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Education Concept Note Community-Based Local Initiatives Project

Introduction

Community-Based Local Initiatives Project (CLIP 2) is to provide multi-sectoral social services for refugees and vulnerable members of the host community in underserved areas of Türkiye, with a focus on improving their personal and socioeconomic resilience. The project aims to fill the gaps in service delivery by strengthening the capacity and expertise of civil society organisations (CSOs) to provide needs-based and integrated social services in coordination with relevant state institutions.

CLIP 2 aims to improve the living conditions of refugees and vulnerable host community members in Türkiye through a comprehensive approach that addresses protection, education, social cohesion, and capacity development. The Project also aims at improving the personal and socioeconomic resilience of refugees and vulnerable members of the host community by providing access to quality social services and addressing the challenges and obstacles that may prevent them from accessing education and other opportunities.

CLIP 2 focuses on providing non-formal education such as language courses or courses to improve the target groups' life and work skills as well as identification, referral and advisory services for the integration of out-of-school children in the education system. The provision of Turkish language skills is particularly important for access to the labor market and interaction with the local population. This provision serves as a basis for improving the personal, economic, and social prospects of refugees and members of the host communities. The non-formal education component of the project¹ focuses on enhancing access to education and skills training for refugees and vulnerable host community members, particularly women and youth, to increase their economic and social opportunities and support their integration into Turkish society.

CLIP 2 aims to provide refugees and members of the host community with access to education, support services, and opportunities that improve their personal, economic, and social prospects. The project takes a holistic approach to education, focusing on a range of interventions that support the needs and aspirations of the target group.

Objectives

- To **increase access to non-formal education** for refugees and vulnerable host community members as well as to formal education through education counselling and referrals in underserved regions of Türkiye.
- To **improve the quality of non-formal education programs and services** offered to the target population.
- To **enhance the skills and capacities of non-formal education providers** to deliver effective and relevant programs and services.
- To **promote social inclusion and intercultural understanding** among refugees and host community members through non-formal education activities.

¹ Non-formal education in Türkiye refers to educational activities that take place outside the formal schooling system and are designed to meet the learning needs of individuals who may not have access to formal education or require additional support. Non-formal education programs in Türkiye aim to provide knowledge, skills, and personal development opportunities to diverse groups, including refugees.



Activities

- **Conduct a needs assessment** to identify the education and skills training needs of the target population.
- **Develop and implement non-formal education programs and services** tailored to the identified needs of the target population, including language classes, speaking clubs vocational training, life skills training, social and cultural activities.
- **Identification, referral, and educational counselling** for access to formal and a-non-formal education activities.
- **Strengthen the capacity of local non-formal education providers** through training and technical assistance on curriculum development, teaching methodologies, and monitoring and evaluation.
- **Promote social inclusion and intercultural understanding** through non-formal education activities such as cultural events.
- **Establish partnerships with local NGOs, local authorities, and other stakeholders** such as universities and municipalities to enhance the delivery and sustainability of non-formal education programs and services.

Expected Outcomes

- **Increased access to quality non-formal education programs and services** for refugees and vulnerable host community members in underserved regions of Türkiye.
- **Improved skills and knowledge of the target population**, leading to increased economic and social opportunities.
- **Enhanced capacity of local non-formal education providers** to deliver effective and relevant programs and services.
- **Improved social cohesion and intercultural understanding** among refugees and host community members.
- **Increased sustainability of non-formal education programs and services** through partnerships and capacity development.



Monitoring and Evaluation

The project is of a monitoring and evaluation plan to track progress towards the project objectives and measure the outcomes and impacts of the non-formal education component. The plan includes regular reporting and data collection on program activities, outputs, and outcomes, as well as periodic evaluations of program quality and effectiveness. The partner organizations are to make sure that all language courses are designed and provided by a teacher with a relevant diploma to his/her subject matter and the beneficiaries take regular examinations. The beneficiaries need to abide by the attendance limit, which means that they are to be present at least 80% of the total contact hours of the course/module.



Sustainability

The partner organisations are encouraged to establish partnerships through protocols/MoUs with the state and non-state organisations at local/provincial as well as ministerial level and take on capacity development initiatives to support the sustainability of non-formal education programs and services beyond the project implementation period. This includes building the capacity of local non-formal education providers, establishing partnerships with local NGOs and schools, and leveraging existing government resources and programs to support the delivery of non-formal education.

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