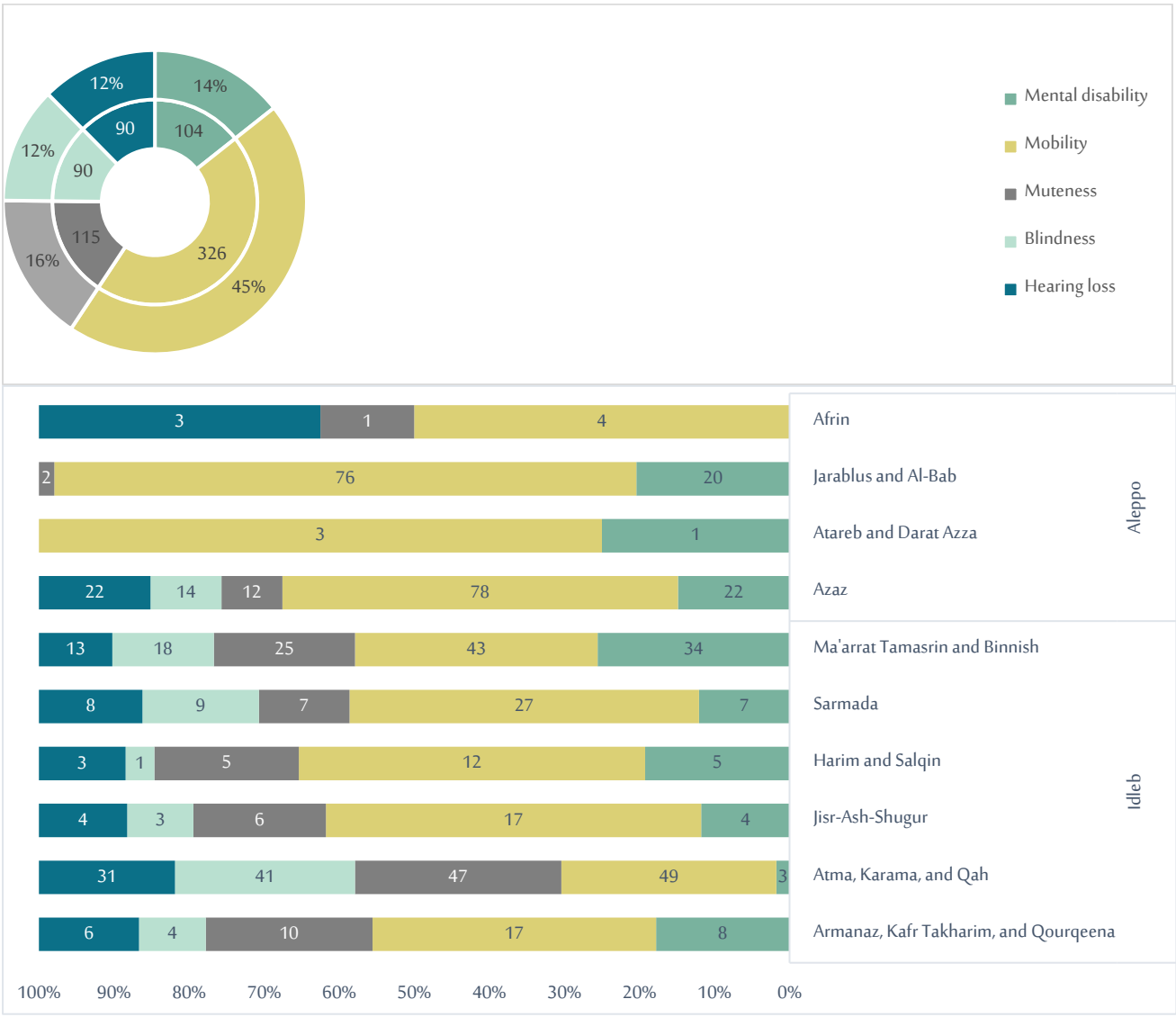
Psychological Support and Children with Disabilities

Section 8: Psychological Support and Children with Disabilities

1. Students with Disabilities by Type of Disability

The number of students with disabilities within the evaluated camp schools reached 725. The study results showed that the highest percentage of students with disabilities were those with mobility impairments, constituting 45% (326 students) of the total students with disabilities. 16% (115 students) had speech impairments, 14% (104 students) had intellectual disabilities, 12% (90 students) had visual impairments, and 12% (90 students) had hearing impairments.

Figure 46 Number and percentages of students with disabilities in camp schools



According to the minimum standards for education by INEE[25], "Careful consideration should be given to the needs of individuals with physical and visual disabilities when designing educational facilities. Entrances and exits should be accessible to people using wheelchairs or mobility aids. Classroom space, furniture, water facilities, and sanitation should also meet the needs of people with disabilities. When identifying or constructing educational facilities, it is advised to collaborate locally and nationally with organizations representing people with various disabilities and parents of students with disabilities and disabled youth." Notably, most students with disabilities suffer from mobility impairments or limb loss, often from exposure to shelling during the ongoing war. All camp schools are considered not equipped to accommodate children with disabilities. These schools are not regular school buildings; they are tents or caravans. Even if they are prefabricated rooms, they lack corridors or other facilities that assist children with disabilities in appropriately participating in the school day. Often, children with mobility disabilities are left in classrooms throughout the school day due to the difficulty of moving them outside the classroom during recreational lessons or break times.

Furthermore, suitable educational resources are not available for them. According to the second edition of the Joint Education Needs Assessment (JENA) report on out-of-school children, issued by ACU in collaboration with Save the Children International [26](SCI), the education sector in Turkey, and 22 specialized organizations in the field of education, through surveys conducted with children who enrolled and subsequently dropped out of schools, as well as caregivers of these children, they were asked about the reasons related to the educational process that led to their school dropout, It was found that 20% (52 children) of children with disabilities did not attend schools because they were not equipped to accommodate children with disabilities.

Other disabilities that are difficult to diagnose accurately may be present, requiring specialists who are rarely available in the areas covered by the assessment. The deteriorating living conditions of the children's families may prevent them from seeking specialized doctors to accurately diagnose their children's condition. Information sources have confirmed the presence of many children with delayed speech development who have not been referred to any specialists by their parents. In some cases, parents only discovered later that their child did not have a speech problem but rather a hearing problem, which led to a delay in speech development. In such cases, finding hearing aids as a first step to address the issue is crucial. If a child is found to have hearing loss at a later age, they would require specialists to assist them in learning to speak. Suppose the child is attending school without the provision of specialists to assist them in speech development (inside or outside the school). In that case, it can have compounded effects on their condition, leading to isolation and neglect from their peers and teachers. Furthermore, residents in the areas covered by the study face difficulties in diagnosing intellectual disabilities.

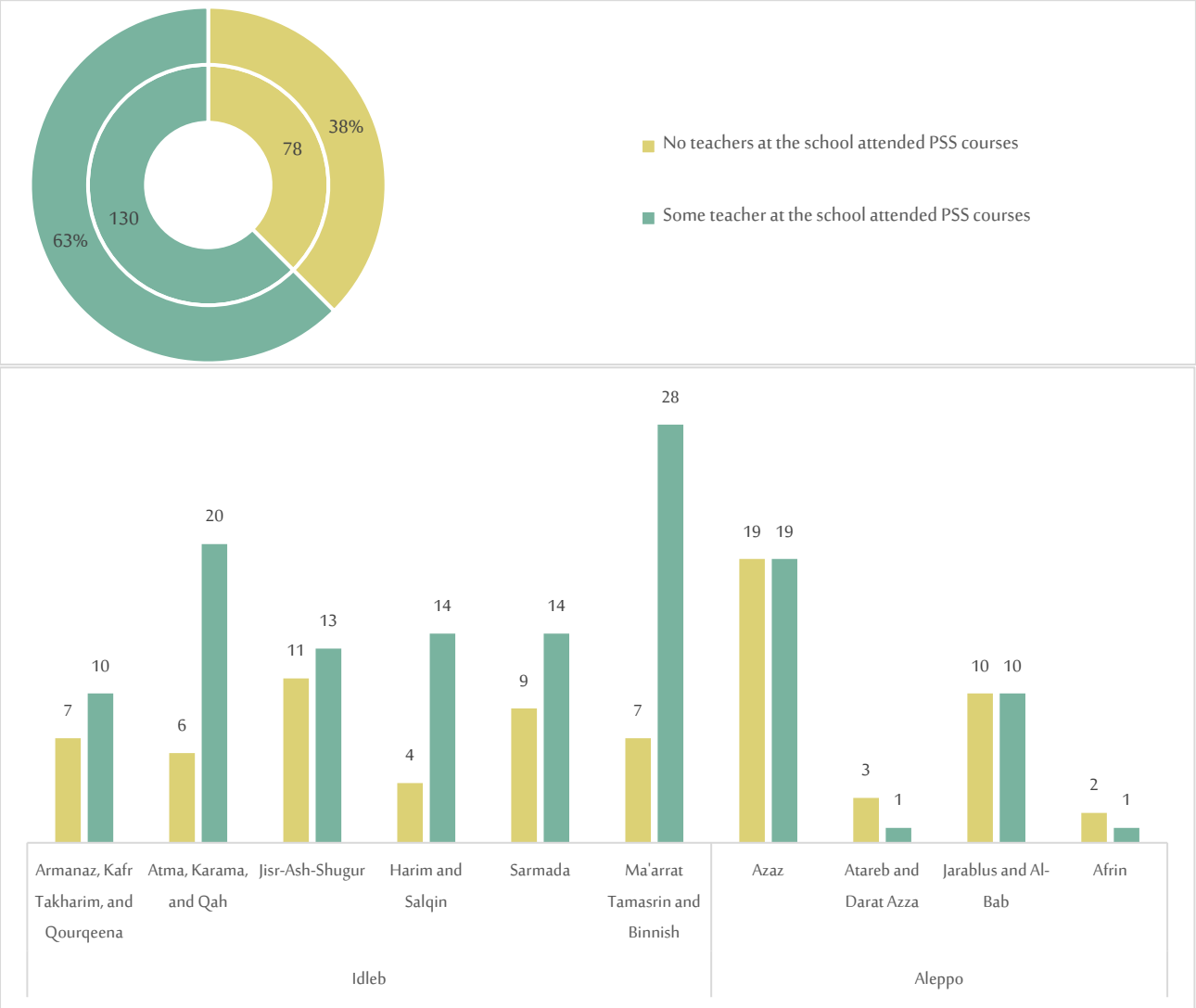
[25] https://inee.org/en/minimum-standards

[26] https://acu-sy.org/ar/imu_reports/02-2022/

2. Provision of Teachers Trained in Psychosocial Support within Camp Schools

The study results showed that 38% (78 schools) of the total assessed camp schools do not have teachers who have received training in psychosocial support, while 63% (130 schools) have teachers who have received training in psychosocial support. It is not necessary for all teachers in these schools to have undergone training in this field, as there may be departments within the same school where one has undergone psychosocial support training and another has not.

Figure 47 Number and percentages of camp schools by the availability of teachers who received psychosocial support courses



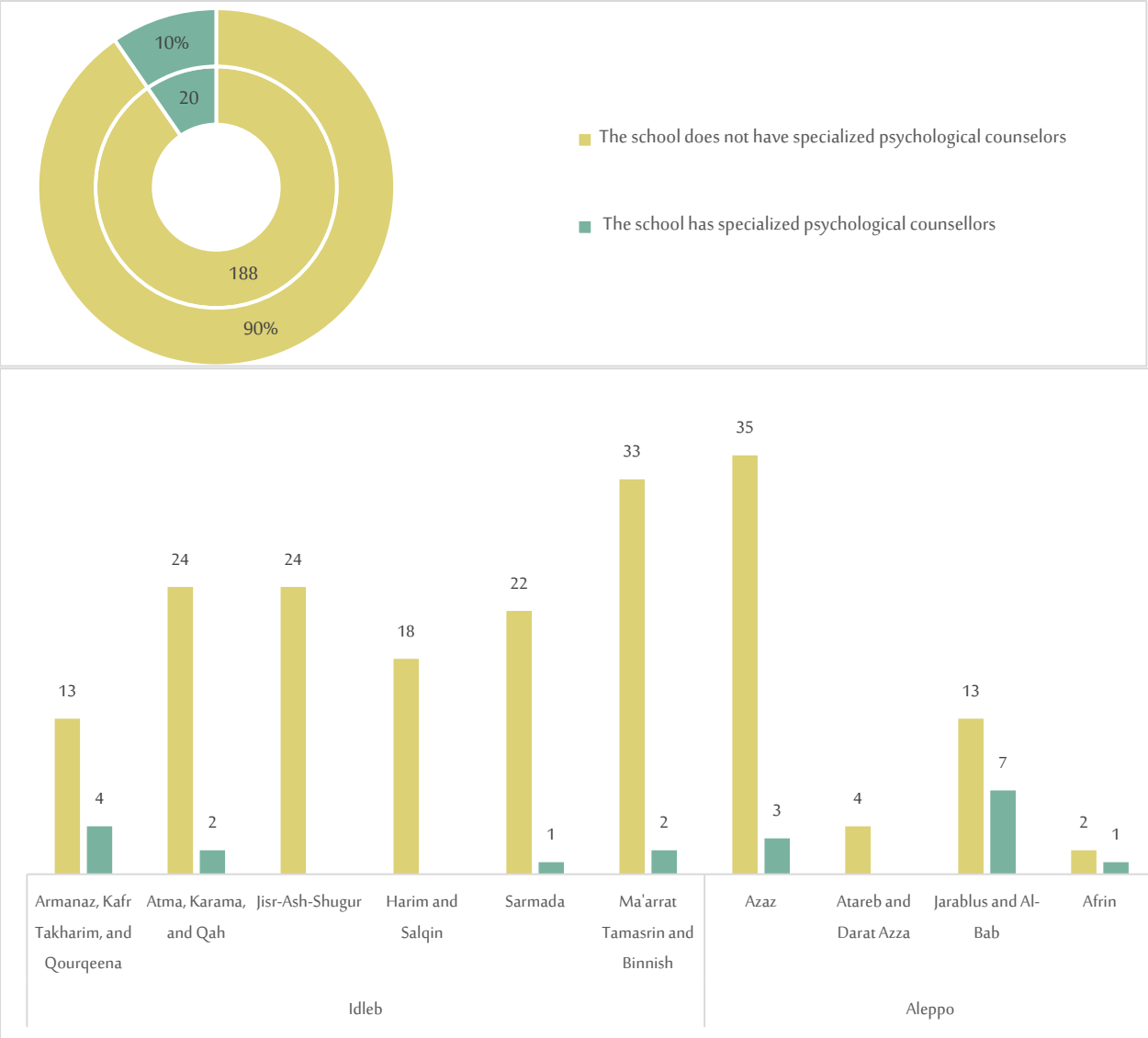
According to the minimum education standards by INEE[27], "Teachers and other education personnel receive regular and organized training according to their needs and circumstances." Due to the majority of children in Syria being exposed to psychological shocks resulting from the ongoing events, it was necessary to train all teachers on how to deal with children during times of war and how to respond during disasters. The presence of a large number of children in one classroom requires experience, rapid response, and organization from the teacher to protect the children and minimize harm as much as possible during any disaster. It is also important to address the widespread symptoms experienced by children as a result of the ongoing war in Syria.

[27] https://inee.org/en/minimum-standards

3. Availability of Specialized Psychological Counselors within Camp Schools

Results of the study showed that 90% (188 schools) of the total camp schools included in the assessment do not have specialized psychological counselors, while only 10% (20 schools) have specialized psychological counselors.

Figure 48 Number and percentages of camp schools according to the availability of specialized psychological counselors within them

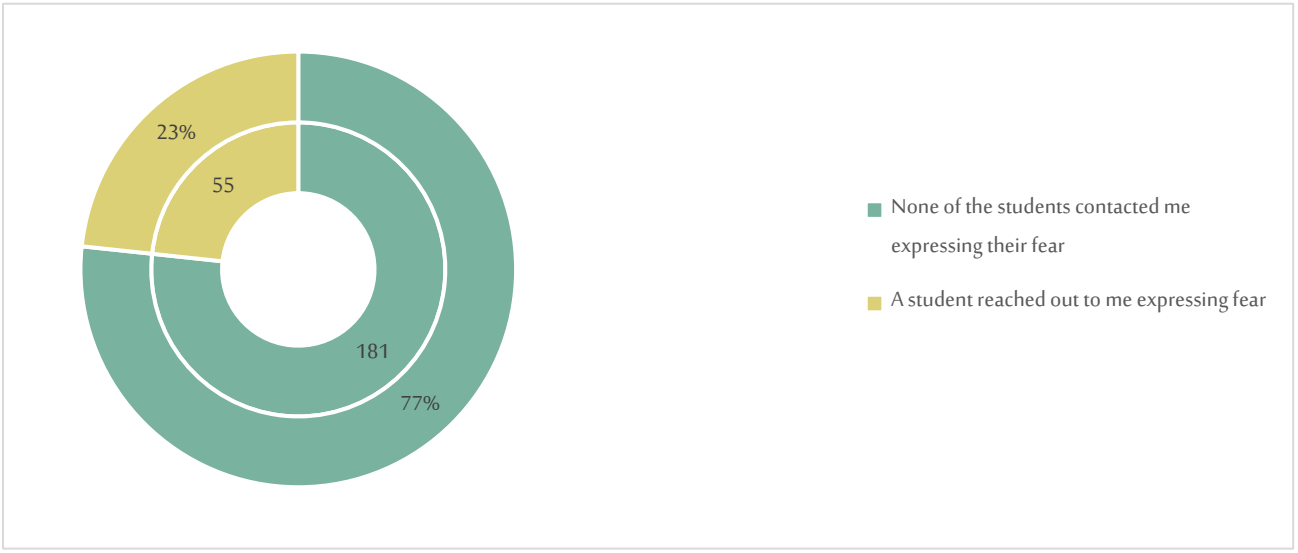


Before the ongoing events, most schools included a psychosocial counselor who was a psychology or social sciences graduate. This counselor was available to address any psychological issues experienced by students. They would provide ongoing support and collaborate with parents when necessary, working together to help children overcome psychological crises, especially during adolescence.

4. Teacher Survey: Has any student reached out to you expressing fear or a sense of insecurity in school?

Through the [28]surveys conducted by the enumerators with the teachers, they were asked whether students expressed a sense of insecurity in school. 23% (55 teachers) reported that students had expressed a sense of insecurity, while 77% (181 teachers) stated that students had not expressed a sense of insecurity in school.

Figure 49 Number and percentages of teachers surveyed according to their students' expressions of insecurity in school



5. Student Survey: Symptoms Related to Students' Emotions within Schools

Through the [29]perception surveys conducted by the enumerators with the students, they were asked about the frequency of experiencing a range of emotional symptoms within the past month. One of the most prevalent symptoms among the surveyed students was their avoidance of places that reminded them of bad incidents. 7% (425 students) reported experiencing this feeling most of the time, while 16% (970 students) reported experiencing it sometimes.

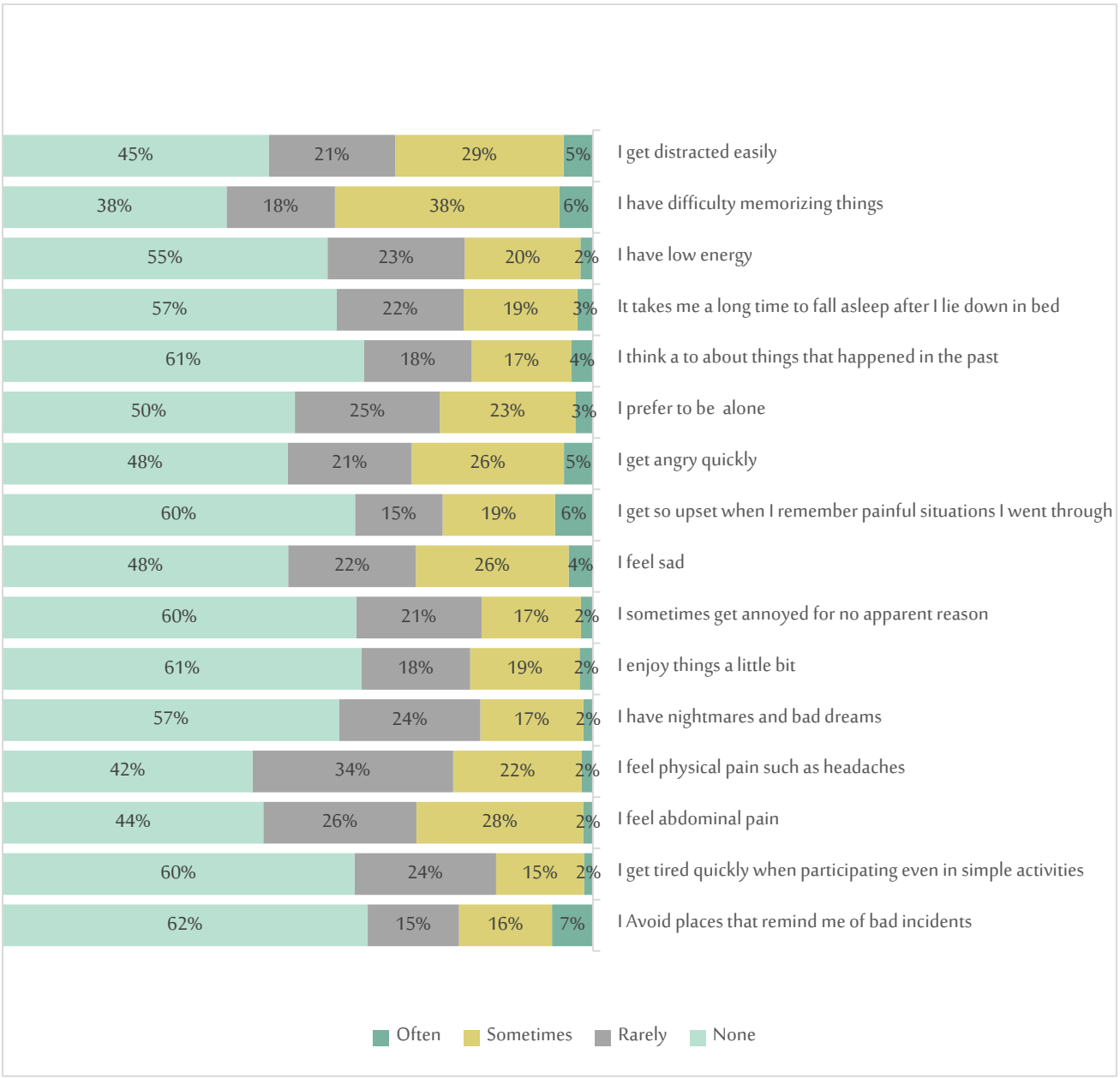
[28]IMU enumerators conducted a survey with 263 teachers in the camps surveyed, of whom 37% were female and 63% were male.

[29]IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years within the camps studied. Females accounted for 45% of the children surveyed, while males accounted for 55%.

6% (396 students) reported feeling intense distress when recalling painful situations they have experienced. Additionally, 19% (1168 students) reported experiencing this symptom sometimes, while 15% (911 students) reported rarely feeling it.

6% (348 students) reported experiencing difficulty in memory retention most of the time. Additionally, 38% (2336 students) reported experiencing this symptom sometimes, while 18% (1128 students) reported rarely feeling it.

Figure 50 Student survey - The percentage of prevalence of emotional symptoms among students



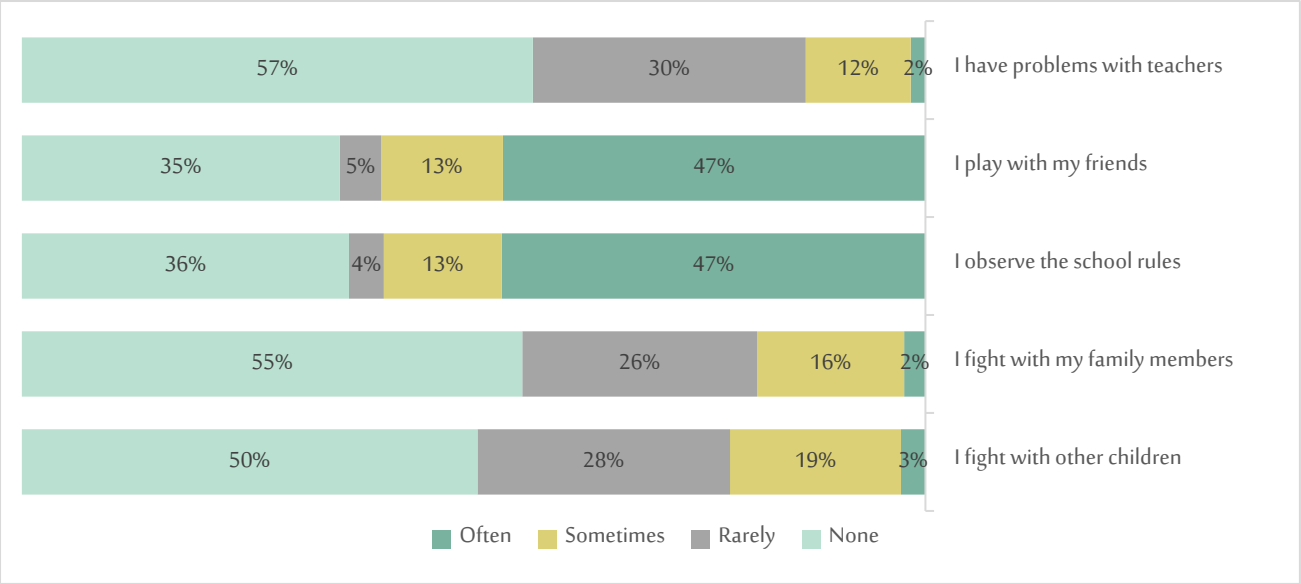
6. Student Survey: Prevalence of Interaction-related Symptoms among Students

Through the [30]perception surveys conducted by enumerators with students, they were asked about the frequency of experiencing a range of interaction-related symptoms within a month. Among the negative symptoms found to be prevalent among the surveyed students, physical fights with other children and conflicts with family members were prominent. However, most students reported playing with friends and adhering to school rules.

2% (145 students) reported frequently engaging in fights with their family members, while 16% (1000 students) stated that they occasionally have conflicts with their family members. On the other hand, 26% (1596 students) reported rarely getting into fights with their family members.

3% (166 students) reported frequently engaging in physical fights with other children, while 19% (1163 students) stated that they occasionally get into physical fights. On the other hand, 28% (1717 students) reported rarely getting into physical fights with other children.

Figure 51 Student survey – The prevalence percentages of symptoms related to interactions among students



7. Student Survey: Symptoms Related to Self-Awareness Among Students

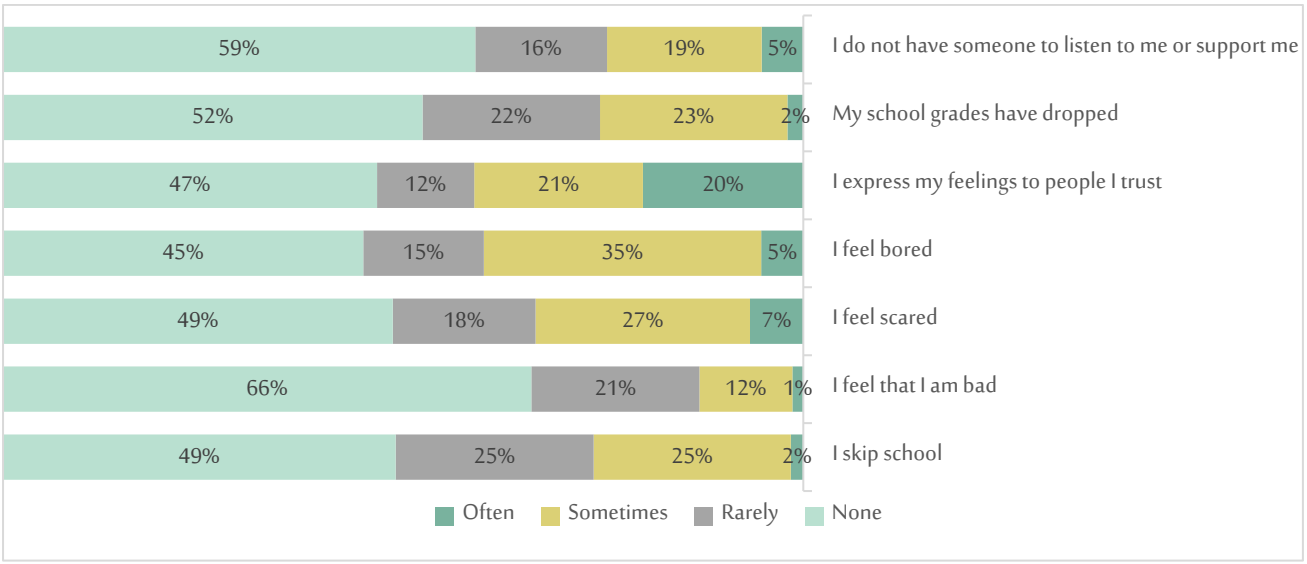
Through the perception surveys conducted by enumerators with students, they were asked about the frequency of experiencing a range of symptoms related to self-awareness within a month. 20% (1231 students) reported frequently expressing their feelings to trusted individuals, while 21% (1295 students) reported occasionally expressing their feelings to trusted individuals, and 12% (746 students) reported rarely expressing their feelings to trusted individuals.

[30]IMU enumerators conducted a survey with 251 children between the ages of 6 and 18 years within the camps studied. Females accounted for 45% of the children surveyed, while males accounted for 55%.

7% (409 students) reported frequently feeling fear, while 27% (1646 students) reported occasionally feeling fear, and 18% (1096 students) reported rarely feeling fear.

5% (323 students) reported frequently feeling bored, while 35% (2130 students) reported occasionally feeling bored, and 15% (924 students) reported rarely feeling bored.

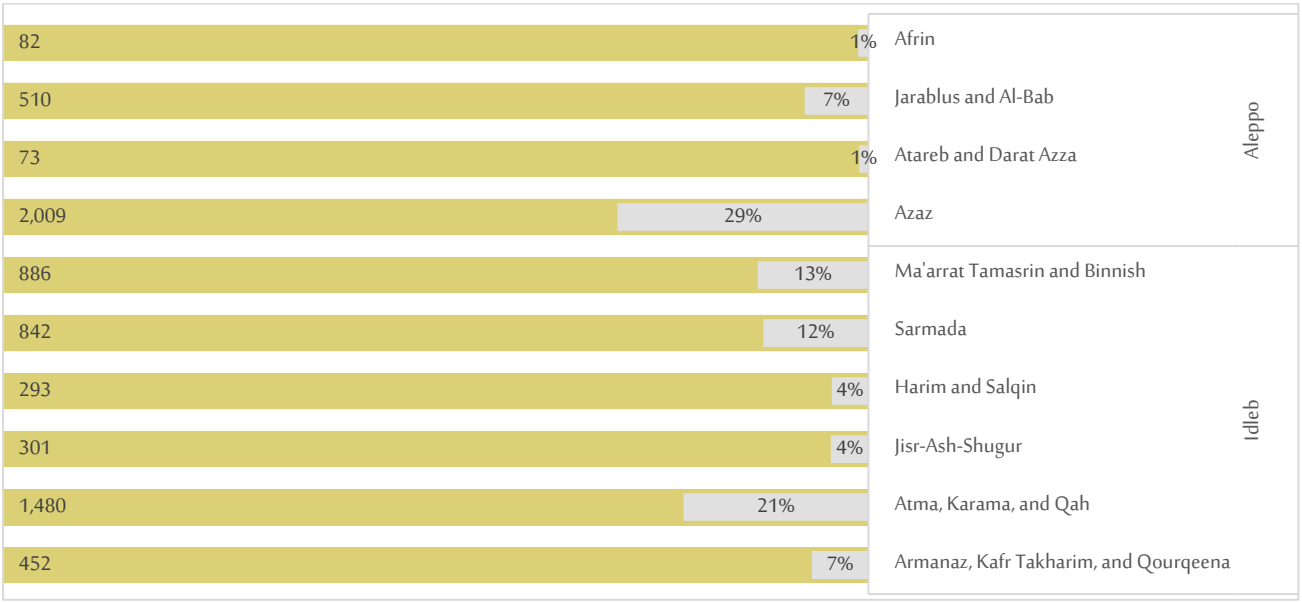
Figure 52 Student survey - Prevalence rates of symptoms related to self-awareness among students



8. Orphan Students in Camp Schools

The number of orphan students in camp schools reached 6,928, and information sources confirm that most orphan students have lost one or both parents due to hostilities against civilians in Syria. Orphan children are considered a vulnerable group facing the risk of dropping out of school due to the loss of family breadwinners and deteriorating living conditions, which force them to leave school and work to support their families.

Figure 53 Number and percentages of orphaned students in camp schools



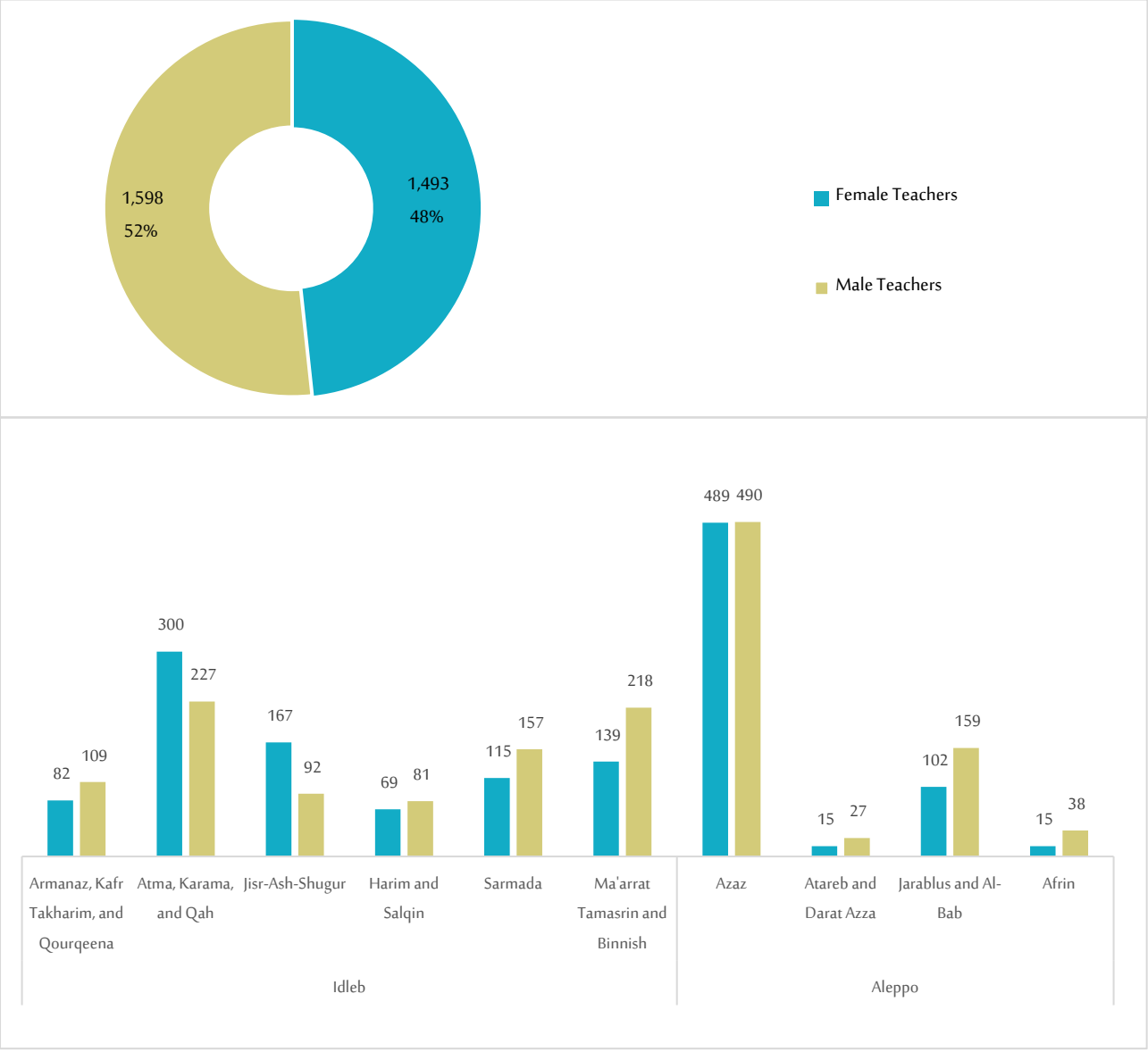
Section 9:
Teachers

Section 9: Teachers

1. Number of Teachers:

The number of teachers in the camps included in the study was 3,091, consisting of male and female teachers. Females accounted for 48% (1,493 female teachers) of the total number of teachers in the northern Syrian camps, while males accounted for 52% (1,598 male teachers).

Figure 54 Number and percentages of teachers within camp schools by gender

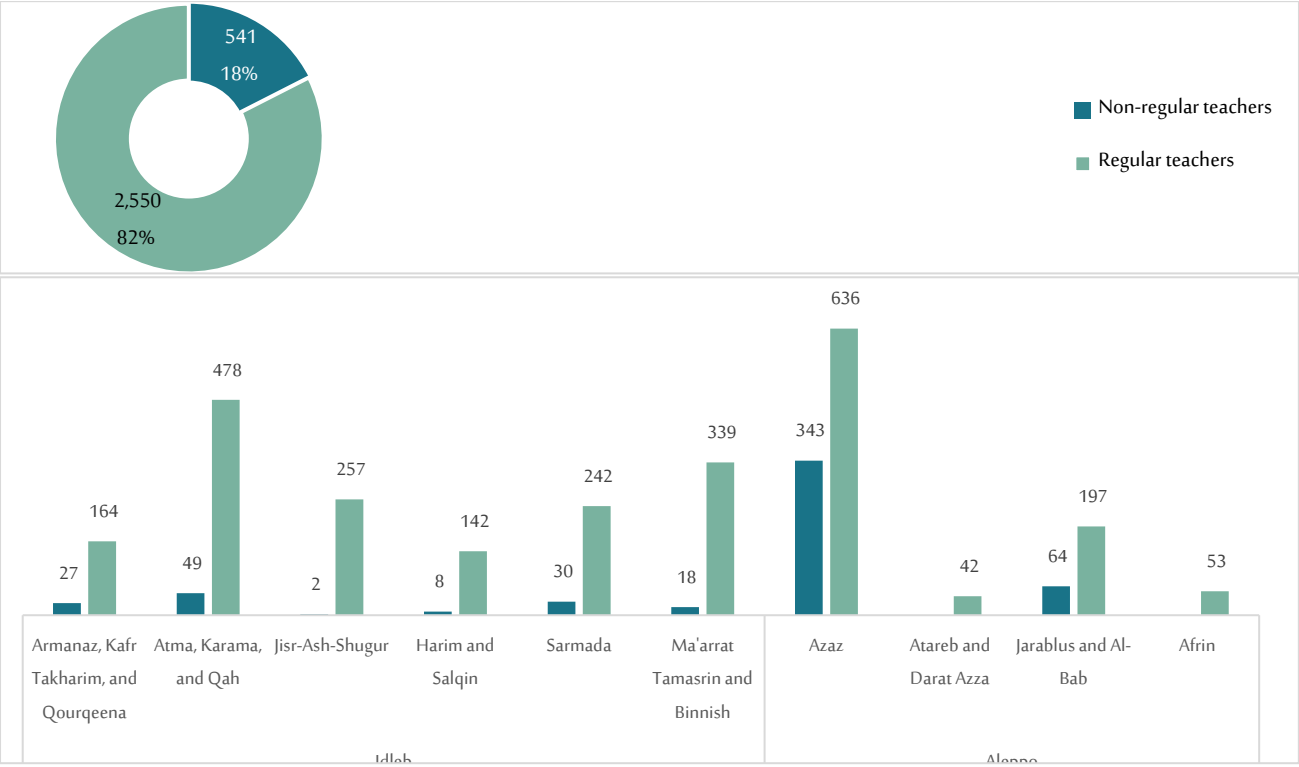


In co-educational schools (with both male and female students), balancing the number of male and female staff members in teaching and administrative positions is essential. In schools with one gender of students (either male or female), the dominant gender (the more significant number) in the administrative and teaching staff is often similar to the gender of the students in the school.

2. Teachers' Employment Status

The study revealed that 82% (2,550 teachers) of the total number of teachers included in this study are certified teachers, meaning they graduated from universities or institutes that qualify them to pursue a teaching career. On the other hand, the percentage of individuals who entered the teaching profession due to the shortage of certified teachers is 18% (541 individuals), and they are referred to in this study as non-regular teachers.

Figure 55 Number and percentages of teachers within camp schools according to their employment status



In this report, "regular teachers" refers to teachers employed before the ongoing war in Syria with permanent contracts by the Ministry of Education affiliated with the Syrian government. These teachers went through a recruitment competition organized by the Ministry of Education and signed permanent employment contracts. They participated in this competition after completing their studies at universities or intermediate institutes (Faculties of Arts, Sciences, and Fine Arts, and Teacher Training Institutes) that qualify them to teach students according to their specialties. After the outbreak of the war in Syria, the directorates of education affiliated with the Syrian Interim Government (opposition government) established teacher training institutes and branches of the Faculty of Arts and Humanities in areas outside the control of the Syrian regime in the governates of Idleb and Aleppo. These institutes were established to train teachers and bridge the gap in the shortage of teaching staff. Graduates from these institutes and faculties were considered regular teachers. In short, "regular teachers" are defined as those who have graduated from universities or institutes that qualify them for the teaching profession, while anyone else is considered "non-regular teachers." What distinguishes regular teachers is their ability to manage classrooms and their knowledge of effective methods for dealing with students of all ages and situations. Their education includes a subject called "teaching methods," and some teachers have obtained a diploma in educational qualification. The INEE Minimum Standards for Education define[31] teaching methods as "the approach chosen and used in delivering learning content to encourage the acquisition of knowledge and skills among all learners."

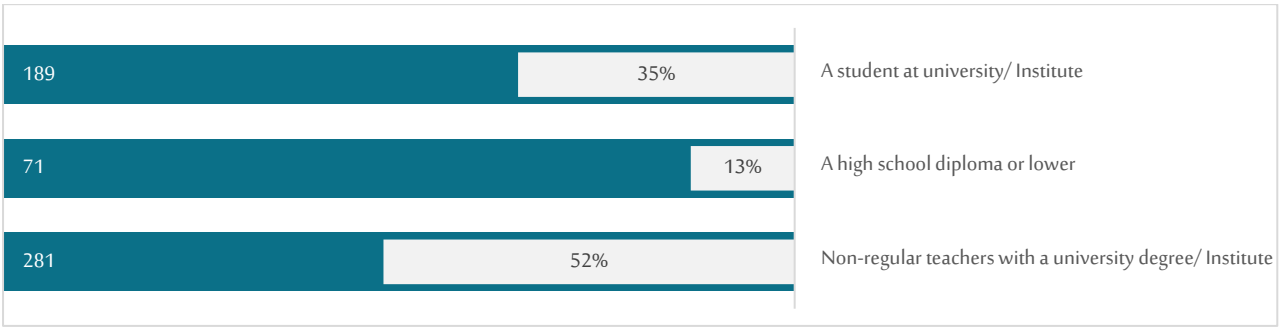
[31] https://inee.org/en/minimum-standards

Before the war in Syria, the Directorate of Education under the Syrian regime used to make temporary employment contracts with individuals who were not specialized in the field of education and assigned them to areas suffering from a severe shortage of teachers. Usually, short-term contracts were made with university students to replace female teachers on maternity leave if suitable alternatives from qualified teachers were unavailable. These individuals were referred to as non-regular teachers or non-formal teachers. High school graduates and university students who had not completed their studies due to the conflict were also allowed to teach in schools, and they were also known as non-regular teachers.

The Educational Qualifications of Non-Regular Teachers

The study reveals that 52% (281 non-regular teachers) hold degrees from universities or institutes not specialized in teaching (meaning they have completed higher education in universities and institutes not specialized in teaching students). Additionally, 35% (189 non-regular teachers) are non-graduated higher education students (students of universities and institutes), and 13% (71 non-regular teachers) possess only a high school diploma or a lower educational level.

Figure 56 Number and percentages of non-regular teachers within camp schools by their educational qualification



Holders of university degrees or certificates from non-education institutes: The difference between non-regular teachers who hold university degrees or degrees from non-teaching institutes and regular teachers lies in the absence of scientific specialization in the educational subject matter among these individuals and their lack of knowledge of the teaching methods the regular teachers learned in their universities or institutes. It is possible to subject this group of non-regular teachers to several courses in teaching methods, classroom management, and student interaction, which may make them more efficient in the educational process.

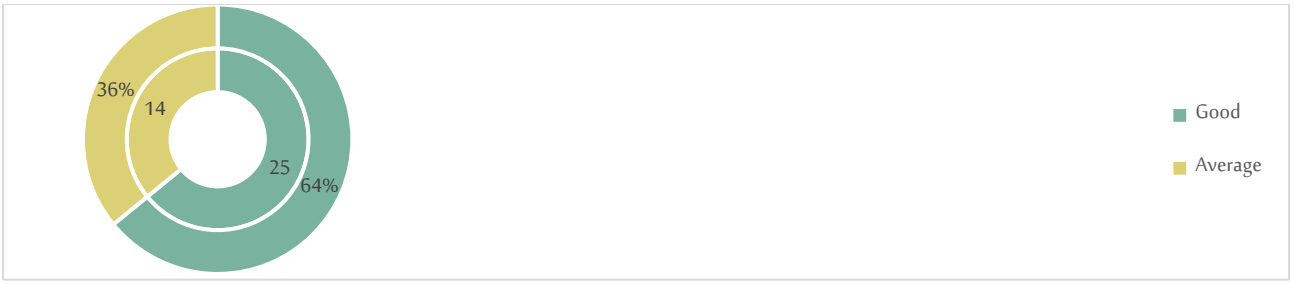
University or institute students: There is a significant presence of university or institute students in areas outside the control of the Syrian regime, as the security situation has prevented them from completing their studies in the universities or institutes located in regime-controlled areas. This has led them to pursue teaching as a profession while still being students due to the shortage of teaching staff and their need for employment. It may be beneficial to qualify these students to teach in the early stages after providing them with necessary training courses in the field of education.

High school diploma and below: Sometimes, individuals with a high school diploma are employed to teach basic literacy and numeracy in the early grades after undergoing several training courses. However, individuals who do not possess at least a high school diploma are not suitable for pursuing a teaching career.

3. Principal Survey: How do you Evaluate the Teaching Performance of Non-Regular Teachers in Your School?

[32] Through perception surveys conducted with school principals, they were asked about their evaluation of the teaching performance of non-regular teachers. The findings revealed that 64% (25 principals) reported that the non-regular teachers in their schools performed well. In comparison, 36% (14 principals) indicated that the teaching performance of non-regular teachers was average.

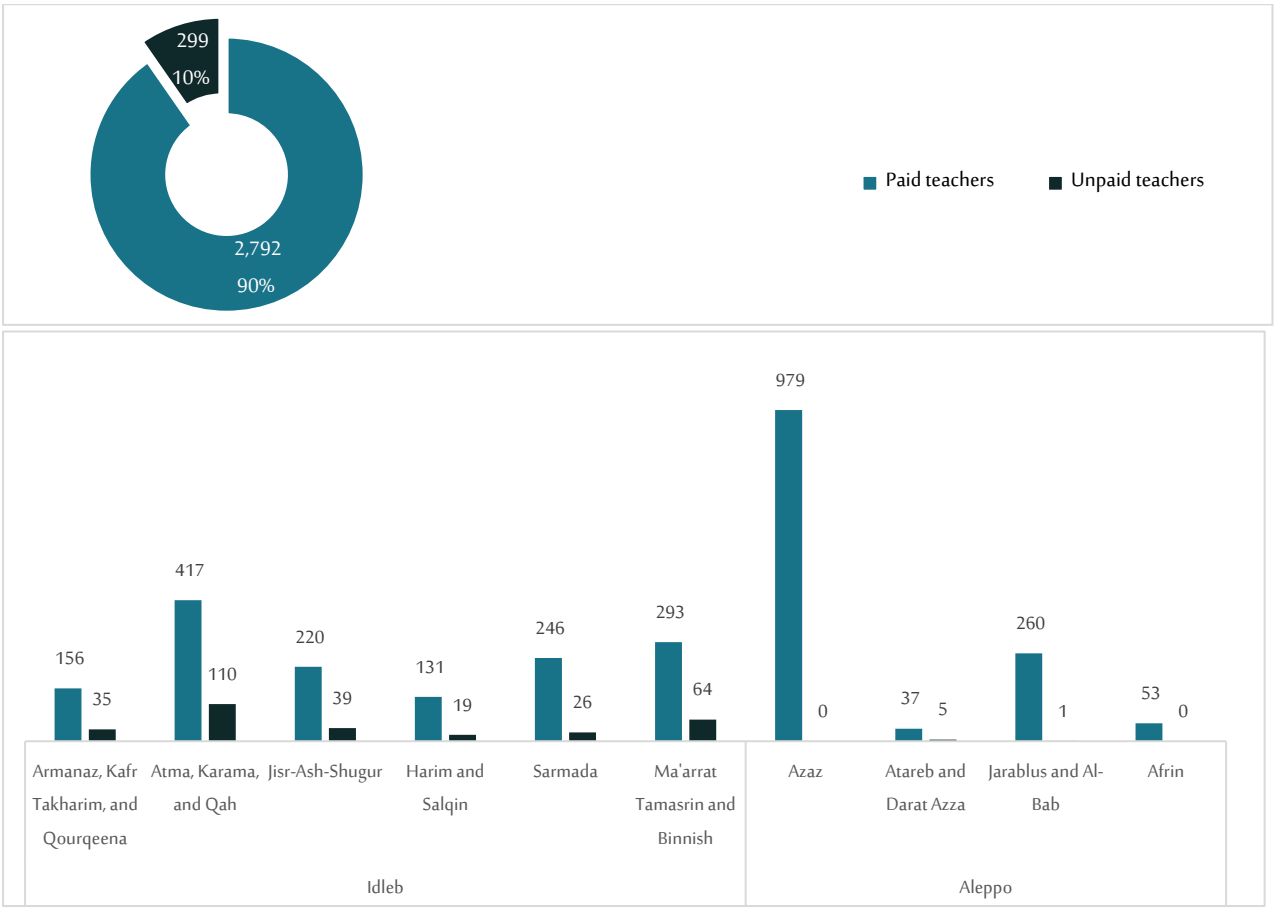
Figure 57 Evaluating the performance of non-regular teachers within camp schools



4. Salaried Teachers

The study results showed that 90% (2,792 teachers) in camp schools received salaries from multiple sources during the academic year 2022-2023, while 10% (299 teachers) did not receive salaries.

Figure 58 Number and percentages of teachers in camp schools according to their monthly salaries

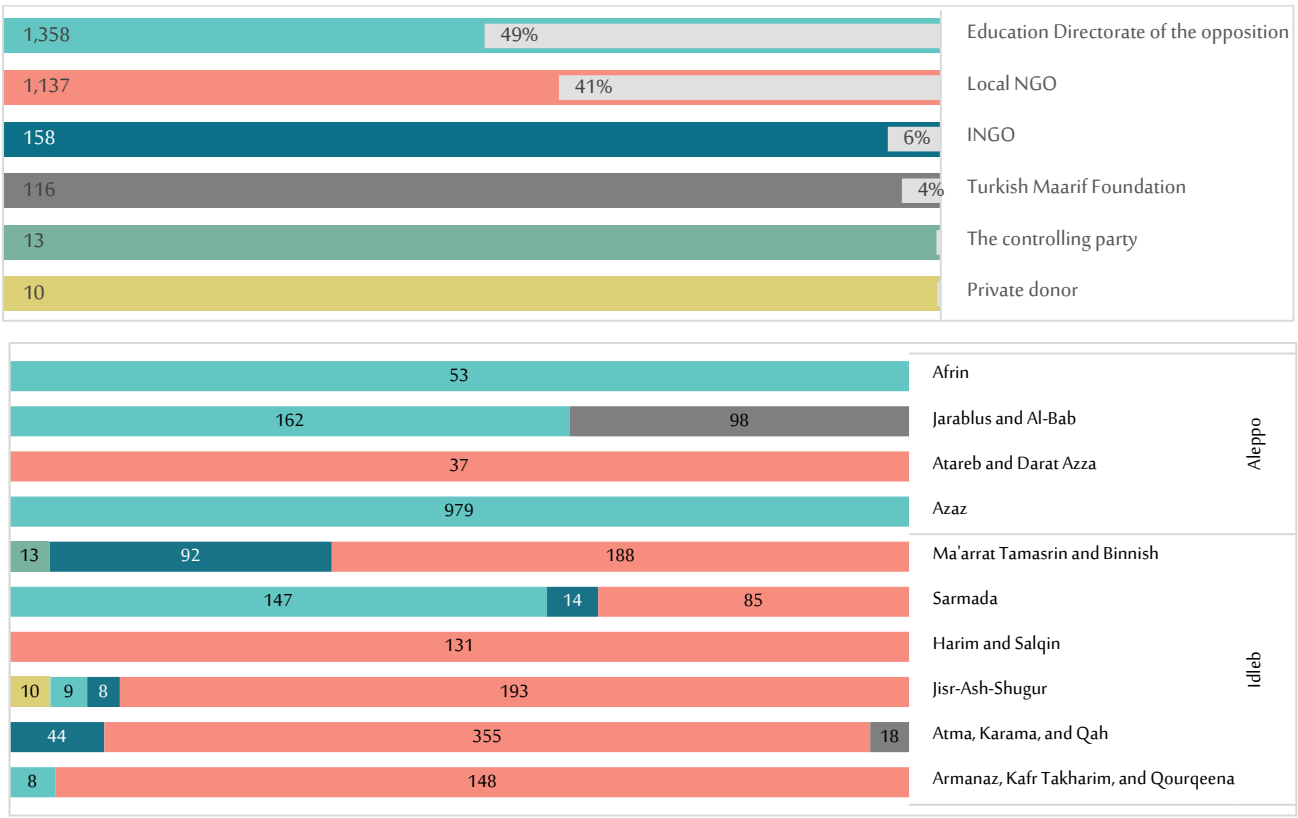


[32]IMU enumerators conducted a survey with 123 principals in the surveyed camp schools, of whom 20% were female and 80% were male.

5. Supporting Entities for Salaries

The study results showed that 49% (1,358 teachers) receive their salaries from the Free Education Directorate, 41% (1,137 teachers) receive their salaries from local humanitarian organizations, 6% (158 teachers) receive their salaries from international organizations, and 4% (116 teachers) receive their salaries from the Turkish Maarif Foundation.

Figure 59 Number and percentages of teachers receiving salaries in camp schools by entity supporting salaries



According to the INEE Minimum Standards for Education[33], "Adequate and sufficient compensation should be provided to enable teachers and other education personnel to focus on their work without seeking additional income sources to meet their basic needs. An adequate payment system for teachers and other education personnel should be established or improved as quickly as possible when needed. The payment system should acknowledge that it is primarily the responsibility of education authorities to ensure adequate compensation. Effective coordination between all stakeholders, including education authorities, unions, community members, committees, associations, UN agencies, and non-governmental organizations, is crucial in establishing a foundation for coordinated policies and sustainable practices. This collaborative approach supports the transition from recovery to long-term development in the education sector."

[33] https://inee.org/en/minimum-standards

6. Average Teachers' Salaries

The study results showed that international organizations pay the highest average salaries for teachers, with an average salary of approximately $145. Local organizations ranked second with an average salary of $136. Private supporters ranked third with an average salary of $104. Free Education Directorate (education directorate under opposition control) had an average salary of $74, while the Turkish Maarif Foundation paid an average salary of $61.

Figure 60 Average teacher salaries/highest value/lowest value in USD by paying entity

The INEE Minimum Standards for Education indicate that market factors must be confronted. "Compensation can be financial or non-financial. 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 displacement situations, 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."

What distinguishes the salaries paid by the Turkish Maarif Foundation is their stability and sustainability. The Turkish Maarif Foundation pays salaries to teachers in Turkish Lira, which are transferred to teachers' accounts in the Turkish Post Company (PTT), which has opened branches in the northern Aleppo countryside. However, sources of information in schools receiving support from local and international organizations or the Free Education Directorate indicate that salary support is unstable and dependent on the donor entity. Salaries are usually delayed for more than two months and discontinued during summer vacation, as salaries are paid to teachers based on the school days, which poses an obstacle to teachers and pushes them to seek other professions. It is worth mentioning that many specialized teachers in certain subjects have sought employment with other entities that offer higher and more stable salaries. The absence of these teachers has created a significant gap in the educational process. Most foreign language teachers have turned to work for international organizations in non-teaching administrative positions, resulting in a shortage of foreign

language teachers. Similarly, many psychological counselors have shifted to work with humanitarian organizations outside the field of education, such as the medical field or the protection sector.

7. Teacher Survey: The Proportionality of Salary/Incentive to Daily Living Requirements

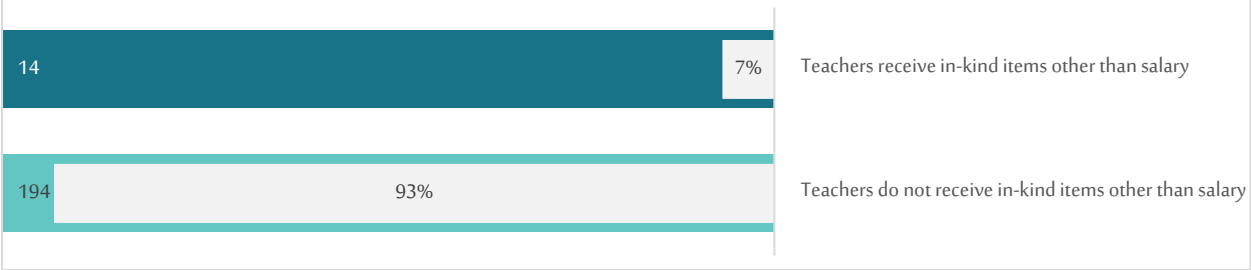
According to [34]surveys conducted by enumerators with teachers, they were asked whether the salaries they receive are commensurate with the requirements of daily life. Only 2% (5 teachers) reported that the salaries are commensurate with the requirements of daily life, while 98% (231 teachers) stated that the salaries do not meet the requirements of daily life.

Figure 61 Number and percentages of teachers surveyed according to their salaries meeting the requirements of daily life

8. Teachers Receiving Additional Support Materials (Apart from Salaries)

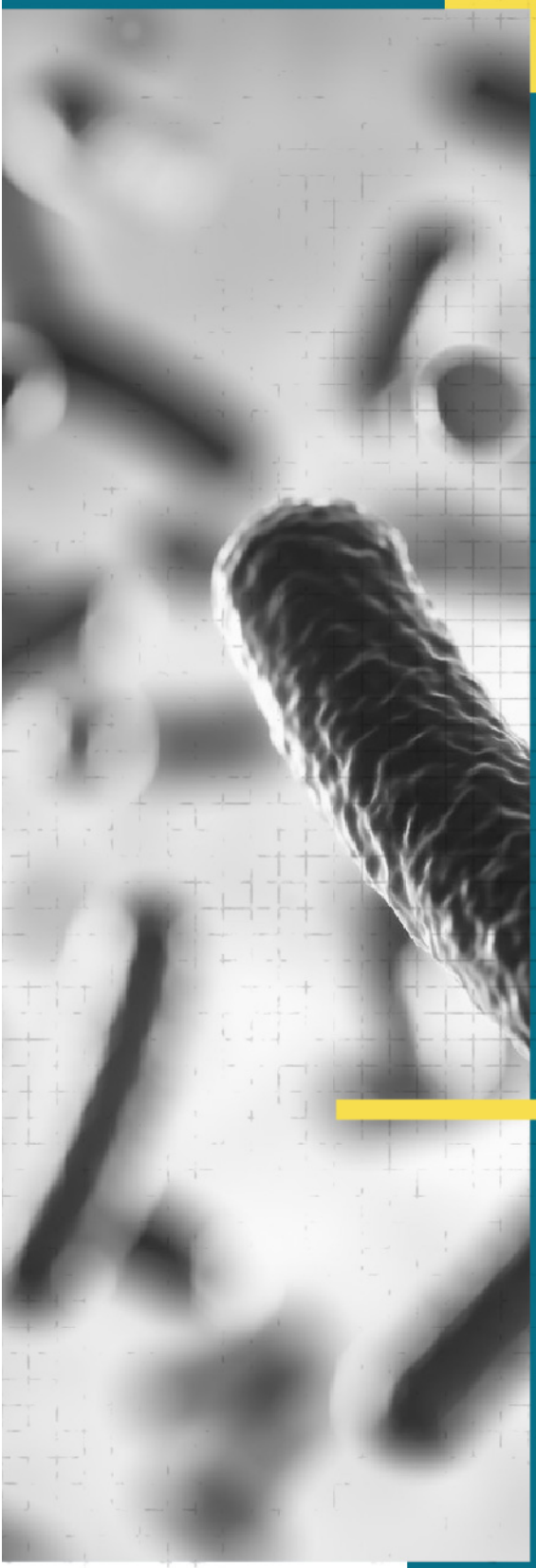
The study results revealed that only 7% (14 schools) of the total camp schools included in the assessment provide teachers with additional support materials alongside their salaries. In contrast, within 93% (194 schools), teachers do not receive any additional support materials.

Figure 62 Number and percentages of camp schools by teachers receiving additional support materials other than salary



The deteriorating living conditions in areas outside the control of the regime, along with the inability of teachers' salaries to meet their daily life requirements, as well as the existence of a portion of teachers who do not receive any salaries, have led some entities to distribute in-kind materials to teachers within schools to meet their daily life needs partially. This is done to prevent the loss of educational personnel who may seek alternative income sources that are more financially rewarding. These materials are often distributed in schools where teachers do not receive salaries or receive lower salaries than other schools. Several entities distribute various forms of assistance, such as food baskets or other materials, to support those involved in the educational process.

[34]IMU enumerators conducted a survey with 263 teachers in the camps surveyed, of whom 37% were female and 63% were male.



Section 10:

Cholera Prevention Methods and Procedures

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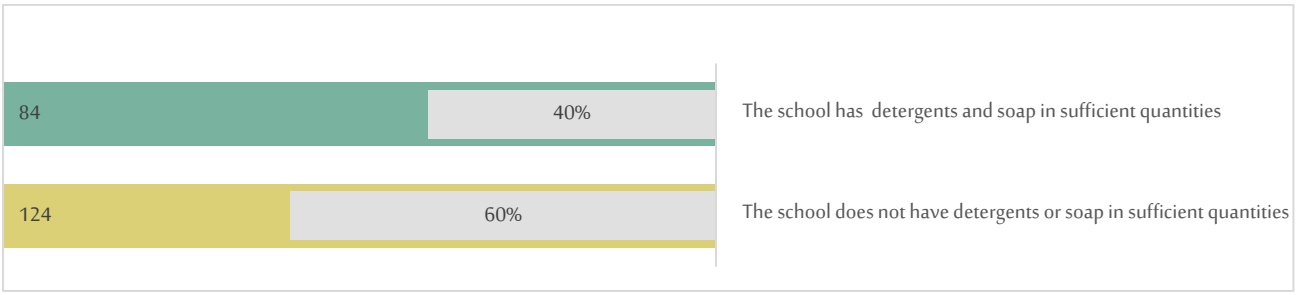
1. Availability of Soap and Sanitizing Materials within Schools

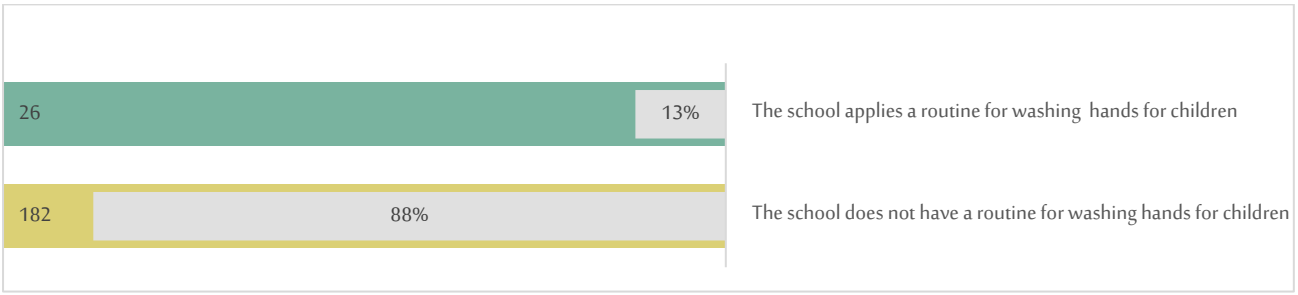
Preventive measures to limit the spread of cholera include providing an adequate supply of cleaning materials and soap within the school. The study revealed that only 40% (84 schools) had sufficient quantities of cleaning materials and soap, while 60% (124 schools) did not have sufficient quantities of cleaning materials and soap available.

Figure 63 Number and percentages of camp schools according to the availability of adequate quantities of cleaning materials and soap within them



The study revealed the presence of a handwashing routine implemented by children within only 13% (26 schools), while there is no handwashing routine within 88% (182 schools).

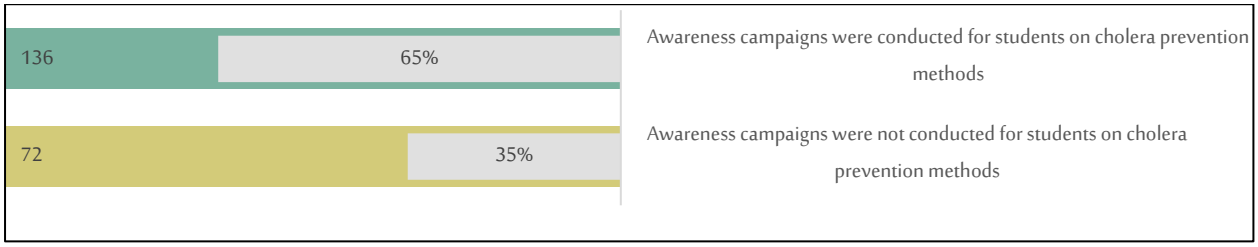
Figure 63 Number and percentages of camp schools based on the presence of a handwashing routine for children



2. Awareness about Cholera Prevention Measures

Preventive measures are imposed to limit the spread of cholera, including awareness campaigns for students about cholera prevention measures. The study revealed that awareness campaigns about cholera prevention measures were conducted in only 65% (136 schools), while no awareness campaigns about cholera prevention measures were performed in 35% (72 schools).

Figure 64 Number and percentages of camp schools according to conducting awareness campaigns for students on cholera prevention measures



Section 11:
Priorities and Recommendations

Section 11: Priorities and Recommendations

1. Priorities

The need for heating fuel topped the list of priorities in the majority of camp schools, followed by the need for notebooks and stationery and then the need for staff salary support. In addition, securing textbooks and renovating the schools is necessary.

Table 6 The priorities of schools at camps

Governorate	Community	Fuel (for heating, electricity)	Notebooks and stationery	Salaries for staff	Books	School renovation	Miscellaneous repairs	Meals for students	School supplies (whiteboards,	Provision of cholera	Provision of school furniture	Heaters	Rehabilitate the restrooms	Providing safe, educational	Expansion of the school
Idleb	Armanaz, Kafr Takharim, and Qourqeena														
	Atma, Karama, and Qah														
	Jisr-Ash-Shugur														
	Harim and Salqin														
	Sarmada														
	Ma'arrat Tamasrin														
Aleppo	Azaz														
	Atareb and Darat Azza														
	Jarablus and Al-Bab														
	Afrin														
Total															

High priority - Low priority

2. Recommendations

- On February 6, 2023, in the early hours of dawn, a strong [35]earthquake with a magnitude of 7.8 on the Richter scale struck southern Turkey and northern Syria, resulting in thousands of casualties and injuries in Turkey and northwestern Syria. The number of casualties in northwestern Syria reached 4,540, and the number of injured individuals reached 8,786. The number of completely destroyed buildings reached 1,869, while the number of partially destroyed buildings reached 8,731. The Assistance Coordination Unit (ACU) conducted a Rapid School Infrastructure Assessment with support from the Education Cluster in Turkey (EC). The assessment involved the Directorate of Education in Idleb, education offices in the northern Aleppo countryside, and the engineer's and teachers' unions. The evaluation primarily relied on trained engineers specializing in seismic damage assessment. A total of 916 schools were assessed, comprising 1,036 school buildings (some included multiple blocks). **The specialized engineers recommended demolishing 15 school blocks and reconstructing them due to significant damage that couldn't be repaired. They also recommended reinforcing the structure of 80 blocks and implementing repairs in 914 blocks. Immediately after the earthquake, a large number of displaced people affected by the earthquake sought refuge in displacement camps, while their children joined the schools in the camps. The study recommends improving the educational environment in the camps and constructing formal schools while expanding existing ones, considering that the displacement camps continue to receive increasing numbers of displaced people fleeing death.**
- Enumerators from the Information Management Unit (IMU) visited 1,459 camps in northwest Syria to determine the number of camps that contain schools and collect relevant information. It was found that 1,270 camps or displaced sites do not have schools, while only 189 have schools, totaling 208. Only 15% of the camp schools were built according to formal standards, while 85% consisted of tents or cement rooms that did not meet formal school criteria. According to the second edition of the Joint Education Needs Assessment (JENA) report by the Assistance Coordination Unit [36](ACU) in collaboration with Save the Children International (SCI), the Education Sector in Turkey, and 22 specialized education organizations, " the study reveals that the dropout rates within the camps are consistently higher than the dropout rates in cities and towns."The unsuitable educational environment emerged as the leading factor pushing students, especially girls, to leave school. **It is crucial to work on providing formal schools for displaced children, considering that displacement camps have become their last refuge, to mitigate the dropout of displaced children from schools. Additionally, support should be provided to the current camp schools with all urgent and essential needs until appropriate alternatives can be secured.**
- Camp schools, in all their forms, are less insulated from adverse weather conditions than formal schools in cities and villages. Despite the presence of cement rooms in some camp schools, these rooms are often spaced apart and do not form a unified building structure. This means that providing warmth within these rooms and tents requires appropriate insulation. The study revealed that 59% of camp schools require heating means (heaters). Through surveys conducted by enumerators with students, the reasons for their absences from school were identified. 35% (52 students) of those absent regularly or most of the time reported being absent because they were sick on those days. Also, 10% (15 students) of those absent regularly or most of the time mentioned that they were absent due to terrible weather. **Ensuring proper insulation from weather conditions in camp schools' classrooms is necessary. Furthermore, providing appropriate heating means and sufficient fuel quantities is crucial to protect children from illnesses.**

[35] https://acu-sy.org/periodic_imu_reports/syria-earthquake-situation-update/

[36] https://acu-sy.org/ar/imu_reports/02-2022/

- Based on the assessment of the WASH sector in camp schools, it was found that 78% of the assessed camp schools receive drinking and utility water through tanks. However, these tanks cannot access the schools during rainfall and snowstorms. Additionally, 16% of the schools do not have toilets. It is worth mentioning the need to increase the quantity of water allocated for handwashing as part of the preventive measures against the spread of cholera, as proper hand hygiene requires washing with water and soap for more than 20 seconds. **Special attention should be given to the WASH sector within camp schools to reduce the spread of diseases among children in an environment lacking basic health services. Sanitation facilities should be accessible for people with disabilities while ensuring privacy, dignity, and safety.**
- In the introduction, it was mentioned that child labor outside the home is one of the difficulties faced by students in schools. This is attributed to the students and their families deteriorating living conditions. Global inflation has worsened, particularly affecting countries experiencing wars and crises. Another challenge mentioned is the educational materials, books, and stationery shortage. According to the second edition of the Joint Education Needs Assessment (JENA) report on Out-of-School Children, released by ACU in collaboration with Save the Children International (SCI), the education sector in Turkey, and 22 specialized organizations in the field of education, it was found that " 26% (935 children) reported being out of school to work and support their families, a fact confirmed by 28% (1,362 individuals) of caregivers. Also, 20% (659 children) mentioned that they could not attend school due to the cost of transportation and their lack of financial resources, as confirmed by 14% (709 individuals) of caregivers. Furthermore, 13% (474 children) reported being out of school due to the presence of financial fees demanded by schools, which they couldn't afford, as confirmed by 7% (356 individuals) of caregivers." **It is essential to ensure adequate copies of the curriculum at the beginning of each academic year and distribute them free of charge to all students at all levels. The costs of the educational process should be proportionate to citizens' income, as most camp residents rely on humanitarian assistance. This necessitates providing all educational needs free of charge.**
- The number of students with disabilities in the evaluated camp schools was 725, male and female. The highest percentage of students with disabilities was among those with mobility impairments, accounting for 45% (326 students) of the total students with disabilities. According to the second edition of the Joint Education Needs Assessment (JENA) report for out-of-school children, issued by ACU in collaboration with Save the Children International (SCI), the education sector in Turkey and 22 specialized education organizations, "20% (52 children) of children with disabilities did not attend schools because they were not equipped to accommodate children with disabilities." **It is necessary to provide a suitable educational environment for children with disabilities and ensure trained personnel to meet their needs and provide them with education according to the type of disability.**
- The study results revealed that 10% (299 teachers) of the schools in Northern Syria included in the assessment did not receive their salaries during the academic year 2022-2023. Furthermore, 98% (231 teachers) reported that the salaries do not meet the daily living requirements. Efforts should be made to ensure an equitable and sustainable financial system. In displacement situations, qualified teachers and education staff may relocate to areas with higher salaries, even if it requires crossing borders (as camp schools are often located near borders). **Indeed, it is important to consider market forces such as the cost of living, demand for teachers, and wage levels in professions of similar qualifications, such as healthcare.**

Schools

in Northern Syrian Camps

Edition 06 / 2022 - 2023

A Thematic Report

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