Research Terms of Reference

Education Assessment SYR1804 Whole of Syria

April 2017 V3



1. Executive Summary

Country of intervention	Syria						
Type of Emergency		Natural disaster	Χ	Con	flict		
Type of Crisis		Sudden onset		Slov	v onset	Χ	Protracted
Mandating Body/ Agency	UNICEF						
Project Code	SYR1804						
REACH Pillar	X	Planning in Emergencies		Disp	olacement		Building Community Resilience
Overall Research Timeframe (from research design to final outputs / M&E)	18	/03/2018 to 31/10/2018				<u>I</u>	
Research Timeframe	1.	Start collect data: 1/5/2018		4. Data sent for validation: 14/6/2018			
Add planned deadlines (for first cycle if more than 1)	2.	Data collected: 31/5/2018			5. Outputs sent for validation: 10/9/2018		
	3.	Data analysed: 1/8/2018			6. Outputs published: 30/9/2018		
Number of assessments	Χ	Single assessment (one cy	cle)				
		Multi assessment (more that	an c	ne cy	/cle)		
Humanitarian milestones		Milestone			Deadline)	
Specify what will the assessment inform and when		Donor plan/strategy					
e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;		Inter-cluster plan/strategy 2019)	(H	INO	1/8/2018		
Reviseu Flasii Appeal,		Cluster plan/strategy					
		NGO platform plan/strategy	,				
	Χ	Other (Specify):					
		Audience type			Dissemi	nat	ion

Audience Type & Dissemination Specify who	X Strategic X Programmatic	X General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)			
will the assessment inform		X Cluster Mailing (Education, Shelter and WASH)			
and how you will disseminate	X Operational	and presentation of findings at next cluster			
to inform the audience	□ [Other, Specify]	meeting			
		X Presentation of findings (Key findings presentation – facilitated by the cluster)			
		X Website Dissemination (Relief Web & REACH Resource Centre)			
		□ [Other, Specify]			
Detailed dissemination	□ Yes	X No			
plan required					
General Objective	To strengthen the education sector's e	i lividence-based approach to addressing issues in			
	access and quality of education in a	cross accessible opposition-controlled areas in			
	Syria and inform effective response pl	anning by the Education in Emergency Working			
	Group (EiEWG) for sub-districts in Al	eppo, Ar-Raqqa, Dar'a, Deir-ez-Zor, Hama, Al-			
	Hasakeh, Idleb, and Quneitra.				
Specific Objective(s)	The specific objectives of the education assessment are to identify:				
	Approximate numbers of school a district ¹	h			
		tion, and the educational needs of school-aged			
	children disaggregated by sub-dis	trict across assessed areas in Syria.			
Research Questions		of the school-aged children (including IDPs, conflict populations) in assessed areas across			
	1	d-children have access to education across			
	3. What is the quality of education fo Syria? ²	r school-aged children across assessed areas in			
	4. What are the main education no areas in Syria?	eeds of school-aged-children across assessed			
	5. What are the barriers preventing areas across Syria?	children from accessing education in assessed			
	1	ent's school attendance, repetitions and dropout			
		ehold level survey, what is the enrolment and			
	availability of early childhood education and home learning for pre-primary school aged children (aged 3-4)-? ³				

¹ A school aged child for the education assessment is defined as a person between the age of 5-17.

² Quality of education is measured by the number of teachers and education personnel trained, number of teachers and education personnel receiving incentives (salary/non-salary), number of teachers and education personnel receiving teaching resources, kits and guides, number of school-aged children receiving textbooks and the number of school-aged children receiving supplementary materials in formal and non-formal/informal settings.

³ It may be too specific of a question for KIs to know the enrollement and availability of early childhood and home learning for children aged 0-4; therefore, only households are asked questions related to this.

Geographic Coverage	77 (60 direct and 17 remote) accessible sub-districts in in Aleppo, Ar-Raqqa, Dar'a, Deir-ez-Zor, Hama, Al-Hasakeh, Idleb, and Quneitra governorates in Syria. (Annex 1, map and table)							
Secondary data sources	H	NO 2018						
Population(s)	Χ	IDPs in camp			Χ	X IDPs in informal sites		
Select all that apply	Χ	IDPs in host communities				IDPs [Other, Spe	ecify]	
		□ Refugees in camp				Refugees in info	ormal sites	
		□ Refugees in host communities			Refugees [Othe	er, Specify]		
	Χ	Non-displaced (hosting)			Χ	Non-displaced	(not hosting)	
	Χ	Returnees				[Other, Specify]		
Stratification	Х	Geographical #: sub-district (admin 3)		Gro	up :	#:	□ [Other Specify] #:	
Select type(s) and enter number of strata		Population size per strata				tion size per	Population size per strata is known?	
		is known? X Yes □ No			es No		□ Yes □ No	
Data collection tool(s)	Х	Structured (Quantitative)				Semi-s		
	Sampling method				Data coll	lection method		
	. •				Data oon	lection method		
Structured data		Purposive					erview (Target #):	
collection tool # 1						Key informant inte		
collection tool # 1 Select sampling and data collection method and specify		Purposive	ndo	m		Key informant inte	erview (Target #):	
collection tool # 1 Select sampling and data	XI	Purposive Probability / Simple random	ndo	m	X	Key informant inte	erview (Target #): (Target #):	
collection tool # 1 Select sampling and data collection method and specify	XIXI	Purposive Probability / Simple random Probability / Stratified simple ra Probability / Cluster sampling			X	Key informant inte Group discussion Household intervieus	erview (Target #): (Target #): ew (Target #): 7,465	
collection tool # 1 Select sampling and data collection method and specify	XIXI	Purposive Probability / Simple random Probability / Stratified simple ra Probability / Cluster sampling Probability / Stratified cluster sa			X	Key informant inte Group discussion Household intervie Individual interviev Direct observation	erview (Target #): (Target #): ew (Target #): 7,465 w (Target #): ns (Target #):	
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Structured data collection tool # 3	X Purposive	X Key informant interview (Target #):		
Select sampling and data	□ Snowballing	□ Individual interview (Target #):		
collection method and specify target # interviews	□ [Other, Specify]	□ Focus group discussion (Target #):		
		□ School interview (Target #): All Schools in		
		communities where HH interviews took place		
Target level of precision if	95% level of confidence	10% margin of error		
probability sampling		· ·		
Data management platform(s)	X IMPACT	UNHCR		
piacionii(o)				
	X UNICEF			
Expected output type(s)	□ Situation overview #: X Re	eport #:1 Profile #:		
	X Presentation (Preliminary X Pr findings) #: 1	esentation (Final) #: X Factsheet #: 8 (Governorate level)		
	□ Interactive dashboard #: _ □ W	eb map #: X Map #: 1		
	□ [Other, Specify] #:			
Access	,	rce centre and other humanitarian platforms)		
	Restricted (bilateral dissemination publication on REACH or other plants)	on only upon agreed dissemination list, no atforms)		
Visibility Specify which logos should be on outputs	REACH, UNICEF			

2. Rationale

Since the beginning of the crisis in March 2011, conflict has caused 5.5 million Syrians to flee to neighbouring countries and further abroad. Within Syria, 6.1 million people, of which almost 2 million are school-aged children, have been internally displaced (Humanitarian Needs Overview (HNO) 2018). The volatile security and access situation within the country impacts children and their ability to access education. Education, as well as other social services, have been hindered by the destruction of infrastructure, displacement, injuries, loss of life and resulting distress. Furthermore, the ability to provide adequate response is hindered by the limited information on humanitarian needs and vulnerability in the education sector.

REACH will build upon the annual education assessment, last carried out in 2017, which was based on data from the education management information system (EMIS) and a Multisectoral Needs Assessment (MSNA) by the United Nations Office for Coordination of Humanitarian Affairs (UNOCHA), on behalf of UN International Children's Fund (UNICEF). This assessment will take place across accessible governorates in opposition-controlled areas in northwest, northeast and south Syria, collecting information on access and quality of education relating to types of curriculum, attendance, repetitions and dropouts, the state of school facilities, school staffing and training, education barriers, and primary needs.

In addition, the findings will be analysed to develop relevant governorate profile factsheets and a comprehensive report. The findings will be used to inform relevant decision makers and external stakeholders, providing these actors information to inform response planning, programme development and proposals, advocacy materials, and increase general awareness of the important education issues and provide up-to-date education data to inform the HNO 2019.

3. Research Objectives and Questions

3.1. RESEARCH OBJECTIVES

Primary objective: To strengthen the education sector's evidence-based approach to addressing issues in access and quality of education in across accessible opposition-controlled areas in Syria and inform effective response planning by the Education in Emergency Working Group (EiEWG) for sub-districts in Aleppo, Ar-Raqqa, Dar'a, Deir-ez-Zor, Hama, Al-Hasakeh, Idleb, and Quneitra.

In addition, this assessment will also help the education sector by informing the HNO 2019, including the Whole of Syria (WoS) education sector severity scale. Specifically, the assessment will seek to understand the current status of schools, students, and teachers in terms of institutional functionality, enrolment, and grade repetition, and dropouts. Together with information on the main barriers that students face in accessing education and priority needs of schools, this assessment will provide a means for an impactful response based on the needs of specific areas and population groups.

Specific objectives:

- 1. Approximate numbers of school aged children People in Need (PiN) in each sub-district⁴
- 2. Identify the education needs of school aged children disaggregated by sub-district across assessed areas in Syria.

3.2 RESEARCH QUESTIONS

The research intends to reach its objectives by answering the following questions:

- 1. What is the demographic profile of the school-aged children (including IDPs, spontaneous returnees, and preconflict populations) in accessible areas across Syria?
- 2. What percentage of school-aged-children have access to education across assessed areas in Syria?
- 3. What is the quality of education for school-aged children across assessed areas in Syria?⁵
- 4. What are the primary education needs of school-aged-children across assessed areas in Syria?
- 5. What are the barriers preventing children from accessing education in assessed areas across Syria?
- 6. What is the total number of student's school attendance, repetitions and dropouts in accessible areas across Syria?
- 7. With reference only to the household level survey, what is the enrolment and availability of early childhood education and home learning for children aged 0-4?

3. Methodology

3.1. METHODOLOGY OVERVIEW

The assessment will use a mixed methodology to gather data on as wide an area as possible – reaching both directly accessible and remotely accessible areas – using REACH enumerators. Where access and security allow, data will be collected directly through randomly selected household interviews and school-level questionnaires in 60 sub-districts. Where

⁴ A school aged child for the education assessment is defined as a person between the age of 5-17.

⁵ Quality of education is measured by the number of teachers and education personnel trained, number of teachers and education personnel receiving incentives (salary/non-salary), number of teachers and education personnel receiving teaching resources, kits and guides, number of school-aged children receiving textbooks and the number of school-aged children receiving supplementary materials in formal and non-formal/informal settings.

this is not feasible, data will be collected through remote KI interviews with purposively sampled members of the community in 17 sub-districts.

3.2 POPULATION OF INTEREST

The household level assessment focuses on children under 5 (aged 3-4 inclusive) and school-aged children (aged 5-17 inclusive) and their households disaggregated by gender. Children will <u>not</u> be interviewed directly under any circumstances but instead information for these population groups will be collected through the heads of households/ KIs.

The school and KI level assessments focuses on in pre-primary school-aged children (3-4) school-aged children (aged 5-17 inclusive) disaggregated by and gender.

3.3 SECONDARY DATA REVIEW

REACH will refer to HNO 2018 for children under age 5 (0-4) and school-aged (5-17) population figures to inform the sampling frame.

3.4 PRIMARY DATA COLLECTION

Directly accessible areas

For areas where administration of household-level surveys is possible, interviews will be conducted to allow findings to be representative at the sub-district level with a 95% confidence level and a 10% margin of error. At the governorate and country level the sample will be representative with a 95% confidence interval and a maximum margin of error of 5%.6

In addition, in communities where household-surveys are administered, school-level interviews will also be conducted. All accessible schools in assessed communities will be surveyed. Given the time restraints facing the project and the potential that data collection begins after school is dismissed for summer holiday, it may be necessary to identify staff or, preferably, headmasters of the assessed schools and interview them outside of school whether directly or remotely. If school surveys require more time for data collection after school are closed on May 10, where and when possible, school staff such as teachers and headmasters will be identified by the KIs during the first weeks of data collection and will be contacted outside of school in order for the necessary information to be collected.

Household interviews

Where household-level data collection is possible, random household sampling will be implemented to generate a statistically significant stratified sample designed to allow findings to be representative at the sub-district level with a 95% confidence level and 10% margin of error. As such, approximately 101 household interviews will be conducted in each sub-district. Furthermore, during data analysis, weighting will be conducted for any aggregated results, to account for the fact that a household in a smaller sub-district will be more likely to be selected across the entire area assessed; this will allow results to be representative at the governorate and country level with a confidence level of at least 95% and maximum margin of error 5%. Findings at the governorate level will only be generalisable to the sub-districts included in the sampling frame. Findings at the country level will only be generalizable to the governorates included in the sampling frame. The targets for the household surveys are as follows:

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⁶ The wording 'maximum' here is to convey that while the margin of error is set to 5%, governorates with a higher number of subdistricts will have a lower margin of error.

Governorate	Number of surveys	Sub-districts Assessed
Aleppo	327	3
Al-Hasakeh	1,849	16
Ar-Raqqa	823	8
Dar'a	1,208	12
Hama	101	1
Idleb	2,679	24
Quneitra	3,96	4
Total	7,383	68

The sampling frame will consist of school-aged populations in all accessible communities within the sub-districts to be assessed. In some sub-districts, certain communities or parts of communities may be or may become inaccessible due to security constraints. In either case, the safety of REACH enumerators will be the first consideration during data collection, and a flexible approach to data collection will be utilised. If household data collection becomes not feasible in some communities, then the KI methodology will be adopted instead for the sub-district. Any exclusions that are made in the data collection based on a change in access will be logged and reported in the limitations of the analysis.

The unit of measurement to be used in the survey is the household with at least one child aged 0 - 17, though respondents will also be asked to detail the number of household members disaggregated by age and sex, to allow responses to certain questions to be analysed at the individual level or by population group. Furthermore, initial questions will be asked regarding the total number of people within a household to allow the total number of people per household to be determined. For the purposes of this assessment, a household is defined as a group living together, generally eating with one pot (sharing food); as such, within one shelter there may be several households. If a randomly selected HH does not have a child aged 0-17, then another household will be identified randomly.

The sampling strategy will have two scenarios: 1) two-stage random sampling and 2) cluster sampling.

The primary method will be to conduct a two-stage random sampling. Within each sub-district, two-stage random sampling stratified at the subdistrict level will be implemented to randomly generate communities to assess and the number of households to survey in each community. This will be done by creating a list of all directly accessible communities which will have the target population size for each community. Using an application built in R, this list will be stratified by subdistricts and will produce a sampling frame comprised of the communities that will be assessed in each subdistrict. Communities in this sampling frame are randomly selected based on the proportion of its school-aged population size to that of the total school-aged population size of the subdistrict. For each randomly selected community the sampling calculation will also output the number of households that must be sampled in order for the results to be representative at the subdistrict level. The probability that a community is selected, as well as the number of surveys to conduct per community, will therefore be influenced by the comparative school-aged population size of the community; this ensures that all households within the sub-district have the same probability of being selected for the survey. However, if the two-stage random ramping generates a frame where a sub-district has more than 20 communities to be assessed (20 sub-districts in total), those sub-districts will be resampled using cluster sampling, with a cluster size of 5. Using this strategy, the number of surveys proportional to the size of the school-aged population within the cluster. This is because assessing more than 20 communities in a sub-district would not be feasible (due to travel time and other logistical constraints) for enumerators to reach the target number of surveys for a sub-district. To account for the design effect of cluster sampling, a higher number of surveys will be collected in these sub-districts to meet the same confidence level and error margins as in the sub-districts where two-stage sampling is used. The cluster sampled sub-districts will also be adjusted for design effect in the analysis stage. Lastly, as the target precision of the household data collected using cluster and two-stage sampling will be the same, this data can be aggregated together at the governorate and country level and can be compared between sub-districts.

⁷ Proportional to Population Size method

School Interviews

In communities where household-surveys are administered, school-level interviews will also be conducted. It will be the aim of the assessment that all schools operating in assessed communities will be surveyed. At the very least, the assessment should aim to collect data from at least one of each type of educational facility (pre-K, primary/lower-secondary, and upper-secondary schools). To build a list of schools, the household survey will include a question on the schools the children in the household attend; thus, providing a linkage between the household and school data. In addition, the household survey will ask if the household members are aware of other schools that school aged children attend in the community other than the school their child attends. Given the time restraints facing the project and the potential that data collection begins after school is dismissed for summer holiday, it may be necessary to identify staff or, preferably, headmasters of the assessed schools and interview them outside of school, whether directly or remotely.

Remotely accessible areas

For areas in which data will be collected through KI interviews, 376 KI interviews will be conducted at the community level in each sub-district and reported at the sub-district level during analysis. We aim to survey all accessible communities in each remotely assessed sub-district for the findings to be representative, but because KIs will purposely selected we cannot generalize with a quantified level of precision. Where it is not possible to assess every community in the sub-district, the aim will be to cover additional KI interviews to ensure a wider coverage of assessed communities. KIs will be selected based on existing networks and snowballing. A KI profile may include a headmaster, teacher, education official, community leader, etc.

Key informant interviews

In each sub-district, an average of 18 KIs will be assessed. In each sub-district, the exact number of KI interviews will depend on the number and size of school-aged populations in the communities in the sub-district. The aim will be at least 1 KI reporting on each community. To account for difficulties reporting across large communities, where a community is larger than 2,000 people, a greater number of KIs will be interviewed and their responses aggregated. The rule used for the number of KIs per community is as follows:

Community size	Min number of KIs
0–2,000	1
2,000-10,000	3
10,000 +	5

A total of 376 KI interviews will be conducted in remotely accessible areas at the community level in each sub-district and reported at the sub-district level during analysis, although (as is typical with KI interviews) findings will be indicative rather than representative of either the community or sub-district. The alternative option of having KIs report at the sub-district level is not preferred as it is difficult for KIs to report on the larger geographical area due to a lack of detailed knowledge of multiple communities.

3.5. DATA PROCESSING & ANALYSIS

Data will be entered and cleaned daily. Data cleaning will involve continuous follow-up with field teams to clarify and correct any discrepancies. Lastly, data cleaning logs and the respective raw data will be kept for all three surveys types which will continuously be updated during data collection to minimise data cleaning efforts following the completion of data collection.

Immediately following completion of data collection, a final review of data will be undertaken to identify any errors, recode and translate entries. Assessment teams will conduct outlier checks, analysis of 'other' responses, identification and removal or replacement of incomplete or inaccurate records, and recoding and standardisation of entries.

Household survey data will be aggregated to the governorate and country levels. While aggregations of the household surveys to the sub-district level will be representative, it will be necessary to weight the sub-districts when aggregating to the governorate level. Weighting coefficients will be proportional to the population sizes of the sub-districts that comprise a governorate. In analysising the data, responses from household surveys will be weighted based on the number of households surveyed in a sub-district relative to the number of households in that-subdistrict. This ensures that results are aggregated to the sub-district and governorate levels, they are not skewed by the methodological differences in number of surveys collected per household in different sub-districts.

Data collected through the KI interviews will be aggregated to the community level using a confidence rating system. The type of KI will be recorded during each interview. Different types of KIs are assumed to have better knowledge to the answer questions related to education than others. For example, a KI working as the headmaster of a school or a teacher can accurately assess the education needs in their own community, and thus their responses to questions may be considered more trustworthy than those of other Kls. The most common response to Kl survey categorical variables will be identified. If there are conflicting responses and no clear "most common" response, in the case of categorical variables, a KI confidence level (CL)9 based on the type of KI will be applied when triangulating the data from several KIs10. Therefore, for the KI data, for categorical variables, if multiple answers are found to have the same top score, the answer with the highest individual confidence level (CL) is retained. For numerical variables in the KI data, the value of the variable will be the weighted average of the KI responses in that community¹¹.

The average confidence level of KIs reporting on each individual variable is declared as 1-3 as follows (with 3 being the highest level of expertise):

Type of Key Informant		Confidence Rating
Teacher of the school	school_teacher	3
Headmaster of the school	school_headmaster	3
NGO/Humanitarian Aid Worker	ngo_aid_worker	2
Community based organization	community_org_staff_manager	2
staff/manager		
Local administration	local_admin	2
Social Worker	social_worker	2
Other (local person)	Other	2
Community Leader/tribe	community_leader_tribe_mukhatar	1
leader/Mukhatar		
IDPs representative	idp_representative	1

These confidence levels were determined in collaboration with field teams and enumerators.

⁸ The formula used in weighted weighting by REACH is (A/B) / (C/D) where A is the total HH in the sub-disitrct, B is total HHs in assessed sub-districts, C is the number of HH assessed in the sub-district and D is the number of HHs assessed in the country.

⁹ KIs of each type are assigned a confidence level (CL) of 1 to 3, with a score of 3 indicating that they are among the most likely community members to be able to provide accurate information. Confidence levels for each KI type were nominated independently by REACH teams.

¹⁰ This is in line with recommendations made by an evaluation of data management practices implemented during the 2014 Syria Multi-Sector Needs Assessment – specifically regarding the need to retain data.

¹¹ See Annex 3

KI data aggregated at the community level will be aggregated to the sub-district level by using weighting coefficients proportional to the population sizes of the sub-districts that comprise a governorate. Data will be processed using a combination of statistical analysis tools and Excel, with visualizations created using Excel, R, tableau, and ArcGIS.

4. Roles and responsibilities

5.1. Roles and Responsibilities

Table 2: Description of roles and responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
Define research scope	UNICEF/ Assessment Officer	UNICEF	Clusters, donors, partners/ REACH HQ	Partners
Define indicator list and questionnaire	Assessment Officer	UNICEF	Clusters, donors, partners/REA CH HQ	Partners
Define sampling frame	Assessment Officer	UNICEF	Partners/RE ACH/ HQ	Partners
Organise data collection	Assessment Officer/ Senior Field Officer	Assessment Officer	UNICEF, partners	UNICEF, partners
Conduct data cleaning	Assessment Officer/ Database Officer	Assessment Officer	UNICEF/REAC H HQ	UNICEF
Produce analysis plan	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/RE ACH HQ	UNICEF
Draft skeleton report	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/ REACH HQ	UNICEF
Conduct analysis	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/RE ACH HQ	UNICEF, partners, clusters
Draft full report	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/ REACH HQ	UNICEF, partners, clusters, donors
Produce factsheets	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/ REACH HQ	UNICEF, partners, clusters

Responsible: the person(s) who execute the task.

Accountable: the person who validate the completion of the task and is accountable of the final output or milestone

Consulted: the person(s) who must be consulted when the task is implemented **Informed:** the person(s) who need to be informed when the task is completed

NB: Only one person can be Accountable; the only scenario when the same person is listed twice for a task is when the same person is both Responsible and Accountable.

5.2. Resources: HR, Logistic and Financial

In terms of resources mobilisation:

- Enumerators will be hired on temporary contracts, fitting with data collection timelines.
- The project will have HR, logistical and financial support from ACTED/REACH offices based in Amman, Jordan.

5. Data Analysis Plan

Research questions	IN#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses	Data collection level
Demographics of School- Aged children	Household HH	HH Interview	Age	How old is the person		HH
	School 6.3.1 School 6.3.2	School Interview	Student enrolment, by gender	Number of students per grade, by gender		School
	Household D	HH Interview	Displacement status	Does the household member fall under any category of the following displacement categories?	1. Resident 2. IDP 3. Spontaneous Returnee	HH
	Household D	HH Interview	Length of displacement	How long has the IDP/SR in the household been displaced?	Years, Months	НН
	Household D	HH Interview	Multiple displacement	How many times has the IDP/SR been displaced?		НН
	Household HH	HH Interview	Household composition	Is the person's natural mother alive?	1. Yes 2. No 3. Do not know 4. No Answer	НН
	Household HH	HH Interview		Does the person's natural mother live in this household?	1. Yes 2. No 3. Do not know 4. No Answer	НН
	Household HH	HH Interview		(If natural mother lives elsewhere) here does (name)'s natural mother live	Abroad Elsewhere in same region Elsewhere in other region	НН
	Household HH	HH Interview		Is the person's natural father alive?	1. Yes 2. No 3. Do not know 4. No Answer	НН

Household HH	HH Interview		Does the person's natural father live in this household?	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household HH	HH Interview		(If natural father lives elsewhere) here does (name)'s natural father live	Abroad Elsewhere in same region Elsewhere in other region	НН
Household ED XX	HH Interview	Early childhood education	Has the person ever attended school or any Early Childhood Care and Education (ECCE) programme?	1. Yes 2. No 3. Do not know 4. No Answer	НН
Household ED XX	HH Interview		Did they receive any certification for attending an ECCE programme?	1. Yes 2. No 3. Do not know 4. No Answer	НН
Household ED XX	HH Interview	School-aged education	What category was the highest- level of education completed?	1. Formal 2. Non-Formal 3. Both	НН
Household ED XX	HH Interview		Type of non- formal education	1. Remedial classes 2. Accelerated Learning Programmes 3. Catch-up classes 4. Literacy and Numeracy 5. Language 6. Non-formal technical and vocational training 7. E-learning 8. Do not know 9. None	НН
Household ED XX	HH Interview		Grade or level of formal education		НН
Household ED	HH Interview		Did they receive any certification for attending an ECCE or school programme?	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household ED XX	HH Interview	Number/proportion of students repeating grades	Did they repeat a grade	1. Yes 2. No 3. Do not know 4. No Answer	НН
Household ED XX	HH Interview		(if repeated) What grade did she/he repeat		НН

School 6.3.1 School 6.3.2 School 6.3.2	School Interview	Total enrolment per grade, by gender	Total enrolment per grade, by gender		School
School 6.3.1 School 6.3.2 School 6.3.3	School Interview	Total dropout per grade by enrolment status, by gender	Total dropout per grade by enrolment status, by gender		School
School 6.3.1 School 6.3.2 School 6.3.4	School Interview	Total repetition per grade by enrolment status, by gender	Total repetition per grade by enrolment status, by gender		School
School 6.3.1 School 6.3.2 School 6.3.5	School Interview	Number of IDP students in community (community)	Number of IDP students, per grade		School
Community 4.B.2	Community KI Interview		Do you know the total number of IDP students attending school in this community?	1. Yes 2. No 3. Do not know 4. No Answer	Community
Community 4.B.3	Community KI Interview		What is the total number of IDP students attending school in this community?		Community
Household D	HH Interview		Does the household member fall under any category of the following displacement categories?	1. Resident 2. IDP 3. Spontaneous Returnee	HH Interview
School 6.3.1 School 6.3.2	School Interview	Number of IDP students repeating grade per grade, by gender	Number of IDP students repeating grade per grade		School
School 6.3.1 School 6.3.2	School Interview	Number of IDP students dropping out per grade, by gender	Number of IDP students dropping out per grade		School
Community 8.1	Community KI Interview	Origin of IDP students	Please provide to the best of your knowledge the origins of your IDP students	Governorate District Subdistrict Community	Community

Household D	HH Interview		Displaced from	 Governorate District Subdistrict Community 	НН
School 8.1	School Interview		Please provide to the best of your knowledge the origins of your IDP students	Governorate District Subdistrict Community	School
School 6.3.1 School 6.3.2	School Interview	Number of returnee students in community (community)	Number of returnee students per grade		School
Community 4.C.2	Community KI Interview		Do you know the total number of returnee students attending school in this community?	1. Yes 2. No 3. Do not know 4. No Answer	Community
Community 4.C.3	Community KI Interview		What is the total number of returnee students attending school in this community?		Community
Household D	HH Interview		Does the household member fall under any category of the following displacement categories?	1. Resident 2. IDP 3. Spontaneous Returnee	НН
School 6.3.1 School 6.3.2	School Interview	Number of returnee students repeating grade per grade, by gender	Number of returnee students repeating grade per grade		School
School 6.3.1 School 6.3.2	School Interview	Number of returnee students dropping out per grade, by gender	Number of returnee students dropping out per grade		School
Community 4.C.4	Community KI Interview	Point of last departure of returnee students	Please provide to the best of your knowledge the from where your returnee students came back	Governorate District Subdistrict Community	Community
Household D	HH		Departed from	Governorate District Subdistrict Community	НН
School 8.2	School Interview		Please provide to the best of your knowledge the from where your returnee students came back	Governorate District Subdistrict Community	School

	Community 4.A.2 Community 4.A.3	Community KI Interview Community KI Interview	Number of resident students in community (community)	Do you know the total number of resident students attending school in this community? What is the total number of resident students attending school in this	1. Yes 2. No 3. Do not know 4. No Answer	Community
	School 6.2	School Interview	Types of disabilities and number of children	community? What types of disabilities do these students have?	1. Vision 2. Hearing 3. Physical movement 4. Cognition 5. None	School
	Household ED	HH		Does the household member have difficulty with any of the following?	1. Vision 2. Hearing 3. Physical movement 4. Cognition 5. None	НН
	Community 4.D.6	Community KI Interview	Types of disabilities of students in community (community)	(If community has students w/ disabilities) What types of disabilities do they have? (select multiple)	1. Vision 2. Hearing 3. Physical movement 4. Cognition 5. None	Community
	Household ED	НН	Severity of disability	What is the level of difficulty for the person have with [disability selected]	No difficulty Some difficulty A lot of difficulty Unable to do at call	НН
	Community 4.A.4	Community KI Interview	Existence of students with disabilities in community	Do you know of school-aged children in your community with disabilities?	1. Yes 2. No 3. Do not know 4. No Answer	Community
Access to Education	Household ED	НН	Number of students enrolled	At any time during the current school year did the person attend school or any Early Childhood Care Education (ECCE) Programme?	1. Yes 2. No 3. Do not know 4. No Answer	НН
	Household ED	НН	Proportion of students enrolled	At any time during the current school year did the person attend school or any Early Childhood Care Education (ECCE) Programme?	1. Yes 2. No 3. Do not know 4. No Answer	НН

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Household ED	НН	Type of education	What category of education is she/he currently enrolled in?	1. Formal 2. Non-Formal 3. Both	НН
Household ED	НН	Type of non- formal education	Type of non- formal education	1. Remedial classes 2. Accelerated Learning Programmes 3. Catch-up classes 4. Literacy and Numeracy 5. Language 6. Non-formal technical and vocational training 7. E-learning 8. Do not know 9. None	HH
Household ED	НН	Grade of formal education	Grade or level of formal education		НН
Household ED	HH	Number of students enrolled	At any time during the previous school year did the person attend school or any Early Childhood Care Education (ECCE) Programme?	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household ED	НН	Proportion of students enrolled	At any time during the previous school year did the person attend school or any Early Childhood Care Education (ECCE) Programme?	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household ED	НН	Type of education	What category of education was she/he enrolled in?	1. Formal 2. Non-Formal 3. Both	HH
Household ED	НН	Type of non- formal education	Type of non- formal education	1. Remedial classes 2. Accelerated Learning Programmes 3. Catch-up classes 4. Literacy and Numeracy 5. Language 6. Non-formal technical and vocational training 7. E-learning 8. Do not know 9. None	НН

Household ED	НН	Grade of formal education	Grade or level of formal education		НН
Community 4.D.1	Community KI Interview	Number of schools in community	How many schools are there in this community? (functioning and not functioning)		Community
Household ED	HH Interview	Number of schools in community	What is the name of the school the child attends?		НН
Household HH19	HH Interview		Other than the school(s) the attended by children in this household, what other schools do students attend? Please list them by name.		HH
School 3.1	School Interview	Number of schools in community, by type	Number of Schools in community		School
School 3.2	School Interview	Number of functioning schools in community	Number of functioning schools in community		School
School 4.2	School Interview	Number of schools in community, by type	What type of school is this	1. Pre-primary 2. Primary (4-levels) 3. Primary (6-levels) 4. Primary/Lower Secondary (9-levels) 5. Lower Secondary (3-levels) 6. Upper Secondary (3-levels)	School
School 4.2.1	School Interview	Number of secondary schools in community, by type	What type of upper secondary school is this?0	1. General 2. Vocational 3. Combined	School
School 4.3	School Interview	Number of schools in community, by gender	What type of school is this by gender?	1. Boys 2. Girls 3. Combined	School
Household ED	HH Interview	Location of schools	Where are the schools located?		НН
Household HH20	HH Interview		Where are the schools located?		НН

Community 4.D.2	Community KI Interview	Proportion of functioning schools	What percentage of educational facilities are functional in the community? Please provide your best estimate. (select one)	1. 100-90% 2. 89-85% 3. 84-75% 4. 74-65% 5. 64-55% 6. 54-45% 7. <= 44% 8. Do not know 9. No answer	Community
School 3.2	School Interview		Number of functioning schools in community		School
Community 4.D.3	Community KI Interview	Number/proportion of schools offering PSS or SEL	How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number)		Community
Household ED	HH Interview		Does the school have staff or program for psychosocial support, social emotional learning, or other counselling? (y/n)	1. Yes 2. No 3. Do not know 4. No Answer	HH
School 4.13	School Interview		Does this school have staff or program for psychosocial support, social emotional learning, or other counselling? (yes or no)	1. Yes 2. No 3. Do not know 4. No Answer	School
Community 4. D.4	Community KI Interview	Non-Formal Education in Community	What types of non-formal education is available to learners in this community? (select all that apply)	1. Remedial classes 2. Accelerated Learning Programmes 3. Catch-up classes 4. Literacy and Numeracy 5. Language 6. Non-formal technical and vocational training 7. E-learning 8. Do not know 9. None	Community

School 3.3	School Interview		What types of non-formal education is available to learners in this community? (select all that apply)	1. Remedial classes 2. Accelerated Learning Programmes 3. Catch-up classes 4. Literacy and Numeracy 5. Language 6. Non-formal technical and vocational training 7. E-learning 8. Do not know 9. None	School
Community 5.1.1	Community KI Interview	IDP student access to education (community)	What percentage of IDP children/youths are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)	1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-99% 6. 100% 7. Don't know 8. No Answer	Community
Community 5.1.2	Community KI Interview	Resident student access to education (community)	What percentage of resident children/youths are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)	1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-99% 6. 100% 7. Don't know 8. No Answer	Community
Community 5.1.3	Community KI Interview	Returnee student access to education (community)	What percentage of returnee children/youths are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)	1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-99% 6. 100% 7. Don't know 8. No Answer	Community

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Barriers to Accessing Education	Household ED XX	HH interview	Barrier to education (general)	What are the most common reasons why the school aged child in the household did not attend school or any ECCE Programme?	1. Child needs to work/help family 2. Children are psychologically distressed 3. Corporal punishment in school 4. Cost of transportation 5. Denied enrolment due to lack of documentation 6. Early marriage 7. IDPs not allowed to attend the local schools 8. Lack of access for disabled students 9. Lack of certification and recognition of curricula 10. Lack of learning materials 11. Lack of sanitation, adequate WASH facilities in school 12. Limited number of teachers 13. Poor quality of teaching 15. School curriculum is not preferred by parents/students 16. School destroyed/damaged or occupied by IDPs or armed groups 17. School is teaching in nonpreferred language 18. Teachers are psychologically distressed 19. The route to school is not safe 20. Tuition or supplies not affordable 21. Other, please specify 22. Do not know 23. No answer	HH
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	Community 6.1	Community KI Interview	Barriers to education (aged 5-14) (community)	What are the most common reasons why school-aged children (5-14 years) were not going to school from Jan 2018 to present? (select up to 3 in ranking order)	1. Child needs to work/help family 2. Children are psychologically distressed 3. Corporal punishment in school 4. Cost of transportation 5. Denied enrolment due to lack of documentation 6. Early marriage 7. IDPs not allowed to attend the local schools 8. Lack of access for disabled students 9. Lack of certification and recognition of curricula 10. Lack of learning materials 11. Lack of sanitation, adequate WASH facilities in school 12. Limited number of teachers 13. Poor quality of teaching 15. School curriculum is not preferred by parents/students 16. School destroyed/damaged or occupied by IDPs or armed groups 17. School is teaching in non-preferred language 18. Teachers are psychologically distressed 19. The route to school is not safe 20. Tuition or supplies not affordable 21. Other, please specify 22. Do not know 23. No answer	Community
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School 7.1	School Interview	What are the 3 most common reasons students aged 5-14 did not attend school from Jan 2018 to present? (school)	1. Child needs to work/help family 2. Children are psychologically distressed 3. Corporal punishment in school 4. Cost of transportation 5. Denied enrolment due to lack of documentation 6. Early marriage 7. IDPs not allowed to attend the local schools 8. Lack of access for disabled students 9. Lack of certification and recognition of curricula 10. Lack of learning materials 11. Lack of sanitation, adequate WASH facilities in school 12. Limited number of teachers 13. Poor quality of teaching 15. School curriculum is not preferred by parents/students 16. School destroyed/damaged or occupied by IDPs or armed groups 17. School is teaching in non-preferred language 18. Teachers are psychologically distressed 19. The route to school is not safe 20. Tuition or supplies not affordable 21. Other, please specific.	School
			specify 22. Do not know 23. No answer	

	Community 6.2	Community KI Interview	Barriers to education (aged 15-17) (community)	What are the most common reasons why school-aged children (15-17 years) were not going to school from Jan 2018 to present? (select up to 3 in ranking order)	1. Child needs to work/help family 2. Children are psychologically distressed 3. Corporal punishment in school 4. Cost of transportation 5. Denied enrolment due to lack of documentation 6. Early marriage 7. IDPs not allowed to attend the local schools 8. Lack of access for disabled students 9. Lack of certification and recognition of curricula 10. Lack of learning materials 11. Lack of sanitation, adequate WASH facilities in school 12. Limited number of teachers 13. Poor quality of teaching 15. School curriculum is not preferred by parents/students 16. School destroyed/damaged or occupied by IDPs or armed groups 17. School is teaching in non-preferred language 18. Teachers are psychologically distressed 19. The route to school is not safe 20. Tuition or supplies not affordable 21. Other, please specify 22. Do not know	Community
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School 7.2	School Interview	What are the 3 most common reasons students aged 15-17 did not attend school from Jan 2018 to present? (school)	1. Child needs to work/help family 2. Children are psychologically distressed 3. Corporal punishment in school 4. Cost of transportation 5. Denied enrolment due to lack of documentation 6. Early marriage 7. IDPs not allowed to attend the local schools 8. Lack of access for disabled students 9. Lack of certification and recognition of curricula 10. Lack of learning materials 11. Lack of sanitation, adequate WASH facilities in school 12. Limited number of teachers 13. Poor quality of teaching 15. School curriculum is not preferred by parents/students 16. School destroyed/damaged or occupied by IDPs or armed groups 17. School is teaching in non-preferred language 18. Teachers are psychologically distressed 19. The route to school is not safe 20. Tuition or supplies not	School
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Education Assessment, Whole of Syria

Education needs	Community 6.3	Community KI Interview	Education needs (community)	What are the most urgent educational needs right now in your community? (select up to 3 in ranking order)	1. Additional classrooms 2. Appropriate WASH facilities 3. Cooperation with community to get children back to school 4. Counselling for psychosocial stress 5. Early childhood development 6. Ensuring safety/security for children and teachers 7. Fuel for heating 8. No urgent needs 9. Provision of functional classrooms 10. Provision of teaching supplies/kits 11. Qualified teachers 12. Recognition and/org certification of curriculum 13. Resources to pay teachers 14. School equipment (desks, chairs etc) 15. Teaching and learning materials 16. Teacher training 17. Other, please specif7 18. Do not know 19. No answer	Community
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Household	School Interview HH Interview	School-supplies	What are the 3 most urgent educational needs of your students? Do school-aged-bousehold	1. Additional classrooms 2. Appropriate WASH facilities 3. Cooperation with community to get children back to school 4. Counselling for psychosocial stress 5. Early childhood development 6. Ensuring safety/security for children and teachers 7. Fuel for heating 8. No urgent needs 9. Provision of functional classrooms 10. Provision of teaching supplies/kits 11. Qualified teachers 12. Recognition and/org certification of curriculum 13. Resources to pay teachers 14. School equipment (desks, chairs etc) 15. Teaching and learning materials 16. Teacher training 17. Other, please specif7 18. Do not know 19. No answer 1. Yes 2. No.	School
HH		(HH)	household members have school uniforms, shoes and school bags?	2. No 3. Do not know 4. No Answer	
Household HH	HH Interview	School-supplies (HH)	What are the most needed school supplies that children require?	 textbooks Uniforms Shoes Other, specify Do not know No Answer 	HH
Household ED	HH Interview	Tuition support	In the current school year, has the person received any school tuition support?	1. Yes 2. No 3. Do not know 4. No Answer	НН

	Household ED	HH Interview		Who provided the support?	1. Government of Syria 2. Education Directorate 3. Local council 4. Syria Interim Government 5. NGO 6. Camp/Settlement Management 7. Individual benefactor 8. Other, specify 9. Do not know 10. No answer	HH
	Household ED	HH Interview	School supply support	For the current school year, has the person received any material support or cash to buy shoes, exercise books, notebooks, school uniforms or other school supplies?	1. Yes 2. No 3. Do not know 4. No Answer	HH
	Household ED	HH Interview		Who provided the support?	1. Government of Syria 2. Education Directorate 3. Local council 4. Syria Interim Government 5. NGO 6. Camp/Settlement Management 7. Individual benefactor 8. Other, specify 9. Do not know 10. No answer	НН
Quality education	School 5.1	School Interview	Number of teachers per school	Number of teaching staff (enter number for each category)		School
	School 5.3	School Interview	Teacher salary (school)	How many teachers are getting paid?		School
	School 5.3.1	School Interview	Teacher salary source (school)	Teachers salary or incentives are mostly from	1. Government of Syria 2. Education Directorate 3, Local Council 4. Other local authority 5. Syria Interim Government 6. NGO 7. Camp/settlement management 8. Individual	School

				Benefactor 9. Unwilling to answer 10. Other, please specify 11. Do not know 12. No Answer	
Community 7.1	Community KI Interview	Teacher salary (community)	What percentage of teachers are getting paid a formal monthly salary? Please provide your best estimate. (select one)	1. 100-90% 2. 89-85% 3. 84-75% 4. 74-65% 5. 64-55% 6. 54-45% 7. <= 44% 8. Do not know 9. No answer	Community
Community 7.1.A	Community KI Interview	Teacher salary source (community)	(If teachers getting paid) Teachers in the community are mostly paid by (select one):	1. Government of Syria 2. Education Directorate 3, Local Council 4. Other local authority 5. Syria Interim Government 6. NGO 7. Camp/settlement management 8. Individual Benefactor 9. Unwilling to answer 10. Other, please specify 11. Do not know 12. No Answer	Community
Community 7.2	Community KI Interview	Teacher non- salary incentive (community)	What percentage of teachers are getting paid but not a formal monthly salary? Please provide your best estimate. (select one)	1. 100-90% 2. 89-85% 3. 84-75% 4. 74-65% 5. 64-55% 6. 54-45% 7. <= 44% 8. Do not know 9. No answer	Community

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Community 7.2.A	Interview	Teacher non- salary incentive source (community)	(If teachers getting paid) Teachers in the community are mostly paid by (select one):	1. Government of Syria 2. Education Directorate 3, Local Council 4. Other local authority 5. Syria Interim Government 6. NGO 7. Camp/settlement management 8. Individual Benefactor 9. Unwilling to answer 10. Other, please specify 11. Do not know 12. No Answer	Community
Community 7.4	Community KI Interview	In-service training (community)	What percentage of education personnel have received professional development training in the past school year? Please provide your best estimate. (select one)	1. 100-90% 2. 89-85% 3. 84-75% 4. 74-65% 5. 64-55% 6. 54-45% 7. <= 44% 8. Do not know 9. No answer	Community
School 5.2	School Interview		How many teachers received professional development training in the 2017/2018 school year?		School
Community 7.5	Community KI Interview	School curriculum (community)	Which curriculum is used by the majority of schools in the community? (select one) What is the preferred curriculum by the majority of people in the community? (select one)	1. Government of Syria 2. Syria Interim Government 3. Kurdish 4. Religious 5. Self Learning Program 6. Other, specify 7. Do not know 8. No answer	Community
Household ED	HH Interview	School curriculum (HH)	What curriculum is used by your child's school?	1. Government of Syria 2. Syria Interim Government 3. Kurdish 4. Religious 5. Self Learning Program 6. Other, specify	HH Interview

				7. Do not know 8. No answer	
School 4.5	School Interview	School curriculum (school)	What curriculum is used by this school?	1. Government of Syria 2. Syria Interim Government 3. Kurdish 4. Religious 5. Self Learning Program 6. Other, specify 7. Do not know 8. No answer	School
School 4.4	School Interview	Number of shift schools in community	Does this school operate in shift?	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.4.1	School Interview	Number of shifts in school	If yes, how many shifts per day?		School
School 4.4.2	School Interview	Length of shifts in school	How long are each shift?		School
School 4.6	School Interview	Number of schools providing certification	Do students receive certification	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.6.1	School Interview	Numbers of schools providing certification, by type	What kind of certification?	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.7	School Interview	Number of schools with access to textbooks	Do students have access to textbooks?	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.8	School Interview	Number of schools with access to other learning materials	Are there any other learning materials available? (stationary, pens, notebooks)	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.9	School Interview	Schools with Playground or field	Is there a school playground or field available for recreational activities?	1. Yes 2. No 3. Do not know 4. No Answer	School
School 4.10	School Interview	School with feeding program	Does the school have a school feeding program?	1. Yes 2. No 3. Do not know 4. No Answer	School

	School 4.11	School Interview	School with Security Wall	Does the school have a secured boundary wall?	1. Yes 2. No 3. Do not know 4. No Answer	School
	School 4.13	School Interview	Schools with security Guard	Does the school employ security guards?	1. Yes 2. No 3. Do not know 4. No Answer	School
	School 4.14	School Interview	Schools Building material	With what material is the school made? (select one)	1. Concrete 2. Stone 3. Clay 4. Other	School
	School 4.15	School Interview	Average number of functional classrooms	Number of classrooms (enter number for each category)	Room used for instruction Unused classrooms Unusable classrooms Rooms used as shelters	School
	School 4.16	School Interview	Schools with Latrines	How many latrines functional available, disaggregated by gender?		School
	School 4.17	School Interview	Schools with soap in latrines	Is soap available in the latrines?	1. Yes 2. No 3. Do not know 4. No Answer	School
	School 4.18	School Interview	Schools with safe and clean drinking water	Is safe and clean drinking water available?	1. Yes 2. No 3. Do not know 4. No Answer	School
Home learning environment	Household HH	НН	Early childhood learning and development support and activities	In the past 3 days, did you or any household member engage in any early childhood learning support with a household member under 5? (select all that apply)	1. Read books 2. Told stories 3. Sang songs 4. Took outside of home 5. Played 6. Named, counted or drew things for/with 7. Other, specify 8. None	НН
	Household HH	НН	Primary HH member supporting Early Childhood Learning and Development	Who in the household engaged in this activity? (select all that apply)	1. Mother 2. Father 3. Sibling 4. Other	НН
	Household HH	НН	School-aged child learning support	In the past 3 days, did you or any household member support the learning of school-aged-HH- member (e.g. homework,	1. Yes 2. No 3. Do not know 4. No Answer	HH

				reading story books etc.)?		
	Household HH	НН	Primary HH member supporting school- aged child learning	Who in the household engaged in this activity?	 Mother Father Sibling Other 	НН
	Household HH	НН	Appropriate reading materials	Do students- aged-household- members have access to appropriate reading materials (e.g. at home or library, home, etc)?	Textbooks Non-textbooks Magazines Other, specify	НН
Overall	Community 7.6	Community KI Interview	KI assessment of situation	Overall, the situation of education in this community is in 2017/2018 school year than in 2016/2017 school year (select one)	1. Much better 2. Better 3. Same 4. Worse 5. Much worse	Community

7. Data Management Plan

Administrative Data					
Research Cycle name	UNICEF Education Assessment for Syria, 2018				
Project Code	[Specify code here]				
Donor	UNICEF				
Project partners	UNICEF, Education cluster				
Research Contacts	Adedamola Ladipo: adedamola.ladipo@reach-i Ryo Kato: ryo.kato@reach-initiative.org	initiative.org			
Data Management Plan Version	Date: 23/4/2018 Version: 1				
Related Policies Documentation and Metadat	ita				
What documentation and metadata will accompany the data? Select all that apply	X Data analysis plan	X Data Cleaning Log, including: □ Deletion Log □ Value Change Log			
Colour an inat apply	□ Code book	□ Data Dictionary			
	□ Metadata based on HDX Standards	ata based on HDX [Other, Specify]			
Ethics and Legal Compliance	e				
Which ethical and legal measures will be taken?	X Consent of participants to participate	X Consent of participants to share personal information with other agencies			

	X No collection of personally identifiable data will take placeAll participants reached age of	X Gender, child protection and other protection issues are taken into account [Other, Specify]			
	All participants reached age of majority	[cutor, opeony]			
Who will own the copyright and Intellectual Property Rights for the data that is collected?	Outputs will be provided to the public on the REACH Resource Centre with available on request. Data will also be used in the HNO 2019.				
Storage and Backup					
Where will data be stored and backed up	X IMPACT/REACH Kobo Server	□ Other Kobo Server: [specify]			
during the research?	□ IMPACT Global Physical / Cloud Server	□ Country/Internal Server			
	X On devices held by REACH staff	□ Physical location [specify]			
	□ [Other, Specify]				
Which data access and security measures have	X Password protection on devices/servers	X Data access is limited to REACH staff			
been taken?	□ Form and data encryption on				
	data collection server [Other, Specify]				
Preservation	_ territory				
Where will data be stored for long-term	□ IMPACT / REACH Global Cloud /	□ OCHA HDX			
stored for long-term preservation?	Physical Server REACH Country Server	X REACH Resource Centre			
Data Charing	TEACH Country Server	X INLACTINESOURCE CERTIE			
Data Sharing Will the data be shared publicly?	X Yes	□ No, only with mandating agency / body			
Will all data be shared?	X Yes	No, only anonymized/ cleaned/ consolidated data will be shared			
	□ No, [Other, Specify]				
Where will you share the data?	X REACH Resource Centre	□ OCHA HDX			
	□ HumanitarianResponse	□ [Other, Specify]			
Responsibilities					
Data collection	Adedamola Ladipo (Assessment Officer): aded Ryo Kato (Assessment Officer): ryo.kato@reac	h-initiative.org			
Data cleaning	Adedamola Ladipo (Assessment Officer): aded Ryo Kato (Assessment Officer): ryo.kato@reac				
Data analysis	Adedamola Ladipo (Assessment Officer): aded Ryo Kato (Assessment Officer): ryo.kato@reac				
Data sharing/uploading	Adedamola Ladipo (Assessment Officer): aded Ryo Kato (Assessment Officer): ryo.kato@reac				

8. Monitoring & Evaluation Plan

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Focal point	Tool	Will indicator be tracked?
		# of downloads of final report from the Resource Centre	Country request to HQ		X Yes
		# of downloads of household level dataset from the Resource Centre	Country request to HQ		X Yes
	Number of humanitarian	# of downloads of school-level dataset from the Resource Centre	Country request to HQ		X Yes
Humanitarian stakeholders are accessing IMPACT	organisations accessing IMPACT services/products	# of downloads of key informant dataset from the Resource Centre	Country request to HQ	User_log	X Yes
products	Number of individuals accessing IMPACT services/products	# of downloads of final report from Relief Web	Country request to HQ		X Yes
		# of downloads of x product from Country level platforms	Country team		X Yes
		# of page clicks of final report on REACH global newsletter	Country request to HQ		X Yes
		# of page clicks on sendinblue, bitly	Country team		X Yes
implementation and organisations u	Number of humanitarian organisations utilizing	# references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies)	Country	Reference_I	HNO 2019 UNICEF/Education Cluster Strategy
	IMPACT services/products	# references in single agency documents	team	og	
Humanitarian stakeholders are	Humanitarian actors use IMPACT evidence/products as a	Perceived relevance of IMPACT country-programs Perceived usefulness and influence of IMPACT outputs	Country team	Usage_Feed back <i>and</i>	Usage survey to be conducted at the end of the research cycle

Education Assessment, Whole of Syria

using IMPACT products	basis for decision making, aid planning and delivery	Recommendations to strengthen IMPACT programs		Usage_Surv ey template	following the release of the dataset, factsheet, and report outputs
	Number of humanitarian	Perceived capacity of IMPACT staff			·
	documents (HNO, HRP,	Perceived quality of outputs/programs			
	cluster/agency strategic plans, etc.) directly reformed by IMPACT programs reducts				
Humanitarian stakeholders are	Number and/or percentage of humanitarian organizations directly	# of organisations providing resources (i.e.staff, vehicles, meeting space, budget, etc.) for activity implementation			□ Yes
programs throughout the research cycle	contributing to IMPACT programs (providing	# of organisations/clusters inputting in research design and joint analysis	Country team	Engagement _log	□ Yes
	resources, participating to presentations, etc.)	# of organisations/clusters attending briefings on findings;			□ Yes

9. Annexes

- 1. Coverage tables / maps
- 2. Resources and Workplan
- 3. KI Confidence Level
- 4. Indicators / Questionnaire(s) / Tool(s)
- 5. Accessible communities in assessed sub-districts
- 6. Risks and Assumptions

ANNEX 1: COVERAGE MAPS

Map 1: Sub-district coverage by data collection methodology used

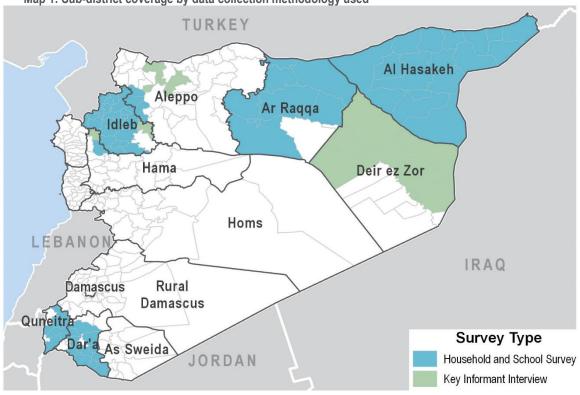


Table 1: Covered sub-districts

Gov			Sub-dist
Name	Dist Name	Sub-dist Name	P-code
Aleppo	Jebel Saman	Daret Azza	SY020004
Aleppo	Jebel Saman	Zarbah	SY020005
Aleppo	Jebel Saman	Atareb	SY020001
Aleppo	A'zaz	Mare'	SY020403
Aleppo	Al Bab	Al Bab	SY020200
Aleppo	A'zaz	Suran	SY020405
Aleppo	A'zaz	A'zaz	SY020400
Aleppo	Jebel Saman	Haritan	SY020003
Aleppo	A'zaz	Aghtrin	SY020401
Aleppo	Jarablus	Ghandorah	SY020801

Aleppo	Al Bab	Ar-Ra'ee	SY020203
Aleppo	Jarablus	Jarablus	SY020800
Al-	00.00.00		0.02000
Hasakeh	Al-Hasakeh	Al-Hasakeh	SY080000
Al-			
Hasakeh	Al-Hasakeh	Shadadah	SY080002
Al-	7 ii i i dodino.	0	0.00000
Hasakeh	Al-Hasakeh	Markada	SY080003
Al-	7 ii i i dodino.		0.00000
Hasakeh	Al-Hasakeh	Areesheh	SY080005
Al-	7 ii i i dodino.	7.11.00011011	0.00000
Hasakeh	Al-Hasakeh	Hole	SY080006
Al-	7 ii Hasaken	11010	3100000
Hasakeh	Quamishli	Quamishli	SY080200
Al-	Quannisini	Quantisiiii	31000200
Hasakeh	Quamishli	Amuda	SY080202
Al-	Quannisini	Airiada	31000202
Hasakeh	Al-Malikeyyeh	Jawadiyah	SY080301
Al-	Ai Walkeyyeli	Jawaaiyaii	31000301
Hasakeh	Ras Al Ain	Darbasiyah	SY080401
Al-	Nas Al Alli	Darbasiyan	31000401
Hasakeh	Al-Hasakeh	Tal Tamer	SY080001
Al-	Al-Hasakeli	Be'r Al-Hulo Al-	31080001
Hasakeh	Al-Hasakeh	Wardeyyeh	SY080004
Al-	Al-Hasakeli	wardeyyen	31080004
Hasakeh	Quamishli	Tal Hmis	SY080201
Al-	Quannisiiii	Tarriins	31080201
Hasakeh	Quamishli	Qahtaniyyeh	SY080203
Al-	Quannisiiii	Qantaniyyen	31080203
Hasakeh	Al-Malikeyyeh	Al-Malikeyyeh	SY080300
Al-	Ai-ivialikeyyeti	Ai-ivialikeyyeti	31080300
Hasakeh	Al-Malikeyyeh	Ya'robiyah	SY080302
Al-	Ai Walkeyyeli	Tarobiyan	31000302
Hasakeh	Ras Al Ain	Ras Al Ain	SY080400
Ar-	Nas Al Alli	Nas Al Alli	31080400
Raqqa	Ar-Raqqa	Ar-Ragga	SY110100
Ar-	Ai-Naqqa	Ai-Nayya	31110100
Raqqa	Ath-Thawrah	Al-Thawrah	SY110300
Ar-	Atti-filawiaii	Al-Illawiali	31110300
Raqqa	Ath-Thawrah	Mansura	SY110301
Ar-	Atti-filawiaii	iviansura	31110301
Raqqa	Tell Abiad	Tell Abiad	SY110200
Ar-	Tell Ablau	Tell Ablau	31110200
Raqqa	Tell Abiad	Suluk	SY110201
Ar-	TEIL ADIAU	Juluk	31110201
Raqqa	Tell Abiad	Ein Issa	SY110202
Ar-	i Cii Abidu	LIII 1330	31110202
Raqqa	Ath-Thawrah	Jurneyyeh	SY110302
Ar-	Autiliawiaii	заптеууен	31110302
Raqqa	Ar-Raqqa	Karama	SY110102
Dar'a	As-Sanamayn	As-Sanamayn	SY120200

Dar'a	Dar'a	Da'el	SY120004
Dar'a	Dar'a	Dar'a	SY120000
Dar'a	Dar'a	Jizeh	SY120006
Dar'a	Dar'a	Kherbet Ghazala	SY120002
Dar'a	Dar'a	Mseifra	SY120007
Dar'a	Dar'a	Mzeireb	SY120005
Dar'a	Izra'	Hrak	SY120302
Dar'a	Dar'a	Busra Esh-Sham	SY120001
Dar'a	Izra'	Izra'	SY120300
Dar'a	Izra'	Jasim	SY120300
Dar'a	Izra'		<u> </u>
Dar a Deir-ez-	IZra	Nawa	SY120303
Zor	Deir-ez-Zor	Deir-ez-Zor	SY090100
Deir-ez-	Dell ez zoi	Dell ez zoi	31030100
Zor	Deir-ez-Zor	Basira	SY090102
Deir-ez-			
Zor	Deir-ez-Zor	Tabni	SY090104
Deir-ez-			
Zor	Deir-ez-Zor	Sur	SY090106
Deir-ez-			
Zor	Al Mayadin	Thiban	SY090301
Deir-ez-			
Zor	Deir-ez-Zor	Khasham	SY090105
Deir-ez-	Dair or 7an	Vienele	CV000101
Zor Deir-ez-	Deir-ez-Zor	Kisreh	SY090101
Zor	Abu Kamal	Hajin	SY090201
201	As-	Trajiii	31030201
Hama	Suqaylabiyah	Madiq Castle	SY050204
	As-	·	
Hama	Suqaylabiyah	Ziyara	SY050202
Idleb	Al Ma'ra	Heish	SY070205
Idleb	Harim	Kafr Takharim	SY070303
Idleb	Harim	Qourqeena	SY070304
Idleb	Harim	Salqin	SY070302
Idleb	Idleb	Bennsh	SY070002
Idleb	Idleb	Idleb	SY070000
Idleb	Idleb	Maaret Tamsrin	SY070005
Idleb	Al Ma'ra	Khan Shaykun	SY070201
Idleb	Idleb	Sarmin	SY070006
Idleb	Idleb	Teftnaz	SY070004
Taleb	Jisr-Ash-	Tertifiaz	31070004
Idleb	Shugur	Badama	SY070401
Idleb	Al Ma'ra	Tamanaah	SY070204
Idleb	Ariha	Ehsem	SY070501
Idleb	Harim	Armanaz	SY070305
Idleb	Harim	Dana	SY070301
Idleb	Harim	Harim	SY070301
เนเยม	11411111	Liaiiii	31070300

Idleb	Ariha	Mhambal	SY070502
Idleb	Al Ma'ra	Kafr Nobol	SY070203
Idleb	Idleb	Saraqab	SY070003
	Jisr-Ash-		
Idleb	Shugur	Darkosh	SY070402
	Jisr-Ash-		
Idleb	Shugur	Janudiyeh	SY070403
	Jisr-Ash-		
Idleb	Shugur	Jisr-Ash-Shugur	SY070400
Idleb	Al Ma'ra	Ma'arrat An Nu'man	SY070200
Idleb	Ariha	Ariha	SY070500
Idleb	Idleb	Abul Thohur	SY070001
Quneitra	Al Fiq	Fiq	SY140200
Quneitra	Quneitra	Al-Khashniyyeh	SY140002
Quneitra	Quneitra	Khan Arnaba	SY140001
Quneitra	Quneitra	Quneitra	SY140000

ANNEX 2. RESOURCES AND WORKPLAN

UNICEF REACH Work Plan	Feb	b	Ma	arch		April		М	ay		Ju	ne		Jul	y		Au	g.		Se	pt.
Planning: Coverage (March - April)																					
Coverage mapping																					
Finalise Indicators																					
Planning: Sampling and Research Design (March	- Apı	ril)					_							•							
Sampling Framework and Research Design																					
Sampling plan and targets																					
Planning: Survey Tools (March - April)							_														
Meeting to discuss changes to tool with UNICEF																					
Updating/ modifying previous questionnaires							-														
Translations, KoBo development																					
KoBo testing and modifications																					
Training Material and Guidelines (March - April)										•											
Review and update training materials																					
Updated materials sent to field teams for feedback																					
Preparation and finalisation of training materials																					
Development of data checking systems and guidelines																					
Data Collection and FLATs (April - May)													·								

Selection and hiring of enumerators							 	-	 _	-	_	-			_	_	_		,		 -	-
Clarification of training and data checking procedures																						
Training of enumerators (ToT approach)																						
Pilot to test form and incorporate mods/ updates.																						
Data collection and FLATs (see plan below)																						
Data Collection Plan: Field Work (1 May - 31 May)	•					•							•						•	,	•	
Data Cleaning: preliminary analysis and drafting (1-	-31	May	')				-						•	•	•	•						
Daily checking, cleaning and follow -up																						
Weekly preliminary analysis																						
Data cleaning: preliminary analysis and drafting																						
Data cleaning: follow-up and prep for submission to UNICEF																						
Submit first version of Dataset to UNICEF																						
Data Analysis (July - August)																						
Pivot tables and R script creation and checking																						
GIS meetings and map creation																						
Dataset automation prep																						
Creation of graphs and tables																						\perp
Output creation (subject to change): (August - Septe	emb	ber)																				
Developing output structure																						
Finalising dataset for HNO																						
Revise/ finalise report structure																						$oldsymbol{ol}}}}}}}}}}}}}}}}}}$
Preliminary findings presentation drafted and reviewed																						
Joint analysis workshop with the south hub																						
Drafting of factsheets																						
Drafting and finalising report																						
Review and feedback incorporation internal																						
Review and feedback incorporation external																						
Submission to UNICEF																						

ANNEX 3: KI CONFIDENCE LEVEL

Continuous variables

With continuous variables, this is reflected in an aggregated value that is closer to the value provided by the KI with the highest CL:

Example: What is the total number of IDP students attending school in this community?

Example:
$$(1000 \times 1) + (2500 \times 1) + (1000 \times 3) = 1300$$

 $(1+1+3)$

Categorical variables

With **categorical variables**, the most common response will be selected. When the "most common" response cannot be identified, one of the three following scenarios depending on how many categories can be selected for a question:

Select one

• **Example:** What percentage of returnee children between the age of 5-14 years are going to formal education in the 2017-2018 school year? Select the percentage range.

Answers from the different questionnaires are aggregated by identifying the answer provided 1) most often and 2) with the highest confidence level.

The following steps are used to aggregate records from multiple participants into one community- or neighbourhood-level record:

- Create binary variables for each of the categories (for instance, 1 = True or Yes, 0 = False or No).
- Replace the '1' in each binary variable with the value of the confidence level that was assigned to each response (for instance, if a KI answers "True" to a question for which they have been assigned a confidence level of 3, their "True" response for that question would be assigned the number 3).
- Sum the confidence level scores for each category of responses to identify the category with the highest score.
- Assign the category with the highest score to the community-level record.

 If multiple answers are found to have the same top score, the answer with the highest individual CL is retained.

• Select top 3

• **Example:** What are the top three most common reasons why school aged children aged 5-14 were not going to school from January 2018 to present?

Answers from the different questionnaires will be aggregated by identifying the top 3 categories that were provided most often and with the highest confidence level.

The following steps will be followed to aggregate individual records into one village level record:

- Create binary variables for each of the categories (for instance, 1 = True or Yes, 0 = False or No).
- Replace the '1' in each binary variable with the value of the confidence level that was assigned to each response (for instance, if a KI answers "True" to a question for which they have been assigned a confidence level of 3, their "True" response for that question would be assigned the number 3).
- Sum the confidence level scores for each category of responses to identify the categories with the highest scores.
- Assign the categories with the 3 highest scores to the community-level record.
 If more than 3 categories are found to have identical scores, the answers with the highest individual CLs are retained.

Select all that apply

• **Example:** What are the most common types of non-formal education services provided in the community? Answers from each submitted questionnaire should all be retained in the final aggregated village level record.

Subdistrict-level or higher aggregation

When presenting results at sub-district levels or above, the average confidence level of KIs reporting on each individual variable within that area is declared. Weighting is not conducted unless a representative sample of villages would be obtained for a sub-district or above, since it might otherwise risk misrepresenting the results.

ANNEX 4: INDICATORS AND QUESTIONAIRES

4.1 Households Questionnaire

HOUSEHOLD QUESTIONNAIRE

Syria Education Assessment 2018

	Syria Education Ass	Sessifierit 2010
HOUSEHOLD INTERVIEW		
1.1. Interviewer's number (enumerator code): ————— Day / Month / Year of interview:	40.04.0	1.5.1 GOVERNORATE
/_	/2_0_1_8	1.5.2 DISTRICT
1.2 . Area:	URBAN1 RURAL2	1.5.3 SUB-DISTRICT
1.3. Is the household member selected for the Questionnaire the head of the household?	YES1 NO2	1.5.4 COMMUNITY
1.4.1 What is the age of the person being interview?	YEARS OLD	
1.4.2. What is the gender of the person being interviewed?	MALE1 FEMALE2	

1.6.1. Number of the respondent to Household Questionnaire interview:
1.6.1 HOUSEHOLD MEMBERS
1.6.2 CHILDREN UNDER AGE 3
1.6.3 CHILDREN AGE 3-4
1.6.4 CHILDREN AGE 5-14
1.6.5 CHILDREN AGE 15-17
1.6.6 WOMEN AGE 18-24
1.6.7 MEN AGE 18-24
1.6.8 WOMEN AGE 25-49
1.6.9 MEN AGE 25-49
1.6.10 WOMEN AGE 50+
1.6.11 MEN AGE 50+

To be filled after the Questionnaire is	
TOTAL NUMBER	

1.7 In the past 3 days, did you or any household member engage in any early childhood learning support with a household member under 5? (select all that apply)
A)read books, B)told stories, C)sang songs (including lullabies), D) Took outside the home, E)played, F)named, counted or drew things for/with
them, G) other, please specify
1.8 Who in the household engaged in this activity? (select all that apply)
* See HH1 for relations code, If other, please specify

1.9 In the past 3 days, did you or any household member support the learning of YES NO	school-aged-HH-member (e.g. homework, reading story books etc.)?
1.10 Who in the household engaged in this activity?* See HH1 for relations code. If other, please specific	fy
1.11. Do students-aged-household-members have access to appropriate reading YES NODK	materials (e.g. at home or library, etc)?
1.12 If yes, what kinds of materials do they have? (text books, story books, maga A)text books, C)Non-school books, D)magazines, E) DK, F)other	
1.13 What are the 3 most urgent educational needs of your students? (rank three	; (e
01 Additional classrooms (Temporary Learning Centre, extra classrooms, etc.)	11 Qualified teachers
02 Appropriate WASH facilities	12 Recognition and/or certification of curriculum
03 Cooperation with community to get children back to school	13 Resources to pay teachers
04 Counselling for psychosocial stress	14 School equipment (desks, chairs, etc.)
05 Early Childhood Development	15 Teaching and learning materials
06 Ensuring safety/security for children and teachers	16 Teacher training
07 Fuel for heating	17 Other, please specify:
08 No urgent needs	18 Do not know
09 Provision of functional classrooms	19 No answer
10 Provision of teaching supplies/ kits	
1.14 Do you know of any other school that school-aged children from your neighb	bourhood, other than the school-aged children of your household, attends?
1.14.1 what are the names of these schools?	
1.15 Do you know where these schools are located?YES NODK	
1.15.1 Where is the school located?	

НН1

01 HEAD 02 SPOUSE / PARTNER 03 SON / DAUGHTER 04 SON-IN-LAW / DAUGHTER-IN-LAW

05 GRANDCHILD 06 PARENT 07 PARENT-IN-LAW 08 BROTHER / SISTER 09 BROTHER-IN-LAW / SISTER-IN-LAW 10 UNCLE/AUNT 11 NIECE / NEPHEW 12 OTHER RELATIVE 13 ADOPTED
CHILD/FOSTER
CARE/STEP-SON OR
STEP-DAUGHTER
14 LIVE-IN SERVANT
15 OTHER
16 DO NOT KNOW

After completing for all school-aged members (aged 5-17) and pre-primary aged children (aged 3-4) currently at the home, make sure to probe for additional members. Those that are not currently at home, any infants or small children and any others who may not be family (such as servants, friends) but who usually live in the household.

HOUSE	IOUSEHOLD RELATIONS													
Line number	What is the relationship of the person to the head of household?	Is the person male or female? 1 MALE 2 FEMALE	How old is the person? Record in completed years. If age is 95 or above, record '95'.	Did the person stay here last night? 1 YES 2 NO	Is the person's birth mother alive? 1 YES 2 NO & HL16 8 DK & HL16	Does the person's birth mother live in this household? 1 YES 2 NO HL15	2.7 Where does (name)'s natural mother live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME REGION 3 IN ANOTHER HOUSEHOLD IN ANOTHER REGION 4 INSTITUTION IN THIS COUNTRY 8 DON'T KNOW	Is (name)'s biological father alive? 1 YES 2 NO & HL20 B DK & HL20	Does (name)'s biological father live in this household? 1 YES 2 NO & HL19	2.10 Where does (name)'s biological father live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME REGION 3 IN ANOTHER HOUSEHOLD IN ANOTHER REGION 4 INSTITUTION IN THIS COUNTRY 8 DON'T KNOW	2.11 Who is the primary caretaker?			
LINE	RELATION*	M F	AGE	Y N	Y N DK	Y N		Y N DK	Y N					
01	<u>0</u> <u>1</u>	1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
02		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
03		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
04		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
05		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
06		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
07		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
08		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
09		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
10		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
11		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
12		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
13		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
14		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				
15		1 2		1 2	1 2 8	1 2	1 2 3 4 8	1 2 8	1 2	1 2 3 4 8				

* Codes for 2.1 Relationship to head of household:

01 HEAD 02 SPOUSE / PARTNER 03 SON / DAUGHTER 04 SON-IN-LAW / DAUGHTER-IN-LAW 05 GRANDCHILD 06 PARENT 07 PARENT-IN-LAW 08 BROTHER / SISTER 09 BROTHER-IN-LAW / SISTER-IN-LAW
10 UNCLE/AUNT
11 NIECE / NEPHEW
12 OTHER RELATIVE

13 ADOPTED / FOSTER / STEPCHILD 14 SERVANT (LIVE-IN) 96 OTHER (NOT RELATED) 98 DK

Edu	ıcation - Cu	ırrent										
Lin e #			3.1.1.1 What is the name of the school the child attends?	3.1.1.2 Where is the school located?	3.1.1.3 In the current school year (2017-2018), what level of schooling is the school-aged member of the household attending? 1. Early childhood education 2. Primary (1-6) 3. Lower Secondary (7-9) 4. Gen. Upper Secondary (10-12) 5. Vocational Upper Secondary (10-12)	3.1.1.4 In the current school year (2017-2018), what grade is the schoolaged member of the household attending? (0~12)	3.1.1.5 In the current school year (2017-2018), what curriculum is used by the formal school that the studentaged member of the household attends? 1. Government of Syria 2. Syria Interim Government 3. Kurdish 4. Religious 5. Self-Learning Program 6. Other, please specify 7. Do not know 8. No answer	3.1.1.6 In the current school year (2017-2018), what body administers the school that the student-aged member of the household attends? 1.Government of Syria (Damascus) 2.Education Directorate (Outside Damascus) 3.Local Council 4.Syria Interim Government 5.Kurdish 6.NGO 7.Camp/Settlement Management 8. UN agency 9.Other, specify 10. Don't know 11. No answer	3.1.1.7 In the current school year (2017-2018), will the student receive certification if grade complete? 1 YES 2 NO	3.1.2.1 In the current school year (2017-2018), what type of nonformal education program is this person attending? 1. Remedial class/catch-up 2. Accelerated Learning Program 3. Literacy & Numeracy 4. Language 5. Self-Learning Program 6. Technical and Vocational Education and Training 7. E-learning 8. Other specify 9. Don't know 10. No answer	3.1.2.2 In the current school year (2017-2018), what body administers the nonformal education program that the student-aged member of the household attends? 1. Government of Syria (Damascus) 2.Education Directorate (Outside Damascus) 3.Local Council 4.Syria Interim Government 5.Kurdish 6.NGO 7.Camp/Settlement Management 8. UN agency 9.Other, specify 10. Don't know 11. No answer	3.1.2.3 In the current school year (2017-2018), will the student receive certification for completing the nonformal education program? 1 YES 2 NO
01												
02												
03												
04				-								
06				-								
07												
08												
09												
10												
11												
12												
13												
14												
15												

Lin the current tendor of school year (2017-2018), who school year (2017-2018), who provided the tution support? (2017-2018), has the year (2018-2017), what level of of any school agod member of the household have a uniform, shoes, and school bag 1 YES 2 NO 1 YES 2 NO 2 NO 1 State 1 1 Cocal Council of Syria is chool bag 1 YES 2 NO 2 NO 1 State 1 1 State 1 No 2 No		Education Current														
Lin the current tent current school year school year (2016 school-year (2017-2018), has school-year (2017-2018), has (2018-2017), has (2018-20	Educ	cation - C	Current								Education -					
ement 8. Local Organi zation 9. Indepe ndent Benefa ctor 10. Other, specify 11. Don't know No answer	Lin the screen s	3.1.2.3 In the current school year 2017- 2018), does this school- aged member of the nousehold nave a uniform, shoes, and school bag 1 YES	3.1.3.1 In the current school year (2017- 2018), has the person received any school tuition support?	current school year (2017-2018), who provided the tuition support? 1. Gover nment of Syria (Dama scus) 2. Education Directo rate(O utside Damas cus) 3. Local Counci I 4. Syria Interim Gover nment 5. NGO 6. UN Agenc y 7. Camp/ Settle ment Manag ement Manag ement 8. Local Organi zation 9. Indepe ndent Benefa ctor 10. Other, specify 11. Don't know	3.1.4.1 In the current school year (2017-2018), has the person receive d any materia I support or cash to buy shoes, exercis e books, notebo oks, school uniform s or other school supplie s? 1 YES 2 NO	current school year (2017- 2018), who provided the supplies support? 1. Government of Syria (Damascus) 2. Education Directorate(O utside Damascus) 3. Local Council 4. Syria Interim Government 5. NGO 6. UN Agency 7. Camp/Settle ment Management 8. Local organization 9. Independent Benefactor 10. Oth er, specify 11. Do n't know 12. No	What are the top three most common reasons why schoolaged children (5-14 years) were not going to school during the current school year (2017-2018)? Please list them in order of				3.2 At anytime during the previous school year (2016-2017) did the person attend school or any early childhood education care programme? 1 YES 2 NO S	3.2 In the previous school year (2016-2017), was the school-aged member of the household attending formal, non-formal, or both? 1 FORMAL (ONLY) 2 NON-FORMAL (ONLY) 3 BOTH (FORMAL AND NON-	previous school year (2016-2017), what level of schooling was the school-aged member of the household attending? 1. Early childhoo d educatio n 2. Primary (1-6) 3. Lower Secondary (7-9) 4. Gen. Upper Secondary (10-12) 5. Vocation al Upper Secondary (10-10-10)	the previous school year (2016-2017), what grade was the school-aged member of the household attending?	previous school year (2016- 2017), what curriculum was used by the formal school that the student- aged member of the household attended? 1. Government of Syria 2. Syria Interim Government 3. Kurdish 4. Religious 5. Self-Learning Program 6. Other, please specify 7. Do not know	1 YES
01																
02	02															
03	03															

04							
05							
06							
07							
08							
09							
10							
11							
12							
<mark>13</mark>							
14							
15							

Ed	ucation - Prev	rious		Education	n – Ever com	pleted								
Lin e #	3.2.2.1 In the previous school year (2016-2017), what type of non-formal education program was the schoolaged member of the household attending? 1. Remedial class 2. Accelerated Learning Program 3. Catch-up class 4. Literacy & Numeracy 5. Language 6. Self-Learning Program 7. Technical and Vocational Education	3.2.2.2 In the previous school year (2016-2017), what body administered the non-formal education program that the student-aged member of the household attended? 1. Gov ernm ent of Syria (Da mas cus) 2. Educ ation Direc torat e (Out side Dam ascu s) 3. Local Council	3.2.2.3 In the previous school year (2016-2017), did the student receive certification for completing the non-formal education program?	3.3 Has the school-aged member of the household ever attend formal, non-formal, or both? 1 FORMAL (ONLY) 2 NON-FORMAL (ONLY) 3 BOTH (FORMAL AND NON-FORMAL	3.3.1 What was the highest level of schooling the schoolaged member of the household attended? 1. Early childhood education 2. Primary (1-6) 3. Lower Secondary (7-9) 4. Gen. Upper Secondary (10-12) 5. Vocational Upper Secondary (10-12)	3.3.1.1 What was the highest grade the schoolaged member of the household completed?	3.3.1.2 What curriculum was used by the formal school that the student-aged member of the household last completed a grade	student receive	3.3.2.1 What type of non-formal education program did the school-aged member of the household last complete? 1. Remedial class 2. Accelerated Learning Program 3. Catch-up class 4. Literacy & Numeracy 5. Language 6. Self-Learning Program 7. Technical and Vocational Education and Training 8. E-learning 9. Other specify 10. Don't know 11. No answer	body admir non-fi educa progr stude memil house comp 1. 2. 3. Local 4. Syria Gove 5. Kurdic 6. NGO 7. Camp	mistered the formal station arm that the int-aged oper of the shold leted? Government of Syria (Damascus) Education Directora te (Outside Damascus) Council Interimment sh	3.3.2.3 Did the student receive certification for completin g the program? 1 YES 2 NO	3.3.3 Has the schoolaged member of the household ever repeated a grade? 1 YES 2 NO	3.3.3.1 If yes, which grade?

	and Training 8. E-learning 9. Other specify 10. Don't know 11. No answer	4. Syria Interim Government 5. Kurdish 6. NGO 7. Camp/Settle ment Management 8. UN Agency 9. Independent Benefactor 10. Other, specify 11. Don't know 12. No answer				9. Independent Benefactor 10. Other, specify 11. Don't know 12. No answer		
0.4								
01								
02								
03								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								
15								

Disabilities												
Line	4.						4.6					
num ber	Does the household member have difficulty with any of the following? 1 VISION 2 HEARING 3 PHYSICAL MOVEMENT 4 COGNITION 5 OTHER	4.1 What is the level of difficulty for the person have with seeing? 1 No difficulty 2 Some difficulty 3 A lot of difficulty 4 Cannot do at all	4.2 What is the level of difficulty for the person have with hearing? 1 No difficulty 2 Some difficulty 3 A lot of difficulty 4 Cannot do at all	4.3 What is the level of difficulty for the person have with physical movement? 1 No difficulty 2 Some difficulty 3 A lot of difficulty 4 Cannot do at all	4.4 What is the level of difficulty for the person have with cognition? 1 No difficulty 2 Some difficulty 3 A lot of difficulty 4 Cannot do at all	4.5 What is the level of difficulty for the person have with [other]? 1 No difficulty 2 Some difficulty 3 A lot of difficulty 4 Cannot do at all	Does the school have staff or program for psychosocial support, social emotional learning, or other counselling? 1 YES 2 NO					
LINE	TYPE	VISION	HEARING	MOVEMENT	COGNITION							
04	10245		4.0.5.	4.0.5.	4.0.5.							
01	1 2 3 4 5	1 2 3 4	1 2 3 4 1 2 3 4	1 2 3 4 1 2 3 4	1 2 3 4							
02												
03	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
04	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
05	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
06	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
07	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
08	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
09	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
10	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
11	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
12	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
13	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
14	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							
15	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4							

Displace	Displacement Status – Last point of departure												
Line	5.	5.1		5.2	5.3	5.4	5.5	5.6	5.7				
number	Does the household	How long has		From which	From which district		From which	(if departed from camp)	How many times has the				
	member fall under	household bee	en displaced since	governorate did		subdistrict did this	community did this	From which managed	member of the household				
		the initial displa	acement?	this member of	the household	member of the	member of the	camp, unrecognized camp,	been displaced?				
	following			the household	arrive?	household arrive?	household arrive?	or informal settlement did					
	displacement categories?	YEARS	MONTHS/DAYS	arrive?				this member of the household arrive?					
	calegories?	YEARS	MONTHS/DAYS					Household affive?					
	1 Resident												
	2 IDP												
	3 Spontaneous												
	Returnees												
	4 Refugee (non-												
	Syrian)												
	, ,												
LINE	RES IDP RET	YEARS	MONTHS/DAYS	GOVERNORATE	DISTRICT	SUB-DISTRICT	COMMUNITY	CAMP	NUMBER				
01	1 2 3	TEARS		GOVERNORATE	DISTRICT	20B-DI21KIC1	COMMUNITY	CAIVIP					
02	1 2 3												
03	1 2 3												
04	1 2 3												
05	1 2 3												
06	1 2 3												
07	1 2 3												
08	1 2 3												
09	1 2 3												
10	1 2 3												
11	1 2 3												
12	1 2 3												
13	1 2 3												
14	1 2 3												
15	1 2 3												

* Codes fo	r Barriers to education: Wha	at are	the most common reasons why the	e school ag	ed child in the household did not	attend school or any ECEP?	
01 Chil	d needs to work/help family	<mark>07</mark>	IDPs not allowed to attend the local schools	<mark>13</mark>	Limited number of teachers	18	The route to school is not safe

Education Assessment, Whole of Syria

02	Children are psychologically	<mark>08</mark>	Lack of access for disabled	<mark>14</mark>	Poor quality of teaching	19	Other, please specify:
	<mark>distressed</mark>		<mark>students</mark>				
03	Corporal punishment in school	<mark>09</mark>	Lack of certification and recognition of curricula	<mark>15</mark>	School curriculum is not preferred by parents/students	20	Do not know
04	Cost of transportation	<mark>10</mark>	Lack of learning materials	<mark>16</mark>	School destroyed / damaged or occupied by IDPs/armed groups	21	No answer
05	Denied enrolment due to lack of documentation	11	Lack of sanitation, adequate WASH facilities in school	<mark>17</mark>	School is teaching in not preferred language		
06	Early Marriage	<mark>12</mark>	Limited capacity to enrol new children in school				

INTERVIEWER'S OBSERVATIONS OR ANY ADDITIONAL COMMENTS

KEY DEFINITIONS:

<u>Internally displaced persons (IDPs)</u>, are persons or groups who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

<u>Spontaneous Returnees (SRs)</u> encompasses a broad spectrum of individuals, including IDPs or refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes; those who have returned to the community since January 2017 or earlier; and people who intent to remain in the community for an undetermined period. If a household returned prior to January 2017, they are a resident.

Residents (formally the term, "host community") in this assessment are defined as household members that having been living in their place of habitual residence prior to the start of the conflict. A resident may have been displaced since the start of the conflict, but they returned to their place of habitual residence prior to January 2017.

Cognition...

Mental health...

<u>Formal Education</u> is structured, with curricula developed/approved by a ministry or relevant authority, provides certification to students, and have a clear education pathway (i.e. certification and/or testing that leads to higher grades or schooling).

Non-Formal Education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programs, literacy and numeracy, and Turkish language courses. Non-formal education may lead to later entry into formal education programs. This is sometimes called 'second-chance education'. (INEE.2010. Minimum Standards for Education: Preparedness, Response, and Recovery, p.121.)

Self-Learning Programme is defined as an outreach education opportunity for out-of-school children who have missed out on regular schooling due to insecurity, multiple displacement, and other constraints. The central aim of the SelfLearning Programme is to enable out-of-school children to continue learning at home or in community learning centres (CLCs) and prepare for the national exams ahead of the annual school registration. The participation in the programme can be either inside or outside Syria, and it does not necessarily offer the children school accreditation and certification

Remedial or catch-up education focuses on mastery of competency while expansion and detail is omitted. Remedial education programmes identify the core competencies in each learning 'block' and teaches the absolute core elements that must be known to a student in order to move ahead with the next block.

Literacy and numeracy are programmes or qualifications designed to teach fundamental skills in reading, writing and arithmetic

Accelerated Learning Programmes enable students to study in a way and at a level appropriate to their ability and age. The curriculum is condensed, so they can get through it in half the number of years normally required for primary school, or less. They can study additional material suitable for their age and where they live. By catching up in this way, learners can then integrate into mainstream primary education

Technical and Vocational Education and Training is used as comprehensive term, which refers to different educational programmes meant to develop the skills and knowledge needed for the world of work. The term includes: (i) Technical Vocational Education (TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system either by public or private sector providers and that is not necessarily accompanied by certification.

4.2 Schools Questionnaire

SCHOOL QUESTIONNAIRE

Syria Education Assessment 2018

G1 Date and Location		
1.1.1 Date		
1.1.2 Month and year		
1.2.1 Governorate	All	
1.2.2 District	All	
1.2.3 Subdistrict		
1.2.4 Community		
C2 Interview Information		
G2 Interview Information		Face to face
2.1 Interview Format	All	Face to face
0.0340 - 1-41 - 1-4		Remote
2.2 Who is the interviewee?	<u></u>	Head teacher
	All	Teacher
		Other
G3 Community Information		
3.1 Number of schools (pre-primary to upper		public schools
secondary) in community (functioning and non-	All	private schools
functioning		pa.c oso.c
3.2 Number of school (pre-primary to upper	2.1 private	public schools
secondary) that regularly held classes in the current school year (2017-2018)	.<=3.1 private + public	private schools
3.3 What types of non-formal education is available		ALP
to learners in this community? (select all that apply)		Catch-up class
		Literacy & numeracy
		Language class
	All	Self-Learning Program
		TVET
		E-Learning
		Other
		None
G4 School Information		
4.1 What is the name of this school?		
4.1.1 Is this a public or private school?		1 Public
·		2 Private
		3 Other, specify
4.2 What type of school is this? (select multiple)	All	Pre-primary
		G1

		G2
		G3
		G4
		G5
		G6
		G7
		G8
		G9
		G10
		G11
		G12
4.2.1 What type of upper secondary school is this		General
(select one)	Answer if:	Vocational
	4.2 (11, 12)	Combined
4.3 Is this a girls school, boys school, or combined?		Boys
(select one)	All	Girls
		Combined
4.4 Does this school operate in shift? (yes or no)	A 11	Yes
. ,	All	No
4.4.1 If yes, how many shifts per day?	Answer if:	shifts per day
	4.4 (Yes)	stillts per day
4.4.2 How long are each shift?	Answer if:	hours per shift
4.5 How many days of instruction was the school	4.4 (Yes)	
year?		days
4.6 What curriculum is used? (select one)		Government of Syria
(Syria Interim Gov.
		Kurdish
		Other local authority
	All	Religious
		Self-Learning Program
		Other, specify
		No Answer
		Do not know
4.6.1 If other, specify:	Answer if:	20 1100 11.100
	4.6 (other)	
4.7 Do students receive certification for completion		Yes
of grade or graduation?		No
4.8 Do students have access to textbooks?		Yes
4.0. Ave there any other learning pertonials available.		No
4.9 Are there any other learning materials available?		Yes
(stationary, pens, notebooks)		No Voc
4.10 Is there a school playground or field available for recreational activities?		Yes
TOT TECTEATIONAL ACTIVITIES?		No Vos
		Yes

4.11 Does the school have a school feeding program?	No
4.12 Does the school have a secured boundary	Yes
wall?	No
4.13 Does the school employ security guards?	Yes
	No
4.14 Does this school have staff or program for	Yes
psychosocial support, social emotional learning, or other counseling? (yes or no)	No
4.15 With what material is the school made? (select	Concrete
one)	Stone
	Clay
	Other

4.16 Number of classrooms (enter number for each category)	Room used for instruction
	Unused classrooms
	Unusable classrooms
	Rooms used as shelter
4.17 How many functional latrines does the school	Male
have?	Female
4.18 Is soap available in the latrines?	Yes
·	No
4.19 Is safe and clean drinking water available in the	Yes
school?	No

G5 School Staffing Information		
5.1 Number of teaching staff (enter number for each	All	Female
category)	All	Male
5.2 How many teachers have completed certified		
teacher education and training prior to their	All	teachers
teaching career?		
5.3 How many teachers received professional		
development training in the 2017/2018 school year?	All	teachers
(enter number)		
5.4 How many teachers are getting paid? (enter	All	teachers
number)		
5.4.1 Are teachers getting paid regularly? (select	lf	1. Yes
one)	5.4 (.>0)	2. No
5.4.2 Teachers salary or incentives are mostly from:		01 Government of Syria
	Answer if:	(Damascus)
		02 Education
		Directorate(Outside
	5.4 (.>0))	Damascus)
		03 Local Council

	04 Other local authority 05 Syrian Interim
	Government (SIG) 06 NGO
	07 Camp/Settlement Management
	08 Individual Benefactor
	09 Unwilling to answer
	10 Other, please specify
	11 No Answer
	12 Do not know

G6 Student Enrollment and Displacement Status								
6.1.1 Are there any IDP or returnee students?	All	Yes						
-		No						
6.1.2 Are there any students with disabilities?	All	Yes						
	All	No						
6.2 How many of students do you have with the		Vision						
following types of disabilities? (select multiple)	If 6.1.2	Hearing						
	(yes)	Physical movement						
	(903)	Cognition						
		Other, specify						

G7 Current A	nnu	al St	ude	nt E	nroll	men	t Nu	mbe	rs ar	nd D	ispla	acen	ent	Stat	us											
7. Pre-primary	, Prir	nary	, Lov	ver S	eco	ndary	Sch	ools																		
(For grades re	For grades relevant to your school, enter the number of students for each category)																									
						ents,			ID	P St	udent	ts,			Retu					Refugee Students,						
Se		by ge				Iment						lmen		_						_	_			rollme	ent	
Grades	Ne	ew	Rep	peat	Dro	pout	=	Ne	ew	Rep	eat	Dro	oout	Ne	ew	Rep	peat	Dro	pout	Ne	ew	Rep	eat	Dro	pout	
Gr	Girl	Boy	Girl	Boy	Girl	Boy	Total	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	
Pre-primary																										
First																										
Secondary																										
Third																										
Fourth																										
Fifth																										
Sixth																										
Seventh																										
Eighth																										
Ninth																										
Tenth																										

7. Upper	Secondary	Sch	ools	;																						
(For seco	ondary sch	ool f	ocus	rele	evant	to y	our s	cho	ol, er	nter t	he n	umb	er of	stud	ents	for e	each	cate	gory)						
			Number of All Students,								udent			Returnee Students,					Refugee Students,							
S	lo s		by ge	ender	and	enroll	lment			by ge	nder	enrol	lmen	t	by	geno	der ar	ıd en	rollme	ent	by	gend	der ar	nd en	rollme	ent
ade	por po	Ne	ew	Rep	peat	Dro	pout	_	Ne	ew	Rep	eat	Dro	pout	Ne	ew	Rep	eat	Dro	pout	Ne	ew	Rep	peat	Drop	oout
Grades	School	Girl	Boy	Girl	Boy	. Girl	Boy	Total	Girl	Boy	Girl	Girl	Boy	Girl	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy
	Literature																									
Eleventh	Science																									
	Industrial																									
	Trade																									
	Literature																									
Twelfth	Science																									
	Industrial																									
	Trade																									

G8 Absences, Barriers and Needs 8.1 Annual attendance rate - students 8.1A 8.1B (If you have records of total annual If you do not have record of total annual attendance of students – how many students attendance of students, please estimate to the attended school per day, totaled for the best of your knowledge the percentage of your current school year 2017-2018) enrolled students that attended every school day in the current school year (2017-2018) 100%-90% 89%-85% 84%-75% 74%-65% 64%-55% 54%-45% <=44% Do not know 8.2 Annual attendance rate – teachers 8.2A 8.2B (If you have records of total annual If you do not have record of total annual attendance teachers – how many teachers attendance of teachers, please estimate to the came to work to school per day, totaled for the best of your knowledge the percentage of your teachers that came to work on every school current school year 2017-2018) day in the current school year (2017-2018) 100%-90% 89%-85% 84%-75% 74%-65% 64%-55% 54%-45% <=44% Do not know 8.3 What are the 3 most common reasons 5students did not attend school from Jan 2018 to present? 01 Child needs to work/help family 02 Children are psychologically (Indicate First, Second, and Third most 5-14 distressed common for each age group that is relevant If 4.2 03 Corporal punishment in school to the school) (pre-04 Cost of transportation primary 05 Denied enrolment due to lack ~ 10) of documentation 06 Early Marriage 15-17 07 IDPs not allowed to attend the If 4.2 local schools (11 08 Lack of access for disabled and/or students 12) 09 Lack of certification and recognition of curricula 10 Lack of learning materials 11 Lack of sanitation, adequate WASH facilities in school 13 Limited number of teachers

	14 Poor quality of teaching
	15 School curriculum is not
	preferred by parents/students
	16 School destroyed / damaged or
	occupied by IDPs/armed groups
	17 School is teaching in not
	preferred language
	18 Teachers are psychologically
	distressed
	19 The route to school is not safe
	20 Tuition or supplies not
	affordable
	21 Other, please specify:
	22 Do not know
	23 No answer

G8 Barriers and Needs (contd.)		
8.4 What are the 3 most urgent educational needs of your students?		01 Additional classrooms (Temporary Learning Centre, extra classrooms, etc.)
=	AII	classrooms, etc.) 02 Appropriate WASH facilities 0 Cooperation with community to get children back to school 04 Counselling for psychosocial stress 05 Early Childhood Development 06 Ensuring safety/security for children and teachers 07 Fuel for heating 08 No urgent needs 09 Provision of functional classrooms 10 Provision of teaching supplies/ kits 11 Qualified teachers 12 Recognition and/or certification of curriculum 13 Resources to pay teachers 14 School equipment (desks,
		chairs, etc.) 15 Teaching and learning materials
		16 Teacher training
		17 Other, please specify:
		18 Do not know
		19 No answer

9. Please provide to the best of your	If KI knows	12.1.A Governorate
nowledge the last point of departure of your		12.2.A District
OP students		12.3.A Subdistrict
		12.4.A Community
Provide up to five areas)		12.5.A Managed camp,
		unrecognized camp,
		informal settlement
	If KI knows	12.1.B Governorate
		12.2.B District
		12.3.B Subdistrict
		12.4.B Community
		12.5.B Managed camp,
		unrecognized camp,
		informal settlement
	If KI knows	12.1.C Governorate
		12.2.C District
		12.3.C Subdistrict
		12.4.C Community
		12.5.C Managed camp,
		unrecognized camp,
	161211	informal settlement
	If KI knows	12.1.D Governorate
		12.2.D District
		12.3.D Subdistrict
		12.4.D Community
		12.5.D Managed camp,
		unrecognized camp,
		informal settlement
	If KI knows	12.1.E Governorate
		12.2.E Distric
		12.3.E Subdistric
		12.4.E Community

	12.5.E Managed camp,
	unrecognized camp,
	informal settlement

10. Returnee Students		
10. Please provide to the best of your	If KI knows	12.1.A Governorate
knowledge the last point of departure of your returnee students		12.2.A District
		12.3.A Subdistrict
(Provide up to five areas)		12.4.A Community
,		12.5.A Managed camp, unrecognized camp, informa settlement
	If KI knows	12.1.B Governorate
		12.2.B District
		12.3.B Subdistrict
		12.4.B Community
		12.5.B Managed camp, unrecognized camp, informa settlement
	If KI knows	12.1.C Governorate
		12.2.C District
		12.3.C Subdistrict
		12.4.C Community
		12.5.C Managed camp, unrecognized camp, informa settlement
	If KI knows	12.1.D Governorate
		12.2.D District
		12.3.D Subdistrict
		12.4.D Community
		12.5.D Managed camp, unrecognized camp, informa settlement
	If KI knows	12.1.E Governorate
		12.2.E Distric
		12.3.E Subdistric
		12.4.E Community

	12.5.E Managed camp,
	unrecognized camp, informal
	settlement

11. Refugee Students		
11. Please provide to the best of your knowledge	If KI knows	12.1.A Governorate
the last point of departure of your refugee students		12.2.A District
		12.3.A Subdistrict
(Provide up to five areas)		12.4.A Community
(Frontiae ap to live areas)		12.5.A Managed camp, unrecognized camp, informal settlement
	If KI knows	12.1.B Governorate
		12.2.B District
		12.3.B Subdistrict
		12.4.B Community
		12.5.B Managed camp, unrecognized camp, informal settlement
	If KI knows	12.1.C Governorate
		12.2.C District
		12.3.C Subdistrict
		12.4.C Community
		12.5.C Managed camp, unrecognized camp, informal settlement
	If KI knows	12.1.D Governorate
		12.2.D District
		12.3.D Subdistrict
		12.4.D Community
		12.5.D Managed camp, unrecognized camp, informal settlement
	If KI knows	12.1.E Governorate
		12.2.E Distric
		12.3.E Subdistric
		12.4.E Community

	12.5.E Managed camp,
	unrecognized camp, informal
	settlement

KEY DEFINITIONS:

<u>Internally displaced persons (IDPs)</u>, are persons or groups who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

Spontaneous Returnees (SRs) encompasses a broad spectrum of individuals, including IDPs or refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes; those who have returned to the community since January 2017 or earlier; and people who intent to remain in the community for an undetermined period. If a household returned prior to January 2017, they are a resident.

Residents (formally the term, "host community") in this assessment are defined as household members that having been living in their place of habitual residence prior to the start of the conflict. A resident may have been displaced since the start of the conflict, but they returned to their place of habitual residence prior to January 2018.

Cognitive disability attempts to generally capture several items from the Washington Group Short Set on Functioning Questions, that excludes difficulties related to mobility, hearing, or seeing, but includes difficulties with communicating (e.x. understanding or being understood by others), use of memory to learn and recall incidents or events (however, NOT to be equated with memorization or with good/bad memories), and with self-care (such as washing all over and dressing).

<u>Formal Education</u> is structured, with curricula developed/approved by a ministry or relevant authority, provides certification to students, and have a clear education pathway (i.e. certification and/or testing that leads to higher grades or schooling).

Non-Formal Education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programs, literacy and numeracy, and Turkish language courses. Non-formal education may lead to later entry into formal education programs. This is sometimes called 'second-chance education'. (INEE.2010. Minimum Standards for Education: Preparedness, Response, and Recovery, p.121.)

Self Learning Programme is defined as an outreach education opportunity for out-of-school children who have missed out on regular schooling due to insecurity, multiple displacement, and other constraints. The central aim of the SelfLearning Programme is to enable out-of-school children to continue learning at home or in community learning centres (CLCs) and prepare for the national exams ahead of the annual school registration. The participation in the programme can be either inside or outside Syria, and it does not necessarily offer the children school accreditation and certification

Remedial or catch-up education focuses on mastery of competency while expansion and detail is omitted. Remedial education programmes identify the core competencies in each learning 'block' and teaches the absolute core elements that must be known to a student in order to move ahead with the next block.

Literacy and numeracy are programmes or qualifications designed to teach fundamental skills in reading, writing and arithmetic

<u>Accelerated Learning Programmes</u> enable students to study in a way and at a level appropriate to their ability and age. The curriculum is condensed, so they can get through it in half the number of years normally required for primary school, or less. They can study additional material suitable for their age and where they live. By catching up in this way, learners can then integrate into mainstream primary education

<u>Technical and Vocational Education and Training</u> is used as comprehensive term, which refers to different educational programmes meant to develop the skills and knowledge needed for the world of work. The term includes: (i) Technical Vocational Education

(TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system either by public or private sector providers and that is not necessarily accompanied by certification.

4.3 Community Questionnaire

COMMUNITY QUESTIONNAIRE

Syria Education Assessment 2018

KEY INFORMANT METADATA				
1. Interview Information				
1.1 Enter organization name/code				
(select one)				
1.2 Enter enumerator code (enter code)				
2 Location Information				
2. Area (Urban or Rural)				
2.1 What is the date of the interview				
(dd/mm/yyyy)				
2.2 In which governorate are you assessing (select one)				
2.3 In which district are you assessing? (select one)				
2.4 In which sub-district are you assessing? (select one)				
2.5 In which community are you assessing? (select one)				
2.6 In which neighborhood are you assessing? (select one optional)				
3 Interviewee Information				
3.1 Modality of the data collection:				
1. Face to face 2. Remote				
3.2 Type of key informants (select one that fits the best)				
a. NGO/Humanitarian Aid Worker;				
b. Community Based Organization staff / manager;				
c. Community Leader/ tribe leader/ Mukhatar;				
d. Teacher of the school;				
e. Headmaster of the school;				
f. Local administration/;				
g. IDPs representative;				
h. Social Worker;				
i. Other				

4 Demographics	
4.A.1 Are there any school-aged residents in this community	Yes No
attending school?	Do not know
4.A.2 Do you know the total number of residents attending	Yes
school in this community?	No
School in this community:	Do not know
4.A.3 What is the total number of resident students attending	Minimum
<u> </u>	Maximum
school in this community?	Best guess at actual answer

4.B.1 Are there any school-aged IDPs in this community	Yes
attending school?	No
attenuing school?	Do not know
4.B.2 Do you know the total number of IDP students attending	Yes
school in this community?	No
School in this community:	Do not know
4.B.3 What is the total number of IDP students attending school	Minimum
in this community?	Maximum
in this community?	Best guess at actual answer
4.C.1 Are there any school aged returnees in this community	Yes
attending school?	No
atteriority scrioor:	Do not know
4.C.2 Do you know the total number of returnee students	Yes
attending school in this community?	No
attending school in this community:	Do not know
4.C.3 What is the total number of returnee students attending	Minimum
school in this community?	Maximum
School in this community?	Best guess at actual answer
4.D.1 Are there any school aged refugees in this community	Yes
attending school?	No
attending school:	Do not know
4.D.2 Do you know the total number of refugee students	Yes
attending school in this community?	No
attending serioof in this community?	Do not know
4.D.3 What is the total number of refugee students attending	Minimum
school in this community?	Maximum
School in this community:	Best guess at actual answer
Disability	
Disability 4.E.4 Do you know of school-aged children in your community	Yes
4.E.4 Do you know of school-aged children in your community	Yes
4.E.4 Do you know of school-aged children in your community with disabilities?	Yes No Do not know
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select	Yes No Do not know Vision
4.E.4 Do you know of school-aged children in your community with disabilities?	Yes No Do not know Vision Hearing
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select	Yes No Do not know Vision
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select	Yes No Do not know Vision Hearing
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select	Yes No Do not know Vision Hearing Physical movement
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select	Yes No Do not know Vision Hearing Physical movement Cognition Other
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple)	Yes No Do not know Vision Hearing Physical movement Cognition
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities	Yes No Do not know Vision Hearing Physical movement Cognition Other
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community?	Yes No Do not know Vision Hearing Physical movement Cognition Other
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities	Yes No Do not know Vision Hearing Physical movement Cognition Other None
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning)	Yes No Do not know Vision Hearing Physical movement Cognition Other None
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning)	Yes No Do not know Vision Hearing Physical movement Cognition Other None
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning)	Yes No Do not know Vision Hearing Physical movement Cognition Other None
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning)	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate.	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL)	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Do not know
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number)	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number) 5.D.4 What types of non-formal education is available to	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Number Do not know Remdial class
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number) 5.D.4 What types of non-formal education is available to learners in this community during the current school year	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Number Do not know
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number) 5.D.4 What types of non-formal education is available to	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Number Do not know Remdial class Accelerated Learning Programmes (ALP)
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number) 5.D.4 What types of non-formal education is available to learners in this community during the current school year	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Number Do not know Remdial class Accelerated Learning Programmes (ALP) Catch-up class
4.E.4 Do you know of school-aged children in your community with disabilities? 4.E.4.1 What types of disabilities do they have? (select multiple) 5 School Facilities 5.D.1 How many schools are there in this community? (functioning and not functioning) 5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate. 5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number) 5.D.4 What types of non-formal education is available to learners in this community during the current school year	Yes No Do not know Vision Hearing Physical movement Cognition Other None Number Number Number Do not know Remdial class Accelerated Learning Programmes (ALP)

						anguage		
						Non-formal T	echnical and	<u> </u>
					\	ocational tra		
						E-leaning		
						Oo not know		
					1	None		
6. IDP, Resident, Retui	rnee. and Re	efuaee Stu	ıdents					
6.1.1 What percentage formal education in 20 age group)	of IDP your	ng childre	n (5-14), c					
0 0 17	None 0%	1 - 25%	26 -50%	51 - 75%	76 - 99%	All 100%	Do not know	No answer
Children 5 – 14 years							KIIOW	anowon
Children 15 – 17 years								
Youth 18 – 24 years								
6.1.2 What percentage	of resident	vouna ch	ildren (5-1	4), childre	en (15-17)	and vouth	s (18-24)	are
going to formal educa for each age group)							mate. (se	lect one
	None 0%	1 - 25%	26 -50%	51 - 75%	76 - 99%	All 100%	Do not know	No answer
Children 5 – 14 years								
Children 15 – 17 years								
Vauth 10 01								
6.1.3 What percentage								
Youth 18 – 24 years 6.1.3 What percentage going to formal educar for each age group)								
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years	tion in 2017	/2018 sch	ool year?	Please pro	ovide your	best esti	Do not	No
6.1.3 What percentage going to formal educar for each age group) Children 5 – 14 years Children 15 – 17 years	tion in 2017	/2018 sch	ool year?	Please pro	ovide your	best esti	Do not	No
6.1.3 What percentage going to formal educar for each age group) Children 5 – 14 years Children 15 – 17 years	tion in 2017	/2018 sch	ool year?	Please pro	ovide your	best esti	Do not	No
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18	None 0% of refugee 3-24) are going select one for None	1 - 25% (from a cong to form	26 -50%	51 - 75%	76 - 99%	All 100%	Do not know	No answer dren rovide
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (s	None 0% of refugee 3-24) are goinglelect one for	1 - 25% (from a cong to former each age	26 -50% ounty outs hal education group)	51 - 75% ide of Syr	76 - 99% ia) young 7/2018 sch	All 100% children (nool year?	Do not know 5-14), chil Please p	No answer dren rovide
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see the content of the content	None 0% of refugee 3-24) are going select one for None	1 - 25% (from a cong to former each age	26 -50% ounty outs hal education group)	51 - 75% ide of Syr	76 - 99% ia) young 7/2018 sch	All 100% children (nool year?	Do not know 5-14), chil Please p	No answer dren rovide
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 5 – 14 years Children 5 – 14 years Children 15 – 17 years	None 0% of refugee 3-24) are going select one for None	1 - 25% (from a cong to former each age	26 -50% ounty outs hal education group)	51 - 75% ide of Syr	76 - 99% ia) young 7/2018 sch	All 100% children (nool year?	Do not know 5-14), chil Please p	No answer dren rovide
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 14 years Children 15 – 17 years Youth 18 – 24 years	None 0% of refugee 3-24) are goingle elect one for None 0%	1 - 25% (from a cong to former each age	26 -50% ounty outs hal education group)	51 - 75% ide of Syr	76 - 99% ia) young 7/2018 sch	All 100% children (nool year?	Do not know 5-14), chil Please p	No answer dren rovide
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 17 years Children 15 – 17 years Youth 18 – 24 years 7. Barriers to Education 7.1 What are the most	None 0% Property of the common resident in 2017 None 0%	(from a cong to form a reach age 1 - 25%	26 -50% unty outs al educati e group) 26 -50%	51 - 75% ide of Syr ion in 201	76 - 99% ia) young 7/2018 sch	All 100% Children (nool year? All 100%	Do not know 5-14), chill Please p Do not know	No answer dren rovide No answer
6.1.3 What percentage going to formal educator each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 14 years Children 15 – 14 years Children 15 – 17 years Youth 18 – 24 years 7. Barriers to Education 7.1 What are the most school during the curr	None 0% of refugee 3-24) are goingle elect one for None 0% on (5-14) common referent school	(from a cong to form a reach age 1 - 25%	26 -50% unty outs al educati e group) 26 -50%	51 - 75% ide of Syr ion in 201 51 - 75%	76 - 99% ia) young 7/2018 sch 76 - 99%	All 100% Children (nool year? All 100%	Do not know 5-14), chill Please p Do not know	No answer dren rovide No answer
6.1.3 What percentage going to formal educa	None 0% None 0% of refugee 3-24) are going select one for None 0% on (5-14) common referent school yhelp family	(from a cong to form a reach ago 1 - 25%	26 -50% unty outs al educati e group) 26 -50%	51 - 75% ide of Syrion in 201 51 - 75% 12 Limited	76 - 99% ia) young 7/2018 sch	All 100% Children (nool year? All 100% years) welking orde eachers	Do not know 5-14), chill Please p Do not know	No answer dren rovide No answer
6.1.3 What percentage going to formal educator each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 17 years Youth 18 – 24 years 7. Barriers to Education 7.1 What are the most school during the curr	None 0% None 0% of refugee 3-24) are goinelect one for the select on	(from a cong to form a reach ago 1 - 25%	26 -50% unty outs al educati e group) 26 -50%	51 - 75% ide of Syr ion in 201 51 - 75% 51 - 75% 12 Limited 13 Poor qu 14 School	76 - 99% ia) young 7/2018 sch 76 - 99% ren (5-14 young) to 3 in ran I number of to	All 100% All 100% Children (nool year? All 100% years) were king orde eachers hing sont preferrers	Do not know 5-14), chil Please p Do not know ce not going	No answer dren rovide No answer
6.1.3 What percentage going to formal educator for each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 17 years Children 15 – 14 years Children 15 – 17 years Youth 18 – 24 years 7. Barriers to Education 7.1 What are the most school during the current of the curren	None 0% None 0% of refugee 3-24) are going select one for the select	(from a cong to form a reach ago 1 - 25%	26 -50% unty outs al educati e group) 26 -50%	51 - 75% ide of Syr ion in 201 51 - 75% 51 - 75% 12 Limited 13 Poor qu 14 School 15 School	76 - 99% ia) young 7/2018 sch 76 - 99% ren (5-14 young in a number of to a line and curriculum is destroyed / /	All 100% All 100% Children (nool year? All 100% years) were king orde eachers hing sont preferrers	Do not know 5-14), chil Please p Do not know ce not going	No answer dren rovide No answer
6.1.3 What percentage going to formal educator each age group) Children 5 – 14 years Children 15 – 17 years Youth 18 – 24 years 6.1.4 What percentage (15-17) and youths (18 your best estimate. (see Children 15 – 17 years Children 15 – 17 years Children 15 – 17 years Youth 18 – 24 years 7. Barriers to Education 7.1 What are the most school during the current of the curre	None 0% Profession of refugee (3-24) are going (3-14) None (0%)	1 - 25% (from a cong to former each age) 1 - 25% asons whyear (2017)	26 -50% unty outs al educati e group) 26 -50% y school-a 7-2018)? (s	51 - 75% ide of Syr ion in 201 51 - 75% 51 - 75% 12 Limited 13 Poor qu 14 School 15 School IDPs/arme	76 - 99% ia) young 7/2018 sch 76 - 99% ren (5-14 young in a number of to a line and curriculum is destroyed / /	All 100% children (nool year? All 100% years) were king ordereachers hing sont preferredamaged or	Do not know 5-14), chill Please p Do not know re not goil r)	No answer dren rovide No answer no answer students

06 Early Marriage			are psychologically distressed	
07 IDPs not allowed to attend the local schools	the local schools 18 The route to school is not safe			
08 Lack of access for disabled students				
99 Lack of certification and recognition of curricula 20 Other, p				
10 Lack of learning materials	4	21 Do not know	W	
11 Lack of sanitation, adequate WASH facilities in school	22 No answer			
2 What are the most common reasons why so shool during the current school year (2017-20)				
01 Child needs to work/help family	10). (mber of teachers	
02 Children are psychologically distressed		13 Poor quality		
03 Corporal punishment in school			riculum is not preferred by parents/student	
04 Cost of transportation	15 School destroyed / damaged or occ			
05 Denied enrolment due to lack of documentation		16 School is te	eaching in not preferred language	
06 Early Marriage			re psychologically distressed	
07 IDPs not allowed to attend the local schools			o school is not safe	
08 Lack of access for disabled students			upplies not affordable	
09 Lack of certification and recognition of curricula		20 Other, plea		
10 Lack of learning materials	4	21 Do not know	W	
11 Lack of sanitation, adequate WASH facilities in school		22 No answer		
3 Priority Need				
hool year (2017-2018)? (select up to 3 in rank 01 Additional classrooms (Temporary Learning Centre, extra classrooms, etc.)	ing or	11 Qualified te	eachers	
02 Appropriate WASH facilities		12 Recognition	n and/or certification of curriculum	
Cooperation with community to get children back to school 13 Resources to pay teachers				
04 Counselling for psychosocial stress		14 School equ	ipment (desks, chairs, etc.)	
05 Early Childhood Development		15 Teaching a	and learning materials	
06 Ensuring safety/security for children and teachers		16 Teacher tra	aining	
07 Fuel for heating	1	17 Other, plea		
08 No urgent needs	1	18 Do not know		
09 Provision of functional classrooms	+	19 No answer		
10 Provision of teaching supplies/ kits	$+$ \vdash	13 NO allswei		
Teacher Paid				
Teacher Falu				
			100%-90%	
			89%-85%	
			84%-75%	
What percentage of teachers are getting pair			74%-65%	
onthly salary during the current school year (2018)?	64%-55%	
ease provide your best estimate. (select one)			54%-45%	
			<=44%	
			Do not know	
			No answer	
nly ask if all or some of teachers are paid in I.A Teachers in the community are mostly pa		• • • • • • • • • • • • • • • • • • • •		
01 Government of Syria (GoS)		<u> </u>	/settlement management	
, , ,	-	· ·		
02 Education Directorate		08 Individ	dual Benefactor	
02 Education Directorate 03 Local Council	-		dual Benefactor ing to answer	

10 Other, please specify:

04 Other local Authority

05 Syria Interim Government (SIG)	11 Do not know
06 NGO	12 wNo answer

	100%-90%
8.2 What percentage of teachers are getting paid but not a formal monthly salary in the current school year (2017-2018)? Please provide your best estimate. (select one)	89%-85%
	84%-75% 74%-65%
	64%-55%
	54%-45% <=44%
	Do not know
	No answer

(Only ask if all or some of teachers are paid in 8.2; if not paid skip) 8.2.A Teachers in the community are mostly paid by (select one):				
Government of Syria (GoS)	Camp/settlement management			
Education Directorate	Individual Benefactor			
Local Council	Unwilling to answer			
Other local Authority	Other, please specify:			
Syria Interim Government (SIG)	Do not know			
NGO	No answer			

9. Teacher Training				
	100%-90%			
	89%-85%			
0.4 What payagetage of too share have completed	84%-75%			
9.1 What percentage of teachers have completed	74%-65%			
certified teacher education and training prior to	64%-55%			
their teaching career? Please provide your best	54%-45%			
estimate. (select one)	<=44%			
	Do not know			
	No answer			
	100%-90%			
	89%-85%			
0.0 \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	84%-75%			
9.2 What percentage of teachers received	74%-65%			
professional development training in the 2017/2018 school year?	64%-55%			
	54%-45%			
Please provide your best estimate. (select one)	<=44%			
	Do not know			
	No answer			

10. Curriculum

10.1 Which curriculum was used by the majority of schools in the community in the current school year (2017-2018)? (select one) What is the preferred curriculum by the majority of people in the community? (select one)

Used	Preferred	Curriculum
		Government of Syria (GoS)
		Syria Interim Government (SIG)
		Kurdish curriculum

D.P.C						
Religious curricula						
Self Learning Programme (SLF						
Other, please specify:						
Do not know						
No answer						
11. Overall State of Education in Commnity						
11.1 Overall, the situation of education in this co	mmunity is	in 2017-2018 school year				
than in 2016-2017 school year (select one)		III 2011 2010 0011001 you				
much better						
better						
the same						
worse						
much worse						
12. IDP Students						
12. If there are IDP students in your community,	If KI knows	12.1.A Governorate				
where was their last place of departure		12.2.A District				
(Provide up to five origins)		12.3.A Subdistrict				
(12.4.A Community				
		12.5.A Managed camp,				
		unrecognized camp,				
	16161	informal settlement				
	If KI knows	12.1.B Governorate				
		12.2.B District				
		12.3.B Subdistrict				
		12.4.B Community				
		12.5.B Managed camp,				
		unrecognized camp, informal settlement				
	If KI knows	12.1.C Governorate				
	II KI KIIOWS	12.2.C District				
		12.3.C Subdistrict				
		12.4.C Community				
		12.5.C Managed camp,				
		unrecognized camp,				
		informal settlement				
	If KI knows	12.1.D Governorate				
		12.2.D District				
		12.3.D Subdistrict				
		12.4.D Community				
		12.5.D Managed camp,				
		unrecognized camp,				
		informal settlement				
	If KI knows	12.1.E Governorate				
		12.2.E Distric				
		12.3.E Subdistric				
		12.4.E Community				
		12.5.E Managed camp,				
		unrecognized camp,				
		informal settlement				

13. Returnee Students		
		13.1.A Governorate
	If KI knows	13.2.A District
		13.3.A Subdistrict

13. If there are returnee students in your		13.4.A Community
community, where was their last place of		13.5.A Managed camp,
departure		<mark>unrecognized camp,</mark>
(Provide up to five origins)		informal settlement
		13.1.B Governorate
		13.2.B District
		13.3.B Subdistrict
	If KI knows	13.4.B Community
		13.5.B Managed camp,
		unrecognized camp,
		informal settlement
		13.1.C Governorate
		13.2.C District
		13.3.C Subdistrict
	If KI knows	13.4.C Community
		13.5.C Managed camp,
		<mark>unrecognized camp,</mark>
		informal settlement
	If KI knows	13.1.D Governorate
		13.2.D District
		13.3.D Subdistrict
		13.4.D Community
		13.5.D Managed camp,
		<mark>unrecognized camp,</mark>
		informal settlement
		13.1.E Governorate
		13.2.E Distric
		13.3.E Subdistric
	If KI knows	13.4.E Community
		13.5.E Managed camp,
		unrecognized camp,
		informal settlement

14. REFUGEE STUDENTS		
14. If there are refugee students in your community, where was their last place of departure? (Provide up to five origins)		13.1.A Governorate
		13.2.A District
	If KI knows	13.3.A Subdistrict
		13.4.A Community
		13.5.A Managed camp, unrecognized camp, informal settlement
		13.1.B Governorate
		13.2.B District
	If KI knows	13.3.B Subdistrict
		13.4.B Community
		13.5.B Managed camp,
		unrecognized camp,
		informal settlement
		13.1.C Governorate
		13.2.C District
	16161	13.3.C Subdistrict
	If KI knows	13.4.C Community
		13.5.C Managed camp,
		unrecognized camp,
	16161	informal settlement
	If KI knows	13.1.D Governorate

		13.2.D District	3.2.D District
		13.3.D Subdistrict	3.3.D Subdistrict
		13.4.D Community	3.4.D Community
		13.5.D Managed camp,	
		unrecognized camp,	
		informal settlement	nformal settlement
		13.1.E Governorate	3.1.E Governorate
	If KI knows	13.2.E Distric	3.2.E Distric
		13.3.E Subdistric	3.3.E Subdistric
		13.4.E Community	3.4.E Community
		13.5.E Managed camp,	3.5.E Managed camp,
		unrecognized camp,	inrecognized camp,
		informal settlement	nformal settlement

KEY DEFINITIONS:

Internally displaced persons (IDPs), are persons or groups who have been forced or obliged to flee or leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

Spontaneous Refugees (SRs) encompasses a broad spectrum of individuals, including IDPs or refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes; those who have returned to the community since January 2017 or earlier; and people who intent to remain in the community for an undetermined period. If a household returned prior to January 2017, they are a resident.

Residents (formally the term, "host community") in this assessment are defined as household members that having been living in their place of habitual residence prior to the start of the conflict. A resident may have been displaced since the start of the conflict, but they returned to their place of habitual residence prior to January 2017.

Cognitive disability attempts to generally capture several items from the Washington Group Short Set on Functioning Questions, that excludes difficulties related to mobility, hearing, or seeing, but includes difficulties with communicating (e.x. understanding or being understood by others), use of memory to learn and recall incidents or events (however, NOT to be equated with memorization or with good/bad memories), and with self-care (such as washing all over and dressing).

<u>Formal Education</u> is structured, with curricula developed/approved by a ministry or relevant authority, provides certification to students, and have a clear education pathway (i.e. certification and/or testing that leads to higher grades or schooling).

Non-Formal Education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programs are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programs, literacy and numeracy, and Turkish language courses. Non-formal education may lead to later entry into formal education programs. This is sometimes called 'second-chance education'. (INEE.2010. Minimum Standards for Education: Preparedness, Response, and Recovery, p.121.)

Self Learning Programme is defined as an outreach education opportunity for out-of-school children who have missed out on regular schooling due to insecurity, multiple displacement, and other constraints. The central aim of the SelfLearning Programme is to enable out-of-school children to continue learning at home or in community learning centres (CLCs) and prepare for the national exams ahead of the annual school registration. The participation in the programme can be either inside or outside Syria, and it does not necessarily offer the children school accreditation and certification

Remedial or catch-up education focuses on mastery of competency while expansion and detail is omitted. Remedial education programmes identify the core competencies in each learning 'block' and teaches the absolute core elements that must be known to a student in order to move ahead with the next block.

Literacy and numeracy are programmes or qualifications designed to teach fundamental skills in reading, writing and arithmetic

Accelerated Learning Programmes enable students to study in a way and at a level appropriate to their ability and age. The curriculum is condensed, so they can get through it in half the number of years normally required for primary school, or less. They can study additional material suitable for their age and where they live. By catching up in this way, learners can then integrate into mainstream primary education

Technical and Vocational Education and Training is used as comprehensive term, which refers to different educational programmes meant to develop the skills and knowledge needed for the world of work. The term includes: (i) Technical Vocational Education (TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system either by public or private sector providers and that is not necessarily accompanied by certification.

ANNEX 5: ACCESSIBLE COMMUNITIES IN ASSESSED SUB-DISTRICTS

Table 2: List of accessible communities in assessed sub-districts

10010 2	Gov	loocaalbic comiii	Dist	assessed sub-district			
Gov	P-		P-		Sub-dist		Community
Name	code	Dist Name	code	Sub-dist Name	P-code	Community Name	P-code
rtaine	000.0	Jebel	SY020		SY02000	Community Humb	. code
Aleppo	SY02	Saman	0	Daret Azza	4	Anjara	C1144
		Jebel	SY020		SY02000	·,	
Aleppo	SY02	Saman	0	Daret Azza	4	Arhab	C1142
•		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Balenta	C6682
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Bishqatine	C1145
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Bsartun	C1147
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Bshantara	C1141
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Daret Azza	C1139
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Hoteh	C1146
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Hur	C1140
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Daret Azza	4	Majbineh	C1148
	61/00	Jebel	SY020		SY02000		04450
Aleppo	SY02	Saman	0	Daret Azza	4	Qabtan Eljabal	C1150
A1	cvoa	Jebel	SY020	D	SY02000	T I	64442
Aleppo	SY02	Saman	0	Daret Azza	4	Tqad	C1143
A I	CVO2	Jebel	SY020	Davist Assa	SY02000	7	61120
Aleppo	SY02	Saman	0	Daret Azza	4 syg2000	Zarzita	C1138
Alonno	SY02	Jebel	SY020 0	Zarbah	SY02000 5	Arada	C1164
Aleppo	3102	Saman Jebel	SY020	Zarban	SY02000	Arada	C1164
Aleppo	SY02	l _	_	Zarbah	_	Pargum	C1153
Aleppo	3102	Saman Jebel	0 SY020	Zarvari	5 SY02000	Barqum	C1133
Aleppo	SY02	Saman	0	Zarbah	5	Bawabiyeh	C1169
Лієрро	3102	Jebel	SY020	Zarban	SY02000	Dawabiyen	C1103
Aleppo	SY02	Saman	0	Zarbah	5	Jeb Kas	C1166
7110000	3102	Jebel	SY020	Zarban	SY02000	JED RUS	01100
Aleppo	SY02	Saman	0	Zarbah	5	Kassibeh	C1176
	0.02	Jebel	SY020		SY02000		0==:0
Aleppo	SY02	Saman	0	Zarbah	5	Kusniya	C1175
- 1- 1		Jebel	SY020		SY02000	,	-
Aleppo	SY02	Saman	0	Zarbah	5	Qamari	C1174
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Zarbah	5	Rasm Eliss	C1162
· · ·		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Zarbah	5	Sheikh Ahmed	C1155
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Zarbah	5	Tal Bajer	C1161

I	İ	Jebel	SY020	İ	SY02000		
Aleppo	SY02	Saman	0	Zarbah	5	Tal Heddiyeh	C1158
Alepho	3102	Jebel	SY020	Zarbari	SY02000	Tarrieddiyen	C1138
Alonno	SY02	Saman	0	Zarbah	5	Um Atba	C1159
Aleppo	3102		SY020	Zarvari		OTIT ALDA	C1139
A I	CVO2	Jebel		7	SY02000	7 -	C1170
Aleppo	SY02	Saman	0	Zarbah	5	Zarbah	C1170
	0.400	Jebel	SY020		SY02000		04.00.5
Aleppo	SY02	Saman	0	Atareb	1	Abin Samaan	C1026
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Atareb	C1022
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Batbu	C1025
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Big Orm	C1029
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Kafr Amma	C1033
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Kafr Karmin	C1035
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Kafr Naha	C1034
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Kafr Naseh Elatareb	C1036
		Jebel	SY020		SY02000		
Aleppo	SY02	Saman	0	Atareb	1	Kafr Noran	C1041
	0.02	Jebel	SY020	7.00.00	SY02000		010.1
Aleppo	SY02	Saman	0	Atareb	1	Mezanaz	C6679
тисрро	3102	Jebel	SY020	710100	SY02000	TVTCZGTTGZ	20073
Aleppo	SY02	Saman	0	Atareb	1	Sahara	C1023
Лісрро	3102	Jebel	SY020	Attaco	SY02000	Sanara	C1025
Aleppo	SY02	Saman	0	Atareb	1	Sheikh Ali	C1031
Лієрро	3102	Jebel	SY020	Atales	SY02000	SHEIKH AII	C1031
Alonno	SY02	Saman	0	Atareb		Tadil	C1028
Aleppo	3102		SY020	Aldreb	1 syn2000	Tauli	C1028
Alamma	CVO2	Jebel		A to wo la	SY02000	T	C1020
Aleppo	SY02	Saman	0	Atareb	1	Tuwama	C1020
Al-			CVOCO		CVCCCC		
Hasake	6)/03		SY080	A1.11-	SY08000	Althoratel	64363
h	SY08	Al-Hasakeh	0	Al-Hasakeh	0	Al-Hasakeh	C4360
Al-			0.45.5.5		0.406555		
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Al-Hasakeh	0	Eastern Hamra	C4365
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Al-Hasakeh	0	Kherbet Elias	C4340
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Al-Hasakeh	0	Tal Baydar Haskeh	C4371
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Al-Hasakeh	0	Tweineh	C4351
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Azzawi	C6454
	_		1	ı	1	ı	1

ا ما	1	İ	ĺ	I	İ	1	i i
Al-			CVOOO		cyonooo		
Hasake	CVOO	Al II l . l.	SY080	Charle de la	SY08000	F	CAAAF
h	SY08	Al-Hasakeh	0	Shadadah	2	Eastern Henna	C4445
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Eastern Rashidiyeh	C4438
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Forty Seven	C4441
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Hweizeh	C4439
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Shaddadah	C4446
Al-	0.00	7 ii Hasaiteii		Siladadaii	_	Siladdadaii	01110
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Tarnabet Elrafee	C4444
Al-	3100	Al-Hasakeli	0	Siladadaii		Tarriabet Lifaree	C4444
			SY080		SY08000		
Hasake	CVOO	Alllagalish		Chadadah		طمينونوا سال	CCAFF
h	SY08	Al-Hasakeh	0	Shadadah	2	Um Hojairah	C6455
Al-			01/000		0.40000		
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Shadadah	2	Western Jermez	C4443
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Markada	3	Elwet Eldisheisha	C4448
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Markada	3	Markada	C4454
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Markada	3	Tal Sfuk	C4450
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Areesheh	C4497
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Gharb	C4496
Al-			-		-		
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Ghazalan	C4495
Al-	3100	ATTUSUKEII	-	, a cestien		Siluzululi	C33
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Hamadaniyeh	C4501
	3100	AITHASAKEH	0	AICESHEII	J	Halliauailiyeli	C4301
Al-			CVCCC		CVOCOCC		
Hasake	CVOC	A1 111	SY080	A ma a a la la la	SY08000	ا ا مام ما: ، ، - ا-	64400
h	SY08	Al-Hasakeh	0	Areesheh	5	Hdadiyeh	C4498
Al-			0.46.5.5		0.405555		
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Hejiyeh	C4500

Al-		l	İ]	1]	1 1
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Manajid	C4505
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Um Kheif	C4503
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Areesheh	5	Um Madfaa	C4502
Al-							
Hasake			SY080		SY08000	Abu Hjera	
h	SY08	Al-Hasakeh	0	Hole	6	Khawatneh	C4514
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Abu Jern	C6452
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Abu Wishwash	C4512
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Atshana	C4518
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Eastern Botha	C4520
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Eastern Janabeh	C4507
Al-							
Hasake			SY080	_	SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Ghazala Elhole	C4509
Al-							
Hasake	0.400		SY080		SY08000		00.151
h	SY08	Al-Hasakeh	0	Hole	6	Ghazileh	C6451
Al-			61/000		cvooooo		
Hasake	CVOO	Alliandal	SY080	11-1-	SY08000	11.1.	C4540
h	SY08	Al-Hasakeh	0	Hole	6	Hole	C4519
Al-			CVOCO		CVOSOOO		
Hasake	CVOO	Al Hasakah	SY080 0	Hole	SY08000	Khan	C4506
h Al-	SY08	Al-Hasakeh	U	пин	6	Khan	C4506
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Khatuniya Bahra	C4513
Al-	3100	Airiasakell	U	11016	U	Kilatulliya Dalila	C4313
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Khweitleh Hmud	C4515
Al-	3100	, a rasaken		.1010		Miwelacii iiilaa	0.010
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Middle Janabeh	C4508
Al-	3100	/ Trasaker		.1010		THINGIE JUHUDEH	C-300
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Motasarrefiyeh	C4511
_ ''	3100	AI HUSAKEII	U	TIOIC	1 5	iviotasarrenyen	C-211

Al-	ĺ		ĺ				1 1
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Nafayel	C4517
Al-	0.00	7 ii Hasaiteii		11010		- raidyei	0.017
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Nazileh	C4521
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Qattara	C4523
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Shallala	C4516
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Hole	6	Tal Shayr	C6453
Al-							
Hasake			SY080		SY08000	Western Mazraet	
h	SY08	Al-Hasakeh	0	Hole	6	Elhole	C4522
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Quamishli	0	Abu Rasin Quamishli	C4543
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Quamishli	0	Ath-Thawrah	C4528
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Quamishli	0	Big Dankhiyeh	C4539
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Quamishli	0	Hatemiyeh	C4526
Al-							
Hasake	61/66		SY080		SY08020		0.56
h	SY08	Quamishli	2	Quamishli	0	Quamishli	C4564
Al-			61/000		61/00000		
Hasake	CVOO	0	SY080	0	SY08020	u. elf	64575
h	SY08	Quamishli	2	Quamishli	0	Um Elfursan	C4575
Al-			CVOCO		CVOROSO		
Hasake	SY08	Quamichli	SY080 2	Amuda	SY08020	Amara	C4701
h Al-	3108	Quamishli		Amuda	2	Amara	C4701
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Amuda	C4688
Al-	3100	Quannisini		Alliuua		Ailiuua	C4000
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Dar	C4697
Al-	3100	Qualification	_	, unada		Dui	2-057
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Fares	C4690
Al-	3100	Qualification	_	, unada		Tares	2-050
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Hettin Amuda	C4689
_ ''	3100	Qualifialli		/ illiuuu		I rictilii Airidda	C-003

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Al-			CVOCO		cyonoan		
Hasake	C) (O)		SY080		SY08020		0.4720
h	SY08	Quamishli	2	Amuda	2	Jaberiyeh Amudeh	C4729
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Jorhariyeh	C4683
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Khorzeh	C4720
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Lower Um Elosud	C4708
Al-		-					
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Mashad	C4734
Al-	0.00	Quarrisini	_	7111000	_	TVI do Ti d d	01701
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Qaber Ali	C4732
Al-	3100	Quarriisiiii		Alliuua		Qabel All	C4732
			SY080		CVOODO		
Hasake	CVOO	Ougasish!		Amounda	SY08020	Olojah	C4720
h	SY08	Quamishli	2	Amuda	2	Qleiah	C4738
Al-			0.4000		01/00000		
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Raya Qabli	C4724
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Sabahiyeh	C4718
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Sfira Amuda	C4711
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Tal Ahmar	C4706
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Tal Khaled	C4686
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Talil	C4699
Al-						-	
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Tor Elyas	C4694
Al-	3100	Qualifialiii	-	, illiada	_	TOT LIYUS	C-03-
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Amuda	2	Um Rabee	C4717
Al-	3100	Qualifisiiii	_	Alliuua		OIII Nanee	C4/1/
			CVOOO		CVOCOCO		
Hasake	CVOO	Ougasish!	SY080	Amounda	SY08020	Mostore Days	C4722
h	SY08	Quamishli	2	Amuda	2	Western Raya	C4722
Al-			0.45.5.5		0.406.555		
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Abbasiyeh	C4923

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Al-			CVOOO		cyonono		
Hasake	CVOO	Al-	SY080	1	SY08030	Al	64022
h	SY08	Malikeyyeh	3	Jawadiyah	1	Abra	C4933
Al-			01/000		01/0000		
Hasake	61/00	Al-	SY080		SY08030		0404=
h	SY08	Malikeyyeh	3	Jawadiyah	1	Abu Baker	C4917
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Abu Obaida	C4909
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Asilah	C4906
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Ataba	C4915
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Bab Elhadid	C4905
Al-				,			
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Baqla	C4928
Al-	0.00			- carrage, yan	_	2.4.0	0.020
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Deir Ayub	C4922
Al-	3100	IVIAIIKCYYCII		Jawaaiyaii	_	Dell Ayub	C+322
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Deir Elghosn	C4934
Al-	3108	ivialikeyyeli	3	Jawauiyaii	1	Dell Lighosh	C4934
Hasake		Al-	SY080		SY08030		
	CVOO			Janua din ab		Chafaireah	C4012
h	SY08	Malikeyyeh	3	Jawadiyah	1	Ghafqiyeh	C4913
Al-			CVOOO		cvoocoo		
Hasake	C) (O)	Al-	SY080		SY08030		04007
h	SY08	Malikeyyeh	3	Jawadiyah	1	Hafethiyeh	C4927
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Hamra	C4908
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Hseiniyeh Jawadiyeh	C4914
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Jawadiyah	C4919
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Mashuq	C4936
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Msheirfet Jawadiyeh	C4932
Al-						-	
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Qasemiyeh	C4937
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Al-			CVOOO		cyonoan		
Hasake	CVOO	Al-	SY080	1	SY08030	0	64025
h	SY08	Malikeyyeh	3	Jawadiyah	1	Qneitra	C4935
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Salhiyeh	C4931
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Shabak	C4903
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Tal Elatshan	C4911
Al-		.,		,			
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Tal Khalil Jawadiyeh	C4920
Al-	0.00			Jawaaiyaii		Tar kilalii savaaliyeli	0.1320
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Tawakol	C4924
Al-	3100	IVIAIIKEYYEII	, J	Jawauiyaii	1	Tawakui	C4324
Hasake		Al-	SY080		SY08030		
	CVOO			La a al ir . a la		The alla a minus	C4020
h	SY08	Malikeyyeh	3	Jawadiyah	1	Thaheriya	C4930
Al-			01/000		0.40000		
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Um Rejim	C4916
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Jawadiyah	1	Upper Amarat	C4910
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Abu Kala	C5058
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Dakuk	C5049
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Dalawi	C5047
Al-				,			
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Darbasiyah	C5054
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Eastern Fatima	C5074
Al-	2.00	7.007.117.1111	·		-		55571
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Fath Allah	C5076
Al-	3100	Nas Al Alli	-	Daibasiyali		i atti Allali	23070
			CVOSO		CV00040		
Hasake	CVOO	Doc Al Air-	SY080	Darbasinal	SY08040	Hahu	CEO7E
h	SY08	Ras Al Ain	4	Darbasiyah	1	Habu	C5075
Al-			0.46.5.5		0.40000		
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Hamadaniyeh	C5037

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Al-			CVOOO		CV00040		
Hasake	CVOO	D. Alai	SY080	De de de de	SY08040	1-1-1	65044
h	SY08	Ras Al Ain	4	Darbasiyah	1	Jatal	C5041
Al-			61/000		61/00040		
Hasake	0.400		SY080		SY08040		05040
h	SY08	Ras Al Ain	4	Darbasiyah	1	Khatuna	C5048
Al-							
Hasake		_	SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Kukh	C5061
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Mishraq	C5077
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Tal Dik	C5040
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Tal Tishrine	C5056
Al-				,			
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Darbasiyah	1	Thahr El Arab	C5064
Al-	0.00	110371171111		Danbasiyan	_	1110111 2171100	
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Abu Kabret Tal Tamr	C4426
Al-	3100	Al-Hasakeli	0	Tai Tairiei	1	Abu Kabiet Tai Tailii	C4420
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Bab Elfaraj	C4414
Al-	3106	АІ-пазакен	U	Tai Taillei	1	Dan Ellalaj	C4414
			CVOOO		CVOROOO		
Hasake	CVOO	Al II l . l.	SY080	T.1.T.	SY08000	e.11.1	64446
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Fakkeh	C4416
Al-			01/000		0,40000		
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Ghorra	C4405
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Jafr	C4391
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Kon Attar	C4434
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Qaber Sghir	C4436
Al-							
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Tal Elmoghor	C4413
Al-						<u> </u>	
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Tal Tamer	C4409
Al-			-				
Hasake			SY080		SY08000		
h	SY08	Al-Hasakeh	0	Tal Tamer	1	Wadi Elnijmeh	C4433
	2100	AL HOSOKEII		Tai Taillei	1 -	waar Enrighten	UTTJJ

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Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Aseibek	C4456
Al-	3106	Al-Hasakell	0	vvarueyyen	1 4	Aseibek	C4430
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
	SY08	Al-Hasakeh				Daria	C4491
h Al-	3108	АІ-пазакеп	0	Wardeyyeh	4	Darja	C4481
			SY080	Be'r Al-Hulo Al-	CVOSOOO		
Hasake	CVOO	Alllasakob			SY08000	Vh a ih a t	C4490
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Kbeibat	C4489
Al-			CVOOO	Dala Alii Ia Al	cyoooo		
Hasake	CVOO	Al II l . l.	SY080	Be'r Al-Hulo Al-	SY08000	Missississississississississississississ	64400
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Kharab Abdel Sayed	C4482
Al-			0.4000		0.40000		
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Meizleh	C4487
Al-			0.:55		0.4225		
Hasake	a) := =		SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Mithlit	C4493
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Northern Um Elrus	C4463
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Said Bir Elhilu	C4460
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Shokor	C4473
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Sibat	C4467
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Tal Brak	C4477
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Tal Elabed	C4462
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Tal Shaaban	C4486
Al-							
Hasake			SY080	Be'r Al-Hulo Al-	SY08000		
h	SY08	Al-Hasakeh	0	Wardeyyeh	4	Western Gherban	C4479
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Abu Khashab	C4622
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Akula Tal Hmis	C4663
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Amara Eltawil	C4634
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Al-			CVOOO		cyonoan		
Hasake	CVOO	0	SY080	T.111	SY08020	A . 1 - 1 * -	66460
h	SY08	Quamishli	2	Tal Hmis	1	Antakia	C6468
Al-			6)(0.00		61/00000		
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Eastern Granada	C4600
Al-							
Hasake			SY080		SY08020	_	
h	SY08	Quamishli	2	Tal Hmis	1	Eastern Palestine	C4674
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Eastern Tal Steeh	C4633
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Festat	C4613
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Ghassan	C4615
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Hdeibiyeh	C4596
Al-	3100	Quarrisiii	_	101111111111111111111111111111111111111	_	Hacibiyen	C 1330
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Qayrawan Tal Hmis	C4678
Al-	3106	Quarriisiiii	2	Tarriiiis	1	Qayrawan farfillis	C4078
			CVOOO		cyonon		
Hasake	CVOO	O a mai a la li	SY080	Tallinaia	SY08020	Tal Ambau	C4F00
h	SY08	Quamishli	2	Tal Hmis	1	Tal Anbar	C4598
Al-			CVOOO		cycococo		
Hasake	61/66		SY080		SY08020		0.4600
h	SY08	Quamishli	2	Tal Hmis	1	Tal Hmis	C4639
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Tal Hmis	1	Tal Maaruf	C4632
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Big Bayaza	C4763
Al-							
Hasake			SY080		SY08020	Bsheiriyeh	
h	SY08	Quamishli	2	Qahtaniyyeh	3	Qahtaniya	C4789
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Karimeh	C4755
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Kharab Elabed	C4758
Al-				. ,,-		-	
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Khweitleh Eljawaleh	C4748
Al-	3.00	Quantilatini	_	Quittainiyyen		Milweltien Eijawaith	317 13
Hasake			SY080		SY08020		
	SY08	Quamichli	2	Qahtaniyyeh		Lower Charica	C4776
h	3108	Quamishli		Qantaniyyen	3	Lower Ghariqa	C4770

Al-	İ	İ	ĺ		1		i i
Hasake			SY080		SY08020	Lower Western	
h	SY08	Quamishli	2	Qahtaniyyeh	3	Araja	C4793
Al-		- Constitution		- Carrottin (1)			
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Manathra	C4780
Al-				• •			
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Qahtaniyyeh	C4751
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Safieh Qahtaniyeh	C4790
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Tal Ziwan	C4759
Al-							
Hasake			SY080		SY08020		
h	SY08	Quamishli	2	Qahtaniyyeh	3	Waara	C4750
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Al-Malikeyyeh	C4881
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Beit Hannun	C4802
Al-							
Hasake	61/66	Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Hozon Castle	C4899
Al-			CVOOO		cycococo		
Hasake	CVOO	Al-	SY080	A B A =	SY08030	Klasusk Davisas	64070
h Al-	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Kharab Bonyan	C4879
		Al-	SY080		SY08030		
Hasake	SY08	Malikeyyeh		Al-Malikeyyeh		Lower Arar	C1912
h Al-	3100	ivialikeyyefi	3	Al-ivialikeyyell	0	Lower Arar	C4842
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	31080	Al-Malikeyyeh	0	Maabada	C4841
Al-	3100	ivialikeyyell	J	Ariviankeyyen		iviaabaua	C+0+1
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Najaf	C4821
Al-	3100	171aiikeyyeii		7.4 Widinceyyell		ivajui	C-1021
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Tal Aswad Malkiyeh	C4854
Al-	2.00		_		-	and the state of t	
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Tal Elawar	C4874
Al-		,,		,,,			
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Al-Malikeyyeh	0	Upper Tal Khanzir	C4807
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Ali Agha	C4959

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Al-			CVOOO		CVOCOOO		
Hasake	CVOO	Al-	SY080	Walashi ah	SY08030	et at Tabela	64043
h	SY08	Malikeyyeh	3	Ya'robiyah	2	First Tal Elo	C4943
Al-			CVOOO		CVOCOOO		
Hasake	CVOO	Al-	SY080	Walashi ah	SY08030	tt. dd. d	64076
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Haddad	C4976
Al-			01/000		01/00000		
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Harma	C4939
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Hoazan	C4981
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Jneidiyeh	C4965
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Lower Um Kheif	C4971
Al-				,			
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Middle Sehrij	C4962
Al-	0.00			raroziyan	_	Wildere Sering	0.302
Hasake		Al-	SY080		SY08030		
	SY08	Malikeyyeh	3	Ya'robiyah	2	Tal Arab	C4957
h Al-	3106	ivialikeyyeti	3	TaTODIyan		Tal Alab	C4937
		Al-	CVOOO		cyonon		
Hasake	CVOO		SY080	Malualair rala	SY08030	Tal Eltanaan	C407F
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Tal Eltamer	C4975
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Upper Abu Manasib	C4967
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Upper Eastern Arja	C4972
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Upper Kherbet Elbir	C4958
Al-							
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Upper Tal Elo	C4949
Al-				,			
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Upper Um Kheif	C4973
Al-					_	- - - - - - - - - - - - - -	
Hasake		Al-	SY080		SY08030		
h	SY08	Malikeyyeh	3	Ya'robiyah	2	Ya'robiyah	C4969
Al-	3.00			. a robiyan	_	- a robiyan	3.303
Hasake			SY080		SY08040		
	SY08	Ras Al Ain	4	Ras Al Ain		Al-Azizieh	C6479
h	3108	nas Al Alli	4	Nas Al Alli	0	AI-AZIZIEII	C04/3
Al-			CVOCO		CV00040		
Hasake	6)/00	Dec 41 41	SY080	D. Alai	SY08040	Ab	65046
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Arshet Ras El Ein	C5019

l	I	I	1	I	1	1	l i
Al-			cynen		CV00040		
Hasake	CVOO	Doc Al Air	SY080	Dec Al Ain	SY08040	Dia Ab., lavada	CE000
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Big Abu Jarada	C5000
Al-			CVOOO		61/00040		
Hasake	0.400		SY080		SY08040	- · · ·	0.000
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Big Arada	C5020
Al-							
Hasake			SY080	_	SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Kabsh	C4987
Al-							
Hasake			SY080	_	SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Mabruka	C5027
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Manajir	C5017
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Masjid	C5025
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Ras Al Ain	C4988
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Rawya	C5007
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Safh Ras El Ein	C4989
Al-							
Hasake			SY080		SY08040		
h	SY08	Ras Al Ain	4	Ras Al Ain	0	Umirt	C4992
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Abbara	C5721
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Abu Kabret Al Rashid	C5716
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Abu Rajab	C5706
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Abu Suseh	C5723
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Ar-Raqqa	C5710
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Assadiya	C5678
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Berani	C5684
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Big Sweidiyeh	C5718
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Eastern Khayala	C5687
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Faraa	C5696
Ar-			SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Ghota	C5728
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Ar-	1		SY110		SY11010		
Raqqa	SY11	Ar-Raqqa	1	Ar-Ragga	0	Hawi Elhawa	C5704
Ar-	0.11	711 114994	SY110	7.1.1.0440	SY11010	TidWi ZilidWa	65761
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Hazimeh	C5702
Ar-	3111	711 Haqqa	SY110	711 Haqqa	SY11010	Hazimen	63702
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Hettin	C5703
Ar-	3111	711 Haqqa	SY110	7tt Haqqa	SY11010	rictin	C3703
Raqqa	SY11	Ar-Raqqa	1	Ar-Ragga	0	Hilo Abed	C5707
Ar-	3111	711 Haqqa	SY110	7tt Haqqa	SY11010	Tillo Abed	<i>C3707</i>
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Hweijet Faraj	C5732
Ar-	3111	Ai Naqqa	SY110	Ai Naqqa	SY11010	riweijeeraraj	C3732
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Kalta	C5683
Ar-	3111	711 Haqqa	SY110	7tt Haqqa	SY11010	Raita	C3003
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Katuniyeh	C5675
Ar-	3111	Ai Naqqa	SY110	Ai Naqqa	SY11010	Raturnyen	C3073
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Kdeiran	C5739
Ar-	3111	Ai Naqqa	SY110	Ai Naqqa	SY11010	Kisret Elsheikh	C3733
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Jomaa	C5735
Ar-	3111	Ai Naqqa	SY110	Ai Naqqa	SY11010	Jonaa	C3733
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Mashrafa	C5705
Ar-	3111	Ai-Naqqa	SY110	Ai-Naqqa	SY11010	iviasiliala	C3703
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Middle Kabsh	C6377
Ar-	3111	Ai-Nayya	SY110	Ai-Naqqa	SY11010	Wildule Rabsii	C0377
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Milsun	C5736
Ar-	3111	Ar-Nayya	SY110	Ar-Naqqa	SY11010	IVIIISUIT	C3730
	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Moezleh	C5742
Raqqa Ar-	3111	Ai-Nayya	SY110	AI-Nayya	SY11010	IVIOEZIEII	C3742
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Qahtaniyyeh	C5726
Ar-	3111	Ar-Nayya	SY110	Ar-Naqqa	SY11010	Qantaniyyen	C3720
Raqqa	SY11	Ar-Raqqa	1	Ar-Ragga	0	Rabee'a	C5714
Ar-	3111	Ar-Nayya	SY110	Ar-Naqqa	SY11010	Nabee a	C3714
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Raegget Samra	C5699
Ar-	3111	Ai-Nayya	SY110	AI-Nayya	SY11010	Naeyyet Samia	C3033
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Royan	C5677
Ar-	3111	Ar-Nayya	SY110	Ar-Naqqa	SY11010	NOyan	C3077
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Sahl	C5719
Ar-	3111	Ai-Nayya	SY110	AI-Nayya	SY11010	Saili	C3/19
Ragga	SY11	Ar-Pagga	1	Ar-Pagga	0	Shamiyeh	C5695
Ar-	2111	Ar-Raqqa	SY110	Ar-Raqqa	SY11010	Sukariyet Tal	C3033
	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Elsamen	C5681
Raqqa Ar-	2111	AI - Nayya	SY110	Ai-Nayya	SY11010	LISAIIICII	C3001
Ragga	SY11	Ar-Raqqa	1	Ar-Ragga	0	Tal Elsamen Dahham	C5689
Ar-	2111	AI-Nayya	SY110	Ar-Raqqa	SY11010	Tal Elsalliell Dalliidill	C3063
	CV11	Ar Pagga	1	Ar Pagga	0	Talet Elansar	C5694
Raqqa	SY11	Ar-Raqqa		Ar-Raqqa	SY11010	Talet Elalisal	C3034
Ar-	CV11	Ar Pagga	SY110	Ar Pagga		Thulth Khasia	CE722
Raqqa	SY11	Ar-Raqqa	1 SV110	Ar-Raqqa	0 SV11010	Thulth Khneiz	C5722
Ar-	CV44	Ar Do	SY110	Ar Donne	SY11010	Tichrine	CE724
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Tishrine	C5731
Ar-	CV44	A. D	SY110	An Dominio	SY11010		CE 74.7
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Upper Khneiz	C5717
Ar-	CV4.4	A D	SY110	A. Danie	SY11010	Markey Cold III	CE 727
Raqqa	SY11	Ar-Raqqa	1	Ar-Raqqa	0	Western Sahlabiyeh	C5727

Raqqa	Ar-	ĺ		SY110	I	SY11010		1
Ar. Raqqa SY11 Thawrah SY110 Naman SY110 Naman SY1103 Naman Al-Thawrah C5929 Ar. Raqqa SY11 Thawrah 3 Al-Thawrah 1 Abu Kbee - West C5936 Ar. Ar. SY11 Ath- SY110 SY11030 Hora C5937 Ar. Ar. Ar. SY110 SY11030 Krein C5937 Ar. Ar. Ar. Ar. Ar. Ar. Ar. Raqqa Ath- SY110 SY11030		SY11	Ar-Ragga		Ar-Ragga		Yarmuk	C5701
Raqqa		0.11			711 114444	•	Tarrida	03701
Ar-		SY11			Al-Thawrah		Al-Thawrah	C5929
Raqqa		0.11		-	7.1. 1114111411		7.1.11.0.11.0.11	03323
Ar-		SY11			Mansura		Ahu Khee - West	C5936
Raqqa		3111			Widiisara		7 tour Rocc West	23330
Ar-		SY11			Mansura		Hora	C5937
Raqqa SY11 Thawrah 3 Mansura 1 Krein C5941 Ar- Ath- SY110 SY11030 C5942 Ar- Ath- SY110 SY11030 C5942 Ar- Ath- SY110 SY11030 Sefsafa C5938 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Ein Al-Arus C6514 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Sawask <t< td=""><td></td><td>3111</td><td></td><td></td><td>Widiisara</td><td>+ -</td><td>11014</td><td>C3337</td></t<>		3111			Widiisara	+ -	11014	C3337
Ar-		SV11			Mansura		Krein	C5941
Raqqa SY11 Thawrah 3 Mansura 1 Mansura C5942 Ar- Ath- SY110 SY110 SY1100 SY10020 C5938 Ar- Fall Abiad 2 Tell Abiad 0 Ein Al-Arus C6514 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mcherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar-		3111			IVIAIISUIA	+ -	Kiciii	C3341
Ar-		SV11			Mangura		Mansura	C5942
Raqqa SY11 Thawrah 3 Mansura 1 Sefsafa C5938 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Ein Al-Arus C6514 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tel		3111			ivialisula	+	Ivialisura	C3342
Ar-		CV11			Mancura		Sofcafa	CEO20
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Ein Al-Arus C6514 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5798 Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY110 SY1100 SY11020		3111	Illawiali		ivialisula		Jeisala	C3938
Ar-		CV11	Tall Abjad		Tall Abiad		Fin Al Arus	CGE14
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Jamailiyeh C5813 Ar- SY11 SY110 SY11020 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tall Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 <t< td=""><td></td><td>3111</td><td>Tell Ablau</td><td></td><td>Tell Ablau</td><td></td><td>EIII AI-AI US</td><td>C0514</td></t<>		3111	Tell Ablau		Tell Ablau		EIII AI-AI US	C0514
Ar-		CV11	Tall Abject		Tall Abiad		Jamailiyah	CE012
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Kherbet Elroz C5801 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5793 Ar- SY110 SY110 SY11020 Tell Abiad 0 Tell Abiad C5792 Ar- SY11 Tell Abiad 2 Tell Abiad		2111	Tell Ablau		Tell Ablau		Jamaniyen	C3813
Ar-		CV11	Tall Abiad		Tall Abiad		Khowhot Elwa-	CE 001
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Mustadira C5798 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY11 Tell Abiad 2 <td< td=""><td></td><td>2111</td><td>Tell Ablad</td><td>-</td><td>Tell Ablad</td><td></td><td>Knerbet Eiroz</td><td>C5801</td></td<>		2111	Tell Ablad	-	Tell Ablad		Knerbet Eiroz	C5801
Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar-Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk <		6)/4.4			- II Al : I			05700
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Qaysoum C6517 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk		SYTT	Tell Ablad		Tell Ablad	+	Mustadira	C5798
Ar-Raqqa SY11 Tell Abiad ZY11020 Sawsak C5823 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Hammam Athamam Athamam Athamam		0.444			_ ,,,,,,,			00747
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Sawsak C5823 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar- SY110 SY110 SY11020 C5793 C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY110 SY1100 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar- SY110 SY1100 SY11020 SY		SY11	Tell Abiad		Tell Abiad		Qaysoum	C6517
Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk								
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Shaaleh Mankali C5789 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY110 SY1100 SY11020 Western Zanbaqa C5811 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY110 SY11020<		SY11	Tell Abiad		Tell Abiad		Sawsak	C5823
Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar								
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tal Elkibir C5793 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar- SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar- SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY11 Tell Abiad 2 Suluk 1 Iweh C5859 <td></td> <td>SY11</td> <td>Tell Abiad</td> <td></td> <td>Tell Abiad</td> <td></td> <td>Shaaleh Mankali</td> <td>C5789</td>		SY11	Tell Abiad		Tell Abiad		Shaaleh Mankali	C5789
Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar								
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Tell Abiad C5792 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar-Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar C5892 </td <td></td> <td>SY11</td> <td>Tell Abiad</td> <td></td> <td>Tell Abiad</td> <td></td> <td>Tal Elkibir</td> <td>C5793</td>		SY11	Tell Abiad		Tell Abiad		Tal Elkibir	C5793
Ar- SY110 SY11020 Western Zanbaqa C5811 Ar- SY110 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar- SY110 SY11020								
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Western Zanbaqa C5811 Ar- SY110 SY11020 SY11020 SY166 C5826 Ar- SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar- SY110 SY11020 Hammam At- C5876 Ar- SY110 SY11020 Hammam At- C6319 Ar- SY110 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar- SY110 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY1		SY11	Tell Abiad	-	Tell Abiad		Tell Abiad	C5792
Ar- Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar- SY110 SY11020 SY1								
Raqqa SY11 Tell Abiad 2 Tell Abiad 0 Yabseh C5826 Ar- SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY110 SY11020 SY		SY11	Tell Abiad	-	Tell Abiad		Western Zanbaqa	C5811
Ar- SY110 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY110 SY11020 SY11020 C5876 C5876 Ar- SY110 SY11020 Hammam At- C6319 Ar- SY110 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar- SY110 SY11020<								
Raqqa SY11 Tell Abiad 2 Suluk 1 Arbid C5867 Ar- SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar- SY110 SY11020 Hammam At- C6319 Ar- SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY110 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar C5892 Ar- SY110 SY11020 SY11020 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khweitleh C5841 Ar- SY110 SY11020 SY11020 SY11020 SY11020		SY11	Tell Abiad		Tell Abiad		Yabseh	C5826
Ar- SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar- SY110 SY11020 Hammam At- C6319 Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY110 SY110202 SY110202 SY110202 SY110202 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>								
Raqqa SY11 Tell Abiad 2 Suluk 1 Ghizlan C5876 Ar- SY110 SY11020 Hammam At- C6319 Ar- SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar- SY11 Tell Abiad 2 Suluk 1 Kattar C5892 Ar- SY110 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY11020 SY11020 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khweitleh C5841 Ar- SY110 SY11020 SY11020 SY11020 SY11020		SY11	Tell Abiad	+	Suluk		Arbid	C5867
Ar- SY110 SY11020 Hammam At- Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY110 SY110202 SY110202 SY110202 SY110202<								
Raqqa SY11 Tell Abiad 2 Suluk 1 Turkman C6319 Ar- SY110 SY110202 SY110202 SY110202 SY110202 <td< td=""><td></td><td>SY11</td><td>Tell Abiad</td><td></td><td>Suluk</td><td></td><td></td><td>C5876</td></td<>		SY11	Tell Abiad		Suluk			C5876
Ar- SY110 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar- SY110 SY11020 SY11020 C5892 Ar- SY110 SY11020 SY11020 Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY11020 C5841 Ar- SY110 SY11020 SY11020						SY11020		
Raqqa SY11 Tell Abiad 2 Suluk 1 Iweh C5859 Ar- SY110 SY1102020 SY1102020 SY1102020	Raqqa	SY11	Tell Abiad		Suluk		Turkman	C6319
Ar- Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar C5892 Ar- SY110 SY11020 SY11020 SY11020 SY11020 C5855 Ar- SY110 SY11020 SY11020 SY11020 SY11020 C5841 Ar- SY110 SY1102020 SY1102020 SY1102020 SY110	Ar-					SY11020		
Raqqa SY11 Tell Abiad 2 Suluk 1 Kattar C5892 Ar- SY110 SY11020 SY11	Raqqa	SY11	Tell Abiad	2	Suluk	1	Iweh	C5859
Ar- Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY11020 C5841 Raqqa SY11 Tell Abiad 2 Suluk 1 Khweitleh C5841 Ar- SY110 SY11020 SY11020 SY11020 SY11020	Ar-			SY110		SY11020		
Raqqa SY11 Tell Abiad 2 Suluk 1 Khatuniya Sluk C5855 Ar- SY110 SY11020 SY11020 SY11020 C5841 Ar- SY110 SY11020 SY11020 SY11020	Raqqa	SY11	Tell Abiad	2	Suluk	1	Kattar	C5892
Ar- Raqqa SY11 Tell Abiad 2 Suluk 1 Khweitleh C5841 Ar- SY110 SY11020 SY11020 SY11020	Ar-			SY110		SY11020		
Raqqa SY11 Tell Abiad 2 Suluk 1 Khweitleh C5841 Ar- SY110 SY11020 SY11020 SY11020	Raqqa	SY11	Tell Abiad	2	Suluk		Khatuniya Sluk	C5855
Ar- SY110 SY11020	Ar-			SY110		SY11020		
	Raqqa	SY11	Tell Abiad	2	Suluk	1	Khweitleh	C5841
Ragga SY11 Tell Abiad 2 Suluk 1 Ouneitra C5872	Ar-			SY110		SY11020		
- - - - - - - - - -	Raqqa	SY11	Tell Abiad	2	Suluk	1	Quneitra	C5872

Ar-	İ	1	SY110	l	SY11020	1	
Raqqa	SY11	Tell Abiad	2	Suluk	1	Ranin	C6509
Ar-	3111	TCII Abida	SY110	Juluk	SY11020	Ramin	20303
Raqqa	SY11	Tell Abiad	2	Suluk	1	Shamandur	C5854
Ar-	3111	Tell / Iblaa	SY110	Suluk	SY11020	Silamanaai	C5054
Raqqa	SY11	Tell Abiad	2	Suluk	1	Suluk	C5843
Ar-	3111	TCII Abida	SY110	Juluk	SY11020	Juluk	C3043
Raqqa	SY11	Tell Abiad	2	Suluk	1	Tal Hammam	C5844
Ar-	3111	Tell Ablau	SY110	Suluk	SY11020	Tarriammam	C3044
Raqqa	SY11	Tell Abiad	2	Suluk	1	Um Elhayaya	C5845
Ar-	3111	Tell Ablau	SY110	Juluk	SY11020	On Linayaya	C3643
	SY11	Tell Abiad	2	Suluk	1	Zavdi	C5835
Raqqa	3111	Tell Ablau	SY110	Suluk	SY11020	Zaydi	C3633
Ar-	CV11	Tall Abject		Fin Issa	2	Ab., Nitulah	CE014
Raqqa	SY11	Tell Abiad	2 SY110	Ein Issa		Abu Nituleh	C5914
Ar-	CV11	Tall Abject	2	Fin Issa	SY11020 2	Amin	C5912
Raqqa	SY11	Tell Abiad		Ein Issa		Amin	C5912
Ar-	CV11	Tall Abiad	SY110	Fin loss	SY11020	Avida Ab., lavada	CE003
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Arida Abu Jarada	C5903
Ar-	CV44	Tall Abiad	SY110	Fin Inn	SY11020	Dinter	CE 00.4
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Bir Issa	C5894
Ar-	6)/4.4		SY110	-· ·	SY11020	·	05005
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Ein Issa	C5905
Ar-	0.444		SY110		SY11020		05000
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Hanano	C5922
Ar-	0.444		SY110		SY11020		05004
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Hijazieh	C5904
Ar-	0.444		SY110		SY11020		05005
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Hisheh	C5927
Ar-	6)/4.4		SY110	-· ·	SY11020		05045
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Jahjah	C5915
Ar-	0.444		SY110		SY11020		05040
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Kafifeh	C5918
Ar-			SY110		SY11020		
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Mabuja	C6503
Ar-			SY110		SY11020		
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Madlaj	C5925
Ar-			SY110		SY11020		
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Maghar	C5921
Ar-			SY110		SY11020		
Raqqa	SY11	Tell Abiad	2	Ein Issa	2	Nasriyeh	C5900
Ar-		Ath-	SY110		SY11030	Abu Shamat - Abul	
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Kalat	C5967
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Ajajiyeh	C5989
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Bir Shallal	C5984
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Eastern Jaabar	C5981
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Falah Rabu	C5990
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Hamra	C5977

Ar-	1	Ath-	SY110	1	SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Jurneyyeh	C5965
Ar-	3111	Ath-	SY110	Junicyyen	SY11030	Jameyyen	63303
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Mahmudli	C5968
Ar-	3111	Ath-	SY110	Julileyyell	SY11030	Wallifiadii	C3300
	SY11	Thawrah	3	Jurneyyeh	2	Rajm Elhamam	C5963
Raqqa Ar-	3111	Ath-	SY110	Jurneyyen	SY11030	Najiii Eiliailiaili	C3903
	SY11	Thawrah	3	Lurnovavoh	2	Ramleh	CE07E
Raqqa	2111			Jurneyyeh		Kamien	C5975
Ar-	CV44	Ath-	SY110	to an accorda	SY11030	The least to	CE007
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Thaheriya	C5987
Ar-	0.44	Ath-	SY110		SY11030		05000
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Western Jaabar	C5982
Ar-		Ath-	SY110		SY11030		
Raqqa	SY11	Thawrah	3	Jurneyyeh	2	Zarijiyet Shams Eldin	C5956
		As-	SY120		SY12020		
Dar'a	SY12	Sanamayn	2	As-Sanamayn	0	Ankhal	C6058
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Da'el	4	Abtaa	C6031
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Da'el	4	Da'el	C6030
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Dar'a	0	Kahil	C5998
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Dar'a	0	Nasib	C5999
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Dar'a	0	Sayda	C5995
			SY120		SY12000	•	
Dar'a	SY12	Dar'a	0	Dar'a	0	Tiba	C5992
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Dar'a	0	Um Elmayathen	C5996
			SY120		SY12000	,	
Dar'a	SY12	Dar'a	0	Jizeh	6	Ghasm	C6042
		As-	SY120		SY12020		
Dar'a	SY12	Sanamayn	2	As-Sanamayn	0	Hara	C6048
- Du. u	0.12	Janamayn	SY120	7.5 541141114711	SY12000	11010	300.0
Dar'a	SY12	Dar'a	0	Jizeh	6	Jizeh	C6043
Dui u	3112	Dui u	SY120	312011	SY12000	312011	20013
Dar'a	SY12	Dar'a	0	Jizeh	6	Mataeiyeh	C6041
Dai a	3112	Dai a	SY120	Kherbet	SY12000	Widtaciyen	C0041
Dar'a	SY12	Dar'a	0	Ghazala	2	Alma	C6011
Dai a	3114	Dai a	SY120	Kherbet	SY12000	Aiilia	C0011
Dar'a	SY12	Dar'a	0	Ghazala	2	Factorn Chariyoh	C6009
Dai q	3112	טמו מ				Eastern Ghariyeh	C0003
Donle	CV43	Darie	SY120	Kherbet	SY12000	Mostoria Charitirali	CC010
Dar'a	SY12	Dar'a	0	Ghazala	2	Western Ghariyeh	C6010
D. 1	63/4.5	5	SY120	N.4	SY12000	IZ a sa l	66047
Dar'a	SY12	Dar'a	0	Mseifra	7	Karak	C6047
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Mseifra	7	Mseifra	C6044
			SY120	_	SY12000		
Dar'a	SY12	Dar'a	0	Mseifra	7	Sahwa	C6045
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Mseifra	7	Um Walad	C6046

I	1	İ	SY120		SY12000		1
Dar'a	SY12	Dar'a	0	Mzeireb	5	Ajami	C6035
Dai a	3112	Dai a	SY120	IVIZEITED	SY12000	Ajaiiii	00033
Dar'a	SY12	Dar'a	0	Mzeireb	5	Kharab Shahem	C6522
Dui u	3112	Dai a	SY120	WIZCHED	SY12000	Kilarab Silariciii	COSEE
Dar'a	SY12	Dar'a	0	Mzeireb	5	Mzeireb	C6039
Dai a	3112	Dai a	SY120	IVIZCIICD	SY12000	IVIZCII CD	00033
Dar'a	SY12	Dar'a	0	Mzeireb	5	Nabe Elfawar	C6673
Dai a	3112	Dai a	SY120	IVIZEITED	SY12000	IVabe Lilawai	C0073
Dar'a	SY12	Dar'a	0	Mzeireb	5	Nahj	C6040
Dai a	3112	Dai a	SY120	IVIZEITED	SY12000	Ivalij	C0040
Dar'a	SY12	Dar'a	0	Mzeireb	5	Tabriyat	C6036
Dala	3112	Dai a	SY120	IVIZEITED	SY12000	Tabliyat	C0030
Darla	CV12	Darla		Maoirob	5	Tafas	C6034
Dar'a	SY12	Dar'a	0 SY120	Mzeireb		IdidS	C6034
Davia	CV12	Dowle	0	Masinah	SY12000	Tal Chihah	66022
Dar'a	SY12	Dar'a		Mzeireb	5	Tal Shihab	C6033
Davila	CV42	Davis	SY120	NA-sinals	SY12000	7	66027
Dar'a	SY12	Dar'a	0	Mzeireb	5	Zayzun	C6037
	6)/4.0	l	SY120		SY12030		06446
Dar'a	SY12	Izra'	3	Hrak	2	Hrak	C6116
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Hrak	2	Nahta	C6118
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Busra Esh-Sham	C6002
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Hrak	2	Sura	C6115
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Izra'	0	Bweir	C6104
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Izra'	0	Jadal	C6096
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Izra'	0	Masikeh-Lajat	C6110
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Izra'	0	Sur	C6098
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Jasim	1	Jasim	C6111
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Jasim	1	Namar	C6112
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Nawa	3	Nasriyeh	C6123
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Nawa	3	Nawa	C6124
			SY120		SY12030		
Dar'a	SY12	Izra'	3	Nawa	3	Sokkariyeh	C6122
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Jemrine	C6005
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Moraba	C6008
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Nada	C6007
			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Simej	C6003
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			SY120		SY12000		
Dar'a	SY12	Dar'a	0	Busra Esh-Sham	1	Smad	C6004
		As-	SY050		CVOEO20		
Hama	SY05	Suqaylabiy ah	2	Madiq Castle	SY05020 4	Bab Eltaga	C3199
Tiailia	3103	As-		Wadiq Castle	7	Dab Litaya	C3133
		Sugaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Deir Sunbul	C3190
		As-					
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Eastern Huweiz	C3194
		As- Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Hawash	C3195
Tidilla	0.00	As-	_	Wadiq Castic		- Hawasii	00133
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Hmeirat	C3187
		As-	0):5:5:5		0.45=5==		
Hama	CVOE	Suqaylabiy	SY050	Madia Castla	SY05020	I I mmis . m la	62400
Hama	SY05	ah As-	2	Madiq Castle	4	Hurriyeh	C3198
		Sugaylabiy	SY050		SY05020	Jamasa Odayat -	
Hama	SY05	ah	2	Madiq Castle	4	Alshareeah	C3193
		As-		'			
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Kafr Nabutha	C3209
		As-	CVOEO		CVOE 020		
Hama	SY05	Suqaylabiy ah	SY050 2	Madiq Castle	SY05020 4	Madiq Castle	C3207
Hallia	3103	As-	2	iviauly castle	4	iviauių castie	C3207
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Qirata	C3206
		As-					
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Sehriyeh	C3204
		As- Sugaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Shahranaz	C3191
Tiallia	3103	As-				Onam and	00101
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Tal Hawash	C3197
		As-					
	6)/05	Suqaylabiy	SY050	Marilla C. H	SY05020	-	624.00
Hama	SY05	ah As-	2	Madiq Castle	4	Tweini	C3188
		Suqaylabiy	SY050		SY05020		
Hama	SY05	ah	2	Madiq Castle	4	Upper Hweijeh	C3196
			SY070	4	SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Abu Habbeh	C4108
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Maysruneh	C4113

	İ		SY070	I	SY07030		1
Idleb	SY07	Harim	3	Kafr Takharim	3	Taltita	C4154
Taicb	3107	Tidiiii	SY070	Kan Taknanin	SY07030	Tattita	C+15+
Idleb	SY07	Harim	3	Qourgeena	4	Banabel	C4162
Taicb	3107	Tidiiii	SY070	Qourqueria	SY07030	Danaber	C+102
Idleb	SY07	Harim	3	Qourgeena	4	Barisha	C4164
Taleb	3107	Tidiiii	SY070	Qourqueria	SY07030	Daristia	C4104
Idleb	SY07	Harim	3	Qourqeena	4	Boz Ghaz	C4166
Taicb	3107	Tidiiii	SY070	Qourqueria	SY07030	DOZ GITUZ	C+100
Idleb	SY07	Harim	3	Qourgeena	4	Dier Seeta	C6696
idicb	3107	Tidiiiii	SY070	Qourqueria	SY07030	Dici Secta	00030
Idleb	SY07	Harim	3	Qourgeena	4	Htan	C4161
Idicb	3107	Tiaiiii	SY070	Qourqueria	SY07030	Titali	C4101
Idleb	SY07	Harim	3	Qourgeena	4	Kafr Aruq	C4172
idicb	3107	Tidiiiii	SY070	Qourqueria	SY07030	Kan Araq	C4172
Idleb	SY07	Harim	3	Qourgeena	4	Koknaya	C6616
luieb	3107	Hailiii	SY070	Qourqeena	SY07030	Kokilaya	C0010
Idleb	SY07	Harim	3	Qourgeena	4	Meraf Elshalaf	C4171
luleb	3107	Tiaiiii	SY070	Qourqeena	SY07030	IVICIAI LISIIAIAI	C41/1
Idleb	SY07	Harim	3	Qourgeena	4	Qalb Lozeh	C4173
luleb	3107	Панн	SY070	Qourqeena	SY07020	Qaib Lozeii	C41/3
Idleb	SY07	Al Ma'ra	2	Heish	5	Moga	C4109
idleb	3107	Aliviala	SY070	пеізіі	SY07030	Moqa	C4109
Idleb	CVOZ	Harim	3	Oourgoons		Ogurgoono	C4174
idleb	SY07	Harim	SY070	Qourqeena	4 5V07020	Qourqeena	C4174
مامالما	CVOZ	I I a wi ma		0.000000000	SY07030	Dahaata	C41C0
Idleb	SY07	Harim	3	Qourqeena	4 5V07030	Rabeeta	C4168
مامالما	CVOZ	I I a wi ma	SY070	0.000000000	SY07030	Dadwa	C41C0
Idleb	SY07	Harim	3	Qourqeena	4 5V07020	Radwa	C4169
Idlah	CVOZ	Harim	SY070 3	Oourgoons	SY07030	Doc Elbion	C4167
Idleb	SY07	Harim		Qourqeena	4 SY07030	Ras Elhisn	C4167
Lall a la	CVOZ	I I a ui a a	SY070	0		Canalin	C4465
Idleb	SY07	Harim	3	Qourqeena	4 5V07030	Sardin	C4165
Lall a la	CVOZ	I I a ui a a	SY070	0	SY07030	Taulaha	64470
Idleb	SY07	Harim	3	Qourqeena	4 5V07020	Torlaha	C4170
Idlab	CVOZ	Harine	SY070	Coloin	SY07030	Abu Talba	C4122
Idleb	SY07	Harim	3	Salqin	2	Abu Talha	C4133
Idlob	CVOZ	Harim	SY070	Calgin	SY07030	Allani	C4143
Idleb	SY07	Harim	3	Salqin	2	Allani	C4142
Idlob	CVOZ	Harim	SY070	Calgin	SY07030	Azmarin	C4143
Idleb	SY07	Harim	3	Salqin	2	Azmarin	C4143
Idlah	CVOZ	A N a z =	SY070	Hoich	SY07020	Pakaya Ciinah	C4103
Idleb	SY07	Al Ma'ra	2	Heish	5 SV07030	Rakaya Sijneh	C4102
ا ما اما	CVOZ	I I a wine	SY070	Calain	SY07030	Dative	C41.47
Idleb	SY07	Harim	3	Salqin	2	Betiya	C4147
ما مالما	CVCZ	l la wires	SY070	Colorie	SY07030	Dia Hin Issues	C41.44
Idleb	SY07	Harim	3	Salqin	2	Big Hir Jamus	C4141
1.11.1	61/07	11	SY070	Calata	SY07030	D. H. C.	644.46
Idleb	SY07	Harim	3	Salqin	2	Delbiya	C4146
140 - 1-	63407	11	SY070	Calair	SY07030	Fin File!	64436
Idleb	SY07	Harim	3	Salqin	2	Ein Elbikara	C4136
	6)/6=	l	SY070	6.1.	SY07030		
Idleb	SY07	Harim	3	Salqin	2	Eskat	C4145

1	I	I	SY070	I	L CV07020	1	I
Idlob	CVOZ	Harim		Calain	SY07030	Faraukiyah	CCC10
Idleb	SY07	Harim	3	Salqin	2 SY07020	Faroukiyeh	C6619
مامالما	CVOZ	A D	SY070	lla:ab		Cabuan	C4104
Idleb	SY07	Al Ma'ra	2	Heish	5	Sahyan	C4104
ما مالما	CVOZ	I I a mina	SY070	Calain	SY07030	No. for I live al	C4454
Idleb	SY07	Harim	3	Salqin	2	Kafr Hind	C4151
1.11.1.	61/07	I I a d'an	SY070	C.L.L.	SY07030	C. M. J.	64430
Idleb	SY07	Harim	3	Salqin	2	Saidiyeh	C4138
1.11.1.	61/07	I I a d'an	SY070	C.L.L.	SY07030	Calata	64440
Idleb	SY07	Harim	3	Salqin	2	Salqin	C4140
1.01.1	61/07	01001	SY070	11.2.6	SY07020	Chaille Barrer	64407
Idleb	SY07	Al Ma'ra	2	Heish	5	Sheikh Dames	C4107
	6)407		SY070		SY07030	- "	04440
Idleb	SY07	Harim	3	Salqin	2	Tellemar	C4148
	0.40=		SY070		SY07030		0.110=
Idleb	SY07	Harim	3	Salqin	2	Tlul	C4137
			SY070		SY07000		
Idleb	SY07	Idleb	0	Bennsh	2	Bennsh	C3904
l			SY070		SY07000	_	
Idleb	SY07	Idleb	0	Bennsh	2	Toum	C3906
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Aqrabat	C3866
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Ein Shib	C3868
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Falyun	C3877
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Tah	C4099
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Idleb	C3871
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Kafruhin	C3879
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Kreiz	C3869
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Mastumeh	C3872
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Nayrab	C3867
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Northern Ora	C3874
			SY070		SY07000		
Idleb	SY07	Idleb	0	Idleb	0	Sijer - Bqesemtoh	C3873
			SY070		SY07000	Tab Issa - Eastern	
Idleb	SY07	Idleb	0	Idleb	0	And Western	C3870
			SY070	_	SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Tahtaya	C4103
			SY070		SY07000		
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Batenta	C3939
			SY070		SY07000		
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Beeret Kaftin	C6633
			SY070		SY07000		
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Haranbush	C3943

i	I	I	l cv070	1	SY07000	I	I
Idleb	SY07	Idleb	SY070	Maaret Tamerin		Hazano	C3944
idleb	3107	idleb	0	Maaret Tamsrin	5	Hazano	C3944
Idlob	CVOZ	Idlah	SY070	Maarat Tamerin	SY07000	Kafr Kafrahmul	C2042
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Kafr - Kafrehmul	C3942
ما مالما	CVOZ	ا ما ا ما	SY070	Manuat Tamania	SY07000	Kafa lalaa	62045
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Kafr Jales	C3945
Lall a la	CVOZ	ا ما ا ما	SY070	Manual Tamania	SY07000	1/ - f - N - l - :	62040
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Kafr Nabi	C3948
1.11.1.	61/07	1.11.1	SY070	NA T	SY07000	Market and a	66600
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Kafr tanor	C6690
1.11.1.	61/07	A B a	SY070	What Charles	SY07020	Al. d.	62000
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Abdin	C3990
1.11.1.	61/07	1.11.1	SY070	NA T	SY07000	17 - 11	62040
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Kelly	C3949
1.11.1.	61/07	1.11.1	SY070	NA T	SY07000	NA Elalla	62050
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Maaret Elekhwan	C3950
	6) (0.7		SY070		SY07000		620.47
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Ma'arrat Tamasrin	C3947
	6) (0.7		SY070		SY07000		620.46
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Murin	C3946
l	0.40=		SY070		SY07000		
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Ram Hamdan	C3941
			SY070		SY07000		
Idleb	SY07	Idleb	0	Maaret Tamsrin	5	Zardana Mashehad	C3938
			SY070		SY07000		
Idleb	SY07	Idleb	0	Sarmin	6	Sarmin	C3953
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Baarbu	C3992
			SY070		SY07000		
Idleb	SY07	Idleb	0	Teftnaz	4	Abu Kansa	C6635
			SY070	_ 6	SY07000		
Idleb	SY07	Idleb	0	Teftnaz	4	Ketyan	C3936
			SY070	_ 6	SY07000	Maaret Elnaasan -	
Idleb	SY07	Idleb	0	Teftnaz	4	Maaret Elhaski	C3935
			SY070	_ 6	SY07000		
Idleb	SY07	Idleb	0	Teftnaz	4	Shallakh	C3934
	6346=	1.11.2	SY070	T . C .	SY07000	T. 11.1	63033
Idleb	SY07	Idleb	0	Teftnaz	4	Talhiyeh	C3933
140 - 1-	61/07	Lalla !:	SY070	Tafter	SY07000	Taftera	62022
Idleb	SY07	Idleb	0	Teftnaz	4	Teftnaz	C3932
140 - 1-	61/07	Jisr-Ash-	SY070	Dadame	SY07040	â Zasinist	66600
Idleb	SY07	Shugur	4	Badama	1	Zoainieh	C6698
	61/07	Jisr-Ash-	SY070	B. J	SY07040	A I .	64227
Idleb	SY07	Shugur	4	Badama	1	Armala	C4227
	6346=	Jisr-Ash-	SY070	B. J.	SY07040	D. J	64226
Idleb	SY07	Shugur	4	Badama	1	Badama	C4226
l			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Hbit	C3989
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Badama	1	Baksariya	C4223
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Badama	1	Ein El-Bayda	C4229

İ	I	1:an Aala	SY070	I	CV07040	I	ī
Idleb	SY07	Jisr-Ash-		Dadama	SY07040	Hamburahi rah	C4220
idleb	3107	Shugur	4	Badama	1 6 6 7 0 4 0	Hanbushiyeh	C4228
1.01.1	6)/07	Jisr-Ash-	SY070	D. d	SY07040	March 1 Elle	64224
Idleb	SY07	Shugur	4	Badama	1	Kherbet Eljoz	C4231
	0.40=	Jisr-Ash-	SY070		SY07040		0.000
Idleb	SY07	Shugur	4	Badama	1	Najiyeh	C4233
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Badama	1	Ramliyeh	C4234
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Badama	1	Shaturiyeh	C4232
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Amudiyeh	C4101
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Kafr Ein	C3993
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Khan Shaykun	C3987
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Nqeir	C3991
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Qasabiyeh	C3986
			SY070	,	SY07020	,	
Idleb	SY07	Al Ma'ra	2	Khan Shaykun	1	Um Zaytuna	C3988
10.00	0.07	7 11 11 10 10	SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Big Khwein	C4091
Tares	3107	711111111111	SY070	ramanaan	SY07020	DIS KIIWEIII	0.1031
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Farja	C4089
laicb	3107	Aliviara	SY070	Tamanaan	SY07020	Mashraf Rajmel	C4003
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Mashraf	C4088
luieb	3107	Aliviala	SY070	Tamanaan	SY07020	iviasili ai	C4008
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Msheirfeh Qabliyeh	C4097
luleb	3107	Aliviala	SY070	Tallialiaali	SY07020	Misheli Teli Qabilyeli	C4097
Idleb	SY07	Al Ma'ra	2	Heish		Armanaua	C4106
luleb	3107	Aliviala		пеізіі	5	Armanaya	C4106
I all a la	CVOZ	01045155	SY070	Tamanah	SY07020	NI:la a	C4002
Idleb	SY07	Al Ma'ra	2	Tamanaah	6,407,030	Niha	C4083
1.40 - 1.	CVCZ	A1 8 4 - 1	SY070	Tamas	SY07020	Namedan - NAS - C.	64000
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Northern Msheirfeh	C4098
	61.6		SY070		SY07020	01	0.400.5
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Qleiat Eltubiyeh	C4096
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Raffa	C4078
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Sahal	C4075
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Tal Shih	C6606
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Tamanaah	C4081
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Um Elkhalayel	C4085
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Tamanaah	4	Um Jalal	C4095
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Abdita	C4291
		1 -	1	I .	1	I.	_

ĺ	I	İ	SY070	1	L CV07020	1	I
Idlob	CVOZ	Al Maira		Hoich	SY07020	Babuline	C4100
Idleb	SY07	Al Ma'ra	2	Heish	5	Babuline	C4100
امالمام	CVOZ	A wile o	SY070	- Change	SY07050	۸ ام ا	C4202
Idleb	SY07	Ariha	5	Ehsem	1	Ablin	C4292
I all a la	CVOZ	A: la .a	SY070	Ele se se	SY07050	A = la =	C4204
Idleb	SY07	Ariha	5	Ehsem	1	Arnaba	C4301
I all a la	CVOZ	A: la	SY070	Ele se se	SY07050	Dalahana	C420C
Idleb	SY07	Ariha	5	Ehsem	1	Balshun	C4296
1.11.1.	6)407	A .:1	SY070	El	SY07050	D.I.	64202
Idleb	SY07	Ariha	5	Ehsem	1	Balyun	C4302
1.11.1.	6)407	A .:1	SY070	El	SY07050	B	64204
Idleb	SY07	Ariha	5	Ehsem	1	Bara	C4304
1.11.1.	6)407	A .:1	SY070	El	SY07050	B	64207
Idleb	SY07	Ariha	5	Ehsem	1	Bsames	C4297
1.11.1.	6)407	A .:1	SY070	El	SY07050	D. C. C. II. I	64202
Idleb	SY07	Ariha	5	Ehsem	1	Deir Sunbul	C4293
	6)407		SY070		SY07050		04205
Idleb	SY07	Ariha	5	Ehsem	1	Ehsem	C4295
	6)407		SY070		SY07050	F	0.1200
Idleb	SY07	Ariha	5	Ehsem	1	Ein Laruz	C4299
	61/0-		SY070	_,	SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Farkya	C4305
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Heish	C4105
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Joseph	C4303
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Kafr Haya	C4306
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Kansafra	C4309
		l	SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Maghara	C4300
		l	SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Marata	C4307
		l	SY070		SY07050		
Idleb	SY07	Ariha	5	Ehsem	1	Marayan	C4308
	6) (6-	A .:1	SY070	Elect	SY07050		64333
Idleb	SY07	Ariha	5	Ehsem	1	Mozra	C4298
	6) (6-	A .:1	SY070	Elect	SY07050	D	64334
Idleb	SY07	Ariha	5	Ehsem	1	Rami	C4294
	6) (6-		SY070	A	SY07030	A	64476
Idleb	SY07	Harim	3	Armanaz	5	Armanaz	C4176
	6) (6-		SY070	A	SY07030	D. P.	64464
Idleb	SY07	Harim	3	Armanaz	5	Baliya	C4181
[·	61.6=		SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Kafr Basin	C4111
	a =		SY070		SY07030		
Idleb	SY07	Harim	3	Armanaz	5	Biret Armanaz	C4180
			SY070		SY07030		
Idleb	SY07	Harim	3	Armanaz	5	Dweila	C4182
			SY070		SY07030		
Idleb	SY07	Harim	3	Armanaz	5	Ghafar	C4175

			SY070		SY07030		İ
Idleb	SY07	Harim	31070	Armanaz	5	Hafasraja	C4178
luleb	3107	Hailiii	SY070	Aimanaz	SY07030	Halasiaja	C4178
Idleb	SY07	Harim	31070	Armanaz	5	Kabta	C4185
luleb	3107	Панн	SY070	Allialiaz	SY07030	Nabla	C4163
Idlah	CVOZ	Harim		A rm a n a 7		Kuwara IIm Firiyah	C4192
Idleb	SY07	Harim	3	Armanaz	5	Kuwaro - Um Elriyah	C4183
Lall a la	CVOZ	l la viva	SY070	A	SY07030	N 4:1: -	C4404
Idleb	SY07	Harim	3	Armanaz	5	Milis	C4184
	6)/07	l	SY070		SY07030		04477
Idleb	SY07	Harim	3	Armanaz	5	Quneitra	C4177
	6)/07	l	SY070		SY07030	CL III V	04470
Idleb	SY07	Harim	3	Armanaz	5	Sheikh Yousef	C4179
			SY070	_	SY07030		
Idleb	SY07	Harim	3	Dana	1	Aqrabat	C4127
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Kafrsajna	C4110
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Atma	C4130
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Bab El Hawa	C6389
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Burdaqly	C6693
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Dana	C4126
			SY070		SY07030	Deir Hassan -	
Idleb	SY07	Harim	3	Dana	1	Darhashan	C4129
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Hezreh - Hezri	C4120
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Kafr Deryan	C4132
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Mashhad Ruhin	C6692
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Qah	C4131
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Heish	5	Maar Hattat	C4112
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Sarmada	C4121
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Selwa	C4123
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Tal Elkaramej	C4122
			SY070		SY07030		
Idleb	SY07	Harim	3	Dana	1	Termanin	C4125
			SY070		SY07030		
Idleb	SY07	Harim	3	Harim	0	Ariba	C4114
			SY070		SY07030		
Idleb	SY07	Harim	3	Harim	0	Besnaya - Bseineh	C4116
			SY070		SY07030	,	
Idleb	SY07	Harim	3	Harim	0	Harim	C4115
			SY070		SY07030		
Idleb	SY07	Harim	3	Harim	0	Kafr Hum	C4117
	1 -	1	-1	l	1	<u> </u>	1

I	1	1	SY070	I	SY07020	1	1
Idleb	SY07	Al Ma'ra	2	Heish	5	Madaya	C6593
14165	3.07	7.1.11.0.1.0	SY070	110.511	SY07030	maaya	00330
Idleb	SY07	Harim	3	Kafr Takharim	3	Abarita	C4152
			SY070		SY07030		0.122
Idleb	SY07	Harim	3	Kafr Takharim	3	Bayates	C6695
			SY070		SY07030	7, 1111	
Idleb	SY07	Harim	3	Kafr Takharim	3	Helleh	C4155
			SY070		SY07030		
Idleb	SY07	Harim	3	Kafr Takharim	3	Jadeen	C4156
			SY070		SY07030		
Idleb	SY07	Harim	3	Kafr Takharim	3	Kafr Kila	C4158
			SY070		SY07030		
Idleb	SY07	Harim	3	Kafr Takharim	3	Kafr Mars	C4159
			SY070		SY07030		
Idleb	SY07	Harim	3	Kafr Takharim	3	Kafr Takharim	C4157
			SY070		SY07030		
Idleb	SY07	Harim	3	Kafr Takharim	3	Kuku - Ein Eljaj	C4160
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Bsanqul	C4322
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Hila	C4328
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Hlul	C4326
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Kafrmid	C4329
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Kniseh	C4313
		_	SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Mhambal	C4330
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Kafr Nobol	C4068
	6) (0.7		SY070		SY07050		64246
Idleb	SY07	Ariha	5	Mhambal	2	Northern Laj	C4316
1.01.1	6)407	A .11-	SY070	National land	SY07050	0 . 0 . 1.11 . 5.1	64242
Idleb	SY07	Ariha	5	Mhambal	2	Ora Qabli - Edwan	C4312
مامالما	CVOZ	۵ سانه م	SY070	N 4 b a rea b a l	SY07050	0,400.40	66615
Idleb	SY07	Ariha	5 SY070	Mhambal	2 SY07050	Qrsaya	C6615
Idleb	SY07	Ariha	5 5	Mhambal	2	Sahen	C4327
iulen	3107	Ailla	SY070	iviiiailibai	SY07050	Janen	C4327
Idleb	SY07	Ariha	5	Mhambal	2	Shagurit	C4311
idleb	3107	Ailla	SY070	iviliailibai	SY07000	Jiiaguiit	C+211
Idleb	SY07	Idleb	0	Saraqab	3107000	Afs	C3920
IGIED	3107	idicb	SY070	Jarayan	SY07020	/ 113	C3320
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3107020	Kafr Oweid	C4062
10100	3107	7.11110.10	SY070		SY07000	Overa	0.1002
Idleb	SY07	Idleb	0	Saragab	3	Bijfas	C3912
13.00	13.37	10.00	SY070	20.0400	SY07000		33312
Idleb	SY07	Idleb	0	Saragab	3	Kafr Battikh	C3927
	13.37		SY070		SY07000	200000	1002.
Idleb	SY07	Idleb	0	Saraqab	3	Kafr Omeim	C3928
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Idleb	SY07	Idleb	0	Saragab	3	Maar Dibsi	C3931
luleb	3107	luleb	SY070	Sarayab	SY07000	IVIdai Dibsi	C3931
Idleb	SY07	Idleb	0	Saraqab	3107000	Maharim	C3926
luleb	3107	luleb	SY070	Sarayab	SY07000	IVIAIIAIIIII	C3920
Idleb	SY07	Idleb	0	Saraqab	3107000	Mardikh	C3930
luleb	3107	luleb	SY070	Sarayab	SY07000	Maraikii	C3930
Idleb	SY07	Idleb	0	Caragah	3107000	Rasafa	C3923
luleb	3107	idleb	SY070	Saraqab	SY07000	Nasala	C3923
Idleb	SY07	Idleb	0	Caragah	3107000	Caragah	C3916
luleb	3107	idleb	SY070	Saraqab	SY07000	Saraqab	C2310
Idleb	SY07	Idleb	0	Caragah	3107000	Sheikh Idris	C3924
luleb	3107	idleb	SY070	Saraqab	SY07020	SHEIKH IUHS	C5924
Idlah	CVOZ	Al Maira		Kafr Nahal		Kaudrahah	C4072
Idleb	SY07	Al Ma'ra	2 SY070	Kafr Nobol	3	Kawkabeh	C4072
ما مام	CVOZ	ما مالما		Cananah	SY07000	Tal Tabasia	66624
Idleb	SY07	Idleb	0	Saraqab	3	Tal Tabariz	C6634
1-11-1-	CVOZ	Lallada	SY070	Cananah	SY07000	T	63000
Idleb	SY07	Idleb	0	Saraqab	3	Tromba	C3908
	6)/07	Jisr-Ash-	SY070		SY07040		04045
Idleb	SY07	Shugur	4	Darkosh	2	Amud	C4245
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Darkosh	C4252
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Dorriyeh	C4249
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Ghazala - Mgheidleh	C4240
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Mazuleh	C4243
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Mreimin	C4254
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Maar Tahroma	C4071
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Thahr	C4247
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Turin	C4237
		Jisr-Ash-	SY070		SY07040	Zahraa - Kherbet	
Idleb	SY07	Shugur	4	Darkosh	2	Amud	C4250
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Darkosh	2	Zarzur	C4238
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Athar	C4266
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Foz - Zuf	C4263
		Jisr-Ash-	SY070		SY07040	Hamama - Kafr	
Idleb	SY07	Shugur	4	Janudiyeh	3	Debbin	C4267
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Hassaniyeh - Hatya	C4257
		Jisr-Ash-	SY070	,	SY07040	. ,	
Idleb	SY07	Shugur	4	Janudiyeh	3	Janudiyeh	C4255
	1	Jisr-Ash-	SY070	,	SY07040	, -	
Idleb	SY07	Shugur	4	Janudiyeh	3	Jdidet Eljisr	C4265
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	6)407	Jisr-Ash-	SY070		SY07040		04050
Idleb	SY07	Shugur	4	Janudiyeh	3	Maland	C4259
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Mudiah - Luxin	C4261
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Qaderiyeh - Qayqun	C4258
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Qanniyeh	C4260
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Janudiyeh	3	Yaqubiyeh	C4256
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Balmis	C4191
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Bsheiriyeh - Bello	C4193
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Bzeit	C4200
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Eastern Marj Akhdar	C4215
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Ein Elhamra	C4202
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Ein Elsoda	C4204
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Jannet Elgora	C4208
		Jisr-Ash-	SY070		SY07040	'	
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Jisr-Ash-Shugur	C4199
		Jisr-Ash-	SY070		SY07040		
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Kniset Nakhleh	C4222
		- Streegen	SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Basqala	C4061
10.10.0	0.07	Jisr-Ash-	SY070		SY07040	Maalaga -	0.002
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Bishlamon	C4190
Tares	3.07	Jisr-Ash-	SY070	3131 71311 3114841	SY07040	Bisinamon	0.1230
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Qulaia	C6642
idicb	3107	Jisr-Ash-	SY070	3131 71311 311ugui	SY07040	Quidia	C00+2
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Sokkariyeh	C4210
IGICD	3107	Jisr-Ash-	SY070	Jisi 7 Sii Siiugui	SY07040	JORNALIYETI	C7210
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Um Rish	C4194
IGIED	3107	Jisr-Ash-	SY070	JISI ASII-SIIUKUI	SY07040	Western Marj	C-174
Idleb	SY07	Shugur	4	Jisr-Ash-Shugur	0	Akhdar	C4212
luieb	3107	Jilugui	SY070	131-4311-311ugul	SY07020	ANTIGO	C4212
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3107020	Sfuhen	C4054
iulen	3107	ALIVIATA	SY070	Nati NUDUI	SY07020	Siulicii	C4034
Idleb	CVOZ	AL N42'r2		Kafr Nahal		Shaikh Mustafa	CADEE
iuleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Sheikh Mustafa	C4055
اماما	CVOZ	A N a w =	SY070	Kafr Nahal	SY07020	Charlin	C40F3
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Shorlin	C4053
Lall - I:	CVCZ	A B 4 - 1 -	SY070	Ma'arrat An	SY07020	A h N A	62072
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Abu Makki	C3973
	61.45=		SY070	Ma'arrat An	SY07020	5 1 311	02051
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Babilla	C3964
	0.45-		SY070	Ma'arrat An	SY07020		
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Halbeh	C3966

ĺ	1		SY070	I	SY07020		i i
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Faqie	C4052
luieb	3107	Ailviala	SY070	Ma'arrat An	SY07020	raqie	C4032
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Hazzan	C3960
luieb	3107	Ailviala	SY070	Ma'arrat An	SY07020	11022011	C3300
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Jarjnaz	C3977
luleb	3107	Aliviala	SY070	Ma'arrat An	SY07020	Jaijiiaz	C3977
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Maar Shamarin	C3983
luleb	3107	Aliviala	SY070	Nu IIIaii	SY07020	Maai Silalilalili	C3363
Idleb	SV07	Al Maira	2	Kafr Nahal		Fleifel	C4060
idleb	SY07	Al Ma'ra	SY070	Kafr Nobol	3 SY07020	riellel	C4069
Idlah	CVOZ	Al Maira		Ma'arrat An		Magrata	CCEOS
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Maarata	C6598
I all a la	CVOZ	0100-1	SY070	Ma'arrat An	SY07020	NASIS WAS A STUDY	63005
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Ma'arrat An Nu'man	C3985
1.11.1.	6)/07	01001	SY070	Ma'arrat An	SY07020		63000
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Maasaran	C3980
	6)(0.7		SY070	Ma'arrat An	SY07020	T 11/	02074
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Tal Kersyan	C3971
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Ftireh	C4070
			SY070	Ma'arrat An	SY07020		
Idleb	SY07	Al Ma'ra	2	Nu'man	0	Telamnas	C3974
		_	SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Ariha	C4278
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Badriyeh	C6609
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Banin	C4274
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Has	C4058
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Bazabur	C4268
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Kafr Shalaya	C4289
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Kafrlata	C4283
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Korin	C4288
			SY070		SY07020		
Idleb	SY07	Al Ma'ra	2	Kafr Nobol	3	Hazarin	C4056
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Maarbalit	C4285
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Maarzaf	C4279
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Majdaliya	C4280
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Mseibin	C4281
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Nahliya	C4286
			SY070		SY07050		
Idleb	SY07	Ariha	5	Ariha	0	Orm Eljoz	C4269
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Idleb	SY07	Ariha	5	Ariha	0	Sarja	C4273
idleb	3107	Allia	SY070	Allia	SY07050	Sarja	C4273
Idleb	SY07	Ariha	5	Mhambal	2	Alvoh	C6612
idleb	3107	Affila		Mhambal		Alyeh	C6613
ما ما الما	CVOZ	A! la	SY070	N 4 la a va da a l	SY07050	Dalas	C424.4
Idleb	SY07	Ariha	5	Mhambal	2	Bales	C4314
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Baydar Shamsu	C4310
			SY070		SY07050		
Idleb	SY07	Ariha	5	Mhambal	2	Beftamun	C4321
Quneitr			SY140		SY14020		
а	SY14	Al Fiq	2	Fiq	0	Razaniyet Saida	C6303
Quneitr			SY140		SY14020		
а	SY14	Al Fiq	2	Fiq	0	Sayda	C6302
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Abu Ktef	C6657
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Asbah	C6288
Quneitr			SY140	, .	SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Big Duwaya	C6656
Quneitr		-	SY140	,,	SY14000	,	
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Ein Eltineh	C6289
Quneitr	0.1.	Quiterera	SY140	7 14.1431111177	SY14000	Ziii Zieiiieii	00203
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Ein Frekha	C6658
Quneitr	3117	Quilcitia	SY140	7 ii Kiidsiiiiyyeii	SY14000	EIITTEKIIG	
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Esheh	C6292
Quneitr	3114	Quileitia	SY140	Al-Kilasiiiiyyeii	SY14000	LSHEII	C0232
	SY14	Quneitra	0	Al Khachniyayah	2	Ghadir Elbostan	C6293
a Ouncitr	3114	Quileitia	SY140	Al-Khashniyyeh		Gliauli Elbustali	C0293
Quneitr	CV1.4	O. un altura		Al Khaabai u ab	SY14000	11:: ala	CC20F
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Hijeh	C6295
Quneitr	CV4.4	0	SY140	Al IZh a la c'arab	SY14000	IZ - d - d	66300
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Kodneh	C6299
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Maalaqa	C6298
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Manshiyet Sweisa	C6301
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Qarqas	C6300
Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Al-Khashniyyeh	2	Qseibeh	C6290
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Rafid	C6296
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Al-Khashniyyeh	2	Sweisa	C6291
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Khan Arnaba	1	Majdolieah	C6661
Quneitr			SY140		SY14000	-	
a	SY14	Quneitra	0	Khan Arnaba	1	Nabe Elsakher	C6287
Quneitr		,	SY140		SY14000	-	
a	SY14	Quneitra	0	Quneitra	0	Bir Ajam	C6267
Quneitr		20	SY140		SY14000		
a	SY14	Quneitra	0	Quneitra	0	Breiga	C6269
u	2114	Quileitia	1 0	Quilcitia	1 0	Diciqu	C0203

Quneitr			SY140		SY14000		
а	SY14	Quneitra	0	Quneitra	0	Qahtaniyyeh	C6270
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Quneitra	0	Quneitra	C6268
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Quneitra	0	Rweheineh	C6264
Quneitr			SY140		SY14000		
a	SY14	Quneitra	0	Quneitra	0	Um Ezam	C6662

ANNEX 6: RISK AND ASSUMPTIONS

Table 3: List of risks and mitigating action

Risk	Mitigation Measure
Potential inaccessibility of particular sites due to security constraints.	Security situation will be monitored up to the start of data collection with a clear back-up plan allocating enumerators to collect data from other areas; if the security situation subsides data can be collected at a later point in the data collection period. If it is not possible to gather data from certain locations, analysis will make clear that these locations are excluded when generalising findings across the area. The cluster will be notified and consulted throughout. If a sub-district where a household survey is planned is no longer possible to access, the methodology in that particular sub-district will switch to KI interviews.
Security situation results in travel time to certain areas being increased.	The security situation will be continually monitored and alternative routes identified.
It is not possible to obtain approvals to collect data from certain areas.	Approvals are only required for specific areas such as Al-Hasakeh governorate.
Randomly selected sample of households generate non-responses.	Ensure overall sample contains a 10% buffer, with the aim to survey 10% more respondents than needed to reach the target sample size.
Interviewees in some areas are unwilling to participate in the assessment	The survey is anonymous and entirely voluntary, and all households will have the right to withdraw. Survey questions will respect humanitarian protection guidelines and enumerators will emphasise the importance of the assessment when approaching households. If households are unwilling to participate, enumerators will be instructed to move on and find other interviewees.