

**UNICEF-Turkey**  
**TERMS of REFERENCE (ToR)**  
**SHORT TERM NATIONAL INDIVIDUAL CONSULTANCY**

<b>DOCUMENTATION OF THE EDUCATION RESPONSE FOR SYRIAN CHILDREN UNDER TEMPORARY PROTECTION IN TURKEY</b>	<b>(Ref: EDU/TURA/2019-F)</b>
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**I. BACKGROUND AND CONTEXT**

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The Syria Crisis is now entering its ninth year. With Turkey particularly affected by the influx of refugees, the Government of Turkey and UNICEF have been considering the longer-term impact of the crisis.

As of January 2019, Turkey remained home to nearly 4 million registered refugees and asylum seekers, including over 1.7 million children – the largest refugee population in the world. Over 3.6 million Syrians – of whom over 1.6 million are children – live in Turkey alongside more than 370,000 nationals primarily from Afghanistan, Iraq and Iran, of whom almost 120,000 are children.<sup>1</sup>

To meet the education needs of vulnerable refugee children<sup>2</sup> significant efforts have been made in relation to system strengthening, advancing a more inclusive policy environment, and increasing access to, and quality of, education. However, more needs to be done. Access to relevant education in Turkey continues to be hindered by multiple challenges. Increased long-term predictable and flexible financing is still necessary to ensure the provision and promotion of inclusive and equitable pathways to learning for all children and adolescents in Turkey, particularly the most vulnerable.

Education stakeholders in Turkey, including government authorities, UN agencies, provincial education directorates, and schools require evidence as a basis to develop and implement effective policies and practice to ensure cost-effective quality inclusive education for all children in the country, particularly children under temporary protection. Best practices and lessons learned from the Turkish experience also need to be documented and disseminated to inform learning globally.

The documentation that results from this consultancy will constitute both an analysis of the current situation of education and a contribution to a body of evidence on education policy and practice to serve as guidance for effective approaches to be implemented nationwide. In addition, the documentation will shed light on future efforts required in education in crisis settings in Turkey and elsewhere. Informing policy based on data and evidence is critical in order to achieve sustainable education results. The final document will consist of a history of the education response to the Syria crisis in Turkey (organized according to the INEE Minimum Standards domains) since the beginning of the crisis in April 2011, including progress made, challenges faced, opportunities identified, lessons learned together with key recommendations to support both response to short-term, humanitarian needs and longer-term, development objectives.

**II. PURPOSE OF THE ASSIGNMENT**

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The purpose of the study is to analyse the educational response to the Syria crisis in Turkey with the

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<sup>1</sup> Directorate General for Migration Management (DGMM), November 2018.  
<sup>2</sup> Syrian nationals who came to Turkey after April 2011, have the rights and privileges accorded to those under temporary protection (UTP), have the right to stay in Turkey, protection against forcible return to Syria, and access to fundamental rights and needs, such as health and education.

objective of informing education policy for Syrian children under temporary protection, thus enhancing the overall national education system in Turkey. In order to achieve this, the services of a national consultant are required to provide technical support to the UNICEF Turkey Country Office and government partners, namely the Ministry of National Education, in documenting the best practices and lessons learned in the provision of quality inclusive education to children under temporary protection. The documentation will serve two purposes: a) provide an overview of existing education policies and practice in Turkey on quality education to children UTP; and b) identify lessons learned, opportunities and challenges and propose recommendations to further strengthen the ongoing education system response to better meet the needs of Syrian children under temporary protection in Turkey.

### III. DESCRIPTION OF THE ASSIGNMENT

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The focus of the documentation is education policy and practice from 2011 to January 2019, including access to and quality of education, provided for children under temporary protection. Areas of focus include the International Network for Education in Emergencies (INEE) Minimum Standards<sup>3</sup> domains: access and learning environment, teaching and learning (including curricula and assessment), teachers and education personnel, and education policy.

The purpose is to document existing information about both access to and quality of education for Syrian children under temporary protection in Turkey.

The limitations of the documentation may include time constraints and a rapidly changing context. Thus, the study may need to be routinely assessed at key milestones and adjusted to include new data sources (both qualitative and quantitative) as needed to ensure the relevance of the study.

Based on this analytical framework, the study is expected to answer the following questions:

1. How did the education sector in Turkey respond to the Syrian Crisis both in terms of policy and practice in terms of the provision of Education services for Syrian children?
  - a. How did the government enhance, adapt or build on the existing national education system to provide education services to Syrians?
  - b. How can this experience contribute to the Turkish education system in the future, both in terms of humanitarian preparedness and in terms of long-term development?

This consultancy requires strong technical expertise in data and policy analysis with regards to education, as well as strong project implementation skills to ensure timely completion of the analysis.

The national individual consultant is expected to propose a methodology appropriate for policy analysis. The proposed methodology should include the following elements:

- **Desk-review** of relevant sources providing information on the education sector response to the Syria crisis in Turkey. These sources will include international and national literature, national and international policy reviews that collected and analyzed policy data on education response, statistics, research evidence and other documents consolidated with UNICEF's own data and information on Turkey. Documents will include, but not be limited to, Education Reform Group reports, MoNE policies and regulations (such as Vision 2023, etc.), 3RP Regional Refugee and Resilience Plan 2019-2020, and No Lost Generation publications.

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<sup>3</sup> [https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE\\_Minimum\\_Standards\\_Handbook\\_2010\(HSP\)-English\\_LoRes.pdf](https://toolkit.ineesite.org/resources/ineecms/uploads/1012/INEE_Minimum_Standards_Handbook_2010(HSP)-English_LoRes.pdf)

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- **Secondary quantitative data analysis** focusing on the progress made, challenges faced, opportunities identified, and lessons learned in relation to the education response in Turkey. Data sources will include MoNE statistical data and UNICEF data.
- **Qualitative data collection and analysis** using document and policy analysis, observations, interviews, and case studies focusing on the progress made, challenges faced, opportunities identified, and lessons learned in relation to the education response in Turkey. Target groups for inclusion in the qualitative component will include: Syrian and Turkish parents, Turkish and Syrian school administrators and teachers, and staff from donor agencies, MoNE, Provincial Directorates of National Education, Southeast Education Working Group members, and UN agencies.

The sample for the study should be drawn considering the following: national level and regional focus on the Southeast plus Istanbul and Ankara.

The consultant is expected to submit a proposed methodology as part of the technical proposal, taking into account the questions and other information provided. The methodology will be finalized during the inception phase with UNICEF.

The process will consist of three phases:

1. Inception phase including:
  - Desk review of available sources (quantitative and qualitative);
  - Preliminary discussions with UNICEF;
  - Preparation and presentation of the research protocol, which must include:
    - Refined research questions;
    - Refined methodology (including research methods and sampling);
    - Propose programmes of focus in consultation with UNICEF and MoNE: (i.e. Teacher Training, PSS, SCBA, SVEP incentives, NFE, etc.)
    - Analysis of risks related to ethical issues and identification of mitigating measures. The research protocol must be in line with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (to be shared by UNICEF). The research protocol will be submitted for ethical review before proceeding with the next phase;
    - Work plan detailing the work schedule;
    - Outline of the final report (see minimum required content below).
2. Data collection phase, to be conducted as described in the Methodology section.
3. Analysis and reporting phase. The study is expected to produce 4 reports and 3 presentations in *English* as follows:
  - a. Country Background Report on Turkey's education system with a section on the Syria Crisis and its effects on the Turkish Education System,
  - b. National and International Literature Review,
  - c. PowerPoint Presentation(s) on Data Analysis, Programmatic Areas and Needs,
  - d. Draft Final Report, and
  - e. Revised Final Report.

The draft of every deliverable (including reports and presentations) should be submitted for comments to UNICEF, before the final versions are prepared. This phase should allow for sufficient consultation and feedback processes. The final report must include, at a minimum, the following items:

**TABLE 1. EXAMPLE STRUCTURE FOR THE FINAL REPORT**

Content	# of pages
Executive summary (including context of Turkey and the Syrian Crisis, overview of education in Turkey, international and national literature, findings on progress, challenges, lessons learned and best practices, needs in programming and fundraising)	8
Chapter 1. Introduction Country context Overview of the Syria Crisis Overview of the education system in Turkey and education for refugee children	10
Chapter 2. Literature Review and Methodology National and International Literature Review Methodology, Data Sources, and Quality	20
Chapter 3. Progress Progress and Achievements Best Practices Case Studies Challenges Lessons Learned	35
Chapter 4. Conclusion Findings Programming Needs and Priority Areas Priority Recommendations and Way Forward	10
References	
Annexes	
<b>Total estimated number of pages: 83</b>	

The following is a tentative work plan. It is based on the assumption that the study will be conducted by a national consultant, as outlined in the Section on Minimum Qualifications. The purpose of this schedule is to illustrate the ideal process and provide indications on the required time allocations. Candidates can propose alternative solutions by providing a clear rationale.

**TABLE 2. TENTATIVE WORK PLAN**

	TASKS	DELIVERABLES	TIMEFRAME	PERSON DAYS REQUIRED	PAYMENT SCHEDULE
<b>INCEPTION PHASE</b>					
1	Briefing with the commissioning team, joint review of the TOR; preliminary discussions with UNICEF.		May 2019	2 person/days	

2	Prepare a short Country Background Report on Turkey's education system with a particular focus on the education response for 'refugee children' in Turkey.	Country Background Report	May 2019	10 person/days	
3	Review available sources including national and international literature that outlines statistics, research evidence, national and international policy reviews that collected and analyzed policy data on the education response, and other documents consolidated with UNICEF's own data and information on Turkey.	National and International Literature Review	May-June 2019	15 person/days	
4	Preparation of methodology, data collection tools, ethical risk analysis, sampling/list of key informants, and potential case study topics regarding the education response for Syrian children under temporary protection in Turkey.		June 2019	15 person/days	
5	Translation, pre-testing and adjustment of data collection tools (in all languages) <i>(when necessary)</i>		July 2019	5 person/days	
<b>DATA COLLECTION PHASE</b>					
6	Collection of data through interviews, etc.		July 2019	10 person/days	
<b>ANALYSIS AND REPORT WRITING PHASE</b>					
7	Analysis		July-August 2019	22 person/days	
8	Outline strategic shift areas together with how short-term needs and longer-term objectives will be addressed in coordination with UNICEF and MoNE.	Presentation	September 2019	5 person/days	
9	Identify emerging needs and programming areas for decision making by policymakers.	Presentation	September 2019	2 person/days	
10	Prepare a final document/report that outlines progress made, challenges faced, lessons learned, and that showcases selected case studies that will highlight, in detail, best practices, enable fundraising and share best practices globally.	Draft Report	October 2019	20 person/days	
11	Revise report based on UNICEF and MoNE inputs.	Final Report	December 2019	7 person/days	

The assignment will cover **May 2019 to December 2019** and payments will be issued upon submission of deliverables as spelled out in the tentative work plan. It is estimated that **113 person/days** are needed for the completion of the study.

#### IV. DUTY STATION

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The location of this national individual consultancy will be based in Ankara, with travel to designated provinces such as Istanbul and the Southeast for the qualitative component of the study, based on consultation with UNICEF.

#### V. SUPERVISOR

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Education Specialist, P-3, UNICEF Turkey Country Office

#### VI. DURATION AND COST

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**Duration:** Assignment will cover 113 person/days (**covering from May to December 2019**) and payments will be made upon the delivery of outputs. In case of any unexpected delay in the estimated time frame (approval process, force majeure etc.), the duration of the assignment might be extended subject to the same conditions and mutual will of the parties.

All-inclusive fees, including lump sum travel and subsistence costs.

**Payment Schedule:** The Contract for the Consultants will be issued in Turkish Lira (TRY). Candidates are required to specify their daily rates, the number of anticipated working days for each deliverable in the financial proposal, and provide the breakdown of the lump sum amount for each deliverable as well as incidentals of each deliverable in TRY.

**Reservations:** UNICEF reserves the right to terminate the contract without a prior notice and/or withhold all or a portion of payment if performance is unsatisfactory, if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the project partners are not followed, if work/outputs are incomplete, not delivered or for failure to meet deadlines.

#### VII. BACKGROUND, QUALIFICATIONS and SPECIALIZATION REQUIRED FOR THE ASSIGNMENT

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To be able to achieve the objectives specified in these terms of reference, the consultant should have the following qualifications and experiences:

**Education Research Expert:**

- Doctoral Degree in Education Policy Research or similar field
- 8 years of experience in education research
- Experience in compiling good practices documents on development issues
- Experience in data collection methods such as interviews, etc.
- Good writing and analytical skills
- Excellent interpersonal skills, and ability to promote collaboration and consensus building
- Experience in education programme design and implementation is an asset

- Experience working with the UN is an asset
- Proficiency in English and Turkish; Arabic is an asset