

2019

Education Needs Assessment



Idleb Governorate

Idleb and Harim districts.

ATAA Humanitarian Relief Association

11/1/2019

ATAA Humanitarian Relief Association

- ATAA is a non-profit charitable association interested in humanitarian work inside Syria and where the Syrian refugees live. It seeks to develop the Syrian society and to strengthen its standards of living conditions.
- ATAA was licensed and registered in Turkey as a national organization in 2013 since opening. its first office was in Reyhanlı in Hatay Province.
- ATAA's Headquarters Office is located in Istanbul in addition to 11 offices (3 in Turkey & 8 in Syria), number of administrative staff is 136 and 830 projects' staff.

Vision

- To be a pioneer in relief and development work among Syrian organizations and to provide outstanding social services based on our cultural perspective of civil society as well as humanitarian values .

Mission

- Upgrading aid work through an organization that meets humanitarian needs of affected Syrian citizens and contributes effectively to the reconstruction of Syria and the progress of Syrian society.

Previous education field experiences:

ATAA has direct experience in education development inside Syria as ATAA had implemented many education projects in Syria.

- ATAA in partnership with SCI which extend from 2015 had implemented a lot of educational projects which are the following:
 1. The educational project which was implemented in southern countryside of Idleb governorate, across three villages (Alsahyeh, Abo Habbeh and Alhalbeh) in Al Ma'ra district. the project was funded by both GFFO grant from 2016 till 2017 and BMZ grant from 2017 till 2018. The main goal of the project was "contribution to restoring educational service provision to strengthen resilience of conflict-affected children and their families in Northern Syria". This project aimed to reach the most vulnerable children (both IDPs and host families), who have been out of school for more than a year, with ECCD and basic education (BE). Through this intervention, ATAA reached and provided support for more than 1500 vulnerable children to enroll in formal and non-formal education opportunities. Also, ATAA had targeted both of host community and IDPs with psychosocial support and non-formal education activities like community initiatives.
 2. The educational project which was implemented in northern countryside of Idleb governorate, across four villages (Qah, Dar Alreaya, Dar Alaytam and Atma (Kafr Lusin) in Harim district, Dana sub-district and funded by NMFA grant since 2015 till now. The main goal of the project was "Improving access to quality and protective education for conflict-affected girls and boys by supporting learning spaces and their role in the community". This project aimed to reach the most vulnerable children (majority IDPs), who have been out of school for more than a year, with ECCD and basic education (BE). Through this intervention, ATAA reached and provided support for more than 2300 vulnerable children to enroll in formal and non-formal education opportunities. Also, ATAA had targeted both of host and IDPs students with non-formal education activities like psychosocial and medical referrals mechanism
 3. The educational project which was implemented in northern countryside of Idleb governorate, across four villages (Qah, Dar Alreaya, Harim and Maaret Elnaasan) in both Idleb and Harim district, Teftnaz and Dana sub-district and funded by SDC grant from 2015 till 2018. Under this grant ATAA had replaced all schools of tent structure type with concrete structure type and established playgrounds, shaded area and book bank in all of (Qah, Dar Alreaya and Dar Alaytam) schools, the main goal of this project was "To increase the resilience of children and families inside Syria through the provision of immediate protective education services". This project aimed to provide youth education for Syrian children displaced from their home city to camps in northern Syria. ATAA proposed protective education interventions had focused on the governorate of Idleb and had provided support for youth to enroll in non-formal education opportunities. ATAA teams through this project had targeted youth and adolescents (13-18) with psychosocial support and non-formal education activities, including life skills support and vocational training, which helped in improving the wellbeing and resilience of conflict-affected targeted communities.

- ATAA as implementing partner had implemented a lot of educational projects funded by OCHA such as:
 1. The educational project which was implemented in northern countryside of Hama governorate, across two villages (Tweini and Shorlin) in As Suqaylabiyah district, Madiq Castle sub-district and funded by HF grant from 2016 till 2017. Through this intervention, ATAA was able to reach 908 vulnerable children (40% Female, 60% Male). This project aimed to reach the most vulnerable children, who have been out of school for more than a year, with basic education (BE).

908 children had been enrolled in the 2 schools which were rehabilitated and equipped according to INEE minimum standards. Also, ATAA team through this project had provided children with school kits in addition to school textbooks.

2. The educational project which was implemented in northern countryside of Idleb governorate, across two villages (Dar Alreaya, and Maaret Elnaasan) and two camps (ATAA residential complex and ATAA 1 camp) in both Idleb and Harim district, Tefnaz and Dana sub-district and funded by HF as an emergency project that last for 6 months starting from Jan till Jun/2019.

The main goal of this project was to Provide formal education for 6 schools in Dana and Tefnaz. ATAA in partnership with both Takaful and Watan had followed up the provision of formal education in the supported schools. Through this project ATAA and its partners were able to provide education for the most vulnerable children (majority IDPs), who have been out of school for more than a year, with ECCD and basic education (BE). ATAA reached and provided support for more than 2300 vulnerable children to enroll in non-formal education opportunities

- ATAA as an implementing partner funded by private donor had already established 4 learning spaces (caravan schools) during the recent displacement waves in four different points located in four camps which are (Qabtan Eljabal, Qasr Bin Wardan, Al-Sultan and Shahshabo) in Idleb governorate, Harim district, Dana sub-district. Through those learning spaces, ATAA was able to re-enrolled more than 900 children aged from (6 to 12 years) who have been out of school.

ATAA based on this project aimed to build resilience in individuals and systems in order to protect children, families and communities and to enable them to face future challenges using their own resources and capacity.

The project will help in increasing the access to education in the targeted camps by providing education opportunities to the vulnerable children and securing job opportunities to educational personnel in the displacement areas.

Complementarity:

This project will promote education in the target areas in Idleb governorate and will be an added value for the education sector in Syria as it is in line with the Humanitarian Response Plan (HRP).

The majority of the targeted camps are newly established and under registration by (ATAA and CCCM) where no schools are available in or nearby them.

As ATAA is seeking for achieving complementarity in this project between different sectors. So, the targeted camps through this assessment are being targeted by many ongoing projects in different sectors from HF and other donors implemented by ATAA as followed:

- WASH sector (installing water storage tanks and public drinking water taps, distributing water by water trucks, conducting hygiene promotion sessions, distributing hygiene kits, distributing garbage bins, installing gender separated latrines blocks and installing gender separated disabilities latrines blocks) funded by HF
- NFI sectors (distributing both stoves and fuel for heating) funded by HF
- Shelter sectors (providing external insulation for tents, providing internal insulation for tents, providing ground insulation for tents, replacing the damaged tents and distributing new tents) funded by IOM
- Health sectors (provide health service) funded by private donor.

Based on the above-mentioned conducted interventions and as the targeted camps are newly established, all required information such as (number of HHs, number of individuals, gender breakdown, age breakdown, displacement information, shelter type and vulnerability criteria) had been collected by beneficiaries' selection tool (BST) used by WFP and ready to be shared.

In addition, the project will complement the existing schools in the targeted camps or nearby communities (if any) taking into consideration the poor or low quality of education in the targeted camps and its surrounding communities due to the prolonged conflict and low level of support to the schools there.

This project complements with the efforts of the education cluster and will also help in increasing the quality of education and the children wellbeing in the targeted camps by providing education opportunities to all vulnerable children in those camps.

1. Overview:

Nearly nine years of brutal conflict in Syria have reversed more than a decade of progress in children's education. Every day the crisis is prolonged, the pain endured by innocent families grows, leaving deep scars that are likely to disfigure the affected populations and beyond for years to come. Most affected of all are Syria's children who are at risk of becoming a "lost generation".

As the crisis is nearing the end of its eighth year, there are now 5.8 million children and youth from pre-school to secondary-age and over 245,000 education personnel in need of education assistance inside Syria. An estimated 2.1 million children almost more than one third of school-age children (aged 5-17 years) became out of school and a further 1.3 million are at risk of dropping out. Around 140,000 education personnel, including teachers, left the education system, which has negatively affected the quality of education for all children. Hostilities have seen over one in three schools damaged, destroyed, no longer accessible or occupied for shelter and other purposes. Schools, accounting for an estimated 33 percent of collective centers, were reported as the most common building type used for IDP sites in Syria.

Based on (HNO 2019), the Increased internal displacement has put the current infrastructure under enormous pressure. 2.6 million children have been displaced within Syria. Schools in IDP/returnee receiving communities have limited absorption capacity for newly arriving students, causing overcrowding, while in most camps education services are deeply insufficient or nonexistent. An assessment of 226 camps in Aleppo and Idleb governorates revealed that 73 percent of camps and settlements have no education services at all, showing no improvement from 2017.

As well as, as a direct result of the conflict, some schools have been used as detainment facilities, or as residential buildings for loyalist militia members, or to accommodate refugees who were streaming towards the regime-controlled area to avoid heavy shelling and bombardment, which targeted areas beyond the regime control. Schools in areas beyond the regime control were systematically bombarded or shelled, which led to some massacres against the educational staff and students alike, making people reluctant to send their children to schools because schools were high profile targets for the regime forces. The conflict led to a massive economic decline. The primary breadwinner of the family often rendered unable to earn enough to feed the family, which led parents to stop sending their children to school to enter the labor market in order to contribute to sustain themselves and their families. In addition, some armed forces recruited children in the conflict (HNO 2018).

Teaching capacity remains overstretched. Over 140,000 teachers and education personnel are no longer in their teaching posts. The remaining are overwhelmed, resulting in an overall poor quality of education. Displaced teachers and students have psychosocial support needs that necessitate specialized interventions for effective teaching and learning. Quality of teaching is

key to students' performance, and teachers' capacity is fundamental to children's experience of a quality education. Reliance on unskilled teachers with limited financial remuneration is impeding learning outcomes of students in public schools, with important disparities amongst regions and between IDPs and host communities.

ATAA MEAL department issued this report to shed a light on how far the education status has been affected by the current conflict, the status of the targeted camps, access of beneficiaries to relief, camps' residents age and gender breakdown, condition of schools (if any), the percentage of both enrolled male and female children, main problems education faces, educational needs, and main reasons for non-enrolment of children. The survey covered 23 camps in 2 districts, 2 sub-districts, in Idleb governorate, and was administered by 6 experienced field enumerators who received training for the purpose of this survey.

2. Methodology and Limitation:

This section provides an overview of the methodology designed and implemented by ATAA MEAL department for the conducted assessment. The overall approach applied for the assessment combines quantitative and qualitative methods. More specifically, the assessment included:

1) key informant interviews, 2) direct field observations, and 3) education representatives' interviews

This section presents in details the assessment sample, the assessment tool; the data collection process; subsequent data management and analysis; and the limitations thereof.

This assessment was intended to cover as many camps as possible where the needs and gaps are big. The assessment sample included 23 camps located in 2 sub-districts in Idleb governorate. The detailed information of assessed camps in each governorate will be seen in education sector findings section.

There are however gaps and limitations to the education sector, where Chemonics had stopped working in the majority of its targeted locations that had increased the number of schools that became out of work, which in turn has increased the pressure on working schools.

2.1 Assessment Coverage

ATAA by this assessment had targeted (Idleb Governorate, Dana and Maaret Tamsrin sub-districts) across 10 communities.

The covered communities and camps were as follow:

#	Governorate	District	Sub-district	Community	Camp	# of interviewed KIs
1	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Rahma 3	2
2	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Rahma 2	2
3	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Rahma 1	2
4	Idleb	Harim	Dana	Selwa	Salwa camp	2
5	Idleb	Harim	Dana	Burj Elnumra	Aljarf Camp	2
6	Idleb	Harim	Dana	Babisqa	Aldheya (Papisqa)	2
7	Idleb	Idleb	Maaret Tamsrin	Batenta	Al-Hawija	2
8	Idleb	Idleb	Maaret Tamsrin	Haranbush	Marbona	2
9	Idleb	Idleb	Maaret Tamsrin	Hazano	Al-Balat	2
10	Idleb	Idleb	Maaret Tamsrin	Kelly	Faraj Allah	2
11	Idleb	Idleb	Maaret Tamsrin	Kelly	Ataa AL-kher 1	2
12	Idleb	Idleb	Maaret Tamsrin	Batenta	Alzearaa	2
13	Idleb	Idleb	Maaret Tamsrin	Kelly	Ataa AL-kher 2	2
14	Idleb	Idleb	Maaret Tamsrin	Batenta	Al-Iman b Allah	2
15	Idleb	Harim	Dana	Sarmada	Al-Mwda cluster	2
16	Idleb	Harim	Dana	Tal Elkaramej	Tal Al_krama Cluster	2
17	Idleb	Idleb	Maaret Tamsrin	Kelly	Um Neir	2
18	Idleb	Idleb	Maaret Tamsrin	Kelly	Al-Twahid	2
19	Idleb	Idleb	Maaret Tamsrin	Kelly	Kfr Awaid	2
20	Idleb	Idleb	Maaret Tamsrin	Kafr - Kafrehmul	Basmet Aml	2
21	Idleb	Idleb	Maaret Tamsrin	Kafr - Kafrehmul	Al-Dahowk	2

22	Idleb	Idleb	Maaret Tamsrin	Kafr - Kafrehmul	Al-Rahma	2
23	Idleb	Idleb	Maaret Tamsrin	Kafr - Kafrehmul	Al-Jib cluster	2

The above-mentioned camps had been chosen and prioritized based on 1) availability of other ongoing projects by ATAA, 2) the concentration of IDPs children aged between (7 to 12), and 3) its accessibility by ATAA team.

2.2 Assessment tool

Key informant interviews: the targeted Key Informant were from the educational office in the local council, member of teachers' unions or member of the teaching staff in the nearby communities, teachers, headteachers and camps managers.

The aim of targeting this group is because the key informant can be considered as the best way to understand the context in clearer way starting from the general information about the status of education, the displacement movement going through what is the percentage could cover from their needs and what is the urgent needs for them which will affects the way we will intervene for it.

2.3 Methodology

Data collection phase were conducted between 27th and 30th of October 2019, data collection was carried out through Ataa's enumerators. In total 6 enumerators (4 males and 2 females) contributed to this assessment and collected the required data from both targeted camps' managers and other educational representatives. Enumerators selected for this assessment have an extensive knowledge of the targeted camps nearby communities in which they are based. For instance, they knew or could quickly get the contact of each camp manager. Enumerators directly went to each camp to administer the questionnaire with both camps' manager and any educational representatives and visited the educational offices at local councils and the teachers' union (if any) where targeted camps are located to triangulate data. As part of the interview, the enumerators reviewed all required documents together with both camp's manager and the interviewed educational representatives of the targeted camps. This review allowed gathering detailed information such as the number of children by grade, number of enrolled students, dropping out percentage, number of available schools, number of qualified teachers (if any), etc.

Enumerators filled the questionnaires electronically on KoBo Collect platform, then the network coordinators received the questionnaires and exported the raw data to Excel database.

Concerning the number of conducted assessments, ATAA field team had targeted 23 camps, in each camp 2 KIs had been interviewed (camp manager and the available educational representative)

3. Key findings:

Community assessment findings:

General information:

Respondents characteristic






46 KIs had been interviewed, 23 camp managers, 2 IDP representative, 7 member of targeted camps' local council, 6 school managers, 6 teachers and 2 members of teachers' union.



23 camps were targeted, 46 KIs were interviewed

Based on the interviewed respondents' responses, number of newly displaced people within 3 months, number of displaced people from more than 3 months and the establishment date for each camp can be identified in the following table:

HHs identifier			
			
Community Name	Newly IDP HHs	Old IDP HHs	Establishment date
Al-Rahma 3	90	149	Since 3 month
Al-Rahma 2	43	220	Since 6 month
Al-Rahma 1	90	140	Since 6 month
Salwa camp	20	90	Since 6 month
AlJarf Camp	120	140	Since 1 year or more
Aldheya (Papisqa)	22	67	Since 1 year or more
Al-Hawija	20	57	Since 1 year or more
Marbona	1	69	Since 1 year or more
Al-Balat	2	85	Since 6 month
Faraj Allah	44	200	Since 6 month

Ataa AL-kher 1	0	168	Since 6 month
Alzearaa	0	59	Since 1 year or more
Ataa AL-kher 2	0	140	Since 6 month
Al-Iman b Allah	36	109	Since 1 year or more
Al-Mwda cluster	100	227	Since 1 year or more
Tal Al_krama Cluster	150	1400	Since 1 year or more
Um Neir	105	0	Since 3 month
Al-Twahid	70	125	Since 1 year or more
Kfr Awaid	130	0	Since 3 month
Basmet Aml	70	0	Since 1 month
Al-Dahowk	0	139	Since 6 month
Al-Rahma	0	128	Since 3 month
Al-Jib cluster	0	416	Since 6 month

According to the interviewed KIs, regarding camps' land type, camps' soil kind and floor slope the following table can show all the above-mentioned information.

#	Camp name	Land type	Soil kind	Types of camp's road	Floor slope in %
1	Al-Rahma 3	Public ownership	Rocky	Earthy	20
2	Al-Rahma 2	Public ownership	Rocky	Earthy	50
3	Al-Rahma 1	Public ownership	Rocky	Earthy	45
4	Salwa camp	Public ownership	Rocky	Earthy	25
5	AlJarf Camp	Rented	Rocky	There are no roads	40
6	Aldheya (Papisqa)	Rented	Rocky	Flagged	10
7	Al-Hawija	Public ownership	Rocky	There are no roads	20
8	Marbona	Rented	Earthy	There are no roads	10
9	Al-Balat	Rented	Agricultural	There are no roads	5
10	Faraj Allah	Rented	Agricultural	There are no roads	0
11	Ataa AL-kher 1	Public ownership	Rocky	Flagged	30
12	Alzearaa	Public ownership	Earthy	There are no roads	5
13	Ataa AL-kher 2	Public ownership	Rocky	There are no roads	25

14	Al-Iman b Allah	Public ownership	Rocky	There are no roads	2
15	Al-Mwda cluster	Private property	Agricultural	Flagged	0
16	Tal Al_krama Cluster	Private property	Agricultural	Flagged	0
17	Um Neir	Rented	Agricultural	There are no roads	0
18	Al-Twahid	Public ownership	Agricultural	Earthy	15
19	Kfr Awaid	Private property	Agricultural	Earthy	0
20	Basmet Aml	Rented	Agricultural	There are no roads	0
21	Al-Dahowk	Public ownership	Agricultural	There are no roads	0
22	Al-Rahma	Public ownership	Agricultural	There are no roads	0
23	Al-jib cluster	Public ownership	Agricultural	There are no roads	0

Depending on KIs' responses, all camps located on public ownership lands had taken an approval from the local councils. While camps located on rented lands, interviewed KIs stated that there is a written contract with the owner of those lands confirming that no rental land fees will be paid by ATAA.

Finally, all camps which locate on private land, KIs indicated that the owners of those land agree on establishing schools on their lands without payments.

Concerning the type of interventions conducted in each camp and the name of camp's responsible organization (if any) both of them are illustrated in the below table.

#	Camp name	Assistance type	Responsible organization
1	Al-Rahma 3	No	No
2	Al-Rahma 2	No	No
3	Al-Rahma 1	No	No
4	Salwa camp	No	No
5	Aljarf Camp	FSL basket	No
6	Aldheya (Papisqa)	FSL basket, WASH	No
7	Al-Hawija	WASH	No

8	Marbona	FSL basket	No
9	Al-Balat	WASH	No
10	Faraj Allah	FSL basket, WASH	No
11	Ataa AL-kher 1	WASH	No
12	Alzearaa	WASH	No
13	Ataa AL-kher 2	WASH	No
14	Al-Iman b Allah	FSL basket	No
15	Al-Mwda cluster	No	No
16	Tal Al_krama Cluster	FSL basket, WASH	No
17	Um Neir	WASH, Bread	No
18	Al-Twahid	FSL basket, WASH	No
19	Kfr Awaid	Bread	No
20	Basmet Aml	No	No
21	Al-Dahowk	WASH	No
22	Al-Rahma	No	No
23	Al-Jib cluster	WASH	No

Education sector:

Based on the interviewed KIs all of (the name of the available school in each camp, school type, educational levels, distance between camp and nearest school, gender separated and availability of parents and teachers committee (PTC), the following table can describe the needed information.

camp name	School name	School type	Educational levels	Distance in Meter	Gender separated	PTC
Al-Rahma 3	NA	NA	NA	12000	No	NA
Al-Rahma 2	NA	NA	NA	11000	No	NA
Al-Rahma 1	NA	NA	NA	10000	No	NA
Salwa camp	NA	NA	NA	2000	Yes	NA
AlJarf Camp	NA	NA	NA	4000	No	NA

Aldheya (Papisqa)	NA	NA	NA	1700	No	NA
Al-Hawija	NA	NA	NA	6000	No	NA
Marbona	NA	NA	NA	4000	No	NA
Al-Balat	NA	NA	NA	4000	No	NA
Faraj Allah	NA	NA	NA	2000	No	NA
Ataa AL-kher 1	NA	NA	NA	4000	No	NA
Alzearaa	NA	NA	NA	7000	No	NA
Ataa AL-kher 2	Albayan school	Tent	Basic 6-12	100	Yes	Yes, Monthly
Al-Iman b Allah	NA	NA	NA	3500	No	NA
Al-Mwda cluster	NA	NA	NA	3000	No	NA
Tal Al_krama Cluster	NA	NA	NA	3000	No	NA
Um Neir	NA	NA	NA	5000	No	NA
Al-Twahid	NA	NA	NA	5000	No	NA
Kfr Awaid	NA	NA	NA	5000	No	NA
Basmet Aml	NA	NA	NA	4000	No	NA
Al-Dahowk	NA	NA	NA	3000	No	NA
Al-Rahma	NA	NA	NA	3000	No	NA
Al-Jib cluster	NA	NA	NA	4000	No	NA

In Ataa AL-kher 2 camp, interviewed KIs clarified that there are active meetings between the teaching staff and students' parents being held periodically in Albayan school. Respecting meetings timing, all KIs reported that these meetings are being held on monthly basis.

It is worth mentioning that Albayan school received students with disabilities and those students are attending regularly. Also, there is gender separated latrines and water drinking taps.

All respondents reported that in Albayan school the teachers are qualified. Regarding teachers' qualification percentages, all interviewed KIs stated that teachers' qualification percentage is over than 75%.

Based on respondents' responses, all KIs reported that teaching staff are taking into consideration the psychiatric status of the children by conducting both entertainment and Health care activities

Drawing on interviewed KIs' responses, the teaching staff of Albayan school don't get incentives and the entity which entrusted with overseeing the school is free education directorate.

Based on respondents' responses, both of the number of male and female children aged from (6-10), (11-15) and (16-18) and the number of male and female children with disabilities aged from (6-10), (11-15) and (16-18) are indicated in the following tables:

Camp name	Children aged between (6-10)				Children aged between (11-15)				Children aged between (16-18)			
	Male	Female	Male enrolled %	Female enrolled %	Male	Female	Male enrolled %	Female enrolled %	Male	Female	Male enrolled %	Female enrolled %
Al-Rahma 3	150	160	No students	No students	175	150	No students	No students	60	50	No students	No students
Al-Rahma 2	200	210	No students	No students	175	190	No students	No students	120	100	No students	No students
Al-Rahma 1	150	175	No students	No students	120	130	No students	No students	50	45	No students	No students
Salwa camp	66	72	21-30%	11-20%	52	51	31-40%	21-30%	41	47	31-40%	21-30%
AlJarf Camp	50	40	No students	Less than 10%	40	8	No students	No students	25	30	No students	No students
Aldheya (Papisqa)	40	35	No students	Less than 10%	40	45	No students	No students	20	25	No students	No students
Al-Hawija	35	40	31-40%	31-40%	25	20	No students	No students	10	8	No students	No students
Marbona	22	18	No students	No students	11	7	No students	No students	10	8	No students	No students
Al-Balat	31	13	No students	No students	28	22	No students	No students	10	8	No students	No students
Faraj Allah	224	176	No students	No students	50	45	Less than 10%	Less than 10%	25	15	No students	No students
Ataa AL-kher 1	58	48	No students	No students	33	26	Less than 10%	Less than 10%	17	13	11-20%	11-20%
Alzearaa	24	11	Over than 75%	Over than 75%	10	13	11-20%	10%	4	12	No students	No students
Ataa AL-kher 2	100	105	Over than 75%	Over than 75%	50	62	No students	No students	40	45	No students	No students
Al-Iman b Allah	90	80	Less than 10%	Less than 10%	60	70	No students	No students	25	30	No students	No students
Al-Mwda cluster	200	220	Less than 10%	Less than 10%	100	90	No students	No students	60	75	Less than 10%	Less than 10%
Tal Al_krama Cluster	1350	1455	21-30%	21-30%	655	756	No students	No students	165	185	No students	No students

Um Neir	66	74	No students	No students	20	28	No students	No students	11	18	No students	No students
Al-Twahid	106	113	Less than 10%	No students	74	81	No students	No students	45	56	No students	No students
Kfr Awaid	77	87	No students	No students	53	61	No students	No students	31	42	No students	No students
Basmet Aml	56	61	21-30%	21-30%	26	32	Less than 10%	Less than 10%	13	15	No students	No students
Al-Dahowk	48	35	Over than 75%	Over than 75%	34	40	41-50%	41-50%	30	37	21-30%	21-30%
Al-Rahma	114	101	No students	No students	68	51	No students	No students	40	36	No students	No students
Al-jib cluster	175	205	Less than 10%	Less than 10%	110	135	Less than 10%	Less than 10%	60	75	No students	No students

Camp name	Disabled children aged between (6-10)			Disabled children aged between (11-15)			Disabled children aged between (16-18)		
	Male	Female	Enrolled %	Male	Female	Enrolled %	Male	Female	Enrolled %
Al-Rahma 3	8	5	No students	0	3	No students	5	0	No students
Al-Rahma 2	10	5	No students	0	0	No students	0	0	No students
Al-Rahma 1	10	3	No students	0	0	No students	0	0	No students
Salwa camp	4	2	No students	1	1	No students	0	0	No students
AlJarf Camp	0	1	No students	0	0	No students	0	0	No students
Aldheya (Papisqa)	0	0	No students	0	0	No students	0	0	No students
Al-Hawija	7	4	31-40%	2	0	No students	0	0	No students
Marbona	0	0	No students	0	0	No students	0	0	No students
Al-Balat	0	1	No students	0	0	No students	0	0	No students
Faraj Allah	7	2	No students	0	3	No students	5	0	No students
Ataa AL-kher 1	4	1	No students	1	0	No students	2	0	No students
Alzearaa	1	1	Less than 10%	0	0	No students	0	0	No students
Ataa AL-kher 2	4	1	Over than 75%	3	2	No students	1	0	No students
Al-Iman b Allah	2	1	No students	0	0	No students	1	0	No students
Al-Mwda cluster	13	5	No students	2	0	No students	4	1	No students
Tal Al_krama Cluster	35	18	Less than 10%	15	10	No students	30	8	No students
Um Neir	4	1	No students	0	0	No students	0	0	No students
Al-Twahid	12	5	No students	4	3	No students	6	2	No students
Kfr Awaid	4	1	No students	3	2	No students	1	0	No students
Basmet Aml	0	0	No students	0	0	No students	0	0	No students

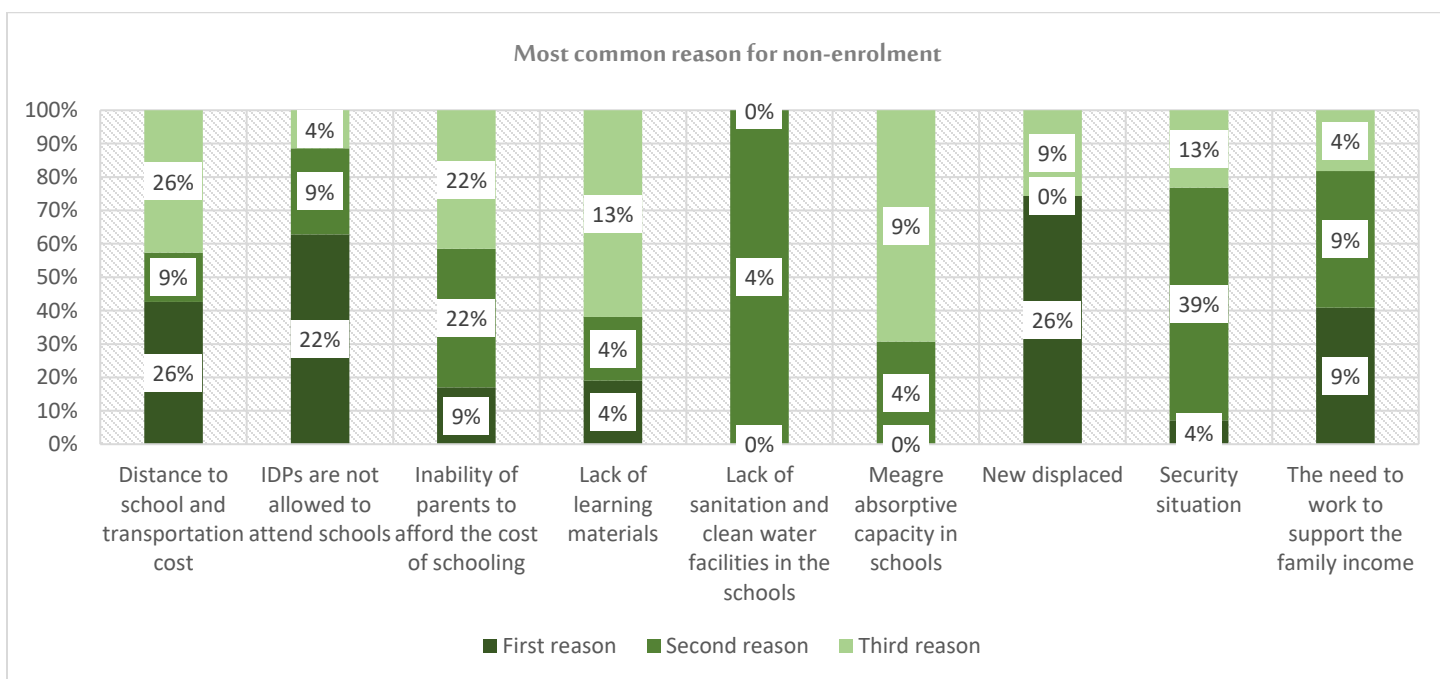
Al-Dahowk	2	0	31-40%	0	0	No students	0	0	No students
Al-Rahma	7	3	No students	1	0	No students	2	0	No students
Al-Jib cluster	7	2	No students	2	1	No students	0	0	No students

In all targeted camps, based on the interviewed KIs responses, there is a need for establishing new schools for receiving students of basic educational level aged between (6-12) as either there are no schools in the majority of targeted camps, or that the available schools cannot accommodate more students.

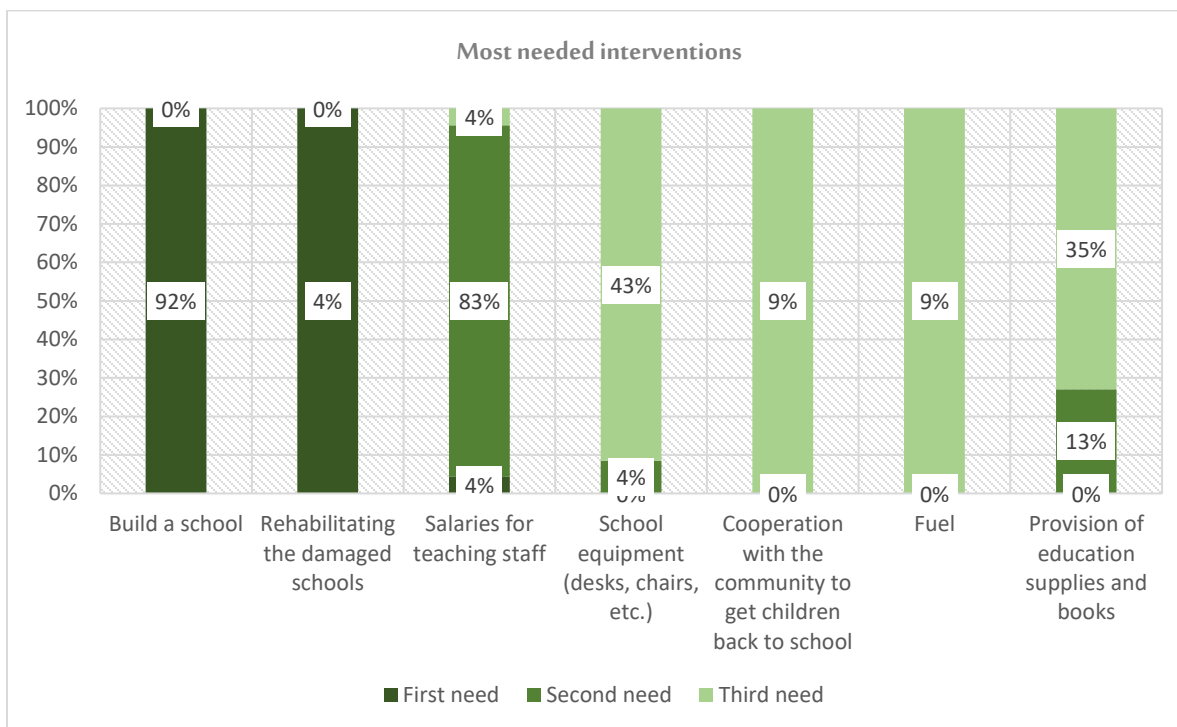
Reasons & required interventions:

In relation to the most common reasons behind the non-enrolment of different school-aged children since their displacement until the present time, the interviewed KIs ordered the reasons and classified them into three group given their importance.

The following chart shows the reasons based on respondents’ responses.



In reference to the most necessary or emergency educational interventions in the targeted camps, the interviewed KIs (92%) stated that building new school as the most important action to do and the first need to be met, followed by rehabilitating the damaged school and securing teachers’ salaries. The below chart can show the most urgent intervention based on respondents’ responses.



4. Coordination:

This assessment had been done in coordination with local administrative councils, free teachers’ union and camp managers in the targeted camps.

In addition to the above-mentioned KIs, the need information for this assessment was obtained in cooperation with the teaching staff in the chosen camps.

5. Recommendations:

1. Building new schools can be considered as the most recommend asked by the respondents
2. Securing a constant source for teachers' salaries.
3. Provide schools with all educational supplies, books and courses.
4. Provision of school equipment such as (desks, chairs, teaching materials, etc.)
5. Establishing the required classrooms, labs, canteen, etc.