Edition 04

SCHOOLS IN NORTHERN SYRIA CAMPS

The Fourth Edition of "Schools in Northern Syria Camps" monitors the education sector within the camps in areas outside the regime's control in northwestern Syria in light of the war which has been ongoing for more than 10 years. It also assesses the situation of camp schools in Syria during 2020 – 2021 and highlights the impact of the war in Syria and the environment of displacement on the education sector. Further, it reflects the impact of the spread of COVID-19 on the educational sector in northern Syria camps. It should be noted that this report is an annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU), and covers all schools in IDP camps located northwest of Syria.

ACU ASSISTANCE COORDINATION UNIT

IMU INFORMATION MANAGEMENT UNIT

Schools in Northern Syria Camps
T h e m a t i c   R e p o r t
Edition 04 – April 2021

Issued by the Information Management Unit of ACU

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SCHOOLS IN NORTHERN SYRIA CAMPS

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Executive Summary

The Fourth Edition of "Schools in Northern Syria Camps" monitors the education sector within the camps in areas outside the regime's control in northwestern Syria in light of the war which has been ongoing for more than 10 years. It also assesses the situation of camp schools in Syria during 2020 – 2021 and highlights the impact of the war in Syria and the environment of displacement on the education sector. Further, it reflects the impact of the spread of COVID-19 on the educational sector in northern Syria camps. It should be noted that this report is an annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU), and covers all schools in IDP camps located northwest of Syria.

SECTION 01: METHODOLOGY

The methodology used in this report has been developed based on previous editions 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 third 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. IMU enumerators visited 1,302 camps in all areas outside the control of the regime in northwestern Syria to find out the number of camps that contain schools and collect information about them. Accordingly, It is found that 1,127 camps don't have schools, whereas 175 camps do have schools. The number of forms collected, concerning the status of the assessed schools, is about 3,442 e-forms, including 3,253 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

This edition of the report included camp schools within the governorates of Idleb and Aleppo in northwestern Syria. The number of camp schools in this report reached 189 schools.
The number of camps that the IMU enumerators visited to conduct this evaluation reached 1,127 camps located in the governorates of Idleb and Aleppo where only 175 camps have schools. The results of the study show that the schools of 22% (14,095 students) of students are 200-500 meters away from their houses, whereas the schools for 8% (5,226 students) of the students are more than 500 meters away from their places of residence. Based on the results, it is found that 97% (184 schools) of the total camp schools in the camps have been registered with an official authority, while 3% (5 schools) haven't been registered with any official authority.

SECTION 03: School Buildings

The study shows that 30% (78 schools) of the school buildings used in the northern Syria camps covered in the study are composed of just one tent or more, 19% (39 schools) prefabricated rooms known as caravans., 14% (29 schools) cement block rooms with cement roofs, 10% (21 schools) have regular buildings, 8% (17 schools) are large tents, 6% (12 schools) cement block rooms with tin roofs, 4% (8 schools) cement block rooms coated with rain insulation, 1% (2 schools) mudrooms, and one school is a multi-storey building converted into a school. Based on the study, it is also found that 77% (1,593 windows) of the total number of windows within the camp schools covered in the study don't need any repair works, 17% (348 windows) need repair works, 6% (125 windows) need replacement, 78% (1,053 doors) of the total number of doors within the camp schools don't need any repair works, 19% (261 doors) need repair works, 3% (42 doors) need replacement.

SECTION 03: Wash within Schools

According to the results of the study, 60% (114 schools) of the camp schools covered in the assessment receive drinking water and water for daily usage through water tankers, 12% (22 schools) receive water from the public network, 5% (10 schools) receive water from adjacent tents or nearby places, 2% (3 schools) receive water from a nearby well, and only one school has a water well within. 21% (39 schools) don't have water and students are forced to bring water from their houses. The total number of water taps that need replacement in the northern Syria camp schools is 355 taps. Based on the study, it is found that 81% (540 WCs) of the total number of WCs are functional and in good repair, 14% (91 WCs) need simple maintenance, 5% (34 WCs) need full rehabilitation or replacement, 33% (62 schools) of the camp schools which have WCs dispose wastewater in the regular sewage networks, 60% (114 schools) dispose wastewater in irregular cesspits, 7% (13 schools) dispose wastewater in the open.

SECTION 05: School Equipment (School Furniture – Educational Equipment)

The results of the study show that 92% (174 schools) of the camp schools covered have student desks, 8% (15 schools) don't have student desks where students have to sit on the ground in these schools, 85% (13,961 desks) of the total number of students desks within schools are usable, 9% (1,486 desks) need repair works, 6% (984 desks) have become completely damaged and need replacement. The number of student desks that schools need is 3,512 desks. According to the study, 62% (117 schools) of the total camp schools covered need heaters, 60% (113 schools) need whiteboards, 81% (154 schools) need printers, 86% (163 schools) need computers. The amount of heating fuel needed for one full school year is 850,200 liters per year.

SECTION 06: Educational Levels and Curriculum

The results of the study show that 21% (39 schools) of the camp schools covered only teach primary education, 76% (143 schools) teach primary education and lower secondary, 2% (4 schools) teach all the educational levels (primary education, lower and higher secondary levels), 2% (3 schools) teach lower and higher secondary levels. 39% (211 teachers) of the total number of teachers[1] surveyed within the camp schools reported that students suffer from bullying of older students. In terms of the schools' curricula, it is found that 16% (31 schools) of the total number of camp schools finished 81% of the curriculum for the last year. The number of textbooks copies needed within these camp schools is 16,715 copies.

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

SECTION 07: Students

The number of students in the covered camps reached 64,219 students, of whom, 52% (33,233 students) are female students; students aged 6–10 years form the largest age group among students in the camps, that is 72% (46,532 students of both sexes) of the total number of students. Students aged 11–12 years form 19% (12,016 students of both sexes). Students aged 13–15 years form 8% (5,296 students of both sexes). On top of the difficulties faced by students to access good education within the camp schools, comes the lack of income on the part of the families to meet their children's educational requirements, in second place comes the shortage of educational materials, textbooks, and stationery.

SECTION 08: Psychological Support and Children with Disabilities

The number of students with disabilities within the camp schools covered in the study is 622 students. The results show that the highest percentage of students with disabilities are those suffering from motor disability accounting for 36% (227 students) of students with disabilities. The results of the study further show that 23% (44 schools) of the camp schools don't have teachers trained on psychological support; 77% (145 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 2,333 teachers, of whom, 45% (1,060 teachers) are female teachers. The results also show that 80% (1,863 teachers) of the teachers in the camp schools received their salaries from different sources during the academic year 2020-2021, whereas 20% (464 teachers) didn't get any salaries. Through the surveys the enumerators conducted with the teachers, 90% (486 teachers) of the teachers reported that the salaries aren't commensurate with the daily life requirements.families to meet their children's educational requirements, in second place comes the shortage of educational materials, textbooks, and stationery.

SECTION 10: Measures and Procedures to Prevent the Spread of COVID19- Virus

This section presents information on the application of the precautionary measures within schools to limit the spread of COVID-19 virus. According to the study, 20% of the assessed schools have a non-contact thermometer, 49% of the schools do not have sufficient quantities of cleaning materials and soap; 71% of the schools do not have sufficient materials for hand sterilization. 32% of the schools do not have sufficient quantities of drinking water and water for daily usage. 93% of the schools do not sterilize the facilities within. 61% of the schools do not distribute masks for the students, therefor a large part of the students do not wear masks because they can't afford them.

SECTION 11: Priorities and Recommendations

The need for heating fuel topped the list of priorities in the majority of camp schools, and the need for school curriculum textbooks and the provision of notebooks and stationery for students came in second place. The need to provide salaries for the teaching staff came in the forefront of the needs in the largest section of schools. This year, the need to provide prevention materials against the COVID-19 virus emerged in the camp schools; In addition to the need to provide distance learning materials.

Section 01
Methodology

01 Assessment Sample

This assessment covers 189 schools within 175 camps in northwestern Syria, namely camps distributed in Idleb and Aleppo governorates. The IMU enumerators conducted visits to 1,302 camps in all areas outside the regime›s control in northwestern Syria. It is found that 1,127 camps don't have any schools, whereas 175 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 (1) Information on the schools covered in the report by governorate

#	Governorate	Number of districts	Number of sub-districts	Number of camps visited	Number of camps that have schools	Number of schools within the camps
1	Idleb	3	10	1,108	140	153
2	Aleppo	5	5	194	35	36
Total		**8**	**15**	**1,302**	**175**	**189**

- In this study, the graphs were shown at two levels: First at the governorate level; which includes the governorates of Idleb and Aleppo; And the second is at the cluster level, where the camps have been divided into 17 clusters, 13 of which are in Idleb governorate and 4 in Aleppo governorate. It is noteworthy that the largest part of the clusters are approved by the Camps Management and Coordination Sector (CCCM). While there were a number of spontaneous camps located in the vicinity of one of the towns, and this group of camps was considered as one cluster named after the town near the camps.

02 Assessment Tools

1. **Tool design phase:** IMU has designed a questionnaire for this assessment, as well as four perception surveys in two phases:
The questionnaires used in this edition of the report are based on the conclusions of the work on the report "Schools in the northern Syria camps" through the previous three publications, and it is mentioned that IMU Department Conducts a workshop after each edition of the report and receives feedback and recommendations from partners working in the education sector in addition to receiving all comments and suggestions by e-mail; IMU team reflects all the suggestions in its questionnaires to include all the information needed by the partners in the education sector, and the final edition of the tools has been reached in two phases:

Phase 1

IMU developed an initial draft of the questionnaire which covers a variety of points related to the status and needs of camp schools in northern Syria camps based on the 3rd edition (2018-2019) of "Schools in Syria" report questionnaire. IMU also put into account the lessons learned from the three previous editions when designing the tool.

In this edition of the report, questions were added related to the precautionary measures applied in schools to limit the spread of the COVID-19 virus; As these questions were concluded from the checklist to support the reopening of schools and preparation for the emergence of new mutations of COVID-19; Or similar public health crises as issued by the World Health Organization (WHO); and the checklist for safe return to schools has been made use of in light of the spread of the COVID-19 virus; That was shared by the Education cluster in Turkey.

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 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. The questionnaires were shared with the education cluster coordinators, and the cluster member to add their observations.

Phase 2

The assessment tools used in this study were applied and tested by evaluating two schools in each of the governorates of Aleppo and Idleb. IMU enumerators were also assigned to fill out perception surveys electronically in order to test the results. IMU officers received the sample data from the researchers and added some restrictions that control the information and conducted a comprehensive review of the tools used.

2. **Enumerator training phase:** 37 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 through field work, and some points were modified in the questionnaires based on that feedback.

3. **The mechanism of filling the questionnaire:** 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 perception survey:** the enumerators were administered to select 5 to 10 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 974 students aged 17-5 years from the camps covered in the study. Part of these children were attending schools, whereas the other part were dropouts. Female students formed %39 of the children surveyed, while male students accounted for %61. all of the surveyed children are forcibly displaced, of whom %53 displaced from other governorates, %41 displaced from another town within the same governorate, %6 are displaced within their towns.

·   **Parent 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 displaced community (northern Syria camps) by conducting perception surveys from different places. IMU enumerators conducted surveys with 1,548 parents who have school-age children (attending school or dropouts), where these parents were distributed within the camps covered, the proportion of females among them was %34, while the proportion of males was %66.

·   **Teacher perception survey:** During the school visit, the enumerators conducted three to five surveys with teachers. IMU enumerators conducted perception surveys with a total of 543 teachers within the covered camps, %30 of them were females, while %70 were males.

·   **School principal perception survey:** During the school visit, the enumerators conducted one survey with the school principal or his deputy. IMU enumerators conducted perception surveys with a total of 152 principals at schools in the covered camp schools, %15 of them were females, while %85 were males.

The Enumerators filled the questionnaires electronically using KoBo Collect.

03 Timetable

The work on the fourth edition of the Schools in Northern Syria Camps began in September 2020; where it was planned to collect the data from schools in the first semester (after school suspension which was part of the precautionary measures to prevent the spread of COVID-19 virus). 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 information collection and to complete the perception surveys. Training for the enumerators was conducted online via Skype for Business and lasted for 20 hours and ended on 7 October 2020. The training included a 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, Aleppo and Hama EDs on 1 March 2019; Data collection started at the beginning of December 2020 and ended in January 2021, 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 has been released in April 2021.

04 Data Management and Analysis

IMU Enumerators filled the questionnaires electronically using KoBo Collect. 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 internally and externally.

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.

- Reaching the schools
  Although ACU signed a memoranda of understanding with the education directorates of the Syrian Interim Government, some school principals did not allow IMU enumerators to enter their schools. This is due to the refusal of camp managers to share any information about the camp; 12 camp schools located in northwestern Syria haven't been covered in this edition of the report.

- The spread of COVID19- virus
  The spread of the virus imposed restrictions on the movement of the enumerators and on interviewing KIs; ACU provided the enumerators with masks, gloves and sterilizers to use during the data collection period, and some schools also divided students into several groups to reduce the number of students within schools as one of the precautionary measures to limit the spread of the virus; This forced the enumerators to be present at schools for longer periods of time to count students in the different shifts..

- Distance between the spontaneous camps
  Spontaneous camps (established by IDPs without the intervention of any humanitarian actors) are spread around cities and towns and are way too far apart and difficult to reach due to the rugged roads, the thing which made it costly for the enumerators who spent more time and effort to reach them. These camps have no administration and no humanitarian agency works in them; This made access to educational information extremely difficult. The enumerators were forced to interview the residents of these camps to obtain information from them.

Section 02
General Information

01 Camps which have Schools and the Number of Schools within

In this edition of the report[2] , IMU was able to expand its coverage to include all camp schools in northern Syria camps. The number of camps visited by IMU enumerators to carry out this assessment has reached 1,302 camps within the governorates of Aleppo and Idleb; Schools were found only in 175 camps. The number of schools visited by the enumerators has reached 189 schools; While they were unable to visit 12 schools. There were no schools within the 1,127 camps or sites for IDPs. Some of these camps are spontaneous, and the number of families in these camps is small compared to other camps. There may be civil initiatives to educate students in these camps. At the same time, a large number of camp children may go to schools in neighboring cities and towns to receive education. It is important to look at the distance children travel to reach schools outside their areas. The difficulty of accessing these schools, especially in winter and when there are serious security conditions, poses a threat to the lives of children.

Figure 1: Number of camps which have schools and Number of schools within- At the cluster level

	Number of schools (top)	Number of camps (bottom)
Azaz	16	15
Atareb and Daret Azza	11	11
Jarablus and Al Bab	7	7
Deir Ballut	2	2
Armanaz and Kafr Takharim	6	6
Atmeh	14	12
Al Rahmeh	2	2
Sheikh Bahr	5	4
Karama	7	7
Jisr Ash-Shugur	9	8
Harim	5	5
Kherbet Eljoz	14	9
Sarmada	36	36
Salqin	10	7
Qah	12	12
Qourqeena	9	8
Maaret Tamsrin	24	24

Aleppo   Idleb

● Number of camps   ● Number of schools
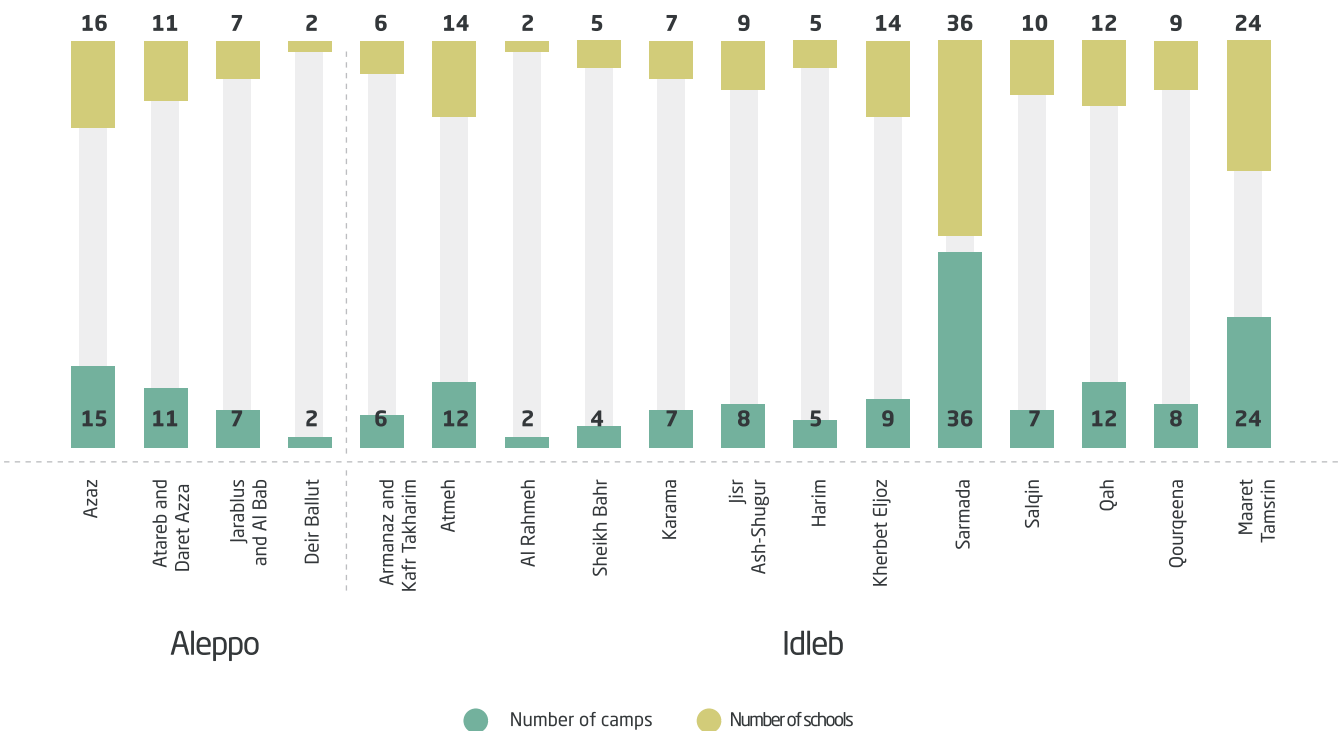
2.   This is the fourth edition of Schools in Northern Syria Camps
      Third edition: https://www.acu-sy.org/en/schools-in-northern-syria-camps2019-/
      Second edition: https://www.acu-sy.org/en/schools-in-the-northern-syria-camps/
      First edition: https://www.acu-sy.org/en/schools-in-camps-2017-v01/

02 Distance to School

The study shows that 70% (45,152 students) live less than 200 meters away from their schools, 22% (14,095 students) live between 200–500 meters away from their schools, and 8% (5,226 students) live more than 500 meters away from their schools.

Figure 2: Number and percentage of students according to the distance of school from the student's residence
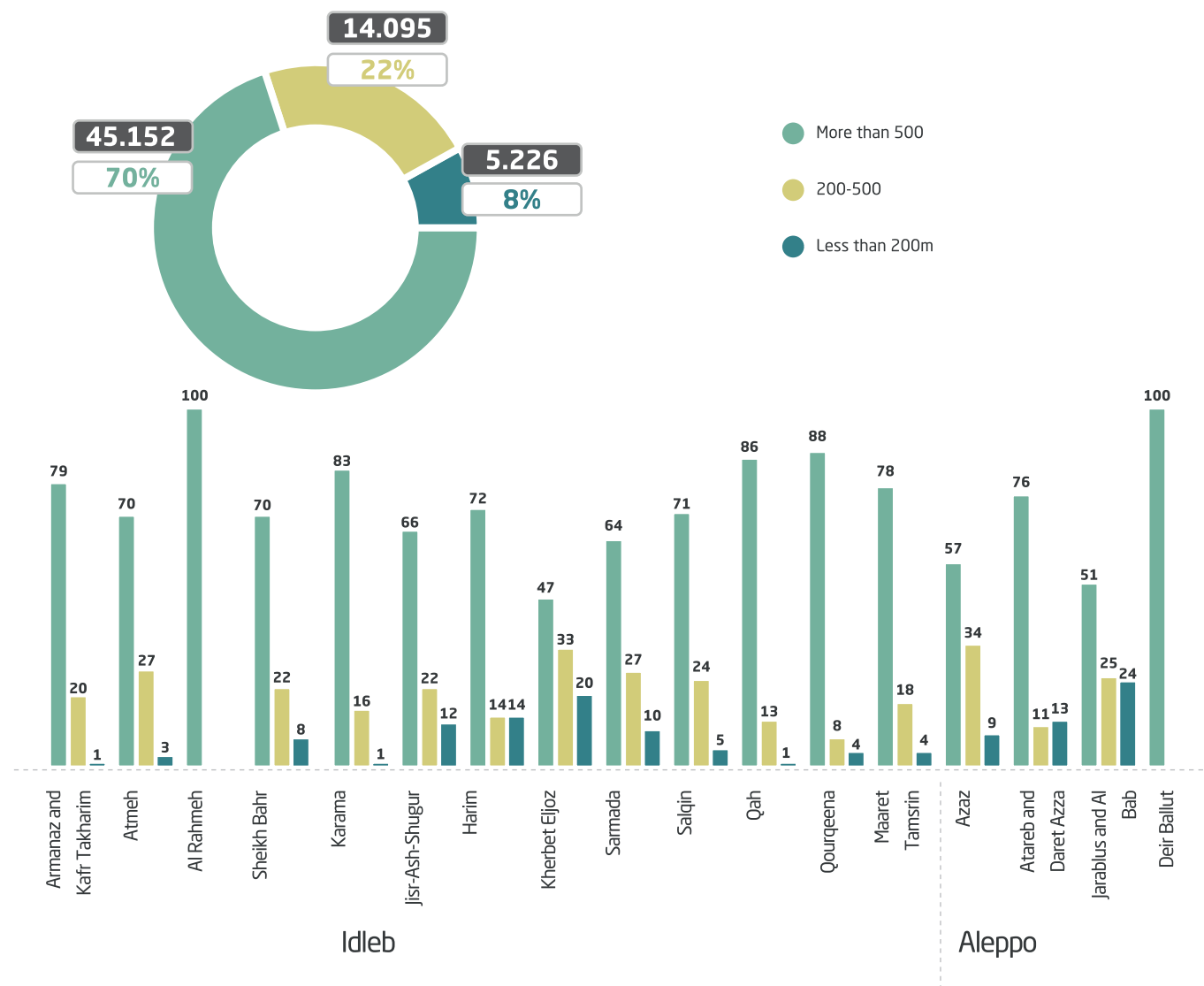
According to the Minimum Standards for Education (INEE)[3], "The maximum distance between learners and their learning sites should be defined according to local and national standards. It is important to consider security, safety and accessibility concerns such as soldiers' quarters, landmines and dense bush in the vicinity. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers".

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3.   http://bit.ly/2uCzG87

IMU Key Informants (KIs) in the northern Syria camps (Aleppo and Idleb 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. The 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.

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. According to the study, it is found that 97% (184 schools) are registered by an official body; whereas 21% (35 schools) aren't registered by any official body, of which one irregular school is found in Qourqeena cluster, and 4 schools are civil initiatives.

INEE[4] 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".

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.

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4.   http://bit.ly/2uCzG87

Figure 3: Number and percentage of schools according to the educational levels within them

- **4** / 2%
- **1** / 1%
- **184** / 97%

Legend:
- Official (registered by the education directorate)
- Civilian initiativeCivilia
- Irregular (not registered by the ED)

Location	Value 1	Value 2
Armanaz and Kafr Takharim	1	5
Atmeh		14
Al Rahmeh		2
Sheikh Bahr		5
Karama		7
Jisr Ash-Shugur		9
Harim		5
Kherbet Eljoz		14
Sarmada	1	35
Salqin		10
Qah	1	12
Qourqeena	1	7
Maaret Tamsrin		24

Idleb

Location	Value 1	Value 2
Azaz		16
Atareb and Daret Azza	1	10
Jarablus and Al Bab		7
Deir Ballut		2

Aleppo
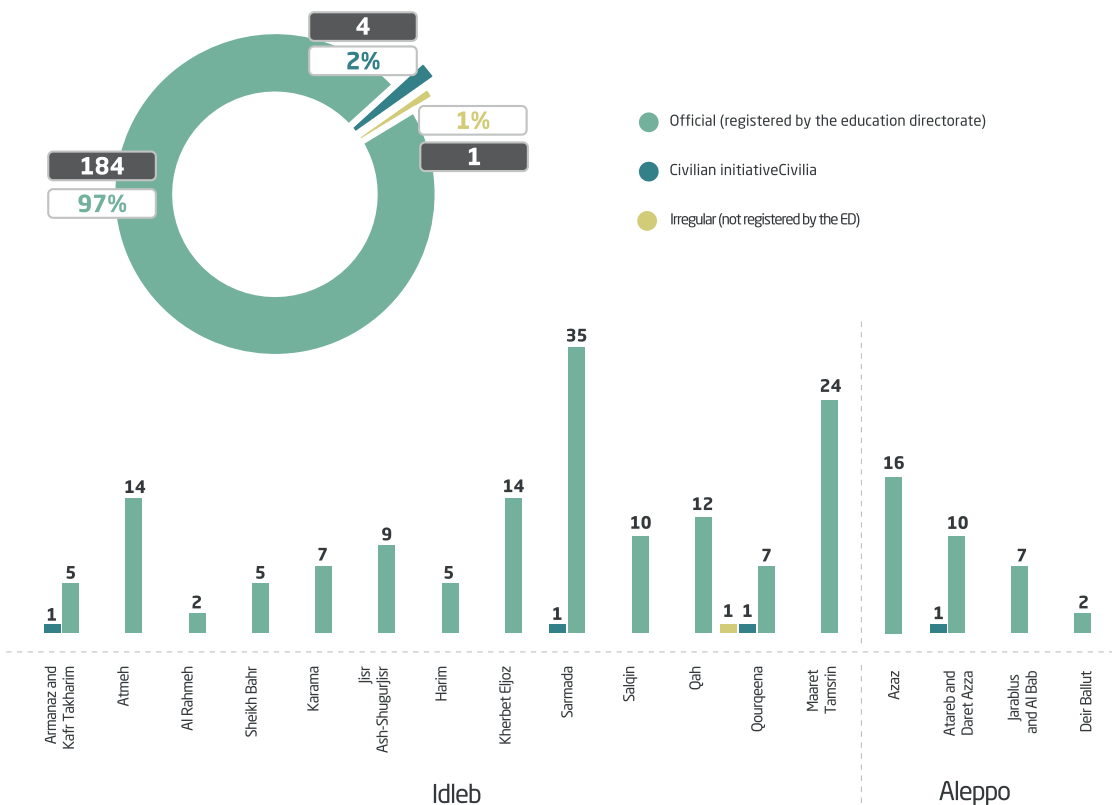
Section 03
School Buildings

01 Types of School Buildings

The results of the study show that 30% (78 schools) of the school buildings used within northern Syria camps consist of one tent or more, 19% (39 schools) are prefabricated classrooms known as caravans, 14% (29 schools) are concrete rooms with concrete roofs, 10% (21 schools) are regular school buildings, 8% (17 schools) are large tents, 6% (12 schools) are tin roofed concrete rooms, 4% (8 schools) are concrete rooms with rain insulation, 1% (2 schools) are mudrooms, and 1 school consisted of an abandoned building converted into a school.

Figure 4: Number and percentage of schools according to the type of school building
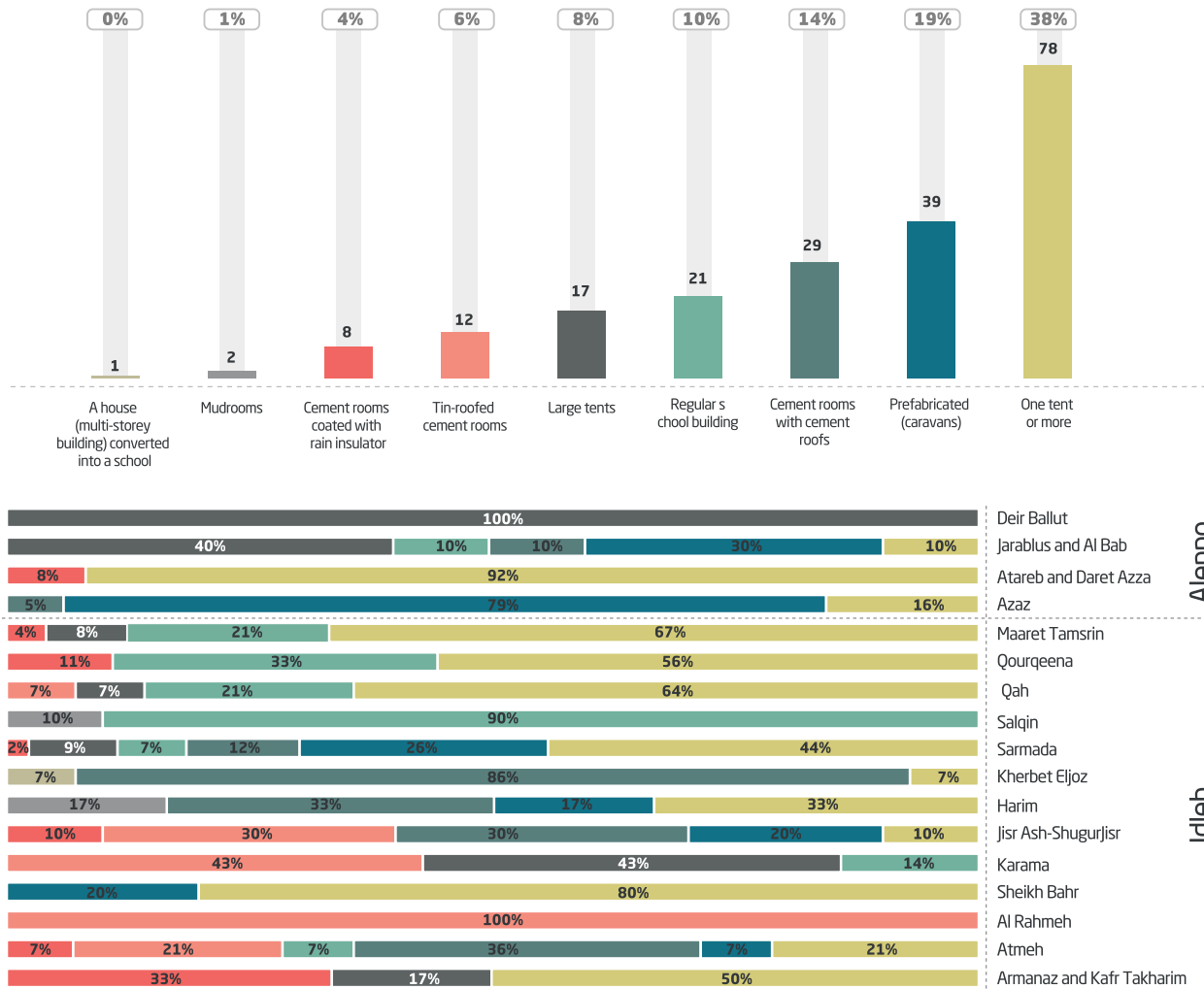
The number of camp schools consisting of one or more tents reached 78, in addition to the 17 schools consisting of large tents, these two types of tents need to be replaced annually due to the large number of students, where the larger the number of students, the more quickly these tents are damaged. It would be better to provide car-avans or concrete rooms as an alternative to these tents if possible.

Pending the provision of suitable alternatives, the tents must be replaced annually, should be well insulated to ensure warmth for children in winter.

The concrete rooms with concrete roofs which form 29 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 12 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 8 schools in 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 particu- larly 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, rain and snow. It is better to replace these insulators with concrete roofs if possible. There are 2 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 mea- surements: 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, mudrooms 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 classrooms within camp schools is 1,459, whereas the number of tents in the camp schools ac- counted for 396; and the number of big tents reached 117; 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 102 rooms whereas the number of concrete rooms roofed with rain insulators accounted for 40. 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. Among the camp schools, there is a 7-storey building that has been converted into a school consisting of 7 classrooms.

Figure 5: Number and percentage of classrooms within schools according to their type
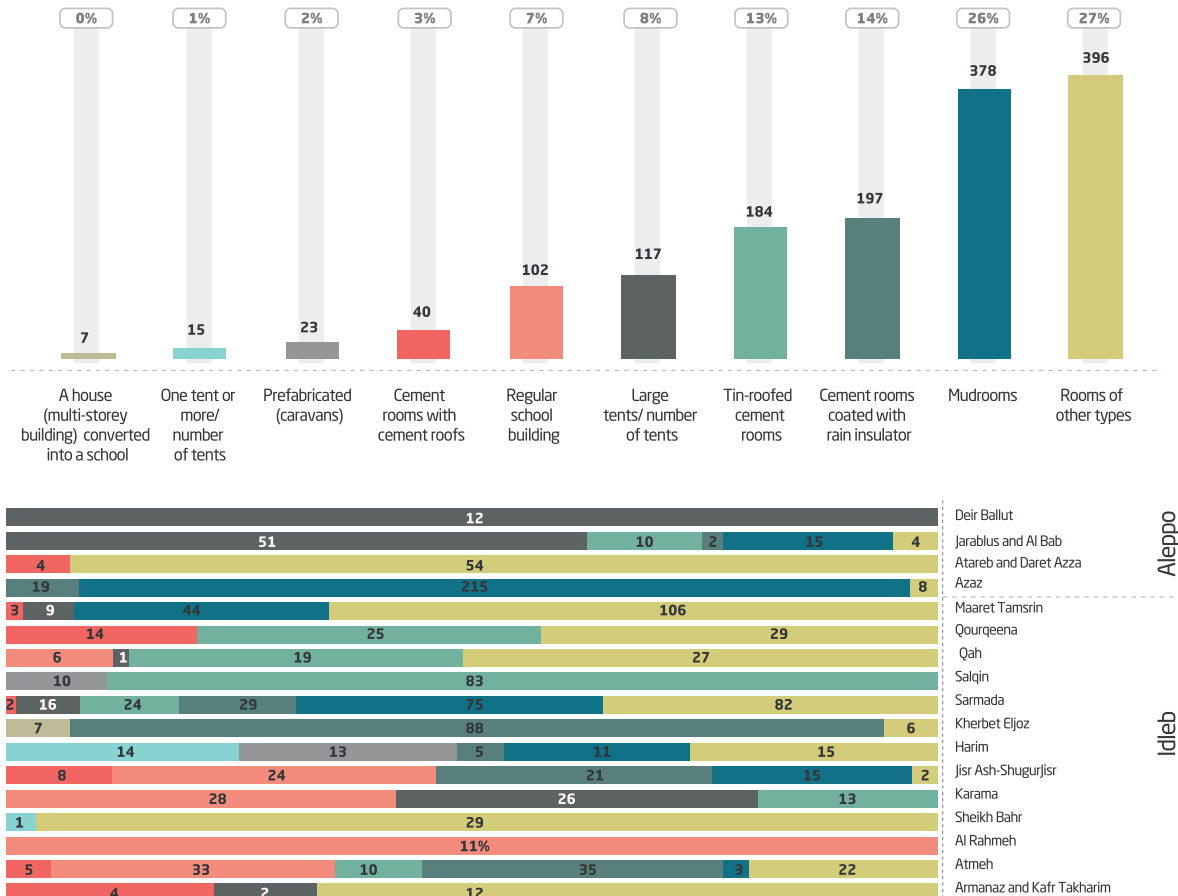
03 The Status of the Windows

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 77% (1,593 windows) of the windows within camp schools covered in the study don't need any repair works. 17% (348 windows) need repair works whereas 6% (125 windows) need replacement.

Figure 6: Number and percentage of windows in camp schools, according to their status
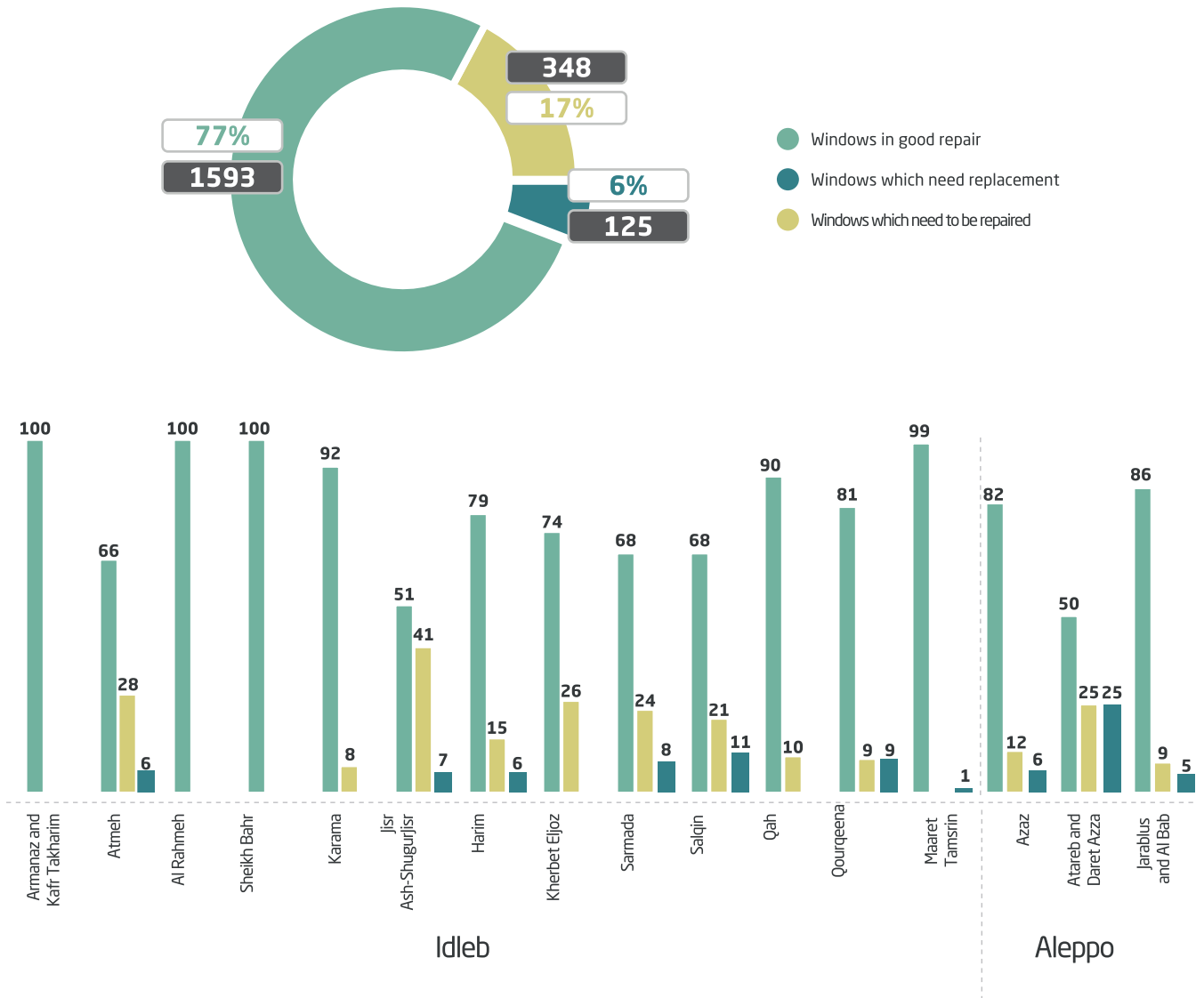
The majority of camp schools which consist of concrete classrooms have windows made of iron, whereas windows of caravans are made of plastic (PVC), 36% (745 windows) of these windows are covered with fiber plastic sheets which need to be replaced annually as they get damaged due to exposure to sunlight on a continuous basis, particularly that they are less resistant to sunlight than glass. 54% (1,106 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. 7% (135 windows) are not covered with any material that provides insulation from weather elements or warmth for the students.

Figure 7: Number and percentage of windows in camp schools according to the materials in which they are covered

#135	#1106	#81	#745
7%	54%	4%	36%
Uncovered windows	Windows covered in glass	Windows covered in plastic	Windows covered in plastic pieces (fiber)
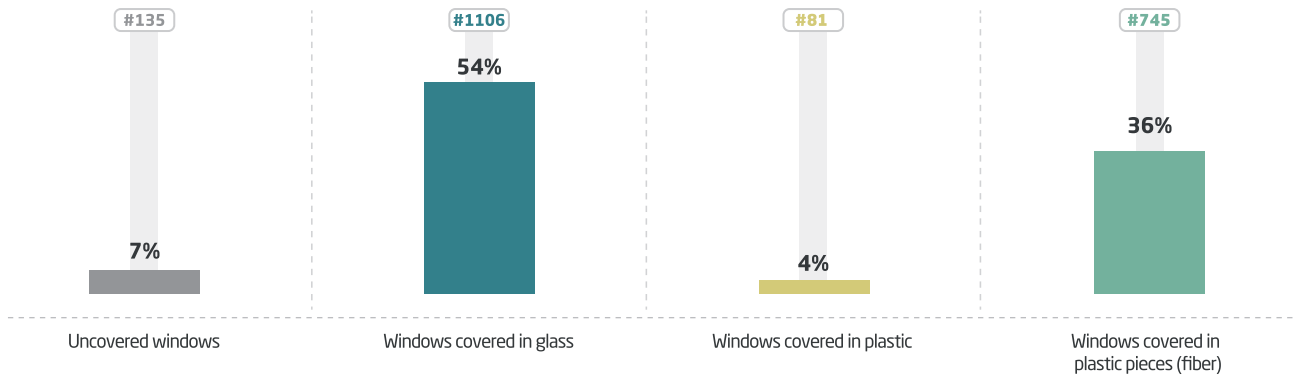
04 The Status of the Doors

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 78% (1,053 doors) of the total number of doors of camp schools covered in the study don't need any repair works whereas 19% (261 doors) need repair works and 3% (42 doors) need to be replaced.

Figure 8: Number and percentage of doors in the camp schools according to their status

- Number of doors in good repair
- Doors that need replacement/ new doors need to be insalled
- Doos that need to be repaired

43	1053	261
3%	78%	19%

Location	Good	Replace	Repair
Armanaz and Kafr Takharim	100		
Atmeh	59	6	35
Al Rahmeh	100		
Sheikh Bahr	100		
Karama	74	4	22
Jisr Ash-Shugur	67	5	28
Harim	80	6	14
Kherbet Eljoz	82	1	16
Sarmada	63	4	33
Salqin	76	7	17
Qah	98		2
Qourqeena	94	2	4
Maaret Tamsrin	92		8
Azaz	83	1	16
Atareb and Daret Azza	67		33
Jarablus and Al Bab	100		

Idleb · Aleppo

05 School Suspension

The study results show that there was no suspension of schools in 94% (177 schools) of the assessed schools in camps during the last academic year 2020–2021, whereas there was suspension in 6% (12 schools) due to bad weather conditions.

These data do not reflect the reality of school suspension due to adverse weather conditions. In that, data collection period took place in November 2020; During this period, winter season had not actually begun in northern Syria, and there were no severe rainstorms that lead to the suspension of school. This section of the report presents information about several rainstorms that hit the camps in northern Syria and led to the suspension of schools. In addition, hundreds of tents were flooded, and a number of displaced children were injured and died as a result of the collapse of shelters above them due to the severity of the storms.

Figure 9: Number and percentage of camp schools according to the suspension of school attendance as a result of bad weather conditions
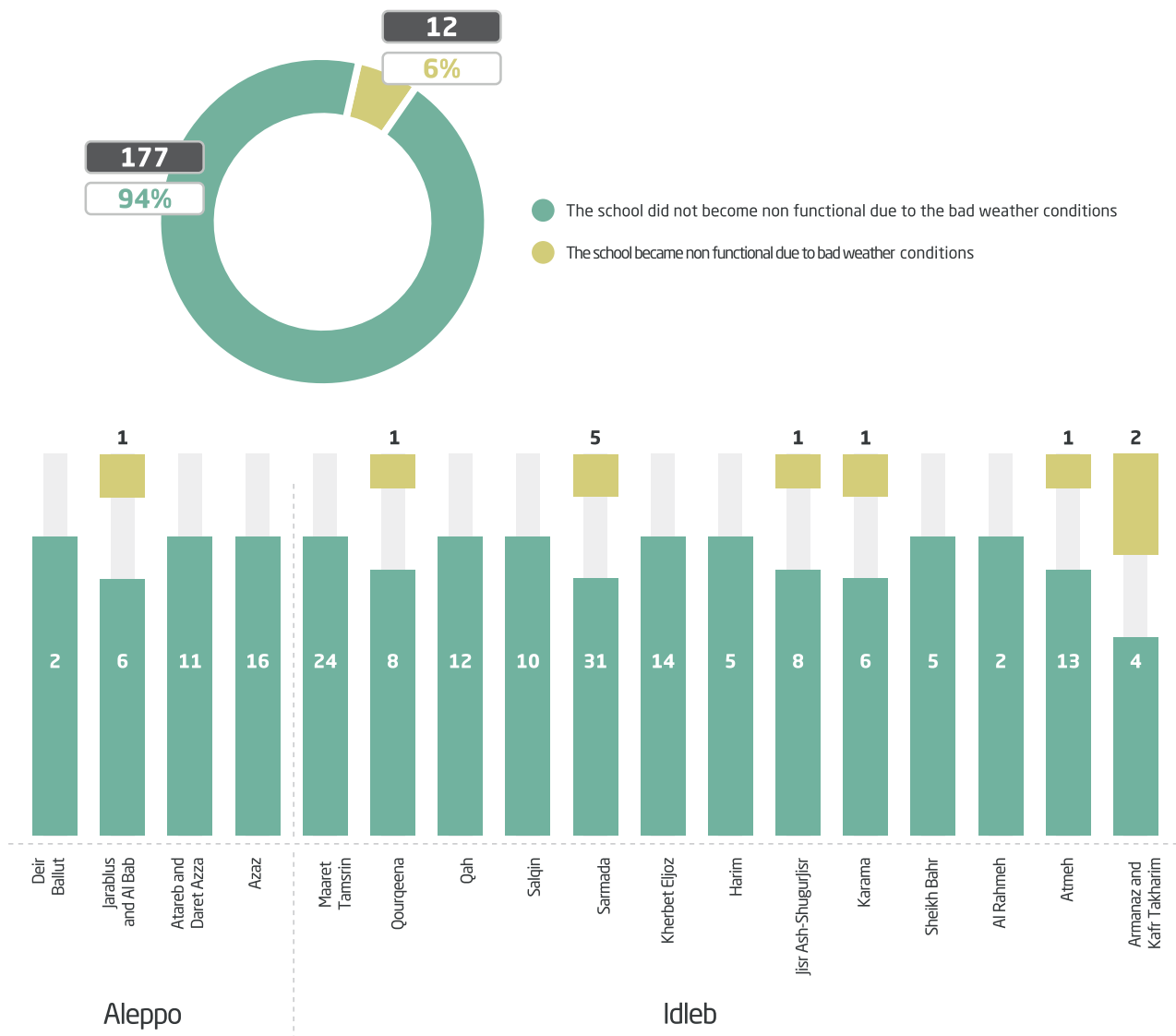
Before the outbreak of the war in Syria, students were required to attend a specified number of school days (during the academic year) and pass the exam to advance to higher school levels — the number of attendance days must exceed 80% of the total number of school days during the year.

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's health. In camps far from the borders, schools are suspended due to bad weather conditions and rugged roads; in addition, there were some schools that were suspended due to the escalation of military actions, and having the areas in which the camps are located exposed to bombing.

On 16 January 2021; More than 1,000 tents in the camps of Idleb and Aleppo governorates were damaged as a result of the heavy rains; Dozens of tents were washed away in the spontaneous camps; Dozens of tents were flooded, and rainwater leaked into hundreds of damaged tents. As a result, shelter materials were damaged for the displaced families; In the northern countryside of Idleb; Dozens of tents were flooded in the camps of Qur-tuba and Sheikh Bahr clusters near the town of Haranbush. More than 30 tents in Aleppo 1 camp near the town of Darkoush were flooded due to the rainstorm. In the western countryside of Aleppo, 20 tents in Qurtuba camp near the town of Batbu were flooded due to heavy rain, and dozens of tents were also flooded in the spontaneous camps surrounding A'zaz city. On 17 January 2021, more than 150 camps in northwestern Syria were damaged as a result of the rainstorm. In Al Karama cluster located in Qah town rain led to water leakage into some of the tents of Al Ikhaa and Al Ahrar camps. In the spontaneous camps surrounding Mashhad Ruhin, most of the tents were flooded in the camps of Hantoutin and Sarmin.

Near Barisha town, 40 tents in Al Mazar camp were flooded due to intense rainfall; A large portion of IDPs living in the camp have left heading towards the neighboring camps, as access of relief and service vehicles to the camp has become non-existent due to the formation of mud on the camp's roads. In Bashaer Al Khair camp, 80 tents were flooded and 80% of the camp's roads were cut off due to the formation of mud in the camp's roads. In Al Omar camp affiliated with Atma cluster, dozens of tents and rooms were flooded, forcing the residents to seek refuge in the mosque near the camp, while some of the IDPs stayed with their relatives in neighboring camps.

On 19 January 2021, in the northern countryside of Idleb, 3 children were injured in Kafr Nabutha camp near the town of Aqrabat as a result of the collapse of the walls of their room due to the heavy rains. Most of the tents in Al Nasr camp were flooded within Qah cluster as a result of the rain, the thing which in turn resulted in damage to the shelter materials for the displaced families. Most of the roads were cut off within the cluster camps due to sewer blockages caused by the rain. In the central area of Idleb governorate, a child died in Al Tamanah camp, north of Kelly town, as a result of a room wall falling on the child due to the heavy rain. More than 50 tents in the camps near the town of Sheikh Bahr were flooded as a result of the heavy rain.

On 31 January 2021; A rainstorm hit the displacement camps and was accompanied by strong winds; As a result, hundreds of tents were flooded and collapsed over the IDPs; In addition, thousands of tents were damaged; In that tens of tents collapsed in the camps of Al Mazar, Shahd and Al Kherbah near the town of Barisha. In addition, several tents were drowned in the camps surrounding the town of Kafr Aruq, and several tents collapsed over the IDPs in Sarghaya camp near Taftanaz city. A collapse of one of the rooms resulted in the injury of a child. Hundreds of tents collapsed in Atma camp. In the western countryside of Idleb; The rainstorm caused layers of mud to form on all camp roads, resulting in a lack of access to the camps; Water leaked into most of the camps; Dozens of tents collapsed over the IDPs; 4 tents collapsed in Lattakia camp; And 15 tents in Shuhada Syria Camp. In Ataa camp, water leaked into all the tents and several tents collapsed as a result over the IDPs. In Al Fateha camp, dozens of tents were damaged and collapsed, and in Al Farooq camp more than 20 tents collapsed.

On 3 March 2021; Heavy rains fell, and led to having 15 camps flooded with rainwater near the city of Ma'arrat Tamasrin ; The floods destroyed 607 tents completely and 1,475 tents partially (the floods also damaged shelter materials); The floods affected 11,020 IDPs, making up 2,082 displaced families. On 11 March 2021, strong winds uprooted 340 tents in the IDP camps around the town of Sheikh Bahr; Of which, 25 in Al Iskan camp, 85 tents in Al Karama camp, 50 tents in the spring camp, 90 tents in Cairo camp, 90 tents in Al Omran, 35 tents in Al Bayan camp, and 55 tents in Al Sader camp. In the period between 11-17 March 2021; Rains accompanied by strong winds, caused damage to 84 sites for the IDPs within the camps in northwestern Syria; These winds destroyed 1,412 tents.

require maintenance at the beginning of each academic year. The doors of the caravans are made of plastic (PVC) which need periodic maintenance.

06 Student perception: Does being at school help you feel safe:

5% (51 children) of the surveyed children[5] reported that being present at school didn't make them feel safe, while 94% (923 children) reported that school attendance made them feel safe.

Figure 10: Number and percentage of surveyed students according to their feeling of safety when being at schools
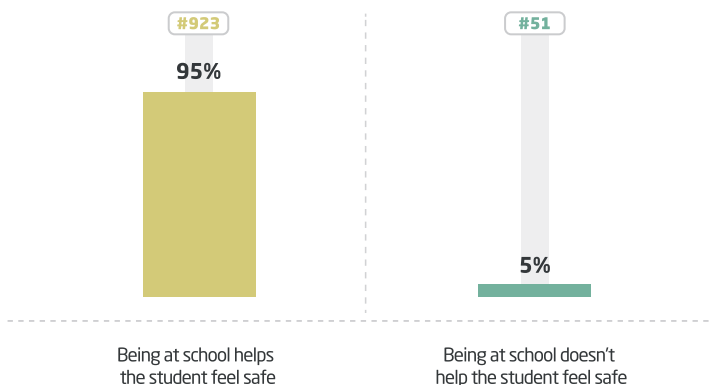
#923   95%

#51   5%

Being at school helps
the student feel safe

Being at school doesn't
help the student feel safe

Section 04
WASH within Schools

01 Water Sources in Schools

The results of the study show that 60% (114 schools) of the assessed camp schools receive their drinking water by tankers, while 12% (22 schools) receive their drinking water from the public network. 5% (10 schools) have access to drinking water from nearby places or nearby tents. 2% (3 schools) receive water from nearby wells. 21% (39 schools) don't have water and students bring water from their houses. It is also found that 1 school has a water well within.

Figure 11: Number and percentage of camp schools according to the sources of water within them

	1	3	10	22	39	114
	1%	2%	5%	12%	21%	60%
	A water well within the school	A water well adjacent to the school	From adjacent places	The public water network	There is no water in the school, students bring with them	Water tankers

Region		
Deir Ballut	2
Jarablus and Al Bab	3 / 2 / 1 / 1
Atareb and Daret Azza	3 / 4 / 4
Azaz	9 / 7
Maaret Tamsrin	2 / 8 / 14
Qourqeena	6 / 3
Qah	1 / 4 / 3 / 4
Salqin	8 / 2
Sarmada	2 / 14 / 20
Kherbet Eljoz	14
Harim	4 / 1
Jisr Ash-ShugurJisr	1 / 7 / 1
Karama	4 / 3
Sheikh Bahr	2 / 3
Al Rahmeh	2
Atmeh	1 / 13
Armanaz and Kafr Takharim	1 / 5

According to Sphere[6] 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 68% (102 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 24% (36 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 8% (12 schools) of the schools.

6.   http://bit.ly/2RZGch8

According to Sphere[7] "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".

The study revealed that adequate quantities of water for washing hands are available in 53% (80 schools) of the schools covered by the study; Where each student in these schools has 20 liters of water for washing hands. Small quantities of water are available in 56% (37 schools) of the schools; In that each student in these schools has less than 20 liters of water for washing hands, while 9% (14 schools) of schools do not have water for washing hands.

Figure 12: Number and percentage of schools according to the availability of sufficient quantities of drinking water and water for daily usage within

Left chart:
- 36 — 24%
- 102 — 68%
- 12 — 8%

Legend (left):
- Available in small quantities of less than 3 liters per student
- Available in sufficient quantities of 3 liters per student
- Drinking water isn't available in the school

Right chart:
- 14 — 9%
- 80 — 53%
- 56 — 37%

Legend (right):
- Available in small quantities of less than 20 liters per student
- Available in sufficient quantities of more than 20 liters per student
- Water for washing hands isn't available in school

It should be noted that there is a need to increase the amount of water for washing hands, as part of the precautionary measures to prevent the spread of the COVID-19 virus, where disinfection of hands requires washing them with water and soap for a period of more than 20 seconds.

It should be mentioned here that groundwater resources should be far from defecation areas. According to the Sphere, "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.

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7.   http://bit.ly/2RZGch8

02 Number of Students per Water Taps and Water Taps that Need to be Replaced

The results of the study show that the number of students per one water tap is less than 50 students in 34% (64 schools) of the total number of camp schools in the north. In 28% (52 schools) the number of students per water tap is between 50-100 students. In 26% (49 schools) the number of students per water tap is more than 100 students per water tap. 13% (24 schools) don't have any water taps.

The number of water taps that need to be replaced in the schools of northern Syria camps reached 355 water taps, and this number includes all water taps, whether used for drinking water or in the toilets or taps used for other service matters such as cleaning schools or sometimes watering school gardens.

Figure 13: Number of water taps for drinking water and comparing it with Number of students and taps that need replacing

- less than 50 students per water tap
- between 50 - 100 students per water tap
- more than 100 students per water tap
- there are no water taps
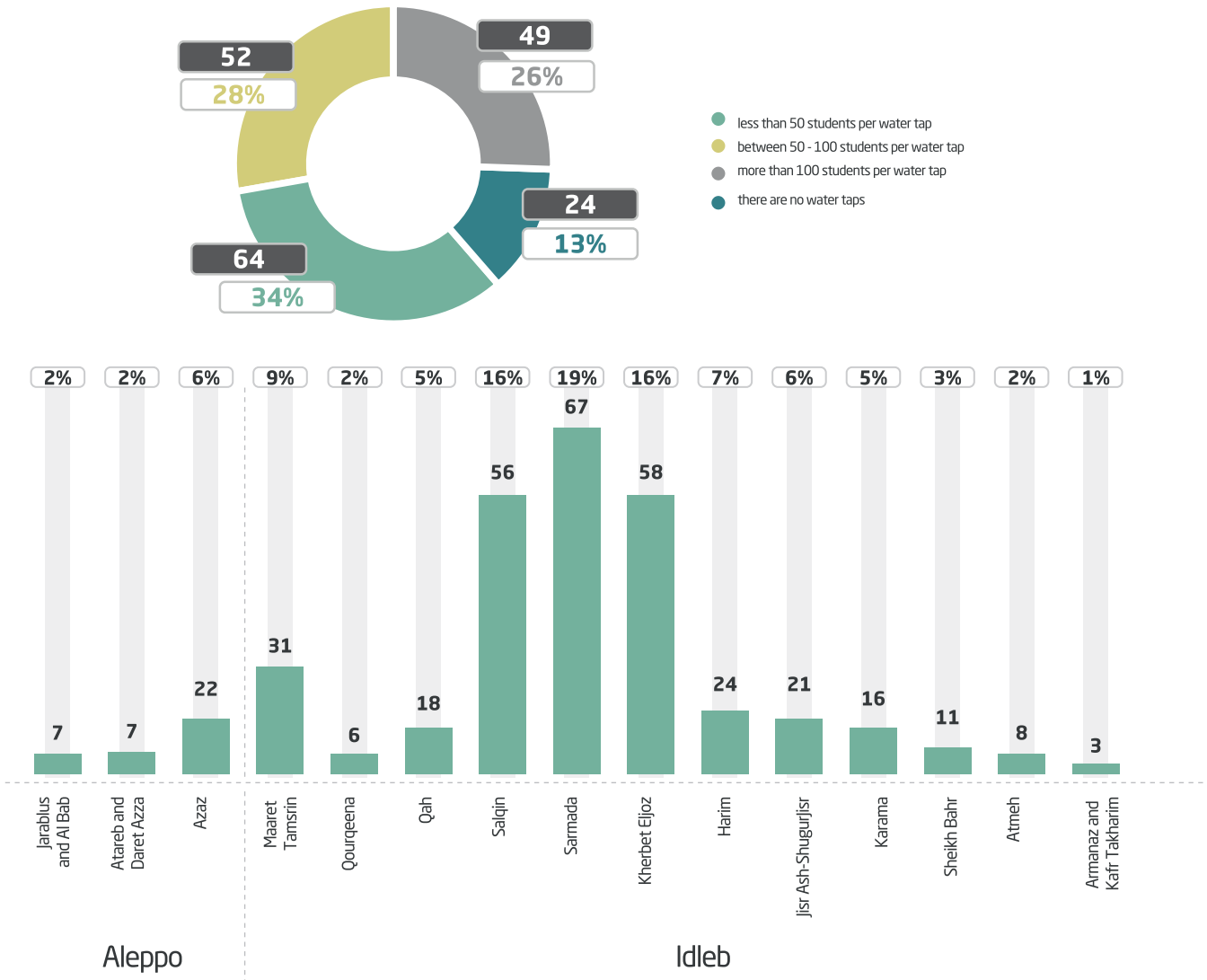
The break between lessons in Syria's schools is 30 minutes, which means having less than 50 students per tap is acceptable, and not so crowded, whereas having more than 50 students per tap may lead to crowding during break time and having more than 100 students per tap would create heavy overcrowding 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.

Under the circumstances of the spread of the COVID-19 virus; Educational personnel must ensure that the rules of social distancing are applied by the students while they are drinking water. It must also be ensured that students use their own cups and do not drink water directly from the tap; They should also make sure not to share their cups with any of their colleagues.

03 Availability of Toilet Blocks within Camp Schools

The results of the study show that 32% (61 schools) of the camp schools covered in the study don't have toilet blocks, whereas 68% (128 schools) do have toilet blocks.

Figure 14: Number and percentage of schools according to the availability of WCs within them
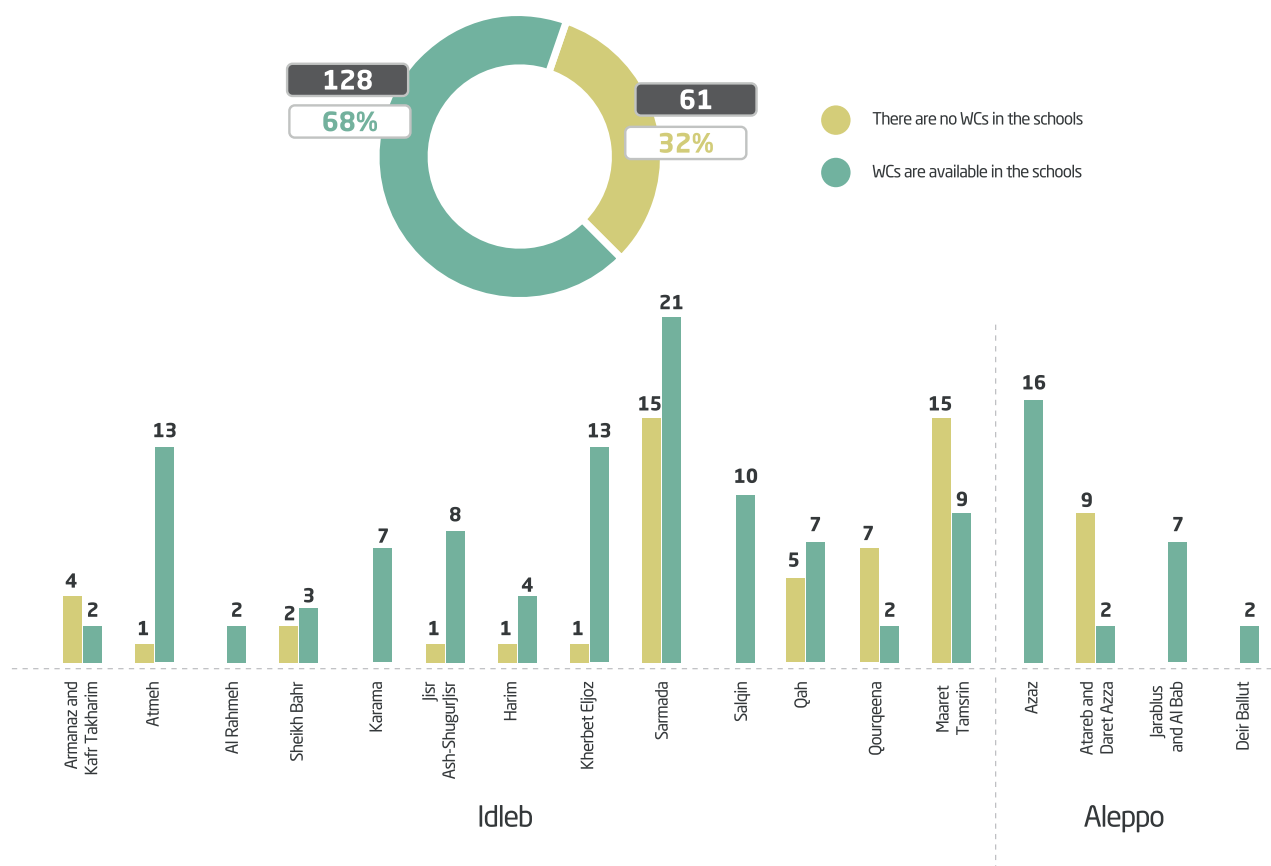
Camp schools with no toilet blocks reported that students within 34 schools were forced to use toilets in nearby camps; in 26 schools students had to go to their tents in which they live to use the toilets and go back to school; In 1 school children have to defecate in the open. The lack of toilet blocks in schools increases the likelihood of exposure of children to harm. Based on INEE[8] "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.

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8.   http://bit.ly/2uCzG87

Figure 15: Number and percentage of schools that do not have WCs according to the alternative means of WCs that children use.

#1	#26	#34
2%	43%	56%
in the open	they go to their residential places	in the WCs of adjacent tents
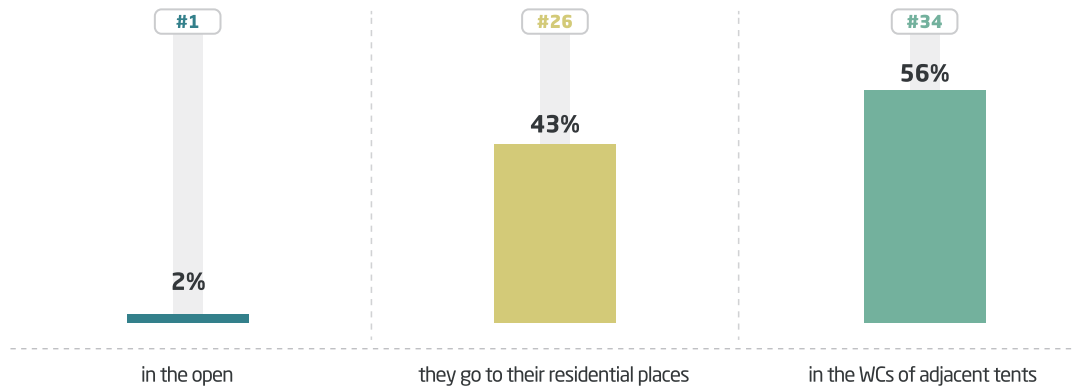
04 Status of WCs within Camp Schools

This section shows the status of WCs in 128 schools (schools with WCs) out of the 189 assessed schools, where 61 schools are without WCs. Toilet blocks (WCs) in Syrian schools consist of several toilets – the building or block of the toilets is divided into several toilets. The number of individual toilets in the camp schools assessed reached 665 toilets. The results further show that 81% (540 WCs) of the WCs in the assessed camp schools are functional and in a good repair, 14% (91 WCs) need simple maintenance, and 5% (17 WCs) need full rehabilitation or replacement.

Figure 16: Number and percentage of WCs within the camp schools, according to their status
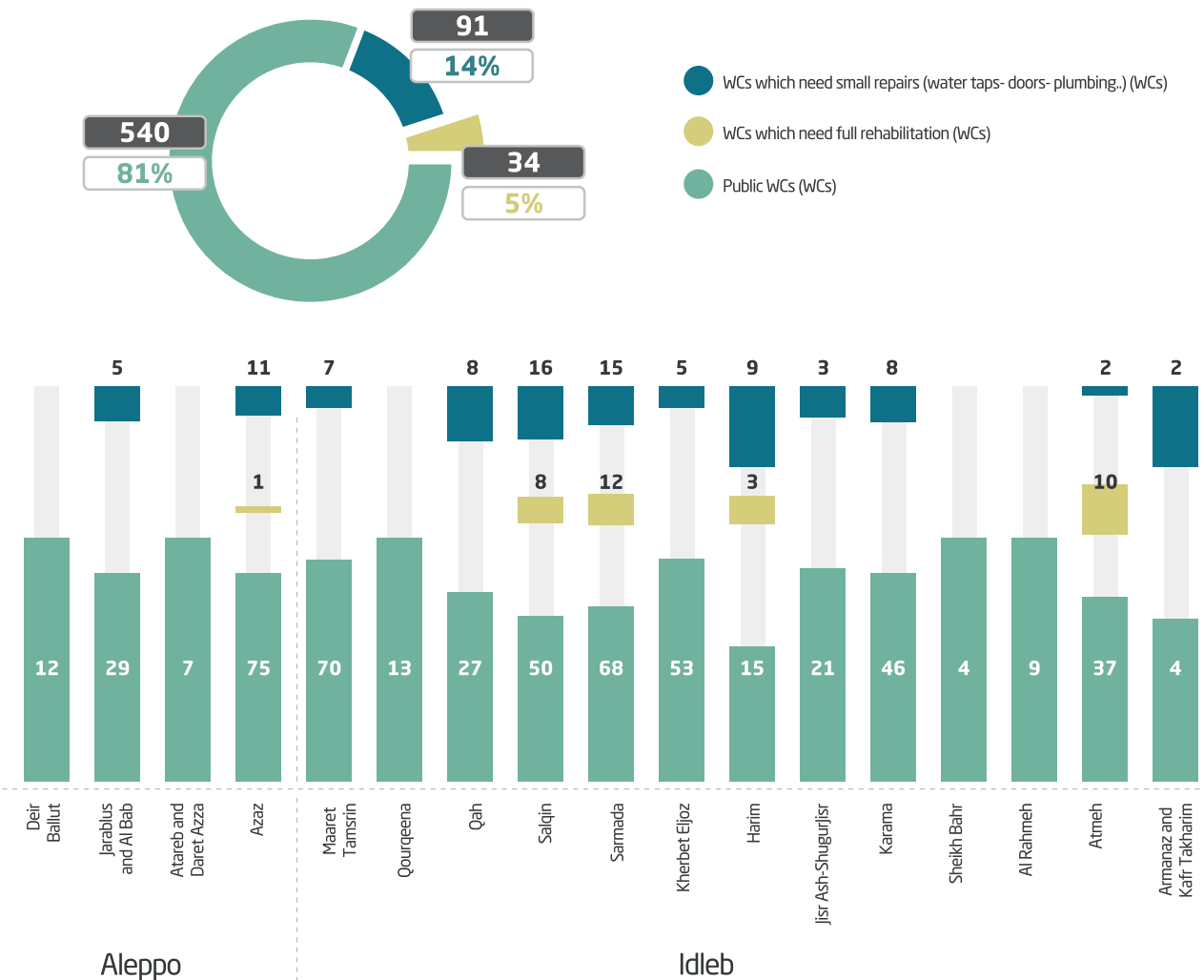
- WCs which need small repairs (water taps- doors- plumbing..) (WCs)
- WCs which need full rehabilitation (WCs)
- Public WCs (WCs)

	Aleppo				Idleb												
Teal (top)	5		11	7		8	16	15	5	9	3	8			2	2
Yellow (mid)			1				8	12		3					10	
Green (bottom)	12	29	7	75	70	13	27	50	68	53	15	21	46	4	9	37	4

Locations: Deir Ballut, Jarablus and Al Bab, Atareb and Daret Azza, Azaz | Maaret Tamsrin, Qourqeena, Qah, Salqin, Sarmada, Kherbet Eljoz, Harim, Jisr Ash-Shugur/Jisr, Karama, Sheikh Bahr, Al Rahmeh, Atmeh, Armanaz and Kafr Takharim

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[9] 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.

128 schools have toilet blocks, 20 of which are single sex-segregated schools (male students or female students); 108 schools have students of both sexes; 27% (29 schools) of these schools don't have sex-segregated toilets where both boys and girls use the same toilets, whereas 73% (79 schools) have sex-segregated toilets.

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 52% (66 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 48% (62 schools) of camp schools have toilets for the teaching and service staff.

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9.   http://bit.ly/2RZGch8

05 Methods of Sewage Disposal

The results of the study show that 33% (62 schools) of all camp schools assessed discharge sewage in the public drainage system, while 60% (114 schools) discharge sewage in irregular cesspits; 7% (13 schools) discharge wastewater in the open.

Figure 17: Number and percentage of camp schools according to the mechanisms of wastewater disposal
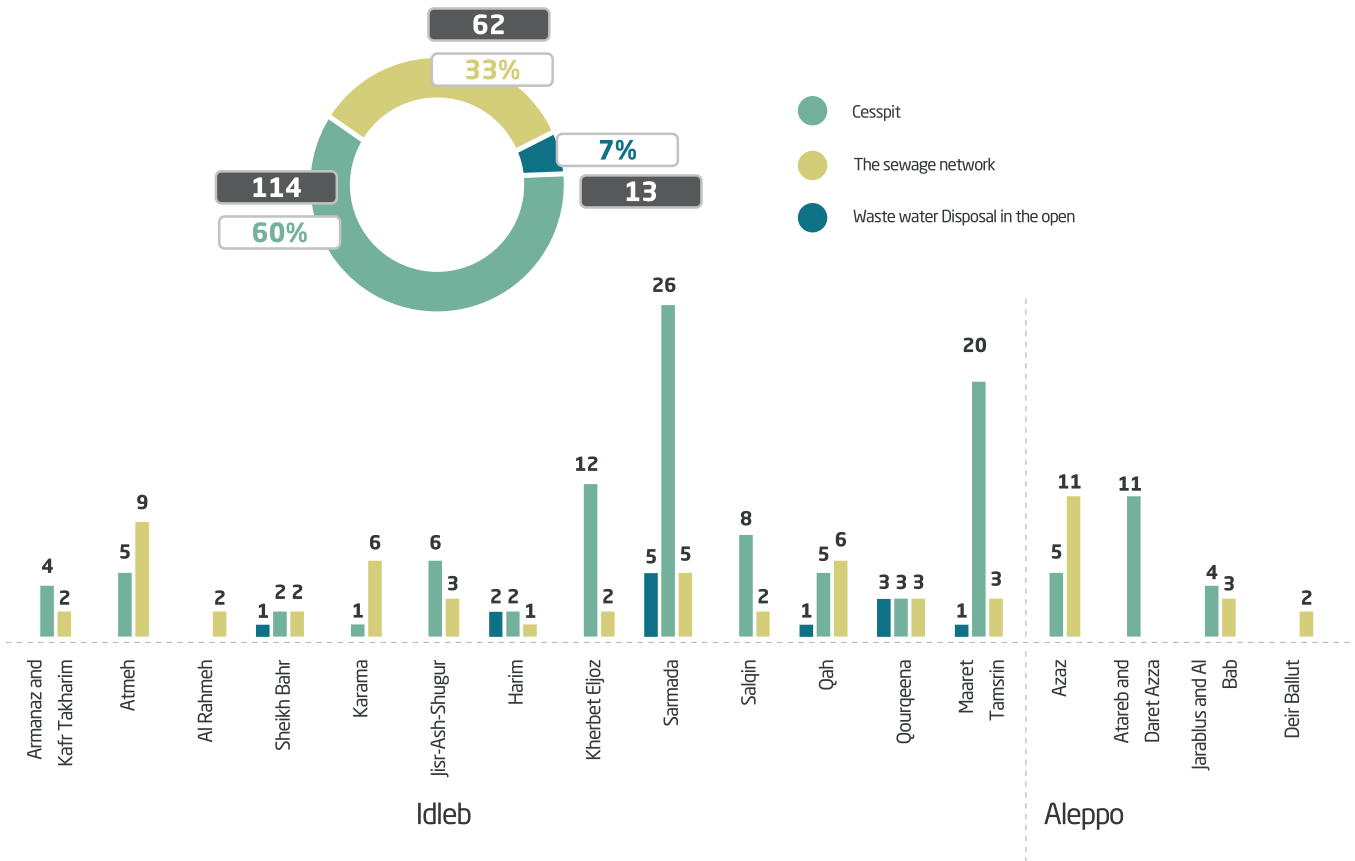
According to Sphere[10], "Give particular attention to the disposal of children's faces, as they are commonly more dangerous than those of adults (excreta-related infection among children is frequently higher, and children may not have developed antibodies to infections)".

60% (114 schools) dispose sewage into irregular cesspits, where these cesspits are not covered with layers of stones and sand, so the feces 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. 7% (13 schools) of the assessed schools dispose of wastewater in the open leading to having pools of water at which agents of diseases are found.

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10.   http://bit.ly/2RZGch8

Section 05
School equipment
(school furniture – educational equipment)

01 Student Desks

The results of the study Show that 92% (174 schools) of the camp schools covered in the study have students desks, 8% (15 schools) don't have student desks forcing students to sit on the ground.

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.

Figure 18: Number and percentage of camp schools according to the availability of student desks

Legend:
- There are no student desks, students sit on the ground
- The school has student desks

Idleb / Aleppo bar chart values:
- Armanaz and Kafr Takharim: 3, 3
- Atmeh: 14
- Al Rahmeh: 2
- Sheikh Bahr: 1, 4
- Karama: 7
- Jisr Ash-Shugurjisr: 9
- Harim: 5
- Kherbet Eljoz: 14
- Sarmada: 2, 34
- Salqin: 10
- Qah: 1, 11
- Qourqeena: 2, 7
- Maaret Tamsrin: 1, 23
- Azaz: 16
- Atareb and Daret Azza: 5, 6
- Jarablus and Al Bab: 7
- Deir Ballut: 2

02 Status of Student Desks

As the study Shows, most desks, 85% (13,961 desks) in the assessed functional schools in northern Syria camps are in good repair. However, 9% (1,486 desks) of student desks need repairs, 6% (984 desks) of desks are completely irreparable and need replacement.

Figure 19: Number and percentage of student desks within the camp schools, according to their status
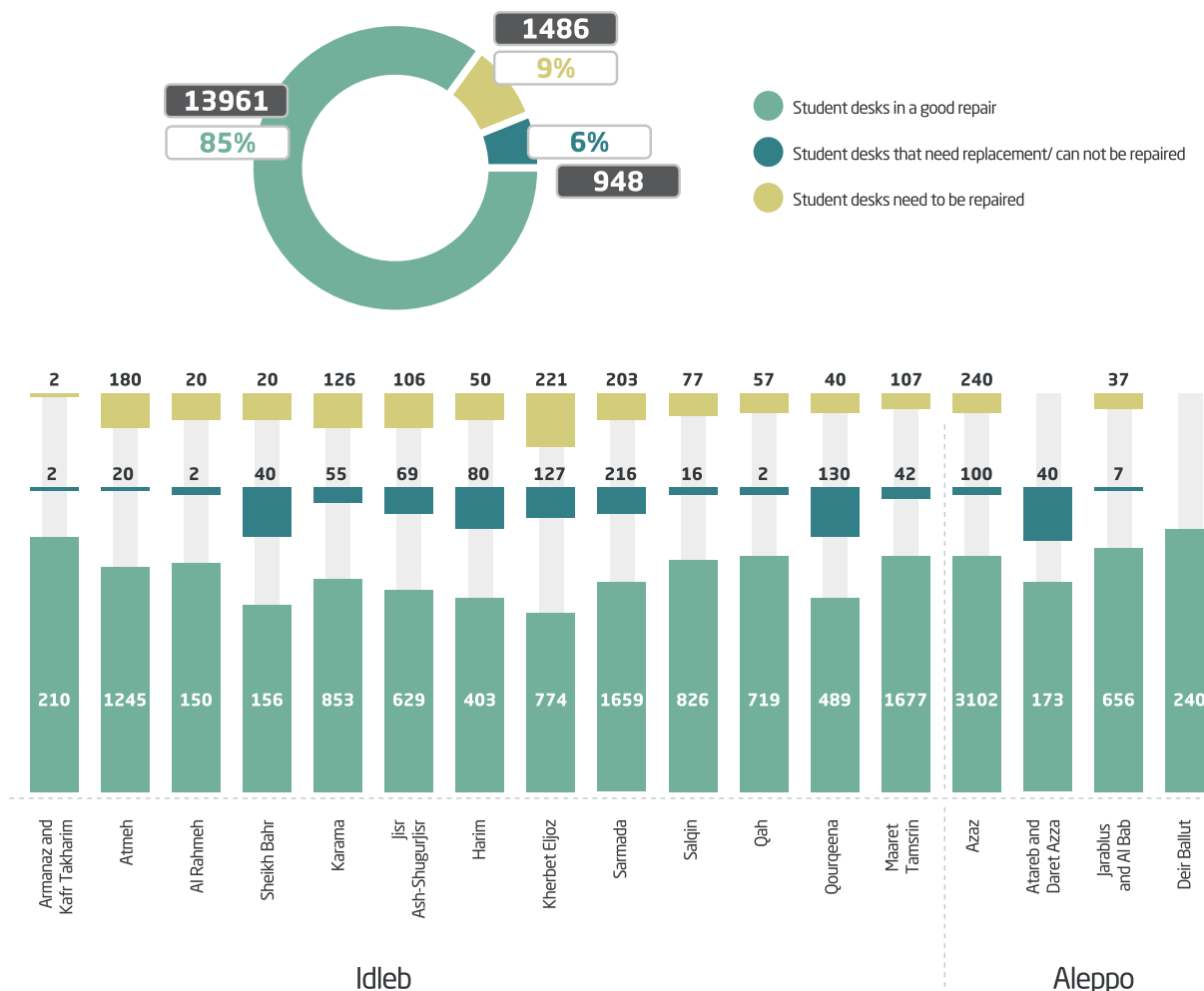
The most common type of desks used in Syrian schools is made of metal rods, which form the basic structure of the desk, and a wooden part which consists of a backrest, sitting board and a writing board. The desk need maintenance works every couple of years as it gets damaged quickly (the wooden sheets are replaced).

03 The Need for Student Desks

During data collection, IMU enumerators assessed the need for desks by school, where the need stood at (3,512 desks) in the assessed camp schools and most of the need for desk is found in Sarmada camps.

Figure 20: Number and percentage of student desks needed by camp schools.

| 59 | 440 | 325 | 213 | 245 | 128 | 105 | 895 | 198 | 105 | 81 | 75 | 28 | 245 | 370 |

Jarablus and Al Bab	Atareb and Daret Azza	Azaz	Maaret Tamsrin	Qourqeena	Qah	Salqin	Sarmada	Kherbet Eljoz	Harim	Jisr Ash-Shugur Jisr	Karama	Sheikh Bahr	Atmeh	Armanaz and Kafr Takharim
2%	13%	9%	6%	7%	4%	3%	25%	6%	3%	2%	2%	1%	7%	11%

Aleppo   Idleb
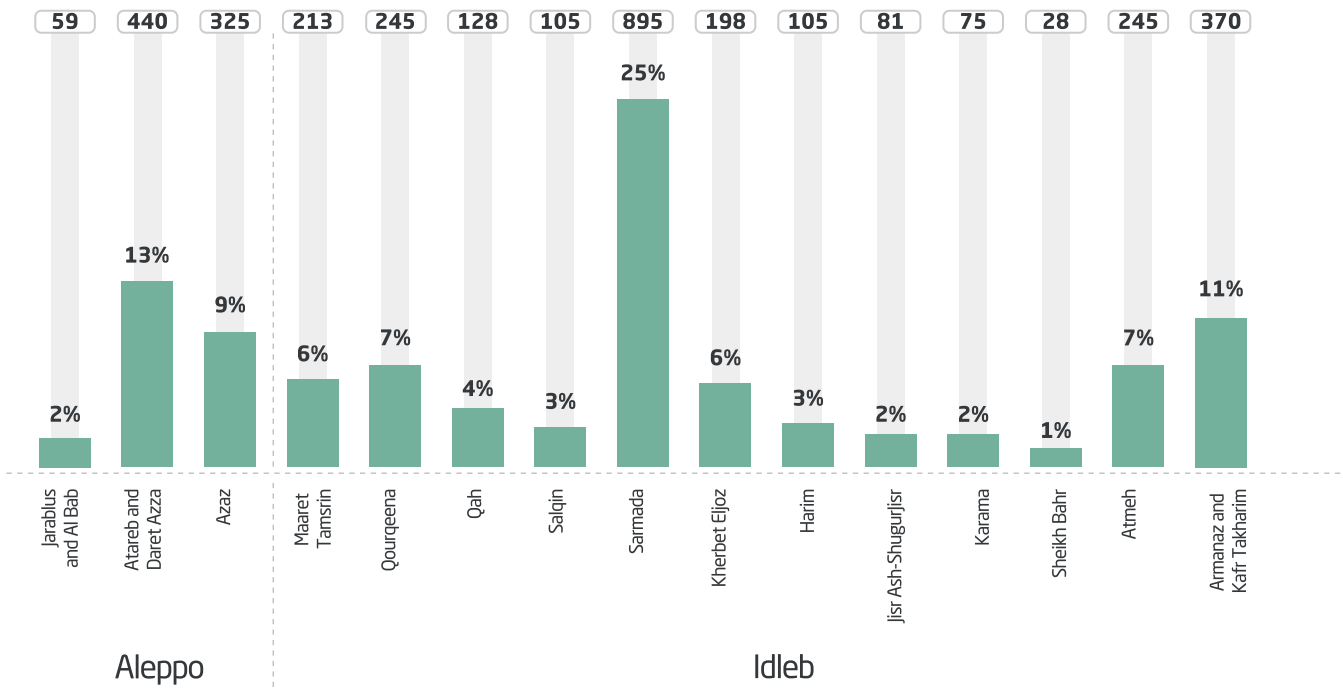
04 Heaters and Supporting Materials for the Educational Process

The results of the study show that 62% (117 schools) of the total number of camp schools covered in the study need heaters, where the number of the needed heaters in these schools reached 662 heaters. 60% (113 schools) need whiteboards, where the number of needed whiteboards is 473. 81% (154 schools) need printers, and the number of needed printers is 165. 86% (163 schools) need computers, and the number of needed computers is 284.

Figure 21: Number and percentage of camp schools that require heaters and supporting means to enhance the educational process.
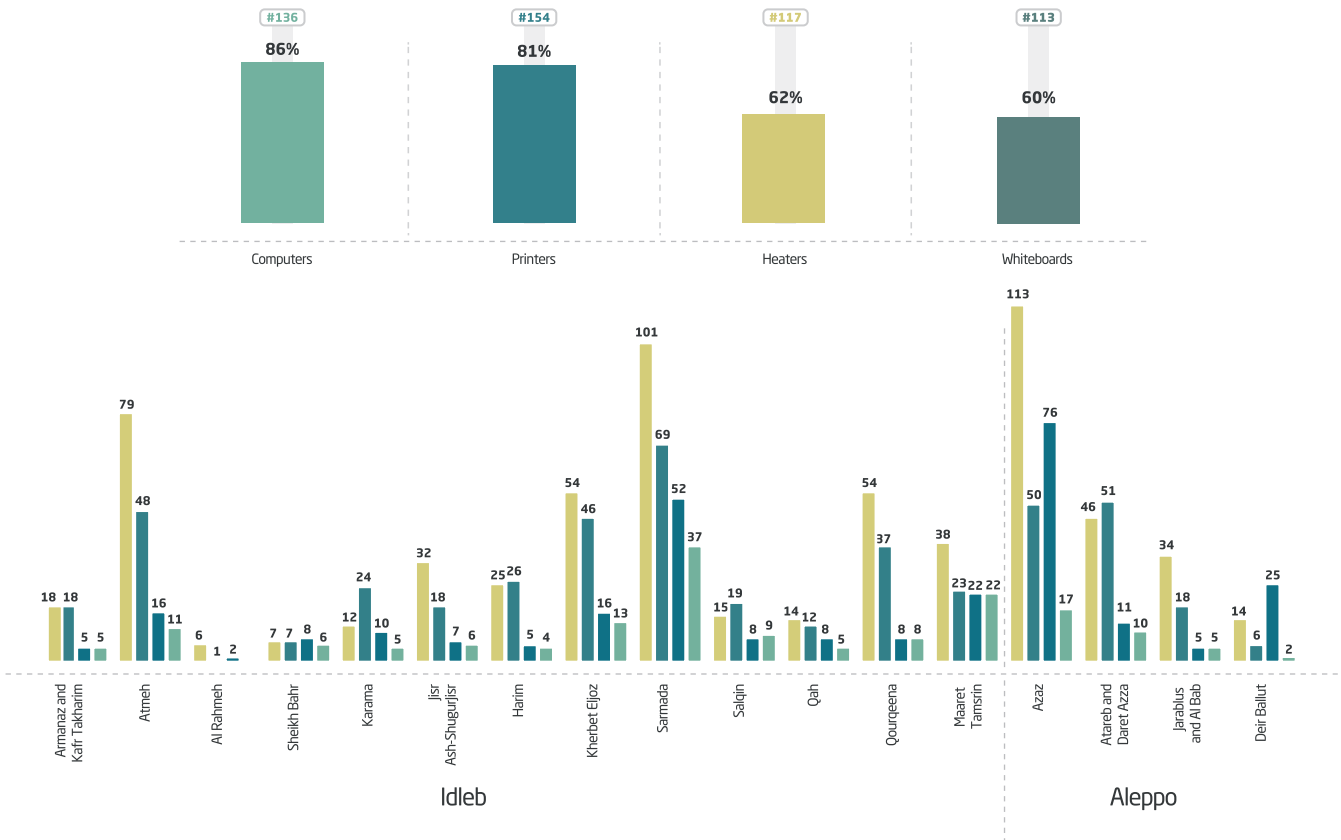
Schools in Syria rely on diesel heaters to heat classrooms. This type of heaters is primitive and works by burning the fuel inside it to generate heat. The heater is placed in the middle of each classroom. Although firewood heaters are used in some camps, they aren't suitable for the educational environment, as they produce so much smoke and may cause harm to children.

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.

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.

05 Heating Fuel

A total of 850,200 liters of fuel are needed for all assessed camp schools per one academic year. This amount of fuel is sufficient to cover the winter season which lasts for approximately 4 months.

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

| 7200 | 49200 | 34200 | 145200 | 90600 | 35400 | 31800 | 55800 | 135600 | 60000 | 24000 | 41400 | 40200 | 17400 | 6600 | 64800 | 10800 |

| 1% | 6% | 4% | 17% | 11% | 4% | 4% | 7% | 16% | 7% | 3% | 5% | 5% | 2% | 1% | 8% | 1% |

Jarablus and Al Bab / Jarablus and Al Bab / Atareb and Daret Azza / Azaz / Maaret Tamsrin / Qourqeena / Qah / Salqin / Sarmada / Kherbet Eljoz / Harim / Jisr Ash-Shugurljisr / Karama / Sheikh Bahr / Al Rahmeh / Atmeh / Armanaz and Kafr Takharim

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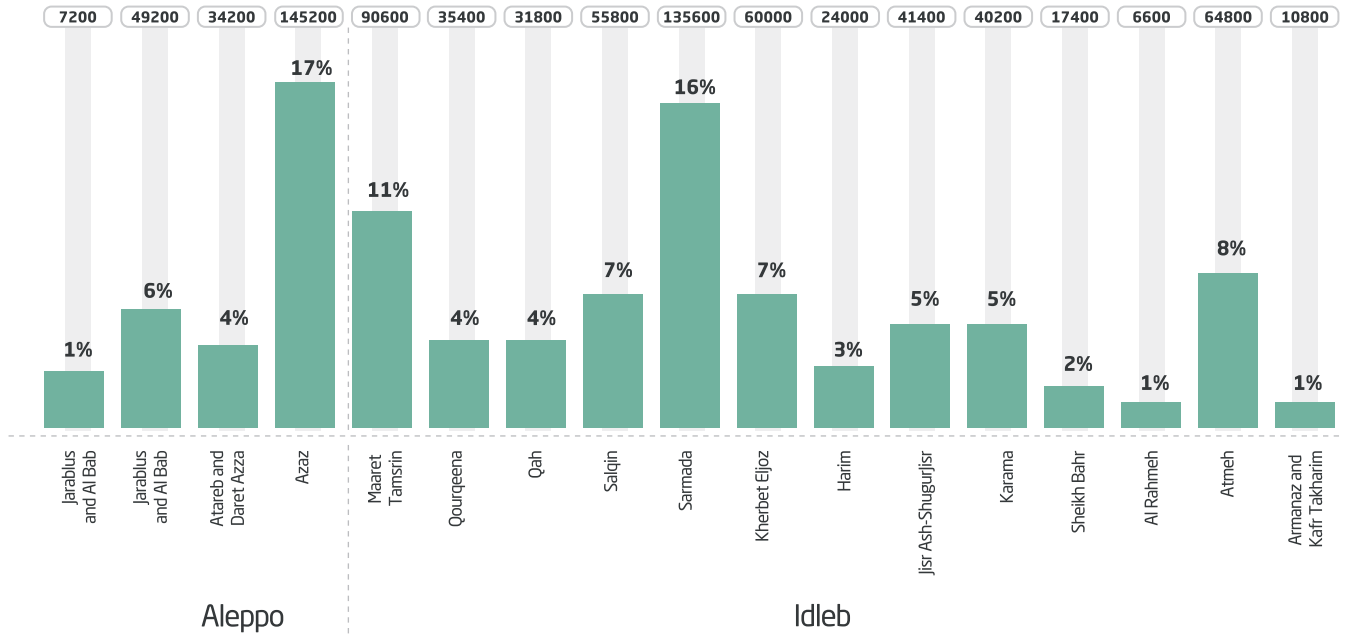
The school year in Syria starts in September and ends in June, which means most of the school days are in winter. Winter season in Syria is characterized by severe cold, in addition to the continuous rainfall and snowfall. In Syria, heaters are operated at least four months during the school year. The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

06 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[11], the enumerators asked them whether they have snacks before going to school or they eat their meals at school, 78% (755 students) of the surveyed students said that they have snacks before going to school, whereas 22% (219 students) said that they don't eat any food before going to school.

Figure 23: Number and percentage of surveyed students according to having a meal before going to school

#219

22%

The student didn't have
a meal before going to school

#755

78%

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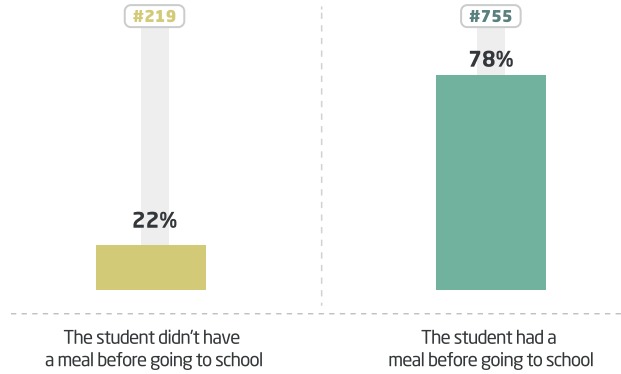
As for eating meals at school, 61% (496 students) of the students surveyed said that they don't eat any meals at school, 33% (267 students) said that they bring their meals from their homes (they have snacks at school), 5% (41 students) are provided with one meal every day, 1% (9 students) buy food at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

Figure 24: Number and percentage of surveyed students according to

#5

1%

The school provides
one meal on a daily basis

#270

28%

I bring a meal from
home on daily basis

#699

72%

I don't eat
food at school

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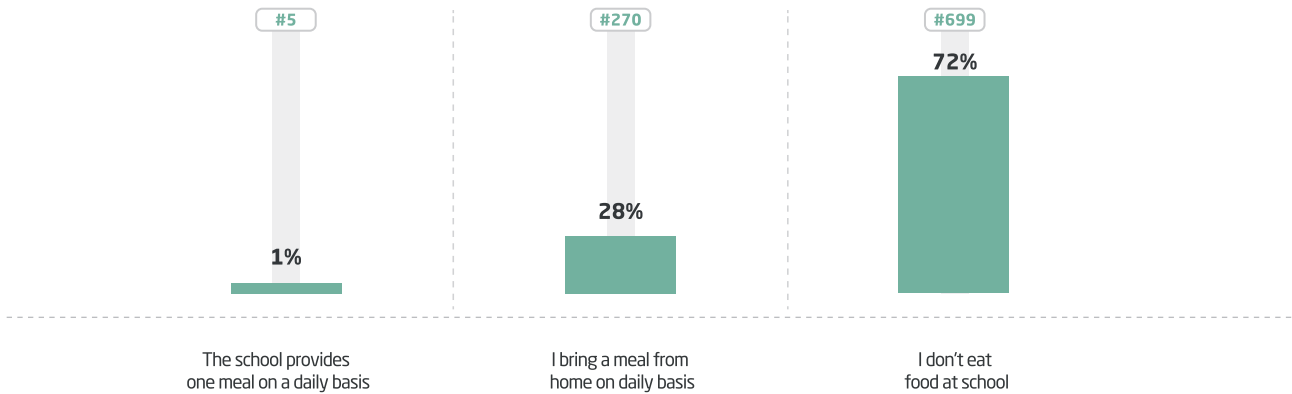
11. IMU enumerators conducted perception surveys with 974 children aged 17–5 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; %39 of them females and 61 % males. All of the surveyed children are from displaced community; of whom %53 IDPs from other governorate, %41 IDPs from another town within the same governorate, %6 IDPs within the same town.

Section 06
Educational Levels and Curricula

01 Educational Levelsa meal at school?

The results of the study show that 21% (39 schools) of the total assessed camp schools are teaching primary level, 76% (143 schools) are teaching primary and lower-secondary levels, 2% (4 schools) are teaching all levels, and 2% (3 schools) are teaching lower-secondary and upper-secondary levels.

Figure 25: Number and percentage of schools according to the educational levels within them
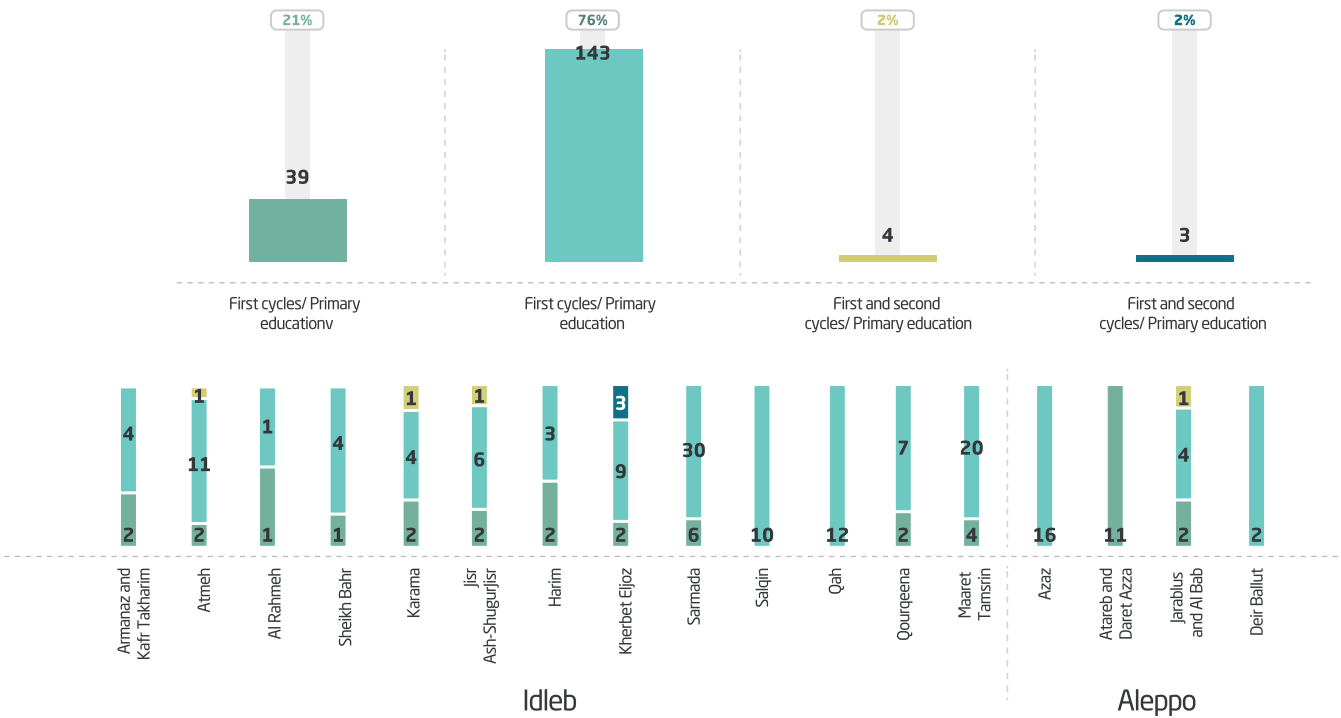
Syrian children begin school attendance at the age of 6. The educational levels include two levels of study, primary and secondary. Primary education includes two levels, the first level starts from the first grade to the sixth grade, and the lower secondary starts from the seventh to the ninth grade, the upper secondary level starts from the tenth grade to the twelfth grade. Prior to the start of the war in Syria, there were schools allocated for each of the afore mentioned levels separate from each other. 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.

According to JENA report[12] (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".

Through the results of the report, it is found that there is a decrease in the number of secondary schools in the camps. Most of the camp children of secondary school age go to schools in neighboring cities and towns (outside the camp). The dropout rates are also higher in the secondary stages within the camp schools.

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

39% (211 teachers) of the total number of surveyed teachers[13] within camp schools said that students suffer from the bullying of older students, 61% (332 teachers) noted that students don't suffer from bullying.

Figure 26: Number and percentage of surveyed teachers according to bullying spread among their students

Younger students suffer form bullyong of older students — #211 — 39%

Younger students don't suffer form bullyong of older students — #332 — 61%
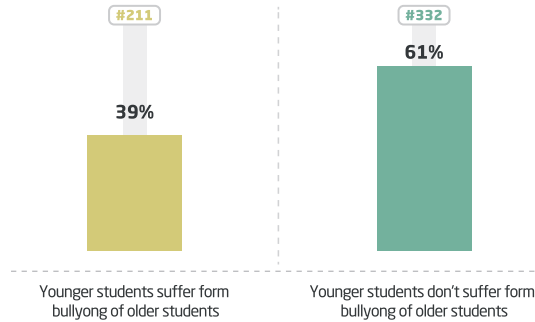
03 Percentage of the Curriculum Taught Last Year

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 16% (31 schools) of all the camp schools taught more than 81% of the curriculum throughout the previous year. 35% (66 schools) taught between 61% – 80% of the curriculum. 23% (44 schools) taught between 41% – 60% of the curriculum. Additionally, 12% (23 schools) taught less than 21% – 40% of the curriculum. 13% (25 schools) taught less than 20% of the curriculum.

Figure 27: Number and percentage of schools according to the educational levels within them

Less than 20% — 25 — 13%
Between 21% - 40% — 23 — 12%
Between 41% - 60% — 44 — 23%
Between 61% - 80% — 66 — 35%
More than 81% — 31 — 16%

With the beginning of 2020; The regime forces started a military campaign against Idleb governorate and adjacent countrysides of Aleppo and Hama governorates. The military campaign coincided with an escalation in the shelling of Idleb governorate. This led to the suspension of school attendance in a large part of the schools in Idleb governorate (especially near the front lines) as a result of military actions and displacement movements. The military campaign ended with the regime's control of 125 cities and towns in the eastern and southern countryside of Idleb, the western countryside of Aleppo and the northern countryside of Hama. After which COVID–19 virus started spreading; The thing which in turn led to the start of the suspension of school attendance in Syria. The bulk of students in Syria did not attend schools during the second semester of the 2019–2020 academic year, which justifies that 88% of schools were unable to complete the bulk of the curriculum. Whereas, only 12% (403 schools) of the schools were able to complete more than 80% of the curriculum through distance learning during the suspension of schools.

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

Amongst surveyed parents[14] concerning their opinions about education before 2011 compared to the current educational process; 49% (767 parents) stated that education before 2011 was better than the current one, 36% (566 parents) stated that the current status of education is better than it was in the past, 15% (229parents) said they don't know.

Figure 28: Number and percentage of surveyed parents according to their evaluation of the current education status compared to that before 2011

#229	#566	#767
I don't know	Yes, the current status of education is better	Education was better before 2011
15%	36%	49%

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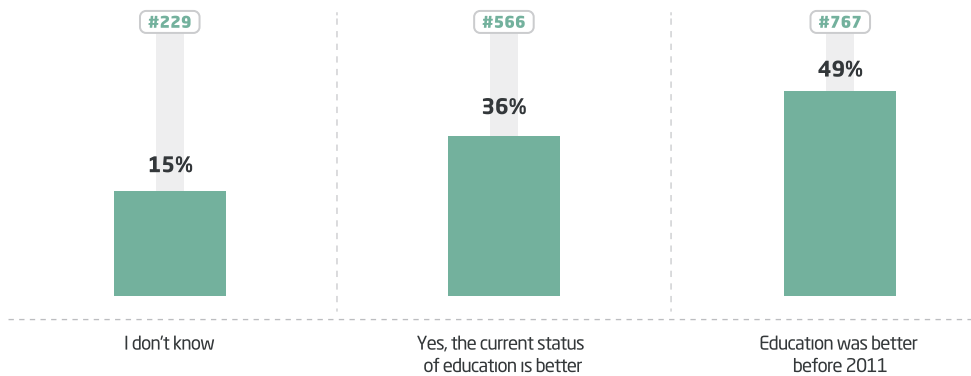
14. IMU enumerators conducted perception surveys with 1,548 persons who have age school children (dropouts or attending school) in the camps covered in the study, %34 of them females, and %66 males

05 Mechanisms for Students to Advance to the Current Stage

There are several ways for school students to advance from a school stage to a higher one.Three methods existed before the ongoing war in Syria, which are advancing because of failure year's expiry. The conditions of the war imposed two new methods for having the students in their grades which are placement test and first-time registry. Moreover, the spread of the COVID-19 pandemic during the academic year 2019-2020 imposed a new way to transfer students to the higher academic levels. After the suspension of schools to limit the spread of the COVID-19 pandemic and due to the difficulty of conducting any examinations; The directorates of education issued a decision to transfer students in the transitional stages (grades 1-8, grades 10 and 11) to the higher school stages based on their educational grades in the last exams they took; Where students took exams of the first semester of the 2019-2020 academic year, that is before suspension of schools; The exam results were approved for this semester.

On 26 April 2020, the regime government issued a decision to transfer all students of transitional stages in the primary and secondary stages to the higher stage, and to set up a plan to compensate the educational loss for students with the beginning of the next academic year. Additionally, the regime government also requested the Ministries of Education and Health to coordinate to determine the appropriate date for conducting the lower secondary and higher secondary examinations in all their branches after taking all preventive measures against COVID-19 virus; The regime government also decided to extend the suspension of all public and private universities and institutes until after Eid Al Fitr holiday.

On 4 April 2020; The Directorate of Education in Idleb issued Decision No. "3431" Which stipulated that students in transitional grades of the primary and secondary stages are to be advanced to the grades that follow their current ones; The results of the second semester is approved to be the same results of the first semester, and all students who do not have results for the first semester, are given an exam at the beginning of the next academic year (academic year 2020-2021) to determine the possibility of advancing to the next grades.

- **Advancing 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.

- **Advanced because of repeating the same grade:** some of the students are advanced to the next grade when failing for two consecutive years.

- **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 (4-1 classes) and is allowed to fail for two years in the second cycle of primary education (grades 9-5). 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.

- **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.

- **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

06 Teacher Perceptions: In your opinion, what is the percentage of students whose current school grades align with their ages?

Through the surveys the enumerators conducted with the teachers[15], 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.

The average percentage of students whose ages align with their educational levels in the schools of each of the clusters of Atma, Kherbet Eljoz, Harem is 76%; In the schools of the clusters of Atareb and Daret Azza 75%; In the schools of Sarmada cluster 73%; in Qah cluster 71%; in Salqin cluster 70%; in Armanaz and Kafr Takharim 69%; And in Al Rahma cluster 68%.

Figure 29: Teacher perception; Percentage of students whose ages are appropriate for their academic levels
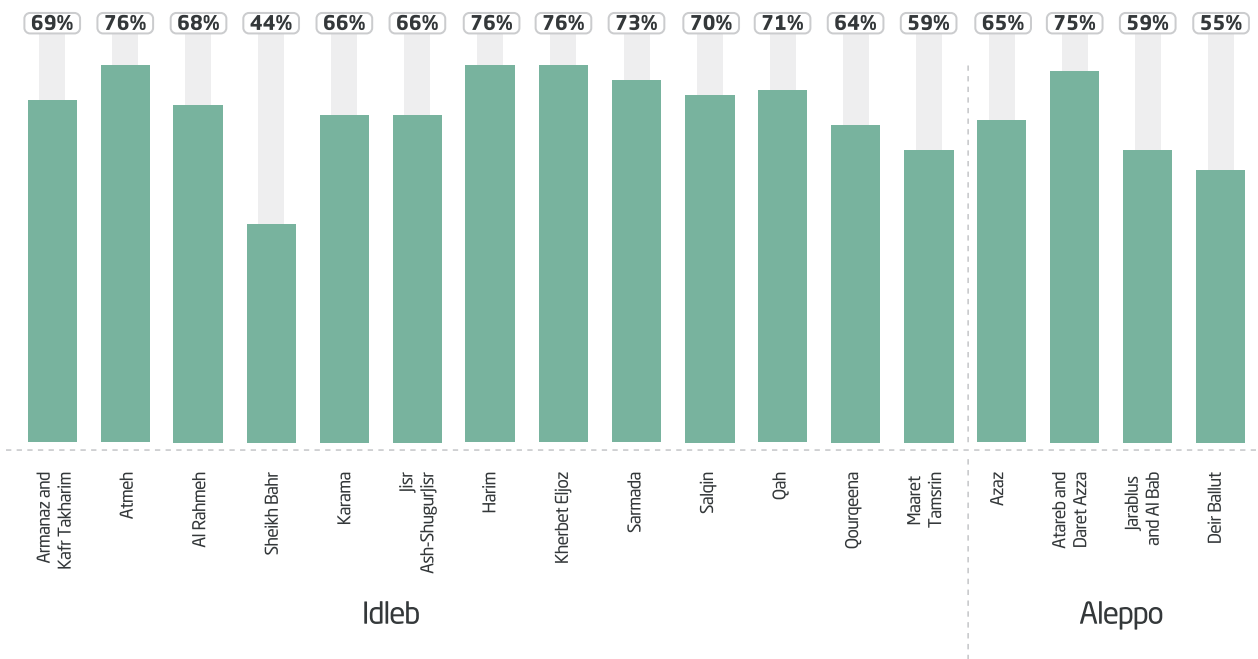
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07 Textbook Sources

The ED of the SIG is the source for 38% of the textbooks used in the assessed camp schools, while local NGOs are the source of 35% of the textbooks used in the assessed camp schools. While used books (books returned from students) are the source for 16% of the textbooks. International NGOs are the source for 8% of textbooks. The Turkish government is the source for 3%, and the dominant forces are the source for 1% of textbooks. Among the most important other sources that provide textbooks are personal grants or printing textbooks at the expense of the school or camp administration.

Figure 30: Number and percentage of schools according to the educational levels within them
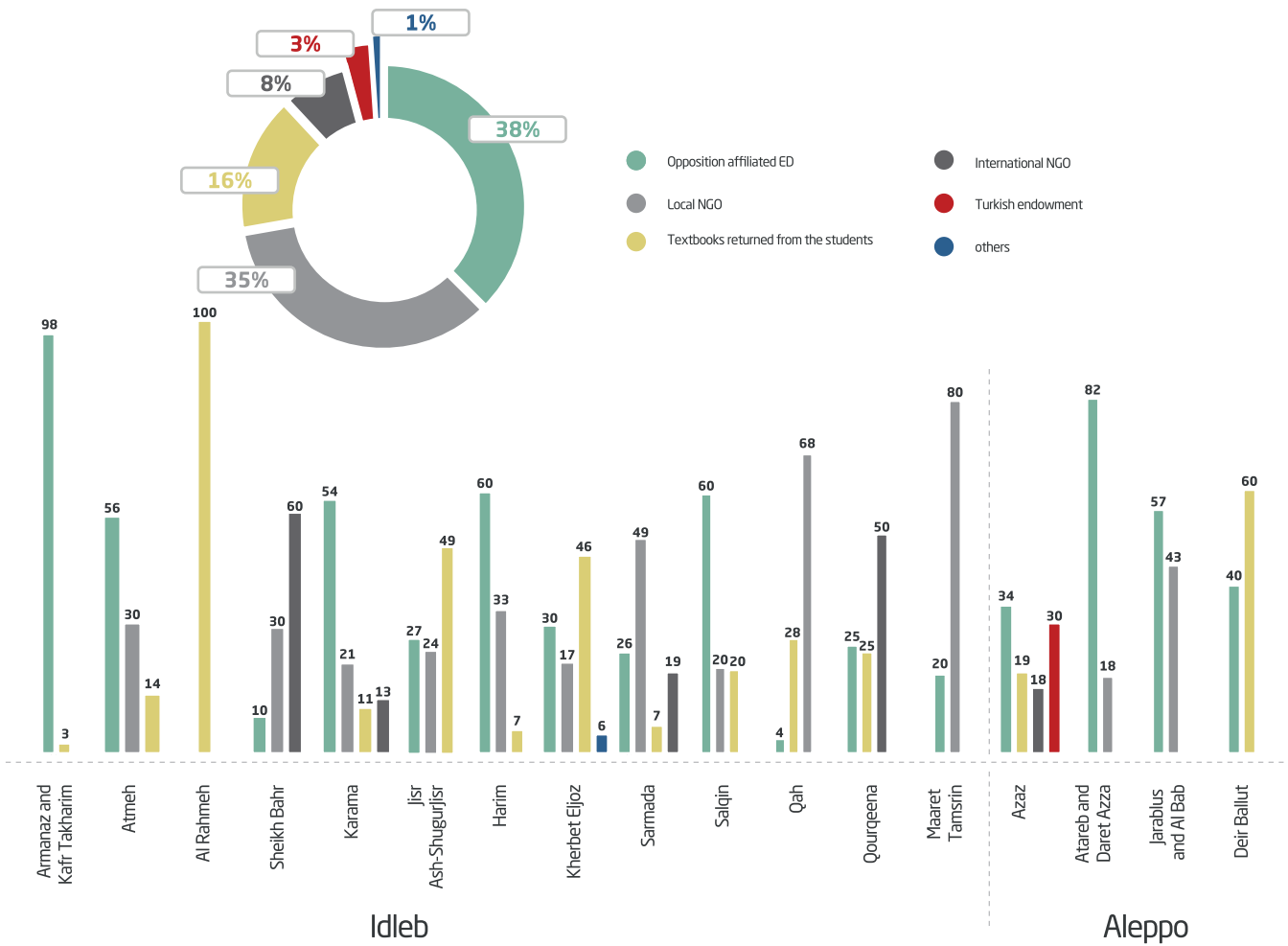
According to INEE[16], "a curriculum is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programmes and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials". There are various sources for textbooks within camp schools covered in the study.

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16.   http://bit.ly/2uCzG87

- **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 NGOs 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 38% all textbooks used in the camp schools covered in the study.

- **The Turkish endowment:** 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 A'zaz cluster.

- **Local and international NGOs:** provide textbooks free of charge. These NGOs distribute the textbooks adopted by the opposition government.

The INEE[17] 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 16% of the total number of textbooks in the camp schools.

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17.   http://bit.ly/2uCzG87

08 Parent Perceptions: What kind of curriculum would you like your children to study

The enumerators asked the parents[18] about the curricula they would like their children to study in their schools; 99% (1,551 parents) of parents reported that they wanted their children to study SIG curriculum (modified curriculum); and 1% (9 parents) of parents reported that they wanted their children to study the Syrian regime curriculum.

Figure 31: Number and percentage of surveyed parents according to the curriculum they prefer their children to study

1	1	9	1551
0%	0%	1%	99%
Shariaa curriculum	There is no preference for a specific curriculum	Curriculum of the Syrian regime	Modified curriculum of the regime /curriculum of the opposition government
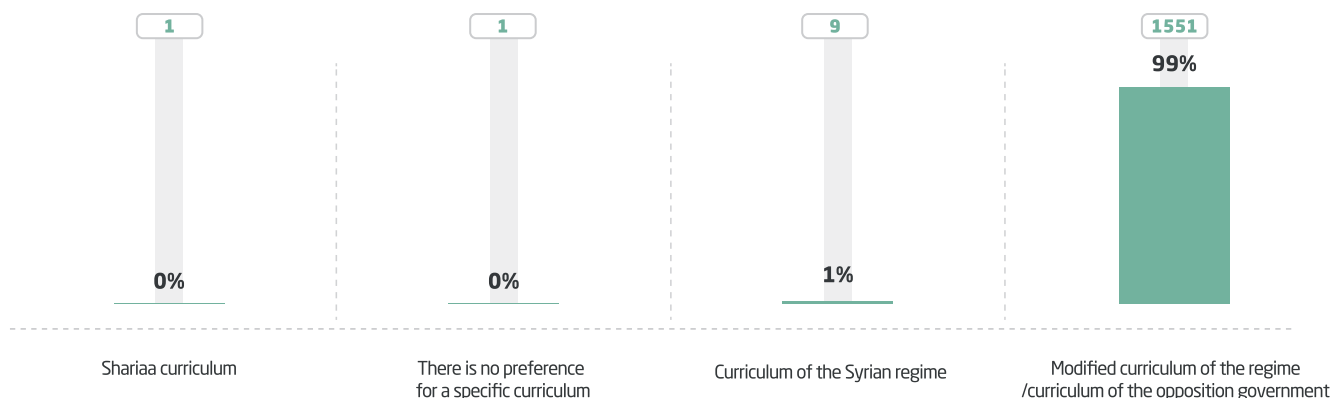
09 The Need for Textbooks

A total of 16,715 textbook copies are needed in the assessed camp schools covered in the study. The number of textbooks within one copy ranges from 1 to 11 textbooks according to the educational level.

Figure 32: Number and percentage of schools according to the educational levels within them

768	411	2729	1787	1373	1939	172	1523	811	516	543	502	377	495	2232	537
5%	2%	16%	11%	8%	12%	1%	9%	5%	3%	3%	3%	2%	3%	13%	3%
Jarablus and Al Bab	Atareb and Daret Azza	Azaz	Maaret Tamsrin	Qourqeena	Qah	Salqin	Sarmada	Kherbet Eljoz	Harim	Jisr Ash-Shugur jisr	Karama	Sheikh Bahr	Al Rahmeh	Atmeh	Armanaz and Kafr Takharim

Aleppo | Idleb
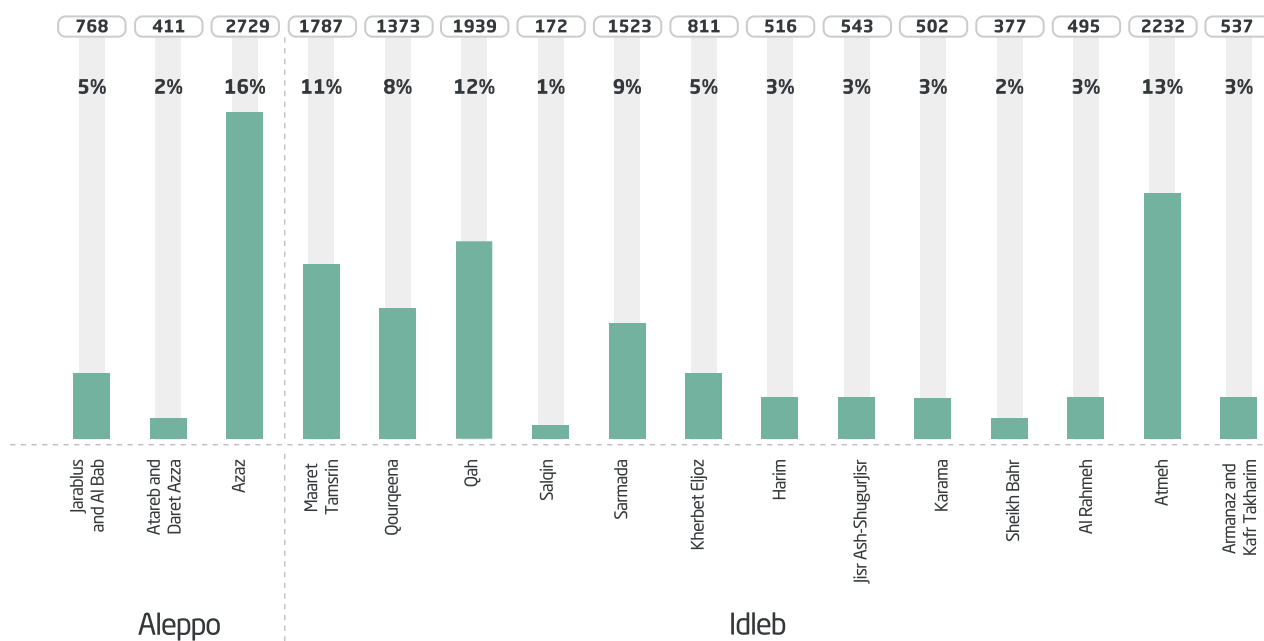
The number of copies needed by students in the assessed school camps is calculated based on the difference between the number of students attending schools and available new copies of the curriculum (distributed during the school year) at schools, while borrowed textbooks are not calculated (textbooks 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.

18. IMU enumerators conducted perception surveys with 1,548 persons who have age school children (dropouts or attending school) in the camps covered in the study, %34 of them females, and %66 males

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

Surveyed teachers[19] were asked about how they deal with the shortage of textbooks in the classroom. 39% (276 teachers) of teachers stated that they write the whole lesson on the whiteboard, 34% (240 teachers) ask their students to share available copies of the textbooks depending on the number of available copies, 5% (35 teachers) of the teachers said that they borrow copies of textbooks from adjacent classrooms and return them back when the lesson is finished. 23% (162 teachers) of the teachers reported having no shortage of textbook copies.

Figure 33: Number and percentage of surveyed teachers according to the mechanisms of dealing with the shortage of curriculum   textbooks

| 35 | 162 | 240 | 276 |

5% — Copies are borrowed from other classrooms
23% — There is no shortage in the curriculum textbooks
34% — More than one student share available copies of textbooks
39% — The whole lesson is written on the whiteboard

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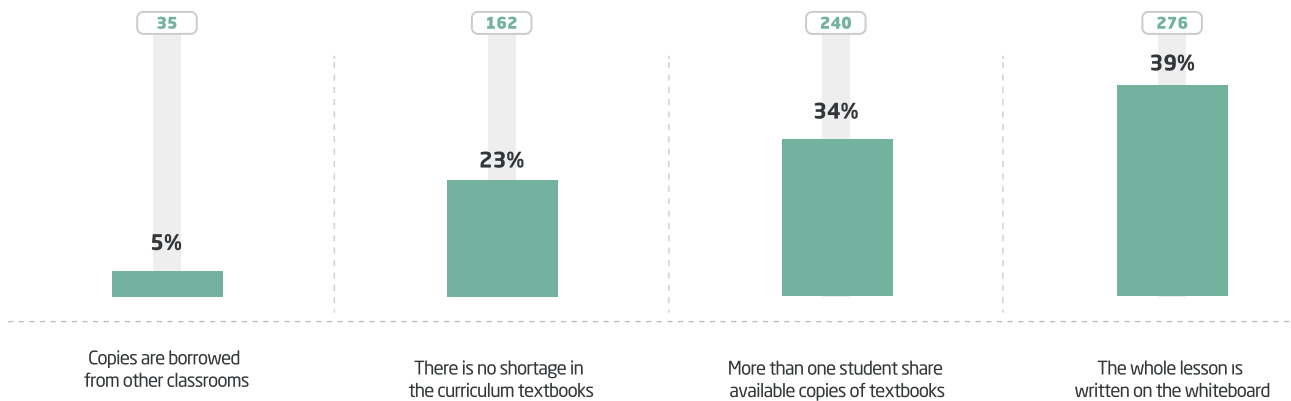
19.   The enumerators of the Information Management Unit conducted surveys with 543 teachers in the camps covered in the study, %30 of the whom were females, and %70 males.

Section 07
Students

01 Number of Students

The number of students in the camps covered in the study reached 64,219 students. Female students accounted for 52% (33,233 female students) of the total number of students within the camp schools covered in the study. Male students accounted for 48% (30,986 male students) of the total number of students.

Figure 34: Number and percentage of students by gender

30,986
48%

33,233
52%

● Males
● Females

	Armanaz and Kafr Takharim	Atmeh	Al Rahmeh	Sheikh Bahr	Karama	Jisr Ash-Shugur Jisr	Harim	Kherbet Eljoz	Sarmada	Salqin	Qah	Qourqeena	Maaret Tamsrin	Azaz	Atareb and Daret Azza	Jarablus and Al Bab	Deir Ballut
Males	512	2,843	443	597	1,466	805	822	1,139	4,921	1,144	1,653	1,264	3,708	7,227	723	1,289	430
Females	570	4,294	232	475	2,179	893	906	1,227	4,765	1,095	2,098	1,550	3,926	6,469	722	1,383	449

Idleb

Aleppo

According to JENA[20] 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".

On 24 January 2021, a joint statement[21] was issued on the occasion of the International Day of Education by the Regional Coordinator for the Syrian Crisis, and UNICEF Regional Director for the Middle East and North Africa; The statement was titled "After almost ten years of war in Syria, more than half of children continue to be deprived of education". The statement included "Inside Syria, there are over 2.4 million children out of school, nearly 40 per cent are girls. This number has likely increased in 2020 due to the impact of the COVID-19 pandemic which exacerbated the disruption to education in Syria".

20. https://www.acu-sy.org/en/jena-report2019-/
21. https://www.unicef.org/press-releases/after-almost-ten-years-war-syria-more-half-children-continue-be-deprived-education

02 Age Groups of Students

Students 6–12 years old formed the largest age group of students in the assessed schools accounting for 72% (46,532 students of both genders) of the total enrolled students. Students aged 11–12 years old accounted for 19% (12,016 students of both genders; Students aged 13–15 years constituted 7% (5,296 students of both genders) of the total number of enrolled students, and students aged 16–18 years constituted 1% (402 students of both genders).

Figure 35: Number and percentage of students by gender and age groups

320	82	2,851	2,418
0%	0%	4%	4%
Famales	Males	Famales	Males
16 - 18 Years old		13 - 15 Years old	

6,108	5,908	23,954	22,578
10%	9%	37%	35%
Famales	Males	Famales	Males
11 - 12 Years old		6 - 10 Years old	

Region	Location	Gender	16-18	13-15	11-12	6-10
Aleppo	Deir Ballut	Females	17%	16%		67%
		Males	13%	16%		71%
	Jarablus and Al Bab	Females	3%	8%	16%	72%
		Males	3%	7%	15%	75%
	Atareb and Daret Azza	Females	0%			100%
		Males	0%			100%
	Azaz	Females	9%	20%		71%
		Males	9%	22%		69%
Idleb	Maaret Tamsrin	Females	0%	16%		84%
		Males	0%	18%		82%
	Qourqeena	Females	10%	12%		78%
		Males	10%	14%		76%
	Qah	Females	11%	26%		62%
		Males	2%	20%		78%
	Salqin	Females	11%	20%		69%
		Males	10%	21%		68%
	Sarmada	Females	5%	20%		75%
		Males	7%	21%		72%
	Kherbet Eljoz	Females	5%	18%	23%	53%
		Males	3%	13%	23%	60%
	Harim	Females	22%	10%		68%
		Males	12%	14%		73%
	Jisr Ash-ShugurJisr	Females	1% 9%	21%		68%
		Males	1% 11%	19%		70%
	Karama	Females	7%	16%	19%	58%
		Males	13%	19%		67%
	Sheikh Bahr	Females	3%	12%		85%
		Males	8%	11%		81%
	Armanaz and Kafr Takharim	Females	7%	13%		80%
		Males	11%	25%		64%
	Atmeh	Females	1% 10%	20%		70%
		Males	11%	20%		70%
	Al Rahmeh	Females	7%	7%		86%
		Males	4%	8%		87%

According to JENA[22],"the higher the educational levels, the higher the percentages of out of school children (OOSC)."

22. https://www.acu-sy.org/en/jena-report2019-/

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 kilometers to reach lower secondary or upper secondary schools in neighboring villages.

According to JENA[23] 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).

- **Parent perceptions: Do your children attend school regularly?**
  In the study, parents[24] were asked about the enrollment and attendance of their children in schools; 61% (960 persons) of the parents reported that all their children (female and male students) attend school; 18% (285 persons) reported that their children attend only the primary education level not the advanced ones; 10% (156 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); 6% (98 parents) reported that their children do not attend school; 4% (63 parents) said that only male children go to school.

Figure 36: Number and percentage of parents whose opinions were surveyed based on their children's regular school attendance
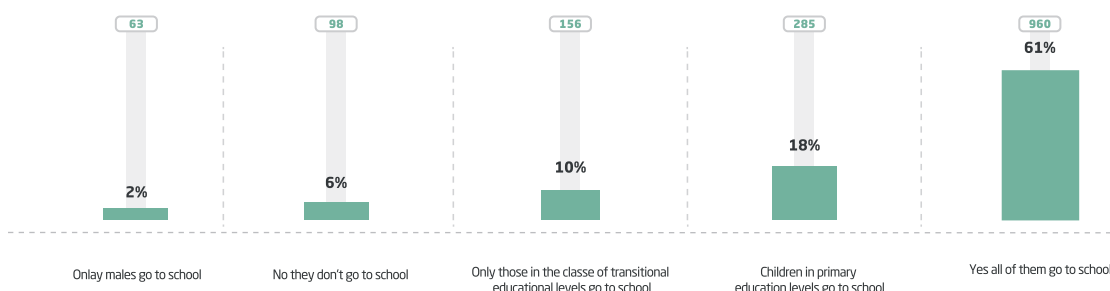
03 Parent perceptions: Did any of your children express his/her unwillingness to go to school?

When parents[25] were asked about their children's unwillingness to go to schools, 10% (149 persons) of surveyed parents said that their children always express their unwillingness to go to school, 45% (700 persons) stated that their children sometimes express unwillingness to go to school, and 46% (713 persons) said that their children never expressed unwillingness to go to school.

Figure 37: Number and percentage of parents whose opinions were surveyed based on their children's regular school attendance

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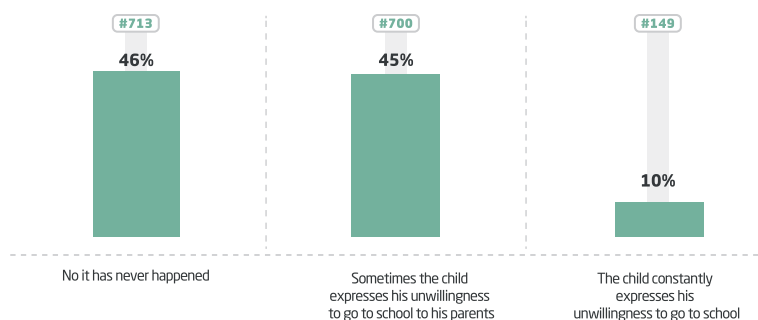
23.   https://www.acu-sy.org/en/jena-report2019-/
24.   IMU enumerators conducted perception surveys with 1,548 persons who have age school children (dropouts or attending school) in the camps covered in the study, %34 of them females, and %66 males
25.   IMU enumerators conducted perception surveys with 1,548 persons who have age school children (dropouts or attending school) in the camps covered in the study, %34 of them females, and %66 males

04 Student perceptions: What are the reasons for being late to school?

When the students[26] were asked about their reasons for being late to school, 30% (231 students) said they were late to school because they woke up late; 29% (224 students) said they were late to school because of the bad weather conditions, and 18% (138 students) said they were sick, 6% (48 students) said they were late because of an emergency; 5% (37 students) said they were late because the transportation means arrived late or because of the lack of transportation means; 4% (32 students) said they were late because they had to stay at home to do some stuff before going to school.

Figure 38: Number and percentage of surveyed students according to the reasons for being late to school in the morning

17	19	28	32	37	48	138	224	231
2%	2%	4%	4%	5%	6%	18%	29%	30%
The school is far away	Because school uniform wasn't ready on that day	I had to stay with one of my family members	Because I had to stay at home and do some stuff	Lack of transportation means, or the transportation means were delayed	Because of an emergency	I was sick	Because the weather was very bad	I woke up late
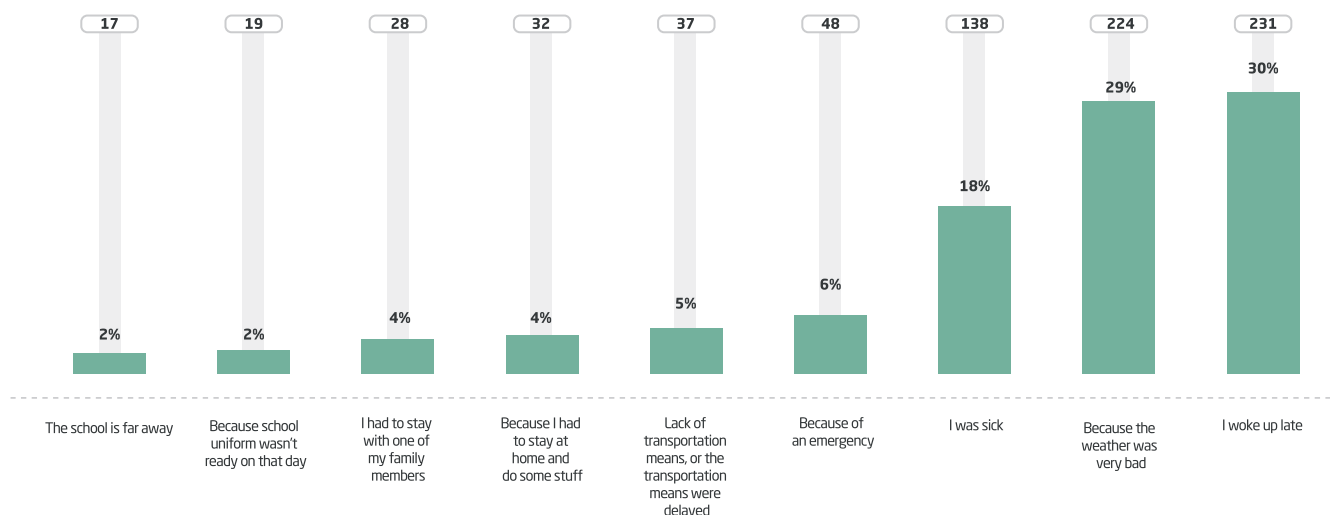
05 Student perceptions: What are the reasons for being absent from school?

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 54% (412 students) of the surveyed students said that they were absent from school due to illness, 13% (102 students) were absent because the weather was bad, 8% (62 students) were absent because they woke up late, and 7% (54 students) were absent because they had to stay with a family member; 6% (44 students) said they were late because they had to do some stuff before going to school, 5% (39 students) of the students said they were absent because of an emergency.

Figure 39: Number and percentage of surveyed students according to the reasons for being absent from school

8	18	27	39	44	54	62	102	412
1%	2%	4%	5%	6%	7%	8%	13%	54%
Because it was unsafe to go to school	Because I couldn't find my school uniform or school uniform wasn't ready on that day	Lack of transportation means, or the transportation means were delayed	Because of an emergency	Because I had to stay at home and do some stuff	I had to stay with one of my family members	I woke up late	Because the weather was very bad	I was sick
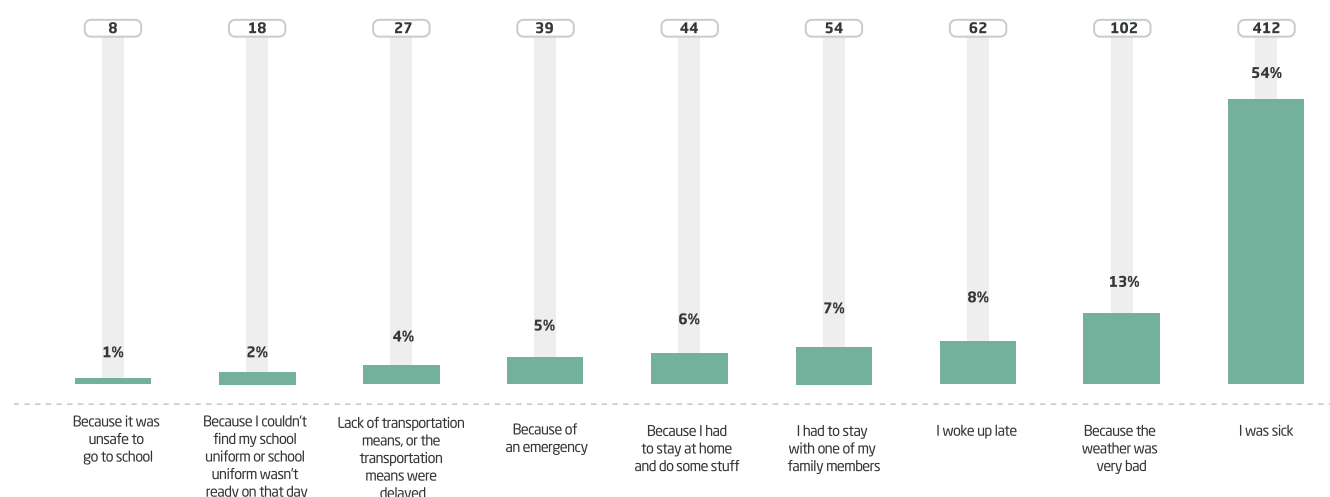
26. IMU enumerators conducted perception surveys with 974 children aged 17–5 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; %39 of them females and 61 % males. All of the surveyed children are from displaced community; of whom %53 IDPs from other governorate, %41 IDPs from another town within the same governorate, %6 IDPs within the same town.

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

School principals[25] were asked if their schools use a student daily attendance sheet to track students' atten‐ dance. 96% (146 principals) of all surveyed principals reported that they have a student daily attendance sheet in their schools, 4% (6 principals) said that they don't have daily attendance sheets. Principals were also asked about the applied mechanisms for dealing with students who are constantly absent. 50% (137 principals) of the surveyed principals reported that they communicate with the students' parents, 43% (117 principals) said they orally warn the absent students, 7% (18 principals) of the principals said they refer the absent students to the psychological counsellor, 1 principal said that they try to encourage children to commit to school attendance by giving them presents.

Figure 40: Principal perception; Availability of students attendance record
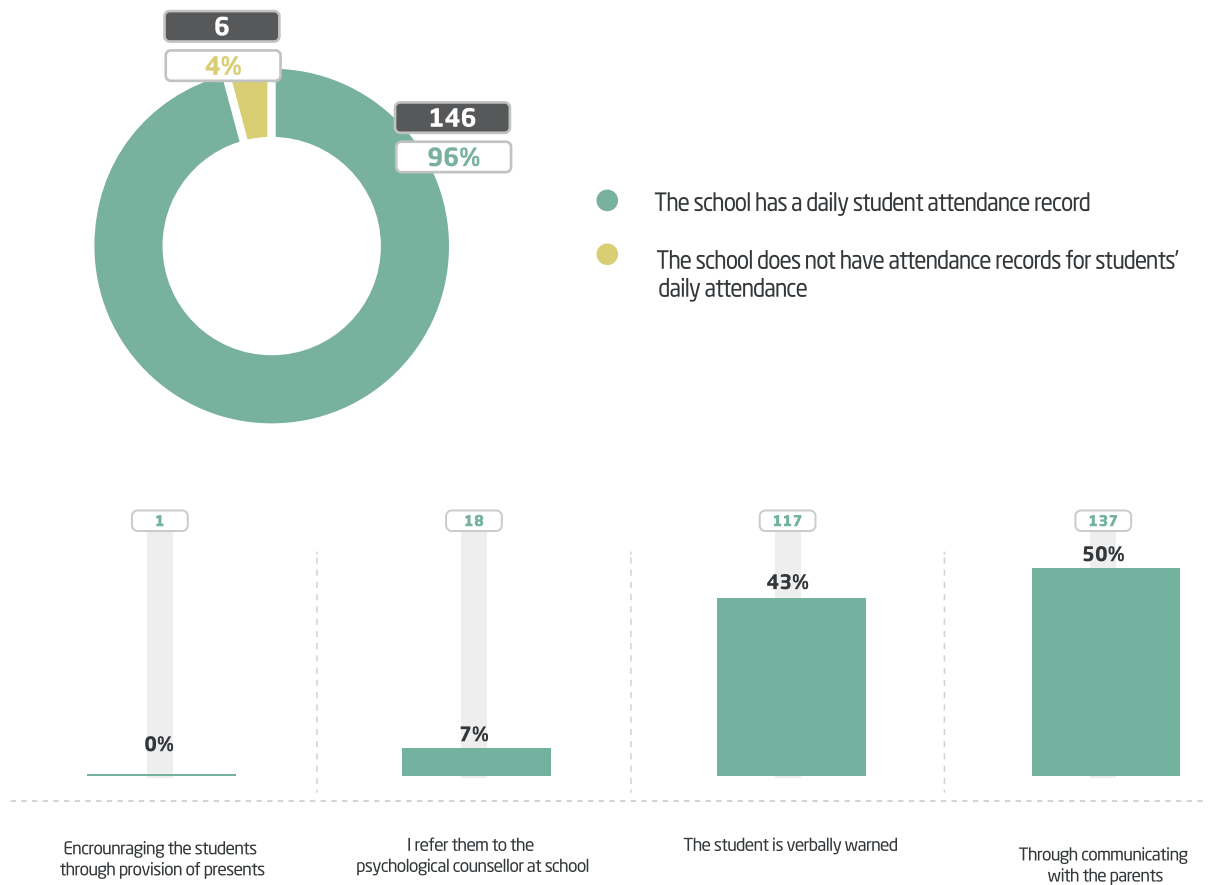
●	The school has a daily student attendance record
●	The school does not have attendance records for students' daily attendance

1	18	117	137
0%	7%	43%	50%
Encrounraging the students through provision of presents	I refer them to the psychological counsellor at school	The student is verbally warned	Through communicating with the parents

07 Type of Schools according to the Separation of Students by Gender

Data shows that 61% (115 schools) of the total assessed camp schools are mixed schools where girls and boys learn jointly in co-educational classrooms, 29% (54 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 11% (20 schools) are only single-sex schools.

Figure 41: Number and percentage of camp schools by gender segregation
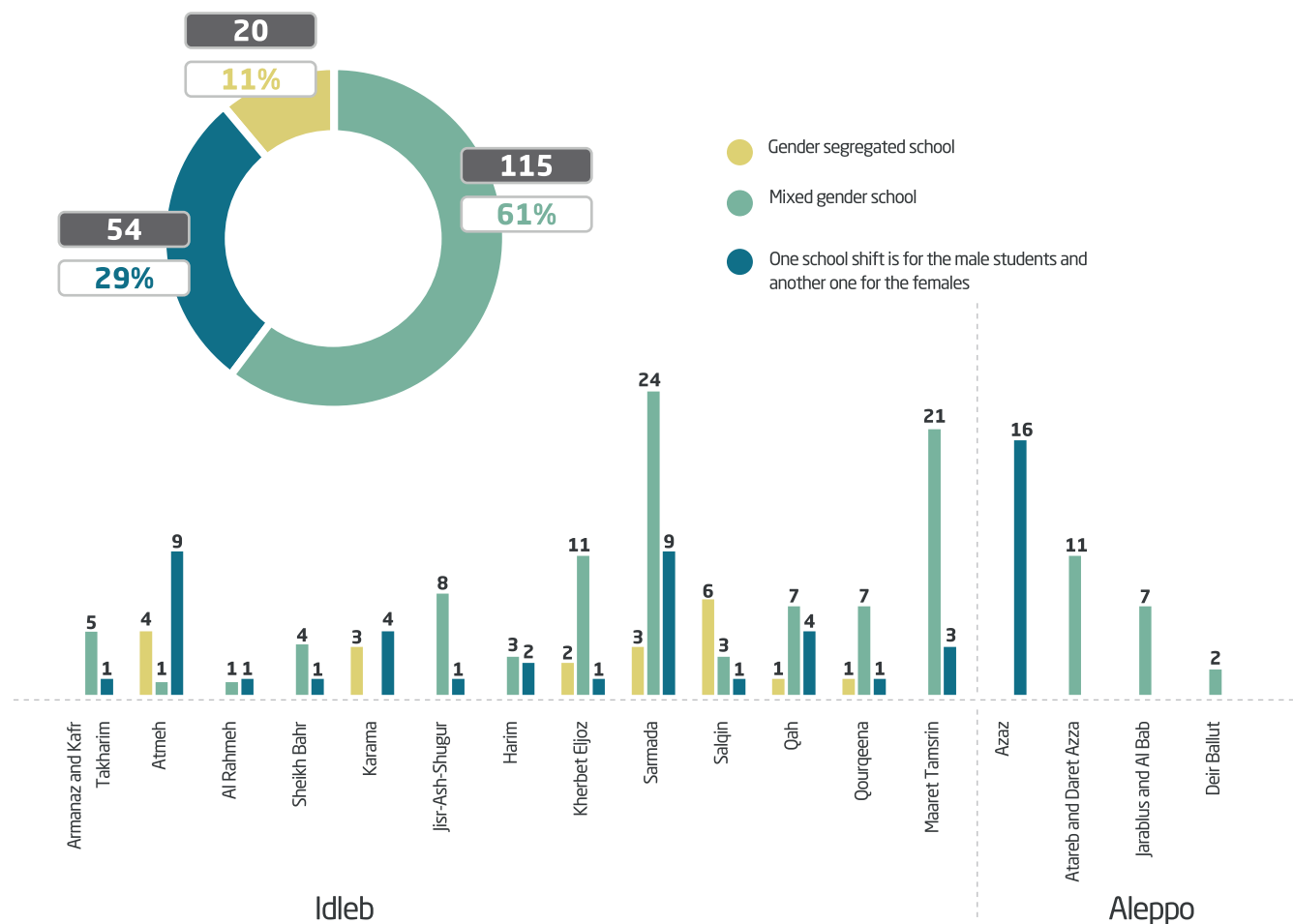
Before the war in Syria, most of the lower secondary schools were separated by gender. Primary schools (1st – 6th grades) were mixed, while lower secondary and upper secondary schools were single-sex schools, with separate schools for females and other for males. Mixed schools for all grades were found 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[28] 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."

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28.   https://www.acu-sy.org/en/jena-report2019-/

08 Availability of kindergartens within Schools

The results of the study show that 96% (182 schools) of the total schools in the camps of northern Syria don't have kindergartens, 4%% (% (7 schools) do have kindergartens.

Figure 42: Number and percentage of schools according to the availability of kindergartens
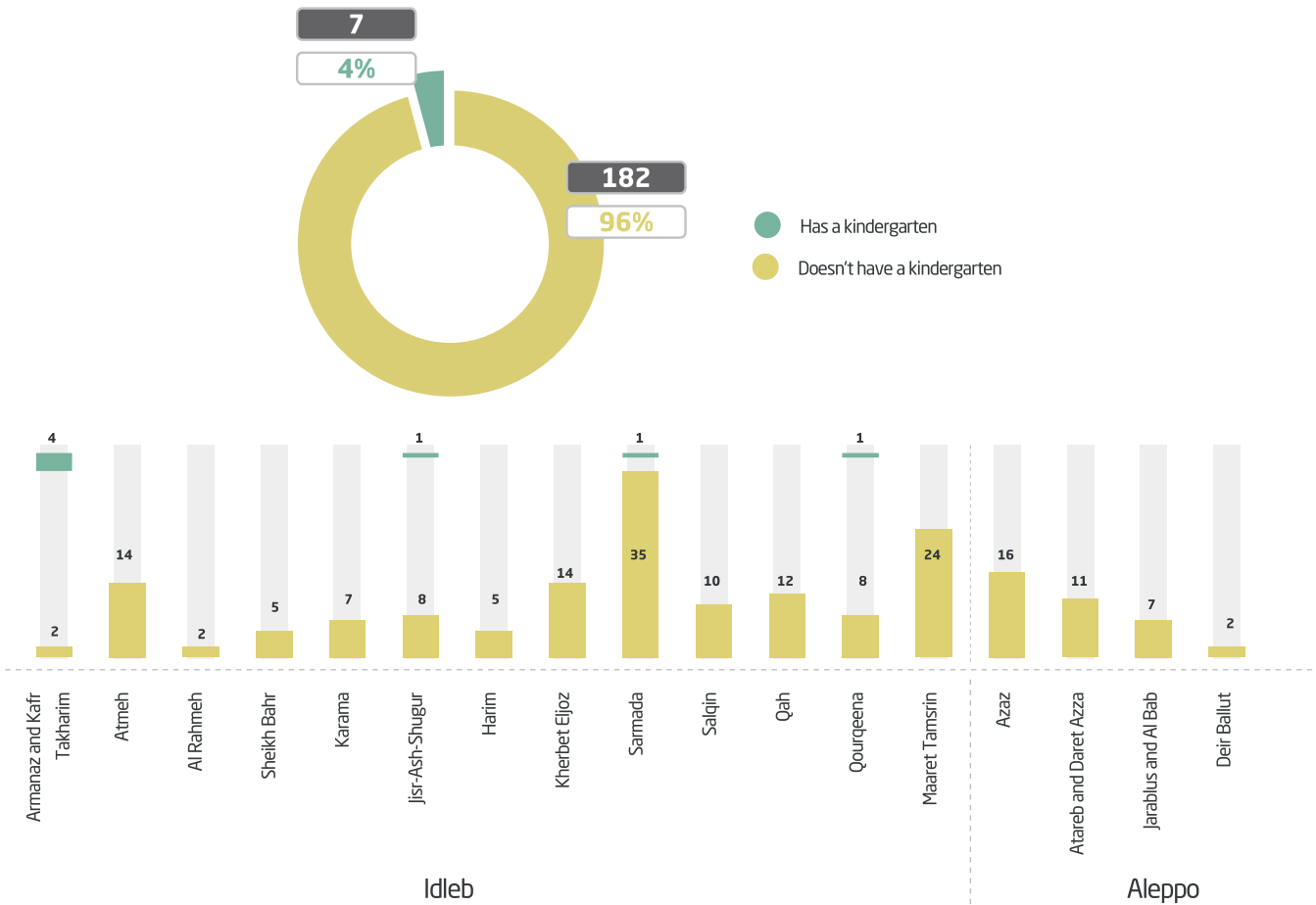
According to INEE[29], "Early childhood development is the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and 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.

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29. https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_28%2010HSP29%_EN.pd

09 Overcrowding within Schools

The results of the study show that the number of students in 20% (38 schools) of the assessed camp schools in northern Syria camps corresponds to schools' capacities. 47% (89 schools) of the assessed camp schools are somewhat crowded with students, whereas 33% (62 schools) of the assessed camp schools are overcrowded with students.

It is worth mentioning here that among the measures to limit the spread of the COVID–19 virus within schools is to have each student sitting separately in a desk; Additionally, one desk should be left empty between every two rows of student desks. These measures will be covered in a section dedicated to curbing the spread of COVID–19.

Figure 43: Number and percentage of schools according to the degree of overcrowding

Legend:
- Number of students is commensurate with the school capacity
- Of mid crowdedness
- Over crowded

Donut chart values: 38 / 20%, 89 / 47%, 62 / 33%

	Commensurate	Mid crowdedness	Over crowded	Region
Deir Ballut	0	1	1	Aleppo
Jarablus and Al Bab	3	3	1	Aleppo
Atareb and Daret Azza	4	2	5	Aleppo
Azaz	2	7	7	Aleppo
Maaret Tamsrin	7	7	10	Idleb
Qourqeena	2	4	3	Idleb
Qah	0	7	5	Idleb
Salqin	5	5	0	Idleb
Sarmada	3	21	12	Idleb
Kherbet Eljoz	3	9	2	Idleb
Harim	0	4	1	Idleb
Jisr-Ash-Shugur	4	4	1	Idleb
Karama	2	3	2	Idleb
Sheikh Bahr	0	4	1	Idleb
Al Rahmeh	0	1	1	Idleb
Atmeh	3	7	4	Idleb
Armanaz and Kafr Takharim	0	0	6	Idleb

According to INEE[30], "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 multi–ple 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.

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30.   https://www.acu-sy.org/en/jena-report2019-/

10 Difficulties Faced by Students within the School

One of the main difficulties encountered by students in obtaining proper education at schools in camps is the shortage of educational materials; It is worth mentioning that COVID–19 virus has worsened the living conditions of the students and their families. Secondly came the lack of books and stationery. Thirdly came "child labour" where the child has to help provide for his family. In fourth place came negligence of the parents and not follow–ing up on the educational level of their children. In the last place came frequent displacement and displacement environment which lack the basic necessities of life and appropriate services.

Table 2: Difficulties encountered by the students in camp schools

Governorate	Cluster	Lack of income, money or resources to send children to school	Shortage of materials, textbooks and stationery	The child's duty to provide for his family	Parents 'neglect	Lack of proper infrastructure	Displacement/Recurrent Displacement/Displacement environment	Lack of schools or other places for education	Difficulty to reach the school due to long distances or high transportation costs	Age disparity among students	Early marriage	Distance learning materials in light of the spread of COVID-19	Lack of teachers	Lack of infrastructure and services for students with disabilities	Not providing certificates after the exams or lack of acknowledgement of the certificates
Idleb	Armanaz and Kafr Takharim														
	Atma														
	Al Rahma														
	Sheikh Bahr														
	Al Karama														
	Jisr-Ash-Shugur														
	Harim														
	Kherbet Eljoz														
	Sarmada														
	Salqin														
	Qah														
	Qourqeena														
	Maaret Tamsrin														
Aleppo	A'zaz														
	Al Atareb and Daret Azza														
	Jarablus and Al Bab														
	Deir Ballut														
Total															

Small difficulty   **Great difficulty**

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. 16% 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[31] 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".

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31.   https://www.acu-sy.org/en/jena-report2019-/

Section 08
Psychological Support & Children with Disabilities

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 622 students. The results show that the highest percentage of students are those with motor disabilities by 36% (227 students) of all assessed students with disabilities, followed by students with intellectual disability by 20% (125 students). 14% (89 students) suffer from blindness. 19% (118 students) have speech problems, while the remaining 10% (63 students) suffer from hearing loss. rows of student desks. These measures will be covered in a section dedicated to curbing the spread of COVID-19.

Figure 44: Number and percentage of students with disabilities in camp schools
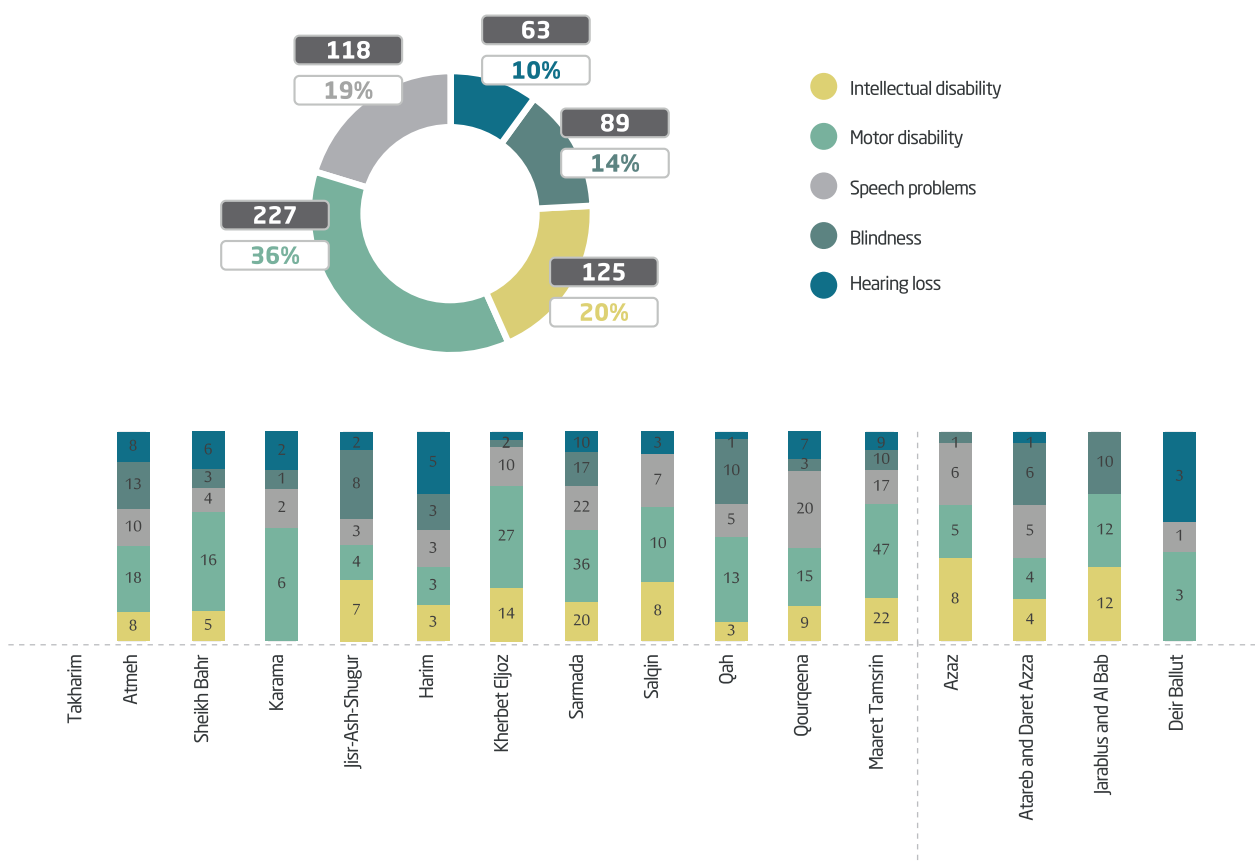
According to INEE[32] , "the needs of people with physical and visual disabilities should be carefully considered in the design of education facilities. Entrances and exits need to accommodate people in wheelchairs or using other assisted-mobility devices. Classroom space and furniture, and water and sanitation facilities, should meet the needs of people with disabilities. When identifying sites and reconstructing education facilities, cooperation at local and national levels is recommended with organizations representing people with various types of disability, parents of children with disabilities and youth with disabilities.

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

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32.   http://bit.ly/2uCzG87

According to JENA[33] , 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.

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

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33.   https://www.acu-sy.org/en/jena-report2019-/

02 Availability of PSS Trained Teachers within Camp Schools

Data shows that 23% (44 schools) of the assessed camp schools at northern Syria camps don't have teachers who attended Psychosocial Support Services (PSS) training courses, while 77% (145 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 45: Number and percentage of camp schools according to the availability of teachers who have attended courses in psychosocial support
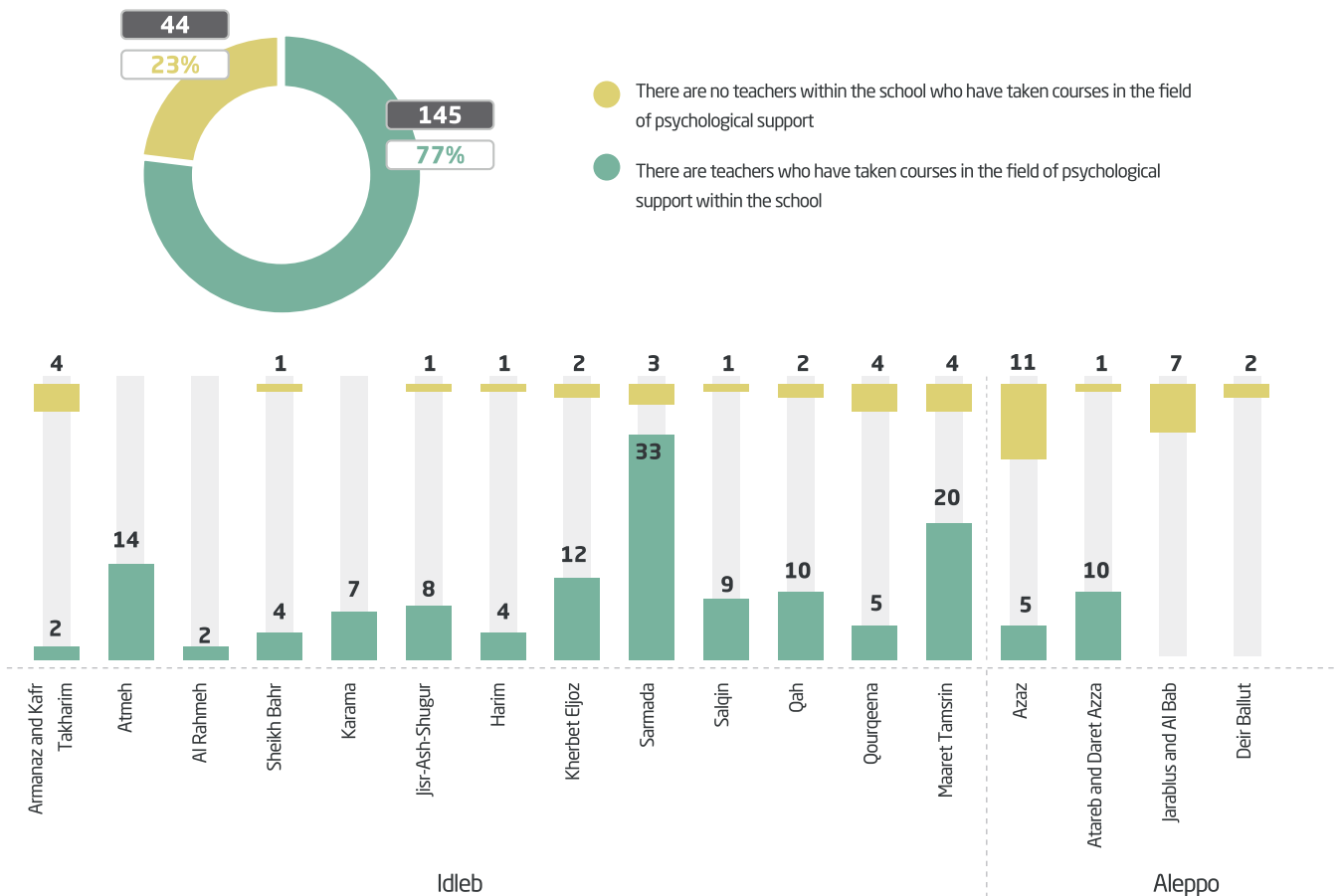
According to INEE[34] , "Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances". Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma resulting from the ongoing 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.

34.   http://bit.ly/2uCzG87

03 Availability of Psychological Counselors within Camp Schools

The study shows that 77% (145 schools) of the schools in the covered camps don't have psychological counsellors, while 23% (44 schools) of the schools do have psychological counsellors.

Figure 46: Number and percentage of camp schools according to the availability of specialized psychological counselors

- The school doesn't have psychological counsellors
- The school has psychological counsellors
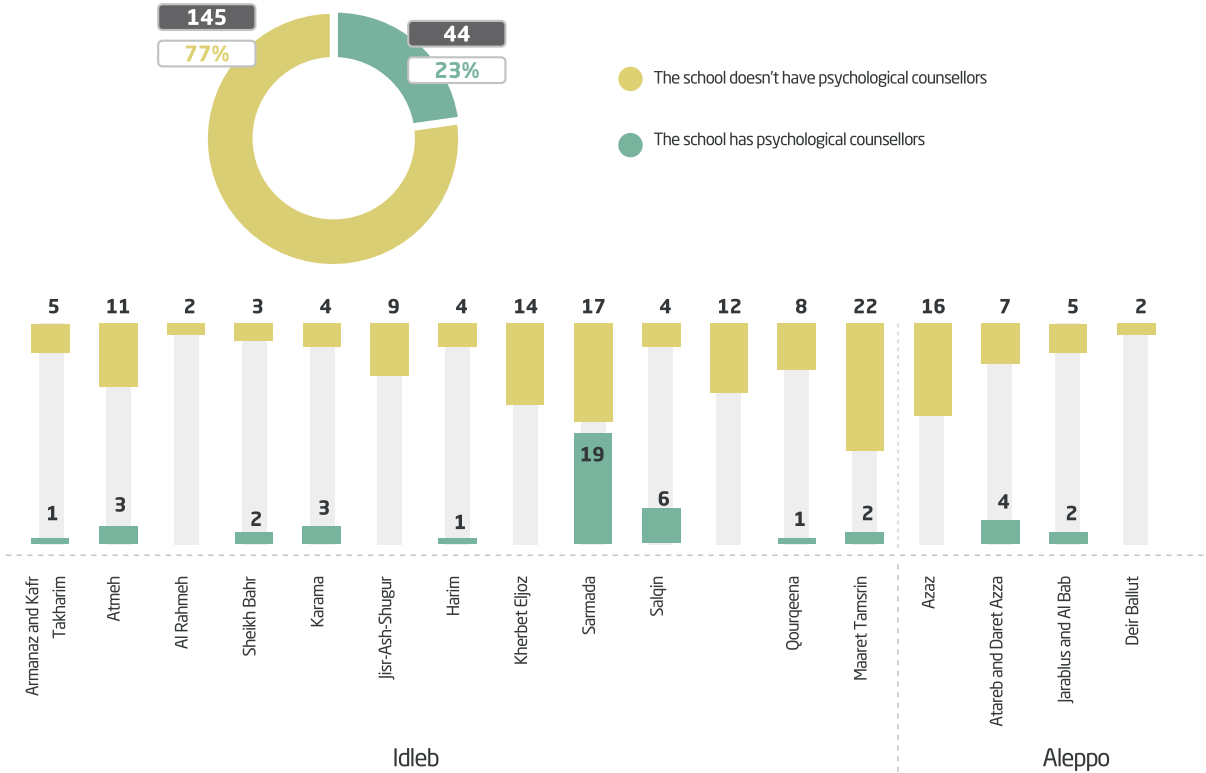
Before the war in Syria, most of the schools had a psychological counsellor with an academic background in psychology to be consulted when the students have problems related to their psychological state. This psychological counsellor guides children and discusses relevant issues with parents, as necessary, and cooperates with them to help children overcome any psychological concerns, especially in adolescence.

04 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[35], it is found that 22% (122 teachers) of the surveyed teachers said that their students expressed their fear of being unsafe at their schools, while 78% (421 teachers) reported that their students didn't express fear of being unsafe at school.

Figure 47: Number and percentage of surveyed teachers according to having their students expressing their feeling of insecurity when being at school

#122	#421
22%	78%
Students communicated with their teacher to express their feeling of unsafety	The students didn't communicate with their teacher to express their feeling of unsafety

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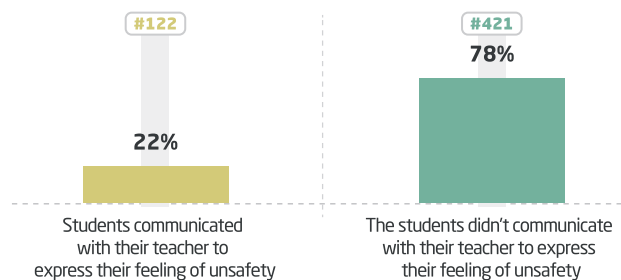
35. The enumerators of the Information Management Unit conducted surveys with 543 teachers in the camps covered in the study, %30 of the whom were females, and %70 males.

05 Student Perceptions: phenomena related to students' feelings at school

Through the perception surveys the enumerators conducted with the students[36], they asked them about the frequency of several types of feelings; the most spread phenomena among the students surveyed is that they feel distressed when remembering difficult times, 18% (180 students) said that they repeatedly feel the same more often; 35% (343 students) of the surveyed students said they rarely have this feeling.

14% (140 students) of the students said that they keep avoiding places that remind them of bad accidents; 31% (298 students) of the students said they repeatedly feel the same feeling, 55% (536 students) of the students said they rarely have this feeling.

13% (128 students) of the surveyed students said that they always think about things which happened in the past; 31% (301 students) reported feeling the same more often; 56% (545 students) of the students said they rarely have this feeling.

Figure 48: Student perception; percentage of the prevalence degree of symptoms related to feelings among students

More often	Sometimes	Rarely	Statement
18%	35%	46%	I feel so distressed when I remember painful incidents I have been through
14%	31%	55%	I avoid places that remind me of bad incidents
13%	31%	56%	I think a lot about incidents that happened in the past
8%	35%	57%	It takes me a long time to sleep when I lay in bed
8%	49%	43%	I find difficulty learning things by heart
6%	31%	63%	I get distracted easily
6%	29%	65%	I enjoy things only a little bit
5%	25%	70%	I get angry quickly
5%	26%	69%	I have terrifying nightmares
4%	33%	63%	I feel pain in my stomach
4%	34%	62%	I feel sad
4%	27%	69%	I feel annoyed sometimes for no particular reason
4%	25%	71%	I prefer to stay alone
3%	33%	64%	I feel pain in my head
3%	26%	71%	I feel tired quickly during participation in the activities, even if they are simple
2%	26%	72%	I have small energy

● Rarely   ● Sometimes   ● More often

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36.   IMU enumerators conducted perception surveys with 974 children aged 17–5 years in the camps covered in the study. Part of these children are attending schools while others are dropouts; %39 of them females and 61 % males. All of the surveyed children are from displaced community; of whom %53 IDPs from other governorate, %41 IDPs from another town within the same governorate, %6 IDPs within the same town.

06 Student Perceptions: phenomena related to students' interaction

Through the perception surveys the enumerators conducted with the students[37], they asked them about the frequency of phenomena related to interaction with others within a month; amongst the most spread negative phenomena is the fact that students fight with other children and with family members; Whereas the largest part of the students were playing with their friends and are committed to the school rules.

3% (27 students) of the surveyed students said they often fight with other children; 26% (254 students) of the students said they sometimes fight with other children; 71% (693 students) said they rarely fight with other children.

2% (16 students) of the surveyed students said that they more often fight with their family members; 28% (277 students) of the students surveyed said they fight with their family members; 70% (681 students) said they rarely fight with their family members.

Figure 49: Student perception; percentage of the prevalence degree of symptoms related to interaction among students
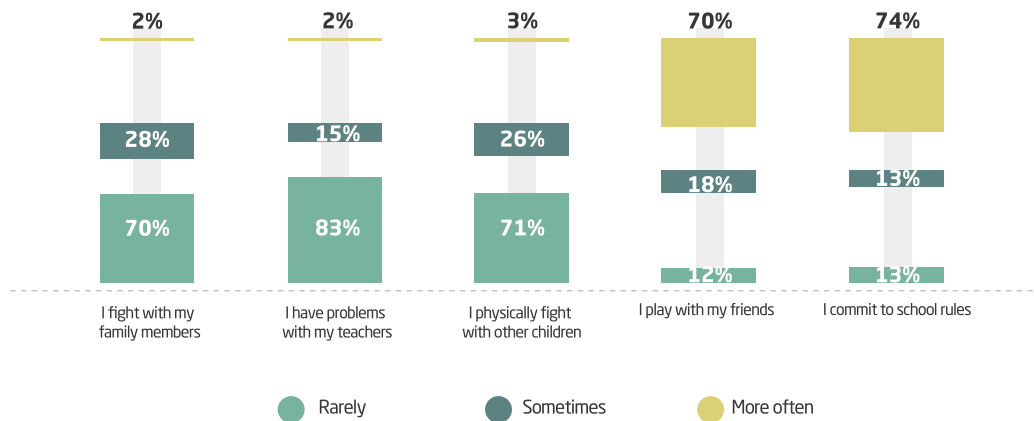
	I fight with my family members	I have problems with my teachers	I physically fight with other children	I play with my friends	I commit to school rules
More often	2%	2%	3%	70%	74%
Sometimes	28%	15%	26%	18%	13%
Rarely	70%	83%	71%	12%	13%

● Rarely   ● Sometimes   ● More often

07 Student Perceptions: phenomena related to students' feelings at school

Through the perception surveys the enumerators conducted with the students, they asked them about the frequency of phenomena related to self-awareness within a month; 34% (333 students) of the students said they more often express their feelings to some people they trust; 31% (305 students) said they sometimes express their feelings to people they have trust in; 34% (336 students) said they rarely express their feelings to people they trust.

9% (85 students) of the students said they more often feel bored; 46% (451 students) said they sometimes feel bored; 45% (438 students) said they rarely feel bored.

5% (52 students) of the students said they more often feel scared; 33% (323 students) said they sometimes feel scared; 61% (599 students) said they rarely feel scared.

Figure 50: Student perception; percentage of the prevalence degree of symptoms related to self-awareness among students

| | Rarely | Sometimes | More often |
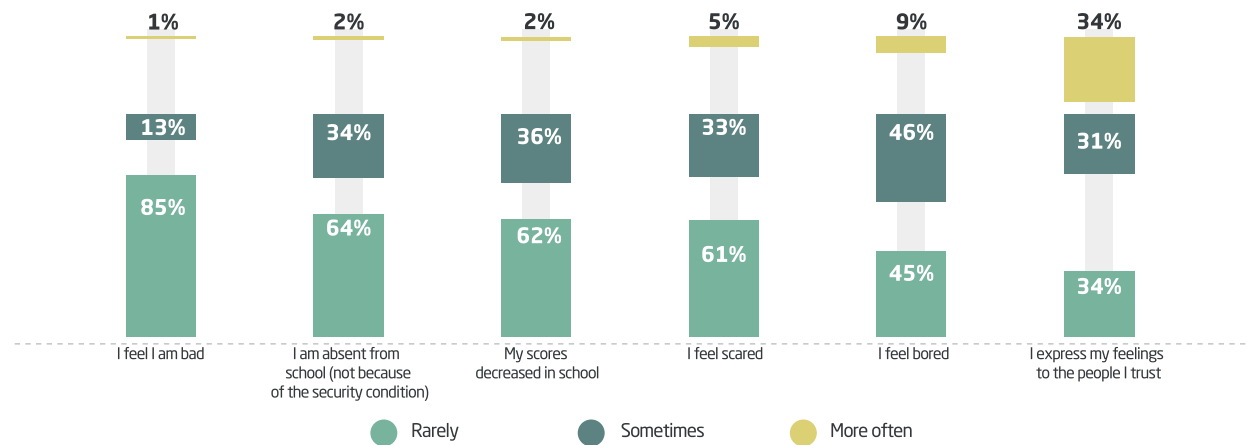
08 School Orphans

The number of orphans in the camp schools covered in the study is 5,891 orphans. KIs report that the vast majority of the orphans lost either one or both parents due to the hostilities taking place against the civilians in Syria. Orphan children are also among the vulnerable groups that face the risk of dropping out of school as a result of losing the family breadwinner and poor living conditions of their families. This forces children to drop out of school and work to support their families.

Figure 51: Number and percentage of orphaned students in the camp schools
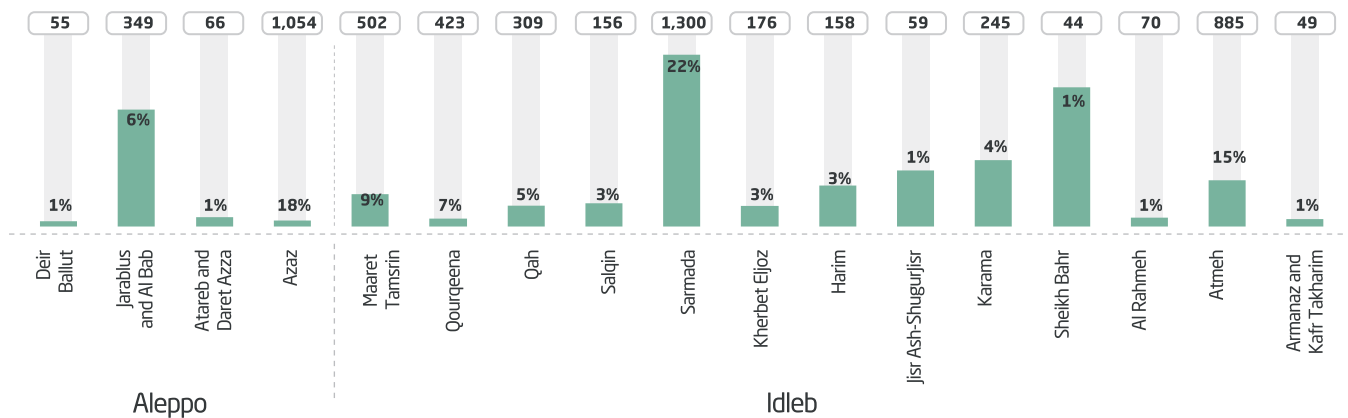
Section 09
Teachers

01 Number of Teachers

The number of teachers in the assessed camps is 2,333 teachers, where the females form 45% (1,060 female teachers) of the total teachers in the northern Syria camps, while the males form 55% (1,273 male teachers).

Figure 52: Number and percentage of teachers in camp schools by gender
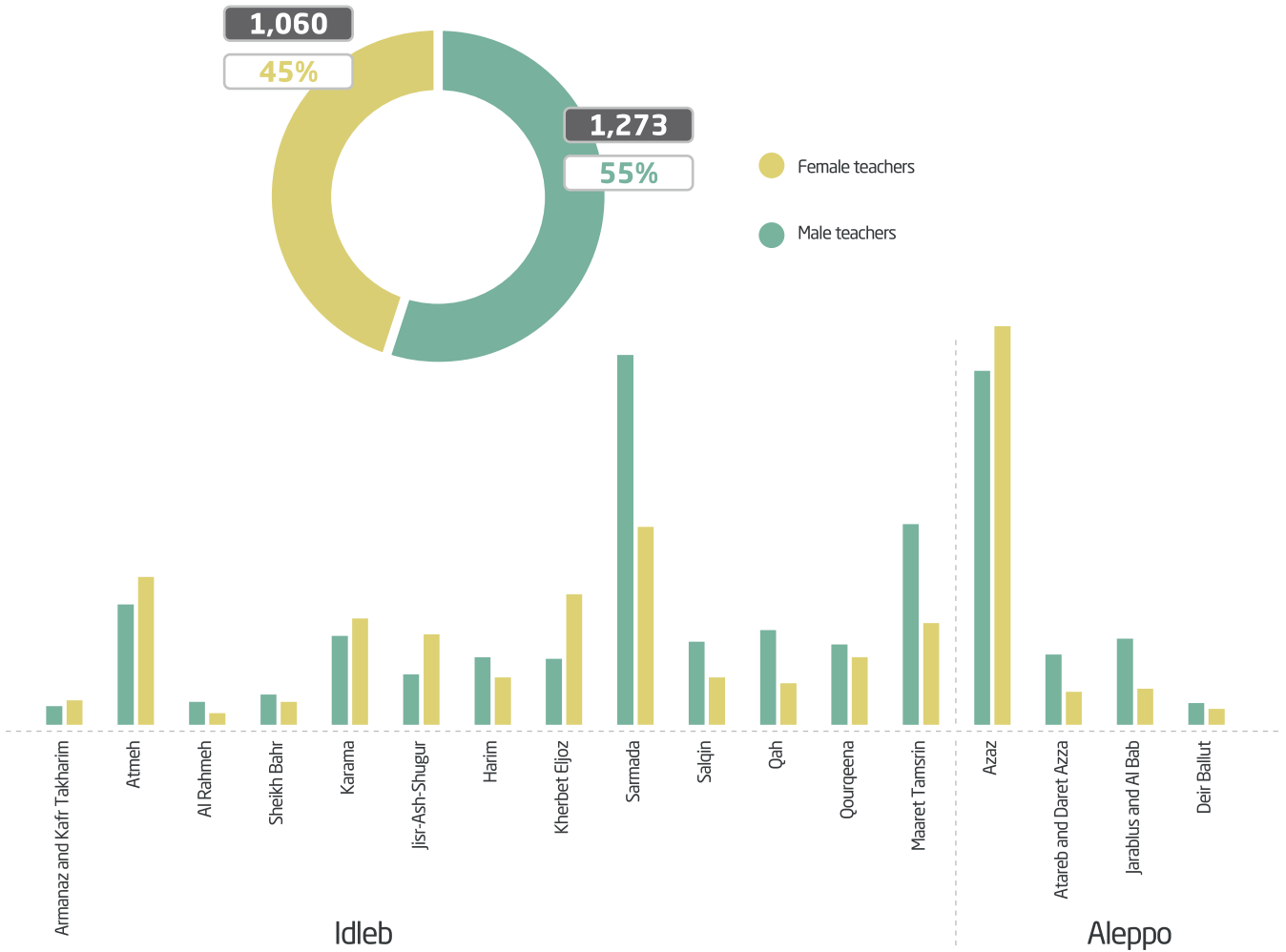
In mixed schools (which have male and female students), a balance must be found in the number of males and females among educational and administrative staff; in schools of one gender of students (either male or female), the majority (the largest number) of administrative and teaching staff must be of the same gender to ▯that of the students in school.

02 The Employment Status of the Teachers

Based on the study, it is found that 88% (2,055 teachers) of the total number of teachers covered in the study are regular teachers, which means they finished their education at universities or higher institutes, the thing which qualified them to practice this profession, while the percentage of teachers who practiced this profession due to a shortage of qualified teachers is 12% (278 teachers), who are referred to as irregular teachers.

Figure 53: Number and percentage of teachers in camp schools by their employment status
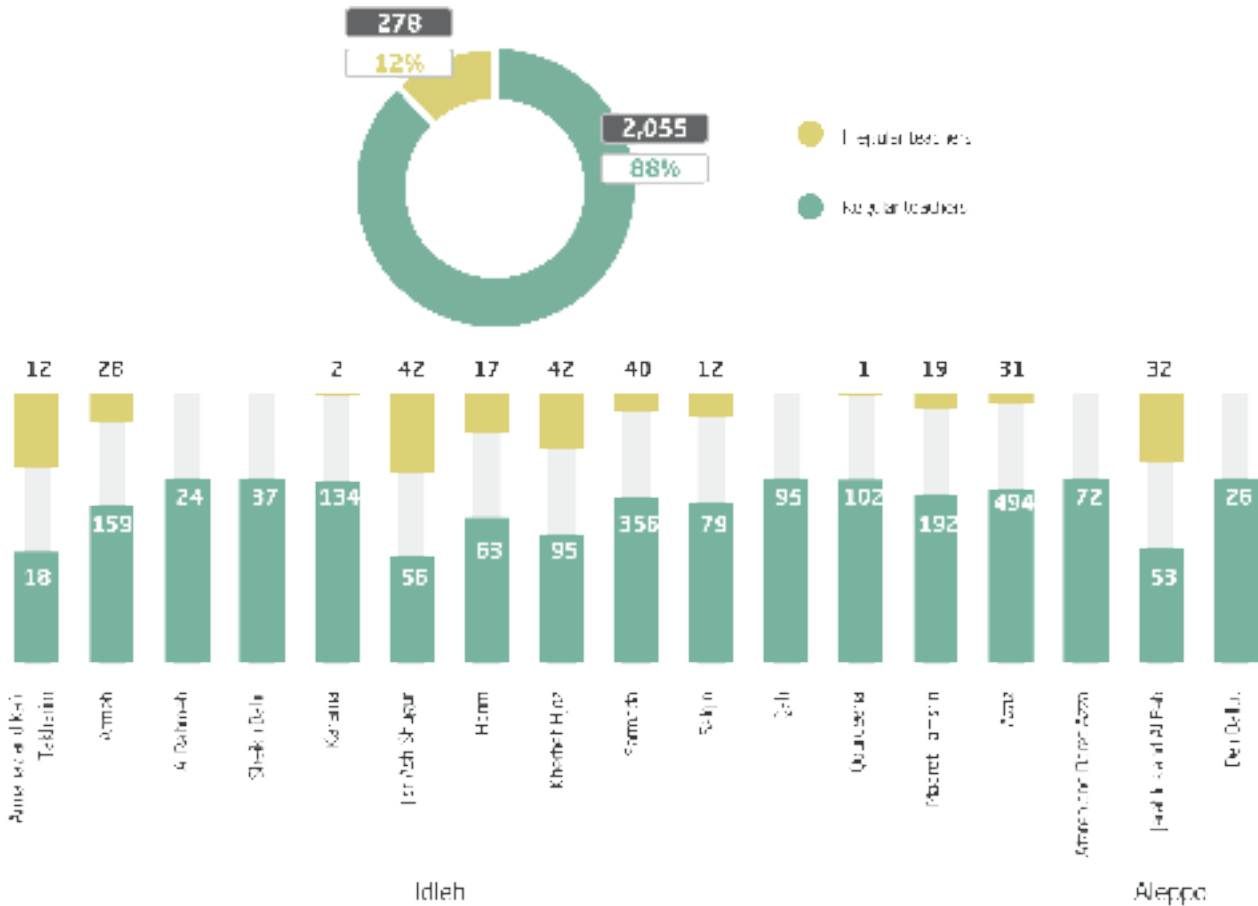
The term "regular teachers" in this report means the persons who practiced teaching before the war and had permanent contracts with ED of the Syrian regime. Those teachers went through a recruitment competition organized by MoE of the Syrian regime and signed permanent employment contracts after finishing their education at Universities or institutes (the Faculty of Arts and Human Sciences and Teacher Preparation Institutes) which qualify them to teach students in accordance with their specialization. After the war in Syria, EDs of SIG (opposition) established Teacher Training Institutes and branches of the Faculty of Arts and Human Sciences in opposition-held areas in Idleb and Aleppo governorates to qualify teachers to fill the acute teacher shortage. The graduates of these universities and institutes are called regular teachers. **Regular teachers are know to have graduated from colleges and universities that qualify them to practice teaching profession, while others are called irregular teachers.** Regular teachers are characterized by their ability to manage the classes, and their knowledge of the effective methods in dealing with students of all ages and all situations, where among the subjects they study there is a subject about "Teaching Methods". Some teachers complete the Diploma of Educational Qualification.

INEE[38] 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 Attainment of Irregular Teachers

The study results show that 55% (82 irregular teachers) of the irregular teachers have university degrees or certificates (that is they graduated from universities and institutes not specialized in teaching), while 30% (44 irregular teachers) are undergraduates (They are still studying at universities and institutes); 15% (23 irregular teachers) only have certificates of higher secondary or of lower educational level.

Figure 54: Number and percentage of irregular teachers in camp schools according to their educational achievement

#23	#44	#82
15%	30%	55%
High school diploma or less	University/college student	Number of irregular teachers with university / college degrees of them
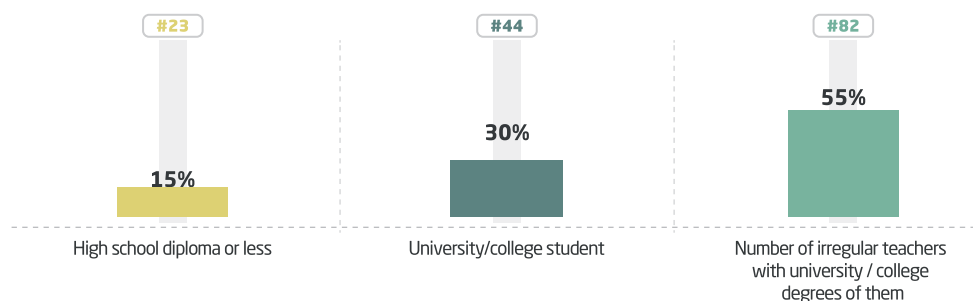
University degrees or institute certificates (not related to teaching profession) holders: The difference between these teachers and regular teachers is the absence of scientific specialization of the educational knowledge and the lack of knowledge of the teaching methods that regular teachers have studied 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 practice 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.

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.

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38.   http://bit.ly/2uCzG87

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

School principals[39] were surveyed to provide their evaluation of the performance of irregular teachers in their schools. 63% (96 principals) of the principals stated that they do not have irregular teachers in their schools, while 32% (48 principals) indicated that the performance of the irregular teachers was good, and only 5% (5 principals) indicated that the performance of irregular teachers was of average level.

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

#96	#48	#8
63%	32%	5%
The school doesn't have volunteering teachers	Their teaching performance is good	Their teaching performance is average
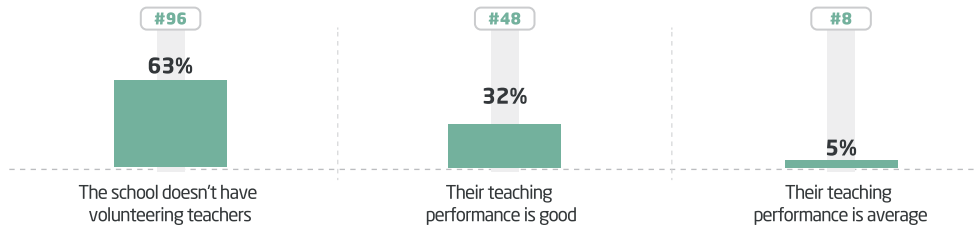
05 Teachers who Receive Salaries

The results of the study show that 80% (1,863 teachers) of teachers in the assessed camp schools in received salaries from various sources throughout the academic year 2020-2021, while 20% (464 teachers) of teachers didn't receive their salaries.

Figure 56: Number and percentage of teachers in camp schools according to their monthly salaries

Idleb   Aleppo

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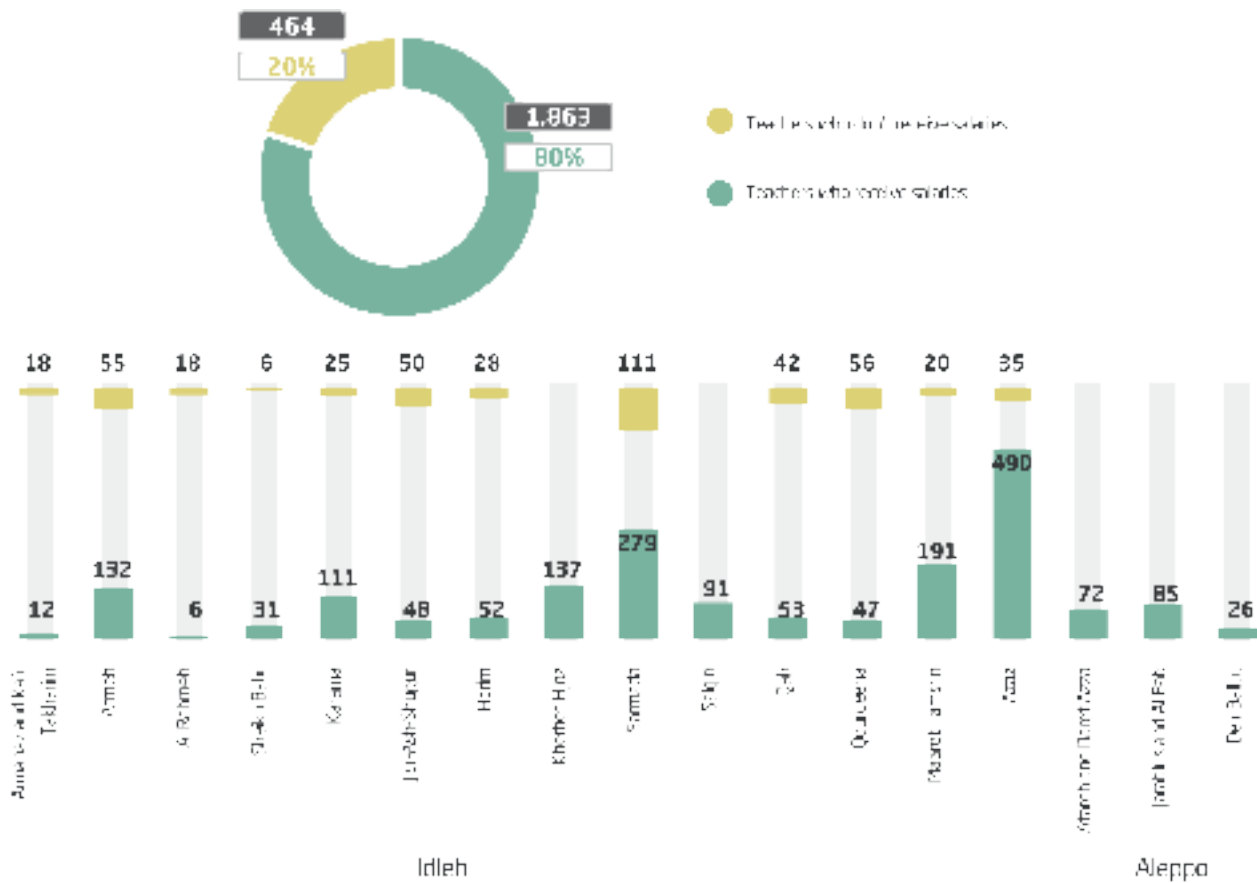
39.   IMU enumerators conducted perception surveys with 152 school principals at the camp schools, where %15 of them were females, and %85 males

06 Salary Providing Parties

The results of the study show that 54% (1,003 teachers) are paid by the local humanitarian organizations, 18% (336 teachers) are paid by ED, 17% (309 teachers) are paid by INGOs, 12% (215 teachers) are paid by the Turkish endowment.

Figure 57: Number and percentage of teachers who receive salaries in the camp schools according to the salary providing party

	215	309	336	1,003
	12%	17%	18%	54%
	Turkish endowment	International NGO	ED	Local NGO

26	Deir Ballut	Aleppo
56 / 16 / 13	Jarablus and Al Bab	
11 / 32 / 29	Atareb and Daret Azza	
215 / 83 / 192	Azaz	
11 / 3 / 177	Maaret Tamsrin	Idleb
3 / 24 / 20	Qourqeena	
53	Qah	
91	Salqin	
72 / 43 / 164	Sarmada	
137	Kherbet Eljoz	
52	Harim	
48	Jisr-Ash-Shugur	
51 / 0 / 60	Karama	
22 / 0 / 9	Sheikh Bahr	
6	Al Rahmeh	
132	Atmeh	
12	Armanaz and Kafr Takharim	

According to INEE[40], "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 reestab-lished 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, includ-ing 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".

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40.   http://bit.ly/2uCzG87

07 Average Salaries of the Teachers

The results of the study showed that the local organizations pay the highest average salary for the teacher, which reached approximately $154, while INGOs came second with an average salary of $135, and the average salary paid by the free education directorate (education directorate affiliated with the opposition) is $107. The average salary paid by other agencies (the Turkish endowment and other parties) is $96 dollars.

Figure 58: Average teacher salaries / highest value / lowest value in US dollars depending on who pays the salaries

INEE[41] 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 avail-ability of qualified teachers and other education personnel".

What distinguishes salaries paid by the Turkish endowment is that they are more stable and sustainable; The Turkish government pays the salaries in Turkish lira where salaries are transferred to the teachers' bank ac-counts 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 spe-cialization 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).

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41.   http://bit.ly/2uCzG87

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

Through teacher[42] surveys, they were asked whether the salaries or incentives they received were commensurate with the requirements of daily life, 90% (486 teachers) of surveyed teachers reported that income is not commensurate with daily life requirements, and 10% (57 teachers) of surveyed teachers reported that the income is commensurate with daily life requirements.

Figure 59: Number / percentage of surveyed teachers according to having their salaries meeting the requirements of daily life

#486
90%

#57
10%

Is not commensurate with
the daily life requirements

Is commensurate with
the daily life requirements

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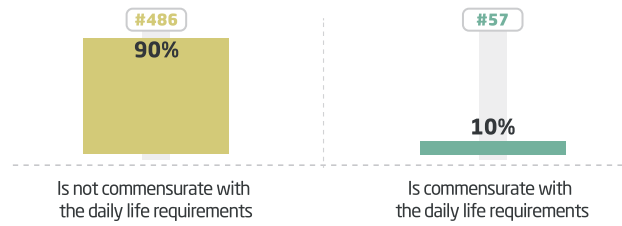
42.   The enumerators of the Information Management Unit conducted surveys with 543 teachers in the camps covered in the study, %30 of the whom were females, and %70 males.

09 Teachers Receiving Additional Support (Other than the salaries)the requirements of daily life?

The results of the study show that teachers in 6% (12 schools) of the total number of camp schools receive additional support besides their salaries, while teachers in 94% (177 schools) don't receive any additional assistance.

Figure 60: Number and percentage of camp schools according to teachers receiving additional support other than their salaries.

● Teachers do not receive additional support other than their salaries

● Teachers receive additional assistance other than their salaries
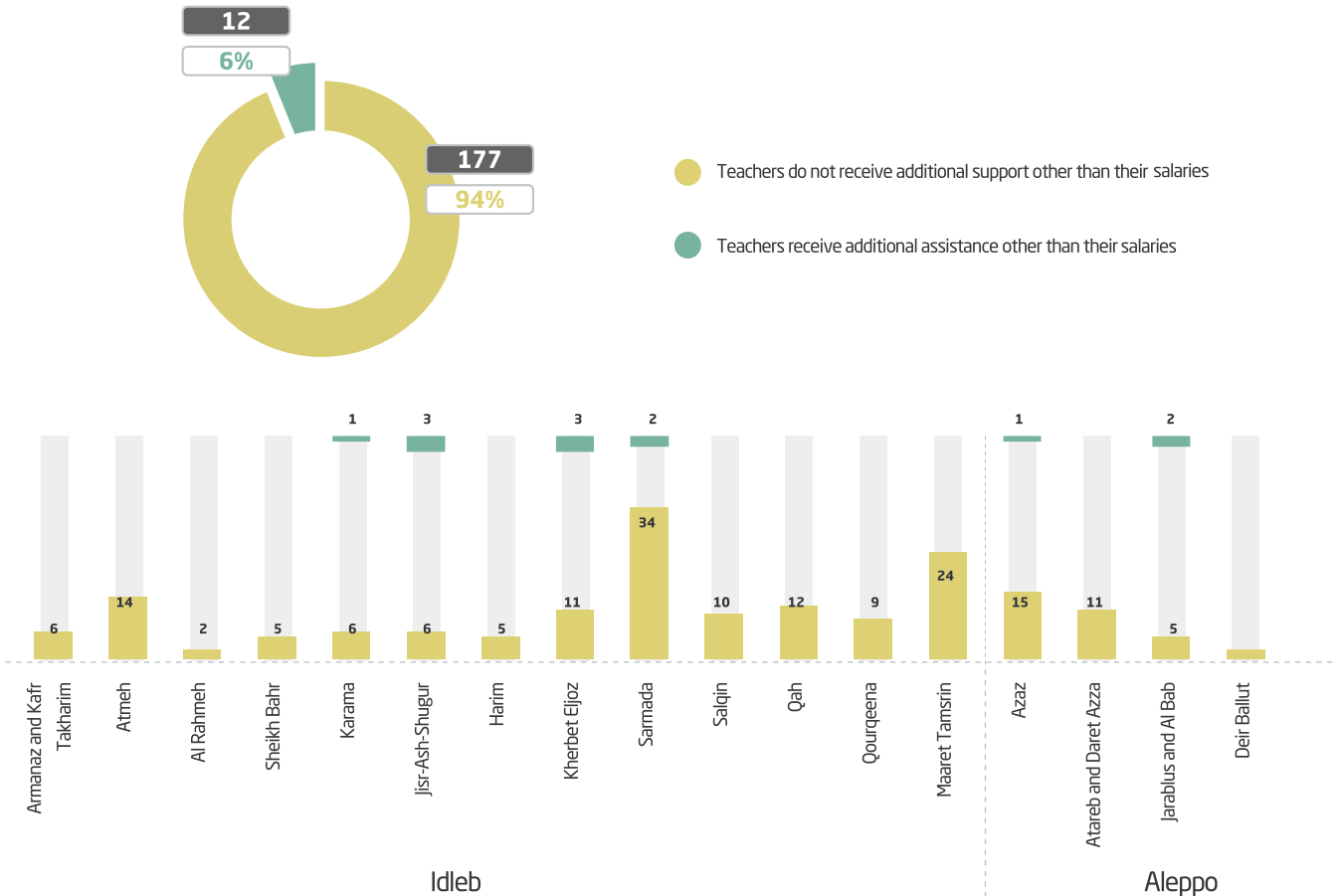
As a result of the deteriorating living conditions in areas outside the control of the regime, the fact that the salaries are not sufficient to provide for the daily life requirements, and having part of the teachers who don't receive any salaries, some parties distribute in-kind assistance to the teachers at schools so that they can provide for some of the daily life requirements in order not for the teaching staff to leave their jobs in search for other sources of income of higher wages. Usually, this assistance is distributed in schools 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.

Section 10
Measures and Procedures to Prevent the Spread of COVID-19 Virus

01 Availability of Non-contact Thermometers within Schools

The results of the study showed that there are no non-contact thermometers to measure the temperature of students and educational staff in 80% (152 schools) of schools, while there is a thermometer in 20% (37 schools) of the schools only.

Figure 61: Number / percentage of camp schools according to the availability of a non-contact thermometer within them

#152
80%

#37
20%

the school does not
have a non-contact thermometer

the school has
a non-contact thermometer
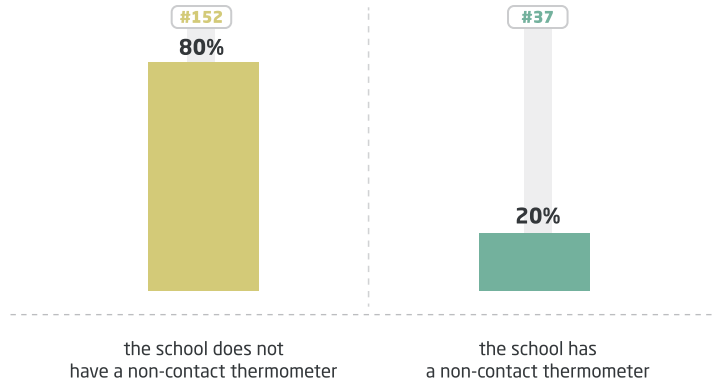
In schools with non-contact thermometers (37 schools), students' temperature is checked at the beginning of the school day only in 95%(35 schools) of schools, while the temperature of students at the beginning of the school day is not checked in 5%(2 schools) of schools.

Figure 62: Number/percentage of camp schools with a non-contact thermometer based on students' temperature measurement at the beginning of school hours

#2
5%

#35
95%

the temperature of students
is not taken in the begining
of the school day

the temperature of students
is taken at the begining
of school
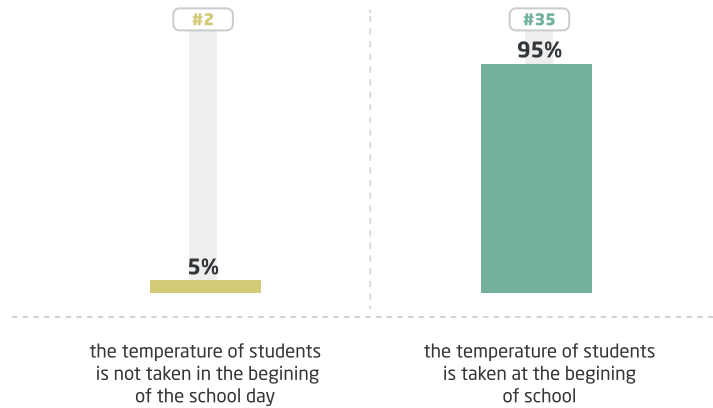
02 Applying the Rules of Social Distancing between Students

The rules of social distancing in the classroom to limit the spread of COVID-19 virus require providing 2 meters for each of the students in the classroom. Results of the study show that the rules of social distancing is not applied in 69% (131 schools) of the schools; whereas the rules were applied in 31% (58 schools) of the schools.

Figure 63: Number / percentage of camp schools according to the rules of social distancing within classes

#131

69%

#58

31%

social distancing rules are not
applied in classrooms

social distancing rules are
applied in classrooms
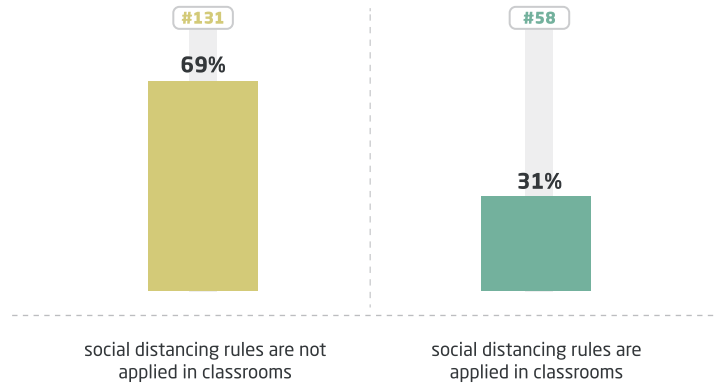
Social distancing rules in classrooms to limit the spread of COVID-19 require that each student sits separately in the desk. In the schools in which the rules of social distancing were applied (58 schools), the results of the study show that students sit separately in their desks in 57% (33 schools) of the schools, whereas students don't sit separately in the desks in 43% (25 schools) of the schools, in that more than one student sit in the desk, which may increase the likelihood of transmission of COVID-19 virus.

Figure 64: Number / percentage of camp schools in which the rules of social distancing are applied within the classes according to the provision of a desk for each of the students

#25

43%

#33

57%

not every student sits
separately in the desk

every student sits separately
in the desk
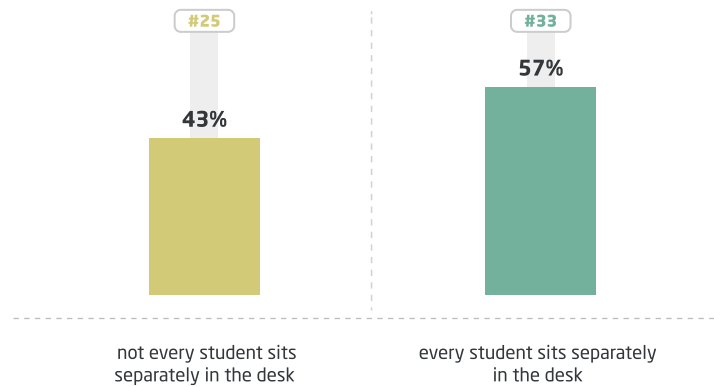
The rules of social distancing in schools to reduce the spread of COVID-19 require rearranging the desks in a way that allows for a 2-meter space between the students and the teacher, and 1 meter space between the students. In the schools in which the social distancing rules were applied (58 schools) of schools, the study show that desks have been rearranged within 62% (36 schools) of schools so that the social distancing rules are applied, whereas desks weren't arranged in 38% (22 schools) of schools, which increases the likelihood of COVID-19 transmission.

Figure 65: Number / percentage of camp schools in which the rules of social distancing are applied within the classes according to the rearrangement of student desks

#22	#36
38%	62%
the student desks rearranged has not changed and social distancing rules have not been enforced	student desks have been rearranged and social distancing rules have been applied
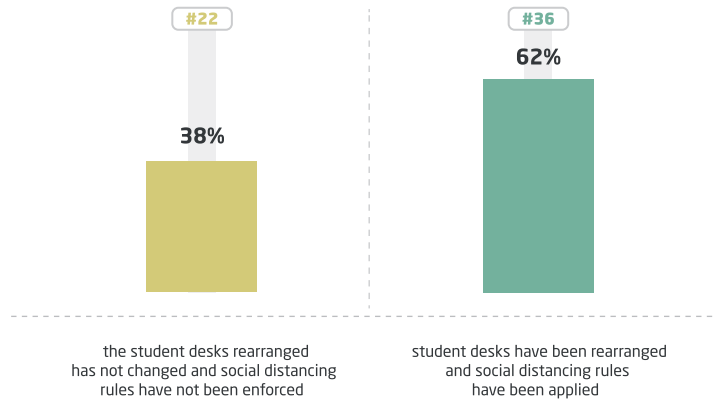
Social distancing rules in schools to limit the spread of COVID-19 require establishing a shift schedule for the teaching and administrative staff during the breaks (Al-Baha); The teaching and administrative staff should commit to this schedule. They observe the rules of social distancing among students during the break; The study showed the abolition of the breaks to limit the spread of the COVID-19 virus within 5% (10 schools) of schools, and the teaching and administrative staff monitor the application of social distancing rules during the break within 69% (130 schools) of schools. While the teaching and administrative staff do not monitor the application of social distancing rules during the break in 26% (49 schools) of schools.desks have been rearranged within 62% (36 schools) of schools so that the social distancing rules are applied, whereas desks weren't arranged in 38% (22 schools) of schools, which increases the likelihood of COVID-19 transmission.

Figure 66: Number / percentage of camp schools according to the teaching staff monitoring the application of social distancing rules during the breaks

#10	#49	#130
5%	26%	69%
the break has been canceled due to COVID-19 virus	the teaching and administrative staff do not monitor the application of social distancing rules during the breaks	the teaching and administrative staff monitor the application of social distancing rules during the breaks
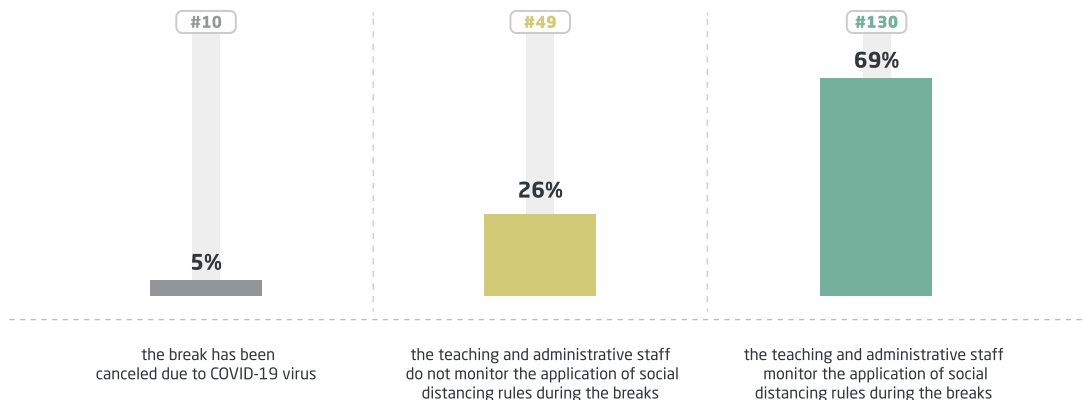
Social distancing rules in schools to limit the spread of COVID-19 require setting markers (drawing lines with a 1-meter distance) to clarify social distancing in public facilities (toilets - taps) and in corridors. It is worth mentioning that these procedures are inapplicable in camp schools because these camps have dusty ground and no markers can be set; Additionally, there are no corridors within camp schools which mainly consist of separate rooms.

03 Availability of Soap and Sterilization Materials within Schools and Periodic Sterilization

Precautionary measures to limit the spread of COVID-19 virus impose providing adequate quantities of cleaning materials and soap within the school; The study showed that sufficient quantities of cleaning materials and soap were available in 51% (97 schools) of schools. While there were insufficient quantities of cleaning materials and soap in 49% (92 schools) of the schools.

Figure 67: Number / percentage of camp schools according to the availability of adequate quantities of cleaning materials and soap within them

#92

49%

#97

51%

the school does not have soap or cleaning materials in sufficient quantity

the school has cleaning materials and soap in sufficient quantity
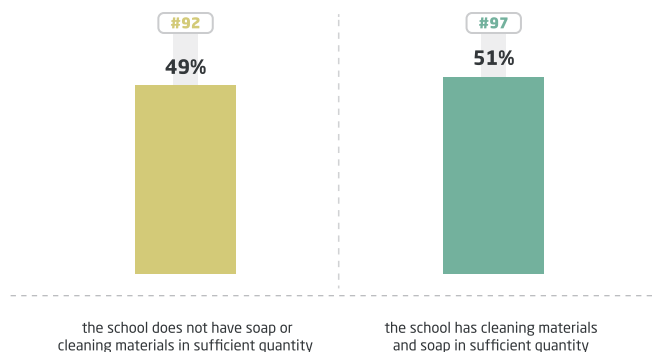
Precautionary measures to limit the spread of the COVID-19 virus impose having a routine for children to wash their hands at school; The study revealed the existence of a routine of washing hands applied by children in 31% (59 schools) of the schools; Whereas there is no routine of hand washing in 69% (130 schools) of schools.

Figure 68: Number / percentage of camp schools based on a routine for children to wash their hands

#130

69%

#59

31%

the school does not have a routine of washing hands for children

the school has a routine of washing hands for children
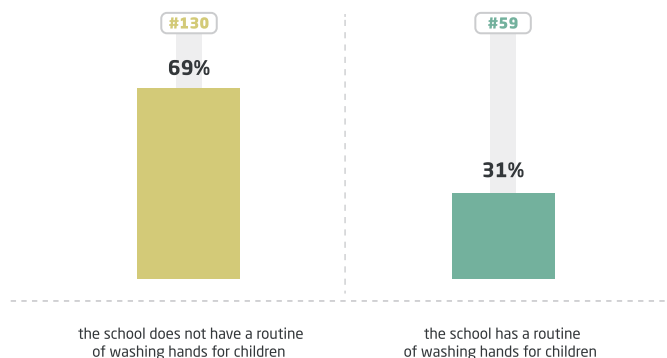
Precautionary measures to limit the spread of the COVID-19 virus require providing hand sterilization materials within the school in sufficient quantities for students, teaching and administrative staff. The study showed that there were no sterilization materials to sterilize hands in 24% (45 schools) of the schools, and there were sterilization materials to sterilize the hands, but they are insufficient for teachers or students in 23% (44 schools) of the schools, while there are materials to sterilize the hands, but they are sufficient only for teachers within 24% (46 schools) of the schools, and there were materials to sterilize hands in sufficient quantities for teachers and students in only 29% (54 schools) of the schools.

Figure 69: Number / percentage of camp schools according to the availability of sufficient quantities of hand sanitizers

#44

23%

#46

24%

#45

24%

#54

29%

the school has hand sanitizers but the quantity is insufficient neither for the students nor the teachers

the school has hand sanitizers sufficient only for the teachers

the school doesnt have hand sanitizers

the school has hand sanitizers of sufficient quantity for the students and the teachers
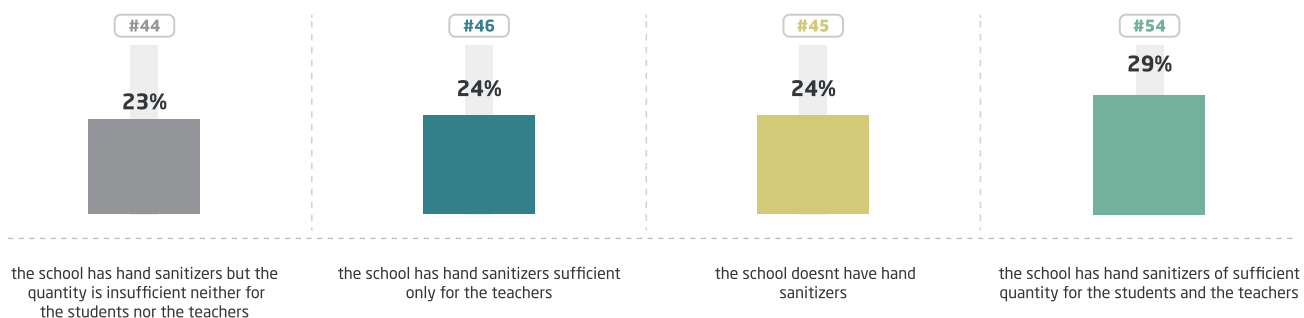
Precautionary measures to limit the spread of the COVID-19 virus impose sterilization of public facilities within schools by service personnel periodically (stair railings, door handles, water taps...) on a daily basis and after every break or gathering of students; The study showed that public facilities within schools are not sterilized periodically within 56% (106 schools) of schools, and public facilities within schools are sterilized only once a day within 37% (69 schools) of schools, while public facilities within schools are sterilized after every break and after gathering of students within 7% (14 schools) of schools.

Figure 70: Number / percentage of camp schools according to the periodic sterilization of public facilities within them

#69	#106	#14
37%	56%	7%
yes sterilization is done once a day	no there is no periodic sterilization	yes sterilization is done after every break and after every gathering of students
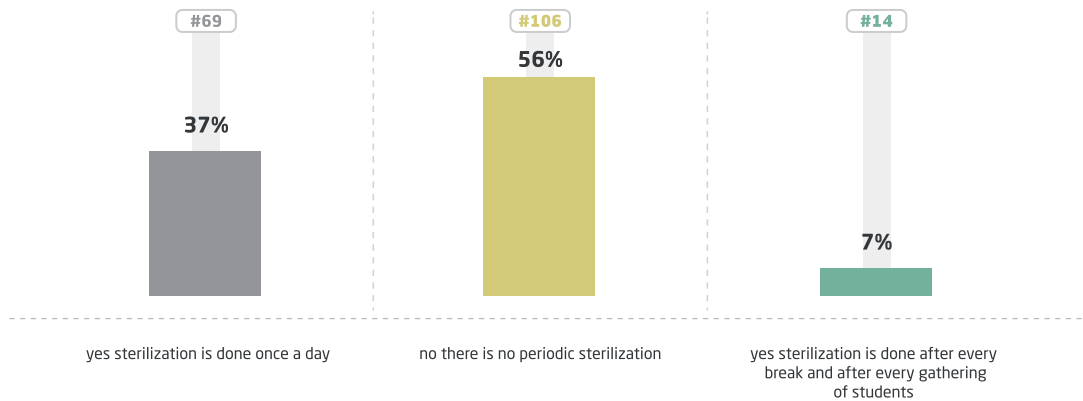
04 Awareness about COVID19– Prevention Measures

Precautionary measures to limit the spread of the COVID-19 virus impose providing leaflets on school walls, classrooms, yards and toilets to raise awareness of ways to protect against the spread of the COVID-19 virus and commitment to abide by hem; The study showed that there are awareness leaflets on the school walls, class-rooms, the courtyard and toilets within 68% (129 schools) of the schools, while there are no awareness leaflets on the school walls, classrooms, courtyard and toilets within 32% (60 schools) of the schools.

Figure 71: Number / percentage of camp schools according to the presence of awareness leaflets on the school walls

#60   #129

32%   68%

there are no leaflets on the school walls to   there are leaflets on the school walls to
raise awareness of ways to protect   raise awareness of ways to protect
against the spread of the virus   against the spread of the virus
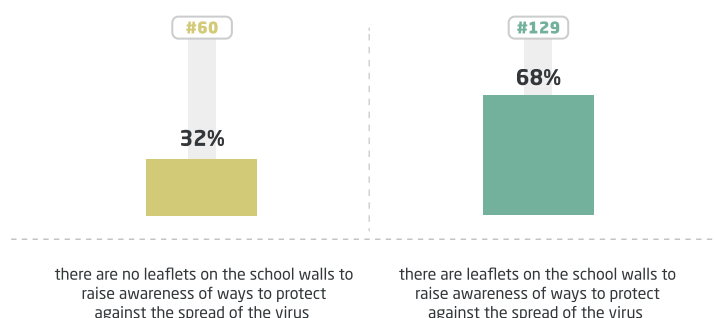
Precautionary measures to limit the spread of the COVID-19 virus impose training teachers within two weeks of school opening on methods of preventing COVID-19; The study showed that teachers were trained on prevention methods within 70% (133 schools) of schools, while teachers were not trained on prevention methods in 30% (56 schools) of schools.

Figure 72: Number / percentage of camp schools according to teacher training on COVID19– prevention methods

#65   #133

30%   70%

teachers have not been trained on virus   within two weeks of the school opening
prevention with in two weeks   teachers have been trained on COVID-19
of the school opening   pervention
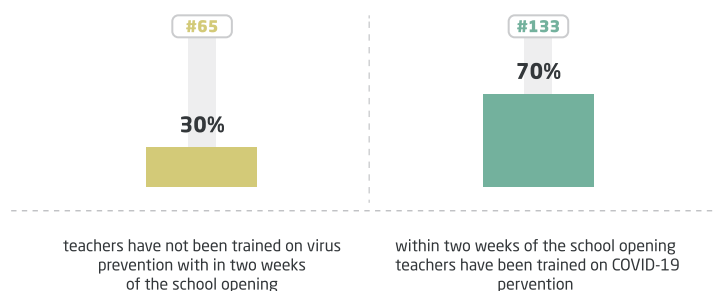
Precautionary measures to limit the spread of the COVID-19 virus impose conducting awareness campaigns for students about COVID-19 prevention measures; The study showed that awareness campaigns were conducted for students about prevention measures within 85% (161 schools) of schools, while no awareness campaigns were conducted for students about prevention measures within 15% (28 schools) of schools.

Figure 72: Number / percentage of camp schools according to conducting awareness campaigns for students about the virus prevention measures

#28   #161

15%   85%

No , no awareness campaigns were conducted   awareness campaigns were conducted
for students about ways to protect   for students on ways to protect
against the spread of the virus   against the spread of COVID-19
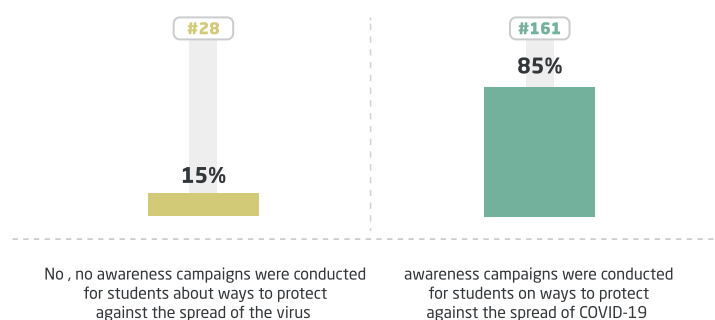
05 Sharing Information about COVID19- virus

Precautionary measures to limit the spread of the COVID-19 virus impose on the class teacher to take daily notes in the first class about any symptoms of students' illness which are then approved and kept by the school principal. The study showed that the classroom teachers took daily notes in the first class about any disease symptoms on students in 50% (94 schools) of the schools, while the classroom teachers did not take notes about any symptoms of students' illness within 50% (95 schools) of schools.

Figure 74: Number / percentage of camp schools according to the teachers taking notes about any disease symptoms the students show

the classroom teacher does not take notes in the first lesson about any daily symptoms on the children

the classroom teacher takes notes in the beginning of the school day of any disease symptoms students show
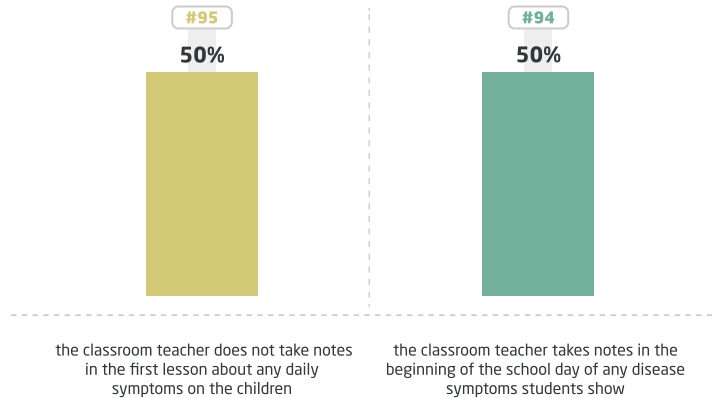
Precautionary measures to limit the spread of the COVID-19 virus impose that students who show symptoms of cold are transferred to a specialized hospital; the study showed that students who show symptoms of cold are transferred to a specialized hospital within 18% (34 schools) of schools, while students who show symptoms of cold are sent to their homes in 76% (144 schools) of schools, while students who show symptoms of common cold are neither transferred to the hospital nor sent home in 6% (11 schools) of schools and they continue to stay with their colleagues, which may transmit a cold infection or any other disease to their colleagues.

Figure 75: Number / percentage of camp schools according to transferring students who show symptoms of common cold to a specialized hospital
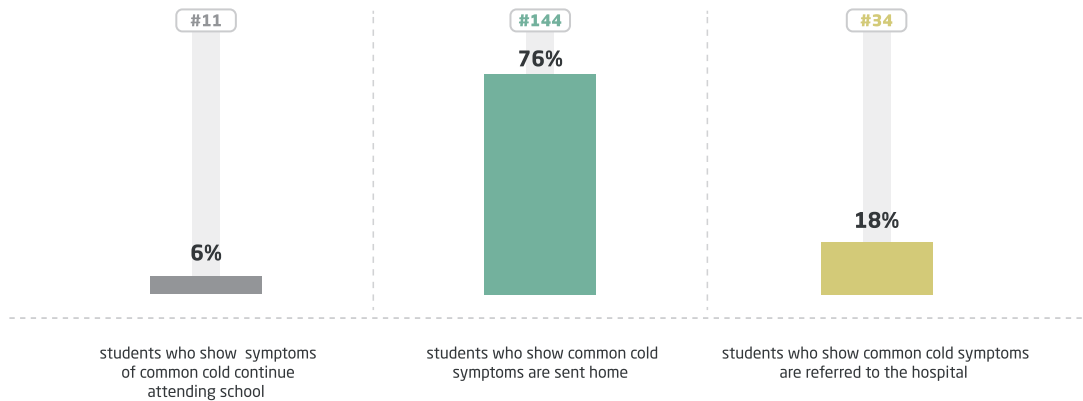
students who show symptoms of common cold continue attending school

students who show common cold symptoms are sent home

students who show common cold symptoms are referred to the hospital

Precautionary measures to limit the spread of the COVID-19 virus impose identifying a place for isolation within the school in case there are students who show symptoms of COVID-19 in the morning; The study shows that a place for isolation was identified within the schools for students who showed symptoms of the COVID-19 virus in the morning in 2% (3 schools) of the schools, while no specific place for isolation was identified in 98% (186 schools) of schools.

Figure 76: Number / percentage of camp schools according to the identification of a site for isolation within the school for students who show symptoms of the virus
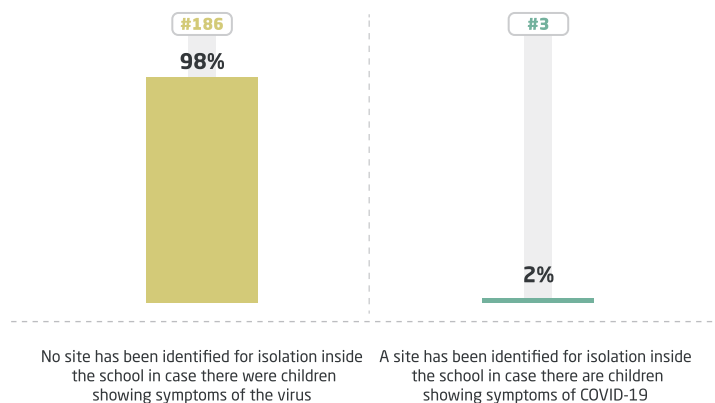
#186
98%

#3
2%

No site has been identified for isolation inside the school in case there were children showing symptoms of the virus

A site has been identified for isolation inside the school in case there are children showing symptoms of COVID-19

Precautionary measures to limit the spread of the COVID-19 virus impose that within a week of the school opening the medical history form of the school's teachers, administrators, or workers must be filled out; Any employee classified as one of the employees most at risk of contracting the virus can be exempt from daily work in the school and assigned tasks suitable for him; The study showed that educational and administrative personnel and workers filled out a medical history form within 21% (40 schools) of the schools, while educational and administrative staff and workers did not fill out the medical history form in 79% (149 schools) of the schools.

Figure 77: Number / percentage of camp schools according to filling out the medical history form of the school's teachers, administrators or workers

#149
79%

#40
21%

the medical history form was not filled out for teachers or administrators or workers

the teachers or administrators or workers's medical history form was filled out
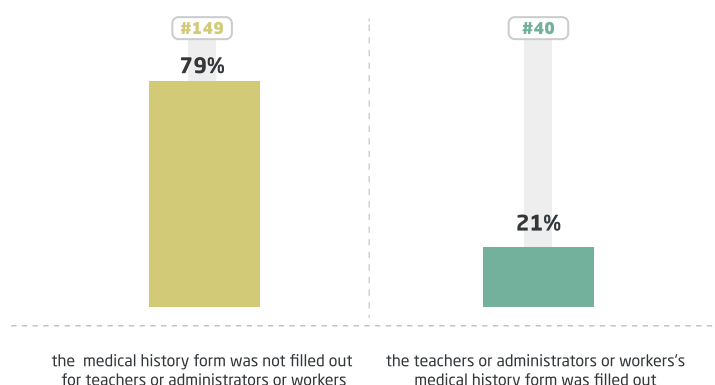
Precautionary measures to limit the spread of the COVID-19 virus impose that within a week of the student's attendance, the student's medical history form is to be filled out in order to ascertain whether he is classified as being more at risk of infection with the virus, so that he can continue in distance learning, or he/she can continue attending school at specific times; The study showed that students filled a medical history form within 30% (56 schools) of the schools, while students did not fill out a medical history form within 70% (133 schools) of the schools.

Figure 78: Number / percentage of camp schools according to filling out the medical history form of the student at the school

#133
70%

#56
30%

the Student's medical history
form was not filled out

the Student's medical history
form was filled out
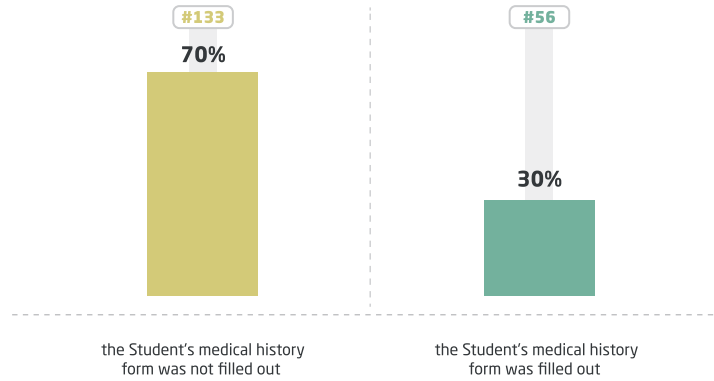
Precautionary measures to limit the spread of the COVID-19 virus impose the existence of a mechanism for exchanging health information between the school and the parents about Covide-19 cases among students or in the student's surroundings (the student's family and neighbors) such as WhatsApp rooms; The study showed that there is a mechanism for exchanging health information between the school and the parents about COVID-19 cases in 84% (158 schools) of the schools only. While there is no mechanism for exchanging health information between the school and the students' parents in 16% (31 schools) of the schools.

Figure 79: Number / percentage of schools according to the provision of a mechanism for exchanging health information between the school and parents about Covid19- cases among students

#31

#158
84%

16%

there is no mechanism for exchanging
health information between the school
and the parents about COVID-19 cases

there is a mechanism for exchanging
health information between the school
and the parents about COVID-19 cases
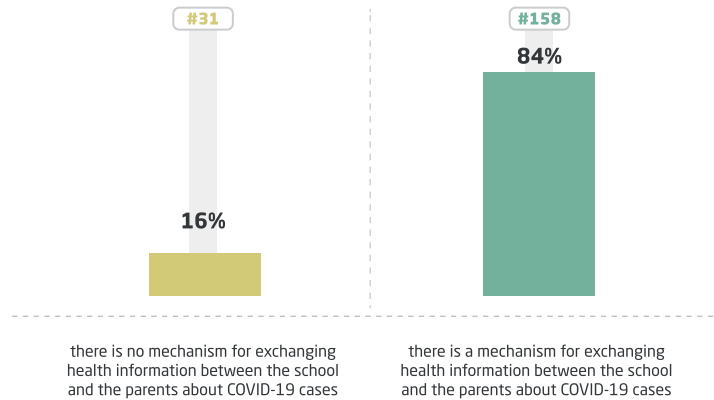
Precautionary measures to limit the spread of the COVID–19 virus imposes the existence of communication be-tween the school administration and the medical authorities to exchange information about the spread of the virus between students, teachers and in their surrounding environment; The study showed that there is com-munication between the school administration and the medical authorities to exchange information about the spread of the virus within 49% (93 schools) of schools only. While there is no communication between the school administration and the medical authorities in 51% (96 schools) of the schools.

Figure 80: Number / percentage of schools according to the existence of communication between the school administration and the medical authorities to exchange information about the spread of the virus

| #96 | #93 |
| 51% | 49% |

there is no communication between the school administration and the medical authorities to share information about the spread of the virus

there is communication between the school administration and the medical authorities to exchange information about the spread of the virus
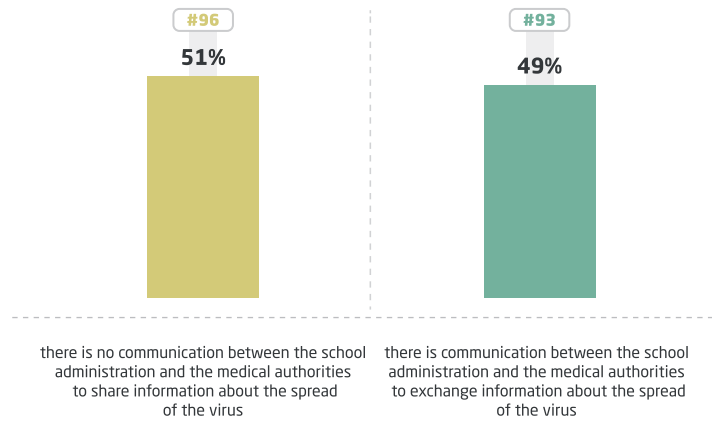
Precautionary measures to limit the spread of the COVID–19 virus impose that the school requires students who have been in contact with carriers of the virus to stay home for a period of 14 days; The study showed that the school had no information about students' contact with people carrying the virus in 22% (42 schools) of schools; While the school requires students who have been in contact with carriers of the virus to stay at home for 14 days in 76% (144 schools) of schools, whereas in 2% (3 schools) of schools, schools do not require students who have been in contact with carriers of the virus to stay at home.

Figure 81: Number / percentage of schools according to the school demanding the students who have been in contact with carriers of the virus to stay at home

| #42 | #144 | #3 |
| 22% | 76% | 2% |

the school does not have information about students' contact with persons having COVID-19

yes student in contact with COVID-19 carriers are required to stay at home

no student in contact with COVID-19 carriers are not required to stay at home
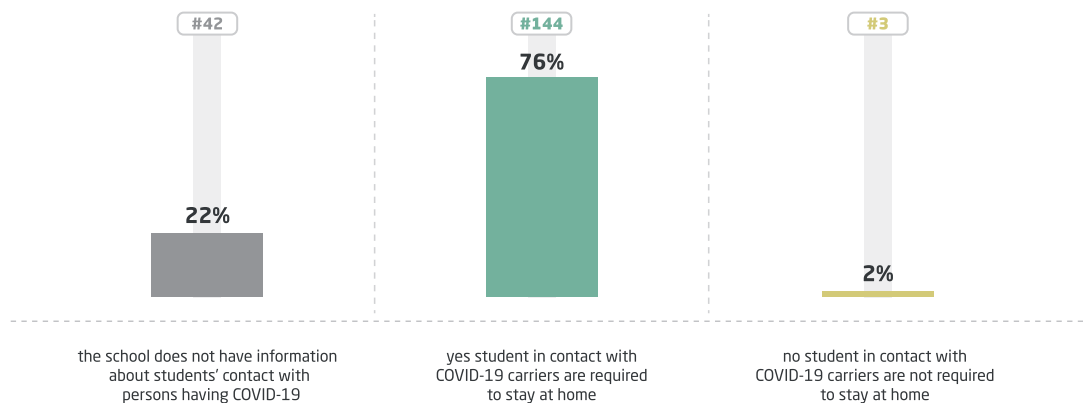
06 Commitment by Using COVID19– Virus Protection Materials

Precautionary measures to limit the spread of the COVID-19 virus impose that students and educational and administrative staff wear protective masks (masks). The study showed that educational and administrative personnel wear masks in 81% (153 schools) of schools, while educational and administrative personnel do not wear masks within 19% (36 schools) of schools.

Figure 82: Number / percentage of schools according to the educational and administrative staff's use of masks

| #36 | #153 |

19%

81%

educational and administrative
personnel do not wear protective masks

the educational and administrative
personnel wear protective masks
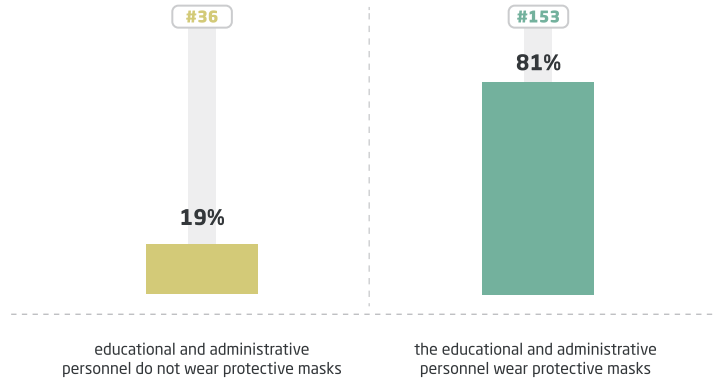
The study showed that students in the camps of Idleb governorate are committed to wearing protective masks as per the following percentages; 81% on Kherbet Eljoz, 67% in the clusters of Harem and Jisr-Ash-Shugur, 56% in Qourqeena cluster, 55% in Sheikh Bahr cluster, 48% in Armanaz and Kafr Takharim cluster, 67% in the cluster of Salqin and Sarmada, 38% in the clusters of Qah and Ma'arrat Tamasrin, 23% in the cluster of Al Rahma, 21% in Atma cluster, and 19% in Al Karama cluster.

While the percentages in the camps of Aleppo governorate are as follows; 43% of the students in the clusters of Atareb and Daret Azza, 15% in A'zaz cluster, 10% in Jarablus and Al Bab cluster, but none of the students use protective masks in Deir Ballut cluster.

Figure 83: Percentage of students within schools according to wearing face masks
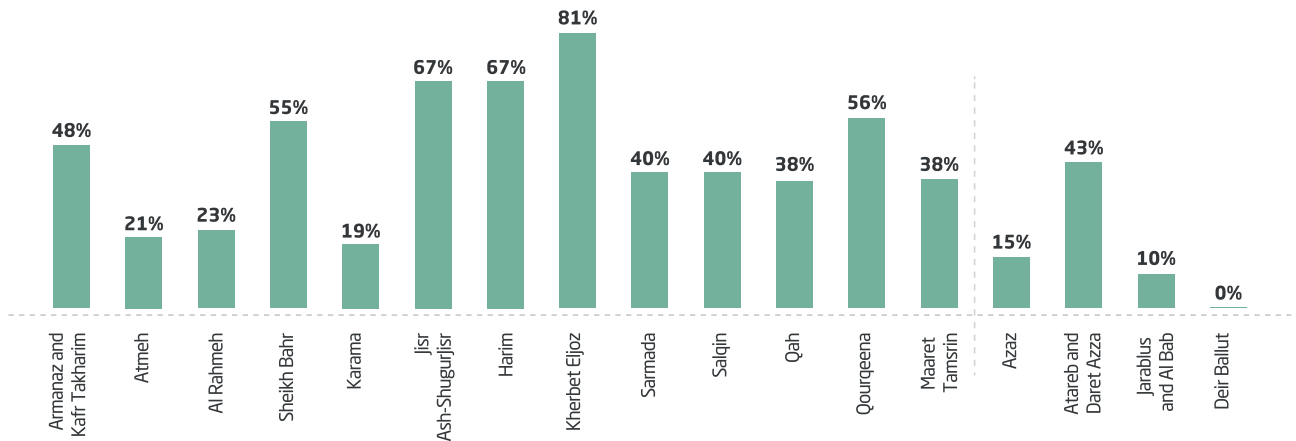
In schools where teachers or teaching and administrative personnel wear protective masks, inquiries have been made whether these masks are distributed to them free of charge within the school or they buy them at their expense. The study showed that masks were distributed free of charge in only 39% (67 schools) of schools where students or educational and administrative personnel are committed to wearing masks; While students, teaching and administrative staff buy masks at their own expense within 61% (106 schools) of schools.

Figure 84: Number / percentage of schools that use educational and administrative personnel and students using masks, according to the source of these masks

#106   #57
61%

                39%

Distributed free of charge   Students and cadres
in the school   purchase them at their own expense
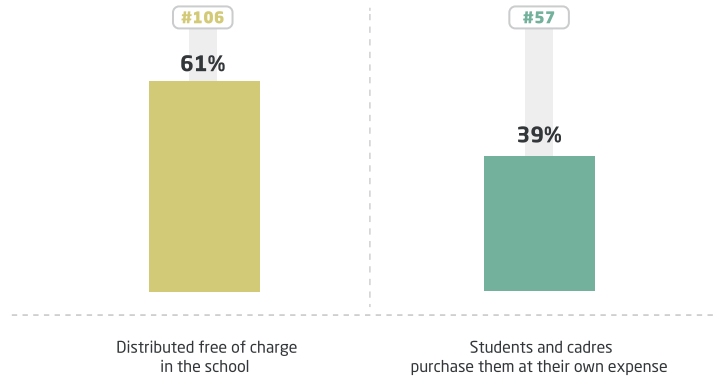
Precautionary measures to limit the spread of the COVID-19 virus impose that educational staff and students avoid sharing common educational tools such as a whiteboard pens or erasers. The study showed that educational staff and students avoid sharing common educational tools in 48% (91 schools) of schools, while educational staff and students do not avoid sharing common educational tools within 52% (98 schools) of schools.

Figure 85: Number / percentage of schools by avoidance of the use of common educational tools

#98   #91
52%   **48%**

no the use of common tools is not avoided   yes using common tools is avoided
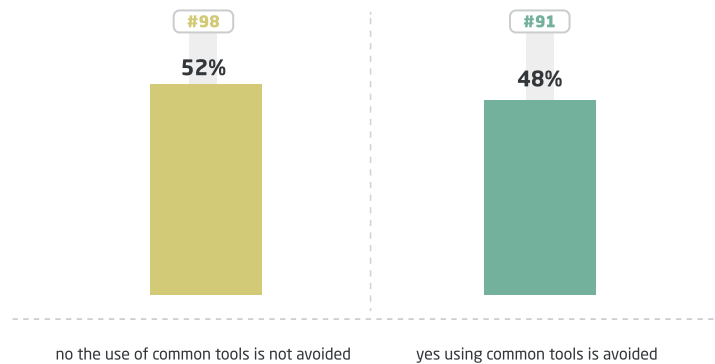
07 The School's Provision of Distance Learning Programs for Students who cannot Attend School because of the COVID19- virus

Precautionary measures to limit the spread of the COVID-19 virus impose that the school provides distance learning programs for students who are unable to attend school due to the spread of the COVID-19 virus; The study showed that only 70% (133 schools) of schools provide distance learning programs for students who are unable to attend due to the spread of the virus, while 30% (56 schools) of schools do not provide distance learning programs.

Figure 86: Number / percentage of schools according to the provision of distance learning programs for students who are unable to attend school due to the virus

```
        #56                        #133

                                    70%

        30%

the school does not provides distance learning    the school provides distance learning
     programs for students who are unable          programs for students who are unable
      to attend school due to the spread            to attend school due to the spread
                of the virus                                  of the virus
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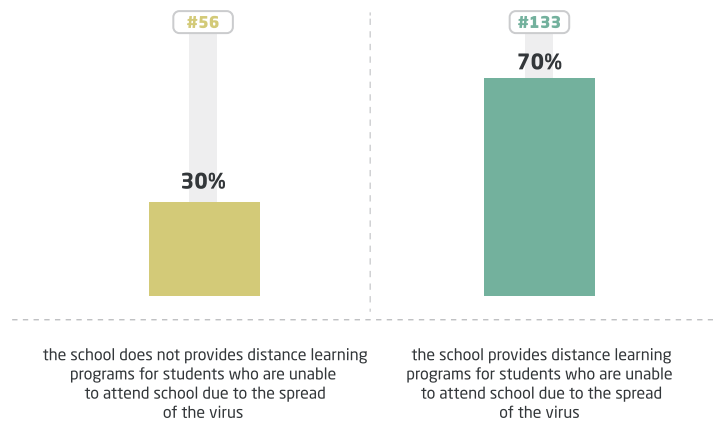
Section 11
Priorities and Recommendations

01 Priorities

the need for heating fuel comes at the top of the list in the largest part of the camp schools. In second place comes the need to provide stationery and textbooks for the students. Similarly, the need to provide salaries for the teaching staff topped the list of the largest part of the schools. This year the need to provide COVID-19 prevention materials has emerged within the camp schools, in addition to the need to provide distance learning materials such as internet subscription packages, tablets, and distance learning apps.

Table 3 : Priorities of the camp schools

| Governorate	Level of analysis	Fuel (heating, electricity)	Textbooks	Notebooks and stationery	Provision of salaries for the teachers	School equipment (white boards, markers ...)	Restoration of school	Various repairs	Provision of school furniture	Building WCs in the school	Provision of distance learning materials In light of the spread of COVID-19	Meals for students	Provision of prevention materials against the Prevalence of COVID-19	Provision of drinking water and water for washing hands
Idleb	Armanaz and Kafr Takharim													
	Atma													
	Al Rahma													
	Shekh Bahr													
	Al Karama													
	Jisr-Ash-Shugur													
	Harim													
	Kherbet Eljoz													
	Sarmada													
	Salqin													
	Qah													
	Qourqeena													
	Maaret Tamsrin													
Aleppo	A'zaz													
	Al Atareb and Daret Azza													
	Jarablus and Al Bab													
	Deir Ballut													
Total														

Small difficulty   **Great difficulty**

02 Recommendations

- IMU enumerators visited 1,302 camps in all areas outside the regime's control in northwestern Syria to learn about the number of camps that have schools and collect related information. Accordingly, it is found that 1,127 camps don't have any schools, only 175 camps have schools, and the number of these schools is 169. 10% of the camp schools are of regular buildings (the criteria of regular buildings are applied), whereas 90% of the schools are just tents or cement block rooms (the criteria of regular buildings aren't applied). According to Jena report, it was found that the dropout rates within camps are always higher than the dropout rates in cities and towns." The inappropriate educational environment was at the forefront of the reasons that forced students, especially females, to leave school. 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.

- It was found based on the study that only 20% of the schools covered have non-contact thermometer. 49% of schools do not have adequate quantities of cleaning materials and soap; There are not enough materials for hand sterilization in 71% of camp schools; Within 21% of schools, water is not available and the students bring water with them; 32% of the schools do not have adequate quantities of drinking water and water for wash-ing hands; Within 63% of schools, public facilities are not sterilized; 61% of schools do not distribute masks to students, so the bulk of students do not use masks because they are unable to afford them. It was found through the study that fear of infection with the COVID-19 virus topped the difficulties that children face in camp schools. No specific period has been set to end the spread of the COVID-19 virus; Although the greater part of the countries of the world started vaccination campaigns against it; As of the date of preparing this report, vaccination campaigns have not started in northern Syria. The virus continues to spread at a high rate; and spread of the virus in camps carries a greater risk than in cities and towns in that there are more than 1.2 IDPs within these camps, and prevention measures cannot be applied in an optimal way in the displacement camps; hence, work must be taken to secure all sterilization and prevention supplies against the COVID-19 virus in schools. Additionally, masks and gloves should be distributed to students within schools. Hospitals in Syria are unable to accommodate those infected with the virus due to the limited capabilities; accordingly, measures to prevent the virus must be increased.

- The directorates of education suspended school attendance at the beginning of the second semester of the 2019-2020 academic year; Some of the schools switched to distance learning. However, the majority of stu-dents were unable to receive education through distance learning due to their inability to afford subscription of sufficient internet packages or due to their lack of possession of electronic tablets (tablet or mobile). It was also found through the study that fear of infection with the COVID-19 virus came first on the list of difficulties that children face in schools; This led to the dropout of some students who suffer from chronic diseases, and infection with this virus may put them in a critical health situation; Accordingly, we must work to enable the community to secure the requirements of distance learning for students, given that the current circumstances have imposed this methodology in education on all countries of the world.

- Based on the results of WASH sector in school camps, it is found that 60% 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 32% of the schools don't have WCs; it is to be noted here that there is a need to increase the amount of water for washing hands which is part of the precautionary measures to prevent the spread of COVID-19 where washing hands with water and soap should last for a period that exceeds 20 seconds. Special attention should be given to the WASH 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 of WCs must be located in safe and appropriate places that provides privacy.

- School camps in all its forms are less insulated 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 one single building block; which means provision of warmth within these rooms and tents requires adequate insulation. As study results show that, 62% of the schools need to be provided with heaters. Through the surveys conducted by the enumerators with the students concerning the reasons that led to being absent from school, 54% (412 students) of the students reported that they were absent from school due to illness, and 13% (102 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 camp schools is the shortage of educational materials. It is worth mentioning that the spread of COVID-19 has worsened the living conditions of the students. In second place came the shortage of educational materials, textbooks and statio-nery. 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 care-givers". It is necessary to ensure that a sufficient number of copies of the school curriculum textbooks 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 citizens. Most camp residents rely on humanitarian assistance, hence all educational needs should be provided for free.

- There are 622 enrolled students with disabilities in the assessed camp schools. The highest percentage of students with disabilities are those suffering from motor disability accounting for 36% (227 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. Ad-ditionally, 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 their disabilities.**

- The results of the study show that 20% (464 teachers) of teachers in the assessed schools in northern Syria camps didn't receive their salaries during 2020-2021 academic year. Moreover, 90% (486 teachers) of the interviewed teachers reported that the income isn't commensurate with the requirements of daily life. **There-fore, 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.**

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

Map 1: Location of Assessed clusters (number of assessed camps, number of assessed schools)
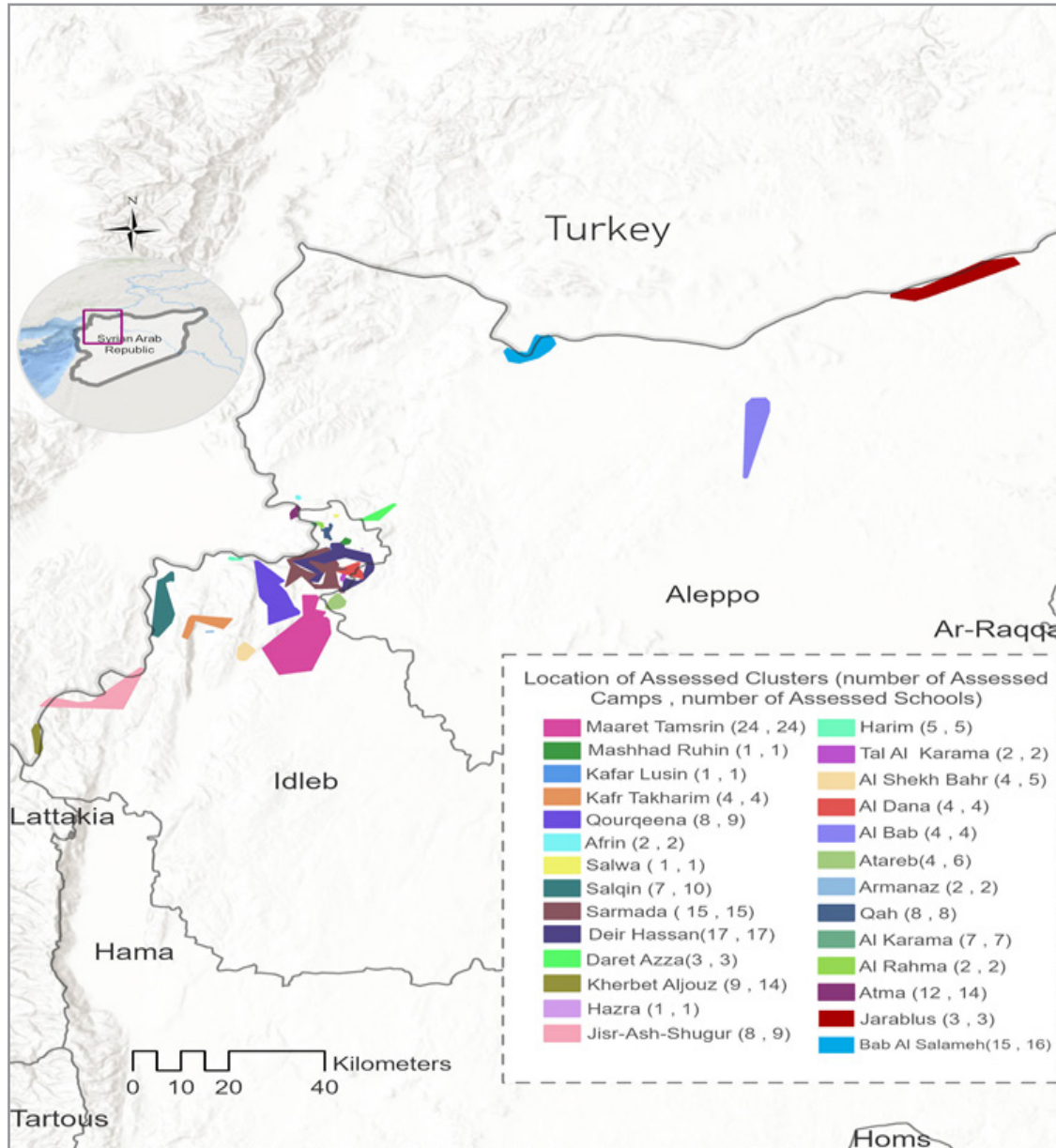
The following map shows the demarcation of the camps of Afrin, Atma, Salwa, Mashhad Ruhin, Al Karama and Al Rahma clusters. The IMU enu¬merators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. The planned circuits around the schools show an area of about 200 meters around the school location, where this area is not related to the school, but it is designed to clarify the surroundings' area of the school only.

Map 2: Schools of Afrin, Atma, Salwa, Mashhad Ruhin, Al Karama and Al Rahma clusters
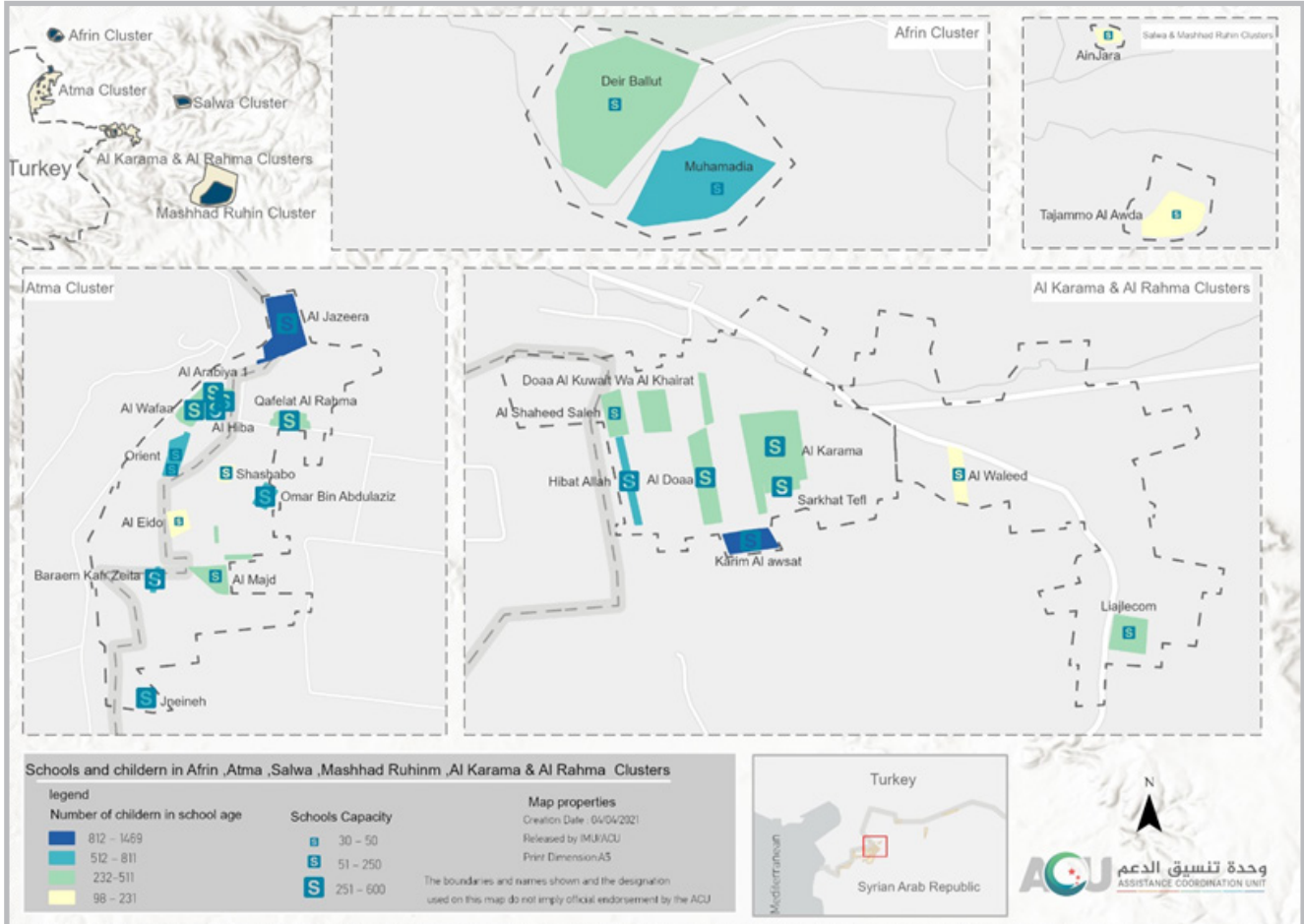
The following map shows the demarcation of the camps of Salqin, Armanaz, Kafr Takharim and Al Shekh Bahr clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of in¬formation about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report. **to the school, but it is designed to clarify the surroundings' area of the school only.**

Map 3: Schools of Salqin, Armanaz, Kafr Takharim and Al Shekh Bahr clusters
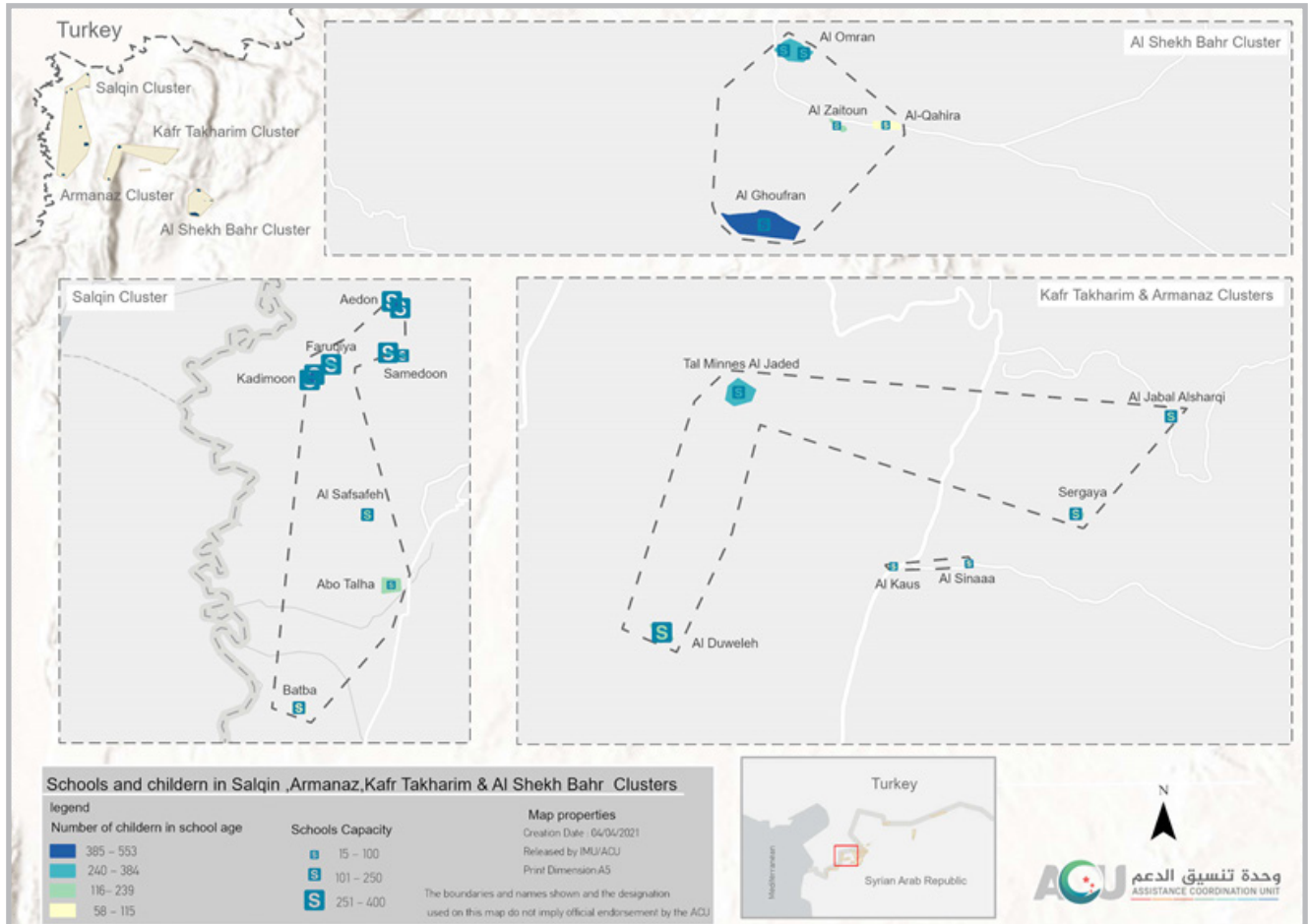
The following map shows the demarcation of the camps of Daret Azza, Qah, Kafr Lusin and Hazra clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school–age children inside the camp, while grey indicates the lack of in¬formation about school–age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report.

Map 4: Schools of Daret Azza, Qah, Kafr Lusin and Hazra clusters
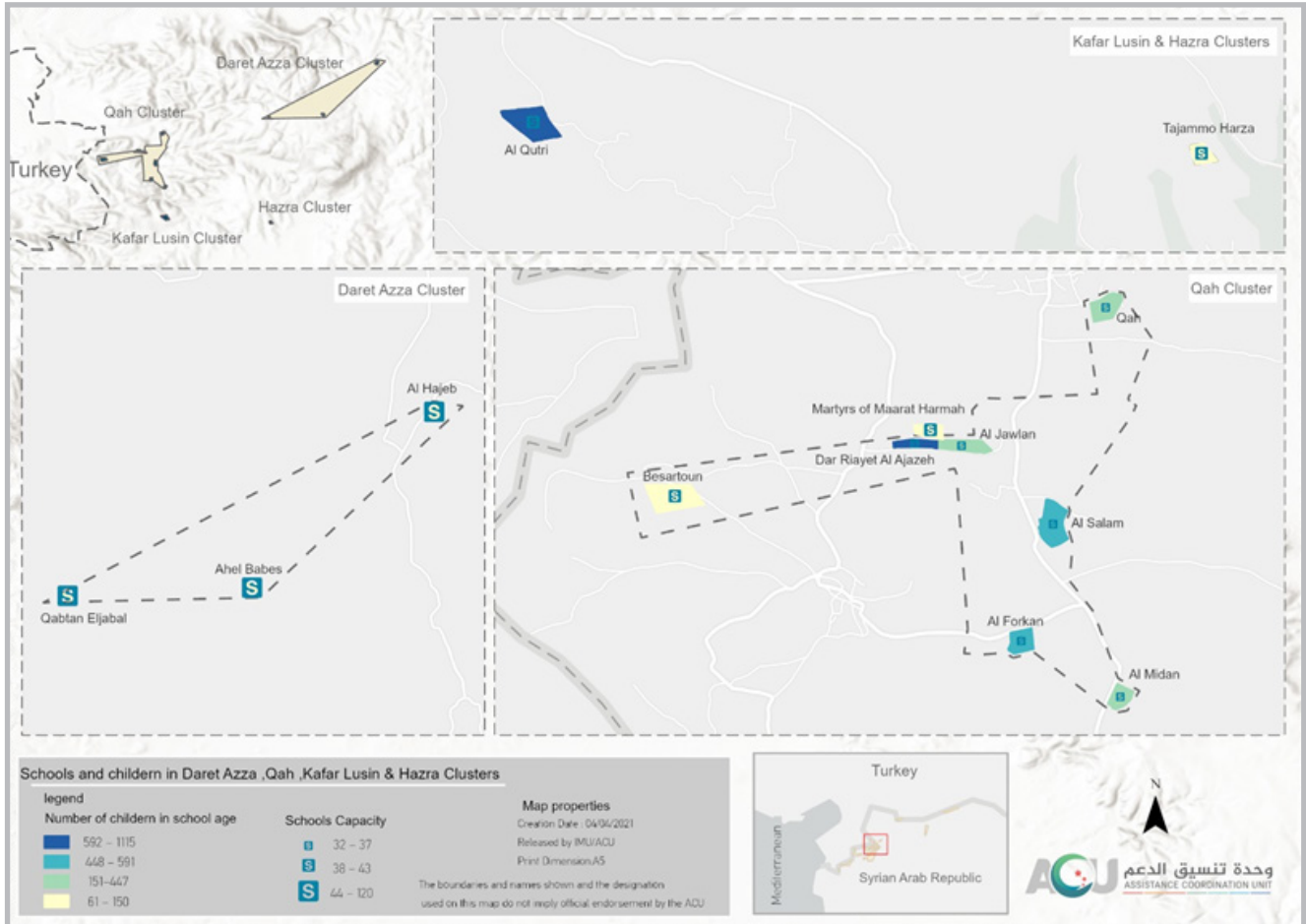
The following map shows the demarcation of the camps of Bab Al Salameh, Jarablus, Al Bab clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report.

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

The following map shows the demarcation of the camps of Jisr-Ash-Shugur and Kherbet Aljouz clusters. The IMU enumerators demarcated the camps by walking around the camps. Each polygon symbolizes one of the camps. The gradient color of the polygon reflects the number of school-age children inside the camp, while grey indicates the lack of information about school-age children. The size of the blue box with the letter "S" reflects the accommodation capacity of camp schools included in the report.
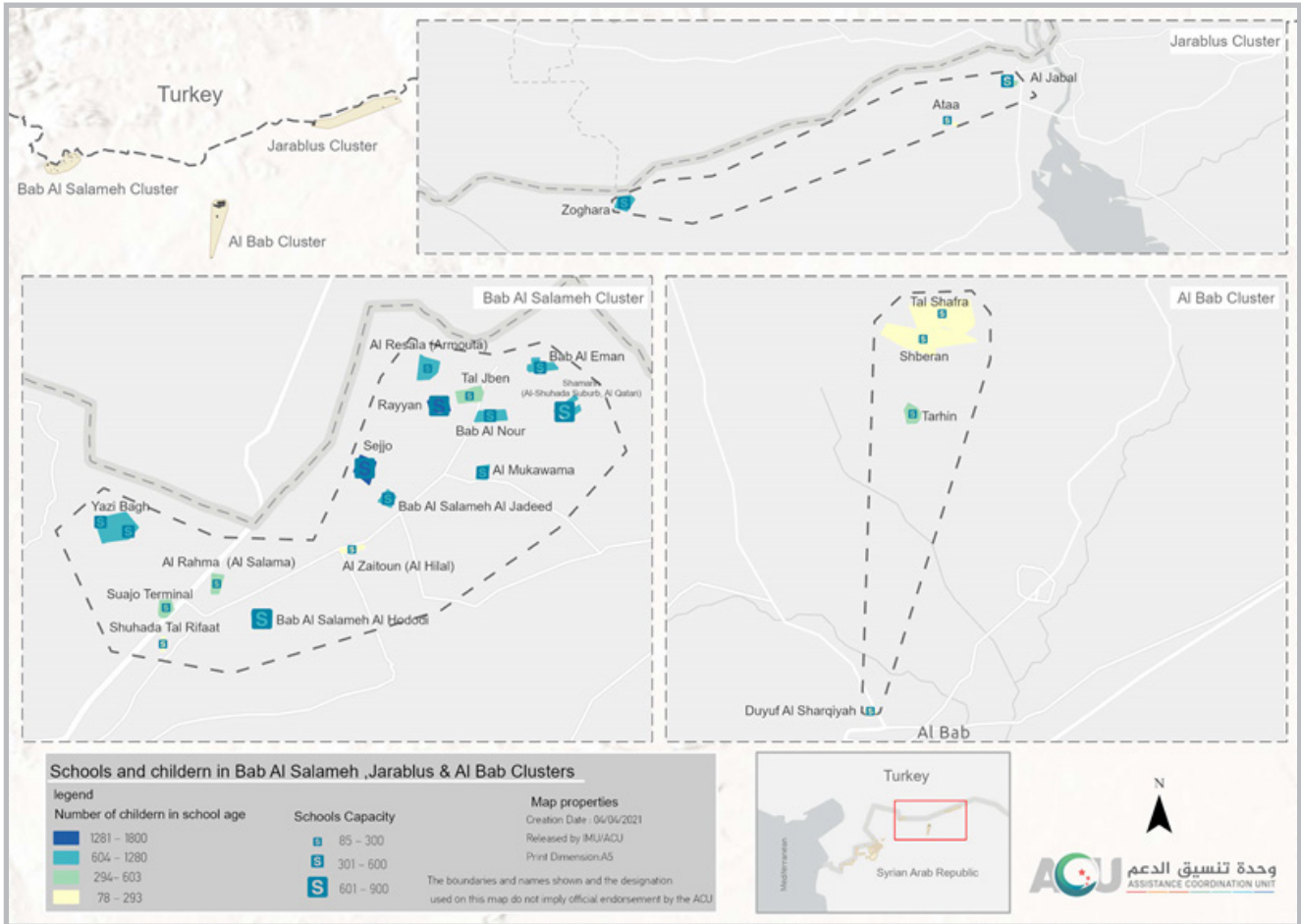
Map 6: Schools of Jisr-Ash-Shugur and Kherbet Aljouz clusters
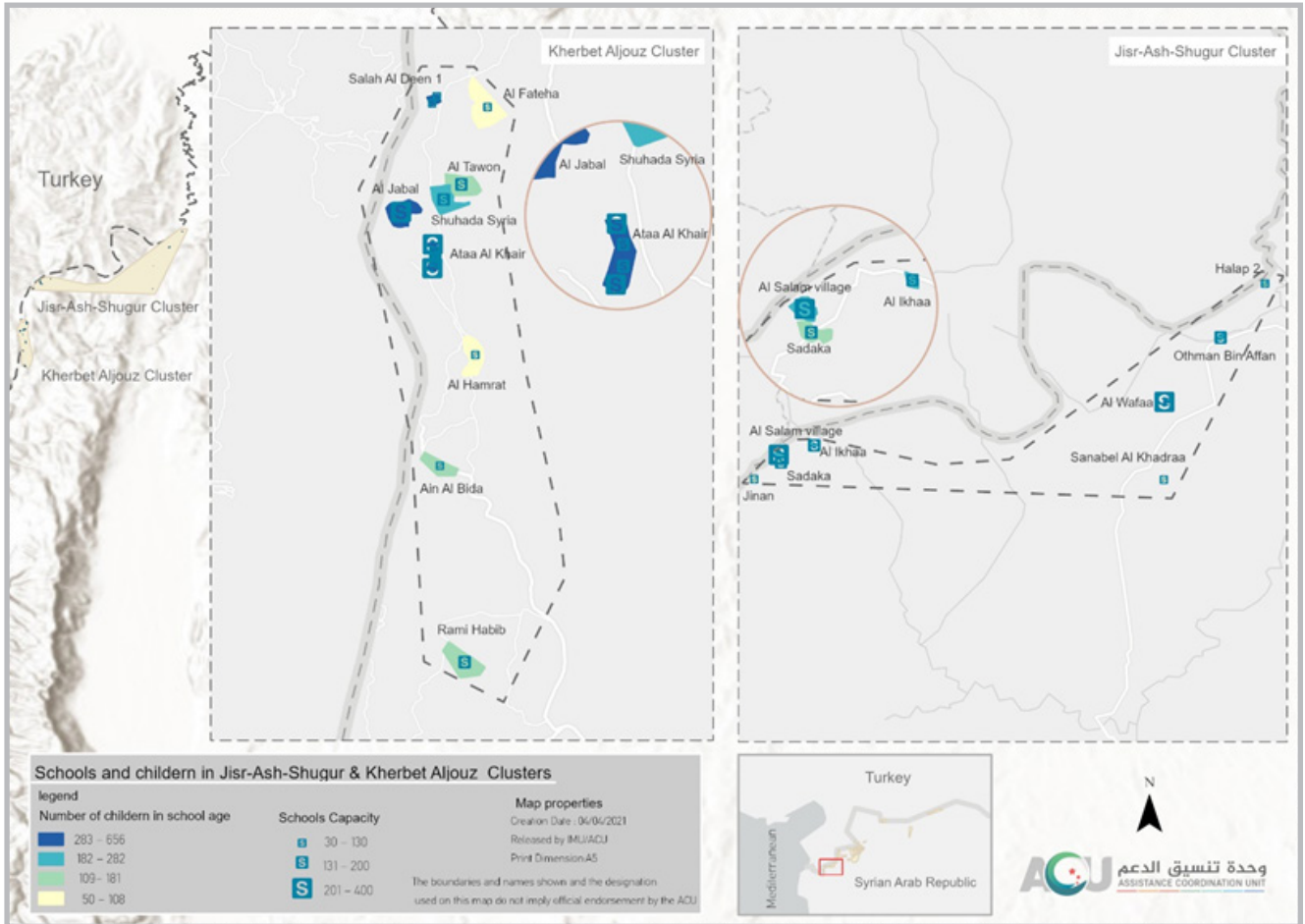
Table 4 : Camps which have schools

#	Governorate	Distrect	Sub-district	Cluster	Camp Name	#of Schools
1	Idleb	Jisr-Ash-Shugur	Janudiyeh	Jisr-Ash-Shugur	Al Ikhaa	1
2	Idleb	Jisr-Ash-Shugur	Janudiyeh	Jisr-Ash-Shugur	Al Wafaa	1
3	Idleb	Jisr-Ash-Shugur	Janudiyeh	Jisr-Ash-Shugur	Jinan	1
4	Idleb	Jisr-Ash-Shugur	Janudiyeh	Jisr-Ash-Shugur	Sadaqa	1
5	Idleb	Jisr-Ash-Shugur	Janudiyeh	Jisr-Ash-Shugur	Al Salam Village	1
6	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Tawon	1
7	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Jabal	2
8	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Hamrat	1
9	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Al Fateha	1
10	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Rami-Habib	1
11	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Shuhada Syria	1
12	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Salah Al Deen 1	2
13	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Ataa Al Khair	4
14	Idleb	Jisr-Ash-Shugur	Badama	Kherbet Eljoz	Ein Al Bayda	1
15	Idleb	Jisr-Ash-Shugur	Darkosh	Jisr-Ash-Shugur	Al Wafaa	1
16	Idleb	Jisr-Ash-Shugur	Darkosh	Jisr-Ash-Shugur	Aleppo 2	1
17	Idleb	Jisr-Ash-Shugur	Darkosh	Jisr-Ash-Shugur	Sanabl Al Khadraa	1
18	Idleb	Jisr-Ash-Shugur	Darkosh	Jisr-Ash-Shugur	Othman Bin Affan	1
19	Idleb	Harim	Armanaz	Armanaz	Al Senaa	1
20	Idleb	Harim	Armanaz	Armanaz	Alqaws	1
21	Idleb	Harim	Dana	Atma	Al Jazeera	1

50	Idleb	Harim	Dana	Deir Hassan	Al Job	1
51	Idleb	Harim	Dana	Deir Hassan	Al Ezza	1
52	Idleb	Harim	Dana	Deir Hassan	Al Mazalem	1
53	Idleb	Harim	Dana	Deir Hassan	Al Nahda	1
54	Idleb	Harim	Dana	Deir Hassan	Ahl Al Balad	1
55	Idleb	Harim	Dana	Deir Hassan	Basmet Amal	1
56	Idleb	Harim	Dana	Deir Hassan	Balat Al Sakhor	1
57	Idleb	Harim	Dana	Deir Hassan	Hai Almuhajreen	1
58	Idleb	Harim	Dana	Deir Hassan	Khaled Ben Al Walid	1
59	Idleb	Harim	Dana	Deir Hassan	Dreghetah 1	1
60	Idleb	Harim	Dana	Deir Hassan	Dreghetah 2	1
61	Idleb	Harim	Dana	Deir Hassan	Taibah	1
62	Idleb	Harim	Dana	Deir Hassan	Omar AL Farouq	1
63	Idleb	Harim	Dana	Deir Hassan	Qasr Bin Wardan	1
64	Idleb	Harim	Dana	Deir Hassan	Mehin 1	1
65	Idleb	Harim	Dana	Deir Hassan	Morek Al-Somod	1
66	Idleb	Harim	Dana	Sarmada	Al-Aytam	1
67	Idleb	Harim	Dana	Sarmada	Al Shahba	1
68	Idleb	Harim	Dana	Sarmada	Al Faterah	1
69	Idleb	Harim	Dana	Sarmada	Al Kanjo	1
70	Idleb	Harim	Dana	Sarmada	Al Mawada	1
71	Idleb	Harim	Dana	Sarmada	Al Nouri	1
72	Idleb	Harim	Dana	Sarmada	Al Wasetah	1
73	Idleb	Harim	Dana	Sarmada	Reef Halap Al Janoby	1
74	Idleb	Harim	Dana	Sarmada	Saed 1	1
75	Idleb	Harim	Dana	Sarmada	Saed Ben Waqqas	1
76	Idleb	Harim	Dana	Sarmada	Taibah	1
77	Idleb	Harim	Dana	Sarmada	Anadan	1

78	Idleb	Harim	Dana	Sarmada	Faheel Al Nasr	1
79	Idleb	Harim	Dana	Sarmada	Faheel Alez	1
80	Idleb	Harim	Dana	Sarmada	Maarata	1
81	Idleb	Harim	Dana	Selwa	Einjara	1
82	Idleb	Harim	Dana	Qah	Al Jawlan	1
83	Idleb	Harim	Dana	Qah	Al Salam	1
84	Idleb	Harim	Dana	Qah	Al Forkan (Qah)	1
85	Idleb	Harim	Dana	Qah	Al Midan	1
86	Idleb	Harim	Dana	Qah	Bsartun	1
87	Idleb	Harim	Dana	Qah	Dar Riayet Al Ajazeh	1
88	Idleb	Harim	Dana	Qah	Shohdaa Maarit Hurma	1
89	Idleb	Harim	Dana	Qah	Qah	1
90	Idleb	Harim	Salqin	Salqin	Abu Talha	1
91	Idleb	Harim	Salqin	Salqin	Al Safsafa	1
92	Idleb	Harim	Salqin	Salqin	Al Faroukiyeh	1
93	Idleb	Harim	Salqin	Salqin	Betya Mud Village	1
94	Idleb	Harim	Salqin	Salqin	Samedoon	2
95	Idleb	Harim	Salqin	Salqin	Aidoon	2
96	Idleb	Harim	Salqin	Salqin	Kadimoon	2
97	Idleb	Harim	Qourqeena	Qourqeena	Al Ihsan 2	1
98	Idleb	Harim	Qourqeena	Qourqeena	Al Rayan	1
99	Idleb	Harim	Qourqeena	Qourqeena	Al Salam (Rabeeta)	1
100	Idleb	Harim	Qourqeena	Qourqeena	Almadina almonawara	2
101	Idleb	Harim	Qourqeena	Qourqeena	Bashaar Al Khair	1
102	Idleb	Harim	Qourqeena	Qourqeena	Janat Al Qura	1
103	Idleb	Harim	Qourqeena	Qourqeena	Dof 2	1

104	Idleb	Harim	Qourqeena	Qourqeena	Koknaya Reception Center	1
105	Idleb	Harim	Kafr Takharim	Kafr Takharim	Aljabal Alsharki	1
106	Idleb	Harim	Kafr Takharim	Kafr Takharim	Dweila	1
107	Idleb	Harim	Kafr Takharim	Kafr Takharim	Telamnas Al Jadeed	1
108	Idleb	Harim	Kafr Takharim	Kafr Takharim	Serghaya	1
109	Idleb	Harim	Harim	Harim	Al Azraq	1
110	Idleb	Harim	Harim	Harim	Hayat kareama	1
111	Idleb	Harim	Harim	Harim	Alfardan	1
112	Idleb	Harim	Harim	Harim	Al Madenh Monarh	1
113	Idleb	Harim	Harim	Harim	Omahat Al Moumenien	1
114	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Zaytoun	1
115	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al-Omran	2
116	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Ghofran	1
117	Idleb	Idleb	Maaret Tamsrin	Shekh Bahr	Al Qaheraa	1
118	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Azraq	1
119	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Ayade Al Baydaa	1
120	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Teh	1
121	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Job	1
122	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al-Rahma 1	1

123	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al-Rahma 3	1
124	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Sikah	1
125	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Shekh Mustafa	1
126	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Ainaa	1
127	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Kazieh Al Maqbara	1
128	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Kandosh	1
129	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Al Hartameya	1
130	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Haj Ibrahem Saleh	1
131	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Hezan	1
132	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Sham 9	1
133	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Ebad Al Rahman	1
134	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Atta alkhair 1	1
135	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Atta alkhair 2	1
136	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Atta alkhair 3	1
137	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Faraj Allah	1
138	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Kafr Beni	1
139	Idleb	Idleb	Maaret Tamsrin	Maaret Tamsrin	Kafr Amem	1

158	Aleppo	Al Bab	Al Bab	Al Bab	Tal Shafra	1
159	Aleppo	Al Bab	Al Bab	Al Bab	Shberan	1
160	Aleppo	Al Bab	Al Bab	Al Bab	Duyuf Al Sharqia	1
161	Aleppo	Jebel Saman	Atareb	Atareb	Al Hersh	1
162	Aleppo	Jebel Saman	Atareb	Atareb	Al Taliaa	1
163	Aleppo	Jebel Saman	Atareb	Atareb	AlAtshana Algharbiyah	1
164	Aleppo	Jebel Saman	Atareb	Atareb	Al Mathana	1
165	Aleppo	Jebel Saman	Atareb	Atareb	Al Yousuf	1
166	Aleppo	Jebel Saman	Atareb	Atareb	Halab Alshahbaa	1
167	Aleppo	Jebel Saman	Atareb	Tal Elkarame	Ahl Al Lej	1
168	Aleppo	Jebel Saman	Atareb	Tal Elkarame	Al Matar 1	1
169	Aleppo	Jebel Saman	Daret Azza	Daret Azza	Al Hajeb	1
170	Aleppo	Jebel Saman	Daret Azza	Daret Azza	Ahl Babes	1
171	Aleppo	Jebel Saman	Daret Azza	Daret Azza	Qibtan Al Jabal	1
172	Aleppo	Jarablus	Jarablus	Jarablus	Al Jabal	1
173	Aleppo	Jarablus	Jarablus	Jarablus	Zogharah	1
174	Aleppo	Jarablus	Jarablus	Jarablus	Ataa	1
175	Aleppo	Afrin	Jandairis	Afrin	Al Mohammadya	1
176	Aleppo	Afrin	Jandairis	Afrin	Deir Ballut	1

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