

**Turkey**  
**Education**  
**Sectoral and OR+ (*Thematic*) Report**

**January 2018 – December 2018**



Credits: © UNICEF/ Noorani

**Prepared by:**  
**UNICEF Turkey**  
**March 2019**

## Table of Contents

<b>I. EXECUTIVE SUMMARY .....</b>	<b>4</b>
<b>II. STRATEGIC CONTEXT OF 2018.....</b>	<b>5</b>
<b>III. RESULTS ACHIEVED IN THE SECTOR .....</b>	<b>7</b>
<b>IV. FINANCIAL ANALYSIS.....</b>	<b>15</b>
<b>V. FUTURE WORK PLAN .....</b>	<b>21</b>
<b>VI. EXPRESSION OF THANKS .....</b>	<b>22</b>
<b>VII. ANNEXES: HUMAN INTEREST STORIES and DONOR FEEDBACK FORM .....</b>	<b>23</b>

## LIST OF ABBREVIATIONS and ACRONYMS

<b>AFAD</b>	Disaster and Emergency Management Presidency
<b>ALP</b>	Accelerated Learning Programme
<b>BLN</b>	Basic Literacy and Numeracy
<b>CCTE</b>	Conditional Cash Transfer for Education
<b>CO</b>	Country Office
<b>CPD</b>	Country Programme Document
<b>CSFE</b>	Child Social Financial Education
<b>CwD</b>	Children with Disabilities
<b>ECE</b>	Early Childhood Education
<b>ECD</b>	Early Childhood Development
<b>EMIS</b>	Education Management Information System
<b>GAP</b>	Southeast Anatolia Project Administration
<b>GDP</b>	Gross Domestic Product
<b>GER</b>	Gross Enrolment Rate
<b>GoT</b>	Government of Turkey
<b>IMPR</b>	International Middle East Peace Research Centre
<b>MoFLSS</b>	Ministry of Family, Labour and Social Services
<b>MoNE</b>	Ministry of National Education
<b>MoYS</b>	Ministry of Youth and Sports
<b>NFE</b>	Non-Formal Education
<b>NGO</b>	Non-governmental organization
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>OOSC</b>	Out of School Children
<b>PSS</b>	Psychosocial Support
<b>PTT</b>	Posta ve Telgraf Teşkilatı (Turkish Post Office)
<b>RAM</b>	Rehberlik ve Araştırma Merkezi (Counselling and Research Centers)
<b>SBO</b>	Strategy and Budget Office
<b>SCBA</b>	School- and Classroom-Based Assessment
<b>SDGs</b>	Sustainable Development Goals
<b>SOPG-9</b>	School Orientation Programme for Grade 9
<b>SVEP</b>	Syrian Volunteer Education Personnel
<b>TEC</b>	Temporary Education Center
<b>TLC</b>	Turkish Language Course
<b>ToT</b>	Training of Trainers
<b>TPS</b>	Turkish Public School
<b>TRC</b>	Turkish Red Crescent
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNICEF</b>	United Nations Children's Fund
<b>UTP</b>	Under Temporary Protection
<b>YÖBİS</b>	Yabancı Öğrenci Bilgi İşletim Sistemi (Education Management Information System for Foreign Students)

## I. EXECUTIVE SUMMARY

Turkey faced significant development challenges in 2018, particularly in the provision of quality inclusive education services to vulnerable children and adolescents, including Syrians under temporary protection. Although critical progress has been made for both Turkish and refugee children in terms of educational achievement in 2018, the education system requires further strengthening in order to adequately respond to ever-changing and increasing demands faced as a result of the unprecedented scale of the protracted Syria crisis entering its 9th year.

UNICEF continues to be the partner of choice for the Government of Turkey in the area of education. As reported in 2017, UNICEF and the Ministry of National Education (MoNE) have continued focusing on systems-strengthening to uphold the rights of the most disadvantaged children and adolescents, including girls, children with disabilities, working children and refugee children.

UNICEF's current Country Programme Document (CPD) 2016-2020 focuses on an inclusive education approach that contributes to two major outcomes and three related output areas:

1) Increase equity through social inclusion and resilience building:

i. Access to formal education

ii. Quality inclusive education

2) Enhance and sustain gender equality among children into adolescence:

i. Education opportunities for adolescent girls and boys.

Pursuing the goal of access to quality inclusive education for all children in 2018, UNICEF has collaborated closely with MoNE and other partners to deliver key results for children in the areas: improving teaching and learning standards, curricula and learning environments; strengthening professional development systems for education personnel; enhancing learning assessment systems; strengthening education management information systems; increasing public awareness on child rights and quality inclusive education; enhancing behaviours and knowledge of families related to education; developing and implementing education personnel management strategies; supporting school-related costs for families; scaling up inclusive and child- and adolescent-friendly learning environments; expanding quality ECE services targeting vulnerable young children; creating protective, gender-sensitive programmes and services within the education system; supporting the development of quality non-formal and/or informal education opportunities for adolescents; and providing inclusive early childhood education opportunities for children with disabilities.

UNICEF utilizes strategies including evidence-based advocacy, policy dialogue, capacity building, technical assistance and promotion of inter-ministerial coordination and cross-sectoral linkages to achieve these results in education.

The flexibility of thematic funds received for education in 2018 has significantly contributed to the successful planning, implementation and achievement of sustainable results in the above-mentioned output areas.

## **II. STRATEGIC CONTEXT OF 2018**

Turkey is classified as an upper middle-income country with a relatively high Human Development Index ranking<sup>1</sup> and has considerable capacity to uphold and protect children's rights. Nevertheless, challenges related to child poverty, child labour, child marriage and gender discrimination continue to affect the young population. In addition, gaps remain in access to quality inclusive education and in protection from violence and abuse, particularly for the most vulnerable groups and individuals. Among the most vulnerable are children with disabilities, working children, adolescent girls and boys, children in contact with the law and refugee children.

The Presidential and Parliamentary elections in June 2018, and the simultaneous adoption of the new Presidential system of government, constituted major political events in 2018. A number of changes were made in the structure of the government. Key partners for the Turkey-UNICEF Country Programme underwent significant restructuring. The Ministry of Family and Social Policies was merged with the Ministry of Labour and Social Security to create a new Ministry of Family, Labour and Social Services (MoFLSS). The Ministry of Development was abolished and the Strategy and Budget Office (SBO) of the Presidency was established. The finalization of the 2019-2023 National Development Plan was postponed until 2019.

The state of emergency put in place after the 2016 coup attempt was lifted. New anti-terrorism measures were introduced. Terrorist attacks and other security incidents continued to decline in comparison to previous years.

The Gross Domestic Product grew by 7.2% and 5.3% in the first two quarters. The Turkish Lira weakened, GDP growth slowed down (1.6% in the third quarter) and inflation rose (20.3% at year-end). The New Economic Programme envisages modest growth and relatively tight budgets for 2019 and 2020.

In 2018, Turkey remained the country with the largest registered refugee population in the world. By year-end, almost 4 million refugees and asylum-seekers were registered in Turkey, of whom over 1.7 million were children. There were over 3.6 million Syrian refugees in Turkey as of December 2018, including 1.6 million children. The majority are living in host

---

<sup>1</sup> According to the UNDP Human Development Index, Turkey ranks 64 out of 189, from <http://hdr.undp.org/en/countries/profiles/TUR>.

communities throughout Turkey, with the proportion of refugees living in temporary accommodation centres (camps) falling to about 4%. There are also about 370,000 non-Syrian refugees and asylum-seekers in Turkey, including approximately 120,000 children. Some irregular migrants, including children, continue to reach or attempt to reach Europe via Turkey, many risking death at sea. The numbers apprehended or rescued in Turkey continued to increase.

The Government continued to lead the overall crisis response and remained the largest provider of humanitarian aid to Syrians as well as other refugee and migrant groups in 2018. The United Nations Country Team and other actors continued to support national efforts to respond to the Syria refugee crisis within the framework of the Regional Refugee and Resilience Plan.

Nevertheless, many refugee children continued to face challenges in terms of material deprivation, limited access to services, and protection risks. The 2019 Annual Programme of the Presidency acknowledges the need to increase and diversify the services provided to refugee children and young people in several areas and highlights the need for more programmes to develop their life skills and enhance social cohesion.

While Turkey is committed to responding to the needs of refugees and has invested significant national resources in providing access to a wide range of services, the unprecedented scale of the crisis continues to require increased and sustained international financial and technical support. These challenges are addressed by UNICEF's strategic partnerships which work to strengthen systems by engaging in advocacy and policy dialogue at all levels and enhancing and expanding strategic partnerships with national and local public institutions. UNICEF also supported the delivery and increase in the quality of services reaching all children, particularly the most vulnerable.

UNICEF is strategically well positioned to further address ongoing and future challenges and changes in the country context particularly with the support of much needed flexible longer-term funding in order to ensure sustainable and long-lasting results for refugee and vulnerable Turkish children. Throughout its 60 years of experience in Turkey UNICEF has built strong partnerships with government line ministries, local institutions (including municipalities), NGOs, research institutions, the donor community and other UN agencies to improve children's access to quality inclusive education. Specifically, the long relationship with the Ministry of National Education (MoNE) has remained a critical cornerstone for effective planning, implementation and monitoring of education programmes, making UNICEF a key actor in the education sector. UNICEF capitalizes on this important role and continues to facilitate and convene education stakeholders at all levels to coordinate closely with MoNE the most effective and innovative responses. This is also reflected, among others, in the continual UNICEF's rolling work plan with MoNE- and the Regional Refugee and Resilience Plan (3RP) work plan, which are systematically and frequently revisited in order to

better respond to the ever-changing, prioritized education needs of all vulnerable children in Turkey.

### III. RESULTS ACHIEVED IN THE SECTOR

The 2030 Agenda for Sustainable Development lays out a concrete set of seventeen goals seeking to achieve peace and prosperity on a global scale. Quality education is the fourth goal of the Agenda and seeks to ensure children's complete free primary and secondary schooling by 2030.

Priority areas for UNICEF are outlined in the Country Programme Document (CPD) for 2016-2020, which is agreed with the Government of Turkey and approved by UNICEF's Executive Board.<sup>2</sup> The 2016-2020 UNICEF Country Programme has built on ongoing efforts to strengthen and expand existing national systems to address the needs of all children and adolescents in Turkey, with a sharpened focus on equity to reach those who are most vulnerable, including Syrian and non-Syrian refugee children.

#### **FORMAL EDUCATION FOR CHILDREN UNDER TEMPORARY PROTECTION (3-17 year olds):**

Formal education is compulsory in Turkey for grades 1 through 12. In the 2017-18 school year, enrolment in primary and lower-secondary education was at over 98% for both schooling levels among Turkish children, however, it dropped to 87.6% at the upper secondary level. While in some provinces (particularly in the East), adolescent girls are less likely to go to school than boys, the trend is inverted in other provinces. Refugee girls and boys in host communities face challenges with enrolment in accredited schools, including TECs for refugee children and Turkish public schools, which are open for both Turkish and refugee children.<sup>3</sup>

When it comes to the enrolment of Syrian children in formal education, as of December 2018, 645,140 children were enrolled in Turkish Public Schools (TPSs) and in Temporary Education Centers (TECs) which is nearly three times higher than the enrolment rate in the 2014 school year. In 2018, the GER was highest for children in primary school (97%) but decreased to 58% for children in lower secondary school, and further decreased to only 26% for learners at the upper secondary level. In terms of gender parity, Syrian girls are 7% more likely to be in school than boys.

Despite the Government of Turkey's efforts to gradually integrate refugee children into the public-school system and the significant increase in the enrolment of Syrian and refugee children into formal education there are still approximately 400,000 refugee children out of

---

<sup>2</sup> For more information on UNICEF's CP 2016-2020, please find the Turkey Country Programme Document on UNICEF's website [here](#).

<sup>3</sup> The 2014 MoNE Circular reaffirmed access of refugee children to education opportunities in Turkey, including Turkish state schools (and TECs). However, there are many bottlenecks that make it challenging in practice: availability of spaces for learners in schools, school management's willingness, teachers' capacity to provide inclusive education considering the special needs of refugee children (Turkish language, other academic and psychosocial support needs).

school.<sup>4</sup> Barriers to school enrolment and continuous attendance include: families' limited financial means, difficulties in maintaining positive parenting practices as well as accessing and utilizing social services, the high mobility of refugees, gaps in the refugee registration system, and the limited availability of places for learners in some accredited schools.

Regarding Early Childhood Education (ECE), MoNE has recently issued a new policy of having all 54-month year old children enrolled in at least one year of ECE by 2020. In the 2017-2018 school year, the net preschool enrolment rate was 66.9% for five-year-olds among Turkish children. This is an improvement over previous years, but regional and other discrepancies persist. For Syrian children living in Turkey, the Gross Enrolment Rate for preschool was 33.6% in the 2017-2018 school year.

Given the strategic importance of preschool education for enhancing children's school readiness, UNICEF, together with other partners, are supporting MoNE in implementing its 2020 policy, including the scale up of the provision of different forms of ECE, to complement what is available in formal education system, such as community- and home-based ECE.

In 2018, 16,063 Turkish and Syrian children (7,892 girls; 8,171 boys) benefitted from ECE activities with the support of UNICEF. Moreover, 18 ECE container classrooms were provided to Bursa and Ankara provinces with the capacity to accommodate 900 children.<sup>5</sup>

Moreover, with the purpose of enhancing the parenting skills of Syrian families with young children, in 2018 an Early Childhood Development (ECD) mobile phone application for 0-6-year olds was adapted for Syrian families and is expected to reach approximately 10,000 Syrian families with key ECD-related information by the end of 2019.

Persistent barriers and challenges to formal education include supply, demand and policy related issues. In order to facilitate access to formal education, in 2018 UNICEF continued to collaborate with MoNE in strengthening the education system (which is being overstretched especially in areas where there are high concentrations of Syrians). This supply focus included support for the capacity development of education personnel, and the maintenance and improvement of school learning environments.

Ensuring an adequate supply of education services adapted to the needs of refugee students and families was facilitated by the provision of monthly incentives to Syrian Volunteer Education Personnel (SVEP). As of December 2018, a total of 12,994 SVEPs (6,062 men; 6,932 women) received monthly incentives in line with the Turkish minimum wage through a tripartite arrangement between UNICEF, MoNE, and the Turkish Post Office (PTT).

---

<sup>4</sup> In December 2018, the estimated enrolment rates were 3.2% in camps (20,965) and slightly above 96.8% in host communities (624,175) respectively (including Temporary Education Centers, Turkish Public Schools and Open High Schools). At the time of printing this document, no further updates were available.

<sup>5</sup> The container classrooms installed in 2018 were upgraded with water and sanitation facilities adapted for the specific needs of young learners and for children with disabilities.



328 TECs were supported with school maintenance costs, benefiting 188,440 children with quality conditions for learning. This support covered the cost of consumables (e.g. cleaning supplies, stationery for school staff, etc.), the cost of teaching supplies, and maintenance and light repairs of school facilities, furniture and equipment. School maintenance support facilitated the acceptance of more Syrian children into double-shifted TPSs, enhancing social cohesion between Syrian and Turkish communities. Moreover, in 2018 to reduce school costs and further promote social cohesion, UNICEF distributed 800,000 school bags and stationery kits to Syrian and vulnerable Turkish students across the country.

At the policy level, significant progress was made on the development of the Education Personnel Management Strategy, which will make it possible for SVEP to continue to contribute to the education of children as students transition from the Temporary Education Centres (TECs), which serve refugees only, to Turkish public schools (TPS), which provide education for all children in Turkey. Together UNICEF and MoNE developed and formalized roles for the SVEP in education, counselling, administration and outreach support. SVEP will perform these functions in TECs, TPSs and other educational institutions responsible for school guidance and counselling. These new roles will help to meet critical needs and will support the smooth integration and learning of Syrian children within the Turkish national education system.

On the demand side, the Conditional Cash Transfer for Education (CCTE) Programme for refugee children is being implemented in close cooperation with the Ministry of Family, Labour and Social Services, the Ministry of National Education and the Turkish Red Crescent and has reached more than 410,000 children as of December 2018.

The availability of long-term flexible funds, in the form of RR or OR/Thematic funds, is crucial for the achievement of sustainability of the above-mentioned results and the transition from humanitarian to development response in Turkey beyond 2018.

### **QUALITY INCLUSIVE EDUCATION (3-17 years-olds):**

in 2018, several programmes were developed or expanded to improve the quality of education, including implementation of a remedial education programme for children, training of Turkish teachers on inclusive education, development of educational guidebooks and formative assessment modules, and specific programmes to support children with disabilities.

Barriers to quality inclusive education in Turkey include: challenges with learning environments (e.g. high student: teacher ratios), in some areas low quality of teaching, and a weak assessment system. In line with this analysis, in 2018 UNICEF engaged in policy dialogue and provided technical support to MoNE to strengthen the ability of the education system to provide quality inclusive education for all children, including children with disabilities (CwDs) and refugee children, in line with Sustainable Development Goal 4: Quality Education. Progress was made in areas including education policy and practice, professional

development and learning assessment systems and inclusive early childhood education (ECE) for CwDs.

87,003 children (49,083 boys; 37,920 girls), including 7,684 refugees, benefited from the first year of implementation of the Remedial Education Programme, which was developed to support the significant number of children who are unable to reach the expected 3<sup>rd</sup> and 4<sup>th</sup> grades learning achievement levels. In addition, an improved Psychosocial Support (PSS) module, including guidebooks and training for school counsellors and teachers, was developed to improve support for all students suffering from different forms of trauma in Turkey.<sup>6</sup> Training of counsellors to improve their capacity in supporting children in schools suffering from trauma was completed by January 2019.

The use of inclusive education pedagogy and practice remains critical for ensuring that every child in Turkey thrives and is able to learn. To that end, an Inclusive Education Teacher Training Module was developed in 2018 to increase the capacity of Turkish teachers to respond to the needs of the most vulnerable students. By December 2018, training was implemented in all 81 provinces, covering 154,451 teachers and school administrators (70,121 women and 84,330 men).

Global thematic funding contributed to a number of initiatives regarding assessment which were pursued in cooperation with the Ministry of National Education, and which are critical for ensuring that children are fairly assessed and gain the support needed to achieve grade-specific learning outcomes.

An Early Childhood and Primary Education Assessment Framework for Children with Disabilities (CwDs) was developed in 2018, using a participatory approach and based on national and international evidence. Global thematic funding specifically contributed to this activity by supporting a Training of Trainers with 111 participants, of whom 96 were teachers in the programme's 12 pilot provinces (Istanbul, Tekirdag, Izmir, Bursa, Ankara, Adana, Kayseri, Samsun, Trabzon, Erzincan, Elazig, Gaziantep). The ToT was held in parallel sessions and was facilitated by eight academics. The sessions included topics on the assessment framework, as well as on adult education: (1) adult education: learning, barriers and solutions; (2) inclusive education; (3) characteristics of children with disabilities and children at risk; (4) types of assessment in education; (5) assessment strategies, methods and tools; (6) how to develop assessment tools; (7) how to modify assessment tools; (8) how to include families in the assessment process; and (9) best practices in educational assessment. Following the ToT, the 96 teacher participants went to the 12 selected pilot provinces and conducted local trainings for an estimated 682 teachers.

Another assessment programme focused on school- and classroom-based assessment (SCBA) was implemented in 2018, aiming at strengthening teachers' capacity to use formative

---

<sup>6</sup> The different forms of trauma are related to death/grief, suicide, natural disasters, terrorism, migration and sexual abuse.

assessment techniques in the classroom, thus helping children learn based on feedback that builds upon their knowledge and skills rather than just assessing their achievement. As part of the programme, the development of tools and guidance was completed, and a training module developed and delivered to 185 teachers in a 'Training of Trainers' programme held in Istanbul in September 2018. These teachers subsequently trained 200 more teachers in their own schools and began using the formative assessment tools and strategies in their classrooms at the start of the school year. A round of programme monitoring conducted at the end of October 2018 demonstrated positive feedback from teachers and students about the usefulness of the SCBA programme.

As part of the effort to strengthen the education system for CwDs, the Standardization of Educational Assessment and Diagnostic Tools Programme, completed in April 2018, has aimed to improve educational assessment processes for CwDs so that targeted children can access appropriate education programmes. Educational assessment and diagnostic tool sets were developed and distributed with handbooks to all Counselling and Research Centers (RAMs) in Turkey and teachers were provided with related training. An estimated 465,000 CwDs are expected to benefit from these materials each year.

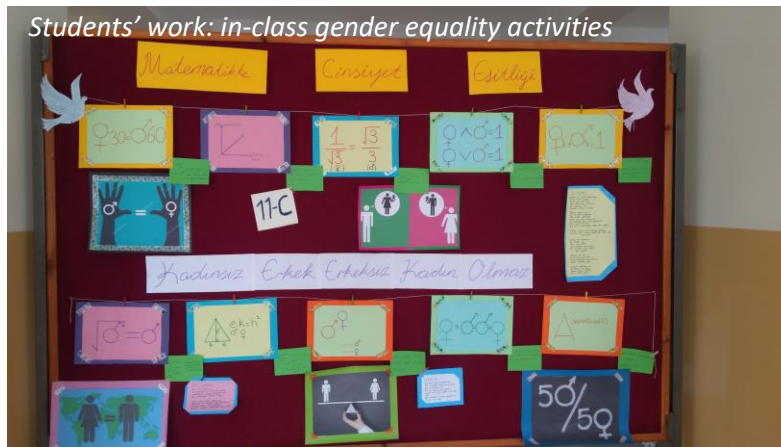
Moreover, UNICEF has promoted inclusive ECE and supported the access of CwDs to mainstream early childhood and primary education classes and seeks to improve the development and learning of 31,000 children, of whom 350 will be CwDs, using an approach focusing on both families/caregivers and education personnel. In 2018, a conference, several reviews, studies and analysis of needs and existing national education programmes were conducted, while multiple educational support materials, tools as well as teacher training modules were drafted, together with the initiation of an awareness-raising media campaign.

Thematic funds have directly contributed to the results achieved in the area of quality inclusive education in Turkey, which remains of critical importance given the increasing numbers of refugee children coming into the system and the ongoing challenges experienced in maintaining the quality of education for all children in Turkey. Predictable and longer-term funding to support this area will be critical in the coming years with the anticipated decrease of humanitarian funding.

## **EDUCATION OPPORTUNITIES FOR ADOLESCENTS**

Many girls and boys in Turkey cannot fully realize their right to education at secondary level and acquire the skills to help them fulfil their potential and to be prepared for their adult lives. While Turkey is close to achieving universal access to primary and lower secondary education, access to upper secondary education is not yet sufficient for all children and adolescents, especially vulnerable children, including CwDs, refugees and children from lower socio-economic backgrounds. Adolescent girls and boys especially face different challenges in accessing formal education and other learning opportunities to develop their skills, including life-skills. In order to combat the barriers to education faced by girls and other adolescents in

Turkey, several initiatives have been undertaken by UNICEF with the Government of Turkey in the past year.



UNICEF partnered with the Secondary Education General Directorate to further strengthen the capacity of the Ministry of National Education staff to promote an equality and gender-sensitive approach throughout the education system by leveraging educational programming, training and

measurement activities for vulnerable girls and boys. As part of the Enhancing Girls' Education and Gender Equality in Education in Turkey programme, teaching staff were provided with gender-specific guidance materials to be used in 9<sup>th</sup> Grade, 575 teachers and school administrators (246 female, 329 male) participated in gender equality training, and technical assistance was provided in the implementation of a gender equality package in 162 secondary schools in 81 provinces and reached around 24,300 children (12,400 girls, 11,900 boys) in secondary education throughout Turkey. An Activity Booklet for teachers in line with educational gains for 12 subject lessons (for 9<sup>th</sup> and 10<sup>th</sup> grades) was also developed.

Following the completion of the 2017-2018 school semester in which the above-mentioned programme was implemented, a team of consultants conducted a focused monitoring and reporting exercise, and a 2-day workshop for sharing good practices was conducted following implementation. The aim of the workshop was to evaluate implementation, showcase best practices from pilot schools, and plan for the next steps of implementation in the upcoming academic year. 323 school administrators and teachers (174 female, 149 male) took part in the event. Schools demonstrated best examples in different aspects of 'gender sensitive-school standards' and were presented with awards, which included donations of books to school libraries.



Also contributing to evidence generation for increased gender equality in education, in 2018 UNICEF worked on a study to identify and better understand the bottlenecks and barriers to girls' education, especially upper secondary education, and related gender dynamics in the country. The findings of the study will inform the design of initiatives, including

communication campaigns, to better promote gender-sensitive and inclusive education services.



Based on the findings and recommendations from the studies carried out on out-of-school children and causes of class repetition and school drop-outs<sup>7</sup>, UNICEF continued to support MoNE to develop and pilot a School Orientation Programme for Grade 9 (SOPG-9), which specifically focuses on the issue of non-attendance and drop-out.<sup>8</sup> Previous pilot implementation indicated that the School orientation programme positively supported students, girls

and boys, in adapting to upper secondary school. As part of UNICEF's continued support in 2018 to this programme, a two-day workshop to inform implementation and further planning of the School orientation programme in the upcoming academic year was held with the participation of MoNE officials, school principals and teachers from 81 provinces in 2018. The SOPG-9 programme reached over 1 million children nationwide in 2018-2019 school year and was endorsed by MoNE for use in all upper-secondary schools in forthcoming years.

Meanwhile, with around 400,000 refugee children still out of school, the educational needs of refugee adolescents in Turkey remain substantial. Beyond the psychological trauma many have endured in Syria or during displacement, Syrian children and youth – particularly those out of school – are acutely vulnerable to numerous protection risks, including isolation, discrimination, economic and sexual exploitation and child marriage. MoNE and UNICEF are committed to developing specialized support and learning pathways for out of school refugee children (OOSC), particularly adolescents.

In 2018, MoNE and UNICEF launched the Accelerated Learning Programme (ALP), which provides a second chance to refugee children aged 10-18 years old who have already been out of school for some time and are not ready to participate in formal education alongside other children in their own age group. ALP is currently available in a network of 70 public education centers in 12 provinces across the country, offering certified learning with a

<sup>7</sup> The Ministry of National Education (MoNE), in cooperation with UNICEF, conducted two studies "Causes of Class Repetition and School Drop-outs in Secondary Education" and "Identifying the Characteristics, Education and Employment Status and Needs of Children in the Age Group 14-18 who are Out of Formal Education". The findings of these studies reveal that 74% of the students who repeated a grade are 9<sup>th</sup> grade students. In addition, 28% of the 9<sup>th</sup> graders were found to be drop-outs.

<sup>8</sup> These findings showed that academic failure and drop-out are frequently observed problems in the 9<sup>th</sup> grade. Adjustment to school in grade 9 is important in increasing academic success of students and improving their commitment to school. One of the policy recommendations made, based on the findings of these studies, was the development of an orientation programme for students starting high school. From this point of view, the development of an orientation programme for high school age children and the provision of relevant teacher training for high school teachers started in 2013.

curriculum approved by MoNE. As of December 2018, the ALP had benefited 5,656 children (girls: 2,626; boys: 3,030).

Language is another major barrier to the participation and retention of refugee adolescents in education. In 2018, UNICEF collaborated with the Ministry of Youth and Sports (MoYS) in providing Turkish language courses (TLC) at youth centres in 24 provinces, where children can also participate in social activities with their Turkish peers. After completing the first two levels of TLC, learners are referred to Turkish public schools. As of December, 4,406 children (2,012 girls; 2,394 boys) were attending TLCs.

UNICEF also extended its partnership with the Turkish Red Crescent (TRC) to implement a NFE programme in two child and youth centres in Hatay, where basic literacy and numeracy was provided in Arabic to 173 children (84 girls, 89 boys). TLC was provided to 553 children (265 girls; 288 boys) while homework support was provided to 1,054 students at risk of dropping out (561 girls; 493 boys).

In order to expand the reach of these programmes, MoNE and MoYS in collaboration with UNICEF conducted several community-based education outreach campaigns and reached 31,839 children (15,054 girls; 16,785 boys) by December 2018. As a result, 10,490 OOSC (5,309 girls; 5,181 boys) were identified and referred to provincial directorates of National Education for enrolment in formal education. The OOSC who could not be referred to formal education, were referred to age-appropriate non-formal and informal education opportunities.

Due to the complex nature of the education context in Turkey, the availability of flexible, multi-year and non-earmarked funds remains critical for the successful delivery of programmes and services that contribute to children accessing quality inclusive education as well as to achieving overall Country Programme outcomes in Turkey. UNICEF Turkey's education work plan increasingly requires sustained, predictable and flexible funding.

### Results Assessment Framework<sup>9</sup>

Thematic funds have directly contributed to the achievement of the below mentioned results, compared to the baseline and initially set targets in the Education sector in Turkey in 2018.

Outcome Statement	Outcome Indicators	Baseline	Target	Result December 2018	Milestones for qualitative indicators
-------------------	--------------------	----------	--------	----------------------	---------------------------------------

<sup>9</sup> The Results assessment framework presents only the indicators, to which thematic funds have directly contributed in 2018, rather than all programme indicators for the education sector.

<p><b>Outcome 1</b></p> <p>By 2020, the education, child and social protection and health systems, NGOs, communities and families provide vulnerable children with increasingly inclusive opportunities to realize their rights to protection, education, development and participation</p>	<p><b>1.3:</b> PISA scores in problem-solving and mathematics: share of low/top achievers; gender difference in scores (boys–girls)</p>	<p>(a) Problem-solving (2012): Low achievers-35.8%; Top achievers-2.2%; Gender gap-15. (b) Mathematics (2012): Low achievers-42%; Top achievers-5.9%; Gender gap-8</p>	<p>a) Problem solving: Low achievers-30%; Top achievers-7%; Gender gap-10.</p> <p>(b) Mathematics: Low achievers-37%; Top achievers-11%; Gender gap-3</p>	<p>Results will be available at the end of 2019.</p>	<p>NA</p>
---	---	--	---	--	-----------

	<b>Output Indicators</b>	<b>Baseline</b>	<b>Target</b>	<b>Result December 2018</b>	<b>Milestones for qualitative indicators</b>
<b>Output Statements</b>	Education assessment system includes tools and frameworks targeting all vulnerable students in line with international standards	There are assessment frameworks and tools that partially meet the needs of some vulnerable students.	2020: Education assessment tools and frameworks in line with international standards are disseminated throughout the education system	Framework and tools are currently under development	2019: frameworks and tools for assessing different needs of all vulnerable children are developed and tested

#### IV. FINANCIAL ANALYSIS

In 2018, UNICEF Turkey Education Programme had a planned budget for the thematic area of education of US\$118.8 million as detailed below in Table 1. Actual expenditure was US\$104 million (88%) of the required amount, leaving a gap of 12%. Funds spent included Regular Resources of US\$1 million, Other Resources-(Regular) of US\$25.7 million and Other Resources (Emergency) of US\$ 77.8 million. Education Thematic contributions represented only 0.2% of the total funded amount in 2018 (as per Table 2). UNICEF Turkey also received thematic humanitarian contribution of US\$225,000 in 2018 against the 3RP appeal for Education, which have been critical to realizing the results reported for 2018.

A key factor in UNICEF's ability to implement efficiently and at scale is working through existing national systems and capacities (including local authorities and NGO partners) to

meet the needs of vulnerable refugee children. Turkey is an upper-middle income country with a strong national capacity and relatively robust civil society; in 2018, over 90% of UNICEF’s partners in Turkey were local or national.

In 2018, procurement of services and supplies has been done in a competitive and transparent manner and UNICEF used its economies of scale to get the best global prices, ensuring quality through coordination with our supply section.

Achieving economy, efficiency and effectiveness of implementation is also dependent on availability of predictable flexible funding for humanitarian and development programming. The flexibility and predictability of thematic funds give UNICEF the required space to plan better and more long-term, while enabling UNICEF to respond quickly to new challenges or emerging needs.

**Table 1: 2018 Planned budget for the thematic sector: Education**

Planned for the Country Programme 2018 (in US Dollar)

Intermediate Result	Funding Type	Planned Budget
22-01 Equitable access to quality education	RR	-
	ORR	20,309,500
	ORE	88,490,000
22-02 Learning outcomes	RR	200,000
	ORR	5,155,000
	ORE	4,400,000
22-03 Skills development	RR	-
	ORR	100,000
	ORE	240,000
<b>Sub-Total Regular Resources</b>		<b>200,000</b>
<b>Sub-Total Other Resources - Regular &amp; Emergency</b>		<b>118,694,500</b>
<b>Grand Total</b>		<b>118,894,500*</b>

\*The overall planned budget for Education for 2018 excludes the CCTE programme funding and needs, which even though in the 3RP is part of the Education section appeal, is encoded under Social Protection in the UNICEF system.

**Table 2: Country-level Thematic contributions to thematic pool received in 2018**

Thematic Pool: Education

Thematic Contributions Received for Education by UNICEF Turkey in 2018

(in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
--------	--------------	---------------------	---------------------



Netherlands Committee for UNICEF	SC1899040005	149,343	142,231
<b>Total</b>		<b>149,343</b>	142,231

In 2018, UNICEF Turkey received as a contribution to the thematic education pool of US\$149,343 from the Netherlands Committee for UNICEF. The flexible nature of these thematic funds, supported the scaling up of education interventions and achievement of improved quality and inclusive education as reflected in the results achieved.

**Table 3: Expenditures in the Thematic Sector**

**Thematic Sector: Education**

**Turkey**

**2018 Expenditures by Key-Results Areas (in US Dollars)**

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	74,631,904	22,366,082	711,151	97,709,136
22-02 Learning outcomes	3,045,772	3,423,648	306,744	6,776,164
22-03 Skills development	233,504	6,060	1,755	241,319
<b>Total</b>	<b>77,911,180</b>	<b>25,795,790</b>	<b>1,019,649</b>	<b>104,726,619</b>

\*All expenses are provisional and subject to change.

During 2018, UNICEF Turkey spent US\$104.7 million on the Education thematic areas, within the three organisational targets listed in the above table. US\$97.7 million was spent to support equitable access to equality education, US\$6.7 million was spent on activities related to learning outcomes, and US\$241,000 funded interventions on skills development.

**Table 4: Thematic Expenses by Results Area (in US Dollars)**

Organizational Targets	Expenditure amount		All Programme Accounts*
	Other Resources - Emergency	Other Resources - Regular	
22-01 Equitable access to quality education	162,667		162,667
22-02 Learning outcomes	-143,395	584,211	440,888
22-03 Skills development	-16,509	-	-16,509
<b>Total</b>	<b>2,754</b>	<b>584,527</b>	<b>587,282</b>

\*All expenses are provisional and subject to change.

The overall expenditure in 2018 of US\$587,282 in thematic funds by the Education sector included education thematic funds (ORR) of US\$584,527, carried forward from 2017, and global humanitarian thematic (ORE) of US\$2,754, allocated in 2018, in order to achieve the planned results under the three above mentioned results areas.

**Table 5: Expenses by Specific Intervention Codes (in US Dollars)**

Specific Intervention Codes	Expense*
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	73,249,651
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	11,191,076
26-07-01 Operations support to programme delivery	4,589,162
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	3,671,477
28-07-04 Management and Operations support at CO	3,600,538
22-02-20 System strengthening - teacher development, management, and support	3,293,548
22-02-18 System strengthening - learning assessment systems	1,172,660
22-02-19 System strengthening - mother tongue / multilingual education	847,364
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	697,968
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	632,506

22-01-06 System strengthening - inclusive education for children with disabilities	529,415
26-06-11 Independent national child rights institution / ombudsperson	272,519
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	218,744
26-06-07 Leading brand	201,340
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	159,598
26-02-09 Field monitoring	102,997
26-02-04 Stimulating demand for and capacity to use data	92,364
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	67,191
22-02-22 System strengthening - gender-responsive teaching and learning (excluding SRGBV)	57,620
26-02-01 Situation Analysis or Update on women and children	34,859
26-01-01 Country programme process (including UNDAF planning and CCA)	34,404
26-02-08 Programme monitoring	6,352
26-06-08 Emergency preparedness (cross-sectoral)	5,271
26-06-05 Leading voice	4,845
27-02-01 HQ Supply - technical excellence in supply chain, procurement of goods and services, and logistics; including creating healthy markets, supply financing solutions, and sustainable national supply chain systems	2,916
26-03-02 Capacity and skills development for social behaviour change	2,528
26-05-01 Building evaluation capacity in UNICEF and the UN system	2,336
22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems)	1,969
22-03-06 System strengthening - gender equitable skills development (excluding SRGBV)	1,716
22-02-24 Education humanitarian cluster/humanitarian sector coordination	-985
22-03-09 Education humanitarian cluster/humanitarian sector coordination	-1,221
22-01-13 Education humanitarian cluster/humanitarian sector coordination	-16,108
26-03-04 Community engagement, participation and accountability	
<b>Grand Total</b>	<b>104,726,619</b>

\*All expense amounts are provisional and subject to change.

This table presents expenditure disaggregated by key specific interventions under the Education programme. Out of the US\$104.7 million spent in 2018, US\$ 73 million funded the provision of formal and non-formal primary education, while US\$11 million contributed to other activities increasing equitable access to quality education, which are the main focus areas of UNICEF education programme in Turkey.

**Table 6: Planned budget for 2019 (in US Dollars)**

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
22-01 Equitable access to quality education	RR	-	-	-
	ORR	2,115,521	2,115,521	-
	ORE	144,771,573	58,263,460	86,508,113
22-02 Learning outcomes	RR	400,000	100,000	300,000
	ORR	300,000	266,807	33,193
	ORE	6,100,000	3,297,166	2,802,834
22-03 Skills development	RR		-	-
	ORR	40,002	40,002	
	ORE	2,200,000	1,466,139	733,861
<b>Sub-total Regular Resources</b>		<b>400,000</b>	<b>100,000</b>	<b>300,000</b>
<b>Sub-total Other Resources - Regular &amp; Emergency</b>		<b>155,527,096</b>	<b>65,449,095</b>	<b>89,997,997</b>
<b>Grand Total</b>		<b>155,927,096</b>	<b>65,549,095</b>	<b>90,297,997</b>

For 2019, UNICEF requires in Education US\$155.5 million, with a current gap of 41% (US\$90 million). To address the existing funding gap, flexible non-earmarked, multi-year funds are required to support the sustainability of results achieved throughout 2018. Flexible thematic funding is crucial for exploring a longer-term approach of cooperation with MoNE aiming at the development of a sustainable inclusive education system able to respond to the educational needs of all children.

## **V. FUTURE WORK PLAN**

In 2019, UNICEF will continue implementing activities included in the areas of: 1) formal access to education; 2) quality inclusive education; and 3) education opportunities for adolescent girls and boys.

Specifically, UNICEF will continue working on policy development and on the expansion of community- and home-based ECE in line with MoNE's policy of ensuring that all children have access to at least one year of pre-primary education by 2023. Regarding the refugee community, UNICEF will continue to strengthen the education system's capacity to provide quality services to Syrian children, including supporting Syrian Volunteer Education Personnel with incentives, further developing the Education Personnel Management Strategy with MoNE to support the transition of SVEPs into various roles in the Turkish public education system, and facilitating linkages between the Foreign Student Information Management System (YOBIS) and the Education Information Management System (EMIS) for Turkish students (e-Okul).

For all children in Turkey, UNICEF will continue to support the provision of the Remedial Education Programme, needs-based pre-service teacher training programmes for Turkish teachers and SVEPs, inclusive education training for ECE and primary school teachers and administrators, and the capacity development of personnel in RAMs (Counselling and Research Centers). Further capacity development will focus on providing teacher training on how to teach Turkish as a Second Language, addressing a major barrier to formal education experienced by refugee children. In terms of assessment systems, UNICEF will continue to work on ECE and primary assessment frameworks and tools for CwDs and for all children.

In 2019, the MoNE-OECD-UNICEF Education Assessment and Evaluation Review process will continue. This strategic initiative is one of the areas in which UNICEF Turkey plans to expand its upstream technical and policy level engagement with the GoT and other partners in education. In addition, multi-age programming especially for children in rural areas will be enhanced in 2019.

Activities focusing on adolescents will also continue in 2019, including the Accelerated Learning Programme (ALP) and scaling up of implementation of other non-formal education (NFE) opportunities, such as Turkish language courses, as well as efforts to strengthen the Technical and Vocational Education and Training (TVET) Centers around the country, which provide learners with a critical link to livelihood activities.

For the continuation of the above mentioned activities, particularly in the areas of Early Childhood Education, Inclusive Education Teacher Training, Assessment and Standards of Children with Disabilities, as well as in emerging needs-based programmes and activities with a focus on inclusive education, social cohesion and resiliency, flexible thematic funds and soft earmarked funds are required not only to bridge the existing education funding gap of 41%

for 2019 but also to support the Government of Turkey during the transition period to a more development-focused, long-term and sustainable response.

## **VI EXPRESSION OF THANKS**

UNICEF Turkey expresses its sincere appreciation to all donors that have supported its work in education and have made possible the achievement of results described in this report. Thematic funding provides greater flexibility, and opportunity for innovation and promotes longer term planning and sustainability of programming. UNICEF also expresses its gratitude to all its partners including the Ministry of National Education, the Ministry of Youth and Sports and the Ministry of Family, Labour and Social Services, and civil society organizations which all contributed to the results of 2018.

## VII. ANNEXES: HUMAN INTEREST STORIES and DONOR FEEDBACK FORM

### "Education Our Future": Six Syrian refugee children tell what it means to be back in school

The Conditional Cash Transfer for Education Programme changing the lives of Syrian refugee children in Turkey.

<http://www.unicef.org.tr/basinmerkezidetay.aspx?id=32871>

### "Aya's Story" - Human Interest Story

The NFE Programme aims to provide out-of-school refugee children with access to learning opportunities designed for Syrian out-of-school refugee children or who are in school but need extra educational support.

<https://www.youtube.com/watch?v=sDNddpRtJQ0>

### "What is happening in ÇATOM Summer Pre-school?"

Early Childhood Education (ECE) Programme

<https://www.youtube.com/watch?v=Yng04ra6ASM>

### Report Feedback Form

[English version](#)

[French version](#)