SCHOOLS

IN NORTHERN SYRIA CAMPS

EDITION 07 / 2023-2024 THEMATIC REPORT

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Table of content

List of Figuers

List of Tables

SECTION ONE
METHODOLOGY

Executive Summary

The 7th edition of the thematic report "Schools in Northern Syria Camps" delves into the state of the education sector within camps situated in areas beyond the control of the Syrian regime in North Syria. This assessment considers the impacts of the prolonged conflict, which has now exceeded a decade. The report focuses on the conditions of schools within these camps during the 2023-2024 academic year, emphasizing the effects of ongoing conflict and resulting displacement on the education sector. This annual study, conducted by the IMU, provides a comprehensive overview of all schools in displacement camps in North Syria.

Section One: Methodology

The methodology for the 7th edition of "Schools in Northern Syria Camps" involved assessing 213 schools in 180 camps across Idleb and Aleppo. IMU enumerators visited 1,509 camps, discovering 1,329 without schools. The study used refined questionnaires based on previous editions and education partners' feedback. Training for 68 enumerators was conducted via Zoom, and surveys were collected from students, parents, teachers, and principals. Data collection occurred from January 1 to February 12, 2024, with results visualized using various software tools. The report faced challenges such as remote locations, high transportation costs, and security concerns. The final report, incorporating cleaned and analyzed data, was released in June 2024.

Section Two: General Information

In the latest report, the IMU assessed 1,509 camps in northwestern Syria, identifying schools in only 180 camps and visiting 213 registered schools in Aleppo and Idleb governorates. However, 1,329 camps lacked schools, often due to smaller resident populations. Some camps may have alternative education programs or children commuting to nearby towns for schooling. All but one of these schools are officially registered with local education authorities, ensuring they meet recognized standards.

Section Three: School Buildings

The assessment revealed diverse structures: 24% are tents, 24% are regular buildings, 20% are prefabricated rooms, and 16% are concrete rooms with concrete roofs. Additionally, 8% are concrete rooms with zinc sheet roofs, 6% have rain insulators, and 1% are clay rooms or large rug halls. The study covered 1,967 classrooms, 30% in regular buildings, 22% in prefabricated rooms, and others in various other structures. Windows and doors in these schools often require maintenance, with significant percentages needing repairs or replacement.

Section Four: Water, Sanitation, and Hygiene in Schools

In northern Syrian camps, 81% of schools obtain water from storage tanks, 14% use public networks, 3% rely on wells, and 2% face water scarcity, forcing students to bring water from home. Only 40% of schools have adequate drinking water. On the other hand, only 35% have sufficient toilet water. The study also found that 46% of schools had one water tap for every 50 students or less, but many taps need replacement. About 52% of toilets are functional, 43% need minor repairs, and 6% require full replacement. Additionally, 60% of schools have gender-segregated toilets, and 48% have separate staff toilets. Wastewater disposal is inadequate, with 51% using irregular septic tanks and 1% discharging openly, raising significant health concerns.

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

The study revealed that most schools in northern Syrian camps have desks, with 86% in usable condition, but 10% require repairs, and 4% need replacement. Schools collectively need 3,967 additional desks, with significant demands for computers, printers, projectors, whiteboards, and heaters. Heating fuel availability is limited, with only 9% of schools fully meeting their needs. Regarding student nutrition, 78% of students eat breakfast before school, but 62% do not eat during school hours.

Section Six: School stages are curricula

The study revealed a varied educational landscape in camp schools, with most offering the first and second cycles of basic education and very few extending to secondary education, leading many secondary-age students to attend schools outside the camps. Bullying remains a concern, with 35% of teachers reporting incidents. Curriculum completion varied, with 25% of schools finishing the entire curriculum. Students progressed through various pathways, including passing exams, placement tests, or grade repetition. While most students were of appropriate age for their grades, there was a significant need for textbooks, with teachers employing various strategies to mitigate shortages. Parents overwhelmingly preferred the opposition government curriculum for their children.

Section Seven: Students

The study conducted in Northern Syrian camps revealed several key findings regarding education. It encompassed over 79,370 students, with females constituting 52% of the student population. The largest age group enrolled was 6-10, comprising 66% of students. Despite efforts, dropout rates remain high, especially in higher education stages. Most parents reported that their children attend school regularly, though some challenges, such as reluctance to attend. Reasons for tardiness and absenteeism varied, including household responsibilities and illness. Schools generally lack gender segregation, and kindergartens are scarce. Severe weather occasionally suspends classes. While most students feel safe at school, challenges like child labor and financial struggles persist, hindering access to education in the camps.

Section 8: Psychological Support and Children with Disabilities

The assessment of camp schools in Northern Syria reveals significant challenges regarding psychological support and education for children with disabilities. Among over 79,370 students, 788 have disabilities, with mobility impairments being the most prevalent. However, schools lack proper facilities to accommodate these children. Additionally, specialized psychological counselors are scarce, with only 18% of schools having them. Teachers report instances of student insecurity, while students frequently experience emotional and interaction-related symptoms. Moreover, there are 6,586 orphaned students facing heightened vulnerability.

Section Nine: Teachers

The study highlights several crucial aspects of their employment and support. With over 3,258 teachers evaluated, nearly half are certified teachers, while the rest are non-regular teachers, often employed due to the shortage of certified educators. Most teachers receive salaries from various sources, but the adequacy of these salaries remains a concern, with only 2% of teachers considering them sufficient for daily living expenses. Additionally, only a small fraction of schools provide supplementary support materials to teachers beyond their salaries. The

disparity in salaries and the lack of additional support underscore the challenges teachers face, risking their retention and the quality of education provided in the camps.

Section Ten: Cholera Prevention Methods and Procedures

The study indicates significant gaps in hygiene measures and awareness campaigns within schools. Only 35% of schools were adequately stocked with cleaning materials and soap, and merely 18% had implemented a handwashing routine for children. Additionally, less than half of the schools conducted awareness campaigns on cholera prevention. These findings highlight the urgent need for improved hygiene infrastructure and awareness initiatives to mitigate the risk of cholera outbreaks in camp schools.

Section Eleven: Priorities and Recommendations

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

SECTION ONE
METHODOLOGY

Section 1: Methodology

1. Study Sample

This assessment encompasses 213 schools located within 180 camps in the governorates of Idleb and Aleppo in northwestern Syria. IMU's enumerators conducted thorough visits to a total of 1,509 camps situated in areas of northwestern Syria that are outside the control of the Syrian regime. These visits aimed to determine the existence of schools within the camps and collect comprehensive information about them. The assessment findings revealed that out of the 1,509 camps visited, 1,329 camps did not have any schools, while 180 were found to have schools. It is important to note that the sample included a considerable number of randomly selected camps, many of which were small in size, thereby explaining the absence of schools within them.

Table 1 Coverage of the Assessment

Governorate	Number of districts	Number of sub–districts	Number of camps visited	Number of camps containing schools	Number of schools in the camps
Idleb	3	12	1,113	114	137
Aleppo	4	11	396	66	76
Total	7	23	1,509	180	213

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

2. Assessment tools

During the tool design phase, the IMU developed a questionnaire tailored to this assessment. Additionally, four separate questionnaires were created to be used in two phases:

The questionnaires used in this edition were based on the previous edition (6th edition) of the "Schools in Northern Syria Camps" report. After each edition of the report is released, the IMU organizes a workshop to gather feedback and recommendations from partners involved in the education sector. Furthermore, the IMU welcomes comments and suggestions via email from various stakeholders. The IMU team carefully incorporates all the feedback from the questionnaires to ensure that the comprehensive information required by partners in the education sector is captured. The final version of the tools was developed in two distinct phases.

Phase 1: The IMU initially created a preliminary draft of the questionnaire, which covered a wide range of aspects concerning the situation and needs of schools in the camps of northern Syria. The questionnaire was developed using the 6th edition (2022/2023) of the "Schools in Northern Syria Camps" report questionnaire as a basis, which was issued in 2023. The Information Management Unit considered the insights gained from the previous five editions to inform the design of the questionnaire.

This edition included four separate opinion questionnaires targeting students, parents, teachers, and school principals. These questionnaires were designed to improve the accuracy of monitoring the educational landscape and effectively capture the perspectives of each societal segment regarding the education sector. Developing certain questions used in educational studies involved incorporating elements from other relevant surveys. These include the educational section of the Humanitarian Needs Overview (HNO) questionnaires, as well as surveys utilized in projects such as the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA).

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

3. Training Phase:

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

4. The mechanism of filling out the questionnaires:

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

- ▪ School Questionnaire: This questionnaire is designed to gather information through field visits to schools and interviews with various sources, including administrative staff, education offices in local councils, and other relevant entities involved in the field of education.

- ▪ In the student perception survey, the enumerators were instructed to select a random sample of 1 to 3 students from each school, considering the school's size. The selection aimed to ensure gender diversity within the sample and include students of different age groups. This approach allowed for a representative sample of students' perspectives across various schools. IMU enumerators conducted a survey with 494 children between the ages of 6 and 18 years in the studied camps. The survey included children who were both enrolled in school and those who had dropped out. Females accounted for 40% of the children surveyed, while males accounted for 60%.

- ▪ Parents Perception Survey: After the enumerators collected the school questionnaires, random samples were created to select parents for the survey. The selection of parents was based on the total number of camp residents. The enumerators were specifically instructed to target two groups of parents: those with children currently enrolled in schools and those with school-age children who are classified as school dropouts. Parents of both genders of school-age children were also targeted. IMU's enumerators conducted surveys with a total of 478 individuals who had school-age children in the surveyed camps. These individuals included parents of children enrolled in school and parents of school-age children classified as dropouts. Among the surveyed individuals, 24% were female, and 76% were male.

- Teacher Perception Survey: The enumerators conducted 1-3 questionnaires with teachers during the school visit. A total of 333 teachers were surveyed in the assessed camps, of whom 31% were female and 69% were male.

- Principals Perception Survey: During the school visits, IMU's enumerators conducted surveys with 239 principals in the surveyed camp schools. Among the surveyed principals, 21% were females, and 79% were males.

5. Timeline

The preparation of the report "Schools in Northern Syria Camps" began with its seventh edition in September 2023. The questionnaires used in the study were developed based on input and feedback from partners in the Education Cluster. Amendments and suggestions provided by the partners were carefully incorporated into the questionnaires. The data management and analysis officers then program the questionnaires electronically using the ONA software. The enumerators underwent a comprehensive training program to familiarize themselves with the process of filling out questionnaires and conducting surveys. The training was conducted online over two days using the Zoom platform. The training for enumerators took 12 hours and ended on January 1, 2024. The data collection for the study began on January 1, 2024, after two-day piloting, and concluded on February 12, 2024. Data management officers carefully identified and extracted outliers and missing values from the collected data. They then reviewed these findings with the enumerators to ensure data accuracy and integrity.

Meanwhile, the team generated maps as part of the analysis process to visually represent the findings. Following the analysis, the report drafting phase began in Arabic and was later translated into English. The report's design began, and the final version was released in June 2024.

6. Data Management and Analysis

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

7. Difficulties and Challenges

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

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

- Long distances: Enumerators encountered difficulties in reaching certain camps due to the extreme remoteness of their locations.

- High transportation costs: The high cost of transportation posed a significant challenge for enumerators, particularly when traveling to remote areas or covering long distances between survey sites.

- Security concerns and photo capture: Enumerators faced challenges capturing photos of schools or relevant infrastructure due to prevailing security threats.

SECTION TWO

GENERAL INFORMATION

Section 2: General Information

1. Camps Including Schools

In this edition of the report, the IMU conducted an extensive assessment covering all schools in camps across northwestern Syria. The enumerators visited a total of 1,509 camps located in Aleppo and Idleb governorates. Among these camps, it was identified that schools were available in only 180 camps. The enumerators specifically visited 213 schools officially registered with the directorates of education in the two governorates. However, it should be noted that 1,329 camps or sites for IDPs did not have schools. Some of these camps are irregular and have a smaller number of resident families compared to other camps. Nevertheless, civil initiatives or alternative education programs may be in place to educate children within these camps. Additionally, many children in these camps may commute to nearby towns and cities to attend school there.

Figure 1 Number of schools in camps by clusters
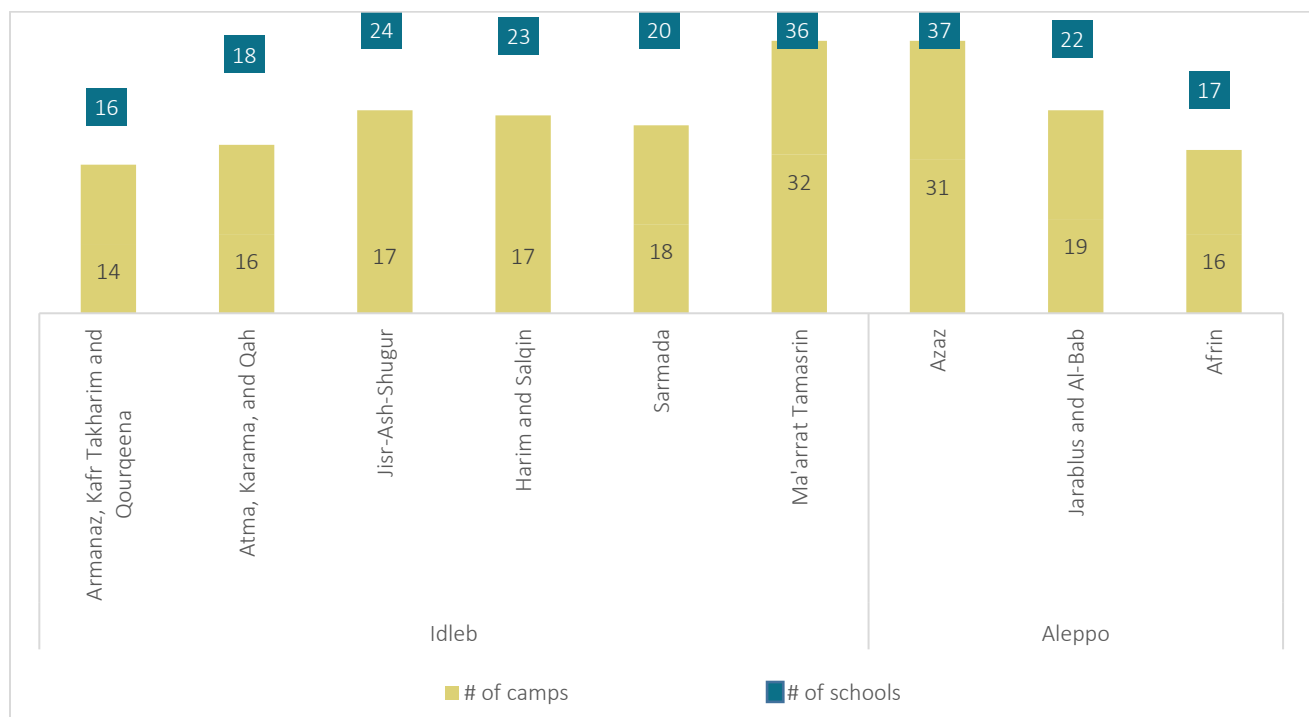
2. Registering Schools with Official Entities

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

All camp schools were established after the ongoing war in Syria, and the locations of these schools were linked to the places where IDPs gather in regular or random camps. These schools meet a set of standards that made the official bodies associated with the local authority consider them regular schools and recognize them. A few schools remained civil initiatives or non-regular schools that were not registered with any official entity. The study showed that 212 out of 213 schools located at the camps in this edition of the study are registered with the Directorate of Education in the area where they are located. There is only one unregistered school.

Figure 2 Number and percentages of schools by their registration with official entities
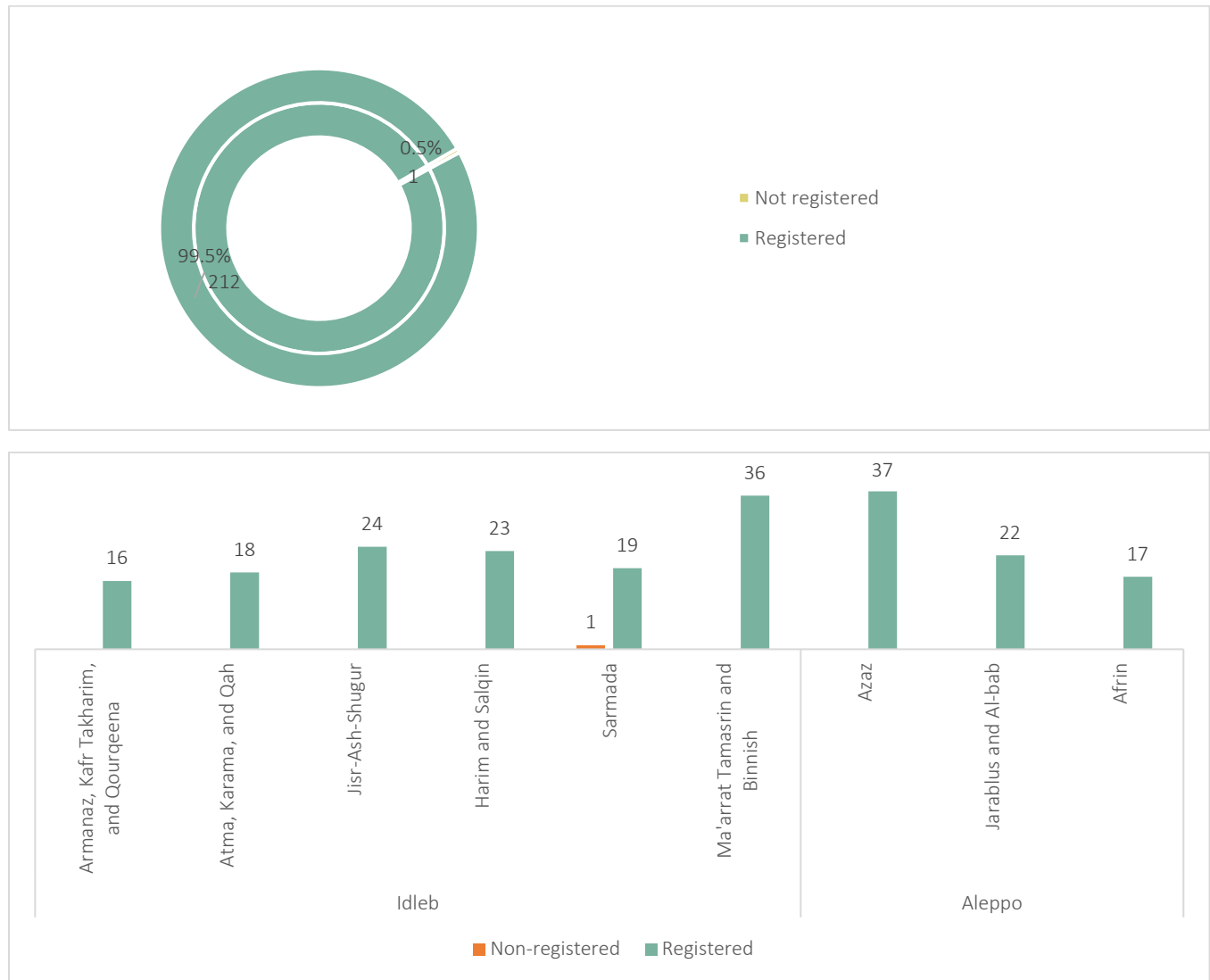
SECTION THREE

SCHOOL

BUILDINGS

Section 3: School Buildings

1. School building type

According to the study's findings, 24% (57 schools) are composed of one or more tents within the northern Syrian camps examined. Another 24% (56 schools) consist of regular school buildings. Prefabricated rooms, or caravans, make up 20% (46 schools) of the structures. Additionally, 16% (38 schools) feature concrete rooms with concrete roofs. Meanwhile, 8% (18 schools) are concrete rooms with roofs made of zinc sheets, and 6% (14 schools) have concrete rooms covered with rain insulators. Lastly, 1% (3 schools) are clay rooms, and another 1% are large rug halls (large tents).

Figure 3 Number and percentages of schools by type of school building

Value	Percent	Type
2	1%	Large rug halls
3	1%	Clay rooms
14	6%	Brick rooms covered with rain insulators
18	8%	Brick rooms with with zinc sheets
38	16%	Brick rooms with a concrete roof
46	20%	Prefabricated (Caravans)
56	24%	Regular school building
57	24%	One or more tents

Region	Data	Location
Aleppo	65% 24% 6% 6%	Afrin
Aleppo	50% 4% 4% 4% 0% 38%	Jarablus and Al-Bab
Aleppo	17% 10% 12% 5% 2% 0% 54%	Azaz
Idleb	15% 53% 3% 13% 3% 8% 8%	Ma'arrat Tamasrin and Binnish
Idleb	25% 40% 20% 15%	Sarmada
Idleb	30% 9% 13% 22% 4% 13% 9%	Harim and Salqin
Idleb	3% 12% 48% 12% 3% 21%	Jisr-Ash-Shugur
Idleb	20% 20% 20% 25% 15%	Atma, Karama and Qah
Idleb	19% 56% 6% 19%	Armanaz, Kafr Takharim, and Qourqeena

Concrete rooms with concrete ceilings, accounting for 38 schools in the camps, offer better insulation against adverse weather conditions compared to other room types. Despite this, these rooms still lack adequate insulation due to gaps between the scattered blocks, allowing air to pass through and reducing their insulation effectiveness compared to standard school buildings.

In 18 camp schools located in northern Syria, concrete classrooms are topped with zinc sheet (metal sheet) roofs. While these zinc sheets provide protection from rain, they do not offer adequate insulation during the winter, especially when snow builds up.

In 14 schools within the northern Syrian camps, the classrooms are constructed from concrete rooms lacking proper ceilings and are instead covered with rain covers. These covers need to be replaced at least twice a year. During summer, the rain covers dry out and wear down due to the heat, and by the end of winter, they are damaged by snow accumulation and rainwater. These covers may not endure the winter conditions in camps with strong winds. It is advisable to replace these rain covers with concrete roofs wherever feasible.

In the camps of northern Syria, three schools have been constructed with clay rooms. Although these rooms provide better insulation against weather conditions, certain measures are necessary. The clay classrooms should have a cement layer on the floor for insulation, and the walls should be coated with an insulating material such as asphalt and fibers up to a height of 50 cm. Since most camps are located on agricultural soil, which can cause wall collapse due to humidity, a wood heater should be installed in the room to prevent moisture buildup. To maintain the roof's integrity when exposed to rain and snow, it should be insulated with fibrous material. These rooms require ongoing maintenance, resulting in high construction and periodic upkeep costs.

2. Number of Classrooms

The assessment revealed a total of 1,967 classrooms across the camp schools. Regular school buildings comprised the largest share, representing 30% (581 classrooms). Prefabricated (caravan) classrooms followed at 22% (428 classrooms). The study found that 19% (373 classrooms) were made from one or more tents. Additionally, 15% (304 classrooms) were concrete rooms. The camp schools also included 160 classrooms (8%) with concrete rooms topped by zinc sheet roofs, and 86 classrooms with concrete rooms covered by rain insulators as their roofing.

Figure 4 Number and percentages of classrooms in schools by type

Count	Percentage	Type
581	30%	Regular School Building
428	22%	Prefabricated (Caravans)
373	19%	One or more tents/ number of tents
304	15%	Brick rooms with a concrete roof
160	8%	Brick rooms roofed with zinc sheets
86	4%	Brick rooms covered with rain insulators
22	1%	Clay rooms
13	1%	A multi-story house was converted into a school..

Region	Area	Percentages
Aleppo	Afrin	77% 15% 3% 6%
Aleppo	Jarablus and Al-Bab	62% 1% 3% 33%
Aleppo	Azaz	16% 5% 11% 2% 66%
Idleb	Ma'arrat Tamasrin and Binnish	24% 49% 2% 10% 3% 2% 5% 4%
Idleb	Sarmada	22% 37% 22% 19%
Idleb	Harim and Salqin	37% 2% 12% 28% 3% 12% 6%
Idleb	Jisr-Ash-Shugur	2% 6% 65% 15% 1% 11%
Idleb	Atma, Karama and Qah	34% 15% 16% 25% 9%
Idleb	Armanaz, Kafr Takharim, and Qourqeena	26% 46% 12% 15%

3. Conditions of Windows

The study indicates that, across various types of structures and caravans in the camp schools surveyed, 79% of the windows (2,807 windows) are in good condition and do not require any repairs. About 14% (506 windows) need repairs, while 7% (237 windows) need to be replaced. It's worth noting that the study did not include information about windows in tent structures. This omission is likely because tents either lack windows or have canvas windows that were not specifically assessed.

Figure 5 Number and percentages of windows in camp schools by their condition

237 ; 7%

506 ; 14%

2,807 ; 79%

- Windows need to be replaced
- Windows need repair
- Windows in a good condition

	244	Afrin		
15	25	492	Jarablus	Aleppo
75	240	702	Azaz	
23	91	224	Ma'arrat Tamasrin and Binnish	
18	31	143	Sarmada	
22	64	442	Harim and Salqin	Idleb
19	20	230	Jisr-Ash-Shugur	
58	28	211	Atma, Karama, and Qah	
7	7	119	Armanaz, Kafr Takharim, and Qourqeena	
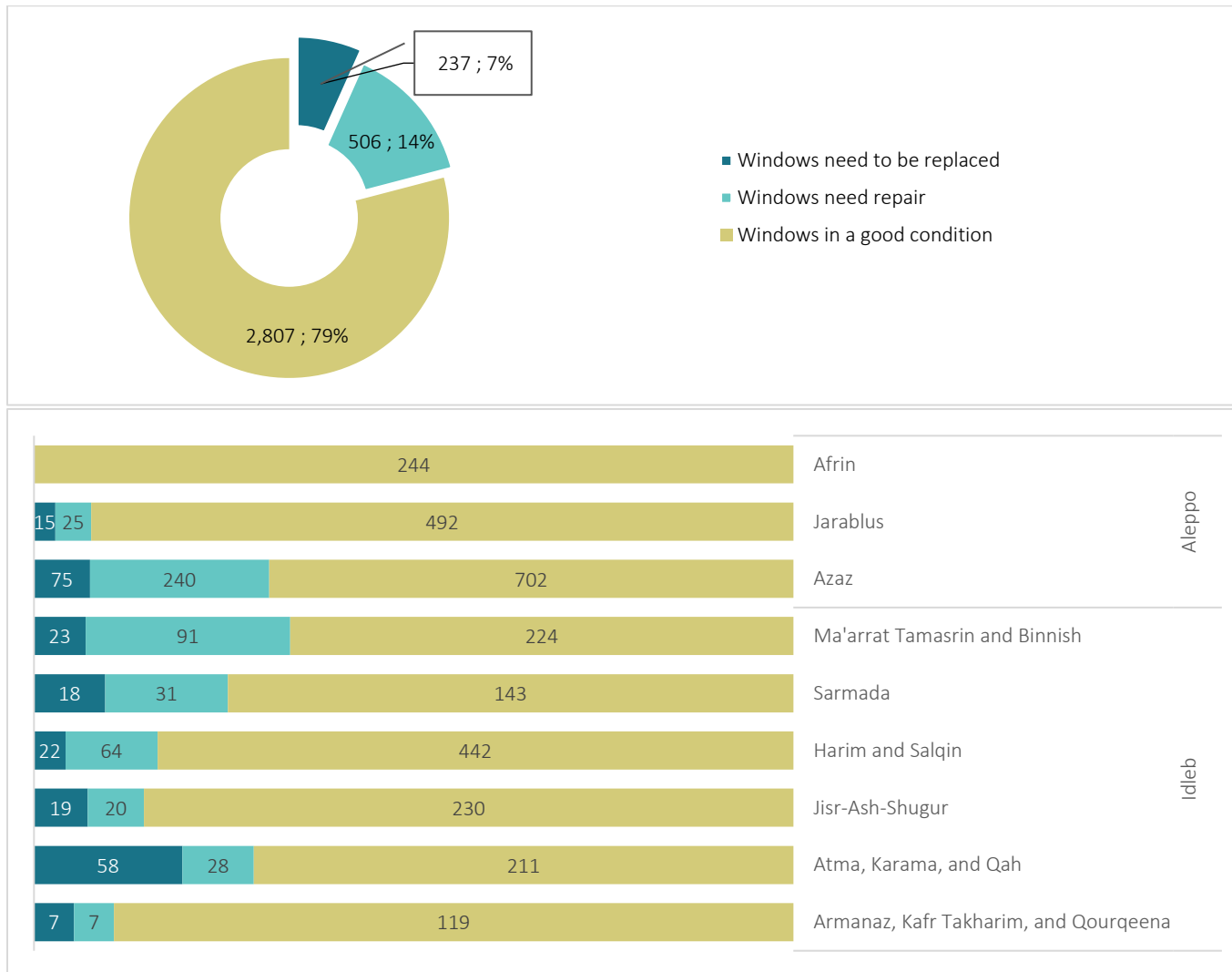
4. Conditions of the Doors

The study reveals that 82% of classroom doors (1,852 doors) across various structures and caravans in the camp schools surveyed are in good condition and require no repairs. Around 15% (340 doors) need repairs, while 3% (77 doors) need to be replaced. It's important to highlight that the study did not account for doors in tent structures, as these are made of canvas and were not specifically assessed.

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

- ■ Number of sound doors
- ■ Number of doors need repairs
- ■ Number of doors need replacement/installing new doors

Value	Location	Region
118	Afrin	Aleppo
259 · 7	Jarablus and Al-Bab	Aleppo
372 · 83 · 19	Azaz	Aleppo
199 · 55 · 6	Ma'arrat Tamasrin and Binnish	Idleb
76 · 55 · 9	Sarmada	Idleb
338 · 55 · 10	Harim and Salqin	Idleb
199 · 34 · 9	Jisr-Ash-Shugur	Idleb
227 · 44 · 18	Atma, Karama, and Qah	Idleb
64 · 7 · 6	Armanaz, Kafr Takharim, and Qourqeena	Idleb

The study observed that all doors in the concrete classrooms utilized for teaching in northern Syrian camps were constructed from metal, primarily metal sheets (zinc), with some doors featuring metal bars on the sides. These metal doors offer less sound and weather insulation compared to the wooden doors commonly found in traditional school classrooms. Moreover, the atmospheric humidity leads to the rusting of these metal doors, necessitating maintenance at the start of each school year due to the inferior quality of materials used in their fabrication. Conversely, caravan doors were crafted from plastic (PVC) and also required regular maintenance.

SECTION FOUR

WATER, SANITATION, AND HYGIENE AT SCHOOLS

Section 4: Water, Sanitation, and Hygiene at Schools

1. Water Sources for Schools

The research indicates that a majority of the camp schools, representing 81% (172 schools), secure their drinking and utility water via storage tanks. A further 14% (29 schools) are connected to the public water network. A smaller fraction, 3% (7 schools), depend on a well situated near the educational facility for their water needs. However, 2% (5 schools) face water scarcity, compelling the students to carry water from their residences for consumption and use.

Figure 7 Number and percentages of camp schools by water sources
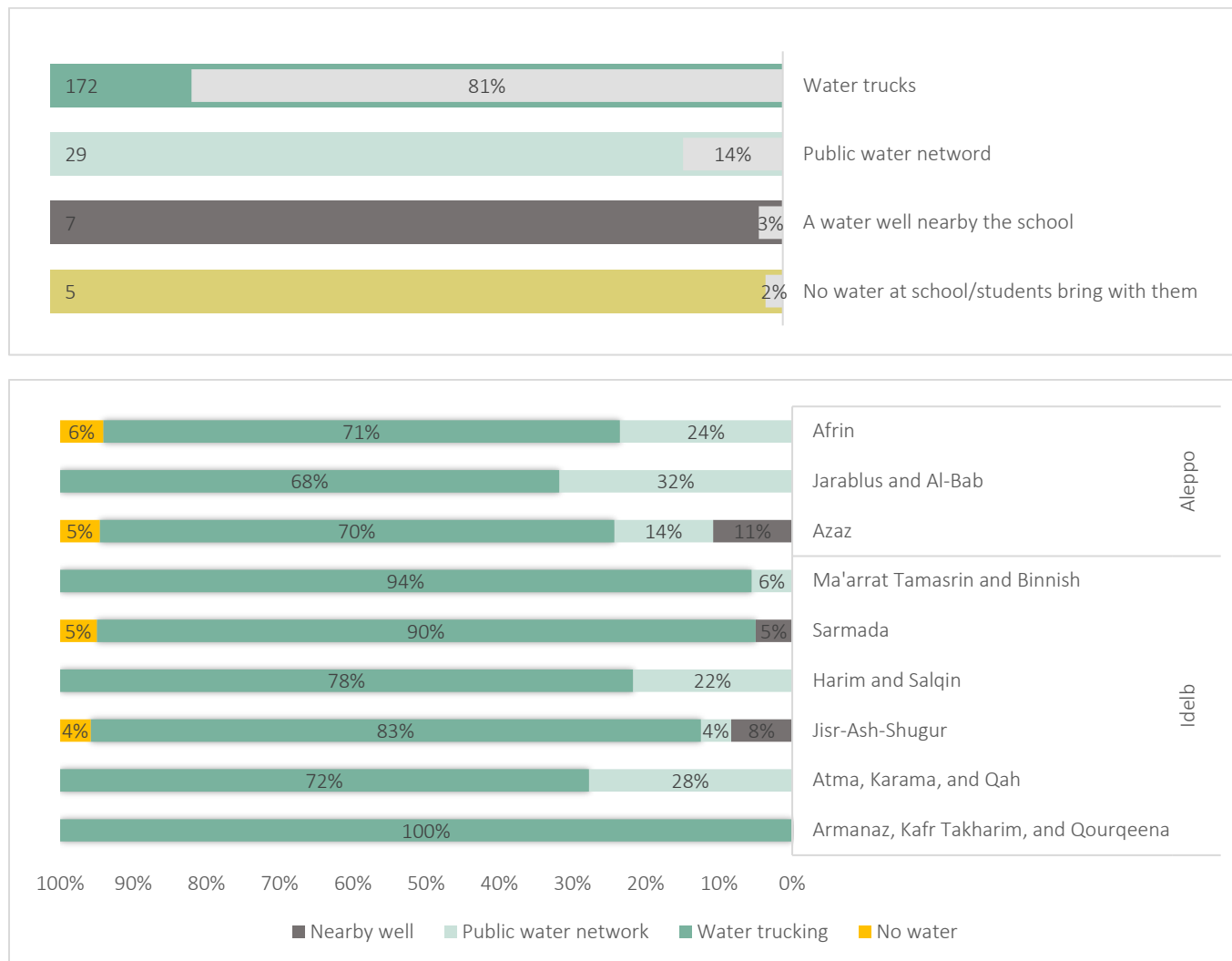
According to Sphere standards,[1] "three liters of water per pupil per day should be provided for drinking and handwashing (this amount does not include water for toilets)."

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

When conducting school visits, principals were questioned regarding the availability of drinking water and handwashing amenities relative to their student population. This inquiry aimed to ensure accuracy in data collection. Results revealed that 40% (83 schools) of the evaluated schools had ample supplies of drinking water and handwashing facilities. In these schools, each student had access to at least 3 liters of water for drinking and handwashing. Conversely, limited quantities of drinking water and handwashing facilities were reported in 56% (117 schools) of schools where students received less than 3 liters of water for these purposes. Additionally, in 4% (8 schools) of the assessed schools, access to water for drinking and handwashing was unavailable.

Figure 8 Number and percentages of schools by the availability of water for drinking and general use

- Drinking water is available in limited quantities/3 litres per each student
- Water is available in sufficient quantities /3 litres per each student
- The school has no drinking water
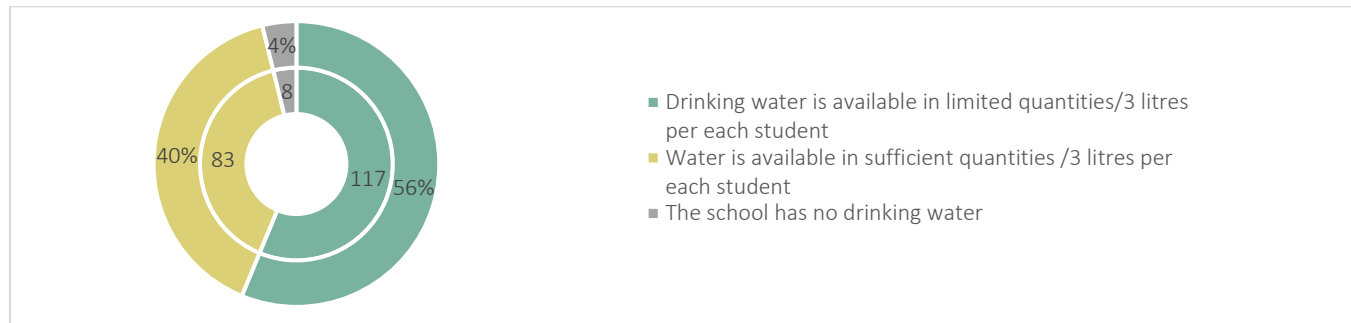
According to the Sphere standards,[2] "20-40 liters per day should be provided for each user of conventional siphon toilets connected to the sewers, while 3-5 liters per day for each user of pour-flush toilets".

Based on the information gathered through this study, 35% (73 schools) of the schools assessed in the study had sufficient quantities of water for toilets, with a minimum of 20 liters available per student for toilet use. Meanwhile, the study showed that in 60% (125 schools), a limited amount of water for toilets was available, providing each student with less than 20 liters for toilet needs. Unfortunately, toilet water was unavailable in 5% (10 schools) of the assessed schools.

Figure 9 Number and percentages of schools by the availability of water for toilets

- Water is available in limited quantities
- Water is available in sufficient quantities
- Water for use in toilets is available at school
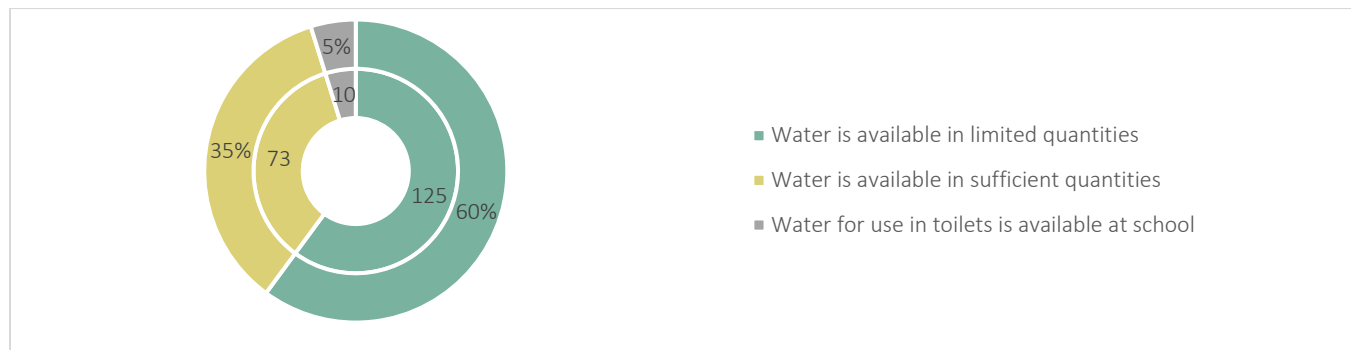
2. Number of Students Using One Water Tap and Water Taps That Need Replacement

The study revealed that 46% (97 schools) of the schools in the northern Syria camps had one water tap for every 50 students or less. In 26% (55 schools), there was one water tap for 50 to 100 students. Additionally, in 29% (61 schools), only one water tap was available for more than 100 students per tap.

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

The study emphasized the necessity of replacing water taps in schools within the northern Syrian camps. A total of 431 water taps were identified as requiring replacement. These taps are utilized for various purposes, including drinking, toilet facilities, and other service-related tasks such as school cleaning or watering school gardens.

97	46%	Less than 50 students per water tap
55	26%	Between 50 - 100 students per water tap
61	29%	More than 100 students per water tap

107	11%	Afrin	Aleppo
126	12%	Jarablus and Al-Bab	
173	17%	Azaz	
164	16%	Ma'arrat Tamasrin and Binnish	Idleb
61	6%	Sarmada	
115	11%	Harim and Salqin	
73	7%	Jisr-Ash-Shugur	
144	14%	Atma, Karama, and Qah	
46	5%	Armanaz, Kafr Takharim, and Qourqeena	

In Syrian schools, where the interval between classes typically lasts for 30 minutes, it is considered acceptable to have fewer than 50 students per water tap. This arrangement facilitates a smooth and orderly process for students to access the taps during breaks, minimizing congestion and ensuring a manageable environment.

Nevertheless, if the number of students per water tap exceeds 50, congestion may occur, leading to a higher demand for access during break times. This could result in minor delays or difficulties for students accessing the taps and obtaining water.

As the number of students per water tap exceeds 100, the likelihood of severe congestion in front of the taps significantly increases. This situation presents a considerable challenge for students attempting to access water during breaks. Consequently, some students may go without water for extended periods, enduring up to 90 minutes (the duration of two consecutive classes) without access to the taps.

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

3. Number and Condition of School Toilets

According to the study, 52% (1,004 toilets) are operational and in satisfactory condition, while 43% (828 toilets) require minor repairs such as replacing water taps, locks, doors, or cleaning. Additionally, 6% (110 toilets) necessitate complete rehabilitation or replacement.

Figure 11 Number and percentage of toilets by their condition
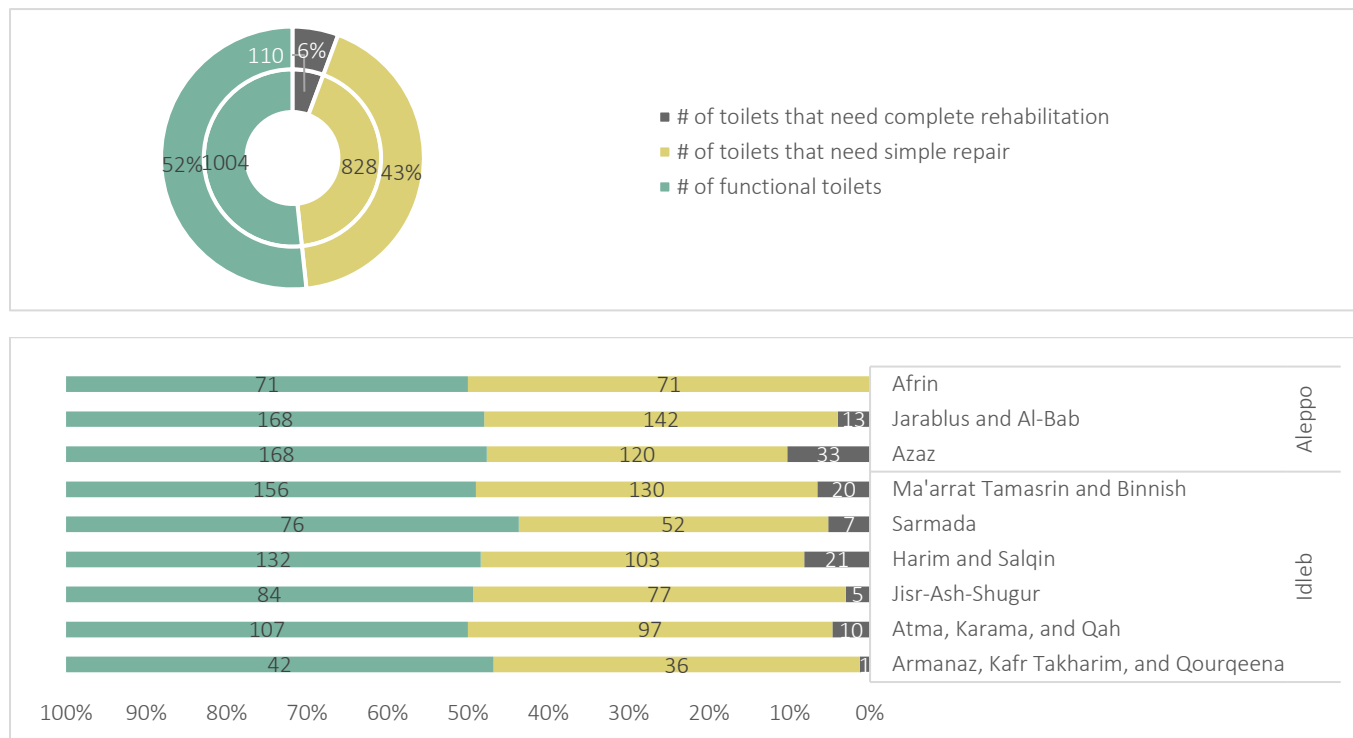
The toilets in schools need regular maintenance because a large number of children use them, and they also need to be cleaned on a daily basis. According to the Sphere guidelines,[3] "One toilet should be provided for every 30 girls and one toilet should be provided for every 60 boys. If separate toilets cannot be provided from the start, measures can be taken to avoid girls and boys using the toilets simultaneously."

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

4. Having Separate Toilets for Males and Females and the Educational Staff

The study uncovered that among the 213 schools in the resident camps equipped with toilets, 60% (84 schools) feature gender-segregated toilets. This entails providing separate toilets for male and female students, thereby ensuring privacy and upholding adequate sanitation standards for each gender.

Conversely, 40% (55 schools) of the camp schools with toilet facilities have shared facilities for both males and females. This setup can pose challenges and potential concerns, especially regarding privacy and the risk of harassment, particularly for female students.

It is important to note that this question was not asked for the remaining 74 schools because they are single-gender schools. Consequently, there was no need to inquire whether they had shared toilets or gender-segregated facilities.

Establishing gender-segregated toilets fosters a secure and inclusive learning atmosphere, safeguarding students' privacy and catering to their distinct hygiene requirements. Enforcing suitable protocols to furnish separate and secure facilities for both genders across all schools is crucial to upholding the welfare and dignity of every student.

Figure 12 Number and percentages of schools by the availability of gender-segregated toilets
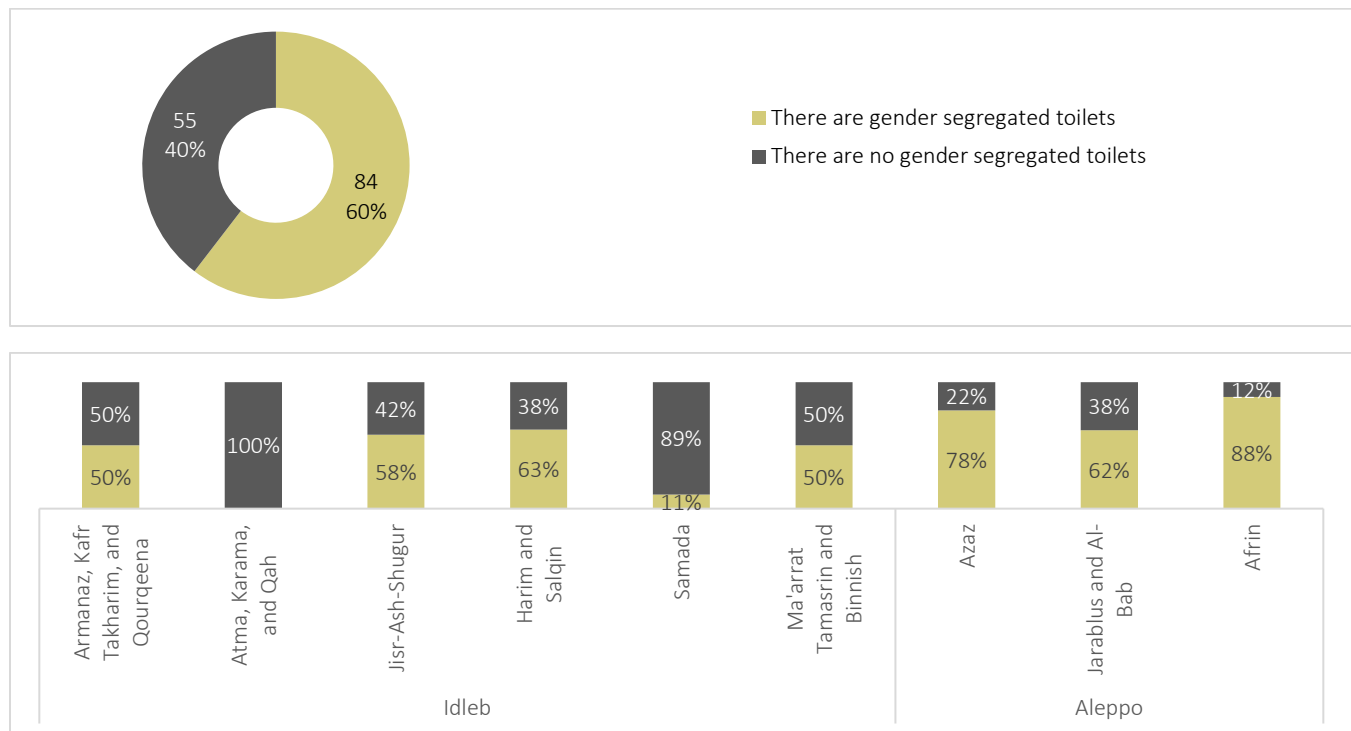
The study highlighted that 52% (111 schools) of the camp schools do not have toilets for educational and service staff, and they use the same toilets as the students. 48% (102 schools) of the camp schools had toilets for the educational and service staff.

Legend:
- They use students' toilets
- There are toilets designated for the educational staff

Donut chart values:
- 102 48%
- 111 52%

Bar chart (Aleppo):
- Afrin: 24% / 76%
- Jarablus and Al-Bab: 41% / 59%
- Azaz: 41% / 59%

Bar chart (Idleb):
- Ma'arrat Tamasrin and Binnish: 64% / 36%
- Sarmada: 90% / 10%
- Harim and Salqin: 70% / 30%
- Jisr-Ash-Shugur: 29% / 71%
- Atma, Karama, and Qah: 39% / 61%
- Armanaz, Kafr Takharim, and Qourqeena: 75% / 25%

5. Wastewater Disposal Places

The study indicates that wastewater disposal systems in camp schools are distributed as follows: 48% (102 schools) have toilets that channel wastewater into the regular sewage network, 51% (108 schools) dispose of wastewater into irregular septic tanks, and only 1% (3 schools) get rid of wastewater openly.

Figure 14 Number and percentages of camp schools by wastewater disposal mechanisms
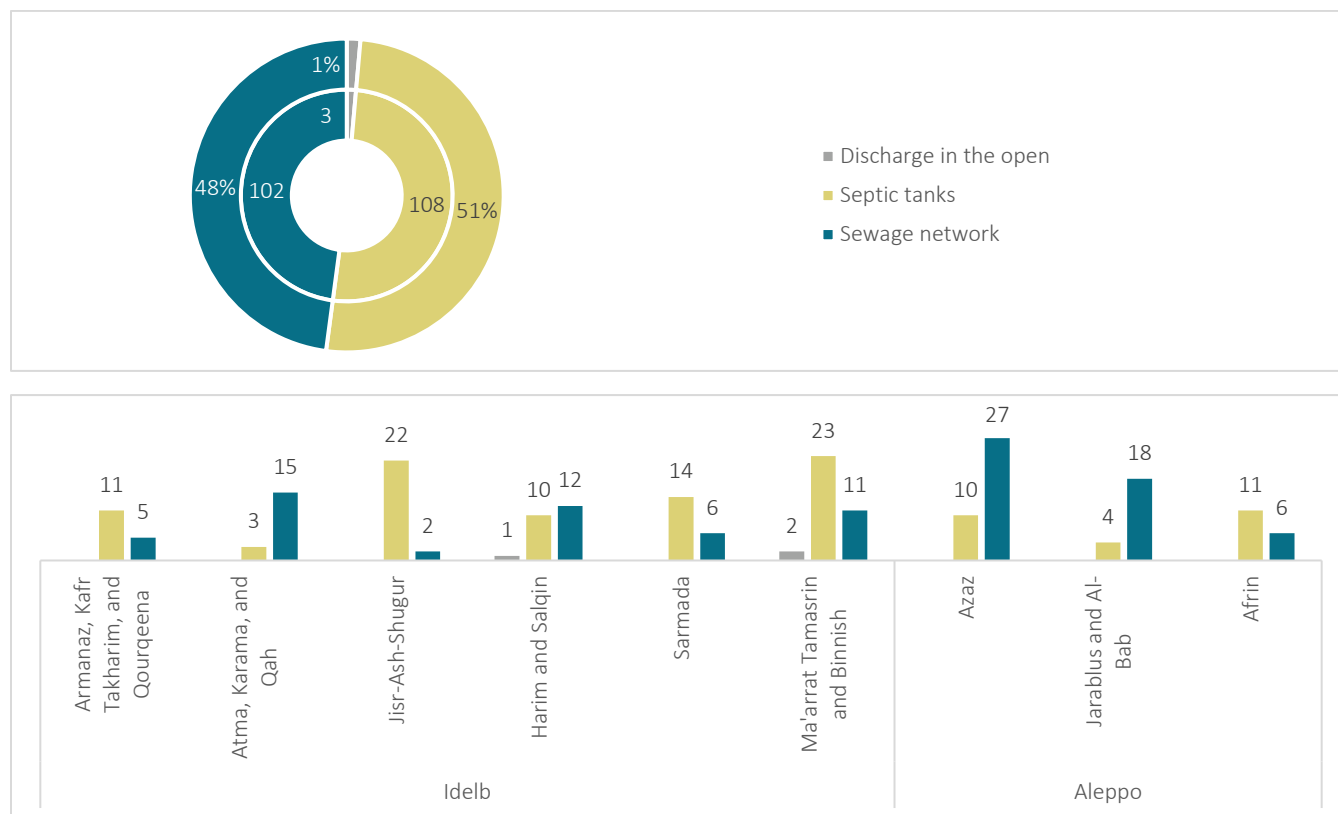
Children's feces are considered more dangerous than adults' feces. According to the Sphere project guidelines,[4] "special attention should be paid to disposing of children's feces, which are usually more dangerous than adult feces (as the level of prevalence of fecal diseases among children is often higher, and children may not have formed antibodies to control diseases)."

The study findings revealed that 51% (108 schools) of the camp schools examined utilize irregular septic tanks for wastewater disposal. These tanks lack the necessary layers of stones and soil to prevent fecal waste from contaminating groundwater. Additionally, the large student populations in these schools underscore the importance of regularly emptying the septic tanks. Typically, only one septic tank is available for schools with a high number of students, resulting in rapid tank filling. This situation is exacerbated during winter when increased rainfall increases septic tank overflow risk. Neglecting the maintenance of these tanks can contribute to the spread of disease vectors in the school's surrounding environment. Furthermore, 1% (3 schools) of the assessed camp schools dispose of wastewater in open areas, creating stagnant ponds that attract disease vectors.

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

SECTION FIVE

SCHOOL EQUIPMENT

(SCHOOL FURNITURE - EDUCATIONAL EQUIPMENT)

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

1. Desks

According to the study results, only one school among those surveyed was found to be without desks, resulting in students having to sit on the floor. However, desks were provided in a total of 212 schools. Establishing a conducive learning environment involves the provision of desks, which play a crucial role in ensuring students are seated comfortably and ergonomically in classrooms, facilitating proper writing and information absorption.

Figure 15 Number and percentages of camp schools by the availability of desks
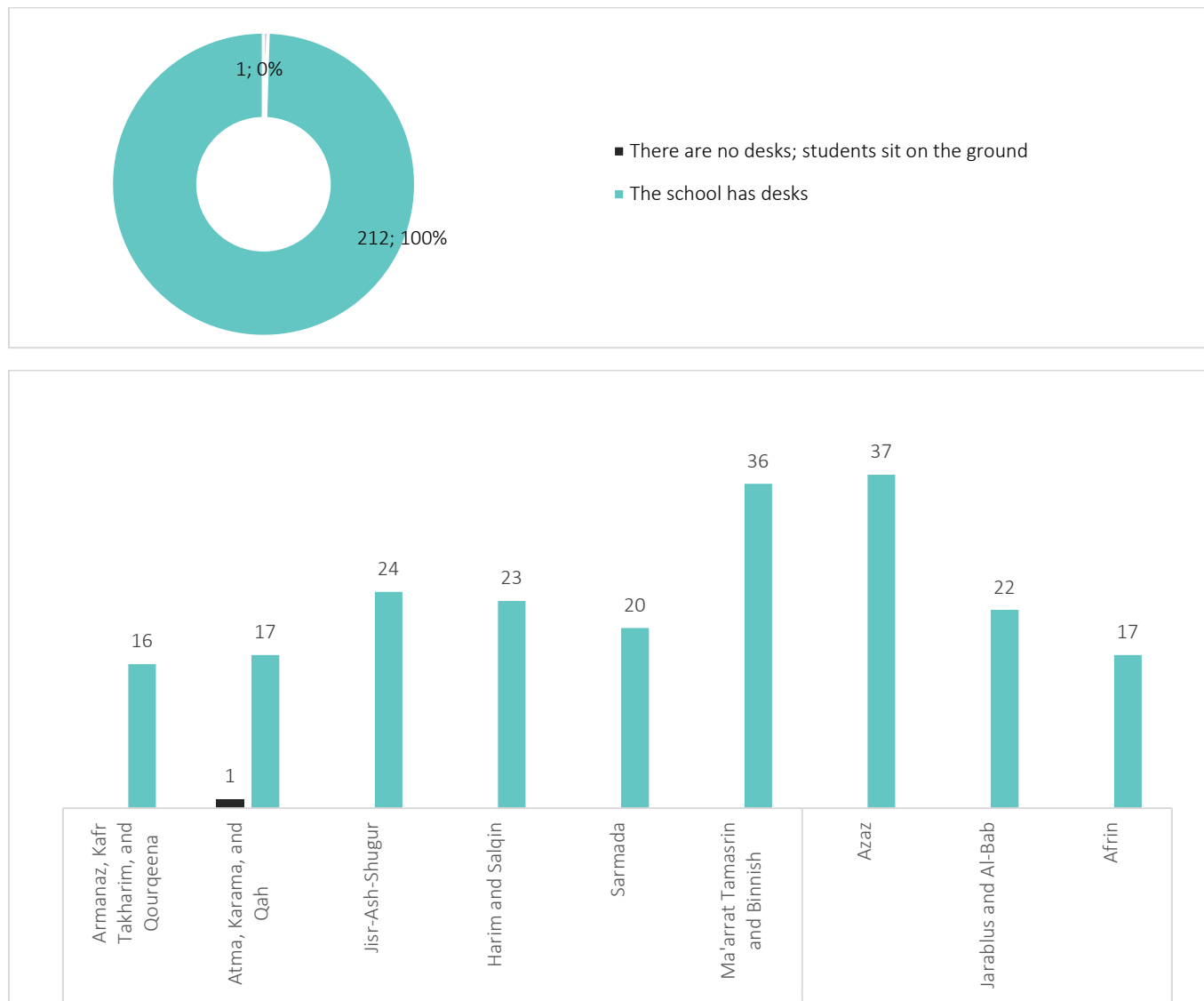
2. Condition of School Desks

Within the camp schools analyzed in the study, it was determined that 86% (21,238 desks) of the total school desks are in usable condition. However, 10% (2,500 desks) require repairs, and 4% (856 desks) have incurred significant damage and necessitate replacement.

Figure 16 Number and percentages of desks by their condition
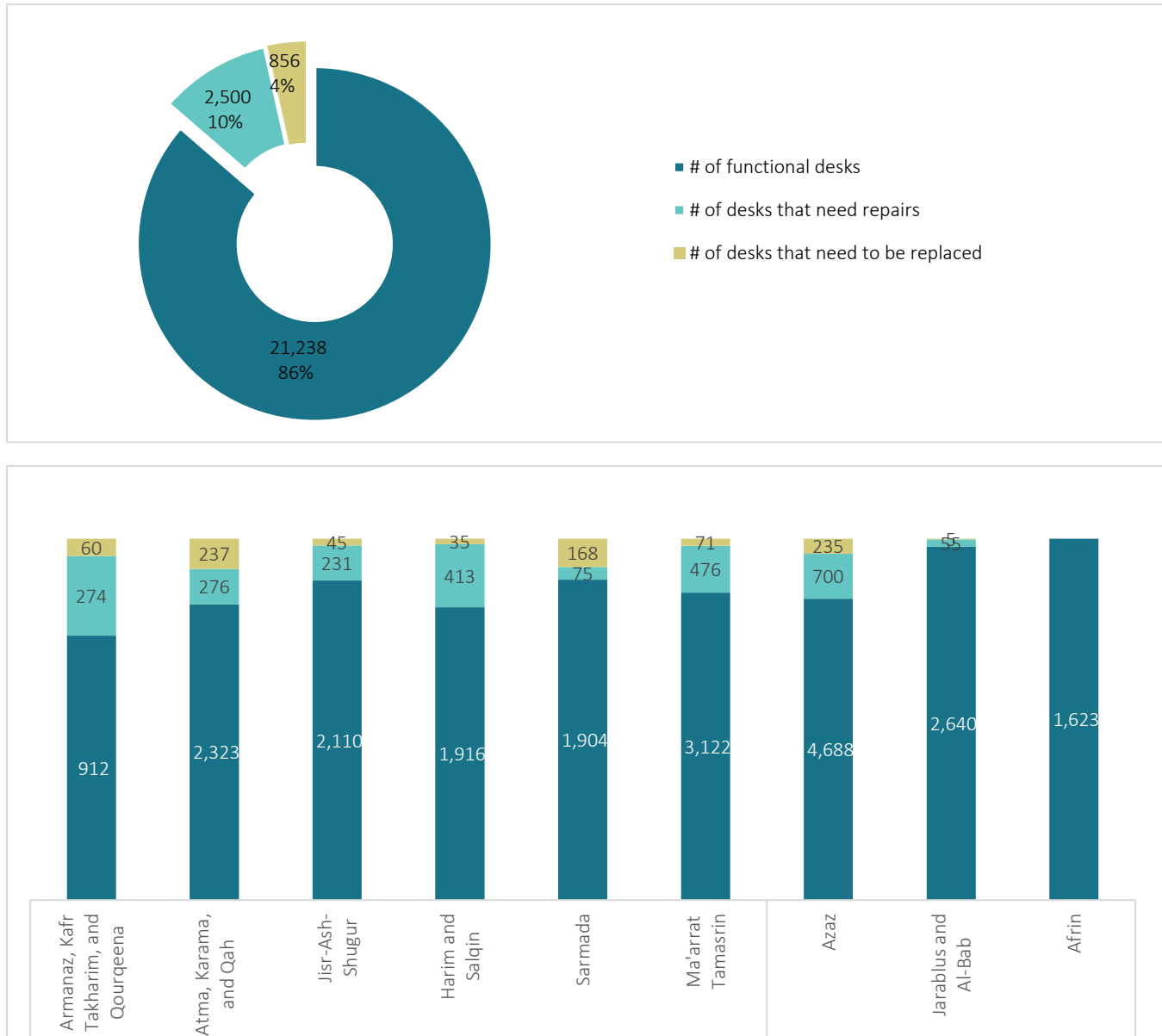
In Syria, the prevailing type of study desk comprises a metal frame and a wooden board. The metal frame serves as a supportive and stable structure for the desk, usually consisting of a metal bar. The wooden board forms the surface on which students sit and often includes a drawer for storing personal items. Under normal circumstances, the wooden part of the desk tends to undergo wear and tear, necessitating maintenance every few years, which may involve replacing the wooden boards.

3. The Need for Desks

Enumerators queried each school about their desk requirements throughout the data collection process. The collective needs of the camp schools assessed tallied up to 3,967 desks, with the Ma'arrat Tamasrin camp cluster exhibiting the highest demand percentage.

Figure 17 Number and percentages of desks needed by camp schools

Number	Percentage	Location	Governorate
1101	28%	Azaz	Aleppo
1212	31%	Ma'arrat Tamasrin	
495	12%	Atma, Karama, and Qah	
415	10%	Sarmada	Idleb
337	8%	Armanaz, Kafr Takharim and Qourqeena	
277	7%	Jisr-Ash-Shugur	
130	3%	Harim and Salqin	
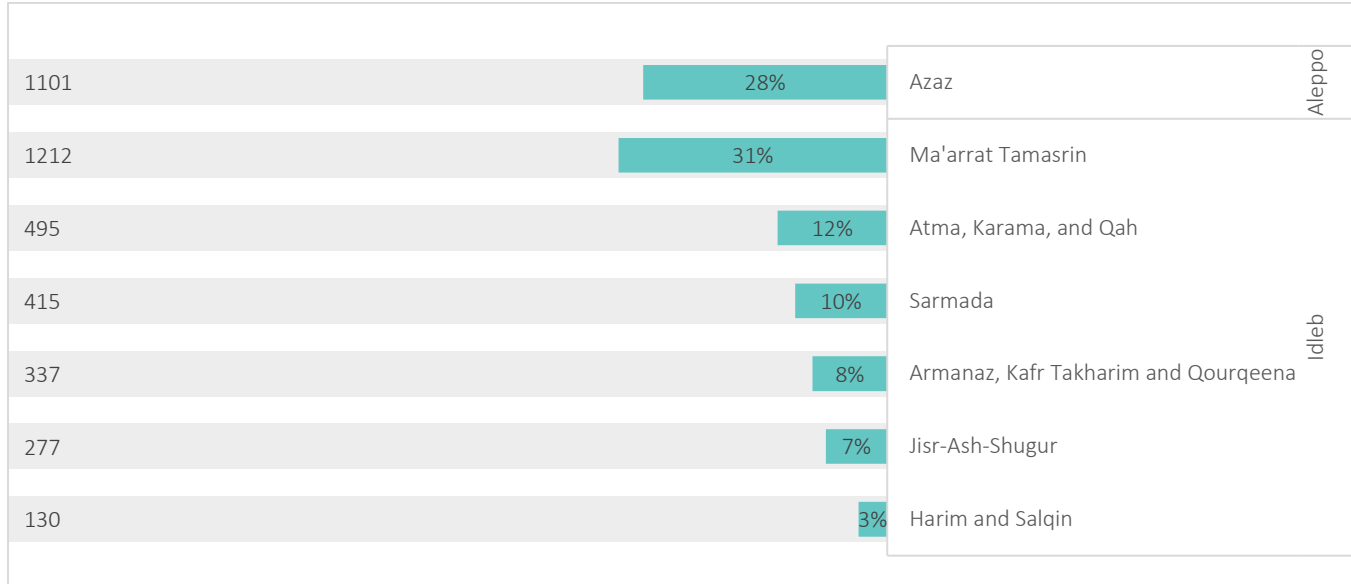
4. School Needs of the Educational Process

The study findings revealed that 95% of the assessed schools required a total of 198 computers. Additionally, 95% of schools reported the need for a total of 199 printers. Furthermore, 87% of the assessed schools in the camps expressed the need for 182 projectors. Moreover, 64% of the evaluated schools indicated the need for 134 whiteboards. Finally, 58% of the assessed schools expressed the need for 122 heaters to be used during the winter season.

Figure 18 Number and percentages of camp schools that need the means to support the education process

Number	Percentage	Means
182	87%	Projectors
122	58%	Heaters
199	95%	Printers
134	64%	Whiteboards
198	95%	Computers
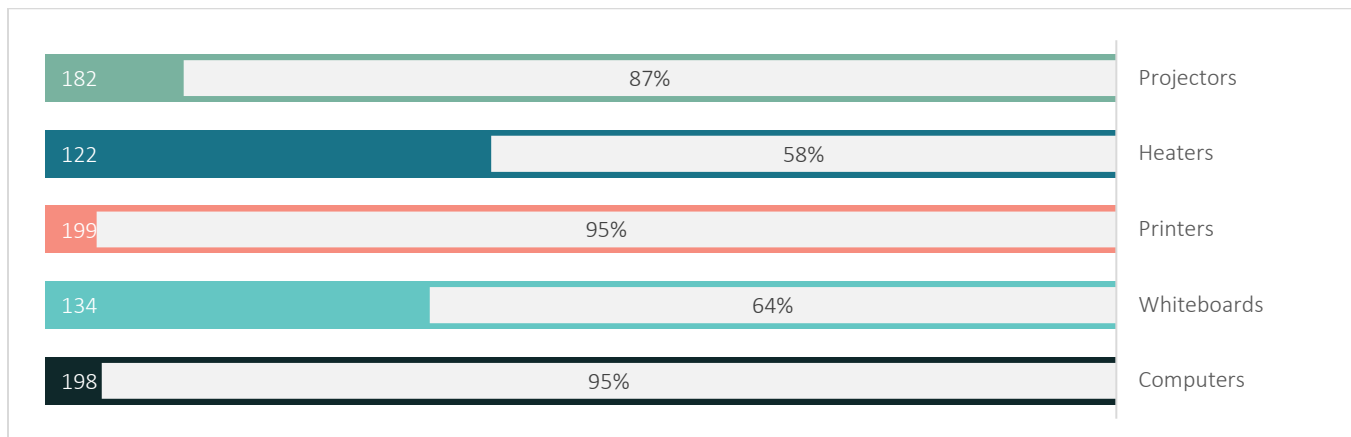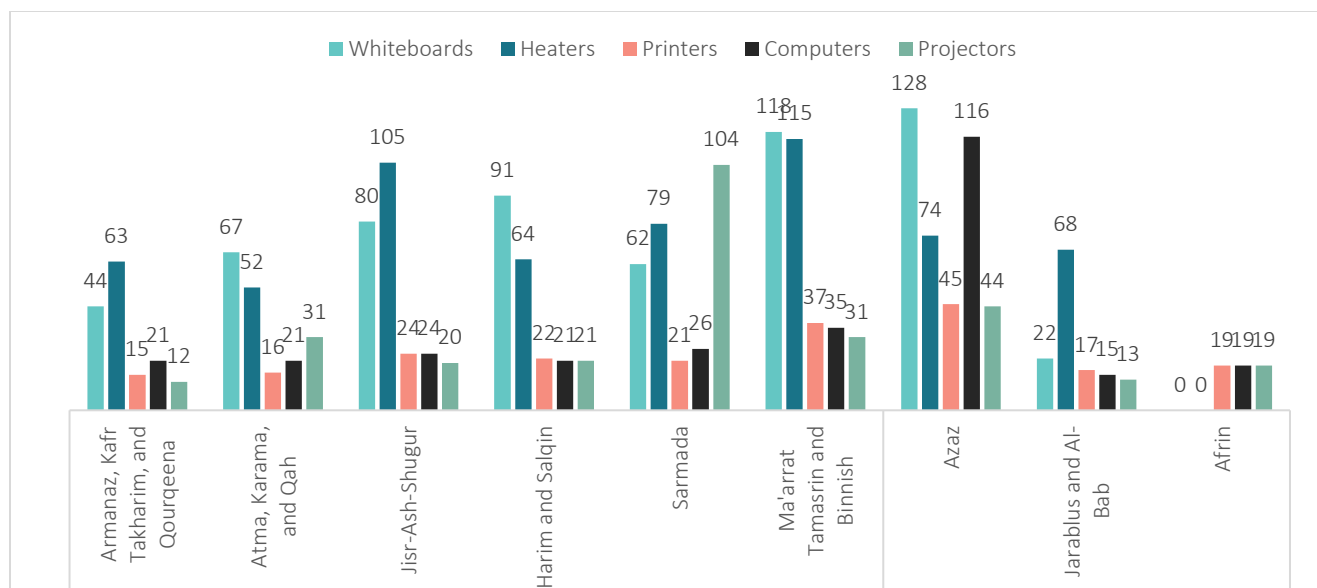
5. Availability of Heating Fuel

The study uncovered varying degrees of access to heating fuel among the assessed schools for the 2023-2024 academic year. Only 9% (19 schools) managed to secure all their heating fuel requirements. In 18% (38 schools) of cases, between 76% and 99% of their heating fuel needs were met. Furthermore, 37% (78 schools) had access to 51-75% of their heating fuel requirements. However, 15% (31 schools) could provide less than half of their heating fuel needs, while 8% (18 schools) could only offer less than a quarter of their required heating fuel. Additionally, 14% (29 schools) had no heating fuel available

Figure 19 Number and percentages of schools by their need gap for heating fuel
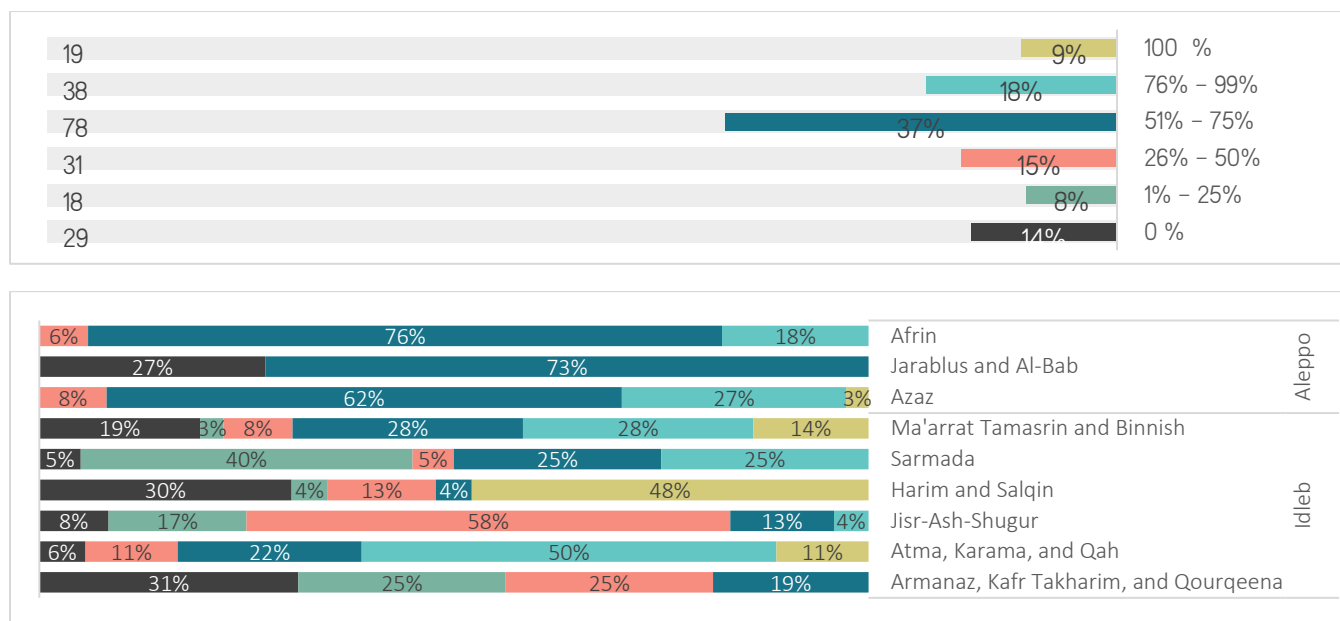
6. Student Survey: Having a Meal Before Coming to School or at School

The student surveys[5] explored whether students had breakfast before arriving at school and if they consumed a snack during school hours. According to the results, 78% (38 7students) confirmed they ate breakfast before school, whereas 22% (10 7students) did not.

Figure 20 Number and percentages of the students by having a meal before school

- Students do not eat meals before coming to school
- Students eat meals before coming to school
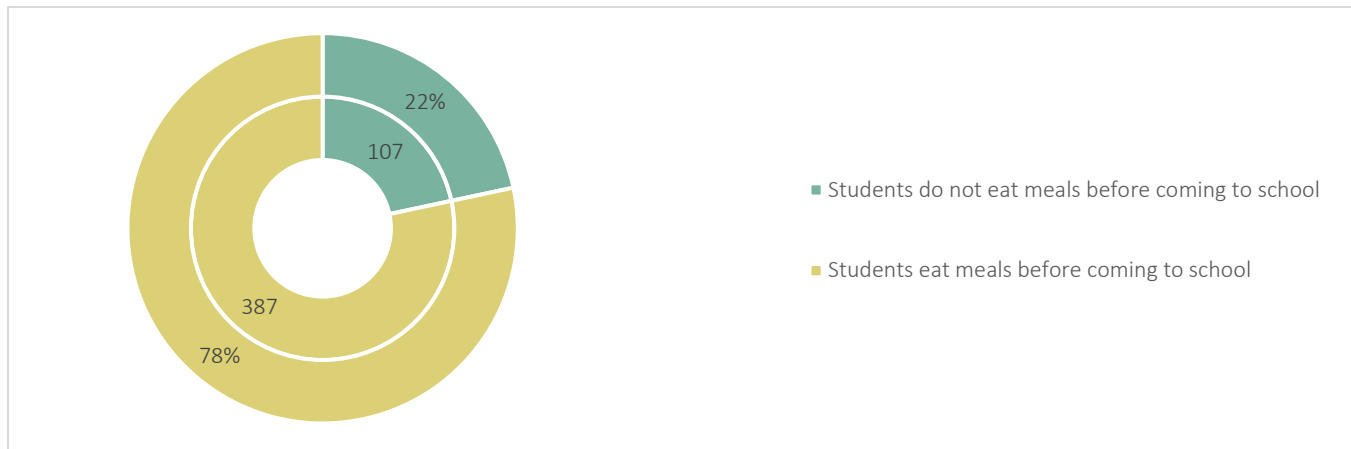
Regarding meals at school, the survey found that 62% (303students) do not eat at school, while 38% (189 students) bring a snack from home to eat during school hours.

Figure 21 Number and percentages of the students by having a meal at school
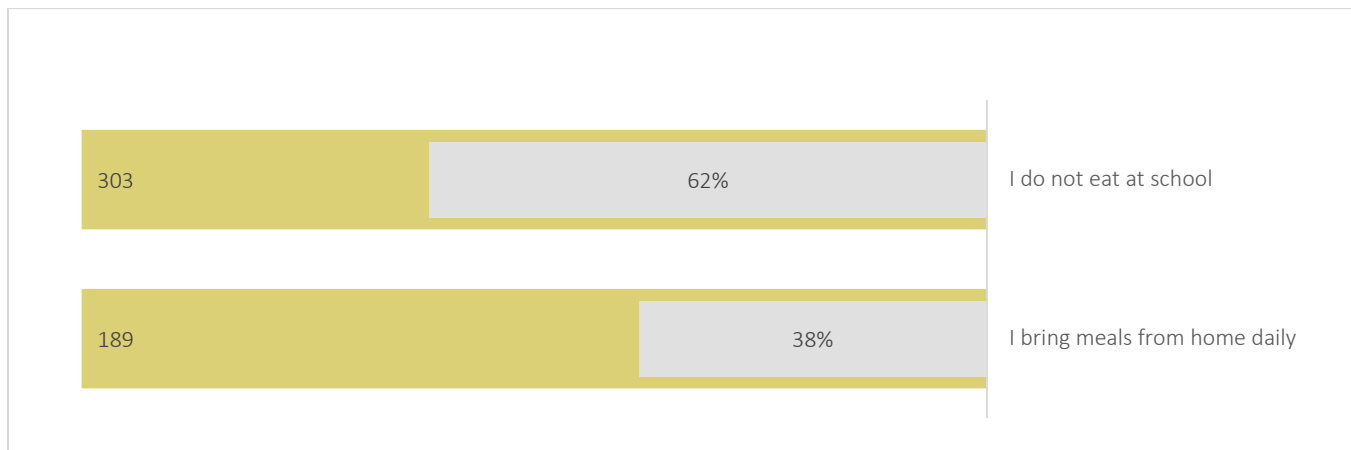
303	62% I do not eat at school
189	38% I bring meals from home daily

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[5]IMU enumerators conducted a survey with 494 children between the ages of 6 and 18 years within the camps studied. Females accounted for 40% of the children surveyed, while males accounted for 60%.

SECTION SIX

TEACHING STAGES AND CURRICULA

Section 6: Teaching Stages and Curricula

1. School Stages

The study findings reveal diverse educational offerings among the camp schools surveyed. Specifically, 23% (49 schools) exclusively provide education for the first cycle of basic education. Additionally, 69% (148 schools) offer education for both the first and second cycles of basic education. Moreover, 2% (4 schools) extend their educational services to cover all school stages, including the first and second cycles of basic education as well as secondary education. Furthermore, 4% (8 schools) focus solely on teaching the second cycle of basic education, while only 1% (3 schools) provide instruction for both the second cycle of basic education and the secondary stage. Notably, among the assessed schools, only one offers education for the secondary stage.

Figure 22 Number and percentages of schools by education stage they include
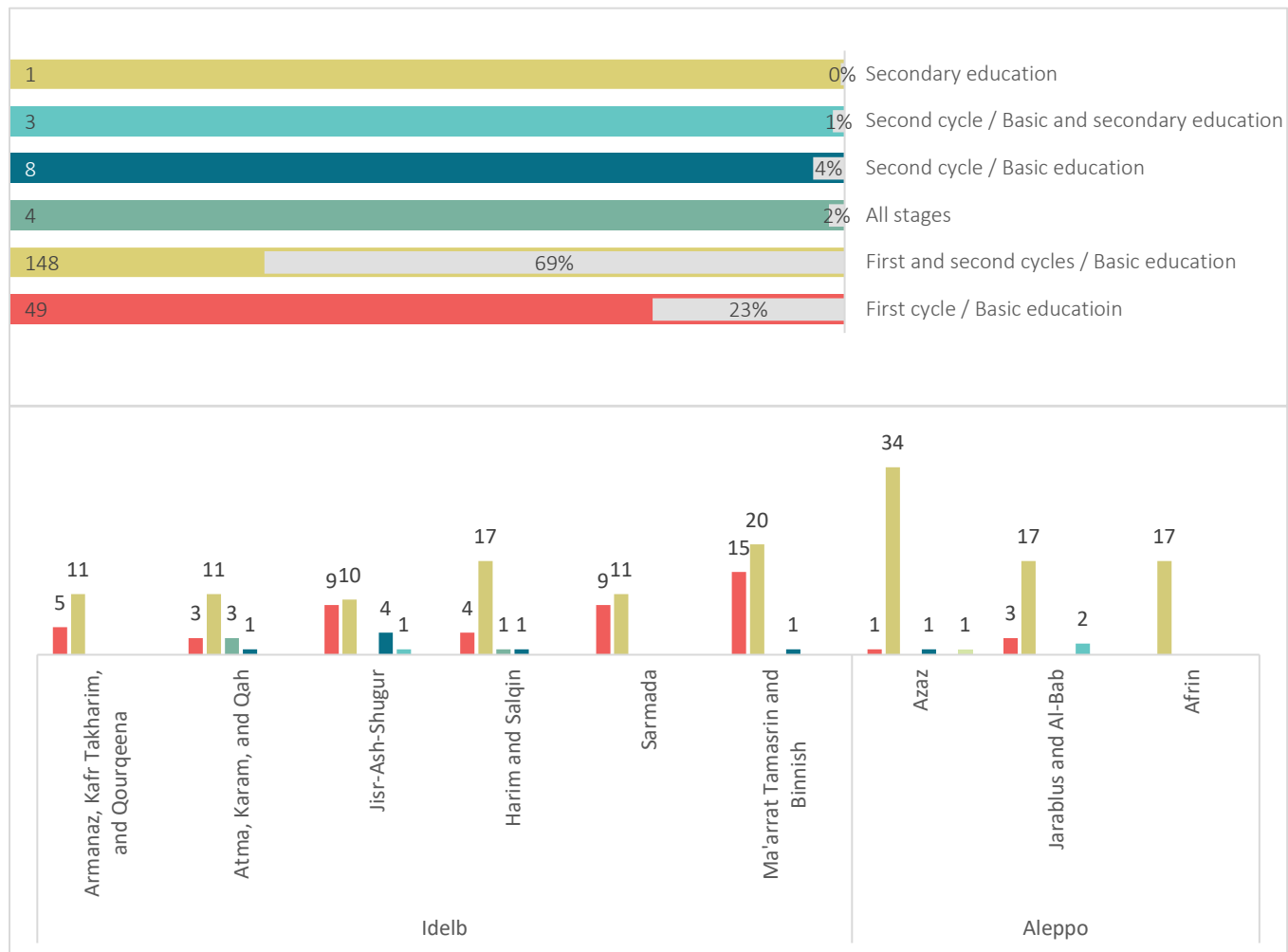
In Syria, the education system adheres to a structure comprising two primary stages: primary and secondary education. Pre-war schools were typically categorized into primary (grades 1-6), preparatory (grades 7-9), and secondary (grades 10-12) stages. This division was founded on the principle that segregating children based on age and educational level fosters a more favorable and secure learning environment.

Segmenting children into distinct stages facilitates their growth and enriches their educational encounters. By arranging children by age groups, schools strive to deliver education tailored to their particular needs and capacities. This strategy mitigates potential concerns like bullying, as it prevents older students from mingling with younger ones who might be more susceptible to negative influences.

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

The findings revealed a decline in the number of secondary schools within the camps, prompting many children of secondary school age to attend schools in neighboring cities and towns outside the camp premises. Additionally, the dropout rate in secondary stages within the camps was observed to be higher.

2. Teacher Survey: Do Younger Students Suffer from The Harassment of Older Students as a Result of the Presence of Students Whose Ages Are Not Commensurate with Their Academic Stages (Child Bullying)?

According to the survey of teachers[6] in camp schools, 35% (115 teachers) reported that students experience bullying from older students, while 65% (218 teachers) indicated that this issue is not prevalent among their students.

Figure 23 Number and percentages of teachers surveyed according to the existence of child bullying among their students
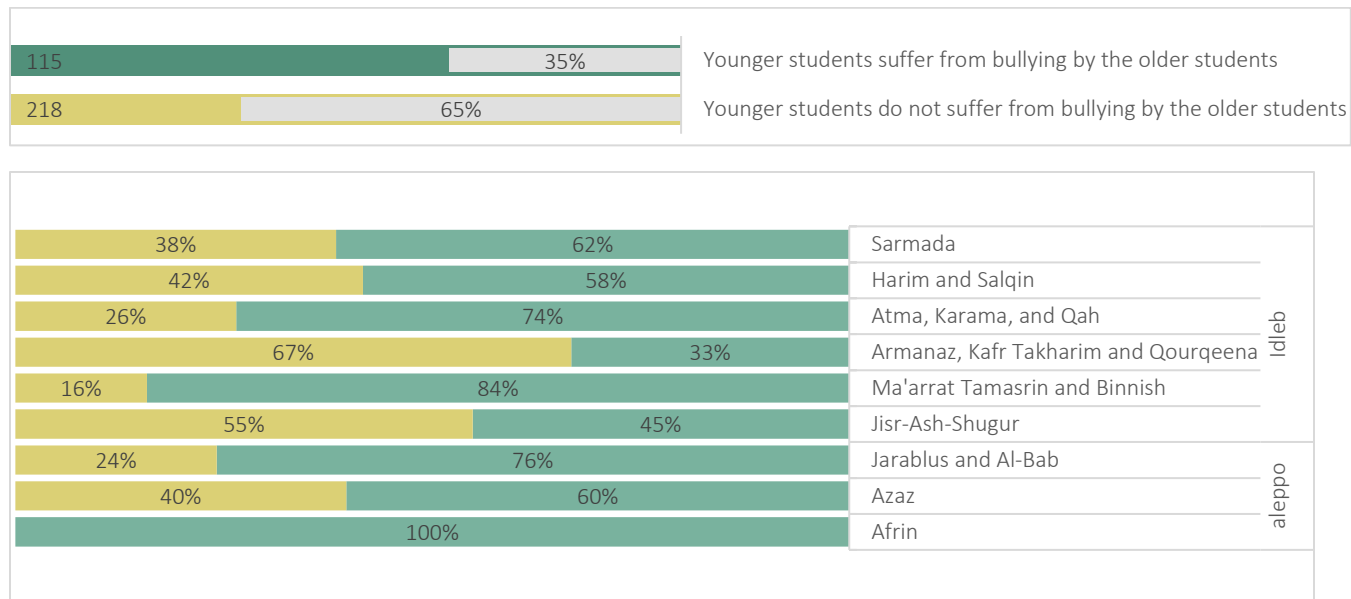
115 — 35%	Younger students suffer from bullying by the older students
218 — 65%	Younger students do not suffer from bullying by the older students

	Region	
38% — 62%	Sarmada	Idleb
42% — 58%	Harim and Salqin	
26% — 74%	Atma, Karama, and Qah	
67% — 33%	Armanaz, Kafr Takharim and Qourqeena	
16% — 84%	Ma'arrat Tamasrin and Binnish	
55% — 45%	Jisr-Ash-Shugur	
24% — 76%	Jarablus and Al-Bab	aleppo
40% — 60%	Azaz	
100%	Afrin	

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[6]IMU enumerators conducted a survey with 333 teachers in the camps surveyed, of whom 31% were female and 69% were male.

3. Percentage of Curriculum Taught During the Past Year

The study revealed that the percentage of curriculum completion varied among the camp schools assessed. Approximately 25% of schools completed 100% of the curriculum, while 49% completed between 76% and 99%. About 22% of schools completed between 51% and 75%, and 2% completed only 1% to 50% of the curriculum. There were three schools that did not complete any curriculum. It is important to note that curriculum completion alone does not fully reflect students' educational level, and other factors play a role in assessing overall educational outcomes.

Figure 24 Number and percentage of schools by the percentage of the curriculum taught during the past year
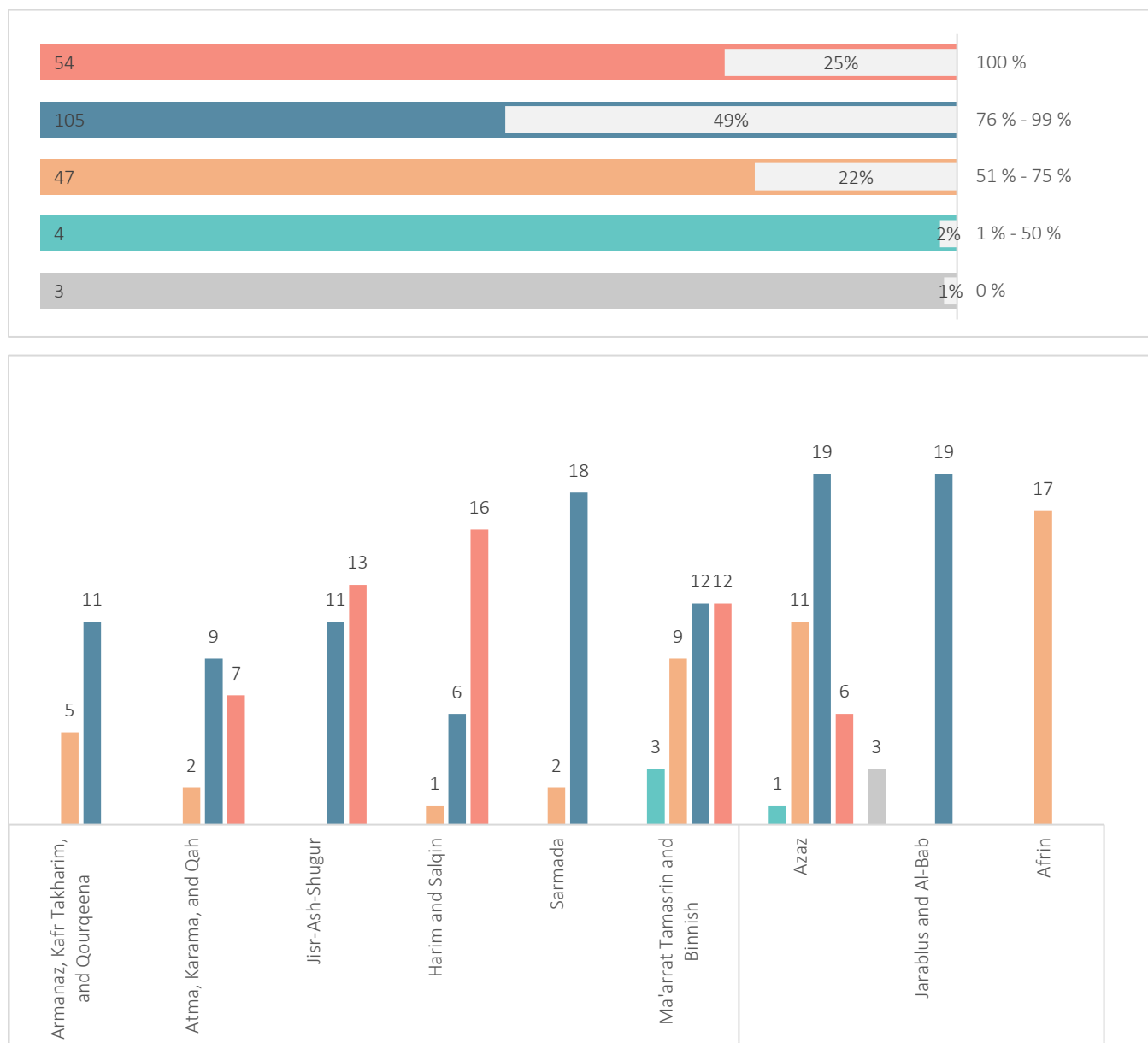
4. Mechanisms for Students to Reach the Current Educational Stage

Before the war in Syria, students had three pathways to advance to higher grades: repeating a grade, fulfilling the requisite number of years, or transferring due to failure. However, the war introduced two additional methods for students to remain in their current grade levels: placement tests and initial registration (excluding the first grade of basic education).

The study results indicate that 85% of students progressed to higher grades by successfully passing the final school exams. Additionally, 11% of students were enrolled in their current grade through initial registration (excluding the first grade), while 1% entered their current grade via placement tests. Moreover, 1% remained in their current grade by exhausting the permissible years of failure, and another 2% transferred to their current grade due to repeating the grade. These diverse pathways underscore the varied circumstances that led students to their respective grade levels.

Figure 25 Percentages of students by how they reached the current educational stages

Legend:
- Allowed years of failure were exhausted
- First-time registration
- Placement test
- Pass

	Pass	Other	Region	Governorate
Afrin	100%			Aleppo
Jarablus and Al-Bab	79%	21%		Aleppo
Azaz	1% / 88%	1% 8% 1%		Aleppo
Ma'arrat Tamasrin and Binnish	1% / 79%	18%		Idleb
Sarmada	0% / 84%	1% 13% 1%		Idleb
Harim and Salqin	3% / 84%	2% 10% 2%		Idleb
Jisr-Ash-Shugur	5% / 85%	3% 5% 3%		Idleb
Atma, Karama, and Qah	2% / 86%	1% 8% 2%		Idleb
Armanaz, Kafr Takharim, and Qourqeena	1% / 88%	11%		Idleb

Passing: At the end of the academic year, students take comprehensive exams in the approved curriculum that they studied throughout the year. Passing these exams means that they have successfully moved to the next grade.

Moved to the next grade because they repeat the grade: Some students are moved to the next grade when they fail in two consecutive years.

Exhaustion of years of failure: In the educational system in Syria, students may be transferred to a higher grade due to exhaustion of years of failure. Students who fail for more than a year in the same grade are moved to the next grade because their age becomes disproportionate to that of other students in the same grade. However, students cannot be excluded from school as per the Compulsory Education Law, which mandates students to attend school until the completion of basic education in its first and second cycles.

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

Placement test: If there are children who have been out of school for several years (dropout children) or who do not have official documents showing the school stage they have completed, specialized teachers test their knowledge using rapid tests that identify their level of education and the educational stage they should join.

Registration for the first time: The stage of study in which the student enrolls by age is determined during registration in these schools for the first time. In this case, the mechanism of probing students' information is not used, and official documents proving the stage of study that the student has completed are not required, and first-grade students are excluded here.

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

Teachers were surveyed[7] about the percentage of their students whose ages align with their respective school stages. Based on their responses, the average percentages were calculated. In Jarablus and Al-Bab camp schools, 98% of students were of an appropriate age for their school stages. The average was 92% in the schools of Armanaz, Kafr Takharim, and Qourqeena and 91% in the schools of Afrin. In the schools of Harim and Salqin, the average was 89%, while it was 88% in the schools of Jisr-Ash-Shugur. The schools of Ma'arrat Tamasrin had an average of 87%, Sarmada schools averaged 85%, and the schools in Atma, Karama, and Qah averaged 83%. The lowest average, 81%, was reported in the schools of Azaz.

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[7]IMU enumerators conducted a survey with 333 teachers in the camps surveyed, of whom 31% were female and 69% were male.

Figure 26 Percentages of students whose school stages are commensurate with education level
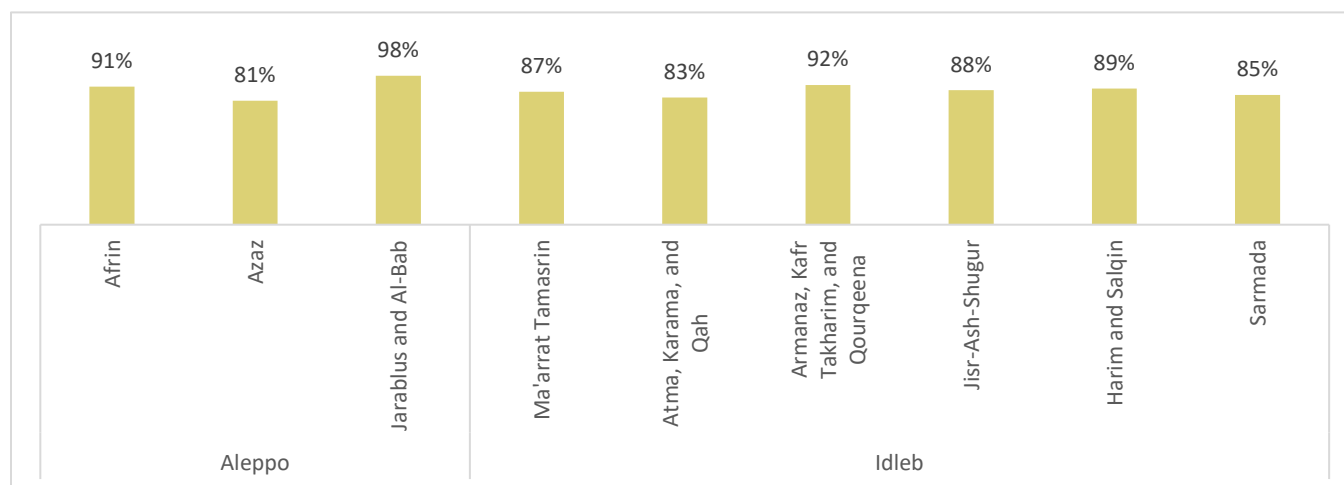
6. Parent Survey: The Curricula They Want Their Children to Study

The survey conducted by enumerators involved questioning parents[8] about their preferences regarding the educational curricula they desire for their children in their schools. The findings revealed a significant preference among parents for the opposition government curriculum, a modified version of the Syrian curriculum. Specifically, 99% of the parents surveyed expressed their preference for their children to study this curriculum. In contrast, a very small percentage of parents, less than 1%, specifically three parents, indicated a preference for their children to study the curriculum associated with the Syrian regime. Similarly, an even smaller fraction, less than 1%, comprising only four parents, reported a desire for their children to study a religious curriculum.

Figure 27 Number and percentages of parents by the curricula they wish their children to learn

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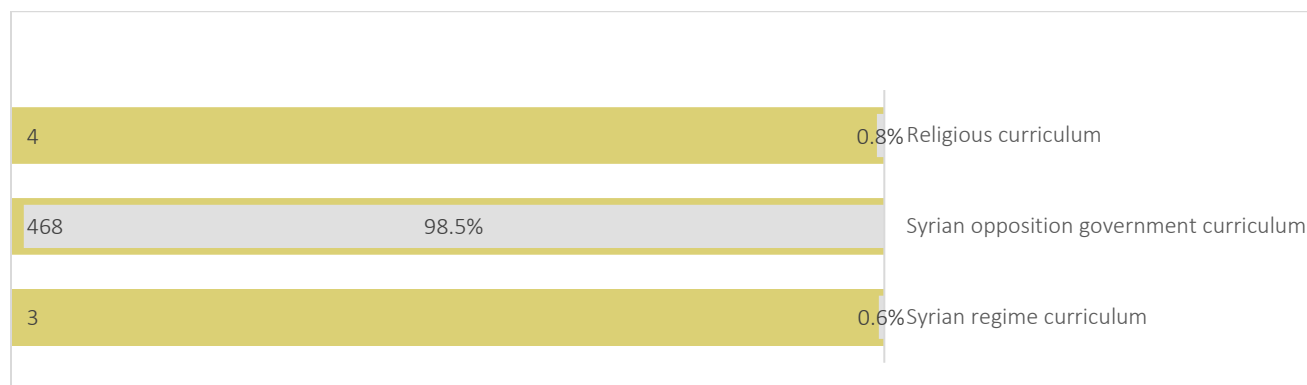
[8] The IMU Enumerators conducted questionnaires with 478 parents with children attending school or dropout children. 24% of the respondents were females and 76% were males.

7. Need for Textbooks

Within the camp schools assessed, the total requirement for copies of textbooks amounted to 33,133. The number of textbooks within one set of the curriculum varies between 1 and 11 books, depending on the school stage.

Figure 28 Number and percentages of schools by education stage they include

Number	Percentage	Area	Region
1,276	4%	Afrin	Aleppo
737	2%	Jarablus and Al-Bab	
2,045	6%	Azaz	
9,008	27%	Ma'arrat Tamasrin and Binnish	Idleb
3,282	10%	Sarmada	
3,927	12%	Harim and Salqin	
4,557	14%	Jisr-Ash-Shugur	
3,603	11%	Atma, Karama, and Qah	
4,698	14%	Armanaz, Kafr Takharim, and Qourqeena	
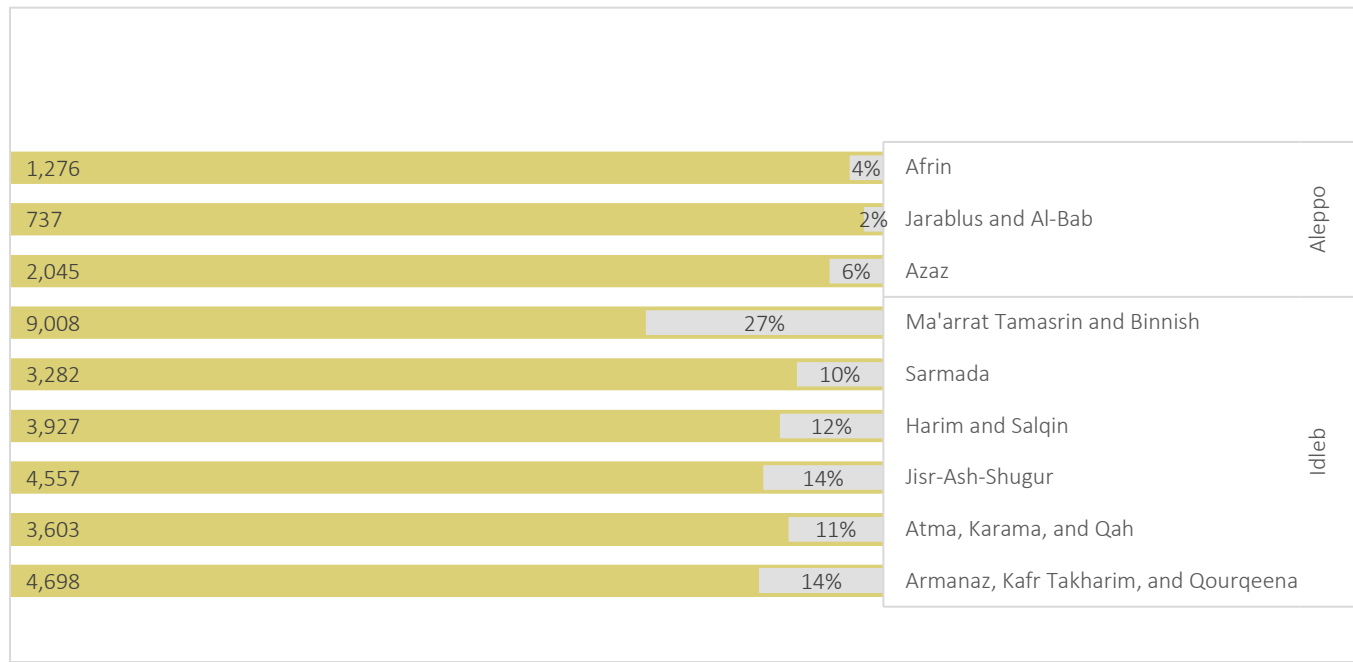
In evaluating the quantity of textbooks required by students in camp schools, the study took into account the disparity between the total number of enrolled students and the availability of new curriculum copies provided during the school year. Notably, the calculation excluded previously used books returned by students. This decision was made due to the recognition that utilizing these books would impede students' ability to complete the practical exercises embedded within the curriculum. Thus, the study emphasized the importance of furnishing new textbooks to optimize students' learning experiences.

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

As per the feedback from teachers, a range of strategies were implemented to tackle the shortage of textbook copies in classrooms. The investigation uncovered that 40% of teachers, totaling 151 individuals, opted for a solution where more than one student would share the existing copies. Furthermore, 52% of teachers, comprising 195 individuals, cited writing the complete lesson on the board as an alternative approach. Additionally, 8% of teachers, equivalent to 30 individuals, indicated that they resorted to borrowing textbook copies from other classes to facilitate lesson completion, returning them at the conclusion of each session.

Figure 29 Mechanisms used by teachers to deal with the shortage of textbooks

Count	Percentage	Mechanism
195	52%	The whole lesson is written on the whiteboard
151	40%	More than one student share the available copies
30	8%	Textbooks are borrowed from other classrooms

The whole lesson is written on the whiteboard	More than one student share the available copies	Textbooks are borrowed from other classrooms	Location	Region
54%	35%	11%	Sarmada	Idleb
74%	25%	2%	Harim and Salqin	
45%	39%	16%	Atma, Karama, and Qah	
48%	42%	10%	Armanaz, Kafr Takhrim and Qourqeena	
41%	49%	10%	Ma'arrat Tamasrin and Binnish	
80%	20%		Jisr-Ash-Shugur	
	77%	23%	Jarablus and Al-Bab	Aleppo
48%	52%		Azaz	
	100%		Afrin	

- Textbooks are borrowed from other classrooms
- More than one student share the available copies
- The whole lesson is written on the whiteboard

SECTION SEVEN

STUDENTS

Section 7: Students

1. Number of Students

The study encompassed 79,370 students within the camps. Of them, females accounted for 52%, totaling 41,505 female students, of the overall student population in the camp schools under examination.

Figure 30 Number and percentages of students by gender
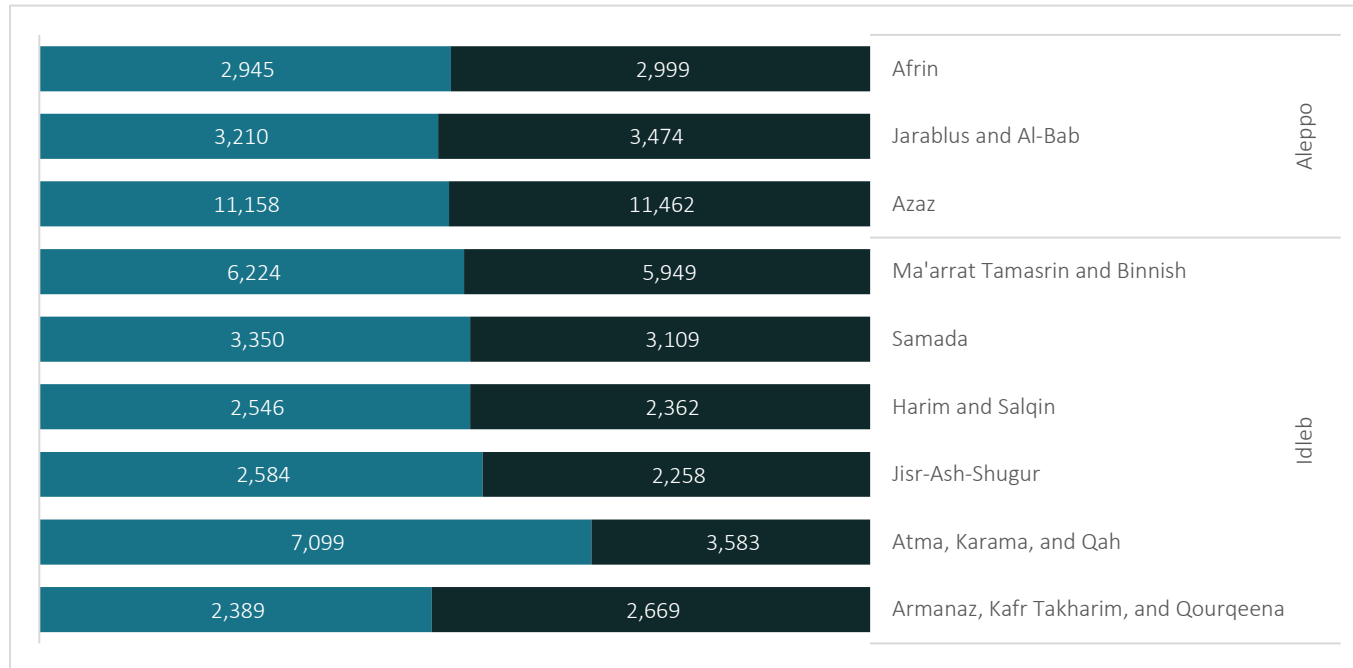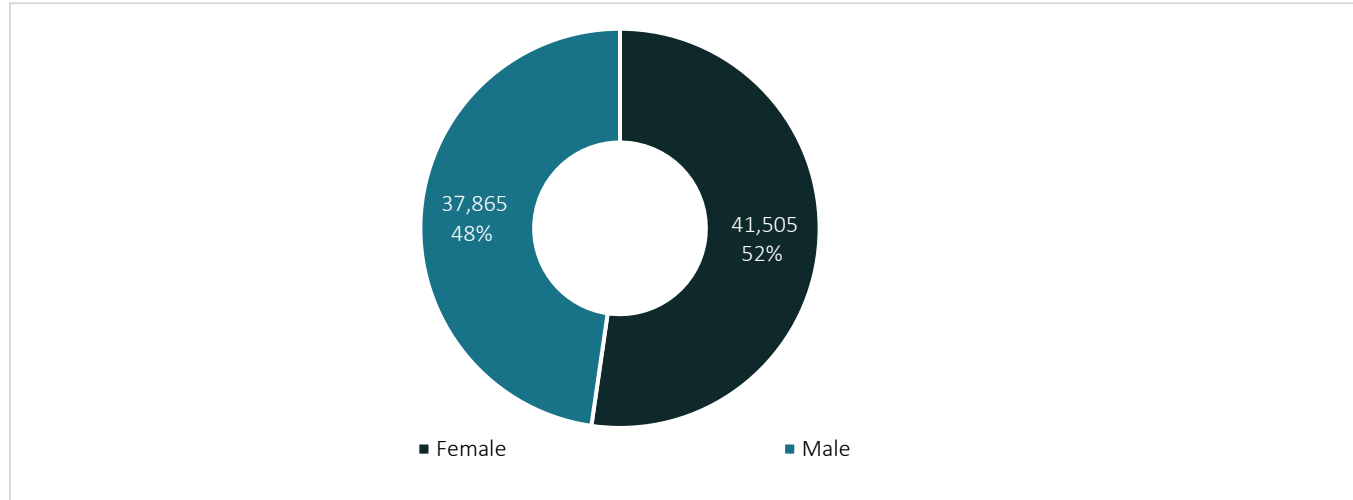
2. Age Groups of Students:

Among the enrolled students in camp schools, the largest age group is comprised of those aged 6-10, constituting 66% of the total enrolled students, totaling 52,906 students of both genders. Students aged 11-12 make up 21% of the total, with 16,756 students of both genders. Those aged 13-15 represent 11% of the total enrollment, amounting to 8,455 students of both genders. Students aged 16-18 comprise only 2%, totaling 1,193 students of both genders, while those over 18 constitute an almost negligible percentage, with only 60 students of both genders.

Figure 31 Number and percentages of students by gender and age groups
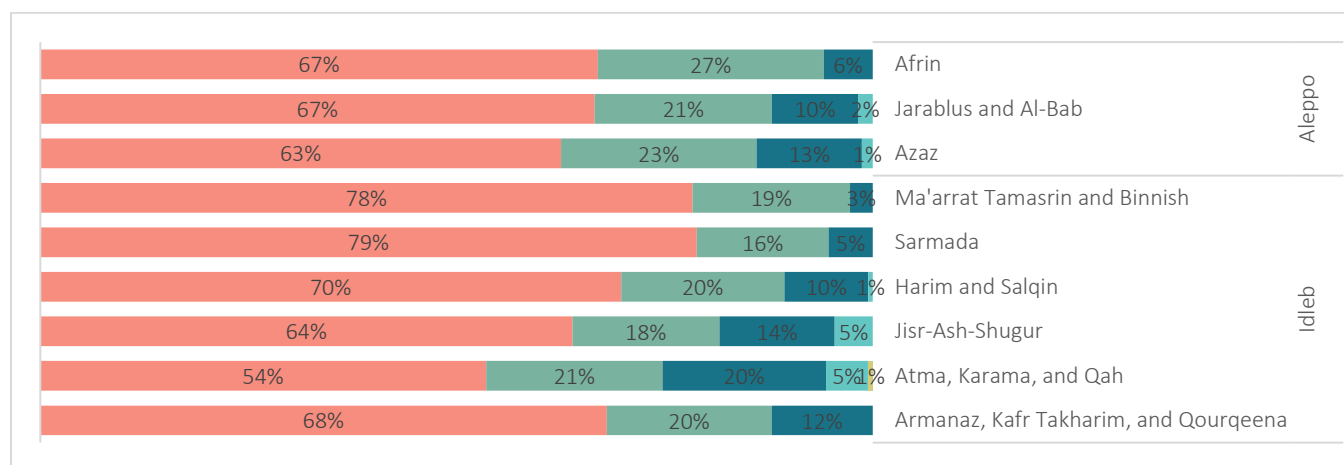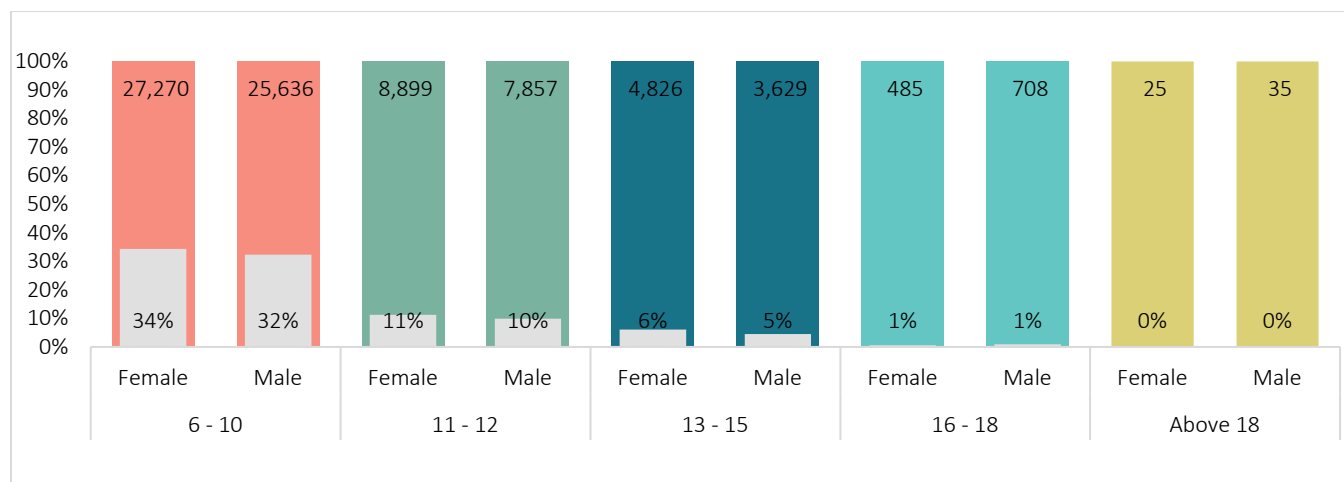
The breakdown of students by age group mirrors a notable aspect of student dropout, illustrated by a decline in the percentage of students in higher education stages. Despite efforts by some students in these stages to pursue education outside the camps, dropout rates persistently remain high. Accessing preparatory or secondary schools in neighboring villages often poses a significant hurdle, with students in advanced education stages having to travel distances of up to 2 kilometers.

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

Surveys[9] conducted with parents inquired about their children's school attendance. The results showed that 85% of parents (407 respondents) reported all their children, regardless of gender and educational stage, attend school regularly. Meanwhile, 6% of parents (27 respondents) indicated that only their younger children attend school in the early stages of education, while those in the advanced stages do not. Another 5% (26 parents) said that only their children in transitional stages attend school, with students in certificate stages (preparatory and secondary) not attending. Additionally, 1% (7 parents) reported that only their sons attend school, and 2% (9 parents) mentioned that only their daughters attend. Lastly, less than 1% (1 parent) revealed that none of their children attend school at all.

Figure 32 Number and percentages of parents surveyed according to their children's regular attendance at school
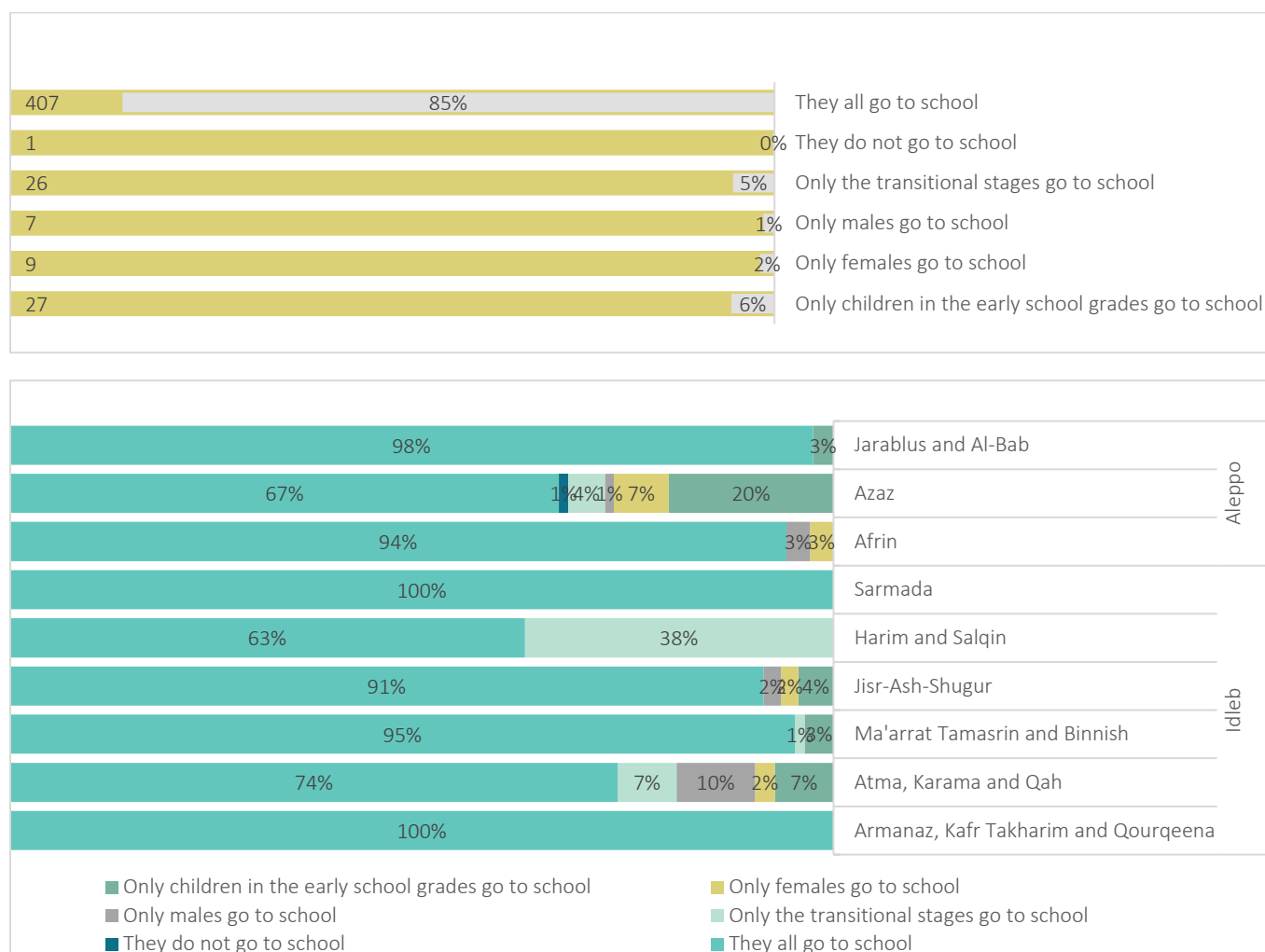
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4. Parent Survey: Did Any of Your Children Express Unwillingness to Go to School?

According to surveys conducted with parents, they were asked if their children were hesitant to attend school. The findings revealed that 5% of parents (23 individuals) reported their children are always reluctant to go to school. In contrast, 45% of parents (216 individuals) indicated their children are occasionally reluctant, while 50% of parents (238 individuals) stated their children have never shown reluctance to attend school.

Figure 33 Number and percentages of parents surveyed according to their children's desire to go to school
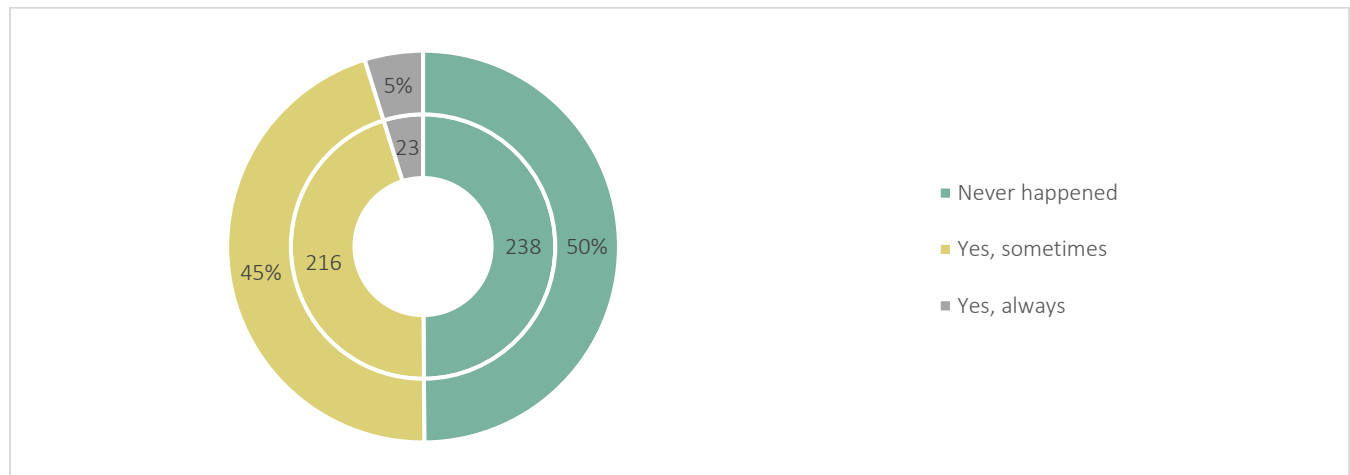
5. Student Survey: Reasons for Morning Tardiness in Attending School:

In surveys[10] conducted by enumerators with students who are consistently or frequently tardy to school, various reasons for their tardiness were identified. Among the students, 75% reported being late because they woke up late. On the other hand, 25% cited illness as the reason for their tardiness.

Figure 34 Number and percentages of students surveyed based on the reasons for their delay to school.

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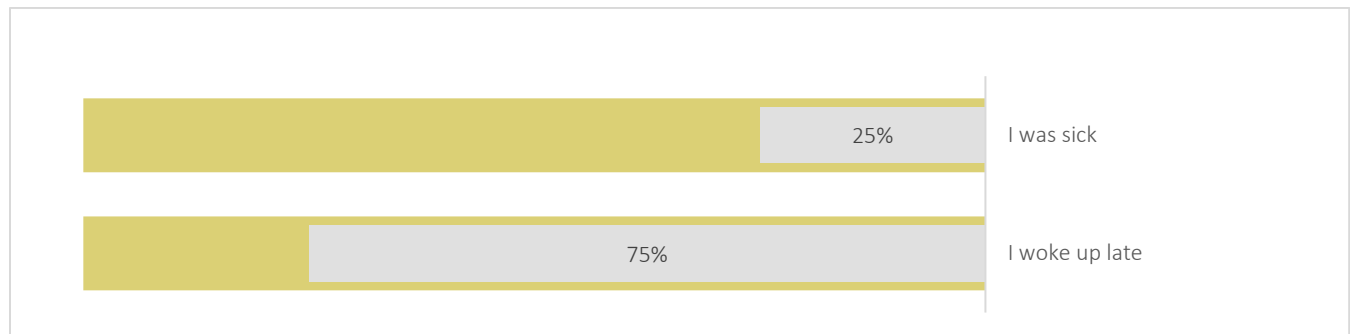
[10]IMU enumerators conducted a survey with 494 children between the ages of 6 and 18 years within the camps studied. Females accounted for 40% of the children surveyed, while males accounted for 60%.

6. Student Survey: Reasons for Skipping School

Enumerators conducted surveys with students who are consistently or frequently absent from school, uncovering a variety of reasons for their absences. Among the students surveyed, 25% said they were absent because they had to stay home to handle other responsibilities. Another 25% attributed their absence to illness. Additionally, 17% cited poor weather conditions as the reason for being absent, while another 17% reported that waking up late was the reason for being absent. Furthermore, 8% mentioned extreme temperatures in the classrooms during summer and winter as the cause, and another 8% indicated that an emergency was the reason for their absence.

Figure 35 Number and percentages of students surveyed according to the reasons for their absence from school

25% — I had to stay home to do other things
25% — I was sick
17% — The weather was too bad
17% — I woke up late
8% — Due to high temperatures in the summer and.
8% — Because of an emergency
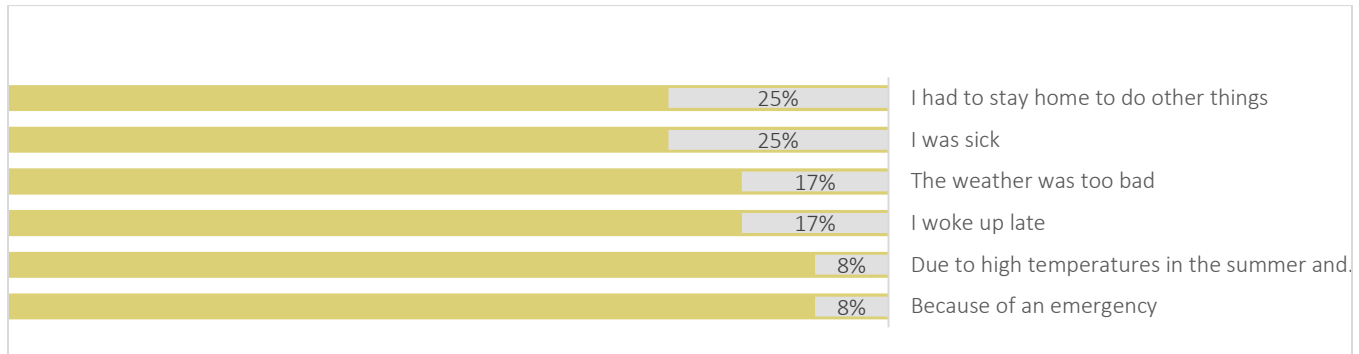
7. Principal Survey: Does the school have a daily attendance register, and how are persistently absent students dealt with?

According to the [11]perception surveys conducted by the enumerators with school principals, they were asked about the presence of daily attendance registers and the specific mechanisms employed to address the continuous absence of students from school. 99% (237 principals) reported that their schools have attendance registers to monitor student attendance, while 2% (1 principal) indicated that their schools do not have such registers.

Figure 36 Survey of principals: Availability of attendance register and mechanisms for communicating with chronically absent students

1%
2
237
99%

■ The school does not have an attendance record for students

■ The school has an attendance record for students

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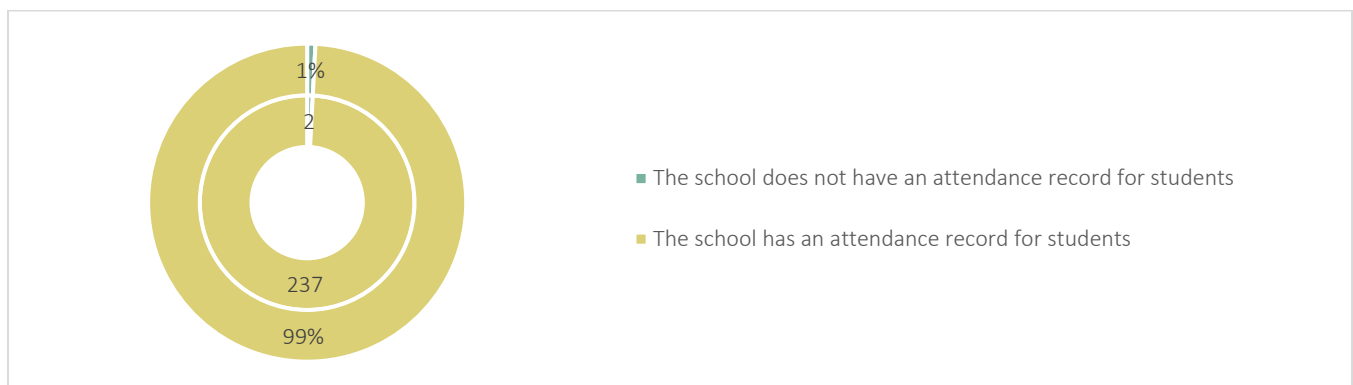
[11]IMU enumerators conducted a survey with 239 principals in the surveyed camp schools, of whom 21% were female and 79% were male.

8. Types of Schools by Gender Segregation:

The study findings unveiled that 65% (138 schools) of the total evaluated camp schools lack gender segregation. Meanwhile, 10% (22 schools) implement gender segregation through morning and afternoon shifts, dedicating one shift to males and another to females. Additionally, 25% (53 schools) are exclusively designated for one gender, operating as gender-segregated schools.

Figure 37 Number and percentages of camp schools by gender segregation

The school is mixed gender

The school is allocated to single gender

A shift dedicated for males and another for females

Before the onset of the Syrian conflict, gender segregation in schools typically began at the preparatory stage in the majority of educational institutions. While the primary stage (grades 1 to 6) was commonly mixed, the preparatory and secondary stages were distinctly separated based on students' gender. Some schools were exclusively designated for females, while others catered exclusively to males. However, in villages characterized by a scarcity of schools and scattered residential areas, coeducational schools covering all educational stages were established. At the classroom level, strict gender separation was enforced, with designated classrooms assigned for males and females. Nonetheless, in villages with only one preparatory or secondary school, students from both genders were accommodated, resulting in mixed-gender classrooms.

9. Availability of Kindergartens within Schools

According to the study results, the overwhelming majority, comprising 97% (206 schools), of the total schools evaluated in Northern Syrian camps lack kindergartens. Conversely, a small fraction, amounting to 3% (7 schools), do offer kindergarten facilities.

Figure 38 Number and percentages of schools according to the availability of kindergartens.
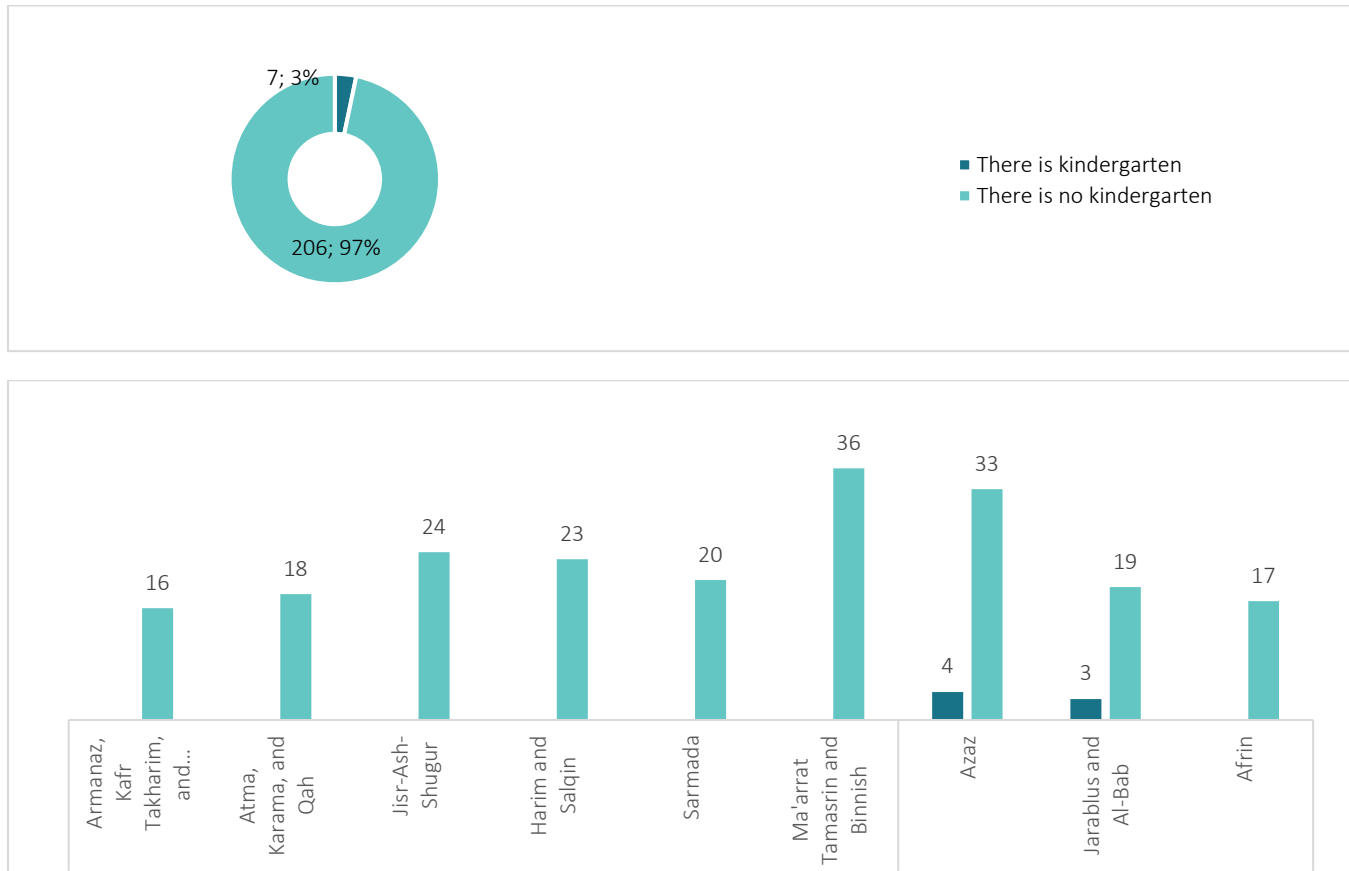
The Minimum Standards for Education in Emergencies[12] (INEE) defines Early Childhood Development as "the processes through which children from 0 to 8 develop their optimal physical health, mental awareness, emotional confidence, social competence, and readiness for learning. These processes are supported by comprehensive social and financial policies and programming, including health, food, WASH, hygiene, education, and child protection services. All children and families benefit from high-quality education programs, but the vulnerable groups benefit the most." The population in camps is considered one of the most marginalized in Syria, and some children in camps have been out of school for several consecutive years. Many of them have experienced multiple displacements. Therefore, there is a need to focus on early childhood development in the camps in northern Syria and activate preschool education programs (kindergartens) that typically start in Syria from the age of 4 to 6 years old.

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

10. Suspension of School Attendance

As per the study, schooling remained uninterrupted in 89% (190 schools) of all camp schools examined during the academic year 2023-2024. However, severe weather conditions led to the suspension of classes in 11% (23 schools).
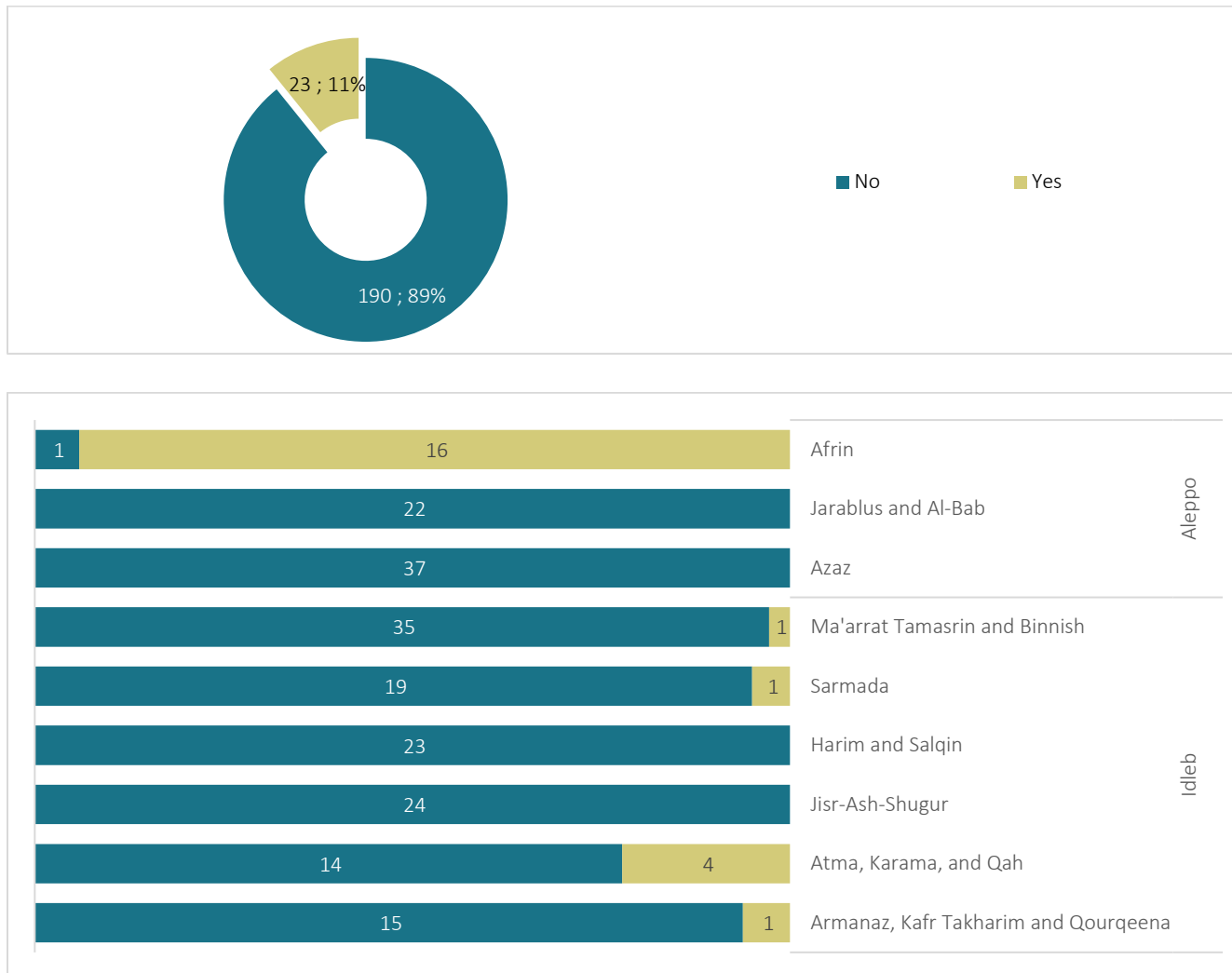
Schools in the northern Syria camps near the Syrian-Turkish border are typically deemed safer than those situated farther from the border, where they face the threat of bombardment. The primary cause of school closures in border-adjacent camps is adverse weather conditions. Intense rainfall or snowfall frequently triggers floods in these camps, rendering roads impassable and presenting health hazards for children studying inside tents amidst freezing temperatures and frosty conditions.

11. Student Survey about Feeling Safe at School:

In a recent survey conducted among school-aged children residing in camps, the question of whether the school environment contributed to their sense of security was posed. The findings revealed that a small fraction, precisely **4%** (10 students), expressed that the school setting did not evoke a feeling of safety. [13] Conversely, the overwhelming majority, **96%** (239 students), affirmed that being within the school premises provided them with a sense of safety.

Figure 40 Number and percentage of students according to their feeling safe at school
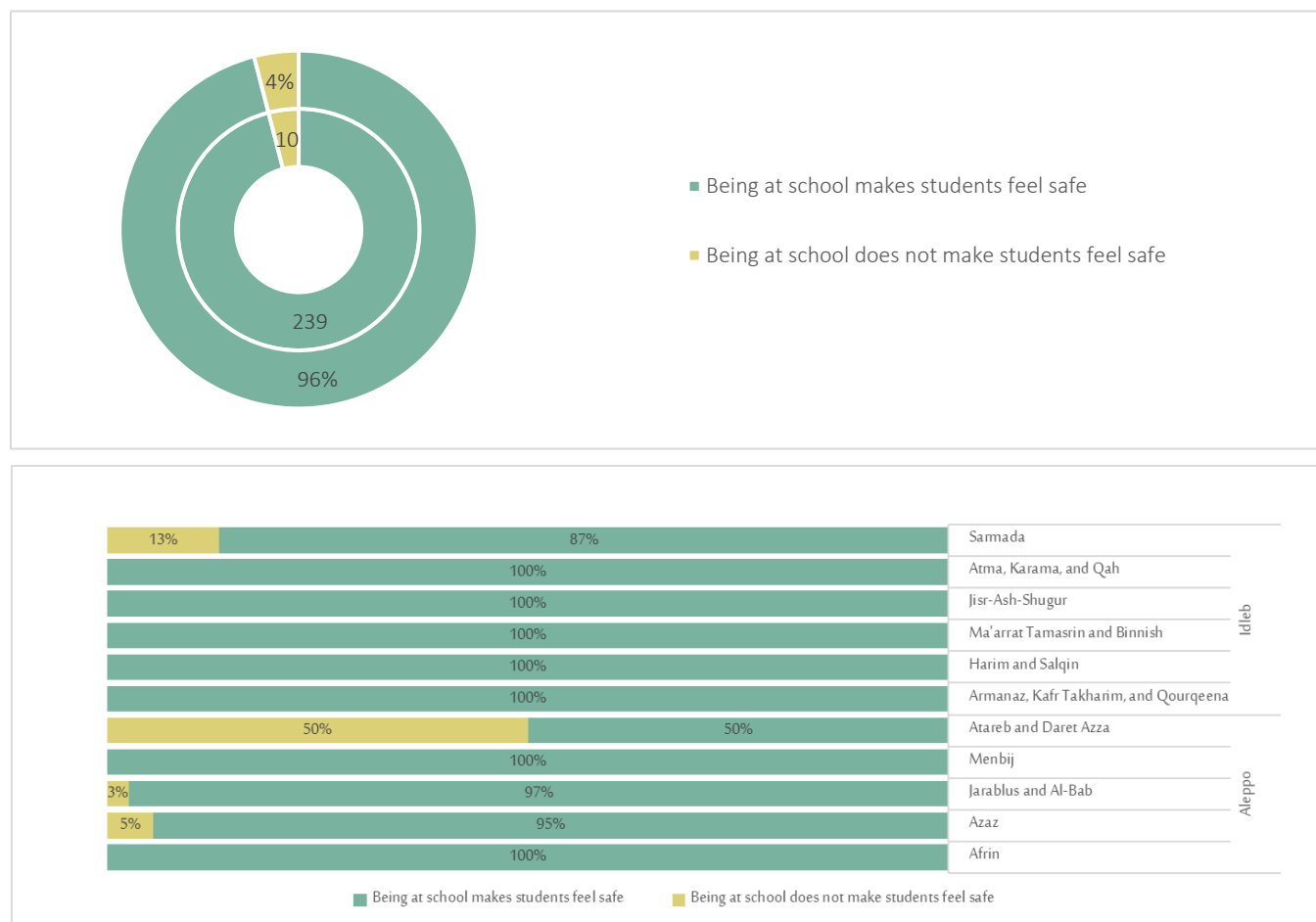
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12. Difficulties Faced by Students within the School

The study delved into the various challenges students face both at home and in school within the camps. Topping the list was child labor outside the home, a direct result of the worsening economic and living conditions due to the prolonged conflict in Syria. Following this, the negligence of parents and a lack of supervision over their children's academic progress emerged as significant issues. The third major challenge was the financial struggle, with families lacking the income or resources to send their children to school. Lastly, the need for children to help out with household duties or farm work was identified as another critical obstacle.

Table 2 Difficulties associated with home/ students face in camp schools.

Governorate	Community	Child labor outside the home	Lack of income or money to send children to school	Negligence of parents	The child helps in home/farm	Parents do not appreciate education	Parents are unaware of formal education opportunities	Frequent displacement	Cultural beliefs	Displacement due to conflicts	Marriage and/or pregnancy	Children who suffer from psychological disorders
Idleb	Armanaz, Kafr Takharim, and Qourqeena											
	Atma, Karama, and Qah											
	Jisr-Ash-Shugur											
	Harim and Salqin											
	Sarmada											
	Harim and Salqin											
Aleppo	Azaz											
	Jarablus and Al-Bab											
	Afrin											
Total												

Low difficulty — High difficulty

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

Table 3 Difficulties associated with school /facing students in camp schools

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

Low difficulty – High difficulty

13. The Challenges Preventing Children in Camps from Attending School

The study identified several challenges that prevent students in camps from attending school. The most significant school-related challenge is overcrowding, followed by a shortage of materials, books, and stationery. The third major challenge is the lack of schools or other educational facilities. Home-related obstacles include child labor, parental neglect, and insufficient income to cover the costs of education. These factors collectively hinder children's access to schooling in the camps.

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

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

Low difficulty – High difficulty

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

Governorate	Community	Child labor outside the home	Negligence of parents	Lack of income or money to send children to school	Parents do not appreciate education	The child helps in home/farm	Parents are unaware of formal education	Frequent displacement	Cultural beliefs	Displacement due to conflicts	Marriage and/or pregnancy	Children who suffer from psychological disorders
Idleb	Armanaz, Kafr Takharim, and Qourqeena											
	Atma, Karama, and Qah											
	Jisr-Ash-Shugur											
	Harim and Salqin											
	Sarmada											
	Ma'arrat Tamasrin and Binnish											
Aleppo	Azaz											
	Jarablus and Al-Bab											
	Afrin											
Total												

Low difficulty – High difficulty

Given the worsening financial situation for displaced families in the camps of northern Syria, many parents struggle to afford education supplies for their children. Often, families have four or more children, making it financially challenging to cover the high school costs. These costs include transportation fees, stationery, and school uniforms, whether standardized or not. Notably, parents in these camps primarily rely on humanitarian aid as their main source of income, underscoring the urgent need for educational supplies to be provided to children without adding further financial strain on their families.

SECTION EIGHT

PSYCHOLOGICAL SUPPORT AND CHILDREN WITH DISABILITIES

Section 8: Psychological Support and Children with Disabilities

1. Students with Disabilities by Type of Disability

The evaluation of camp schools revealed that 788 students have disabilities. The study indicated that the largest group among these students had mobility impairments, making up 57% (449 students) of the total. Additionally, 16% (126 students) had speech impairments, 9% (70 students) had intellectual disabilities, 7% (55 students) had visual impairments, and 11% (88 students) had hearing impairments.

Figure 41 Number and percentages of students with disabilities in camp schools

According to the minimum standards for education by INEE[14], "Careful consideration should be given to the needs of individuals with physical and visual disabilities when designing educational facilities. Entrances and exits should be accessible to people using wheelchairs or mobility aids. Classroom space, furniture, water facilities, and sanitation should also meet the needs of people with disabilities. When identifying or constructing educational facilities, it is advised to collaborate locally and nationally with organizations representing people with various disabilities and parents of students with disabilities and disabled youth." Notably, most students with disabilities suffer from mobility impairments or limb loss, often from exposure to shelling during the ongoing war. All camp schools are considered ill-equipped to accommodate children with disabilities. These schools are not regular school buildings; they are tents or caravans. Even if they are prefabricated rooms, they lack corridors or other

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14 https://inee.org/en/minimum-standards

facilities that assist children with disabilities in appropriately participating in the school day. Often, children with mobility disabilities are left in classrooms throughout the school day due to the difficulty of moving them outside the classroom during recreational lessons or break times.

Other disabilities that are challenging to diagnose accurately might be present, necessitating specialists who are rarely available in the areas covered by the assessment. The deteriorating living conditions of the children's families often hinder them from seeking specialized medical attention to accurately diagnose their children's conditions. Sources have confirmed that many children with delayed speech development have not been referred to specialists by their parents. In some instances, parents discovered later that their child did not have a speech problem but rather a hearing impairment, which caused the delay in speech development. In such cases, obtaining hearing aids is crucial as a first step in addressing the issue. If a child's hearing loss is identified at a later age, they would require specialist support to learn to speak. Attending school without access to specialists for speech development (either inside or outside the school) can exacerbate the child's condition, leading to isolation and neglect from peers and teachers. Additionally, residents in the assessed areas face challenges in diagnosing intellectual disabilities accurately.

2. Availability of Specialized Psychological Counselors within Camp Schools

The study results indicated that 82% (174 schools) of the total camp schools included in the assessment lack specialized psychological counselors. In contrast, only 18% (39 schools) have access to specialized psychological counselors.

Figure 42 Number and percentages of camp schools according to the availability of specialized psychological counselors within them.
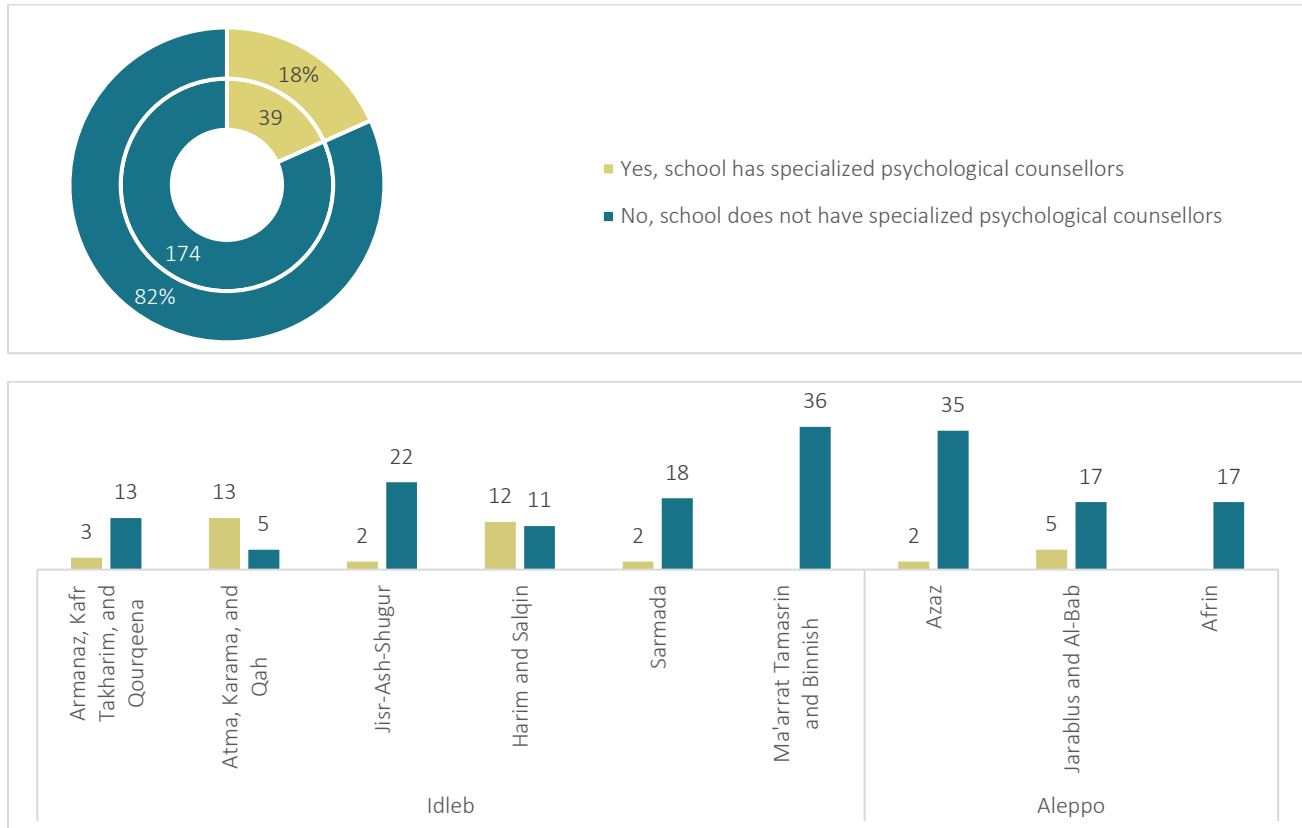
Prior to the ongoing events, most schools had a psychosocial counselor who was a graduate in psychology or social sciences. This counselor was available to address any psychological issues students experienced, providing continuous support and collaborating with parents when necessary. They worked together to help children overcome psychological crises, particularly during adolescence.

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

Through the surveys[15] conducted by the enumerators with the teachers, they were asked whether students expressed a sense of insecurity in school. 25% (83 teachers) reported that students had expressed a sense of insecurity, while 75% (250 teachers) stated that students had not expressed a sense of insecurity in school.

Figure 43 Number and percentages of teachers surveyed according to their students' expressions of insecurity in school
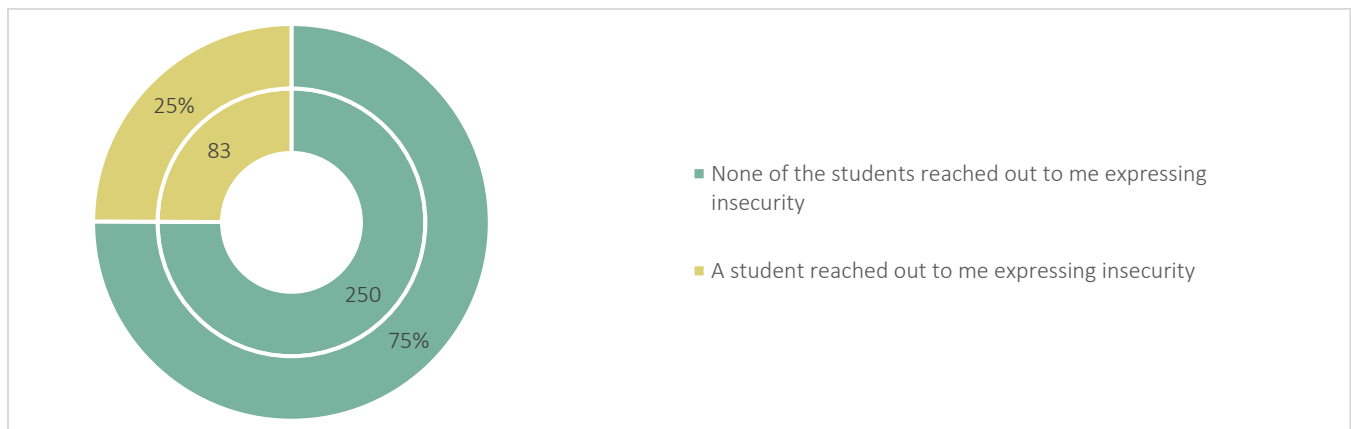
4. Student Survey: Symptoms Related to Students' Emotions within Schools

In perception surveys[16] conducted by enumerators, students were asked about the frequency of experiencing various emotional symptoms over the past month. One of the most prevalent symptoms reported was avoiding places that reminded them of bad incidents. Among the students, 28% experienced this feeling most of the time, while 22% experienced it sometimes.

Regarding intense distress when recalling painful situations, 16% of students reported feeling this way frequently. Additionally, 36% experienced this symptom sometimes, and 20% reported rarely feeling it.

When considering past events, 10% of students reported frequently dwelling on things that happened in the past. Additionally, 36% experienced this symptom sometimes, while 26% rarely thought about past events.

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[15]IMU enumerators conducted a survey with 333 teachers in the camps surveyed, of whom 31% were female and 69% were male.

[16]IMU enumerators conducted a survey with 494 children between the ages of 6 and 18 years within the camps studied. Females accounted for 40% of the children surveyed, while males accounted for 60%.

Figure 44 Student survey - The percentage of prevalence of emotional symptoms among students.

23%	34%	37%	7%
14%	27%	52%	7%
26%	43%	26%	4%
29%	34%	30%	7%
28%	26%	36%	10%
25%	43%	29%	4%
27%	36%	30%	7%
28%	20%	36%	16%
26%	31%	38%	5%
31%	34%	31%	4%
33%	24%	34%	9%
29%	36%	33%	2%
16%	37%	45%	3%
17%	34%	48%	1%
30%	42%	26%	3%
28%	22%	22%	28%

Labels (right side):
- I have difficulty in memorizing
- When I lie down in bed, it takes me a long time to fall asleep
- I prefer to be alone
- I get upset when I remember painful situations
- I sometimes get annoyed for no apparent reason
- I have nightmares and bad dreams
- I feel physical pain i.e. abdominal
- I avoid places that remind me of bad incidents

■ Often ■ Sometimes ■ Rarely ■ None

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

In perception surveys[17] conducted by enumerators, students were asked about the frequency of experiencing various interaction-related symptoms within a month. The results highlighted several negative symptoms among the students, with physical fights with other children and conflicts with family members being particularly notable. However, most students reported positive interactions, such as playing with friends and adhering to school rules.

Regarding family conflicts, 3% of students reported frequently engaging in fights with their family members, 34% occasionally had conflicts, and 35% rarely experienced fights with family members.

When it came to physical fights with other children, 2% of students reported frequently getting into such fights, 31% occasionally engaged in physical fights, and 41% rarely got into physical altercations with other children.

Figure 45 Student survey – The prevalence percentages of symptoms related to interactions among students

None	Rarely	Sometimes	Often	
37%	42%	18%	2%	I have problems with teachers
11%	3%	14%	71%	I play with my friends
14%	2%	9%	75%	I adhere to school rules
28%	35%	34%	3%	I fight with my family members
26%	41%	31%	2%	I get into physical fights with other children

■ Often ■ Sometimes ■ Rarely ■ None

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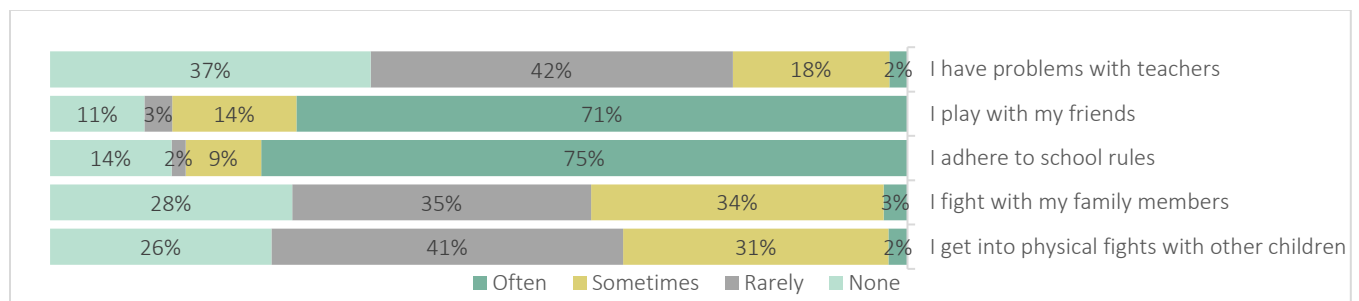
[17]IMU enumerators conducted a survey with 494 children between the ages of 6 and 18 years within the camps studied. Females accounted for 40% of the children surveyed, while males accounted for 60%.
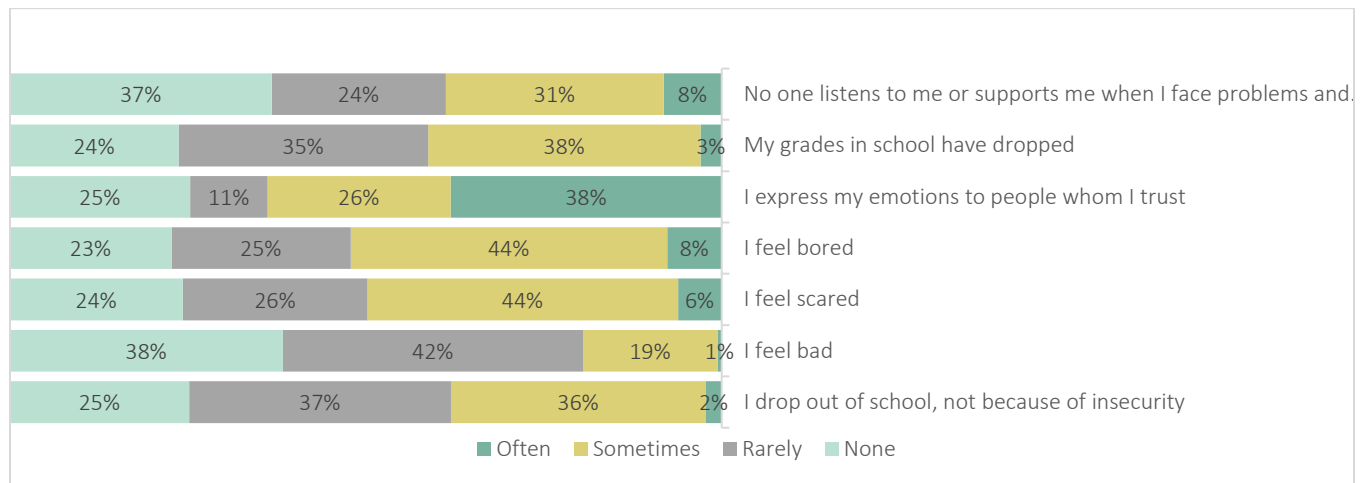
6. Student Survey: Symptoms Related to Self-Awareness Among Students

In perception surveys conducted by enumerators, students were asked about the frequency of experiencing various self-awareness symptoms over a month. The results showed that 38% of students often expressed their feelings to trusted individuals, 26% did so occasionally, and 11% rarely expressed their feelings. Additionally, 6% of students frequently felt fear, 44% occasionally felt fear, and 26% rarely felt fear. Regarding boredom, 8% of students frequently felt bored, 44% occasionally felt bored, and 25% rarely felt bored.

Figure 46 Student survey - Prevalence rates of symptoms related to self-awareness among students

	None	Rarely	Sometimes	Often	
	37%	24%	31%	8%	No one listens to me or supports me when I face problems and.
	24%	35%	38%	3%	My grades in school have dropped
	25%	11%	26%	38%	I express my emotions to people whom I trust
	23%	25%	44%	8%	I feel bored
	24%	26%	44%	6%	I feel scared
	38%	42%	19%	1%	I feel bad
	25%	37%	36%	2%	I drop out of school, not because of insecurity

■ Often ■ Sometimes ■ Rarely ■ None

7. Orphan Students in Camp Schools

The camp schools have reported a total of 6,586 orphaned students. These children have predominantly lost one or both parents due to the ongoing hostilities against civilians in Syria, as confirmed by various sources. Orphaned students are particularly vulnerable, facing significant risks of dropping out of school. The loss of family breadwinners and worsening living conditions often force these children to abandon their education and seek work to support their remaining family members. This precarious situation highlights the urgent need for targeted interventions to support orphaned students and ensure their continued access to education.

Figure 47 Number and percentages of orphaned students in camp schools
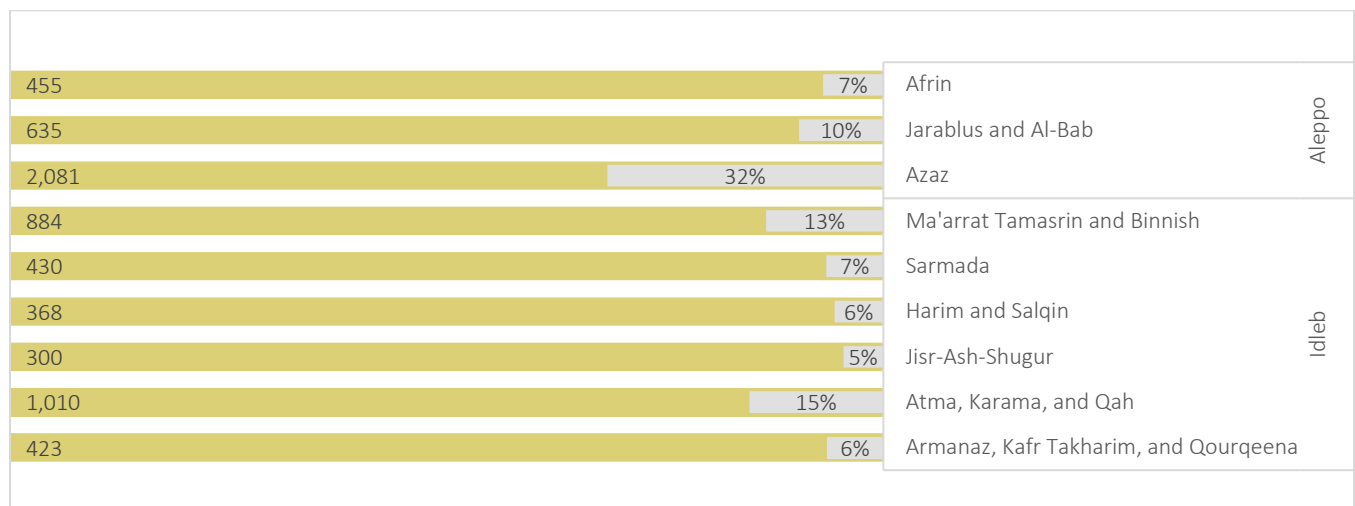
Number	%	Region	Governorate
455	7%	Afrin	Aleppo
635	10%	Jarablus and Al-Bab	
2,081	32%	Azaz	
884	13%	Ma'arrat Tamasrin and Binnish	Idleb
430	7%	Sarmada	
368	6%	Harim and Salqin	
300	5%	Jisr-Ash-Shugur	
1,010	15%	Atma, Karama, and Qah	
423	6%	Armanaz, Kafr Takharim, and Qourqeena	

SECTION NINE

TEACHERS

Section 9: Teachers

1. Number of Teachers:

The number of teachers in the camps included in the study was 3,258, consisting of male and female teachers. Females accounted for 49% (1,607 female teachers) of the total number of teachers in the northern Syrian camps, while males accounted for 51% (1,651 male teachers).

Figure 48 Number and percentages of teachers within camp schools by gender
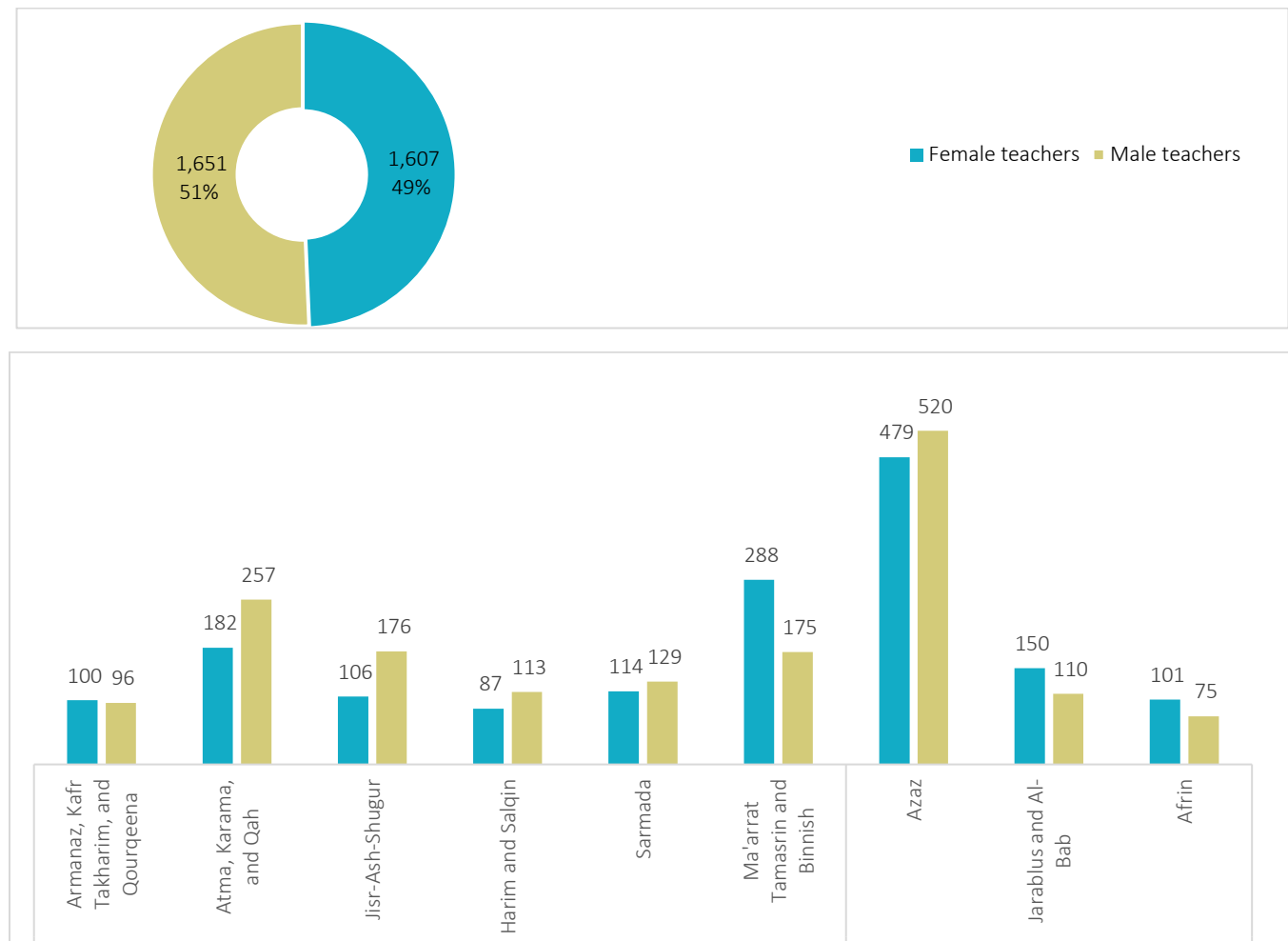
Balancing the number of male and female staff members in teaching and administrative positions is crucial in co-educational schools. In single-gender schools, the predominant gender among the administrative and teaching staff typically matches the students' gender.

2. Teachers' Employment Status

The study revealed that 82% (2,677 teachers) of the total number of teachers included in this study are certified teachers, meaning they graduated from universities or institutes that qualify them to pursue a teaching career. On the other hand, the percentage of individuals who entered the teaching profession due to the shortage of certified teachers is 18% (581 individuals), and they are referred to in this study as non-regular teachers.

Figure 49 Number and percentages of teachers within camp schools according to their employment status

In this context, "regular teachers" refer to individuals employed before the onset of the Syrian war by the Ministry of Education affiliated with the Syrian government. Th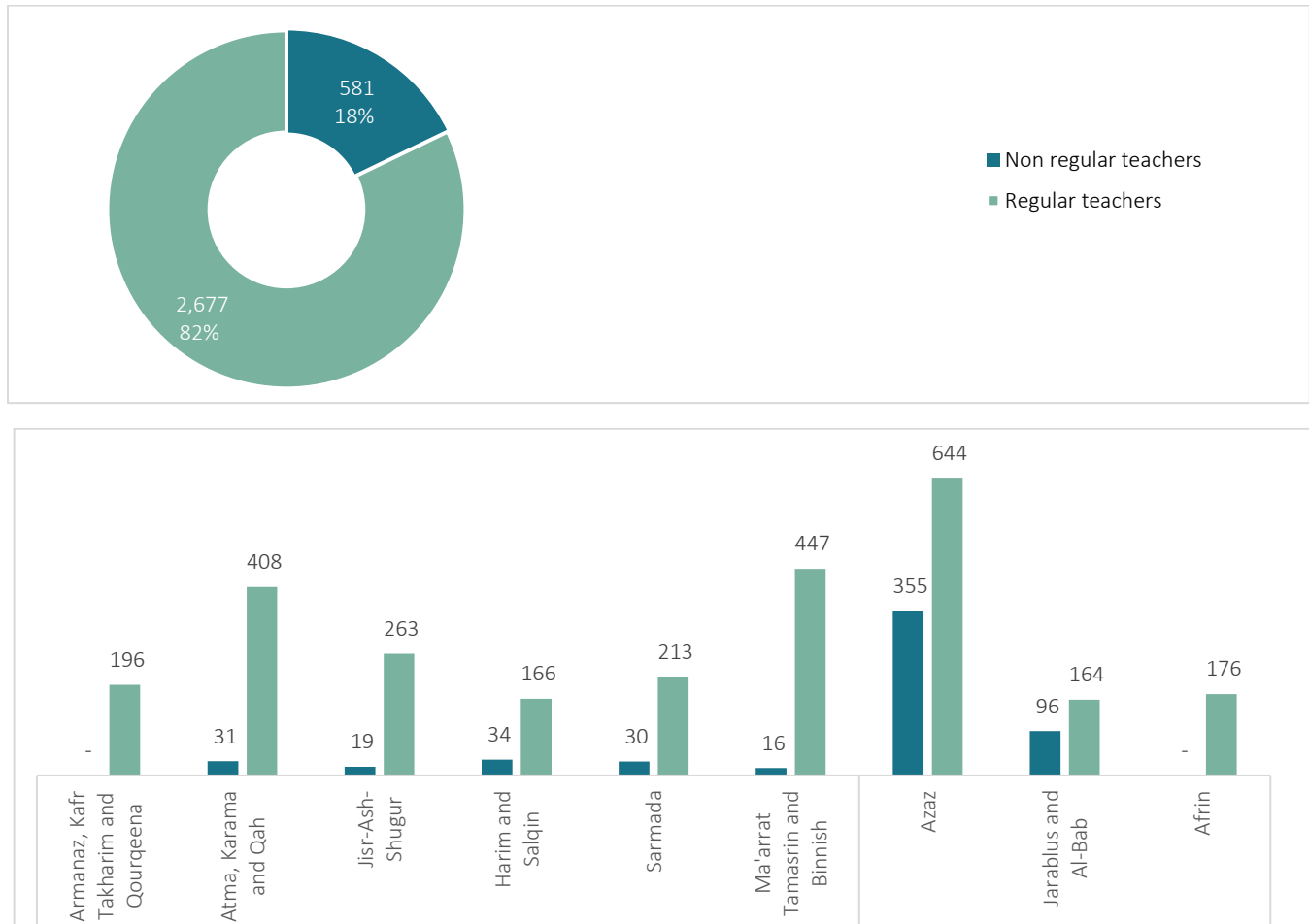ese educators secured their positions through competitive recruitment processes organized by the Ministry of Education, signing permanent employment contracts thereafter. They underwent education at universities or intermediate institutes, such as Faculties of Arts, Sciences, Fine Arts, and Teacher Training Institutes, which equipped them with the necessary qualifications to teach students according to their specialized fields. Following the commencement of the Syrian conflict, education directorates aligned with the Syrian Interim Government, the opposition government, established teacher training institutes and branches of the Faculty of Arts and Humanities in areas beyond the control of the Syrian regime, primarily in Idleb and Aleppo governorates. These educational institutions aimed to train teachers and address the pressing shortage of teaching personnel. Graduates from these institutes and faculties were also recognized as regular teachers. In short, "regular teachers" encompass individuals who completed their education at universities or institutes, qualifying them for the teaching profession. Their distinguishing factors include their classroom
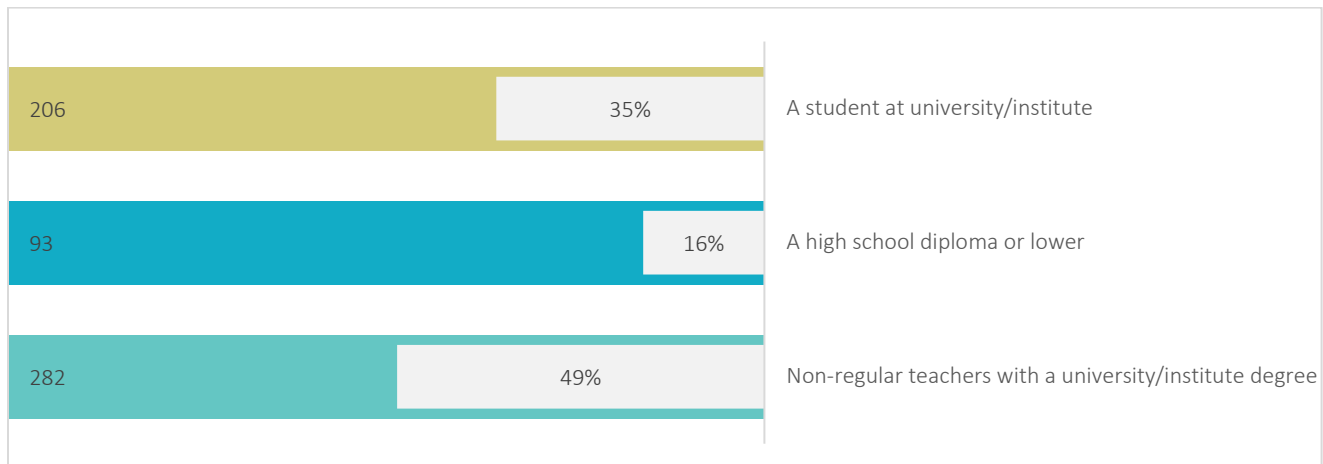
management adeptness and familiarity with practical pedagogical approaches for various student demographics and situations. Their educational background typically includes coursework in teaching methods, and some may have acquired additional educational qualifications, such as diplomas. The INEE Minimum Standards for Education define[18] teaching methods as "the approach chosen and used in delivering learning content to encourage the acquisition of knowledge and skills among all learners."

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

3. The Educational Qualifications of Non-Regular Teachers

According to the study, 49% (282 non-regular teachers) hold degrees from universities or institutes not specialized in teaching, indicating that they have completed higher education in fields other than education. Additionally, 35% (206 non-regular teachers) are non-graduated higher education students, meaning they are currently enrolled in universities or institutes. Furthermore, 16% (93 non-regular teachers) possess only a high school diploma or have attained a lower educational level.

Figure 50 Number and percentages of non-regular teachers within camp schools by their educational qualification

206	35%	A student at university/institute
93	16%	A high school diploma or lower
282	49%	Non-regular teachers with a university/institute degree

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

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

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

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

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

Perception surveys conducted with school principals[19] sought their assessment of the teaching performance of non-regular teachers. The results showed that 81% (64 principals) reported satisfactory performance among non-regular school teachers. In contrast, 19% (15 principals) indicated that the teaching performance of non-regular teachers was average.

Figure 51 Evaluating the performance of non-regular teachers within camp schools

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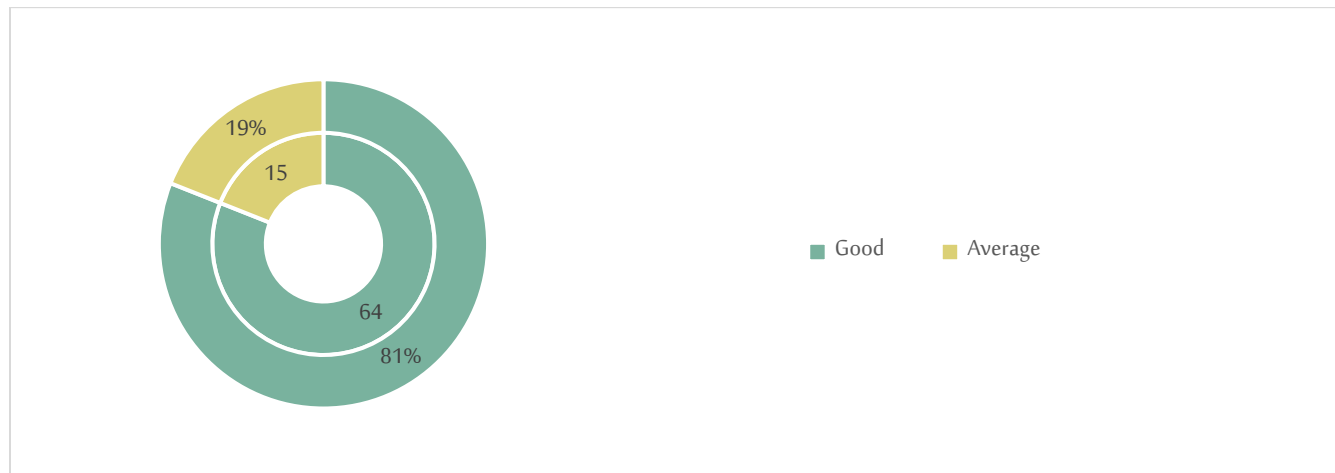
[19]IMU enumerators conducted a survey with 239 principals in the surveyed camp schools, of whom 21% were female and 79% were male.

5. Salaried Teachers

The study results showed that 92% (3,004 teachers) in camp schools received salaries from multiple sources during the academic year 2023-2024, while 8% (254 teachers) did not receive salaries.

Figure 52 Number and percentages of teachers in camp schools according to their monthly salaries.
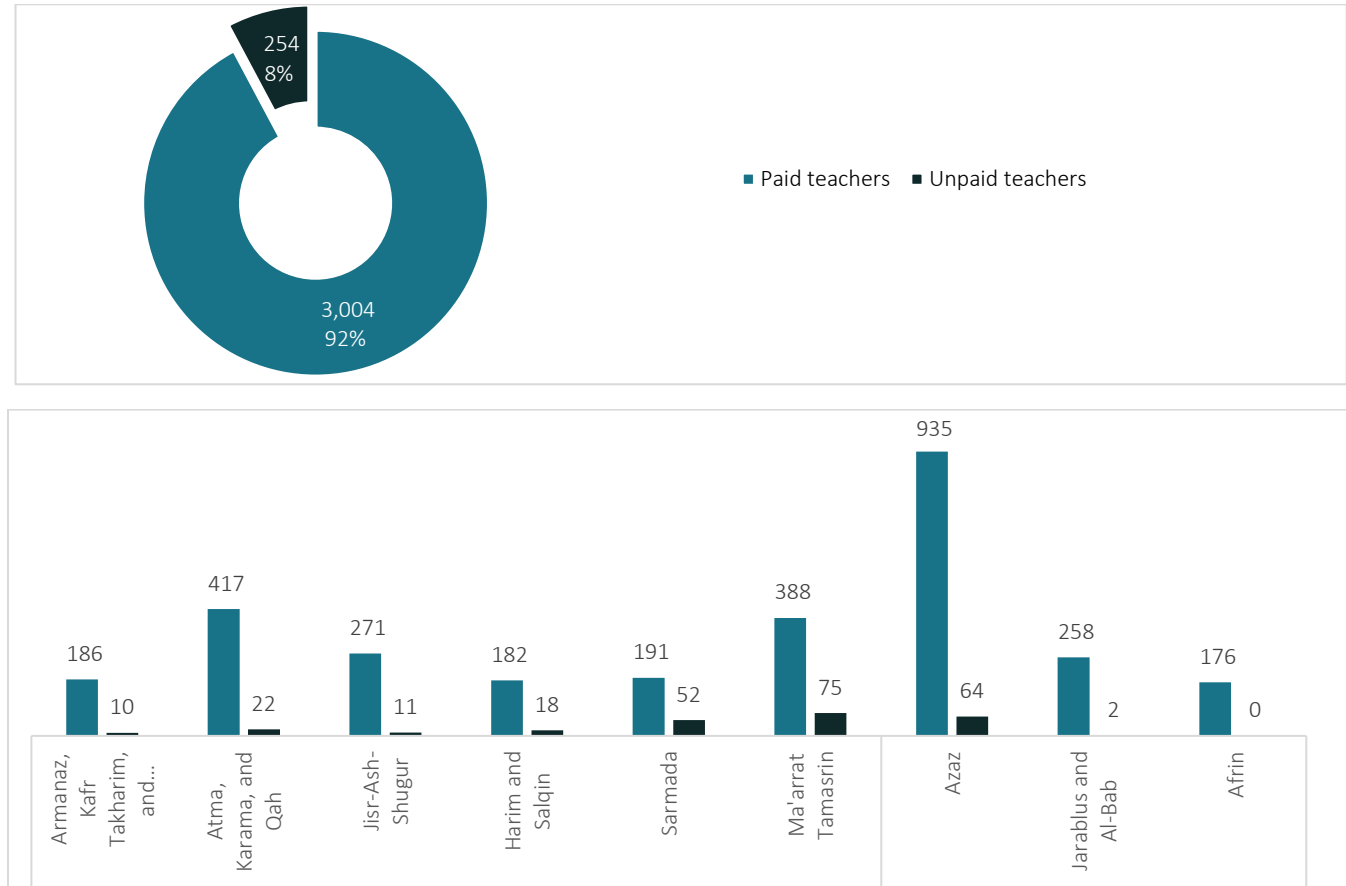
6. Supporting Entities for Salaries

According to the study findings, 48% (1,434 teachers) receive salaries from the Education Directorate of the opposition, while 37% (1,116 teachers) receive salaries from local humanitarian organizations. Additionally, 8% (242 teachers) receive salaries from the Turkish Maarif Foundation, and 7% (212 teachers) receive salaries from international humanitarian organizations.

Figure 53 Number and percentages of teachers receiving salaries in camp schools by entity supporting salaries
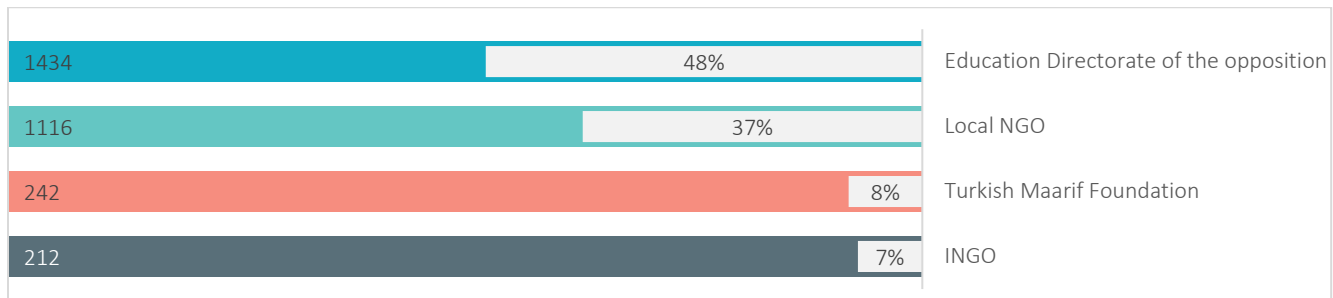
According to the INEE Minimum Standards for Education[20], "Adequate and sufficient compensation should be provided to enable teachers and other education personnel to focus on their work without seeking additional income sources to meet their basic needs. An adequate payment system for teachers and other education personnel should be established or improved as quickly as possible when needed. The payment system should acknowledge that it is primarily the responsibility of education authorities to ensure adequate compensation. Effective coordination between all stakeholders, including education authorities, unions, community members, committees, associations, UN agencies, and non-governmental organizations, is crucial in establishing a foundation for coordinated policies and sustainable practices. This collaborative approach supports the transition from recovery to long-term development in the education sector."

7. Average Teachers' Salaries

The study revealed that local organizations provide the highest average salaries for teachers, averaging around $144. International organizations follow closely behind, with an average salary of $137. The Education Directorate of the opposition ranks third, offering an average salary of $99. The Turkish Maarif Foundation comes next with an average salary of $88, while private funds and supporters offer an average salary of $77.

Figure 54 Average teacher salaries/highest value/lowest value in USD by paying entity

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

The INEE Minimum Standards for Education indicate that market factors must be confronted. "Compensation can be financial or non-financial. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In displacement situations, qualified teachers and other education personnel may be more likely to move where there are higher wages, even if it means crossing borders. It is important to take into account market forces such as the cost of living, demand for teachers and other professionals, wage levels in similarly qualified professions, such as health care, the availability of qualified teachers and other education personnel."

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

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

According to surveys[21] conducted by enumerators with teachers, they were asked whether their salaries were adequately commensurate with the demands of daily life. Only 2% (5 teachers) reported that their salaries are sufficient for daily living expenses, while 98% (328 teachers) stated that their salaries do not meet these requirements.

Figure 55 Number and percentages of teachers surveyed according to their salaries meeting the requirements of daily life


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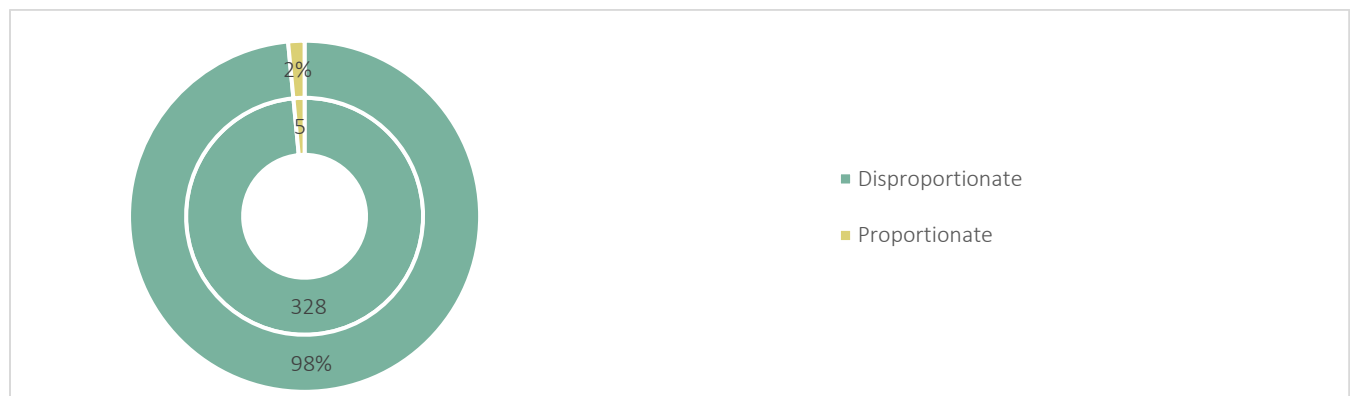
[21]IMU enumerators conducted a survey with 333 teachers in the camps surveyed, of whom 31% were female and 69% were male.

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

The study findings indicate that only 7% (15 schools) of all camp schools assessed provide teachers with supplementary support materials in addition to their salaries. Conversely, in 93% (198 schools) of these institutions, teachers do not receive any extra support materials.

Figure 56 Number and percentages of camp schools by teachers receiving additional support materials other than salary

15 · 7%	Teachers received in-kind items
198 · 93%	Teachers do not receive in-kind items
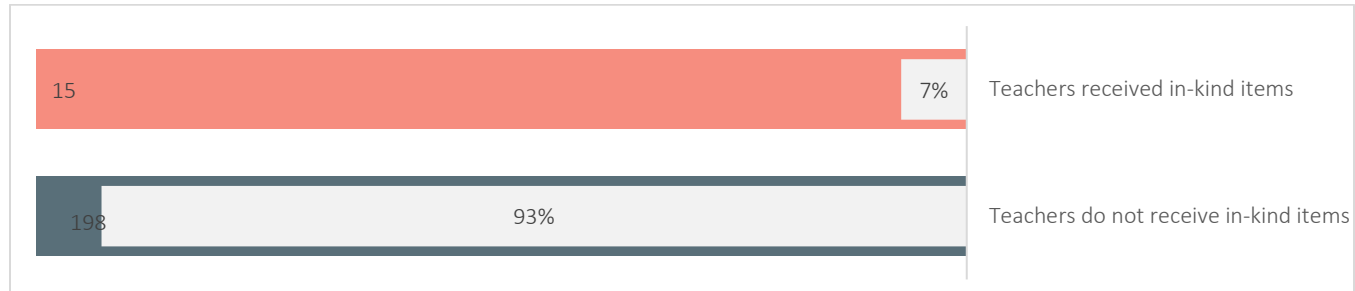
Living conditions have deteriorated significantly in regions outside the regime's control. Compounded by inadequate teacher salaries, the inability to cover daily expenses, and instances where some teachers receive no salary at all, certain entities have stepped in to provide essential support to teachers within schools. This aid aims to alleviate their daily life needs and prevent the loss of educational staff who may seek better-paying opportunities elsewhere. Typically, these resources are directed to schools where teachers face financial hardships. Various forms of assistance, including food baskets and other essentials, are distributed by multiple entities to support those involved in the educational process.
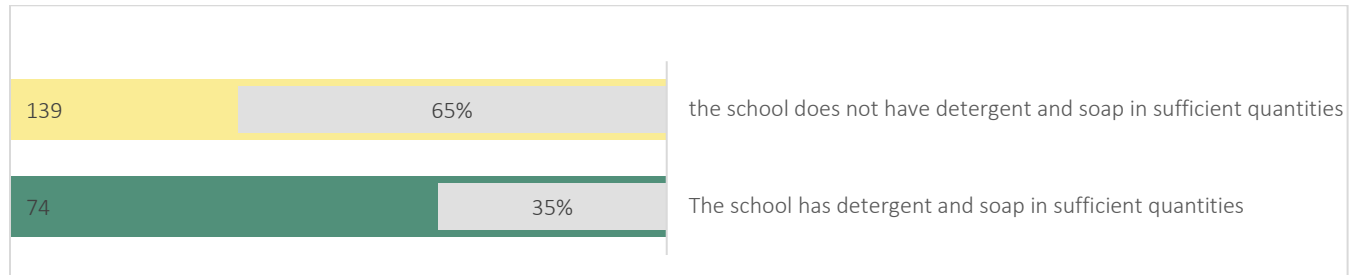
SECTION TEN

CHOLERA PREVENTION METHODS AND PROCEDURES

Section 10: Cholera Prevention Methods and Procedures

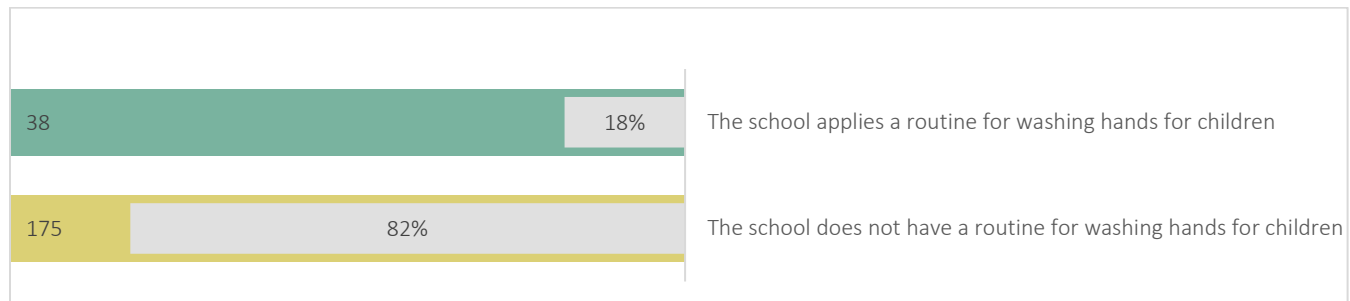## 1. Availability of Soap and Sanitizing Materials within Schools

It is essential to supply schools with adequate cleaning materials and soap to prevent the spread of cholera. The study found that only 35% (74 schools) were well-stocked with these supplies, whereas 65% (139 schools) faced shortages of cleaning materials and soap.

Figure 57 Number and percentages of camp schools according to the availability of adequate quantities of cleaning materials and soap within them

139 — 65%	the school does not have detergent and soap in sufficient quantities
74 — 35%	The school has detergent and soap in sufficient quantities

The study pointed out that children implemented a handwashing routine in only 18% (38 schools), whereas 82% (175 schools) did not have one.

Figure 58 Number and percentages of camp schools based on the presence of a handwashing routine for children.

38 — 18%	The school applies a routine for washing hands for children
175 — 82%	The school does not have a routine for washing hands for children

2. Awareness of Cholera Prevention Measures

Preventive measures, including student awareness campaigns, have been implemented to limit the spread of cholera. The study found that 47% (101 schools) conducted awareness campaigns on cholera prevention, while 53% (112 schools) did not implement any such campaigns.

Figure 59 Number and percentages of camp schools according to conducting awareness campaigns for students on cholera prevention measures.
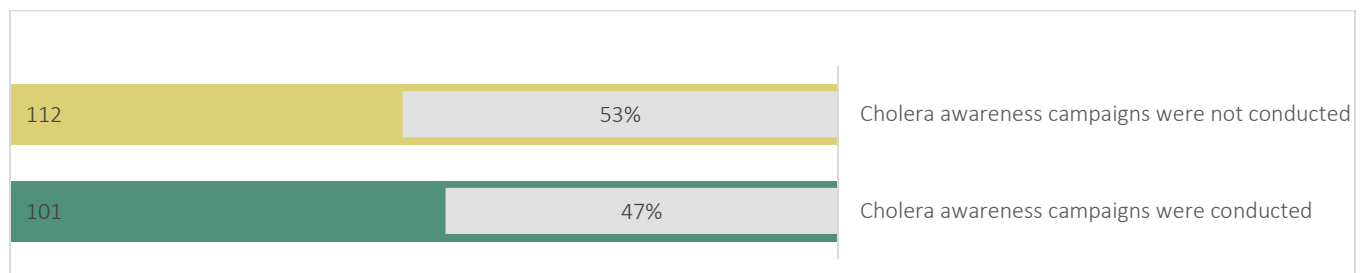
112 — 53%	Cholera awareness campaigns were not conducted
101 — 47%	Cholera awareness campaigns were conducted

SECTION ELEVEN

PRIORITIES AND RECOMMENDATIONS

Section 11: Priorities and Recommendations

1. Priorities

Most camp schools prioritize heating fuel, followed by notebooks, stationery, and schoolbooks. Additionally, staff salaries and miscellaneous repairs are pressing needs.

Table 6 The priorities of schools at camps

Eastern/Western camps	Community	Fuel (heating, electricity)	Notebooks and stationery	Books	Miscellaneous repairs	Staff for salaries	School supplies (whiteboards, markers, etc.)	School renovation	Meals for students	Provision of school furniture	Provision of cholera prevention kits	Rehabilitation of the toilets	Water provision for drinking and use	Providing safe, educational places	Provision of an appropriate curriculum
Idleb	Armanaz, Kafr Takharim and Qourqeena														
	Atma, Karama, and Qah														
	Jisr-Ash-Shugur														
	Harim and Salqin														
	Sarmada														
	Ma'arrat Tamasrin and Binnish														
Aleppo	Azaz														
	Jarablus and Al-Bab														
	Afrin														
Total															

Low priority – High priority

2. Recommendations

- Enumerators from the Information Management Unit (IMU) visited 1,509 camps in northwest Syria to determine the number of camps that contain schools and collect relevant information. It was found that 1,329 camps or displaced sites do not have schools, while only 180 have schools. 24% (57 schools) are built of one or more tents. Also, 8% of camp schools located in northern Syria are concrete classrooms topped with zinc sheet (metal sheet) roofs. While these zinc sheets provide protection from rain, they do not offer adequate insulation during the winter, especially when snow builds up. The inadequate educational environment has emerged as a primary factor driving dropout rates among students, particularly girls. Urgent action is needed to explore alternative solutions for tent-based schools and establish formal schools for displaced children, as displacement camps often serve as their last resort. Implementing regular maintenance and community involvement in planning infrastructure improvements are also essential steps to ensure safer and more comfortable learning environments for students and teachers alike.

- Based on the assessment of the WASH sector in camp schools, it was found that 81% of the assessed camp schools receive drinking water through tanks. However, these tanks cannot access the schools during rainfall and snowstorms. Additionally, 2% of the schools do not have water at school, and students bring it from home. The data also highlights that a significant portion, 56% (117 schools) of schools have limited water. 4% of schools are without any drinking water, which underlines a critical issue that needs immediate attention. Increasing water supplies for drinking and handwashing is crucial for preventing cholera, as effective hand hygiene requires washing with soap and water for at least 20 seconds. Improving the WASH sector in camp schools is vital to reducing disease spread among children in settings with limited health services. Additionally, sanitation facilities must be accessible and safe and provide privacy and dignity, especially for individuals with disabilities.

- Moreover, 64% of the evaluated schools indicated the need for whiteboards. Finally, 58% of the assessed schools expressed the need for heaters to be used during the winter season. Within the camp schools assessed, the total requirement for copies of textbooks amounted to 33,133. As per the feedback from teachers, a range of strategies were implemented to tackle the shortage of textbook copies in classrooms. The survey uncovered that 40% of teachers opted for a solution where more than one student would share the available copies. Furthermore, 52% of teachers cited writing the complete lesson on the board as an alternative approach. It is recommended that a multifaceted approach be taken to improve the educational environment in camp schools. Providing the needed whiteboards, textbooks, and other materials is vital to maintaining schools and providing quality education. Short-term and long-term strategies must be developed to keep the education cycle. Providing training on effective alternative teaching methods and developing supplemental teaching materials is also crucial. These combined efforts will not only address the immediate needs of the schools but also create a more sustainable and supportive learning environment for students and teachers alike.

- The study delved into the various challenges students face both at home and in school within the camps. The study identified several challenges that prevent students in camps from attending school. The most significant school-related challenge is overcrowding, followed by a shortage of materials, books, and stationery. The third major challenge is the lack of schools or other educational facilities. Home-related obstacles include child labor, parental neglect, and insufficient income to cover the costs of education. These factors collectively hinder children's access to schooling in the camps. Constructing additional

classrooms and educational facilities is essential, leveraging support from NGOs and international organizations. The shortage of materials, books, and stationery requires coordinated efforts to secure and distribute these resources effectively, potentially through partnerships with educational actors and community drives. Also, community awareness programs should be launched to educate parents about the importance of education, alongside initiatives to provide financial support or incentives for families to keep their children in school. Establishing vocational training and alternative income-generating activities for parents could also alleviate the financial burdens that compel children to work. These combined efforts will help create a more conducive environment for education, ensuring that all children in the camps have the opportunity to attend school regularly.

- The study results showed 254 teachers of the overall assessed teachers did not receive salaries. The findings also indicated that those who receive salaries get from multiple resources. The highest average salary provided to these teachers is around $144. The teachers also highlighted that their salaries were hardly commensurate with the demands of daily life. 98% stated that their salaries are insufficient and do not meet daily expenses. It is crucial to establish a stable and unified funding mechanism for teacher salaries. Efforts should be made to increase the average salary to better align with the cost of living, potentially by advocating for additional financial support from international humanitarian organizations and educational foundations. Moreover, creating supplementary income opportunities for teachers, such as professional development programs that offer stipends or secondary job opportunities within the educational sector, can help alleviate financial pressures.

SCHOOLS

IN NORTHERN SYRIA CAMPS

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