

EDUCATION OF CHILDREN UNDER TEMPORARY PROTECTION IN TURKEY: Statistical Report

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IN TURKEY:
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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|-------------------------------------------------------------------------------|
| AFAD | Disaster and Emergency Management Authority |
| ALP | Accelerated Learning Programme |
| BPRM | Bureau for Population, Refugees and Migration (US Department of State) |
| CCTE | Conditional Cash Transfer for Education |
| DGLLL | Directorate General of Life-Long Learning |
| DGMM | Directorate General of Migration Management |
| ECHO | European Civil Protection and Humanitarian Aid Operations |
| EMIS | Education Management Information System |
| EU | European Union |
| GER | Gross Enrolment Rate |
| HEC | Higher Education Council |
| IOM | International Organization for Migration |
| ISAIS | Integrated Social Assistance Information System |
| KfW | Kreditanstalt Für Wiederaufbau (German Development Bank) |
| MoNE | Ministry of National Education |
| MoFLSS | Ministry of Family, Labour and Social Services |
| n/a | Not applicable |
| NER | Net Enrolment Rate |
| PEC | Public Education Centre |
| PIKTES | Project on Promoting Integration of Syrian Kids Into Turkish Education System |
| PTT | Post and Telegraph Organization (Turkish Post Office) |
| SVEP | Syrian Volunteer Education Personnel |
| TEC | Temporary Education Centres |
| TPS | Turkish Public School |
| TRCS | Turkish Red Crescent Society |
| UIS | UNESCO Institute for Statistics |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commission for Refugees (UN Refugee Agency) |
| UNICEF | United Nations Children's Fund |
| UTP | Under Temporary Protection |
| YÖBİS | Education Management Information System for Foreign Students |
| YÖLYDS | High School Proficiency and Equivalency Examination for Foreign Students |

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1. INTRODUCTION

This report aims to describe the educational situation of Syrians under temporary protection (UTP) in Turkey. It includes key statistics on formal and non-formal education offered to Syrian children and adolescents UTP as well as information on the education opportunities available for Syrian youth and adults UTP in Turkey.

The report begins by describing the evolution of the Syrian refugee influx into Turkey and the response of the education sector to the Syrian refugee crisis. It goes on to present selected education statistics for formal education (pre-primary, primary, secondary), non-formal education and higher education for Syrian children, youth and adults UTP in Turkey. In the appendices, additional data by province is provided as well as detailed information about the education situation of children UTP from the 2016-2017 academic year until October 2019.

The data and information were generated mainly by the national Education Management Information System (EMIS), comprising e-Okul for formal education, e-Yaygın for non-formal education, and the Education Management Information System for Foreign Students (YÖBİS). The educational activities and results reported were achieved under the leadership of the Ministry of National Education of Turkey (MoNE).

MoNE and the Government of Turkey continuously work with national and international partners, including UN agencies (UNICEF, UNHCR and IOM), the donor community (EU/ECHO, KfW, BPRM, Japan, Kuwait, Sweden and others), multilateral agencies like the World Bank, universities and national and international civil society groups to provide education opportunities for all children UTP and to address challenges that limit their access to those opportunities.

The report highlights the impressive progress achieved by Turkey in providing education services to over 60% of school-age children UTP in Temporary Education Centres (TECs) and Turkish Public Schools (TPSs). It also underscores the efforts of MoNE to make non-formal education more accessible to the population UTP in Turkey. Initiatives to provide access for the estimated 400,000 children and adolescents UTP who are still out of school in the academic year 2019-2020 continue to be improved. These ongoing initiatives seek to address the various difficulties that out-of-school children face. These difficulties include the improvement of learning spaces, the provision of Turkish language classes to overcome language barriers, transport support, increasing awareness about educational opportunities, the provision of relevant learning opportunities and administrative support for enrolment.

Many Syrian children UTP, especially adolescents, have missed several years of schooling for reasons such as the circumstances of their displacement from Syria, late school entry, economic problems, placement in grades lower than those appropriate for their age groups, and grade repetition. Integrating these children into the formal education system poses additional challenges.

This report provides key information for MoNE staff, school administrators, teachers, scholars, other stakeholders and education partners about the education of Syrians UTP in Turkey.

2. SITUATION OF SYRIANS UNDER TEMPORARY PROTECTION IN TURKEY

2.1 Overview of the population under temporary protection and refugees and asylum-seekers in Turkey

As of October 2019¹, Turkey was home to nearly 4 million registered persons under temporary protection (UTP), refugees and asylum-seekers – more than any other country in the world. This figure includes nearly 3.7 million Syrians UTP, of whom over 1.6 million were children, as well as over 360,000 refugees and asylum-seekers, primarily from Afghanistan, Iraq and Iran, of whom 186,000 were children.

As of October 2019, only 1.7% of the Syrians UTP are living in the 7 official temporary accommodation centres (camps) established in 5 provinces along or near the Syrian border², while the remaining 98.4% resided in host communities – mostly in the southeast of Turkey, but also increasingly in Istanbul, Izmir, Ankara and other cities in the north and west.

Despite the significant investments made by the Government of Turkey and its national and international partners over the past eight years to meet the

needs of the population UTP in sectors like shelter, security, health, food and education, the scale of the refugee crisis has put enormous strain on the country's infrastructure and basic services, particularly in host community settings.

The needs are particularly urgent in education. According to the Ministry of National Education (MoNE), 684,728 children UTP³ were enrolled in formal education across the country in the 2019-2020 academic year – a 6.5% increase from the 2018-2019 academic year. Nevertheless, it was estimated that over 400,000 school-age children remain out of school. Beyond the psychological trauma that many have endured, Syrian children and adolescents who are out of school are particularly vulnerable to risks like social isolation, discrimination, economic and sexual exploitation, and early marriage. As the years go by, it becomes even harder for out-of-school children and adolescents UTP to return to formal schooling.

Since the beginning of the crisis, MoNE has undertaken significant efforts to ensure that all children UTP have access to quality, inclusive education opportunities in Turkey. MoNE regards education for Syrian children UTP

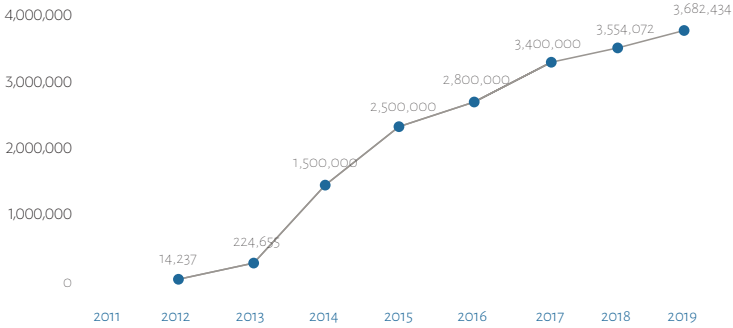
¹ DGMM, October 2019.

² Hatay, Kilis, Kahramanmaraş, Osmaniye and Adana. <https://www.goc.gov.tr>

³ This number includes 64,688 Iraqis.

in Turkey not only as a fundamental right, but also as crucial to the safe and prosperous future of Syria, Turkey, and the wider region⁴. Many new education policies have therefore been developed and implemented to enhance the education opportunities for Syrian children and adolescents living in Turkey, in order to prevent them from becoming a lost generation and to ensure that they are able to build a better future for themselves.

FIGURE 1: Number of Syrians UTP in Turkey (2011-2019)



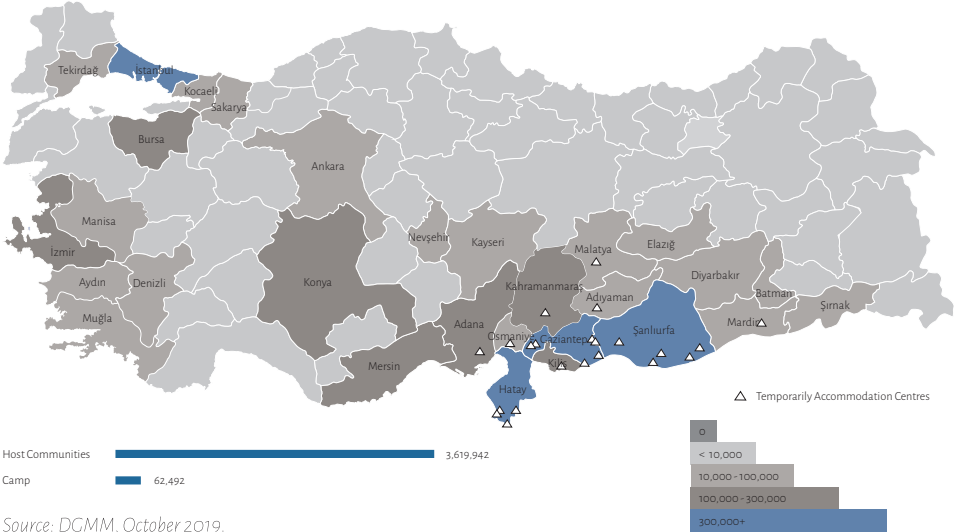
Source: DGMM, October 2019.

2.2 The evolution of the Syrian influx into Turkey

According to data provided by the Directorate General of Migration Management (DGMM) of the Ministry of Interior, the number of Syrians UTP in Turkey increased constantly from less than 225,000 in 2013 to over 3.7 million as of October 2019 (Figure 1).

As of October 2019, the province hosting the largest number of Syrians UTP in Turkey was İstanbul (500,000+), followed by Gaziantep, Hatay and Şanlıurfa (300,000+). Adana, Mersin, Bursa, İzmir, Kilis, Kahramanmaraş and Konya were also each home to more than 100,000 Syrians (Map 1). While there is a major concentration of Syrians UTP in the southeast of Turkey, they are also increasingly concentrated in the west of the country.

MAP 1: Syrian population in Turkey by province (2019)

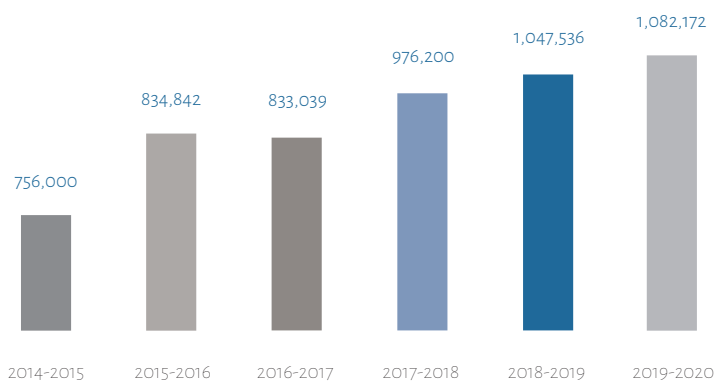


Source: DGMM, October 2019.

⁴ Turkey promotes the rights of all children in Turkey to have access to quality education including: Syrians UTP, non-Syrian refugees and asylum seekers. This report focuses on the educational situation of Syrian UTP because of the availability of information. The educational situation of other groups of refugees will be analyzed when more information becomes available.

2.3 School-age children UTP in Turkey

FIGURE 2: School-age population UTP by academic year (2014-2019)



Source: DGMM, October 2019.

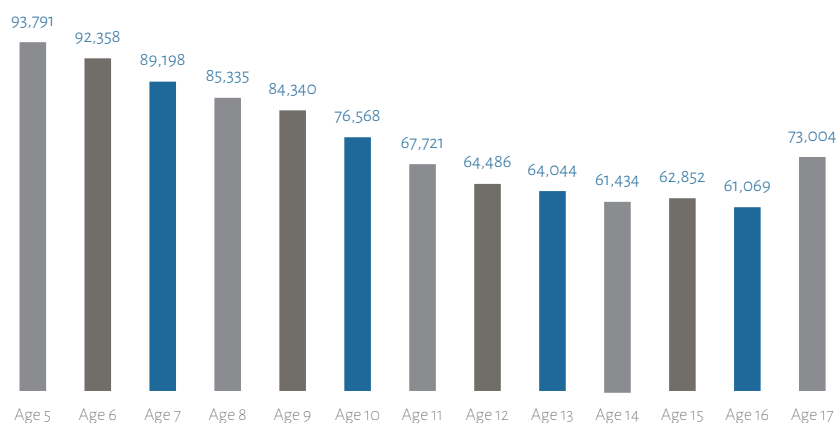
The population aged between 5 and 17 years old is considered to constitute the school-age population of Turkey. The official age for starting compulsory education (1st grade) is 69 months⁵, although the government also offers pre-primary education to children between the ages of 3 and 5.

Compulsory education is divided into: primary education (1st to 4th grade); lower secondary education (5th to 8th grade), and upper secondary education (9th to 12th grade). The Government of Turkey also aims to ensure that all children living in Turkey, including children UTP, have access to at least one year of pre-primary education.

The school-age population UTP for the 2019-2020 academic year is 1,082,172⁶. The school-age population of Syrian children UTP in Turkey has grown along with the growth of the Syrian population in Turkey as a whole (Figure 2). These increases need to be taken into account in educational planning and programme prioritization.

Figure 3 shows the distribution of school-age Syrian children UTP by age. The distribution is skewed towards the youngest children. In other words, there are more children in the younger cohorts than in the older cohorts.

FIGURE 3: Numbers of Syrian children UTP aged 5-17 by age (2019)



Source: DGMM, October 2019.

⁵ The official age for starting compulsory education has been changed to 69 months in the Primary Education Regulation that was published in the Official Government Gazette dated 10 July 2019 number 30827.

⁶ The school-age population of children UTP is provided to MoNE by the DGMM at the beginning of each academic year.

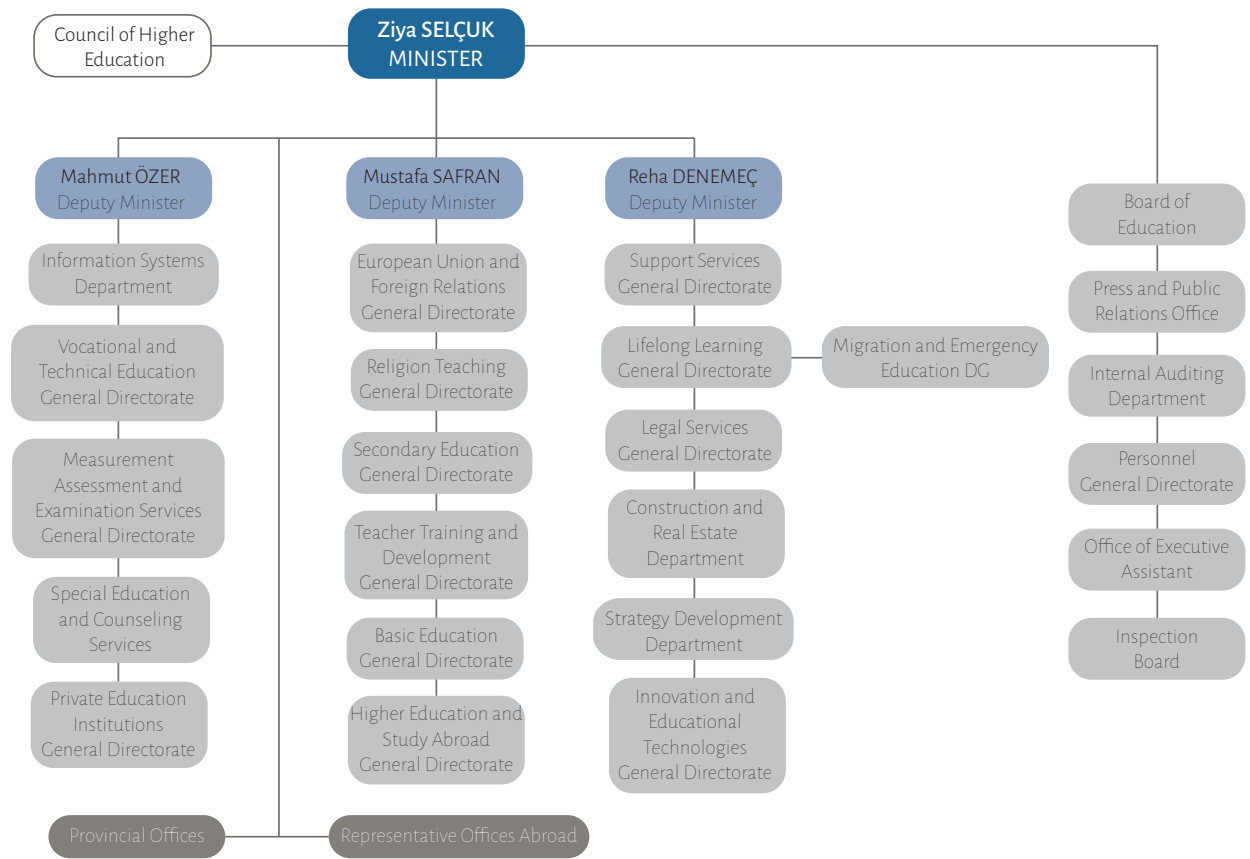
3. EDUCATION SECTOR RESPONSE TO SYRIAN CHILDREN UNDER TEMPORARY PROTECTION

3.1 Institutional arrangements

In order to coordinate and respond more effectively to the education needs of Syrian children under temporary protection (UTP) in Turkey, the

Department of Migration and Emergency Education was established within the Ministry of National Education (MoNE) Directorate General of Life-Long Learning (DGLL) on May 16th, 2016.⁷

FIGURE 4: Organizational structure of the Ministry of National Education



Source: MoNE, 2019.

⁷ Ministerial Approval No. 5473077.

Box 1: Roles of the MoNE Department of Migration and Emergency Education

- ▶ Implement education activities in formal and adult education institutions under MoNE, in coordination with the units concerned, in cases of migration and emergency.
- ▶ Develop, implement, monitor and evaluate policies for education in cases of migration and emergency.
- ▶ Conduct planning, monitoring and reporting activities in education centres temporarily established for crisis situations.
- ▶ Develop training programmes and materials for education in cases of migration and emergency.
- ▶ Ensure coordination between national and international partners to provide education and support programmes in cases of migration and emergency.
- ▶ Ensure coordination between the central and provincial organizations of MoNE in cases of migration and emergency.
- ▶ Establish cooperation with national and international entities regarding education in cases of migration and emergency.

3.2 Policy framework

3.2.1 Policy framework for education of Syrian children UTP in Turkey

MoNE's approach in education is to ensure that all children UTP receive the same standard and quality of inclusive education as Turkish students⁸. In 2014, MoNE issued Circular No. 2014/21 on "Education and Training Services for Foreigners" to eliminate the obstacles and barriers faced by foreigners in Turkey in accessing formal and non-formal education services.

Legal obstacles to the enrolment of Syrian students UTP were removed from national legislation by: (i) allowing Syrians UTP to benefit from educational and training activities of all types and

at all levels in educational institutions within MoNE, and (ii) establishing Temporary Education Centres (TECs). TECs are learning centres which provide education to Syrian children UTP in Arabic, along with mandatory intensive Turkish language classes (15 hours per week). The curriculum is approved by the MoNE Board of Education and students who complete their 12th year of education at a TEC can obtain a certificate indicating that they have completed 12 years of schooling. Additionally, 12th grade students in TECs can sit for the Open High School exams to obtain internationally recognized diplomas.

Children UTP living in host communities can enroll either in Turkish Public Schools or TECs (or in private schools). Those who reside in camps can access the educational opportunities provided in Turkish Public Schools and TECs.

3.2.2 Gradual integration of Syrian children UTP from TECs into Turkish Public Schools

In 2015, MoNE gradually started to encourage Syrian children UTP to enroll in Turkish Public Schools instead of TECs. In some provinces, MoNE piloted a policy of registering all children of pre-primary and first-grade age into Turkish Public Schools. This policy was fully implemented by MoNE in all provinces in 2016. Starting from the 2016-2017 academic year, all new pre-primary, primary and secondary school students UTP were required to enrol in Turkish

⁸ As highlighted before, Turkey aims to fulfill the right to education for all children in Turkey including: Syrians UTP, non-Syrian refugees and asylum seekers.

public schools. In order to facilitate this gradual transition, MoNE strengthened the provision of Turkish language courses for students of all ages in TECs and Public Education Centres (PECs) (see Section 5) and improved the available learning materials to make them age-appropriate for all children.

With the aim to increase the Turkish proficiency levels of foreign national students as well as ensure that they are able to adapt to the Turkish education, the MoNE provided adaptation classes to about 115,000 children in need of this support in the 2019/2020 academic year. A Turkish Proficiency Test was administered on May 2019 to over 300,000 students who attended 3rd, 4th grades of primary school or any grade in lower and upper secondary education in order to determine their Turkish language proficiency level.

3.2.3 Provision of support for the transition of Syrian children UTP from Temporary Education Centers into Turkish Public Schools and for OOSC Syrian UTP

As part of providing support to children being transferred from TECs into Turkish Public Schools, addressing the educational needs of out-of-school Syrian children UTP and providing them with any form of education, MoNE implemented a more diversified set of educational activities since 2016 in TECs, Public Education Centres (PECs)⁹ and other outlets. MoNE provided Turkish language courses, Arabic courses, and

other support to children in TECs in order to help them with the transition from TECs to Turkish Public Schools.

Moreover, to ensure the schooling of children at an early age. The Early Childhood Education Programme was launched in 26 provinces in the summer of 2018-2019 to enable students to benefit from preschool education.

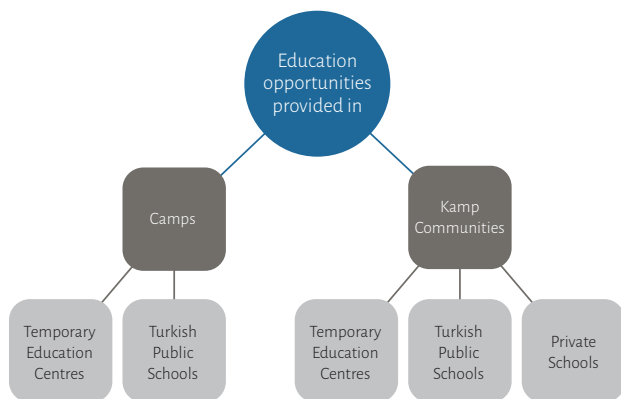
In order to prevent delays in learning, MoNE started to implement the Remedial Education Programme (REP) for students attending 3rd and 4th grades of primary school and with the revisions in the circular the REP will be only implemented in 3rd grades of primary school. REP is a programme aimed at helping 3rd grade students compensate for their lack of necessary basic literacy and numeracy skills. Syrian students UTP also benefit from the programme. MoNE conducts activities to ensure that students who have not yet benefited from educational opportunities provided in Turkey have access to education. The activities are carried out in partnership with national and international stakeholders.

In addition, MoNE supported Syrian out-of-school children UTP through different programmes such as catch-up training and the Accelerated Learning Programme (ALP)¹⁰. The final objective is to facilitate the transition of Syrian children who were out of school into any relevant form of education. In order to identify out-of-school children and to refer them to relevant education opportunities, MoNE in coordination with relevant partners

⁹ PECs are centres that provide non-formal education to adults and adolescents. They can also provide Turkish language courses to young children (starting from 6 years old) in PECs or using classrooms in public schools. See also Section 5.

¹⁰ ALP courses started to be delivered in Public Education Centres (PECs) in May 2018. However, preparatory activities such as outreach, trainings and the supply of ALP learning materials commenced at the beginning of 2018.

FIGURE 5: Formal education opportunities for Syrian children UTP in Turkey



implemented door-to-door outreach activities. Through these activities, outreach teams visited families to provide information about the available education opportunities for children as well as to explain procedures about school registration.

3.3 Support for access to quality education for Syrian children UTP

3.3.1 Support for learning spaces, educational materials and other support for access to education

MoNE has strengthened the capacity of the existing education system to respond to the particular needs of Syrian children UTP in a number of ways.

This has included expanding the number of available learning spaces through the construction of new schools and classrooms. In the last years, MoNE provided more than 1,000 classroom

containers to expand the provision of pre-school and to provide extra learning spaces for primary, lower and upper secondary education. These container classrooms are meant to be a temporary solution until MoNE has finalized the construction of new schools. MoNE is undertaking a massive construction effort. A total of 215 schools in 19 provinces across Turkey are being built.

Since 2016, over 2,000,000 Turkish booksets have been procured and distributed in provinces highly populated with Syrians in cooperation with international organizations.

Over 3,000,000 books were distributed including the book series called Life Long Turkish Language Learning 1, Life Long Turkish Language Learning 2, and Life Long Turkish Language Learning 3 as well as teachers' books developed by the Directorate General for Lifelong Learning.

In order to increase the demand for education, MoNE has printed informational brochures on formal and non-formal educational opportunities available in Turkey and distributed them throughout all the provinces.

To ensure the availability of sufficient teaching and learning resources in schools, teaching and learning aids and other essential materials have been distributed to all TECs and to TPSs with high numbers of Syrian students. These materials have included: textbooks, alphabet cards, maps, charts, teacher and student bags and kindergarten materials. School furniture has also been provided to TECs. TPSs with high numbers of Syrian students have been provided

with additional support for computers, photocopy machines, projectors and printers. Essential clothing support was provided to Syrian children UTP both in TECs and TPSs.

TECs across the country were provided with financial support from international organizations to cover essential school maintenance costs to maintain and ensure clean, safe and healthy learning environments. This support enabled TECs to cover the cost of their consumables (e.g.: cleaning tools and detergents, stationery for school staff), security and cleaning staff and teaching supplies. It also covers the maintenance and repair costs of school facilities, furniture and equipment. TPSs where Syrian children UTP are studying have also received support for additional security and cleaning staff.

The education and training courses for learners of Turkish were updated during the 2016-2017 academic year. For Syrian students in TECs, 15 hours of Turkish courses per week were added to the curriculum to facilitate increased language proficiency. Turkish language courses have also been made available for Syrian children UTP at PECs, and Turkish language textbooks have been purchased and distributed. MoNE also implemented an examination system to assess the Turkish language skills of Syrian children UTP.

In addition, MoNE provided back-up training to more than 40,000 Syrian children UTP in TPSs aiming to support

their integration into TPSs. MoNE also supported more than 30,000 children with transportation support, addressing one of the most important barriers for children in accessing education.

3.3.2 Education personnel in TECs

Since 2016-2017 academic year approximately approximately 5,000 Turkish education staff have been providing support to Turkish personnel working as coordinators in TECs. While most of these staff provide Turkish language education, some of them provide psychological counseling and guidance services.

Since the 2016-2017 academic year, around 13,000 Syrian Volunteer Education Personnel (SVEP)¹¹ were providing education directly to Syrian children UTP in TECs and supporting Syrian children UTP in TPSs. These Syrian volunteers received monthly incentives¹² for their work. Finally, other personnel were employed at TECs and TPSs as cleaners or security guards.

In order to respond to emerging needs arising from the transition of Syrian children from TECs to TPSs, in 2018, a "Syrian Volunteer Education Personnel Management Strategy" was implemented by MoNE that defines clearly the roles of SVEPs to support Syrian children UTP in any education institution.

As of October 2019, about 4,500 SVEP have been assigned to Turkish schools as support personnel to facilitate communication among students, parents and teachers. There are also SVEP assigned in other specified fields in educational institutions affiliated to the Ministry.

3.3.3 Conditional Cash Transfer for Education (CCTE) programme

To encourage school enrolment and support the continued attendance of children from vulnerable families UTP in formal education (including TPSs and TECs), the national programme of social assistance for vulnerable families with children attending school¹³ was extended through the Conditional Cash Transfer for Education

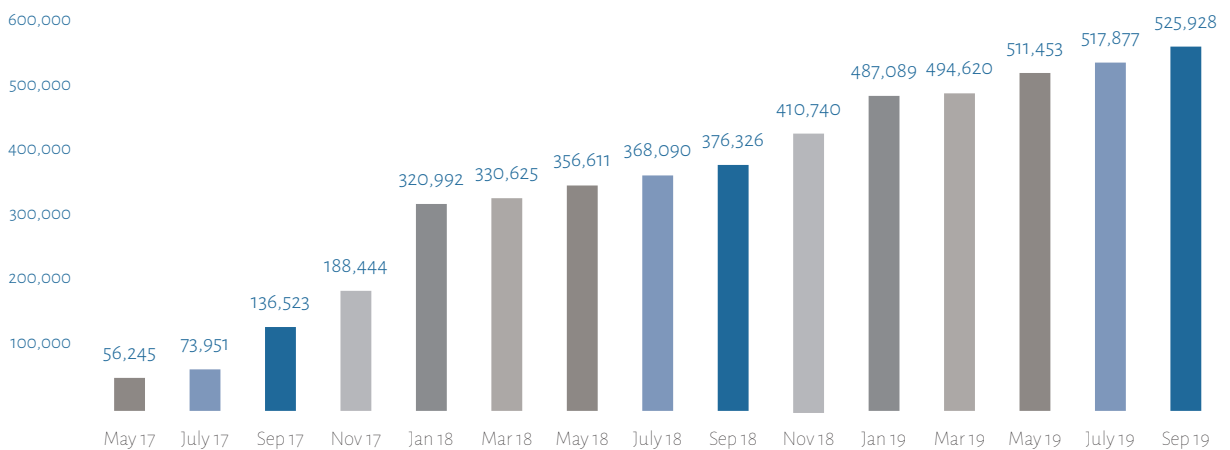
for Refugees Programme (CCTE)¹⁴. The CCTE Programme was launched in May 2017 and beneficiaries are the most vulnerable registered Syrian children living in host community settings nationwide as well as vulnerable refugee and asylum-seeker children. As of May 2017, payments¹⁵ were made to eligible beneficiaries as indicated in Figure 6.

As of September 2019, a cumulative total of 525,928 children have benefited from CCTE support.

3.3.4 Catch-up training and Accelerated Learning Programme (ALP)

Since 2016, as part of its efforts to help children transitioning from TECs into

FIGURE 6: Numbers of CCTE beneficiaries by month of payment (2017-2019)



Source: MoNE, October 2019.

TPSs and to address the challenges which out-of-school Syrian children UTP face in accessing any form of education, MoNE began to implement catch-up training and an Accelerated Learning Programme (ALP) in 2018.

The first phase of the catch-up training was implemented for children transitioning from TECs into TPSs. About 10,000 Syrian children UTP were reached through this programme in the first phase. The second phase, included OOS Syrian children UTP and it reached more than 6,000 OOS Syrian children UTP.

In addition, MoNE implemented ALP in Public Education Centres (PECs) for out-of-school children. Preparations for the introduction of the ALP courses, including outreach, training and the supply of learning materials, commenced at the beginning of 2018.). The ALP has been implemented in 12 provinces in 76 PECs (Adana, Ankara, Bursa, Gaziantep, Hatay, Istanbul, Izmir, Kayseri, Kilis, Konya, Mersin, Şanlıurfa). By October 2019, 16,176 children (7,607 girls and 8,569 boys) have benefited from the programme.

Both, catch-up training and ALP aim to enable Syrian children and adolescents UTP who have already lost years of schooling to resume their education. A revised curriculum is taught in a compressed period of time in order to compensate these children for the gaps in their education. Children who complete the programmes are then referred to TPSs or other suitable education opportunities.

TABLE 1: Numbers of Syrian volunteer education personnel trained (2019-2020)

| Syrian Teacher Training | | | | |
|-------------------------|--------|-------|--------|-----------------------|
| 1 | n/a | n/a | 19,776 | August-September 2016 |
| 2 | 10,201 | 8,415 | 18,616 | January-February 2017 |
| 3 | 6,656 | 6,881 | 13,537 | September 2017 |

Source: MoNE, October 2019.

TABLE 2: Number of Turkish teachers trained (2019-2020)

| Turkish Teacher Training | | | | |
|--------------------------|--------|--------|--------|-------------------------|
| 1 | 20,842 | 16,181 | 37,023 | January-April 2017 |
| 2 | 42,360 | 28,555 | 70,915 | September-November 2017 |

Source: MoNE, October 2019.

3.4 Education response to improve the quality of education for Syrian children UTP

3.4.1 Teacher training¹⁶

MoNE has been working to develop the capacities of SVEP, Turkish teachers, and other education personnel in order to improve the quality of education for Syrian children UTP in both TECs and TPSs.

In 2016 and 2017, three phases of training for SVEP were conducted to improve their classroom skills (Table 1).

As an increasing number of Syrian children were enrolled in TPSs, MoNE also provided teacher training to build the capacity of

¹⁶ Both the training of SVEP and the training of Turkish teachers was carried out through cooperation between the MoNE General Directorate of Teacher Training and Development and UNICEF.

Turkish teachers to better support foreign students in their classrooms.

As of 2019, MoNE has provided trainings to over 100,000 Turkish teachers and education personnel working in TPSs with Syrian children UTP. The objective was to enhance Turkish teachers' and other personnel's capacities to address the specific needs of the growing numbers of Syrian children UTP enrolled in TPSs, to facilitate their adaptation and to promote social cohesion with the host community.

Some of the trainings provided by MoNE following a round approach are described in Table 2.

In addition, MoNE prepared a handbook for teachers who have foreign national students in their classes. 40,000 handbooks were sent to schools with Syrian children UTP as well as to all university libraries, education faculties and public libraries in 81 provinces.

3.4.2 Certification

In 2015 and 2016, a High School Proficiency and Equivalency Examination for Foreign Students (YÖLYDS) was held for Syrian students who had completed their twelfth year of schooling at TECs. Those who successfully passed the exam received the YÖLYDS document issued by MoNE, which is equivalent to the high school (12th grade) graduation document obtained by students in TPSs. However, the YÖLYDS document was not recognized internationally, meaning that Syrian students could not use it to apply for higher education opportunities outside of Turkey.

In the 2016-2017 academic year, this challenge was addressed by making

use of the Open Education High School Exam¹⁷ to assess Syrian children UTP who had completed 12 years of education. This exam is taken by Syrian children UTP in the Turkish language. The certificate issued upon passing the Open Education High School Exam is recognized within the education system of Turkey as well as internationally, enabling the holders to apply for higher education opportunities both inside and outside Turkey.

During the 2017-2018 academic year, 5,780 students registered and sat for the Open Education High School Exam. Out of this group, 5,613 students (97%) passed. Approximately 49% of those who passed the exam were girls.

As of the 2018-2019 academic year, 12th grade students in the TECs were directed to Open Education High School and are provided with a diploma.

3.4.3 Strengthening of the Education Information Management System for Foreign Students (YÖBİS)

Students attending TECs were not able to register in the e-Okul system due to the temporary status of the TECs in relation to education legislation and due to the absence of ID numbers. In response to this data gap, the Education Information Management System for Foreign Students (YÖBİS) was developed in September 2014 to track the attendance and performance of students enrolled in TECs. Students without valid ID numbers are also enrolled in Turkish Public School through YOBİS. This complementary system collects key educational data on Syrian students UTP and on SVEP working in TECs. YÖBİS is

¹⁷ Turkish nationals can also obtain this certification of the completion of twelve years of education.

compatible with e-Okul and the data from the two systems can be integrated.

By January 2015, YÖBİS began to be used in TECs. Since then, several training courses have been provided for MoNE coordinators (TEC principals), YÖBİS users in the provincial departments of MoNE and TEC coordinators with a view to improving the quality of the data entered into the system. As a result, the quality of data entry has gradually improved. In September 2016, MoNE took over responsibility for further modifications and development of the system, making use of its own resources. An important improvement on the quality of the data collected resulted in the possibility to use attendance records to monitor the attendance of those students who comply with the criteria for receiving monthly cash assistance through the Conditional Cash Transfer for Education (CCTE) programme. YÖBİS has been integrated with the Ministry of Family, Labour and Social Services' Integrated Social Assistance Information System (ISAIS) for this purpose.

3.4.4 Social Cohesion Activities

MoNE conducts activities aimed at ensuring the integration of children under temporary protection into the Turkish education system so that they can receive education during their stay in Turkey. In addition to language provision through the adaptation classes.

Efforts are undertaken to ensure that all Syrian children UTP have access to sports activities, by creating adequate physical and educational infrastructure in schools so as to improve social cohesion through sports.

MoNE also carries out activities to provide families with adult education to ensure social cohesion. In this context, a "Social Cohesion Module" was prepared to facilitate social, economic and cultural adaptation processes of foreign nationals living in Turkey. Syrians UTP benefit from this module by means of Public Education Centers in 81 provinces.

3.5 Education response results in access to higher education for Syrian children UTP

The Higher Education Council (YÖK) and the Presidency for Turks Abroad and Related Communities (YTB) worked with the support of UN partners to facilitate access to higher education for Syrian youth UTP. YÖK and YTB disseminated information about higher education opportunities and have supported bridging programmes for students.

YTB offers higher education preparation programmes for high school graduates and also provides scholarships.

The higher education preparation programme provides a nine-month intensive Turkish language course that helps youth UTP meet the language proficiency requirements for enrolment in Turkish universities.

The scholarship programme is implemented by YTB which has extensive experience in scholarship management and is responsible for the Government of Turkey's international scholarship programme.

4. STATISTICS ON FORMAL EDUCATION

TABLE 3: Numbers of Syrian children UTP enrolled in TPS and TECs, school-age population and GER by academic year (2014-2019)

| | | | | | |
|------------|---------|---------|---------|-----------|-------|
| 2014-2015 | 40,000 | 190,000 | 230,000 | 756,000 | 30.0% |
| 2015-2016 | 62,357 | 248,902 | 311,259 | 834,842 | 37.0% |
| 2016-2017 | 201,505 | 291,039 | 492,544 | 833,039 | 59.0% |
| 2017-2018 | 387,849 | 222,429 | 610,278 | 976,200 | 62.5% |
| 2018-2019 | 552,546 | 90,512 | 643,058 | 1,047,536 | 61.4% |
| 2019-2020* | 659,450 | 25,278 | 684,728 | 1,082,172 | 63.3% |

* The figures include 26,179 children enrolled in Open Education Schools

Source: MoNE, October 2019

The acceleration in enrolment is a sign of the success of the efforts by MoNE and its partners to scale up access to education opportunities for Syrian children UTP in Turkey. Efforts continue to further enhance the access of children UTP to education, with the goal of reaching 700,000 students in 2020.

In line with MoNE policies, the numbers of Syrian children UTP enrolled in Turkish Public Schools (TPSs) have increased more rapidly than the numbers enrolled in Temporary Education Centres (TECs).

In the 2014-2015 academic year, the overwhelming majority of Syrian children in formal education were enrolled in TECs (83%). In the 2017-2018 academic year, for the first time, the number of children enrolled in Turkish public schools was higher than the number enrolled in TECs (Figure 7).

Figure 8 shows that the percentage of all Syrian children UTP taking part in education who are enrolled in TPSs increased significantly from 17% in 2014 to 96% in 2019.

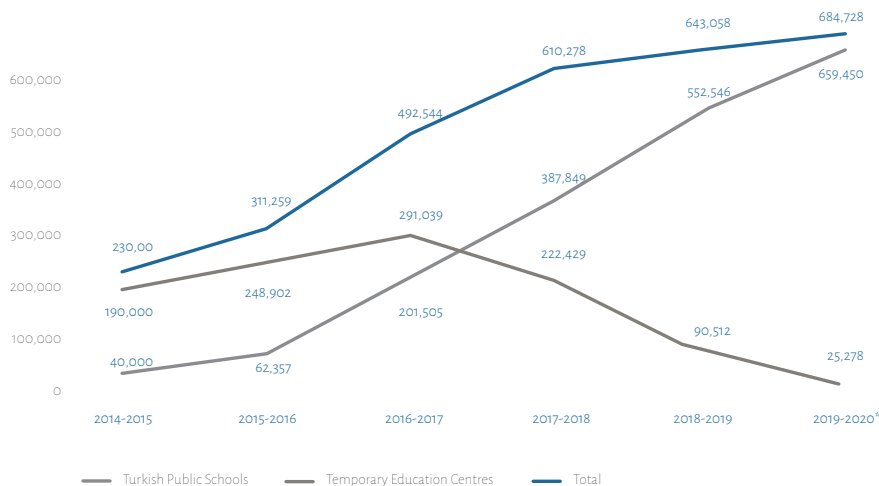
4.1 Trends in access to formal education for children UTP

During the 2019-2020 academic year, a total of 684,728 Syrian children UTP were enrolled in formal education. This represented a 6% increase in enrollment numbers in comparison with the 2018-2019 academic year. This increase was also reflected in an increase in the overall Gross Enrolment Rate (GER)¹⁸. Table 5 shows that the GER¹⁹ rose from 61% in the 2018-2019 academic year to 63% in the 2019-2020 academic year.

¹⁸ The Gross Enrollment Rate is the number of students enrolled in a given education level, regardless of age, expressed as a percentage of the official school-age population corresponding to the same education level (UNESCO, UIS). It also includes students who are older than the official age to attend a specific education level (i.e. over-aged students).

¹⁹ This GER was calculated based on the numbers of students in pre-primary, primary, lower and upper secondary education and the size of the population between 5 and 17 years old.

FIGURE 7: Numbers of Syrian children UTP enrolled in TPSs and TECs by academic year



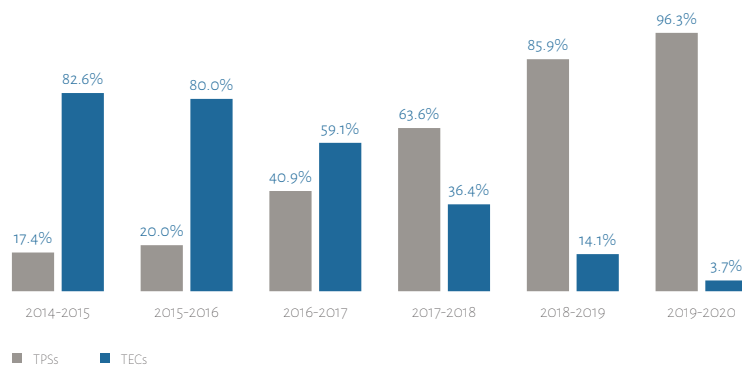
Source: MoNE, October 2019

4.2 Overall enrolment in the 2019-2020 academic year

The total number of Syrian children UTP in formal education reached 684,728 in the 2019-2020 academic year (Figure 9). Of these students, 348,006 were boys and 336,722 were girls. However, as explained below, more detailed analysis of enrolment by grade and education level shows that the balance between boys and girls varies by grade and level of education.

The number of Syrian children UTP enrolled in TPSs, using the Turkish curriculum, reached 659,450²⁰ in the 2019-2020 academic year (334,909 boys and 324,541 girls). Of these students, 26,179 students were enrolled in Open Education²¹.

FIGURE 8: Ratios of Syrian children UTP enrolled in TPSs and TECs by academic year (2014-2019)

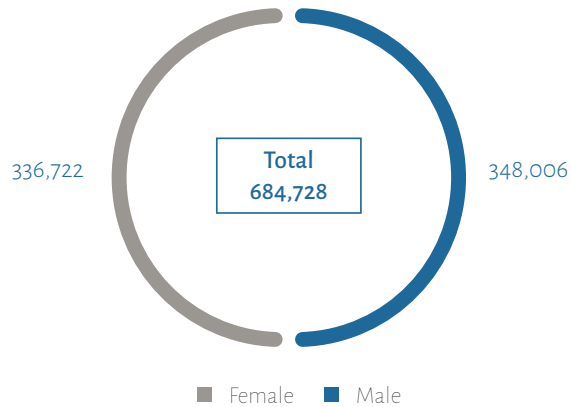


Source: MoNE, October 2019.

²⁰ This number includes 64,688 Iraqi children.

²¹ Open Education offers distance education to those students unable to attend face-to-face formal education institutions. It offers the opportunity to complete lower and upper secondary levels of education.

FIGURE 9: Syrian children UTP enrolled in formal education (2019-2020) by gender



Source: MoNE, October 2019

TABLE 4: Numbers of Syrian children UTP enrolled in TPSs and TECs by gender (2019-2020)

| | | | | | | |
|--------------|----------------|---------------|---------------|---------------|----------------|---------------|
| Female | 324,541 | 49.2% | 12,181 | 48.2% | 336,722 | 49.2% |
| Male | 334,909 | 50.8% | 13,097 | 51.8% | 348,006 | 50.8% |
| Total | 659,450 | 100.0% | 25,278 | 100.0% | 684,728 | 100.0% |

*26,179 students enrolled in Open Education Schools are included in the figures for TPSs.

Source: MoNE, October 2019.

The number of Syrian students receiving education in Arabic using a curriculum endorsed by the Board of Education, together with intensive Turkish language courses, in 23 TECs in 4 provinces in the 2019-2020 academic year was 25,278 (12,181 girls and 13,097 boys).

In the TPSs, 50.8% of the children enrolled were boys and 49.2% girls, while in the TECs 51.8% were boys and 48.2% girls.

4.3 Enrolment rates by level and grade in the 2019-2020 academic year

Figure 10 shows the numbers of children UTP enrolled by level of education –pre-primary education, primary education (1st to 4th grade), lower secondary education (5th to 8th grade) and upper secondary education (9th to 12th grade)—in the 2019-2020 academic year. The figure also compares these numbers with the total population of Syrians UTP in the respective age groups.

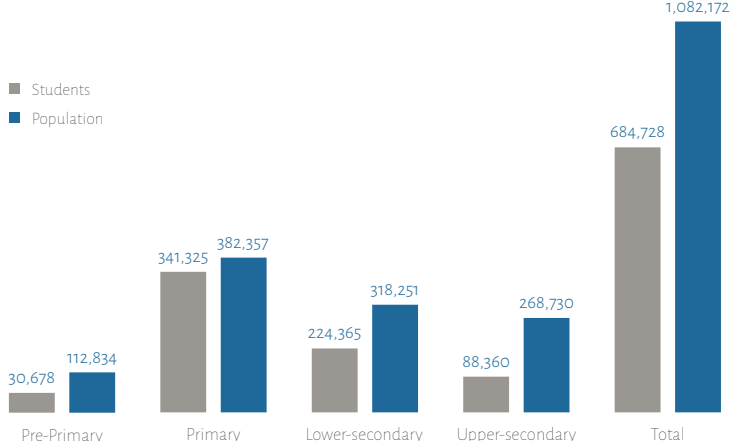
Students enrolled in primary education accounted for the majority (341,325) of the Syrian students UTP enrolled in formal education, while the numbers enrolled in lower secondary education, as well as the other levels of education, were significantly lower.

Figure 11 shows the GERs for Syrian children UTP by level of education for the 2019-2020 academic year. The GER was 27% in pre-primary education, 89% in primary education, 70% in lower secondary education, and 33% in upper secondary education. The overall gross enrollment rate for all levels from pre-primary education to 12th grade was 63%²².

In interpreting GERs among children UTP, it should be taken into account that the data also include children UTP who are older than the normal age for the level of education in which they are enrolled (i.e. over-age students). Significant numbers of Syrian children and adolescents UTP may have missed years of schooling for reasons associated with their displacement from Syria, starting school late, being placed in grades lower than those appropriate for their age groups, and/or repeating grades.

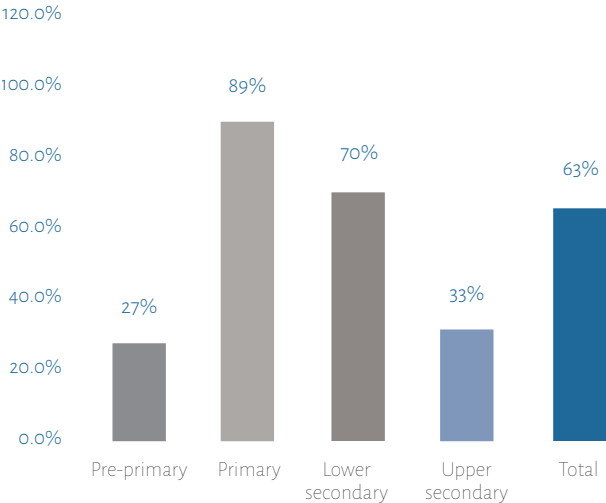
Table 5 shows the numbers of Syrian students UTP enrolled in formal education during the 2019-2020 academic year by type of institution and individual grade, and compares these figures with the total numbers of Syrians UTP in the corresponding age groups. The numbers of students enrolled in TPSs were higher than the numbers of students enrolled in TECs at the same

FIGURE 10: Numbers of Syrian children UTP enrolled in formal education and school-age Syrian population UTP by level of education (2019-2020)



Source: MoNE, October 2019.

FIGURE 11: GERs in formal education by level of education (2019-2020)



Source: MoNE, October 2019.

²² At the time this report was prepared, net enrolment rates (NERs) for Syrian children UTP were not available. It is for this reason that the analysis has been conducted using the GERs.

levels. This reflects the implementation of the MoNE policy of gradual integration of Syrian children UTP into TPSs.

Table 5 also shows the GERs by grade. As already indicated above, access to pre-school education was still low at 27%. The GERs for all grades of primary education were higher than the overall GER (63%) at 87% for 1st grade, 94% for 2nd grade, 94% for 3rd grade and 82% for 4th grade.

The GERs for all grades of both lower and upper secondary education were lower than the overall GER, and there was a significant decline in enrolment from 7th grade to 12th grade. This data indicates that it is difficult for older Syrian children and adolescents UTP to enrol or continue in higher grades. Some of the barriers to accessing education include: lack of sufficient learning spaces in some provinces, the economic difficulties of families UTP, lack of awareness about education opportunities available, and language barriers.²³

TABLE 5: Numbers of Syrian children UTP enrolled by type of institution and GERs, by grade (2019-2020)

| | | | | | | |
|-----------------------|----------------|---------------|----------------|------------------|------------|---------------|
| Pre-school) | 30,284 | 394 | 30,678) | 112,834 | 27% | 27.19% |
| 1st Grade | 80,609 | 385 | 80,994 | 93,426 | 87% | |
| 2nd Grade | 92,233 | 858 | 93,091 | 99,518 | 94% | |
| 3rd Grade | 90,388 | 1,111 | 91,499 | 97,398 | 94% | 89.27% |
| 4th Grade | 71,536 | 4,205 | 75,741 | 92,015 | 82% | |
| 5th Grade | 89,718 | 281 | 89,999 | 86,399 | 104% | |
| 6th Grade | 62,432 | 1,343 | 63,775 | 85,309 | 75% | |
| 7th Grade | 40,050 | 1,453 | 41,503 | 77,185 | 54% | 70.50% |
| 8th Grade | 24,065 | 5,023 | 29,088 | 69,358 | 42% | |
| 9th Grade | 25,629 | 124 | 25,753 | 66,695 | 39% | |
| 10th Grade | 12,727 | 346 | 13,073 | 66,367 | 20% | |
| 11th Grade | 7,980 | 355 | 8,335 | 65,320 | 13% | |
| 12th Grade | 5,611 | 2,938 | 8,549 | 70,348 | 12% | 32.88% |
| ALP & Support Classes | 9 | 6,462 | 6,471 | | | |
| Open Schools | 26,179 | | 26179 | | | |
| TOTAL | 659,450 | 25,278 | 684,728 | 1,082,172 | 63% | 63.27% |

Note: * YÖBİS and e-school data, October 2019.

** DGMM data (October 2019).

Source: MoNE, October 2019.

²³ In order to examine the reasons for lower enrolment in higher grades, it is also necessary to analyse trend data about children and their completion rates at different levels of education since the beginning of the crisis.

4.4 Enrolment by grade and gender in the 2019-2020 academic year

Table 6 shows the numbers of Syrian children UTP enrolled by grade and by gender in the 2019-2020 academic year. There is little difference between the numbers of Syrian boys and girls UTP enrolled at the pre-primary level or in grades 1-9. However, from the 10th grade onwards, girls start to represent a noticeably higher percentage of all the children enrolled. The greatest disparity is observed in grades 10 and 11, where the percentage of girls is around 58% and the percentage of boys is around 42%. The

reasons for this disparity in enrolment by gender may be linked to pressure on older boys to work to support the family, but require further analysis.

4.5 Gross enrolment rates by province in the 2019-2020 academic year

Syrians UTP reside in all parts of Turkey. Map 2 shows the numbers of school-age Syrian children UTP by province. There are 28 provinces with more than 2,000 school-age Syrian children. However, more than half of Syrians UTP are registered in four provinces: Şanlıurfa, İstanbul, Hatay and Gaziantep.

TABLE 6: Numbers of Syrian children UTP enrolled by grade and gender (2019-2020)

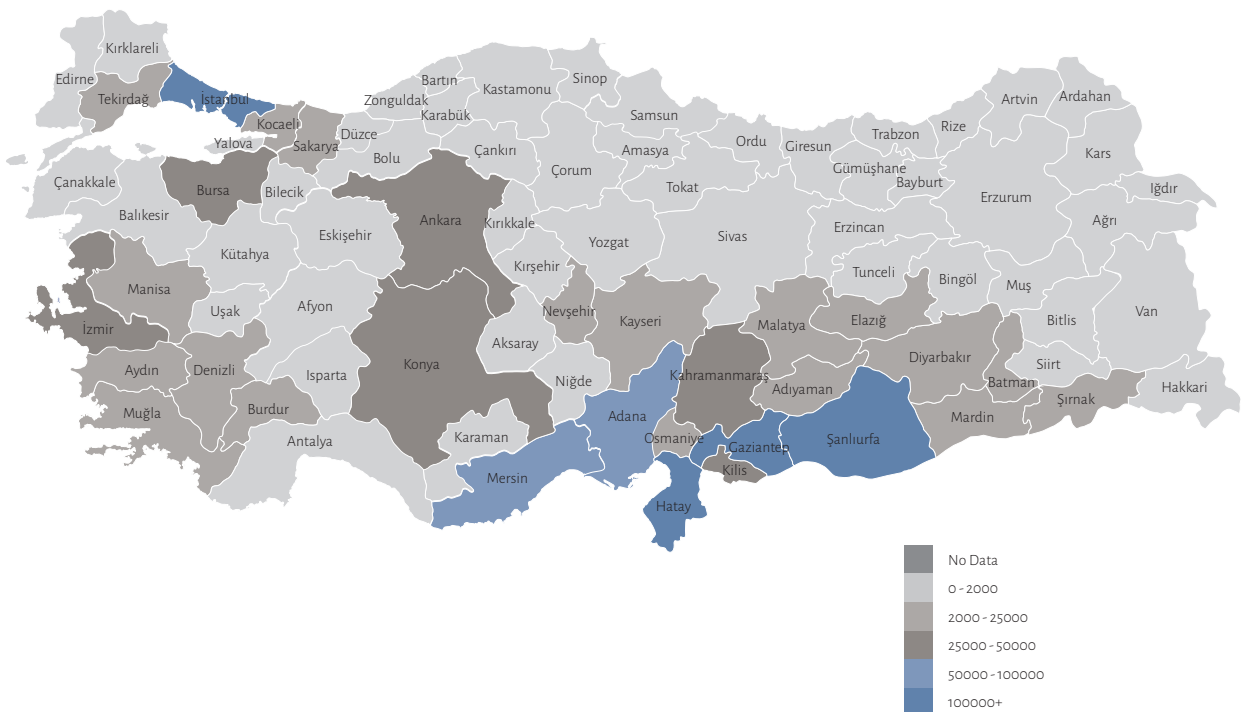
| | | | | | |
|-----------------------|----------------|--------------|----------------|--------------|----------------|
| Pre-school | 15,682 | 51.1% | 14,996 | 48.9% | 30,678 |
| 1st Grade | 42,599 | 52.6% | 38,395 | 47.4% | 80,994 |
| 2nd Grade | 47,806 | 51.4% | 45,285 | 48.6% | 93,091 |
| 3rd Grade | 46,663 | 51.0% | 44,836 | 49.0% | 91,499 |
| 4th Grade | 38,637 | 51.0% | 37,104 | 49.0% | 75,741 |
| 5th Grade | 46,696 | 51.9% | 43,303 | 48.1% | 89,999 |
| 6th Grade | 32,442 | 50.9% | 31,333 | 49.1% | 63,775 |
| 7th Grade | 20,511 | 49.4% | 20,992 | 50.6% | 41,503 |
| 8th Grade | 14,205 | 48.8% | 14,883 | 51.2% | 29,088 |
| 9th Grade | 12,524 | 48.6% | 13,229 | 51.4% | 25,753 |
| 10th Grade | 5,554 | 42.5% | 7,519 | 57.5% | 13,073 |
| 11th Grade | 3,480 | 41.8% | 4,855 | 58.2% | 8,335 |
| 12th Grade | 3,854 | 45.1% | 4,695 | 54.9% | 8,549 |
| ALP & Support Classes | 3,580 | 55.3% | 2,891 | 44.7% | 6,471 |
| Open Schools | 13,773 | 52.6% | 12,406 | 47.4% | 26,179 |
| Total | 348,006 | 50.8% | 336,722 | 49.2% | 684,728 |

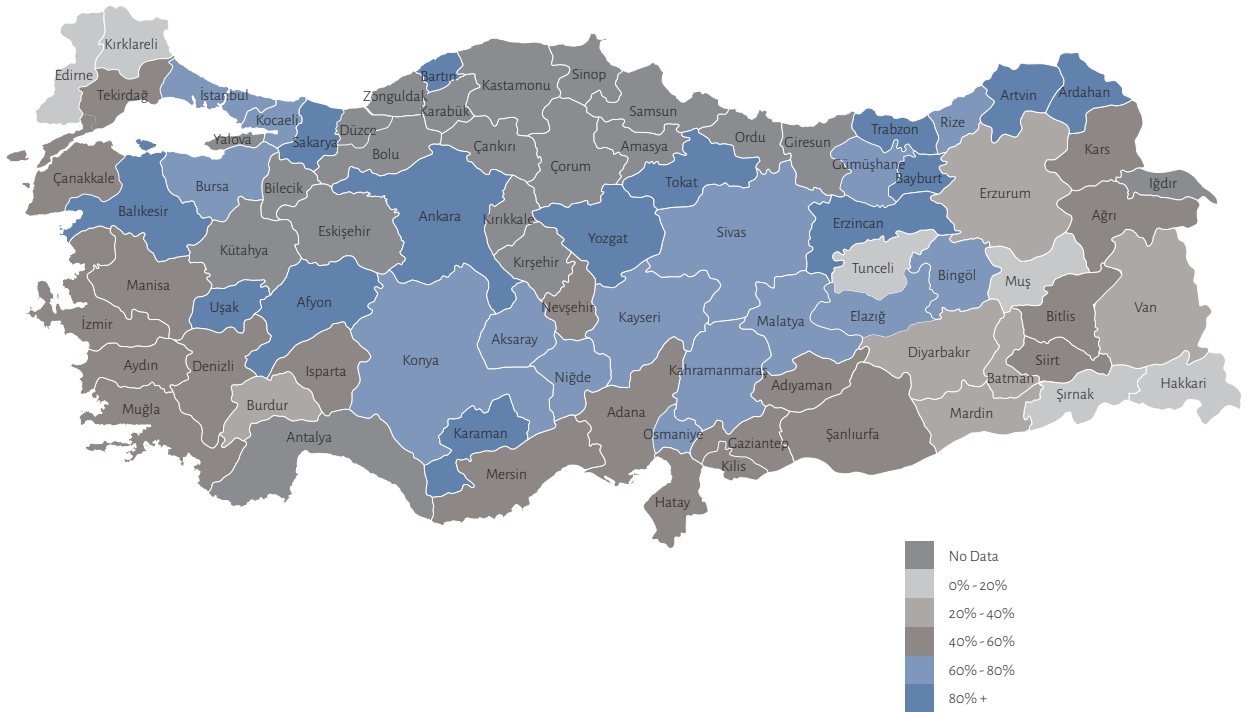
Source: MoNE, October 2019.

Map 3 has been generated to show the extent to which Syrian children in different provinces are able to access formal education opportunities. The map shows the overall GER for Syrian children UTP of all age groups for each of the provinces, as of the 2017-18 academic year. The provinces with the highest GERs turned out to be Afyonkarahisar, Elazığ, Bingöl and Uşak. In each of these provinces, the GER was over 90%. However, it is to be noted that these provinces hosted relatively low numbers of school-age Syrian children (less than 2,000 for Afyonkarahisar and Elazığ, and less than 500 for Bingöl and Uşak). The relatively small numbers of Syrian children in these provinces has likely made their integration into the education system relatively easy. Of the four provinces with the largest

populations of school-age Syrian children UTP, two (Sanliurfa and Hatay) had below-average levels of access to education, with GER 43.3% in Şanlıurfa and 43.3% and 50.7% in Hatay. The other two provinces with the largest populations of school-age Syrian children UTP (İstanbul and Gaziantep) had GERs between 60% and 70%. Some provinces in southeast Turkey displayed relatively low levels of access to education. Adana, Mersin, Izmir and Kilis had GERs between 40% and 60%, and Mardin, Muş and Van had GERs between 20% and 40%.

Provinces in southeast Turkey with high concentrations of Syrians UTP appear to have difficulties in meeting the demand for education, with large numbers of Syrian children UTP putting pressure





on the existing education services in these provinces.

More details on the enrolment of Syrian children in TPSs and TECs by province, and GERs, are given in the Appendix, along with information on the numbers of children UTP receiving Conditional Cash Transfers for Education (CCTE).

4.6 Temporary education centres during the 2019-2020 academic year

This section provides more detailed information about the TECs, their locations and the numbers of Syrian students UTP enrolled during the 2017-18 academic year. As explained

in Section 3, the TECs are learning centres which provide education to Syrian children UTP in Arabic, as well as mandatory intensive Turkish language classes (15 hours per week). The curriculum is recognized by MoNE. TECs are opened with the approval of the governor. TECs were established in 21 provinces hosting the largest numbers of children UTP.

Since 2014, TECs have been operating both in camps and in host communities. In accordance with the decision taken in 2016-2017, the process of the gradual enrollment of UTP Syrian students in official schools and the closure of TECs has begun. While a total of 211 TECs were in service in the 2018-2019 academic year, this number has dropped to 23 in the 2019-2020 academic year.

Students who complete 12th grade in TECs can receive a certificate indicating that they have completed 12 years of education. In accordance with the decision taken in 2017, 12th grade students attending the TECs can take the Open Education High School exams since 2017 and obtain a diploma through the Open Education System. This equivalence of diplomas is recognized both in Turkey and abroad. The provinces with the highest number of TECs are: Hatay (19), Istanbul (2), Adana and Adiyaman (1). The process of closing TECs continues and approximately 4% of the students who have access to education are educated in these centers. In the 2016-2017 academic year, the majority of UTP Syrian students were directed to official TPSs.

5. STATISTICS ON NON-FORMAL EDUCATION

In addition to formal education, Syrians under temporary protection (UTP) are able to access non-formal education opportunities in Turkey. Public Education Centres (PECs), which form part of the public education system, provide hundreds of non-formal education courses for adolescent and adult learners. Many Syrians are taking part in these courses, which now include Turkish language courses for foreigners. There are currently 994 PECs in all the 81 provinces of Turkey.

5.1 Language education

The language barrier constitutes a serious obstacle to the process of integrating Syrians UTP and refugees and asylum seekers into the education system and to their participation in social life. MoNE has rapidly expanded its programme to teach the Turkish language to Syrians UTP and refugees and asylum-seekers at PECs across the country, with a view to building social cohesion and providing the course participants with an essential skill for living in Turkey and integrating successfully into society. MoNE has also worked to improve Turkish language materials for the teaching of Turkish to Syrians UTP, whose mother tongue is predominantly Arabic. In this context, MoNE has gradually

developed modules for teaching the Turkish language to foreigners which are appropriate for different ages and language proficiency levels.

During 2015, 2016, 2017, 2018 and the first ten months of 2019, a total of 348,665 Syrians (children and adults) UTP benefited from Turkish language courses offered in PECs (Table 8). Women accounted for the majority of the Syrians accessing those courses,

TABLE 7: Numbers of Syrian children and adults UTP attending Turkish language courses for foreigners by year

| Year | Female | Male | Total |
|------------------------|----------------|----------------|----------------|
| 2015 | 26,302 | 17,258 | 43,560 |
| 2016 | 45,748 | 34,169 | 79,917 |
| 2017 | 39,458 | 26,432 | 65,890 |
| 2018 | 39,434 | 28,460 | 67,894 |
| 2019 (first 10 months) | 55,563 | 35,841 | 91,404 |
| Total | 206,505 | 142,160 | 348,665 |

Source: MoNE, October 2019.

TABLE 8: Numbers of Syrian children and adults UTP receiving Turkish language courses for foreigners in PECs by age group (January–October 2019)

| Gender | Age 6-12 | Age 13-17 | 18+ | Total |
|--------------|---------------|--------------|---------------|---------------|
| Male | 8,205 | 4,779 | 22,857 | 35,841 |
| Female | 7,750 | 4,480 | 43,333 | 55,563 |
| Total | 15,955 | 9,259 | 66,190 | 91,404 |

Source: MoNE, October 2019.

with an average of 60% compared to 40% for men. However, the gender balance varied by age group: among children, slightly more boys than girls took part in the language courses (Table 8).

During the first ten months of 2019, the total number of Syrians participating in Turkish language courses at PECs was 91.404. Of these, 61% were female and 39% male. Among children, 51% of the participants were boys and 49% were girls.

The PECs offer Turkish language courses for foreigners at three proficiency levels: A1, A2 and B1. Levels A1 and A2 aim at basic proficiency, while level B1 represents the first step towards

intermediate proficiency. MoNE has specifically adapted and modified the existing Turkish language teaching modules to meet the learning needs of young learners.

Overall, access to Turkish language courses in PECs is still limited, especially for children and adolescents, notwithstanding the efforts of MoNE to adapt the materials for young learners. Most children who have participated in Turkish language courses have only reached the first stage of basic proficiency in Turkish, and require further support.

5.2 Other courses in Public Education Centres

MoNE offers lifelong learning opportunities to adolescents and adults, providing non-formal education courses in hundreds of subjects through PECs. These courses are designed to complement formal education activities. They are available to Syrian adolescents and adults UTP. From the beginning of 2015 to November 2019, a total of 635.694 Syrians (some adolescents but mostly adults) took part in general or vocational and technical training courses in PECs (see Table 9 for details).

Table 10 shows that participation in the general courses at PECs is greater among women than among men.

Table 11 shows the numbers of trainees enrolled in the six most popular general course areas during the first eight months of 2018, disaggregated by gender. The six course areas are: Foreign Languages, Literacy, Personal Development and Education, Social

TABLE 9: Numbers of Syrian trainees UTP attending PECs by type of course (2015, 2016, 2017, 2018 and October 2019)

| Year | Vocational and Technical | General | Total |
|------------------------|--------------------------|----------------|----------------|
| 2015 | 11,882 | 59,161 | 71,043 |
| 2016 | 16,560 | 100,240 | 116,800 |
| 2017 | 17,682 | 90,441 | 108,123 |
| 2018 | 29,631 | 141,506 | 171,137 |
| 2019 (first 10 months) | 21,999 | 146,592 | 168,591 |
| Total | 97,754 | 537,940 | 635,694 |

Source: MoNE, October 2019.

TABLE 10: Numbers of Syrian trainees UTP attending general courses at PECs by gender (2015, 2016, 2017, 2018 and October 2019)

| Year | Female | Male | Total |
|------------------------|----------------|----------------|----------------|
| 2015 | 36,582 | 22,579 | 59,161 |
| 2016 | 56,805 | 43,435 | 100,240 |
| 2017 | 53,481 | 36,960 | 90,441 |
| 2018 | 86,234 | 55,272 | 141,506 |
| 2019 (first 10 months) | 87,033 | 59,559 | 146,592 |
| Total | 320,135 | 217,805 | 537,940 |

Source: MoNE, October 2019.

Services and Counselling, Sports, and Child Development and Education. The most popular course area among both women and men was Foreign Languages, accounting for about 63% of the 146,592 general course participants. Literacy was the second most popular course area among men and women. There were more female trainees than male trainees in almost all course areas. The exception was sports.

During 2015, 2016, 2017, 2018 and the first ten months of 2019, a total of 97,754 male and female Syrians UTP attended vocational and technical courses in PECs. The majority of the trainees were female. The percentage of female participants was more than 70% (Table 12).

Numbers of trainees enrolled in the six most popular vocational and technical course areas by gender during the first ten months of 2019 are shown in Table 13. These six areas are: Hand Craft Technology, Clothing and Production Technology, Beauty and Hair Care, Health, Information Technologies, and Food and Beverage Services. In the case of female participants the most popular course is Clothing Production Technology (25.4%) and the second one is Hand Craft Technology (23.8%)²⁴. In the case of male participants, Information Technologies (35.5%), Health (30%), Hand Craft Technology (13.1%), Beauty and Hair care (12%) and Clothing and Production (4.7%), were the most popular course areas²⁵.

TABLE 11: Numbers of Syrian trainees UTP attending the most preferred general courses at PECs by course area and gender (January-October 2019)

| Name of the Programme | Female | Male | Total |
|------------------------------------|--------|--------|--------|
| Foreign Languages | 56,352 | 36,470 | 92,822 |
| Literacy | 11,497 | 6,633 | 18,130 |
| Personnel Development and Training | 7,217 | 5,146 | 12,363 |
| Sport | 2,788 | 3,860 | 6,648 |
| Child Development and Education | 2,856 | 2,277 | 5,133 |
| Social Services and Consultancy | 2,462 | 2,392 | 4,854 |

Source: MoNE, October 2019

TABLE 12: Numbers of Syrian trainees UTP attending vocational and technical courses at PECs by gender and year (2015, 2016, 2017, 2018 and October 2019)

| Vocational and Technical Courses | | | |
|----------------------------------|---------------|---------------|---------------|
| Year | Female | Male | Total |
| 2015 | 9,193 | 2,689 | 11,882 |
| 2016 | 12,640 | 3,920 | 16,560 |
| 2017 | 12,622 | 5,060 | 17,682 |
| 2018 | 20,832 | 8,799 | 29,631 |
| 2019 (first 10 months) | 15,179 | 6,820 | 21,999 |
| Total | 70,466 | 27,288 | 97,754 |

Source: MoNE, October 2019

TABLE 13: Numbers of Syrians UTP participating in the most popular vocational and technical courses in PECs by gender (January-October 2019)

| Name of the Programme | Female | Male | Total |
|--------------------------------|--------|-------|-------|
| Hand Craft Technology | 3,615 | 468 | 4,083 |
| Clothing Production Technology | 3,859 | 167 | 4,026 |
| Beauty and Hair Care | 2,930 | 427 | 3,357 |
| Health | 1,658 | 1,072 | 2,730 |
| Information Technologies | 361 | 1,265 | 1,626 |
| Food and Beverage Services | 744 | 162 | 906 |

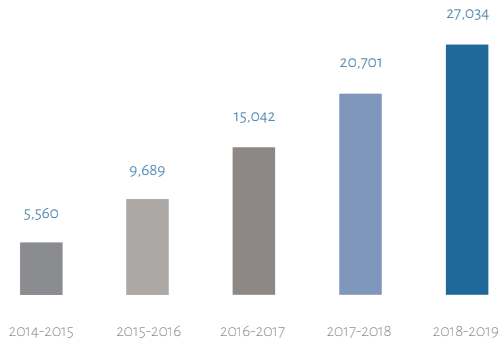
Source: MoNE, October 2019.

²⁴ Out of 15,179 female participants in all vocational and technical courses.

²⁵ Out of 6,820 male participants in all vocational and technical courses.

6. HIGHER EDUCATION AND SCHOLARSHIPS

FIGURE 12: Syrian students UTP in higher education by academic year



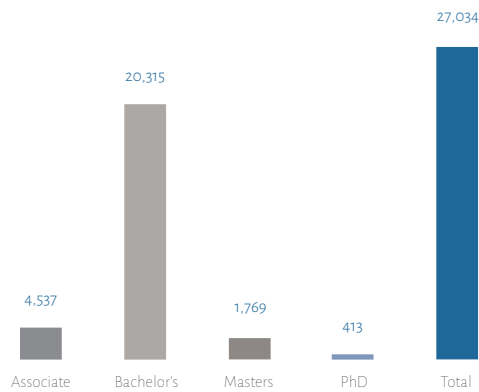
Source: HEC, October 2019.

A total of 27.034.701 Syrian students studied in universities in Turkey during the 2018-2019 academic year.

In the 2017-2018 academic year, the Presidency for Turks Living Abroad and Related Communities awarded scholarships to 1,084 Syrians.

Figure 13, shows the distribution of Syrians UTP enrolled in higher education. The majority of them (75%) are following a Bachelor's Degree programme.

FIGURE 13: Numbers of Syrian students UTP enrolled in higher education by level of degree (2018-2019)



Source: HEC October 2019.

7. CONCLUSION

The Ministry of National Education (MoNE) of Turkey has led an increasingly vigorous effort to realize the right to education of Syrian children UTP in Turkey, as well as other refugee and asylum-seeker children. Other national public bodies as well as national and international organizations have contributed significantly to these efforts. Policies and programmes put in place to include Syrian children UTP in formal education have included the creation of learning spaces, the provision of financial support to cover the maintenance costs of TECs, the funding of security and cleaning costs of TPSs with high numbers of Syrian UTP, the distribution of school and teaching materials, personnel allocations, the payment of incentives to SVEP, initiatives in the areas of teacher training and certification, the provision of cash support to families with children attending school under the Conditional Cash Transfer for Education Programme (CCTE), and the implementation of a catch-up training and an Accelerated Learning Programme (ALP) for out-of-school children. In the 2017-2018 school year, the number of Syrian children UTP enrolled in schools increased by an impressive 24% to 610,278, and the Gross Enrolment Rate rose to 63% from 59% a year earlier. There was a particularly sharp increase in the number of Syrian children UTP attending Turkish public schools, in line with the Ministry's policy of gradually encouraging Syrian children to enrol in public schools. Syrian boys and girls

UTP appear to be attending school in equal numbers and proportions, except at upper secondary level, where girls are slightly more likely to access education than boys. Meanwhile, efforts continue to expand access to non-formal education, including Turkish language education, for both adults and children UTP, as well as to increase opportunities for participation in higher education.

The 2019-20 academic year will witness additional progress. However, the fact remains that while a large majority of Syrian children UTP of primary school age now appear to be in school, access to pre-primary education is more limited, and high proportions of older children and adolescents are still deprived of education. These children and adolescents are thought to be facing serious obstacles in accessing appropriate educational opportunities, ranging from long periods out of school to the financial burdens facing their families and significant language barriers. Research is being conducted into the causes of non-participation in education, and policies and plans are being refined continuously in order to uphold the right to education for all children in Turkey.

APPENDIX A

Additional Data by Province

TABLE A1: Numbers of Syrian children UTP enrolled in TPSs and TECs, and GERs, by province (2019-2020)

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|----------------|----------------------------------|------------------------------------------------------------|-------------------------|
| İSTANBUL | 149,680 | 104,225 | 69.6% |
| ŞANLIURFA | 143,151 | 62,021 | 43.3% |
| GAZİANTEP | 142,861 | 83,311 | 58.3% |
| HATAY | 123,905 | 62,858 | 50.7% |
| ADANA | 74,040 | 36,153 | 48.8% |
| MERSİN | 57,611 | 30,585 | 53.1% |
| BURSA | 47,622 | 29,488 | 61.9% |
| İZMİR | 41,017 | 22,238 | 54.2% |
| KİLİS | 40,553 | 20,572 | 50.7% |
| KONYA | 32,547 | 20,647 | 63.4% |
| KAHRAMANMARAŞ | 31,080 | 22,743 | 73.2% |
| ANKARA | 28,572 | 35,135 | 123.0%** |
| MARDİN | 23,580 | 9,133 | 38.7% |
| KAYSERİ | 22,308 | 14,333 | 64.3% |
| OSMANİYE | 14,810 | 10,910 | 73.7% |
| KOCAELİ | 14,414 | 9,508 | 66.0% |
| DİYARBAKIR | 10,501 | 3,866 | 36.8% |
| MALATYA | 10,073 | 6,339 | 62.9% |
| ADİYAMAN | 8,452 | 5,043 | 59.7% |
| BATMAN | 6,804 | 2,422 | 35.6% |
| ELAZIĞ | 3,701 | 2,419 | 65.4% |
| SAKARYA | 3,588 | 5,811 | 162.0%** |
| MANİSA | 3,506 | 2,054 | 58.6% |
| ŞIRNAK | 3,477 | 396 | 11.4% |
| DENİZLİ | 3,392 | 1,949 | 57.5% |
| TEKİRDAĞ | 3,252 | 1,912 | 58.8% |
| MUĞLA | 3,194 | 1,287 | 40.3% |
| NEVŞEHİR | 2,975 | 1,482 | 49.8% |
| BURDUR | 2,310 | 694 | 30.0% |
| AYDIN | 2,069 | 1,144 | 55.3% |
| AFYONKARAHİSAR | 1,799 | 2,127 | 118.2%** |
| ISPARTA | 1,720 | 755 | 43.9% |
| HAKKARİ | 1,578 | 11 | 0.7% |
| SAMSUN | 1,564 | 5,791 | n/a |

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|------------|----------------------------------|------------------------------------------------------------|-------------------------|
| ESKİŞEHİR | 1,349 | 3,076 | n/a |
| YOZGAT | 1,262 | 2,027 | 160.6%** |
| NİĞDE | 1,224 | 740 | 60.5% |
| ÇANAKKALE | 1,162 | 465 | 40.0% |
| SIİRT | 1,142 | 643 | 56.3% |
| BALIKESİR | 1,056 | 1,478 | 140.0%** |
| YALOVA | 1,045 | 3,135 | n/a |
| AKSARAY | 927 | 619 | 66.8% |
| SİVAS | 872 | 602 | 69.0% |
| TRABZON | 860 | 1,011 | 117.6%** |
| VAN | 804 | 304 | 37.8% |
| ÇORUM | 727 | 3,364 | n/a |
| ANTALYA | 639 | 6,295 | n/a |
| BOLU | 583 | 1,968 | n/a |
| EDİRNE | 511 | 110 | 21.5% |
| KIRKLARELİ | 483 | 84 | 17.4% |
| MUŞ | 482 | 121 | 25.1% |
| UŞAK | 463 | 503 | 108.6%** |
| KIRIKKALE | 399 | 1,229 | n/a |
| KIRŞEHİR | 389 | 1,811 | n/a |
| DÜZCE | 356 | 1,195 | n/a |
| BİTLİS | 354 | 166 | 46.9% |
| BİNGÖL | 349 | 223 | 63.9% |
| ERZURUM | 335 | 134 | 40.0% |
| KASTAMONU | 325 | 675 | n/a |
| AĞRI | 321 | 142 | 44.2% |
| TOKAT | 265 | 474 | n/a |
| KARAMAN | 237 | 364 | 153.6%** |
| RİZE | 235 | 167 | 71.1% |
| KÜTAHYA | 219 | 1,206 | n/a |
| ORDU | 210 | 1,108 | n/a |
| AMASYA | 178 | 925 | n/a |
| BİLECİK | 137 | 337 | n/a |
| ZONGULDAK | 127 | 492 | n/a |
| ÇANKIRI | 110 | 743 | n/a |
| KARABÜK | 104 | 629 | n/a |
| KARS | 34 | 18 | 52.9% |
| TOTAL | 1,082,172 | 658,397*** | 60.84% |

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|--------------|----------------------------------|------------------------------------------------------------|-------------------------|
| GİRESUN | 32 | 102 | n/a |
| ARDAHAN | 27 | 23 | 85.2% |
| IÇDIR | 23 | 65 | n/a |
| GÜMÜŞHANE | 22 | 16 | 72.7% |
| SİNOP | 21 | 173 | n/a |
| ARTVİN | 17 | 18 | 105.9%** |
| ERZİNCAN | 16 | 25 | 156.3%** |
| BARTIN | 14 | 17 | 121.4%** |
| TUNCELİ | 10 | 3 | 30.0% |
| BAYBURT | 9 | 10 | 111.1%** |
| TOTAL | 1,082,172 | 658,397*** | 60.84% |

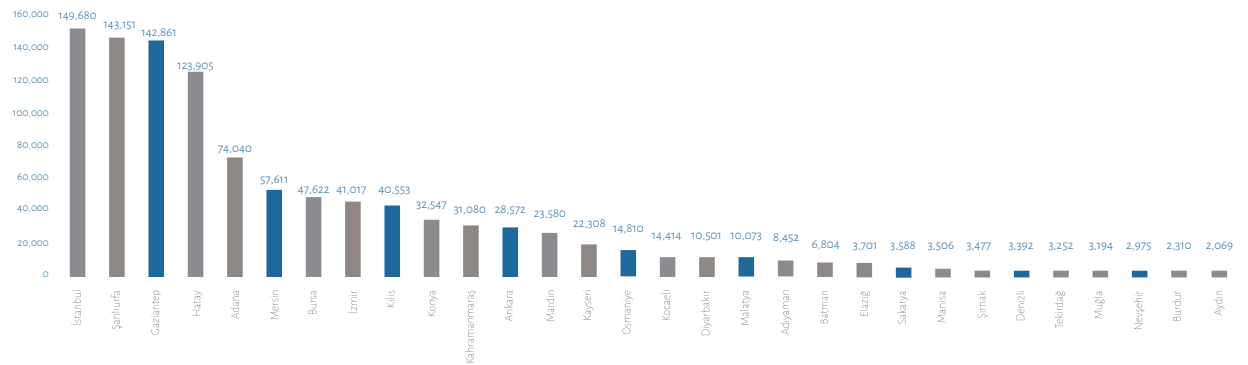
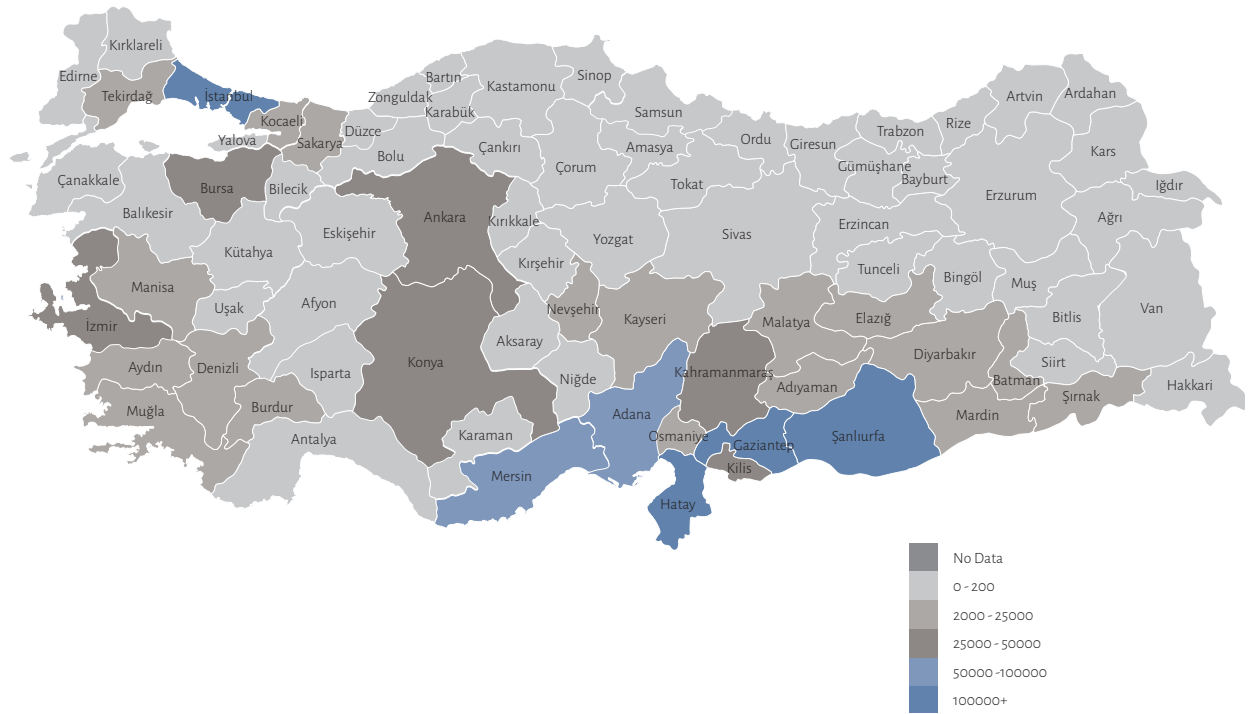
* n/a: Not applicable. The Gross Enrollment Rate has not been calculated in these provinces due to incomplete information.

** Since the number of enrollment students is more than the total population in that age group, the gross enrollment rate is more than 100 percent.

*** 26,179 children enrolled in open education schools were not included in the total number.

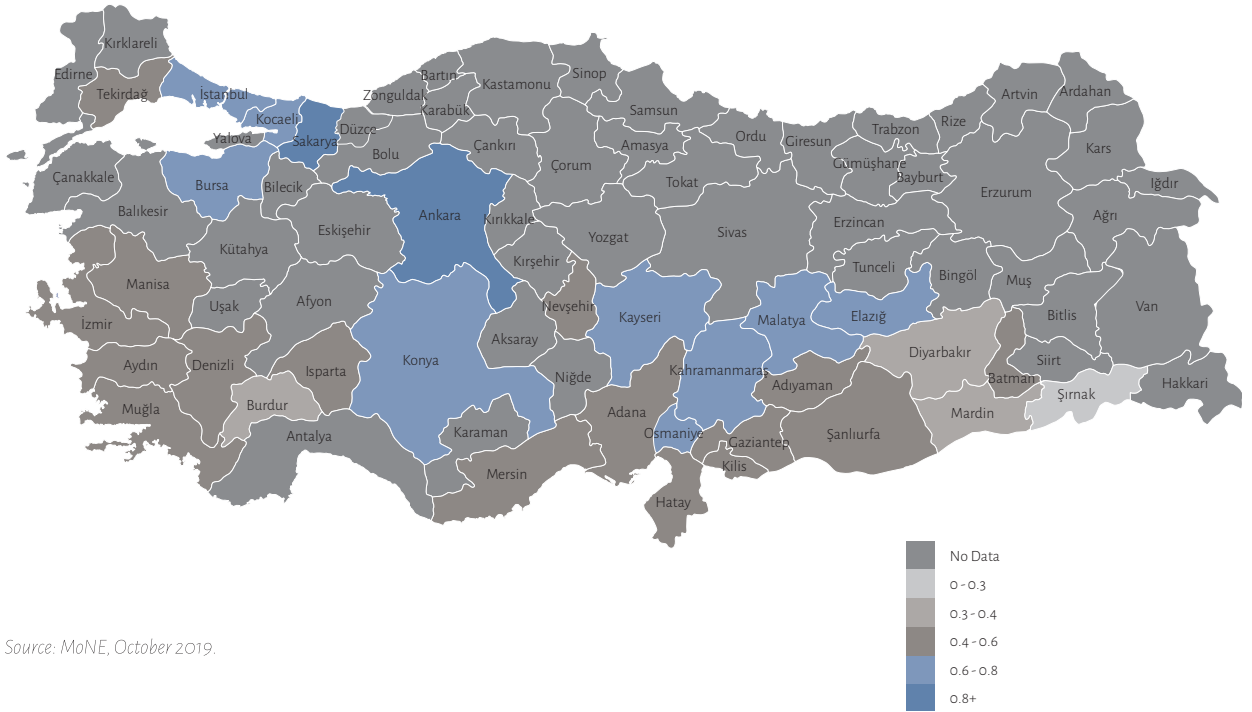
Source: MoNE, October 2019.

MAP A1: Numbers of school-age Syrian children UTP by province (2019-2020)

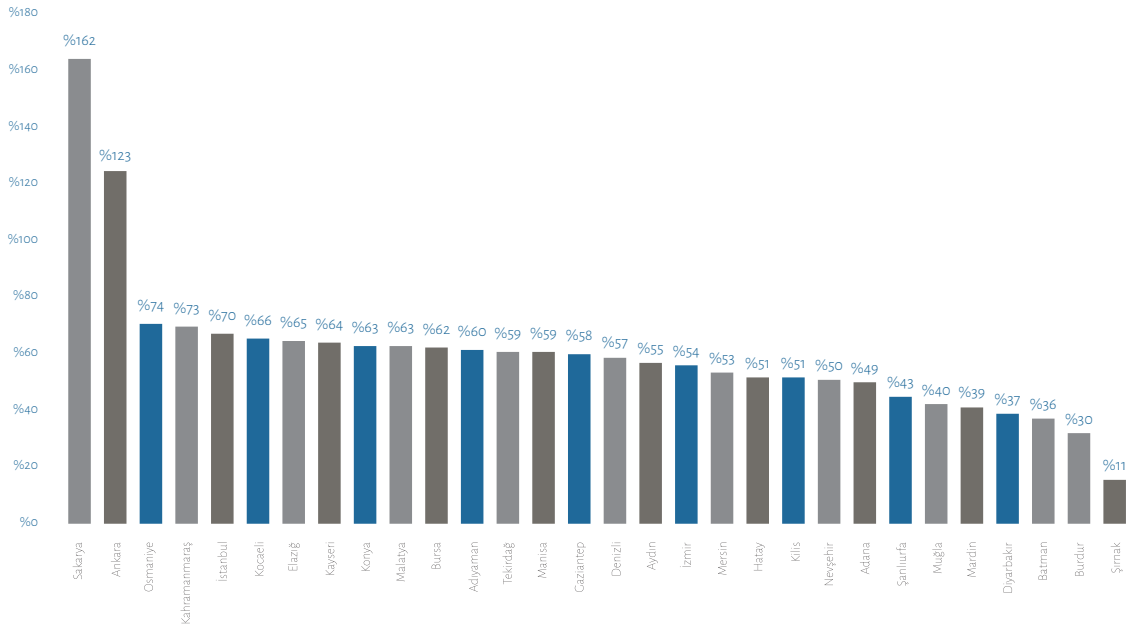


Source: MoNE, October 2019.

MAP A2: GERs for all levels of education in selected provinces with high concentrations of Syrians children UTP (2019-2020)



Source: MoNE, October 2019.



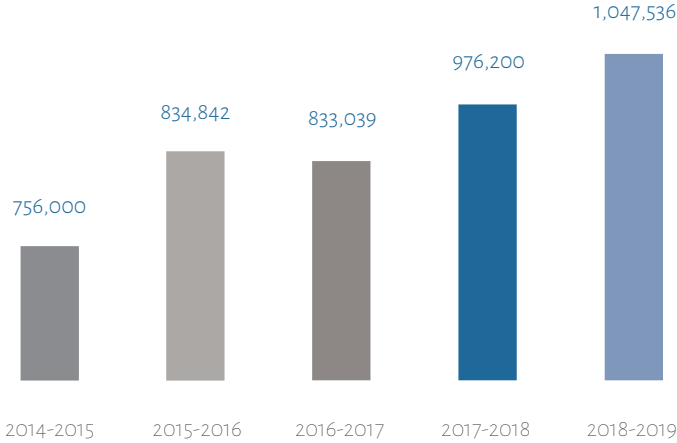
Source: MoNE, October 2019.

APPENDIX B

Key Results for the Academic Year 2018-2019
as of June 2019

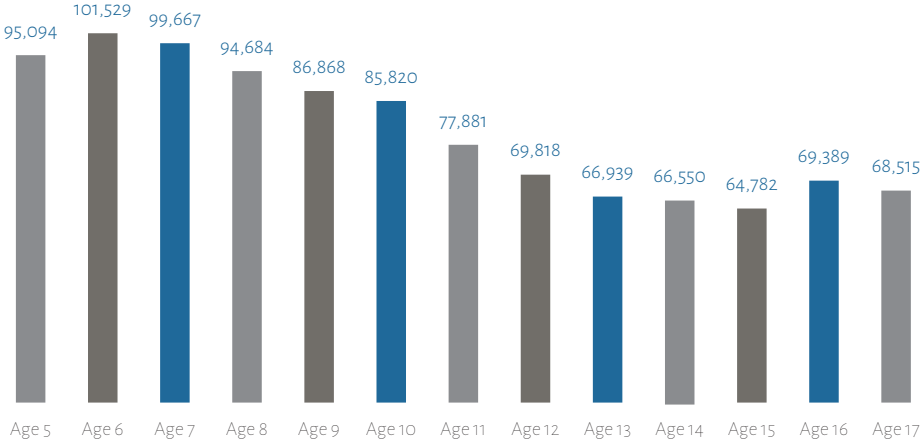
1. SCHOOL-AGE POPULATION

FIGURE B1: School-aged Syrian children UTP by academic year (2014-2018)



Source: DGMM, Sep. 2018.

FIGURE B2: Numbers of Syrian children UTP aged 5-17 by age (2018)



Source: DGMM, Sep. 2018.

2. STATISTICS ON FORMAL EDUCATION

TABLE B1: Numbers of Syrian students enrolled in TPSs and TECs, school-age population and GER by academic year (2014-2019)

| Academic year | Turkish Public Schools | Temporary Education Centres | TOTAL | School-age population | Gross Enrolment Rate |
|---------------|------------------------|-----------------------------|---------|-----------------------|----------------------|
| 2014-2015 | 40,000 | 190,000 | 230,000 | 756,000 | 30.0% |
| 2015-2016 | 62,357 | 248,902 | 311,259 | 834,842 | 37.0% |
| 2016-2017* | 201,505 | 291,039 | 492,544 | 833,039 | 59.0% |
| 2017-2018** | 387,849 | 222,429 | 610,278 | 976,200 | 62.5% |
| 2018-2019*** | 552,546 | 90,512 | 643,058 | 1,047,536 | 61.4% |

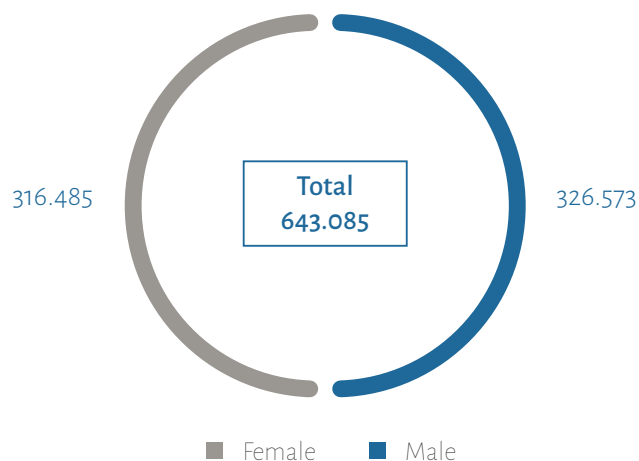
* This figure includes 8,002 children enrolled in Open Education Schools.

** This figure includes 14,129 children enrolled in Open Education Schools.

*** This figure includes 17,624 children enrolled in Open Education Schools.

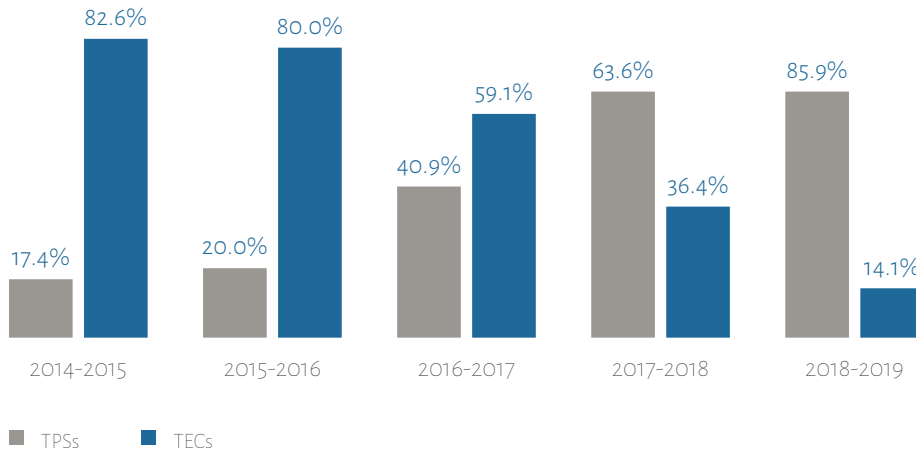
Source: MoNE, June 2019.

FIGURE B3: Syrian children UTP enrolled in formal education by gender (June 2019)



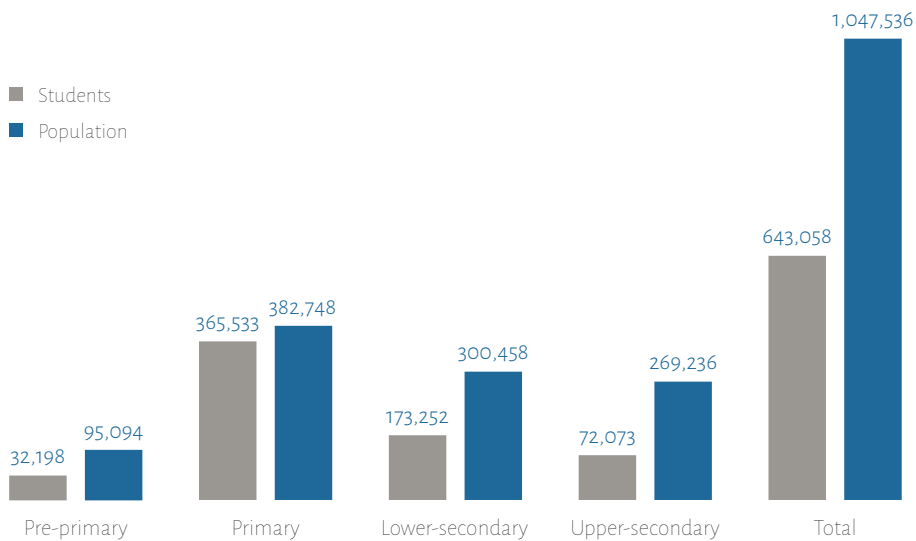
Source: MoNE, June 2019.

FIGURE B4: Syrian children UTP enrolled in Turkish Public Schools (TPSs) by gender (June 2019)



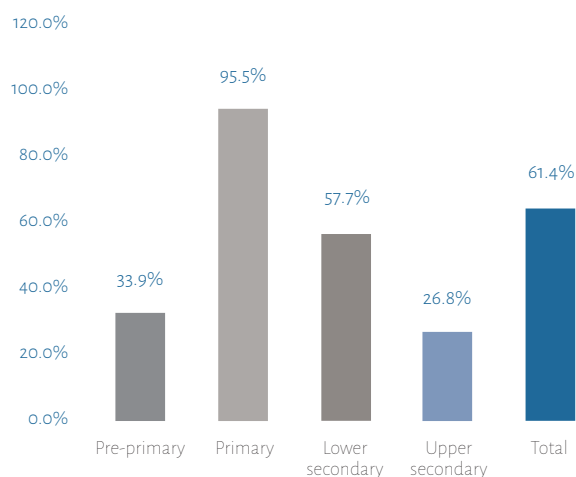
Source: MoNE, June 2019.

FIGURE B5: Number of population and Syrian students UTP by gender and by school level. (2018-2019)



Source: MoNE, June 2019.

FIGURE B6: Ratios of Syrian children UTP enrolled in TPSs and TECs by school level (2018-2019)



Source: MoNE, June 2019.

TABLE B2: Numbers of Syrian students UTP enrolled by type of institution, GERs and school-aged population by grade (June 2019)

| Grade | TPSs | TECs | Total | School Aged Population ** | Percentage |
|---------------|----------------|---------------|----------------|---------------------------|--------------|
| Pre-School | 30,997 | 1,201 | 32,198 | 95,094 | 33.9% |
| 1st Grade | 99,914 | 626 | 100,540 | 101,529 | 95.5% |
| 2nd Grade | 92,938 | 920 | 93,858 | 99,667 | |
| 3rd Grade | 70,211 | 2,554 | 72,765 | 94,684 | |
| 4th Grade | 55,494 | 42,878 | 98,372 | 86,868 | |
| 5th Grade | 67,503 | 908 | 68,411 | 85,820 | 57.7% |
| 6th Grade | 42,817 | 2,513 | 45,330 | 77,881 | |
| 7th Grade | 22,444 | 9,129 | 31,573 | 69,818 | |
| 8th Grade | 13,862 | 14,076 | 27,938 | 66,939 | |
| 9th Grade | 20,254 | 214 | 20,468 | 66,550 | 26.8% |
| 10th Grade | 10,290 | 691 | 10,981 | 64,782 | |
| 11th Grade | 5,344 | 3,870 | 9,214 | 69,398 | |
| 12th Grade | 2,849 | 7,228 | 10,077 | 68,515 | |
| Support Class | 5 | 3704 | 3709 | | 26.8% |
| Open Schools | 17,624 | | 17624 | | |
| TOTAL | 552,546 | 90,512 | 643,058 | 1,047,536 | 61.4% |

*DGMM, Sep. 2018.

**There are 17,624 students in Open Education Schools.

Source: MoNE, June 2019.

TABLE B3: Distribution of students in TECs by province (June 2018-2019)

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|----------------|----------------------------------|------------------------------------------------------------|-------------------------|
| İstanbul | 150,628 | 98,267 | 65.2% |
| Gaziantep | 130,128 | 77,094 | 59.2% |
| Şanlıurfa | 152,742 | 70,400 | 46.1% |
| Hatay | 123,086 | 60,644 | 49.3% |
| Adana | 68,563 | 36,369 | 53.0% |
| Ankara | 25,719 | 30,140 | 117.2%** |
| Mersin | 57,912 | 27,736 | 47.9% |
| Bursa | 42,226 | 25,172 | 59.6% |
| Kilis | 43,458 | 21,836 | 50.2% |
| Kahramanmaraş | 26,168 | 20,979 | 80.2% |
| Konya | 29,023 | 19,908 | 68.6% |
| İzmir | 39,078 | 19,711 | 50.4% |
| Kayseri | 21,151 | 12,534 | 59.3% |
| Osmaniye | 13,956 | 9,829 | 70.4% |
| Kocaeli | 12,551 | 8,380 | 66.8% |
| Mardin | 23,892 | 8,341 | 34.9% |
| Malatya | 9,071 | 6,729 | 74.2% |
| Antalya | 512 | 5,316 | n/a* |
| Samsun | 1,295 | 5,312 | n/a* |
| Sakarya | 3,309 | 5,194 | n/a* |
| Adıyaman | 9,830 | 4,608 | 46.9% |
| Çorum | 610 | 3,939 | n/a* |
| Diyarbakır | 10,108 | 3,174 | 31.4% |
| Yalova | 840 | 2,947 | n/a* |
| Eskişehir | 1,002 | 2,673 | n/a* |
| Batman | 6,325 | 2,332 | 36.9% |
| Elazığ | 3,170 | 2,028 | 64.0% |
| Afyonkarahisar | 1,311 | 1,945 | 148.4%** |
| Manisa | 3,263 | 1,910 | 58.5% |
| Yozgat | 1,043 | 1,903 | n/a* |
| Bolu | 453 | 1,902 | n/a* |
| Denizli | 3,288 | 1,781 | 54.2% |
| Tekirdağ | 2,587 | 1,578 | 61.0% |
| Balıkesir | 939 | 1,406 | 149.7%** |
| Nevşehir | 2,809 | 1,331 | 47.4% |

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|------------|----------------------------------|------------------------------------------------------------|-------------------------|
| Kırşehir | 337 | 1,220 | n/a* |
| Kütahya | 194 | 1,186 | n/a* |
| Ordu | 180 | 1,116 | n/a* |
| Kırıkkale | 320 | 1,099 | n/a* |
| Düzce | 289 | 1,073 | n/a* |
| Trabzon | 756 | 1,040 | 137.6%** |
| Muğla | 2,746 | 1,019 | 37.1% |
| Aydın | 1,869 | 949 | 50.8% |
| Amasya | 132 | 888 | n/a* |
| Çankırı | 94 | 744 | n/a* |
| Isparta | 1,861 | 706 | 37.9% |
| Karabük | 80 | 694 | n/a* |
| Kastamonu | 267 | 650 | n/a* |
| Niğde | 1,019 | 637 | 62.5% |
| Siirt | 976 | 630 | 64.5% |
| Burdur | 2,403 | 601 | 25.0% |
| Sivas | 785 | 571 | 72.7% |
| Aksaray | 782 | 534 | 68.3% |
| Zonguldak | 109 | 478 | n/a* |
| Tokat | 262 | 472 | n/a* |
| Uşak | 505 | 472 | 93.5% |
| Çanakkale | 942 | 396 | 42.0% |
| Karaman | 201 | 357 | n/a* |
| Şırnak | 3,373 | 354 | 10.5% |
| Bilecik | 137 | 313 | n/a* |
| Van | 674 | 291 | 43.2% |
| Bingöl | 302 | 193 | 63.9% |
| Sinop | 21 | 192 | n/a* |
| Bitlis | 248 | 134 | 54.0% |
| Rize | 173 | 134 | 77.5% |
| Ağrı | 285 | 133 | 46.7% |
| Erzurum | 277 | 131 | 47.3% |
| Muş | 427 | 124 | 29.0% |
| Giresun | 32 | 96 | n/a* |
| Edirne | 377 | 92 | 24.4% |
| Kırklareli | 397 | 64 | 16.1% |
| Iğdır | 19 | 42 | n/a* |

| Province | Syrian UTP School Age Population | Number of Syrian children UTP enrolled in formal education | Gross Enrollment Rate % |
|--------------|----------------------------------|------------------------------------------------------------|-------------------------|
| Erzincan | 18 | 28 | n/a* |
| Ardahan | 30 | 20 | 66.7% |
| Bayburt | 11 | 18 | n/a* |
| Artvin | 16 | 16 | 100.0% |
| Gümüşhane | 11 | 16 | 145.5%** |
| Kars | 29 | 15 | 51.7% |
| Bartın | 5 | 9 | n/a* |
| Hakkari | 1,509 | 8 | 0.5% |
| Tunceli | 10 | 2 | 20.0% |
| TOTAL | 1,047,536 | 625.305*** | 59.7% |

* n/a: Not applicable. Due to lack of information, gross schooling rate data were not calculated in these provinces.

** Gross enrollment rate is more than 100 percent since the number of enrollment students is more than the total population in that age group

*** 17,624 children enrolled in open education schools were not included in the total number.

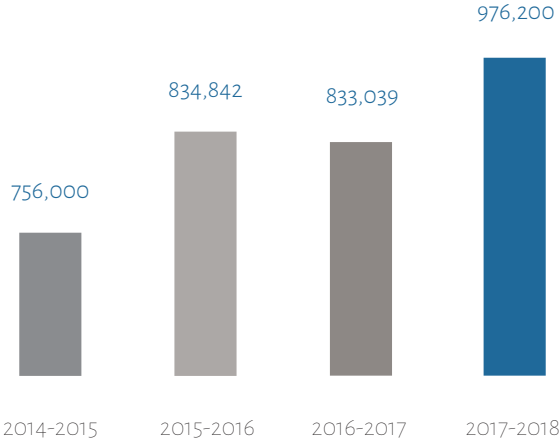
Source: MoNE, June, 2019

APPENDIX C

Key Results for the Academic Year 2017-2018

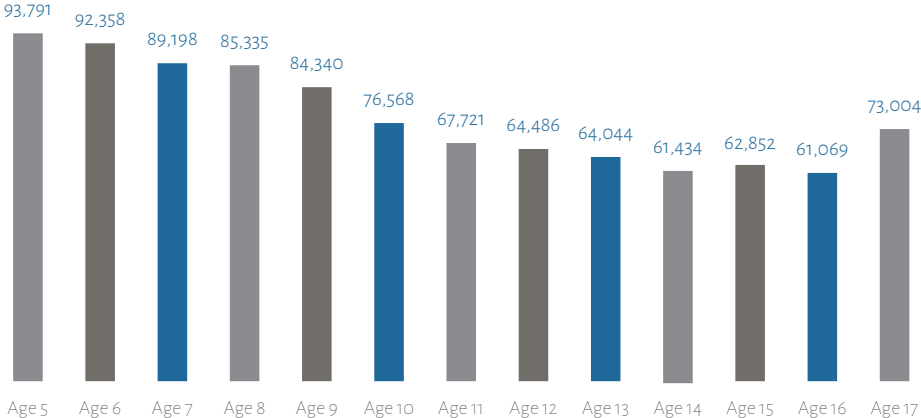
1. SCHOOL-AGE POPULATION

FIGURE C1: School-aged Syrian children UTP by academic year (2014-2018)



Source: DGMM, 2017.

FIGURE C2: Numbers of Syrian children UTP aged 5-17 by age (2017)



Source: DGMM, 2017.

2. STATISTICS ON FORMAL EDUCATION

TABLE C1: Numbers of Syrian students enrolled in TPSs and TECs, school-age population and GER by academic year (2014-2018)

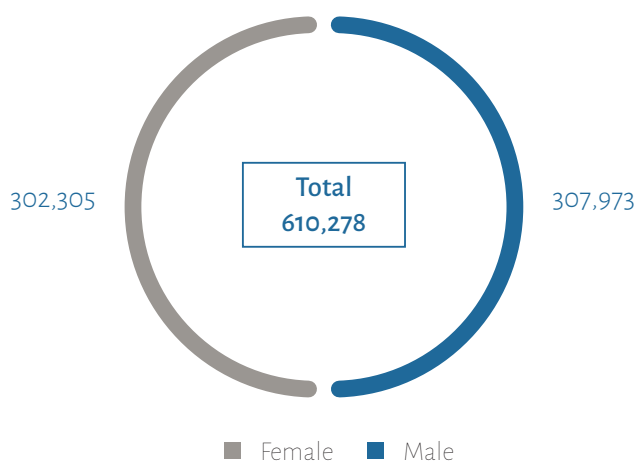
| Academic year | Turkish Public Schools | Temporary Education Centres | TOTAL | School-age population | Gross Enrolment Rate |
|---------------|------------------------|-----------------------------|---------|-----------------------|----------------------|
| 2014-2015 | 40,000 | 190,000 | 230,000 | 756,000 | 30.0% |
| 2015-2016 | 62,357 | 248,902 | 311,259 | 834,842 | 37.0% |
| 2016-2017* | 201,505 | 291,039 | 492,544 | 833,039 | 59.0% |
| 2017-2018** | 387,849 | 222,429 | 610,278 | 976,200 | 62.5% |

* This figure includes 8,002 children enrolled in Open Education Schools.

** This figure includes 14,129 children enrolled in Open Education Schools.

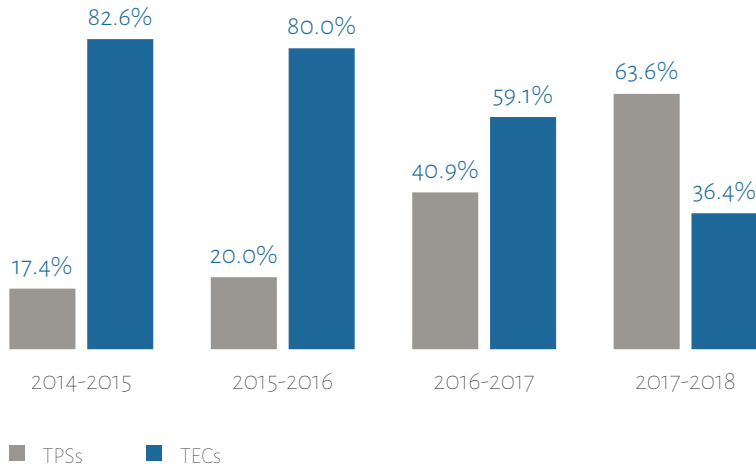
Source: MoNE, end of academic year 2017-2018.

FIGURE C3: Syrian children UTP enrolled in formal education (2017-2018) by gender



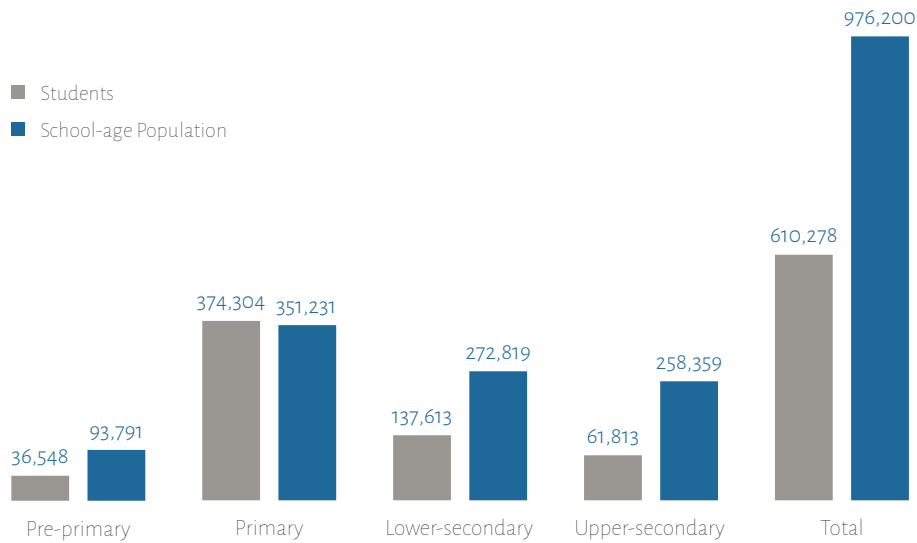
Source: MoNE, end of academic year 2017-2018.

FIGURE C4: Syrian children UTP enrolled in Turkish Public Schools (TPSs) and Temporary Education Centers (TEC) (2014-2018) by gender



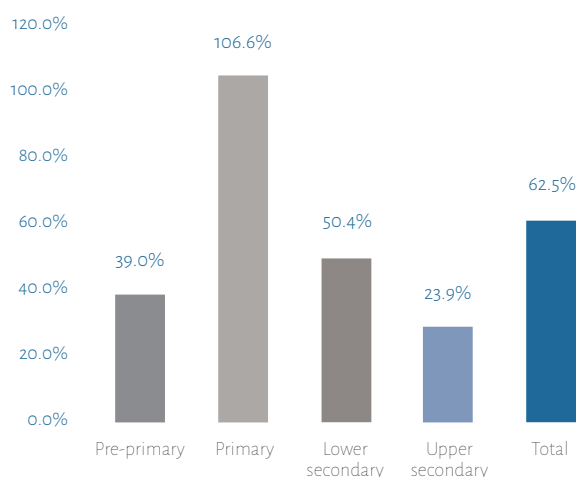
Source: MoNE, end of academic year 2017-2018.

FIGURE C5: Number of Syrian children UTP and Syrian students UTP



Source: MoNE, end of academic year 2017-2018.

FIGURE C6: Ratios of Syrian children UTP enrolled in TPS by level by academic year 2017-2018)



Source: MoNE, end of academic year 2017-2018.

TABLE C2: Numbers of Syrian students UTP enrolled by type of institution and GERs, by grade (2017-2018)

| Grade | Turkish Public Schools* | Temporary Education Centres* | Total | Total school-age population ** | Overall Gross Enrolment Rate (GER) by grade |
|-------------------------------|-------------------------|------------------------------|----------------|--------------------------------|---------------------------------------------|
| Pre-school | 29,457 | 7,091 | 36,548 | 93,791 | 39.06% |
| 1st Grade | 99,491 | 14,114 | 113,605 | 92,358 | 106.75% |
| 2nd Grade | 68,050 | 12,794 | 80,844 | 89,198 | |
| 3rd Grade | 38,485 | 65,921 | 104,406 | 85,335 | |
| 4th Grade | 30,598 | 44,851 | 75,449 | 84,340 | |
| 5th Grade | 44,180 | 7,221 | 51,401 | 76,568 | 50.58% |
| 6th Grade | 20,516 | 14,267 | 34,783 | 67,721 | |
| 7th Grade | 10,967 | 17,790 | 28,757 | 64,486 | |
| 8th Grade | 7,402 | 15,270 | 22,672 | 64,044 | |
| 9th Grade | 14,124 | 2,554 | 16,678 | 61,434 | 23.93% |
| 10th Grade | 5,976 | 5,149 | 11,125 | 62,852 | |
| 11th Grade | 2,706 | 6,440 | 9,146 | 61,069 | |
| 12th Grade | 1,764 | 8,575 | 10,339 | 73,004 | |
| High School Preparation Class | 4 | 41 | 45 | | |
| Support Class | 0 | 256 | 256 | | |
| Training Class | 0 | 95 | 95 | | |
| Open Schools*** | 14,129 | 0 | 0 | | |
| TOTAL | 387,849 | 222,429 | 610,278 | 976,200 | 62.52% |

* YOBIS and e-school data recorded as of June 9, 2018.

** DCMM data (September 2017).

*** There are 14,179 students in Open Education Schools.

Source: MoNE, end of academic year 2016-2017.

TABLE C3: Number of Syrian children UTP in TPS by province and GER (2017-2018)

| Province | School Age Population | Gross Enrollment Rate % |
|----------------|-----------------------|-------------------------|
| Adana | 34,113 | 63.7% |
| Adıyaman | 6,449 | 67.5% |
| Afyonkarahisar | 1,511 | 97.7% |
| Ağrı | 133 | 35.9% |
| Aksaray | 432 | 59.1% |
| Amasya | 774 | n/a* |
| Ankara | 20,270 | 77.2% |
| Antalya | 3,839 | n/a* |
| Ardahan | 18 | 75.0% |
| Artvin | 19 | n/a* |
| Aydın | 808 | 44.1% |
| Balıkesir | 1,269 | n/a* |
| Bartın | 8 | n/a* |
| Batman | 3,231 | 53.3% |
| Bayburt | 28 | n/a* |
| Bilecik | 360 | n/a* |
| Bingöl | 266 | 95.3% |
| Bitlis | 140 | 53.4% |
| Bolu | 1,377 | n/a* |
| Burdur | 526 | 21.6% |
| Bursa | 24,449 | 66.8% |
| Çanakkale | 303 | 32.9% |
| Çankırı | 681 | n/a* |
| Çorum | 2,763 | n/a* |
| Denizli | 1,704 | 61.4% |
| Diyarbakır | 4,541 | 46.8% |
| Düzce | 912 | n/a* |
| Edirne | 145 | 17.4% |
| Elazığ | 1,778 | 97.6% |
| Erzincan | 34 | 91.9% |
| Erzurum | 157 | 71.4% |
| Eskişehir | 2,022 | n/a* |
| Gaziantep | 69,970 | 61.4% |
| Giresun | 108 | n/a* |

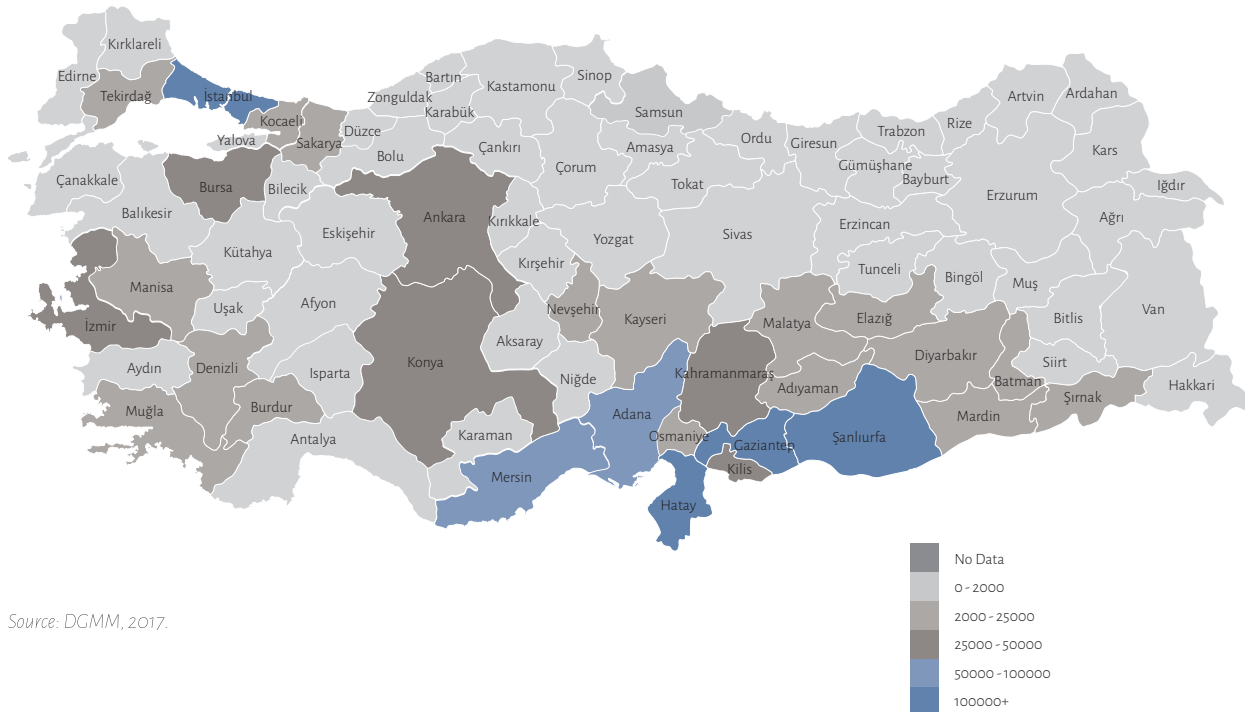
| Province | School Age Population | Gross Enrollment Rate % |
|---------------|-----------------------|-------------------------|
| Gümüşhane | 23 | n/a* |
| Hakkari | 10 | 1.5% |
| Hatay | 58,844 | 47.1% |
| İğdır | 23 | 82.1% |
| Isparta | 683 | 37.5% |
| İstanbul | 97,807 | 68.9% |
| İzmir | 19,738 | 55.9% |
| Kahramanmaraş | 22,224 | 70.3% |
| Karabük | 696 | n/a* |
| Karaman | 285 | n/a* |
| Kars | 17 | 41.5% |
| Kastamonu | 602 | n/a* |
| Kayseri | 10,814 | 58.1% |
| Kırıkkale | 938 | n/a* |
| Kırklareli | 72 | 19.0% |
| Kırşehir | 922 | n/a* |
| Kilis | 27,662 | 60.3% |
| Kocaeli | 7,085 | 83.3% |
| Konya | 15,276 | 65.6% |
| Kütahya | 1,131 | n/a* |
| Malatya | 5,788 | 73.3% |
| Manisa | 1,583 | 70.9% |
| Mardin | 9,092 | 35.8% |
| Mersin | 22,382 | 45.6% |
| Muğla | 875 | 35.3% |
| Muş | 120 | 32.3% |
| Nevşehir | 1,097 | 46.0% |
| Niğde | 599 | 54.6% |
| Ordu | 971 | n/a* |
| Osmaniye | 9,028 | 66.3% |
| Rize | 131 | 58.2% |
| Sakarya | 3,797 | n/a* |
| Samsun | 3,877 | n/a* |
| Siirt | 599 | 66.4% |
| Sinop | 200 | n/a* |
| Sivas | 540 | 67.5% |

| Province | School Age Population | Gross Enrollment Rate % |
|--------------|-----------------------|-------------------------|
| Şanlıurfa | 77,181 | 52.1% |
| Şırnak | 451 | 13.8% |
| Tekirdağ | 1,488 | 73.6% |
| Tokat | 470 | n/a* |
| Trabzon | 700 | n/a* |
| Tunceli | 6 | 20.0% |
| Uşak | 429 | 92.5% |
| Van | 247 | 28.1% |
| Yalova | 2,223 | n/a* |
| Yozgat | 1,736 | n/a* |
| Zonguldak | 496 | n/a* |
| TOTAL | 596,149 | 61.1% |

* n/a: Not applicable. The Gross Enrollment Rate has not been calculated in these provinces due to incomplete information.

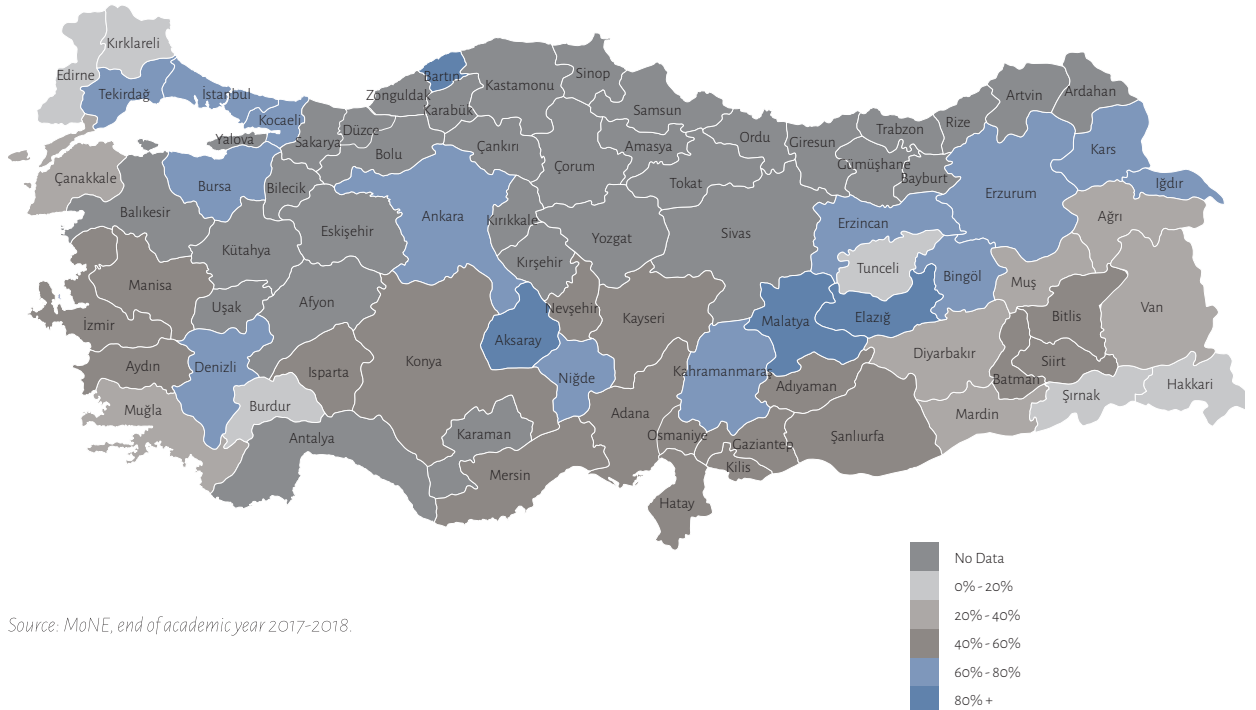
Source: MoNE, 2017-2018.

Map C1: Numbers of school-aged Syrian children UTP in all levels of education by province (2017-2018)



Source: DGMM, 2017.

MAP C2: GERs for all levels of education by province (2017-2018)



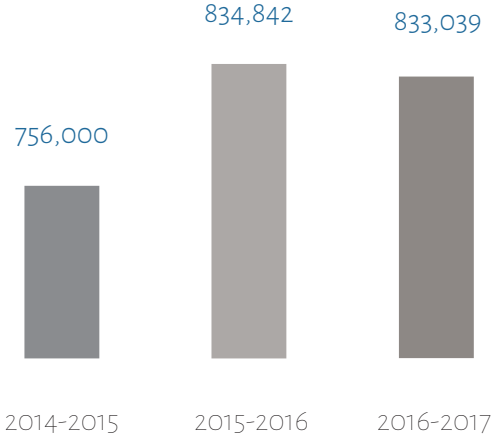
Source: MoNE, end of academic year 2017-2018.

APPENDIX D

Key Results for the Academic Year 2016-2017

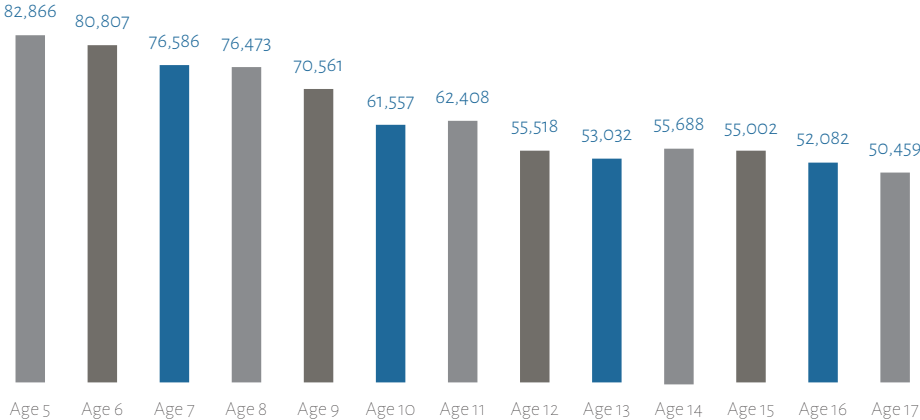
1. SCHOOL-AGE POPULATION

FIGURE D1: School-age Syrian children UTP by academic year (2014-2017)



Source: DGMM, 2016.

FIGURE D2: Numbers of Syrian children UTP aged 5-17 by age (2016)



Source: DGMM, 2016.

2. STATISTICS ON FORMAL EDUCATION

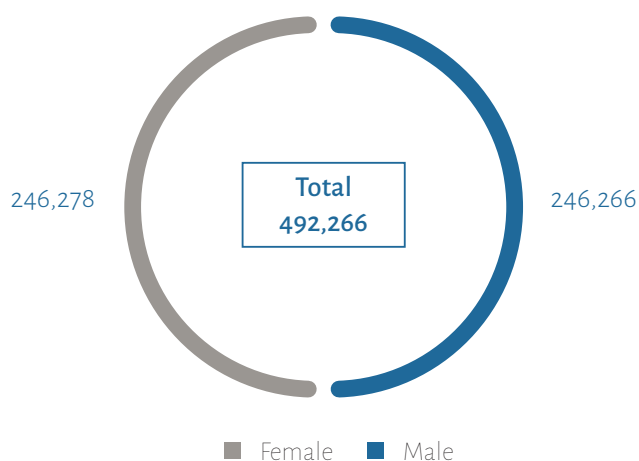
TABLE D1: Numbers of Syrian children UTP enrolled in TPSs and TECs, school-age population and GER by academic year (2014-2017)

| Academic year | Turkish Public Schools | Temporary Education Centres | TOTAL | School-age population | Gross Enrolment Rate |
|---------------|------------------------|-----------------------------|---------|-----------------------|----------------------|
| 2014-2015 | 40,000 | 190,000 | 230,000 | 756,000 | 30% |
| 2015-2016 | 62,357 | 248,902 | 311,259 | 834,842 | 37% |
| 2016-2017 | 201,505* | 291,039 | 492,544 | 833,039 | 59% |

* This figure includes 8,002 children enrolled in Open Education Schools.

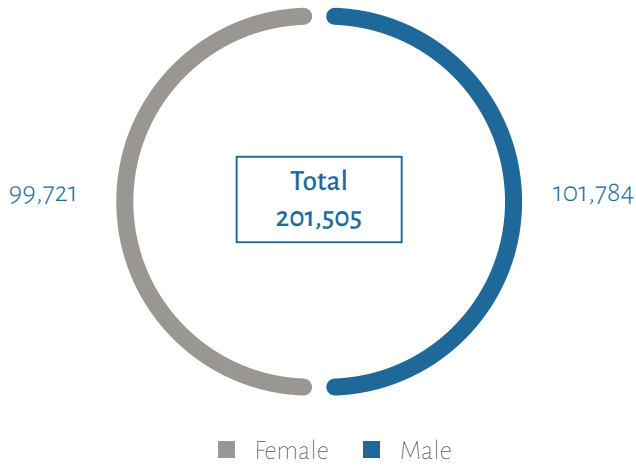
Source: MoNE, end of academic year 2016-2017.

FIGURE D3: Syrian children UTP enrolled in formal education (2016-2017) by gender



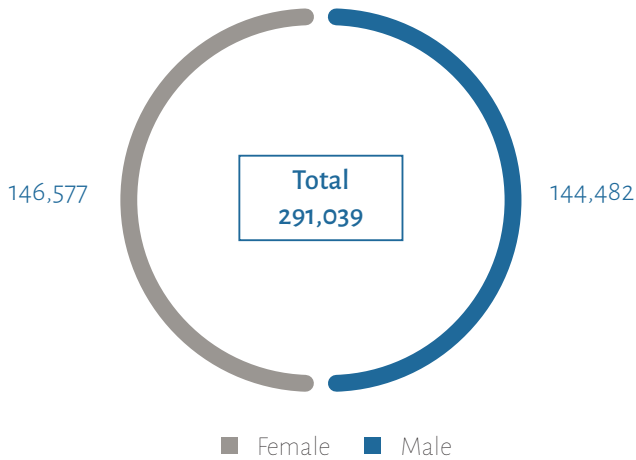
Source: MoNE, end of academic year 2016-2017.

FIGURE D4: Syrian children UTP enrolled in Turkish Public Schools (TPSs) (2016-2017) by gender



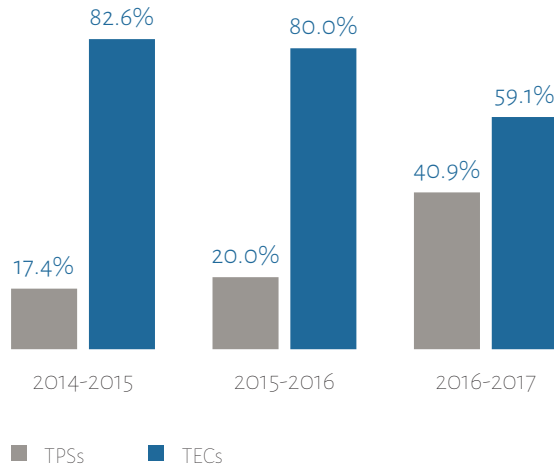
Source: MoNE, end of academic year 2016-2017.

FIGURE D5: Syrian children UTP enrolled in Temporary Education Centres (TECs) (2016-2017) by gender



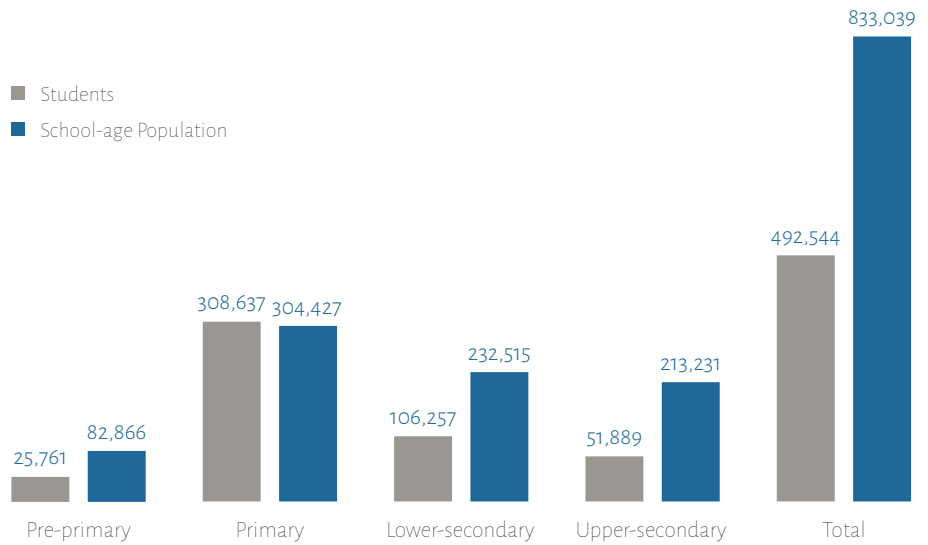
Source: MoNE, end of academic year 2016-2017.

FIGURE D6: Ratios of Syrian children UTP enrolled in TPSs and TECs by academic year (2014-2017)



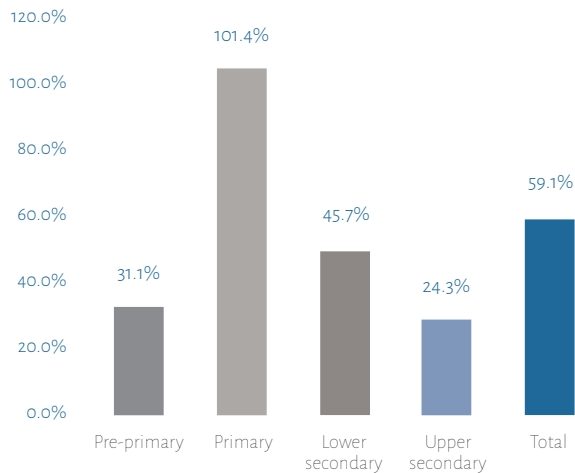
Source: MoNE, end of academic year 2016-2017.

FIGURE D7: Numbers of Syrian students UTP enrolled in formal education and school-age Syrian population UTP by level of education (2016-2017)



Source: MoNE, end of academic year 2016-2017.

FIGURE D8: GERs in formal education by level of education (2016-2017)



Source: MoNE, end of academic year 2016-2017.

TABLE D2: Numbers of Syrian children UTP enrolled by type of institution and GERs, by grade (2016-2017)

| Grade | Turkish Public Schools* | Temporary Education Centres* | Total | Total school-age population ** | Overall Gross Enrolment Rate (GER) by grade |
|-------------------------------|-------------------------|------------------------------|----------------|--------------------------------|---------------------------------------------|
| Pre-school | 20,738 | 5,023 | 25,761 | 82,866 | 31.1% |
| 1st Grade | 70,451 | 5,280 | 75,731 | 80,807 | 93.7% |
| 2nd Grade | 25,640 | 81,766 | 107,406 | 76,586 | 140.2% |
| 3rd Grade | 17,592 | 54,357 | 71,949 | 76,473 | 94.1% |
| 4th Grade | 13,504 | 40,048 | 53,552 | 70,561 | 75.9% |
| 5th Grade | 18,068 | 16,672 | 34,740 | 61,557 | 56.4% |
| 6th Grade | 7,048 | 22,681 | 29,729 | 62,408 | 47.6% |
| 7th Grade | 5,200 | 17,869 | 23,069 | 55,518 | 41.6% |
| 8th Grade | 3,714 | 15,005 | 18,719 | 53,032 | 35.3% |
| 9th Grade | 6,829 | 7,630 | 14,459 | 55,688 | 26.0% |
| 10th Grade | 2,189 | 9,020 | 11,209 | 55,002 | 20.4% |
| 11th Grade | 1,530 | 6,206 | 7,736 | 52,082 | 14.9% |
| 12th Grade | 999 | 9,290 | 10,289 | 50,459 | 20.4% |
| High School Preparation Class | 1 | | 1 | | |
| Support Class | | 70 | 70 | | |
| Training Class | | 123 | 123 | | |
| Open Schools*** | 8,002 | | 8,002 | | |
| TOTAL | 201,505 | 291,039 | 492,544 | 833,039 | 59.1% |

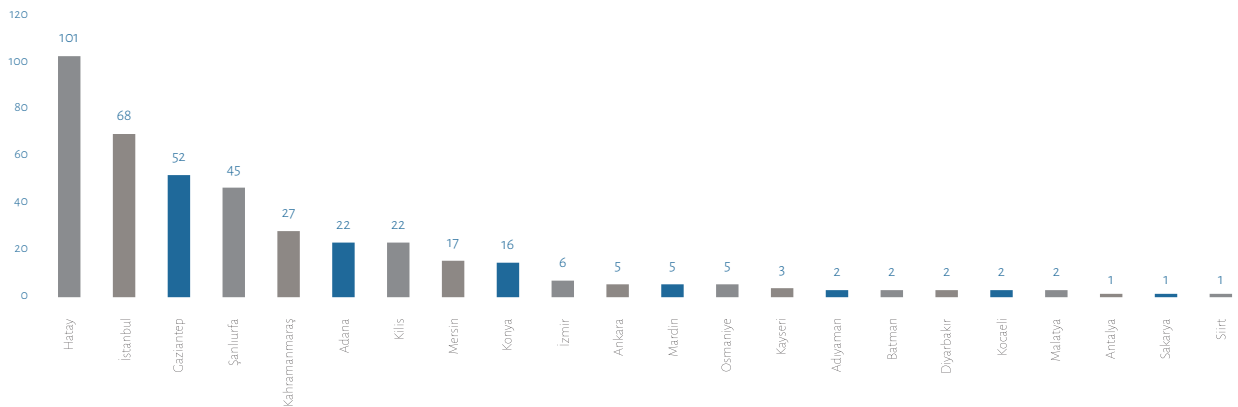
* YOBIS and e-school data recorded as of June 9, 2017.

** DGMM data (November 2016).

*** There are 8,002 students in Open Education Schools.

Source: MoNE, end of academic year 2016-2017.

FIGURE D9: Temporary Education Centres by province (2016-2017)



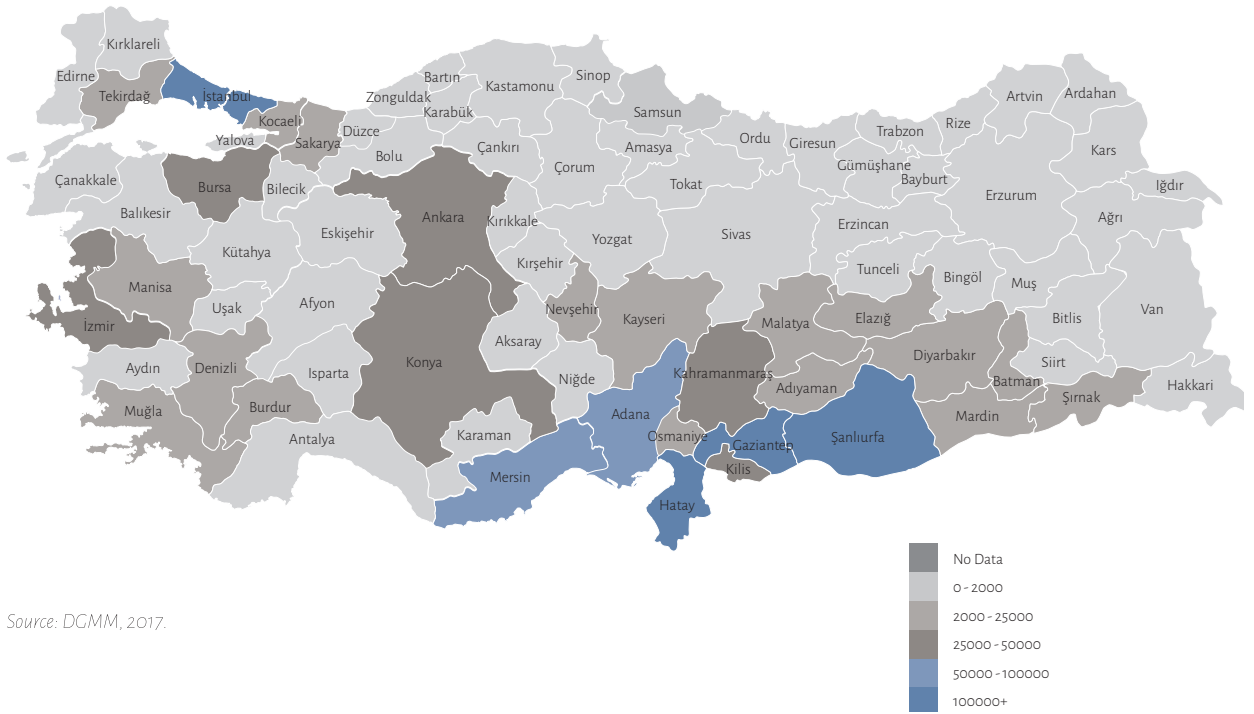
Source: MoNE, end of academic year 2016-2017.

TABLE D3: Distribution of Syrian children UTP in TECs by place of residence (camp or host community) and province (2016-2017)

| Province | Camp students | Host community students | Total number of students |
|---------------|---------------|-------------------------|--------------------------|
| Adana | - | 19,107 | 19,107 |
| Adiyaman | 3,127 | 1,949 | 5,076 |
| Ankara | - | 3,755 | 3,755 |
| Antalya | - | 9 | 9 |
| Batman | - | 1,748 | 1,748 |
| Diyarbakır | - | 1,626 | 1,626 |
| Gaziantep | 10,523 | 27,475 | 37,998 |
| Hatay | 3,482 | 42,702 | 46,184 |
| İstanbul | - | 40,590 | 40,590 |
| İzmir | - | 5,960 | 5,960 |
| Kahramanmaraş | 3,408 | 6,147 | 9,555 |
| Kayseri | - | 2,451 | 2,451 |
| Kilis | 8,776 | 7,711 | 16,487 |
| Kocaeli | - | 1,343 | 1,343 |
| Konya | - | 4,364 | 4,364 |
| Malatya | 3,178 | 765 | 3,943 |
| Mardin | 1,240 | 1,670 | 2,910 |
| Mersin | - | 13,662 | 13,662 |
| Osmaniye | 2,225 | 2,013 | 4,238 |
| Sakarya | - | 461 | 461 |
| Siirt | - | 223 | 223 |
| Şanlıurfa | 32,612 | 29,741 | 62,353 |
| Total | 68,571 | 215,472 | 284,043 |

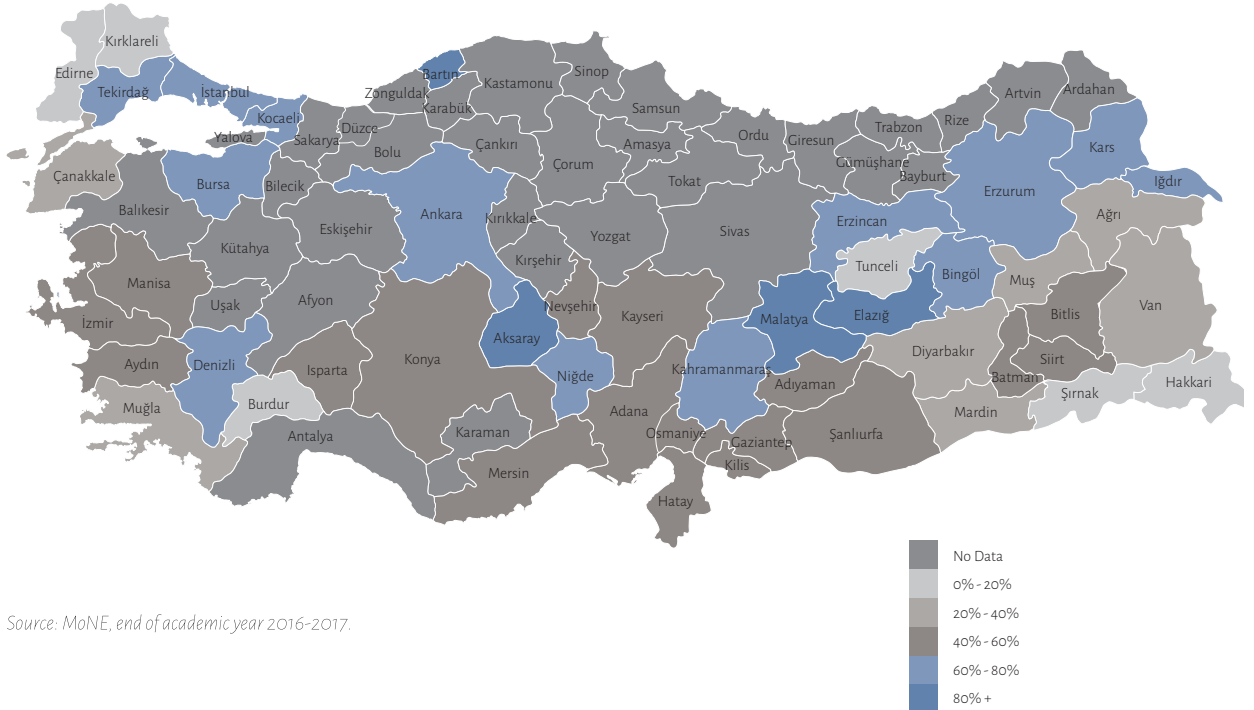
Source: MoNE, end of academic year 2016-2017.

Map D1: Numbers of school-aged Syrian children UTP in all levels of education by province (2016-2017)



Source: DGMM, 2017.

MAP D2: GERs for all levels of education by province (2016-2017)



Source: MoNE, end of academic year 2016-2017.

Lined writing area consisting of multiple horizontal blue lines.

