



**Minutes of the SE Turkey Education Working Group**  
**28 March 2018**  
**UNICEF Office – Gaziantep**

**Purpose:** Regular monthly meeting

**Participants:**

**Chaired by:** Abdullah Modhesh & Aydin Yaman

**Minutes Prepared by:** Abdullah Modhesh & Murat Alemdar

<b>Agenda item</b>	<b>Summary of discussions</b>	<b>Action point / time frame</b>
General guidance on the indicators and the monthly reporting requirement	<p>A slight change with more focus on the resilience aspect of the response. Therefore, the reporting requirements changed slightly with slight changes in the indicators. Additions included an indicators on ECE and disaggregation by nationality as well.</p> <p>Firat presented the workflow of reporting on Activity Info (<b>attached</b>) and the respective reporting dues that are linked with the AI data (like Regional Indicators and Dashboards).</p> <p>Partners can produce their own reports from AI as well (instructions on how to are provided to the AI focal points).</p> <p>The system has 2 databases; one for 2017 and one for 2018. So, while reporting, members need to be alerted of that and report through the 2018 Database.</p> <p>Main changes:</p> <ul style="list-style-type: none"><li>- addition of a few indicators</li><li>- addition of a disaggregation level in a few indicators</li><li>- change of wording in some indicators (not resulting in a change in the way of reporting)</li></ul>	<p>Partners to start reporting on AI by 10<sup>th</sup> April and monthly by the 10<sup>th</sup> of every month (and including Jan. and Feb. reporting sooner than 10 April)</p> <p>Coordinator to share the guidance and invitation to the drop box link by early next week</p>



	<p>Questions were raised about the new indicators, mainly the addition of indicators about school feeding, uniforms and shoes. It was explained that the school feeding indicator came from the 3RP plan by one partner. The partner explained that it used to be a program, but might not continue. However, since it's in the 3RP, the indicator will be kept. For the school uniforms, clothes and shoes, it's currently being reported under 'Basic Needs'. So, this needs to be discussed with Basic Needs sector to coordinate and avoid double reporting.</p> <p>Indicator about 'individual support for children at risk of dropping out' was discussed. The indicator is about following up on families and individual cases reported by schools as at risk of dropping out. Some NGOs have been receiving those referrals from schools and following up on these children. These activities are to be reported under this indicator.</p>	
<p>Presentation on the Accelerated Learning Program (ALP) (12:00 – 12:30).</p>	<p>The presentation began with a check of what partners already knew about the program. Main elements of the program include:</p> <ul style="list-style-type: none"><li>- Content: the curriculum is in Turkish and is based on curriculum from a previous project that focused on girls' education. Arabic language was added to all stages of ALP, except the 1<sup>st</sup> stage (grades 1 – 2).</li><li>- Modality: 4 modules; ALP – A (Grades 1-2) with intensive Turkish Language courses; ALP – B (Grades 3-4); ALP – C (Grades 5-6); ALP – D (Grades 7-8). Content of ALP – B to D includes Turkish, Math, Science, Religion/Ethics, Selective Courses and Arabic language.</li><li>- All children will receive counseling services by Syrian teachers.</li><li>- Teachers: Turkish classroom teachers will be teaching all subjects except Arabic and counseling that will be provided by Syrian Volunteer teachers.</li><li>- Children who were in TECs or TPSs within the past 3 years aren't eligible to participate in ALP.</li><li>- CCTE inclusion for ALP beneficiaries isn't yet determined but is under discussion. Partners insisted that this should be strongly considered especially that ALP beneficiaries are expected to include working children to a large extent.</li></ul>	<p>It was reminded to partners that the information about ALP is not official as it's not presented by MoNE. Official information will be shared in a flyer form with all partners <i>shortly</i>.</p> <p>Murat to find out more about the training to be provided for the teachers and update the group by the next meeting.</p> <p>Coordinator to check with UNICEF about the possibility of organizing a consultation meeting with MoNE about ALP and update the WG by next meeting</p>



- Locations: 12 provinces, starting with 6 (Sanliurfa, Gaziantep, Hatay, Konya, Ankara, İstanbul)
- Implementation Status: a first training on outreach was conducted last week. Outreach staff included PDoNE and PEC focal points, Turkish and Syrian teachers, some of whom will be involved in teaching as well. Outreach is expected to have been launched as of the beginning of this week and to continue until 27 April. Then the courses will be launched from April 30 (schedule may change per province)

Questions:

- Assessment: is the assessment formal for placement in appropriate stage? PEC teachers will interview children and places them according to performance. There are tools in PECs that will be used.
- Not all ALP is going to be in PECs. In situation where the PEC has no sufficient physical space TPSs and other spaces belonged to other agencies will be used.
- **What type of training will the teachers be provided?** No sufficient information is available. This information is to be provided.
- Methodology and timing: 25 hours per week, so how is it customized for the needs of working children? – It might not be customized that way for the time being as weekends alone can't be sufficient. Adjustment may be considered after the first round of courses as per the requests and needs.
- DIPLOMA isn't given, so how will children be able to transition to formal education? – Referrals will be made by teachers, with support to enroll.
- Does a child have to complete the ALP before enrolling in formal schools or can they do so before completing? – It's possible for children to enroll in schools even if they haven't finished ALP.
- What will be launched now is ALP – A, so not all profiles of OOSC will be able to benefit from the ALP now, only those who need to get upper grade level instruction? – In fact, all children can benefit from the ALP – A.
- How to overcome the Language barrier? – the first module is mainly dedicated to Turkish language.



	<ul style="list-style-type: none"><li>- <i>A comment was made about this program being ambitious and different from other programs in other countries.</i></li><li>- Integration to formal education, will it be based on level of education achievement or age or combination? Will it be depending on the previous education of the child? – All content is the same for all age groups, different only by stage... Turkish language content will be different for children younger than 13 and those above 13.</li><li>- A need for a consultation session between MoNE and education sector stakeholders was raised once the program has been started to evaluate the progress and impact on OOSC.</li></ul>	
Update about the identification exercise from the task force (12:30 – 12:45)	<ul style="list-style-type: none"><li>- The different Outputs/deliverables were described. These include:<ul style="list-style-type: none"><li>- <b>Desk Review</b></li><li>- <b>Outreach Guidance</b></li><li>- <b>Survey</b></li><li>- <b>Referral Pathway and list of education opportunities</b></li></ul></li></ul> <p>Out of these, the Desk Review, Outreach Guidance and Survey will be ready by end of May. The survey in particular can be useful in identifying the profiles of OOSC.</p>	<ul style="list-style-type: none"><li>- Ayse to share the list of resource materials with the SE EWG members (add to the dropbox and share along with the MoM)</li></ul>
AOB (12:45 – 13:00)		
<b>NEXT MEETING: Feb. 28, 2018 @ 11:00 In UNICEF Gaziantep Office</b>		