

Turkey

Inclusive Education

Global Thematic Report 2016

Period of reporting January – December 2016



Grant Ref No: SC149905

Prepared by: UNICEF Turkey

March 2017

Table of Contents

I.	EXECUTIVE SUMMARY	4
II.	STRATEGIC CONTEXT OF 2016	5
III.	RESULTS IN THE OUTCOME AREA	6
IV.	FINANCIAL ANALYSIS	13
V.	FUTURE WORKPLAN.....	16
VI.	EXPRESSION OF THANKS	16

LIST OF ABBREVIATIONS and ACRONYMS

AFAD	Disaster and Emergency Management Presidency
CO	Country Office
CSFE	Child Social Financial Education
ECE	Early Childhood Education
GAP	Southeast Anatolia Project Administration
GDP	Gross Domestic Product
IMPR	International Middle East Peace Research Centre
MoFSP	Ministry of Family and Social Policy
MoNE	Ministry of National Education
MoYS	Ministry of Youth and Sports
NGOs	Non-governmental organizations
OECD	Organisation for Economic Cooperation and Development
OOSC	Out of School Children
PSS	Psychosocial Support
SDGS	Sustainable Development Goals
UNICEF	United Nations Children's Fund
UTP	Under Temporary Protection

I. EXECUTIVE SUMMARY

In Turkey, despite its growing international prominence, its large economy and the spread of public services, children continue to face a range of development challenges. Even though, Turkish children have made real progress in terms of educational achievement, and child protection institutions are delivering improved services in a more child-centered manner, at the same time, to respond adequately to the ever-changing (and often increasing) demands, both the education and the child protection systems require further development. Children are among those most affected by socio-economic, regional, rural-urban and gender disparities, and by social exclusion. In addition, Turkey requires support in order to uphold the rights of a million Syrian refugee children at risk of becoming a lost generation, as well as children in the host communities.

For these reasons, UNICEF and Turkey are continuing their long-standing and fruitful cooperation, particularly in the area of education. The focus is on systems-strengthening to uphold the rights of the most disadvantaged children and adolescents, including children with disabilities and working children.

In the current country programme, UNICEF has two major outcomes to which education contributed to in 2016:

- increase equity through social inclusion and resilience building, and
- enhance and sustain gender equality among children into adolescence.

The UNICEF Education Programme works to achieve these outcomes through three output areas, which achieved the following results in 2016:

- Access to formal education
- Quality inclusive education
- Education opportunities for adolescents

Through a strong collaboration with the MoNE and partners on the ground, UNICEF has pursued quality inclusive education results in 2016 through: improve teaching and learning standards, curricula and learning environments; strengthen professional development systems for education personnel; enhance learning assessment systems; strengthen education management information systems; increase public awareness on child rights and quality inclusive education; expand of quality ECE services targeting vulnerable young children and provide inclusive early childhood education for children with disabilities. The flexibility of the thematic funds received has considerably contributed to the successful planning and achievement of the above mentioned results.

II. STRATEGIC CONTEXT OF 2016

Turkey is an upper middle-income country with substantial capacities to uphold child rights. However, challenges related to disparities, inclusion, child poverty, child labour, gender discrimination and child marriage remain as well as gaps in access to quality inclusive education and protection of children from violence and abuse. Among the most vulnerable are children with disabilities (CWDs), child workers, children in contact with the law, adolescent girls and boys and refugee children. Turkey is hosting the largest number of refugees in the world today, with nearly 2.9 million Syrian refugees with temporary protection status – almost half of whom are children – and over 292,000 asylum-seekers and refugees from other countries. Turkey's capacity and commitment to respond to the needs of refugees have been well demonstrated, however, the unprecedented number of refugees and the protracted nature and complexity of the crisis require an increased and sustained support from the international community.

2016 witnessed several political events such as the attempted coup-d'état in July and its widespread implications leading to an extended state of emergency and the dismissal of a large number of individuals from the public sector. In addition, 2016 saw a significant deterioration of the security situation including a series of terrorist attacks. Besides affecting UNICEF's operational environment, this had significant effects on children, some of whom were killed, injured or experienced stress and/or trauma. In 2016, Turkey also became engaged militarily in northern Syria and economic growth has been slowing-down.

In 2016, both the new Country Programme started and the Sustainable Development Goals (SDGs) were launched. Several key changes and challenges have taken place in regards to resources and partnerships.

There was a notable leveraging of existing and new partnerships. UNICEF contributed to system strengthening by engaging in advocacy and policy dialogue, enhancing and expanding partnerships with public institutions and NGOs. UNICEF also supported the delivery and increase in quality of services reaching all children, particularly the most vulnerable.

UNICEF is positioned to address these challenges and changes in the country context by continuing to pursue opportunities for flexible funding to fill resource gaps and to build on UNICEF's long history in Turkey. In addition, UNICEF Turkey has strengths in terms of the visibility of UNICEF, and its relationships with Government line Ministries, NGOs, institutions of higher education and more in order to improve children's access to quality inclusive education. In particular, the long-term relationship with the Ministry of National Education has remained important and effective, making UNICEF the partner of choice for MoNE. UNICEF capitalises on this important role and continues to facilitate and convene other education stakeholders in order to coordinate the most effective and innovative responses.

III. RESULTS IN THE OUTCOME AREA

The 2030 Agenda for Sustainable Development sets out a series of 17 goals to achieve peace and prosperity throughout the world. A key goal focuses on inclusive and equitable quality education.¹ Inclusive education is “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” and exclusion in its various dimensions.² Inclusive education strategies, practices and activities³ can address the number of out of school children (OOSC), who are excluded due to such factors as disability, gender, and missed development opportunities, as well as those children under temporary protection.

The benefits of an inclusive education system are felt at every level and in multiple ways. Primary and secondary schools that are based on a “child-centred pedagogy ... [are] capable of providing inclusive quality education to all children”⁴ as well as creating a strong education system that promotes school attendance, prevents drop-outs and ensures all students achieve their grade-related learning outcomes. Teachers who become promoters of inclusion have the skills and knowledge about the different needs of learners, and employ child-centred teaching techniques and curriculum strategies.⁵ In addition, strengthening of assessment and information systems support the gathering of inter-sectoral evidence that supports evidence-based, prioritized policy decision-making and the development of targeted learning programmes to achieve the goal of quality education for all children, particularly the most vulnerable.

In the current country programme, UNICEF has two major outcomes which education contributes to: 1) increase equity through social inclusion and resilience building, and 2) enhance and sustain gender equality among children into adolescence. The UNICEF Education Programme works to achieve these outcomes through three output areas, which achieved the following results in 2016:

FORMAL EDUCATION FOR CHILDREN UNDER TEMPORARY PROTECTION (UTP) (3-17): As the number and proportion of refugee children in school rises, approaching half a million, UNICEF continues to be a key partner for the Ministry of National Education (MoNE) in increasing access to formal education for these children. The MoNE-UNICEF rolling work plan for 2016-

¹ United Nations, 2016. Transforming Our World: the 2030 Agenda for Sustainable Development.

<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

² UNESCO (2013). Inclusive education. Education Sector Technical Notes. Online:

<http://unesdoc.unesco.org/images/0022/002221/222124e.pdf>

³ Stubbs, S (2008) Inclusive Education: Where there are few resources, Oslo: The Atlas Alliance, p.8.

⁴ UNESCO, (1994) The Salamanca Statement and Framework for Action, 1994 on Special Needs Education, p.iii,

http://www.unesco.org/education/pdf/SALAMA_E.PDF

⁵ European Agency for Development in Special Needs Education, 2010. Teacher Education for Inclusion – International Literature Review, Odense, Denmark: European Agency for Development in Special Needs Education.

2017 addresses this by supporting access in the three dimensions of supply, demand, and the enabling environment.

For the enabling environment, UNICEF engages in continuous policy and technical consultations with a view to strengthening system capacity through more inclusive education policies and regulations, especially for refugee children. UNICEF has supported MoNE in coordinating with other stakeholders (AFAD, MoFSP, NGOs, UN agencies, government institutions), co-chairs the education working group and chairs the Southeast Turkey Education Working Group in Gaziantep.

On the supply side, UNICEF continued to support MoNE in providing inclusive formal education services (including preschool) to refugee children. The number of Syrian volunteer teachers receiving a monthly incentive reached nearly 13,000. As part of the efforts to improve the conditions of Syrian volunteer teachers, MoNE agreed to grant them additional, non-financial entitlements (e.g. sickness/maternity leave) and to raise the amount of the incentives to Turkey's net minimum wage.

574 container classrooms were installed in camps to replace tented classrooms and improve the student-per-classroom ratio. Seven prefabricated, double-shift schools are being constructed in host communities and camps to accommodate 14,000 children. An assessment has been conducted with a view to installing more container classrooms, including preschool classrooms, in existing school yards. School furniture, photocopy machines and computers were provided to 221 schools serving both refugee children and Turkish children. 260 sets of classroom furniture and early learning materials were distributed to preschool classrooms in TECs benefiting at least 10,000 refugee children.

On the demand side, UNICEF distributed stationery kits and school bags to 228,000 children in provinces with high concentration of refugees, including some Turkish children, to support families in sending their children to school. To increase demand for education and improve families' knowledge and behaviour in respect of school access, UNICEF developed an outreach pilot project in Ankara reaching 984 households (7,821 individuals) and identifying 1,992 out-of-school children who were referred for school registration. Outreach activities will be scaled-up through various channels in 2017, targeting at least 65,000 households in 15 provinces. To overcome socio-economic barriers that hinder access to education and to build the resilience of families, MoNE, MoFSP, Turkish Red Crescent and UNICEF are finalizing a modality of conditional cash transfer for education for vulnerable refugee families aligned with the Turkish national system.

QUALITY INCLUSIVE EDUCATION (3-17 year olds): Building on its well-established relationship with MoNE, UNICEF engaged in policy dialogue with the Ministry to strengthen the education system in terms of its ability to provide quality inclusive education for all children, especially the most vulnerable, including CWDs and refugee children.

Professional development systems for education personnel, both Syrian and Turkish, were strengthened. As a result, 19,776 Syrian volunteer teachers and trainers received a pedagogical formation training covering: classroom management (e.g. positive discipline); student learning, evaluation and assessment, and counselling and education psychology (including PSS). Of these teachers, 18,165 (92%) passed the written exam and were certified. In addition, 500 Turkish teachers were trained as trainers to enhance capacity for supporting Syrian children in Turkish schools, which will mitigate some of the risk of drop-out.

With respect to standards, curricula and learning environments, the School Orientation and Child Social Financial Education (CSFE) extra-curricular programmes were completed and are ready for endorsement by the Board of Education. Both initiatives add variety and skills to the core curriculum in public schools. The WASH Education Programme was implemented in all boarding schools in Turkey, improving the knowledge and learning environments of 65,000 students, mostly from socio-economically challenged backgrounds. Needs analyses conducted in Remedial Education, Sociocultural Activities, and Psychosocial Support Programming with a total of over 270 experts, MoNE personnel and stakeholders helped to identify options for programme development and implementation in 2017, focusing on children not fully served by mainstream approaches.

UNICEF continued to advocate for and support the expansion of access to early childhood education (ECE) as a critical strategy for providing disadvantaged children with equitable education opportunities. ECE for Syrian children will enable them to learn Turkish at an early age and strengthen social cohesion between Turkish and refugee children. Through a strategic partnership with the Southeast Anatolia Project Administration (GAP) and the Development Foundation of Turkey, UNICEF supported the initial implementation of a bilingual summer school programme, a home-based ECE module and a teacher training programme.

In an effort to enhance learning assessment and education management information systems, UNICEF facilitated cooperation between MoNE and the OECD to review the education assessment and evaluation systems in Turkey, an area which requires innovative and more child-centred approaches. So far, a steering committee has been established and a country background report completed. Meanwhile, the Foreign Students Education Management Information System YOBIS, now fully developed and operational, and recording Syrian and other foreign students, was handed over to MoNE. Through ongoing workshops and technical support, UNICEF supported the development and roll-out of Early Childhood and Elementary Education Institutional Standards, previously known as Primary Education Institutional Standards. The indicators were reduced for greater efficiency in data collection and utilization. UNICEF started to support MoNE in strengthening student assessment systems to provide accurate information for decision-making.

EDUCATION OPPORTUNITIES FOR ADOLESCENTS: Output Analytical Statement of Progress. Inclusive education opportunities for adolescent girls and boys, including refugee children, is

one of the priority areas defined in the work-plan developed with the Ministry of National Education in 2016, the first year of the new Country Programme.

In upper-secondary education, UNICEF has been supporting MoNE's Directorate General of Secondary Education to enhance quality inclusive education opportunities for vulnerable adolescent girls and boys. The "Intervention Model" Programme supports students at risk of dropping-out with extracurricular training on 21st century skills and/or recreational/athletic activities. A pilot was completed in early 2016 benefiting 612 students and receiving positive feedback from participating students, parents and teachers. In 2017, the refinement and improvement of previously developed programmes (e.g. Intervention Model and School Orientation) will be strengthened by reviewing similar experiences in other countries. Additionally, UNICEF and MoNE are collaborating to mainstream gender and human rights education in upper-secondary education. As of November 2016, approximately 380,000 school-age Syrian refugee children were considered out-of-school in Turkey. The education report formulated in the context of the London Conference held in February highlighted the need for a "compact thinking" in order to accelerate provision of educational services for out-of-school children. This approach reflects the understanding that progress in reaching all out-of-school children still requires efforts by multiple stakeholders, to cover the different needs of refugee girls and boys through formal, informal and/or non-formal education (I/NFE). To this end, UNICEF has been facilitating in various ways interaction and coordination between MoNE, MoYSP, NGOs and donors. A workshop organized by MoNE and UNICEF contributed to knowledge sharing of national, regional and global I/NFE experiences, enhanced collaboration and capacity building among wider education partners. The workshop allowed for exchange and facilitated communication between NGOs and GoT on this issue.

In addition to facilitating inter-sectoral dialogue, UNICEF contributed to direct services delivery to show models and examples and stimulate action from a wider range of partners. To that effect, UNICEF program aimed to facilitate I/NFE opportunities, including Turkish language, basic literacy and numeracy, catch-up and remedial classes.

Activities supported through programme cooperation agreements with Save the Children, the Refugee Education Trust and Relief International enabled 9,249 Syrian children (4,866 girls and 4,383 boys) to access I/NFE opportunities, along with PSS, social cohesion activities, and peer-to-peer support programmes. Due to the political situation, the summer 2016 Turkish Language Programme for Syrian children which was planned with MoNE had to be postponed. Other options to advance on Turkish language teaching and learning are being explored in order to cover this gap.

In the second half of 2016, UNICEF established a three-way partnership with the Ministry of Youth and Sports and the International Middle East Peace Research Centre (IMPR) to further expand I/NFE opportunities. Based on the rolling work plan with MoYS and the agreement with IMPR, the number of children and young people with access to information education programmes will be expanded through 41 youth centres in 15 provinces in 2017. IMPR will

also conduct outreach activities to refer children to appropriate available education opportunities.

Through a strong collaboration with the MoNE, UNICEF pursues quality inclusive education results through: improve teaching and learning standards, curricula and learning environments; strengthen professional development systems for education personnel; enhance learning assessment systems; strengthen education management information systems; increase public awareness on child rights and quality inclusive education; expand of quality ECE services targeting vulnerable young children; and provide inclusive early childhood education for children with disabilities. These areas of work were identified based on an analysis of the major bottlenecks and barriers to achieving these outcomes (including enabling environment, supply and demand and quality). Bottlenecks include the lack of adequately staffed education services with the capacity to provide quality education as well as the lack of inclusive policies, curricula and standards.

Throughout 2016, UNICEF provided technical and financial support to the relevant partners including MoNE, I/NGOs and other government partners in addressing the bottlenecks to achieving quality inclusive education. Funding from Global Thematic Funding for Education was crucial for being able to contribute to and initiate innovative efforts in education for the following activities:

The OECD Review on Evaluation and Assessment Policy in Turkey: A unique partnership between UNICEF, MoNE and the Organisation for Economic Cooperation and Development (OECD) has been formed to assess the strengths and weaknesses of assessment and evaluation arrangements in Turkey's compulsory school system (from primary to upper secondary education) based on national needs and priorities. This review will include an analysis that seeks to determine how effective and coherent assessment evaluation policies and practices are, and how to strengthen these policies and practices as well as existing capacity. In 2016, the Country Background Report was completed, and the Steering Committee was formed.

School Orientation Programme: Since the end of 2015, UNICEF has supported the MoNE's Basic Education Directorate General (DG) to improve and develop the School Orientation Programmes to be more cohesive and systematized for new entrants at kindergarten, 1st and 5th grades. These programmes aim to support children, teachers, school counsellors and administrators, and families, and include a series of strategies or activities to assist students who are just starting school, or a new level of education, during the first couple weeks of a new school year. The orientation programme are carried out over a continuum of time, from the time of starting school until the successful settlement of students at school, focusing on three dimensions — preparation, induction and consolidation. The programmes cover, but are not limited to, the following elements of schooling: administration, curriculum, pedagogy, management of learning, social and personal needs of children, and family needs. After the draft modules and related materials for the School Orientation Programmes were developed

by the consultancy partners, a Training of Trainers (ToT) was held in Ankara from 25th to 27th May 2016 with 162 MoNE provincial staff. The ToT resulted in enhanced coordination of the School Orientation Programme implementation in 81 provinces of Turkey. It was followed by a workshop (May 2016) in Istanbul to adjust and finalize the modules and related materials with the participation of 30 MoNE officials and experts from 3 consultancy partners. The finalized modules and documents were endorsed by the Board of Education. MoNE will implement the School Orientation Programme throughout the country at the beginning of the 2017-2018 school year. This programme will not only benefit all students starting kindergarten, 1st and 5th grades, but especially vulnerable children at each level. Funding from the Thematic Funding partially contributed to the revision and online platform design of the School Orientation Programme.

WASH Education Programme: The UNICEF-supported WASH Education programme in Turkey aims to ensure that children benefit from appropriate water and sanitation/hygiene (or WASH) education in school settings, specifically in lower secondary boarding schools. School-based WASH activities represent an opportunity to directly address a child's right to both education and health. With other funding from the Turkey National Committee (namely from the specific contribution from UNILEVER), UNICEF supported MoNE to implement and institutionalize the WASH Education Programme in lower secondary boarding schools through the capacity building of teachers and school administrators. After the pilot implementation in 26 schools, a series of the Trainings of Trainers (ToTs) was held to roll out the WASH Education Programme nationwide. Three ToTs were held in Ankara from 15-20 February 2016 with the participation of 639 teachers and school administrators from 321 lower secondary boarding schools in 66 provinces. In turn, these teachers and school administrators will promote appropriate WASH education and practices for some 65,000 children in all boarding schools across the country.

As the final step to ensuring that all boarding schools successfully implement child-friendly WASH practices throughout the programme, the WASH materials were printed and distributed, specifically 45,000 sets of posters distributed to all primary and lower secondary schools nationally; and 1,005 copies of guidebooks were distributed to lower secondary boarding schools. In addition, 700 sets of WASH Education posters in Arabic were distributed to 327 temporary education centres (TECs) that accommodate Syrian refugee children. Funding from this thematic grant contributed to the printing of WASH posters.

Child Social Financial Education Programme: UNICEF has provided technical support to MoNE in order to strengthen system capacity to offer learning to children which is more responsive to the 21st century. The Child Social Financial Education (CSFE) Programme was developed as an extracurricular component to equip children in elementary and secondary schools with the skills and knowledge to be socially and economically empowered citizens, so that they can understand how to use their scarce financial resources more effectively and to choose the financial services and products that best meet their needs. As learning that is more

responsive to the 21st century, this programme will increase children's sense of control over their own lives, as well as to strengthen their self-confidence and encourage them to participate in social matters affecting them. UNICEF support included three major components: revision of extracurricular activity books, creation of a web-based teacher training module, and a training of 162 teachers and school administrators.

In 2016, the development of the CSFE programme at elementary and secondary schools was completed. The web-based teacher training module and a third round of revision of CSFE extracurricular activity books was finalized; in addition, the training of teachers and school administrators was conducted between 12 and 14 December 2016. It is estimated that at least 10.6 million students will benefit from this programme through the development of CSFE knowledge and skills. The programme documents have been endorsed for approval by MoNE and was submitted to the Board of Education for approval in early 2017.

School-Based Assessment: UNICEF provided technical and financial support to MoNE in its efforts to promote school- and classroom-based assessment practices which are based on the needs of all students. An initial 3-day workshop was held in Antalya from December 5-7, 2016 to review the situation of current school- and classroom-based assessment practices. 100 MoNE staff, university faculty members with expertise on assessment, school principals and teachers participated in the workshop. Feedback revealed that a variety of disciplines and schooling levels can positively contribute to the development of appropriate school- and classroom-based assessment modules and tools, including formative assessments, which can help teachers to adjust and improve teaching and learning activities in classroom settings for better learning attainment of students. UNICEF is also continuing its engagement in this specific technical area in 2017 and onwards.

Syrian and Turkish Teacher Training: In order to ensure the provision of adequately staffed education services with education personnel who are able to provide quality teaching and learning opportunities to all children, including Syrians, UNICEF worked with MoNE to provide needs-based teacher training to both Syrian and Turkish teachers. Almost 20,000 Syrian volunteer teachers received a 10-day training to increase their pedagogic knowledge and skills in critical areas such as classroom management, instructional planning, measurement and evaluation and educational psychology and counselling. At the end of the training, 18,165 teachers successfully passed the training exam and received certificates. In addition, a teacher training was developed targeting 25,000 Turkish teachers to improve their skills in supporting Syrian children in their classrooms. A training of trainers was conducted with approximately 500 Turkish teachers at the end of 2016, for roll-out of this training in 2017. Funding from this grant contributed to the monitoring of both of these trainings.

Flexible funds are critical for the successful delivery of programmes and services that contribute to quality inclusive education as well as the overall Country Programme outcomes. UNICEF Turkey's education working plan requires sustained and flexible funding in order to

respond to ever-changing contexts and needs.

IV. FINANCIAL ANALYSIS

Table 1: Planned budget by Outcome Area: Education (in US Dollars)

In 2016, UNICEF Turkey planned to spend approximately \$4 million (ORR and ORE) for programme activities and interventions related to the below mentioned intermediate results of the Education programme. The planned funds were mostly related to equity and focus on girls' inclusive education and education in general. The projections below do not include ORE (emergency) type of funds. The following table provides further breakdown.

Intermediate Results	Funding Type	Planned Budget
05-02 Equity # focus on girls# and inclusive education	RR	-
	ORR	100,000
05-04 Education in emergencies	RR	-
	ORR	-
05-05 Education # General	RR	150,000
	ORR	500,000
Unknown	RR	-
	ORR	3,500,000
Total Budget		4,250,000

Table 2: Thematic Contributions Received for Outcome Area by UNICEF Turkey in 2016 (in US Dollars)

In 2016, UNICEF Turkey CO has received one country specific thematic contribution for education, coming from the Netherlands Committee for UNICEF. Please see the table below for further details on the contribution amount and the programmable amount (excluding the 5% indirect costs).

Donors	Grant Number*	Contribution Amount	Programmable Amount
Netherlands Committee for UNICEF	SC1499050481	305,937.60	290,640.72
Total		305,937.60	290,640.72

Table 3: Outcome Area: Education Turkey- 2016 Expenditures by Key-Results Areas (in US Dollars)

In 2016, UNICEF Turkey spent approximately \$ 78,8 million for programme activities and interventions related to the Education programme. The utilized funds were mostly related to education in emergencies and equity with focus on girls and inclusive education. The following tables provide further details.

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	6	237,807		237,813
05-02 Equity # focus on girls# and inclusive education	1,956,666	442,053		2,398,719
05-04 Education in emergencies	32,268,379	19,677,964	40,985	51,987,327
05-05 Education # General	18,984,960	5,217,924		24,202,884
Total	53,210,012	25,575,747	40,985	78,826,743

Table 4: Thematic expenses by programme area (in US Dollars)

Organizational Targets	Expenditure amount	
	ORE	ORR
05-01 Early learning	4	5,609
05-02 Equity # focus on girls# and inclusive education	72	4,906
05-04 Education in emergencies	1,550	35,125
05-05 Education # General	608,387	309,274
Total	610,013	354,914
Total	964,927	

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

Specific Intervention Codes	Expenses
05-01-01 National policies on early learning and school readiness	10,457
05-01-03 Institutional pre-schools	117,770
05-02-01 Out of School Children Initiative (OOSCI)	20,154
05-02-02 Non-formal education (including adult literacy)	2,248,839
05-04-04 Education # cluster coordination in humanitarian action	2,964,146
05-04-06 Education - Emergency response	46,068,948
05-05-01 Education -Systems	18,311,633
05-05-02 Teacher development and deployment	4,252,649
05-05-06 Education Management Information System	303,141
05-05-08 Education -technical assistance to regional and country offices	205,764
08-03-01 Cross-sectoral Communication for Development	335,025
08-05-01 Supply # General	196
08-05-02 Procurement	8,886
08-05-03 Logistics	145
08-09-06 Other # non-classifiable cross-sectoral activities	1,017,383
08-09-10 Brand building and visibility	3,399
08-09-11 Emergency preparedness and response (General)	99,908
09-03-02 Transparency of information and documentation	113,588
09-04-04 Supply # Procurement services	9,136
09-05-02 Humanitarian performance monitoring	3,415
10-07-12 Management and Operations support at CO	2,732,160
Grand Total	78,826,742

**Table 6: Planned Budget
2017 (in US Dollars)**

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
05-02 Equity # focus on girls# and inclusive education	RR	-	100,000	-
	ORR	2,000,000	1,546,566	453,434
	ORR	-	10,554,655	-

05-04 Education in emergencies ⁶	RR	-	27,662	-
	ORE	193,082,500	37,917,653	155,164,847
05-05 Education # General	RR	-	-	-
	ORR	-	-	-
Sub-total Regular Resources		-	127,662	-
Sub-total Other Resources - Regular & Emergency		195,082,500.00	50,018,874	145,063,626
Total for 2017		195,082,500.00	50,146,536	144,935,964

V. FUTURE WORKPLAN

Building upon existing achievements and lessons learned, priority actions in 2017 and 2018 to achieve the goals of the Strategic Plan include the roll-out of the School Orientation Programme, the continuance of the OECD review, and development of the School-based Assessment Training Programme. In addition, further trainings are planned for Turkish and Syrian teachers to improve their knowledge and skills on Inclusive Education.

Since early 2016, UNICEF Turkey has been partnering with the Organisation for Economic Cooperation and Development (OECD) in the review of education assessment and evaluation systems in Turkey together with MoNE. Based on the guidance of the established Steering Committee and completed country background report, the MoNE-OECD-UNICEF Education Assessment and Evaluation Review process is continuing in 2017. In the context of the 2016-2020 CP, this tri-party initiative is one of the examples in which UNICEF Turkey plans to expand its upstream technical engagement with the GoT and other partners in education and other sectors.

Funding is urgently required to continue to support strategic quality inclusive education activities, particularly in the areas of Remedial Education, Psychosocial Support and the continuance of the OECD review. In addition, flexible funding is required for the development of an Inclusive Education Teacher Training Module, Assessment and Diagnostic Tools for Children with Disabilities and Assessment and Standards of Children with Disabilities.

VI EXPRESSION OF THANKS

UNICEF Turkey expresses its sincere appreciation to all the donors that have supported our work in the education focus area and have made possible the results described in this report. Thematic funding provides greater flexibility and allows longer term planning and sustainability of programmes in order to achieve our planned results. UNICEF also expresses its gratitude to all its partners including the Ministry of Education, AFAD, civil society organizations, and employer associations which contributed to the successful results achieved in 2016.

⁶ It is to be noted that funds from EU Trust Fund (MADAD funding), contributing to the emergency response of the Syria crisis, have been recorded and reported as ORR and not ORE funding, due to donor's explicit requirements. Therefore, they appear as funded, but not planned.

Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Lieke Van De Wiel, UNICEF Turkey Deputy Representative

Email: lvandewiel@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form.