

Story of Education in Syria

Syrian North 2011-2019

منظمة بنيان
BONYAN
ORGANIZATION



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Investigative Story

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September 2019

Hibr Press



Bonyan Organization



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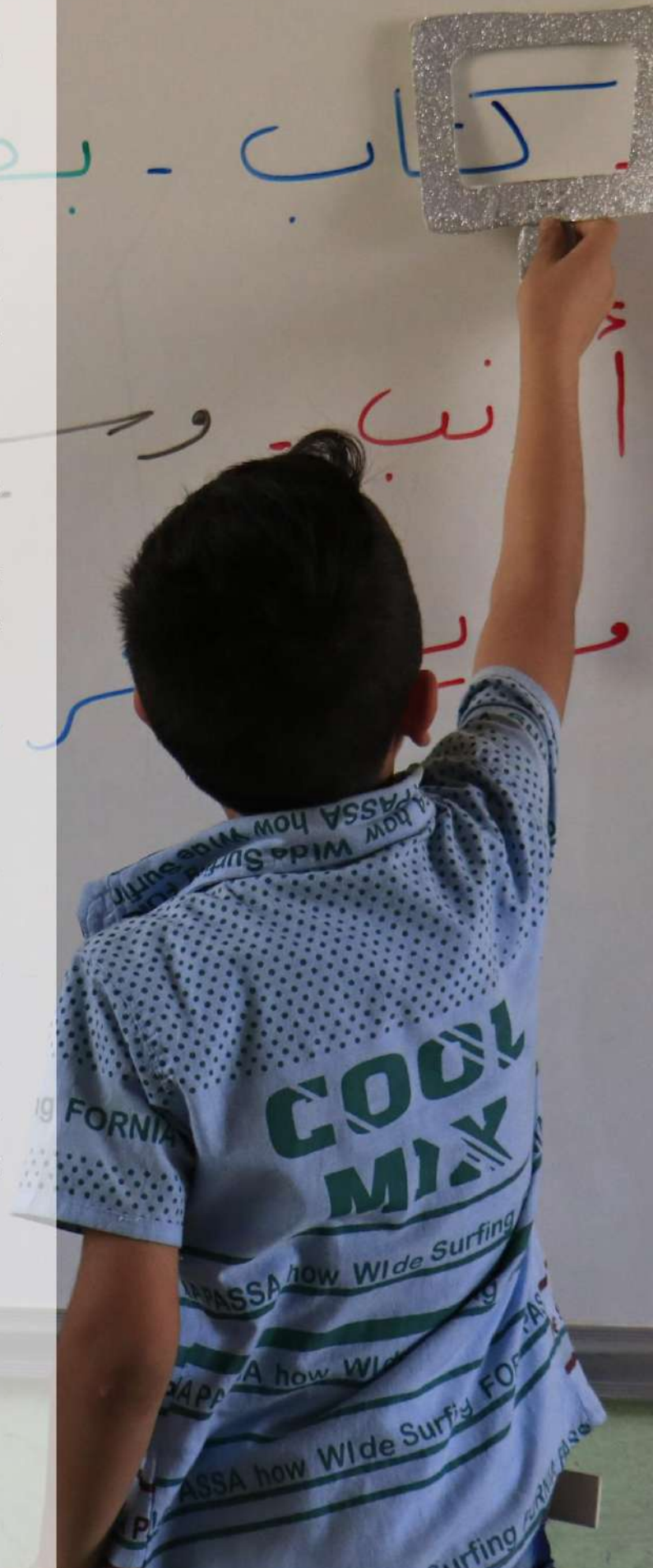
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Executive Summary

The story of education in Syria is a research aims to demonstrate sufficient knowledge and good understanding of the education reality in Syria by presenting various pictures related and telling stories about experiences of Syrian students who have undergone such experiences in this field over nine years; from the beginning of Syrian revolution. In an attempt to present all possible statistics and opinions of people in north of Syria, by providing some reports that documented the educational process through written material supported by a number of photos, videos, testimonies and opinions of people.

Through this story, we would like to shed the light on the importance of education, work on supporting it locally and internationally, and provided more information that helps educational actors and agencies including donors and educational institutions, personnel, and all those involved in education process.

We believe that education is the main gate to restore Syria from war's atrocities, and paves the way for peace building and freedom expanding among the Syrians.



Introduction

Before 2011, Education in Syria has recorded positive developments in terms of educational infrastructure and educational personnel. Official statistical offices have always promoted that Syria will be considered as an illiteracy-free zone by 2015. Since 2003 education has been compulsory until the end of basic education phase (9th class), before that it was compulsory just till the end of primary education stage (first grade to sixth one). Then the basic education phase has become nine years of study instead of six.

Despite of the fact that authorities adopted many decisions that would support the educational process at that time, the traditional means remained a barrier created for a quality education; that is in addition to military political authorities' control over education process in Syria and making it contingent on the thought of a single party and a single leader; the thing made education process in restricted in Syria and away from any creativity. For example, the students' approvals in universities was dependent on marks they got or Revolution Youth Union camps they attended (camps set up by ruling party), without giving any regard for their mental and psychological readiness. The violent methods used by teachers toward students have remained dominant so far in many schools controlled by the ruling regime in Syria.

“For absurdism ▶ oh vanguards”, is a film directed by Yaman Entabali, may explain an important aspect of education in that period and so far.

It is a must to provide a briefing about

the reality education before the Syrian revolution, and how it was negatively or positively affected after 2011.

This story will include a new talk about conditions of education since 2011 and how it was affected after the Syrian revolution's start and Syrian regime's attack on cities outside its control and the massive destruction followed, and will tell stories about insistence on learning despite hard circumstances. It is also necessary to remain supporting education because it is the most stable and healthy area for resilience in which the Syrians feel that they can live psychologically and mentally stable, and keep them away from the fields of war and extremism. This anecdotal research will include the following headings, and stories will be listed within these headings in an attempt to better explain the learning experience through the stories of people they have lived, it is not just a list of statistics and information about the educational process:

- Back to learning.
- Education and Social Problems during the War
- Quality education
- Education impact on economic dimension and living disparities.
- Education role in bridging political differences.
- Education in other languages (lighting Kurdish and Turkoman regions)
- Bonyan's experience in Education (partner organization).
- Media role (Hibr experience) in shedding the light on the reality of education.

Education since 2011

Educational process has witnessed a significant decline since the launch of the Syrian revolution in March 2011, in which violence was extremely used against protesters. University students' category was the biggest one that mobilize the street against Syrian regime and to demonstrate their unified position against regime, they chanted slogan (no teaching no studying till fall of the president). This slogan made many young people to abandon their education in return for participating in the people's movement against the Assad regime. They were later unable to return to complete education for many reasons, the most important of which are (prosecution by regime authorities, bombing their homes, the thing forced them become IDPs or refugees in best cases).

The schools were transformed into shelters for internally displaced persons (IDPs), the thing made large number of schools out of service with the beginning of the armed confrontation between the regime and the armed opposition groups , in which the Syrian regime began shelling and destroying areas outside its control. Statistics for this period show that out of five million pupils and 365,000 teachers and educational personnel, only 22.8% attended schools for the year 2012; according to a report prepared by Syrian Center for Policies Research.

Many schools were later destroyed and exposed to direct bombardment under the pretext of using them as headquarters of opposition forces, which led to suspense the educational process in many areas of north Syria (the area on which research is concentrated), particularly in late 2012 and early 2013.





When armed confrontation escalated, displacement waves increased and parents got afraid of sending their children to schools. According to an assessment conducted by UNICEF in March 2013, at least 2,400 schools were either damaged or destroyed, while another 1,500 were used as shelter for IDPs. Another report indicated that enrolment rate in basic education decreased from 98% in 2011 to 70% in 2014 to reach less than 50% in 2015 as a result of the escalation of violence on the one hand, and migration of many Syrian families on the other hand.

Syrians' life started to deteriorate at that time, the importance of education for them declined in favour of finding a shelter that would preserve the family's life. As a result, large numbers of drop-out and skipping education children existed, those would later form a heavy burden on re-launching the educational process in areas under the control of the opposition forces in particular and in Syria in general.

UN statistics estimated that war in Syria displaced 6.1 million people inside Syria (until March 2018). In general, more than 13 million people in Syria need humanitarian assistance, of whom approximately 6 million are children. UN added that 2.8 million out of about 4 million children needed education. "Save the Children" organization stated that school buildings damages alone are estimated at about 3 billion dollars, which resulted in 50% decrease in the education rate in Syria from its levels before the eruption of war Syria in 2011.

According to a report issued by UNICEF in March 2019, the United Nations recorded 142 attacks on educational facilities in the last year; the highest number of attacks ever since the beginning of the war, and it was estimated 40% of the school infrastructure in Syria was damaged or destroyed during the war.

Back to Learning

Education has stopped almost completely in the areas that witnessed armed confrontations between the Syrian regime forces and the opposition armed groups with the beginning of the academic school year in late 2012 and the beginning of 2013, and before 2012 in other parts of Syria.

Story of Beginnings

In the north of Syria, particularly in Aleppo and its rural, it was the peak of the armed confrontations between July and September 2012.

Many areas in north of Syria were out of Assad regime's control that was extended to the eastern part of the city up to the Bab al-Salama crossing gate and wide areas of the countryside. These confrontations caused a big displacement movements leading to emptying the population of their regions, schools destruction and using other schools as shelter for IDPs; the thing has threatened to stop the educational process that starts in September in Syria every year.

At that time, there were no sufficient resources available, and international organizations had not begun their work. People, who remained living in the areas that were exposed to attacks, were suffering from big chaos, badly need for food and energy resources and medical services; as Mohammed, one of the workers in the first schools were equipped in Aleppo with civil local efforts, told us.



Schools among Rubbles

Mohammad says:

Education began with purely civil efforts, since then, people felt that the failure to open schools would lead to a new displacement of those who remained, to be involved in the revolution at that time included important values about science and knowledge. It was necessary to present a different model than the one was prevailing. The majority of people felt they were involved in this in order to reflect the bright side of their struggle. In the meantime, everyone still remembered how started to establish "neighborhood councils", and in each neighborhood council there was an office on which some young university students were based to run education, and there were offices to run other services. I was one of those, at that time in "AL Kalassa" neighborhood. It was not possible to use official schools buildings because they were targeted by

bombardment, until the beginning of September, we tried to open a school on which volunteers are working on. The ten schools in the neighborhood were bombed and suffered from various damages; except for one school full of IDPs. This school was located in a closed residential area that makes it safer and less targeted. We transfer the school furniture to a mosque to establish six classrooms in its upper floor, the first school at that time received about 120 students on its first day.

Then the numbers were increasing, the attempt began to move to most neighborhoods in Aleppo and in its countryside, by the beginning of 2013, there were more than 30 schools opened in the eastern regions of Aleppo with purely voluntary efforts and with the support of the residents to purchase the educational requirements and supplies.



Meals provision for children at the " el-Sabhan Mosque "School, one of the first schools in Aleppo (special pictures)



Equipping schools by civil local efforts Eastern Aleppo (private pictures)

One of these schools was close to the very typical form number of students and the provision of daily meals to them under loss of living resources among parents as well as the provision of stationery.

In the countryside of Aleppo, it was similar, and in almost every village, volunteer teams managed to transfer the attempt and start opening a school either in a basement, in a mosque, in an old house, or in an official school building that was not bombed.

During the first and second years of the revolution, education in the areas of the north of Syria in particular and in the opposition areas in general was based on volunteers and locals support, and there was no NGOs intervention in this field leading to widening the gap between need and response from one side and increasing the number of drops out on the other side in addition to the increasing of displacements waves toward the camps or toward safer areas close to the borders, or even seeking refugee in the neighbouring countries.

Math's activity of previous school (private picture)



Despite their limited number and lack of funding, these schools have been able to provide a model of education and activities that was lacked in schools of the Syrian regime. Many schools have added trainings and skill development programs to the rigid curriculum as we will see, in “Bonyan’s experience”, for example.

It also supported psychosocial support (PSS) programs, which became an essential part of all schools operating in almost all opposition areas especially after the start of international support for education through organizations in Syria. Despite of the efforts made, the gap is still expanding due to the continuation of military operations, shelling of safe areas and targeting schools and infrastructure which force people to emigrate and leave their territories; creating a new crisis in education that required education in the camps.

According to statistics by “Bonyan” organization, it showed the North-West Syria is the most in need areas because there is no operating entity for schools, and what is provided by the organizations is still covering a small portion of the need shown in the following table:

	Region	#Students	#Teachers	#Schools
1	The western and southern countryside of Aleppo	91975	4050	348
2	Idleb and Idleb countryside	414000	24200	696
3	Hama countryside	16424	839	175
4	Northern and Eastern Aleppo countryside	200000	9500	450
Σ	Total	722399	38589	1669

Education in Camps

Education is relatively late in reaching out to camps of displacement, due to the lack of any possibility to establish it in the first year of people's displacement. Camps witnessed only a few cases of teaching children the basics of literacy for about 10% of children in camp.

People thought that their displacement period would be short; they did not adapt living in tents at the beginning hoping they would return to their homes. However, time start be long, and the need for education started to be a necessity, especially with the free time that the children and their parents have.

Although organizations have targeted camps with their educational activities, they are still the poorest in this respect, and even in one of the activities conducted in camps by " Bonyan Organization" , it showed that many children have never received any education.



To Play video, click on picture

As for the camps in the countries of asylum, the United Nations estimated that half of the children do not receive any education in the refugee camps in the neighboring countries, which means that more than 600,000 children remain outside the education there. The influx of refugees from Syria has made a considerable pressure on services provided in neighboring countries, making host communities and Syrian refugees face difficult challenges for accessing to the basic services, including education.

38% of Syrian children in Jordan aged 15 to 17 are out of school, failure in registration in schools is because of long distances, cost, overcrowding, and exposure to bullying. In Lebanon and Turkey, the percentage is almost close, it is noted that one of the most important reasons why children are prevented from receiving any education is their involvement with their parents in working for breadwinning because of the high cost of living in asylum countries and the insufficient assistance.

Refugees' Education

The situation in the countries of asylum does not seem better, the figures show a large number of dropouts in Turkey, Lebanon and Jordan, after studying situation of Syrian families in countries of asylum and reasons that prevent the Syrian youth from attending school, there are common causes in all countries of asylum, the financial need of families comes first and forces them to encourage their children to work instead of going to school; this may be justified if we know that 85% of Syrians live below the poverty line. There are also no programs to cope up with the large number of dropout and out of school children who are refugees in age of education (4 to 18 years).

State of refugee	Number of Syrian refugees	number of students enrolled	Number of students not enrolled	number of students in school age	Number of students enrolled in university education
1 Turkey	3,614,644	643,000	405,000	1,048,000	22,000
2 Lebanon	1,100,000	220,000	270,000	490,000	10,000
3 Jordan	600,000	128,000	57,000	185,000	3,200
Σ Total	5,314,644	991,000	732,000	1,723,000	35,200

In Turkey, the number of Syrian refugees amounted to 3,614,644, and 87,646 of them live in camps.

The Turkish government organized the Syrians education and restricted work through the Turkish Ministry of Education that allocated 401 school (temporary education centers) for Syrians distributed in 81 provinces in Turkey. These centers were then suspended and the Turkish Ministry of Education took the decision to integrate Syrian students into Turkish schools, which explained the decision by following:

A Syrian student has obtained an internationally recognized secondary certificate, which enables him/her to enter any university in the world.

Turkish language proficiency is a need before students enter Turkish universities.

This plan has encountered some difficulties and obstacles when implemented on ground, and has created problems for many Syrian students that can be identified as follows:

The language barrier that was and still an obstacle to communicating with Turkish teachers, understanding the scientific subject, and the difficulties of communicating with their Turkish colleagues.

Parents' fear for future of their children's learning of their mother tongue (Arabic), that has effects on their national affiliation; the truth is that most students studying in Turkish schools do not master writing and reading in Arabic.

Higher Education and Higher Studies in Turkey

In the field of higher education, reference should be made to the presentation by Turkish Higher Education Council for Syrian students. In addition to its recognition of secondary certificate provided by Ministry of Education related to the interim Syrian government (SIG), it approved a teaching program in Arabic and accepted enrollment of new junior students. Moreover, the Higher Education Council allowed Syrian students who left their universities to complete their studies at the Turkish universities.

The number of Syrians between the ages of 18 and 24 is 405,378, half of them need university education. If we knew that the number of Syrian students enrolled at Turkish universities for the academic year 2018/2019 is approximately 22,000 students, they would be about 8% of the number of students eligible to enter universities. Poverty and lack of grants for Syrian students play a major role in their reduction of the numbers.

Lebanon currently hosts some 1.1 million Syrian refugees who are officially registered. There are 490,000 children between ages of 3 and 18, according statistics by UNRWA.

The number of Syrian students enrolled in Lebanese schools (according to statistics of Lebanese Ministry of Education) reached 220,000 students, that means that the number of Syrian children who are not enrolled in schools is about 270,000. The cultural, intellectual and even linguistic differences between Syrian curriculum and Lebanese curriculum have played an important role in the decline in student numbers since the Lebanese depends on French in the terminology. In addition to the unjust conditions of living, and the Lebanese Ministry of Education insistence that the student documents should be approved by the government of Syria.

According to UNESCO, more than 380,000 refugee children between ages of 5 and 17 are registered with the UNHCR in Lebanon, it is estimated that less than 50% of primary school-age children have access to public primary schools, and less than 4% of adolescents have access to public secondary schools.

According to UNICEF statistics shared at an international conference on education, and in line with periodic meetings, number of Syrian refugees in Jordan reached 600,000 Syrians and the number of school age children is 185,000 children. However, only 47,000 children are enrolled in schools.

Syrian refugee children study in Jordan mainly in the camps where they live, and in schools in an evening shift. All schools in which Syrians study are under the Ministry of Education in Jordan, in terms of management and curriculum.

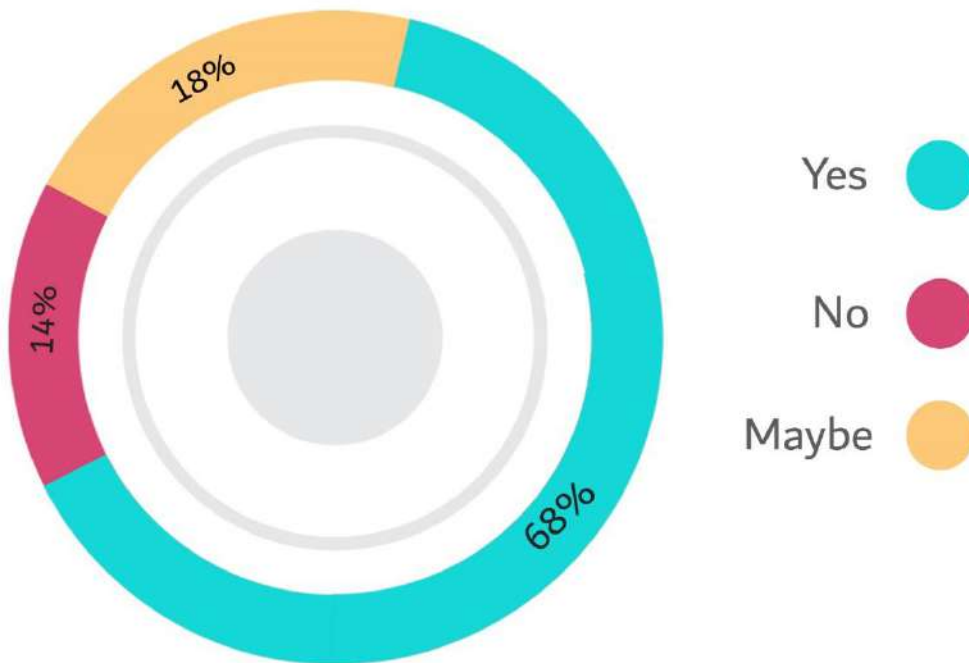
The decline in the number of students enrolled in school in Jordan is due to the insistence of Ministry of Education in Jordan that students document must be certified from Syrian regime, because of their poor educational level as a result of the dropping-out of school for two years or more; and Jordanian regulations did not allow registration for children over the age limit.



Education and Social Problems during the War

Education is one of the most important areas supporting society and contributing to solve many problems resulting from the Syrian war, especially on the psychological side, as it has contributed to restoring balance mainly to students and their families and giving them a feeling of stability and resilience. In a survey conducted by “Hibr Press” that included a sample of more than 250 people, 67% of them said that education helped them to overcome the psychological effects of war and to reintegrate them into life on a greater scale. While about 18% stated that education may have played a role in that besides to other factors; the rest considered education has relevance to this matter.

Do you think that availability of education helps you in alleviation the psychological effects of war?



Under this heading, we will try to highlight four main problems through stories their owners have been met and talked to us about contribution of education in making them overcome the problems they experienced as a result of the ongoing war in Syria.

Of course, these stories are samples of many stories that providing education will contribute increasingly in solving their problems in the future, we believe.

1-Survivals from ISIS Eduaction

Many regions in north of Syria have been under the control of ISIS, for more than three years in some areas, ISIS controlled the educational process as some of educational staff there told us, they preferred not to reveal their identities for sensitivity of the subject from their point of view. What ISIS has done in the field of education is dangerous as they claimed, in which sschools were forced to teach a special curriculum which is full of extremism and ideas that call children to engage fighting. All lessons related to arts, philosophy, and for them were considered subjects encourage atheism. Several camps were installed for child recruitment and to mobilize them with the” jihadi thought”. When these areas were liberated from ISIS, the challenge has become great to restore these children back to normal life and to reintegrate them into a peaceful, war-free childhood.

The situation of these relatively stable areas, which have not witnessed any armed confrontations for two years (except for some terrorist bombings) enabled educational officials dealing with those students in terms of healing mental status and clean their extremism thought. Working on people’s awareness raising about the need to joint helping in this has also played a very important role. However, some acts of aggression among children themselves indicate that these situations require more attention and psychosocial support in order to overcome the aggravation of the situation and its transformation into a disaster.



Archive picture of children were recruited by ISIS

Abdullah from the Game of Violence into Awareness and Peace

Abdullah, today is an eighth grade student, 15 years old, who tells us some about his past experience, saying: "When ISIS controlled over my city, AL Bab, I was about 10 years , we were not aware of what was going on around us, in schools people always appeared to come and teach us lessons on the importance of caliphate , we must protect the caliphate in order to protect religion, and be involved in jihad. Their expressions were very enthusiastic, we thought we would be able to liberate Syria from the Assad regime because by "KHILAF state", and then liberate "Al Aksa "and establish God's Sharia, they showed us films full of murder's scenes that claiming to be heroism of caliphate's soldiers, uprooting evil and killing infidels. "As children, we were enthusiastic about becoming heroes like them, it looked entertaining and heroic like any game on the computer, or as PUPGE for example.

At the beginning of 2016, many of my friends went to the so-called 'Caliphate's Ashbal' camps Abdullah says. They were trained to use weapons and fight as if they were in real battles. They use live fire as they told, I wanted to go with them, but my parents at that time did not allow me, and stopped sending me to school after a while."

"After the departure of ISIS, these ideas remained in their minds, we did not consider that the matter ended and we expected their return at any moment. We also did not feel that they were enemies, and because of the education we received today in school from distinct teachers, and because of the

religious awareness we got at the mosques,

we understood that they are just terrorist groups, they are outlaws of Islam whom must be fought. Today, I find myself happy because I did not participate in their camps, and I owe to my parents not to let me to do. They helped to protect me from violence and death. I was supposed to be in the tenth grade, but it was okay, I think I would be able to go beyond that by studying hard. I wish I could be a teacher in future to contribute spreading good and virtue, and to protect children from dangers like those we were exposed to. I also hope peace, freedom and justice to prevail in my country."

I would like to thank all teachers and religion teacher in particular, who could illuminate the way ahead to see the light and escape from extremist education that was about to destroy our lives."

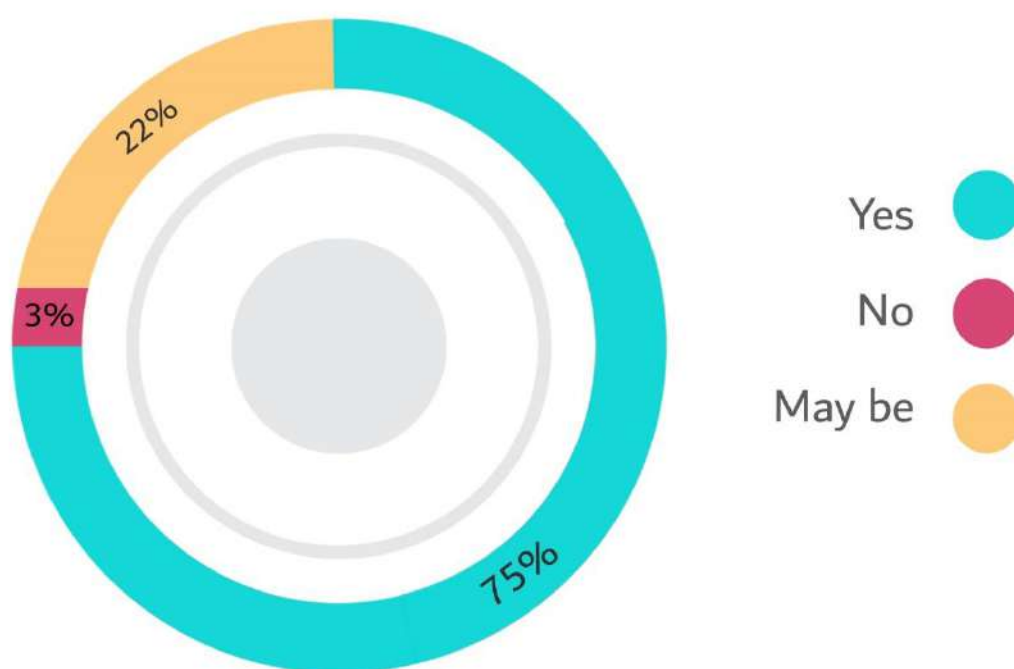
Hibr Press did not publish any image of the child out of respect for the privacy of his experience that Abdullah went through, and we changed his name so that there would be no intersection leading to his identification, in accordance with journalistic work ethics.

2- Displacement and Refugee

Both displacement and refugee are still the most prominent problems face Syrians, whether inside and outside Syria, half of the Syrians suffer from pains of displacement and refugee. They left their cities and villages towards camps, other cities or neighboring countries. More than 9 million Syrian became refugees outside Syria, 6 million are displacement internally inside Syria, education still has big role in the resilience of IDPs and refugees and in starting new lives, and it is worthy to be mentioned that education also plays a prominent role integration and creating new chances and opportunities.

In the previous survey by Hibr Press, 74% said that education is still has big role in social integration and makes people closer to each others.

Do you think education contributes in social integration for IDPs and refugee?



We will try to explain more by telling stories of three students, the first one is a female student who has grown up in as an IDP and refugee, whom education has contributed to changing her life; the second is a refugee male student in Turkey, started his first steps today after graduating as one of the top students in the university, and the third story is about a displaced female teacher.

Hiba... from displacement sufferings to superiority and achieving the dream

Hiba Al-Hallak, who was born 1/9/2001, my family consists of 8 members, displaced from Damascus on 28/11/2016. We arrived in Idlib on Friday 1/12/2016. The first thing touched my heart at that moment of arrival was the "AZAN" call for Friday prayer and the blue sky... It was clear, not like the sky that rained us for two successive days with explosives and barrel bombs before, despite the beauty of its view, I couldn't hold back my tears.

I still remember my mother's words telling me we were going to be displaced, like yesterday. We are displaced, we're being displaced, there is no difference, I left behind a large family that may not be blessed with its arms again, and left behind friends, dreams, ambitions and a future that I spent nights and days of a lifetime in drawing and forming, I was that mindless girl who loves adventure and dangers, and today I am the girl who crossed the adventure and practiced the dangers on her all her indiscretions.

My first reaction to my mother's words at the time, despite the harshness of the displacement, was a great joy. Yes, tomorrow I will see other people and a new life, I will come out of the hell of the siege, I will see how people live in other cities, it was a fantasy ... I was shocked when I woke up to a cruel, dry, ruthless feeling of bitter alienation, scenes that didn't differ so much from what we were living, it was the worst feeling I've ever had, but it refined me like I couldn't imagine.



Hiba is the third girl in the video to celebrate her excellence with a group of her colleagues
(To play the video click on the image)

The most trivial words triggered me to cry, words neither concern me nor touched me, and after I was this girl surrounded by many people, I surrounded myself with a fake power that no one else could see and enter but me, thank God for getting out of this difficult situation.

The first thing my parents did when we settled down was to find me a school to complete my education, at first, I felt it was a stupid idea, why would I continue!! and what exile that worthy of those serious efforts, what can I do with a certificate that is not universally recognized, and the only who do that those who like us from oppressed ones on this earth that is dwindling under our feet and dreams? I refused at first. But I finally agreed to spend my time away from fate eyes that war sends us every day.

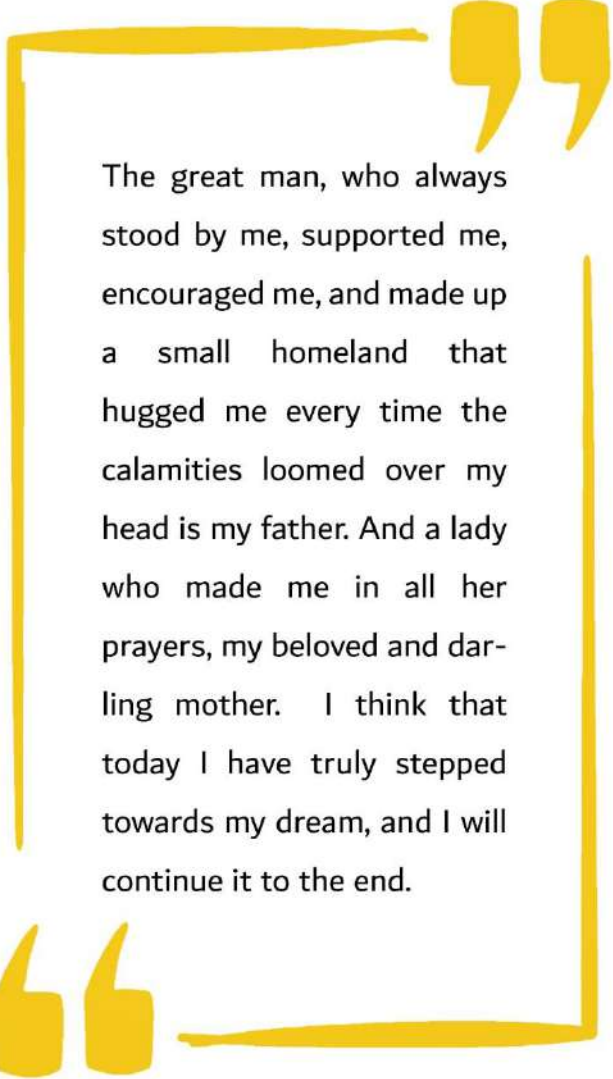
Everything started at a smooth speed, a real beautiful school, different from the basements of the siege, activities and specialized teachers, seriousness and competition between the students made me engaged without feeling, everyone here lives life as if it was outside the war, there is also a university and a future waiting despite all the end's possibilities.

The idea of recognizing a certificate no longer bothers me more, it was important for me first to study and succeed and reach what I want, my goal came back to me again, I dreamed of becoming a doctor, a dentist, the dream came back to be possible and real, here. What's left of my home.

The atmosphere of joy and study on the desks of the School of "Al-Ezz bin Abdul Salam" in the city of Idlib got me out of my expatriation and depression, many of teachers formed a great support for

me, especially the school manager, her spontaneous words and love gave me a motivation to excel and continue.

Thankfully, I finished high school with 231 degrees, which put me among the first, and in the coming days I will be able to enter the faculty of dentistry that I love at The Free Aleppo University or at Idlib University.



The great man, who always stood by me, supported me, encouraged me, and made up a small homeland that hugged me every time the calamities loomed over my head is my father. And a lady who made me in all her prayers, my beloved and darling mother. I think that today I have truly stepped towards my dream, and I will continue it to the end.

Molham” A tale of a Hardworking” Syrian in Turkey

A young Syrian born in Aleppo in 1997, interviewed by” Hibr Press” as part of its coverage of stories of Syrians in diaspora, tells us the story of his superiority at Gaziantep University, and graduates with honors, how it began from the time he was in Aleppo until the moment he reaped the fruits of hardworking and fatigue.

”I left Aleppo in 2012 after taking the intermediate certificate exam, under harsh conditions in my city and my family in Ramadan 2012 due to shelling and sniping in Aleppo city.” Before the revolution in the primary and preparatory stages, I was, in addition to my study, a volunteer with the” Association for Education and Literacy” and the” Association for Aleppo” in addition to swimming, this volunteering and the activities that accompany it have given me a constant motivation for study superiority since it made me closer to the society I live in, closer to its worries and challenges in our way to enhance it. And so, my study superiority continued at all stages, and at the beginning of the revolution I was in the ninth grade, i.e. the intermediate certificate, despite above circumstances, I was able to achieve a high total of 95%.

On a Friday of 24 August 2012, after considerable pressure and constant threats, we were forced to leave Syria towards Turkey, and we actually left that day within two hours after a call threatened my father that he might be arrested by Assad regime.



Thank God, in Turkey I lived in a state of stability, almost no problems, and this helped me to continue my studies with some flexibility, so I was able with my sister to be enrolled in Gaziantep University, we were able to pass high school with an estimated excellent. The story of excellence began from the first year of university, and when I succeeded from the second to third year with excellent marks, I felt in confusion, I was given two opportunities: to go to Europe in a student exchange for a year, and the other is to choose another specialization to complete it with in civil engineering. After thinking and consulting, I chose what is strategic for me, namely to study a second major, and I chose the industrial engineering that is distinguished by the engineering management. It was a big challenge to finish the study of the two branches in same year, which occurred despite my engaging with civil society activities through an initiative I was one of its founders," Maseer" initiative and volunteering for "Civilians for Justice and Peace" organization.

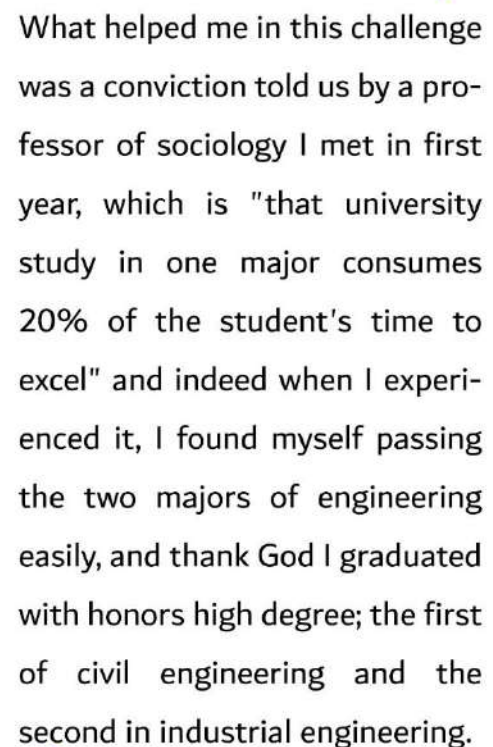
What helped me in this challenge was a conviction told us by a professor of sociology I met in first year, which is "that university study in one major consumes 20% of the student's time to excel" and indeed when I experienced it, I found myself passing the two majors of engineering easily, and thank God I graduated with honors high degree; the first of civil engineering and the second in industrial engineering.

I do not forget to thank the University of Gaziantep, which has embraced me and my Syrian colleagues and provided us with seats in its faculties, and I also thank all the professors who have given

us their knowledge.

I advise all Syrian students in Turkey that they have a great opportunity, and they should not waste their time in vain, because time is good for those who intend to work hard.

One of the motivations that have always been with me in my studies is that I see Syria in front of me, and the Syrian youth have a great opportunity to give their knowledge in their future and may this future be a flowering place to promote our country that we love.



What helped me in this challenge was a conviction told us by a professor of sociology I met in first year, which is "that university study in one major consumes 20% of the student's time to excel" and indeed when I experienced it, I found myself passing the two majors of engineering easily, and thank God I graduated with honors high degree; the first of civil engineering and the second in industrial engineering.

Finally, I must thank those who provided me with the greatest support and care: my dear family, my mother at first, my father, my sister and my brother, who over the past years have been providing all kinds of moral and material support and have been the way to achieve this success.

Taghreed Doughmash. From Self-Suffering to Supporting Others

Taghreed, a displaced woman from Eastern Ghouta, who left her home unwillingly to move to an unknown fate where she does not know what things will be like in the north of Syria, her husband, the only breadwinner passed away in Ghouta. She left with her two children to the governorate of Idlib, where the residents of Ghouta were evacuated to after the Syrian regime took control over Ghouta. At first, she suffered a severe psychological crisis, unable to cope with the new life, but the great shock was faced by a great will of strong woman to overcome the suffering, she began the journey of moving as she describes from a housewife to a teacher.

The availability of education and training courses was the biggest motivation that helped get Taghreed out of her psychological suffering, and she returned to attend courses in different skills so that she could face life and secure a job from to support her family. In fact, she was able to get a job psychosocial support (PSS) animator at the "Abdul Muti Kurdi" school, In Ma'rat al-Numan city, Taghreed aspires to complete her education, and her ambition, which was young, grows day by day.

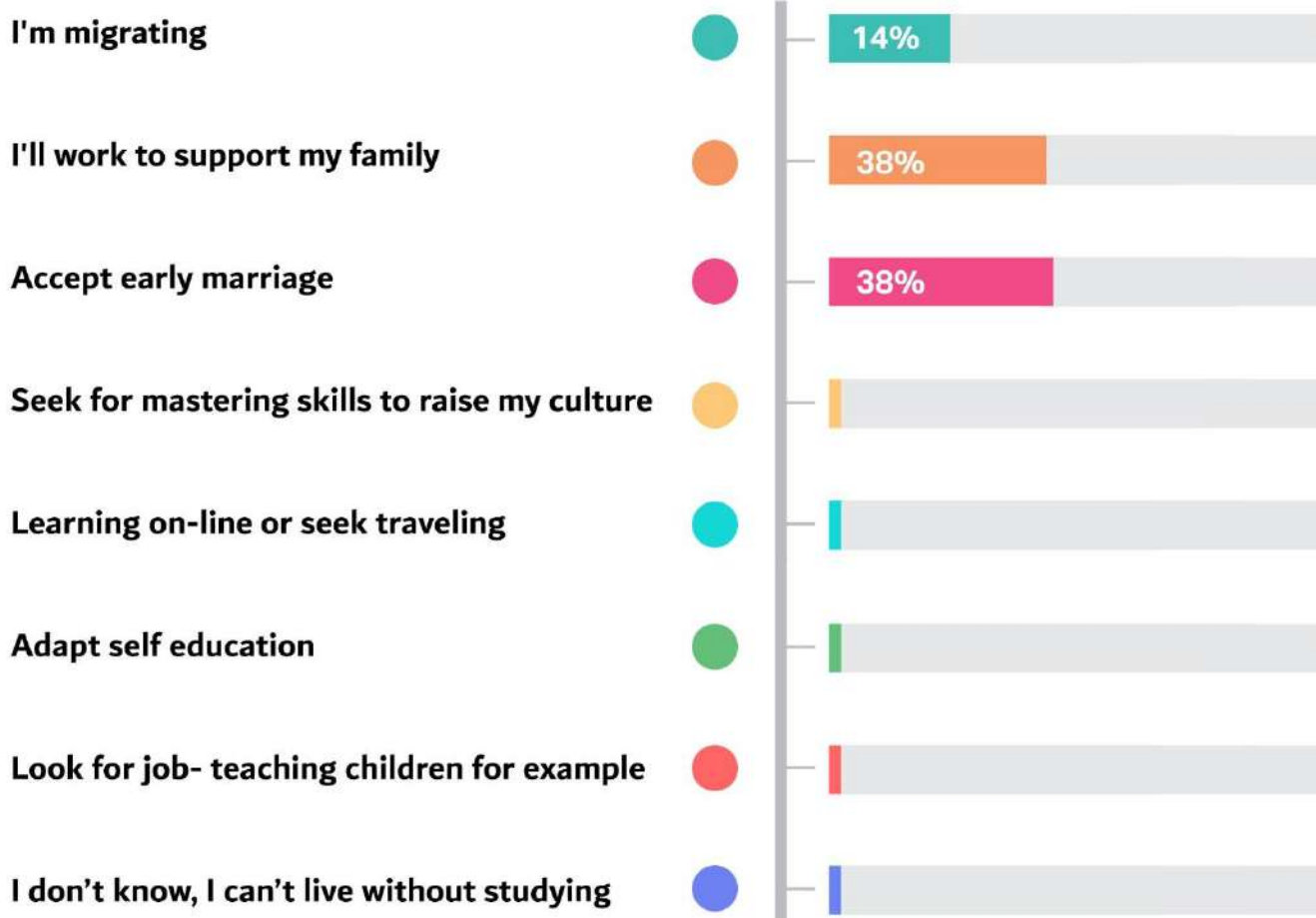


(To play the video click on the image)

3-Early Marriage

Early marriage is one of the dangers threatening girls' lives in war, as families always seek to marry their young daughters to get rid of the burden, especially with the ongoing suffering of displacement due to the non-stop hostilities in many areas. The availability of education contributes to the alleviation of this phenomenon in particular university education, out of the more than 120 girls surveyed, 38% said that they would have accepted early marriage if education were not available.

If there's no education, what are you going to do (For females only)



Dalal's story is one of the stories of returning to education after early marriage and starting life again, and here we must note that the image is expressive as Dalal did not accept to publish her image out of respect for her family

Dalal – Back to Learning after Early Marriage

My name is Dalal, I am 19 years old, displacement in 2014 was the reason for my marriage, so now I understand the story, the day I was still a little girl, I don't know what happened and how I got married. I was very happy because I would have a private family though I do not understand what the private family means; for me it was a new place to play or become as big as my mother. These child dreams are what I saw and I accept marriage with a man I do not know well, but it looked fine-looking and nice as strong as my father and he will be able to protect me.

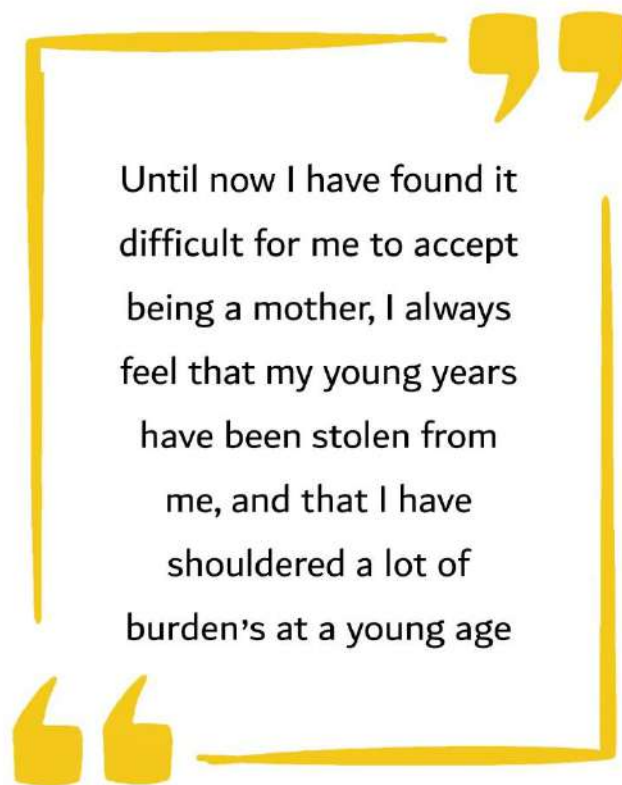
My family considered me as soon as we moved out of our village (Kafr Yahmoul, in the countryside of Idlib) one of the burdens they bear in the displacement journey that war conditions imposed on us and the continuous bombardment over our towns,

so my marriage was the best solution for a poor family as my family, and that was what happened.

Now I know it's wrong, but then I was very happy. Life didn't give me much time to feel the new family atmosphere, only six months and then my husband was killed during the bombing, I was waiting for our first baby, after about four months a lovely girl, I was a 15-year-old girl, had another baby on her first day.

I lived with my daughter in the middle of my poor family with my parents and my little brother, as both of us need great care, I am a small mother, I could not bear the burden of motherhood alone but for my mother's helped, when I go out, I see girls like me going to school, playing in family meetings, but I had to represent the role of adults and to keep away from my childhood as much as I can.





Until now I have found it difficult for me to accept being a mother, I always feel that my young years have been stolen from me, and that I have shouldered a lot of burdens at a young age

So I could care for my family I had to work, but it's very difficult to find a job and I didn't complete my study, everyone here asks for qualifications and experience, and all I know I suddenly became a mother, after I suddenly became a widow too.

I decided to go back and start again, the "Qabas" foundation in the city of "Ma'art mesrin" (Rural Idlib) where we displaced that provide a catch up education that allows for those like me to recover what they missed from their years of study for free. In deeds, in a short time, I was able to cope up with my peers, and today I'm about to enter high school, I have the chance to enter university, return to my normal life before marriage, and I may find a job that suits what I learned through which I can support my family and raise my four-year-old child up who will soon need education, so I will not be a burden again.

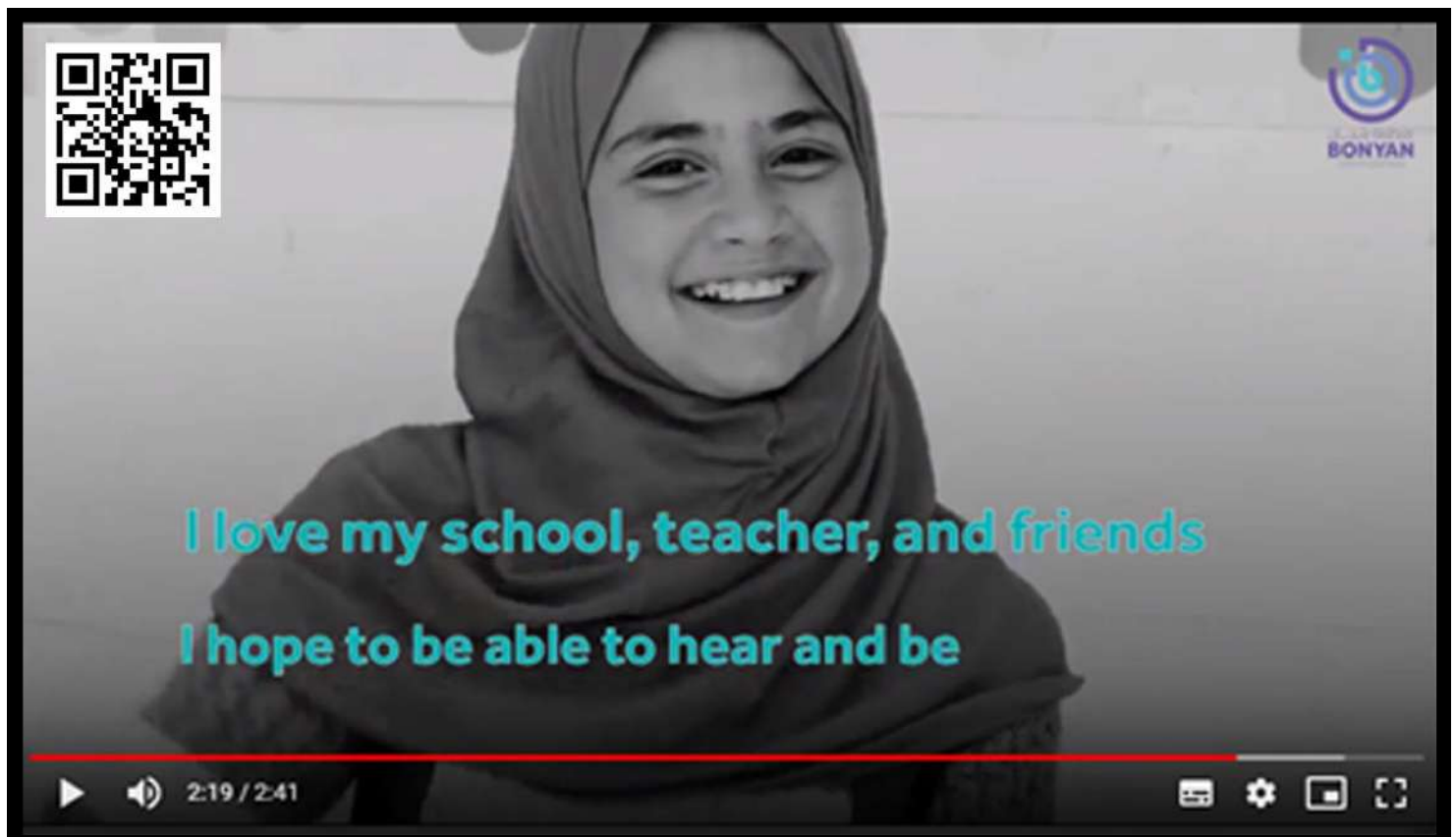
Until now I have found it difficult for me to accept being a mother, I always feel that my young years have been stolen from me, and that I have shouldered a lot of burdens at a young age, I don't know how to describe how I feel when I care about my little girl, tie her braids and brush her hair; while I need to be treated like a child instead of being a burdened mother, I have to think about how to be a good daughter who helps her family, and at the same time a good mother for a child who grows up day by day. I hope that through education I will find my dream way, and that I can return to the fun of life as a young woman, and overcome the challenges of life.

4- People with Special Needs

The war left many injuries and disabilities behind, in addition to many of the congenital disabilities that many Syrian children suffered from, one of the biggest challenges that education mitigated is inclusion and integrating these children into their societies despite the lack of special places to care about them. This resulted in distinguished success stories for education in north Syrian regions in stimulating Children with special needs' own abilities and preparing them to be effective in society.

Amal's Story

A smile does not leave her innocent face, a playful and everyone around her understands the language of her wide eyes and the movements of her little fingers. Amal Shahid, a 10-year-old girl who does not hear or speak (deaf and mute) communicates with her family and friends in sign language and understands them from the movement of their lips, "I'm happy to talk to you," she said in sign language, drawing a love heart as the size as her fingers.



(To play the video click on the image)

As her father and mother, she is deaf and mute at birth, her father passed away, and left her with her grandmother's family years ago.

Amal lives with her mother in her 70s grandmother's house after being displaced years ago from Aleppo to settle in their hometown of "Daret ezza", west of Aleppo. "Amal's mother studied at a deaf and mute school in Aleppo, but in "Dart ezza", these private schools are not available." Amal insists on going to school, and she has been constantly monitoring the students from the time they go until they return from school." Amal came to school and she is not sure she will be educated like the rest of the children because of her condition.

However, her teacher took special care of her and made sure to support by using sign language during classes. Protection officers in the school have also provided psychosocial support and encouragement through entertaining activities and life skills.

Amal was remarkably able to overcome her disability and even to show her talents in painting sewing and knitting using wool.

Nowadays, Amal receives education and makes her future with her hand, and hopes to become a teacher in the future.

Unfortunately, there are no specialized institutions to care for Amal, deaf and dumb in northern Syria, and no school or specialized center for the care of people with special needs has been opened (Deaf- mute - Loss of Sight - Disability Injuries). Only through some narrow community initiatives, such as the "Atareb School" (west of Aleppo), which opened last year by efforts of some volunteers and has difficulties in continuation operated.

There are also no accurate statistics on numbers of deaf, mute or disabled people other than what the United Nations mentions as a general figure, which reports that more than three million Syrians suffer from physical disability.



With One Hand and One Foot and a Big Dream



Mansour Yahya Obeid, 6 years, at first grade, a year ago he was playing next to his house and saw what looked like a little ball of cluster missile remnants, he approached it and got exploded led to amputated his hand

and right foot. This deepened Mansour's suffering, which had begun before that incident when his father died.

Mansour lives, with his mother and two sisters in the village of "Qastoun" in the area of "Al-Zarra" in the northern countryside of Hama, at his uncle's house, who is responsible for the family expenses and cares for thier affairs; his mother takes care of him and help him in his education and doing his homework as he tells us, and delivers him daily to school that is not far from his house, and sometimes his teacher (Ali) takes care of this task, as he is a neighbor of the family.

It is difficult for Mansoor to walk with crutches, because of the amputation of his hand and foot together, so he always needs help with his mobility, and this was what caused him extreme embarrassment and shame and reluctance to participate with his colleagues at the beginning of his joining the school, but by taking care of him and encouraging

his teachers and colleagues and helping him,

he was able overcoming disability and difficult circumstances. Today Mansour challenges his situation, continues his education and plays with his colleagues, and tells us that he will not let the disability keep him away from his education despite the pain he is experiencing, he enjoys at school with his classmates, and receives encouragement and follow-up from his teachers and the protection officer at his school.

He has one hand to write and wave, and leg to stand on the ground and step towards his dream, that's enough for him not to give up, beautiful things need the will to make them, and Mansour has a strong will as his teacher tells us.

Mansour wishes to become a doctor so he can help people who are in pain like him; He always dreams of securing prosthetic limbs for him so that he can walk again, rely on himself or at least be able to use crutches so that he doesn't burden others with his mobility.

Today, Mansoor may not be able to explain his story clearly, his languages help him only to remain optimistic, he knows that he wants to struggle and continue, carry his bag insistently to reach tomorrow to grow up and get his great dream



A picture of Mansour with his teacher

Quality of Education

In 2016, Syria became out of the "Davos Education Quality Index", because it lacked the most basic standards of quality Education that could be measured, but it was not limited to the situation in the war; before that, Syria's situation was not better.

In 2010, Syria was ranked 48 for the failed countries in the classification published by US Foreign Policy magazine in cooperation with Peace Fund, this classification may reflect general state of Syrian state bodies and big corruption, including education.

Syria was ranked 104 in 2009 in the Education Quality Index, according to the Global Competitiveness Report, which covers some 132 countries. The Internet Access is one of the secondary indicators of the Higher Education and training, Syria was one of the weakest sub-indicators in the world at that time, ranked 126. It ranked 107 in the sub-indicator on quality of management schools and colleges, Syria's decline in the overall ranking in this indicator, showed a weak education and training system compared to other countries in the world. As for Innovation indicator, Syria was ranked 110 in the world, and at the level of the sub-indicators associated with this indicator, Syria ranked 131 in the indicator of corporate spending on research and development. In general, education was not of great importance on the part of the government before the revolution, and under the pretext of resisting Israel, the budget was spent by 80% on the army, in addition to major corruption in all sectors of

country, including education, where the Syrian government recently uncovered thefts

amounting to 350 billion Syrian pounds embezzled by the Minister of Education and some collaborators, of course this amount is enough -according to activists- to cover the salaries of teachers in Syria for about 10 years. Ministry of Education in Assad regime's area has for three years gone on to amend the curricula, and its steps have been met by a major provocation in the areas, three years ago to amend the curricula, and its steps have been met with great indignation, because the new curriculum was less efficient than the old one, forcing the Ministry of Education to back down from the idea and return to the old ones. In general, education suffers from incompetence of educational curriculum and teachers training in all regions of Syria, especially in remote rural areas where books hardly reach them. However, the situation in terms of the quality of education appears to be better in the areas of northern Syria, which are out of control of the Syrian regime, and a look at the experiences of the organizations in this area will show how dramatically the development has taken place in education,

- Civil society institutions oversee education primarily, providing better oversight and evaluation, helping the education institutions of the Syrian interim government to develop the educational process.

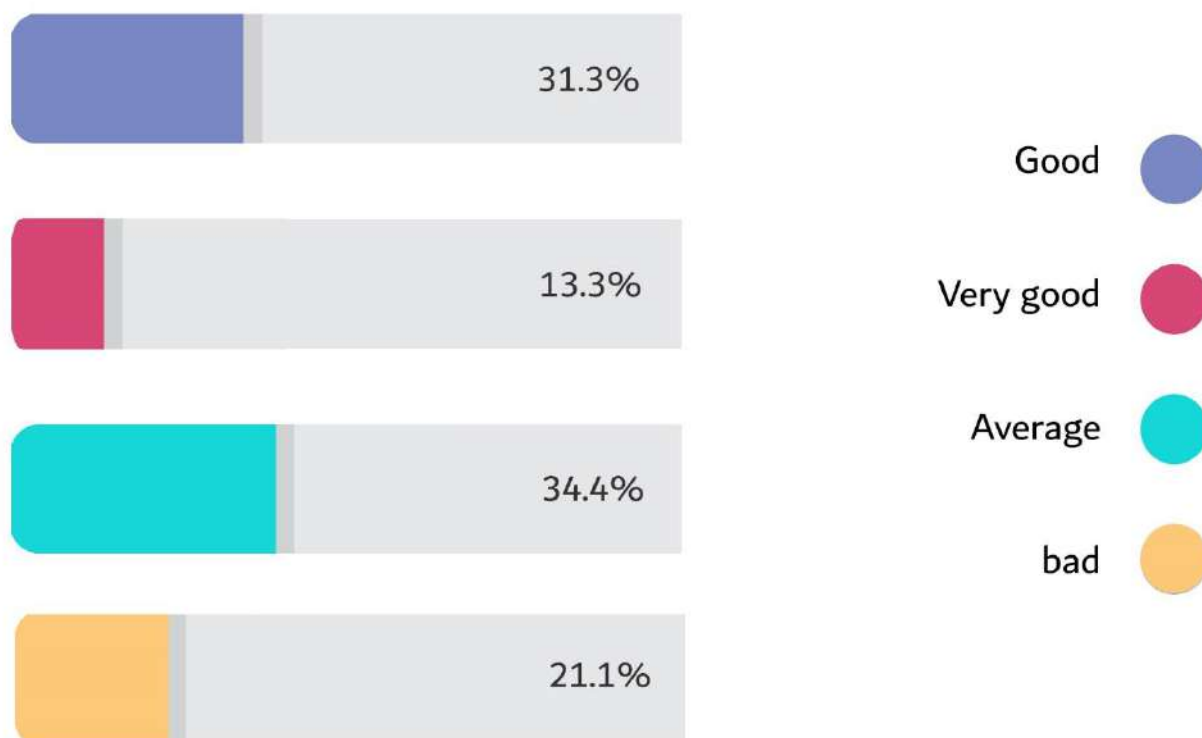
- Syrian interim government adopted educational institutions on a fixed curriculum that has been amended from the Syrian regime's one since the first year of the revolution, by deleting only, where it was emptied of filling, instead attention to scientific and skills aspects.

- Ongoing training for teachers, where teachers in these areas undergo annual courses in teaching methods and modern curriculum.
- Availability of internet and scientific research methods in all schools.
- Provide catch up and remedial classes to make dropouts enrolled in their real grades or to assist less qualified students to join their colleagues.
- Adoption clubs and summer activities that are concerned with the reconstructive and psychological aspects of learners.
- Creating a digital school to support education in the camps

Gaps remain large, number of dropouts is increasing due to the decline in international support in the last year, despite a great importance that the education sector has in Syrian situation. International support for education has provided an important rescue for millions of children in Syria from ignorance, continuity and increased support would help reality better, the abandonment of its duty in this area by international institutions warns of disaster that Syria may suffer in future if it is not addressed.

When we asked what they thought about the quality of education, 43% saw it as between good to a very good, while 35% considered it average, which is very acceptable and reflects students' confidence in the education provided to them.

How do you assess the quality of education in your area



Education, Economic Dimension and Living

Poverty stands in the way of education in Syria, and in a country where 83% of its citizens live at risk of poverty, according to a 2019 UN report, 6.5 million people in Syria suffer from "food insecurity", while another 2.5 million are at risk of food insecurity. In total, 11.7 million people in Syria today need "humanitarian assistance in various sectors."

At the level of education, the report indicated that 2.1 million Syrian school-age children did not attend school, while 1.3 million children attended school were at risk of leaving school, especially for work.

It was estimated that 20% of the total number of Syrian children are laboring, compared to 10% before the Syrian revolution, meant that the number of children entering the labor market doubled during the war.

The reasons for child's labor are mainly due to lack of breadwinners, with some statistics estimating the number of Syrian orphans at 800,000, 90% of whom don't have sponsors.

In addition to the great need to spend on food, pay rent, lack of employment opportunities for adults compared to children, and poor daily income compared to high expenditures due to the high prices witnessed in Syria recently.

Where the average daily family spends 3,000 Syrian pounds, which is equivalent to 6 USD, while the average income of a Syrian worker does not often exceed 1,500 Syrian pounds, which leads the poor head of household to employ his children to contribute with him for securing a living.

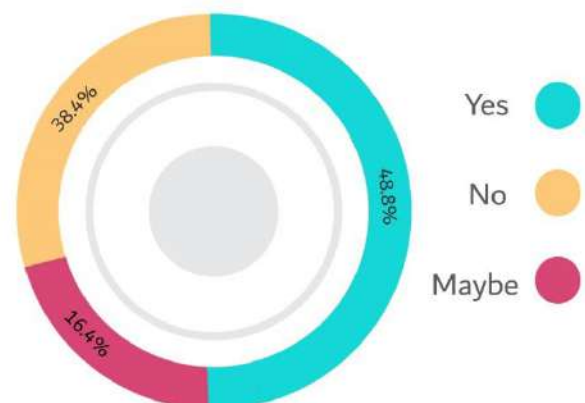
In addition, in countries of refugee,

it is difficult to obtain work permits, the high costs of pursuing children's education, and the discrimination experienced by children in host communities that makes them drop out of school.

There is no doubt that providing quality education and increasing assistance to people will reduce child labor, families with school-age children must be targeted with special assistance as part of education support programs directly supported by the international community to ensure that children return to school (as we will see in Muhammad's story). Out-of-school education projects that are less expensive should be supported because they rely mainly on literacy and numeracy and it can access remote places because they depend on local efforts in each region.

Nearly 70% of people in Syria believe that education can be an important reason for providing them with employment, improving their economic conditions; and the reality of living in Syria today lacks vocational education that would support the economic efficiency of families and provide employment.

Does education provide you a job, or do you think it will in the near future in your country?



Mohammed... The Dream of going back to School

Mohammed, a nine-years-old, had to leave school to support his father and family. Mohammed told us about his love for school, and to share his classmates in learning and playing, but he can't because he has to take on the family's burdens and secure her demands, and go out to work every day, with his sick father, who doesn't see well and must accompany him at work.

Mohammad dreams of returning to school and becoming a teacher in the future, but he knows that this is not possible at the moment because of his family's need him.



(To play the video click on the image)

Saad back to School Seats

Saad is a 10-year-old who did not have an opportunity due to circumstances of the war prevent him from attend education he was working as a shepherd until the opening of a school in his area, his father took him to it, loved it and loved the presence of children many peers to play with them, so he became sad and crying if he was told that he would not go to it as his father tells us, at first, he slowly accommodated, but with the time, began to improve, as his teacher says, after undergoing reconstructive approaches and his attention in order not to lose his future, Saad came to school, he says, to become a teacher and teach children like his teacher Hussein, and he will never leave school.



Saad dreams of becoming a teacher (to play the video Click on the picture)

Children in Confrontation with War and Living Conditions

Amer, 7 years old, tries to collect as many as he can of metal and plastic bottles before the other two children who were with him. It's like he's mastering the business competition plan to make a bigger profit and be satisfied with his work all day. But his work wasn't a hobby or a career he mastered as a child, but it was just a bleak picture of war consequences that is still non-stop with its huge effects on children in particular school dropout.

The death Amer's father, poor live conditions, and his mother's inability to provide food for her six children, forced him and his brothers to search for a living between scrap tools and nylon and consequently that means dropping out of school.

Amer spends his day moving between containers and garbage dumps, dragging his three-layers plastic boxes cart; instead of carrying his school bag.

He passes in front of the school door and does not have a long look at it; school no longer means a lot for him, since he was not enrolled at school or sat in its seats as the rest of the children. Instead, he is looking for any empty box that would use its price, any can that one student had thrown, to pick it up and then leave for another dumpster on another street.

The professions and work of children vary, although they are less experienced, yet they occupied markets, shops, car maintenance places, bakeries, restaurants and porters as well.

Some of them work on streets, selling kleenex tissues, biscuits and bread spending about nine hours a day to get small wages of up to 3,000 Syrian pound a week; that's less than one dollar a day, in addition to being exploited by industrialists for their young age and their need for work.



The 10-year-old, Walid, returns every day from his work, not from school, checking his money, not his books; returning in the evening, not in the afternoon, spending most of his day at work and having only the night left to sleep and be able to work the next day.

Walid never set foot at school. He passes in front of school every day on his way to work for a shop that sells shawarma and fast food. He mastered cleaning dishes, responding to the orders of the shop owner, and moving quickly. His salary is low that did not cost Abu Khaled the shop owner half of a young worker salary.

Child labour is not limited to boys, but also girls were involve; Mona and Hala are relatives and friends, they sell biscuits to pedestrians in front of the city's clinic, to gain some money to help her mother in house expenses. Hala said that she helps her mother because her four brothers are still young and her father has been dead for a long time; while Mona saves what she earns to buy some medicine for her sick brother in hospital. These are the future of the country, and we must do something to support getting them back to life and school.



**More than
300,000 Children**
are at risk of
dropping out of school.

“Save Children”

Role of Education in Bridging Political Differences

Education has an important and fundamental role in bridging political differences among Syrian rivals, a key issue that everyone needs in different region of influence, and the insistence on principles of peace and violence's rejection of in the educational process can help raising a new generation that goes beyond conflict. The Syrian interim government- in opposition areas- made an important step in this field when it refused to modify the Syrian curriculum, and only deleted everything that restricts thought and freedom, while unfortunately there are reports from the areas of al-Jazeera, that would destroy Syrian society and weaken its cohesion where the SDF imposes Curricula calling for separation from the homeland, This is a problem that education supporters in those areas must observe and monitor in order to maintain cohesion of the new Syrian generations and to preserve Syria's unity.

Writer and linguist Ibrahim Khalil published a critical booklet in which he presented a number of linguistic and grammatical errors mentioned in the textbooks for the 2015-2016 cycle, and about this booklet, he told salon Syria website: "I focused on the need to remove the ideological signals that are not commensurate with Public school education.

The same website also reported that academics and educational specialists criticized SDF's methods in terms of imposing ideologies through education, and its bias to the Democratic Union Party, one of the most prominent parties dominating the Kurdish administration, especially with regard to the publication of pictures of its spiritual leader Abdullah Ocalan, and fighters appearing in military dress pro-party in schools.

One education's task is to produce a cohesive community structure, and this is what we found in surveying people about the role of education in integrating refugees and displaced persons. 75% said it does so.



(Education in other languages) lighting on Kurdish and Turkmen areas

The self-administration in al-Jazeera region, which includes the cities of Hasaka, Qamishli, towns and countryside, has imposed the teaching of the Kurdish curriculum along with Arabic and Syriac curricula in all schools and educational camps in whole Areas of Kurdish-Arab SDF supported by the international coalition led by US. Self-administration under its influence has also banned teaching and distributing the regime curriculum and official book in schools, and since spring 2014 a committee has been establishing a new curriculum for the components of the Territory, which includes primary and intermediate stages as well as the tenth secondary school, some 225 tons of textbooks have been printed for this purpose, which have been distributed to pupils this year. SDF education Authority opened in "Al Jazeera" region during the new academic year 2018/2019 about 2400 schools to receive students, and the president of committee Samira Haj Ali in a report for the site "salon Syria" "that schools start from the stage of nursery school. Basic education from the first grade to the sixth grade, as well as the preparatory level from the seventh to the ninth grade, and this year we have included the tenth grade of secondary school for our curriculum."

People show their happiness and fear at the same time of new education system, as many of them told us that he is happy because he learns his mother tongue, and this is a cultural right that the Syrian government ignored for other races decades ago. On the other hand, others fear that certificates will not be recognized universally, Rizan, 42 years old, from al-Qamishli, refused sending his son to self-administration schools his son succeeded to the ninth preparatory grade.



The reason is due to is no recognition of their certificate, he says: "I don't want my son's future to be vague, the certificate is not recognized, and the teaching staff is not qualified."

Instead, Rizan sends his children to a public school under the control of government forces, as the Syrian regime maintains a security box in the cities of Hasaka and Qamishli studying the government curriculum. For a Kurdish language, that is not recognized by Syrian universities, nor in any other country, I am afraid that this generation that was forced to attend Kurdish schools has destroyed its future and has been prohibited completion its higher education," he said."

The Kurdish writer and linguist" Ibrahim Khalil" expressed his rejection of this educational policy and said: I think that it was better for those in charge of the educational process to keep teaching one subject in Kurdish at all grades and stages,then attempt to obtain a confession from education ministry of Syrian regime, The subject was given a mark in the school document instead of this chaos.

Dr. Farid Saadoun believes that this administration risks the future of students, and said that "administration officials have not provided any guarantees for students to receive their higher education or legal guarantees for the recognition of their certificate, this creates a problem that threatens the whole community, and we don't know who is developing these curriculums, nor who is supervising them."

While nothing has changed in education with regard to Turkmen regions, it has maintained the same educational system without modification and adopted the adjusted changes by SIG -only curriculums printed and published by the Syrian Interim Government, only Turkish was added in these schools to all Arabs and Turkmens, so these areas experience better demographic stability.



منظمة بنيان
BONYAN
ORGANIZATION



“Bonyan” Experience in Education (the Partner Organization)

The education program manager at “Bonyan” tells his story: We started working as an educational team made up of a number of fresh graduated young people who are passionate about making a difference to children in Syria.

We always felt that our people deserved more, like the rest of the world, they dream of prosperity, and development, as under graduated and newly teachers, we were convinced that the traditional education of most curriculums is useless, we reject ignoring this important sector, and yet we mention the models of deaf schools and how was the mistreatment of most of teachers with us, how they destroyed our dreams with words they throw and sanctions that they applied on us.

Since we were students, we dreamed to change the education’s reality, shared our dreams in different colleges of university and we talked repeatedly about new visions and ideas that can be applied in education inside Syria to get it out of his dumb shell. The revolution erupted in Syria and the regime begin suspend its services from all regions out of its control. At that time the opposition did not provide a civil administration to these areas, so many civil events initiated some services according to their different disciplines and we as new teachers and as university students in their last years of graduation were keen to participate in providing what we can to our people, especially children whose schools were closed in their faces. We started in “al-Sukkari neighbourhood” in Aleppo city, where the huge “Ain Jalout” school was waiting for us to dust off its furniture and to repair the

damage left by the huge destruction it suffered, quickly, school became ready to receive students for the intermediate and secondary levels with the volunteering of a good number of neighbourhood teachers. The other was with us and most of them were young people eager to work with a little lack of teaching experience and education later refined with some pedagogical training. We had a raw experience of educational management, but our strongest weapon has always been the passion for success and change. We read, stumbled, made mistakes, learned, we always wanted more success, tried to focus on pushing teachers to adopt active learning strategies and considering the student to be at the centre of the learning process. We treated both the students and parents as our brothers, we respected their opinions and we heard them feel that this school is their safe home in which they express their opinions freely, honestly and openly, and then we are gradually able to present the same thing to several schools nearby and in different neighbourhoods starting from our first school under the name “Qabas” Foundation for Education, which was launched as a good omen for education in that city. During our journey, which continues to this day, we faced many problems and challenges and we were always trying to come up with solutions and we were pioneers in applying new ideas in education inside Syria. Pedagogical experience was not only the obstacles faced our teachers, but also managerial staff was suffered from lack of experiences, and psychological side did not give serious considerations in addition to lack of books.



منظمة بيار
BOBIYAN
ORGANIZATION



unicef



مؤسسة
قباس
QABAS

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شباب



With poor infrastructure, decline of educational level delivery in opposition-controlled areas, school drop-outs and surrounding problems were considered to be rooted in education from all sides.

Our goals were focused on solving educational problems that we faced, especially how to train teachers on pedagogical sides, and this was a matter of great concern to us with the weakness of experiences that exist in opposition areas, we found a way to send a few teachers to Turkey to train and learn from experts in this field with the burden of travel and difficulties. Then they were returning to apply these trainings to the rest of the teachers, who in turn were able to spread these trainings to the rest of the teachers where a wide network of trainers was formed to provide and disseminate these trainings.

Subsequently, capacity of many of these people was developed to work in educational supervision (educational guidance) and to contribute gradually to develop the level of the rest of the teachers and guide them to provide the best and attractive performance for children. Psychosocial support also had a large part of our concerns, especially in light of what children were suffering in the war, it was necessary to integrate child protection into education while ensuring adequate rehabilitation for psychologists and psychological support, We then developed our services in this field to study cases and manage them and provide what is appropriate for their treatment, especially as children continue to be exposed to different cases of trauma. Building the capacities of children and young people was necessary to be dealt with, we have noticed a clear weakness in children that we have started to implement a course "I am dealing with" to enhance self-confidence, work with others, accept the other, solve problems and develop leadership skills, community activities also had a special interest, with exhibitions of painting and handicrafts held periodically and sports competitions such as running, jumping, swimming, football leagues and numerous community campaigns such as "a clean neighborhood" and "Syria the mother", which contributed to the integration of children and young people into their community and increased their love for their homeland and their sense of science's importance in building Syria tomorrow.

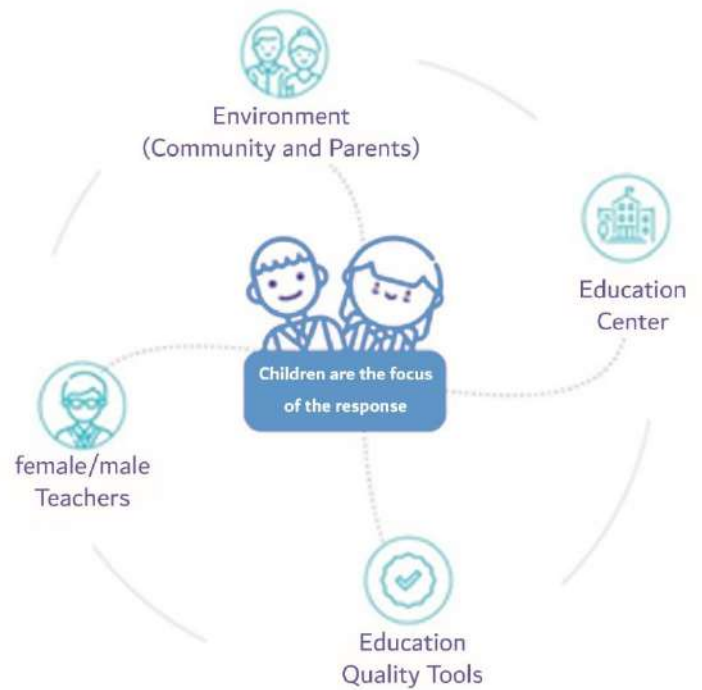
Since school dropout sought the biggest impact on education, there was a need for catch up and remedial and accelerated education centers that specialized in receiving drop-out children. Through campaigns of "back to school", which encouraged parents to return to send their children to school, the improved curricula used in these centers have had a major impact on the success of these centers, especially with modern teaching methods.

Quick Numbers



Education is based on the four main elements:

- the student
- the teacher
- the curricula
- Parents and the community



First field in education: Formal Education (Qabas Foundation for Education)

Because of the war in Syria, this key structure of education has been damaged, resulting in a disaster in education at all levels," Qabas" foundation continuously evaluates needs to understand the different needs of each component of the educational process and design the appropriate programs according to the challenges and geographical area taking into account the age group and the nature of the population (locals, IDPs).

The main challenges facing education in Syria can be summarized as follows:

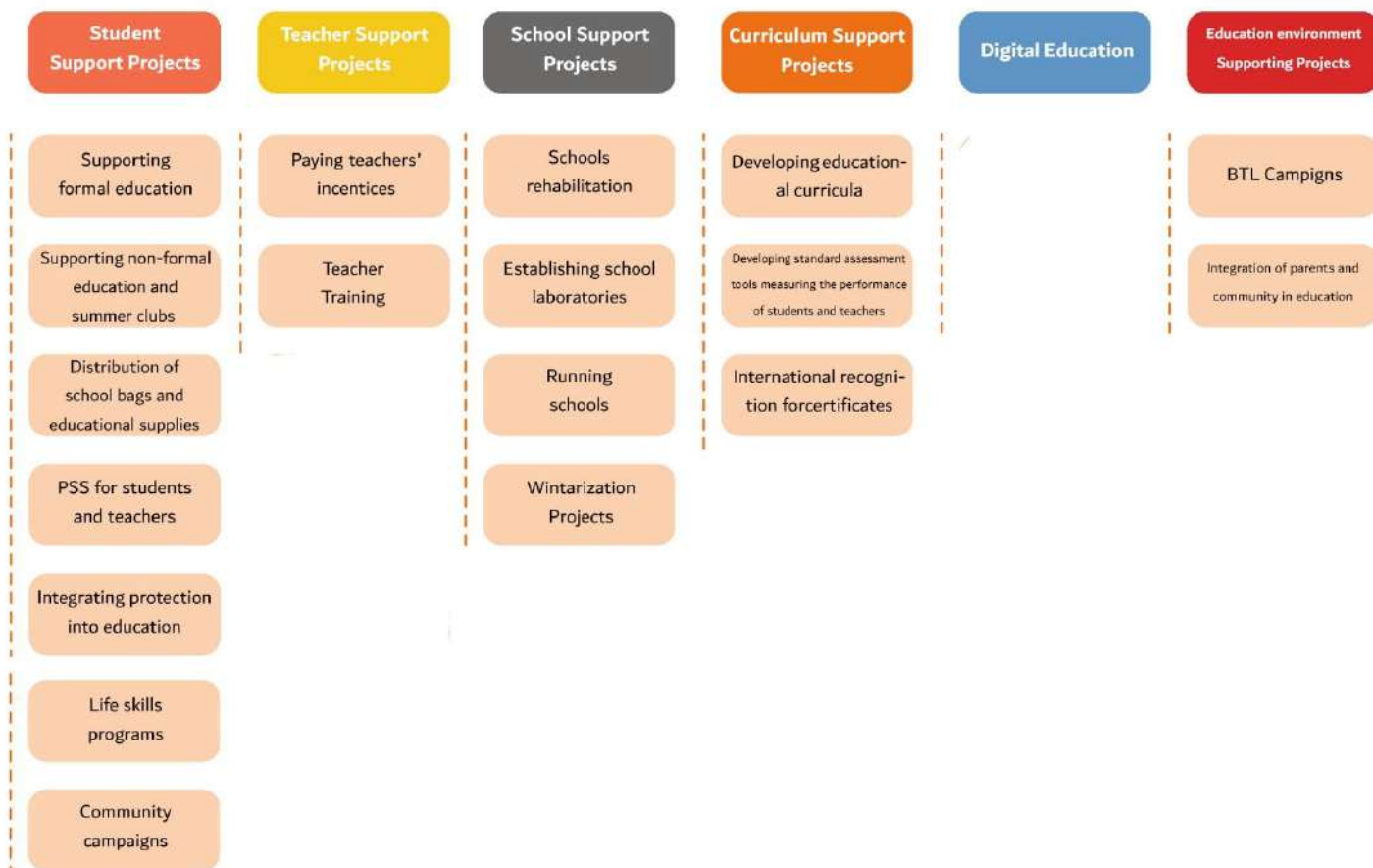
- Difficult and limited access to educational centers. For the following reasons:
 - Lack of qualified schools or educational centers
 - Lack of teaching staff due to lack of funding for teachers' salaries
 - Student's inability to afford school fees including school bag, stationery and winter clothing.
 - Long time of school dropout led to inability to get his/her suitable class for right age.
 - Deterioration of student's psychological state due to war circumstances led to his unwillingness to return to school.
- Scarcity of qualified teaching staff as a result of expertise's migration.
- Low quality education
- Lack of experience of teaching staff in dealing with children traumatized by war
- Poor school supervision at the school level and at the central level
- No central institution capable of issuing internationally recognized certificates.
- Lack of systems to measure the performance of students and teachers at a normal standard.

Based on map's need outlined above, the response programs are designed in a variety of ways, ensuring the basic requirements for implementing programs, both from the funding or capacity required to implement these programs, as well as partnerships with education reference agencies.

Qabas's education programs

Education supporting projects, in Banyan, are divided into five main sections, as shown in the following:

1. Student Support Projects
2. Teacher Support Projects
3. School Support Projects
4. Curriculum Support Projects
5. Digital Education
6. Education environment Supporting Projects



Student Support Projects

Supporting formal education

- Bonyan has operated more than 60 public schools including; elementary, intermediate and secondary school and in different geographical areas of Syria
- The schools supported by Banyan are characterized by high quality in the education and the teachers commitment to the study plan, in addition to keen concern for using modern teaching methods. Besides to providing special care for traumatized children.
- At the beginning of each year, training courses are provided to teachers in order to achieve the expected quality level. Educational supervisors periodically visit teachers during the school year. Graduation ceremonies are held at the end of each year.

It is worthy to be mentioned that top students in the governorate are from schools supported and supervised by Bonyan Organization





Supporting Non-Formal Education and Summer Clubs

- As a result of the crisis in Syria, a large number of children in Syria have been dropped out of schools, while the educational level of other children has deteriorated despite the fact that they have been to some schools that do not provide a good education. Therefore, Informal education has been one of the most successful solutions for students to be provided by the main educational skills, allowing them to join formal education as soon as possible.
- Bonyan has operated more than 50 informal education centers offering:
 - o Remedial education and catch-up education: It is suitable for children who with low education level. The focus is on the educational outcomes that the student must receive according to the age group followed in the main subjects: Arabic language, mathematics, science and English.
 - o Accelerated learning: It is suitable for children who have missed some of the school years. The curriculum is presented in a compact and fast manner, with a focus on the main issues, which provide the student with basic information s/he missed.
 - o Literacy & numeracy: teaching the basics of reading and writing in

Arabic and English and the basics of Math

It is worthy to mention that Bonyan adopted international educational techniques such as Japanese rapid mental calculation



Distributing School Bags and Educational Supplies

As a result of financial burden on the population in Syria, and their reluctance to send their children to school because of the financial costs, “Qabas” Foundation regularly distributes school bags containing all educational supplies to children in schools and educational centers.



Psychosocial Support (PSS) for Students and Teachers

“Qabas” Foundation appoints a psychologist in each school and educational center to provide activities of psychosocial support aimed at relieve psychological stress and help children overcome their difficulties, and these activities help them adopt a positive psychological state and initiative to participate effectively in building their communities.

PSS classes are provided by adopting a global curriculum, “I DEAL” - WAR CHILD HOLLAND

One of the most important roles Bonyan adopts is the integration of IDPs children into the local community.

Protection Mainstreaming into Education

Children of both sexes are given special care in a manner that suits each. Boys face challenges are different from girls, for example, some girls refrain from coming to school because parents are opposed to girls' walk to school." Qabas" Foundation provided special buses to transport girls to school in order to better protect them. "Qabas" also employs a dedicated protection team in each school and provides them with appropriate trainings to ensure appropriate assistance to children and teachers. Their main role is to monitor the child protection mainstreaming in school, especially some of the violations of teachers or parents in dealing with children, where each case is dealt with independently and appropriate advice is provided. Appropriate disciplinary measures should be taken in case of the school staff violate a child protection rule, appropriate training is also provided for both children and teachers in dealing with emergency situations such as shelling and clashes, each school is provided with a safety plan, to train children on how to behave properly, evacuate the school in a safe manner, and provide first aid courses to the school to provide what is needed in emergencies.



Life Skills Programs

Children are provided with appropriate life skills programs according to their age groups, which include basic subjects like: dealing with peers, dealing with adults, finding problem solutions, basics of dealing with money, basics of project management.

Community Campaigns

Children in schools and centers supported by Bonyan carry out many community activities aimed to connecting students to the community, such as:

- o Gardening campaigns
- o Visits to the patient
- o Cleaning campaigns



Teacher Support Projects

Paying Teachers' Incentives

The main part of continuing education process is the teacher's presence in classroom, teachers' incentives are paid on monthly basis to ensure that the educational process continues, whether in formal or non-formal education or in summer clubs as well. Teachers' incentives are evaluated in accordance with projects operated in the region and in consultation with other organizations and administrative bodies.

Teachers' Training

In order to ensure high quality education," Qabas" Foundation provides training for its staff in the following subjects:

- Modern teaching methods and classroom management
- Education in crises EiE according to INEE standards
- Using computer as a educational tool
- Basics of child protection
- Differentiated Instruction
- Provision of non-formal education

School Support Projects

Rehabilitation of Damaged Schools

Schools damaged by war are being rehabilitated under the supervision of specialized engineers and schools are reconfigured to suit educational activities. As a result of the specificity of the Syrian situation, some key requirements have been adopted in the rehabilitation process, as follows:

- Improving safety standards in schools by replacing glass with plastic panels
- Rehabilitation of schools to achieve child protection, both in the provision of independent bathrooms for girls and others for boys, and taking into consideration the children with special needs
- Painting the school in colors suitable for children
- Providing schools with major equipment such as: boards, school seats, libraries, etc.
- Providing each school with computers, projector and central printer

Establishment of Schools' Labs

The school is supported by laboratories that help teachers make it easier to deliver information to students. Schools are provided with educational facilities such as physics laboratories, biology laboratories and geographical maps

Operating Schools

School is the main part of educational process; operating schools includes:

- Providing schools with a generator or solar energy to operate the electricity and fuel for the generator
- Providing schools with drinking water and washing water
- Providing schools with stationery for teachers and children
- Provide the school with cleaning tools and pay the salaries of janitors and guards
- Repair any damage in the schools

Winterization

Children are provided with winter clothing such as jackets, gloves, long leather shoes and winter socks. Each room is equipped with a heater.



Curriculum Support Projects

Developing Educational Curricula

“Qabas” foundation has participated with number of educational institutions to develop catch up and remedial curriculum for Syrian children in particular to help children who were drop out of school students to make up for what they have missed.

It is worthy to mention that the catch up and remedial curriculum developed by Bonyan is approved by the OCHA education sector and is used by a number of Syrian organizations.

It is worthy to be mentioned that Bonyan’s curricula in teachers training is adopted by a number of the Syrian Organizations working in Education.

Bonyan has developed a set of teachers’ trainings depending on international curricular, like the one of UNICEF in Lebanon and Iraq, and contextualized to fit the Syrian community.

Developing Standard Assessment Tools Measuring the Performance of Students and Teachers

Bonyan developed and implemented a manual of 12 tools used globally in measuring student and teacher performance as well as integrating parents into the learning process. It measures the impact of the programs being implemented, via measuring students’ levels before and after the project and calculates the progress line.

Certificates Internationally Recognition

Bonyan is working on develop its educational system standards in order to meet international standards that allow it to be provided with internationally recognized certification by following the standards of an international institution that grants certificates of international recognition. This enables graduates from schools in Syria to complete studies in universities inside and outside Syria.

Digital Education

Banyan is preparing a digital education program that depends on bringing computers into schools to help children due to the lack of access to appropriate education. The project is a pilot project because it is very useful for small financial investment and solve the problem of the scarcity of teachers in some specialties.

Education Environment Supporting Projects

Back to Learning Campaign

“Qabas” Foundation organizes several campaigns aimed at returning children to school by educating parents about the importance of education by publishing awareness brochures and posting advertisements on social media, in addition conducting parties in communities, that show the importance of education including many activities that attract children. As a result of these campaigns, “Qabas” Foundation has achieved a high enrolment rate in schools supported by the organization, so we have often had to register a large number of children on the waiting lists because all sections of the school are full.

Integration of parents and Community in Education

Parents are regularly invited to attend parents' meetings at the school to discuss with teachers about problems children face at school, and teachers also ask parents for cooperation to make children's education a success.

Parents also volunteer to play some roles at the school, such as doing some repairs and providing some services, which would raise the community's ownership of the school in the surrounding community.





HIBR
P R E S S

Role of Media “Hibr Press” Experience in Highlighting Educational Situation

Education is one of the most important human rights that must be always focused on and of great interest to Syrians in inside and outside Syria because it represents their children’s future. There is no doubt that the media has a major role to play in raising awareness of the education’s importance, and in the constant reference to the need to support this area and alert to its various problems and issues.

“Hibr Press” is a local Syrian newspaper covering stories and news of Syrians mainly, interested in education, which has allocated many media coverages and reports and investigations as well as contributed to a press project with students of Idlib university and is interested in developing the talents of students in the media, it is in direct contact with the educational process in all its stages in Syria. It was considered that supporting and covering education is one of its most important goals, so it highlights the educational reality and supports the education sector through three major projects.

Media Coverage and Reports on Education and Children

In this field, Hibr has published more than 300 articles, reports and investigations since its first issue, and its numbers are hardly without highlighting an issue concerning education or one of its areas, and these articles can be viewed on Hibr Press website through the following links:

- 1- A special link to cover education affairs. 
- 2- Link to cover the affairs of universities and students. 
- 3- Link of reports and investigations, with many reports and investigations related to education. 

Previous Projects

1- Baraem Hibr (Hibr Bud) Project: Three years ago, “Hibr Press” implemented a project to encourage pupils in schools on writing in collaboration with the “Qabas” Foundation, and published a number of articles written by students at that time.

2- Training: “Hibr Press” conducts multiple training courses for university youth students interested in writing and helps them to give them the opportunity to express their viewpoints via and allowing them to write and publish continuously.

3- Idlib University Students’ Magazine Project:” Hibr “sponsored and trained a group of university students and issued a student magazine.

4-The Practical Laboratory Project for Students of Media Institute of Idlib University: This project started a year ago, where Hibr trained male/female students of Media Institute at Idlib University on media and journalism arts and follows-up with them in practical subjects, and publishes them their

first experiences.

Advocacy

“Hibr” is interested in participating in all activities aimed at supporting education, such as this report. Moreover, Hibr Press has participated in various advocacy campaigns targeting issues related to society including education, and in these links three articles published by “Hibr Press” to stand by the side of students of Aleppo University when the Salvation Government expelled them out of their university.

لقاء مع نائب رئيس جامعة حلب حول مستقبل الطلاب في أعزاز

كتبت: Wiber Hibr في: مارس 29, 2019 في: جامعات حلب
لا يوجد تعليقات ٤ مشاركة ٥٥ التوجه للتكويرش



طلاب جامعة حلب وكادرها التدريسي يقفون احتجاجاً على قرارات الإنقاذ

كتبت: Wiber Hibr في: مارس 21, 2019 في: جامعات حلب
لا يوجد تعليقات ٤ مشاركة ٥٥ التوجه للتكويرش



من طلاب جامعة حلب إلى العالم "مستقبلنا ليس لعبة بأيديكم"

كتبت: Wiber Hibr في: فبراير 02, 2019 في: جامعات حلب
لا يوجد تعليقات ٤ مشاركة ٥٥ التوجه للتكويرش



Conclusion

The need for education seems very urgent, and today we are facing great commitments in this regard, recently, because of the constant bombing, many schools have gone out of service.

The provision of education according to a survey conducted by "Hibr Press" would solve many of the problems that the international community seeks to settle; it is the most sustainable area of international supporting, especially in areas where there are some extremist forces in some parts. The local community has proved that it never belongs to these forces, and on the contrary local community does works with all its institutions to make new generations aware of the danger of these forces on their future; rather, it works with all its institutions to raise the awareness of the coming generations about the risk of the extremist parties on the future.

In addition to the results previously presented in the survey, which clearly demonstrated the role of education in reducing many social problems (such as early marriage, IDPs integration, alleviation of psychological problems and effects of war). The survey showed that education is also seen as one of the most important means of dismantling the culture of extremism, with about 71% considering that education contributes significantly or plays a role in dismantling this culture, and moving society towards moderation.

96

**schools are used
as shelter for IDPs**

59

**schools have
been impacted**



250,000

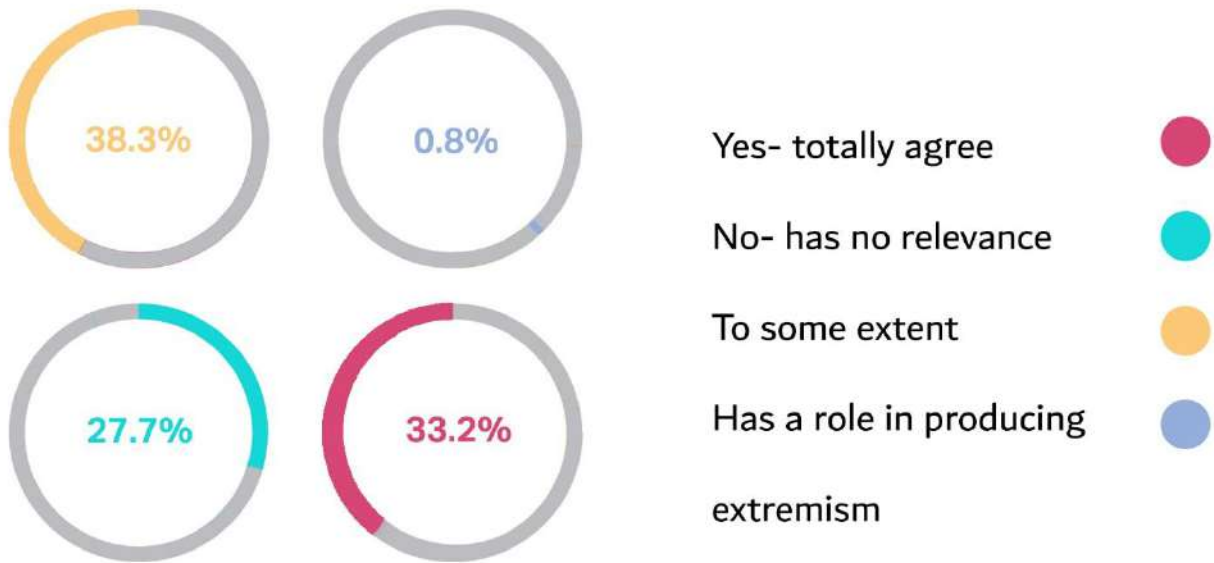
children were directly affected



304

children were killed

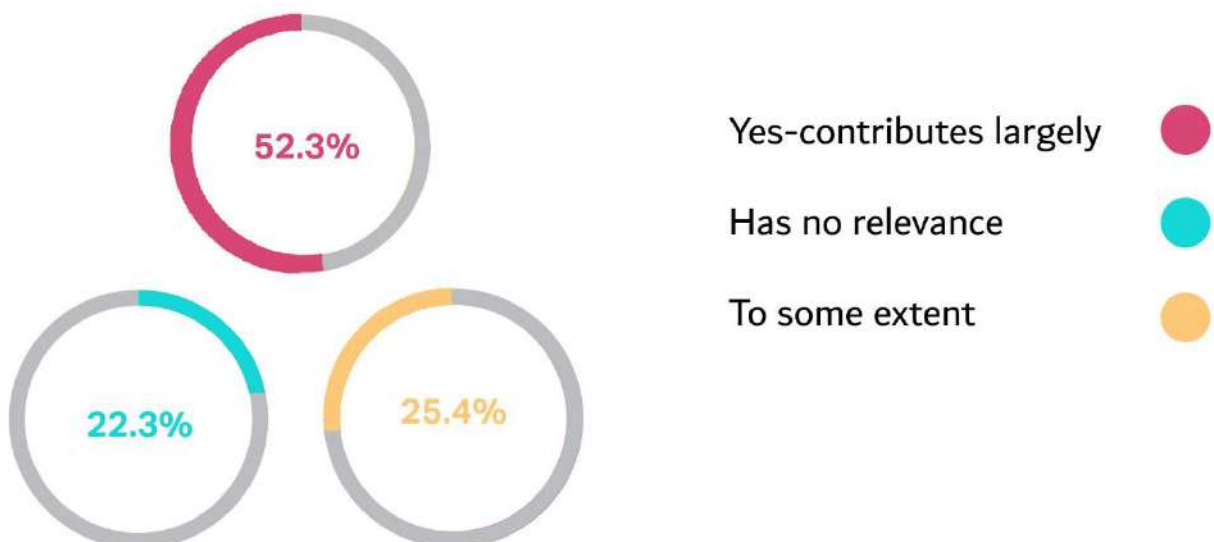
Do you think that education has a role in dismantling extremism?



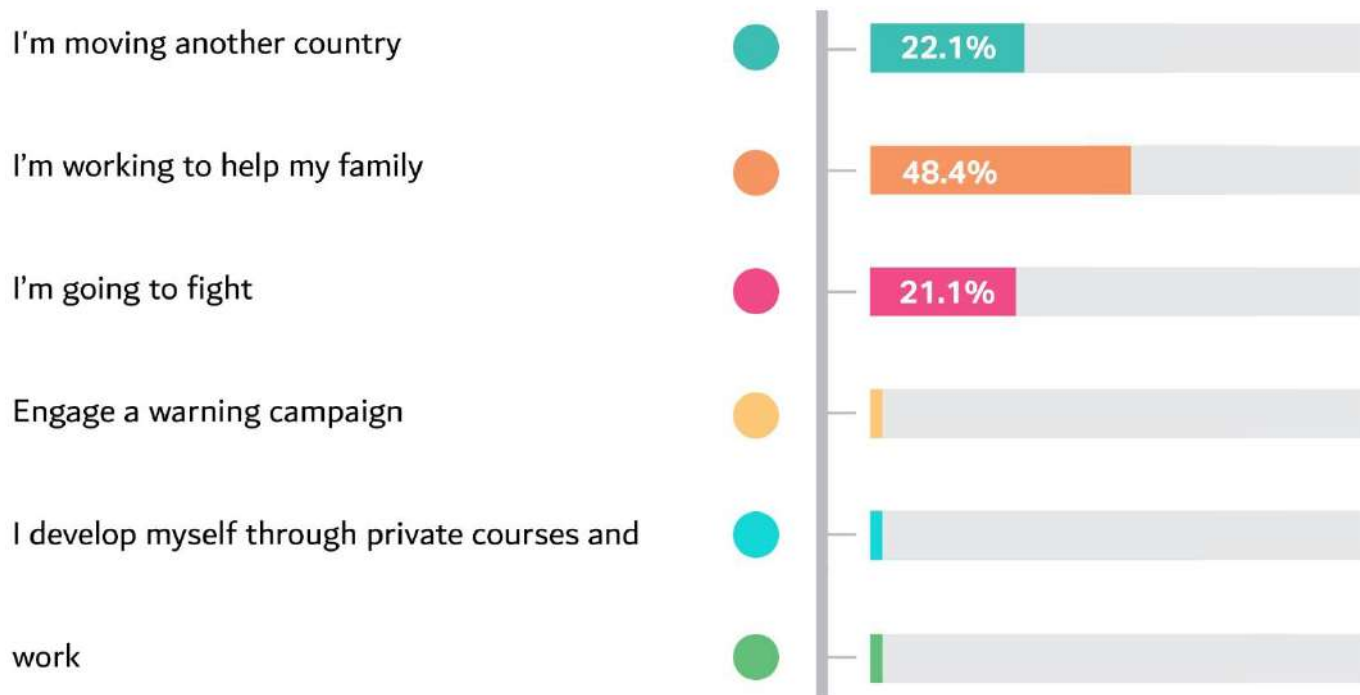
In addition, education has contributed significantly to the containment of young people and children, thus helping to drain the resources of war and also to reducing the risk of child recruitment, many young people said they would have gone to fight if there had been no education.

A number of them said that he would go to work, as others said that they would probably want to emigrate and be refuge abroad, which shows the importance of education in reducing child labor, child exploitation, and in immigration outside Syria. The thing contributes a lot in the settlement of Syrians in their country. Large numbers of immigrants are immigrating only for Education.

Do you think that education saved children and adolescents from the danger of military recruitment?

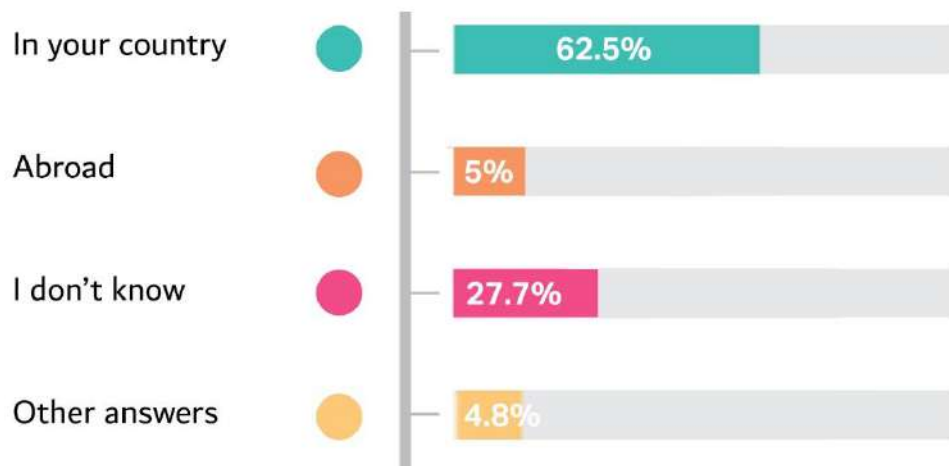


If education was not available, what would you do? (for males)



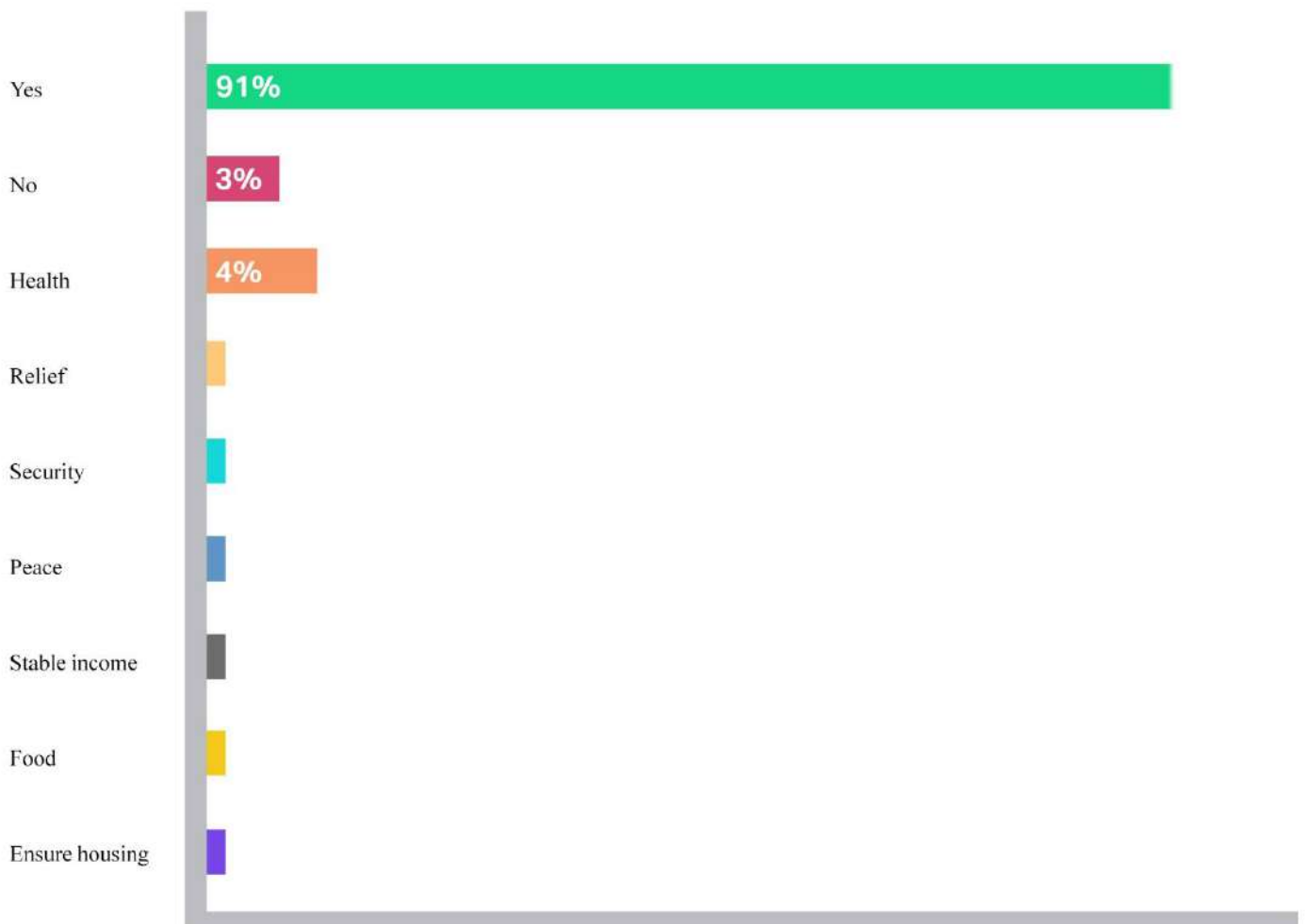
Some 62% said they would stay in their country after graduation, in order to work, so that education at this time will ensure a large and trained reconstruction workforce in Syria.

After graduation, where will you work?



More than 90% of Syrians consider education a priority in their lives, according to the survey, and images, that show efforts done by some to educate children displaced under olive trees, explain this clearly the priority and importance of education for the Syrians and is one of the factors for safety that they dream of and do not give up.

Do you think providing education is a priority?





Recommendations

This year, most international organizations have reduced their support for education. The thing may cause catastrophic social problems, especially after the destruction of many schools in north Syrian region due to the recent escalation of attacks by Russian forces; emphasis should be on increasing and not reducing support for education. The report also considers the following recommendations are of highly importance:

- 1- Better support for the educational process from the international community, especially in northern Syria, due to the lack of resources on education.
- 2- Advocating with the international community to stop attacks on education facilities or targeting education staff and children.
- 3-Support to quality education and developing it through supporting civil society organizations working in education.
- 4-Supporting Psychosocial Support Projects in schools and educational centers.
- 5- Standardizing education support education including maintain the curricula in Syria for better social cohesion in future and to call for deleting all ideologies from the curricula to make it a cornerstone for future peace building.
- 6- Access to higher education has a major role to the resilience of youth and not to migrate to Europe, in addition to qualifying local employees to be ready for the reconstruction phase.
- 7- Allocating special programs to support girls' education for protecting them from the risks of early marriage; in addition to promoting women's movement and community participation.
- 8- Working on improving the quality of education and supporting catch up and remedial education projects in addition to personal skills, life skills, effective citizenship and peacebuilding culture spreading by civil society organizations.
- 9- Supporting vocational education projects in order to generate jobs opportunities and meet the labour market needs
- 10- Supporting digital education and on-line education projects, in order to provide education on a larger scale.
- 11- Supporting awareness raising projects against extremism, especially in areas previously controlled by ISIS.
- 12- Seek recognition of certificates issued by educational institutions in the areas of the Syrian regime control; in addition to securing fund and support for secondary, basic education exams.
- 13- Supporting curricula printing .

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