



Minutes of the SE Turkey Education Working Group

28 Feb. 2018

UNICEF Office – Gaziantep

Purpose: Regular monthly meeting

Participants: UNICEF, UNHCR, IOM, Save the Children, Support to Life, RET International, GIZ, Bir Dunya Cocuk, Qatar Charity, ASAM, Concern, Human Appeal

Invited Presenters: MoNE – Directorate of Lifelong Learning (Ankara), Provincial Directorate of National Education (Gaziantep) PICTES coordinator

Chaired by: Abdullah Modhesh & Jennifer Roberts

Minutes Prepared by: Jennifer Roberts & Abdullah Modhesh

Agenda item	Summary of discussions	Action point / time frame
Opening, Review of action points from last meetings & Agenda presentation	The special occasion of having MoNE officials participating in the meeting was acknowledged as an opportunity to give time to learn about the PICTES project and interact with MoNE officials. The Work Plan draft and other deliverables that were scheduled to be reviewed during the meeting were agreed to be circulated by email.	Co-chairs to circulate materials by email within the week of March 5.
PICTES project presentation	<p>The Head of PICTES Unit in the Lifelong Learning Directorate of MoNE made a presentation on the project. The main highlights included:</p> <p>Current Situation: 3.4 million Syrians are under temporary protection in Turkey. Around 1 million of them are school-aged children. In the beginning of the crisis, Syrian children went to Temporary Education Centers (TECs), which are considered ‘transitional’ education institutions. But over the last two years, children are being integrated into Turkish schools and it’s planned for the TECs to be all closed within the coming two years and children gradually transitioning to Turkish Public Schools (TPS).</p> <p>PICTES Project: PICTES is funded by EU (FRIT) to the value of 300 million Euros and is implemented in 23 provinces.</p> <ul style="list-style-type: none"> • 390,000 children to be provided with Turkish language training. 5,558 Turkish teachers have been hired to provide Turkish language classes. 	



- 10,000 Syrian children to be provided with Arabic language classes – focusing on children born in Turkey. **96 Arabic teachers** recruited.
- **Catch up classes for 10,000 out-of-school** children.
- **Back up training for 20,000** children in schools who need additional assistance to be on the correct level for their age-groups. Training focuses on Maths, Science, Turkish, Geography and Physics.
- Provide **transportation for 40,000** students in 21 provinces
- Provide stationery sets, course materials and clothing for **500,000 children** (Syrian and Turkish)
- **Outreach to 33,000 families.** Also using media (TV) to disseminate information on educational opportunities for Syrians.
- Develop new training curricula for catch-up, students exercise book for Turkish language learning, Arabic curriculum
- Develop examination system to determine Syrian students' and teachers' education level – including Turkish language learning.
 - Catch-up training assessment exam
 - Arabic proficiency exam – for all ages receiving Arabic language courses
- **Cleaning and security** services at TECs – **1200 staff hired.**
- Equipping public schools (**800**) with materials
- Teacher training and training for MoNE administrative staff - **15,000 teachers trained** in Antalya, courses provided to Turkish trainers on how to teach Turkish to foreigners (60 hour certificate course)
- On-going monitoring of project activities –

More information: <http://pictes.gov.meb.tr>

Discussion and questions for clarification:

Are TECs included in the project? So far, 318 TECs have been supported through the project; 50 in Gaziantep. Numbers will gradually decrease as students are integrated in Turkish schools.

On **April 21** there will be a Turkish language proficiency test for students in TECs. Students who have sufficient levels of proficiency can then transfer to Turkish schools.

What is the expected future of TEC teachers? There are on-going discussions with UNICEF on future of Syrian teachers working in TECs. Recruitment of teachers to work in Turkish schools is very complex and high-level discussions are on-going. No final decision has been reached on their future employment.

What research papers are planned under activity 1.6? Topics under discussion within MoNE. Final decision on research topics to be determined.



How can INGOs and NGOs support the education plans of MoNE? All NGOs need to conclude a protocol with the Ministry in order to implement educational activities. Intention is to manage overlaps in activities and coverage in particular areas. From 2012-2016 NGOs were very active in cities where Syrians present and did good work, however a coordination mechanism and legal process were required. The responsibility for providing education for all children rests with the Ministry of National Education. MoNE noted that there was a need to strengthen certification processes. NGOs can cooperate with MONE institutions to support inclusion in MONE. MoNE suggests the following activities for NGOs:

- **Building new classrooms** – expanding the capacity of school infrastructure (Urfa, Antep, Hatay, Istanbul are priority provinces). Construction of a school with 16 classrooms costs approximately 800,000 Euros.
- **Developing new education materials** for Syrian children learning Turkish
- **Providing new school equipment** – boards, desks, projectors, electronic materials
- **Supporting PECs to provide adult training and vocational training programmes.** Need to have signed protocol first.

What services will be provided to those who have not been issued with Temporary Protection ID? NGOs advised to refer cases to Provincial MoNE directorate. **Students can be enrolled in schools without ID document.** MONE helps expedite issuance of ID documents. PICTES Provincial Coordination Teams can be contacted to help with school registration.

Priorities for MoNE: Drop out rates for Syrian children are low at primary level. Enrolment rate is 95% at primary level, 65% for middle school and 35% for high school. We need to address the fact that children are leaving school to earn money. Next priority for MoNE will be for vocational training and also programmes for adults.

MoNE asked to clarify requirement of A1 certificate of Turkish proficiency for admission to vocational courses offered by PECs (specific to Hatay). MoNE to discuss further with provincial coordination team.

What is the plan for MONE for 2019/2020 for social cohesion programming for Syrians? What roles could NGOs take in supporting this? Programme of inclusion of Syrian children in education system will continue and TECs will eventually be closed. Social cohesion activities are currently missing from the PICTES project. The next period of implementation will address social cohesion more explicitly. NGOs could support this, but it is important that MONE understands what NGOs are planning and implementing.

Social project unit exists in MoNE and organises adult training and programmes for those who are outside of the remit of formal education.

Programming for out of school children – is there any effort to work on identification of children who are out of school? There are currently 350,000 Syrian children out of school at present. Target number for PICTES project has been increased by 10,000 for out-of-



	<p>school children. It's hoped to offer a second round of catch-up training. The project teams will carry out family visits in highly populated provinces to identify children and also visit workplaces in industrial zones to identify children engaged in labour.</p> <p>Strategy for mitigating child labour and for enrolling them in school: Dropout rate is influenced by economic and cultural issues. Compared to cultural barriers, economic issues are more easily addressed. Programmes are needed to change attitudes towards girls' education and inclusion in education. Next project phase will focus on vocational education and may incentivise attendance at vocational education centres.</p>
<p>Overview of NGO education activities</p>	<p>Upon the request of MoNE's team, I/NGOs briefly presented their education programs and answered questions.</p> <p>Save the Children: Have two offices – Hatay and Istanbul. The organization has programmes in education, health and child protection. Main education activities include School construction, Transportation and Supplies. School transportation for 10 schools in Hatay province is being provided (2400 students benefiting). Three schools have been constructed and will be handed over to MoNE in Hatay in Arsus, Kumlu, Erzi.</p> <p>IOM: Has provided school transportation for several years. Concluded formal protocol with MONE. Are working in 4 provinces – Yalova, Sakaria, Mersin and Adana – supporting around 7000 students.</p> <p>ASAM: Women's centre offers A1 and A2 courses and skills training. Also collaborate with Gaziantep municipality to deliver programmes. 1500 women beneficiaries. Teachers are from Public Education Centres. Supported by ILO and UNWomen. Have provincial protocol with Adana directorate for MoNE – skills and lifeskills. In Gaziantep, the Education activities have been suspended because of lack of protocol to cover these activities.</p> <p>RET: Provided Turkish language classes (A1, A2) in 2015 until 2017. In 2018 they do not have a protocol. Now focusing on creating a protective environment for Syrian and Turkish youth and adolescents in Mardin and Urfa. Also conduct social cohesion programmes. But no education activities until the protocol is signed.</p> <p>Concern: Based in Urfa. Education programming on hold until protocol signed with MONE. The NGO used to provide informal education – Turkish language, Arabic literacy, PSS; social cohesion; school rehabilitation; library project to provide materials to schools; cash for education programming for out-of-school children; teacher mentoring programme. Future activities will include activities in vocational high schools. The protocol is in its final stages as advised by MoNE team.</p> <p>Yuva: The NGO has signed a protocol with MoNE and is running 7 A1 level courses in Kirikhan.</p> <p>Support to Life (STL): Have MoNE Protocol and is providing Turkish language courses in community centres.</p> <p>Bir Cocuk/ Baglar Cocuk Dergni: Signed agreement with Kilis governorate and is awaiting the signature of protocol with MoNe. Currently, the NGO is distributing education materials and is producing Turkish/ Arabic magazine for children.</p> <p>Human Appeal: Have applied to MONE for protocol and awaiting signature.</p>



Inter-Agency
Coordination
Turkey

MoNE underlined the importance of concluding protocols with MoNE Ankara in order to ensure permission to implement programmes. Protocol is concluded with MoNE DG Lifelong Learning. Provincial protocols are not required as the MONE protocol is shared with all provinces.

MoNE requested that NGOs also contact them during the planning phases of projects.

The working group coordinators thanked MONE for their contributions to the meeting and look forward to on-going collaboration and exchange of information.

**NEXT MEETING: March 28, 2018 @ 11:00
In UNICEF Gaziantep Office**

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