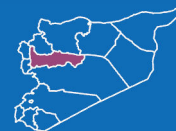


EDUCATION NEEDS ASSESSMENT

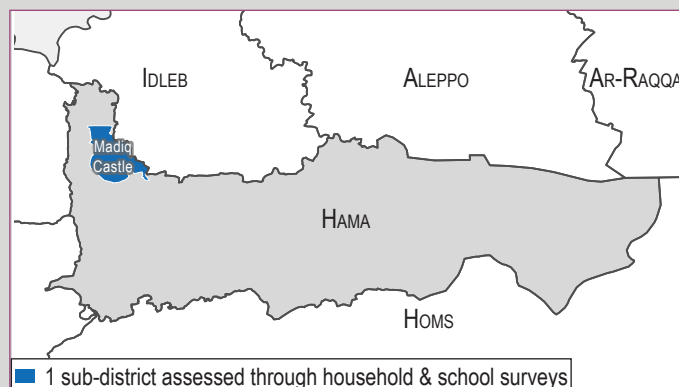
HAMA GOVERNORATE, MAY - JUNE 2018



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.



Key Findings

This assessment found that 4% of children aged 6-11 and 13% of children aged 12-17 were out of school in Madiq Castle, mostly due to the poor quality of teaching and lack of learning materials. The most urgent educational needs in Madiq Castle were ensuring safety and security of children and teachers and additional classrooms.

Demographics

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



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.

Population Groups

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



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

Access to Education

Total Net Attendance²

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



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

Percentage of primary school-aged children (aged 6-11) that attended school:



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

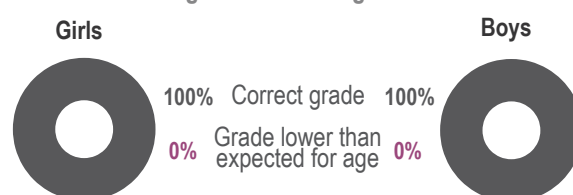
Percentage of secondary school-aged children (aged 12-17) that attended school:



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

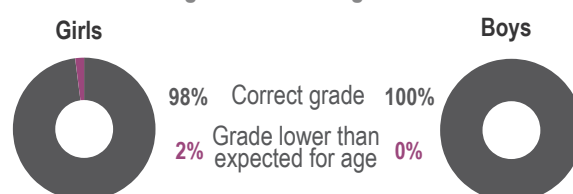
Grade and Age

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



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:

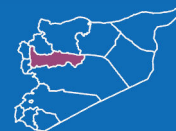


On average, **99%** of secondary school-aged students attended the correct grade for their age.

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 number of displaced children in the sample population.

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 (continued)

Repetition and Dropout³

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

0% 0%

Girls Boys

Percentage of primary students that dropped-out:

1% 1%

Girls Boys

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

0% 0%

Girls Boys

Percentage of secondary students that dropped-out:

7% 4%

Girls Boys

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

Functioning schools⁴

Functioning 98%
Not functioning 2%

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

Educational Needs

Most Urgent Educational Needs⁵

Most commonly reported urgent educational needs:

Households ⁶		Schools ⁷
Additional classrooms	1	Additional classrooms
Provision of teaching supplies/kits	2	School equipment
Teaching and learning materials	3	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%

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.

Barriers to Education

Barriers to Attendance for Out-of-School Children

Most commonly reported barriers for children aged 5-14:

Households	Schools
Lack of learning materials	1 Child is psychologically distressed
Poor quality of teaching	2 Lack of learning materials
Limited number of teachers	3 Poor quality of teaching

Most commonly reported barriers for children aged 15-17:

Households	Schools
Early marriage	1 Child needs to work/help family
Poor quality of teaching	2 Lack of learning materials
School curriculum not preferred by parents and students	3 Poor quality of teaching

Quality of Education

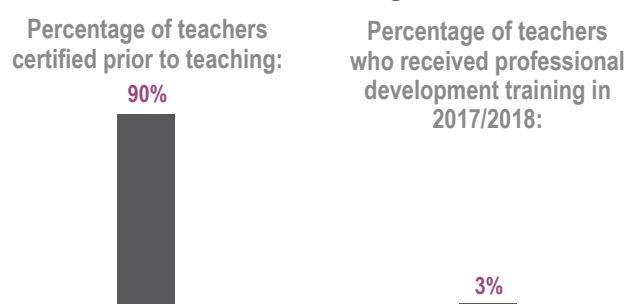
School Certification and Curriculum

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 Training⁸

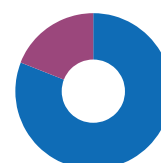


Teacher Salaries and Sources of Compensation⁹

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



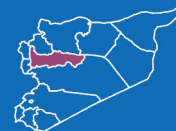
⁵ The most commonly reported educational needs and barriers to education are calculated using the percentage of households that report each need/barrier in their list of top three needs/barriers.

⁶ "Households" refers to data gathered through household surveys.

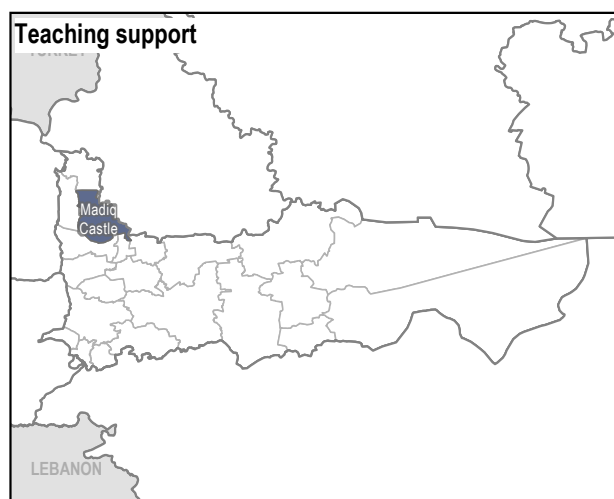
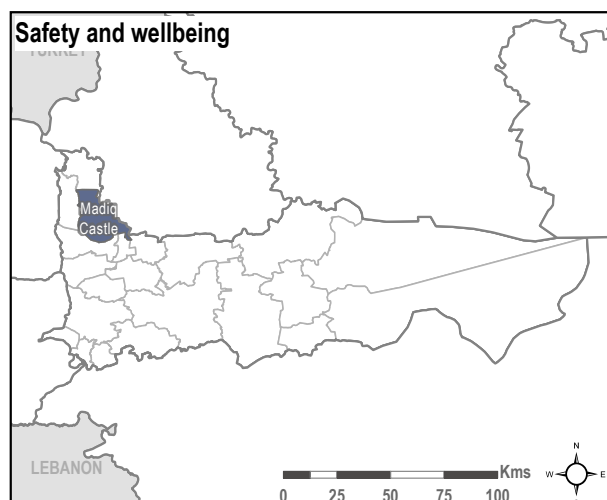
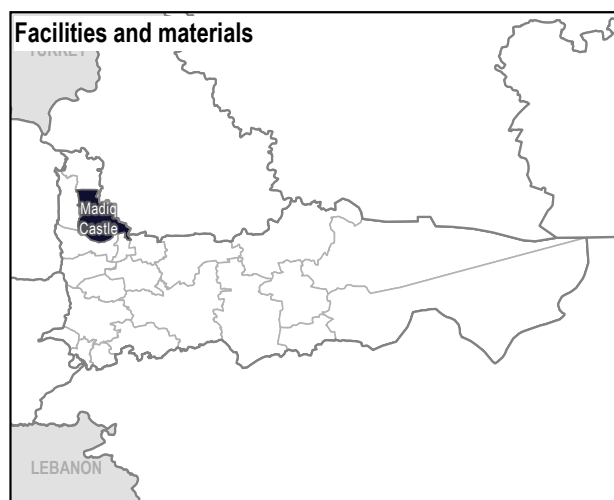
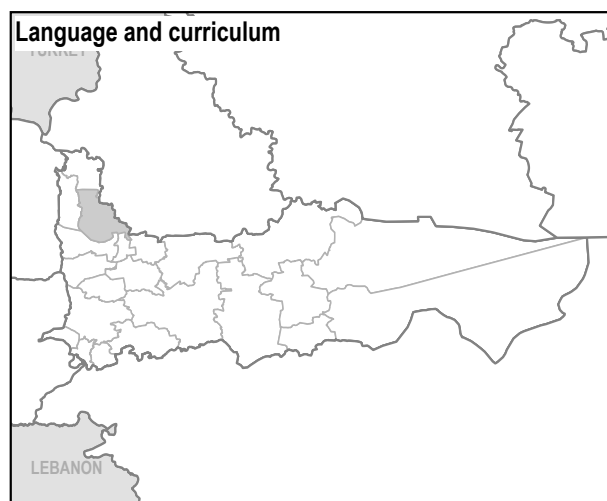
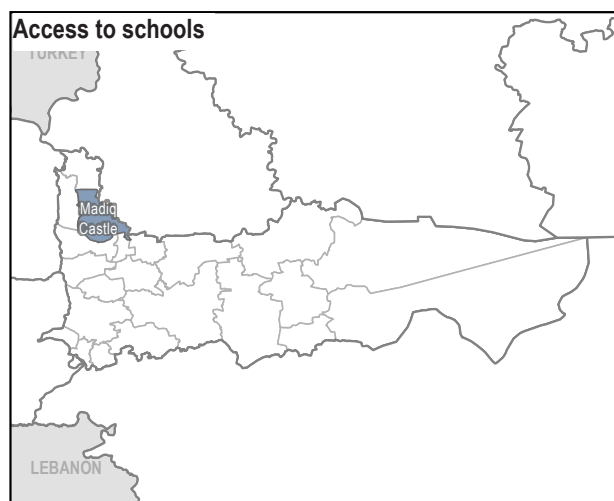
⁷ "Schools" refers to data gathered through school surveys.

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



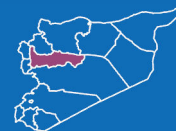
Percentage of assessed households that reported urgent educational needs in each category



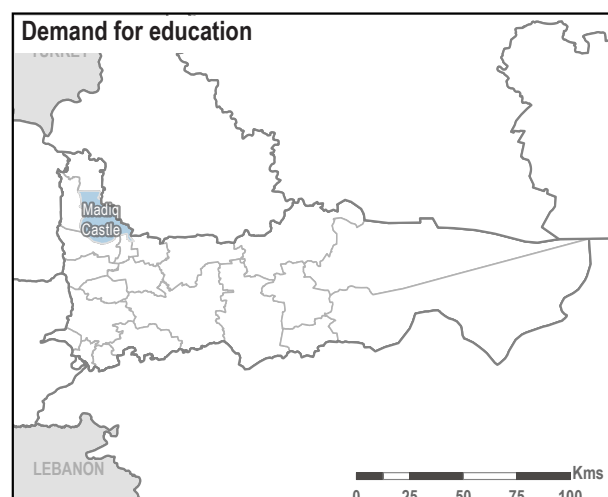
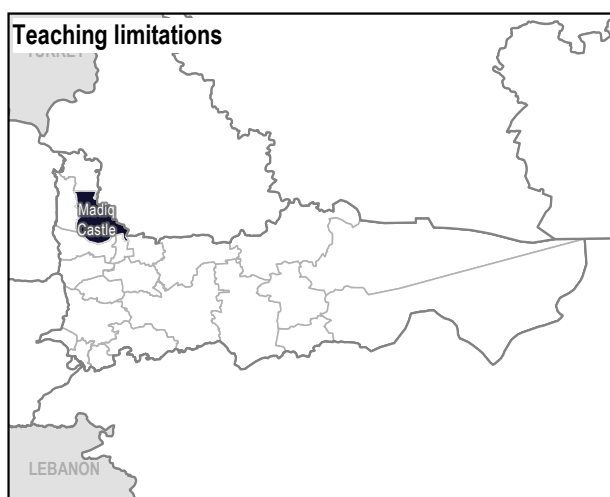
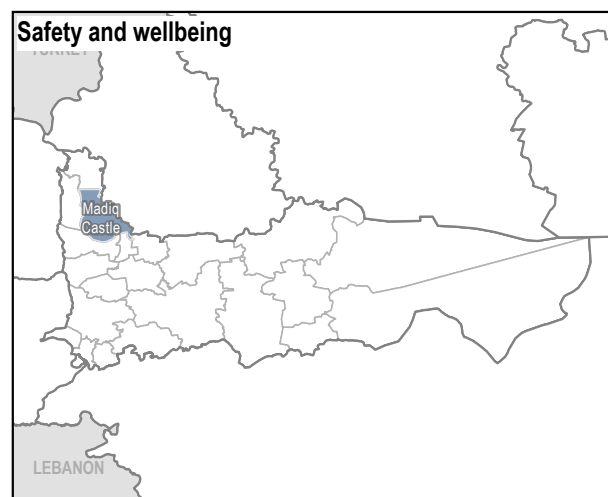
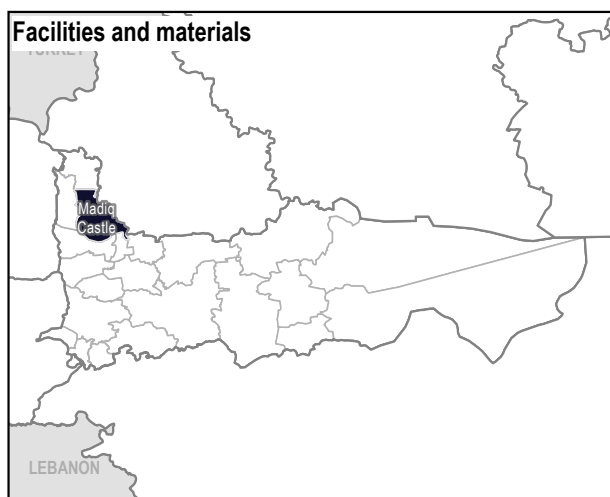
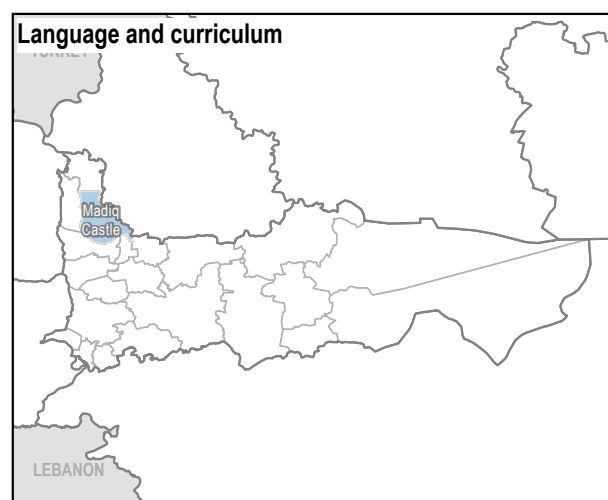
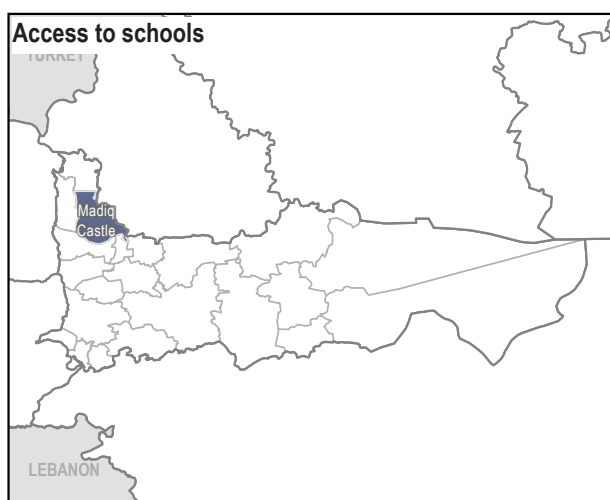
For further information about responses included in the different needs categories, please refer to the report annex.

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



Percentage of out-of-school children in assessed households facing barriers to attendance in each category



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

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