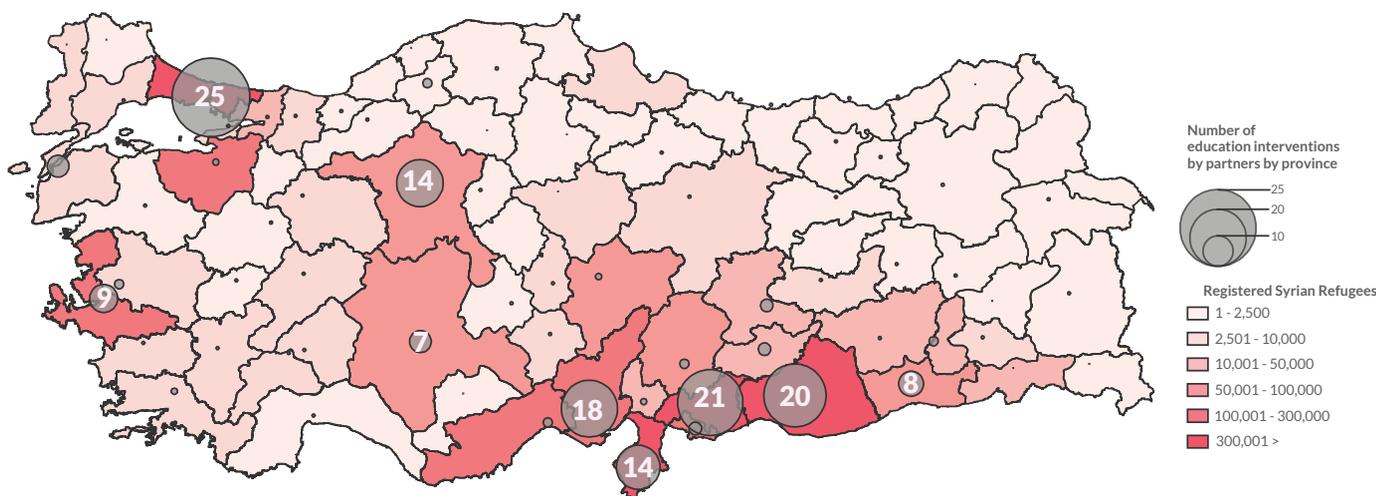




**COUNTRY COVERAGE:
NUMBER OF REGISTERED SYRIAN REFUGEES AND NUMBER OF EDUCATION INTERVENTIONS BY PROVINCE**



SECTOR OVERVIEW AND ACHIEVEMENTS

Thanks to continued cooperation between the Ministry of National Education (MoNE), UN Agencies and partners on the ground, the number of refugees benefiting from a wide range of educational opportunities increased significantly in the first half of 2017. Over 480,000 Syrian children were enrolled in formal education, while nearly 30,000 young Syrian children benefited from early childhood education (ECE). Meanwhile, the number of youth enrolled in higher education increased to over 15,000 and a further 1,600 high school graduates received scholarships to participate in higher education preparation programmes.

Concerted efforts are being made to reduce the socio-economic barriers refugee families face in accessing formal education. In June, the national Conditional Cash Transfer for Education (CCTE) was extended to refugees, with the aim of promoting attendance, reducing drop-out, and encouraging enrolment. More than 60,000 children enrolled in Turkish public schools and temporary education centres (TECs) have benefitted from the CCTE programme. Over 21,000 children benefited from safe, subsidised school transportation.

Ongoing initiatives to strengthen the quality of education continued in 2017, including the provision of monthly financial incentives to Syrian volunteer teachers and the teacher training for current and prospective teachers to strengthen their professional skills. Technical support was also provided to the MoNE to upgrade the Education Management Information System for Foreigners (YOBIS) in order to improve data collection of children enrolled in TECs, with the aim of integrating YOBIS into existing national education management information systems.

The Education sector is also supporting the MoNE's strategy to transition Syrian children into the national education system. Over 37,000 Turkish teachers have been trained to strengthen their capacity to meet the needs of Syrian students enrolled in Turkish public schools. The Ministry has also increased the number of hours of Turkish instruction per week in TECs and provided Turkish language textbooks to enhance the quality of language instruction.

INCREASING ACCESS TO EDUCATION OPPORTUNITIES (RESULTS ACHIEVED)

		Reached / Targeted	Girls	Boys
# of children enrolled in ECE and pre-primary education	130%	29,092* / 22,400	14,476	14,616
# of Syrian children enrolled in formal education (Grades 1-12)	118%	487,482* / 412,200	242,933	244,549
# of children enrolled in informal non-accredited education	14%	12,642 / 89,290	6,618	6,024
# of students enrolled in tertiary education	60%	15,080 / 25,000	5,316	9,764

* Target exceeded by mid-year

PROGRESS AGAINST 3RP TARGETS

Significant progress has been made to expand access to educational opportunities and enhance the quality of services. Sector targets have already been met in several areas, including the provision of classrooms, the provision of teacher incentives, needs-based teacher training and enrolment in formal education and ECE.

Nevertheless challenges remain, particularly in the area of informal and non-formal education (I/NFE). In January 2017, the MoNE began requiring all NGOs to sign an official protocol governing the implementation of I/NFE in Turkey. Several 3RP partners have since either scaled back, deferred or suspended activities pending the finalisation of these protocols. Progress against these targets has therefore been slower than anticipated, however, close to 13,000 children and youth have benefitted from informal education programmes, including language and catch-up classes and homework support activities.

ENHANCING THE QUALITY OF EDUCATIONAL OPPORTUNITIES (RESULTS ACHIEVED)

	Reached / Targeted		
# of Turkish language textbooks provided	64%	447,897 / 702,000	
# teachers and education personnel provided with incentives	102%	13,221* / 13,000	Female: 7,138 / Male: 6,083
# of teachers and education personnel trained	157%	55,650* / 35,380	31,050 / 24,600

* Target exceeded by mid-year

PROGRESS ACHIEVED IN ACTIVITIES

211 # of classrooms constructed, established or rehabilitated	31,701 # of persons provided with information on education opportunities	2,137 # of Syrian children benefitting from Turkish language programmes including through Public Education Centres	1,164 # of students receiving higher education scholarships Female: 463 / Male: 701	56,541 # of refugee children and adolescents receiving conditional cash-grants Female: 28,384 / Male: 28,157
4,111 # of out-of-school children benefitting from catch-up classes to prepare for entry into formal education Girls: 2,016 / Boys: 2,095	8,368 # of children benefitting from Turkish language classes in informal education settings Girls: 4,517 / Boys: 3,851	18,621 # of Syrian teachers and education personnel trained on child-centred and protective pedagogy Female: 10,204 / Male: 8,417	37,024 # of Turkish teachers trained on inclusive pedagogy to support the inclusion of Syrian children in Turkish schools Female: 20,843 / Male: 16,181	21,105 # of children benefitting from school transport support Girls: 10,326 / Boys: 10,779

LOOKING AHEAD

Enrolment in formal education is expected to rise with the start of the school year, thanks to concerted outreach to refugee communities on available education opportunities, the expansion of learning spaces, the strengthened capacity of teachers to meet the needs of Syrian children in Turkish public schools, and the roll-out of the CCTE programme.

MoNE will soon launch an Accelerated Learning Programme for students who have been out of school for several years. The programme will support these children to catch up on years of lost schooling, with the aim of integrating them into formal education or providing them with viable alternative pathways to learning and certification.

Planning for the 2018/2019 3RP process will start in September 2017, with a review of sector progress to date and an examination of the continued relevance of strategic priorities. The planning assumptions and priorities will be discussed with representatives of the Ministry of National Education in order to ensure that the 3RP is aligned with national priorities, targets and strategies.