

# Improving the Quality of Education and Supporting Teachers

Deir Ezzor countryside, Autonomous Administration-controlled areas

Amal Hmedoush



Justice for Life Organization

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This paper is part of a series of policy papers in which the Justice for Life organization provides procedural recommendations to improve the performance of local institutions.

The views expressed in this paper do not necessarily reflect the opinions of the Justice for Life organization



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## Introduction

In countries experiencing wars and conflicts, such as Syria, education serves not only as a means to acquire knowledge, but also as a crucial tool for individuals to confront difficulties and develop skills necessary for advancing societies in distress. In such turbulent environments, education becomes a means to resist poverty, ignorance, and extremism. It also allows new generations to learn the values of tolerance and peace, laying the groundwork for a future distinct from the current dark reality.

Moreover, education plays a vital role in providing psychosocial support to children and young people affected by the traumas of war. Without education, entire generations are at risk of being recruited into armed conflicts or falling into extreme poverty, which perpetuates the cycle of violence and instability.

In war-torn countries, the educational system—encompassing teachers, administrators, and supervisors—forms the backbone of the educational process. These educators take on roles far beyond their traditional responsibilities, becoming community leaders and mentors who help restore hope to students and create a learning environment that fosters a sense of security and belonging. However, these educators face significant challenges, ranging from a lack of resources to security threats, making their work both more complex and crucial.

Supporting education in conflict zones is not just a humanitarian necessity, but also an investment in long-term peace and stability. This requires the development of adaptable educational strategies that consider the complex challenges in these areas, with a focus on providing safe learning environments, supporting educators, and ensuring that education is accessible to all children, regardless of their circumstances.

In Syria, particularly in Deir Ezzor, the outbreak of war turned the area into a battleground for various conflicting forces, including the Syrian government, the armed opposition, and ISIS/Daesh. The region has faced significant destruction of its infrastructure, mass displacement, and a severe decline in basic services such as education and healthcare. Despite being liberated from ISIS in 2017, Deir Ezzor continues to suffer from security and economic instability, severely impacting the lives of its residents and the region's recovery and, thus, the future of its children and youth. It is estimated that more than 2.1 million Syrian children of primary and secondary school age are out of school. The conflict in Syria has destroyed much of the educational infrastructure, affecting millions of children who have found themselves out of schools<sup>1</sup>. The challenges are immense, as the educational process is distorted by displacement and the difficult living conditions faced by students and their families. The deteriorating security conditions in the region also hinder efforts to provide quality education, as they have disrupted the educational process and affected the ability of schools to provide their services.

1.75 million students are out of school, while 1.35 million are at risk of dropping out.

300,000 teachers escaped and did not return to their jobs, causing a severe shortage of education staff.

One-third of schools are damaged, destroyed, or inaccessible<sup>2</sup>.

Given the significant challenges facing the education sector in Syria, particularly in the Deir Ezzor countryside, this paper was developed based on a series of focus group discussions. These discussion sessions brought together teachers, civil society organizations, experts, decision-makers, and others from areas in the Deir Ezzor countryside (Al-Busayrah, Sa'wa, and Hajin) that are under the control of the Syrian Democratic Forces. The discussions addressed several critical issues and essential needs within the education sector. This initiative aims to offer comprehensive and actionable solutions to improve the quality of education in these regions and enhance support for teachers.

<sup>1</sup>Source: Rebuilding Education in Syria Report, World Bank.2013

<https://openknowledge.worldbank.org/entities/publication/b2aeec6e-a6cc-5b72-bbc6-89731f8e3e7a>

<sup>2</sup>Infographic of the 2017 UNESCO Humanitarian Response Document

[https://unesdoc.unesco.org/ark:/48223/pf0000261410\\_en?posInSet=1&queryId=1eccad73-7e7c-48f8-8f91-46500cdd83f4](https://unesdoc.unesco.org/ark:/48223/pf0000261410_en?posInSet=1&queryId=1eccad73-7e7c-48f8-8f91-46500cdd83f4)

## Executive Summary

The policy paper provides a thorough analysis of the challenges confronting the education sector in regions under SDF control in Deir Ezzor, an area deeply impacted by war and ongoing conflict. The paper aims to offer practical solutions for enhancing the quality of education and supporting teachers in these affected regions.

### The Most Prominent Challenges Facing the Education Sector in the Targeted Areas

1. **Deteriorating Infrastructure:** Schools have been destroyed and are unsafe, with a significant shortage of facilities leading to overcrowded classrooms.
2. **Lack of Educational Resources:** There is a shortage of seats, books, and transportation, contributing to an increase in school dropout rates.
3. **Security and Operational Issues:** Insecurity and fuel shortages are disrupting the continuity of education.
4. **Political Division:** The presence of multiple curricula and the non-recognition of diplomas are major obstacles to education.
5. **Social and Psychological Challenges:** High dropout rates, early marriage, and the psychological impact of war are significant barriers to education.
6. **Teacher Conditions:** Low salaries and inadequate training are negatively impacting the quality of education.

### Conclusions and Recommendations

**Urgent Infrastructure Restorations:** Immediate renovations are needed to restore educational facilities, ensure student safety, and create a secure learning environment.

**Psychosocial Support:** Provide essential psychosocial support for both students and teachers to help them cope with the impacts of war and trauma.

**Improving Teacher Conditions:** Enhance teacher conditions by raising salaries and regularly reviewing their feasibility in relation to inflation and the rising cost of living while also offering ongoing training and support for specialized educational staff.

**Curriculum Harmonization:** Align educational curricula and coordinate efforts among different authorities to ensure that certificates are recognized both nationally and internationally.

**Strengthening Civil Society's Role:** Bolster the involvement of civil society organizations in supporting education and ensuring the continuity of educational programs despite current challenges.

### Purpose

This paper seeks to encourage local and international stakeholders to implement effective measures that ensure the delivery of high-quality and sustainable education in Deir Ezzor. By doing so, it aims to help build a brighter future for the region's generations and foster long-term stability and peace.

### Analysis and Assessment

The focus group discussions tackled a wide range of issues and problems facing the education sector in Deir Ezzor, which were divided into several themes:

#### **Deteriorating Infrastructure**

**Damaged Schools:** Most schools in Deir Ezzor have suffered significant infrastructure damage. Many have been partially or completely destroyed due to military operations. This includes damage to essential structures like ceilings, walls, and windows, requiring urgent renovations to prevent risks to student safety. Additionally, the destruction of walls in many schools has compromised their safety and security.

“At Hajin Secondary School for Girls, which has over 1,200 female students, the school faces significant infrastructure issues, particularly the completely destroyed staircase leading to the second floor. This has resulted in serious fall accidents, posing a real threat to the safety of the students. Despite ongoing efforts by the administrative staff to request restorations from the authorities, the lack of resources and funding has prevented the necessary restorations, causing the problem to persist into the next academic year”.

**School Shortage:** A third of Syria’s schools, including those in Deir Ezzor, have gone out of service due to damage, vandalism, theft, or conversion into military camps by controlling forces. The number of schools is insufficient for the student population in some areas. Previously, according to a participant from the Al-Busayrah area, “one of the areas had around 8,000 people with about 4 or 5 schools. Now, the population has grown to about 30,000, not including displaced people in the area”.

**Location and Geographical Distribution:** The location and distribution of schools present additional challenges for students. For instance, some students must travel 2 to 3 kilometers daily to reach school, facing various risks and difficulties, especially in winter. This situation often leads many parents to refrain from sending their children to distant schools, with girls being more affected due to regional preferences for security over education.

**Weakness of Responsible Authorities:** Besides the lack of resources and a suitable environment to improve logistical conditions in schools by the Autonomous Administration, there is a noticeable weakness in the role of civil society organizations active in the region in rehabilitating and restoring damaged schools. This is largely due to funding authorities refusing to support any projects under the category of reconstruction.

**Equipment Shortages:** There is a severe lack of desks, blackboards, and essential teaching materials, forcing some students to sit on the floor or blocks in overcrowded classrooms, a situation exacerbated by the destruction or closure of other schools, which further strains available resources.

**Basic Needs:** Some schools face shortages of potable water and sanitation facilities, directly impacting the health of students and teachers. In some cases, staff are forced to bring drinking water from their homes to classrooms, adding to their burden and disrupting the educational process.

## Operational Challenges

which further strains available resources.

**Fuel Shortages:** The lack of fuel impacts the operation of heating systems in classrooms during winter, and the poor quality of available fuel increases the risk of fires.

**Textbooks and Curricula:** Schools are experiencing a significant shortage of textbooks and up-to-date educational materials. In some cases, teachers are forced to use outdated resources or continue teaching with whatever books are available.

**Inadequate Transportation:** The absence of public transportation in the area, coupled with its limited reach, has reduced students’ ability to attend school. Analysis from the focus group discussions revealed a direct correlation between the lack of transportation and school dropouts. Additionally, the poorly developed road network forces students to take unsafe farm paths or navigate muddy roads.

**Poor School Security:** Despite the rehabilitation of many schools, inadequate security has left them vulnerable to theft and vandalism. However, community-led guarding initiatives have proven effective in protecting some schools. For example, in the Al-Busayrah area, “Qarqisiyah” school was equipped by an organization and guarded by local residents, helping to maintain its condition. Conversely, in the same region, the “Madhur Al-Madad” School, equipped with solar energy, and the “Khalil Al-Khalaf” School were both vandalized due to the lack of security, leading to deterioration after rehabilitation.

## Unstable Security Situation

**Daily Risks:** Many areas in Deir Ezzor are plagued by security instability due to ongoing tensions, including tribal conflicts, military actions between rival forces, and the presence of war remnants like mines and unexploded devices in or near schools.



**Conversion of Schools:** Some schools have been repurposed as shelters for displaced individuals or military sites, hindering efforts to resume educational activities in these locations<sup>3</sup>.

**Military Checkpoints:** The presence of military checkpoints near schools introduces security risks and the potential for accidents involving war remnants left by these checkpoints.

**Proliferation of Weapons:** The widespread availability of weapons contributes to conflicts between students, staff, and within the student body, endangering school security.

**Lack of Official Oversight:** With weak security authority from the Autonomous Administration, teachers and administrators often rely on tribal authorities to resolve disputes, highlighting the absence of effective official control.

## Psychological and Security Effects on Students and Teachers

**Ongoing Fear:** Both students and teachers are anxious about attending school due to concerns about attacks or explosions. As a result, some families keep their children at home to ensure their safety<sup>4</sup>.

**Loss of School Discipline:** The deteriorating security situation has led to a significant decline in school discipline. Teachers struggle to manage classrooms, and students affected by conflict may exhibit disruptive behaviors due to psychological and social stress. The tense and fearful environment hampers educational focus and complicates efforts to maintain classroom order.

## Political Division

**Fragmented Authorities:** Deir Ezzor is controlled by multiple forces<sup>5</sup>, each operating its own educational system and issuing separate certificates. This fragmentation has caused significant issues with certificate recognition by the central government in Damascus and the international community. For instance, certificates issued from areas under non-governmental control are not accepted by central authorities.

**Inconsistent Curricula and Certificates:** The lack of coordination among different authorities has resulted in varied educational standards and certification processes. This inconsistency complicates the recognition of certificates both domestically and internationally, as differing standards and curricula across regions lead to skepticism about the validity of these certificates.

**Rejection of Local Curricula:** The local community often distrusts curricula developed by the Autonomous Administration, perceiving them as contrary to traditional customs and beliefs, especially regarding religious content. Controversial subjects, such as those focusing on women or Zoroastrianism, are viewed as attempts to impose specific ideologies. Additionally, rumors about scientific inaccuracies in the curricula contribute to their rejection.

**Dependence on Central Government Certificates:** To obtain recognized certificates, many students opt to take exams in areas controlled by the central government. Private institutes that teach government -approved curricula facilitate this process. Still, it involves security risks, including crossing the river to government-controlled areas and high travel costs, posing challenges for students and their families.

**International Non-Recognition:** Certificates issued by the Autonomous Administration, including those from Deir Ezzor, are often not recognized abroad due to doubts about the quality of education and compliance with international standards. This restricts students' opportunities for higher education in other countries.

**Rise of Private Education:** There has been a notable increase in private institutes and schools in Deir Ezzor, offering alternatives to formal education with well-prepared teachers and curricula approved by the central government. However, these private options are often financially inaccessible to many, limiting their availability to a select portion of the population.

<sup>3</sup>(3) Human Rights Watch's 2013 "No Longer Safe" report <https://www.hrw.org/ar/report/2013/06/06/256436>

<sup>4</sup>Save the Children Education in Danger Report

<sup>5</sup>Since 2017, Deir Ezzor has been divided in terms of the control of the parties to the conflict into two parts, north of the Euphrates River is under the control of the Syrian Democratic Forces and includes areas such as: Al-Kasra, Al-Busayrah, Hajin and others, while the Syrian government controls areas south of the river, which include the cities of: Deir Ezzor Al-Bukamal, and Al-Mayadeen.

## Psychosocial Impact

**Frustration and Loss of Hope:** The challenges posed by the non-recognition of certificates lead to significant frustration among students, often discouraging them from pursuing further education or achieving their career goals. This despair could negatively impact an entire generation in Deir Ezzor.

**School Dropout:** Several factors contribute to high dropout rates, with difficult economic conditions being a major factor. Many students are compelled to work in workshops or assist their families during harvest seasons to meet financial needs. Additionally, economic pressures have led to increased early marriages for girls, further contributing to dropout rates. The absence of an official body enforcing compulsory education policies worsens the situation.

**Dependence on Civil Society Organizations:** Civil society organizations play a crucial role in supporting education in the region. They help address dropout rates, raise awareness about the importance of education, train teachers, and enhance their skills. These organizations also offer economic support, such as free education, transportation, and paid training. However, their efforts are dependent on international support and funding, which are declining and at risk of being cut due to the ongoing conflict.

## The Impact of the Political Situation on Education

Education in Deir Ezzor has been profoundly impacted by recent politics, particularly due to the ongoing armed conflict at both local and national levels. These policies have been crucial in shaping the educational landscape, resulting in numerous challenges and obstacles that have significantly affected the educational process.

Firstly, education policies in Deir Ezzor are shaped by adherence to or deviation from the curricula set by the Autonomous Administration, alongside the region's cultural and religious factors. These policies often overlook local needs and resources, which have been affected by fluctuating political conditions. Curricula have been frequently adjusted or replaced to align with the political and ideological goals of the ruling parties. This ongoing curriculum change has disrupted the stability of the educational process, creating confusion for both students and teachers.

Secondly, the allocation of resources and directives across different regions has been influenced by local administrative policies. Certain educational areas in Deir Ezzor have been neglected in terms of funding and support due to biased policies or a preference for more stable or politically aligned regions. This uneven resource distribution has led to a decline in educational quality in some areas and widened the educational gap between different regions within the governorate.

Thirdly, the policies have significantly impacted mobility and access to schools, as many schools have been closed or repurposed for military use due to the conflict, making it extremely difficult for students to access education. Additionally, both teachers and students have faced political pressure, including censorship and restrictions on academic freedoms, which has created a turbulent and insecure learning environment.

Fourthly, although the education sector has been discussed in political negotiations between the conflicting parties, limited progress has been made. This stagnation is due to the rigid positions of the parties regarding their ideological or political views on curriculum content, as well as the belief that educational quality is tied to achieving full regional stability. This situation diminishes hopes for imminent improvements in the education sector.

Fifthly, since the Autonomous Administration took control of the region, many experienced and qualified educators have been reluctant to work in education due to political and security concerns, as well as doubts about the quality of unrecognized educational curricula. Consequently, less qualified educational staff, with only basic or secondary education certificates, have been recruited to fill vacancies.

## **The Situation of Teachers and Administrative Staff in Schools**

Teachers face numerous challenges that significantly impact the quality of education and the learning environment:

**Salaries:** Teachers' salaries are low and insufficient to cover basic needs, prompting many to seek additional work, take jobs in private institutes, or leave the profession. This has resulted in a shortage of teachers in public schools.

**Competence and Experience:** The lack of ongoing training has led to low competence levels among teachers. Most have not received recent professional development to adapt to curriculum changes or improve teaching methods, which negatively affects the quality of education.

**Specialization:** Schools lack subject-specialized teachers, requiring educators to teach a range of subjects, including sports and recreational classes. Additionally, there is a shortage of psychological counseling services, which are crucial in a region affected by war and conflict, especially for adolescents facing psychological issues.

**Trade Union Rights:** Trade unions in Deir Ezzor, including the Teachers' Union in North and East Syria, face severe challenges due to the region's conditions. These unions struggle with limited material support and restrictions from the Autonomous Administration, impacting their ability to defend teachers' rights and improve working conditions. They also experience poor communication with educational administrations, with issues such as unjustified deductions from teachers' salaries, inactive health services, and lack of allowances or compensation.

**Maternity Leave:** Previously, maternity leave included a three-month paid period under Central Government Law. However, there are concerns that this may be reduced to one month in the next school year due to staff shortages, potentially increasing the burden on working mothers and negatively affecting their health and family stability.

**Commitment and Security:** The harsh conditions impact teachers' professional commitment. Many experience frustration and anxiety due to ongoing challenges and insecurity, leading to decreased dedication to their educational responsibilities.

## **Weak Communication Between the Relevant Authorities, the Staff, and the Community**

**Lack of Coordination and Communication:** There is a significant gap in coordination between parents and teachers, as well as weak communication channels with the Education Authority in the Autonomous Administration. This lack of effective communication hinders the exchange of information about student needs and school issues, particularly when addressing parental concerns about curricula and their alignment with local customs and traditions.

**Policies Variance:** The policies of the Autonomous Administration often do not align with the needs or expectations of parents and teachers. This misalignment creates tension and difficulties in understanding educational priorities and decisions related to school management.

**Lack of Clarity in Responsibilities:** There is ambiguity in defining responsibilities among different parties, such as between school principals and the Education Authority or between teachers and parents. This confusion leads to delays in addressing and resolving problems that arise within the school environment.

**Security Challenges:** The unstable security situation in Deir Ezzor affects all aspects of life, including education. It causes interruptions in communication between teachers, parents, and the Education Authority, which undermines the effectiveness of education and the necessary interaction to support students.

## Recommendations

### The First Theme: Improving the Logistical and Security Situation of Schools

- 1. Restoring Damaged Infrastructure:** Swiftly restore damaged schools by renovating essential infrastructure like ceilings, walls, and windows, and ensure that secure fences surround schools.
- 2. Increasing School Availability:** Rehabilitate closed schools and construct new ones to accommodate the growing student population, particularly due to the influx of displaced individuals.
- 3. Enhancing School Safety:** Allocate funds to address immediate safety hazards, such as restoring destroyed ladders or unstable roofs, to protect students.
- 4. Improving Access to Schools:** Provide safe and efficient transportation for students, particularly in remote areas, and enhance the road network leading to schools.
- 5. Empowering Civil Society Organizations:** Encourage civil society organizations to aid in the rehabilitation of damaged schools, offer necessary support to overcome funding challenges, and apply civil pressure on the international community for the reconstruction of educational facilities.
- 6. Providing Basic Educational Equipment:** Ensure the availability of essential educational supplies, such as benches, blackboards, and materials, along with sanitary facilities and safe drinking water.
- 7. Enhancing School Operations:** Supply reliable fuel sources for heating and ensure that textbooks and curricula are updated regularly.
- 8. Strengthening School Security:** Implement permanent security measures to prevent theft and vandalism and explore successful models like involving the community in protecting schools:
  - **Clearing War Remnants:** Carry out continuous campaigns to remove mines and unexploded ordnance from around and within schools in collaboration with international organizations specializing in mine' clearance.
  - **Securing Military Checkpoints:** Coordinate with military forces to move checkpoints away from school locations, if feasible, and regularly clear any war remnants in these areas.
- 9. Restoring Schools as Educational Centers:** Schools that were previously converted into shelters or military sites need to be rehabilitated to make them suitable for educational purposes again. This involves allocating budgets for restoring infrastructure and re-equipping classrooms:
  - **Enhancing School Discipline and Safety:** Leverage the support of tribal leaders to improve security within schools and organize regular meetings between local security authorities and tribal leaders to strengthen cooperation in this area.
  - **Combating the Proliferation of Weapons:** Launch awareness campaigns to address the spread of weapons in schools and among students and enforce stricter controls on weapon possession near educational institutions.
  - **Providing Psychological Support:** Offer psychological support programs for students and teachers to help them manage anxiety and fear related to security threats and conduct regular counseling sessions to improve mental well-being.

### The Second Theme: Enhancing the Quality of Education and Certificate Procedures

- 1. Ensure Education Remains Neutral:** All key stakeholders must agree not to use education as a tool for political or military leverage. Education should remain impartial and focused solely on serving the interests of children and youth without political or military interference.
- 2. Reform Curricula for Quality:** Revise curricula to eliminate political bias and establish an independent educational committee to reassess and align educational content with national and international standards. The focus should be on providing an inclusive and balanced education that meets the needs of all students, free from political ideologies.
- 3. Enhance International Oversight:** Support international monitoring of the educational process by encouraging organizations to oversee and track the progress of education in Deir Ezzor, ensuring that it remains unaffected by political conflicts.

**4.Engage the Local Community:** Activate civil society roles and promote local and community initiatives to improve education. This includes organizing teacher training programs and providing psychological support to students in conflict-affected areas.

**5.Educate Parents on the Importance of Education:** Raise awareness among parents about the critical role of education and the importance of preventing school dropouts:

- Awareness Campaigns:** Initiate campaigns aimed at parents to highlight the importance of education, even in challenging situations, and encourage them to ensure their children attend school.
- Countering Child Labor**
- Facilitate Local Dialogues:** Establish local discussions to develop suitable strategies for balancing school hours with the timing of harvesting and other seasonal activities.
- Prevent Military Recruitment:** Advocate and mobilize efforts to prevent the military recruitment of students, ensuring their protection from such practices.

### **The Third Theme: Improving the Status of Teachers**

**1.Increase Salaries and Provide Incentives:** Raise teachers' salaries to align with the rising cost of living and offer additional financial incentives for those who work under challenging conditions.

**2.Ensure Maternity Leave:** Maintain the current three-month paid maternity leave and provide extra support for female teachers during pregnancy and childbirth.

**3.Offer Ongoing Training:** Implement regular advanced training programs for teachers to keep them updated with modern curricula and effective teaching methods, enhancing their skills and experience.

**4.Hire Specialized Teachers:** Recruit teachers with specific expertise in various subjects and provide access to psychological counselors to support students dealing with psychological issues as a result of the conflict.

**5.Strengthen Unions and Advocate for Teacher Rights:** Empower educational unions to advocate for teachers' rights and interests, including enforcing labor laws and ensuring fair compensation.

**6.Enhance Safety in Schools:** Introduce additional safety measures to protect teachers, particularly in areas with high-security risks, ensuring a safe working environment.

**7.Boost Professional Commitment:** Offer psychological and professional support to help teachers manage frustration and stress, thereby improving their commitment and dedication to their work.

### **The Fourth Theme: Enhancing Communication and Community Participation**

**1.Form Joint Communication Committees:** Create committees with representatives from parents, teachers, school principals, and Autonomous Administration. These committees should meet regularly to address issues related to schools, curricula, and student needs, helping to bridge the communication and coordination gap among different parties.

**2.Enhance Communication Channels:** Utilize social media or develop dedicated educational applications to improve communication between parents and teachers. This will facilitate information sharing and quick interactions, especially during emergencies.

**3.Activate Civil Society Organizations:** Encourage civil society organizations to foster dialogue, advocate for improvements, and coordinate international pressure to enhance education quality and conditions, including the reconstruction of damaged schools across Syrian regions.

**4.Clarify Responsibilities :** Create official documents that outline the responsibilities and duties of all involved parties (school principals, teachers, Autonomous Administration, and parents). This will reduce role confusion and streamline the resolution of issues.

**5.Review Educational Policies:** Involve parents and teachers in the decision-making process for educational policies to ensure that these policies align with community needs and respect local customs and traditions.

**6.Implement Oversight and Accountability:** Establish robust oversight and accountability mechanisms within schools and educational administrations to ensure transparency, prevent corruption, and reduce theft. This could include independent monitors or periodic audits.

## **Mechanisms for Implementing Recommendations**

### **Improving Communication between the Relevant Authorities, the Staff, and the Community**

- Create Effective Communication Platforms:** Utilize available communication tools, such as regular meetings, online groups (e.g., WhatsApp groups), or dedicated electronic platforms, to facilitate regular and efficient information exchange among all stakeholders.
- Appoint Local Coordinators:** Designate coordinators from the local community to act as intermediaries between the Autonomous Administration, educational staff, and parents, ensuring prompt and effective resolution of issues.
- Organize Joint Workshops:** Host regular workshops that bring together teachers, parents, and Autonomous Administration representatives to discuss challenges and develop collaborative solutions.

### **Unifying Curricula and Ensure Recognition of Certificates**

- Form a Unified Educational Committee:** Establish a committee composed of local and international experts to standardize curricula according to national and international standards. This committee should include representatives from all educational stakeholders to ensure a comprehensive and inclusive process.
- Collaborate with the Central Government:** Develop cooperative relationships with the central government to ensure that diplomas are recognized and to facilitate student mobility for those taking exams in government-controlled areas.
- Engage with International Bodies:** Work with international organizations to mediate between the Syrian government and the Autonomous Administration, aiming to improve the quality of education and ensure that educational services are accessible to all students in Deir Ezzor, regardless of the region's military and political conditions.

### **Improving Salaries and Providing Incentives for Teachers**

- Partner with Humanitarian Organizations:** Seek support from international organizations to secure additional funding for increasing teachers' salaries or to offer material and moral incentives that enhance their economic well-being.
- Create Local Support Funds:** Promote contributions from the local community and expatriates to establish dedicated funds aimed at improving teacher salaries and providing incentives.
- Offer Additional Job Opportunities:** Develop part-time or supplementary positions for teachers within schools, such as special classes or evening programs, to boost their income while keeping them engaged in the education sector.

### **Enhancing Security in Schools**

- Create Community Committees for School Protection:** Form local committees made up of parents and teachers to help safeguard schools and their surroundings from security threats, in collaboration with local security authorities.
- Partner with Demining Organizations:** Collaborate with specialized humanitarian organizations to clear mines and war remnants from school areas to ensure the safety of students and teachers.
- Enhance Security Measures:** Improve protection around schools by constructing fences, installing surveillance cameras, and employing trained security personnel.

## Strengthening of the Vocational Training System

- Implement Continuous Training Programs:** Create and run training programs for teachers in partnership with international educational organizations. These programs should be ongoing and cover all aspects of teaching, including pedagogy and methods of handling psychological stress.
- Promote Self-Learning and Professional Growth:** Encourage teachers to engage with online learning platforms to enhance their skills and offer incentives for completing relevant courses.

## Evaluation and Follow-up

### Defining KPIs (key performance indicators)

- Quantitative and Qualitative Metrics:** Identify both quantitative indicators (such as teacher and student attendance rates and the number of training programs conducted) and qualitative indicators (such as the quality of education and satisfaction levels of parents and teachers with communication with the administration) to assess progress.
- Time-Based Goals:** Establish short-term, medium-term, and long-term objectives with specific timelines to enable regular monitoring of progress.

## Developing a Periodic Reporting System

- Monthly/Quarterly Reports:** Generate regular reports (either monthly or quarterly) that compile data from schools and stakeholders to offer a detailed overview of the current state, achievements, and challenges.
- Interim Evaluations:** Perform periodic interim evaluations (every six months or annually) to review and adjust policies and procedures as needed.

## Conducting Periodic Polls and Surveys

- Teacher and Parent Satisfaction Surveys:** Regularly conduct surveys to gauge the satisfaction levels of teachers and parents with the recent changes and improvements.
- Student Surveys:** Periodically evaluate the effects of policies on students' experiences and the quality of education through surveys.

## Involvement of Concerned Parties

- Local Monitoring Committees:** Establish committees with representatives from teachers, parents, and the Autonomous Administration to oversee policy implementation collectively and transparently.
- Feedback Mechanism:** Create a system that allows teachers and parents to continuously provide feedback on the execution of policies.