

Research Terms of Reference

Education Assessment

SYR1804

Whole of Syria

April 2017
V3

REACH Informing
more effective
humanitarian action

1. Executive Summary

Country of intervention	Syria				
Type of Emergency	<input type="checkbox"/> Natural disaster	<input checked="" type="checkbox"/> Conflict			
Type of Crisis	<input type="checkbox"/> Sudden onset	<input type="checkbox"/> Slow onset	<input checked="" type="checkbox"/> Protracted		
Mandating Body/ Agency	UNICEF				
Project Code	SYR1804				
REACH Pillar	<input checked="" type="checkbox"/> Planning in Emergencies	<input type="checkbox"/> Displacement	<input type="checkbox"/> Building Community Resilience		
Overall Research Timeframe (from research design to final outputs / M&E)	18/03/2018 to 31/10/2018				
Research Timeframe	1. Start collect data: 1/5/2018		4. Data sent for validation: 14/6/2018		
<i>Add planned deadlines (for first cycle if more than 1)</i>	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	<input checked="" type="checkbox"/> Single assessment (one cycle) <input type="checkbox"/> Multi assessment (more than one cycle)				
Humanitarian milestones	Milestone		Deadline		
<i>Specify what will the assessment inform and when e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;</i>	<input type="checkbox"/> Donor plan/strategy				
	<input type="checkbox"/> Inter-cluster plan/strategy (HNO 2019)		1/8/2018		
	<input type="checkbox"/> Cluster plan/strategy				
	<input type="checkbox"/> NGO platform plan/strategy				
	<input checked="" type="checkbox"/> Other (Specify):				
	Audience type		Dissemination		

Audience Type & Dissemination <i>Specify who will the assessment inform and how you will disseminate to inform the audience</i>	<input checked="" type="checkbox"/> Strategic <input checked="" type="checkbox"/> Programmatic <input checked="" type="checkbox"/> Operational <input type="checkbox"/> [Other, Specify]	<input checked="" type="checkbox"/> General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors) <input checked="" type="checkbox"/> Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting <input checked="" type="checkbox"/> Presentation of findings (Key findings presentation – facilitated by the cluster) <input checked="" type="checkbox"/> Website Dissemination (Relief Web & REACH Resource Centre) <input type="checkbox"/> [Other, Specify]
Detailed dissemination plan required	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
General 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, Idlib, and Quneitra.	
Specific Objective(s)	The specific objectives of the education assessment are to identify: <ol style="list-style-type: none"> 1. Approximate numbers of school aged children People in Need (PiN) in each sub-district¹ 2. The access and quality of education, and the educational needs of school-aged children disaggregated by sub-district across assessed areas in Syria. 	
Research Questions	<ol style="list-style-type: none"> 1. What is the demographic profile of the school-aged children (including IDPs, spontaneous returnees, and pre-conflict populations) in assessed 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?² 4. What are the main 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 dropout rates 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 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 enrolment 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 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	HNO 2018			
Population(s) <i>Select all that apply</i>	<input checked="" type="checkbox"/>	IDPs in camp	<input checked="" type="checkbox"/>	IDPs in informal sites
	<input checked="" type="checkbox"/>	IDPs in host communities	<input type="checkbox"/>	IDPs [Other, Specify]
	<input type="checkbox"/>	Refugees in camp	<input type="checkbox"/>	Refugees in informal sites
	<input type="checkbox"/>	Refugees in host communities	<input type="checkbox"/>	Refugees [Other, Specify]
	<input checked="" type="checkbox"/>	Non-displaced (hosting)	<input checked="" type="checkbox"/>	Non-displaced (not hosting)
	<input checked="" type="checkbox"/>	Returnees	<input type="checkbox"/>	[Other, Specify]
Stratification <i>Select type(s) and enter number of strata</i>	<input checked="" type="checkbox"/>	Geographical #: sub-district (admin 3) Population size per strata is known? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	Group #: _ _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/>	[Other Specify] #: _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
Data collection tool(s)	<input checked="" type="checkbox"/>	Structured (Quantitative)		Semi-structured (Qualitative)
		Sampling method		Data collection method
Structured data collection tool # 1 <i>Select sampling and data collection method and specify target # interviews</i>		<input type="checkbox"/> Purposive <input type="checkbox"/> Probability / Simple random <input checked="" type="checkbox"/> Probability / Stratified simple random <input checked="" type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input type="checkbox"/> [Other, Specify]		<input type="checkbox"/> Key informant interview (Target #): _ _ _ _ _ <input type="checkbox"/> Group discussion (Target #): _ _ _ _ _ <input checked="" type="checkbox"/> Household interview (Target #): 7,465 <input type="checkbox"/> Individual interview (Target #): _ _ _ _ _ <input type="checkbox"/> Direct observations (Target #): _ _ _ _ _ <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _
Structured data collection tool # 2 <i>Select sampling and data collection method and specify target # interviews</i> <i>***If more than 2 structured tools please duplicate this row and complete for each tool.</i>		<input checked="" type="checkbox"/> Purposive <input type="checkbox"/> Probability / Simple random <input type="checkbox"/> Probability / Stratified simple random <input type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input type="checkbox"/> [Other, Specify]		<input checked="" type="checkbox"/> Key informant interview (Target #): 376 <input type="checkbox"/> Group discussion (Target #): _ _ _ _ _ <input type="checkbox"/> Household interview (Target #): _ _ _ _ _ <input type="checkbox"/> Individual interview (Target #): _ _ _ _ _ <input type="checkbox"/> Direct observations (Target #): _ _ _ _ _ <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _

Structured data collection tool # 3 <i>Select sampling and data collection method and specify target # interviews</i>	<input checked="" type="checkbox"/> Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]	<input checked="" type="checkbox"/> Key informant interview (Target #): _____ <input type="checkbox"/> Individual interview (Target #): _____ <input type="checkbox"/> Focus group discussion (Target #): _____ <input type="checkbox"/> School interview (Target #): All Schools in communities where HH interviews took place
Target level of precision if probability sampling	95% level of confidence	10% margin of error
Data management platform(s)	<input checked="" type="checkbox"/> IMPACT <input checked="" type="checkbox"/> UNICEF	<input type="checkbox"/> UNHCR
Expected output type(s)	<input type="checkbox"/> Situation overview #: __ <input checked="" type="checkbox"/> Presentation (Preliminary findings) #: 1 <input type="checkbox"/> Interactive dashboard #: __ <input type="checkbox"/> [Other, Specify] #: __	<input checked="" type="checkbox"/> Report #: 1 <input checked="" type="checkbox"/> Presentation (Final) #: 1 <input type="checkbox"/> Web map #: __ <input checked="" type="checkbox"/> Profile #: __ <input checked="" type="checkbox"/> Factsheet #: 8 (Governorate level) <input checked="" type="checkbox"/> Map #: 1
Access	<input checked="" type="checkbox"/> Public (available on REACH resource centre and other humanitarian platforms) <input type="checkbox"/> Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms)	
Visibility <i>Specify which logos should be on outputs</i>	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, Idlib, 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 pre-conflict 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 not 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:

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.⁷ 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 sampling 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 analysing 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-subdistrict⁸. 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 KIs. The most common response to KI 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 staff/manager	community_org_staff_manager	2
Local administration	local_admin	2
Social Worker	social_worker	2
Other (local person)	Other	2
Community Leader/tribe leader/Mukhatar	community_leader_tribe_mukhatar	1
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-district, 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
<i>Define research scope</i>	UNICEF/ Assessment Officer	UNICEF	Clusters, donors, partners/ REACH HQ	Partners
<i>Define indicator list and questionnaire</i>	Assessment Officer	UNICEF	Clusters, donors, partners/REA CH HQ	Partners
<i>Define sampling frame</i>	Assessment Officer	UNICEF	Partners/RE ACH/ HQ	Partners
<i>Organise data collection</i>	Assessment Officer/ Senior Field Officer	Assessment Officer	UNICEF, partners	UNICEF, partners
<i>Conduct data cleaning</i>	Assessment Officer/ Database Officer	Assessment Officer	UNICEF/REAC H HQ	UNICEF
<i>Produce analysis plan</i>	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/RE ACH HQ	UNICEF
<i>Draft skeleton report</i>	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/ REACH HQ	UNICEF
<i>Conduct analysis</i>	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/RE ACH HQ	UNICEF, partners, clusters
<i>Draft full report</i>	Assessment Officer/ GIS Officer	Assessment Officer	UNICEF/ REACH HQ	UNICEF, partners, clusters, donors
<i>Produce factsheets</i>	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____	HH
	Household D	HH Interview	Multiple displacement	How many times has the IDP/SR been displaced?		HH
	Household HH	HH Interview	Household composition	Is the person's natural mother alive?	1. Yes 2. No 3. Do not know 4. No Answer	HH
	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	HH
	Household HH	HH Interview		(If natural mother lives elsewhere) here does (name)'s natural mother live	1. Abroad 2. Elsewhere in same region 3. Elsewhere in other region	HH
	Household HH	HH Interview		Is the person's natural father alive?	1. Yes 2. No 3. Do not know 4. No Answer	HH

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	1. Abroad 2. Elsewhere in same region 3. Elsewhere in other region	HH
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	HH
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	HH
Household ED XX	HH Interview	School-aged education	What category was the highest-level of education completed?	1. Formal 2. Non-Formal 3. Both	HH
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	HH
Household ED XX	HH Interview		Grade or level of formal education		HH
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		Did they repeat a grade	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household ED XX	HH Interview	Number/proportion of students repeating grades	(if repeated) What grade did she/he repeat		HH

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	1. Governorate 2. District 3. Subdistrict 4. Community	Community

Household D	HH Interview		Displaced from	1. Governorate 2. District 3. Subdistrict 4. Community	HH
School 8.1	School Interview		Please provide to the best of your knowledge the origins of your IDP students	1. Governorate 2. District 3. Subdistrict 4. 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	HH
School 6.3.1 School 6.3.2	School Interview		Number of returnee students repeating grade per grade, by gender		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	1. Governorate 2. District 3. Subdistrict 4. Community	Community
Household D	HH		Departed from	1. Governorate 2. District 3. Subdistrict 4. Community	HH
School 8.2	School Interview		Please provide to the best of your knowledge the from where your returnee students came back	1. Governorate 2. District 3. Subdistrict 4. Community	School

	Community 4.A.2	Community KI Interview	Number of resident students in community (community)	Do you know the total number of resident students attending school in this community?	1. Yes 2. No 3. Do not know 4. No Answer	Community
	Community 4.A.3	Community KI Interview		What is the total number of resident students attending school in this community?		Community
	School 6.2	School Interview	Types of disabilities and number of children	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	HH
	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	HH	Severity of disability	What is the level of difficulty for the person have with [disability selected]	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Unable to do at all	HH
	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	HH	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	HH
	Household ED	HH	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	HH

	Household ED	HH	Type of education	What category of education is she/he currently enrolled in?	1. Formal 2. Non-Formal 3. Both	HH
	Household ED	HH	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	HH	Grade of formal education	Grade or level of formal education		HH
	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	HH	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	HH	Type of education	What category of education was she/he enrolled in?	1. Formal 2. Non-Formal 3. Both	HH
	Household ED	HH	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	HH	Grade of formal education	Grade or level of formal education		HH
	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?		HH
	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?		HH
	Household HH20	HH Interview		Where are the schools located?		HH

	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

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?	<ol style="list-style-type: none"> 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 	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 specify 22. Do not know 23. No answer	School
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	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 23. No answer	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 affordable 21. Other, please specify 22. Do not know 23. No answer	School
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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)	<ol style="list-style-type: none"> 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 specify 18. Do not know 19. No answer 	Community

School 7.2	School Interview	Education needs (schools)	What are the 3 most urgent educational needs of your students?	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 specify 18. Do not know 19. No answer	School
Household HH	HH Interview	School-supplies (HH)	Do school-aged-household members have school uniforms, shoes and school bags?	1. Yes 2. No 3. Do not know 4. No Answer	HH
Household HH	HH Interview	School-supplies (HH)	What are the most needed school supplies that children require?	1. textbooks 2. Uniforms 3. Shoes 4. Other, specify 5. Do not know 6. 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	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	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	HH
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

Community 7.2.A	Community KI 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)	1. Room used for instruction 2. Unused classrooms 3. Unusable classrooms 4. 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	HH	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	HH
	Household HH	HH	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	HH
	Household HH	HH	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	HH	Primary HH member supporting school-aged child learning	Who in the household engaged in this activity?	1. Mother 2. Father 3. Sibling 4. Other	HH
	Household HH	HH	Appropriate reading materials	Do students-aged-household-members have access to appropriate reading materials (e.g. at home or library, home, etc)?	1. Textbooks 2. Non-textbooks 3. Magazines 4. Other, specify	HH
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-initiative.org Ryo Kato: ryo.kato@reach-initiative.org		
Data Management Plan Version	Date: 23/4/2018	Version: 1	
Related Policies			
Documentation and Metadata			
What documentation and metadata will accompany the data? <i>Select all that apply</i>	<input checked="" type="checkbox"/>	Data analysis plan	<input checked="" type="checkbox"/> Data Cleaning Log, including: <input type="checkbox"/> Deletion Log <input type="checkbox"/> Value Change Log
	<input type="checkbox"/>	Code book	<input type="checkbox"/> Data Dictionary
	<input type="checkbox"/>	Metadata based on HDX Standards	<input type="checkbox"/> [Other, Specify]
Ethics and Legal Compliance			
Which ethical and legal measures will be taken?	<input checked="" type="checkbox"/>	Consent of participants to participate	<input checked="" type="checkbox"/> Consent of participants to share personal information with other agencies

	<input checked="" type="checkbox"/>	No collection of personally identifiable data will take place	<input checked="" type="checkbox"/>	Gender, child protection and other protection issues are taken into account
	<input type="checkbox"/>	All participants reached age of majority		[Other, Specify]
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 data available on request. Data will also be used in the HNO 2019.		
Storage and Backup				
Where will data be stored and backed up during the research?	<input checked="" type="checkbox"/>	IMPACT/REACH Kobo Server	<input type="checkbox"/>	Other Kobo Server: <i>[specify]</i>
	<input type="checkbox"/>	IMPACT Global Physical / Cloud Server	<input type="checkbox"/>	Country/Internal Server
	<input checked="" type="checkbox"/>	On devices held by REACH staff	<input type="checkbox"/>	Physical location <i>[specify]</i>
	<input type="checkbox"/>	[Other, Specify]		
Which data access and security measures have been taken?	<input checked="" type="checkbox"/>	Password protection on devices/servers	<input checked="" type="checkbox"/>	Data access is limited to REACH staff
	<input type="checkbox"/>	Form and data encryption on data collection server		
	<input type="checkbox"/>	[Other, Specify]		
Preservation				
Where will data be stored for long-term preservation?	<input type="checkbox"/>	IMPACT / REACH Global Cloud / Physical Server	<input type="checkbox"/>	OCHA HDX
	<input type="checkbox"/>	REACH Country Server	<input checked="" type="checkbox"/>	REACH Resource Centre
Data Sharing				
Will the data be shared publicly?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No, only with mandating agency / body
Will all data be shared?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No, only anonymized/ cleaned/ consolidated data will be shared
	<input type="checkbox"/>	No, [Other, Specify]		
Where will you share the data?	<input checked="" type="checkbox"/>	REACH Resource Centre	<input type="checkbox"/>	OCHA HDX
	<input type="checkbox"/>	HumanitarianResponse	<input type="checkbox"/>	[Other, Specify]
Responsibilities				
Data collection	Adedamola Ladipo (Assessment Officer): adedamola.ladipo@reach-initiative.org Ryo Kato (Assessment Officer): ryo.kato@reach-initiative.org			
Data cleaning	Adedamola Ladipo (Assessment Officer): adedamola.ladipo@reach-initiative.org Ryo Kato (Assessment Officer): ryo.kato@reach-initiative.org			
Data analysis	Adedamola Ladipo (Assessment Officer): adedamola.ladipo@reach-initiative.org Ryo Kato (Assessment Officer): ryo.kato@reach-initiative.org			
Data sharing/uploading	Adedamola Ladipo (Assessment Officer): adedamola.ladipo@reach-initiative.org Ryo Kato (Assessment Officer): ryo.kato@reach-initiative.org			

8. Monitoring & Evaluation Plan

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Focal point	Tool	Will indicator be tracked?
Humanitarian stakeholders are accessing IMPACT products	Number of humanitarian organisations accessing IMPACT services/products Number of individuals accessing IMPACT services/products	# of downloads of final report from the Resource Centre	Country request to HQ	User_log	X Yes
		# of downloads of household level dataset from the Resource Centre	Country request to HQ		X Yes
		# of downloads of school-level dataset from the Resource Centre	Country request to HQ		X Yes
		# of downloads of key informant dataset from the Resource Centre	Country request to HQ		X Yes
		# 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
IMPACT activities contribute to better program implementation and coordination of the humanitarian response	Number of humanitarian organisations utilizing IMPACT services/products	# references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies)	Country team	Reference_log	HNO 2019 UNICEF/Education Cluster Strategy
		# references in single agency documents			
Humanitarian stakeholders are	Humanitarian actors use IMPACT evidence/products as a	Perceived relevance of IMPACT country-programs	Country team	Usage_Feed back and	Usage survey to be conducted at the end of the research cycle
		Perceived usefulness and influence of IMPACT outputs			

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

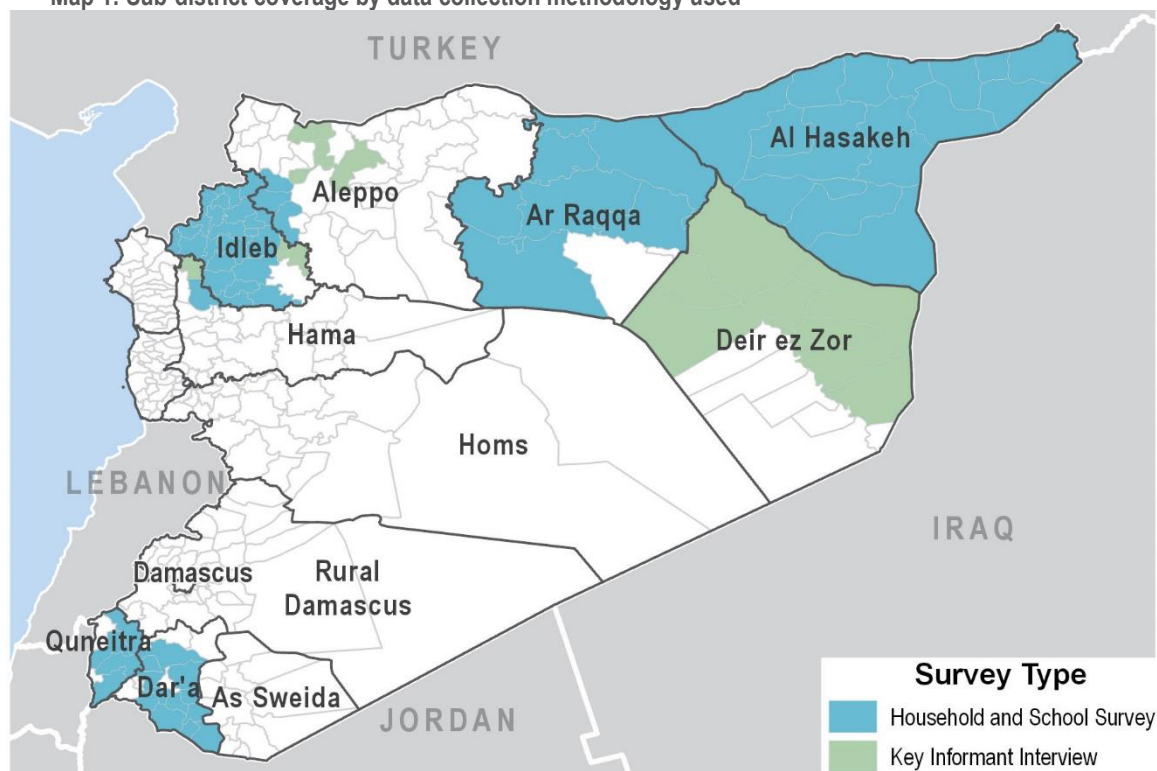


Table 1: Covered sub-districts

Gov Name	Dist Name	Sub-dist Name	Sub-dist 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-Hasakeh	Al-Hasakeh	Al-Hasakeh	SY080000
Al-Hasakeh	Al-Hasakeh	Shadadah	SY080002
Al-Hasakeh	Al-Hasakeh	Markada	SY080003
Al-Hasakeh	Al-Hasakeh	Areesheh	SY080005
Al-Hasakeh	Al-Hasakeh	Hole	SY080006
Al-Hasakeh	Quamishli	Quamishli	SY080200
Al-Hasakeh	Quamishli	Amuda	SY080202
Al-Hasakeh	Al-Malikeyyeh	Jawadiyah	SY080301
Al-Hasakeh	Ras Al Ain	Darbasiyah	SY080401
Al-Hasakeh	Al-Hasakeh	Tal Tamer	SY080001
Al-Hasakeh	Al-Hasakeh	Be'r Al-Hulo Al-Wardeyyeh	SY080004
Al-Hasakeh	Quamishli	Tal Hmis	SY080201
Al-Hasakeh	Quamishli	Qahtaniyyeh	SY080203
Al-Hasakeh	Al-Malikeyyeh	Al-Malikeyyeh	SY080300
Al-Hasakeh	Al-Malikeyyeh	Ya'robiyah	SY080302
Al-Hasakeh	Ras Al Ain	Ras Al Ain	SY080400
Ar-Raqqa	Ar-Raqqa	Ar-Raqqa	SY110100
Ar-Raqqa	Ath-Thawrah	Al-Thawrah	SY110300
Ar-Raqqa	Ath-Thawrah	Mansura	SY110301
Ar-Raqqa	Tell Abiad	Tell Abiad	SY110200
Ar-Raqqa	Tell Abiad	Suluk	SY110201
Ar-Raqqa	Tell Abiad	Ein Issa	SY110202
Ar-Raqqa	Ath-Thawrah	Jurneyyeh	SY110302
Ar-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	SY120301
Dar'a	Izra'	Nawa	SY120303
Deir-ez-Zor	Deir-ez-Zor	Deir-ez-Zor	SY090100
Deir-ez-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-Zor	Deir-ez-Zor	Kisreh	SY090101
Deir-ez-Zor	Abu Kamal	Hajin	SY090201
Hama	As-Suqaylabiyah	Madiq Castle	SY050204
Hama	As-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
Idleb	Jisr-Ash-Shugur	Badama	SY070401
Idleb	Al Ma'ra	Tamanaah	SY070204
Idleb	Ariha	Ehsem	SY070501
Idleb	Harim	Armanaz	SY070305
Idleb	Harim	Dana	SY070301
Idleb	Harim	Harim	SY070300

Idleb	Ariha	Mhambal	SY070502
Idleb	Al Ma'ra	Kafr Nobol	SY070203
Idleb	Idleb	Saraqab	SY070003
Idleb	Jisr-Ash-Shugur	Darkosh	SY070402
Idleb	Jisr-Ash-Shugur	Janudiyeh	SY070403
Idleb	Jisr-Ash-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	March	April	May	June	July	Aug.	Sept.
Planning: Coverage (March - April)								
Coverage mapping								
Finalise Indicators								
Planning: Sampling and Research Design (March - April)								
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)								

[illegible]

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:

$$\frac{(KI1 \times CL1) + (KI2 \times CL2) + (KI3 \times CL3)}{(CL1 + CL2 + CL3)}$$

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

$$\text{Example: } \frac{(1000 \times 1) + (2500 \times 1) + (1000 \times 3)}{(1+1+3)} = 1300$$

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 QUESTIONNAIRES

4.1 Households Questionnaire

HOUSEHOLD QUESTIONNAIRE

Syria Education Assessment 2018

HOUSEHOLD INTERVIEW	
1.1. Interviewer's number (enumerator code): _____	
Day / Month / Year of interview: _____ / _____ / <u>2018</u>	
1.2. Area:	URBAN 1 RURAL 2
1.3. Is the household member selected for the Questionnaire the head of the household?	YES 1 NO 2
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?	MALE 1 FEMALE 2
1.5.1 GOVERNORATE 1.5.2 DISTRICT 1.5.3 SUB-DISTRICT 1.5.4 COMMUNITY	

1.6.1. Number of the respondent to Household Questionnaire interview:		To be filled after the Household Questionnaire is completed	
1.6.1 HOUSEHOLD MEMBERS		TOTAL NUMBER	
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+			

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 school-aged-HH-member (e.g. homework, reading story books etc.)? ___ YES ___ NO	
1.10 Who in the household engaged in this activity? _____ * See HH1 for relations code. If other, please specify _____	
1.11. Do students-aged-household-members have access to appropriate reading materials (e.g. at home or library, etc)? ___ YES ___ NO ___ DK	
1.12 If yes, what kinds of materials do they have? (text books, story books, magazine etc.) A)___text books, C)___Non-school books, D)___magazines, E) ___ DK, F)other, please specify _____	
1.13 What are the 3 most urgent educational needs of your students? (rank three)	
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 neighbourhood, other than the school-aged children of your household, attends? ___ YES ___ NO ___ DK	
1.14.1 what are the names of these schools? _____ _____	
1.15 Do you know where these schools are located? ___ YES ___ NO ___ DK	
1.15.1 Where is the school located? _____ _____	

HH1

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.

HOUSEHOLD RELATIONS

Line number	2.1 What is the relationship of the person to the head of household?	2.2 Is the person male or female? 1 MALE 2 FEMALE	2.3 How old is the person? <i>Record in completed years.</i> <i>If age is 95 or above, record '95'.</i>	2.4 Did the person stay here last night? 1 YES 2 NO	2.5 Is the person's birth mother alive? 1 YES 2 NO <i>HL16</i> 8 DK <i>HL16</i>	2.6 Does the person's birth mother live in this household? 1 YES 2 NO <i>HL15</i>	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	2.8 Is (name)'s biological father alive? 1 YES 2 NO <i>HL20</i> 8 DK <i>HL20</i>	2.9 Does (name)'s biological father live in this household? 1 YES 2 NO <i>HL19</i>	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

Education - Current												
Line #	3. At anytime during the current school year (2017-2018) did the person attend school or any early childhood education care programme? 1 YES 2 NO Skip to 3.1.5	3.1 In the current school year (2017-2018), is 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-FORMAL)	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 school-aged 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 student-aged 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 non-formal 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 non-formal 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 non-formal education program? 1 YES 2 NO
01												
02												
03												
04												
05												
06												
07												
08												
09												
10												
11												
12												
13												
14												
15												

Education - Current										Education - Previous					
Line #	3.1.2.3 In the current school year (2017-2018), does this school-aged member of the household have a uniform, shoes, and school bag 1 YES 2 NO	3.1.3.1 In the current school year (2017-2018), has the person received any school tuition support? 1 YES 2 NO	3.1.3.2 In the current school year (2017-2018), who provided the tuition support? 1. Government of Syria (Damascus) 2. Education Directorate (Outside Damascus) 3. Local Council 4. Syria Interim Government 5. NGO 6. UN Agency 7. Camp/Settlement Management 8. Local Organization 9. Independent Benefactor 10. Other, specify 11. Don't know No answer	3.1.4.1 In the current school year (2017-2018), 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	3.1.4.2 In the current school year (2017-2018), who provided the supplies support? 1. Government of Syria (Damascus) 2. Education Directorate (Outside Damascus) 3. Local Council 4. Syria Interim Government 5. NGO 6. UN Agency 7. Camp/Settlement Management 8. Local organization 9. Independent Benefactor 10. Other, specify 11. Don't know 12. No answer	3.1.5 What are the top three most common reasons why school-aged children (5-14 years) were not going to school during the current school year (2017-2018)? Please list them in order of priority:	3.1.5 First	3.1.5 Second	3.1.5 Third	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 Skip to 3.3	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-FORMAL)	3.2.1 In the previous school year (2016-2017), what level of schooling was 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)	3.2.1.1 In the previous school year (2016-2017), what grade was the school-aged member of the household attending? (0-12)	3.2.1.2 In the previous school year (2016-2017), what curriculum was used by the formal school that the student-attended 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 8. No answer	3.2.1.3 In the previous school year (2016-2017), did the student receive certification for completing the grade? 1 YES 2 NO
01															
02															
03															

04															
05															
06															
07															
08															
09															
10															
11															
12															
13															
14															
15															

Education - Previous				Education – Ever completed									
Line #	3.2.2.1 In the previous school year (2016-2017), what type of non-formal education program was the school-aged member of the household attending?	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?	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?	3.3.1 What was the highest level of schooling the school-aged member of the household attended?	3.3.1.1 What was the highest grade the school-aged 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	3.3.1.3 Did the student receive certification for completing that grade?	3.3.2.1 What type of non-formal education program did the school-aged member of the household last complete?	13. 3.3.2.2 What body administered the non-formal education program that the student-aged member of the household completed?	3.3.2.3 Did the student receive certification for completing the program?	3.3.3 Has the school-aged member of the household ever repeated a grade?	3.3.3.1 If yes, which grade?
	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	1. Government of Syria (Damascus) 2. Education Directorate (Outside Damascus) 3. Local Council		1 FORMAL (ONLY) 2 NON-FORMAL (ONLY) 3 BOTH (FORMAL AND NON-FORMAL)	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)			1 YES 2 NO	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	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	1 YES 2 NO	1 YES 2 NO or ED20	

	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			
01													
02													
03													
04													
05													
06													
07													
08													
09													
10													
11													
12													
13													
14													
15													

Disabilities							
Line number	4. 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	4.6 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		
01	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		
02	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		
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		

Displacement Status – Last point of departure									
Line number	5. Does the household member fall under any category of the following displacement categories? 1 Resident 2 IDP 3 Spontaneous Returnees 4 Refugee (non-Syrian)	5.1 How long has this member of the household been displaced since the initial displacement? YEARS MONTHS/DAYS	5.2 From which governorate did this member of the household arrive?	5.3 From which district did this member of the household arrive?	5.4 From which subdistrict did this member of the household arrive?	5.5 From which community did this member of the household arrive?	5.6 (if departed from camp) From which managed camp, unrecognized camp, or informal settlement did this member of the household arrive?	5.7 How many times has the member of the household been displaced?	
LINE	RES IDP RET	YEARS	MONTHS/DAYS	GOVERNORATE	DISTRICT	SUB-DISTRICT	COMMUNITY	CAMP	NUMBER
01	1 2 3	___	___	_____	_____	_____	_____		___
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 for **Barriers to education**: What are the most common reasons why the school aged child in the household did not attend school or any ECEP?

01 Child needs to work/help family 07 IDPs not allowed to attend the local schools 13 Limited number of teachers 18 The route to school is not safe

02	Children are psychologically distressed	08	Lack of access for disabled students	14	Poor quality of teaching	19	Other, please specify:
03	Corporal punishment in school	09	Lack of certification and recognition of curricula	15	School curriculum is not preferred by parents/students	20	Do not know
04	Cost of transportation	10	Lack of learning materials	16	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	17	School is teaching in not preferred language		
06	Early Marriage	12	Limited capacity to enrol new children in school				

INTERVIEWER'S OBSERVATIONS OR ANY ADDITIONAL COMMENTS

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 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 2017.

Cognition...

Mental health...

Formal Education 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	All		
1.1.2 Month and year			
1.2.1 Governorate			
1.2.2 District			
1.2.3 Subdistrict			
1.2.4 Community			

G2 Interview Information			
2.1 Interview Format	All		Face to face
			Remote
2.2 Who is the interviewee?	All		Head teacher
			Teacher
			Other

G3 Community Information			
3.1 Number of schools (pre-primary to upper secondary) in community (functioning and non-functioning)	All		_____ public schools
			_____ private schools
3.2 Number of school (pre-primary to upper secondary) that regularly held classes in the current school year (2017-2018)	.<=3.1 private + public		_____ public schools
			_____ private schools
3.3 What types of non-formal education is available to learners in this community? (select all that apply)	All		ALP
			Catch-up class
			Literacy & numeracy
			Language class
			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 (select one)	Answer if: 4.2 (11, 12)		General
			Vocational
			Combined
4.3 Is this a girls school, boys school, or combined? (select one)	All		Boys
			Girls
			Combined
4.4 Does this school operate in shift? (yes or no)	All		Yes
			No
4.4.1 If yes, how many shifts per day?	Answer if: 4.4 (Yes)		_____ shifts per day
4.4.2 How long are each shift?	Answer if: 4.4 (Yes)		_____ hours per shift
4.5 How many days of instruction was the school year?			_____ days
4.6 What curriculum is used? (select one)	All		Government of Syria
			Syria Interim Gov.
			Kurdish
			Other local authority
			Religious
			Self-Learning Program
			Other, specify
			No Answer
			Do not know
4.6.1 If other, specify:	Answer if: 4.6 (other)		
4.7 Do students receive certification for completion of grade or graduation?			Yes
			No
4.8 Do students have access to textbooks?			Yes
			No
4.9 Are there any other learning materials available? (stationary, pens, notebooks)			Yes
			No
4.10 Is there a school playground or field available for recreational activities?			Yes
			No
			Yes

4.11 Does the school have a school feeding program?			No
4.12 Does the school have a secured boundary wall?			Yes No
4.13 Does the school employ security guards?			Yes No
4.14 Does this school have staff or program for psychosocial support, social emotional learning, or other counseling? (yes or no)			Yes No
4.15 With what material is the school made? (select one)			Concrete 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 have?			Male Female
4.18 Is soap available in the latrines?			Yes No
4.19 Is safe and clean drinking water available in the school?			Yes No

G5 School Staffing Information

5.1 Number of teaching staff (enter number for each category)	All		Female Male
5.2 How many teachers have completed certified teacher education and training prior to their teaching career?	All		_____ teachers
5.3 How many teachers received professional development training in the 2017/2018 school year? (enter number)	All		_____ teachers
5.4 How many teachers are getting paid? (enter number)	All		_____ teachers
5.4.1 Are teachers getting paid regularly? (select one)	If 5.4 (>0)		1. Yes 2. No
5.4.2 Teachers salary or incentives are mostly from:	Answer if: If 5.4 (>0))		01 Government of Syria (Damascus) 02 Education Directorate(Outside 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
			No
6.2 How many of students do you have with the following types of disabilities? (select multiple)	If 6.1.2 (yes)		Vision
			Hearing
			Physical movement
			Cognition
			Other, specify

G7 Current Annual Student Enrollment Numbers and Displacement Status
7. Pre-primary, Primary, Lower Secondary Schools
(For grades relevant to your school, enter the number of students for each category)

Grades	Number of All Students, by gender and enrollment							IDP Students, by gender enrollment						Returnee Students, by gender and enrollment						Refugee Students, by gender and enrollment					
	New		Repeat		Dropout		Total	New		Repeat		Dropout		New		Repeat		Dropout		New		Repeat		Dropout	
	Girl	Boy	Girl	Boy	Girl	Boy		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 Schools
(For secondary school focus relevant to your school, enter the number of students for each category)

Grades	School Focus	Number of All Students, by gender and enrollment							IDP Students, by gender enrollment						Returnee Students, by gender and enrollment						Refugee Students, by gender and enrollment					
		New		Repeat		Dropout		Total	New		Repeat		Dropout		New		Repeat		Dropout		New		Repeat		Dropout	
		Girl	Boy	Girl	Boy	Girl	Boy		Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy
Eleventh	Literature																									
	Science																									
	Industrial																									
	Trade																									
Twelfth	Literature																									
	Science																									
	Industrial																									
	Trade																									

G8 Absences, Barriers and Needs

8.1 Annual attendance rate – students

8.1A

(If you have records of total annual attendance of students – how many students attended school per day, totaled for the current school year 2017-2018)

8.1B

If you do not have record of total annual attendance of students, please estimate to the best of your knowledge the percentage of your 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

(If you have records of total annual attendance teachers – how many teachers came to work to school per day, totaled for the current school year 2017-2018)

8.2B

If you do not have record of total annual attendance of teachers, please estimate to the best of your knowledge the percentage of your teachers that came to work on 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

8.3 What are the 3 most common reasons students did not attend school from Jan 2018 to present?

(Indicate First, Second, and Third most common for each age group that is relevant to the school)

	5-14	15-17	
5-14 If 4.2 (pre-primary ~ 10)			01 Child needs to work/help family
			02 Children are psychologically distressed
			03 Corporal punishment in school
			04 Cost of transportation
			05 Denied enrolment due to lack of documentation
			06 Early Marriage
			07 IDPs not allowed to attend the local schools
			08 Lack of access for disabled students
			09 Lack of certification and recognition of curricula
			10 Lack of learning materials
15-17 If 4.2 (11 and/or 12)			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?

(Indicate First, Second, and Third most urgent)

All

- | |
|--|
| 01 Additional classrooms (Temporary Learning Centre, extra classrooms, etc.) |
| 02 Appropriate WASH facilities |
| 03 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. IDP Students

9. Please provide to the best of your knowledge the last point of departure of your IDP students (Provide up to five areas)	If KI knows		12.1.A Governorate
			12.2.A District
			12.3.A Subdistrict
			12.4.A Community
			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 District
			12.3.E Subdistrict
			12.4.E Community

			12.5.E Managed camp, unrecognized camp, informal settlement
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10. Returnee Students

10. Please provide to the best of your knowledge the last point of departure of your returnee students (Provide up to five areas)	If KI knows		12.1.A Governorate
			12.2.A District
			12.3.A Subdistrict
			12.4.A Community
			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 District
			12.3.E Subdistrict
			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 the last point of departure of your refugee students (Provide up to five areas)	If KI knows		12.1.A Governorate
			12.2.A District
			12.3.A Subdistrict
			12.4.A Community
			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 District	
		12.3.E Subdistrict	
		12.4.E Community	

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--	--	--	---

KEY DEFINITIONS:

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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).

Formal Education 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 Self Learning 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

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(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/ Mukhtar; 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 attending school?	Yes
	No
	Do not know
4.A.2 Do you know the total number of residents attending school in this community?	Yes
	No
	Do not know
4.A.3 What is the total number of resident students attending school in this community?	Minimum
	Maximum
	Best guess at actual answer

4.B.1 Are there any school-aged IDPs in this community attending school?	Yes
	No
	Do not know
4.B.2 Do you know the total number of IDP students attending school in this community?	Yes
	No
	Do not know
4.B.3 What is the total number of IDP students attending school in this community?	Minimum
	Maximum
	Best guess at actual answer
4.C.1 Are there any school aged returnees in this community attending school?	Yes
	No
	Do not know
4.C.2 Do you know the total number of returnee students attending school in this community?	Yes
	No
	Do not know
4.C.3 What is the total number of returnee students attending school in this community?	Minimum
	Maximum
	Best guess at actual answer
4.D.1 Are there any school aged refugees in this community attending school?	Yes
	No
	Do not know
4.D.2 Do you know the total number of refugee students attending school in this community?	Yes
	No
	Do not know
4.D.3 What is the total number of refugee students attending school in this community?	Minimum
	Maximum
	Best guess at actual answer
Disability	
4.E.4 Do you know of school-aged children in your community with disabilities?	Yes
	No
	Do not know
4.E.4.1 What types of disabilities do they have? (select multiple)	Vision
	Hearing
	Physical movement
	Cognition
	Other
	None
5 School Facilities	
5.D.1 How many schools are there in this community? (functioning and not functioning)	Number
5.D.2 How many schools in the community regularly held classes in the current school year (2017-2018)? Please provide your best estimate.	Number
5.D.3 How many of the functioning schools are providing Psychosocial Support (PSS) Social Emotional Learning (SEL) (enter number)	Number
	Do not know
5.D.4 What types of non-formal education is available to learners in this community during the current school year (2018-2019) ? (select all that apply)	Remdial class
	Accelerated Learning Programmes (ALP)
	Catch-up class
	Literacy & Numeracy

	Language
	Non-formal Technical and vocational training
	E-learning
	Do not know
	None

6. IDP, Resident, Returnee, and Refugee Students

6.1.1 What percentage of IDP young children (5-14), children (15-17) and youths (18-24) are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)

	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								
Youth 18 – 24 years								

6.1.2 What percentage of resident young children (5-14), children (15-17) and youths (18-24) are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)

	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								
Youth 18 – 24 years								

6.1.3 What percentage of returnee young children (5-14), children (15-17) and youths (18-24) are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)

	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								
Youth 18 – 24 years								

6.1.4 What percentage of refugee (from a county outside of Syria) young children (5-14), children (15-17) and youths (18-24) are going to formal education in 2017/2018 school year? Please provide your best estimate. (select one for each age group)

	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								
Youth 18 – 24 years								

7. Barriers to Education (5-14)

7.1 What are the most common reasons why school-aged children (5-14 years) were not going to school during the current school year (2017-2018)? (select up to 3 in ranking order)

01 Child needs to work/help family	12 Limited number of teachers
02 Children are psychologically distressed	13 Poor quality of teaching
03 Corporal punishment in school	14 School curriculum is not preferred by parents/students
04 Cost of transportation	15 School destroyed / damaged or occupied by IDPs/armed groups
05 Denied enrolment due to lack of documentation	16 School is teaching in not preferred language

06 Early Marriage	17 Teachers are psychologically distressed
07 IDPs not allowed to attend the local schools	18 The route to school is not safe
08 Lack of access for disabled students	19 Tuition or supplies not affordable
09 Lack of certification and recognition of curricula	20 Other, please specify:
10 Lack of learning materials	21 Do not know
11 Lack of sanitation, adequate WASH facilities in school	22 No answer

7.2 What are the most common reasons why school-aged children (15-17 years) were not going to school during the current school year (2017-2018)? (select up to 3 in ranking order)

01 Child needs to work/help family	12 Limited number of teachers
02 Children are psychologically distressed	13 Poor quality of teaching
03 Corporal punishment in school	14 School curriculum is not preferred by parents/students
04 Cost of transportation	15 School destroyed / damaged or occupied by IDPs/armed groups
05 Denied enrolment due to lack of documentation	16 School is teaching in not preferred language
06 Early Marriage	17 Teachers are psychologically distressed
07 IDPs not allowed to attend the local schools	18 The route to school is not safe
08 Lack of access for disabled students	19 Tuition or supplies not affordable
09 Lack of certification and recognition of curricula	20 Other, please specify:
10 Lack of learning materials	21 Do not know
11 Lack of sanitation, adequate WASH facilities in school	22 No answer

7.3 Priority Need

7.3 What are the most urgent educational needs right now in your community during the current school year (2017-2018)? (select up to 3 in ranking order)

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	

8. Teacher Paid

8.1 What percentage of teachers are getting paid a formal monthly salary during the current school year (2017-2018)? Please provide your best estimate. (select one)	100%-90%
	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 7.1; if not paid skip)

8.1.A Teachers in the community are mostly paid by (select one):

01 Government of Syria (GoS)	07 Camp/settlement management
02 Education Directorate	08 Individual Benefactor
03 Local Council	09 Unwilling to answer
04 Other local Authority	10 Other, please specify:

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

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

		Religious curricula
		Self Learning Programme (SLP)
		Other, please specify:
		Do not know
		No answer

11. Overall State of Education in Community

11.1 Overall, the situation of education in this community is _____ in 2017-2018 school year than in 2016-2017 school year (select one)

	much better
	better
	the same
	worse
	much worse

12. IDP Students

12. If there are IDP students in your community, where was their last place of departure (Provide up to five origins)	If KI knows		12.1.A Governorate
			12.2.A District
			12.3.A Subdistrict
			12.4.A Community
			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 District
			12.3.E Subdistrict
			12.4.E Community
			12.5.E Managed camp, unrecognized camp, informal settlement

13. Returnee Students

	If KI knows		13.1.A Governorate
			13.2.A District
			13.3.A Subdistrict

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

Formal Education 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 Self Learning 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

Gov Name	Gov P-code	Dist Name	Dist P-code	Sub-dist Name	Sub-dist P-code	Community Name	Community P-code
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Anjara	C1144
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Arhab	C1142
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Balenta	C6682
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Bishqatine	C1145
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Bsartun	C1147
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Bshantara	C1141
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Daret Azza	C1139
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Hoteh	C1146
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Hur	C1140
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Majbineh	C1148
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Qabtan Eljabal	C1150
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Tqad	C1143
Aleppo	SY02	Jebel Saman	SY0200	Daret Azza	SY020004	Zarzita	C1138
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Arada	C1164
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Barqum	C1153
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Bawabiyeh	C1169
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Jeb Kas	C1166
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Kassibeh	C1176
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Kusniya	C1175
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Qamari	C1174
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Rasm Eliss	C1162
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Sheikh Ahmed	C1155
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Tal Bajer	C1161

Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Tal Heddiyeh	C1158
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Um Atba	C1159
Aleppo	SY02	Jebel Saman	SY0200	Zarbah	SY020005	Zarbah	C1170
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Abin Samaan	C1026
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Atareb	C1022
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Batbu	C1025
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Big Orm	C1029
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Kafr Amma	C1033
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Kafr Karmin	C1035
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Kafr Naha	C1034
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Kafr Naseh Elatareb	C1036
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Kafr Noran	C1041
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Mezanaz	C6679
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Sahara	C1023
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Sheikh Ali	C1031
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Tadil	C1028
Aleppo	SY02	Jebel Saman	SY0200	Atareb	SY020001	Tuwama	C1020
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Al-Hasakeh	SY080000	Al-Hasakeh	C4360
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Al-Hasakeh	SY080000	Eastern Hamra	C4365
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Al-Hasakeh	SY080000	Kherbet Elias	C4340
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Al-Hasakeh	SY080000	Tal Baydar Haskeh	C4371
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Al-Hasakeh	SY080000	Tweineh	C4351
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Azzawi	C6454

Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Eastern Henna	C4445
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Eastern Rashidiyeh	C4438
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Forty Seven	C4441
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Hweizeh	C4439
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Shaddadah	C4446
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Tarnabet Elrafee	C4444
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Um Hojairah	C6455
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Shadadah	SY080002	Western Jermez	C4443
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Markada	SY080003	Elwet Eldisheisha	C4448
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Markada	SY080003	Markada	C4454
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Markada	SY080003	Tal Sfuk	C4450
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Areesheh	C4497
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Gharb	C4496
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Ghazalan	C4495
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Hamadaniyeh	C4501
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Hdadiyeh	C4498
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesheh	SY080005	Hejiyeh	C4500

Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesh	SY080005	Manajid	C4505
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesh	SY080005	Um Kheif	C4503
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Areesh	SY080005	Um Madfaa	C4502
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Abu Hjera Khawatneh	C4514
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Abu Jern	C6452
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Abu Wishwash	C4512
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Atshana	C4518
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Eastern Botha	C4520
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Eastern Janabeh	C4507
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Ghazala Elhole	C4509
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Ghazileh	C6451
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Hole	C4519
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Khan	C4506
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Khatuniya Bahra	C4513
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Khweitleh Hmud	C4515
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Middle Janabeh	C4508
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Motasarrefiyeh	C4511

Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Nafayel	C4517
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Nazileh	C4521
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Qattara	C4523
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Shallala	C4516
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Tal Shayr	C6453
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Hole	SY080006	Western Mazraet Elhole	C4522
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Abu Rasin Quamishli	C4543
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Ath-Thawrah	C4528
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Big Dankhiyeh	C4539
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Hatemiyyeh	C4526
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Quamishli	C4564
Al-Hasakeh	SY08	Quamishli	SY0802	Quamishli	SY080200	Um Elfursan	C4575
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Amara	C4701
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Amuda	C4688
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Dar	C4697
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Fares	C4690
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Hettin Amuda	C4689

Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Jabariyeh Amudeh	C4729
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Jorhariyeh	C4683
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Khorzeh	C4720
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Lower Um Elosud	C4708
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Mashad	C4734
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Qaber Ali	C4732
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Qleiah	C4738
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Raya Qabli	C4724
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Sabahiyyeh	C4718
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Sfira Amuda	C4711
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Tal Ahmar	C4706
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Tal Khaled	C4686
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Talil	C4699
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Tor Elyas	C4694
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Um Rabee	C4717
Al-Hasakeh	SY08	Quamishli	SY0802	Amuda	SY080202	Western Raya	C4722
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Abbasiyeh	C4923

Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Abra	C4933
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Abu Baker	C4917
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Abu Obaida	C4909
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Asilah	C4906
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Ataba	C4915
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Bab Elhadid	C4905
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Baqila	C4928
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Deir Ayub	C4922
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Deir Elghosn	C4934
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Ghafqiyeh	C4913
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Hafethiyeh	C4927
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Hamra	C4908
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Hseiniyeh Jawadiyeh	C4914
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Jawadiyah	C4919
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Mashuq	C4936
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Msheirfet Jawadiyeh	C4932
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Qasemiyeh	C4937

Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Qneitra	C4935
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Salhiyeh	C4931
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Shabak	C4903
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Tal Elatshan	C4911
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Tal Khalil Jawadiyeh	C4920
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Tawakol	C4924
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Thaheriya	C4930
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Um Rejim	C4916
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Jawadiyah	SY080301	Upper Amarat	C4910
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Abu Kala	C5058
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Dakuk	C5049
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Dalawi	C5047
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Darbasiyah	C5054
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Eastern Fatima	C5074
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Fath Allah	C5076
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Habu	C5075
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Hamadaniyeh	C5037

Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Jatal	C5041
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Khatuna	C5048
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Kukh	C5061
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Mishraq	C5077
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Tal Dik	C5040
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Tal Tishrine	C5056
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Darbasiyah	SY080401	Thahr El Arab	C5064
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Abu Kabret Tal Tamr	C4426
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Bab Elfaraj	C4414
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Fakkeh	C4416
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Ghorra	C4405
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Jafr	C4391
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Kon Attar	C4434
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Qaber Sghir	C4436
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Tal Elmoghor	C4413
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Tal Tamer	C4409
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Tal Tamer	SY080001	Wadi Elnijmeh	C4433

Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Aseibek	C4456
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Darja	C4481
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Kbeibat	C4489
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Kharab Abdel Sayed	C4482
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Meizleh	C4487
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Mithlit	C4493
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Northern Um Elrus	C4463
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Said Bir Elhilu	C4460
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Shokor	C4473
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Sibat	C4467
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Tal Brak	C4477
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Tal Elabed	C4462
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Tal Shaaban	C4486
Al-Hasakeh	SY08	Al-Hasakeh	SY0800	Be'r Al-Hulo Al-Wardeyyeh	SY080004	Western Gherban	C4479
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Abu Khashab	C4622
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Akula Tal Hmis	C4663
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Amara Eltawil	C4634

Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Antakia	C6468
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Eastern Granada	C4600
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Eastern Palestine	C4674
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Eastern Tal Steeh	C4633
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Festat	C4613
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Ghassan	C4615
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Hdeibiyeh	C4596
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Qayrawan Tal Hmis	C4678
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Tal Anbar	C4598
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Tal Hmis	C4639
Al-Hasakeh	SY08	Quamishli	SY0802	Tal Hmis	SY080201	Tal Maaruf	C4632
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Big Bayaza	C4763
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Bsheiriyeh Qahtaniya	C4789
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Karimeh	C4755
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Kharab Elabed	C4758
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Khweitleh Eljawaleh	C4748
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Lower Ghariqa	C4776

Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Lower Western Araja	C4793
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Manathra	C4780
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Qahtaniyyeh	C4751
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Safieh Qahtaniyyeh	C4790
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Tal Ziwan	C4759
Al-Hasakeh	SY08	Quamishli	SY0802	Qahtaniyyeh	SY080203	Waara	C4750
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Al-Malikeyyeh	C4881
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Beit Hannun	C4802
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Hozon Castle	C4899
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Kharab Bonyan	C4879
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Lower Arar	C4842
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Maabada	C4841
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Najaf	C4821
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Tal Aswad Malkiyeh	C4854
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Tal Elawar	C4874
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Al-Malikeyyeh	SY080300	Upper Tal Khanzir	C4807
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyyah	SY080302	Ali Agha	C4959

Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	First Tal Elo	C4943
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Haddad	C4976
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Harma	C4939
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Hoazan	C4981
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Jneidiyeh	C4965
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Lower Um Kheif	C4971
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Middle Sehrij	C4962
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Tal Arab	C4957
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Tal Eltamer	C4975
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Upper Abu Manasib	C4967
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Upper Eastern Arja	C4972
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Upper Kherbet Elbir	C4958
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Upper Tal Elo	C4949
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Upper Um Kheif	C4973
Al-Hasakeh	SY08	Al-Malikeyyeh	SY0803	Ya'robiyah	SY080302	Ya'robiyah	C4969
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Al-Azizieh	C6479
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Arshet Ras El Ein	C5019

Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Big Abu Jarada	C5000
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Big Arada	C5020
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Kabsh	C4987
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Mabruka	C5027
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Manajir	C5017
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Masjid	C5025
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Ras Al Ain	C4988
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Rawya	C5007
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Safh Ras El Ein	C4989
Al-Hasakeh	SY08	Ras Al Ain	SY0804	Ras Al Ain	SY080400	Umirt	C4992
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Abbara	C5721
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Abu Kabret Al Rashid	C5716
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Abu Rajab	C5706
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Abu Suseh	C5723
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Ar-Raqqa	C5710
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Assadiya	C5678
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Berani	C5684
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Big Sweidiyeh	C5718
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Eastern Khayala	C5687
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Faraa	C5696
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Ghota	C5728

Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Hawi Elhawa	C5704
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Hazimeh	C5702
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Hettin	C5703
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Hilo Abed	C5707
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Hweijet Faraj	C5732
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Kalta	C5683
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Katuniyeh	C5675
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Kdeiran	C5739
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Kisret Elsheikh Jomaa	C5735
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Mashrafa	C5705
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Middle Kabsh	C6377
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Milsun	C5736
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Moezleh	C5742
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Qahtaniyyeh	C5726
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Rabee'a	C5714
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Raeqqet Samra	C5699
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Royan	C5677
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Sahl	C5719
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Shamiyeh	C5695
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Sukariyet Tal Elsamen	C5681
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Tal Elsamen Dahham	C5689
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Talet Elansar	C5694
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Thulth Khneiz	C5722
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Tishrine	C5731
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Upper Khneiz	C5717
Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Western Sahlbiyeh	C5727

Ar-Raqqa	SY11	Ar-Raqqa	SY1101	Ar-Raqqa	SY110100	Yarmuk	C5701
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Al-Thawrah	SY110300	Al-Thawrah	C5929
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Mansura	SY110301	Abu Kbee - West	C5936
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Mansura	SY110301	Hora	C5937
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Mansura	SY110301	Krein	C5941
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Mansura	SY110301	Mansura	C5942
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Mansura	SY110301	Sefsafa	C5938
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Ein Al-Arus	C6514
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Jamailiyeh	C5813
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Kherbet Elroz	C5801
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Mustadira	C5798
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Qaysoum	C6517
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Sawsak	C5823
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Shaaleh Mankali	C5789
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Tal Elkibir	C5793
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Tell Abiad	C5792
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Western Zanbaqa	C5811
Ar-Raqqa	SY11	Tell Abiad	SY1102	Tell Abiad	SY110200	Yabseh	C5826
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Arbid	C5867
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Ghizlan	C5876
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Hammam At-Turkman	C6319
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Iweh	C5859
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Kattar	C5892
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Khatuniya Sluk	C5855
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Khweitleh	C5841
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Quneitra	C5872

Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Ranin	C6509
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Shamandur	C5854
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Suluk	C5843
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Tal Hammam	C5844
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Um Elhayaya	C5845
Ar-Raqqa	SY11	Tell Abiad	SY1102	Suluk	SY110201	Zaydi	C5835
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Abu Nituleh	C5914
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Amin	C5912
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Arida Abu Jarada	C5903
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Bir Issa	C5894
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Ein Issa	C5905
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Hanano	C5922
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Hijazieh	C5904
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Hisheh	C5927
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Jahjah	C5915
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Kafifeh	C5918
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Mabuja	C6503
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Madlaj	C5925
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Maghar	C5921
Ar-Raqqa	SY11	Tell Abiad	SY1102	Ein Issa	SY110202	Nasriyeh	C5900
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Abu Shamat - Abul Kalat	C5967
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Ajajiyeh	C5989
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Bir Shallal	C5984
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Eastern Jaabar	C5981
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Falah Rabu	C5990
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Hamra	C5977

Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Jurneyyeh	C5965
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Mahmudli	C5968
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Rajm Elhamam	C5963
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Ramleh	C5975
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Thaheriya	C5987
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Western Jaabar	C5982
Ar-Raqqa	SY11	Ath-Thawrah	SY1103	Jurneyyeh	SY110302	Zarijiyet Shams Eldin	C5956
Dar'a	SY12	As-Sanamayn	SY1202	As-Sanamayn	SY120200	Ankhal	C6058
Dar'a	SY12	Dar'a	SY1200	Da'el	SY120004	Abtaa	C6031
Dar'a	SY12	Dar'a	SY1200	Da'el	SY120004	Da'el	C6030
Dar'a	SY12	Dar'a	SY1200	Dar'a	SY120000	Kahil	C5998
Dar'a	SY12	Dar'a	SY1200	Dar'a	SY120000	Nasib	C5999
Dar'a	SY12	Dar'a	SY1200	Dar'a	SY120000	Sayda	C5995
Dar'a	SY12	Dar'a	SY1200	Dar'a	SY120000	Tiba	C5992
Dar'a	SY12	Dar'a	SY1200	Dar'a	SY120000	Um Elmayathen	C5996
Dar'a	SY12	Dar'a	SY1200	Jizeh	SY120006	Ghasm	C6042
Dar'a	SY12	As-Sanamayn	SY1202	As-Sanamayn	SY120200	Hara	C6048
Dar'a	SY12	Dar'a	SY1200	Jizeh	SY120006	Jizeh	C6043
Dar'a	SY12	Dar'a	SY1200	Jizeh	SY120006	Mataeiyeh	C6041
Dar'a	SY12	Dar'a	SY1200	Kherbet Ghazala	SY120002	Alma	C6011
Dar'a	SY12	Dar'a	SY1200	Kherbet Ghazala	SY120002	Eastern Ghariyeh	C6009
Dar'a	SY12	Dar'a	SY1200	Kherbet Ghazala	SY120002	Western Ghariyeh	C6010
Dar'a	SY12	Dar'a	SY1200	Mseifra	SY120007	Karak	C6047
Dar'a	SY12	Dar'a	SY1200	Mseifra	SY120007	Mseifra	C6044
Dar'a	SY12	Dar'a	SY1200	Mseifra	SY120007	Sahwa	C6045
Dar'a	SY12	Dar'a	SY1200	Mseifra	SY120007	Um Walad	C6046

Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Ajami	C6035
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Kharab Shahem	C6522
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Mzeireb	C6039
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Nabe Elfawar	C6673
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Nahj	C6040
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Tabriyat	C6036
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Tafas	C6034
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Tal Shihab	C6033
Dar'a	SY12	Dar'a	SY1200	Mzeireb	SY120005	Zayzun	C6037
Dar'a	SY12	Izra'	SY1203	Hrak	SY120302	Hrak	C6116
Dar'a	SY12	Izra'	SY1203	Hrak	SY120302	Nahta	C6118
Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Busra Esh-Sham	C6002
Dar'a	SY12	Izra'	SY1203	Hrak	SY120302	Sura	C6115
Dar'a	SY12	Izra'	SY1203	Izra'	SY120300	Bweir	C6104
Dar'a	SY12	Izra'	SY1203	Izra'	SY120300	Jadal	C6096
Dar'a	SY12	Izra'	SY1203	Izra'	SY120300	Masikeh-Lajat	C6110
Dar'a	SY12	Izra'	SY1203	Izra'	SY120300	Sur	C6098
Dar'a	SY12	Izra'	SY1203	Jasim	SY120301	Jasim	C6111
Dar'a	SY12	Izra'	SY1203	Jasim	SY120301	Namar	C6112
Dar'a	SY12	Izra'	SY1203	Nawa	SY120303	Nasriyeh	C6123
Dar'a	SY12	Izra'	SY1203	Nawa	SY120303	Nawa	C6124
Dar'a	SY12	Izra'	SY1203	Nawa	SY120303	Sokkariyeh	C6122
Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Jemrine	C6005
Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Moraba	C6008
Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Nada	C6007
Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Simej	C6003

Dar'a	SY12	Dar'a	SY1200	Busra Esh-Sham	SY120001	Smad	C6004
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Bab Eltaqa	C3199
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Deir Sunbul	C3190
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Eastern Huweiz	C3194
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Hawash	C3195
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Hmeirat	C3187
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Hurriyeh	C3198
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Jamasa Odayat - Alshareeah	C3193
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Kafr Nabutha	C3209
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Madiq Castle	C3207
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Qirata	C3206
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Sehriyeh	C3204
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Shahranaz	C3191
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Tal Hawash	C3197
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Tweini	C3188
Hama	SY05	As-Suqaylabiyah	SY0502	Madiq Castle	SY050204	Upper Hweijeh	C3196
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Abu Habbeh	C4108
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Maysruneh	C4113

Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Taltita	C4154
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Banabel	C4162
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Barisha	C4164
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Boz Ghaz	C4166
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Dier Seeta	C6696
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Htan	C4161
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Kafr Aruq	C4172
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Koknaya	C6616
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Meraf Elshalaf	C4171
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Qalb Lozeh	C4173
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Moqa	C4109
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Qourqeena	C4174
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Rabeeta	C4168
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Radwa	C4169
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Ras Elhisn	C4167
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Sardin	C4165
Idleb	SY07	Harim	SY0703	Qourqeena	SY070304	Torlaha	C4170
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Abu Talha	C4133
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Allani	C4142
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Azmarin	C4143
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Rakaya Sijneh	C4102
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Betiya	C4147
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Big Hir Jamus	C4141
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Delbiya	C4146
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Ein Elbikara	C4136
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Eskat	C4145

Idleb	SY07	Harim	SY0703	Salqin	SY070302	Faroukiyeh	C6619
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Sahyan	C4104
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Kafr Hind	C4151
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Saidiyeh	C4138
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Salqin	C4140
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Sheikh Dames	C4107
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Tellemar	C4148
Idleb	SY07	Harim	SY0703	Salqin	SY070302	Tlul	C4137
Idleb	SY07	Idleb	SY0700	Bennsh	SY070002	Bennsh	C3904
Idleb	SY07	Idleb	SY0700	Bennsh	SY070002	Toum	C3906
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Aqrabat	C3866
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Ein Shib	C3868
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Falyun	C3877
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Tah	C4099
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Idleb	C3871
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Kafruhin	C3879
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Kreiz	C3869
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Mastumeh	C3872
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Nayrab	C3867
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Northern Ora	C3874
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Sijer - Bqesemtoh	C3873
Idleb	SY07	Idleb	SY0700	Idleb	SY070000	Tab Issa - Eastern And Western	C3870
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Tahtaya	C4103
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Batenta	C3939
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Beeret Kaftin	C6633
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Haranbush	C3943

Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Hazano	C3944
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Kafr - Kafrehmul	C3942
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Kafr Jales	C3945
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Kafr Nabi	C3948
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Kafr tanor	C6690
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Abdin	C3990
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Kelly	C3949
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Maaret Elekhwan	C3950
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Ma'arrat Tamasrin	C3947
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Murin	C3946
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Ram Hamdan	C3941
Idleb	SY07	Idleb	SY0700	Maaret Tamsrin	SY070005	Zardana Mashehad	C3938
Idleb	SY07	Idleb	SY0700	Sarmin	SY070006	Sarmin	C3953
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Baarbu	C3992
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Abu Kansa	C6635
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Ketyan	C3936
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Maaret Elnaasan - Maaret Elhaski	C3935
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Shallakh	C3934
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Talhiyeh	C3933
Idleb	SY07	Idleb	SY0700	Teftnaz	SY070004	Teftnaz	C3932
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Â Zoainieh	C6698
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Armala	C4227
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Badama	C4226
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Hbit	C3989
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Baksariya	C4223
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Ein El-Bayda	C4229

Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Hanbushiyeh	C4228
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Kherbet Eljoz	C4231
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Najiyeh	C4233
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Ramliyah	C4234
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Badama	SY070401	Shaturiyeh	C4232
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Amudiyeh	C4101
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Kafr Ein	C3993
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Khan Shaykun	C3987
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Nqeir	C3991
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Qasabiyeh	C3986
Idleb	SY07	Al Ma'ra	SY0702	Khan Shaykun	SY070201	Um Zaytuna	C3988
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Big Khwein	C4091
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Farja	C4089
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Mashraf Rajmel Mashraf	C4088
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Msheirfeh Qabliyah	C4097
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Armanaya	C4106
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Niha	C4083
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Northern Msheirfeh	C4098
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Qleiat Eltubiyeh	C4096
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Raffa	C4078
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Sahal	C4075
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Tal Shih	C6606
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Tamanaah	C4081
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Um Elkhalayel	C4085
Idleb	SY07	Al Ma'ra	SY0702	Tamanaah	SY070204	Um Jalal	C4095
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Abdita	C4291

Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Babuline	C4100
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Ablin	C4292
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Arnaba	C4301
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Balshun	C4296
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Balyun	C4302
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Bara	C4304
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Bsames	C4297
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Deir Sunbul	C4293
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Ehsem	C4295
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Ein Laruz	C4299
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Farkya	C4305
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Heish	C4105
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Joseph	C4303
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Kafr Haya	C4306
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Kansafra	C4309
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Maghara	C4300
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Marata	C4307
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Marayan	C4308
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Mozra	C4298
Idleb	SY07	Ariha	SY0705	Ehsem	SY070501	Rami	C4294
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Armanaz	C4176
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Baliya	C4181
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Kafr Basin	C4111
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Biret Armanaz	C4180
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Dweila	C4182
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Ghafar	C4175

Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Hafasraja	C4178
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Kabta	C4185
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Kuwaro - Um Elriyah	C4183
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Milis	C4184
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Quneitra	C4177
Idleb	SY07	Harim	SY0703	Armanaz	SY070305	Sheikh Yousef	C4179
Idleb	SY07	Harim	SY0703	Dana	SY070301	Aqrabat	C4127
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Kafrsajna	C4110
Idleb	SY07	Harim	SY0703	Dana	SY070301	Atma	C4130
Idleb	SY07	Harim	SY0703	Dana	SY070301	Bab El Hawa	C6389
Idleb	SY07	Harim	SY0703	Dana	SY070301	Burdaqly	C6693
Idleb	SY07	Harim	SY0703	Dana	SY070301	Dana	C4126
Idleb	SY07	Harim	SY0703	Dana	SY070301	Deir Hassan - Darhashan	C4129
Idleb	SY07	Harim	SY0703	Dana	SY070301	Hezreh - Hezri	C4120
Idleb	SY07	Harim	SY0703	Dana	SY070301	Kafr Deryan	C4132
Idleb	SY07	Harim	SY0703	Dana	SY070301	Mashhad Ruhin	C6692
Idleb	SY07	Harim	SY0703	Dana	SY070301	Qah	C4131
Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Maar Hattat	C4112
Idleb	SY07	Harim	SY0703	Dana	SY070301	Sarmada	C4121
Idleb	SY07	Harim	SY0703	Dana	SY070301	Selwa	C4123
Idleb	SY07	Harim	SY0703	Dana	SY070301	Tal Elkaramaj	C4122
Idleb	SY07	Harim	SY0703	Dana	SY070301	Termanin	C4125
Idleb	SY07	Harim	SY0703	Harim	SY070300	Ariba	C4114
Idleb	SY07	Harim	SY0703	Harim	SY070300	Besnaya - Bseineh	C4116
Idleb	SY07	Harim	SY0703	Harim	SY070300	Harim	C4115
Idleb	SY07	Harim	SY0703	Harim	SY070300	Kafr Hum	C4117

Idleb	SY07	Al Ma'ra	SY0702	Heish	SY070205	Madaya	C6593
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Abarita	C4152
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Bayates	C6695
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Helleh	C4155
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Jadeen	C4156
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Kafr Kila	C4158
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Kafr Mars	C4159
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Kafr Takharim	C4157
Idleb	SY07	Harim	SY0703	Kafr Takharim	SY070303	Kuku - Ein Eljaj	C4160
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Bsanqul	C4322
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Hila	C4328
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Hlul	C4326
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Kafrmid	C4329
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Kniseh	C4313
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Mhambal	C4330
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Kafr Nobol	C4068
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Northern Laj	C4316
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Ora Qabli - Edwan	C4312
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Qrsaya	C6615
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Sahen	C4327
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Shagurit	C4311
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Afs	C3920
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Kafr Oweid	C4062
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Bijfas	C3912
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Kafr Battikh	C3927
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Kafr Omeim	C3928

Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Maar Dibsi	C3931
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Maharim	C3926
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Mardikh	C3930
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Rasafa	C3923
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Saraqab	C3916
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Sheikh Idris	C3924
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Kawkabeh	C4072
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Tal Tabariz	C6634
Idleb	SY07	Idleb	SY0700	Saraqab	SY070003	Tromba	C3908
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Amud	C4245
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Darkosh	C4252
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Dorriyeh	C4249
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Ghazala - Mgheidleh	C4240
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Mazuleh	C4243
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Mreimin	C4254
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Maar Tahroma	C4071
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Thahr	C4247
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Turin	C4237
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Zahraa - Kherbet Amud	C4250
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Darkosh	SY070402	Zarzur	C4238
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Athar	C4266
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Foz - Zuf	C4263
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Hamama - Kafr Debbin	C4267
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Hassaniyeh - Hatya	C4257
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Janudiyeh	C4255
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Jdidet Eljisir	C4265

Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Maland	C4259
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Mudiah - Luxin	C4261
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Qaderiyeh - Qayqun	C4258
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Qanniyeh	C4260
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Janudiyeh	SY070403	Yaqubiyeh	C4256
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Balmis	C4191
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Bsheiriyeh - Bello	C4193
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Bzeit	C4200
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Eastern Marj Akhdar	C4215
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Ein Elhamra	C4202
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Ein Elsoda	C4204
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Jannet Elqora	C4208
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Jisr-Ash-Shugur	C4199
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Kniset Nakhleh	C4222
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Basqala	C4061
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Maalaqa - Bishlamon	C4190
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Qulaia	C6642
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Sokkariyeh	C4210
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Um Rish	C4194
Idleb	SY07	Jisr-Ash-Shugur	SY0704	Jisr-Ash-Shugur	SY070400	Western Marj Akhdar	C4212
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Sfuhén	C4054
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Sheikh Mustafa	C4055
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Shorlin	C4053
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Abu Makki	C3973
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Babilla	C3964
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Halbeh	C3966

Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Faqie	C4052
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Hazzan	C3960
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Jarjnaz	C3977
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Maar Shamarin	C3983
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Fleifel	C4069
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Maarata	C6598
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Ma'arrat An Nu'man	C3985
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Maasaran	C3980
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Tal Kersyan	C3971
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Ftireh	C4070
Idleb	SY07	Al Ma'ra	SY0702	Ma'arrat An Nu'man	SY070200	Telamnas	C3974
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Ariha	C4278
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Badriyeh	C6609
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Banin	C4274
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Has	C4058
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Bazabur	C4268
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Kafr Shalaya	C4289
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Kafrlata	C4283
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Korin	C4288
Idleb	SY07	Al Ma'ra	SY0702	Kafr Nobol	SY070203	Hazarin	C4056
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Maarbalit	C4285
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Maarzaf	C4279
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Majdaliya	C4280
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Mseibin	C4281
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Nahliya	C4286
Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Orm Eljoz	C4269

Idleb	SY07	Ariha	SY0705	Ariha	SY070500	Sarja	C4273
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Alyeh	C6613
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Bales	C4314
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Baydar Shamsu	C4310
Idleb	SY07	Ariha	SY0705	Mhambal	SY070502	Beftamun	C4321
Quneitra	SY14	Al Fiq	SY1402	Fiq	SY140200	Razaniyet Saida	C6303
Quneitra	SY14	Al Fiq	SY1402	Fiq	SY140200	Sayda	C6302
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Abu Ktef	C6657
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Asbah	C6288
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Big Duwaya	C6656
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Ein Eltineh	C6289
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Ein Frekha	C6658
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Esheh	C6292
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Ghadir Elbostan	C6293
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Hijeh	C6295
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Kodneh	C6299
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Maalaqa	C6298
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Manshiyet Sweisa	C6301
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Qarqas	C6300
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Qseibeh	C6290
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Rafid	C6296
Quneitra	SY14	Quneitra	SY1400	Al-Khashniyyeh	SY140002	Sweisa	C6291
Quneitra	SY14	Quneitra	SY1400	Khan Arnaba	SY140001	Majdolieah	C6661
Quneitra	SY14	Quneitra	SY1400	Khan Arnaba	SY140001	Nabe Elsakher	C6287
Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	Bir Ajam	C6267
Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	Breiqqa	C6269

Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	Qahtaniyyeh	C6270
Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	Quneitra	C6268
Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	Rweheineh	C6264
Quneitra	SY14	Quneitra	SY1400	Quneitra	SY140000	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.