

# Schools

Edition : 03

## In Northern Syria Camps

December 2019

Thematic Report





# SCHOOLS IN NORTHERN SYRIA CAMPS

THEMATIC REPORT  
EDITION 03

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Edition 03  
Academic Year 2018/2019  
Thematic Report  
December 2019



PREPARED BY: THE INFORMATION MANAGEMENT UNIT (IMU)  
ASSISTANCE COORDINATION UNIT (ACU)

## Assistance Coordination Unit

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

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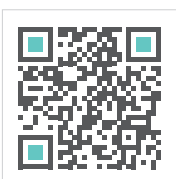
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## LIST OF ACRONYMS

ACU	Assistance Coordination Unit
ED	Education Directorate
HNO	Humanitarian Needs Overview
IDPs	Internally Displaced Person
IMU	Information Management Unit
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
KIIS	Key Informant Interviews
KIS	Key Informants
MoE	Ministry of Education
MoU	Memorandum of Understanding
NGOs	Non-Governmental Organization
OOSC	Out of School Children
PSS	Psychosocial Support
SCI	Save the Children International
SDF	Syrian Democratic Forces
SYP	Syrian Pound
USD	United States Dollar
WC	Water Closet

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# EXECUTIVE SUMMARY

The third Edition of “Schools in Northern Syria Camps” monitors the education sector within the camps in areas outside the regime’s control in the Syrian Arab Republic in light of the war which has been on-going for more than eight years. It also assesses the situation of camp schools in Syria during 2019 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 the IMU Information Management Unit of the Assistance Coordination Unit ACU, and covers all schools in the IDP camps in the northeast (NES) and northwest (NWS) of Syria.

## SECTION 01 METHODOLOGY

The methodology used in this report has been developed based on previous versions of this study issued during the past years under the same title “Schools in Northern Syria Camps.” The study used a quantitative and qualitative approach in dealing with and displaying the data of the evaluated schools. For the second year in a row, perception surveys have been conducted with students, parents, teachers, and school principals, and the aim of adding these perception surveys is to reflect the educational conditions from different points of view. The IMU enumerators visited 598 camps in all areas outside the control of the regime to find out the number of camps that contain schools and collect information about them. It is also found that 462 camps don’t have schools, whereas 136 camps do have schools. The number of forms collected, concerning the status of the assessed schools, is about 2,061 e-forms, including 1,892 perception surveys with students, their parents, teachers and school principals; knowing that the design and development of questionnaires used in this study largely depended on the comments received by the IMU of the ACU through a conference held by the latter and attended by representatives of the Turkish government, members of the education sector, representatives of international non-governmental organizations (INGOs), and representatives of the Syrian NGOs, in Gaziantep in August 2018.

## SECTION 02 GENERAL INFORMATION

In this version of the report<sup>1</sup>, the IMU managed to increase its coverage to include all camp schools in areas outside the control of the regime. This version of the report included, for the first time, camp schools in NES; that is, camps within Ar-Raqqa, Al-Hasakeh, Deir-ez-Zor governorates in addition to eastern Damascus countryside. The number of camp schools in this report is 169 schools. The number of camps that the IMU enumerators visited to conduct this evaluation reached 598 camps in 6 governorates; only 136 camps have schools, and the number of these schools is 169. The results of the study show that the schools of 25% (14,058 students) of students are 200-500 meters away from their houses, whereas the schools for 10% (5,436 students) of the students are more than 500 meters away from their places of residence. Based on the results, it is found that 79% (134 schools) of the total camp schools in the camps have been registered with any official authority, while 21% (35 schools) haven’t been registered with any formal authority.

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1. This is the third edition of the Schools in Northern Syria Camps report  
Second edition <https://www.acu-sy.org/en/schools-in-the-northern-syria-camps/>  
First edition <https://www.acu-sy.org/en/schools-in-camps-2017-v01/>

### SECTION 03

## SCHOOL BUILDINGS

The study shows that 29% (53 schools) of the school buildings used in the northern Syria camps covered in the study are just a tent or more, 15% (28 schools) cement block rooms with tin roofs, 14% (25 schools) are cement block rooms with cement roofs, 11% (21 schools) are prefabricated rooms or what is known as caravans, 10% (18 schools) are mudrooms, 8% (14 schools) have regular buildings, 6% (11 schools) are large tents, 4% (7 schools) are cement block rooms coated with rain insulation, 4% (7 schools) are neglected buildings converted into schools. Based on the study, it is also found that 78% (1,611 windows) of the total number of windows within the camp schools covered in the study don't need any repair works, 14% (290 windows) need repair works, 8% (166 windows) need replacement, 83% (741 doors) of the total number of doors within the camp schools don't need any repair works, 14% (123 doors) need repair works, 3% (23 doors) need replacement.

### SECTION 04

## WATER, SANITATION AND HYGIENE IN THE SCHOOLS

According to the results of the study, 67% (117 schools) of the camp schools covered in the assessment receive drinking water and water for daily usage through water tankers, 17% (27 schools) receive water from the public network, 7% (11 schools) receive water from a nearby water well, 3% (5 schools) receive water from adjacent tents or nearby places, 7% (12 schools) don't have water and students are forced to bring their water from their houses. The total number of water taps that need replacement in the northern Syria camp schools are 320 taps. Based on the study, it is also found that 24% (40 schools) of the camp schools covered don't have WCs, 83% (566 WCs) are functional, and in good repair, 14% (97 WCs) need simple maintenance, 3% (17 WCs) need full rehabilitation or replacement, 43% (73 schools) of the camp schools which have WCs dispose of wastewater in regular sewage networks, 51% (86 schools) dispose of wastewater in irregular cesspits, 6% (10 schools) dispose of wastewater in the open.

### SECTION 05

## SCHOOL SUPPLIES (SCHOOL FURNITURE – EDUCATIONAL SUPPLIES)

The results of the study show that 89% (151 schools) of the camp schools covered have student desks, 11% (18 schools) don't have student desks where students have to sit on the ground in these schools, 87% (15,429 desks) of the total number of students desks within schools are usable, 8% (1,461 desks) need repair works, 5% (807 desks) have become completely damaged and need replacement. The number of student desks that schools need is 3,236 desks. According to the study, 51% (86 schools) of the total camp schools covered need heaters, 57% (97 schools) need boards, 80% (136 schools) need printers, 86% (145 schools) need computers. The amount of heating fuel needed for one full schools year is 851,400 liters per year.

## SECTION 06

### EDUCATIONAL LEVELS AND CURRICULUM

The results of the study show that 27% (45 schools) of the camp schools covered only teach primary education, 66% (111 schools) teach primary education and lower secondary, 5% (9 schools) teach all the educational levels (primary education, lower and higher secondary levels), 2% (4 schools) teach lower and higher secondary levels. 50% (238 teachers) of the total number of teachers<sup>2</sup> surveyed within the camp schools reported that students suffer from the bullying of older students. In terms of the schools' curricula, it is found that 66% (11 schools) of the total number of camp schools finished 81% of the curriculum for the last year. 83% of the students are in their current levels through completing the former educational levels successfully. The other part of the students are in their current educational levels based on other mechanisms, such as failure year's expiry, placement tests, and first-time registry. The Educational Directorate (ED) is the source for 33% of the textbooks used within the camp schools covered, and the number of textbooks copies needed within these camp schools is 10,678.

## SECTION 07

### STUDENTS

The number of students in the covered camps reached 54,988 students, of whom, 51% (28,022 students) are female students; students aged 6-12 years form the largest age group among students in the camps, that is 91% (49,818 students of both sexes) of the total number of students. On top of the difficulties faced by students to access good education within the camp schools, comes the shortage of educational materials, textbooks, and stationery. Second comes the student's duty to help provide for his family, and third comes the lack of income or money to send students to school.

## SECTION 08

### PSYCHOLOGICAL SUPPORT AND CHILDREN WITH DISABILITIES

The number of students with disabilities within the camp schools covered in the study is 518 students. The results show that the highest percentage of students with disabilities are those suffering from motor disability accounting for 40% (205 students) of students with disabilities. The results of the study show that 40% (67 schools) of the camp schools don't have teachers trained in the psychological support field; 78% (132 schools) of the total number of camp schools covered don't have specialized psychological counsellors. This section presents, through the perception surveys conducted with the students, the most important phenomena related to feelings, interaction and self-awareness of the students.

## SECTION 09

### TEACHERS

The number of teachers in the camps covered in the study is 2,255 teachers, of whom, 47% (1,064 teachers) are female teachers. The results also show that 87% (1,960 teachers) of the teachers in the camp schools received their salaries from different sources during the academic year 2018-2019, whereas 13% (295 teachers) didn't get any salaries. Through the surveys the enumerators conducted with the teachers, 10% (47 teachers) of the teachers reported that the salaries are commensurate with the daily life requirements, on the contrary, 90% (428 teachers) said that the salaries aren't commensurate with the daily life requirements.

## SECTION 10

### PRIORITIES AND RECOMMENDATIONS

The need for textbooks topped the list; secondly comes the need for stationery, while the need for salaries for teachers comes third.

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2. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.



METHODOLOGY

01

SECTION

## 01 ASSESSMENT SAMPLE

This assessment covers 169 schools within 136 camps in northern Syria, namely camps distributed in Idleb, Aleppo, Damascus countryside, Al-Hasakeh, Ar-Raqqa and Deir-ez-Zor governorates. The IMU enumerators conducted visits to 598 camps in all areas outside the regime's control. It is found that 462 camps don't have any schools, whereas 136 camps do have schools. It is noteworthy that a large part of these spontaneous camps are small in size, the thing which explains having no schools within.

**Table 01:** Assessment Coverage

Governorate	Number of districts	Number of sub-districts	Number of villages	Total number of visited camps	Number of camps which have schools	Number of schools in camps	Number of camps which don't have schools
Idleb	5	8	27	429	97	110	332
Aleppo	6	9	17	126	31	31	95
Damascus Countryside	1	1	1	1	1	14	0
Al-Hasakeh	3	4	4	5	5	8	0
Ar-Raqqa	1	1	1	15	1	4	14
Deir-ez-Zor	1	1	1	22	1	2	21
<b>Total</b>	<b>17</b>	<b>24</b>	<b>51</b>	<b>598</b>	<b>136</b>	<b>169</b>	<b>462</b>

The assessed camps have been divided into two geographical areas according to the dominant entities, access and security situation:

- The western camps: These include camps in Idleb and Aleppo governorates within areas under the control of the opposition forces, where the enumerators visited 555 camps; schools existed in only 128 camps; the number of these schools reached 141; while there were no schools in 427 camps; school data shown for the western camps are at the cluster level, due to the presence of a large number of camps close to each other, which form a cluster. There may be several clusters in the same town, as is the case in Atma town.
- The eastern camps: These include the camps in the governorates of Al-Hasakeh, Ar Raqqa, Deir-ez-Zor and Damascus countryside (Al Rukban camp); during the period of data collection all the camps were located in areas controlled by the so-called SDF; except for Al Rukban camp in the eastern countryside of Damascus, which is under the control of the opposition forces. The enumerators visited 43 camps; schools existed in only 8 camps and the number of these schools reached 28; while there were no schools within 35 camps; school data shown for the eastern camps are at the district level since there are no clusters in the eastern governorates.

## 02 ASSESSMENT TOOLS

1. **Tool design phase:** the IMU has designed a questionnaire for this assessment, as well as four perception surveys in two phases:

**Phase 1:** the IMU developed an initial draft of the questionnaire which covers a variety of points related to the status and needs of camp schools based on the 4th edition (2017-2018) of “Schools in Syria” report questionnaire, as well as the questionnaire used for the second edition of “Schools in Northern Syria Camps” report. The questionnaire included the feedback received from the relevant actors of the educational cluster during the launch event held by IMU in August 2018. IMU also put into account the lessons learned from previous editions when designing the tool.

Four perception surveys were also developed for students, parents, teachers and school principals to have a clearer picture of the educational situation from different points of view through numbers and statistics. Some of the questions used in studies related to the educational process have also been developed, such as the educational section of the Humanitarian Needs Overview (HNO), and the perception surveys used in the EGRA/ EGMA project for assessing the reading and math of students in the early grades; which have been implemented by IMU under the supervision of Manahel program and Chemonics company; Hope Revival organization also developed some parts of the perception surveys related to the psychological support of the students.

**Phase 2:** the questionnaires were shared with the education cluster coordinators, and the cluster members. Moreover, an educational expert has been consulted during the design of the questionnaires and before issuing the final version.

2. **Enumerator training phase:** IMU enumerators were trained to use the school questionnaire and perception surveys. The training for enumerators lasted 5-days at a rate of 4 hours per day and was conducted online via Skype for Business. The target of the training was explaining the questionnaires in detail, and the methodology for selecting random sampling for the perception surveys. The training included a two-day piloting period. The enumerators’ feedback was collected after the piloting phase, and some points were modified in the questionnaires based on that feedback.
3. **The mechanism of filling the questionnaires:** this edition of the schools in camps report includes four types of perception surveys in addition to the basic school questionnaire:
  - ◆ **The basic school questionnaire:** was filled out through field visits to schools and conducting key informant interviews (KIIs), with school administrative staff, education offices in the local councils and any other active party in the education sector or any party that provided a response in the field of education. Enumerators conducted field observations and reviewed official school records of enrolled students at each stage of the study.
  - ◆ **Student’s perception survey:** the enumerators were administered to select five to ten students from each school (by school size), taking into consideration gender diversity within the school. The selection was randomly targeting students of different ages. IMU enumerators conducted perception surveys with 812 students aged 5-17 years from the camps covered in the study.

Part of these children were attending schools, whereas the other part are dropouts. Female students formed 43% of the children surveyed, while male students accounted for 57%; all of the surveyed children are forcibly displaced, of whom 52% displaced from other governorates, 34% displaced from another town within the same governorate, 13% are displaced within the same town and 1% are Iraqi refugees.

- ◆ **Parent's perception survey:** After the completion of data collection of school questionnaires, random samples were selected of parents who should be targeted based on the camp population. The enumerators were administered to target parents who have school-age children who attend school and other parents who have school-age dropout children. The enumerators targeted both genders of parents who have school-age children, as well as targeting all segments of the displacement community (the northern Syria camps) by conducting perception surveys from different places. The IMU enumerators conducted surveys with 1,734 parents who have school-age children (within and out of school), where these parents were distributed within the camps covered, the proportion of females among them was 32%, while the proportion of males was 68%.
- ◆ **Teacher's perception survey:** During schools visit, the enumerators conducted three to five surveys with teachers. IMU enumerators conducted perception surveys with a total of 475 teachers within the covered camps, 41% of them were females, while 56% were males.
- ◆ **School principal's perception survey:** During the schools visit, the enumerators conducted one survey with the school principal or his deputy. IMU enumerators conducted perception surveys with a total of 158 principals at schools in the covered, 12% of them were females, while 88% were males.

The Enumerators filled the questionnaires electronically using KoBo Collect.

### 03 TIME TABLE

The work on the third edition of the Schools in Northern Syria Camps began in January 2019; where it was planned to collect the data from schools in the second semester (after the mid-year vacation. All the surveys were initiated and all modifications suggested by the partners of the education cluster were added. Data analysis officers programmed the surveys electronically using KoBo Collect. The enumerators were trained to fill the surveys related to the information collection and continue the perception surveys. Training for the enumerators was conducted online via Skype for Business and lasted for 20 hours, 5 days and ended in mid Feb 2019. The training included four day test period for piloting. The enumerators sent piloting surveys for all the surveys, including perception surveys. The data analysis officers tested the data and checked the values. ACU signed memoranda of understanding MoU for data collection with Idleb and Aleppo EDs on 1 March 2019; the data collection started on 4 March 2019 and ended in June 2019, the data analysis officers started cleaning the data and reviewing the odd and missing values with the enumerators to start the data analysis which coincided with mapping the report. The report was written in Arabic, and translated into English simultaneously. Finally, the report was designed, and the final issue is released in April 2020.

## 04 DATA MANAGEMENT AND ANALYSIS

IMU Enumerators filled the questionnaires electronically using KoBo Collect. The IMU network coordinators received the questionnaires, and the data was exported to an Excel database; the analysis team then set up some logical linking to find any odd or missing values. Here, the coordinators reviewed the questionnaires that included odd or missing values with the enumerators and corrected the values. The IMU data analysis team proceeded with generating tables, figures and crosstabs by Excel, where Dax, Query Editor, Arc GIS, Adobe Illustrator, Adobe InDesign, Adobe Photoshop were used. The reporting team produced an initial draft of the report in Arabic, and after the review, the team continued to translate the report into English. It is worth mentioning that quality assurance standards are met in both Arabic and English editions when prepared.

## 05 DIFFICULTIES AND CHALLENGES

The enumerators faced several difficulties during data collection of “Schools in Northern Syria Camps” report; some of these difficulties are associated with the dominant entities and military operations, or natural factors such as weather conditions or long distances. Moreover, Al Rukban camp is inaccessible as it is besieged. ACU didn’t have any enumerators in this camp at the beginning of the data collection. Accordingly, ACU coordinated with those in charge of the educational process in the camp and trained them on how to collect and send the data. The controlling entities in the eastern camps (Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor governorates) refused to provide any information about the IDPs; These camps are known for being a place of compulsory residence for the IDPs, and the enumerators of ACU had to collect the data secretly, the thing which explains having smaller numbers of perception surveys for the eastern camps compared with those collected from the western camps. There is a large number of spontaneous camps or what is known as the camps established by the IDPs themselves in Idlib and Aleppo governorates (camps established by the IDPs with no support from any humanitarian organization); these camps don’t have any administration and no humanitarian party works there, which made accessing information related to education so difficult. Consequently, the enumerators had to meet the IDPs in these camps and get the information from them.



# GENERAL INFORMATION

# 02

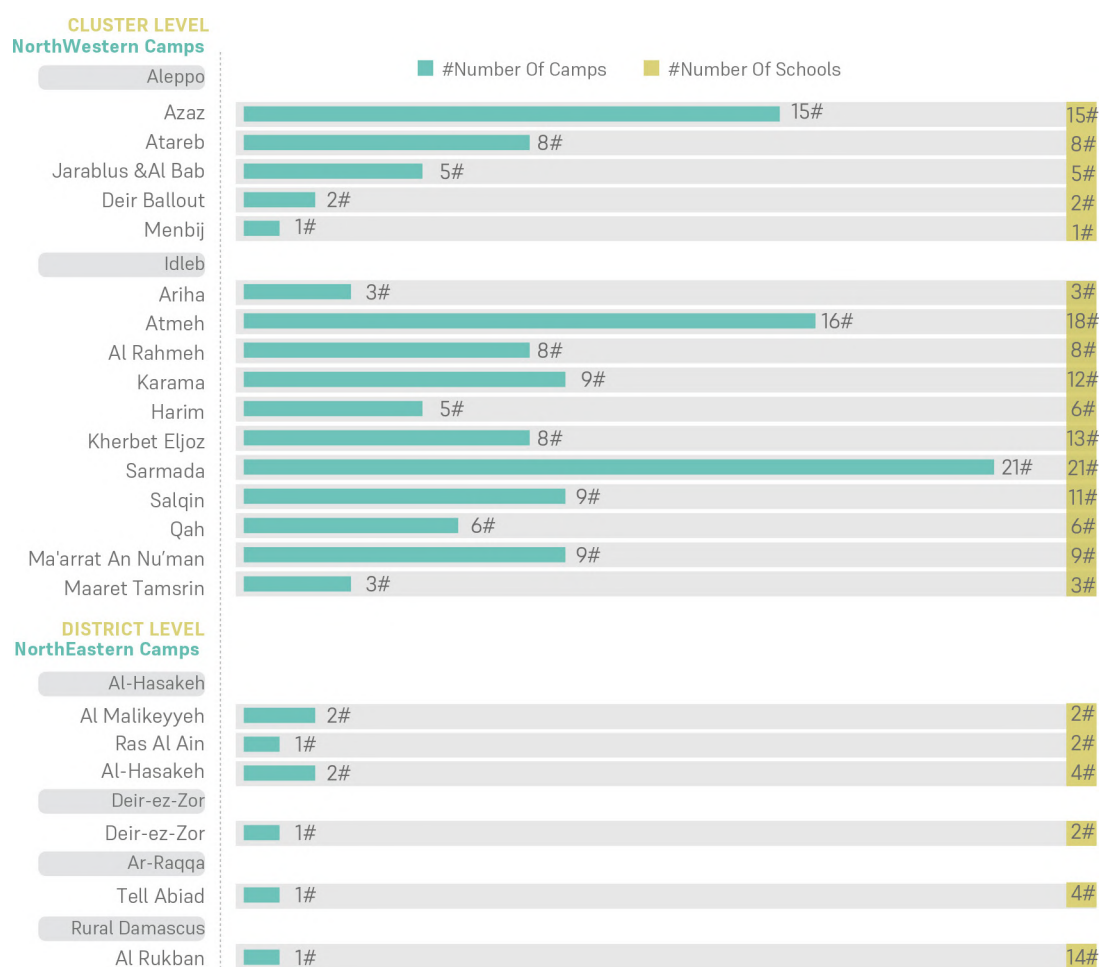
# SECTION

## 01 CAMPS WHICH HAVE SCHOOLS AND THE NUMBER OF SCHOOLS WITHIN

In this edition of the report<sup>3</sup>, the IMU was able to expand its coverage to include all camp schools in areas outside the control of the regime, where the previous two editions of the report covered camp schools in northwestern Syria (Aleppo and Idleb governorates), while this edition of the report covers, for the first time, camp schools in northeastern Syria, within the governorates of Ar-Raqqa, Al-Hasakeh, Deir-ez-Zor and eastern Damascus countryside.

The number of camps visited by IMU enumerators for this assessment is 598 distributed in 6 governorates. Schools are found in only 136 camps; The number of these schools is 169.

**Figure 01: Number of camps which have schools and the number of schools within - At the cluster/district level**



The largest number of camp schools is found in Idleb governorate, with 110 schools distributed in 97 camps. In second comes Aleppo governorate with 31 schools distributed among 31 camps. It is noted that the largest number of camps is found in Aleppo and Idleb governorates accounting for 555 camps; the number of IDPs in these camps exceeds half a million and the number of schools within is considered to be insufficient, in that 427 camps don't have schools.

3. This is the third edition of "Schools in Northern Syria Camps" report  
Second edition <https://www.acu-sy.org/en/schools-in-the-northern-syria-camps/>  
First edition <https://www.acu-sy.org/en/?s=schools+in+camps>

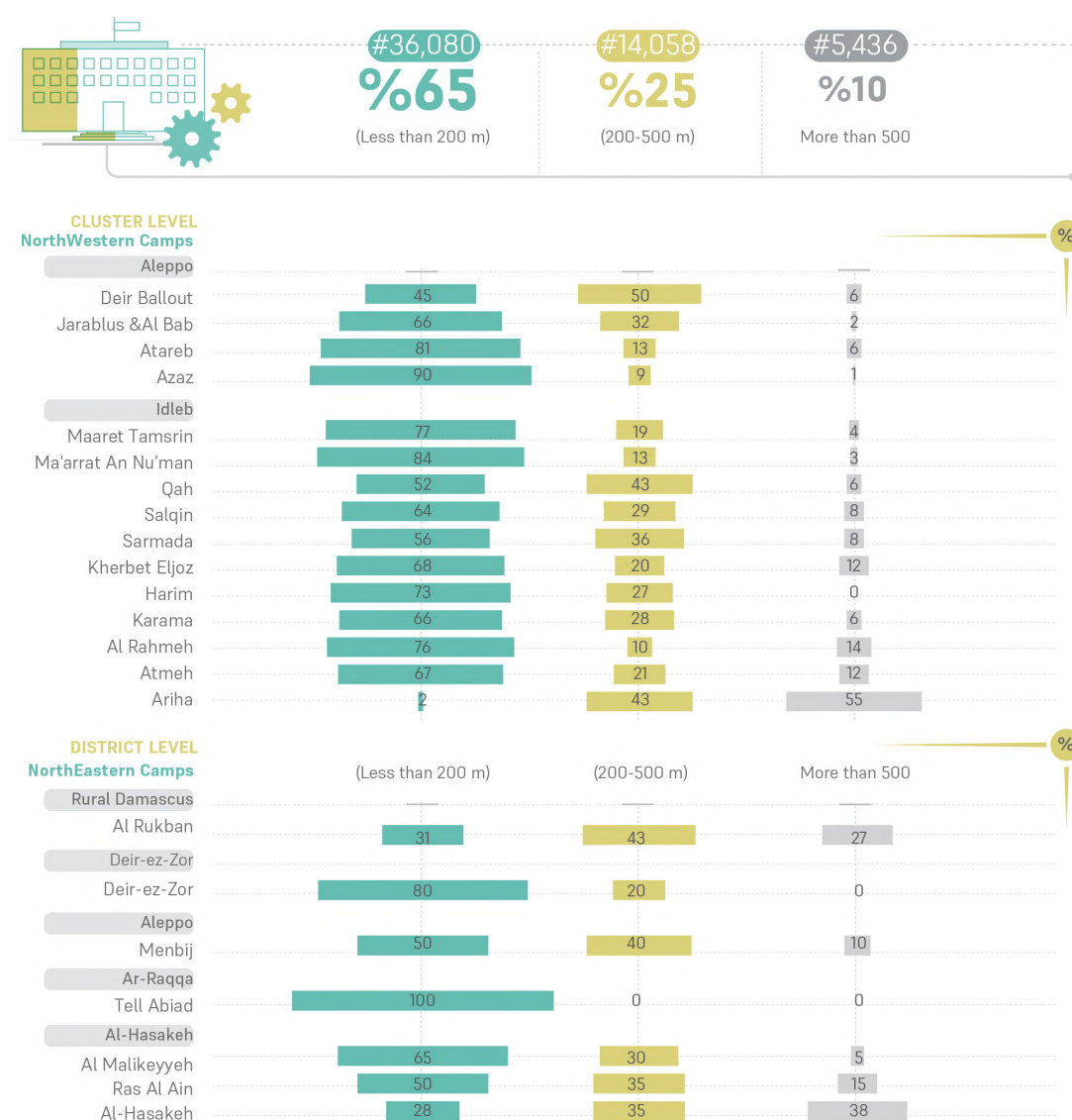
Moreover, part of these camps is spontaneous, having only small numbers of families in comparison with other camps; children in these camps may go to schools in nearby cities and towns to get education; it is essential to put into account the distance children cross to reach schools outside their places of residence, and the difficulty of accessing these schools, especially in winter and when there are security conditions that pose a threat to children's lives.

There are 8 schools in Al-Hasakeh governorate distributed into 5 camps, and 1 camp in Deir-ez-Zor governorate that contains two schools. There are also 4 schools in Al Qattan camp in Ar-Raqqa governorate. Additionally, there are 14 schools located in Al Rukban camps in eastern Damascus countryside.

## 02 DISTANCE TO SCHOOL

The study shows that 65% (36,080 students) live less than 200 meters away from their schools, 25% (14,058 students) live between 200-500 meters away from their schools, and 10% (5,436 students) live more than 500 meters away from their schools.

**Figure 02: Number/Percentage of students per the distance of schools to residential communities**



According to the Minimum Standards for Education (INEE)<sup>4</sup>, “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”.

IMU Key Informants (KIs) in the northern Syria camps (Aleppo and Idlib governorates) reported that there are no security risks such as soldiers’ quarters, landmines or dense bush. However, the dangers there are related to the general safety of students as they go to schools, where students walk in narrow and crowded roads. The roads of the camps are not equipped for the passage of cars due to its narrowness and lack of asphalt layer and should be used only for the passage of public service vehicles such as relief vehicles, water tankers and ambulances. As for the services vehicles, it is necessary to consider rush hours for the safety of the population. Currently, the camp roads are used for the passage of all public and private cars, the thing which causes heavy traffic and may expose the lives of children to risk; this shows the urgent need to prevent cars from using camp roads. Teaching staff should also organize the attendance of students in the morning and the time during which they go out of school, especially in the early educational stages.

KIs confirmed that the roads to most of the camps are cut in winter during periods of rain, making it difficult for students to reach their schools. It is noted that 55% of the students in Ariha district cross more than 500 meters to reach their schools, whereas 35% of the students cross between 200 – 500 meters to reach their schools. The information indicates that the camps of Ariha district are spontaneous and the roads are rough in winter.

In the NES camps, located in Ar-Raqqa, Deir-ez-Zor, Al-Hasakeh governorates, the controlling party is besieging the camps and establishing checkpoints inside these camps which imposes students’ lives to danger on their way to school. 38% of the students in the two camps in Al-Malikiya area travel more than 500 meters to reach their schools; whereas 35% of the students travel 200 – 500 meters to reach their schools.

In Al-Rukban camp, affiliated with the eastern countryside Damascus, 27% of the students travel more than 500 meters to reach their schools; 35% of them travel 200 to 500 meters to reach their schools in winter.

In camps which don’t have schools within, students are forced to travel 3 Kilometers to reach schools located in other or nearby villages. The results of the study show that 71% (462 camps) of the total camps covered in the study don’t have schools, forcing students to go to schools outside their camps.

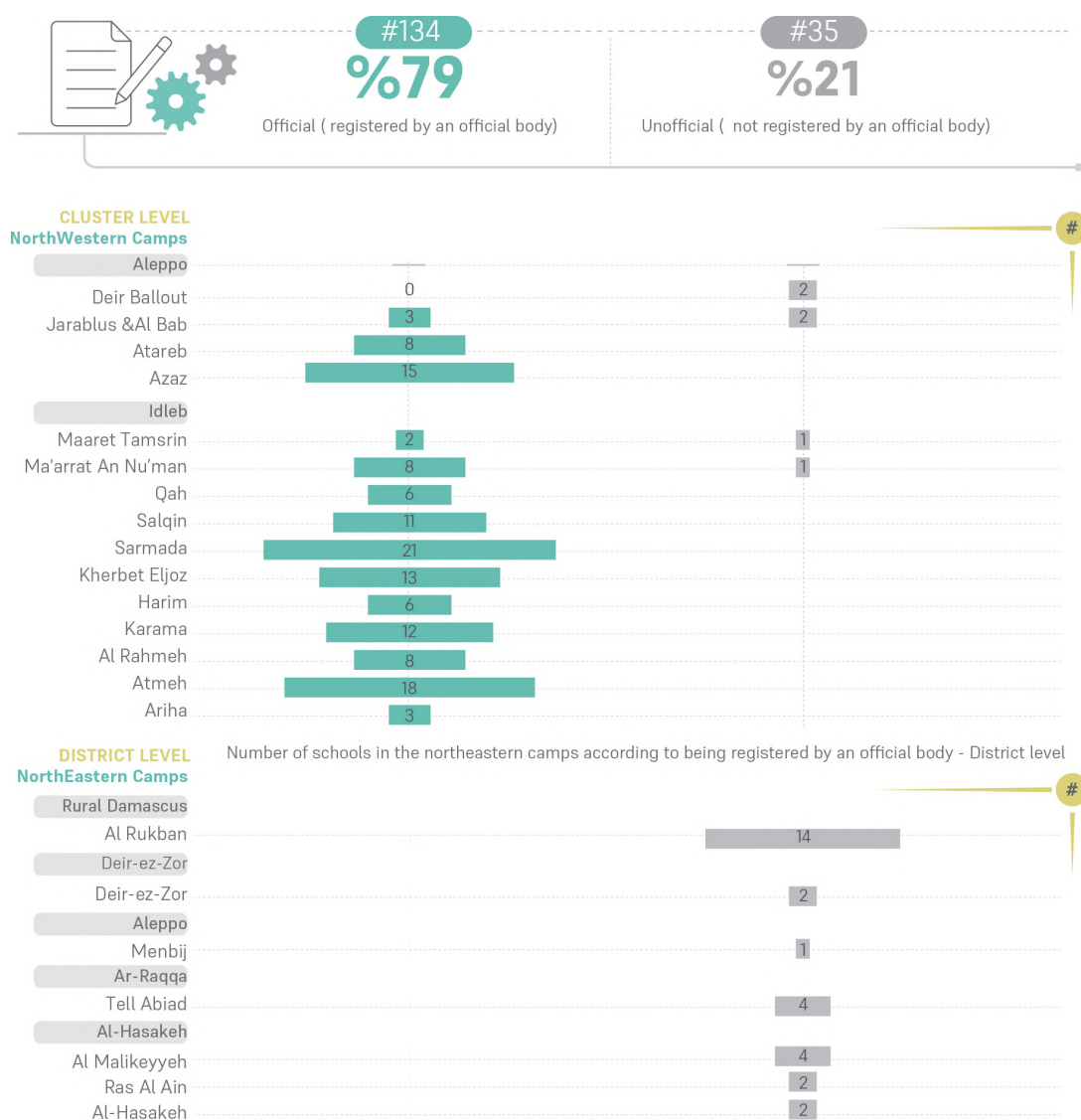
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4. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

### 03 OFFICIAL SCHOOL REGISTRATION

The majority of the camps were established after the outbreak of the war in Syria; the location of these schools is dependent on the location of the IDPs' residential centers, be it in regular or spontaneous camps. Some of these schools committed to specific criteria, the thing which made the local authority acknowledge these schools as regular schools. Some other schools remained as irregular schools since they are run based on the residents' initiatives and aren't registered by any official body. It is also found that 21% (35 schools) aren't registered by any other official body.

**Figure 03: Number and percentage of camp schools per registration by an official body**



The INEE<sup>5</sup> defines the education authorities as "The Education authorities are 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"

5. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

Before the war, the Ministry of Education (MoE) and its associated institutions were establishing the schools. After the onset of the war, most of the areas went out the Syrian regime control and there was an urgent need to create new schools in IDP distribution places that witness overload in the number of students within schools there or the schools are relatively far from IDPs settled places. Many actors created different types of schools, such as temporary schools or safe educational places, as an emergency solution for dropout students, where this type of schools was not registered by any official bodies.

After the dominant forces in areas outside the regime control, formed their EDs, these EDs began to organize the educational process by supervising the schools which already existed before the start of the conflict and by applying specific criteria on schools established during the conflict to register them. Those criteria include the existence of qualified teachers, administrative structure and clear administrative system, as well as the access of students to an appropriate level of education and other standards considered necessary for the ED. E

In NWS, according to the report, schools of the camps registered with the opposition government are considered as schools registered by an official body. In this context, it is found that there are six schools not registered with the ED, including Deir Ballut and Al Mohammadayah schools in Deir Ballut cluster, Al Qaser school in Ma'arrat An Nu'man cluster, Al Qarya Al Tiniya camp in Maaret Tamsrin cluster, Al Zira'i, Al Kinawi camps in Jarablus and Al Bab clusters.

In NES, all 29 camp schools were not registered with any official body, and some were formed and run based on the civil initiatives of the camp residents, some of which received sporadic support from a humanitarian organization, while others didn't receive any support.



SECTION

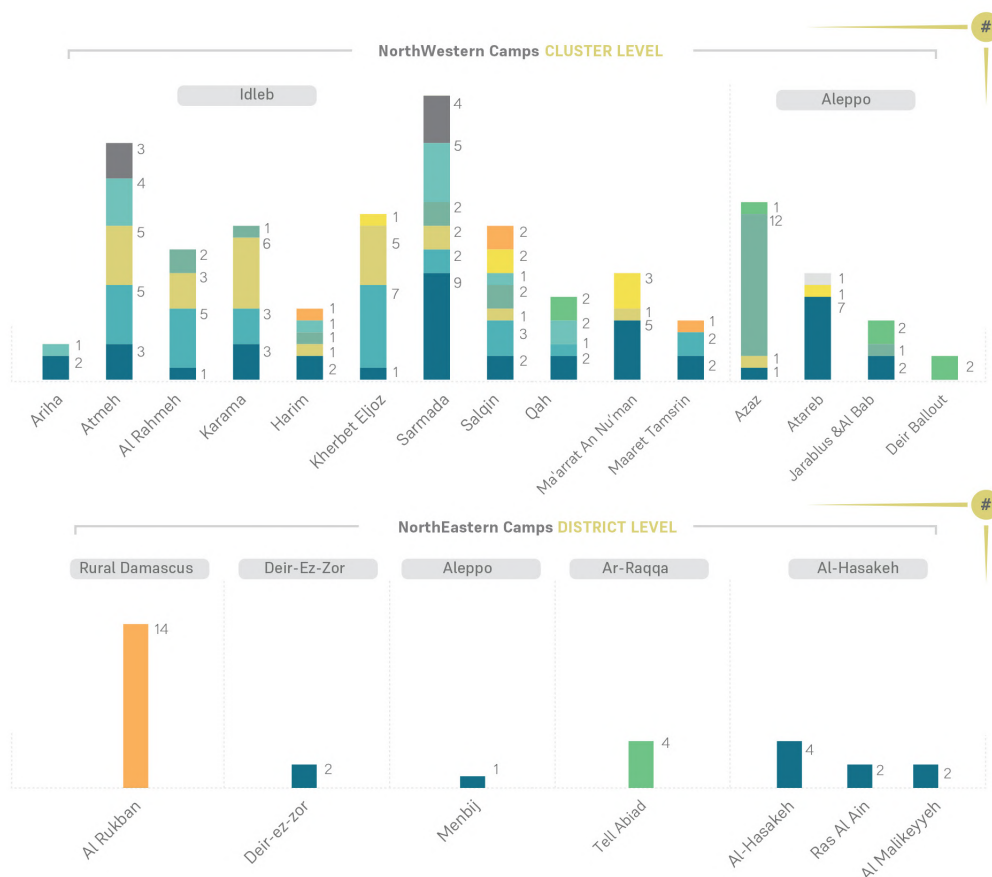
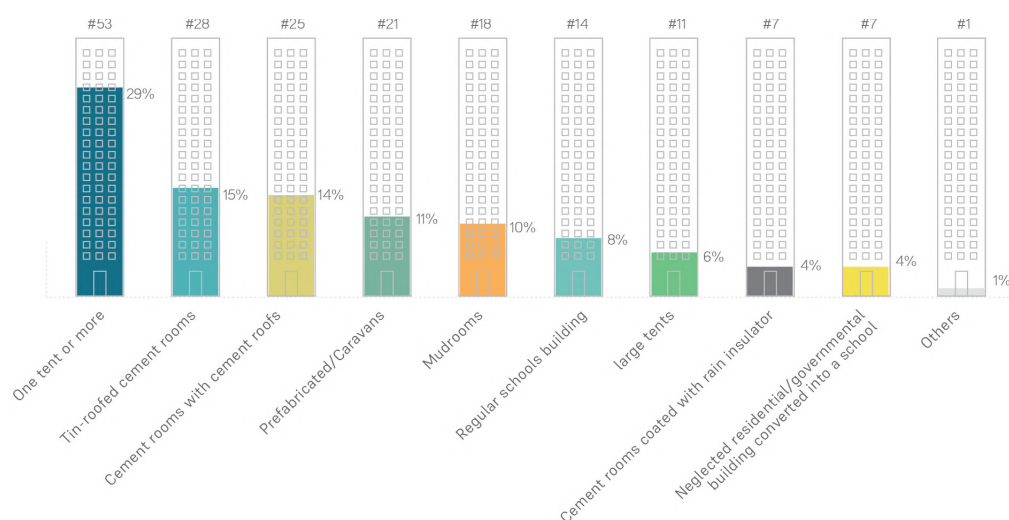
03

SCHOOL  
BUILDINGS

## 01 TYPES OF SCHOOL BUILDINGS

The results of the study show that 29% (53 schools) of the school buildings used within the northern Syria camps consist of one tent or more, 15% (28 schools) tin roofed cement rooms, 14% (25 schools) concrete rooms with concrete roofs, 11% (21 schools) prefabricated classrooms, known as caravans, 10% (18 schools) mudrooms, 8% (14 schools) regular school buildings, 6% (11 schools) large tents, 4% (7 schools) concrete rooms with rain insulation, 4% (7 schools) abandoned residential/governmental building converted into schools, 1% (1 school) others.

**Figure 04: Number and percentage of schools per type of school buildings**



The number of camp schools consisting of one or more tents reached 53, in addition to the 11 schools consisting of large tents, these two types of tents need to be replaced annually due to the large number of students in that the larger the number of students, the more quickly these tents are damaged. It would be better to provide caravans or concrete rooms as an alternative to these tents if possible.

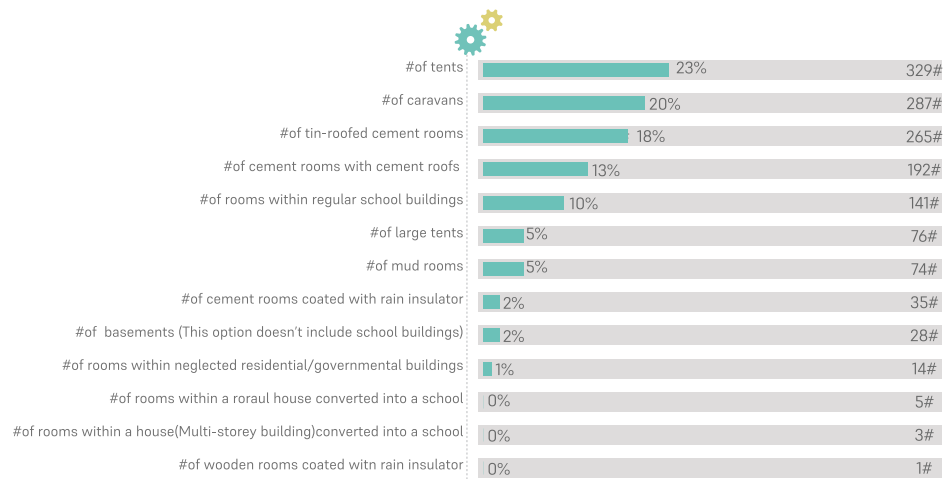
The concrete rooms with concrete roofs which form 25 schools of the camp schools are considered to be of better insulation compared to other types of rooms. However, they don't secure adequate insulation since these separate blocks allow air to pass through, the thing which reduces the degree of insulation compared to the buildings of regular schools.

Other camp schools which consist of concrete classrooms with zinc roofing sheets (metal sheets) account for 28 schools. These zinc sheets prevent rainwater leakage, yet they don't insulate cold weather in winter, mainly when there is snow on them. There are 7 schools in the northern Syria camps that consist of concrete rooms without roofs and are only covered with rain insulators; the rain insulators need to be replaced at least twice a year particularly because these insulators are worn out in summer due to the high temperatures. Similarly, these insulators are also damaged by the end of winter in camps with intense winds. It is better to replace these insulators with concrete roofs if possible. There are 18 schools in northern Syria camps that consist of mudrooms. These mudrooms are of better insulation from weather elements on the condition of taking the following measurements: the ground and walls of mudrooms must be coated with a cement layer and some loofah raw material of a 50-cm height as the camps are generally established on agricultural lands making it easy for the walls to collapse due to humidity. It is necessary to provide wood stove in the concrete room as continued ignition ensures prevention of humidity. Moreover, the mudroom must be insulated with an insulating material that consists of loofah raw material to ensure the stability of the roof when exposed to rain and snow. These mudrooms need periodic maintenance works, the thing which makes it extremely costly to establish and maintain them.

## 02 NUMBER OF CLASSROOMS

The number of tents in the camp schools accounted for 329; whereas the number of big tents reached 76; these big tents are often divided into two classrooms; tents and big tents need to be replaced annually, not to mention the necessity to provide adequate alternatives if possible; caravans, concrete rooms and regular schools are considered to be suitable alternatives. The number of concrete rooms roofed with zinc sheets within the camp schools formed 265 rooms whereas the number of concrete rooms roofed with rain insulators accounted for 35. There is a need to build concrete roofs for these rooms if possible, and to ensure adequate conditions that can help convert these rooms into regular school buildings, such as providing fences for the rooms, in addition to courtyards for the students to spend the breaks and do some sports activities in.

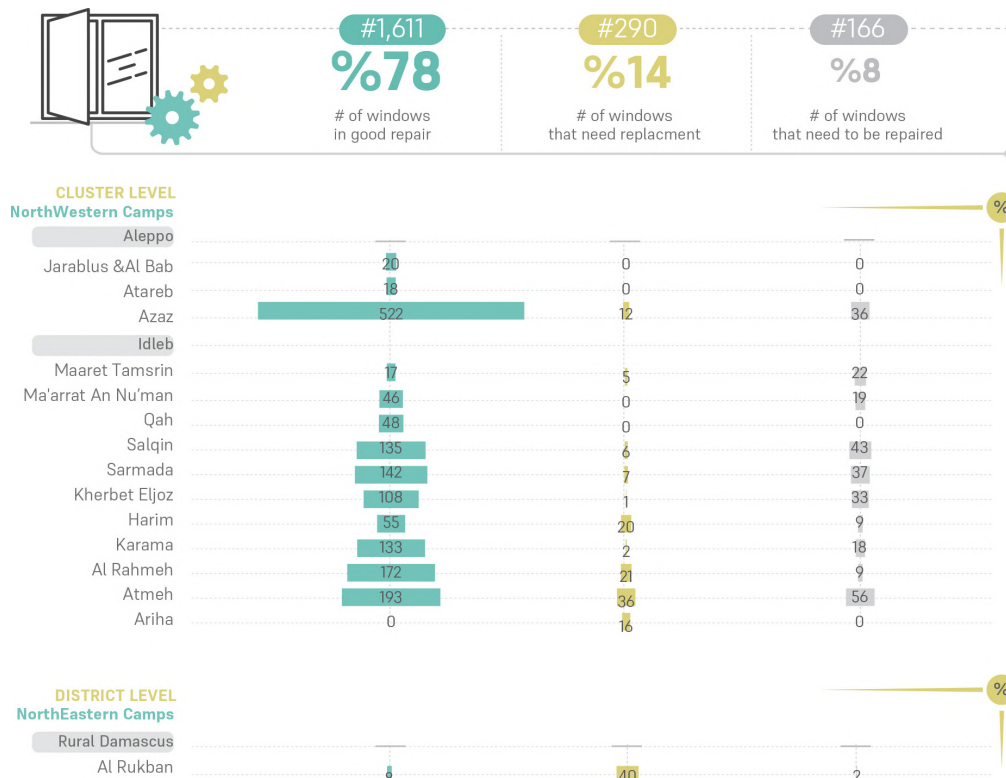
**Figure 05: Number and percentage of classrooms in camp schools by type**



### 03 STATUS OF THE WINDOWS

This section presents information about the windows of all types of rooms including caravans (ready-made), yet it doesn't include information on the windows of the tents which are made of cloth. It is also possible for the tents to have no windows. The results of the study show that 78% (1,611 windows) of the windows within camp schools covered in the study doesn't need any repair works. 14% (290 windows) need repair works whereas 8% (166 windows) need replacement.

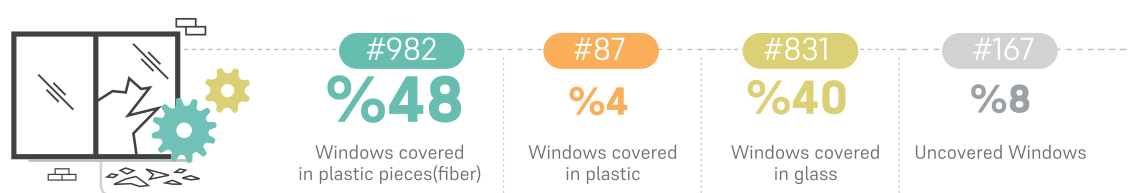
**Figure 06: Number/percentage of windows in camp schools by status**



In NES, classrooms are found only in Al-Rukban camps. 40 windows within these classrooms need replacement because they are completely damaged and can't be repaired, whereas 8 windows need to be repaired. All the camp schools in Deir-ez-Zor areas, Menbij, Tell Abiad and Al-Hasakeh areas consist of several tents. It is worth mentioning that these tents don't have windows, the thing which explains why no related information was presented previously.

All windows of camp schools are made of iron, 48% (982 windows) of these windows are covered with fiber plastic sheets which need to be replaced annually as they get damaged due to exposure to sunlight on a continuous basis, particularly that they are less resistant to sunlight than glass. 40% (831 windows) are covered with glass, 4% (87 windows) are covered with plastic covers which are not suitable to cover the windows, as they are a temporary solution in the absence of suitable glass substitutes. 8% (167 windows) are not covered with any material that provides insulation from weather elements or warmth for the students.

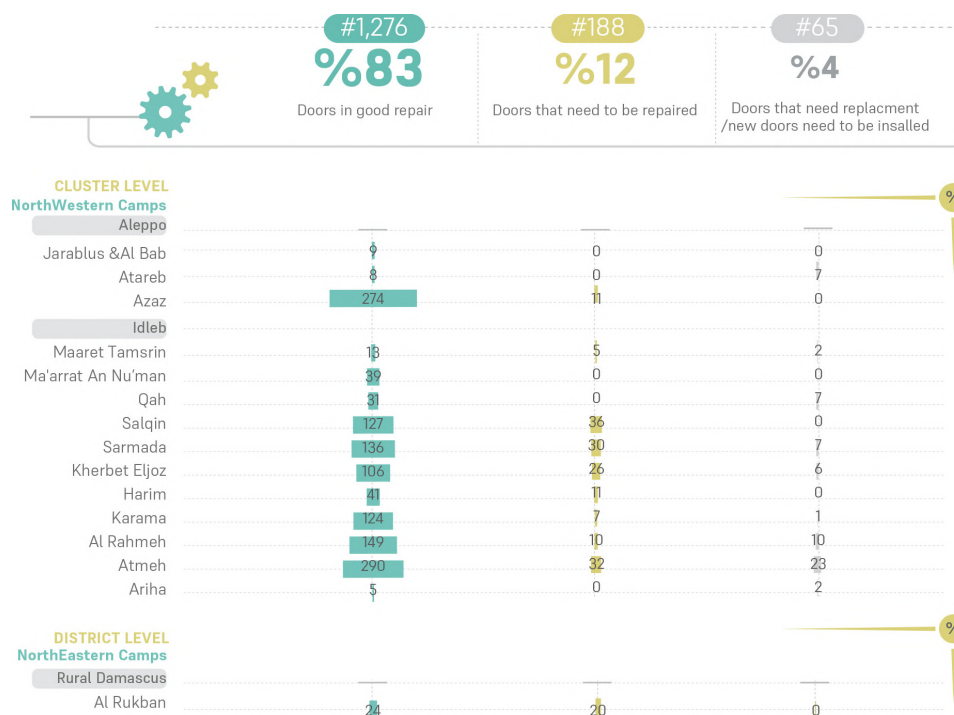
**Figure 07: Number/percentage of windows in camp schools by covering materials**



## 04 THE STATUS OF THE DOORS

This section contains information about the doors of all room types and caravans (ready-made), but it doesn't include any information about the doors of the tents which are made of cloth. The results of the study show that 83% (741 doors) of the total number of doors of camp schools covered in the study don't need any repair works whereas 14% (123 doors) need repair works and 3% (23 doors) need to be replaced.

**Figure 08: Number/percentage of doors in camp schools by status**



All the doors of the concrete rooms used for teaching in the northern Syria camps are metal, the bulk of which is made of zinc sheets. There are also some metal bars on the sides. These doors reduce the outside sounds and withstand the weather conditions more than the wooden doors that are usually used in the classrooms of regular schools. These doors are made of poor quality materials where they get rusted due to air humidity, and they require maintenance at the beginning of each academic year. The doors of the caravans are made of plastic (PVC) which need periodic maintenance.

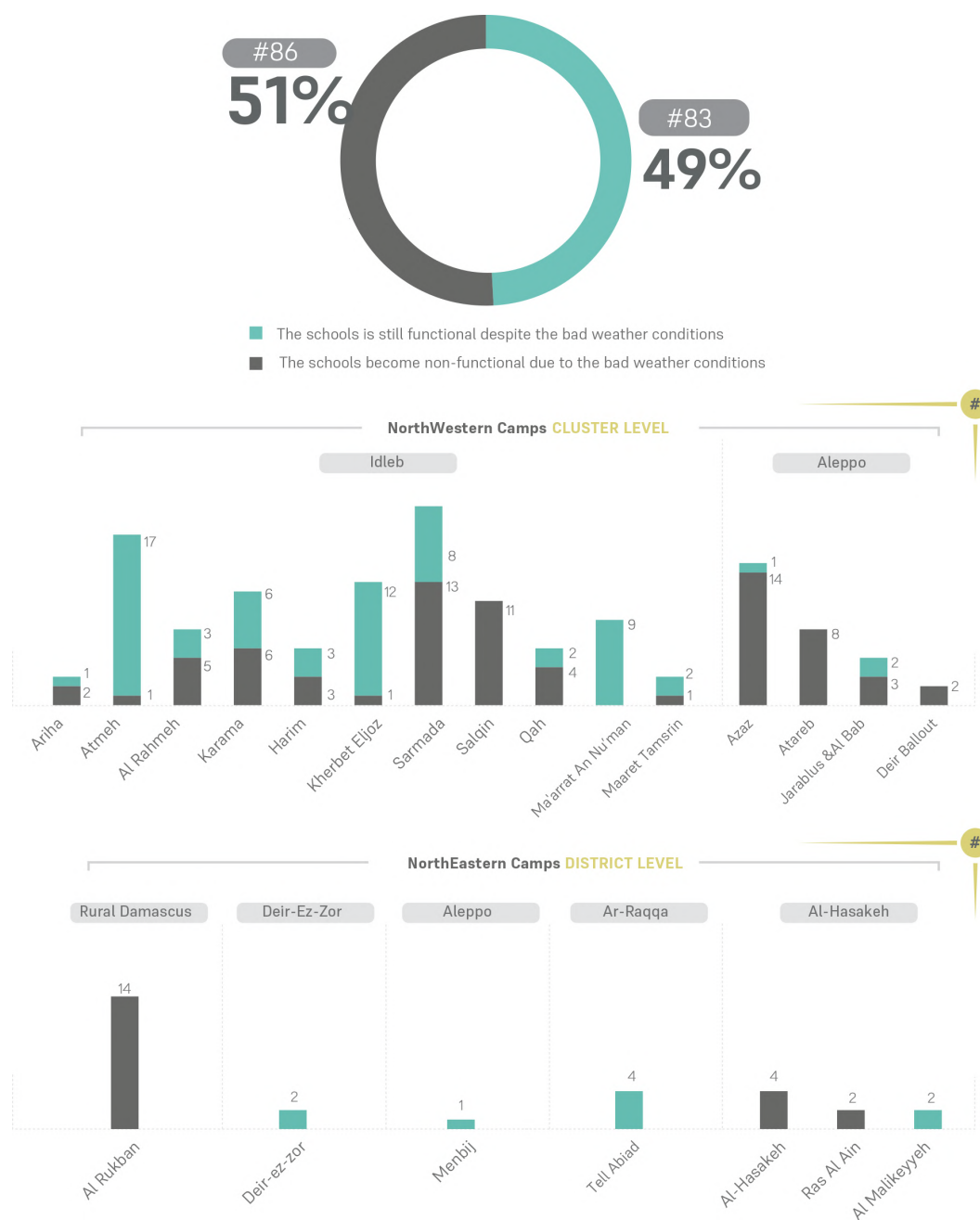
In NWS, 65 doors in the camp schools are damaged and irreparable and need to be replaced; 23 doors of which are found in the schools of Atma camps; 10 doors in the schools of Al Rahma camps; 7 doors in the schools of Atareb, Qah and Sarmada clusters. Additionally, 168 doors need maintenance works with the majority of which being in the schools of Atma, Salqin, Sarmada and Kherbet Aljoz clusters.

In NES, classrooms are only found in Al Rukban camps; 20 doors of which need maintenance work, while all camp schools in Deir-ez-Zor, Menbij, Tel Abiad and Al-Hasakeh areas consist of a group of tents; the doors of the tents are made of cloth and can not be repaired.

## 05 SCHOOL SUSPENSION DAYS

The study results show that 49% (83 schools) of the assessed schools in camps were not suspended during the last academic year, whereas 51% (86 schools) were suspended due to bad weather conditions and security reasons.

**Figure 09: The impact of weather conditions on the school functionality in camps during 2018-2019**



Before the outbreak of the war in Syria, students were required to attend a specified number of school days (during the academic year) and pass the exam to advance to higher school levels — the number of attendance days must exceed 80% of the total number of school days during the year.

All schools in northern Syria camps which are close to Turkey are considered to be relatively safe if compared to schools in camps that are distant from the borders and are located in areas exposed to the bombardment. The main reason for school days suspension is bad weather conditions in camp schools that are close to the borders, in that the rain or snowfall cause floods in the camps, making the roads rugged. Moreover, teaching in the tents at low temperatures and during frost formation is dangerous to children health. Moreover, the escalation of military operations and shelling on areas where the camps are located, is another reason for the suspension of school days. The assessed schools in the camps of Ma'arrat An Nu'man cluster were suspended for long periods over the past year due to military escalation and increased frequency of the shelling.

In NWS, school days were suspended during the past academic year in 17 schools in the camps of Atma cluster, in 12 schools in the camps of Kherbet Aljoz and in all the 9 schools of Ma'arrat An Nu'man cluster. School days were also suspended in 8 schools of the camps of Sarmada cluster, in 6 schools of the camps of Al Karama cluster, in 3 schools of each of Harim and Al Rahma clusters, in 2 schools of each of the camps of Qah, Ma'arrat Tamsrin, Jarablus and Al Bab, and in one school in each of Ariha and Azaz clusters.

In NES, school days were suspended over the past year in all the 14 camp schools in Al Rukban area; in all the 4 schools of the camps in Al-Hasakeh area, and in the two schools found in the camps of Ras Al Ain area, while School days were not suspended in camp schools within the areas of Deir-ez-zor, Menbij, Tell Abiad and Al-Malikeyyeh.

**Figure 10: The average number of school suspension days during two consecutive semesters**



In NWS, it is noted that the average number of school suspension days in the camp schools of Ma'arrat An Nu'man cluster increased in the second semester of 2018-2019 academic year, due to the escalation of military action in this period and high frequency of the shelling that forced the educational assemblies to suspend schools under fear for the lives of the students and teaching staff, on the other hand, schools weren't suspended in the first term of the same year. The study also shows an increase in the average number of school suspension days in the camps of Ma'arrat Tamsrin cluster in the first semester of 2018-2019 academic year due to the rainstorms which made the roads to the camps rugged.

In NES, the study shows a high average number of school suspension days in the camps of Al Rukban, Al-Hasakeh and Ras Al-Ein during the two semesters of 2018-2019 academic year; on the other hand, schools weren't suspended in the camps within the areas of Deir-ez-Zor center, Menbij, Tell Abiad and Al-Malikeyyeh

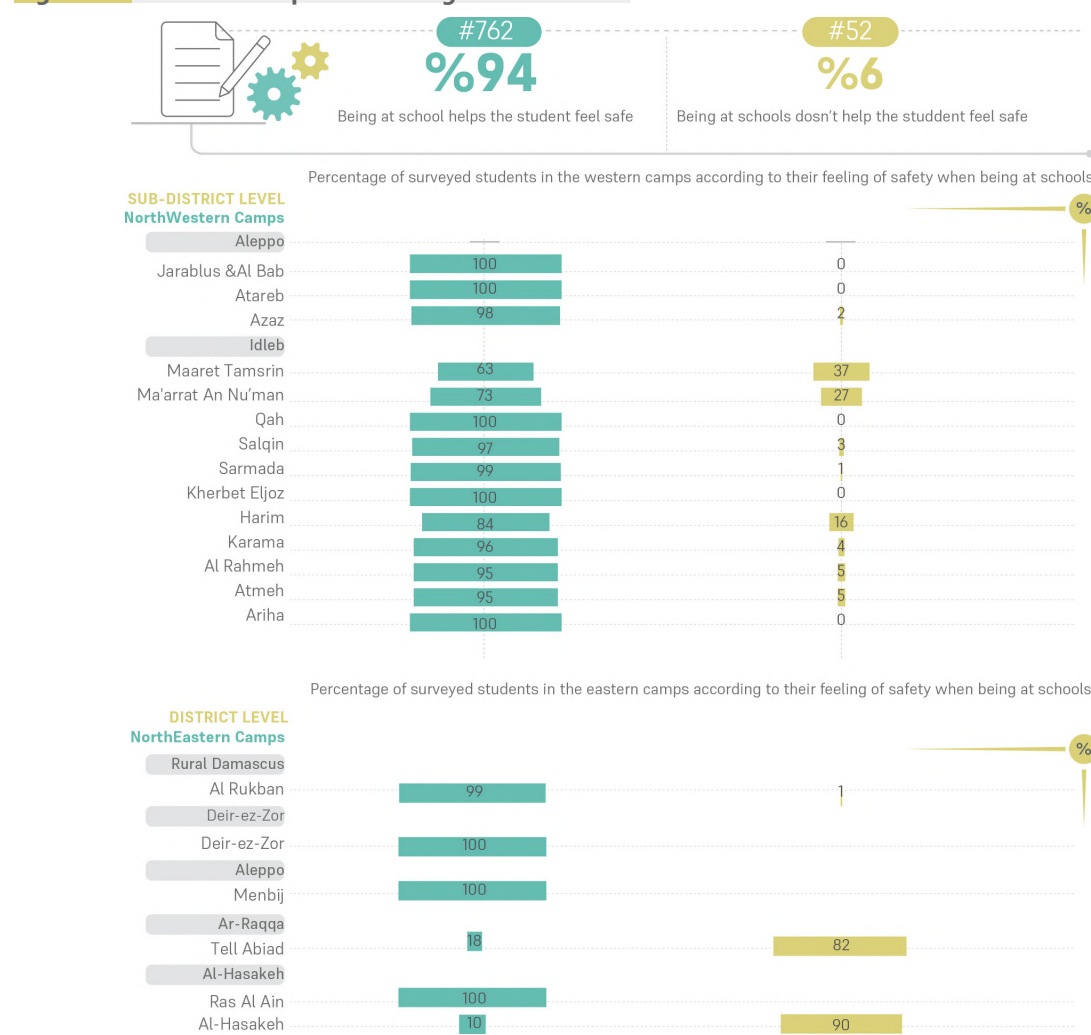
## 1. Student Perceptions: Do you feel safe at school?

6% (52 children) of the surveyed children<sup>6</sup> stated that school attendance didn't make them feel safe, and 94% (762 children) reported that school attendance made them feel safe.

In NWS: 37% (11 children) of the children surveyed in the schools of Maaret Tamsrin cluster stated that attending schools doesn't make them feel safe. Likewise, 27% (9 children) of the children surveyed in the schools of Ma'arrat An Nu'man cluster reported that attending school doesn't make them feel safe.

In NES: 82% (9 children) of the children surveyed in the schools of Tell Abiadh area reported that attending school doesn't make them feel safe.

**Figure 11: Student Perceptions: Feeling safe at school**

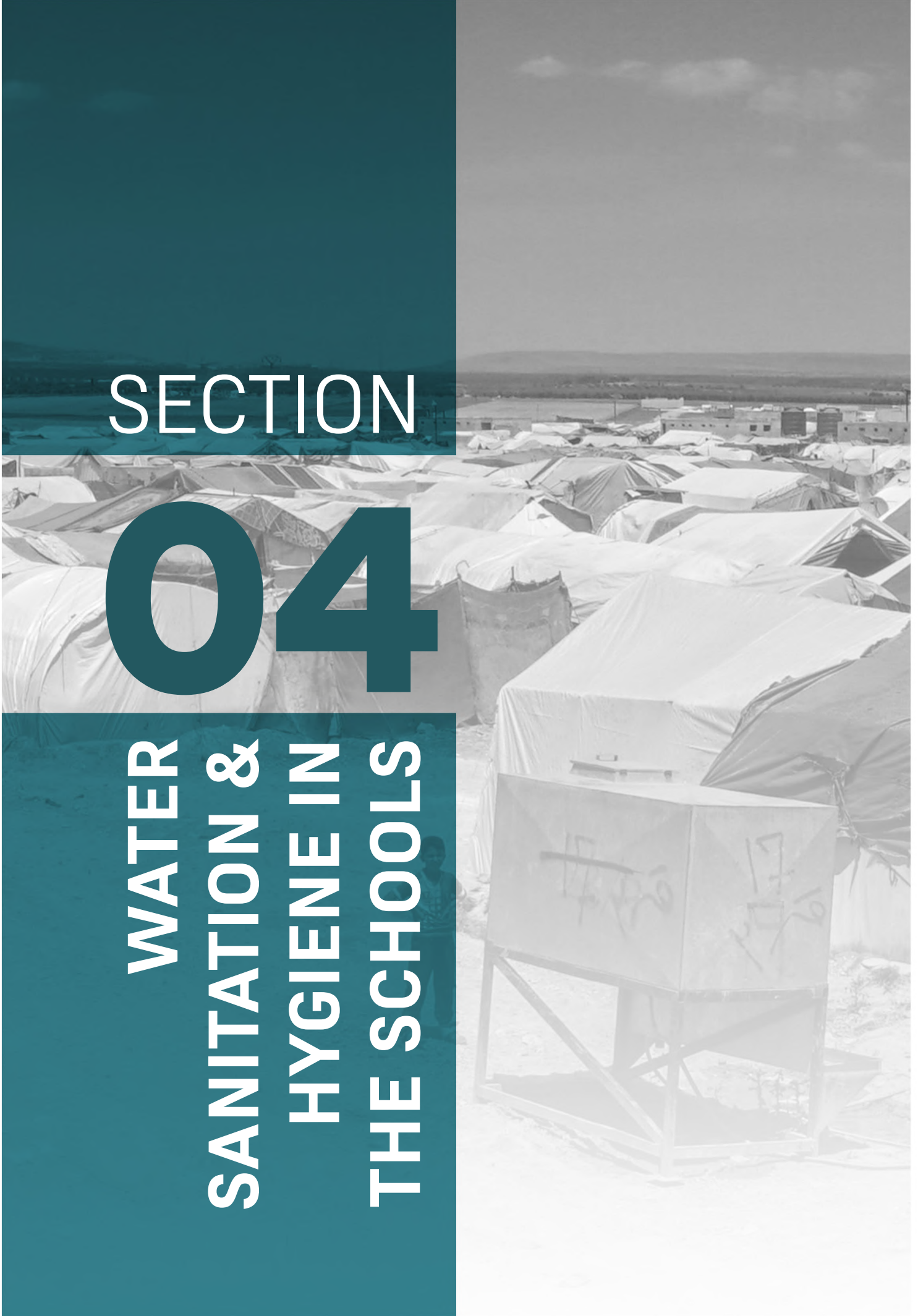


6. IMU enumerators conducted perception surveys with 812 children aged 5-17 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; 43 % of them females and 57 % males. All of the surveyed children are from IDPs community; of whom 52% IDPs from other governorate, 34% IDPs from another town within the same governorate, 13% IDPs within the same town, 1% Iraqi refugees.

SECTION

04

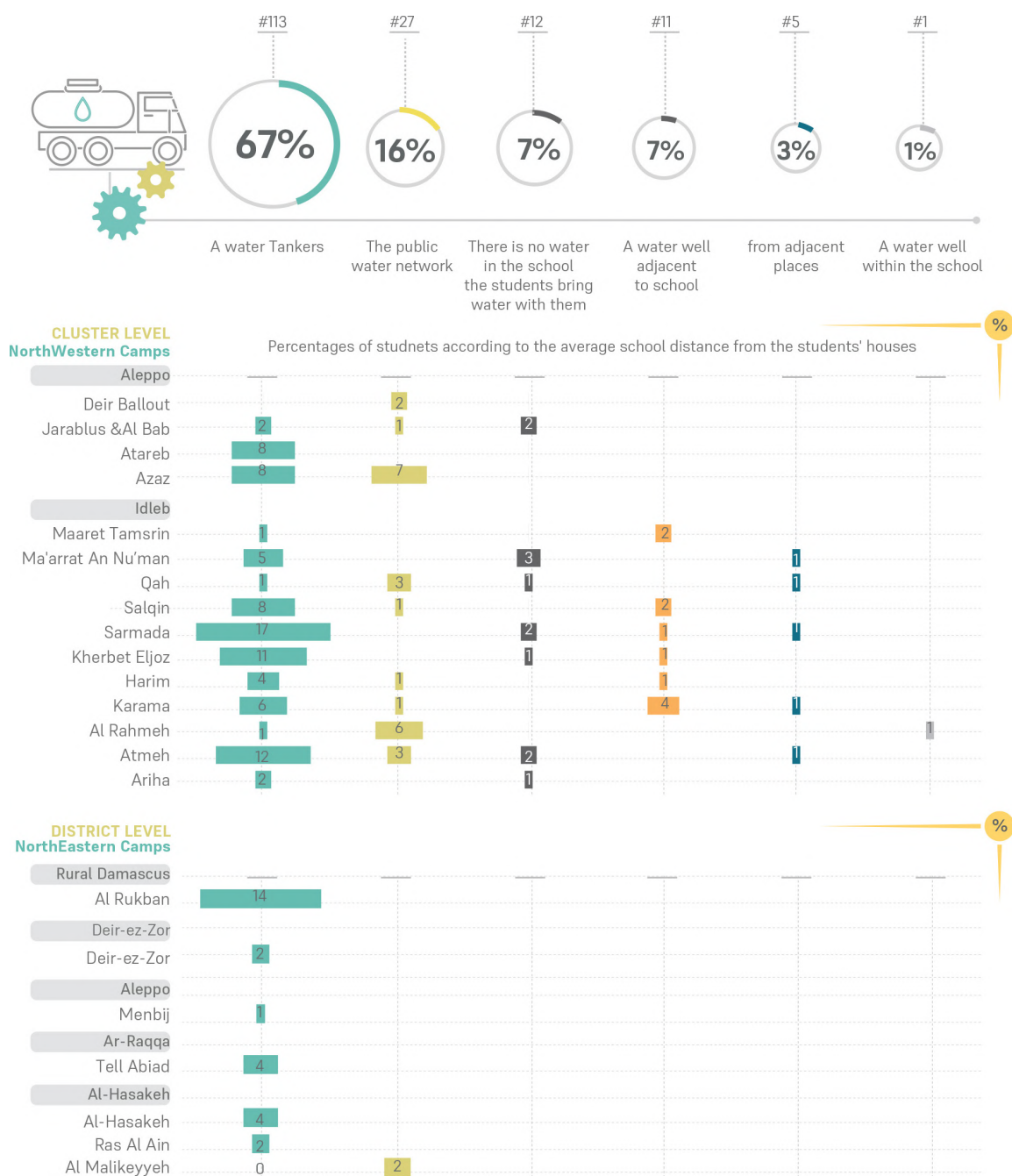
WATER  
SANITATION &  
HYGIENE IN  
THE SCHOOLS



## 01 WATER SOURCES IN SCHOOLS

The results of the study show that 67% (117 schools) of the assessed camp schools receive their drinking water by tankers, while 17% (27 schools) receive their drinking water from the public network. 7% (11 schools) have access to drinking water through underground wells located near the school. 3% (5 schools) receive water from nearby places or adjacent tents. 7% (12 schools) don't have water and students bring water from their houses. It is also found that 1 school has a water well.

**Figure 12: Means to access drinking water and water for daily usage in the camp schools**

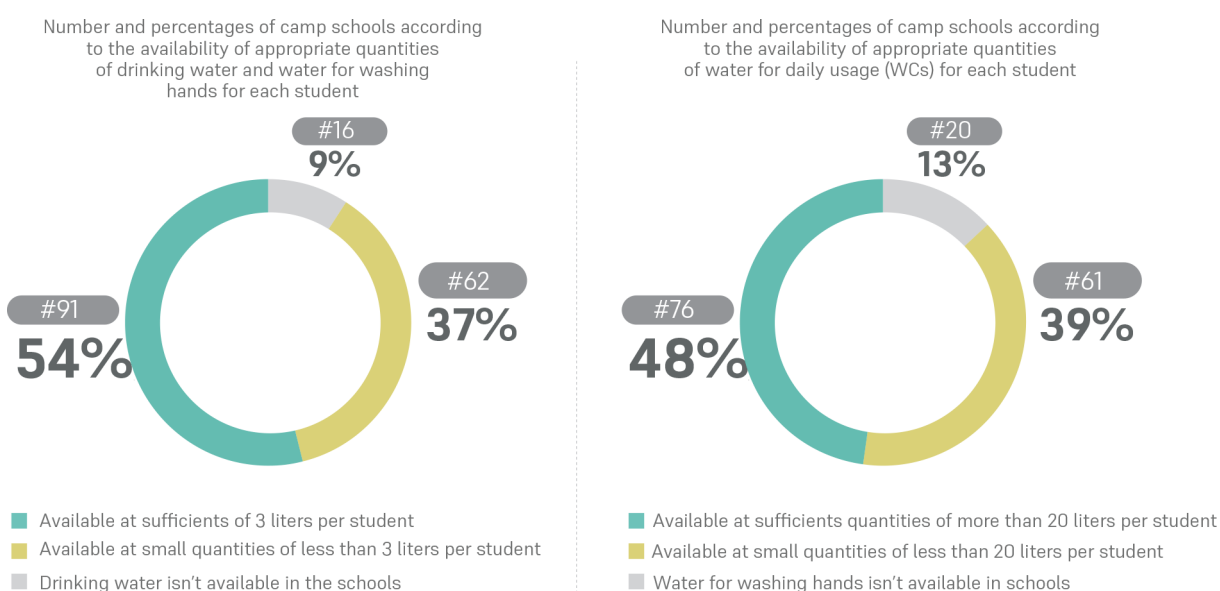


According to Sphere<sup>7</sup> standards, "it should be providing 3 litres per pupil per day for drinking and hand washing (toilets water not included).

When conducting visits to the schools, those in charge of the schools were asked about the amounts of drinking water and water for washing hands that are supplied to schools and to divide these amounts by the number of students at school. According to the study, it is found that drinking water and water for washing hands are available in 54% (91 schools) of the total number of schools covered where each student receives 3 liters of drinking water and water for washing hands. Smaller amounts of drinking water and water for washing hands are available in 37% (62 schools) of the schools where each student receives less than 3 liters of drinking water and water for washing hands, whereas drinking water and water for washing hands are not available in 9% (16 schools) of the schools.

According to Sphere<sup>8</sup> "It should be providing 20-40 litres per user per day for conventional flushing toilets connected to a sewer, and 3-5 litres per user per day for pour-flush toilets"

**Figure 13: Availability of suitable amounts of drinking water and water for daily usage within camp schools**



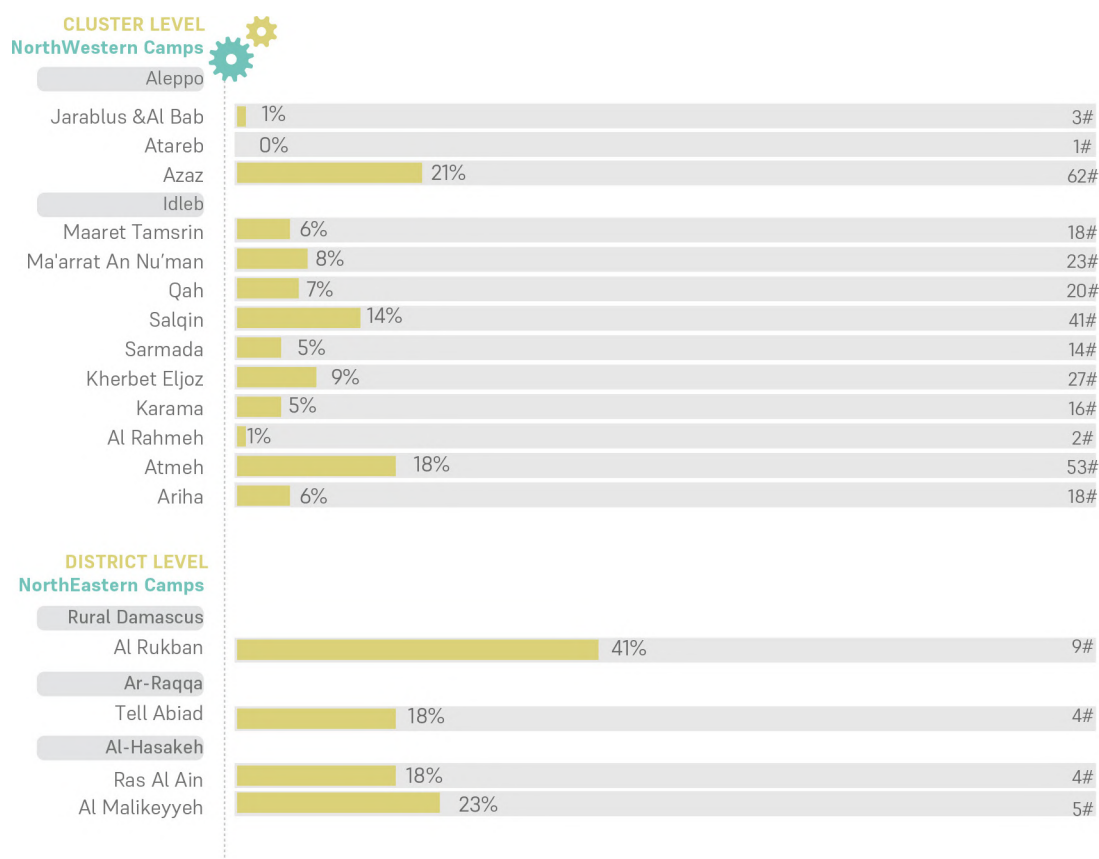
It should be noted that groundwater resources should be far from defecation areas. According to the Sphere Project Handbook, "The distance of soak pits, trench latrines and/or toilets from water sources should be at least 30 meters away from any water source". Unfortunately, these conditions are not applied within the northern Syria camps, as there are irregular cesspits in these camps (cesspits that don't have any layers to filter water before reaching to the groundwater) besides having a number of water wells used to access drinking water.

7. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>  
 8. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>

## 02 WATER TAPS

The number of water taps that need replacement in northern Syria camps reached 320 taps be it for drinking water, water for daily usage, or water taps for which water is used for other services matters such as cleaning the school or watering the trees of the schools.

**Figure 14: Number/percentage of water taps that need replacement in the camp schools**



Water taps in schools are severely damaged, as they are used by a large number of students and need to be maintained and replaced periodically if they can't be repaired.

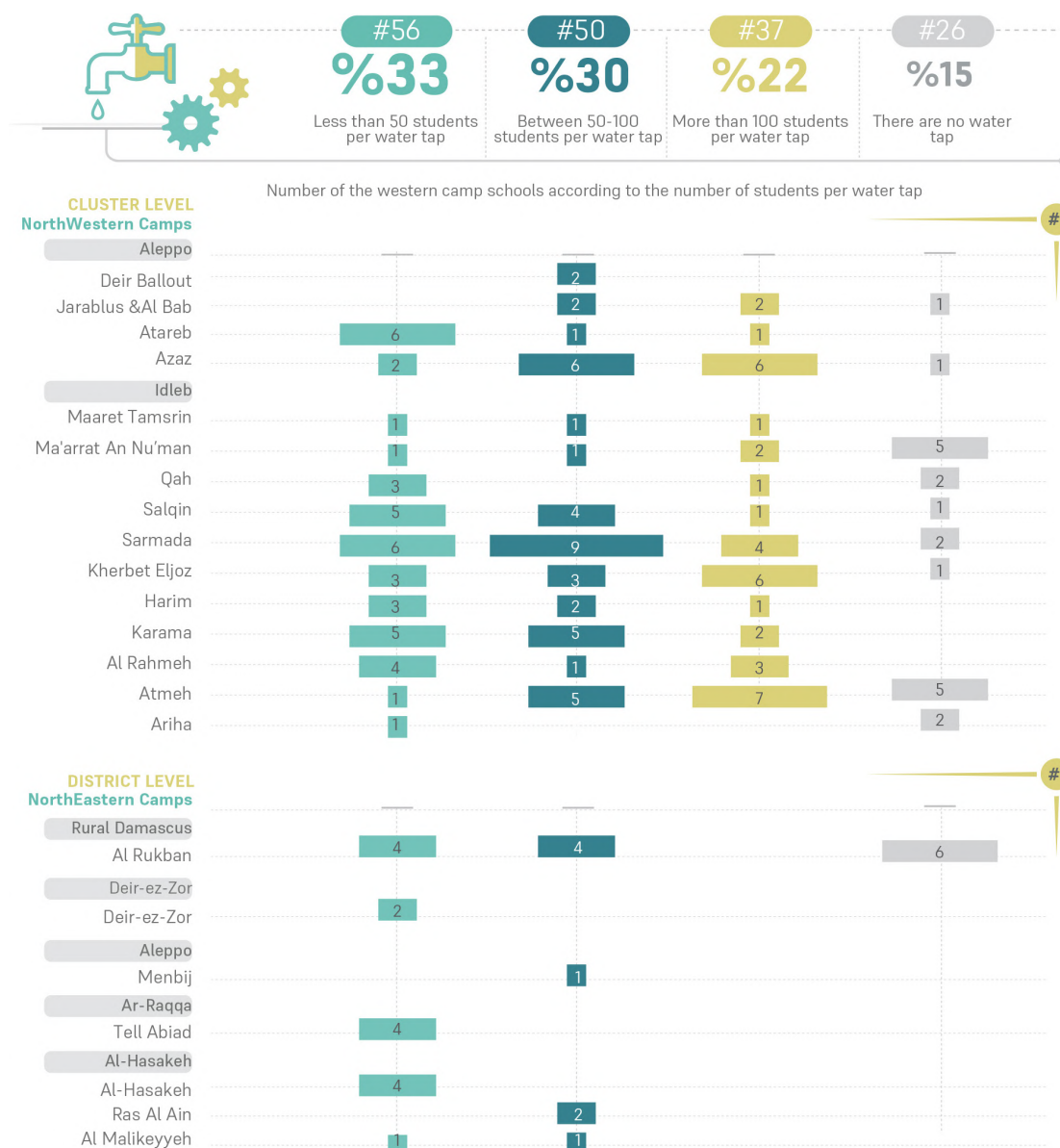
In NWS, the number of water taps that need replacement is 298 water taps in camp schools, whereas the largest number of water taps requiring replacement is found in the camp schools of Azaz cluster accounting for 62 water taps; in the camp schools of Atma cluster the number is 53 water taps; while in the camp schools of Salqin cluster the number is 41 water taps.

In NES, there are 22 water taps in the camp schools that need replacement, 9 of which in the schools of Al Rukban camps; 4 in the schools of the camp schools of Tell Abiad and Ras Al Ain; and 5 in the camp schools of Al-Malikeyyeh area.

### 03 NUMBER OF STUDENTS PER WATER TAPS

The results of the study show that in 33% (56 schools) of the total number of camp schools in the north the number of students per one water tap is less than 50 students. In 30% (50 schools) the number of students per water tap is between 50-60 students. In 22% (37 schools) the number of students per water tap is more than 100 students per one water tap. 15% (26 schools) don't have any water taps.

**Figure 15: Number of students per water tap in the camp schools**



The break between lessons in Syria's schools is 30 minutes, which means having less than 50 students per tap is acceptable, and not so crowded, whereas having more than 50 students per tap may lead to crowding during break time and having more than 100 students per tap would create heavy overcrowding making some students go 90 minutes (two consecutive study hours) without water. It is important to distribute all the water taps in a way that prevents having all the students gathering at one corner of the school.

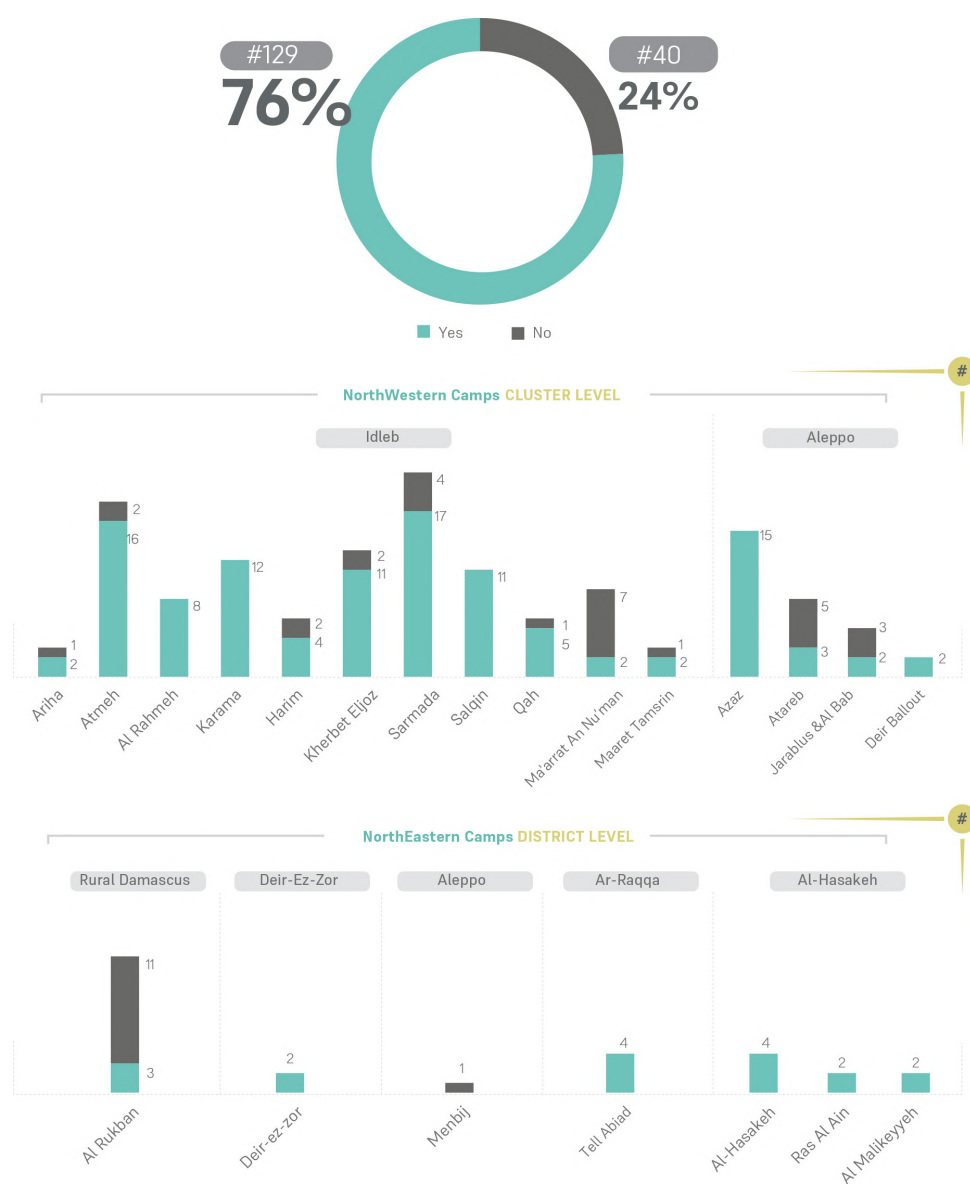
In NWS, 20 schools don't have water taps, and water is not available in 12 schools of them. Additionally, 8 schools do have water, but don't have water taps, in that water taps aren't available in 5 schools in each of Atma and Ma'arrat An Nu'man clusters, in 2 schools in Ariha, Sarmada and Qah clusters, and in 1 school in each of Kherbet Aljoz, Salqin, A'zaz, Jarablus and Al Bab clusters. There is overcrowding of students in front of the water taps within 37 schools, 7 of which are in the clusters of Atma and 6 in the schools of each of A'zaz and Kherbet Aljoz.

In NES, water taps are not available in 6 schools in the camps of Al Rukban area. There is less crowding in front of the water taps in the schools of the other camps.

#### 04 AVAILABILITY OF TOILET BLOCKS WITHIN CAMP SCHOOLS

The results of the study show that 24% (40 schools) of the camp schools covered in the study don't have toilet blocks, whereas 76% (129 schools) do have toilet blocks.

**Figure 16: Availability of toilets in camp schools**



According to INEE<sup>9</sup> "Sanitation facilities should be available within or close to the learning environment".

In NWS, the results of the study show that water is not available in 28 camp schools covered in the study; 7 schools in Ma'arrat An Nu'man cluster; 5 schools in Atareb cluster; 4 schools in Sarmada cluster; 3 schools in Jarablus and Bab clusters; 2 schools in each of Atma, Harim and Kherbet Aljoz clusters; and 1 school in each of Ariha, Qah, and Ma'arrat Tamasrin clusters.

In NES, the results of the study show that there aren't toilet blocks in 12 schools in the camps covered in the study including 11 schools in the camps of Al Rukban area and 1 in the Camps of Menbij area.

Camp schools with no toilet blocks reported that students within 20 schools were forced to use toilets in near-by camps; in 17 schools students had to go to their tents in which they live to use the toilets and go back to school; in 2 schools, children used to defecate in the open; and in 1 school children used public camp toilets. The lack of special water in schools increases the likelihood of exposure the children to harm. Based on INEE<sup>10</sup> "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".

WCs used by school children outside the educational space increase their risk of being harmed, as it will be difficult for those in charge of the educational process to ascertain the safety factors mentioned above.

**Figure 17: Number/Percentage of schools with no toilet blocks per alternatives**



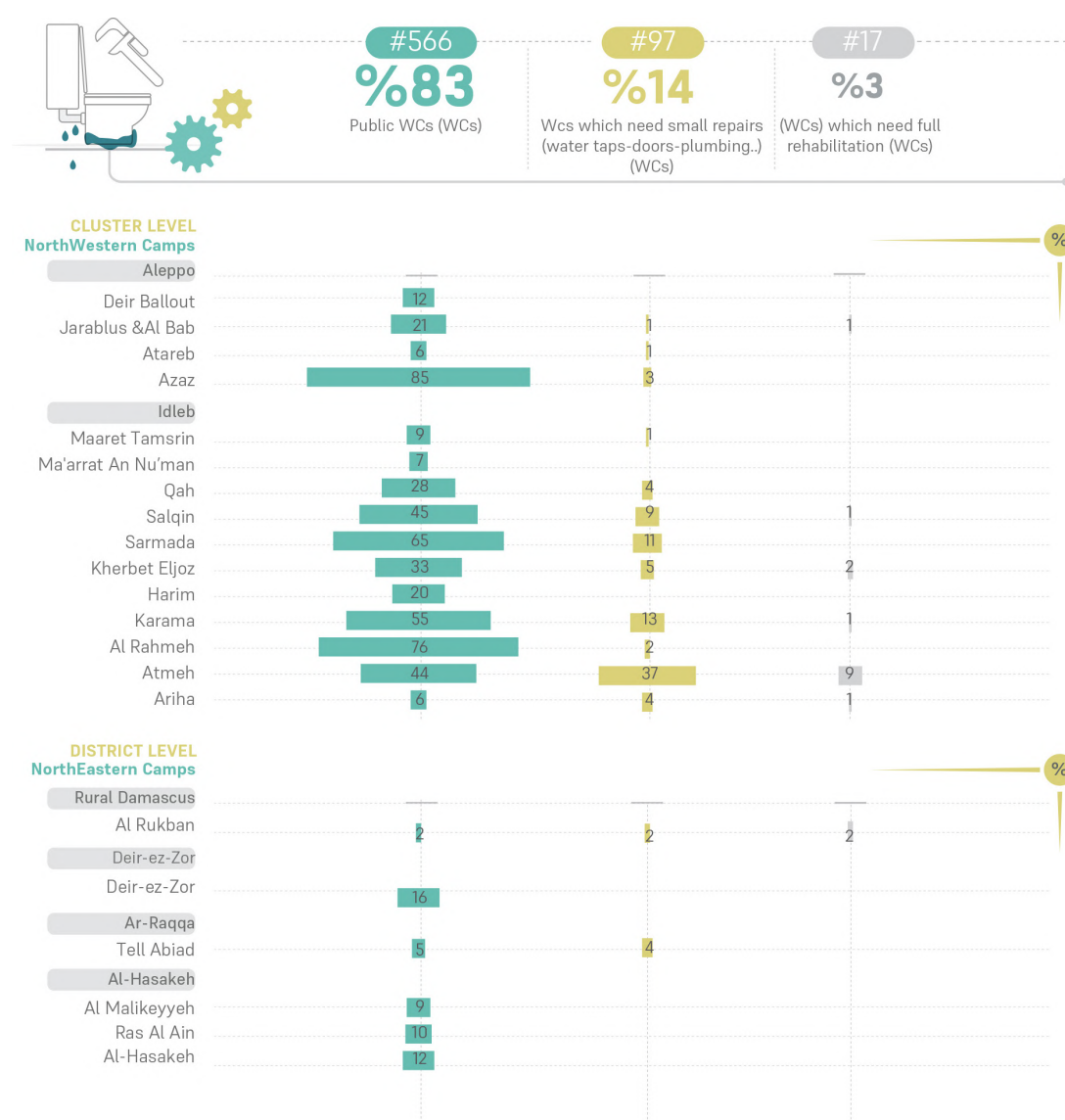
9. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

10. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

## 05 STATUS OF WCS WITHIN CAMP SCHOOLS

This section shows the status of WCs in 129 schools (schools with WCs) out of the 169 assessed schools, where 40 schools are without WCs. The results show that 83% (566 WCs) of the WCs in the assessed camp schools are operational and in a good repair, 14% (97 WCs) need simple maintenance, and 3% (17 WCs) need full rehabilitation or replacement.

**Figure 18: Status of WCs within camp schools**



A large number of children are using school toilets, which leads to the need of having them periodically maintained and cleaned on a daily basis. Sphere guidelines<sup>11</sup> for school toilets call for one toilet for every 30 girls and one toilet for every 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.

129 schools have toilet blocks, 14 of which are single sex-segregated schools (male students or female students); 15 schools have students of both sexes; 34% (39 schools) of these schools don't have sex-segregated toilets where both boys and girls use the same toilets, whereas 66% (76 schools) have sex-segregated schools.

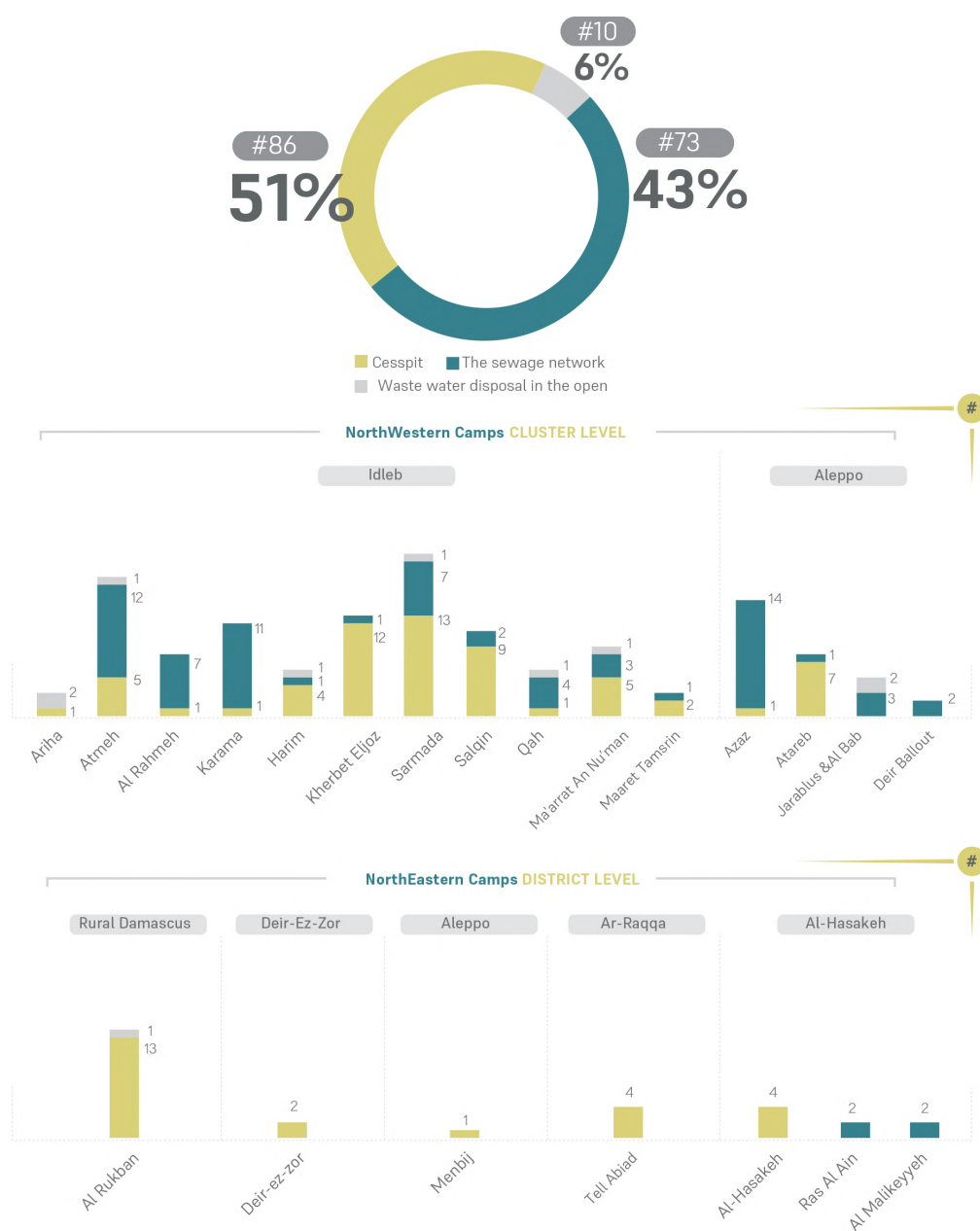
11. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-2011.pdf>

There should be toilets for the educational and service staff within schools. Furthermore, they should be separated from the students' toilets to avoid harassment while using the toilets. It is found that 65% (84 schools) of camp schools don't have separate toilets for the teaching and service staff who are forced to use students' toilets. It is reported that 35% (45 schools) of camp schools have toilets for the teaching and service staff.

## 06 METHODS OF SEWAGE DISPOSAL

The results of the study show that 43% (73 schools) of all camp schools assessed discharge sewage in the public drainage system, while 51% (86 schools) discharge sewage in irregular cesspits; 6% (10 schools) discharge wastewater in the open.

**Figure 19: Methods of sewage disposal**



According to Sphere standards<sup>12</sup>, "Give particular attention to the disposal of children's faeces, as they are commonly more dangerous than those of adults (excreta-related infection among children is frequently higher, and children may not have developed antibodies to infections)".

51% (86 schools) dispose of sewage into irregular cesspits, where these cesspits are not covered with layers of stones and sand, so the faeces waste reaches into groundwater. However, because of the large number of students, schools must empty their cesspits periodically. Often, there is only one cesspit for the school despite having hundreds of students, the thing which leads to having the cesspits filled up quickly. This situation is worsened by the fact that most of school attendance takes place in winter, which increases the possibility of a cesspits flood due to rain. Non-emptying the cesspits can lead to the spread of disease agents in the environment surrounding the schools. 6% (10 schools) of the assessed schools dispose of wastewater in the open leading to having pools of water at which agents of diseases are found.

In NWS, 9 schools within the camps dispose of wastewater in the open; 2 schools in each of Jarablus, Bab, and Ariha clusters; 1 school in each of Ma'arrat An Nu'man, Qah, Sarmada, Harim, and Atma clusters. 69 Schools dispose of wastewater in irregular cesspits, 13 of which in Sarmada camps, 12 schools in Kherbet Aljuz, 9 schools in Salqin cluster, 7 schools in Atareb cluster, and 5 schools in Ma'arrat An Nu'man cluster.

In NES, 1 school in the camps of Al Rukban area disposes of wastewater in the open, whereas the vast majority of the eastern camps' schools dispose of water in irregular cesspits.

The results of the study show that all schools in Salqin and Kherbet Aljouz clusters, as well as 11 schools in Atma cluster, use cesspits to dispose of the wastewater.

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12. <https://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>



SECTION

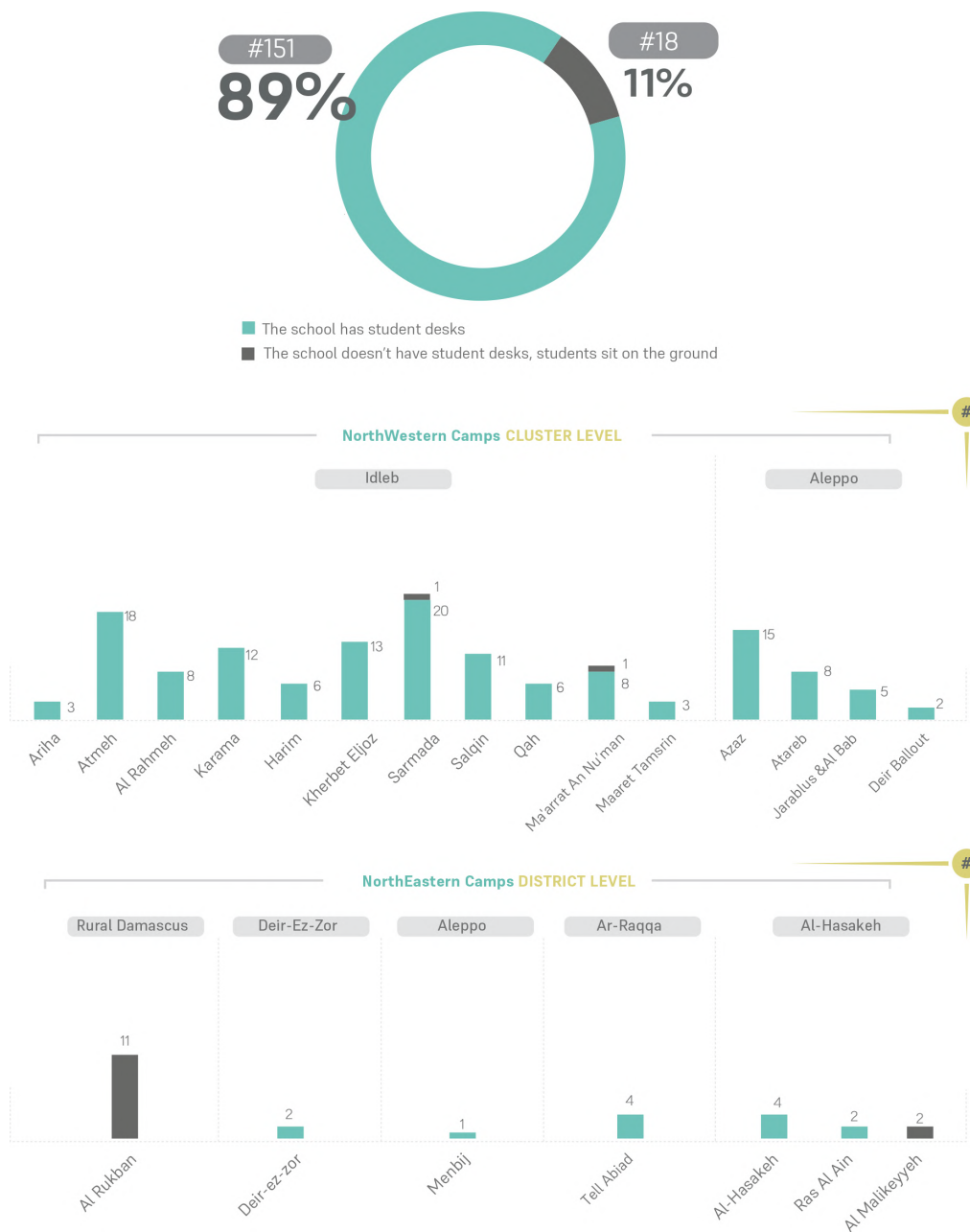
05

SCHOOL  
SUPPLIES  
(SCHOOL FURNITURE  
EDUCATIONAL SUPPLIES)

## 01 STUDENT DESKS

The results of the study Show that 89% (151 schools) of the camp schools covered in the study have students desks, 11% (18 schools) don't have student desks forcing students to sit on the ground.

**Figure 20: Availability of student desks within camp schools**



The sound education environment requires getting a sufficient number of desks to ensure that students sit at classrooms in a healthy manner that helps them to write and receive information properly. Before the conflict in Syria, all the students were sitting in student desks in the educational places.

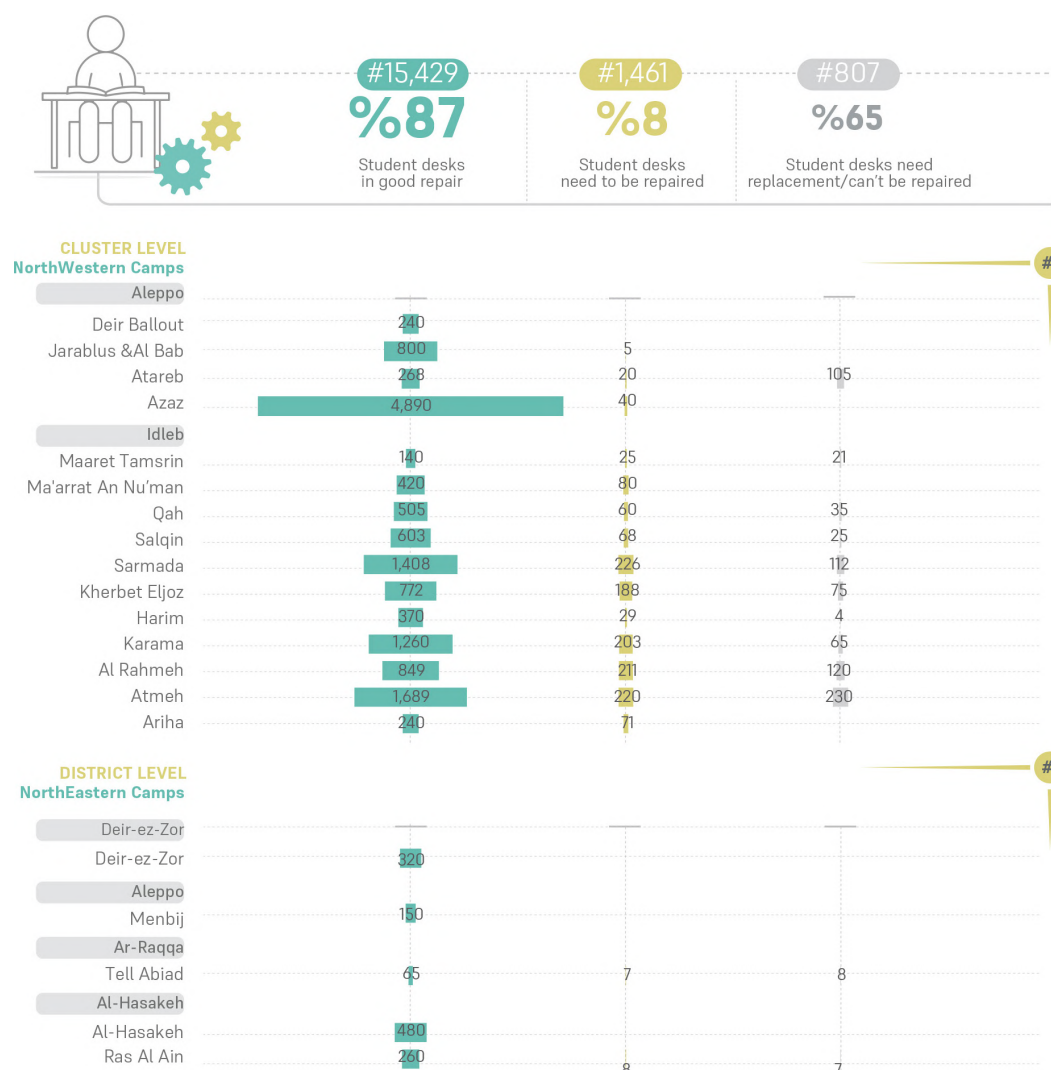
In NWS, it is found that there is a lack of student desks in Blozia school affiliated with Ghitaa Al Rahma in Sarmada cluster and in Al Qaser camp school affiliated with Ma'arrat An Nu'man where students of these two schools sit on the ground.

In NES, there is a lack of students desks in 14 schools in the camps of Al Rukban area, in addition to a lack of student desks in 2 schools in Al-Malikeyyeh area.

## 02 STATUS OF STUDENT DESKS

As the study Shows, most desks, 87% (15,429 desks), in the assessed functional schools in northern Syria camps are in good repair. However, 8% (1,461 desks) of student desks need repairs, 5% (807 desks) of desks are completely irreparable and need replacement.

**Figure 21: Status of student desks**



The most common type of desks used in Syrian schools is made of metal rods, which form the basic structure of the desk, and a wooden part which consists of a backrest, sitting board and a writing board. The desk need maintenance works every couple of years as it gets damaged quickly (the wooden sheets are replaced).

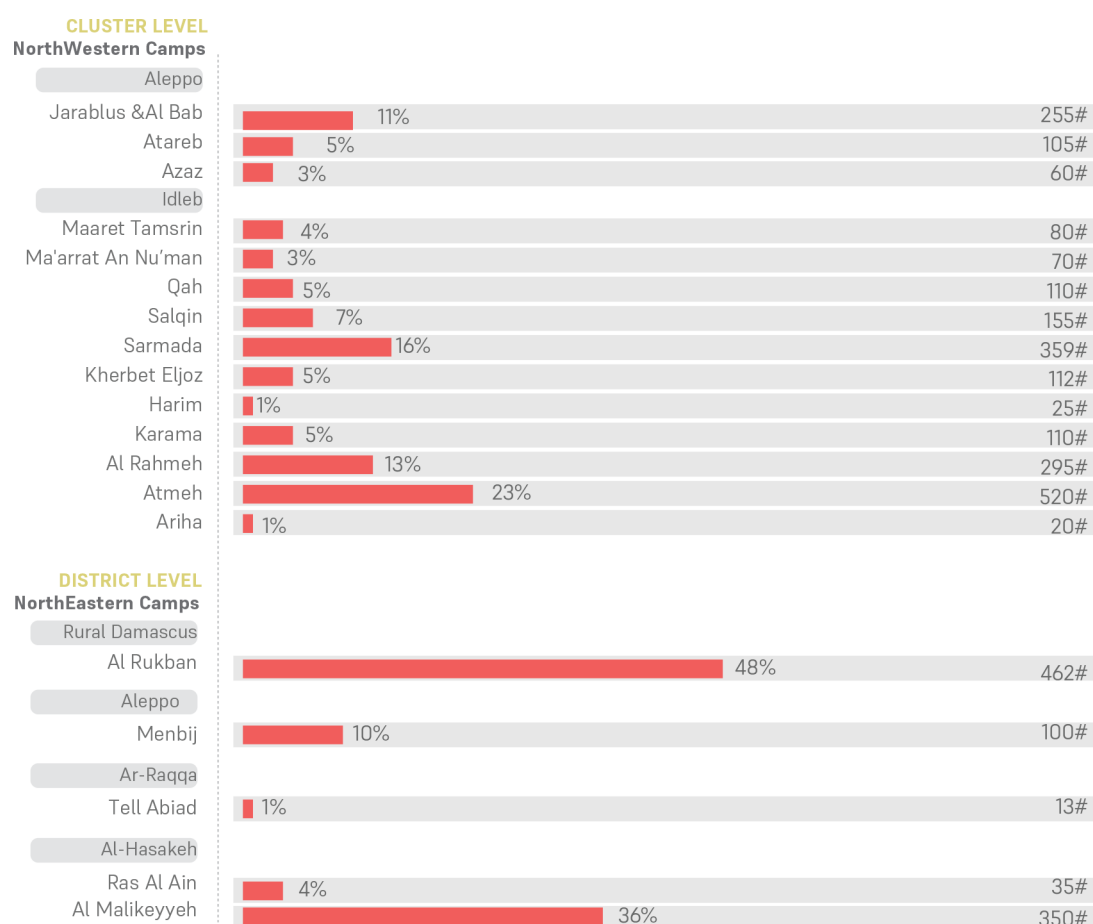
In NWS, the number of student desks that need to be repaired in 1,446 desks within camp schools; the largest number is found in Sarmada camp schools accounting for 226 desks; in Atma camp schools 220 desks; in Al Rahma camp schools 211 desks; Al Karama camp schools 203; in Kherbet Aljoz 188 desks. The number of irreparable student desks is 792 desks which need replacement. The largest number of damaged desks that need replacement is found in Atma camp schools accounting for 230 desks. The number of damaged desks that need replacement in Al Rahma camp schools is 120 desks; whereas in Sarmada camp schools the number is 112; in Atareb camp schools the number is 105 desks.

In NES, there are no students desks in the 14 camp schools of Al Rukban area, whereas 15 student desks that need to be repaired are found in the camp schools of Tell Abiad (7 schools) and Ras Al Ain (8 schools). 15 student desks are extremely damaged to the extent that they are irreparable and need replacement, 8 in the camp schools of Tell Abiad and 7 in the camp schools of Ras Al Ain area.

### 03 THE NEED FOR STUDENT DESKS

During data collection, IMU enumerators assessed the need for desks by school, where the need stood at (3,236 desks) in the assessed camp schools. With 2,276 desks needed in the north western camp schools, and 660 desks needed in the north eastern camp schools.

**Figure 22: Number/percentage of needed desks**



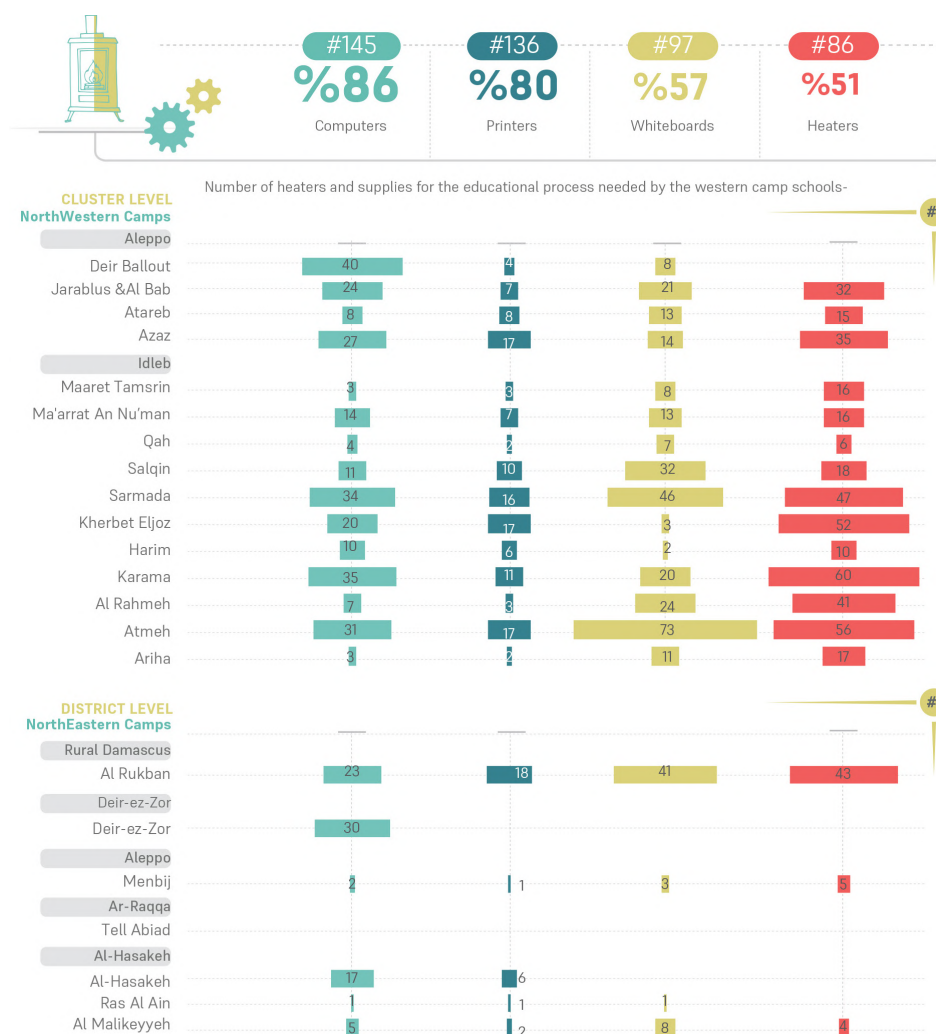
In NWS, the number of desks needed by Atma camp schools reached 520 desks, which constitute 23% of the desks needed in western Syria camps; the number of desks needed by the schools of Sarmada camp reached 359 desks, which constitute 16% of the needed desks; the number of desks the camps of Al Rahma cluster need are 295 desks, which constitute 13% of the actual need; the number of desks needed by the camp schools of Jarablus and Al Bab clusters reached 255 desks accounting for 11% of the need.

In NES, the greatest need for desks is found in the school camps of Rukban area; the number of desks needed by schools is 462 desks, which constitutes 48% of the need for desks in the eastern camps; It is noted that there are no desks in all camp schools of Al Rukban and students sit on the ground at school. The number of desks needed in the school camps of Al-Malikeyyeh is 350 desks constituting 36% of the need. The number of desks needed in the camp schools of Menbij area is 100 desks which accounting for 10% of the need.

## 04 HEATERS AND SUPPORTING MATERIALS FOR THE EDUCATIONAL PROCESS

The results of the study show that 51% (86 schools) of the total number of camp schools covered in the study need heaters, where the number of needed heaters in these schools reached 499 heaters. 57% (97 schools) need whiteboards, where the number of needed whiteboards is 384. 80% (136 schools) need printers, where the number of needed printers is 158. 86% (145 schools) need computers, where the number of needed computers is 323.

**Figure 23: The need for camp schools of heaters and supporting educational materials**



Schools in Syria rely on diesel heaters to heat classrooms. This type of heaters is primitive and works by burning the fuel inside it to generate heat. The heater is placed in the middle of each classroom. Although fire-wood heaters are used in some camps, they aren't suitable for the educational environment, as they produce so much smoke and may cause harm to children. The number of required heaters for assessed functional schools is 499 heaters; the western camp schools need 421 heaters; while the eastern camp schools need 78 ones.

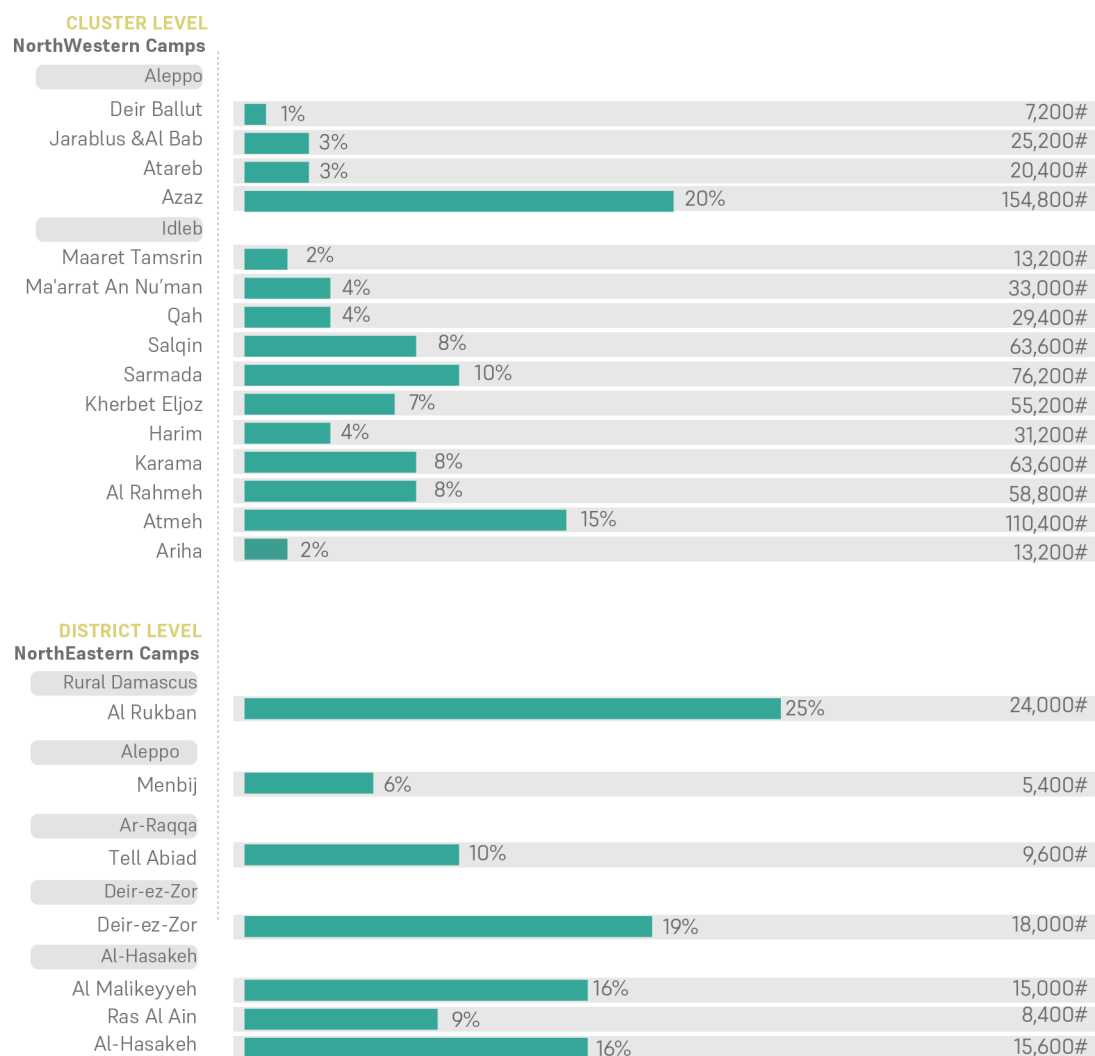
Due to the severe shortage of textbooks, teachers are forced to write the whole lessons on the whiteboards, which is the only and most effective educational tool in the absence of all the means to support the educational process. The assessment revealed that assessed schools at northern Syria camps are in need of approximately (384 whiteboards). The bulk of need for whiteboards is in the western camps, followed by the eastern camps, which are in need for 53 whiteboards.

Computers in Syrian schools are used for administrative purposes by administrative and teaching staff. The number of computers used for this purpose ranges between 3-5 computers per school; While the number of computers used for educational purposes ranges between 16-20 computers depending on the hall size. Computer technology is taught in lower-secondary level. The results reveal that assessed schools in northern Syria camps need 323 computers, where the highest need for computers is found in the western camp schools by 271 computers, followed by 52 computers needed by the eastern camp schools.

## 05 HEATING FUEL

A total of 851,400 liters of fuel are needed for all assessed schools in northern Syria camps per one academic year. The highest percentage of need is found in the western camp schools with 755,400 liters, whereas the eastern camp schools' reached 96,000 liters.

**Figure 24: Camp schools' need for heating fuel per one academic year**



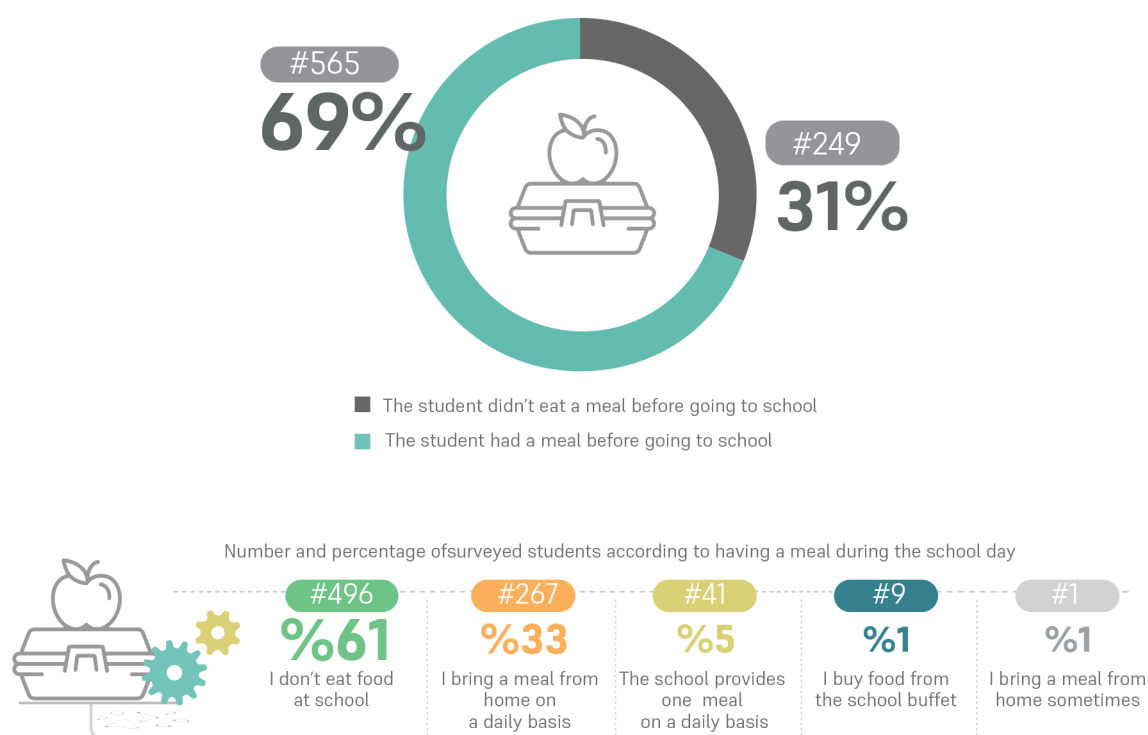
The school year in Syria starts in September and ends in June, which means most of the school days are in winter. Winter season in Syria is characterized by severe cold, in addition to the continuous rainfall and snow-fall. In Syria, heaters are operated at least four months during the school year. The average need for each heater is 5 liters of diesel per day.

## 2. Student Perceptions: Do you have a snack before going to school/Do you eat a meal at school?

Through the surveys conducted with the students, the enumerators asked them whether they have snacks before going to school or they eat their meals at school, 69% (565 students) of the surveyed students said that they have snacks before going to school, whereas 31% (249 students) said that they don't eat any food before going to school.

As for eating meals at school, 61% (496 students) of the students surveyed said that they don't eat any meals at school, 33% (267 students) said that they bring their meals from their homes (they have snacks at school), 5% (41 students) are provided with one meal every day, 1% (9 students) buy food at school.

**Figure 25: Student Perceptions: Having a meal before going to school or at school**





# EDUCATIONAL LEVELS & CURRICULUM

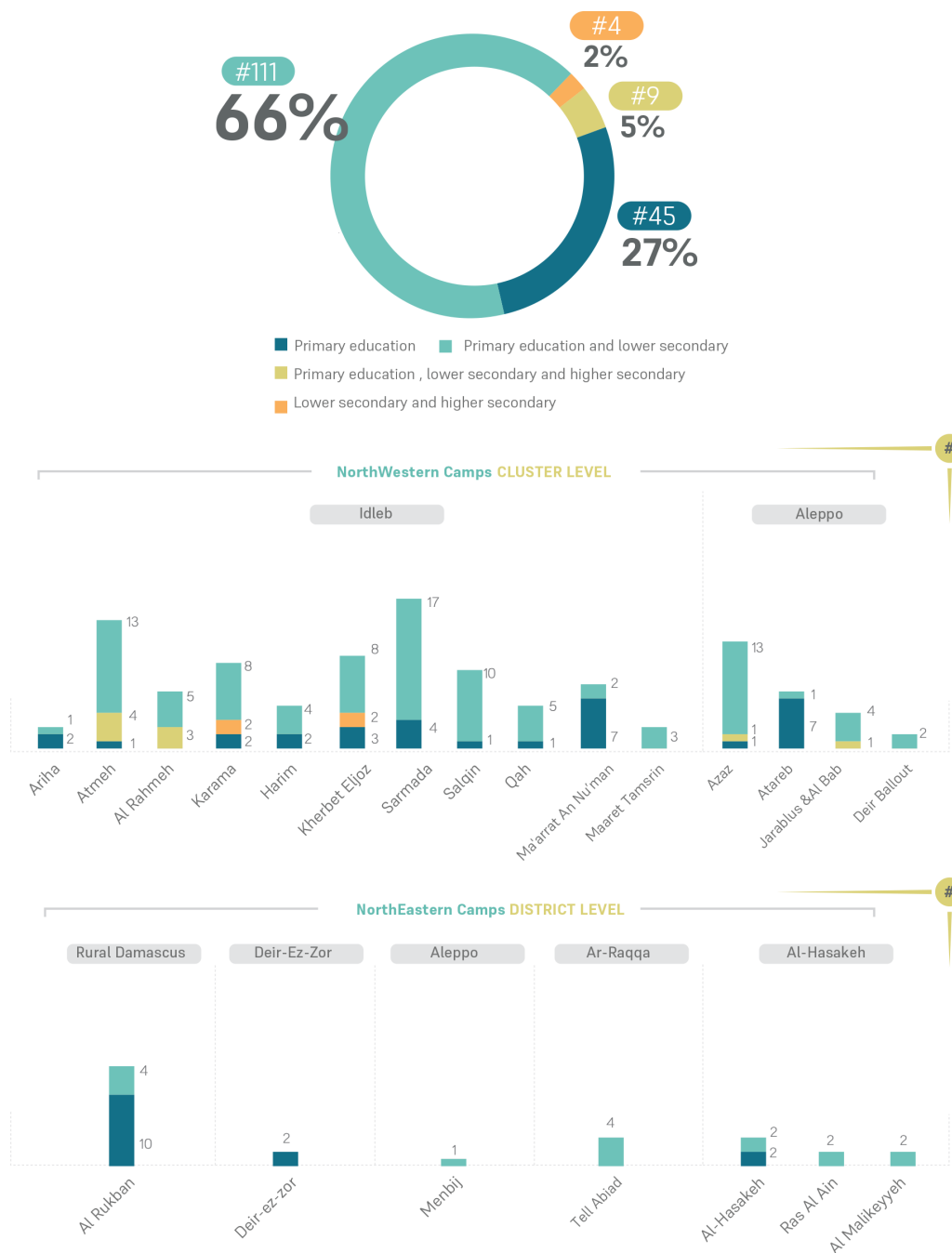
## 06

### SECTION

## 01 EDUCATIONAL LEVELS

The results of the study show that 27% (45 schools) of the total assessed camp schools are teaching primary level, 66% (111 schools) are teaching primary and lower-secondary levels, 5% (9 schools) are teaching all levels, and 2% (4 schools) are teaching lower-secondary and upper-secondary levels.

**Figure 26: Educational levels within camp schools**



Syrian children begin school attendance at the age of 6. The educational level includes two levels of study, primary and secondary. Primary education includes two levels, the first level starts from the first grade to sixth grade, and the lower secondary starts from the seventh to ninth grade, the upper secondary level starts from the tenth grade to twelfth grade.

The proper educational process requires the separation of the education levels (Primary education – Higher secondary level). The separation of children according to the different ages and educational levels protect children from exposure to bullying by older students, which may be reflected on their personalities and their ability to learn.

Only 9 schools of the assessed camp schools in northern Syria camps don't separate the educational levels; 4 of which are found in Atma cluster, 3 schools in Al Rahma cluster, 1 school in each of A'zaz, Jarablus and Al Bab. Camp schools within 9 clusters didn't have higher secondary levels where higher secondary students are forced to travel long distances to reach higher secondary schools within the neighbouring cities and towns. Part of the students drop out due to the lack of having any close schools that have higher secondary levels. The largest number of dropouts is found among female students.

According to JENA report<sup>13</sup> (Joint Education Needs Assessment) issued by ACU in cooperation with Save the Children International SCI and 13 organizations specialized in education and under the supervision of the Education Cluster in Turkey, it is found that "the higher the educational level, the higher the drop out rates; additionally, the rates of out of school children are higher among females. It is also found that the drop out rates within the camps are always higher than those in the cities and towns".

In eastern Syria, not all the camp schools have higher secondary levels. It is noted that there are no cities or towns close to Al Rukban camp, which means that all the students can only get the lower secondary education without being able to further their education. Moreover, the dominant forces prevent students from going out of their camps in eastern Syria to reach schools that have higher secondary levels.

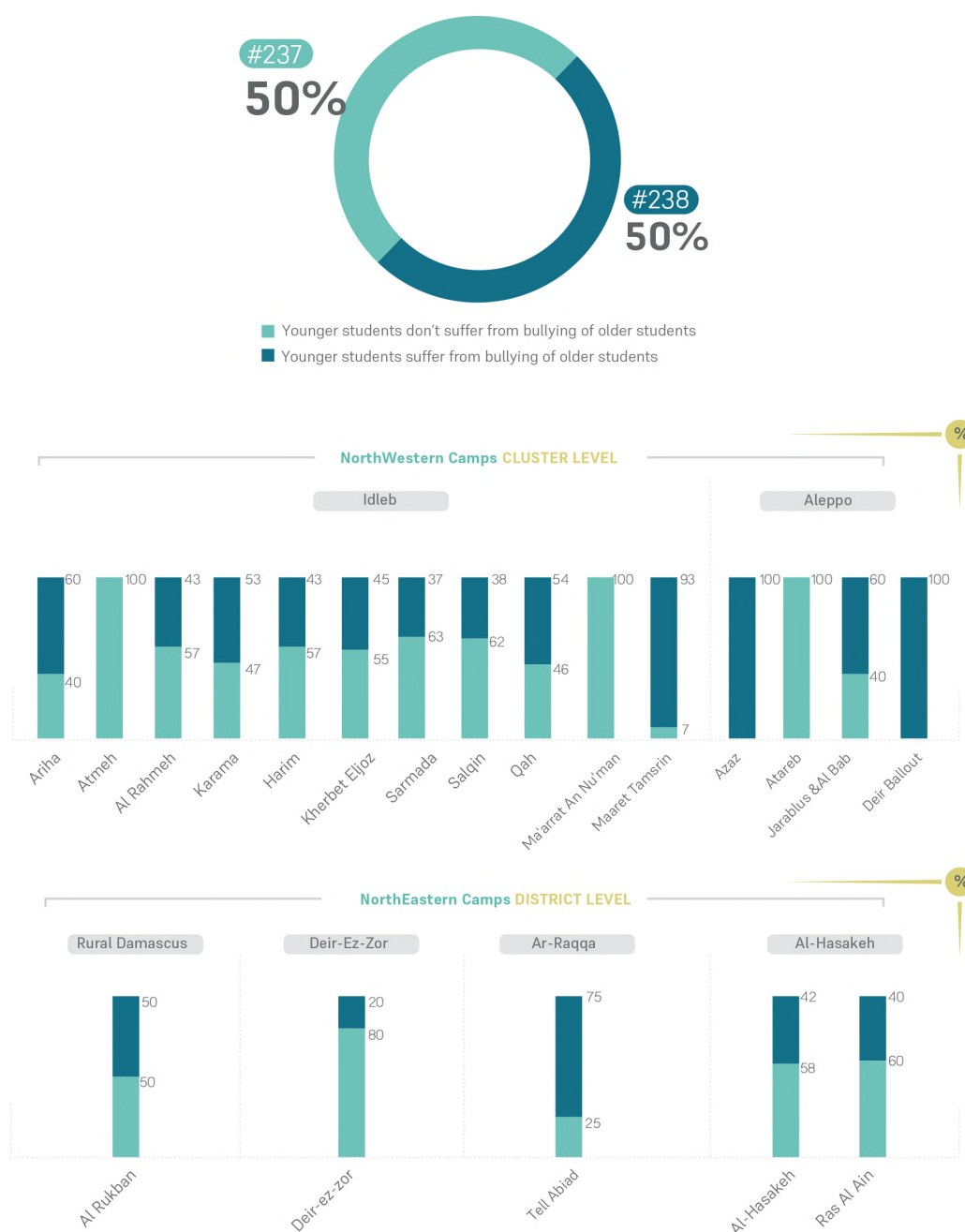
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13. <https://www.acu-sy.org/en/jena-report-2019/>

### 3. Teacher Perceptions: Do younger students suffer from the bullying of older students due to having students whose ages are not in line with their educational levels?

50% (238 teachers) of the total number of surveyed teachers<sup>14</sup> within camp schools said that students suffer from the bullying of older students, 50% (237 teachers) noted that students don't suffer from bullying.

**Figure 27: Teacher Perceptions: Children bullying**

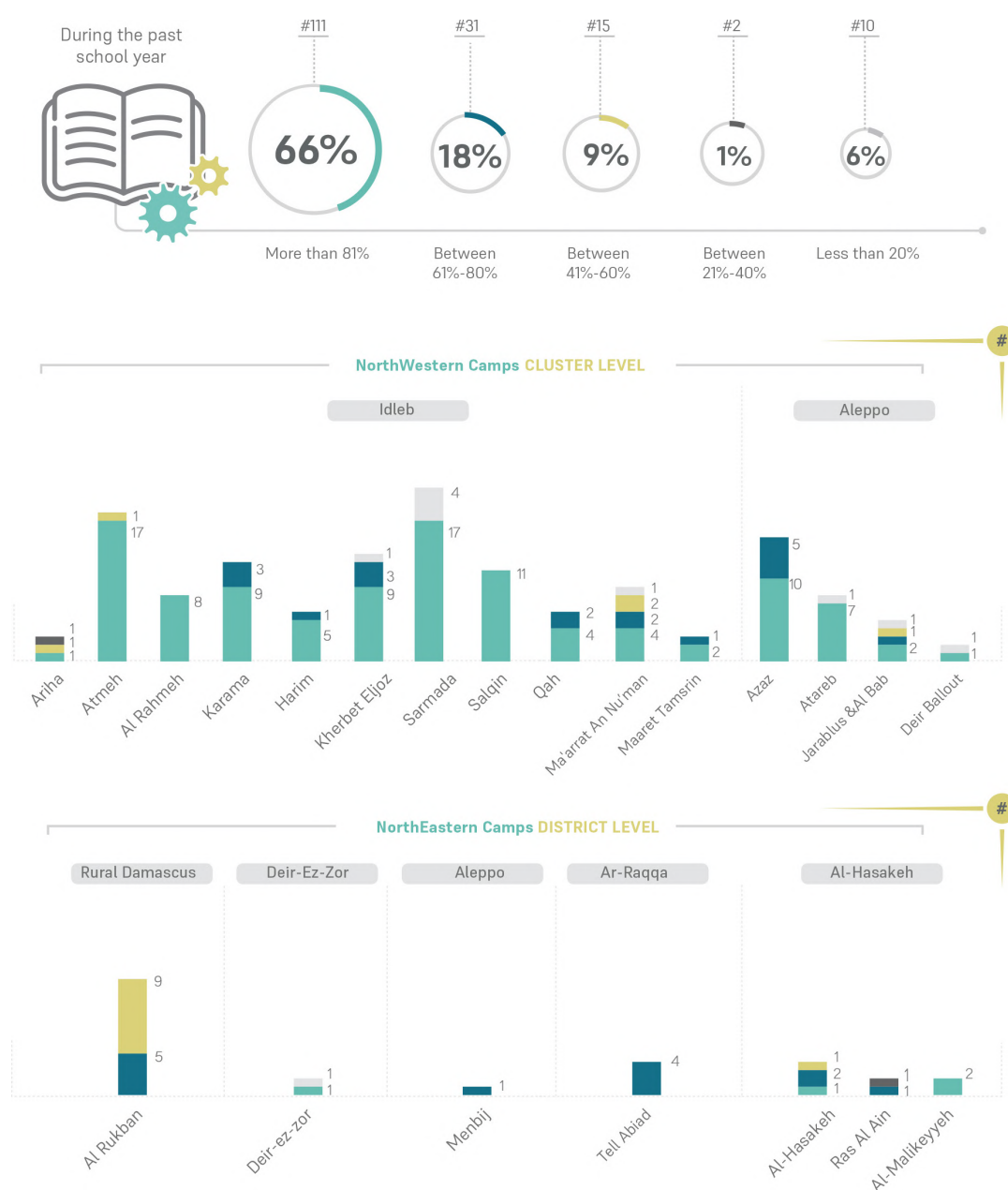


14. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.

## 02 PERCENTAGE OF THE CURRICULUM TAUGHT DURING THE PAST YEAR

The percentage of taught curriculum to students, which prepares them to pass an education level, constitutes one of the building blocks for the success of the educational process and reflects the commitment of teachers to the annual plan of the Education Directorate but doesn't reflect the actual level of students. The results of the study show that 66% (111 schools) of all the camp schools taught more than 81% of the curriculum throughout the previous year. 18% (31 schools) taught between 61% - 80% of the curriculum. 9% (15 schools) taught between 41% - 60% of the curriculum. Additionally 1% (2 schools) taught less than 21% - 40% of the curriculum. 6% (10 schools) taught less than 20% of the curriculum.

**Figure 28: Number/percentage of schools according to the percentage of taught curriculum**



According to JENA report<sup>15</sup> “through the perception surveys the enumerators conducted with the children who attended school then dropped out, and their caregivers, they asked them about the reasons associated with the educational process that drove children to drop out of school, and the results were as follows: 10% (333 children) reported that they dropped out of school because their teachers don’t adhere to the school curriculum or annual plan, as confirmed by 10% (386 persons). This is the third reason behind students’ drop-out.

In NWS, 9 schools within the camp schools completed less than 20% of the curriculum last year, 4 of which in Sarmada cluster, and 1 school in each of the clusters of Kherbet Aljoz, Ma’arrat An Nu’man, Deir Ballut, Jarablus and Al Bab. 1 school within Ariha cluster completed between 21% - 40% of the curriculum. 5 schools completed between 41% - 60% of the curriculum. 2 schools in Ma’arrat An Nu’man, and 1 school in each of the clusters of Ariha, Atma, Jarablus and Al Bab.

In NES, 1 school in the camps of Deir-ez-Zor center area completed 20% of the curriculum last year. 1 school in the camps of Ras Al Ain area completed between 21% - 40% of the curriculum. 10 schools completed between 41% - 60% of the curriculum. 1 school in the camps of Al-Hasakeh center area and 9 schools in the camps of Al Rukban area.

The varying proportions of what has been completed of the curriculum reflects the massive need for external assessments that estimate the real usefulness of the educational process such as Egra/Egma<sup>16</sup>.

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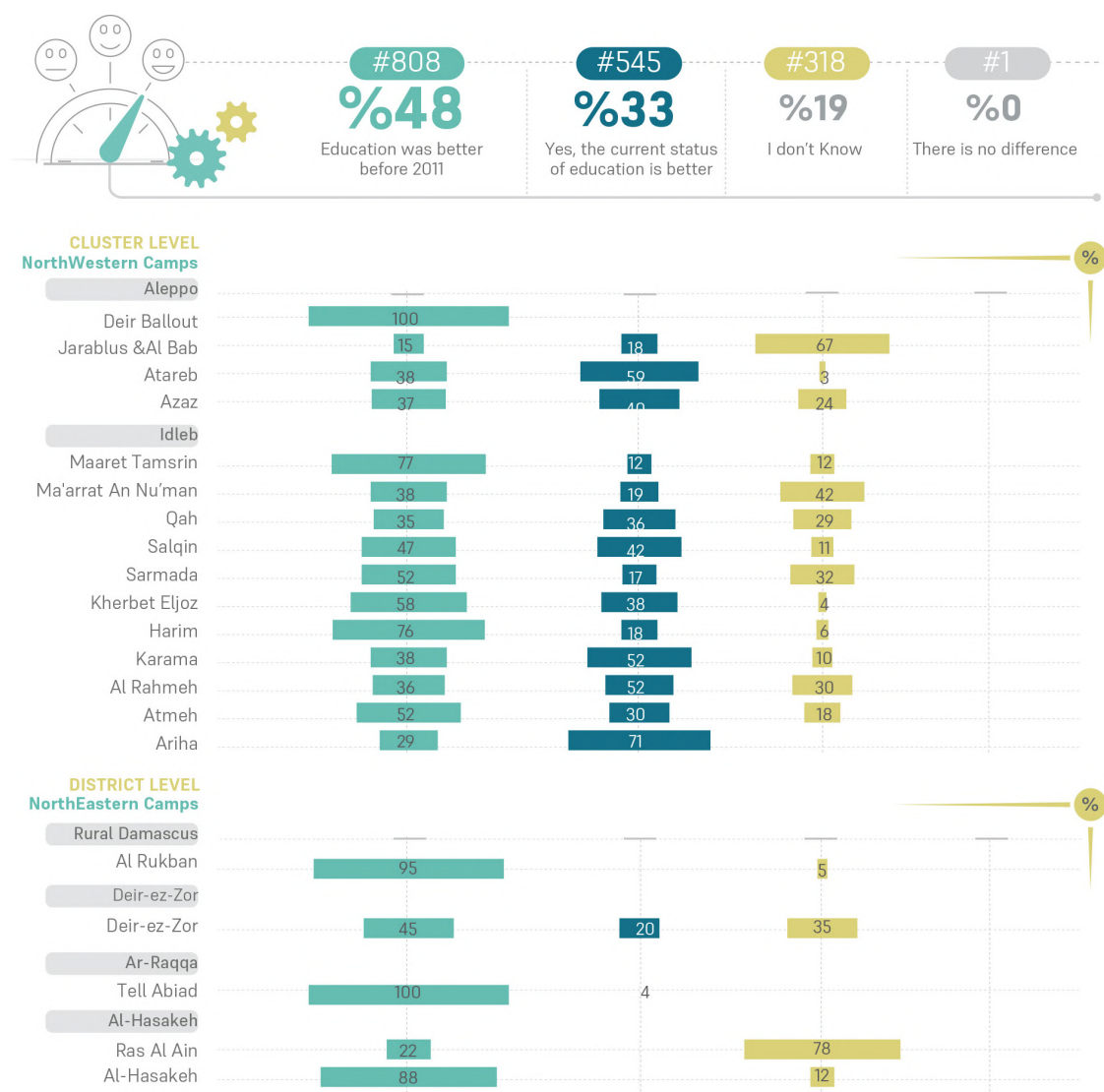
15. <https://www.acu-sy.org/en/jena-report-2019/>

16. EGRA (Early Grade Reading Assessment)  
EGMA (Early Grade Math Assessment)

#### 4. Parent Perceptions: In comparison with the status of education before 2011, does the current educational process go in a better way?

Amongst surveyed parents<sup>17</sup> concerning their opinions about education before 2011 compared to the current educational process; 48% (808 parents) stated that education before 2011 was better than the current one, 33% (545 parents) stated that the current status of education is better than it was in the past, 19% (318 parents) said they don't know.

**Figure 29: Number/percentage of parents per their perception of the status of education before 2011 and the current one**

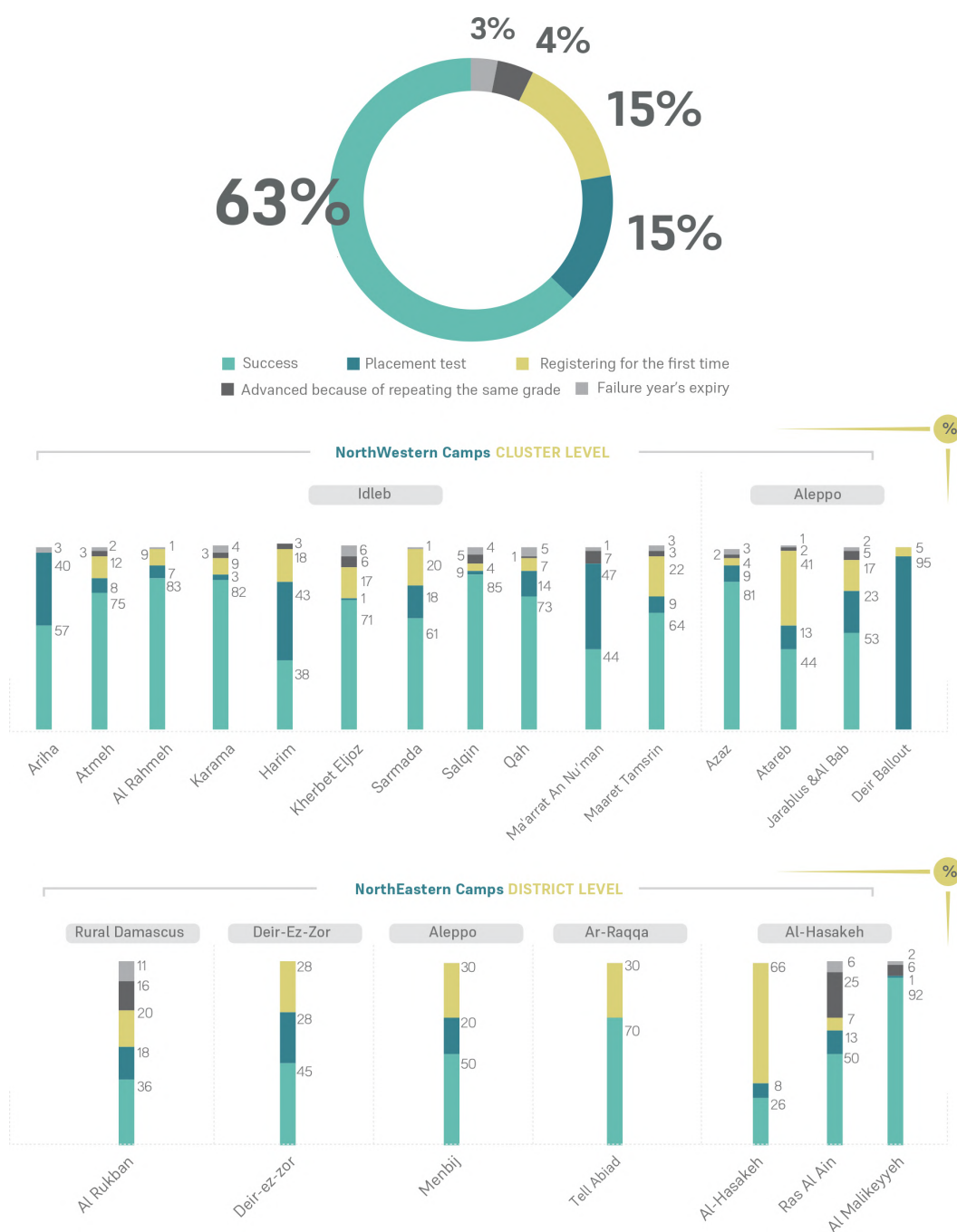


17. IMU enumerators conducted perception surveys with 1,734 persons who have age school children (dropouts or attending school) in the camps covered in the study, 32% of them females, and 68% males

### 03 STUDENTS' CURRENT GRADES

According to the study, it is found that 83% of students reached their current grades by passing the previous grades successfully, 15% of students reached their current grades by placement test, 15% of students are registered for the first time in their current grades, 4% of students are upgraded to the next grade because they failed the exams of the previous year and 3% of students are upgraded to the current grades due to the failure year's expiry.

**Figure 30: Mechanisms of students' access to the current grade**



**Upgrading to the next grade:** At the end of the academic year, students undergo collective exams of the curriculum which they studied throughout the year. Passing these exams means they are upgraded to the next grade successfully. 30% of students (2018-2019) were upgraded to the next grade successfully.

It is worth mentioning that the percentage of students who upgraded to the next grade in the western camps is higher than that of students in the eastern camps.

**Advanced because of repeating the same grade:** some of the students are advanced to the next grade when failing for two consecutive years. 4% of students advanced (2018-2019) because of repeating the same grade with the largest percentage being found in the eastern camps in Ras Al Ain and Al Rukban camps.

**failure year's expiry:** students advance due to "failure year's expiry" when students fail for several successive years and are transferred to the next grade. This method is used because children of different ages are no longer allowed to stay in the same grade, at the same time, they can't be excluded as learners, as attending school is obligatory for the primary levels. The student is allowed to fail for only two years in the first cycle of primary education (1-4 classes) and is allowed to fail for two years in the second cycle of primary education (grades 5-9). If the student reaches the failure year's expiry, the student is upgraded automatically to the next grade even if he failed to pass the exams successfully. 3% of all students attending the assessed camp schools (2018-2019) advanced to the next grade because of "failure year's expiry" mechanism with the vast majority being found in the eastern camps in Ras Al Ain and Al Rukban area.

**Placement test:** In the event of having dropped out students who didn't attend school for several years (OOSC) and if the students don't have official documents that have information about their completed grade. Specialized teachers use this method to determine the educational grade that suits the educational level of the students, where a group of specialized teachers set quick tests to determine students' abilities and the educational level they should attend 15% of the students are attending their current level based on the results of the placement test. The largest part of these students is found in the western camps which are receiving huge influxes of IDPs with the vast majority being found in the camp schools of Deir Ballut, Ma'arrat An Nu'man, Harim and Ariha.

**Registering for the first time:** The educational level of the student is determined for the first time based on age. In this case, the placement test is not used and official documents are not required to prove the student's completed grades; with the exception of first grade students. 14% of students (2018-2019) are attending their current grade based on first time registration. The largest part of students who are in their current grade based on first time registration are found in the eastern camps and within camp schools of Al-Hasakeh center area, Menbij, Tell Abiad, and Deir-ez-Zor center.

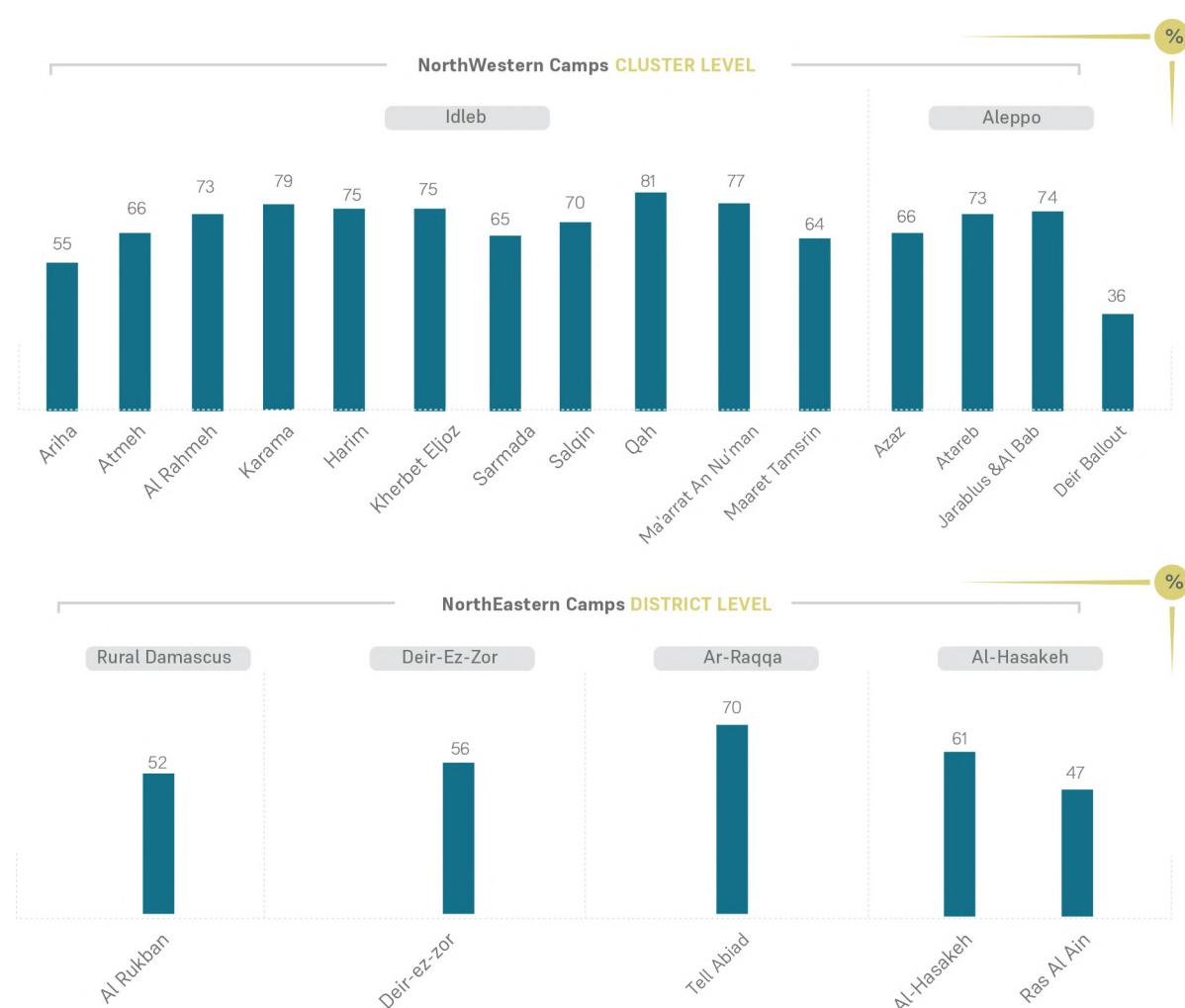
## 5. Teacher Perceptions: In your opinion, what is the percentage of students whose current school grades align with their practical level?

Through the surveys the enumerators conducted with the teachers<sup>18</sup>, they asked them about the percentage of students whose ages align with their actual educational level. The average percentages were calculated based on the answers of the teachers.

In NWS, the average percentage of students whose ages align with their educational levels in Deir Ballut cluster is 36% of the total number of students; in Ariha cluster 55%, and in Ma'arrat Tamasrin cluster 64%.

In NES, the average percentage of students whose ages align with their educational levels in the camps of Ras Al Ain area is 47% of the total number of students, in Al Rukban camps 52%, and in the camps of Deir-ez-Zor center area 56%.

**Figure 31: Average percentages of students whose ages align with their educational levels**

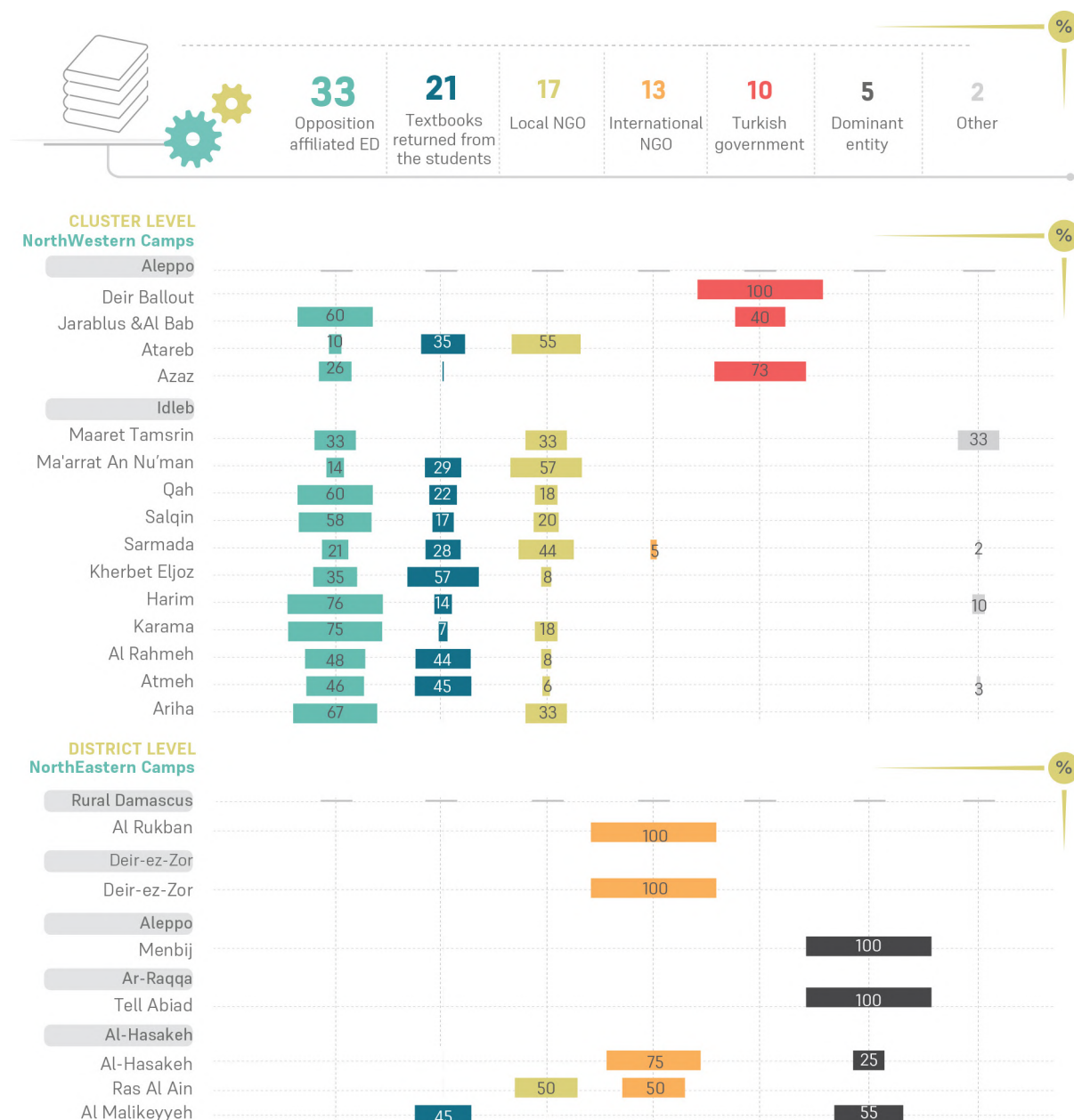


18. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.

## 04 SOURCES OF TEXTBOOKS

The ED of the SIG is the source for 33% of the textbooks used in the assessed camp schools, while used books (books returned from students) are the source for 21% of the textbooks used in the assessed camp schools, and local NGOs are the source for 17% of the textbooks used in the assessed camp schools. International NGOs are the source for 13% of textbooks. The Turkish government is the source for 10%, and the dominant forces are the source for 5% of textbooks. Students and teachers borrow 2% of textbooks from other classes to use them and then return them once the classes end.

**Figure 32: Percentage of textbooks' sources within camp schools**



According to INEE<sup>19</sup>, “a curriculum is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programmes and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials”. There are various sources for textbooks within camp schools covered in the study.

**Opposition affiliated ED:** after the outbreak of the war in Syria and due to the lack of curriculum books in opposition areas, the opposition ED started with the support of several donors printing textbooks in Turkey and distributing them within opposition-controlled areas free of charge. Some international organizations continue to support the opposition government's ED with the majority of textbooks by distributing textbooks through the opposition government's ED. The opposition's ED is the source for 33% all textbooks used in the camp schools covered in the study; the distribution of textbooks by the opposition government's ED is concentrated in the camp schools in NWS, while there is no textbooks distribution in the camp schools in NES.

**The Turkish government:** prints and distributes textbooks approved by the opposition government in some camps in northern Aleppo countryside, where the Turkish government has been a source of all textbooks distributed in the camp schools of Deir Ballut cluster, and a source for 73% of the textbooks distributed in the camp schools of Azaz cluster, and a source of 40% of the textbooks of the school curriculum distributed in the camps of Jarablus and Al Bab.

**Local and international organizations:** provide textbooks free of charge in opposition-controlled areas (in the western camps). These organizations print the textbooks adopted by the opposition government, whereas in areas controlled by the Kurdish forces (in the eastern camps) the organizations print the UNICEF curriculum (or what is known as accelerated curriculum).

**The Dominant forces:** The so-called SDF prints SDF curriculum in NES; (SDF curriculum is known as the Kurdish curriculum) and distributes it in the eastern camp schools. It is worth mentioning that SDF has been the source for all textbooks in the camp schools of Menbij and Tell Abiad, and the source for 55% of textbooks within the camps in Al-Malikeyyeh, and 25% of textbooks within the camp schools of Al-Hasakeh center area.

The INEE<sup>20</sup> asserts the need to provide textbooks at the beginning of the academic year, as stipulated “Sufficient, locally procured teaching and learning materials are provided in a timely manner”. Sufficient copies of the curriculum textbooks must be secured at the beginning of the school year as soon as students start attending schools; KIs state that the largest part of textbooks are distributed several months later from the start of school academic year. Unused copies of the curriculum, mainly activity textbooks, should also be distributed, as the activity textbooks contain activities and applied tests that students are tasked with answering to measure their understanding of the subjects; if the activity textbooks have already been used earlier, then all the questions and activities would be solved. Used textbooks (textbooks returned from students) constitute 21% of the total number of textbooks in the camp schools.

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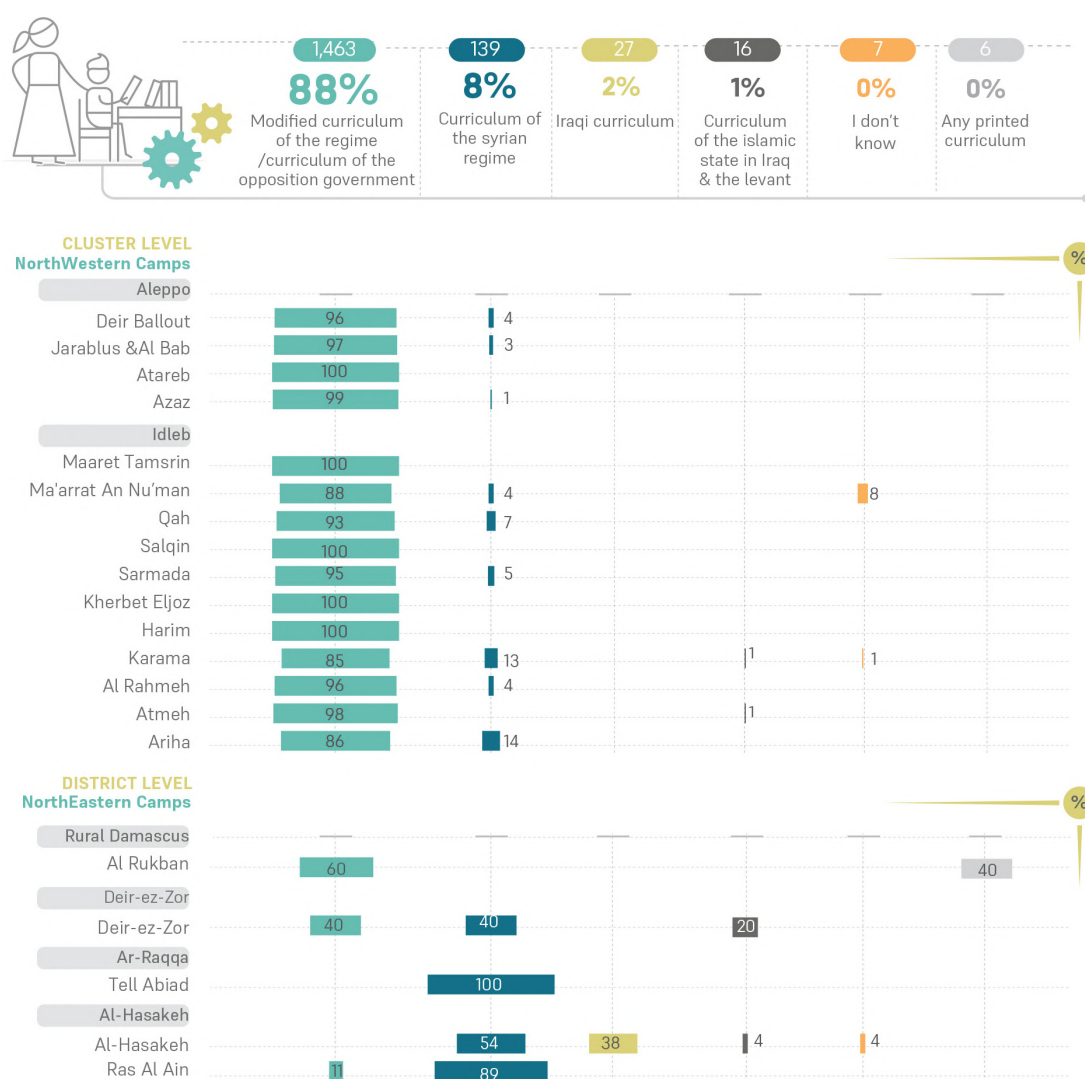
19. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

20. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

## 6. Parent Perceptions: What kind of curriculum would you like your children to study:

According to surveyed parents<sup>21</sup> regarding the type of the preferred teaching curriculum, 88% (1,436 parents) of surveyed parents preferred teaching SIG curriculum (modified curriculum) to their children, with the vast majority of the people in the western camps preferring it as well. 8% (139 parents) of children's parents preferred teaching Syrian regime curriculum, with the vast majority of the people in the eastern camps preferring it as well. 2% (27 parents) of children's parents preferred teaching their children the Iraqi curriculum; knowing that all people who preferred the Iraqi curriculum are found in the camps of Al-Hasakeh center area where a large number of Iraqi refugees live. 1% (16 parents) of children's parents preferred teaching the Islamic State in Iraq and Sham (ISIS) curriculum. 16 parents reported preferring to have their children study printed curriculum, the thing which reflects the lack of having any textbooks and having the teachers not following any curriculum.

**Figure 33: Parent Perceptions: preferred curricula**

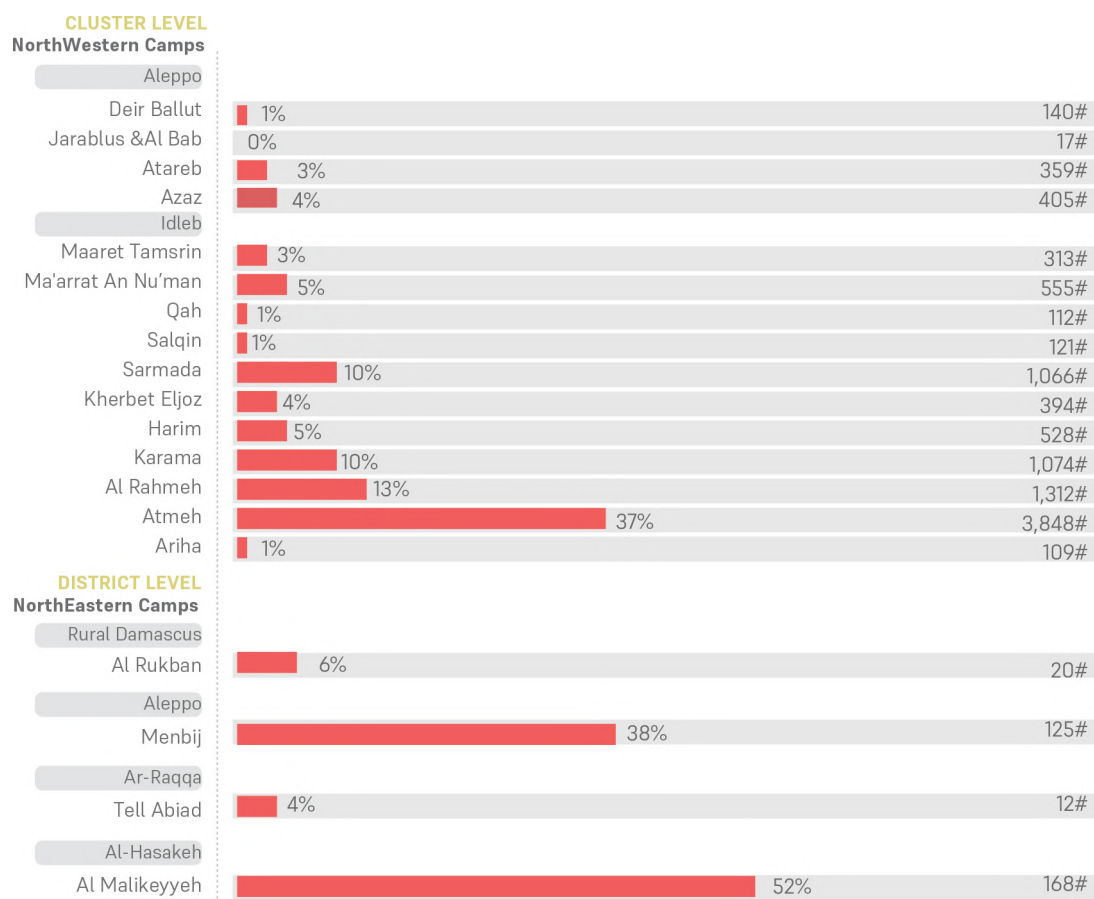


21. IMU enumerators conducted perception surveys with 1,734 persons who have age school children (dropouts or attending school) in the camps covered in the study, 32% of them females, and 68% males

## 05 THE NEED FOR TEXTBOOKS

A total of 10,678 textbook copies are needed in the assessed camp schools covered in the study, of which 10,353 textbooks for the western camps' students. The number of textbooks within one copy ranges from 1 to 11 textbooks according to the educational level.

**Figure 34: Percentage and number of textbooks schools need**



The number of copies needed by students in the assessed school camps is calculated based on the difference between the number of students attending schools and available new copies of the curriculum (distributed during the school year) at schools, while borrowed textbooks are not calculated (textbooks returned from students) since these used textbooks prevent students from the ability to answer the questions of the activities included in textbooks, hence the value and usefulness of these used textbooks is reduced compared to unused textbooks.

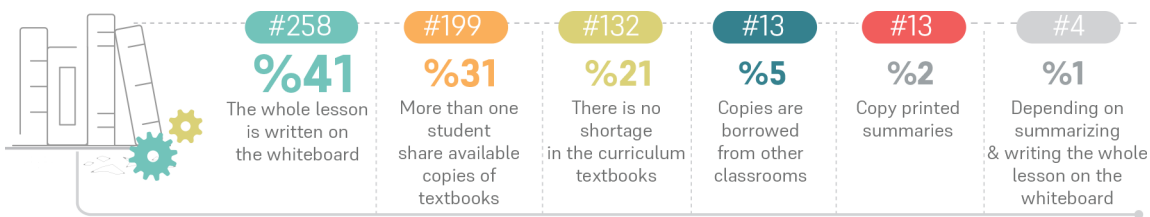
In NWS, the number of needed textbooks for students in the camp schools is 10,353 copies, with the largest need being in Atma cluster standing at 3,848 copies. The number of textbooks needed for students in Al Rahma cluster is 1,312 copies, while in Al Karama cluster the required number is 1,074 copies, and the number of textbooks needed in Sarmada cluster is 1,066 copies.

In NES, the number of copies of textbooks needed by students in camp schools is 325 copies, with the greatest need for textbooks being found in the schools of Al-Malikeyyeh camps; the number of textbooks needed by school students there is 1,688 copies; and the number of textbooks needed in the camp schools of Menbij area is 125 copies; 20 textbooks are needed by the schools of Al Rukban camps; and only 12 copies are needed in Tell Abiad camp schools.

**7. Teacher Perceptions: How do you deal with the shortage of textbook copies in the classroom?**

Surveyed teachers<sup>22</sup> were asked about how they deal with the shortage of textbooks in the classroom. 41% (258 teachers) of teachers stated that they write the whole lesson on the whiteboard, 31% (199 teachers) ask their students to share available copies of the textbooks depending on the number of available copies, 5% (31 teachers) of the teachers said that they borrow copies of textbooks from adjacent classrooms and return them back when the lesson is finished. 2% (13 teachers) of the teachers said that they summarize the lessons and print them on paper for the students. 21% (132 teachers) reported having no shortage of textbooks copies among their students.

**Figure 35: Teacher Perceptions: Mechanisms used to deal with the shortage of textbook copies**



22. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.



STUDENTS

07

SECTION

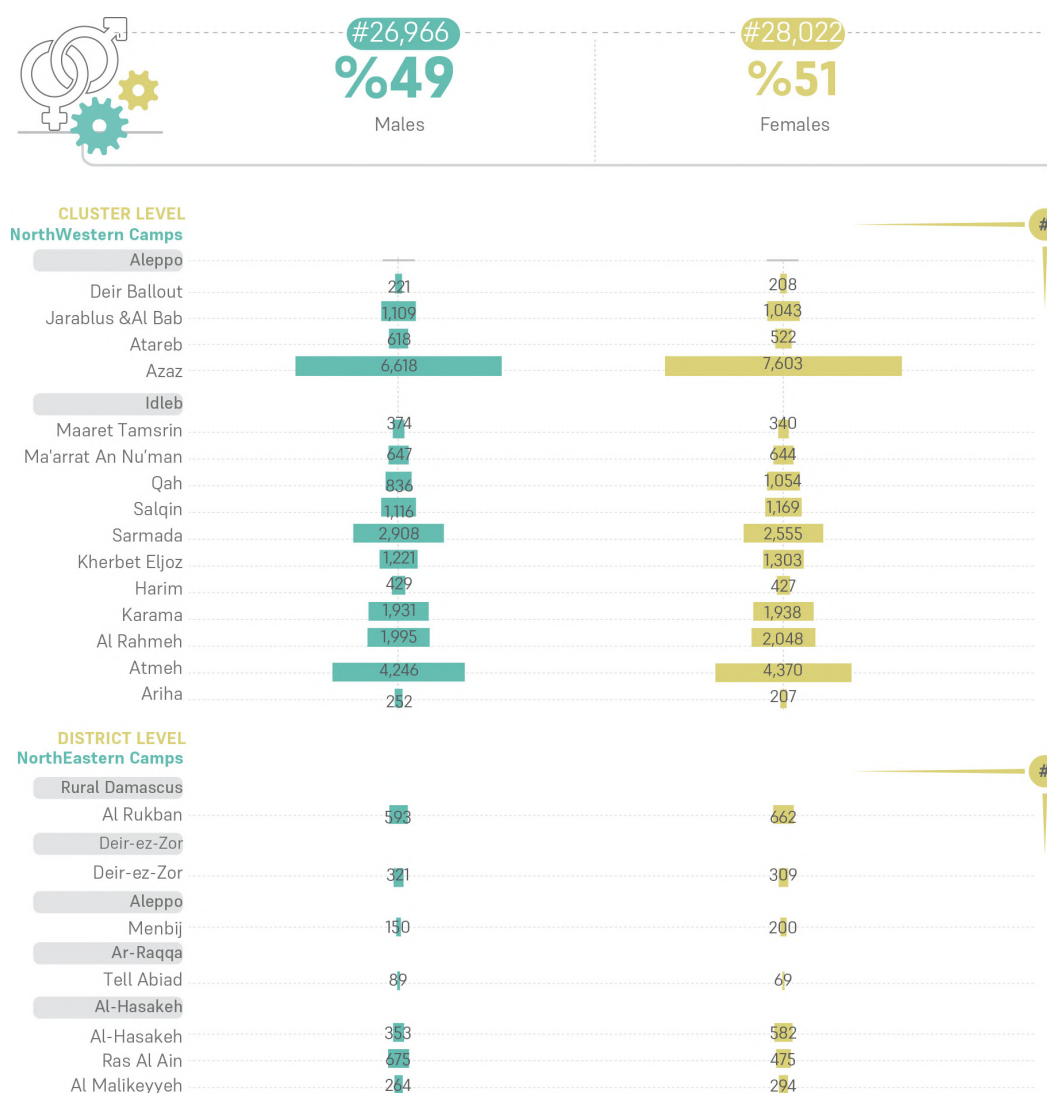
## 01 NUMBER OF STUDENTS

The number of students in the camps covered in the study reached 54,988 students. Of whom 49,952 students in the western camps; 5,036 students in the eastern camps. Female students accounted for 51% (28,022 female students) of the total number of students within the camp schools covered in the study. Male students accounted for 49% (26,966 male students) of the total number of students.

In NWS, the number of students in the camps covered in the study reached 49,952 male and female students; the largest part of whom are found in the camps of Atma cluster accounting for 8,616; students. Females made up 51% (4,370 female students) of the total number of students in the schools of Atma cluster, while males accounted for 49 % (4,246 male students).

The number of students in Atareb camp schools reached 1,140 students; females constituted only 46% (522 students) of the total number of students; while the percentage of male students constituted 54% (618 students); furthermore, the percentage of females was low among camp school students in Sarmada and Ma'ar-rat Tamsrin, Jarablus, Al Bab and Deir Ballut clusters.

**Figure 36: Number/percentage of students per gender**



According to JENA<sup>23</sup> report, "the proportions of out of school female children are always higher than those of out of school male children. Based on the study, it is found that the drop out rates in the camps are always higher than those of the cities and towns".

In NES, the number of students in the camps covered in the study reached 5,036 female and male students, with the largest part being found in Al Rukban camp schools accounting for 1,255 students. Female students accounted for 53% (662 students of the total number of students of Al Rukban camp schools, whereas male students formed 47% (593 male students). The number of students in the camp schools of Ras Al Ain reached 1,150 students, where female students constituted 41% (475 female students and male students accounted for 59% (675 male students). Likewise, It is noted that the percentage of female students is low among the students of the camp schools of Tell Abiad and Deir-ez-Zor center area.



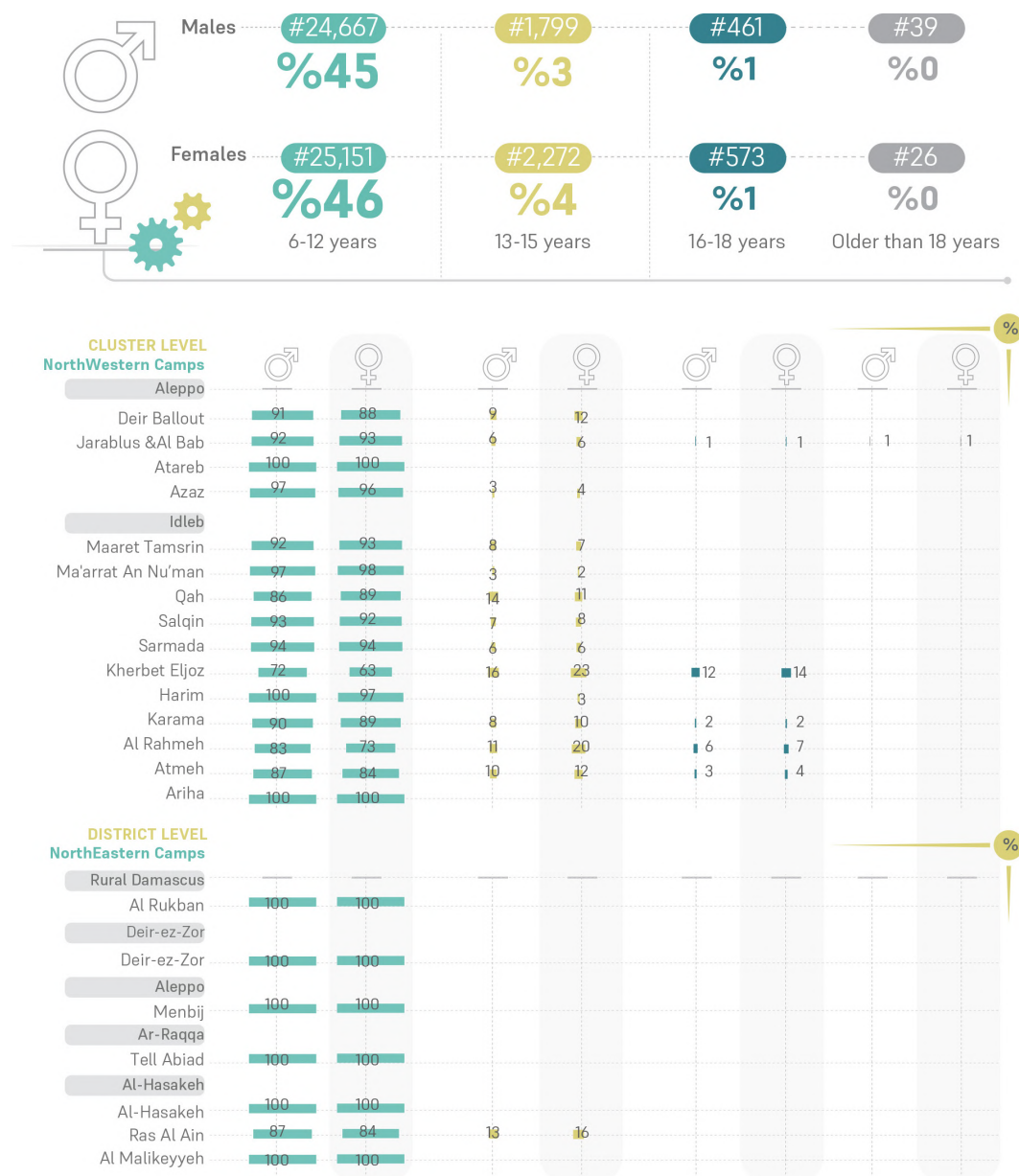
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23. <https://www.acu-sy.org/en/jena-report-2019/>

## 02 AGE GROUPS OF STUDENTS

Students 6–12 years old formed the largest age group of students in the assessed schools accounting for 91% (49,818 students of both genders) of the total enrolled students. Female students aged 6–12 constituted 46% (25,151 students) of the total number of enrolled students. Students aged 13–15 years constituted 7% (4,071 students of both genders) of the total number of enrolled students, and students aged 16–18 years constituted 2% (65 students of both genders).

**Figure 37: Students age groups**



According to (JENA), "the higher the educational levels, the higher the percentages of out of school children (OOSC)."

Dividing students according to age-categories reflects one of the dropout forms of the students. The results of the study show that the percentage of students in high educational levels is low. Although some of the students in high educational levels went to schools outside the camps, the dropout rate of students from these educational levels remains high. Students at these levels sometimes have to walk up to 2 kilometres to reach lower secondary or upper secondary schools in neighbouring villages.

According to JENA<sup>24</sup> report, through the surveys the enumerators conducted with the children who attended and dropped out of school and their caregivers, the enumerators asked them about the reasons related to the living conditions and income level of the children and their families which forced children to drop out of school. It is reported that 21% (971 children) dropped out of school because transportation to school is expensive and they cannot afford it, which is confirmed by 13% (765 persons) of caregivers.

There are no lower secondary or higher secondary classes in some of the camp schools of the eastern areas or even in nearby towns, which means that children in these camps don't complete their higher education (lower and higher secondary levels).

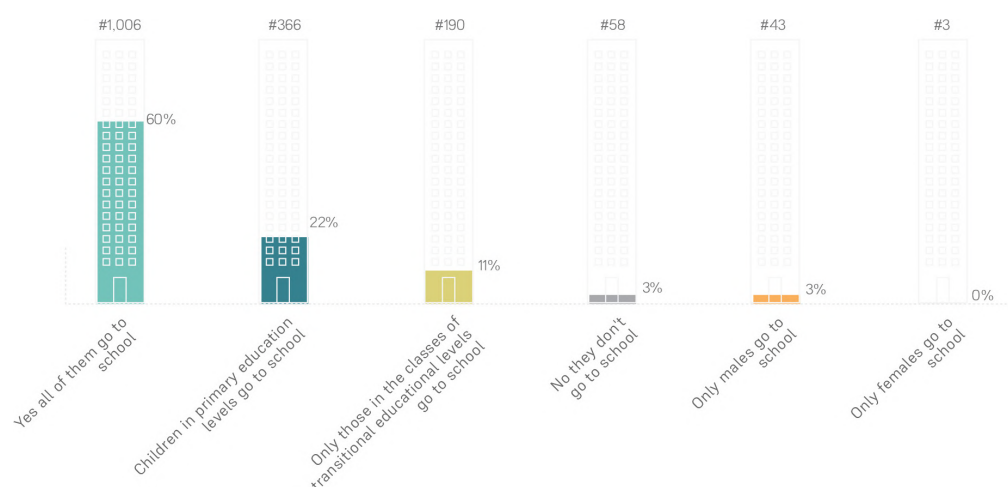
In NWS, there are no lower or higher secondary classes in the camp schools of Atareb and Ariha clusters where all students only attend the primary level (1st – 6th grades). There are lower secondary classes (7th – 9th grades) in all the schools of the other clusters. Higher secondary classes are found in the camp schools of only 4 clusters which are Atma, Al Rahma, Al Karama and Kherbet Aljoz.

In NES, there are classes for teaching lower secondary students (7th and 9th grades) in the schools of Ras Al Ain area. Yet there are no higher secondary classes. Schools of the other eastern camps only have classes for the primary level (1st -6th grades).

### 1. Parent perceptions: Do your children attend school regularly?

In the study, parents<sup>25</sup> were asked about the enrollment and attendance of their children in schools; 60% (1,006 persons) of the parents reported that all their children (female and male students) attend school; 22% (366 persons) reported that their children attend only the primary education level not the advanced ones; 3% (43 persons) reported that only males go to school; 3 persons reported that only females go to school. 11% (190 persons) said that their children attend only the transitional levels and are not enrolled in the lower secondary and upper secondary classes to get certificates (9th grade and 12th grade);

**Figure 38: Parent Perceptions: Children's commitment to attend schools**



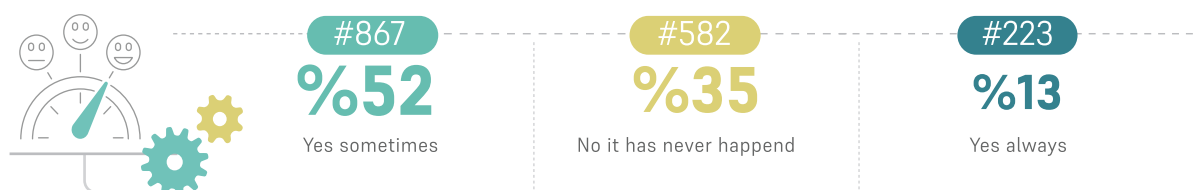
24. <https://www.acu-sy.org/en/jena-report-2019/>

25. IMU enumerators conducted perception surveys with 1,734 persons who have age school children (dropouts or attending school) in the camps covered in the study, 32% of them females, and 68% males

## 2. Parent perceptions: Did any of your children express his/her unwillingness to go to school?

When parents<sup>26</sup> were asked about their children's willingness to go to schools, 13% (223 persons) of surveyed parents said that their children always express their unwillingness to go to school, 52% (867 persons) stated that their children sometimes express unwillingness to go to school, and 35% (582 persons) said that their children never expressed unwillingness to go to school.

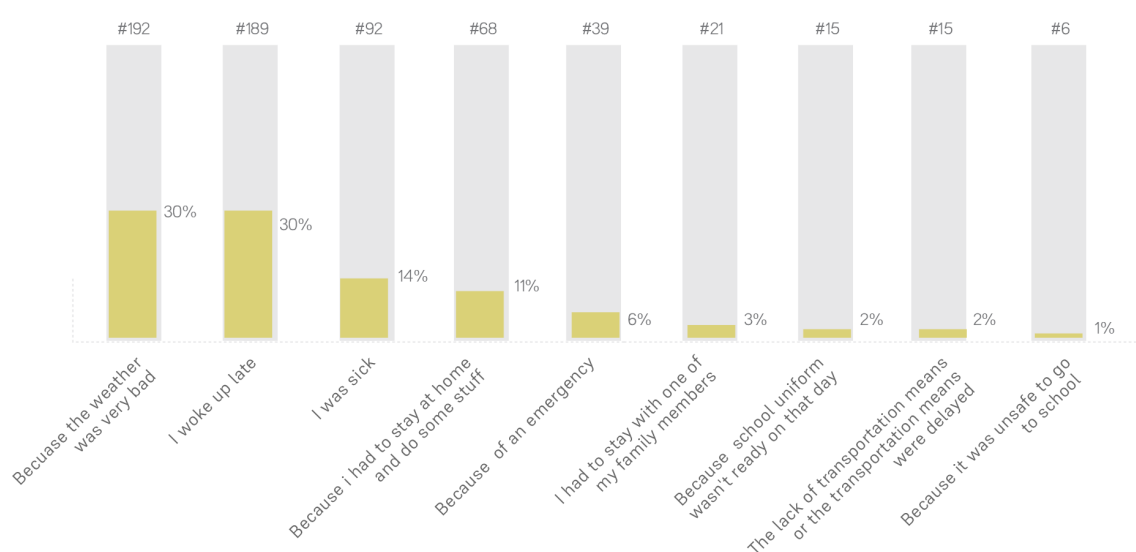
**Figure 39: Parent Perceptions: Children's unwillingness to go to school**



## 3. Student perceptions: What are the reasons for being late to school?

When the students<sup>27</sup> were asked about their reasons for being late to school, 30% (192 students) said they were late to school because of the bad weather conditions, 30% (189 students) said they were late to school because of waking up late, and 14% (92 students) said they were sick, 11% (68 students) said they were late because they had to stay at home to do some stuff before going to school, 6% (39 students) said they were late because of an emergency, 3% (21 students) said they were late because they had to stay with one of my family members, 2% (15 students) said they were late because school uniform wasn't ready on that day, 2% (15 students) said they were late because the lack of transportation means or the transportation means were delayed, and 1% (6 students) said they were late because it was unsafe to go to school.

**Figure 40: Student Perceptions: reasons for being late to school**



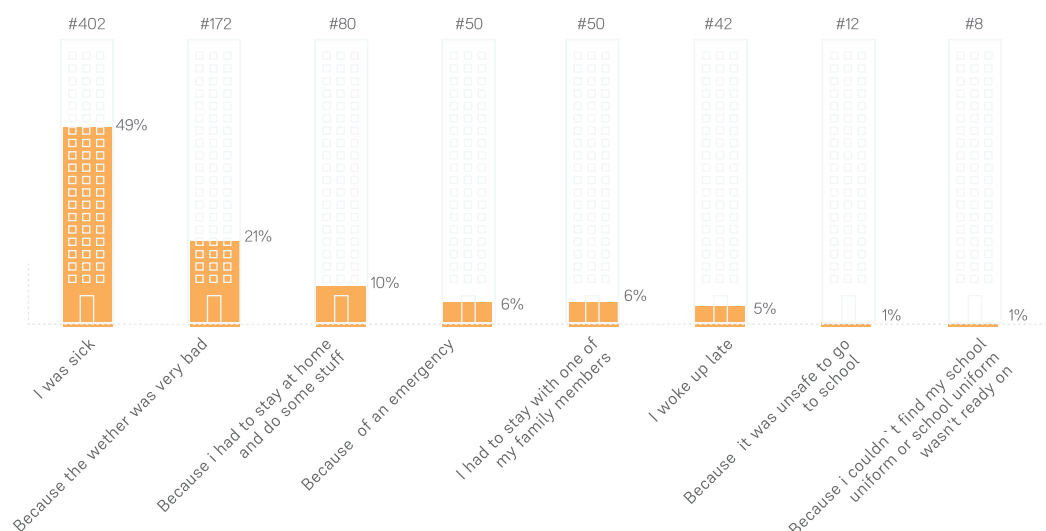
## 4. Student perceptions: What are the reasons for being absent from school?

Through the perception surveys the enumerators conducted with the students, they asked them about the reasons for being absent from school, it was found that 49% (402 students) of the surveyed students said that they were absent from school due to illness, 21% (172 students) were absent because the weather was bad, 10% (80 students) were absent because of they had to stay at home to do some stuff, and 6% (50 students) were absent because they had to stay with a family member, 5% (42 students) of the students said they were absent because they woke up late on that day.

26. IMU enumerators conducted perception surveys with 1,734 persons who have age school children (dropouts or attending school) in the camps covered in the study, 32% of them females, and 68% males

27. IMU enumerators conducted perception surveys with 812 children aged 5-17 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; 43 % of them females and 57 % males. All of the surveyed children are from IDPs community; of whom 52% IDPs from other governorate, 34% IDPs from another town within the same governorate, 13% IDPs within the same town, 1% Iraqi refugees.

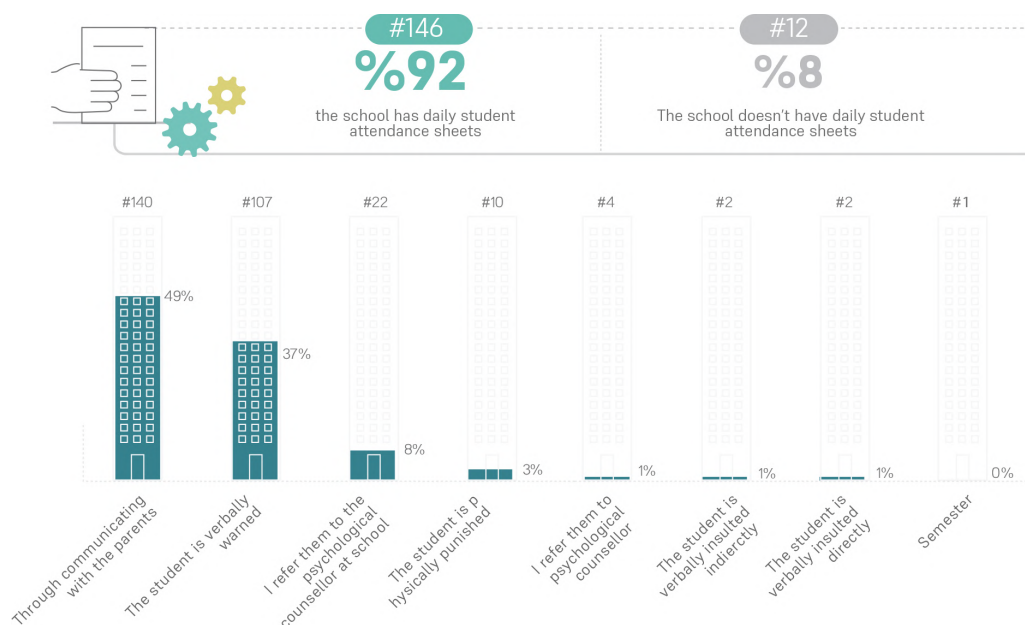
**Figure 41: Student Perceptions: Reasons for being absent from school**



## 5. School Principal Perceptions: Does the school have a student daily attendance sheet, and how does the school deal with students who are always absent?

School principals<sup>28</sup> were asked if their schools use a student daily attendance sheet to track students' attendance. 92% (146 principals) of all surveyed principals reported that they have a student daily attendance sheet in their schools, 8% (12 principals) said that they don't have daily attendance sheets. Principals were asked about the applied mechanisms for dealing with students who are constantly absent. 49% (140 principals) of the surveyed principals reported that they communicate with the students' parents, 37% (107 principals) said they orally warn the absent students, 8% (22 principals) of the principals said they refer the absent students to the psychological counsellor, 3% (10 principals) of the principals said they physically punish the absent students.

**Figure 42: School Principals Perceptions: Availability of a student attendance sheet in the school**

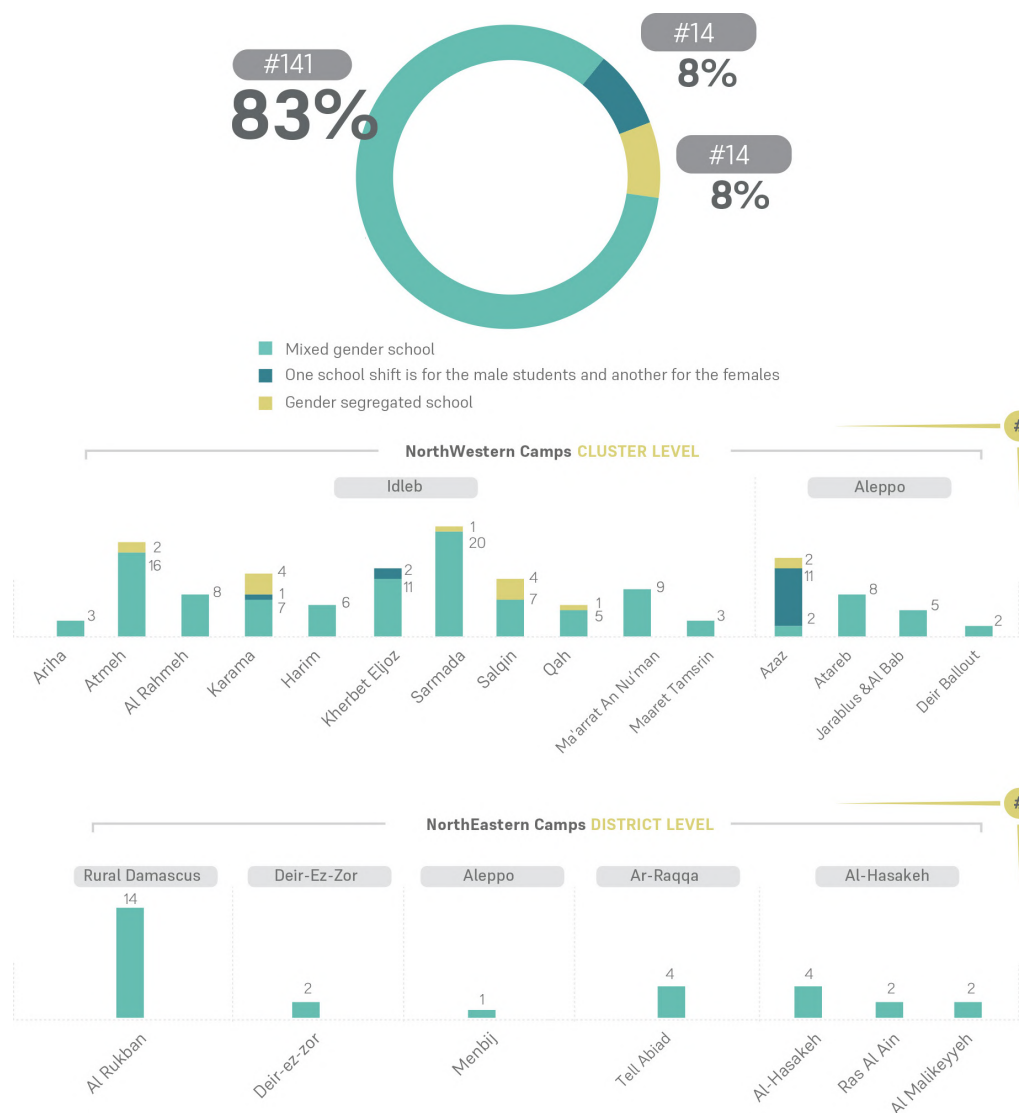


28. IMU enumerators conducted perception surveys with 158 school principals at the schools of northern Syria camps, where 12% of them were females, and 88% males

### 03 TYPE OF SCHOOLS ACCORDING TO THE SEPARATION OF STUDENTS BY GENDER

Data shows that 83% (141 schools) of the total assessed schools in northern Syria camps are mixed schools where girls and boys learn jointly in co-educational classrooms, 8% (14 schools) are single-sex male or female schools, which are separated according to morning and afternoon shifts (two shifts one for male and one for female students), and 8% (14 schools) are only single-sex schools.

**Figure 43** Gender segregation within schools



Before the war in Syria, most of the lower secondary schools were separated by gender.

Primary schools (1<sup>st</sup> - 6<sup>th</sup> grades) were mixed, while lower secondary and upper secondary schools were single-sex schools, with separate schools for females and other for males. Mixed schools for all grades were found in some villages, which don't have a large number of schools and their houses are spaced. In these instances, separation was at the classroom level with classrooms allocated for males and others allocated for females. Some villages had only one lower secondary or one upper secondary school, therefore included both boys and girls.

According to JENA<sup>29</sup> report, "through the surveys the enumerators conducted with the children who attended and dropped out of school and their caregivers, the enumerators asked them about the reasons linked with the customs and traditions leading to children dropping out of school. On top of all the reasons comes the fact that the schools are mixed-gender schools and parents don't allow their children to study at these schools; in this context, 42% (593 children) of children reported that the main reason for dropping out of school, in relation with customs and traditions, is that the schools are mixed-gender schools and their parents don't allow them to study there."

In NWS, 112 schools are found to have no gender segregation; whereas 14 schools separated between boys and girls through allocating morning and evening shifts for either gender; 11 camp schools in Azaz clusters; 2 schools in the camp schools of Kherbet Aljoz cluster and 1 camp school in Al Karama cluster.

In NES, it is found that all the schools in the camps covered don't separate between the two sexes, and it is reported that all of these schools only have primary school classes (1<sup>st</sup> - 6<sup>th</sup> grades) which are mixed gender in all Syria, with the exception of the 2 schools in the camps of Ras Al Ain area which have lower secondary classes that aren't gender segregated.

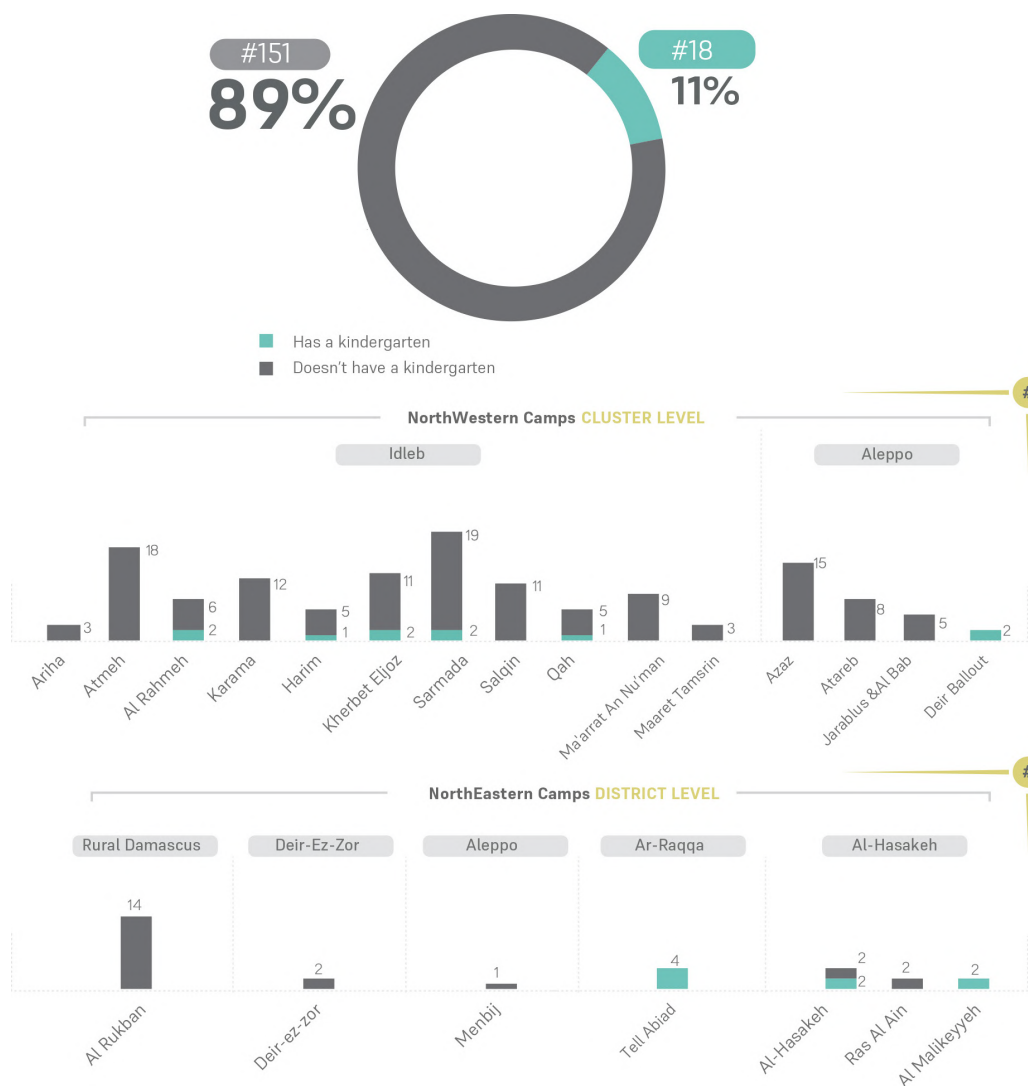
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29. <https://www.acu-sy.org/en/jena-report-2019/>

## 04 AVAILABILITY OF KINDERGARTENS WITHIN SCHOOLS

The results of the study show that 89%(151 schools) of the total schools in the camps of northern Syria don't have kindergartens, 11% (18 schools) do have kindergartens.

**Figure 44: Availability of kindergartens within schools**



According to INEE<sup>30</sup>, “Early childhood development is the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most”. Camp residents are considered the most disadvantaged categories in Syria, where some children have been interrupted from education for several consecutive years, and the bulk of them has been displaced several times. Therefore, it is necessary to focus on the early childhood development of the children in the northern Syria camps and to activate pre-school education programs (kindergartens/pre-school) which usually start in Syria at the age of 4 to 6 years.

In NWS, 130 schools don’t have kindergartens, while 10 schools do have kindergartens, of which 2 schools in the clusters of Al Rahma, Kherbet Aljoz, Sarmada and Deir Ballut; and 1 school in each of Harim and Qah clusters.

In NES, 21 schools don’t have kindergartens, while 8 schools have kindergartens, 4 of which in the camps of Tell Abiad area and 2 schools in the camps of Al-Malikeyyeh and Al-Hasakeh areas.

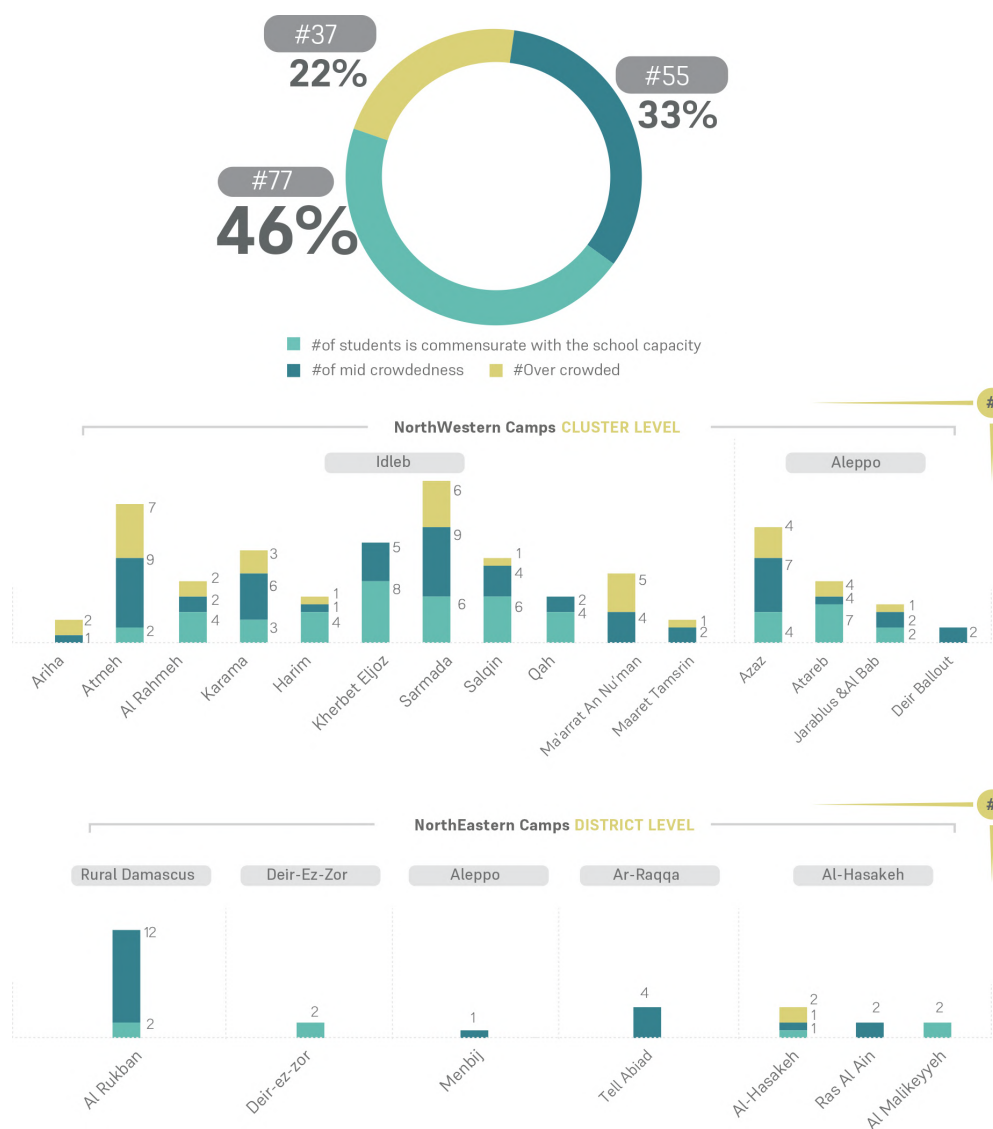
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30. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

## 05 OVERCROWDING WITHIN SCHOOLS

The results of the study show that the number of students in 33% (55 schools) of the assessed camp schools in northern Syria camps corresponds to schools capacities. 46% (77 schools) of the assessed camp schools are somewhat crowded with students, whereas 22% (37 schools) of the assessed camp schools are too overcrowded with students.

**Figure 45: Number/percentage of schools by crowdedness of students**



According to INEE<sup>31</sup>, “Education facilities should be designed giving careful thought to who uses the learning space, and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users. A locally realistic standard should be set for maximum class size. Enough space should be allowed, if possible, for additional classrooms if enrolment increases, to enable a progressive reduction in the use of multiple shifts.”

There are no unified criteria for school or classroom size within the schools of northern Syria camps. Some of these schools are a set of tents, other schools are large-sized tents (marquees), and some of them are caravans. As for block cement schools, the size varies from one camp to another. This difference in school sizes has required us to ask our sources of information about the school capacity in one-shift to compare it with the students' numbers within the same shift.

In NWS, 35 schools are too overcrowded with students; 7 of which are in Atma cluster, 6 in Sarmada cluster, 5 in Ma'arrat An Nu'man cluster, 4 in A'zaz cluster, 3 in Al Karama cluster, 2 in each of Ariha, Atareb and Al Rahma clusters, and 1 in each of Harim, Salqin, Ma'arrat Tamasrin, Jarablus, and Al Bab. 57 schools are found to be of mid crowdedness; 9 of which in the clusters of Atma and Sarmada, 7 in A'zaz cluster, 6 in Al Karama cluster, 5 in Kherbet Aljoz cluster, 4 in Salqin cluster, and 2 in each of the clusters of Al Rahma, Qah, Ma'arrat Tamasrin, Deir Ballut, Jarablus, and Al Bab.

In NES, 20 schools are found to be too overcrowded with students, 13 of which in Al Rukban area, 4 schools in Tell Abiad area, 2 schools in Ras Al Ain area and 1 school in each of the camps of Al-Hasakeh and Menbij. 7 schools are found to be of mid crowdedness, 2 of which in the camps of Al-Malikeyyeh area, Deir-ez-Zor center, and Al Rukban, 1 school in the camps of Al-Hasakeh center area.

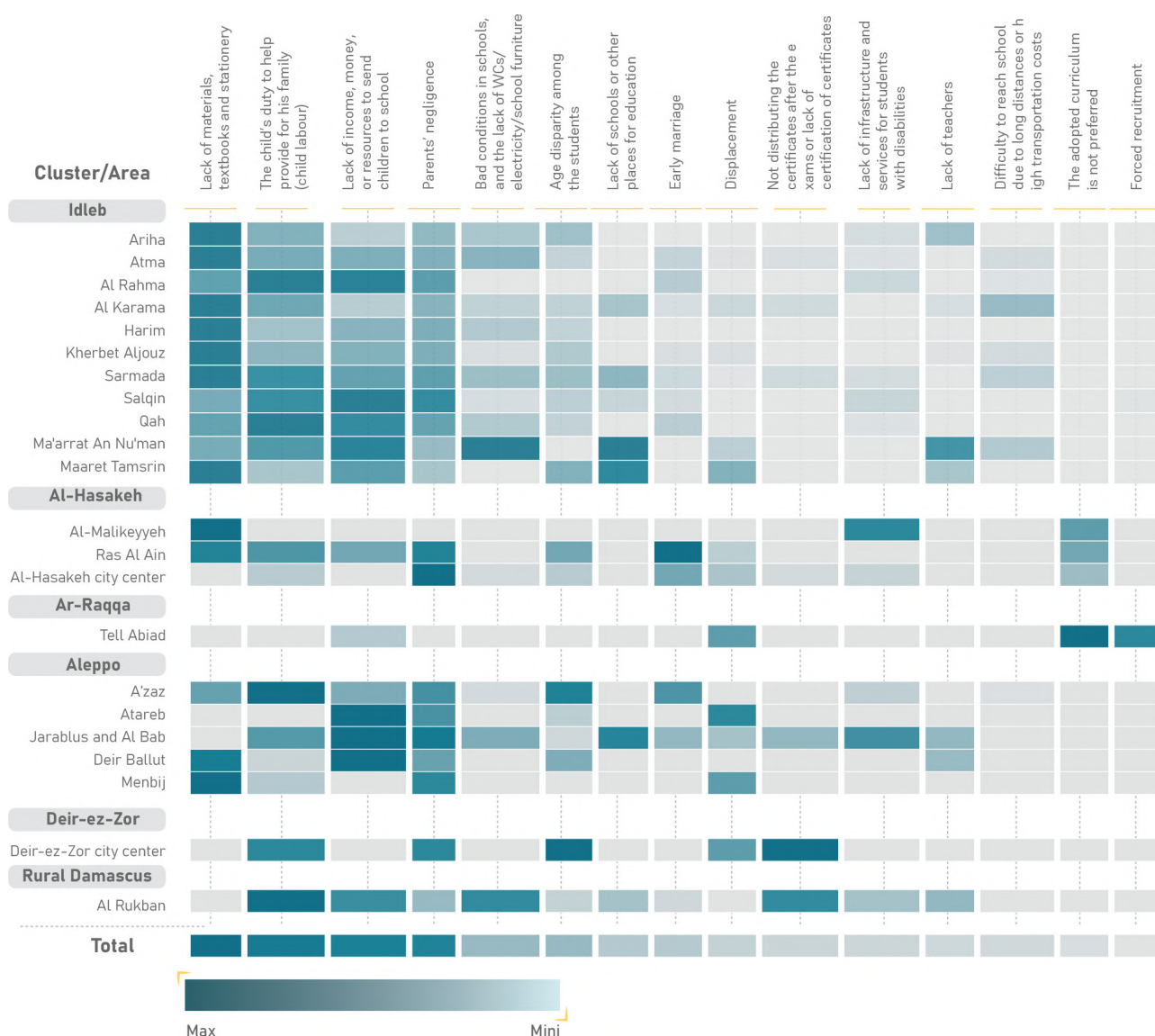
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31. <https://www.acu-sy.org/en/jena-report-2019/>

## 06 DIFFICULTIES ENCOUNTERED BY STUDENTS WITHIN THE SCHOOL

One of the main difficulties encountered by students in obtaining a proper education at schools in camps is the shortage of educational materials, books and stationery. Secondly comes "child labour" where the child has to help provide for his family, and last comes the lack of income or money to send children to school.

**Figure 46: Difficulties encountered by students at school**



The shortage of educational materials, books and stationery was the highest-ranked difficulty within the largest number of schools covered in the study. KIs reported that teachers have to write full lessons on the chalkboard because of the acute shortage of textbooks, and students can't write these lessons on their notebooks because of the limited time. Teachers also reported that several students shared one book. Proper education requires the provision of free textbooks to all students with copies that commensurate with the number of students within the functional school. 21% of students use second-hand activity books. Activity books are equivalent to worksheets in other countries. Using second-hand activity books defeats their purpose, as answers are already included.

According to JENA<sup>32</sup> report, "Through the surveys the enumerators conducted with both the children who attended and dropped out of school, and their caregivers, the enumerators asked them about the reasons associated with the educational process that led to having the children dropping out of school; 12% (665 children) reported dropping out of school because the educational environment or schools are inappropriate, or due to the lack of educational supplies within schools, the thing which is confirmed by 10% (545 persons) of caregivers."

The second difficulty was the child's duty to help his family "child labour", in that, many children stated that they sometimes had to miss school to do some work that requires physical effort. Among the reasons that hindered children from receiving a proper education was the lack of income and money to send children to school. In light of the deterioration of IDPs' economic conditions at northern Syria camps and the lack of income for a large part of them. Parents have to pay large amounts of money to provide education for their children; the number of children who attend school within one family may exceed four or five. As transportation, stationery and school uniform costs are making the students' parents unable to send their children to school. It is worth mentioning that parents in the northern Syria camps rely on humanitarian aid as their main source of income, which shows the urgent need to provide educational materials for children and not to impose additional costs on the parents.

According to JENA report, "through the surveys the enumerators conducted with the children who attended school and dropped out and with their caregivers, the enumerators asked them about the reason associated with the living conditions which led to dropping out of school. 29% (1,349 children) reported that they dropped out of school to provide for their families, as confirmed by 29% (1,689 persons) of caregivers. 21% (971 children) of the children reported dropping out of school because transportation to school is costly and they can't afford it, the thing which is confirmed by 13% (765 persons) of caregivers. 17% (771 children) reported dropping out of school because they can't afford the financial fees required by the schools, which is also confirmed by 8% (459 persons) of caregivers.

On top of the difficulty list faced by children within the camps of Tell Abiadh comes the fact that the curriculum there is not preferred by the students or their caregivers.

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32. <https://www.acu-sy.org/en/jena-report-2019/>

# PSYCHOLOGICAL SUPPORT & CHILDREN WITH DISABILITIES

## 08

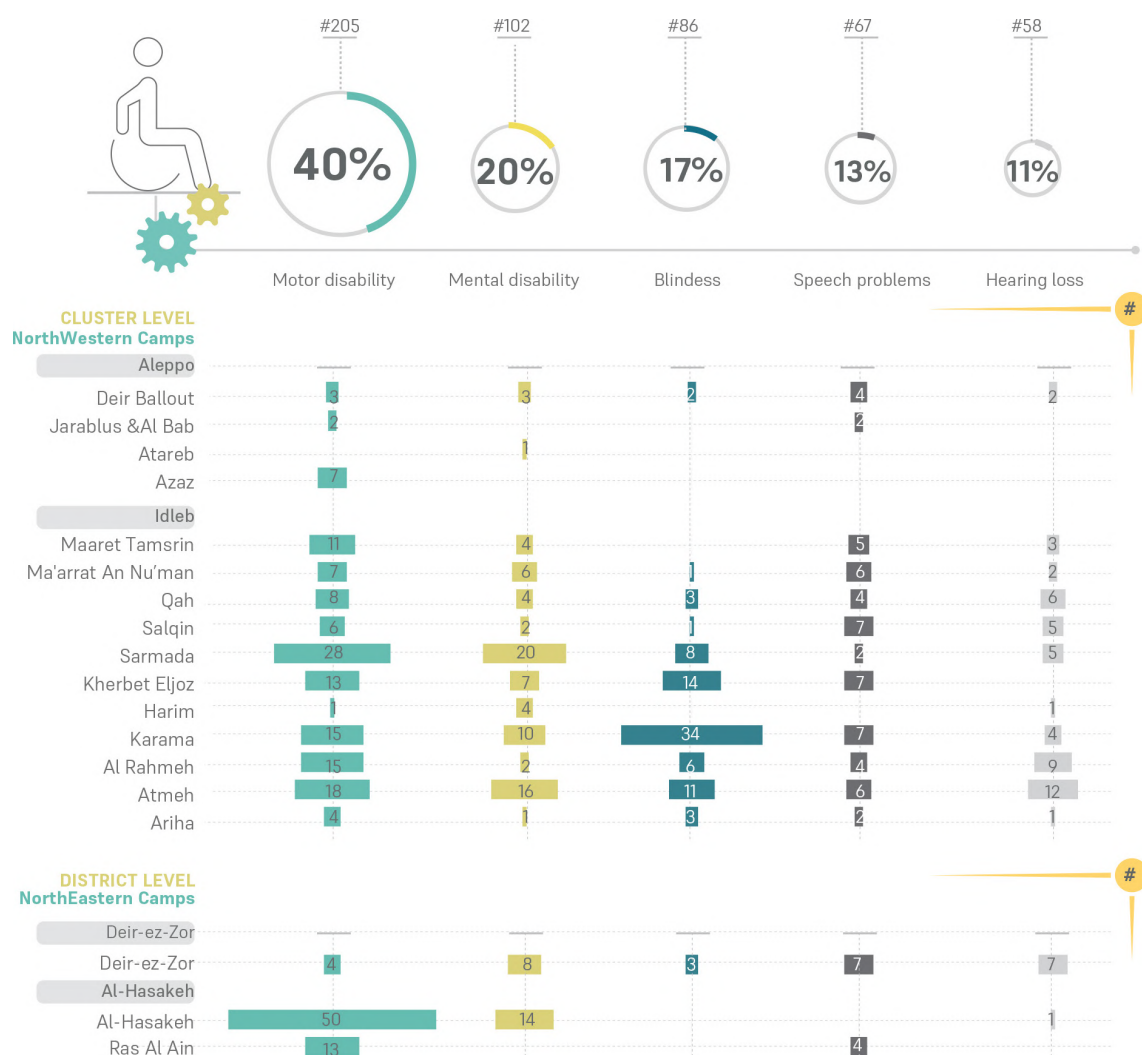
### SECTION



## 01 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 518 students. The results show that the highest percentage of students are those with motor disability by 40% (205 students) of all assessed students with disabilities, followed by students with intellectual disability by 20% (102 students). 17% (86 students) suffer from blindness. 13% (67 students) have speech problems, while the remaining 11% (58 students) suffer from hearing loss.

**Figure 47: Number/percentage of children with disabilities according to disability type**



According to INEE<sup>33</sup>, "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, co-operation at local and national levels is recommended with organisations representing people with various types of disability, parents of children with disabilities and youth with disabilities."

33. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

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 the school during recreational classes, nor there are suitable educational materials for them.

According to JENA<sup>34</sup>, 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. 30% (104 children) of students with disabilities said that 30% (104 children) of children with disabilities didn't attend school because they aren't equipped to receive children with disabilities. Additionally, 40% (150 children) of children with disabilities attended school and dropped out because schools aren't equipped to receive children with disabilities.

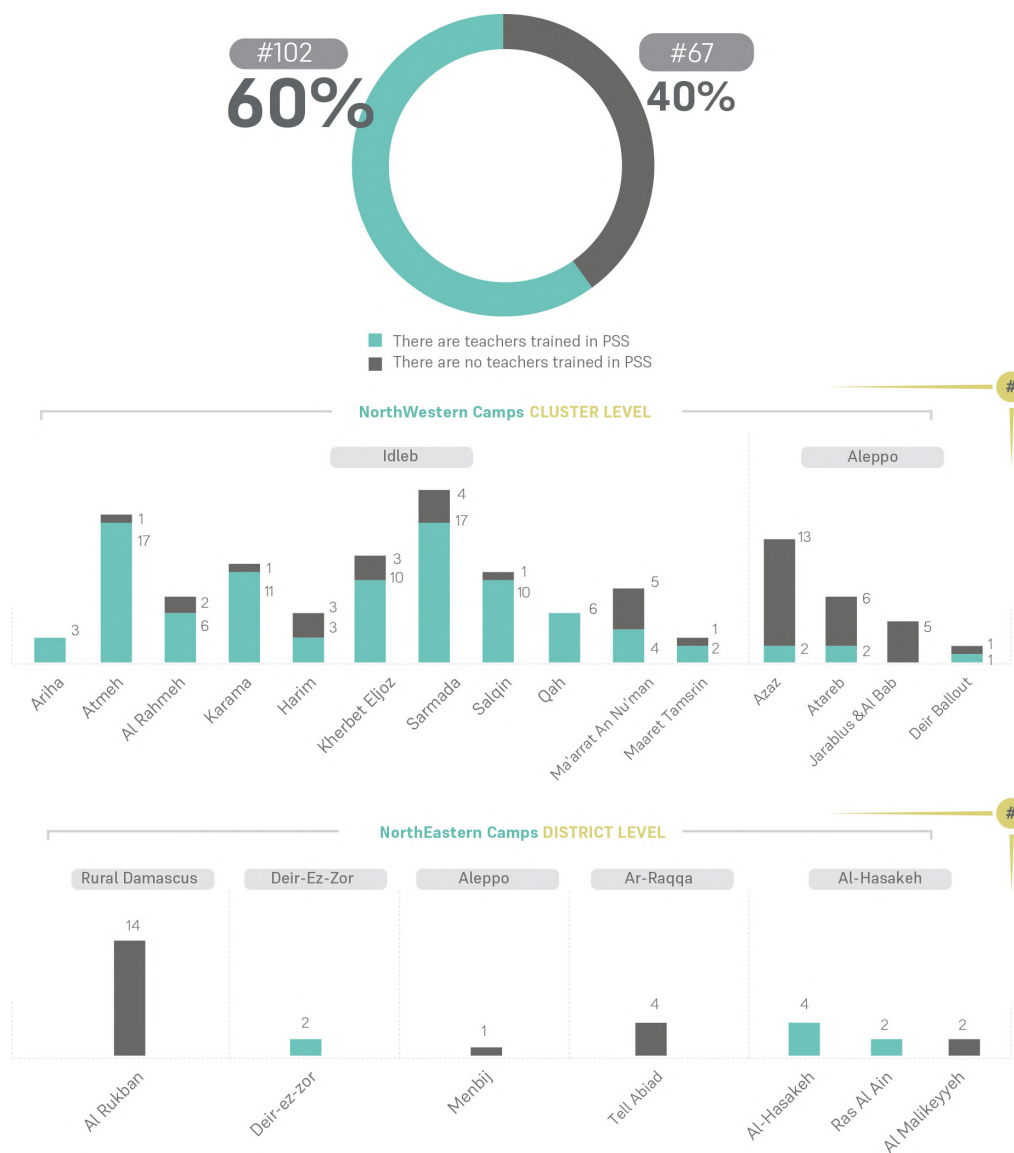
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34. <https://www.acu-sy.org/en/jena-report-2019/>

## 02 AVAILABILITY OF PSS TRAINED TEACHERS

Data shows that 40% (67 schools) of the assessed camp schools at northern Syria camps don't have teachers who attended Psychosocial Support Services (PSS) training courses, while 60% (102 schools) do 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.

**Figure 48: Number/percentage of schools with teachers who attended PSS training courses**



According to INEE<sup>35</sup>, "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.

In NWS, no teachers received psychosocial support trainings in 46 camps; 13 schools within A'zaz cluster, 6 within Atareb cluster, 5 schools in the clusters of Ma'arrat An Nu'man, Jarablus, and Al Bab. 4 schools in Sarmada, 3 schools in both of Harim and kherbet Aljoz, 2 schools in Al Rahma cluster, and 1 school in each of Atma, Al Karama, Salqin, Ma'arrat Tamasrin and Deir Ballut.

In NES, there are no teachers who previously received training courses in psychological support in 21 camp schools, in all of Al Rukban camp schools in the Syrian desert, nor in all the camp schools of Tell Abiadh, Al-Malikeyyeh or Menbij.

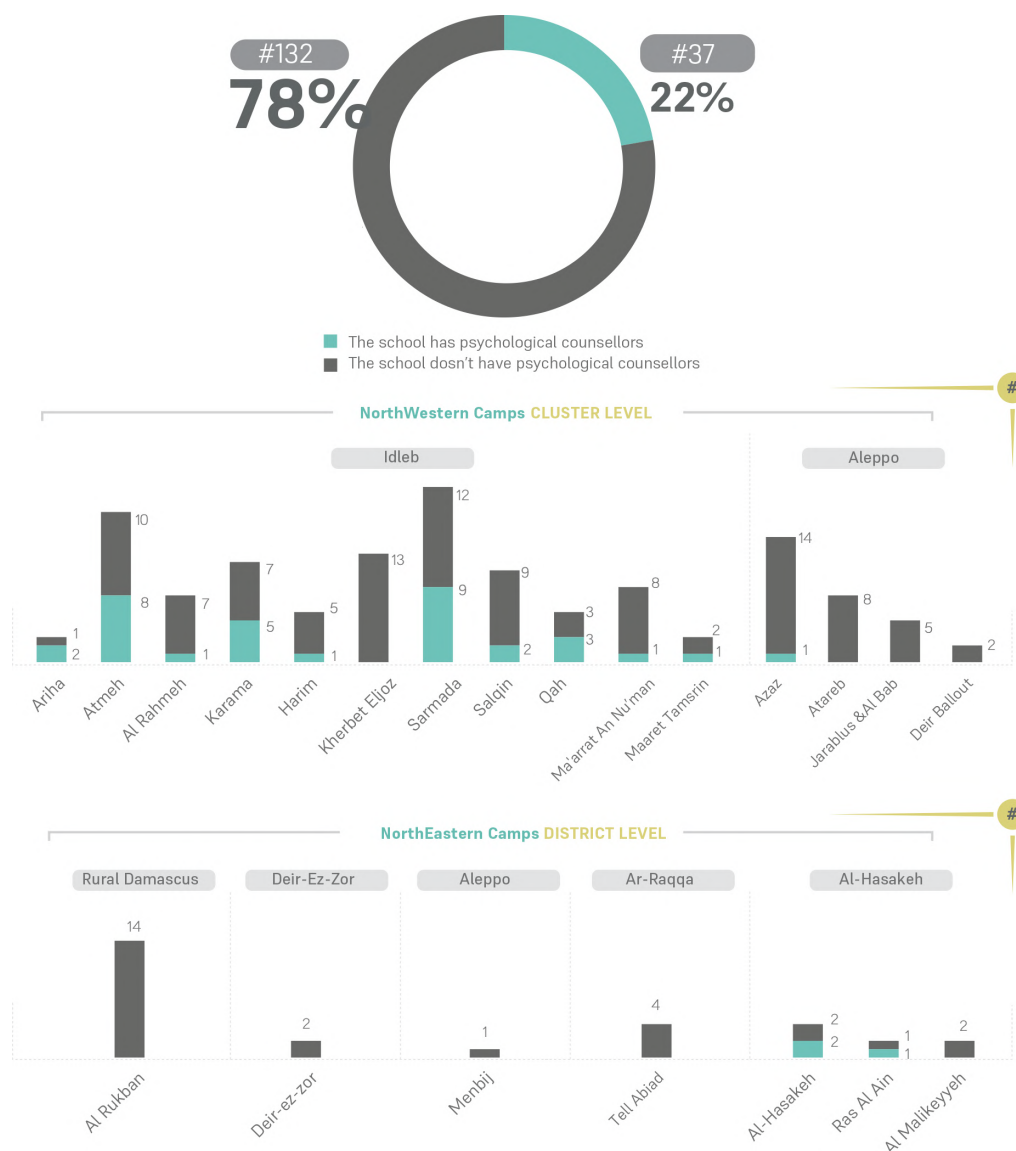
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35. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

### 03 AVAILABILITY OF PSYCHOLOGICAL COUNSELLORS

The study shows that 78% (132 schools) of the schools in the northern Syria camps don't have psychological counsellors, while 22% (102 schools) schools do have psychological counsellors.

**Figure 49: Availability of psychological counsellors within camp schools**



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

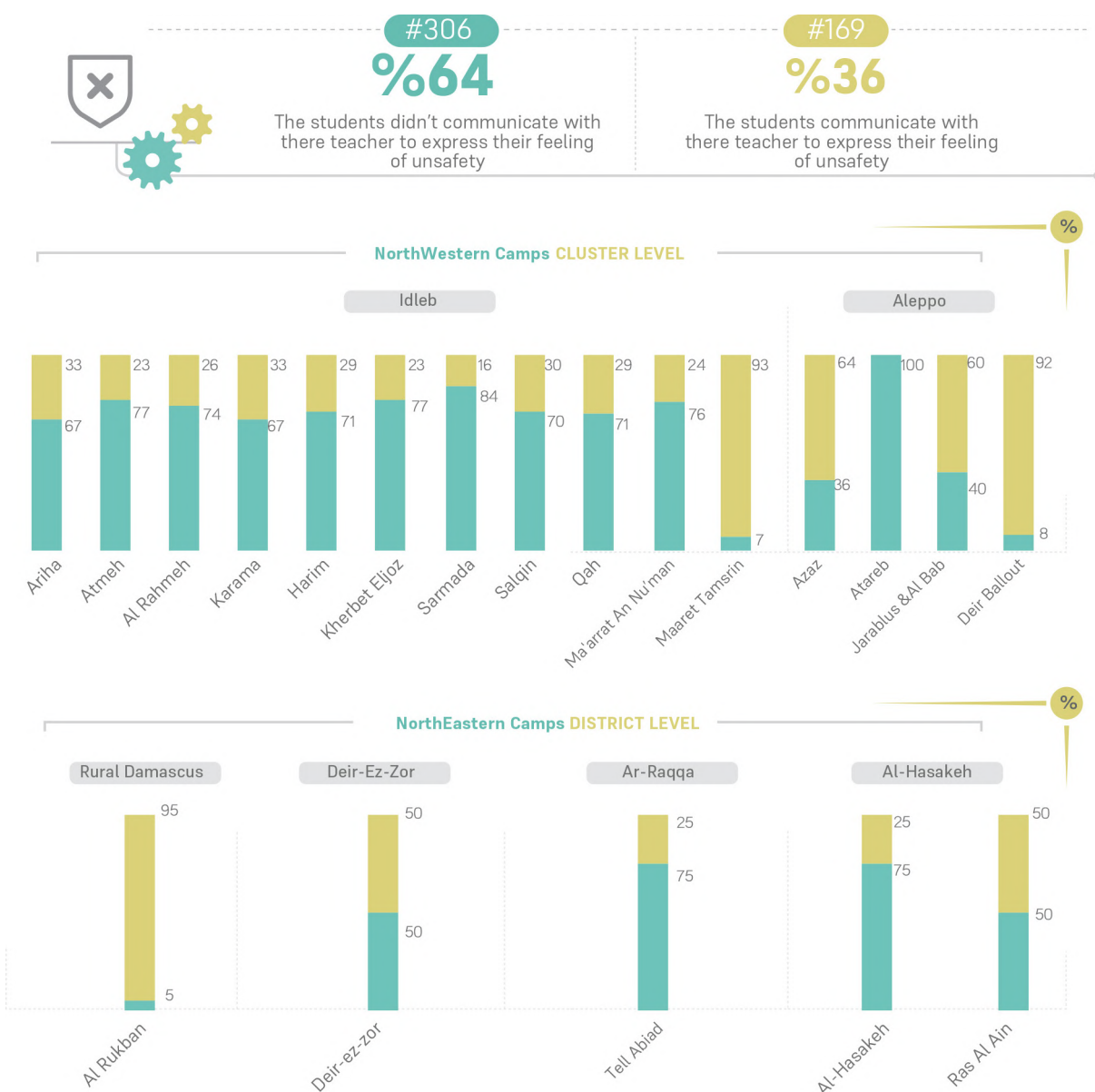
In NWS, psychological counsellors are available in 34 camp schools, 9 of which in the camp schools of Sama-da cluster, 8 in Atma cluster, 5 in Al Karama cluster, 3 in Qah cluster, 2 in each of Ariha and Salqin clusters, and 1 school in each of Al Rahma, Harim, Ma'arrat An Nu'man, Ma'arrat Tamasrin and A'zaz clusters.

In NES, psychological counsellors are available in 3 schools, 2 of which in the camps of Al-Hasakeh center and 1 in the camps of Ras Al Ain area.

## 1. Teacher perceptions: Did any of the students communicate with you expressing their fear or feeling of unsafety when being at school?

According to surveyed teachers<sup>36</sup>, it is found that 36% (169 teachers) of the surveyed teachers said that their students expressed their fear of being unsafe at their schools, while 64% (306 teachers) reported that their students didn't express fear of being unsafe at school.

**Figure 50: Teacher Perceptions: Students communicate with teachers to express unsafety when being at school**



36. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.

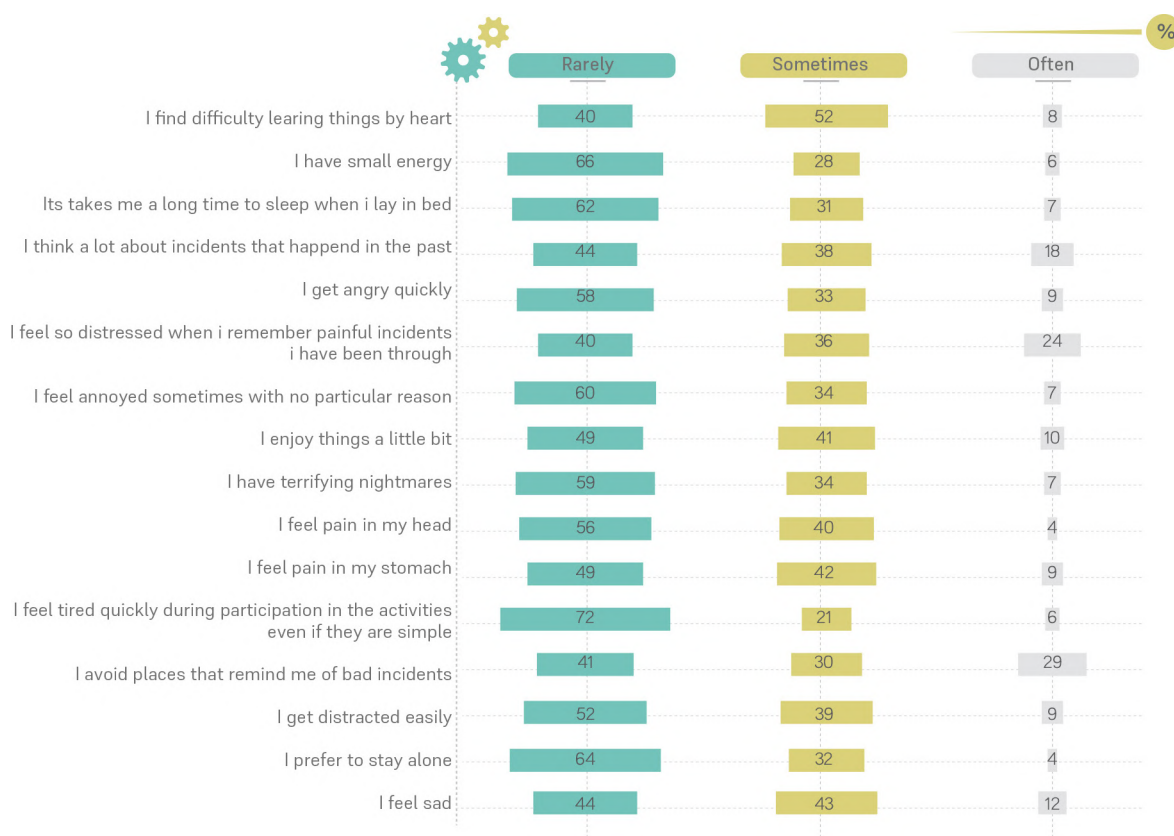
## 1. Student Perceptions: phenomena related to students' feelings at school

Through the perception surveys the enumerators conducted with the students<sup>37</sup>, they asked them about the frequency of several types of feelings; the most spread phenomena among the students surveyed is avoiding places that remind them of bad accidents; 29% (232 students) of the students said they repeatedly feel the same feelings, 30% (245 students) of the students also reported feeling the same thing oftentimes; 41% (337 students) of the students said they rarely have this phenomenon.

24% (197 students) of the surveyed students said that they feel distressed when remembering difficult times, 36% (293 students) said that they feel the same more often; 40% (324 students) of the surveyed students said they rarely have this phenomenon.

18% (145 students) of the surveyed students said that they always think about things which happened in the past; 38% (310 students) reported feeling the same more often; 44% (359 students) of the students said they rarely have this phenomenon.

**Figure 51: Student Perceptions: Percentages of the spread of phenomena related to feelings on the part of the students**



37. IMU enumerators conducted perception surveys with 812 children aged 5-17 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; 43 % of them females and 57 % males. All of the surveyed children are from IDPs community; of whom 52% IDPs from other governorate, 34% IDPs from another town within the same governorate, 13% IDPs within the same town, 1% Iraqi refugees.

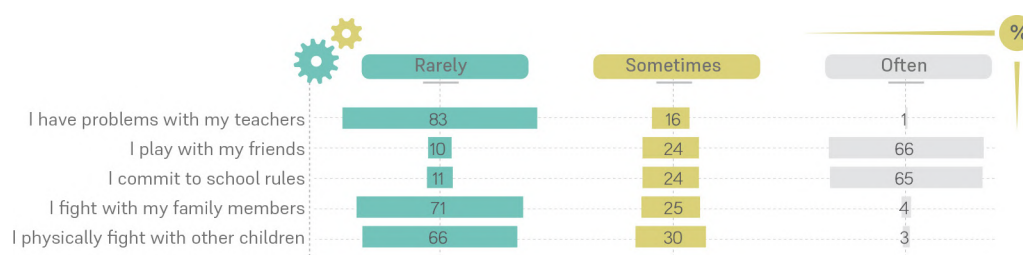
## 2. Student Perceptions: phenomena related to students' interaction

Through the perception surveys the enumerators conducted with the students<sup>38</sup>, 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; the largest part of the students were playing with their friends and are committed to the school rules.

4% (34 students) of the surveyed students said they often fight with their family members; 25% (201 students) said they sometimes fight with their family members; 71% (579 students) said they rarely fight with family members.

3% of the surveyed students said that they more often fight with other children; 30% (248 students) of the students surveyed said they fight with other children; 66% (540 students) said they rarely fight with other children.

**Figure 52: Student Perceptions: Percentages of the spread of phenomena related to students' interaction**



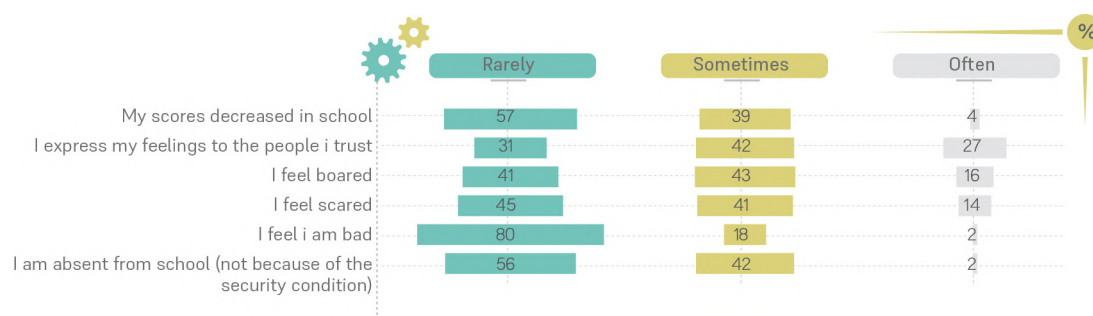
## 3. Student Perceptions: phenomena related to students' feelings at school

Through the perception surveys the enumerators conducted with the students<sup>39</sup>, they asked them about the frequency of phenomena related to self-awareness within a month; 27% (223 students) of the students said they more often express their feelings to some people they trust; 42% (342 students) said they sometimes express their feelings to people they have trust in; 31% (249 students) said they rarely express their feelings to people they trust.

16% (132 students) of the students said they more often feel bored; 43% (346 students) said they sometimes feel bored; 41% (336 students) said they rarely feel bored.

14% (114 students) of the students said they more often feel scared; 41% (332 students) said they sometimes feel scared; 45% (368 students) said they rarely feel scared.

**Figure 53: Student Perceptions: Percentages of the spread of phenomena related to students' self-awareness**

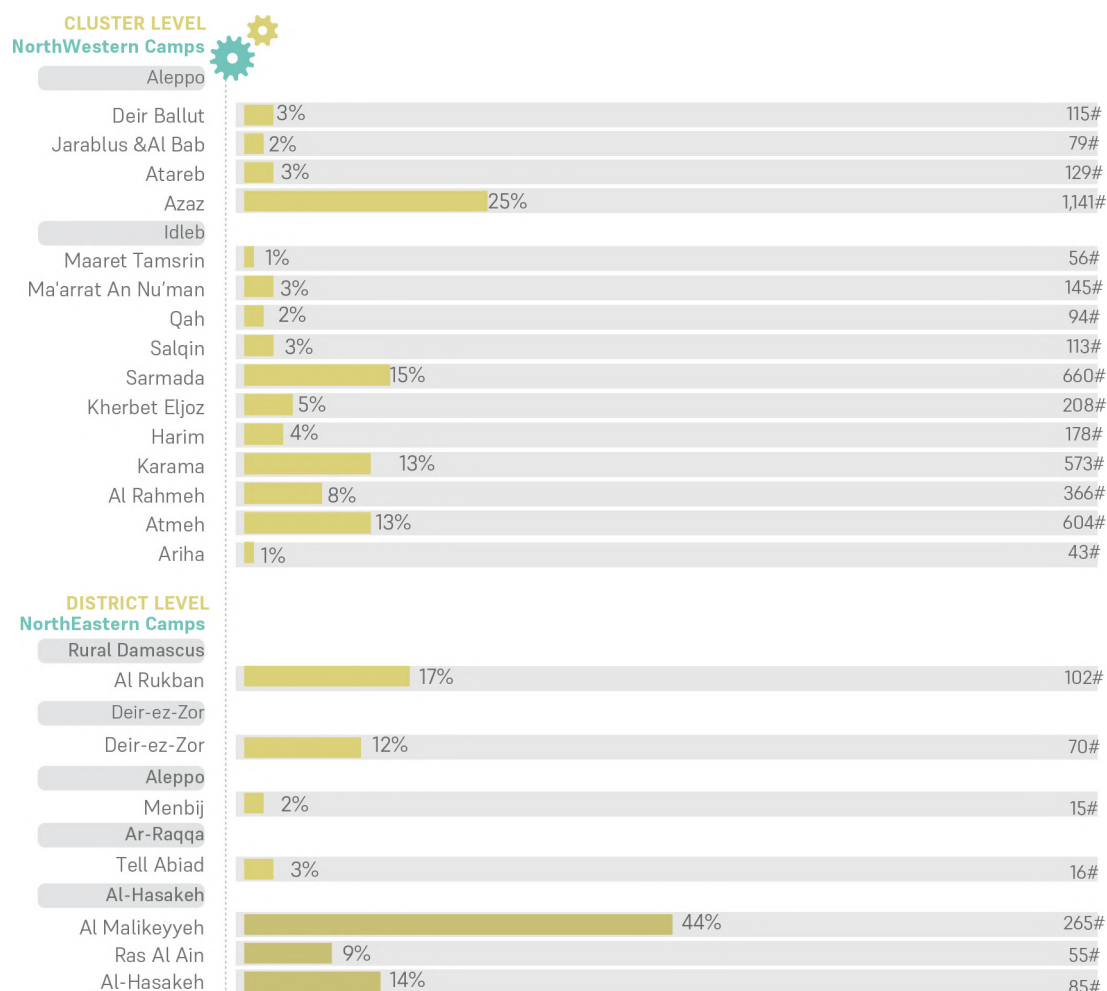


39. IMU enumerators conducted perception surveys with 812 children aged 5-17 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; 43 % of them females and 57 % males. All of the surveyed children are from IDPs community; of whom 52% IDPs from other governorate, 34% IDPs from another town within the same governorate, 13% IDPs within the same town, 1% Iraqi refugees.

## 04 SCHOOL ORPHANS

The number of orphans in the schools of northern Syria camps is 5,112 orphans. The biggest percentage of orphans is found in the western camps by 4,504 orphans; while the number of orphans in the eastern school camps is 608. 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.

**Figure 54: Number/percentage of orphans within camp schools**



A man with a beard, wearing a black beanie and a quilted jacket, stands in front of a whiteboard. He is pointing with his right hand towards the whiteboard. The whiteboard has Arabic text and two clock diagrams. The text on the whiteboard includes "يوم الأربعاء ٧ / ٤ / ١٩٩٠", "ملاحظة: مع مائة - ارفقة", and "الساعة كونه لا تقف". The background is a plain wall with some visible wear and a horizontal pipe. The overall image has a teal overlay on the left side.

TEACHERS

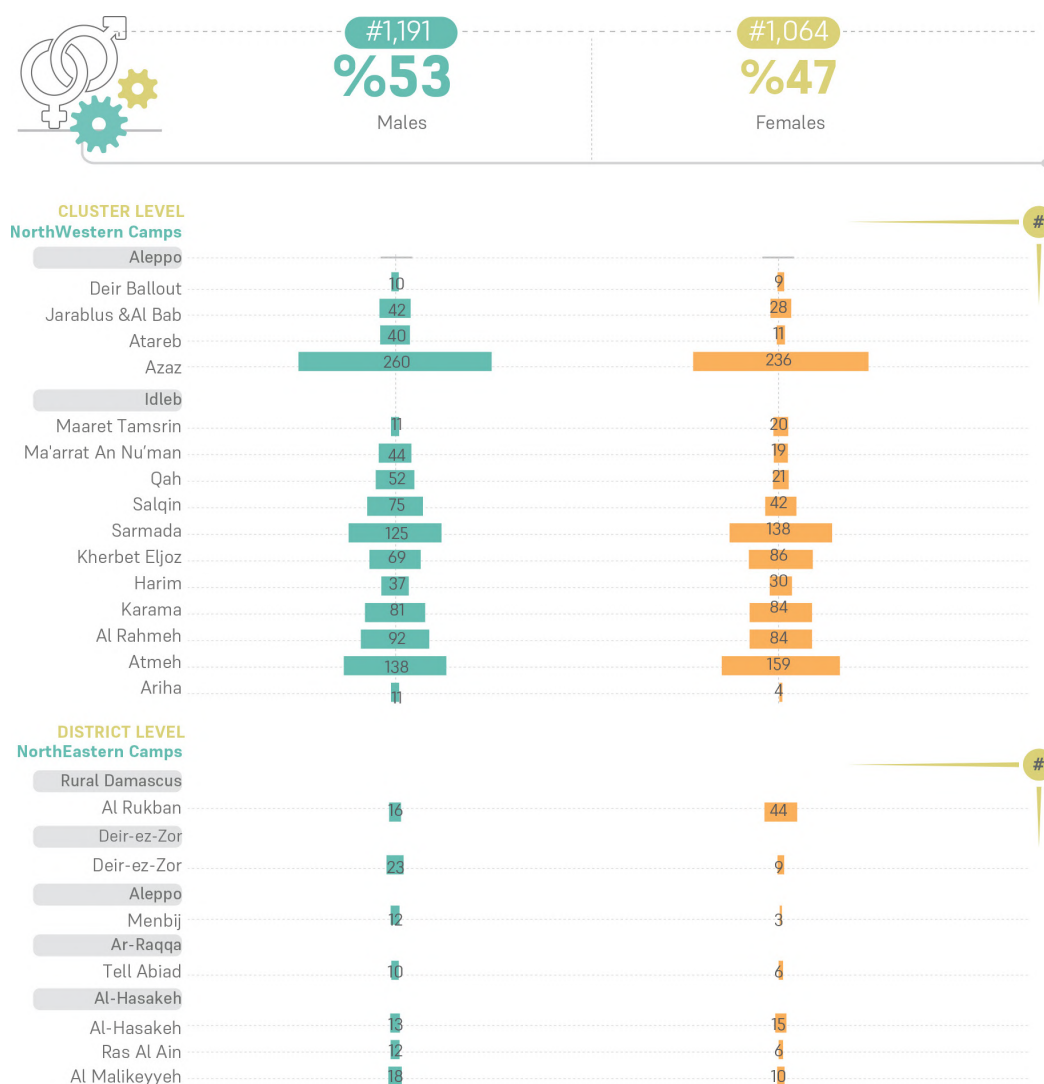
09

SECTION

## 01 NUMBER OF TEACHERS

The number of assessed teachers in the assessed camps is 2,255 female and male teachers, where the females form 47% (1,064 female teachers) of the total teachers in the northern Syria camps, while the males form 53% (1,191 male teachers). The total number of teachers in the western camps is 2,058 female and male teachers, whereas the total number in the eastern camps is 197 female and male teachers.

**Figure 55: Number/percentage of teachers**



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.

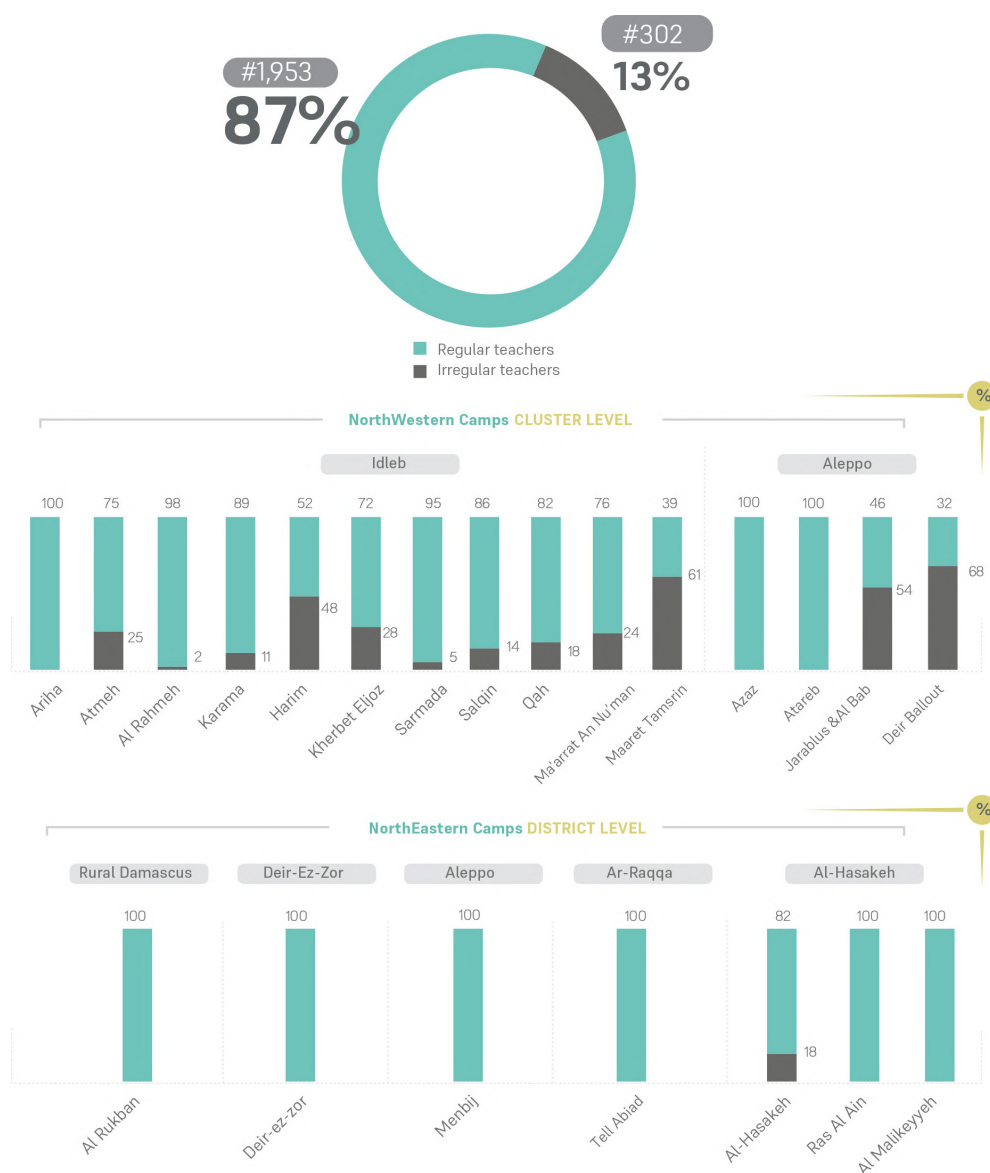
In NWS, the highest proportion of female teachers is found in schools of Ma'arrat Tamsrin cluster, where 65% (20 female teachers) of the total educational staff there are females; the proportion of females among the educational staff in the schools of Kherbet Aljoz is 55% (86 female teachers); the proportion of females among the educational staff; in Atma cluster 54% (159 female teachers); in Al Karama cluster 51% (84 female teachers); while only 27% (4 female teachers) of the total educational staff in Ariha cluster are females.

In NES, the highest proportion of female teachers is found in the schools of Al Rukban area where the percentage of females reached 73% (44 female teachers) of the total number of the teaching staff there. The proportion of female teachers in Al-Hasakeh center area is 54% (15 female teachers), whereas the smallest proportion of female teachers is found in the camp schools of Menbij area with 20% (3 female teachers) of the total number of teaching staff.

## 02 THE EMPLOYMENT STATUS OF THE TEACHERS

Based on the study, it is found that 87% (1,953 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 practised this profession due to a shortage of qualified teachers is 13% (302 teachers), who are referred to as irregular teachers.

**Figure 56: Employment status of teachers**



The term “regular teachers” in this report means the persons who practised 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 to 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 Idlib 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 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.

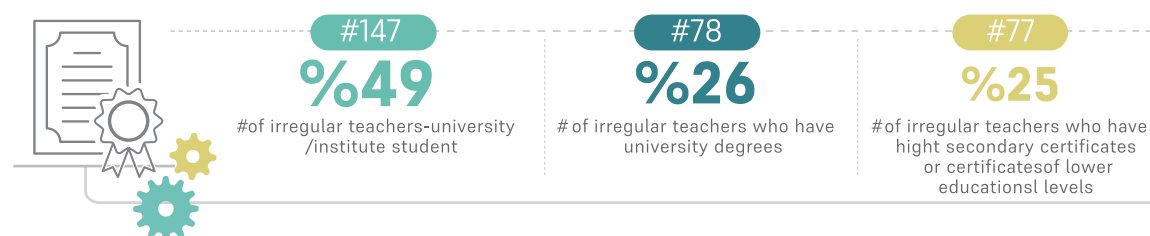
INEE<sup>40</sup> defines the teaching methods “teaching methods’ refers to the approach chosen for, and used in, the presentation of learning content to encourage the acquisition of knowledge and skills in all learners.”

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

### 03 THE EDUCATIONAL LEVELS OF IRREGULAR TEACHERS

The study results show that 26% (78 irregular teachers) of the irregular teachers have university degrees or certificates (that is they graduated from universities and institutes not specialized in teaching), while 49% (147 irregular teachers) are undergraduates (universities and institutes students); 25% (77 irregular teachers) only have certificates of higher secondary or of lower educational level.

**Figure 57: educational Level of irregular teachers**



**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 educational knowledge and the lack of knowledge of the teaching methods that regular teachers have studied within their university or institute. This type of irregular teachers could be offered several trainings about teaching methods, as well as 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 is a big number of 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 practise teaching while they are 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 trainings in the field of education.

40. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

**Holders of higher secondary certificates or of 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.

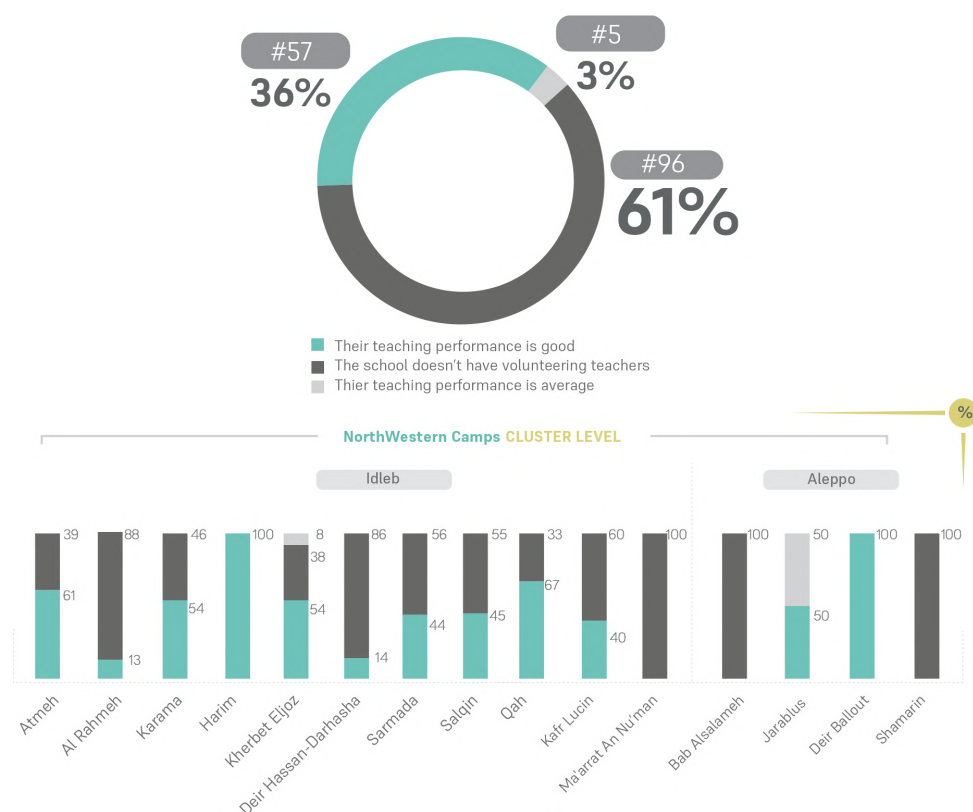
In NWS, the percentage of irregular teachers is 297 teachers which forms 14%; of the total irregular teachers, 78 teachers have university or institute degrees in the western camps; 147 university or institute students weren't able to finish their high education due to the ongoing war; 77 teachers have higher secondary certificates or certificates of lower educational attainment.

In NES, irregular teachers are found in camp schools of Al-Hasakeh area center, while all the teachers in the eastern camps are regular teachers; the number of irregular teachers within the camp schools of Al-Hasakeh area center is 5; of which, 3 have university or institute certificates and 2 are university or institute students who weren't able to finish their higher education due to the ongoing war.

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

School principals<sup>41</sup> were surveyed to provide their evaluation of the performance of irregular teachers in their schools. 61% (96 principals) of the principals stated that they do not have irregular teachers in their schools, while 36% (57 principals) indicated that the performance of the irregular teachers was good, and only 3% (5 principals) indicated that the performance of irregular teachers was of average type. It is worth mentioning that the perception surveys here only covered the western camps, in that most of the school in the eastern camps don't have irregular teachers.

**Figure 58: Principal Perceptions: Performance evaluation of irregular teachers**

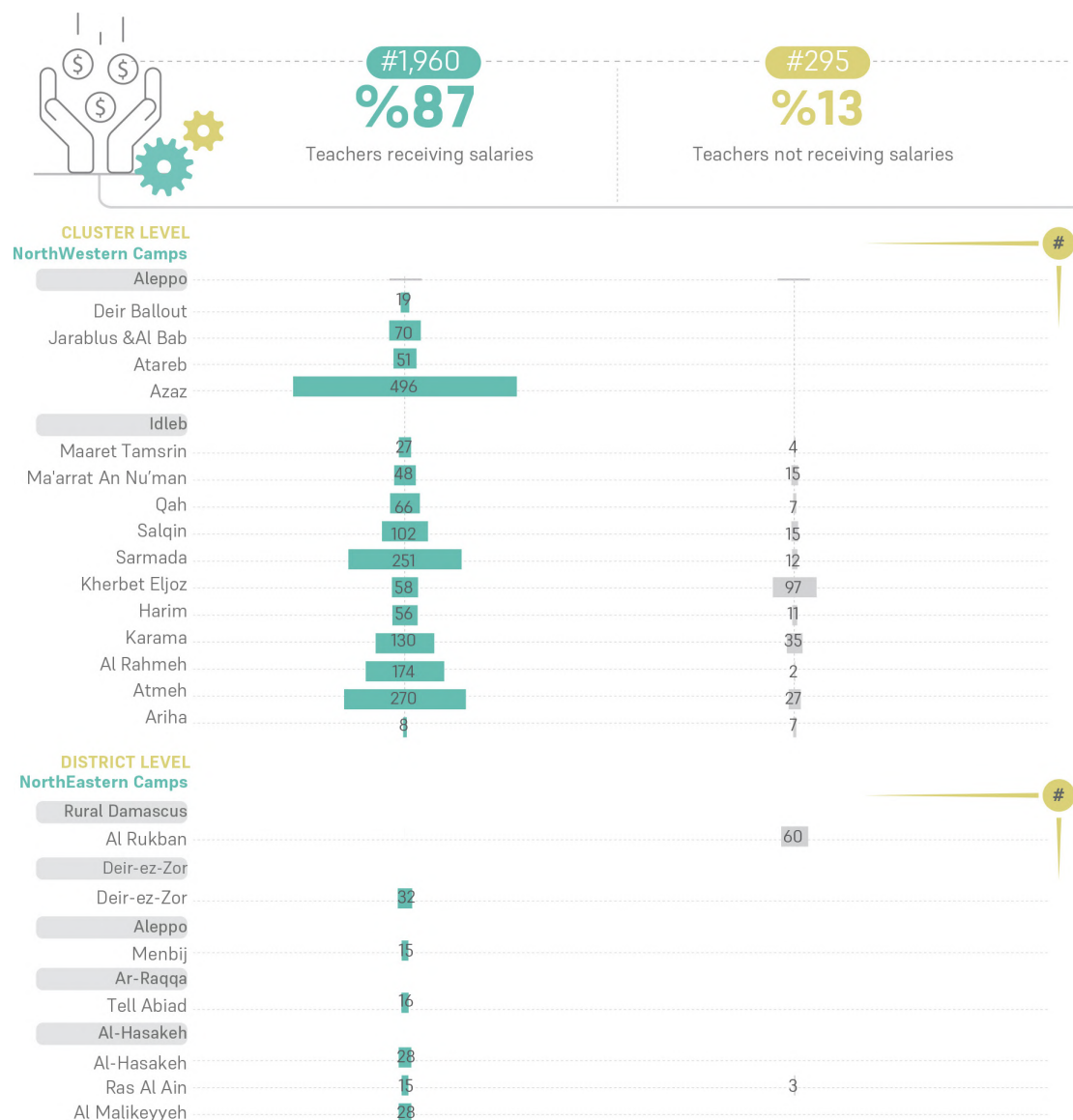


41. IMU enumerators conducted perception surveys with 158 school principals at the schools of northern Syria camps, where 12% of them were females, and 88% males

## 04 TEACHERS WHO RECEIVE SALARIES

The results of the study show that 87% (1,960 teachers) of teachers in the assessed camp schools in northern Syria camps received salaries from various sources throughout the academic year 2018-2019, while 13% (295 teachers) of teachers don't receive salaries.

**Figure 59: Percentage/number of teachers per receiving salaries**



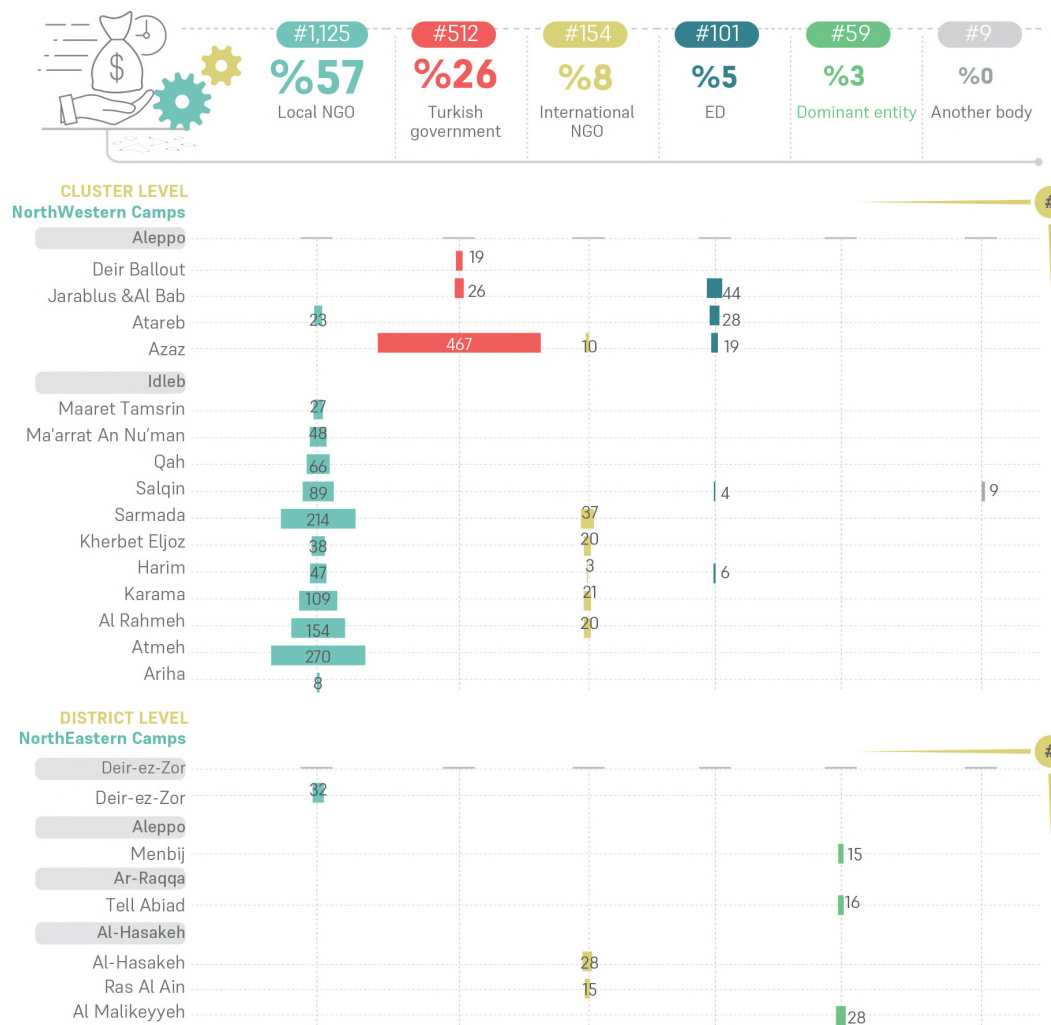
In NWS, 232 teachers were not paid during the 2018-2019 school year; of which 97 teachers in the camp schools of Kherbet Eljoz cluster, 35 in Al Karama cluster, 27 in Atma cluster, 15 in each of Ma'arrat An Nu'man and Salqin clusters, 12 in Sarmada camps, 11 in Harim cluster, 7 in each of Qah and Ariha clusters, 4 in Ma'arrat Tamasrin cluster and 2 in Al Rahma cluster.

In NES, all teachers in Al Rukban camp schools didn't receive salaries during the 2018-2019 school year; as well as 3 teachers in the camp schools of Ras Al Ain; whereas all teachers in other camps received their salaries.

## 05 SALARY PROVIDING PARTIES

The results of the study show that 57% (1,125 teachers) are paid by the local humanitarian organizations, 26% (512 teachers) are paid by the Turkish government, 8% (154 teachers) are paid by INGOs, 5% (101) are paid by the ED, 3% (59 teachers) are paid by the dominant entity and 9 teachers are paid by donors or through local initiatives.

**Figure 60: Number of teachers who receive salaries per providing party**



According to INEE<sup>42</sup>, "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 have the principal responsibility 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".

42. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

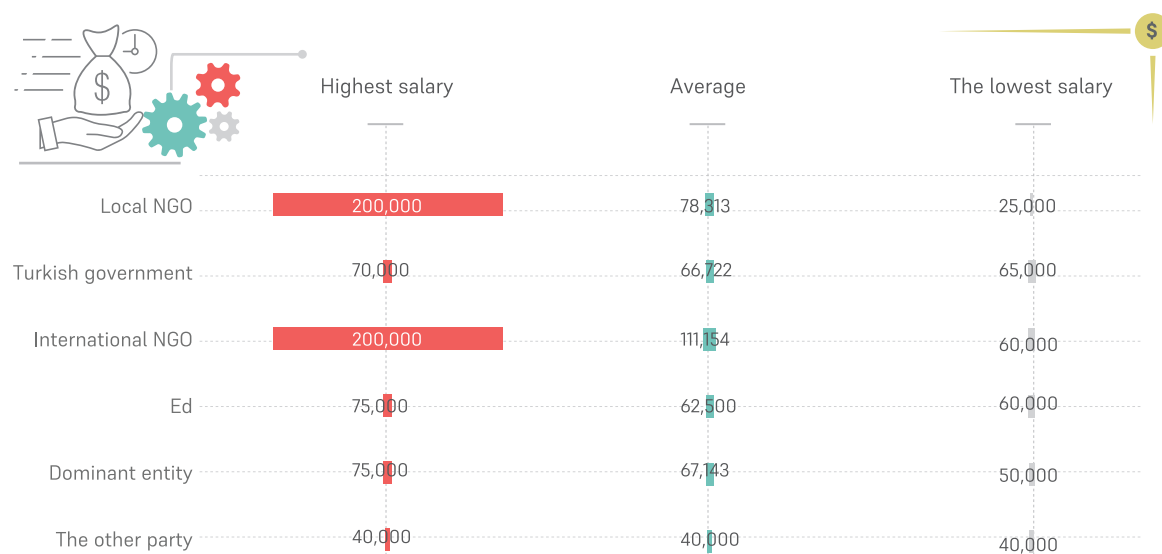
In NWS, local NGOs pay the salaries of 60% (1,093 teachers) of the teachers within the camp schools; local NGOs' activity focus is on the camp schools of Idleb countryside; the Turkish government pays the salaries of 28% (512 teachers) of the teachers in the camp schools, knowing that the Turkish government's activity focus is on the camp schools of northern Aleppo countryside, where it pays the salaries of all teachers the schools of Deir Ballut camps, in addition to the salaries of 467 teachers in the schools of A'zaz cluster, and the salaries of 26 teachers in the camp schools of Al Bab and Jarablus clusters; INGOs pay the salaries of 6% (111 teachers) of the total teachers of the camp schools; it is worth mentioning that INGOs' activity focus is on the schools of Idleb countryside camps; The ED pays the salaries of 6% (101 teachers) of the camp schools teachers, knowing that the activity focus of the ED is on the camp schools of Aleppo northern countryside. 9 teachers in Delbia school in Salqin cluster are paid through donations.

In NES, the dominant entity (or the so-called SDF) pays the salaries of all the 59 teachers in the schools of Al-Malikeyyeh, Tell Abiad and Menbij camps; local NGOs pay the salaries of all the 32 teachers in Deir-ez-Zor center area; INGOs pay the salaries of all the 43 teacher in the camp schools of Al-Hasakeh center area, and Ras Al Ain.

## 06 AVERAGE SALARIES OF TEACHERS

The study results show that INGOs pay the highest average salaries to teachers, at 111,154 SYP which is nearly 167 USD, followed by the local NGOs, which pay an average of 78,313 SYP which approximately equals 118 USD; It is worth mentioning that the exchange rate for 1 dollar during data collection period is 664 SYP.

**Figure 61: Average salaries per providing party**



INEE<sup>43</sup> 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 take into account market forces such as: the cost of living; demand for teachers and other professionals; wage levels in similarly qualified professions, such as health care; the availability of qualified teachers and other education personnel".

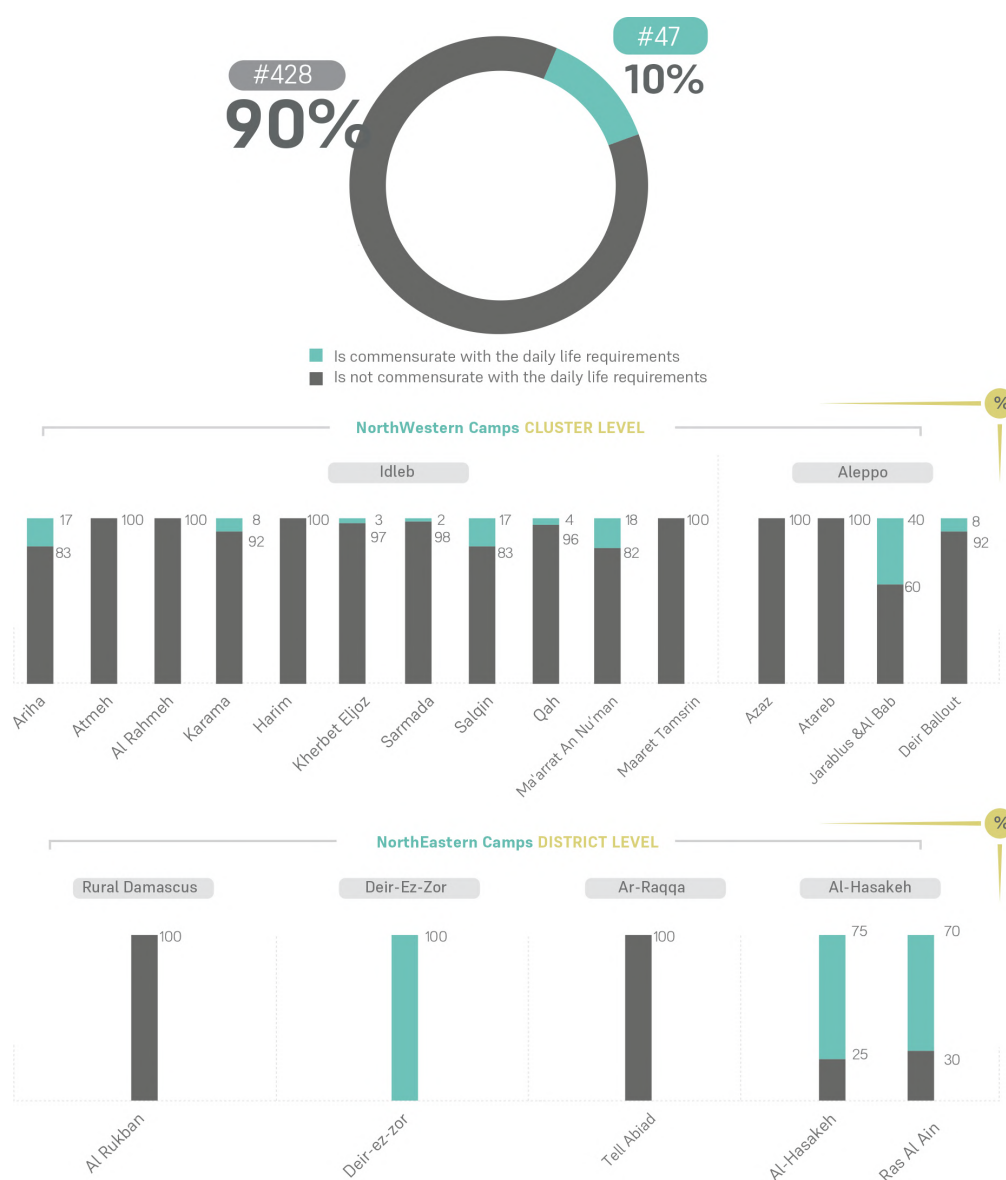
43. [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

What distinguishes salaries paid by the Turkish governorate 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 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 large gap in the educational process. The bulk of foreign language teachers have worked with international organizations in office work (not related to teaching) which resulted 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).

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

Through teacher surveys<sup>44</sup>, they were asked whether the salaries or incentives they received were commensurate with the requirements of daily life, 90% (428 teachers) of surveyed teachers reported that income is not commensurate with daily life requirements, and 10% (47 teachers) of surveyed teachers reported that the income is commensurate with daily life requirements.

**Figure 62: Teacher Perceptions: Sufficiency of salaries for daily life requirements**

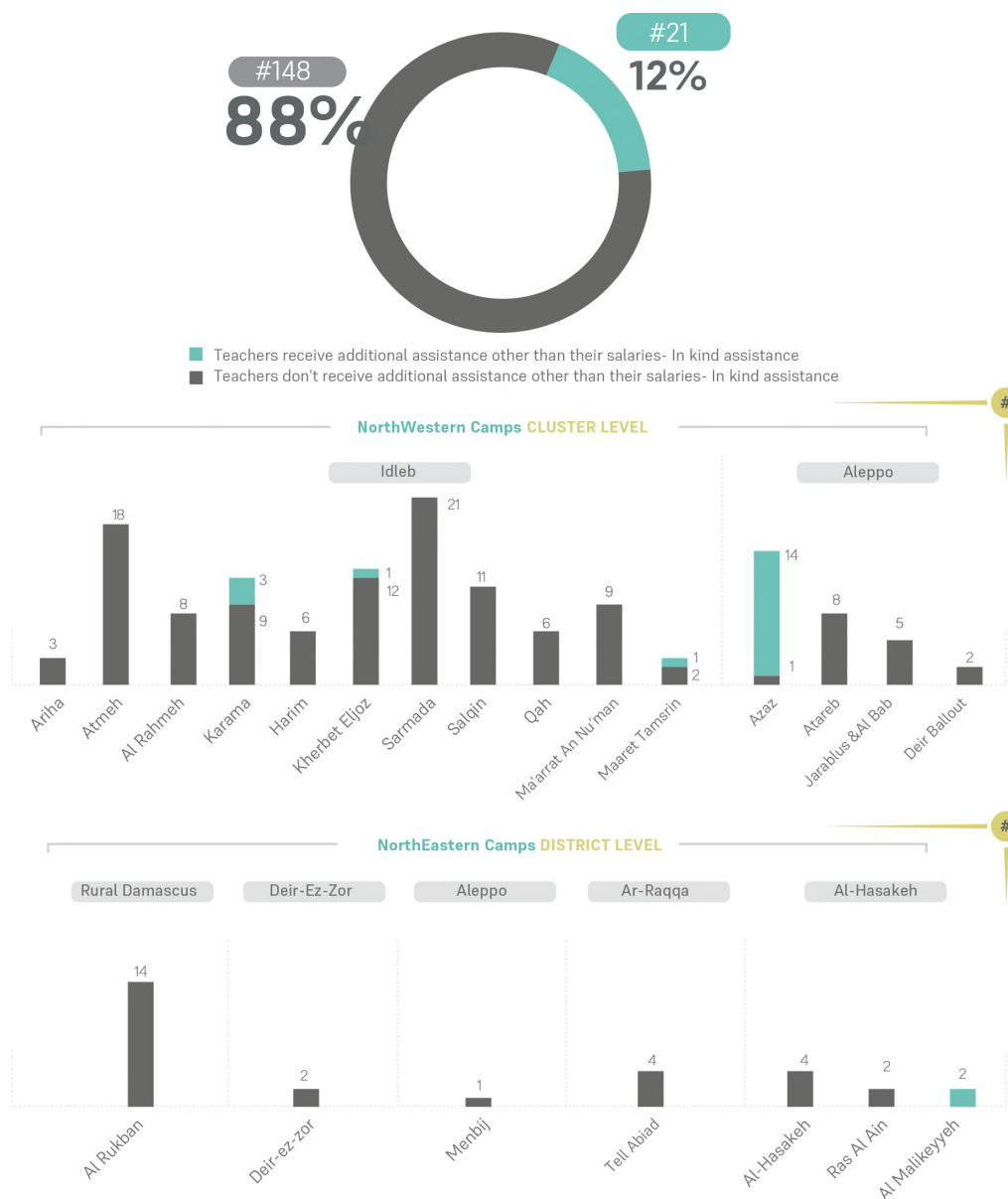


44. IMU enumerators conducted perception surveys with 475 teachers at the camp schools covered in the study, 41% of them females, and 59% males.

## 07 TEACHERS RECEIVING ADDITIONAL SUPPORT (IN-KIND ASSISTANCE)

The results of the study show that teachers 12% (21 schools) of the total number of camp schools receive additional support besides their salaries, while teachers in 88% (148 schools) don't receive any additional assistance.

**Figure 63: Teachers receive in-kind assistance besides 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 in which 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.

In NWS, teachers receive additional assistance in only 19 camp schools; 14 of which in A'zaz cluster; 3 camp schools in Al Karama cluster; and 1 camp school in each of Ma'arrat Tamasrin and Kherbet Aljoz clusters.

In NES, teachers receive additional assistance only in 2 schools in Al-Malikeyyeh area, while teachers don't receive any additional support in all of the other camp schools.

# PRIORITIES & RECOMMENDATIONS

# 10

# SECTION

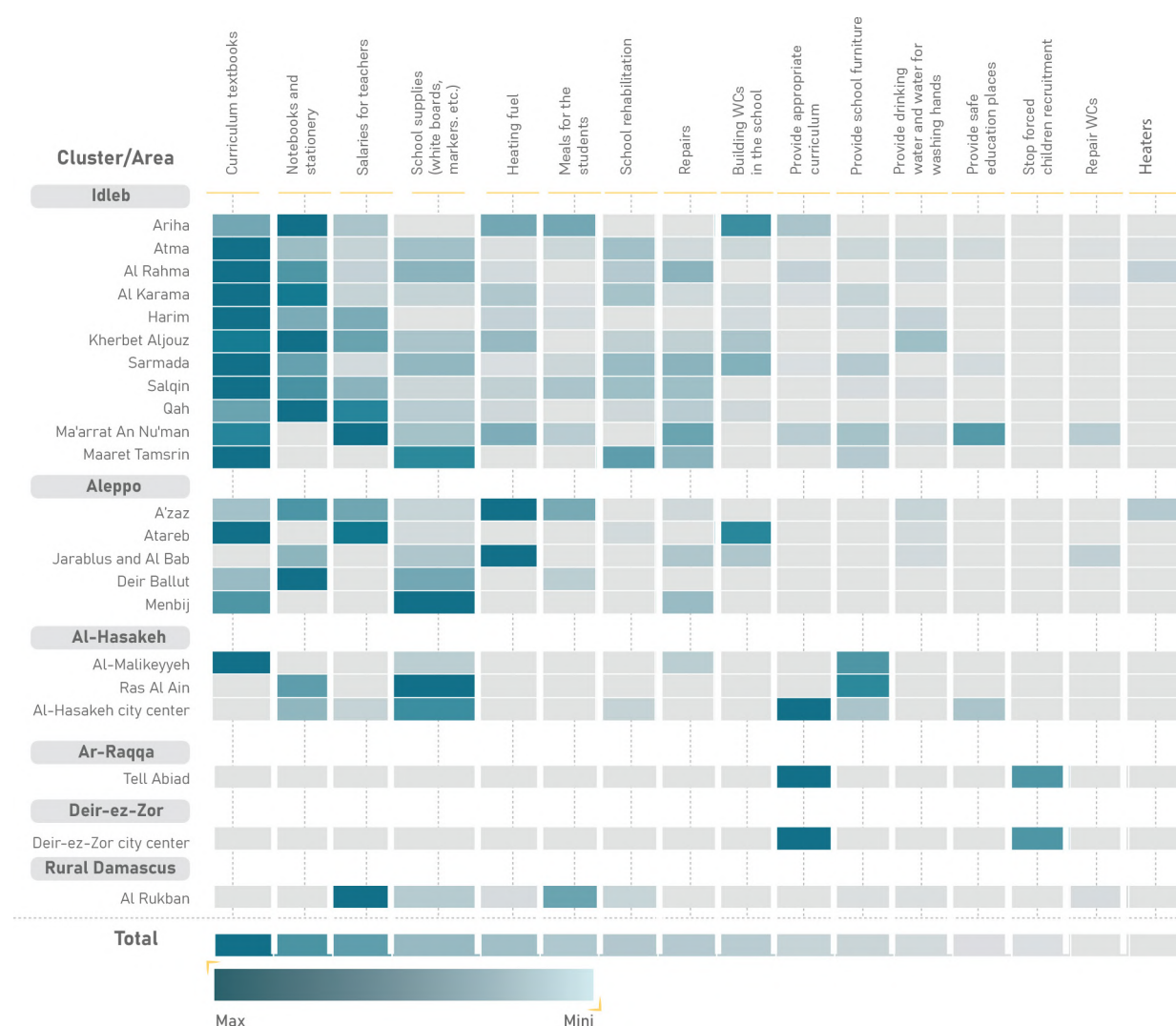


## 01 PRIORITIES

The need for textbooks topped the list of priorities particularly in the camp schools of Idleb governorate, At-areb camp in western Aleppo countryside, and Al-Malikeyyeh and Menbij camps. The second priority is the need for stationery in the camp schools of Ariha, Al Karama, Kherbet Aljoz, Qah and Deir Ballut clusters. The third priority is the need to provide salaries for the teachers, particularly in Ma'arrat An Nu'man and Atareb clusters, in addition to the camp schools of Al Rukban area.

The need to provide appropriate curricula topped the list in the camp schools of Deir-ez-Zour, Al-Hasakeh and Tell Abiad. The need to stop the forced recruitment of children also topped the list of priorities in the camp schools of Tell Abiad and Deir-ez-Zor centre. There is also an urgent need to secure safe, educational places in the camps of the Ma'arrat An Nu'man area, as the area has been bombed on a daily basis during the data collection period.

**Figure 64: Priorities of the assessed camp schools**



## 02 RECOMMENDATIONS

- The IMU enumerators visited 598 camps in all areas outside the regime's control to learn about the number of camps that have schools and collect related information. Accordingly, it is found that 462 camps don't have any schools, only 136 camps have schools, and the number of these schools is 169. 8% of the camp schools are of regular buildings (the criteria of regular buildings are applied), whereas 92% of the schools are just tents or cement block rooms (the criteria of regular buildings aren't applied) 51% of the camp schools have been suspended several times throughout the academic year due to the bad weather conditions or for security reasons. The number of students within the camp schools reached 54,988 students receiving education in temporary educational places. **It is important to work on securing regular school buildings for IDPs based on the fact that the camps are now the last resort for them and to limit the drop out percentages. There is also a need to support the camp schools in their current form and provide for all their urgent and necessary needs until appropriate alternatives are provided.**
- Based on the results of the water and sanitation in the school camps, it is found that 67% of the camp schools covered in the assessment receive water through water tankers; yet these tankers can't reach schools in rainy or snowy weather. It is also found that 7% of the schools don't have water, where students are forced to bring water from their houses to school. 22% of the schools have 100 students per 1 water tap. Still, 15% of the schools don't have any water taps. 24% of the schools don't have WCs. **Therefore, special attention should be given to the water and sanitation sector within camp schools to limit the spread of diseases among students who are living in an environment lacking all the basic health services. WCs must be accessible by students with disabilities and to separate them by gender and ensure the location of WCs in safe and appropriate places.**
- School camps in all its forms are less isolated in bad weather than the regular schools within towns and cities. Although there are cement block classrooms in some camp schools, however, these classrooms are often spaced and don't constitute a single building block. As study results show that, 29% of the assessed schools are a tent or more used as an educational place, 14% are prefabricated classrooms or what is known as caravans. Additionally, 10% are mudrooms. 6% of the schools are large tents, 4% are cement block rooms coated with rain insulation. 4% are neglected buildings converted into schools. During 2019-2020 the response plans of all the schools didn't include fuel distribution. Through the surveys conducted by the enumerators with the students concerning the reasons that led to being absent from school, 49% (402 students) of the students reported that they were absent from school due to illness, and 21% (172 students) were absent because the weather was very bad. Therefore, adequate weather insulation should be provided for classrooms within camp schools. As well as schools should be provided with adequate heaters and fuel to protect children from cold.
- One of the main difficulties encountered by students in obtaining proper education at northern Syria camp schools is the shortage of educational materials, books and stationery. According to JENA report, 29% (1,349 children) reported that they dropped out of school to provide for their families, as confirmed by 29% (1,689 persons) of caregivers. 21% (971 children) of the children reported dropping out of school because transportation to school is costly and they can't afford it, the thing which is confirmed by 13% (765 persons) of caregivers. 17% (771 children) reported dropping out of school because they can't afford the financial fees required by the schools, which is also confirmed by 8% (459 persons) of caregivers. It is necessary to ensure that a sufficient number of copies of the school curriculum are available at the beginning of each academic year and distributed freely to all students at all stages. The costs of the educational process must be commensurate with the income of the IDPs. Most camp residents rely on humanitarian assistance, so all educational needs should be provided for free.

- There are 518 enrolled students with disabilities in the assessed camp schools at northern Syria camps. The highest percentage of students with disabilities are those suffering from motor disability accounting for 40% (205 students) of the total number of students with disabilities. According to JENA report, 30% (104 children) of children with disabilities didn't attend school because they aren't equipped to receive children with disabilities. Additionally, 40% (150 children) of children with disabilities attended schools and dropped out because they are unequipped to receive children with disabilities. Therefore, an appropriate educational environment for children with disabilities should be ensured. As well as providing cadres who can deal with them and teach them in a suitable way according to the type of disability.
- The results of the study show that 13% (295 teachers) of teachers in the assessed schools at northern Syria camps didn't receive their salaries during 2019-2020 academic year. Moreover, 90% (428 teachers) of the interviewed teachers reported that the income isn't commensurate with the requirements of daily life. Therefore, an equal and sustainable financial system must be ensured. In IDP camps, qualified teachers and other educational personnel may move to places that provide higher salaries, even if they have to cross the border (in camp schools located near the border). It is important to consider market forces like the cost of living, the demand for teachers and salary levels in professions of similar efficiencies, such as health care.

**Map 1: Schools of Al Karama and Al Rahma Clusters**



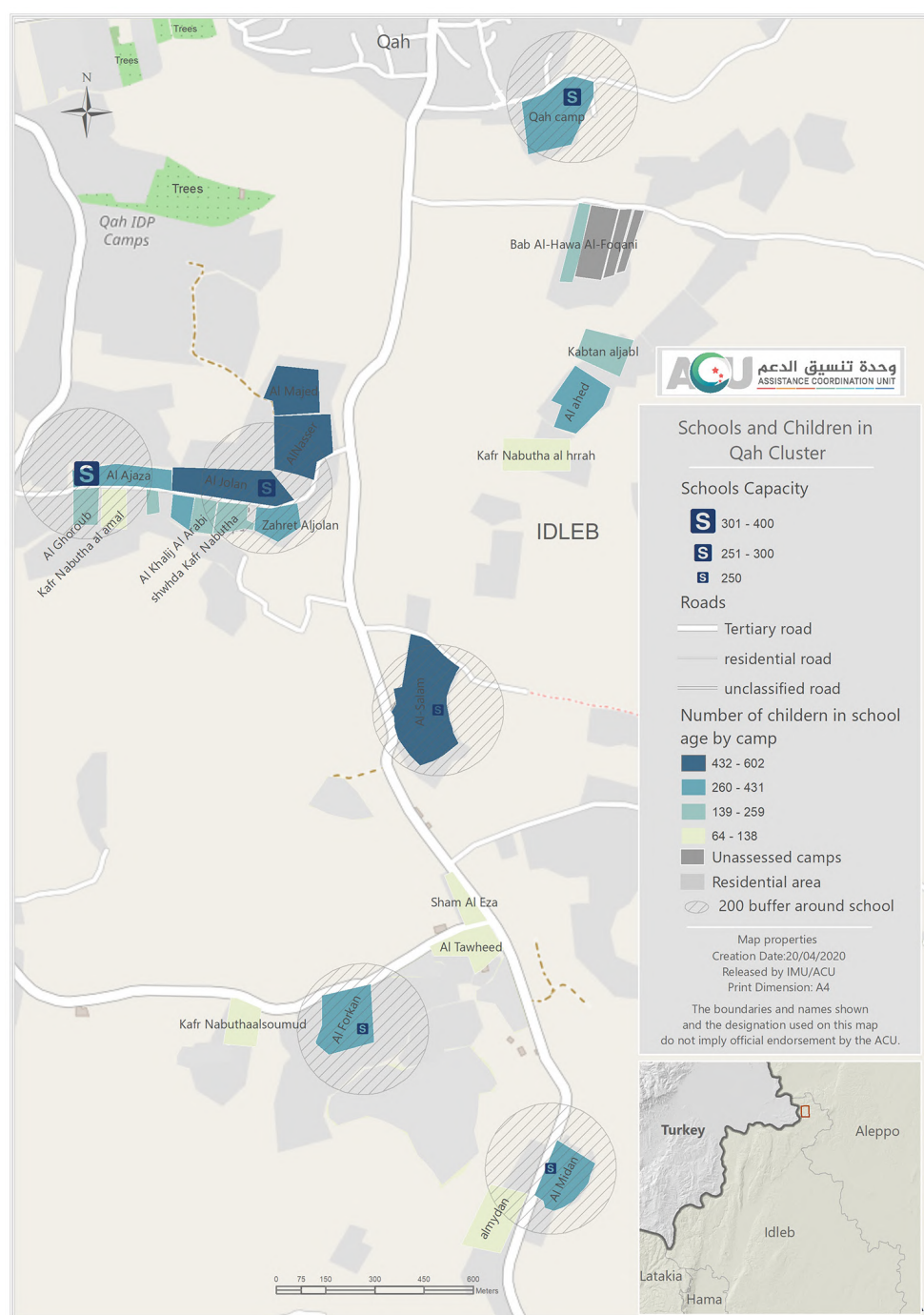
The following map shows the demarcation of the camps of Salqin cluster. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the 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 Salqin Cluster**

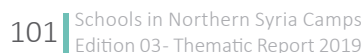


The following map shows the demarcation of the camps of Qah cluster. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack 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 3: Schools of Qah Cluster**



#### Map 4: Schools of Atma Cluster



### Map 5: Schools of Bab Al Salameh and Jarablus Clusters



**Table 02:** Visited Camps and Camps which have Schools

#	Governorate	Region	side	cluster	camp	presence of school in the camp
1	Al-Hasakeh	Al-Hasakeh	Areesh	Areesh	Al Sad (Ghana)	Contains a school
2	Al-Hasakeh	Al-Hasakeh	Hole	Hole	Al Hol	Contains a school
3	Al-Hasakeh	Ras Al Ain	Ras Al Ain	Ras Al Ain	Al Mabruka	Contains a school
4	Al-Hasakeh	Al-Malikeyyeh	Al-Malikeyyeh	Al-Malikeyyeh	Tal Aswad	Contains a school
5	Al-Hasakeh	Al-Malikeyyeh	Al-Malikeyyeh	Al-Malikeyyeh	Neiruz	Contains a school
6	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Abu Kbee - East	Abu Kbee	Does not contain a school
7	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Rashidiyeh	Rashidiyeh	Does not contain a school
8	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Al Sawafi	Does not contain a school
9	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Rashidiyeh	Al Ghaba	Does not contain a school
10	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Al Qahtaniya	Does not contain a school
11	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Rabee'a	Rabee'a	Does not contain a school
12	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Hwaijet Sawafi	Sawafi	Does not contain a school
13	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Qahtaniyyeh	Qahtaniyyeh	Does not contain a school
14	Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	Yaarub	Yaarub	Does not contain a school
15	Ar-Raqqa	Ath-Thawrah	Al-Thawrah	Al-Thawrah	Al Tuwaihiniya	Does not contain a school
16	Ar-Raqqa	Ath-Thawrah	Mansura	Mansura	Al Kadir	Does not contain a school
17	Ar-Raqqa	Ath-Thawrah	Mansura	Mansura	Mansura	Does not contain a school
18	Ar-Raqqa	Ath-Thawrah	Mansura	Mansura	Janob Hunaida	Does not contain a school
19	Ar-Raqqa	Ath-Thawrah	Mansura	Mansura	Eastern Al Hamam	Does not contain a school
20	Ar-Raqqa	Tell Abiad	Ein Issa	Ein Issa	Al Aqtan	Contains a school
21	Idlib	Harim	Dana	Atma	Ehsas 1	Does not contain a school
22	Idlib	Harim	Dana	Atma	Ehsas 2	Does not contain a school
23	Idlib	Harim	Dana	Atma	Al Itihad	Does not contain a school
24	Idlib	Harim	Dana	Atma	Al Ekhlis (Atma)	Does not contain a school
25	Idlib	Harim	Dana	Atma	Al Amana	Does not contain a school
26	Idlib	Harim	Dana	Atma	Al Amal	Does not contain a school
27	Idlib	Harim	Dana	Atma	Al Andalus	Does not contain a school
28	Idlib	Harim	Dana	Atma	Al Anfal	Does not contain a school
29	Idlib	Harim	Dana	Atma	Al Ber Wa Al Taqwaa	Does not contain a school
30	Idlib	Harim	Dana	Atma	Al Bara'	Does not contain a school

31	Idlib	Harim	Dana	Atma	Al Bayan	Contains a school
32	Idlib	Harim	Dana	Atma	Al Tkafol	Does not contain a school
33	Idlib	Harim	Dana	Atma	Al Tanmia	Contains a school
34	Idlib	Harim	Dana	Atma	Al Jazeera	Contains a school
35	Idlib	Harim	Dana	Atma	Al Hassun	Does not contain a school
36	Idlib	Harim	Dana	Atma	Al Hamza	Does not contain a school
37	Idlib	Harim	Dana	Atma	Al Khalil	Does not contain a school
38	Idlib	Harim	Dana	Atma	Al Resala	Contains a school
39	Idlib	Harim	Dana	Atma	Al Reeh Al Mursalah	Contains a school
40	Idlib	Harim	Dana	Atma	Al Zouhour1	Does not contain a school
41	Idlib	Harim	Dana	Atma	Al Zouhour2	Does not contain a school
42	Idlib	Harim	Dana	Atma	Al Arabiya	Does not contain a school
43	Idlib	Harim	Dana	Atma	Al Omar	Does not contain a school
44	Idlib	Harim	Dana	Atma	Al Gaith	Does not contain a school
45	Idlib	Harim	Dana	Atma	Al Farooq Omar	Does not contain a school
46	Idlib	Harim	Dana	Atma	Alfath Almoben	Does not contain a school
47	Idlib	Harim	Dana	Atma	Al Forkan (Atma)	Contains a school
48	Idlib	Harim	Dana	Atma	Al Fadl (Atma)	Does not contain a school
49	Idlib	Harim	Dana	Atma	Al Foqaraa Wa Al Mohtajeen	Does not contain a school
50	Idlib	Harim	Dana	Atma	Al Maram	Contains a school
51	Idlib	Harim	Dana	Atma	Al Mountaser	Contains a school
52	Idlib	Harim	Dana	Atma	Al Nada	Does not contain a school
53	Idlib	Harim	Dana	Atma	Al Hiba	Contains a school
54	Idlib	Harim	Dana	Atma	Al Hadeel	Does not contain a school
55	Idlib	Harim	Dana	Atma	Al Wahdah	Does not contain a school
56	Idlib	Harim	Dana	Atma	Al Wafaa	Contains a school
57	Idlib	Harim	Dana	Atma	Al Yamama	Does not contain a school
58	Idlib	Harim	Dana	Atma	Um Alshohada	Does not contain a school
59	Idlib	Harim	Dana	Atma	Ihsan 1	Contains a school
60	Idlib	Harim	Dana	Atma	Ihsan 2	Does not contain a school
61	Idlib	Harim	Dana	Atma	Abi Al Fidaa	Contains a school
62	Idlib	Harim	Dana	Atma	Atfalona Tonashedokom	Does not contain a school
63	Idlib	Harim	Dana	Atma	Orient	Contains a school

64	Idlib	Harim	Dana	Atma	Rama Allah	Does not contain a school
65	Idlib	Harim	Dana	Atma	Reef Halap Al Janoby	Does not contain a school
66	Idlib	Harim	Dana	Atma	Reef Hama Al Shamaly	Does not contain a school
67	Idlib	Harim	Dana	Atma	Reef Hama Al Gharbi	Does not contain a school
68	Idlib	Harim	Dana	Atma	Zamzam 1	Does not contain a school
69	Idlib	Harim	Dana	Atma	Zamzam 2	Does not contain a school
70	Idlib	Harim	Dana	Atma	Saedona	Does not contain a school
71	Idlib	Harim	Dana	Atma	Shaza Al Horia	Does not contain a school
72	Idlib	Harim	Dana	Atma	Shams Al Horia (Atma)	Does not contain a school
73	Idlib	Harim	Dana	Atma	Sabiroun	Does not contain a school
74	Idlib	Harim	Dana	Atma	Ebad Allah	Does not contain a school
75	Idlib	Harim	Dana	Atma	Atshan	Does not contain a school
76	Idlib	Harim	Dana	Atma	Qafelat Al Rahma	Contains a school
77	Idlib	Harim	Dana	Atma	Hamad Al Ammar Village	Does not contain a school
78	Idlib	Harim	Dana	Atma	Mutawa' 1	Does not contain a school
79	Idlib	Harim	Dana	Atma	Moutawa' 2	Does not contain a school
80	Idlib	Harim	Dana	Atma	Yad BiYad	Does not contain a school
81	Idlib	Harim	Dana	Atma	Yousef Wa Noura	Does not contain a school
82	Idlib	Harim	Dana	Atma	Al Ethar	Does not contain a school
83	Idlib	Harim	Dana	Atma	Al Arabiya 1	Contains a school
84	Idlib	Harim	Dana	Atma	Al Majd (Atma)	Contains a school
85	Idlib	Harim	Dana	Atma	Al Ekhlas 2	Does not contain a school
86	Idlib	Harim	Dana	Atma	Asbat	Contains a school
87	Idlib	Harim	Dana	Atma	Al Ansar 1	Does not contain a school
88	Idlib	Harim	Dana	Atma	Jneineh	Contains a school
89	Idlib	Harim	Dana	Atma	Al Jaweed	Does not contain a school
90	Idlib	Harim	Dana	Atma	Zakat	Does not contain a school
91	Idlib	Harim	Dana	Atma	Al Zouhour3	Does not contain a school
92	Idlib	Harim	Dana	Atma	Al Ghoraba	Does not contain a school
93	Idlib	Harim	Dana	Atma	Okuwa Saadah 1	Does not contain a school
94	Idlib	Harim	Dana	Atma	Okuwa Saadah 2	Does not contain a school

95	Idlib	Harim	Dana	Atma	Ahl Al Wafa	Does not contain a school
96	Idlib	Harim	Dana	Atma	Baraem Kafr Zeita	Contains a school
97	Idlib	Harim	Dana	Atma	Suran	Does not contain a school
98	Idlib	Harim	Dana	Atma	Kafarnabotha Al Mankoub	Does not contain a school
99	Idlib	Harim	Dana	Atma	Ma'an	Does not contain a school
100	Idlib	Harim	Dana	Al Rahma	Abo Bakr Alsidiq	Does not contain a school
101	Idlib	Harim	Dana	Al Rahma	Al Imam	Does not contain a school
102	Idlib	Harim	Dana	Al Rahma	Al Intesar	Does not contain a school
103	Idlib	Harim	Dana	Al Rahma	Al Arbayeen	Does not contain a school
104	Idlib	Harim	Dana	Al Rahma	Al Ansar (Al Rahmam)	Does not contain a school
105	Idlib	Harim	Dana	Al Rahma	Al Khair	Does not contain a school
106	Idlib	Harim	Dana	Al Rahma	Al Rahma	Contains a school
107	Idlib	Harim	Dana	Al Rahma	Al Shourouk	Does not contain a school
108	Idlib	Harim	Dana	Al Rahma	Al Aasi	Contains a school
109	Idlib	Harim	Dana	Al Rahma	Al Fardous	Does not contain a school
110	Idlib	Harim	Dana	Al Rahma	Al Qora Al Mankoba	Does not contain a school
111	Idlib	Harim	Dana	Al Rahma	Al Madinah Al Monawarah (Al Rahma)	Contains a school
112	Idlib	Harim	Dana	Al Rahma	Al Muatasem Bellah	Does not contain a school
113	Idlib	Harim	Dana	Al Rahma	Al Mohajerin	Does not contain a school
114	Idlib	Harim	Dana	Al Rahma	Al Nawaeer	Contains a school
115	Idlib	Harim	Dana	Al Rahma	Al Nour	Does not contain a school
116	Idlib	Harim	Dana	Al Rahma	Al Waleed	Does not contain a school
117	Idlib	Harim	Dana	Al Rahma	Ahbab Al Rasoul	Does not contain a school
118	Idlib	Harim	Dana	Al Rahma	Bani Omayya	Does not contain a school
119	Idlib	Harim	Dana	Al Rahma	Dar Riayet Alaytam	Contains a school
120	Idlib	Harim	Dana	Al Rahma	Sahl Al Ghab Al Awal	Does not contain a school
121	Idlib	Harim	Dana	Al Rahma	Shabab Al Khayr	Does not contain a school
122	Idlib	Harim	Dana	Al Rahma	Shouhada Abdeen	Does not contain a school
123	Idlib	Harim	Dana	Al Rahma	Toyour Al Jana	Does not contain a school
124	Idlib	Harim	Dana	Al Rahma	Qasyoun	Does not contain a school
125	Idlib	Harim	Dana	Al Rahma	Liajlecom	Contains a school

126	Idlib	Harim	Dana	Al Rahma	Hibat Allah	Contains a school
127	Idlib	Harim	Dana	Al Rahma	Atfal Shuhada Al Horia	Contains a school
128	Idlib	Harim	Dana	Al Rahma	Rayyan (Al Rahma)	Does not contain a school
129	Idlib	Harim	Dana	Al Rahma	Al Qadisiya	Does not contain a school
130	Idlib	Harim	Dana	Al Rahma	Afamia	Does not contain a school
131	Idlib	Harim	Dana	Al Rahma	Nasret Al Rassol	Does not contain a school
132	Idlib	Harim	Dana	Al Karama	Atfal Al Ghad	Does not contain a school
133	Idlib	Harim	Dana	Al Karama	Al Islah	Does not contain a school
134	Idlib	Harim	Dana	Al Karama	Al Aseel	Contains a school
135	Idlib	Harim	Dana	Al Karama	Al Ikhaa	Does not contain a school
136	Idlib	Harim	Dana	Al Karama	Al Ahrar	Does not contain a school
137	Idlib	Harim	Dana	Al Karama	Al Aqsa	Does not contain a school
138	Idlib	Harim	Dana	Al Karama	AL Amal Bilawdeh	Does not contain a school
139	Idlib	Harim	Dana	Al Karama	Al Tadamon	Does not contain a school
140	Idlib	Harim	Dana	Al Karama	Al Haramayn	Contains a school
141	Idlib	Harim	Dana	Al Karama	Al Haq	Does not contain a school
142	Idlib	Harim	Dana	Al Karama	Al Doaa	Contains a school
143	Idlib	Harim	Dana	Al Karama	Al Rajaa	Does not contain a school
144	Idlib	Harim	Dana	Al Karama	Al Rawda	Does not contain a school
145	Idlib	Harim	Dana	Al Karama	Al Shuhada	Contains a school
146	Idlib	Harim	Dana	Al Karama	Al Shaheed Saleh	Contains a school
147	Idlib	Harim	Dana	Al Karama	Al Sideeq	Does not contain a school
148	Idlib	Harim	Dana	Al Karama	Al Safa Wa Al Marwa	Does not contain a school
149	Idlib	Harim	Dana	Al Karama	Al Farooq	Contains a school
150	Idlib	Harim	Dana	Al Karama	Al Faraj	Does not contain a school
151	Idlib	Harim	Dana	Al Karama	Al Fadl (Al Karama)	Does not contain a school
152	Idlib	Harim	Dana	Al Karama	Al Karama	Contains a school
153	Idlib	Harim	Dana	Al Karama	Al Mahabba	Does not contain a school
154	Idlib	Harim	Dana	Al Karama	Al Mostaqbal	Does not contain a school
155	Idlib	Harim	Dana	Al Karama	Al Manarah	Does not contain a school
156	Idlib	Harim	Dana	Al Karama	Al Ikhlās (Al Karama)	Does not contain a school

156	Idlib	Harim	Dana	Al Karama	Al Ikhlās (Al Karama)	Does not contain a school
157	Idlib	Harim	Dana	Al Karama	Ahl Al Sham	Does not contain a school
158	Idlib	Harim	Dana	Al Karama	Abnaa Homs	Does not contain a school
159	Idlib	Harim	Dana	Al Karama	Tabarak Al Rahman	Does not contain a school
160	Idlib	Harim	Dana	Al Karama	Halap	Does not contain a school
161	Idlib	Harim	Dana	Al Karama	Doaa Al Kuwait Wa Al Khairat	Contains a school
162	Idlib	Harim	Dana	Al Karama	Reef Hama Al Mankoob	Does not contain a school
163	Idlib	Harim	Dana	Al Karama	Zahret Al Madaen	Does not contain a school
164	Idlib	Harim	Dana	Al Karama	Sahl Al Ghab Al Awal	Does not contain a school
165	Idlib	Harim	Dana	Al Karama	Shams Al Horia (Al Karama)	Does not contain a school
166	Idlib	Harim	Dana	Al Karama	Sarkhat Tefl	Contains a school
167	Idlib	Harim	Dana	Al Karama	Salah Al Deen (Al Karama)	Does not contain a school
168	Idlib	Harim	Dana	Al Karama	Taibah	Contains a school
169	Idlib	Harim	Dana	Al Karama	Ataa	Contains a school
170	Idlib	Harim	Dana	Al Karama	Mojamma Alta-aqwaa	Does not contain a school
171	Idlib	Harim	Dana	Al Karama	Nasret Al Mazloumeen	Does not contain a school
172	Idlib	Harim	Dana	Al Karama	Noor AL Sham	Does not contain a school
173	Idlib	Harim	Dana	Al Karama	Noor Al Mostaqbal	Does not contain a school
174	Idlib	Harim	Dana	Al Karama	Noor Al Mustafa	Does not contain a school
175	Idlib	Harim	Dana	Al Karama	Wa'tasemo	Does not contain a school
176	Idlib	Harim	Dana	Al Karama	Yasmin Al Sham	Does not contain a school
177	Idlib	Harim	Dana	Al Karama	Ayadi Al Baydaa	Contains a school
178	Idlib	Harim	Dana	Al Karama	Al Eman Bellah	Does not contain a school
179	Idlib	Harim	Dana	Al Karama	Al Jabal (Al Karama)	Contains a school
180	Idlib	Harim	Dana	Al Karama	Al hnin	Does not contain a school
181	Idlib	Harim	Dana	Al Karama	Al Resala	Contains a school
182	Idlib	Harim	Dana	Al Karama	Zahraa	Does not contain a school
183	Idlib	Harim	Dana	Al Karama	Al Ghab Al Mankub	Does not contain a school
184	Idlib	Harim	Dana	Al Karama	Karim Al awsat	Contains a school
185	Idlib	Harim	Dana	Al Karama	Islamic Nahda	Does not contain a school
186	Idlib	Harim	Dana	Al Karama	Shuhada Sahl Al Ghab	Does not contain a school

187	Idlib	Harim	Dana	Al Karama	Mo'takleen Sahl Al Ghab	Does not contain a school
188	Idlib	Harim	Dana	Al Karama	Noor Hama	Does not contain a school
189	Idlib	Harim	Dana	Qah	Al Tawheed	Does not contain a school
190	Idlib	Harim	Dana	Qah	Al Jawlan	Contains a school
191	Idlib	Harim	Dana	Qah	Al Khalij Al Arabi	Does not contain a school
192	Idlib	Harim	Dana	Qah	Al Salam	Contains a school
193	Idlib	Harim	Dana	Qah	Al Forkan (Qah)	Contains a school
194	Idlib	Harim	Dana	Qah	Al Majd (Qah)	Contains a school
195	Idlib	Harim	Dana	Qah	Al Nasser	Contains a school
196	Idlib	Harim	Dana	Qah	Sham Al Izza	Does not contain a school
197	Idlib	Harim	Dana	Qah	Al Midan	Contains a school
198	Idlib	Harim	Dana	Qah	Qah	Contains a school
199	Idlib	Harim	Dana	Qah	Bab Al Hawa Al Fouqani	Does not contain a school
200	Idlib	Harim	Dana	Qah	Dar Riayet Al Ajazeh	Contains a school
201	Idlib	Harim	Dana	Qah	Al Ghorob	Does not contain a school
202	Idlib	Harim	Dana	Qah	Zahret Al Khalij	Does not contain a school
203	Idlib	Harim	Dana	Qah	Al Baydar	Does not contain a school
204	Idlib	Harim	Dana	Qah	Al Rayyan (Qah)	Does not contain a school
205	Idlib	Harim	Dana	Qah	Al A'had Bellah	Does not contain a school
206	Idlib	Harim	Dana	Qah	Al Motahabon Bellah	Does not contain a school
207	Idlib	Harim	Dana	Qah	Zahrat El Golan	Does not contain a school
208	Idlib	Harim	Dana	Qah	Shuhada Kafr Nabutha	Does not contain a school
209	Idlib	Harim	Dana	Qah	Qabtan Eljabal	Does not contain a school
210	Idlib	Harim	Dana	Qah	Kafr Nabutha Al Amal	Does not contain a school
211	Idlib	Harim	Dana	Qah	Kafr Nabutha Al Horah	Does not contain a school
212	Idlib	Harim	Dana	Qah	Kafr Nabutha Al Somod	Does not contain a school
213	Idlib	Harim	Dana	Qah	Extension of Al Midan	Does not contain a school
214	Idlib	Harim	Dana	Qah	Al Ghab displaced	Does not contain a school
215	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Omar Al Farouq	Does not contain a school
216	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salah Al Deen 1	Contains a school
217	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salah Al Deen 2	Does not contain a school
218	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Ataa Al Khair	Contains a school
219	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Shuhada Syria	Contains a school

220	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salma 1	Does not contain a school
221	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Salma 2	Does not contain a school
222	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Nahr	Does not contain a school
223	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Latakia	Does not contain a school
224	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Fateha	Contains a school
225	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Jabal (Kherbet Aljouz)	Contains a school
226	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Tawon	Contains a school
227	Idlib	Harim	Dana	Sarmada	Al Dana	Does not contain a school
228	Idlib	Harim	Dana	Sarmada	Al Shahba	Does not contain a school
229	Idlib	Harim	Dana	Aqrabat	Areeha	Does not contain a school
230	Idlib	Harim	Salqin	Salqin	Samedoon	Contains a school
231	Idlib	Harim	Salqin	Salqin	Aidoon	Contains a school
232	Idlib	Harim	Salqin	Salqin	Kadimoon	Contains a school
233	Idlib	Harim	Harim	Harim	Al Azraq	Contains a school
234	Idlib	Harim	Harim	Harim	Al Dolama	Does not contain a school
235	Idlib	Harim	Harim	Harim	Hayat Kareamh Mud Village	Contains a school
236	Idlib	Harim	Harim	Harim	Fardan Mud Village	Contains a school
237	Idlib	Harim	Harim	Harim	Al Madinah Al Monawarah (Harim)	Contains a school
238	Idlib	Harim	Harim	Harim	Tajamoa Al Zera'a	Does not contain a school
239	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Qasr	Contains a school
240	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Jedar Maratah	Contains a school
241	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Jam'eat Al Hlubba	Does not contain a school
242	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Hafsa Om Al Mo'menen	Contains a school
243	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Wafaa	Contains a school
244	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Hersh	Does not contain a school
245	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Southern Al Dana	Does not contain a school
246	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Northern Al Dana	Contains a school
247	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Rahma Wa Al Debaan	Does not contain a school
248	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Shubat	Does not contain a school
249	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Taliaa	Does not contain a school
250	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Azab	Does not contain a school
251	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Fida'a	Contains a school

252	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	AL Maqalea	Does not contain a school
253	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Teldem	Does not contain a school
254	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Ghanam Al Okhwa Al bundaira	Does not contain a school
255	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Al Bara road	Does not contain a school
256	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Marwan	Does not contain a school
257	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Masaya	Does not contain a school
258	Idlib	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Ma'arrat An Nu'man	Meizar	Does not contain a school
259	Idlib	Ariha	Ehsem	Ehsem	Eastern Al Rami	Does not contain a school
260	Idlib	Ariha	Ehsem	Ehsem	Al Maghara	Does not contain a school
261	Idlib	Ariha	Ehsem	Ehsem	Southern Ehsem	Does not contain a school
262	Idlib	Harim	Dana	Deir Hassan - Darhashan	Abna' Al Ziyara	Does not contain a school
263	Idlib	Harim	Dana	Deir Hassan - Darhashan	Abna' Rif Hama	Does not contain a school
264	Idlib	Harim	Dana	Deir Hassan - Darhashan	Abu Al Fida	Does not contain a school
265	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ajyal	Does not contain a school
266	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ard Al Matar	Does not contain a school
267	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ard Al Matar 2	Does not contain a school
268	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ariha	Does not contain a school
269	Idlib	Harim	Dana	Deir Hassan - Darhashan	Islamna 1	Does not contain a school
270	Idlib	Harim	Dana	Deir Hassan - Darhashan	Islamna 2	Does not contain a school
271	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Abiad	Does not contain a school
272	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Ihsan	Does not contain a school
273	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Ahmad	Does not contain a school
274	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Omma	Does not contain a school
275	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Imdad	Does not contain a school
276	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Amal	Does not contain a school
277	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Ber	Does not contain a school
278	Idlib	Harim	Dana	Burj Elnumra	Al Burj	Does not contain a school
279	Idlib	Harim	Dana	Burdaqly	Burdaqly	Does not contain a school
280	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Barri	Does not contain a school
281	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Tal	Does not contain a school
282	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Tawhid	Does not contain a school

283	Idlib	Harim	Dana	Tal Elkaramaj	Al Thalaj	Does not contain a school
284	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Jabal	Contains a school
285	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Hazem	Does not contain a school
286	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Hamra	Does not contain a school
287	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Hammoud	Does not contain a school
288	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Kherbeh Al Muhasara	Does not contain a school
289	Idlib	Harim	Dana	Tal Elkaramaj	Al Khiyara	Does not contain a school
290	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Khair	Does not contain a school
291	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Khair 2	Does not contain a school
292	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Darraj	Does not contain a school
293	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Duwairat	Does not contain a school
294	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Rabiaa	Does not contain a school
295	Idlib	Harim	Dana	Kafr Deryan	Al Rahman	Does not contain a school
296	Idlib	Harim	Dana	Deir Hassan - Darhashan	AL Ziyara	Does not contain a school
297	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Sukkari	Does not contain a school
298	Idlib	Harim	Dana	Kafr Deryan	Al Sakhour	Does not contain a school
299	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Sadaka	Does not contain a school
300	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Abboud	Does not contain a school
301	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Ezza	Does not contain a school
302	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Gherbal	Does not contain a school
303	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Fares	Does not contain a school
304	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Farooq	Contains a school
305	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Fateh	Does not contain a school
306	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Furat	Does not contain a school
307	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Faraj	Does not contain a school
308	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Furkan	Contains a school
309	Idlib	Harim	Dana	Termanin	Al Mazot	Does not contain a school
310	Idlib	Harim	Dana	Sarmada	Al Mahaba	Does not contain a school
311	Idlib	Harim	Dana	Termanin	Al Madrasa	Does not contain a school
312	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Matehana	Does not contain a school
313	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Maqla	Does not contain a school

314	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Manzila	Does not contain a school
315	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Mawada	Does not contain a school
316	Idlib	Harim	Dana	Aqrabat	Al Midan	Contains a school
317	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nashmi	Does not contain a school
318	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nuaimiya	Does not contain a school
319	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nahda	Contains a school
320	Idlib	Harim	Dana	Kafr Deryan	Al Nawaeer	Contains a school
321	Idlib	Harim	Dana	Tal Elkaramaj	Al Noor	Does not contain a school
322	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Noori	Contains a school
323	Idlib	Harim	Dana	Tal Elkaramaj	Al Heb	Does not contain a school
324	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Waseeta	Does not contain a school
325	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Wadihi	Does not contain a school
326	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Wafaa	Contains a school
327	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Waleed	Does not contain a school
328	Idlib	Harim	Dana	Deir Hassan - Darhashan	Um Twaina	Does not contain a school
329	Idlib	Harim	Dana	Deir Hassan - Darhashan	Um Qubaiba	Does not contain a school
330	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ahl Al Athar	Does not contain a school
331	Idlib	Harim	Dana	Deir Hassan - Darhashan	Basmet Amal	Contains a school
332	Idlib	Harim	Dana	Deir Hassan - Darhashan	Bluziya	Does not contain a school
333	Idlib	Harim	Dana	Tal Elkaramaj	Bani Khaled	Does not contain a school
334	Idlib	Harim	Dana	Deir Hassan - Darhashan	Bani Zaid	Does not contain a school
335	Idlib	Harim	Dana	Tal Elkaramaj	Tal Al Fakhar	Does not contain a school
336	Idlib	Harim	Dana	Deir Hassan - Darhashan	Jabal Al Hes	Does not contain a school
337	Idlib	Harim	Dana	Tal Elkaramaj	Hab Al Rayan	Does not contain a school
338	Idlib	Harim	Dana	Deir Hassan - Darhashan	Hazra	Does not contain a school
339	Idlib	Harim	Dana	Deir Hassan - Darhashan	Horan	Does not contain a school
340	Idlib	Harim	Dana	Deir Hassan - Darhashan	Khaled Ben Al Walid	Does not contain a school
341	Idlib	Harim	Dana	Deir Hassan - Darhashan	Dabshiyeh	Does not contain a school
342	Idlib	Harim	Dana	Deir Hassan - Darhashan	Dulama	Does not contain a school
343	Idlib	Harim	Dana	Deir Hassan - Darhashan	Rif Al Tamana	Does not contain a school
344	Idlib	Harim	Dana	Deir Hassan - Darhashan	Southern Rif Aleppo	Does not contain a school

345	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Saed Ben Waqqas	Does not contain a school
346	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sufara' Arnal	Does not contain a school
347	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Senjar Kahraba	Does not contain a school
348	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Senjar Wadi Abbas	Does not contain a school
349	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sayala	Does not contain a school
350	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sham	Does not contain a school
351	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sabiroun	Does not contain a school
352	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Taiba	Contains a school
353	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Othman Ben Affan	Does not contain a school
354	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Ataa	Contains a school
355	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Atshana	Does not contain a school
356	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Ammar Ben Yaser	Does not contain a school
357	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Omar AL Farouq	Does not contain a school
358	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Qurtuba	Does not contain a school
359	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Abu Saqer	Does not contain a school
360	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Rohen	Does not contain a school
361	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Muheen	Contains a school
362	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Nor Al Huda	Contains a school
363	Idlib	Harim	Dana	Sarmada	Wadi Al Azib	Does not contain a school
364	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Maar Tahroma	Al Rahma 2	Does not contain a school
365	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Has	Al Rahma	Does not contain a school
366	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Kafr Nobol	Al Rahma 1	Does not contain a school
367	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Maarzita	Al Walid	Does not contain a school
368	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Mud village and Dof camp	Does not contain a school
369	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Tents of IDPs near Morin	Does not contain a school
370	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	IDPs in Kafarjales	Does not contain a school
371	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Bonyan camp in Kalaliand spontaneous camps near the town	Contains a school
372	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Rif Hama and Idleb camp in Kafar Bani	Does not contain a school
373	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Al Mahatta camp in Maaret Elekhwan	Does not contain a school
374	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Saed camp in Al Shekh Bahr	Contains a school

314	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Manzila	Does not contain a school
315	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Mawada	Does not contain a school
316	Idlib	Harim	Dana	Aqrabat	Al Midan	Contains a school
317	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nashmi	Does not contain a school
318	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nuaimiya	Does not contain a school
319	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Nahda	Contains a school
320	Idlib	Harim	Dana	Kafr Deryan	Al Nawaeer	Contains a school
321	Idlib	Harim	Dana	Tal Elkaramaj	Al Noor	Does not contain a school
322	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Noori	Contains a school
323	Idlib	Harim	Dana	Tal Elkaramaj	Al Heb	Does not contain a school
324	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Waseeta	Does not contain a school
325	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Wadihi	Does not contain a school
326	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Wafaa	Contains a school
327	Idlib	Harim	Dana	Deir Hassan - Darhashan	Al Waleed	Does not contain a school
328	Idlib	Harim	Dana	Deir Hassan - Darhashan	Um Twaina	Does not contain a school
329	Idlib	Harim	Dana	Deir Hassan - Darhashan	Um Qubaiba	Does not contain a school
330	Idlib	Harim	Dana	Deir Hassan - Darhashan	Ahl Al Athar	Does not contain a school
331	Idlib	Harim	Dana	Deir Hassan - Darhashan	Basmet Amal	Contains a school
332	Idlib	Harim	Dana	Deir Hassan - Darhashan	Bluziya	Does not contain a school
333	Idlib	Harim	Dana	Tal Elkaramaj	Bani Khaled	Does not contain a school
334	Idlib	Harim	Dana	Deir Hassan - Darhashan	Bani Zaid	Does not contain a school
335	Idlib	Harim	Dana	Tal Elkaramaj	Tal Al Fakhar	Does not contain a school
336	Idlib	Harim	Dana	Deir Hassan - Darhashan	Jabal Al Hes	Does not contain a school
337	Idlib	Harim	Dana	Tal Elkaramaj	Hab Al Rayan	Does not contain a school
338	Idlib	Harim	Dana	Deir Hassan - Darhashan	Hazra	Does not contain a school
339	Idlib	Harim	Dana	Deir Hassan - Darhashan	Horan	Does not contain a school
340	Idlib	Harim	Dana	Deir Hassan - Darhashan	Khaled Ben Al Walid	Does not contain a school
341	Idlib	Harim	Dana	Deir Hassan - Darhashan	Dabshiyeh	Does not contain a school
342	Idlib	Harim	Dana	Deir Hassan - Darhashan	Dulama	Does not contain a school
343	Idlib	Harim	Dana	Deir Hassan - Darhashan	Rif Al Tamana	Does not contain a school
344	Idlib	Harim	Dana	Deir Hassan - Darhashan	Southern Rif Aleppo	Does not contain a school

345	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Saed Ben Waqqas	Does not contain a school
346	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sufara' Arnal	Does not contain a school
347	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Senjar Kahraba	Does not contain a school
348	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Senjar Wadi Abbas	Does not contain a school
349	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sayala	Does not contain a school
350	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sham	Does not contain a school
351	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Sabiroun	Does not contain a school
352	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Taiba	Contains a school
353	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Othman Ben Affan	Does not contain a school
354	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Ataa	Contains a school
355	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Atshana	Does not contain a school
356	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Ammar Ben Yaser	Does not contain a school
357	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Omar AL Farouq	Does not contain a school
358	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Qurtuba	Does not contain a school
359	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Abu Saqer	Does not contain a school
360	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Rohen	Does not contain a school
361	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Muheen	Contains a school
362	Idlib	Harim	Dana	Deir Hassan - Dar-hashan	Nor Al Huda	Contains a school
363	Idlib	Harim	Dana	Sarmada	Wadi Al Azib	Does not contain a school
364	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Maar Tahroma	Al Rahma 2	Does not contain a school
365	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Has	Al Rahma	Does not contain a school
366	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Kafr Nobol	Al Rahma 1	Does not contain a school
367	Idlib	Ma'arrat An Nu'man	Kafr Nobol	Maarzita	Al Walid	Does not contain a school
368	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Mud village and Dof camp	Does not contain a school
369	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Tents of IDPs near Morin	Does not contain a school
370	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	IDPs in Kafarjales	Does not contain a school
371	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Bonyan camp in Kalaliand spontaneous camps near the town	Contains a school
372	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Rif Hama and Idleb camp in Kafar Bani	Does not contain a school
373	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Al Mahatta camp in Maaret Elekhwan	Does not contain a school
374	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Saed camp in Al Shekh Bahr	Contains a school

375	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	South eastern Idleb countryside IDPs in Kafrehmul	Does not contain a school
376	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Southern Aleppo countryside IDPs in Zardana	Does not contain a school
377	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Eastern Idleb countryside IDPs in Haranbush	Does not contain a school
378	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Noor Al Huda	Does not contain a school
379	Idlib	Idlib	Maaret Tamsrin	Maaret Tamsrin	Hazano IDP camps	Does not contain a school
380	Idlib	Harim	Salqin	Salqin	Abu Talha	Contains a school
381	Idlib	Harim	Salqin	Salqin	AL Safsaafa	Contains a school
382	Idlib	Harim	Salqin	Salqin	Batia Al Tini	Contains a school
383	Idlib	Harim	Salqin	Salqin	Bani Sari	Contains a school
384	Idlib	Harim	Salqin	Salqin	Delbia	Contains a school
385	Idlib	Harim	Qourqeena	Qourqeena	Al Salam	Contains a school
386	Idlib	Jisr-Ash-Shugur	Janudiyeh	Janudiyeh	Wata Kaykon	Does not contain a school
387	Idlib	Ariha	Ariha	Banin	Benin	Does not contain a school
388	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Itkan	Does not contain a school
389	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Jabal	Contains a school
390	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Kheir	Does not contain a school
391	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	AL Magharba	Does not contain a school
392	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	A'eydon	Contains a school
393	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Kate'a Al Naher	Does not contain a school
394	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Kate'a Bisherfeh	Does not contain a school
395	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Karam Al Zeiton 1	Does not contain a school
396	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Karam Al Zeiton 2	Does not contain a school
397	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Mazeghla	Does not contain a school
398	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Abu Badi'a	Does not contain a school
399	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Aradi sector no 1	Does not contain a school
400	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Al Talleh	Does not contain a school
401	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Hamrat	Does not contain a school
402	Idlib	Jisr-Ash-Shugur	Badama	Ramliyah	Al Ramliyah	Does not contain a school
403	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Al Salata	Does not contain a school
404	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Al Saydi	Does not contain a school
405	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Feren sector no 2	Does not contain a school

406	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Al Madrasa	Does not contain a school
407	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Mashfa sector no 3	Does not contain a school
408	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Masbagha	Does not contain a school
409	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Al Makbara	Does not contain a school
410	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Al Najiya	Does not contain a school
411	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Al Wafaa	Does not contain a school
412	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Anin Al Sahel	Does not contain a school
413	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Ahel Al Quraan	Does not contain a school
414	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Adam	Does not contain a school
415	Idlib	Jisr-Ash-Shugur	Badama	Ein El-Bayda	Bedama	Does not contain a school
416	Idlib	Jisr-Ash-Shugur	Badama	Kherbet Aljouz	Beit Sofan	Does not contain a school
417	Idlib	Jisr-Ash-Shugur	Badama	Hanbushiyeh	Kharmash	Does not contain a school
418	Idlib	Idlib	Idlib	Aqrabat	Spontaneous camp 1	Does not contain a school
419	Idlib	Idlib	Idlib	Aqrabat	Spontaneous camp 2	Does not contain a school
420	Idlib	Harim	Harim	Ariba	Al Jabalat	Does not contain a school
421	Idlib	Harim	Harim	Harim	Al Ismant company	Does not contain a school
422	Idlib	Harim	Harim	Kafr Hum	Samidon Sahl Al Ghab	Does not contain a school
423	Idlib	Harim	Harim	Kafr Hum	A'eydon Sahl Al Ghab	Does not contain a school
424	Idlib	Harim	Harim	Kafr Hum	Al Arab	Does not contain a school
425	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Al Marsos	Does not contain a school
426	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Al Wafaa	Contains a school
427	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Aleppo 2	Does not contain a school
428	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Aleppo 3	Does not contain a school
429	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Othman Ben Affan	Does not contain a school
430	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Ali Ben Abi Taleb	Does not contain a school
431	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Ommahat Al Momenin	Does not contain a school
432	Idlib	Jisr-Ash-Shugur	Darkosh	Darkosh	Aleppo 1	Does not contain a school
433	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Bab Al Salama border camp	Contains a school
434	Aleppo	A'zaz	A'zaz	Bab Al Salameh	New Bab AL Salama	Contains a school
435	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Rayyan	Contains a school
436	Aleppo	A'zaz	A'zaz	Bab Al Salameh	Sajo Suburb	Contains a school

437	Aleppo	Jarablus	Jarablus	Jarablus	Al Jabal (Jarablus)	Contains a school
438	Aleppo	Jarablus	Jarablus	Jarablus	Jarablus (Stadium)	Does not contain a school
439	Aleppo	Jarablus	Jarablus	Jarablus	Zoghara	Contains a school
440	Aleppo	Afrin	Jandairis	Deir Ballut	Deir Ballut	Contains a school
441	Aleppo	Afrin	Jandairis	Deir Ballut	Al Mohammedeyah	Contains a school
442	Aleppo	Jebel Saman	Atareb	Big Orm	Al Olfa	Does not contain a school
443	Aleppo	Jebel Saman	Atareb	Big Orm	Al Amin	Does not contain a school
444	Aleppo	Jebel Saman	Atareb	Big Orm	Al Andalus	Does not contain a school
445	Aleppo	Jebel Saman	Atareb	Big Orm	Al Ismant	Contains a school
446	Aleppo	Jebel Saman	Atareb	Abzemo	Al Jabana	Does not contain a school
447	Aleppo	Jebel Saman	Atareb	Abzemo	Al Hadya	Does not contain a school
448	Aleppo	Jebel Saman	Atareb	Big Orm	AL Fajer	Contains a school
449	Aleppo	Jebel Saman	Atareb	Big Orm	AL Mahabba	Does not contain a school
450	Aleppo	Jebel Saman	Atareb	Big Orm	Al Manahel	Does not contain a school
451	Aleppo	Jebel Saman	Atareb	Big Orm	Al Noor	Does not contain a school
452	Aleppo	Jebel Saman	Atareb	Big Orm	New Orum	Contains a school
453	Aleppo	Jebel Saman	Atareb	Kafr Karmin	Al Abiad	Contains a school
454	Aleppo	Jebel Saman	Atareb	Atareb	Al Tilal	Does not contain a school
455	Aleppo	Jebel Saman	Atareb	Kafr Karmin	Al Haqla	Contains a school
456	Aleppo	Jebel Saman	Atareb	Atareb	Al Rashid	Does not contain a school
457	Aleppo	Jebel Saman	Atareb	Atareb	Al Sina'a	Does not contain a school
458	Aleppo	Jebel Saman	Atareb		Al Izza	Contains a school
459	Aleppo	Jebel Saman	Atareb	Atareb	Al Maghara	Does not contain a school
460	Aleppo	Jebel Saman	Atareb	Tuwama	Al Moghira	Does not contain a school
461	Aleppo	Jebel Saman	Atareb	Kafr Karmin	Al Manzila	Contains a school
462	Aleppo	Jebel Saman	Atareb	Atareb	Eastern Atareb	Does not contain a school
463	Aleppo	Jebel Saman	Atareb	Atareb	Western Atareb	Does not contain a school
464	Aleppo	Jebel Saman	Atareb	Tuwama	Motor Al Mai	Does not contain a school
465	Aleppo	Jebel Saman	Atareb	Atareb	Mamal Al Sejad	Does not contain a school
466	Aleppo	A'zaz	A'zaz	A'zaz	Al Resala	Contains a school
467	Aleppo	A'zaz	A'zaz	A'zaz	Al Noor	Contains a school
468	Aleppo	A'zaz	A'zaz	A'zaz	Al Hilal Al Qatari	Contains a school
469	Aleppo	A'zaz	A'zaz	A'zaz	Shamarekh	Contains a school
470	Aleppo	A'zaz	A'zaz	A'zaz	Bab Al Iman	Contains a school

471	Aleppo	A'zaz	A'zaz	A'zaz	Al Haramen	Contains a school
472	Aleppo	A'zaz	Aghtrin	Kaebebeh	Al Kuaiba	Contains a school
473	Aleppo	A'zaz	Suran	Albil	Al Bal	Does not contain a school
474	Aleppo	A'zaz	Suran	Albil	Al Zayzafun	Does not contain a school
475	Aleppo	Jebel Saman	Zarbah	Bawabiyeh	Al Bawabiya	Does not contain a school
476	Aleppo	Jarablus	Jarablus	Marma Elhajar	Ain Al Abid	Does not contain a school
477	Aleppo	Jarablus	Jarablus	Ein El-Bayda	Ard Al Jamaya	Does not contain a school
478	Aleppo	Jarablus	Jarablus	Halawaniyeh	Al Helwaniya	Does not contain a school
479	Aleppo	Jarablus	Jarablus	Jarablus	Al Khellawi	Does not contain a school
480	Aleppo	Jarablus	Jarablus	Jarablus	Al Wazir	Does not contain a school
481	Aleppo	Jarablus	Jarablus	Lower Jrables	Beqrus	Does not contain a school
482	Aleppo	Jarablus	Jarablus	Marma Elhajar	Tariq Marma Al Hajar	Does not contain a school
483	Aleppo	Jarablus	Jarablus	Jarablus	Madrasat Al Zira'a	Does not contain a school
484	Aleppo	Jarablus	Jarablus	Lilawa	Al Kennawi (Al Buhaira)	Contains a school
485	Aleppo	Al Bab	Al Bab	Al Bab	Duyuf Al Sharqiya	Contains a school
486	Aleppo	Al Bab	Al Bab	Hadath	Al Hadath	Does not contain a school
487	Aleppo	Al Bab	Al Bab	Bazagha	Bazagha	Does not contain a school
488	Aleppo	Al Bab	Al Bab	Al Bab	Wakef Al Diyana Al Turki	Does not contain a school
489	Aleppo	Afrin	Afrin	Meidan Ekbis	Meidan Ekbis	Does not contain a school
490	Aleppo	Menbij	Menbij	Menbij	Menbij IDP camp	Contains a school
491	Deir-ez-Zor	Al Mayadin	Thiban	Eastern Jarda	Al Jerzi	Does not contain a school
492	Deir-ez-Zor	Al Mayadin	Thiban	Sweidan Jazira	Swidan Jazira	Does not contain a school
493	Deir-ez-Zor	Al Mayadin	Thiban	Tayyana	Al Tayana town	Does not contain a school
494	Deir-ez-Zor	Al Mayadin	Thiban	Darnaj	Dernej wajammeh	Does not contain a school
495	Deir-ez-Zor	Al Mayadin	Thiban	Thiban	Thiban	Does not contain a school
496	Deir-ez-Zor	Deir-ez-Zor	Khasham	Mrat	Moaiziliya	Does not contain a school
497	Deir-ez-Zor	Deir-ez-Zor	Khasham	Dahleh	Hajin IDPs	Does not contain a school
498	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Al Jazara	Does not contain a school
499	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Al Zaghir	Does not contain a school
500	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Hawayej Bu Masa	Does not contain a school
501	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Abu Khashab	Contains a school
502	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Al Ragheb Al Bashir	Does not contain a school

503	Deir-ez-Zor	Deir-ez-Zor	Kisreh	Kisreh	Al Ashawi	Does not contain a school
504	Deir-ez-Zor	Deir-ez-Zor	Basira	Kisreh	Al Kassar	Does not contain a school
505	Deir-ez-Zor	Deir-ez-Zor	Basira	Breiha	Al Breiha	Does not contain a school
506	Deir-ez-Zor	Deir-ez-Zor	Basira	Sabha	Al Sabha	Does not contain a school
507	Deir-ez-Zor	Deir-ez-Zor	Basira	Breiha	Breiha	Does not contain a school
508	Deir-ez-Zor	Deir-ez-Zor	Basira	Basira	Tajammu Al Susa	Does not contain a school
509	Deir-ez-Zor	Deir-ez-Zor	Basira	Basira	A Camp near the cultural center	Does not contain a school
510	Deir-ez-Zor	Deir-ez-Zor	Basira	Daman	Daman	Does not contain a school
511	Deir-ez-Zor	Deir-ez-Zor	Basira	Basira	Taes Al Bu Fahed	Does not contain a school
512	Deir-ez-Zor	Deir-ez-Zor	Basira	Shiheil	Al Shahil 10 camps	Does not contain a school
513	Rural Damascus	Duma	Sabe Byar		Al Hay Al Tadmori	Contains a school
514	Rural Damascus	Duma	Sabe Byar		Abnaa Muhin	Contains a school
515	Rural Damascus	Duma	Sabe Byar		Al Najat	Contains a school
516	Rural Damascus	Duma	Sabe Byar		Al Bayt Al Tadmori	Contains a school
517	Rural Damascus	Duma	Sabe Byar		Zanobia	Contains a school
518	Rural Damascus	Duma	Sabe Byar		Bushra Al Amal	Contains a school
519	Rural Damascus	Duma	Sabe Byar		Al Shuhada	Contains a school
520	Rural Damascus	Duma	Sabe Byar		Al Badiya	Contains a school
521	Rural Damascus	Duma	Sabe Byar		Bayt Al Zuhour	Contains a school
522	Rural Damascus	Duma	Sabe Byar		Al Noor	Contains a school
523	Rural Damascus	Duma	Sabe Byar		Al Ammour	Contains a school
524	Rural Damascus	Duma	Sabe Byar		Bani Khaled	Contains a school
525	Rural Damascus	Duma	Sabe Byar		Khaled Ben Al Waleed	Contains a school
526	Rural Damascus	Duma	Sabe Byar		Al Amal	Contains a school

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