

Catch-Up Education Programme

Mid-Term Review Report



Catch-Up Education Programme in Turkey

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ABBREVIATIONS

ABPRS: Address Based Population Registration System

BoE: Board of Education

CCC: Catch-Up Class Commission

CCT: Conditional Cash Transfer¹

CEP: Catch-Up Education Programme

ERI: Education Reform Initiative

GAM: Gradual Absence Management

GRC: Guidance and Research Center

HKO: Haydi Kızlar Okula!

MoNE: Ministry of National Education

MoNE DG-PE: Ministry of National Education General Directorate of Primary Education

n.d.: not dated (used for references)

NGO: Non-Governmental Organisation

PEC: Planning and Evaluation Commission

TurkStat: Turkish Statistical Institute

UN: United Nations

UNDP: United Nations Development Programme

UNDAF: United Nations Development Assistance Framework

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations Children's Fund

¹ Conditional Cash Transfer provided by the General Directorate of Social Assistance and Solidarity within the framework of protocol signed with Ministry of National Education has been renamed as Conditional Education Support at June 2010.

DEFINITIONS

Catch-Up Class Commission: Commission formed to plan, monitor and evaluate the work relating to catch-up classes at the provincial and district level

Catch-Up Class Education Programme: Programmes based on primary education programmes which are prepared to be implemented in catch-up classes

Catch-Up Class: Class for students who have dropped out of or never started their compulsory primary school education, opened in order to prepare them for primary education and to ensure their retention

CEP Parent: Parent or person who legally assumes the responsibility for the student enrolled in CEP

CEP School Principal: Principal of a school that has a CEP class

CEP Student: Student studying in CEP

CEP Teacher: Teacher of CEP students

Child: A person of compulsory school age who is not enrolled in any school

Children in the scope of Catch-Up Education: Target group children who need to attend catch-up classes

Directorate of National Education: Provincial/District Directorate of National Education

General Directorate: General Directorate of Primary Education

Guide: Catch-Up Education Programme Instruction and Implementation Guide

Haydi Kizlar Okula!: 'Hey Girls Let's Go to School' is a campaign implemented by the Ministry of National Education with the technical support of UNICEF aimed at increasing the number of girls enrolled in schools

Ministry: Ministry of National Education

Parent: Parent or person who legally assumes the responsibility for the student enrolled in school

Planning and Evaluation Commission: Commission formed to plan and evaluate the services in primary schools that are opening catch-up classes

Primary School Principal: Principal of the school receiving the student upon her/his completion of CEP

Primary School Teacher: Teacher of the student who continues her/his education in a primary school upon completion of CEP

School Counselor: Personnel working in a school affiliated with the Ministry of National Education and practicing as a guidance counselor

Student: Child enrolled in school or CEP

Teacher Trainer: Person who provides CEP training to teachers

Transfer Parent: Parent or legal guardian of the student transferred from CEP to primary school

Transfer Student: Student transferred from CEP to primary school

EXECUTIVE SUMMARY

This mid-term review report aims to present the outcomes of the Catch-Up Education Programme (CEP) that started in the 2008-2009 academic year with the collaboration of the Ministry of National Education General Directorate of Primary Education and UNICEF. CEP secures the right to education of children between the ages of 10-14 who have either never enrolled in primary education, dropped out, or are at least three years behind their peers. This report intends to share the findings with the General Directorate, UNICEF, and other partners of the programme by reviewing CEP's implementation and determining the factors that facilitate and hinder the process and evaluating CEP's sustainability.

Current Statistics

'Right to Education' has been guaranteed to everyone through national and international law. However, despite the existing legal arrangements, statistics suggest that there are complications in actualizing the right to education. Gender disparities in literacy rates come up in statistics. According to the data released by United Nations Development Programme (UNDP) general literacy rate above 15 years of age in Turkey is 88.1%, 96% for men and 80.4% for women (UNDP, 2008). Even though the UNDP Human Development Index 2009 showed a decline in this gender disparity, it still persists (literacy rate for men is 96.2% and literacy rate for women is 81.3%) (UNDP, 2009).

Although Ministry of National Education annual formal education statistics points to an improvement in net enrolment rates, Turkey has still not reached 100%. Net enrolment rates between 2007-2009 were 97.4%, 96.5%, and 98.2%; while the gender ratios (female/male) in the same period were 0.98, 0.99 and 0.99 respectively (MEB, 2010b). Other statistical data obtained from the Ministry of National Education are the number of children who never enrolled in school. As of March 2008 children (6-14 years old) who were not enrolled in school was 411,805 (41.9% male, 58.1% female). 227,045 of these children (33.2% male, 66.8% female) fell under one of the CEP's target groups (those who have never enrolled in primary education). In February 2009, the number of non-enrolled children in the age group of 6-14 years were still high at 326,513 (41.7% male, 58.3% female), 161,779 (33.2% male, 66.8% female) of whom fell under the target groups of CEP. In February 2010, the numbers stated for 6 to 14 years old not-enrolled children were 139,690 (35.8% male, 64.2% female), 109,274 of whom were potential beneficiaries of CEP (33.1% male, 66.9% female).²

From 1970's onwards Turkey's development plans included guaranteeing and universalising children's right to primary education. However, that goal had not yet been achieved in 2010. The 2007-2013 Ninth Development Plan estimates that this goal will be reached by 2012-2013 (SPO, 2006).

Steps Taken to Increase Schooling Levels in Turkey

In its Medium Term Strategic Plan 2006-2009 (2005), UNICEF focused on reducing gender disparities and other types of inequalities within the framework of access to basic education. Besides, MoNE (2009), as shown in Objective 2.1 and 2.2 of its 2010-2014 Strategic Plan, aims to achieve 100% enrolment rate in primary education and to eliminate drop-outs by the end of 2014. These endeavours in Turkey are also in accordance with the goal of "achieving universal primary education" that was determined as one of the the Millenium Development Goals set in September 2000 by the Millenium Summit.

UNICEF Turkey has established three main programmes in accordance with the goals set for Turkey by UNICEF and UNDP. These are (a) access to primary and secondary education, (b) child-friendly school environment, and (c) CEP. These programmes aim to reduce the number of drop-outs and gender

² Estimated from the Ministry of National Education General Directorate's data on not enrolled children.

disparities in access to education, to strengthen children's personal development, to establish child-centred institutions that ensure accountability in cases where children's rights are violated, and to constitute policies, laws, and monitoring and evaluation systems that protect children.

In 2003, MoNE and UNICEF launched the 'Haydi Kizlar Okula!' (HKO) campaign for the provision of children's and especially girls' access to education, who are at the age of compulsory primary education yet deprived of it, through the removal of gender based discrimination. During the initiation phase of the campaign net enrolment rate was 89.8% and the difference in enrolment rates between boys and girls was 5.3 in favour of boys. In the four years following the campaign's launch, approximately 350 thousand children were enrolled, 240 thousand of which were girls (MoNE, 2010a).

During the HKO campaign local officials and school principals have encountered various difficulties in their attempts to develop strategies aimed at enrolling girls aged 10-14 to school, which they tried to solve with their limited resources. Main reasons behind these difficulties were:

- lack of general skill and knowledge that students need in order to adapt to school, and lack of provision of services that could help students acquire the skills and knowledge,
- unsuitability of students' ages and developmental states to the class they have been placed in,
- the reluctance of students concerning getting an education in the same classes as younger children.

CEP's preparation and implementation at the national level was approved in 2005, in order to overcome the problems mentioned above that were encountered during the implementation of the HKO campaign (CEP, 2008; CEP, 2009; UNICEF, n.d.). Infrastructural work for CEP begun in 2006 along with the preparation of the educational programme. CEP Instruction and Implementation Guide was developed between 2005-2008. CEP was put into practice nation-wide with the July 2008 directive and Decision no. 149 of the Board of Education (BoE). As a component of the EU financed project "Towards Good Governance, Protection and Justice for Children in Turkey", CEP's goal is to help children between the ages of 10-14 who were never enrolled in education or who were left three years behind their peers due to absenteeism and therefore lost the chance to get an education with children of the same age, and to bring them to a compatible level with their peers through dense and individualized educational programmes. Children in the target group are those who work on the street, in the industry, agriculture or service sector; who live on the street, and are excluded from primary education system due to financial or traditional reasons (MoNE, n.d.; MoNE, 2009b; UNICEF, n.d.).

e-CEP module was developed within the e-School management information system in order to follow-up on the students enrolled in CEP. According to the e-CEP data, 19,990 students were enrolled in CEP as of April 2010, with class information available for 12,876 of them. Out of those who have completed CEP, 6,063 were successfully placed in primary school classes and 3,909 students were declared unsuccessful and were transferred to formal education institutions in according to their performance in the programme.

Goal and Design of Midterm Review Study

The study conducted for the mid-term review aims to follow-up on CEP, which will end in 2013, by using experiences from 2008 to 2010. This way, the study attempts to determine to what degree the programme reached its goals, to investigate the suitability of the methods and strategies employed, to point out the problems that arose in the implementation and to make suggestions for its improvement. Moreover, this study aims to provide data to review potential areas of collaboration at the central and local levels, and to contribute to future policy making and programme development projects.

This study was carried out by the utilization of both qualitative and quantitative research methods. The data were collected by researchers qualitatively through face to face field interviews and quantitatively through questionnaires. Selection of the provinces for the field work was done through purposeful sampling method taking into account criteria such as the number of CEP students in the province, the representative role that the province plays in its region, and the amount of immigration to the province. After the application of the criteria, Ankara, Adana, Diyarbakır, Edirne, İstanbul, İzmir, Konya, Şanlıurfa, Van and Zonguldak were chosen for the sample. Since the number of students taking part in CEP is high in Ankara, Adana, Diyarbakır, İzmir, Şanlıurfa and Van, the data collected from these provinces were collected from both province and district centers. In the remaining provinces data was only collected from province centers.

Semi-structured face to face interviews were carried out in accordance with the organisational structure of CEP (Figure 2) with province/district coordinators, province/district CCC members, teacher trainers, coordinating inspectors of provinces, school principals in charge of CEP schools, primary school principals, CEP teachers, teachers of students who completed the programme and were transferred to formal education institutions (primary school teacher), CEP students, students who completed the programme and are continuing their education in primary schools (transfer students), and parents of CEP students. A total of 236 interviews were carried out in 10 provinces.

As the qualitative method involved in-depth face to face interviews, a more limited number of teachers and students could be accessed. The questionnaires that were used on top of interviews were aimed at enlarging the sample. Student and teacher questionnaires were prepared in light of the data acquired from face to face field interviews with students and teachers. Face to face questionnaires were conducted with 523 students who were in CEP or had completed CEP and got transferred to primary schools. Teacher questionnaires were carried out via phone calls with a total of 300 teachers, 200 of which were CEP teachers and 100 were primary school teachers.

Main Findings

- According to the implementers, the factors that help them with their CEP tasks and responsibilities are (in order of descending frequency): communication, coordination and support at the school, district, province and Ministry levels; believing in the project and volunteerism; having support from local institutions and foundations; having support from teacher trainers, province/district CCC and inspectors; teamwork throughout the project, and the existence of conditional cash transfer.
- According to the implementers, the factors that complicate their CEP tasks and responsibilities are (in order of descending frequency): lack of parental support; family indifference and resistance to let their children participate in CEP; adaptation problems, indifference and absenteeism of students; multiple duties of CEP implementers; unclear task definitions and multiple tasks of CEP teacher trainers; teacher shortage and frequent reassignments of teachers and principals; negative managerial demeanour towards CEP; financial problems of the family, lack of financial support for the child, and children who work to financially support their families; insufficiency of CEP materials and books; insufficiency of CEP's budget; inadequate support from non-governmental organisations and local authorities, and difficulties encountered in following-up on students.
- According to the implementers the problems that affect the success of the project are (in order of descending frequency): short duration of the programme; student adaptation problems; absenteeism; lack of parental support and parental resistance to let their children participate in CEP; insufficient number and quality of teachers; frequent reassignment of teachers and principals; inefficient implementation of educational programmes due to low student readiness

levels; not being able to start CEP classes due to insufficient physical infrastructure; negative managerial demeanour towards CEP; the physical distance of CEP schools to students, and problems with e-School and e-CEP.

- Implementers propose more indepth trainings for CEP teachers and teacher trainers; preventing reassignment and replacement of those who are trained for CEP in order to provide stability; provision of necessary material and classrooms in good physical condition; extension of CEP's duration; more efficient ways of educating and raising the awareness level of the family; provision of transportation services for CEP students; and imposition of legal sanctions against families who do not send their children to school as ways to improve the programme in the future.
- In order to evaluate the skills that students gain from CEP, they were tested in reading, writing and problem solving by a test prepared in accordance with the textbook prepared for the CEP Programme, Grades 1-3 Level B. Results showed that students perform best in copying a given text, followed by text reading. Approximately 65% of the students read the text without an error. However, only 55% could read the text fluently without pausing and 60% of the students could write what they heard without mistakes. The poorest performance was witnessed in the area of problem-solving. Approximately 45% of the students, 53% of the male students and 40% of the female students were able to solve the given problem correctly. Lastly, in the area of general knowledge, 70% of students were able to name Turkish capital correctly. When gender is taken into account, girls display a statistically higher performance than boys in all areas except for problem solving.
- A majority of implementers believe that CEP makes a difference. They state that CEP gives students an opportunity to continue their education, prevents them from being pulled into crime, and provides them with employment opportunities. Implementers suggested that the majority of the students in the programme showed positive changes such as better self-expression and fewer behavioural problems.

Recommendations

- Material and moral support should be made available to those families who need support to be able to send their children to school. Relevant legal sanctions must be imposed on families who do not send the children to school even in the presence of financial support.
- Based on emerging necessities, preventive programmes and projects should also be developed simultaneously with projects such as CEP that aim to solve existing problems.
- Necessary corrections and improvements must be made regarding the e-CEP module that exists within the e-School in order for it to be more effective.
- Administrators and implementers of CEP should not be reassigned.
- The scope of the CEP teacher training should be expanded to include activities that inform teachers about in-class applications.
- School orientation activities should begin before the start of the programme.
- As the programme materials suggest, the organisation of social activities and psycho-social support through the provision of the Guidance Programme should be prioritised in order to facilitate students' adaptation to school and improve their basic life skills.
- Sufficient budget should be allocated to be used for CEP's implementation.
- Monitoring of the students should be given as much importance as convincing and enrolling the students.

INTRODUCTION

This report was prepared as a mid-term review for the Catch-Up Education Programme (CEP) that was started in the 2008-2009 academic year by the collaboration of the Turkish Ministry of National Education Directorate-General for Primary Education (MoNE DG-PE) and United Nations Children's Fund (UNICEF). CEP aims to guarantee the right to education of children who never enrolled in primary education, who are three years behind their peers for reasons other than academic failure or unaccounted absence, and who are between the ages 10 and 14.

The study conducted for the mid-term review aims to follow-up on CEP, which will end in 2013, by using experiences from 2008 to 2010. This way, the study attempts to determine to what degree the Programme reached its goals, to investigate the suitability of the methods and strategies employed, to point out the problems that arose in the implementation and to make suggestions for its improvement. Within the framework of these general goals, following steps have been taken:

- I) Review of CEP's implementation,
- II) Determination of factors that facilitate and impede implementation,
- III) Evaluation of CEP's sustainability.

Moreover, this study aims to provide data to review potential areas of collaboration at the central and local levels, and to contribute to future policy making and programme development projects.

This report consists of seven chapters. The first chapter, the legal grounds, current situation, issues and improvement efforts within the framework of the right to education are summarised. In the second chapter, CEP's formation, contents and the division of tasks between the implementers are explained. The third chapter elaborates on research methods and samplings, data sources, and data collection instruments used during the field study. Chapter four presents the quantitative and the qualitative findings obtained from questionnaires and field interviews within the framework of CEP implementation cycle. The fifth chapter evaluates CEP's sustainability using information from the field study. Chapter six explains the monetary and non-monetary costs and benefits of CEP. And the last chapter is formed around recommendations for the improvement of the programme.

I. RIGHT TO EDUCATION

Legal Grounds

Education is one of the most significant factors that play a role in the reduction of social and economic disparities between and within nations. Right to education is a universal right recognised by international law. Universal Declaration of Human Rights (1948), United Nations (UN), Convention on the Rights of the Child (1989) and European Social Charter (1961; 1996) protect the right to education of all children regardless of religion, language, race or gender and require all states parties to provide compulsory and free primary education. In addition, it is stated in the protocol (Appendix 1) of European Convention for the Protection of Human Rights and Fundamental Freedoms, signed in 1952, that no one may be deprived of his/her right to education. UN Convention on the Rights of the Child article 28 includes the statement: *“(States Parties) take measures to encourage regular attendance at schools and to reduce drop-out rates.”* Also in the Turkish Constitution, it is stated in Article 42 that *“No one can be deprived of their right to education...Primary education is compulsory for all citizens, female and male, and is available free of charge in public schools...”*. Moreover Article 2 of the Primary Education and Training Law (law no. 222) states: *“Primary education is provided in primary schools; it is compulsory for all girls and boys at the compulsory schooling ages and available free of charge in public schools.”*, whereas Article 46 obliges all legal guardians to enroll the children they are responsible for in primary schools on time.

The Basic Law of National Education no. 1739, Article 7 provides all Turkish citizens with the guaranteed right to education. Article 4 of the same law also suggests that educational institutions are open to all citizens regardless of their religion, language, gender or race. Article 8 ensures the right to education by the assurance that *“all women and men have equality opportunity and means of education”*. Furthermore, it was decided in 2005 by the Child Protection Law (no. 5395) that measures should be taken towards protecting and supporting issues regarding children such as education, care, health and shelter.

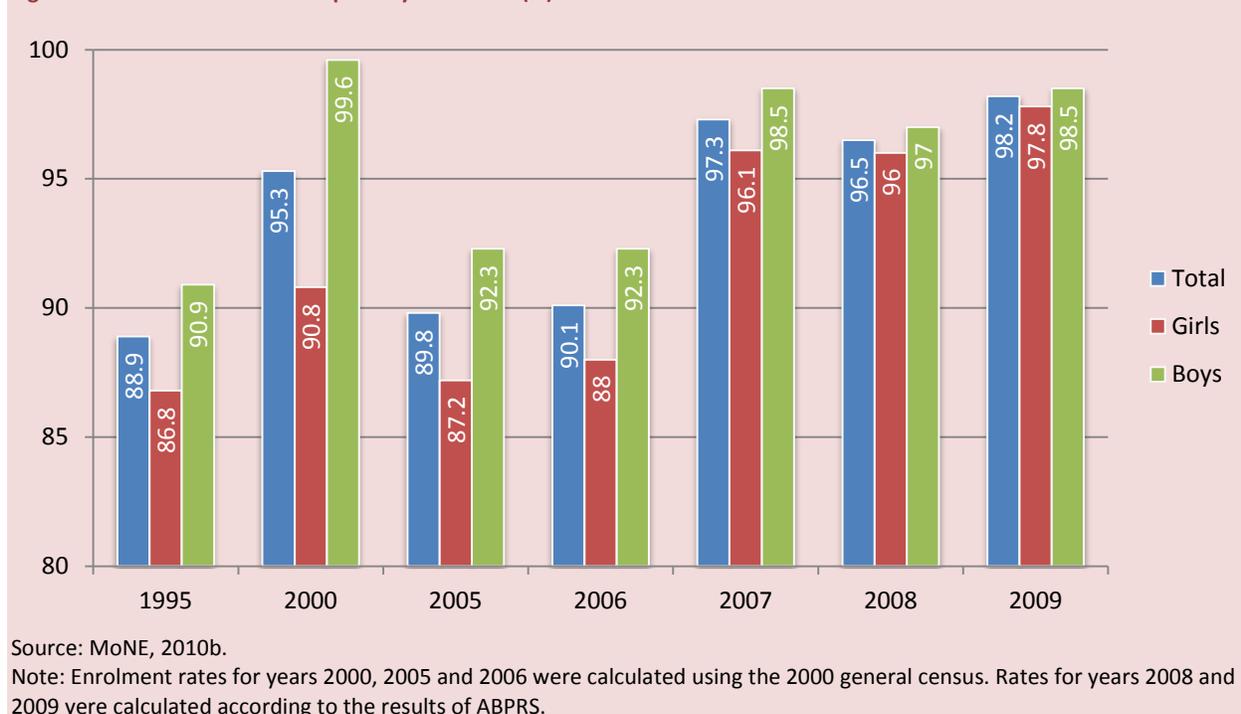
Current Statistics

Despite the existing legal arrangements, statistics suggest that there are complications in actualizing the right to education. Gender disparities in literacy rates come up in statistics. According to the data released by United Nations Development Programme (UNDP) general literacy rate above 15 years of age in Turkey is 88.1%; 96% for men, and 80.4% for women (UNDP, 2008). Even though the UNDP Human Development Index 2009 showed a decline, the gender disparity still persists (literacy rate for men is 96.2% and literacy rate for women is 81.3%) (UNDP, 2009).

When only the age group 15-24 is considered, there seems to be an increase in enrolment literacy rates as well as a decline in gender disparity in Turkey. According to the data revealed by the Turkish Statistical Institute (TurkStat) and calculated in accordance with Address Based Population Registration System (ABPRS) Census 2008, the average literacy rate of the age group 15-24 in Turkey is 97.4%, with 98.7% for men and 96% for women.

According to the formal education statistics of the Ministry of National Education (MoNE), although there is an improvement in primary school enrolment rates, 100% enrolment has not yet been attained. Figure 1 shows enrolment rates for the years 1995-2009. As of 2009 the net enrolment rate was 98.2%, with 98.5% for boys and 97.8% for girls.

Figure 1: Net enrolment rates in primary education (%)



Statistical data obtained from the Ministry of National Education show that as of March 2008 the number of children in the 6-14 age group who had never been enrolled in school was 411,805. Although this number dropped to 326,513 by February 2009, it was still fairly high. In February 2010, the number of students who were not enrolled in school was stated to be 139,690. Table 1 shows details of the data for the last three years. Here it can be seen that a majority of these out-of-school children are in the age group of 10-14.

Table 1: Number of out-of-school children

	Ages 6-14		Ages 10-14	
March 2008	411,805	%41.9 boys, %58.1 girls	227,045	%33.8 boys, %66.2 girls
February 2009	326,513	%41.7 boys, %48.3 girls	161,779	%33.2 boys, %66.8 girls
February 2010	139,690	%35.8 boys, %64.2 girls	109,000	%33.1 boys, %66.9 girls

Source: Data provided by MoNE.

In Turkey’s development plans educational rights of children are guaranteed and aimed to be universalised from 1970’s onwards. However, that goal has not yet been achieved by 2010. According to the 2007-2013 Ninth Development Plan estimates that this goal will be reached in 2012-2013 (SPA, 2006).

In its Medium Term Strategic Plan 2006-2009 (2005), UNICEF focused on reducing gender disparities and other types of inequalities within the framework of access to basic education. Besides, MoNE (2009), as shown in Objective 2.1 and 2.2 of its 2010-2014 Strategic Plan, aims to achieve 100% enrolment rate in primary education and to eliminate drop-outs by the end of 2014. These endeavours in Turkey are also

in accordance with the goal of “*achieving universal primary education*” that was determined as one of the the Millenium Development Goals set in September 2000 by the Millenium Summit.

Issues

With the extension of compulsory education from five years to eight years in 1997, the efforts towards increasing enrolment rates have also gained momentum. These efforts have shown that factors such as gender, education and income level of the family, cultural and social reasons, migration and place of settlement still play an important role in determining access to education.

In 2003, MoNE and UNICEF launched the ‘Haydi Kızlar Okula!’ (HKO) campaign (support campaign for the enrolment of all girls in primary school) to provide all children, and especially girls, with access to primary education by the elimination of gender-based inequalities. During the initiation phase of the campaign net enrolment rate was 89.8% and the difference in enrolment rates between boys and girls was 5.3 in favour of boys. In 2003, the campaign was initially launched in the ten provinces that had the lowest enrolment rates (Ağrı, Batman, Bitlis, Diyarbakır, Hakkari, Muş, Şanlıurfa, Siirt, Şırnak, Van) and was gradually extended to all provinces by the end of 2006. In the four years following the campaign’s launch, approximately 350 thousand children were enrolled, 240 thousand of which were girls (MoNE, 2010a).

According to the annual formal education statistics of the Ministry, enrolment rates in primary education are increasing, while the difference in enrolment rates between boys and girls has gradually been reduced from 4.3 points in 2006 to 1.02 points in 2008; and to 0.7 in 2009 (Figure 1) (MoNE, 2010b).

One of the biggest obstacles for the enrolment of children at the age of compulsory education is the low income levels of the family. This fact could be observed clearly during the HKO campaign in the process of identification and follow-up of students in rural areas and places of relative poverty who , were either not enrolled or were legally enrolled to a school but not attending (MoNE, 2010a). According to Poverty Study conducted in 2008 by TSI, 24.43% of children under 15 years of age are below the poverty line (TurkStat, 2008).

Improvement efforts

According to the Education for All Global Monitoring Report 2010 published by United Nations Educational, Scientific and Cultural Organisation, 640.000 children at the age of compulsory education could not be enrolled due to various reasons in Turkey in 2007 (UNESCO, 2010). As of June 2010 that number had decreased to 127.718. Istanbul, Urfa and Van are three provinces with more than 10.000 out-of-school students (Ibrahim Er, MoNE DG-PE Director General, personal communication, June 21, 2010).

Improvement of existing databases also contributed to the progress in enrolment in last three years. Especially within the scopes of ABPRS and e-Transformation Turkey Project (Turkish Court of Accounts, 2006) that started in 2007, student enrolments were carried out online through Ministry of National Education’s web-site in Istanbul, Ankara, İzmir, Adana ve Eskişehir for the 2006-2007 academic year. This project, called e-Registration, that places students to the closest school was spread to all provinces in the 2007-2008 academic year by the notice issued by MoNE DG-PE in October 2007. Consequently, existing statistical data has become more trustworthy. In recent years, with the help of a module added to the e-School, it has become possible to keep track of not enrolled and absent children; detect

relevant information about them such as age, sex, excuse for absence; and eventually develop central or local solutions for the targetted group of children through monitoring and evaluation.

The reasons for failure to enroll in primary education are classified under five main themes and 26 different causes in the e-School: (1) issues with address registration; (2) working children (3) difficulties faced by children with disabilities; (4) economical, social and cultural dimensions; (5) other causes (such as graduating, postponing education at parents' request). After the causes for not enrolling were determined and data was entered and analyzed, proof-oriented strategies were developed. These strategies can be summarised under three main titles:

- a. **Addressing the issue of not enrolling in primary school on time:** It is observed through monitoring studies that not enrolling in primary school on time is a significant problem. According to the March 2009 e-School data, approximately 80.000 children at the age of 6 did not enroll on time. Strategies for on-time enrolment were developed for the 8 provinces (Ağrı, Bitlis, Diyarbakır, Gümüşhane, Hakkari, Muş, Osmaniye, Şanlıurfa) with the highest number of not enrolled students based on the findings of studies conducted in these provinces (MoNE, 2010a).
- b. **Multi-phased Absence Management:** Another issue as important as enrolment rates in primary schools is the high number of already enrolled students with unexcused absences. As of March 2010 there were 313.965 primary school students who had more than 20 days of unexcused absences in Turkey (Ibrahim Er, MoNE DG-PE Director General, personal communication, June 21, 2010). 'Risk of Dropping Out, Absenteeism and Needs Analysis Research' was conducted in 2009 with the collaboration of MoNE DG-PE and UNICEF. As a result of this research new definitions for absenteeism patterns were created, and GAM, Risk Assessment Form , and Action Plans were developed after the factors for absenteeism and dropping out were determined(MoNE, 2010a).
- c. **Catch-Up Education Programme (CEP):** One of the central strategies implemented in order to achieve the 100% enrolment rate is CEP (MoNE, 2010c). It was mentioned in the mid-term evaluation and field reports of the HKO campaign that many of the enrolled children in the 10-14 age group could not be kept in school, and had adaptation problems with studying among younger students. CEP was put into implementation in 2008 to solve these problems and to provide an environment where children can receive education among their peers (MoNE, 2010a).

In summary, with the acceptance that the right to education is for all, the current situation was reviewed and the issues that hinder its realization were determined. Strategies were adopted in order for the visible shortcomings to be removed and for the primary school enrolment rate to reach 100%. One of these new strategies is CEP.

II. CATCH-UP EDUCATION PROGRAMME

CEP was put into practice nation-wide with the Decision no. 149 of the BoE within the framework of the July 2008 directive with the leadership of MoNE DG-PE, the technical support of UNICEF and the financial support of the European Union. CEP's goal is to provide access to education to children who were in the age group of 10-14 when the directive was issued and who either never enrolled in primary education or were three years behind their peers for reasons other than academic failure or unexcused absence, and consequently equipping them with sufficient skills and tools to continue their education with their peers.

CEP's target group is those who were born between September 30, 1999 and October 01, 1994 and who:

- had never been enrolled in school,
- are officially enrolled but absent without an excuse
- are three years behind their peers for various reasons other than academic failure.

The children in this target group are generally those who have been in juvenile detention centers, who work on streets, in the industry, agriculture and service sectors, who live on the streets and are excluded from primary education system due to economic or traditional reasons (MoNE, n.d., MoNE, 2009b, UNICEF, n.d.). During HKO campaign it was observed that especially female students encountered adaptation problems when they were enrolled to school. Local officials and school principals encountered various difficulties while developing strategies in response to those problems, yet tried to come up with solutions with the limited resources that they had (MoNE, 2008; UNICEF, n.d.).

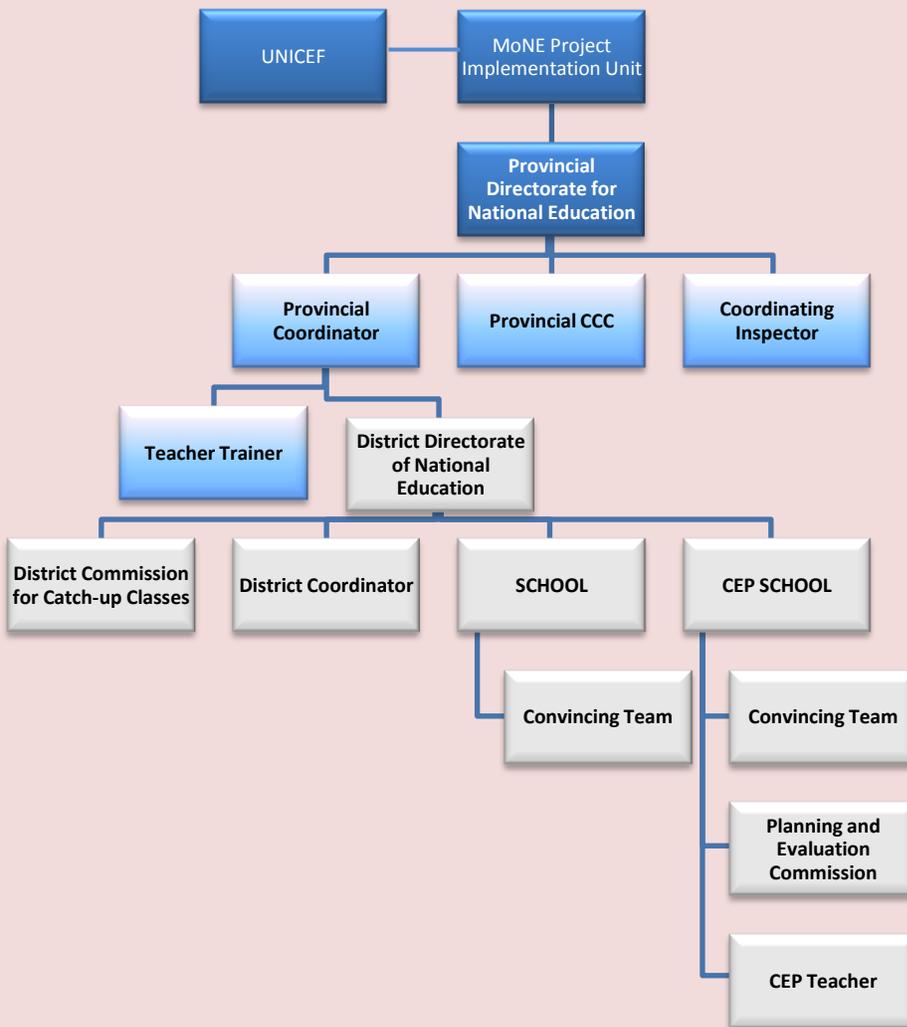
CEP was put it into nation-wide practice within the framework of the 2005 MoNE Work Plan (MoNE, n.d.; MoNE, 2009b; UNICEF, n.d) in line with the implementation of the Child Protection Act in 2005 and following the problems encountered during the implementation of HKO campaign.

CEP infrastructural work began and the CEP educational programmes were prepared in 2006. CEP Instruction and Implementation Guide was developed between 2005-2008. "Catch-Up Education Programme" was accepted and put into effect nationally by the July 2008 directive regarding opening of CEP classes in primary schools and also through Decision no. 149 of the Board of Education (Doğan et al., 2008; UNICEF, n.d.).

Institutional operability is necessary for the implementation of CEP. Therefore, MoNE DG-PE formed a three-tier organisation as shown in Figure 2. MoNE DG-PE Project Implementation Unit and UNICEF are at the first and top level. Second and third levels consist of local administrations, schools and persons. General Directorate's task is to provide central coordination and make fundamental decisions. UNICEF Turkey's role is to provide technical and financial aid for the programme. This particular organisation has been modified in two years, first with the addition of field managers, later with their replacement with coordinating inspectors (Figure 2).

CEP's implementation consists of a five step program. These steps are (1) identification and enrolment, (2) planning, (3) enrolment in school, (4) implementation of the education programs and (5) monitoring and evaluation (MoNE, 2010d).

Figure 2: The organizational scheme of CEP



Source: Adapted from the Catch-up Education Information Note (www.ysop.meb.gov.tr)

The fact that CEP's target group of 10-14 year olds are being placed in school levels according to their ages and cognitive levels has created psycho-social risks. Also, the ages of these students further create the risk of them passing the legal primary education age before they complete their education. These risks have created the need for a more narrow-scoped, shortened transition programme (Doğan et al., 2008). Within this framework, four sub-programmes were prepared taking under consideration the ages and education levels of the targetted children, as shown in Table 2.

Table 2: Programmes and programme durations by target groups

Programme	Target Group	Duration
Catch-Up Class 1-3 Literacy (CEP 1-3 A)	Aged 10-14 and illiterate	8 weeks
Catch-Up Class 1-3 B (CEP 1-3 B)	Aged 10-14, completed CEP 1-3A or completed first grade of primary education but could not continue education for various reasons, literate	8 weeks
Catch-Up Class 4-5 (CEP 4-5)	Aged 10-14, completed CEP 1-3B or completed first three grades of primary education but could not continue education for various reasons	10 weeks
Catch-Up Class 6-7 (CEP 6-7)	Aged 14, completed fifth grade of primary education but could not continue education for various reasons	10 weeks

There is no eighth grade programme in CEP. The reason for the exclusion of 8th grade is that CEP eventually aims to enroll students in formal education, and not to give certificates for primary education (MoNE, 2008). Programmes consist of compulsory and elective courses, along with social and guidance counseling activities. The teaching plans of the CEP courses were prepared by the selection of the main skills that should be learned from related primary school grades, except from the eighth grade. Thus, the plans were prepared in accordance with primary education programmes and “...some arrangements are made in relation to the principles of teaching in mixed classes, the readiness level of the children, and by considering children’s adaptation to formal education.” (MoNE, 2008, p. 9).

In a nutshell, CEP aims the sound schoolings of children aged between 10 and 14 who are either not enrolled before or conducts unexcused absences and are three years behind their peers except for academic failure. CEP launched in July 2008 with a five-stage implementation process with varying program options according to academic level of children. In order to increase the functionality of CEP implementation a hierarchic organization scheme is established and corresponding duties are allocated among individuals and institutions.

e-School Implementation Notice was issued by MoNE DG-PE on October 2, 2007. e-School is a school management information system software developed within the e-Transformation Turkey Project. It covers all the educational process starting from a students’ enrolment all the way to their graduation. CEP students’ registration and attendance data is recorded in an e-CEP module placed in the e-School system (MEB, 2010c).

According to April 2010 e-CEP data, 19.990 students are enrolled in CEP. The distribution of enrolled students by province is shown in Appendix 1 Table 11. Class information is available for only 12,876 of the students in e-CEP. Out of those, 6,063 have completed CEP and were transferred to primary school and 3,909 were not successful and transferred to primary schools according to the last level that they completed in CEP. Conditions of remaining 10.018 students cannot be determined due to a lack of data entry in e-CEP regarding class levels.

III. METHODOLOGY

This study is carried out by use of two main research methods, namely qualitative and quantitative. Data are collected by researchers qualitatively through face to face interviews on the field and quantitatively through questionnaires. During the field study observation was also made in schools. Details such as sample selection, choice of data collection tools and the steps taken are explained in detail below.

Qualitative Method – Field Interviews

Provinces where field interviews were carried out

Data from the “Number of Students enrolled in CEP by Province (2008-2009)” report that was shared with the ERI (Education Reform Initiative) by The Presidency of Strategic Development of MoNE in May 2009 was used for sample selection. According to this data 5,764 students were enrolled in the programme in 46 different provinces at the time. Provinces were selected according to the criteria such as the number of CEP students in the province, the representative role that the province plays in its region, and the amount of immigration to the province. Three provinces with more than 800 students (Diyarbakır, Şanlıurfa, İstanbul), four provinces with moderate numbers of students (Van, Ankara, Adana, İzmir), and three other provinces with less than 50 students (Konya, Zonguldak, Edirne) were chosen by their regional representative roles and the state of migration to these provinces. In Diyarbakır, Şanlıurfa, Van, İzmir, Ankara and Adana, data was collected both from province centers and one of the districts. In the remaining four provinces data was only collected from province centers. MoNE DG-PE administrators also approved the suitability of selected provinces for their representative role and for successfully reflecting the different methodology used in CEP’s implementation.

Table 3: Number of CEP students in selected provinces (May 2009)

	Number of CEP Students (2008-2009)		Number of CEP Students (2008-2009)
Şanlıurfa	1,102	İzmir	71
Diyarbakır	996	Ankara	51
İstanbul	836	Zonguldak	32
Adana	399	Konya	28
Van	322	Edirne	20

Source: ERI, using data provided by MoNE Strategic Development (2009).

Sampling for field interviews and implementation

Semi-structured face to face interviews were carried out in accordance with the organisational structure of CEP (Figure 2) with province/district coordinators, province/district CCC members, teacher trainers, coordinating inspectors of provinces, school principals in charge of CEP schools, primary school principals, CEP teachers, teachers of students who completed the programme and were transferred to formal education institutions (primary school teacher), CEP students, students who completed the programme and are continuing their education in primary schools (transfer students), and parents of CEP students. A total of 236 interviews were carried out in 10 provinces. All interviews were organised by CEP Coordinators, contact persons or teacher trainers in that province. Field interviews were

conducted through field visits. Table 4 shows the distribution of interviews according to the task/position of the interviewee. Appendix 1 can be viewed for interview details by province.

Table 4: Field interviews conducted within the scope of the qualitative study

	Number of interviewees		Number of interviewees
CCC Coordinator	17	CEP Teacher	34
CCC Member	6	Primary School Teacher	18
Teacher Trainer	10	CEP Student	50
Coordinating Inspector of the Province	2	Transfer Student	24
CEP School Principal	18	CEP Parent	30
Primary School Principal	5	Transfer Parent	22

Interview protocol

Programme materials – especially the Guide – were studied to determine the semi-structured interview questions. Following this study, interview protocol/questions were formed in the light of the data acquired from a focus group,³ which consisted of administrators and teachers. Appendix 3 includes the interview questions.

Participant profile

Student

Interviews were carried out in 10 provinces with a total of 74 students, 50 of which were currently enrolled in CEP and 24 of which had completed the programme. The 50 students who were currently in CEP are in the age group of 9-15, with an average age of 13. Eighteen of these students were male. Almost half of the interviewed students (f=23)⁴ were enrolled in CEP 4-5 level. The 24 students who had already completed CEP and continued their education in primary schools were in the age group of 10-16, with an average age of 14. Out of these students 10 were male.

The number of siblings of all the 74 interviewed students (CEP and transfer students) was between 1-15, with 6 siblings per student on average. More than half of these students (f=43) had siblings who dropped out of primary education or were not enrolled to compulsory education on time.

When asked what language or languages are spoken in their homes, students stated Turkish (f=39), Kurdish (f=13), Zazaki (f=2) and Arabic (f=1); Turkish-Kurdish (f=14), Turkish-Zazaki (f=2) and Turkish-Romany (f=3).

Interviews showed that among the fathers of the students 9 were illiterate, 20 were literate, 10 were elementary school drop-outs, 12 held an elementary school diploma, 4 were middle school drop-outs, only 1 had graduated from middle school, 2 had graduated from high school, and 1 father had a university degree. Educational status of 15 fathers were not mentioned. More than half of the fathers

³ Focus group was conducted during the “Best Practices in Education Conference” organised by ERI in April 2010

⁴ ‘f’ (frequency) shows the number of participants who answered.

(f=42) worked in construction work, scrap dealing, farming, livestock, music playing (drums, clarions) and various craftsmanships.

On the other hand, two thirds of all mothers (f=50) were illiterate, while 10 were literate, 4 had dropped out of elementary school, 5 mothers were elementary school graduates and 1 had a high school diploma. Educational status of four mothers were not mentioned. Another finding was that 18 mothers worked mainly in cleaning services or other works (paper collection, weeding).

Parental profile

Thirty CEP parents were asked about their and their spouse's occupation. Most of the mothers answered that they were housewives (f=17) and most of the working mothers were engaged in cleaning jobs. Most of the fathers on the other hand were unskilled workers (f=7), or collected waste, scraps, paper (f=5). Fathers worked also as farmers, musicians (drums), shepherds, doormen or a mukhtar (head of a village or a neighbourhood). When asked about the language spoken at home, 14 out of 30 parents stated that they speak only Turkish at home, 3 stated only Kurdish, and another 3 only Zazaki. Eight people mentioned both Turkish and Kurdish, one person stated Turkish and Zazaki; and one person Turkish and Arabic.

Same questions were asked to the parents of students who completed CEP and continued on to primary schools (f=22). Majority of them were housewives (f=16) and working mothers generally worked in janitorial services or on the farm. Fathers generally did unskilled work (f=6), however they were engaged in various other activities as well such as farming, livestock, shoe painting or working as a butcher. Out of 22 parents, 7 stated that the language they speak at home is only Turkish, 3 stated only Kurdish, 1 only Zazaki and 1 only Arabic. Eight people said they speak both Turkish and Kurdish at their home, while there was one person who said Turkish and Romany, and another Arabic and Kurdish. Demographic data about the parents such as age and sex are given in Appendix 1 Table 13.

CEP implementers

92 CEP Implementers were interviewed in 10 provinces. Most of these interviews were conducted with CEP teachers (34 people) and CEP school principals (18 people). Most of the interviewees were male (73 people) and more than two thirds had administrative roles. On the other hand, less than one fourth of female implementers (19 people) were in administrative roles. The age group of the interviewees was 24-64, however generally they had recently entered 40s. Interviewed implemeters included a variety of people from a very young CEP principal of 28 years of age who had been doing this only for 6 months to a 64 year old experienced CEP principal who retired after 35 years of work, but then returned. The detailed profile of all 92 implementers can be found in Appendix 1 Table 14.

Quantitative Method – Questionnaire

Qualitative method involved in-depth face- to-face interviews, hence a more limited number of teachers and students could be accessed. The questionnaires were aimed at expanding the sample. Student and teacher questionnaires were prepared in light of the data acquired from face to face field interviews with students and teachers. Face to face questionnaires were conducted with 523 students who were in CEP or had completed CEP and got transferred to primary schools. Teacher's questionnaires were also carried out via phone calls with 300 teachers in total, 200 of which were CEP teachers and 100 were primary school teachers.

In order not to influence student responses, the questions were prepared in an open-ended manner. Pollsters later placed these responses under predetermined categories. If a suitable category did not exist, the pollster formed a new one.

Student sampling and implementation/CEP student profile

Questionnaires were aimed at reaching the students in the provinces where face to face interviews were carried out. Data was collected from provinces with the highest number of students because of time limits and financial constraints. Distribution of students who participated in the questionnaires by province and sex is given in Table 15. The questionnaires were carried out between 1-15 June 2010. Some difficulties were encountered in reaching the student sample since most of the CEP programmes were completed and the seasonal jobs in agriculture had started. This is why quota sampling was chosen for the sample selection. Lists of CEP schools and schools of transfer students were collected from teacher trainers/coordinators. Starting from central schools these schools were visited and the questionnaires were conducted face to face with CEP/transfer students. A total of 523 students were reached in eight provinces, 214 of whom were male, 309 female. Out of those students 74 were transfer students (14.1%), whereas 431 were in CEP. Programme/grade information was absent for 18 students. Table 5 shows the distribution of students according to their programmes/grades as they stated themselves.

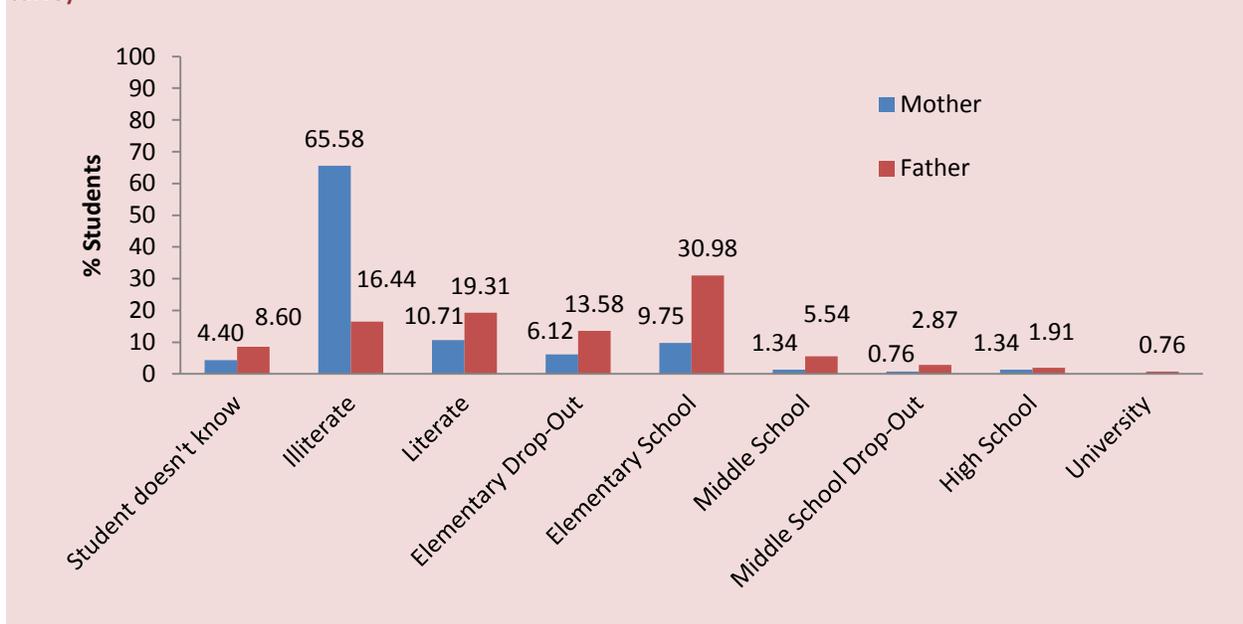
Table 5: Students who completed the questionnaires within the scope of the quantitative study and the classes there were enrolled in at the time

	Male	Female		Male	Female
CEP 1-3 A and B	71	131	Primary School 5th Grade	18	22
CEP 4-5	19	27	Primary School 6th Grade	11	6
CEP 6-7	19	28	Primary School 7th Grade	9	25
			Students does not know	67	70

In order to define the CEP student, more indepth questions such as the number of siblings, whether or not they work, and parental educational status were asked to get detailed demographic information. According to the data, most of the children come from families with 5-8 children and approximately 15% come from families with at least nine children. 38.8% of the male students, and 10% of the female students stated that they work during the school year to earn money. While interpreting the results, it is also necessary to keep in mind that many families leave the provinces they inhabit to do seasonal work. 91.3% of the female students and 48.6% of the male students stated they help with housework. When asked what kind of housework they do, majority of both boys and girls (almost 90%) stated they help their mothers and approximately 10% said that they look after their siblings. The ratio of girls looking after siblings is slightly higher than the boys.

Student responses show that their families have rather low educational levels. 65.6% of all students' mothers are illiterate whereas only 9.8% are primary school graduates. The educational level of fathers are a bit higher with 31% being primary school graduates (Figure 3).

Figure 3: Educational status of parents as answered by participants in the questionnaire within the scope of the quantitative survey



Approximately 30% of the students stated that their fathers and 83,6% stated that their mothers are unemployed. 61.6% of students do not receive any financial support from their families, whereas 31.9% do.

A significant portion of CEP students come from families with mother-tongues other than Turkish. 38.8% of students have family members who do not speak Turkish and 14.3% of the students had not spoken Turkish prior to enrolment in school.

Teacher sampling and implementation

In order to reach more teachers in the provinces where the field interviews were carried out (10 provinces in total), questionnaires were conducted via phones with 200 CEP teachers and 100 primary school teachers by pollsters. Like the student questionnaires, teacher questionnaires were formed in the light of the data acquired from the face to face field interviews with teachers. Different questionnaire forms were prepared for CEP and formal education teachers. The number of teachers that answered the questionnaire are given in Appendix 1 Table 16 according to their distribution among the provinces. Names and phone numbers of these teachers were acquired from CEP teacher trainers/coordinators in related provinces.

In sum, two methods were conducted as part of the mid-term review of CEP: field interviews and questionnaires. The provinces, participants, and the methods for the interviews and questionnaires were chosen in a way that would best fit the purpose of CEP. During the data collection process, it was observed that participating parents in general had a low education level, worked at low paying jobs, and spoke a language other than Turkish at home.

IV. FINDINGS

This chapter focuses mainly on whether or not CEP makes a difference. Its second aim is to figure out the facilitating and hindering factors that were important for the project to be successful, as stated by implementers (teachers, principals, province/district CCCs, teacher trainers) and beneficiaries (students, parents) during field visits. These factors are classified with regard to the “operational process of the programmes” under seven titles: (a) identification and registration, (b) determining which schools will take part in CEP at the provincial or district level, (c) enrolment and retention in school, (d) planning at the level of province/district and school, (e) implementation of educational programmes, (f) completion of educational programmes and transfer, (g) monitoring and evaluation. Findings pertaining to qualitative and quantitative data are covered together under these titles.

Does CEP Make a Difference?

When 200 CEP teachers were asked whether they thought CEP makes a difference for students, 71% said it does, whereas 17.5% thought that it makes a difference to a certain extent. 35.5% of these teachers said they thought the programme gives the children/students an opportunity to continue their education, and 7.5% thought it prevents children/students from being pulled into crime. A small portion (4%) also mentioned the employment opportunities the programme creates and 39.5% gave responses that included all the opinions mentioned above.

Responses obtained from the teachers of transfer students were similar. Out of the 100 teachers who answered the questionnaires, 66 teachers thought the programme made a difference, 21 agreed but only to a certain extent. Only 13 teachers stated that they thought the programme made no difference. Out of 87 teachers, 45 thought CEP gives the children an opportunity of education, 5 mentioned increased employment opportunities and 15 said the programme prevents students from being pulled into crime. Twenty-one teachers agreed with all the statements mentioned above.

The CEP teachers who thought the programme does not make any difference pointed to the short durations of the programmes, the weak academic performance of the students and adaptation problems as the main causes. Primary school teachers who shared this view also pointed at the short duration of the programmes, academic weakness and adaptation problems, but also indifference of the families, lack of good infrastructure in the programme, and very low or very differing educational levels of the students as the main causes.

All of the CEP teachers (f=30) interviewed in the field stated that they think the programme makes a difference. The most common response given by CEP teachers was that CEP provides a chance for the realization of the right to education and equality of opportunity (20 responses).⁵ The second most common response was that CEP brings about positive changes in students’ behaviour and reintegrates them into society (9 responses). CEP teachers also pointed at the possibility of one-on-one interaction with students as another factor that makes a difference. The majority of primary school teachers (f=14) believe that CEP is effective. When asked what kind of difference it makes, they mentioned educational opportunity and positive behavioural changes in students. A teacher shared the following view about a student who would not be able to access education without CEP:

" If this project hadn't been implemented Ayşe wouldn't have been able to continue her education. She didn't want to go to school with children younger than herself. Her family was not

⁵ During the questionnaires multiple explanations were given by respondents for some questions. Each explanation/opinion is counted as a ‘response’ and the number of responses are shown instead of the number of participants (f). This is why the number of ‘responses’ do not indicate the number of participants.

able to support her education for long, but thanks to CEP, she got a chance to get an education with her peers. Now she has goals, she wants to go to university. I believe that Ayşe will make it to university. She has no problems with intellectual functions, she quickly processes the given information. I believe she'll continue her education under convenient conditions. The process that starts after this point is also very important.” (Primary School Teacher, 214⁶)

A recent graduate teacher approached the topic from another direction and stated that CEP can make a difference on teachers as well:

“We benefit from CEP just as much as the children. We change our point of views. The university education prepares us for a single type of student. Here we gain experience with different students. We learn how to act in different situations.” (Primary School Teacher, 403)

73.3% of the parents stated that their children would not have been able to continue their education if CEP had not been provided as an opportunity for their children. Parents of transfer students talked about the positive aspects of the programme asuch as:

“I like the education provided in CEP. They engage in theater, in social activities.” (Transfer parent, 141)

“My son says that the teachers are very attentive.” (Transfer parent, 239)

“It’s good that she went there and her education gained speed. She’s not going to stay uneducated.” (Transfer parent, 132)

“CEP gave him a good education. He learned a lot in a short time.” (Transfer parent, 237)

Everyone taking part in CEP, all teachers, school directors, teacher trainers, province/district coordinators and CCC members, except for one CCC coordinator, has expressed that CEP makes a difference. Among the 100 responses to the question regarding the difference that the programme has created there is: provision of the right to education and an opportunity to receive an education among peers (36 responses), positive changes in student’s behaviours (24 responses), delivering basic primary school skills (10 responses), one-to-one interaction with students (8 responses), creation of future expectations (4 responses), a notion of worthiness even if only one student is gained (3 responses), impossibility to receive an education for these children if CEP had not been implemented (2 responses), raising the awareness of the parents about education (2 responses).

Although the implementers and the parents do share a general feeling that CEP makes a positive difference, there are issues that complicate CEP and areas that need improvements as experienced in the implementation process of all education programmes. These issues will be now discussed within the framework of catch-up education’s operational process.

⁶ Every participant was given a number during field interviews for confidentiality purposes. Every quote was given a participant number and a participant number according to the group it represents. Real names were not used.

Identification and Registration

e-School data shows that in April 2010 there were a total of 19,990 registered students from the three target groups. 40.3% of these students were already in schools but three years behind their peers; 29.2% were children who had never been enrolled in any school before CEP; and 18.7% were students who were constantly absent from school. There is no data for 11.8% of registered students in e-CEP with regard to which target group they belong to. Target group numbers by gender are shown in Appendix 1 Table 18 and distribution according to provinces is provided in Appendix 1 Table 19).

MoNE DG-PE data indicates that in March 2008 the number of children that fell within the scope of CEP (which started in September 2008) was 227,045 (33.8% male; 66.2% female). According to February 2010 data this number decreased to 190,000 (33.1% male, 66.9% female). The data shows a decrease in the number of children who are not enrolled in school by 117,771. There are three main reasons behind the decline: (1) some of those children were enrolled through CEP; (2) children who were born in 1994 and completed 14 years of age were not anymore in the scope of CEP; (3) some invalid registrations in ABPRS (for example, wrong identity numbers or unregistered status like deceased children, moving - including emigration-, handicaps/diseases) were recognized during field screenings and corrected.

This information shows that 4% of the decrease of 117,771 students is due to students who were not enrolled before but were then enrolled through CEP. If the number of invalid entries in ABPRS are subtracted from the total number of not-enrolled students, this percentage of 4 will increase further. It is not possible to calculate what percentage of the other two target groups (students with unexcused absences and students who are three years behind their peers except for academic failure) are included in CEP, since the nation-wide total numbers are unknown.

The total number of the students who fall into the target groups are unknown. On the other hand, it was found that provinces/towns and schools mostly enroll students who are already in school but three years behind their peers to CEP, and not many children who were never enrolled or students who were constantly absent. An opinion about this issue follows:

“CEP (mainly) aims to reach the students who do not go to school/were dismissed, yet we cannot reach them. The ones that we can reach are students who are enrolled but older for their grades, and we bring them up to a suitable grade.” (CEP teacher, 203)

Another issue is that even though inclusion of students who are three years behind their peers for reasons other than academic failure but are well-adapted in their classes is not recommended by the Guide (page 51), it is nevertheless practised in some schools.

Identification and registration are among the responsibilities of all provincial/district CCCs and primary schools. Twice a year in August and February MoNE DG-PE sends out the e-School data updated according to ABPRS to all provinces and districts. Schools also physically carry out field screenings and do home and community visits in order to identify the children in the target groups that could not be reached through the e-School data. There are also other ways to reach these children; however, according to e-CEP data of April 2010 the two most efficient methods of reaching them were field screenings and through e-School data. 34.7% of the students were identified through field screenings, and 30.5% through e-School data. 15.2% were registered with the help of school records, whereas approximately 8% were reached through the guidance of other agencies, institutes and individuals, the mukhtar or other siblings attending school regularly. e-CEP does not provide any data on how 11.8% of the students were accessed.

During field interviews it was observed that generally there was no collaboration with NGOs to identify students. This observation was also verified through e-CEP data. According to e-CEP data, 464 children

were reached through institutes, organisations and individuals. Although there is not any specific data regarding NGOs in e-CEP, it can be assumed that they were classified under institutes, organisations and individuals, and that a maximum of 464 students (2.3%) was reached and included in CEP by this method.

During the field interviews conducted by researchers, province/district coordinators and school principals mentioned certain issues with identification and registration. The main issues that were vocalized were family indifference and unwillingness, which complicate the convincing process; family mobility due to seasonal work; out-of-date data in e-School for deceased students; and lack of information regarding students' health problems; their handicaps; not finding the children in indicated addresses; schools' lack of information about the process of identification and registration.

Another stated problem was that some children are not officially registered or the date of birth shown in their register is not correct. For some children the disaccord between their official age and real age poses an advantage, whereas for some children it is a disadvantage. For instance, a child born in 1993 but officially registered as born in 1996 can benefit from CEP, whereas children with greater official ages than their real ages can not be accepted into CEP or cannot be placed with their peers if they are.

It was observed that a student met during the field interviews was in reality older than her official age. Because of her official age she was placed in the fourth grade after completing CEP 1-3 A and 1-3 B, instead of continuing on to CEP 4-5. She expressed that she was uncomfortable and unhappy from being in the same class with younger students. Based on the experiences of HKO there seems to be a high risk for this girl to drop out.

According to the Guide, children identified within the target groups have to be reached and registered immediately. However, it was observed that some schools registered identified children to CEP without actually reaching them. Because of this there is a difference between the number of students registered in CEP and the number of students who actually benefit from it.

Determining Schools in which CEP Classes Will Be Offered

The step that comes after identification in the catch-up education's operational process is the opening of CEP classes. Some problems were detected about this issue during field visits. Coordinators expressed that they encountered difficulties in convincing principals to open classes. Some principals did not want to open CEP classes because of the lack of physical capacity in their schools, whereas some thought CEP means extra work. A teacher trainer pointed out this problem:

"Both the parent and the principal have to be convinced. Principals refuse to open classes. They fear problems will arise, quality of education will decline etc. However, when there is a will a CEP class can be opened in all schools, without any problems/obstacles." (Teacher Trainer, 249)

If the schools that hold CEP classes are in remote areas or require transportation, the enrolment process gets complicated. Families prefer closer schools in their neighbourhoods and do not want their children to study in distant schools even if financial aid is provided for transport. Principals mentioned that they face difficulties to convince families regarding this issue.

Another problem is the lack of certain and regular amount of school resources for the transport of students. For instance, a school principal explained that they were able to cover transport expenses last academic year with aid from the district governorate, however they were not sure whether that aid would continue this academic year.

In some provinces and districts CEP classes were primarily opened in schools that fall under mobile education category. This practice has both advantages and disadvantages for the students. Some of the

main disadvantages are that children can not participate in extra-curricular activities that take place outside of regular school hours and that some traditional families do not want their daughters to be transported from a place to another on a vehicle.

During field interviews it was observed that some of the schools assigned libraries, technology rooms or specific subclasses as CEP classrooms due to lack of space. The Guide gives flexibility to schools about the rooms that can serve as CEP classes. However, if rooms that are normally open to all students are transformed into CEP classrooms, other students become disadvantaged. Moreover, rooms used as CEP classes do not provide the proper physical conditions required for education. For instance in some technology classrooms students have to sit with their backs turned to the board or do not have enough space on the desks in the computer labs.

Attracting and Retaining Students

Every primary school is expected to form teams with the purpose of enrolling students. These teams should include not only principals and teachers, but also mukhtars, religious officials, NGO representatives, local administrators, social workers from Provincial General Directorate of Social Services and also representatives from other public institutions and organisations (Guide, 2010).

The Guide emphasizes three important points with regard to attracting students: (1) extending the enrolment efforts over a period of time due to reasons such as inability to convince the family, high numbers of out-of-school children, the team's lack of familiarity with the region and insufficient resources; (2) fully transmitting the information about CEP's operation (what grade the child will be in, when, where, how the child will be transported, etc.) to the family and the child; (3) the need for all primary education institutions to take the necessary steps to attract students.

Field interviews show that some of the facilitating factors to attract students are provision of conditional cash transfer (CCT), opening a CEP class in the neighbourhood school of the child, existence of a team member that closely knows the social and cultural structure of the family and neighbourhood, existence of other public institution/organisation representatives, provision of aid in kind or in cash. A principal stated that CCT is more efficient especially regarding the enrolment of boys. Moreover, the fact that CEP gives students the chance to receive education services among their peers helps convince families. Two related comments of two CEP students are given below:

“Even teachers used to not come to school in the village, because it snows too much. I didn't like the school. I dropped out when we moved to Istanbul due to financial reasons. I was baby-sitting for money. It really upset me to see others going to school but I didn't want to start school again and study with younger children. When CEP started I was glad to return to school. I'm glad there is CEP!” (CEP student, 407)

“If CEP was not implemented I wouldn't come to school. I couldn't be among the younger ones, I would rather have stayed at home.” (CEP student, 311)

Field interviews reveal that students who participated in CEP were not resistant; most of them were willing to go to school. The interviews conducted with the parents indicate that the parents also wanted to send their children to school, but could not send them due to various reasons like diseases, refusal from the school or family issues. During field visits it was observed that it takes more effort to convince out-of-school children who are CEP's target group to enrol in school.

Lack of financial resources for the team that carries out enrolment activities complicates the process. Basic complaints that came up during family visits were lack of transportational services for family visits, lack of payment for the extra time spent, the fact that the team members covered the expenses of small

gifts purchased for the families. In some cases team members worried about their security which further complicated the process. Below are the stories told by two principals and a teacher trainer:

"It's a messy environment. We have problems with transportation. There is no transportation on the weekends. And when we give CEP courses during the week, our other courses get disrupted." (CEP principal, 412)

"The parents refuse, they don't send their children to school. They threaten us, they say 'come and get them'. We inform the police, but they can't do anything. The police says 'We'll take them in if you're willing to press charges' and that puts the principal in risk. I can't do that without knowing that my life is in safety." (CEP principal, 248)

"Some registration areas are too wide. You go to 17 different villages, there are no vehicles, no financial resources. We couldn't get any support from General Commandship of Gendarmerie. We need rural support. They don't take teachers seriously but they could take the gendarme seriously." (Teacher Trainer, 463)

The follow-up on the students after enrolment is important in order to make sure they are placed in formal education institutions without wasting any time. Opening CEP classes even if it is only for one student and keeping the period between enrolment and the actual start of the programme short proved to be factors that facilitate attendance.

Unwillingness of the principals to open CEP classes or of the families to send their children to schools that are far from their home were issues that were touched on in previous parts. In this regard CEP teachers and administrators think that it would be useful for CEP to be better promoted in primary schools. This way, if the principles are convinced, more CEP classes can be opened and more students can benefit from them.

Administrators suggested that a cash fine be imposed according to Article 56 of Law no. 222 and/or provincial and district governors act in collaboration with MoNE to impose sanctions on families who do not send their children to school (for instance making sending children to school a precondition for green card applications). Although not correctly enforced, some children expressed that their parents sent them to school because they were afraid of the cash fine.

Yet another issue mentioned during field interviews was the lack of convincing teams in some schools and when they do exist, their insufficiency in fully informing the family. An elder brother who was interviewed as a legal guardian and is currently a student in one of the teaching programmes of a faculty of education, explained that his brother started school at the age of 8 but then pulled out because of the distance. When a school closer to their home was opened in the neighbourhood, he was re-enrolled after 3 years. This brother gives his opinion about convincing and monitoring processes:

"There are a lot of children that I know who were enrolled in school, dropped out later and are still out of school. They must be followed up better. We have a complaint that the families are not well informed about CEP. I learned that my brother is a CEP student by coincidence. My parents were not informed properly." (CEP Parent, 236)

An exemplary practice implemented by the local authority of a district was encountered during field interviews. Commissions and sub-commissions were set under the district governorship in order to support the enrolment efforts. Commission consisted of all civil administrators in the district (District Director for National Education, District Mufti (religious official), Director of Social Services, Director of Social Assistance and Solidarity Fund, Municipality, Director of Registry Office, Head of Health Group). Also sub-commissions were formed based on the different reasons for students' being out of school. These sub-commissions met monthly to assess their action plans.

Planning at Province/District and School Levels

Planning is among the tasks of provincial/district CCC and CEP primary schools. Provincial/district CCCs are responsible for planning teacher assignments, planning teacher, administrator and other CEP personnel trainings, and for the execution of the plans. Besides, educational materials, tools, and other supplies are distributed among CEP schools based on necessities (Guide, 2010). CEP implementation plans in the schools are made by the Planning and Evaluation Commission (PEC). This chapter will discuss the condition of CEP teacher trainers, operation of PEC, assignment and training of CEP teachers, provision of materials, educational tools and supplies for CEP classes and the e-CEP system.

Condition of CEP teacher trainers

During CEPs development stage, the task of the teacher trainers is defined as training the teachers for CEP. It was observed during the field study that CCC members and school principals play significant roles in the efficient implementation of CEP, however, teacher trainers are the key players. When talking about the factors that facilitate CEP's implementation, both principals and teachers have underlined the importance of having the teacher trainers' help.

322 teacher trainers were trained nation-wide for the purpose of training CEP teachers (MoNE, 2010c). However, during the interviews CCCs expressed that many teacher trainers did not successfully fulfill this task since they were not selected effectively within the framework of a well-prepared plan although the selection was conducted by provincial administration units based on the criteria provided by central establishment. Also, some CEP coordinators mentioned that some provinces did not have teacher trainers at all and teacher trainers in others were reassigned to new locations and were therefore unable to fulfill their tasks.

Both teacher trainers themselves and CCC members complained that the definitions of teacher trainers' tasks were not clear and although they were given a lot of responsibility, they were not given enough authority. The ambiguities in the definitions of teacher trainers' tasks are exemplified by these quotes:

"We were told to go and train the teachers. The commission told us that we would only work with the teachers. Then we were given additional tasks like provincial CCC memberships, school inspections, taking part in convincing teams. Our priority (training teachers) became our last task. We didn't even know why we went to Ankara. We were told that there was a task (they notified us one day before). I didn't know why I went, I found out when I was already there." (Teacher Trainer, 462)

"Active CEP administrators/teachers /teacher trainers/provincial-district CCCs should have a different position than others. They should be able to differentiate themselves. Otherwise how long can they stay motivated? Now there is no advantage in holding these posts. On the contrary there are many disadvantages, also financially. More often than not we spend our own money." (District CCC coordinator, 246)

"Who is the teacher trainer? Where will they serve? How much will they work? There is no clear information. They need to be in their own schools, in school CCCs. ... There are supposed to be 5 people with teacher trainer's training yet we haven't seen any. They took the training without any real interest." (Provincial CCC coordinator, 243)

According to the statements of officials in central administration of MoNE many criteria are determined for the selection of provincial teacher trainers and provincial administrations are asked to select trainers in line with these criteria. Additionally, provincial teacher trainers are obliged to carry some responsibilities not defined in Instruction and Implementation Guide under the discretion of provincial

administrations. At this point, the competency of central administration concerning the monitoring and evaluation of work duty of provincial teacher trainers remains to be investigated.

There has been an attempt at fixing the ambiguity of teacher trainers' task definitions during the renewal of the Instruction and Implementation Guide. The renewed CEP Guide was published in August 2010. In this Guide the tasks of the teacher trainers are defined as supporting enrolment efforts, training the teachers about CEP, ensuring the relationship between CEP schools and primary schools, and helping the schools in retaining the students (MoNE, 2010d).

Interviewed teacher trainers stated that they had too many tasks regarding CEP, when their only task should be training CEP teachers. Many coordinators agreed with the teacher trainers on this issue. A province coordinator expressed that he was not able to allocate sufficient time to CEP since CEP was only a part of his responsibilities, and therefore teacher trainers should only be responsible for CEP. Another province coordinator mentioned that it is important for a teacher trainer to only work in the center and go to the field or do school visits when necessary.

"We have difficulties performing this task along with our own tasks. We encountered problems last year because I was a teacher, a deputy principal and a teacher trainer all at the same time."
(Province teacher trainer, 452)

Operation of the Planning and Evaluation Commission (PEC)

Formation of PECs in CEP schools is mandatory. PEC consists of a counselor and a class teacher under the leadership of a deputy principal or a teacher chosen by the principal; field teachers can also be included in the commission in case of need (Guide, 2010). PEC's tasks include determining programmes and their durations, preparing time tables, assessing classroom and educational material conditions and informing CCC about the assessment, collaborating with parent-teacher associations and organising social activities.

In the questionnaires 54% of the teachers stated that they have a PEC in their schools, 15% did not know whether there is PEC in their schools, 29% mentioned that there is no PEC in their schools, and 3 teachers did not state an opinion. More than half of all 108 teachers who said their schools have a PEC also stated that they communicate with the commission. Similarly, field interviews pointed out that some of the teachers (f=5) did not even know what PEC is and approximately one third (f=14) stated they have PECs in their schools. A majority of these teachers stated that they have PECs in their schools (11 out of 14 teachers) and they are in communication with it. The information gathered from teachers shows that not every school has a PEC. In some cases CEP teachers are not even aware of PEC and a lot of teachers are not well informed about the operations of the commission.

Planning and implementation of social activities are also among PEC tasks. Students were asked in the questionnaires whether or not their schools organised activities like trips or picnics to get a picture of what kind of extra-curricular activities they engage in. 35.6% of students responded that they went on a trip, 32.9% to theatre, 23.9% to picnic, 18.6% to cinema and 15.1% to folk dances. It was stated during the field interviews that one school put emphasis on social activities, yet CEP students were not included in them. The principal stated that CEP students did not fully attend the classes and missed the groupworks, therefore they were left out of the activities.

One school stood out with its activities in a city where Roma students constitute the majority in CEP classes. Provincial/district CCC members, principals and teachers noted that adaptation of students was much better after the activities and that there was a reduction in absenteeism. Another exemplary practice that was observed was the organization of social activities in collaboration with NGOs and other agencies/institutes in some provinces.

Assignment and training of CEP teachers

It is not possible to check CEP teacher profiles since there is no database that stores information about CEP teachers (or former CEP teachers) such as sex, age, experience, occupational skills. Therefore, the teacher profile in this study was formed from the data gathered from interviews and questionnaires. Out of 200 CEP teachers who answered the questionnaire, 154 had graduated from faculties of education, institutes of education or from teachers colleges. Rest of the teachers were other four-year faculty or two-year vocational high schools graduates (Appendix 1 Table 17). Six teachers had not received pedagogical formation training. 36% of the teachers had specialized in a certain field and 63.5% were class teachers. One teacher did not specify a field. 45% of the teachers worked as permanent staff, 34% were retired, 16% were stipendiaries and 5% worked on contract. One third of the teachers had less than five years of experience, whereas another one third had more than 26 years of experience. Only half of them had combined class experience and only half of the teachers had been trained in constructivist teaching. Out of 200 teachers who took part in the questionnaire, 153 stated that they teach a combined class in CEP, whereas 71% of these teachers did not have a prior combined class experience. Also five teachers with a field specialization taught in CEP 1-3 A, nine in CEP 1-3 B and thirteen in CEP 4-5. The teacher profile developed through field interviews with teachers show great similarities with questionnaire results. More than half of them have combined class experience whereas less than half have gone through constructive education training.

Differences in teacher preferences can be observed between provinces. Some provinces have predominantly assigned retired teachers, whereas others preferred new and hourly-paid ones. Retired teachers were preferred in some schools because of their superior occupational experience assuming that this helps them in dealing with CEP students. The schools that preferred new and hourly-paid teachers on the other hand, did so assuming that they would be more willing and eager.

One other CCC task during the planning phase is planning the training of teachers and other CEP personnel. During field interviews it was observed that some of the teachers that had the CEP training did not actually teach in CEP whereas some CEP teachers had never received the proper training. The questionnaire shows that 32.5% of the teachers had the CEP teacher training, 28% explained that they were informed by principles, and 13% said they prepared themselves via internet. A small portion also mentioned that they used CEP materials or acquired information from provincial/district CCC members. Only a small portion of those who had received training stated that they received their training from CEP teacher trainers. When asked "Was the information you acquired sufficient for you while implementing CEP efficiently?" 58% answered yes, 29.5% answered partially yes. 12.5% said they found the information sessions/trainings 'insufficient'.

19 of the interviewed CEP teachers said they had received CEP teacher training or were informed about the topic. Out of these 19 teachers 13 stated that they had gotten information about CEP from 'a week long training', one said from a '3-4 day long training', 4 said from an 'information session' and another said he had been to one 'seminar'.

When asked if they think the training they had was sufficient, 12 out of these 19 teachers noted that they found the training insufficient or partially sufficient. Those who did not find the training sufficient generally complained about its duration and scope.

Generally teachers mentioned the insufficiency of duration of the training with comments such as:

"It was very useful, however the it was too short." (CEP teacher, 522)

"These 10 week trainings are not enough to teach the curriculum of 2 years." (CEP teacher, 109)

“The counselor teacher came with the teacher trainer and made a brief informative speech.” (CEP teacher, 401)

Teachers emphasized the importance of experience and noted that this training would be especially insufficient for new teachers with little experience. For instance, a retired teacher who participated in a week-long training said:

“The training was enough for me because I am experienced. Because I have experience in combined classes and I have worked with difficult students. However, I don’t find the training enough for a new teacher. They can’t keep track of difficult students, the absences. Three different kinds of students come to same class: those who don’t know anything, those who know a little and those who study well. It is almost like a combined class.” (CEP teacher, 205)

Similarly, some teachers stated that they had problems with the impractical content of the training:

“There was no information on how to carry out the lessons. They didn’t train us about how to deal with the students of different academic levels.” (CEP teacher, 103)

“I’m a retired teacher, I applied (for CEP) and started working in a week. It shouldn’t work this way. There should be preliminary preparations. We should have been prepared for how to do what, how to teach these children. However, we started unprepared. We needed preparation about psychologies or lives of these children.” (CEP teacher, 209)

A teacher trainer also mentioned the insufficiency of these trainings:

“Teacher trainings were highly insufficient. We changed them, made them more focused on the importance of access to and attendance in education and CEP’s role in achieving those goals.” (Province teacher trainer, 560)

Provision of educational tools and materials for CEP classes

Central administration prepared various instructional materials for children and implementers under the coverage of CEP. Among these materials Implementation Guide and Teacher Handbook were distributed to provinces in 2008-2009 school year. However, the preparation of the instructional materials for children, approval from BoE and the distribution of these materials to provinces completed at the beginning of 2009-2010 school year. Therefore provincial administrations and teachers were recommended in 2008-2009 school year to modify available textbooks in line with gains obtained through the education program.

Provision of materials, educational tools and equipments for CEP schools is among the tasks of provincial/district CCCs. It was mentioned during field interviews that the problems that were had in the first year of CEP’s implementation regarding the provision of books, did not repeat themselves in the second year. Due to the problems that were had in the first year, some principals acted cautiously and collected the used books from the students to keep them for the next group. Teachers stated that they were given Teacher’s Manuals and Teacher’s Guides and the content was found satisfactory. However, most of the teachers did stress that they had a hard time because of the lack of materials, educational tools and equipments.

90% of the teachers expressed that they read the CEP materials, whereas 10% said they did not. Out of those who had read the materials 54% found them sufficient for implementation, 29.4% partially sufficient. 16.7% however, found the materials to be insufficient.

55% of the teachers found the content of student books for CEP students sufficient. Another 20% found the books partially sufficient, and 20.5% found them insufficient. 3.5% of teachers said they had not seen the books, whereas two teachers chose not to express an opinion.

When asked during the field interviews whether the CEP materials are sufficient, most of the teachers (f=26) responded that they find them sufficient and clear. The CEP teachers who found the materials only partially sufficient or insufficient (f=8) expressed the following views about the issues they had with the information included in the CEP Instruction and Implementation Guide:⁷

“It was hard to understand. It is written that you need at least 10 students to open a class, then it is written that one student can be enough. The date range is also unclear.” (CEP teacher, 139)

“Some points are not clear in the Guide. For instance, we don’t know for sure which grade we should transfer the student to.” (CEP teacher, 203)

“Some of the students are really good and some are really bad. There are a variety of problems. There isn’t much information about these things in the Guide.” (CEP teacher, 103)

CEP administrators shared their views on this issue:

“There are open ended statements. Not everybody will interpret them the same way. Sometimes you have to read some parts two or three times in order to understand them. For example the guest student status is not clear enough...” (Teacher Trainer, 462)

“Children can be assigned to three levels. There is some information that suggests there can not be four. We couldn’t get a clear information on this issue.” (CEP principal, 410)

“There are some problems in calculating the age of the students based on their birth dates.” (Teacher Trainer, 463)

“The materials are very good. However, there are unclear parts of the CEP Guide. It could have been written clearer. For example, when a student completes CEP and will be transferred as guest student, should he/she be transferred to a grade which they completed last in CEP, or should they continue with the next grade? Or will the students who have been channeled to CEP yet have never started because of lack of communication be re-admitted to CEP or not?” (District CCC coordinator, 246)

“The materials are not clear. There was an effort to improve them. The mobile education problem for instance: we proposed to add the statement ‘CEP students are also in the scope of mobile education’. Otherwise we have to get signatures from the parents stating they have full responsibility.” (Teacher Trainer, 249)

“There are problems in calculating children’s ages when placing them to programmes. Fifteen year old students who were born in 95 were accepted in some districts, yet some refused them. We accepted them.” (Teacher Trainer, 464)

Some problems mentioned about the course materials are:

“The variety of books is insufficient. There are no books for religion and ethics or elective courses. However, the guidance counseling book is very good for the whole region.” (CEP teacher, 521)

“The books are above the levels of the students, we need simpler books.” (CEP teacher, 522)

⁷ After interviews were held in April-May 2010, CEP Instruction and Implementation Guide were revised and disseminated to the provinces. These opinions pertain to former versions of the Instruction and the Implementation Guide.

“There isn’t enough information on psychological health and condition of the children. How are we supposed to school a child who had never been to school until he/she was 12-14?” (CEP principal, 542)

e-CEP

e-CEP is a database that can be used by schools, provinces/districts and Ministry of National Education in the planning, monitoring and evaluation efforts. Many CEP procedures, like transferring of students, can be carried out through e-CEP. A lot of users including inspectors have mentioned how hard it is to use e-CEP and expressed their will for a more user-friendly version. Some complaints were also recorded about the fact that the only way to fix a wrong entry is to call Ankara. It is mentioned that there should be a person in every province with the authority to correct the wrong entries in the system.⁸

Two main problems obstruct the usability of e-CEP data. First of these is the time it takes to extract data from e-CEP and the second problem is the serious mistakes in the data entered by schools, such as lack of information about what grade the students is in and the incompatibilities between the programme that the students are in and their literacy levels at the time of their enrolment (for instance registration of an illiterate student to CEP 4-5 programme).

Implementation of Education Programmes

This chapter deals with CEP’s implementation process and looks at: whether everything went as planned, whether there were problems, things that went on with tasks and responsibilities within CEP, absenteeism, student adaptation, educational expectations, academic performance, causes for students to drop out/start late and family’s attitudes towards the school.

In the questionnaires at least 80% of the teachers mentioned weak financial status of the families, short durations of the educational programmes, family indifference towards education and greatly varying student levels in classrooms as difficulties encountered during CEP’s implementation. Other teacher opinions with regard to implementation problems are given in Appendix–1 Table 20.

Only 5 out of 34 teachers said they think CEP achieved its goals. Among the stated reasons for CEP’s failure many teachers (f=23) showed the short duration of the programme. One third of CEP teachers (f=11) said that the students do not gain as much as they could. The reason given most frequently for this problem is also the short duration of the programme. Other given reasons are: absenteeism, the fact that the programme’s gains are above the education level of students and that students are not willing to learn.

Some teacher opinions about the shortness of the programme duration are:

“I taught how to read and write in 1-3 A in around one and a half – two months. However in 1-3 B I can’t teach that many subjects in 8 weeks. I taught how to count, but not multiplication or anything about shapes. I don’t have a magic wand!” (CEP teacher, 207)

“We try to give an education of 8 years in 36 weeks. We pass everything without understanding any of them. Our materials are insufficient. Pace of reading is very slow.” (CEP teacher, 109)

“There are a lot of gains, but the subjects are too difficult!” (CEP teacher, 306)

“The science course is not sufficient for 4-5. The children have a problem of absence. They can’t learn. They go to work after school.” (CEP teacher, 139)

⁸ During the process of revision of Instruction and Implementation Guide, e-CEP has been modified in accordance with the structure of Instruction and Implementation Guide.

“Their levels of readiness is not enough. They don’t have forward looking expectations since they don’t think there is anything waiting for them after school.” (CEP teacher, 202)

“They are deprived of attention, they don’t want to study or do homework. I can’t teach in two months what is normally taught in four years, not completely.” (CEP teacher, 205)

“They weren’t listening the first 15 days. Then we could actually move on to the lessons. But we couldn’t reach all goals.” (CEP teacher, 209)

“Too much is expected. They expect us to teach science to illiterate children. They are at the first grade level and and they don’t have enough knowledge.” (CEP teacher, 401)

“All the goals could not be reached but some could with regard to literacy. Otherwise it’s impossible to bring the students to normal levels in this short time.” (CEP teacher, 204)

“The books are higher than their levels. Books of grades 6-7 are lower than the regular standards but still high for these students.” (CEP teacher, 208)

“We can not follow the programme because the duration is too short and the absence rate is too high. Therefore, we can not reach the goals.” (CEP teacher, 300)

CEP tasks and responsibilities

Teachers and administrators who played a role in CEP mentioned in the field interviews that their tasks and responsibilities are clear. However, as mentioned before, there are some issues with tasks and responsibilities of teacher trainers.

When asked how much of their tasks (implementation of the programme, students evaluation, filling Appendix 6 form⁹ in the Guide, giving feedback to PEC) they could accomplish, CEP teachers responded that they could only partially fulfill these tasks. The questionnaires showed that 59% of the teachers filled the Appendix 6 form whereas 14% did not. 24% said that they partially filled it or it was filled by the administration. Six teachers did not express their opinions.

In the field interviews more than half of the CEP teachers (f=20) stated that they could implement the programme properly, the majority (f=24) said that they do the student evaluations, half of them(f=16) mentioned that they filled the Appendix 6 form and only one fourth (f=8) of them expressed that they gave feedback to PEC about student adaptation and programme formation.

CEP teachers mentioned that beside the CEP tasks they performed practices such as communication and social activities with CEP families, home visits, trips, social plays, developing students’ self-care skills and assuming the position of deputy principal responsible for CEP.

Although most of the CEP administrators remarked that their tasks and responsibilities are clear, some did not agree. Below is one of the responses of the latter group:

“Tasks of CCC or PEC are clear. Tasks of CEP schools on the other hand are not clear. We have problems when assigning teachers to the post. When the position is hourly-paid the payment stops in the middle of the semester when the programme ends. We don’t know if we can work further with these teachers in convincing teams.” (CEP principal, 149)

CEP principals, teacher trainers, province/district coordinators, inspectors and CCC members were asked about factors that facilitate or impede their tasks and responsibilities. Common subjects in the 92 responses that were stated as facilitating factors are as follows: communication, coordination and

⁹ Evaluation report for students who completed the Catch-Up Education Programme (Appendix 6) (MoNE, 2010d).

support at different levels such as school, district, province and Ministry (19 responses); belief in the project and volunteerism (17 responses); support from local institutions and organisations (municipality, district governorship, police department, NGOs) (13 responses); support and teamwork of teacher trainers, province/district CCC and inspectors throughout the programme (15 responses); conditional cash transfers (5 responses). Likewise, common themes in the 109 responses stated as complicating factors are: lack of parental support, indifference and difficulties encountered in the process of convincing (22 responses); adaptation problems, unwillingness and absence of CEP students (7 responses); unclear task definitions and multiple tasks of CEP coordinators (7 responses); teacher shortage and frequent changes in place of duty of teachers and principals (7 responses); negative managerial demeanour towards CEP (6 responses); financial problems of the family, lack of financial support for the child, and working children (6 responses); insufficiency of CEP materials and books (6 responses); insufficiency of CEP's budget (5 responses); less than required support from non-governmental organisations and local authorities (4 responses) and difficulties encountered in student follow-up (4 responses).

Detailed information regarding the question of whether or not CEP principles, teacher trainers, province/district coordinators, inspectors and CCC members can fulfill their tasks is given in Appendix 1 Table 21. Below are the opinions of two teacher trainers on the issue:

“Constant change of administrators makes it's hard. We have problems when a principal is reassigned and a new principal comes with no knowledge of CEP.” (Teacher Trainer, 463)

“District National Education Directorate did not support the project. Everytime we seeked support we were told it was in vain.” (Teacher Trainer, 464)

Same questions were also asked to primary school principals. They stated volunteerism, support at the level of district/province, and parent participation (participation of the parent in the meetings) as facilitating factors. As complicating factors on the other hand, they stated communication problems between province/district CCCs, different readiness levels of students and problems arising from age differences.

Absenteeism

Teachers' opinions were asked on student attendance in the questionnaires. 35.3% of the teachers noted that students regularly attend the classes, whereas 64% said that some of the students are regularly absent. Teachers pointed to the poverty levels of the family and the fact that students have to work as the main reasons behind absenteeism. Another reason mentioned by teachers was that the families were not willing to send their daughters to school. Other reasons are seasonal work the family needs to undertake and the unwillingness of the students to go to school. All other reasons are given in Appendix 1 Table 22. When asked what course of action they took in case of absenteeism teachers said they took the following actions: informing the principal (22%), calling the family in (21.5%), visiting homes (20.9%), talking with the student (13.7%), calling the family on the phone (11%) and sending the student to counseling service (1.7%). 44.5% of the teachers stated that there were students in their classes who could not complete CEP. The reasons they gave for the incompletions are similar to those of absenteesim. 17.8% of the given reasons was about poverty and work. Other reasons are the facts that the family is seasonal worker (11.2%), that the student is female (8.2%), and that the student has a health problem (7.1%).

In all the provinces where the field interviews were carried out, absenteeism was mentioned as a problem. It is observed that absenteeism combined with the short duration of the programme enlarges the dimensions the problem. A great number of students are especially absent in the eastern provinces because of the seasonal agricultural work in other provinces. Principals and teachers noted that more

than half of both CEP students and other students in schools are carried to agricultural zones in May. In the western provinces seasonal agricultural work is replaced with seasonal touristic work. It is observed that students moved from their previous locations without completing the programme to work in touristic regions. Apart from these trends some female students stated that they do housework or take care of their siblings and therefore are absent from school.

"I couldn't come to school all the time. We go to different cities for work. I look after my nieces. We went for a whole month and I couldn't go to school. We will be going again soon. I take my books with me when we go. I'm always studying." (CEP student, 224)

"I'm taking care of my sibling, that's why sometimes I'm absent." (CEP student, 311)

Student adaptation

As it was foreseen that the rejoining of targeted CEP students to formal education and their adaptation will be a problematic process, the programme was developed in a way that will make student adaptation easier and will help them develop basic life skills. However, it is observed that the plan could not be fully implemented.

Teachers were asked about the conditions of students when they first started CEP. 26% of the responses stated that the students were withdrawn, while 26% said students had problems expressing themselves. 23% of the responses show that students have problems with regard to adaptation to school and to the programme and 13% points to behavioural problems. Approximately one third of the teachers expressed that the students did not participate in any information, adaptation or orientation programme.

CEP teachers reported gradual positive changes in the general profiles of students who continued the programme. 79.5% of the teachers said most of the students showed a positive change whereas 10% said half of the students or less showed a positive change. Main declared changes that were among the 513 responses from teachers were: expressing themselves better (33%), adapting to school and to the programme with time (28%) and reduction of behavioural problems (23%).

In the questionnaires 81.5% of the teachers remarked that they have a guidance counselor in their schools, whereas 16.5% said they do not, and 2% did not know whether they did. 43% of those with guidance counselor in their schools stated that they get in contact with the guidance counselor frequently and 25.5% said they do so sometimes. 76% of those who do not have a guidance counselor in their schools expressed a need for one.

More than half of the CEP teachers (f=23) mentioned in the field interviews that students have adaptation problems. They expressed 36 opinions with regard to those problems. The most repeated ones were behavioural problems (11 responses) and the lack of a feeling of belonging to school (6 responses).

Most of the CEP teachers (f=28) remarked that they did not carry out any orientation programme. The ones that said they had an orientation programme mentioned that it was carried out by the guidance counselor. Some province/district CCCs expressed a will to open CEP classes in schools that have a guidance counselor. However, most schools don't have a guidance counselor. Half of the teachers with guidance counselors in their schools cooperated with them on the issues of absenteeism, behavioural problems and especially adolescence problems.

Students on the other hand, noted their satisfaction with being around their peers in CEP classes and being within close attention of their teachers:

“First they placed me in fourth grade, where I stayed for two months. I was bored and the most quiet, I didn’t want to go to school. Very young girls were in the same grade with me that made me angry. They made fun of me, they were bad to me. Then I was taken to 4-5. We were around 10 people. I didn’t have any problems. The teacher was really good to me” (Transfer student, 226)

Below are some opinions of students who felt bad when they first started school:

“I felt bad, other students laughed at us, I never wanted to come to school.” (CEP student, 508)

“First I didn’t want to attend because older students made fun of me.” (CEP student, 509)

The Guide underlines that CEP is a part of primary school and that there should not be any discrimination between students under no circumstances. However, cases were observed where this equality was not practices. For instance, some schools had different break times for CEP students and some CEP classrooms had signs on their doors that said ‘CEP Class’. Also the phrase ‘training course’ has often been used to define CEP and some CEP students were not allowed to actively participate in the April 23 national festival with the other students. These sorts of practices cause the students to feel like they are different than the rest of the student body. A student expressed the difference in implementation as follows:

“We used to come to the school an hour later than everybody and left together with other students. So we had 5 courses, others had 6. Our breaks were also different” (Transfer student, 222).

Students from two target groups (students who have unexcused absences and that are 3 years behind their peers) stated that they like CEP classes more than their previous classes. The reasons they gave for it included smaller class sizes and closer attention they received from their teachers. Almost all of the students said that they were on good terms with their classmates, however, they did not have any friends outside of their classes. When asked what they liked the most in school most of the students (75%) answered ‘my teacher’. Second most common answer was their friends and the third was the courses. Interestingly no student mentioned social activities. When asked whether they go to school with their own free will, all except for 12 students said they do. Except for 2 students all liked their teachers; there wasn’t a difference between male and female student replies in this matter.

Field interviews revealed that it means a lot for students to be paid attention to, appreciated, and liked by their teachers. In fact a student showed the departure of the teacher that he had bonded with as the reason for his dropping out:

“When I first enrolled in the first grade I attended school for around 3 months. Then my teacher was reassigned and went somewhere else. I did not like the school any more, I started skipping. Then I dropped out. My teacher used to like me, always used to teach me.” (CEP student, 217)

Students were asked how they felt to start or to come back to school. Out of 35 students, 29 said that it was an exciting, pleasing, and a good feeling. Below are some student responses about their emotions:

“There were no schools in my village. My sister brought me to school when we moved here. My dad was also saying that he was going to send me to school. When he said so I always felt happy, but I didn’t know what school was. I knew that everybody went to school. I was excited to hear from my dad that I would too.” (CEP student, 224)

“I was really, really happy. I really like studying. I always prayed to God to be able to study. I cried when they called me back to school because I was so happy.” (CEP student, 406)

“It’s just like happiness.” (CEP student, 607)

Educational expectations

Issues such as the importance and value of education were transmitted to the families during enrolment efforts. Similarly, children were informed about what the future holds for them and directed by getting informed about the opportunities that education provides them with through school guidance counseling. Within this framework children were asked about their expectations from education and from being in school. In the questionnaires 75.9% of the students stated school teaches them how to read and write in school, 8.4% said school provides them with information and another 8% believed going to school provides them with employment opportunities in the future. Others expected to become more intelligent and to make friends. A very small number of students did not respond to this question. Within the male students 77.6% planned to continue to highschool, 8.9% said they would not continue their education, 5.6% anticipated to work and 7.9% did not have an opinion. Among the female students 68.7% said they will continue to highschool, 14.6% said they will not continue their education, 1.9% said they will work and 14.8% did not have an opinion. The existence of students without an opinion regarding future plans gives us a clue about how much the goals were reached.

Children were asked what they want to be when they grow up and most of the most popular answers were police, teacher, and nurse. When asked what they need to do in order to have these professions, they said they have to study. Less than one third of the students were aware that they would have to go to university in order to have those professions.

CEP teachers were asked what portion of CEP students they thought will end up getting a primary school, a secondary school and a university degree. 67.5% of the teachers believed that at least 60% of the students will get a primary school degree. Only 24.5% of the teachers thought that the students will get a secondary school degree. On the other hand, the belief that they will get a university degree is quite weak.

Academic performance

According to e-CEP data from April 2010, 19.990 students were enrolled in CEP. Class information is available for only 12.876 of these students. Out of the students whose class information is available, 6.063 have completed CEP and have been placed in primary school classes and 3.909 students were declared unsuccessful in CEP and were transferred to formal education institutions in accordance with their performance in the programme. Conditions of remaining 10.018 students was not explicable with the e-CEP data.

Although catch-up classes prioritise teaching basic life skills to the students, all the programmes have other educational goals as well. The final goal is to help students catch-up with their peers and continue their education in the same classes as them. Questionnaires asked the students to evaluate their own academic performance (self-evaluation). Self-evaluation results show that almost one-fourth of the students see their performance as 'average', a very few number of students think it is 'bad' and the remaining students believe that it is 'good'. Female students seemed to self-evaluate themselves slightly higher than male students.

CEP teachers were asked to evaluate the performance of CEP students in comparison to primary school students. 28.5% stated that students who completed CEP reached the same level as their peers, 30.5% thought that they could not reach that level, whereas 41% of the teachers did not express an opinion.

Same question was asked to primary school teachers who received the students who completed CEP. In contrast to CEP teachers, primary school teachers seemed to be more positive about the performance of these students. 58% of these teachers said that they find the performance of transfer students as

average or above average, whereas 42% classified the students as below average or much below average.

The questionnaires also aimed at determining teachers' opinions about to what extent the programme goals are being reached by the students. All CEP teachers think that the students are generally better in speaking, listening, reading compared to other areas. However, only 55-65% of the teachers stated that the goals are reached in these fields. Only 20.5% of the teachers said that the students reached the programme goals in geometry (Appendix 2, Figure 8).

Apart from self-evaluations of students and teacher opinions on the issue, student academic performance in reading, writing and problem solving was also evaluated through a short test prepared with questions selected from the 1-3 B textbook (Figure 4). Reading skill was evaluated by literacy and fluency (reading without stopping or syllabising), writing skill was evaluated by successful copying of what is seen and writing of what is heard. The text on the page 35 of Turkish Lesson Education Material of the programme 1-3 B was used in order to evaluate reading skills. Pages 28 and 29 of Turkish Lesson Student Workbook Material of the programme 1-3 B were used to evaluate writing skills. And lastly, a mathematics problem picked out of the 1-3 B Mathematics Lesson Education Material (page 60) was given to the students to evaluate problem solving skills. Gender ruled out as a parameter, students were most successful in copying what they saw (70%). This was followed by passage reading. Only around 65% of students read the passage without errors. That number drops down to 55% when both fluent and error-free students are taken into account. 60% could write what they heard without errors. The weakest performance was shown in problem solving. Around 45% solved the problem correctly. If gender is taken into account, it is observed that girls performed better than boys in all fields, except for problem solving. 52.8% of male students and 39.8% of female students solved the problem correctly. Lastly in the general knowledge category, 70% of the students were able to get the Turkish capital right.

All students were given the same questions during the questionnaires. It is observed that the number of correct answers increases as the programme level of the students increases, however, this finding should be viewed with the awareness that questions were prepared from the CEP 1-3 B level programme (Appendix 1, Table 23).

All students were asked the same survey questions. More students gave correct answers at higher programme levels. But results should be interpreted after taking the fact that questions were prepared according to CEP 1-3 B programme under consideration (Appendix 1 Table 23).

Reasons for students to drop out/start school late

In the questionnaires 79.7% of the students noted that they had been to school before CEP, whereas remaining 20.3% said they started school with CEP. Students gave multiple responses when asked why they dropped out of school or started it late: poverty (120 responses), poor previous academic performance (87 responses), and disliking school (63 responses) were the most common replies. Other stated reasons are shown in Appendix 1 Table 24.

Field interviews provided similar results. When reasons behind previous dropping out and reasons behind current absences are taken into account as a whole, it seems highly likely that the children currently enrolled in CEP will drop out at some point.

CEP parents listed poverty, unwillingness of the family, the fact that children dislike school, registration problems, health problems, distance between school and home, and inability to transfer the student to a new school in case of migration, as reasons behind children's dropping out and never starting school.

Family attitudes toward school and opinions on CEP

The value families give to education is a very important factor for student attendance. Having a parent present at parent-teacher meetings, having a study-friendly environment at home, being asked about whether they have done their homework or parental advices like “study so that you don’t end up like us” have positive effects on students’ attitudes toward school. Students and teachers were questioned about students’ families for the assessment of parental attitudes toward school and studying. Almost 70% of students remarked that their parents come to school to meet with their teachers and 77% said their parents ask them about school. When students were asked about who encourages their education the most, 392 listed their fathers and 350 listed their mothers as top supporters. After parents older siblings also showed up on the list in smaller numbers. 36% of the teachers on the other hand, stated that they have no contact with the parents, while 65% said they do have contact and 16% said they have partial contact.

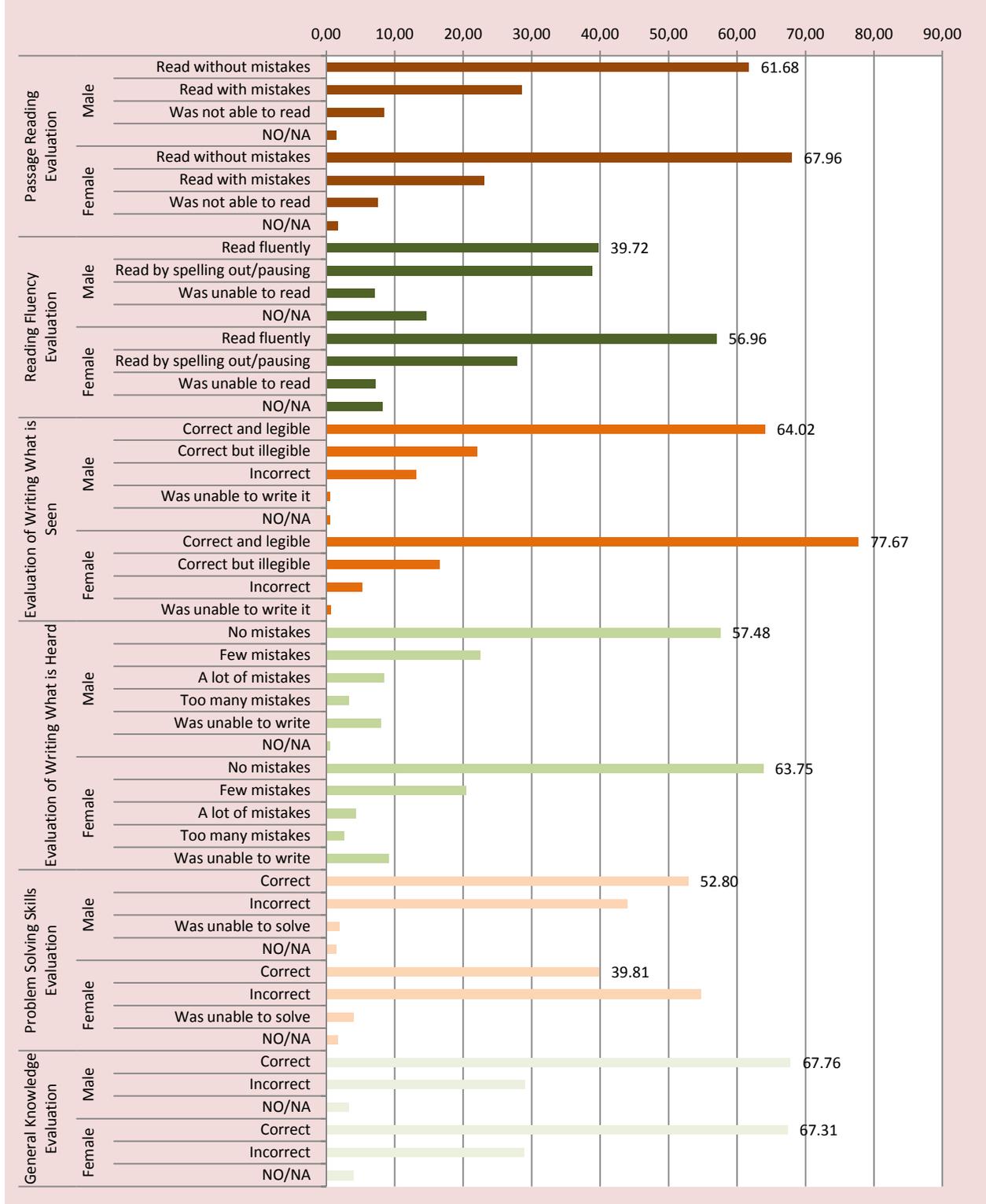
More than half of the parents expressed that their children would not have been in school if CEP had not been implemented. Below are the comments of some parents about the positive sides of CEP:

“It’s really good that he caught-up, he was too old compared to his previous classmates.” (CEP parent, 102)

“The fact that she is with her peers makes-up for the lost time. This also means that financially we have gained one year.” (CEP parent, 230)

“Before he went to school for a year but couldn’t learn anything. It was a crowded classroom, whereas here the teacher pays careful attention to three or four students. I’m not blaming the teachers, they can’t do anything in a crowded class. But here they can pay attention.” (CEP parent, 234)

Figure 4: Performance of students who answered the questionnaire in the areas of Turkish and Mathematics (%)



Completion of Education Programmes and Transfer

This chapter is shaped around the issues regarding the transfer of students upon completion of CEP to primary schools. Student transfer is one of the important steps in the catch-up education operational process, and the main issue that are touched upon in this chapter are: informing primary school teachers about CEP, academic performance of transfer students, absenteeism, educational expectations and communication between teachers and families.

According to the directive on opening catch-up classes in primary schools, upon completing CEP and before the completion of school year, the student continues his/her education as a 'guest student' in a primary school selected according to his/her registered address until the end of that academic semester. During this period the student is not evaluated through grades and the only purpose is to help the student adapt to primary school. For instance, a student who has completed CEP 4-5 programme will be placed in fifth grade as a guest student for the rest of that year and will continue on to sixth grade next year. However, there has been some complications in schools regarding the placement and treatment of 'guest students'. It has been observed that guest students were placed in wrong classes or they were treated like other regular students. Consolidated Field Reports (2009) mentions these issues and also cases reported by field coordinators¹⁰ to provinces and districts. The 'frequently asked questions' document prepared by the center was aimed at further clarifying the 'guest student' practice. But problems persist despite all these efforts. Another problem arising out of the guest student practice is the absence of these students from their host classes upon completion of CEP. Field interviewers felt that the Guide is not being read carefully, which hinders the success of the practice. Some opinions are as follows:

"We have problems in tracking e-School data because school principals do not read the five page e-School directive." (Teacher Trainer, 145)

"Teachers don't read despite examples of implementation." (Teacher Trainer, 150)

"I wish there was a chapter for frequently asked questions on CEP." (Teacher Trainer, 150)

Informing class teachers who have CEP beneficiaries in their classes about CEP

It is just as important for the transfer teacher that receives the CEP student to be informed about the programme as the CEP teachers. According to the Instruction and Implementation Guide provincial teacher trainers carry the responsibility of management of communication between CEP and primary schools regarding student absenteeism and attachment. Additionally, Implementation Guide also prioritizes the issue of completion of the form titled "Evaluation report for students who completed the Catch-Up Education Programme" and the Guide stresses the importance of communicating the student-related information as well as CEP teacher's student evaluations to transfer teachers via this form (MEB, 2010d).

When transfer teachers were asked whether or not they were briefed about CEP, only half of them said they got a briefing. Out of 50 teachers who had gotten briefed, 33 stated that they were briefed by the principal and others were briefed by CEP teachers, CEP materials and CCC members. Again, out of these 50 briefed teachers 19 found it sufficient, 27 partially sufficient, and 4 found it insufficient.

During field interviews 10 transfer teachers stated that they were briefed about CEP, 6 of whom found it sufficient or partially sufficient. Comments of a teacher who found the briefing insufficient is as follows:

¹⁰ As a part of CEP, eight field coordinators were stationed for 6 months in 2009 in 23 provinces where enrolment rates were low.

“We must definitely be briefed beforehand and the class has to be prepared for it. Students make fun of the CEP student. We have to explain the situation. ...The only information I got was ‘student has passed onto this grade; pay special attention’.” (Primary school teacher, 119)

Absenteeism

Teachers stated in the questionnaires that the absences among transfer students are more common compared to other students. 22% of teachers asserted that they have a general absence problem in their classes, whereas 31% noted that transfer students are the ones who are frequently absent (Appendix 2, **Error! Reference source not found.**). When teachers were asked about the reasons for transfer absenteeism, it was observed that the responses of CEP teachers and transfer teachers were exactly the same. Some of the stated reasons are: working students, seasonal work with the family, family’s view on female education and poor academic performance (Appendix 1, Table 26).

Teachers stated during field interviews that when a student shows problems of absenteeism they either talk about it with the student or they communicate with the family. Below is the comment of a district teacher who has encountered absenteeism issues:

“Although there aren’t too many problematic families in this region, there is still absenteeism. ... 12-13 year old girls get engaged and stop being sent to school. The ones that don’t go to school also set a bad example for others.” (Primary school teacher, 225)

Student adaptation

Keeping the students in school and maintaining their regular attendance are at least as important as enrolling them. With regard to this issue, in the programme a lot of emphasis was given to student adaptation to school. This is why communication between the CEP teacher and the transfer teacher is crucial. The Guide advises the teachers to get in touch or otherwise use the Appendix 6 form. Also CEP Teacher Guide suggests that the CEP teacher writes a letter to the primary school teacher. The Teacher Guide also includes three different orientation programmes: The first one is for the orientation of new CEP students, the second one is for the orientation of CEP students who complete an upper level in the programme and get transferred to formal education, and the the last one is for students who have completed any of the CEP programmes and will be transferred to formal education.

CEP teachers and primary school teachers were asked during the field interviews whether or not they were in touch with each other. One third of CEP teachers (f=11) said they were, more than half of primary school teachers (f=11) said they were not. More than half of the teachers (f=12) noted that transfer students showed an adaptation problem that generally manifested itself as behavioural problems.

In the orientation and adaptation process of the students, teachers might need help from guidance counselors. In the questionnaires 65% of the primary school teachers stated that they do have guidance counselors in their schools, and 65% of these teachers said they contact the counselor frequently or sometimes. 80% out of 35 teachers who said they do not have a guidance counselor in their schools expressed the need for one. Detailed information about behavioural problems of students in relation to this issue is provided in Appendix 1 Table 25.

Almost half of the parents stated during the field interviews that their children had problems when they were transferred. The reasons they expressed were the older ages of these children (even though they got intensive education through CEP some of them were still older in the classes they were transferred to), the fact that they did not know their classmates because they joined later, that other students made

fun of transfer students, the difficulty level of the programme. A parent explained the condition of her guest student child as follows:

“She’s a bit timid because of her age, her peers are in upper grades. Sometimes we talk about it, she says she wants to hang out with her peers. This new class where she is a guest student is also not suitable for her age. But the teachers say she improved a lot.” (Transfer parent, 236)

26 opinions were collected from teachers regarding the factors that keep the students in school. Some common responses were positive friendships (7 responses), academic success (7 response), and positive relationships with teachers (3 responses).

‘Family Meeting Sessions’ have been included in the CEP Guidance Counselor’s Guide in order to ensure the participation of parents, explain the importance of education, understand the family attitude toward education, introduce CEP, and to give information on what happens upon the completion of CEP. However, interviews showed that family meetings are not being carried out. Half of the teachers that were questioned in field interviews (f=9) stated that they are mostly in touch with parents of the students, however, they mentioned that it is much easier to stay in touch with interested parents. They also expressed that they do home visits in an effort to increase communication with parents. Parent-teacher communication also has a positive effect on student adaptation.

Interviews with transfer students revealed that most of these students like their CEP classes and teachers more and therefore miss them. They explained that the reason behind that is smaller class sizes in CEP and closer teacher attention. Below are the comments of a teacher trainer about this problem:

“The student might develop adaptation problems upon completing CEP because he/she is still older than the other students. Apart from the age difference, difference in the attention they receive in CEP class that has a few students and regular class that has 50-60 people, also cause a problem. Furthermore, CEP expects less from these students compared to regular classes, which reduces students’ performance.” (Teacher Trainer, 462)

As the teacher trainer points out, students who self-evaluated their performance in CEP as ‘good’, re-evaluated themselves as ‘average’ in their new classes. One of the observations made during field interviews mentioned low expectations from students in CEP classes. Some administrators also stated that some transfer students have adaptability problems in their new classes because more is expected from them. A comment on the issue is as follows:

“Because there is no guidance counselor, there are adaptation problems. They have these problems because they’re older. The teachers talk to parents as well. But they will still have academic problems in their new classes.” (Primary school principal, 430)

Academic performance

Primary school teachers were asked in the questionnaires to compare the Turkish, mathematics, science and technology, social studies, religion and ethics achievements and guidance counseling class attendance levels of transfer students with those of other students in their class. The weakest performance shown by the transfer students was in mathematics and science and technology. Around 50% of the teachers classified transfer students either below average or much below average in these fields. The highest performance was observed in social studies. More than half of the teachers stated the guidance counseling class attendance level of transfer students as average (Appendix 2, Figure 11).

More than half of the teachers who participated in field interviews (f=11) stated that transfer students start their classes academically unprepared. These academic problems are generally insufficient

reading/writing skills and a general academic insufficiency in all courses. Below are the comments of a class teacher and a primary school principal on the issue:

“There could be supplemental classes even after CEP ends. Some supportive activities can be organised for students who completed CEP and got transferred. This support can be material or financial. These children should not just be let go upon completion of CEP, they should be followed-up. Otherwise, there is a possibility that they drop out again” (Primary school principal, 214.)

“They are at second grade level. We can’t fail these students for poor academic performance as we fail the other students. That’s unfair for the others... At least they learn how to read and write. But they don’t believe they will be successful in the future. They have the ambition but insufficient education.” (Primary school principal, 430)

In the questionnaires teachers were asked to assess the factors that can affect the academic performance of transfer students. Out of 100 teachers, 92 agreed that insufficient family finances pose the biggest problem. The second most common answers was the families’ disregard for education. Another factor stated by 82 teachers was the academic inability of students (Appendix 1, Table 27).

Educational expectations

Like CEP teachers, primary school teachers were also asked about what portion of CEP students they think will end up getting a primary school, a secondary school or a university degree. 78% of teachers believed that at least 60% of the students would get a primary school degree, however, only 34% of the teachers thought they would attain a secondary school degree. These percentages are slightly higher than CEP teachers’ opinions. On the other hand, the percentage of teachers who said they believe students will get a university degree is quite low in this teacher group as well (Appendix 2, Figure 10).

Monitoring and Evaluation

CEP students and school practices need to be monitored closely in order to figure out ways to increase the effectiveness of the programme and to measure the success of the work done within the CEP framework. However, during the field interviews it is observed that monitoring and evaluation activities are not given priority. Generally, these studies are based only on the number of CEP students and in some schools even this information is not available.

The problems encountered during CEP’s implementation become clearer in light of the information attained from field interviews. CEP teachers, teacher trainers, province/district coordinators, inspectors, and CCC members gave 147 responses pointing to different factors that affect the success of the programme’s implementation. Some common reported problems were, short duration of the programmes (23 responses), absenteeism (13 responses), adaptation problems of students (11 responses), lack of will and support from family for the education of the child (11 responses), teacher shortage and frequent reassignment of principals and teachers (9 responses), difficulties encountered while convincing the family (8 responses), inefficient teachers (8 responses), inability to implement the education programme because students are not well-prepared (7 responses), inability to open classes because of infrastructural insufficiency (6 responses), negative managerial attitudes toward CEP (5 responses), distances between CEP schools and students’ homes (5 responses), and problems with e-School and e-CEP (5 responses).

CEP teachers, teacher trainers, province/district coordinators, inspectors and CCC members made 183 suggestions that would increase CEP’s efficiency. Expanding the scope of the training of CEP teachers and teacher trainers as well as ensuring sustainability of their responsibilities (16 responses), providing

physically convenient classrooms and necessary materials (16 responses), extending programme durations (15 responses), educating and raising the awareness of the family (14 responses), transporting CEP students (10 responses), enriching the programme and allocating more time for social-cultural activities (9 responses), providing guidance counseling (8 responses), increasing the CEP budget (7 responses), providing more NGO and local authority support (7 responses), properly following-up absent students (6 responses), providing flexibility for programme transfers (for example combining the 1-3 A and 1-3 B programmes or being able to pass to 6-7 after completing 4-5) (6 responses), imposing penal sanctions against families and taking other precautions so that CEP will not be necessary in the long-run (6 responses), improving inspection (5 responses), sharing and appreciating good examples (5 responses), organising e-School and e-CEP systems (4 responses) (for instance, regular updates on graduations, deaths, address changes should be made), presenting CEP in press (3 responses) were among teacher suggestions. Primary school principals on the other hand made recommendations such as training of administrators for CEP, introducing CEP to related parties better, providing better training for CEP teachers, increasing the aid-in-kind for children, opening mobile CEP classes in order to reach the children of seasonal workers, taking precautions to stop frequent reassignments of CEP teachers and principals. Also, a principal mentioned the benefits that flexibility would bring to implementation:

“If inspectors punish the flexibility of volunteers, problems are bound to arise. Inspectors should be flexible as well.” (Primary school principal, 474)

This chapter on the findings discussed whether or not CEP implementation makes a difference and the opinions of programme implementers and beneficiaries in detail. A summary of CEP implementer opinions can be found in Appendix 1 Table 28. Factors of implementation were examined by keeping the ‘catch-up education operational process’ in mind under the titles of identification and registration, determination of which schools will open CEP classes at the province/district level, enrolment and retention, planning at the province/district and school levels, implementation of education programmes, completion of education programmes and transfer, and finally monitoring and evaluation. Next chapter will discuss the sustainability of the programme.

V. THE FUTURE OF EFFORTS ON ENABLING ACCESS TO EDUCATION AND ATTENDANCE AND CEP

Contribution of CEP to Efforts on Enabling Access and Attendance in Primary Education

CEP was designed as a temporarily response to a particular need and will end in 2013. The expected result is for the problems of access to education and attendance to have been solved by the same date, therefore not having the need for CEP to continue any longer. Programmes like CEP that are started as solutions for problems such as access to education are not intended to become a permanent part of the system. However, it is expected that with the help of CEP, an already partially working structure and pre-existing capacity will be strengthened and result in sustainable access to education. In this framework, it is observed that strategies in CEP's design and implementation have considerably improved the structure and capacity that will ensure sustainability. These strategies are listed below:

- 1) An organisational and managerial structure has been developed. The capacity that this structure creates within the framework of CEP will to efforts directed to the sustainability of access to education and attendance. Moreover, within the scope of new MoNE policies that guarantee the right to education and aim for 100% enrolment, monitoring student attendance rates and determining the continuously absent students along with the reasons behind the absences are as important as getting children to enroll in school. Systems like GAM, e-School and ABPRS that help point out the factors behind absences should therefore be included in the structure in order to create sustainability.
- 2) There was an effort to include all related institutions, organisations and NGOs in all stages of CEP implementation, in order for collaboration and coordination to be built among them. Inclusion of stakeholders in the process is crucial for the sustainability of efforts directed improving access to education and attendance.
- 3) Existence of flexibility in CEP's implementation is an important strategy. The adaptability of the programme to specific requirements and conditions increases the chance of success. It is observed that flexibility is provided in the design and implementation of CEP. This flexibility that was learned from CEP experiences will also contribute to creating sustainability of efforts directed improving access to education and attendance.

Apart from the strategies mentioned above, all CEP briefings, awareness raising and training efforts; participatory approach used in problem solving and decision making; and formation of a routine monitoring and evaluation mechanism also helped in developing the capacity that partially existed previously in center and on the local level. This improved capacity is crucial for sustainable access to education and attendance.

Opinions Regarding the Extension of CEP beyond 2013

When implementers were asked about whether they thought about extending CEP beyond 2013, they generally shared their opinions about whether they thought it was necessary for the programme to continue further. Especially more than half of CEP teachers expressed that there might be a need for the programme to be extended beyond 2013. Some comments of CEP teachers on this issue are as follows:

"There shouldn't be any serious worries about CEP being an alternative; the programme should continue. This is because the problem will persist in this region. It existed in the past and it will exist in the future. Culture forms awareness and economy forms culture. It's hard for things to change without a change in these other factors." (CEP teacher, 204)

"I think it should continue. It's not possible to place all students in the system in just five years. The project is in its infancy stage and should have a longer life-span for more benefit" (CEP teacher, 206).

"I wish it had started earlier. Here registration is a serious problem. We can't accept students to school because they're too old." (CEP teacher, 125)

"It has to continue until there is no out-of-school child left, this is their last chance." (Primary school teacher, 214)

"Monitoring of student registration and attendance via address based register has been for the last two years. But we need the programme for students of preceeding years." (CEP teacher, 225)

Some teachers also expressed opinions on the drawbacks of continuing CEP as follows:

"It needs to end in 2013. It causes unfair competition." (CEP teacher, 303)

"A more extended programme both in scope and duration could be beneficial. It's not really possible in its current state." (CEP teacher, 209)

"This programme should be implemented in the 'Public Education Center'." (CEP teacher, 100)

"It shouldn't become a regular practice, it should end." (CEP teacher, 523)

Apart from the differing opinions of teachers, administrators have also reported differing views on the continuation or sustainability of CEP. Here are some of the positive views regarding CEP's continuation:

"Why are they ending it, is the problem fixed? I don't think the problem is fixed so I think it's wrong to end the programme." (CEP principal, 247)

"There are still many out-of-school children. This region definitely needs this programme to continue." (CEP principal, 541)

Some administrators mentioned that CEP will be sustainable even after it ends in 2013:

"It can continue if the transfers are done in time, the address changes are reported, and e-registration data is updated." (CEP principal, 434)

"I believe in it. The Ministry has embraced it and the inspectors are more aware. Although late, the Ministry eventually approached the inspectors more. The parents are also more aware. Now they come on their own, even if you don't ask them to." (Province coordinating inspector, 470)

Below are some of the negative administrator views on the continuation of CEP:

"It shouldn't continue, if it does it might end up in being seen as an alternative. There won't be any need for it anyway. The ones that can be schooled are already in schools. The programme might be needed again in a decade. It can be restarted in every decade." (CEP principal, 410)

"I support its closure. Rules are being broken and the eight year compulsory education is being belittled." (Teacher Trainer, 150)

"I don't believe that it should continue. Parents should not exploit it. They might think it's a faster way out of compulsory education." (District CCC member, 475)

Some other implementers commented on how CEP will become unsustainable after its completion in 2013:

"A lot of projects are unsustainable. MoNE has hundreds of such projects" (CEP principal, 540).

“Even though the problem of unregistered students might be solved one day, there will always be a problem with absences. If not this one, there will be another project just like this one as it will not work without a project. It cannot sustain itself.” (Teacher Trainer, 462)

Below are opinions of certain administrators who claim sustaining CEP will not be necessary:

“There’s not going to be any need for it once the project is completed. Thanks to ABPRS, students will be identified through e-School and enrolled.” (District CCC coordinator, 453)

“Given that MoNE provides every school with e-School in an organised and planned manner, identification and registration can be tracked. Therefore, CEP won’t be necessary anymore.” (Provincial CCC coordinator, 453)

“It won’t be necessary anymore. All searches are online, and so from now on all children will be enrolled thanks to e-School data.” (Teacher Trainer, 452)

“If the teachers and the administrators stay are not reassigned for at least two years, with the help of e-School CEP won’t be necessary anymore within the system.” (Teacher Trainer, 461)

As seen above, administrators expressed differing opinions on whether or not CEP should. As mentioned by some of the administrators a temporary extension of CEP or implementation of a similar programme might be necessary. However, the desired outcome is not to need a programme of this sort at all with the help of ABPRS and e-School systems. In addition to these systems, the implementation of GAM will also contribute to the efforts directed improving access to education and attendance by solving the problem of absenteeism.

VI. COST-BENEFIT ANALYSIS

One of the most effective methods used in evaluating the costs and benefits of public programmes is “cost-benefit analysis”. The principle idea behind the cost-benefit analysis, which is usually used to determine and evaluate economic policy, is to compare the costs and benefits of a policy based on data and estimations derived from that data. The return on the expenditures can be assessed through a cost-benefit analysis. This method can also be used in identifying policy sets by comparing the public programmes.

Even though cost-benefit analysis is an effective method, it also incorporates a variety of challenges especially in the evaluation of education programmes as it requires all benefits and costs to be expressed in monetary terms (Kaytaz, M., 2005). Access to quality education is a fundamental human right and a variety of difficulties are encountered in expressing the benefits of education services in monetary terms. Thus, there are drawbacks in analyzing costs and benefits of education services since all costs can be expressed in monetary terms while all benefits cannot.

The purpose of the cost-benefit analysis, carried out during the midterm evaluation of CUEP, is to compare the costs of CEP with its benefits despite the limitations stated above. The following section explains the benefits that are derived from CEP in the context of this analysis, or in other words, the ways in which CEP is beneficial. Then the non-monetary benefits of the programme are described. The last section introduces the comparison of monetary costs and benefits.

The Basis of CEP's Benefit

In order to be able to carry out a cost-benefit analysis, the basic assumption behind the calculation of benefits, or in other words, the ways in which CEP provides benefits, should be explained. In the context of this study, at the foundation of CEP's benefits lies the fact CEP brings children who could otherwise not have graduated from primary education and would have remained at the level of “illiterate” or “literate without a primary education diploma” back to school. In other words, CEP makes it possible for children who are “illiterate” or “literate without a primary education diploma” to become “primary education graduates”. Especially when the target group and the findings in the other sections of this report are considered, it can be easily concluded that CEP is one of the very few ways in which these children can become primary education graduates.

According to the information obtained from administrative records (e-CEP), 19,990 children were enrolled in catch-up classes during the first two academic years (2008-2009 and 2009-2010). The findings from the qualitative and quantitative research done for the midterm evaluation indicate that the assumption that 60% of the children who are enrolled in catch-up programmes will successfully complete CEP and then the following primary school classes to become primary education graduates is realistic. Table 6 presents the distribution of the 19,990 children by gender and pre-CEP status according to e-CEP data.

Table 6: The number of the children whose education levels will change as a result of CEP

	Number of children who are enrolled in a CEP class (1)	Number of children who are expected to graduate from primary school as a result of CEP (2)
Female, illiterate	4,477	2,686
Male, illiterate	1,764	1,059
Female, literate without a primary school diploma	8,197	4,918
Male, literate without a primary school diploma	5,542	3,325

Source: Data from e-CEP.

Notes: (1) Whether children were illiterate before CEP is determined according to children’s own statements and the time they left the primary school. Also, 3,368 children cannot be classified because their data on e-CEP is incomplete. These children were classified according to the distribution of the rest of the children.

(2) 60% of each category is expected to graduate from primary school through CEP.

According to this calculation, 2,686 girls and 1,059 boys will move up from the state of being illiterate to being primary education graduates, and 4,918 girls and 3,325 boys will go from being literate but not having a diploma to being primary school graduates as a result of their participation in CEP. This assumption will especially be used in the calculation of the monetary benefits, as will be explained in the corresponding subsection. However, it should not be forgotten that all the benefits, especially non-monetary benefits, are valid for all the children who complete CEP even if they don’t all end up to be primary school graduates, since their education levels will be upgraded in any case.

Non-Monetary Benefits

CEP, as an education programme, enables the implementation of the right to education and produces numerous non-monetary benefits. The main benefits are described briefly in this subsection supported by data, when possible.

According to the results of many studies, **there is a strong relationship between education level and health level**: The higher the education level, the longer and healthier individuals live (OECD, 2006). According to research conducted in Western countries, each extra school year reduces the risk of death within the following 10 years by 3.6% (Lleras-Muney, 2005) and the risk of health deterioration by 18.5% (Spasojevic, cited in OECD, 2006).

There is also evidence from Turkey that shows a relationship between education level and feeling good and healthy. Figure 5 shows the data from the European Social Survey, conducted in Turkey in 2008 with 2,397 participants.

Figure 5: The relationship between education and health levels based on data from ESS – Turkey 2008



Source: European Social Survey online database (<http://www.europeansocialsurvey.org/>). Accessed in January, 2011.

Notes: (1) Education and health levels are based on participants' own statements.

(2) Elementary school graduates were included in the same level as those who are literate but have not graduated. Secondary school graduates were included within the primary school level.

As the graph shows, a higher education level in Turkey increases the possibility of an individual to feel good and healthy: 34% of illiterates declared their health to be good, whereas this rate rises up to 55.9% for primary school graduates. On the contrary, 3.7% of primary school graduates declared their health to be poor, whereas this rate is 22.9% for illiterates.

The research done by Cutler and Lleras-Muney (NPC, 2007) shows that there is a significant relationship between education and health levels, even when the employment, income level and family characteristics held constant. This can also be interpreted as education increasing the level of health by providing awareness. With the education provided to students during CEP and during other levels of primary education, it can be said that the health levels of primary education graduates in Turkey are better compared to those who have not completed primary school.

Existence of a negative correlation between education level and tendency to commit a crime can be expected. According to this assumption, the higher the education level, the lower the likelihood of an individual to commit a crime. However, as indicated in Table 7, studies do not confirm this assumption. So it cannot be said that having graduated from primary school reduces the likelihood of being involved in a crime. Kizmaz (2004) has also reached similar conclusions.

Table 7: The number of convicted and jailed people by education level and their share within the over 15 population

	Number of convicted and jailed people (2008)	Number of people at this education level within 15+ population	Share of convicted and jailed people (%)
Illiterate	2,137	4,672.257	0.05
Literate but not graduated	44,478	32,041.037	0.14
Graduated from primary school	16,381	10,228.530	0.16
Graduated from high school or a higher level	13,611	15,074.812	0.09

Source: Turkish Statistical Institute (TurkStat); ERI, 2010

When evaluated from the perspective of effects of education on the tendency to commit a crime, it can be argued CEP's benefit shows itself in different ways. As Kizmaz also found (2004), the education levels of a majority of the prisoners' parents is very low. Therefore, CEP may play a role in reducing the tendency to commit a crime in the next generation by increasing education levels. On the other hand, according to the Istanbul Security Directorate, "apart from the general low education levels of children [who have committed crimes], the number of these children who had no connection to school at the time of the crime is also significant" (IPD, 2007.). 10% of 300 teachers who were surveyed within the framework of CEP reported that they believe CEP prevents a child from committing a crime. In other words, reconnecting out-of-school children with school through programmes like CEP reduces their likelihood to commit a crime from the first day on.

Increase in access to education and success of the children of individuals who participate in CEP can be listed as one of CEP's long-term benefits that is expected to surface in the next generation. Research based on regression analysis shows that the education levels of parents are a determinant of access to education and success for their children (Bakis, et al., 2009; Dincer and Kolasin, 2009; Smiths and Gunduz-Hosgor, 2006; Mohammadi, et al., 2011).

Another benefit of CEP is creating **common social experiences for children that come from different familial and cultural backgrounds**. This is an important step for the establishment of social cohesion. As it is especially targeted toward children who live under difficult conditions, CEP makes early diagnosis of children with behavioral, cognitive and social problems possible and helps solve these problems through early intervention.

For many families CEP means high quality and outside-the-family care. There is therefore a likelihood that CEP will lead to an **increase in mothers' participation in the labour force**. This may also mean an increase in family incomes and provision of environments better suited for the development of children.

Furthermore, as CEP is a programme that mostly benefits girls, it contributes to the **elimination of gender inequalities**.

Comparison of Monetary Costs and Benefits

Calculation of monetary benefits

CEP's monetary benefit, as stated earlier, is realized through making children who were previously not able to graduate from primary school, primary school graduates. It is estimated that the education levels of 60% of the children who were enrolled in this programme during CEP's first two academic years, will increase. Accordingly, 2,686 girls and 1,059 boys will go from being illiterate to being primary school graduates, and 4,918 girls and 3,325 boys will go from being literate but not having a diploma to being primary school graduates as a result of their participation in CEP.

It is expected that this increase in education levels will have an effect on these children's future labour force participation and wages. CEP's monetary benefit appears exactly at this point: Through CEP, more people will join the labour force and earn higher wages. The findings from the data collected by TurkStat also show that participation of primary school graduates in the labour force and their incomes are higher (Table 8).

Table 8: Labour force participation rate and monthly wages according to level of education

	Labour force participation rate (2009)		Monthly wages (2008)	
	F	M	F	M
Illiterate	15.0 %	37.1 %	371	497
Literate but without a primary school diploma	19.2 %	53.7 %	434	519
Primary school graduate	22.8 %	82.8 %	502	668

Source: Turkish Statistical Institute (TurkStat); ERI, 2010.

CEP's monetary benefit is realized by using the data presented in Table 8. For example, if CEP had not been implemented, 15% of the 2,686 illiterate girls would have joined the labour force and would have received 371 TL. CEP conduces 22.8% of these girls to join the labour force and receive 502 TL. CEP's monetary benefit is the difference between these two outcomes. In order to be able to calculate this difference, it was assumed that these children will begin working in 2020 and work for 20 years. However, it was also assumed that they will not continuously work for 20 years and will take two-year break every 5 years, therefore working until 2045. The situation after and before CEP were then calculated for four groups and the differences were defined as CEP's monetary benefits, under these assumptions. An adjustment for inflation was not required since both the monthly wages and the costs were calculated with 2008 prices. However, interest rates were taken into account in order to make a healthy comparison between incomes and costs; all the benefits up to the year 2045 were discounted to 2008 by assuming a yearly real interest rate of 2.5%. Thus, the total monetary benefit was calculated to be approximately 216 million TL, with 2008 prices (Table 9).

Table 9: CEP's benefit in monetary terms (the difference between earnings by gender and education levels before CEP, of CEP beneficiaries who are expected to graduate from primary school)

	Earnings of individuals without CEP (A)	Earnings of individuals after CEP (B)	Benefit of CEP (B-A)	Benefit of CEP after adjustment for interest
Girl, illiterate	35,874,216	73,782,916	37,908,700	21,103,010
Boy, illiterate	46,863,800	140,576,913	93,713,113	52,168,202
Girl, literate but not a primary school graduate	98,353,705	135,094,706	36,741,001	20,452,975
Boy, literate but not a primary school graduate	222,404,994	441,376,992	218,971,998	121,897,300
CEP's total monetary benefit (with 2008 prices, after adjustment for interest)				215,621,487

Source: Calculations of authors.

Calculation of monetary costs

Public spending per student for primary schools will not be taken into account when calculating the costs of CEP. Because primary education is compulsory and free, it is mandatory for the public sector to cover the expenses for the formal primary education of every child. Items that were taken into account as costs of CEP were the cost of bringing children back to school, the cost of carrying out the education in catch-up classes, and the extra costs borne along the way.

UNICEF Turkey and MoNE have made various expenditures for CEP to be carried out. In order for the total expenditures to be correctly estimated, calculated and presented within the context of this study, expenditures were requested from UNICEF and MoNE, divided into spending categories. UNICEF Turkey has presented all expenditures made for CEP in detail, which were then categorized in agreement with the officers. Expenditures made by MoNE's central organization were calculated by the same method. The wages of the bureaucrats who are served in the central organization were also included in the calculations. In order to calculate the expenditure made by local organizations, relevant data was requested, but mostly never received, from Directorates of National Education of all 81 provinces. Therefore, the expenditures of local organizations are based on estimations. When the expenditures made by some provinces that sent the data in time were compared to the estimations made for other provinces, it was concluded that the estimations were highly realistic. The costs of CEP from 2005 to the end of the 2009-2010 academic year are presented in Table 10.

Tablo 10: Cost of CEP for different institutions divided into categories

	Expenditure of UNICEF (TL, with 2008 prices)	Expenditures made by MoNE's central organization	Expenditures made by MoNE's local organizations (estimated)	Total
Improvement of the implementation method, preparation of relevant documents, their printing and distribution	501,408	135,000		636,408
Preparation of teaching programmes and textbooks, their printing and distribution	912,719	648,000	250,000	1,810,719
Trainings given during the preparation period	267,012	129,450	250,000	646,462
Financial support to students to get them to participate in CEP	-		1,500,000	1,500,000
Salaries of CEP teachers	-		14,000,000	14,000,000
Implementation support	717,355			717,355
Salaries of teacher trainers and administrators who allocate most of their time to CEP	-		16,003,200	16,003,200
Monitoring and evaluation	687,137	392,500		1,079,637
Total cost of CEP (with 2008 prices)				36,393,781

Source: Calculations made by authors in collaboration with UNICEF and MoNE officers.

A total amount of 36.5 million TL was calculated as the cost of CEP with 2008 prices for the period that goes from 2005 to the end of the 2009-2010 academic year. Three million TL of this total cost (the first three categories) can be considered fixed. In other words, the costs in this category were spent during the preparation period of CEP and will not be reoccur in later stages.

According to this calculation, CEP's cost is approximately 36.5 million TL, and its benefit is approximately 216 million TL until the end of the 2009-2010 academic year. CEP's monetary benefits are six times higher than its costs.

In this cost-benefit analysis, the cost generated by CEP from 2005 to the end 2009-2010 school year has been compared to the monetary benefits which are expected to be yielded by the children who participated in CEP classes. Estimations were bold in the costs side, whereas benefits were estimated in a fainthearted manner. According to the findings of this comparison, as opposed to 36.5 million TL (in 2008 prices) spent by the public sector on CEP (including the expenditures undertaken by UNICEF which is an international public agency) children are expected to have a monetary benefit of 216 million TL during their entire lives. In addition, CEP is expected to generate non-monetary benefits such as improvement in health conditions, decrease in the possibility of involvement with crime and increase in

the possibility of the child of the CEP beneficiary in access to and success in education. Both monetized and non-monetized benefits of CEP suggest that it is a very profitable investment for the public sector.

VI. CONCLUSIONS AND RECOMMENDATIONS

Implementation of CEP began in the 2008-2009 academic year nation-wide in 81 provinces. During its first year programmes were started in 23 provinces where access to education constitutes a crucial problem. By the end of the 2009-2010 academic year, CEP had reached 19.990 children (37.3% male, 62.7% female) in 61 provinces. Even though the number of accessed children and their academic gains are behind expectations, as mentioned by most administrators, CEP has still made significant differences in the lives of children who were enrolled. First and foremost, in the past two years CEP has contributed substantially to the access to education and school attendance of its target group: children between the ages of 10-14 who were never enrolled in primary education, who were three years behind their peers for reasons other than academic failure, or who had dropped out due to unexcused absences. CEP is a comprehensive, complicated, and difficult education policy in terms of its design and implementation due to the amplitude and urgency of the problems it aims to solve and the diversity of the groups it targets. Therefore, forming and implementing such an education policy is not easy. However, this difficult process is executed as effectively as possible with the technical support of UNICEF, the financial support of the EU, and the political will and capacity of MoNE DG-PE.

Although it is not possible to make an accurate evaluation of the programme's effectiveness at this stage, it must be expressed that administrators' (especially in the center) positive attitudes, determination, and devotion to the project are important for the programme's effectiveness. It has also been observed that the creation of comprehensive and facilitating mechanisms that are listed below have eased operability and institutionalisation, and thereby made important contributions to CEP's implementation:

- Effective teamwork between MoNE DG-PE and UNICEF,
- Development of materials such as the Instruction and Implementation Guide, programmes, Teacher Guide etc., which facilitate a formal structure and implementation,
- Formation of an organisational structure that determines the roles and responsibilities, which ensure cooperation and collaboration with all stakeholders including both national and local institutions and organisations,
- Close collaboration between the center and the field, as well as inclusion of all stakeholders in problem determination, solution and decision making processes,
- Routine monitoring and evaluation,
- Comprehensive and continuous capacity improvement efforts.

Although positive attitudes and devotion of implementers has significantly contributed to the creation of the structures and mechanisms listed above, field work has shown that there are still problems with the implementation process.

The problems encountered during the implementation of the programme and recommendations that address these problems are presented in this chapter under four titles: (1) recommendations regarding the programme in general, (2) recommendations regarding the operational process of the programme, (3) recommendations regarding educational policies, (4) general policy implementation strategy recommendations.

Recommendations About the Programme in General

- The issue that was mentioned the most during field interviews was that e-CEP (e-School) does not work effectively. It was expressed that e-School (e-CEP) programme accepts incorrect entries (for example, registration of students outside of the target age group or skipping students from programme 4-5 to programme 6-7, etc.) and the only way to correct wrong entries is through the

central organization (MoNE Ankara). This causes mistakes in implementation and wastes time and energy. Implementers proposed the development of a system design that does not allow wrong entries. Authorizing one of province/district/school coordinators to correct mistakes, instead of having to go through the Center was also suggested. Therefore, the e-School system, an important factor in CEP's successful implementation, should be improved by also taking implementer recommendations under consideration.

- CEP's success requires stability in every aspect of the programme that include its design, planning, and implementation. Stability is necessary for the tasks of CEP administrators and implementers starting from the central level all the way to provincial, district and school levels. Problems were caused especially by the reassignment of some CEP principals within the framework of new legislation and uninformed new principals that were assigned in their place. Special attention should be given to keeping CEP administrators and implementers in one location as much as possible until CEP becomes institutionalized.
- The fact that capacity improvement efforts are generally carried out by the center and local institutions are reached mainly through teacher trainers creates problems. Especially teacher trainings seem to be unsatisfactory. One-time in-service training needs to be replaced with continuous on-the-job-trainings. In this regard, in-service training and career development centers can be established at the provincial or regional level in collaboration with faculties of education in universities. Necessary capacity can be engendered on the local level and efforts for capacity improvement can be carried out more effectively via continuous on the job trainings given in these centers.
- Interviewed implementers frequently mentioned that the most important factor in CEP's success is its embracement by the civilian authorities as CEP has been most successful in provinces and districts where governors and district heads took ownership. Therefore, the establishment of a formal structure where governors and district heads work in collaboration and cooperation with other civilian authorities is recommended. According to MoNE DG-PE, this collaborative structure is in the process of being formalised with a protocol. This protocol will ensure successful implementation of CEP in the short run and will contribute to efforts regarding education and access in the long run.

Recommendations About Operational Process of the Programme

Identification

- Problems rising from incomplete data entry in e-School and lack of updating the data in time were mentioned during field interviews. The ineffective functioning of the system causes problems in the identification of students in the target group. Some of the reasons that cause this issue are lack of information about children who live abroad, children with disabilities, children who are officially not registered in the population registry, presence of older children whose ages are above the compulsory school age in e-School. Precautions should be taken so that schools enter data correctly based on field screenings, data is routinely updated, and unregistered children are detected. To make sure that child registration is guaranteed, unregistered children should be identified by mukhtars and "birth certificates" must be given to every newborn.
- e-School data is not sufficient in the identification process. Therefore, it is recommended that identification efforts are supported with field screenings. The importance of mukhtars' collaboration and support in the process of identification in neighbourhoods, villages and hamlets was underlined during the interviews. Field visits, which are generally carried out by schools, can be expanded beyond home visits to locations like coffeehouses and street markets where people spend time in groups and may also include face to face interviews with working children.

- Some schools can not benefit from the e-School because they don't have an internet connection. Improvement of infrastructure in these schools is necessary for the utilization of e-School and e-CEP systems.

Achieving student enrollment

- Field interviews helped collect a significant amount of information about regions, students, parents, important issues, and factors that affect the decision of the parents to enroll their children in school. However, enrolment efforts are generally carried out by volunteers and are under the responsibility of only a few people. Some administrators mentioned that the excitement and operational speed that existed during CEP's initial phases have died down and enrolment teams have started to make less effort. Compensating travel costs and over-time of the personnel during enrolment efforts would facilitate the convincing process, hence sustaining the accumulation of information.
- It has been observed that because the information and experience accumulated in HKO campaign serves as the foundation for CEP, the personnel who previously worked in HKO campaign are very useful in CEP's enrolment efforts. It is expected that the schools, which participated in both of these projects will continue the enrolment efforts without needing another programme, project or campaign. The experiences of these schools can be used in 'briefings' and/or 'experience sharing meetings' to set examples for new administrative personnel/teachers and other schools.
- One of the major problems mentioned by the implementers during field interviews was difficulties encountered in convincing families. Implementers have emphasized that the students who have been enrolled until now come from families who were relatively easy to convince and that the difficult part of their job is just starting. This is why it would be appropriate to use more efficient strategies in enrolment efforts. Enrolment attempts should not be limited to home visits and should also include efforts to help families develop positive attitudes toward education and to raise the awareness of families about the importance of education – topics that are already in CEP's scope under the subject of family education. It was also stated that 'community pressure' affects enrolment efforts both positively or negatively. For example, more traditional parents can pressure others to pull their children from school or an influential local person can be more effective in convincing some families to send their children to school than home visits by CEP personnel. Consequently, enrolment efforts should be planned by taking these factors into account.
- The Guide suggests that apart from principals and teachers, public institution and organisation representatives such as mukhtars, religious officials, NGO representatives, local authorities should also take part in enrolment teams. This is something that has not been practised so far and thus necessary precautions must be taken for its application. Moreover, in some cases enrolment teams were threatened by families who were resistant to sending their children to school. These factors should also be considered while forming the enrolment teams.
- In some instances during enrolment efforts, for example when a family resides in a different city for seasonal work and comes back only after harvest, families cannot be reached. Similarly, some families in the western regions move to touristic zones with the start of the touristic season. Under these circumstances enrolment teams should attempt to visit multiple residential districts including the camping zones of the families. Accordingly, enrolment efforts should be spread over a longer period and the plans should be made for a longer term.
- Field interviews show that insufficient information was provided to parents and children about school enrolment and CEP during enrolment efforts. Generally parents are not well informed about the CCT opportunity and why children are taken from their current classes and placed in different ones. Information sessions about these topics should be made in a more detailed and careful manner.

- Another important issue regarding enrolment efforts is that schools that do not have CEP classes are not able to properly direct students and families who fall within the CEP target group. For example, a principal can turn down a parent who comes to school to enroll his/her child because of the child's age without informing him/her about the possibility of enrolling in CEP. It is important that all principals are informed about CEP even if their schools do not have CEP classes so that they can inform parents. They should be informed, reminded of their responsibilities and also be held accountable.
- The Guide (2008) Article 13 indicates that CEP classes might be opened with at least 10, at most 20 students based on their age and education level and in case the existing conditions do not fit this criteria, necessary precautions will be taken by CCC. Field interviews showed that the statement '...necessary precautions will be taken by CCC' in this article is not fully understood and is interpreted differently in different provinces. For instance, school administrations can keep the students waiting for a long time when the 'minimum 10 students' requirement is not met, resulting in some families that were convinced to send their children to school to change their minds. It is important that the programme starts as soon as possible after the children are identified and the families are convinced. Although CEP 2010 Implementation Guide clarifies this matter, it seems to be necessary to make sure that school administrations do realise that it is possible to open CEP classes with less than 10 students if necessary.
- As observed during the field study, most of the CEP students consist of children who were already in school but were 3 years behind their peers. Convincing efforts have mainly focused getting these students to enroll in CEP. As a part of convincing efforts CEP information sessions were given by principals or deputy principals inside of schools and for these students. Families were generally informed through students. Because of the limited information they got, most families did not fully understand CEP. The interviews show that some families think that their children pass to higher grades because of their success in school and that they will graduate faster with the programme. Precautions must be taken to properly inform the families about CEP directly through CEP personnel.
- All recommendations mentioned above cover methods that can be effective for enrolment efforts. However, many administrators and teachers blame non-implementation of legal sanctions for out-of-school children and recommend to put properly the Articles 55 and 56 of the Primary Education Law no. 222 into practice.

Planning

- Except for the teachers appointed for CEP, all other personnel carry out their tasks without any financial compensation. Field interviews revealed that some of this voluntary work was transformed into a main duty as the programme continued on. It was also observed that job descriptions within the project was not clear and that duties overlapped. Institutionalisation process can be supported through proper job description at the provincial/district level and the compensation of personnel with over-time pay.
- Planning the training of the CEP personnel is among the tasks of province/district CCCs. Training of the CEP teacher trainers is the responsibility of the center. Field interviews also showed that the training received by the teachers was not sufficient since the training consisted of a short information session. Furthermore, some of the trained teacher trainers later could not continue their job (for various reasons such as reappointment, other duties, etc.). In this sense, new criteria can be established for the selection of teacher trainers with a preference for successful and experienced teachers and guidance counselors (psychological advisors) who have also taken part in the HKO campaign. Another matter specifically underlined during the field interviews was making

the duties of teacher trainers a full time job rather than an extra duty, and thus assuring more efficient implementation of their responsibilities.

- Selection and training of CEP teachers should be conducted carefully. Interviews show that teachers differ greatly in terms of their status or position. There are permanent, contractual and hourly-paid teachers, along with retired and newly graduated teachers. These differences have also reflected on the practices. Hourly-paid teachers cannot benefit from seminars and trainings, and can only attend them if the regulations are bent. In order for this problem to be eliminated, either the legislation has to be fixed accordingly or it should be made, after necessary precautions, for all CEP teachers to take part in the trainings. In the teacher selection process priority should be given to teachers who have experience with student adaptation and classroom management, who previously worked with challenging children and families, who have experience with combined classes, who are trained about the constructivist approach.
- When CEP teachers were asked about their opinions on the trainings, they replied that the trainings informed them about the spirit of CEP but not about its implementation. Content of the trainings can be improved to include in-class implementations provided directly by CEP teachers and teacher trainers, based on the feedbacks from two years of trainings given to new CEP teachers. These trainings should take place before the start of the academic year. Practical examples of in-class implementation should be given at least as much importance as the theoretical information.
- The PECs established at the school level are important for CEP's implementation. Provincial/district CCCs and PECs should be in constant contact and this communication should take place through the PECs in schools. Interviews point out that some schools do not have PECs or teachers are not aware of the existence of PECs. One of the principal members of PEC is the guidance counselor. Many schools also do not have guidance counselors or have one who works at multiple schools at once. Presence of a guidance counselor is an important criterion in the selection of schools. Guidance counselors should specifically be trained about convincing parents and about CEP's operational process.
- Infrastructure of the CEP classrooms is also crucial for effective education. Utilization of special sub-classrooms as CEP classes in some schools gives out unintended impressions. For instance, a classroom used regularly in the mornings for special education can be used as a CEP classroom in the afternoons. Students who read the classroom label might feel as a student in need of special education and also be labeled by other students as such. Attention should be given to school and classroom infrastructure while planning CEP classes. Schools that will have CEP classes should be determined prior to the start of convincing efforts, so that required preparations can be carried out to get it ready for education. Preparation of classrooms beforehand might also accelerate the student placement process.
- The materials, stationeries and books should be supplied before the start of the programme. Interviews show that especially the lack of textbooks in the first year posed a problem. Although the second year books arrived on time, some principals collected them from the students and teachers as they thought there might be a shortage the following year. Necessary precautions must be taken to eliminate these concerns.
- Not including the students from surrounding districts or villages within the scope of school transportation is a problem that decreases enrolment and attendance levels. Necessary arrangements must be made to include these students in the transport service.

In-class implementation

- Feedback received during the field study indicates that teachers find the the duration of CEP insufficient regarding programme goals. According to the Guide, duration of the programmes can be extended when necessary as long as they do not go beyond 30 hours a week. However, this

statement has been misunderstood by the implementers. Necessary information sessions and explanations should be made to correct this misunderstanding and to make the teachers start utilizing this option of extending course durations.

- Teachers also pointed to student adaptation problems as a complicating factor for the implementation of the project. Even though the inclusion of a 'how to deal with children with challenging behaviors' module into teacher's training partially solves this problem in the classroom, students with behavioural disorders need to be made a part of a more comprehensive study led by guidance counselors through contacting the Guidance and Research Center (GRC) in the region.
- Organising social activities to facilitate students adaptation and to develop their basic life skills and providing psychosocial support through the Guidance Counseling Programme are a part of CEP. However, these practices are not carried out properly. It was mentioned that some CEP students were exempted from being active participants in certain in-school activities and could only participate as observers. Some provinces and districts organised CEP festivals where students took active roles. Successful examples from provinces/districts/schools should be shared. These kinds of activities should be planned more comprehensively and in a way that will contribute to the development of the students' life skills and serve as psychosocial support.
- Efforts for the adaptation of students should start before education begins, not after. Orientation programmes organized before the beginning of the academic year will help students familiarise themselves with the school, the class and understand their importance.
- CEP 6-7 programme is designed for students who were continuously absent after completing fifth grade, and students who complete CEP 4-5 are not allowed to continue on the CEP 6-7. However, cases of going from CEP 4-5 to CEP 5-6 have been observed. Precautions should be taken against this practice, since students completing CEP 6-7 after having completed a lower CEP grade will display poor academic performances, and have a very low chance of continuing on to secondary education even if they end up attaining a primary school degree.
- As stated in the field interviews, following a student's attendance is as important as convincing a student to enroll. Many CEP students are frequently absent. Frequently absent students and regularly attending ones are evaluated the same way. Some teachers noted this as being unfair. A student who comes to only a few classes can also complete the programme. Measures should be taken regarding this problem and families should be contacted.
- Interviews indicate that teachers perceive CEP's goal as teaching students how to read and write and giving them primary school degrees. Moreover, although the issue of future professions is included in the programme, students seem to miss the link between education and future profession. In order to motivate students to aim for a specific profession and continue their education in relation to that aim, guidance counselors should give out more comprehensive vocational information and organize orientation sessions instead of simply informing the students about possible professions. Moreover, weekend vocational courses can be arranged for CEP students in collaboration with PECs, municipalities and NGOs.

Transfer

- Upon completing CEP, the student is transferred to a primary school class. He/she is also taken out of the e-CEP system and put into the e-School system. It is crucial to follow up on the student, to monitor his/her academic performance and attendance even after the transfer. CEP teacher and primary school teacher should be in contact and share information during this process.
- There are discrepancies in the guest status that students receive upon completing CEP. Some schools place the students who have completed the 4-5 programme in fifth grade as guest students, whereas others place them in sixth grade. In some instances these students were even

continued on to seventh grade in the following academic year due to poor monitoring. Transfers should be done properly and the student should be hosted as a guest at the same level as the one they just completed. This adjustment period will give the students a chance to overcome their academic shortcomings, get used to their future classmates, and adapt to school.

- CEP 6-7 programme was designed for students who have completed fifth grade and were then frequently absent and those who complete this programme ought to wait until the following academic year in order to continue on to eighth grade. If used effectively, the guest student period will help these children with their social and academic adaptation to school.

Monitoring and evaluation

- CEP implementations are monitored at district, provincial, and central levels. It is important for the provincial coordinating inspectors who are responsible for monitoring and who were added later on to the organigram, to have received the relevant training. Monitoring whether the schools meet the expectations in accordance with CEP requirements and instructions, and supporting and guiding the schools about their needs are important strategies. During field interviews CEP administrators mentioned that the conditions and situations they face during implementation require them to be flexible, whereas the inspectors do not show the same flexibility. In this regard, it is important for inspectors to both show diligence about CEP standards and requirements, and employ an approach that allow for flexibility.

General Recommendations About the Educational Policy

- Education is one of the fundamental responsibilities of the state and constitutes a basic human right. This right is assured by both national and international law. However, despite legislations, fundamental rights of children are violated as there are many who are of compulsory school age but deprived of their right to education. Although access and attendance to primary education is a legal obligation, the state remains incapable of delivering the required educational facilities. On the other hand, certain families resist sending their children to school despite the legal obligation. The state should prioritise education. It should provide sufficient educational opportunities for all and continue the related mobilisation efforts. Relevant precautions must be taken for families who take away the most fundamental right of their children by preventing them from going to school. Discussing the issue of ‘convincing’ families who do not send their children to school even though it is a legal obligation is paradoxical in itself. Many administrators and teachers interviewed on the field emphasized that the main reason behind the existence of out-of-school children is poor implementation of legal sanctions. They suggested that Articles 55 and 56 of the Primary Education Law should be put into practice. It is obvious that penal sanctions by themselves will not solve such a multidimensional and complex problem. However, solutions might be reached by financially supporting families who cannot send their children to school due to financial reasons but at the same time imposing relevant legal sanctions in case of disorderly conduct. Interviews showed that even a rumour that spread around about the cancellation of green cards of parents who do not send their children to school ended up in the enrolment of 600 children. As this example shows, enrolling children to school can be made a precondition for financial and other kinds of support from the state for families. However, the CCT that is paid to families in exchange for sending children to school carry the risk of being perceived wrongly and being seen as a way to get money with negotiations such as, “I will send my child to school if you pay me, otherwise I will not”. This is why the state should provide financial aid to families that are in need of it as much as possible and discontinue that aid if the family does not end up sending their child to school.

- All programmes, projects and practices regarding the right to education and the execution of that right should be embraced by everyone starting from the top by state leaders, and by all political and community leaders. They should pose as role models to raise the public awareness and create incentives through messages shared via every possible channel. However, the reason for not wanting a big announcement or a widespread introduction of CEP is a legitimate one. Even though the programme was designed as a temporary solution for a temporary need, there is a risk for the programme to be perceived as an alternative to eight year compulsory education and a faster way to attain the primary education degree. Accordingly, it would be beneficial for the publicity campaigns to be made directly to the target groups, and not to the general public.
- Preventive programmes and projects should be considered together with projects that are aimed at solving the problem, such as CEP and other similar projects. Research on dropping out indicates that the main reasons behind dropping out are disliking school and poor academic performance. Field research also gives similar results. If necessary precautions are not taken, it is highly likely that the children in the scope of this programme will drop out once again. Therefore, development of mechanisms that will keep the already enrolled children in school should be prioritised. Besides, identification of the students with high dropping out risks early on in the process, such as what is being done through GAM, is important so that strategies can be put in place to in time. Also, identification of never-enrolled students via e-School and enhancement of efficiency in enrolment efforts via the HKO campaign and e-CEP have laid the groundwork for efforts regarding education and access. As a result of these practices, it is hoped that there will not be any more need for programmes like CEP in the future.

General Recommendations for Strategies in Policy Implementation

Several lessons can be drawn in light of the data collected during the field study. Following strategies can be recommended within the framework of the lessons learned from this process for the effective implementation of a multi-dimensional, nation-wide, comprehensive policies such as CEP:

- Institutional capacities and resources needed for the implementation of policies should be taken into account prior to making policy decisions. In the case of a significant gap between existing resources and institutional capacity, and existing policy standards and needs, those resources should be obtained and that capacity should be improved before the beginning of the implementation process. If this enhancement does not seem possible, then policy requirements, standards and their scope should be modified according to existing capacity and resources.
- A small scale experimental pilot implementation should be carried out prior to nation-wide implementation of the project. This pilot implementation can be done on a volunteering basis in schools that have sufficient capacity and resources. The pilot implementation will help identify beforehand the deficiencies in planning, strategy and design, and show possible problems that might occur. This will enable required precautions to be taken and proper organisations to be made before nation-wide implementation, which will result in a more effective programme.
- Monetary or not, an incentive/reward system should be put into place for implementers who assume additional responsibilities and tasks and display an extra effort for the project. Such a system would contribute to a more effective implementation.

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APPENDICES**APPENDIX 1: Tables****Table 11: Distribution of CEP students who were enrolled in CEP in 2008-2009 and 2009-2010 by province based on e-CEP data**

Province	No data on e-CEP	Male Students		Female Students		Total Number of Students
		No.	% ¹¹	No.	%	
ŞANLIURFA		1661	42.62	2236	57.38	3897
DİYARBAKIR		839	35.21	1544	64.79	2383
ADANA		1055	52.23	965	47.77	2020
İSTANBUL		808	43.89	1033	56.11	1841
VAN		238	19.29	996	80.71	1234
BİTLİS		111	15.42	609	84.58	720
MUŞ		224	34.20	431	65.80	655
AĞRI		215	36.26	378	63.74	593
MERSİN		219	43.98	279	56.02	498
ŞIRNAK		60	13.39	388	86.61	448
GAZİANTEP		167	43.38	218	56.62	385
ERZURUM		66	22.68	225	77.32	291
MARDİN		47	16.38	240	83.62	287
HAKKARİ		81	30.34	186	69.66	267
İZMİR		114	47.30	127	52.70	241
KOCAELİ		76	39.18	118	60.82	194
BATMAN		60	35.93	107	64.07	167
KONYA	3	50	30.67	113	69.33	163
BİNGÖL		26	16.05	136	83.95	162
BURSA		51	36.69	88	63.31	139
ANKARA		61	48.03	66	51.97	127
KAHRAMANMARAŞ		34	28.81	84	71.19	118
TEKİRDAĞ		51	50.50	50	49.50	101

¹¹ Percentages show the ratio of girls and boys within the province

Table 11 continued

Province	No data on e-CEP	Male Students		Female Students		Total Number of Students
		No.	%	No.	%	
IĞDIR		37	37.76	61	62.24	98
MANİSA		28	32.56	58	67.44	86
EDİRNE		33	41.77	46	58.23	79
KIRKLARELİ		35	51.47	33	48.53	68
SIİRT		26	41.94	36	58.06	62
SAKARYA		12	20.00	48	80.00	60
ERZİNCAN		22	45.83	26	54.17	48
BALIKESİR		23	51.11	22	48.89	45
ÇANAKKALE		7	17.95	32	82.05	39
A.HİSAR		10	35.71	18	64.29	28
HATAY		13	50.00	13	50.00	26
ADİYAMAN		15	60.00	10	40.00	25
AYDIN		11	44.00	14	56.00	25
TOKAT		1	5.0	19	95.00	20
ELAZIĞ		2	11.11	16	88.89	18
DENİZLİ		11	64.71	6	35.29	17
ANTALYA		6	46.15	7	53.85	13
ZONGULDAK		1	7.69	12	92.31	13
ARDAHAN		8	66.67	4	33.33	12
BARTIN		3	27.27	8	72.73	11
ESKİŞEHİR		6	54.55	5	45.45	11
YOZGAT		3	27.27	8	72.73	11
DÜZCE		1	12.50	7	87.50	8
KASTAMONU		2	25.00	6	75.00	8
SAMSUN	7	5	71.43	2	28.57	7
ORDU		0	0.00	6	100.00	6

Table 11 continued

Province	No data on e-CEP	Male Students		Female Students		Total Number of Students
		No.	%	No.	%	
KÜTAHYA		2	40.00	3	60.00	5
RİZE		0	0.00	4	100.00	4
KARAMAN		1	33.33	2	66.67	3
KAYSERİ		1	33.33	2	66.67	3
NEVŞEHİR		2	66.67	1	33.33	3
UŞAK		1	33.33	2	66.67	3
AMASYA		2	100.00	0	0.00	2
TRABZON		0	0.00	2	100.00	2
BİLECİK		0	0.00	1	100.00	1
KİLİS		1	100.00	0	0.00	1
SİVAS		0	0.00	1	100.00	1
TUNCELİ		1	100.00	0	0.00	1
UNKNOWN	1	801	36.83	1374	63.17	2175
TOPLAM	11	7447	37.25	12532	62.69	19990

Table 12: Distribution of interviews conducted as part of the qualitative survey by provinces and tasks

	Province CCC Coordinator	District CCC Coordinator	Province CCC Member	District CCC Member	Teacher Trainer	Province Inspector	CEP School Principle	Primary School Principle	CEP Teacher	Primary School Teacher	CEP Student	Transfer Student	CEP Parent	Transfer Parent	Total
Diyarbakır	1	1	0	0	2	0	2	2	5	1	6	3	6	4	33
Şanlıurfa	1	0	0	2	1	0	1	2	6	3	5	5	5	4	35
Van	1	1	0	0	1	1	2	1	2	2	4	2	2	2	21
İzmir	1	1	0	0	1	0	3	0	4	3	6	2	5	1	27
Adana	1	2	0	0	0	0	2	0	3	1	4	3	3	2	21
Zonguldak	1	0	1	0	1	0	1	0	1	2	7	2	1	1	18
Ankara	0	2	2	0	1	0	2	0	3	2	6	2	3	0	23
Konya	1	0	0	0	1	1	1	0	2	2	3	1	2	3	17
Edirne	1	0	0	0	1	0	1	0	3	0	3	0	1	0	10
Istanbul	1	1	1	0	1	0	3	0	5	2	6	4	2	5	31
TOPLAM	9	8	4	2	10	2	18	5	34	18	50	24	30	22	236

Table 13: Profile of parents who were interviewed as part of the qualitative survey

Interview Question	Parents who have children in CEP (f=30)		Parents whose children were transferred to primary school (f=22)		
Sex	Female	12	13		
	Male	18	9		
Age	Min.	24	27		
	Max.	64	61		
	Average	40	42		
Duration of Residence in a Province/District (years)	Min.	1	1		
	Max.	48	45		
	Average	22	18		
Educational Status		Mother	Father	Mother	Father
	Illiterate	17	5	14	4
	Literate	4	4	1	4
	Primary School Drop-Out	4	6	1	1
	Primary School Graduate	3	12	3	8
	Secondary School Drop-Out	0	0	0	0
Secondary School Graduate	0	0	1	1	
Number of Children	Min.	1	3		
	Max.	13	12		
	Avg.	6	7		

Table 14: Profile of implementers who were interviewed as part of the qualitative survey

	CEP Student	CEP Principal	Province CCC Coordinator	Province CCC Member	Province Coordinating Inspector	Province Teacher Trainer	District CCC Coordinator	District CCC Member	Primary School Principal
Number of interviews	34	18	9	4	2	10	8	2	5
Sex									
Female	14	2	0	2	0	1	0	0	0
Male	20	16	9	2	2	9	8	2	5
Age									
Min.	24	28	46	30	41	28	38	32	30
Max.	64	58	55	42	47	40	55	34	52
Average	39,84	42,47	50,80	37,75	44	35	43,83	33	41
Experience									
Min.	0,5	0,5	11	5	21	2	7	6	0,2
Max.	35	34	36	14	23	17	36	7	25
Average	16,19	12,43	22,25	12,25	22	9,1	20,62	6,5	8,5

Table 15: Distribution of students who answered the questionnaires by gender and province

	Number of Male Students	Number of Female Students	Total Number of Students	Percentage
Diyarbakır	86	98	184	35.18
Adana	62	49	111	21.22
Istanbul	26	61	87	16.63
Şanlıurfa	22	51	73	13.96
İzmir	15	23	38	7.27
Van	3	27	30	5.74
Total	214	309	523	100

Table 16: Distribution of teachers who answered the questionnaires by province

	Formal Teacher	CEP Teacher	Total
Şanlıurfa	16	51	67
Adana	23	32	55
Diyarbakır	16	35	51
Ankara	9	22	31
Zonguldak	11	16	27
İzmir	3	18	21
Konya	4	14	18
Van	7	8	15
Istanbul	10	2	12
Edirne	1	2	3
Total	100	200	300

Table 17: Educational background of CEP teachers who answered the questionnaires

Faculty Graduated	Distribution (f)
Faculty of Education	96
Institute of Education	37
Teacher Training School	21
Faculty of Arts and Sciences	19
Economics and Administrative Sciences	5
Religious Studies	4
Vocational School of Higher Education	4
Open Education Faculty (OEF)	2
OEF – Two-Year’s Degree	2
Faculty of Technical Training	2
High School of Education	1
Faculty of Communication	1
Faculty of Engineering	1
Unknown	5
Total	200

Table 18: Distribution of students enrolled in CEP from three target groups by gender (based on e-CEP data)

Target group	Sex	Distribution (f)	Percentage
Never enrolled	Male	1,323	22.63
	Female	4,523	77.37
	Total	5,846	100.00
Enrolled but constantly absent	Male	1,406	37.70
	Female	2,323	62.30
	Total	3,729	100.00
At least three years behind their peers	No data	10	0.12
	Male	3,847	47.76
	Female	4,198	52.12
	Total	8,055	100.00
Relevant data is not in e-CEP	No data	1	0.04
	Male	871	36.91
	Female	1,488	63.05
	Total	2,360	100.00

Table 19: Distribution of CEP students by province, target group and gender (based on e-CEP data)

	No data in e-CEP	At least three years behind their peers		Never enrolled		Enrolled but constantly absent		Total number of students in the province
		Number of students ¹²	Student %	Number of students	Student %	Number of students	Student %	
ŞANLIURFA	40	2.930	75.19	477	12.24	450	11.55	3897
DİYARBAKIR	9	1.345	56.44	684	28.70	345	14.48	2383
ADANA	13	1.458	72.18	172	8.51	377	18.66	2020
İSTANBUL	46	471	25.58	702	38.13	622	33.79	1841
VAN		244	19.77	794	64.34	196	15.88	1234
BİTLİS	15	57	7.92	595	82.64	53	7.36	720
MUŞ		138	21.07	278	42.44	239	36.49	655
AĞRI	2	227	38.28	109	18.38	255	43.00	593
MERSİN	2	251	50.40	120	24.10	125	25.10	498
ŞIRNAK	5	69	15.40	306	68.30	68	15.18	448
GAZİANTEP	4	46	11.95	238	61.82	97	25.19	385
MARDİN		75	26.13	132	45.99	80	27.87	287
HAKKARİ	3	97	36.33	46	17.23	121	45.32	267
ERZURUM	35	7	2.41	185	63.57	64	21.99	291
İZMİR		74	30.71	57	23.65	110	45.64	241

¹² Percentages show the share of tree target groups within provinces.

Table 19 continued

	No data in e-CEP	At least three years behind their pers		Never enrolled		Enrolled but constantly absent		
KOCAELİ		10	5.15	145	74.74	39	20.10	194
BATMAN		79	47.31	61	36.53	27	16.17	167
KONYA		64	38.55	79	47.59	23	13.86	166
BİNGÖL		70	43.21	77	47.53	15	9.26	162
BURSA		34	24.46	71	51.08	34	24.46	139
ANKARA		73	57.48	30	23.62	24	18.90	127
K.MARAŞ		41	34.75	48	40.68	29	24.58	118
TEKİRDAĞ		38	37.62	19	18.81	44	43.56	101
İĞDIR		18	18.37	32	32.65	48	48.98	98
EDİRNE		9	11.39	33	41.77	37	46.84	79
MANİSA	7	16	18.60	31	36.05	32	37.21	86
KIRKLARELİ		7	10.29	8	11.76	53	77.94	68
SIİRT		4	6.45	38	61.29	20	32.26	62
SAKARYA		4	6.67	52	86.67	4	6.67	60
ERZİNCAN		25	52.08		0.00	23	47.92	48
BALIKESİR		16	35.56	11	24.44	18	40.00	45
ÇANAKKALE		4	10.26	31	79.49	4	10.26	39
A.HİSAR			0.00	25	89.29	3	10.71	28
HATAY		1	3.85	21	80.77	4	15.38	26
ADIYAMAN		1	4.00	21	84.00	3	12.00	25
AYDIN	3	6	24.00	12	48.00	4	16.00	25
TOKAT			0.00	19	95.00	1	5.00	20
ELAZIG		10	55.56	1	5.56	7	38.89	18
DENİZLİ			0.00	14	82.35	3	17.65	17
SAMSUN		12	85.71		0.00	2	14.29	14
ANTALYA		2	15.38	6	46.15	5	38.46	13
ZONGULDAK			0.00	13	100.00		0.00	13
ARDAHAN		12	100.00		0.00		0.00	12
BARTIN		3	27.27	7	63.64	1	9.09	11
ESKİŞEHİR		3	27.27	3	27.27	5	45.45	11
YOZGAT			0.00	9	81.82	2	18.18	11
DUZCE			0.00	5	62.50	3	37.50	8
KASTAMONU			0.00	8	100.00		0.00	8

Table 19 continued

	No data in e-CEP	At least three years behind their peers		Never enrolled		Enrolled but constantly absent		
ORDU			0.00	6	100.00		0.00	6
KÜTAHYA			0.00	4	80.00	1	20.00	5
RİZE			0.00	2	50.00	2	50.00	4
KARAMAN		2	66.67		0.00	1	33.33	3
KAYSERİ			0.00	3	100.00		0.00	3
NEVSEHIR		1	33.33		0.00	2	66.67	3
UŞAK			0.00	1	33.33	2	66.67	3
AMASYA			0.00	1	50.00	1	50.00	2
TRABZON			0.00	2	100.00		0.00	2
BİLECİK			0.00	1	100.00		0.00	1
KİLİS		1	100.00		0.00		0.00	1
SİVAS			0.00	1	100.00		0.00	1
TUNCELİ			0.00		0.00	1	100.00	1
Total	2360 11.81%	8055 , 40.30%		5846, 29.24%		3729, 18.65%		19990

Table 20: Obstacles that keep the programme from reaching its goals (answered by 200 CEP teachers as part of the questionnaire in the quantitative study)

Obstacles that keep the programme from reaching its goals	Yes (%)	Partially (%)	No (%)
Financial problems of the family	85	11.5	3.5
Short duration of the programmes	81.5	8	10.5
Lack of importance given to education by the family	66.5	22	11.5
Different student knowledge levels	61	19.5	19.5
Working students	56	18.5	25.5
Insufficiency of educational materials	42	15	43
Limited social opportunities of the school	38.5	19.5	42
Late arrival of student boks	36.5	8	51.5
Inadequate Turkish levels of the students	35	32	33
Late arrival of Teachers' Guides	33.5	9.5	54.5
Poor physical infrastructure of the classrooms (size, tables, chairs, etc.)	30	12.5	57.5
Negative stance of the students against school	25.5	25	49.5
Students not getting along with other students	22.5	44.5	33
Negative stance of students against courses	22.5	27.5	50
Overcrowded CEP classes	17.5	3	79.5
Negative stance of students against teachers	12.5	16	71.5

Table 21: Responsibility fulfillment and task completion of CEP administrators (data from quantitative study)

CEP Principal Are you able to fulfill your tasks and responsibilities?	Yes	No	Partially	No response
A) Detection and Registration: Finding children whose data are not in e-CEP but fall within the target group through field research (Appendix 1); detection of the absentees and those who are three years behind	11	1	6	0
B) Informing province/district CCC about the students who fall under CEP's scope	14	2	1	1
C) Formation of enrolment teams	12	1	4	1
D) Carrying out enrolment efforts (field work)	9	0	7	2
E) Formation of classes according to the programmes of transfer students	9	1	3	5
F) Physical preparation of CEP classrooms for education	9	4	2	3
G) Following-up on the attendance status of CEP students	6	2	8	2
H) Organisation of social activities	5	5	5	3
I) Address based transfer of students to schools upon completion of the programme (class-class, school-school)	5	1	5	7
PEC tasks:				
a) Implementation of educational programmes: Determination of programme durations, preparation of timetables	10	0	1	7
b) Assessment of classroom and educational materials, and informing CCC about the needs	8	0	3	7
c) Parent-school collaboration	2	3	7	6

Province/district CCC coordinator and member Tasks and Responsibilities	Yes	No	Partially	No response
A) (Following-up on school operations about children who are unregistered, absent, or three years behind their peers (Appendix 1)) Gathering and evaluating data about potential CEP students who are identified by primary schools, other individuals, institutes or organisations, or e-school database	17	3	2	1
B) Determination of primary school institutions to open catch-up classes in and of the students who will join the classes; supporting enrolment efforts	18	1	3	1
C) Planning, following-up on and evaluating efforts towards meeting catch-up class needs. Planning: Preparation of CEP province implementation plan	18	2	2	1
D) Planning and carrying out activities that will increase the effectiveness of CEP administrators and teachers.				
a) Planning of teacher assignments, and planning and carrying out teacher/administrator trainings.	12	6	4	1
b) Distribution of required educational materials, tools and instruments to primary school with CEP classes.	13	3	4	3
c) Planning and carrying out required educational activities for CEP personnel	20	0	0	3
E) Evaluating school proposals to open catch-up classes, and presenting them to the relevant civilian authority.	15	4	1	3
F) Evaluating recommendations about implementation problems and finding solutions to the problems.	18	0	1	4
G) Preparing planning and evaluation reports in January and July about province/district class implementations, and presenting them to the Ministry of National Education.	17	0	0	6

Teacher Trainer Tasks and responsibilities	Yes	No	Partially	No response
A) Supporting enrolment efforts. (formation and guidance of the teams)	5	3	1	1
B) Supporting CCCs in carrying out administrator briefings in provinces	4	3	1	2
C) Training of teachers, (How many teachers did you train? Was the training sufficient for the teachers to fulfill their tasks?)	5	1	2	2
D) Facilitating communication between CEP schools and primary schools (on issues of attendance and retention)	4	1	4	1

Province Coordinating inspector Tasks and Responsibilities	Yes	No	Partially
A) Briefing primary school inspectors and administrators in the province about CEP	2	0	0
B) Guidance: Supporting province/district CCCs (especially about briefing school administrators, and the training and assigning of teachers)	1	0	1
C) Social mobilisation: Supporting province/district CCCs in mobilisation of local resources.	1	1	0
D) Monitoring evaluation: Following-up on the distribution and utilisation of CEP materials.	1	0	1
E) Following-up on the utilisation of funds in prioritised provinces that received funding to implement CEP	1	0	1
F) Supporting CCCs in their solution generation for CEP implementation problems.	1	0	1
G) Sharing successful implementations.	1	1	0
H) Reporting	2	0	0

Table 22: Reasons behind absenteeism according to CEP teachers (based on answers from 200 teachers in the quantitative study)

Reasons for Absenteeism	Distribution (f)	%
Poverty	79	22.51
Working students	76	21.65
Family refusing because the student is female	42	11.97
Family doing seasonal work	29	8.26
Student disliking school	22	6.27
Familial reasons/problems	19	5.41
Student takes care of siblings	17	4.84
Distance between home and school	14	3.99
Health problems	11	3.13
Poor academic performance	9	2.56
Religious and traditional pressure	9	2.56
Other	7	1.99
Older age	4	1.14
Environmental conditions	3	0.86
No idea/No response	3	0.86
Lack of transportation to school	3	0.86
Lack of adaptation	2	0.57
Language problem	1	0.29
Handicap	1	0.29
Total	351	100

Table 23: Reading, writing and problem solving skills of CEP students (based on data collected during the qualitative study)

Passage reading		Distribution (f)	%
1-3 A and B	Read free of error	77	60.16
4-5	Read free of error	113	66.08
6-7	Read free of error	123	73.21
Fluency in passage reading			
1-3 A and B	Read fluently	63	49.22
4-5	Read fluently	84	49.12
6-7	Read fluently	89	52.98
Evaluation of writing as seen (copying)			
1-3 A and B	Written correctly and legible	79	61.72
	Written correctly but illegible	35	27.34
4-5	Written correctly and legible	124	72.51
	Written correctly but illegible	31	18.13
6-7	Written correctly and legible	137	81.55
	Written correctly but illegible	20	11.90
Evaluation of writing as heard			
1-3 A and B	Written in full	68	53.13
	Written with few errors	30	23.44
4-5	Written in full	94	54.97
	Written with few errors	44	25.73
6-7	Written in full	124	73.81
	Written with few errors	27	16.07
Problem solving			
1-3 A and B	Correct	49	38.28
4-5	Correct	73	42.69
6-7	Correct	93	55.36

Table 24: Reasons for CEP students to drop out/commence late according to students who completed the questionnaire within the scope of the quantitative study

Reasons	Distribution (f)	%
We are poor	120	19.45
I am academically unsuccessful	87	14.10
I did not like school	63	10.21
I had familial problems and my family refused to send me	43	6.97
My family did not send me because I am a girl	36	5.83
I had a health problem	24	3.89
There were no schools where we lived	24	3.89
I worked	23	3.73
I took care of my siblings	21	3.40
I had a late registration/registration problem	21	3.40
I did not want to go	20	3.24
I.D. problem/Lack of I.D.	19	3.08
School was far	15	2.43
We moved	13	2.11
I was older	8	1.30
I went to a koran course	6	0.97
Absence	6	0.97
My mother was ill and I had to take care of her	3	0.49
I have a disability	1	0.16

Table 25: Adaptation problems of transfer students according to 100 primary school teachers who completed the questionnaire within the scope of the quantitative study

Adaptation Problems	Frequency	Percentage
They were withdrawn, timid	61	28.64
They had problems with adapting to school and to the programme	46	21.60
They had problems expressing themselves	44	20.66
They had behavioural problems	20	9.39
Their level of Turkish is poor	17	7.98
None of the above	13	6.10
Other	11	5.16
All of the above	1	0.47
Total	213	100.00

Table 26: Causes of absenteeism of CEP transfer students according to 100 primary school teachers who completed the questionnaire within the scope of the quantitative study

Reasons for absenteeism	Frequency	%
Working students	13	16.67
Family doing seasonal work	8	10.26
Family refusing schooling because the student is female	8	10.26
Poor academic performance	8	10.26
Familial reasons/problems	6	7.69
Poverty	5	6.41
Adaptation problems	5	6.41
Environmental conditions	4	5.13
Health problems	3	3.85
Student disliking school	3	3.85
Distance between home and school	2	2.56
Student takes care of siblings	1	1.28
Lack of transportation to school	1	1.28
Religious and traditional pressure	1	1.28
Other	10	12.82

Table 27: Factors affecting school performance according to 100 primary school teachers who completed the questionnaire within the scope of the quantitative study

	Yes (f)	Partially (f)	No (f)
Financial problems of the family	75	17	8
Lack of importance given to education by the family	55	29	16
Poor academic success of the student	61	21	18
Working students	34	21	34
Inadequate Turkish levels of the students	22	35	43
Negative stance of students against courses	18	25	57
Students not getting along with other students	10	31	59
Negative stance of the students against school	15	23	62
Negative stance of students against teachers	8	21	71

Table 28: General views of teachers and administrators in CEP according to data collected during interviews conducted within the scope of the qualitative study

	CEP Teacher	CEP Principal	Province CCC Coordinator	Province CCC Member	Province Coordinating Inspector	Province Teacher Trainer	District CCC Coordinator	District CCC Member	Total	
CEP Education	Yes	19	11	8	3	2	9	5	2	59
	No	15	5	1	1	0	1	3	0	26
CEP Education Duration	1 week education	13	0	3	1	0	8	2	0	27
	3–4 days education	1	4	3	1	2	0	0	1	12
	Seminar/Meeting	4	7	2	1	0	2	2	2	20
CEP Materials are clear	Yes	26	11	9	3	2	3	4	2	60
	No	2	1	0	1	0	3	0	0	7
	Partially	6	4	0	0	0	4	4	0	18
CEP tasks are clear	Yes	27	10	9	3	1	4	8	2	64
	No	3	1	0	1	1	3	0	0	9
	Partially	3	6	0	0	0	1	0	0	10
Implementation is as planned	Yes	14	6	6	2	0	1	4	1	34
	No	3	1	1	0	0	4	1	0	10
	Partially	13	8	2	0	2	1	3	1	30
	I don't know	2	0	0	0	0	0	0	0	2
CEP is successful	Yes	20	9	5	3	0	3	4	2	46
	No	2	1	1	0	1	1	2	0	8
	Partially	10	6	1	0	1	3	1	0	22
	I don't know	1	0	0	0	0	0	0	0	1
CEP makes a difference	Yes	26	16	7	2	2	7	5	2	67
	No	0	0	1	0	0	0	0	0	1
	Partially	4	1	0	0	0	0	2	0	7
CEP should continue	Yes	19	8	4	1	1	1	2	1	37
	No	8	2	4	0	1	1	1	1	18
	Partially	1	5	0	0	0	2	1	0	9
	I don't know	1	0	0	0	0	2	2	0	5

APPENDIX 2: Figures

Figure 6: Working status of students who took the questionnaire within the scope of the quantitative study

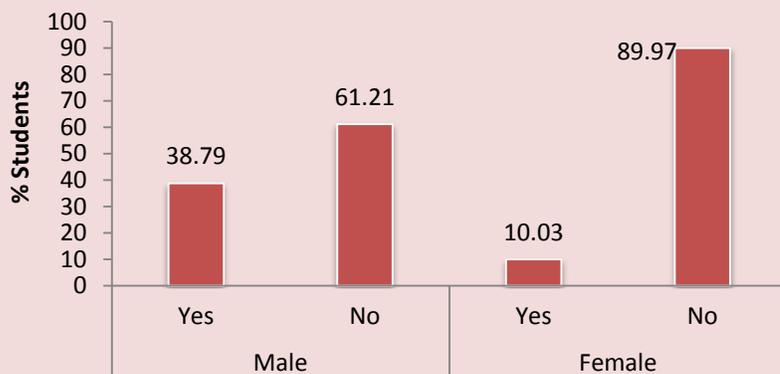


Figure 7: School completion rates of CEP students by education level according to CEP teachers who answered the questionnaire within the scope of the qualitative study

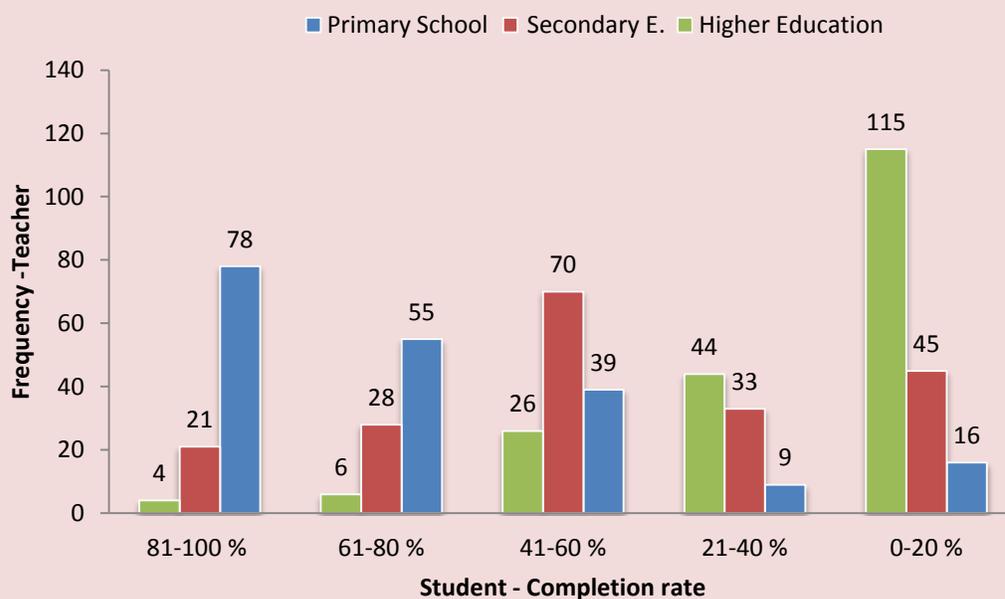


Figure 8: Acquired skills of CEP students according to CEP teachers who answered the questionnaire within the scope of the qualitative study

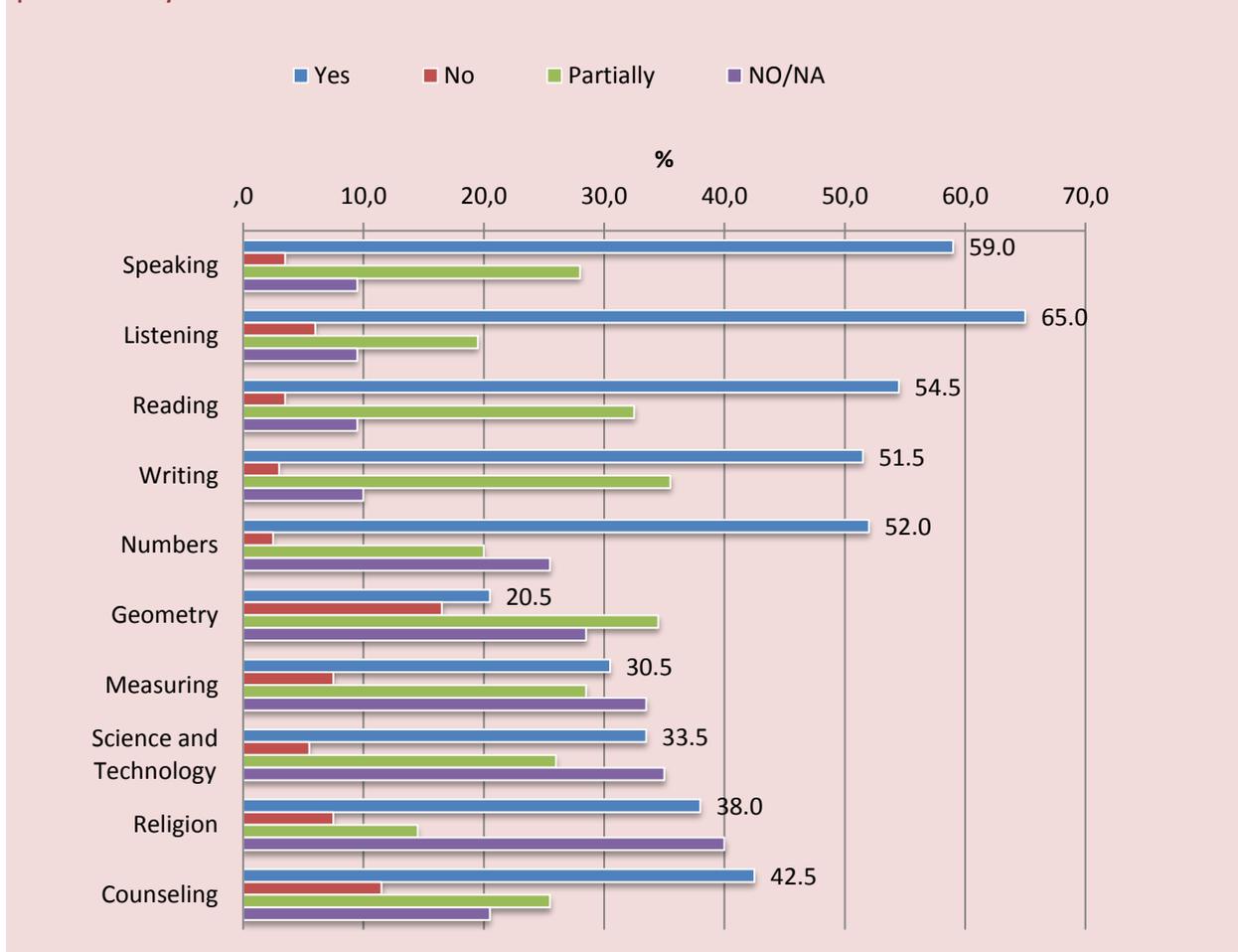


Figure 9: Absenteeism of students according to primary education teachers who answered the questionnaire within the scope of the qualitative study

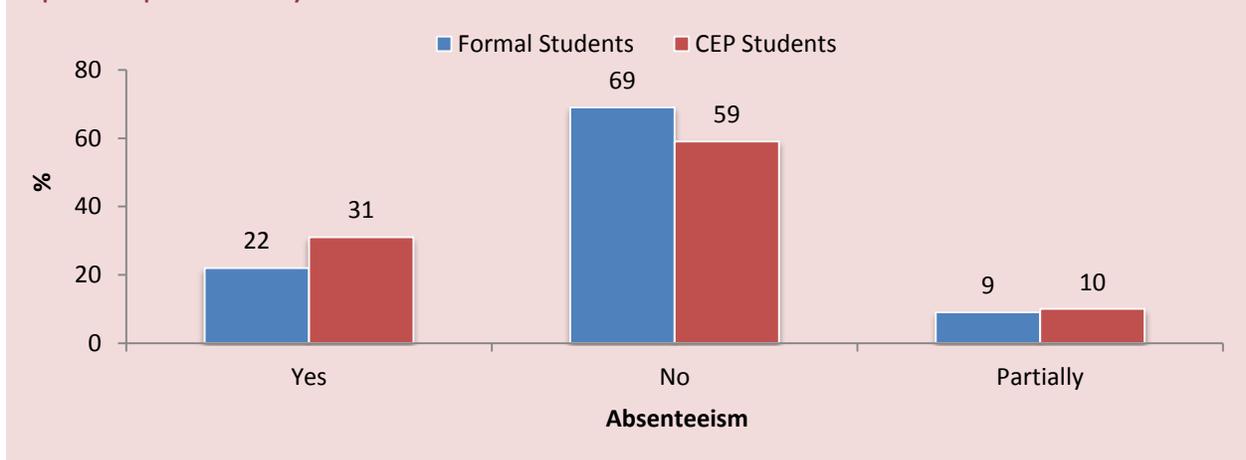


Figure 10: Educational attainment of CEP students who transfer to primary schools according to primary education teachers who answered the questionnaire within the scope of the qualitative study

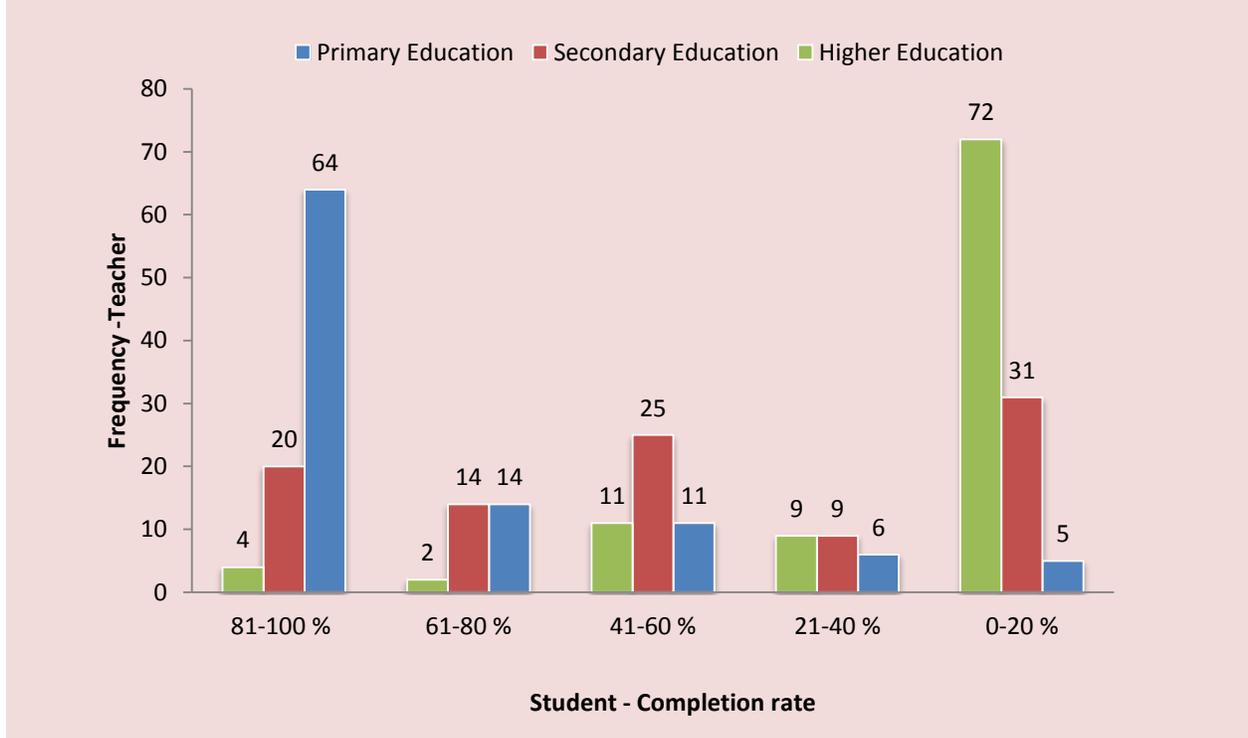
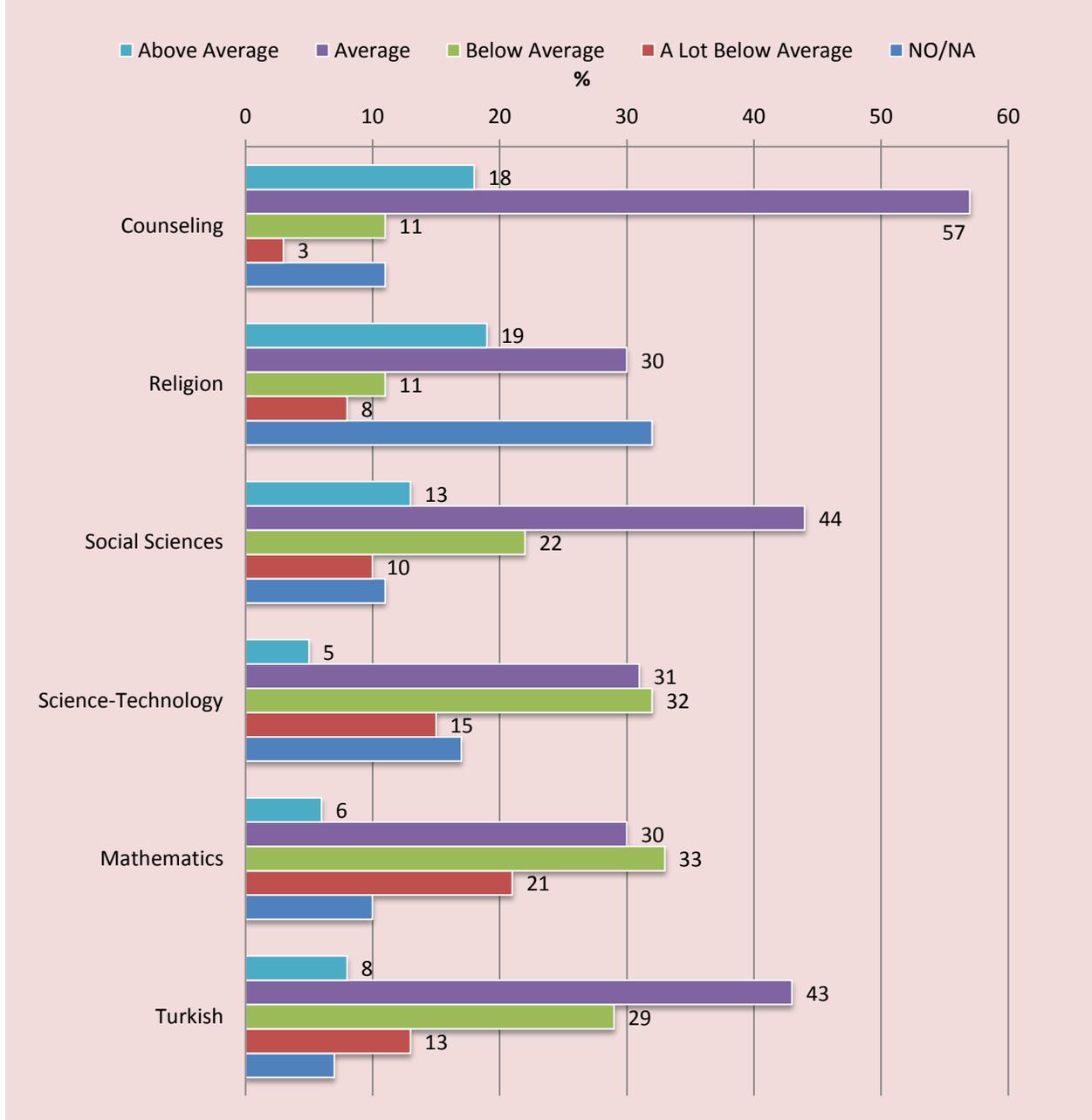


Figure 11: Success levels of CEP students who transfer to primary schools according to primary education teachers who answered the questionnaire within the scope of the qualitative study



APPENDIX 3: Interview Questions

PROVINCE COORDINATING INSPECTOR (PROVINCE TEACHER TRAINER) INTERVIEW FORM

1. Province/District:
2. Sex: F () M () Age:
3. What is your profession?
4. For how many years have you been working in that profession?
5. For how many years have you been working in your current institution?
6. What is your position in your current institution?
7. What is your position in CEP?
8. How long have you been on this position?
9. Have you received a training on CEP?
 - 9.1. What kind of training? How long was the training?
10. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes () Partially () No ()

What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
11. Are your CEP tasks, responsibilities and what is expected of you clearly defined?

Yes () No () Partially () If not what poses a problem?
12. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 12.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 12.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
13. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 13.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 13.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
14. What are your recommendations for a more efficient CEP?
15. In general, how efficient/successful do you think CEP is?
16. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
17. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
18. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

PROVINCE CCC COORDINATOR INTERVIEW FORM

1. Province/District:
2. Sex: F () M () Age:
3. What is your profession?
4. For how many years have you been working in that profession?
5. For how many years have you been working in your current institution?
6. What is your position in your current institution?
7. What is your position in CEP?
8. How long have you been on this position?
9. Have you received a training on CEP?
 - 9.1. What kind of training? How long was the training?
10. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes () Partially () No () What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
11. Are your CEP tasks, responsibilities and what is expected of you clearly defined? Yes () No () Partially () If not what poses a problem?
12. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 12.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 12.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
13. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 13.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 13.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
14. What are your recommendations for a more efficient CEP?
15. In general, how efficient/successful do you think CEP is?
16. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
17. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
18. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

CEP PROVINCE TEACHER TRAINER (PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION OFFICIAL) INTERVIEW FORM

1. Province/District:
2. Sex: F () M () Age:
3. What is your profession?
4. For how many years have you been working in that profession?
5. For how many years have you been working in your current institution?
6. What is your position in your current institution?
7. What is your position in CEP?
8. How long have you been on this position?
9. Have you received a training on CEP?
 - 9.1. What kind of training? How long was the training?
10. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes () Partially () No () What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
11. Are your CEP tasks, responsibilities and what is expected of you clearly defined? Yes () No () Partially () If not what poses a problem?
12. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 12.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 12.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
13. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 13.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 13.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
14. What are your recommendations for a more efficient CEP?
15. In general, how efficient/successful do you think CEP is?
16. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
17. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
18. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

DISTRICT CCC COORDINATOR INTERVIEW FORM

1. Province/District:
2. Sex: F () M () Age:
3. What is your profession?
4. For how many years have you been working in that profession?
5. For how many years have you been working in your current institution?
6. What is your position in your current institution?
7. What is your position in CEP?
8. How long have you been on this position?
9. Have you received a training on CEP?
 - 9.1. What kind of training? How long was the training?
10. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes () Partially () No ()
What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
11. Are your CEP tasks, responsibilities and what is expected of you clearly defined?
Yes () No () Partially () If not what poses a problem?
12. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 12.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 12.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
13. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 13.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 13.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
14. What are your recommendations for a more efficient CEP?
15. In general, how efficient/successful do you think CEP is?
16. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
17. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
18. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

TRANSFER SCHOOL PRINCIPAL INTERVIEW FORM

1. Province/District:
2. School name:
3. Sex: F () M () Age:
4. For how many years have you been working in this school?
5. For how many years have you been the principal in your current school?
6. Total number of students in school:
7. Total number and type of CEP students: 2009: 2010:
8. Total number and grade of transfer students:
9. Number of transfer student drop-outs:
10. Do you have an additional CEP duty (Province/district CCC)?
11. How long have you been performing this task?
12. Have you received a training on CEP?
 - 12.1. What kind of training? How long was the training?
13. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes ()
Partially () No () What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
14. Are your CEP tasks, responsibilities and what is expected of you clearly defined?
Yes () No () Partially () If not what poses a problem?
15. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 15.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 15.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
16. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 16.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 16.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
17. What are your recommendations for a more efficient CEP?
18. In general, how efficient/successful do you think CEP is?
19. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
20. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
21. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

CEP PRINCIPAL INTERVIEW FORM

1. Province/District:
2. School Name:
3. Sex: F () M () Age:
4. For how many years have you been working in this school?
5. For how many years have you been the principal in your current school?
6. Total number of students in school:
7. Total number of CEP classes:
8. CEP: Programmes and students numbers: 1-3 A: 1-3 B: 4-5: 6-7:
9. Do you have an additional CEP duty (Province/district CCC)?
10. How long have you been performing this task?
11. Have you received a training on CEP?
 - 11.1. What kind of training? How long was the training?
12. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes () Partially () No () What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
13. Are your CEP tasks, responsibilities and what is expected of you clearly defined? Yes () No () Partially () If not what poses a problem?
14. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
 - 14.1. What are the factors that facilitate your success in fulfilling these tasks and responsibilities?
 - 14.2. What are the factors that impede the process of your fulfilling these tasks and responsibilities?
15. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 15.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 15.2. In general, what are the problems and defective sides of the implementation? Which factors impede the process and cause these problems?
16. What are your recommendations for a more efficient CEP?
17. In general, how efficient/successful do you think CEP is?
18. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
19. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
20. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

CEP TEACHER INTERVIEW FORM

1. Province/District:
2. School Name:
3. Sex: F () M () Age:
4. What is your field of teaching?
5. How long have you been a teacher? (If retired, how long ago did you retire?)
6. (If form teacher) Have you ever taught a combined class?
7. Did you receive a training for the new curriculum?
8. Which CEP classes are you teaching this year? How many students do you have in each one?
9. Have you received a training on CEP?
 - 9.1. What kind of training? How long was the training?
10. Are CEP materials – regulations, notices, guides, handbooks, etc. clear and understandable? Yes ()
Partially () No () What kind of problems are there? Can you give concrete examples? How does this affect the implementation process, can you explain?
11. Are your CEP tasks, responsibilities and what is expected of you clearly defined?
Yes () No () Partially () If not what poses a problem?
12. What kind of tasks and responsibilities does CEP give you? Are you able to properly fulfill these tasks and responsibilities?
13. Do students have problems with adapting to school and programme?
 - 13.1. What kind of problems do they have?
 - 13.2. Do you do any kind of work (orientation etc.) towards student adaptation to school and programme? What do you do? Do you find them efficient?
14. Do you collaborate with guidance counselors for the students? What kind of issues do you collaborate on?
15. What do you do within CEP apart from these?
16. Are there any problems in student attendance? If so what kind of problems are they?
 - 16.1. How many of the CEP students complete the programme?
 - 16.2. What kind of precautions are you taking about this matter? (How do you motivate them)
 - 16.3. According to you what are the most important factors that keep the students in school?
17. Are the educational programmes prepared within CEP sufficient in reaching programme's goals?
 - 17.1. Do you have problems completing the curriculum within the planned duration?
 - 17.2. Are the students reaching desired acquisitions in the programmes? (Academic, socio-emotional acquisitions)
18. How are the student parents in general? Are you in contact?
19. Are you in contact with PEC? How do they help you?
20. Are you in contact with the transfer teacher?
 - 20.1. How many of the transfer students continue their education?
 - 20.2. What are the problems in transfer schools to your knowledge?
21. Does CEP implementation generally work as planned? If not why? What are the problems?
 - 21.1. In general, what are the factors that facilitate the implementation/ the parts that work well in the implementation/ your good practices?
 - 21.2. In general, what are the problems and defective sides of the implementation? Which factors complicate the process and cause these problems?
22. What are your recommendations for a more efficient CEP?
23. In general, how efficient/successful do you think CEP is?
24. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
25. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?

26. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

FORMAL EDUCATION TEACHER INTERVIEW FORM

1. Province/District:
2. School Name:
3. Sex: F () M () Age:
4. What is your field of teaching?
5. How long have you been a teacher? (If retired, how long ago did you retire?)
6. How many transfer students did you receive from CEP until now? How many of them did you graduate?
7. What kind of briefing did you receive for CEP? Was it sufficient?
8. Do students have problems with adapting to school and programme?
 - 8.1. What kind of problems do they have?
 - 8.2. Do you do any kind of work (orientation etc.) towards student adaptation to school and programme? What do you do? Do you find them efficient?
9. Do you find the students academically well-prepared? Do you have problems in this regard?
10. Do you collaborate with guidance counselors for the students? What kind of issues do you collaborate on?
11. Are there any problems in student attendance? If so what kind of problems are they?
 - 11.1. What kind of precautions are you taking about this matter? (How do you motivate them)
 - 11.2. According to you what are the most important factors that keep the students in school?
12. How are the student parents in general? Are you in contact?
13. Are you in contact with the transfer teacher?
14. Does CEP implementation generally work as planned? If not why? What are the problems?
15. What are your recommendations for a more efficient CEP?
16. In general, how efficient/successful do you think CEP is?
17. Do you believe that there are benefits to CEP? Does it make a difference? What kind of benefits/gains does it provide? What kind of difference does it make?
18. Do you believe in the sustainability of CEP, and that it can be continued even after the completion of the project? Why?
19. Would you like to add any other opinions or ideas that you have not yet mentioned? If so please do.

STUDENT INTERVIEW FORM (for those who completed CEP)

1. Name-Surname:
2. Date of birth:
3. Sex:
4. Place of birth:
5. How long have you been living in(name of the province)? Migration related questions should be asked in metropolises.
6. How many siblings do you have?
7. What number sibling are you?
8. Do your siblings go to school?
9. Do they work?
10. What language do you speak at home? What is your mother tongue?
11. Are your father and mother live together? If not who do they live with?
12. What does your father do?
13. What is his educational status?
14. What does your mother do?
15. What is her educational status?
16. When did you start primary education? If they never did skip the school related questions.
17. At what grade did you drop out?
18. Why did you drop out/not go to school?
19. Did you like your old school?
20. How was your performance in your old school?
21. Now you go to school (again). How long were you on a break? When did you start CEP?
22. What is your educational status? A full explanation will be necessary. Literacy status, what grade they dropped out at? Their age when they dropped out? (These questions will be asked for checking)
23. You continued to school after completing your CEP education. What grade are you in now?
24. How do you think your performance is in school? Very good, Good, Average, Poor, Bad.
25. How was your performance in CEP? Very good, Good, Poor, Bad.
26. How did you start CEP? How did you decide? (Convincing)
27. Who supports your education?
28. Does your family support it? Why and how?
29. Which programme did you complete in CEP?
30. Do you work after school?
31. If so, what do you do?
32. What do you like about your current school?
33. What benefits does your school offer you?
34. Do you have friends in school? How is your relationship?
35. Do you like your teachers?
36. Do you like your school? What do you do at school? What are the things that keep you in school?
37. Things that work well in school.....
38. Things that you dislike about school.....
39. How does returning to school feel?
40. Were you able to adapt to school (CEP) when you first started? Did you have any problems? What did your teachers and other people in school do to make your adaption period easier?
41. Have you adapted to your current school? Did you have any problems? What did your teachers and other people in school do to make your adaption period easier?
42. How does returning to school feel? Would you recommend CEP your drop-out friends?
43. Until what grade do you want to go to school?
44. What are you going to become when you grow up?
45. Is there anything you would like to add about CEP?

PARENT FORM (for those who completed CEP)

1. Name-Surname:
2. Date of birth:
3. Sex:
4. Place of birth:
5. How long have you been living in(name of the province/ district)? Migration related questions should be asked in metropolises.
6. What do you do?
7. What is your educational status?
8. What does your spouse do? Her/his educational status? Are you together? Is she/he alive?
9. How many children do you have?
10. What language is spoken at your home?
11. Are your other children go to school? Do they work?
12. Have you received any briefing/training about CEP? What kind of briefing/training was it? Was it sufficient? Who did you have contact with?
13. How old is your child who completed CEP?
14. What number child is it that completed CEP?
15. Did your child start school before? If yes all questions, if no skip the questions about starting time.
 - a. When did she/he start primary school?
 - b. At which grade did she/he drop out?
 - c. How long did she/he take a break for?
 - d. What were the reasons behind her/his dropping out? (Were they successful in school? Did they like school?)
16. How did she/he restart school? (convincing team, hearing from others, etc...)
17. Which programme did she/he complete in CEP?
18. What grade does she/he currently go to?
19. What are the challenges your child encounters in the class she/he is currently in?
20. Did you receive financial aid for your child to continue her/his CEP education? Are you still receiving it?
21. Did your child willingly/fondly go to CEP? Is she/he willingly/fondly going to school?
22. Did your child encounter any challenges while continuing the CEP education? Adaptation? Academic? If so what kind of challenges:
23. Is your child encountering any challenges in her/his current school? Adaptational? Academic? If so what kind of challenges?
24. How do you find her/his academic performance in school? Very good, Good, Average, Poor, Bad.
25. How was her/his performance in CEP? Very good, Good, Average, Poor, Bad.
26. Are there any aspects of CEP that you like?
 - a. If so what:
27. Are there any aspects of CEP that you dislike?
 - a. If so what:
28. Until what grade would you like your child to continue her/his education? What would you like her/him to become when she/he grows up?
29. Would your child be able to go to school if it were not for CEP?
30. Is there anything you would like to add about CEP?

CEP STUDENT INTERVIEW FORM (for those who are currently in CEP)

1. Name-Surname:
2. Date of birth:
3. Sex:
4. Place of birth:
5. How long have you been living in(name of the province)? Migration related questions should be asked in metropolises.
6. How many siblings do you have?
7. What number sibling are you?
8. Do your siblings go to school?
9. Do they work?
10. What language do you speak at home? What is your mother tongue?
11. Are your father and mother live together? If not who do they live with?
12. What does your father do?
13. What is his educational status?
14. What does your mother do?
15. What is her educational status?
16. When did you start primary education? If they never did skip the school related questions.
17. At what grade did you drop out?
18. Why did you drop out/not go to school?
19. Did you like your old school?
20. How was your performance in your old school?
21. Now you go to school (again). How long were you on a break? When did you start CEP?
22. What is your educational status? A full explanation will be necessary. Literacy status, what grade they dropped out at? Their age when they dropped out? (Asked for checking purposes)
23. How did you restart to school? How did you decide? (Convincing)
24. Who supports your education?
25. Does your family support it? Why and how?
26. Which programme did you complete/are you contuing in CEP?
27. Do you work after school?
28. If so, what do you do?
29. Do you want to continue your education after completing CEP?
30. What do you like in your current school?
31. What benefits does your school offer to you?
32. Do you have friends in school? How is your relationship?
33. Do you have friends in the school you will continue your education at after completing CEP?
34. Do you like your teachers?
35. Do you like your school? What do you do in school? What are the things that keep you in school?
36. Are you successful in school? (Were you successful in your old school?)
37. Things that work well in school.....
38. Things that you dislike in school.....
39. How is the feeling of returning to school?
40. Could you adapt to school when you first start it? Did you have any problems? What did your teachers and other people in school do for you to adapt?
41. Until what grade do you want to go to school?
46. What are you going to become when you grow up?
47. Is there anything you would like to add about CEP?

CEP PARENT FORM

1. Name-Surname:
2. Date of birth:
3. Sex:
4. Place of birth:
5. How long have you been living in(name of the province/district)? Migration related questions should be asked in metropolises.
6. What do you do?
7. What is your educational status?
8. What does your spouse do? Her/his educational status? Are you together? Is she/he alive?
9. How many children do you have?
10. What language is spoken at your home?
11. Are your other children go to school? Do they work?
12. Have you received any briefing/training about CEP? What kind of briefing/training was it? Was it sufficient? Who did you have contact with?
13. How old is your child who goes to CEP?
14. What number child is it that goes to CEP?
15. Had your child started school before? If yes all questions, if no skip the questions about starting time.
 - a. When did she/he start primary school?
 - b. At which grade did she/he drop out?
 - c. How long did she/he give a break for?
 - d. What were the reasons behind her/his dropping out? (Were they successful in school? Did they like school?)
16. How did she/he restart school? (convincing team, hearing from others, etc...)
17. Which programme did she/he complete or does she/he continue in CEP?
18. Do you receive financial aid for your child to continue her/his CEP education?
19. Did your child willingly/fondly go to CEP? Is she/he still willingly/fondly going?
20. Did your child encounter any challenges while continuing the CEP education? Adaptation? Academic? If so what kind of challenges:
21. How was her/his performance in CEP? Very good, Good, Average, Poor, Bad.
22. Are there any aspects that you like about CEP?
 - a. If so what:
23. Are there any aspects that you dislike about CEP?
 - a. If so what:
24. Until what grade would you like your child to continue her/his education? What would you like her/him to become when she/he grows up?
25. Does your child want to go to school?
26. Would your child be able to go to school if it was not for CEP?
27. Is there anything you would like to add about CEP?

STUDENT INTERVIEW FORM

Catch-Up Education Programme (CEP): Programme prepared for children at the age group of 10-14 who could not take advantage of their right to education. Some other terms that could define CEP are: 'remedial teaching', 'accelerated program', or for those who already are in school 'passing to higher grades' (some are also called 'special classes').

Goal: The goal is to bring the students to an age-appropriate grade by an accelerated education and to prepare them to return to primary school (formal education). In short, this programme is designed (to create a second chance) for those who never enrolled, are frequently absent even though they are enrolled, or are three years behind their peers.

The students in this programme belong to one of the groups below.

- a. In the age group of 10-14 and never enrolled,
- b. In the age group of 10-11 and were absent after completing the first grade in primary school,
- c. In the age group of 12-14 and were after completing fifth grade or lower in primary school,
- d. At the age of 14 and were absent upon completing fifth grade,
- e. In the age group of 10-14 and enrolled in primary school, however three years behind their peers for reasons other than poor academic performance.

CEP students are placed in one of the programmes below.

- Illiterate students at the age group of **10-11** are placed in fourth grade upon completion of **CEP 1-3 A** and **1-3 B**; literate students of the same age group are placed in fourth grade after completing **CEP 1-3 B**.
- Illiterate students at the age group of **12-13** are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **CEP 4-5**; literate students of the same age group are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grades are placed in sixth grade after they complete **CEP 4-5**.
- Illiterate students of **14** years of age are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **4-5**; literate students of same age are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grade are placed in sixth grade upon completion of **CEP 4-5**. Students who were absent after completing fifth grade are placed in eighth grade upon completion of **CEP 6-7**.
- Students who already are in school, but are three years behind their peers are placed in appropriate CEP classes according to their grade level.

CEP Programme Durations and Start Dates

CEP can be opened in different periods in an academic year, according to the number of students and the need for the programme:

1-3 A: 8 weeks

1-3 B: 8 weeks

4-5: 10 weeks

6-7: 10 weeks

Students who complete CEP before the end of an academic year can continue in the related grade of the primary school that they will register based on their addresses. However in all these practices, they have guest student status. Therefore they are guest students in,

- those that completed CEP 1-3 A and 1-3 B in third grade,
- those who completed CEP 4-5 in fifth grade,
- those who completed CEP 6-7 in seventh grade. Students pass to their actual classes with the start of a new academic year. For instance, if a student completed CEP 4-5 before the end of an academic year and participated to a fifth grade as a guest student until the end of that year, she/he will continue to sixth grade with the start of a new academic year.

NOTE: Those who could not be successful or completed the programme are kept within the formal education system, however cannot make use of CEP again. Students who could not complete 1-3 A continue to first grade, those who could not complete 1-3 B continue to second grade, who could not complete 4-5 continue to fourth grade, and those who could not complete 6-7 continue to sixth grade.

Points to Take into Consideration While Implementing the Questionnaires

- Most of the children come from disadvantaged families,
- Their mother tongues might not be Turkish,
- Questions should be read clearly, repeated multiple times if necessary, and made sure that they are understood by the child,
- Students might not know what grade (what programme) they are in.

This explanation is given to the students before starting the questionnaire: Now I am going to ask you some questions about your school and courses. I need your help to answer these questions. Respond to them as best as you can. Thank you in advance. Let's start.

NOTE: The choices will not be read to the students unless indicated otherwise

1	Student Name Surname	.....
2	Student Status	1> CEP 2> Formal Education
3	Full name of school Taken from the principal or teacher	.....
4	Date of interview	.....
5	Name of pollster	.....
DEMOGRAPHICAL INFORMATION		
6	Sex	1> Male 2> Female
7	Year of birth (if not known age)	Year of birth
		Age
8	Lives in:	Province:
		District
		Neighbourhood/Village.....
9	Have you lived here all your life? (Use the province/district names when asking this question)	1> Yes (skip to question 12) 2> No
10	If no: Which province/district did you live before?	Province:
		District.....
11	How long have you been living here?	.....
12	How many siblings have you got? (older sisters, older brothers, younger siblings)? (Including the siblings that have left home) (Note: They might not know how to count, write the names of each sibling one by one and write the correct number including the interviewee)	.....
13	How many people live in your home including yourself?	..... people
14	Who lives in your home except yourself? (Multiple choices can be made)	1> Mother 2> Father 3> Siblings 4> Grandmother, grandfather (maternal/paternal) 5> Aunt, uncle, sister/brother in law, cousins Other: _____

	Ask if the parents are alive/ deceased if not mentioned by the student, if they are mentioned as living in the home skip to question 17	
16	Is your mother alive?	1> Alive 2> Deceased 3> Unknown
17	Is your father alive?	1> Alive 2> Deceased 3> Unknown
18	What language do you speak at home? (Multiple choices can be made)	1> Turkish 2> Arabic 3> Kurdish 4> Zazaki 5> Romany 6> Other _____
19	Did you speak turkish before you enrolled?	1> Yes 2> No
20	Where/how did you learn to speak turkish?	1> At home 2> In school 3> On the street Other:.....
21	Are there anyone at home who doesn't speak turkish?	1> Yes, there is someone who doesn't speak turkish 2> No, everybody speaks turkish
22	Do you work to earn money during the school year?	1> Yes (skip to question 20) 2> No
23	If yes what do you do? (Attention pollsters! Get detailed answers.)	.....
24	Do you work to earn money when the schools are closed?	1> Yes (skip to question 22) 2> No
25	If yes what do you do? (Attention pollsters! Get detailed answers.)	. .....
26	Do you do housework?	1> Yes (skip to question 24) 2> No
27	If yes, what do you do?	1> I take care of my siblings 2> I help my mother in housework Other _____
28	Is your mother literate? (If answered yes, ask what grade they completed? The choices will be made according to this answer.)	1> Illiterate 2> Literate 3> Primary school drop-out 4> Primary school graduate 5> Secondary school drop-out 6> Secondary school graduate 7> I don't know Other: _____
29	Is your father literate? (If answered yes, ask what grade they completed? The choices will be made according to this answer.)	1> Illiterate 2> Literate 3> Primary school drop-out 4> Primary school graduate 5> Secondary school drop-out 6> Secondary school graduate

		7> I don't know Other: _____
30	Does your father work? (Will not be asked in case of death/abandonment)	1> He works 2> He does not work (skip to question 28) 3> Doesn't know (skip to question 28) 4> He deceased/quitted/abandoned (skip to question 28)
31	If yes, what does he do? (Pollster, get detailed answers.)	.....
32	Does your mother work? (Will not be asked in case of death/abandonment)	1> She works 2> She does not work (skip to question 30) 3> Doesn't know (skip to question 30) 4> She deceased/quitted/abandoned (skip to question 30)
33	If yes, what does she do? (Pollster, get detailed answers.)	.....

SCHOOL STATUS

34	Who wants you to go to school? (Multiple choices can be made)	1> My father 2> My mother 3> My brother 4> My sister 5> My teacher 6> My principal 7> Neighbour Other:.....
35	Did you go to school before CEP (remedial teaching, accelerated program) NOTE: The reason for the detailed inquiry is to correctly determine the students who started to school then dropped out, or the ones who started late and are 3 years behind their peers.	1> Yes (ask question 32, then 33) 2> No (skip to question 33)
36	If the student went to school before CEP:	At what age did you start school?
		Until what grade did you continue to school?
		Have you ever given a break? 1> Yes 2> No
		If yes: At which grade did you give a break?
37	(If question 31 is answered no) Why didn't you go to school (for those who answered yes to the previous	1> I was working 2> We were poor 3> There were no schools where we lived

	question asking if the students gave a break to school) Why did you give a break? (In other cases) Why did you start school late?	4> The school was far 5> I was taking care of mu siblings 6> I had health problems 7> My family didn't send me because I'm a girl/they said girls don't go to school 8> I didn't like school 9> I was unsuccessful 10> I have a disability 11> It's a sin 12> I went to a koran course Other: _____
38	How did you decide to restart/start school?	1> Teacher/principal came to our home 2> I wanted it myself 3> My mother/father brought me 4> My brother/sister wanted 5> My neighbour wanted 6> The mukhtar wanted Other: _____
39	How does school benefit you?	1> I'm learning how to read and write 2> I'm meeting friends 3> I'm playing Other:.....
40	Which programmes did you go to/are you going to in CEP (remedial teaching, accelerated program)? (Multiple choices can be made)	1> 1-3 A and B 2> 4-5 3> 6-7 4> Doesn't know
41	What grade are you currently in?	1> YSÖP 4-5 2> 5th grade 3> 6th grade 4> YSÖP 6-7 5> 7th grade 6> 8th grade 7> Doesn't know
42	Do you come to school every day?	1> Yes (skip to question 40) 2> No
43	(If no) Why aren't you coming/can't you come to school everyday?	.....
44	What grade will you be in next year?	..... grade 99> Doesn't know
45	How is your performance in your courses?	1> Good 2> Average 3> Poor 4> I don't have an idea
46	Did you go to a trip with your class/school?	1> Yes 2> No
47	Did you go to a picnic with your class/school?	1> Yes 2> No
48	Did you go to the theatre with your class/school?	1> Yes 2> No
49	Did you go to the cinema with your class/school?	1> Yes 2> No

50	Do you do folk dancing in your school?	1> Yes 2> No		
51	Have you ever done any extracurricular activities with your class/school? If yes, what?	.....	
52	Does your family receive financial aid for you to go to school?	1> Yes 2> No 3> I don't know		
53	Who purchases your notebooks/pencils?	1> My family 2> School Other: _____		
54	Who purchases your school uniform?	1> My family 2> School Other: _____		
55	How do you normally go to school?	1> On foot 2> By public transportation 3> By school bus (for a fee) 4> By school bus (for free) 5> By our own car Other: _____		
56	Do you like your teachers?	1> Yes 2> No		
57	Do you go to school willingly?	1> Yes 2> No		
58	Which courses do you like? Any others? (Choices will not be read, student's answer will be coded as yes or no)		Yes	No
		Mathematics	1	2
		Turkish	1	2
		Science and Technology	1	2
		Social Studies	1	2
		Counseling	1	2
		Religion and Ethics	1	2
Traffic Security	1	2		
59	Do your parents come to school to meet with your teacher?	1> Yes 2> No		
60	Does your family ask you about what you do in school?	1> Yes 2> No		
61	Until what grade do you want to keep studying?	.....	
	What are you going to do after completing primary school?	1> I'm going to go to highschool 2> I don't know 3> I'm not going to go to school Other: _____		
READING WRITING AND MATHEMATICAL SKILLS				
62	How is your reading? Student self-evaluation	1> Good 2> Average 3> Poor 4> No idea		
63	How is your writing? Student self-evaluation	1> Good 2> Average 3> Poor 4> No idea		
64	Now I would like you to read this passage out loud	Pollster evaluation Error evaluation		

	<p>NOTE: Here the student is given a separate card with a passage on it. The pollster by no means reads it or helps the student. They simply follow student's reading and evaluate. In cases where the student is not able to read the pollster says "I will read, and you follow with your finger what I read" in order not to disturb student's selfconfidence.</p> <p>If the student reads the pollster praises by saying "Well done" once the student is finished.</p> <p>Uninvited Guests in Our Bodies We see living things all around us. Birds fly in the air, fish and some plants live in the water.</p>	<p>1> Read without errors 2> Read with errors 3> Could not read at all</p> <hr/> <p>Fluency evaluation 1> Read fluently 2> Read with syllabising/pauses 3> Could not read at all</p>
65	<p>Now I would like you to write the word I will show you. (The pollster by no means reads the word or helps the student) The card will be in front of the student where she/he can easily see it. (This question measures the ability to copy correctly) The pollster checks and evaluates what the student writes. (Praise the student by saying WELL DONE once she/he is finished) Note: The student is asked to write the answer in the related place (Writing as seen) on the last page of the questionnaire.</p> <p>The word: Mühendis (Engineer)</p>	<p>Evaluation of Writing as seen 1> Wrote correctly and legible 2> Wrote correctly but illegible 3> Wrote incorrectly</p>
66	<p>Now I would like you to write the sentence as I say it. "The baker makes bread". (The pollster simply will read this sentence and ask the student to write it. She/he will only check and evaluate the student's writing, but will not help. The sentence will be read clearly and with right tonation only once. Praise the student by saying WELL DONE once she/he is finished.)</p> <p>Note: The student is asked to write the answer in the related place (Writing as heard) on the last page of the questionnaire.</p>	<p>Evaluation of Writing as heard 1> Wrote correctly 2> Wrote with few errors (3 or less letter errors) 3> Wrote with average error (4-6 letter errors) 4> Wrote with a lot of errors (7-11 letter errors) 5> Could not write</p>
67	<p>Now I would like you to solve the problem I will show you.</p> <p>A sheep eats 325 grams of grass a day. How many grams of grass would this sheep eat in 3 days?</p>	<p>(Correct answer: 975 grams)</p> <p>1> Correct 2> Incorrect</p>

	(The problem will be put in front of the student, and she/he will be asked to solve it. If previous reading passage determined that the student cannot read, the problem will be read and the solution will be expected either in written or verbal form.)	
68	What is the capital of Turkey?	1> Correct 2> Incorrect
69	What do you like about your current school?	1> My teachers 2> My principal 3> My friends 4> Games 5> My lessons Other: _____
70	How do you get along with your classmates?	1> Good 2> Good with some, bad with some 3> Bad
71	Who do you go to first when you have a problem?	1> To my mother 2> To my father 3> To my teacher 4> To my friends from school 5> To my friends from neighbourhood 6> To my siblings Other:.....
72	What do you want to become when you grow up?	1> Police 2> Teacher 3> Doctor 4> Nurse 5> Lawyer 6> Musician Other: _____
73	What do you need to do to become a _____? Note: Previous answer is placed into the hole when asking	1> I don't know (Thank the student and end the questionnaire) 2> I need to study Other.....
74	If the students says 'I need to get an education': Until what grade do you think you will have to study for this profession?	.....

THANK YOU VERY MUCH FOR YOUR ANSWERS.

STUDENT NAME SURNAME:

(WILL BE PRINTED AS A SEPARATE PAGE AND STAPLED TO THE MAIN
QUESTIONNAIRE)

WRITING WHAT IS SEEN

Student writes here: _____

WRITING WHAT IS HEARD

MATHEMATICAL PROBLEM

A sheep eats 325 grams of grass a day.

How many grams of grass would this sheep eat in 3 days?

CEP TEACHER INTERVIEW FORM

Note to the pollster: Introductory information about Catch-Up Education Programme (CEP) is given below.

Catch-Up Class Education Programme (CEP): is a programme for children at the age group of 10-14 who could not take advantage of their right to education for any reason, prepared by the collaboration of Ministry of National Education, General Directorate of Primary Education and UNICEF. Some other terms that could define CEP are: 'remedial teaching', 'accelerated program', or for those who already are in school 'passing to higher grades' (some are also called 'special classes').

Goal: The goal is to bring the students to an age-appropriate grade by accelerated education and prepare them to return to primary school (formal education). In short, this programme is designed (to create a second chance) for those who never enrolled, are frequently absent even though they are enrolled, or are three years behind their peers.

The students in this programme belong to one of the groups below.

- f. In the age group of 10-14 and never enrolled,
- g. In the age group of 10-11 and were absent after completing the first grade in primary school,
- h. In the age group of 12-14 and were after completing fifth grade or lower in primary school,
- i. At the age of 14 and were absent upon completing fifth grade,
- j. In the age group of 10-14 and enrolled in primary school, however three years behind their peers for reasons other than poor academic performance.

CEP students are placed in one of the programmes below.

- Illiterate students at the age group of **10-11** are placed in fourth grade upon completion of **CEP 1-3 A** and **1-3 B**; literate students of the same age group are placed in fourth grade after completing **CEP 1-3 B**.
- Illiterate students at the age group of **12-13** are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **CEP 4-5**; literate students of the same age group are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grades are placed in sixth grade after they complete **CEP 4-5**.
- Illiterate students of **14** years of age are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **4-5**; literate students of same age are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grade are placed in sixth grade upon completion of **CEP 4-5**. Students who were absent after completing fifth grade are placed in eighth grade upon completion of **CEP 6-7**.
- Students who already are in school, but are three years behind their peers are placed in appropriate CEP classes according to their grade level.

CEP Programme Durations and Start Dates

CEP can be opened in different periods in an academic year, according to the number of students and the need for the programme:

- 1-3 A: 8 weeks
- 1-3 B: 8 weeks
- 4-5: 10 weeks
- 6-7: 10 weeks

Students who complete CEP before the end of an academic year can continue in the related grade of the primary school that they will register based on their addresses. However in all these practices, they have guest student status. Therefore they are guest students in,

- those that completed CEP 1-3 A and 1-3 B in third grade,
- those who completed CEP 4-5 in fifth grade,
- those who completed CEP 6-7 in seventh grade. Students pass to their actual classes with the start of a new academic year. For instance, if a student completed CEP 4-5 before the end of an academic year and participated to a fifth grade as a guest student until the end of that year, she/he will continue to sixth grade with the start of a new academic year.

Points to Take into Consideration When Conducting the Questionnaires

1. Confirm that the teacher is a CEP teacher when doing the phone interviews. Thank them and end the conversation in case they are not CEP teachers.

Pollster introduces herself/himself. Explains the purpose of the interview.

“I will now ask you some questions about the student, programmes and materials of Catch-Up Education Programme, CEP, where you have taught or are teaching. This study is conducted by collaboration of Ministry of National Education, General Directorate of Primary Education and UNICEF, and with the permission and support of the Ministry. The information you provide will be used for the CEP monitoring and mid-term evaluation report. The results will be evaluated collectively and personal information will be kept private. The answers you will give will be used to revise CEP. Thank you in advance for your answers and contributions.”

NOTE: The choices will not be read to CEP teachers unless indicated otherwise.

Date of interview	
Name of pollster	
CEP teacher's name	
The school you work in:	Name: _____
	Province: _____
	District: _____
Total number of students in the school	_____ students
Does your school give normal (fulltime) education, or dual (half-day) education?	1> Normal 2> Dual 3> I don't know
DEMOGRAPHICAL INFORMATION	
Sex (pollster codes without asking)	1> Female 2> Male
Year of birth	.....
Educational status (University, faculty and department information will be acquired fully).	University _____
	Faculty _____
	Department or programme name: _____
	Institute of Education : _____
Other: _____	
(Skip this question if previous answer is Institute/Faculty of Education) Do you have a Teacher Pedagogical Formation Certificate?	1> Yes 2> No
What is your teaching field?	1> Class teacher 2> Field teacher 3> Guidance counselor Other (ask): _____
(If field teacher) What is your field?	.....
What is your status in school? Note: Read the possible choices.	1> Permanent 2> Contracted 3> Hourly-paid 4> Retired-hourly-paid Other(ask): _____
How long have you been a teacher?	_____ years
	For those less than a year _____ months
Have you ever taught a combined class before?	1> Yes 2> No
Have you ever received a training about constructivist education programme?	1> Yes 2> No

How many months have you been a CEP teacher for?	_____ months.
Have you taught a combined CEP class?	1> Yes 2> No
Which CEP classes have you taught so far? How many students did you teach in each class? (Multiple choices can be made)	1-3 A : _____ students
	1-3 B : _____ students
	4-5 : _____ students
	6-7 : _____ students
Have you ever participated in the CEP convincing team?	1> Yes 2> No
How is the attendance status of your CEP students?	1> All students attend the courses 2> Some students are frequently absent 3> Most of the students are absent
(In case of absenteeism) What do you think the reasons for absenteeism are? (Multiple choices can be made).	1> Student is working 2> The family does seasonal work 3> Poverty 4> Distance between home and school 5> Lack of transportation to school 6> Student takes care of siblings 7> Health problems 8> Family refusal of schooling because the student is female 9> Student dislikes school 10> Poor academic performance 11> Student has a disability 12> Religious and traditional pressure 13> Language problem Other: _____
What do you do in case of absenteeism? (Multiple choices can be made).	1> I talk with the student. 2> I call the fsmily on the phone. 3> I call the family to school. 4> I do home visits. 5> I get the students to participate in social activities 6> I send the student to counseling service (if there is one). 7> I inform the principal Other: _____
Do you have students who did not complete the programme?	1> Yes 2> No
(Skip this question if the previous one is answered 'no') If 'yes': why didn't they? (Multiple choices can be made).	1> Student works 2> Family does seasonal work 3> Family moved 4> Poverty 5> Distance between home and school 6> Lack of transportation to school

	Student takes care of siblings 7> Student has health problems 6> Family refusal of schooling because the student is female 7> Student dislikes school 8> Poor academic performance 9> Student has a disability 10> Religious and traditional pressure 11> Language problem 12> Early marriage Other: _____
What percent of the students who completed CEP do you think can attain primary school degrees?	_____ percent.
What percent can attain secondary school degrees?	_____ percent.
What percent can attain higher education degrees?	_____ percent.
Do you think these students can acquire professions in the future?	1> Yes, majority of them 2> Yes, almost half of them 3> Yes, but only a small portion 4> No, none of them
What percent of your CEP students receive 'conditional cash transfer'?	_____ percent. 101>I don't know what percent receives it. 102>I don't know what conditional cash transfer is.
How was the general profile of the CEP students when they first started the programme? (Read the choices) (Multiple choices can be made).	1> They were withdrawn, timid. 2> Their level of Turkish is poor. 3> They had problems with self-expression. 4> They had problems adapting to school and the programme. 5> They had behavioural problems. 6> Other(indicate):_____
Did you witness a positive change in the general profile of the CEP students?	1> Yes, majority of them 2> Yes, almost half of them 3> Yes, but only a small portion 4> No, there was no change

If yes, what has (have) changed?	1> Their level of Turkish improved 2> They became able to express themselves 3> They had fewer behavioural problems 4> They adapted to school and programme Other (indicate): _____
Where did you acquire your information about CEP?	1> I received the training 2> The principal informed me 3> I learned from the internet Other: _____
If received CEP training: How many hours was the training?	..... hours
If received CEP training: Who gave the training?	It was given by.....
WILL BE ASKED TO EVERYONE Was this information you acquired about CEP sufficient for its implementation?	1> Sufficient 2> Partially sufficient 3> Insufficient
(If answered insufficient) Can you explain why?	
WILL BE ASKED TO EVERYONE Do you have a guidance counselor/psychological advisor in your school?	1> Yes 2> No 3> I don't know
If yes; have you contacted your school's guidance counselor/psychological advisor about your CEP students?	1> Yes, often 2> Yes, sometimes 3> No
If not; have you ever felt the need to contact your school's guidance counselor/psychological advisor about your CEP students?	1> Yes 2> No
WILL BE ASKED TO EVERYONE Have your CEP students participated in any information, adaptation or orientation programme?	1> Yes 2> No
Are you in contact with the families of your CEP students?	1> Yes 2> No 3>Partially
Have you encountered any problems while you were a CEP teacher? Please answer the options I will read by saying 'YES', 'NO' and 'PARTIALLY'.	
Family indifference towards education.	1> Yes 2>No 3>Partially
Weak financial situation of the family.	1> Yes 2>No 3>Partially
Insufficient physical infrastructure of the classrooms (tables, chairs, size, etc.).	1> Yes 2>No 3>Partially
Crowded CEP classrooms.	1> Yes 2>No 3>Partially
School's limited social opportunities.	1> Yes 2>No 3>Partially
Insufficient supporting educational materials (maps, storybooks, etc.).	1> Yes 2>No 3>Partially
Working students	1> Yes 2>No 3>Partially

Negative stance of the students against school.	1>Yes 2>No 3>Partially
Negative stance of the students against courses.	1> Yes 2> No 3> Partially
Negative stance of the students against teachers.	1> Yes 2> No 3> Partially
Students not getting along with other students.	1> Yes 2> No 3> Partially
Inadequate Turkish levels of the students	1> Yes 2> No 3> Partially
Different student knowledge levels in class	1> Yes 2> No 3> Partially
Short CEP programme durations in relation to curriculum	1> Yes 2> No 3> Partially
Late arrival of Teacher's Guides	1> Yes 2> No 3> Partially
Late arrival of student books	1> Yes 2> No 3> Partially
If there is something you would like to add, please do:	New item: _____
	New item: _____
	New item: _____
Do the students who completed CEP reach the same level of academic performance as their peers?	1> Yes 2> No 3>I don't know
Are you in contact with the new (transfer) teachers of former CEP students?	1> Yes 2> No
Have you read the CEP materials (directive, notice,guide)?	1> Yes 2> No
(If previous question is answered yes) Do you think these materials were sufficient for you to implement the programme?	1> Yes 2> No 3> Partially
Is the content of CEP student books sufficient?	1> Yes 2> No 3> Partially
Acquisitions and Qualifications	
Are the CEP students reaching the Turkish programme's acquisitions?	<u>Speaking</u> 1> Yes 2> No 3> Partially
	<u>Listening</u> 1> Yes 2> No 3> Partially
	<u>Reading</u> 1> Yes 2> No 3> Partially
	<u>Writing</u> 1> Yes 2> No 3> Partially
Are the CEP students reaching the Mathematics programme's acquisitions?	<u>Numbers</u> 1> Yes 2> No 3> Partially
	<u>Geometry</u> 1> Yes 2> No 3> Partially
	<u>Measurement</u> 1> Yes 2> No 3> Partially
Are the CEP students reaching the Science and Technology programme's acquisitions?	1> Yes 2> No 3> Partially
Are the CEP students reaching the Social Studies programme's acquisitions?	1> Yes 2> No 3> Partially
Are the CEP students reaching the Religion and Ethics programme's acquisitions?	1> Yes 2> No 3> Partially
Are the CEP students reaching the Guidance Counseling programme's acquisitions?	1> Yes 2> No 3> Partially

Are your CEP tasks, responsibilities and what is expected of you clearly defined?	1>Yes 2>No 3>Partially
Do you have a Committee for Planning and Evaluation (PEC) in your school?	1> Yes 2> No 3> I don't know
(If yes) Are you in contact with the Committee for Planning and Evaluation (PEC)?	1> Yes 2> No
Are you able to carry out these tasks and responsibilities that I will list without problems?	
Implementation of the programme	1> Yes 2> No 3> Partially
Student evaluation	1> Yes 2> No 3> Partially
Appendix 6 form (Situation Assessment Form for students who completed CEP)	1> Yes 2> No 3> Partially
Giving feedback to PEC about intraclass processes such as student adaptation and programme efficiency	1> Yes 2> No 3> Partially
We have arrived to the last questions	
Do you think that CEP is beneficial for children and that it makes a difference?	1> Yes 2> No 3> Partially
If answered 'yes' or 'partially', please indicate what kind of benefits.	1> Offered a chance to continue education 2> Offered a chance to obtain a profession 3> Prevented from being involved in crime Other: _____
If answered 'no', please indicate why it is not beneficial.	
Do you have any issues, recommendations or comments to add about CEP implementation?	

FORMAL EDUCATION TEACHER FORM

Note to the pollster: Introductory information about Catch-Up Education Programme (CEP) is given below.

Catch-Up Class Education Programme (CEP): is a programme for children at the age group of 10-14 who could not take advantage of their right to education for any reason, prepared by the collaboration of Ministry of National Education, General Directorate of Primary Education and UNICEF. Some other terms that could define CEP are: 'remedial teaching', 'accelerated program', or for those who already are in school 'passing to higher grades' (some are also called 'special classes').

Goal: The goal is to bring the students to an age-appropriate grade by accelerated education and prepare them to return to primary school (formal education). In short, this programme is designed (to create a second chance) for those who never enrolled, are frequently absent even though they are enrolled, or are three years behind their peers.

The students in this programme belong to one of the groups below.

- k. In the age group of 10-14 and never enrolled,
- l. In the age group of 10-11 and were absent after completing the first grade in primary school,
- m. In the age group of 12-14 and were after completing fifth grade or lower in primary school,
- n. At the age of 14 and were absent upon completing fifth grade,
- o. In the age group of 10-14 and enrolled in primary school, however three years behind their peers for reasons other than poor academic performance.

CEP students are placed in one of the programmes below.

- Illiterate students at the age group of **10-11** are placed in fourth grade upon completion of **CEP 1-3 A** and **1-3 B**; literate students of the same age group are placed in fourth grade after completing **CEP 1-3 B**.
- Illiterate students at the age group of **12-13** are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **CEP 4-5**; literate students of the same age group are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grades are placed in sixth grade after they complete **CEP 4-5**.
- Illiterate students of **14** years of age are placed in sixth grade upon completing **CEP 1-3 A**, **1-3 B** and **4-5**; literate students of same age are also placed in sixth grade upon completing **CEP 1-3 B** and **4-5**. Students who were absent after completing third or fourth grade are placed in sixth grade upon completion of **CEP 4-5**. Students who were absent after completing fifth grade are placed in eighth grade upon completion of **CEP 6-7**.
- Students who already are in school, but are three years behind their peers are placed in appropriate CEP classes according to their grade level.

CEP Programme Durations and Start Dates

CEP can be opened in different periods in an academic year, according to the number of students and the need for the programme:

1-3 A: 8 weeks

1-3 B: 8 weeks

4-5: 10 weeks

6-7: 10 weeks

Students who complete CEP before the end of an academic year can continue in the related grade of the primary school that they will register based on their addresses. However in all these practices, they have guest student status. Therefore they are guest students in,

- those that completed CEP 1-3 A and 1-3 B in third grade,
- those who completed CEP 4-5 in fifth grade,
- those who completed CEP 6-7 in seventh grade. Students pass to their actual classes with the start of a new academic year. For instance, if a student completed CEP 4-5 before the end of an academic year and participated to a fifth grade as a guest student until the end of that year, she/he will continue to sixth grade with the start of a new academic year.

Points to Take into Consideration While Conducting the Questionnaires

Directive

The pollster introduces herself/himself. Explains the purpose of the interview. “I will now ask you some questions about the students in your class. This study is conducted by collaboration of Ministry of National Education, General Directorate of Primary Education and Unicef, support and permission of the Ministry. Data we acquire from you will be used in a report. The results will be evaluated collectively and personal information will be kept private. Thank you in advance for your answers and contributions.”

Question 1. Do you know what Catch-Up Education Programme (CEP) is? (Note to the pollster: Please code the answer.)

1>Yes

2>No (explain what it is: It is prepared for children at the age group of 10-14 who could not enjoy their right to education for any reason. Some other terms that could define CEP are: ‘remedial teaching’, ‘accelerated program’, or for those who already are in school ‘passing to higher grades’ (some are also called ‘special classes’).

Goal: The goal is to bring the students to an age-appropriate grade by accelerated education and prepare them for primary school (formal education). In short, this programme is designed (to create a second chance) for those who never enrolled, are frequently absent even though they are enrolled, or are three years behind their peers.

Are there any students in your class who came after completing CEP?

1>If yes continue the questionnaire.

2>If no, thank them, apologise for the inconvenience and end the conversation.

Date of interview	
Name of pollster	
Teacher's name	
The school you work in	
Which province?	
Which district?	
Total number of students in your school?	_____ students
Does your school give normal (fulltime) education, or dual (halfday) education?	1> Normal 2> Dual 3> I don't know
DEMOGRAPHICAL INFORMATION	
Sex (pollster codes without asking)	1> Female 2> Male
Date of birth (day/month/19..)	
Educational status? (University, faculty and department information will be acquired fully).	University _____
	Faculty _____
	Department of programme name: _____
	Institute of Education : _____
Other: _____	
(Skip the question if previous answer was Institute/Faculty of Education) Do you have a Teacher Pedagogical Formation Certificate?	1> Yes 2> No
What is your teaching field?	1> Class teacher 2> Field teacher 3> Guidance counselor Other (ask): _____
(If field teacher) What is your field?	
What is your status in school? Note: Read the possible choices.	1> Permanent 2> Contracted 3> Hourly-paid 4> Retired-hourly-paid Other (ask): _____
How long have you been a teacher?	_____ years For those less than a year _____ months
Have you ever taught a combined class before?	1> Yes 2> No
Have you ever received a training about constructivist education programme?	1> Yes 2> No
Next questions are about student who study in your class after completing CEP	

How many students have you had so far that came to your class after completing CEP?	_____ students.
How is the general academic performance of students who came after completing CEP?	1> Above average 2> Average 3> Below average 4> Much below average
Which grades you teach have transfer students? (Multiple choices can be made)	1> 3rd grade 2> 4th grade 3> 5th grade 4> 6th grade 5> 7th grade 6> 8th grade
Do you have an absenteeism problem in your class?	1>Yes 2>No 3 >Partially
Is there an absenteeism problem among your transfer students?	1>Yes 2>No 3>Partially
(If previous question was answered 'yes') What are the reasons for transfer absenteeism according to you? (Do not read the choices, mark the suitable ones according to answers) (Multiple choices can be made).	1> Student is working 2> The family does seasonal work 3> Poverty 4> Distance between home and school 5> Lack of transportation to school 6> Student takes care of siblings 7> Health problems 8> Family refusal of schooling because the student is female 9> Student dislikes school 10> Poor academic performance 11> Student has a disability 12> Religious and traditional pressure 13> Language problem Other: _____
What percent of the students who completed CEP do you think can attain primary school degrees?	_____ percent.
What percent can attain secondary school degrees?	_____ percent.
What percent can attain higher education degrees?	_____ percent.
Do you think these students can acquire professions in the future?	1>Yes, majority of them 2>Yes, almost half of them 3>Yes, but only a small portion 4>No, none of them
How was the general profile of the CEP students when they first started the programme? (Read the choices, multiple choices can be made).	Generally: 1> They were withdrawn, timid. 2> Their level of Turkish was poor 3> They had problems with self-expression 4> They had problems adapting to school and the programme 5> They had behavioural problems Other (indicate): _____
Have you received a briefing about about CEP before	1> Yes

any CEP students arrived?	2> No
If yes, how long was it and who was it given by?	..... hours briefed by
Was this briefing sufficient for you to prepare an appropriate educational environment for transfer students?	1> Sufficient 2> Partially sufficient 3> Insufficient
If insufficient please explain why	
(WILL BE ASKED TO EVERYONE) Is there a guidance counselor/psychological advisor in your school?	1> Yes 2> No 3> I don't know
If yes; have you contacted your school's guidance counselor/psychological advisor about your transfer students?	1> Yes, often 2> Yes, sometimes 3> No
If no; have you ever felt the need to contact your school's guidance counselor/psychological advisor about your transfer students?	1> Yes 2> No
WILL BE ASKED TO EVERYONE Have your transfer students participated in any information, adaptation or orientation programmes?	1> Yes 2> No
Are you in contact with the families of your transfer students?	1> Yes 2> No 3>Partially
Have you encountered any problems while you were a transfer student teacher? Please answer to the options I will read, as 'YES', 'NO' and 'PARTIALLY'.	
Family indifference towards education.	1> Yes 2> No 3> Partially
Weak financial situation of the family.	1> Yes 2> No 3> Partially
Working students	1> Yes 2> No 3> Partially
Poor student academic performance.	1> Yes 2> No 3> Partially
Negative stance of the students against school.	1> Yes 2> No 3> Partially
Negative stance of the students against courses.	1> Yes 2> No 3> Partially
Negative stance of the students against teachers.	1> Yes 2> No 3> Partially
Students not getting along with other students.	1> Yes 2> No 3> Partially
Inadequate Turkish levels of the students	1> Yes 2> No 3> Partially
If there is something you would like to add, please do:	New item: _____ New item: _____ New item: _____
Have you had any contact with the CEP teacher of your transfer student?	1> Yes 2> No
Acquisitions and Qualifications	
How is the general performance of transfer students in the Turkish course?	1> Above average 2> Average 3> Below average 4> Much below average

How is their performance in Mathematic course?	1> Above average 2> Average 3> Below average 4> Much below average
How is their performance in the Science-Technology course?	1> Above average 2> Average 3> Below average 4> Much below average
How is their performance in the Social Studies course?	1> Above average 2> Average 3> Below average 4> Much below average
How is their performance in the Religion and Ethics course?	1> Above average 2> Average 3> Below average 4> Much below average
How is their participation level in the Guidance Counseling course?	1> Above average 2> Average 3> Below average 4> Much below average
Do you think that CEP is beneficial for children and that it makes a difference?	1> Yes 2> No 3> Partially
If answered 'yes' or 'partially', please indicate what kind of benefits.	1> Offered a chance to continue education 2> Offered a chance to obtain a profession 3> Prevented from being pulled into crime Other: _____
If answered 'no', please indicate why it is not beneficial.	
Do you have any issues, recommendations or comments to add about CEP's implementation?	

THANK YOU FOR YOUR ANSWERS...

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

As a result of the demographic changes, the number of people in the world who are aged 65 and over is expected to increase from 300 million in 1990 to 600 million in 2020.

The number of people in the world who are aged 15 and over is expected to increase from 3.5 billion in 1990 to 5.5 billion in 2020.

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