EDUCATION TENDENCIES AND EXPECTATIONS AMONG SYRIAN YOUTH PREPARING FOR HIGHER EDUCATION IN SULTANBEYLI

The present research study was conducted within the scope of the Project entitled «Improvement of Access to Education among Syrian Youth Preparing for Higher Education Living in Urban Areas» implemented by Yuva Association as part of the Grant scheme of the HOPES Project funded by the European Union and implemented by the German Academic Exchange Service (DAAD) together with the British Council, Campus France and Nuffic. Yuva Association, Sultanbeyli Municipality, and Refugees Association under the EU Regional Trust Fund – «Madad Fund» - established in response to the Syrian crisis.
Presentation Outline

Step 1: The final objective of the project
- The aim of the study
- Selection of the sample
- Research methodology

Step 2: Survey content
- Pilot application
- Field application

Step 3: Classification of raw data collected from the field
- Description of data on statistical software (SPSS)

Step 4: Research results
- Evaluation of results

This project is funded by the European Union.
Bu proje Avrupa Birliği tarafından finanse edilmektedir.

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The final objective of the «Improvement of Access to Education among Syrian Youth Preparing for Higher Education Living in Urban Areas» Project is to support access to higher education among Syrian youth living in Turkey.

The present research study aims to understand the education-oriented tendencies and expectations among Syrian youth.

Accordingly, the study sample consists of **220 Syrian young individuals** in the age range between 17 and 28 that have participated in TÖMER and YÖS training activities held in Sultanbeyli between December 2017 and August 2018.

This period covered 2 TÖMER courses of 6 months and 1 YÖS course of 4 months. **193 persons** in total were included in the study sample.

The research is of a descriptive nature.

Data were collected through a survey.

The survey included questions on demographic information (age, sex, income, and family), education information, knowledge of the examination system and universities, and future plans.

The survey was applied to 27 persons in the field as a pilot.

The survey was conducted face to face with computer support (CAPI) through the education field officer and trainers.

The surveys were implemented between December 2017 and July 2018.
Data collected through surveys were subject to a check.

The data were classified under specific categories.

The classified data were entered into a statistical software programme (SPSS) employed in social sciences.

The research study were presented in a descriptive form and in cross-analyses.
RESULTS
The Story of the Group

Age %

- 17-22: 52.3%
- 23-26: 25.9%
- Older than 27: 14.5%
- Younger than 17: 7.3%

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The Story of the Group

Marital Status %

- Single: 78.2%
- Married: 16.6%
- Engaged: 3.6%
- Diğer: 1.6%

Duration of Stay in Turkey %

- Less than 1 year: 6.7%
- 1 year: 7.3%
- 2 years: 17.1%
- 3 years: 27.5%
- 4 years: 26.4%
- 5 years: 9.3%
- 6 years: 3.1%
- Other: 2.6%
The Story of the Group

City of Residence in Syria %

- Aleppo: 54.9%
- Damascus: 20.7%
- Idlib: 8.8%
- Der ez-Zor: 5.2%
- Other: 2.6%
- Homs: 2.1%
- Hama: 2.1%
- Al-Hasakah: 1.6%
- Latakia: 1.0%
- Rakka: 1.0%

Type of Residence %

- Town: 72.0%
- District Centre: 21.2%
- City Centre: 6.7%

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The Story of the Group

Residential Status in Istanbul %

- With Family: 83,4%
- Dormitory: 8,8%
- With Relatives: 2,1%
- With Friends: 1,6%
- Other: 4,1%

<table>
<thead>
<tr>
<th>No. of Residents in Household</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 person (self)</td>
<td>3,1</td>
</tr>
<tr>
<td>2 persons</td>
<td>7,3</td>
</tr>
<tr>
<td>3 persons</td>
<td>9,8</td>
</tr>
<tr>
<td>4 persons</td>
<td>14,5</td>
</tr>
<tr>
<td>5 persons</td>
<td>11,4</td>
</tr>
<tr>
<td>6 persons</td>
<td>10,9</td>
</tr>
<tr>
<td>7 persons</td>
<td>8,3</td>
</tr>
<tr>
<td>8 persons</td>
<td>4,7</td>
</tr>
<tr>
<td>9 persons</td>
<td>3,6</td>
</tr>
<tr>
<td>10 persons</td>
<td>5,2</td>
</tr>
<tr>
<td>More than 10 persons</td>
<td>21,2</td>
</tr>
</tbody>
</table>

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YUVA
Sultanbeyli Municipality
MUŁTECİLER
The Story of the Group

Employment Status %

- Unemployed: 13.0%
- Full-Time: 48.2%
- Part-Time: 26.4%
- Student: 12.4%

Employed Household Members %

- Nobody: 28.0%
- Father: 23.8%
- Older brother (+): 23.3%
- Younger sibling (+): 8.3%
- Spouse: 7.3%
- Other elders in household: 3.1%
- Mother: 2.6%
- Friends: 1.6%
- Other: 1.0%
- Older Sister (+): 1.0%
Educational Status

1. 38.9% Responded graduated from general high school
2. 23.8% Respondent is attending last year in high school
3. 15.5% Respondent was forced to drop out of university in Syria
4. 10.9% Responded graduated from a 4-year university programme
5. 5.2% Responded graduated from a 2-year university programme
6. 3.1% Respondent graduated from vocational high school
7. 2.6% Respondent has a higher education degree (master's or PhD)
Educational Status

Type of Last Diploma %

- High school: 57.0%
- Secondary school: 21.2%
- University - 4-year programme: 12.4%
- University - 2-year higher education: 8.3%
- Master’s Degree: 1.0%

Availability of Diploma %

- With me: 71.0%
- Not with me: 29.0%

*All 193 respondents answered the question.
Educational Status

**Diploma Language %**
- Arabic: 24%
- Turkish: 73%
- Diğer: 3%

*137 persons in total responded to the question with consideration for non-responding undergraduates.

**Others Schooled in Household %**
- 5 or more persons: 5.7
- 4 persons: 9.3
- 3 persons: 13.5
- 2 persons: 19.2
- 1 person: 25.4
- Yok: 26.9

*2 persons on average

*All 193 respondents answered the question.*

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*المشروع تم تمويله من قبل الاتحاد الأوروبي*
The Story of the Group

*All 193 respondents answered the question.

<table>
<thead>
<tr>
<th>Other Educated Members of Household</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger sibling (+)</td>
<td>36.3</td>
</tr>
<tr>
<td>None</td>
<td>22.8</td>
</tr>
<tr>
<td>Family (mother, father, siblings)</td>
<td>7.3</td>
</tr>
<tr>
<td>Other elders in household</td>
<td>7.3</td>
</tr>
<tr>
<td>Older Sister (+)</td>
<td>7.3</td>
</tr>
<tr>
<td>Older Brother (+)</td>
<td>7.3</td>
</tr>
<tr>
<td>Spouse</td>
<td>5.2</td>
</tr>
<tr>
<td>Father</td>
<td>4.7</td>
</tr>
<tr>
<td>Other</td>
<td>1.0</td>
</tr>
<tr>
<td>Mother</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*113 persons responded to this question. The ratios were calculated on the basis of 113 respondents.

*All 193 respondents answered the question.

University Exam Entrance %

- Female: 81.4%
- Male: 90.7%

Yes: 18.6%
No: 9.3%
The Story of the Group

Have you sat the university entrance examination in Turkey before? %

*176 respondents answered the question

Exam Entrance in Turkey by Sex %

- Yes: 40,0%
- No: 51,0%

*Only a small group within the respondents (15 persons) stated that they had entered the university exam in Turkey. The percentage breakdown is expressed on the basis of this figure.
Which subject was the most difficult for your preparation for the university exam in Turkey?

- Turkish: 35.8%
- Maths: 35.8%
- Geometry: 20.3%
- Logic-Skills: 8%

How many hours a day do you spend preparing for the university exam on average?

- Less than 1 hour: 3.4%
- 1 hour: 23.9%
- 2 hours: 24.4%
- 3 hours: 11.4%
- 4 hours: 10.8%
- 5 hours: 8.5%
- 6 hours or more: 17.6%
The Story of the Group

Do you have a suitable space to study?

- Yes: 79.8%
- No: 20.2%

If yes, where?

- In my own room: 44.8%
- In the living room: 24.7%
- In a room I share with my sibling: 24.7%
- Other: 2.6%
- At the library: 2.6%
- At my friend’s place: 0.6%

*154 respondents have a suitable space to study
The Story of the Group

If no, how do you study? %

- In a room shared with family members: 33.3%
- I cannot study: 17.9%
- At a park or on the bus: 10.3%
- After work: 7.7%
- At work: 7.7%
- At nights: 7.7%
- At school: 5.1%
- Mobile, on YouTube: 5.1%
- At my friend’s place: 5.1%

How do you mostly spend your day? %

- I work full time: 30.1%
- I go to school: 21.2%
- I study: 18.7%
- I work part time: 11.9%
- I do housework: 11.9%
- I care for a child or an elder at home: 3.1%
- I study and do housework: 2.1%
- Other: 1.0%

*This represents the breakdown of 39 persons without a suitable space to study.
The Story of the Group

**Are there people in your family or social environment that support your university entrance? %**

- None: 26.6%
- Mother: 22.9%
- Father: 18.1%
- Older Sister: 8.9%
- Older Brother: 5.9%
- Teacher: 5.2%
- Spouse: 4.1%
- NGO: 2.6%
- Family: 2.2%
- Other: 1.8%
- Municipality: 1.8%

*The respondents marked more than one option. The percentage is expressed on the basis of the percentage breakdown of the number of responses.*

**Breakdown by Sex %**

- Female: 36.1%
- Male: 63.9%

*72 respondents stated that they did not receive any support from their family members or social environment.*
Which criteria do you consider for your career choice? %

- My area of interest: 57.5%
- My social observations: 18.1%
- The wishes of elders in my family: 14.5%
- Other: 5.9%

*221 responses were received from 193 participants. This figure represents the percentage distribution of the number of responses.
Why have you decided to enter the university exam?

1. 50.6% I want to continue with my education and to achieve my goal.
2. 13.4% I like education and studying.
3. 10.5% I want to find a good job.
4. 9.3% I have not entered the university exam before.
5. 6.4% I want to specialise and improve myself.
6. 5.8% For my and my family's future.
7. 4.1% To learn Turkish.

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The Story of the Group
Has your career choice changed after your migration? %

- No: 70.0
- Yes: 29.0

If yes, what was your career choice before your migration experience?

- Engineering
- Teaching
- Medicine
- Law
- Architecture
- Fine Arts
- Science
- Social Sciences
- Management
- Communication
- Other

What is your current career choice?

- Engineering
- Management - Teaching
- Studying at University
- Architecture - Fine Arts - Sports
- Science - Law
If no, what is your career goal?

- Engineer: 23.1%
- Medicine (physician, nurse, etc.): 17.4%
- Pharmacist: 9.9%
- Teacher: 9.1%
- I have not decided yet: 8.3%
- Other (spontaneous answers): 5.0%
- Architect: 5.0%
- Academic (in Arabic language): 5.0%
- Interpreter: 4.1%
- Management / HR Management: 4.1%
- Social worker: 3.3%
- Law: 2.5%
- Business person: 1.7%
- Athlete: 1.7%
Do you know about the exam system in Turkey?

- Yes: 62.7%
- No: 37.3%

If yes, where do you obtain such information? %

- Official Website (YÖK, MoNE, municipality, etc.): 45.3%
- Google search engine: 25.5%
- My friend or neighbour from Turkey: 12.3%
- Non-governmental organisation: 11.3%
- My neighbour: 3.8%
- Other: 1.9%
Do you know about the universities and departments in Turkey? %

- Yes: 62.7%
- Hayır: 37.3%

If yes, where do you obtain such information? %

- Official Website (YÖK, MoNE, municipality, etc.): 45.3%
- Google search engine: 25.5%
- My friend or neighbour from Turkey: 12.3%
- Non-governmental organisation: 11.3%
- My neighbour: 3.8%
- Other: 1.9%
Why do you find university education to be

- For me to achieve my dreams and goals: 25.7%
- For me to improve myself: 19.9%
- To qualify for a job or profession: 18.8%
- To make our lives easier: 18.3%
- To have a good life: 7.9%
- For me to benefit my country: 5.8%
- To help others: 3.7%

Where do you see yourself in your future plans?

- I am planning to complete my education and remain in Turkey: 70.5%
- I am planning to complete my education here and then return to my country: 16.1%
- I am planning to leave for another country after completing my education if I cannot find a job in…: 8.3%
- I don't know: 2.6%
- I would like to study in Turkey: 1.6%
- I am planning to leave for another country after completing my education: 1.0%
The Story of the Group

What do you think you need to pass the university entrance exam? %

- **Scholarship**: 33.9%
- **Suitable space to study**: 31.0%
- **Tuition**: 17.4%
- **Education guidance and counselling**: 15.15%
- **Other**: 2.3%

*310 responses were received from 176 participants. The figure represents the percentage breakdown of the number of responses.

Do you think that the course you will receive will have a positive impact on your score at the university exam? %

- I definitely disagree: 4.5%
- I disagree: 4.5%
- I am indecisive: 6.3%
- I agree: 47.2%
- I definitely agree: 37.5%

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Higher and further education opportunities and perspectives for students.

DAAD, British Council, Campus France, Nuffic.
Evaluation of Results

The following findings have been compiled on the basis of the responses received from the study sample:

1) Findings Concerning the Demographic Breakdown of Respondents
Age range: 17-22 years
Residence in Syria: city centres
Duration of stay in Turkey: 3 to 4 years
Current Residence: Family household shared with 5 persons on average
Employment: Unemployed or Full-Time Employment
2) Findings Concerning Educational Status, University Entrance Motivation, and Exam Preparation Status among Respondents

Respondents on Average:

High school diploma from schools in Syria

Entrance in one university exam back in Syria

Ability to spare 2-3 hours per day on average to prepare for the exam

A suitable space to study

Work, school and studies combined in daily routine

No support for or support from a single member of the family for university attendance

Will to achieve their dreams, realize themselves, and qualify for a job or profession

Will to complete their education and remain in Turkey
3) Findings Concerning Education Trends and Expectations

a) 70% of the youth did not experience any change in their career choices following migration.

The respondents that observed a change in career choice after migration were observed:

- Not to know which profession to choose.
- To rank law as the last option despite its previous preference at the 3rd rank.
- To add the option of «studying at the university» as a career choice pertaining to the profession they would like to take up after migration.

b) They do not have information on the universities and departments in Turkey.

c) 63% of the respondents pointing out to a lack of support from their families and social environment for their university attendance are women.

d) They need scholarships to pass the university entrance exam.

e) They believe that the training will have a positive impact on their scores at the exam.
Recommendations
The conduct of a review is recommended on the type of scholarship they would to score highly at the university entrance exam. Family information activities may be carried out to support women’s access to higher education. Efforts may be put forth to identify positive scholarships to support Syrian women’s enrollment at the university. Activities may be taken up to improve the possibilities for Syrian youth in Turkey to choose law for their career with due consideration of the potential effect of the difficulties encountered in the studies for this field in Turkey on the changes in the choice of law among Syrian youth. Information-sharing activities should be made more widespread with respect to the universities and departments available to Syrian youth in Turkey.