

Schools in Northern Syria Camps

Edition 05 - 2022

Thematic Report

The fifth edition of the thematic report "Schools in Northern Syria Camps" monitors the education sector in the camps in areas outside the regime control in northwest Syria in light of the ongoing war which began more than ten years ago, and it assesses the situation of camp schools in Syria during the academic year 2022-2021 and highlights the impact of the war in Syria and the environment of displacement on the education sector. It should be noted that this report is an annual study, issued by ACU's IMU, covering all schools in displacement camps in northwestern Syria.



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Executive Summary

The fifth edition of the thematic report "Schools in Northern Syria Camps" monitors the education sector in the camps in areas outside the regime control in northwest Syria in light of the ongoing war which began more than ten years ago, and it assesses the situation of camp schools in Syria during the academic year 2021-2022 and highlights the impact of the war in Syria and the environment of displacement on the education sector. It should be noted that this report is an annual study, issued by ACU's IMU, covering all schools in displacement camps in northwestern Syria.

Section One: Methodology:

The methodology used in this report was developed based on previous editions of this study issued during the past years under the same title "Schools in Northern Syria Camps", and the study used a quantitative and qualitative approach in dealing with and presenting the data of the assessed schools. For the fourth year in a row, perception polls were added to the study with students, parents, teachers, and principals. The aim of adding perception polls is to reflect educational conditions from different points of view. IMU's enumerators visited 1,396 camps in all areas outside the regime control in northwestern Syria to find out the number of camps containing schools and to collect their information. It was found that 1,213 camps do not contain schools and 183 camps contain schools. The number of questionnaires collected on the assessed schools was 2,473, including 2,274 questionnaires to survey students, their parents, teachers, and principals. The design and development of the questionnaires used in this study relied largely on the comments ACU's IMU received through a conference held by ACU and attended by representatives of the Turkish government, members of the Education Cluster, representatives of international non-governmental organizations, and representatives of Syrian non-governmental organizations in Gaziantep city in August 2018.

Section Two: General Information:

This edition of the report included camp schools in northwestern Syria within Idleb and Aleppo governorates. The number of camp schools included in this report was 199. The number of camps visited by IMU's enumerators to conduct this assessment was 1,396 in Aleppo and Idleb governorates. There were schools in only 183 camps. The results of the study showed that 61% (44,754 students) of the total students in the camp schools covered by the study live less than 500 meters away from their schools, 30% (21,656 students) live between 500 meters and 1 km away, and 9% (6,423 students) live more than 1 km away from their schools. The results showed that 98% (195 schools) of the total number of camp schools included in the study are registered with an official body, and that 2% (4 schools) are not registered with any official body and are civil initiatives.

Section Three: School Buildings:

The results showed that 31% (73 schools) of the school buildings used in northern Syria camps included in the study are one or more tents, 20% (46 schools) are prefabricated rooms or what is known as caravans, 15% (36 schools) concrete rooms with concrete ceilings, 10% (24 schools) are regular school buildings, 9% (20 schools) concrete rooms covered with rain insulators, 6% (12 schools) concrete rooms roofed with zinc sheets, 5% (12 schools) are large tents, 2% (4 schools) mud houses, 1% (2 schools) were rural houses converted into schools, and 1% (2 schools) were apartment buildings converted into schools. The study showed that 78% (1,957 windows) of the total windows within the camp schools covered in the study do not need any repairs, 15% (370 windows) need repairs, 8% (194 windows) need to be replaced, 83% (1,547 doors) of the total doors in the camp schools covered in the study do not need any repairs, 14% (254 doors) need repair operations, and 4% (69 doors) need to be replaced.

Section Four: Water, Sanitation, and Hygiene in the Schools:

The results of the study showed that 71% (141 schools) of the camp schools covered in the study get drinking and usage water through tanks, 14% (27 schools) get water from the public network, 3% (5 schools) get water from nearby places or from neighboring tents, 1% (1 school) gets water from a well next to the school, and there are two schools that contain a well within the school, while there is no water in 11% (22 schools) and students bring water with them from their homes. The number of water taps that need to be replaced in schools in northern Syrian camps is 379. The results of the study showed that 86% (659 toilets) of the toilets are working and in good condition, 10% (79 toilets) of them need simple repairs, and 3% (25 toilets) of them need full rehabilitation or replacement. The results of the study also showed that 38% (75 schools) of the total camp schools covered in the study contain toilets that dispose of wastewater into the regular sewage network, 61% (122 schools) dispose of wastewater into irregular septic tanks, and 1% (two schools only) dispose of wastewater in the open.

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

The results of the study showed that 97% (193 schools) of the camp schools included in the study have seats, 3% (5 schools) do not have seats and students sit on the ground in these schools, and that 87% (18,275 seats) of the total seats within the camp schools covered in the study are usable, 9% (1,862 seats) need to be repaired, 4% (797 seats) have become completely damaged and need to be replaced. The needs of the camp schools included in the study amounted to 3,181 seats, and it was found through the study that 69% (138 schools) of the total number of camp schools covered in the study need heating devices (heaters), 59% (118 schools) need boards, 85% (169 schools) need printers, 92% (183 schools) need computers. The need of the camp schools of diesel for a full academic year amounts to 1,037,400 liters annually.

Section Six: School stages are curricula:

The results of the study showed that 28% (56 schools) of the camp schools covered in the study teach only the first cycle of basic education, 67% (134 schools) teach the first and second cycles of basic education, and 2% (4 schools) teach all school stages (the first and second basic education cycles in addition to secondary education), 1% (two schools) teach the second cycle of basic education, 2% (3 schools) teach the second cycle of basic education and the secondary stage. 55% (300 teachers) of the total teachers who were surveyed in the camp schools reported that students suffer from bullying by older students, and it was found that 53% (106 schools) of the total camp schools have completed more than 81% of the curriculum scheduled for students during the last school year. The total number of students' needs for textbooks in the camp schools covered in the study was 13,419 textbooks.¹

Section Seven: Students

The number of students in the camps covered in the study reached 72,833 students; females accounted for 52% (37,926 students) of the total number of students in the camp schools covered in the study, while males accounted for 48% (34,907 students) of the total number of students. Students aged 6-10 years constitute the largest age group of students in the assessed camp schools, which is 74% (53,718 students of both genders) of the total registered students. Students aged 11-12 years constitute 18% (13,217 students of both genders) of the total number of registered students. Students aged 13-15 years constitute 8% (5,506 students of both genders) of the total number of registered students. Students aged 16-18 years constitute only 1% (386 students of both genders). At the forefront of the difficulties that students face in schools came the lack of money for families to provide educational requirements for their children; in the second place came the lack of educational materials, books, and stationery, then came in the third place the child's duty to support his family, and in the fourth place came parents' neglect and their failure to follow up on the educational level of their children.

Section Eight: Psychological Support and Children with Disabilities:

The number of students with disabilities within the camp schools covered in the study is 657. The results show that the highest percentage of students with disabilities are those suffering from amotor disability, accounting for 40% (266 students) of students with disabilities. The study results further show that 42% (83 schools) of the camp schools don't have teachers trained in psychological support; 94% (187 schools) of the camp schools covered don't have specialized psychological counselors. Through the perception surveys conducted with the students, this section presents the most critical phenomena related to the students' feelings, interaction, and self-awareness.

Section Nine: Teachers:

The number of teachers in the camps covered in the study is 2,643 teachers, of whom 46% (1,217 teachers) are female teachers. The results also show that 80% (2,110 teachers) of the teachers in the camp schools received their salaries from different sources during the academic year 2021-2022, whereas 20% (533 teachers) didn't get any salaries. Through the surveys, the enumerators conducted with the teachers, 99% (541 teachers) of the teachers reported that the salaries aren't commensurate with their daily life requirements.

¹ IMU's enumerators conducted a survey with 549 teachers in the surveyed camps; 36% of the surveyed teachers were female and 64% were male.

Section Ten: Means and precautions to prevent the COVID-19 virus

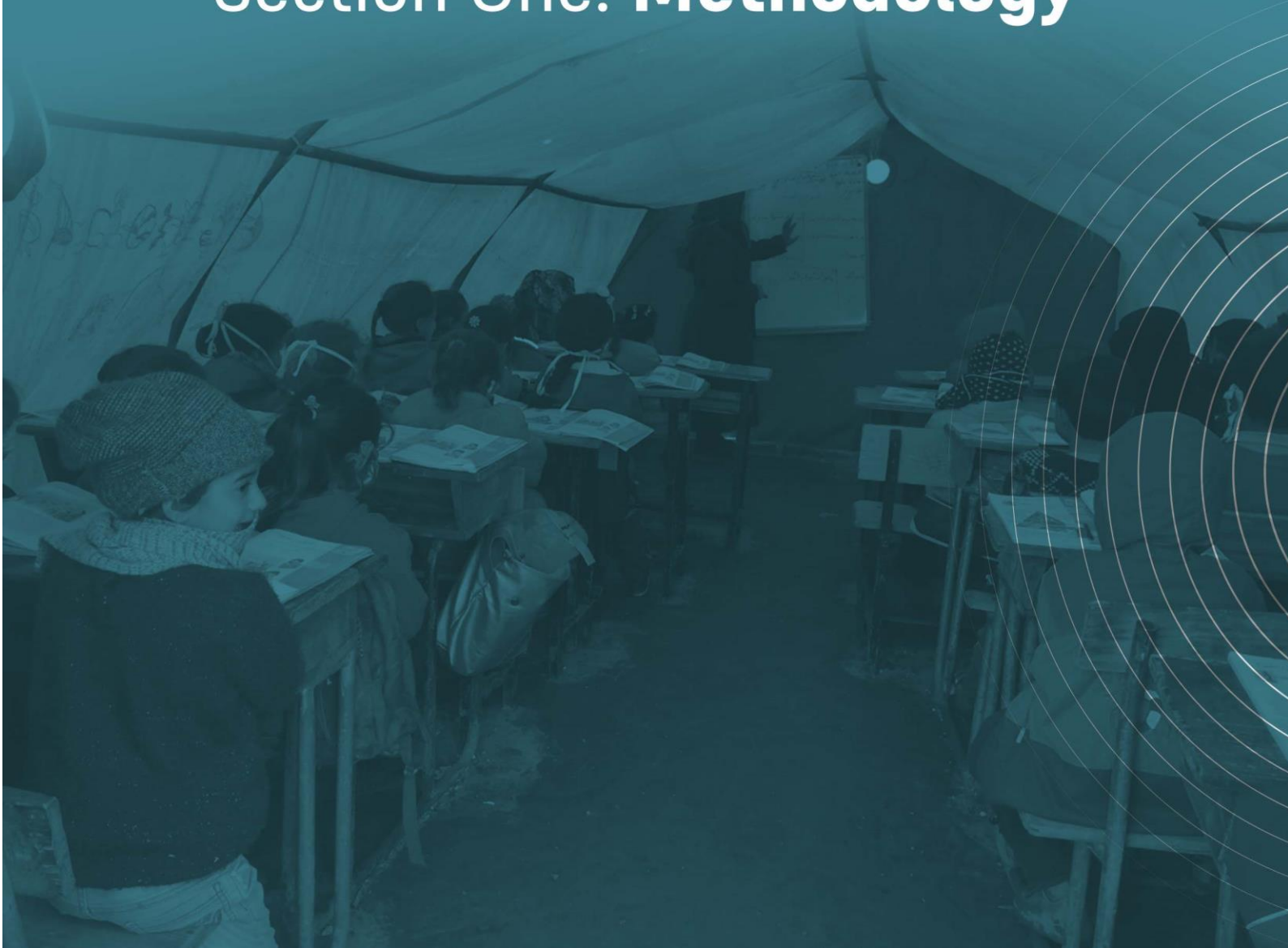
This section presents the application of precautionary measures within schools to limit the spread of the COVID-19 virus. It was found through the study that 63% of schools do not have sufficient quantities of cleaning materials and soap, that there are not sufficient amounts of hand sanitizers in 73% of schools, and that public facilities are not periodically sterilized in 61% of schools.

Section Eleven: Priorities and Recommendations

The need for heating fuel topped the list of priorities in the largest part of the camp schools. The need to support teachers' salaries came in second place, followed by the need for stationery and textbooks. The need to provide distance education requirements is still on the list of priorities, like Internet packages and tablet devices, in addition to distance education programs and apps.



Section One: **Methodology**



Section One: Methodology

1. Assessment Sample

This assessment includes 199 schools in 183 camps in northwestern Syria, and the camps were distributed among Idleb and Aleppo governorates. IMU enumerators visited 1,396 camps in all areas outside the regime control in northwestern Syria to find out the number of camps containing schools and to collect their information. It was found that 1,213 camps do not contain schools and that 183 camps contain schools. It is noteworthy that there are a large number of self-settled camps within the sample and these camps are small, which explains the lack of schools in them.

Table 1: Assessment Coverage

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	11	1062	141	152
Aleppo	5	6	334	42	47
Total	8	17	1,396	183	199

In this study, the charts are displayed at two levels. The first level is the governorate and includes the governorates of Idleb and Aleppo. The second level is the camp cluster, where the camps were divided into 10 clusters, of which 6 are in Idleb governorate and 4 in Aleppo governorate. It is noteworthy that the majority of the clusters are registered by the Camp Coordination and Camp Management (CCCM) cluster, while there are a number of self-settled camps that are located in the vicinity of one of the towns. This group of camps was considered a cluster, and the cluster is named after the town near the camps.

2. Assessment Tools

1. **Tool design phase:** IMU designed a questionnaire specifically for this assessment in addition to four questionnaires in two phases:

The questionnaires used in this edition of the report are based on the word summary in the report "Schools in the Northern Syrian Camps" through the past four editions. It is noteworthy that the IMU conducts a workshop after preparing each edition of the report, and it receives feedback and recommendations from partners working in the Education Cluster, in addition to receiving all comments and suggestions via email. The IMU team reflects all proposals in its questionnaires to include all the information needed by partners in the Education Cluster. The final version of the tools was reached in two phases:

Phase 1: The IMU developed a preliminary draft of the questionnaire covering a wide range of points related to the situation and needs of schools in northern Syrian camps. The questionnaire was developed on the basis of the "Schools in Northern Syria Camps" Report - Edition Four (2020/2021) which was issued last year. When designing it, IMU took into account the lessons learned from its previous three editions. In this edition of the report, questions were added related to the precautionary measures applied in schools to reduce the spread of the COVID-19 virus, as these questions were extracted from the ²checklist to support the reopening of schools and to prepare for the emergence of new mutations of COVID-19 or similar public health crises issued by the World Health Organization. The checklist for the safe return to

²<https://www.who.int/publications/i/item/9789240017467>

schools was also utilized, in light of the spread of the COVID-19 virus, which was shared by the Education Cluster in Turkey.

This edition includes four surveys that address the opinions of students, students' parents, teachers, and principals, in order to monitor the educational situation more accurately and to reflect the viewpoint of that segment of society to the Education Cluster. Some questions that are used in studies related to the educational process have been developed, such as the educational section of the Humanitarian Needs Overview (HNO) questionnaires, and the surveys that were used in the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) project, which was implemented by the IMU under the supervision of Manahel Program and Chemonics. Also, Hope Revival Organization contributed to the development of sections of the surveys, which are related to psychosocial support for students. The questionnaires were shared with the Education Cluster in Turkey and partners in the Cluster to add their notes to the questionnaires.

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

2. Training Phase:

All 101 enumerators were trained to use the school questionnaire and opinion polls as required in a distance training course using Zoom. This course lasted for 3 days at a rate of 4 hours per day. During the training, the questionnaires were explained in detail, as well as the mechanisms for selecting random samples for the surveys. The course included a two-day trial period for questionnaires (Piloting), where the enumerators' notes were collected through fieldwork and some points in the questionnaires were modified based on these notes.

3. The mechanism of filling out the questionnaires:

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

- **The main school questionnaire:** This questionnaire was filled out through field visits to schools and interviews with KIs such as administrative staff, education offices in local councils, and any other entity active in the field of education or that provided a response in this field. The method of direct field observation was followed by the enumerators, and records of students enrolled in school at each educational level were accessed.
- **Students questionnaire:** The enumerators were directed to select 5 to 10 students from each school (depending on the size of the school), taking into account gender diversity in the school, and that the selection is random and targets students of different ages. IMU's enumerators conducted surveys with 634 children between the ages of 6 and 18 years in the camps covered in the study; part of these children are enrolled in schools and part of them are dropouts. Females constituted 40% of the surveyed children, while males constituted 60% of them. All the surveyed children were displaced.
- **Parents questionnaire:** After the enumerators completed the collection of questionnaires in the schools, random samples were developed for the parents who should be targeted based on the number of camp residents. The enumerators were directed to target residents with children at school, and other residents whose children dropped out of school. Also, the two genders of the parents of school-age children were targeted, and work was done to target all segments of the displacement community (camps in Northern Syria) by collecting surveys from different places. IMU's enumerators

conducted surveys with 918 individuals with school-age children (enrolled in school or dropouts) in the surveyed camps; 29% of surveyed individuals were female and 71% were male.

- **Teachers questionnaire:** During the schools visits, the enumerators conducted 3-5 surveys with teachers. IMU's enumerators conducted surveys with 549 teachers in the surveyed camps; 36% of the surveyed teachers were female and 64% were male.
- **Principals questionnaire:** During the schools visits, the enumerators conducted one survey with the principal or his deputy. IMU's enumerators conducted surveys with 173 principals in the surveyed camps schools, of whom 15% were females and 85% males.

The enumerators collected the questionnaires electronically through the KoBoCollect program.

3. Timetable

Preparation of the fifth edition of the "Schools in Northern Syria Camps" Report started on 12 November 2021. The questionnaires were developed and all amendments proposed by the partners in the Education Cluster were added. Data and analysis officers programmed the questionnaires electronically using the ONA program. Enumerators were trained to fill out questionnaires for collecting information and to complete surveys over a period of 3 days online using Zoom. The process of training enumerators lasted for 12 training hours and ended on 9 November 2021. The pilot period of the questionnaires (Piloting) began and lasted for 4 days, during which the enumerators sent experimental data on all questionnaires and surveys. Data and analysis officers tested the data and confirmed the values received. ACU signed data collection memoranda of understanding with Idleb, Aleppo, Hama, and Lattakia Education Directorates. Data collection began on 12 November 2021 and ended on 22 November 2021. The data and analysis officers began to extract the outliers and missing values, and they reviewed them with the enumerators to start the analysis process. In conjunction with the analysis process, the maps for the report were issued. Then, the process of writing the report in Arabic started and it was simultaneously being translated into English. After that, the process of designing the report began and the final version was issued in April 2022.

4. Data Management and Analysis

The enumerators filled out the questionnaires electronically using ONA program, and the enumerators network coordinators followed up on receiving the study data and integrated the data sent into an Excel database. IMU officers cleaned and verified the data to find the outliers and missing values and corrected or completed them in conjunction with data collection. After data cleaning was over, the IMU team started displaying the data and creating tables and charts about it. Software and tools such as Dax, Query Editor, ArcGIS, Adobe Illustrator, Adobe InDesign, and Adobe Photoshop were used to visualize the collected data. The first draft of the report was written in Arabic and was simultaneously being translated into English, noting that the report, in its two languages, has been written taking quality assurance standards into account in preparation and content, both internally and externally.

5. Difficulties and Challenges

The enumerators faced a range of challenges during the process of data collection for the "Schools in Northern Syria Camps" Report. Some of these difficulties are related to the dominant forces and military operations, while others are related to natural factors such as weather conditions or distances.

- **Access to school**

Although ACU has concluded and signed MOUs with the education directorates of the Syrian Interim Government, some school principals did not allow IMU's enumerators to enter their schools because the managers of the camps where the schools are located refused to share any information about the camp.

- **The spread of the COVID-19 virus**

The spread of the virus imposed restrictions on the movement of the enumerators and on interviewing KIs. ACU provided the enumerators with masks, gloves, and sanitizers to be used during the data collection period. Some schools also divided students into several shifts to reduce the number of students inside the schools as one of the precautionary measures to reduce the spread of the virus, which forced the enumerators to be in schools for longer periods to count students in multiple working hours.

- **Distance between self-settled camps**

Self-settled camps (created by IDPs without the intervention of any of the humanitarian actors) spread around cities and towns and are far apart and difficult to access because of the difficult roads, which cost the enumerators more time and effort to reach these camps in addition to the high financial cost. These camps do not contain an administrative body and no humanitarian actor works in them, which made access to education-related information extremely difficult, and therefore the enumerators had to meet the residents of these camps and obtain information from them.

The background of the page is a photograph of two young children standing in a muddy, desolate landscape. The child on the left is wearing a dark jacket and a headscarf, looking towards the camera. The child on the right is wearing a light-colored jacket and a headscarf, also looking towards the camera. The ground is muddy and uneven. In the background, there are some structures that look like tents or makeshift shelters. The entire image is overlaid with a semi-transparent blue filter. In the top left corner, there are several white concentric circles of varying radii. In the bottom right corner, there are several white concentric circles of varying radii, similar to the ones in the top left.

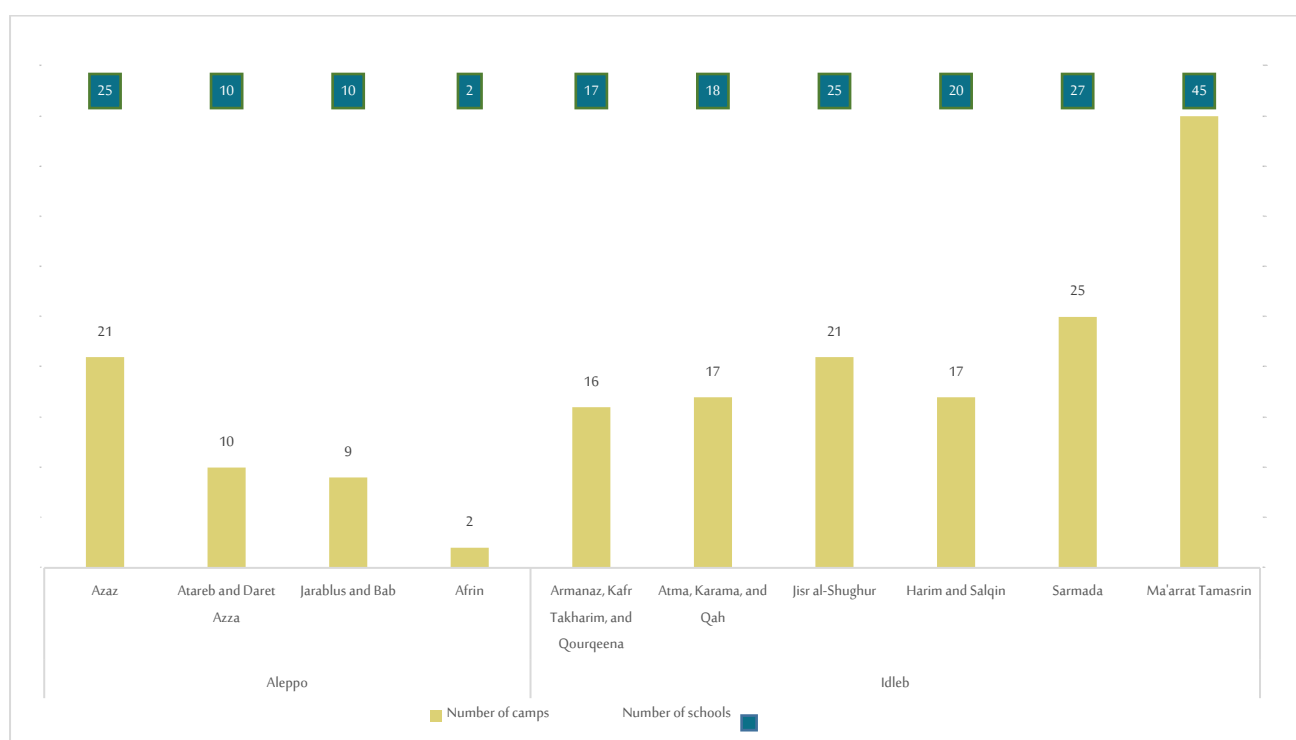
Section Two: **General Information**

Section Two: General Information

1. Camps containing schools and the number of schools in them

In this edition of the report, the IMU³ was able to cover all schools in northwest Syria camps. To conduct this assessment, the number of camps visited by IMU's enumerators was 1,396 camps in the governorates of Aleppo and Idlib. There were schools in only 183 camps, and the number of schools visited by the enumerators reached 199 schools. There are no schools in 1,213 camps or sites for IDPs. Some of these camps are self-settled and they contain few families compared to other camps. There may be civil initiatives to teach students in these camps, while a large number of camp children may go to learn in schools in neighboring cities and towns. It is important to consider the distance that children travel to reach schools outside their places of residence and the difficulty of accessing these schools, especially in winter and when there are security conditions posing a threat to children's lives.

Figure 1: The number of camps containing schools and the number of schools within them - the community level



³This is the fifth edition of the "Schools in Northern Syria Camps" Report.

4th edition: https://acu-sy.org/imu_reports/schools-northern-syria-camps-04-thematic-2021/

3rd edition: https://acu-sy.org/imu_reports/schools-in-northern-syria-camps/

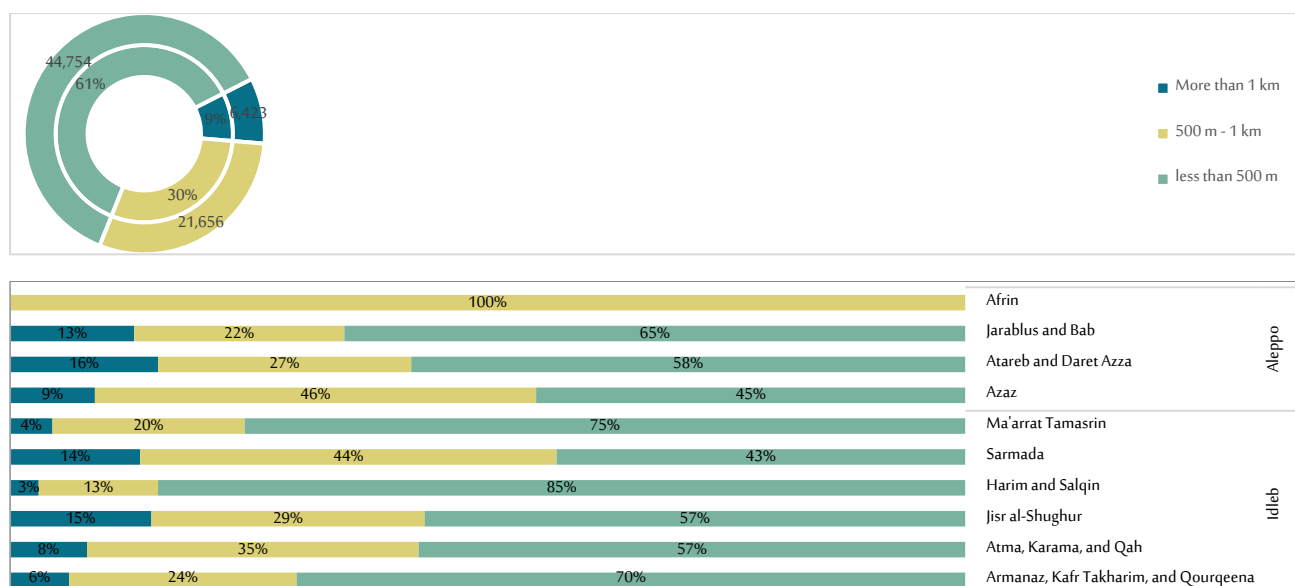
2nd edition: https://acu-sy.org/wp-content/uploads/2022/05/ACU_IMU_Schools-in-Northern-Syria-Camps-Thematic_02_Nov_2018_Eng.pdf

1st edition: https://acu-sy.org/imu_reports/schools-in-camps-2017-v01/

2. Distance of schools from students' places of residence

The results of the study showed that 61% (44,754 students) of the total students in the camp schools covered in the study live less than 500 meters away from their schools, 30% (21,656 students) live between 500 meters and 1 km away, and 9% (6,423 students) live more than 1 km away from their schools.

Figure 2: Number and percentages of students by the distance of the school from the students' places of residence



According to the INEE Minimum Standards for Education⁴, “The maximum distance between learners and their learning sites should be defined according to local and national standards. It is important to consider security, safety and accessibility concerns such as soldiers’ quarters, landmines and dense bush in the vicinity. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers.”

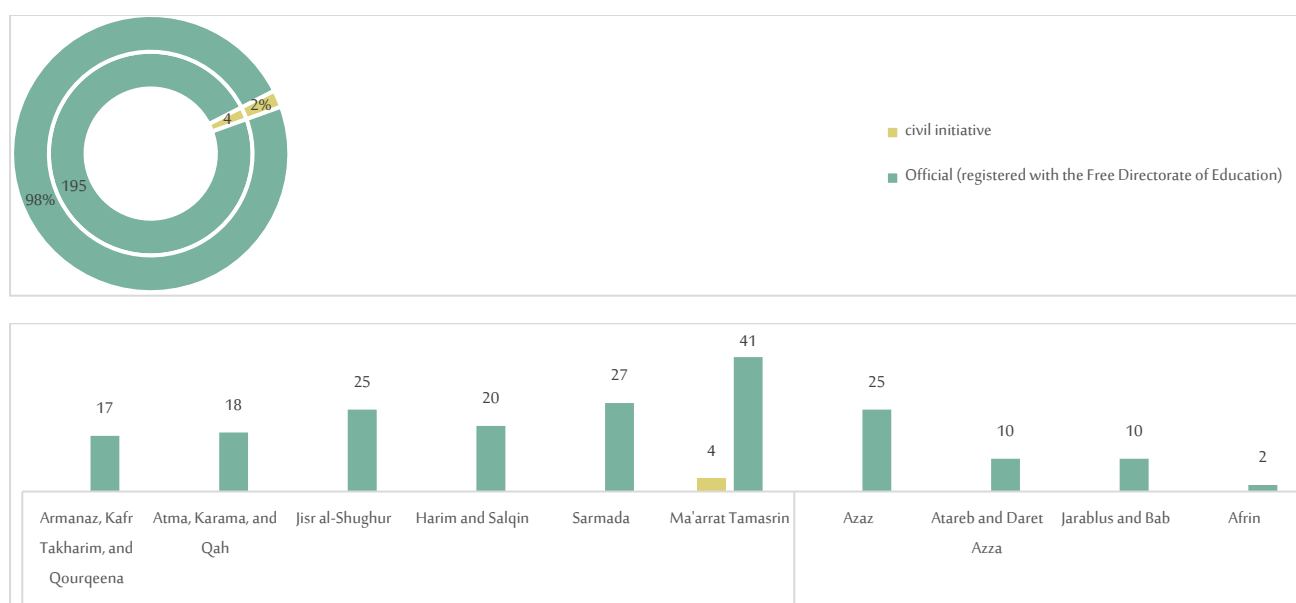
Key Informants (KIs) in northwest Syria camps (in Aleppo and Idlib governorates) reported that there are no security risks such as soldiers' quarters, landmines or dense bush (dense forests). However, the dangers there are related to the general safety of students while they are heading to schools. Students take narrow roads, which are crowded with vehicles and pedestrians. Also, the camp roads are not equipped for passing cars as they are tight and lack an asphalt layer; they must be used for the passage of public service vehicles only, such as relief vehicles, water tanks and ambulances. The service vehicles must also take into account rush hours to maintain the safety of the population. Currently, the camp roads are used for the passage of all public and private cars, which leads to severe congestion that may endanger the lives of children. This shows the urgent need to prevent cars from using the camp roads, as well as the fact that the teaching staff must work to organize students' morning arrival, especially in the early stages of education. Key Informants (KIs) confirmed that the roads of most camps get blocked in winter, during rainfall, which makes it difficult for students to reach the schools.

⁴ https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

3. Registering the school with an official body

The largest part of the camp schools originated after the war began in Syria. The sites of these schools were linked to IDPs' locations in planned or self-settled camps. Some of these schools adhered to a set of standards that made the official bodies associated with the local authority consider them regular schools and recognize them, while a few schools remained local initiatives or informal schools that are not registered with any official body. The results of the study showed that 98% (195 schools) of the total number of camp schools included in the study were registered with an official body, and that 2% (4 schools) are local initiatives.

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



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

Before the war, schools were established by the Ministry of Education and its affiliated institutions, but after the war broke out in Syria, most areas were out of the regime control, and there was an urgent need to establish new schools in the areas where IDPs were distributed, which suffered from pressure in the number of students inside their schools. Another issue was that schools were relatively far from IDPs' places of settlement. Many bodies established different types of schools, such as temporary schools or safe educational places, which were not registered with any official body, as an emergency solution to prevent students from dropping out. After the formation of education directorates, which are affiliated with the new controlling forces in areas outside the regime control, these directorates began to organize the educational process by supervising the schools that had existed before the war and applying specific criteria to the schools established after the war to be registered with them. These standards include the presence of qualified teachers in this school, the existence of an administrative structure and a clear administrative system, students' access to an appropriate educational level, the teaching of specific curricula, and the existence of a clear mechanism for examinations and students passing, and other criteria that the education directorates deem necessary.

Section Three: **School Buildings**

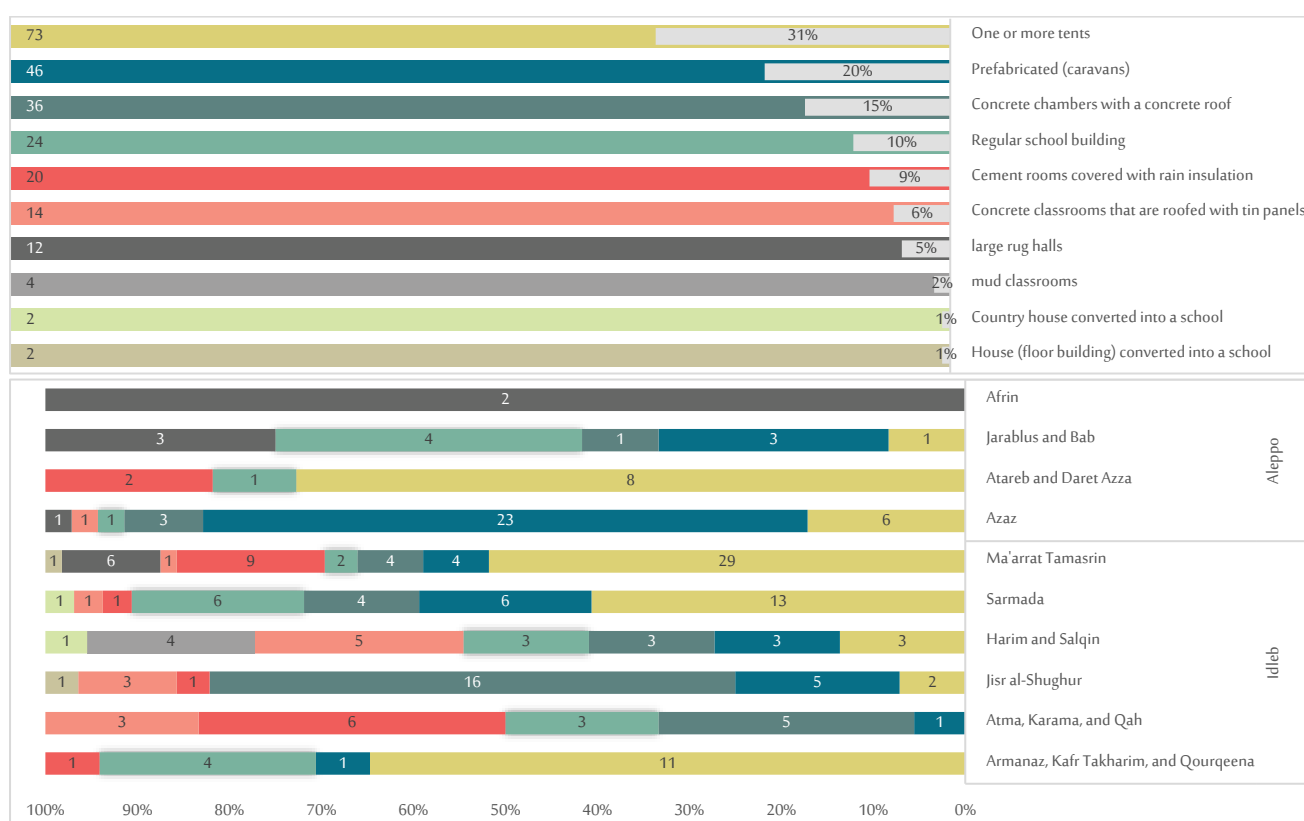


Section Three: School Buildings

1. School building type

The results showed that 31% (73 schools) of the school buildings used in northern Syria camps included in the study are one or more tents, 20% (46 schools) are prefabricated rooms or what is known as caravans, 15% (36 schools) concrete rooms with concrete ceilings, 10% (24 schools) are regular school buildings, 9% (20 schools) concrete rooms covered with rain insulators, 6% (12 schools) concrete rooms roofed with zinc sheets, 5% (12 schools) are large tents, 2% (4 schools) mud houses, 1% (2 schools) were rural houses converted into schools, and 1% (2 schools) were apartment buildings converted into schools.

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



The number of camp schools consisting of one or more tents reached 73 schools, in addition to the 12 schools consisting of large tents. These small and large tents need to be replaced annually, as the presence of a large number of students in them increases the speed of wearing out. It is better to work on securing caravans or concrete rooms as an alternative to these tents wherever possible. Until appropriate alternatives are secured, tents must be replaced annually, and they should be well insulated to provide warmth for children in winter.

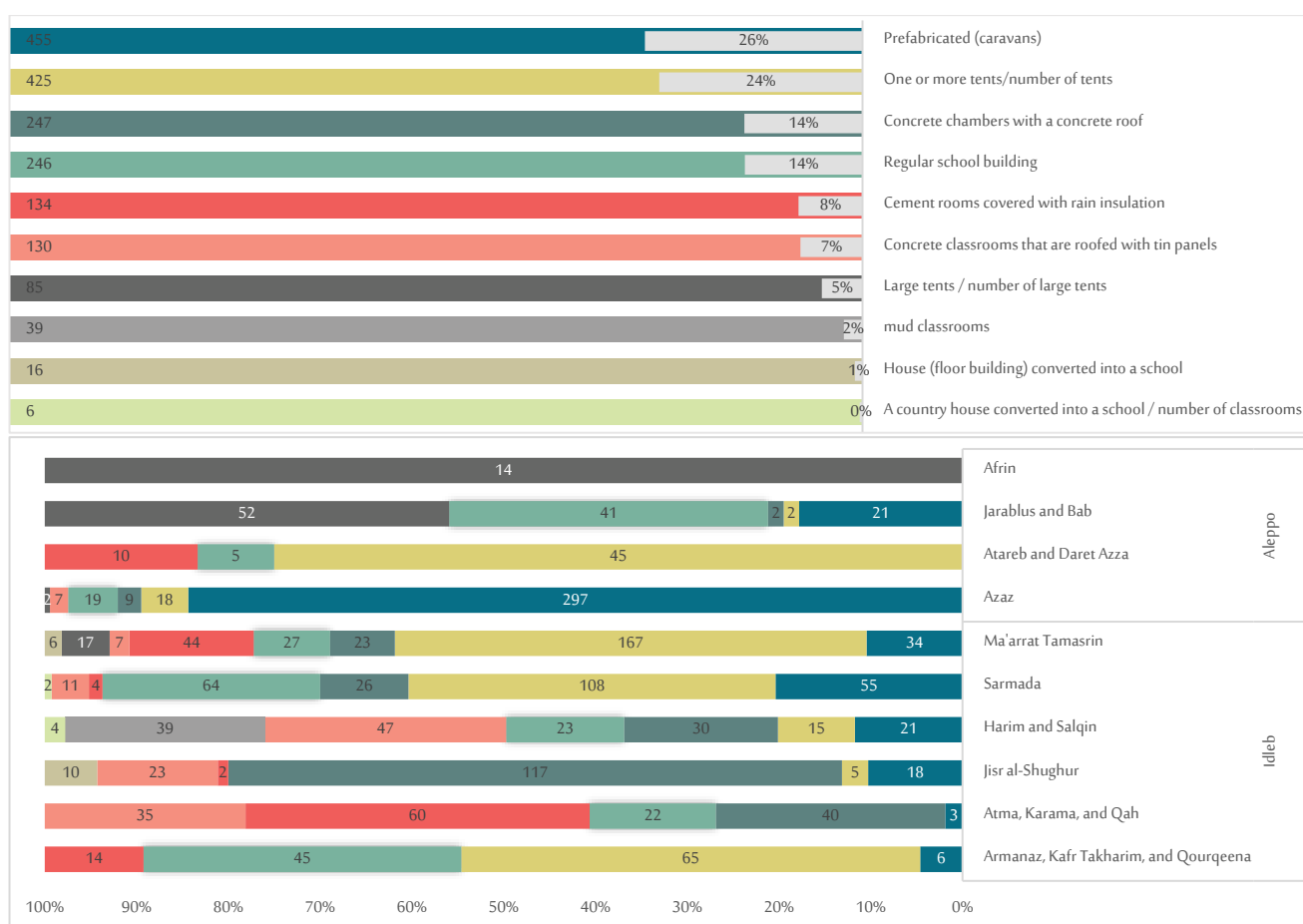
Concrete rooms with concrete ceilings, which formed 36 schools in the camps, are better isolated from bad weather conditions compared to other room types. Still, they do not provide a sufficient level of isolation, as the scattered blocks of the rooms allow the passage of air through them, which reduces the level of isolation compared to the buildings of regular schools. Also in the schools of the northern Syrian camps, there were concrete rooms roofed with zinc sheets (metal sheets). The number of these schools reached 14 schools. The zinc sheets protect the rooms from rainfall, but they do not isolate the cold weather in winter, especially when snow accumulates over them. There were 20 schools in the northern Syrian camps consisting of concrete rooms without roofs and covered with rain insulators only. These schools need to replace their roof insulators

at least twice a year. By the end of summer, the rain insulator will have dried up and deteriorated as a result of the heat of the sun. By the end of winter, the rain insulator will have dried up and deteriorated as a result of snow accumulation and rainwater over it. This insulation may not withstand the end of winter in camps that suffer from severe winds, and it is better to replace these insulators by building concrete ceilings for these schools wherever possible. There are 4 schools in northern Syria camps that are mud houses, and these mud houses are considered better insulated from weather conditions provided that the following procedures are met. The mud house must be insulated with a layer of concrete in the floor in addition to painting the walls with an asphalt insulation and some fibers at a height of 50 cm as the soil in most of the camp lands is considered agricultural soil that may cause the collapse of the walls as a result of moisture. A firewood stove must be provided in the body of the concrete room where having it constantly on ensures that moisture does not form inside the room. The roof must also be insulated with a fibrous material that guarantees the cohesion of the ceiling during the rain and snow seasons. These houses need periodic maintenance work, which makes the costs of its construction and maintenance very high.

2. Number of Classrooms

The total number of classrooms in the camp schools reached 1,783, and the number of classrooms that are just tents is 425 tents; the number of classrooms that are large tents was 85. Sometimes these large tents are divided into two classrooms. These small and large tents need to be replaced each year. Work must be done to secure suitable alternatives for these tents wherever possible. The appropriate alternatives are caravans, concrete rooms or regular school buildings. The number of concrete rooms roofed with zinc sheets in the camp schools is 130 classrooms, and the number of concrete rooms roofed with rain insulators is 134 classrooms. Work must be done to build concrete roofs for these classrooms wherever possible and also to provide the appropriate conditions that may transform these classrooms into regular school buildings, such as providing walls for the classrooms, and open spaces to spend the break between classes and to perform some sports activities. Within the camp schools, there are floor buildings consisting of several rooms that have been converted into schools containing classrooms.

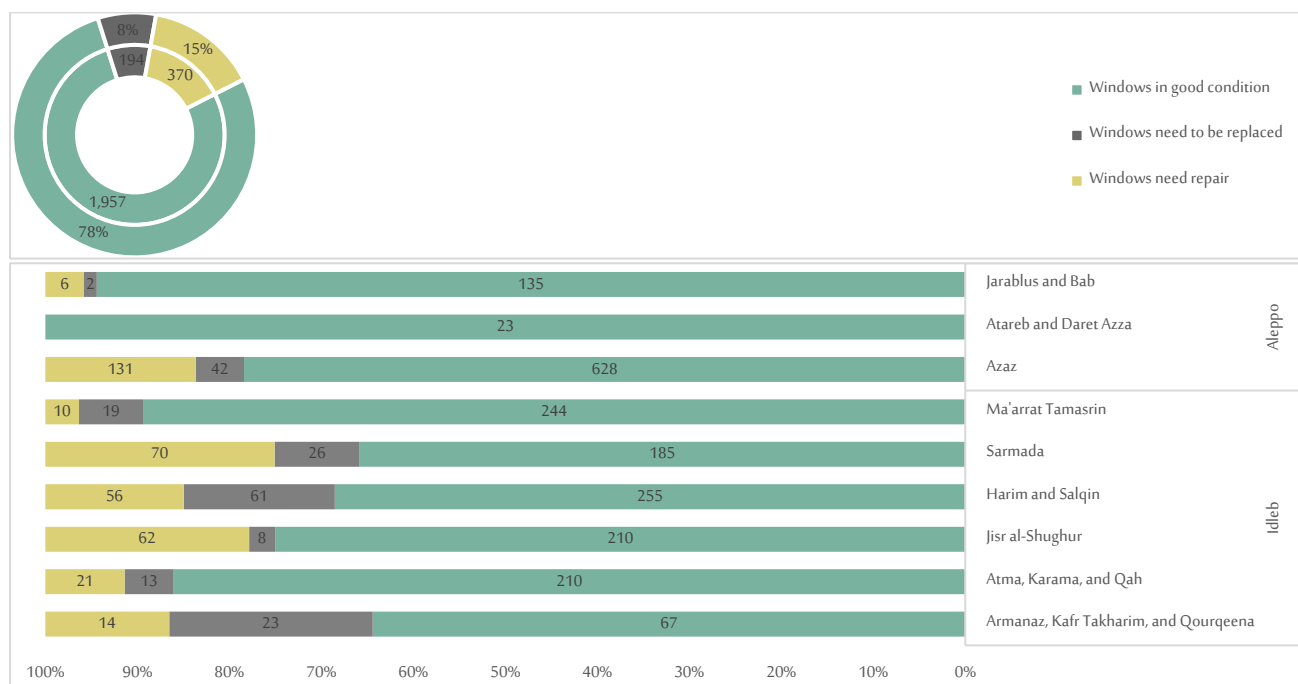
Figure 5: Number and percentages of classrooms in schools by type



3. Windows status

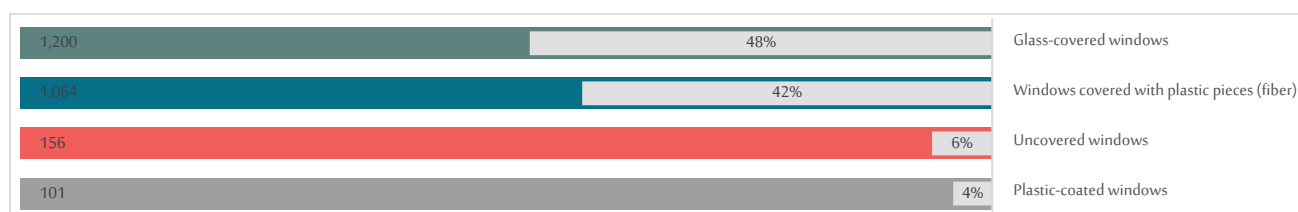
This section includes information on windows of classrooms of all their types and caravans (prefabricated), while it does not include information on tent windows, which are canvas, and there might no be windows in the tent body. The results of the study showed that 78% (1,957 windows) of the total windows within the camp schools covered in the study do not need any repairs, 15% (370 windows) need repairs, 8% (194 windows) need replacement.

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



Most windows of the camp schools consisting of concrete rooms are made of iron, while caravan windows are made of plastic (PVC). 42% (1064 windows) of the total windows in the camp schools are covered with plastic pieces (fiber). The plastic pieces (fiber) need to be replaced each year as they get damaged due to their constant exposure to the sunlight. These materials are less resistant to sunlight than glass. Glass is used to cover 48% (1,200 windows) of the windows, and 4% (101 windows) of the windows are covered with plastic wrappers which are not suitable to cover the windows, as they are a temporary solution in the absence of glass or its suitable alternatives, while 6% (156) windows were uncovered with any material to insulate weather conditions and provide warmth for the classrooms.

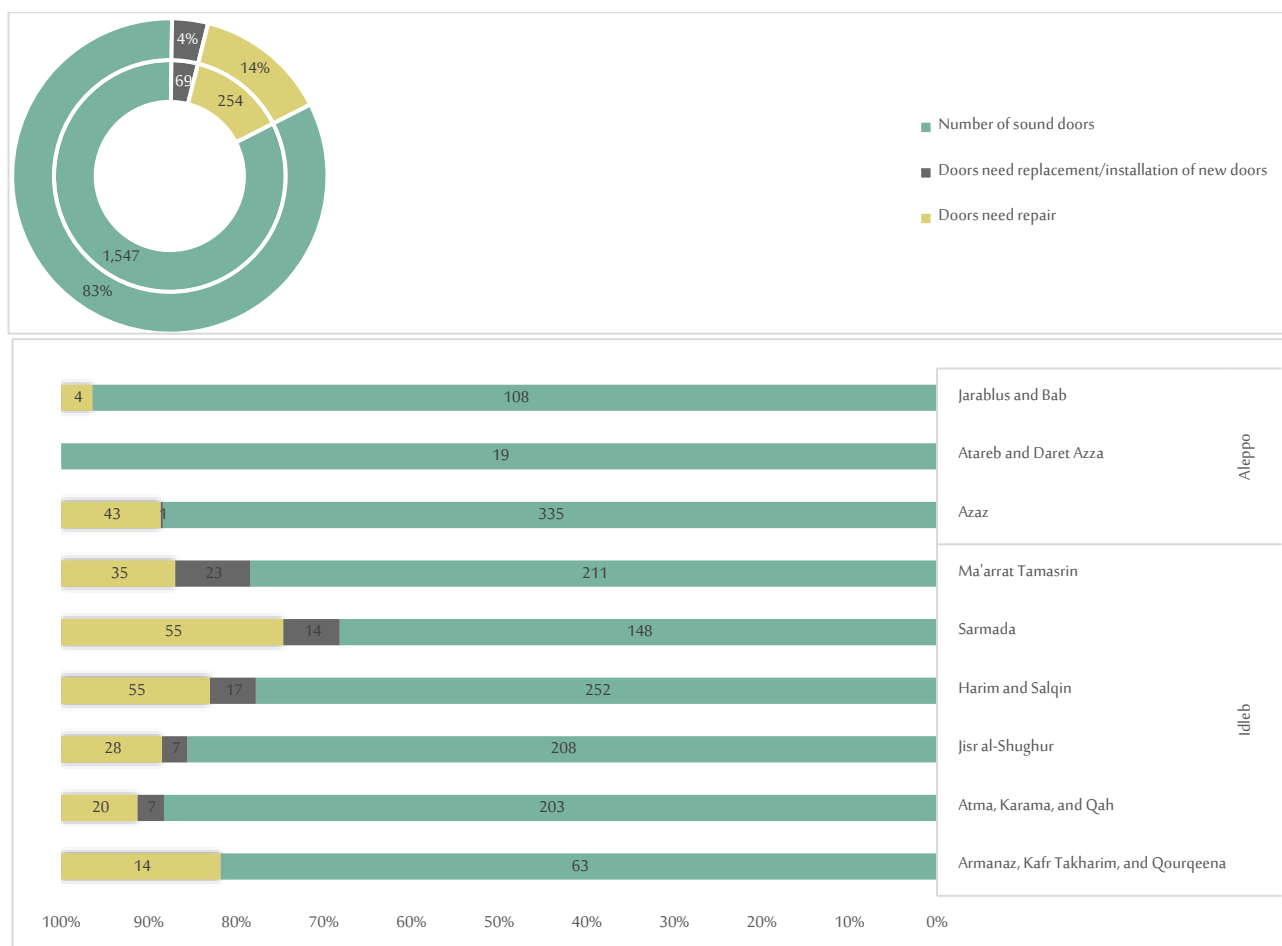
Figure 7: Number and percentages of windows in camp schools by the materials covering them



4. Doors status

This section includes information on the doors of classrooms of all their types and caravans (prefabricated), while it does not include information on the doors of tents, which are canvas. The results of the study showed that 83% (1,547 doors) of the total doors within the schools of the camps covered in the study do not need any repairs, 14% (254 doors) need repairs, 4% (69 doors) need replacement.

Figure 8: Number and percentages of doors in camp schools by their condition



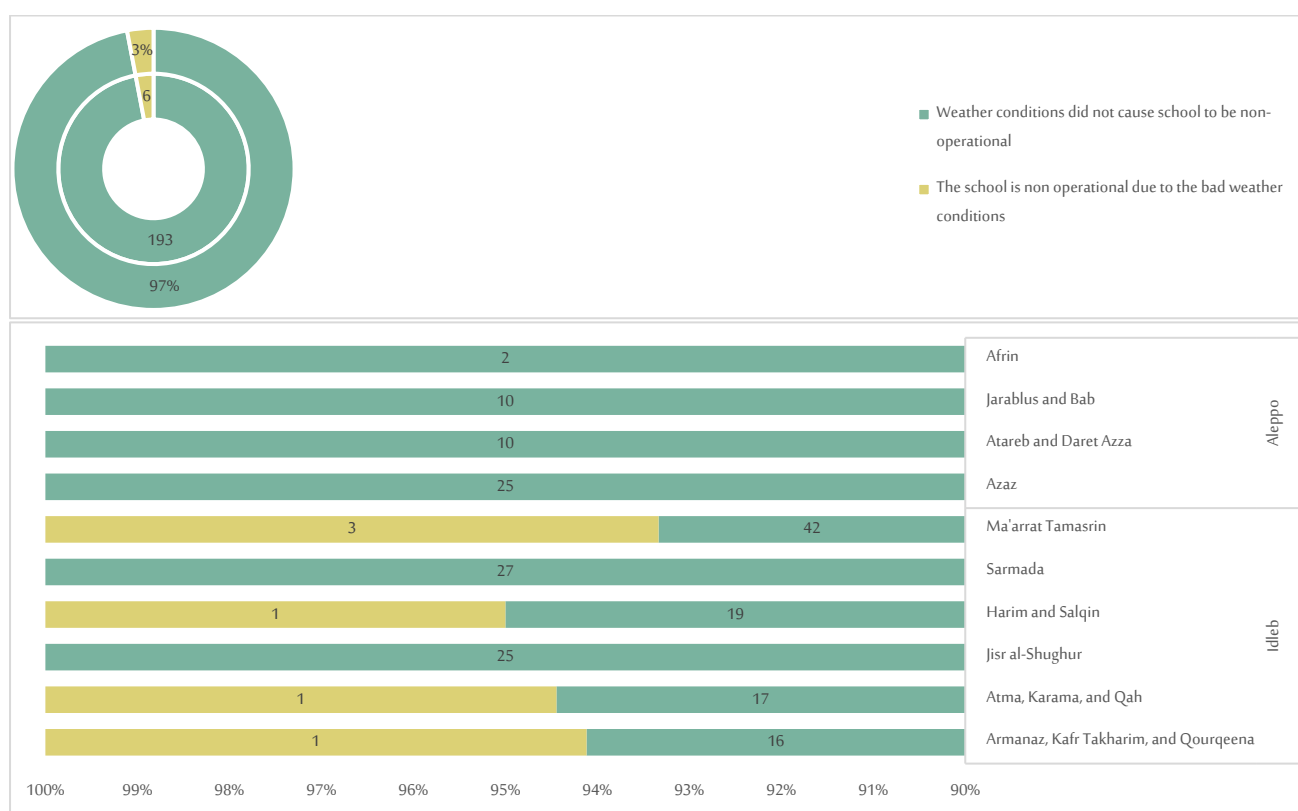
All the doors of the concrete rooms used for teaching in the camps of northern Syria were metal, and the majority of them are made of metal plates (zinc sheets), and there are some metal bars at the ends. These doors are less soundproof and less weatherproof than the wooden doors that are usually used in the classrooms of regular schools. In addition, the humidity of the atmosphere causes these doors to rust. These metal doors need maintenance at the beginning of each academic year as a result of the poor quality of the materials from which the doors are manufactured. Caravan doors were made of plastics (PVC), and they need to be maintained periodically.

5. Suspension of school attendance

The results of the study showed that 97% (193 schools) of the total camp schools covered in the study were not suspended during the academic year 2021-2022, while only 3% (6 schools) were suspended due to bad weather conditions.

These data do not reflect the fact that school attendance was suspended due to bad weather conditions, as the data collection period was in November 2021, and in this period, winter had not actually started in northern Syria, nor did severe rainstorms occur or lead to the suspension of school attendance. This section of the report lists several rainstorms that hit the camps in northern Syria and led to the suspension of school attendance, along with the flooding of hundreds of tents and the death and injury of a number of displaced children as a result of the collapse of their shelter due to severe storms.

Figure 9: Number and percentages of camp schools by the suspension of school attendance due to bad weather conditions



Before the outbreak of the war in Syria, it was required for students to attend a specified number of school days (during the school year) in addition to passing the exam to move to the higher school stage. The number of days the student attended school must exceed 80% of the total number of school days during the year.

All schools in northern Syria camps near the Syrian-Turkish border were considered relatively safe if compared to the camps far from the border, which are located in areas subject to bombardment. Bad weather conditions are the main reason for the suspension of school days in the camps near the border. When it rains or when snow falls, floods form in the camps and their roads become bumpy. In addition, teaching inside the tents in low temperatures and when frost forms poses a threat to children's health. In the camps far from the border, school attendance is suspended due to bad weather conditions and difficult roads. Also, schools get suspended due to the escalation of military activities and shelling the areas of the camps.

On 1 December 2021, strong winds blew, affecting 105 IDP sites in the countryside of Aleppo and Idlib, which have more than 143,000 IDPs. 1,484 tents were affected by the wind (completely damaging or destroying the tent). In the northern countryside of Aleppo, Ehtimilat Camp (Al-Marj) near the town of Ehtimilat was damaged, as well as the Urm al-Sughra camp near Tawama town. In the northern countryside of Idlib, the following were damaged: the Corniche camp near Maarat Misrin town, the railway camp near Kafr Rahimol town, the Rabee' Misrun camp near Kafr Rahimol, the al-Ri'aaye camp near Darkush town, the Saraqib camp near Killy town, and the Maghsalet Fadil Yunis camp cluster near Ma'art Misrin town.

On 12 December 2021, heavy rains affected 154 tents, as the rains damaged 39 tents and destroyed 115 ones. (There are 930 displaced people residing in these tents, making up 159 families). In Idlib governorate, the camps containing the affected tents were distributed in the cities of Ariha, Armanaz, Kafr Takharim, the towns of Al-Ghafar, Beslya, Kubta, Beeret Armanaz, Kafr Nabi, Babeska, Kafr Hind, Fasuq, Al-Alani, Kalli and Atmeh. In Aleppo governorate, the camps with the damaged tents were distributed in the towns of Batabo and Kafr Safra.

Heavy rains that fell in December 2021 led to flooding IDP tents in 210 camps, which led to the destruction of 4,916 tents. Partners in the Camp Coordination and Camp Management Cluster (CCCM) faced difficulties in accessing 114 camps due to the destruction of the main roads leading to them, and in 147 camps, partners faced difficulties in accessing the damaged tents as a result of the destruction of roads inside the camps. There were 64 damaged camps in Maarat Misrin sub-district, 52 camps in al-Dana sub-district, 23 camps in Armanaz sub-district, 21 camps in Atareb sub-district, 14 camps in Afrin sub-district, and 6 camps in Darkosh sub-district.

On 19 January 2022, rain and snow storms damaged 72 camps, completely destroying 920 tents, and partially destroying 1,900 tents, in addition to damaging the shelter materials and food in all the affected tents. The number of affected families reached 2,820 families, in addition to blocking roads to dozens of camps.

On 27 January 2022, a tent wall in the Morek camp near Kafr Lusin town collapsed after water leaked into the tent, injuring 2 children.

Between January 18 and 27, 2022, severe rain and snow storms took place in northwest Syria. According to the Camp Coordination and Camp Management (CCCM) Cluster, 293 accidents (162 snowstorms, 117 floods, and 14 strong winds) were reported in IDP sites in northwest Syria, including 121 sites in Aleppo governorate, and 172 sites in Idlib governorate, specifically in the areas of Afrin, Azaz, and Harem. As a result of these storms, 939 tents were completely destroyed, 9,570 tents were partially damaged, and 57,008 IDPs living in these tents were affected, and the shelter materials for these families were also damaged.

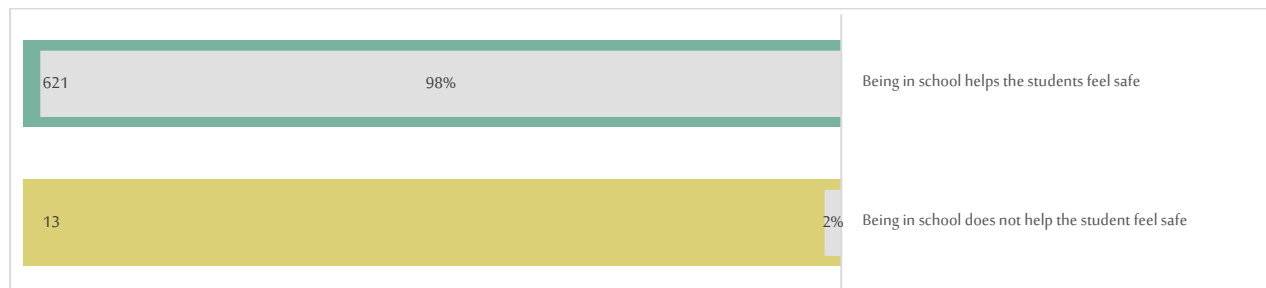
On 26 February 2022, in the northern countryside of Idlib, heavy rainstorms and winds occurred between February 21 and 26, 2022, completely destroying 1,090 tents, and partially damaging 1,447 tents. All the IDPs' shelter items in those tents were damaged.

On 13 March 2022, in northwestern Syria, heavy rainstorms and winds occurred between 2 and 13 March, 2022, partially damaging 791 tents, completely destroying 477 tents, and destroying shelter items in the damaged tents. On 21 March 2022, in Idlib governorate, heavy winds occurred between 15 and 21, March in a number of IDP camps, completely destroying 3 tents and partially damaging 7 others.

6. Student Survey: Does being at school help you feel safe?

2% (13 students) of the total ⁵ surveyed students reported that being at school does not make them feel safe, 98% (621 students) reported that being at school makes them feel safe.

Figure 10: Number and percentage of students surveyed by their feeling safe in schools



⁵IMU's enumerators conducted a survey with 634 children between the ages of 6 and 18 years in the camps covered in the study. Some of these children were enrolled in school and some of them were dropouts. Females accounted for 40% of the surveyed children, while males accounted for 60%. All the surveyed children were displaced.



Section Four: **Water, Sanitation, and Hygiene in the Schools**

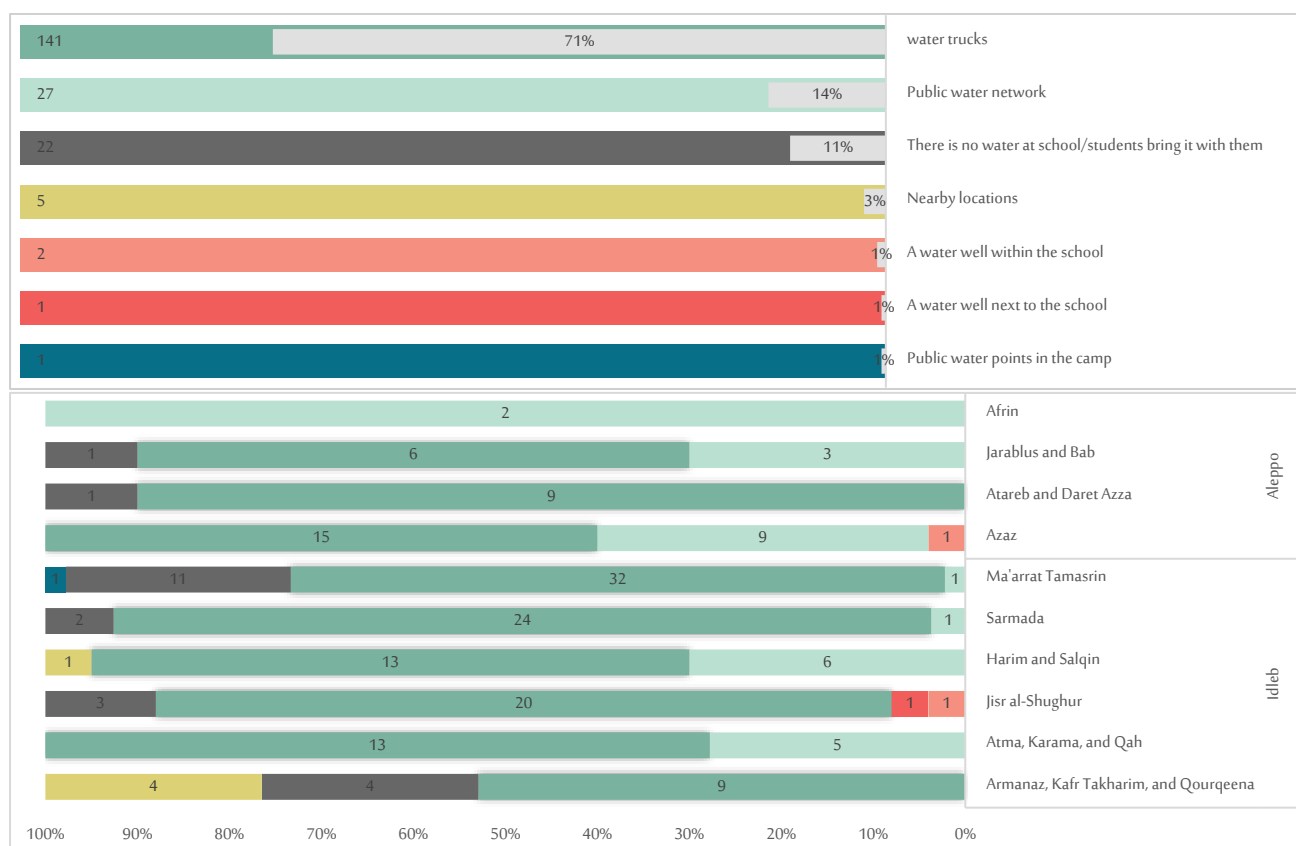


Section Four: Water, Sanitation, and Hygiene in the Schools

1. Water sources in schools

The results of the study showed that 71% (141 schools) of the camp schools covered in the study get drinking and usage water through tanks, 14% (27 schools) get water from the public network, 3% (5 schools) get water from nearby places or from neighboring tents, 1% (1 school) gets water from a well next to the school, and there are two schools that contain a well within the school, while there is no water in 11% (22 schools) and students bring water with them from their homes.

Figure 11: Number and percentages of camp schools by water sources in them



According to Sphere standards,⁶ "3 liters of water per pupil per day should be provided for drinking and handwashing (this amount does not include water for toilets)".

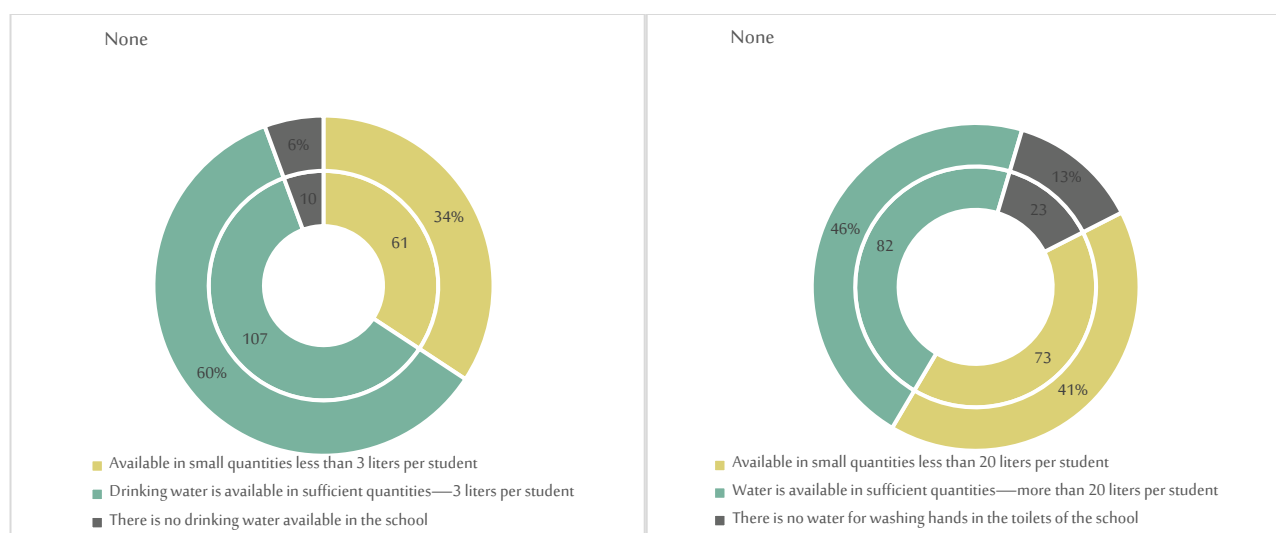
When visiting the schools, those in charge were asked about the amount of drinking and handwashing water that is supplied to schools and how these quantities were divided to the students in the school. To reach the most accurate information, the opinions of school officials were also taken about the amount of drinking and handwashing water that students receive daily. Through the study, it was found that sufficient quantities of drinking and handwashing water were available in 60% (107 schools) of the covered schools. Each student in these schools has 3 liters of drinking and handwashing water. Small amounts of drinking and handwashing water were available in 34% (61 schools) of the schools. Each student in these schools has less than 3 liters of drinking and handwashing water, while drinking and handwashing water were not available in 6% (10 schools) of the schools.

⁶ <https://handbook.spherestandards.org/en/sphere/#ch001>

According to the Sphere standards,⁷ "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".

Through the study, it was found that sufficient quantities of bathroom water were available in 46% (82 schools) of the schools included in the study, where each student in these schools has more than 20 liters of bathroom water. Small amounts of bathroom water were available in 41% (73 schools) of the schools, where each student in these schools has less than 20 liters of bathroom water, while bathroom water was not available in 13% (23 schools) of the schools.

Figure 12: Number and percentages of schools by the availability of sufficient quantities of drinking and usage water in them



It is important to mention that there is a need to increase the amount of water allocated to handwashing as part of the measures to prevent the spread of the COVID-19 virus, as hand sanitization requires washing with water and soap for more than 20 seconds.

It should be noted that groundwater sources should be far from places of defecation. According to the Sphere Project guidelines, "Filter pits, trench latrines and/or latrines must be located at least 30 meters away from any groundwater source." Unfortunately, these conditions are not observed in northern Syria camps where they contain irregular technical pits (ones that do not contain layers to filter wastewater before it reaches the groundwater), in addition to the presence of a number of water wells used for drinking.

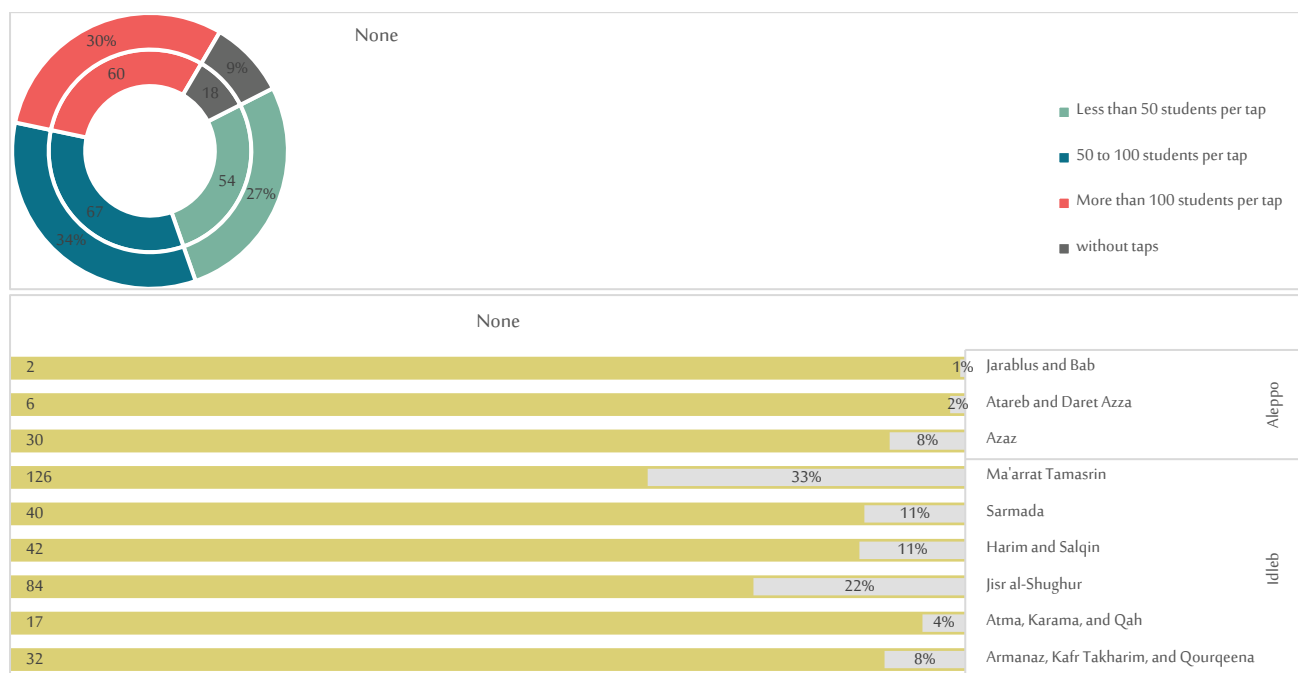
⁷ <https://handbook.spherestandards.org/en/sphere/#ch001>

2. Number of students per water tap and water taps that need replacement

The results of the study showed that 27% (54 schools) of the total number of schools in northern Syria camps have less than 50 students per tap, 34% (67 schools) have 50 to 100 students per tap, 30% (60 schools) have more than 100 students per tap, and 9% (18 schools) do not have water taps.

The number of water taps that need to be replaced in schools in northern Syrian camps reached 379 water taps. This number includes all water taps, whether used for drinking or in toilets, or taps used for other service matters, such as ones used to clean schools or water school gardens at times.

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



In Syrian schools, the break between lessons is 30 minutes long, which makes less than 50 students per tap acceptable as this does not cause any crowding or jostling in front of the water taps. If the number of students per tap exceeds 50 students, there may be a slight crowding on the water taps during the break between lessons. If the number of students per tap reaches 100 students or more, it is certain that there will be severe crowding in front of the water taps and some students may be deprived of drinking water during the break between lessons after they have spent 90 minutes (two consecutive lessons) without drinking water. The distribution of water taps must also be considered so that not all students gather in one corner of the school. Under COVID-19 conditions, the education staff should ensure that social distancing rules are applied among students while drinking water, ensure that students use their own cups and do not drink from the tap directly, and ensure that their cups are not shared with any of their classmates.

3. Availability of toilets in schools

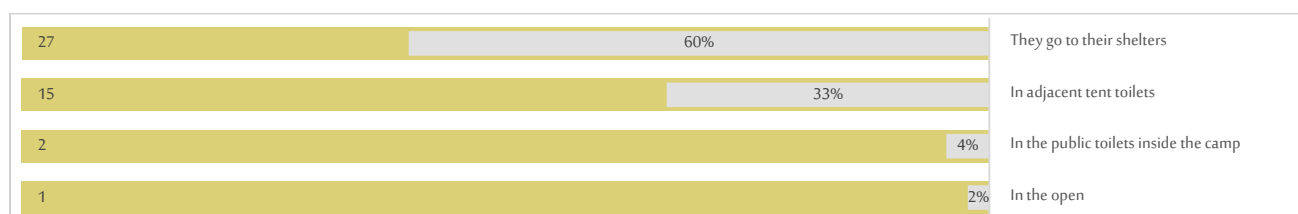
The results of the study showed that 23% (45 schools) of the surveyed camp schools did not have toilets, and 77% (154 schools) had toilets.

Figure 14: Number and percentages of schools by the availability of toilets in them



Officials of camp schools without toilets reported that students in 27 schools go to their homes, and that students in 15 schools have to use the toilets in neighboring camps, and that in two schools they go to the public toilets inside the camp, and in one school the children defecate in the open. The lack of toilets specific for schools increases the likelihood of children being harmed, where the INEE Minimum Standards for Education indicate *“Sanitation facilities should be accessible for persons with disabilities and should maintain privacy, dignity, and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient, and easily accessible places.”* The presence of toilets used by schoolchildren outside the educational spaces increases their vulnerability, as it will be difficult for the officials of the educational process to ascertain safety conditions mentioned above.

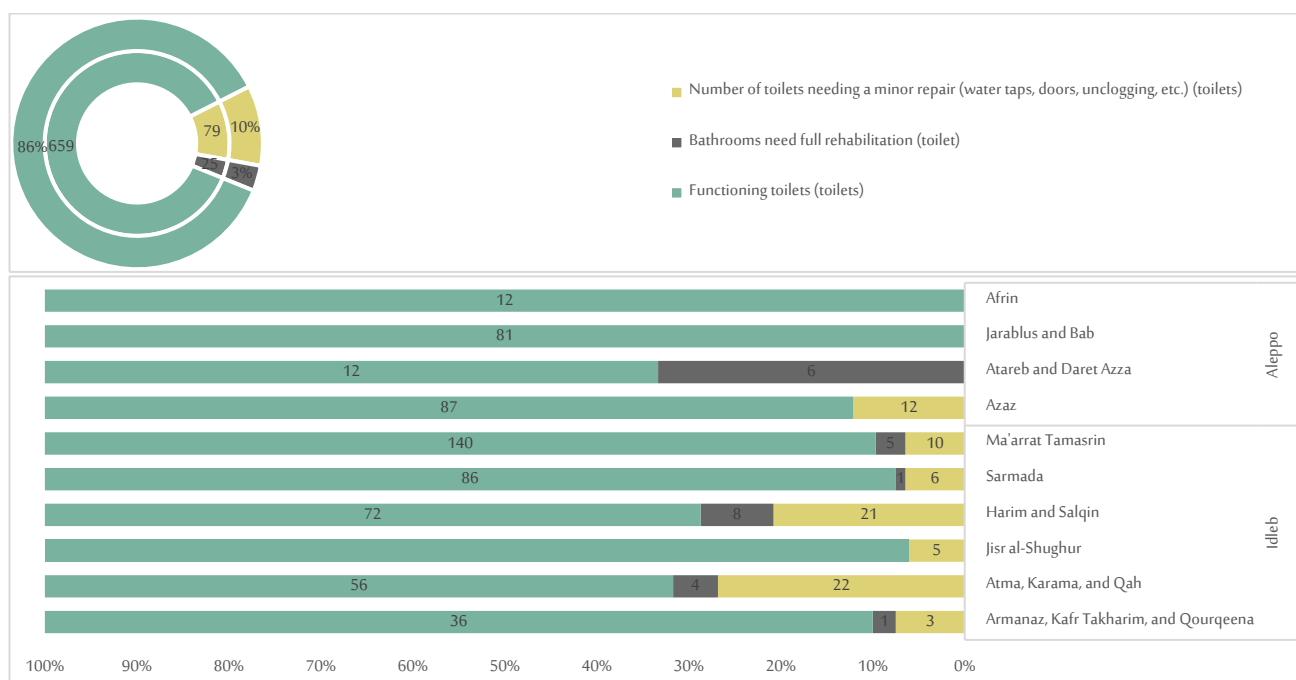
Figure 15: Number and percentages of schools without toilets by the alternatives of toilets used by children



4. The condition of toilets in schools

This section presents the condition of toilets in 154 schools (schools with toilets) out of the 199 schools covered in the study, as there are no toilets in 45 schools. The toilet section in the Syrian schools consist of several toilets - the toilets building or block is divided into several toilets, as the number of individual toilets in the camp schools covered in the study reached 763 toilets. The results of the study showed that 86% (659 toilets) of the toilets are working and are in good condition, 10% (79 toilets) of them need simple repairs, and 3% (25 toilets) of them need full rehabilitation or replacement.

Figure 16: Number and percentage of toilets in camp schools by their condition



The toilets in schools need regular maintenance because of their they are used by a large number of children, and they also need to be cleaned on a daily basis.

According to the Sphere project guidelines,⁸ "One toilet should be provided per 30 girls and one toilet should be provided per 60 boys. If provision of separate toilets isn't initially possible, arrangements can be made to avoid girls and boys using the toilets at the same time."

154 schools have toilets, of which 17 are single-gender schools (for male or female students only) and 137 schools have mixed-gender toilets. 46% (63 schools) of these schools have no single-gender toilets, and male and female students use the same toilets, while 54% (74 schools) have separate toilets for each gender.

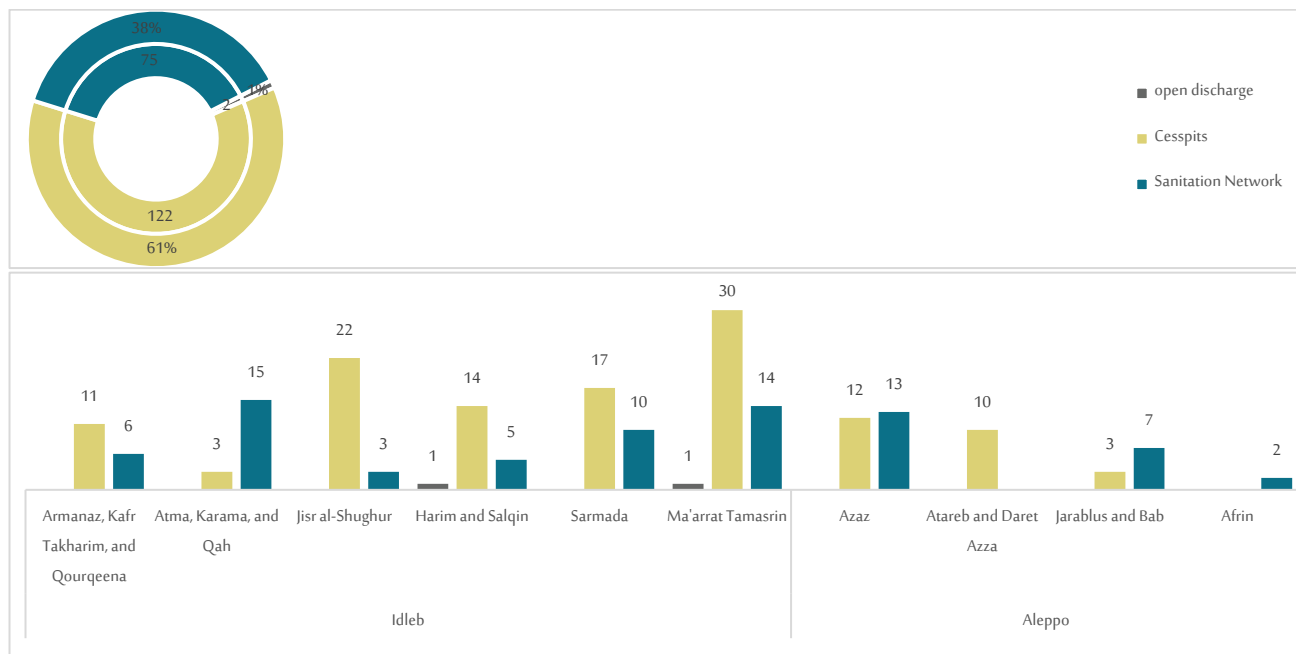
Bathrooms should be provided specifically for the educational and service staff in schools; these bathrooms should be separate from students' toilets to avoid harassment when using them. It was found that 62% (95 schools) of the camp schools did not have toilets specifically for the educational and service staff, who use the students' toilets, while 38% (59 schools) of the camp schools have toilets specifically for the educational and service staff.

⁸ <https://handbook.spherestandards.org/en/sphere/#ch001>

5. Wastewater Disposal Places

The results of the study showed that 38% (75 schools) of the total camp schools covered in the study contain toilets that dispose of wastewater into the regular sewage network, 61% (122 schools) dispose of wastewater into irregular septic tanks, and 1% (two schools only) dispose of wastewater in the open.

Figure 17: Number and percentage of camp schools by wastewater disposal mechanisms



Children's feces is considered more dangerous than adults' feces, and according to the Sphere project guidelines,⁹ “special attention should be paid to disposing of children's faeces, which are usually more dangerous than adult faeces (as the level of prevalence of faecal diseases among children is often higher, and children may not have formed antibodies to control diseases).”

The study found that 61% (122 schools) of the camp schools covered in the study dispose of wastewater in irregular septic tanks, as they are not covered with layers of stones and dirt, which ensure that wastewater does not reach groundwater. Also, the large number of students in the schools shows the need to empty the septic tanks allocated to schools periodically. There is often one septic tank for a school containing a large number of students, which leads to flooding the septic tank quickly, and considering that most school days are in the winter, this increases the likelihood of flooding the septic tanks because of the rain. Failure to empty the septic tanks may lead to the spread of disease vectors in the environment surrounding the school. 1% (two schools) of the resident camp schools dispose of wastewater in the open, and this wastewater gathers in the form of ponds where the disease vectors gather.

⁹ <https://handbook.spherestandards.org/en/sphere/#ch001>

The background of the page features a teal-tinted photograph of several young children sitting on the floor inside a large tent. The children are arranged in a loose circle, looking towards the center. The tent's interior is visible, with its fabric walls and a dark floor. Overlaid on the teal background are two sets of white concentric circles: one in the top-left corner and another in the bottom-right corner, creating a ripple effect.

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

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

1. Benches:

The results of the study showed that 97% (193 schools) of the camp schools included in the study have benches, 3% (5 schools) do not have benches and students in these schools sit on the ground, 1% (one school) does not have benches and students use tables and chairs. A healthy learning environment requires student benches to ensure that students are seated in the classroom in a healthy manner that helps them to write and receive information properly. Before the events in Syria, all students were seated on benches in educational places.

Figure 18: Number and percentage of camp schools by whether they have benches for students



2. Condition of school benches:

The results of the study showed that 87% (18,275 benches) of the total benches in the camp schools covered in the study are in good condition, 9% (1,862 benches) need to be repaired, 4% (797 benches) are completely damaged and need to be replaced.

Figure 19: Number and percentages of benches in the camp schools by their condition

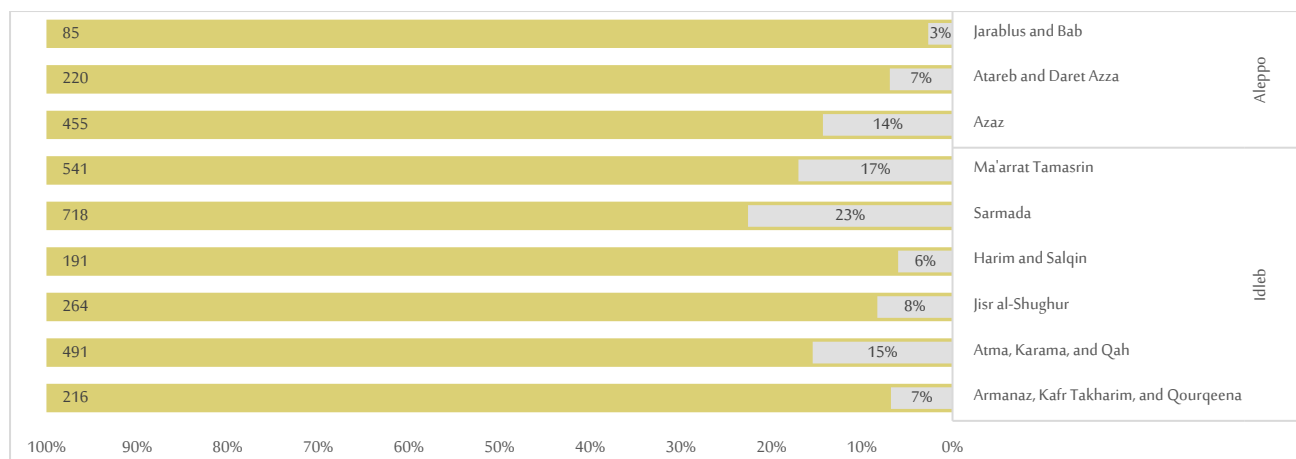


The type of school benches most commonly used in Syria consists of two sections in terms of manufacturing materials: a metal section, which is metal pipes, and a wooden section, which is wooden panels that form the part that students sit on (the bench's seat) in addition to the drawer. In normal circumstances, the wooden section of the school bench gets damaged and needs maintenance every several years (its wooden panels are replaced).

3. Need for benches:

During data collection from schools, the enumerators asked about the number of benches needed by each school. The needs of the camp schools covered in the assessment reached 3,181 benches, and the highest percentage of the need was concentrated in the Sarmada camp cluster.

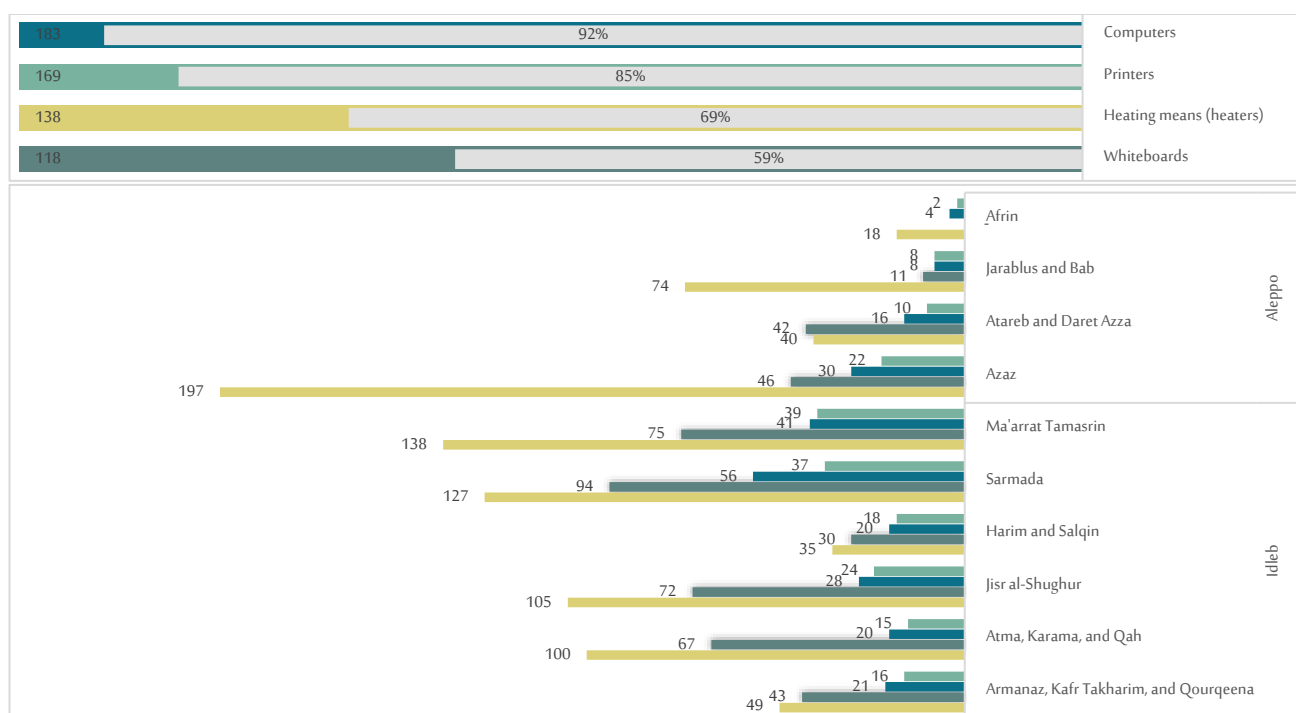
Figure 20: Number and percentages of benches needed by camp schools



4. Heating devices and equipment supporting the educational process

The results of the study showed that 69% (138 schools) of the total number of camp schools that were covered in the study needed heating devices (heaters). The number of heaters needed by these schools was 883 heaters. 59% (118 schools) needed boards; the number of boards needed by schools was 480 boards. 85% (169 schools) needed printers; the number of printers needed by these schools was 191 printers. 92% (183 schools) needed computers; the number of computers needed by these schools was 244 computers. 82% (163 schools) needed projectors; the number of projectors needed by these schools was 185 devices. 50% (100 schools) needed textbooks; the number of textbooks needed by these schools was 9,155.

Figure 21: Number and percentage of camp schools that need heaters and supporting means for the education process



Schools in Syria rely on heaters that use diesel fuel to heat classrooms, which are primitive heaters that rely on the combustion of diesel fuel inside them to generate fire. A heater is placed in the middle of each classroom, and despite the use of firewood heaters in some camps, they are not suitable for the educational environment, as the volume of emissions resulting from the combustion of firewood is very large and may cause harm to children.

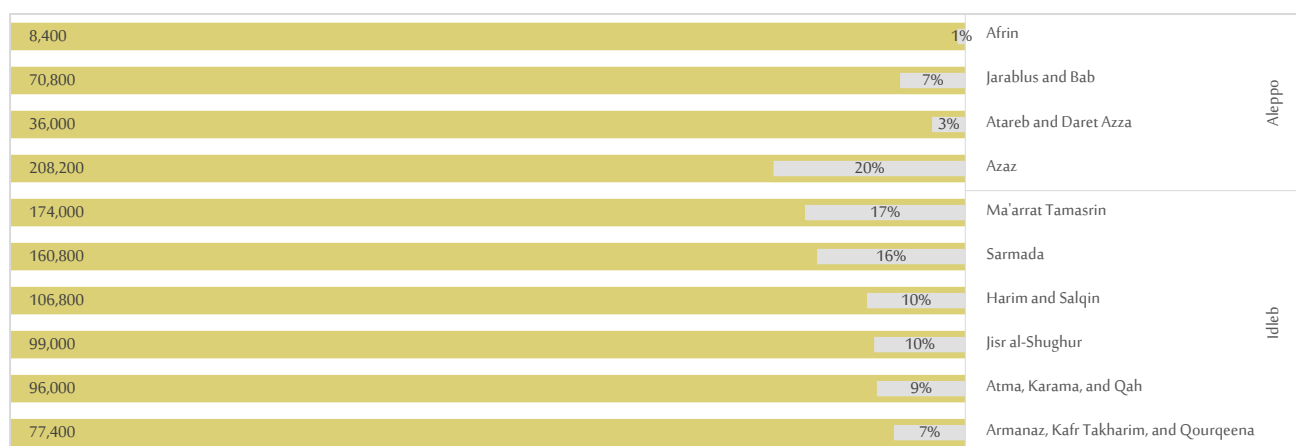
In light of the acute shortage of textbooks, teachers are forced to write the entire lesson on the board, and the board is the only and most effective educational tool in the absence of all means to support the educational process.

Computers are used in Syrian schools for administrative purposes by the administrative and teaching staff. The number of computers used for this purpose ranges from 3 to 5 computers in each school, and they are also used for educational purposes inside computer labs. The number of computers in each lab ranges from 16 to 20 computers depending on the size of the lab, and the teaching of computer technologies begins in the second cycle of basic education.

5. Heating fuel

The diesel needs of the camp schools included in the study for a full academic year amounted to 1,037,400 liters annually, which is an amount of fuel sufficient for the winter in Syria, which lasts for about four months.

Figure 22: Number and percentage of liters of heating fuel needed by camp schools

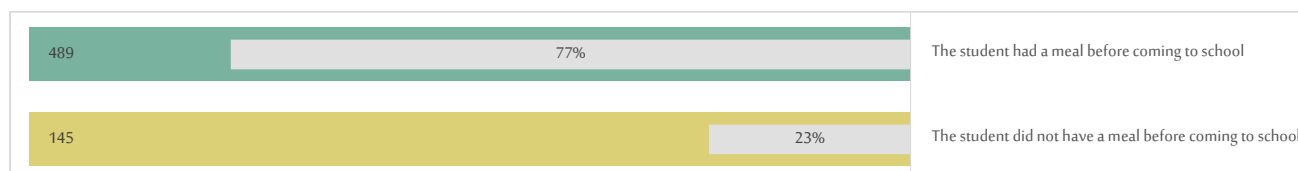


The school year in Syria starts in September and ends in June, and most school days are in winter. This season in Syria is very cold, and it rains and snows continuously. Heaters are operated in Syrian schools for at least four months during one school year, and the average requirement for each heater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

6. Student Survey: Did you have a snack before coming to school/ did you have a meal at school

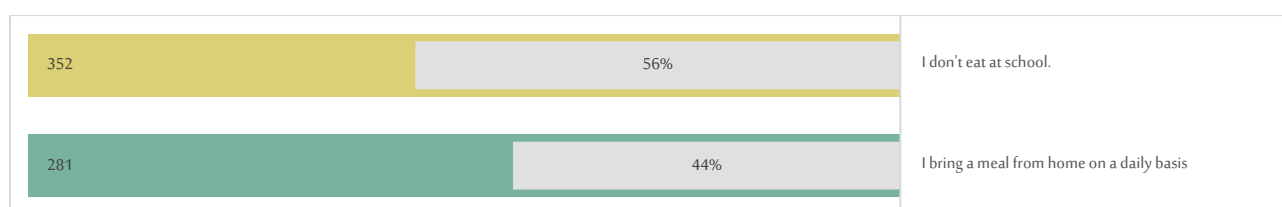
Through student ¹⁰surveys, students were asked if they had had a snack (breakfast) before coming to school, and if they had a snack at school. 77% (489 students) of the surveyed students reported having had a snack before coming to school, and 23% (145 students) reported that they had not had a snack before coming to school.

Figure 23: Number and percentage of the surveyed students by having a meal before school



Regarding eating food at school, 56% (352 students) of the surveyed students reported that they do not eat at school, and 44% (281 students) bring food with them from home (they eat a snack at school).

Figure 24: Number and percentage of the surveyed students by having a meal during school



¹⁰IMU's enumerators conducted a survey with 974 children between the ages of 5 and 17 years in the camps covered in the study, part of these children are enrolled in school and part of them are dropouts. Females accounted for 39% of the surveyed children, while males accounted for 61%. All the surveyed children were displaced, of whom 53% were displaced from another governorate, 41% were displaced from another town within the same governorate, and 6% were displaced within their own town.

The background of the entire page is a photograph of several young children in a classroom setting. The image is heavily overlaid with a teal color and features white concentric circles in the top-left and bottom-right corners. The text is centered in the upper half of the image.

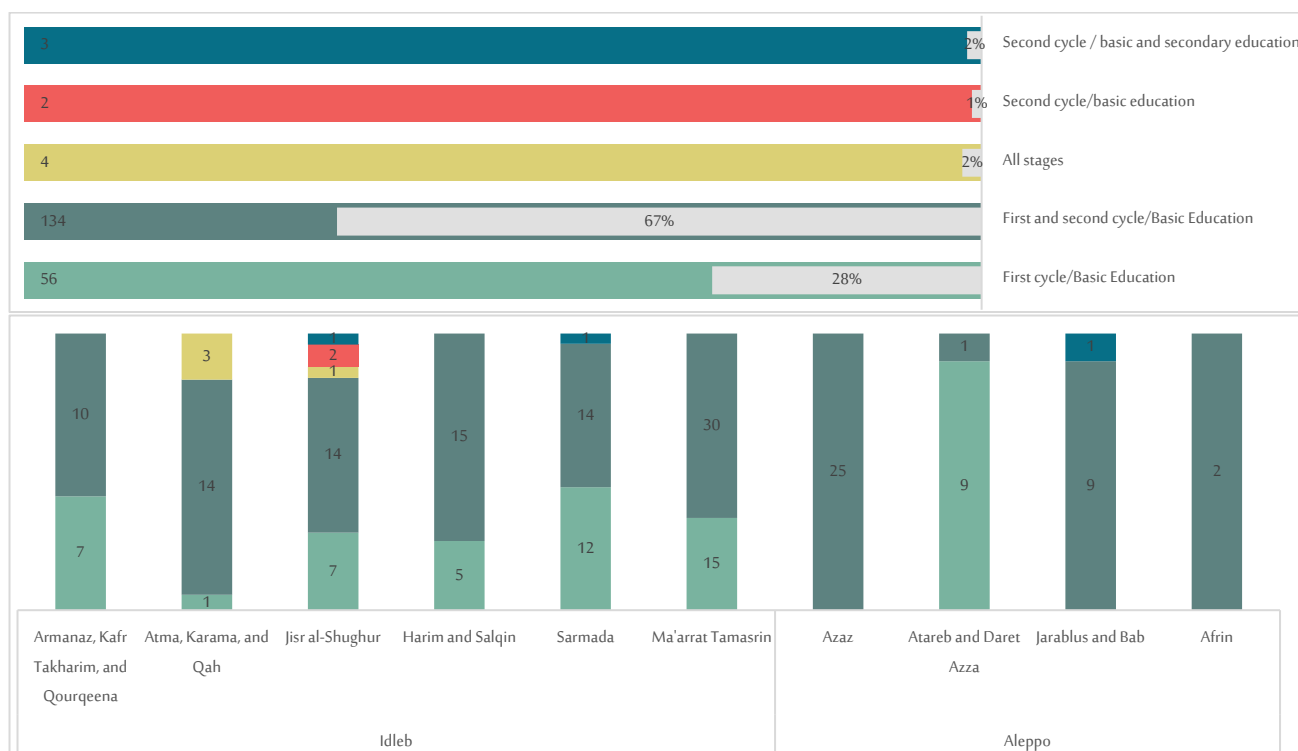
Section Six: **School stages are curricula**

Section Six: Education Stages and Curriculum

1. Education Stages

The study showed that 28% (56 schools) of the schools in the camp covered by the assessment teach only the first cycle of basic education, 67% (134 schools) of schools teach the first and second cycles of basic education, 2% (4 schools) study all stages of education (the first and second cycles of basic education in addition to secondary education), 1% (two schools) teach the second cycle of basic education, 2% (3 schools) teach the second cycle of basic education and secondary education.

Figure 25: Number and percentage of schools by education stages they include



Syrian children start attending school at the age of 6 years. The academic stages there consist of two stages, the basic education stage, and the secondary education stage. However, the majority of schools follow the old school system, which divides schools into primary schools (grades 1-6), preparatory schools (grades 7-9), and secondary schools (grades 10-12). Before the war in Syria, schools were dedicated to each of the mentioned stages separately from the others.

The proper situation of the educational process requires to separate between the stages of teaching (basic-secondary education). The separation between children according to different ages and stages of teaching saves the children from bullying from their older colleagues, which may be reflected in their characters and ability to learn.

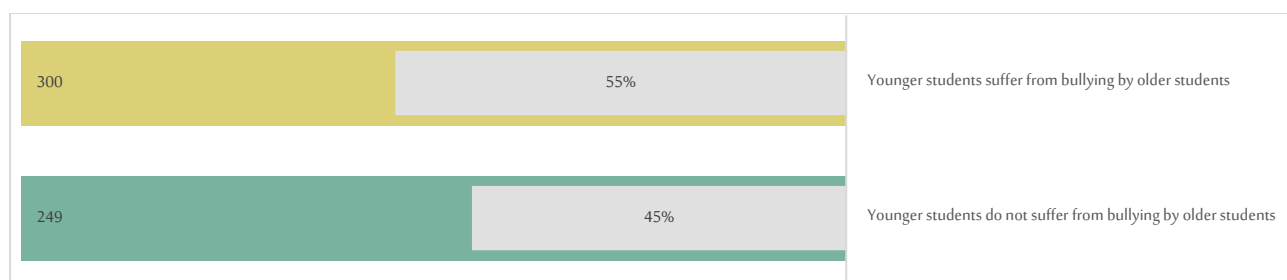
According to the Joint Education Report for Out-of-School Children ¹¹(JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 13 organizations specialized in the field of education, "the percentages of out-of-school children increase with progress in the school stages. Also, the percentage of out-of-school children for females is always higher than for male children. The study found that the dropout rates in camps were always higher than those in cities and towns.

The study showed a decrease in the number of secondary schools in the camps. Often, the majority of camp children of the secondary school stage often head to study in schools in cities and neighboring towns (outside the camp). The dropout rate in secondary education is also higher in the camps.

2. Teachers' 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):

55% (300 teachers) of the total number of teachers ¹² surveyed within the camp schools reported that students suffer from the bullying of older students, while 45% (249 teachers) reported that students do not suffer from this phenomenon.

Figure 26: Number and percentage of teachers surveyed according to the existence of child bullying among their students



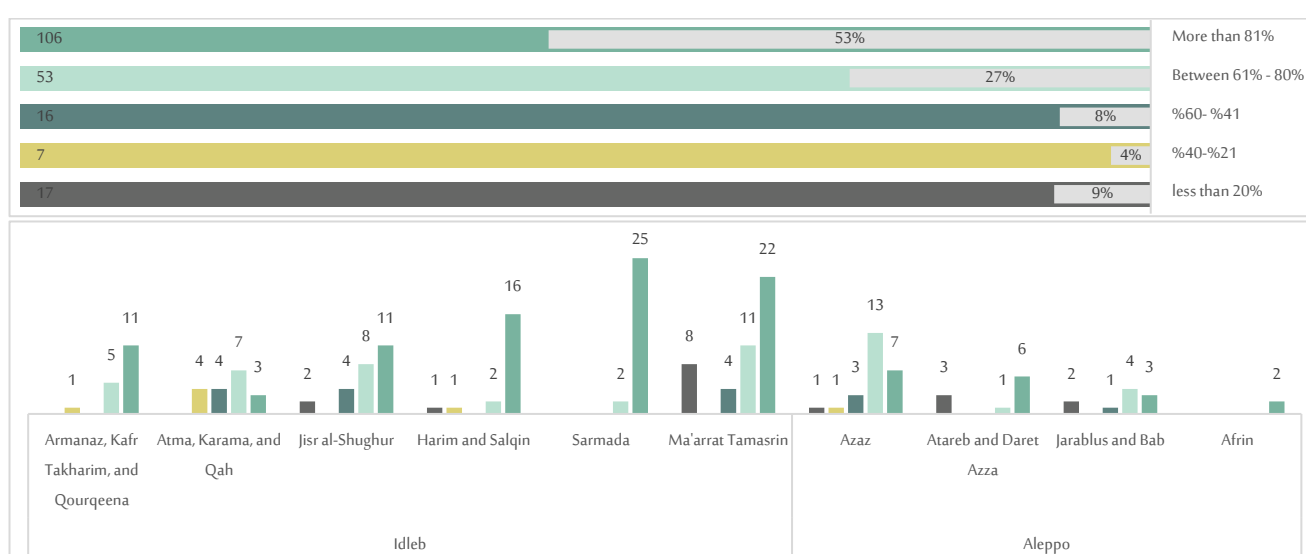
3. Percentage of the curriculum taught during the past year

The percentage of the curriculum that is taught to students, which entitles them to pass the school stage, reflects one of the forms of the feasibility of the educational process and indicates the teachers' commitment to the annual plan established by the directorates of education. Still, it does not really reflect the actual level of students. The study showed that 53% (106 schools) of the total schools at camps had completed more than 81% of the curriculum for students during the past academic year, 27% (53 schools) have completed between 61% - 80% of the curriculum, 8% (16 schools) have completed between 41% - 60% of the curriculum, as well as 4% (7 schools), have completed less than 21% - 40% of the curriculum, 9% (17 schools) have completed less than 20% of the curriculum.

¹¹ https://acu-sy.org/imu_reports/jena

¹² IMU enumerators conducted surveys with 549 teachers in the camps covered in the study, 36% of surveyed teachers were female and 64% were male.

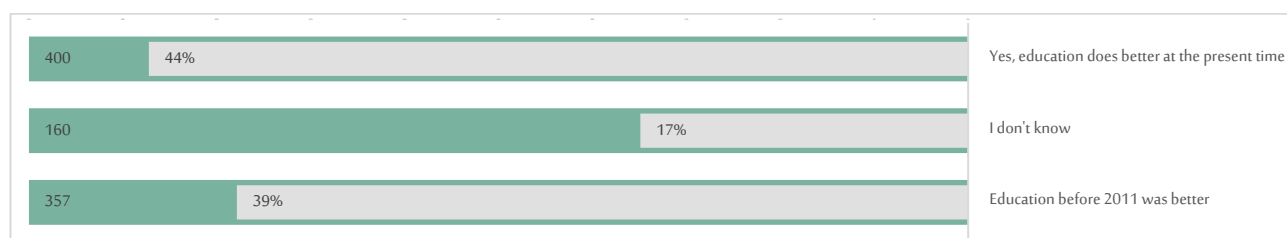
Figure 27: Number and percentage of schools by education stages they include



4. Parent Survey: Compared to the situation of education before 2011, is the education process currently going better:

Through surveys with the parents¹³, the enumerators asked them about their opinion on the progress of the educational process at present compared to education before 2011. 39% (357 parents) of the parents surveyed reported that education before 2011 was better, while 44% (400 parents) reported that education at present is better, and 17% (160 parents) answered with 'I do not know.'

Figure 28: Number and percentage of parents surveyed by their assessment of the education situation compared to education before 2011



¹³ IMU's enumerators conducted surveys with 918 persons with school-age children (enrolled in school or dropouts) in the surveyed camps; 29% of the surveyed individuals were female and 71% were male.

5. Mechanisms for students to reach the current stage

There are several ways for school students to move from one academic stage to the higher one, three of which existed before the war in Syria, namely passing the grade, and move the student to the next grade because they already repeated the grade and exhausting the years of failure at the stage. The war conditions dictated two new ways for students to attend the school levels: placement tests and first-time enrollment. The spread of the COVID-19 pandemic during the 2019-2020 school year has imposed a new way of moving students to higher grades. After suspending schools to limit the spread of the COVID-19 pandemic and the difficulty of conducting any examination process, the directorates of education issued a decision to move students in transitional grades (grades 1-8, 10, and 11) to the next grade and accept their scores in the last examination process they underwent. Students took the exams for the first semester of the academic year 2019-2020 before suspending schools, and the examination results were approved for this semester.

During the 2020-2021 school year, school hours were not suspended for long periods, and the majority of the students took the final exams. The results showed that 68% of the students moved to the higher school stages by successfully passing the final school exams, while 19% of the students were in their school stages through registration for the first time (it is worth mentioning that registration for the first time does not include the first grade of basic education), 9% of the students were in their current stages through placement tests, 1% of the students were in their stages through the exhaustion of failing years, and 2 % transferred to their current stages because they are repeating the years.

Figure 29: Percentages of students by the mechanisms of their reaching the current educational stages



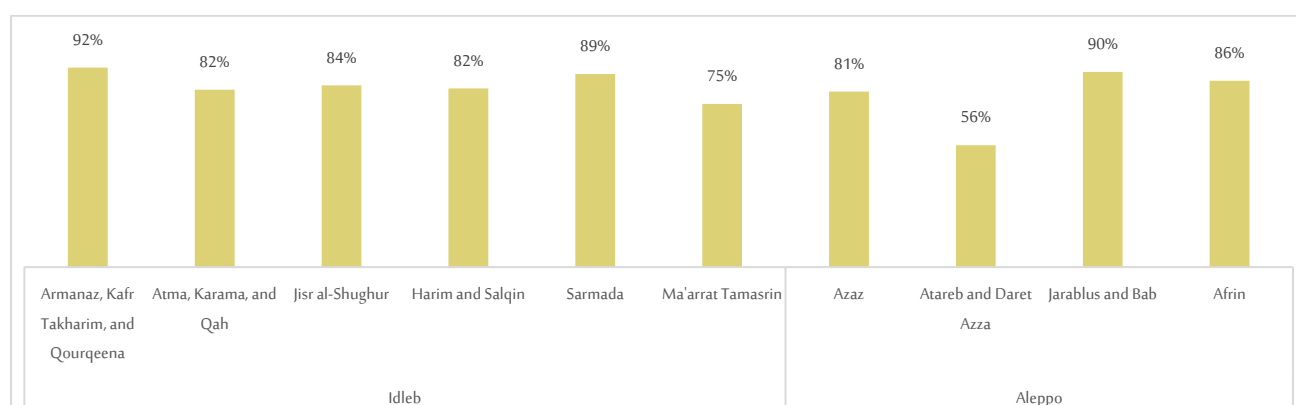
- **Pass:** At the end of the school year, students sit for comprehensive examinations in the approved curriculum that they studied throughout the year. Passing these exams means they have successfully moved to the next grade.
- **Moved to the next grade because they repeat it:** Some students are moved to the next grade when they fail in two consecutive years.

- **Exhaustion of Failure Years:** Students are moved to the higher grade due to the exhaustion of failure years. When a student fails more than one year in the same stage, he/she is promoted to a higher grade because he/she is no longer allowed to stay in the same grade because his/her age is disproportionate to the ages of other students. At the same time, he/she cannot be excluded from school because the Compulsory Education Law obliges students to go to school until the completion of basic education in its first and second cycles. Students are allowed to fail only two years in the first cycle of basic education (grades 1-4) and two years in the second cycle of basic education (grades 5-9). If these two years of failures are exhausted, the student is automatically promoted to a higher grade even if he/she does not pass the examinations successfully.
- **Placement test:** In the case of children who have been out of school for several years (children who drop out) and in the case of children who do not have official documents showing the stage of school they have completed, specialized teachers test the abilities of these children using rapid tests that determine their educational level and the educational stage they should join.
- **First time enrollment:** The level of schooling a student enrolls in is determined by age during the first time enrolling in these schools. In this case, the mechanism of the placement test for the student is not used, and official documents that prove the stage of study that the student may have completed are not requested. First-grade students are excluded from this.

6. Teachers' survey: percentage of students whose educational stages are commensurate with their ages.

Through surveys ¹⁴ conducted with teachers, the enumerators asked them about the percentage of the students whose ages are commensurate with their grades. The teachers' responses calculated an average of the percentages of students whose age is commensurate with their schooling. The average percentage of students whose ages are commensurate with their academic stages in the camp schools of Armanaz, Kafr Takharim, and Qourqina was 92%, in Jarablus and Al-Bab was 90%, in Sarmada was 89%, Afrin was 86%, in Jisr Al Shughour 84%, in the schools of Atme, Al Karameh, Qah, Harim and Salqin was 82%, in Azaz 81%, in the schools of Ma'arat Tamsrin and Binnish was 75%, and in the schools of Atareb and Darat Azza was 56%.

Figure 30: Teachers' survey; Percentage of students whose ages align with their school levels

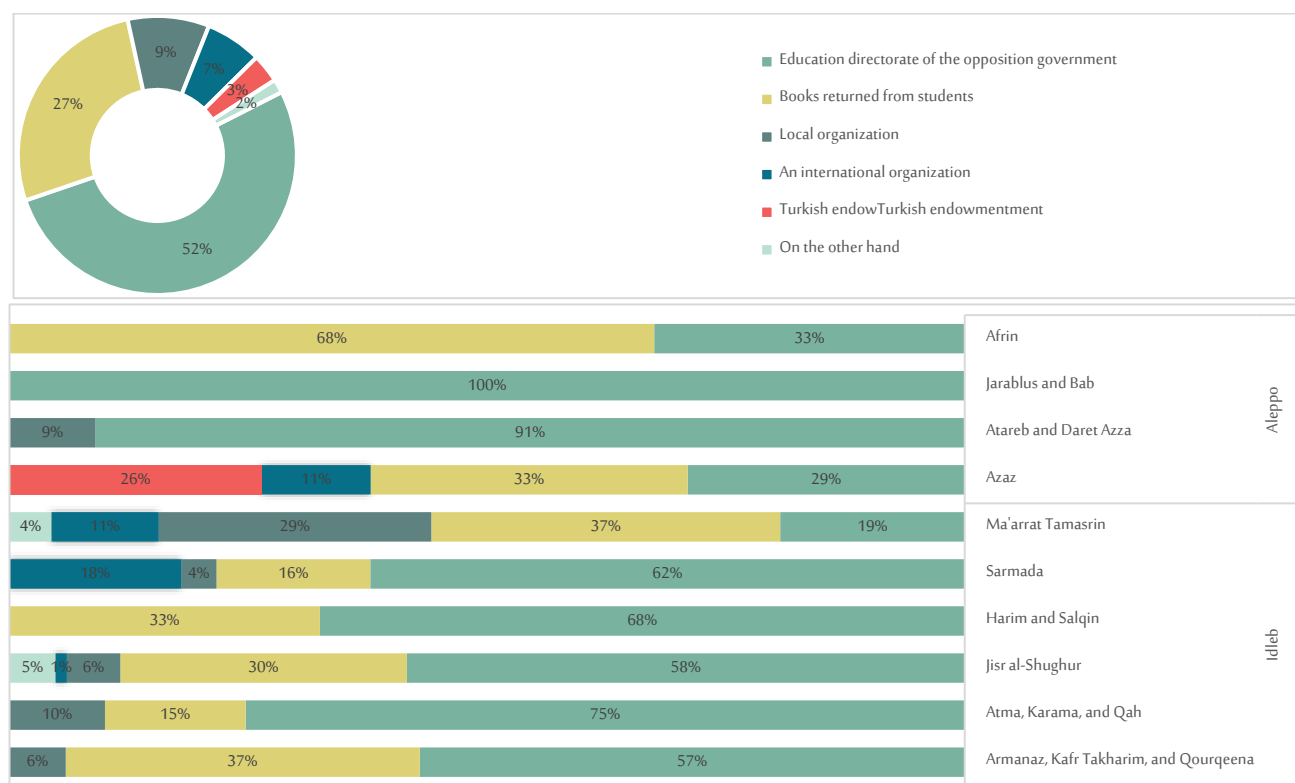


14 The IMU enumerators conducted surveys with 549 teachers in the surveyed camps; 36% of which were female and 64% were male.

7. Sources of Textbooks

The Directorate of Education of the Opposition Government was a source for 52% of the total books used within the schools of the camps covered by the study. Local organizations were a source for 9% of the total books used. At the same time, the used books (books returned from students) accounted for 27% of the total books used. International organizations were a source for 7% of the books, and the Turkish Maarif Foundation was a source for 3% of the books. Other entities were a source for 2% of the books. Other major providers of textbooks include personal grants or printing of books at the expense of the school or camp administration.

Figure 31: Percentages of sources of textbooks



The INEE Minimum Standards define the curriculum as “an action plan to help learners improve their knowledge and skills. It applies to formal and non-formal education programs, and it should be relevant and adaptable to all learners. It includes the objectives and level of learning, assessments, and teaching methods.” The sources of school textbooks varied within the assessed schools at camps.

The Directorate of Education of the opposition: After the outbreak of the war in Syria and as a result of the lack of textbooks in the opposition areas, the Directorate of Education of the opposition, with the support of several donors, started printing textbooks in Turkey and distributing them within the opposition-controlled areas free of charge. Some international organizations continue to support the Directorate of Education of the opposition government with the bulk of textbooks by distributing books. The Directorate of Education of the opposition government was a source of 52% of the total books used within the camps’ schools covered by the study.

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

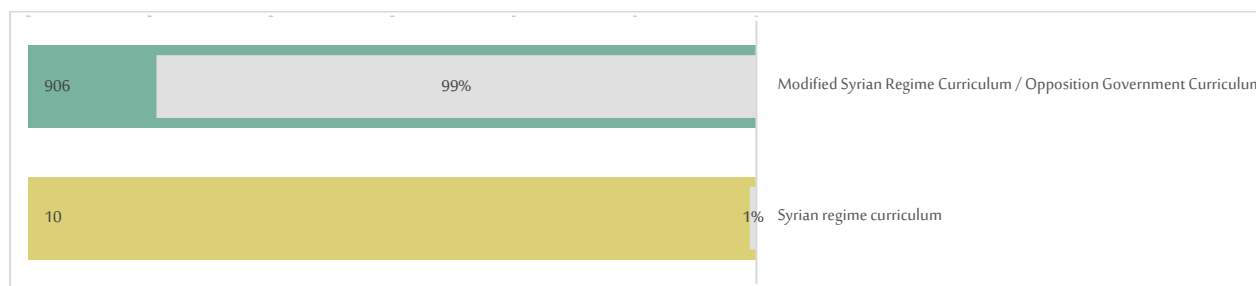
Local and international organizations: International and local organizations provide books free of charge, and these organizations distribute the textbooks approved by the opposition government.

The INEE Minimum Standards emphasize the provision of books at the beginning of the school year¹⁵, stating that “*sufficient teaching and learning materials should be secured and purchased locally, in an appropriate and time-bound manner.*” Adequate copies of the textbooks must be secured at the beginning of the school year and distributed to students immediately after they attend school. The key informants confirmed that the bulk of the textbook copies is distributed more than several months after the school year. Unused versions of the textbooks, especially activity books, should also be distributed. Activity books contain exercises and practical tests that students are asked to answer to measure their understanding of the subjects. All applied tests will have been answered if activity books were used earlier (books returned from students). Used textbooks (books returned from students) constituted 27% of the total books used in camp schools.

8. Parents' survey: The curricula they want their children to study:

The enumerators asked the parents¹⁶ about the curricula they wanted their children to study in their schools. 99% (906 parents) of the parents reported that they want their children to study the opposition government curriculum (the modified Syrian curriculum), and 1% (10 parents) of the parents reported that they want their children to study the Syrian regime curriculum.

Figure 32: Number and percentage of parents surveyed according to the curricula they wish to teach to their children



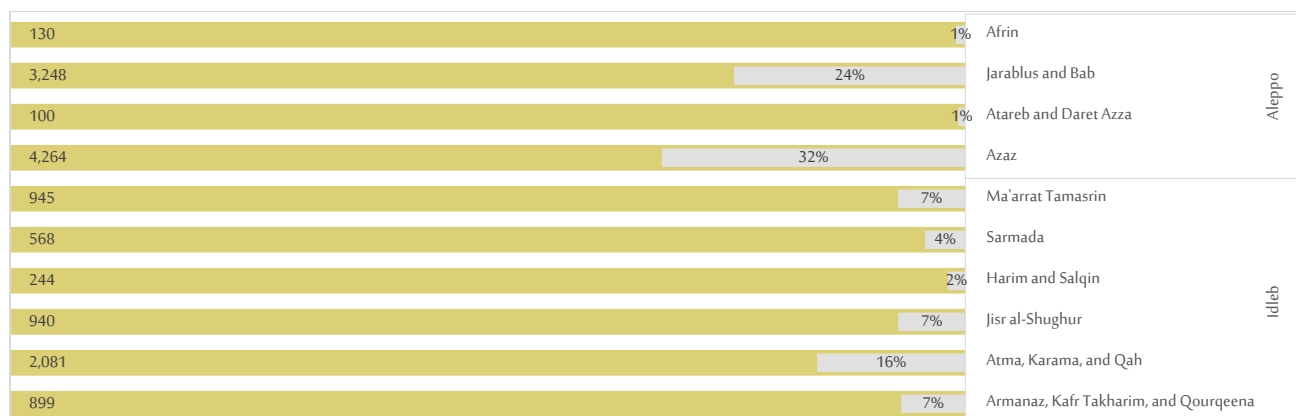
¹⁵ <https://handbook.spherestandards.org/en/sphere/#ch001>

¹⁶ IMU's enumerators conducted surveys with 918 persons with school-age children (enrolled in school or dropouts) in the surveyed camps; 29% of the surveyed individuals were female and 71% were male.

9. Need for textbooks

The students' total need for curriculum copies within the assessed camp schools was 13,419 copies. The number of textbooks in one version of the curriculum ranges from 1 to 11, depending on the stage of the study.

Figure 33: Number and percentage of schools by education stages they include

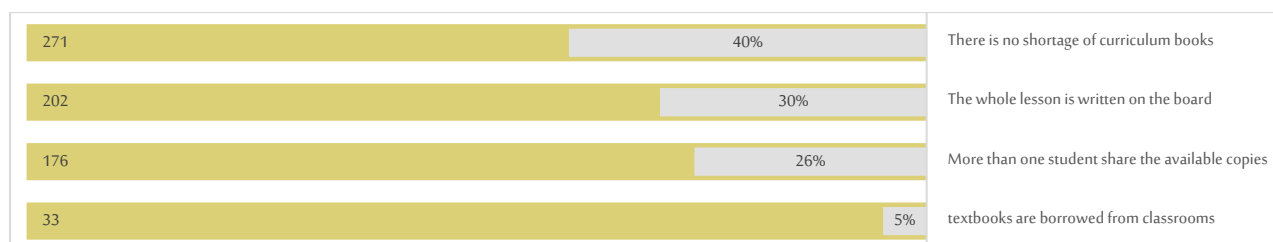


The number of copies needed by students within the assessed camp schools was calculated by calculating the difference between the number of students enrolled and the newly available curriculum copies (distributed during the school year) in the schools. The books used earlier (books returned from students) were not calculated, as the use of these books deprives students of answering the practical exercises contained in the books and thus, the feasibility of using the used books is less than the use of the new books.

10. Teachers' survey: How to deal with the lack of textbooks within the classroom:

Through surveys conducted with teachers,¹⁷ the enumerators asked them about the methods used as a solution to the problem of lack of textbooks within the classroom. 40% (271 teachers) reported that there is no shortage of textbooks within their classrooms, 30% (202 teachers) reported that they write the entire lesson on the blackboard, 26% (176 teachers) reported more than one student shares one version of the textbooks- depending on the number of curriculum copies available, and 5% (33 teachers) reported that they borrow textbook copies from other classes to complete the lessons and return them at the end of each lesson.

Figure 34: Number and percentage of teachers surveyed according to the mechanisms of dealing with the shortage of textbooks



¹⁷ The IMU enumerators conducted surveys with 549 teachers in the surveyed camps; 36% of which were female and 64% were male.



Section Seven: **Students**

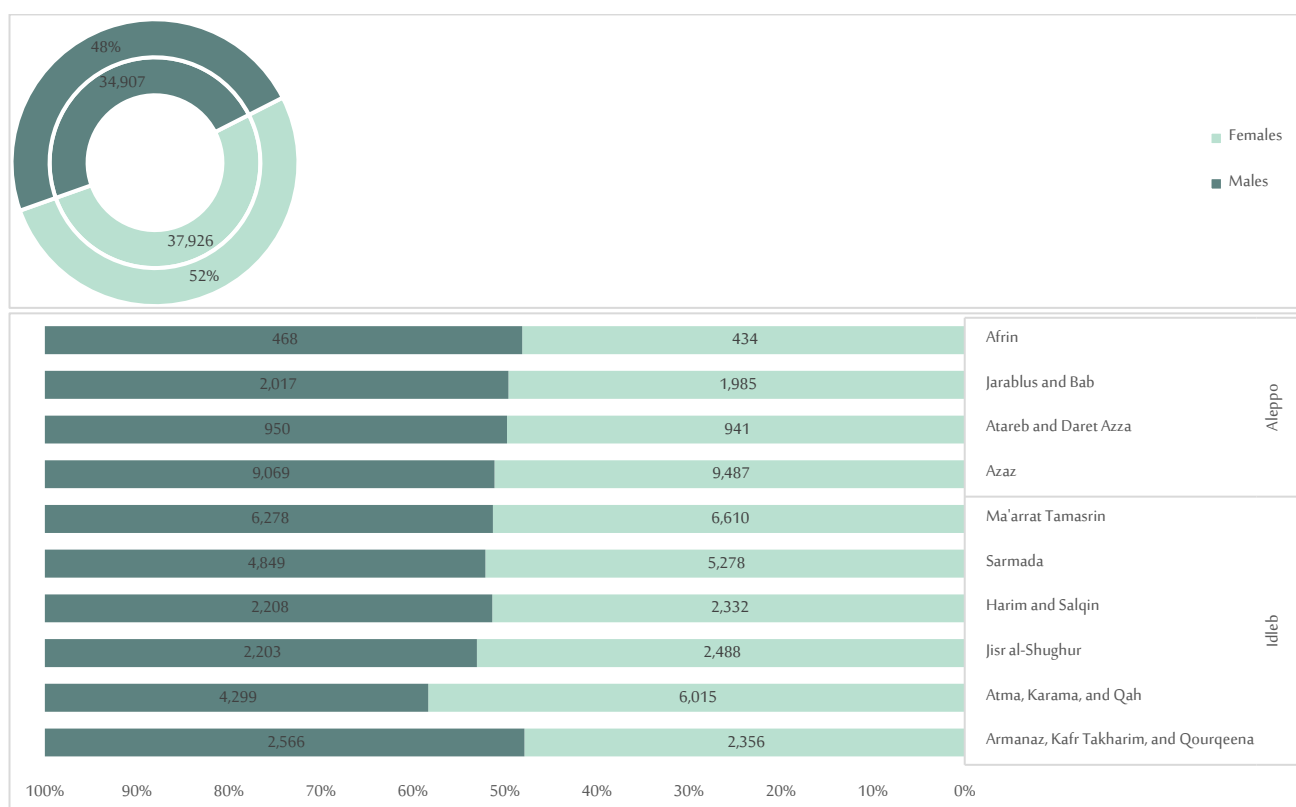


Section Seven: Students

1. Numbers of Student

The number of students in the camps covered by the study reached 72,833, and females accounted for 52% (37,926 students) of the total number.

Figure 35: Number and Percentage of Students by Gender



According to the second edition of the Joint Education Report for out-of-school children¹⁸ (JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey and 22 organizations specialized in the field of education, "the percentage of female out-of-school-children is always higher than the percentage of male out-of-school-children. The study found that dropout rates within camps are always higher than dropout rates within cities and towns."

On January 24, 2021,^{19a} a joint statement was issued on the occasion of the International Day of Education from the Regional Coordinator for the Syrian Crisis and Regional Director of UNICEF in the Middle East and North Africa. The statement was titled "Ten years of war in Syria and more than half of children are still deprived of education". The statement mentioned that "In Syria, more than 2.4 million children are out of school, of whom almost 40 % are girls. The number is likely to have increased during 2020 as a result of the impact of the COVID-19 pandemic, which has exacerbated the disruption of education in Syria."

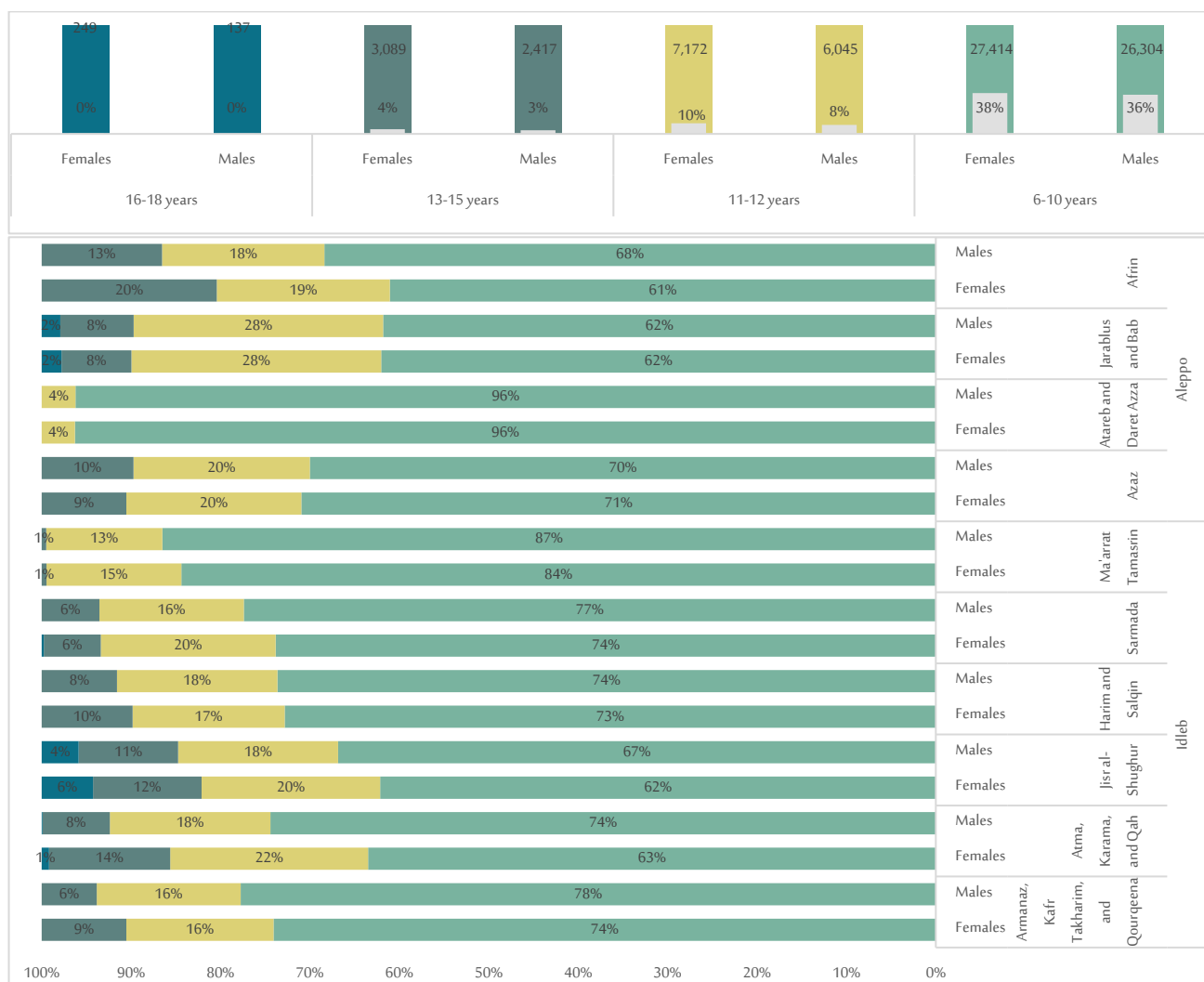
¹⁸ https://acu-sy.org/imu_reports/jena/

¹⁹ <https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education>

2. Age Groups of Students:

Students aged 6-10 years make up the largest age group of students in assessed camp schools, 74% (53,718 students of both sexes) of the total enrolled students, students aged 11-12 years were 18% (13,217 students of both sexes), students aged 13-15 years were 8% (5,506 students of both sexes), students aged 16-18 years were only 1% (386 students of both sexes), and students older than 18 years make up almost none (6 students of both sexes).

Figure 36: Number and percentage of students by gender and age groups



According to the second edition of the Joint Education Report for Out-of-School Children ²⁰(JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 22 organizations specialized in the field of education, "the percentages of out-of-school children increase with progress in the school stages.

Students can be divided into segments reflects one of the forms of student dropout. The study showed a low percentage of students in the advanced stages of education, and despite the fact that some students in the advanced stages of education go to learn in schools outside the camps, the dropout rate of students from these stages of education remains high. Students sometimes have to travel distances of up to 2 kilometers to

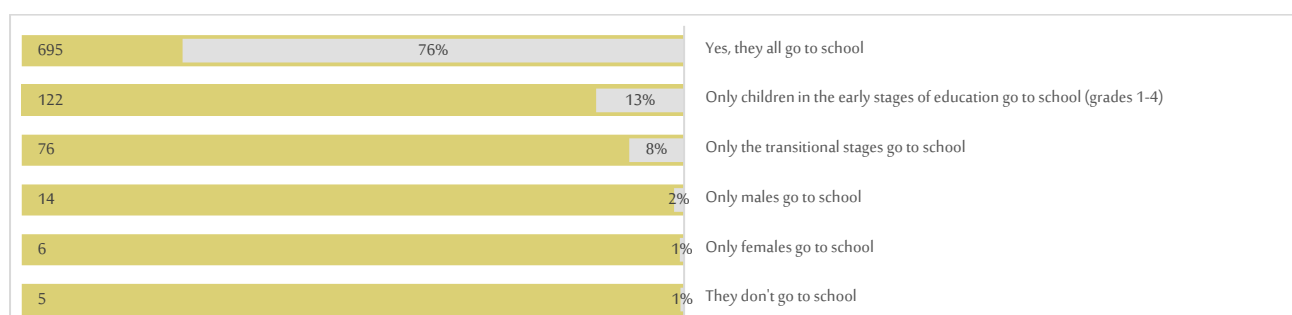
²⁰ https://acu-sy.org/imu_reports/jena/

reach preparatory or high schools in nearby villages. According to the second edition of out-of-school children report (JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 22 organizations, through the questionnaires of children who attended and dropped out of school and their caregivers, the researchers asked about the reasons associated with living conditions and the level of income for the children and their families that prompted children to drop out of school. *20% (659 children) reported that they dropped out of school because access to school was costly and they did not have money, which was confirmed by 14% (709 persons) of caregivers.* "There are no preparatory and secondary schools in some camps in the eastern regions or even in neighboring towns, which means that children in these camps do not complete their education in the advanced stages (the preparatory and secondary stages).

3. Parent survey: children attending school regularly (school hours):

Through ²¹ surveys with parents, the enumerator asked if their children attend school regularly. 76% (695 parents) of parents reported that all their children (males and females at all levels of schooling) go to school. 13% (122 parents) of parents reported that their children in the early stages of education only go to school while children in the advanced stages do not. 8% (76 parents) of parents reported that only their children in transitional stages go to school while diploma students do not go to school (preparatory and high school diplomas do not go to school). 2% (14 parents) of parents reported that only males go to school. 1% (6 Parents) of parents reported that only females attend school. 1% (5 parents) of parents reported that their children do not attend school.

Figure 37: Number and percentage of surveyed parents by their children's regular attendance to school

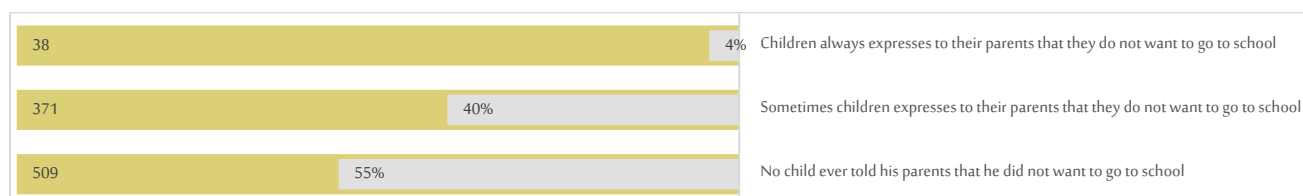


²¹ IMU's enumerators conducted surveys with 918 persons with school-age children (enrolled in school or dropouts) in the surveyed camps; 29% of the surveyed individuals were female and 71% were male.

4. Parent Survey: Children expressed their unwillingness to go to school:

Through surveys with students' parents, the enumerators asked if their children attending school expressed an unwillingness to go to school. 4% (38 people) of parents reported that their children always express their unwillingness to go to school. 40% (371 persons) of parents reported that their children sometimes expressed their unwillingness to go to school, and 55% (509 persons) of parents reported that their children never expressed their unwillingness to go to school.

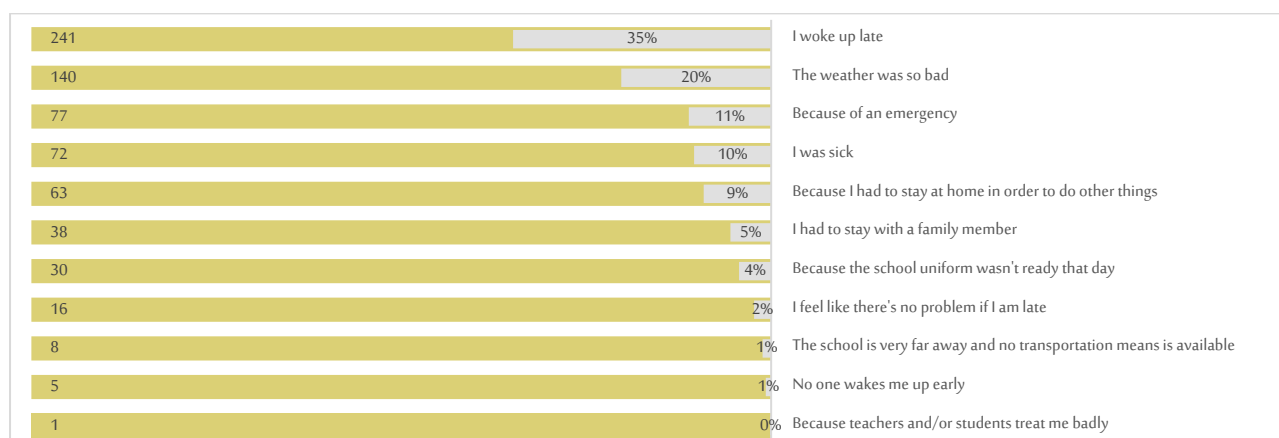
Figure 38: Number and percentage of parents surveyed according to their children's regular attendance at school



5. Student Survey: Reasons for being late to school in the morning

Through ²²surveys with students, the enumerators asked them if they were late in the morning for school hours and about the reasons for this. 35% (241 students) of students reported that they were late because they woke up late in the morning. 20% (140 students) of the students reported that they were late because the weather was very bad. 11% of students (77 students) reported being late due to an emergency. 10% (72 students) of the students reported that they were late because they were sick. 9% (63 students) reported that they were late because they had to stay home to do other things. 5% (38 students) reported that they were late because they had to stay with a family member.

Figure 39: Number and percentage of students surveyed by the reasons that lead to students being late to school hours in the morning.

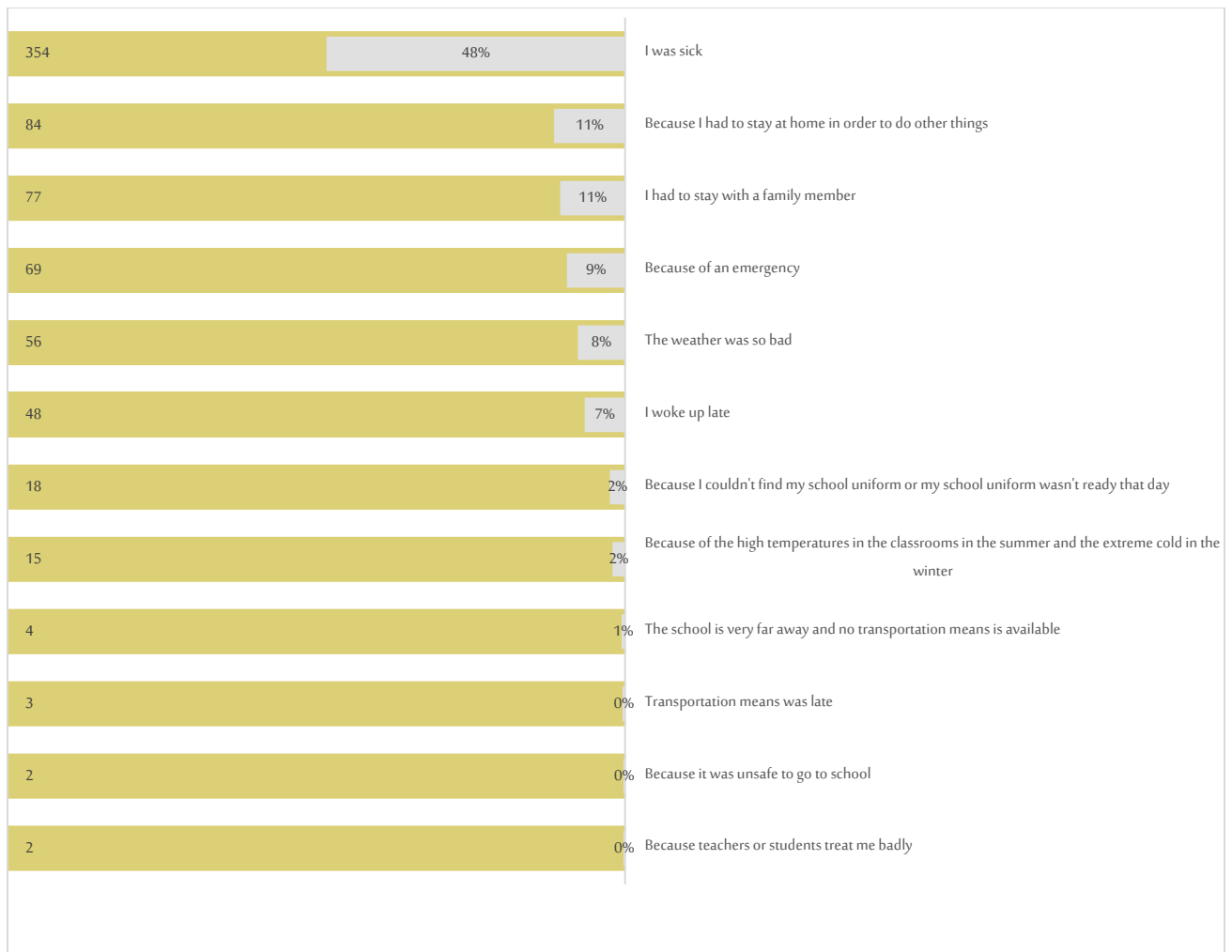


²² IMU researchers conducted a survey with 634 children aged 6-18 years within the assessed camps; part of these children was enrolled in school and part of them was dropouts, 40% of the children surveyed were female and 60% were male, and all the children surveyed were displaced.

6. Student Survey: Reasons for Skipping School

Through surveys with students, the enumerators asked if they skipped school and about the reasons for this. 48% (354 students) reported skipping school because they were sick that day. 11% (84 students) reported being absent because they had to stay home to do some things. 11% (77 students) of the students reported being absent because they had to stay at home with a family member. 9% (69 students) of the students reported being absent due to an emergency. 8% (56 students) reported being absent because the weather was very bad. 7% (48 students) reported that they were absent because they woke up late that day.

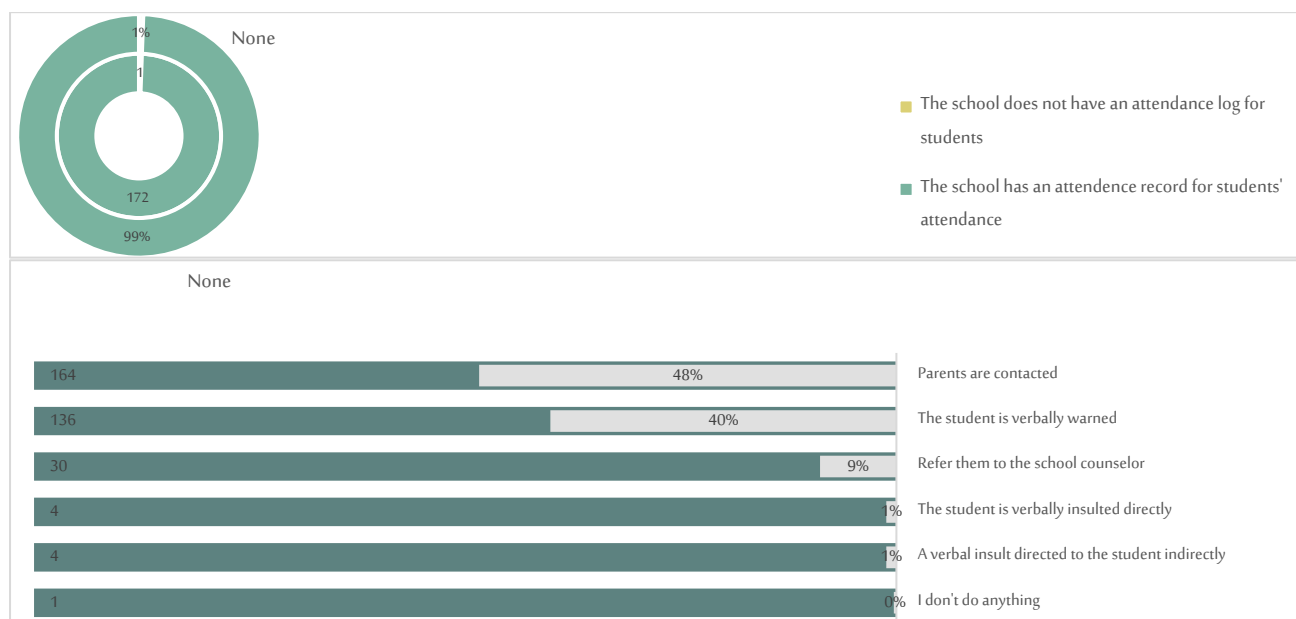
Figure 40: Number and percentage of students surveyed by the reasons that led to their absence from school hours



7. Principals' survey: Does the school have a daily attendance log for students, and do they deal with students who are permanently absent:

Through ²³surveys with school principals, the enumerator asked about the existence of logs to follow up on the daily attendance of students and the mechanisms used to deal with students who are constantly absent from school. 99% (172 principals) of school principals reported that their schools have logs to follow up on students' attendance. While 1% (one principal only) reported that they do not have logs to follow up on students' attendance within their schools. Regarding the mechanisms for dealing with students who are constantly absent from school, 48% (164 principals) of the principals reported that they communicate with the students' parents, and 40% (136 principals) of the principals reported that they alert students who are absent verbally. 9% (30 managers) of the principals reported referring absentees to a psychosocial counselor. 9% (30 managers) of the principals reported referring absentees to a psychosocial counselor.

Figure 41: Principals surveys: Availability of students' attendance logs

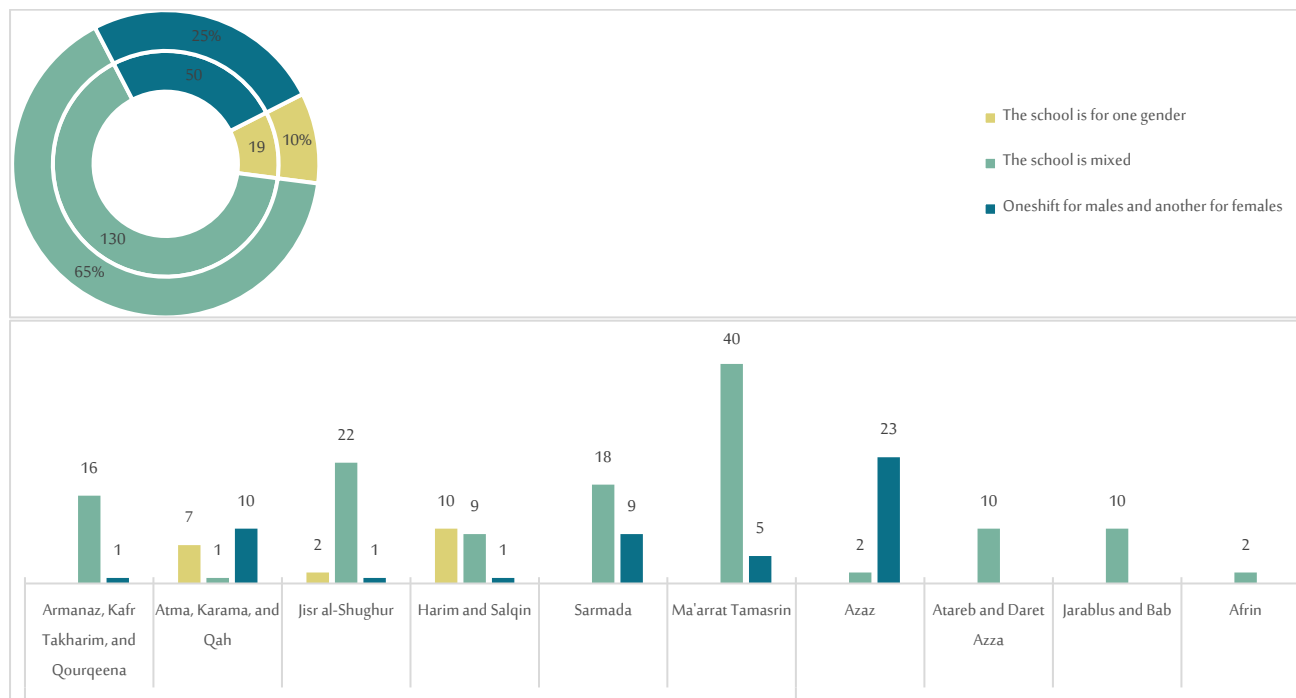


²³IMU enumerators conducted a survey with 173 school principals within the schools of the covered camps, of whom 15% were females and 85% males.

8. Type of schools by gender segregation:

The results of the study showed that 65% (130 schools) of the total number of assessed camp schools are mixed, and 20% (50 schools) are separated into morning and evening shifts (one shift is for males and another for females), 10% (19 schools) is allocated to one gender of students (separated between the genders).

Figure 42: Number and Percentage of Camp Schools by gender-segregation



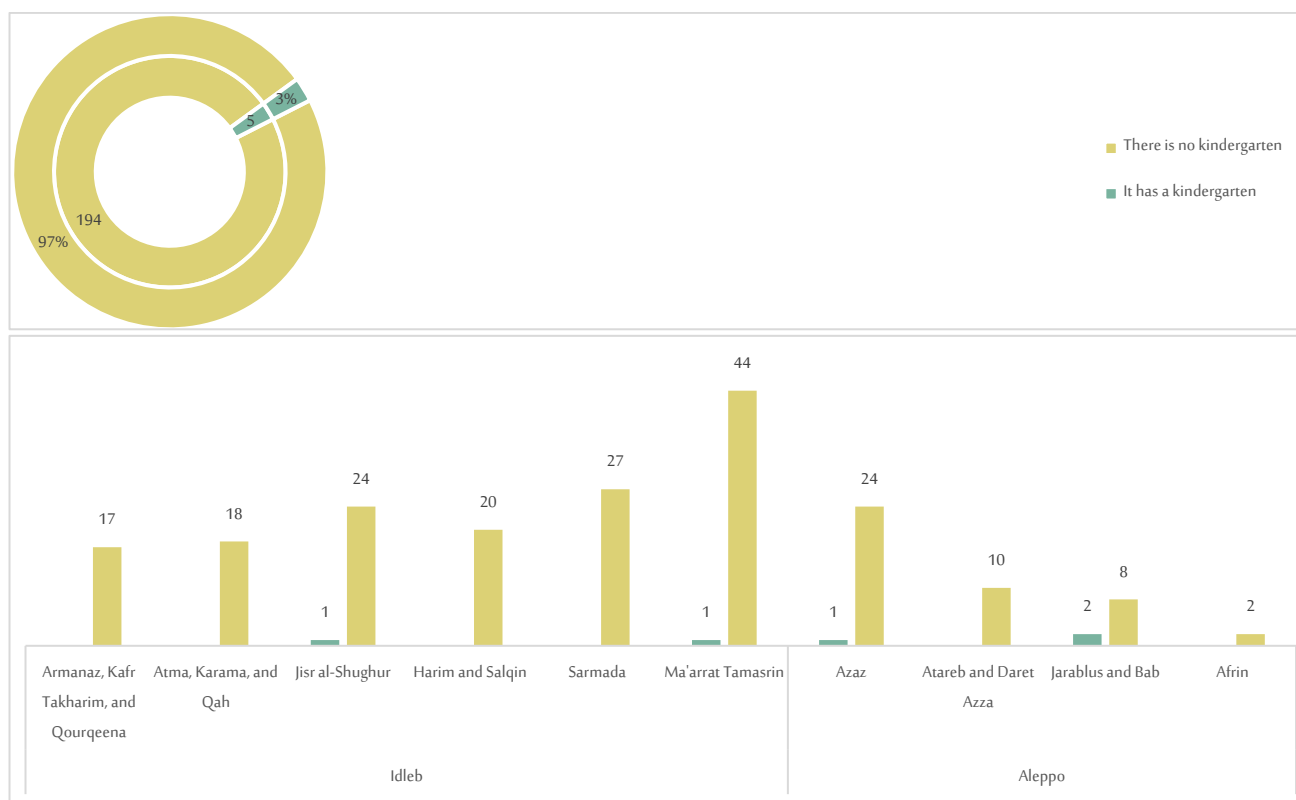
Before the war in Syria, gender segregation started in the preparatory stage in the bulk of schools. Primary education (grades 1 to 6) is mixed, while the preparatory and secondary stages are separated according to students' gender. In some villages that do not have a large number of schools and whose homes are far apart, there are mixed schools for all stages, and the classroom is at the grade level only, so there are classrooms for males and other classrooms for females. Some villages may have one preparatory school or one secondary school, which explains the presence of students of both sexes. According to the second edition of the Joint Education Report for Out-of-School Children ²⁴(JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 22 organizations, "Through surveys with children who attended and dropped out of school and their caregivers, the enumerators asked about the reasons associated with customs and traditions that prompted the children to drop out of school. The first of the reasons given by out-of-school children for dropping out of school is that schools are mixed, and their parents do not allow them to learn in mixed schools. 36% (295) of the children reported that the main reason for dropping out of school is related to customs and traditions that the school is mixed and their parents do not allow them to study in it. "

²⁴ https://acu-sy.org/imu_reports/jena/

9. Availability of kindergartens within schools

The study results showed that 97% (194 schools) of the total number of schools in the northern Syrian camps covered by the evaluation do not contain kindergartens, and 3% (5 schools) contain kindergartens.

Figure 43: Number and percentage of schools according to the availability of kindergartens



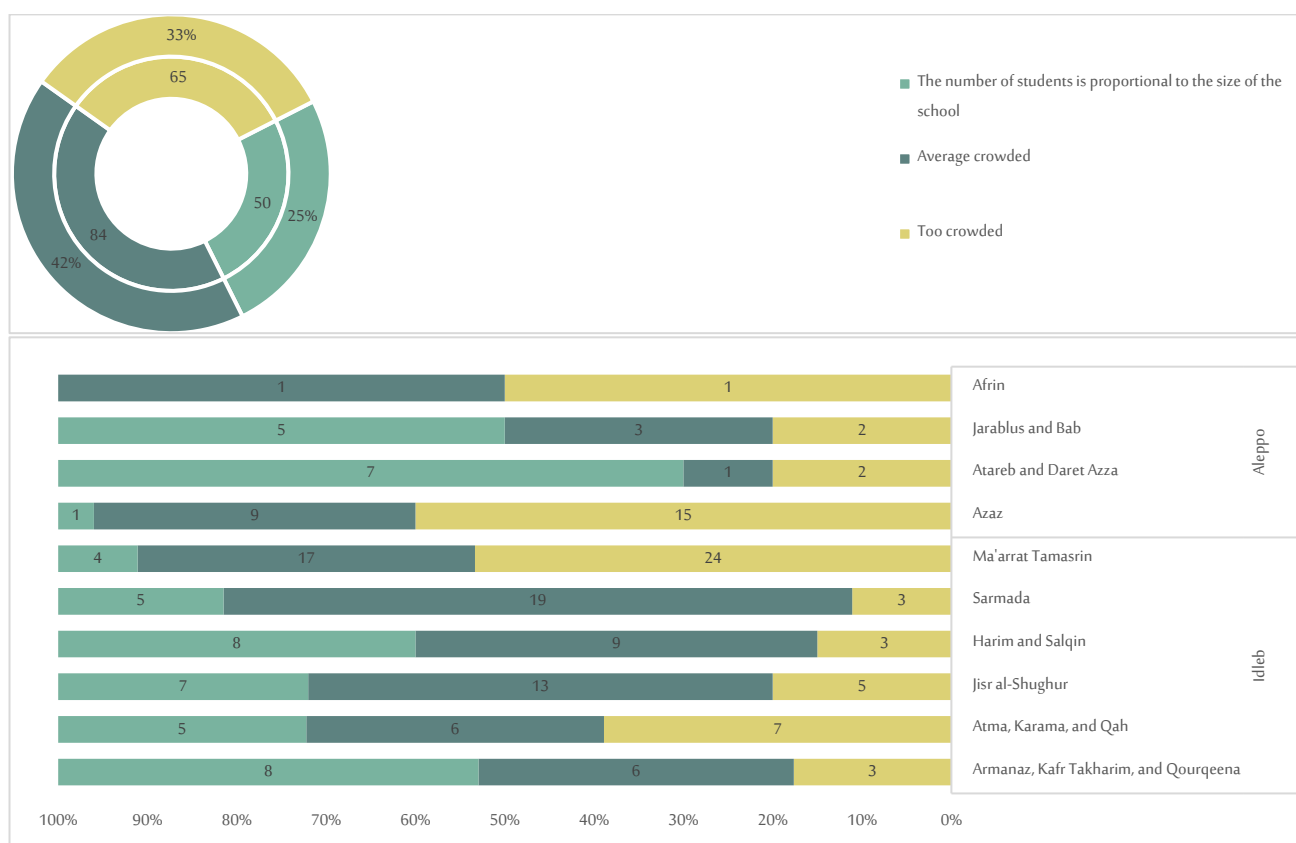
The INEE Minimum Standards for Education²⁵, Early Childhood Development (ECD), *defines the processes by which children aged 0 to 8 develop their optimal physical health, mental awareness, emotional confidence, social competence, and readiness to learn. These processes are supported by comprehensive social and financial policies and programming that include health, food, WASH, hygiene, education, and child protection services. All children and families benefit from high-quality education programs, but the disadvantaged groups benefit the most.*" The camp population is considered one of the most disadvantaged groups in Syria, and some camp children suffer from dropping out of school for several consecutive years, and most of them may be displaced several times. Therefore, it is necessary to focus on the early childhood development of children in the camps of northern Syria and to activate preschool education programs (kindergarten), which usually start in Syria from the age of 4 to age 6 years.

²⁵ https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

10. Degree of overcrowding within schools:

The results of the study showed that 25% (50 schools) of the camp schools covered in the study are proportional to the capacity of the school, 42% (84 schools) of the camp schools are medium overcrowded, and 33% (65 schools) of the camp schools are very overcrowded.

Figure 44: Number and percentage of schools by the degree of overcrowding



According to the INEE Minimum Standards for Education²⁶, “Education facilities should be designed taking into account who uses the learning spaces, and how they use them. Spaces should be appropriate for gender, age, physical ability, and cultural considerations for all users. A realistic local standard for the maximum class size should be established, and sufficient space should be left, if possible, for additional classes if the attendance rate increases to enable a gradual reduction in the use of multiple shifts. ”

There is no unified standard for the size of schools or classrooms within the schools of northern Syrian camps. Some of these schools are a group of tents, others are large tents (rug hall), and some of these schools are caravans. If the schools are concrete rooms, their sizes vary from camp to camp. This difference in school sizes forced us to ask the key informants about the school's capacity in one shift and compare this capacity with the number of students within schools in one shift.

²⁶ https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

11. Difficulties faced by students within the school

At the forefront of the difficulties experienced by students in schools is the lack of money available to families to provide educational supplies for their children. The spread of COVID-19 has further worsened the living conditions of students and their families, in addition to the global inflation that is reflected on countries suffering from crises and wars. The shortage of educational materials, books, and stationery came second. The child's duty to help his family came in third place. In the fourth place came the neglect of the people and their lack of follow-up to the educational level of their children, then repeated displacement and the environment of displacement, which does not lack the basic necessities of life and appropriate services.

Table 2: Difficulties faced by students within camp schools

Governorate	Cluster	Child's duty to support the family (child labour)	Shortage in materials and textbooks	Lack of income to send children to school	Parents' negligence	Lack of suitable facilities at school	Frequent Displacement	Age difference among students	Lack of schools or educational places	Lack of teachers	Early marriage	Not providing/ Unaccredited certificates	Difficult to reach school because of distance or cost	Requirements of distance education in light of COVID-19	Lack of facilities for CWD
Idlib	Armanaz, Kafar Tkharim, and Qourqeena														
	Atma, Karama, and Qah														
	Jisr-Ash-Shugur														
	Harim and Salqin														
	Sarmada														
	Ma'arrat Tamasrin and Binnish														
Aleppo	Azaz														
	Atareb and Daret Azza														
	Jarablus and Al Bab														
	Afrin														
Total															

High difficulty – Small difficulty

In the first four places came the duty to help the child to his family (child labor), the lack of materials, books, and stationery, the lack of income, money, or resources to send children to school, and the neglect of parents.

The child's duty to help his family (child labor) came first and many children stated that they sometimes have to be absent to do some work that requires physical effort.

In second place came the shortage of materials, books, and stationery. The key informants reported that teachers have to write the complete lesson on the blackboard in light of the severe shortage of copies of the curriculum, and many students are unable to copy these lessons into their notebooks due to the lack of time during the lesson. Teachers also reported that several students share one book. Proper education requires the provision of textbooks free of charge for all students and in numbers commensurate with the number of

students within the operational schools. Also, 27% of students use used activity books, as these books contain exercises that students must answer. Considering that these books are previously used, all exercises have been answered in advance, which makes them useless for students.

According to the second edition of the Joint Education Report for Out-of-School Children ²⁷(JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 22 organizations, *"Through surveys with children who attended and dropped out and their caregivers, The enumerators asked them about the reasons associated with the educational process that led to their dropping out of school. 9% (338 children) of the children reported that they dropped out of school because the educational environment or schools were not suitable and because they lack educational requirements and this was confirmed by 8% (355 people) of the caregivers. 3% (108 children) dropped out due to the unavailability of textbooks at school.*

In the third place came the lack of income and money to send children to school. In light of the poor financial conditions of the displaced people in the camps in northern Syria and the lack of income for a large part of them, parents of students have to pay large amounts of money to secure the educational requirements of their students. The number of students within a household may exceed four or five children, making parents unable to afford the costly expense of sending their children to school. These expenses start with transportation fees and stationery and end with school uniforms (uniforms might be required or not). It is noteworthy that parents of students in the northern Syrian camps rely on humanitarian aid as the main source of income, which shows the urgent need to provide educational supplies for children and not impose additional expenses on the parents.

According to ACU's Joint Education Report for Out-of-School Children (JENA) issued by ACU in cooperation with SCI, the education cluster in Turkey, and 22 organizations, *"Through surveys with children who attended and dropped out of school and their caregivers, the enumerators asked them about the reasons related to living, which led to their dropping out of school. 26% (935 children) of children reported dropping out of school for work to support their families, which was confirmed by 28% (1,362 people) of caregivers. 20% (659 children) reported dropping out of school because access to school is costly and they do not have money, which was confirmed by 14% (709 people) of caregivers. 13% (474 children) reported that they had dropped out of school due to fees required from school and students could not secure these fees, which was confirmed by 7% (356 persons) of the caregivers."*

²⁷ https://acu-sy.org/imu_reports/jena/

Section Eight: **Psychological Support and Children with Disabilities**

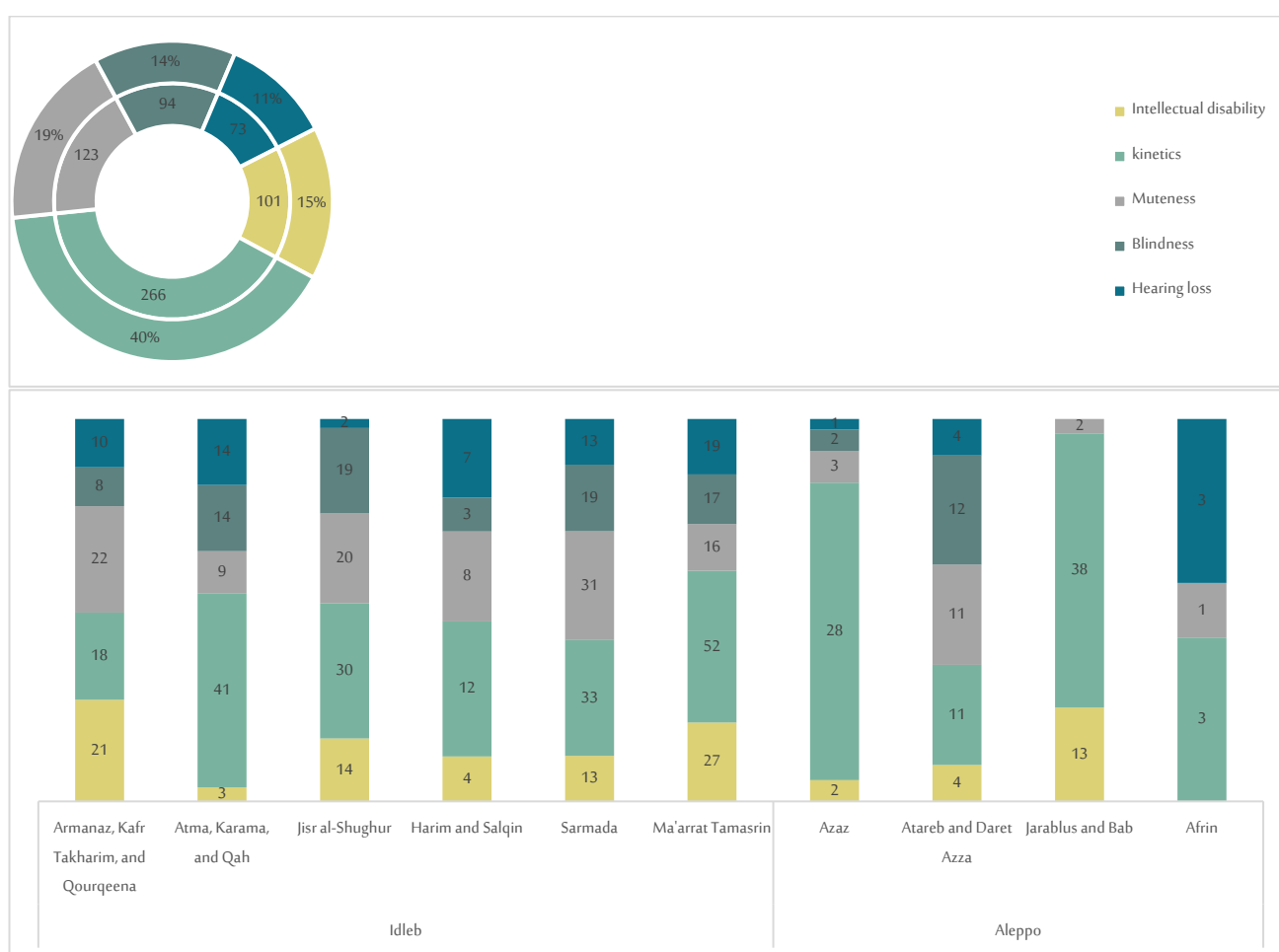


Section Eight: Psychological Support & Children with Disabilities

1. Students with Disabilities according to the Type of Disability

The number of students who suffer from disabilities in the camp schools covered in the study is 657. The results show that the highest percentage of students are those with motor disabilities is 40% (266 students) of all assessed students with disabilities, followed by students with speech problems by 15% (123 students). 15% (101 students) suffer from mental disabilities. 14% (94 students) suffer from blindness, while the remaining 11% (63 students) suffer from hearing loss.

Figure 45: Number and percentage of students with disability in camp schools



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

It is noted that the largest number of students with disabilities are suffering from motor disabilities or losing a limb, where usually these motor disabilities have been caused as a result of shelling during the ongoing war. In general, all camp schools are not equipped to accommodate children with disabilities; where these schools are not regular school buildings, just tents or caravans. Even if there are cement block rooms, they don’t have corridors or other facilities that help children with disabilities to practice their school day as appropriate. Children with motor disabilities often stay in the classrooms throughout the school day because it is difficult to go out of the school during recreational classes, nor are there suitable educational materials for them.

According to the second edition of the JENA report²⁸ issued by ACU in cooperation with SCI, the Education Cluster in Turkey, and 22 organizations specialized in operating in the field of education, through the surveys conducted with children who attended school and dropped out and with their caregivers, the enumerators asked them about the reasons associated with the educational process that led children to drop out of school. 20% (52 children) of children with disabilities didn’t attend school because they weren’t equipped to receive children with disabilities.

There are other disabilities that are difficult to be diagnosed accurately and require specialists who are rarely found in the areas covered by the assessment. The deteriorating living conditions of the parents may prevent them from searching for specialized doctors who can properly diagnose the conditions of their children. KIs confirmed that many children had speech delays; Their families did not refer them to specialists. Parents discovered at a later stage that their children do not suffer from speech problems; instead, they suffer from hearing problems, the thing which in turn leads to speech delay. In this case, hearing aids must be found as a first step to resolve the issue. As a result of discovering a child's hearing loss at a later age, the child needs specialists to help him learn to speak. Suppose the child is attending school with no specialists to help him learn to speak (inside or outside the school). This may lead to multiplier effects on his condition, as the child may suffer from isolation and be neglected by his colleagues and teachers. In addition, the population in the covered areas suffers from the difficulty in diagnosing intellectual disabilities.

²⁸ https://acu-sy.org/imu_reports/jena-02-jan2022/

2. Availability of PSS Trained Teachers within Camp Schools

Data shows that 42% (83 schools) of the assessed camp schools in northern Syria camps don't have teachers who attended Psychosocial Support Services (PSS) training courses. In comparison, 58% (116 schools) have teachers who attended PSS training courses. It is unnecessary to have all the teachers trained in this field, in that there could be some teachers who did attend these courses while the rest didn't at the same school.

Figure 46: Number and percentage of camp schools by the availability of PSS trained teachers



According to INEE²⁹, “Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.” Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from the ongoing war, school teachers should be trained on how to deal with children in the time of war and how to act during the disaster, as the presence of a large number of children in one classroom needs experience, responsiveness and organization of the teacher's acts to protect children and minimize damage as possible during the disaster, as well as dealing with the phenomena prevailing among children due to the war in Syria.

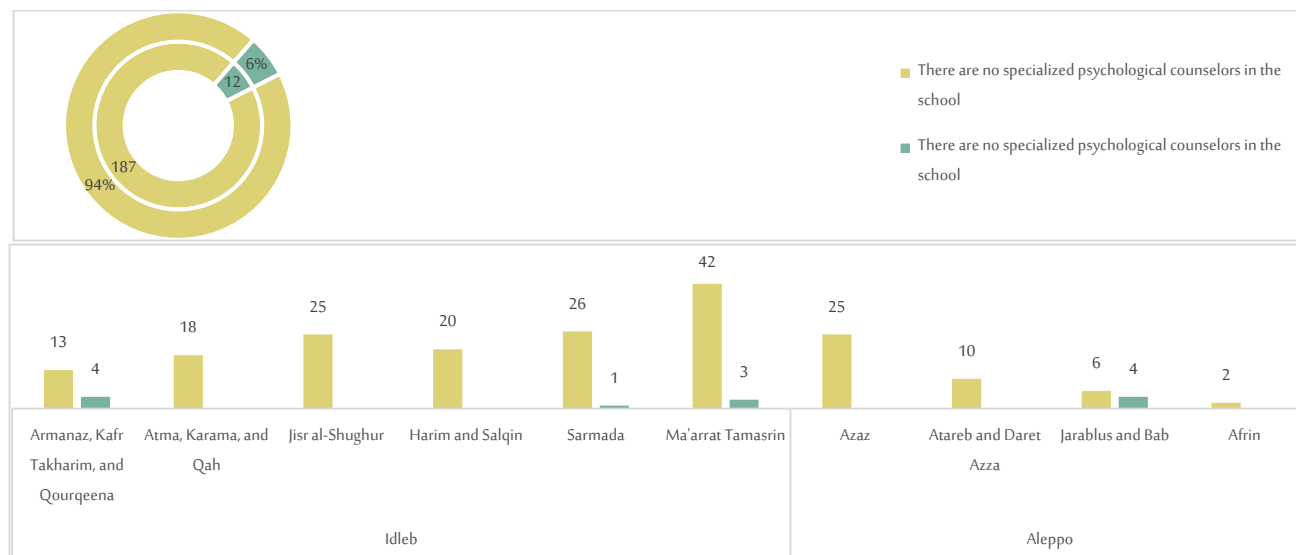
The government's work on the issue of the establishment of a new government in the country has been a source of support for the government's work.

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

3. Availability of Psychological Counselors within Camp Schools

The study shows that 94% (187 schools) of the schools in the covered camps don't have psychological counselors, while 6% (12 schools) of the schools do have psychological counselors.

Figure 47: Number and percentage of camp schools according to the availability of specialized psychological counselors

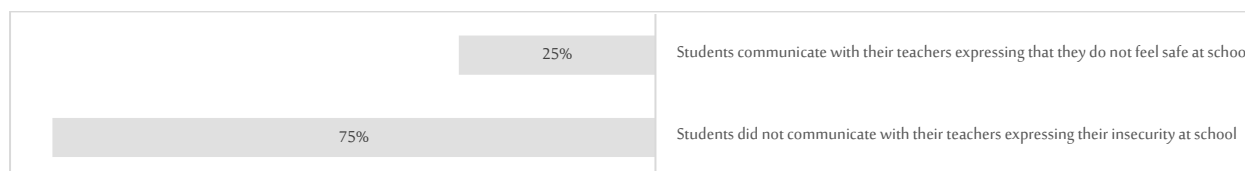


Before the war in Syria, most of schools had a psychological counselor with an academic background in psychology to be consulted when the students had problems related to their psychological state. This psychological counselor guides children and discusses relevant issues with parents, as necessary, and cooperates with them to help children overcome any psychological concerns, especially in adolescence.

4. Teacher perceptions: Did any of the students communicate with you expressing their fear or feeling unsafe when at school?

According to surveyed teachers³⁰, it is found that 25% (135 teachers) of the surveyed teachers said that their students expressed their fear of being unsafe at their schools. In comparison, 75% (414 teachers) reported that their students didn't express fear of being unsafe at school.

Figure 48: Number and percentage of surveyed teachers according to having their students express their feeling of insecurity when being at school



³⁰ The enumerators of the Information Management Unit conducted surveys with 549 teachers in the camps covered in the study, 36% of whom were females, and 64% males.

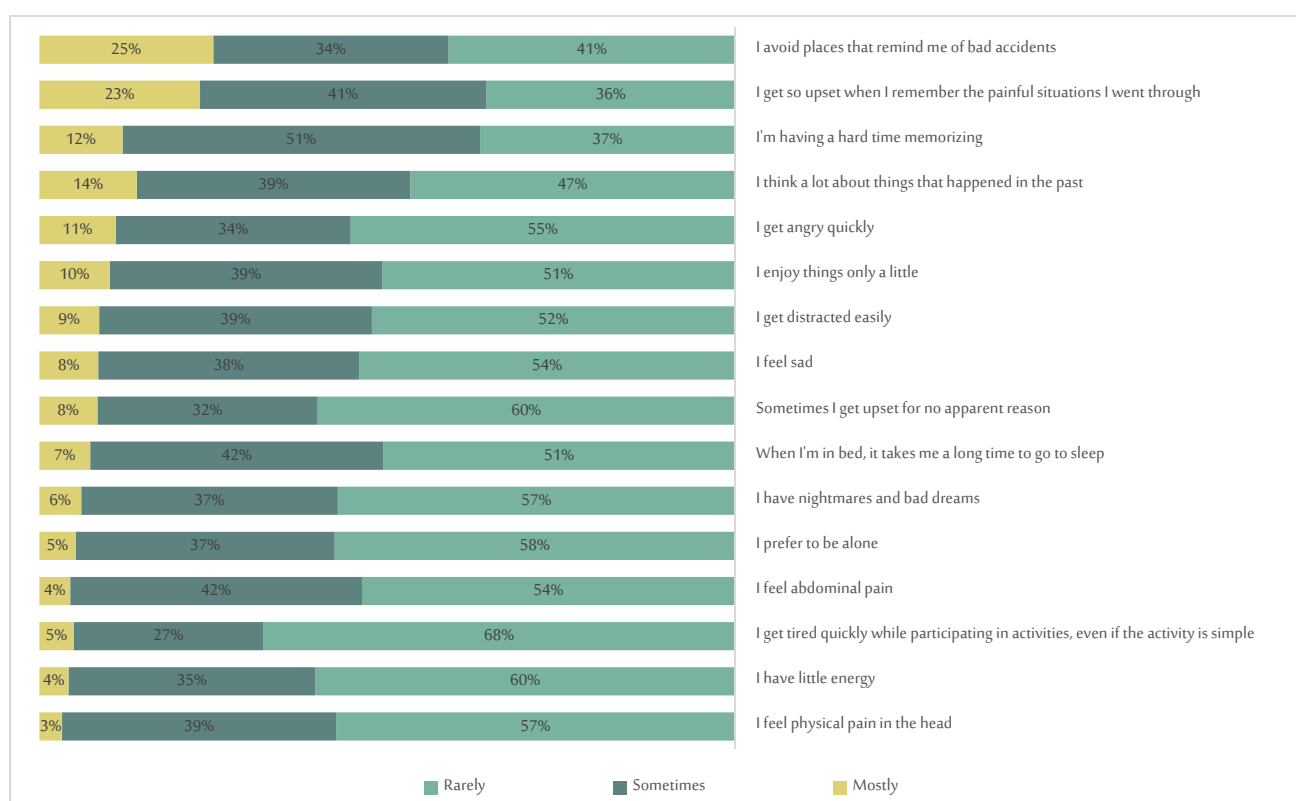
5. Student Perceptions: phenomena related to students' feelings at school

Through the perception surveys the enumerators conducted with the students³¹, they asked them about the frequency of several types of feelings; the most spread phenomenon among the students surveyed is that they feel distressed when remembering difficult times²⁵; 102 students) said that they repeatedly feel the same more often; 33% (138 students) of the surveyed students said they rarely have this feeling.

23% (97 students) of the students said that they keep avoiding places that remind them of bad accidents; 41% (173 students) of the students said they repeatedly feel the same feeling, and 35% (150 students) of the students said they rarely have this feeling.

14% (57 students) of the surveyed students said that they always think about things that happened in the past; 39% (160 students) reported feeling the same more often; 47% (190 students) of the students said they rarely have this feeling.

Figure 49: Students perception: Percentage of the prevalence degree of symptoms related to feelings among students



³¹ IMU enumerators conducted perception surveys with 634 children aged 6-18 years in the camps covered in the study. Part of these children is attending schools while others are dropouts; 40% of them are females and 60 % males. All of the surveyed children are from the displaced community

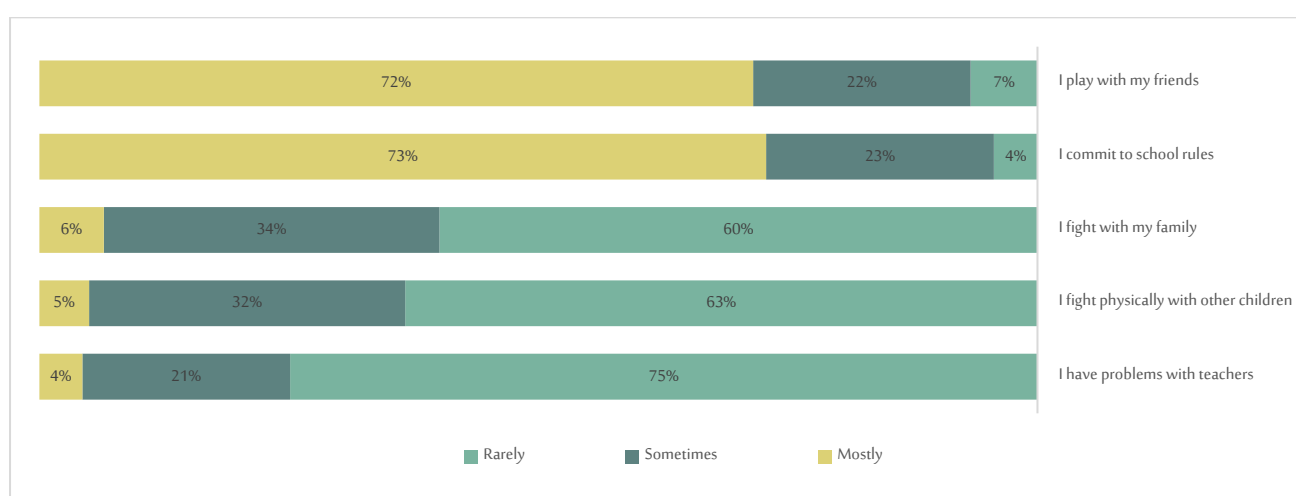
6. Student Perceptions: phenomena related to students' interaction

Through the perception surveys the enumerators conducted with the students³², they asked them about the frequency of phenomena related to interaction with others within a month; amongst the most spread negative phenomena is the fact that students fight with other children and with family members; Whereas the most significant part of the students were playing with their friends and are committed to the school rules.

6% (29 students) of the surveyed students said that they more often fight with their family members; 34% (140 students) of the students surveyed said they fight with their family members; 60% (269 students) said they rarely fight with their family members.

5% (22 students) of the surveyed students said they often fight with other children; 32% (140 students) of the students said they sometimes fight with other children; 63% (280 students) said they rarely fight with other children.

Figure 50: Students perception: Percentage of the prevalence degree of symptoms related to interaction among students



³² IMU enumerators conducted perception surveys with 634 children aged 6-18 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; 40% of them females and 60 % males. All of the surveyed children are from displaced community. All of the surveyed children are from the displaced community.

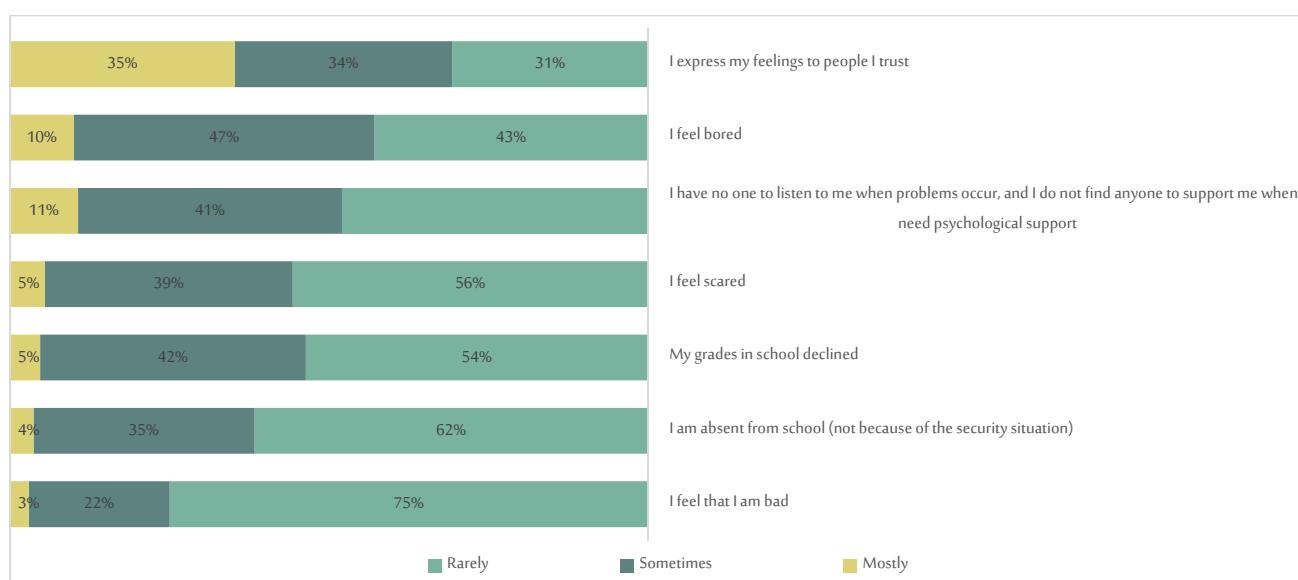
7. Student Perceptions: phenomena related to students' self-awareness

Through the perception surveys the enumerators conducted with the students, they asked them about the frequency of phenomena related to self-awareness within a month; 35% (147 students) of the students said they more often express their feelings to some people they trust; 34% (142 students) said they sometimes express their feelings to people they have trust in; 31% (128 students) said they rarely express their feelings to people they trust.

10% (45 students) of the students said they more often feel bored; 47% (212 students) said they sometimes feel bored; 43% (193 students) said they rarely feel bored.

5% (24 students) of the students said they more often feel scared; 39% (170 students) said they sometimes feel scared; 56% (244 students) said they rarely feel scared.

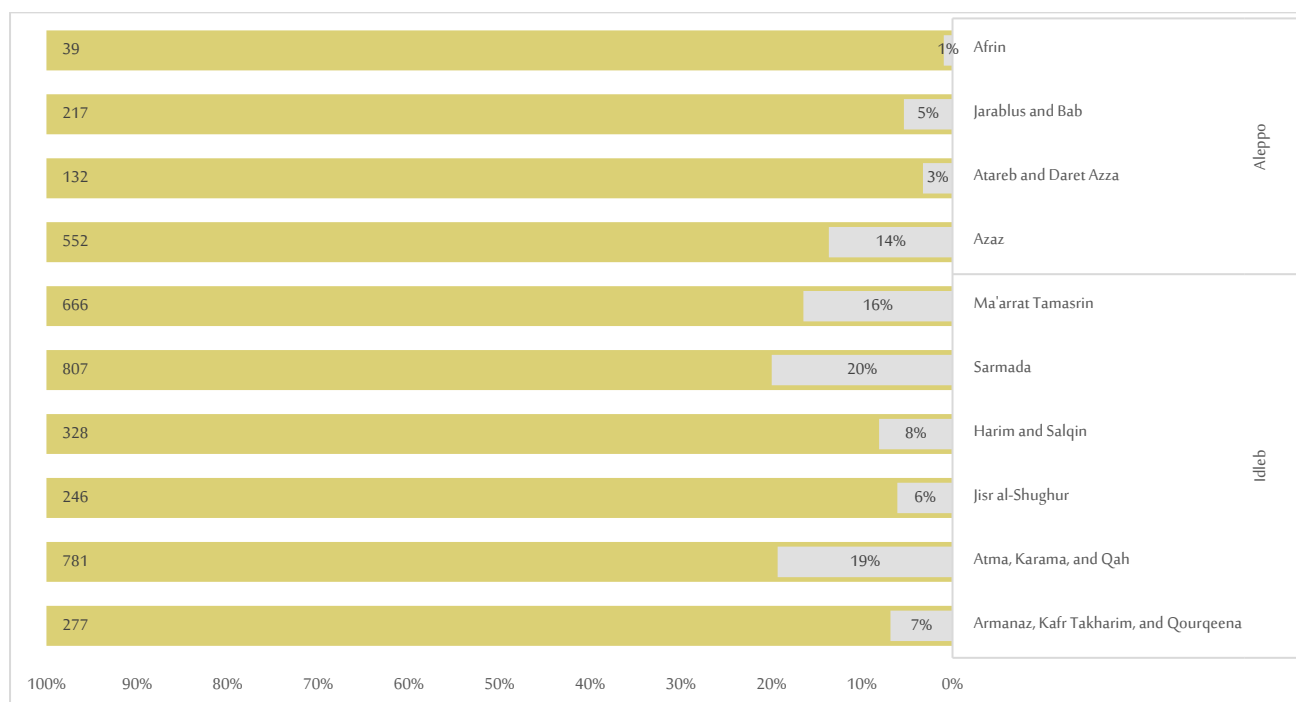
Figure 51: Students perception: Percentage of the prevalence degree of symptoms related to self-awareness among students



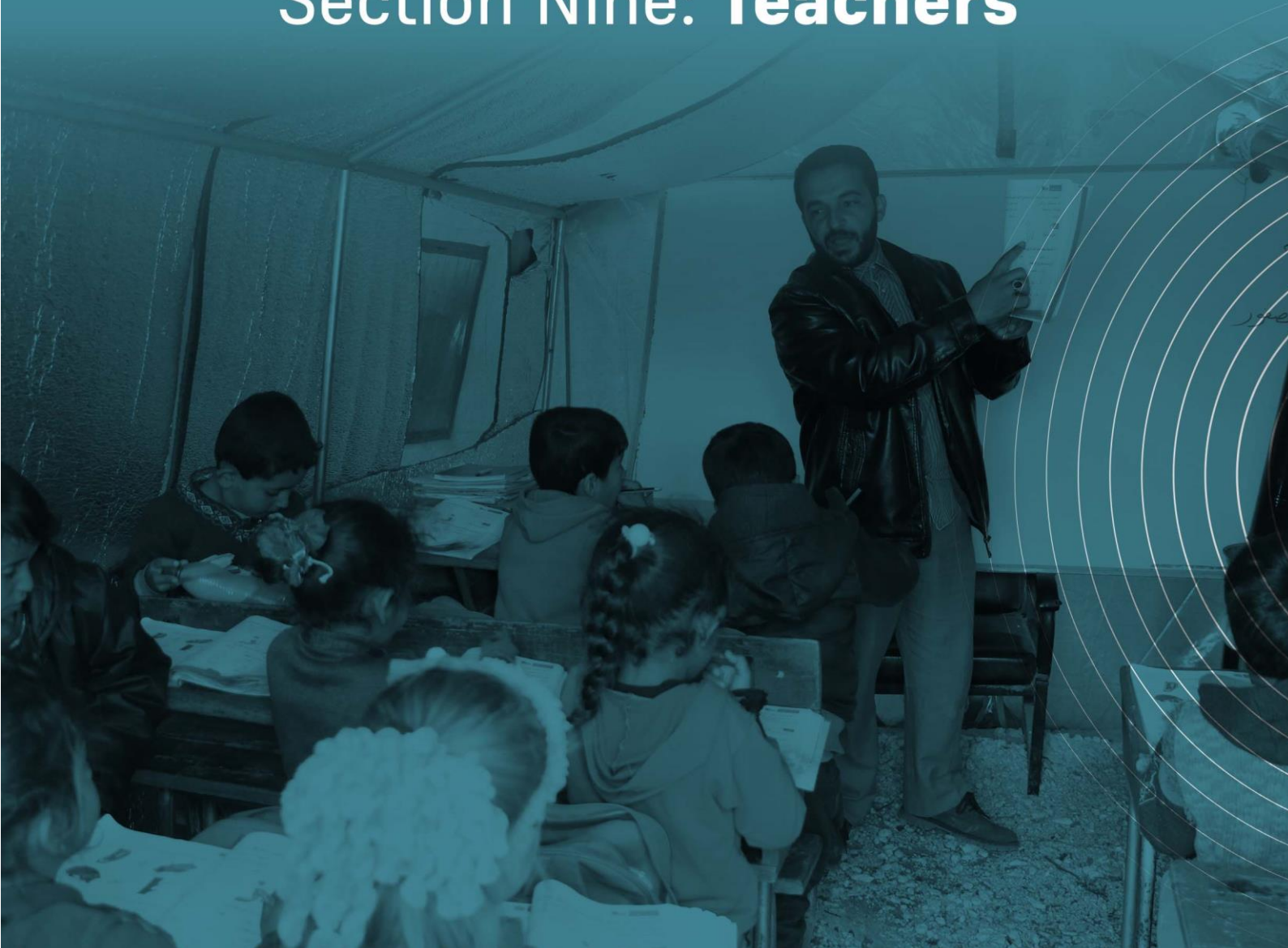
8. Orphaned students at camp schools

The number of orphans in the camp schools covered in the study is 4,045 orphans. KIs report that the vast majority of the orphans lost either one or both parents due to the hostilities taking place against the civilians in Syria. Orphan children are also among the vulnerable groups that face the risk of dropping out of school as a result of losing the family breadwinner and poor living conditions of their families. This forces children to drop out of school and work to support their families.

Figure 52: Number and percentage of orphaned students in the camp schools



Section Nine: **Teachers**

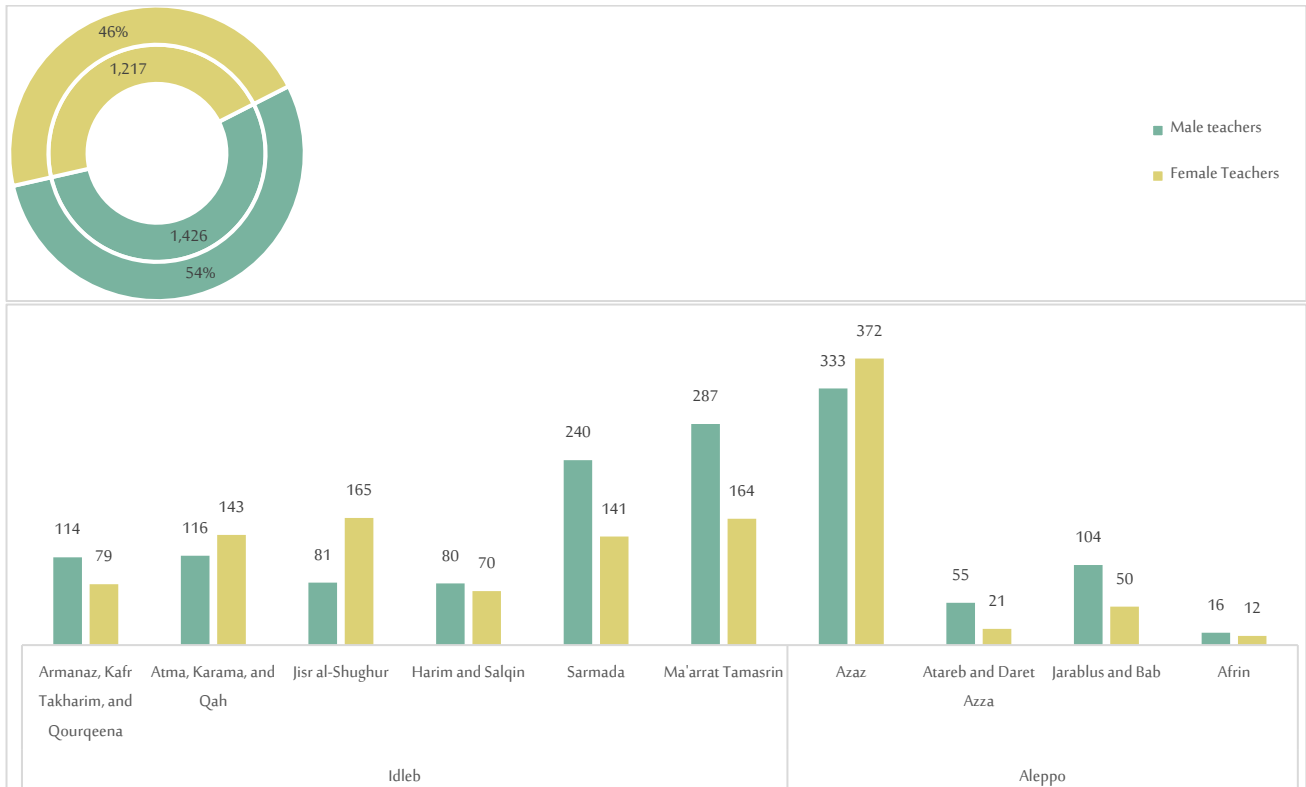


Section Nine: Teachers

1. Number of Teachers

The number of teachers in the assessed camps is 2,643 teachers, where the females form 46% (1,217 female teachers) of the total teachers in the northern Syria camps, while the males constitute 54% (1,426 male teachers).

Figure 53: Number and percentage of teachers in camp schools by gender

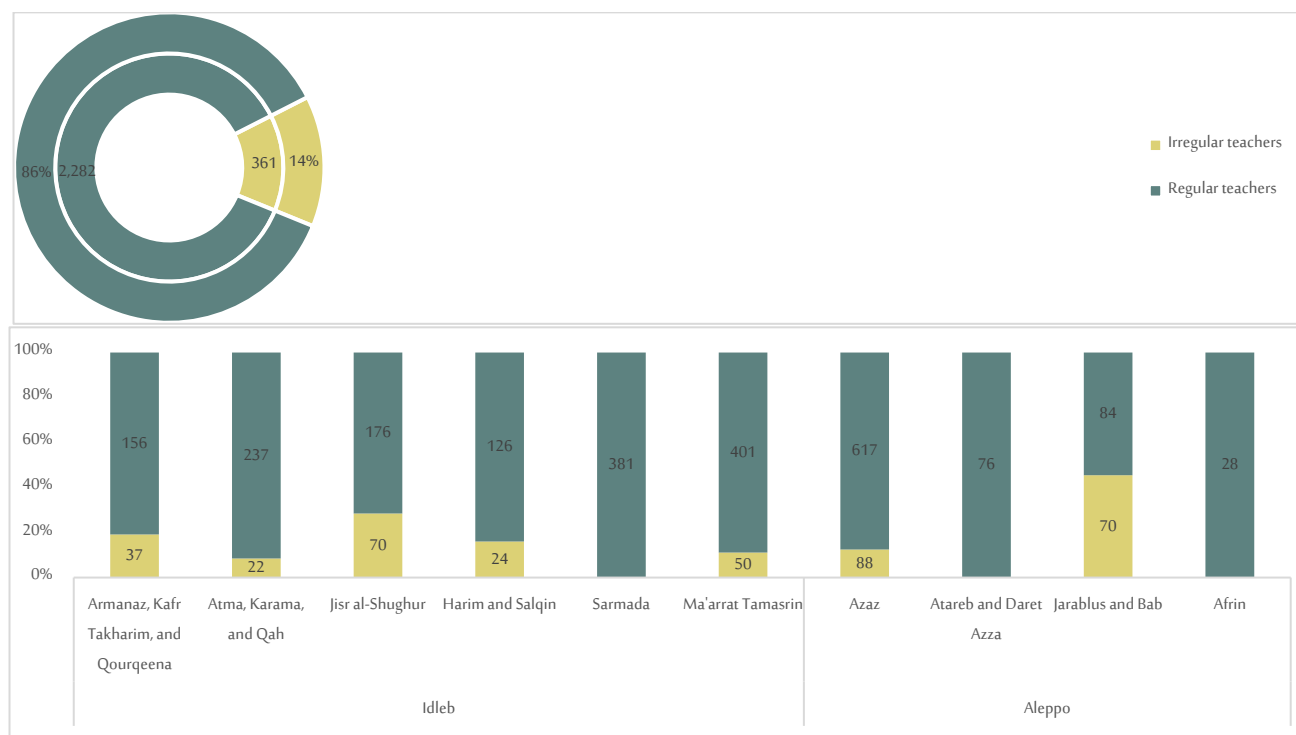


In mixed schools (which have male and female students), a balance must be found in the number of males and females among educational and administrative staff; in schools of one gender of students (either male or female), the majority (the largest number) of administrative and teaching staff must be of the same gender to that of the students in school.

2. The Employment Status of the Teachers

Based on the study, it is found that 86% (2,282 teachers) of the total number of teachers covered in the study are regular teachers, which means they finished their education at universities or higher institutes, the thing which qualified them to practice this profession, while the percentage of teachers who practiced this profession due to a shortage of qualified teachers is 14% (361 teachers), who are referred to as irregular teachers.

Figure 54: Number and percentage of teachers in camp schools according to their employment status



The term “regular teachers” in this report means the persons who practiced teaching before the war and had permanent contracts with ED of the Syrian regime. Those teachers went through a recruitment competition organized by MoE of the Syrian regime and signed permanent employment contracts after finishing their education at Universities or institutes (the Faculty of Arts and Human Sciences and Teacher Preparation Institutes) which qualify them to teach students in accordance with their specialization. After the war in Syria, EDs of SIG (opposition) established Teacher Training Institutes and branches of the Faculty of Arts and Human Sciences in opposition-held areas in Idleb and Aleppo governorates to qualify teachers to fill the acute teacher shortage. The graduates of these universities and institutes are called regular teachers. **Regular teachers are known to have graduated from colleges and universities that qualify them to practice the teaching profession, while others are called irregular teachers.** Regular teachers are characterized by their ability to manage the classes, and their knowledge of the effective methods in dealing with students of all ages and all situations, where among the subjects they study there is a subject about “Teaching Methods”. Some teachers complete the Diploma of Educational Qualification.

INEE³³ defines the teaching methods as “teaching methods’ refers to the approach chosen for and used in the presentation of learning content to encourage the acquisition of knowledge and skills in all learners.”

Before the war in Syria, the ED of the Syrian regime offered temporary employment contracts to some non-specialist teachers (irregular teachers). These teachers were appointed to areas suffering from an acute

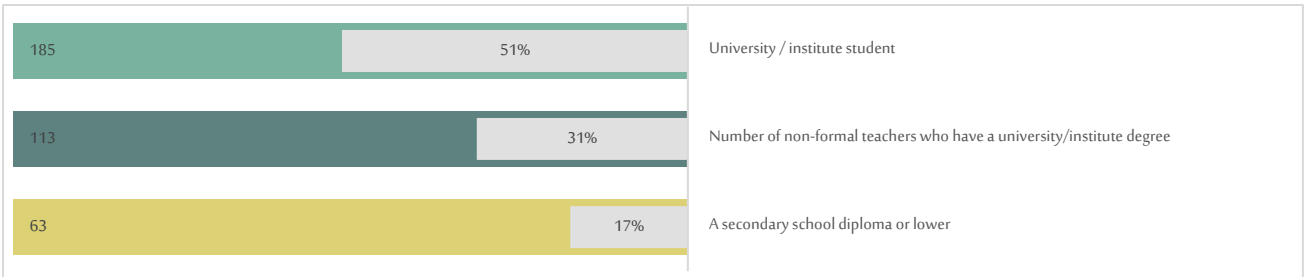
³³ <https://handbook.spherestandards.org/en/inee/#ch001>

teacher shortage. Some university students were offered short-term contracts to replace female teachers on maternity leave due to the lack of specialist teachers to be hired as appropriate substitutes. School graduates and university students who didn't finish their studies due to the conflict were allowed to teach at schools, known as irregular teachers.

3. The Educational Attainment of Irregular Teachers

The study results show that 31% (113 irregular teachers) of the rare teachers have university degrees or certificates (that is, they graduated from universities and institutes not specialized in teaching), while 51% (185 irregular teachers) are undergraduates (They are still studying at universities and institutes); 17% (63 irregular teachers) only have certificates of higher secondary or of lower educational level.

Figure 55: Number and percentage of irregular teachers in camp schools according to their educational achievement



University degrees or institute certificates (not related to teaching profession) holders: The difference between these teachers and regular teachers is the absence of scientific specialization of the academic knowledge and the lack of understanding of the teaching methods that regular teachers have studied within their university or institute. This type of irregular teachers could be offered several pieces of training about teaching methods and how to manage the classrooms and deal with students in a way that enables them to become more efficient in the educational process.

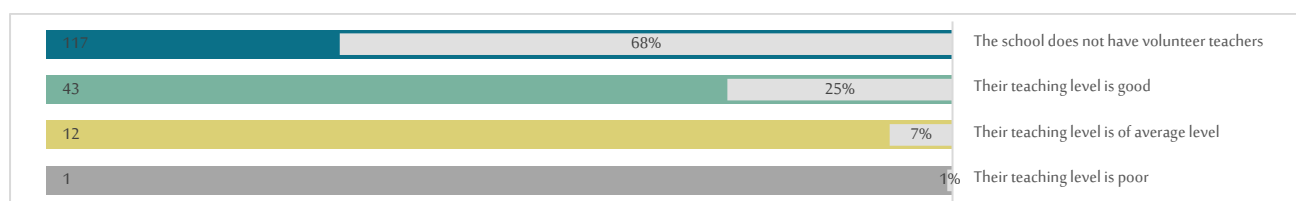
Undergraduate students: There are many students at universities or institutes in areas outside the Syrian regime’s control who couldn’t complete their studies at universities or institutes due to the security situation in the Syrian regime-controlled areas. Therefore, they practice teaching while still students because of the lack of teaching staff and their need to work. It is worth mentioning that it is useful to raise the capacity of these students to teach primary education level after attending a number of necessary training programs in the field of education.

Holders of higher secondary certificates or lower educational level: higher secondary certificate holders are employed to teach primary grades level (basic literacy and numeracy only) after attending several courses, while those who don’t have at least a secondary school certificate are not suitable to practice the teaching profession.

4. Principal Perceptions: How do you evaluate the performance of irregular teachers in your school, if any?

School principals³⁴ were surveyed to evaluate the performance of irregular teachers in their schools. 68% (117 principals) of the principals stated that they do not have irregular teachers in their schools, while 25% (43 principals) indicated that the performance of the irregular teachers was good, and only 7% (12 principals) indicated that the performance of irregular teachers was of average level.

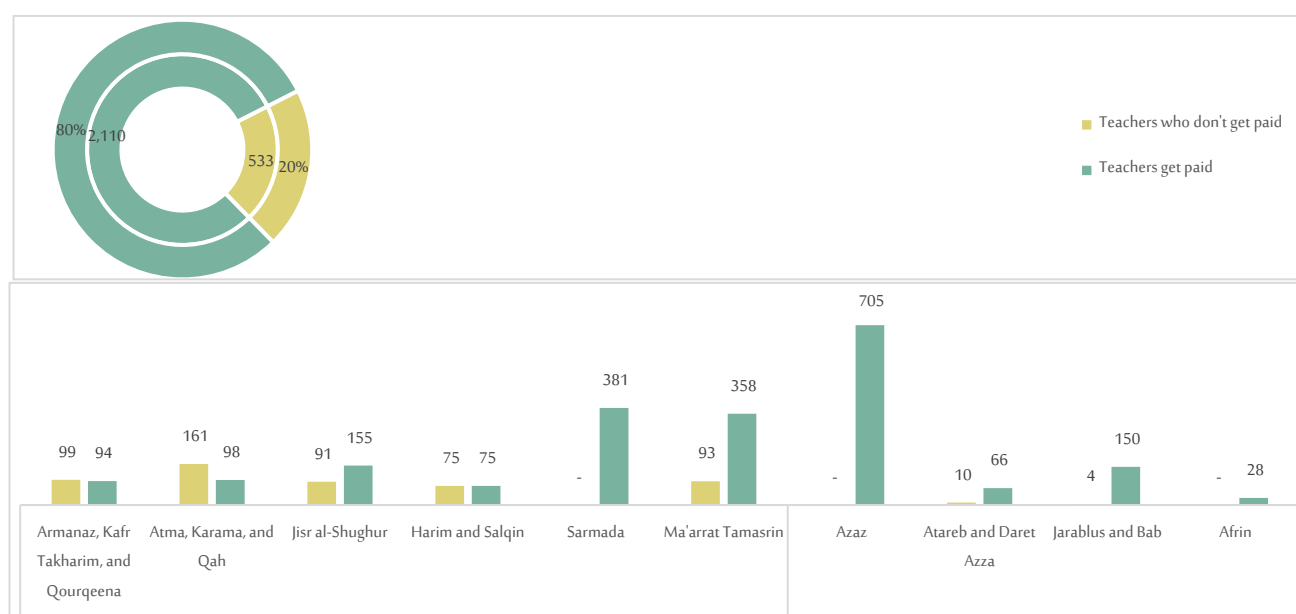
Figure 56: Number and percentage of irregular teachers in camp schools according to their educational achievement



5. Teachers who Receive Salaries

The study results show that 80% (2,110 teachers) of teachers in the assessed camp schools received salaries from various sources throughout 2021-2022, while 20% (533 teachers) of teachers didn't receive salaries.

Figure 57: Number and percentage of teachers in camp schools according to their monthly salaries

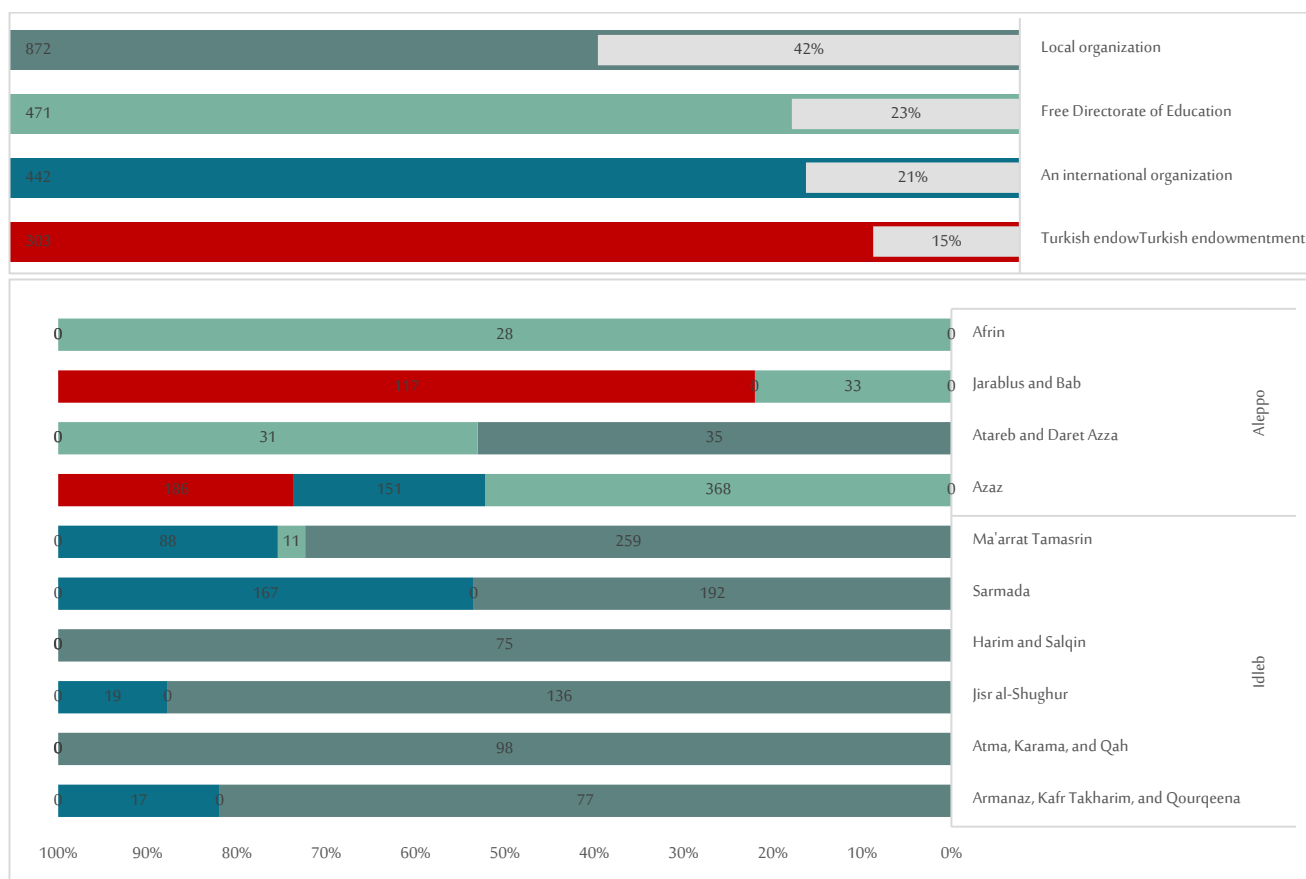


³⁴ IMU enumerators conducted perception surveys with 173 school principals at the camp schools, where 15% of them were females and 85% males

6. Salary Providing Entities

The results of the study show that the local humanitarian organizations pay 42% (872 teachers), 23% (471 teachers) are paid by ED, INGOs pay 21% (442 teachers), and the Turkish endowment pays 15% (303 teachers).

Figure 58: Number and percentage of teachers who receive salaries in the camp schools according to the salary providing entity



According to INEE³⁵, "Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs. Where needed, an appropriate payment system for teachers and other education personnel should be reestablished or developed as soon as possible. The payment system should respect the fact that education authorities are responsible for ensuring compensation. Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice and helps in the transition from recovery to development".

³⁵ <https://handbook.spherestandards.org/en/inee/#ch001>

7. Average Salaries of the Teachers

The results of the study showed that the local organizations pay the highest average salary for the teacher, which reached approximately 143\$, while INGOs came second with an average salary of 123\$, and the average salary paid by the free education directorate (education directorate affiliated with the opposition) is 72\$. The average salary paid by other agencies (the Turkish endowment and other parties) is 56\$.

Figure 59: Average teachers' salaries/highest value/lowest value in US dollars according to the entity paying the salaries



INEE³⁶ confirms the need to confront market forces as stated “*Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In situations of displacement, qualified teachers and other education personnel may be more likely to move where there are higher wages, even if it means crossing borders. It is important to consider market forces such as the cost of living; demand for teachers and other professionals; wage levels in similarly qualified professions, such as health care; the availability of qualified teachers and other education personnel*”.

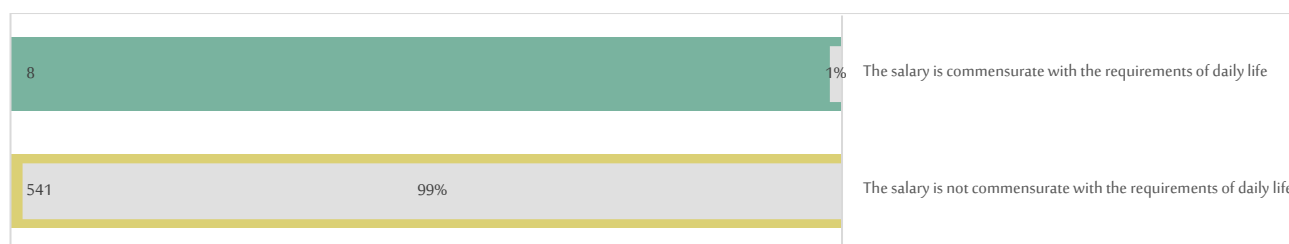
What distinguishes salaries paid by the Turkish endowment is that they are more stable and sustainable; The Turkish government pays the salaries in Turkish lira, where salaries are transferred to the teachers’ bank accounts at the Turkish post office PTT, which opened branches in northern Aleppo countryside. KIs in schools funded by local NGOs, INGOs, or ED said that funding of the salaries is unstable and associated with the donors; salaries are usually delayed for more than two months. Additionally, teachers are not compensated for the summer months, as they are only paid according to school days, which is an obstacle that forces them to search for other jobs. It is noteworthy that the bulk of teachers qualified to teach students in accordance with their field of specialization moved to work with other parties that provide higher and more stable salaries; these teachers formed a significant gap in the educational process. The bulk of foreign language teachers has worked with international organizations in office work (not related to teaching), resulting in a shortage of foreign language teachers. Moreover, the bulk of psychologists moved to work with humanitarian organizations outside the education field (in the medical field or protection cluster).

³⁶ https://inee.org/sites/default/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

8. Teacher Perceptions: is/are the salary/incentives you receive sufficient for the requirements of daily life?

Through teacher³⁷ surveys, they were asked whether the salaries or incentives they received were commensurate with the requirements of daily life. 99% (541 teachers) of surveyed teachers reported that income was not commensurate with daily life requirements, and 1% (8 teachers) of surveyed teachers said that the income is commensurate with daily life requirements.

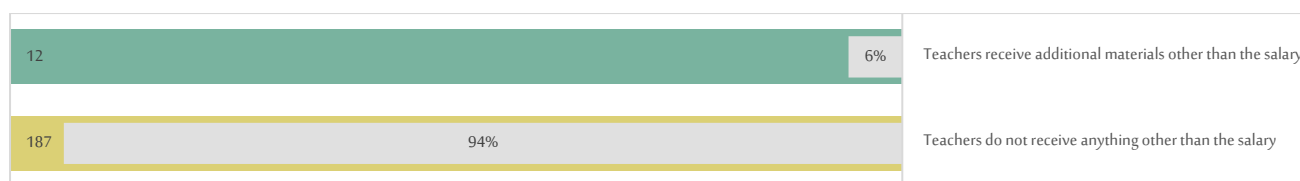
Figure 60: Number / Percentage of surveyed teachers according to having their salaries meeting the requirements of daily life



9. Teachers Receiving Additional Support (Other than the salaries)

The study results show that teachers in 6% (12 schools) of the total number of camp schools receive additional support besides their salaries, while teachers in 94% (187 schools) don't receive any further assistance.

Figure 61: Number and percentage of camp schools according to teachers receiving additional support other than their salaries

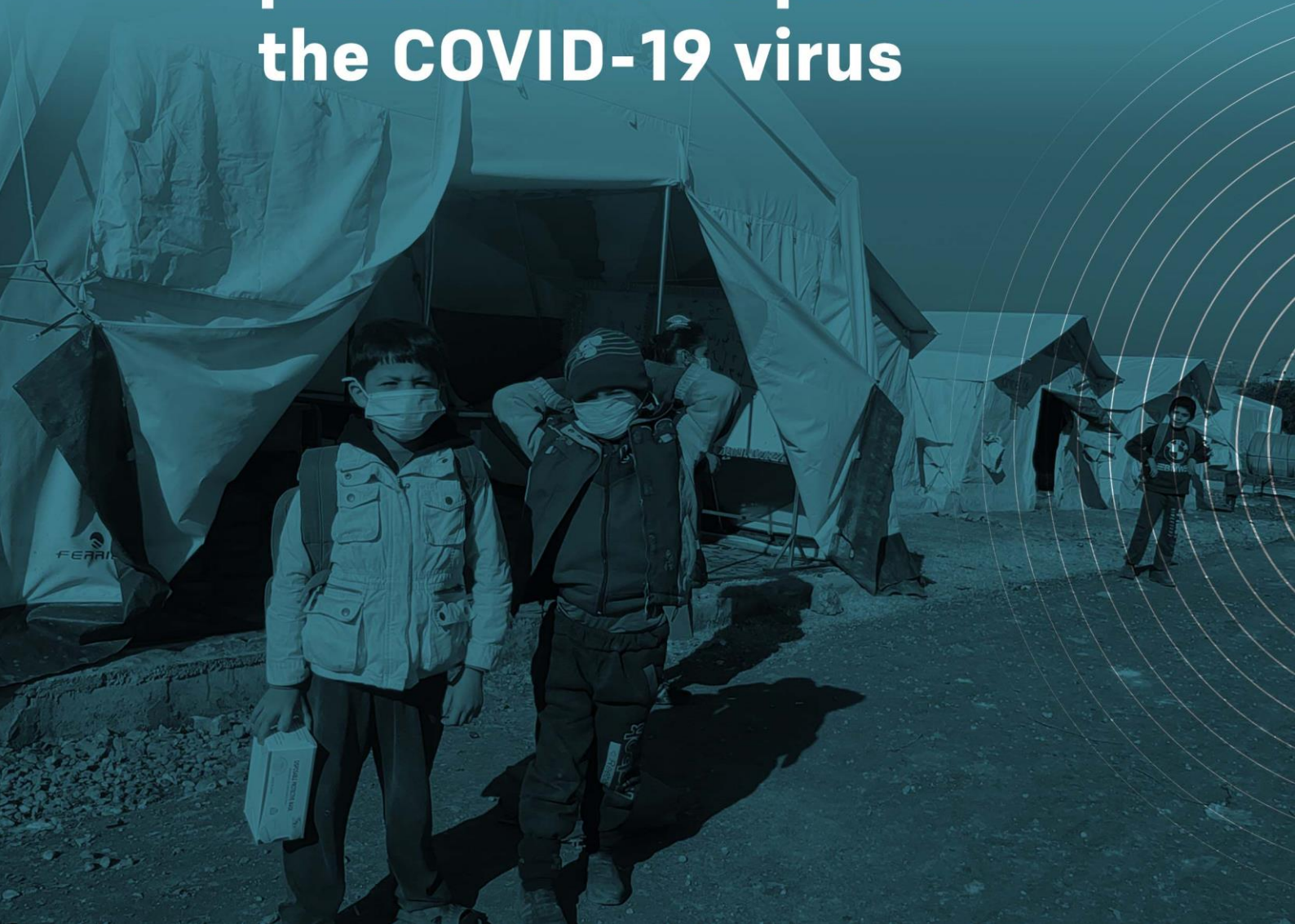


As a result of the deteriorating living conditions in areas outside the control of the regime, the fact that the salaries are not sufficient to provide for the daily life requirements, and having part of the teachers who don't receive any salaries, some parties distribute in-kind assistance to the teachers at schools so that they can provide for some of the daily life requirements in order not for the teaching staff to leave their jobs in search for other sources of income of higher wages. Usually, this assistance is distributed in schools where teachers don't receive salaries or receive low salaries compared to other schools. Several entities distribute some assistance in the form of food baskets or other materials as a kind of support for those in charge of the educational process.

³⁷ The enumerators of the Information Management Unit conducted surveys with 543 teachers in the camps covered in the study, 30% of whom were females, and 70% males.



Section Ten: **Means and precautions to prevent the COVID-19 virus**

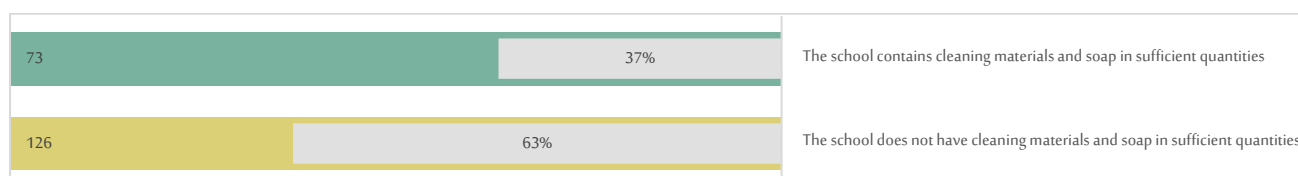


Section Ten: COVID-19 Prevention Methods and Procedures

1. Availability of soap and sterilization materials within schools and periodic sterilization

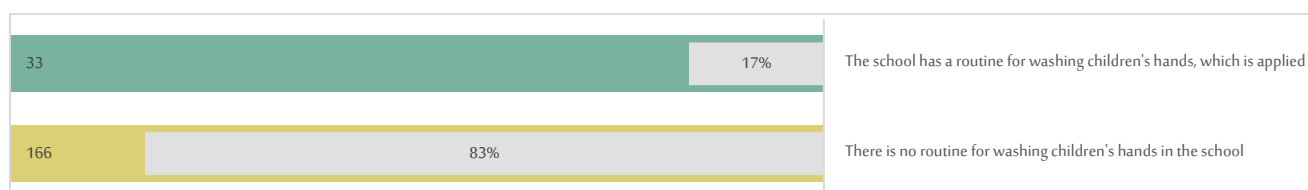
Precautions to reduce the spread of COVID-19 require that sufficient amounts of detergents and soap be provided within the school. The study showed that adequate quantities of detergents and soap were available within 37% (73 schools) of schools, while they were not available within 63% (126 schools).

Figure 62: Number and percentage of camp schools according to the availability of sufficient quantities of cleaning materials and soap within them



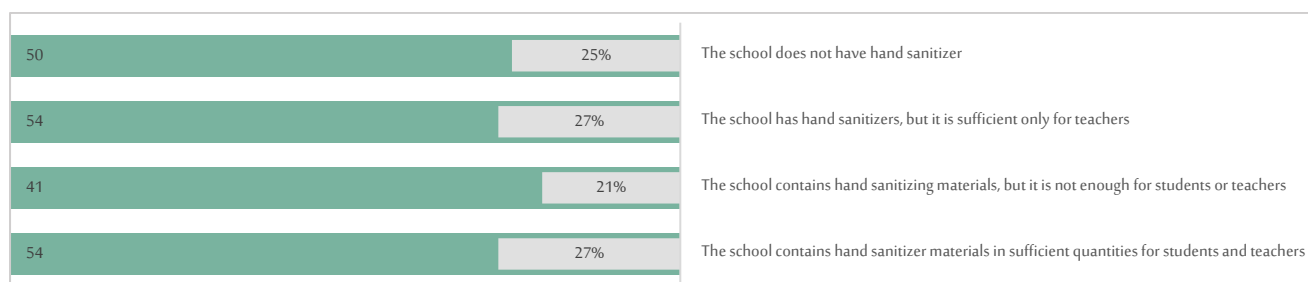
Preventive measures to limit the spread of COVID-19 require a routine for children to wash their hands in school. The study showed that children applied a hand washing routine in 17% (33 schools) of schools only, while the way was not applied in 83% (166 schools) of schools.

Figure 63: Number and percentage of camp schools according to the availability of a routine for children to wash their hands



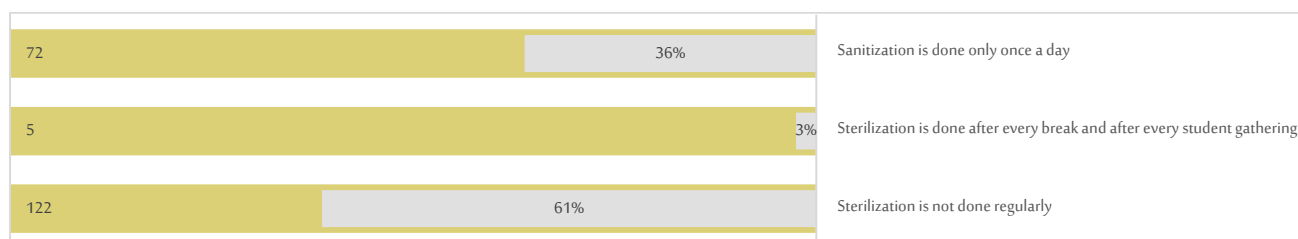
Preventive measures to limit the spread of the COVID-19 virus require the provision of hand sterilizers within schools in sufficient quantities for students and teaching and administrative staff. The study showed that no hand sterilizers were available within 25% (50 schools) of schools, and there were hand sterilizers, but they were insufficient for teachers or students within 21% (41 schools) of schools. At the same time, there were hand sterilizers sufficient for teachers only in 27% (54 schools) of schools. There were hand sterilizers in adequate quantities for teachers and students in 27% (54 schools).

Figure 64: Number and percentage of camp schools according to the availability of sufficient quantities of hand sterilizers



Preventive measures to limit the spread of the COVID-19 virus impose the sterilization of facilities within schools by service staff (stair railing, door handles, water taps.....) on a daily basis and after every break time or student gathering. The study showed that facilities within schools were not sterilized periodically within 61% (122 schools) of schools. Facilities within schools are sterilized only once a day within 36% (72 schools) of schools. Facilities within schools are sterilized after each break time, and student gathering within 3% (5 schools) of schools only.

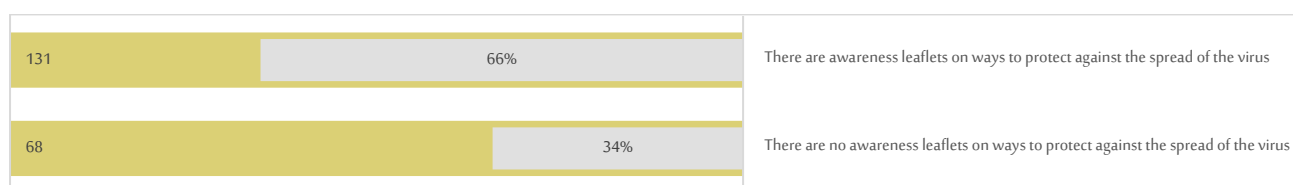
Figure 65: Number and percentage of camp schools according to the regular sterilization of facilities within schools at camps



2. Awareness of COVID-19 prevention measures

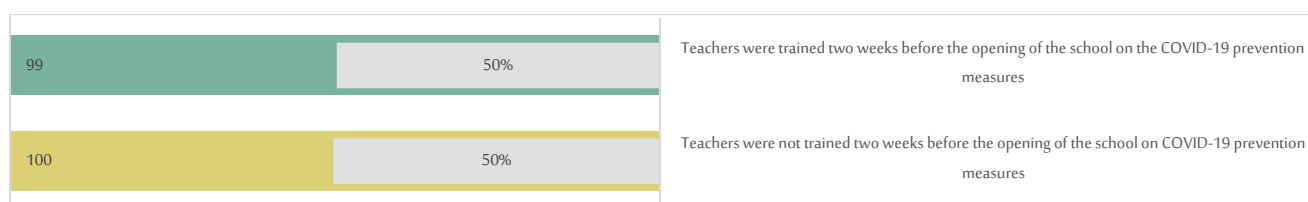
Preventive measures to limit the spread of COVID-19 require the provision of posters on school walls, classrooms, schoolyards, and WCs to raise awareness of and encourage adherence to prevention methods against the spread of COVID-19. The study showed that awareness-raising posters were available on the school walls, classrooms, schoolyard, and WCs within 66% (131 schools) of schools. While there were no awareness posters on the school walls, classrooms, schoolyard, and WCs within 34% (68 schools) of the schools.

Figure 66: Number and percentage of camp schools according to the availability of awareness-raising posters on the school walls



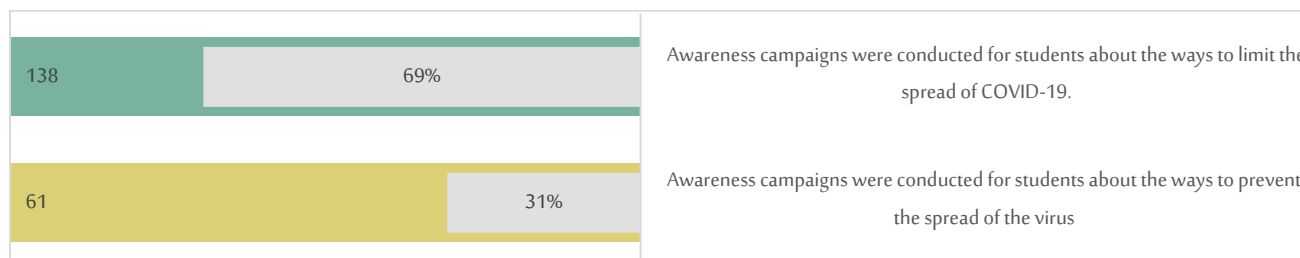
Preventive measures to reduce the spread of COVID-19 require that teachers be trained within two weeks of the school opening on COVID-19 prevention methods. The study showed that teachers were trained in COVID-19 prevention methods in 50% (99 schools) of schools, while they were not trained in 50% (100 schools) of schools.

Figure 67: Number and percentage of camp schools according to teacher training on COVID-19 prevention methods



Preventive measures to reduce the spread of COVID-19 require conducting awareness-raising campaigns for students on COVID-19 prevention measures. The study showed that awareness-raising campaigns were conducted for students on COVID-19 prevention measures within 69% (138 schools) of schools. While they were not conducted in 31% (61 schools) of schools.

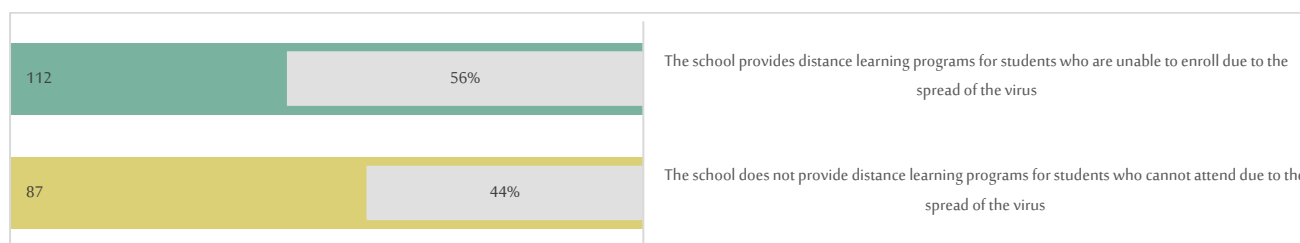
Figure 68: Number/percentage of camp schools according to conducting awareness campaigns for students on measures to prevent the virus



3. Provision of distance education programs for students who cannot attend due to COVID-19

Precautions to reduce the spread of COVID-19 require the school to provide distance education programs for students who are unable to attend due to the spread of COVID-19. The study showed that only 56% (112 schools) of schools provide distance education programs for students who cannot attend due to the spread of COVID-19, while 44% (87 schools) of schools do not provide such programs.

Figure 69: Number/percentage of camp schools according to the provision of distance education programs for students who are unable to attend school due to COVID-19



Section Eleven: **Priorities and Recommendations**



Section Eleven: Priorities and Recommendations

1. Priorities

The need for heating fuel topped the list of priorities in the largest part of the camp schools. The need to support teachers' salaries came in second place, followed by the need for stationery and textbooks. The need to provide distance education requirements is still on the list of priorities, like Internet packages and tablet devices, in addition to distance education programs and apps.

Table 3 :The priorities of schools at camps

Governorate	Level of analysis	Fuel (heating, electricity)	books	Notebooks and stationery	Provision of salaries for teachers	School supplies (boards, markers, etc.)	School renovation.	Miscellaneous repairs	Provision of school furniture	Building WCS at schools	Provision of distance education requirements in light of the spread of COVID-19	Meals for students	Provision of prevention materials for the spread of COVID-19	Provision water for drinking and normal-use
Idleb	Armanaz and Kafr Takharim													
	Atmeh													
	Al-Rahma													
	Sheikh Bahr													
	Karama													
	Jisr Al Shughour													
	Harem													
	Khirbet Al Jouz													
	Sarmada													
	Salqin													
	Qah													
	Qourqeena													
	Maarat Misrin													
	Azaz													
Aleppo	Atareb and Darat Azza													
	Jarablus and Al-Bab													
	Deir Al Balout													
	Total													

High priority - Low priority

2. Recommendations

IMU's enumerators visited 1,302 camps in northwest Syria, to find out how many camps contain schools and to collect their information. It was found that 1,127 camps or IDPs locations do not contain schools, and 175 camps only contain 169 schools. Only 10% of the camp schools have regular buildings (which meet the standards of regular schools), while 90% of the schools were a group of tents or concrete rooms (which do not meet the standards of regular schools). According to the second edition of the Joint Education Report for out-of-school children ³⁸(JENA) issued by ACU, in cooperation with Save the Children (SCI), the Education Cluster in Turkey, and 22 organizations specialized in the field of education, "It was found through the study that dropout rates within the camps are always higher than dropout rates within cities and towns." The inappropriate educational environment came at the forefront of the reasons that forced students, especially females, to leave school. **Work must be done to secure regular schools for displaced children, given that displacement camps have become their last resort, and in order to reduce the dropout rates of displaced children. Work must also be done to support camp schools in their current form with all urgent and necessary needs until appropriate alternatives are secured.**

1. Camp schools in all their forms are less insulated from the bad weather conditions than the regular schools that exist in cities and villages. Despite the existence of concrete rooms in some camp schools, these rooms are often far apart and do not constitute a single building block. This means that providing warmth within these rooms and tents requires their proper insulation. The study found that 69% of camp schools need to provide heating (heaters), and through surveys conducted by enumerators with students about the reasons that led to their absence from school, 48% (354 students) of the students reported that they were absent because they were sick on that day; 8% (56 students) of the students reported that they were absent because the weather was very bad. **Proper insulation from the weather must be provided in the classrooms in the camp schools, and schools must be provided with appropriate heating means and sufficient quantities of heating fuel to protect children from diseases.**
2. The directorates of education suspended school attendance at the beginning of the second semester of the academic year 2019-2020, and part of the schools moved to distance education; however, the majority of the students were unable to learn remotely because of their inability to obtain sufficient Internet packages or because of not having tablets (tablet or mobile). This led to a decline in their level of education and the majority of them were unable to return to formal education without going through one of the forms of non-formal education (accelerated or compensatory learning). It was found through the study that the fear of infection with the COVID-19 virus came at the forefront of the difficulties faced by children in schools, which led to the dropout of a part of students who suffer from chronic diseases as catching COVID may put them in a critical health situation. The virus is still spreading in Syria at an increasing pace despite the return of school attendance, and **work must be done to enable the community to provide remote education supplies to students, given that the current conditions imposed this education methodology, which may force students to use it under any circumstance.**

³⁸ https://acu-sy.org/ar/imu_reports/02-2022/

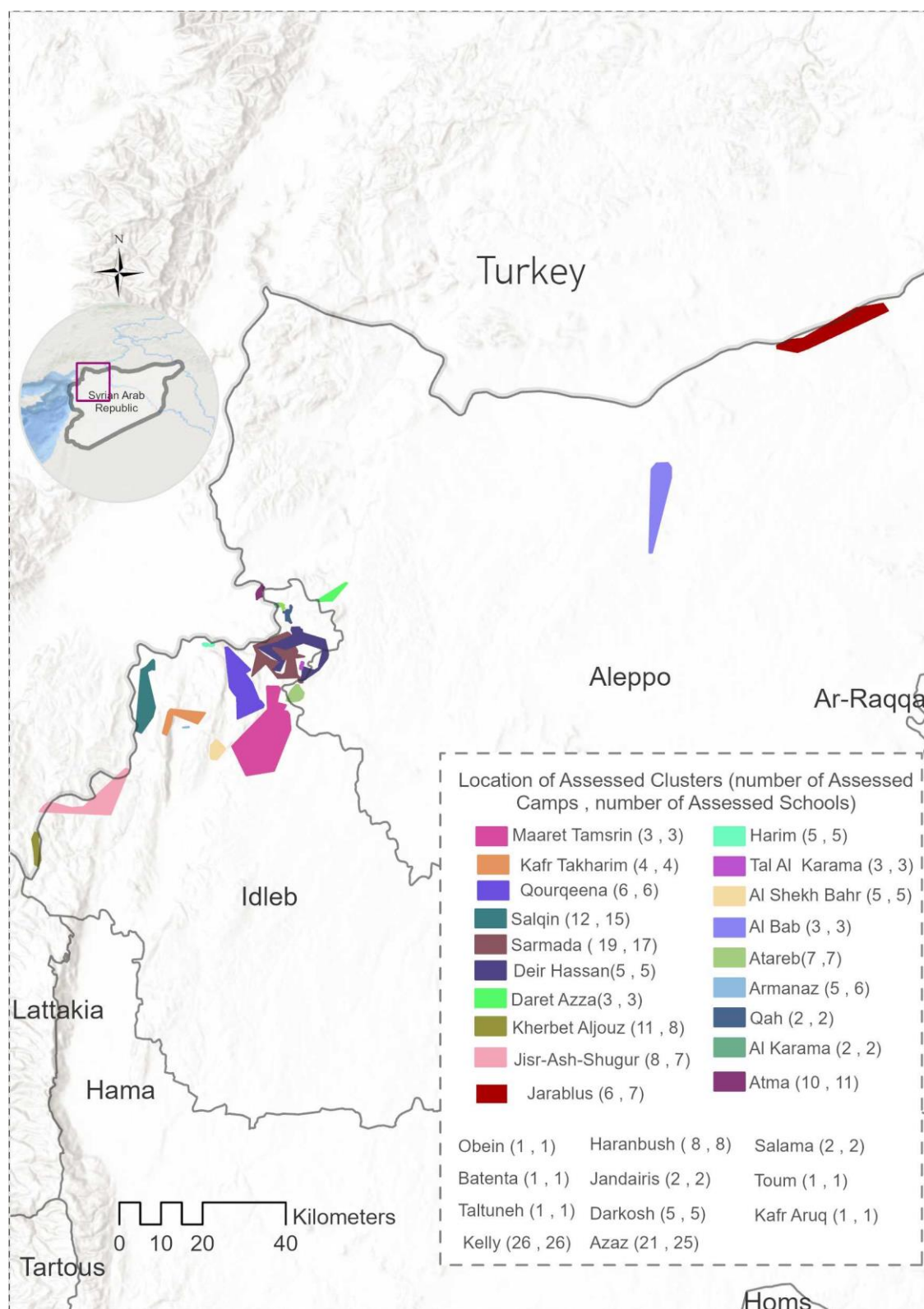
3. Through the results of the WASH sector in the camp schools, it was found that 71% of the schools in the camps covered in the study have access to drinking water and use through tanks. These tanks cannot reach schools when rains and snowstorms occur, and 23% of the schools do not contain toilets. The need to increase the amount of water allocated to handwashing is worth mentioning here as part of the measures to prevent the spread of the COVID-19 virus. Hand sanitization requires washing with **water and soap for more than 20 seconds. Special attention must be given to the WASH sector in the camp schools to reduce the spread of diseases among children in an environment lacking basic health services. Toilet facilities must be accessible to persons with disabilities, and must maintain privacy, dignity, and safety.**
4. At the forefront of the difficulties that students suffer from in schools is families' lack of money to provide education supplies for their children. It is worth mentioning that the spread of the COVID-19 virus has worsened the living conditions of students and their families, and the suffering has worsened with the global inflation, which has affected countries that suffer from wars and crises more. In the second place came the lack of educational materials, books, and stationery. According to the second edition of the Joint Education Report for out-of-school children (JENA) issued by the ACU, in cooperation with Save the Children SCI, the Education Cluster in Turkey, and 22 specialized organizations in the field of education, "26% (935 children) of children reported that they had dropped out of school in order to work to support their families, and this was confirmed by 28% (1,362 persons) of caregivers. Also, 20% (659 children) of children reported that they had dropped out of school because access to school was expensive and they did not have money, and this was confirmed by 14% (709 persons) of caregivers. 13% (474 children) reported that they had dropped out of school because there were financial fees required to be paid at school, and students could not afford these fees, and this was confirmed by 7% (356 persons) of caregivers." ³⁹ **A sufficient number of copies of the school textbooks must be secured at the beginning of each school year and distributed free of charge to all students at all stages. The costs of the educational process must be in line with the income of citizens. Most camp residents depend on humanitarian aid, which requires that all educational needs be provided free of charge.**
5. The number of students with disabilities in the camp schools covered in the assessment was 657 students. The highest percentage of students with disabilities was for those suffering from mobility disabilities at 40% (266 students) of the total students with disabilities. **According** to the second edition of the Joint Education Report for out-of-school children ⁴⁰(JENA) issued by the ACU, in cooperation with Save the Children SCI, the Education Cluster in Turkey and 22 organizations specialized in the field of education, "20% (52 children) of children with disabilities did not attend school because the schools are not equipped to receive children with disabilities." **An appropriate educational environment should be provided for children with disabilities and trained staff should be provided to meet their needs and educate them, according to the type of disability.**
6. The results of the study showed that 20% (533 teachers) of the teachers in the schools in the northern Syrian camps covered in the study did not receive their salaries during the academic year 2020-2021, and 99% (641 teachers) of the teachers surveyed reported that the salaries do not match the requirements of daily life. **An equitable and sustainable financial system must be secured. In conditions of displacement, qualified teachers and other education personnel may move to where there are higher wages, even if they have to cross the border (camp schools are adjacent to the border). It is important to consider market forces such as cost of living, demand for teachers, and wage levels in professions requiring similar qualifications, such as healthcare.**

³⁹ https://acu-sy.org/ar/imu_reports/02-2022/

⁴⁰ https://acu-sy.org/ar/imu_reports/02-2022/

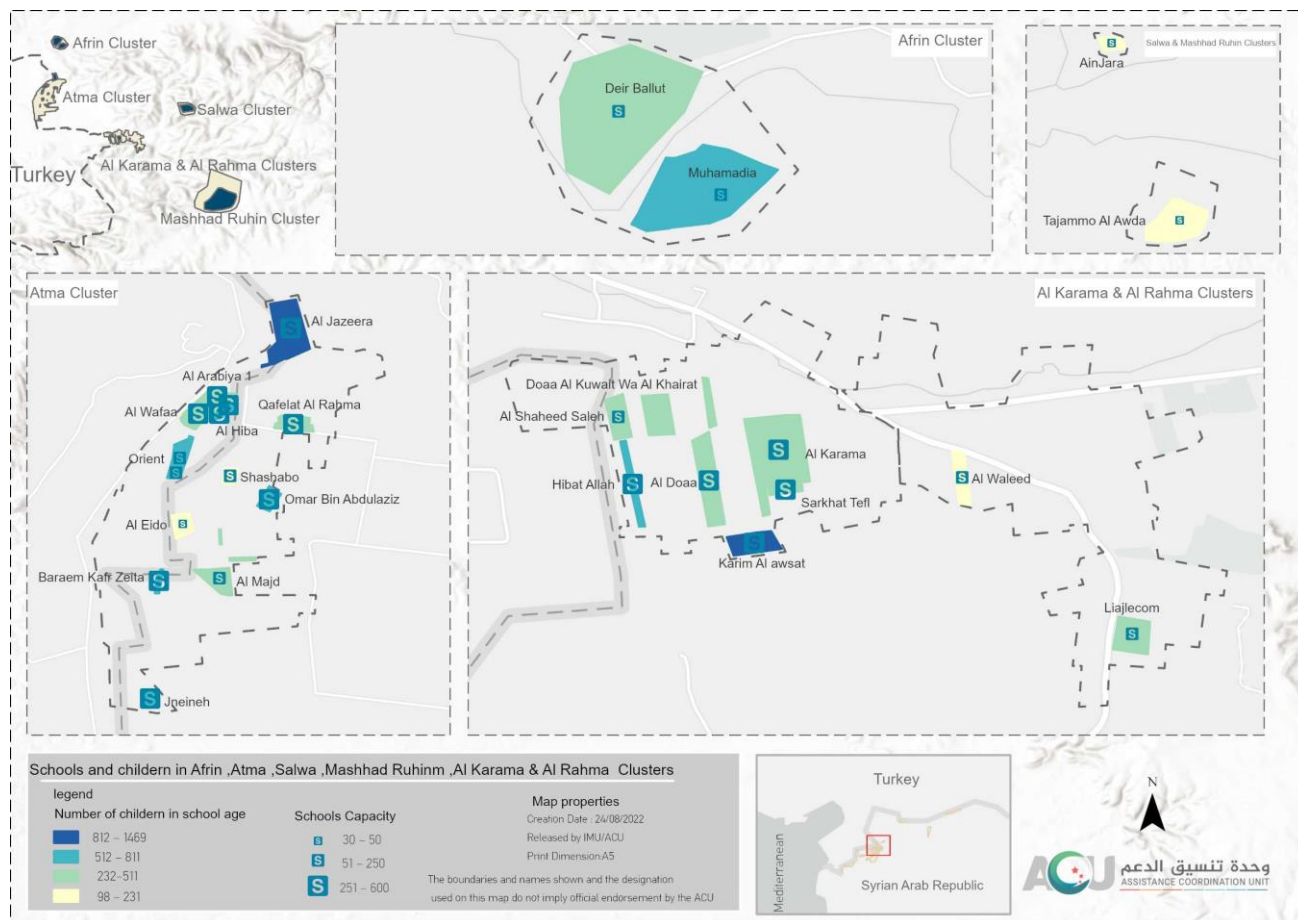
The following map shows the distribution of assessed clusters along with the assessed camps and schools.

Map 1: Location of Assessed clusters (number of assessed camps, number of assessed schools)



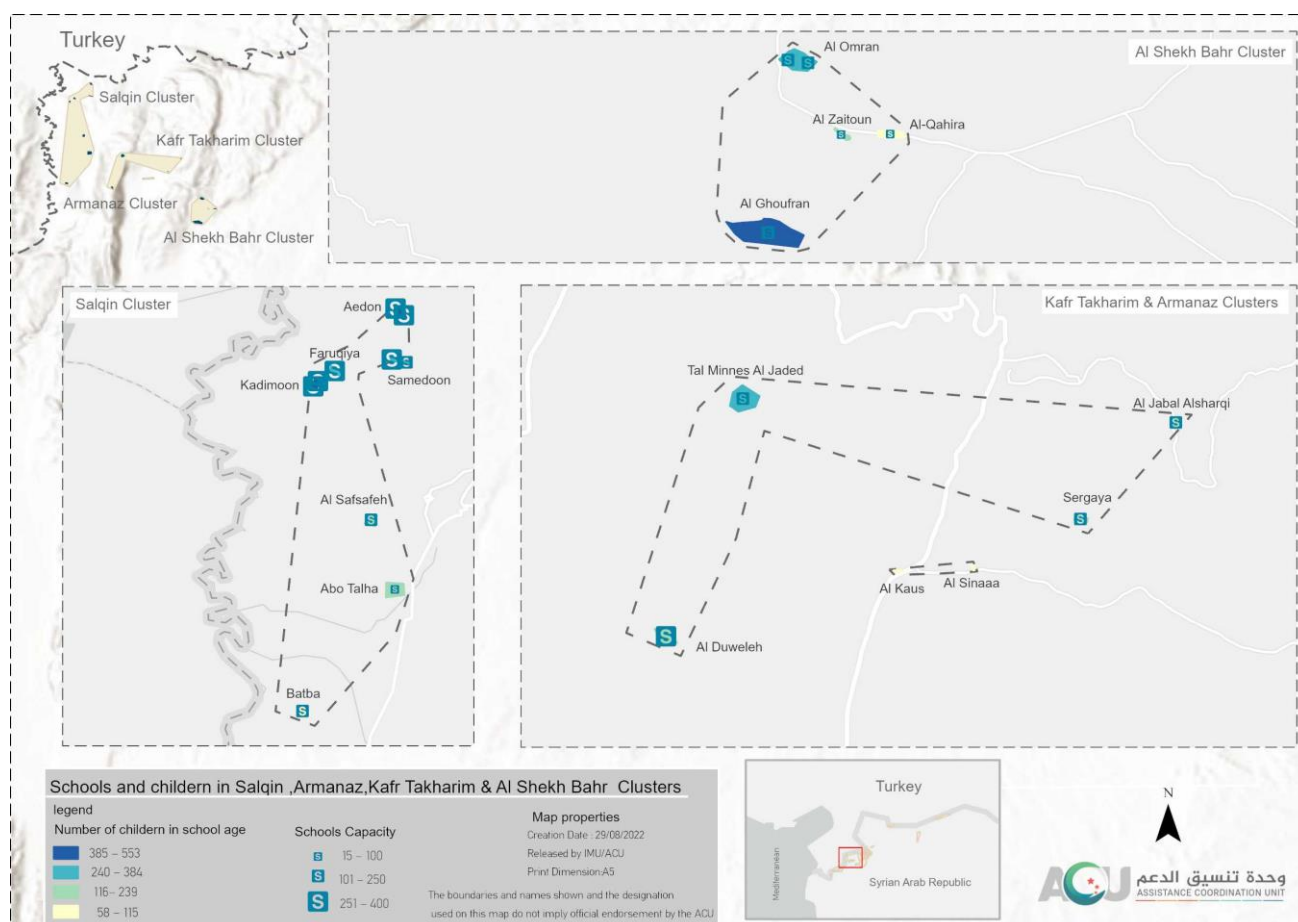
The following map shows the demarcation of the camps of Afrin, Atma, Salwa, Mashhad Ruhin, Al Karama and Al Rahma clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter “S” reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings’ area of the school only.

Map 2: Schools of Afrin, Atma, Salwa, Mashhad Ruhin, Al Karama and Al Rahma clusters



The following map shows the demarcation of the camps of Salqin, Armanaz, Kafr Takharim and Al Shekh Bahr clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter “S” reflects the accommodation capacity of camp schools included in the report. to the school, but it is designed to clarify the surroundings’ area of the school only.

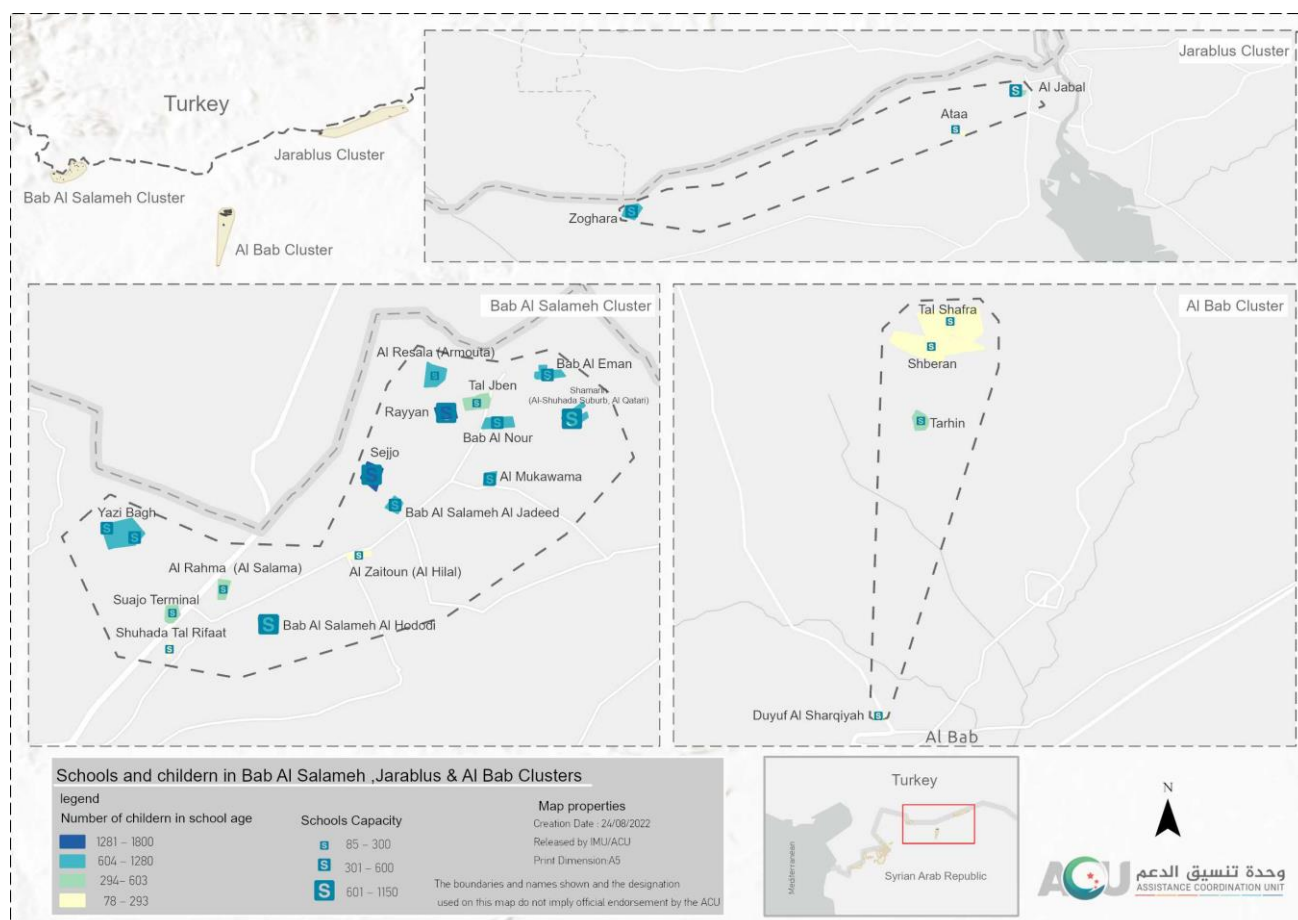
Map 3: Schools of Salqin, Armanaz, Kafr Takharim and Al Shekh Bahr clusters



Map 4: Schools of Daret Azza, Qah, Kafr Lusin and Hazra clusters

The following map shows the demarcation of the camps of Bab Al Salameh, Jarablus, Al Bab clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter “S” reflects the accommodation capacity of camp schools included in the report.

Map 5: Schools of Bab Al Salameh, Jarablus, Al Bab clusters



The following map shows the demarcation of the camps of Jisr-Ash-Shugur and Kherbet Aljouz clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolises one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter “S” reflects the accommodation capacity of camp schools included in the report.

Map 6: Schools of Jisr-Ash-Shugur and Kherbet Aljouz clusters

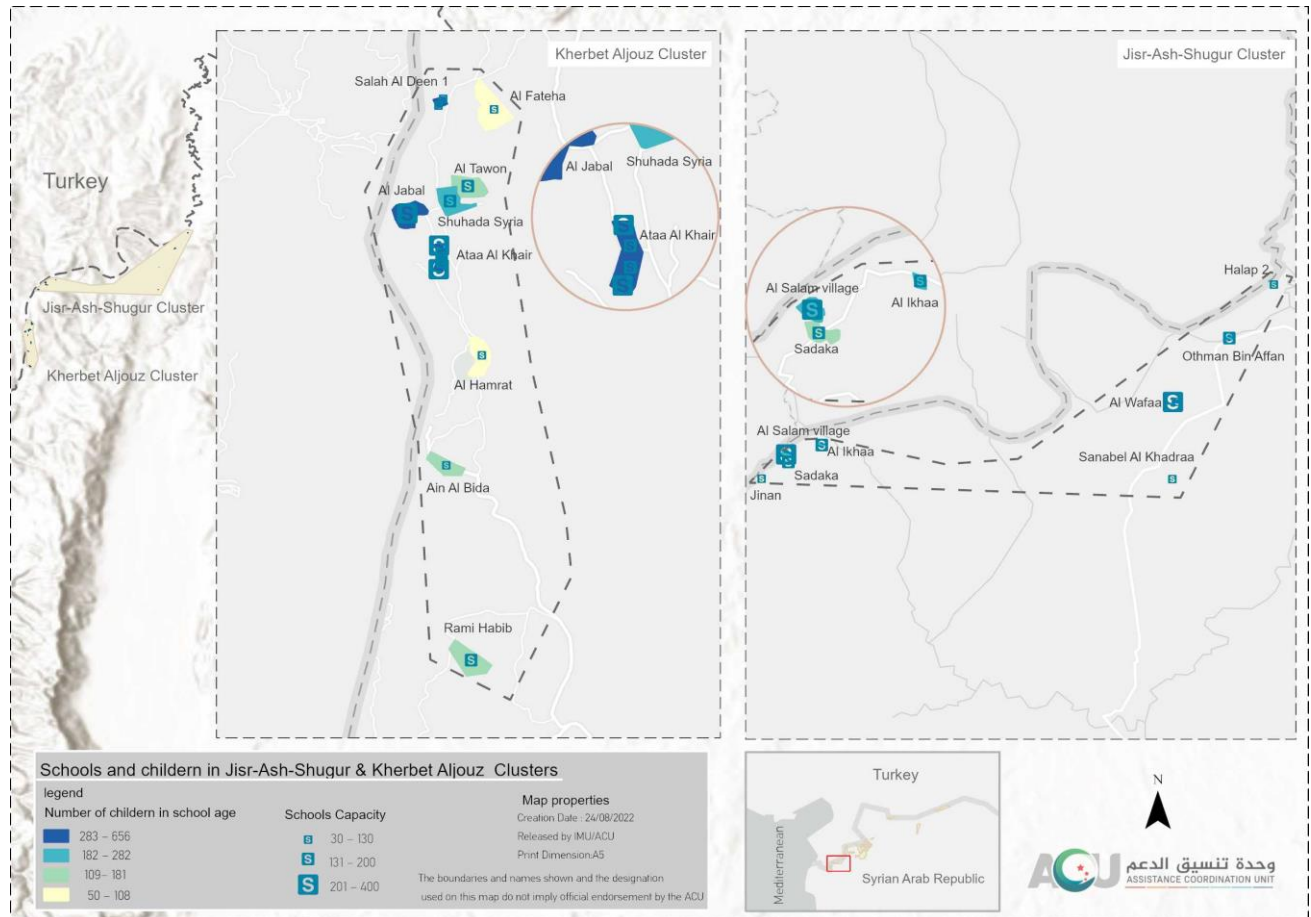


Table 4: Camps containing schools

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Hamama - Kafr Debbin	Tareek Al Hamam
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Hamama - Kafr Debbin	Newdi
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Hamama - Kafr Debbin	Aiyoun Kara
2	Idleb	Jisr-Ash-Shugur	Janudiyeh	Foz - Zuf	Al Zawaf 2 (Sadakah)
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Foz - Zuf	Al Wafaa
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Foz - Zuf	Jinan
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Foz - Zuf	Kafilt Alkhair
1	Idleb	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Rami Habib
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Itkan
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Taawun
2	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Jabal
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Fateha
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Shuhadaa' Suria
3	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Salah Alden (Kherbet Eljoz)
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Ataa Al Kheir(Kherbet Eljoz)
1	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Ataa Al Kheir(Kherbet Eljoz)
1	Idleb	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Ziyara
1	Idleb	Jisr-Ash-Shugur	Darkosh	Dorriyeh	Othman Bin Affan (Darkosh)
1	Idleb	Jisr-Ash-Shugur	Darkosh	Zanbaqi	Aleppo 2
1	Idleb	Jisr-Ash-Shugur	Darkosh	Zarzur	Al rayat al baydaa'
1	Idleb	Jisr-Ash-Shugur	Darkosh	Zarzur	Al Wafa (Darkosh)
1	Idleb	Harim	Armanaz	Armanaz	Al Kharjiyeh
2	Idleb	Harim	Armanaz	Armanaz	Alrayan (Armanaz)
1	Idleb	Harim	Armanaz	Armanaz	Alqaws
1	Idleb	Harim	Armanaz	Armanaz	Zamar
1	Idleb	Harim	Armanaz	Armanaz	Sergaya
1	Idleb	Harim	Dana	Atma	Ehsan 1
1	Idleb	Harim	Dana	Atma	Al Jazeera
1	Idleb	Harim	Dana	Atma	Al Jnaine

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Idleb	Harim	Dana	Atma	Al Arabiya1
1	Idleb	Harim	Dana	Atma	Al Hiba
1	Idleb	Harim	Dana	Atma	Al Wafaa
2	Idleb	Harim	Dana	Atma	Orient
1	Idleb	Harim	Dana	Atma	Braeem Kfr Zeta
1	Idleb	Harim	Dana	Atma	Shahshabo
1	Idleb	Harim	Dana	Atma	Al Doaa
1	Idleb	Harim	Dana	Atma	Shaheid Saleh
1	Idleb	Harim	Dana	Atma	Al Karama
1	Idleb	Harim	Dana	Tal Elkarameh	Al Ezza
1	Idleb	Harim	Dana	Tal Elkarameh	Omar Al Faroq
1	Idleb	Harim	Dana	Deir Hassan - Darhashan	Sons of Mehin (Abna Mehin)
1	Idleb	Harim	Dana	Deir Hassan - Darhashan	Qasr Bin Wardan
1	Idleb	Harim	Dana	Deir Hassan - Darhashan	Lastom Wahdakom
1	Idleb	Harim	Dana	Deir Hassan - Darhashan	Morek Al-Somod
1	Idleb	Harim	Dana	Deir Hassan - Darhashan	Nasaem Al Khayr 2
1	Idleb	Harim	Dana	Sarjableh	Al Huda
1	Idleb	Harim	Dana	Sarmada	AlMothana
1	Idleb	Harim	Dana	Sarmada	Al Aytam
1	Idleb	Harim	Dana	Sarmada	Al-Rahma 1
1	Idleb	Harim	Dana	Sarmada	Al-Rahma 3
1	Idleb	Harim	Dana	Sarmada	Al Othman
1	Idleb	Harim	Dana	Sarmada	Al Lej
1	Idleb	Harim	Dana	Sarmada	Al Mawadah
1	Idleb	Harim	Dana	Sarmada	Al Wafaa
3	Idleb	Harim	Dana	Sarmada	Basmat Amal
1	Idleb	Harim	Dana	Sarmada	Tal Al Fakhar
1	Idleb	Harim	Dana	Sarmada	Khaled Bin Al Waleed(Sarmada)
1	Idleb	Harim	Dana	Sarmada	Khan Al Asal
1	Idleb	Harim	Dana	Sarmada	Reef Aleppo Al Janobi

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Idleb	Harim	Dana	Sarmada	Anadan
1	Idleb	Harim	Dana	Sarmada	Ghitaa' Al Rahma (2)
1	Idleb	Harim	Dana	Sarmada	Fheel Al Ez
1	Idleb	Harim	Dana	Sarmada	Ard Al Matar (1)
1	Idleb	Harim	Dana	Sarmada	Madine Teneyeh
1	Idleb	Harim	Dana	Qah	Al Salam (Qah)
1	Idleb	Harim	Dana	Qah	Al Midan
1	Idleb	Harim	Dana	Qah	Al Rahmah (Qah)
1	Idleb	Harim	Dana	Qah	Al Forkan(Qah)
1	Idleb	Harim	Salqin	Abu Talha	Abu Talha
1	Idleb	Harim	Salqin	Abu Talha	Abu Talha Al Jadeed
2	Idleb	Harim	Salqin	Faroukiyeh	Kadimon
1	Idleb	Harim	Salqin	Betiya	Bitya Al Tene
1	Idleb	Harim	Salqin	Big Hir Jamus	Alwadi
1	Idleb	Harim	Salqin	Big Hir Jamus	Samidon
2	Idleb	Harim	Salqin	Big Hir Jamus	Aidoun
1	Idleb	Harim	Salqin	Big Hir Jamus	Al Wadi
1	Idleb	Harim	Salqin	Big Hir Jamus	Samidon
1	Idleb	Harim	Salqin	Delbiya	Al Taa'khi
1	Idleb	Harim	Salqin	Salqin	Al Safsafa
2	Idleb	Harim	Salqin	Azmarin	Ibn Sariaa
1	Idleb	Harim	Qourqeena	Barisha	Al Fatih
1	Idleb	Harim	Qourqeena	Barisha	Almadina almonawara (barisha)
1	Idleb	Harim	Qourqeena	Torlaha	Janat Al Qura
1	Idleb	Harim	Qourqeena	Kafr Aruq	Al Doof
1	Idleb	Harim	Qourqeena	Kafr Aruq	Al Radwan
1	Idleb	Harim	Qourqeena	Kafr Aruq	Al Shaikh Ahmad
1	Idleb	Harim	Qourqeena	Kafr Aruq	Al Rayan (Kafr Arouq)
1	Idleb	Harim	Kafr Takharim	Abarita	Ariba
1	Idleb	Harim	Kafr Takharim	Kafr Takharim	Al Ajami

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Idleb	Harim	Kafr Takharim	Kafr Takharim	Tal Mins
1	Idleb	Harim	Kafr Takharim	Kafr Takharim	Shahinaz
1	Idleb	Harim	Harim	Harim	Ibn taymiea
1	Idleb	Harim	Harim	Harim	Alfardan
1	Idleb	Harim	Harim	Harim	Al Kariyeh Al Shamiyeh
1	Idleb	Harim	Harim	Harim	Al Madenh Monarh (Harim)
1	Idleb	Harim	Harim	Harim	Hayat kareama
1	Idleb	Idleb	Bennsh	Toum	Taoom
1	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Rahma 1 (Sheikh Bahr)
1	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Sader
1	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Omran
1	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Gfran
1	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Kahira
1	Idleb	Idleb	Maaret Tamsrin	Kafr - Kafrehmul	Al Hartmiyeh
1	Idleb	Idleb	Maaret Tamsrin	Batenta	Al Teh
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Al Oroba
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Al Diaa
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Harbanoosh
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Hyzan
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Kariyat Kuwait
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Karm Alzayton
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Al Sikkah (east & west)
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Kafar Eeem
1	Idleb	Idleb	Maaret Tamsrin	Harbanush	Maarbouna
1	Idleb	Idleb	Maaret Tamsrin	Kafr Nabi	Al-Kamilia
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Abu Dafnah
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Ewaa
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Tawaoun (Kili)
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Rahma 1
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Rahma 3
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Omareen

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Ainaa
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Kandoush
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al Midan 2
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Ayadi
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Bani Khazaa'
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Bonian
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Yarmouk
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Abaad
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Jabal Kelly
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Khair
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Saraqib
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Sham 9
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Tibat Alemam
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Atta alkhair2
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Ataa Alkhair3
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Ataa Al Kheir(Klli)
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Faraj Allah
1	Idleb	Idleb	Maaret Tamsrin	Kelly	kfrewyd Al_mahaba
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Kurtuba
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Muzun
1	Idleb	Idleb	Maaret Tamsrin	Ma'arrat Tamasrin	Al Azraq
1	Aleppo	A'zaz	A'zaz	Azaz	Tal Debs
1	Aleppo	A'zaz	A'zaz	Salama	Al Rahmah (Salama)
1	Aleppo	A'zaz	A'zaz	Salama	Al Hilal
1	Aleppo	A'zaz	A'zaz	Salama	New Bab Al Salame
1	Aleppo	A'zaz	A'zaz	Salama	Old Bab Al Salame
1	Aleppo	A'zaz	A'zaz	Salama	Sujo
1	Aleppo	A'zaz	A'zaz	Salama	Shuhadaa' Tal Reffat
1	Aleppo	A'zaz	A'zaz	Salama	Karaj Sujo
1	Aleppo	A'zaz	A'zaz	Salama	Wadi Marrin
4	Aleppo	A'zaz	A'zaz	Salama	Yazibag

Number of Schools	Governorate	District	Sub-District	Community	Camp Name
1	Aleppo	A'zaz	A'zaz	Talil Elsham	Talil Elsham Southern
2	Aleppo	A'zaz	A'zaz	Shmarekh	Al Mukawamah
1	Aleppo	A'zaz	A'zaz	Shamarin	Al Tawheed(Shamarin)
1	Aleppo	A'zaz	A'zaz	Shamarin	Al Harameen
1	Aleppo	A'zaz	A'zaz	Shamarin	Al Resalah (Al Armuda)
1	Aleppo	A'zaz	A'zaz	Shamarin	Al Rayan (Azaz)
1	Aleppo	A'zaz	A'zaz	Shamarin	Al Armuta
1	Aleppo	A'zaz	A'zaz	Shamarin	Bab Al Iman
1	Aleppo	A'zaz	A'zaz	Shamarin	Bab Al Noor
1	Aleppo	A'zaz	A'zaz	Shamarin	Tal Jbeen
1	Aleppo	A'zaz	A'zaz	Shamarin	Shamareen
1	Aleppo	Al Bab	Al Bab	Al Bab	Duyuf Al Sharqia
1	Aleppo	Al Bab	Al Bab	Shbiran	Tarheen
1	Aleppo	Al Bab	Al Bab	Shbiran	Shberan
1	Aleppo	Jebel Saman	Atareb	Batbu	Al Hersh(Batbu)
1	Aleppo	Jebel Saman	Atareb	Batbu	Al Taliaa
1	Aleppo	Jebel Saman	Atareb	Batbu	AlAtshana Algharbiyah
1	Aleppo	Jebel Saman	Atareb	Batbu	Al Mathana(Batbu)
1	Aleppo	Jebel Saman	Atareb	Batbu	Halab Alshahbaa (Batbu)
1	Aleppo	Jebel Saman	Atareb	Batbu	Raa'a
1	Aleppo	Jebel Saman	Atareb	Batbu	Kurtuba (Atareb)
1	Aleppo	Jebel Saman	Daret Azza	Deir Samaan	Bala
1	Aleppo	Jebel Saman	Daret Azza	Deir Samaan	Baram
1	Aleppo	Jebel Saman	Daret Azza	Deir Samaan	Wadi Al Balat
1	Aleppo	Jarablus	Jarablus	Jubb Al-Kusa	Albunyan 2
1	Aleppo	Jarablus	Jarablus	Jubb Al-Kusa	Ataa'
1	Aleppo	Jarablus	Jarablus	Jarablus	Jarablus 4 (Jbel)
2	Aleppo	Jarablus	Jarablus	Zoghra	Zoghra
1	Aleppo	Jarablus	Jarablus	Marma Elhajar	Ataa(Marma Elhajar)
1	Aleppo	Jarablus	Jarablus	Marma Elhajar	Ein Al Abeed(Ekhwa)
1	Aleppo	Afrin	Jandairis	Deir Ballut	Al Muhamadyeh
1	Aleppo	Afrin	Jandairis	Deir Ballut	Deir Baloot



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