Al Karama Cluster

SCHOOLS

AUGUST 2017

IN NORTHERN SYRIA CAMPS

THEMATIC REPORT

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Assistance Coordination Unit

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

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EXECUTIVE SUMMARY

Following the release of the Information Management Unit's (IMU) third Schools in Syria Report in May 2017, the IMU's Education in Northern Syria Camps Report seeks to fill the existing information gap on camp schools in northern Syria. Working to identify pointed recommendations and interventions to improve the sector, the report examines 44 schools, in 171 camps, spread across eight camp clusters. With more than 173,000 residents, including some 55,700 school age children, the report has found that the sector is in significant need of support.

DISTRIBUTION AND ACCESSIBILITY

Within the 171 camps, there were found to be only 44 schools, meaning school accessibility was an issue across all clusters. While the majority of schools were found to be highly accessible to students, ten of the 44 schools were found to suffer from average to poor accessibility. Additionally, within the 128 camps with no schools, in only 38 camps, accessibility to the nearest school was found to be high, while in the remaining 90 camps accessibility ranged from average to poor. Furthermore, the majority of the camp schools offered only the primary and lower secondary education, with only 8 schools offering students a secondary education.

TEACHERS

The total number of teachers within the 44 assessed camps was found to be 796. While there was a reasonable ratio amongst male and female teachers, 58% and 42% respectively, 222 teachers were found to be non-professional teachers. With a general lack of teachers, and professional teachers specifically, difficulties were compounded by the fact that only 381 teachers received salaries, ranging from 41,000 SYP, or approximately $82, to 93,000 SYP, or approximately $186. In some schools, notably the 17 schools that were wholly unsupported and where teachers did not receive a monthly salary, teachers relied on irregular bonuses provided every several months.

STUDENTS

Positively, amongst the 18,481 students attending camp schools, male students made up 49% and female students made up 51%. At 68%, most students were enrolled in primary school, followed by lower secondary school at 29%; whereas, students enrolled in upper secondary school decreased dramatically to 3%. Amongst all students, the dropout rate in the camps amounted to 60%. The high drop-out rate was attributed to many issues, however primarily accessibility and economic difficulties.

Due to the impact of the crisis, infrastructure and equipment in schools for all students was found to be lacking, but even more so for students with special needs. None of the 44 schools provided infrastructure for students with special needs. In a related context, study results found a lack of psychological support within the camp schools.

Al Farook school-Al Karama Cluster

CURRICULA AND CERTIFICATES

A huge need for textbooks was recorded within camp schools where (28%, 5,189) students need textbooks. Besides, more than 75% of the modified Syrian curriculum was taught in 27 of the 44 schools during the school year, an indicator of the regularity of the educational process within these schools. However, ten schools taught between 50% and 75% of the curriculum, and four schools less than 50%. Three schools were newly opened during this academic year, and so it could not be determined how much of the curriculum was used.

SCHOOL EQUIPMENT AND THE SUPPORT

For camps with schools present, school bags and stationary were found to be the primary burden related to families sending their children to school. This issue was addressed in only 14 schools, where approximately 5,400 school bags were distributed to students.

43 assessed schools needed 2,139 liters of fuel per day for both lighting and heating. Rehabilitation was also found to be an issue, as nine schools were in severe need of rehabilitation, while 24 were in moderate need of rehabilitation, and only 11 schools did not need any rehabilitation.

EDUCATION SECTOR PRIORITIES

Overall, the major obstacle is the difficult accessibility of students to schools. This involves establishing new schools, improving roads between camps and schools, and ensuring rehabilitation of damaged schools.

In addition to this, the findings of the report demonstrate there are several issues which must be addressed to improve the sector. To address some of these issues, and the most urgent ones, a series of recommendations is listed below:

ACCESSIBILITY:
- To establish schools within camps without a school, and/or where students face difficulty accessing the nearest school.
- To pave and improve roads to allow students improved access to schools.

TEACHERS
- To support teachers' stipends in camps to provide greater financial stability and incentives for teachers.
- To recruit professional teachers in all subjects.

STUDENTS
- To provide students with stationary and schoolbags, which is a significant financial burden on students and their families.
- To provide financial incentives for students and their families so that students remain in school.

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INTRODUCTION

In the seventh year of the Syrian revolution, the humanitarian situation in the country continues to deteriorate. The education sector is no exception, as approximately, "2.3 million Syrian children and youth are still out of school and a large number are at risk of dropping out."[1] As such, the Assistance Coordination Unit (ACU) has sought to place special attention on the issue to fill existing information gaps and identify pointed recommendations and interventions to improve the sector.

In May 2017, the ACU Information Management Unit (IMU) issued its third annual education report,[2] entitled Schools in Syria, to examine the education sector throughout all of Syria. This report follows up on findings of the Schools of Syria, by examining the education sector within the northern Syria camps, an area which was not covered in previous reports.

In fact, prior to beginning, the IMU identified an acute shortage of information amongst INGOs and other organizations on education in the northern Syria camps. With more than 173,000 residents, including some 55,700 school age children, it is an area which warrants significant examination and support.

METHODOLOGY

To carry out assessments for the report, the IMU designed a specific questionnaire for the challenges facing education in the northern Syria camps. The questionnaire was based on the previous questionnaire used for the 2017 school report, and the findings of that report which were deemed relevant to the education sector in the northern Syria camps.

Data collection, which was carried out by 22 IMU enumerators and one IMU enumerator supervisor, began on 20 January 2017 and was completed by 30 January 2017. Moreover, data related to number of students and certificates were updated. The general methodology of the data collection contained both quantitative and qualitative techniques and included the following:

- Key Informant Interviews (KIIs) with local stakeholders, camp administrative staff, and heads of camp sectors.[3] This also included reviews of their registration and statistical information.[4]
- Statistical information collected by IMU enumerators while visiting the camps and camp schools.

To collect data, IMU enumerators went to each school to administer the KII questionnaire with administrative staff, teachers, and students. As a part of the KII, IMU enumerators also reviewed the school registers and other relevant documents with the school principal. After completing the KII, IMU enumerators visited school facilities to observe the status of infrastructure and equipment.

KII questionnaires were filled using the KoBo Collect platform. Data from the KII questionnaires was received by network coordinators in the IMU office in Turkey, where it was cleaned, validated and analysed by the data analysis team using Excel and SPSS software.

Once analyzed, data was sent to IMU reporting officers, who produced a draft report in Arabic and submitted it for review in April 2017. Following approval of the Arabic version, the report was translated to English and subsequently disseminated in Arabic and English through ACU's website. It was also sent directly to relevant stakeholders, parties, and organizations interested in the education sector in Syria.

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1. http://wos-education.org/uploads/reports/170331_Brussels_paper.pdf
2. http://www.acu-sy.org/en/schools-report-2017/
3. Large camps are often divided geographically into sectors, with each sector assigned a sector head to help in camp administration.
4. For determining the percentage of children not attending school, IMU enumerators compared the information taken from the random sample with the total number of children of school age according to monthly statistics.

SAMPLING

For the report, the IMU identified eight camp clusters in two governorates, Idleb and Aleppo, consisting of 171 camps.[5] Within the 171 camps, the IMU enumerators identified a total of 44 schools. In addition to general information on each of the 171 camps, IMU enumerators collected data from all 44 schools. For the report, IMU used its camp network enumerators who have a solid knowledge of the education sector within camps in addition to their social network within various communities.

LIST OF ABBREVIATIONS

ACU	Assistance Coordination Unit
EA	Educational Assembly
ED	Educational Directorate
GIS	Geographic Information Systems
KII	Key Informant Interview
IDP	Internally Displaced Person
IMU	Information Management Unit
INGO	International Non-Governmental Organization
SIG	Syrian Interim Government
SPSS	Statistical Package for the Social Science

Bassmat Amal-Kherbet Aljouz Cluster

5-   For the purpose of this report, they will be regarded as 172 camps because there are two schools, the Salah Al Deen Sand Basmet Amal schools, within the Salah Al Deen1 camp in the Kherbet Aljouz cluster.

SECTION ONE
DISTRIBUTION AND ACCESSIBILITY

NUMBER OF SCHOOLS

Within the eight clusters assessed, there were 171 individual camps, which were home to more than 173,000 residents, including some 55,700 school age children. A total of 44 schools were found to be operating across these camps, meaning in approximately 128 camps, or 74% of those assessed, there were no schools. Notably, amongst two clusters, the Salqin and Bab al-Salameh clusters, there was a school present in all camps, while in the Sarmada cluster there were no schools present in any camps.

Figure 01: Number of Camps within Assessed Clusters

Atma	66
Alkarama	46
Al Rahma	29
Qah	14
Kherbet Al Jouz	9
Salqin	3
Sarmada	3
Bab Al Salameh	2
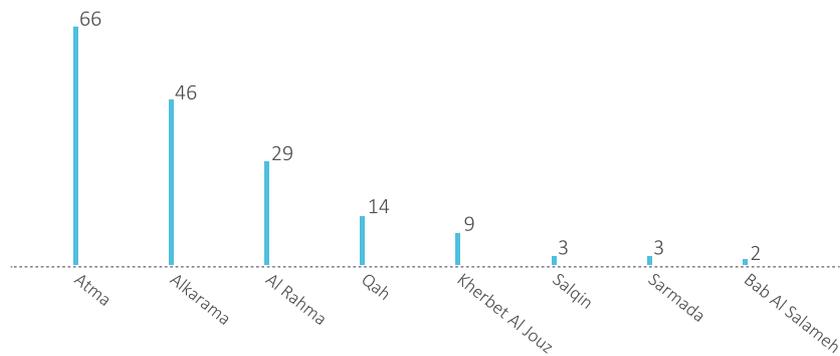
Figure 02: Number of Schools within Assessed Camps

Atma	14
Alkarama	10
Qah	6
Al Rahma	5
Kherbet Al Jouz	4
Salqin	3
Bab Al Salameh	2
Sarmada	0
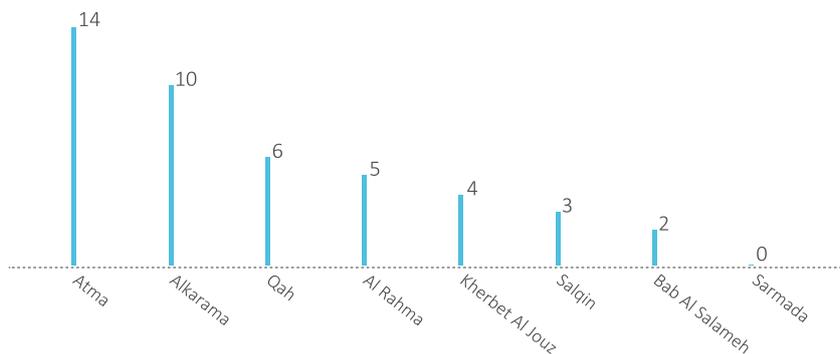
Figure 03: The Existence of a School within the Camp by Cluster

26% Yes

74% No

Numbers represent the number of camps

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Sarmada	Salqin	Qah
Yes	14	5	10	2	4		3	6
No	52	24	36		5	3		8

(Sarmada: 3)
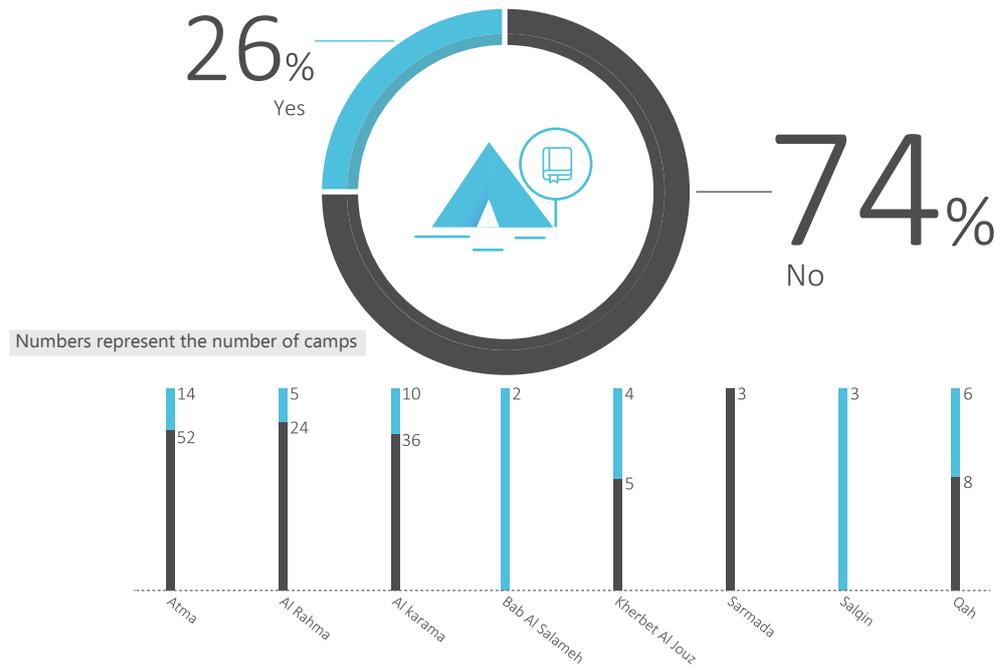
EDUCATION STAGES

Education in Syria is divided into four stages: kindergarten, primary, lower secondary, and secondary stages. The kindergarten stage is a pre-school stage for children between four and five years old. The focus of kindergarten is to prepare children for the primary stage. The primary stage comprises the first to the fourth grades, the lower secondary stage fifth to ninth grades, and the secondary stage tenth to twelfth grades. Primary education was historically compulsory and free for students in Syria, while secondary education in public schools was free but not compulsory.

Within the 44 schools, primary education was the most prevalent, with 20 schools, or 46%. This was followed by 17 schools, or 39%, providing the lower secondary stage. However, within the lower secondary stage, most schools only provided the fifth and sixth grades according to IMU enumerators' direct observations. Meanwhile, there were only eight schools, or 8%, providing the secondary stage. Of the assessed schools, three schools, or 7%, also provided kindergarten.

Figure 04: Classification of Schools According to Stages

Primary Stage (1-4) Grades — 46%

Lower Secondary Stage (5-9) Grades — 39%

TYPES OF SCHOOLS

Secondary Stage (10-12) Grades — 8%

7% — Kindergarten

Numbers represent educational stages

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
Secondary	5	1	1		3		1
Lower Secondary	11	4	8	2		3	6
Primary	14	5	10	2	4	3	6
Kindergarten	2	1			1	2	1
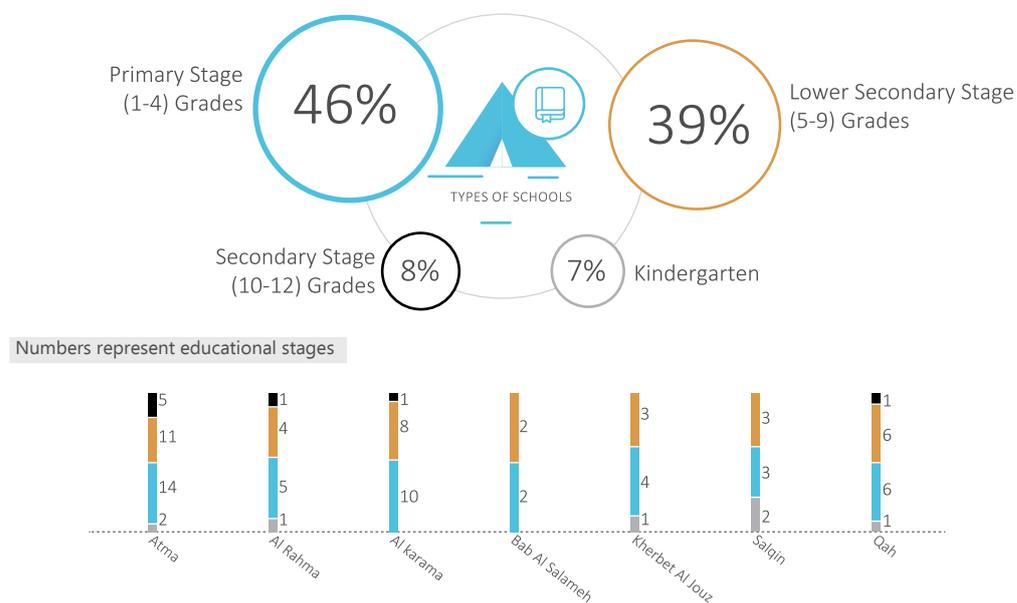
ACCESSIBILITY

CAMPS WHICH CONTAIN SCHOOLS

The majority of schools, 34, were found to be highly accessible to students. These schools were located 200 meters or less from the camp, and were connected to the camp by a paved road. Seven schools were deemed to be of average accessibility for students, located between 200 and 500 meters away from the camp, and connected to the camp by a paved road. Finally, only three schools suffered from poor accessibility, located more than 200 meters away from the camp, and connected to the camp by an unpaved road.[6]

Figure 05: Students' Accessibility to the School within the Camp

16 % Medium

7 % Difficult

77 % Easy

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
	3	5	10		1	1	6
	1			2	2	2	
	10		2	1			
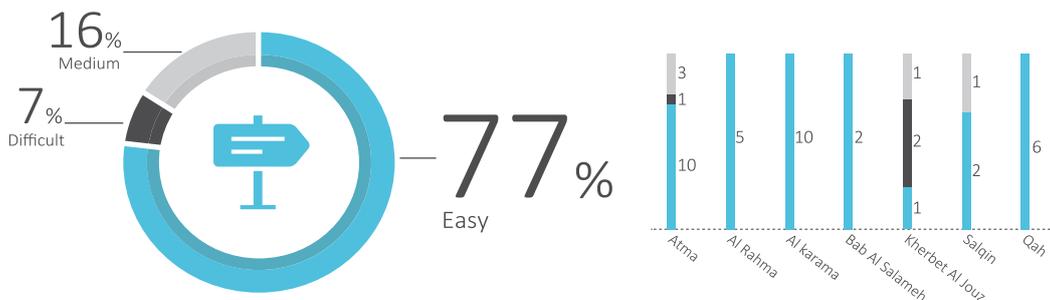
CAMPS WHICH DO NOT CONTAIN A SCHOOL

In the 128 camps which did not have a school, accessibility was a significant issue that varied greatly from cluster to cluster. In 38 camps, the nearest school, whether a camp or non-camp school, was found to be highly-accessible, while in 53 camps, the nearest school was of average accessibility. Finally, in 37 camps, the nearest school, suffered from poor accessibility.

Accessibility appears to be a significant determiner of forgoing school completely or subsequently dropping out.[7] Some parents in camps where there were no schools refused to send their children to primary school outside of the camps. Meanwhile, many students and parents forewent secondary school due to the fact that there were simply no schools located within a reasonable distance. In only three camps, two in the Al Karama cluster, and one in the Al Rahma cluster, did parents cite the threat of clashes and shelling as a reason for not sending their children to schools outside of the camps.

Figure 06: The average distance between the Camp and the school in the Camps which do not Contain a School by meter.

Sarmada	Kherbet Al Jouz	Qah	Atma	Al Rahma	Al karama
2,333	1,040	588	473	302	277

Figure 07: Students' Access to Schools in Neighboring Camps

41 % Medium

30 % Easy

29 % Difficult

Numbers represent the number of camps

	Atma	Al Karama	Al Rahma	Qah	Kherbet Al Jouz	Sarmada
	28	8	13	4	5	3
	17	9	1	2		
	7	19	10	2		
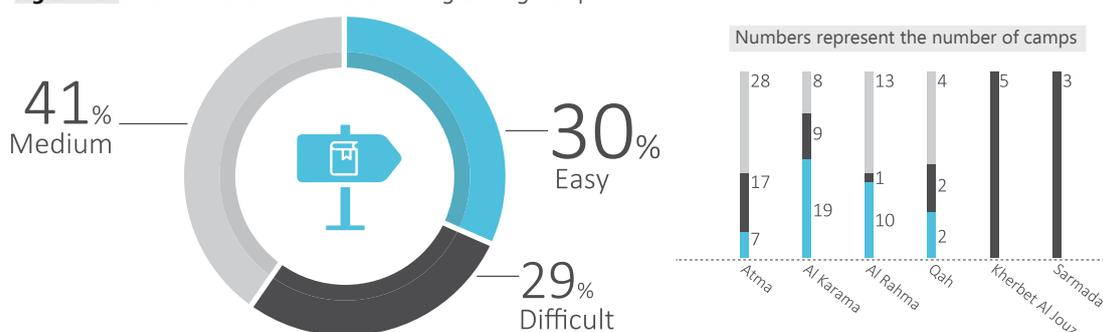
6-   Of these three schools, located in the Atma and Kherbet Aljouz clusters, one was primary, while the other two are combined kindergarten, primary and lower secondary stages.

7-   According to IMU enumerators, parents believed 500 and 1000 meters was a reasonable distance for their children to travel to school.

SECTION TWO
TEACHERS

TEACHER MAKE-UP

The total number of teachers within the 44 schools was 796, including 460 men, or 59%, and 336 women, or 42%. Of the 796 teachers, 222 were untrained.[8] The high level of untrained teachers, at approximately 28%, is a consequence of many teachers leaving Syria due to the ongoing crisis, and the need of many teachers who have remained inside Syria to work in other fixed-income jobs after salaries were suspended. Before the crisis teachers were required to hold a university degree, intermediate institute degree, or an educational qualification diploma. With a lack of professional teachers, there was a consequent lack of specialized subjects, notably science and math.

Figure 08: The Percentage of Professional and Untrained Teachers

72% Professional Teachers

28% Untrained Teachers
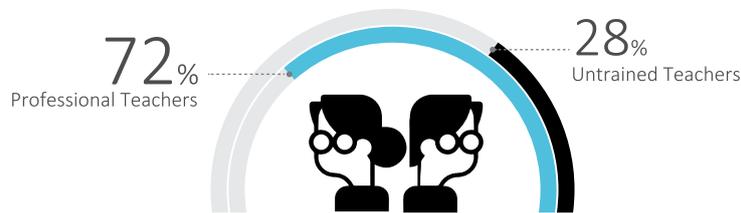
Figure 09: The Percentage of Male and Female Teachers

	Atma	Al Rahma	Al Karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
Top	42%	30%	40%	50%	68%	45%	32%
Bottom	58%	70%	60%	50%	32%	55%	68%
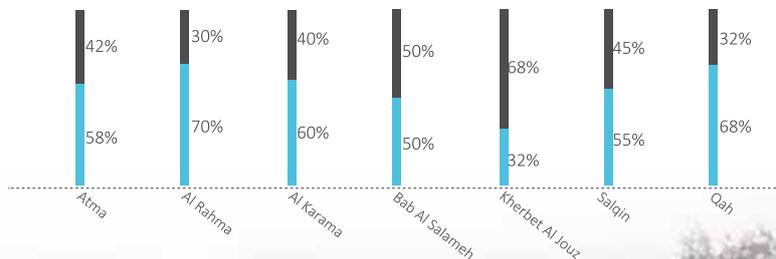
Al Salam schools -Qah Cluster

8-   Untrained teachers are those who started their university study but could not complete it due to the crisis, or holders of different university certificates who are not specialized in teaching.

TEACHER SALARIES

Findings show that only 381 teachers, or 48%, received monthly salaries, in 27 schools.[9] These salaries ranged from a low of 41,000 SYP (approximately $82) in the Atma cluster, to 93,000 SYP (approximately $186) in the Salqin cluster, with the average salary at 65,000 SYP (approximately $130).[10] It is worth mentioning that The ACU has conducted an interactive study of the average stipends inside Syria.[11] The reason behind the salary variations was largely attributed to the particular body supporting the school, and the amount of support provided. Amongst the 27 schools, 20 schools were supported by Syrian NGOs, five schools by INGOs, and two schools by the local Education Assembly.[12]

In some schools, notably the 17 schools that were wholly unsupported and where teachers did not receive a monthly salary, teachers relied on irregular bonuses provided every few months.[13] Key informants told IMU enumerators that these bonuses were not fixed, and that if there was a long-term support shortage, IDPs themselves would raise money to provide to the teachers.

Figure 10: Number of Teachers Who Receive Salaries

Atma	Salqin	Al Rahma	Qah	Kherbet Al Jouz	Al Karama	Bab Al Salameh
97	86	59	58	44	37	0
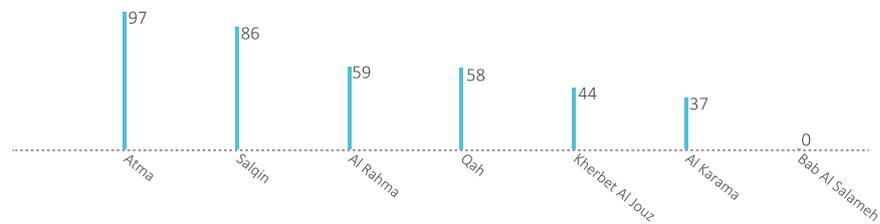
Figure 11: Average Teacher's Salary in SYP

Salqin	Qah	Al Rahma	Al Karama	Kherbet Al Jouz	Atma
93,333	87,500	72,500	65,000	57,500	41,167
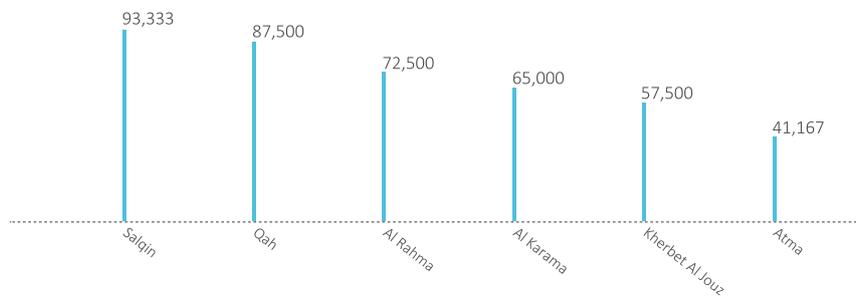
9- During follow-up discussions with IMU enumerators, some teachers and administrators included in this figure explained that they had not received salaries for several months, especially since the beginning of 2017. Consequently, teachers in these schools have worked voluntarily until new sources of support are found.

10- The price of the US Dollar changes dramatically in Syria, thus for this report, the average price was set at 500 Syrian Pounds to the Dollar.

11- http://www.acu-sy.org/en/market-price-index/

12- The local Education Assembly is the authority that supervises education within each sub-district. All local Education Assemblies are affiliated with the Free Education Directorates in Idleb and Aleppo.

13- Teachers who relied on bonuses, often times received between 10,000-15,000 SYP (approximately $20-30) monthly, or only food baskets.

SECTION THREE
STUDENTS

ENROLLMENT AND ATTENDANCE LEVELS

There were 18,481 students attending the 44 schools.[14] Notably, schools achieved the criterion of gender equality, with 9,608 female students, or 51%, and 8873 male students, or 49%. Of students, 12,476, or 68%, were attending primary school, followed by 5,386, or 29%, attending lower secondary school. The number of students attending secondary school decreased dramatically to only 619, or 3%.[15] This is thought to be attributed to the previously mentioned lack of secondary schools. Positively, nearly all students attended school for five days a week, demonstrating that there were not large attendance gaps amongst students.

In addition to the general lack of secondary schools in and around the camps, the dramatic decline in the number of secondary school students can also be attributed to several issues, including: the difficult economic conditions which force young people to work, a lack of confidence in the local certificates, and a lack of opportunities to pursue higher education upon completion of secondary school. The Syrian Interim Government (SIG) has tried to address some of these concerns. While the SIG grants education certificates which enable students to continue higher education in established colleges and institutes in opposition areas, such as the Aleppo Free University, Turkish universities also accept the SIG secondary education certificates from Syrian applicants.

Table 01: Enrolled Students According to School Levels

Cluster	Kindergartens Students	Primary Stage	Lower Secondary Stage	Secodary Stage	The Total Number of Students
Atma	82	4,302	2,149	396	6,847
Al Rahma	49	1364	622	156	2,142
Al Karama	0	2,026	794	9	2,829
Bab Al Salameh	0	1,761	485	0	2,246
Kherbet Al Jouz	75	880	160	0	1,040
Salqin	135	991	549	0	1,540
Qah	175	1,152	627	58	1,837
Grand Total	**516**	**12,476**	**5,386**	**619**	**18,481**

Figure 12: The Percentage of Male and Female Students

49%
Male
Students

51%
Female
Students
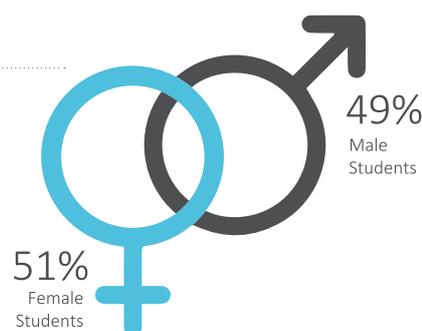
14- Additionally, there were 516 students attending kindergarten. However, there were no kindergartens in the Al Karama and Bab Al Salameh clusters.

15- Of secondary students, the largest number, 327, was found in the Atma cluster. This is attributed to the fact that there were five secondary schools in the cluster. Notably, there were not any secondary schools, or secondary school students, in the Bab Al Salameh, Kherbet Aljouz, and Salqin cluster.

ABSORPTIVE CAPACITY OF SCHOOLS

The absorptive capacity of schools within most assessed camp clusters exceeded the actual number of students in the clusters. The only exception to this was in the Sarmada cluster, where there were no schools. Notably, it was determined that in addition to the 18,481 students enrolled, the 44 schools can accommodate an additional 2,718 students.

Figure 13: The Absorptive Capacity of Schools and Number of Students

21,199

18,481

The Absorptive Capacity of Schools

The Total Numbers of Students

■ The Absorptive Capacity of Schools ■ The Total Number of Student

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
Total Number of Student	6,847	2,142	2,829	2,246	1,040	1,540	1,837
Absorptive Capacity	7,940	2,110	2,865	2,424	1,460	1,650	2,750
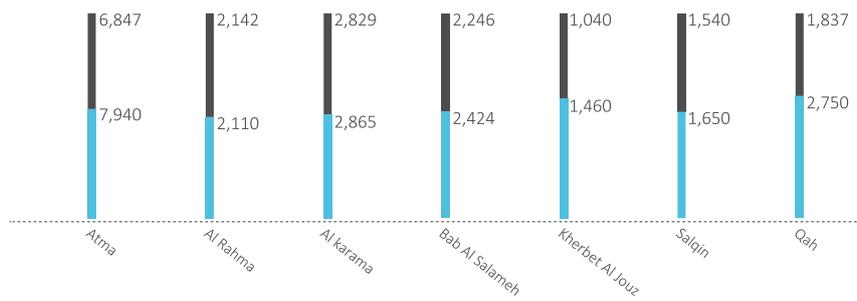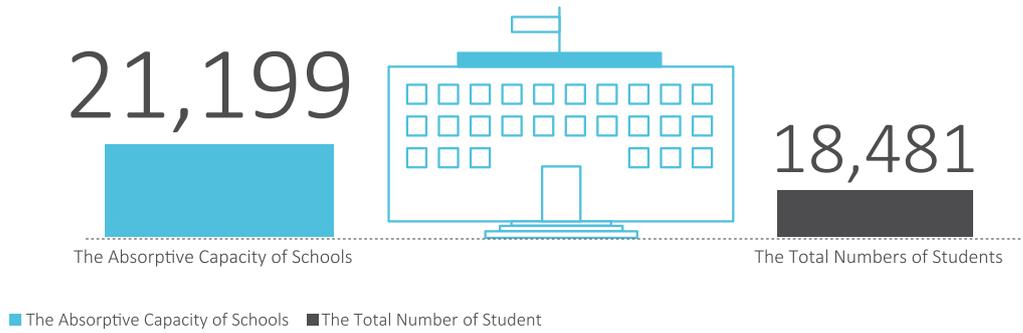
STUDENT-TEACHER RATIO

The average student-teacher ratio was 23 to 1, with a high of 31 to 1, in Al Rahma, and a low of 16-1, in Al Qah. While these figures seem ideal, as school enrollment was generally low, it confirms that in most areas there was an acute shortage of teachers.

Figure 14: The Average Number of Students for Each Teacher by Cluster

Al Rahma	Atma	Bab Al Salameh	Al karama	Kherbet Al Jouz	Salqin	Qah
31	28	26	22	18	18	16
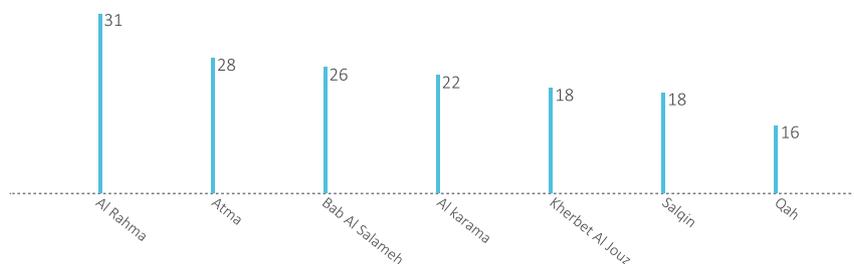
STUDENTS ATTENDING SCHOOLS OUTSIDE THEIR CAMP

With only 44 camp schools, 29% of school age children attended school outside their camp.[16] The percentage of school age children who attended schools outside their camp varied between clusters, with the high, at 35%, in the Atma cluster, and the low, at 0%, in the Salqin cluster. Of note, 14% of school age children in the Sarmada cluster go to schools outside the cluster, as there are no schools in the cluster, despite the long distances.

Figure 15: The Percentage of School Age Children Who Go to Schools outside the Camp

The Percentage of Students

35%	29%	27%	25%	19%	14%	4%	0%
Atma	Al karama	Kherbet Al Jouz	Al Rahma	Qah	Sarmada	Bab Al Salameh	Salqin
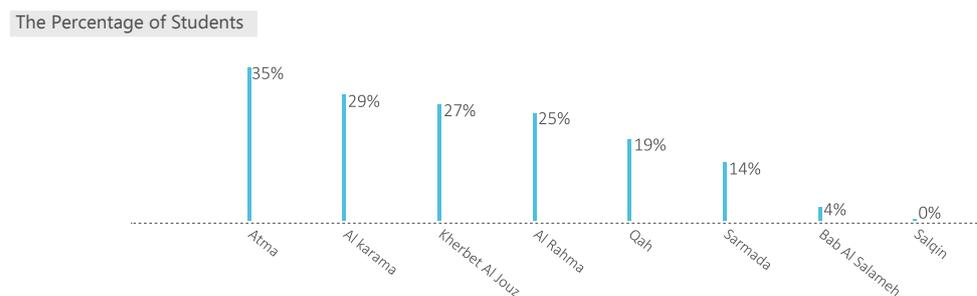
DIFFICULTIES THAT PREVENT ACCESS TO EDUCATION

The study identified some difficulties that prevented children's access to education in the camps that contain a school. Financial and material difficulties were the most important among the assessed schools. The most influential factor regarding student dropout was child labor because extreme poverty pushed 40% children who dropped out of school to work to help their families. Moreover, extreme poverty prevented parents from sending their children to schools in 21% of dropout cases. The lack of stationary accounted for 15% of dropout cases. The reasons also included lack of certification, school unavailability, or the bad conditions within schools if available, in addition to a social reason, early marriage which accounted for 5% of dropout cases especially for girls between 14 and 18 years old.

Heatmap 01: Difficulties that Prevent Students' Access to Education

Cluster	No schools	No certificates	No teachers	Bad conditions at schools	Lack of stationary	Early marriage	Child labor	Lack of income	Difficult access to school
Atma									
Al Rahma									
Al Karama									
Bab Al Salameh									
Kherbet Al Jouz									
Salqin									
Qah									
Grand Total									
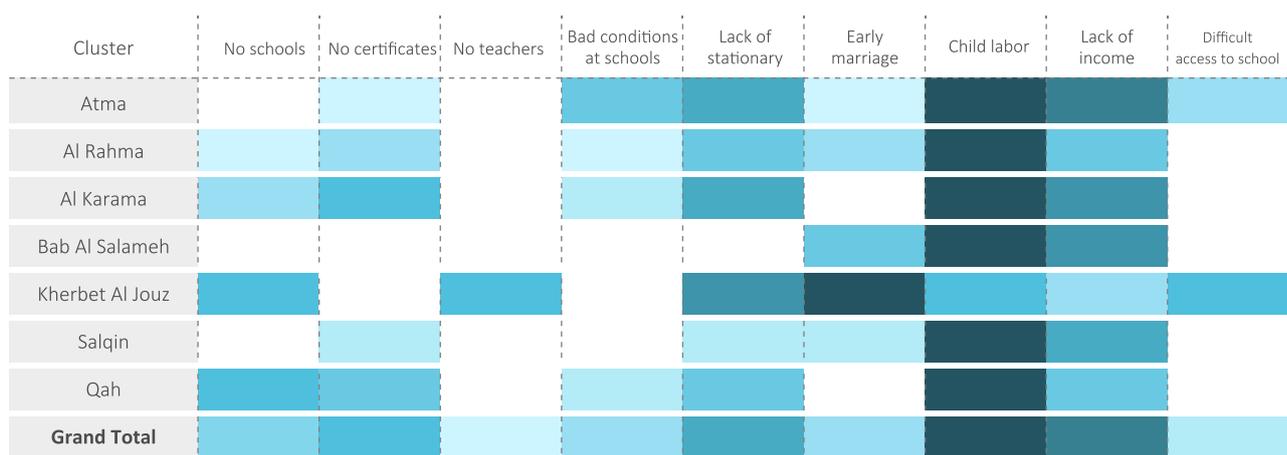
N/A ▬▬▬▬▬ Too Difficult

16- Amongst these students, 17% were primary students, 10%, were lower secondary students, and 2%, were secondary students.

Figure 16: Difficulties that Prevent Students' Access to Education
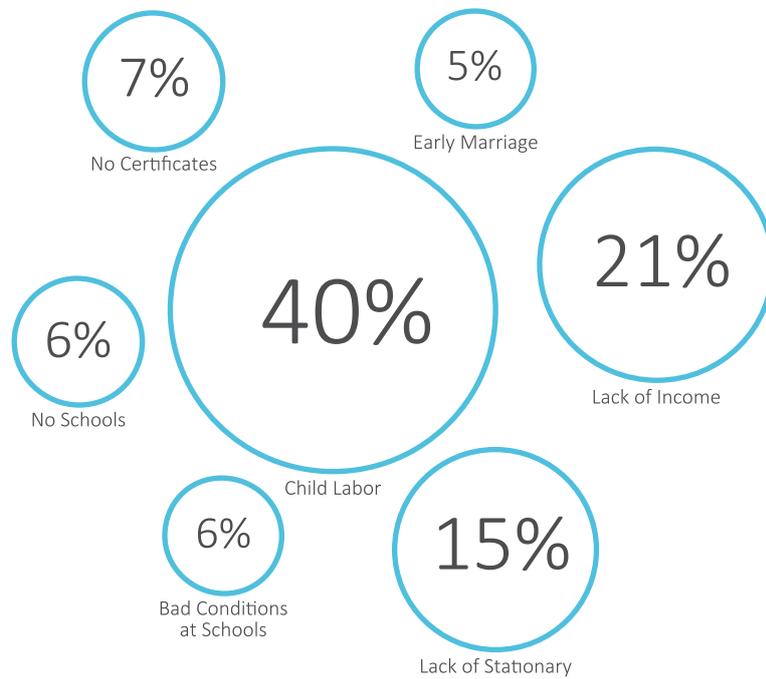
NON-ENROLMENT RATES

In addition to accessibility issues, financial and material difficulties were the most significant factors in determining non-enrolment rates, which stand at 60% overall. The highest non-enrolment rate was in the Sarmada cluster, at 86%, due to the lack of schools, whereas the lowest was in the Salqin cluster, at 37%, due to the high accessibility, good school conditions, and a high number of teachers.

Figure 17: Students' Non-enrolment Percentage

INFRASTRUCTURE FOR CHILDREN WITH SPECIAL NEEDS

Due to the impact of the crisis, infrastructure and equipment in schools for children with special needs is extremely important. Despite this, infrastructure for children with special needs was not available in any of the 44 assessed schools. In only five schools, IMU enumerators observed that there was a room or a tent for children with special needs and a teacher trained on teaching children with special needs. Four of these schools were in the AL Karama cluster and one was in the Kherbet Aljouz cluster.

PSYCHOLOGICAL SUPPORT AND CASES

In normal conditions, children need psychological counseling in school. This need increases exponentially in war time, especially when, "nearly 3 million children in Syria have never known peace, and suffer from psychosocial distress as a result of experiencing the horrors of war."[17] Consequently, teachers noted the spread of several psychological cases among students including introversion, shame, violence, and depression. IMU enumerators found that 26 schools, or 59%, provided psychological support to students. Realizing the acute need to address this issue, supporting organizations have provided training for teachers on psychological support skills, and it was reported that some teachers in 22 schools, or 50%, had received this training.[18]

In response to the issue, teachers, in collaboration with specialists and volunteers from several associations and supporting organizations, organized awareness sessions and psychological support sessions for students to help them cope with and overcome psychological issues.

However, although supporting organizations often provide psychosocial support activities to the community in general, and to women and children in particular, minor support has been provided to schools in camps.

Figure 18: The Availability of Teachers Who Have Attended Psychological Support Training within Assessed Schools

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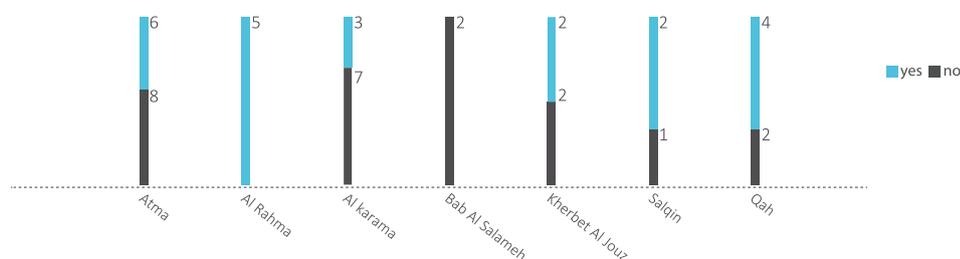
17-   Save the Children. 2017. Invisible wounds: The impact of six years of war on the mental health of Syria's children
18-   In some of the assessed schools, all teachers received psychological support training. However, in many other only a very limited number of teachers received such training.

Figure 19: Providing Psychological Support Services within the School

41%
No

59%
Yes

Numbers refer to the number of schools

Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
7 / 7	5	4 / 6	2	4	2 / 1	4 / 2
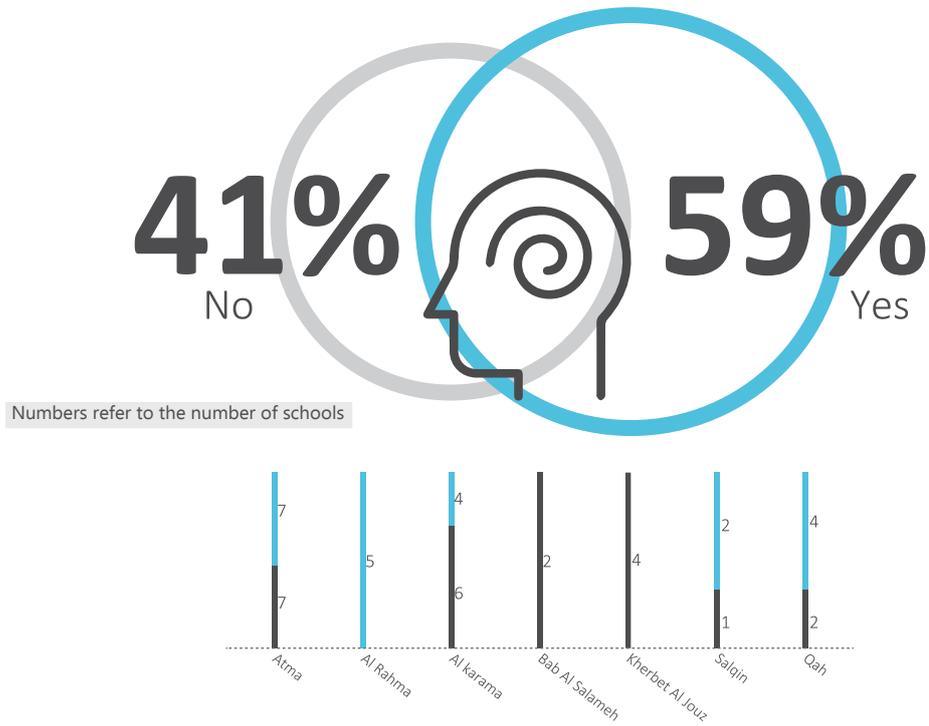
Heatmap 02: Psychological Cases Prevailing among Students

Cluster	Introversion	Shyness	Violence	Depression	No Problem	Other
Atma						
Al Rahma						
Al Karama						
Bab Al Salameh						
Kherbet Al Jouz						
Salqin						
Qah						
Grand Total						

N/A ────────────── High Frequency
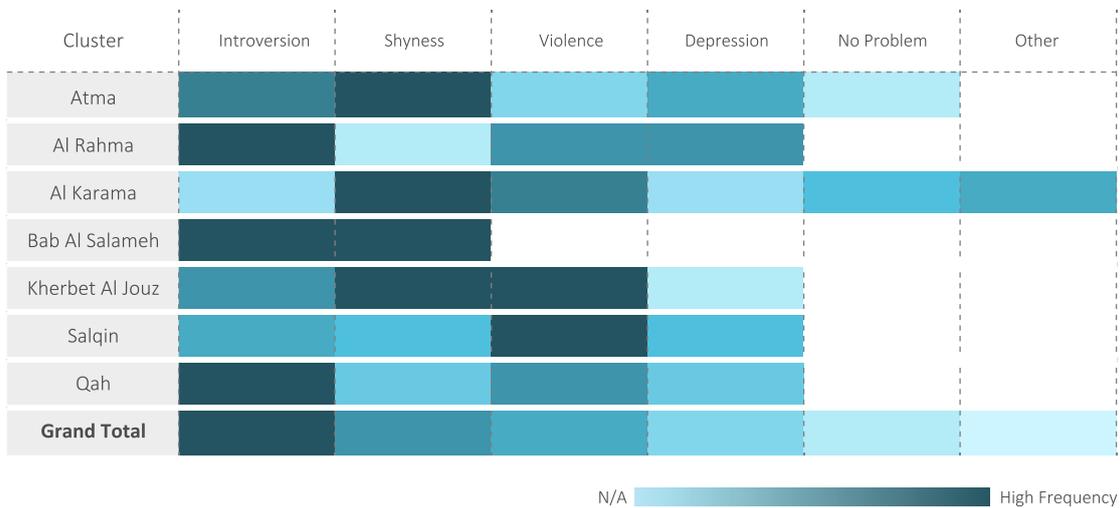
SECTION FOUR
CURRICULA AND CERTIFICATES

AVAILABILITY OF TEXTBOOKS

Generally, there was a significant shortage of textbooks in all assessed schools, with only 13,292 textbooks for 18,481 students. With (28%, 5,189) students, in need of textbooks. Moreover, if more schools are established and drop-out rates are brought down, there will be a need for increased textbooks.

Moreover, if more schools are established and drop-out rates are brought down, there will be a need for increased textbooks.

18,481 STUDENTS   13,292 COPIES OF THE CURRICULUM

Figure 20: Comparing the Total Number of Students with the Number of the Available Copies of the Curriculum ·········

	Atma	Al karama	Bab Al Salameh	Al Rahma	Qah	Salqin	Kherbet Al Jouz
Students	6,847	2,829	2,246	2,142	1,837	1,540	1,040
Copies	3,950	2,460	2,004	1,669	1,545	1,100	564

Yasmin Al Sham schools -Al Karama Cluster
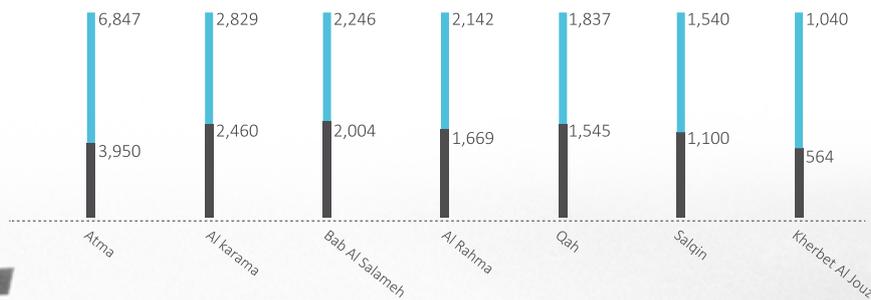
CURRICULUM

According to key informants, the modified Syrian curriculum approved by the Interim Government was found to be taught within most schools assessed. This is the same curriculum used by the Syrian regime Ministry of Education, with some key amendments, including the removal of pro-regime slogans, symbols, and propaganda.

As an indication of the general regularity of education within many camp schools, it was found that more than 75% of the curriculum was taught within 27 schools. Meanwhile, within ten schools, or 24 %, between 50-75%, of the curriculum was taught. Only four schools were found to have taught less than 50% of the curriculum, one school in each of the Atmeh, Qah, Salqin, and Kherbet Aljouz clusters.[19]

Figure 21: The Percentage Taught of the Curriculum
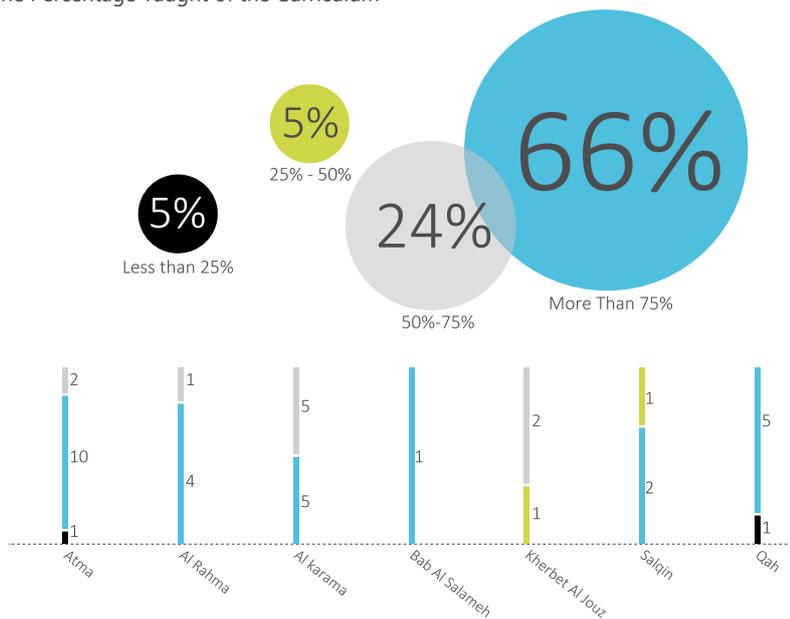
CERTIFICATES

In 29 schools, or 66%, students received a certificate upon completion of each grade.[20] Of these 29 schools, the SIG was responsible for granting certificates in 25, or 86%, of them, while in the remaining four, or 14%, the organization providing support for the school was responsible. In 15 schools, or 34%, students were not able to receive a certificate because some of these schools operated without coordinating with the Free Directorate of Education according to key informants.

Figure 22: Granting Accredited Certificates to Students
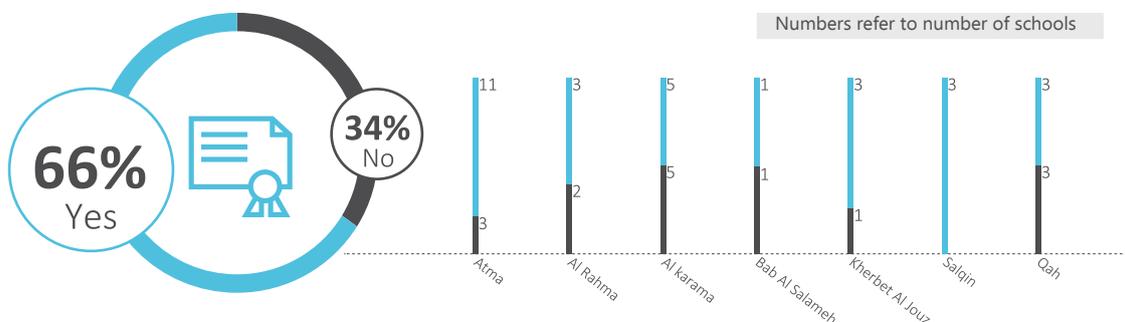
19-   Three schools were newly opened during this academic year, and so it could not be determined how much of the curriculum was used.
20-   All schools within the Salqin cluster granted certificates to students

Figure 23: The Certificate Awarding Entities

Syrian Interim Government (SIG)   86%   14%   Other
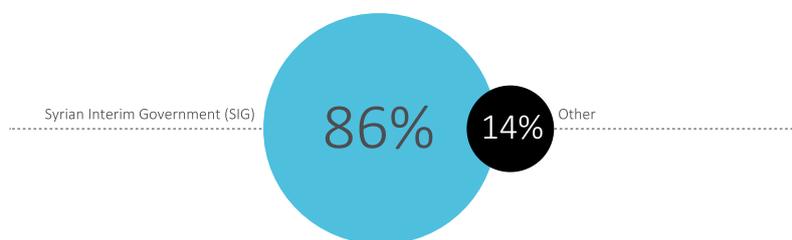
PLACEMENT AND ADVANCEMENT

The majority of students, or 65%, had reached their current grade by successfully completing their previous grade. Only 9% were placed in their current grade through placement tests, a method often used when students drop out of school for a prolonged period of time or enrolled in a new school.[21] Finally, 3% had transferred to a higher grade because they had exhausted the allowed failure years within a particular grade. This is an established system in Syria, as students have traditionally been transferred to the next grade if they cannot pass for several years, or have reached a certain age. This system was established in Syria due to the fact that primary education is compulsory.

Heatmap 03: Methods of Students Transfer to the Current Stage

Cluster	Passing	Failure Years Expiry	Placement Test	First Time Registration
Atma				
Al Rahma				
Al Karama				
Bab Al Salameh				
Kherbet Al Jouz				
Salqin				
Qah				
Grand Total				

N/A ◻◻◻◻◻ High Frequency
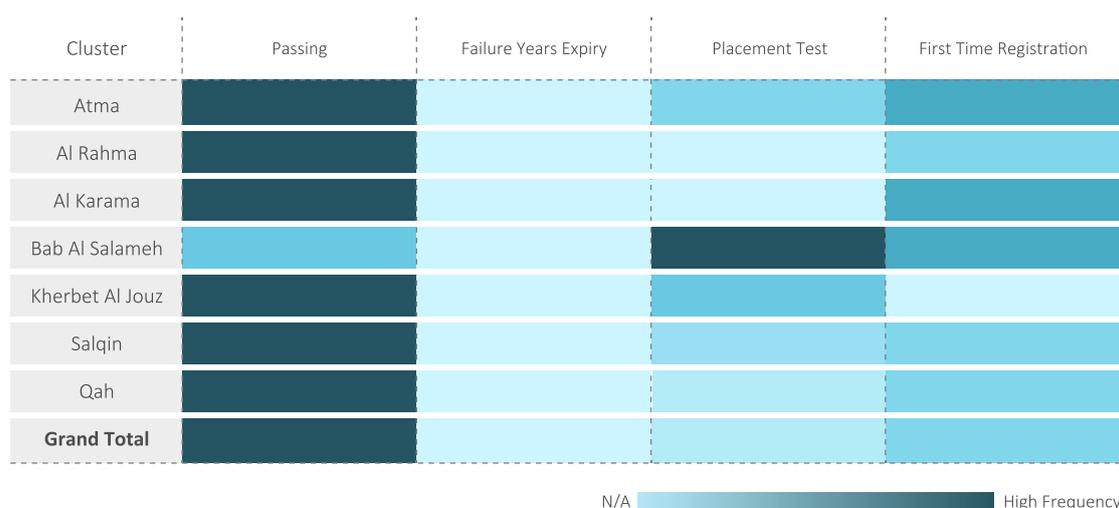
21-   The highest percentage of first time registration and placement tests were observed in the Bab Al Salameh cluster.

SECTION FIVE
SCHOOL EQUIPMENT AND SUPPORT

DISTRIBUTION OF SCHOOL BAGS AND STATIONARY

For camps with schools present, school bags and stationary were found to be the primary burden relate to families sending their children to school. This issue was addressed in only 14 schools, or 32%, where approximatley 5,400 school bags were distributed.[22] As purchasing school bags and stationery is a heavy burden on students and their families, especially in camps, some organizations providing support for education in the camps have provided students with school bags and stationery sufficient to complete a full academic year, or at least a semester.

Figure 24: The Distribution of School Bags

Numbers refer to number of schools
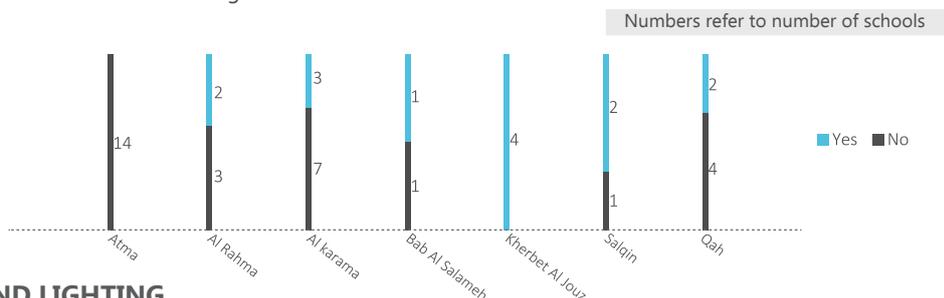
HEATING AND LIGHTING

IMU enumerators found there were three types of school buildings in camps: schools built with zinc roofed structures, schools in pre-fabricated structures, and schools in tents.[23] All three types fail to protect students and staff against the cold, and consequently require more heating than regular school buildings. As heating and lighting fuel was only covered in one school, the Yasmin Al Sham school in the Al Karama cluster, 43 schools were found to be in need of approximately 2,139 liters of heating fuel per day during the winter months.

For lighting, most schools received electricity from privately owned generators via the ampere system due to the absence of electricity networks within the camps. Electricity costs were often not covered by supporting organizations, and thus represented another burden for camp schools.

Figure 25: The Daily Need for fuel in Assessed Schools in Liters
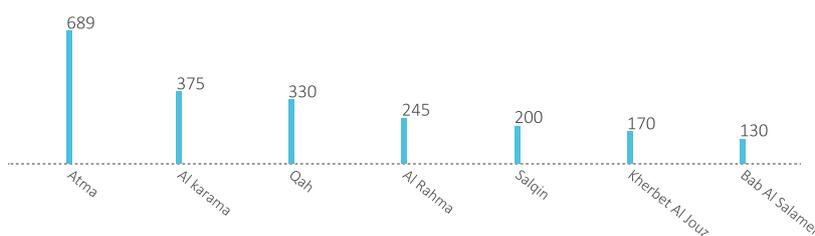
EQUIPMENT

In 30 schools, or 68%, there were less desks than needed. Overall, there was a need for 929 additional desks across clusters, in addition to a general need for additional blackboards, computers, and printers in all clusters.

Table 02: The Number of the Required School Equipment

	Atma	Al Rahma	Al Karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
Seats	290	150	47	0	52	235	155
Printers	18	6	4	4	3	5	6
Computers	44	5	4	4	7	5	15
Boards	65	20	9	0	17	10	17

22-   Approximately 4,552 students were enrolled in these 14 schools.
23-   Built rooms with roofs made of zinc sheets.

MEALS

Study results demonstrated that meals were distributed in only one school, the Al Siddiq school in the Atma cluster.

Figure 26: Distribution of Meals to Students

98% No   2% yes

REHABILITATION OR MAINTENANCE

There was a severe need for rehabilitation in nine schools, and a need for minor repairs in 24 schools. Only 11 schools did not need any rehabilitation. Rehabilitation needs varied according to the type of school structure. IMU enumerators reported that poor drainage in the camps resulted in the collapse of the walls in some school classrooms. Zinc roofs were also noted to be damaged by wind, requiring repair or replacement. A large proportion of school tents were also destroyed or damaged and required maintenance or replacement, and some pre-fabricated structures needed maintenance. Moreover, there was a severe need for maintenance of toilets, sewage networks, and electricity networks in thirteen schools, and a need for partial repairs in twenty-five schools.

Figure 27: Schools that Need Rehabilitation

9 Severe need   24 Partial need   11 No need

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
	3	1	4	2	1	1	1
	1						1
	10	4	5		3	2	4
			1				
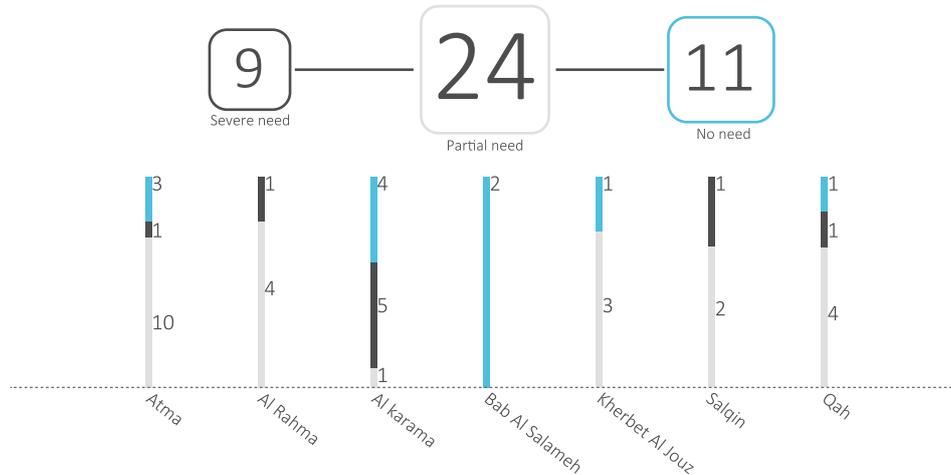
Figure 28: Schools that Need Maintenance

■ No need ■ Partial need ■ Severe need

	Atma	Al Rahma	Al karama	Bab Al Salameh	Kherbet Al Jouz	Salqin	Qah
	3	1	3			1	2
	2			2	2		
	9	4	5		2	2	4
			2				
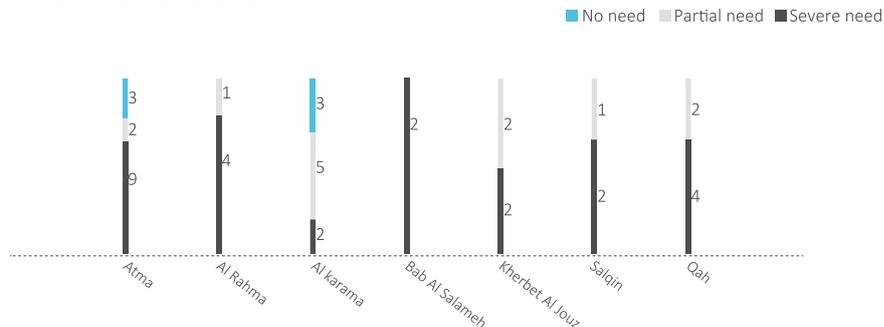
SECTION SIX
EDUCATION SECTOR PRIORITIES

Overall, the major obstacle to improving the education sector in camps, is the difficult accessibility of students to schools. This means establishing new schools, improving roads between camps and schools, and ensuring rehabilitation of damaged schools.

Amongst enrolled students, support for stationary and bags was the top priority, due to the heavy financial burden for students' families, one which eventually may lead them to drop-out. This is followed by the need for increased support for teacher and school employee salaries, something which became more urgent in early 2017.

In addition to these top priorities, the findings of the report demonstrate there are many more issues which must be addressed to improve the education sector in camps. To address these issues, and the most urgent ones, a series of recommendations is listed below.

Heatmap 04: Education Sector Priorities within Camps
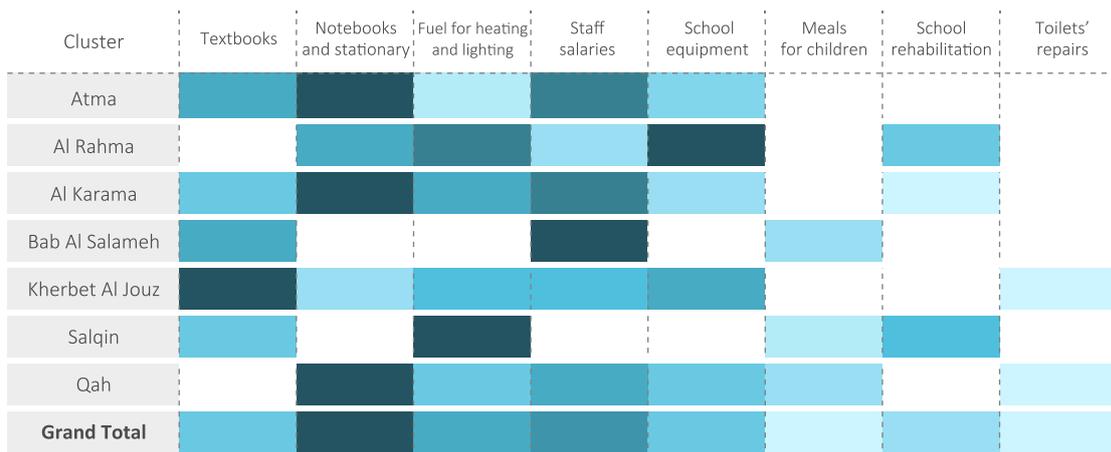
Figure 29: Education Sector Priorities within Camps
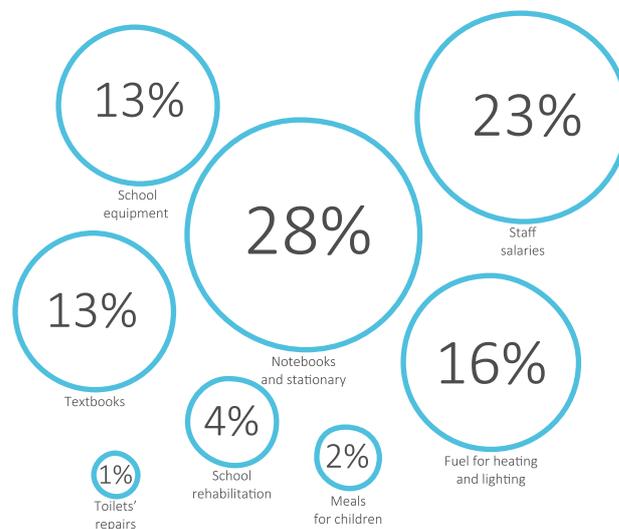
Al Jazeera school -Atma Cluster

Al Jabal schools -Kherbet Aljouz Cluster

Al Mountaser schools -Atma Cluster

kafrnbudat almankuba schools -Atma Cluster

RECOMMENDATIONS:

ACCESSIBILITY:
- To establish schools within camps without a school, and/or where students face difficulty accessing the nearest school, notably in the Sarmada cluster.
- To pave and improve roads in order to allow students improved access to schools.
- To increase the number of secondary schools.
- To provide transportation assistance for students residing in camps where schools are not easily accessible.

TEACHERS:
- To support teachers' stipends in camps to provide greater financial stability and incentives for teachers.
- To recruit professional teachers in all subjects.
- To increase the number of teachers.

STUDENTS
- To provide financial incentives for students and their families so that students remain in school.
- To provide infrastructure for students with special needs.
- To provide psychological support training for teachers, to increase the availability of psychological support for students.
- To improve recognition of the certificates issued by camp schools.

CURRICULA AND CERTIFICATES
- To provide new textbooks.

SCHOOL EQUIPMENT AND SUPPORT
- To provide students with stationary and schoolbags, which are a significant financial burden on students' families.
- To provide schools with heating fuel, and support to cover electricity costs.
- To replace schools operating from tents, with zinc roof or pre-fabricated structures.
- To provide schools with school equipment such as desks, blackboards, or whiteboards, and chalk or whiteboard markers.

Annex: Maps

Al-Rahma & Al-Karama Clusters

Salqin Cluster

ASSISTANCE COORDINATION UNIT
وحدة تنسيق الدعم

ACU

Kafarna

Kafrah at Jallad

Little Hir Jamus

Aidoon camp

Samedoon camp

Big Hir Jamus

Ein Elbikara

Bozanti

Kadimon camp

Turkey - Hatay

Syria - Idleb

Meters
0 100 200   400   600   800

N

Salqin Cluster

School Capacity

S 650

s 500

Total number of children

1120

600 - 750

200m buffer around schools

Syrian - Turkish border

Tertiary road

Unclassified road

Residential area

Creation Date: 5/6/2017
Released by IMU/ACU

The boundaries and names shown
and the designation used on this map
do not imply official endorsement by the ACU.

Aleppo

Idleb

Turkey

Latakia   Hama

Qah Cluster

Qah community

Qah

Bab Al Hawa Al Fouqani

Al Majed

Al Nasser

Dar Riayet Al Ajazeh

Al Jawlan

alghurub   zahrat alkhalij

Al Khalij Al Arabi

Idleb

Al Salam

Sham Al Izza

Al Tawheed

Al Forkan

Al Midan

N

Qah Cluster

School Capacity

S 501 - 700

S 300 - 500

Roads

—— Tertiary road

—— residential road

—— unclassified road

Total number of children

401 - 600

201 - 400

60 - 200

Unassessed camps

Residential area

200 buffer around school

Map properties
Creation Date:31/5/2017
Released by IMU/ACU
Print Dimension: A4

The boundaries and names shown
and the designation used on this map
do not imply official endorsement by the ACU.

وحدة تنسيق الدعم
ASSISTANCE COORDINATION UNIT

Turkey   Aleppo

Idleb

Latakia

Hama

0   75   150   300   450   600
Meters

Atma Cluster

N

Turkey

Al Jazeera

Al Maram

Shams Al Horia

O'm Al Shouhada'

Ram Allah

Sae'dona

Ebadullah

Al Arabia

Al Forkan

Al Baian

Al Arabia1

Al Farouk Omar

Al Montaser

Al Heba

Al Khalil

Al Wafaa'

Al Wehda

Al Baraa'

Atfalona Tonashedokom

Shaza Al Horia

Al Nada

Qafelt Al Rahma

Al Etehad

Al Fadel

Al Amal

Al Anfal

Saberoon

Al Hasoun

Al Ghieth

Kafranboda Al Mankob

Al Foqara' Wa Al Mohtajeen
Orient

Ref Hama Al Gharbi

Al Amal

Al Ekhlaas

Al Anssar1

Zamzam1

Al Omar

Al Yamama

Zamzam 2

Al Ber Wa Al Taqwa

Idleb

Al Ethar

Motawa'1

Zamzam1

Hamad Al Ammar

Aby Al Fedaa'

Motawa' 2

Al Hamza

Al Zohour2

Al Zohour2

Al Majed

Ref Hama Al Shamaly

Yousef Wa Noura

Al Zohour2

Atchan

Al Zohour 1

Al Majed

Al Reh Al Morsala

Al Fateh Al Mobeen

Al Andalos

Al Resalah

Al Majed

Ehssan1

Ehssan2

Ehssas2

Al Tanmia

Ehssan1

Yadbiyad

Ehssas1

Al Amana

Al Amana

Al Hadeel

Yadbiyad

Al Takafol

Ref Halap Al Janobi

Atma Cluster

School Capacity

S 801 - 1200

S 401 - 800

S 200 - 400

Total number of children

501 - 800

351 - 500

201 - 350

80 - 200

200 buffer around school

Map properties
Creation Date:30/5/2017
Released by IMU/ACU
Print Dimension: A4

The boundaries and names shown
and the designation used on this map
do not imply official endorsement by the ACU.

وحدة تنسيق الدعم
ACU ASSISTANCE COORDINATION UNIT

Turkey

Aleppo

Latakia

Idleb

Hama

0 50 100   200   300   400
Meters

NB: Atma cluster includes many camps such as Al Zouhour Camp, which is distributed
to 4 physically separate locations, but is still considered a single camp administratively.
(The total number of children in the four segments is between 201 and 350.)

Table 03: Assessed Camps and Clusters

No	Cluster	Camp	School Availability
1	Al Karama	Abnaa Homs	No
2	Al Karama	Ahl Al Sham	No
3	Al Karama	Al Ahrar	No
4	Al Karama	AL Amal Bilawdeh	yes
5	Al Karama	Al Aqsa	No
6	Al Karama	Al Aseel	No
7	Al Karama	Al Doaa	yes
8	Al Karama	Al Ekhlas	No
9	Al Karama	Al Fadl	No
10	Al Karama	Al Faraj	No
11	Al Karama	Al Farook	yes
12	Al Karama	Al Haq	No
13	Al Karama	Al Haramayn	No
14	Al Karama	Al Hejaz	yes
15	Al Karama	Al Ikhaa	No
16	Al Karama	Al Islah	No
17	Al Karama	Al Karama	yes
18	Al Karama	Al Mahabba	No
19	Al Karama	Al Manarah	No
20	Al Karama	Al Mostaqbal	No
21	Al Karama	Al Rajaa	No
22	Al Karama	Al Rawda	No
23	Al Karama	Al Safa Wa Al Marwa	No
24	Al Karama	Al Shaheed Saleh	yes
25	Al Karama	Al Shuhada	yes
26	Al Karama	Al Sideeq	No
27	Al Karama	Al Tadamon	No
28	Al Karama	Ataa	No
29	Al Karama	Atfal Al Ghad	No
30	Al Karama	Doaa Al Kuwait Wa Al Khairat	yes
31	Al Karama	Halap	No
32	Al Karama	Mogamaa Altaaqwaa	No
33	Al Karama	Nasret Al Mazloumeen	No
34	Al Karama	Noor Al Mostaqbal	No
35	Al Karama	Noor Al Mustafa	No
36	Al Karama	Noor AL Sham	No
37	Al Karama	Reef Hama Al Mankoob	No
38	Al Karama	Sahl Al Ghab	No
39	Al Karama	Salah Al Deen	No
40	Al Karama	Sarkhat Tefl	No
41	Al Karama	Shams Al Horia	yes
42	Al Karama	Tabarak Al Rahman	No
43	Al Karama	Taibah	No
44	Al Karama	Wa'etasemo	No
45	Al Karama	Yasmin Al Sham	yes
46	Al Karama	Zahret Al Madaen	No
47	Al Rahma	Abo Bakr Alsidiq	No
48	Al Rahma	Ahbab Al Rasoul	No
49	Al Rahma	Al Aasi	No
50	Al Rahma	2 Al Ansar	No
51	Al Rahma	Al Arbayeen	No
52	Al Rahma	Al Fardous	No
53	Al Rahma	Al Imam	No

No	Cluster	Camp	School Availability
54	Al Rahma	Al Intesar	No
55	Al Rahma	Al Khair	No
56	Al Rahma	Al Madinah Al Monawarah	No
57	Al Rahma	Al Mohajerin	No
58	Al Rahma	Al Muatasem Bellah	No
59	Al Rahma	Al Nawaeer	No
60	Al Rahma	Al Nour	No
61	Al Rahma	Al Qadisiya	No
62	Al Rahma	Al Qora Al Mankoba	No
63	Al Rahma	Al Rahma	**yes**
64	Al Rahma	Al Shourouk	No
65	Al Rahma	Al Waleed	**yes**
66	Al Rahma	Atfal Shuhada Al Horia	No
67	Al Rahma	Bani Omaya	No
68	Al Rahma	Dar Riayet Alaytam	**yes**
69	Al Rahma	Hibat Allah	No
70	Al Rahma	Liajlecom	**yes**
71	Al Rahma	Qasyoun	No
72	Al Rahma	Sahl Al Ghab Al Awal	No
73	Al Rahma	Shabab Al Khayr	**yes**
74	Al Rahma	Shouhada Abdeen	No
75	Al Rahma	Toyour Al Jana	No
76	Atma	Abi Al Fidaa	**yes**
77	Atma	Al Amal	No
78	Atma	Al Amana	No
79	Atma	Al Andalus	No
80	Atma	Al Anfal	No
81	Atma	Al Ansar	No
82	Atma	Al Arabiya	**yes**
83	Atma	Al Arabiya	No
84	Atma	'Al Bara	No
85	Atma	Al Bayan	No
86	Atma	Al Ber Wa Al Taqwaa	No
87	Atma	Al Ekhlas	No
88	Atma	Al Fadl	No
89	Atma	Al Farooq Omar	No
90	Atma	Al Foqaraa Wa Al Mohtajeen	No
91	Atma	Al Forkan	No
92	Atma	Al Gaith	No
93	Atma	Al Hadeel	No
94	Atma	Al Hamza	No
95	Atma	Al Hassun	No
96	Atma	Al Hiba	**yes**
97	Atma	Al Itehad	No
98	Atma	Al Jazeera	**yes**
99	Atma	Al Khalil	No
100	Atma	Al Majed	No
101	Atma	Al Maram	No
102	Atma	Al Mountaser	**yes**
103	Atma	Al Nada	No
104	Atma	Al Omar	No
105	Atma	Al Reeh Al Mursalah	**yes**
106	Atma	Al Resala	No

No	Cluster	Camp	School Availability
107	Atma	Al Tanmia	yes
108	Atma	Al Tkafol	No
109	Atma	Al Wafaa	yes
110	Atma	Al Wahdah	No
111	Atma	Al Yamama	No
112	Atma	Al Zouhour1	yes
113	Atma	Al Zouhour2	No
114	Atma	Alfath Almoben	No
115	Atma	al'iithar	No
116	Atma	Atfalona Tonashedokom	No
117	Atma	Atshan	No
118	Atma	Ebad Allah	No
119	Atma	1 Ehsas	No
120	Atma	2 Ehsas	No
121	Atma	Hamad Al Ammar Village	yes
122	Atma	1 Ihsan	No
123	Atma	2 Ihsan	yes
124	Atma	kafrnbudat almankuba	yes
125	Atma	2 'Moutawa	No
126	Atma	1 'Mutawa	No
127	Atma	Orient	yes
128	Atma	Qafelat Al Rahma	yes
129	Atma	Rama Allah	No
130	Atma	Reef Halap Al Janoby	No
131	Atma	Reef Hama Al Gharbi	No
132	Atma	Reef Hama Al Shamaly	No
133	Atma	Sabiroun	No
134	Atma	Saedona	No
135	Atma	Shams Al Horia	No
136	Atma	Shaza Al Horia	No
137	Atma	Um Alshohada	No
138	Atma	Yad BiYad	No
139	Atma	Yousef Wa Noura	No
140	Atma	1 Zamzam	No
141	Atma	2 Zamzam	No
142	Bab Al Salameh	Bab Al Salameh Al Hododi	yes
143	Bab Al Salameh	Bab Al Salameh Al Jadeed	yes
144	Kherbet Aljouz	Al Jabal	yes
145	Kherbet Aljouz	alfatiha	No
146	Kherbet Aljouz	allladhiqia	No
147	Kherbet Aljouz	Ataa Al Khair	yes
148	Kherbet Aljouz	Omar Al Farouq	No
149	Kherbet Aljouz	Salah Al Deen1	yes
150	Kherbet Aljouz	Salah Al Deen1	yes
151	Kherbet Aljouz	Salah Al Deen2	No
152	Kherbet Aljouz	shuhada' suria	No
153	Qah	Al Forkan	yes
154	Qah	Al Jawlan	yes
155	Qah	Al Khalij Al Arabi	No
156	Qah	Al Majed	No
157	Qah	Al Midan	yes
158	Qah	Al Nasser	No
159	Qah	Al Salam	yes

No	Cluster	Camp	School Availability
160	Qah	Al Tawheed	No
161	Qah	alghurub	No
162	Qah	Bab Al Hawa Al Fouqani	No
163	Qah	Dar Riayet Al Ajazeh	yes
164	Qah	Qah	yes
165	Qah	Sham Al Izza	No
166	Qah	zahrat alkhalij	No
167	Salqin	Aidoon	yes
168	Salqin	Kadimoon	yes
169	Salqin	Samedoon	yes
170	Sarmada	Al Dana	No
171	Sarmada	Al Shahba	No
172	Sarmada	Areeha	No

SCHOOLS
IN NORTHERN SYRIA CAMPS

ISSUE NO: 01

AUGUST 2017

SCHOOLS IN CAMPS
THEMATIC REPORT
AUGUST 2017
PREPARED BY: INFORMATION MANAGEMENT UNIT

ASSISTANCE COORDINATION UNIT

SCHOOLS
IN CAMPS
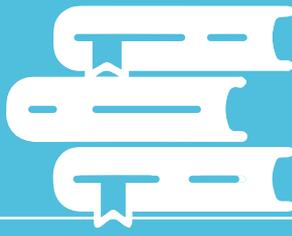
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