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# IMPROVED SKILLS AND COMPETENCIES

## Non-Formal Education Activities by the Community-Based Local Initiatives Project (CLIP 2)

### Context

With more than 4 million refugees in Turkey (3,7 million Syrians under temporary protection, 330,000 individuals under international protection) and a continuing influx of new refugees (namely, from Afghanistan or Ukraine), the Turkish government is confronted with the challenge of providing access to education and livelihood opportunities for all people in need. More than 428,000 school aged children not enrolled<sup>1</sup> in education or training programmes represent the most disadvantaged and vulnerable. Nearly every second Syrian under temporary protection is 18 years old or younger (1,7 million) and school dropout rates are high among students. The enrolment rate drops among Syrians from almost 79% for lower-secondary education to about 38% in upper secondary education. In addition, the ongoing economic distress with rising inflation and unemployment rates severely aggravates the already precarious situation of refugees and vulnerable residents of host communities, most of whom work in the informal sector. Turkish language remains the main barrier for refugees to social participation and in accessing training and employment opportunities.

In this context, Non-Formal Education (NFE) may serve as an addition and/or complement to formal education, as well as provide individuals with life-long learning. Since it is considered for people of all ages, NFE may be instrumental in ensuring the right of access to education

<sup>1</sup> Turkey: 3RP Country Chapter - 2021/2022

<b>Project objective</b>	Improving the personal and socioeconomic resilience of refugees and vulnerable residents of the host community
<b>Implemented by</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
<b>Commissioned by</b>	German Federal Ministry for Economic Cooperation and Development (BMZ), European Civil Protection and Humanitarian Aid Operations (ECHO)
<b>Project area</b>	Turkey wide with a focus on underserved regions
<b>Most relevant partners</b>	Vice-President's Office of the Republic of Turkey (Lead executing agency), Ministry of Family and Social Services (MoFSS), Presidency for Migration Management (PMM), NGOs, CBOs, Municipalities
<b>Target group</b>	Refugees and vulnerable members of the Turkish host community
<b>Overall term</b>	January 2021 - August 2023
<b>Total budget</b>	EUR 6,500,000 by BMZ and EUR 4,000,000 by ECHO

for all. However, NFE does not necessarily have a continuous pathway-structure; it may be given for a limited period and/or low intensity as well as in the form of short courses, workshops or seminars. NFE can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills and social or cultural development.<sup>2</sup>

<sup>2</sup> (UNESCO: <http://uis.unesco.org/en/glossary-term/non-formal-education>)





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## Approach to Providing Non-Formal Education

The Community-Based Local Initiatives Project (CLIP 2) builds upon the experiences of the previous Community Centres and Local Initiatives Project (CLIP 1) and the support provided to refugees and host community members through the cooperation with Civil Society Organisations (CSOs). CLIP 2's non-formal education approach is shaped by the United Nations Agenda 2030 for Sustainable Development. CLIP 2 contributes to Global Goals (GG) 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" through a range of activities such as the provision of language and life-skills courses, as well as vocational courses to improve employability, educational counselling, support for school registration, support for teachers on the issue of peer bullying and cooperating with or making referrals to relevant state institutions such as public schools, Public Education Centres (PECs) and municipalities.



CLIP 2's NFE services are voluntary, accessible to everyone, participatory, learner-centred, holistic, supportive and quality-oriented based on the needs of the participants in line with the criteria defined by the Council of Europe.<sup>3</sup> Language and life-skills courses contribute to improving social cohesion as well as the personal and socio-economic resilience of the beneficiaries.

More than 10 implementing partners of CLIP 2 provide NFE services in Adana, Aksaray, Ankara, Bursa, Elazığ, Gaziantep, İstanbul, Kilis, Konya, Trabzon and Van.



<sup>3</sup> <https://www.coe.int/en/web/european-youth-foundation/definitions>





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### Activities supported under CLIP 2 include, but are not limited to:

- Certified Turkish language courses (A1/A2)
- Informal language classes (beyond A2 language level)
- Soft skills training to increase employability of beneficiaries (e.g., CV writing, presentation skills)
- Technical vocational training in cooperation with accredited firms or relevant public authorities (e.g., Public Education Centre)
- Certification support from relevant Turkish authorities



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## Highlights

As of June 2022:



Around **2,500** individuals have benefited from non-formal education



More than **1,900** individuals enrolled to Turkish language courses





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## "... if I were writing my own biography, I would have highlighted it!"

This is the story of Reshide (57) and the account of her experience with IBC Community Centre. Reshide is a Syrian refugee who fled her country in 2011 with her family and settled in Kilis, Turkey, shortly after the crisis hit. She claims that the most difficult challenge for her was not being able to communicate in the local language but having to live with it.

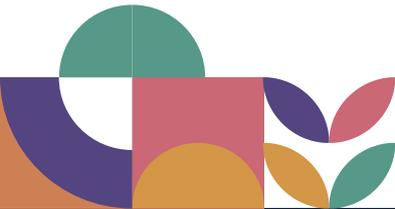
Reshide then learned about the IBC Community Centre in Kilis supported by CLIP 2, where she enrolled in an A1 Turkish class.

*"When I first arrived in Turkey, I realised that I could still do my job as a gynaecologist. People in need of treatment have arrived from Syria, as I've seen. However, I needed to pass the equivalence exam first. I immediately set out to do that because I had made the decision to live here, and Turkish was my only barrier," she explains.*

Reshide has a son in medical school, a daughter at university and another in high school. She is a mother who is committed to her children's education, as well as a volunteer who supports other Syrian women in similar contexts nowadays. With the support of CLIP 2 her integration has greatly improved. She is now preparing for the equivalence exam with the purpose of helping other people in Turkey.

*"I learned Turkish at the Blue Crescent Foundation's Kilis Community Centre. This was the first and most important step in building a new life for me. So, if I were to write my own biography, I would have highlighted it," she says.*

Reshide also actively participates in IBC activities, attends Volunteer Committee meetings and supports the team in sessions on healthy living, pregnancy nutrition and women's health.



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Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH

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### On behalf of

German Federal Ministry for Economic Cooperation and Development (BMZ) and  
Directorate General for European Civil Protection and Humanitarian Aid Operations (ECHO)

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### Project description

Community-Based Local Initiatives Project (CLIP 2)

Ankara, 2022

This document is prepared in the scope of the "Community-based Local Initiatives Project (CLIP 2)", co-funded by the German Federal Ministry for Economic Cooperation and Development (BMZ) and the European Union, through its Humanitarian Aid Operations department (ECHO). Its content covers humanitarian aid activities implemented with the financial assistance of the European Union and should not be taken, in any way, to reflect the official opinion of the commissioning parties.