SCHOOLS IN SYRIA

April 2023

Edition 08 / 2022 - 2023

A Participatory Thematic Report

The 8th edition of the Schools in Syria Report observes the state of the education sector in regions of the Syrian Arab Republic that are not under the regime's control and evaluates the condition of schools in Syria for the academic year 2022–2023.

Thanks are extended to the Syria Cross-Border Education Cluster for encouraging the participation of the EC's members in the assessment, namely:

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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

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Section I: Introduction

The 8th edition of the Schools in Syria Report observes the state of the education sector in regions of the Syrian Arab Republic that are not under the regime's control and evaluates the condition of schools in Syria for the academic year 2022-2023. The annual report is produced by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU). The current edition of the report involved 21 humanitarian organizations working in the education sector who collaborated in the process of collecting data.

Section 2: Methodology

The methodology employed in this report was created by building upon the approaches used in previous editions of the study, which were published under the same title, "Schools in Northern Syria," in previous years. The study utilized a combination of quantitative and qualitative methods in analyzing and presenting the data collected from the assessed schools. To provide a comprehensive understanding of the educational landscape, surveys were conducted with students, parents, teachers, and principals as part of this study. The inclusion of multiple perspectives aimed to shed light on various aspects of the educational situation. This edition of the report covers data on 4,066 schools in 71 districts in six governorates, and the number of questionnaires conducted on the reality of the assessed schools is 24,157 electronic forms, including 20,090 opinion questionnaires.

Section 3: General Information

In this section, the report compares the number of schools assessed in the current edition with the previous seven editions of the Schools in Syria Report. Additionally, it provides an evaluation of the security situation of schools based on criteria that are relevant to the Syrian context.

- It was found that 7% of the assessed schools were relatively safe, and 13% were unsafe. The study found that 37 schools were at high risk. 92% of the schools covered by the report were found to be safe.

- According to the survey, approximately 10% of the students expressed feeling unsafe in their schools. 28% of teachers surveyed confirmed that students reached out to them, expressing that they did not feel safe in school.

Section 4: Buildings of Operational Schools

This section provides an overview of the current status and condition of operational school buildings. It aims to shed light on the state of these buildings and their suitability for educational purposes.

- 3% of schools used for education were found to be partially destroyed, while 97% were not.

- Approximately 24% of the schools that were destroyed can be attributed to aerial shelling. Approximately 22% of the schools were destroyed due to negligence and lack of maintenance. The ground bombardment was identified as the primary cause of the destruction of 19% of schools. Additionally, clashes that took place in close proximity to or within schools were responsible for the destruction of 17% of schools. These were among various other reasons contributing to the destruction of educational facilities.

- The study found that 82% of the operational schools covered in the evaluation are regular schools, most of which were established before the outbreak of the war in Syria, while 17% of the schools are rural schools.

    o The study revealed that only 51% of the total schools assessed met the safety and security standards outlined by the INEE Minimum Standards for Education.

    o The findings indicate that within the operational schools, 88% of the total classrooms were adequately equipped. However, 12% of classrooms required repairs to varying degrees or needed to be equipped with school furniture. This suggests that there is a portion of classrooms that are in need of improvement or additional resources to meet the necessary standards.

Section 5: Water and Sanitation Within Schools

This section provides information about drinking water, water for use, its sources, and the state of toilets in schools.

- According to the study, 90% of operational schools have access to drinking water, while 10% of schools lack a water supply. This leaves students and educational staff with no choice but to bring their own drinking water from home or nearby areas, and the toilets are not equipped with water. Drinking water was available in small quantities in 54% of operational schools and was not available at all in 7% of schools. The study found that toilet water was available in limited quantities in 54% of schools. However, in 5% of schools, toilet water was not available at all.

- It was found that 39% of the assessed schools have access to drinking water and general use through the public network and another 39% through water trucks. Based on the criteria set by the Sphere standards, 28% of the toilets were found to require maintenance to varying degrees, and 45% of operational schools did not have toilets segregated by gender. Toilets in 44% of mixed operational schools did not meet the safety

standards of the INEE Minimum Standards for Education. In 58% of operational schools, teaching and administrative staff use the same toilets as students.

Section 6: School Equipment (School Furniture)

This section provides detailed information on the status of school furniture and educational equipment.

- 10% of the desks in operational schools require maintenance, and 5% are severely damaged and beyond repair.
- Functional and active school laboratories were available in less than 1% of schools, functional and active school libraries were available in only 3% of schools, and functional and active computer rooms were available in 16 schools.

Section 7: Teaching Stages and School Days

This section of the report presents the teaching stages and the segregation of students by age in assessed schools. The study found that 22% of the operational schools included in the assessment included all stages of education, where different age groups are taught within the school. Approximately 27% of teachers surveyed reported instances of bullying among their students, which had a negative impact on the students.

Section 8: Curriculum

This section examines the curricula adopted in various regions within schools and explores the perspectives of parents regarding the curricula in use and their preferences for their children's studies. The section also reviews the teachers' opinions on the differences between the curricula used before 2011 and the curricula currently adopted and presents information on the subjects taught within each curriculum. This section provides an overview of the sources of textbooks available within schools, as well as the specific books needed by schools. Additionally, it outlines the strategies and mechanisms that teachers can employ to address the issue of insufficient textbooks in classrooms.

Section 9: Certificates

This section discusses how students are moved to higher levels of education and evaluates whether their knowledge levels align with their educational levels.

■ The study found that 86% of students moved to higher levels of education by passing the final school examinations successfully.

■ 10% of students were put to their grades by enrolling for the first time, 1% were put to their grades after sitting for placement tests, 1% by exhausting years of failure, and 1% were moved to their current grade level because they repeated the grade.

This section reviews the issues of school report cards (student report sheets) and preparatory and secondary school certificates.

Section 10: Students

This section presents data on the student population in operational schools, with a total enrollment of 11,057,693 students. It compares this figure with previous editions of the report while also providing a breakdown of student age groups by gender. Additionally, the section estimates the number of students who drop out and highlights the obstacles they face, such as the lack of accredited certificates, insufficient income or resources to attend school, and the risks encountered during the journey to school.

Section 11: Student and School Needs

This section presents the needs of students and schools for school supplies and educational materials. The study found that school bags were not distributed in 99% of the assessed schools. A common challenge faced by all operational schools was the shortage of heaters and heating fuel. Meeting the demand for heating fuel emerged as the highest priority among these schools.

Section 12: Teachers

This section of the report presents information on teachers within the operational schools. It presents the educational attainment of regular and non-regular teachers. Additionally, the section includes information on the average salaries offered to the teachers in schools and specifies the entities responsible for providing these salaries. It also provides an overview of the administrative and service staff roles within the school system.

- The study found that there are 44,747 teachers in the assessed schools, 51% of whom are females.

- The study revealed that 84% of regular teachers have graduated from colleges or institutes that qualify them for the teaching profession. On the other hand, 16% of the non-regular teachers entered the teaching profession due to a shortage of qualified personnel in the field.

- The study found that 93% of the teachers received salaries during the academic year 2022-2023

Section 13: Psychological Support and Students with Disabilities

This section of the report focuses on the data related to psychosocial support services offered in schools, as well as the preparedness of schools to accommodate children with disabilities.

- The study discovered that a mere 24% of the operational schools assessed have enrolled children with disabilities, which represents a total of 3,855 students.

- Only 3% of schools are equipped to receive children with disabilities.

- The number of orphaned students in the assessed schools reached 53,666.

- 6% of the operational schools were found to have psychological counselors.

This section of the report provides information on symptoms related to students' emotions, social interactions, and self-awareness collected through surveys conducted with students. Additionally, the section includes details on the level of awareness among educational staff regarding referral pathways and mechanisms for safe referral.

Section 14: Policies and Procedures Governing the Educational Process

This section outlines the policies and procedures that govern the educational process in areas outside the regime control in Syria. The results show that 85% of the operational schools have a clear management structure. This section also presents information on the availability of the daily attendance record of students and the availability

of lesson planning notebooks for teachers. Through surveys conducted with teachers, it was[1] found that only 52% of teachers signed the code of conduct. This section presents information on the schools having parents' councils.

Section 15: Cholera Prevention Methods and Procedures

This section focuses on the implementation of precautionary measures within schools to mitigate the spread of cholera. The study reveals that 83% of schools do not have an adequate supply of cleaning materials and soap. Additionally, 34% of schools have not conducted awareness campaigns for students regarding cholera prevention measures.

Section 16: Non-Operational Schools

This section provides data on the 8% of assessed schools that are categorized as non-operational. The study results reveal that the primary reasons for the suspension of these schools include the complete destruction of their buildings and the shortage of school furniture and equipment. Additionally, the military factions utilizing the school buildings were identified as contributing factors to their non-operational status.

- 43% of non-operational schools were found to be damaged to varying degrees.
- The study showed the former students of only 22% (73 schools) of non-operational schools receive education in alternative locations.

Section 17: Priorities and Recommendations

Among the priorities identified, the need for heating fuel was ranked at the top, indicating its significance markers. In Idleb governorate specifically, the priority was to ensure the provision of salaries for teachers. In the governorates of Al-Hasakeh, Ar-Raqqa, and the eastern Aleppo countryside, the top priority identified was the need to provide appropriate curricula. This indicates the significance of ensuring that the educational content aligns with the needs and context of these specific regions.

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[1]IMU enumerators conducted surveys with 5,544 in-school and out-of-school teachers in 5 governorates, 46% of surveyed teachers were female, and 54% were male.

Section 2:
Methodology

Section 2: Methodology

1. The Assessed Schools

The report covers two types of schools by operational status: operational schools and non-operational schools. For the purposes of this assessment, **"operational schools"** means schools where students and teachers regularly attend. In assessing these schools, multiple factors were considered, such as the conditions of their buildings, the access to water and sanitation facilities, the availability of educational equipment and furniture, the type of certificates awarded, and the curriculum taught. The assessment also took into account the overall needs of the schools, their equipment, and the specific requirements of the students and teaching staff. Furthermore, surveys were conducted among students, parents, teachers, and school principals to identify the most significant difficulties and challenges encountered in the educational process from various perspectives. In the context of this assessment, **"non-operational schools"** refer to schools where either no students or teaching staff are present or where the condition of the school building renders it unusable. This could be due to factors such as severe damage to the building or its utilization for non-teaching purposes. In this case, students and teaching staff may use an alternative building. When the educational process is halted, an assessment of the school building is typically conducted. However, due to the difficulty of counting the exact number of students and teachers during such circumstances, the assessment may not address specific information regarding the numbers of student and teacher population. In this case, questionnaires were administered to school-age children, their parents, and teachers who were suspended from work due to the interruption of the educational process.

The "Schools in Syria" report consists of 16 sections, 13 of which cover operational schools. Section 16 of the report is devoted to non-operational schools. In section 17 of the report, priorities and recommendations are addressed, providing guidance to education sector partners for their future plans.

The original objective of the study was to assess all schools located in areas outside the control of the Syrian regime. However, certain factors impacted the data collection process. Nevertheless, the study managed to cover all schools in the opposition-controlled areas, specifically Idleb and Aleppo governorates. Additionally, it encompassed a significant number of schools in the eastern governorates that are not under the control of the Syrian regime. The following are the most important factors that prevented the coverage of all schools in the eastern governorates:

- In some areas, certain schools were inaccessible due to security risks or other reasons, including a lack of cooperation from those responsible for the educational process or the controlling authorities. This resulted in a decrease in coverage and limited access to data in certain areas under their control.

- Due to a lack of communication channels with the controlling forces in certain areas, the enumerators from the IMU faced challenges in accessing those areas. As a result, they had to operate covertly to carry out their work and collect data.

Despite these challenges, the assessment covered 4,066 schools in opposition-held areas and the so-called Syrian Democratic Forces (SDF). The assessment was conducted in 71 sub-districts in 6 governorates in Syria, and the percentage of operational schools reached 92% (**3,737** schools) of the total schools covered in the assessment.

Table 1 Information on schools included in the assessment by governorate

Governorate	Number of districts	Number of sub-districts	Number of villages	Total number of schools	Number of functional schools	The number of non-functional schools	# of operational schools	# of non-operational schools
Idleb	4	18	299	728	641	87	88%	12%
Al-Hasakeh	4	16	913	1,340	1,237	103	92%	8%
Ar-Raqqa	3	7	229	572	509	63	89%	11%
Aleppo	7	23	613	915	896	19	98%	2%
Hama	1	1	12	12	1	11	8%	92%
Deir ez-Zor	3	6	84	499	453	46	91%	9%
Total	22	71	2,150	4,066	3,737	329	92%	8%

Map 1 Areas covered by this study

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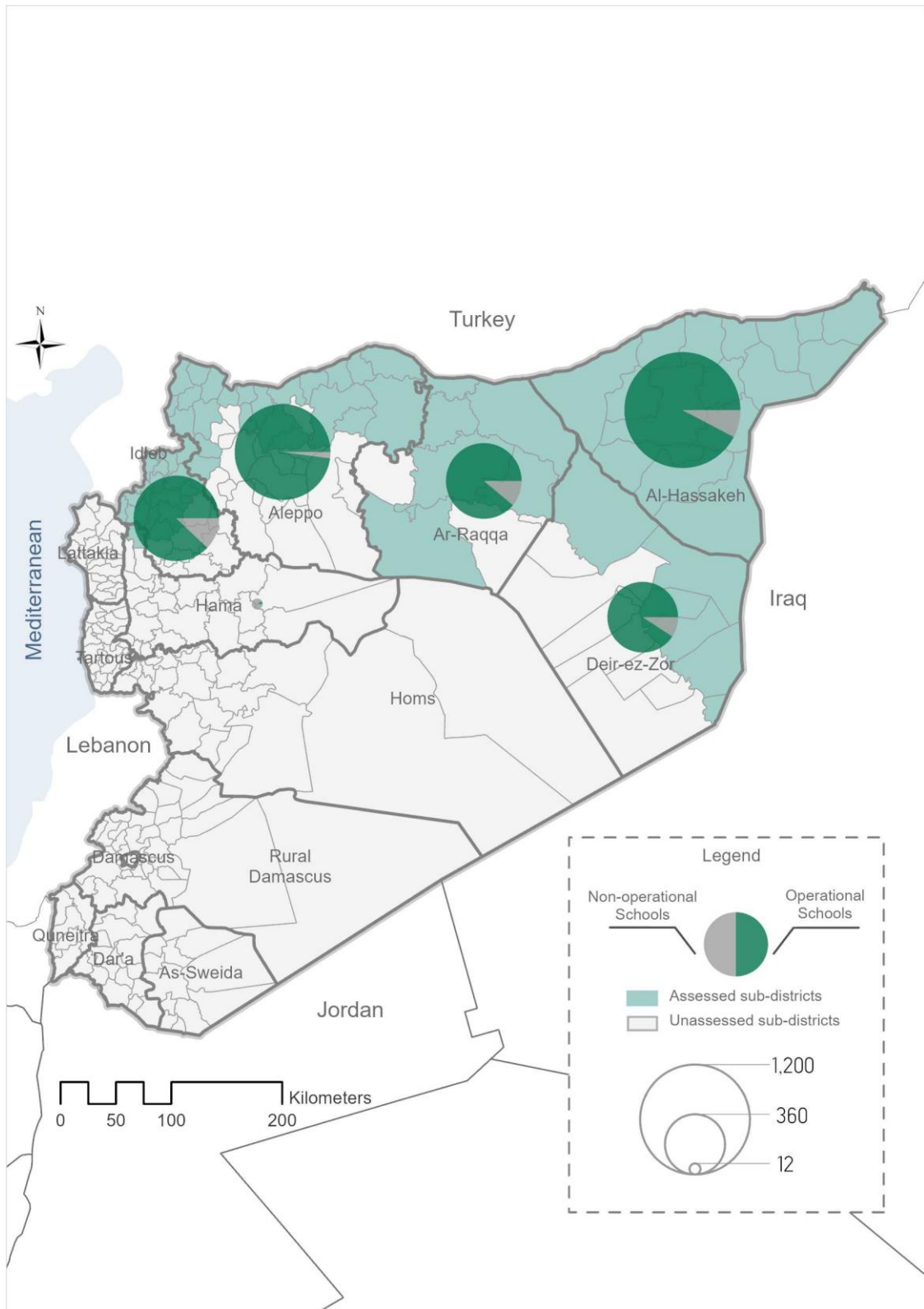
The assessed schools were divided into eight geographical regions: four regions in northeastern Syria and four regions in northwestern Syria. The division by geographical location, control, and access was adopted. These geographical areas are described as follows:

1. **Al-Hasakeh Governorate:** This governorate is under the control of the so-called Syrian Democratic Forces (SDF). It includes all the cities and towns of the al-Hasakeh Governorate, except for the Ras al-Ain sub-district, which is under the control of the opposition forces. There are 15 sub-districts in this geographical area. These are Al-Areesheh, Al-Hawl, Bir Al-Helou Al-Wardiya, Tal Tamer, Tal Hamis, Jawadiyah, Darbasiyah, Shadada, Amuda, Qahtaniyah, Markada, Al-Qamishli city, Al-Malikiyah city and Al-Yarubiyah, and Al-Hasakeh city.

2. **Deir ez-Zor Governorate:** This governorate is under the control of the so-called Syrian Democratic Forces (SDF). It includes all the Deir ez-Zor Governorate's cities and towns that are located to the east of the Euphrates River, as the regime forces control the cities and towns to the west of the river; therefore, they were not covered in the report. The number of sub-districts included in this geographical area is 6, and they are: Bosira, Thiban, Souse, Hajin, Kisra, and Soor.

3. **Ar-Raqqa Governorate:** This governorate is under the control of the so-called Syrian Democratic Forces (SDF). It includes all the cities and towns of the north of ar-Raqqa Governorate, except for Tel Abyad and Solouk sub-districts and parts of Ain-Issa sub-district, which are under the control of the opposition forces. The regime forces control the southern districts of ar-Raqqa Governorate; therefore, they were not covered in the report. The number of districts included in this geographical area is 4, and they are ar-Raqqa city, Ath-Thawra, al-Mansoura, and al-Karame.

4. **Eastern Countryside of Aleppo:** This geographical area is under the control of the so-called Syrian Democratic Forces (SDF). The number of sub-districts included in this area is 5, and they are Manbij city, Ain Al-Arab city, Abu Qalqal, Shiyukh Tahtani, and Sarin.

5. **Ras al-Ain and Tal Abyad:** This geographical area is under the control of the Turkey-backed opposition forces. The number of sub-districts included in this area is 4, and they are Ras al-Ain city, Tel Abyad city, Solouk, and parts of Ain Issa sub-district. To work in this geographical area, coordination with the Turkish authorities is required.

6. **Idleb Governorate:** This geographical area includes cities and towns outside the control of the regime from Idleb Governorate, the western countryside of Aleppo, and several towns from the northern countryside of Hama. The number of sub-districts covered by this area is 20 subdistricts, namely, the subdistricts of Teftnaz, Ehsem, Armanaz, Janudiyeh, Badama, Harim city, Maaret Tamsrin, Bennish, Sarmin, Al Dana, Darkosh, Salqin, Jisr-Ash-Shugur city, Qourqeena, Kafr Takharim, Mhambal, Idleb city, Jisr-Ash-Shugur, Ariha, in

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addition to the sub-districts of Atareb, and Daret Azza in western Aleppo countryside, and Al-Ziyara subdistrict in western Hama countryside.

7. **<u>Northern Countryside of Aleppo:</u>** This geographical area is under the control of the Turkey-backed opposition forces. The number of sub-districts included in this area is 9, and they are Akhtarin, Al-Ra'i, Tadef, Suran, Ghandoura, Mari', Al-Bab city, Azaz city, and Jarabulus city. To work in this geographical area, coordination with the Turkish authorities is required.

8. **<u>Afrin:</u>** This geographical area is under the control of the Turkey-backed opposition forces. The number of sub-districts included in this area is 7, and they are Bulbul, Jindires, Rajo, Sharran, Sheikh Al-Hadid, Afrin city, and Maabatli. To work in this geographical area, coordination with the Turkish authorities is required.

Table 2 Information on the schools covered by the report according to the adopted division of areas

Level of analysis	Number of districts	Number of sub-districts	Number of villages	Total number of schools	Number of functional schools	The number of non-functional schools	# of operational schools	# of non-operational schools
Al-Hasakeh	4	15	835	1,183	1,090	93	92%	8%
Ar-Raqqa	2	4	61	246	194	52	79%	21%
Deir ez-Zor	3	6	84	499	453	46	91%	9%
The eastern countryside of Aleppo	2	5	173	212	212	0	100%	0%
Idleb	6	21	332	853	754	99	88%	12%
Ras al-Ain and Tal Abyad	2	4	246	483	462	21	96%	4%
The northern countryside of Aleppo	3	9	210	325	315	10	97%	3%
Afrin	1	7	209	265	257	8	97%	3%
Total	22	71	2,150	4,066	3,737	329	92%	8%

Map 2 The distribution of control forces during the data collection period (November 2022)

Area of Influence
- Opposition groups
- Turkiye-backed opposition groups
- Syrian Democratic Forces (SDF)
- Syrian Regime
- Conflict zone - frontlines
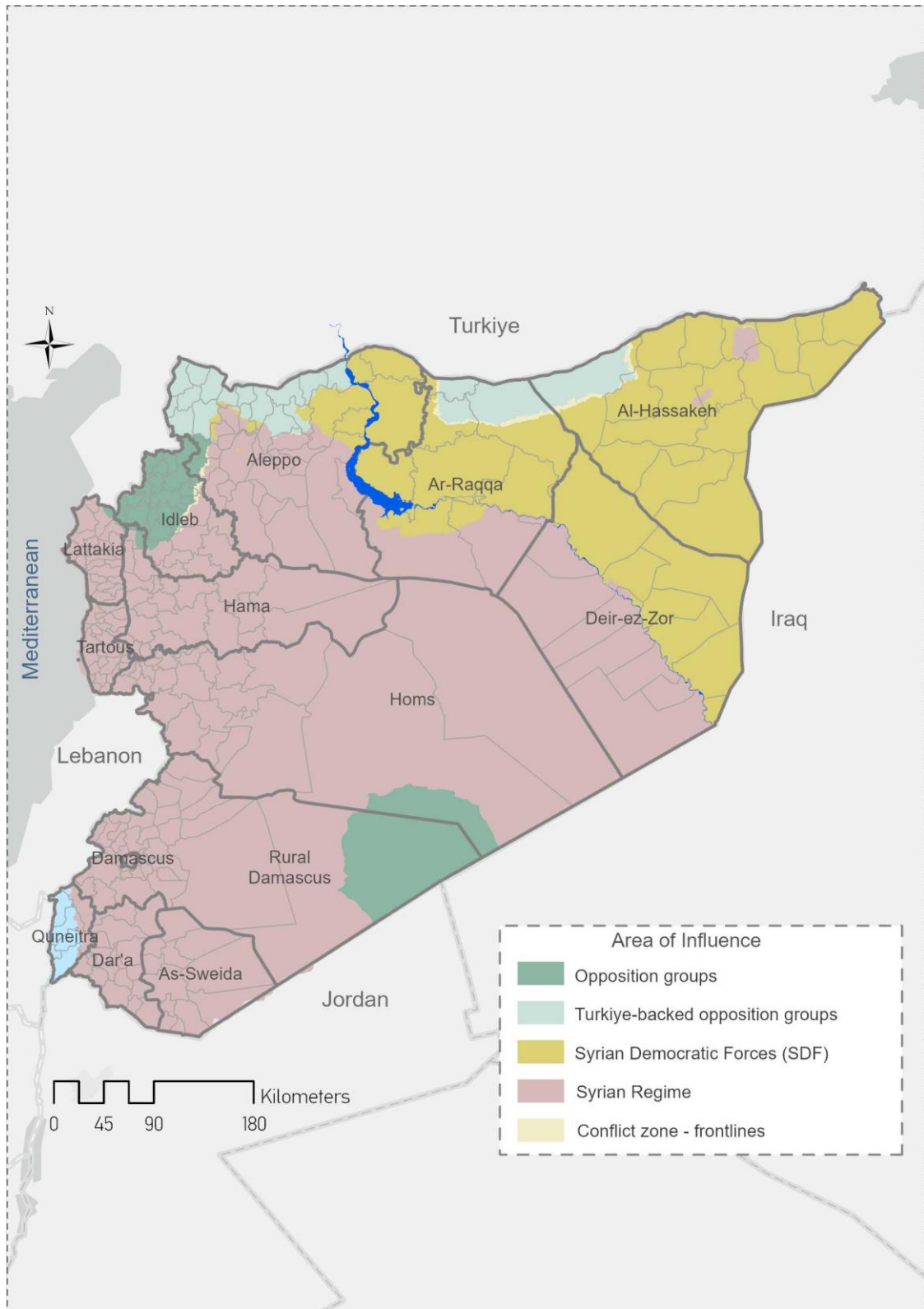
2. Access

In northwestern Syria, IMU researchers have been working in areas controlled by opposition forces for several years, which enabled researchers to collect the required data, but after signing memorandums of understanding with the directorates of free education, which is the entity responsible for managing the educational process. The forces controlling Idleb Governorate refused researchers access to schools and collecting data from them. This forced researchers to collect data through interviews with educational and administrative cadres outside schools. ACU, in coordination with the Education Cluster Syria Cross Border, cooperated with 21 humanitarian organizations to facilitate the collection of data from the schools supported by these organizations. The organizations are Hurras Network - Ihsan Relief and Development, Midad, Shafak, Ata, Ghiras Al-Nahda, Mercy without Limits, Takaful Al-Sham, Nasaem Al-Khair, You are Life and Peace, Violet, Islamic Relief, Family for Orphans and Children, People in Need, Syria Relief, Onsur, Kids Paradise, Sadad, Muzun, and Hand in Hand These organizations have already shared information on the number of students and teachers and the support provided to the school so that the ACU crosschecked with the data collected to reach the highest level of accuracy.

In northeastern Syria, the enumerators have not been able to access schools publicly, as there are no mechanisms to deal with the so-called Syrian Democratic Forces (SDF), and its Directorate of Education does not allow data collection from schools. This pushed the enumerators to rely on their network to access schools and collect data covertly. Opinion Questionnaires were always conducted outside of schools.

3. Assessment Tools

The questionnaires used in this edition of the report are based on the summary of the work in the report "Schools in Syria" through the past seven editions. It is noteworthy that the IMU conducts a workshop after preparing each edition of the report and receives feedback and recommendations from partners working in the education sector, in addition to receiving all comments and feedback via e-mail. The IMU team incorporates all the feedback gathered from questionnaires to encompass the comprehensive information required by partners in the education sector. The final version of the tools was developed in two phases:

Phase 1: The IMU developed a preliminary draft of the questionnaire covering a wide range of points related to the situation and needs of schools in northern Syrian. The questionnaire was developed based on the questionnaire form of the 7th Edition of "Schools in Syria" (2021/2022) was released last year, and the Information Management Unit took into account, in its design, the lessons learned from its previous seven versions. In this edition, questions related to the cholera epidemic were developed to identify the readiness of schools and their ability to prevent the spread among students.

This edition incorporates four distinct opinion questionnaires targeting students, parents, teachers, and school principals, aiming to enhance the accuracy of monitoring the educational landscape and effectively capture the perspectives of each societal segment regarding the education sector. Some questions used in studies related to the educational process have been developed, such as the educational section of the Humanitarian Needs Overview (HNO) questionnaires and the surveys that were used in the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) project, which was implemented by the IMU under the supervision of Manahel Program and Chemonics. Also, Hope Revival Organization contributed to the development of sections of the surveys related to psychosocial support for students. The questionnaires were shared with the Education Cluster Syria Cross Border and partners in the Cluster to add their feedback to the questionnaires.

Phase 2: The assessment tools used in this study were applied and tested by assessing two schools in each of the six governorates covered in the study. The IMU's enumerators were also tasked with filling out the surveys electronically in order to test the results. The IMU's information management officers received the data sample from the enumerators and imposed some restrictions that control the information and conducted a comprehensive review of the used tools.

- **School Questionnaire**: Given the constraints that prevented enumerators from conducting on-site visits to schools this year, the school questionnaire was completed by conducting interviews with alternative sources of information outside of schools. These sources included administrative staff, education offices in local councils, and other relevant entities involved in the field of education or engaged in related response efforts. The collected information encompassed a wide range of aspects, including the controlling forces present, security challenges, school-specific details, teacher-related concerns, student-related issues (including those pertaining to students with disabilities and orphans), as well as the availability of essential school supplies such as textbooks, school bags, and meals. The assessment also aimed to identify the key priorities and needs of the assessed schools.

- **Students Survey:** was designed to gather information directly from students on various aspects, including the safety conditions within the school premises, details about their caregivers at home, availability of meals either before or during school hours, their level of commitment to attending school, and whether they had experienced any psychological, physical, interaction-related, or self-awareness symptoms during the month

leading up to the data collection. During the survey conducted by IMU enumerators, a group of five to ten students from each school was selected for participation. In small schools, five students were surveyed, while in larger schools with a higher student population, up to ten students were included in the survey. The surveyed students were randomly selected and different age groups. IMU researchers conducted surveys with a total of 5,892 students between the ages of 6 and 18, encompassing six governorates. The gender distribution of the surveyed students was approximately 48% female and 52% male. Among the surveyed children, approximately 80% were from the host community, while 20% were internally displaced persons (IDPs). Additionally, 2% of the total number of surveyed children were identified as having disabilities.

- **Parents Survey:** The IMU enumerators completed the parents' survey by interviewing a random sample of parents with school-age children. The enumerators were assigned the responsibility of surveying individuals from diverse social and economic backgrounds, as well as various geographical locations. The enumerators carried out a total of 5,935 surveys among individuals who have children of school age, both enrolled and those who have dropped out, across six governorates. Out of the parents surveyed, 43% were mothers, and 57% were fathers. Moreover, 76% of the respondents belonged to the host community, while 24% were IDPs. The survey of parents encompassed details regarding the degree of their children's commitment to school attendance, the causes for non-attendance (if any), equality in treatment towards the IDPs and host communities, as well as the curricula adopted and preferred. A comparison was made between the current education system and the pre-2011 education system. A survey was administered to assess whether any of their children exhibited symptoms related to psychological well-being, physical health, interpersonal interactions, or self-awareness in the month leading up to the data collection.

- **Teachers Survey:** The enumerators from the IMU conducted a survey involving three to five teachers who were working in the schools that were included in the survey. In areas where school attendance was suspended, teachers were interviewed at home. The IMU enumerators conducted a survey with 5,544 teachers in six governorates. The percentage of female teachers surveyed was 54%, while the percentage of males was 46%. The questionnaire covered various aspects, including training courses in emergency situations, incidents of older students bullying younger ones, the perception of safety within schools, the impact of war on students, strategies for addressing diverse student groups (such as internally displaced

persons, host community members, and students with disabilities), tackling the shortage of school supplies, services, salaries, incentives, curricula, and addressing student-related issues.

- **Principals Survey**: Questionnaire interviews were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male. The questionnaire inquired whether the principals had participated in training courses related to emergency school management, teacher performance evaluation, monitoring daily attendance of teachers and students, addressing student dropouts, conducting meetings with parents, and managing school-related challenges.

4. Training of Enumerators and Data Collection

The IMU trained its network of 100 enumerators for 12 hours over two days to fill out questionnaires to collect data and fill questionnaires via Skype for Business. The training sessions were recorded and provided to the enumerators for future reference, allowing them to review the information presented during the training as needed. Additionally, the training included a two-day pilot phase for the questionnaires, during which the enumerators gathered observations through fieldwork. Based on these observations, certain adjustments were made to the questionnaires. In each sub-district, one or more researchers were assigned to collect data based on the population size of each area included in the study.

The network coordinators, based at the Turkey office, provided daily supervision for the data collection process. Enumerators would consult with them whenever they encountered any challenges or issues during their fieldwork. Every enumerator was provided with an individualized work plan for their assigned data collection area. In situations where schools were temporarily closed, the enumerators were instructed to submit proposals for alternative data collection plans that would allow for the coverage of the maximum number of schools on a daily basis, if feasible. The enumerators often conduct surveys during the suspension period. In instances where it was discovered that two schools were operating within the same building, data collection was conducted from both schools during a single interview. This approach aimed to save time and prevent the need for multiple visits to the key informants of each school. In exceptional cases where enumerators were granted access to schools, they conducted on-site visits accompanied by a team from the school administration. During these visits, the enumerators had the opportunity to observe the school's environment, examine records, and gain a better understanding of its circumstances. Whenever possible, the enumerators also captured documentary photos to document their findings from the visited schools.

5. Data Management and Analysis and Drafting the Report

The enumerators utilized the ONA software to electronically complete the questionnaires. Subsequently, the network coordinators were responsible for monitoring the data reception and merging the collected information into an Excel database. The information management officers diligently engaged in data cleaning and verification processes to identify outliers and missing values. They worked in collaboration with the data collection team to rectify or update any incorrect or incomplete data, ensuring its accuracy and reliability. After data cleaning was over, the IMU team started displaying the data and creating tables and charts about it. Software and tools such as Dax, Query Editor, ArcGIS, Adobe Illustrator, Adobe InDesign, and Adobe Photoshop were used to visualize the collected data. The first draft of the report was written in Arabic and later translated into English. Noting that the report, in its two languages, has been written taking quality assurance standards into account in preparation and content, both internally and externally.

6. Timetable for Drafting the Report

Preparations for the 8th edition of the "Schools in Syria" report commenced in September 2022, with data collection scheduled to take place during the first semester of the 2022-2023 school year. The questionnaires were carefully developed, incorporating all the suggested amendments provided by partners in the education sector. To alleviate potential server pressure resulting from the extensive number of questionnaires collected for this report (a total of 24,156 questionnaires were sent for drafting), data management and analysis officers programmed the questionnaires electronically using the ONA software. This approach ensured efficient data processing and analysis. It is noteworthy that data management officers faced difficulties in downloading data when using Kobo Collect software in previous editions, which prompted them to search for the appropriate alternative in the last three editions of the report. The researchers underwent training to fill out questionnaires and collect information proficiently. The training spanned two days, with each day consisting of six hours of online sessions conducted through Skype for Business. The training for researchers took 12 hours of training and ended on November 19, 2022. The two-day pilot phase commenced, during which enumerators submitted experimental data from all questionnaires and opinion surveys. Data management officers then checked and verified the received values through rigorous testing procedures. The data collection period spanned from November 22, 2022, to January 5, 2023. Data and analysis officials initiated the identification and extraction of outliers and missing values, which were subsequently reviewed with the enumerators. Concurrently, the report's maps were generated as part of the analysis process. Subsequently, the report drafting phase commenced in

Arabic and was later translated into English. Following the drafting process, the report underwent design by the Media Department, culminating in the release of the final version in April 2023.

7. Difficulties and Challenges

The enumerators encountered various challenges during the data collection process for the current edition of the Syria Schools Report. The following are the main difficulties encountered by IMU enumerators in the field:

- The inability to visit schools publicly, particularly in eastern Syria, due to the lack of permits to access schools.

- The inability to visit schools within the directorates of education in western Syria due to the lack of approvals for accessing schools. As a result, the enumerators were compelled to conduct questionnaires with principals and teachers outside the school premises.

- The suspension of schools for different durations in certain areas, particularly in eastern Syria, due to the security situation.

- During the data collection period, there was a one-week suspension of schools in certain areas of Raqqa Governorate due to a significant outbreak of influenza among students.

Section 3:
General Information

Section 3: General Information

1. Comparing the Numbers of Schools Covered in the Latest Five Editions of the Report

In the fourth edition[2] of the report, published in 2018, there was a notable increase in the number of schools covered compared to previous editions. The report encompassed a total of 4,079 schools, including 3,086 operational schools and 756 non-operational schools. These schools were located in 99 sub-districts across 10 governorates. In the fifth edition [3]of the report, released in 2019, the coverage included 4,016 schools, consisting of 3,378 operational schools and 638 non-operational schools. This edition encompassed 78 sub-districts within six governorates. In the subsequent sixth edition[4] published in 2020, the number of schools covered was reduced to 3,685. This comprised 3,340 operational schools and 345 non-operational schools. The decrease in coverage was attributed to the regime gaining control over 125 cities and towns in Idleb governorate, as well as the corresponding countryside of Aleppo and Hama governorates. Consequently, these areas were excluded from the report, which focused on schools outside the regime's control. In the seventh edition[5] of the report, published in 2022, a total of 3,992 schools were covered. Among them, there were 3,598 operational schools and 394 non-operational schools. This edition encompassed schools located in 71 sub-districts across six governorates.

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[2] https://acu-sy.org/imu_reports/schools-in-syria-2018/

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

[4] https://acu-sy.org/imu_reports/schools-syria-06-thematic-2021/

[5] https://acu-sy.org/imu_reports/schools-in-syria-07-thematic-2022/

In the current and upcoming eighth edition of the report, set to be released in April 2023, the coverage includes a total of 4,066 schools. This comprises 3,737 operational schools and 329 non-operational schools. This edition of the study covered schools located in 71 districts across six governorates in northern Syria.

Figure 1 The change in the coverage of schools during all editions of the report

	2015	2016	2017	2018	2019	2020	2021	2022	
	1,507	3,228	3,373	4,079	4,016	3,685	3,992	4,066	Total # of Schools
	1,507	1,658	1,995	3,086	3,378	3,340	3,598	3,737	# of operational schools
		1,570	1,378	756	638	345	394	329	#of Non-operational schools
	62	85	90	99	78	69	71	71	# of assessed subdistricts
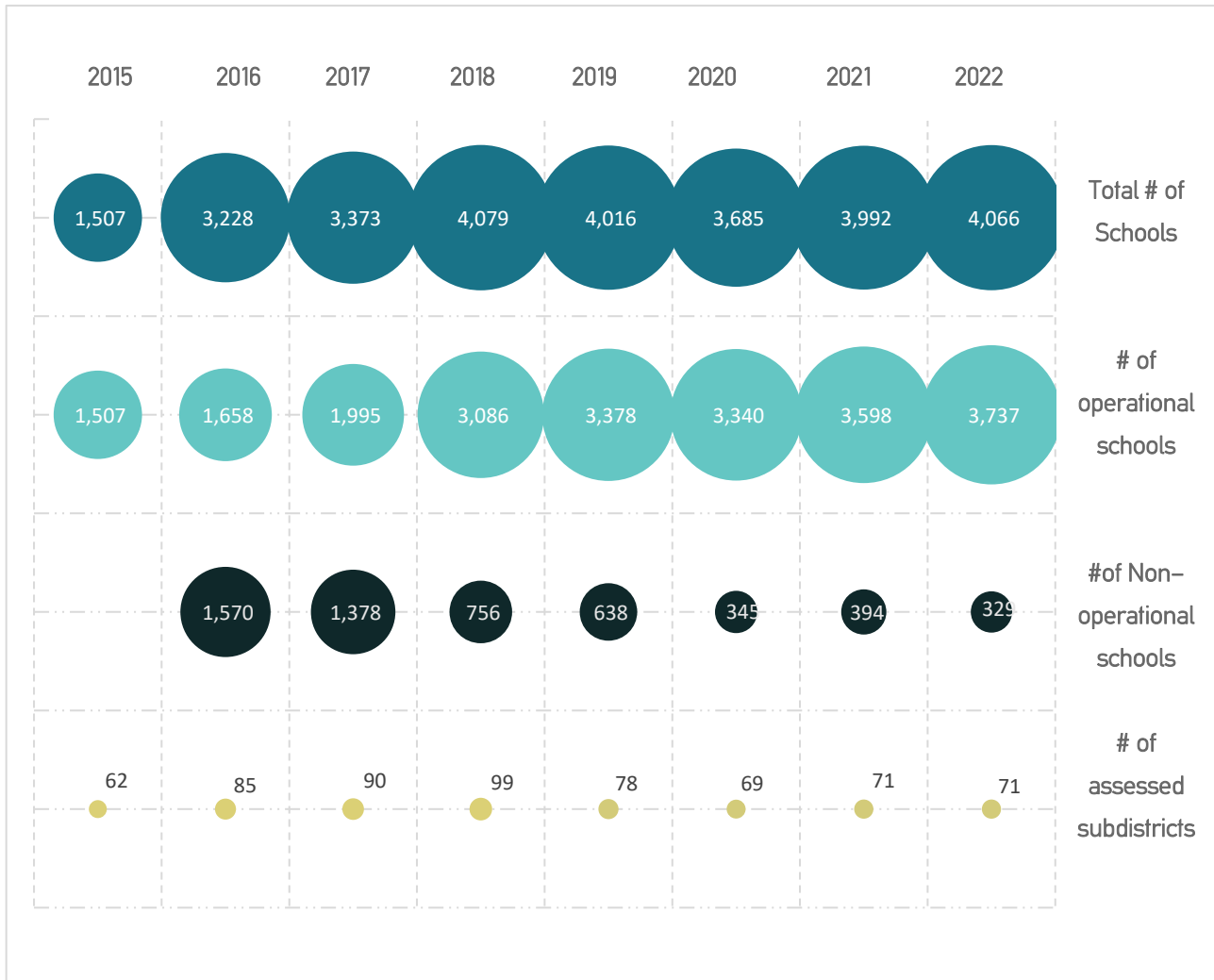
2. Numbers of Schools by Districts

Out of the total number of schools covered by the report, which amounted to 4,066, operational schools accounted for 92% (3,737 schools), while non-operational schools represented a smaller portion at 8% (329 schools). The report further delves into the reasons behind the suspension of the educational process in these non-operational schools, which will be discussed in a dedicated section.

Figure 2 Number/Percentage of operational and non-operational schools
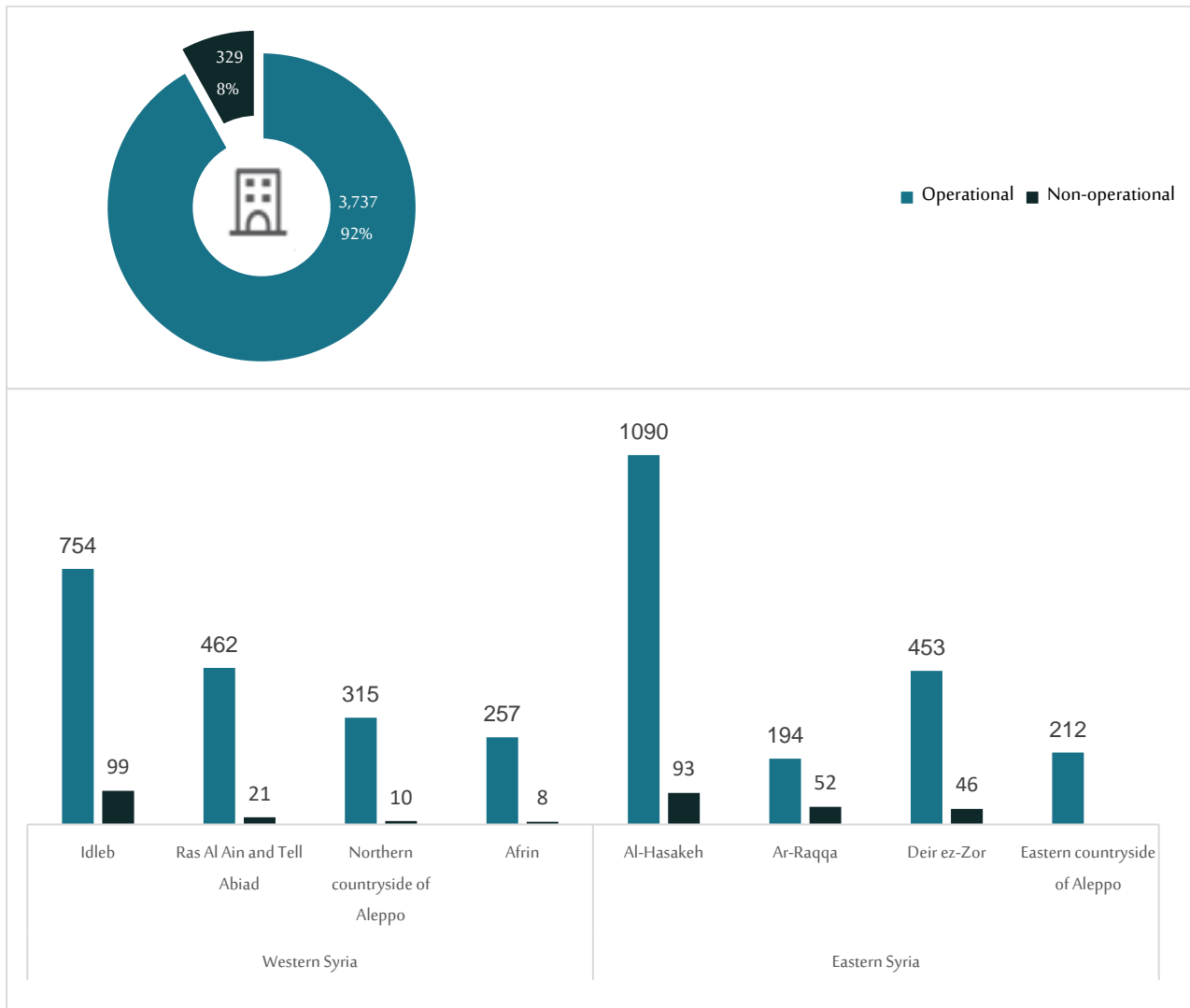
In northeast, Syria, the governorate with the highest number of non-operational schools was Al-Hasakeh, which had a total of 93 non-operational schools. Ar-Raqqa governorate followed by 52 non-operational schools.

In northwestern Syria, Idleb governorate had the highest number of non-operational schools, totaling 99. Following Idleb, Ras al-Ain and Tal Abyad had 21 non-operational schools.

3. The Security Situation of Assessed Schools (Shelling and Clashes)

Schools in Syria are at risk of being targeted by both air and ground attacks, particularly those situated near conflict lines or within cities and towns experiencing military operations. The INEE (Inter-Agency Network for Education in Emergencies) Minimum Standards for Education in Emergencies go beyond safety and security standards within schools. While they do address safety and security aspects, such as the availability of a school fence and proximity to communities, they also encompass broader aspects of education in emergency situations. The IMU team in Syria developed a set of standards specific to the Syrian context to assess the safety of schools. These standards aim to determine the level of safety and security within schools, taking into consideration the unique challenges and risks faced in the Syrian context Schools in Syria are classified into four levels based on the security situation: safe, relatively safe, unsafe, and highly risky. Below are definitions of all levels:

- In the study, schools were classified as "**safe**" when they were located in areas that were not exposed to shelling and were away from the frontlines, ensuring the lives of students were not endangered. It should not be documented in the school's history that it had been directly targeted by bombing.

- A school was categorized as **"relatively safe"** if it is situated in a sub-district that experiences sporadic shelling, with no more than one instance per month, and is located at a considerable distance from the frontlines. It should not be recorded in the history of the school that it was exposed to any direct bombing. If a sub-district has experienced previous bombings, the safety level of schools in that area would be downgraded. This implies that students may face a higher risk of being exposed to bombings on the journey to school.

- Schools were categorized as **"unsafe"** if there is a documented history of direct targeting or bombing incidents specifically aimed at the school. Such incidents pose a significant risk to the safety of schoolchildren, making access to education a perilous endeavor. The intensity of bombing in the sub-district where a school is located varied, ranging from no shelling to intermittent shelling and clashes. If a school had been bombed at least once in the past, it increased the likelihood of being targeted again. In some cases, areas that had previously been targeted were kept in records to be targeted again in the future.

- Schools are categorized as **"highly risky"** if they have been previously targeted by direct bombings or if they are located in sub-districts that experience constant bombings and clashes.

Based on the criteria mentioned, the assessment revealed that 92% (3,755 schools) of the assessed schools were classified as 'safe', where students were not exposed to the dangers of war. 7% (260 schools) were considered

'relatively safe', while 13 schools were deemed 'unsafe', and 1% (38 schools) were identified as 'highly risky', with students at risk of bombings.

Figure 3 Numbers/ Percentage of the assessed schools by the security situation (shelling and clashes)
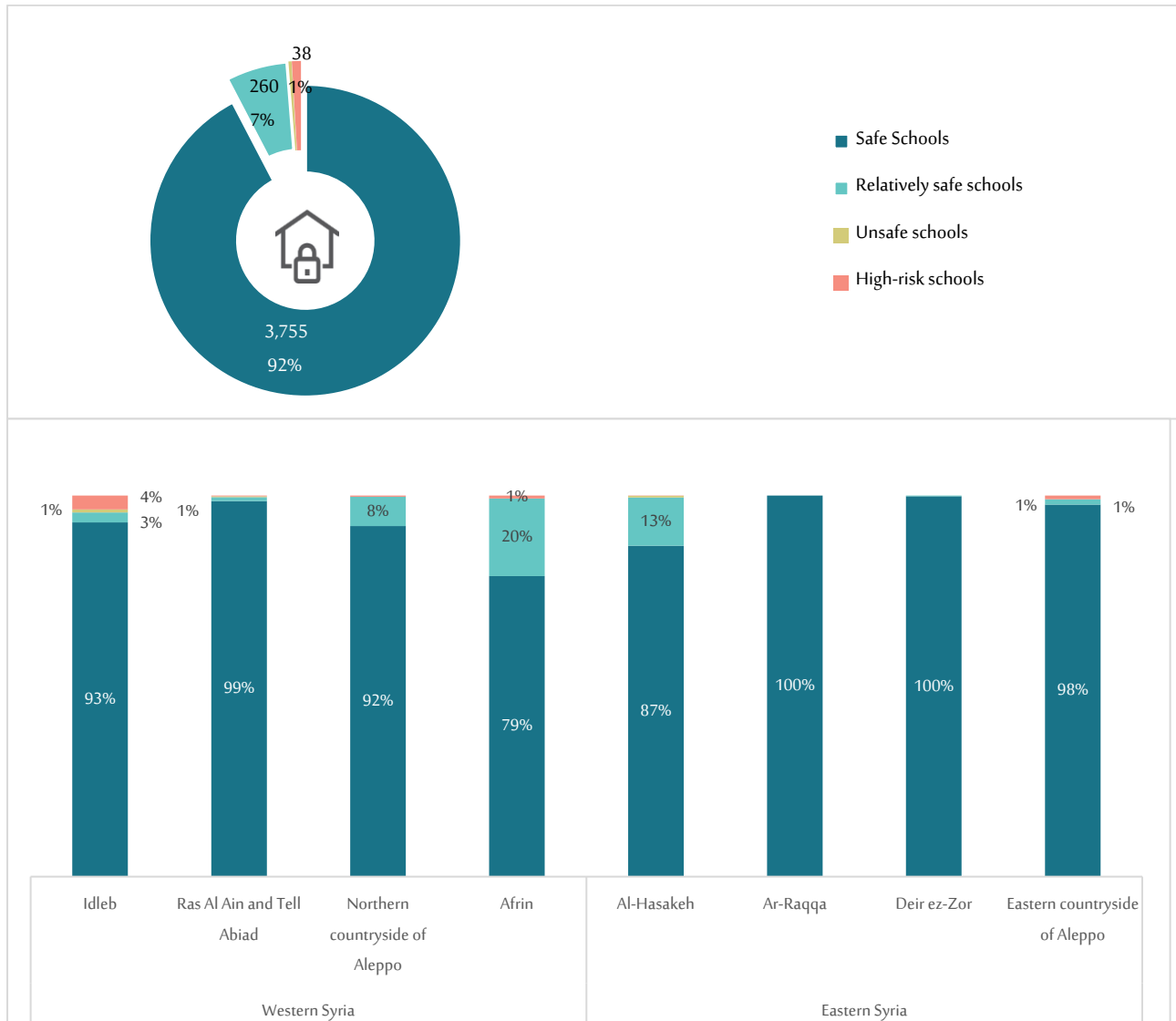
In Idleb governorate, the study revealed that 4% (31 schools) of the schools were classified as highly risky, with the lives of students endangered due to daily shelling of cities and towns, including direct targeting of schools. Additionally, 1% (7 schools) were deemed unsafe, 3% (22 schools) were considered relatively safe, and 93% (793 schools) were classified as safe within Idleb governorate.

In Afrin sub-district, the study revealed that less than 1% (2 schools) were classified as highly dangerous, posing a risk to the lives of students due to shelling and bombings in the region. Additionally, 20% (54 schools) were categorized as relatively safe, while the majority, 71% (209 schools), were considered safe.

In Al-Hasakeh governorate, the study revealed that 13% (150 schools) were classified as relatively safe, indicating a moderate level of safety for students. Additionally, five schools were categorized as unsafe, posing risks to students, and one school was deemed highly risky. However, the majority, 87% (1,027 schools), were considered safe within Al-Hasakeh governorate.

4. Student Survey: Feeling Safe While at School

During surveys conducted by IMU enumerators, students were asked to express their feelings regarding safety at school.10% (576[6] students) reported feeling unsafe at school.

Figure 4 Number/Percentage of students by their feeling safe in schools
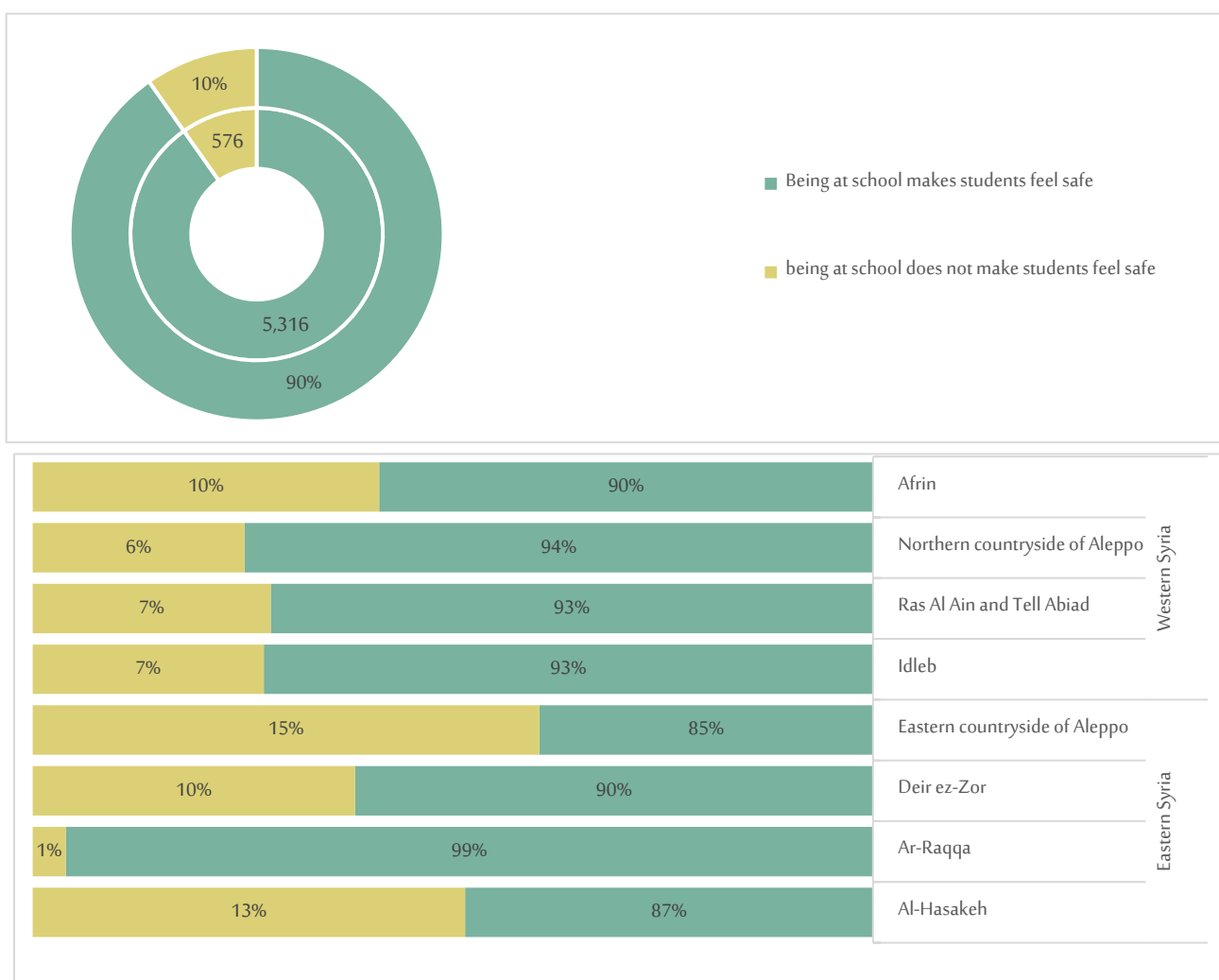
- Being at school makes students feel safe
- being at school does not make students feel safe

10%	90%	Afrin
6%	94%	Northern countryside of Aleppo
7%	93%	Ras Al Ain and Tell Abiad
7%	93%	Idleb
15%	85%	Eastern countryside of Aleppo
10%	90%	Deir ez-Zor
1%	99%	Ar-Raqqa
13%	87%	Al-Hasakeh

Western Syria (Afrin, Northern countryside of Aleppo, Ras Al Ain and Tell Abiad, Idleb)

Eastern Syria (Eastern countryside of Aleppo, Deir ez-Zor, Ar-Raqqa, Al-Hasakeh)

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[6] IMU enumerators conducted a survey with 5,892 children aged 6-18 years in and out of school in 6 governorates. Females constituted 48% of the children, males 52% of the children, and 2% of the children surveyed had a disability.

5. Teacher Survey: Students' Feelings of Insecurity at School

Through the questionnaires with teachers, the enumerators asked if students expressed their feeling of insecurity while being at school.28% (1,570 teachers) of the surveyed teachers reported that students expressed feeling unsafe within the school, while 72% (3,974 teachers) reported that students did not express feeling unsafe within the school. Students expressing their feelings of unsafety to their teachers indicates a significant level of fear and anxiety among the students.

Figure 5 Number/Percentage of teachers by their students expressing felling unsafe at school

Region		Unsafe	Safe
Western Syria	Afrin	54%	46%
	Northern countryside of Aleppo	31%	69%
	Ras Al Ain and Tell Abiad	14%	86%
	Idleb	32%	68%
Eastern Syria	Eastern countryside of Aleppo	20%	80%
	Deir ez-Zor	48%	52%
	Ar-Raqqa	32%	68%
	Al-Hasakeh	22%	78%

Legend:
- None of the students contacted me expressing their fear
- A student reached out to me expressing fear
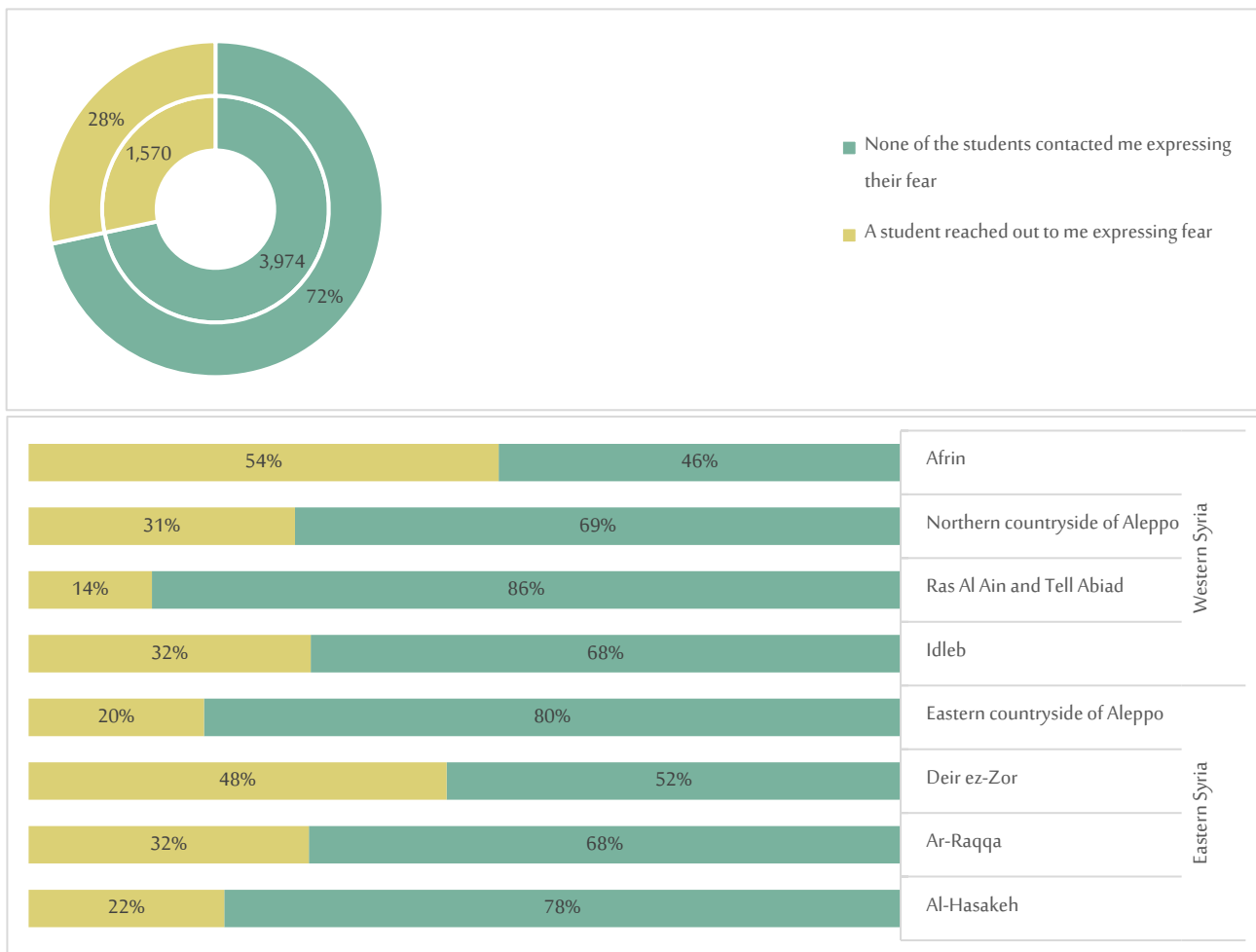
Section 4:
Buildings of Operational Schools

Section 4: Buildings of Operational Schools

1. Distribution of Operational Schools

Out of the total assessed schools, operational schools accounted for the majority, comprising 3,737 schools, which represents 92% of the assessed schools. This includes 1,788 schools in northwest Syria and 1,949 schools in northeast Syria.

Figure 6 Number/Percentage of operational schools according to distribution

%	Number	Location	Region
20%	754	Idleb	Western Syria
12%	462	Ras Al Ain and Tell Abiad	
8%	315	Northern countryside of Aleppo	
7%	257	Afrin	
29%	1,090	Al-Hasakeh	Eastern Syria
5%	194	Ar-Raqqa	
12%	453	Deir ez-Zor	
6%	212	Eastern countryside of Aleppo	

2. Condition of Operational School Buildings

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

Figure 7 Number/Percentage of operating schools by construction status

112
3%

3,625
97%

■ Not destroyed (functional for teaching purposes)

■ Partially destroyed (partially suitable for teaching purposes)

	Idleb	Ras Al Ain and Tell Abiad	Northern countryside of Aleppo	Afrin	Al-Hasakeh	Ar-Raqqa	Deir ez-Zor	Eastern countryside of Aleppo
Not destroyed	93%	100%	99%	100%	97%	97%	97%	100%
Partially destroyed	7%		1%		3%	3%	3%	

Western Syria — Eastern Syria
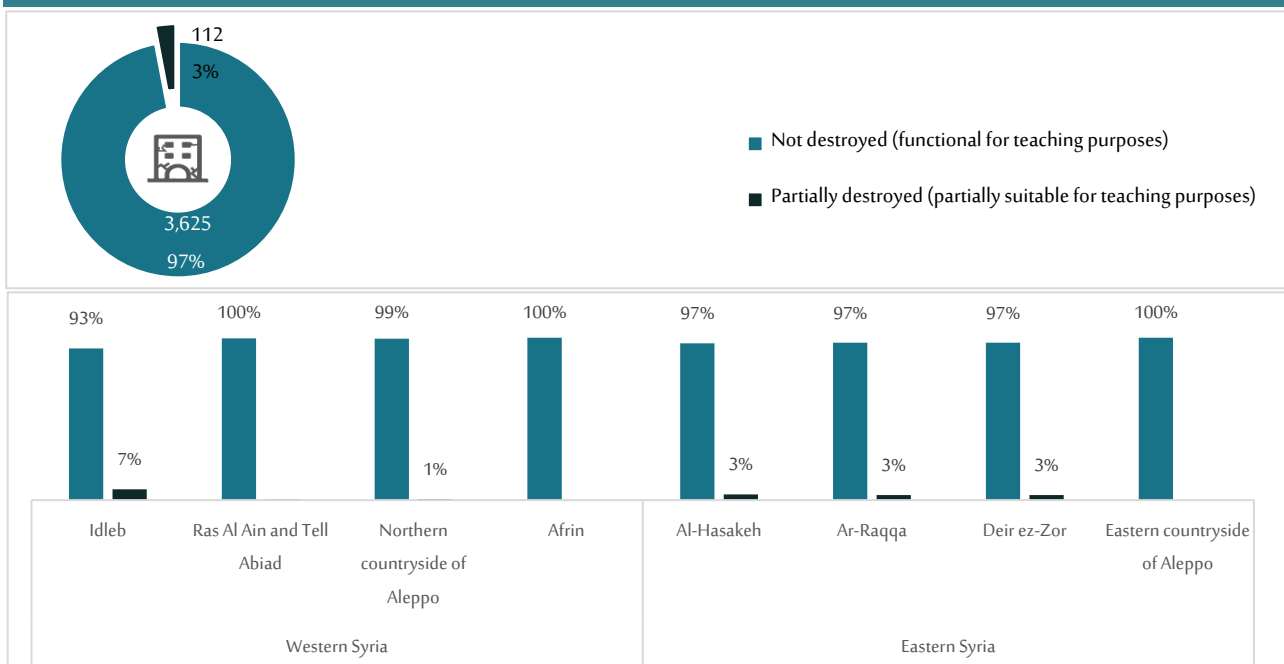
In northwestern Syria, the largest percentage of partially destroyed schools were found and are still used for education in Idleb Governorate at 7% of the total assessed schools. The percentage of partially destroyed schools in the northern countryside of Aleppo was only 1%. The study's findings indicate that in the northeastern region of Syria, specifically in the governorates of Ar-Raqqa, Deir ez-Zor, and Al-Hasakeh, there were equal proportions of partially destroyed schools that were still being used for education. In each of these governorates, the percentage of partially destroyed schools reached 3% of the total schools assessed.

Due to their proximity to the front lines, schools in conflict-affected areas are at a higher risk of being targeted by bombings. As a result, these schools may become neglected or abandoned, and their contents, such as equipment and supplies, may be stolen or damaged. Furthermore, in some cases, schools may be repurposed for non-educational uses, further disrupting access to education for students. Therefore, the destruction of schools cannot be linked to one cause, as schools are exposed to a group of factors that lead to their destruction. Through this study, key informants were asked about the main reason that led to the destruction of the school or the reason that caused the largest percentage of the destruction.

According to the study, a significant portion of schools in Syria have been destroyed due to different reasons. Approximately 24% (60 schools) of the schools assessed in the study were destroyed as a result of bombings by aircraft. Additionally, 22% (53 schools) of the schools were destroyed due to negligence, where the educational process was halted, and maintenance and repair work were neglected, resulting in the deterioration of infrastructure such as doors, windows, and other facilities.19% (46 schools) were destroyed as a result of ground bombardment (artillery and missiles), and 17% (43 schools) were destroyed as a result of clashes that occurred near or within them. The study also revealed that 9% (22 schools) of the assessed schools were destroyed as a result of thefts targeting school contents and equipment. Thieves would dismantle doors, windows, and all valuable equipment found within schools, particularly in displaced cities and towns. Thefts are often facilitated by the controlling powers. 06% (14 schools) of schools were destroyed as a result of bombings near or within them.

Figure 8 Number/Percentage of partially destroyed operational schools according to the causes of destruction
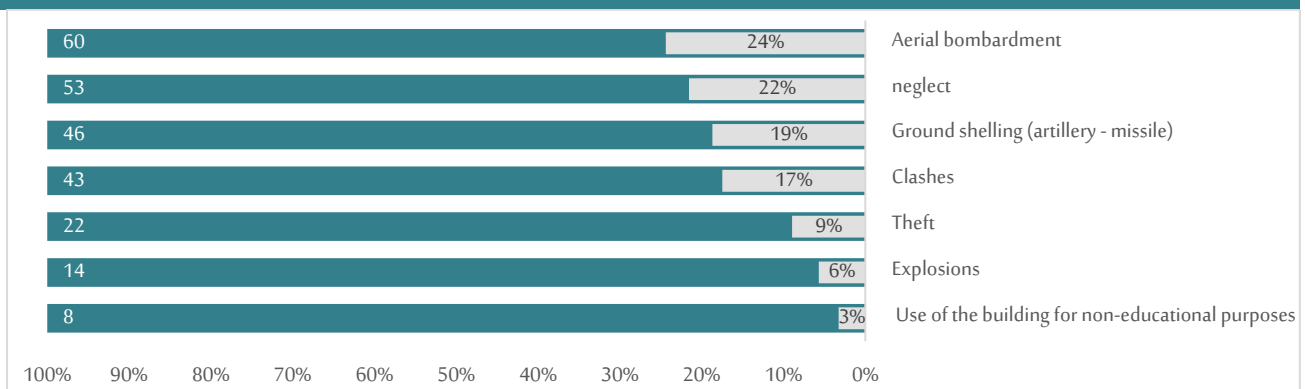
3. Types of Operational Schools (Regular School - Other)

Before the current events, the education system in Syria consisted of two types of schools: regular schools and rural schools. As a result of war conditions and the displacement of civilians, temporary educational places or schools have emerged.

- **Regular schools:** These are schools whose buildings are planned and constructed to be schools, and they shall meet a set of criteria, including:

  - The capacity of the building should be proportional to the number of students enrolled.
  - Yards (open spaces for recreation) shall be available surrounded by a fence to protect students from external dangers. The size of the yards shall be commensurate with the number of students, and they shall be equipped for recreational activities.
  - There should be toilets and water taps commensurate with the number of students attending the school.
  - The building ceilings shall be high and have large windows that facilitate ventilation within the classrooms. Windows shall be protected by metal bars to protect children.
  - It shall have wide corridors and stairs to facilitate movement.
  - Rooms that contain means to support the educational process, such as laboratories, libraries, and computer labs (this condition shall be met starting from the second cycle of basic education).

- **Rural schools:** Before the conflicts, Syria had rural schools that were primarily located in small villages where there weren't enough students to warrant the construction of a conventional school building. Rural schools were typically comprised of multiple rooms within a rural house, and their primary objective was to provide easy access to education for children in the early stages of primary education (grades 1-6) to prevent them from dropping out. Due to inadequate numbers of teachers and classrooms, rural schools often combine students from various grades into a single classroom.

- **Temporary schools:** Temporary educational spaces were established in response to the ongoing displacement of civilians and services to meet the educational needs of displaced children who may have to stay in a particular location for a short period until it becomes safe to return home or until regular schools become available in their new place of settlement. These schools often take the form of tents or caravans, and sometimes a room is set up in a house located close to where the displaced communities are located and taken as a temporary school for children. These schools are often suited to the conditions of rural schools in combining several stages of education into a single classroom.

- **Safe educational places:** In areas that are heavily bombed or close to conflict zones, alternative spaces are utilized for educational purposes. These spaces often include basements of residential or other buildings, which are converted into safe educational places. These basements provide a relatively safer environment for students and teaching staff, reducing the risks to their lives in case their towns come under attack. They are also located near students' places of residence, so students avoid long distances in bombed-out cities and towns.

The study found that 82% (3,055 schools) of the operational schools included in the assessment were regular, most of which were established before the war in Syria. 17% (622 schools) are rural schools, most of which were established before the war in Syria, and 1% (60 educational units) are temporary educational places and are termed 'temporary schools.'

Figure 9 Number/Percentage of operational schools by type
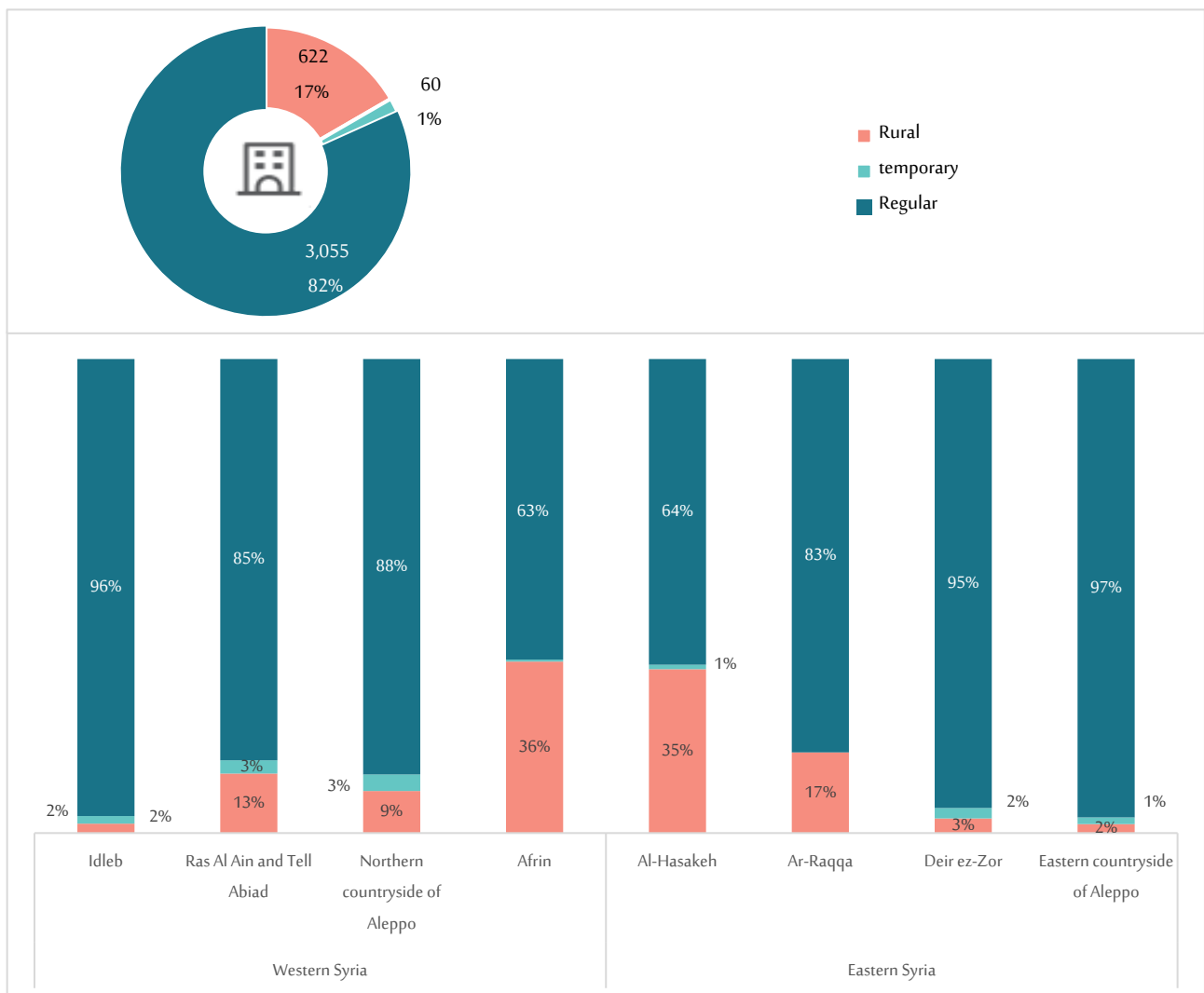
4. The Availability of Safety and Security Standards within Schools

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

The standards for safe educational spaces included the absence of building destruction that poses risks to students, the presence of a protective fence, and the use of metal bars to secure windows. The school should accommodate over 61% of students and provide a safe road that does not put their lives at risk.

Regular schools should have a schoolyard as a fundamental requirement, providing a safe outdoor recreational area where students can rest, engage in sports activities, and participate in other non-classroom activities. The size of the schoolyard should be adequate and proportional to the number of students, considering their needs and the school's capacity. Additionally, it is important to surround the schoolyard with high fences to ensure the safety of children and protect them from external risks.

Based on safety and security standards included in the INEE Minimum Standards for Education, only 51% (1,908 schools) of the assessed operational schools met these standards, and 49% (1,829 schools) did not meet them.

The study revealed that 74% (2,765 schools) of the operational schools that were assessed had walled schoolyards, with a majority of these schools being regular schools. The study found that in 14% (536 schools) of the operational schools, there is a schoolyard available, but it lacks a surrounding fence. In 2% (79 schools), there is a fence surrounding the school, but there is no schoolyard. And 10% (357 schools) of the operational schools do not have a schoolyard or a fence surrounding it.

Figure 10 Number/Percentage of schools that meet safety and security standards

There is a schoolyard, no fence   There is no fence or schoolyard

They meet safety and security standards

Do not meet safety and security standards
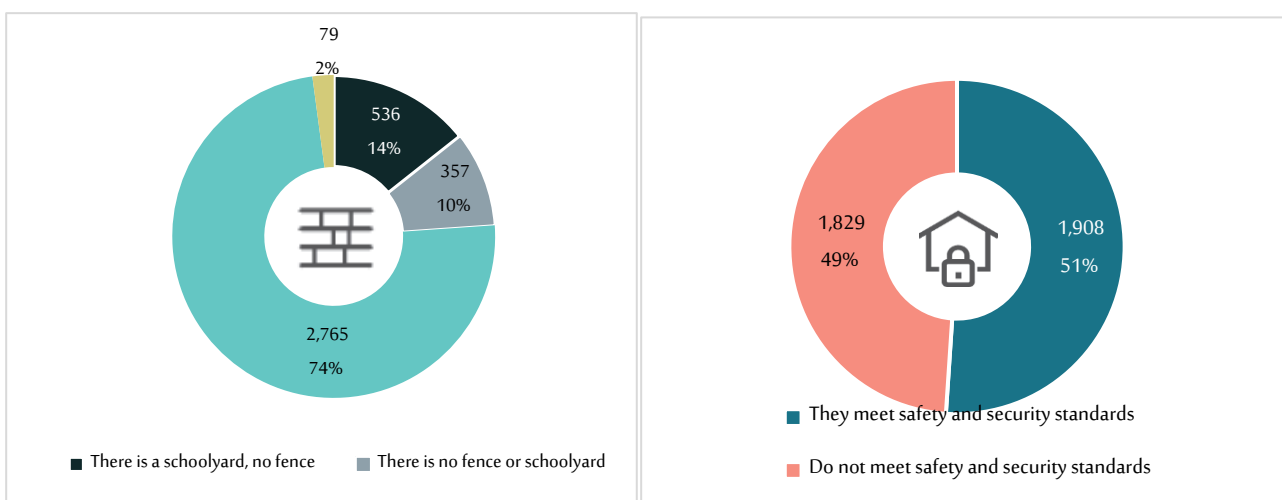
5. Condition of Classrooms

In the context of this study, classrooms are considered 'appropriately equipped' for the educational process if they meet certain criteria, including not being destroyed, having appropriate doors and windows, and being equipped with essential educational items such as desks and whiteboards.

The study found that 88% (30,402 rooms) of the total classrooms within the operational schools were appropriately equipped, 6% (1,925 rooms) needed to be equipped with school furniture only to be ready for teaching purposes, 5% of the classrooms (1,827 rooms) need simple repairs, including doors, windows and school furniture, and 1% (463 classrooms) of these classrooms need major repairs (structural) in their walls and ceilings in addition to providing them with school furniture. 1% (130 classrooms) of these classrooms were found to be completely destroyed and could not be repaired and needed to be rebuilt.

Figure 11 Number/Percentage of classrooms by their readiness for education

# of classrooms used for teaching purposes (equipped)

# of classrooms that need school furniture (no repairs)

# of classrooms that require minor repairs

# of classrooms that need repairs of the ceiling or walls, and furniture

# of completely destroyed classrooms
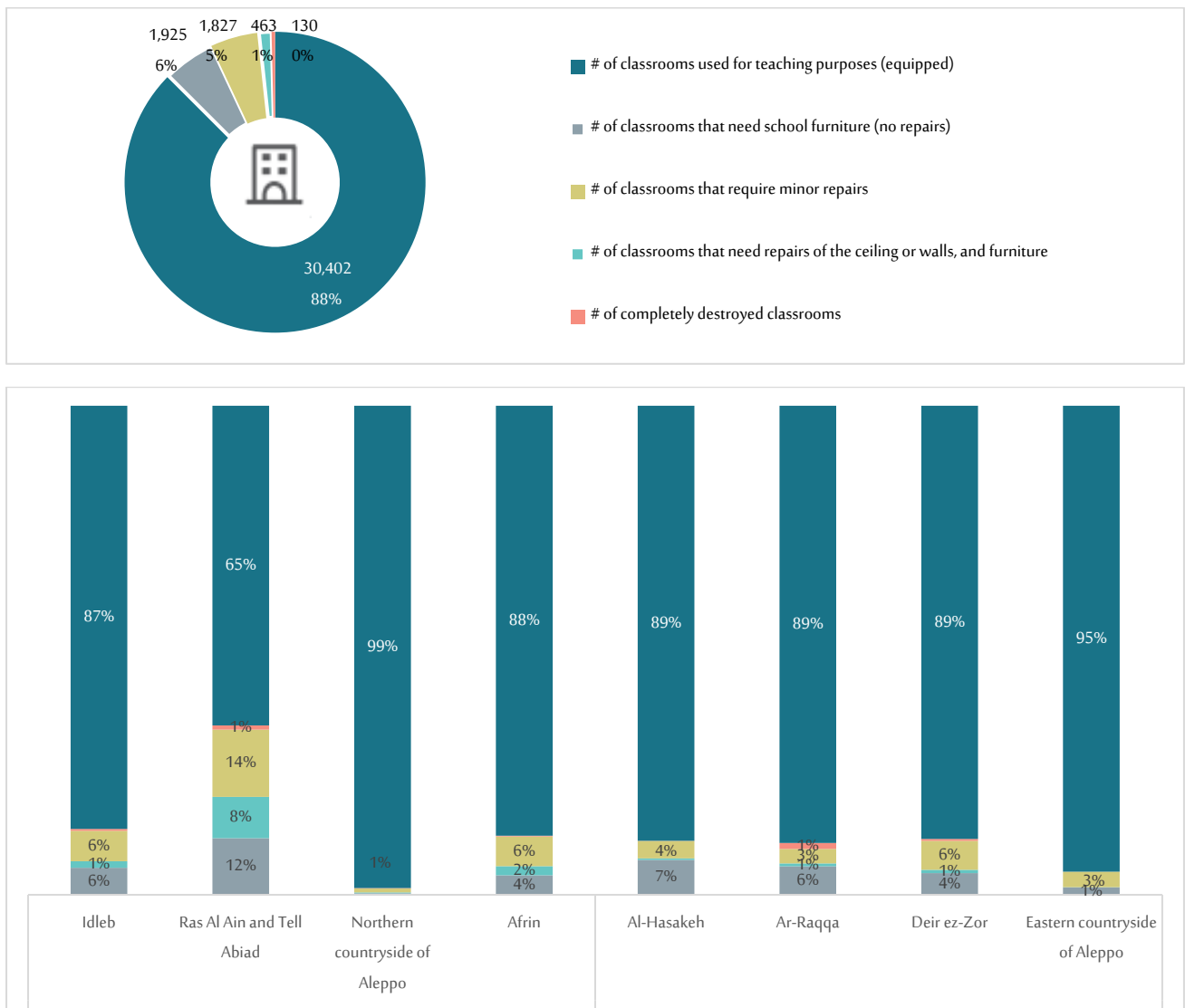
In northwestern Syria in Idleb governorate, the study found that 6% of classrooms need to be equipped with school furniture, 6% need simple repairs with doors and windows and furniture, and 1% need repairs that include ceilings, walls, and furniture.

In northeastern Syria, the study found that Deir ez-Zor governorate has the largest number of classrooms that need repairs and equipment to be ready for the educational process. The study found that 6% of the classrooms in the governorate's operational schools need simple repairs for doors, windows, and school furniture, 4% of the classrooms need to be equipped with school furniture, and 1% need repairs that include ceilings, walls, and furniture. In Al-Hasakeh governorate, 4% of the classrooms in the governorate's operational schools need simple repairs with doors and windows and equipped with school furniture, 7% of the classrooms need equipping with school furniture, and 1% need repairs that include ceilings, walls and equipping with furniture. In Ar-Raqqa governorate, 3% of the classrooms in the governorate's operational schools need simple repairs with doors and windows and equipped with school furniture, 6% of the classrooms need to be equipped with school furniture, and 1% need repairs that include ceilings, walls, and furniture.

6. The Situation of Doors and Windows

The doors of classrooms in Syria are often made of wood and are therefore vulnerable to damage. Under normal circumstances, these doors should be maintained and replaced once a few years. As a result of the outbreak of the war, the destruction of school facilities increased directly as a result of the shelling as well as the deterioration caused by the use of schools for non-educational purposes, which led to a significant decrease in the usability period of classroom doors. School windows in Syria are made of glass as a material covering the bulk of the window in order to benefit from sunlight in lighting classrooms in addition to wood or metal. School windows need regular maintenance and replacement of glass that may break and maintenance of joints or locks. Wooden windows require more maintenance of joints and locks compared to metal windows. Additionally, windows are often more susceptible to damage than doors due to their composition of fragile materials like glass and plastic. They are also directly exposed to external factors such as the heat of the sun in the summer and humidity in the winter. In conflict-affected areas, even if windows are not directly targeted by bombings, the pressure caused by nearby explosions can still result in the breaking of glass. Windows may be completely destroyed if the pressure is significant. Continuous maintenance and ensuring the safety of windows play a crucial role in providing warmth to children during the winter.

According to the study, 15% (8,450 doors) of the operational school doors assessed require maintenance work, while 7% (3,619 doors) are completely destroyed and irreparable, necessitating replacement. The key informants have confirmed that some of these schools do not have doors as they have been largely destroyed or looted.

The study revealed that 16% (16,969 windows) of the operational school windows assessed require maintenance work, while 10% (10,444 windows) are completely destroyed and cannot be repaired, requiring replacement.

Figure 12 The status of doors and windows within the assessed schools

	Windows	Doors		
Idleb	Windows 74% / 18% / 8%	Doors 78% / 17% / 5%		
Ras Al Ain and Tell Abiad	Windows 67% / 17% / 16%	Doors 63% / 24% / 12%		
Northern countryside of Aleppo	Windows 91% / 6% / 3%	Doors 93% / 5% / %		
Afrin	Windows 75% / 18% / 7%	Doors 79% / 16% / 5%		
Al-Hasakeh	Windows 71% / 18% / 11%	Doors 77% / 17% / 6%		
Ar-Raqqa	Windows 74% / 15% / 11%	Doors 74% / 17% / 9%		
Deir ez-Zor	Windows 80% / 12% / 9%	Doors 84% / 9% / 8%		
Eastern countryside of Aleppo	Windows 64% / 23% / 13%	Doors 74% / 19% / 8%		
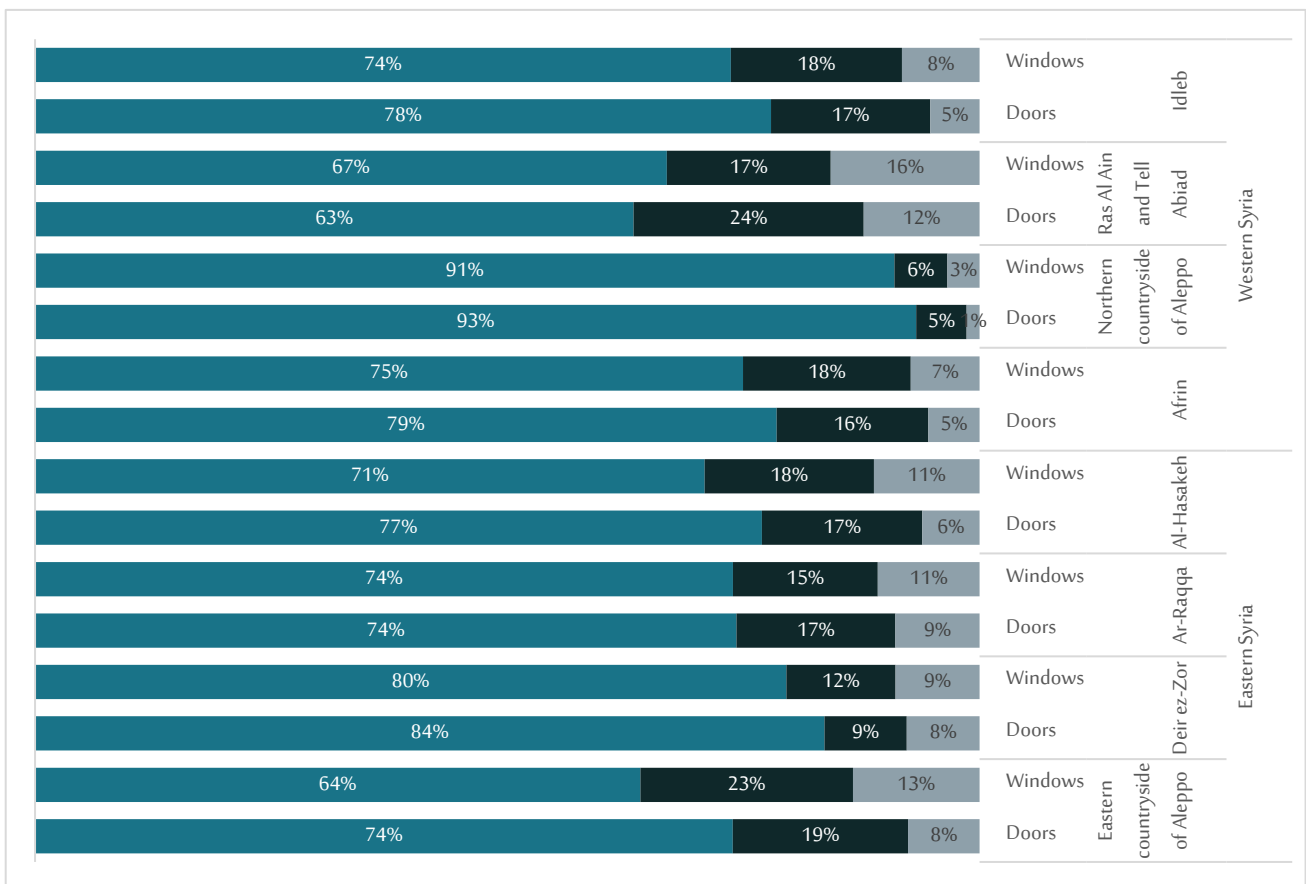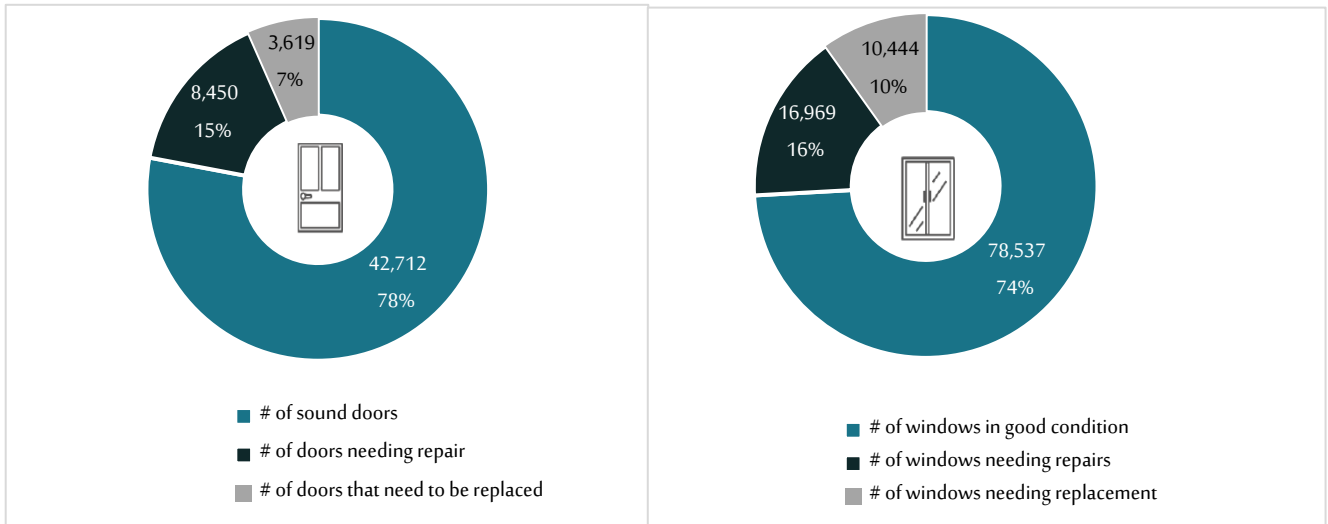
7. The Materials Covering the Windows and the Presence of Metal Bars to Protect the Windows

The study found that 88% (3,288 schools) of the operational schools assessed were equipped with metal bars on their windows, providing protection to students from external dangers and preventing accidents such as falling from upper floors while playing. However, 12% (449 schools) of the assessed schools did not have metal bars protecting the windows.

Figure 13 Materials covering the windows and the presence of metal bars to protect them

449
12%

Unprotected by metal bars
Protected by metal bars

3,288
88%
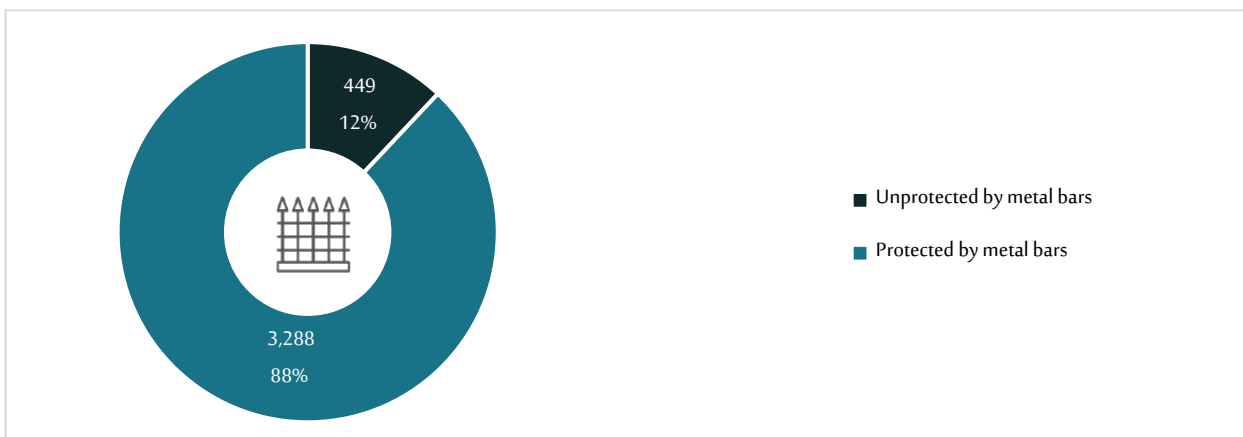
Section 5:
Water and Sanitation Within Schools

Section 5: Water and Sanitation within Schools

1. Availability of Water in Schools

The study found that water is available for drinking and general use in 90% (3,360 schools) of the operational schools. Water was not available in 10% (377 schools), where students bring drinking water from home, and there was no water available for general use within these schools (water for toilets or personal hygiene).

Figure 14 Number/Percentage of operational schools according to the availability of water within them
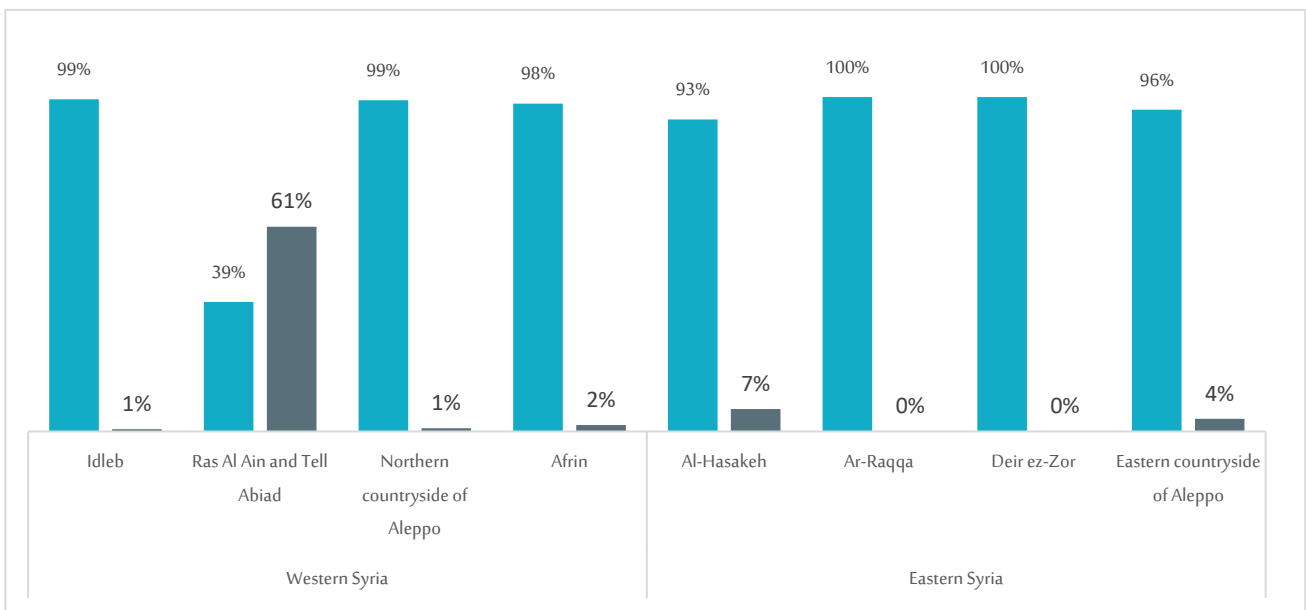
In northwestern Syria, 61% of schools in Ras al-Ain and Tal Abyad did not have access to water for drinking and general use, and in 2% of the schools in Afrin region, as well as in 1% of the schools in Idleb governorate and the northern countryside of Aleppo.

In northeastern Syria, 7% of schools in al-Hasakeh governorate and 4% of schools in the eastern countryside of Aleppo did not have access to water for drinking and general use. While no problems were reported in the availability of water in Deir ez-Zor and Ar-Raqqa governorates.

2. The Means to Ensure Water for Drinking and General Use in Schools

The study found that 39% (1,446 schools) of operational schools get water for drinking and general use from the public water network, while 35% (1,318 schools) receive water through water trucks that transport water to the school. The study also found that 7% (258 schools) get water from a well adjacent to the school, and 6% (222 schools) have a well within the school that provides it with water. While 3% (116schools) get water from nearby places such as houses adjacent to the school or other neighboring places, and in 10% (377 schools), students bring drinking water with them from their homes while in these schools, there is no water for use (for toilets and hygiene).

Figure 15 Number/Percentage of operational schools according to the means to access drinking water

Number	Percentage	Category
1446	39%	Public water network
1318	35%	water trucks
258	7%	A water well next to the school
222	6%	A water well within the school
116	3%	Nearby locations
377	10%	No drinking water available at school

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%
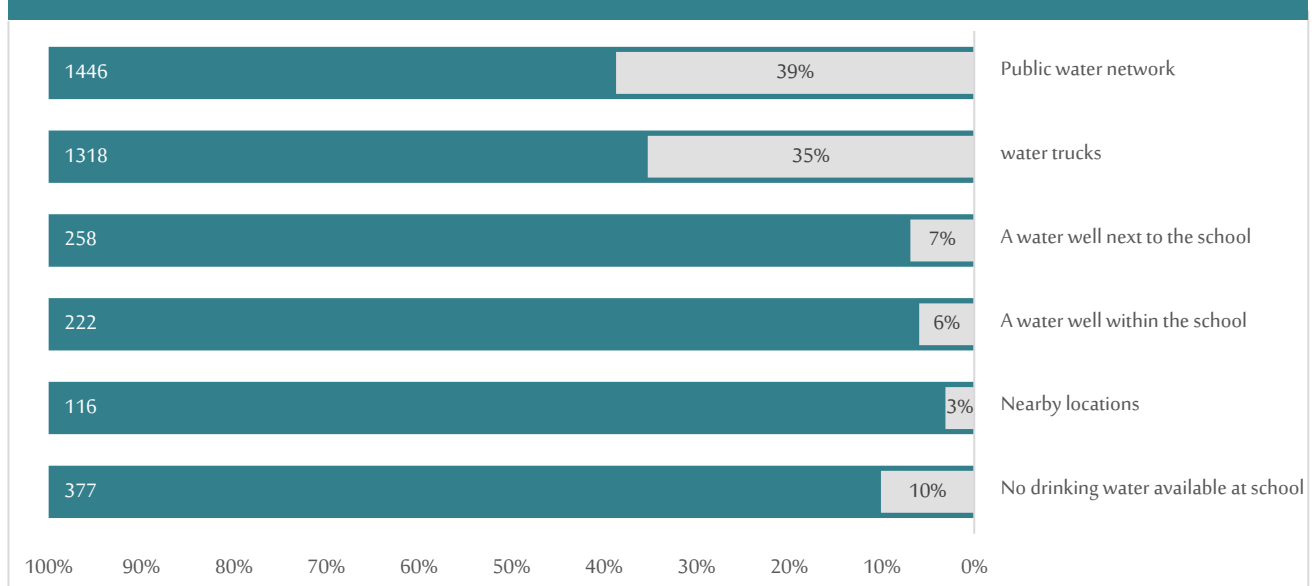
3. The Availability of Appropriate Quantities of Drinking Water, Hand Washing, and Toilet Water in the Operational Schools

According to the Sphere standards,[7] "*three liters of water a day should be provided for each student to drink and wash their hands (this amount does not include water for toilets)."* According to Sphere standards, schools with water supply are categorized into two groups. The first category includes schools where drinking water and handwashing facilities are available but in limited quantities. The estimated water amount per student is less than 3 liters per day. The second category comprises schools with sufficient drinking water and handwashing facilities, providing an estimated water amount of 3 liters or more per student per day. When visiting schools, the principals were asked about the amount of drinking water and handwashing that schools are provided with and divided by

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[7] https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf

the number of students in the school. To reach the most accurate information, school officials were also asked about the amount of water for drinking and handwashing that students receive daily.

According to the Sphere standards, "20-40 liters per day should be provided for each user of traditional siphon toilets connected to the sewage system, 3-5 liters per day for each user of water pushing toilets". According to Sphere standards, schools with water have been divided into two categories. The first category is schools with low availability of water for toilets, and the amount of water per student is estimated to be less than 20 liters per day. The second category is schools with appropriate availability of water for toilets, and the amount of water per student is estimated at 20 liters or more per day[8,] When visiting schools, school officials were asked about the amount of water for toilets provided to schools and divided these quantities by the number of students in the school. School officials were also asked about the amount of toilet water allocated to each student per day to reach the most accurate information.

The study found that drinking water was not available in 7% (247 schools) of the operational schools covered by the study. Drinking water was provided in limited quantities (less than 3 liters per student) in 54% (1,815 schools) and in appropriate quantities in 39% (1,298 schools) of the operational schools.

The study found that water for use in toilet facilities is not available at all 5% (176 schools) of the operating schools. It was also found that water for toilets is available in small quantities (less than 20 liters per student) in 60% (1,997 schools) and in appropriate quantities in 35% (1,187 schools) of operational schools.

Figure 16 The amount of water for drinking and general use within operational schools

Available in limited quantities
Available in proper quantities
No water available for use in the bathrooms

Available in limited quantities
Available in proper quantities
Drinking water is not available

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[8] https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf
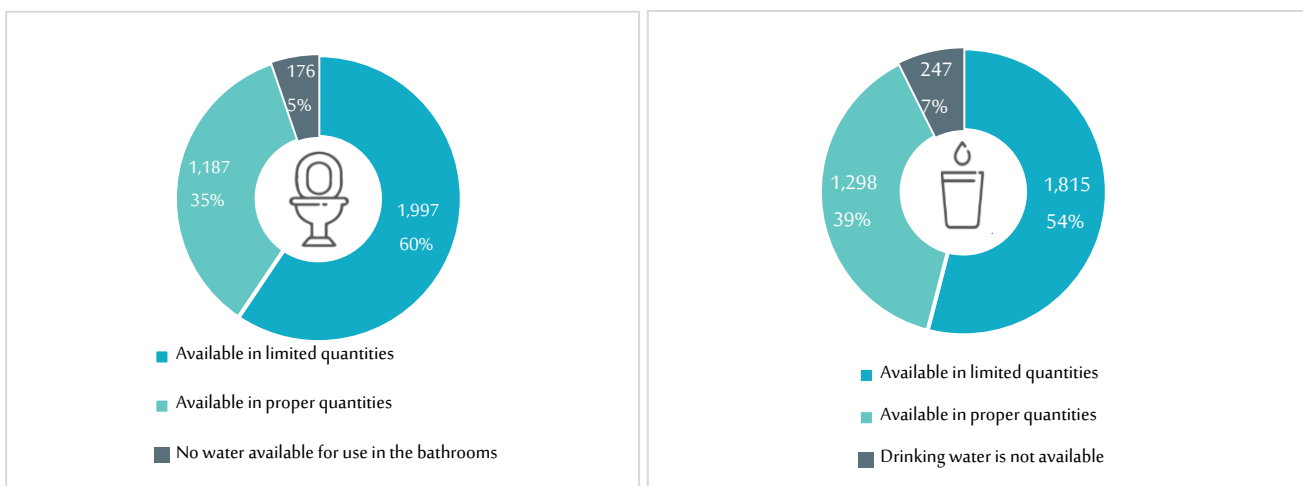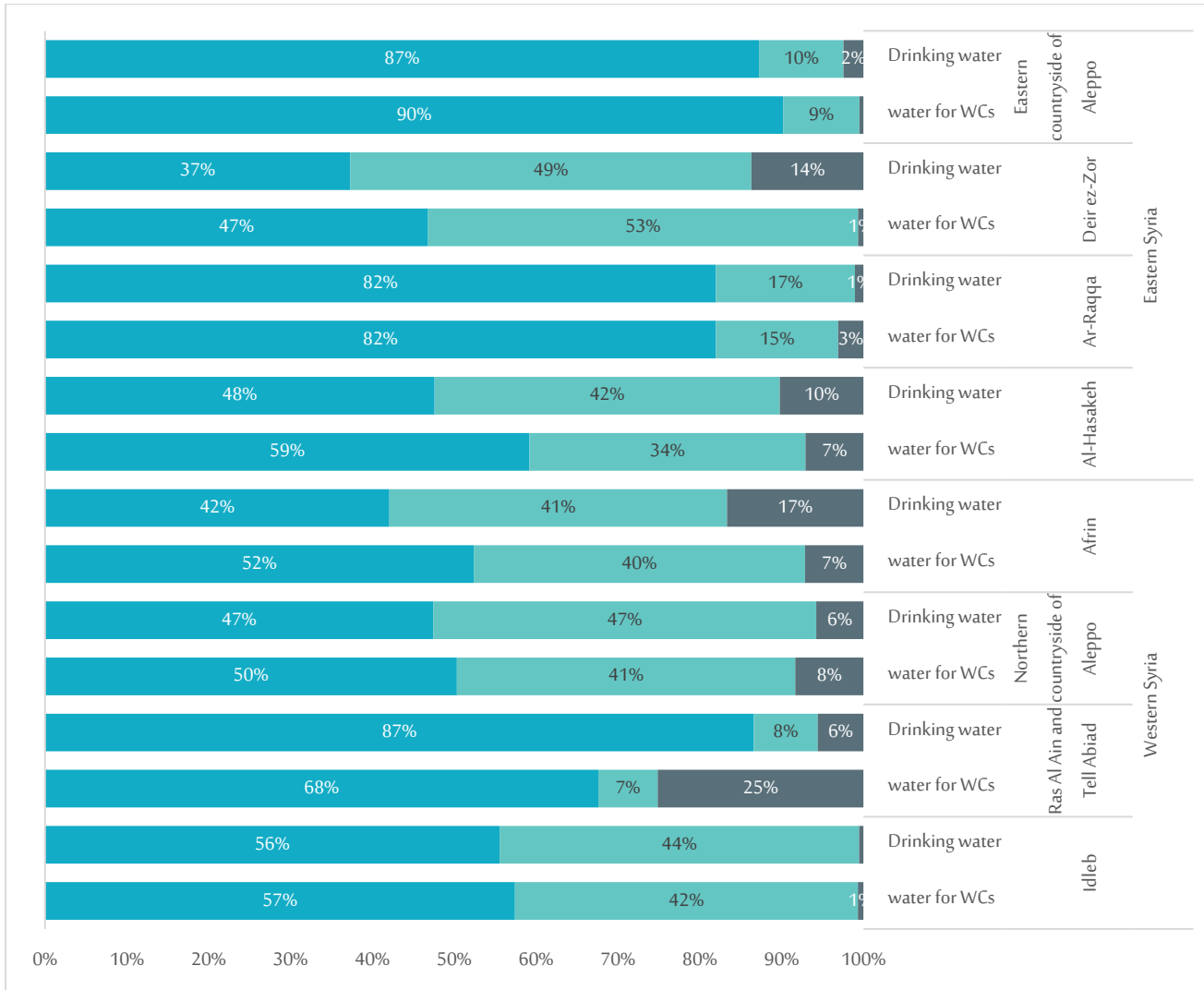
4. Number of Students Per Water Tap and Water Taps That Need Replacement

In Syrian schools, the break between lessons is typically 30 minutes long. To ensure smooth access to water taps without crowding or jostling, it is considered acceptable to have fewer than 50 students per tap. This helps maintain a manageable and orderly flow of students accessing the water taps during the break period. If the number of students per tap exceeds 50, there is a possibility of experiencing slight congestion at the water taps during the break between lessons. If the number of students per tap reaches 100 or more, it is highly likely that there will be severe congestion in front of the water taps during the break between lessons. This can result in significant delays and may lead to some students being deprived of drinking water within the limited break time. The distribution of water taps should be deliberate so that not all students congregate in one corner of the school.

The study showed that 59% (2,218 schools) of the total operational schools that provide water to their students have a number of students per tap less than 50 students, 21% (768schools) have a number of students per tap from 50 to 100 students, and 8% (317 schools) have a number of students per tap of more than 100 students. There were no functional drinking water taps in 12% (434 schools) of the operational schools. The number of water taps that need to be replaced in the operating schools covered by the assessment was 3,737. This number includes all water taps used for drinking, in toilets, or taps used for other purposes.

Figure 17 Number of water taps for drinking compared to the number of students

Legend:
- Less than 50 students per faucet
- 50-100 students use one water tap
- There are no water taps at school
- More than 100 students use one tap

Value	%	Region	
257	7%	Afrin	Western Syria
315	8%	Northern countryside of Aleppo	
462	12%	Ras Al Ain and Tell Abiad	
754	20%	Idleb	
212	6%	Eastern countryside of Aleppo	Eastern Syria
453	12%	Deir ez-Zor	
194	5%	Ar-Raqqa	
1,090	29%	Al-Hasakeh	
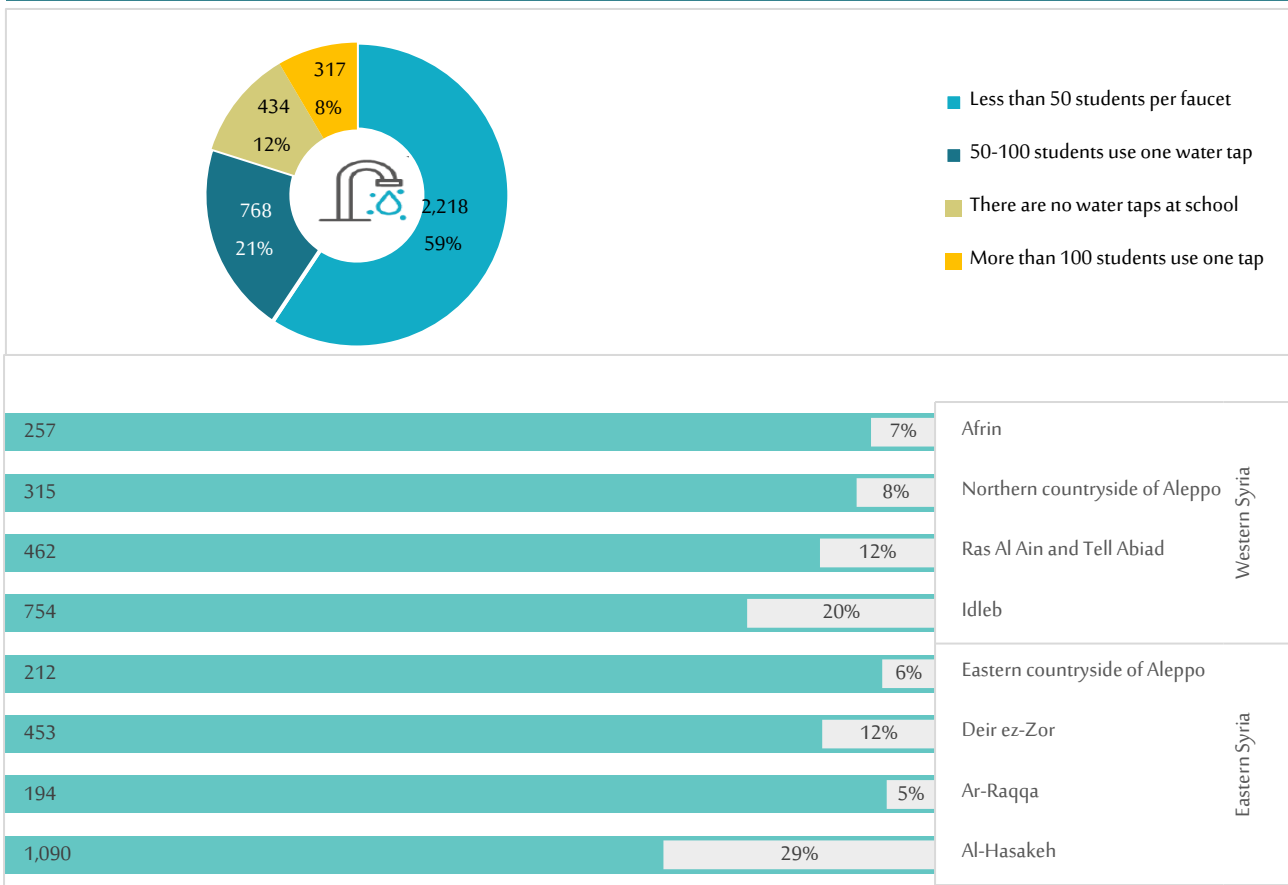
In northwestern Syria, it was found that 20% (754 taps) of the total water taps within the operational schools in Idleb governorate and 12% (462 taps) in Ras al-Ain and Tal Abyad area need to be replaced. In northeastern Syria, it was found that 12% (453 taps) of the total water taps within the operational schools in Deir ez-Zor governorate and 29% (1,090 taps) in Al-Hasakeh governorate need to be replaced.

5. The Condition of Toilets in Schools

The toilets in Syrian schools consist of several toilets; the building or block of toilets is divided into several toilets. According to the INEE Minimum Standards for Education9, *"sanitation facilities should be available within or near the learning environment*," school toilets need regular maintenance, and it is important that toilets are cleaned regularly, especially in primary schools.

The number of individual toilets in the operating schools covered by the assessment was 19,830. The results of the study showed that only 72% (14,378 toilets) of the toilets evaluated were functional and in good condition. 18% (3,493 toilets) require minor repairs, which involve repairs to water taps, doors, or the cleaning of the drain in toilets. It was also found that 10% (1,959 toilets) of toilets needed rehabilitation. In this case, the toilets need the construction of walls, ceilings, or drainage holes, and in some cases, this may require the reconstruction of a new toilet.

Figure 18 Number/Percentage of toilets by their functional status

Donut chart:
- 1,959 (10%) — # of toilets needing complete rehabilitation
- 3,493 (18%) — # of toilets that need a simple repair
- 14,378 (72%) — # of functional toilets

Bar chart by region:

Western Syria
Region	# needing complete rehabilitation	simple repair	functional
Idleb	15%	7%	77%
Ras Al Ain and Tell Abiad	19%	42%	40%
Northern countryside of Aleppo	7%	8%	85%
Afrin	14%	2%	85%

Eastern Syria
Region	# needing complete rehabilitation	simple repair	functional
Al-Hasakeh	20%	7%	73%
Ar-Raqqa	24%	17%	59%
Deir ez-Zor	17%	4%	78%
Eastern countryside of Aleppo	22%	5%	73%

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9 https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

6. Availability of Gender-Segregated Toilets in Mixed-Gender Schools

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

The study showed there are toilets segregated by gender in 55% (1,878 schools) of mixed-gender operational schools. Whereas 45% (1,520 schools) of the mixed-gender operational schools did not have toilets segregated by gender.

Figure 19 Number/ Percentage of mixed-gender schools by the availability of gender-segregated toilets
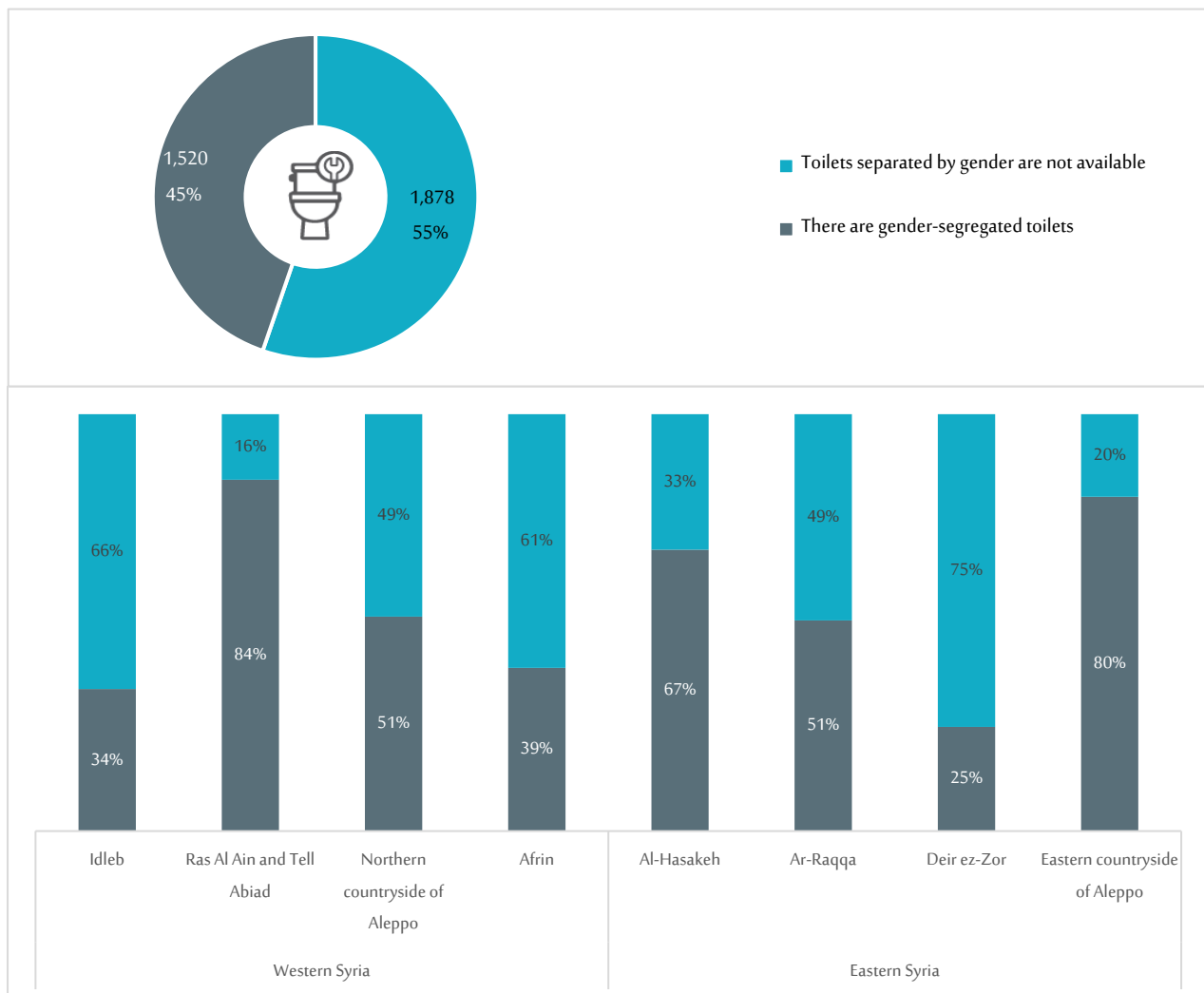
7. Numbers of Students Using the Same Toilet

According to the Sphere guidelines,[10] "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 at the same time."

The study found that 7% (274 schools) of the operational schools assessed do not have functional toilets. Additionally, in 25% (921 schools) of the schools, more than 60 students share the same toilet. Between 30 and 60 students use the same toilet in 41% (1,548 schools) of schools. In 27% (994 schools) of schools, 30 or fewer students use the same toilet.

Figure 20 Number/Percentage of schools by the number of students using the same toilet

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[10] https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf
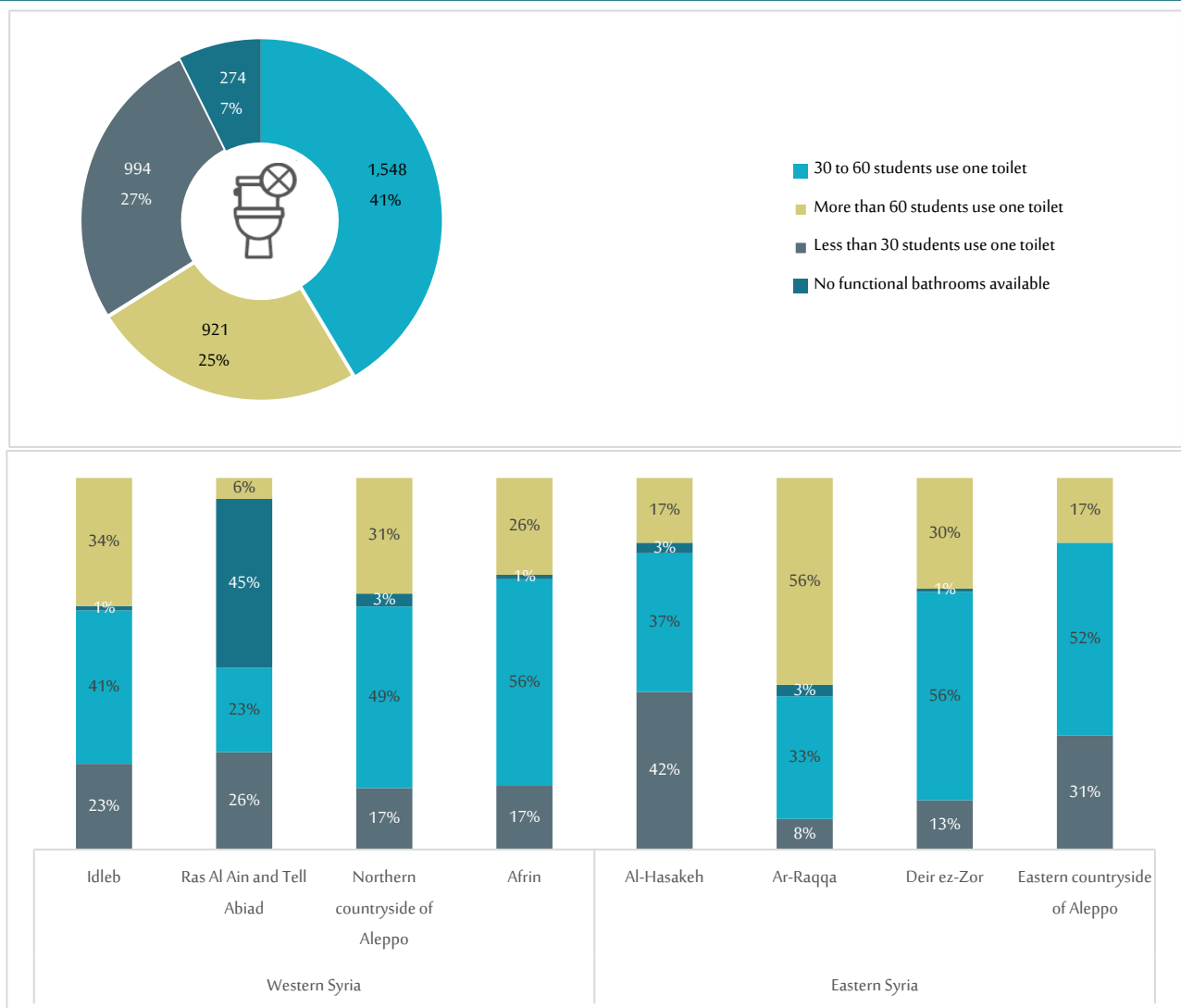
8. Availability of Safety Standards Within the School Toilets

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."*

Through field visits to collect school data, IMU researchers examined the availability, effectiveness, and lockability of toilet doors from the inside. They also examined the presence of toilets in convenient areas that protect children from harassment or abuse.

The study found that 56% (2,083 schools) of the operating schools met the safety standards for students, while 44% (1,654 schools) did not. The study indicated that the majority of schools were not equipped to receive children with physical disabilities.

Figure 21 Number/Percentage of operational schools by the availability of safety standards within toilets
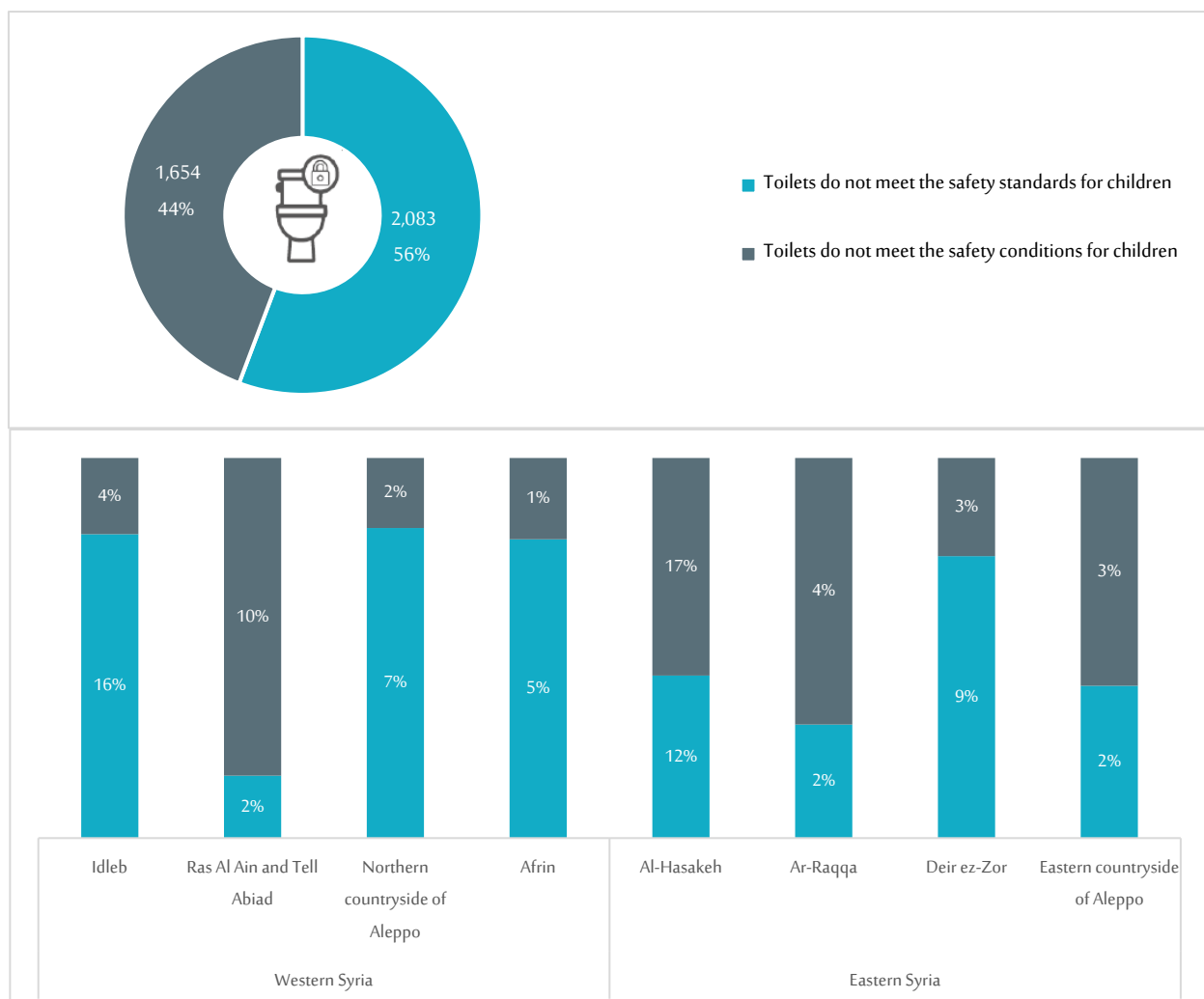
9. Availability of Toilets for the Teaching and Service Staff at Schools

To ensure the well-being of educational and service staff, it is important to provide separate toilets for them in schools. These staff toilets should be distinct and separate from the students' toilets to ensure privacy and prevent any instances of harassment.

The study found that only 42% (1,568 schools) of the operational schools had toilets for educational and service staff, while educational and service staff used student toilets in 58% (2,169 schools) of schools.

Figure 22 Number/Percentage of operational schools by the availability of toilets for educational and service staff
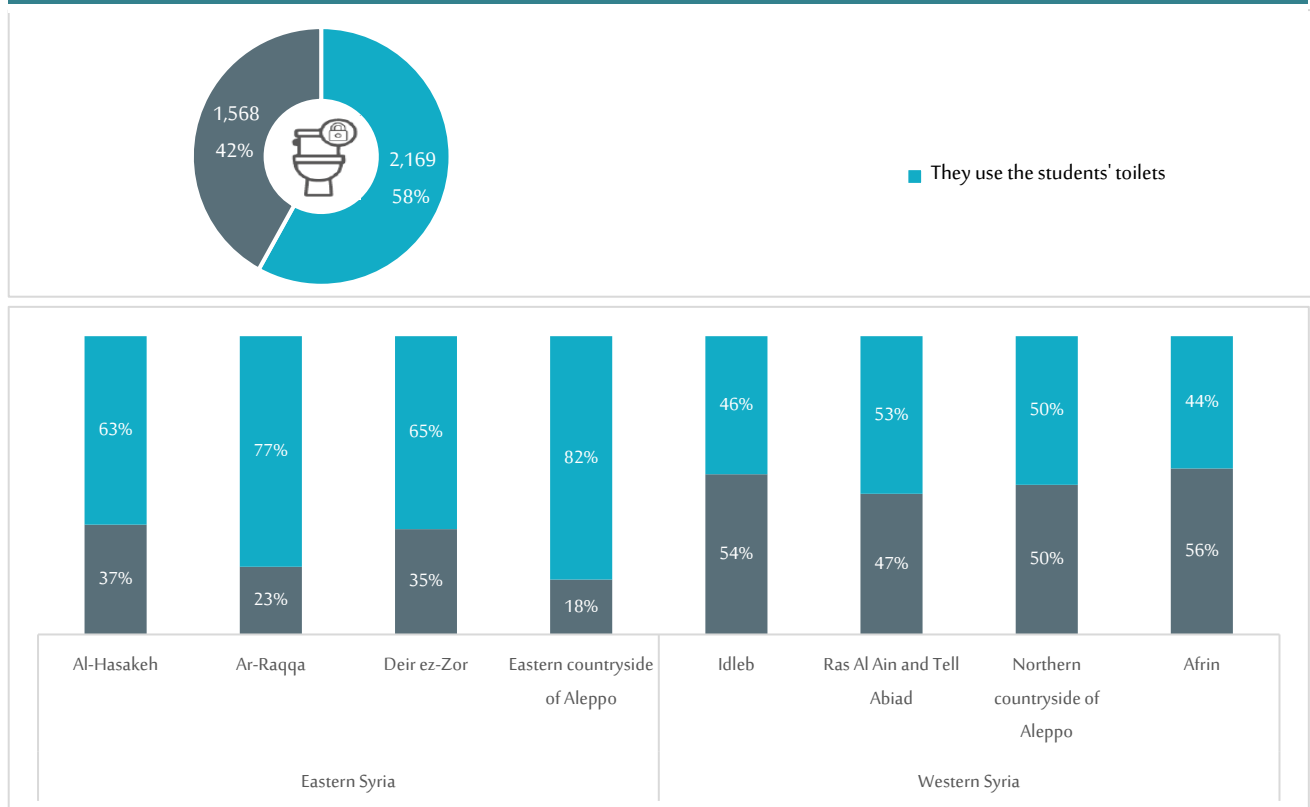
According to the Sphere project guidelines,11 *"special attention should be paid to the disposal of child feces, which are usually more dangerous than adult feces (fecal-transmitted diseases among children are often higher, and children may not have formed antibodies to control diseases).* Rural schools often dispose of wastewater in septic tanks that are not regular due to the lack of a public sewage system in their locations. The use of irregular technical pits increased as a result of the destruction of the public sewerage system during military operations.

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11 https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf

Due to the high usage of toilets by a large number of students, it is common for schools to have only one septic tank. This can result in frequent septic tank overflow or flooding due to excessive load. The need to dislodge the septic tanks periodically arises and the rate of flooding of irregular septic tanks increases in winter and during rainfall. The wastewater from septic tanks may mix with rainwater resulting in floods carrying germs and may cause diseases and infections.

Section 6:
School Equipment
(School Furniture)

Section 6: School Equipment (School Furniture)

1. Status of Student Desks

In Syria, the most commonly used type of study desk is composed of two main parts: a metal frame and a wooden board. The metal frame typically consists of a metal bar that provides support and stability to the desk. The wooden board forms the surface on which the student sits, and it also includes a drawer for storing personal belongings. Under normal conditions, the wooden section of the study desk may experience wear and tear over time and require maintenance every few years. This maintenance typically involves replacing damaged or worn-out wooden boards with new ones. The conditions of war, shelling, and sabotage have caused significant damage to school desks, leading to their complete destruction in some cases. As a result, there is a pressing need to replace these destroyed desks with new ones.

The study found that the majority of school desks in operational schools are usable, with 85% (381,414 seats) of the total number of school seats in operational schools. In contrast, 10% (43,137 seats) require maintenance to become functional. It was found that 5% (21,213 seats) of the desks are severely damaged, irreparable, and in need of replacement.

Figure 23 Number/Percentage of student desks within operational schools by their status
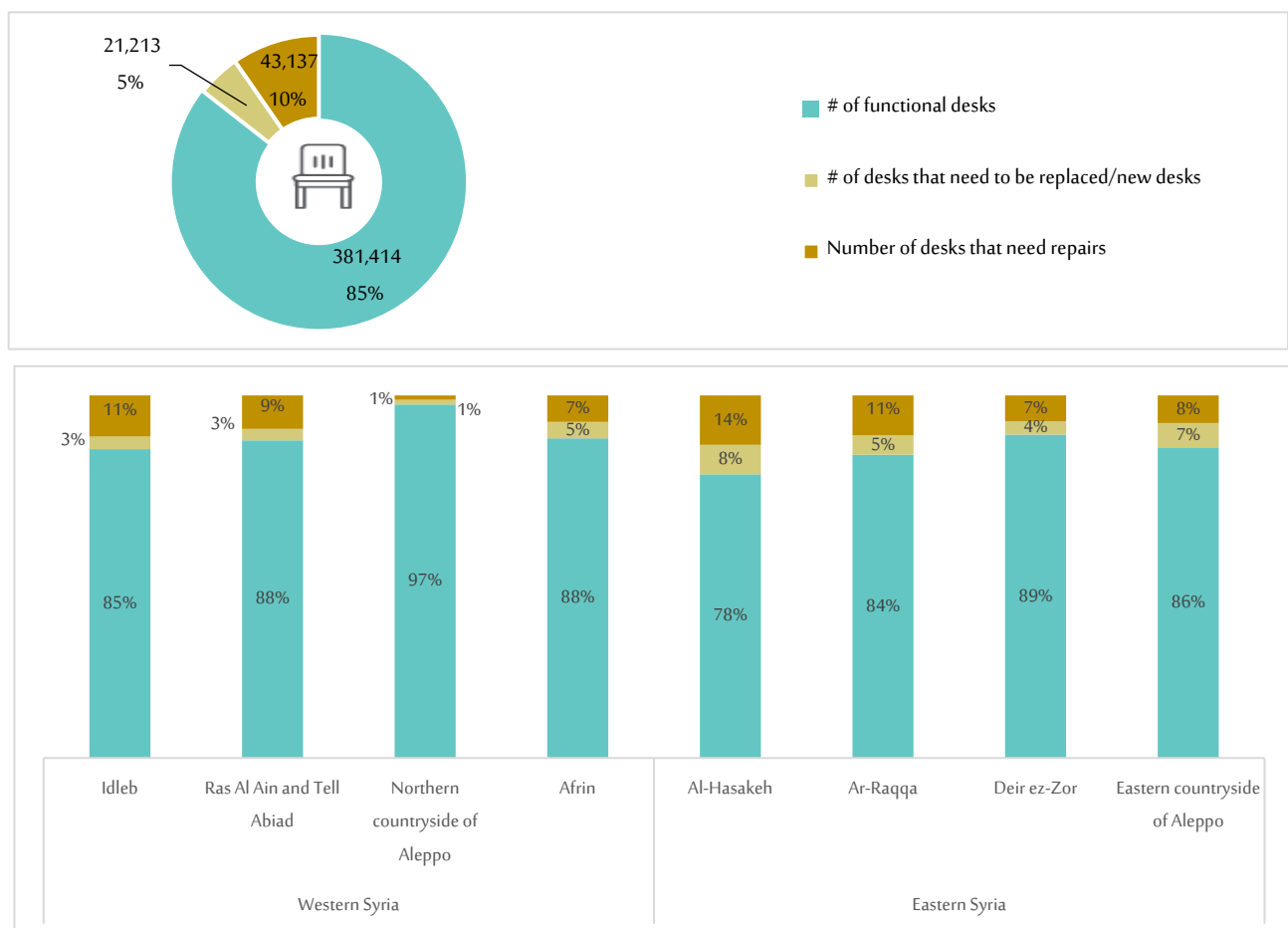
2. Availability Of School Laboratories

Some school materials need teaching aid that contributes to simplifying some rules and achieving results through doing experiments, which requires the provision of school laboratories equipped with all supporting teaching aid. This report provides an overview of the availability and readiness of laboratories in schools, categorized into three levels. The first level represents **an unequipped laboratory** where a designated space exists but lacks the necessary equipment and resources to support the educational process. The second level indicates **a partially equipped laboratory**, where there is a dedicated room but with incomplete laboratory equipment and teaching aids, resulting in limited usage. The third level signifies a **functioning laboratory** where practical lessons are conducted effectively for students.

The study revealed that a significant majority, 89% (3,331 schools), of the operational schools assessed lacked laboratories. In 7% of the schools (279 schools), laboratories were available but remained unequipped. Partially equipped laboratories were found in 3% of the operational schools (107 schools). Astonishingly, only 20 schools, accounting for less than 1% of the operational schools, had fully equipped laboratories.

Figure 24 Number/Percentage of operational schools by availability of laboratories
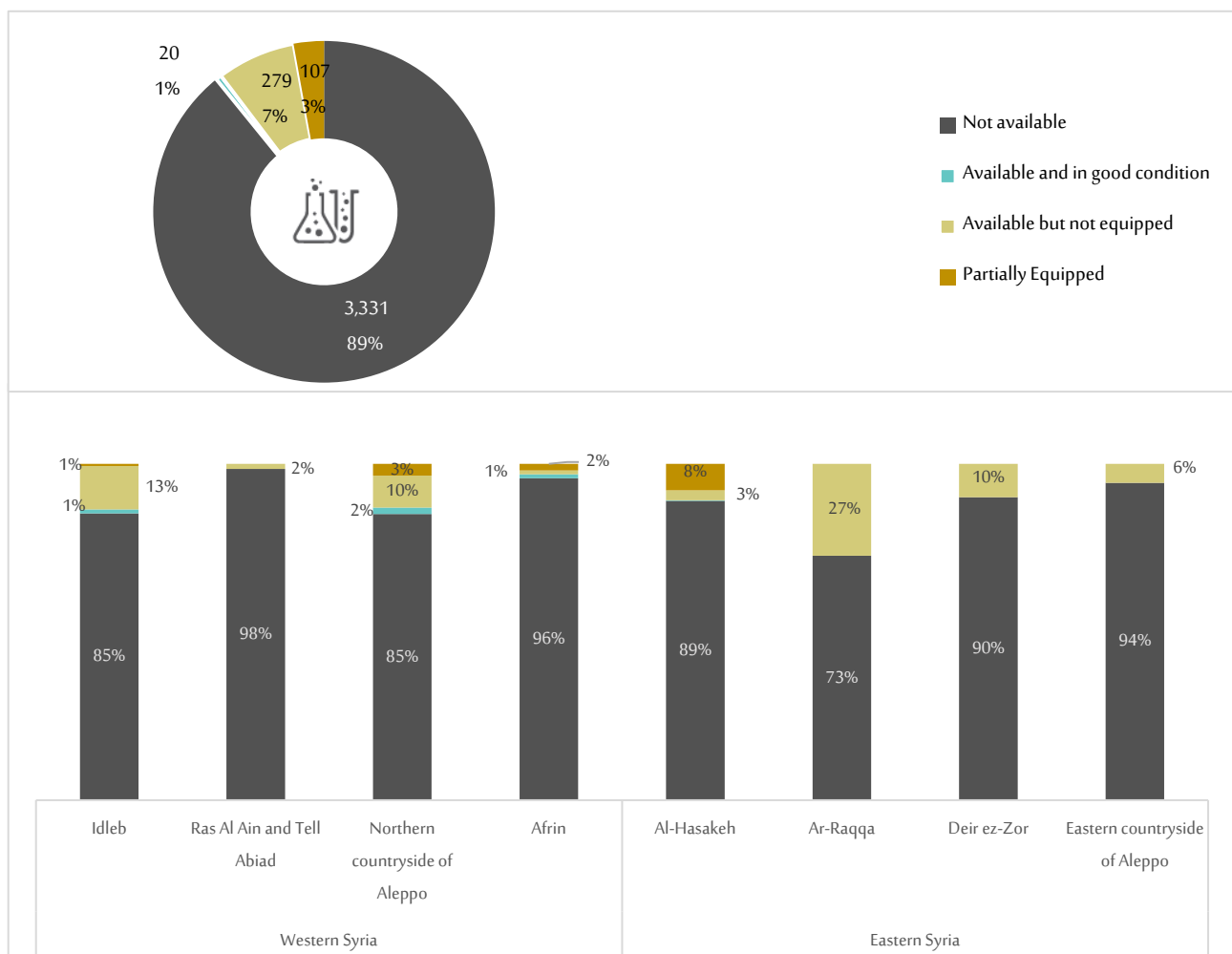
3. Availability of School Libraries

In regular schools, the presence of school libraries plays a vital role in providing students with opportunities to read and access additional sources of information. Many students rely on these libraries as valuable resources to expand their knowledge and engage in independent learning. In larger schools with a substantial student population, it is common practice to designate a specific hall or area within the school building as a library. This library space is furnished with books, references, and resources to cater to the academic and intellectual needs of the students. In addition to the library, large schools often provide a reading hall where students can spend their leisure time engaged in reading activities. In smaller or medium-sized schools without a reading room, students can borrow books or references from the library, take them home, and return them after a few days.

This report shows the availability of libraries within schools and their readiness at three levels. The first level is there is **an unequipped library** that is not equipped. In this case, there is a room dedicated to a library, but it does not contain books or furniture. On the second level, there is **a partially equipped library**. In this case, there is a room dedicated to a library, but it is incomplete in terms of the number of books and equipment. On the third level, there is **an effective library**. In this case, the library is fully equipped and receives students.

The study revealed that out of the total operational schools examined, only 3% (116 schools) had a fully functional library. Additionally, 7% (259 schools) had a library that was partially equipped, while 6% (229 schools) had a library but lacked proper equipment. Most notably, a significant majority of schools, comprising 81% (2,907 schools), did not have a library at all.

Figure 25 Number/Percentage of operational schools by the availability of school libraries

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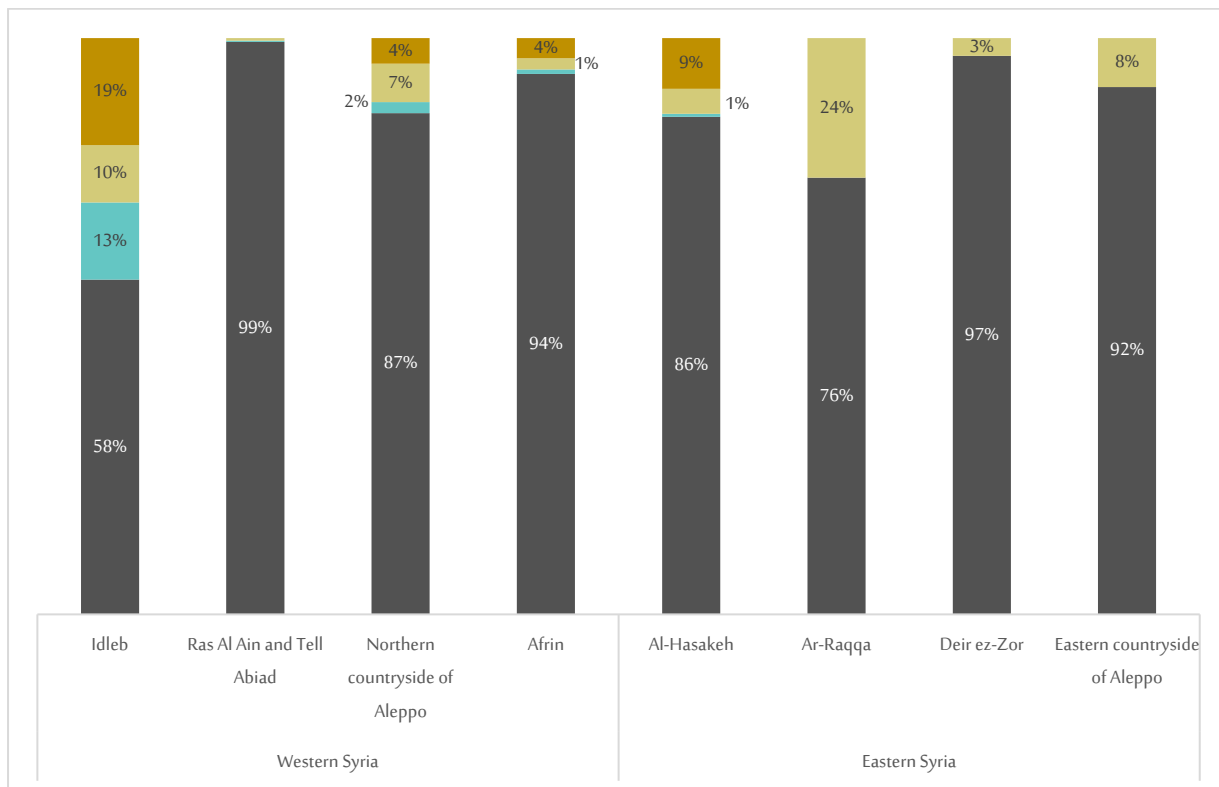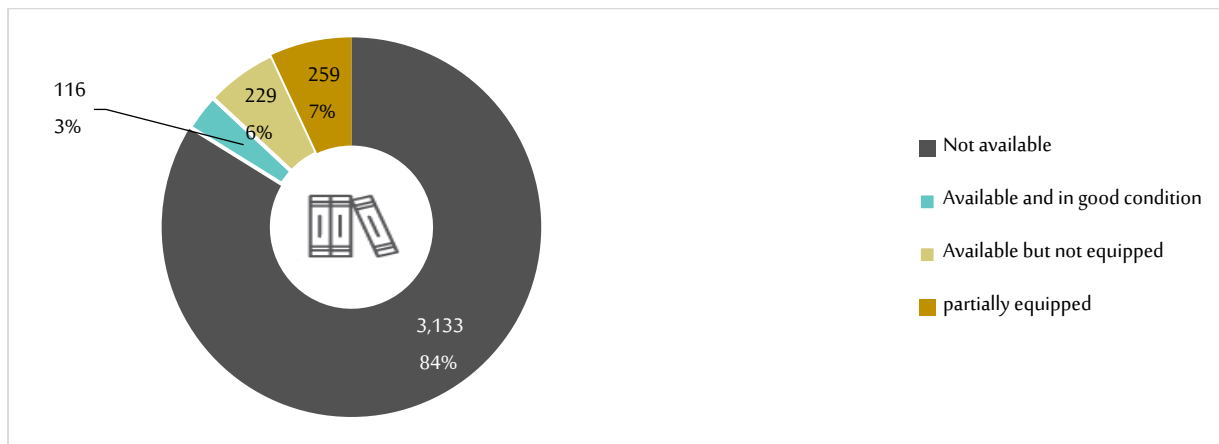
4. Availability of Computer Labs

This report focuses on the availability and readiness of computer labs within schools at three different levels. Firstly, there are **unequipped computer labs**, meaning they have a designated room but lack computers and other necessary equipment. Secondly, there are **partially equipped computer labs**, indicating that there is a dedicated room as a computer facility, but it lacks complete functionality due to a lack of working computers and an optical projector. In these cases, computer labs often go unused. Lastly, there are **effective computer labs** where practical classes for computer technology are conducted, demonstrating their functionality and active use.

According to the study, a very small percentage, less than 1% (16 schools), of the total operational schools assessed in the study had fully functional and effective computer labs. Additionally, 2% (86 schools) had computer labs that were partially equipped, while 6% (240 schools) had designated computer labs but lacked the necessary equipment. The majority, 91% (3,395 schools), of the assessed schools did not have computer labs at all.

Figure 26 Number/Percentage of operational schools by the availability of computer labs
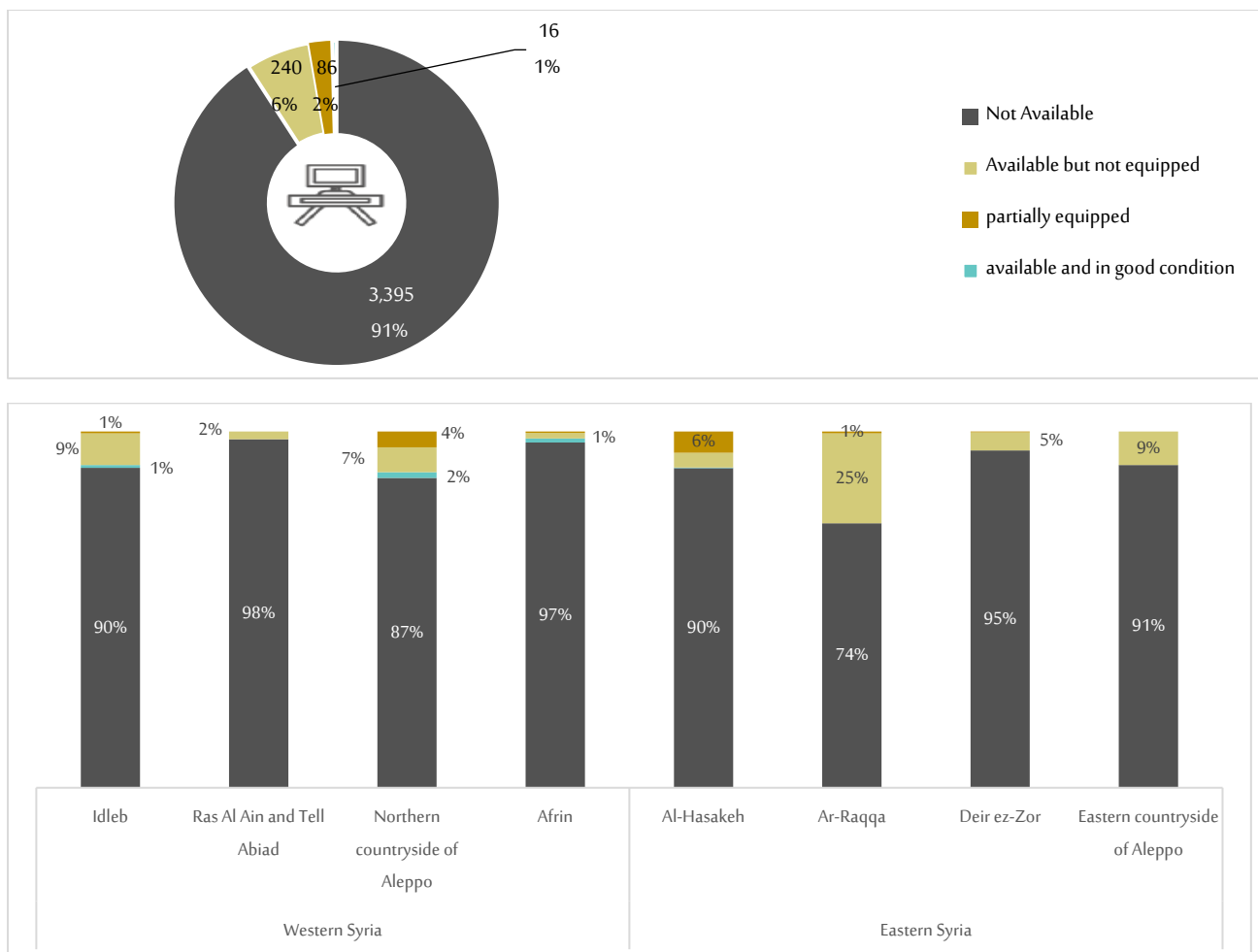
Section 7:
Teaching Stages and School Days

Section 7: Teaching Stages and School Days

1. Separation of the Different Teaching Stages

In Syria, children typically begin their formal education at the age of 6. The educational system is divided into two main stages: basic education and secondary education. However, the majority of schools follow the old school system, which divides schools into primary schools (grades 1-6), preparatory schools (grades 7-9), and secondary schools (grades 10-12). Before the outbreak of the war in Syria, schools were dedicated to each of the mentioned stages separately from the others.

The organization of the educational process in separate stages, such as basic education and secondary education, is based on the understanding that it is beneficial for children's development and learning. Separating children according to their age and educational stages aims to create a more conducive and safe learning environment. This separation helps prevent potential issues such as bullying, where older students may exert negative influence or intimidation on younger ones. By providing age-appropriate educational settings, children have a better chance to thrive academically and develop their personalities in a positive manner.

According to the study, it was found that in 22% (824 schools) of the operational schools evaluated, there was no separation between school grades. This means that different age groups, including primary, preparatory, and secondary levels, are taught within the same school. In contrast, in 78% (2,913 schools) of the operational schools, there is a clear separation between school grades, with each school dedicated to only one educational stage.

Figure 27 Number/Percentage of schools that separate different grades
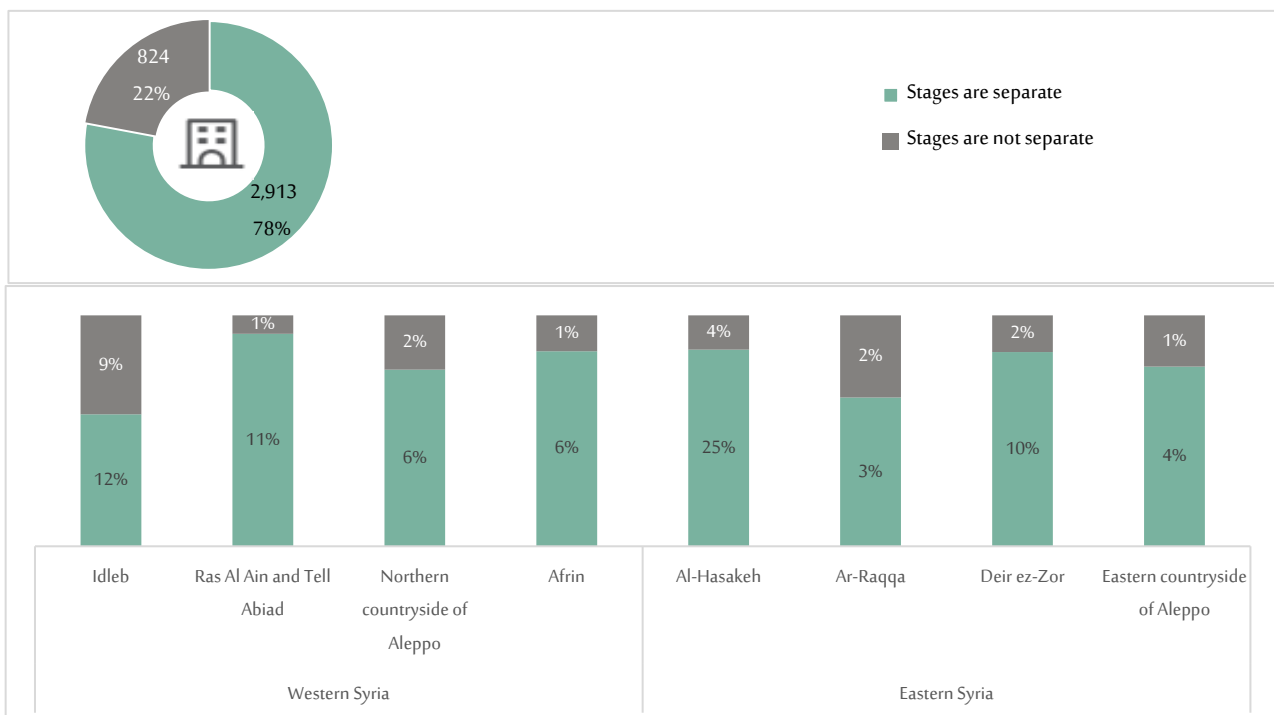
5. Teacher Survey: Younger Students Suffering from Harassment of Older Students Due to Having Students Whose Ages Do Not Match Their School Stages (Child Bullying)

During the questionnaires conducted with teachers, enumerators inquired about the potential issue of bullying among younger children. Specifically, they asked whether the presence of students at different educational levels within the same school or children whose age does not correspond to their schooling contributes to instances of bullying. According to the responses provided by teachers, 27% (1,512 teachers) reported instances of bullying among their students. On the other hand, the majority of teachers, 73% (4,032 teachers), reported the absence of bullying among their students.

Figure 28 Number/Percentage of teachers surveyed by reporting bullying among their students.

Legend:
- Students do not suffer from bullying of their older colleagues
- Students do not suffer from bullying from their older colleagues
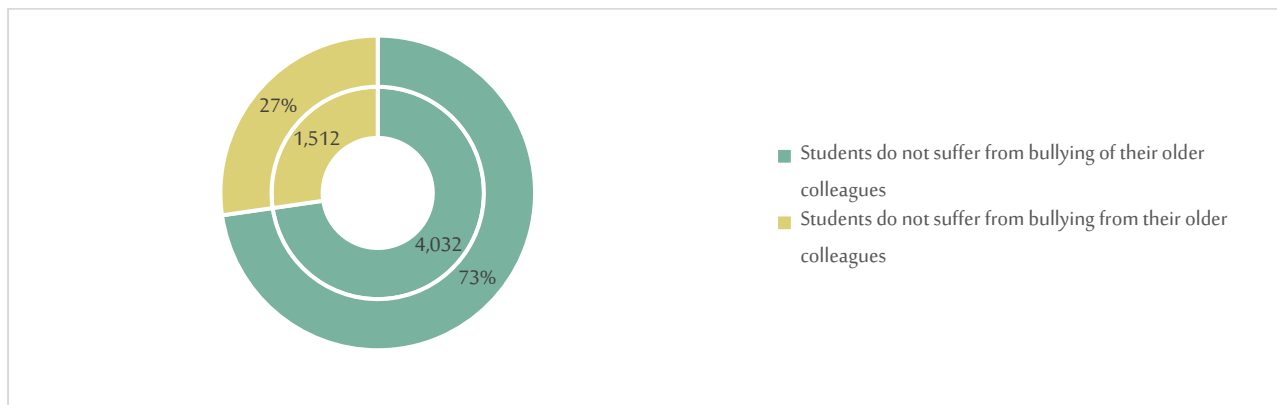
6. Educational Stages

Before the outbreak of the war in Syria, the regime issued a decision to adopt three stages of study in the school system:

- The first cycle of basic education (grades 1-4).
- Second cycle of basic education (grades 5-9).
- Secondary education (grades 10-12): This stage includes branches of vocational study such as agriculture, trade, and industry, as well as general secondary school, which is the main branch.

Schools in Syria could not implement the new decision for many reasons, including the lack of teaching staff, the number of schools, and their geographical distribution. The majority of schools continued to adopt the old division of educational stages, where the educational stages are divided into the old teaching system, which is still followed as follows:

- Primary (grades 1-6).

- Preparatory (Grades 7-9).

- Secondary (Grades 10-12).

According to the study, the distribution of operational schools across different educational stages is as follows: 72% (2,707 schools) are dedicated to the primary stage (grades 1-6), 3% (130 schools) are dedicated to the preparatory stage (grades 7-9), 16% (604 schools) include the primary and preparatory stages (grades 1-9), 2% (76 schools) are dedicated to the secondary stage (grades 10-12), 3% (97 schools) include the preparatory and secondary stages (grades 7-12), and 3% (122 schools) include all stages (grades 1-12).

Figure 29 Number/Percentage of schools by educational stages
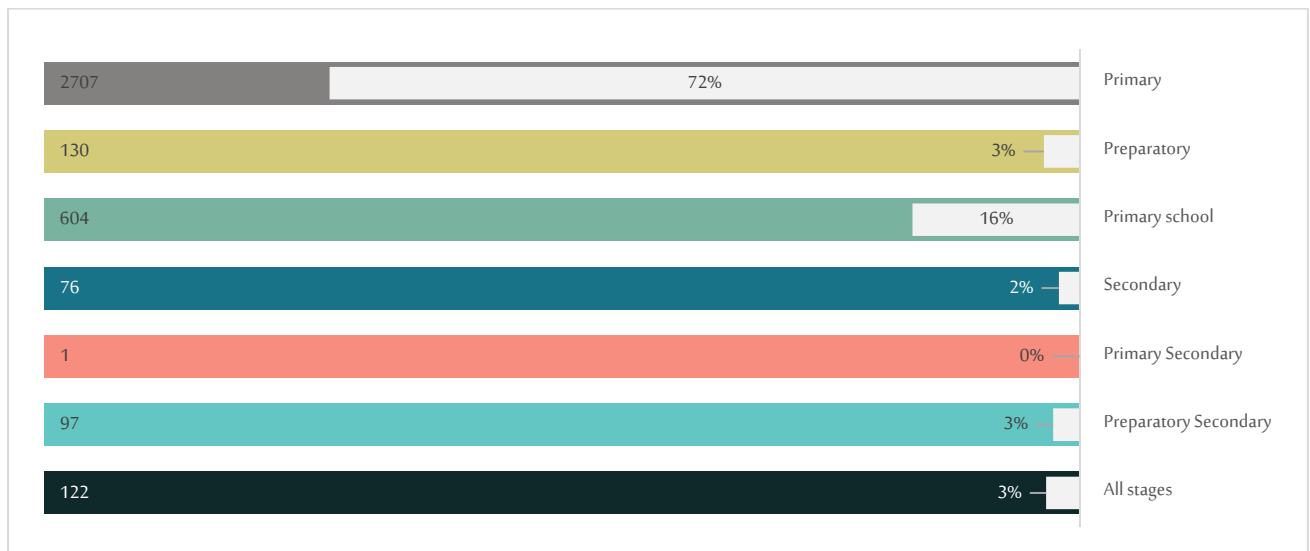
7. Suspension of School Attendance

The study examined the issue of suspension of school attendance in operational schools since the beginning of the academic year 2022-2023. The results showed that school attendance was suspended in 32% (1,182 schools) of the operational schools covered by the study, while it was not suspended in 68% (2,555 schools). It is worth noting that a significant earthquake struck northwestern Syria on February 6, 2023. The earthquake occurred during the midterm holiday period. Although the data collection process for the study had already been completed, some schools in the northern countryside of Aleppo decided to extend the suspension of classes for an additional week due to the impact of the earthquake.

Figure 30 Number/Percentage of operational schools by the reduction of weekly working days
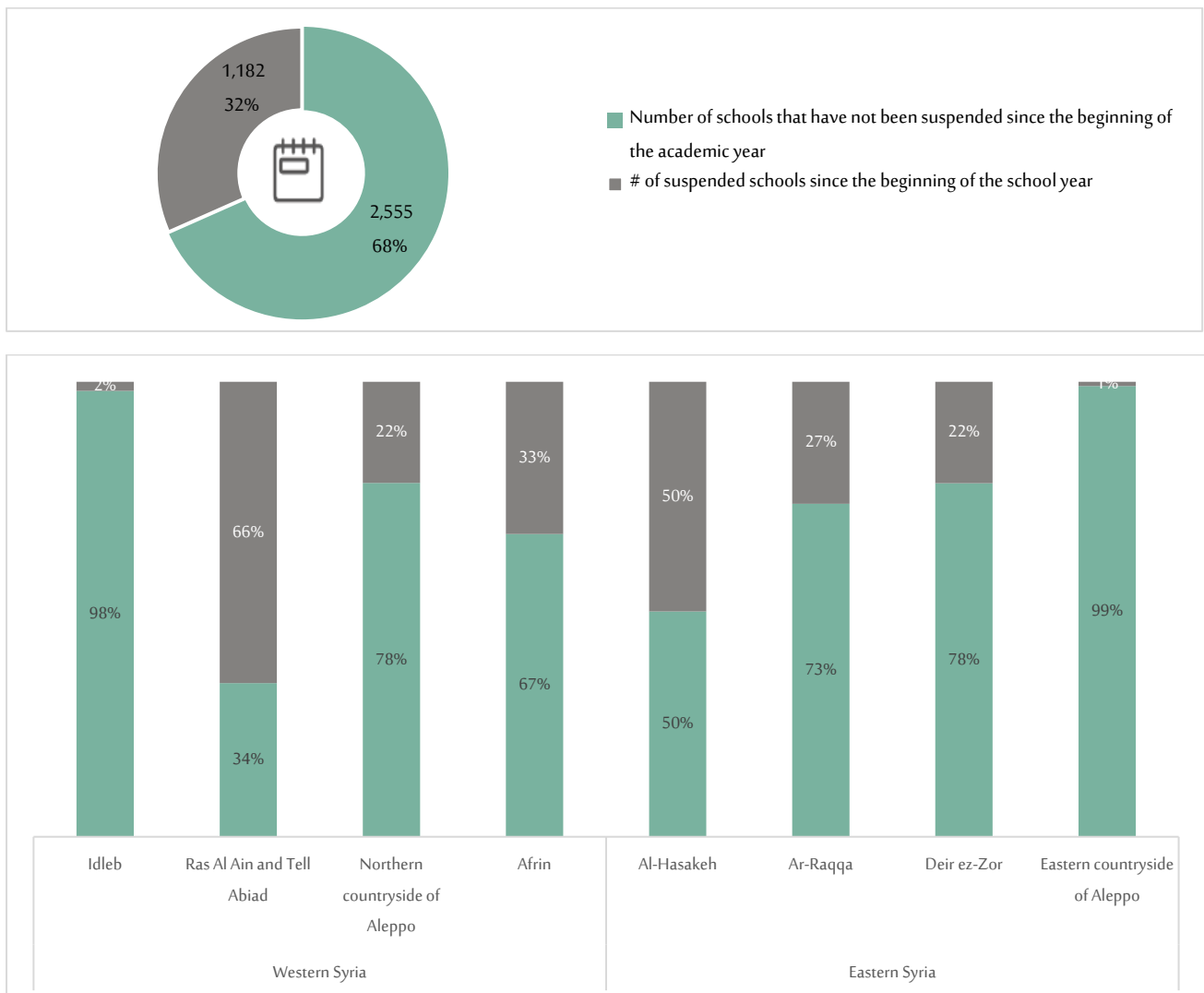
8. Teaching Shifts at Schools

In Syria, the typical school week consists of five days, starting on Sunday and ending on Thursday. The school day starts at 8 a.m., and it consists of five lessons for primary school with a 30-minute break after each of the two classes. For primary school students, attendance ends at 12:45 p.m. if the school has a single shift. In the case of schools with two shifts, the morning shift in Syria typically begins at 7:30 am and concludes at 11:30 am, marking the end of the school day for students attending the morning session. In the case of schools with two shifts in Syria, the evening shift usually starts at 12:00 pm and ends at 4:00 pm, marking the conclusion of the school day for students attending the evening session. Students exchange morning and evening shifts weekly.

According to the education system in Syria, middle and high school students are required to attend an additional sixth lesson, extending the school day for these students until 1:30 pm. In secondary vocational education, such as agriculture, commerce, and industry, the curricula often include applied classes that require students to attend evening sessions. These applied classes provide hands-on training and practical experience in their respective fields.

School shifts are implemented to address overcrowding, as they allow a larger number of students to be accommodated with limited school resources. By dividing the school day into multiple shifts, existing facilities and staff can be utilized more effectively. However, it is important to expand educational infrastructure to ensure optimal learning environments for all students.

School shifts are primarily implemented for primary school students, as their shorter instructional hours can be accommodated within a four-hour period. However, this approach is not suitable for advanced school stages such as preparatory and secondary schools. These stages require a greater number of instructional hours per week, making it insufficient for students to spend only four hours in school when enrolled in schools with two shifts.

The study showed that 80% (2,981 schools) have one morning shift, and 20% (756 schools) have two shifts (morning and evening shifts).

Figure 31 Number/Percentage of operational schools by number of shifts applied

Section 8:
Curriculum

Section 8: Curriculum

1. Curriculum Used

According to the INEE Minimum Standards, "the[12] curriculum is defined as an action plan designed to enhance learners' knowledge and skills. It is applicable to both 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 curriculum of the Syrian regime:** The curriculum used by the Syrian regime prior to the outbreak of the war in Syria was the official curriculum approved by the Ministry of Education. This curriculum is commonly referred to as the Regime Curriculum in the context of this report. During the 2017-2018 school year, the Syrian regime introduced new curricula and produced almost all textbooks (50 textbooks) for various subjects. This curriculum reform was considered one of the fastest changes implemented by the regime in its history. Curricula were gradually changed before the outbreak of the war in Syria, starting from the lower grades and gradually changing curricula in the higher grades.

- **Modified Regime Curriculum (Opposition Government Curriculum):** The Syrian Interim Government's Directorate of Education used the pre-war Syrian Regime Curriculum as the basis for its current curriculum. In 2014, expert teachers made modifications to the curricula, including [13]the removal of content that glorified the Syrian regime. These changes aimed to retain the scientific integrity of the teaching material while eliminating biased or politically oriented information. With support from international organizations, the Syrian Interim Government's Directorate of Education printed revised versions of the school curricula and distributed textbooks to accessible areas.

- The **curriculum of the so-called Syrian Democratic Forces (SDF):** SDF has issued new curricula issued by the Education Department of the Autonomous Administration of North and East Syria. These curricula were written in Arabic, in addition to the Kurdish language, which is not compulsory. The SDF curricula differ significantly from other curricula taught in Syria in terms of scientific subjects, political ideas, and the presentation of history.

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[12] https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

[13] http://en.etilaf.org/all-news/news/interim-ministry-of-education-adopts-a-revised-curriculum-for-syrian-schools.html

- **The UNICEF Curriculum,** also known as the Accelerated Curriculum, is a collaborative effort between the Ministry of Education and UNICEF in Syria. The Ministry of Education has circulated guidelines to its directorates in all governorates for the implementation of the B-Curriculum in order to improve access to quality education for affected children. The B-Curriculum specifically caters to children between the ages of 8 and 15 who have limited or no prior formal education. It is designed for children who are illiterate or have dropped out of school for at least one year. This includes children who have undergone rehabilitation programs at Ministry of Social Affairs centers and are referred to the directorates of education. These children are accepted into special classrooms attached to basic education schools according to their educational level. A curriculum and a study plan developed by the Ministry of Education are applied to them, where they pass grades 1 to 8 according to four levels and according to the plan and curricula set for four years.

The mechanism included the executive instructions for the class B-Curriculum project, which is based on the idea of designing curricula for teaching every two academic years in one year so that each student in the B group learns in one semester a curriculum containing basic information for a full academic year. The student takes an exam at the end of each semester to move from class to class at the same level. The mechanism for implementing the B-Curriculum in selected official schools follows specific criteria. These criteria include factors such as dropout rates, the number of students enrolling, the feasibility of opening new divisions within the school, and geographical distribution.

The mechanism also outlines the criteria for selecting teachers to teach the B-Curriculum, including being qualified, undergoing training courses on the curriculum and textbooks, and being able to effectively deliver the curriculum's objectives, content, teaching methods, and evaluation. The implementation of the curriculum includes adapting it to the learners' circumstances, employing appropriate educational methods, and achieving the desired goals.

The initial phase of implementing the curriculum started in the academic year 2015-2016, targeting the first and second levels (comprising the first to fourth grades) in approximately 200 schools across the country. The selection of these schools is based on the plan developed by the Director of Education, considering the criteria.

The study found that 48% (1,763 schools) of the operational schools teach the modified regime curriculum (the opposition curriculum), 38% (1,404 schools) of the operational schools teach the curriculum issued by the Syrian Democratic Forces (SDF), 5% (200 schools) teach the Syrian regime curriculum, and 9% (318 schools) teach the UNICEF curriculum or what is known as the accelerated curriculum

Figure 32 Number/Percentage of schools that teach one type of curriculum by type of curriculum used
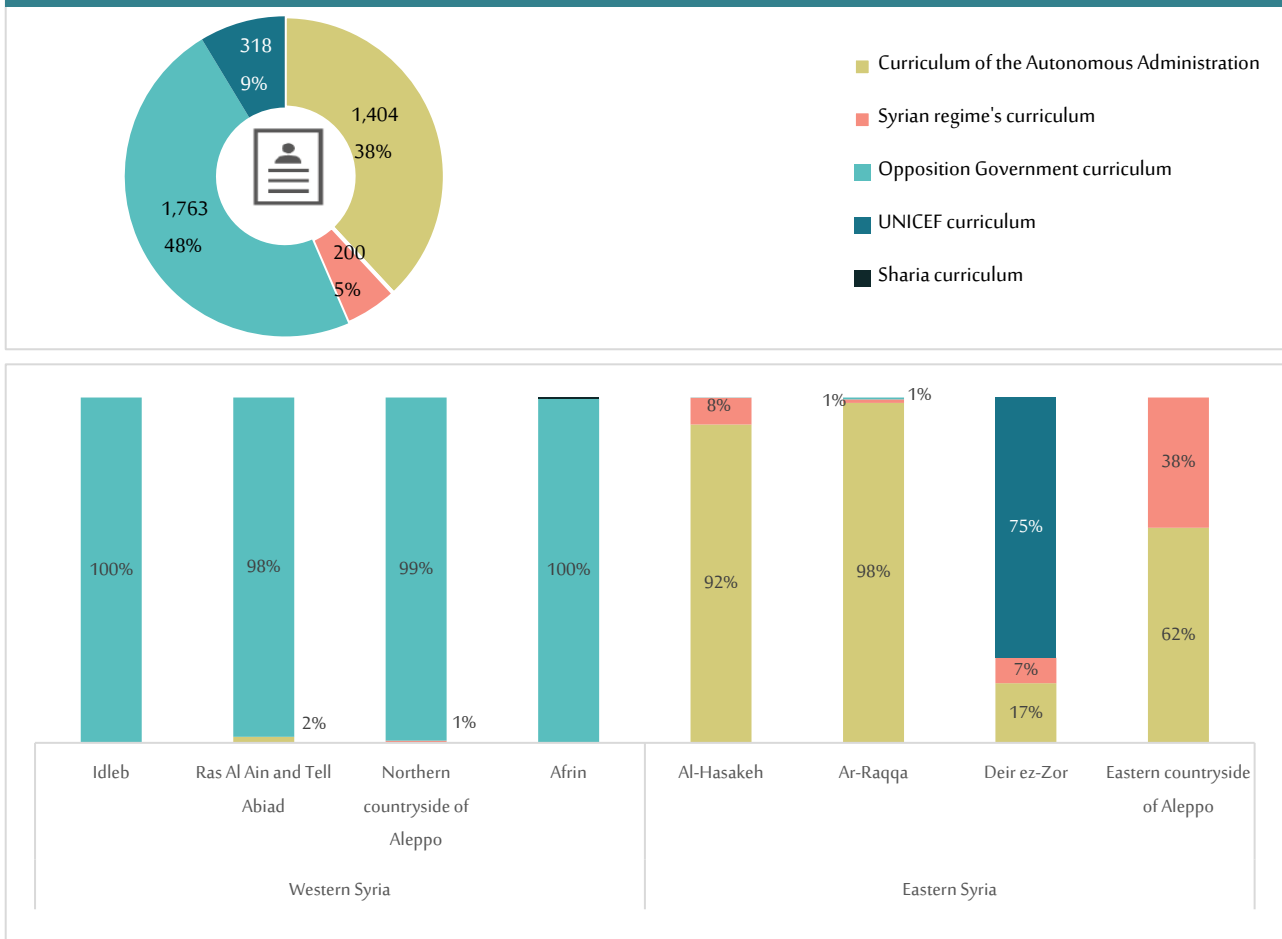
The war in Syria has resulted in the proliferation of different curricula being taught across the governorates. This situation has arisen due to various factors. One significant reason is that students strive to obtain recognized educational certificates, which leads them to study a curriculum that enables them to acquire these certificates. Additionally, different controlling forces may adopt specific curricula in the areas they govern. Furthermore, there are students who are at an age that does not align with their designated school stages, resulting in a need for adapted curricula to accommodate their educational needs.

There are two different sections for examinations and academic certificates in Syria:

- The first section is the **transitional stages** and includes grades 1-8 and grades 10 and 11. The exams of these stages are conducted within the school, and the student receives a certificate issued by the school administration (which may bear the seal of the Directorate of Education).

- The second section pertains to the preparatory and secondary **certificates** for grades 9 and 12 in Syria. Examinations for these certificates are conducted at the national level or within the territory governed by the controlling party, and they are issued by the Ministry of Education. It is important to note that these certificates must be certified and stamped by the relevant authority responsible for conducting the examinations.

During the years of the war in Syria, it is possible that some schools have implemented more than one type of curriculum. This may include a transitional curriculum for certain grade levels, as well as another curriculum specifically designed for the preparatory and secondary certificates. The study revealed that in 99% of the operational schools included in the assessment, the same curriculum is taught across all school levels. This indicates a consistent approach to education and curriculum implementation. However, in 1% of the operational schools (51 schools), there is a variation in the curriculum, with multiple types of curricula being taught.

Figure 33 Number/Percentage of schools that teach multiple curricula	
51 1%	More than one type is taught
3,686 99%	One type of curriculum is taught
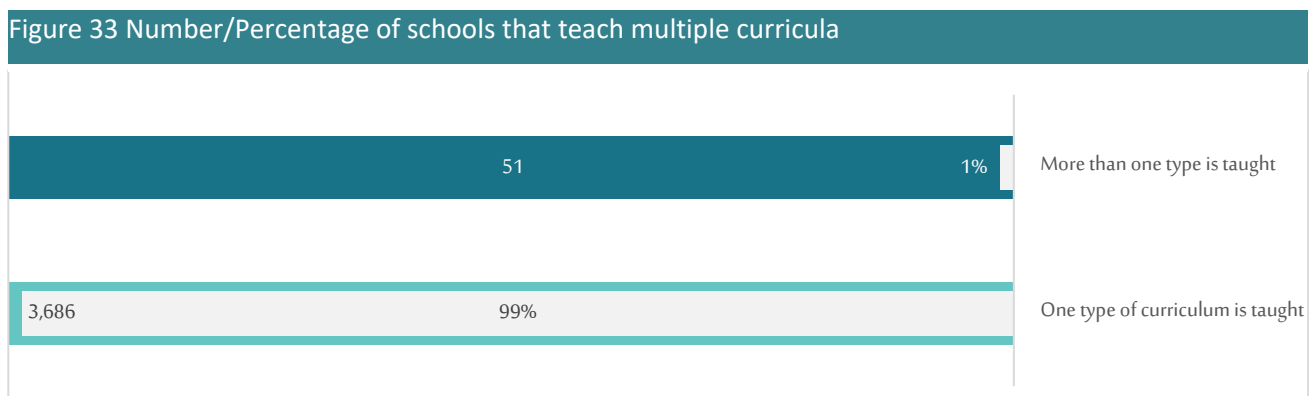
2. Parent Survey: The Curricula They Would Like Their Children to Study

The enumerators [14]asked parents what curricula they would like their children to study in their schools. According to the study, 51% of parents (3,043 parents of students) expressed their preference for their children to study the modified curriculum of the Syrian regime (the curriculum of the opposition government). Meanwhile, 39% of parents (2,336 parents of students) expressed their preference for their children to study the curriculum of the Syrian regime. Additionally, 8% of parents (495 parents of students) indicated their preference for their children to study the curriculum issued by the Syrian Democratic Forces (SDF). Only 1% of parents (61 parents of students) expressed their preference for their children to study the accelerated education curriculum provided by UNICEF.

Figure 34 Number/Percentage of parents interviewed according to the curricula they want their children to study.

3,043	51%	Curriculum of the opposition government
2,336	39%	Syrian regime's curriculum
495	8%	Curriculum of the Autonomous Administration
61	1%	UNICEF (accelerated)

Region		Value				Area
Afrin	90%	7%	2%			Western Syria
Northern countryside of Aleppo	95%	5%				
Ras Al Ain and Tell Abiad	94%	6%				
Idleb	98%	2%				
Eastern countryside of Aleppo	44%	51%	5%			Eastern Syria
Deir ez-Zor	12%	75%	1%	12%		
Ar-Raqqa	19%	73%	8%			
Al-Hasakeh		77%	23%			

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[14]IMU enumerators conducted surveys with 5,935 persons with school-age children (both in and out of school) in 6 governorates; 43% of surveyed individuals are female, 57% are male, 76% are from the host community, and 24% are IDPs.

3. Subjects Included in the Curriculum

The report provides an overview of the subjects included in the curricula at the basic education level, including the first and second cycles, as well as secondary education. It emphasizes that as students progress through the educational stages, the number of subjects they study increases. The assessment included the core subjects in the curriculum, while there are other complementary subjects that are not listed (such as philosophy, religious education, and national education). There was no distinction between the different types of school curricula taught according to the areas of control (the Syrian Interim Government, the Syrian regime, and the SDF-controlled areas).

In the Schools in Syria report, the data collected covers six core subjects in relation to the first cycle of basic education (1-4): mathematics, Arabic, English, painting, music, and sports. The study indicates that there are variations in the subjects taught among schools in the first cycle of basic education. It reveals that 8% of schools (244 schools) do not teach one subject, 11% (358 schools) do not teach two subjects, 6% (199 schools) do not teach three subjects, and 3% (93 schools) do not teach four subjects. Most of the subjects not taught were painting, music, and sports, with a few schools not teaching English.

Figure 35 Number/Percentage of schools with a first cycle of basic education (1-4) by the number of skipped subjects

72%	2,322	All subjects are taught
0%	2	5 subjects are skipped
3%	93	4 Subjects skipped
6%	199	3 Subjects are skipped
11%	358	2 subjects are skipped
8%	244	1 subject is skipped
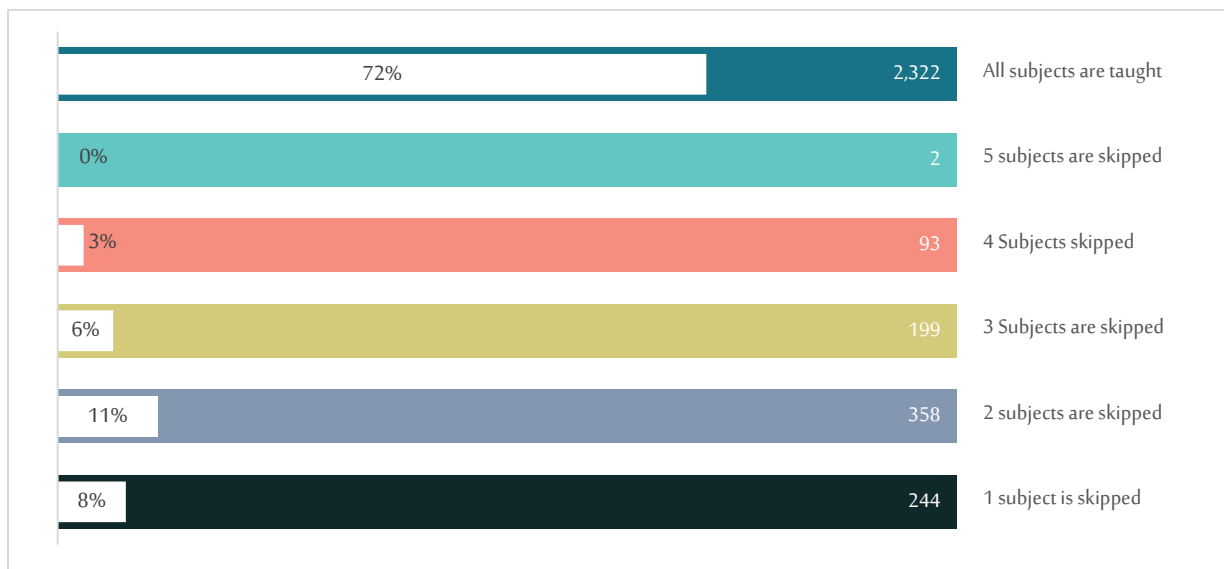
Data were systematically gathered for the second cycle of basic education (grades 5-9) across thirteen primary subject areas, encompassing mathematics, Arabic language, English language, science, physics, chemistry, biology, history, geography, Computer technology, mathematics, music, and painting. The study revealed that out of the total number of schools in the second cycle of basic education, 12% (363 schools) do not provide instruction in one subject, 4% (137 schools) do not offer education in two subjects, 5% (168 schools) do not include three subjects in their curriculum, 3% (105 schools) do not cover four subjects, 3% (101 schools) do not incorporate five subjects, 1% (33 schools) do not encompass six subjects, and fewer than 1% (17 schools) do not deliver instruction in seven subjects. Physical education and arts (music and painting) are often not taught as teachers focus only on basic subjects. Computer technologies are not taught because of the lack of equipped computer labs in schools. Some schools do not teach physics, chemistry, history, and geography.

Figure 36 Number/Percentage of schools with a second cycle of basic education (5-9) by the number of skipped subjects
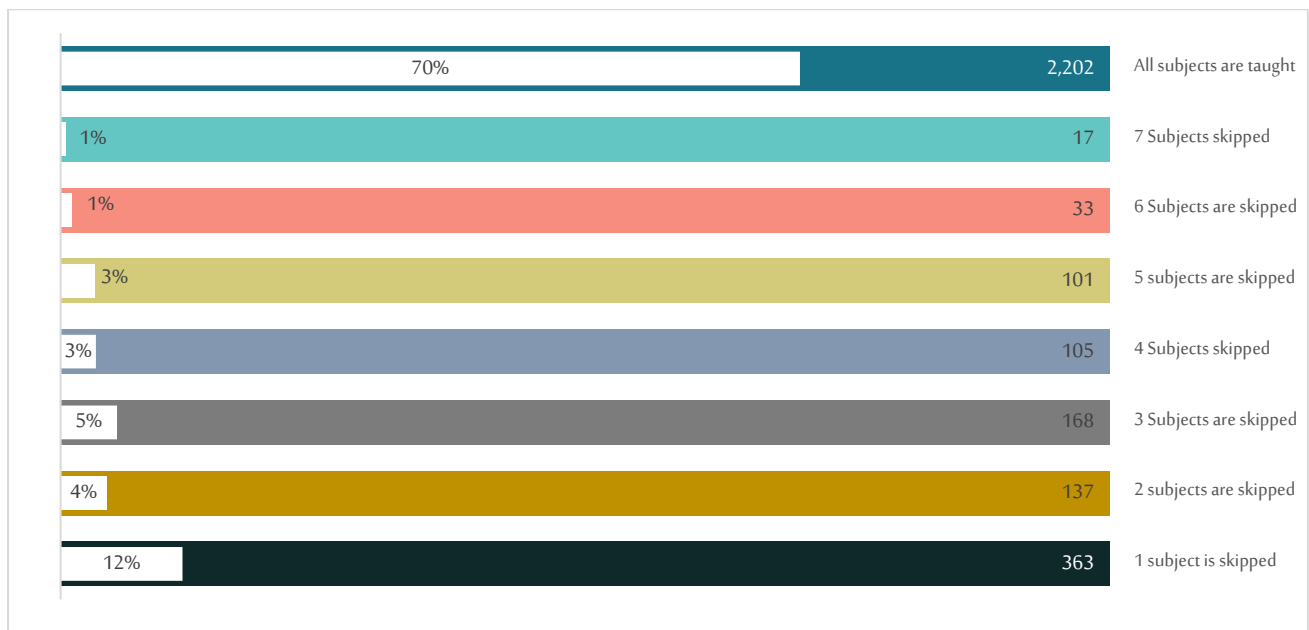
For the secondary stage (grades 10-12), the data collection covered 13 key subjects: mathematics, Arabic, English, science, physics, chemistry, biology, history, geography, computer technology, mathematics, music, and drawing. According to the study, 37 secondary schools do not provide instruction in one subject, while 20 schools do not include two subjects in their curriculum. Additionally, 30 schools were found to not teach three subjects, and 11 schools did not cover four subjects. The study found that 97% of secondary schools provide instruction in all subjects. In the secondary stage, physical education, and arts (music and painting) subjects are often not taught as teachers focus only on basic subjects. Computer technology is not taught because of the lack of equipped computer labs in schools. Some schools do not teach physics, chemistry, history, and geography. Furthermore, apart from the omission of fundamental subjects, it is worth noting that certain supplementary subjects, including philosophy and national education, which are part of the secondary certificate exams in areas under the regime's control, are not included in the secondary certificate exams in other areas of control, namely opposition-controlled areas, and SDF-controlled areas.

Figure 37 Number/Percentage of secondary stage schools by the number of skipped subjects

97%	3,070	All subjects are taught
	11	4 Subjects skipped
1%	30	3 Subjects are skipped
1%	20	2 subjects are skipped
1%	37	1 subject is skipped
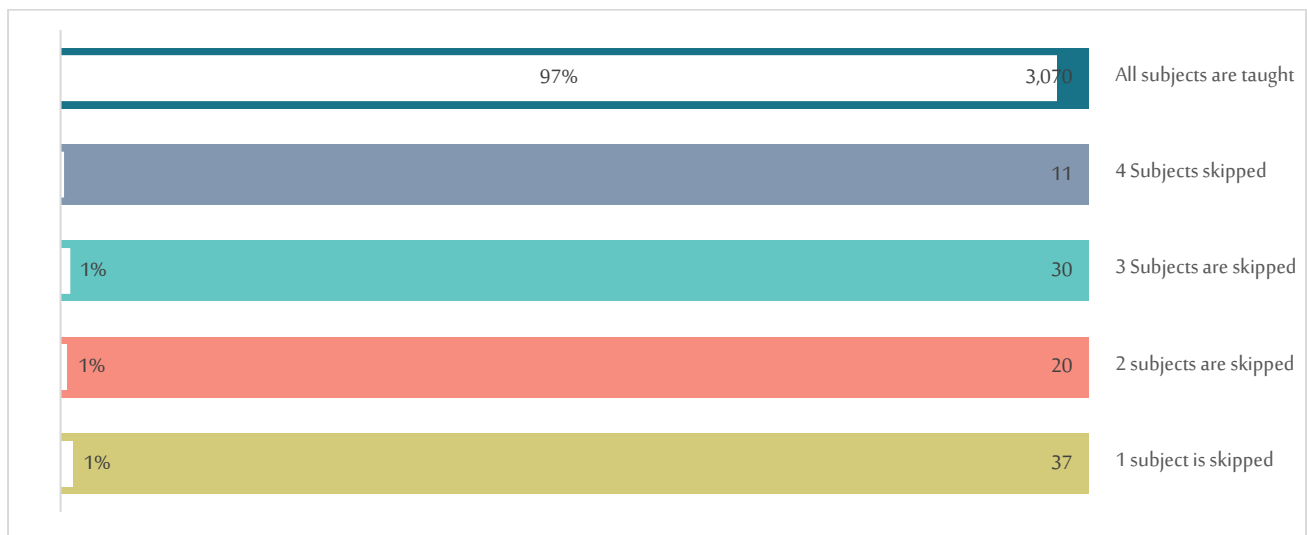
4. Teacher Survey: Teachers' Opinions on the Type of Curriculum Used

During the teachers' survey, the enumerators[15] inquired about the educators' perspectives regarding the curricula they currently teach in comparison to the curricula employed prior to the onset of the Syrian conflict in 2011, which witnessed the implementation of various curriculum models. 30% (1,657 teachers) of teachers reported no significant curriculum change. 29% (1,616 teachers) reported that the current curriculum is better than the one before 2011. A notable 26% (1,448 teachers) of the surveyed teachers expressed the opinion that the curricula utilized before 2011 were superior to the current curricula. Moreover, 15% (823 teachers) of the respondents indicated that they were unsure about the dissimilarities between the present curricula and those implemented before 2011.

Figure 38 Number/Percentage of teachers interviewed by their opinion of the current curricula now and before 2011

1,657	30%	No significant change
1,616	29%	The current curriculum is better
1,448	26%	Curriculum before 2011 is better
823	15%	I do not know

Region	Data	Location
Western Syria	38% / 2% / 4% / 56%	Afrin
	17% / 33% / 4% / 46%	Northern countryside of Aleppo
	44% / 0% / 2% / 54%	Ras Al Ain and Tell Abiad
	63% / 2% / 8% / 27%	Idleb
Eastern Syria	43% / 1% / 47% / 10%	Eastern countryside of Aleppo
	14% / 4% / 70% / 12%	Deir ez-Zor
	10% / 17% / 71% / 2%	Ar-Raqqa
	18% / 28% / 32% / 21%	Al-Hasakeh

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[15]IMU enumerators conducted surveys with 5,544 in-school and out-of-school teachers in 6 governorates, 46% of surveyed teachers were female, and 54% were male.

5. Reasons for Skipping Some School Subjects

The study reveals that there are two primary reasons for skipping certain educational materials from the curriculum. Firstly, 37% (681 schools) of the total operational schools reported that these materials were deliberately removed from the curriculum. Secondly, in 30% of schools (550 schools), it was reported that the curriculum itself lacked the necessary materials, leading to their exclusion. The absence of qualified teachers in 25% (451 schools) of schools resulted in some subjects not being taught. In approximately 6% of schools (107 schools), the practice of combining multiple grade levels within a single classroom has led to certain subjects not being taught effectively. Additionally, inadequate availability of textbook copies in 2% of schools (43 schools) has also contributed to skipping certain subjects from the instructional process.

Figure 39 Number/Percentage of schools according to the main reasons for skipping some school subjects

Number	Percentage	Reason
681	37%	Removed from the curriculum
550	30%	They are not in the curriculum
451	25%	Lack of qualified teachers
107	6%	Merging more than one grade into one classroom
43	2%	Lack of sufficient copies of textbooks
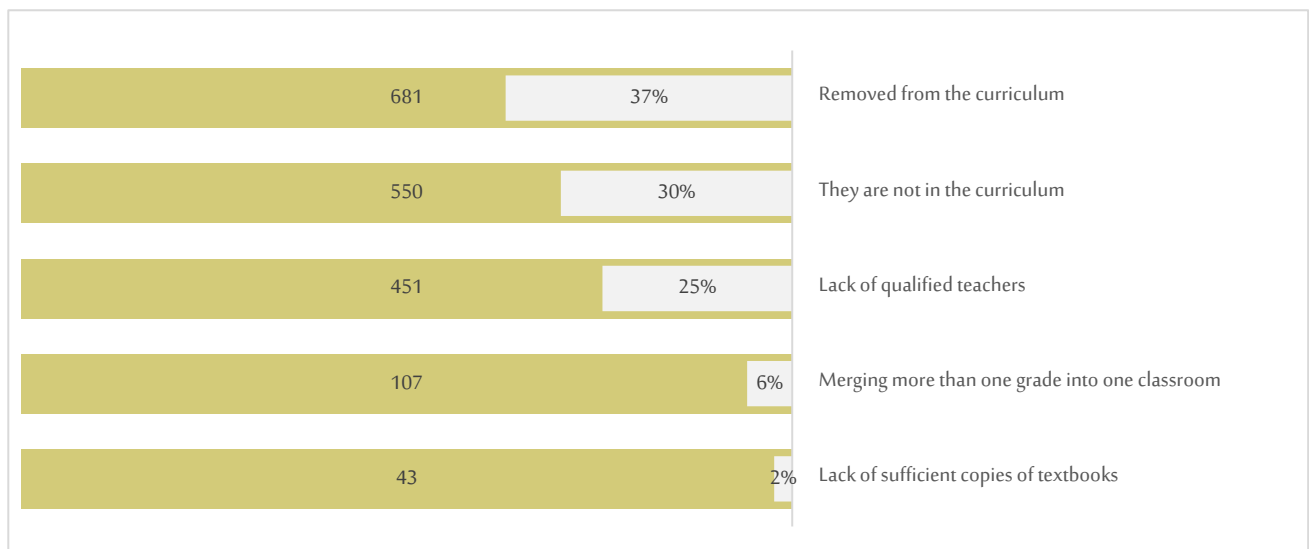
6. Percentage of Curricula Taught During the Last Academic Year

The proportion of the curriculum that is covered and enables students to progress beyond the current educational stage is considered an indicator of the feasibility of the educational process. It signifies the teachers' adherence to the annual plan prescribed by the education directorates. However, it should be noted that this percentage alone does not provide a comprehensive reflection of the actual academic proficiency and level of the students. Based on the study findings, it was observed that the curriculum was fully taught in 28% (1,053 schools) of the evaluated operational schools. In 43% (1,610 schools) of the schools, between 76% to 99% of the curriculum was covered. Furthermore, in 21% (769 schools) of the schools, the curriculum was taught to the extent of 51% to 75%. It was found that 60% (220 schools) managed to cover 26% to 50% of the curriculum. Moreover, in 55 of the assessed schools, less than 25% of the curriculum was taught.

Figure 40 Number/Percentage of schools by the percentage of the curriculum taught during the past year
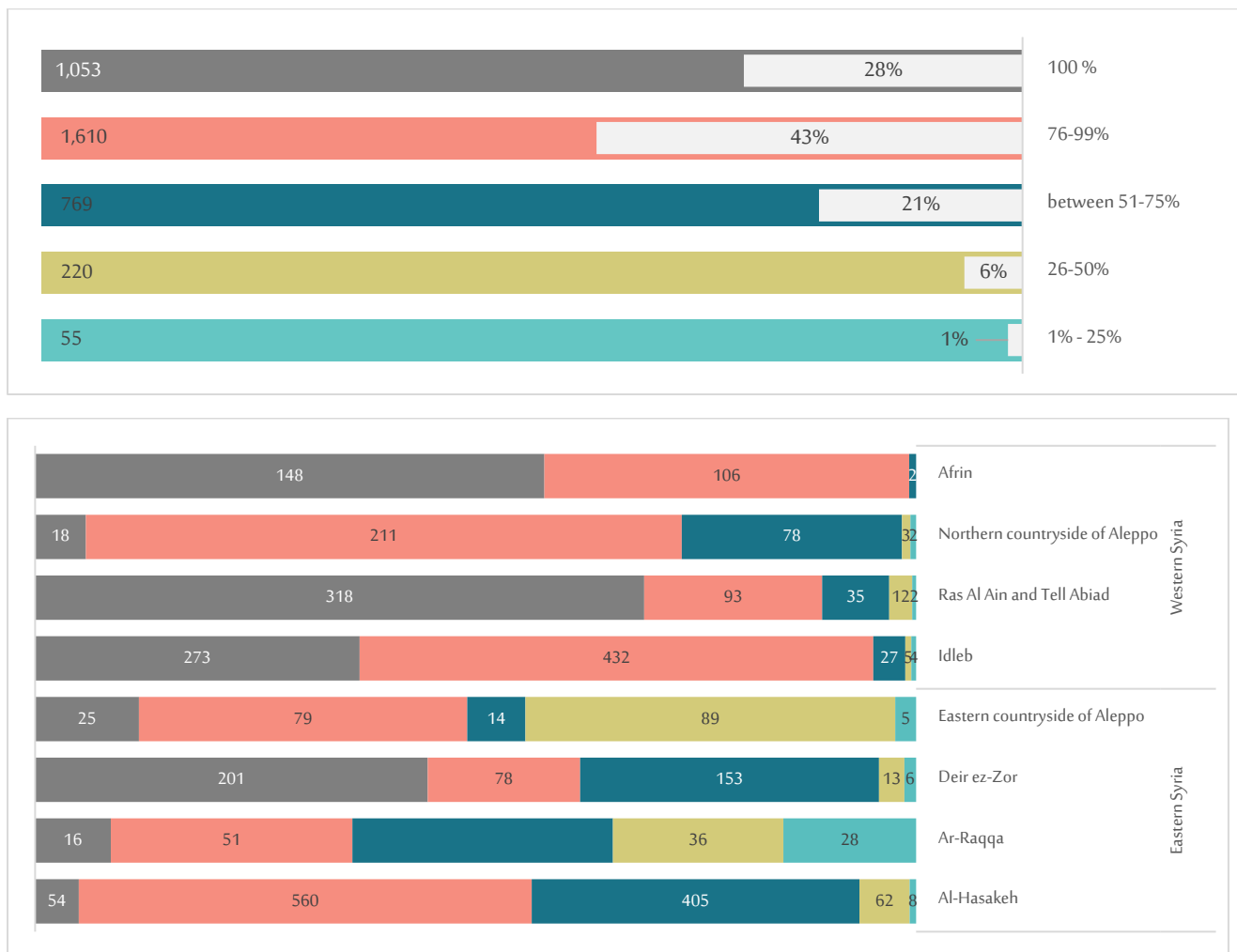
7. Sources of Textbooks

The INEE Minimum Standards emphasize the provision of textbooks at the beginning of the school year[16], stating that *"sufficient teaching and learning materials should be provided and purchased locally, in an appropriate and time-bound manner."* Adequate copies of the textbooks should be secured at the beginning of the school year and distributed to students immediately after they attend school. The key informants confirmed that the bulk of the textbook copies are distributed more than several months after the start of the school year.

The controlling forces were responsible for the distribution of 47% of the textbooks in the assessed schools, primarily in the areas under their control. The Syrian Interim Government's Directorate of Education distributed 40% of all textbooks used in assessed schools. The Syrian regime's Ministry of Education was accountable for the distribution of 5% of the textbooks utilized in the evaluated schools. Additionally, international organizations were responsible for distributing 7% of the books used, while local organizations contributed to the distribution of 1% of the books utilized in these schools. The results showed that less than 1% of the textbooks available in schools came from other sources, with some students buying textbooks at their own expense, while some schools printed textbooks at the expense of the school or through special support provided to the school.

Figure 41 Percentage of textbooks distributed by source

161,840	47%	The controlling party
136,000	40%	The Opposition Education Directorate
23,187	7%	International NGO
17,073	5%	Education Directorate of the Syrian regime
2,875	1%	Local Organization
1,425	0%	Other

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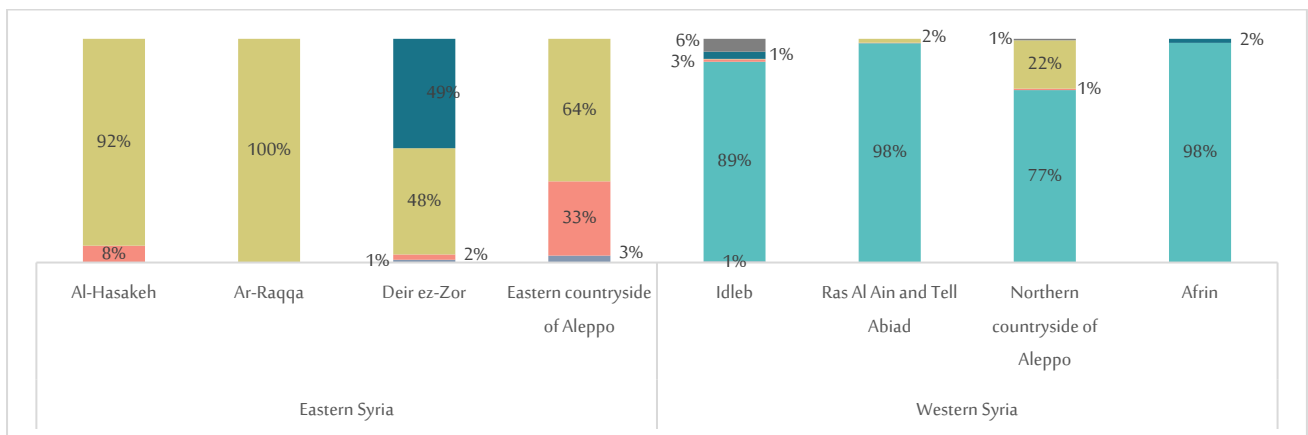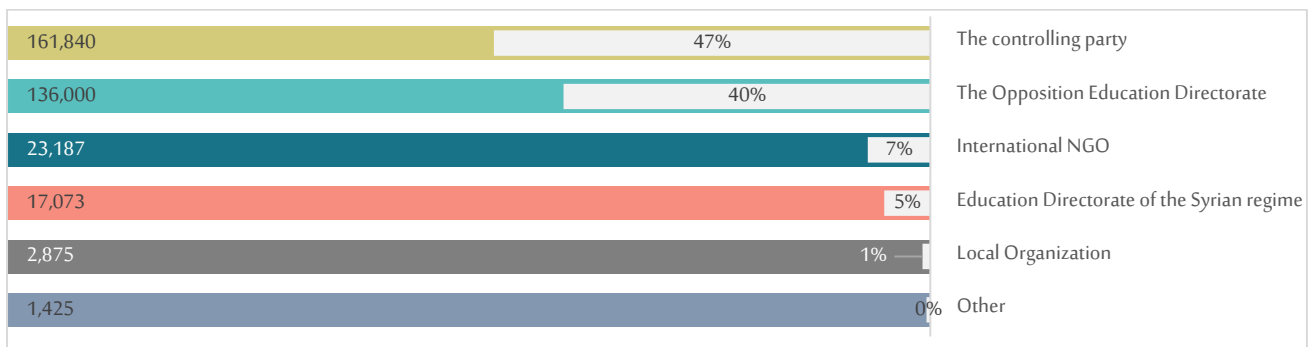
[16] https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

Among the assessed operational schools, a total of 984,430 copies of textbooks are available for use. According to the study, it was revealed that 49% (483,059 copies) of the textbook copies available had been previously used. These copies were utilized by students in previous years and were returned to the school at the end of the academic year. These previously used books do not fully contribute to the intended benefits of the teaching process. This is because students who previously used these books have already answered the exercises, which subsequently deprives new students of the opportunity to engage in solving those exercises again. Also, some of these books are damaged, or some pages are missing.

Figure 42 Number/Percentage of new and used books out of the total number of books available
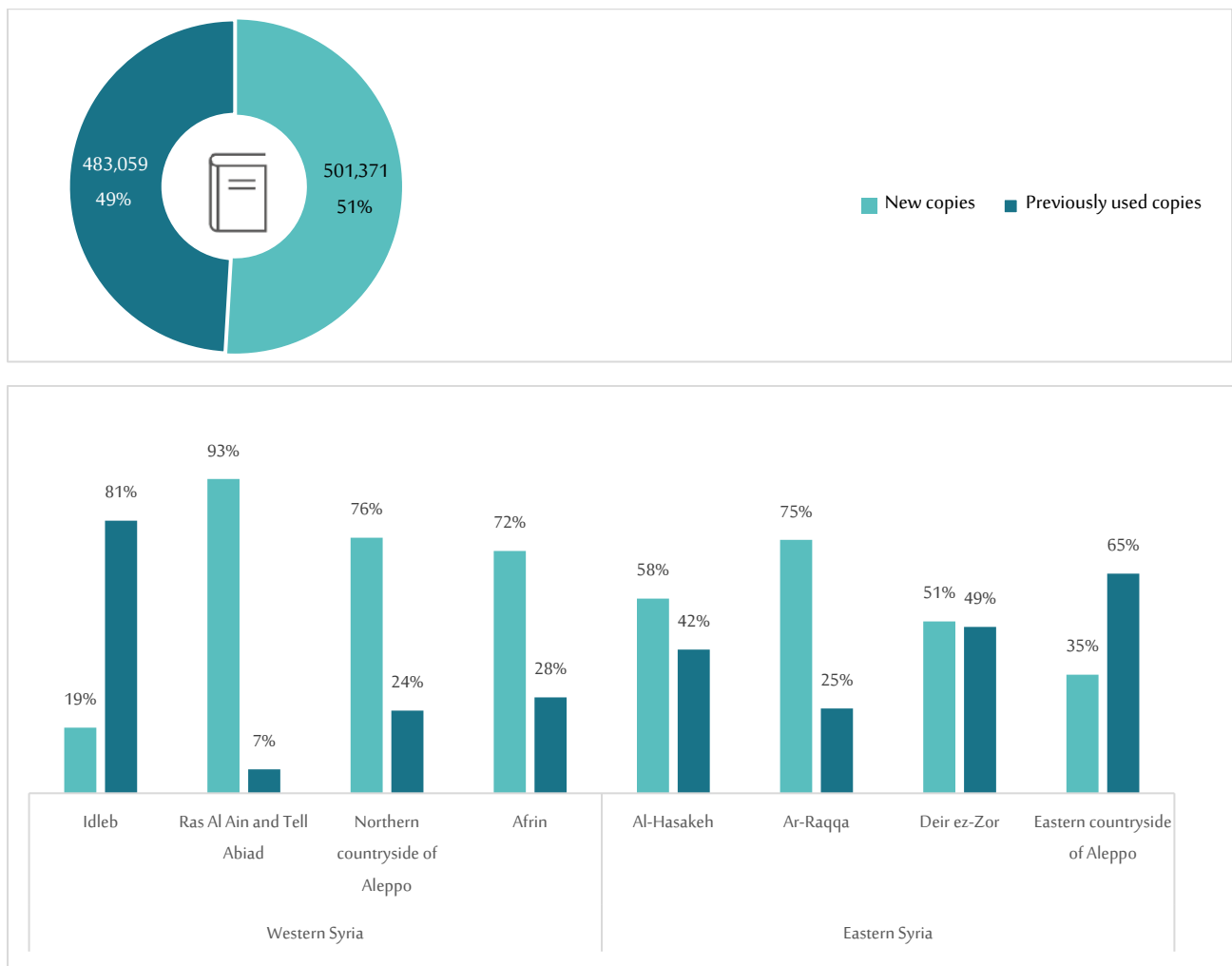
8. The Need for Copies of the Textbooks

The study indicated that the total number of textbook copies required by students in the operational schools reached 579,615. This implies that approximately 55% of students in these schools do not have access to new textbooks, highlighting a significant proportion of students who lack updated learning materials. There has been a decrease in the percentage of need for textbooks compared to the previous edition of the Schools in Syria report. In the previous 7th edition of the report[17], it was found that schools required 605,814 copies of the curriculum. The data shows a fluctuation in the number of copies of textbooks needed in previous editions of the report. In the 6th edition[18], the number of copies needed was 424,026. This increased to 557,945 in the 5th edition[19], followed by a decrease to 222,378 in the 4th edition[20].

Figure 43 Number of textbooks copies needed at the operational schools

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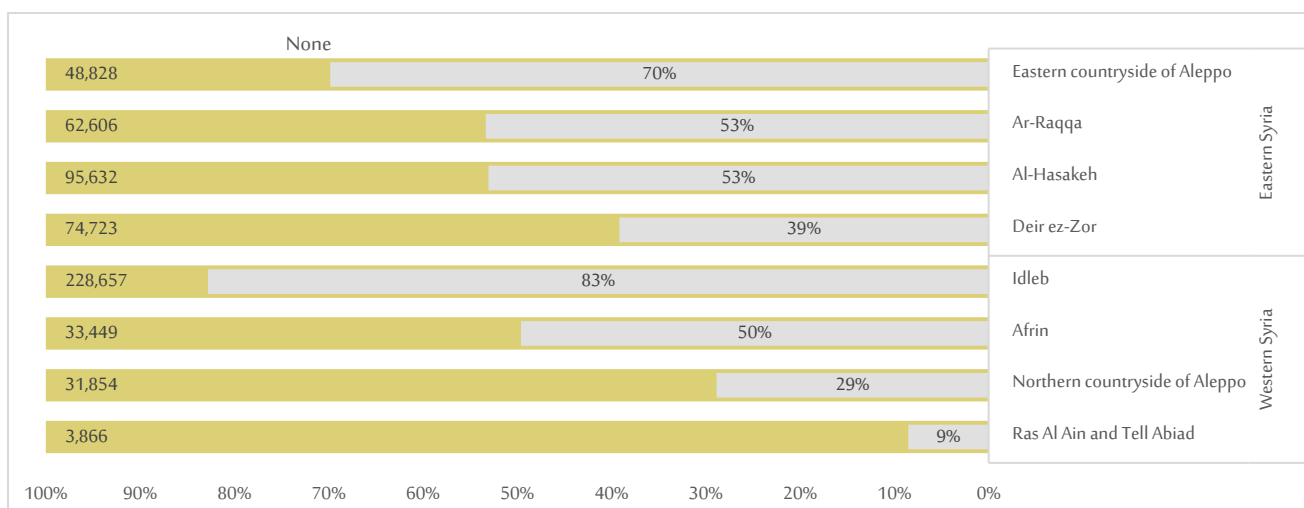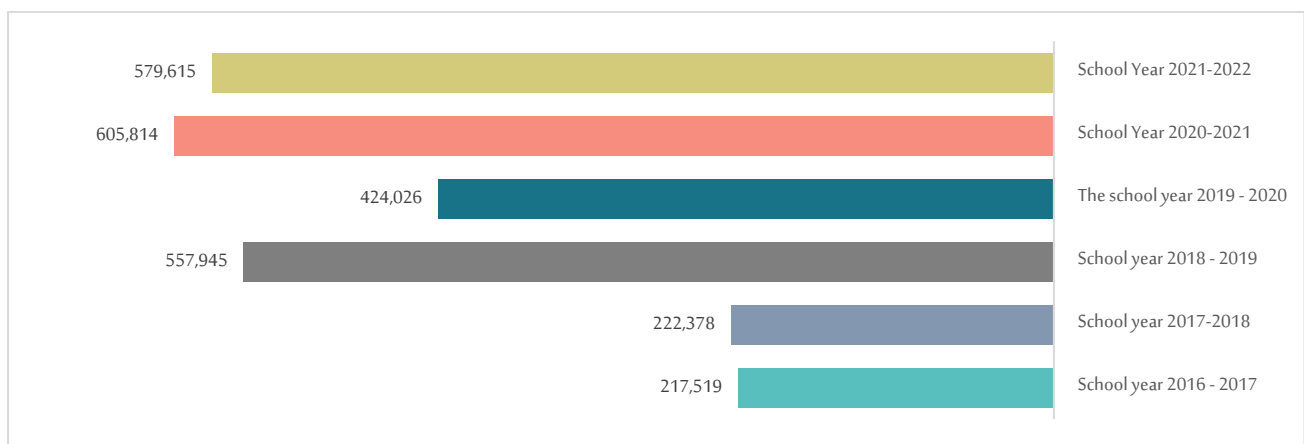
[17] https://acu-sy.org/imu_reports/schools-in-syria-07-thematic-2022/

[18] https://acu-sy.org/imu_reports/schools-syria-06-thematic-2021/

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

[20] https://acu-sy.org/imu_reports/schools-in-syria-2018/

The textbook copy refers to the set of textbooks that are taught, and the number of books varies according to the school stage. In the first cycle of basic education (grades 1-4), the number of textbooks varies between 4 and 6 books. In the second cycle of basic education (grades 5-9), the number of books ranges from 8 to 10 books; in secondary education (grades 10-12), the number of books ranges from 10 to 14 books.

9. Teacher Survey: Mechanisms for Dealing with the Shortage of Textbook Copies in Classrooms

Through surveys conducted with teachers, the enumerators asked teachers who reported a shortage of textbook copies in their classrooms about the methods used as a solution to the shortage of copies. 45% (1,927 teachers) of the teachers reported that they asked more than one student to share one copy, depending on the number of copies available. 35% (1,472 teachers) reported that they wrote the entire lesson on the whiteboard so that all students could follow the lessons. 20% (835 teachers) of the teachers reported that they borrow copies from other classrooms to complete the lessons and return them at the end of each lesson. 14 teachers reported asking students who did not have a copy of the curriculum to make photocopies of lessons at their own expense.

Figure 44 Number/Percentages of teachers by mechanisms of dealing with the shortage of textbooks

1,927 — 45%	More than one student share the available copies
1,472 — 35%	The whole lesson is written on the board
835 — 20%	Textbooks are borrowed from other classrooms
14 — 0%	Photocopies are made at the student's expense

Region				
Western Syria	Idleb	12%	10%	2%
	Afrin	4%	3%	0%
	Ras Al Ain and Tell Abiad	1%	3%	
	Northern countryside of Aleppo	1%	1%	1%
Eastern Syria	Al-Hasakeh	3%	15%	10%
	Eastern countryside of Aleppo	7%	5%	4%
	Deir ez-Zor	6%	7%	1%
	Ar-Raqqa	1%	1%	

Section 9:
Certificates

Section 9: Certificates

1. Certificates Awarding Entities

Before the onset of the Syrian conflict, the Ministry of Education issued certificates for preparatory and secondary education under the Syrian regime. The school administration would provide "school report cards" stamped by the Syrian regime's relevant educational department. However, following the war, various entities emerged and started issuing certificates according to the different control areas.

Figure 47 Entities awarding certificates for the transitional stages according to their percentages
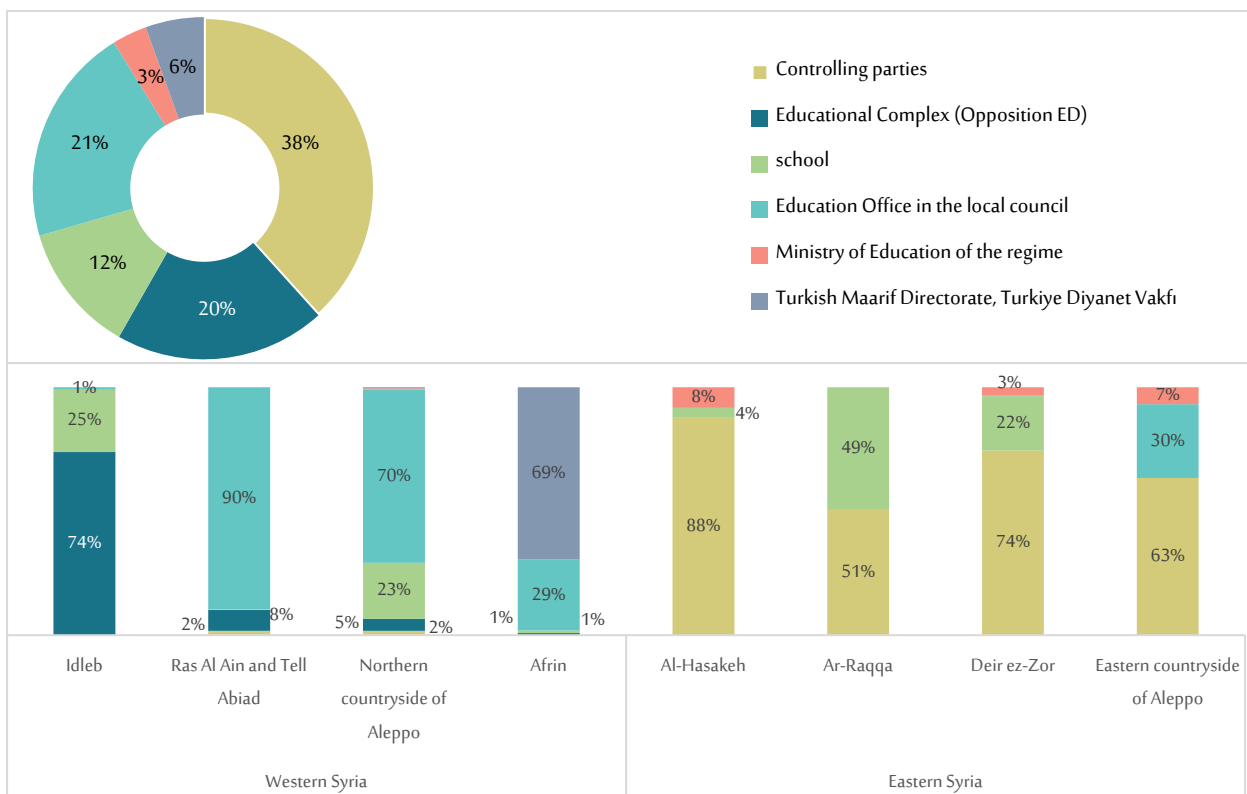
Certificates of the transitional grades: The document commonly referred to as the "school report card" in Syria is typically issued for grades 1-8 and grades 10 and 11. The examinations for these grades are conducted within the school using an exam program and a scoring scale developed by the teachers. Upon completing the exams, the student receives a certificate issued by the school administration, which may also bear the stamp of the relevant educational department (ED). This section of the report highlights the affiliation of the school administration with the respective authority and its authorization to issue student certificates.

According to the study, the dominant forces issued 38% of the transitional stage certificates. The educational offices of the local councils issued 21% of the certificates, while the opposition-affiliated Education Clusters issued 20%. Schools themselves issued 12% of the certificates, whereby they submit a school report card bearing only the principal's signature without any seal. The Turkish Maarif Foundation and Türkiye Diyanet Foundation accounted for 6% of the certificates. Additionally, 3% of the certificates were found to be issued by the directorate of education of the regime.

Figure 8 Entities that award preparatory and secondary schools diplomas
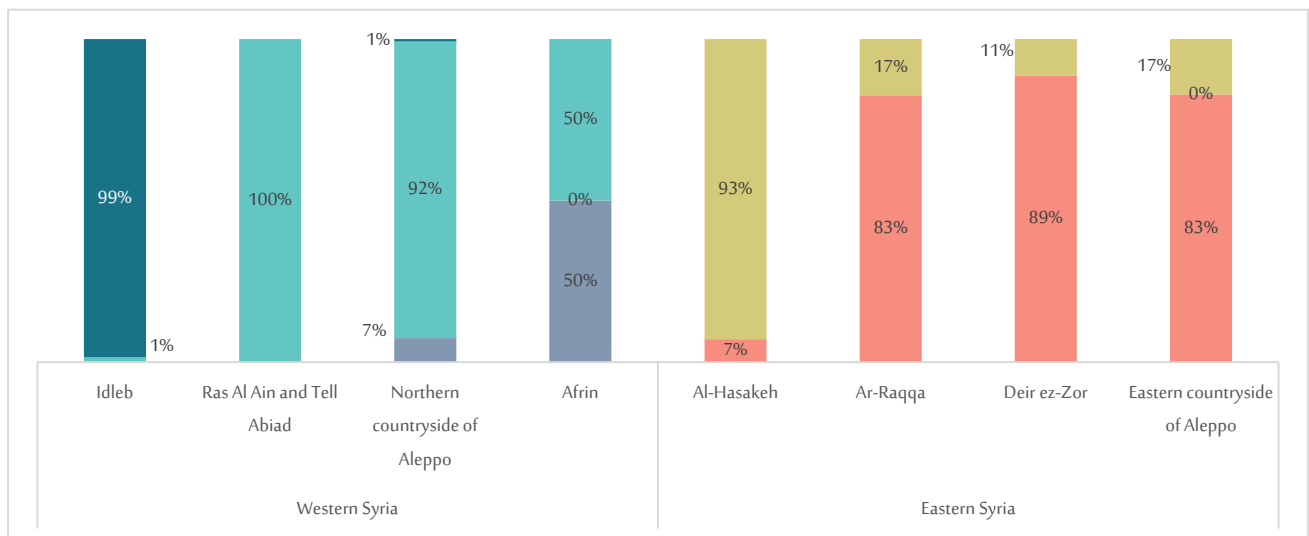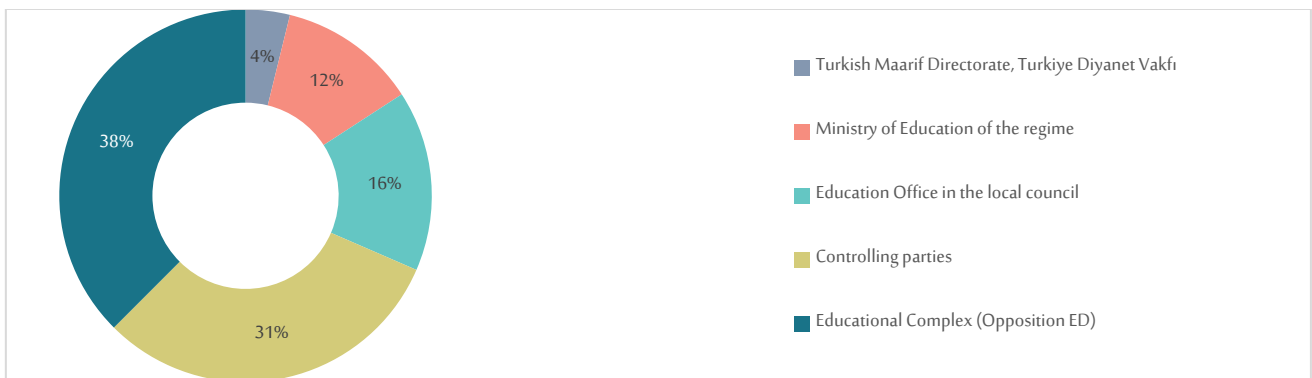
Preparatory and secondary education stage certificates: It is awarded to students in the 9th and 12th grades. To obtain this certificate, students must pass national examinations administered by the Syrian government or the controlling party in their territories. These examinations consist of standardized questions, and a scoring scale is used to evaluate the student's performance. The Ministry of Education is responsible for granting the preparatory and secondary education stage certificates, which must be certified and stamped by the authorized entity conducting the exams.

The study findings indicate that the educational clusters affiliated with the opposition are responsible for issuing 38% of the preparatory and secondary education certificates. The dominant party issues 31% of these certificates, while the educational offices of the local councils issue 16%. Approximately 4% of the certificates are issued by the Turkish Maarif Foundation and Türkiye Diyanet Foundation. The Syrian regime accounts for 12% of the certificates. **It has been reported that students who seek to obtain a lower or secondary education certificate issued by the directorates of education of the Syrian regime must travel to areas under the regime's control to take the exams there.**

The certificate issued by the opposition government is recognized by Turkey and several countries within the European Union, which sets it apart. However, the certificates issued by the so-called SDF (Syrian Democratic Forces) are not recognized by any party. This situation poses challenges for some students who may take risks and travel to areas under regime control to take the preparatory and secondary education certificate examinations and obtain internationally recognized certificates.

Chemonics International conducted a study to support the recognition of certificates issued by the opposition government. The study compared the certificates issued in areas outside the regime's control with international standards, specifically using the UK NARIC (the United Kingdom National Academic Recognition Information Centre). The study was conducted in cooperation with the Education Directorates in the opposition-controlled areas and the Ministry of Education of the Interim Government in 2017. The study results were shared with the education sector in Turkey, particularly with the Education Cluster.

In collaboration with Bonyan organization, Qatar Charity International implemented an e-learning project in Idleb governorate. The project involved awarding certificates from City & Guilds, with the examination process monitored remotely (online). A visit was conducted to schools in Idleb governorate to ensure recognition, and the used Syrian curriculum was checked. The project was carried out in partnership with WRS (World Refugee School), and a digital platform was designed to broadcast the school's digital videos. The certificates awarded through this project are recognized by more than 100 countries worldwide. The project was implemented in 2019.

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

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

Due to the conditions imposed by the war, two additional methods were introduced for students to enter or progress through their school stages. These include taking placement tests, where students are assessed for their academic level and placed accordingly and enrolling in schools for the first time.

According to the study's findings, the majority of students, accounting for 86%, progressed to higher grades after successfully passing the final exams. Around 10% of students entered their current educational stage by enrolling for the first time, excluding first-grade students. Additionally, 1% of students advanced to their current educational stage after undergoing a placement test. Another 1% of students reached their current grade after exhausting the years of failure, while an additional 1% moved up a year due to having previously repeated a grade.

Figure 49 Percentage of students promoted to higher grades.
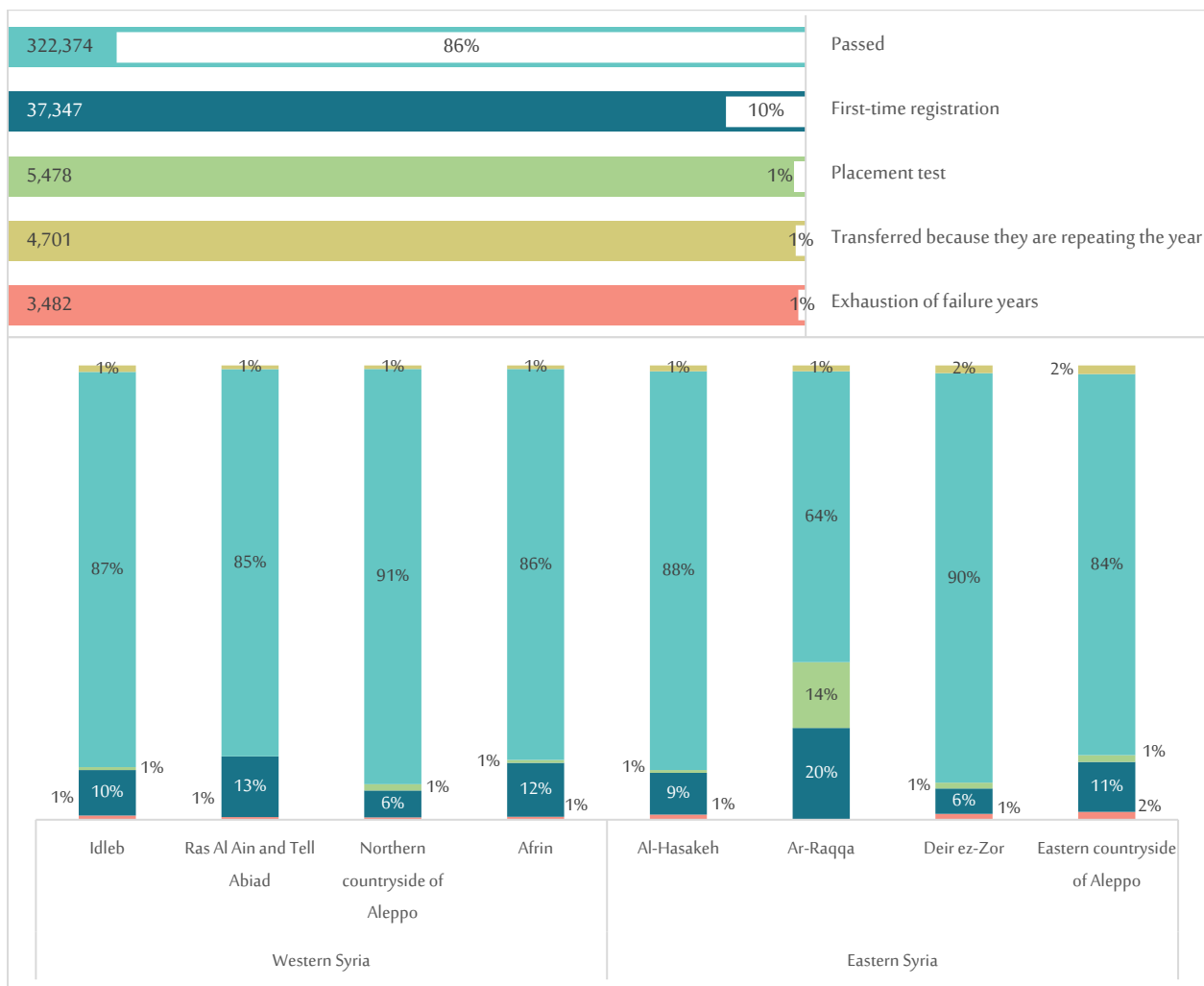
- **Passing:** At the conclusion of the academic year, students must take final exams based on the curriculum they have studied throughout the year. Completing these exams indicates they have met the requirements to advance to the next grade.

- **Exhausting years of repetition:** Students are sometimes promoted to the next grade after repeating the same educational grade for two consecutive years due to not meeting the passing requirements initially.

- **Exhausting years of failure:** Some students advance to the next grade due to exhausting their "failure years," where a student fails for several consecutive years and is transferred to the next grade because they are no longer allowed to stay in the same grade, due to mismatch between their age and other students, and at the same time, they can't be excluded as the compulsory education law obliges students to attend school until the completion of first and second cycles of primary education (grades 1-9). It should be mentioned that the student can fail only two years in the first cycle of primary education (grades 1-4) and only two years in the second cycle of primary education (grades 5-9). If the two years of failure expire, the student automatically advances to the next grade even if they have not passed the exams.

- **Placement test:** Specialized teachers conduct a "placement test" mechanism for out-of-school children (dropout children) and children who do not have official documents that identify the grade they have completed. The specialized teachers test the abilities of these children using quick tests to determine their level of education and the educational grade they should join.

- **First-time registration:** The student's grade is determined by age during first-time registration in those schools. In such cases, no placement tests are conducted, and no learners' official documents are required to identify the grade they have completed; first-grade students are excepted in this case.

3. Teacher Survey: Percentage of Students Whose Ages Align with Their School Grades

Through surveys conducted by enumerators with teachers, they were asked about the proportion of their students whose ages correspond to their respective school grades. Based on the responses from teachers, the average percentage of students whose ages align with their school grades was calculated. The findings indicate that 81% of students in the assessed schools have an educational level corresponding to their grades.

In NWS, the average percentage of the students whose school grades align with their educational levels in Afrin is 82%; In Ras al-Ain and Tal Abyad, the percentage was 88%, 90% in northern Aleppo countryside; 84% in Idleb governorate,

In NES, according to the surveyed teachers, the average percentage of students whose educational levels align with their school grades in the eastern countryside of Aleppo was 82%, 96% in Deir-ez-Zor, 78 in Ar-Raqqa, and 84% in Al-Hasakeh governorate.

Figure 50 Percentage of students whose educational levels align with their school grades according to the teachers.

Region	Percentage
Afrin	82%
Northern countryside of Aleppo	90%
Ras Al Ain and Tell Abiad	88%
Idleb	84%
Eastern countryside of Aleppo	82%
Deir ez-Zor	96%
Ar-Raqqa	78%
Al-Hasakeh	84%

Section 10:
Students

Section 10: Students

1. Numbers of Student

In the current version of the Schools in Syria Report (the academic year 2022-2023), the number of students in operational schools reached 1,057,693. In the seventh edition[21] of the report, the number of students in operational schools reached 1,030,382. In the sixth edition[22] of the report, the number of students in operational schools (the academic year 2020-2021) reached 853,719.

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

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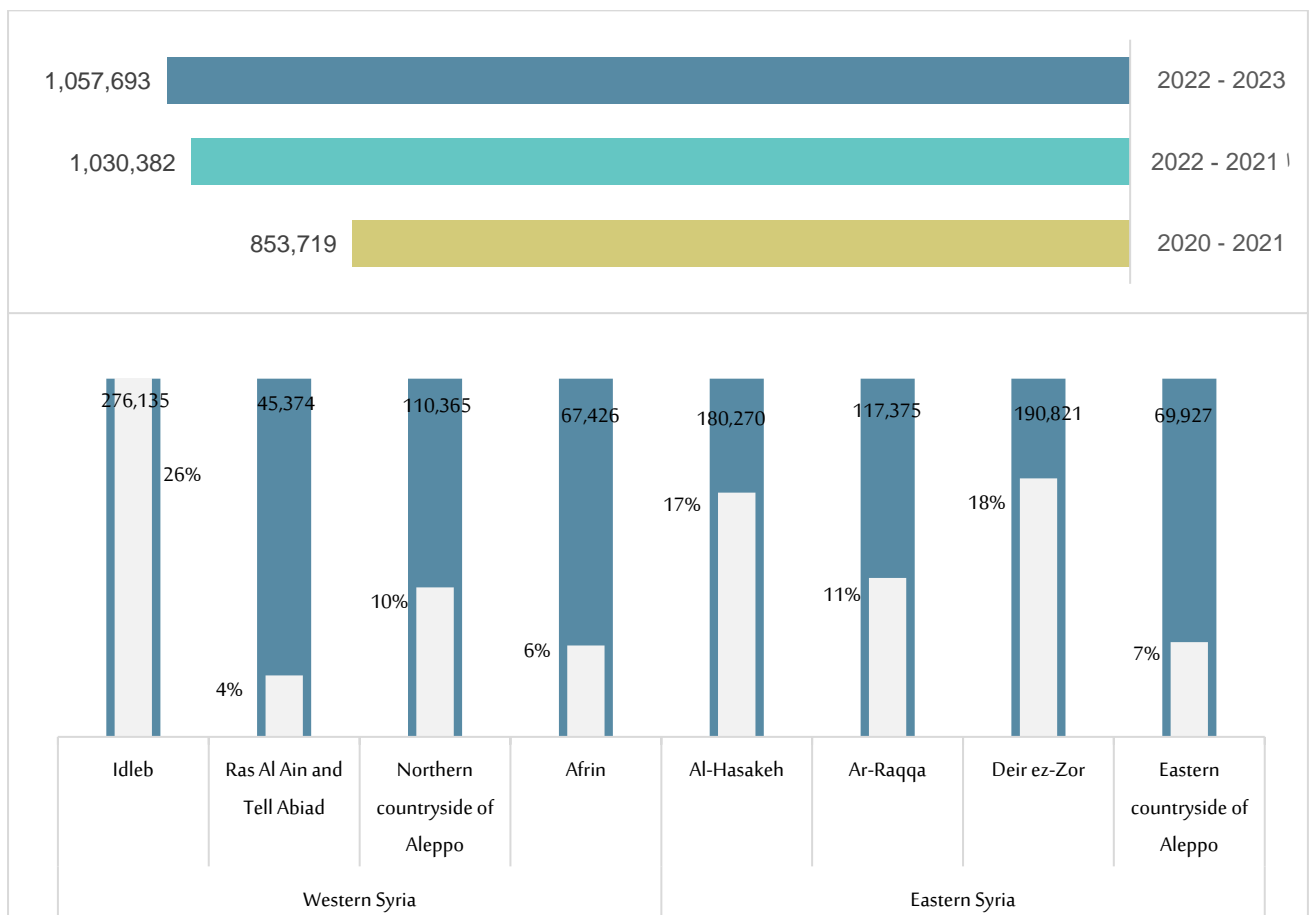
[21] https://acu-sy.org/imu_reports/schools-in-syria-07-thematic-2022/

[22] https://acu-sy.org/imu_reports/schools-syria-06-thematic-2021/

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

Number of Students

- 440 – 4,815
- 4,816 – 8,847
- 8,848 – 12,805
- 12,806 – 20,308
- 20,309 – 75,045
- Unassessed sub-districts

WWW.ACU-SY.ORG
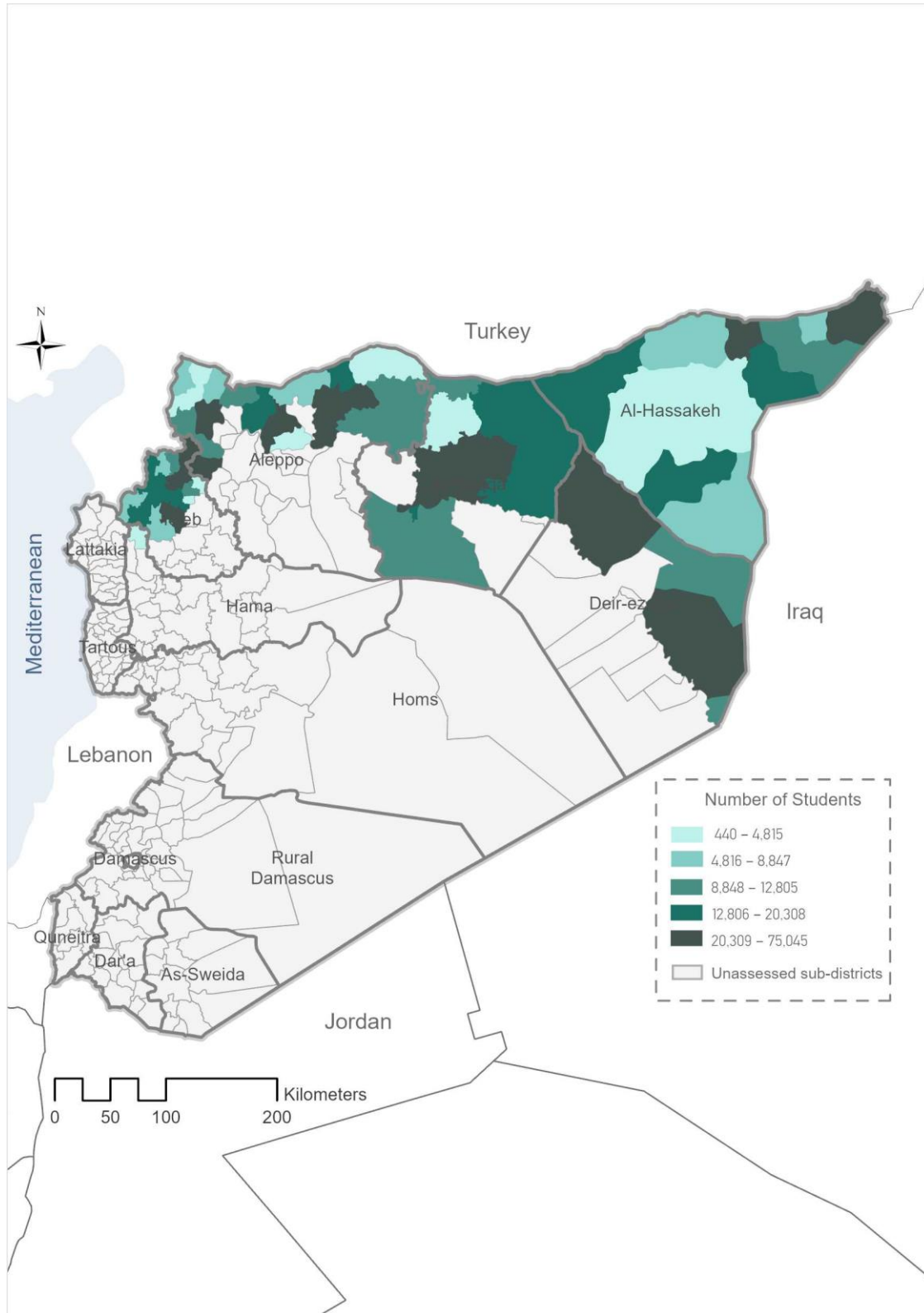
2. Age Groups of Students

Students aged 6-10 constitute the largest age group in the assessed schools, with 56% (594,568 students of both genders) of the total enrolled students. Female students aged 6-10 make up 28% (297,371 female students) of the total enrolled students. Students aged 11-12 constitute 24% (256,209 students of both genders) of the total enrolled students. Students aged 13-15 constitute 15% (159,563 students of both genders) of the total enrolled students. Students aged 16-18 accounted for 4% (43,877 students of both genders).

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

1,514	5,447	9,687	15,558	Males	Afrin	
2,342	6,223	10,020	16,262	Females		
2,870	7,332	13,262	33,946	Males	Northern countryside of Aleppo	Western Syria
2,177	6,279	12,199	31,877	Females		
268	1,648	5,684	16,439	Males	Ras Al Ain and Tell Abiad	
285	1,548	4,781	14,626	Females		
6,164	22,513	26,326	78,160	Males	Idleb	
8,007	27,225	27,235	80,057	Females		
782	4,542	9,154	20,865	Males	Eastern countryside of Aleppo	Eastern Syria
536	4,428	9,095	20,520	Females		
1,522	9,212	24,271	59,425	Males	Deir ez-Zor	
2,342	8,845	24,507	60,190	Females		
677	8,057	17,861	33,812	Males	Ar-Raqqa	
307	7,402	16,384	32,856	Females		
6,692	18,706	22,579	39,166	Males	Al-Hasakeh	
7,392	20,156	23,164	40,809	Females		

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

3. Availability of Kindergartens within Schools

The study found that only 13% (484 schools) of the assessed operational schools had kindergartens (pre-primary education).

Figure 53 The availability of kindergartens within schools
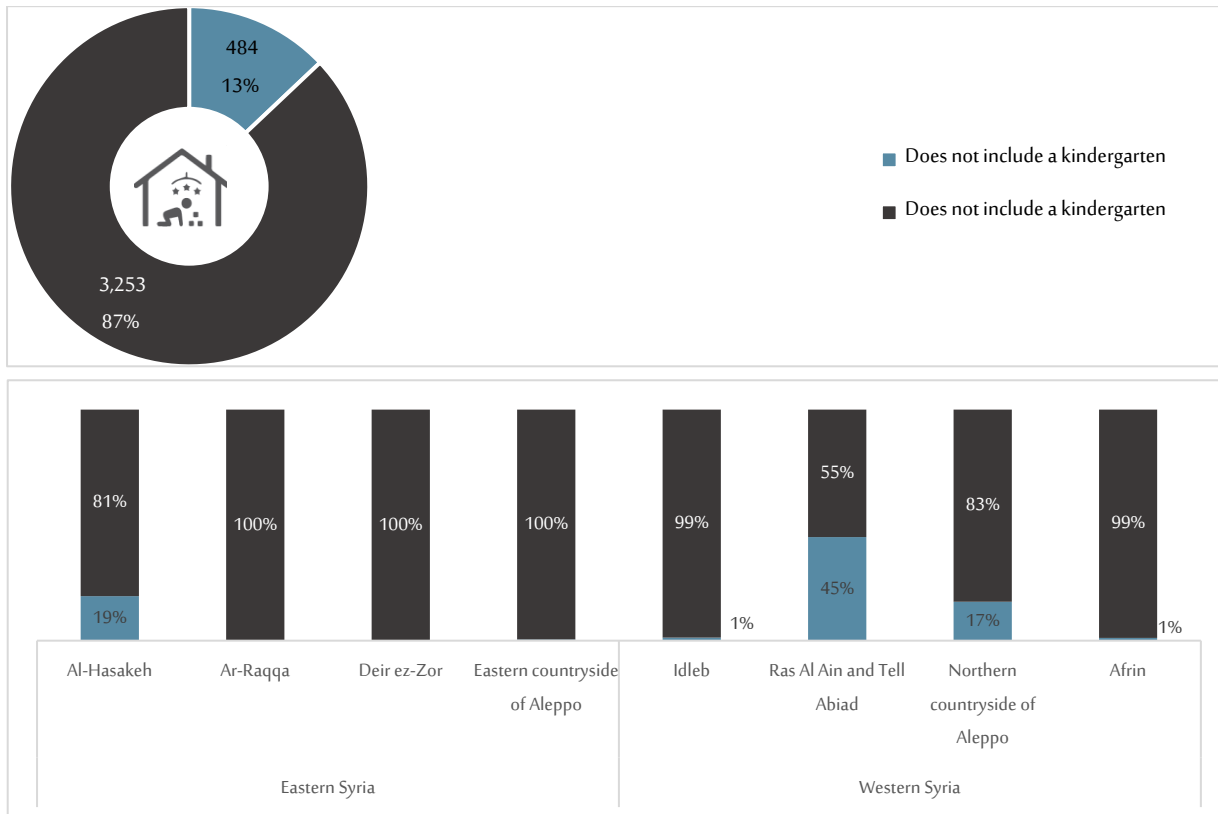
The INEE Minimum Standards for Education defines early childhood23 development as *"the processes children aged 0 to 8 years develop their optimal physical health, mental awareness, emotional confidence, social competence and readiness to learn. These processes are supported by comprehensive social and financial policies and programming that include health, food, WASH, hygiene, education, and child protection services. All children and families benefit from high-quality education programs, but the disadvantaged groups benefit the most."* Before the war in Syria, pre-school (pre-primary) education was uncommon. Parents interested in preschool sent their children to private schools, and many families could not afford private preschool. In 2006, a new branch of the Faculty of Education called Kindergartens was established. Graduates of this branch specialize in early childhood development. With parents increasingly aware of the importance of early childhood education, schools started to recognize the need to open preschool levels.

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[23]https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

4. Segregation of Students by Gender

The data shows that 91% (3,398 schools) of the total assessed schools are mixed schools with male and female students, 5% (180 schools) of the schools are for male students only, and 4% (159 schools) are for female students only.

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

The school is mixed-gender

The school is for female students only

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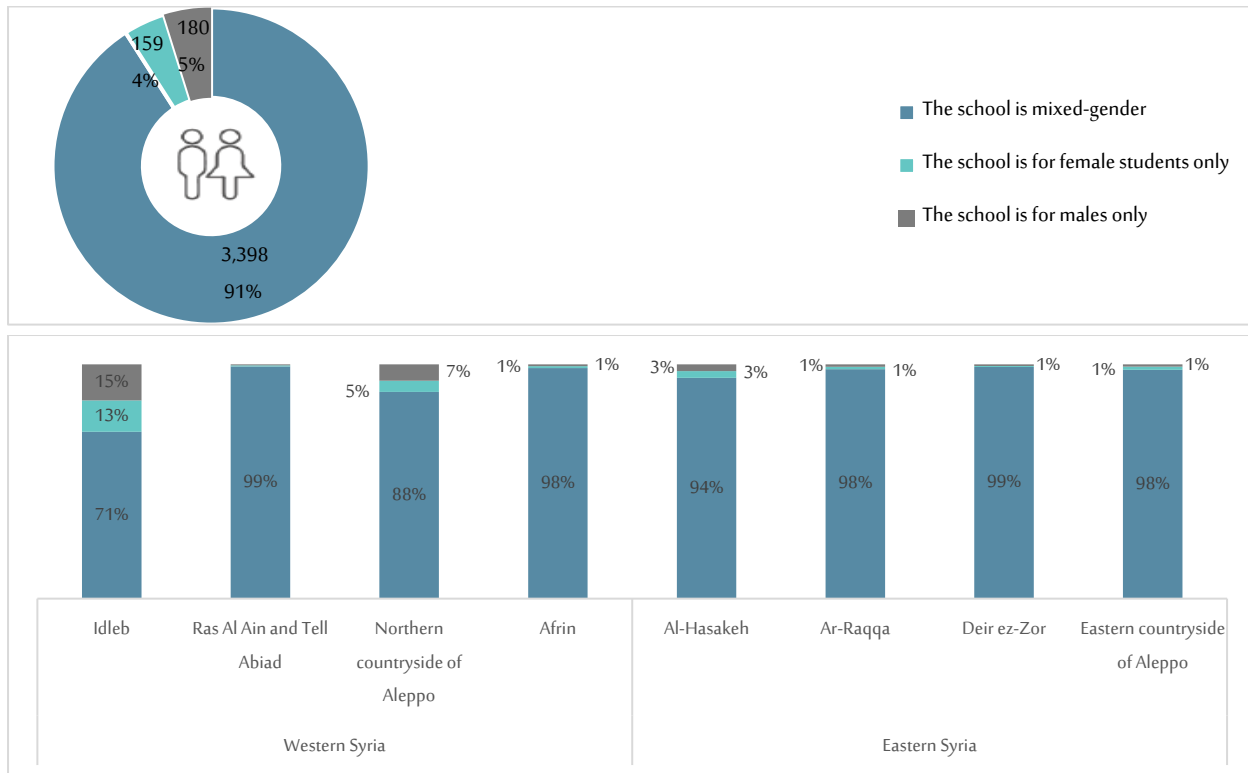
Before the war in Syria, the segregation of students by gender began in most schools in the preparatory stage (schools are designated for males and others for females). Primary schools (grades 1-6) were mixed-gender, while primary and secondary schools were single-gender. Mixed-gender schools existed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

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

both the first and second cycle of basic education (Grades 1 - 9), both genders are included in the first cycle of basic education (Grades 1 - 4), and one of the genders in the second cycle of basic education (Grade 5 - 9).

5. The Distance from the Communities to Schools

The study found that 23% of students live more than 1,000 meters from their schools, 40% live between 500 and 1,000 meters from their schools, and 37% live less than 500 meters from their schools.

Figure 55 Number/Percentage of students according to the distance between their homes and schools
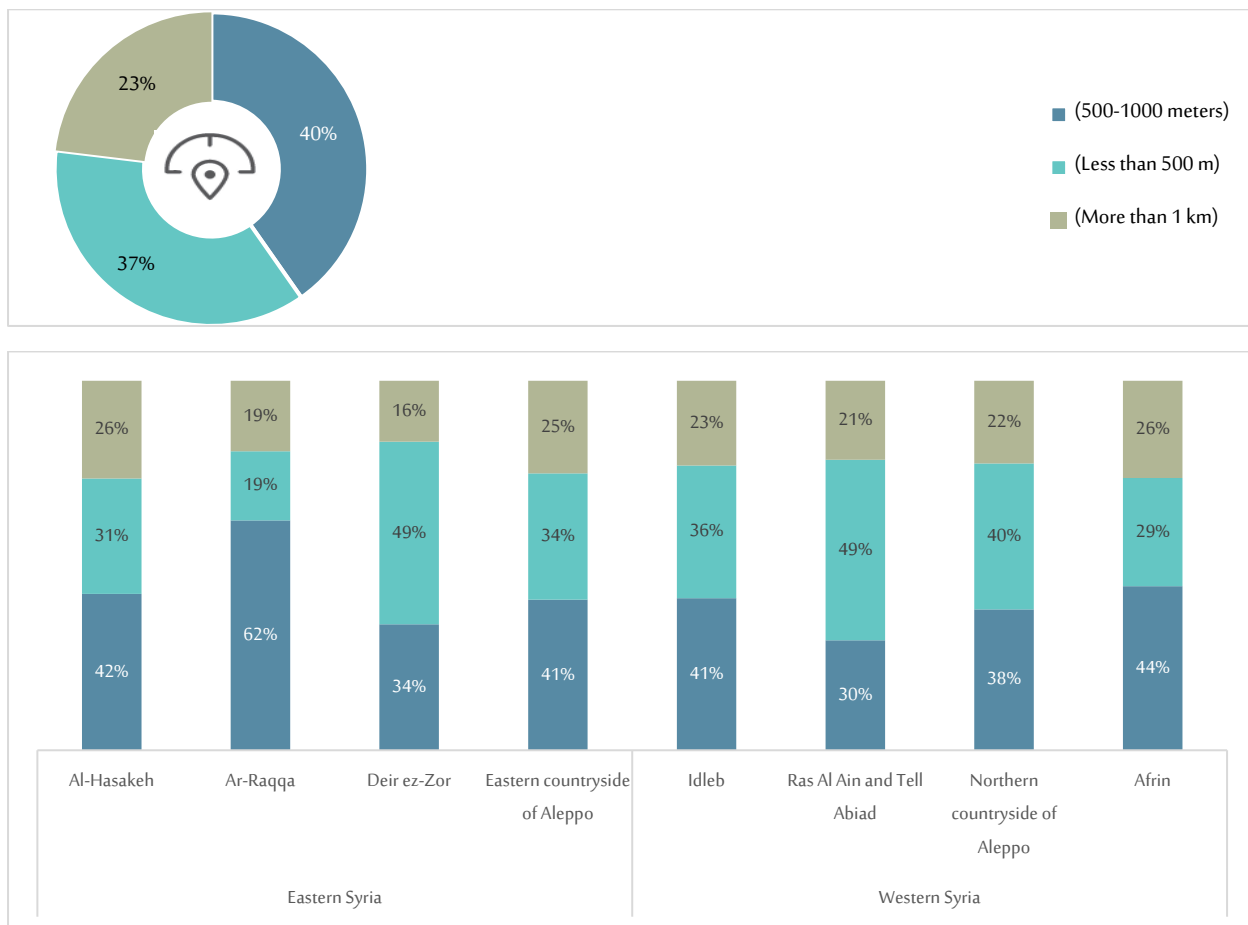
The appropriate distance between students' homes and schools varies depending on the community. Each neighborhood has several schools for different stages in large and more organized cities. The number of schools is proportional to the number of students within the neighborhood, and it is easy for students to go to school on foot. The distance between schools and students' houses often does not exceed 500 meters. If the distance exceeds 500 meters, public transportation is available and is often safe as many passengers take it. Buses transport passengers within the city in populated areas, making them safe for children and reducing their vulnerability to harassment while using transportation. In villages with large agricultural land and housing spaced out, schools are

often more than 500 meters away from students' homes, which may be more than 1,000 meters. Primary schools in villages are often close to students' homes, or 'rural schools' may be an appropriate solution to avoid children traveling long distances. Students may have to travel long distances to get to school for preparatory and secondary schools. Preparatory and secondary schools are unavailable in all villages, and public transport may not always be available.

In some cases, the use of transportation by children is not safe because it passes through uninhabited places, which may expose children to harassment. In general, there are no specific standards for the distance between schools and students' homes. It depends on the nature of the environment where children live (rural or urban) and on the availability of safety and accessibility to school in terms of safe and appropriate public transportation. Its costs are convenient for the student's standard of living. They do not impose an additional burden on parents.

According to the INEE Minimum Standards for Education24, *"The maximum distance between learners and learning spaces should be determined according to local and national standards. It is important to consider safety and security issues to accessibility, such as soldiers' quarters, landmines, and dense bush nearby. Learners, parents, and other community members should be consulted about the location of educational places and potential dangers."* Through key informants, the study asked about the students whose home distance to school is considered suitable for them regardless of their distance from their homes. The results showed that in 2,264 schools, the distance was convenient for more than 76% of students; in 958 schools, the distance was convenient for 51% - 75% of students; in 386 schools, the distance was convenient for 26% - 50% of students, in 129 schools the distance was convenient for less than 25% of students.

Figure 56 Percentage of students whose schools are at a suitable distance from their homes
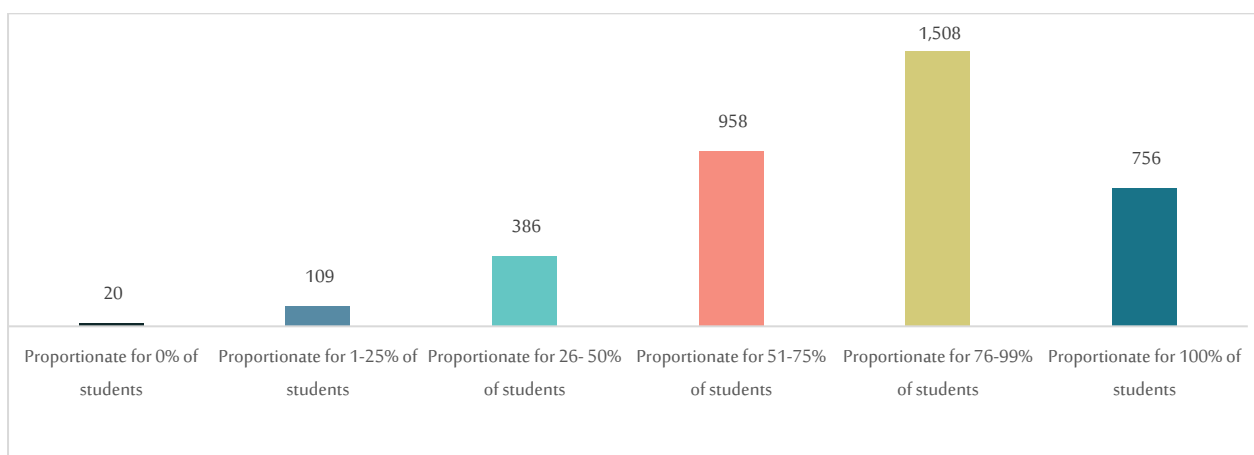
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6. Vulnerability of Students on Their Way to School

The study results showed that students in only 15% (555 schools) of the operational schools were exposed to different risks on their way to school, while the road to 85% (3,182 schools) of the schools was safe.

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

Students are not exposed to risks on their way to school

Students are at risk on their way to school
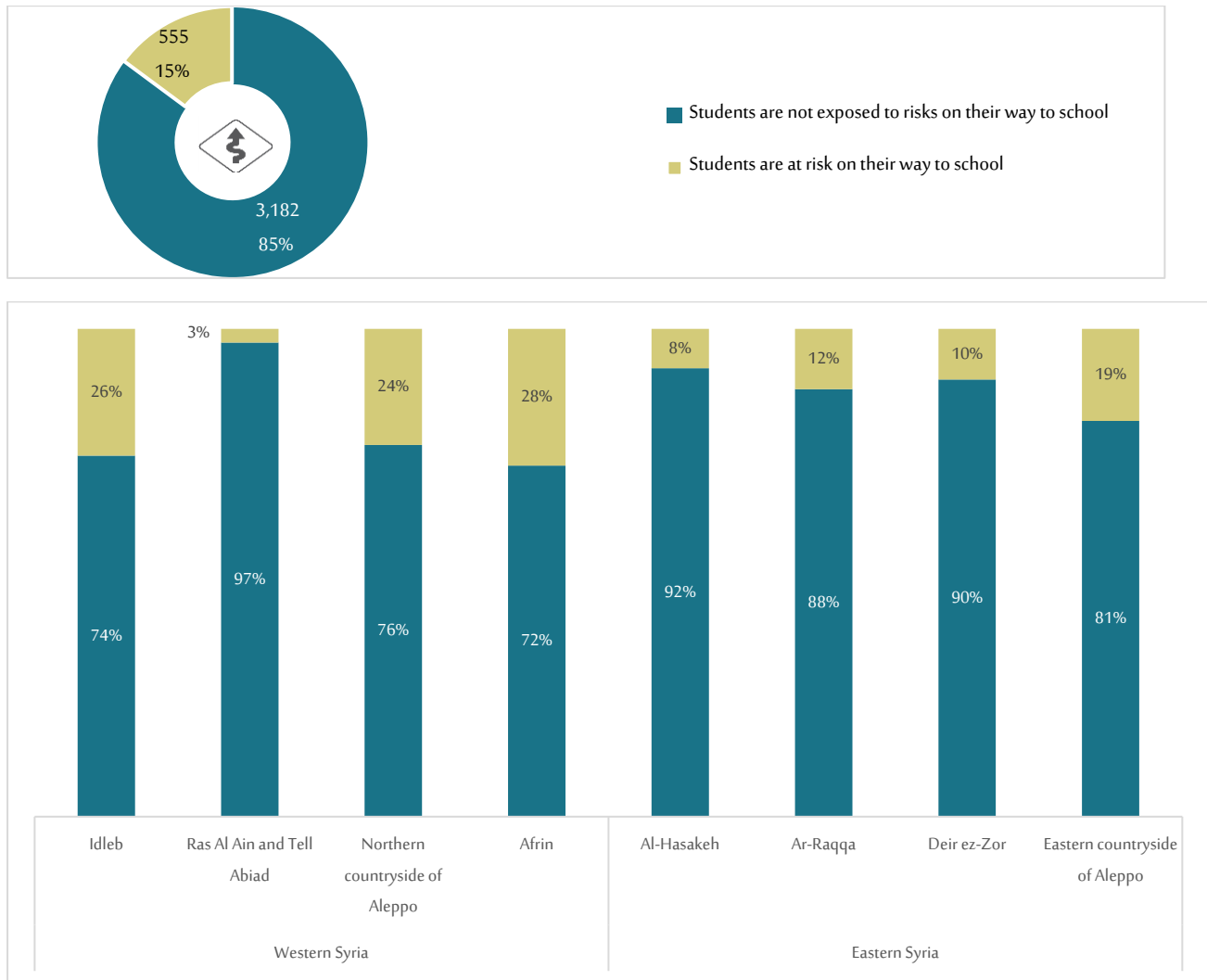
At the forefront of the risks to students on their way to school was the passage of students in places with heavy traffic. The absence of all traffic control mechanisms, such as road signs, traffic signals, pained pedestrian routes, and the absence of traffic police, has increased the risk to their lives. In the second place came the school children crossing uninhabited areas to reach their schools, exposing them to the risk of kidnapping or harassment. In third place came school children crossing military checkpoints or through military zones to reach their schools

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

Northeast/ Northwest	Analysis Level	Walking in crowded roads	Passing through un-inhabited places	Passing by military checkpoints or zones	Passing through forests or dangerous jungle	Passing through places with mines or UXO	Fear of shelling on the way o school	Harassment
Northeast	Al-Hasakeh							
	Ar-Raqqa							
	Deir ez-Zor							
	Northern Countryside of Aleppo							
Northwest	Idleb							
	Ras Al-Ain An Tal Abyad							
	Northern countryside of Aleppo							
	Afrin							
Total								

Low difficulty — High difficulty

7. Transportation Used by Students to Reach School

The study found that 93% of students go to school on foot and do not use transportation. This high percentage does not indicate the short distance between students' homes and schools. It was found that 63% of students are more than 500 meters from their schools and walk great distances to reach their schools. The study results also showed that 2% of students use motorcycles to get to school. These are often advanced (secondary school) students, as it is difficult for students in basic education to use motorcycles. 2% of students use private, and 2% use public transportation.

Figure 59 Transportation means used by students to reach schools.

Value	Percentage	Means
348,423	93%	On foot
8,203	2%	Using public transportation
6,838	2%	Using private transportation (a car)
2,009	1%	Using a bicycle
8,222	2%	Using a motorcycle
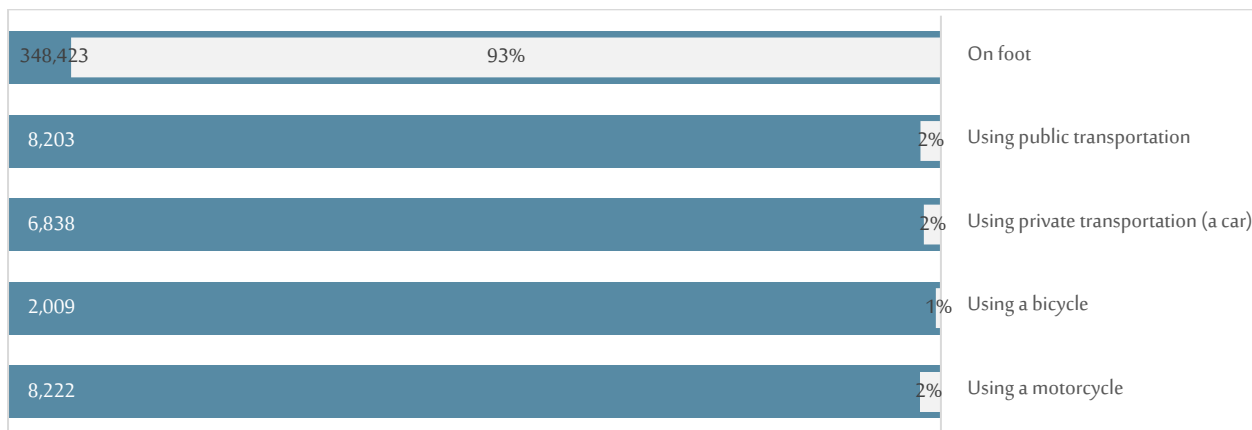
8. Student Surveys: Reasons for Being Late to School in the Morning

Through opinion surveys with students[25], the enumerators asked if they were late to school in the morning and, if they were late to school, what the reasons were. 73% (4,298 students) reported being late for school earlier. Of the students who were always or often late, 36% (94 students) were late because they woke up late in the morning, 27% (71 students) were late because they were sick, 10% (26 students) were late because the weather was terrible, and 6% (15 students) were late because they had to stay home to do other things.

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

94	36%	I was up late
71	27%	I was sick
26	10%	The weather was too bad
15	6%	I had to stay home to do other things
14	5%	The school is very far away and no transportation means are available
11	4%	Transportation means was late
10	4%	I feel there's no problem if I am late
9	3%	I had to stay with a family member
6	2%	Because of an emergency
2	1%	No one wakes me up early
2	1%	The school uniform was not ready that day
1	0%	It was unsafe to go to school

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[25] IMU enumerators conducted surveys with 5,892 children aged 6-18 years in 5 governorates. Females constituted 48% of the children and males 52% of the children. 2% of the children surveyed had a disability.

9. Student Commitment to School Attendance

School days are five days per week, Sunday to Thursday. Some students attend school less than five days per week, classified in this report as repeated absences from school. The period of absence may be continuous (for one month or more continuously) or separate (one or more days per week).

The study found that only 3% (53 schools) have more than 76% of students absent continuously; 1% (33 schools) have 51-75% absent continuously, 4% (161 schools) have 26% -50% absent consistently, 92% (3,429 schools) have fewer than 20% absent consistently. The results confirm the decline in students' commitment to school this year compared to previous years.

Figure 61 Number/Percentage of schools according to the percentage of students who are constantly absent from school
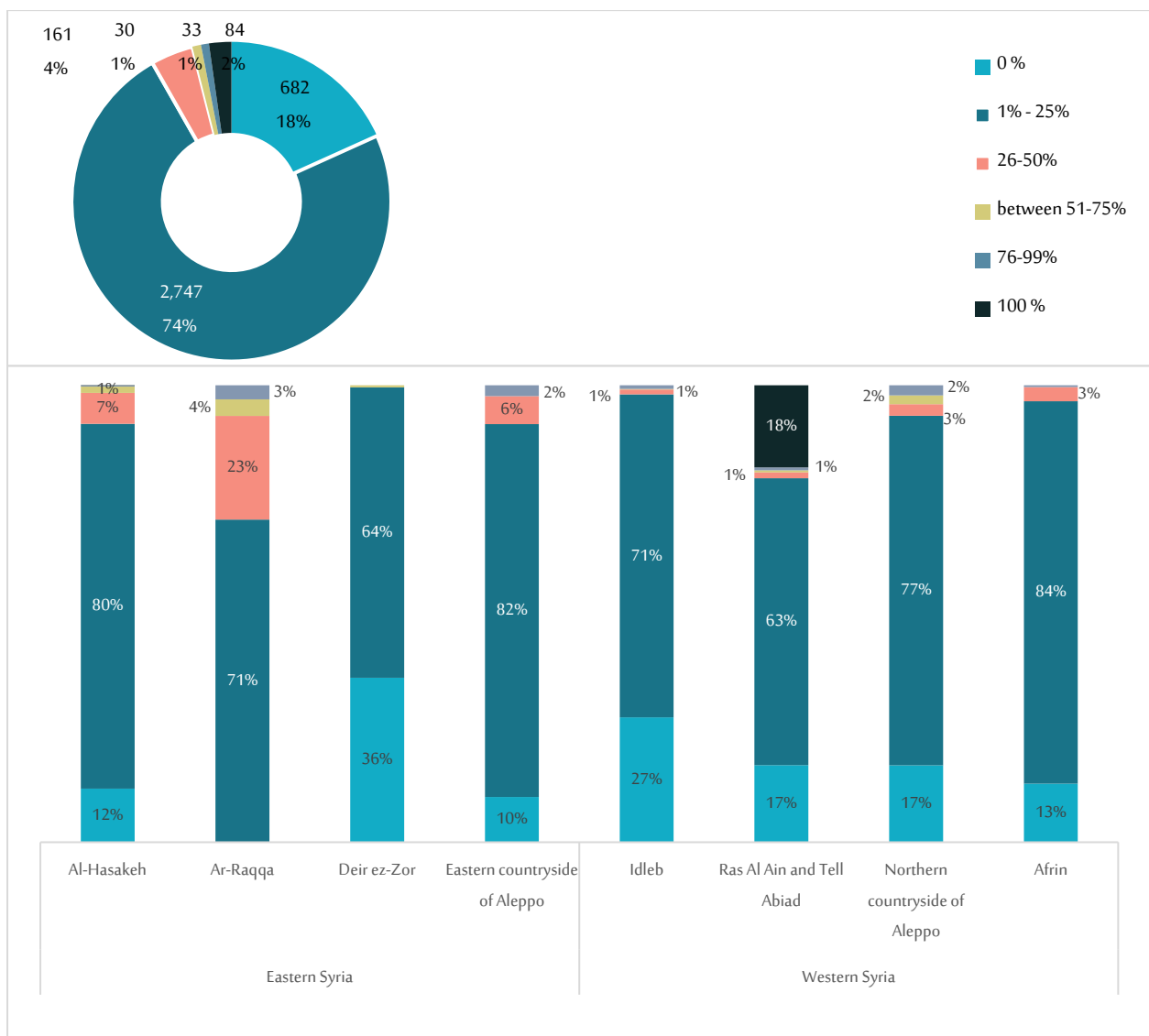
10. Student Survey: Reasons Behind Students' Skipping School

Through surveys with students[26], the enumerators asked them if they were absent from school, and if students were absent from school, what were the reasons for their absence. 75% (4,448 students) of students reported having missed school earlier. Of the always or often absent students, 34% (49 students) were absent because they were sick, 18% (26 students) were absent because they had to stay home to do other things, 10% (14 students) because the weather was terrible, and 9% (13 students) were absent because they were up late.

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

Legend:
- Never
- Sometimes
- Always
- Often
- Rarely

Number	Percentage	Reason
49	34%	I was sick
26	18%	I had to stay home to do other things
14	10%	The weather was too bad
13	9%	I was up late
12	8%	Because of an emergency
8	6%	Transportation means was late
7	5%	I had to stay with a family member
6	4%	The school is very far away and no transportation means are available
4	3%	I couldn't find my school uniform, or my school uniform wasn't ready that day
4	3%	It was unsafe to go to school

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[26] IMU enumerators conducted surveys with 5,892 children aged 6-18 years in 5 governorates. Females constituted 48% of the children and males 52% of the children. 2% of the children surveyed had a disability.

11.   Overcrowded Classrooms

The most significant number of classrooms in Syria is designed to accommodate 30 students. For this assessment, classrooms with fewer than 30 students were considered not crowded, classrooms with 30-40 students were considered moderately crowded, and classrooms with more than 40 students were considered overcrowded.

The results of the study show that 13% (499 schools) of the assessed operational schools are overcrowded, 39% (1,434 schools) are moderately crowded, and 48% (1,804 schools) are not crowded.

Figure 63 Number/Percentage of schools by overcrowding of students within classrooms
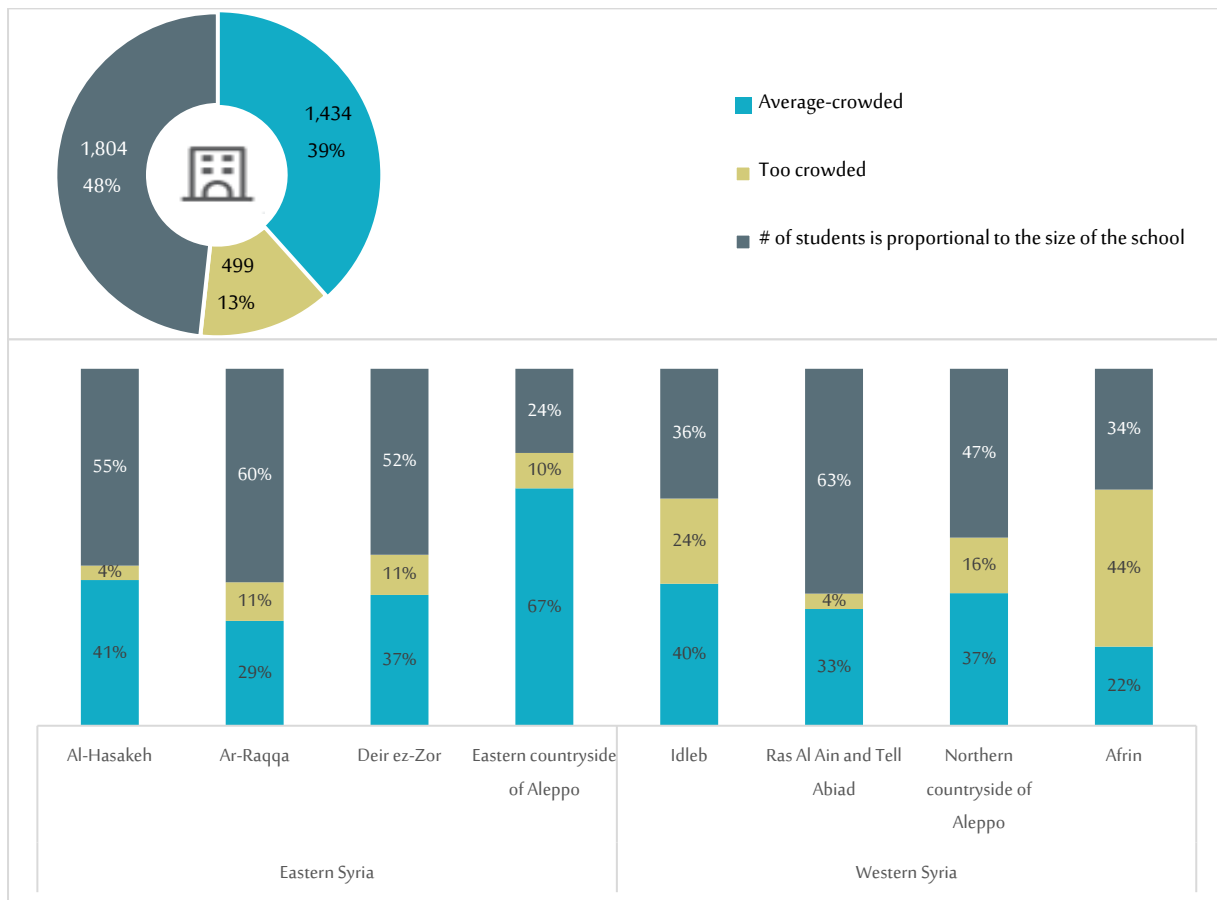
According to the INEE Minimum Standards for Education27, *"Education facilities should be designed considering who uses the learning spaces and how they use them. Spaces should be appropriate for gender, age, physical ability, and cultural considerations. A realistic local standard for the maximum class size should be established, and sufficient space should be left, if possible, for additional classes if the attendance rate increases to enable a gradual reduction in the use of multiple shifts."*

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27 https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

12. Difficulties Faced by Students in Schools

The study looked at the difficulties and obstacles related to home and school that students in schools face. At the forefront of the difficulties related to home and experienced by students in schools are the neglect of parents and their failure to follow the educational level of their children. In the second place came the children's assistance to their parents in house chores/farm. In the third and fourth place came the lack of income, money, or resources available to families to provide educational supplies for their children and child labor outside the house. This is due to the economic and living conditions deterioration in light of the ongoing war in Syria. In fifth place came that parents do not value education and its importance and are unaware of the risks associated with their children dropping out of school.

Figure 64 Home-related difficulties faced by students in schools

NES/NWS	Analysis level	Parents' neglect	Child helps at home/farm	Lack of income to send children to school	Child works outside home	Parents do not appreciate education	Parents do not like the curriculum adopted	Displacement	Parents do not know about the learning opportunities available	Marriage/pregnancy	Cultural beliefs	Children join military groups	Language problems	Children suffer from psychological disturbances	Forced military service
NES	Al-Hasakeh														
	Ar-Raqqa														
	Deir ez-Zor														
	Eastern Aleppo countryside														
NWS	Idleb														
	Ras Al-Ain and Tal Abyad														
	Western Aleppo Countryside														
	Afrin														
Total															

Low difficulty — High difficulty

Regarding the difficulties and obstacles faced by students related to the school, the absence of recognized certificates in public schools came first. In second place came the lack of qualified and specialized teaching staff to provide a sound education to students. In third place came the poor conditions in schools, such as the lack of toilets, electricity, or furniture necessary for the educational process. In fourth place came the shortage of materials, books, and stationery. And in the fifth place came the inadequacy of public schools' water, sanitation, and hygiene facilities in light of the lack of adequate support for schools and education.

Figure 64 School-related difficulties faced by students in schools

Low difficulty — High difficulty

13. Percentage of Students Dropping out (Children out of School)

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

Figure 65 Percentage of dropout children (Out of school)
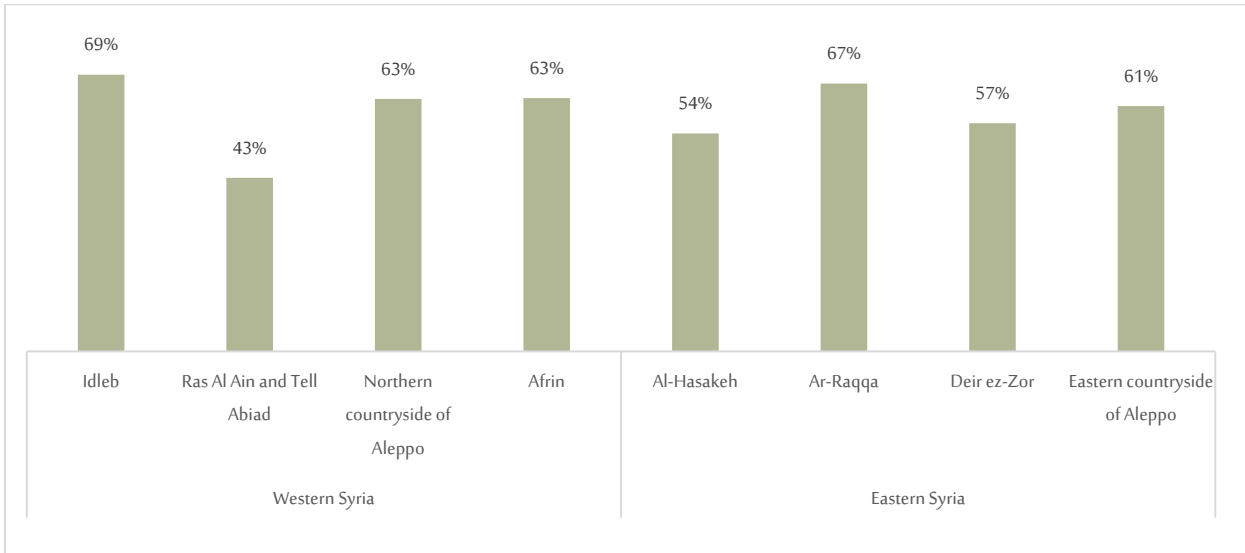
In 2020, the IMU produced the JENA report in northwestern Syria in areas [28] outside the regime's control under the supervision of the Education Cluster Cross Border Turkey and Save the Children International in cooperation with a group of education partners composed of 22 Syrian humanitarian organizations. The results of this study showed that 56% (1,037,932 children) of children in northwestern Syria were enrolled in schools, while 44% (815,518 children) were out of school (school dropouts). On January 24, 2021, on the International Day of Education occasion, [29] the Regional Coordinator issued a joint statement for the Syrian Crisis and UNICEF's Regional Director for the Middle East and North Africa. The statement was titled: "*Ten Years of War in Syria and More Than Half of the Children Are Still Deprived of Education.*" The statement included, "In *Syria, more than 2.4 million children are out of school, nearly 40 percent of whom are girls. The number likely increased in 2020 due to the "COVID-19" pandemic, which has exacerbated the disruption of education in Syria.*"

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

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

According to the[30] "Working Towards Increasing the Quality of Education for Internally Displaced Children" Report issued by Save the Children, "In all of Syria, an estimated 2.1 million children were out of school, and another 1.3 million were at risk of dropping out before the COVID-19 pandemic."

In northwestern Syria, the study results showed the highest percentage of out-of-school children is in Idleb governorate. Out-of-school children accounted for 69% of children between 6 and 18. The percentage was 63% in the northern countryside of Aleppo and Afrin district. The most significant number of out-of-school children is observed in areas with many displaced people.

In northeastern Syria, the results of the study showed the highest percentage of out-of-school children is in Ar-Raqqa governorate at 67% of children aged 6-18 years were out of school, 61% were in the eastern countryside of Aleppo, 54% were in Al-Hasakeh governorate, 57% in Deir ez-Zor governorate, and 43% were in Ras al-Ain and Tal Abyad.

14.   Reasons for Dropping out and Difficulties Preventing Children from Attending School

The study looked at home-related and school-related difficulties and obstacles that prevent students from attending school. Public schools' lack of recognized certificates is at the forefront of school-related difficulties. In second place came the poor conditions in schools, such as the lack of toilets, electricity, or Furniture. In third place came the lack of qualified teaching staff. The home-related reasons that constitute obstacles for children to attend school include the lack of income, money, or resources to send children to school. That is considered the biggest obstacle for parents to send their children to schools due to the deteriorating living conditions. In addition, one of those home-related obstacles is that the child helps with the house chores or farm. Also, parents neglect their children's education. This neglect is attributed to the parents' lack of awareness of the importance of education. The dire economic situation prompted parents to employ their children outside the house instead of educating them.

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

Figure 66 School-related reasons that prevent children from attending school

Low difficulty – High difficulty

119

Map 4 Estimated rates of dropouts.

Percentage of Dropout Students
- 24% – 41%
- 42% – 54%
- 55% – 63%
- 64% – 70%
- 71% – 87%
- Unassessed sub-districts
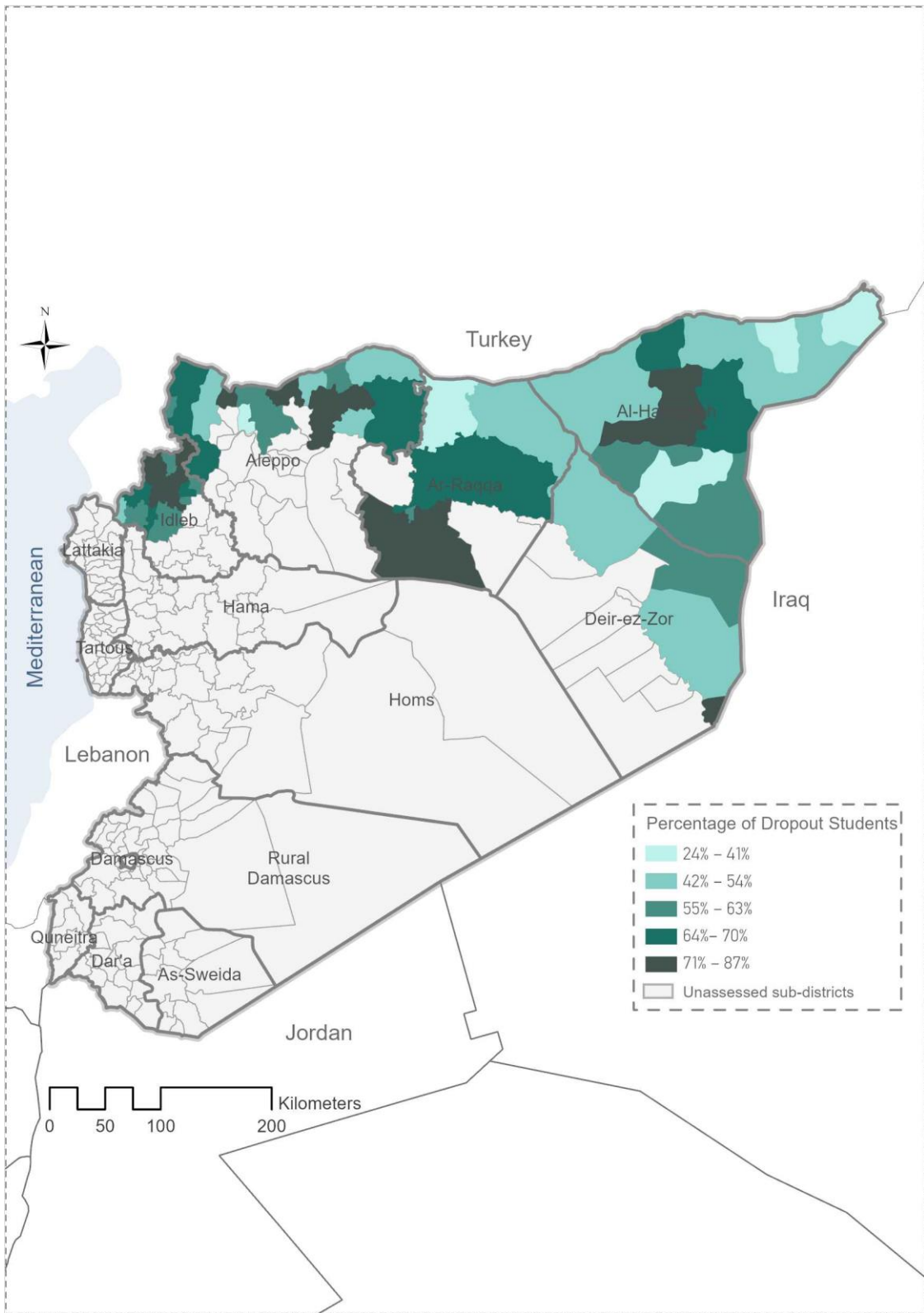
Section 11:

Student and School Needs

Section 11: Student and School Needs

1. Student Requirements

No school bags were distributed to students in 99% (3,716 schools) of the assessed operational schools.

Figure 67 Number/Percentage of schools according to the distribution of school bags
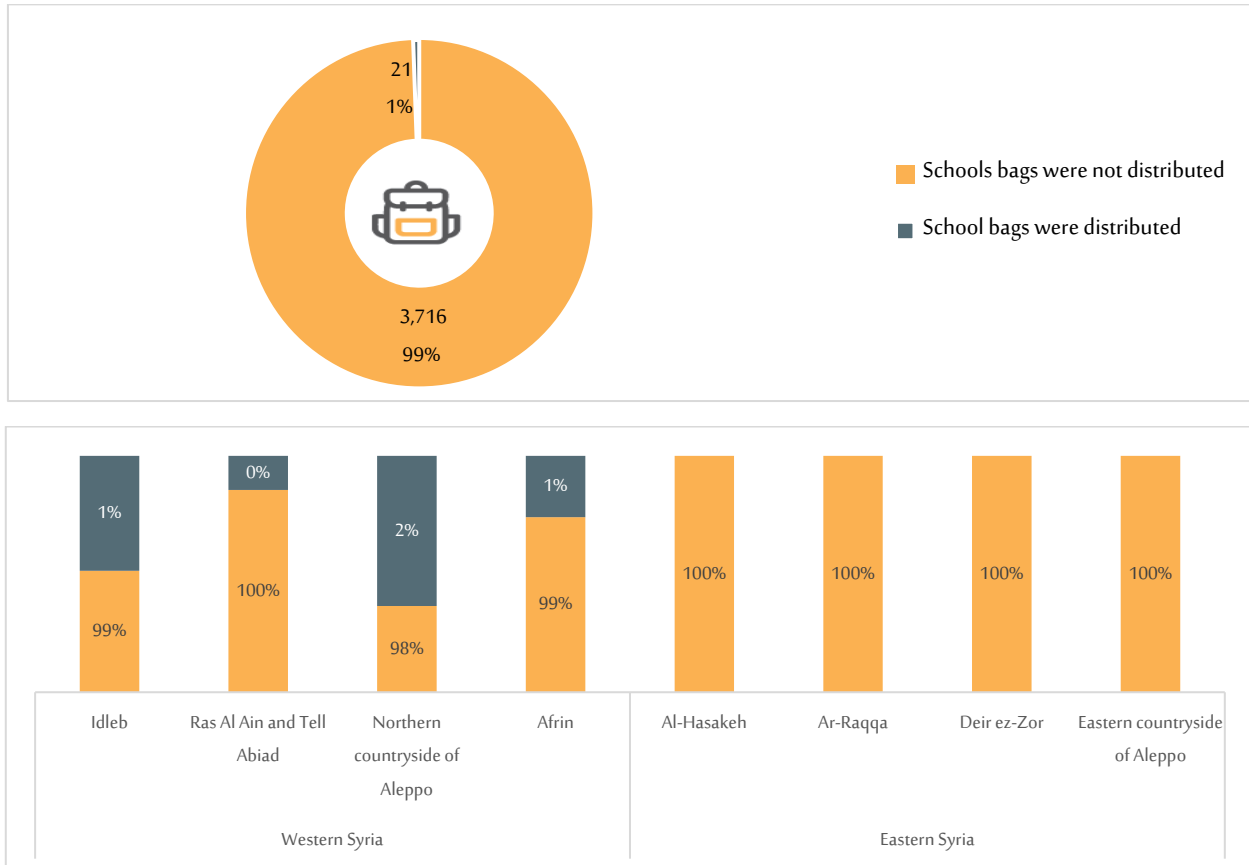
The distribution of school kits varies from one school to another. In some schools, notebooks, and pens were provided to the students; in others, winter clothes were provided along with notebooks, pens, and other essential supplies. As mentioned in other sections of this report, students lack textbooks, activity books, and notebooks, and schools lack heating systems and fuel. Some schools have damaged windows. Parents' economic situation poses a significant challenge, and the deterioration of their living conditions may lead to depriving their children of education. The aforementioned highlights the importance of providing students with essential school supplies, school uniforms, and winter clothing. It may be beneficial for education partners to establish standard content for school kits and student supplies to avoid discrepancies in the school kits received by students. Coordinating with other sectors involved in winter clothing distribution is also beneficial to ensure that such clothing is distributed within schools, which may encourage students to attend school. This distribution can contribute to reducing factors that lead children to drop out of school due to deteriorating living conditions for their families.

2. Student Survey: Eating a Meal Before Coming to School or During School

Through surveys conducted by the researchers with the students, they were asked whether they had consumed a light breakfast before coming to school. The researchers also inquired about the students' food consumption during break times at school. The findings revealed that 15% (896 students) of the surveyed students reported not having a light breakfast before coming to school in the morning. As for food consumption at school, 66% (3,894 students) of the surveyed students stated that they do not eat at school. 33% (1,955 students) bring their meals from home daily, while 1% (32 students) mentioned that the school provides them with daily meals. [31]

Figure 68 Student Survey: Pre- and In-School Meals

15%
896

4,996
85%

■ Students do not eat a meal before coming to school

■ Students do not eat a meal before coming to school

33%
1,955

31
0%

3,894
66%

■ They bring a meal from home on a daily basis

■ I buy snacks from the market

■ The school provides a meal on a daily basis

■ I don't eat at school

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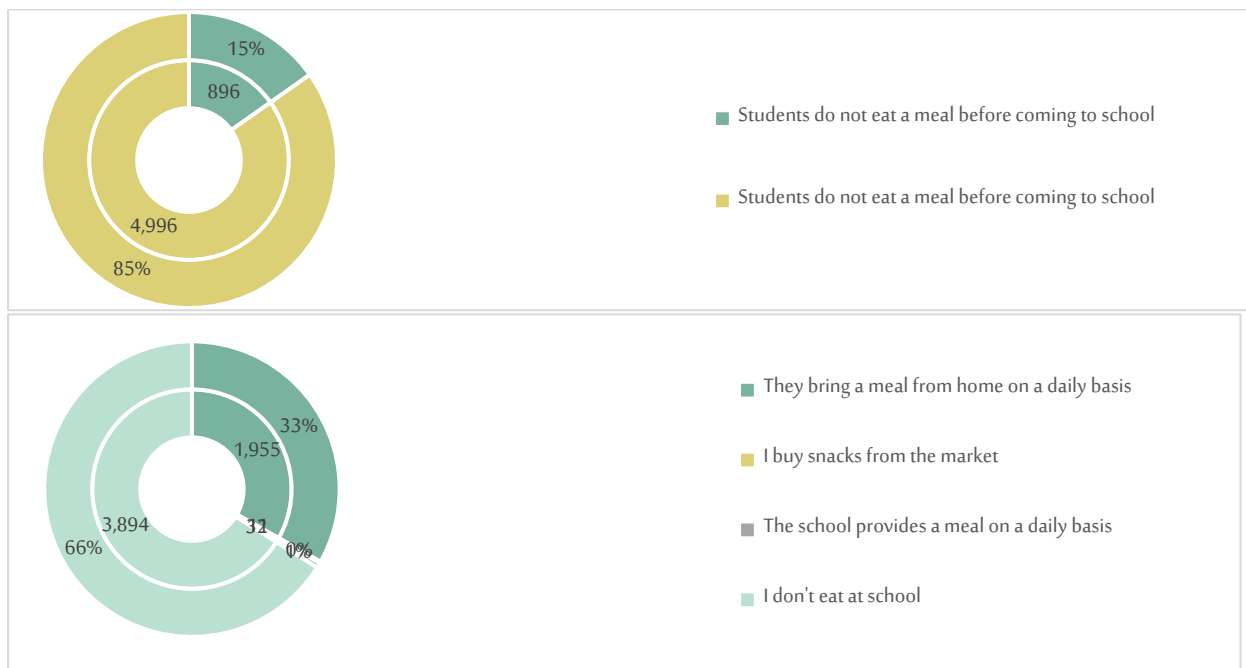
[31]IMU enumerators conducted a survey with 5,892 children aged 6-18 years in and out of school in 5 governorates. Females constituted 48% of the children, males 52% of the children, and 2% of the children surveyed had a disability.

3. Basic Needs of Schools

The assessment revealed that schools needed approximately 13,315 whiteboards, markers, and 3,204 printers.

Figure 69 Number of whiteboards and markers, and printers needed by operational schools
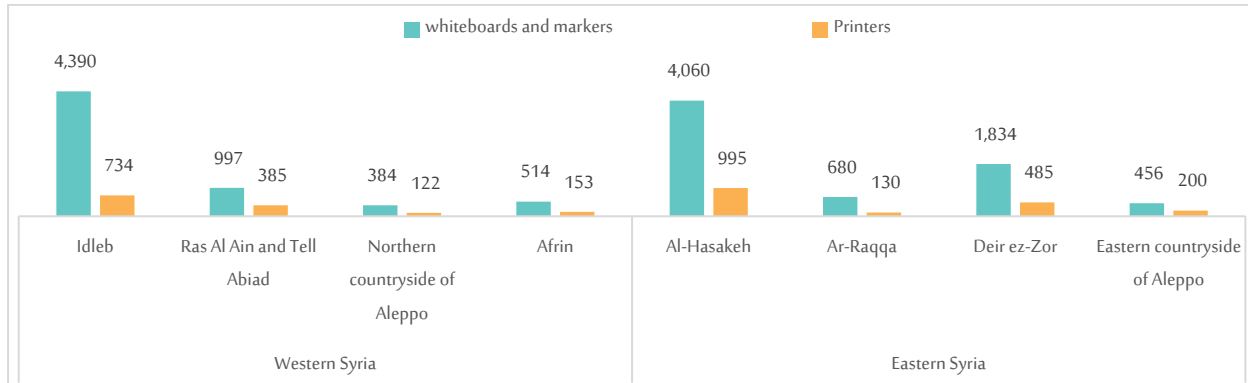
Given the scarcity of textbooks and teacher training, whiteboards have become an indispensable educational aid, particularly in textbook shortages. Teachers are sometimes compelled to write complete lessons on the whiteboards to cope with inadequate textbooks. The number of whiteboards and markers needed by schools operating in northwestern Syria was 6,285 whiteboards and markers. The number of whiteboards and markers needed by schools operating in northeastern Syria was 7,030 whiteboards and markers.

Printers are used within schools to reproduce official documents and students' examinations. Additionally, some schools that lack textbooks utilize printers to print exercises or chapters from textbooks to compensate for the severe shortage of textbooks. Consequently, schools need to procure printers and ensure regular provision of essential supplies such as ink cartridges and paper. The number of printers needed by operational schools in northwestern Syria was 1,394, and in northeastern Syria was 1,810.

4. School Needs of Heating Fuel

Based on the evaluation, the operating schools require 19,396,200 liters of diesel per academic year. This amount of diesel can support the heaters of these schools for 5 hours daily over four months.

Figure 70 The demand for heating fuel by operational schools
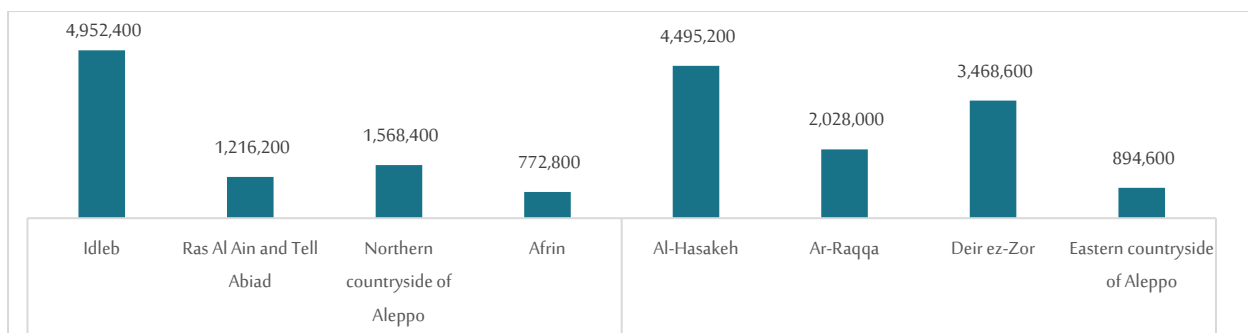
In Syria, the academic year commences in September and concludes in June. Most school days occur in the winter, characterized by harsh cold weather, continuous rainfall, and snowfall. Schools in Syria typically run heaters for four months each academic year, with an average daily diesel consumption of 5 liters per heater.

5. Fees to be Paid by Students for Schools

According to the study findings, it was revealed that 1,256 schools, which accounts for 34% of the assessed schools, require students to pay financial fees on an annual basis. These fees are designated as contributions and activities. The schools rationalize the imposition of such fees on students by claiming they are necessary to fulfill essential school requirements, such as heating fuel, repairs, and other needs. Additionally, these fees are used to provide symbolic compensation to teachers who are not receiving salaries. Idleb Governorate demonstrates the highest percentage of all the governorates, with 83% of schools imposing financial fees on students.

Figure 71 Number/Percentages of schools by fees paid by students
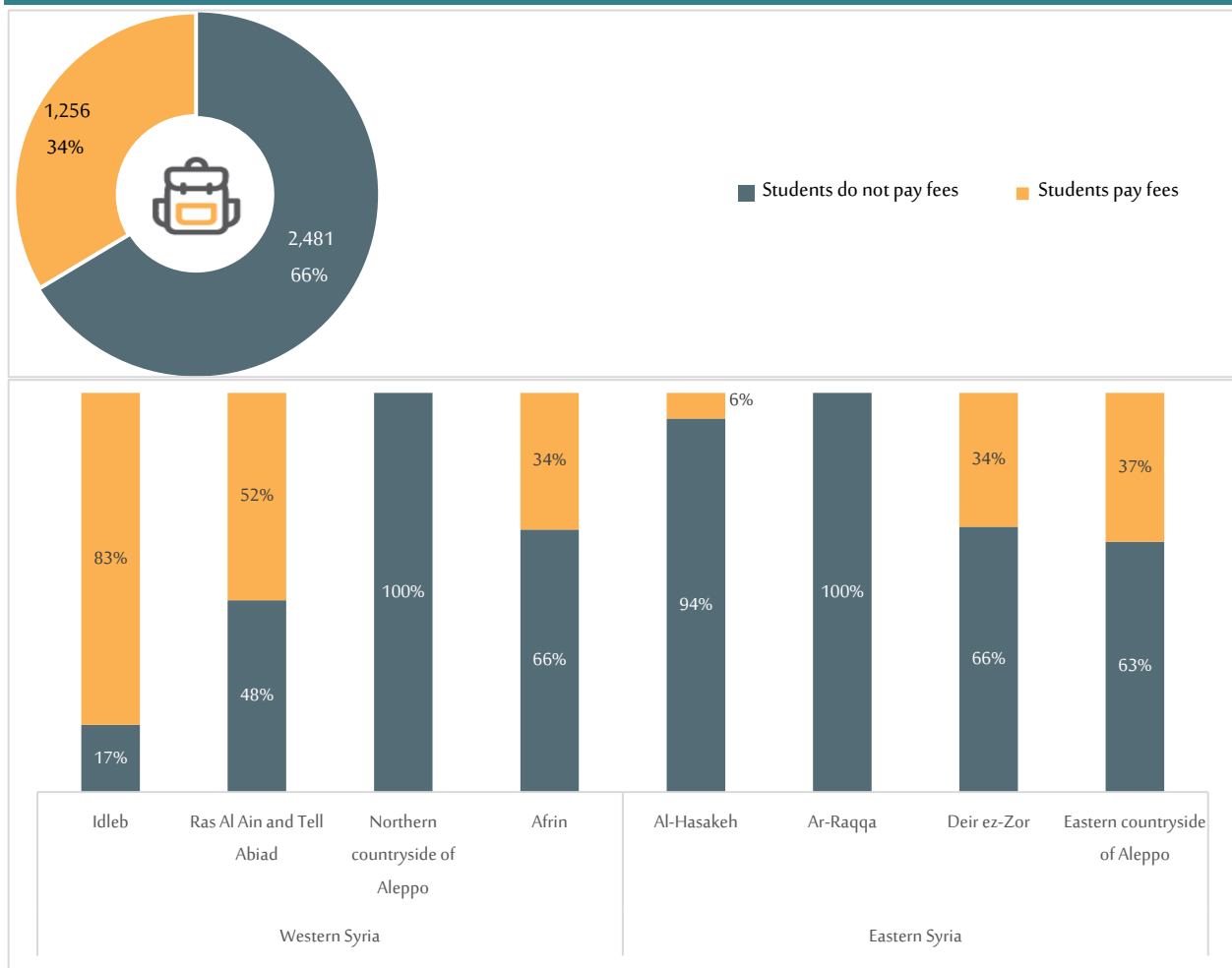
Although the value of the fees imposed by the school is not high (not exceeding $1 per student). They are paid only once during the academic year. The Joint Education Needs Assessment (JENA) report for out-of-school children indicates that 16% (107 children) did not attend school due to financial fees required by the school, which the students cannot afford to pay. [32]The current study from the Schools in Syria report showed that there are categories of students who are exempted from paying financial fees, as orphaned students in 1,196 schools are exempted from paying financial fees, and in the event that there are several children in the same school, some of them are exempted from paying fees in 861 schools. The children of educational staff are exempted from paying fees in 845 schools.

Figure 72 Number/Percentage of schools by categories of students exempted from paying fees

1,196	41%	Orphan children
861	29%	Some of many siblings attending the same shool
845	29%	Children of the educational staff
25	1%	No groups is exempt from payment

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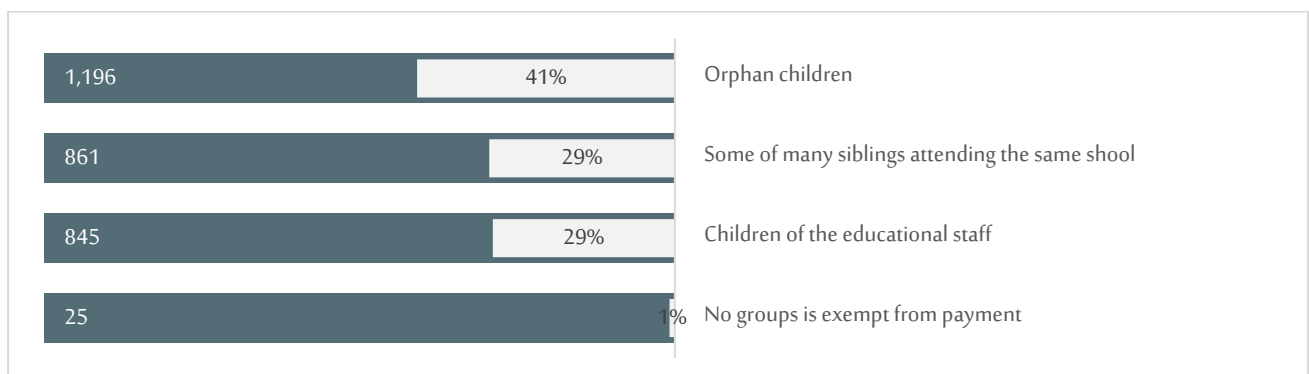
[32] https://acu-sy.org/ar/imu_reports/02-2022/

Section 12:
Teachers

Section 12: Teachers

1. Numbers of Teacher

Within the assessed operational schools, there was a total of 44,747 teachers. The study revealed that 51% (22,651 teachers) of the teaching staff in these schools were female, while 49% (22,096 teachers) were male.

Figure 73 Number/Percentage of teachers by gender
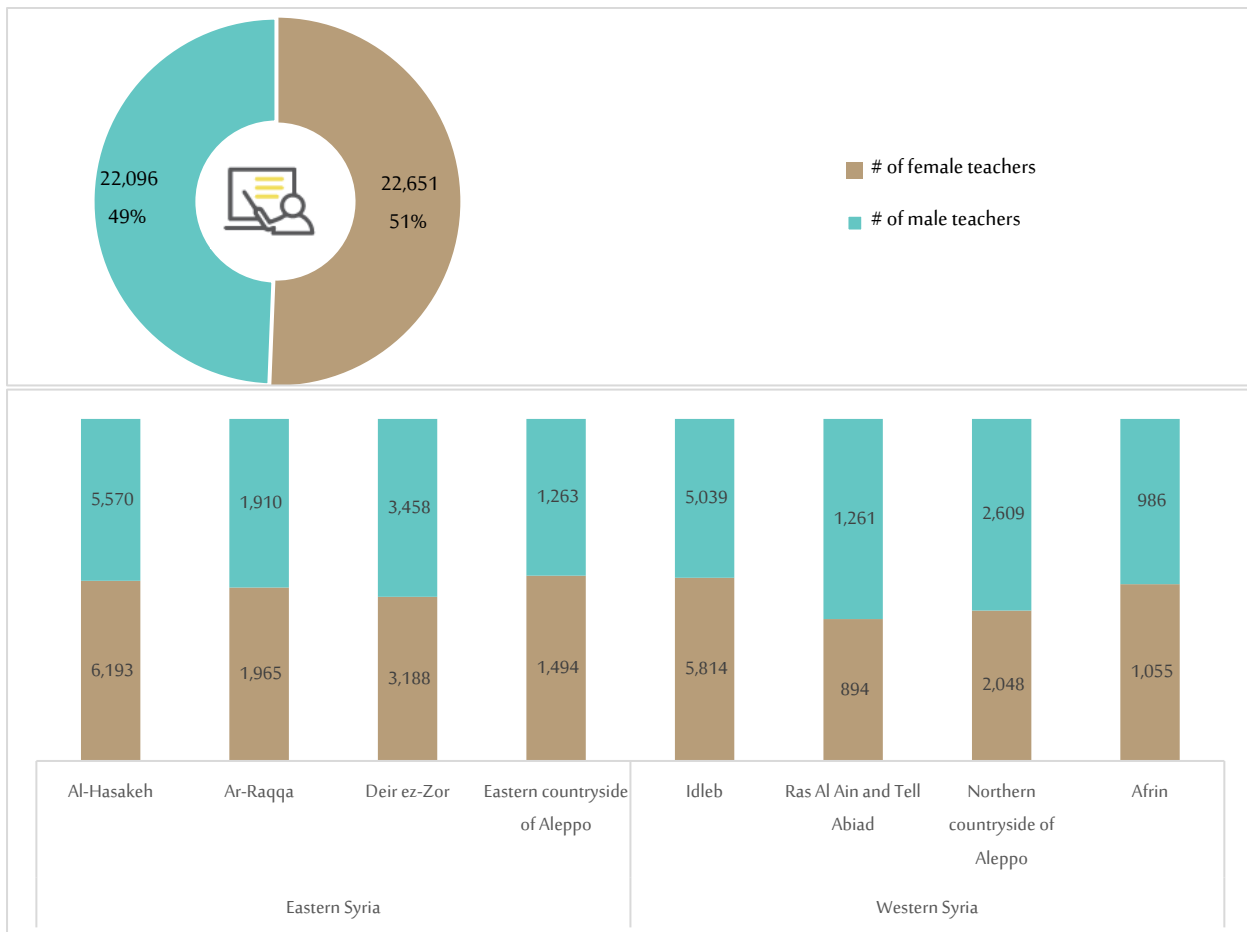
Before the war in Syria, the education sector consistently suffered from a shortage of teaching staff, relying on teachers with temporary contracts (known as substitute teachers in Syria) to meet educational needs. This statistic includes all teachers in the operational schools during the assessment, regardless of their employment status. Ensuring a balanced representation of males and females within the teaching and administrative staff is crucial in mixed-gender schools. In schools where one gender (either males or females) predominates among the student population, it is often observed that the majority gender corresponds to the gender composition of the administrative and teaching staff in the school.

Map 5 Number of teachers at the sub-district level

Number of Teachers
- 15 – 218
- 219– 408
- 409–605
- 606– 887
- 888– 3.052
- Unassessed sub-districts

WWW.ACU-SY.ORG
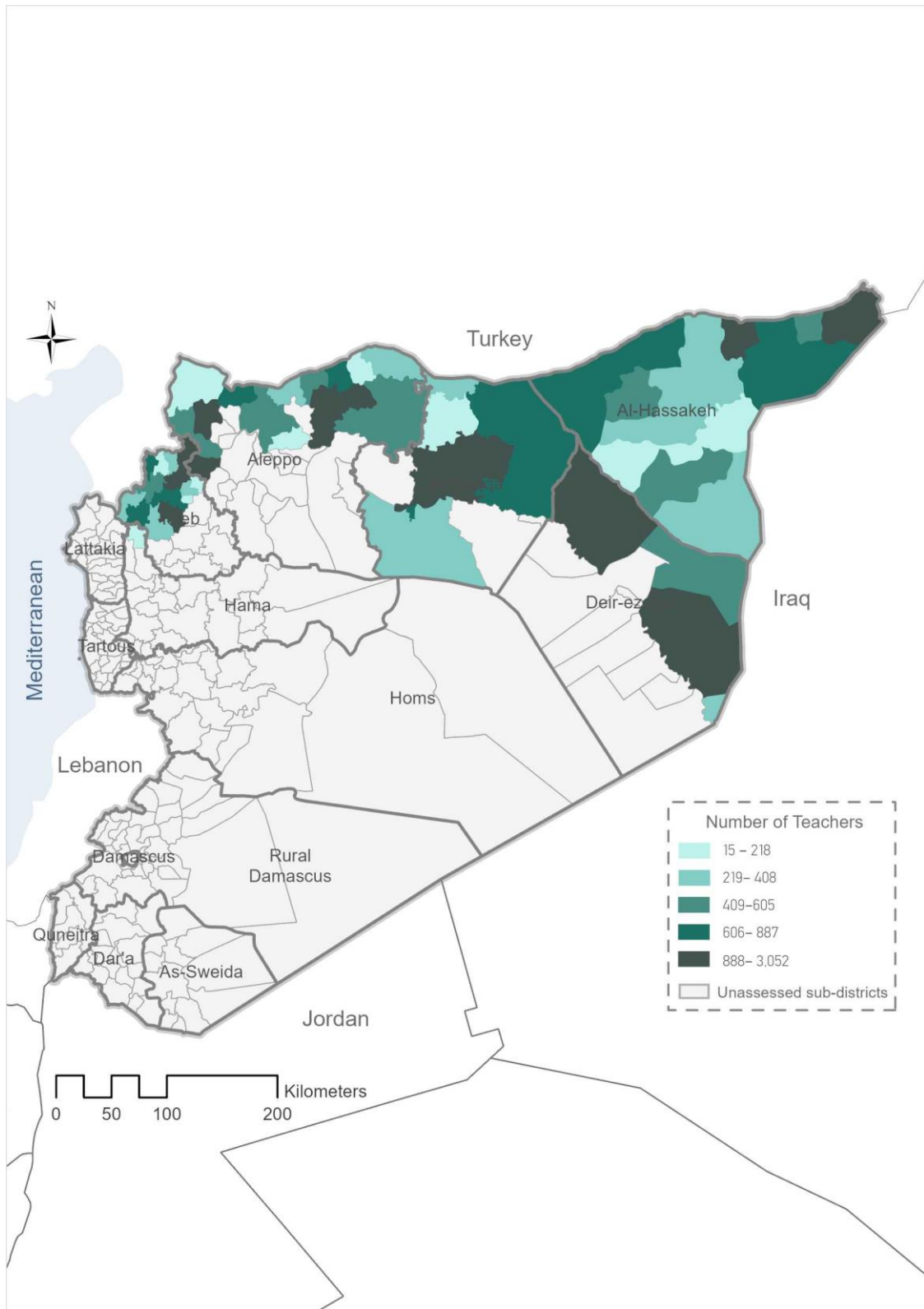
2. Teachers' Employment Status

The study reveals that 84% (37,478 teachers) of the total number of teachers included are regular teachers. This means they have graduated from colleges or institutes that enable them to pursue a teaching career. The percentage of individuals who entered the teaching profession due to the shortage of regular teachers was 16% (7,269 teachers), and they were referred to as non-regular teachers in this study.

Figure 74 Number/Percentage of teachers by employment status
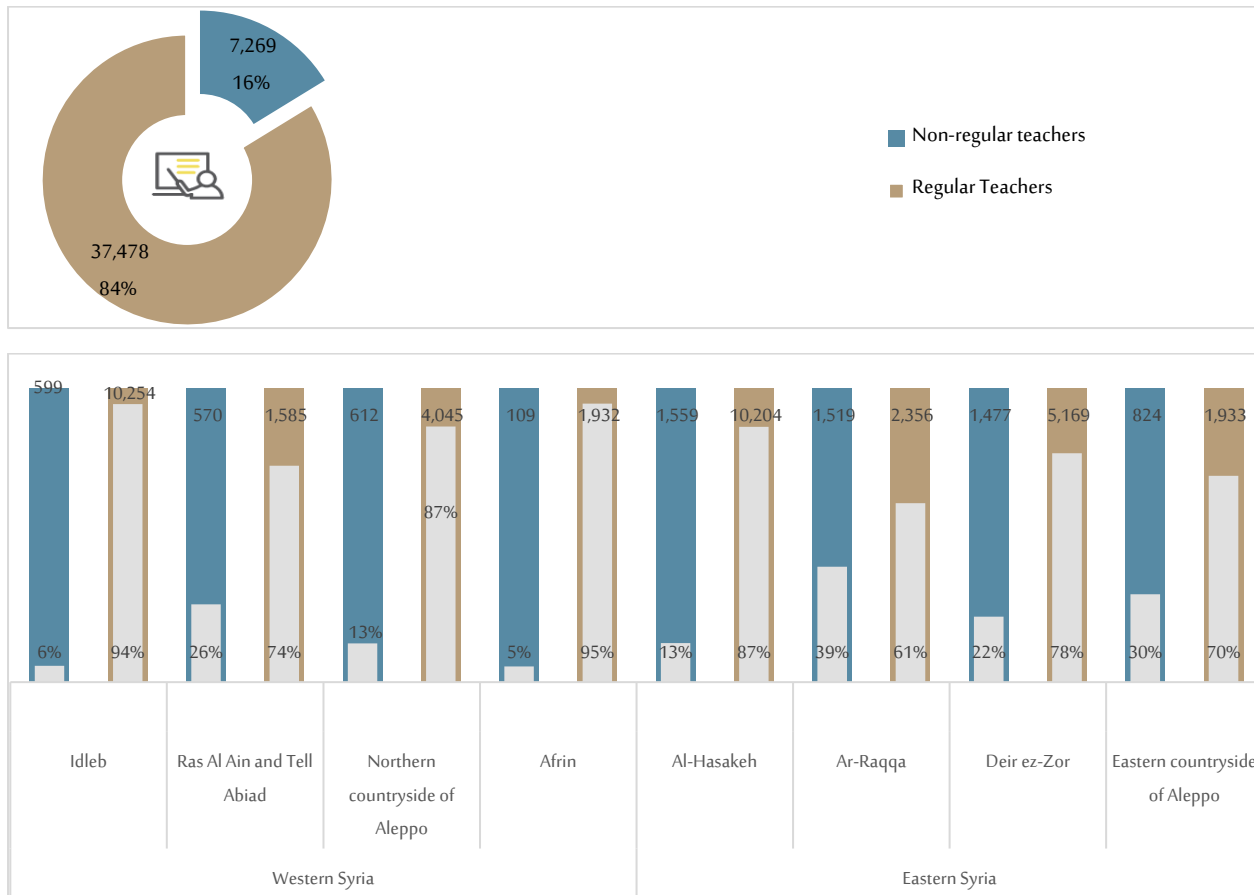
The term "regular teachers" in this report refers to teachers who were employed with permanent contracts by the Directorate of Education affiliated with the Syrian government before the ongoing conflict in Syria. These teachers went through a recruitment competition organized by the Ministry of Education under the Syrian government and signed permanent employment contracts. They participated in this competition after completing their studies at universities or intermediate institutes, such as faculties of arts, sciences, fine arts, and teacher training institutes, which qualify them to teach students according to their respective specializations.

Following the outbreak of the war in Syria, the directorates of education affiliated with the Syrian Interim Government (opposition government) established institutes for teacher training and branches of the Faculty of Arts and Humanities in areas outside the control of the Syrian government, specifically in Idleb and Aleppo provinces. These institutes and branches were created to train teachers and bridge the gap in the shortage of teaching staff. Graduates from these institutes and colleges were considered regular teachers.

In brief, regular teachers are individuals who have graduated from universities or institutes that qualify them for a teaching profession. Those who do not meet this criterion are considered non-regular teachers. What distinguishes regular teachers is their ability to effectively manage classrooms and their knowledge of effective methods in dealing with students of all ages and situations. Their education includes studying a subject called "Teaching Methods," and some teachers hold a Diploma of Education.

The INEE Minimum Standards for Education define[33] *teaching methods as "the approach chosen and used in delivering learning content to encourage the acquisition of knowledge and skills among all learners."* Prior to the war in Syria, the Directorate of Education under the Syrian government used to enter into temporary employment contracts with individuals who were not specialized in education and assigned them to areas facing severe shortages of teachers.

Short-term contracts were often made with university students to compensate for teachers on maternity leave in the absence of qualified replacements. These appointed individuals were commonly referred to as "non-regular teachers." Additionally, high school graduates and university students who had not completed their studies due to the conflict were allowed to teach in schools. They were also known as "non-regular teachers."

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[33] https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

3. Academic Qualifications of Non-Regular Teachers

The study findings reveal that 35% (2,546 non-regular teachers) have obtained degrees from universities or institutes not specialized in teaching. This indicates that their higher education was completed in institutions that do not focus on student instruction. Additionally, 30% (2,149 non-regular teachers) are university students pursuing higher education without graduating, while 35% (2,574 non-regular teachers) possess only a high school diploma or lower educational qualifications.

Figure 75 Number/Percentage of non-regular teachers according to their educational qualifications
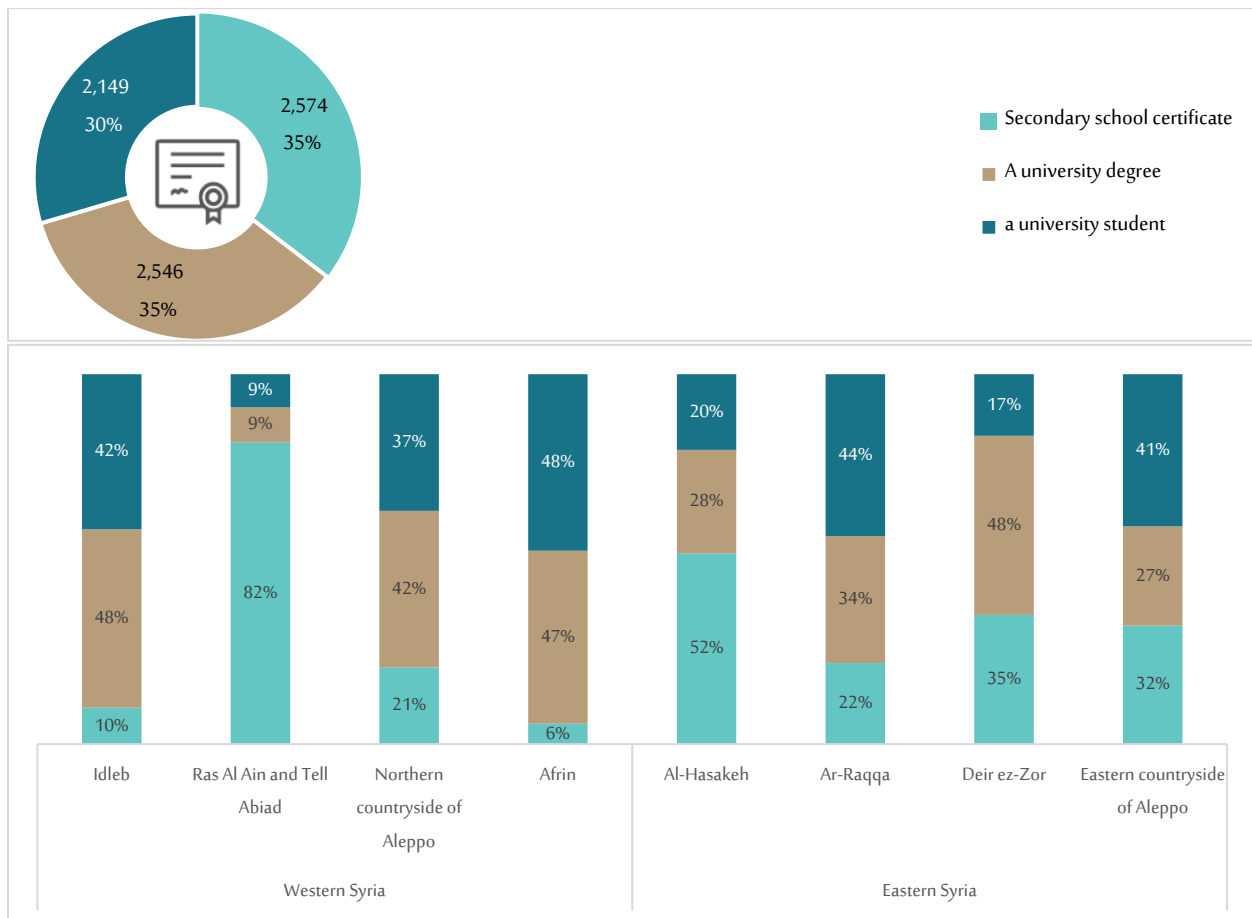
The holders of university degrees or certificates from non-education institutes: Their distinction from regular teachers lies in the absence of a specialized scientific background in the educational subject matter and their lack of knowledge in teaching methods that regular teachers acquire through their studies in universities or institutes. This section of non-regular teachers can benefit from undergoing various courses in teaching methods, classroom management, and student interaction, which can enhance their efficiency in the educational process.

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Students at universities or institutes: They are a significant number of university or institute students in areas outside the control of the Syrian government who could not complete their studies in universities or institutes located in government-controlled areas due to security conditions. As a result of the shortage of teaching staff and the urgent need for teachers, it may be beneficial to qualify these students for teaching in the early stages after providing them with necessary training courses in the field of education.

Secondary school graduates and below: Occasionally, individuals with a secondary school diploma are employed to teach basic reading and math skills to students in early grades after undergoing training courses. However, those who do not possess at least a secondary school diploma are not suitable for pursuing a teaching profession.

4. Principal Survey: Evaluating the Performance of Non-Regular Teachers

Through perception surveys conducted with [34]school principals, they were asked to evaluate the teaching performance of non-regular teachers. The findings revealed that 71% (1,920 principals) of the surveyed principals reported that their schools do not have non-regular teachers. Furthermore, 69% (551 principals) indicated that the teaching performance of non-regular teachers was good, while 31% (245 principals) stated it was average. Only three principals reported that the teaching performance of non-regular teachers was poor.

Figure 76 Number/percentage of principals by their evaluation of the performance of non-regular teachers

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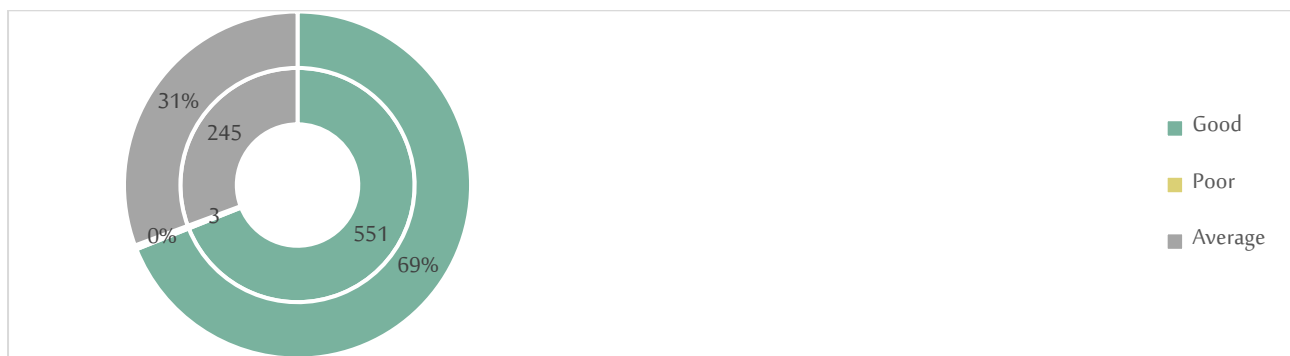
[34]Perception surveys were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male.

5. Teachers Receiving Salaries

The study findings reveal that 93% (41,511 teachers) of the assessed teachers in the surveyed schools received salaries from multiple sources during the 2022-2023 academic year. Conversely, 7% (3,236 teachers) did not receive any salaries. The highest percentage of teachers without salaries was found in Idleb, with a rate of 22% (2,380) out of the total teachers in the governorate.

Figure 77 Number/ percentage of teachers receiving salaries
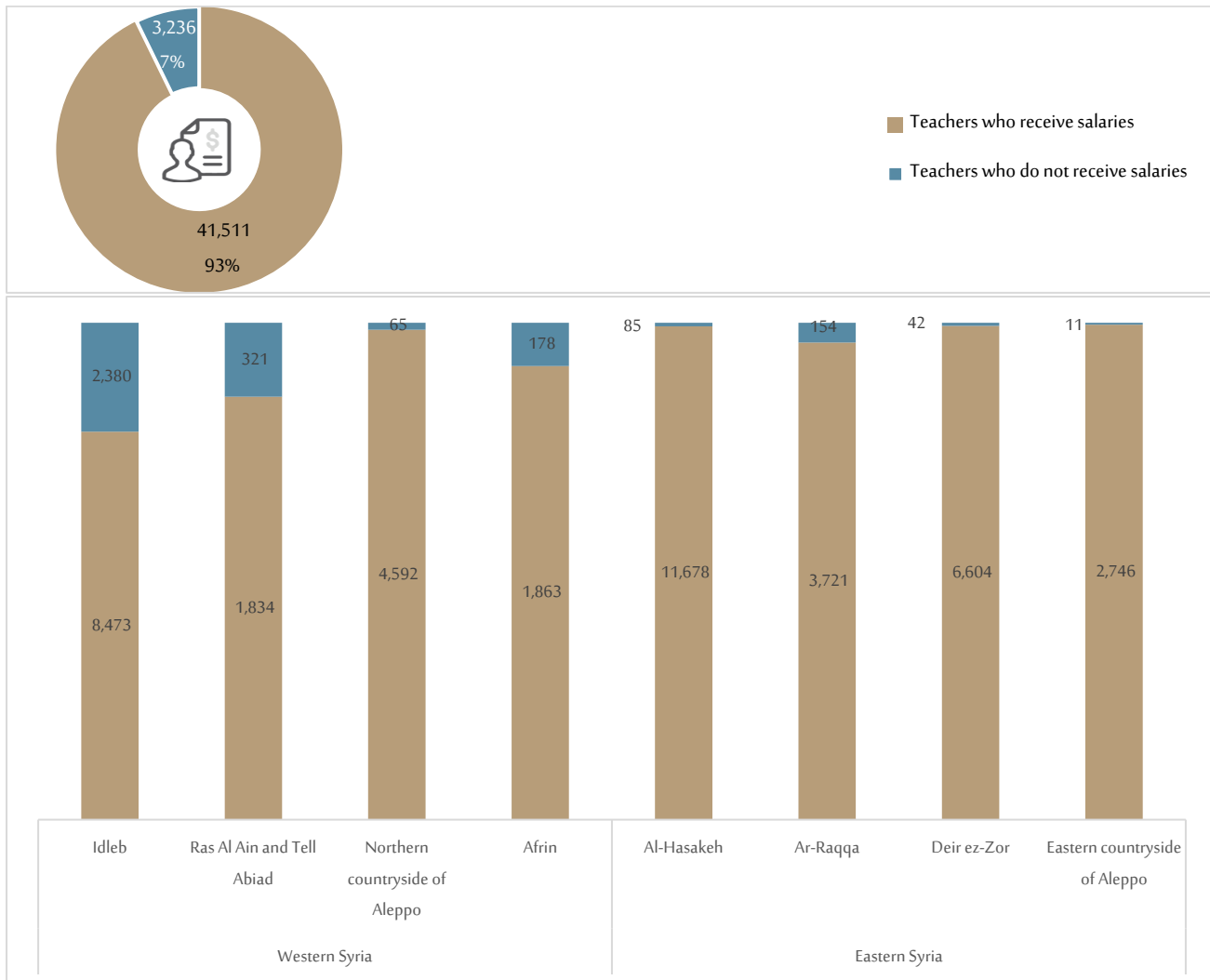
Map 6 Percentage of teachers receiving salaries- sub-district level

Percentage of Teachers Receiving Salary
- 0% – 60%
- 61% – 75%
- 76% – 99%
- 100%
- Unassessed sub-districts
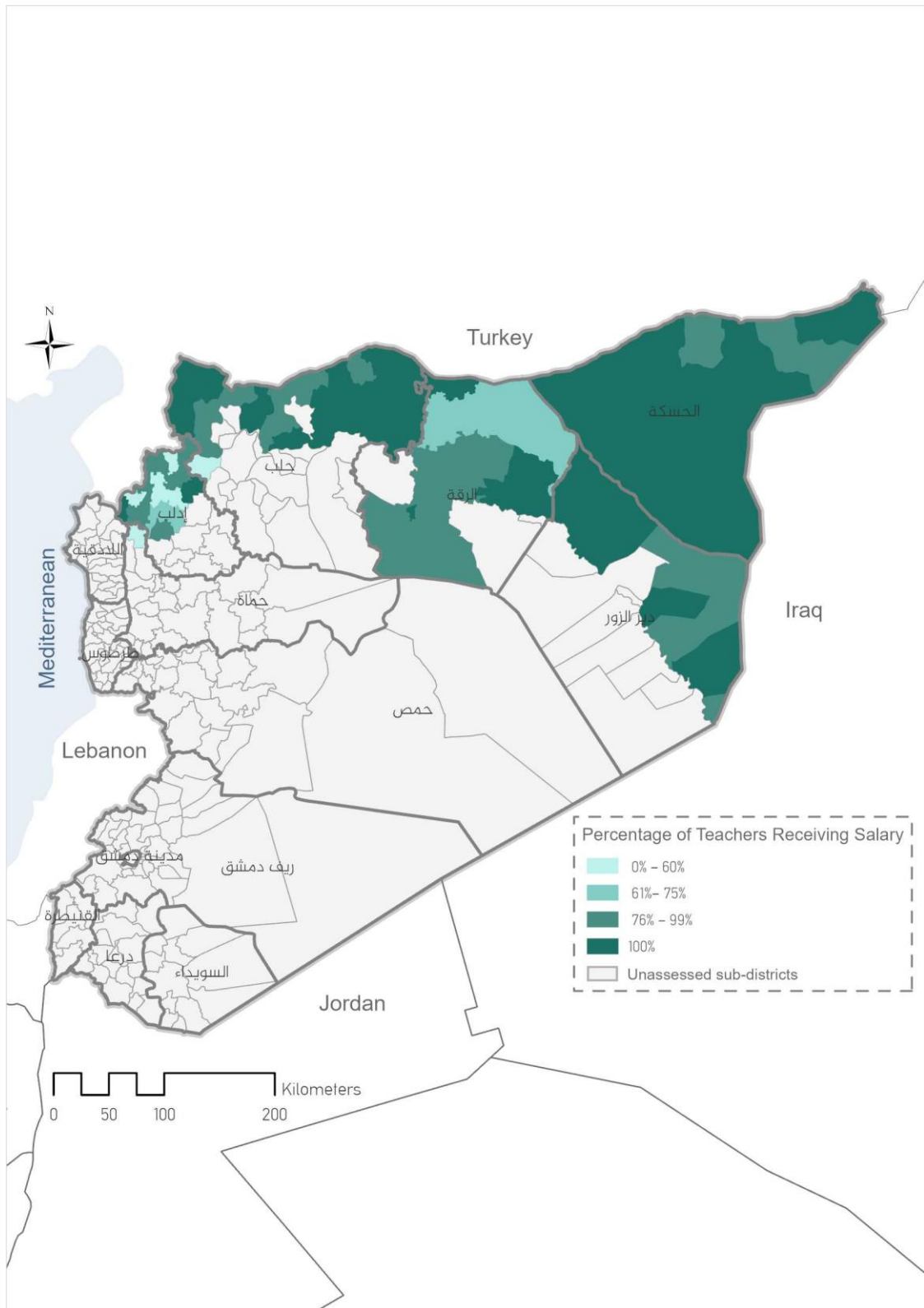
6. Sources of Salaries (Donor Entities)

The study results revealed that 58% (22,837 teachers) of the teachers receive their salaries from the controlling authority in their respective areas, 11% (4,092 teachers) receive their salaries from the Free Education Directorate, 14% (5,610 teachers) receive their salaries from the Turkish Maarif Foundation, 7% (2,710 teachers) receive their salaries from local organizations, 5% (2,094 teachers) receive their salaries from international organizations. In contrast, only 1,530 teachers receive their salaries from the education directorate affiliated with the government.

Figure 78 Number/Percentage of teachers receiving salaries according to the entities providing the salaries
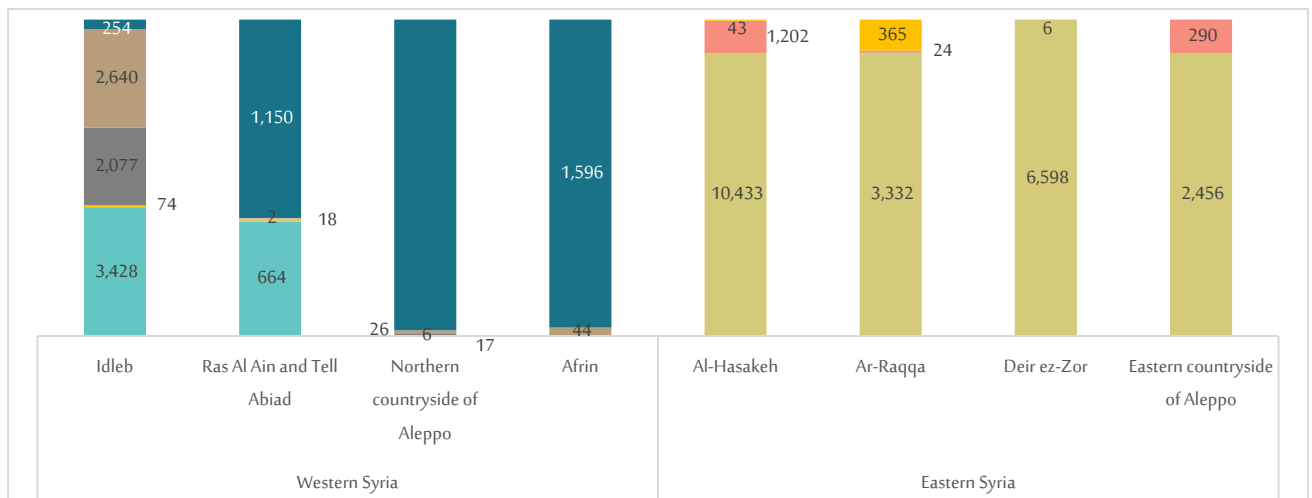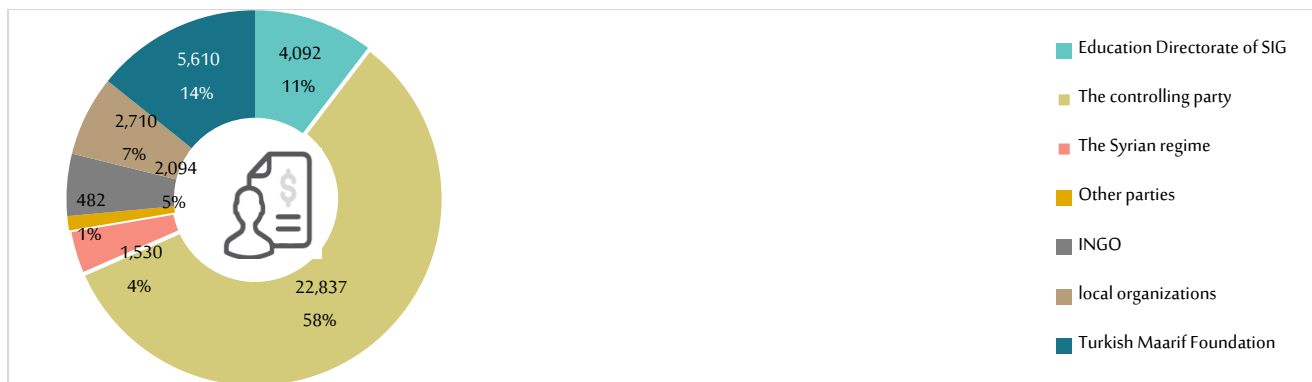
According to the INEE Minimum Standards for Education[35], "*Adequate and sufficient compensation should be provided to enable teachers and other education personnel to focus on their work without seeking additional income sources to meet their basic needs. An adequate payment system for teachers and other educational 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,*

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[35] https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

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."

7. Average Salaries of Teachers

The Payment of teachers' salaries by donor entities is in three currencies, the Syrian Pound, the US Dollar, and the Turkish Lira. Salaries were calculated in US Dollars based on the data collection date to facilitate salary comparison. The exchange rate of 1 US Dollar was set at 5,500 Syrian Pounds, and 1 US Dollar was set at 18.5 Turkish Lira. The study results revealed that local organizations pay the highest average salaries to teachers, with an average of $128. International entities ranked second with an average of $113, followed by Free Education Directorate with an average of $81. Controlling authorities ranked fifth with an average of $64, followed by the Turkish Maarif Foundation with an average of $60. The Syrian regime paid the lowest average salaries, with an average of only $31.

It should be noted that the Turkish Maarif Foundation increased teachers' salaries in the northern countryside of Aleppo after the data collection. They implemented a salary raise in January 2023, and the average salary became 1,920 Turkish Lira, approximately equivalent to $110 US dollars.

Figure 79 The average salary of teachers - the highest / lowest value in USD by the party that pays the salaries

Lowest salary	Average Salary	Highest Salary	
54	60	150	Turkish Maarif Foundation
59	128	170	NGO
54	113	154	INGO
18	31	65	Syrian Regime
45	64	82	Controlling parties
80	110	120	Other parties
43	81	160	ED of SIG

INEE confirms the need to confront market forces: *"Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In 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 consider market forces such as the cost of living; demand for teachers and other professionals; wage levels in similarly qualified professions, such as health care; the availability of qualified teachers and other education personnel."*

The education sector under the Office for the Coordination of Humanitarian Affairs (OCHA) is working on establishing mechanisms to unify teachers' salaries in Syria. Several working groups have been formed, resulting in a guide for standardizing salaries within various grades in the education sector. However, the absence of mandatory mechanisms for implementing these standards has rendered them unused by most stakeholders. Salary discrepancies still persist within the same geographical area. During the academic year 2021-2022, the Education Directorates in Idleb and Aleppo (the western countryside of Aleppo) took the initiative to develop an initial draft of the salary scale and the teacher's leave system in collaboration with various local stakeholders. The meeting was held within the educational platform hosted by the Assistance Coordination Unit (ACU), and a working group was formed within the educational platform to enhance the draft of the salary scale. The working group included representatives from the Ministry of Education and Higher Education in the Syrian Interim Government, the Education Directorates in Idleb and the western countryside of Aleppo, as well as the Manahel program, and several humanitarian organizations working in the education sector (EMISA, Hurras Al Tufula, and Ataa organizations).

Regarding the salary scale, the issued document states, *"After several discussions and considering the circumstances governing the education sector, whether financial or human resources, it was agreed that this scale would include a single fundamental criterion, which is the practical qualification of the teaching staff. When these criteria can be implemented, it should be considered a first step that can be built upon later to include other criteria, such as years of experience, family status, and skills. Accordingly, the salary scale was divided into six tiers based on the practical qualification, as follows: Teachers with a certificate below the secondary school level have a salary of $100, teachers with a secondary school certificate have a salary of $110, teachers with a middle institute certificate have a salary of $150, teachers with a university degree have a salary of $160, teachers with a diploma have a salary of $170, and teachers with a master's degree have a salary of $180."*[36] It should be noted that this decision only applies to supported teachers whose salaries are covered. Most entities rely on donors to support

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[36] https://edu-sy.org/

teachers' salaries in the first stage of basic education (grades 1-4) only, resulting in many teachers not receiving any salaries. Local organizations and education directorates work on providing modest compensation for these teachers through local initiatives or donations from Syrian expatriates or Arab benefactors.

What distinguishes the salaries paid by the Turkish government and the Syrian regime is their stability and sustainability. The Turkish Education Directorate pays teachers in Turkish Lira, and salaries are transferred to teachers' bank accounts through the Turkish Post (PTT), which has opened branches in the northern countryside of Aleppo. On the other hand, sources from schools receiving support from local and international organizations or the Free Education Directorate reported that salary support is unstable and dependent on the donor entity. Salaries are often delayed for more than two months and suspended during the summer break, as salaries are disbursed based on school attendance days. This poses a challenge for teachers and forces them to seek other professions. It is worth mentioning that a significant number of specialized teachers in certain subjects have sought employment with other entities that offer higher and more stable salaries. This has created a significant gap in the educational process. Most foreign language teachers have opted to work for international organizations in non-teaching administrative positions, resulting in a shortage of foreign language teachers. Similarly, a significant number of psychological counselors have chosen to work with humanitarian organizations outside the field of education, particularly in the medical field.

Figure 80 Ratios of teachers' salaries by currency in which salaries are paid
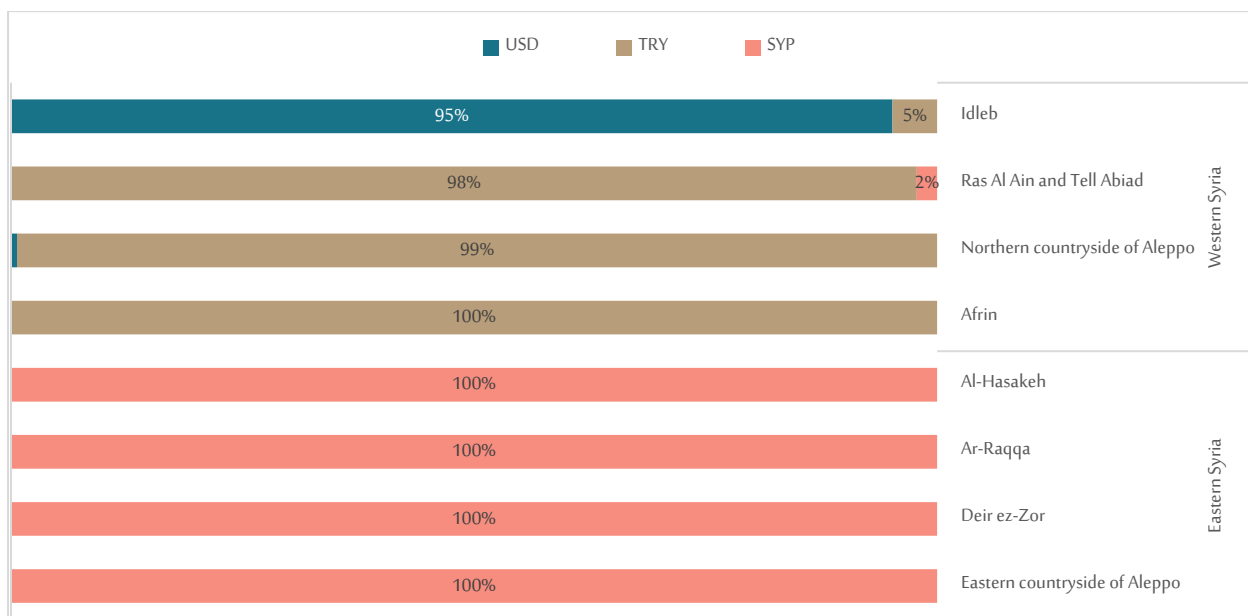
The study reveals that all salaries in Afrin, the northern countryside of Aleppo, Ras al-Ain, and Tell Abyad are paid in Turkish lira. The Turkish Maarif Foundation disburses these salaries through the Turkish Post (PTT), which has opened branches in all these areas. In contrast, 95% of salaries in Idleb province are paid in US dollars. In the eastern governates under the control of the SDF, all salaries are paid in Syrian pounds, and the SDF-affiliated education directorate handles the salary disbursements there.

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

Through perception surveys conducted with teachers[37], they were asked about the suitability of their salaries for meeting their daily life demands. Only 1% (59 teachers) of the respondents stated that their salaries are adequate for their daily life requirements, while 99% (5,485 teachers) expressed that their salaries are insufficient to meet their daily life demands.

Figure 81 Number/percentage of teachers surveyed by adequacy of their salaries to meet daily life requirements
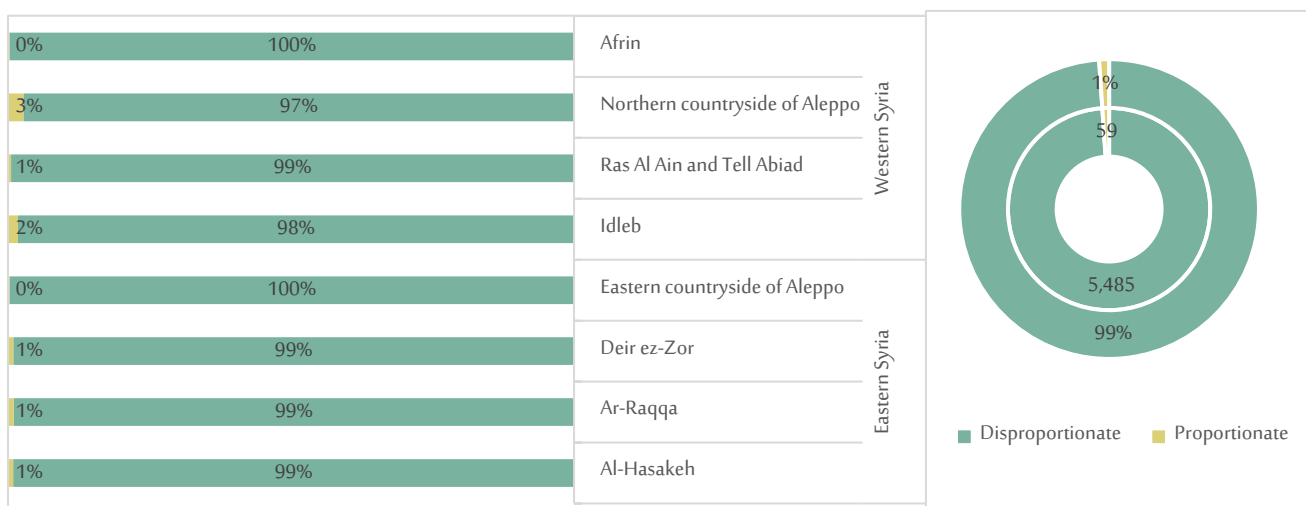
According to the report[38] "Action Towards Increased Quality Education for Internally Displaced Children" by Save the Children, "At least 180,000 education personnel have left the education system."

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[37] IMU enumerators conducted surveys with 5,544 in-school and out-of-school teachers in 5 governorates, 46% of surveyed teachers were female, and 54% were male.

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

According to the survey conducted with the teachers, when asked if they had additional sources of income apart from teaching, 81% (4,467 teachers) responded that they did not have any other sources of income. In comparison, only 19% (1,077 teachers) indicated they had additional income sources.

Figure 82 Number/percentage of teachers by having additional sources of income
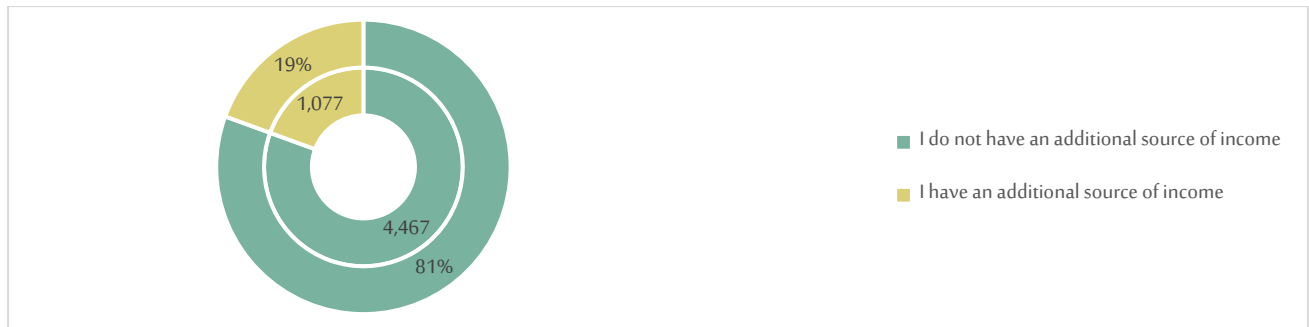
9. Teachers Receive In-Kind Materials

Only 2% (68 schools) of the evaluated schools included in the study indicated that teachers receive in-kind materials as additional support alongside their salaries. In contrast, 98% (3,669 schools) reported that teachers do not receive in-kind materials.

Figure 83 Number/percentage of operating schools where teachers receive in-kind assistance

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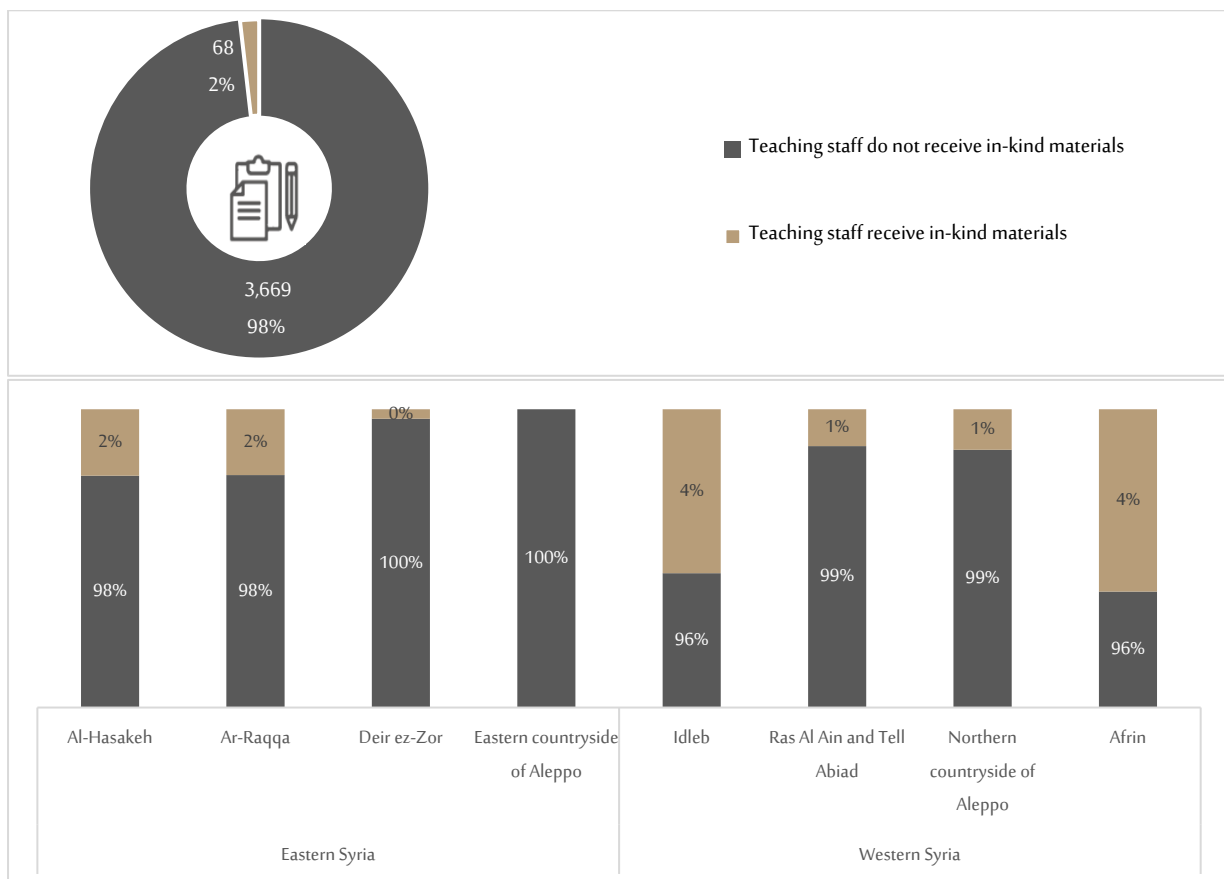
Due to the deteriorating living conditions in areas outside the control of the government, and the inability of teachers' salaries to meet their daily life requirements, along with a portion of teachers not receiving any salaries at all, some organizations are working on distributing in-kind materials to teachers within schools to meet their daily life needs partially. This aims to prevent the loss of educational professionals by reducing their reliance on alternative income sources that may be less stable. These in-kind materials are often distributed in schools where teachers do not receive salaries or lower salaries than in other schools. Several organizations distribute assistance in the form of food baskets or other materials to support the education process.

10.   Administrative and Service Cadres

The study revealed that 45% of the administrative and support staff in the evaluated schools are school principals (3,165 principals), 15% of them are assistant principals (1,063 assistant principals), 8% of them are secretaries (537 secretaries), 7% of them are grade mentors (534 mentors), 3% of them are librarians (207 librarians), and 22% of them are cleaners (1,593 cleaners).

Figure 84 Number/ percentage of administrative cadres at schools according to their job description
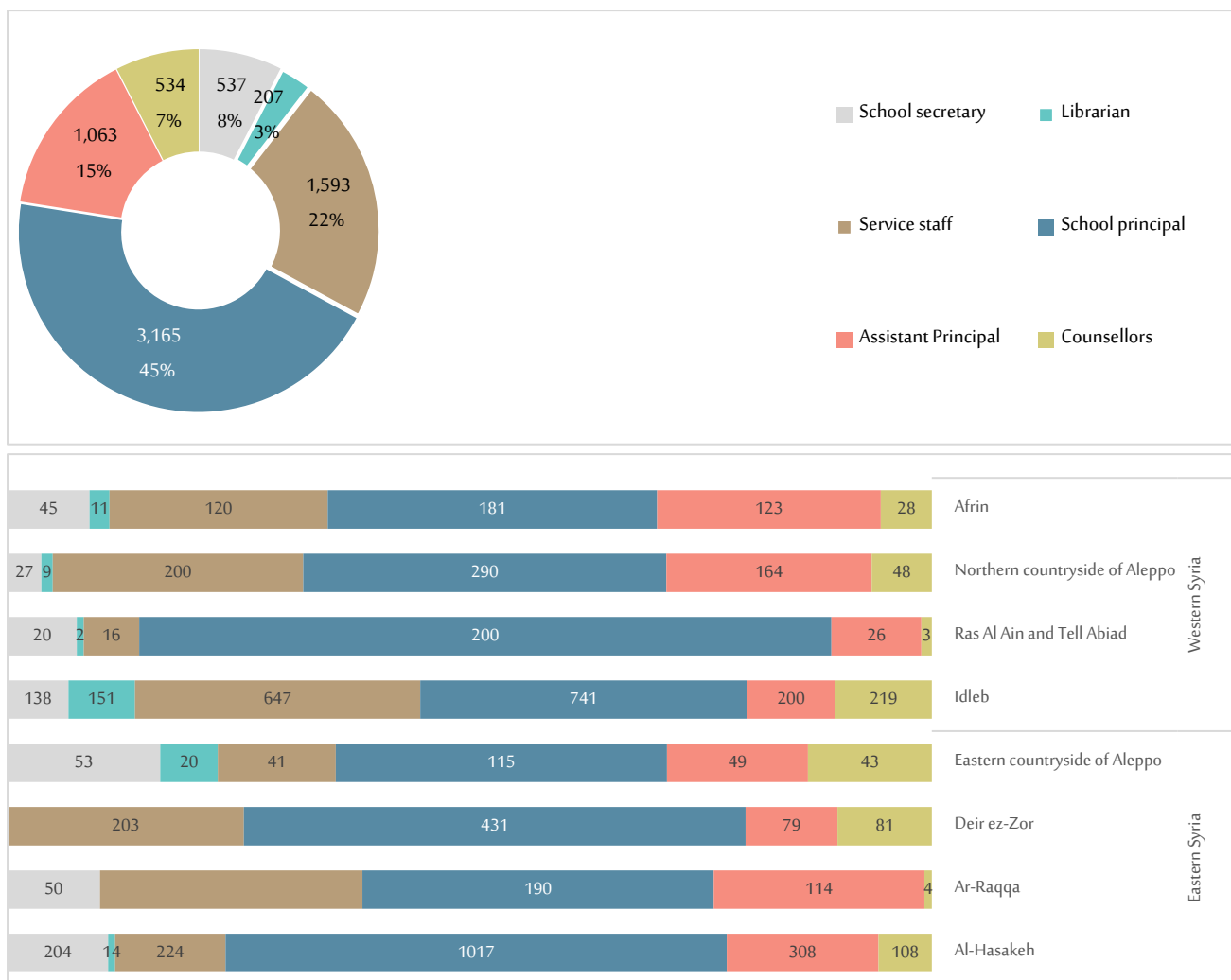
- The main responsibilities of a school principal include overseeing the educational process in schools and ensuring that procedures and regulations are followed. Under normal circumstances, there is one principal in each school. However, in some non-formal schools (such as rural schools, temporary education centers, and safe learning spaces), there may be instances where no principal or teachers share the administrative tasks.

- Some schools in areas outside the control of the government may have principals, one of whom is appointed by the Syrian government. In contrast, the other is appointed by the Ministry of Education, affiliated with the Syrian Interim Government. Larger schools may have an assistant principal who supports the principal in managing the school by sharing some responsibilities. In some cases, the principal and the assistant principal may take turns managing the school in schools that operate in two shifts (morning and evening).

- School mentors oversee students outside of classrooms and take charge of teaching classes on behalf of teachers when one of them is absent. They also monitor student attendance and communicate with parents in case of student absences.

- School secretaries' tasks revolve around maintaining and organizing student and teacher records and documents.

Section 13:

Psychological Support and Students with Disabilities
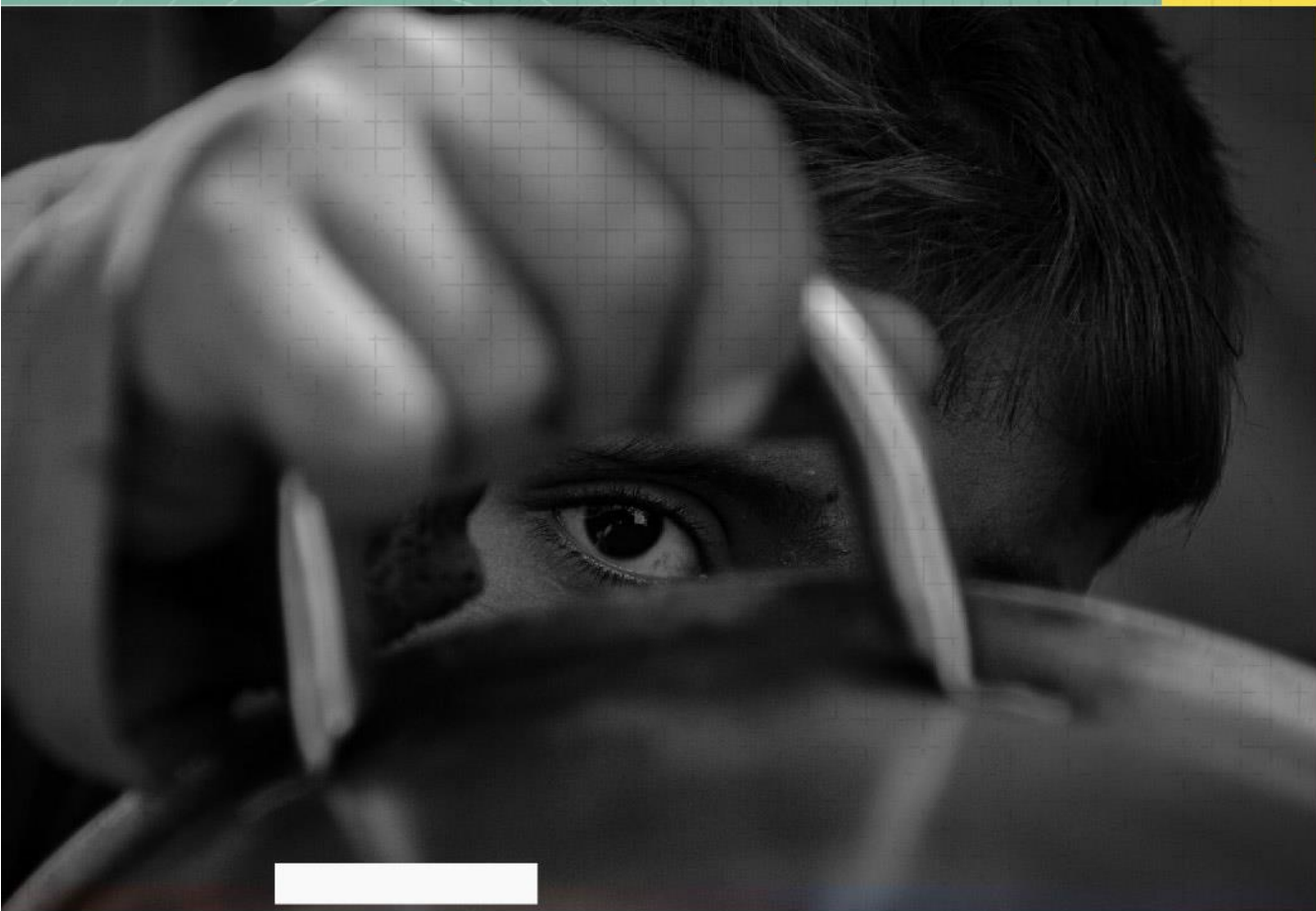
Section 13: Psychosocial Support and Students with Disabilities

1. Children with Disabilities in Schools

The number of children with disabilities in Syria has increased due to war conditions. Children are often injured due to shelling or landmine explosions, leading to various disabilities. The study revealed that only 23% (862 schools) of the assessed schools have children with disabilities, while 77% (2,875 schools) do not. Children with disabilities in areas where these schools are located may face educational deprivation.

Figure 85 Number/Percentage of schools with children with disabilities
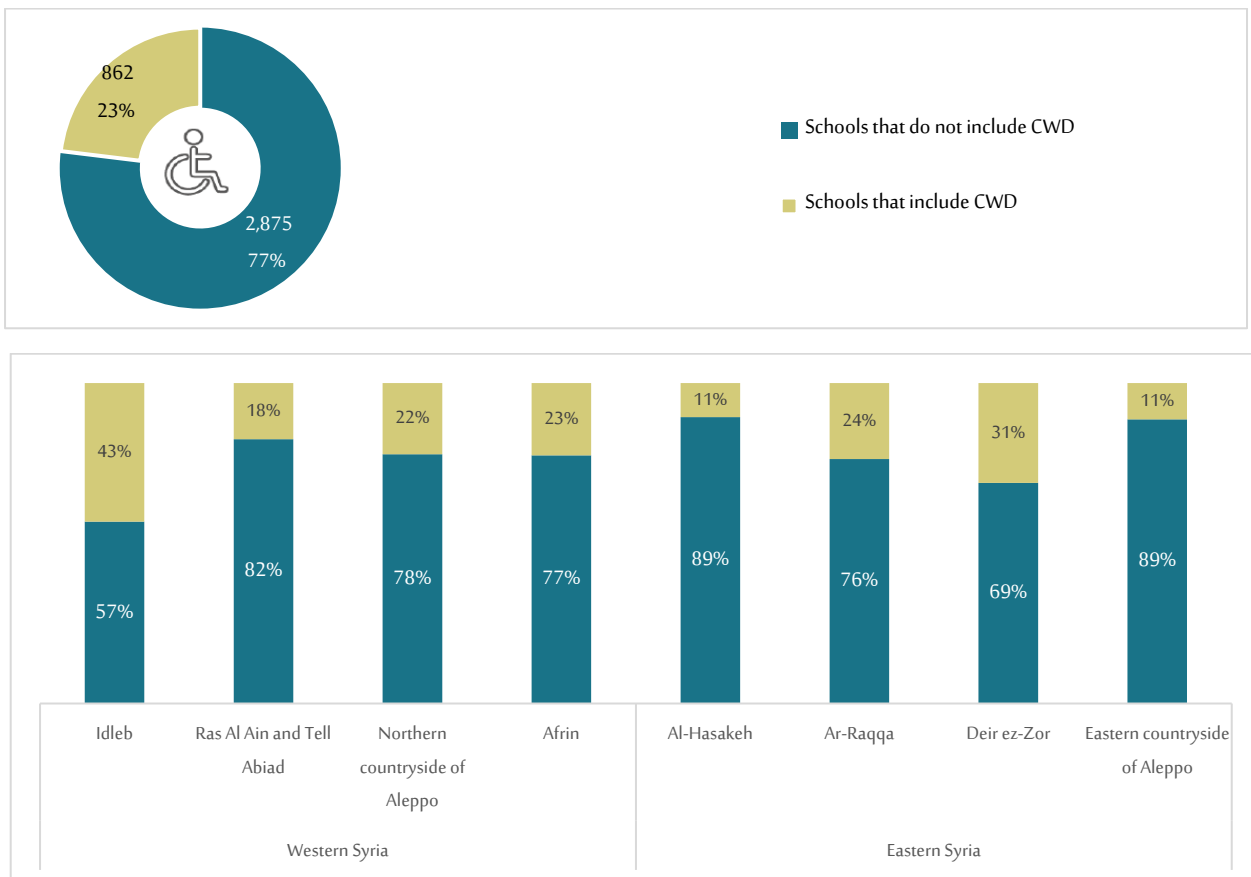
2. Students with Disabilities in Schools by Type of Disability

The number of students with disabilities within the assessed schools reached 3,855 students with disabilities. Physical disabilities accounted for 47% (1,812 students) of the total disabilities experienced by the students. Visual impairment accounted for 10% (388 students with visual impairment), while intellectual disabilities accounted for 15% (571 students with intellectual disabilities). Inability to speak accounted for 17% (641 students with speech difficulties), and hearing loss accounted for 11% (443 students with hearing loss).

Figure 86 Number/Percentage of students with disabilities within schools by type of disability
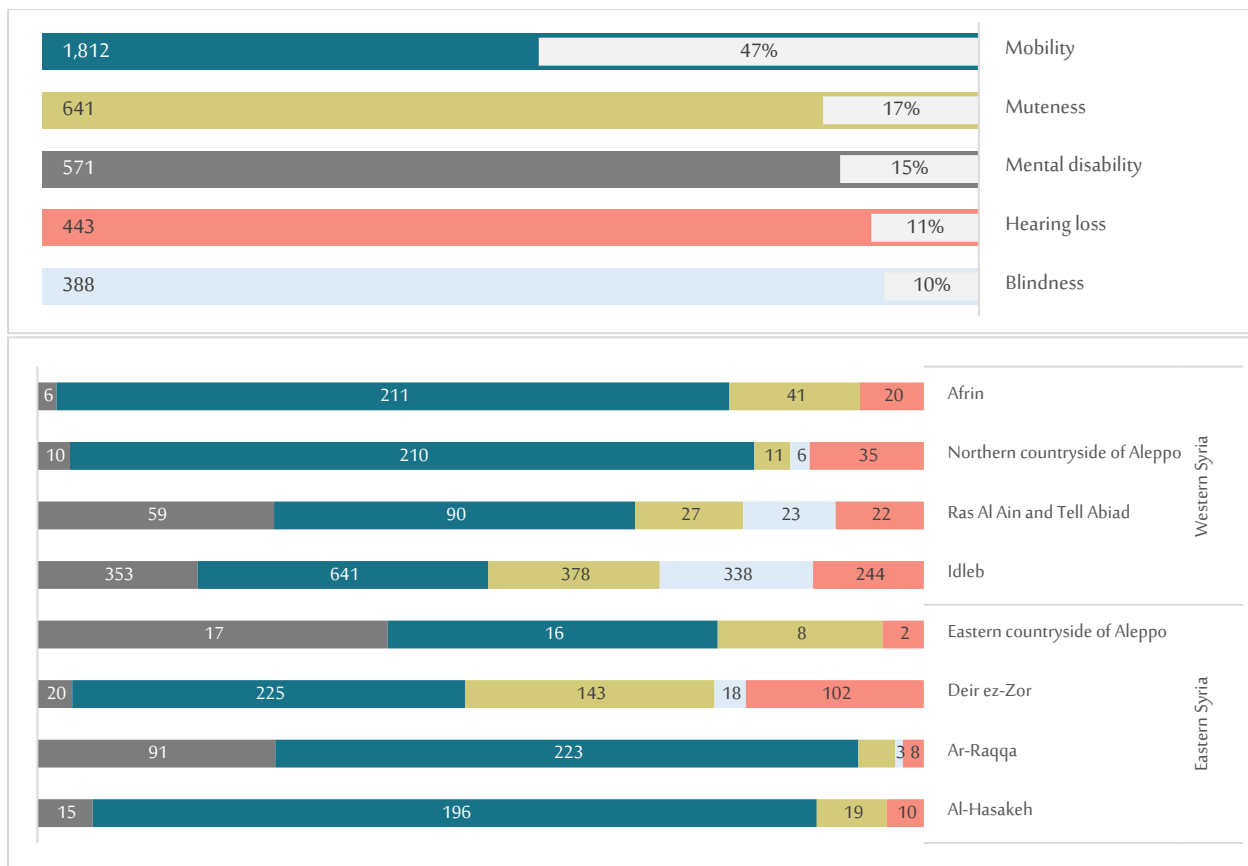
Movement disabilities are often the result of injuries caused by artillery or aerial bombardment during the ongoing war in Syria. Other disabilities were found that are difficult to diagnose accurately, as they require specialists who are rarely available in the evaluated areas. The deteriorating living conditions of the children's families may prevent them from seeking specialized doctors capable of accurately diagnosing their children's condition. Information sources have confirmed the presence of many children with delayed speech development whose parents have not been brought to any specialists. Parents discovered later that their child does not have speech problems but hearing difficulties, which have led to a delay in their speech development. In such cases, it is necessary to provide hearing aids as a first step in addressing the issue. Since the child's hearing loss was discovered later, they would require specialists to assist them in speech learning. If the child is in school without

specialists to assist them in speech learning (whether inside or outside the school), it can have compounding effects on their condition. The child may experience isolation and neglect from their peers and teachers. Similarly, the residents in the areas covered by the study face challenges in diagnosing intellectual disabilities.

3. Equipped Schools to Receive Children with Movement Disabilities

Results of the study indicate that only 3% (101 schools) of the assessed operational schools are equipped to receive children with movement disabilities. In comparison, 97% (3,636 schools) are not equipped to receive children with movement disabilities, despite 3,855 students with disabilities within 23% of the assessed schools.

Figure 87 Number/Percentage of schools according to their equipment to receive children with disabilities
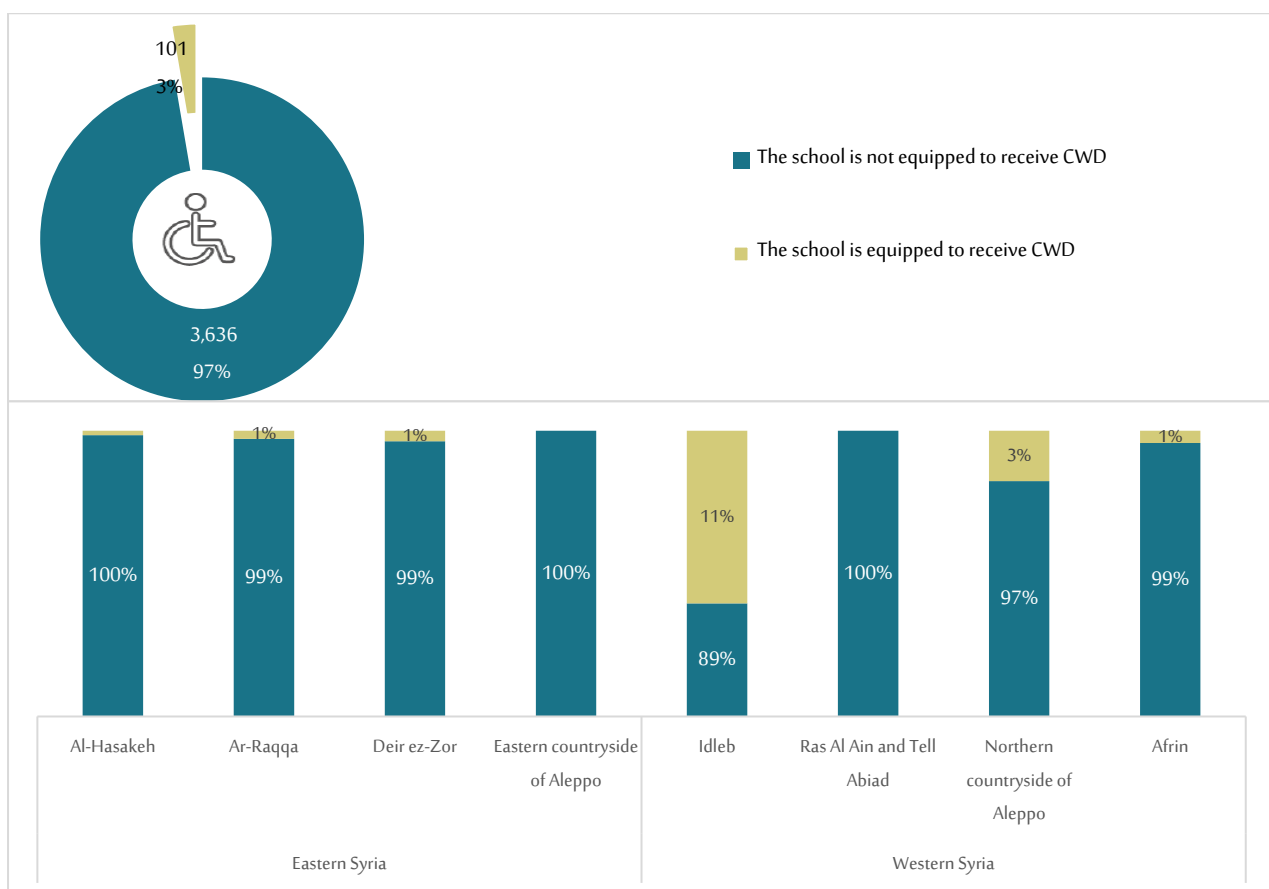
According to the minimum standards for education by INEE[39], *"Careful consideration should be given to the needs of people with physical and visual disabilities when designing educational facilities. Entrances and exits should be accessible to people in wheelchairs or those using mobility aids. Additionally, classroom space, furniture, water, and sanitation facilities should meet the needs of people with disabilities. When identifying or constructing*

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[39] https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

educational facilities, it is advisable to collaborate at the local and national levels with organizations representing individuals with various disabilities and parents of students with disabilities and youth with disabilities."

4. Availability of Specialists for Children with Disabilities in Schools According to Their Needs

The study results revealed that only 13 out of the total assessed schools (3,737 schools) had specialists available to work with students with disabilities. These specialists were primarily found in the province of Idleb and the northern countryside of Aleppo. However, no specialists were available to work with children with disabilities in 3,724 assessed schools.

Figure 88 Number/percentages of schools according to the presence of specialists for children with disabilities
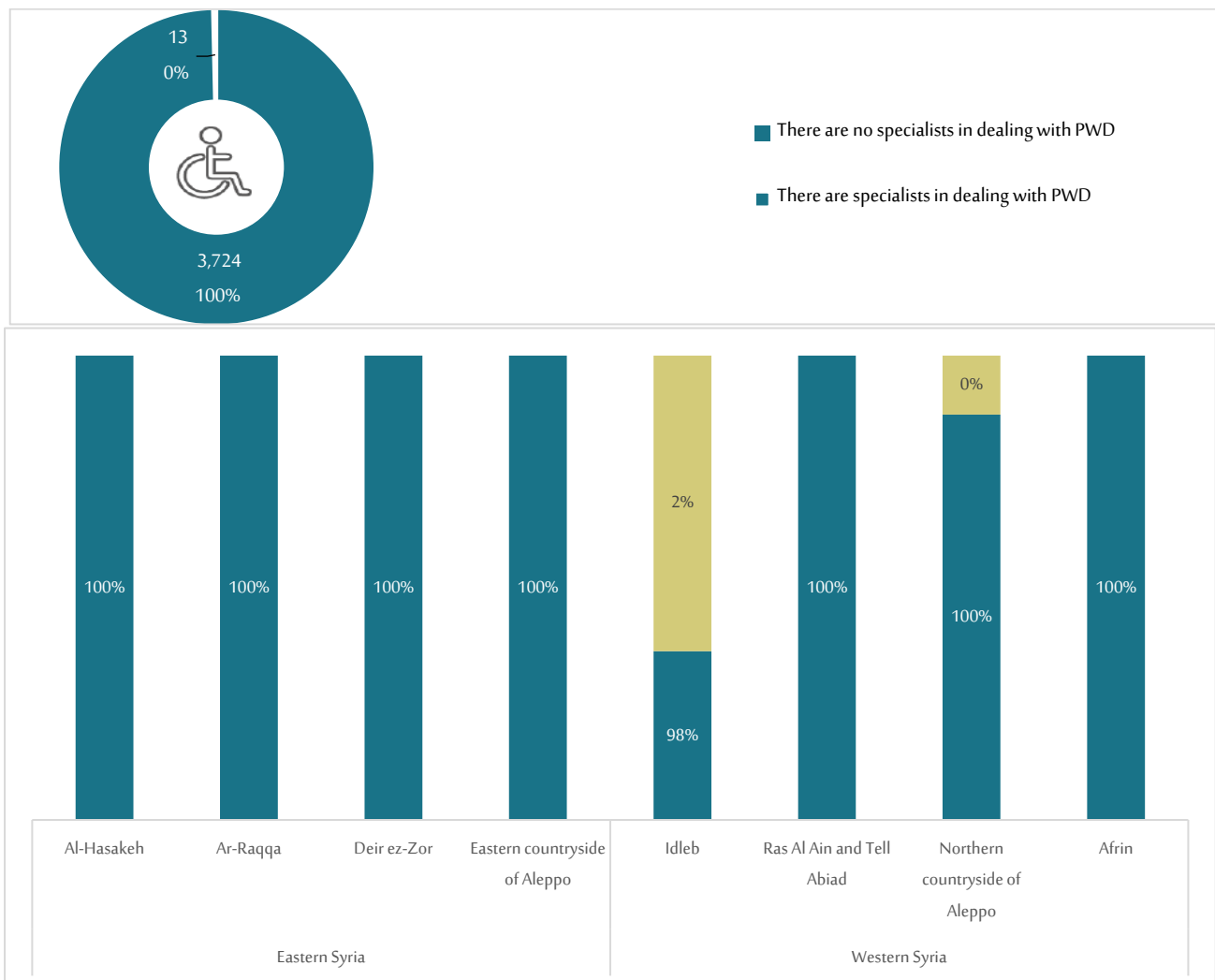
5. Orphans in Schools

Due to the ongoing war, the number of orphaned children in Syria has doubled in recent years. Many children have lost one or both parents due to military operations targeting civilians. Within the assessed schools, there were a total of 53,666 orphaned students. The highest percentage of orphaned students was found in the province of Idleb, accounting for 40% (21,432 orphaned students) of the total orphaned student population in the assessed schools.

Figure 89 Number/Percentage of orphaned students in schools

Number	Percentage	Region	Area
21,432	40%	Idleb	Western Syria
3,022	6%	Ras Al Ain and Tell Abiad	Western Syria
5,301	10%	Northern countryside of Aleppo	Western Syria
4,686	9%	Afrin	Western Syria
8,237	15%	Al-Hasakeh	Eastern Syria
1,546	3%	Ar-Raqqa	Eastern Syria
7,023	13%	Deir ez-Zor	Eastern Syria
2,419	5%	Eastern countryside of Aleppo	Eastern Syria
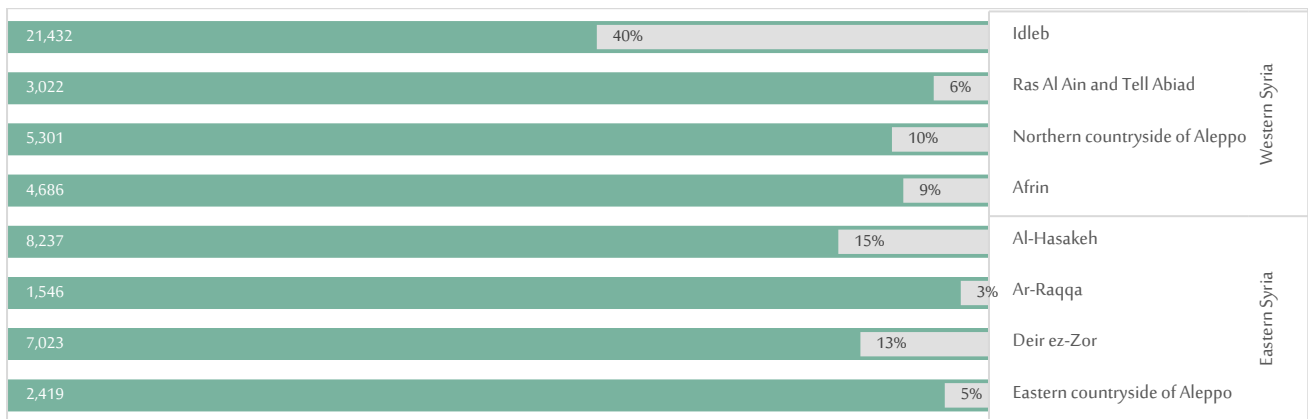
The largest percentage of orphaned students out of the total number of school students was found in the Idleb region, where they accounted for 9% of the total number of students within the schools. Their percentage in Afrin was 8% of the total number of students, and their percentage in Ras Al Ain and Tell Abiad was 7%, while in the northern countryside of Aleppo and Al-Hasakeh was 5% in each region. For the eastern countryside of Aleppo, the percentage of orphan students was 3% of the total students in the evaluated schools. In Deir ez-Zor, the percentage was 5%; in Ar-Raqqa, it was 2% of the total students.

Figure 90 Percentage of orphan students out of the total student number

Region	% of non-orphans	Percentage of orphaned students
Idleb	91%	9%
Ras Al Ain and Tell Abiad	93%	7%
Northern countryside of Aleppo	95%	5%
Afrin	92%	8%
Al-Hasakeh	95%	5%
Ar-Raqqa	98%	2%
Deir ez-Zor	95%	5%
Eastern countryside of Aleppo	97%	3%
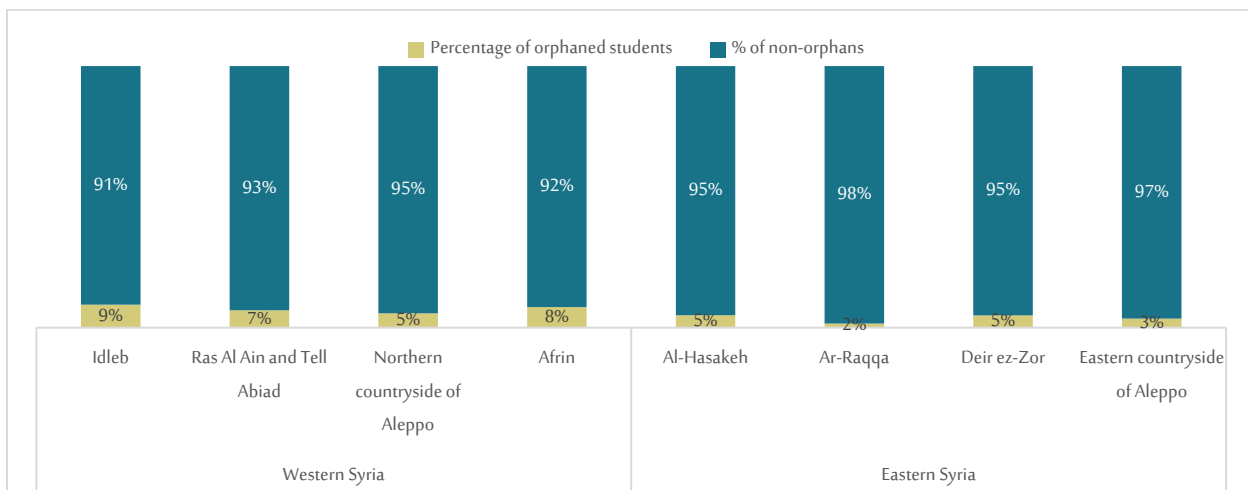
6. Psychological Counselors in Schools

According to the study, 94% (3,526 schools) of the evaluated schools do not have psychological counselors, while only 6% (211 schools) have psychological counselors.

Figure 91 Number/Percentage of schools based on the presence of psychological counselors
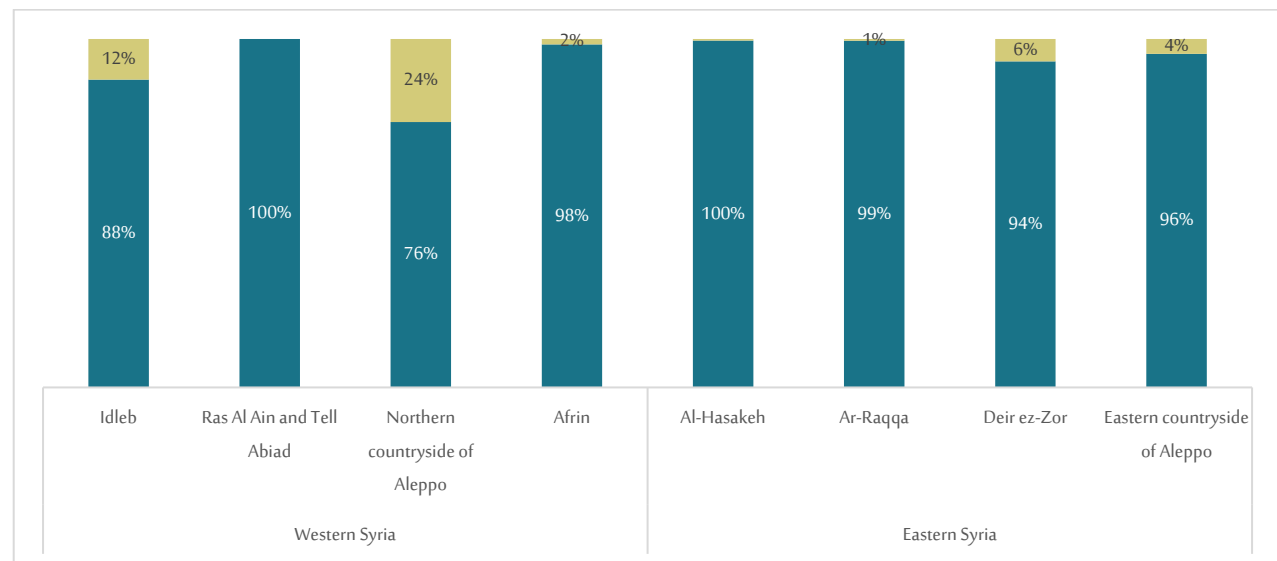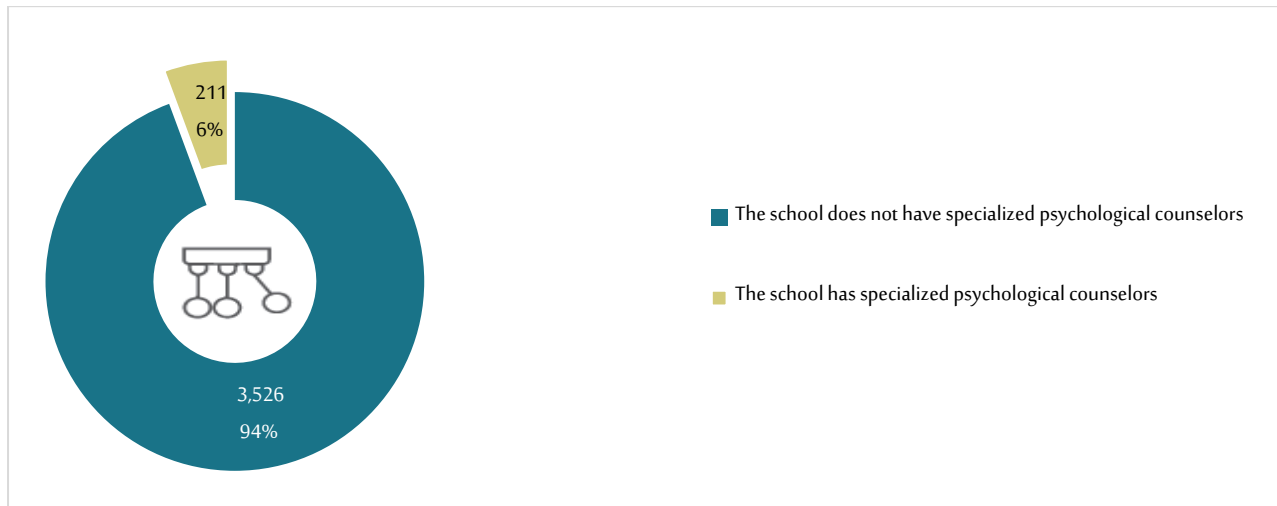
Before the current events, the majority of schools included a psychological counselor from the faculty of psychology. This counselor was available to address the psychological issues of students. They would monitor the children and collaborate with parents when necessary to assist children in overcoming mental challenges, especially during adolescence. In the areas outside the control of the government, there are no faculties that graduate psychological counselors. Therefore, it is necessary to train a portion of the administrative staff by providing them with training courses to address some of the psychological issues that students may face in schools.

7. Availability of Teachers Trained in Psychosocial Support

Results of the study show that only 15% (547 schools) of the evaluated schools had teachers who underwent training courses in the field of psychosocial support. All teachers in these schools don't need to have undergone training in this field, as a department within the same school may have received psychosocial support training while another department did not.

Figure 92 Number/Percentages of schools with teachers who underwent psychosocial support training
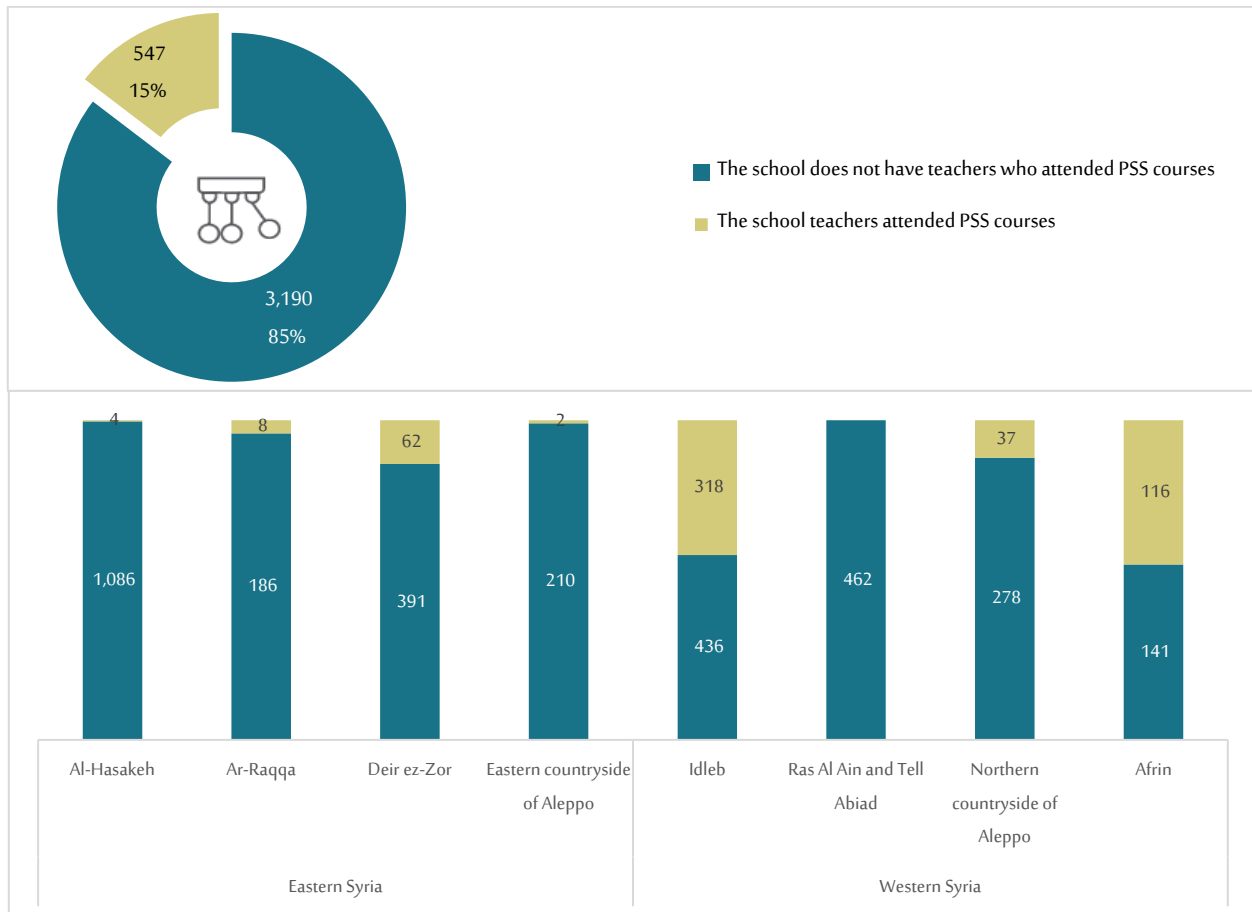
As per the minimum standards of education set by INEE[40], *"Teachers and other education personnel receive regular and organized training according to their needs and circumstances."* Due to the significant number of children in Syria experiencing psychological trauma due to the ongoing events, it was necessary to train all teachers to interact with children during war and respond during disasters. Having many children in a single classroom requires experience, quick response, and organization from teachers to protect children and minimize harm as much as possible during any disaster. Additionally, teachers must be trained to address the prevalent symptoms among children resulting from the ongoing war in Syria.

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[40] https://inee.org/sites/default/files/resources/ARB_INEE%20Minimum%20Standards%20Indicator%20Framework_v2.pdf

8. Teacher Survey: Training Courses in Education During Disasters

Through perception surveys conducted by enumerators with teachers[41], they were asked whether they received training courses in education during disasters. Only 12% (687 teachers) reported receiving training in education during disasters, while 88% (4,857 teachers) did not receive any courses in this area.

Figure 93 Number/Percentage of teachers surveyed based on receiving training in education during disasters

53%	47%	Afrin
74%	26%	Northern countryside of Aleppo
100%	0%	Ras Al Ain and Tell Abiad
68%	32%	Idleb
100%	0%	Eastern countryside of Aleppo
87%	13%	Deir ez-Zor
81%	19%	Ar-Raqqa
99%	1%	Al-Hasakeh

Western Syria / Eastern Syria

12% — 687
88% — 4,857

■ I attended training   ■ I did not receive training
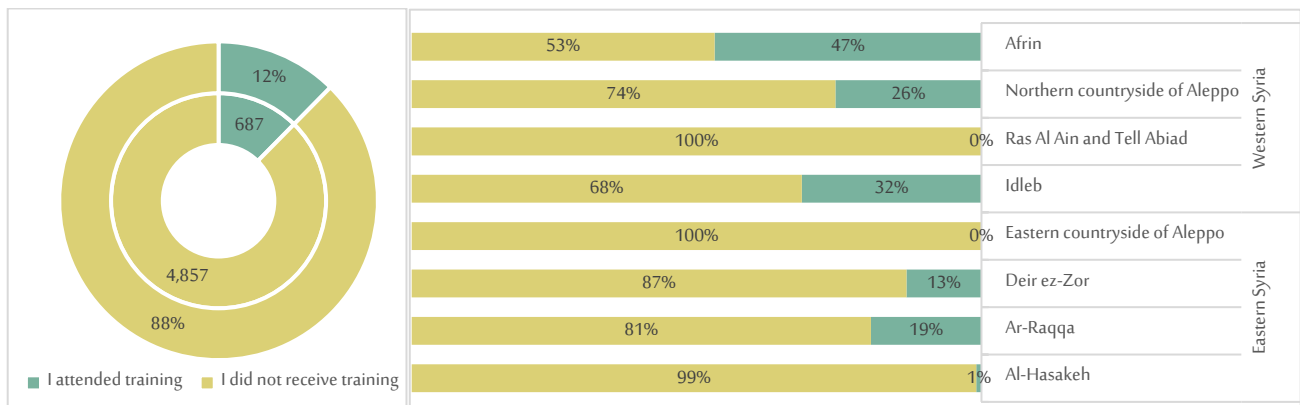
9. Principal Survey: Training Courses in School Management during Disaster

According to the perception surveys conducted by enumerators with school [42] principals, they were asked about their participation in training courses related to school management during disasters. The findings showed that only 19% (518 principals) of the respondents reported receiving training in school management during disasters, while 81% (2,201 principals) did not receive any courses in this area.

Figure 94 Number/Percentage of principals by attending training courses in management during disasters

53%	47%	Afrin
42%	58%	Northern countryside of Aleppo
0%	100%	Ras Al Ain and Tell Abiad
52%	48%	Idleb
2%	98%	Eastern countryside of Aleppo
6%	94%	Deir ez-Zor
49%	51%	Ar-Raqqa
2%	98%	Al-Hasakeh

Western Syria / Eastern Syria

19% — 518
81% — 2,201

■ Has not received training on school management in disaster
■ Received training in school management in disaster
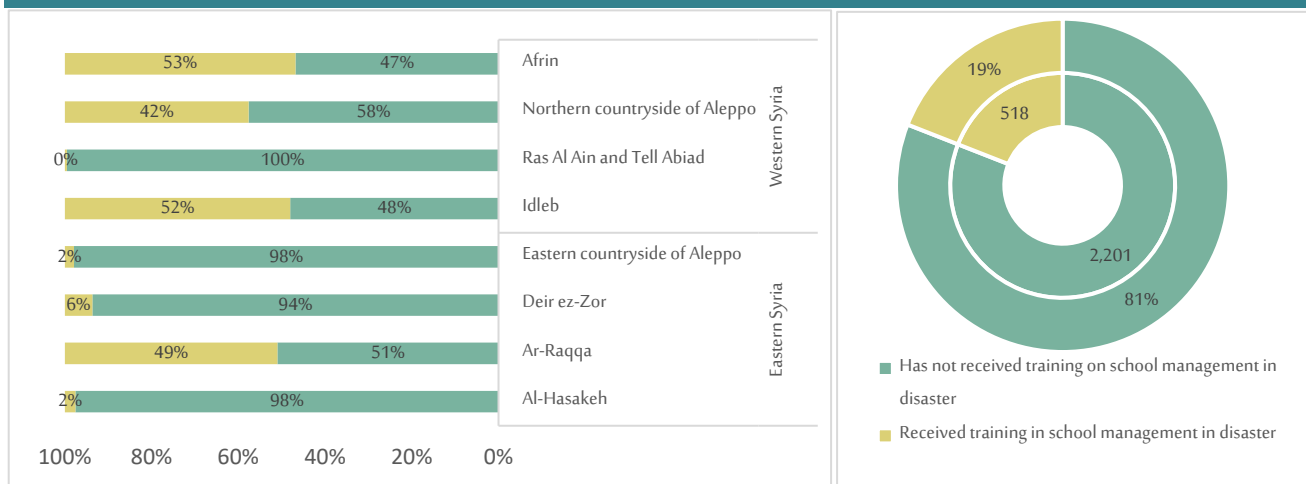
[41]IMU enumerators conducted surveys with 5,544 in-school and out-of-school teachers in 5 governorates, 46% of surveyed teachers were female, and 54% were male.

[42]Questionnaire interviews were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male.

10. Availability of Psychosocial Support Services within Schools

Only 8% (293 schools) of the total evaluated schools provided psychosocial support services during the academic year 2022-2023, while these services were not provided in 92% (3,444 schools) of the schools. After the devastating earthquake struck northwestern Syria on February 6, 2023, with its aftershocks continuing until the preparation of this report, children still feel fearful of being under roofs after thousands of casualties and injuries resulting from the destructive earthquake. This highlights the urgent need to provide psychosocial support activities for children within and outside schools.

Figure 95 Number/Percentage of schools according to their provision of psychosocial support services
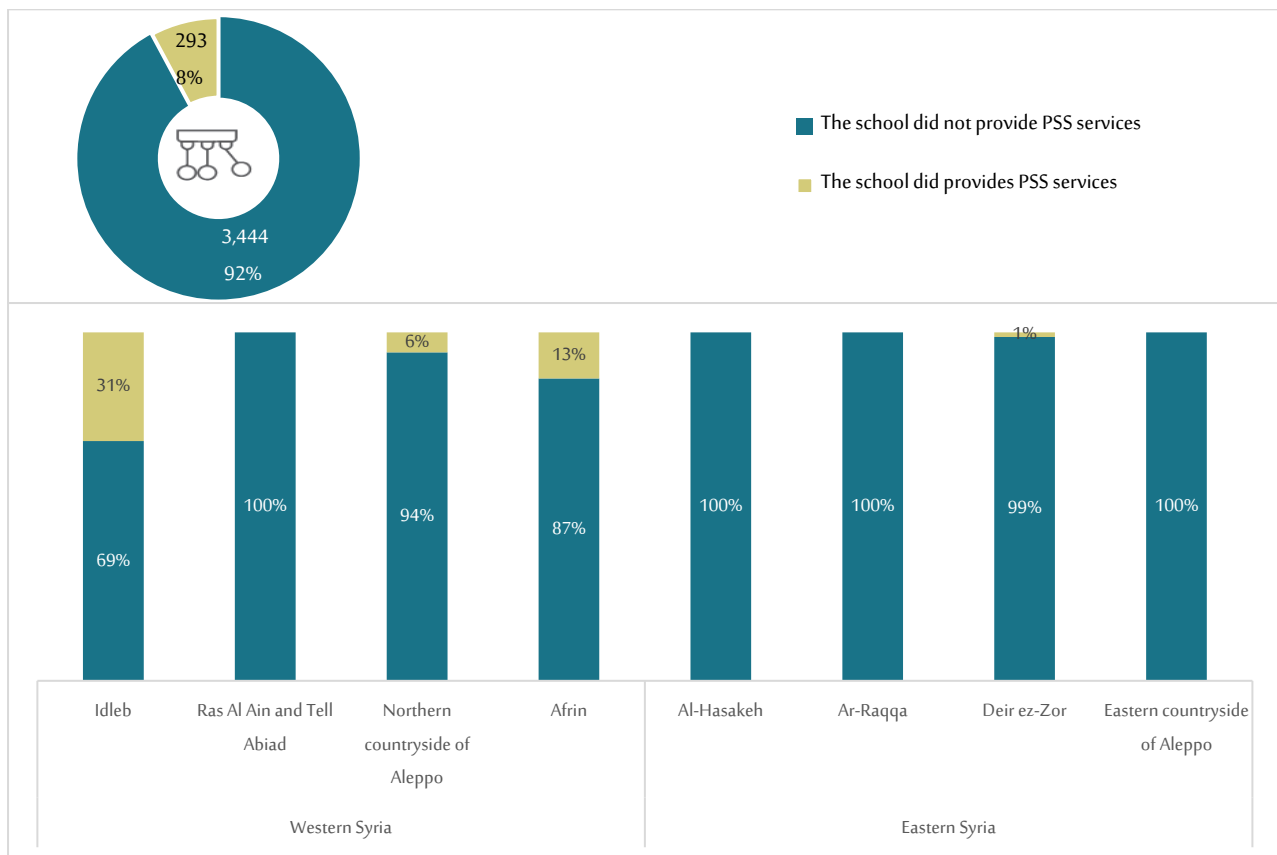
In response to the ongoing war and its consequences, school administrators often try integrating entertainment with educational activities to alleviate feelings of isolation and withdrawal among students. These recreational activities may include school plays, art exhibitions, and motivational competitions for students. Teachers engage students through acting, singing, or drawing, and these activities contribute to the integration of students from different areas and break down the negative barriers that displacement may create. This fosters students' self-confidence within schools and helps them build new friendships.

11. Parent Survey: Children's Expression of Unwillingness to Attend School

According to perception surveys conducted by enumerators with parents[43], they were asked whether their children expressed unwillingness to attend school. 6% (343 individuals) of parents reported that their children always express unwillingness to go to school, while 47% (2,794 individuals) mentioned that their children sometimes express unwillingness to go to school.

Figure 96 Number/percentages of parents surveyed regarding their children's desire to go to school
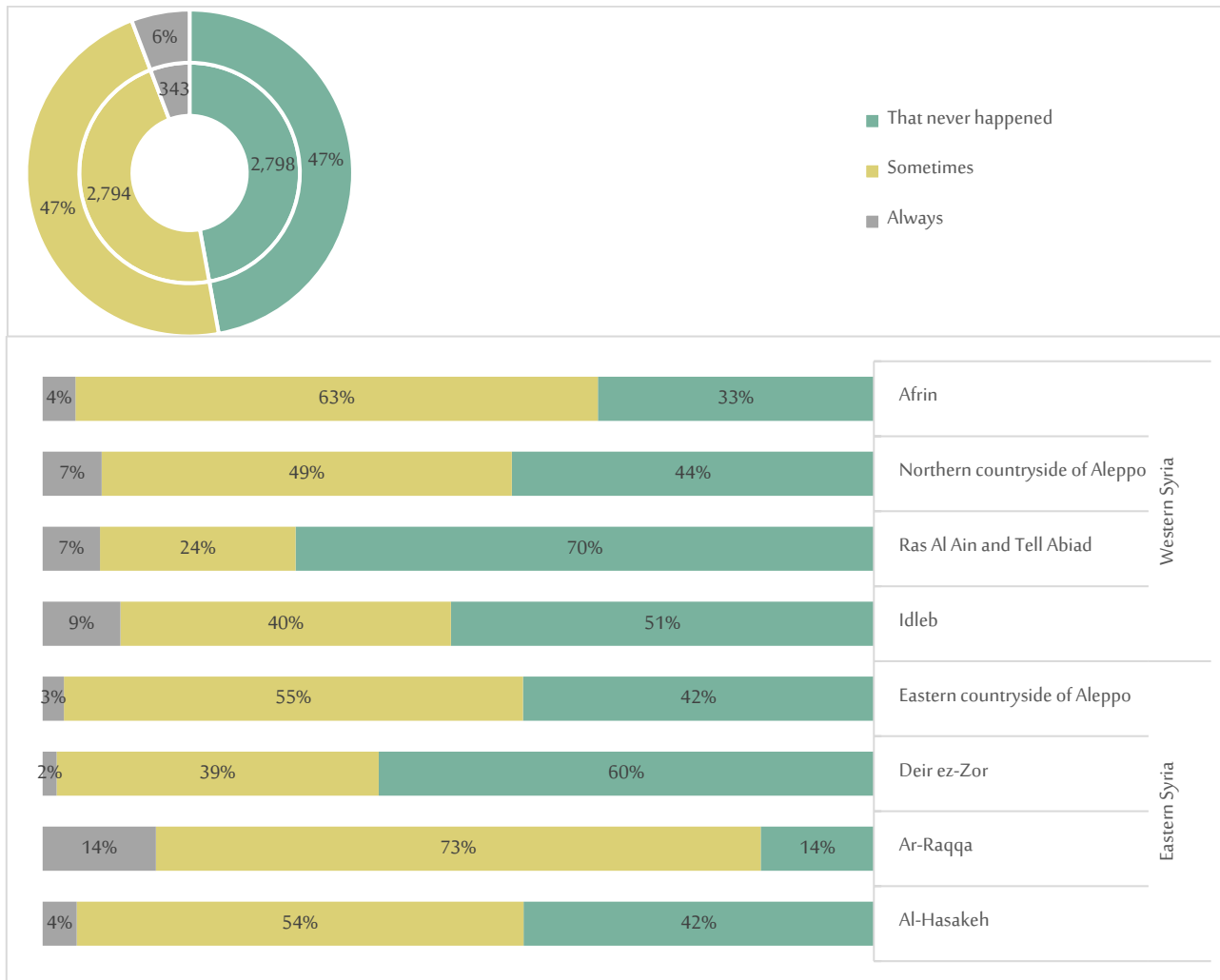
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12.   Student Survey: Symptoms Related to Students' Emotions within Schools

Through perception surveys conducted by enumerators with students[44], they were asked about the frequency of experiencing a range of symptoms related to emotions within a month. Among the most prevalent symptoms surveyed students reported was difficulty memorizing information and lessons. 6% (329 students) reported experiencing this symptom constantly, while 38% (2,226 students) reported experiencing it occasionally. Additionally, 18% (10,056 students) reported rarely experiencing this symptom.

5% (292 students) of the surveyed students reported that their attention is constantly easily distracted. Additionally, 28% (1,666 students) reported that their attention is occasionally easily distracted, while 21% (1,229 students) reported that they rarely get distracted.

3% (151 students) of the surveyed students reported that they always take a long time to fall asleep when lying in bed, while 19% (1,105 students) reported that they occasionally take a long time to fall asleep. Additionally, 21% (1,232 students) of the students said that they rarely take a long time to fall asleep when lying in bed.

6% (351 students) of the surveyed students reported that they always feel intense distress when recalling painful experiences, they have gone through, while 19% (1,095 students) reported feeling this phenomenon occasionally. Additionally, 15% (861 students) of the students said that they rarely experience this phenomenon.

Figure 97 Percentage of the prevalence of symptoms related to students' emotions

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[44] IMU enumerators conducted a survey with 5,892 children aged 6-18 years in and out of school in 5 governorates. Females constituted 48% of the children, males 52%, and 2% of the children surveyed had a disability.

13. Student Survey: Symptoms Related to Students' Interaction

Through perception surveys conducted by enumerators with students[45], they were asked about the frequency of experiencing a range of phenomena related to interactions with others during a month. Among the most prevalent negative phenomena reported by the surveyed students were physical fights with other children and conflicts with family members. On the other hand, the majority of surveyed students reported playing with their friends and adhering to school rules.

Figure 98 Percentage of the prevalence of interaction-related symptoms among students

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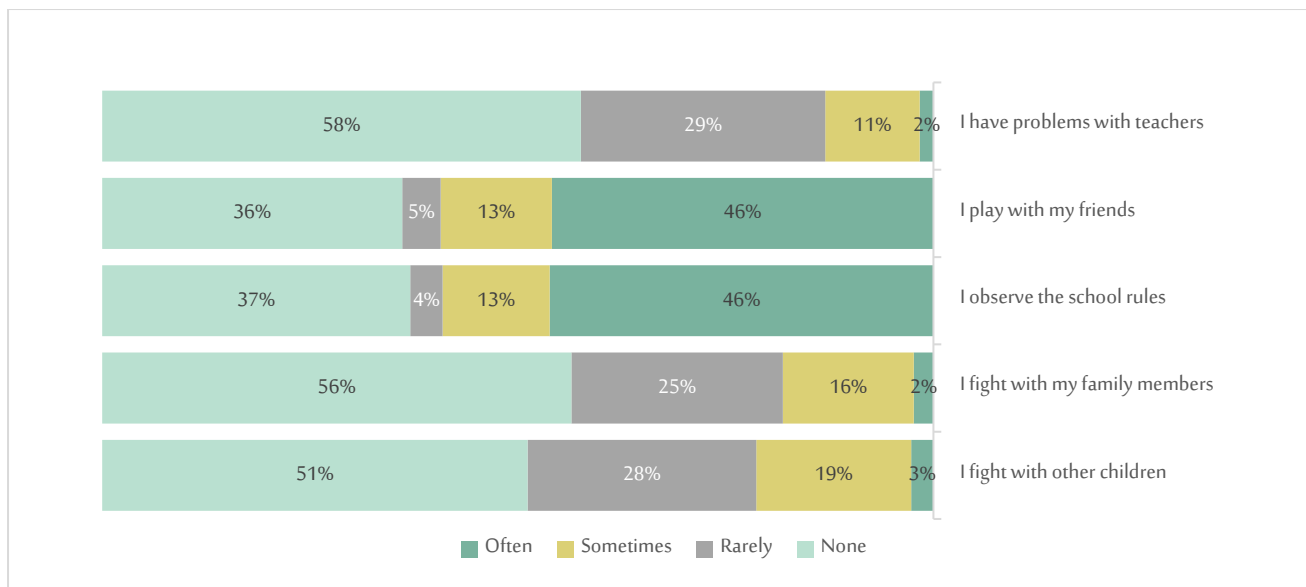
[45] IMU enumerators conducted a survey with 5,892 children aged 6-18 years in and out of school in 5 governorates. Females constituted 48% of the children, males 52% of the children, and 2% of the children surveyed had a disability.

14.   Student Survey: Symptoms Related to Self-Awareness Among Students
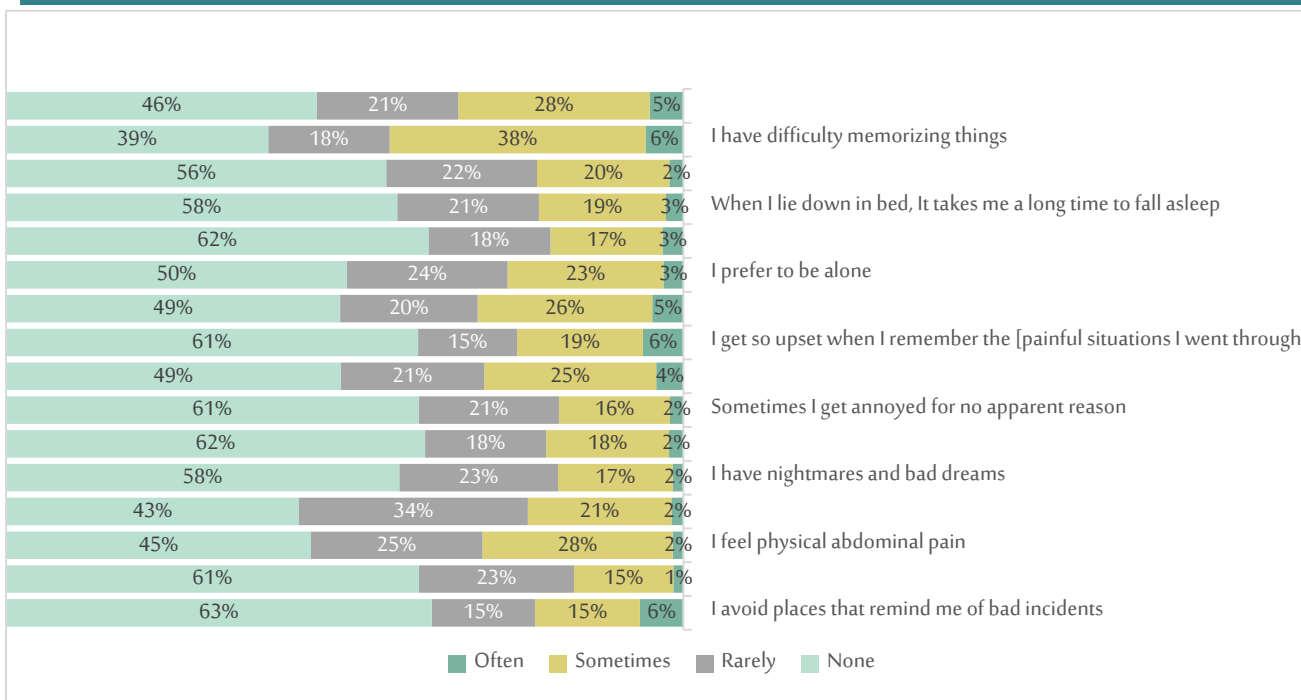
According to the perception surveys conducted by the enumerators with the students, they were asked about the frequency of experiencing a range of phenomena related to self-awareness within a month. 5% (307 students) of the surveyed students reported feeling bored most of the time, 34% (2,025 students) reported feeling bored sometimes, and 14% (852 students) reported rarely feeling bored.

According to the perception surveys conducted with the students, 2% (121 students) of the surveyed students reported frequently feeling that their grades in school have dropped, 23% (1,345 students) reported sometimes feeling that their grades have dropped, and 22% (1,270 students) reported rarely feeling that their grades have dropped.

7% (396 students) reported frequently experiencing fear, while 26% (1,546 students) reported experiencing fear sometimes, and 17% (1,024 students) reported rarely experiencing fear.

Figure 99 Percentage of the prevalence of symptoms related to students' self-awareness

	Often	Sometimes	Rarely	None
I do not have someone to listen to me or support me when I need	5%	19%	16%	60%
My school grades have dropped	2%	23%	22%	54%
I express my feelings to people I trust	20%	21%	12%	47%
I feel bored	5%	34%	14%	46%
I feel scraed	7%	26%	17%	50%
I feel that I am bad	1%	12%	20%	67%
I skip school (not due to the security situation)	2%	25%	24%	50%
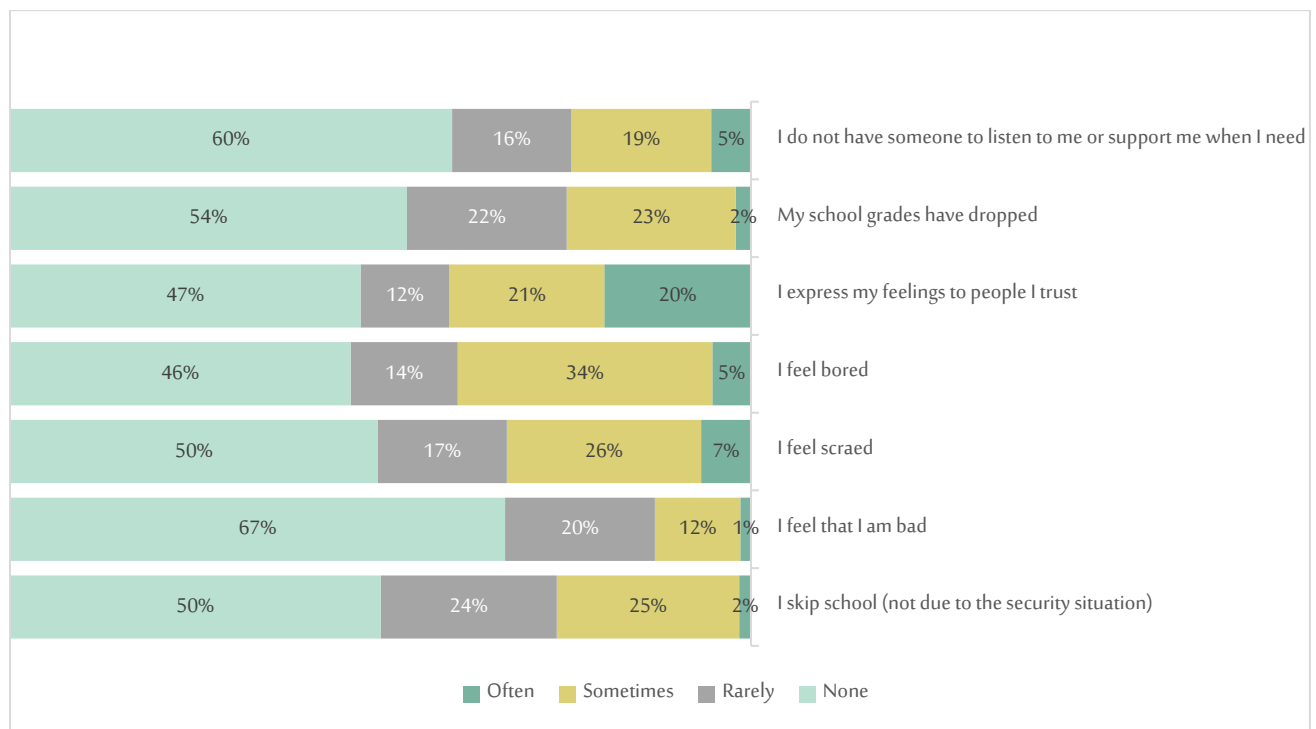
15.   Using Schools in Literacy Courses for Individuals Over the Age of 18

Through the study, it was found that only four schools among the assessed operational schools were utilized for literacy courses for individuals over the age of 18. These schools are located in the countryside of northern Aleppo and Deir ez-Zor. When using schools for literacy courses, it is necessary to separate school students from the individuals enrolled in literacy programs. This is done to prevent any harassment or discomfort that children may experience from these individuals. The separation can occur either in educational places or through identifying different course times.

Figure 100 Number/percentages of schools according to their use for literacy courses

4	0%	The school is used for literacy courses for those over 18 years of age
3,733	100%	The school is not used for literacy courses for those over school age
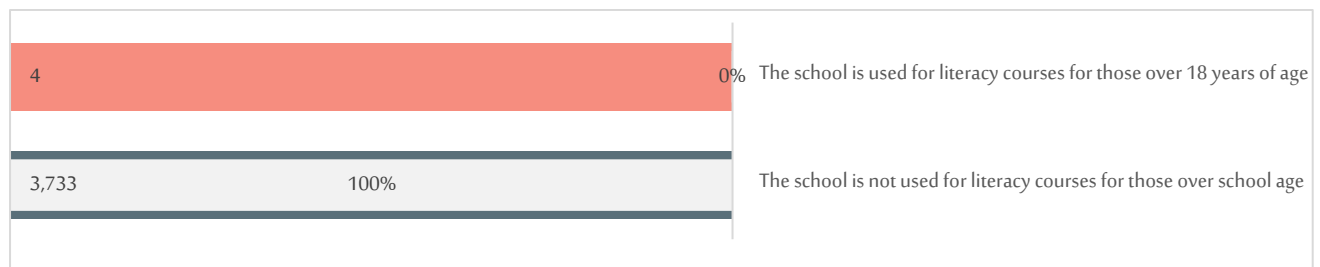
16.   Principal Survey: Receiving Training on Safe Referral Pathway

The standard [46]operating procedures for preventing and responding to gender-based violence define referral pathways *as "flexible mechanisms that connect survivors to effective and safe support services, such as medical care, mental health services, psychosocial support, police assistance, and legal/justice support."*

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[46] https://reliefweb.int/sites/reliefweb.int/files/resources/gbv_sc_sops_2018_arabic_final.pdf

According to perception surveys conducted with [47]school principals, they were asked whether they received training on the safe use of referral pathways. 52% (1,402 principals) of the surveyed principals reported being unfamiliar with the concept of referral pathways and had not heard of it. 38% (1,029 principals) stated that they were aware of referral pathways (had heard of them) but were unaware of how to use them safely. Only 11% (288 principals) of the principals had received training on the safe use of referral pathways. It is worth noting that only 11% (678 teachers) of the surveyed teachers had received training on the safe use of referral pathways.

Figure 101 Number/Percentage of school principals receiving training on the safe use of referral pathways

- I do not know what referral pathways mean
- I know the referral pathways, but I do not know how to use them safely
- I attended training

			Region
37%	21%	43%	Afrin
7%	51%	42%	Northern countryside of Aleppo
	48%	52%	Ras Al Ain and Tell Abiad
32%	50%	19%	Idleb
2%	24%	74%	Eastern countryside of Aleppo
2%	43%	55%	Deir ez-Zor
52%	14%	34%	Ar-Raqqa
2%	34%	64%	Al-Hasakeh

Western Syria: Afrin, Northern countryside of Aleppo, Ras Al Ain and Tell Abiad, Idleb
Eastern Syria: Eastern countryside of Aleppo, Deir ez-Zor, Ar-Raqqa, Al-Hasakeh

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[47]Questionnaire interviews were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male.

Section 14:

Policies and Procedures Governing the Educational Process

Section 14: Policies and Procedures Governing the Educational Process

1. The Presence of an Administrative Structure and Administrative Staff

Before the ongoing war in Syria, the presence of a clear administrative structure and administrative staff was considered a fundamental requirement in formal schools. In rural schools, there might be only a principal without other administrative staff members. In the absence of an appointed principal, one of the teachers in rural schools may assume the principal's responsibilities. Among the duties of the administrative staff is the implementation of policies and procedures established by the educational directorates and educational clusters within the schools. It was found that 85% (3,171 schools) of the evaluated operating schools have a clear administrative structure and staff, while 15% (566 schools) do not.

Figure102 Number/percentages of schools according to the presence of an administrative structure and staff within them
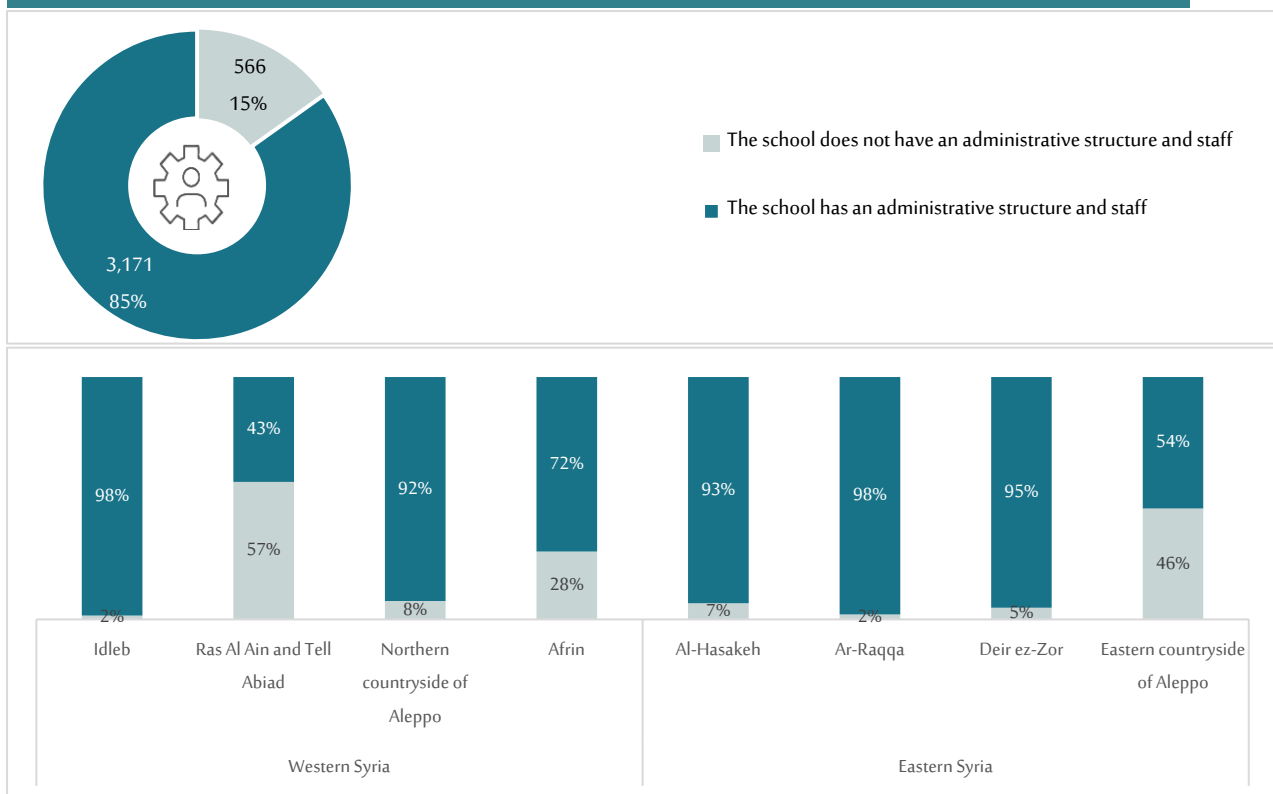
A regular school's administrative structure consists of the principal at the top of the hierarchy, who may be the sole administrator in small (non-formal) schools. In larger regular schools, a vice principal typically assists the principal in carrying out their duties. Also, regular schools have mentors who supervise students and ensure classroom discipline when teachers are absent. There also may be secretaries in regular schools who are entrusted with the task of maintaining and organizing school records, including those of students and teachers.

2. Principal Survey: Training Courses in School Administration

Before the war in Syria, school principals were chosen from experienced teachers who had undergone multiple training courses qualifying them to be part of the school's administrative staff. Through these courses, teachers were trained in administrative tasks within the school and the optimal implementation of policies and procedures. The war conditions in Syria necessitated the appointment of new administrative personnel within [48]schools. In the perception survey conducted with school principals, they were asked whether they had undergone any courses in school administration before or after becoming principals. Only 43% (1,167 principals) reported having attended courses in school administration, while 57% (1,552 principals) stated that they had not undergone any courses in school administration.

Figure 103 Number/Percentage of surveyed principals based on their participation in school administration courses
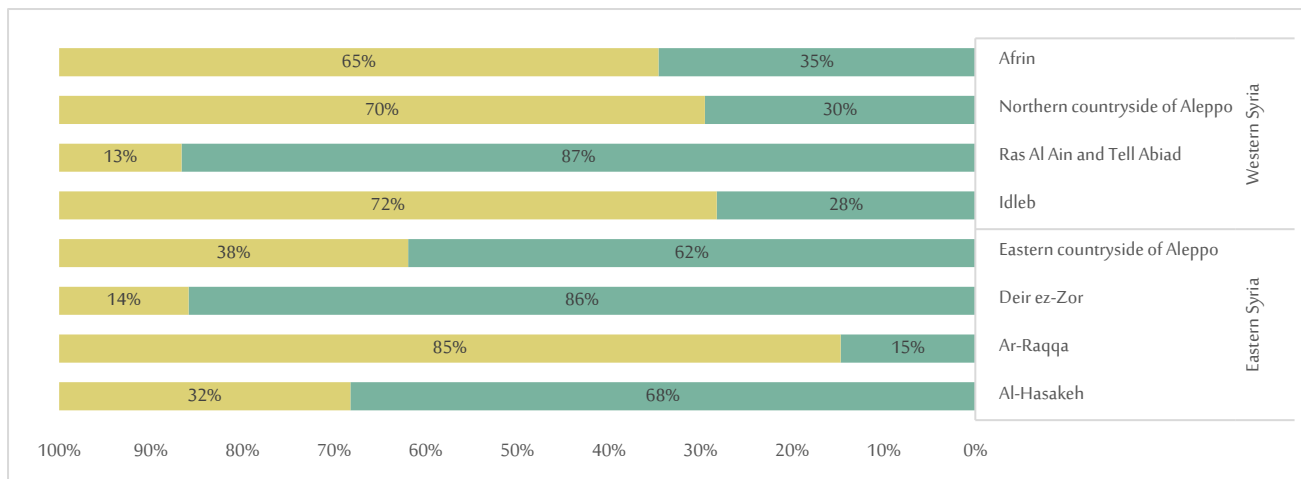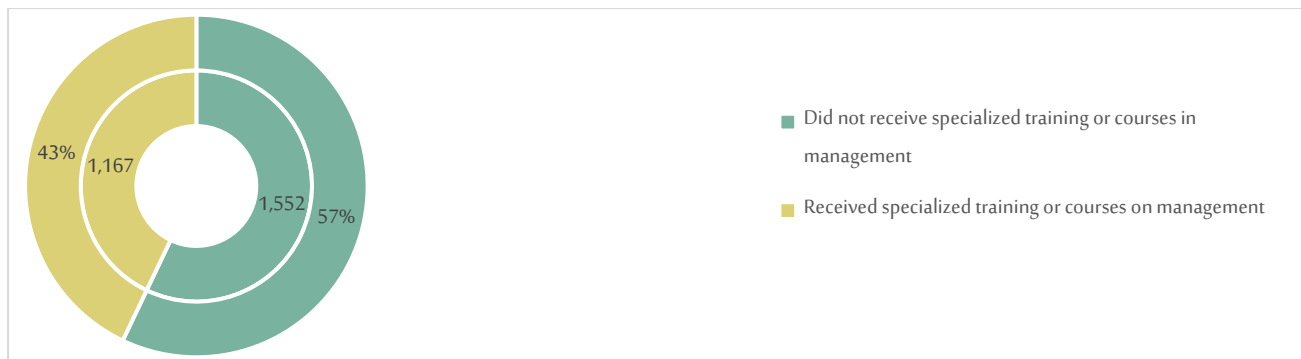
[48]Questionnaire interviews were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male.

3. Teacher Survey: Signing the Code of Conduct

According to all the teachers surveyed, signing the Code of Conduct was not common in the teacher appointment procedures in Syria before the outbreak of the ongoing war. Teachers would go through a competitive examination announced by the Ministry of Education in the government. The ministry would later announce the names of the successful candidates appointed through procedures followed by the education directorates. On the other hand, teachers' unions were established to safeguard teachers' rights supposedly. The duties of teachers were disseminated by the directorates of education and educational clusters. After the outbreak of the war in Syria, most schools in areas outside the government control receive support from donors (international entities or organizations), and often these donors require all staff members, including teaching staff, to sign a Code of Conduct that defines the rights and responsibilities of employees.

According to the surveys conducted by the enumerators with the teachers[49], 55% (3,036 teachers) of the teachers reported that they had signed a Code of Conduct. In comparison, 45% (2,508 teachers) stated that they had not signed any document that defined their rights and responsibilities.

Figure 104 Number/Percentages of the surveyed teachers according to their signing on the Code of Conduct
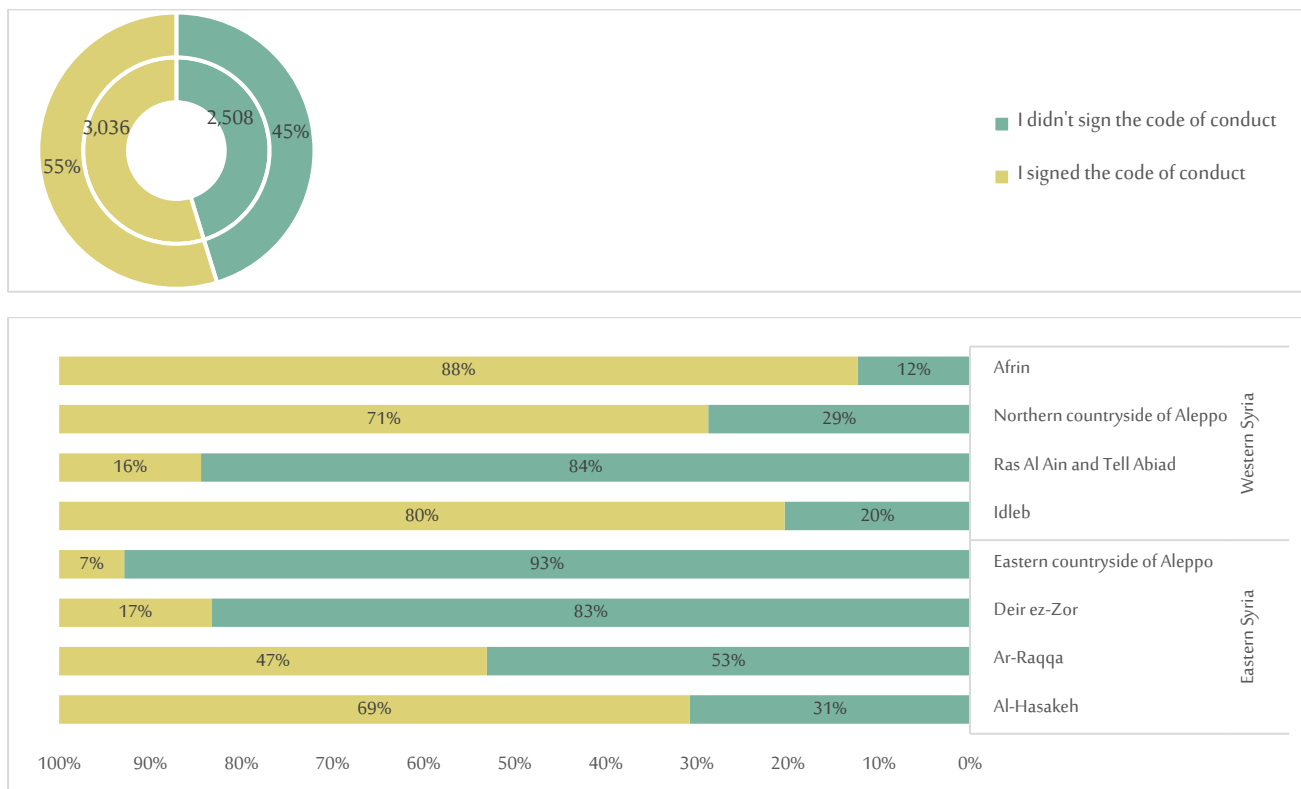
[49] IMU enumerators conducted surveys with 5,544 in-school and out-of-school teachers in 5 governorates, 46% of surveyed teachers were female, and 54% were male.

4. Daily Student Attendance Record Availability

The study results showed that 89% (3,330 schools) of the total evaluated schools use the daily student attendance record to track student attendance, while 11% (407 schools) do not use the daily attendance record.

Figure 105 Number/Percentage of schools according to their use of the daily student attendance record
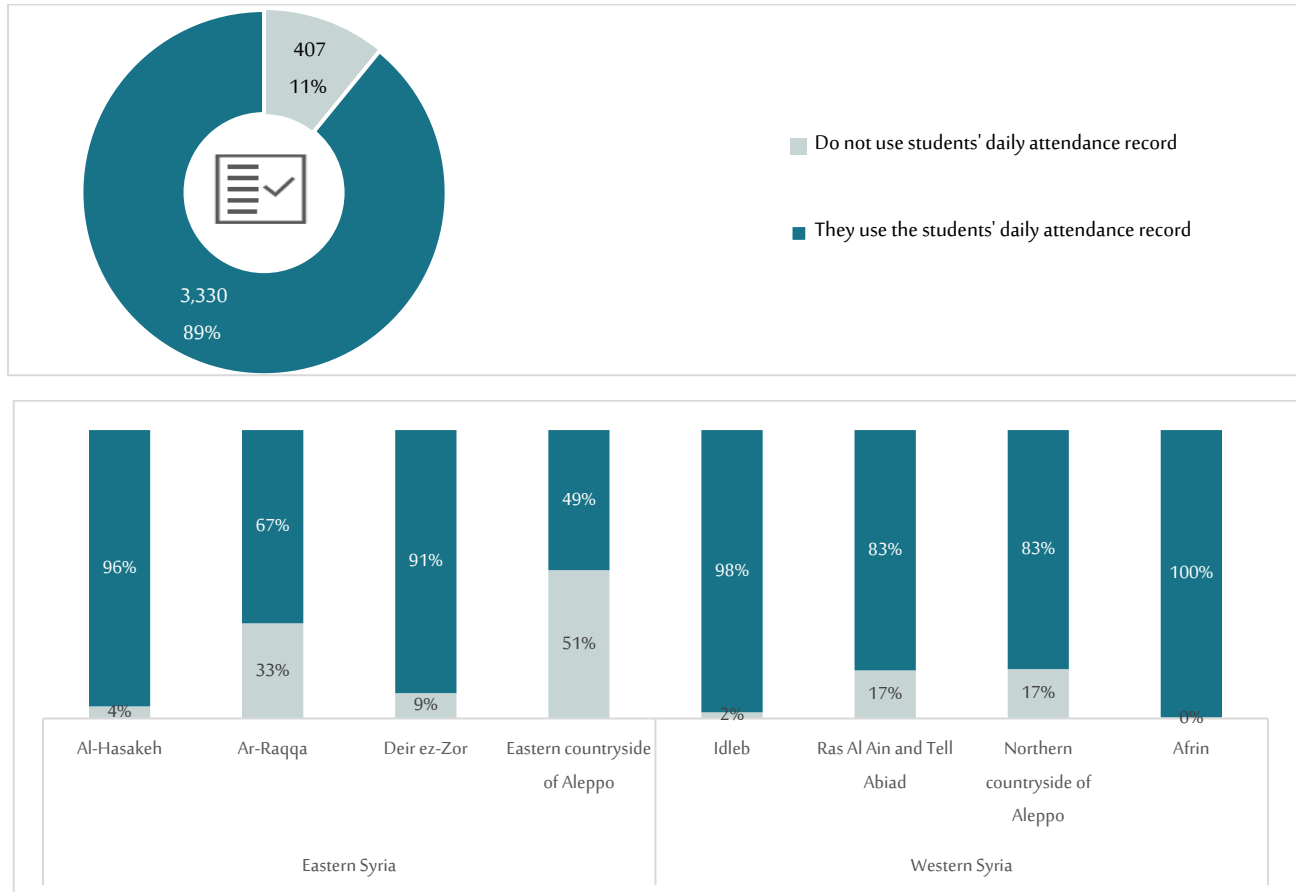
According to the education laws in Syria, it is required that students attend a specified number of school days (during the academic year) and pass the exams to progress to the next grade level. The student's attendance must exceed 80% of the total school days during the year. A student attendance record is necessary to monitor students' attendance in schools. This record includes recording the number of justified and unjustified absences, which are added to the student's record at the end of the year. Teachers and class mentors are responsible for monitoring student absences and tardiness daily.

5. Availability of Teachers' Lesson Plan Notebooks

The policies and procedures implemented in Syrian schools prior to the ongoing war required teachers to use lesson plan notebooks. Teachers were required to prepare their lessons at home and develop a plan to optimize classroom time. These notebooks included a yearly plan teachers would follow to cover the entire curriculum for students throughout the academic year. The school principal signs the teachers' lesson plan notebooks on a daily basis to ensure their compliance with lesson preparation. Educational supervisors also make regular visits to schools to assess the teachers' adherence to the yearly curriculum plan.

The study results showed that 12% (461 schools) of the evaluated operational schools did not use lesson-planning notebooks among their teaching staff, while 88% (3,276 schools) used lesson-planning notebooks.

Figure 106 Number/Percentage of schools based on teachers' use of lesson plan notebooks

461
12%

Teachers do not use lesson plan notebooks

Teachers do not use lesson plan notebooks

3,276
88%

	Western Syria				Eastern Syria		
Idleb	Ras Al Ain and Tell Abiad	Northern countryside of Aleppo	Afrin	Al-Hasakeh	Ar-Raqqa	Deir ez-Zor	Eastern countryside of Aleppo
100%	80%	78%	82%	93%	79%	93%	53%
	20%	22%	18%	7%	21%	7%	47%
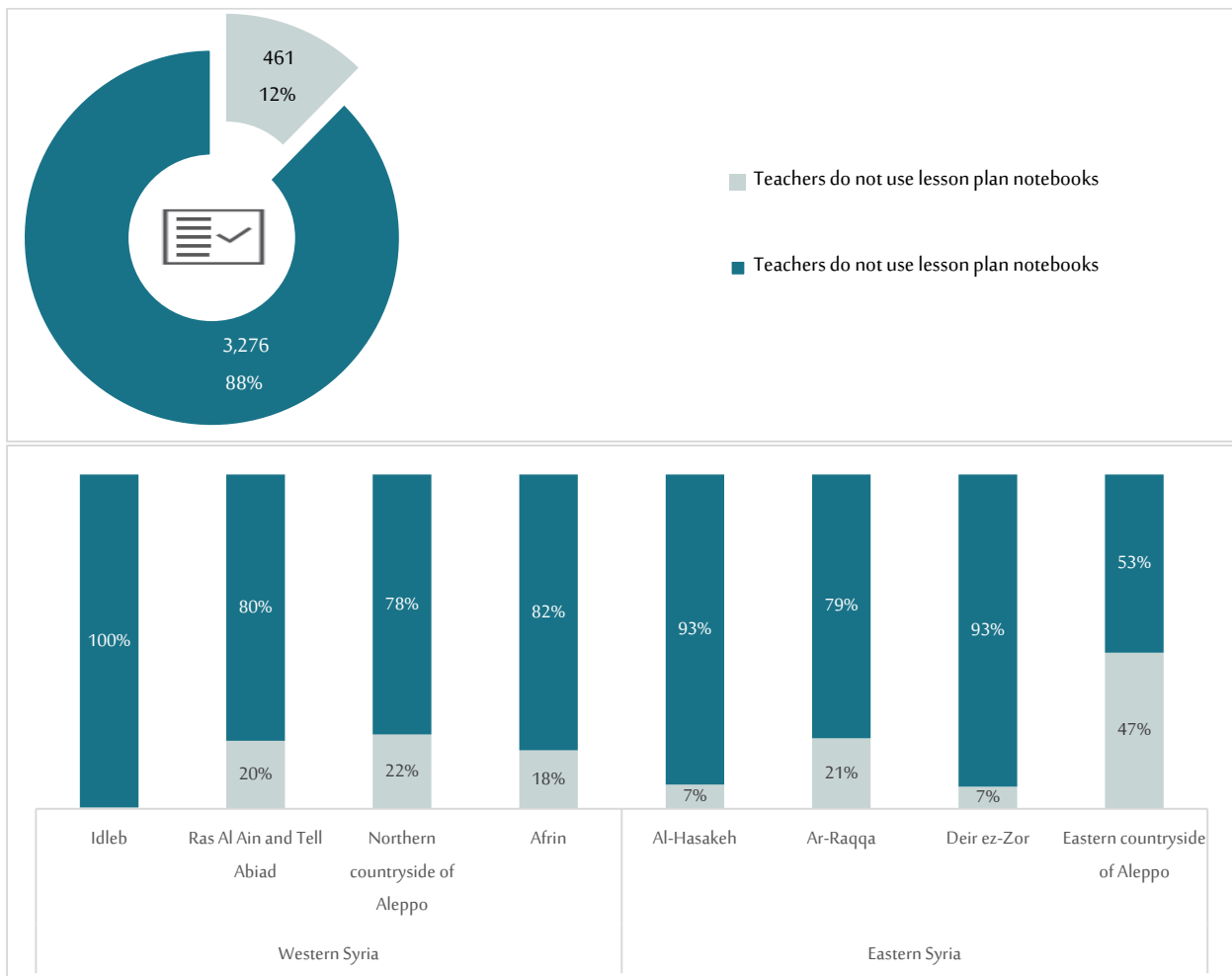
6. Principal Survey: Presence of a Parent Council or Regular Meetings with Parents

Before the war in Syria, there was no parent council in schools. Instead, school administrations would meet with parents on a semester basis (twice during the academic year, once per semester). There is a need to move towards establishing parent councils and holding regular meetings with them to involve them in educational planning and find effective solutions that align with the current circumstances and available resources.

Based on the survey conducted with [50] school principals, they were asked whether parent councils were formed, or regular meetings were held with parents. The findings indicated that 29% (798 principals) reported the presence of parent councils and regular meetings, while 71% (1,921 principals) stated the absence of parent councils and periodic meetings with parents.

Figure 107 Number/Percentages of surveyed principals based on the presence of a parent council

- There is no council for students' parents, or a meeting with them
- There is council for students' parents, or a meeting with students' parents

Region		Council	No Council
Western Syria	Afrin	52%	48%
	Northern countryside of Aleppo	20%	80%
	Ras Al Ain and Tell Abiad	6%	94%
	Idleb	45%	55%
Eastern Syria	Eastern countryside of Aleppo	26%	74%
	Deir ez-Zor	24%	76%
	Ar-Raqqa	31%	69%
	Al-Hasakeh	29%	71%
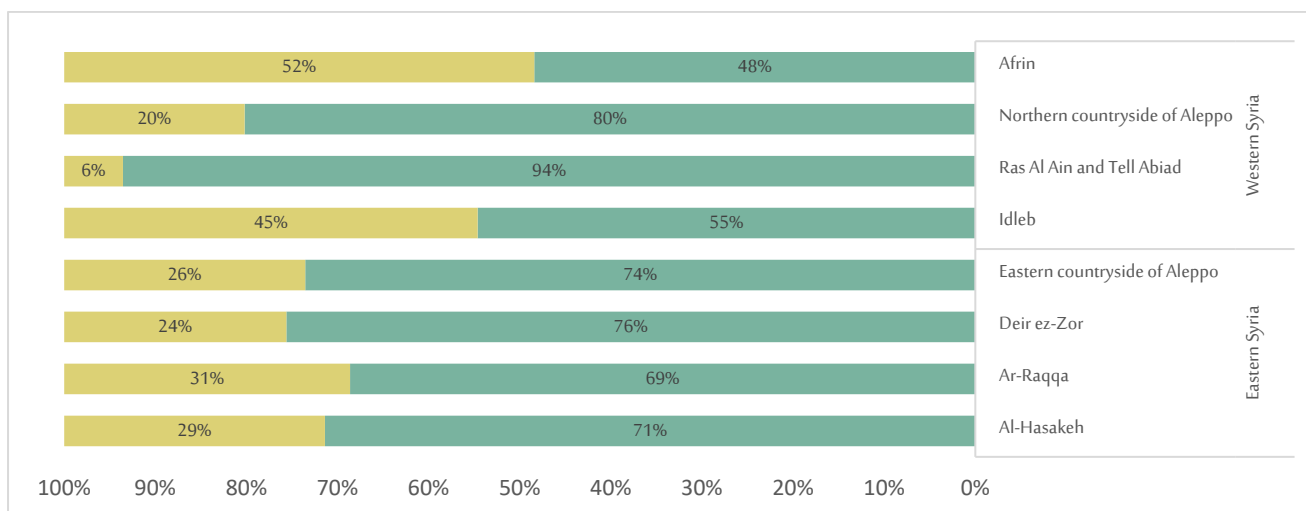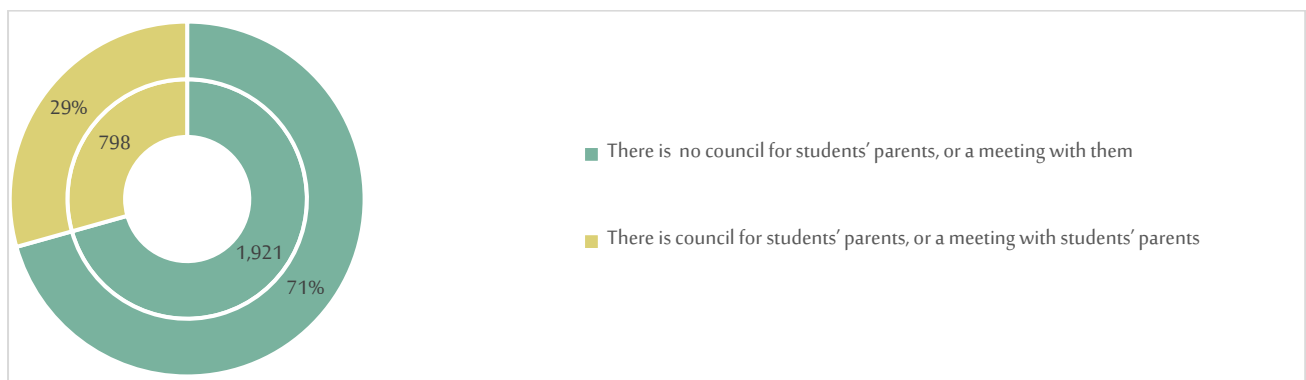
[50] Questionnaire interviews were conducted with 2,719 principals or vice principals in the assessed schools. Among the principals/ vice principals surveyed, 18% were female, while 82% were male.

Section 15:
Cholera Prevention Methods and Procedures

Section 15: Cholera Prevention Methods and Procedures

1. Availability of Soap and Sanitizing Materials within Schools

Preventive measures to control the spread of cholera require adequate cleaning supplies and soap within schools. However, the study revealed that only 17% (619 schools) had sufficient cleaning supplies and soap available, while 83% (3,118 schools) lacked sufficient amounts of these materials.

Figure 108 Number/Percentage of schools based on adequate availability of cleaning supplies and soap

619
17%

3,118
83%

■ The school does not have detergents or soap in sufficient quantities

■ The school has sufficient quantities of cleaning materials and soap

	Western Syria				Eastern Syria			
	Idleb	Ras Al Ain and Tell Abiad	Northern countryside of Aleppo	Afrin	Al-Hasakeh	Ar-Raqqa	Deir ez-Zor	Eastern countryside of Aleppo
Has sufficient	47%	2%	25%	9%	12%	2%	5%	1%
Does not have	53%	98%	75%	91%	88%	98%	95%	99%

2. Awareness about Cholera Prevention Measures

Implementing preventive measures to control the spread of cholera necessitates conducting awareness campaigns among students about cholera prevention measures. The study revealed that awareness campaigns targeting students regarding preventive measures were undertaken in only 34% (1,285 schools) of the surveyed schools. However, 66% (2,452 schools) did not carry out awareness campaigns for students regarding cholera prevention measures.

Figure 109 Number/Percentage of schools by conducting awareness campaigns on preventive measures against cholera

- Awareness campaigns were not conducted for students on prevention methods
- Awareness campaigns for students on prevention methods were conducted

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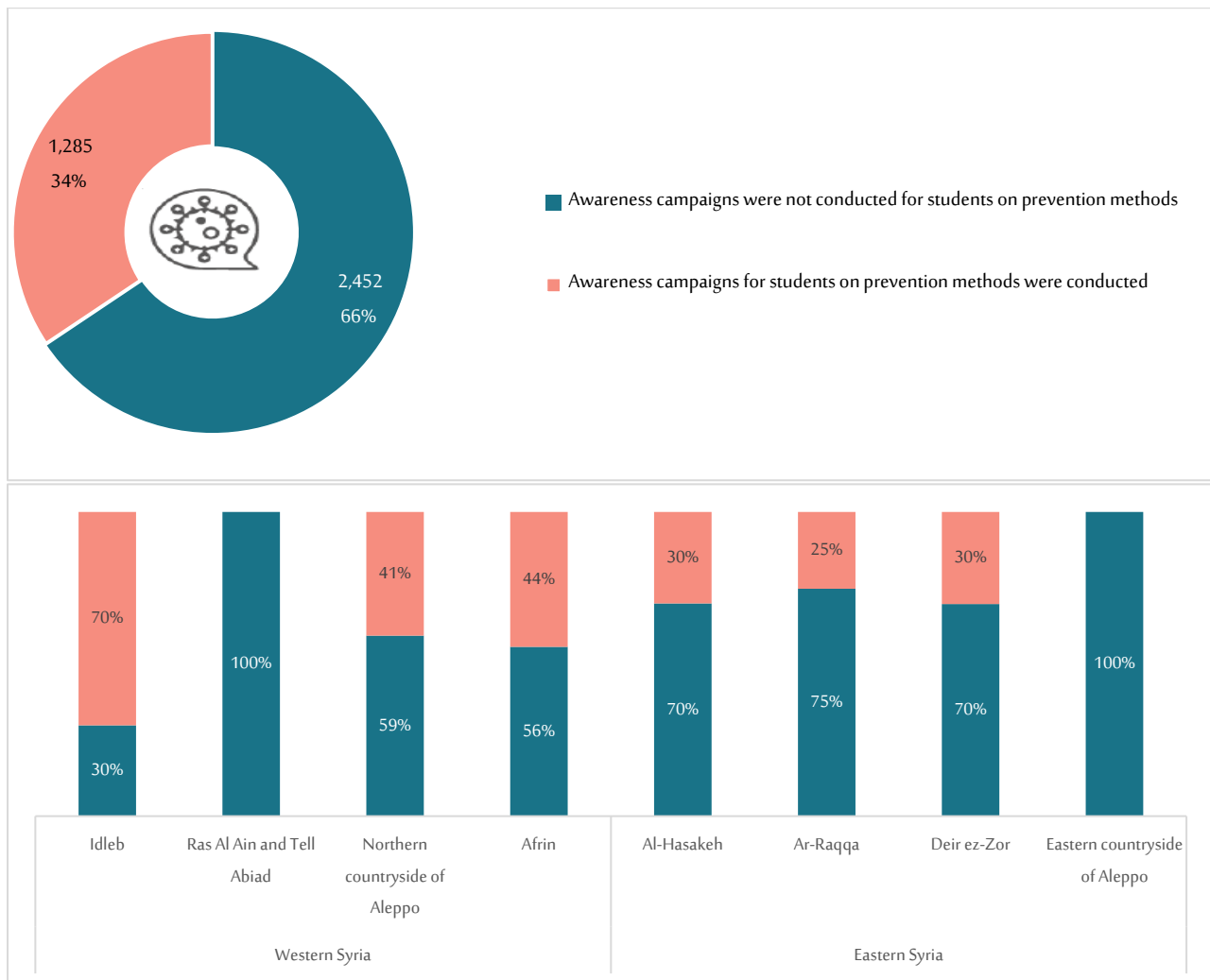
Section 16:
Non-Operational Schools

Section 16: Non-Operational Schools

1. Geographic Distribution of Non-Operating Schools

The percentage of non-operational schools accounted for 8% (329 schools) of the total evaluated schools. Out of these, 138 schools are located in northwestern Syria in areas controlled by opposition forces, while 191 schools are located in northeastern Syria in areas controlled by the Syrian Democratic Forces (SDF).

Figure 110 Number/Percentage of non-operational schools based on their geographical distribution

Number	Percentage	Location	Region
99	30%	Idleb	Western Syria
21	6%	Ras Al Ain and Tell Abiad	Western Syria
10	3%	Northern countryside of Aleppo	Western Syria
8	2%	Afrin	Western Syria
93	28%	Al-Hasakeh	Eastern Syria
52	16%	Ar-Raqqa	Eastern Syria
46	14%	Deir ez-Zor	Eastern Syria
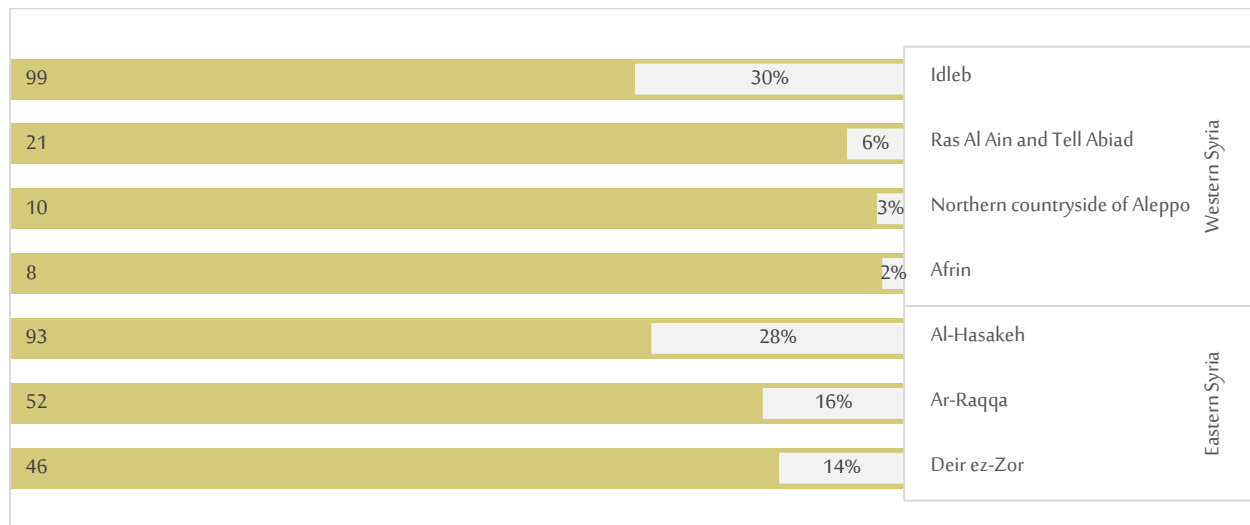
2. Reasons for Suspension of Schools

This section addresses the reasons for the complete suspension of schools. The study reveals that the primary reason for most school closures is the lack of school furniture, particularly prevalent in the Afrin region. The second most common reason is the proximity of schools to conflicts or frontlines, which was particularly evident in the Idleb Governate. Additionally, many schools have been completely destroyed, leading to their suspension in Ar-Raqqa and Deir ez-Zor governorates and Ras Al Ain and Tell Abiad areas. Additionally, a significant number of schools have been suspended in the Tell Abiad and Ras Al Ain areas due to funding shortages.

Figure 111 Reasons for School Suspension

No impact — Significant impact

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3. Condition of Non-Operational School Buildings

The study results show that 57% (188 schools) of the evaluated non-operational schools are suitable for educational purposes (their buildings are not destroyed). In comparison, 16% (54 schools) are partially destroyed, and 27% (87 schools) are completely destroyed.

Figure 112 Number/Percentages of non-operational schools according to the condition of their buildings
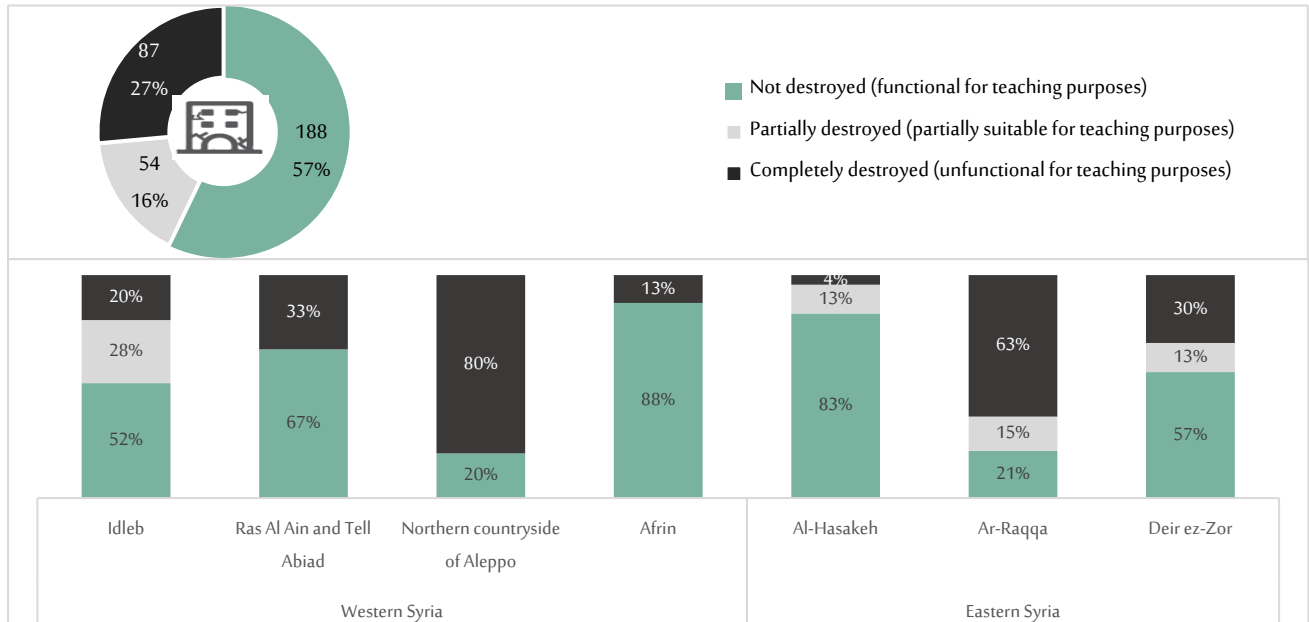
The line graph shows no variation in the percentage of non-operational schools with undamaged buildings compared to the year 2021 (seventh edition of the report). On the other hand, the percentage of partially damaged non-operational schools has slightly decreased compared to the previous year's edition. The study shows a slight increase in the percentage of completely damaged non-operational schools. However, it should be noted that the percentage of non-operational schools in the current edition (8%) is lower than in the seventh edition (10%).

Figure 113 Comparison of the condition of non-operational schools' buildings in the last three report editions

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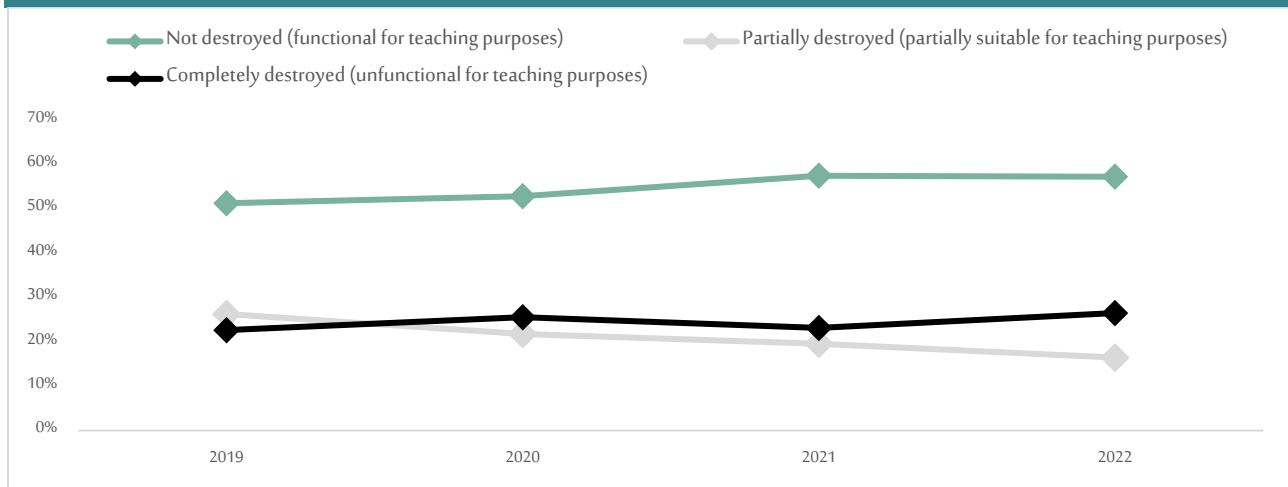
4. The Educational Progress of Students in Non-Operational Schools

- In some non-operational schools, students and teaching/administrative staff have relocated to alternative locations to resume the educational process. Students are being taught in alternative education sites (residential buildings or tents that have been minimally equipped for learning) or nearby school buildings during the evening shift (another school building is used during the evening hours). The study showed that only 22% (73 schools) of non-operational schools provide education to their students in alternative locations.

- In some non-operational schools, the educational process has come to a complete halt. In such cases, students from these schools are forced to search for alternative schools to continue their education, or they may discontinue schooling altogether (known as student dropout). The study revealed that the educational process is suspended in 78% (256 schools) of the non-operational schools.

Figure 114 Number/Percentage of non-operational schools by the progress of the educational process
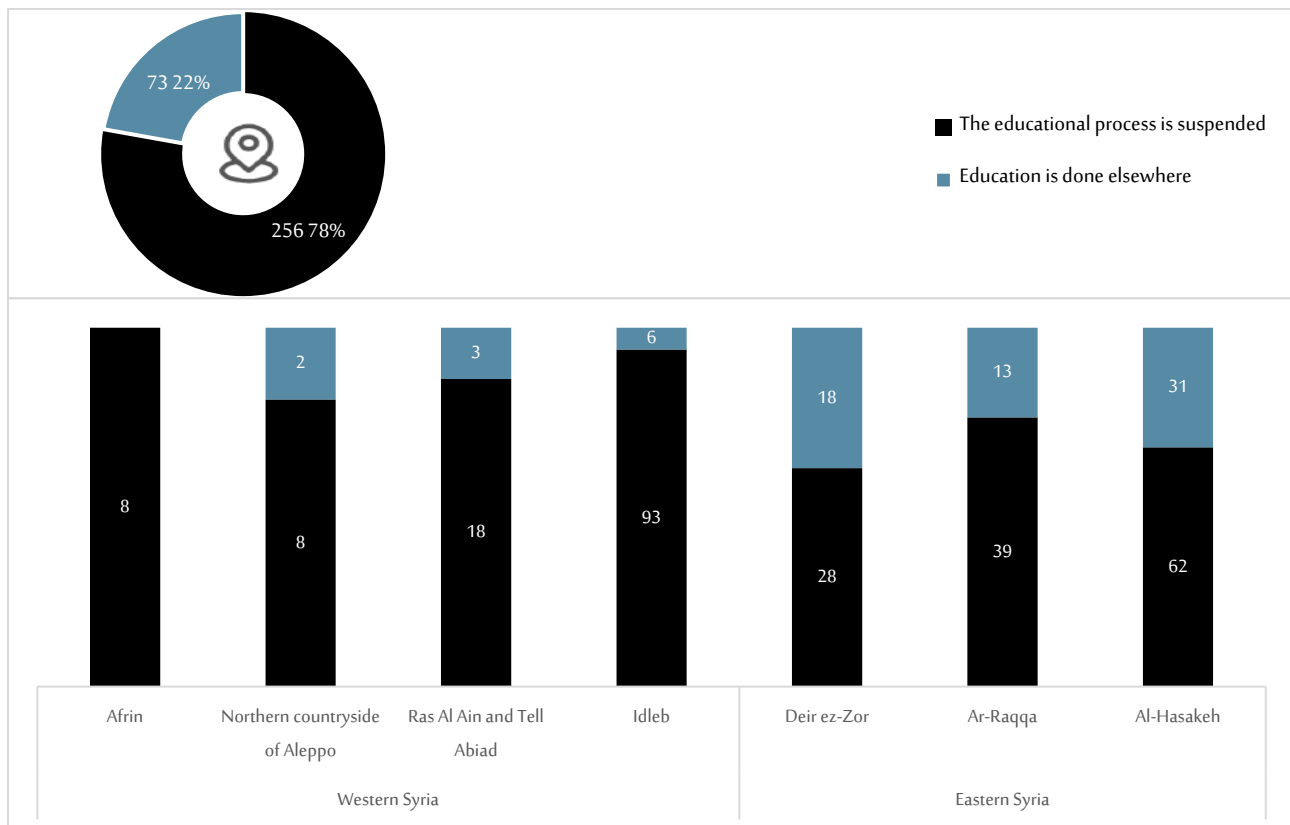
Section 17:
Priorities and Recommendations

Section 17: Priorities and Recommendations

1. Priorities

This section presents the priorities of the evaluated schools in this report, including 4,066 operational and non-operational schools. The need for fuel for heating and electricity topped the list of priorities and was prominently highlighted in Idleb, Deir ez-Zor, northern Aleppo countryside, Afrin, Ras Al Ain, and Tell Abiad. In the second place, there was a need for providing school supplies such as whiteboards and markers, with this need being significant in Al-Hasakah and Deir ez-Zor. In Idleb, the provision of teacher salaries ranked as the top priority. In contrast, the demand for suitable curricula topped the list of priorities in Al-Hasakah, Ar-Raqqa, and the eastern Aleppo countryside.

Figure 115 Priorities according to the approved regions

Low Priority — high Priority

Map 7 First Priority for Assessed Schools

First Priority (with number of sub-districts for each option)

- Fuel (for heating and electricity) (35)
- Safe learning spaces (1)
- Meals for the students (1)
- Appropriate curriculum (10)
- Various repairs (2)
- Copybooks and stationery (3)
- Salaries for employees (4)
- Water for drinking and usage (1)
- Books(1)
- Restoration of school (2)
- School equipment (boards, whiteboard marker pens, …) (7)
- Unassessed sub-districts
- Providing cholera prevention supplies (sufficient quantities of sterile water - sufficient quantities of soap - sufficient quantities of bathroom cleaning materials)(4)

Kilometers
0 30 60   120

Map 8 Second Priority for Assessed Schools

Second Priority (with number of sub-districts for each option)

■ Fuel (for heating and electricity) (9)	■ Safe learning spaces (1)
■ Repairing WCs (2)	■ Appropriate curriculum (4)
■ Various repairs (6)	■ Copybooks and stationery (17)
■ Salaries for employees (6)	■ Water for drinking and usage (2)
■ Books(4)	■ Restoration of school (6)
■ School equipment (boards, whiteboard marker pens, ...) (8)	■ Unassessed sub-districts
■ Providing cholera prevention supplies (sufficient quantities of sterile water - sufficient quantities of soap - sufficient quantities of bathroom cleaning materials)(6)	

Kilometers
0   30 60   120

Map 9 Third Priority for Assessed Schools

Third Priority (with number of sub-districts for each option)

- Fuel (for heating and electricity) (6)
- Provide the distance learning materials (2)
- Repairing WCs (4)
- Salaries for employees (2)
- Books(1)
- School equipment (boards, whiteboard marker pens, …) (8)
- Various repairs (10)
- Provide school furniture (2)
- Providing cholera prevention supplies (sufficient quantities of sterile water - sufficient quantities of soap - sufficient quantities of bathroom cleaning materials) (8)
- Appropriate curriculum (1)
- Copybooks and stationery (14)
- Water for drinking and usage (4)
- Restoration of school (4)
- Meals for the students (2)
- Unassessed sub-districts
- Cessation of compulsory recruitment (2)
- Providing financial support for students (1)

2. Recommendations

- On February 6, 2023, in the early hours of dawn, a **strong** [51]**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.** Therefore, urgent action must be taken to implement a response plan to restore and reconstruct the schools affected by the devastating earthquake. As aftershocks are still ongoing at the time of preparing this report, the lives of tens of thousands of students remain at risk within the schools that the earthquake has damaged.

- Many children have lost their lives as a result of the devastating earthquake. Others have lost their family members or friends. Many children have been injured, and now they prefer to stay in tents or open spaces out of fear of further earthquakes or aftershocks. Numerous schools have witnessed students being pushed and injured while attempting to evacuate during aftershocks. Therefore, the study recommends training teachers and students in proper practices during earthquakes and other natural disasters and implementing safe evacuation procedures. Additionally, the study emphasizes the importance of providing psychosocial support to children and teachers to help them overcome the trauma caused by the earthquake.

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

- The study revealed that 7% of teachers in the evaluated schools did not receive their salaries during the 2022-2023 academic year. Through surveys conducted with teachers, 99% confirmed that their salaries do not meet the daily life requirements. Additionally, teacher salary support is suspended during the summer break (information sources confirmed that teacher salary support does not exceed eight months annually). Furthermore, 81% of all surveyed teachers stated that they do not have additional sources of income.

The educational process relies primarily on the presence of qualified teaching staff. Therefore, ensuring an equitable and sustainable financial system and establishing a clear policy for teacher salary scales that align with the support provided and the daily life requirements is essential. In displacement situations, qualified teachers and other education personnel may move to areas where higher wages are available, even if it requires crossing borders. It is important to consider market forces such as the cost of living, teacher demand, and wage levels in similarly skilled professions, such as healthcare.

- The study revealed that 55% of enrolled students did not have the required textbooks during the data collection period. Additionally, 49% of the total used textbooks were previously owned and returned by other students. The shortage of textbooks was identified as one of the major challenges, according to the information sources. The lack of books and stationery significantly led to some students leaving school. Information sources confirm that most students receive their school textbooks during the second semester of the academic year. **Therefore, it is necessary to work on ensuring an adequate number of school textbooks at the beginning of each academic year to benefit from these books effectively. Considering school student statistics, these textbooks should be made available through educational bodies. It is also essential to empower relevant authorities to develop mechanisms that ensure the sufficiency of school textbooks annually and before the start of the academic year.**

- The number of students with disabilities in the evaluated operational schools was 3,855. The study results revealed that only 3% (101 schools) of the evaluated operational schools are equipped to accommodate children with disabilities. Additionally, only 13 of the evaluated operational schools have specialists trained to work with students with disabilities. The absence of facilities and services for students with disabilities was one of the challenges faced by this group of students, leading to the dropout of some children with disabilities from schools. The number of children with disabilities has increased due to the ongoing military operations in Syria and the destructive earthquake that struck the country. **Ensuring an inclusive learning environment for children with disabilities is their fundamental right. Therefore, all stakeholders in the education sector and donor organizations must work towards equipping all schools with the necessary means and aid for children with disabilities. Collaboration with organizations representing children with disabilities and their families is essential to make the available facilities suitable and comfortable for them.**

- The study revealed the absence of psychological counselors in 94% (3,526 schools) of the assessed functioning schools. 52% of surveyed principals reported being unaware of the referral pathway and had never heard of it. Additionally, 38% of principals stated they were familiar with the referral pathways but unaware of how to implement them safely. Schools must provide a safe space for children and ensure they receive the necessary psychosocial support, especially considering the challenging circumstances of the war they live in. **Therefore, it is crucial to focus on the psychological well-being of children by training the educational staff to be qualified in dealing with children who experience psychological pressures. The training should also include equipping the staff with the knowledge and skills to implement the referral pathway safely. Additionally, supporting mental and social health programs within schools is essential.**

- The enumerators' perception surveys with students revealed that 34% of students who were absent from school permanently or most of the time were due to illness, while 10% were absent due to bad weather. Cold classrooms increase the likelihood of students catching colds, and temperatures rise significantly with the onset of summer. **Therefore, it is necessary to provide suitable heating means within schools and supply schools with adequate amounts of fuel to last throughout the winter to protect children from**

illness. Adequate ventilation should also be ensured in classrooms. Additionally, classrooms should be equipped with fans for ventilation during the summer.

- On January 24th, 2021, a joint statement was issued on the occasion of the International Day of Education by the Regional Humanitarian Coordinator for the Syrian Crisis and the Regional Director of UNICEF in the Middle East and North Africa. The statement was titled "*Ten years of war in Syria, more than half of children continue to be deprived of education*." The statement *highlighted, " The UN is able to confirm nearly 700 attacks on education facilities and personnel in Syria since the verification of grave violations against children began. Last year, 52 attacks were confirmed.* " **Therefore, it is essential to advocate for the neutrality of schools from all hostile acts and to push for the issuance of binding United Nations resolutions to protect educational facilities. This includes removing all military checkpoints and positions near schools that may threaten children.**

- The study revealed that 15% of the doors in the operational schools included in the evaluation require maintenance, and 7% are completely destroyed and cannot be repaired, requiring replacement. Similarly, 17% of the windows in the operational schools included in the evaluation need maintenance, and 11% are completely destroyed and cannot be repaired, requiring replacement. Additionally, 10% of the seats within the operational schools require maintenance to be usable, and 5% are significantly damaged and cannot be repaired, requiring replacement. Usually, regular maintenance work is carried out at the expense of the school through symbolic amounts of money collected from students (school fees). However, the students and their families' deteriorating living conditions make them unable to afford these amounts. **Therefore, it is necessary to provide support to schools to carry out maintenance work, especially since the malfunctions have doubled due to the circumstances of the war, the suspension of school hours, and the use of schools for non-educational purposes,** in **addition to the destruction caused by the earthquake that hit Syria.**

- According to the study, it was found that 16% of the non-operational schools are partially destroyed, and 27% are completely destroyed. Additionally, 3% of the schools used for educational purposes are partially destroyed (partially used for educational purposes). Furthermore, 12% of the classrooms within operational schools need various renovations and repairs. 13% of the operational schools are overcrowded. **Therefore, it is necessary to work on renovating the non-operational schools or reconstructing them to make them functional. Similarly, partially destroyed operational schools should be repaired to operate at their full capacity to address the issue of overcrowded classrooms. Additionally, doors and windows should be restored to ensure warmth for students during the winter season.**

- According to the study, it was found that 17% (622 schools) of the operational schools included in the assessment were rural schools. In comparison, 1% (60 educational units) were temporary educational places commonly referred to as temporary schools. The study also revealed that 13% (499 schools) of the operational schools were overcrowded, while 39% (1,434 schools) had average crowding rates. Additionally, 25% (884 schools) had two shifts (morning and evening shifts). According to the minimum standards for education set by INEE, "*Educational facilities should be designed taking into consideration who uses the learning spaces and how they are used. Spaces should be appropriate for the gender, age, physical ability, and cultural considerations of all users. A realistic local standard for maximum class size should be established, and sufficient space should be left, if possible, for additional classes in case of increased attendance, to allow for a gradual reduction in the use of multiple shifts.*" **Therefore, efforts should be made to replace non-formal schools with formal schools. New schools should be constructed in cities and towns where schools are overcrowded, or students should be divided into multiple shifts. Support should also be provided to expand existing schools and build new classrooms wherever possible.**

- During the academic year 2021-2022, the Information Management Unit (IMU) in the Assistance Coordination Unit (ACU) conducted s joint need assessment report on Out-of-School Children (JENA) in Northwest Syria in areas outside the control of the government. This assessment was coordinated by the Education Cluster Syria Cross Border, with technical support from Save the Children and in collaboration with a group of education sector partners of 22 Syrian humanitarian organizations. The results of this study revealed that 56% (1,037,932 children) of children in Northwest Syria are enrolled in schools, while 44% (815,518 children) are out of school (out-of-school children). On January 24, 2021, 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 percent being girls*. **Therefore, efforts should be made to provide and support non-formal education in all its forms (such as literacy programs, accelerated learning, remedial education, and self-learning), which serves as the main pathway for transitioning students from being out of school to formal education.**

- The study revealed that 83% of schools lack sufficient cleaning materials and soap, while 66% did not conduct awareness campaigns on cholera prevention measures. Additionally, 10% of schools do not have adequate water for drinking and handwashing, which could lead to the risk of cholera transmission. **Therefore, it is crucial to work on providing sterilization means and disease prevention measures in all schools.**

SCHOOLS IN SYRIA

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