

SCHOOLS IN SYRIA

THEMATIC REPORT

EDITION 04
2018

Assistance Coordination Unit

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

SCHOOLS IN SYRIA
THEMATIC REPORT
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PREPARED BY: INFORMATION MANAGEMENT UNIT

ASSISTANCE COORDINATION UNIT
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For more information, contact us:

www.acu-sy.org	+90 (34) 2220 10 77
imu@acu-sy.org	+90 (34) 2220 10 88
	+90 (34) 2220 10 99



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EXECUTIVE SUMMARY

The 2018 Schools in Syria thematic report – the fourth annual study issued by the Information Management Unit (IMU) of the Assistance Coordination Unit (ACU) – outlines the current state of the education sector in the Syrian Arab Republic after over seven years of conflict in the country.

SECTION 01: METHODOLOGY

The methodology used in this study builds on previous iterations of the “Schools in Syria” study to provide quantitative and qualitative data on schools in Syria. This year’s study also adds a new feature – perception surveys. Four perception surveys were conducted with students, parents, teachers and school principals, capturing their view of the state of education in areas outside of regime control in Syria.

The 2018 “Schools in Syria” report is the most representative, nuanced iteration of this study to date. The ACU expanded its team of enumerators this year to enable data collection from more schools. The report includes data from 4,079 schools within 99 sub-districts across 10 governorates. A total of 35,925 e-forms from the assessed schools and 31,846 perception survey forms were collected.

The design and development of questionnaires used in this study drew on the feedback received by the ACU’s Information Management Unit (IMU) from UNICEF, DFID, the Turkish government, members of the Education Cluster, INGOs’ NGOs’ and SNGOs’ at a conference held in Gaziantep on 21 July 2017.

SECTION 02: GENERAL INFORMATION

This section compares the number of schools assessed across the four editions of the “Schools in Syria” report. The fourth edition of the report surveys 2,572 more schools than the original edition and 706 more schools than in the third editions. It also analyses the relationship between the controlling party in an area and the functionality of schools and explores the security situation under which the functional schools are operating. The section gives details on the type of attacks schools have been subject to during the previous three years. It also presents finding from the perception survey on students’ feelings of safety in the assessed schools.

SECTION 03: FUNCTIONAL SCHOOLS BUILDINGS

This section details the locations of functional schools, the proportion of functional schools in different areas, the status of the school facilities, as well the main causes of destruction of schools. The highest number of functional schools outside regime-controlled areas are in Idleb governorate and its neighbouring areas, including the countryside of the governorates of Aleppo and Hama. The section defines the types of functional schools – formal and non-formal – and alternative educational settings. The section also presents data on the physical attributes of schools, such as whether they have fences and schoolyards and if classrooms have covered doors, windows, and safety grills.

SECTION 04: WATER, SANITATION AND HYGIENE IN THE SCHOOLS

This section provides an overview of the water resources and sanitary facilities available in schools. 66 percent (2,033) of the assessed functional schools use tanks to provide drinking water and 22 percent (676) receive their drinking water from the public network. The section also provides data on the number of students per water tap and gives details about the public utilities (toilet blocks and WCs). 56 percent (1,739) of the assessed functional schools dispose of their sewage into the public network, 40 percent (1,246) release their wastewater into cesspits, and 3 percent (101) discharge the sewage in the open. 33 percent (5,950) of the latrines need maintenance to become usable, and 17 percent (3,060) of the toilets need full rehabilitation.

SECTION 05: SCHOOL SUPPLIES (SCHOOL FURNITURE)

The status of the school furniture and school supplies is presented in this section, including that approximately 108,000 desks need to be repaired or replaced. Approximately 77 percent of the assessed functional schools have no laboratory, 94 percent have no functional library, and 79 percent have no computer labs.

SECTION 06: EDUCATIONAL LEVELS AND SCHOOL ATTENDANCE

This section reports on the organization of the schools assessed, including the educational levels and grades that schools offer, and the number of days schools operate for. The study found that there are very few upper-secondary schools (10th -12th grade) available and that only 9 percent (375) of the assessed functional schools provide upper-secondary education. 56 percent (2,403) of the assessed functional schools offer primary education and 36 percent (1,540) offer lower secondary education. Almost one-third of the assessed schools do not separate the various teaching levels. The study also found an increase in short periods of suspension (1-15 days), and a drop in long periods of suspension (over 15 days) in relevant academic semesters.

SECTION 07: CURRICULUM

This section discusses the curricula used in schools in various locations and presents data on parents' and teachers' perceptions of the curricula being used and their preferred curricula. The section also presents teachers' perceptions of the differences between the curriculum used before 2011 and the curriculum they are currently using, including the curriculum modifications and reasons for these modifications (i.e. why certain subjects are not being taught). The shortage of textbooks and activity books is also discussed in this section.

SECTION 08: CERTIFICATES

This section examines the transition between different levels of education and examinations. The data shows that students prefer to take internationally recognized examinations and also captures which entities are issuing report cards and certificates in different parts of Syria. Data is also presented on how students pass to the next grade and teachers' perceptions about the percentage of students whose ages align with their school grades.

SECTION 09: STUDENTS

This section provides data on the students attending the assessed functional schools, including information on their ages and enrolment status. The section also reports on drop-out figures and barriers to attendance, including the distance to school and lateness.

SECTION 10: NEEDS OF STUDENTS AND SCHOOLS

The needs of students and schools' needs for educational materials are presented in this section. Data showed that hunger was a key issue for students. 99 percent (3,043) of the assessed functional schools do not provide meals to students. Meanwhile, the analysis also showed that almost two-thirds of the students do not eat a meal before going to school in the morning. Over half of the students do not bring food to school. The main reason reported for children not attending school was lack of income. This section brings the attention to the fact that basic school supplies, including activity books, are not provided to children in 84 percent of the assessed functional schools.

SECTION 11: TEACHERS

This edition of the report presents data collected from 41,704 teachers, 79 percent of whom are considered regular or qualified, which means that they graduated from colleges or institutes enabling them to practice teaching profession. 21 percent of teachers working in the assessed functional schools outside of the regime control are considered to be volunteers, who have begun teaching without necessarily having the qualifications to do so.

SECTION 12: PSYCHOLOGICAL SUPPORT AND CHILDREN WITH SPECIAL NEEDS

This part of the report presents data on psychosocial support within schools, the availability of trained staff to provide psychological support to children, and the preparedness of schools to receive students with special needs. Findings included that 26 percent (790) of the assessed functional schools accommodated children with special needs and that the total number of students with special needs in the assessed functional schools was 3,541. Only 1 percent (43) of the assessed functional schools have specialists trained to work with students with special needs and 14 percent (438) employed trained psychologists.

SECTION 13: POLICIES AND PROCEDURES GOVERNING THE EDUCATIONAL PROCESS

This section describes the policies and procedures that govern the educational process in areas outside of regime control in Syria. The results show that 86 percent (2,665) of the assessed functional schools have a clear administrative structure in line with MoE recommendations.

SECTION 14: NON-FUNCTIONAL SCHOOLS

This section presents data on the 20 percent of all assessed schools that are non-functional. The deterioration of the security situation was found to be the key reason for schools becoming non-functional. Destruction of school buildings was also an important factor in schools becoming non-functional.

SECTION 15: PRIORITIES AND RECOMMENDATIONS

Fuel is a key priority for the assessed functional schools. Other important priorities for schools are textbook, school equipment, activity and notebooks, and stationery. This section also highlights the need for affordable transportation for students. Recommendations to address these priorities include the provision of textbooks and activity books, rehabilitation of chalkboards, provision of mini-grants, provision of simple school meals, provision of WASH facilities, and the provision of pre-school education to prevent non- and late- enrolment.



TABLE OF CONTENTS

13	01: Methodology
13	01: Assessed schools
16	02: Accessibility
17	03: Data Collection and Reporting Process
18	04: Assessment Tools
18	05: Enumerator training and data collection
19	06: Data management and analysis
20	07: Data Limitations
22	02: General Information
23	01: Number of the assessed schools
23	02: Relationship between the controlling forces and the functioning schools
24	03: Security situation of the assessed schools
25	04: Perception survey: Feeling safe at schools
27	05: Type of bombardment / shelling on the schools
28	06: School building conditions during three consecutive years
29	03: Functional School Buildings
30	01: Status of school buildings
31	02: Reasons behind schools building destruction
32	03: Types of functional schools (formal - other)
34	04: Types of buildings of non-formal education places
36	05: Status of the classrooms
37	06: Status of the doors
38	07: Status of the windows
38	08: Windows covering materials
39	09: Iron grills for windows
40	04: Water sanitation and hygiene in the schools
41	01: Means of access to drinking water
42	02: Number of students per water tap
43	03: Water taps that need replacement
43	04: Toilet blocks in schools
44	05: Sewage disposal methods
45	05: School Supplies furniture
46	01: The condition of student desks
47	02: Availability of school laboratory
48	03: Availability of school library
48	04: Availability of a computer lab
50	06: Levels of the school system and school attendance
51	01: Educational Levels of School System
52	02: The separation between the levels of school system
53	03: Levels of school system vs type of building
54	04: School days
54	05: School suspension days
56	07: Curriculum
58	01: The taught curricula
59	02: Students' Parents Perceptions: Curriculum used at schools vs preferred curriculum
60	03: Study subjects included in the curricula
61	04: First primary level of school system
61	05: Lower-secondary and upper-secondary levels of school system
61	06: Teachers' Perceptions: Comparison between curricula before 2011 vs current ones
62	07: Why schools are not teaching all subjects
62	08: Percentage of the curriculum taught during past year
63	09: Sources of textbooks
63	10: Education Directorate (ED) of the Syrian regime
64	11: Education Directorate (ED) of SIG
64	12: Controlling parties
64	13: Textbooks Needed
65	14: School Teachers' Perceptions: Dealing with shortage of textbooks copies in classroom

66	08: Certificates
67	01: The certificate awarding entities
68	02: How students' reach to the current grade (passing, failure years expiry
70	09: Students
71	01: Number of students by controlling forces
72	02: Age groups of students
76	03: Separation of students by gender within schools
76	04: Availability of kindergartens within schools
77	05: Students' commitment to attending school
78	06: Students perceptions: Reasons for being late for school
78	07: Student perceptions: Reasons for students being absent from schools
79	08: The Distance to schools
79	09: Means used by students to access schools
80	10: Overcrowded classrooms
80	11: Difficulties students encounter at schools
81	12: Numbers of dropout students over two successive academic years
81	13: Reasons for dropping out and difficulties preventing children from attending school
83	10: Needs of students and schools
84	01: Students' requirements
85	02: Basic needs of schools
89	11: Teachers
90	01: Numbers of teachers as per control forces
91	02: Types of teachers
92	03: Education level of volunteers
93	04: Principals Perceptions: Evaluation of volunteer teachers
93	05: Female teachers vs male teachers
94	06: Principals Perceptions: Gender of surveyed principals/deputy principals of schools
94	07: Teachers who receive salaries
96	08: Salary providing parties
96	09: Average salaries of teachers
97	10: In-kind incentives
98	11: School administrative and service cadres
99	12: Psychological Support and Children with Special Needs
100	01: Children with special needs in schools
100	02: Children with special needs in schools according to disabilities
101	03: Availability of specialists teachers
101	04: School orphans
102	05: Availability of psychological counsellors
103	06: Availability of teachers who attended psychological support (PSS) training courses
103	07: Teachers Perceptions: Special trainings and courses on emergencies
104	08: Provision of PSS services in schools
105	09: Parents Perceptions: Children's willingness to go to school
105	10: Teachers Perceptions: Phenomena spread among students
106	13: Policies and procedures governing the educational process
107	01: The existence of administrative structure and cadre
108	02: The most influential decision makers within schools
108	03: The availability of students' daily attendance sheet
109	04: Availability of teachers' preparation books
109	05: Principals Perceptions: Regular meetings with parents
110	14: Non-Functional Schools
111	01: Distribution of non-functional schools
112	02: Non-functional schools and school building conditions
113	15: Priorities and Recommendations
118	16: Annex: Assessed Schools by Sub-district

LIST OF FIGURES

23	Figure 01: Coverage change through the four editions of "Schools in Syria" Report
23	Figure 02: The percentage of functional and non-functional schools
24	Figure 03: Number of functional and non-functional schools by control forces
25	Figure 04: Snapshot of security situation of the assessed schools
25	Figure 05: Students' perception on safety in schools
26	Figure 06: Number/ percentage of students sharing with teachers concerns about being unsafe
27	Figure 07: A comparison of bombing operations on schools between two school semesters
27	Figure 08: Type of Shelling / bombardment on the schools
28	Figure 09: Comparison of the school buildings' condition during three consecutive years
30	Figure 10: Number/ percentage of the distribution of the assessed functional schools
30	Figure 11: Percentage of functional school buildings' status
31	Figure 12: Number/ percentage/reasons behind schools building destruction
32	Figure 13: Comparison of the status of the school building per controlling forces
32	Figure 14: Types of functional schools
34	Figure 15: Type of school buildings per controlling forces
34	Figure 16: Percentage of non-formal educational places
35	Figure 17: Number/ percentage of schools by the existence of school fence
36	Figure 18: Percentage of classrooms status
37	Figure 19: Percentage of classrooms status per controlling forces
37	Figure 20: Number/ percentage of doors in the assessed functional schools
38	Figure 21: Number/ percentage of windows in the assessed functional schools
38	Figure 22: Number/ percentage of windows by its covering materials
39	Figure 23: Number/ percentage of windows by the existence of protection grills
41	Figure 24: Means to access to drinking water in the assessed functional schools
42	Figure 25: Means of acquiring water per controlling forces
42	Figure 26: Number of students per water tap
43	Figure 27: Number/ percentage of water taps that need replacement
43	Figure 28: The status of public utilities in the assessed functional schools
44	Figure 29: Methods of wastewater disposal in the assessed functional schools
46	Figure 30: Status of student desks
47	Figure 31: Number of student desks by its status per controlling forces
47	Figure 32: Number/ percentage of the assessed functional schools that contain laboratories
48	Figure 33: Number/ percentage of the assessed functional schools that contain libraries
48	Figure 34: Number/ percentage of the assessed functional schools that contain computer labs
51	Figure 35: Type of schools by levels of school system
52	Figure 36: Type of schools by the levels of school system per controlling forces
52	Figure 37: Number/ percentage of schools by the separation of the levels of school system
53	Figure 38: Classification of schools by levels of school system, triangulated with type of building by controlling forces
54	Figure 39: Percentage of schools by number of school days per week
54	Figure 40: Number/ percentage of schools according to school suspension days during the 2nd semester
55	Figure 41: Number/ percentage of schools according to school suspension days during the 1st semester
55	Figure 42: Number/ percentage of schools according to school suspension days during the 2nd semester per controlling forces
55	Figure 43: Number/ percentage of schools according to school suspension days during the 1st semester per controlling forces
57	Figure 44: Number/ percentage of schools according to the number of taught curricula
58	Figure 45: Percentage of schools according to the taught curricula for the transitional grades
58	Figure 46: Percentage of schools according to the taught curricula for the certification grades
59	Figure 47: Number/percentage of parents as per the taught curriculum to their children
59	Figure 48: Percentage of parents as per the taught curriculum per controlling forces
59	Figure 49: Number/percentage of parents as per the preferred curriculum to be taught to their children
60	Figure 50: Percentage of parents as per the preferred curriculum to be taught to their children per controlling forces
60	Figure 51: Percentage of schools by the number of taught subjects in the curriculum – Primary Level
60	Figure 52: Percentage of schools by the number of taught subjects in the curriculum – Secondary Level
61	Figure 53: Comparison between curricula before 2011 and current ones as per teachers' perception
62	Figure 54: Percentages of reasons for not teaching all subjects in the curriculum
62	Figure 55: Percentage of completing the taught curriculum
63	Figure 56: Percentage of distributed textbooks by source
64	Figure 57: A comparison of the number of textbooks copies needed via two editions of "Schools in Syria" report
65	Figure 58: Number/percentage of teachers per ways of dealing with curriculum shortage
67	Figure 59: Percentage of schools as per the certificate awarding entities for the transitional grades
67	Figure 60: Percentage of schools as per the certificate awarding entities for both secondary grades
68	Figure 61: Mechanisms of students' access to the current grade as per 3rd and 4th editions of "Schools in Syria" report

69	Figure 62: Methods of students' access to the current grade as per 4th edition by controlling forces
69	Figure 63: Average of students whose ages go in line with their school grades
71	Figure 64: Number/percentage of students in the assessed functional schools
72	Figure 65: Number/percentage of students in the assessed functional schools per age groups
73	Figure 66: Number of students in the functional schools in Idleb & its adjacent countryside
73	Figure 67: Number of students in the functional schools in Eastern Ghota
74	Figure 68: Number of students in the functional schools in Kurdish-held areas
74	Figure 69: Number of students in the functional schools in southern governorates
75	Figure 70: Number of students in the functional schools in northern Homs countryside
75	Figure 71: Number of students in the functional schools in northern Aleppo countryside
76	Figure 72: Number/percentage of schools separated by gender
76	Figure 73: Number/percentage of schools in kindergartenst
77	Figure 74: Number/ percentage of students attending schools per days
78	Figure 75: Number/percentage/reasons for students being late for school
78	Figure 76: Number/ percentage/reasons of students' absence from schools
79	Figure 77: Percentage of students per the distance to schools
79	Figure 78: Percentage of students by ways to reach schools
80	Figure 79: Number/percentage of schools as per the crowdedness of students
84	Figure 80: Number/percentage of schools providing meals and school bags
85	Figure 81: Number/percentage of students having meals before or inside schools
85	Figure 82: Number/percentage of needed blackboards and printers
86	Figure 83: Number/ percentage of functioning schools need for heaters
86	Figure 84: Percentage and quantity of functioning schools need for fuel
86	Figure 85: Percentage of schools according to the availability of Laboratories
87	Figure 86: Percentage of schools according to the availability of libraries
87	Figure 87: Percentage of schools according to the availability of computer labs
88	Figure 88: Number/ percentage of functioning schools by computer availability/need for computers
90	Figure 89: Number of teachers per controlling forces
91	Figure 90: Percentage/number of teachers
92	Figure 91: Percentage/number of volunteers per educational background
93	Figure 92: Number/percentage of principals by volunteers' evaluation
93	Figure 93: Percentage/number of teachers per gender
94	Figure 94: Number/percentage of school principals by gender
94	Figure 95: Percentage/number of teachers receiving salaries
96	Figure 96: Percentage/number of teachers receiving salaries by providing party
96	Figure 97: Average, highest and lowest salaries by providing party
97	Figure 98: Number/ percentage of schools where teachers receive in-kind incentives
98	Figure 99: Number/ percentage of administrative and service cadres in schools
100	Figure 100: Number/percentage of schools having students with special needs
100	Figure 101: Number/percentage of children with special needs according to disability
101	Figure 102: Percentage/number of schools having specialists to deal with students with special needs
101	Figure 103: Number/percentage of orphans in schools
102	Figure 104: Percentage of orphans to students in the assessed functional areas
102	Figure 105: Percentage/number of schools by the availability of psychological counsellors
103	Figure 106: Percentage/number of schools with teachers who attended PSS training courses
103	Figure 107: Number/percentage of teachers attending training and courses on emergencies
104	Figure 108: Number/percentage of principals attending training and courses on emergencies
104	Figure 109: Percentage/number of schools providing PSS services
105	Figure 110: Number/percentage of parents as per willingness of their children to go to school.
105	Figure 111: Average of phenomena spread among students as per teachers perceptions
105	Figure 112: Average of spread phenomena among students as per controlling forces
107	Figure 113: Number/percentage of school administrative structure and cadre
107	Figure 114: Number/percentage of principals attending trainings and courses on school management
108	Figure 115: Number/percentage of schools using students' attendance sheet
109	Figure 116: Number/percentage of schools using teachers' preparation books
109	Figure 117: Number/percentage of Councils of students' parents or regular meetings with parents
111	Figure 118: Number/percentage of non-functional schools by controlling forces
111	Figure 119: Number/percentage of schools according to the reasons of non-functionality
112	Figure 120: Number/percentage of non-functional schools by school building conditions
114	Figure 121: Priorities of all assessed schools

LIST OF MAPS

- 15 | Map 01: Assessed sub-districts and percent of functional schools by governorate
- 17 | Map 02: Control Forces as on Nov and Dec 2017
- 26 | Map 03: Percentage of bombed/shelled schools by sub-district
- 71 | Map 04: Number of students in the assessed functional schools
- 82 | Map 05: Number/percentage of dropout students over two academic years
- 90 | Map 06: Number of teachers in the assessed functional schools
- 95 | Map 07: Number of teachers who receive monthly salaries within the assessed functional schools
- 115 | Map 08: First priority for all assessed schools
- 116 | Map 09: Second priority for all assessed schools
- 117 | Map 10: Third priority for all assessed schools

LIST OF TABLES

- 13 | Table 01: Number/ percentage of the assessed schools by governorate
- 14 | Table 02: Overall number of schools existing in Syria
- 14 | Table 03: Number/ percentage of the assessed schools by areas of influence
- 21 | Table 04: Limitations experienced by enumerators

LIST OF ACRONYMS

3 Rs	Reading, Writing and Arithmetic
ACU	Assistance Coordination Unit
AOG	Armed Opposition Group
DFID	Department for International Development
EA	Education Assembly
ECCE	Early Childhood Care Education
ED	Education Directorate
GIS	Geographic Information systems
GoT	Government of Turkey
IMU	Information Management Unit
IDPs	Internally Displaced Persons
INGO	International Non-Governmental Organization
ISIS	Islamic State of Iraq and Sham
KI	Key Informant
KII	Key Informant Interview
LC	Local Council
LNGO	Local Non-Governmental Organization
MoE	Ministry of Education
MoU	Memorandum of Understanding
PKK	Kurdistan Workers' Party,(Partiya Karkerên Kurdistanê)
PSS	Psychological Support Services
Rojava	Democratic Federation of northern Syria
SIG	Syrian Interim Government
SYP	Syrian Pound
USD	United Stated Dollar
WC	Water Closet
WASH	Water, Sanitation and Hygiene

SECTION 01: METHODOLOGY

This section describes the assessment sample, tools and data collection, data management and analysis, and study limitations.

01: Assessed schools

The assessment included schools that are functional. For the purpose of this assessment, functional schools are understood as schools which have students and teaching staff attending. In these schools the status of school buildings, WASH facilities, school supplies, curricula school certificates, needs of students, and needs of schools were assessed. Students' and teachers' perceptions were also assessed. The assessment also included non-functional schools. For the purpose of this assessment, non-functional schools are understood as schools which have no students or teaching staff attending, or where the condition of the school buildings does not permit the school to operate and/or where school did not relocate to an alternative space.

"Schools in Syria" report consists of 15 sections. Twelve sections of this report cover functional schools. The non-functional schools are covered in one section. Section 15 describes programmatic priorities and recommendations that partners in education sector may want to consider in their planning.

Our assessment was intended to cover both types of schools, functional and non-functional; a number of security and accessibility related factors had impact on data collection. These limiting factors included:

- Some schools were not accessible in certain targeted areas due to possible security threats or due to certain other reasons related to non-cooperation from the supervisors of the educational process or the controlling parties; which in the end resulted in low coverage rate of schools existing in some areas of control.
- security situation, a military campaign and suspension because of escalation occurred in some locations;
- lack of communication channels with the controlling forces in some areas to facilitate IMU enumerators`

Despite the challenges, the assessment included 4,079 schools in the areas under control of Armed Opposition Groups (AOGs), Kurdish, ISIS and Syrian regime. The assessment was conducted in 99 sub-districts in 10 governorates in Syria. In this 4th edition of the Report, ACU was able to assess more schools and more sub-districts than in the 3rd edition of the "Schools in Syria" report (ACU, 2016/2017)¹. The following table details the number of the assessed schools in the 4th edition of the "Schools in Syria" Report:

Table 01: Number/ percentage of the assessed schools by governorate

Governorate	# of Districts	# of Sub-districts	# of villages	# of assessed schools	# of functional schools	% of functional schools	# of non-functional schools	% of non-functional schools
Idlib	5	26	428	1,213	1,119	92%	94	8%
Al-Hasakeh	4	8	135	349	231	66%	118	34%
Ar-Raqqa	3	9	181	500	392	78%	108	22%
Quneitra	1	3	23	69	66	96%	3	4%
Aleppo	7	19	413	753	611	81%	142	19%
Hama	3	5	53	214	94	44%	120	56%
Homs	2	4	37	188	144	77%	44	23%
Dar`a	2	11	55	372	362	97%	10	3%
Deir-ez-Zor	3	7	54	260	3	1%	257	99%
Rural Damascus	4	7	18	161	111	69%	50	31%
Total	34	99	1,397	4,079	3,133	77%	946	23%

1. https://www.acu-sy.org/en/wp-content/uploads/2017/08/Schools2017_030817_EN_LQ.pdf

Note 1:

IMU enumerators assessed 4,079 schools. Out of the 4,079 assessed schools, 77% of schools or 3,133 were functional in the areas of control of AOGs, Kurdish and Syrian regime. None of the 55 assessed schools in ISIS-held areas were functional. The highest numbers of functional schools were recorded in Idleb governorate (1,119 schools) and Aleppo governorate (611 schools), whereas the least numbers were in Deir-ez-Zor governorate (3 schools) and Quneitra governorate (66 schools).

ACU assessed 237 schools in Syrian regime-held areas in Al-Hasakeh, Hama, Deir-ez-Zor governorates and in Rural Damascus governorates. 190 of these schools were non-functional and 47 were functional. The analysis of these schools is not included in this report, as the sample of the assessed schools in the regime-held areas is too small to draw any meaningful conclusions. The total number of schools covered in this edition of the report is therefore 3,842.

Table 02: Overall number of schools according to the schools' functionality (functional/non-functional)

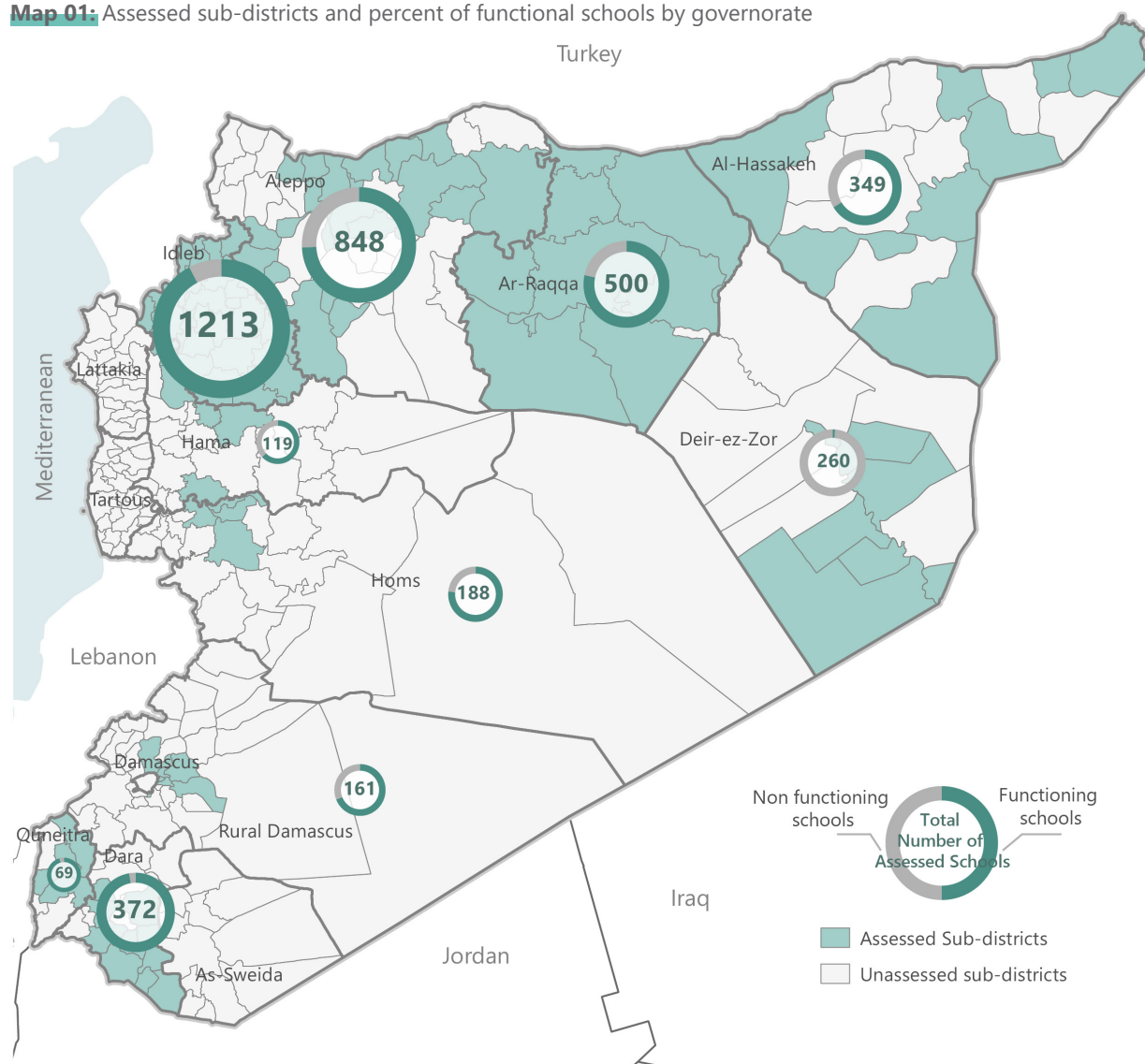
Total number of the assessed schools including schools in the regime-held areas	4,079
Total number of schools covered in this report	3,842
Total number of functional schools including the schools in the regime-held areas	3,133
Total number of functional schools covered in this report	3,086
Total number of non-functional schools including the schools in the regime-held areas	946
Total number of non-functional schools covered in this report	756

The report covers findings from schools in the following areas:

Table 03: Number/ percentage of the assessed schools by areas of influence

Area	Controlling forces	# of districts	# of sub districts	# of villages	# of assessed schools	# of functional schools	% of functional schools	# of non-functional schools	% of non-functional schools
Idleb and its adjacent countryside	AOGs	10	37	610	1,713	1,434	84%	279	16%
Eastern Ghota	AOGs	2	5	16	116	102	88%	14	12%
Southern governorates	AOGs	3	14	78	441	428	97%	13	3%
ISIS-held areas	ISIS	3	4	8	55	0	0%	55	100%
Northern Aleppo Countryside	Turkish-backed AOGs	3	9	118	206	198	96%	8	4%
Northern Homs Countryside	AOGs	3	5	41	211	156	74%	55	26%
Kurdish-held areas	Kurdish Forces	11	23	485	1,100	768	70%	332	30%
Total		35	97	1,356	3,842	3,086	80%	756	20%

Map 01: Assessed sub-districts and percent of functional schools by governorate



Assessed schools were divided into seven areas, demarcated according to controlling forces, geographical boundaries, and accessibility.

- **Idleb and its adjacent countryside**, which included 37 sub-districts as the following:
 - All sub-districts of Idleb Governorate (26 sub-districts)
 - Western and Southern Aleppo countryside (Atareb, Daret Azza, Tall Ed-daman, Zarbah, Bana, Hajeb, and Haritan)
 - Northern Hama countryside (Madiq Castle, Ziyara, Kafr Zeita and Suran), which are under the control of AOGs and accessible from Turkey across the border through the Bab Al-Hawa border crossing point in Dana Sub-district in the Idleb Governorate.
- **Eastern Ghota**, which included:
 - Five sub-districts of Eastern Rural Damascus (Duma, Harasta, Kafr Batna, Nashabiyeh and Arbin²), which are controlled by AOGs, and have been besieged by the Syrian regime for seven years during the data collection period.

2. At the time of data collection (Nov 2017 – Jan 2018), Eastern Ghota was a besieged area by the Syrian regime. Prior to issuing this report in April 2018, the population of Eastern Ghota were forcibly displaced out of their homes towards the North of Syria after signing an agreement between the Syrian regime, Russia, and the military factions existing in Eastern Ghota.

- **Southern governorates**, which included:
 - 14 sub-districts controlled by AOGs in Dar'a and Quneitra Governorates, and are accessible from the Kingdom of Jordan.
- **ISIS-held areas**, which included:
 - Four sub-districts (Abu Kamal, Susat and Ashara in Eastern Deir-ez-Zor countryside), along with the Hajar Aswad sub-district in the Damascus countryside. These areas are controlled by ISIS fighters ; schools in these areas were assessed by enumerators recruited from within communities residing in these areas and working secretly.
- **Northern Aleppo Countryside**, which included:
 - Nine sub-districts under Turkey-backed AOGs in A'zaz, Jarablus, Al-Bab districts that are accessible from Turkish cross-border of Bab Al-Salama in A'zaz Sub-district in Aleppo Governorate.
 - There was no connection between them and the AOG-held areas in Idlib Governorate during the data collection period.
 - Moreover, this geographical area is called Euphrates Shield³.
- **Northern Homs Countryside**, which included:
 - Four sub-districts of Taldu, Ar-Rastan, Talbiseh, and Homs (sub-district) in the northern Homs countryside; and Harbanifse in the southern Hama countryside. These sub-districts are controlled by AOGs and are considered partially besieged by the Syrian regime and only accessible from crossing points with the Syrian regime.
- **Kurdish-held areas**, which included:
 - 23 sub-districts across Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor and eastern Aleppo countryside governorates and controlled by Kurdish Forces ; schools in these areas were assessed by enumerators recruited from within communities residing in these areas and working secretly.

02: Accessibility:

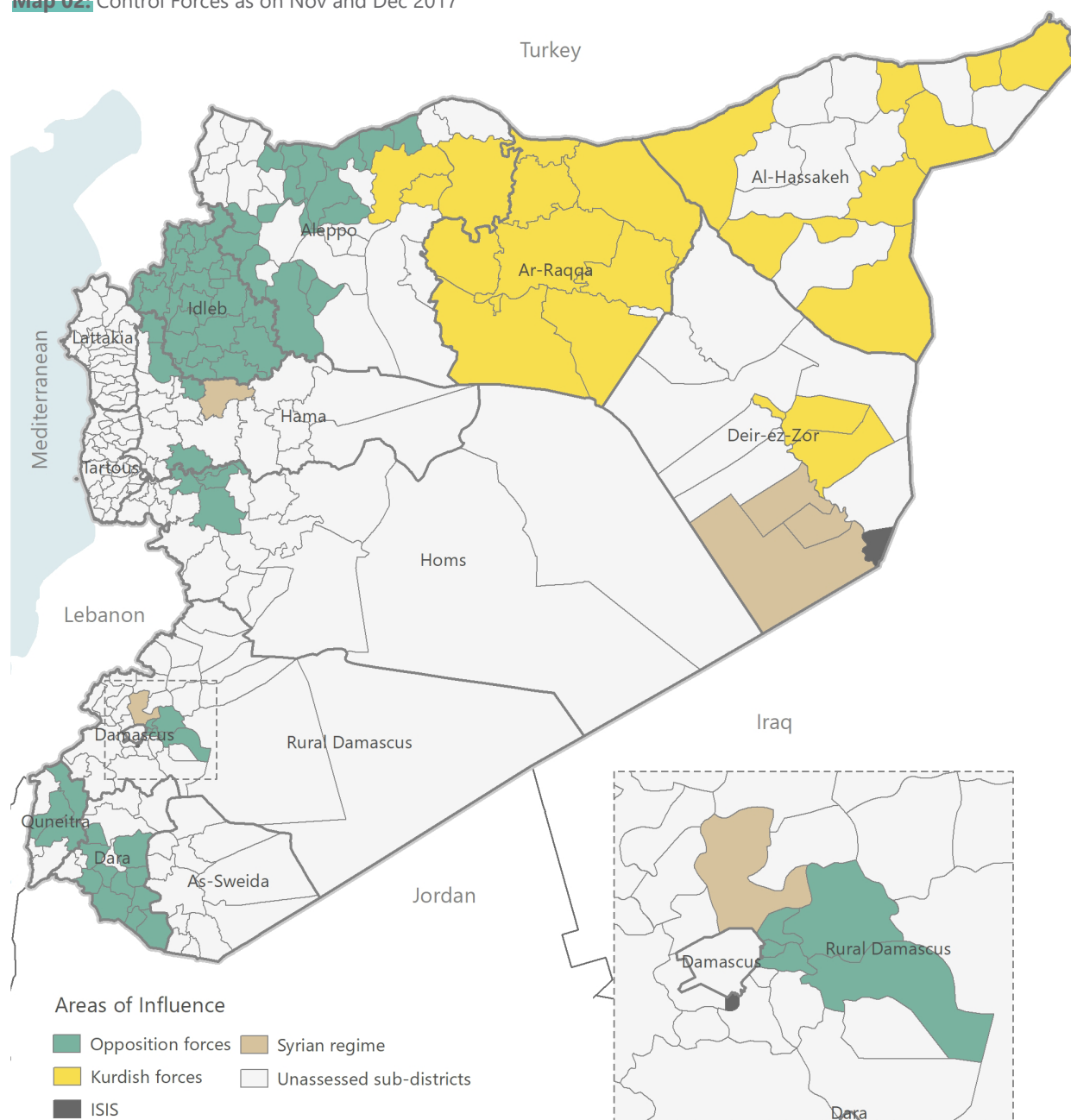
IMU enumerators have been working in AOGs-held areas for several years, and were able to collect the data. No difficulties were encountered by the enumerators because MoUs were signed with EDs in these areas.

Access to ISIS-held areas is considered difficult because of the controlling forces or the siege imposed on them. IMU enumerators have been working in these areas for several years, and were able to collect the schools data under cover as they have relations with teaching and administrative cadres of these schools, or through field visits to the school when possible.

Kurdish-held areas are considered accessible. IMU enumerators have been working in these areas for several years, and were able to collect the schools data covertly due to the lack of MoUs with the EDs in these areas. The enumerators collected the data through interviewing the teaching and administrative cadres of these schools, or through field visits to the school when possible.

3. Euphrates Shield: This area is located in the northern part of Aleppo governorate, in northwestern Syria. It is bordered to the north by the Syrian-Turkish border, to the south by the Syrian regime, and to the west and east by Kurdish-held areas of Afrin and Ain al-Arab respectively. This area includes eight sub-districts in three districts of Jarablus, Al Bab, and Azaz. The area of the eight sub-districts is approximately 2,328 km², the largest sub-district being Al Bab at 489 km², and the smallest being Suran at 167 km².

Map 02: Control Forces as on Nov and Dec 2017



03: Data Collection and Reporting Process

Data collection. With its newly expanded team, IMU enumerators⁴ were able to cover up to 4,079 schools, both: functional and non-functional. IMU enumerators were able to collect data in different areas of control, which enables us to present a comprehensive picture of the situation of education outside of regime-held areas in Syria. The largest number of assessed schools was in AOGs-held areas because ACU had signed Memorandums of Understanding (MoUs) with the Education Directorates (EDs) in these areas. These MoUs proved to be effective in facilitating the enumerators' access to schools and their official records.

By mid-October 2017, a school questionnaire was designed, along with four new perception surveys aimed at further exploring the situation of education and offer a view of education as seen by different groups. In November 2017, enumerators were trained to administer the questionnaire and perception surveys, in a 5-days online training course (conducted via Skype for Business). A total of 20 training hours was provided to the enumerators. The enumerators were engaged in the process of fine-tuning the assessment tools and improving tools' clarity and relevance.

4. IMU has at least one enumerator (male/female) in each sub-district to be responsible for collecting data for different products and services that IMU provides and for the projects that IMU implements. They are normally selected as per the academic qualification, knowledge of the area, relationships and experience of working in the humanitarian field.

The data collection process started in late November 2017 and lasted two months. Data cleaning, data quality assurance, data analysis, map design and report writing (Arabic and English editions) was completed in April 2018. The report was shared with the donor on April 9, 2018 for review and approval for dissemination.

04: Assessment Tools

For the assessment of schools, the IMU developed a structured questionnaire and four perception surveys. These tools were developed in three phases:

- **Phase 1:** IMU produced an initial draft of the questionnaire covering a broad range of issues related to the status and needs of schools in Syria. The questionnaire was based on a questionnaire previously used for the 3rd "Schools in Syria" report (2016/2017). The questionnaire took into account feedback from various stakeholders and received during an IMU conference in July 2017. In the design of the questionnaire, the IMU also took into consideration lessons learned from the previous three assessment reports.

Four new perception surveys were developed for students, their parents, teachers and school principals to further explore the situation of education and offer a view of education as seen by these groups. The perception surveys were inspired and informed by the methodology of the Humanitarian Needs Overview (HNO), and the perception surveys used in the EGRA/EGMA.

- **Phase 2:** The questionnaire was reviewed and adapted with assistance of the education cluster coordinators and the cluster members, and the donor. During this phase, new questions were added to the questionnaire to better assess the needs of schools.
- **Phase 3:** The assessment tools used in this survey were piloted in two schools in each of the 10 governorates included in this study. The IMU enumerators were also tasked on filling the perception surveys electronically in order to test them. Feedback from the enumerators was received by the IMU technical team and used to improve and revise the tools.

05: Enumerator training and data collection

IMU has a network of enumerators consisting of 113 researchers, each of them is assigned to one or more sub-districts according to the size of the sub-district population. Additionally, three coordinators, based in Turkey Office, provide organizational oversight and support to the enumerators assigned to various sub-districts in Syria. Each enumerator received a work plan stipulating the coverage of their data collection. The coordinators provided daily support to the enumerators during the data collection process. In cases when school suspension occurred, enumerators were asked to suggest alternative data collection plans with a larger daily school coverage (where possible). In instances where two schools operate from one building, data was collected from both schools within one data collection visit. During the conducted school visit, enumerators accompanied by the school admin staff, took a tour in the school and checked school records. Perception surveys with students and teachers were conducted during the breaks between lessons to minimize disturbance to the time meant for learning.

IMU enumerators were trained to administer the questionnaire and perception surveys. The training for enumerators was 5-days and was conducted online via Skype for Business. Enumerators received the total of 20 hours of training. The collected data was recorded electronically through KoBo Collect. The process of data collection included:

- The **school questionnaire** was administered to school administrative staff, educational offices of Local Councils in the sub-district, students' parents and other stakeholders in the education sector. Information collected included the controlling force, security issues, school information, teachers' related issues, students' (including these with special needs and orphans) related issues, school supplies (textbooks, school bags, meals) and priorities of the assessed school. To complement the KIs, enumerators conducted field observations and reviewed official school records (such as the attendance registers).
- The **student perception survey** collected information from students regarding safety at school, caregivers at home, meals (before or during school hours) and commitment to school. IMU enumerators surveyed between five to ten students from each school. Five learners were surveyed in smaller schools. Up to ten learners were surveyed in larger schools. Surveyed learners were selected randomly from within school community and included students of different age groups, male and female students; and IDP students. IMU enumerators conducted perception surveys with 14,154 children aged between five and seventeen years old, in schools in nine governorates, except of Deir-ez-Zor. 46 percent of surveyed learners were female and 54 percent were male. 78 percent of the surveyed learners were of the host community and 22 percent were IDPs.
- In administering the **parents' perception survey**, enumerators interviewed random sample of parents who have school-age going children. They were tasked with surveying members of society from different socio-economic status and in different locations, conducting perception surveys with 6,338 individuals across nine governorates, except of Deir-ez-Zor (28 percent were females, 72 percent were males; 78 percent were host community, 22 percent were IDPs). The survey collected information on commitment to school, reasons for not sending their children to school (if any), equality in dealing with IDPs and host community, used and preferred curricula and a comparison between the current education system and that of pre-2011.
- IMU enumerators conducted **teachers' perception surveys** with three to five teachers who were available during each school visit. In areas where education was stopped, teachers were interviewed in their homes. IMU enumerators conducted perception surveys with the total of 8,757 teachers across nine governorates, except of Deir-ez-Zor. 45 percent of surveyed teachers were females and 55 percent were males. Moreover, perception surveys were also conducted with some teachers in areas where the education was suspended as per 2 percent (166 teachers) of the total surveyed teachers. The survey collected information on training and courses on education in emergency, bullying, feeling safe at schools, effects of war on students, dealing with students' diversity (IDPs, host community and students with special needs), dealing with the lack of school supplies and services, salaries and incentives, curricula and problems of students including but not limited to psychological problems of fear, anxiety and loneliness along with problems related to students' performance like low marks, absence from schools and it related reasons.
- **School principals' perception survey** was conducted with 2,597 head teachers and deputy head teachers of functional schools. 15 percent of the surveyed head teachers were females and 85 percent were males. The principals' perception survey collected information on receiving training and courses on emergency school management, evaluating teachers' performance, teachers' and learners' daily attendance, drop out, parental meetings and problems the school is facing.

06: Data management and analysis

Enumerators filled the questionnaires electronically using KoBo Collect. Coordinators, who were responsible for research oversight encoded the data into an Excel database. Data analysis team proceeded with data cleaning and validation to find and correct any odd or missing values. After data cleaning, the IMU data analysis team proceeded with data visualization, generating tables, graphs, and crosstabs. Tools such as Dax, Arc GIS, Adobe Illustrator, Adobe InDesign and Adobe Photoshop were used to generate visual interpretation of the collected data. The first draft of the report was written in Arabic and was later translated to English. Both editions of the report undergo internal and external Quality Assurance.

07: Data Limitations:

During the research process, a number of challenges were experienced. These challenges are presented below to explain data limitations.

• Access to schools

Some schools in Idleb, Aleppo, Hama, Rural Damascus, Al-Hasakeh, Ar-Raqqa and Deir-ez-Zor, due to the security situation and/or lack of clearance to enter schools, were unreachable for the enumerators.

Although ACU signed MoUs with the EDs of SIG, some school principals did not allow the IMU enumerators to access their schools. This required intervention of the Educational Assemblies (EAs) or education offices in Local Councils (LCs) to facilitate enumerators' entry to schools. In some areas, where the controlling forces did not approve the data collection, the enumerators relied on personal relationships to conduct KIs.

• Enumerators:

Some of the IMU enumerators found the workload difficult to manage. Perception studies were conducted for the first time in this edition of the report, which required the enumerators to deal with a larger workload than in the workload they have experienced while working on data collection for the previous editions of the report. In some areas, the distance between schools and transportation fees limited the enumerators' mobility. Far distance to schools required the ACU to enlarge data collection team in sub-districts with a large number of schools. Transportation costs were reimbursed based on the distance to schools. Despite ACU efforts to correctly allocate enumerators to the locations with large number of schools, some schools (mainly in the eastern governorates) were not reached.

• Security:

The security situation and an escalation of bombardment and clashes in Aleppo, Idleb, and Eastern Ghota delayed the process of data collection. In Idleb, schools were suspended for the period of 10 days. Schools in Aleppo went on strike as the result of the kidnapping of the manager of Aleppo ED. In Eastern Ghota, school hours were reduced due to deteriorating security situation and escalated military actions. This shortened the time the enumerators could spend in schools for data collection purposes and allowed the enumerators to reach only 2 schools per day.

More details about the challenges experienced by the enumerators are presented in the Table 3 below:

Table 04: Limitations experienced by enumerators

No.	Governorate	Limitations/Notes
1	Idleb	<ul style="list-style-type: none"> The education process was intermittent in Idleb between 15th of December 2017 till 15th of January after the deterioration of the security situation, bombing and clashes in southern and eastern Idleb countryside and the large displacement waves from Maarat An'Numan, Kafr Nobol, Sanjar, Saraqeb and other communities occurred. Therefore, the data collection was temporarily suspended and resumed when the schools resumed functioning.
2	Aleppo	<ul style="list-style-type: none"> The enumerators in Tall Ed-daman sub-district worked under extremely hostile conditions due to clashes and shelling. Several schools were bombed during the period of the data collection
3	Hama	<ul style="list-style-type: none"> Clashes between the Syrian regime and ISIS forces were ongoing, with the advance of the Syrian regime to sub-districts and the advance of ISIS forces to sub-districts in the governorate. The data was collected from the areas that were out of control of the Syrian regime in Madiq Castle, Ziyara, Suran, Kafr Zeita, Harbanifse sub-districts, where most of the schools are non-functional. The data was not collected from Hamra and Oqeirbat sub-districts after the Syrian regime seized control over them.
4	Homs	<ul style="list-style-type: none"> No limitations
5	Rural Damas-cus	<ul style="list-style-type: none"> Data collection was ongoing, but the education process was suspended due to the fierce military campaign launched against the Eastern Ghota. Some administrative staff are attending only in some schools. IMU enumerators were trying to get the data through visiting the EDs and contacting school principals. Data collection was over in Nashabiyeh, Yalda, Babella, Beit Sahm, Hajar Aswad, Tadamon, Qadam sub-districts. Many schools were targeted during the period of data collection - the last targeted school was in Arbin sub-district on the 8th of January 2018.
6	Dar'a	<ul style="list-style-type: none"> No limitations
7	Quneitra	<ul style="list-style-type: none"> No limitations
8	Al-Hassakeh	<ul style="list-style-type: none"> Security limitations encountered by some enumerators in assessed sub-districts. The enumerators worked undercover.
9	Ar-Raqqa	<ul style="list-style-type: none"> Data collection was completed, and the enumerators worked undercover due to the security situation.
10	Deir-ez-Zor	<ul style="list-style-type: none"> Ongoing clashes in Hajin and Abu Kamal sub-districts, IMU enumerators collected data from the schools, but most of them were non-functional. The enumerators worked undercover.



SECTION

02

GENERAL INFORMATION

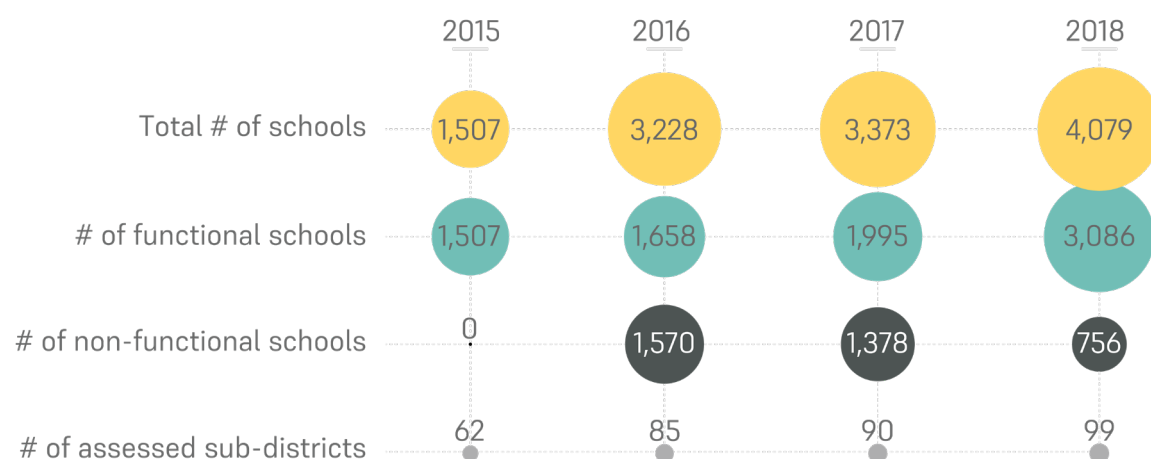
Since the start of the war, IMU has witnessed and monitored the deteriorating education sector in the country. Since 2015, the IMU issues “Schools in Syria” report to help education partners understand the challenges schools face and provide them with evidence for programming and advocacy for investments in education sector.

With the 4th edition of the “Schools in Syria” we present data from over 3000 schools, 2,597 head teachers, 8,757 teachers, 14,154 learners and 6,338 parents.

01: Number of the assessed schools

This edition of the "Schools in Syria" Report incorporated 3,086 functional schools (80 percent of the total schools assessed) across 99 sub-districts (see Note 1 above).

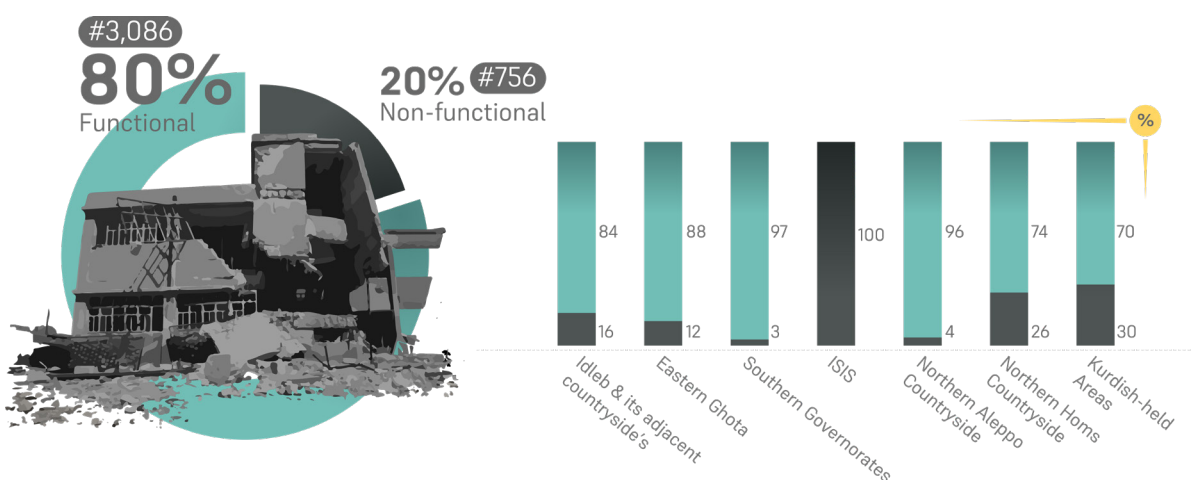
Figure 01: Coverage change through the four editions of "Schools in Syria" Report



02: Relationship between the controlling forces and the functioning schools

The highest percentage of functional schools (97%) was in the southern governorates (Dar'a - Quneitra), controlled by AOGs. The second highest percentage of functional schools (96%) was in northern Aleppo countryside, under the control of Turkey-backed AOGs. None of the schools in ISIS-held areas were found functional.

Figure 02: The percentage of functional and non-functional schools

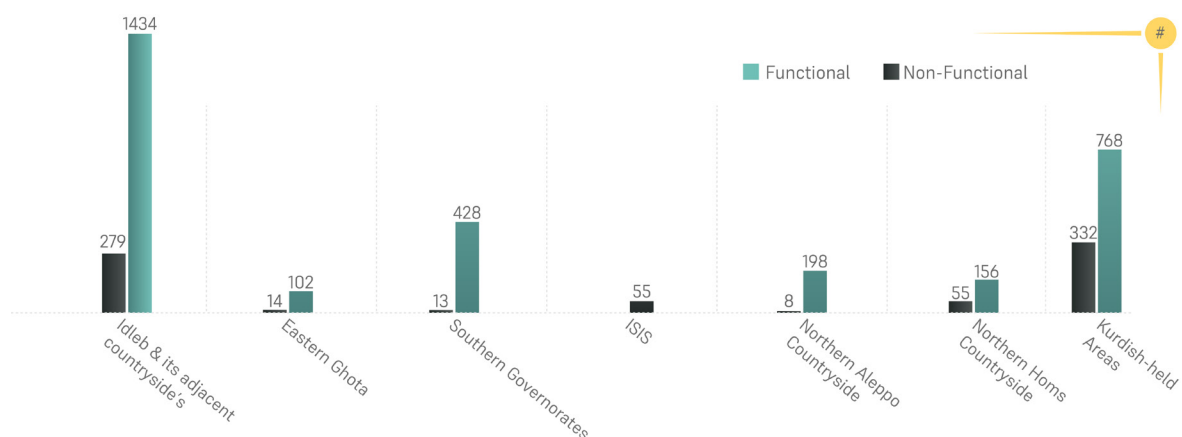


The number of schools that were found functional was 3,086 (80% of the surveyed schools). The highest percentage of the functional schools was 97 percent (428) in Dar'a and Quneitra governorates, of the total assessed schools. There were 13 non-functional schools in the southern governorates (three percent of the total number of the assessed schools). The distribution of these schools was as follows: 3 schools in the Quneitra governorate and 10 in the Dar'a governorate. Despite the deterioration of the security situation in Eastern Ghota, this area ranked third in terms of percentage of functional schools. At the time of data collection the percentage of functional schools in Eastern Ghota was 88 percent (102 schools), out of the 116 schools included in the survey. The highest number of the non-functional schools were found in Arbin and Kafr Batna sub-districts, totaling 12 percent (14 schools). It is important to note, that in April 2018 (after data has been collected for this report) this area undergone military offensive and was sieged by the regime. The total number of functioning schools after the siege is not known.

None of the 55 assessed schools in ISIS-held areas of Deir-ez-Zor and Hajar Aswad was found functional. In the areas under Kurdish Forces control, 332 schools were found non-functional. This represents 30% of the total schools in this area.

In northern Homs countryside controlled by AOGs, 26% of the assessed schools (55 schools) were non-functional.

Figure 03: Number of functional and non-functional schools by control forces



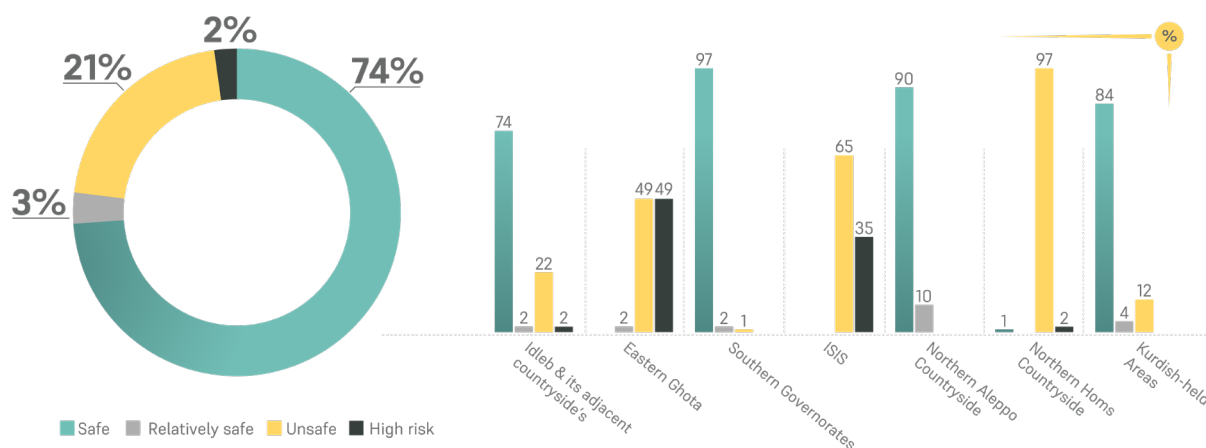
03: Security situation of the assessed schools

The security situation of the assessed schools was divided into four levels: safe, relatively safe, unsafe, and high risk.

- For the purpose of this report, schools were considered to be "safe" when the educational process did not endanger learners' life (e.g. if the sub-district in which the school exists is not being shelled, is located far from the frontlines, etc.). This definition of the "safe" schools does not match the international standards (INEE, the Safe Schools Declaration) of "safe schools". The IMU team have judged that "safe schools" definition as per the international standards is not applicable in the Syrian context, by which the majority of schools included in this study would not be ranked as safe. In this judgement, the IMU team have rather adopted and are closer to the judgement of Syrian parents, who see the schools "safe" enough to allow their children to attend.
- For the purpose of this report, schools were considered "relatively safe" if the sub-district wasn't subject to shelling and was far from the frontlines of military engagement but was subject to shelling once before, making it possible that the school will be targeted again.
- For the purpose of this report, schools were considered "unsafe" when facilities were located in vulnerable-to-shelling sub-districts or were close to the frontlines. For a school to be located in an unsafe sub-district, it may be subject to the military operations and students may be targeted on the way to and from school or while at school.
- For the purpose of this report, schools were classified as "high risk" if they were subject to shelling in the past and were located in a sub-district close to the frontlines of active military engagement.

Results showed that 74 percent of the schools included in this analysis⁵ (2,843 out of 3,842 schools) are considered safe. 21 percent of the surveyed schooled are considered unsafe, three percent are considered relatively safe, and two percent are at high risk.

Figure 04: Snapshot of security situation of the assessed schools



At the time when data was collected, 97% of schools (428 schools) in Southern Governorates (Dar'a and Quneitra) were found safe. In Northern Aleppo countryside, 90% or 185 schools, were considered safe. In Kurdish-held areas, 84 percent (872 schools) were considered safe, and in Idleb (and its adjacent countryside), 74 percent (1,156 schools) were considered safe.

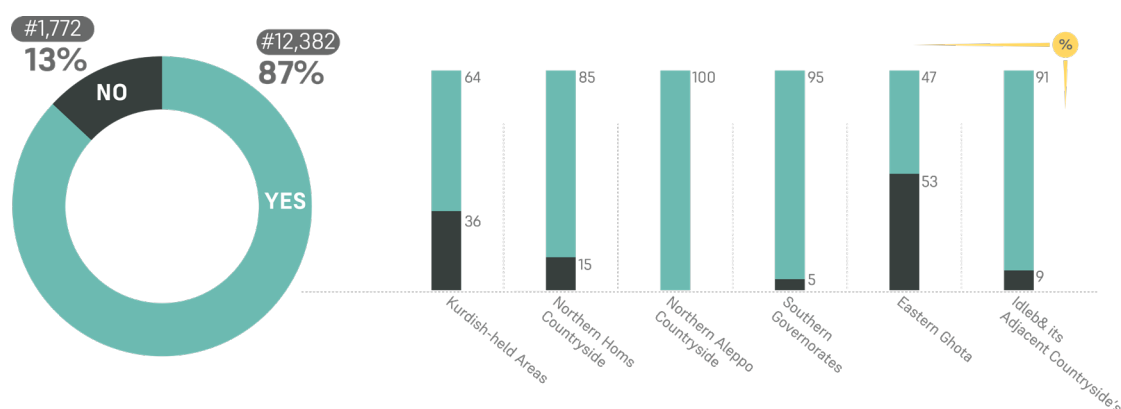
No safe schools were found in Damascus Eastern Ghota and northern Homs countryside. The results of the study showed that forty-nine percent of schools in Eastern Ghota are classified as high-risk schools, 49 percent as unsafe schools, and 2 percent as relatively safe schools. Meanwhile, 97 percent of the assessed functional schools in northern Homs countryside are classified as unsafe schools.

Despite the fact that 88 percent of schools in Eastern Ghota and 74 percent of schools in northern Homs countryside are functional, the schools in both of the mentioned areas are subject to regular shelling.

04: Perception survey: Feeling safe at schools

The students' perception survey found that 13 percent of the surveyed students (1,772 students)⁶ stated that they don't feel safe at school. However, 40 percent of surveyed teachers (3,494 teachers) shared that their students have expressed fear of being unsafe at their schools.

Figure 05: Students' perception on safety in schools



5. See Note 1

6. IMU enumerators conducted perception surveys with 14,154 students aged between 5 and 17 years old in and out of schools in 9 governorates. 46 percent of them were female and 54 percent were male. 78 percent of the surveyed students were of the host community and 22 percent were IDPs.

Map 03: Percentage of bombed/shelled schools by sub-district

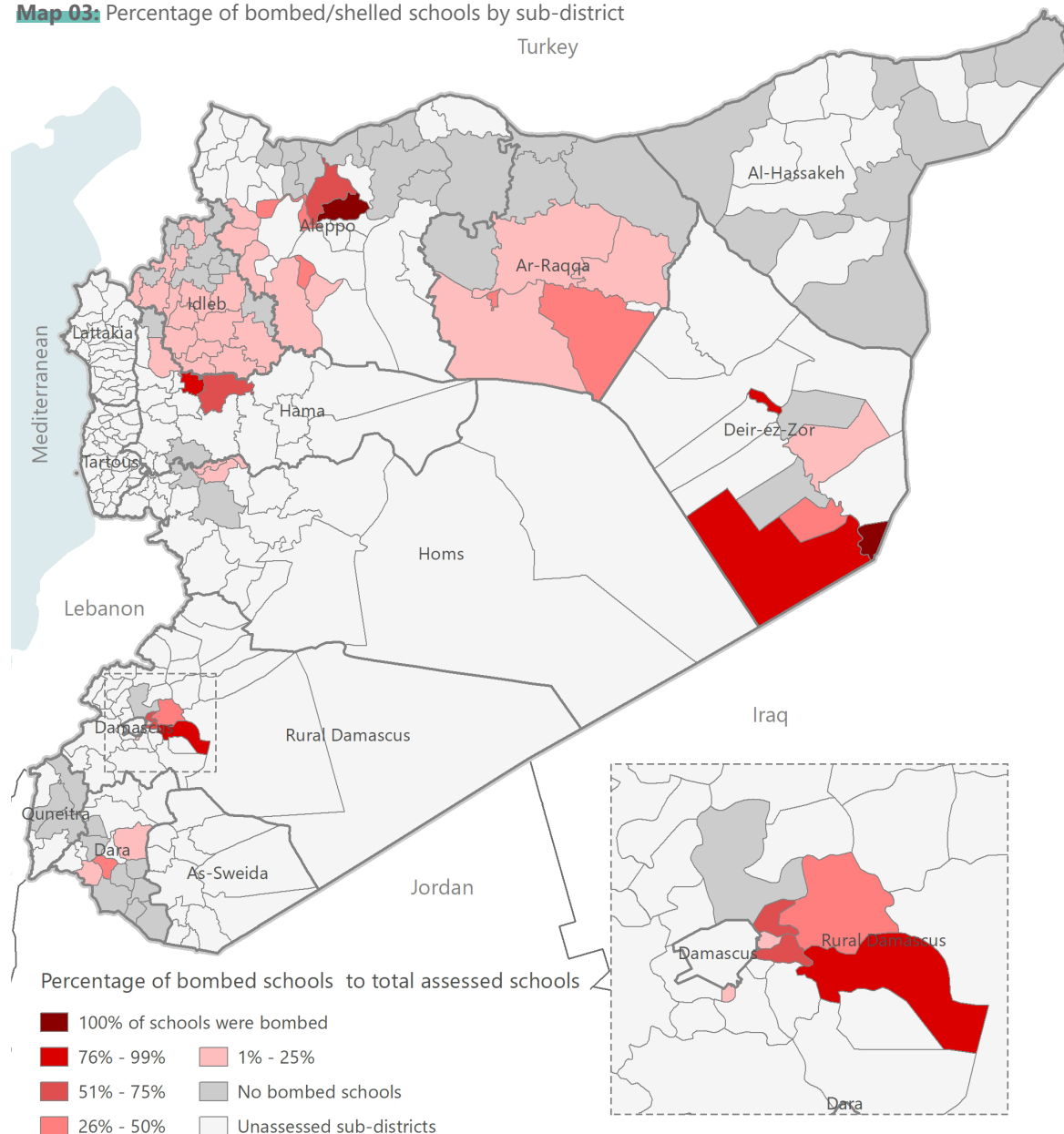
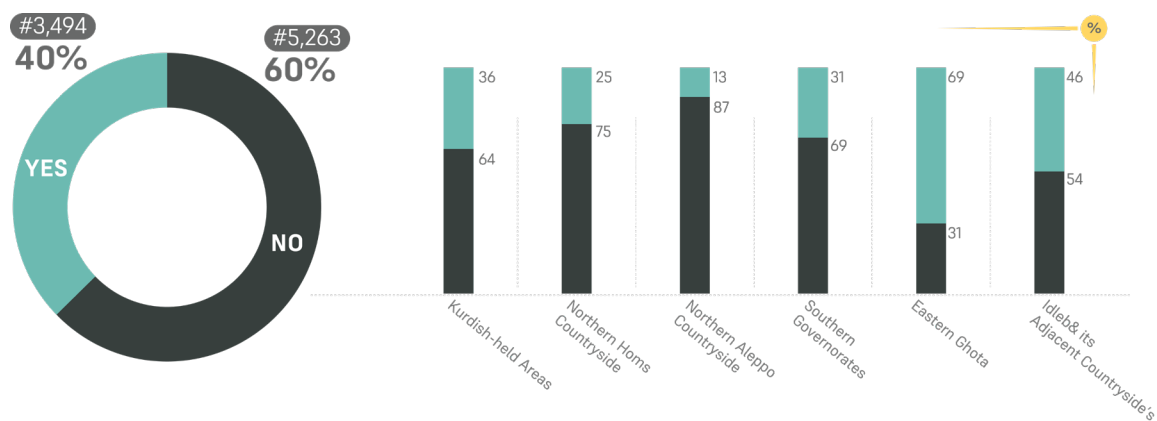


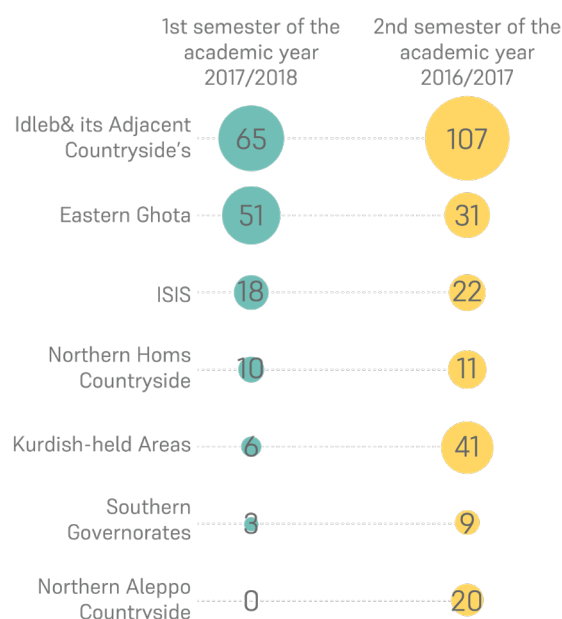
Figure 06: Number/ percentage of students sharing with teachers concerns about being unsafe



Between the second semester of the academic year 2016/2017 and the first semester of the academic year 2017/2018, it was found that the bombing operations were decreased within all areas included in this research, except for Eastern Ghota in Rural Damascus governorate where bombings have increased.

In northern Aleppo countryside, no attacks on schools were recorded during the first semester of the academic year 2017/2018. Likewise, Idleb and its nearby villages, the southern governorates, and the areas under control of the Kurdish forces, have seen a decrease in attacks. Eastern Ghota, however, saw an increase in attacks. 44 percent (51 schools) in Eastern Ghota were subject to bombardment and shelling.

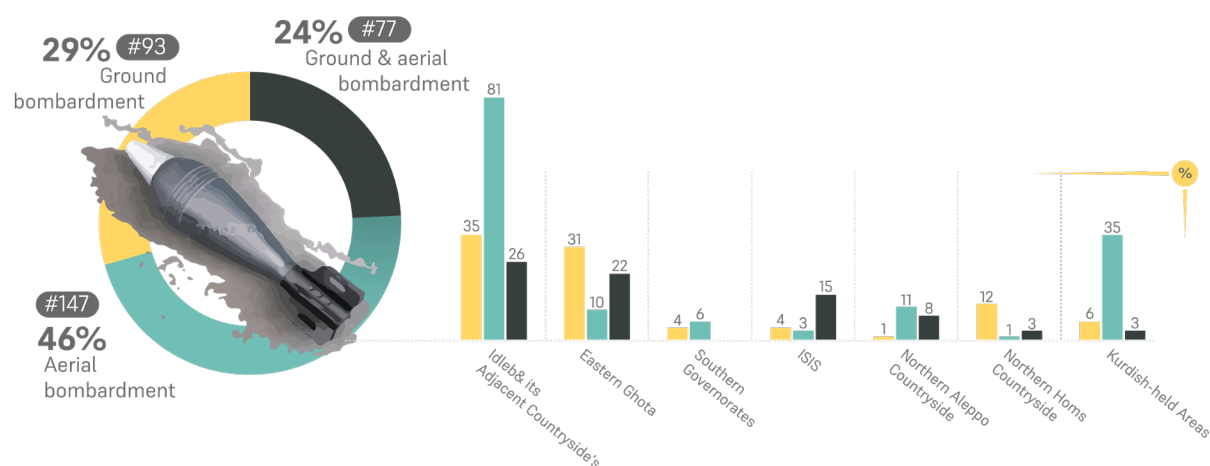
Figure 07: A comparison of bombing operations on schools between two school semesters



05: Type of bombardment / shelling on the schools

317 of the total number of the assessed schools have been subject to bombardment since 2017. 46 percent (147 schools) were subject to aerial bombardments, 29 percent (93 schools) were subject to ground bombardment (shelling) , and 24 percent (77 schools) were subject to both aerial and ground bombardment (shelling).

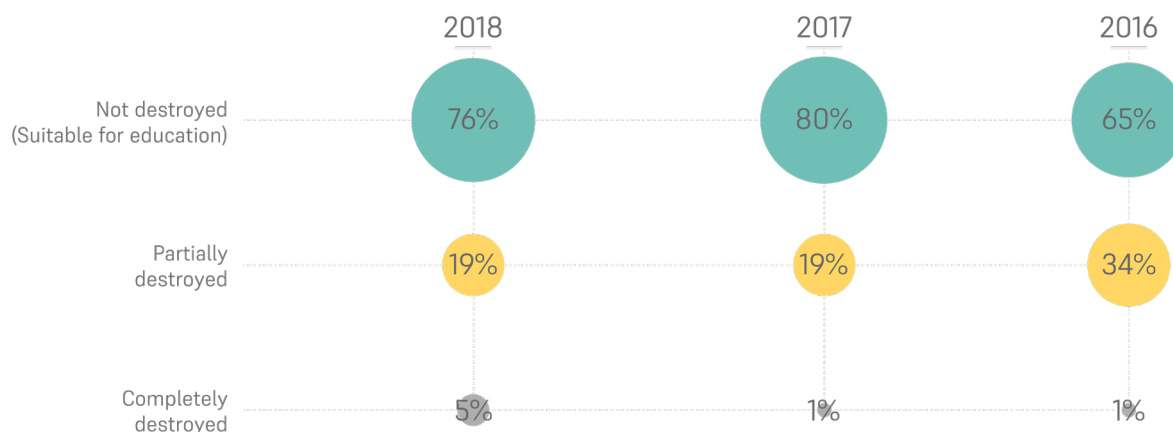
Figure 08: Type of Shelling / bombardment on the schools



06: School building conditions during three consecutive years

In comparing data collected for previous “Schools in Syria” reports, it was found out that 65 percent of the total number of the assessed schools were not destroyed (suitable for education) in 2016, in comparison with 80 percent of the assessed schools that were not destroyed in 2017, with an increase of 15 percent, whereas 76 percent of the assessed schools were not destroyed in 2018, with a decrease of 4 percent. 34 percent of the assessed schools were partially destroyed in 2016, in comparison with 19 percent of the assessed schools that were partially destroyed in 2017 and 2018, with a decrease of 15 percent. Simultaneously, one percent of the assessed schools were completely destroyed in 2016 and 2017, in comparison with 5 percent of the assessed schools that were completely destroyed in 2018 with an increase of increased 4 percent.

Figure 09: Comparison of the school buildings` condition during three consecutive years



►SECTION

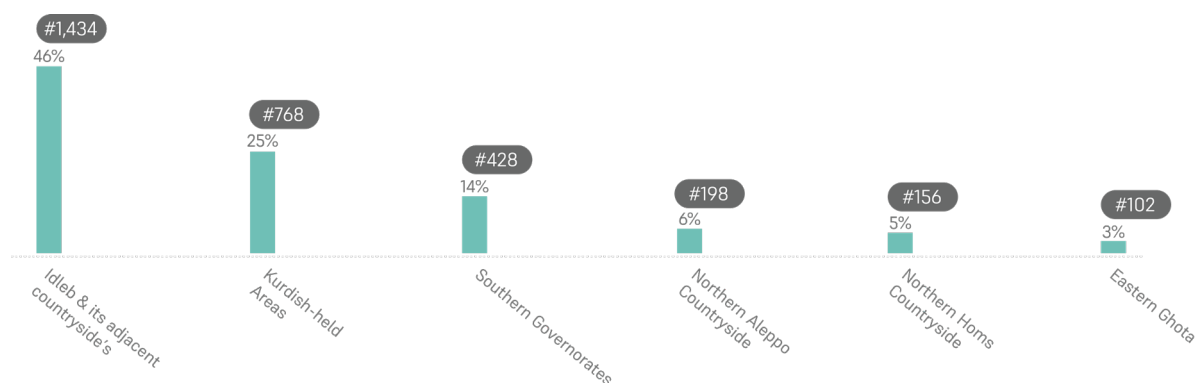
03

FUNCTIONAL SCHOOL BUILDINGS



Data was collected in areas under regime and outside of the regime-held areas. The data that was collected in the regime-held areas was excluded from this analysis as it was not presenting a just picture of the situation of schools in these areas (only a small number of schools were accessed, majority of which were non-functional). The highest concentration of functional schools assessed were found in the Idleb governorate and its countryside areas connected with rural areas in the Aleppo and Hama governorates, whereas, the lowest concentration of functional schools was found in Eastern Ghota, Rural Damascus.

Figure 10: Number/ percentage of the distribution of the assessed functional schools



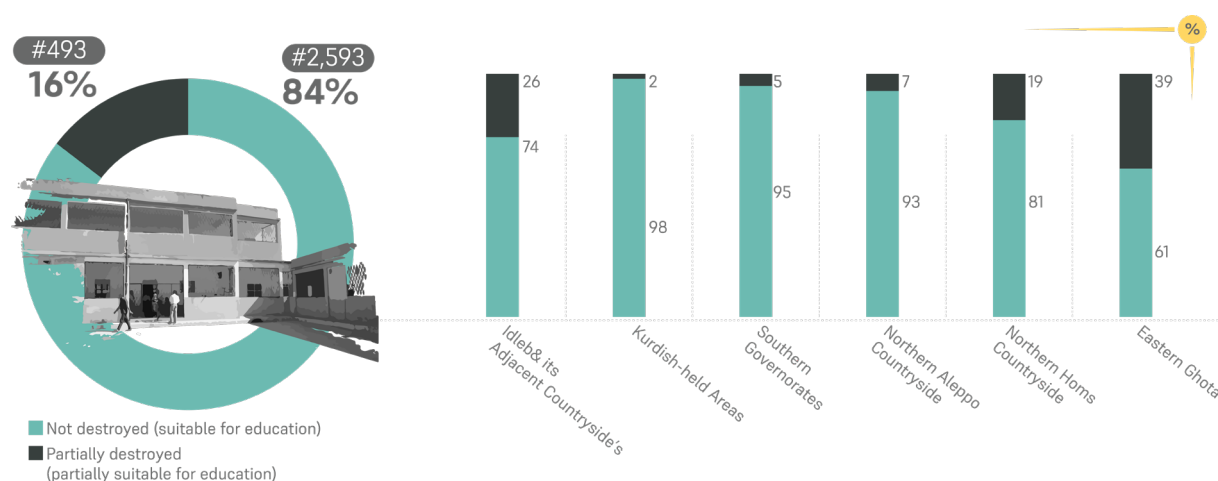
In Idleb governorate and rural areas of Aleppo and Hama governorates the highest number of functional schools was found: 1,434 schools (or 46% of the total assessed functional schools).

In Kurdish-held areas in the Al Hasakeh governorate, as well as parts of Ar-Raqqa, Deir-ez-Zor, and Aleppo governorates, 25 percent (768 schools) of the assessed functional schools were found. The highest number of non-functional schools were also found here.

In southern governorates, 14 percent (428 schools) of the total assessed functional schools were found, this represents 97 percent of total schools in the area.

01: Status of school buildings

Figure 11: Percentage of functional school buildings` status

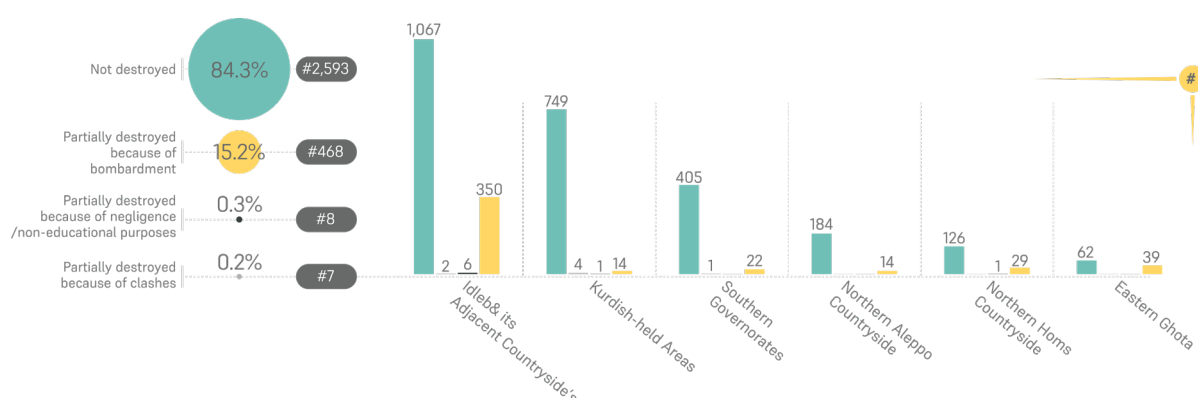


The results of the study showed that 16 percent (493 schools) of the assessed functional schools were partially destroyed. The highest percentage of partially destroyed schools was reported in Eastern Ghota of Rural Damascus. This represents 39 percent of the total of the assessed functional schools. The number of the partially destroyed functional schools reached 18 in the sub-district of Duma. Similarly, the number of partially destroyed schools in Kafr Batna reached 18 schools.

In Idleb and its countryside, 26 percent of the total number of the assessed functional schools were partially destroyed. The majority of these schools was found in the southern (Ma'arrat An Nu'man district) and the central districts (Idleb and Ariha districts). The percentage of functional but partially destroyed schools in Kurdish-held areas is 2 percent, most of which were in Ar-Raqqa governorate.

02: Reasons behind schools building destruction

Figure 12: Number/ percentage/reasons behind schools building destruction



Facilities of functional schools were classified into two types:

- Safe, not destroyed, and hence suitable for teaching purposes.
- Partly destroyed, and so partially suitable for teaching purposes.

This classification scheme highlights not only the degree of damage, but the reasons behind that damage:

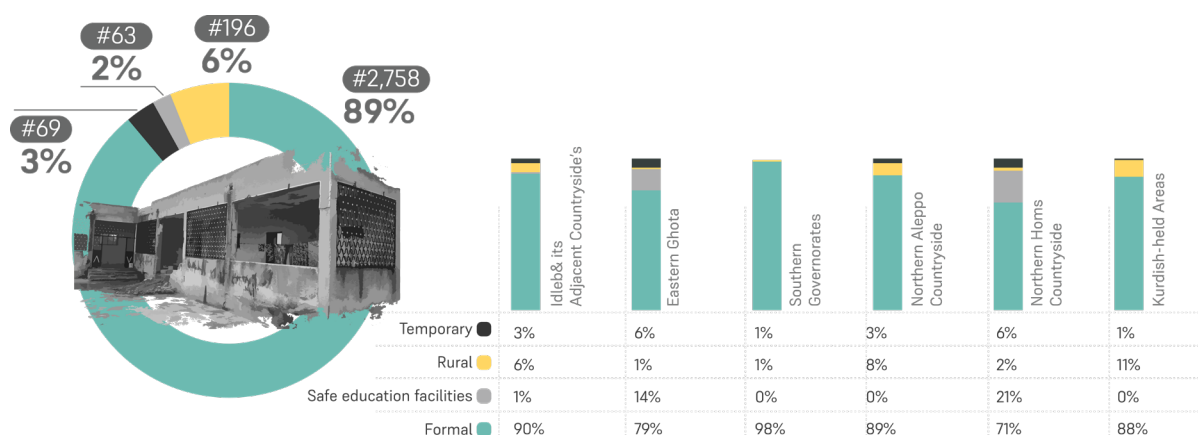
- Partial destruction because of aerial bombardments or shelling. These buildings require construction work including repair of openings in the roof and on the walls, and sometimes may require re-building large parts of the school building.
- Partial destruction due to clashes. This type of damage requires repair of the openings on the walls, and sometime reconstruction of the entire wall. Though, often the school building would not have been seriously affected.
- Partially destroyed due to neglect or non-educational usage. Some schools are often used as shelters for IDPs. This has impact on the quality of school facilities, especially bathrooms and floors. In some schools, classrooms are adapted into kitchen or toilets, for example. This type of damage requires rehabilitation of facilities.

The largest percentage of functional schools, partially destroyed due to shelling, was found in Eastern Ghata with 39 percent (39 schools). In Idleb and its related rural areas of Aleppo and Hama governorates, 25 percent or 350 schools were partially destroyed due to shelling. Two functional schools in Idleb suffered damage due to negligence or adaptation to non-educational usage.

Figure 13: Comparison of the status of the school building per controlling forces

03: Types of functional schools (formal - other)

Functional schools were classified into four groups: formal, rural, safe educational places, and temporary.

Figure 14: Types of functional schools

Formal schools are buildings that meet a specific set of standards:

- capacity of the building
- fenced open spaces for recreation
- toilets and water taps proportionate to the number of students in the school
- high ceilings and have several windows for ventilation
- wide corridors and stairways for ease of movement

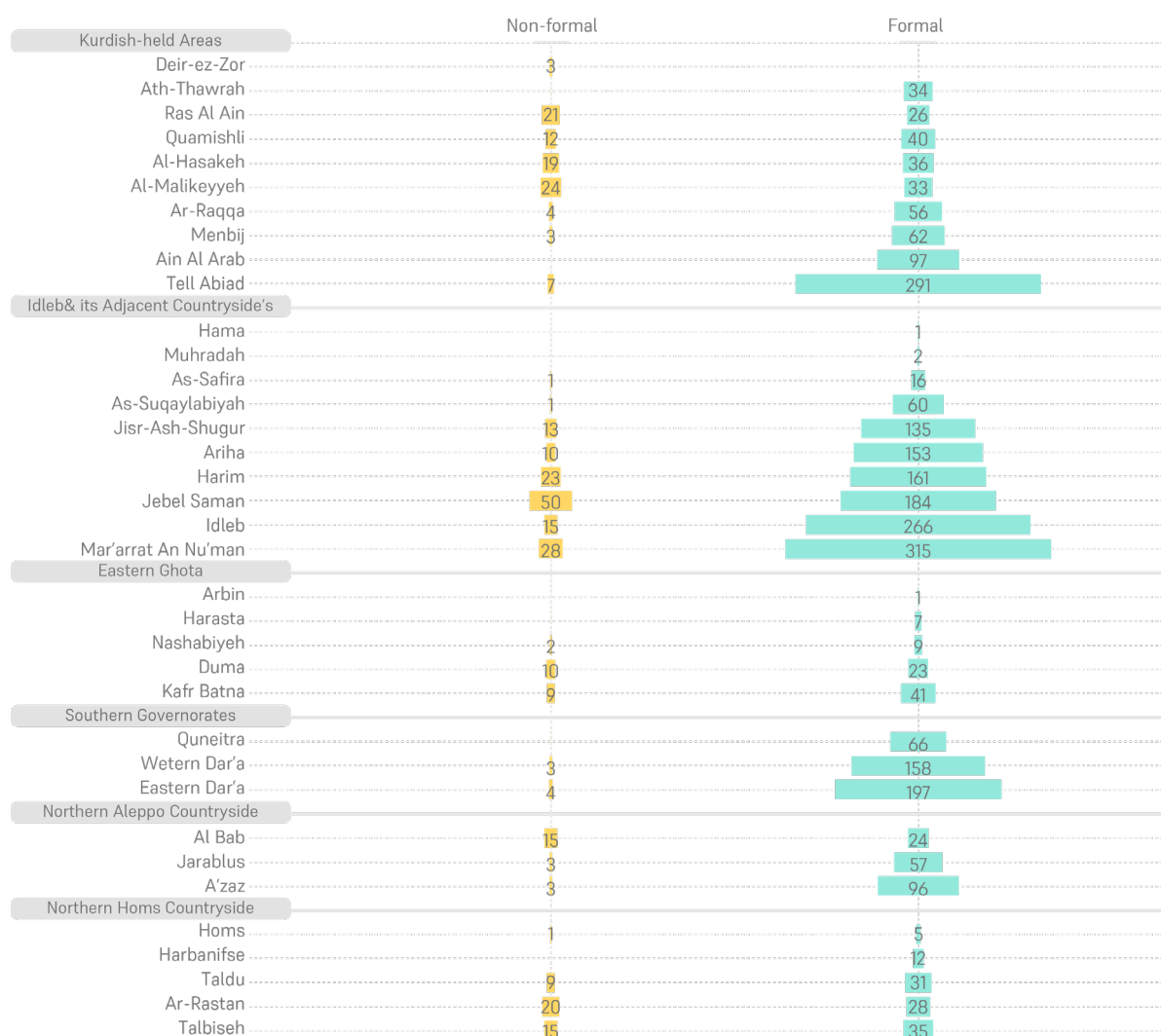
Rural, temporary, schools were introduced in Syria before the start of the war. Such schools were mainly found in small villages that did not have enough students to justify construction of a permanent building. These rural schools consist of several rooms inside a rural house, and are meant to accommodate primary learners.

In **rural schools**, students of different grades are usually grouped into a single classroom due to the lack of teachers and sufficient number of rooms. The assessment found that 11 percent of the assessed schools in Kurdish-held areas are **rural schools**. 8 percent of the assessed schools in northern Aleppo countryside are **rural schools**.

As a result of the Syrian war and its continued bombardment of public spaces, “safe learning places” were established. Often, these places are found in basements of city buildings, or in caves near villages. This type of schools keeps children safe in military hot spots, protecting them from the shelling and bombardment. Safe learning places are mostly found in the northern Homs countryside and Eastern Ghota, at 21 percent and 14 percent, respectively.

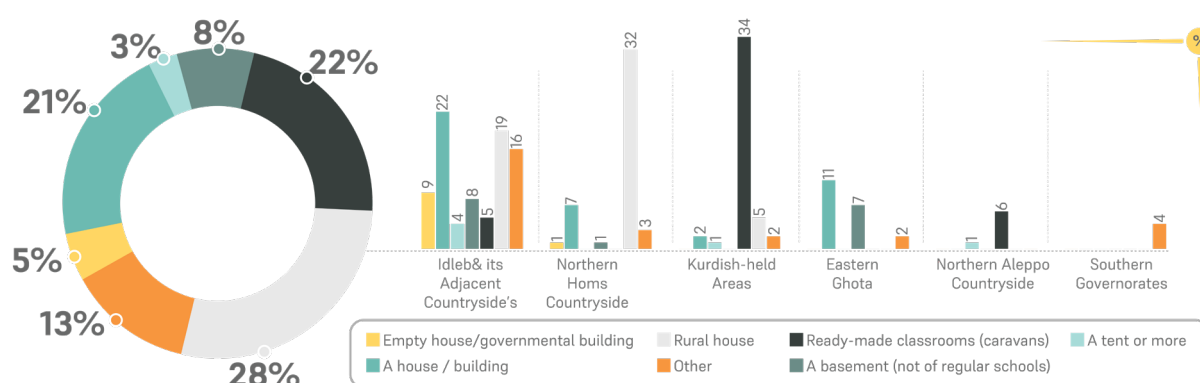
The continued displacement of civilians as a result of the ongoing war has led to the emergence of **temporary schools**, catering to IDPs in places where they may have to stay or live. These schools often take the form of **tents** or **caravans**. Sometimes a room in a centrally located house is set up as a school for children in these IDP communities.

Of the functional schools assessed in this study, 89 percent (2,758 schools) were formal school buildings. Rural schools accounted for six percent (196 schools), while two percent (63 schools) were classified as safe educa-

Figure 15: Type of school buildings per controlling forces

04: Types of buildings of non-formal education places

Before the war in Syria, there were two types of school buildings, formal school buildings, and rural buildings (rural schools). Due to the escalating dangers in regions struck by war, new types of school buildings were formed such as rural houses, tents, caravans, basement schools. 28% of non-formal education spaces are in rural houses.

Figure 16: Percentage of non-formal educational places

With more and more students flocking to rural schools (which were designed to accommodate very few students), teaching staff have had to resort to grouping more than one grade into each classroom. This type of setup has spread in the northern countryside of Homs, where 73 percent of non-formal education places (32 schools) are rural homes accommodating multi-level learners. This type of setup was also found in the governorate of Idlib and its rural areas stretching from the governorates of Aleppo and Hama, in addition to Kurdish-held areas in the governorates of Al Hasakeh, Ar-Raqqqa, Deir-ez-Zor and eastern Aleppo countryside.

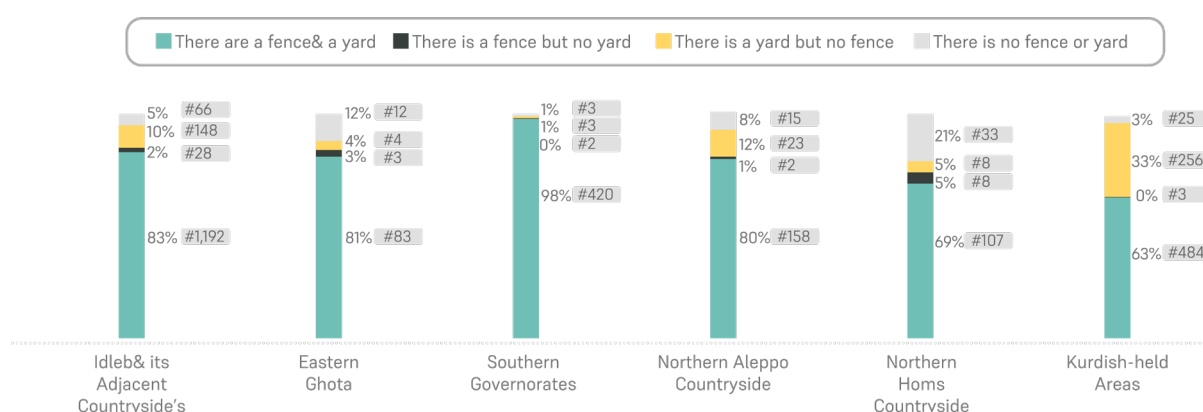
Caravans were the second most widely used type of non-formal education places. The highest number of caravan schools were found in Kurdish-held areas (34 schools, 77% of all schools). In the northern countryside of Aleppo, 86 percent of non-formal schools

(6 schools) were caravans. This type of educational space has also spread in Idlib and the rural areas.

In Eastern Ghota, the most widely used non-formal school setup was the story building (i.e. a building which is converted into a school). This type accounted for 52 percent of non-formal school facilities (11 schools). The percentage of safe learning spaces was 33 percent (7 schools).

In the Idlib governorate and its surrounding countryside, tents made up 5 percent (4 groups of tents) of these non-formal schools. It was noted that 13 percent of other types of buildings were used as non-formal schools. Some students were found to have been provided with part of a mosque for them to study at, whereas some were tutored in some group of shops. Sometimes, a room in an open farm would be adapted to teach students.

Figure 17: Number/ percentage of schools by the existence of school fence



Among the basic standards for formal schools is a schoolyard, a safe, open-air recreational area where students can spend the break time between lessons, practice sports, or carry out other non-classroom-based activities. The size of the schoolyard should be proportional to the number of students it caters for (i.e. based on the school capacity). The yard should also be surrounded by high walls to ensure that children are not exposed to external hazards. The results of this study show that 79 percent of schools assessed, mostly formal schools (2,444 schools), had walled off yards.

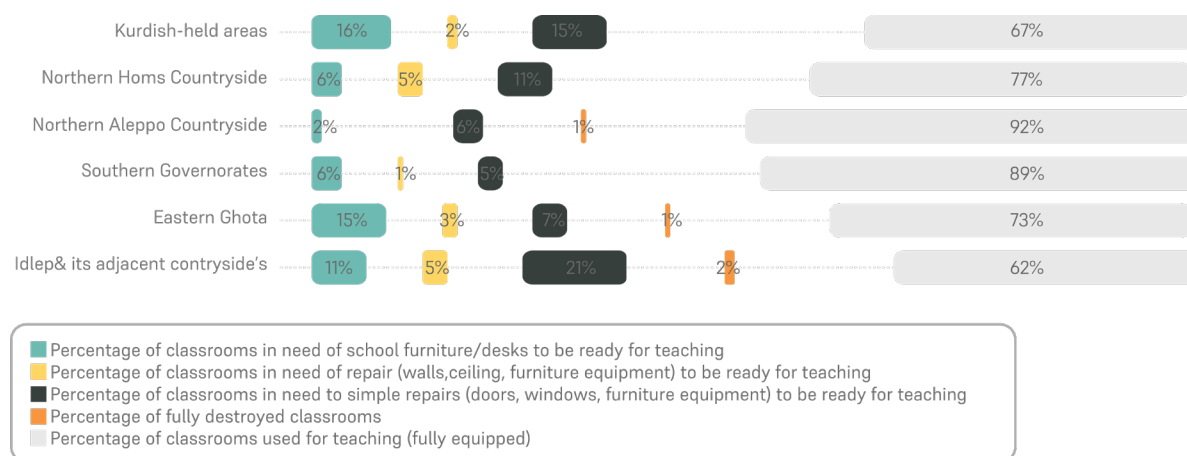
The study found out that 14 percent of the assessed schools, mostly rural schools (442 schools), had yards, but without surrounding walls. It was also found that 5 percent of the assessed schools (154 schools) had neither yards nor fences. The majority of these facility-like schools were in story buildings or safe learning places, mostly found in Eastern Ghota and northern Homs countryside.

05: Status of the classrooms

For the purpose of this study, classrooms deemed appropriately equipped for teaching and learning, are classrooms that have a chalk-board/whiteboard, desks and chairs available for all learners. A total of 34,717 classrooms were assessed. Of these classrooms, 69 percent (24,102 classrooms) were deemed properly equipped for teaching purposes. Eleven percent (3,701 classrooms) of classrooms lacked desks and chairs. 16 percent of classrooms (5,406 classrooms) were in need of simple repairs.

Three percent (1183 classrooms), of these classrooms were in need of major (constructional) repairs on their walls and ceilings, in addition to classroom furniture. This is while one percent of these classrooms (325 classrooms) were in such condition that it would be easier to rebuild them than renovate.

Figure 18: Percentage of classrooms status



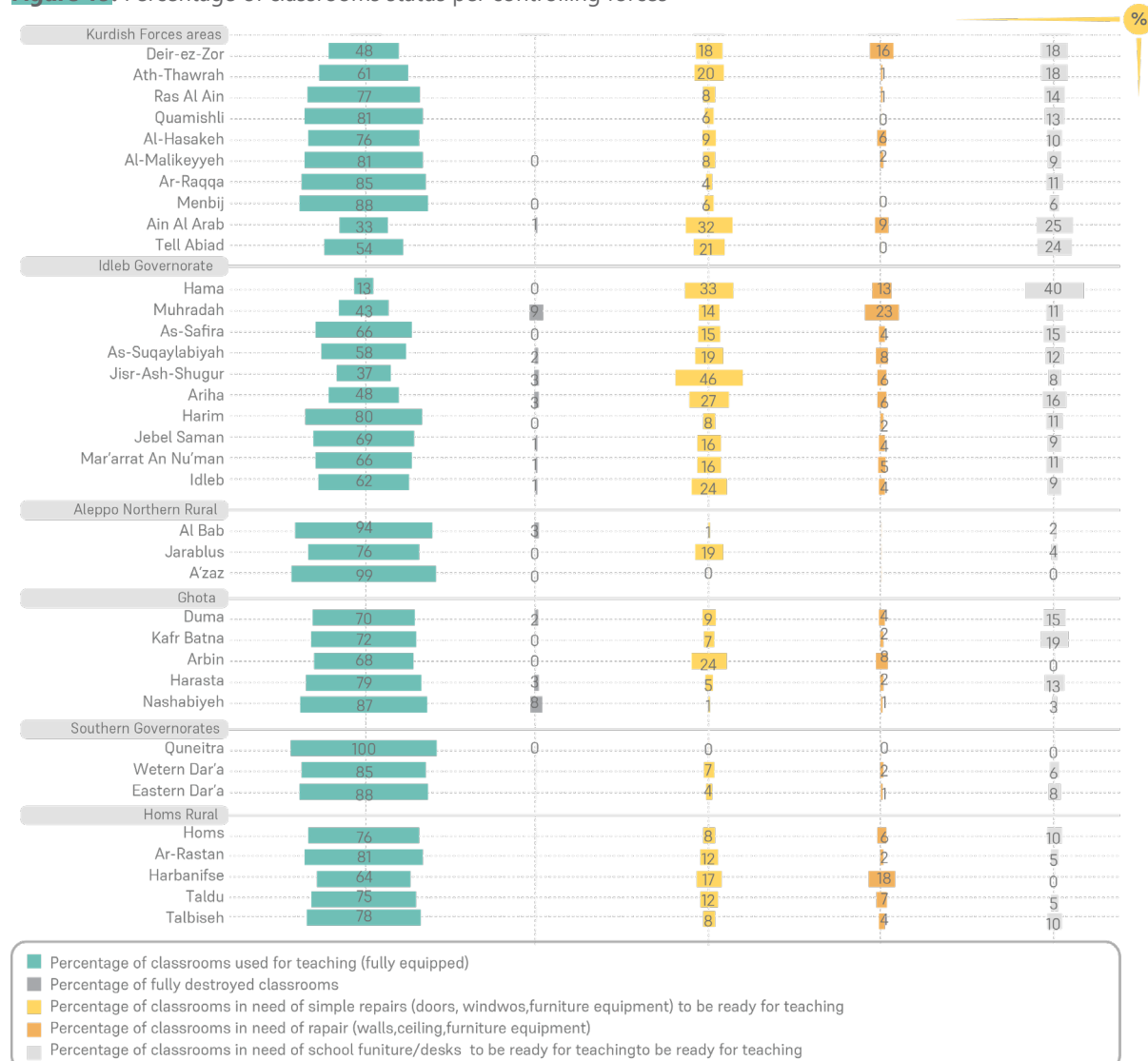
The highest proportion of classrooms fit for teaching and learning (92%) (fully equipped) was found in northern Aleppo countryside, where 1,643 classrooms are appropriately equipped. 6 percent (99 classrooms) in Aleppo countryside needed desks and chairs and simple repairs of windows and the doors to be ready for teaching and learning purposes.

The highest rate of destruction in the classrooms of the assessed schools was found in Idlib and its neighboring rural areas (stretching from the governorates of Aleppo and Hama). Classrooms in these areas have the following characteristics:

- 62 percent (10,918 classrooms) were fully equipped for teaching and learning purposes
- 11 percent (1,899 classrooms) needed to be equipped with desks and chairs
- 21 percent (3,761 classrooms) needed desks and chairs, and minor repairs of windows and doors
- 5 percent (839 classrooms) needed, in addition to desks and chairs, major repairs of their rooftops, ceilings, and walls
- 2 percent (266 classrooms) were completely destroyed and need to be rebuilt.

The percentage of the classrooms appropriately equipped for teaching and learning purposes in Kurdish-held areas is 67 percent (4,548 classrooms).

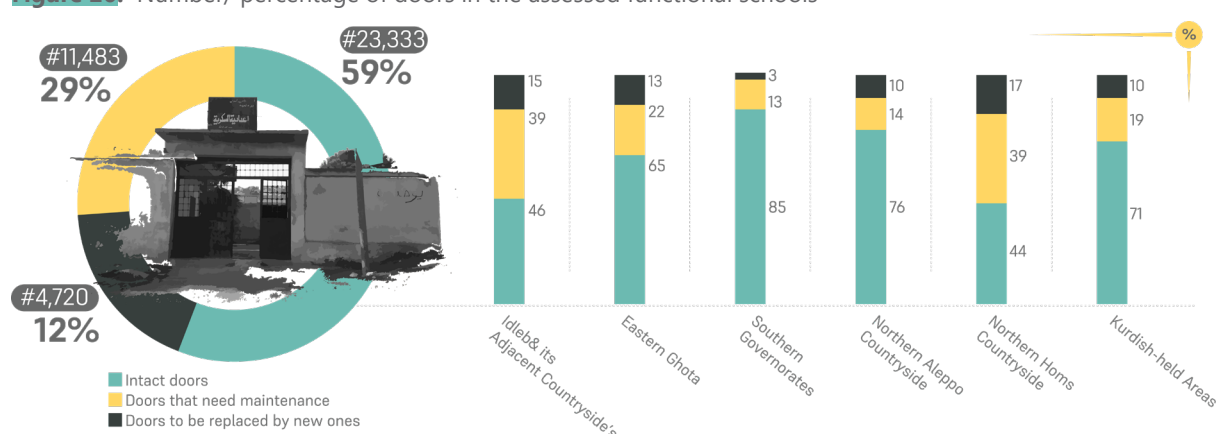
Figure 19: Percentage of classrooms status per controlling forces



06: Status of the doors

Doors in Syrian classrooms are often made of wood, and so are easily subject to damages. Under normal conditions, these doors need to be maintained and replaced every few years. Since the start of the war, with school facilities being directly damaged or worn out by use for non-educational reasons, the classroom doors have a much shorter lifespan.

Figure 20: Number/ percentage of doors in the assessed functional schools



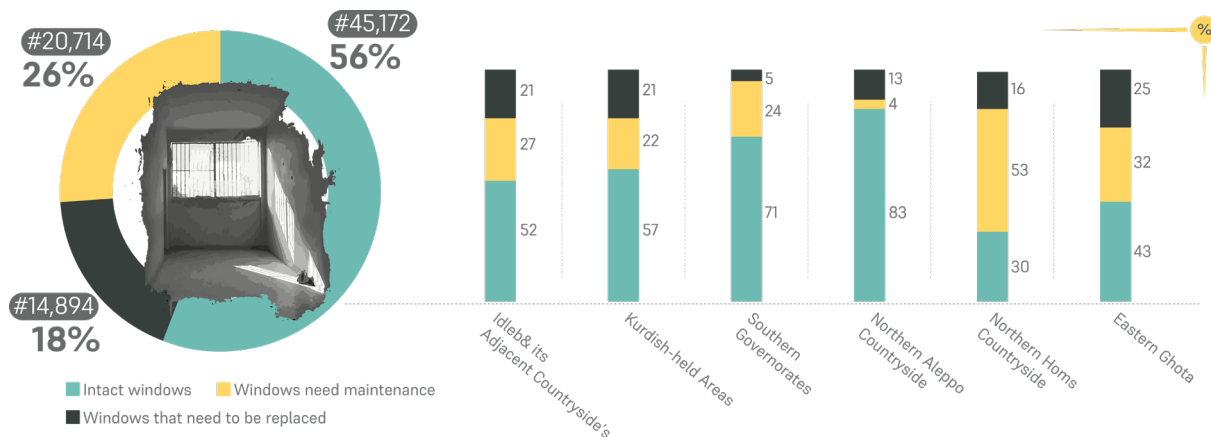
Of all the doors assessed in functional schools, 59 percent (23,333 doors) were in no need of repairs, 29 percent (11,483 doors) needed repairs, and 12 percent (4,720 doors) needed to be replaced.

07: Status of the windows

Windows are basic requirements for schools as they provide not only light, but ventilation for classrooms. While some window frames are made of iron, oftentimes they are made of wood and require regular maintenance.

Of the total number of windows assessed in this study, 56 percent (45,172 windows) needed no repairs, while 26 percent (20,714 windows) needed repair work. Eighteen percent (14,894 windows), however, were completely destroyed and needed replacement.

Figure 21: Number/ percentage of windows in the assessed functional schools



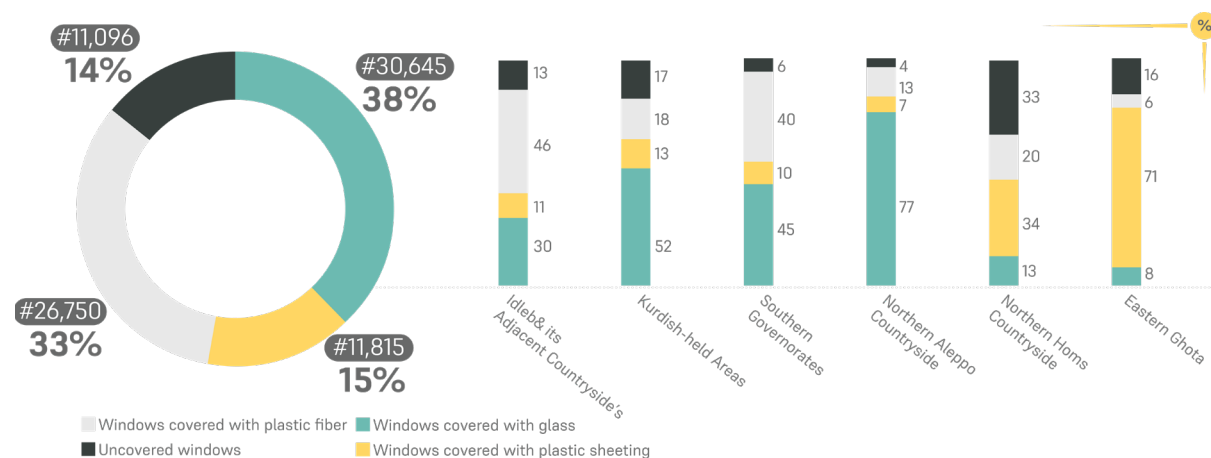
Windows were more often damaged than doors, this can be explained by the fact that they are made of more fragile materials (e.g. glass, plastic) and more exposed to external factors. In Eastern Ghota, 32 percent (939 windows) of the total windows in the functional schools needed repairs, and 25 percent (758 windows) needed replacement.

In northern Homs countryside, 53 percent of their school windows (2,491 windows) needed repairs, while 16 percent (762 windows) needed replacement.

08: Windows covering materials

Of the total windows assessed in functional schools, 38 percent (30,645 windows) had glass panes, while 33 percent (26,750 windows) were covered with plastic pieces. Fifteen percent (11,815 windows) used fiber plastic sheets. Fourteen percent (11,096 windows) of the assessed windows were not covered at all.

Figure 22: Number/ percentage of windows by its covering materials



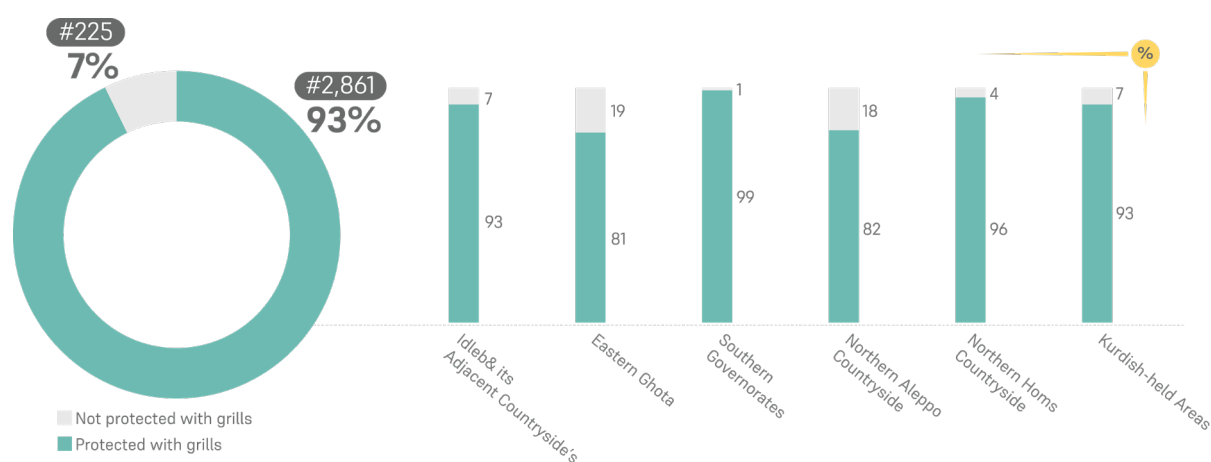
Due to the large-scale shelling, bombardments and the forceful pressure generated when military actions occur in nearby areas, many glass windows were shattered. Plastic and fiber plastic sheets became good alternatives to glass, while also being more resistant to pressure from shelling. Even when broken, they are safer than glass, which leaves shards that may be dangerous to children. These plastic alternatives are less resistant to weather, however, and more prone to deterioration when exposed to heat and the external factors.

Eastern Ghota had the most plastic sheet coverings recorded, at 71 percent (2,339 windows) of the windows assessed in the area. Six percent (185 windows) were reported to be covered with plastic fiber, while 16 percent (518 windows) had no covering at all. In northern Homs countryside, the percentage of windows covered with plastic sheets was 34 percent (1,755 windows) of the total number of windows in the assessed schools. The percentage of the windows covered with fiber plastic was 20 percent (1,066 windows). Thirty-three percent (1,701 windows) were completely uncovered.

09: Iron grills for windows

As an additional layer of protection, iron bars or grills are often installed on school windows. The study found that 93 percent (2,861 schools) of functional assessed schools had protective grills installed. But of the 225 functional schools with no protection grills on their windows, 51 percent (114) of them were formal schools, while the remaining 49 percent (111 schools) were non-formal education places.

Figure 23: Number/ percentage of windows by the existence of protection grills





SECTION

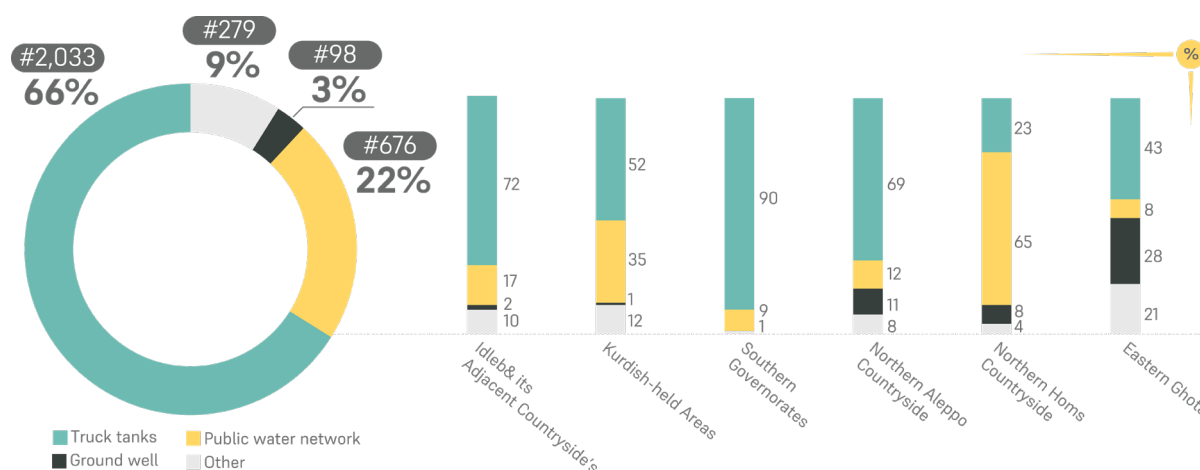
04

WATER SANITATION AND HYGIENE IN THE SCHOOLS

01: Means of access to drinking water

The results of the study show that 66 percent (2,033) of the assessed functional schools receive their drinking water by tankers, while 22 percent (676) receive their drinking water from the public network. Three percent (98 schools) of the functional schools have access to drinking water through underground wells located within or near the school. Nine percent (279) schools receive water through other methods such as carrying the water by gallons from nearby water sources.

Figure 24: Means to access to drinking water in the assessed functional schools

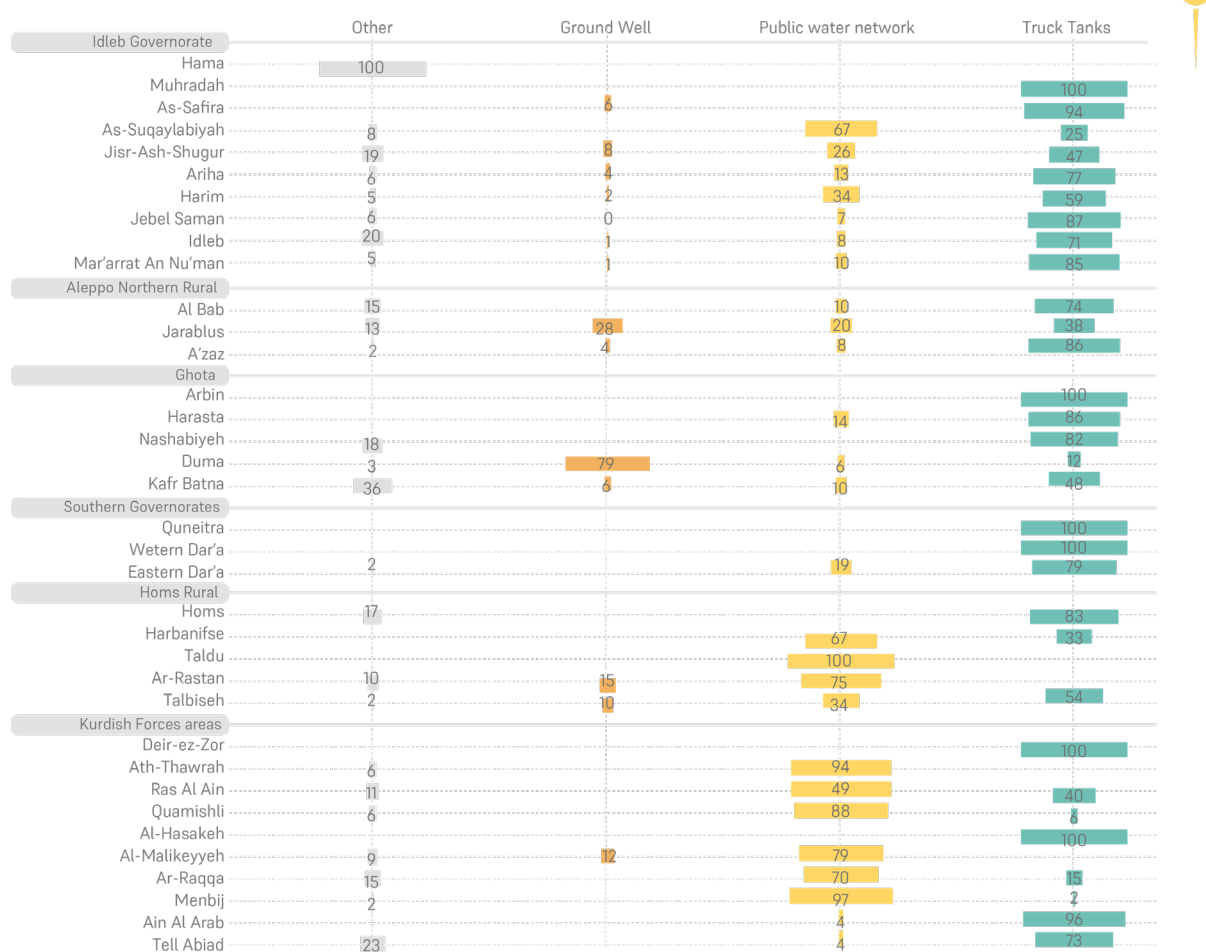


Before the war, 80 percent of the schools had access to water through the public networks. Consumption of water per learner in school has been estimated at an average of 5 liters per day (IMU-DYNAMO, 2017)⁷. Since the start of the war, the public water network connections were cut off from most schools. Many schools now receive water by tankers or well drilling.

Sixty-five percent (101) of the total number of functional schools surveyed in northern Homs countryside received water from the public network, while 23 percent (36 schools) used tankers. Eight percent (12 schools) obtained water through a well located in or near the school.

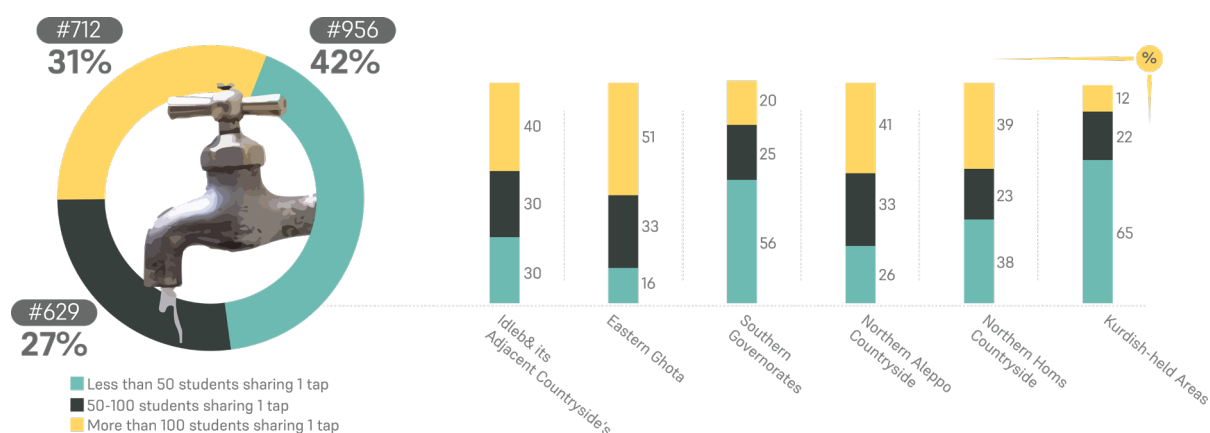
The study shows that 21 percent (21 schools) of the total number of the assessed functional schools in Eastern Ghota received water by resorting to filling up containers and transfer them to the school on foot. The containers are filled up from the neighboring houses that have a water well. 14 percent of the total assessed schools in Eastern Ghota do not have toilet blocks, and access to water in the toilet blocks. Water used in schools is only meant for drinking.

7. <https://www.acu-sy.org/en/dynamo6/>

Figure 25: Means of acquiring water per controlling forces

02: Number of students per water tap

The study results show that 42 percent (956 schools) provide water for the students. But alarmingly, thirty-one percent (712 schools) that provide water had over than 100 students per water tap.

Figure 26: Number of students per water tap

Most students use drinking water taps during the breaks between the lessons. The break between lessons is 30 minutes. More than 50 students per tap may lead to crowding during the break time. More than 100 students per tap would create heavy overcrowding. Some students go 90 minutes (two consecutive study hours) without water.

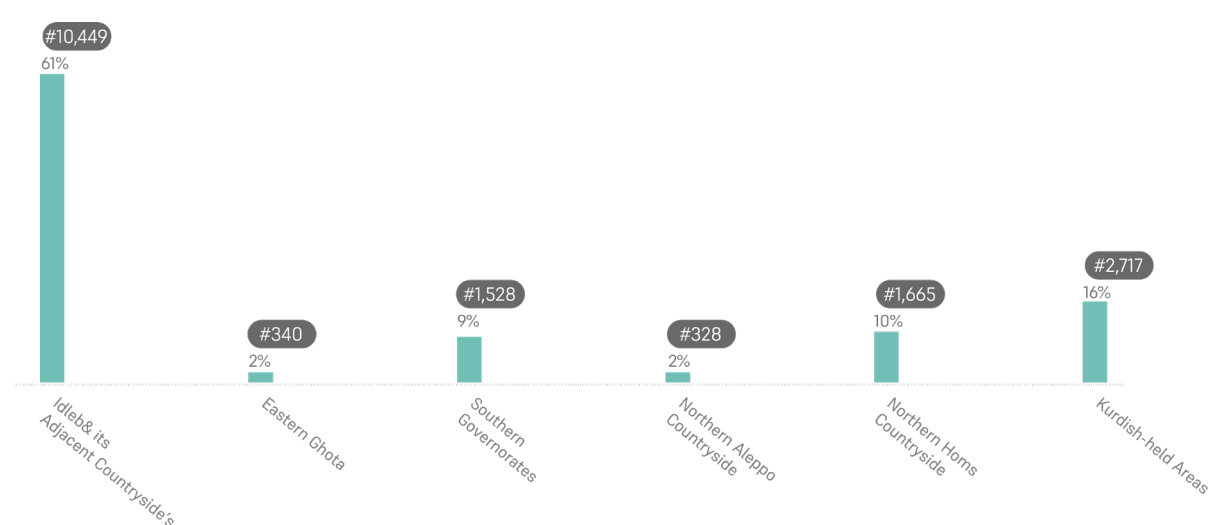
The highest number of students per water tap was in Eastern Ghota in Rural Damascus Governorate:

- 51 percent (46 schools) that provide water had more than 100 students per tap;
- 33 percent (30 schools) that provide water had 50-100 students per tap;
- 16 percent (15 schools) that provide water had 50 or less students per tap.

03: Water taps that need replacement

Across all schools surveyed, 16,027 water taps needed replacement.

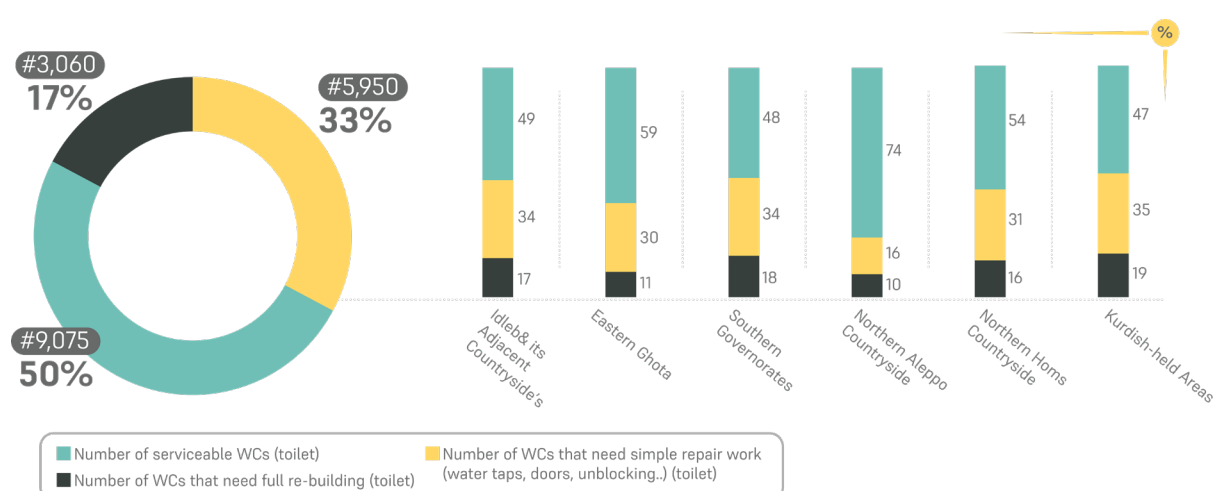
Figure 27: Number/ percentage of water taps that need replacement



04: Toilet blocks in schools

Public utilities in Syrian schools consist of toilet blocks, which are divided into individual Water Closet spaces (WCs). A total of 18,085 WCs were assessed. The results of the study show that only 50 percent (9,075) of the assessed WCs in the toilet blocks were operational and in a good repair. 17 percent (3,060) of the assessed WCs need full rehabilitation.

Figure 28: The status of public utilities in the assessed functional schools

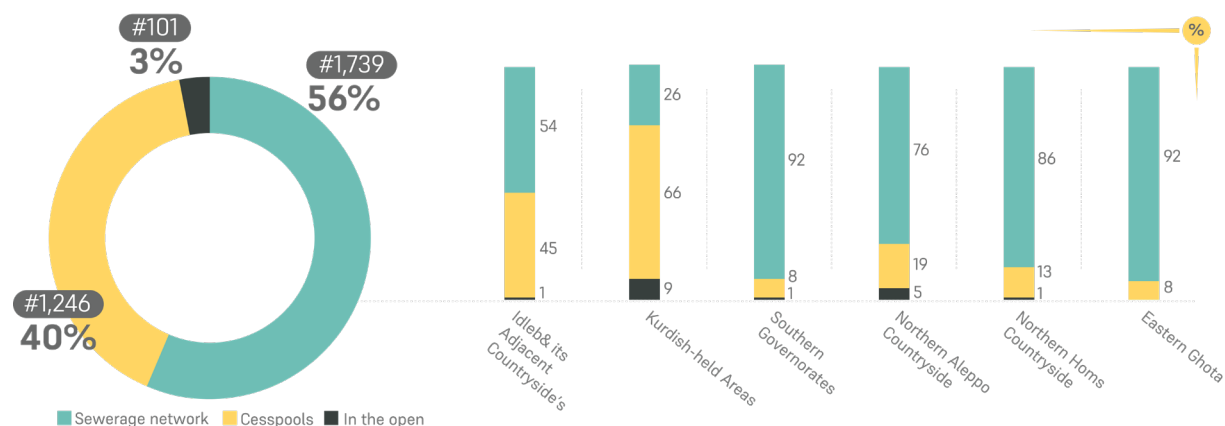


School WCs need periodic maintenance. It is important that toilet blocks be cleaned regularly especially in primary schools. The results of the study show that 33 percent (5,950 WCs) need simple maintenance like unblocking pipes and fixing the doors. The largest proportion of WCs that require simple maintenance are located in Kurdish-held areas, which accounted for 35 percent (1,287 WCs) of the total WCs in the functional schools.

05: Sewage disposal methods

The results of the study show that 56 percent (1,739) of the total assessed functional schools disposed wastewater into the public sewage network. Forty percent (1,246) of schools disposed sewage into cesspits and 3 percent (101 schools) disposed wastewater in the open.

Figure 29: Methods of wastewater disposal in the assessed functional schools



Rural schools, predominantly rely on cesspits to dispose their sewage, due to the absence of a public sewage network in the area. Due to the destruction of the public sewage network during the war, more schools began to depend on cesspits. However, because of the large number of students, the schools must empty their cesspits periodically. Often, there is only a single cesspit for a school with hundreds of students and pits are filled up quickly. This situation is worsened by the fact that most of the school year takes place in the winter, when cesspits get also filled up with flood- and rainwater.

In Kurdish-held areas 66 percent (504 schools) use cesspits and 9 percent (68 schools) dispose sewage in the open. In Idleb and its related countryside stretching towards the governorates of Aleppo and Hama, 45 percent (642 schools) use cesspits and 1 percent (20 schools) dispose waste in the open.



SECTION

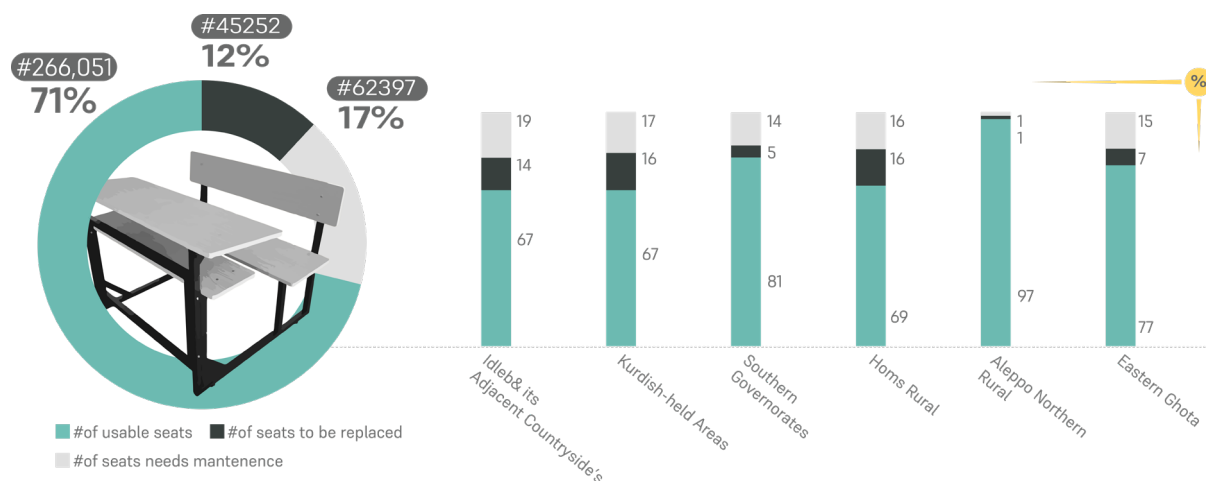
05

**SCHOOL
SUPPLIES
FURNITURE**

01: The condition of student desks

Most desks, 71 percent, (266,051 desks), in the assessed functional schools are in good repair. However, 12 percent (45,252 desks) of desks are completely irreparable and need replacement.

Figure 30: Status of student desks



The most common desks used in Syrian schools are made of metal rods, which form the basic structure of the desk, which consists of a backrest, sitting board and a writing board. The desk can accommodate 2-3 children/students.

The ratio of the school desks that need to be replaced in the governorate of Idleb and in its rural areas was 19 percent (36,354 desks) of the total assessed desks. 17 percent (12,136 desks) need to be replaced in Kurdish-held areas of Al-Hasakeh, Ar-Raqqa, and Deir-ez-Zor governorates and eastern Aleppo countryside. 16 percent (3,924 desks) in northern Homs countryside, need to be replaced.

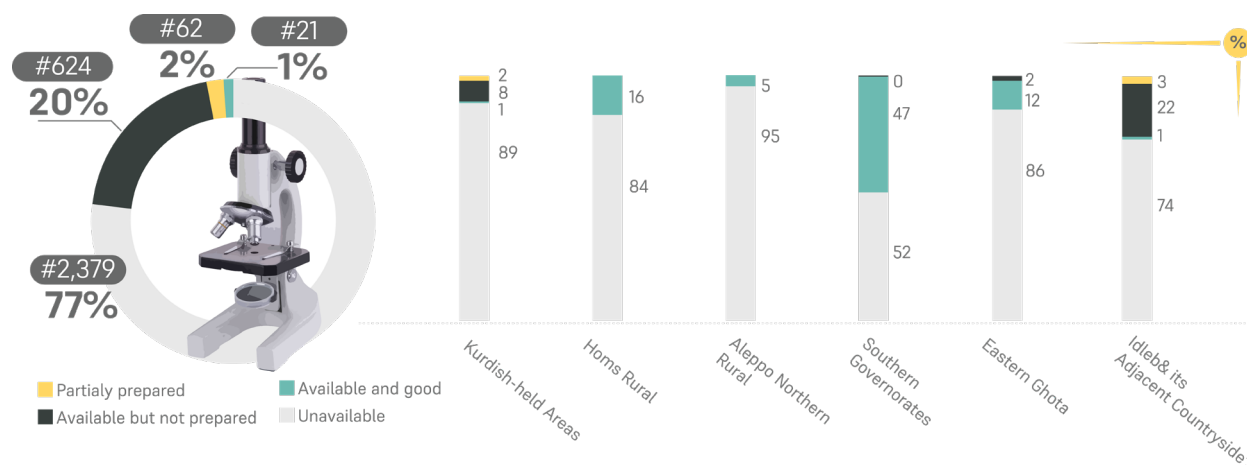
Figure 31: Number of student desks by its status per controlling forces

	#of usable seats	#of seats to be replaced	#of seats to be maintained
The Kurdish-held areas			
Tell Abiad	2,672	1,088	1,932
Ar-Raqqa	4,964	4,839	2,719
Menbij	8,838	507	1,153
AlThawrah	4,944	765	1,440
Al-Malikeyyeh	4,896	975	1,148
Quamishli	3,496	868	940
Ain Al Arab	2,453	1303	1,534
Ras Al Ain	4,477	5	514
Al-Hasakeh	2,798	526	522
Deir-ez-Zor	290	180	235
Idleb Governorate			
Idleb	33,606	4,478	7,965
Mar'arrat An Nu'man	28,359	6,984	7,971
Harim	19,515	2,736	4,512
Jebel Saman	16,493	3,391	4,931
Jisr-Ash-Shugur	9,848	5,087	4,614
Ariha	12,537	2,514	4,331
As-Suqaylabiyah	4,151	648	1,685
As-Safira	555	191	260
Muhradah	166	29	60
Hama	80	50	25
Ghota			
Arbin	40	5	35
Nashabiyeh	1,200	68	230
Harasta	1,683	295	330
Duma	5,417	644	1,327
Kafr Batna	7,474	436	1,237
Southern Governorates			
Quneitra	4,688	460	652
Eastern Dar'a	16,676	384	2,777
Western Dar'a	15,893	1,523	3,077
Aleppo Northern Rural			
Jarablus	5,580	294	222
Al Bab	5,707	47	30
A'zaz	12,765	8	42
Homs Rural			
Homs	635	67	316
Ar-Rastan	5,731	1,116	1,321
Harbanifse	868	665	265
Taldu	4,932	1,515	1,334
Talbiseh	5,129	561	711

02: Availability of school laboratory

The results of the study showed that there are very few operating laboratories in only 1 percent (21 schools) of the assessed functional schools. Similarly, the percentage of partially equipped laboratories reached only 2 percent (62 schools) of the same school category covered in this report. It was also found that 20 percent (624 schools) of the total number of schools covered in the study included laboratories; but with no equipment. The largest proportion 77 percent, (2,379 schools) have no laboratories at all.

Figure 32: Number/ percentage of the assessed functional schools that contain laboratories

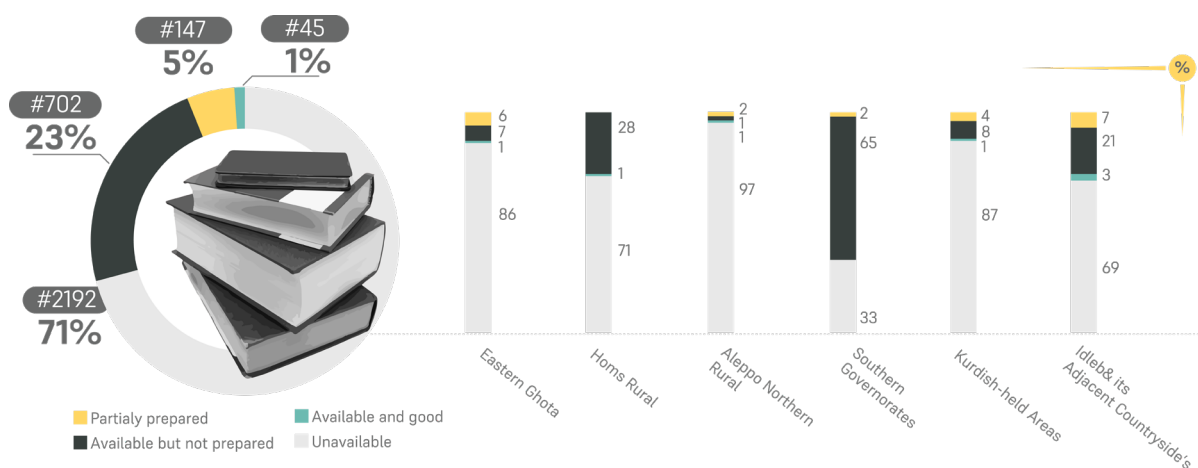


The results of the study showed that only 12 schools have fully equipped laboratories in Idlib governorate and its countryside. The number of schools with fully equipped laboratories in Kurdish-held areas in the governorates of Al Hasakah, Ar-Raqqa and Deir-ez-Zor was four. There were 202 schools in the southern governorates (Dar'a - Quneitra) with non-equipped laboratories (47 percent).

03: Availability of school library

Similar to the shortage of school laboratories, as noted above, the results of the study showed that only 1 percent (45 schools) of the total number of the assessed functional schools have an operating library. Only 5 percent (147 schools) have a partially equipped library. However, the vast majority of the functional schools are in need of libraries, with 23 percent (702 schools) having a library but not books, and 71 percent (2,192 schools) lacking a library room.

Figure 33: Number/ percentage of the assessed functional schools that contain libraries



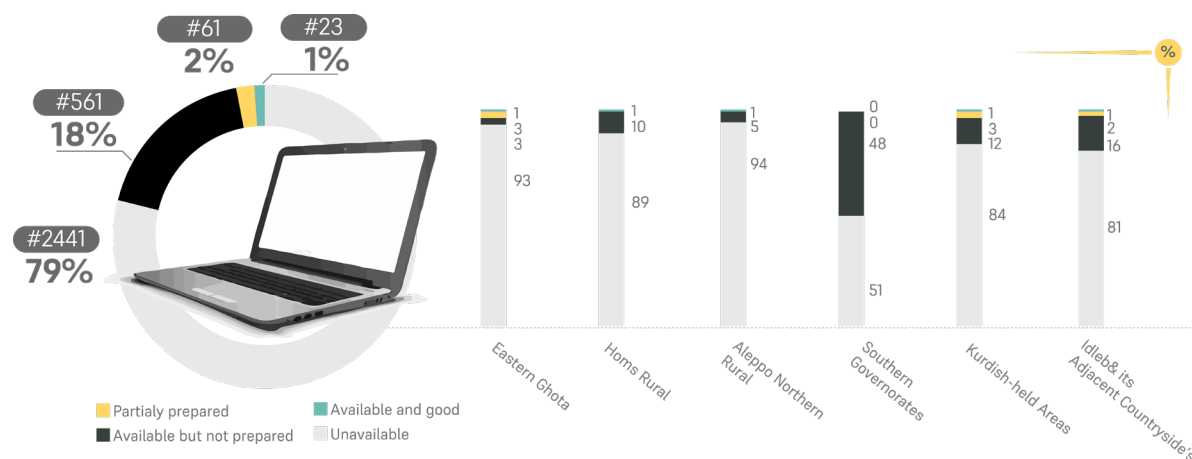
There are several types of school libraries. In formal schools attended by a large number of students, a library is set aside in a dedicated hall where students can read in their free time. This type of library is rare in Syrian schools. In small or medium-sized schools, a library may not have a reading room. In this case, students borrow books and reference materials, take them home, and return them after few days.

In the governorate of Idlib and its rural areas, only 3 percent (38 schools) have operating libraries.

04: Availability of a computer lab

Only 1 percent (23 schools) of the total assessed functional schools had an operating computer lab and only 2 percent (61 schools) of schools have a partially equipped computer lab. 79 percent (2,441 schools) do not have a computer lab at all.

Figure 34: Number/ percentage of the assessed functional schools that contain computer labs



Computer technology has been a part of the Syrian curriculum of Syrian since 1995. After 2000, computer technology was gradually introduced into the preparatory stage curriculum along with the secondary stage. The teaching of this subject requires at least one computer lab in each school.

Study results show that 1 percent (23 schools) of the assessed functional schools have fully equipped computer labs, including 10 schools with fully equipped computer labs in the governorate of Idleb and the related rural areas of the governorates of Aleppo and Hama, 9 schools with fully equipped computer labs were found in Kurdish-held areas. One fully equipped computer lab in each of northern Aleppo countryside, northern Homs countryside, southern governorates and Eastern Ghota.

48 percent (207 schools) of the total schools in southern governorates had unequipped computer labs.

SECTION

06

LEVELS OF THE SCHOOL SYSTEM AND SCHOOL ATTENDANCE



All schools in this assessment still follow the old school system where schooling is divided into the following levels:

- Primary level, grades 1-6
- Lower-secondary level, grades 7-9
- Upper-secondary level 10-12, including the secondary vocational level such as agriculture, commerce, and industry.

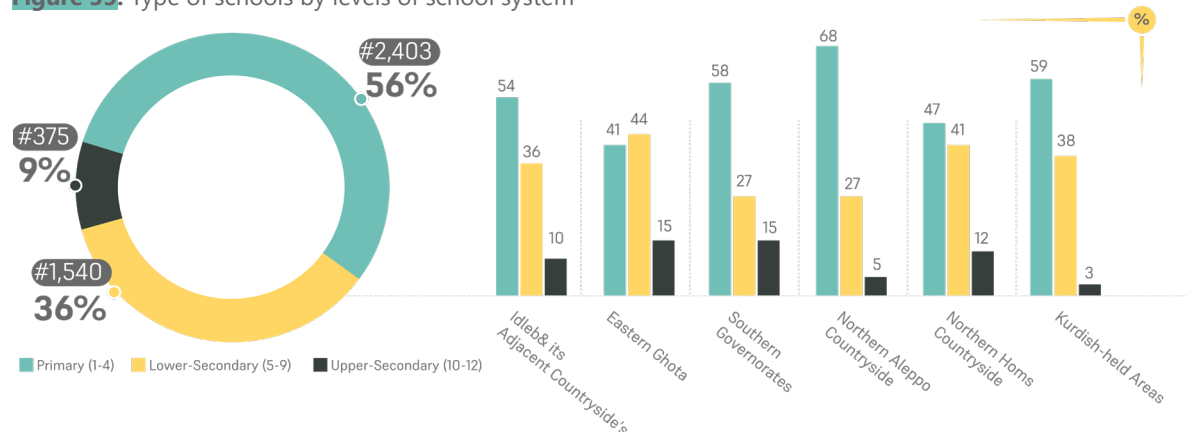
01: Educational Levels of School System

Before the war, the Syrian regime had taken a resolution for the adoption of three divisions of the levels of school system:

- First level of basic education (grades 1-4)
- Second level of basic education (grades 5-9)
- Secondary level of education (grades 10-12), including the application of this level on the vocational study branch such as agriculture, commerce, and industry.

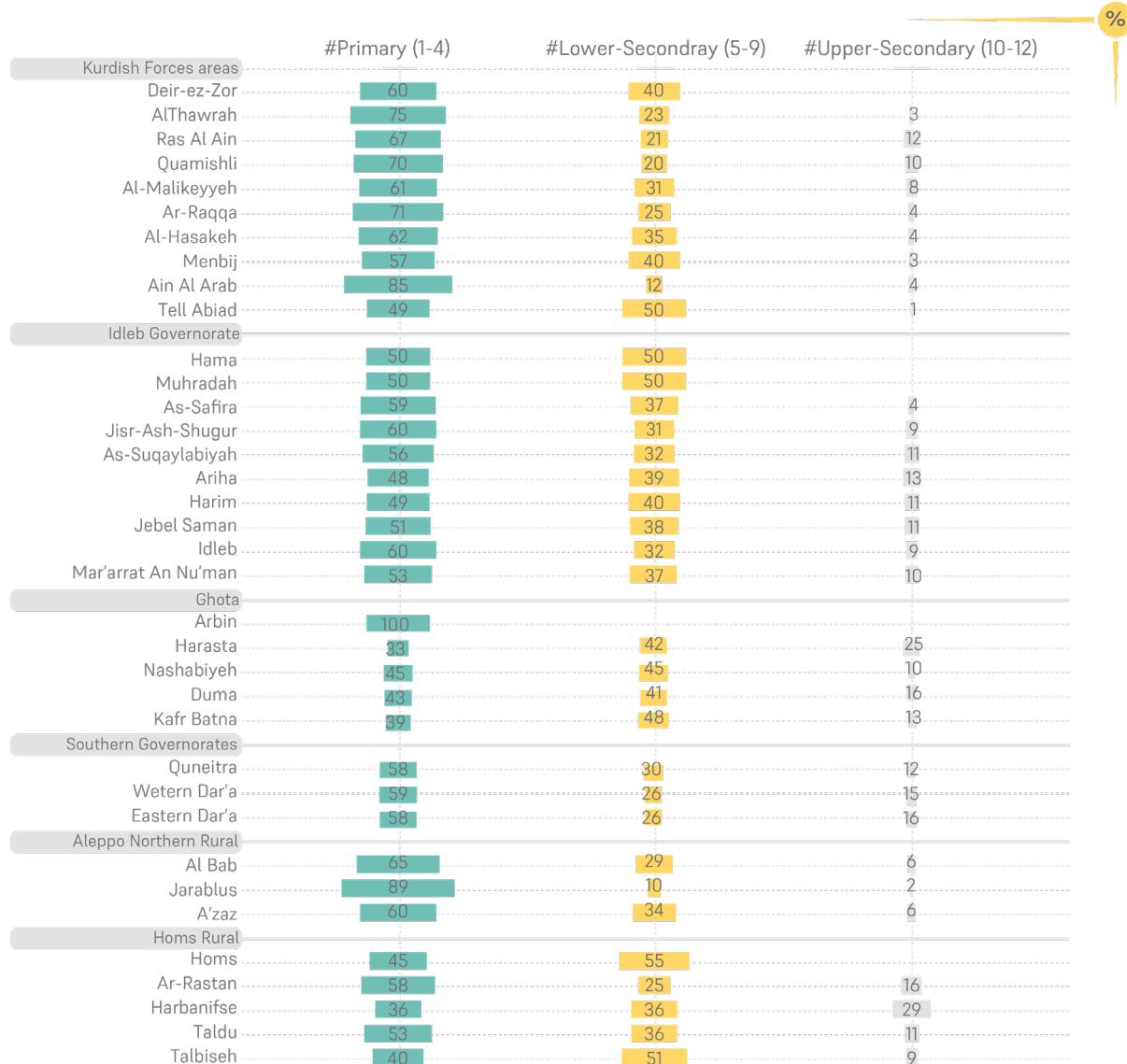
Implementation of this resolution seemed to have missed the course into implementation. The schools kept upholding the old system (primary, lower-secondary and upper-secondary levels). The results of the study show that 56 percent (2,403 schools) of the total assessed functional schools are teaching primary level (grades 1-6), 36 percent (1,540 schools) are teaching lower-secondary level (grades 7-9), and 9 percent (375 schools) are teaching upper-secondary level (grades 10-12). 38 percent (1,183 schools) of the functional schools do not separate the levels of school system, meaning that they run more than one level of education in the same building.

Figure 35: Type of schools by levels of school system



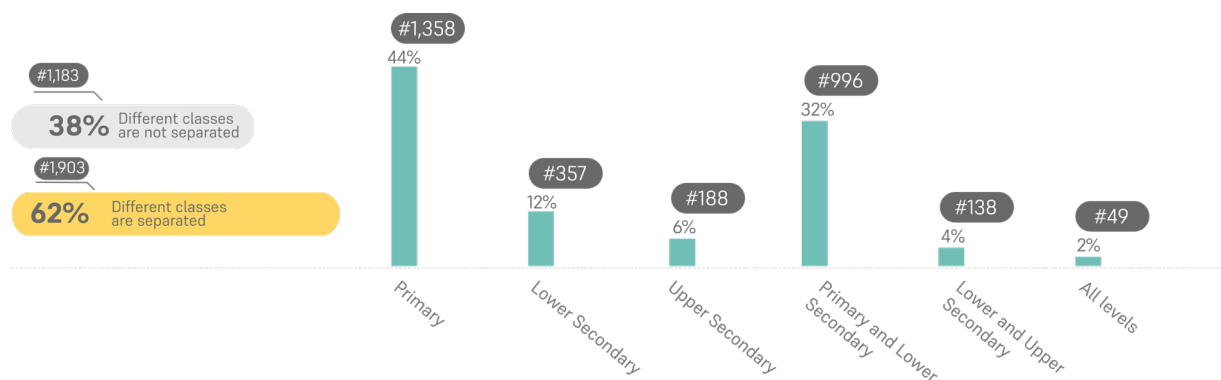
Before the start of the war in Syria in 2011, the basic education level was compulsory. The basic level is divided into two: the first one (primary) starts with the first grade up to the fourth, and the second level (lower-secondary) from the fifth grade up to the ninth. The third (upper-secondary) educational level is not compulsory, and there used to be few dropout rates among students in this stage in the pre-war era; which did not exceed 10 percent of all school students in upper-secondary level.

However, despite the high rates of students' dropout at all levels of school system over the last seven years; a situation which the prevailing war in Syria has imposed; the basic educational level is witnessing a high rate of children attending schools, compared to secondary levels. The largest proportion of attending school is reportedly concentrated in the first level of the basic education.

Figure 36: Type of schools by the levels of school system per controlling forces

02: The separation between the levels of school system

The results of the study showed that 38 percent (1,183 schools) of the total number of the assessed functional schools had no separation among the levels of school system. These schools had two or three levels of school system.

Figure 37: Number/ percentage of schools by the separation of the levels of school system

Primary level schools (grades 1 to 6) represented 44 percent (1,358 schools) of the total number of the assessed functional schools, lower-secondary level schools (grades 7 to 9) accounted for 12 percent (357 schools), and upper-secondary level schools (grades 10 to 12) accounted for only 6 percent (188 schools) of functional schools. Schools teaching all levels (grades 1 to 12) comprised 2 percent (49 schools) of the total number of functional schools.

More schools run primary and lower-secondary levels than upper-secondary. From over 3000 assessed schools, only 996 run lower- and upper-secondary levels. Amongst these schools there are mixed- and single-gender schools. Mixed gender schools are more often primary, while single-gendered schools are more often observed at lower- and upper-secondary.

03: Levels of school system vs type of building

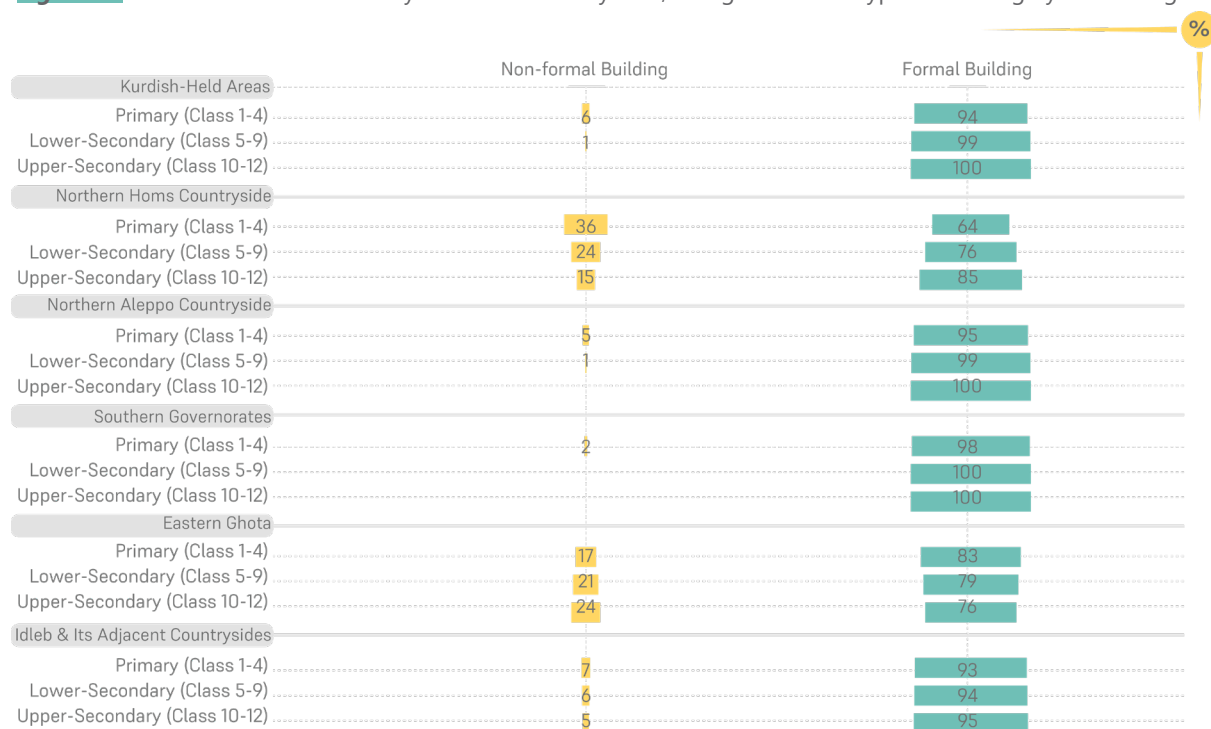
A typical rural school consists of a house that includes several rooms. Many primary schools in rural areas are run in non-formal education spaces, and students from two or more grades are gathered together in one classroom. These schools do not meet the proper educational conditions, and they often include a small number of teachers. These schools existed before the war, and they still exist as a solution for children to avoid traveling for long distances to receive education. All lower and upper secondary levels should be located in formal school buildings.

The assessment found that in northern Homs countryside, 36 percent of primary schools are found in non-formal education buildings, and 64 percent are in formal permanent school buildings. 24 percent of lower-secondary schools are found in non-formal education buildings, and 76 percent are in formal

education buildings. 15 percent of the upper-secondary level schools are found in non-formal education buildings, and with 85 percent are in formal education buildings. In Eastern Ghota, 17 percent of primary schools are found in non-formal education buildings. 83 percent of primary schools in Eastern Ghota are in permanent buildings. 21 percent of lower-secondary level schools are found in non-formal education buildings and 79 percent are in permanent buildings. 24 percent of the upper-secondary level schools are found in non-formal education buildings and 76 percent are in permanent buildings.

The number of functional rural schools included in the assessment amounted to 196 schools, distributed to small communities in comparison with 207 schools in the third edition of "Schools in Syria" report (2016/2017).

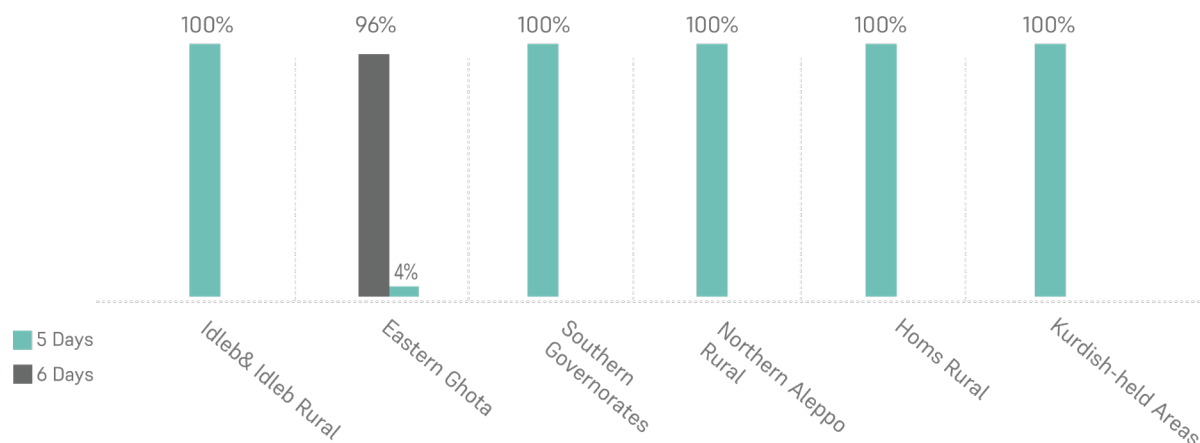
Figure 38: Classification of schools by levels of school system, triangulated with type of building by controlling forces



04: School days

The results of the study show that the number of school days in all assessed areas is 5 days a week, with the exception of Eastern Ghota in Rural Damascus, where the number of school days in 96 percent (98 schools) of the assessed functional schools is 6 days a week.

Figure 39: Percentage of schools by number of school days per week



The school week is generally 5 days long, beginning on Sunday and ending on Thursday. The school day begins at 8 am, and it consists of five lessons at the primary level, with a 30-minute break between every two lessons. The school hours for the primary school students end at 12:45 pm if the school follows a one-shift system. However, if the school applies two-shift system, school starts at 7:30 am, and the school day ends at 11:30, for the morning period. The second-shift starts at 12:00 and finishes at 16:00. Students alternate between morning and afternoon shifts on weekly basis.

In Syria, in the lower- and upper- secondary schools students must attend a sixth supplementary lesson, and classes end at 13:30 pm. The secondary vocational education curricula such as agriculture, commerce, and industry include some applied lessons, which students must attend in the evening. For all levels, students are not allowed to move from one grade to another without achieving a minimum number of attended school days.

05: School suspension days

The results of the last year study show that 60 percent of the assessed schools suffered a short period of suspension (1-15 days) in the second semester of the academic year 2016/2017. Data collected during this Academic Year shows that 81 percent of the assessed schools in the first semester of the academic year 2017/2018 suffered a short period of suspension. The percentage of the schools that suffered a long

period of suspension (more than 15 days) dropped during this time. 20 percent of the assessed schools suffered a long period of suspension (more than 15 days) in the second semester of the academic year 2016/2017, in comparison with 12 percent of the assessed schools in the first semester of the academic year 2017/2018.

Figure 40: Number/ percentage of schools according to school suspension days during the 2nd semester of the academic year 2016/2017

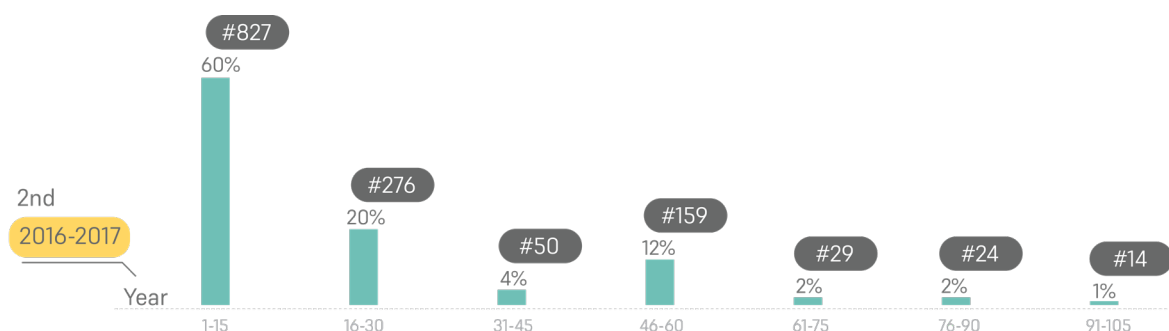
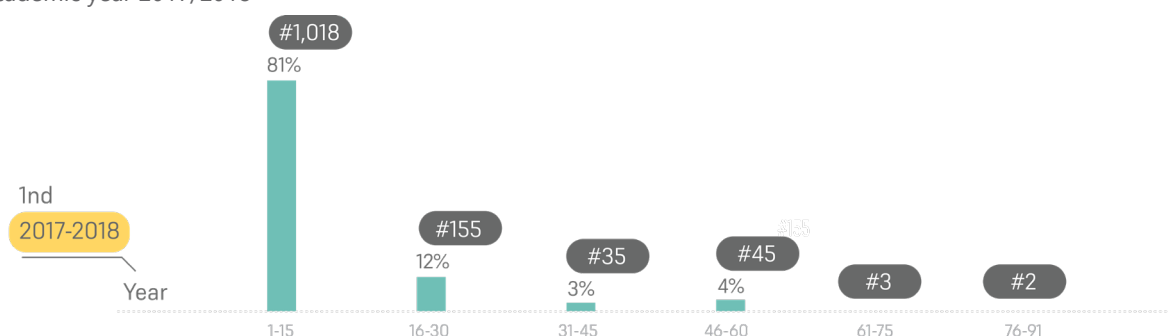


Figure 41: Number/ percentage of schools according to school suspension days during the 1st semester of the academic year 2017/2018



Of the total number of schools which experienced suspension in the second semester of the academic year 2016-2017, 60 percent (827 schools) experienced suspension for 1-15 days and 20 percent (276 schools) experienced suspension for over 16-30 days. During the first semester of the academic year 2017-2018 the rate for school suspension for 1-15 days increased from 60 percent to 81 percent (1,018 schools) while suspension for over 16-30 days dropped from 20 percent to 12 percent (155 schools). Details of the school suspension can be found below in Figure 42 and 43.

Figure 42: Number/ percentage of schools according to school suspension days during the 2nd semester of the academic year 2016/2017 per controlling forces

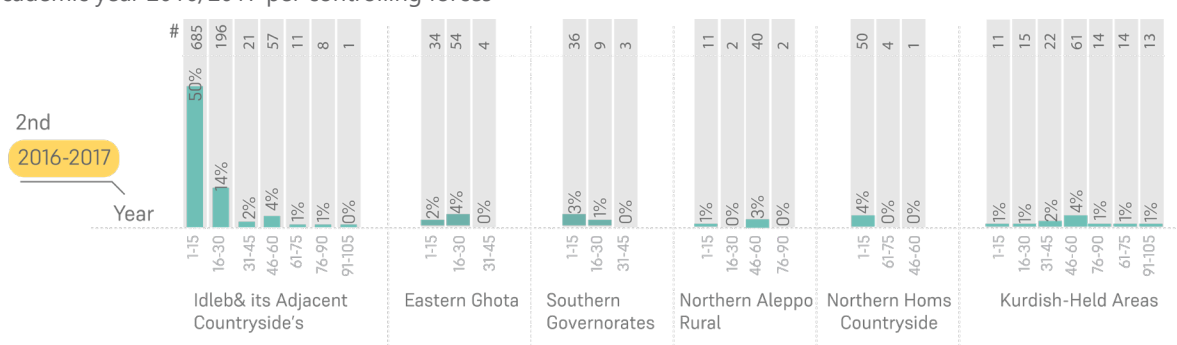
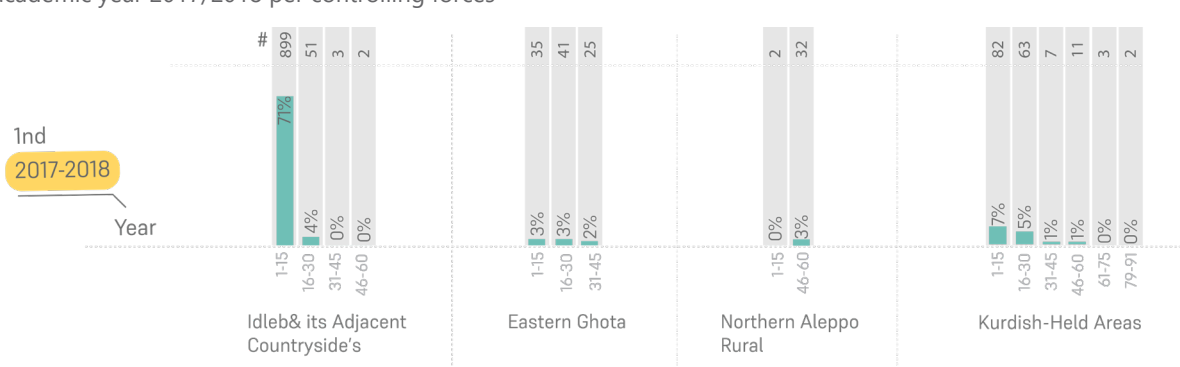


Figure 43: Number/ percentage of schools according to school suspension days during the 1st semester of the academic year 2017/2018 per controlling forces



A photograph of two young boys sitting on the ground, looking at an open book. The boy on the left is looking down at the book, while the boy on the right is looking directly at the camera. The book is open to a page with a drawing of a person. The image has a teal and black color scheme with a halftone dot pattern.

SECTION

07

CURRICULUM

The war in Syria has contributed to multiple curricula being taught across the country. The two primary reasons for this are that students' seek educational certificates issued by a particular institution or certain curricula are mandated by controlling party(ies).

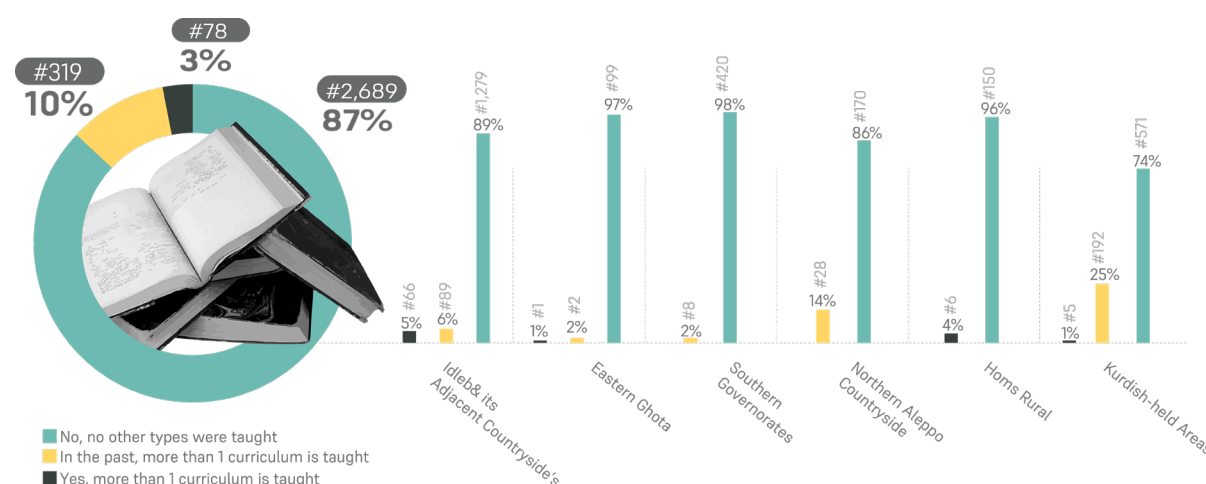
To demonstrate the change in the type of curriculum used in schools at different grades, the school system levels have been divided into two main categories:

- transitional grades
- lower-secondary and upper-secondary certification degrees

Transitional grades include 1-8 & 10-11 grades. The report shows a change in the curriculum between the transitional grades and that of both secondary certification degrees.

During the ongoing war in Syria, more than one type of curricula have been taught in schools. One reason is the students' interest to obtain a certificate issued by a certain body. Another reason contributing to the use of multiple curricula include curriculum being imposed by the controlling party(ies). The results of our study showed that 87 percent (2,689 schools) covered in the study adopt one type of curriculum across grades. It was found out that 10 percent (319 schools) of the total number of the assessed functional schools taught more than one type of curriculum during the previous school year. 3 percent (78 schools) of the total number of the assessed functional schools teach more than one type of curricula between the transitional and certification grades.

Figure 44: Number/ percentage of schools according to the number of taught curricula



In some Kurdish-held areas, the Kurdish curriculum is taught in the transitional grades; whereas the curriculum of the Syrian regime is taught to students attending certification grades. There are also some schools in the governorate of Al Hasakeh teaching the Kurdish curricula in the morning shift, while teaching the curriculum of the Syrian regime in the afternoon shift. In this case, students who want to follow the Kurdish curriculum attend the morning shift, while students who want to study the Syrian curriculum attend the afternoon shift.

1. IMU enumerators conducted perception surveys with 14,154 students aged between 5 and 17 years old in and out of schools in 9 governorates. 46% of them are females and 54% are males. 78% of them are host community and 22% of them are IDPs.
2. IMU enumerators conducted perception surveys with 8,757 teachers in and out of schools in 9 governorates. 45% of them are females and 55% are males.
3. IMU enumerators conducted perception surveys with 6,338 individuals who have children at school age (in and out schools) in 9 governorates. 28% of them are females and 72% are males. 78% of them are host community and 22% of them are IDPs.

01: The taught curricula

The educational levels have been divided into two main sections: (one section includes the transitional grades - and another section includes the lower-secondary and upper-secondary certification degrees). This is in order to demonstrate the change in the type of curriculum whereby the report shows a change in the curriculum between the transitional grades and that of both secondary certification degrees.

Figure 45: Percentage of schools according to the taught curricula for the transitional grades

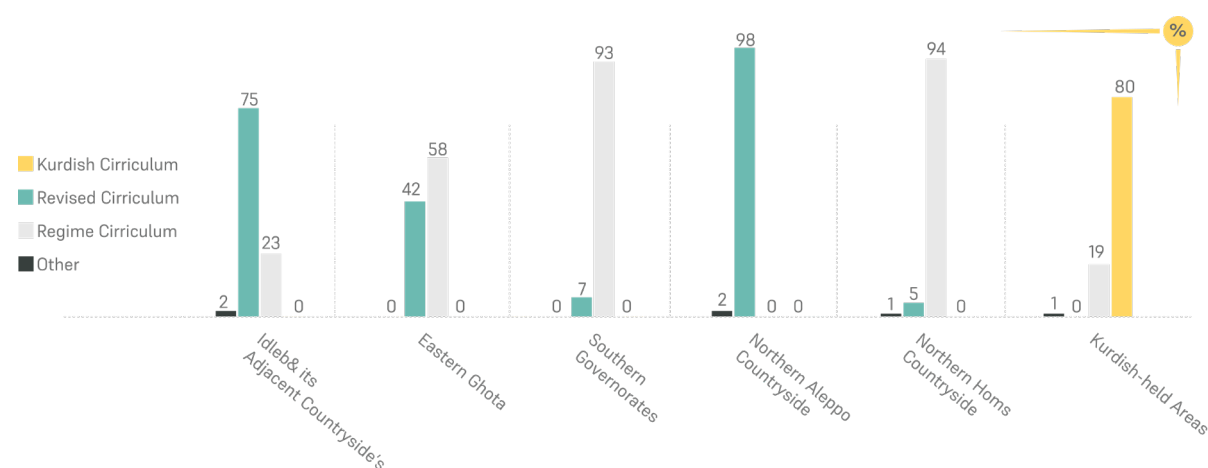


Figure 46: Percentage of schools according to the taught curricula for the certification grades

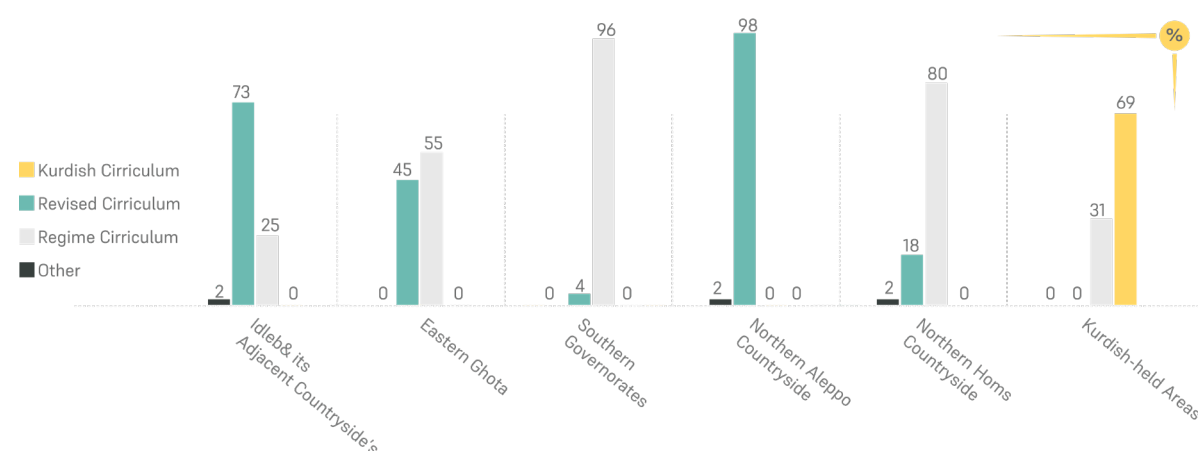


Figure 46 above provides that in Kurdish-held areas in the governorates of Al Hasakeh, Ar-Raqqa, Deir-ez-Zor and Aleppo, the percentage of schools teaching the Kurdish curricula decreases when the students shift from the transitional grades (80 percent) to the lower and upper secondary certification grades (69 percent). At the same time, there is an increase in the proportion of schools teaching the Syrian curriculum (from 19 percent to 31 percent of schools in the area) when the students shift from the transitional grades to the lower and upper secondary certification grades. This trend can be attributed to the easy access students have to exam locations

supervised by the Syrian regime in the cities of Al Hasakeh and Quamishli and in the governorate of Al Hasakeh. Though Kurdish forces and Syrian regime share control of these two cities, secondary school exams are still conducted under the supervision of the Syrian regime.

In northern Homs countryside as well as Eastern Ghota, a decrease in the proportion of schools teaching regime curricula is observed. At the certificate level, 80 percent of schools in northern Homs countryside and 55 percent of schools in the besieged areas of Eastern Ghota teach the regime's curricula.

02: Students' Parents Perceptions: Curriculum used at schools vs preferred curriculum

In the areas outside of the regime control, fifty-six percent (3,549 individuals) of surveyed children's parents⁸ stated that their children were studying SIG curriculum in their schools. 68 percent (4,327 individuals) of parents preferred teaching SIG curriculum to their children. Thirty-five percent (2,247 individuals) of children's parents indicated that their children were studying Syrian regime curriculum in their schools. Only 30 percent (1,894 individuals) of children's parents preferred teaching Syrian regime curriculum. Six percent (356 individuals) of children's parents indicated that their children were studying Kurdish curriculum in their schools, but 1 percent (43 individuals) of the children's parents preferred teaching Kurdish curriculum to their children. Only 1 percent (43 individuals) of the children's parents preferred teaching Kurdish curriculum to their children.

Though SIG curriculum is the preferred curriculum in most areas surveyed, it should be noted that SIG has modified the Syrian regime curriculum by deleting information that glorifies the Syrian regime.

Figure 47: Number/percentage of parents as per the taught curriculum to their children

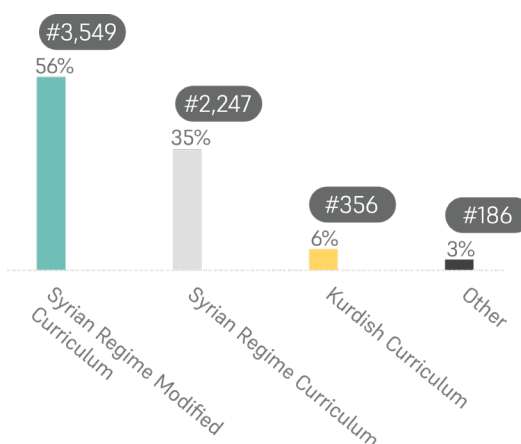


Figure 48: Percentage of parents as per the taught curriculum per controlling forces

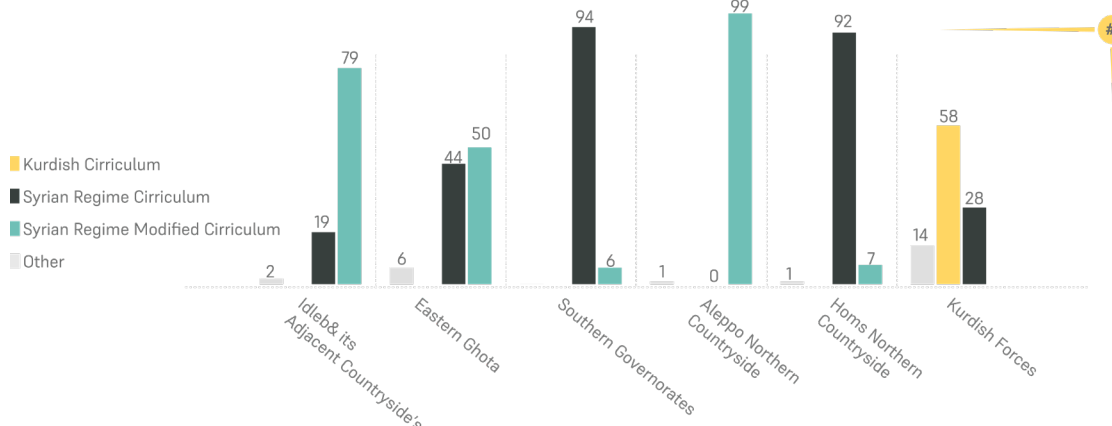
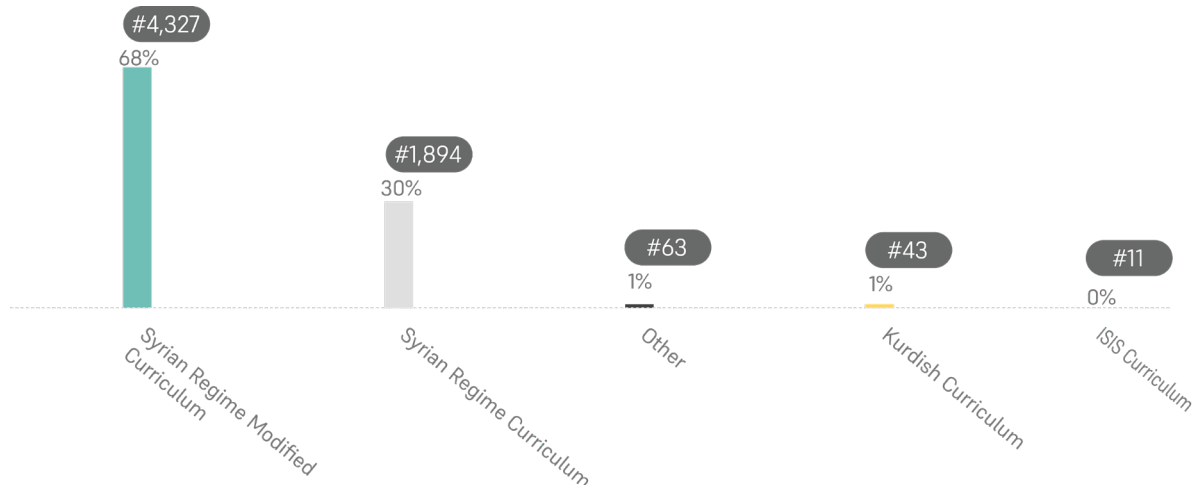
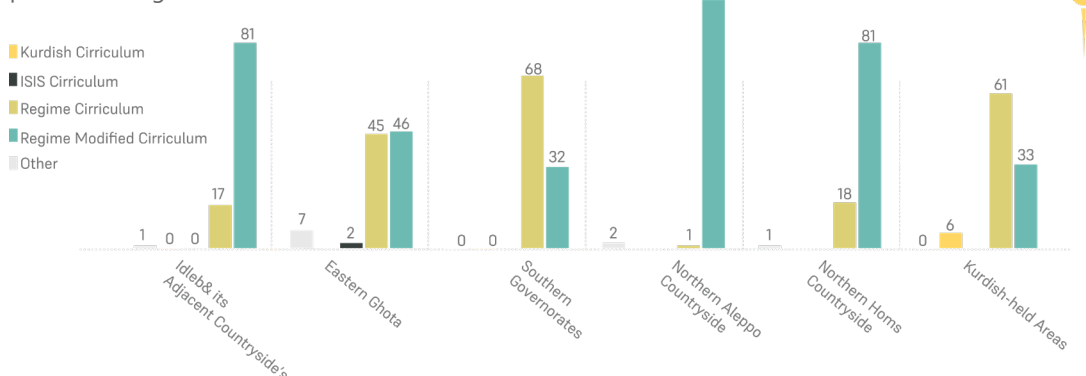


Figure 49: Number/percentage of parents as per the preferred curriculum to be taught to their children



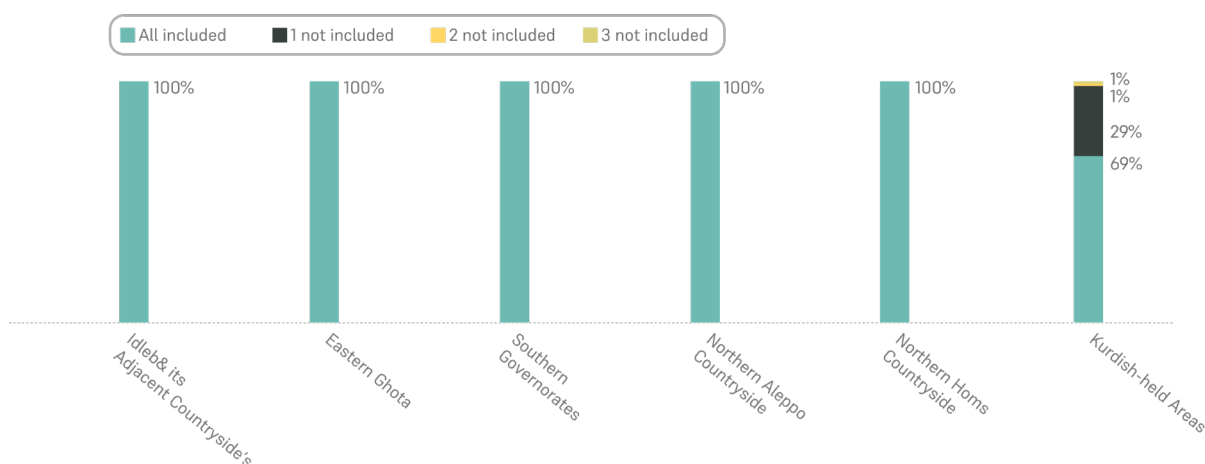
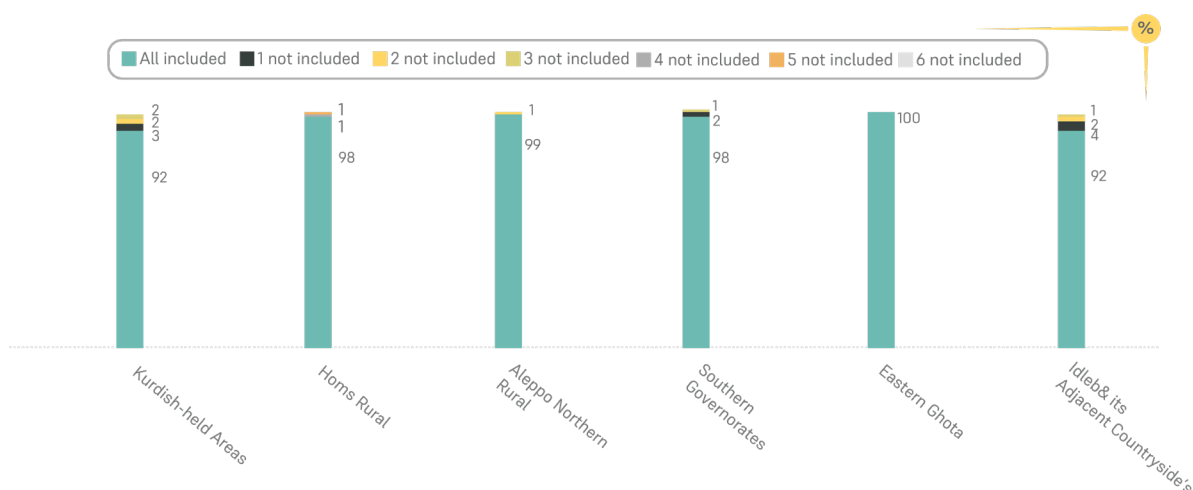
8. IMU enumerators conducted perception surveys with 6,338 individuals who have children at school age (in and out schools) in 9 governorates. 28 percent of them are females and 72 percent are males. 78 percent of them are host community and 22 percent of them are IDPs

Figure 50: Percentage of parents as per the preferred curriculum to be taught to their children per controlling forces

03: Study subjects included in the curricula

In this "Schools in Syria" report, the data collected covered four core subjects concerning the first level of primary (1-4). These subjects are Maths, the Arabic language, English, and Science & Health Education. For the lower-secondary level (5-9), and the upper-secondary level (10-12), the data collected cover six core subjects. These subjects are Maths, the Arabic language, English, Science & Health Education, Physics, and Chemistry. For clarity purposes, all data presented below is separated by the primary and secondary level and the above listed subjects are described as the core curriculum. Distinction is not made between different type of curricula being taught in these areas (SIG, other, Kurdish, regime).

Figure 51 shows that at the primary level, all subjects covered in the assessment (core subjects) were taught, exception being Kurdish-held areas where only 69 percent of the schools taught all assessed subjects. At secondary level, Kurdish-held areas and Idleb, 92 percent of core subjects were taught (Figure 52).

Figure 51: Percentage of schools by the number of taught subjects in the curriculum – Primary Level**Figure 52:** Percentage of schools by the number of taught subjects in the curriculum – Secondary Level

04: First primary level of school system

The results of the study show that in five out of six areas (northern Homs countryside, northern Aleppo countryside, Idleb and its related countryside, Eastern Ghota and the southern governorates), all primary schools teach the four core subjects (Maths, the Arabic language, foreign language and natural Science).

In Kurdish-held areas in the governorates of Al Hasakeh, Ar-Raqqqa, and Deir-ez-Zor, only 69 percent of functional primary schools teach the four core subjects, 29 percent do not teach one of the core subjects, two core subjects are taught in one percent of the primary schools, and another one percent of primary schools are teaching just one of the four core subjects.

05: Lower-secondary and upper-secondary levels of school system

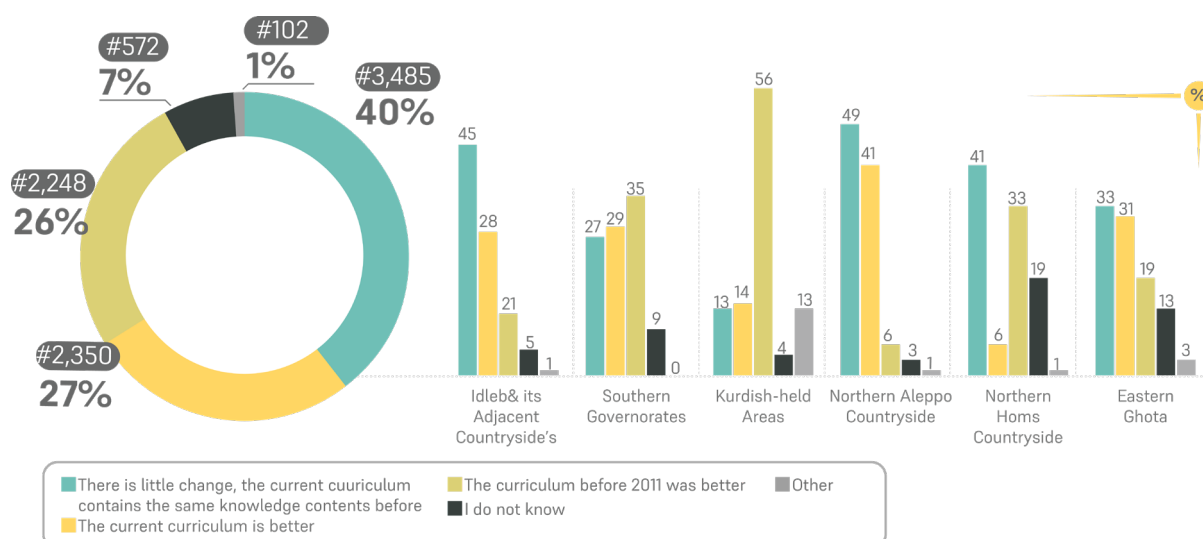
Data shows that the majority of secondary schools in the assessed areas teach all six core subjects. However, 4 percent of the functional secondary schools in the governorate of Idleb and its related rural areas, and 3 percent of the functional schools in Kurdish-held areas in the governorates of Al Hasakeh, Ar-Raqqqa, Deir-ez-Zor and eastern Aleppo countryside, do not teach one of the six core subjects (Maths, the Arabic language, foreign language, natural Science, physics, and chemistry).

06: Teachers' Perceptions: Comparison between curricula before 2011 vs current ones

With the start of the war, taught curriculum was changed in various areas of Syria. In the areas under opposition, SIG curriculum was introduced in some schools. Some schools continued with curriculum of the regime.

In our study we have investigated what teachers think about the changes in the curriculum since the start of the war. Amongst surveyed teachers⁹, forty percent (3,485 teachers) stated that there was no remarkable change between the current curriculum and the curriculum used before 2011. Twenty-seven percent of teachers (2,350 teachers) said that the current curriculum is better, and 26 percent (2,248 teachers) indicated that the curriculum used before 2011 was better. Our study did not collect data which would allow us to define what is meant as "better curriculum".

Figure 53: Comparison between curricula before 2011 and current ones as per teachers' perception

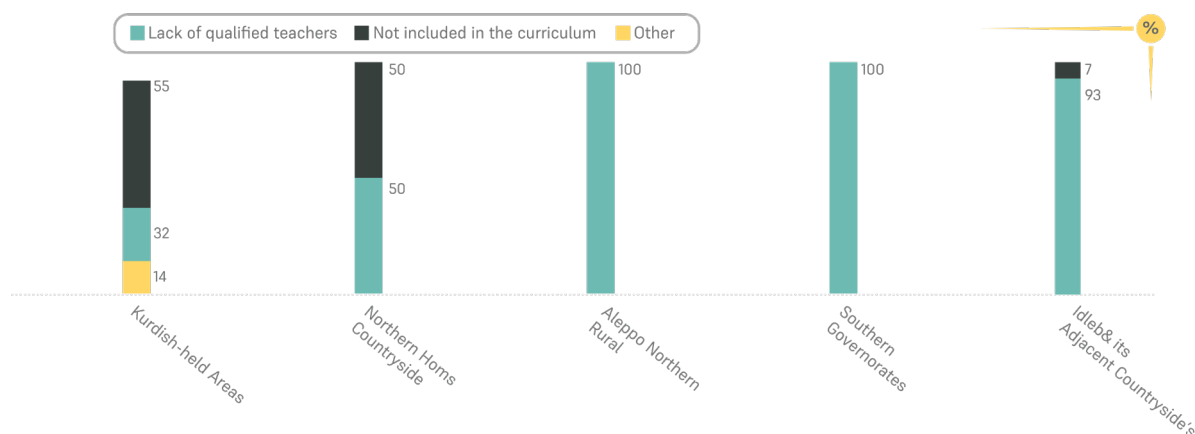


9. IMU enumerators conducted perception surveys with 8,757 teachers in and out of schools in 9 governorates. 45 percent of them were female and 55 percent were male.

07: Why schools are not teaching all subjects

The study found that there are two major reasons for the failure to teach all subjects of the curriculum. First, there is a shortage of qualified staff to teach specialized subjects. Second, a subject may have not been included in the curriculum taught in that area.

Figure 54: Percentages of reasons for not teaching all subjects in the curriculum



The most common reasons for not teaching one or more core subjects are 1) subject has been excluded from the curriculum taught in that area/school; 2) there is shortage of qualified teachers. Exclusion of subjects from the taught curriculum affects 55% of schools in Kurdish-held areas, 50% of schools in northern Homs countryside and 7% of schools in Idleb. Shortage of qualified teachers to teach some of the core subjects affects 26% of schools in Kurd-

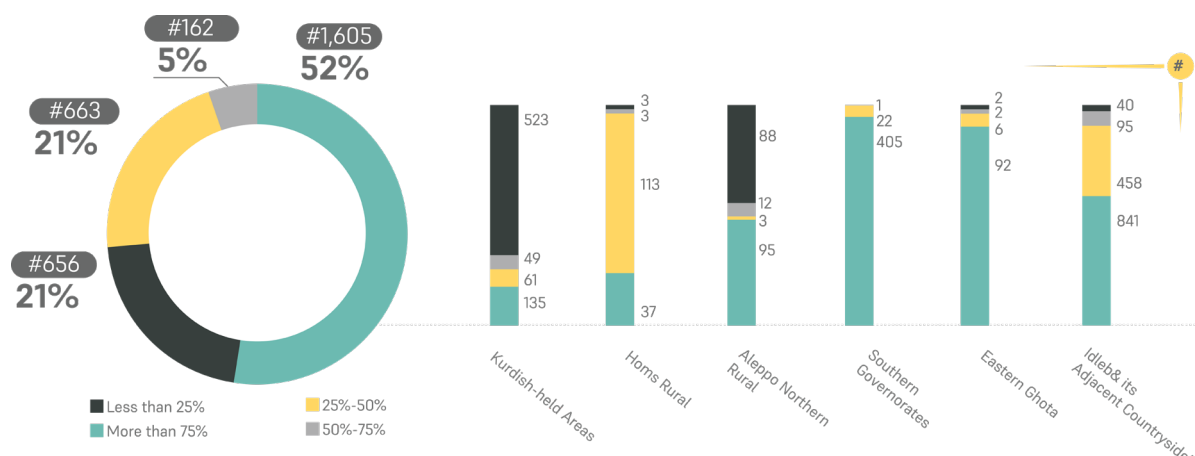
ish-held areas, 50% of schools in northern Homs, 93% of schools in Idleb and all schools in Aleppo and southern governorates. Science is one of the most commonly omitted subjects.

It is worth mentioning that there are three schools in the northern Homs countryside teaching Rashidi curriculum¹⁰ and focusing only on jurisprudence, the Arabic language and Maths.

08: Percentage of the curriculum taught during past year

The percentage of the curriculum, the students study, constitutes one of the building blocks for the success of the educational process. The results of the study show that during the academic year 2016-2017, 52 percent (1,605 schools) of the assessed schools completed 75 percent or more of the curriculum, twenty-one percent (663 schools) of them completed between 50 percent and 75 percent of the curriculum, five percent (162 schools) of them completed between 25 percent and 50 percent of the curriculum, and twenty-one percent (656 schools) of them completed less than 25 percent of the curriculum.

Figure 55: Percentage of completing the taught curriculum



10. The Rashidi curriculum: is a curriculum used to teach students in mosques or some educational seminars (small groups). This type of curriculum focuses on jurisprudential topics, Arabic language and the basics of arithmetic. It is adopted in villages that do not have schools and is taught by clerics or imams.

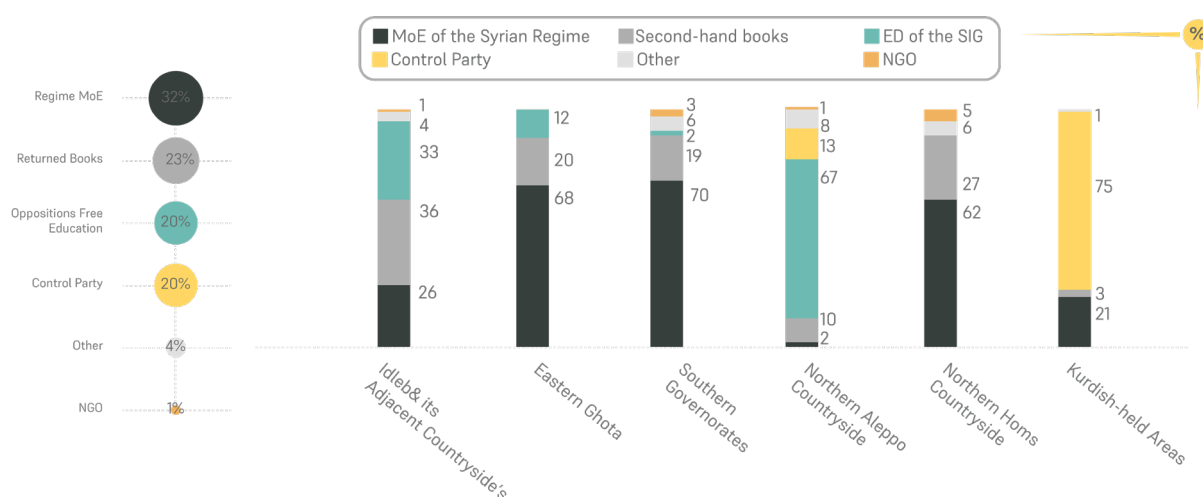
The figure 55 shows that 523 schools in Kurdish-held areas, 88 schools in Aleppo northern rural, and 40 schools in Idleb and its adjacent countryside did not complete more than 25 percent of the curricula during the academic year 2016-2017. Data shows that 31 schools in Kurdish-held areas were interrupted for more than two months during the second semester of the academic year 2016-2017, and eighty-three schools in these areas closed doors and became non-functional for over one-month during the same academic year.

Furthermore, the educational process has been interrupted in northern Aleppo countryside, where the number of the functional schools covered by the report, whose operation was interrupted for more than a month, reached 42 schools. This interruption contributed to school had not completed more than 25 percent of the curriculum scheduled during past year.

09: Sources of textbooks

The Syrian regime's Education Directorate (ED) distributed 32 percent of the textbooks used in the assessed schools. The ED of SIG distributed 20 percent. A further 20% of books were distributed by the parties controlling particular areas in which these books are used. 23 percent of all textbooks used are second-hand.

Figure 56: Percentage of distributed textbooks by source



10: Education Directorate (ED) of the Syrian regime

The MoE of the Syrian regime prints the curriculum textbooks and distributes them to primary students free of charge. The Syrian regime distributes, sells and controls prices of its textbooks within the areas under its control. However, in areas beyond its control, the regime textbooks are sold at different rates. The southern governorates (Dar'a - Quneitra) had the highest use of Syrian regime textbooks, with 70 percent of schools using them. This is not surprising as the educational process in these governorates are mostly under the supervision of the Syrian regime.

The Regime's textbooks constitute of 68 and 62 percent of the total textbooks in use in Eastern Ghota of Rural Damascus and in northern Homs respectively. In the governorate of Idleb and its related countryside, including the rural areas of Aleppo and Hama governorates, 26 percent of the textbooks are from the Syrian regime. In some of the Kurdish-held areas in the governorate of Al Hasakeh, 21 percent of textbooks are those of the Syrian regime.

It is important to note that the Syrian regime issued new curriculum during the current academic year (2017-2018). Together with the new curriculum, nearly all the textbooks (50 textbooks) were rewritten. This change is the most rapid of its kind throughout the history of the Syrian regime. In the past changes to the curriculum were introduced gradually, beginning with the lower grades and moving progressively upwards. Copies of the new curriculum and the attached new textbooks were not distributed to schools outside of the regime-control. Copies of the new curriculum can be found on regime's MoE's website in a soft copy.¹¹

11- <http://moed.gov.sy/site/%D8%A7%D9%84%D9%85%D9%86%D8%A7%D9%87%D8%AC-%D8%A8%D8%B5%D9%8A%D8%BA%D8%A9-pdf>

11: Education Directorate (ED) of SIG

The ED within SIG used the pre-war Syrian curriculum as its basis. Changes in these curriculum were made by expert teachers in 2014. Changes made to this curriculum included removing information that glorifies the Syrian regime. The scientific content was preserved. The ED of SIG, with the support of international organizations, printed copies of the revised curriculum and distributed textbooks in the areas they could reach. Electronic copies were sent to the besieged areas for local printing.

Sixty-seven percent of books used in northern Aleppo countryside are newly issued by SIG, and 10 percent are second-hand. SIG-newly issued textbooks account for 33 percent of all used textbooks in the governorate of Idleb and the surrounding rural areas. 36 percent of textbooks used in these areas are second-hand revised SIG textbooks. Textbooks issued by SIG accounted for 12 percent of the books used in Eastern Ghota of Rural Damascus. In Eastern Ghota, a siege imposed on the area, restricted the distribution of textbooks. 2 percent of textbooks in Eastern Ghota are newly issued by SIG.

12: Controlling parties

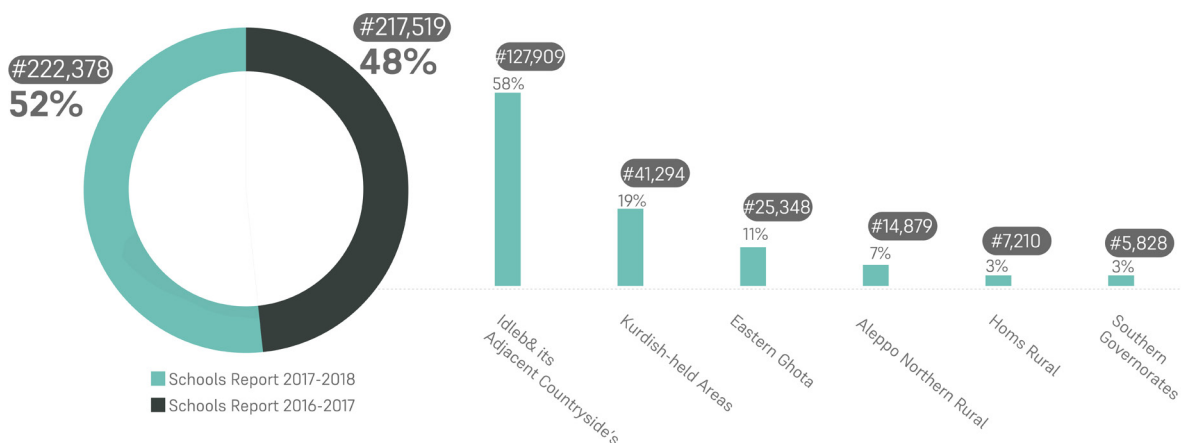
The most commonly used textbooks (75 percent of all textbooks) in the governorates of Al Hasakeh, Ar-Raqqah, Deir-ez-Zor and eastern Aleppo countryside were issued by the Kurdish-forces.

Turkish language books are distributed by the Turkish government in northern Aleppo countryside, along with the textbooks issued by the ED of SIG. Thirteen percent of the textbooks used in the area are Turkish language books. The Turkish language is considered an informal subject in the curriculum, and no exam is attached to this subject.

13: Textbooks Needed

In the third edition of the "Schools in Syria" Report 2017, a deficit of 217,519 textbooks was found in the assessed schools. As of this report, that need stands at 222,378 textbooks.

Figure 57: A comparison of the number of textbooks copies needed via two editions of "Schools in Syria" report



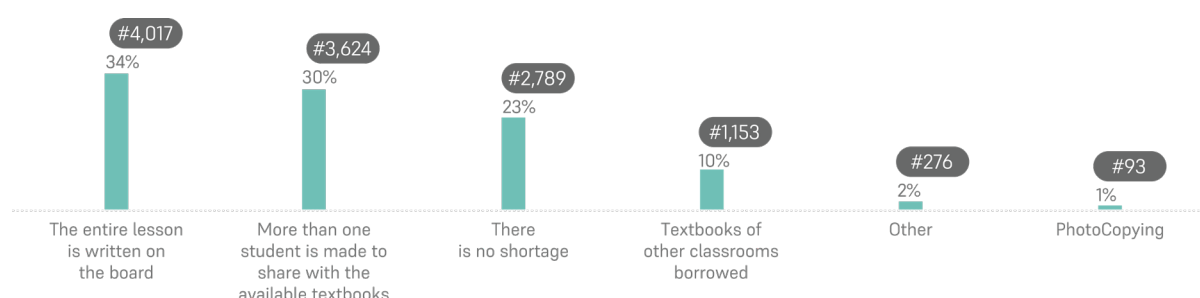
The highest need for textbooks was recorded in the governorate of Idleb and its countryside where 55 percent (127,356) students were learning without the necessary textbooks. Over 52,053 textbooks are needed in the Kurdish-held areas.

11. <http://en.etilaf.org/all-news/news/interim-ministry-of-education-adopts-a-revised-curriculum-for-syrian-schools.html>
 12. https://www.acu-sy.org/en/wp-content/uploads/2017/08/Schools2017_030817_EN_LQ.pdf

14: School Teachers' Perceptions: Dealing with shortage of textbooks copies in classroom

Teachers were asked about how they deal with the shortage of textbooks. Thirty-four percent (4,017 teachers) stated that they wrote the whole lesson on the blackboard, and 30 percent (3,624 teachers) asked students to share available copies of the textbooks. Ten percent (1,153 teachers) borrowed copies of the textbooks from the neighboring classrooms and returned them immediately after the end of the lesson. This may suggest that training offered to teachers should include sessions on how to teach in textbook-constrained environment; how to organize group-work to enable more efficient use of textbooks; which types of teaching methods work best in the textbook-constrained classrooms and what are the alternatives to writing lessons on the chalkboard.

Figure 58: Number/percentage of teachers per ways of dealing with curriculum shortage



The background of the page is a photograph of a classroom. In the foreground, a young girl with dark hair tied back is sitting at a desk, focused on writing in a notebook with a pencil. Behind her, another student is partially visible, also working. The classroom setting includes desks, papers, and a wall with some posters or notices. The entire image has a teal-colored overlay.

SECTION

08

CERTIFICATES

The certificate issued by MoE of the Syrian regime is the only widely recognized document that proves the educational level of the student. It is obtained after passing final exams of lower-secondary (9th grade) and upper-secondary (12th grade) levels. Transitional grades can be proved by a document called the “school report card” which can be issued by the management of the school, stating which school grade the student completed.

01: The certificate awarding entities:

Before the outbreak of the conflict in Syria, certificates were issued by MoE of the Syrian regime for lower-secondary and upper-secondary levels. The management of the school issued the “school report card” stamped by the ED of the Syrian regime. After the war began, certificates started to be issued by several entities.

Figure 59: Percentage of schools as per the certificate awarding entities for the transitional grades

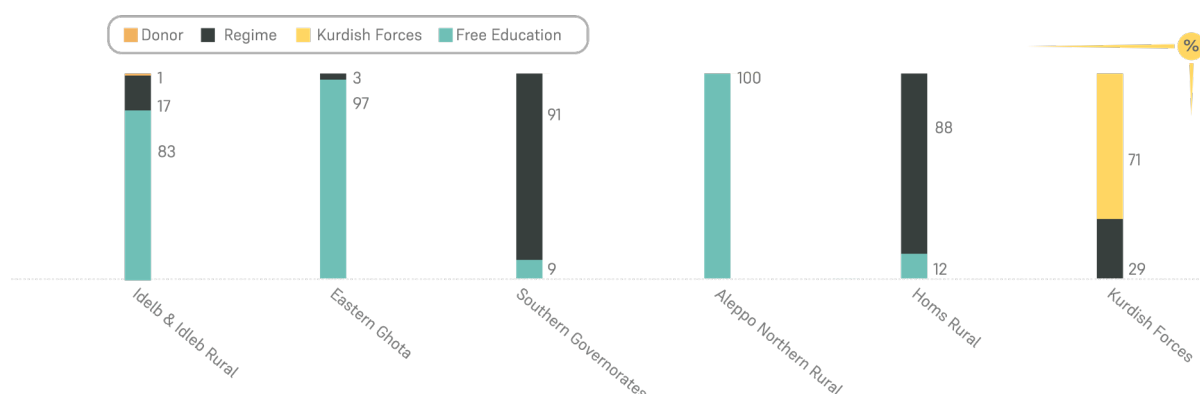
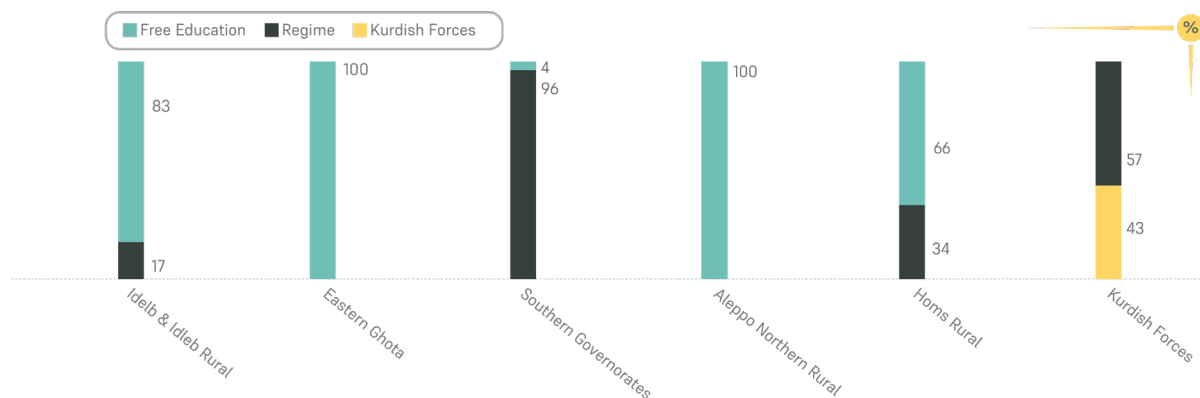


Figure 60: Percentage of schools as per the certificate awarding entities for both secondary grades



Kurdish-held areas: In the transitional grades, Democratic Federation of Northern Syria – Rojava – issues “school report cards” in 71 percent of the schools, while the Syrian regime issues them in 29 percent of these schools. Rojava issues 43 percent of certificates for lower-secondary and upper-secondary levels and the Syrian regime issues 57 percent of certificates for lower- and upper secondary levels.

Northern Homs countryside: In the transitional grades, the MoE of SIG issues “school report cards” in 12 percent of schools in comparison with 88 percent issued by MoE of the Syrian regime. However, 66 percent of certificates for lower-secondary and upper-secondary levels are issued by MoE of SIG, whereas 34 percent are issued by MoE of the Syrian regime.

Idlib Governorate and the rural areas, northern Aleppo countryside and Eastern Ghota: In the transitional grades, the MoE of SIG issues “school report cards” in 83 percent of schools in Idlib Governorate and the rural areas of Idlib, Aleppo and Hama, 100 percent of schools in northern Aleppo countryside, and 97 percent of schools in Eastern Ghota. Syrian regime issues certificates to 17 percent of schools in Idlib

Governorate and the rural areas of Idlib, Aleppo and Hama, and 3 percent of schools in Eastern Ghota. 83 percent of certificates for lower-secondary and upper-secondary levels in Idlib Governorate and the rural areas of Idlib, Aleppo and Hama, 100 percent of certificates in northern Aleppo countryside, and 100 percent of certificates in Eastern Ghota are issued by MoE of SIG. Whereas 17 percent of certificates are issued by MoE of the Syrian regime in Idlib Governorate and the rural areas of Idlib, Aleppo and Hama.

Southern governorates: The MoE of SIG issues “school report cards” in 9 percent of schools in southern governorates. 91 percent of school report cards are issued by MoE of the Syrian regime. 4 percent of certificates for lower- and upper-secondary levels are issued by MoE of SIG, whereas 96 percent of certificates are issued by MoE of the Syrian regime.

The certificates issued by MoE of SIG are only recognized by Government of Turkey (GoT) which makes efforts to secure scholarships for students holding these certificates. However, the closure of the Syrian-Turkish border remains an obstacle to students aspiring to benefit from these scholarships.

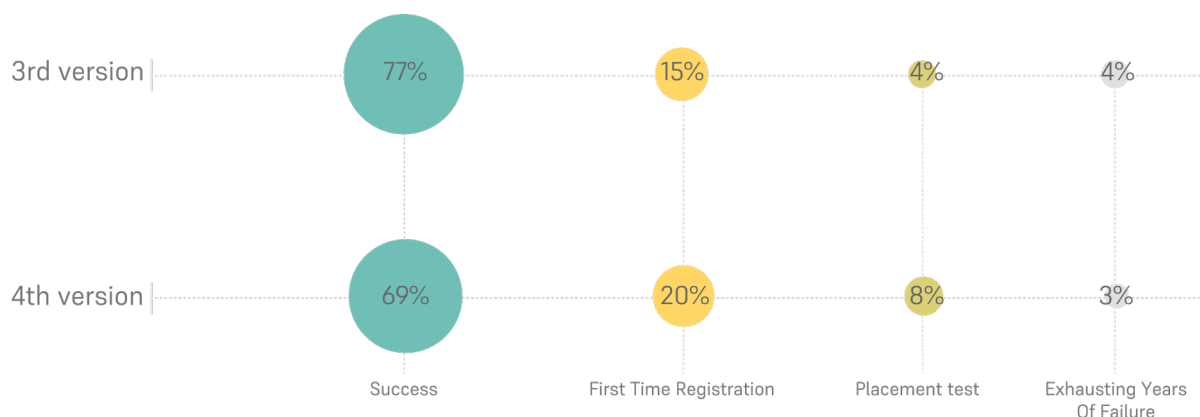
02: How students’ reach to the current grade (passing, failure years expiry, ...

The data shows a decline in the percentage of the students who reached their current grade by passing through two successive regime of “Schools in Syria” report. Seventy-seven percent of students reached their current grades in 2017 by passing (2016 exams) in comparison with 69 percent of students reached their current grades in 2018 by passing (2017 exams).

There are four mechanisms by which a student can advance to the next grade:

- **Passing:** At the end of the academic year, students undergo the final exams of the approved curriculum. Finishing these exams successfully means that they pass to the next grade. 69 percent of all students attending the assessed schools have completed their previous grades successfully. This represents a decline in pass rates as compared with previous two years.
- **Failure years expiry:** Some students advance due to “failure years expiry” where a student fails for several successive years and is transferred to the next grade because he/she is no longer allowed to stay in the same grade and, at the same time, they can’t be excluded as learners up to 15 years old are obliged to attend school as per compulsory education law. Three percent of all students attending the assessed schools advanced to the next grade because of “failure years expiry”, in comparison with 4 percent of students in previous year.
- **Placement Test:** The third mechanism for passing a grade is a “placement test” that examines the student’s abilities. This mechanism was used by 8% of learners and represents an increase of 4% in comparison to previous year.
- **First time registration:** In 20% of schools, the student’s grade is determined by age during registration. In these schools, no placement tests or learners’ IDS are necessary.

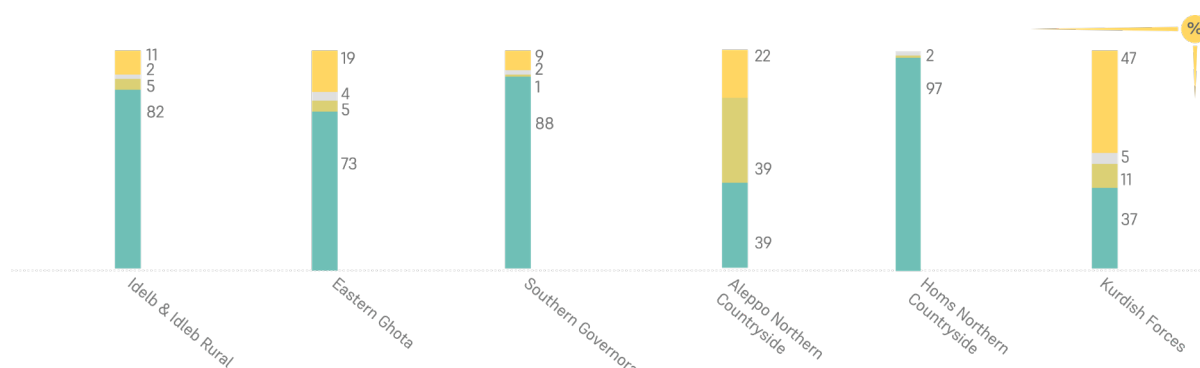
Figure 61: Mechanisms of students’ access to the current grade as per 3rd and 4th regime of “Schools in Syria” report



13. https://www.acu-sy.org/en/wp-content/uploads/2017/08/Schools2017_030817_EN_LQ.pdf

The biggest percentage of students passing to the next grade is in northern Homs countryside by 97 percent, followed by southern governorates by 88 percent, and Idleb and adjacent rural by 82 percent. The biggest percentage of first time registration is observed in schools in Kurdish-held areas with 47 percent of learners attending grades based on their age. In northern Aleppo countryside 22% and in Eastern Ghota 19 percent of learners pass grades accordingly to their age. Placement tests are most commonly applied in northern Aleppo countryside (39 percent) and Kurdish-held areas (11 percent).

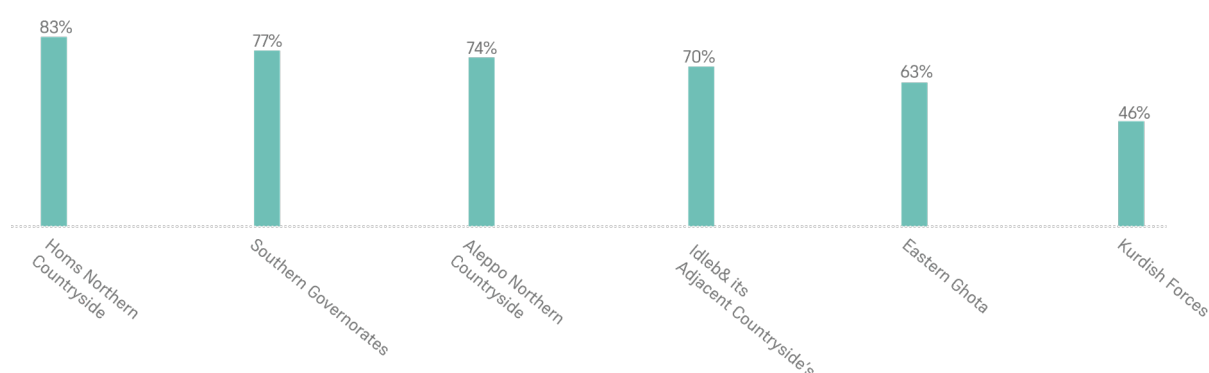
Figure 62: Methods of students' access to the current grade as per 4th Edition by controlling forces



Teachers' Perceptions: Percentage of students whose ages align with their school grades

According to the surveyed teachers¹⁴, the highest correlation between the age of the students and their grades was in northern Homs countryside, where 83 percent of students were in the correct grade for their age, followed by the southern governorates by 77 percent, and northern Aleppo countryside by 74 percent.

Figure 63: Average of students whose ages go in line with their school grades

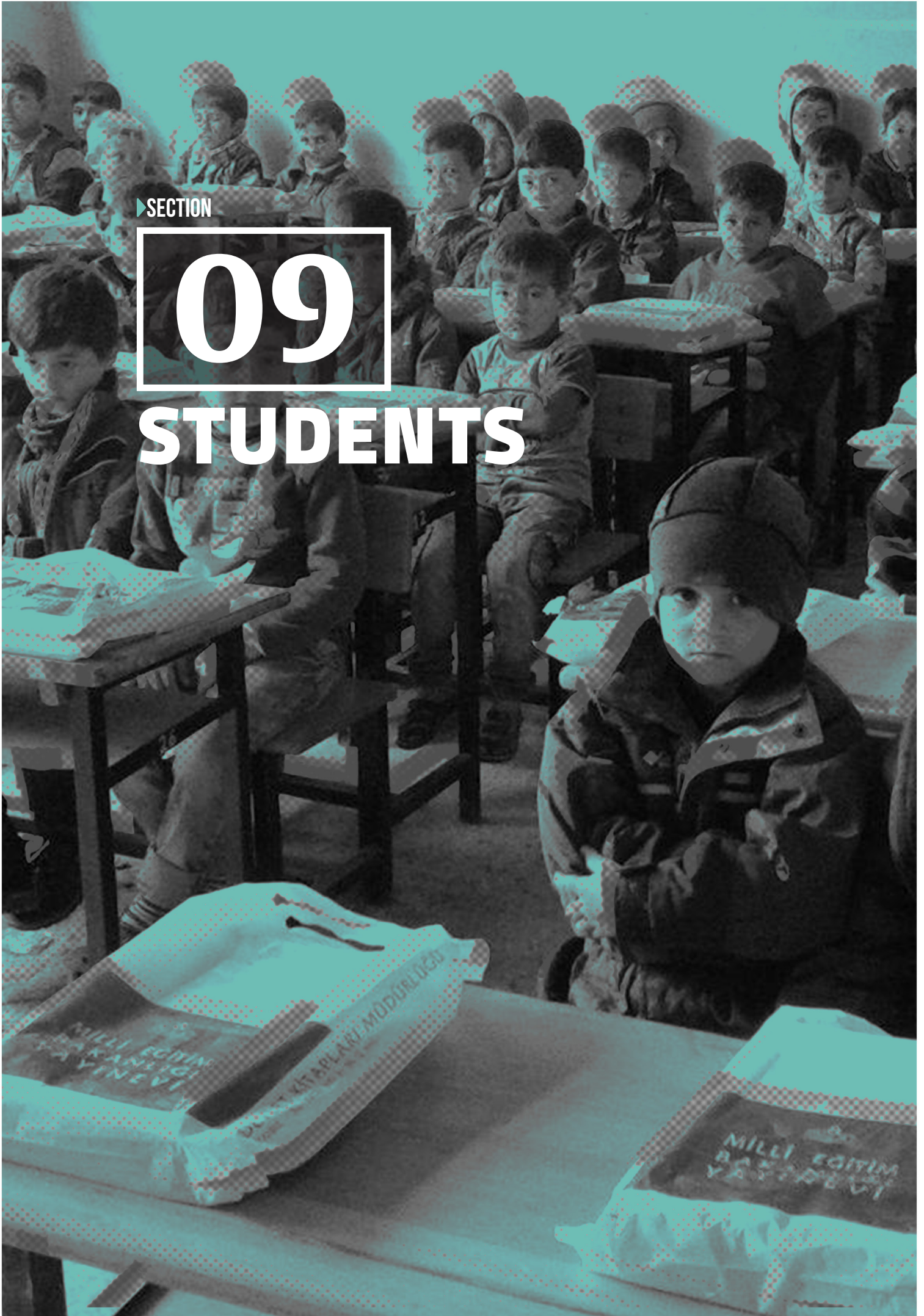


14. IMU enumerators conducted perception surveys with 8,757 teachers in and out of schools in 9 governorates. 45 percent of them are females and 55 percent are males.

SECTION

09

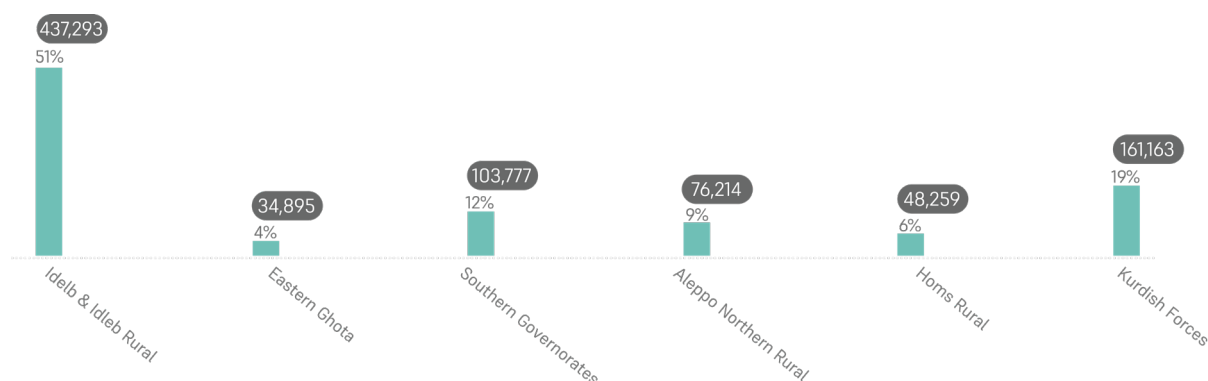
STUDENTS



01: Number of students by controlling forces

The largest number of students was concentrated in Idleb Governorate and the rural areas of Idleb, Aleppo and Hama, constituting 51 percent (437,293 students) of the total number of students assessed.

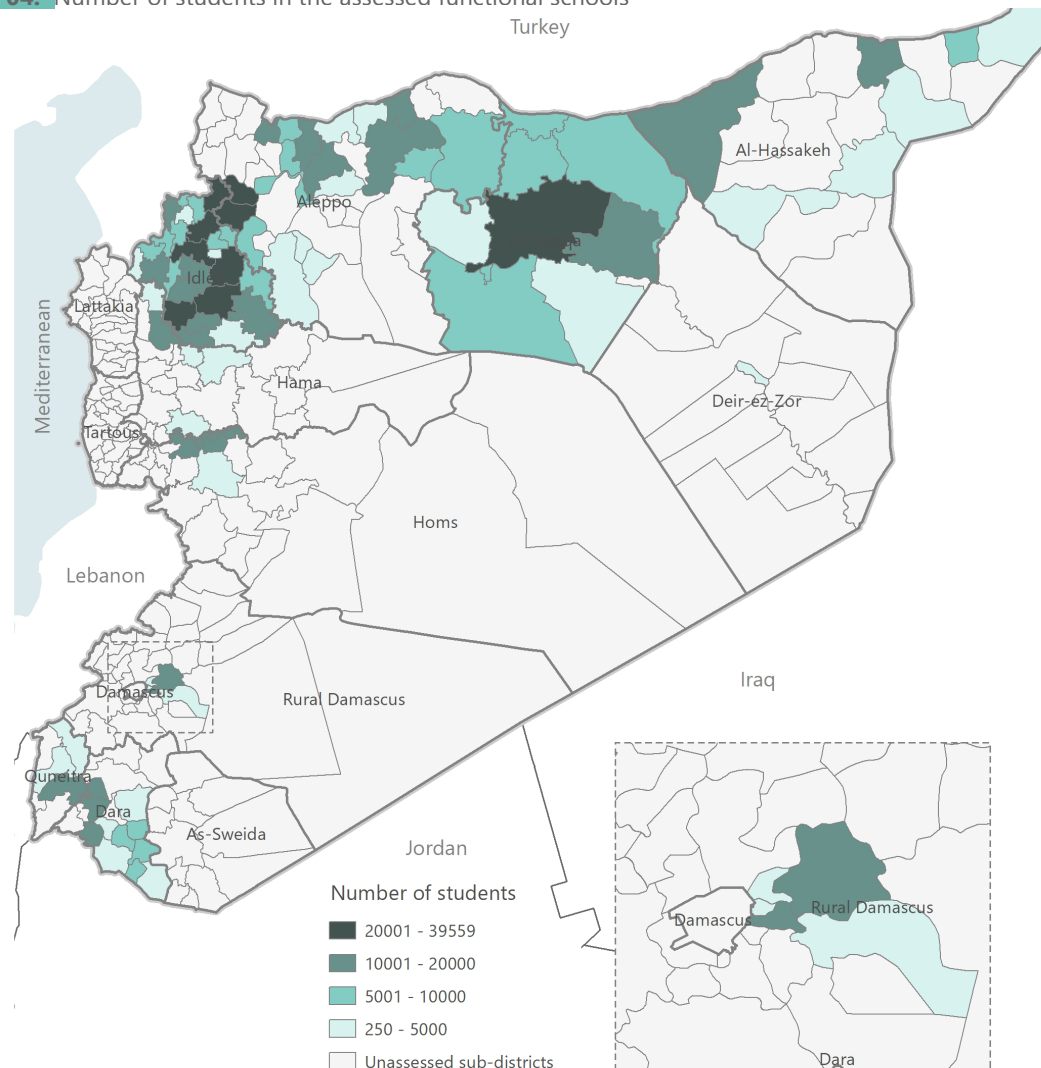
Figure 64: Number/percentage of students in the assessed functional schools



This percentage can be attributed to the large number of sub-districts (37 sub-districts) and assessed functional schools (1,434 schools or 84%) in this geographical area.

19 percent of students included in this study, or 161,163 students were in Kurdish-held areas. At the time when this assessment took place, in Kurdish-held areas, with 23 sub-districts in 4 governorates (Al- Hasakeh, Ar-Raqqa, Deir-ez-Zor and eastern Aleppo countryside), 70 percent or 1,100 schools were functional. Of the total students included in this study, 4% (34,895 students) were in Eastern Ghota.

Map 04: Number of students in the assessed functional schools

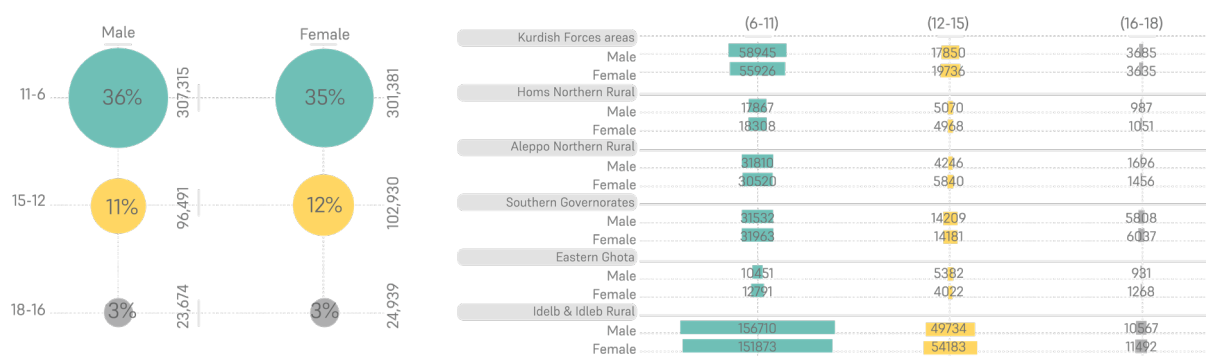


02: Age groups of students

Students 6 – 11 years old formed the largest age group of students in the assessed schools accounting for 71 percent (608,696 students of both genders) of the total enrolled students. Female students aged 6 – 11 constituted 35 percent (301,381 students) of

the total number of enrolled students. Students aged 12-15 years constituted 23 percent (199,421 students of both genders) of the total number of enrolled students and students aged 16-18 years constituted 6 percent (48,613 students of both genders).

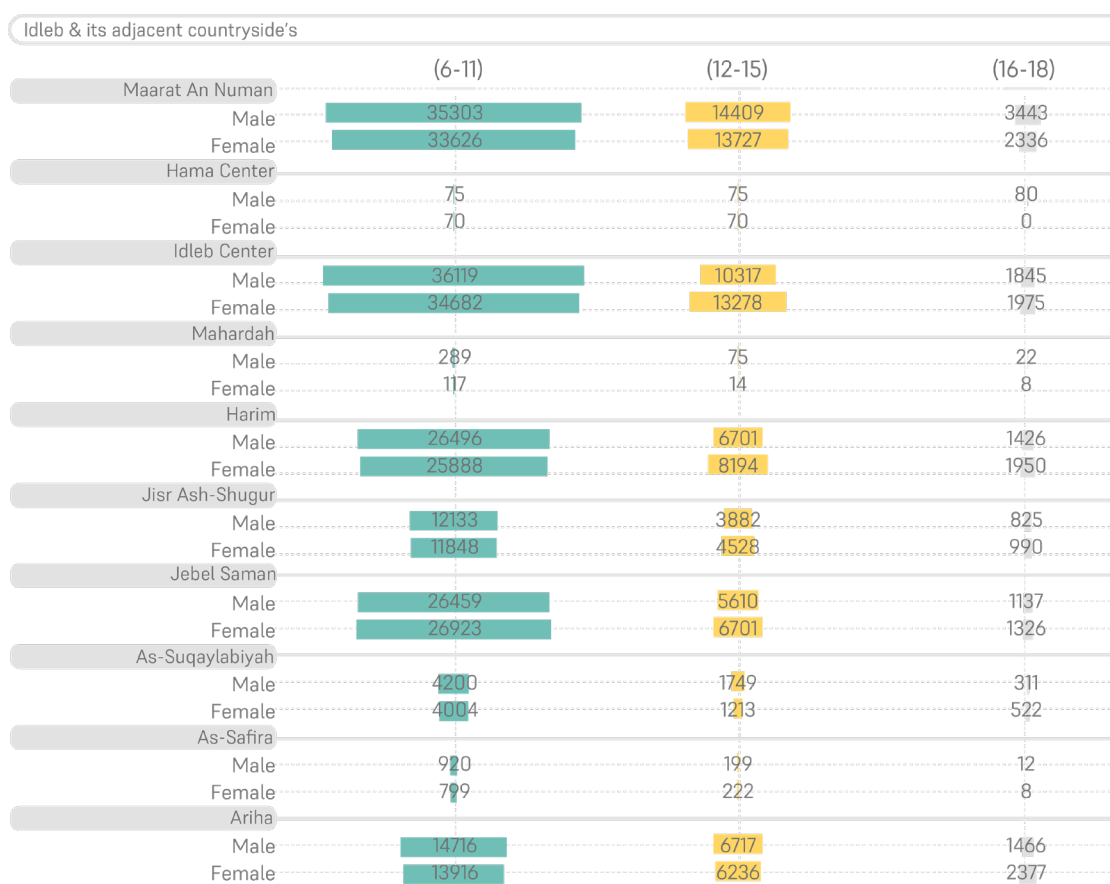
Figure 65: Number/percentage of students in the assessed functional schools per age groups



Historical data for enrolment is limited, however data collected by the ACU in previous years and reported in earlier editions of the “Schools in Syria” report, suggest that fewer children transition to lower-secondary than children who complete primary education. Similar observation is made about transition between lower- and upper-secondary. This is an important finding, and points out that in the next editions additional data could be collected to better understand transition rates, and situation of learners who do not transition to lower- and upper-secondary.

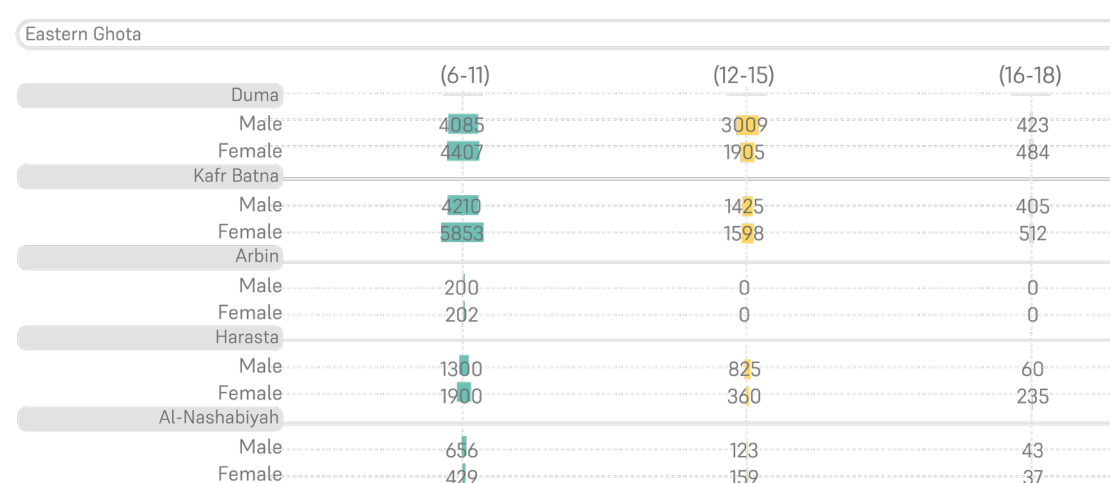
In Idlib & its adjacent countryside as figure 66 shows, 72 percent of male learners (156,710 males) were in the primary schools, 23 percent of them (49,734 males) were attending lower-secondary level, and 5 percent of them (10,567 males) were attending upper-secondary level. Meanwhile, 70 percent of female learners (151,873 females) were in the primary schools, 25 percent of them (54,183 females) were attending lower-secondary level, and 5 percent of them (11,492 females) were attending upper-secondary level in Idlib & its adjacent countryside.

Figure 66: Number of students in the functional schools in Idleb & its adjacent countryside



In Eastern Ghota as figure 66 shows, 62 percent of male learners (10,451 males) were in the primary schools, 32 percent of them (5,382 males) were attending lower-secondary level, and 6 percent of them (931 males) were attending upper-secondary level. Meanwhile, 71 percent of female learners (12,791 females) were in the primary schools, 22 percent of them (4,022 females) were attending lower-secondary level, and 7 percent of them (1,268 females) were attending upper-secondary level in Eastern Ghota.

Figure 67: Number of students in the functional schools in Eastern Ghota



In the Kurdish-held areas as figure 66 shows, 73 percent of male learners (58,945 males) were in primary schools, 22 percent of them (17,850 males) attended lower-secondary level, and 5 percent of them (3,685 males) attended upper-secondary schools. Meanwhile, 71 percent of female learners (55,926 females) were in primary schools, 25 percent of them (19,736 females) attended lower-secondary level, and 5 percent of them (3,635 females) attended upper-secondary schools in Kurdish-held areas in the Kurdish-held areas.

Figure 68: Number of students in the functional schools in Kurdish-held areas

Kurdish Forces areas			
	(6-11)	(12-15)	(16-18)
Menbij			
Male	10469	3558	209
Female	9967	3332	232
Dir-ez-zor			
Male	385	100	0
Female	302	80	0
Ar-Raqqa			
Male	12110	5275	1070
Female	13701	5230	448
Al-Hasakeh			
Male	3599	900	230
Female	3436	620	120
Ain-Al-Arab			
Male	2914	397	111
Female	1820	253	65
Ras-Al-Ain			
Male	5215	905	395
Female	3895	930	170
Tell Abiad			
Male	10465	179	75
Female	10017	481	123
Al-Malikiyah			
Male	2889	1498	495
Female	3326	1710	895
Qamishli			
Male	3834	1493	700
Female	4009	2290	1257
Al Thawarh			
Male	7065	3545	400
Female	5450	3810	325

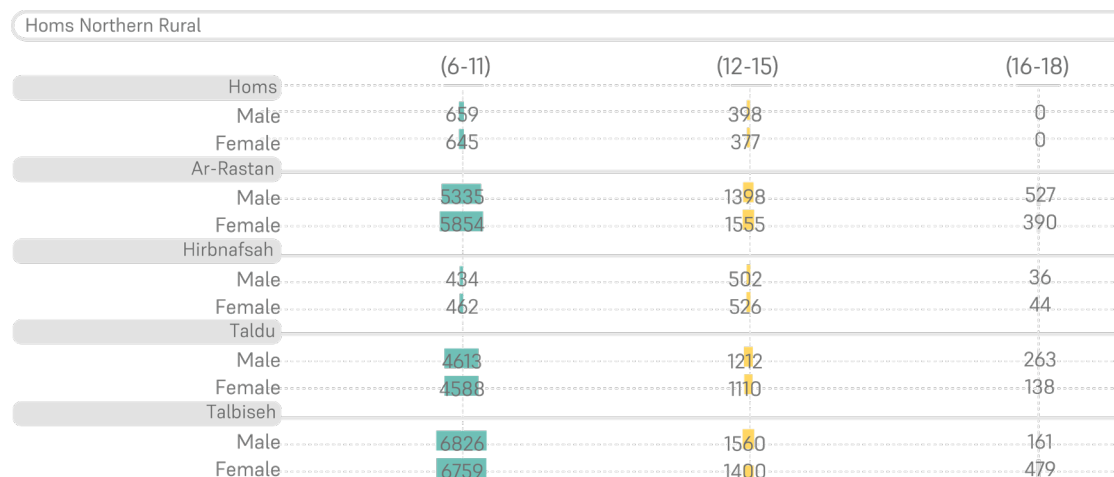
In southern governorates as figure 66 shows, 61 percent of male learners (31,532 males) were in primary schools, 28 percent of them (14,209 males) attended lower-secondary level, and 11 percent of them (5,808 males) attend upper-secondary schools. Meanwhile, 61 percent of female learners (31,963 females) were in primary schools, and 27 percent of them (14,181 females) attended lower-secondary level, and 12 percent of them (6,037 females) attended upper-secondary schools in southern governorates.

Figure 69: Number of students in the functional schools in southern governorates

Southern Governorates			
	(6-11)	(12-15)	(16-18)
Western dara			
Male	15406	6155	3057
Female	15628	6438	2988
Eastern Dara			
Male	11648	5679	1751
Female	12254	5547	2052
Quneitra			
Male	4478	2375	1000
Female	4081	2196	997

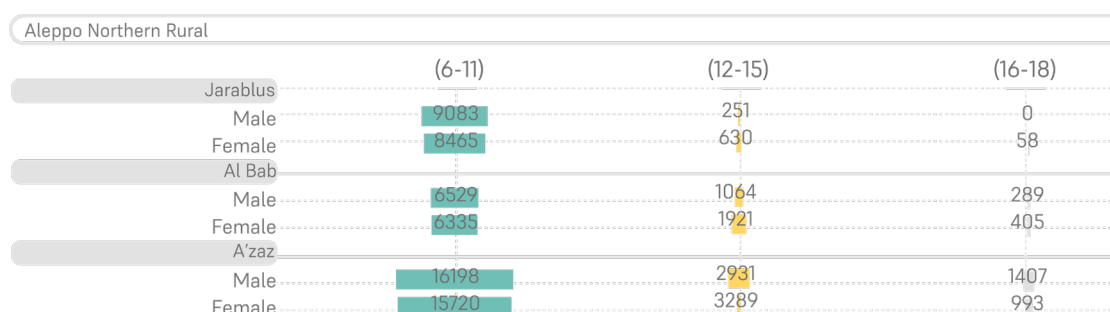
In northern Homs countryside as figure 66 shows, 75 percent of male learners (17,867 males) were in the primary schools, 21 percent of them (5,070 males) attended lower-secondary level, and 4 percent of them (987 males) attended upper-secondary schools. Meanwhile, 75 percent female learners (18,308 females) were in the primary schools, 20 percent of them (4,968 females) attended lower-secondary level, and 4 percent of them (1,051 females) attended upper-secondary schools in northern Homs countryside.

Figure 70: Number of students in the functional schools in northern Homs countryside



In northern Aleppo countryside as figure 66 shows, 84 percent of male learners (31,810 males) were in the primary schools, 11 percent of them (4,246 males) attended lower-secondary level, and 4 percent of them (1,696 males) attended upper-secondary schools. Meanwhile, 81 percent female learners (30,520 females) were in the primary schools, 15 percent of them (5,840 females) attended lower-secondary level, and 4 percent of them (1,456 females) attended upper-secondary schools in northern Aleppo countryside.

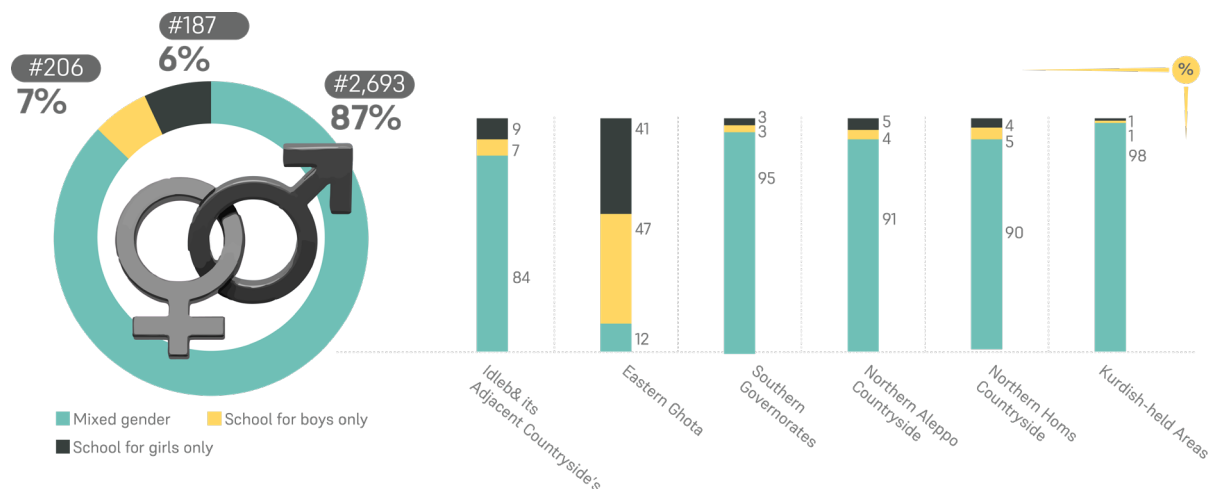
Figure 71: Number of students in the functional schools in northern Aleppo countryside



03: Separation of students by gender within schools

Data shows that 87 percent (2,693 schools) of the total assessed functional schools included in this report are mixed schools where male and female learners learn jointly in co-educational classrooms. 7 percent or 206 schools are single-sex male schools and 6 percent or 187 schools are single-sex female only.

Figure 72: Number/percentage of schools separated by gender



Before the war in Syria, most lower-secondary schools were separated by gender. Primary schools (with grades 1 – 6) were mixed, while lower-secondary and upper-secondary schools were single-sex schools. Mixed schools for all grades were found in some villages. In these instances, the separation was on classroom-level with classrooms dedicated for males and others dedicated for females. Some villages had only one mixed lower-secondary or one mixed upper-secondary school.

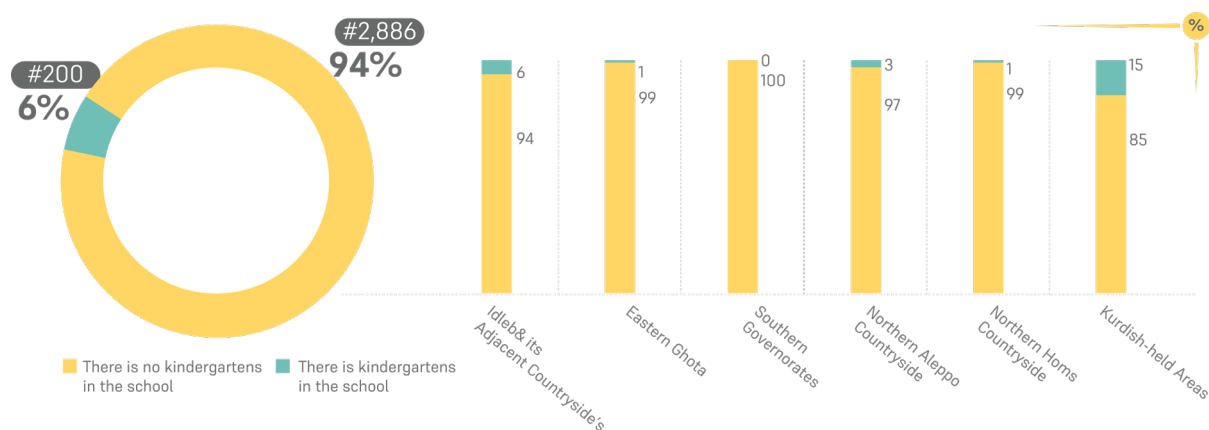
At the onset of the war in Syria, and as a result of deteriorated security situation resulting in constrained mobility, more schools became co-educational and welcome both genders. Currently, in the areas included in this study, most primary schools are co-educational, while most lower- and upper-secondary schools are single-sex.

The highest percentage of single-sex lower- and upper-secondary schools was observed in Eastern Ghota, with 88 percent or 90 schools. Forty-one percent of schools were schools for male students and 47 percent for female students. Mixed schools formed 12 percent of schools (total of 12 schools).

04: Availability of kindergartens within schools

The assessment results provided that 94 percent (2,886 schools) of the assessed functional schools do not have kindergartens.

Figure 73: Number/percentage of schools with kindergartens



Before the war, public pre-schools were not common in Syria. Parents who were interested in pre-primary education used to send their children to private settings. For many families, private pre-primary education was unaffordable. An important move towards expanding pre-primary was made in 2006, when a new faculty branch was opened within the Faculty of Education. The branch, called kindergartens, educates teachers for pre-primary education.

With growing awareness amongst the parents about the importance of early childhood education, schools started to recognize the need for opening pre-school levels.

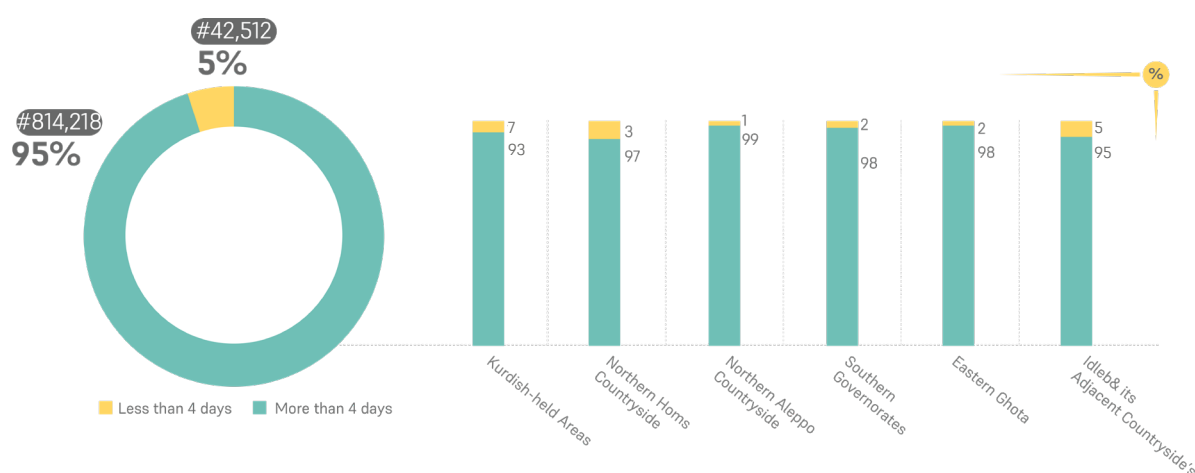
In Kurdish-held areas, 15% of all schools included in the study included a kindergarten/pre-school. Pre-schools are most common in the Al-Hasakeh Governorate. In Idlib and its adjacent countryside, 6 percent of schools had a kindergarten. In northern Aleppo countryside, 3 percent of schools have kindergartens. 90 percent of these schools have a small number of learners (no more than eight children aged between 4 and 5 years old) and cater largely for children of the teaching staff.

05: Students` commitment to attending school

Before the war, students were attending schools 5 days a week, starting on Sunday and ending on Thursday. This is still applicable in all schools in Syria except Eastern Ghota, where 96 percent of schools operate 6 days.

95 percent (814,218 students) of all students within the assessed functional schools attend school for 4 or more days a week. This suggests that students are committed and enabled to attend schools. Attendance of pre-school students is excluded from this analysis.

Figure 74: Number/ percentage of students attending schools per days

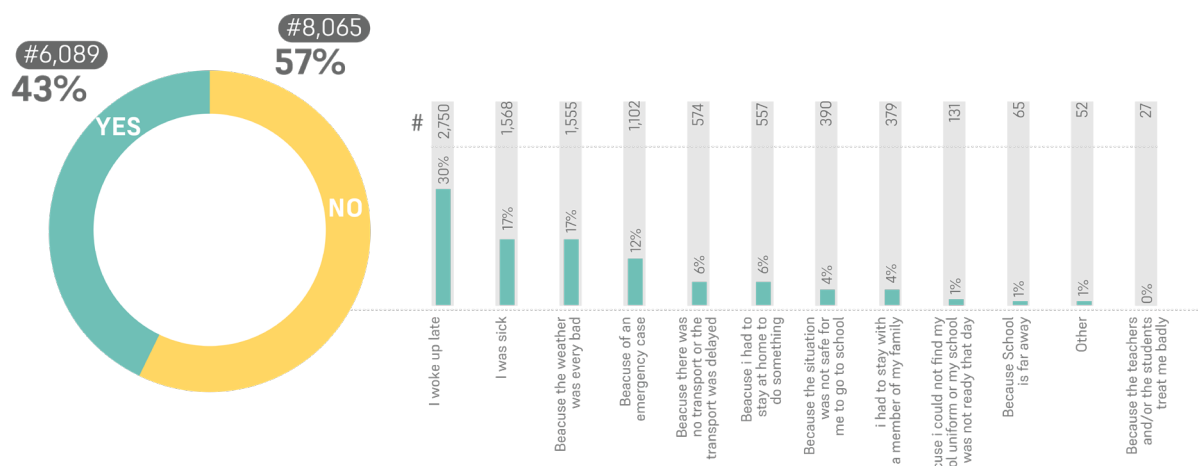


The highest percentage of students attending less than 4 days of school was observed in Kurdish-held areas with 7 percent of students attending fewer than 4 days. In northern Aleppo countryside (99%), southern governorates and Eastern Ghota (98%), northern Homs countryside (97%), Idlib (95%) and Kurdish-held areas (93%) more than 93% of students attend 4 or more days of school.

06: Students perceptions: Reasons for being late for school

The results of student's surveys show that 43 percent (6,089 students)¹⁵ said they were late for school during the current academic year. Thirty percent (2,750 students) said they were late for school because they had overslept, 17 percent (1,568 students) because they had been sick, and 17 percent (1,555 students) because the weather was bad.

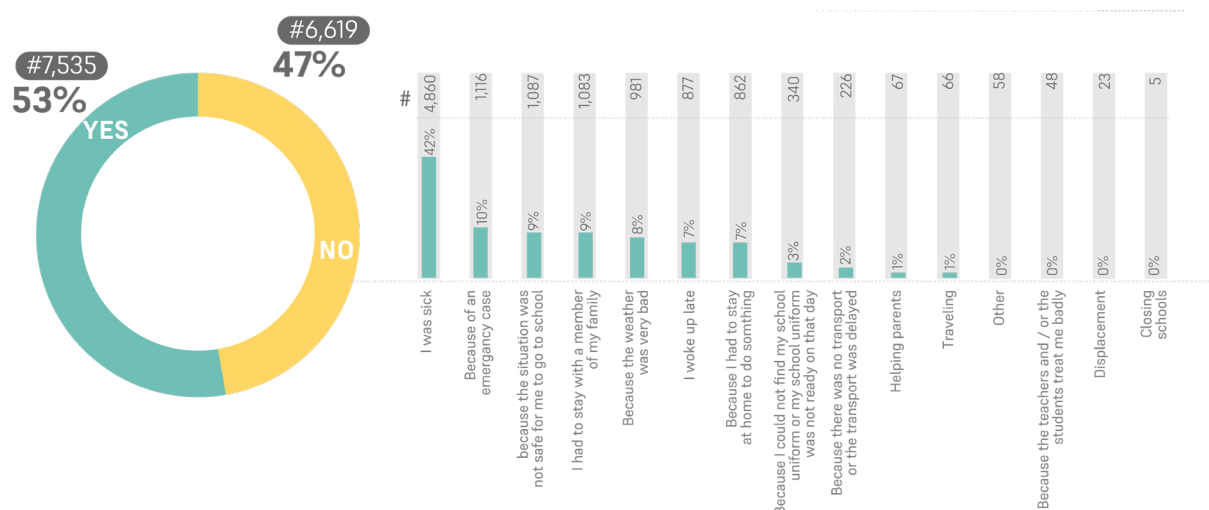
Figure 75: Number/percentage/reasons for on-time students and late students



07: Student perceptions: Reasons for students being absent from schools

The survey results show that 53 percent (7,535 students) of the surveyed students said that they were absent from school during the current academic year 2017-2018. Forty-two percent (4,860 students) were absent from school due to illness, 10 percent (1,116 students) because of emergency, and 9 percent (1,087 students) because it was too unsafe to go to school.

Figure 76: Number/ percentage/reasons of students' absence from schools

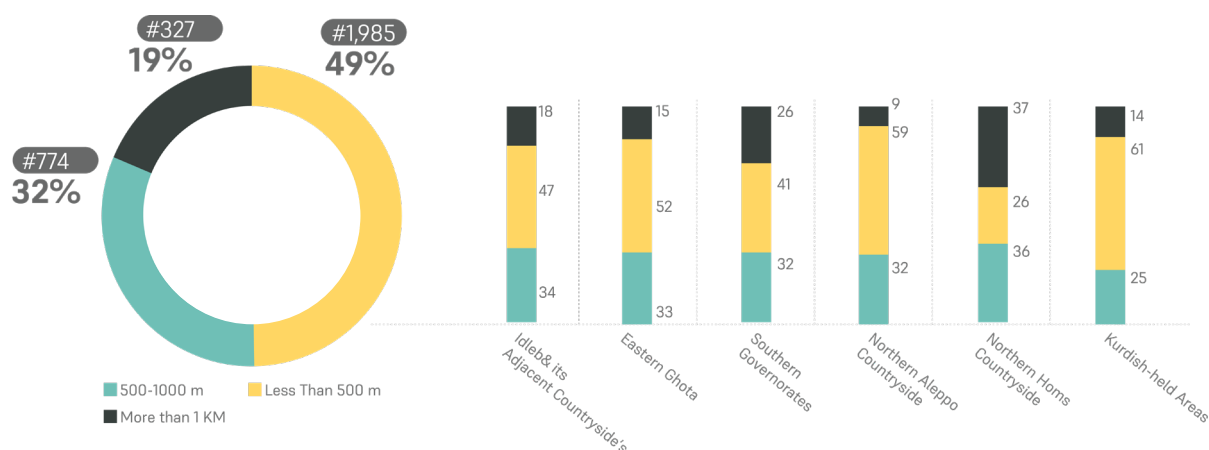


15. IMU enumerators conducted perception surveys with 14,154 students aged between 5 and 17 years old in and out of schools in 9 governorates. 46 percent of them are females and 54 percent are males. 78 percent of them are host community and 22 percent of them are IDPs.

08: The Distance to schools

Nineteen percent of students (163,704 students) live more than 1,000 meters away from the assessed functional schools (327 schools), 32 percent (275,712 students) live between 500-1,000 meters away from their schools (774 schools), and 49 percent (430,801 students) of students live less than 500 meters away from their schools (1,985 schools).

Figure 77: Percentage of students per the distance to schools



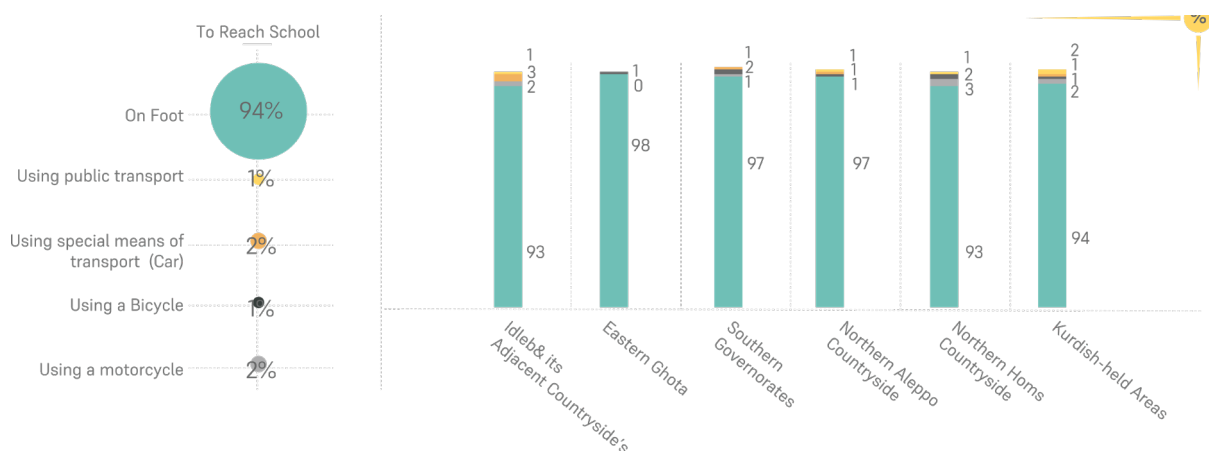
Before the war in Syria, the distance to schools varied by community. Big cities were more organized, and each neighborhood had several schools of different levels, making it easier for students to get to school on foot. Whereas in villages, which are extended over large areas and houses are scattered, schools are often more than 500 meters away from the houses of students. In rural areas, schools are more than 1,000 meters away from the houses of 50 percent of students. Primary schools are often close to the houses of students in villages, while there are fewer lower-secondary and upper-secondary schools, forcing students in villages to travel long distances to attend schools.

Since the start of the war and the increase of non-functional schools, distance to schools has increased. Students in northern Homs countryside travel the longest distance. 37% of students travel over 1000 meters and 36% of students travel between 500 – 1000 meters to school.

09: Means used by students to access schools

The assessment revealed that 94 percent of students walk to and from school. 2 percent use private transportation, 2 percent rely on motorcycles, 1 percent depend on bicycles, and 1 percent use public transportation.

Figure 78: Percentage of students by ways to reach schools



In Eastern Ghota, 98 percent of students go to schools on foot, and 1 percent commute by bike. A lack of fuel makes public and private transportation challenging.

Public transportation fees have doubled in all the areas included in the assessment. It is an important finding and suggests that in the future editions of the "Schools in Syria" the effect of raised transport fees on students' attendance, transition rates and drop-out could be probed to provide evidence for future programming.

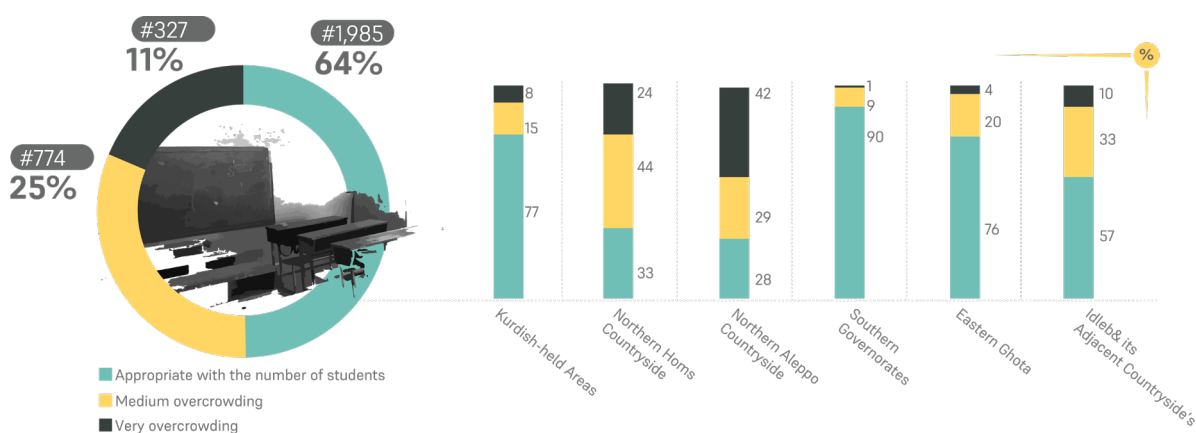
10: Overcrowded classrooms

A large number of school classrooms in Syria were designed to cater for 30 learners.

For the purpose of this assessment, classrooms educating fewer than 30 students are considered not overcrowded; classrooms with 30 – 40 students are considered semi-overcrowded, and classrooms with more than 40 students are considered overcrowded.

The results of the study show that 64 percent (1,985 schools) of the assessed functional schools were not overcrowded, where the number of students was in line with the size of the classrooms. Twenty-five percent of schools (774 schools) were semi-overcrowded, while 11 percent (327 schools) were overcrowded.

Figure 79: Number/percentage of schools as per the crowdedness of students

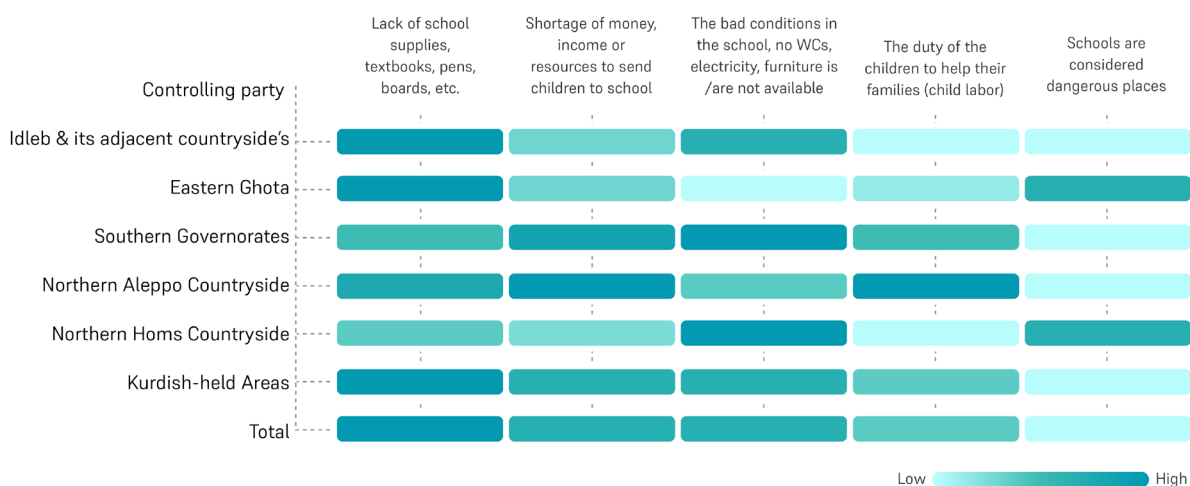


The highest percentage of crowdedness was found in northern Aleppo countryside, where 29 percent (57 schools) of the functional schools were semi-overcrowded, and 42 percent (83 schools) of them were overcrowded.

11: Difficulties students encounter at schools

A shortage of educational materials, books and stationery came first on the list of difficulties that students encounter. Second was poor conditions in the schools, and third was a lack of income.

Heatmap 01: The difficulties faced by students at schools



The shortage of educational materials, books and stationery was highest ranked difficulty in Idleb Governorate and the rural areas of Idleb, Aleppo and Hama, Eastern Ghota, and Kurdish-held areas. In these regions, teacher Key Informants (KIs) reported that teachers have to write full lessons on the blackboard because of the acute shortage of textbooks, and students can't copy these lessons on their notebooks because of the limited time. Partners could consider provision of free textbooks as a priority; training for teachers on how to deal with shortage of textbooks in overcrowded classrooms could also be considered to help teachers understand what methods work better than copying the textbook to the chalkboards .

Twenty-three percent 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 were already included in them. Provision of activity books for learners could be another priority partners could consider in their programming.

Lack of copybooks is another challenge. Learners make notes of all lessons in one notebook, which make it hard for them to refer to subject notes in a systematic way.

In schools, children suffer from poor conditions. There is no heating or electricity within schools; 66 percent (2,333 schools) of the assessed functional schools rely on water trucking which might not be sterile, and 50 percent of water closets (9,010 WCs) within the assessed schools are not usable. In addition, the sanitary facilities are in need of periodic maintenance.

12: Numbers of dropout students over two successive academic years (2016/2017 and 2017/2018)

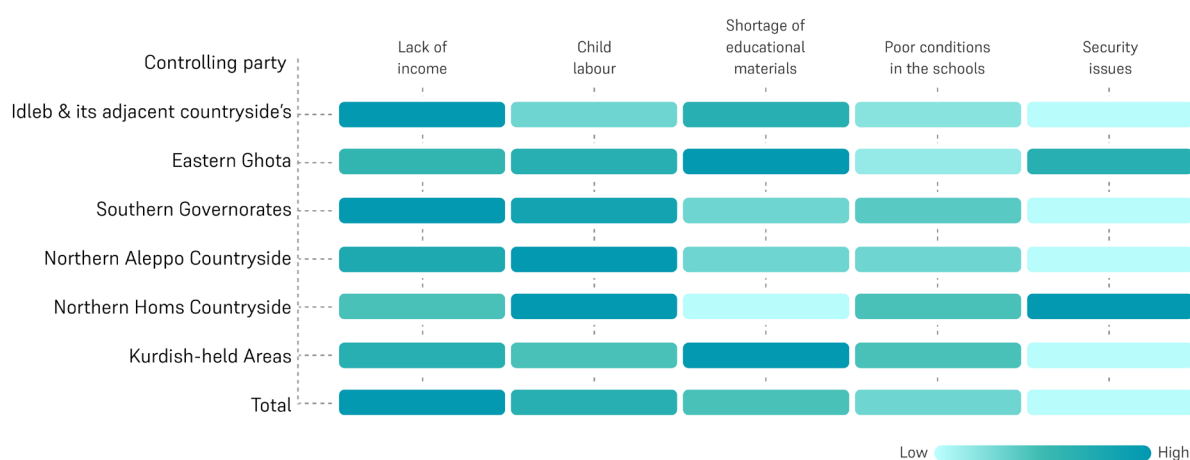
This section sheds light on the number of dropout students over two successive academic years (2016/2017 and 2017/2018). The students who attended the academic year (2016/2017) and did not join the academic year (2017/2018) are considered dropout students, taking into consideration the students who moved to nearby schools, or finished their schools (graduated). This section does not contain statistics for students who have not attended schools for more than two successive academic years.

Kurdish-held areas had the highest dropout levels with 42 percent (24,973 students) of the total number of students in the assessed schools dropping out. Idleb Governorate and the rural areas of Idleb, Aleppo and Hama came second at 39 percent (22,988 students).

13: Reasons for dropping out and difficulties preventing children from attending school

Lack of income topped the list of reasons preventing students from attending school, child labor came second, and the lack of educational materials, books, and stationery came third.

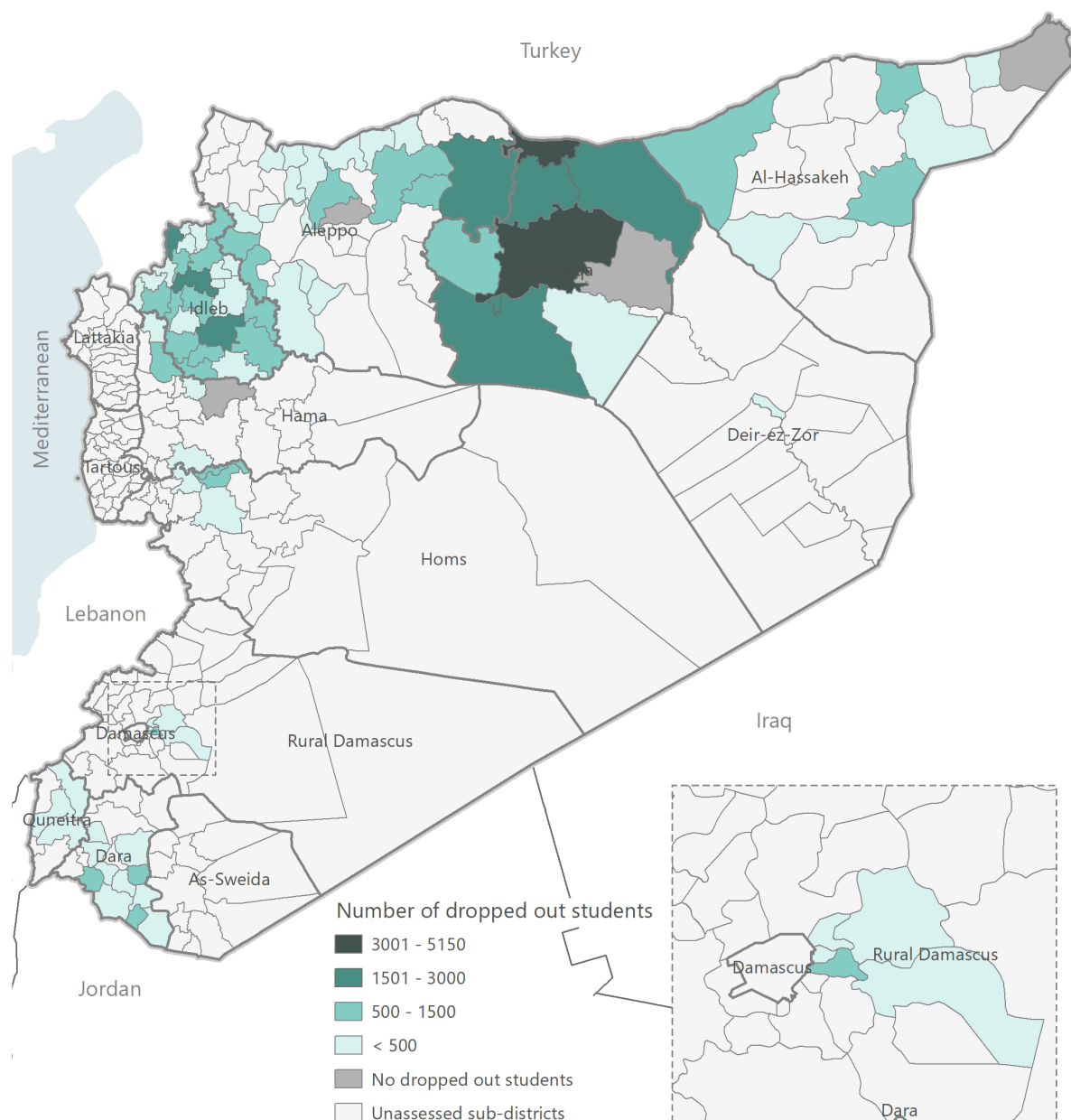
Heatmap 02: Reasons of students dropping out of schools



As illustrated in the table above, poor economic conditions impede children from getting education. Families are burdened by expenses and prioritize sending young children to primary school for basic education. This may suggest that parents prioritize foundational skills of reading, writing and numeracy over secondary education or that the fees related to textbooks at the secondary education, coupled with transportation cost and safety concerns are prohibiting parents from sending older children to school.

Child labor, may also be a contributing factor to low transition rates and drop-out. Added to this, it is important to note, however, that the education policy in practice obliges student to keep on their school attendance, for learning, up to the age of 15. This policy, coupled with the possible continuation into, and the availability of the secondary level of education, may also be one of the factors contributing to low drop-out rates.

Map 05: Number/percentage of dropout students over two academic years



A photograph of a group of children in a room with cardboard boxes. In the foreground, a young girl is looking down at a white garment she is holding. To her right, there are several large cardboard boxes, some of which are open and contain various items. In the background, other children are visible, some looking towards the camera. The overall scene suggests a distribution or storage area for supplies.

► SECTION

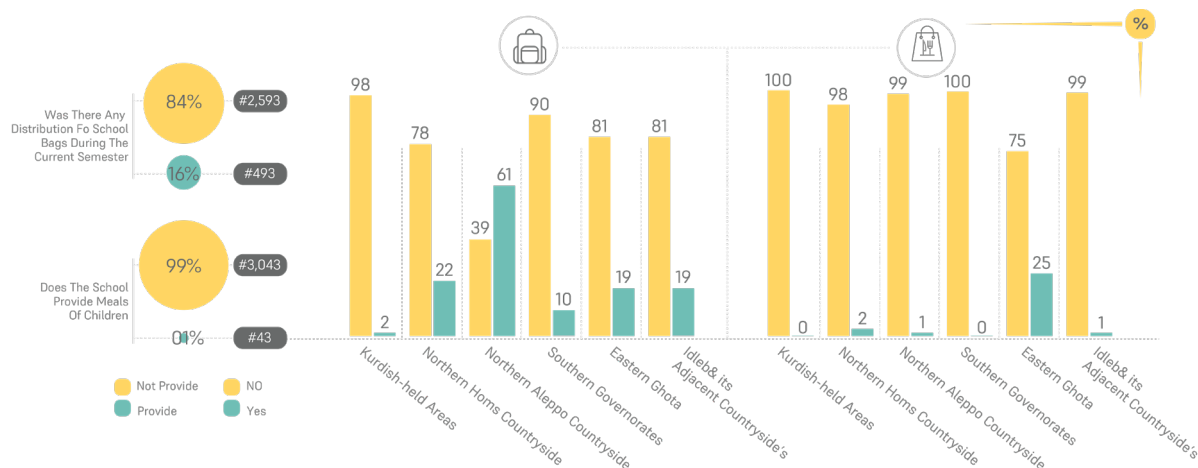
10

NEEDS OF STUDENTS AND SCHOOLS

01: Students' requirements

In 99 percent of schools (3,043 schools), meals are not provided to children. 84 percent (2,593 schools) of schools did not distribute basic school supplies (textbooks, notebooks, pens) to students.

Figure 80: Number/percentage of schools providing meals and school bags



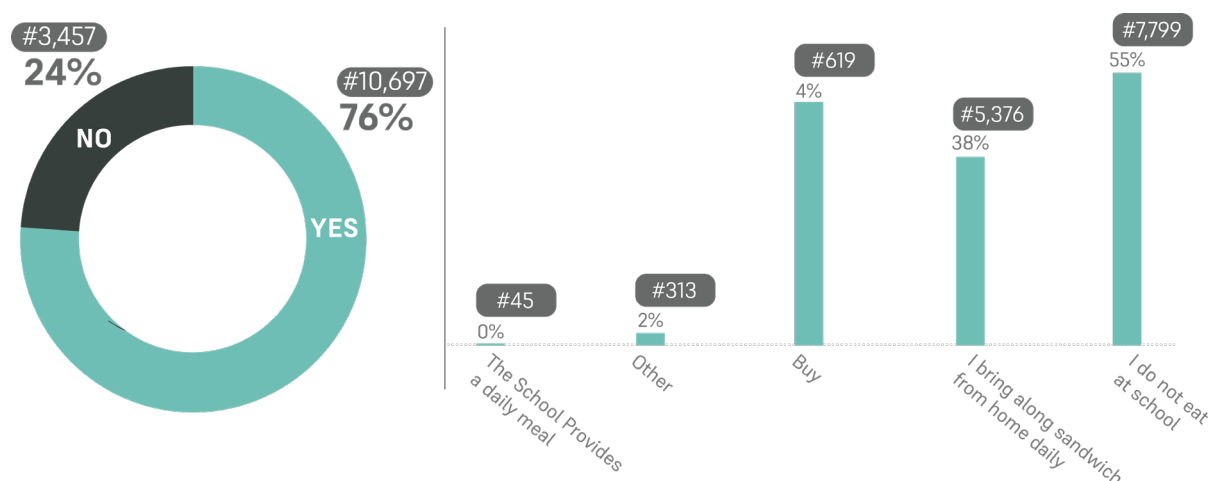
Children spend between 4 – 5 hours a day in school. 94 percent of students within the assessed functional schools walk to school. Schools are more than 1,000 meters away from the houses of 19 percent of students and 500 -1,000 meters away from the houses of 32 percent of students. Distance to schools together with a constrained economic situation of parents resulting in 76% of learners not eating breakfast before the school, may suggest that school meals are of particular importance. Majority of schools included in this study cannot afford to provide school meals. This finding suggests that it is important that the feeding is a challenge and that it may be one of the areas of work, where partners in education could support schools in finding cost-effective and feasible ways of resolving this challenge.

School basic supplies were distributed in 61 percent (120 schools) of the assessed schools in northern Aleppo countryside. Some schools provided learners with notebooks and pens, and others included winter clothes along with notebooks, pens and other basic supplies. As signaled elsewhere in this report, students lack activity and textbooks, notebooks are scarce; schools lack heating systems and windows in some schools are damaged and the economic situation of parents is challenging. This suggests that equipping learners with basic school supplies: activity books, textbooks, notebooks, pens and winter clothes may be important. It may be helpful for the education partners to agree on the standard content of school bags/supplies for learners to avoid discrepancies between schools and between learners in various locations.

Students Perceptions: Meals before or inside schools

The analysis shows that 76 percent (10,697 students) of the surveyed students¹⁶ stated that they do not eat meals before coming to school in the morning, 55 percent (7,799 students) of them do not eat meals at school, 38 percent (5,376 students) of them bring their meals from home to school on daily basis, and 4 percent (619 students) of them buy foods at school.

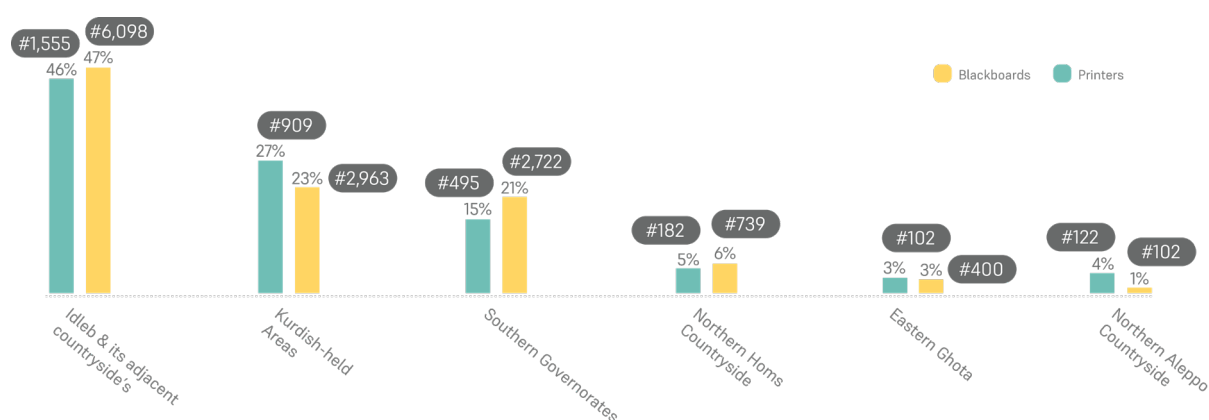
Figure 81: Number/percentage of students having meals before or inside schools



02: Basic needs of schools

The assessment revealed that schools are in need of approximately 13,024 chalkboards and 3,365 printers.

Figure 82: Number/percentage of needed blackboards and printers



In textbook constrained environment, with teachers not trained on teaching methods that do not heavily rely on textbooks, chalkboards are considered one of the most important teaching aids. In the light of the acute shortage of textbooks, teachers are forced to write full lessons on the chalkboards. The need for chalkboards is particularly acute in Idleb Governorate and rural areas of Idleb, Aleppo and Hama, where 47 percent (6,098 blackboards) of the total need of chalkboards in the assessed functional schools.

Printers are used within schools to copy official papers and students' exams. In addition, printers are used in besieged areas of Eastern Ghota and northern Homs countryside to print exercises or chapters of textbooks to compensate for the shortage of textbooks. In addition, schools need toners and papers to be provided periodically.

16. IMU enumerators conducted perception surveys with 14,154 students aged between 5 and 17 years old in and out of schools in 9 governorates. 46 percent of them are females and 54 percent are males. 78 percent of them are host community and 22 percent of them are IDPs.

Heating and fuel

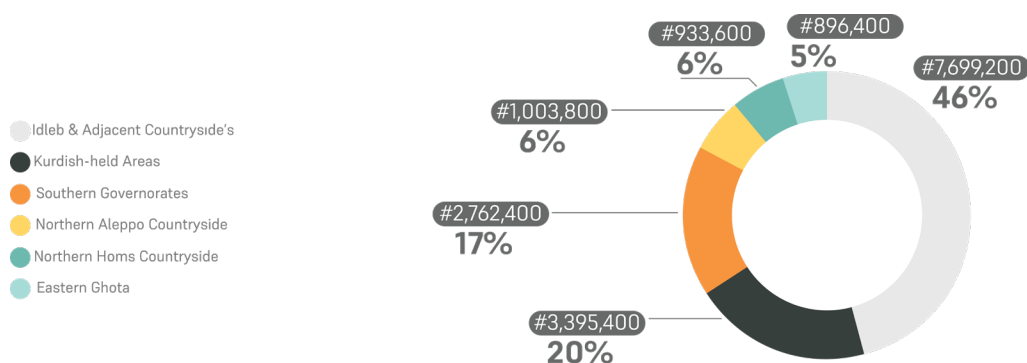
Winter temperatures require all classrooms to be equipped with heaters. Fifty-two percent (11,524 heaters) of classrooms in Idlib Governorate and rural areas of Idlib, Aleppo and Hama do not have heaters. These heaters also need additional accessories including exhaust pipes, annual maintenance, and replacement pieces every two or three years.

Figure 83: Number/ percentage of functioning schools need for heaters



The assessed functional schools need 22,311 heaters, each heater needs 5 liters of diesel per day, and 16,681,800 liters are the total need of all functional schools per academic year.

Figure 84: Percentage and quantity of functioning schools need for fuel

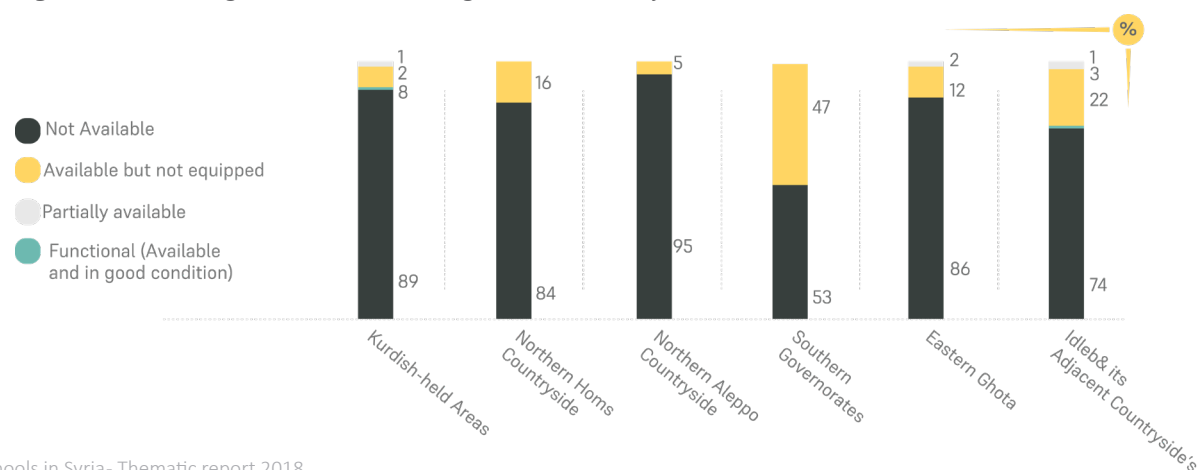


Educational Materials

Schools' laboratories, libraries and computer labs were looted and destroyed during the war in Syria. The following section provides findings of the assessment regarding the availability and status of the laboratories, libraries and computer labs in the assessed functional schools.

Laboratories (Labs): Forty-seven percent of the assessed functional schools in southern governorates (Dar'a and Quneitra) have labs, but they are not equipped. Only 5 percent of the assessed functional schools in northern Aleppo countryside have labs, but they are not equipped, whereas 95 percent of the assessed schools do not have labs at all.

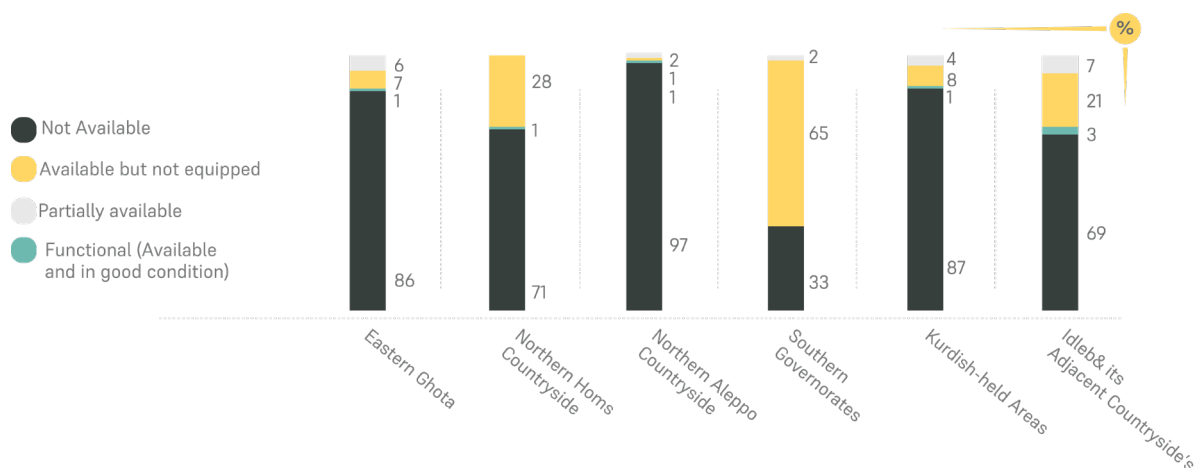
Figure 85: Percentage of schools according to the availability of Laboratories



Libraries: The results of the study show that 67 percent of the total assessed functional schools in southern governorates (Dar'a and Quneitra) have school libraries, but they are not equipped at all or partially equipped. Libraries are not available in 86 percent of the assessed functional schools in Eastern Ghota, 71

percent of the schools in northern Homs countryside, 97 percent of the schools in northern Aleppo countryside, 87 percent of the schools in Kurdish-held areas, and 69 percent of the schools in Idleb and its adjacent countryside.

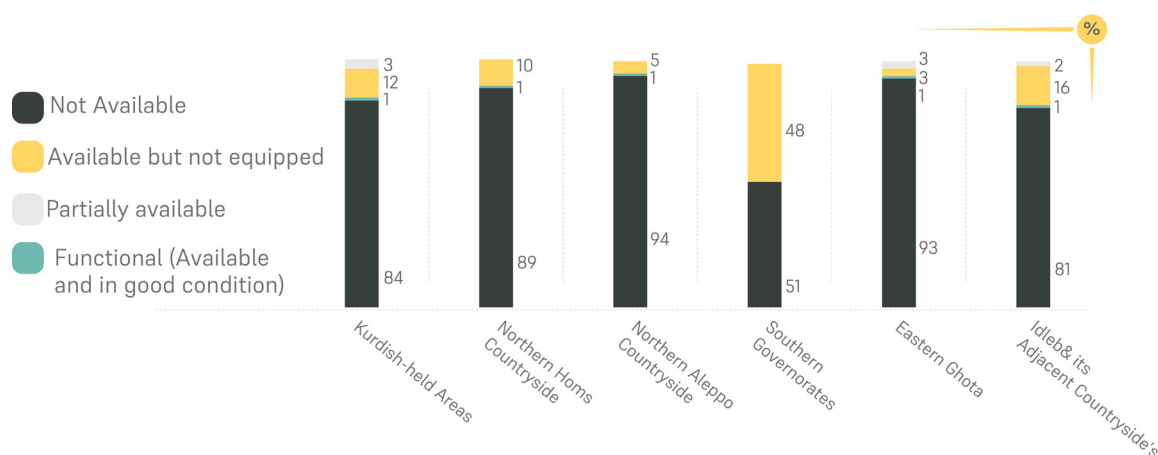
Figure 86: Percentage of schools according to the availability of libraries



Computer labs: Curriculum policy states that the information technology subject should be taught in lower-secondary level and that there are two lessons during the week planned for this subject. The computer lab should be equipped with a number of computers and a projector. Every school should have one or more computer labs depending on the enrollment. Ninety-nine percent of the assessed function-

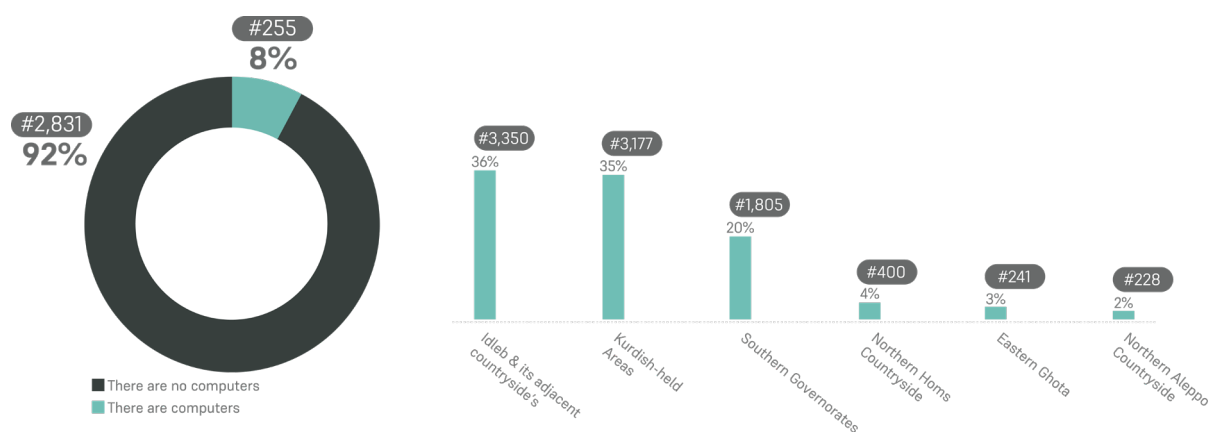
al schools in Eastern Ghota do not have functional computer labs. Computer labs are not available in 84 percent of the assessed functional schools in Kurdish-held areas, 89 percent of the schools in northern Homs countryside, 94 percent of the schools in northern Aleppo countryside, 51 percent of the schools in the southern governorates, and 81 percent of the schools in Idleb and its adjacent countryside.

Figure 87: Percentage of schools according to the availability of computer labs



Computers: Ninety-two percent (2,831 schools) of the assessed functional schools do not have computers.

Figure 88: Number/ percentage of functioning schools by computer availability/need for computers



In answer to the question of what supplies the school needs, it was found out that the assessed functional schools need 9,201 computers with the highest need for computers in Idleb Governorate and rural areas of Idleb, Aleppo and Hama by 36 percent (3,350 computers).

SECTION

11

TEACHERS



01: Numbers of teachers as per control forces

Fifty-one percent (16,813 teachers) of the teachers included in this study were concentrated in Idleb Governorate and rural areas of Idleb, Aleppo and Hama. 4 percent (1,431 teachers) of teachers were in northern Homs countryside.

Figure 89: Number of teachers per controlling forces



Kurdish-held areas included 768 assessed functional schools in Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor and eastern Aleppo countryside, 12 percent (4,065 teachers) of the total number of teachers are concentrated in these areas.

Map 06: Number of teachers in the assessed functional schools

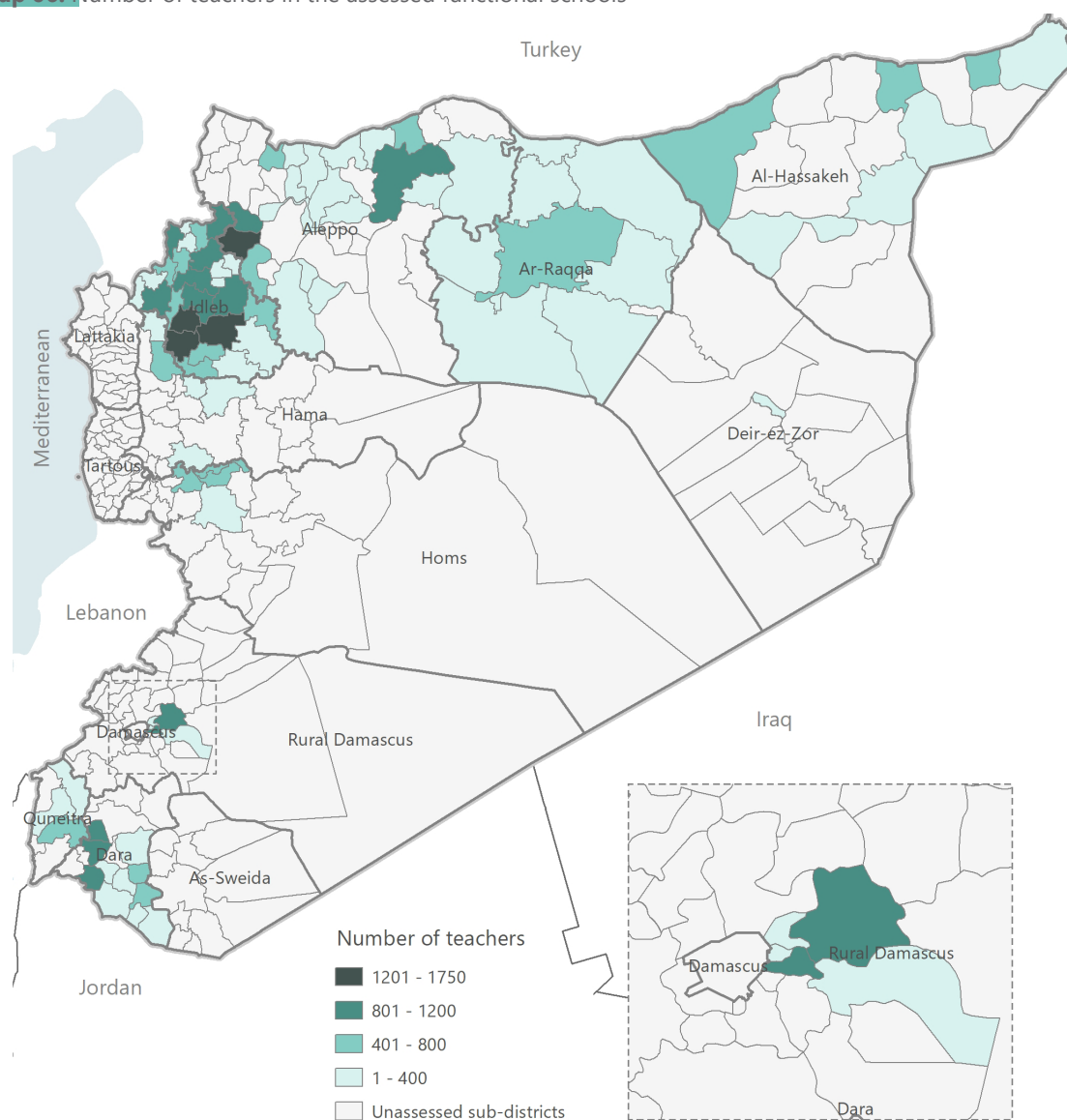


Figure 90: Percentage/number of teachers



02: Types of teachers

Seventy-nine percent (33,047 teachers) of the total number of teachers included in this study are considered "qualified", meaning they graduated from colleges or institutes enabling them to practice the teaching profession. Those who began teaching due to a shortage of qualified teachers after the outbreak of the conflict in Syria make up 21 percent (8,657 volunteers) of the teaching workforce and are categorized as unqualified. The unqualified teachers often teach as volunteers due to the labor law in Syria that does not allow unqualified teachers to be employed in schools.

The term "regular teachers" in this report means teachers employed before the current 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 Higher Institutes¹⁷ of professional and technical training. These teachers are qualified to teach students in accordance with their specialization.

After the start of the war, EDs in SIG established Teacher Training Institutes and branches of Faculty of Arts and Human Sciences in the areas outside the control of the Syrian regime in Idleb Governorate. Both qualified teachers. High school graduates and university students who could not finish their education due to the conflict were permitted to teach at schools without permanent employment contracts and without the required qualification. These teachers are understood as unqualified and/or volunteer teachers.

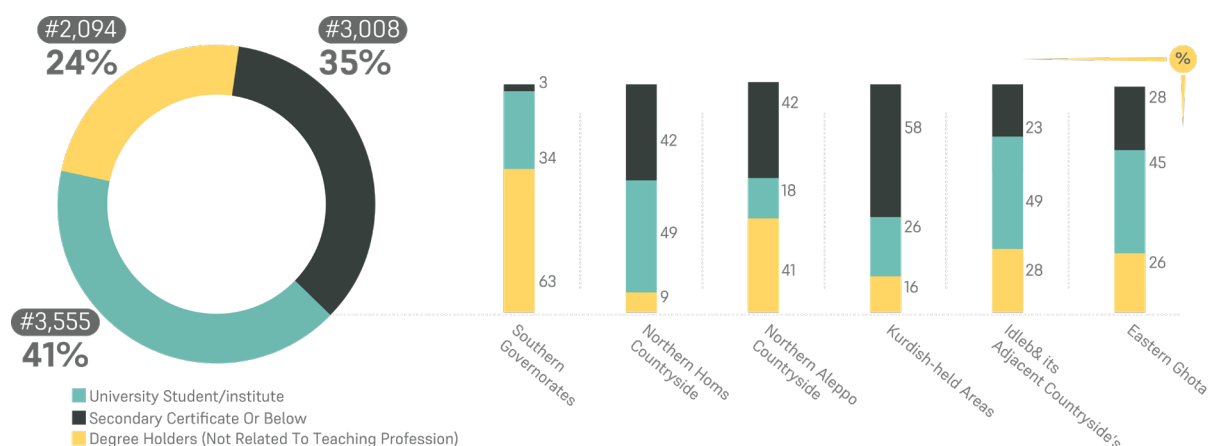
17. Higher education is provided by Universities, Higher Institutes, and intermediate institutions of Professional and Technical training under the responsibility of the Ministry of Higher Education (MOHE).

Before the war in Syria, the ED of Syrian regime offered temporary employment contracts to some non-specialist 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 a shortage of supply teachers.

03: Education level of volunteers

Twenty-four percent (2,049 volunteers) in the assessed functional schools have a university degree or an institute certificate (not related to teaching profession), 41 percent (3,555 volunteers) are undergraduate students, and 35 percent (3,008 volunteers) only have an upper-secondary level certificate or lower education level.

Figure 91: Percentage/number of volunteers per educational background



Forty-one percent of volunteers in the assessed functional schools (3,555 volunteers) are undergraduate students in areas outside the control of the Syrian regime who were unable to finish their degrees due to the conflict. They started to practice teaching due to the shortage of teachers. The largest percentage of this type of volunteers is found in northern Homs countryside, and Idleb governorate and adjacent countryside by 49 percent in each, followed by Eastern Ghota by 45 percent.

Thirty-five percent of volunteers (3,008 volunteers) have only an upper-secondary level certificate or education level lower than that. They were recruited due

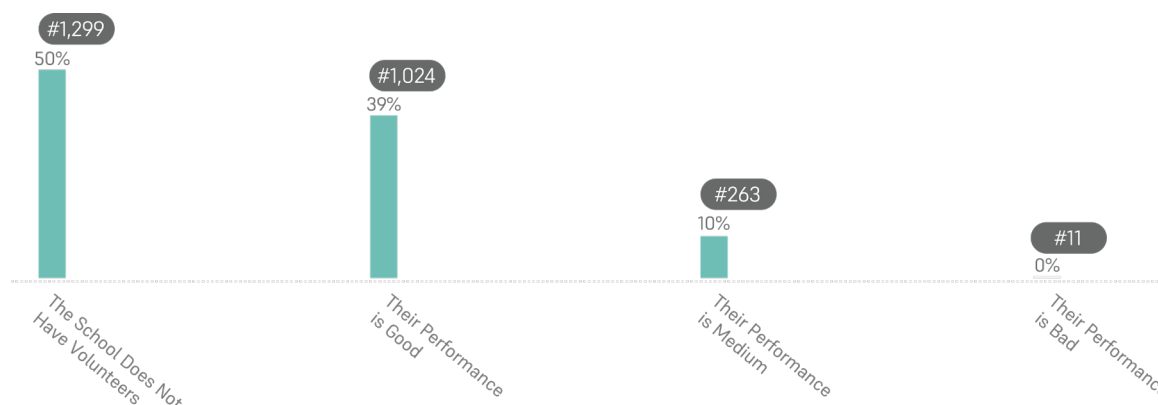
to a shortage of teachers. The largest percentage of volunteers with an upper-secondary level certificate or less is in Kurdish-held areas by 58 percent, followed by northern Homs countryside and northern Aleppo countryside by 42 percent in each.

Twenty-four percent of the volunteers (2,094 volunteers) have a university degree or an institute certificate but they are not specialized in the subject they are teaching, and have no training in teaching methods expected of the qualified teachers. The largest percentage of this type of volunteers is found in the southern governorates by 63 percent, followed by northern Aleppo countryside by 41 percent.

04: Principals Perceptions: Evaluation of volunteer teachers

School principals were surveyed to provide their evaluation of volunteer teachers in their schools. Thirty-nine percent (1,024 principals) of the principals¹⁸ stated that volunteers were good at teaching, while 10 percent (263 principals) indicated that volunteers' performance was average, and only 11 principals indicated that volunteers were bad at teaching.

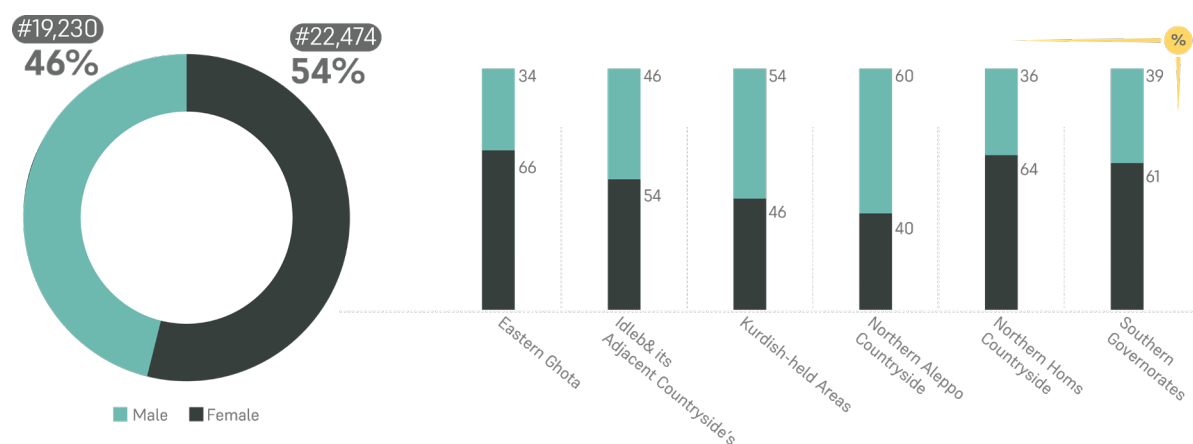
Figure 92: Number/percentage of principals by volunteers' evaluation



05: Female teachers vs male teachers

The results of the study show that 54 percent of all teachers in the assessed functional schools are female teachers (22,474 females) and 46 percent are male teachers (19,230 males).

Figure 93: Percentage/number of teachers per gender



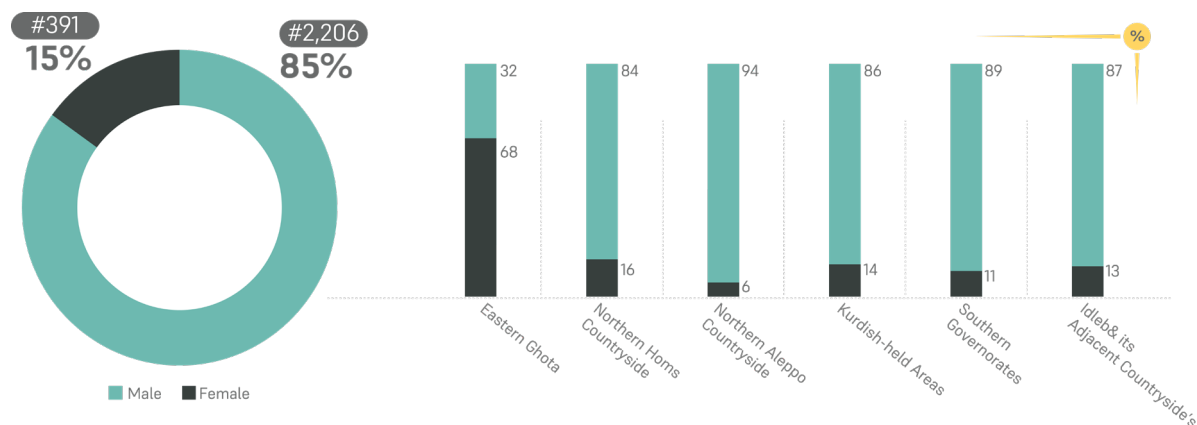
There are more female teachers than male teachers in most of the assessed functional schools, except for the schools in Kurdish-held areas and northern Aleppo countryside, where there are more male teachers than female teachers.

18. IMU enumerators conducted perception surveys with 2,597 school principals of functional schools in 9 governorates. 15 percent of them were females and 85 percent of them were males.

06: Principals Perceptions: Gender of surveyed principals/ deputy principals

According to the data, 15 percent (391 principals) of the surveyed principals¹⁹ were female. The highest percentage of female principals was in Eastern Ghota, where women made up 68 percent of the total number of principals and deputy principals.

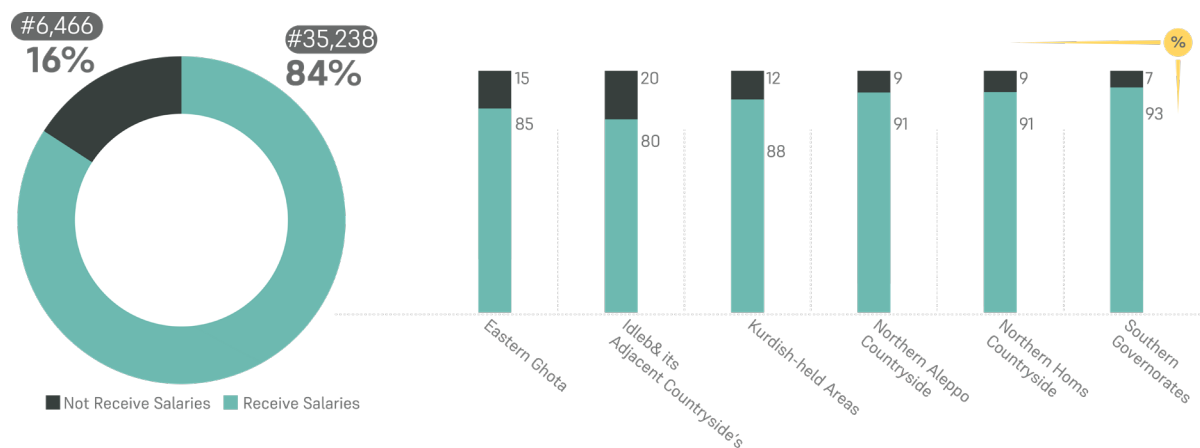
Figure 94: Number/percentage of school principals by gender



07: Teachers who receive salaries

The results of the study show that 84 percent (35,238 teachers) of the total number of teachers in the assessed functional schools receive salaries from various sources in comparison with 87 percent of teachers reported to receive salaries in the 2017 "Schools in Syria" Report.

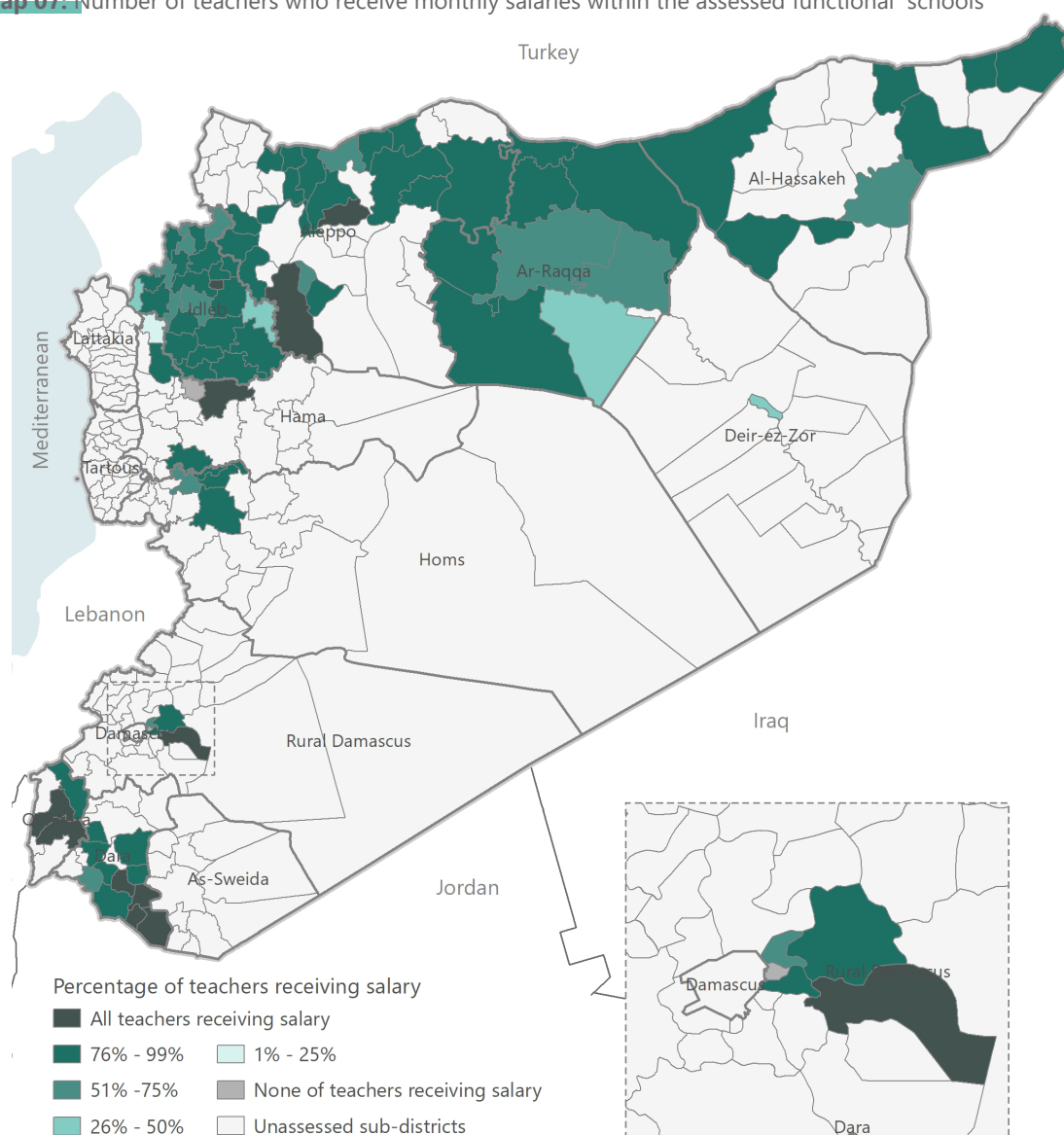
Figure 95: Percentage/number of teachers receiving salaries



In Idleb Governorate and rural areas of Idleb, Aleppo and Hama, 20 percent of teachers in the assessed functional schools are not receiving salaries, and in Eastern Ghota, 15 percent of teachers in the assessed functional schools are not receiving salaries.

19. IMU enumerators conducted perception surveys with 2,597 school principals of functional schools in 9 governorates. 15 percent of them were females and 85 percent of them were males.

Map 07: Number of teachers who receive monthly salaries within the assessed functional schools

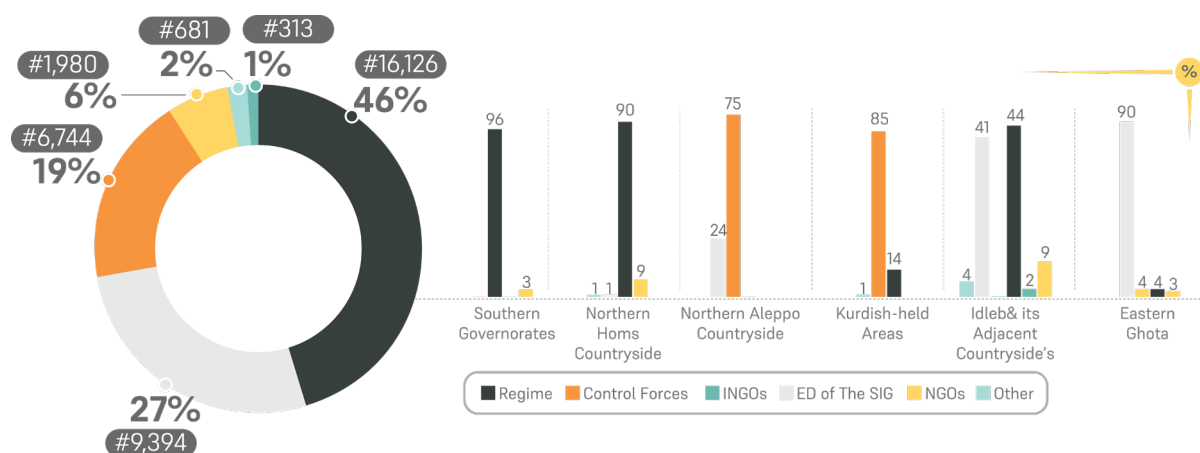


08: Salary providing parties

Of all the teachers based in the assessed functional schools, 46 percent (16,126 teachers) still receive their salaries from the MoE of the Syrian regime. Twenty-seven percent (9,394 teachers) receive their salaries from the ED of SIG, and 19 percent (6,744 teachers) receive their salaries from controlling forces.

The MoE of the Syrian regime still pays the salaries of the largest number of teachers, covering 96 percent of teachers in the southern governorates, 90 percent of teachers in northern Homs countryside, 44 percent of teachers in Idlib and rural areas of Idlib, Aleppo and Hama, and 14 percent of the salaries in Kurdish-held areas.

Figure 96: Percentage/number of teachers receiving salaries by providing party



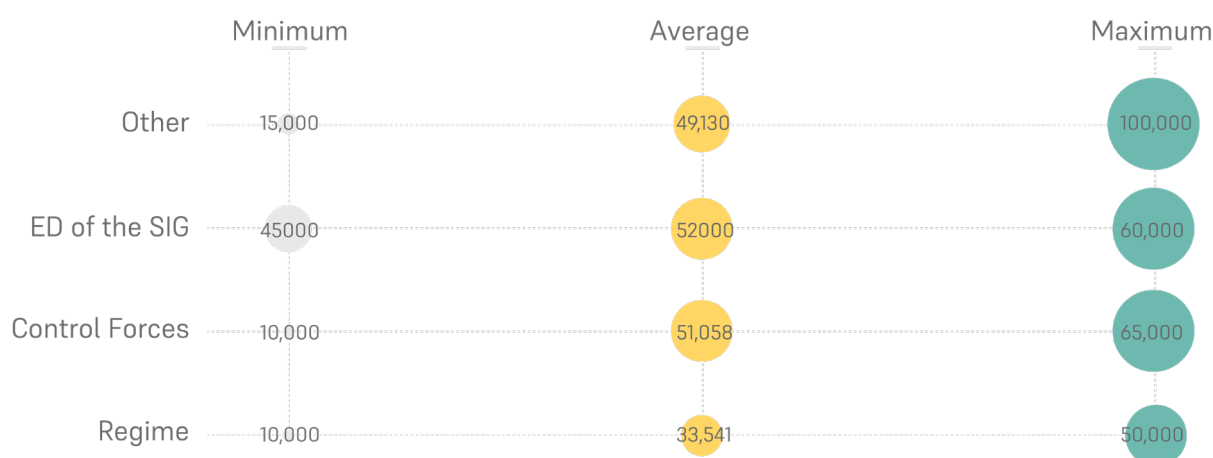
The ED of SIG pays the salaries of 90 percent of teachers in Eastern Ghota, 41 percent of the salaries of teachers in Idlib and rural areas of Idlib, Aleppo and Hama, as well as 24 percent of the salaries of teachers in northern Aleppo countryside.

The controlling forces pay the salaries of 85 percent of teachers in Kurdish-held areas of Al- Hasakeh, Ar-Raqqa, Deir-ez-Zor, and eastern Aleppo countryside and the salaries of 75 percent of the teachers in northern Aleppo countryside.

09: Average salaries of teachers

The ED of SIG pays the highest average salaries to teachers, at 52,000 SYP (111USD). The controlling forces, meanwhile, pay their teachers an average of 51,058 SYP (109 USD). Syrian regime pays the lowest level salaries 33,541 SYP (71USD).

Figure 97: Average, highest and lowest salaries by providing party



Syrian regime

The MoE of the regime still pays salaries for some teachers in areas outside its control. However, teachers on the payroll must head to Syrian regime-held areas in person to get their salaries.

The average salary paid by MoE of the Syrian regime is 33,541 SYP (71 USD), substantially lower than the 250 USD they used to receive before the outbreak of conflict in Syria.

MoE of SIG

The MoE of SIG pays salaries for most teachers separated from service by the Syrian regime for political reasons, along with paying the salaries of some volunteer teachers who joined the educational process to fill the gap in teaching staff. The average salary paid by MoE of SIG is 52,000 SYP (111 USD). The highest salary paid by MoE of SIG is 60,000 SYP, while the lowest salary is 45,000 SYP.

Controlling forces

Teachers working in areas outside of the regime's control are paid differently based on the controlling forces of the region. Kurdish forces, for example, pay 85 percent of the salaries of teachers in Kurdish-held areas. The average salary paid by controlling forces is 51,058 SYP (109 USD). The highest salary is 65,000 SYP, while the lowest salary is 10,000 SYP.

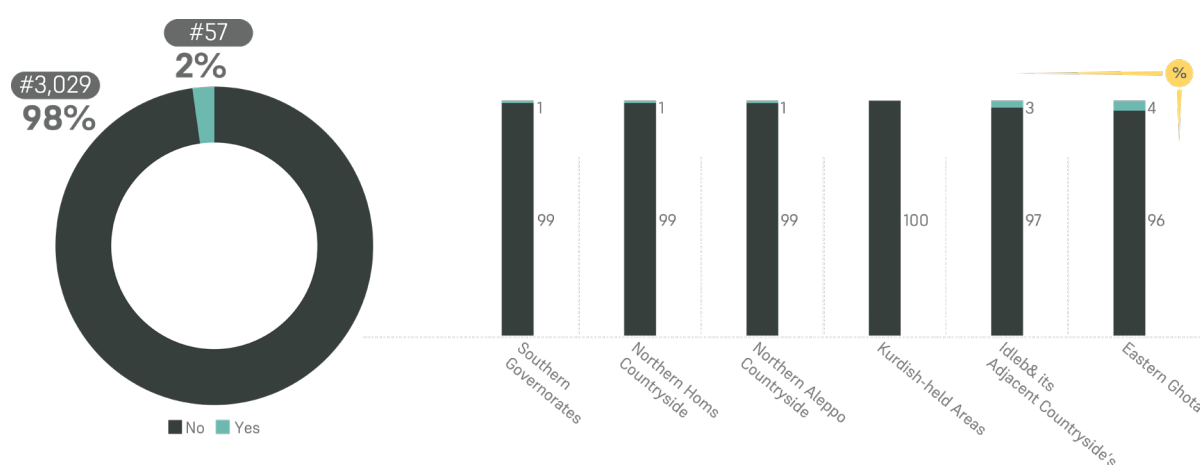
Other parties

Other parties that pay salaries of teachers include education offices of Local Councils (LCs), LNGOs, INGOs, and donations from the population. The average salary paid by these parties is 49,130 SYP (105 USD). The highest salary is 100,000 SYP which is paid by INGOs, while the lowest salary is 15,000 SYP which is paid by education offices of LCs.

10: In-kind incentives

It was reported that teachers receive in-kind incentives along with their salaries in only 2 percent (57 schools) of the assessed functional schools, while teachers in the remaining 98 percent (3,029 schools) are not receiving any in-kind incentives.

Figure 98: Number/ percentage of schools where teachers receive in-kind incentives

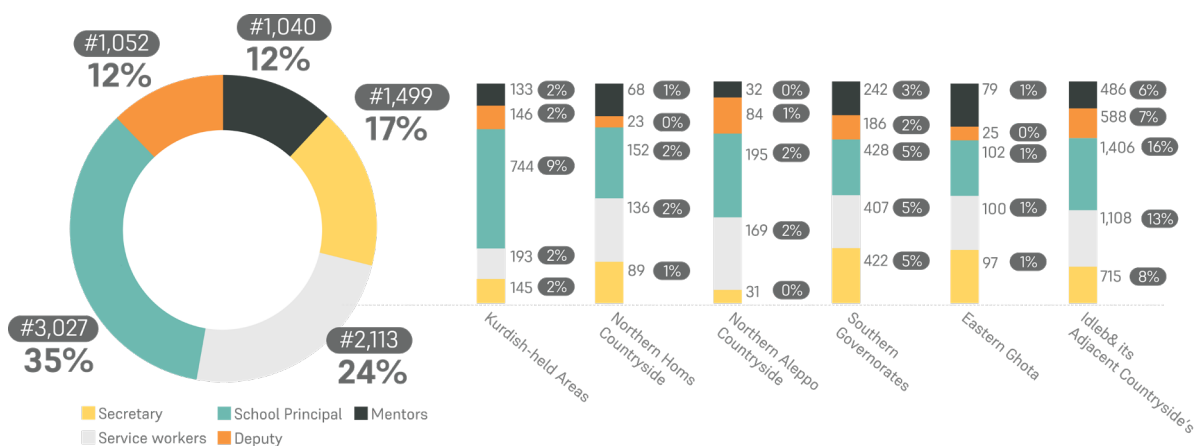


Some parties distribute in-kind incentives such as food baskets. Four percent of schools in Eastern Ghota and three percent of schools in Idleb Governorate and rural areas of Idleb, Aleppo and Hama reported having received one-off, in-kind incentives.

11: School administrative and service cadres

It was found out that 35 percent of the school cadres are principals (3,027 principals), 24 percent of them are service workers (2,113 service workers), 17 percent of them are secretaries (1,499 secretaries), 12 percent of them are deputy principals (1,052 deputy principals), and 12 percent of them are mentors (1,040 mentors).

Figure 99: Number/ percentage of administrative and service cadres in schools



- The main duties of the school principal include overseeing the educational process at school and making sure that procedures and regulations are enforced. Normally, there is a school principal in every school. However, in some non-formal schools (e.g. rural schools, interim education centers and safe education centers), there may sometimes be no school principal, with teachers splitting the managerial tasks.
- Some schools in Eastern Ghota and Idleb Governorate and rural areas of Idleb, Aleppo and Hama might have two principals, one appointed by the Syrian regime, and the other appointed by the MoE of SIG. Furthermore, larger, two-shift schools may have deputy principals that support the school principals by managing the school in shifts.
- School mentors supervise students outside classrooms and fill in for teachers when they are absent.
- The school secretary keeps and organizes school records of teachers and students.

▶ SECTION

12

PSYCHOLOGICAL SUPPORT AND CHILDREN WITH SPECIAL NEEDS

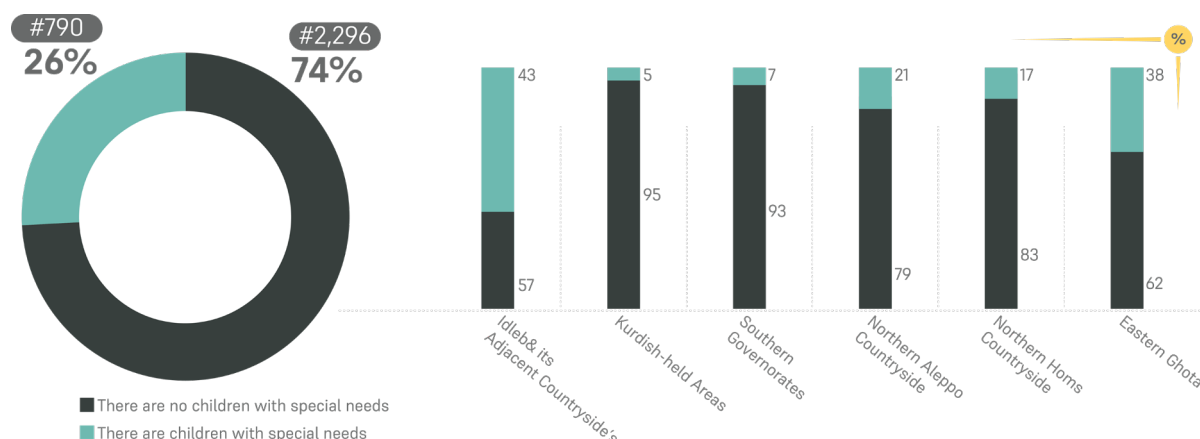


01: Children with special needs in schools

The tools and supplies needed for schools to cater to students with special needs vary depending on the student's disability. Some children suffer from motor disabilities as a result of injuries causing loss of limbs or one or more senses, while others may suffer from mental disorders.

While institutions, capable of catering for mental disorders were limited even before the conflict, a minority of schools currently cater to children with mental health issues and other special needs and disabilities. According to our study, only 26 percent (790 schools) of the assessed functional schools enrolled children with special needs.

Figure 100: Number/percentage of schools having students with special needs

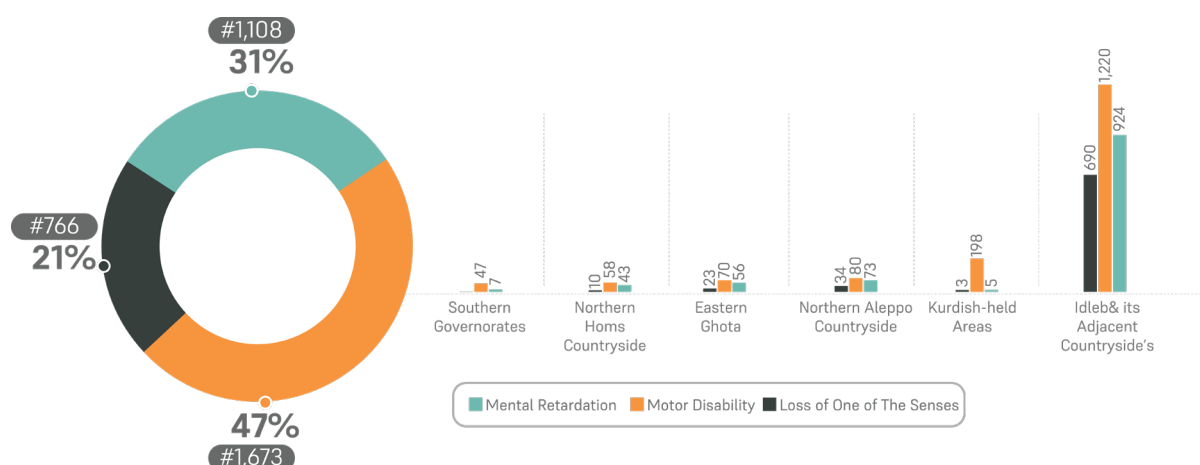


The highest percentage of schools that accommodate children with special needs is found in the governorate of Idleb and in its related rural areas by 43 percent of the total functional schools in the area, followed by Eastern Ghota by 38 percent.

02: Children with special needs in schools according to disabilities

There are roughly 3,541 students with special needs currently enrolled in the assessed functional schools. The highest percentage of these students are those with motor disabilities, at 47 percent (1,673 students), followed by students with mental disorders at 31 percent (1,108 students). The remaining 21 percent (760 students) suffer from loss of one or more of their senses.

Figure 101: Number/percentage of children with special needs according to disability



Motor disabilities are often the result of injuries because of shelling or bombardments, in the course of the ongoing war. The largest number of students with special needs exists in the governorate of Idlib and its related countryside stretching from the governorates of Aleppo and Hama, where there are 1,220 stu-

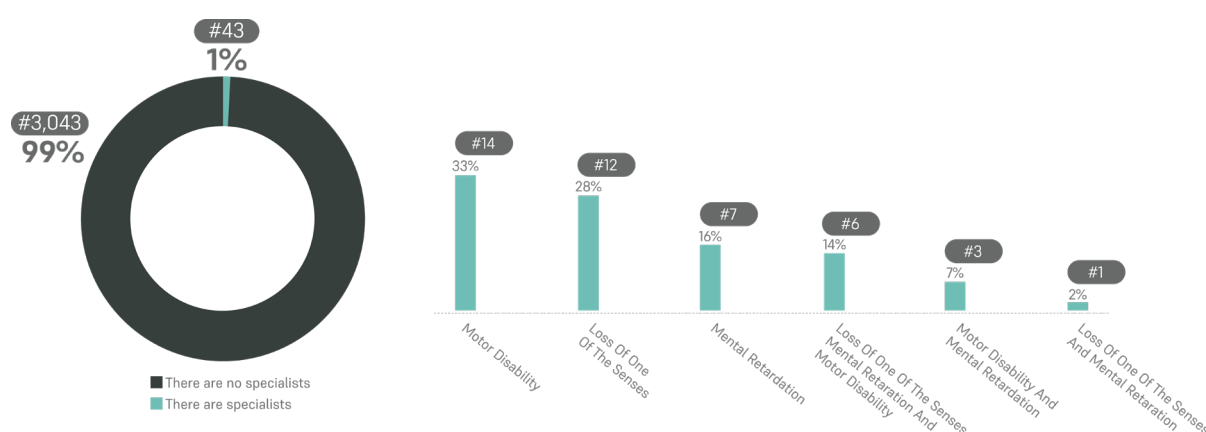
dents with motor disabilities, 924 mentally disabled students, and 690 students who lost one or more of their senses. This area has been suffering from shelling and bombardments for more than six years and is a refuge for all forcedly displaced people fleeing for their life from all governorates.

03: Availability of specialists teachers

The results of the study show that only 1 percent (43 schools) of the total number of the assessed functional schools have specialists to support learning of students with special needs.

Thirty-three percent (14 schools) have specialists equipped to work with children with motor disabilities. Twenty-eight percent (12 schools) have specialists equipped to work with children who lost one or more of their senses. Sixteen percent (7 schools) have specialists to work with children with mental disorders and disabilities. Fourteen percent (6 schools) are reported to have specialists who can take care of children with complex special needs. Nine percent (4 schools) have specialists who can work with two different types of disabilities (motor and mental or loss of one senses and mental).

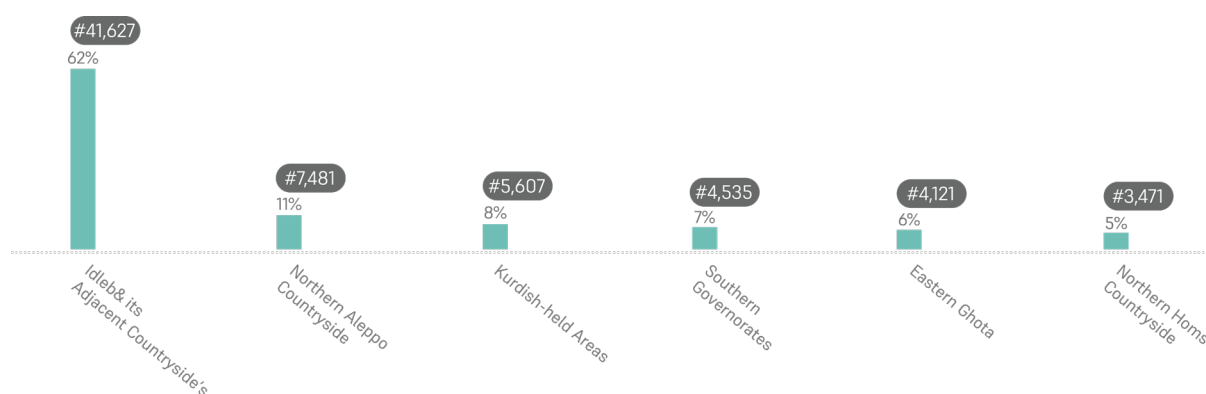
Figure 102: Percentage/number of schools having specialists to deal with students with special needs



04: School orphans

The number of orphans in Syria has dramatically increased over the past seven years due to the ongoing war, with many children having lost one or both parents as a result of the military actions taken against civilians. The number of orphans reported in the assessed functional schools stands at 66,842 orphans, where the biggest percentage is in Idlib governorate and its adjacent countryside by 62 percent (41,627 orphans).

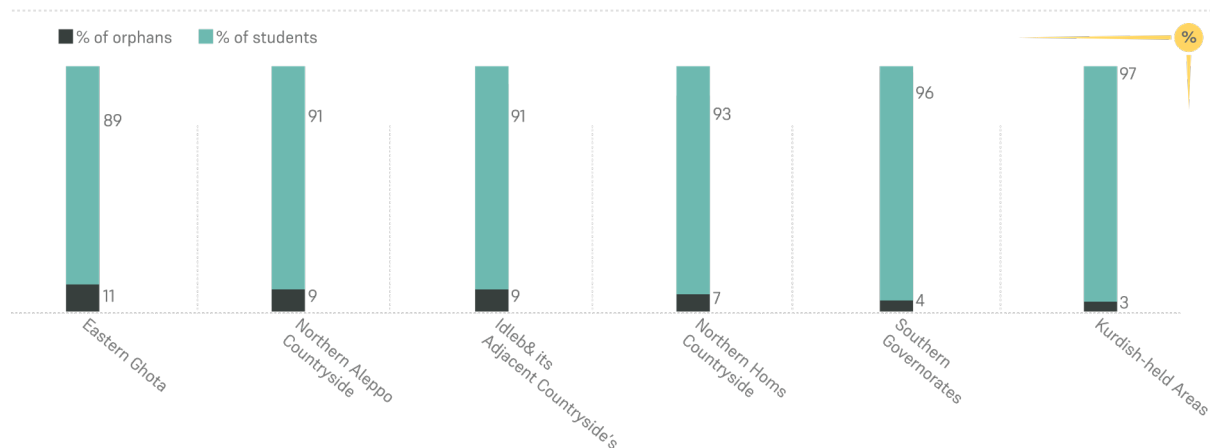
Figure 103: Number/percentage of orphans in schools



The results of the study showed that 11 percent of the total number of students in Eastern Ghota are orphans. Nine percent of the total number of students in northern Aleppo countryside and nine percent of the students in Idleb and its adjacent countryside are

orphans. Seven percent of the students in northern Homs countryside are orphans. Four percent of the students in the southern governorates are orphans. And three percent of the students in Kurdish-held areas are orphans.

Figure 104: Percentage of orphans to students in the assessed functional areas

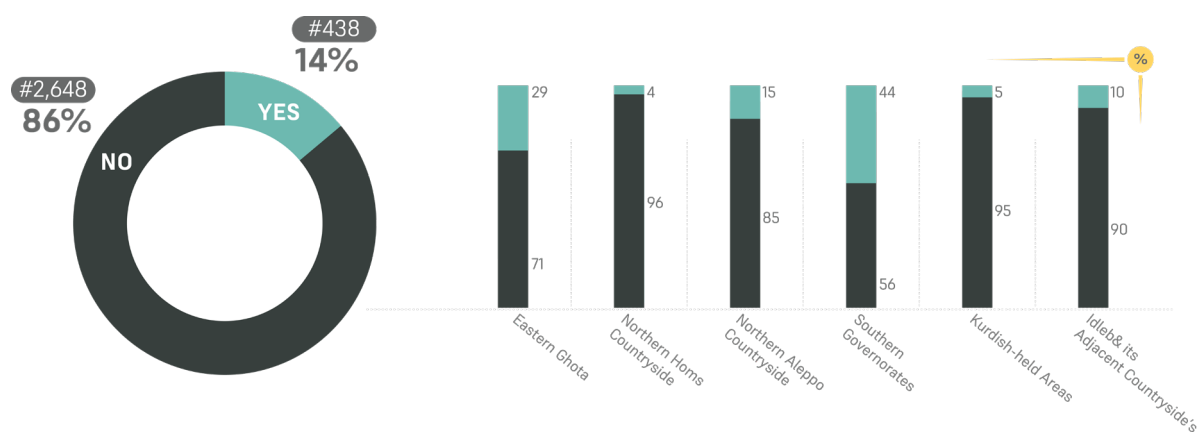


05: Availability of psychological counsellors

Prior to the start of the war in Syria, a psychologist with an academic background in pertinent study major was appointed in most schools. The psychological counsellor would guide children and discuss relevant issues with parents, as necessary, and cooperate with them to help children overcome any psychological concerns.

Today, a staggering 86 percent (2,648 schools) of the total number of the assessed functional schools have no trained psychologists to care for children.

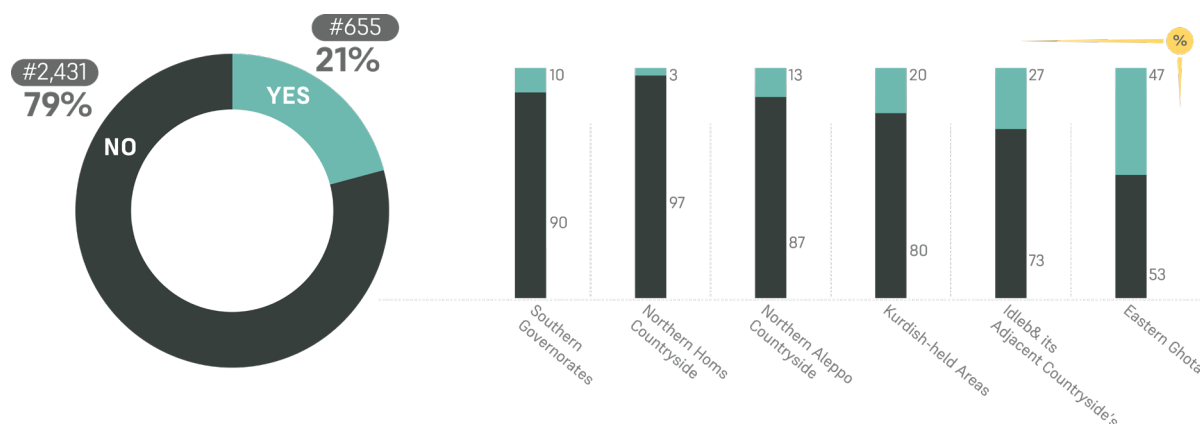
Figure 105: Percentage/number of schools by the availability of psychological counsellors



06: Availability of teachers who attended psychological support (PSS) training courses

Data shows that only 21 percent (655 schools) of the total number of the functional schools included in the assessment have teachers who attended PSS training courses.

Figure 106: Percentage/number of schools with teachers who attended PSS training courses



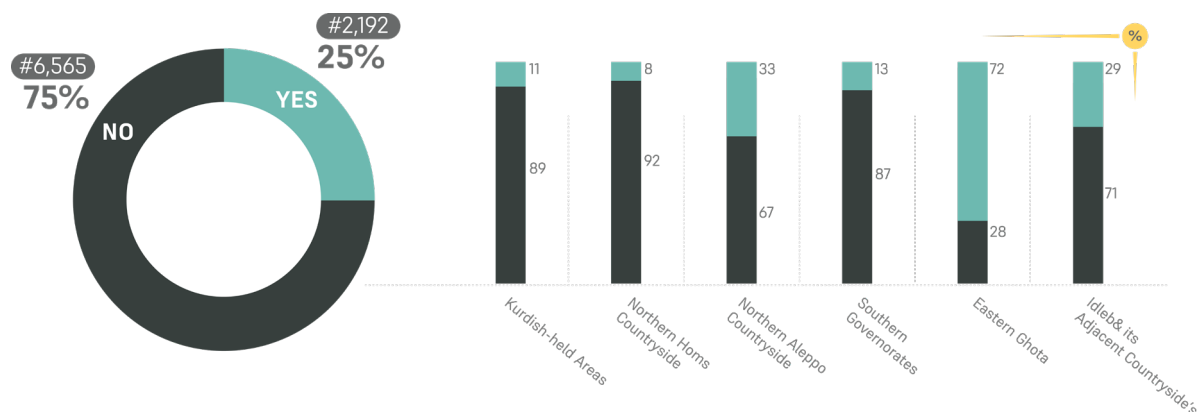
Given the fact that the vast majority of the children in Syria have been subject to varying degrees of psychological trauma, school teachers should be trained on how to deal with children exposed to traumatic events and post-traumatic stress.

The highest percentage of schools where teachers who report that they implement techniques they have learned during the PSS training courses was observed in Eastern Ghota with 47 percent. In Idleb and its related rural areas, 27 percent the total number of teachers in the assessed functional schools are said to implement the techniques that they have learned during the PSS training.

07: Teachers Perceptions: Special trainings and courses on emergencies

Only 25 percent (2,192 teachers) of the surveyed teachers²⁰ stated that they had attended trainings and courses about Education in Emergency, including PSS and risk mitigation in hostile situations.

Figure 107: Number/percentage of teachers attending training and courses on emergencies

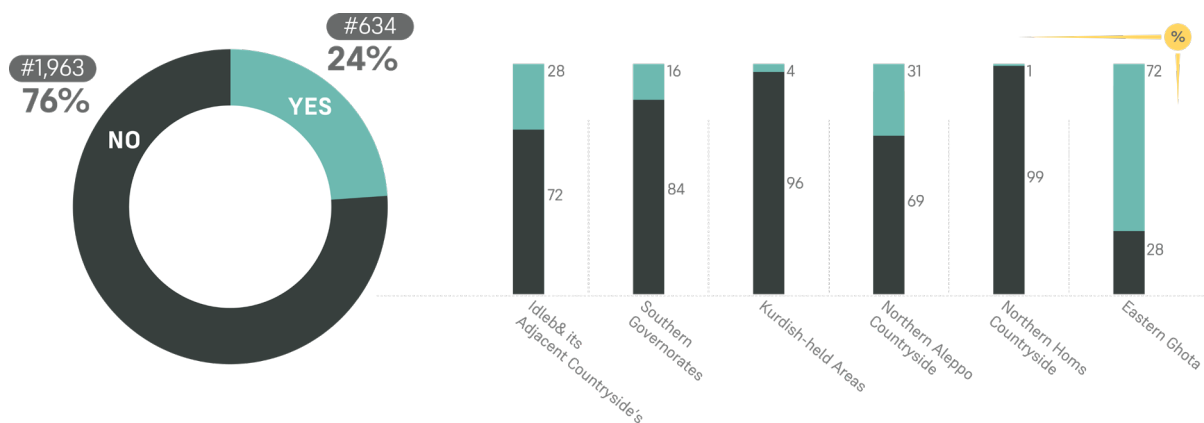


20. IMU enumerators conducted perception surveys with 8,757 teachers in and out of schools in 9 governorates. 45 percent of them are females and 55 percent are males.

Principals Perceptions: Special training and courses on emergencies

Similarly, only 24 percent (634 principals) of the surveyed principals²¹ stated that they had attended training and courses about school management in emergency.

Figure 108: Number/percentage of principals attending training and courses on emergencies

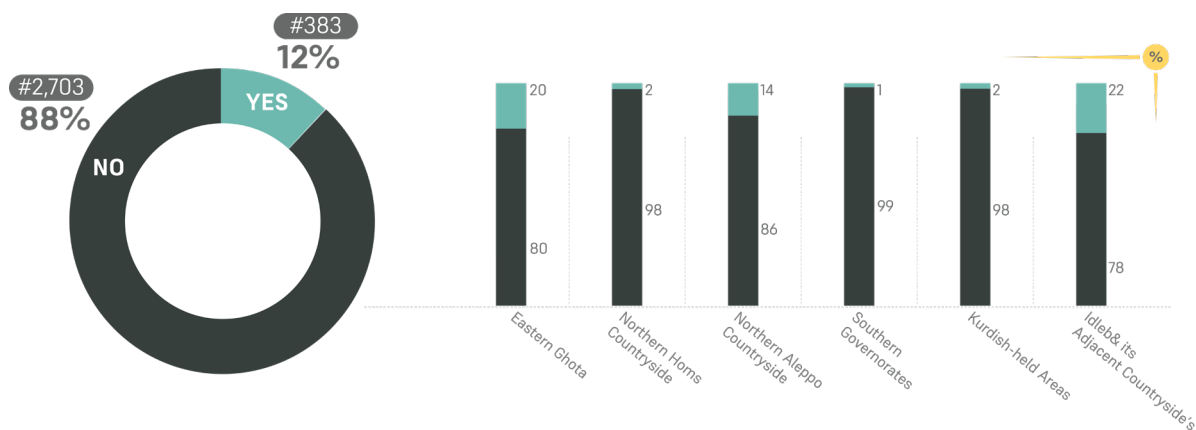


08: Provision of PSS services in schools

In response to the ongoing war, school administrators often try to incorporate fun into their school activities to fend off feelings of isolation and inwardness among their students. These might include school plays, art exhibitions, and motivational competitions for students, where teachers coach students in acting, singing or drawing.

Only 12 percent (383 schools) of the total number of the functional schools provided PSS services during the current academic year 2017/2018.

Figure 109: Percentage/number of schools providing PSS services



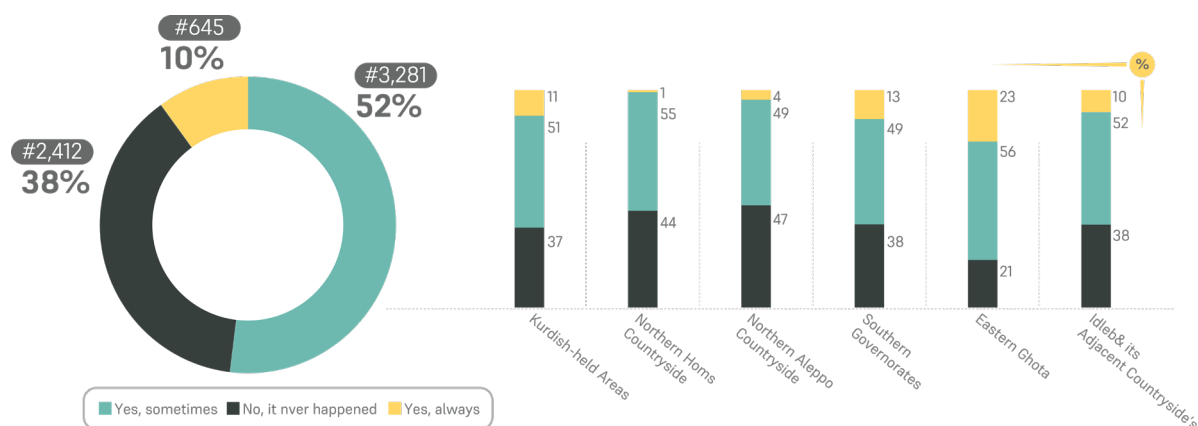
The highest percentage of schools providing PSS services is in Idleb governorate and its related rural areas by 22 percent, followed by Eastern Ghota by 20 percent of the assessed functional schools.

21. IMU enumerators conducted perception surveys with 2,597 school principals of functional schools in 9 governorates. 15 percent of them were females and 85 percent of them were males.

09: Parents Perceptions: Children's willingness to go to school

Ten percent (645 individuals) of surveyed parents²² said that their children always express unwillingness to go to school, and 52 percent (3,281 individuals) said that their children sometimes express unwillingness to go to school, whereas 38 percent (2,412 individuals) stated that their children had never expressed unwillingness to go to school.

Figure 110: Number/percentage of parents as per willingness of their children to go to school.



10: Teachers Perceptions: Phenomena spread among students

The teachers were surveyed about whether there is a spread of any phenomena negatively affecting the students. On average, it was found out that the low marks at school topped the list at 17 percent, followed by difficulty to concentration in class at 14 percent. Teachers also noticed students having difficulty in memorizing at 12 percent and students experiencing tension and anxiety at 9 percent.

Figure 111: Average of phenomena spread among students as per teachers perceptions

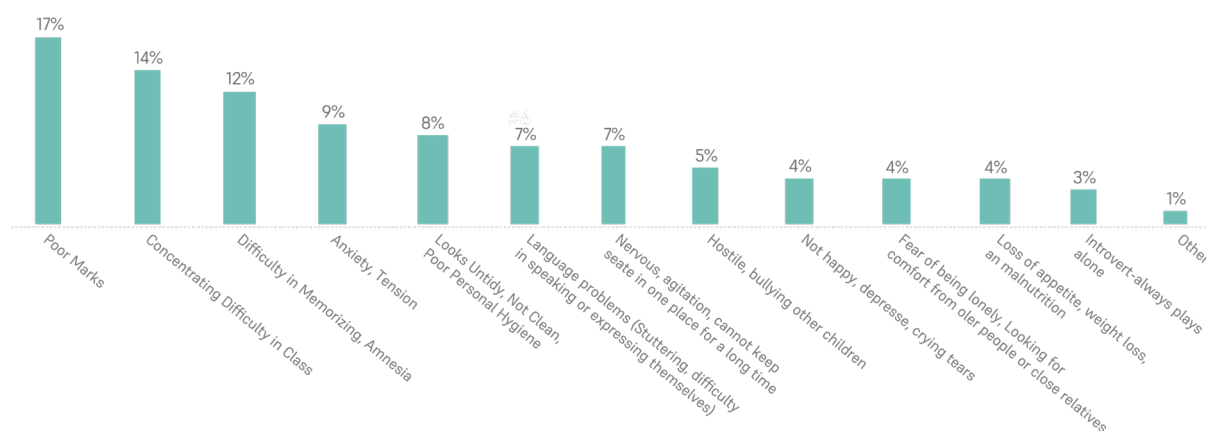
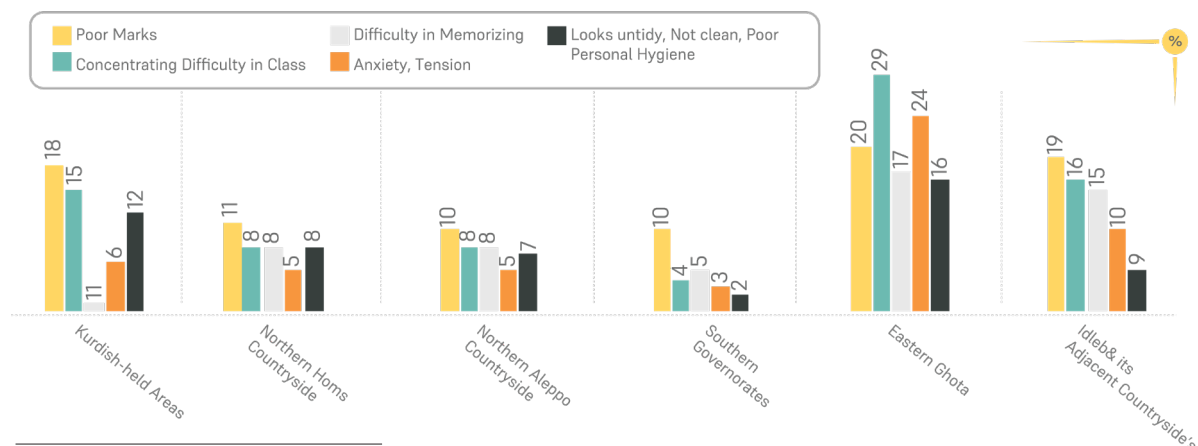


Figure 112: Average of spread phenomena among students as per controlling forces



22. IMU enumerators conducted perception surveys with 6,338 individuals who have children at school age (in and out schools) in 9 governorates. 28 percent of them are females and 72 percent are males. 78 percent of them are host community and 22 percent of them are IDPs.



SECTION

13

POLICIES AND PROCEDURES GOVERNING THE EDUCATIONAL PROCESS

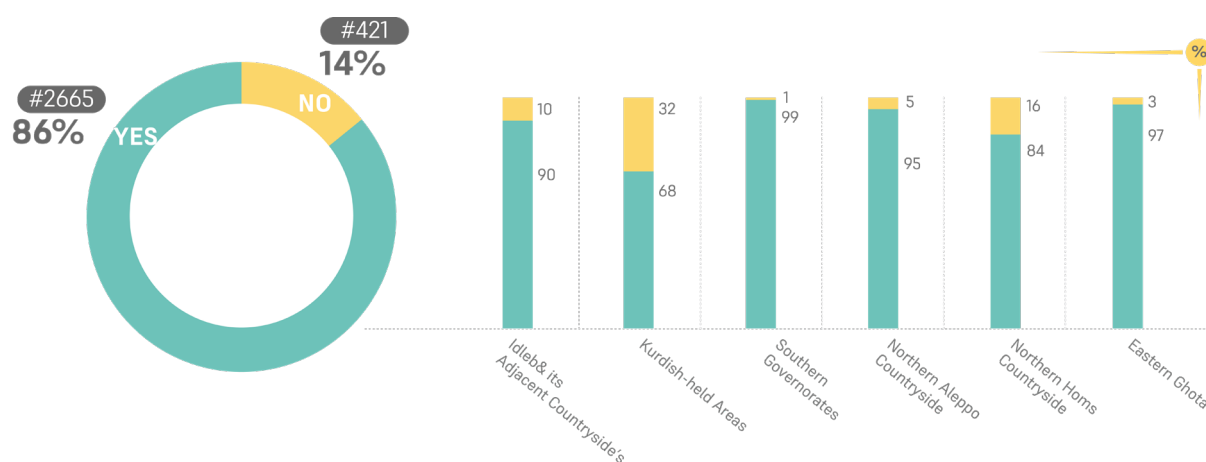
01: The existence of administrative structure and cadre

To apply policies and procedures approved by EDs and Education Assemblies (EAs), the administrative structure of school has the principal at the top of the pyramid, who might be the only administrative cadre in small schools, while larger schools have deputy school principal assisting school principal in conducting his tasks.

Medium to large schools may have mentors guiding students to school and controlling classes while teachers are away. There are also school secretaries in large schools, tasked with keeping and organizing papers of the school, students and teachers.

It was found out that 86 percent (2,665 schools) of the assessed functional schools have clear administrative structure and cadre, whereas 14 percent (421 schools) do not have clear administrative structure and cadre. The highest percentage of school that have no clear administrative structure and cadre is in Kurdish-held areas by 32 percent (242 schools), followed by northern Homs countryside by 16 percent (25 schools).

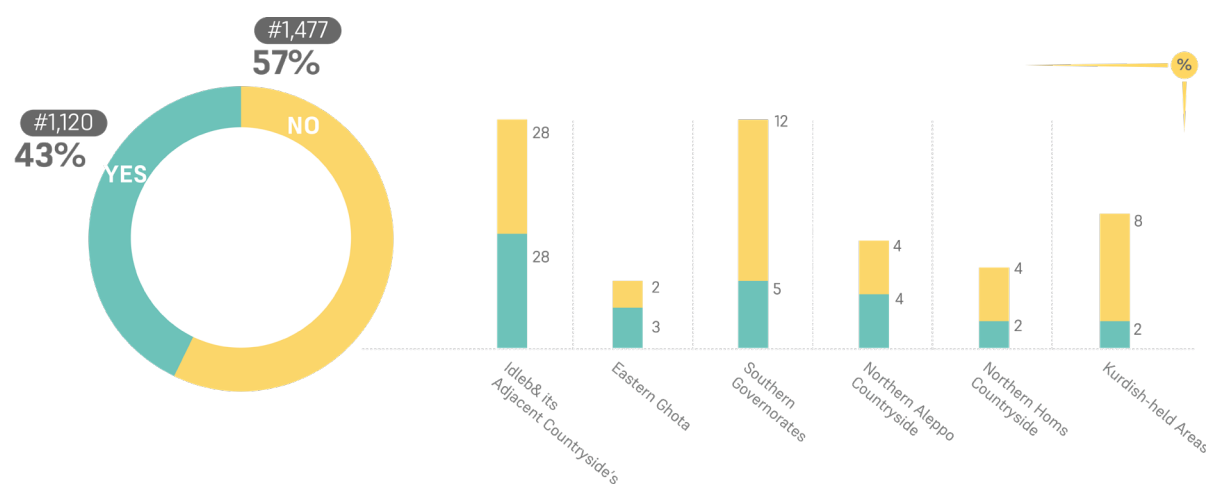
Figure 113: Number/percentage of school administrative structure and cadre



Principals Perceptions: Training and courses on school management

School principals used to be teachers contracted by MoE prior to taking up the position of school principal. These teachers must attend a set of trainings and courses that qualify them to become principals. Fifty-seven percent (1,477 principals) of interviewed principals²³ stated that they did not attend any trainings or courses on school management.

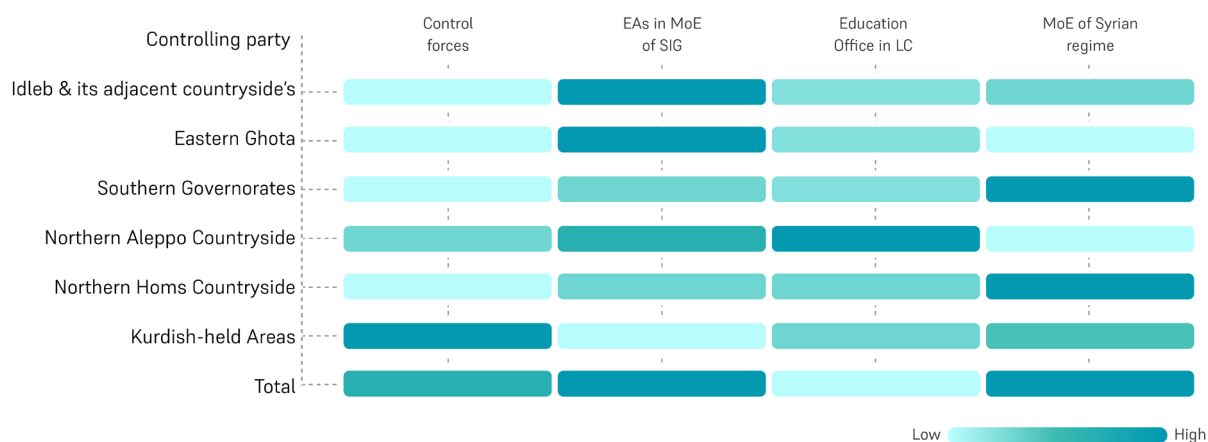
Figure 114: Number/percentage of principals attending trainings and courses on school management



23. IMU enumerators conducted perception surveys with 2,597 school principals of functional schools in 9 governorates. 15 percent of them were females and 85 percent of them were males.

02: The most influential decision makers within schools

Table 06: Heatmap of the most influential decision makers within schools



Influence of decision-makers was determined based on three fundamental issues in the educational process:

- **Approval of rules of procedures, school hours and curriculum:** Identifying policies and procedures to be followed by the school, school hours and holidays, and the decision to suspend schools in case of emergency.
- **Recruitment of teachers and administrative cadres:** Recruiting new teachers or terminating contracts for different reasons and issuing resolutions to be followed by administrative cadres.
- **Approval of salary scale:** Selecting salary scale and promotions for teaching, administrative and service cadres as per seniority and years of experience.

EAs in the MoE of SIG are the most influential in decision making in the assessed functional schools of Idleb and rural areas of Idleb, Aleppo and Hama along with Eastern Ghota.

The MoE of the Syrian regime is the most influential in decision making in the assessed functional schools of the southern governorates (Dar'a and Quneitra) and northern Homs countryside.

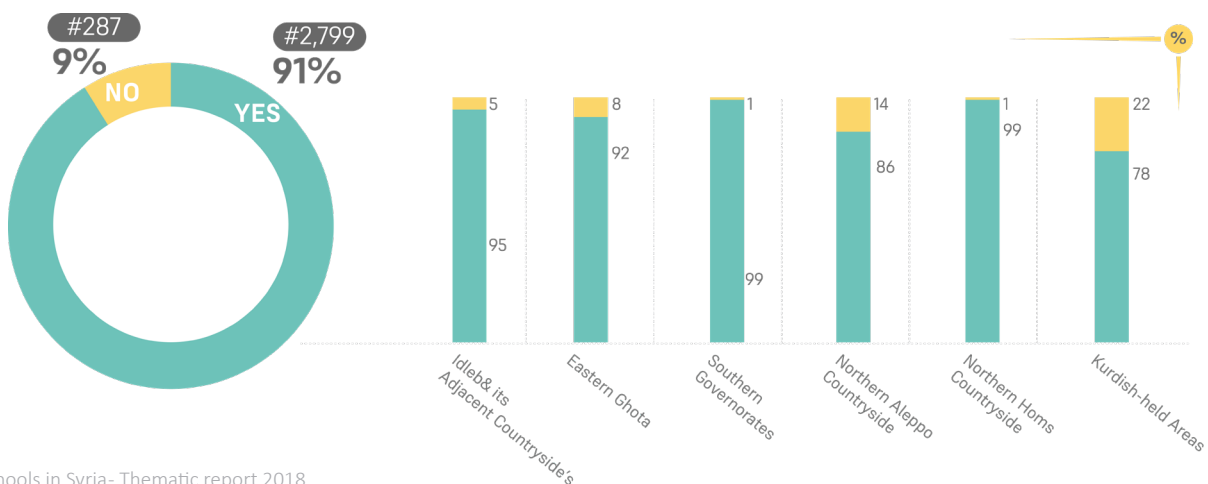
Education offices in LCs are considered the most influential in decision making in the schools of northern Aleppo countryside.

Kurdish forces are the most influential in decision making in the schools of Kurdish-held areas.

03: The availability of students' daily attendance sheet

The results of the study showed that 91 percent (2,799 schools) of the total assessed functional school use students' daily attendance sheet to track students' attendance.

Figure 115: Number/percentage of schools using students' attendance sheet



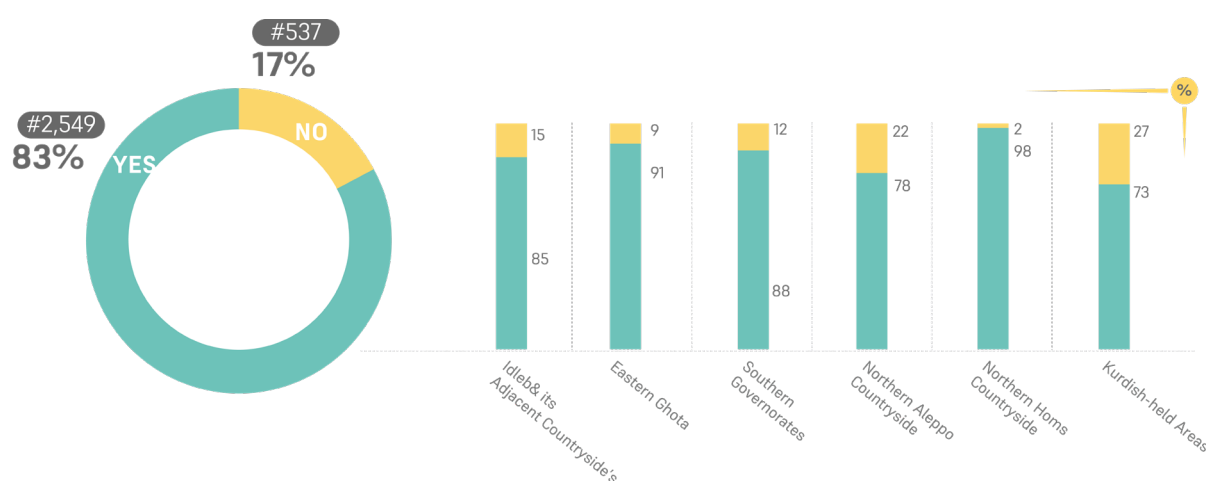
Twenty-two percent (173 schools) of the assessed functional schools in Kurdish-held areas and 14 percent (28 schools) in northern Aleppo countryside do not use the daily attendance sheets.

04: Availability of teachers' preparation books

Pre-war school policies and procedures mandated that teachers use preparation books to plan lessons. Teachers' preparation books also contained the annual scheme of work the teacher would follow to cover the full curriculum during the academic year. A school principal signs teachers' preparation books on a daily basis and educational supervisors monitor schemes of work.

The study showed that teachers in 17 percent (537 schools) of the assessed functional schools do not use teachers' preparation books.

Figure 116: Number/percentage of schools using teachers' preparation books

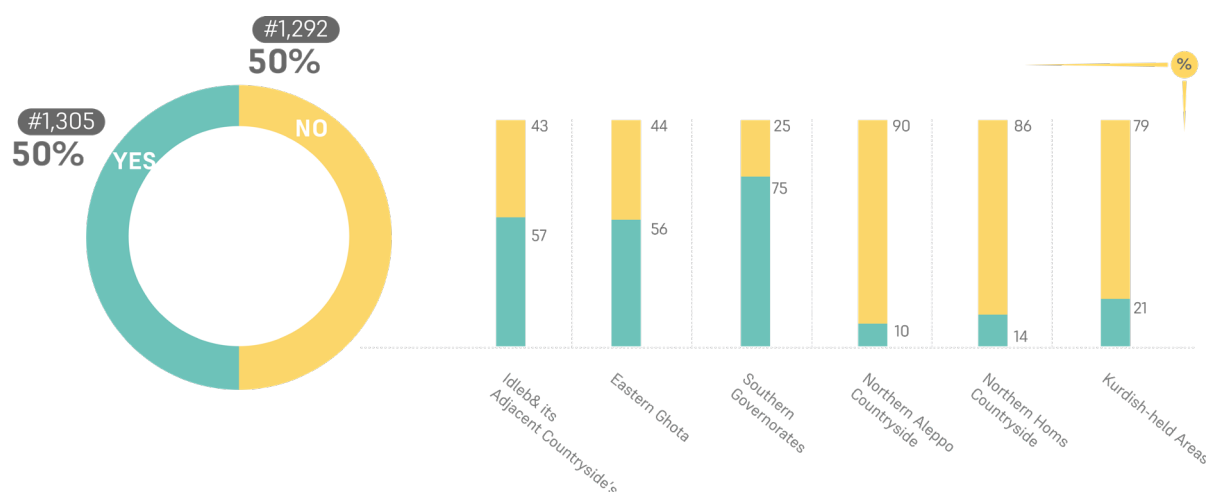


Teachers in 27 percent (212 schools) of the assessed functional schools in Kurdish-held areas and teachers in 22 percent (44 schools) in northern Aleppo countryside do not use teachers' preparation books.

05: Principals Perceptions: Regular meetings with parents

Roughly 50 percent (1,292 principals) of the surveyed principals²⁴ stated that there are no periodic meetings with parents taking place on a regular basis.

Figure 117: Number/percentage of Councils of students' parents or regular meetings with parents



24. IMU enumerators conducted perception surveys with 2,597 school principals of functional schools in 9 governorates. 15 percent of them were females and 85 percent of them were males.



► SECTION

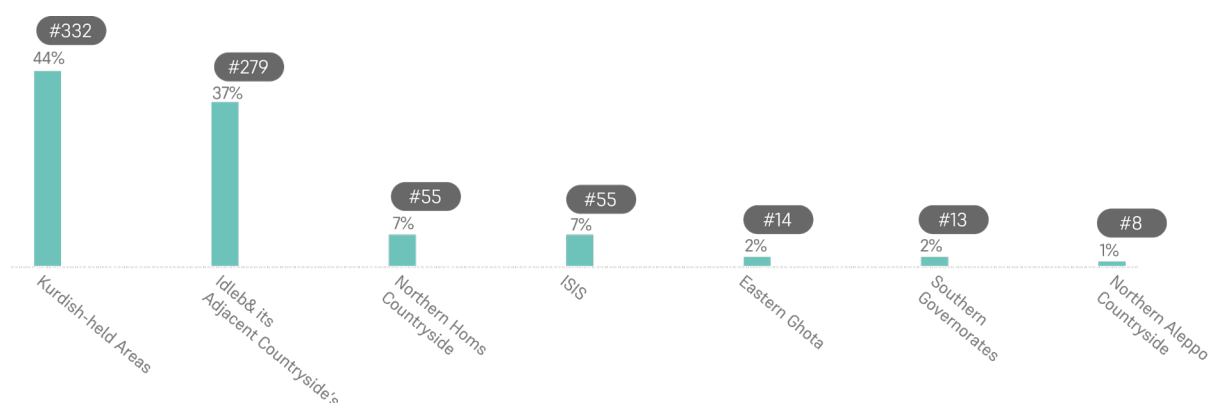
14

NON-FUNCTIONAL SCHOOLS

01: Distribution of non-functional schools

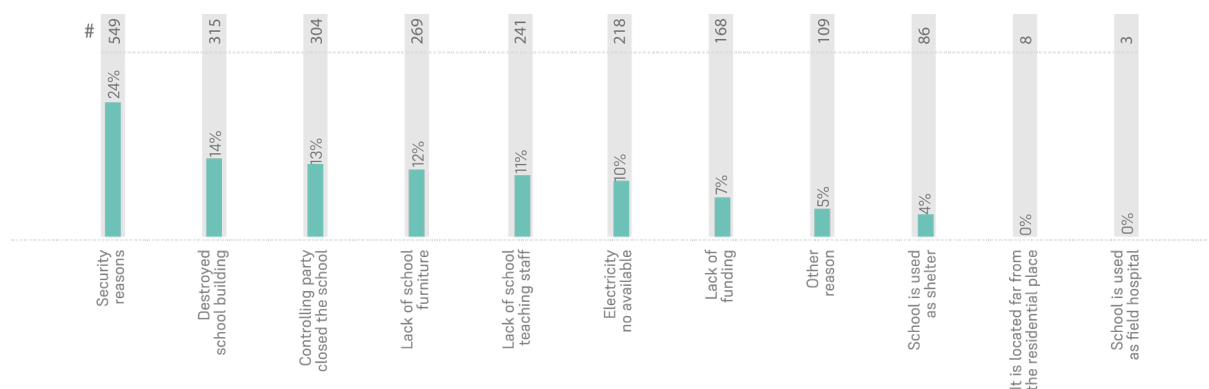
Twenty percent (756 schools) of the assessed schools were non-functional, where it was found out that 44 percent (332 schools) of the total number of the assessed non-functional schools are in Kurdish-held areas, 37 percent (279 schools) of them are in Idleb governorate and adjacent countryside, 7 percent (55 schools) of them are in northern Homs countryside, 7 percent (55 schools) of them are in ISIS-held areas, 2 percent (14 schools) of them are in Eastern Ghota, 2 percent (13 schools) of them are in the southern governorates, and one percent (8 schools) of them are in northern Aleppo countryside.

Figure 118: Number/percentage of non-functional schools by controlling forces



The widespread shutdown of schools in Syria is reportedly attributed to the country's deteriorating security situation by 25 percent and the destruction of school buildings by 14 percent. Other reasons include closure by controlling forces by 12 percent and a lack of furniture and teaching supplies by 12 percent.

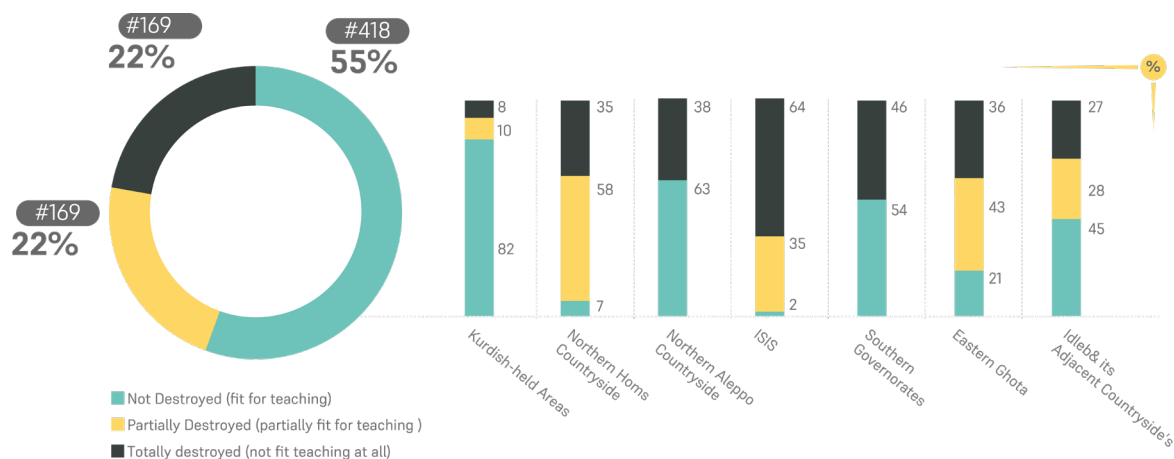
Figure 119: Number/percentage of schools according to the reasons of non-functionality



02: Non-functional schools and school building conditions

The results of the study show that 55 percent (418 schools) of the assessed non-functional schools were not destroyed and are fit for teaching purposes. While 22 percent (169 schools) of all non-functional schools were partly destroyed, and 22 percent (169) were completely destroyed.

Figure 120: Number/percentage of non-functional schools by school building conditions



In Kurdish-held areas, the non-destroyed school buildings (still fit for teaching purposes) constituted the largest proportion of non-functional schools by 82 percent (273 schools) out of the total number of the non-functioning schools in this area. Ten percent (34 schools) were partially destroyed (partially fit for teaching purposes), and eight percent (25 schools) were completely destroyed (unfit for teaching purposes).

In northern Homs countryside, 35 percent (19 schools) of all non-functional schools were completely destroyed (not fit for teaching purposes), fifty-eight percent (32 schools) were partially destroyed (partially fit for teaching purposes), and seven percent (4 schools) were not destroyed (fit for teaching purposes).

SECTION

15

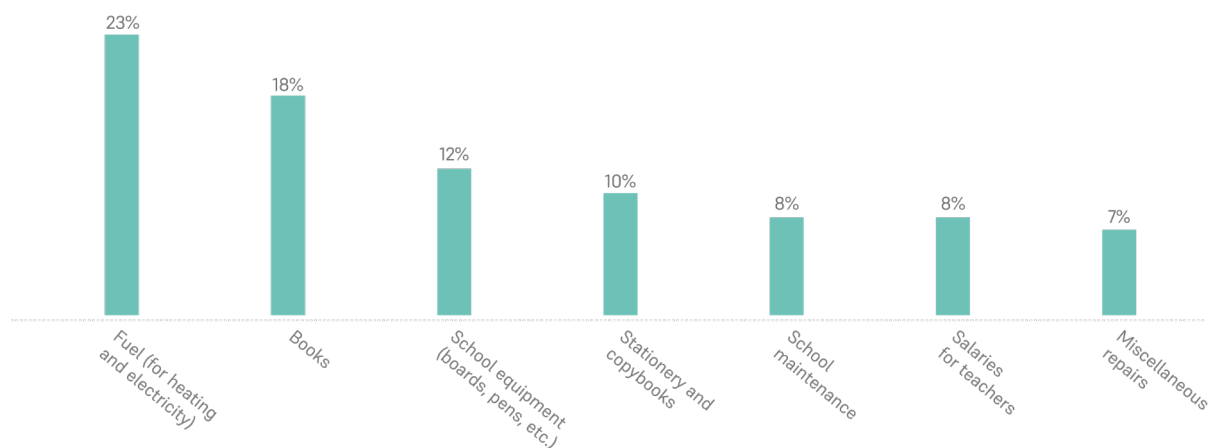
PRIORITIES AND RECOMMENDA- TIONS



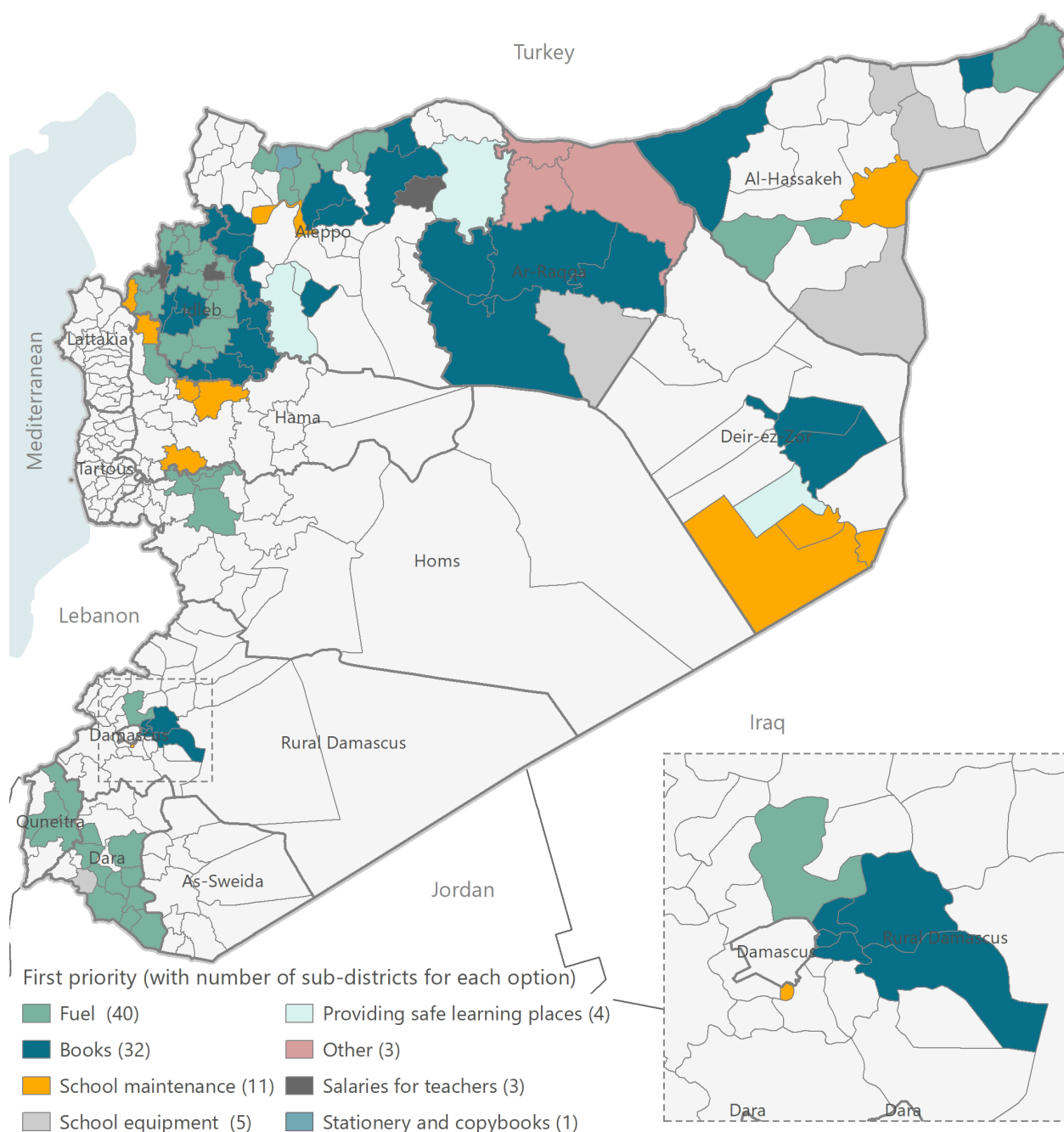
This section puts forward the priorities of all the 4,079 functional and non-functional schools assessed in this report along with the most important recommendations for improving the situation of the education sector in Syria based on the current assessment:

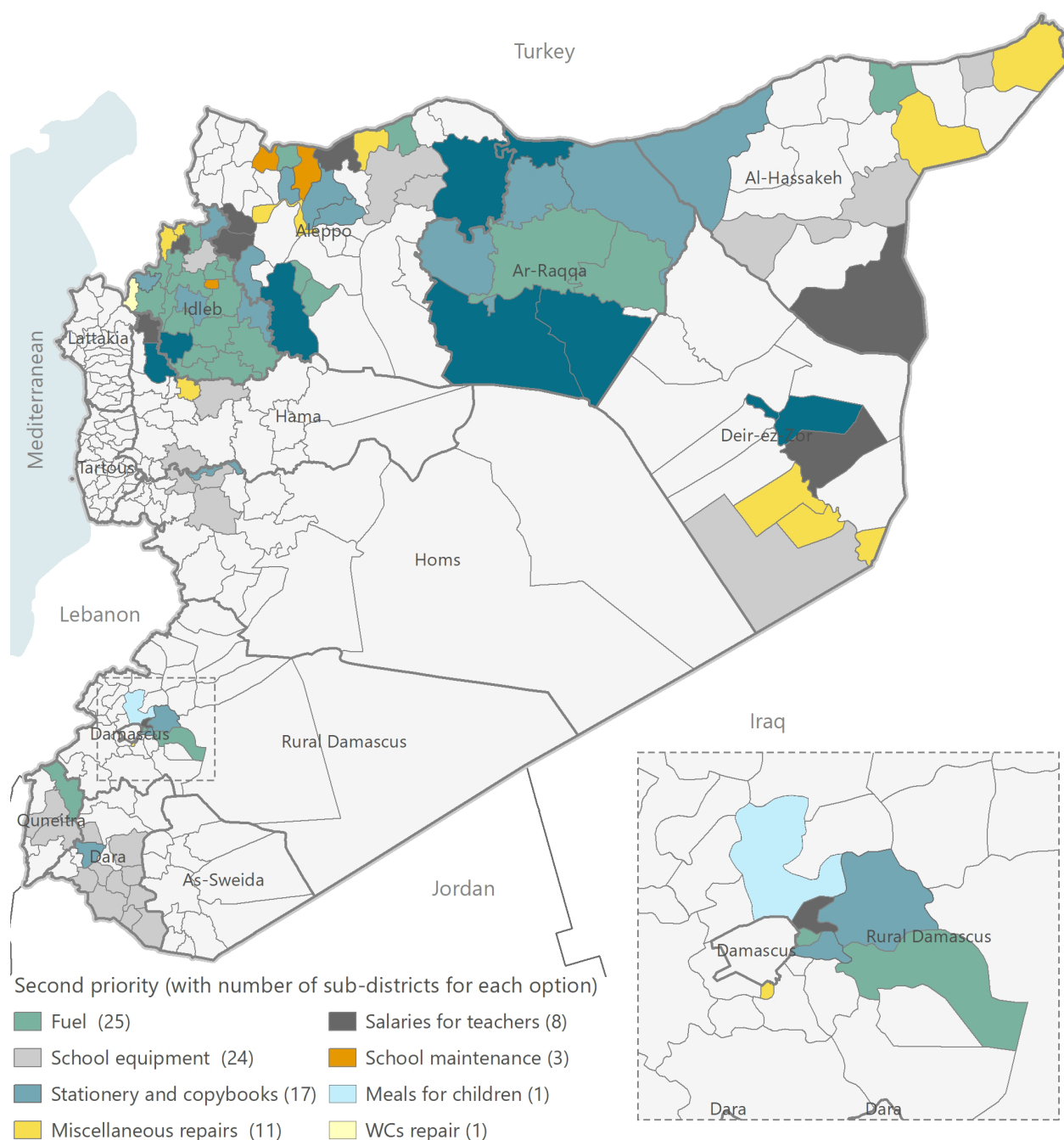
- Oppressive winter weather, coupled with poor maintenance of doors and windows in schools put the health of Syrian students at risk. Therefore, urgent repairs need to be made to ensure insulation and weather protection for the classrooms. This is in addition to the provision of heating tools and fuel that stands as top priority for the assessed schools by 23 percent.
- Supply schools with textbooks and activity books for students,
- Rehabilitate or replace damaged chalkboards and train teachers on teaching methods in textbook constrained and overcrowded classrooms.
- Standardize the content of students' school bags across donors and provide the schoolbags for all students in need.
- Provide schools with mini-grants to enable the school management to perform simple repairs, fix windows, doors, replace damaged chalkboards and provide desks and seats for learners.
- Consider enabling schools to provide simple school meals, especially for disadvantaged learners and these with a distance to school over 1000 meters.
- Improve safety at schools and provide learners with access to PSS activities. Strengthen referral pathways.
- Improve WASH facilities at schools.
- Prevent non- and late- enrolment and underachievement in lower primary by investments in pre-school spaces/kindergartens.
- Motivate teachers and prevent teacher turn-over. Consider payment of teacher stipends over the summer.
- Train teachers on working with children who were exposed to trauma and who suffer from post-traumatic stress. Consider providing PSS to teachers as well.

Figure 121: Priorities of all assessed schools

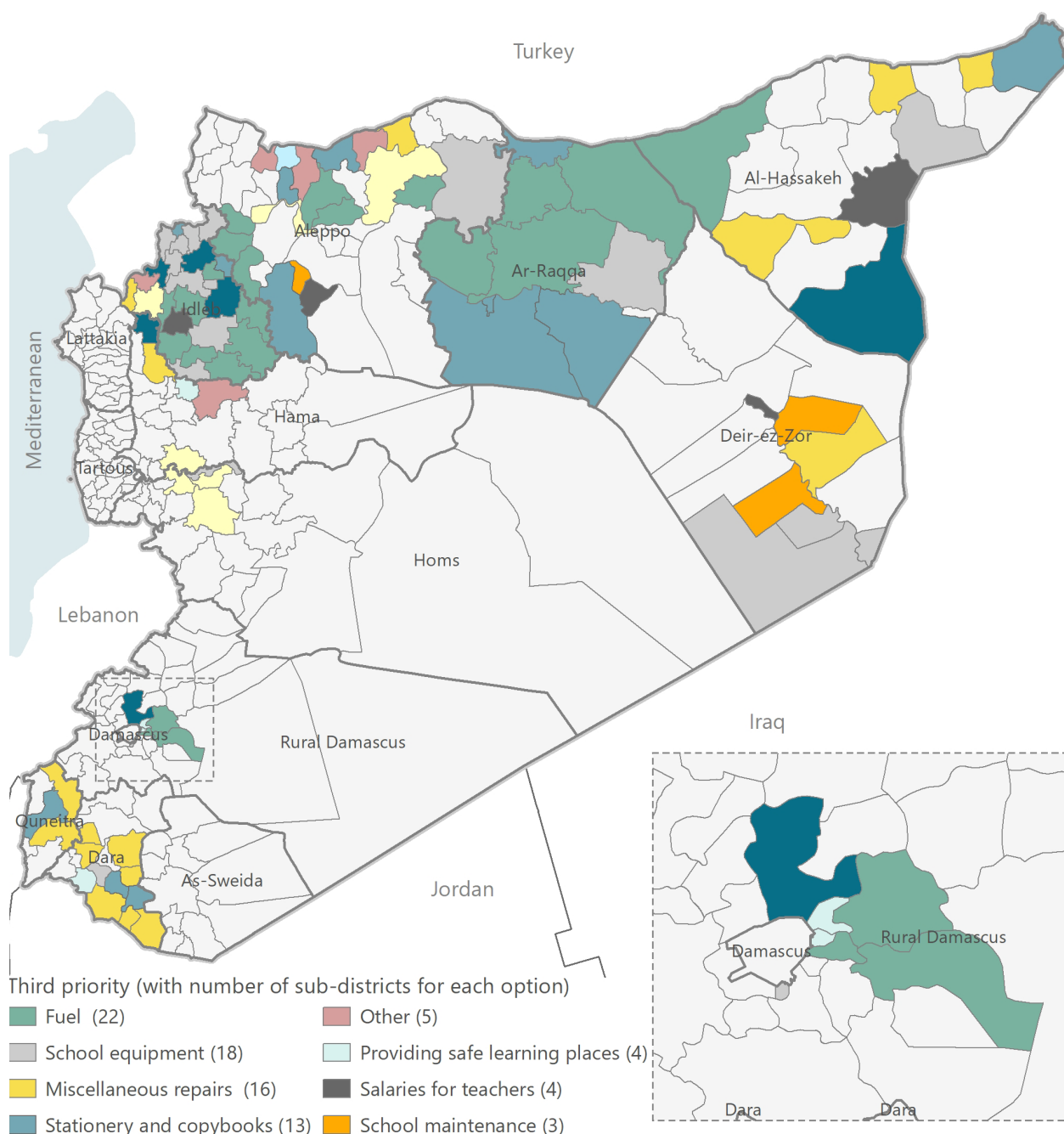


Map 08: First priority for all assessed schools



Map 09: Second priority for all assessed schools

Map 10: Third priority for all assessed schools




Annex: Assessed Schools by Sub-district

No.	Governorate	Sub-District	No. of functional schools	No. of non-functional schools
1	Aleppo	Abu Qalqal	26	-
2	Aleppo	Agthrin	35	-
3	Aleppo	Al Bab	35	1
4	Aleppo	Ar-Ra'ee	3	1
5	Aleppo	Atareb	86	1
6	Aleppo	A'zaz	26	-
7	Aleppo	Banan	4	6
8	Aleppo	Daret Azza	77	4
9	Aleppo	Ghandorah	24	2
10	Aleppo	Hajeb	13	2
11	Aleppo	Haritan	26	33
12	Aleppo	Jarablus	36	-
13	Aleppo	Mare'	16	1
14	Aleppo	Menbij	39	1
15	Aleppo	Sarin	97	-
16	Aleppo	Suran	22	3
17	Aleppo	Tadaf	1	-
18	Aleppo	Tall Ed-daman	6	87
19	Aleppo	Zarbah	39	-
20	Al-Hasakeh	Al-Malikeyyeh	5	1
21	Al-Hasakeh	Areesheh	23	-
22	Al-Hasakeh	Hole	32	23
23	Al-Hasakeh	Jawadiyah	52	1
24	Al-Hasakeh	Markada	-	78
25	Al-Hasakeh	Quamishli	45	-
26	Al-Hasakeh	Ras Al Ain	47	7
27	Al-Hasakeh	Tal Hmis	27	8
28	Ar-Raqqa	Al-Thawrah	12	26
29	Ar-Raqqa	Ar-Raqqa	39	8
30	Ar-Raqqa	Ein Issa	124	-
31	Ar-Raqqa	Jurneyyeh	7	1
32	Ar-Raqqa	Karama	16	57
33	Ar-Raqqa	Mansura	15	12
34	Ar-Raqqa	Sabka	5	4
35	Ar-Raqqa	Suluk	96	-
36	Ar-Raqqa	Tell Abiad	78	-
37	Dar'a	Busra Esh-Sham	37	-
38	Dar'a	Da'el	18	1
39	Dar'a	Dar'a	30	-
40	Dar'a	Hrak	33	1
41	Dar'a	Izra'	29	2
42	Dar'a	Jasim	37	-
43	Dar'a	Jizeh	20	-

44	Dar'a	Kherbet Ghazala	23	2
45	Dar'a	Mseifra	29	-
46	Dar'a	Mzeireb	55	-
47	Dar'a	Nawa	51	4
48	Deir-ez-Zor	Abu Kamal	-	52
49	Deir-ez-Zor	Ashara	-	53
50	Deir-ez-Zor	Basira	-	62
51	Deir-ez-Zor	Jalaa	-	21
52	Deir-ez-Zor	Khasham	3	17
53	Deir-ez-Zor	Susat	-	17
54	Deir-ez-Zor	Thiban	-	35
55	Hama	Harbanifse	12	11
56	Hama	Kafr Zeita	2	23
57	Hama	Madiq Castle	53	10
58	Hama	Suran	19	76
59	Hama	Ziyara	8	-
60	Homs	Ar-Rastan	48	14
61	Homs	Homs	6	1
62	Homs	Talbiseh	50	12
63	Homs	Taldu	40	17
64	Idleb	Abul Thohur	50	4
65	Idleb	Ariha	60	1
66	Idleb	Armanaz	27	1
67	Idleb	Badama	15	10
68	Idleb	Bennsh	15	3
69	Idleb	Dana	53	2
70	Idleb	Darkosh	43	3
71	Idleb	Ehsem	58	-
72	Idleb	Harim	10	-
73	Idleb	Heish	51	-
74	Idleb	Idleb	60	2
75	Idleb	Janudiyeh	19	-
76	Idleb	Jisr-Ash-Shugur	71	10
77	Idleb	Kafr Nobol	76	4
78	Idleb	Kafr Takharim	20	-
79	Idleb	Khan Shaykun	33	1
80	Idleb	Maaret Tamsrin	62	8
81	Idleb	Ma'arrat An Nu'man	106	-
82	Idleb	Mhambal	45	2
83	Idleb	Qourqeena	30	-
84	Idleb	Salqin	44	8
85	Idleb	Sanjar	58	15
86	Idleb	Saraqab	68	14
87	Idleb	Sarmin	9	-

88	Idleb	Tamanaah	19	4
89	Idleb	Teftnaz	17	2
90	Quneitra	Al-Khashniyyeh	47	1
91	Quneitra	Khan Arnaba	14	1
92	Quneitra	Quneitra	5	1
93	Rural Damascus	Arbin	1	11
94	Rural Damascus	At Tall	9	-
95	Rural Damascus	Duma	33	1
96	Rural Damascus	Hajar Aswad	-	36
97	Rural Damascus	Harasta	7	-
98	Rural Damascus	Kafr Batna	50	2
99	Rural Damascus	Nashabiyeh	11	-
	Total		3,133	946
Total Number of assessed functional and non-functional schools: 4,079				



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THEMATIC REPORT

وحدة تنسيق الدعم
ASSISTANCE COORDINATION UNIT



IMU
INFORMATION
MANAGEMENT
UNIT

Incilipinar Mah.3 Nolu Cd.
Akinalan is Mrk. Kat 5
Sehitkamil/Gaziantep, Turkey

+90 (34) 2220 10 77
info@acu-sy.org
www.acu-sy.org