Overview
Due to security and access constraints, Madiq Castle was the only sub-district assessed in Hama governorate. Madiq Castle, along with the rest of the governorate, has been affected by conflict and witnessed intensified fighting in the second half of 2017, early 2018, and sporadically since, as areas of influence between government of Syria and different armed groups continue to be violently negotiated in the area. Heightened conflict and insecurity in Madiq Castle led to declines in the number of pre-conflict population, with significant numbers of spontaneous returns taking place in 2018, possibly driven by the establishment of a Turkish observation point in the region. Madiq Castle has also been a key transit point for evacuation from south Syria and Homs.

In the framework of the Whole of Syria Education Sector, REACH conducted an assessment of access and quality of education in opposition-held areas of northeast, northwest and south Syria to inform the 2019 Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP). Findings in this factsheet were drawn from a randomly selected sample of 101 households and 34 schools surveyed across Madiq Castle. Data was collected from 7 May to 21 June 2018. Household survey findings are representative at the sub-district level with a 95% confidence level and 10% margin of error. School survey findings are indicative. Findings presented in this factsheet are based on household surveys unless noted otherwise. All findings pertain to Madiq Castle during the 2017/2018 school year.

Population Groups
Distribution of children (aged 3-17) in assessed households by age and gender:

- Boys
  - 15-17 years: 8%
  - 12-14 years: 9%
  - 6-11 years: 31%
  - 3-5 years: 5%
- Girls
  - 15-17 years: 2%
  - 12-14 years: 9%
  - 6-11 years: 33%
  - 3-5 years: 6%

There were approximately 11 boys for every 10 girls (aged 3-17).

Households consisted on average of 6 members, including 3 children aged 3 to 17.

5% of households were female-headed.

Displacement status of children (aged 3-17) in assessed households:1

- Residents: 99%
- Spontaneous returns: 1%

Out of the 1% of spontaneous returnees, 100% were found to have returned from Idleb governorate.

1 The term ‘spontaneous returns’ encompasses a broad spectrum of individuals, including IDPs and refugees who have returned to the community they lived in prior to their displacement but not necessarily to their former homes. Origins of displaced children should be considered indicative due to the small sample size.

2 The total net attendance rate is the total number of students of the official age group for a given level of education who attended school at any level of education, expressed as a percentage of the corresponding population. The household survey asked “At any time during the current school year (2017-2018) did the person attend school or any early childhood education care programme?”.

Access to Education

Total Net Attendance2
Percentage of pre-primary aged children (aged 3-5) that attended early childhood education or primary school:

- Girls: 9%
- Boys: 11%

67% of pre-primary aged children attended formal education.

100% of primary school-aged children that attended school attended formal education.

Percentage of secondary school-aged children (aged 12-17) that attended school:

- Girls: 98%
- Boys: 100%

100% of secondary school-aged children that attended school attended formal education.

Grade and Age

Percentage of primary school-aged students (aged 6-11) that attended the correct grade for their age:

- Girls: 100% Correct grade
- Boys: 100% Correct grade

On average, 100% of primary school-aged students attended the correct grade for their age.

Percentage of secondary school-aged students (aged 12-17) that attended the correct grade for their age:

- Girls: 98% Correct grade
- Boys: 100% Correct grade

On average, 99% of secondary school-aged students attended the correct grade for their age.
**Barriers to Education**

**Barriers to Attendance for Out-of-School Children**

Most commonly reported barriers for children aged 5-14:

- **Households**
  - 1. Child is psychologically distressed
  - 2. Lack of learning materials
  - 3. Poor quality of teaching

- **Schools**
  - 1. Child needs to work/help family
  - 2. Lack of learning materials
  - 3. Poor quality of teaching

**Most commonly reported barriers for children aged 15-17:**

- **Households**
  - 1. Early marriage
  - 2. Poor quality of teaching
  - 3. School curriculum not preferred by parents and students

**Quality of Education**

**School Certification and Curriculum**

Percentage of school-aged children that received certification with completion of grade/degree:

- Madiq Castle: 99%

98% of children attending school used the Government of Syria curriculum.

**Teacher Certification and Training**

Percentage of teachers certified prior to teaching: 90%

Percentage of teachers who received professional development training in 2017/2018: 3%

**Teacher Salaries and Sources of Compensation**

91% of teachers received financial compensation, of which 100% received it on a regular basis in the form of salaries or incentives.

Sources of teacher compensation:

- 81% Education Directorate
- 19% Government of Syria

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**Access and Dropout**

Percentage of primary school-aged children that repeated a grade at some point:

- Girls: 0%
- Boys: 0%

Percentage of primary students that dropped-out:

- Girls: 1%
- Boys: 1%

No school-aged children (aged 5-17) reportedly repeated a grade at some point, and 2% of students dropped out in 2017/2018.

**Functioning schools**

<table>
<thead>
<tr>
<th>Functioning</th>
<th>98%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not functioning</td>
<td>2%</td>
</tr>
</tbody>
</table>

Of the functioning schools, 94% were public schools and 6% were private.

**Educational Needs**

**Most Urgent Educational Needs**

- **Households**
  - Additional classrooms
  - Provision of teaching supplies/kits
  - Teaching and learning materials

- **Schools**
  - Additional classrooms
  - School equipment
  - Cooperation with community to get children back to school

**School Supplies and Support**

Percentage of school-aged children (aged 5-17) with access to uniforms, shoes and bags:

- Access: 33%
- No access: 67%

Percentage of school-aged children (aged 5-17) that received tuition or material support:

- Received: 1%
- Did not receive: 99%

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3 Repetition refers to whether the student has repeated a grade at any point since starting school. Repetition rates should be considered indicative since only 26% of households responded to this question. Dropout rates are based on school surveys and findings should be considered indicative.

4 Findings based on school surveys. Results should be considered indicative.

5 The most commonly reported educational needs and barriers to education are calculated using the percentage of households that report each need/barrier in their list of top three needs/barriers.

6 “Households” refers to data gathered through household surveys.

7 “Schools” refers to data gathered through school surveys.

8 Findings based on school surveys. Results should be considered indicative.

9 Findings based on school surveys. Results should be considered indicative.
Percentage of households in assessed sub-districts that reported urgent educational needs in each category

**Access to schools**

**Language and curriculum**

**Facilities and materials**

**Safety and wellbeing**

**Teaching support**

For further information about responses included in the different needs categories, please refer to the report annex.

Contact: mena.reach@impact-initiatives.org

Note: Data, designations and boundaries contained on this map are not warranted to be error-free and do not imply acceptance by the REACH partners, associates or donors mentioned on this map.
Percentage of out-of-school children in assessed sub-districts facing barriers to attendance in each category

Access to schools
Language and curriculum
Facilities and materials
Safety and wellbeing
Teaching limitations
Demand for education

Percentage of out-of-school children in assessed households facing barriers to attendance in each category:
- 0.1 to 20% reporting
- 20.1 to 40% reporting
- 40.1 to 60% reporting
- 60.1 to 80% reporting
- 80.1 to 100% reporting
- Barrier not reported

For further information about responses included in the different barrier categories, please refer to the report annex.

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