

## KNOWING WHAT WORKS



# Central project evaluation

Education programme for Syrian refugees and host communities (BiSy)

PN 2016.1853.7

## Evaluation Report

On behalf of GIZ by Hermania Majoor and Seçkin Hekimoğlu

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## Contents

<b>The project at a glance .....</b>	<b>3</b>
<b>1 Evaluation objectives and questions.....</b>	<b>4</b>
1.1 Introduction .....	4
1.2 Objectives of the evaluation .....	4
1.3 Evaluation questions.....	5
<b>2 Object of the evaluation.....</b>	<b>6</b>
2.1 Definition of the evaluation object .....	6
2.2 Results Model including hypotheses .....	10
<b>3 Evaluability and evaluation process.....</b>	<b>13</b>
3.1 Evaluability: data availability and quality .....	13
3.2 Evaluation process.....	15
<b>4 Project assessment according to OECD-DAC criteria.....</b>	<b>20</b>
4.1 Relevance.....	20
4.2 Effectiveness .....	27
4.3 Impact.....	36
4.4 Efficiency .....	42
4.5 Sustainability.....	45
4.6 Key results and overall rating.....	50
<b>5 Conclusions and recommendations .....</b>	<b>54</b>
5.1 Factors of success or failure .....	54
5.2 Conclusions .....	54
5.3 Recommendations .....	55
<b>Annex.....</b>	<b>58</b>
Annex 1: Evaluation Matrix .....	58
Annex 2: List of references .....	65

## List of Tables

Table 1: Basic documents (and their quality) available to the evaluation.....	13
Table 2: List of stakeholders of the evaluation, selected for interviews.....	16
Table 3: Project indicators and their quality.....	28
Table 4: Extent to which hypotheses underlying the design have been confirmed .....	31
Table 5: Escalating and de-escalating factors and response by the project.....	34
Table 6: Extent to which hypotheses underlying the design have been confirmed .....	39
Table 7: Hypotheses of the evaluation related to effectiveness and status of confirmation.....	51
Table 8: Hypotheses of the evaluation related to impact and status of confirmation.....	51

## List of Figures

Figure 1 Project target areas.....	6
Figure 2 Map of actors – formal education .....	8
Figure 3 Map of actors – non-formal education .....	9
Figure 4: Results Model underlying the project approach.....	10
Figure 5 Proportion of Syrian children in schools where project had supported rehabilitation.	23
Figure 6 Number of Syrian and Turkish children attending rehabilitating schools .....	30
Figure 7 Number of children (total and Syrian) potentially reached by trained teachers .....	39

## Abbreviations

3RP	Regional Refugee and Resilience Plan
ASAM	Association for Solidarity with Asylum Seekers and Migrants
BEN	beneficiary
BMZ	German Federal Ministry for Economic Cooperation and Development
BilSy	education programme for Syrian refugees and host communities (BilSy)
DOSB	German Olympic Sports Federation
FGD	focus group discussion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
INGO	international non-governmental organisation
IOM	International Organization for Migration
IT	information technology
KII	key-informant interview
M&E	monitoring and evaluation
MoNE	Ministry of National Education
MoU	memorandum of understanding
NGO	non-governmental organisation
OECD-DAC	Development Assistance Committee of the Economic Cooperation and Development
PICTES	Promoting Integration of Syrian Children into the Turkish Education System
PNED	Provincial National Education Directorate
PO	partner organisation
RRP	Regional Response Plan
SDG	Sustainable Development Goal
SH	stakeholder
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
TDA	Transitional Development Assistance
TEC	temporary education centres
ToC	theory of change
ToT	training of trainers
TTTG	teaching Turkish through games
TVET/LMS	Labour market and vocational training for Syrian refugees and host communities
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund



# The project at a glance

‘Education programme for Syrian refugees and host communities’ (BiSy) (2016.1853.7)

Project number	2016.1853.7
CRS-Code(s) (Creditor Reporting System Code)	11220 (30%), 11230 (30%), 73010 (40%)
Project objective	Conditions are in place that enable Syrian and Turkish children and youths to access common educational services and also activities that foster social cohesion in seven selected provinces.
Project term	20.6.2016 – 31.7.2019
Project volume	EUR 15,960,200
Commissioning party	German Federal Ministry of Economic Cooperation and Development (BMZ)
Lead executing agency	Turkish Disaster and Emergency Management Authority (Başbakanlık Afet ve Acil Durum Yönetimi Başkanlığı, AFAD) in the Prime Minister’s Office; recently transferred to the Vice President’s Office
Implementing organisations (in the partner country)	<ul style="list-style-type: none"> <li>– Ministry of National Education</li> <li>– Gaziantep Metropolitan Municipality</li> <li>– Kırıkhan Municipality</li> <li>– German Olympic Sports Confederation (DOSB); Turkish Olympic Committee</li> <li>– University of Göttingen (Germany)</li> <li>– International Organization for Migration; People in Need; Concern Worldwide; Goethe Institut</li> <li>– Association for Solidarity with Asylum Seekers and Migrants, GAP Youth Association; Conflictus; Maya foundation; Al Ruwad / Syrian Sports Commission</li> <li>– Fener</li> </ul>
Other development organisations involved	UNICEF, UNHCR (leader resp. member of Education Sector Working Group)
Target group(s)	Syrian and Turkish children, youths and young adults (total age range: 6-24 years) living in Turkey

# 1 Evaluation objectives and questions

## 1.1 Introduction

This report describes the findings for the central project evaluation of the 'Education programme for Syrian refugees and host communities (BiSy)'. The evaluation was commissioned by the Federal German Ministry of Economic Cooperation and Development (BMZ) and steered by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. An inception mission was conducted from 4 to 8 February 2019, and the evaluation mission was conducted from 6 to 17 May 2019.

## 1.2 Objectives of the evaluation

The duration of the project was from 20 June 2016 to 31 July 2019, and the evaluation was a final evaluation, with most activities finalised by the time of final data collection. The evaluation was part of a random sampling by the GIZ Evaluation Unit, responsible for planning and steering the evaluation portfolio of central project evaluations.

The evaluation was intended to rate the achievements of the project in accordance with the OECD-DAC criteria relevance, effectiveness, impact, efficiency and sustainability on the basis of information available at the time of evaluation. It looked into what worked and did not work and provided suggestions for future policy and programme development with German funding in a similar context.

The evaluation combined the purposes of accountability and learning. The independent evaluation aims to provide an external view on approaches and strategies applied under the project and to assess its performance compared to initial expectations, to engage stakeholders and encourage feedback, and to offer an independent and objective judgement based on available evidence and predefined criteria. Simultaneously, the evaluation supports organisational learning and sharing of lessons learned and good practices.

At the design phase of BiSy the potential for an extension was not foreseen. A new intervention is currently being formulated, but the project's main partner, MoNE's Department of Life-Long Learning, could not continue the engagement for internal reasons. The new project will therefore work with the TVET department, and even though 30 MoNE schools will be targeted for improving social cohesion, the link to the GIZ Project 'Labour market and vocational training for Syrian refugees and host communities' (TVET/LMS) is stronger.

The evaluation results can be used for designing, developing and implementing future transitional aid projects on education in the context of Syria and Turkey or other refugee-related contexts. The main users of the evaluation are BMZ and GIZ, for whom the information will contribute to the planning and design of their overall portfolio. Staff from the BiSy project and from other GIZ-funded Syria projects in Turkey will also be able to benefit from the information. The Ministry of National Education (MoNE), the main implementing partner, is a main user of the evaluation results, since it is the government agency responsible for the education of Turkish and Syrian children in Turkey. Other partners of the project, such as municipalities that have been engaged, and local and international non-governmental organisations (NGOs), may use the results in their future interventions with or without GIZ.

The feasibility of the evaluation was influenced by the intervention's evaluability and the quality and availability of data. Access to the various stakeholder groups also had an effect. The evaluation team had used the inception period to conduct a scoping assessment of these factors and had requested the support of the project



team to adequately address these. Where information could not be obtained, it is mentioned in the report.

### **1.3 Evaluation questions**

The project was assessed on the basis of standardised evaluation criteria and questions to ensure comparability by GIZ. This is facilitated by using the Development Assistance Committee of the Economic Cooperation and Development (OECD-DAC criteria) for evaluation of development cooperation and the evaluation criteria for German bilateral cooperation: relevance, effectiveness, impact efficiency, and sustainability. Aspects regarding the criteria coherence, complementarity and coordination are included under the other criteria. GIZ has requested specific evaluation dimensions, and analytical questions are derived from this given framework. These evaluation dimensions and analytical questions are the basis for all central project evaluations in GIZ and can be found in the Evaluation Matrix (Annex 1). In addition, the contributions to Agenda 2030 and its principles (universality, integrative approach, 'leave no one behind', multi-stakeholder partnerships) are taken into account, as well as cross-cutting issues such as gender, the environment, conflict sensitivity and human rights. Aspects regarding quality of implementation are included in all OECD-DAC criteria.

Lastly, during the inception mission, the BilSy team and other stakeholders voiced their needs and interests, in addition to the standard questions in the Evaluation Matrix, in terms of more qualitative information, which has been addressed by the evaluation. Besides this, no additional knowledge interests were brought up by the BilSy project team, relevant stakeholders and GIZ's Sectoral Department.

## 2 Object of the evaluation

This chapter provides more details on the project to be evaluated as well as its underlying Results Model.

### 2.1 Definition of the evaluation object

The object of the evaluation is the transitional development assistance measure 'Education programme for Syrian refugees and host communities (BiSy)', with the project number 2016.1853.7, hereafter to be referred to as 'the project'. The project was intended to be implemented from June 2016 to May 2019 and was extended to July 2019 to compensate for delays at the outset. The original budget was EUR 15,000,000, which was increased to EUR 15,960,200 after the proposal had been adapted in December 2017.

The implementation of the project focused on Turkey, in particular on the Turkish border provinces Gaziantep, Şanlıurfa, Kilis, Hatay and Mardin, and the cities of Ankara and Istanbul. Border provinces like Gaziantep and Şanlıurfa were the regions with an especially high proportion of Syrian refugees at the time of design (GIZ, 2016a). Later on, teachers from a total of 36 provinces were given training. Figure 1 displays the main target provinces (UNHCR, Syrian Refugee Response, 2019). Nonetheless, all children in Turkish jurisdiction, including foreign nationals, have the right to access basic education services delivered by public schools.

Figure 1 Project target areas – marked with X



The conflict in Syria started in 2011, and the 5.6 million Syrian refugees (UNHCR, 2019a) that have resulted from it form the largest group among the total number of refugees in the world. Turkey is currently hosting the largest number of refugees worldwide. By the end of January 2019, UNHCR reported more than 3.6 million registered Syrian refugees in Turkey, 46% female, 43% under 18 years of age (UNHCR, 2019b). The communities with the highest share of refugees include the border provinces Şanlıurfa, Gaziantep, Hatay, Kilis and Mardin, and the cities of Ankara and Istanbul (see Figure 1 Project target areas – marked with X), with Istanbul having the highest number of all. Although the influx is still gradually increasing, the growth has been limited since the beginning of 2018 (UNHCR, 2019b). Nonetheless, there is an ongoing risk of conflict inside Syria leading to large numbers of new refugees entering Turkey. The situation in Idlib, in particular, is believed to have the potential to cause a new influx.

Refugees have the status of persons with temporary protection, since Turkey has signed the 1951 Refugee

Convention with a geographic limitation to people fleeing as a consequence of events occurring in Europe.

School enrolment rates are high in Turkey; the primary net enrolment rate in 2016 was 94.4% and the secondary rate 85.5% (World Bank, 2018b). Nonetheless, the official rates do not reflect the dropout, which is considered high in certain areas. UNICEF, UNHCR and international NGOs give the actual enrolment rate in Sanliurfa and Gaziantep as around 50%. For Syria, recent data are not available, and the rates are without doubt negatively influenced by the war situation. The primary rate was 92.9% in 2010 and the secondary rate 45.5% in 2013 (World Bank, 2019). The large number of refugee children and youths pose immense challenges for public education institutions. The Provincial National Education Directorates (PNEDs) are responsible for ensuring that Syrian children are enrolled at the appropriate level. The number of Syrian children receiving regular schooling has sharply increased from 40% in 2016 (World Bank, 2019) to 63% in the school year 2017/2018. Respondents reported that by December 2018, 643,000 Syrian children were in school and approximately 400,000 Syrian children are still out of school (Int\_3 with PO, Int\_1 with SH).

At the project onset, there was a two-tier education system whereby some Syrian children were taught in regular public schools in communities and others in temporary education centres (TECs) inside and outside refugee camps. According to a government circular in January 2017, the parallel system was to be abolished, and Syrian children were gradually integrated into the regular school system, a process which is ongoing (UNESCO, 2018). The enabling conditions required to integrate Syrian children and youths into Turkish schools are still not fully in place (GIZ, 2017c). Regular teacher university courses do not offer modules addressing the teaching of bilingual classes. Teachers are not specifically trained to simultaneously teach Turkish and Syrian children and deal with non-Turkish speaking parents, and Syrian children often do not have sufficient language skills. The teacher training does not address the potential impact of trauma on learning processes. The methodologies do not include teachers' role in enhancing social cohesion.

There is no ongoing conflict in the project areas in Turkey, but xenophobia, social division and tensions have been reported between Turkish and Syrian people, caused by scarcity of resources, differences in habits and cultural and religious traditions, Turkish perception of the speed of Syrian integration, Syrian people's behaviour and the language barrier (Smith, 2017). Moreover, there has been a strong tendency in Turkey for centralisation and isolation from foreign influence.

Turkey is ranked as 64th out of 189 countries in the 2018 Human Development Index (UNDP, 2019) (meaning high human development) and 64th on the 2018 Gender Inequality Index (UNDP, 2019). Gender equality in Turkey has been steadily improving in the areas of educational attainment and health but remains low in economic and political participation (GIZ, 2017b). In both Syria and Turkey, female enrolment in education is high, but tapers off after primary school level, also caused by barriers such as child marriage and child labour. The Gender Parity Index in primary education in 2016 was 0.994 in Turkey and 0.966 in Syria, and for secondary education it was 0.976 and 1.001 respectively (World Bank, 2018a).

Gender-based violence affecting women and girls is common in both countries. 38% of women aged 15 to 59 years have experienced physical and/or intimate partner violence in their life time. 15% of girls at the current age of 20 to 24 years were first married before they were 18 (UN Women, 2016). No recent data are available for Syrian girls, but child marriage was observed as a growing problem for Syrian girls in refugee communities, including in Turkey (Girls not Brides, 2018). Human rights violations have not yet been eradicated in Turkey. After the attempted coup in July 2016, restrictions on human rights, which were put in place as temporary measures, were enforced by special decrees under the law of the state of emergency (Amnesty, 2018).

Many Syrian refugees in Turkey still do not have full access to their human rights and lack an orderly daily life, recreational opportunities and prospects for the future. Child labour was found to be an issue of particular concern, with many Syrian refugee children involved in work that denies them their rights to education from the age of 12 or younger. With 40% of Syrian children still not having access to education, their human rights are at

stake (GIZ, 2017c).

Population growth, industrialisation and rapid urbanisation have led to increasing environmental pressure in Turkey. This has translated into challenges such as climate change, desertification, deforestation, water scarcity, nature degradation and marine pollution. Air pollution is a significant problem across Turkey, including in the urban centres in the areas targeted by the project. Turkey started environmental actions, however, in the early 1980s and has increasingly adopted new legislation and institutional practices to protect environment (Conflict Management Consulting, 2017).

The support of GIZ to Syrian refugees, including in this project, is part of the Regional Response Plan (RRP) for the Syrian refugee crisis, which was released by UNHCR in March 2012 (United Nations, 2012) to address the needs for protection of and assistance to Syrian refugees in Turkey, Lebanon, Jordan and Iraq. The project works in the formal and non-formal sphere and deals with a large number of stakeholders, as 'mapped' in Figure 2.

Figure 2 Map of actors – formal education

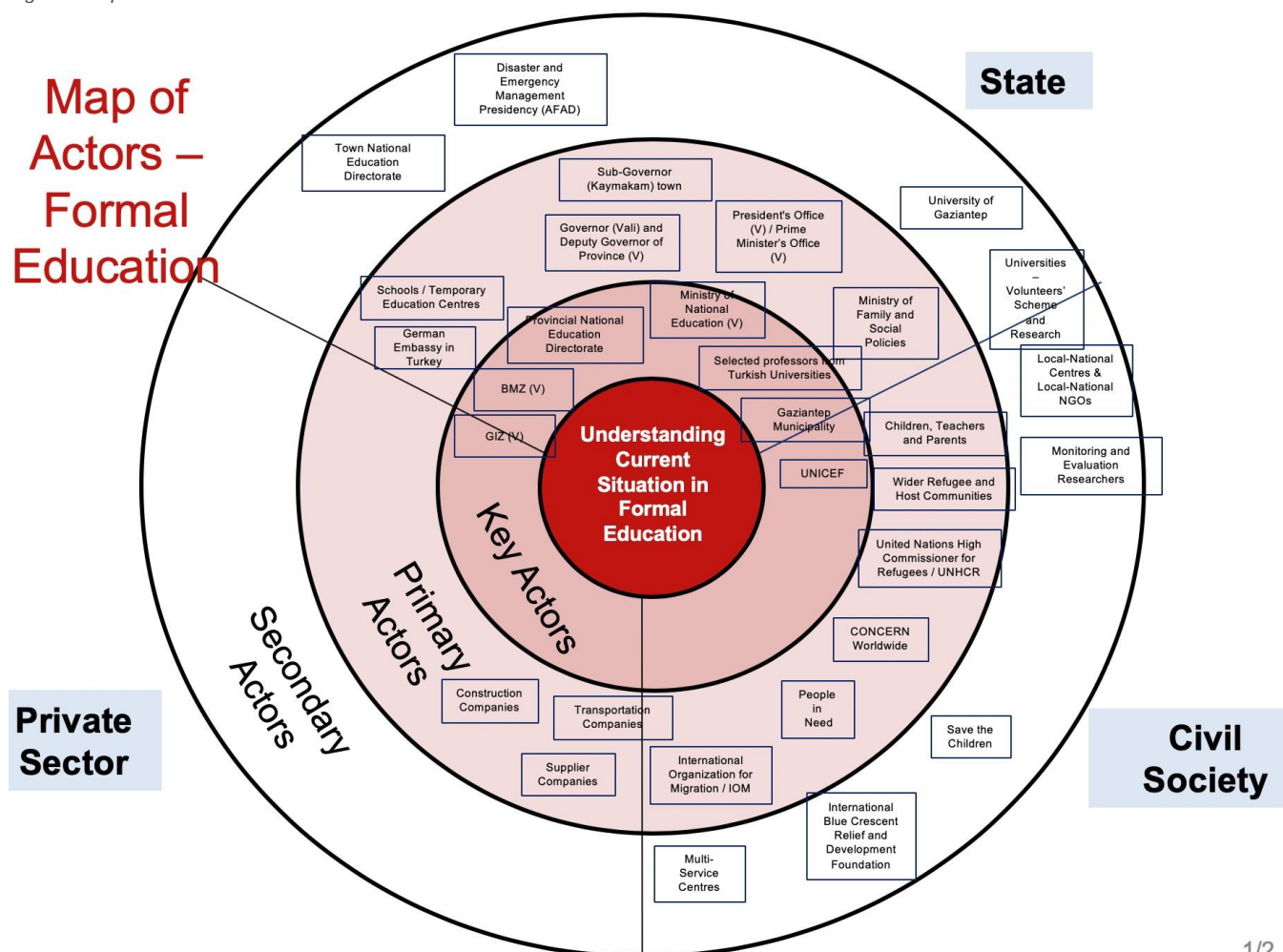
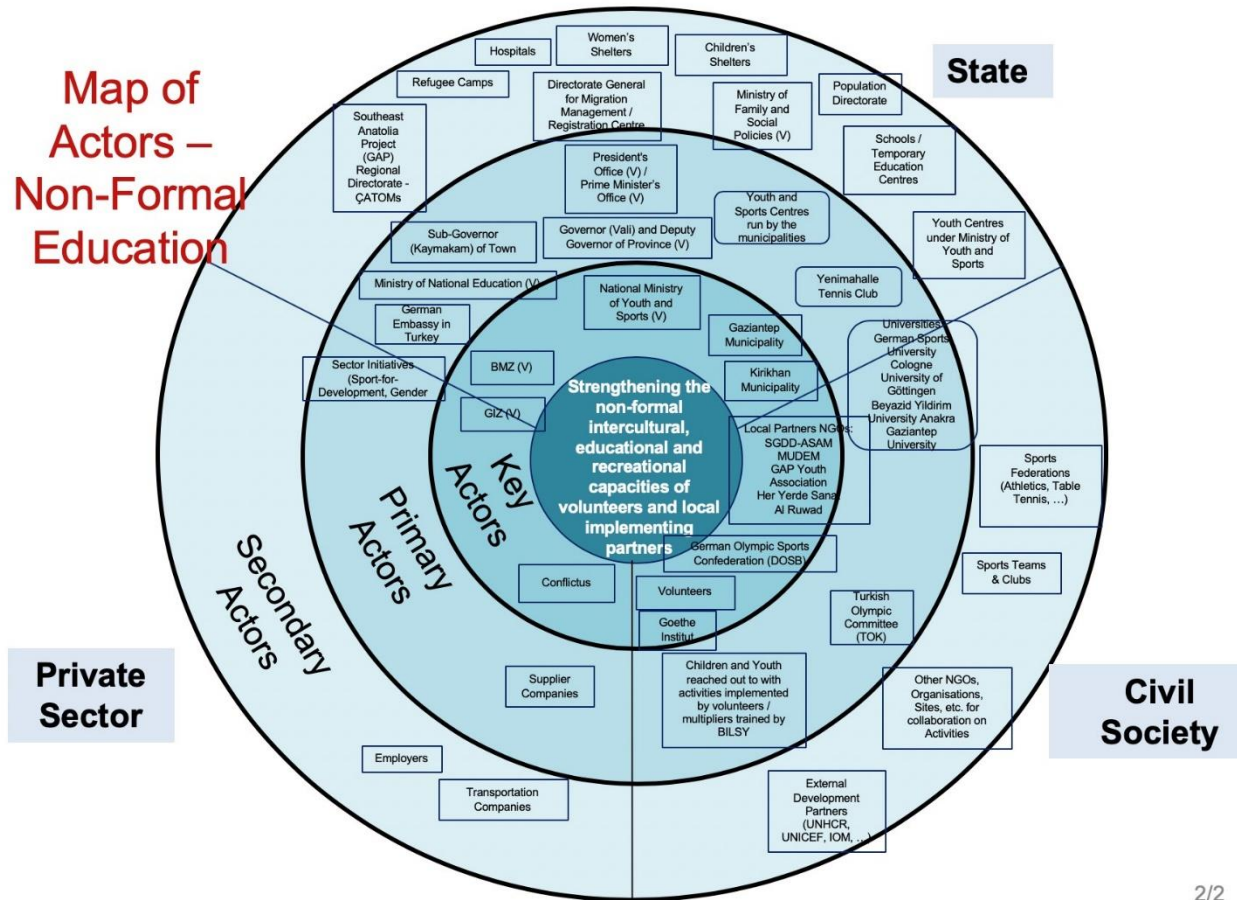


Figure 3 Map of actors – non-formal education



2/2

The project is, furthermore, part of one of the cluster projects of GIZ in Turkey. The GIZ cluster 'Support to Refugees and Host Communities in Turkey' is composed of a variety of programmes complementing each other in the field of education, employment, capacity building and social cohesion.

The key government partner for the formal education components was MoNE, under whose coordination and collaboration the capacity of educational institutions and teachers in primary and secondary education was strengthened. Primary actors were professors from local universities, who were engaged in training teachers, IOM and the NGO Concern Worldwide in the implementation of school transportation, and also Concern Worldwide in building renovation. For the ICS seminars, MoNE/PNEC assigned teachers, following the project team's feedback to MoNE, but for the teaching Turkish through games (TTTG) seminars, teachers working in public schools applied to participate in the seminars, with MoNE selecting the final participants in accordance with some basic criteria concerning previous attendance of seminars, role at school and motivation to join the training. This practice was found to considerably increase participants' quality and willingness to learn. The NGO Maya Foundation supported the topic of trauma in the seminars.

Under the non-formal component, the capacity of volunteers and local implementing partners was strengthened. Local institutions and NGO partners included municipalities in Gaziantep and Kırıkhan, the Yeminahalle Tennis Club and Turkish NGOs and organisations such as the Turkish Olympic Committee, the Association for Solidarity with Asylum Seekers and Migrants (ASAM), the GAP Youth Association, Al Ruwad and Conflictus and the Syrian NGO Fener. International NGOs were engaged in implementation, including the German Olympic Sports Confederation (DOSB), People in Need, Concern Worldwide and the Goethe Institut. The University of Göttingen supported data collection and analysis, as part of a qualitative assessment to better understand the impact reached within the non-formal component on social cohesion. Though there was collaboration between partners within the non-formal component, there was no discernible collaboration or



cooperation between the partners of the formal and non-formal component.

The immediate project target group was Syrian and Turkish children, youths and young adults of 6 to 24 years of age, living in Turkey. The project aimed to reach a total of 22,500 Syrian and Turkish children and youths at schools, and another 25,000 through extracurricular youth work. Other target groups include volunteers (18 to approximately 30 years of age), primary and secondary school teachers and the staff of local organisations.

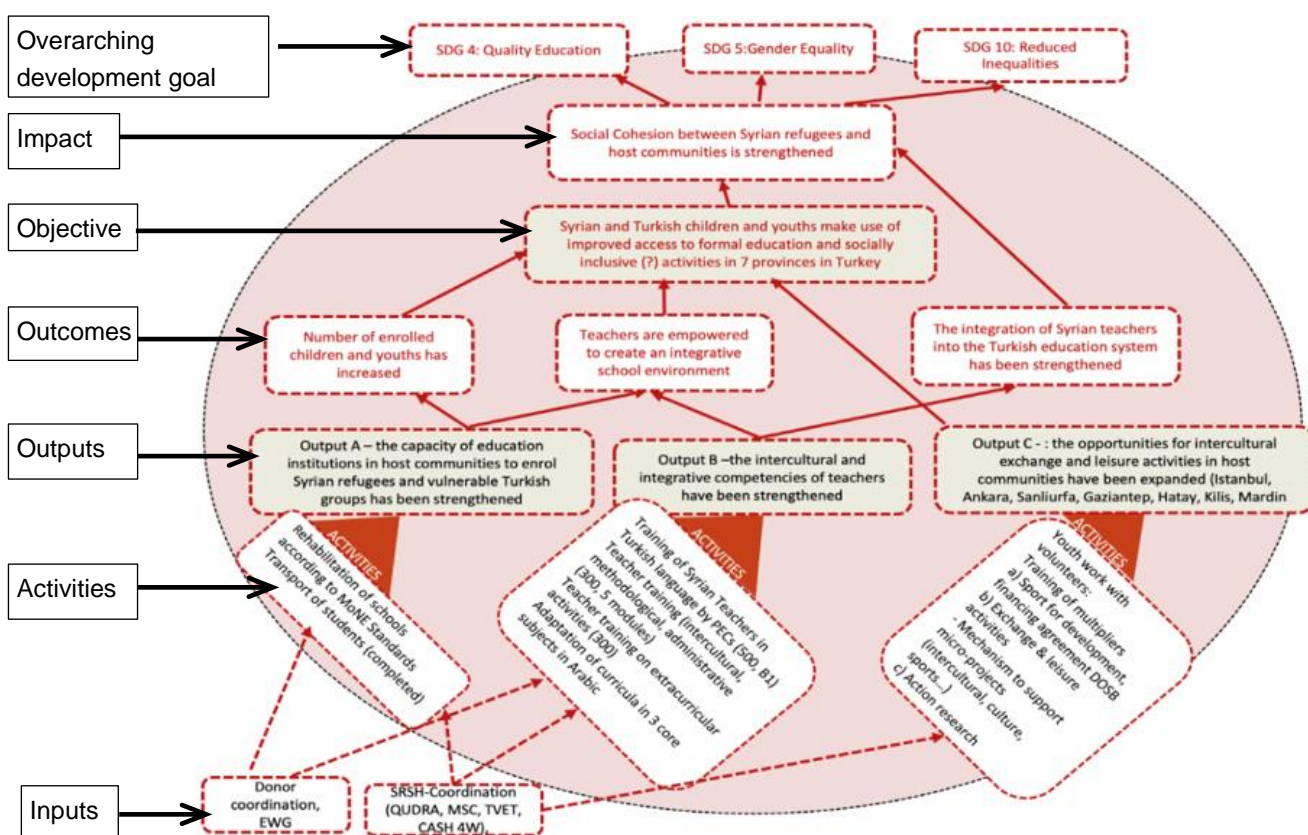
## 2.2 Results Model including hypotheses

This section provides the schematic overview of the project's Results Model and the hypotheses linked to that model as derived by the evaluation team. The theory of change (ToC) that the Results Model is based on, is essential for evaluating the project along the five OECD-DAC criteria.

### The Results Model

At GIZ, the use of a Results Model by the project is the obligatory basis for the results-based monitoring of every BMZ-funded project (GIZ, 2018). The system boundaries were defined as schools in the national school system in target provinces in Turkey, where teachers and children of school age would be supported, and sports and recreational facilities, where volunteers and children would be provided with extra-curricular activities, all aimed at improving social cohesion. The planned outcomes, outputs and indicators are reflected below; target values are included in Table 3. Figure 4 displays the model underlying the approach of the project under evaluation. The project objective, outcomes and outputs are given below.

Figure 4: Results Model underlying the project approach



**Project objective (Outcome):** Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities in seven selected provinces.

**Outcome Indicator 1:** 22,500 Syrian and Turkish children and youth in 4 provinces (Gaziantep, Şanlıurfa, Kilis, Hatay) attend classes in schools that have been rehabilitated according to the standards of MoNE.

**Outcome Indicator 2:** 70% of the 600 trained teachers (of whom 40% are female) confirm on a scale of 1–3 that their skills in teaching mixed groups of Syrian and Turkish students has increased to 2 or 3.

**Outcome Indicator 3:** 25,000 Syrian and Turkish children and youth (of whom 30% are female) participated in additional local extracurricular educational and recreational activities.

**Output A1:** Rehabilitation measures have been carried out in 22 schools (additional classes, unobstructed access, gender-sensitive areas, open spaces) according to the standards of MoNE.

**Output A2:** In each school year, 15% of 6,000 Syrian students receive regular/safe transportation to schools in 15 TECs.

**Output B1:** 50% of the 1,000 Syrian teachers received a B1 certificate in Turkish.

**Output C1:** 400 Turkish and Syrian youth (150 female) were trained as multipliers for intercultural exchange, entertainment or sports activities.

**Output C2:** 1,000 intercultural events are offered by trained multipliers to strengthen social cohesion.

The project delivered its support through three channels. The first, Output A, was meant to improve the capacity of education institutions in host communities to enrol Syrian refugees and vulnerable Turkish groups. This was done by supporting rehabilitation of schools and, at the start of the project, transporting vulnerable children to schools (Outcome Indicator 1). This was strongly linked to Output B, where the intercultural and integrative capacities of teachers were to be strengthened through training related to education in schools and extracurricular activities with the use of improved curricula (Outcome Indicator 2). Output C was fully focused on non-formal education. It was meant to expand the opportunities for intercultural exchange and leisure activities in host communities in the target areas by working with volunteers in sports and exchange and leisure activities (Outcome Indicator 3).

Output A involved rehabilitation measures being carried out in 22 schools and transport provided to a selected group of children. Output B was also meant to help the integration of Syrian teachers into the system, but as Syrian teachers were not allowed to work in MoNE schools and TECs were no longer used, the project discontinued this activity. Output A and B together were intended to ensure the capacity building of teachers to create an integrative school environment (Outcome Indicator 2).

Through better-quality facilities and a more integrative environment, combined with the strengthened social cohesion among the children resulting from Output C, both Syrian and Turkish children would have more and better access to quality education and would improve their mutual relationship. This then would lead to a better social cohesion between Turkish inhabitants and Syrian refugees in the communities.

### **Hypotheses underlying the Results Model**

The evaluation assessed a number of hypotheses believed to underlie the project. The hypotheses helped the evaluation to focus on the project within the existing context.

Outcome Indicator 1 aimed to increase the number of Turkish and Syrian children in education: '22,500 Syrian and Turkish children and youth in 4 provinces attend classes in schools that have been rehabilitated according to the standards of MoNE'. The following hypotheses were formulated in the inception phase in relation to this

outcome:

1. Rehabilitation of schools by the project and provision of transport are sufficient conditions to provide a good environment for learning for Syrian and Turkish children.
2. Children who attend classes in the newly rehabilitated schools are positively affected in their learning.

Outcome Indicator 2 envisaged empowerment of teachers to create an integrative school environment ('70% of the 600 trained teachers (of whom 40% are female) confirm on a scale of 1–3 that their skills in teaching mixed groups of Syrian and Turkish students has increased to 2 or 3'). Related hypotheses formulated during inception were:

3. Training seminars provide the teachers with the capacity to create an integrative environment for Syrian and Turkish children.
4. Teachers create an integrative environment at schools, using what they learned during training seminars.
5. Work rules and environment allow teachers to use an adapted approach.

Outcome Indicator 3 aimed to expand the opportunities for intercultural exchange and leisure activities in host communities in the target areas by working with volunteers in sports and exchange and leisure activities ('25,000 Syrian and Turkish children and youth (of whom 30% are female) participated in additional local extracurricular educational and recreational activities'). Hypotheses designed during inception were:

6. Opportunities for intercultural exchange and leisure activities are used and enjoyed by Syrian and Turkish children and youths.
7. Syrian and Turkish youths and children mingle during intercultural exchange and leisure activities and participate fully together.
8. Understanding and relationships emerged during the intercultural exchange, and leisure activities continue to exist after the activities have been phased out.

The project objective was a combination of the outcomes: namely Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities in seven selected provinces.

The following hypotheses were developed for the objective to contribute to the impact, a strengthened cohesion between Syrian refugees and host communities:

9. Improved mutual understanding between Syrian and Turkish children as a positive factor towards social cohesion is achieved and stronger than potential negative factors that threaten the cohesion of the Syrian and Turkish children.



## 3 Evaluability and evaluation process

This chapter describes the extent to which the evaluation team was able to assess the project according to the proposed criteria, based on available documents and monitoring data and available stakeholders.

### 3.1 Evaluability: data availability and quality

#### Secondary data – desk review

Secondary data for the evaluation were gathered through a desk review. Most of the documents were provided by GIZ at the onset of the evaluation, and the team filled the gaps by requesting and searching new documents from GIZ, other stakeholders and through the internet. **Fehler! Verweisquelle konnte nicht gefunden werden.** Table 1 lists the documents that were made available to the evaluation by the project team and provides an estimation of their actuality and the possibility of use for the various OECD-DAC criteria.

**Table 1: Basic documents (and their quality) available to the evaluation**

Basic document	Is available (15/5/2018) (Yes/No)	Estimation of actuality and quality	Relevant to OECD-DAC criteria
Project proposal and overarching programme proposal	Yes	Original project proposal 2016; progress reports; planning workshop report 12/16	To all
Modified proposal	Yes	Revised proposal 2017	To all
Contextual analyses, political-economic analyses or capacity assessments to illuminate the social context	Yes	Context assessment 05/2017; educational needs/challenges of Syrian refugee children involved in child labour: A case-study from Nizip, Gaziantep Province, 04/17; SDGs Agenda 2030; 3RP Strategies	Relevance
PCA Matrix, gender analyses, environmental and climate assessments, Safeguard & Gender	Yes	A context assessment addressing conflict (see above – 05/2017) Gender analysis (12/2017)	Relevance
Annual project progress reports and programme reporting	Yes	Concise two-/three-monthly reports up to December 2018; yearly reports 2017/2018	To all
Evaluation reports, teacher seminar demographics, quantitative and qualitative evaluations	Yes	Research on effects of social cohesion became available by mid-May 2019	To all, especially Efficiency & Effectiveness

Basic document	Is available (15/5/2018) (Yes/No)	Estimation of actuality and quality	Relevant to OECD-DAC criteria
Country strategy BMZ	No	No country strategy available	Relevance
National strategies	Yes	MoNE: Education Vision 2023; LLL Strategy Document 2014-18; Education Services for Students Under Temporary Protection 2018; 10th Development Plan 2014-18; Annual Programmes 2016- 18; MoYS National Youth and Sports Policy Document	Relevance
Technical documents	Yes	GlZ strategies on transitional development assistance, human rights, disaster risk management and peace and security	Relevance
Results Matrix	Yes	Original and revised matrix	
Results Model(s), possibly with comments if no longer up-to-date	Yes	Reasonable quality result model	All OECD- DAC criteria
Data of the results-based monitoring system (WoM) <sup>1</sup>	Yes	One system	Effectiveness, impact
Map of actors <sup>2</sup>	Yes	One map	All
Capacity development strategy <sup>2</sup>	No	No such strategies available	
Steering structure <sup>2</sup>	Yes	Adequate map	
Plan of operations <sup>2</sup>	Yes	Recent plan 12/18	Efficiency
Cost data (cost commitment report/Kostenträger-Obligo Bericht)	Yes	Recent cost data until 12/18	Efficiency
Excel-sheet assigning working-months of staff to outputs	Yes	Recent data up to 12/18	Efficiency
Documents on predecessor project	n.a.		
Documents on follow-on project	Yes	Results Matrix of the planned Career Orientation and Social Cohesion project	

<sup>1</sup> Mandatory for all projects based on 'Quality Assurance in Line (Qsil)'

## Baseline and monitoring data including partner data

The project had a good-quality monitoring system. With two staff members with an IT background, the project had built a monitoring and evaluation (M&E) system with an Access database that surpassed the GIZ quality requirements. The monitoring system collected all required data against the existing indicators and reported those to the GIZ management. A description of when, how often and how the information was collected is available. The data collection moments and communication loops inside and outside the office for data collection and analysis were not only described but also captured in a schematic chart. The project used required and existing tools for data collection such as the tool 'Kompass'.

Though the indicators of the implementing partners were aligned to the indicators in the project's framework, the monitoring system could not be based on the partners' framework. The reason was that the most important partner, MoNE, did not grant access to their monitoring and evaluation (M&E) system and framework. Moreover, many partners did not have well-functioning M&E systems and hence alignment has appeared impossible.

The result and potential impact of the social cohesion support have been measured by the University of Göttingen, by collecting qualitative data from 2,000 respondents. The university was supposed to have finalised the data collection but due to delayed activities of the GAP Youth Association and Goethe Institute, the local data collection period was originally extended until January 2019 and then again until mid-May 2019. Fortunately, the results became available while the evaluation team was in Turkey. The outcome of the research did not feed into any of the existing indicators, as the research was initiated well after the design stage. The results appeared slightly limited due to some methodological limitations, which will be discussed under the section on impact, but were still a source of information for this evaluation.

All indicators were quantitative and of an output nature, and all baseline values set at zero. Still, the project had planned a baseline survey. The survey under consideration is a desk study (Smith, 2017) and though it is interesting regarding the potential contribution of education to peaceful co-existence between refugees and host communities, it is not a baseline survey. It provides insight about factors at the interface of education and social cohesion, but it is not possible to measure achievements of the project against it, although it is relevant to conflict-sensitive project management and the avoidance of unintended negative results.

Statistics of the partner country were not available, and the project could not critically analyse the quality of data coming from national systems. Statistics of other donors did not appear sufficiently tailored to the needs of the project. The evaluation did not find any indication of exchange with other implementing organisations regarding the use of secondary data and the collection of primary data. Although the project participates in the South East Turkey Education Working Group meetings, these are more of a networking nature. The evaluation was therefore able to use only the data from the M&E system and the results from the University of Göttingen assessment.

## 3.2 Evaluation process

The field mission for the evaluation lasted two weeks, and the team therefore took a pragmatic approach and tried to engage as many respondents as possible from various backgrounds. In terms of geographical areas, the cities Ankara and Istanbul had been selected, as well as the provinces Gaziantep, Şanlıurfa and Hatay. Based on a preliminary desk study and interviews with the project staff, these appeared the most important locations in terms of main or specific project partners (for example, in Ankara and Istanbul, MoNE and international organisations) being available there. The mentioned provinces were selected because the majority of activities (in terms of quantity and diversity) had been implemented in that location.

Many relevant partners had already been engaged in the inception phase, including MoNE, NGOs and project

staff (see separately submitted Inception Report). As a result, they were aware of the current evaluation mission and their role in this mission. The results will be shared with interested interviewees at the end of the evaluation in the form of this published evaluation report. Primary data were collected from stakeholders, partners and beneficiaries. Table 2 provides an insight into the respondents interviewed by the team, either through key informant interviews (KII) or focus group discussions (FGD).

**Table 2: List of stakeholders of the evaluation, selected for interviews**

Organisation/ Company/ Target Group	Overall number of respondents	Participation in interview	FGD Participation	Location
<b>Donors</b>				
German Federal Ministry for Economic Cooperation and Development	1 (M)	1		Ankara
<b>GIZ</b>				
Project team Gaziantep	12 (9 M, 3 F)	12		Gaziantep
GIZ staff	1 (F)	1		Ankara
GIZ security team (during inception)	1 (M)	1		Gaziantep
GIZ headquarters Germany	1 (F)	1		Germany
<b>Partner organisations (or intended partner organisations)</b>				
Ministry of National Education	2 (1 M, 1 F)	2		Ankara
Provincial National Education Directorate	2 (2 M)	2		Şanlıurfa
Provincial National Education Directorate	1 ( F)	1		Gaziantep
Municipality of Gaziantep	2 (2 M)	2		Gaziantep
Municipality of Kırıkhan	2 (1 M, 1 F)	2		Kırıkhan
Ministry of Youth and Sports	1 (M)	1		Ankara
School staff	4 (2 M, 2 F)	4		Hatay
<b>NGOs, civil society and private actors</b>				
Turkish National Olympic Committee	1 (1 F)	1		Istanbul
Association for Solidarity with Asylum Seekers and Migrants (ASAM)	1 ( 1 F)	1		Ankara
ASAM/MUDEM	5 (1 M, 4 F)	5		Istanbul
Conflictus	3 (1 M, 2 F)	3		Istanbul
Maya Foundation	1 (1 M)	1		Istanbul

Organisation/ Company/ Target Group	Overall number of respondents	Participation in interview	FGD Participation	Location
GAP Youth Association	1 (1 M)	1		Şanlıurfa
German Olympic Sports Confederation (DOSB)	2 (1 M, 1 F)	2		Gaziantep
IOM	1 (1M)	1		Gaziantep
Yenimahalle Tennis Club	1 (M)	1		Ankara
<b>Universities</b>				
University of Göttingen	1 (1 M)	1		Germany
Professor (teacher training)	1 (M)	1		
<b>Beneficiaries / indirect target groups</b>				
Teachers trained in seminars	4 (2 M, 2 F)	4		Gaziantep
Multipliers trained by ASAM/MUDEM (Turkish and Syrian) within the 'Together We Stand Project'	7 (4 M, 3 F)		7	Istanbul
	8 (5 M, 3 F)		8	Ankara
Conflictus trainers	3 (2 M, 1 F)	3		Istanbul
Toplum Gönüllüleri Vakfi (Community Volunteers Foundation) trainers	2 (1 M, 1 F)	2		Istanbul
Sports volunteers trained by Turkish Olympic Committee/German Olympic Sports Federation (DOSB)	10 (7 M, 3 F)		10	Kırıkhan
Children from the Together We Stand Project	5 (3 M, 2 F)		5	Ankara
Children who have been engaged in Sports for Development activities	13 (4 M, 9 F)		13	Kırıkhan
	13 (10 M, 3 F)		13	Gaziantep
Child participants in social cohesion activities	7 (4 M, 3 F)		7	Şanlıurfa
Parents of children in social cohesion activities	7 (7 F)		7	Şanlıurfa
Young interviewers of community leaders from Dialogue for Social Cohesion	5 (2 M, 3 F)		5	Şanlıurfa
Volunteers in GAP social cohesion activities	9 (3 M, 6 F)		9	Şanlıurfa

Organisation/ Company/ Target Group	Overall number of respondents	Participation in interview	FGD Participation	Location
Multipliers trained by GLZ and young interviewers from the Dialogue for Social Cohesion	10 (3 M, 7-4 F)		10	Gaziantep
<b>Renovated facilities</b>				
Schools (2)	4 (2 M, 2 F)	4		Hatay
Sports facilities of Kırıkhan Municipality	1 (1 M)	1		Kırıkhan
Sports Hall Kırıkhan	1 (1 M)	1		Kırıkhan
Schools (3)	5 (3 M, 2F)	5		Şanlıurfa
Gizem-Dogan Life-long learning centre	1 (M)	1		Gaziantep
Erikçe Park Training/Sports Centre	1 (M)	1		Gaziantep
GOAP-(Former) Temporary Education Centre	1 (M)	1		Gaziantep
Schools (3)	4 (3M, 1F)	4		Gaziantep
Ensar community centre	1 (M)	1		Gaziantep
<b>Total</b>	<b>169 (77 F 92 M)</b>	<b>75</b>	<b>94</b>	

As per Table 2, 169 respondents in total were interviewed from different backgrounds: 77 female and 92 male, 75 in interviews and 94 in focus-group discussions (FGDs). Stakeholders from government, implementing partners and other stakeholders were interviewed in semi-structured interviews. The beneficiaries (children and youth) and indirect beneficiaries such as volunteers and multipliers were interviewed in focus groups, but where fewer participants showed up than expected, the team switched to in-depth interviews with those available, based on the same questions. Teachers were interviewed in one-to-one interviews, sports coaches in FGDs.

The team considered the 'do no harm' principle and made an effort to avoid causing unintended negative results. The team tried to act in culturally sensitive ways by taking local traditions and norms into consideration (for Turkish as well as Syrian people). As some of the information may have been perceived as sensitive, the team acknowledged the risk of potentially biased answers. Selection in externally funded projects or as part of a respondent group may also have triggered negative feelings in those who were not selected or not beneficiaries. The team was told that Turkish communities sometimes feel that Syrian families and children are more often eligible for support, whilst they also consider themselves vulnerable. This may have led to negative feelings, even if the project included both groups on an equal basis. As participation was not incentivised and the team was transparent in its approach, this risk was limited as far as possible.

The evaluation team met with a number of limitations. The time for interviews was short (nine working days, since the last one was meant for wrap up) and travelling was intensive. As a result, not all respondents proposed during the inception phase could be interviewed, and a selection had to be made based on their importance and availability.

The extensive help of the project team made this possible, for which the team is very grateful. As for interviewing children in schools, MoNE had exercised stronger influence than expected. Approval was not granted, despite the team having asked for permission and having provided the questionnaires beforehand, as suggested by MoNE during the inception interview. Still, though the team had to miss out on some important sources of information, it was assessed as not affecting the overall validity of the findings. Moreover, it appeared difficult for the team to extract the opinion of respondents about the role and performance of MoNE, the most important partner of the project, which hampered the opportunity for triangulation. As for teachers, instead of interviewing a number of focus groups with eight teachers, as planned, Provincial National Education Directorates (PNEDs) only allowed the team at the last moment to interview individual teachers in their schools; as a result, only four teachers could be interviewed.

The international evaluator acted as the team leader and coordinator of the team and remains responsible for the quality of the evaluation report. The national evaluator, a very experienced expert, was equally engaged in the interviews. He drafted the text on relevance and effectiveness, which was then edited and included by the team leader.

## 4 Project assessment according to OECD-DAC criteria

### 4.1 Relevance

#### Evaluation basis and design for assessing relevance

To assess relevance, the team analysed the extent to which project design and objectives were coherent and consistent with regional and national strategic frameworks and priorities and the needs of the target group.

To obtain qualitative and quantitative secondary data, the team started with a focused desk study in the inception phase, which was expanded in the evaluation phase. This included external documents and literature disseminated by national, international and local institutions/stakeholders regarding relevant strategies and frameworks in the sector and region and target group (needs) analyses. Further qualitative data were obtained through semi-structured interviews and/or focus group discussions, as further detailed in the evaluation matrix and below.

Questions were grouped under four dimensions. The first dimension looked into the alignment of the project's design and objectives with GIZ corporate strategies, Turkish Government strategies and priorities (in particular of the main partner MoNE, to the extent that these were available at the design stage), 3RP strategies and the Agenda 2030. This was mainly done through a desk review.

Under Evaluation Dimension 2, the evaluation assessed how suitable the design was to the target groups' core problems and needs. The project identified the core problem as 'conditions that enable Syrian and Turkish children and youths to access common education services and activities that foster social cohesion are not in place'.

The evaluation examined the extent to which the most vulnerable (Syrian and Turkish) children and youths were reached, and assessed the disadvantages they faced and how these were intended to be addressed by the project design, under the 'leave no one behind' principle of Agenda 2030. The team interviewed teachers, as they were targeted under the formal education activities and benefitted indirectly from the project, and professors who had imparted the training, but children, whom the team aimed to interview to assess whether they noticed changes, could not be interviewed. Under the non-formal component, the team interviewed children and youths who participated in extracurricular activities, and volunteers/multipliers and NGO staff who worked with them. To complete the analysis, the team conducted a desk review of situation analyses, gender analyses, and human rights assessments.

Under dimensions 3 and 4, the evaluation looked into whether the project design was adequately adapted to the objective ('Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities in seven selected provinces'). To do so, the team studied the ToC and the hypotheses as outlined in Section 2, to assess the extent to which these hold true. The team examined whether all inputs, activities, outputs, outcomes and objectives had been captured in the Results Model, and whether results had been differentiated among the target group. The team also studied the assumptions and risks, to see how far they match the actual current situation. Moreover, the team assessed how far the project had been conflict-sensitive and had observed the 'do no harm' approach. For triangulation, project partners were interviewed, and data used from interviews with project staff, which have been conducted during the inception phase.



Under Section 2, nine hypotheses were formulated related to the ToC. As some of them were already (partly) measured, and the response could be easily derived from existing data, and others are assessed under the section on impact, the team selected the following three hypotheses for testing here:

- Training seminars capacitate the teachers on the appropriate topics needed to create an integrative environment for Syrian and Turkish children.
- Teachers create an integrative environment in schools, actually using what they have learned during training seminars.
- Work rules and environment allow teachers to use an adapted approach.

The team also interviewed intended partners: organisations or institutions that were foreseen as partners at the design stage, but with whom the partnership did not materialise. The team assessed the reason why the partnership did not work and whether this had any effect on the other evaluation criteria. The project also tested the awareness of those partners on the project.

Lastly, the team examined whether changes had taken place in the project context, which entail changes in Turkey and the region, or in the refugee or education sector. To do so, the team studied situation analyses, international reports on refugee context, education, and social cohesion, and had key-informant interviews (KIs) with project partners who had a strategic overview.

## **Analysis and assessment regarding relevance**

### **Dimension 1: The project concept is in line with relevant strategic reference frameworks**

All children in Turkish jurisdiction, including foreign nationals, have the right to access basic education services delivered by public schools. Quality access to education is the main mandate of MoNE in Turkey, and giving refugees access to education at all levels is an important priority for this ministry.

The project was aligned to the most important of Turkish strategic reference frameworks in its area of work. The national strategic framework objectives for general development and education were important to the project but, especially for education and sports, they do not (yet) take the inclusion of Syrian children into account. The Tenth Development Plan (2014–2018) acknowledges the importance of good-quality education and support to sports activities for young people in general, and aims to improve the quality of the education system. It also brings up international migration and its related effect on social coherence and the risk of social disintegration, and how this is meant to be addressed (Ministry of Development, 2014).

The Turkey National Life-Long Learning Strategy (2014–2018) aims to improve basic skills for all, more investment in human resources and innovation in teaching and learning in a general manner but has no section for vulnerable or disadvantaged groups. The Education Vision for 2023, even if it includes working with disadvantaged children, does not include any specific approaches to refugees in general or Syrian children in particular, notwithstanding the size of the refugee population (MoNE, For a Stronger Tomorrow) The project was therefore not only aligned to those frameworks, but went beyond their goal.

The project was furthermore in line with the key document of the Ministry of Youth and Sports (MoYS), the National Youth and Sports Policy Document. This document acknowledges the importance of sports not only for youths themselves, but also its contribution to families, institutions and society and to the participation of young people as active individuals in the social structure. Disadvantaged groups are mainstreamed in the document, but even if they include poor youths, refugees are not mentioned.

As to BMZ's strategies and policies, equal access to education is a core element in all BMZ support. BMZ's Human Rights in German Development Policy (BMZ, 2011b) describes the human-rights-based approach of BMZ and the country-specific support it aims to provide. The project did this through ensuring Syrian

immigrants were able to exercise their right to education, which was an important subject in the current context of Turkey. As for the Strategy on Transitional Development Assistance (BMZ, 2013c), this document describes how BMZ envisages providing transitional development in fragile states and protracted crises. Even if Turkey itself is not seen as a fragile state, the conflict situation in Syria has caused a protracted crisis, especially in the areas targeted by the project, and access to education is brought up as one of the avenues for development. The Development for Peace and Security Strategy (BMZ, 2013a) also aims at support to countries suffering from conflict and violence, which indirectly holds true for Turkey. Contributing to peace and security is seen as essential for development, and by addressing social cohesion the project aimed to contribute to a better relationship between Turkish and Syrian citizens. Integration of refugees is specifically included in the document. The Disaster Risk Management for All (BMZ, 2013b) has as its subtitle, apart from elderly people and persons with disabilities, the inclusion of children, who are the main beneficiary group of this project. As in the project, children are acknowledged in the BMZ publication as a particularly vulnerable group.

The project is well in line with three Sustainable Development Goals (SDGs), the ones that it had intended to contribute to. The main one is SDG 4: Quality Education, since the aim is for both Turkish children and Syrian refugee children to be provided with better access to quality education in the target areas. This is achieved by training teachers to deal with multicultural groups, as well as with rehabilitation of school facilities. As for SDG 5: Gender Equality, boys and girls equally benefit from this better education, and male and female volunteers have been engaged in a similar manner. Finally, the project has made a contribution to SDG 10: Reduced Inequalities, since children from vulnerable Turkish families and Syrian refugee children have benefitted in particular from the support, which was confirmed by the interviewed children, their parents and the volunteers.

As for location, 3.6 million Syrians resettled in Turkey and are now mainly residing in large urban centres (Istanbul, Ankara and Izmir), and in the provinces bordering Syria (Gaziantep, Şanlıurfa, Kilis, Hatay and Mardin) ((UNHCR, 2019). These are the most important project target locations (see Figure 1) and are therefore well selected. The project also managed to reach disadvantaged beneficiaries; whereas the Syrian refugee children were disadvantaged by their status, most of the Turkish beneficiaries met by the team were clearly from a poor and vulnerable background. Through the extracurricular activities, the project could also reach out-of-school children.<sup>2</sup> Additionally, some of the extracurricular activities reached out to disabled people and orphans (FGD\_5 & 8 with BEN).

The concept of social cohesion has many definitions. Socio-economic inclusion of various population groups and solidarity between and within groups represent important theoretical approximations. The rapid change in demographic composition of the past years in Turkey has generated frictions between Syrian immigrants and host communities. Improving social cohesion is one of the ways to address this and is regarded as having many other positive effects, including an important asset for inclusive growth and economic growth (Georg-August-Universität Göttingen, 2019)

## **Dimension 2: The project concept matches the needs of the target group(s)**

The project beneficiaries do not always see improving social cohesion as an individual need, as a result of other priorities such as the more immediate pressure related to finding employment that pays enough to get food on the table, (FGD\_11 with BEN; Int\_3 with NGO), but the evaluation nonetheless believes that improving cohesion is an important need of the target group. Cohesion issues were faced by almost all interviewed beneficiaries, and working with children and youths was found to be a good place to start as it addresses the issue at a young age and can thus provide a long-term benefit and may have a spill-over effect on communities and parents. The project has therefore rightly defined the core problem as 'conditions that enable Syrian and Turkish children and youths to access common education services and activities that foster social cohesion are not in place'.

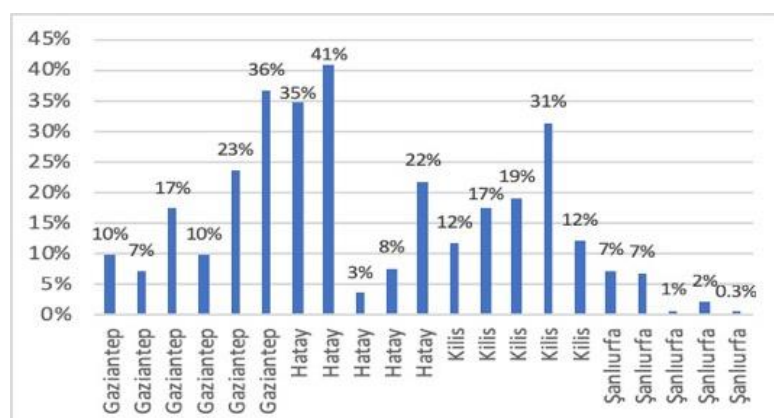
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<sup>2</sup> Attending school was not a condition for extracurricular activities; the team met one girl out of school in an FGD (FGD\_5 with BEN)

As for specific needs, most of the primary needs, whose fulfilment is essential before social cohesion can be successfully addressed, had been or were addressed by others. Respondents who had provided blankets, heaters and food packages at the beginning of the Syrian crisis found that the needs had now shifted to access to human rights and education, better incomes and legal job opportunities, part of which was indeed covered by the project design (Int\_3 & 7 with NGO, Int\_17 with PO). Moreover, the support complemented school Turkish language training, materials, equipment and books, which were provided by the EU project 'Promoting Integration of Syrian Children into the Turkish Education System' (PICTES)<sup>3</sup> (Int\_15 & 16 with BEN). Also, whereas some interventions, especially those implemented by NGOs, often mostly benefit Syrian children, the project included support to both Syrian and Turkish vulnerable children and youth. Thus, instead of creating resentment, this further contributed to a positive perception among Turkish beneficiaries and helped create social cohesion (Int\_12 with PO).

As for needs related to the specific activities, there was some negative feedback related to school construction. School staff were happy with the renewed fences, which kept children inside the area during day time and drug addicts outside at nights, but they had shared different needs during an assessment that was done prior to the building activities. Almost all schools prioritised more urgent inside works, such as painting walls, repairing doors, installation of electricity and sprinklers. The project had offered a standard package (fences, benches, waste bins, outside wall painting and building a small playground) and did not address those needs (Int\_13, 18 & 19 with PO). Apparently, for some time the project had contemplated including such inside works, but long delay due to MoNE procedures in relation to approving new rehabilitation works, as well as the fact that this can only be done in holidays, hampered implementation (Int\_2 with GIZ).

Figure 5 Proportion of Syrian children in schools where project had supported rehabilitation



Source: Project monitoring data

Moreover, the selection of schools for renovation was done by MoNE, by its department for construction and real estate. This department receives and assess the demands from schools and prioritises these (Int\_12 with NGO; Int\_1,6,12,15 with PO). In this selection, the proportion of Syrian children was not visibly taken into consideration. In one school in Hatay, there were only 2 Syrian children, but even if the total percentage of Syrian children in the schools where renovation had taken place was 16%, representing the average of Syrian pupils in Turkish schools, the proportion in individual schools was sometimes low, especially in Şanlıurfa, where it went as low as 0.3%, meaning that almost no needs of Syrian children in terms of increased access to education had been addressed (Figure 5) (Int\_1 with GIZ).

<sup>3</sup> In October 2017, the EU launched the PICTES project to promote the integration of Syrian children into the Turkish national education system, with a €300 million direct grant to MoNE. PICTES is part of the €3 billion Facility for Refugees in Turkey

Another need that was frequently brought up by respondents as part of the qualitative ICS seminar evaluations was the lack of sufficient Turkish language skills of Syrian pupils, especially for newly arrived refugees, but also for others (Int\_15 & 16 with BEN). The lack of skills was also reported as being a frequent reason for dropout when the children passed to secondary school (Int\_3, 19 with PO). Respondents brought up the need to address Turkish language skills of Syrian children in a stronger manner, in order for them to be successfully mainstreamed in the Turkish education system.<sup>4</sup> The TTTG seminars were a direct reply to the stated need and meant to support classroom teachers' capacities to teach Turkish in mixed classes of Turkish and Syrian children. The seminars moreover addressed the impact of trauma on learning processes and sensitised participants for this specific reality in their classrooms. The original project design had incorporated this, stating that 'Turkish language proficiency would lay the foundation for closer cohesion among the population groups' (GIZ, 2016a) and wanted to address this by teaching Syrian teachers (who were then working in Temporary Education Centres (TECs)) Turkish language skills.

Teacher describing Turkish language skills of Syrian children upon arrival:

*'We had to use Turkmen Syrian pupils to translate for other Syrian children.'*

As for gender, the analysis for the project and for labour market and vocational training for Syrian refugees and host communities (TVET/LMS) (GIZ, 2017b) highlighted that the prevalence of gender-based violence is still considerable, and women's economic and political empowerment are low in Turkey and Syria, even if there is almost parity in education.<sup>5</sup> Respondents also brought up child labour as an issue, in particular among Syrian boys (FGD\_11 with BEN, Int\_3 with NGO). The project managed to mainstream gender to a large extent, reaching boys and girls equally and trying to be gender inclusive in its activities (Int\_1 & 3 with PO, Int\_3 with PO, progress reports). Equal access was provided to boys and girls in all activities and to male and female youths and teaching staff.

The work via community centres and extracurricular activities was expected also to have the potential to cater for the support needs of girls (GIZ, 2016a), but the team did not find evidence for that. It was reported that girls participated more often in project activities than boys, because boys are often still responsible for contributing to the family income (Int\_8 & 17 with PO), an issue that the project did not try to adapt activities to. The project had not planned to transform gender roles, though, and was sometimes even reinforcing them.

Various extracurricular activities were engaging women and girls in neighbourhood kitchen activities and volunteers found that men and boys were still responsible for the family income (Int\_2 & 3 with NGO). On the other hand, female sports coaches had been trained in women's football by Toplum Gönüllüleri Vakfı (GIZ, 2017a), which was quite a new development and much liked by the girls. Engaging boys and girls in the same type of sports contributed to changing the mindset of participating children (FGD\_6 with BEN).

### **Dimension 3: The project concept is adequately designed to achieve the project objective.**

The project was considered adequately designed to achieve the objective.<sup>6</sup> Providing good education to both Turkish and Syrian children is high on the agenda of MoNE, but even though they participated actively as a partner, social cohesion may not be among their most important priorities. The project strengthened the contribution to social cohesion by combining support for integrating Syrian and Turkish children into formal education with involving school-age children in extracurricular activities (Int\_4 with GIZ) and engaging municipalities, civil society and volunteers. Thus, social cohesion was addressed from within schools and in a bottom-up manner from outside schools. The MoYS had been an intended partner, but due to the prevailing political situation, an agreement could not be signed. The Ministry was finally engaged with the activities in the Yenimahalle Tennis Club and in sports events and displayed a strong awareness and enthusiasm for the

<sup>4</sup> MoNE is currently developing a new policy, which would require assessing the language capacity of each Syrian pupil and enrolling them into specific language classes at the required level before embarking on regular education (Int\_3 with PO).

<sup>5</sup> Gender parity index in primary education in 2016 was 0.994 in Turkey and 0.966 in Syria, and for secondary education it was 0.976 and 1.001 respectively, see section on Object of Evaluation

<sup>6</sup> Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities

project (Int\_5 with PO).

MoNE had been engaged in the selection of participating teachers and was positive about the approach, so it is assumed that work rules and environment would allow teachers to use an adapted approach. Nonetheless, the selection, at least in Gaziantep, did not seem to benefit teachers in schools from the poorer segment, or schools with a high proportion of Syrian children. One of the teachers reported having only one Syrian girl in his class, who had been there for three years and was well integrated, so he could not really use the new methods. As a result of advocacy by the team, though, MoNE increased the transparency of the selection process.

The system boundaries were clearly defined and plausible in view of what the project aimed to achieve, which was to benefit Turkish and Syrian school children and youths and through them households and communities.

No specific conflict-related assessment had been conducted preceding the project. A context assessment was done in May 2017 (Conflict Management Consulting, 2017), which contained the summary of a context analysis that had been commissioned in 2016 (Hibbeler, 2016). This summary focused on overall tensions but partly also on those relevant to the influx of Syrian refugees.

Most of the assumptions and risks foreseen at the design stage turned out to be correct. For outputs A and B, the Turkish Government indeed continued to support Syrian refugees, and MoNE and the municipalities provided information on requisite building measures and approved execution, as expected, be it with some delay. The situation has characteristics of a humanitarian crisis, but it is not declared as such in Turkey, which leaves the main burden on the shoulders of the government. Additionally, the government does not avail itself of sufficient funds for the education sector and for investment in the sector. The proportion of investment in MoNE's budget has stayed in the 8%–9 % range since the beginning of refugee influx, notwithstanding the resulting strong growth in the number of pupils (MoNE 2017/18). There are not enough learning spaces and the increase in the number of classrooms has remained the same from 2015 to 2018. Some schools have a two-shift system (Int\_15, 18 with PO, Int\_16 with BEN), which affects education quality and which MoNE would like to abolish. The influx of Syrian learners has exacerbated capacity problems in the education sector (Int\_4 with GIZ). Nonetheless, the Turkish government has been coping with the support of donors.

As for assumptions about teachers' willingness to participate in training and use new approaches, as discussed in connection with the hypotheses, though not very enthusiastic at the onset of the seminars, most of them left with a positive impression (Int\_10 with PO, teachers interview). Although their response was positive, the team could not check whether they actually used the new approaches in their work. MoNE's restrictions on after-seminar follow-up constrained the project team. Moreover, the role of TEC schools' volunteer Syrian teachers to support schooling and integration processes in mixed classrooms remains largely unaddressed by MoNE, for fear of tension among unemployed Turkish teachers and Syrian ex-volunteer teachers.

Most Turkish host communities continued to accept Syrian refugees, but it was reported that there were problems with integration since Syrian people often end up in spatial clusters where housing is more affordable.<sup>7</sup> The Syrian refugees often move in their own circles and set up and use shops and restaurants with Arabic signs. In such circumstances, they mingle and integrate less with Turkish inhabitants, which was perceived as a threat to social cohesion (FGD\_7 with BEN, Int\_1, 17 with PO, Int\_1 with SH)

It was estimated that in the school year 2017/2018,<sup>8</sup> 63% of children from Syrian families were sent to school, which is indeed 'most' as per the assumption, but barely. Most respondents confirmed that Turkish communities did not perceive the support as unfair, among others because they also benefitted from the project. The Provincial National Education Directorate (PNED) was supposed to make education-related data

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<sup>7</sup> The word 'ghetto' was used a number of times, which the team does not use because of its negative connotation

<sup>8</sup> Data from General Directorate for Migration under the Ministry of Interior, Turkey

available from the provinces, but this did not happen. Access to reliable data appeared to be a major constraint to the project and other development actors in education, since MoNE did not allow access to their data.

#### **Dimension 4: The project concept was adapted to changes in line with requirements**

The project has successfully adapted to changes in the context. Between 2013 and 2014, Temporary Education Centres (TECs) were established,<sup>9</sup> which BilSy planned to support with rehabilitation and by strengthening Syrian teachers (and thus ultimately children) in their Turkish language skills. In January 2017, however, the government issued a circular to abolish these TECs and integrate Syrian children into the regular Turkish school system (Int\_3 with SH). Even if some TECs continue to exist, it is expected that the last one may be closed by the end of the 2018/2019 school year (Int\_8 with PO). The project intended to rehabilitate 15 TECs to be able to increase the number of Syrian pupils. As a result of the abolition of TECs, the design was changed ((GIZ, 2017c) to include rehabilitation of regular schools (instead of TECs) and training seminars with Turkish teachers in regular schools, on Intercultural Skills and Teaching Turkish through Games. The project ultimately rehabilitated five TECs in Şanlıurfa, implemented by NGO partner Concern.

Another change that took place during the project was that after the school year 2016/2017, there was no longer the need to transport Syrian children to attend the TECs. The EU project grant of EUR 300 million from the PICTES programme included school transportation, so the project managed to avoid duplication.

As for risks, Turkey was seen as affected both by domestic political tensions, and conflict situations inside the country. This risk was rightly foreseen, as the attempted coup in July 2016 affected the implementation of the project. Fighting on the Turkish–Syrian border was also perceived at the design stage to pose a risk that could prompt a renewed influx of large numbers of refugees and aggravate current tensions between them and host communities. This risk is still equally valid. Even if the influx of Syrian refugees has stabilised, the risk continues to exist up to 2019, with the situation in Idlib as a new threat. Another perceived risk was that, as a consequence of disputes with the EU on Turkey's accession negotiations and visa exemption for its citizens travelling to Germany, Turkish politicians could be less cooperative on refugee issues. Though that risk did not fully materialise, political tensions between Turkey and Germany did complicate the initialisation. A protracted clarification of roles in Turkish government ministries or slow and extensive decision-making and regulatory procedures was feared to potentially delay programme implementation. This partly occurred where the procedures of MoNE were sometimes slow, especially in relation to school rehabilitation.

Based on the above analysis, the team has rated relevance as reflected in the table below.

<b>Criterion</b>	<b>Assessment dimension</b>	<b>Score &amp; Rating</b>
Relevance	The project concept is in line with relevant strategic reference frameworks.	28 out of 30 points
	The project concept matches the needs of the target group(s).	22 out of 30 points
	The project concept is adequately designed to achieve the project objective.	18 out of 20 points
	The project concept was adapted to changes in line with requirements	17 out of 20 points
<b>Overall rating: Successful</b>		<b>85 out of 100 points</b>

<sup>9</sup> With BMZ and UNICEF support, TECs were established to alleviate municipalities' burden with the influx of Syrian school children

## 4.2 Effectiveness

### Evaluation basis and design for assessing effectiveness

Effectiveness was assessed based on results obtained at module objective (outcome level). The evaluation verified the project ToC and looked into how far the approach had been consistent and what factors had supported the achievement or constrained it. The first dimension of effectiveness assessed the achievement of project objectives (per indicators) in a qualitative and timely manner. The team started with assessing whether the indicators had been formulated in a SMART<sup>10</sup> way. Since the indicators were not overly complicated, with the help of desk review (mainly progress reports) and validation through interviews with project staff, partners and beneficiaries, the team was able to assess the extent to which the indicators had been achieved. A full quantitative analysis was impossible, because of lack of time and budget available to the evaluation.

Under Evaluation Dimension 2, the team looked into whether the activities and outputs of the project contributed substantially to the achievement of the project objective. After assessing what was the most suitable approach (Befani, 2016), the team selected the contribution analysis (GIZ, 2015). Other approaches were considered but appeared less suitable. A reliable quantitative approach would have required more resources than were available to the evaluation team. Among the theory-based qualitative approaches, the contribution analysis came up as the most suitable, especially since the design of the project was not too complicated. Moreover, the team wanted to gain insight into the behaviour, attitudes and thinking of stakeholders, and the question ‘What was the process/mechanism by which the intervention led to or contributed to outcomes?’ is one of the important ones.

Establishing a counterfactual situation was not possible, especially for formal education; it was already difficult to obtain approval to interview a handful of teachers from intervention schools, and interviewing children was not allowed at all, so approval from schools that had not participated in the project was not possible. For the non-formal component, the team could not interview youths and children who had not participated in project activities either, since protection issues were also at stake here, and there was insufficient time. The team did ask stakeholders and volunteers for their views on a counterfactual situation.

For the formal education component, the team interviewed teachers, and partners (mainly MoNE staff from various levels and IOM). For the non-formal component, the team held key-informant interviews (KIIs) with implementing partners, and conducted FGDs with participating youths and children, as well as with volunteers, coaches and multipliers. These primary data complemented the existing secondary data from documents.

Under Evaluation Dimension 3, the evaluation assessed the occurrence of unexpected positive results and negative results, and how the project handled these. Here, the evaluation looked into the pre-identified risks and escalating and de-escalating factors, whether these were adequately identified in the context/conflict and gender analysis and how the project has addressed these. The results from the document review was triangulated by KIIs with stakeholders, and FGDs with beneficiaries, as well as with the results of the social cohesion analysis.

### Analysis and assessment regarding effectiveness

#### *Quality of the results framework*

The results framework was concise and easy to understand and a number of indicators were found to be SMART, but not all. Indicators were found to be closely linked to project activities and hence relevant to the potential project achievement. The team assessed the quality of the indicators, the result of which is reflected in Table 3.

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<sup>10</sup> Specific, measurable, achievable, relevant, and time-bound



**Table 3: Project indicators and their quality**

	Original indicator <sup>11</sup>	Assessment according to SMART criteria	Adapted project objective indicator
Objective	Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities in seven selected provinces	Not measurable and no link to impact-level achievements	The team assessed the contribution of outputs/outcomes, and objective achievements were assessed under impact.
Outcome 1	22,500 Syrian and Turkish children and youth in Gaziantep, Şanlıurfa, Kilis and Hatay attend classes in schools, rehabilitated according to MoNE standards. <i>Target value: 22,500 Syrian and Turkish children and youth</i>	Collecting data from the MoNE system is cumbersome or not possible because of MoNE data-sharing policies.	Additional data collection: The team will make an effort to assess whether achievements were made under other interventions in the project area, and if this had a bearing on the project.
Outcome 2	70% of 600 trained teachers (40% female) confirm that their skills in teaching mixed groups of Syrian and Turkish students has increased to 2/3. <sup>12</sup> <i>Target value: 70% of 600</i>	Mixes number of teachers trained and training results perception. Self-evaluation is used, risking subjectivity.	70% of trained teachers confirm that their skills in teaching mixed groups of Syrian and Turkish students has increased to 2 or 3.
Outcome 3	25,000 Syrian and Turkish children and youth participated in extracurricular educational and recreational activities. <i>Target value: 25,000 children and youth (30% female)</i>	Does not look into actual participant benefits.	Under impact, the team assessed what and how much benefit the participants perceived from activities.
Output A1	Rehabilitation measures have been carried out in 22 schools according to the standards of MoNE. <i>Target value: 22 schools</i>	Sufficiently SMART	
Original indicator <sup>13</sup>		Assessment according to SMART criteria	Adapted project objective indicator
Output A1	In each school year, 15% of 6,000 Syrian students receive regular and safe transportation		

<sup>11</sup> As all baseline values were 0, they have not been included in the table.

<sup>12</sup> Scale of 1-3 (1 = no improvement, 2 = slight improvement, 3 = much improved)

<sup>13</sup> As all baseline values were 0, they have not been included in the table.



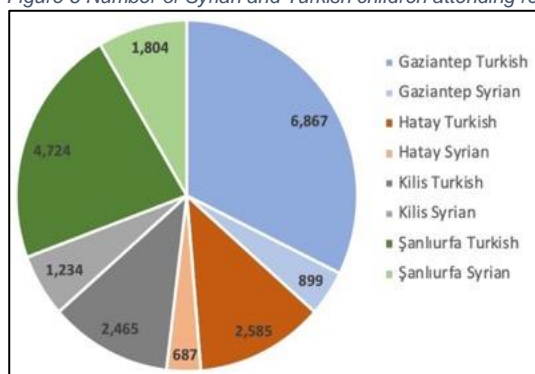
	to schools in 15 TECs. <i>Target value: 900</i>		
Output B1	50% of the 1,000 Syrian teachers received a B1 certificate in Turkish. <i>Target value: 500</i>	Indicator is SMART, but Syrian teachers were ultimately not trained.	Turkish classroom teachers trained in Intercultural Skills <i>Target value: 600</i> Turkish classroom teachers trained in Teaching Turkish through Games <i>Target value: 400</i>
Output C1	400 Turkish and Syrian youths trained as multipliers for intercultural exchange, entertainment/sports activities. <i>Target value: 400 youth (150 female)</i>	Sufficiently SMART	
Output C2	1,000 intercultural events by trained multipliers to strengthen social cohesion. <i>Target value: 1,000 intercultural events by trained multipliers</i>		

It is difficult to assess the objective for its achievement, as its formulation is not very SMART. An achievement does not have much information value. Probably as a result of the transitional nature of the project, the objective and the outcome indicators, used to measure the objective, all have the characteristics of outputs. They measure number of teachers trained and of children and youth in extracurricular activities, which does not provide insight into what results the project produced. The extent and success with which teachers used their acquired skills was not measured. The same goes for changes in attitude of young people based on extracurricular activities, and in the mutual relationship between Turkish and Syrian children. The evaluation team included an assessment under the section on impact to fill this gap.

**Dimension 1: The project achieved the objective (outcome) on time in accordance with the project objective indicators.**

All outcomes and outputs were achieved. Under Outcome Indicator 1, in regular schools, 21,265 (target 22,500) children were attending rehabilitated schools. Additionally, the project had helped rehabilitate five TECs, implemented by partner NGO Concern, where 9,719 children participated. In Gaziantep, one TEC for 530 children had been rehabilitated. So, in total, against a target of 22,500, 31,514 children attended the rehabilitated schools (17% of them Syrian, 15,864 boys and 15,650 girls). Figure 6 demonstrates, that the largest number of children were located in Şanlıurfa and Gaziantep.

Figure 6 Number of Syrian and Turkish children attending rehabilitating schools



For many activities, the project was most successful in Gaziantep, since the project office was located there and the team had easier access to the facilities, and also because the municipality was very enthusiastic and cooperative. In other provinces, it appeared sometimes less easy to get government on board (Int\_4 with NGO, Int\_2 with GIZ). Even though the project had planned activities and started preparatory meetings in various cities, external factors, such as political circumstances, stakeholder interest and commitment and interest of the target group prevented further progress.

Under Outcome Indicator 2, related to the training Teaching Turkish through Games, 27% of the trained teachers found that their skills in teaching mixed groups of Syrian and Turkish students had slightly increased, whereas 72% found it had greatly increased.<sup>14</sup> That means a total of 99% of those who filled out the form scored 2 or 3, well above the target value of 70%. This was confirmed by the enthusiastic interviews with teachers, who had enjoyed the approach as well as the content of the training (Int\_13,16 with BEN). The training had a duration of 5 days (ICS) and 4 days (TTTG) and was developed interactively with MoNE and implemented by selected professors from February until April 2019. The training was extremely popular from the start: for 400 places, there were 8,000 applicants, 4,000 of whom were from the target provinces (GIZ, 2019a). For the Intercultural Skills training, between March and November 2018, eight intercultural seminars were conducted for a total of 670 teachers (Mutlu, 2018). The feedback was as positive as for the other training: 39% of the trained teachers felt they had slightly improved their skills, 60% said they improved the skills greatly.<sup>15</sup> Here, also, the target of 70% was substantially overachieved.

As for Outcome Indicator 3, the target number of 25,000 children participating in extracurricular educational and recreational activities was very much overachieved. Around 480,000 children and youths participated, but as some of them participated in more than one activity, partner reports estimated that 163,764 children and youths had participated (GIZ, 2019a). The team observed, though, that the system boundaries had not always been respected. In interviews, the team found that some projects had been conducted with age groups of 20–40 years, 18–45, 18–55 and 30 and above years, well beyond the target age (GIZ, 2016b) even if one takes into account that the project treated the upper age bracket flexibly up to 30 (Int\_2\_ with GIZ). According to project data, this was a minor issue, concerning 1,272 participants older than 35 years among a total of 163,764 participants.

Some beneficiaries found that topics were not always suitable for creating cohesion among children and youth, such as, for example, awareness raising on breast cancer (FGD\_1,8 with BEN). The latter is, of course, an important topic about which to raise awareness, but this project was not the appropriate platform since the topic has no direct relation to social cohesion. Though such issues concerned a minority of the projects, the application form did not require the project applicants to fill out the ages of their intended beneficiaries, providing an opportunity for the target group definition to be ignored. On the other hand, it was clearly

<sup>14</sup> 372 out of 398 trained teachers actually filled out the evaluation

<sup>15</sup> 618 out of 670 trained teachers participated in the after-training evaluation

communicated to the project multipliers that the age of the target group should be respected, which was followed in the vast majority of the cases.

## **Dimension 2: The activities and outputs of the project contributed substantially to the project objective achievement (outcome)**

As for the three selected hypotheses underlying the project design, two have been found to be fully confirmed and one partly.

Table 4 provides an overview of the details underlying this statement.

**Table 4: Extent to which hypotheses underlying the design have been confirmed**

Hypothesis	Confirmed	Observation
Training seminars train the teachers on appropriate topics needed to create an integrative environment for Syrian and Turkish children.	Yes	Interviews with various respondent groups confirmed that the topics of the training were addressing the gaps related to MoNE capacity, even if the number of trained teachers was far from sufficient
Teachers create an integrative environment at schools, actually using what they have learned during training seminars.	Yes	Teachers were found to be positive about their increased capacity after training and in conference, and they did use the acquired knowledge, depending on their enthusiasm
Work rules and environment allow teachers to use an adapted approach.	Partly	Teachers confirmed MoNE engagement and approval; selection did not, however, prioritise poorest schools

All outputs were achieved or overachieved. Under Output A1, 28 schools (target of 22) were reached with rehabilitation. As for Output A2, the project target was to provide 15% of 6,000 children with transport to TECs, i.e. 900 yearly, but as this activity was later cancelled in consultation with MoNE, and changed accordingly in the project proposal change of December 2017, the project discontinued. Up to June 2017, transport had already been provided to 4,638, clearly overachieving the target number.

Output B1, with a target of 50% of 1,000 trained Syrian teachers to obtain a B1 certificate in Turkish language, was cancelled based on the planned abolition of the TECs and MoNE inability to find a suitable contracting mode to provide Turkish courses for Syrian teachers through PEC.

Syrian teachers would no longer work in the TECs and though sometimes provided with a volunteer job in the regular school system, they were not expected to get a fully-fledged teaching job (Int\_1 with SH). As per initial plans, 670 teachers (52% women) were trained in intercultural skills (against a target of 600).

Later on, to compensate for the impossibility of providing Turkish courses to Syrian volunteer teachers, 398 (55% female) classroom teachers in public schools were trained in Teaching Turkish through Games (TTTG), thereby raising the total number of trained teachers of mixed classes from 670 to 1,068.

Judging by the training evaluation of teachers (BiSy progress reports) and feedback of respondents (Int\_10 with PO), the training topics were appropriate to contribute to creating an integrative environment for Syrian and Turkish children. The teachers learned how to deal with teaching a mixed group and were handed tools and methods to do so. Moreover, there was a component in the training on mental health, trauma rehabilitation and the management of aggressive behaviour, which is useful when working with a group that contains

traumatised children and where relationships may not always develop smoothly (Int\_7 with NGO; Int\_3 with PO). Syrian children were found to be often shy, and, potentially as a result of what they had experienced, not always able to ask for help when needed. The training would help teachers recognise this (Int\_5 with PO).

Teachers were reportedly able to create an integrative environment in schools by using what they had learned during training seminars. Professors as well as teachers said they were slightly reluctant at the start of training seminars, but that the training had changed their attitudes and perspectives (Int\_10,13,15,16 with BEN, Int\_10 with PO), a statement that was repeated at the closing meeting. According to their own perception (children could not be interviewed), it had contributed to changing their teaching attitude. The team could only interview four teachers. As for all professional development courses, it needs to be stated that, in general, the use of the acquired skills largely depends on the enthusiasm and level of professional skills of the trained teachers. The participation, and awareness by school managers of this training was observed as weak (all interviews with teachers). Multiplication of best practices was reportedly limited to dissemination at 'seminars' at the end of the education period and dependent on teachers' willingness.

Output C1, 400 Turkish and Syrian youth trained as multipliers for intercultural exchange, entertainment or sports activities, again was much overachieved. Almost 1,227 youth had been trained (target was 400), 44% of whom were female. Against the 1,000 planned intercultural events by trained multipliers to strengthen social cohesion, 4,922 were conducted over the project duration.

Though the large overachievements were on the one hand laudable, on the other hand one must also wonder to what extent the targets were realistic, with an overachievement of 300% – 400%. At design stage, the potential of such intervention had apparently not been clear.

Under Alternative Youth Work, in a three-day training by GIZ, Conflictus and the GAP Youth Association, volunteers were trained to contribute to social cohesion by working with children. The training included conflict mediation, project management and how to deal with children and youths in refugee situations. The trainees developed their own project proposals and received small funds for social cohesion activities in Gaziantep and Şanlıurfa of three to four months duration. Under Together We Stand, by the end of the project, the activities were expanded to Istanbul and Ankara with ASAM and MUDEM. GIZ and its partners had trained 260 multipliers volunteers and reached 31,828 children in 790 activities (the target was 900 children in total, though it should be mentioned that some children participated in more than one activity). Under Creative Time, children and youth in Gaziantep and Mardin were engaged in various cultural activities through the Goethe Institut. This project had trained 199 multipliers and reached 1,575 beneficiaries.

Furthermore, the project aimed at improving social cohesion through sports activities. These activities took place in Gaziantep and Kirikhan together with the German Olympic Sports Confederation (DOSB) and the Turkish National Olympic Committee. 455 coaches were trained, who organised activities for 14,165 Turkish and Syrian youths and children, including 13 big one-day sports events.

The above cultural, artistic, social and sports activities were all meant to contribute to social cohesion. Syrian and Turkish children got to participate in sports and other activities together on a regular basis. Thus, they gained self-confidence, got to know each other better and start relationships, whilst at the same time were taught respect for peers, fair play and social interaction.

The project has contributed to the objective through a component on formal education (rehabilitation of schools and training of teachers) and through out-of-school activities. In extracurricular activities, GIZ was one of the few or the only actor, and the achievement was very good, so changes can be attributed to the project. As for formal education, the objective prescribes 'improved access to education' but the project only improved the access mostly in terms of quality, as no additional students were enrolled through the support of the project, apart from 900 Syrian children who received transport.

Organisations like EU, UNICEF, IOM and some NGOs often supported the same schools, and so improvements cannot be fully attributed to the project. It is not possible to separate the contributions of all organisations, and even beneficiaries and stakeholders often could not do so; the results of the teacher seminars, however, were ascribed to the project. The training was perceived as being more interactive, suitable and practicable than many other more large-scale trainings. Moreover, this training actually reached the teachers, whereas other training involved only the counsellors (the project team).

### Challenges to implementation

A number of challenges were encountered by the project, most of them during the first year. The official start date was 20 June 2016; unfortunately, on 15/16 July of that year there was the attempted coup and the State of Emergency was proclaimed. A mass dismissal of government staff followed, in particular in the education sector (GIZ, 2016b). Communication with MoNE remained severely interrupted during the rest of 2016 and part of 2017. A Memorandum of Understanding (MoU)<sup>16</sup> could not be concluded, even after communication with MoNE restarted in January 2017. After several rounds of discussions, in which the project activities were adapted to the concept of the partner, on 18 August 2017 a jointly developed activity plan was signed off (GIZ, 2017c). The project had also expected to sign a MoU with the Ministry of Youth and Sports (MYS) but could not secure formal collaboration. The difficult political relations between Germany and Turkey aggravated the situation, and the project onset was considerably delayed. Keeping that in mind, it is impressive what the project achieved with the loss of time that was faced. It did hamper the project in its implementation, especially in formal education. Following the agreement with MoNE, the project began in autumn 2017 with preparations for the rehabilitation of 22 schools. The communication with MoNE was very time-consuming, though, since MoNE considered their own standards sufficiently solid and did not easily agree to use GIZ tender procedures and standards for the building process.

In the end, an agreement was reached, and the buildings were completed just in time to meet the necessary triggers for expenditure. The project had considered spending more money on regular schools, including for inside renovation, but the remaining time was insufficient, since allocated budget needed to be spent in a certain fiscal year, according to GIZ procedures. To speed up expenditure, the money was used to improve other buildings that benefitted children and youths (Int\_2,3 with GIZ, Int\_2,3,4,11,14,17 with PO). For extracurricular activities, the project managed to establish agreements with NGO partners that contributed to enabling the implementation of the planned activities and to achieving outputs and outcomes.

### Quality of implementation

As for the quality of the implementation, most of the feedback was good. For the teacher training for instance, very positive feedback was gathered about the quality of training and the approach of the professors (Int\_10,15, 16 with BEN). No negative or doubtful feedback was gathered on the quality of volunteer training and extracurricular activities.

There were also more negative observations though. Regarding school rehabilitation, the two visited schools in Hatay voiced complaints about the quality of the construction completed up until April 2018.

Though the GIZ inspection visit ensured completion of missing tasks, it was only a few months afterwards that problems emerged: plaster on a wall was cracking on various places and benches came loose; the cover for a playground began to disintegrate soon after its completion. Only in one school was the director positive about the quality of works (Int\_15 with PO). Ineffective communication between the PNED of Hatay and the construction companies had probably obstructed damage repair. In the meantime, GIZ followed up on a

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<sup>16</sup> An MOU with MoNE was required for the implementation of the project components under Outcome 1 and 2

number of issues with the responsible Turkish construction officer.

The feedback for the rehabilitation of various facilities in Gaziantep was very positive, though, as the work was done swiftly and was of good quality (team observations; Int\_8,11,14,17 with PO). The achievements in Gaziantep had remained under the supervision of GIZ. The responsibility for the regular schools after their rehabilitation was, on the other hand, handed over to MoNE. GIZ had retained 5%–10% of the fee from the contractors under the contract, to be repaid after the liability was over (one year). The PNED construction departments had made site visits, together with someone from GIZ, to check the quantity and quality of materials. Where there was an issue, the schools had to inform PNED, who then informed GIZ, but apparently this had not happened in the mentioned cases (Int\_2 with GIZ). Instead, the schools had tried to approach the contractor, who came back once or twice without visible improvement, after which the contractor refused any further engagement (Int\_1,6,12 with PO).

On another note, a number of NGO partners missed the opportunity of, and the requirement for, more qualitative and result-related monitoring (Int\_3,7,9 with NGO). Even if they were supposed to conduct and submit monitoring data on numbers, they felt they had no time or resources to measure the extent to which the participants had found the intervention useful and whether it matched their needs. They found that they did not get the chance to evaluate the social cohesion that was achieved. They were only required to submit standard progress and financial reports, as contractually agreed.

**Dimension 3: No project-related negative results have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional positive results has been monitored and additional opportunities for further positive results have been seized**

The project managed, to a reasonable extent, to address risks and (de-)escalating factors, which were brought out in the context analysis of May 2017.

Table 5 provides an insight into the escalating and de-escalating factors identified, and whether and how the project has responded to these. The project was found to address peace and security issues. The prevailing political climate was identified as unstable at the design stage. According to the ‘do no harm’ principle, the project therefore paid particular attention to conflict-sensitive implementation, to avoid adverse effects.

**Table 5: Escalating and de-escalating factors and response by the project**

Which escalating factors were identified?	Addressed	If addressed, how is it addressed by the project?
Religious polarisation between Sunni majority and Alawite minority; identity dispute over Islamic character of Turkish system	No	n.a.
Ethnic polarisation between state and Kurdish minority	No	n.a.
Political polarisation, strong conflicts of interest between the four parties represented in parliament; dominance of the AKP	No	n.a.
Ongoing war situation in Syria, which may lead to further refugee reception in Turkey	No	n.a.

Political developments in Turkey, strong centralisation tendency and isolation from foreign influence; political tensions with Germany	Yes	By the design of this project, the German government helped the Turkish government cope with the large load of refugees and the strain this has put on the education system.
<b>Which escalating factors were identified?</b>	<b>Addressed</b>	<b>If addressed, how is it addressed by the project?</b>
Economic difficulties of the refugees, which lead to exploitation, child poverty and child marriages	Yes	Better school education and engagement of volunteers in project activities may have created future prospects in the labour market.
Language barrier for full participation in the Turkish system	Yes	Project helped Turkish teachers work with mixed classes with Turkish and Syrian children. Increased engagement between the two groups of children contributes positively to their opportunities to practise their language skills.
Capacity of the Turkish system of the education system is often not enough	Yes	Building renovation, sports equipment and training of teachers were provided.
Xenophobia and social division between indigenous people and Syrian refugees	Yes	Strengthening social cohesion was the main aim, through formal education/extracurricular activities.
<b>Which de-escalating factors/'connectors' were identified?</b>		
Good-quality public education exists in Turkey and Syrian children have a right to education under this system	Yes	The project made use of the existing education system and helped create a conducive environment, allowing better quality.
Syrian families, before they had to leave Syria, used to send their children to school	Yes	The project offered the families the potential to allow their children to continue their education.

The GIZ risk management is strong and professional and they have a well-standardised approach. One of the security risks identified was terrorist attacks, which is still a risk, but fortunately has not happened recently (Int\_1 with SH). The locations for project activities were well-chosen and safe. In many cases, children were provided with transport from their house to the place where the activity took place and back. Therefore, it was assessed that the project addressed risks for the children well, even if in their outside life, which is outside the scope of the project, they may still face a number of risks. (Int\_1,3 with PO; Int\_9 with NGO).

The need to strengthen the Turkish language capacity of Syrian children was addressed through the training Teaching Turkish through Games (Int\_3,10 with PO), but also in some of the extracurricular activities, where sometimes Turkish and Arabic lessons were given (FGD\_8 with BEN). Volunteers often appeared bilingual and, if not, they engaged a second volunteer (Int\_2,4,5,8 with BEN). Turkish language capacity was also





supported through the digital library and the Ensar centre in Gaziantep, which the project supported (Int\_8 & 17 with PO). This was a positive result that had not been planned at the design stage. It was particularly beneficial for the disadvantaged children reached by the project, who have to contribute to household tasks and often cannot take part in Turkish language classes at regular times after school hours (FGD\_1 with BEN).

The evaluation team did not observe any unintended negative results. The project did not support violent actions in any direct or indirect way; it actually contributed to the contrary, since it worked actively on social cohesion through formal and informal education settings with various target groups. The behaviour that was promoted and supported by the project was towards greater acceptance and mutual positive perception.

A formally not agreed positive result was the networks that were built among teachers and volunteers. (Int\_10 with PO, Int\_3 with NGO, Int\_15 with BEN).

Based on the above analysis, the team has rated effectiveness as reflected in the table below.

Criterion	Assessment dimension	Score & Rating
Effectiveness	The project achieved the objective (outcome) on time in accordance with the project objective indicators. 	28 of 40 points
	The activities and outputs of the project contributed substantially to the project objective achievement (outcome). 	20 of 30 points
	No project-related negative results have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional positive results has been monitored and additional opportunities for further positive results have been seized.	25 of 30 points
<b>Overall rating: Rather successful</b>		<b>73 out of 100 points</b>

## 4.3 Impact

### Evaluation basis and design for assessing impact

For assessing impact, the evaluation team used a similar approach as under effectiveness. For further information about this selection and use, refer to Section 4.2.

Under Evaluation Dimension 1, the evaluation assessed the extent to which intended overarching development results occurred or were expected to occur. To do so, the team studied the original and changed proposal and the Results Model, as no impact indicator had been defined for the project. Impact was estimated in particular in the light of the SDGs and Agenda 2030 in relation to social, economic and ecological dimensions. Apart from studying the above documents and interviewing project staff and stakeholders, the team also conducted FGDs with volunteers, multipliers and direct beneficiaries, to collect data on the perceived impact at their level.

Under Evaluation Dimension 2, the evaluation assessed how far the project can be reliably estimated to have contributed to the impact as identified under Evaluation Dimension 1. The team used contribution analysis as under effectiveness and, complementing the hypotheses assessed under effectiveness, the team specifically



looked at the following hypotheses:

- Improved mutual understanding between Syrian and Turkish children as a positive factor towards social cohesion is achieved and this factor is stronger than potential negative factors that threaten the cohesion of the Syrian and Turkish children.
- Mutual understanding and relationships that emerged during the intercultural exchange and leisure activities continue to exist after the activities were phased out.

To assess the causal relations and likelihood of contribution, the team studied available project documents (appraisal documents, including project proposal, context/conflict sensitivity assessments and gender analyses). To obtain additional primary data, the team interviewed project staff and stakeholders.

Under Evaluation Dimension 3, unintended positive results (in terms of not being formally agreed in the proposal and Results Model) and negative results were identified. The team assessed where they came from, whether they had been pre-identified and how the project had addressed them.

The team studied the information available in the original and revised project proposal and analyses on context, conflict, human rights, social cohesion and gender, as well as the upcoming social cohesion survey. Subsequently, the team compared the intended results and impact with those that were observed and could be (partially) attributed to the project. From the results that deviated from the planned ones, the evaluation assessed whether there is evidence of the project having addressed those (negative results) or exploited and replicated them (positive results) and how successfully this had been done.

## **Analysis and assessment regarding impact**

### **Dimension 1: The intended overarching development results have occurred or are foreseen**

The project contributed to a number of overarching development objectives, notably SDG 4: Quality Education, SDG 5: Gender Equality and SDG 10: Reduced Inequalities. Access to education in terms of quality was provided for girls and boys and also had a focus on disadvantaged people. Teachers, trained and provided with tools to work more effectively with Syrian and Turkish children simultaneously, were better able to handle the groups and use their curriculum more effectively in teaching both. The trainings were found to be user-friendly and well adapted to the classroom reality (Int\_10,13,15,16 with BEN, Int\_3 with PO). After the training, one of the teachers started 'sharing days' on Friday, to which all parents were invited in order to share experiences and food (Int\_16 with BEN).

Some teachers reported themselves as having been prejudiced against Syrian people and found that perception had changed after the training. Teachers who had not been prejudiced themselves saw the effect on others (Int\_10,16 with PO). Syrian and Turkish girls and boys benefitted equally from the impact of the teacher training.

The evaluation found signs of impact of the extracurricular activities, but the evidence was qualitative only, and the sample was not sufficiently large to create statistically significant differences. The project managed to reach the most marginalised groups. Syrian children and youths were found to be vulnerable because of their refugee status and the fact that their parents were still struggling with livelihood and integration. But also among the Turkish children, many were identified as poor (though without quantitative evidence). Quite a number among them were not able to afford such activities and were happy to be able to participate free of charge. Their stories, though not giving direct details about their poverty, indicated their status. Many children had partial or full responsibility for the household and their siblings. One girl of 12 years 'could not go to school because it was too far away' whilst she lived in the middle of Ankara. The children had no sports clothing, and when the project provided the clothing at the onset of an activity, they often would not wear it, but kept it at home 'for a special occasion' (Int\_1 with NGO, Int\_4 with PO, FGD\_4 with BEN). In one secondary school, a large

proportion of children had to leave school regularly to help in the fields (Int\_19 with KII).

Various respondents confirmed that the level of acceptance among Syrian and Turkish children and even parents had increased as a result of the project (FGD\_8,11 with BEN, Int\_3,8,12 with NGO). The team asked the children in FGDs whether they had improved their mutual friendship, and the answer was mixed. Some Syrian children believed they made more Turkish friends, but others saw no difference or said they would sometimes play with Turkish children at school, but never in the community (FGD\_3 with BEN). Language is often still perceived as a barrier, even to playing together. Though Syrian children mostly did not find it hampered them to play with Turkish children, Turkish children brought it up as a barrier (FGD\_1 with BEN).

As well as improving social cohesion, the children found that the activities had brought them a lot of joy in their lives, which were otherwise rather hard. Most beneficiaries found it had given them some sense of belonging and confidence. They participated in activities new to them and fully enjoyed it (Int\_8 with NGO). In all groups of children the question was asked whether they had suggestions for improvement, but all of them wanted only one thing 'the same, the same!'.

The Göttingen University had done an impact survey for social cohesion. Data collection took place between November 2018 to January 2019 in the main project locations with children and youth, who had been engaged in extracurricular activities (Göttingen University, 2019). Unfortunately, the study had met with some methodological sampling issues<sup>17</sup> and, as a result, the statistical power was less than expected (Int\_3 with NGO, Int\_2 with SH). Additionally, there had been no baseline, so the survey used children and youth before they participated in the activity as the control group. This, however, implies that the control group consisted of individuals with a certain positive attitude to such events; this may well have limited the potential findings. Also, since the impact was measured straight after the event, the time lapse was only two to three months.

The survey measured belongingness, trust and willingness to interact among a group of 11–30-year-old youths, and trust levels and cooperation among 6–11-year-old children. Significant improvement was observed for Turkish older youths in trusting others and working together with others, after participating in project events. Participation in events increased the likelihood of Syrian females making friends with other Syrian nationals, but with Turkish females no significant impact was measured. Among the younger cohort, engagement in the project had a positive impact on donations made by Turkish children to Syrian children but no effect on trust. The findings of the impact survey were therefore limited but, as explained, this may be the result of the approach and does not rule out the actual impact being larger, which this study has insufficient empirical strength to identify.

Almost all respondents from various backgrounds shared that even if they saw signs of impact, they found the project duration far too short to make important changes. They thought that the resources of the project were simply too small to create a widespread systematic impact. The size and scope of the project was insufficiently large to match the enormous needs in the country. It was observed that many teachers still need to be trained and, without a refresher course, the impact would quickly wear off (Int\_3 with PO). And even though large numbers of children participated in extracurricular activities, it was only a small proportion of children in the same situation and their engagement had been relatively short and their power limited in terms of creating systematic impact.

The capacity of staff of MoNE, and in some cases MoYS, in planning and implementing integrative activities has been strengthened by the project. The new Nexus project will support continuation and support creation of information materials and advertisement materials.

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<sup>17</sup> The Turkish implementing agency randomised selection at event level instead of at agency level, as they were supposed to (Int\_2 with SH).

## Dimension 2: The outcome of the project contributed to the occurred or foreseen overarching development results

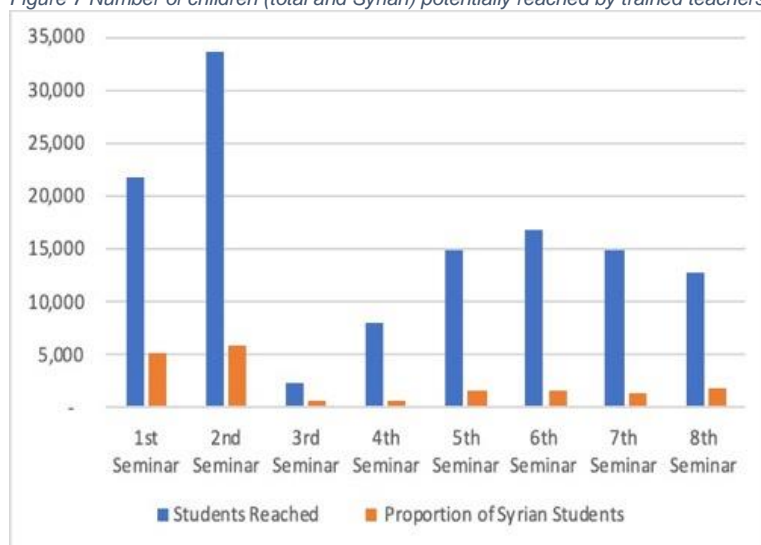
The team also assessed the hypotheses that were underlying impact. The positive effect of the project on social cohesion was found to be stronger than potential inhibitors, but when the project has phased out, it was also expected that the negative factors would slightly erode the impact, also because many stakeholders found themselves unable to continue their engagement without external support (Table 6).

**Table 6: Extent to which hypotheses underlying the design have been confirmed**

Hypothesis	Confirmed	Observation
Improved mutual understanding between Syrian and Turkish children as a positive factor towards social cohesion is achieved and is stronger than potential negative factors that threaten it.	Yes	Feedback from various respondent group indicated positive impact on social cohesion whilst the project was still running. They identified various threatening factors, but these were expected to occur only after the project had phased out.
Mutual understanding and relationships emerged during the intercultural exchange and leisure activities continue to exist after the activities are phased out.	Partly	Mutual understanding/relationships have emerged, but many find these still in a fledgling state and at risk to taper off without external support. Some stakeholders reported to be (partly) able to continue their engagement, but many also shared that they would need more and longer external support.

The total number of children potentially reached by trained teachers (directly after the training) was 125,301, among whom 19,143 were Syrian, with proportions varying between 9% and 31% (**Fehler! Verweisquelle konnte nicht gefunden werden.**). As the impact supposedly has continued, the potential number of children reached by the teachers could be much bigger, but on the other hand the occurrence and size of the impact remains unconfirmed.

*Figure 7 Number of children (total and Syrian) potentially reached by trained teachers*



Teachers found that being trained on working with traumatised children made it easier to understand Syrian

children and guide them in a productive way (Int\_9 with NGO, Int\_15 with BEN), instead of judging the behaviour as wrong-doing and punishing the children. The teachers found that it helped them to express themselves to all children in a more peaceful way. This was important, because there was always a threat of conflict in the classroom: 'the conflict is always there' (Int\_13,15,16 with BEN). One of the teachers related that some of the Turkish parents had requested that their child did not sit next to a Syrian child, a request which he no longer honoured after the training (Int\_15 with BEN). The teacher training, however, did not always reach schools with a large proportion of Syrian children, and there were often schools in areas that looked socio-economically better off (Int\_10,15 with BEN, Int\_20 with PO), though some did reach areas that were reportedly poor (Int\_13 with BEN).

For sports activities, Turkish and Syrian young people (18–35 years of age) were trained to become coaches/multipliers and they were supposed to help improve social cohesion in society through sports activities (Int\_7 with NGO). Coaches confirmed that the aim of the sports activities was not to create professional athletes but to contribute to social cohesion and help encourage a healthy lifestyle (FGD\_4 with BEN). It was hoped that vulnerable children and youths engaged in sports activities after school would refrain from getting into bad habits such as use of alcohol and drugs as well as fighting, which would then also be beneficial for social cohesion (Int\_1 & 5 with PO). Turkish and Syrian children were equally engaged in sports and arts activities, which contributed to their mutual acceptance and engagement in school and community life (Int\_1 and 3 with PO). At the onset, they did not want to participate in the same group, but after a few months the dynamics changed, and in some cases they started to engage together. In the sports activities in Ankara, Turkish parents were said to not even want to be with Syrians in the same room at the start, whereas they participated together in the activities at the end (Int\_5 with PO).

This was more successful in Gaziantep than in Hatay, where Turkish children openly admitted to not playing with Syrian children, even though they were hugely enthusiastic about the sports activities (FGD\_1,6 with BEN). In Kırıkhan, respondents (Int\_9 with PO, FGD\_4,6 with BEN) found that social cohesion had hardly changed. Coaches confirmed that the activities had been successful and that the children had thoroughly enjoyed them but also that improvement in social cohesion had been minimal. They brought up that the period of three months was too short; they also found that the group size of 50, prescribed by GIZ, was too large to achieve such cohesion, since both Turkish and Syrian children could easily stay with their 'own' group, which they often preferred (FGD\_4 with BEN). The duration of the activities had been one and a half hours only (half an hour training and one hour game), which they found too little to substantially contribute to social cohesion (Int\_3 with BEN).

In Kırıkhan, the sports activities that were planned in the newly built sports hall started late, since the sports hall had to be finished first. Nonetheless, the first workshops in Kırıkhan started in October 2017 (basketball4life), right after the signing of an MoU. In Gaziantep, the sports activities had been going on for over a year and went on with a much larger group of participants, and, reportedly, achievements in terms of social cohesion had been much better, including a more positive response from parents (FGD\_12 with BEN, Int\_4 with NGO).

The volunteers had considerable freedom to create projects and select subjects, which had an empowering effect on them and helped them consider the potential and possibilities of improving social cohesion (Int\_8 with NGO). The volunteers appreciated the training and learning under the project (FGD\_7 with BEN), which included project management, and also working with groups and on behaviour towards other people, which also contributed to social cohesion at their level. They saw the opportunity to improve themselves, and also to improve their social network and self-confidence. Many of the volunteers themselves came from a disadvantaged background and thus additionally benefitted from the capacity and network building (FGD\_7 with BEN).

Trained teacher on potential impact of the Teaching Turkish through Games training:

*'It was absolutely great and very useful, but in view of the number of teachers and disadvantaged children, also a drop of rain in the desert.'*

Unemployment was reflected as high, particularly among youths. The engagement in the project, though unpaid, enabled youths to strengthen their experience (in working in projects, with children and with people from mixed backgrounds) and exposed them to work opportunities (Int\_1,3,5,7 with NGO) with a potential economic impact. As an unintended impact, as was mentioned under effectiveness, some volunteers went beyond system boundaries, which means that a very small part of the potential impact may not have reached the intended vulnerable children and youth.

Besides GIZ, there are many other development actors and interventions supporting Syrian and Turkish children, some of a far larger scale than this project. Whatever was achieved in formal education should therefore be seen in the light of combined engagement, which was aligned through donor coordination and monthly meetings of the Education Sector Group for South East Turkey. When considering extracurricular activities and engagement through sports, though, the project was one of the very few using such an approach to achieve social cohesion. Therefore, whatever was achieved under that component could be largely attributed to the project.

**Dimension 3: No project-related negative results at impact level have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional positive results at impact level were monitored and additional opportunities for further positive results were seized**

As for unintended effects, no negative effects were identified by the team. Some positive impacts were identified, which had not been planned or at least not identified as part of the Results Matrix. One such impact was related to the improved capacity of volunteers; Syrian volunteers in particular felt the engagement helped them get away from overall inertia and contributed to them feeling useful and to improving their self-confidence and skills for employability (Int\_3 with NGO, FGD\_9 with BEN). Another positive effect was, as brought up before, the sheer happiness that children who had participated displayed. Both Syrian and Turkish children really appreciated the activities, and as many of the interventions focus on things that are more 'serious' in their eyes, they managed to fully enjoy an activity that was so well tailored to them (Int\_1,3 with NGO, Int\_4 with PO). Though these were positive impacts, the project did not exploit them for further benefit.

As for escalating factors, the project contributed to a certain extent to decreasing those. The unintended potential impact of volunteers' future economic empowerment will help young people to find a job and a place in life and thus become a stable factor in the community. Providing better-quality education may have contributed indirectly to decreasing child poverty and even child marriage. If parents have more incentive to invest in keeping the child in school and expect their children to be of more benefit to them if they finish their education, it is less likely that they will take them out of school at an early point in time for marriage or to contribute to the family income.

Addressing the language barrier has helped Syrian children and youths participate better in and beyond the Turkish education system, which has contributed positively to their opportunities. The improved social cohesion will be a factor in decreasing xenophobia and social division.

Based on the above analysis, the team has rated impact as follows.

Criterion	Assessment dimension	Score & Rating
Impact	The intended overarching development results have occurred or are foreseen.	29 out of 40 points
	The outcome of the project contributed to the occurred or foreseen overarching development results.	24 out of 30 points
	No project-related negative results at impact level have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional positive results at impact level were monitored and additional opportunities for further positive results were seized.	24 out of 30 points
<b>Overall rating: Rather successful</b>		<b>77 out of 100 points</b>

## 4.4 Efficiency

### Evaluation basis and design for assessing efficiency

Efficiency was assessed by looking into the use of resources and the process for obtaining results. To assess efficiency, the evaluation team used a follow-the-money approach (BMZ, 2011a), which is a pragmatic approach that traces all expenditure associated with an intervention to its outputs and estimates the likelihood that these outputs produce intended or unintended outcomes.

Dimension 1 under this criterion looks into production efficiency: the appropriateness of the project's use of resources with regard to the outputs achieved. The analysis of this evaluation dimension is based on the efficiency tool and the cost–output data, which have been provided by the project. During the inception mission, the team had already interviewed finance and other staff for more background and understanding.

By comparing the actual expenditure with the planned budget and taking into consideration the achieved outputs, the team has come up with observations. These include whether the project has spent its financial resources according to plan and if the best possible outputs have been achieved in terms of quantity and quality with the available resources. The team will also assess the appropriateness of the resource–output ratio and will research whether the project has adequately spent money that remained unspent if outputs were cancelled or were reached before the project's end.

Under dimension 2 on allocation efficiency, the team has looked at the connection between the use of resources and the project's outcomes and objective. Here, the team has assessed if better outcomes could have been achieved with the same resources, whether resources were balanced between outputs and if the right choices had been made in terms of input, services and implementing partners (and whether the project considered alternatives). This has been done through studying the cost-related data and the efficiency tool and talking to project staff and implementing partners. For the last question, which looks into whether the project managed to achieve synergies and avoid duplication through cooperation and coordination with other development actions, the team has also interviewed respondents engaged in coordination.

## Analysis and assessment regarding efficiency

### Dimension 1: The project's use of resources is appropriate with regard to the outputs achieved.

Based on analysis of the efficiency tool, by May 2019 the project, including committed funds, had spent 96% (EUR 15,385,307) of the planned total budget of EUR 15,960,000 (efficiency tool). Within the total budget, reallocations had to be made, most notably for renovation of school buildings in the regular school system. At the outset, the project had planned to support TECs and regular school buildings, but when the government decided to abolish the TEC system, the money was justifiably reallocated to renovating schools in the regular system, which were to be selected by MoNE.

By the end of 2017, the project had dedicated EUR 2.1 million to this purpose. The approval procedure of MoNE took longer than expected, though, and decision-making related to standards was slow. According to GIZ procedures, budget can only be spent within a certain period, otherwise the money can no longer be spent at all; in 2018 the budgeted amount of EUR 3.8 million would only be made fully available if the planned EUR 5 million for 2017 was spent before May 2018. The project had to find an alternative way to spend the money, honouring the intention that vulnerable Turkish and Syrian children would still benefit from the investment. Ultimately, EUR 690,724 was spent on renovation of public schools and EUR 947,131 was spent on rehabilitation of TECs. The remaining budget was spent on building a sports hall in Kirikhan (EUR 107,000), and on supporting various renovation works in Gaziantep. In Gaziantep, rehabilitation work was done for a TEC (which was first used as a TEC and also planned to be used for community and youth activities), the Ensar community centre, the Gizem Dogan Sports Centre, the Munir Onat children and youth centre and the Erikçe Park. Thus, the money was fully spent. The project team reported their preparedness to invest more in the public schools but were hampered by the complex and lengthy decision procedures of MoNE that did not match the yearly financial budget restraints.

Part of the money that was supposed to be spent under Output A1 was channelled to Output C, hence contributing to Outcome Indicator 3 instead of Outcome Indicator 1. Even though the project still managed to conduct renovation work for 28 schools (6 more than planned) the total investment per school was low, mainly limited to fences, benches, waste bins, painting of walls and installing playgrounds. These kinds of activities are only likely to have had a limited effect on the quality of education. In Gaziantep, six schools were rehabilitated, in Hatay six, in Kilis five and in Şanlıurfa five by GIZ and five by the NGO Concern. In Gaziantep, additional budget was spent on the rehabilitation of the GOAP (a former TEC), the Ensar Centre, Gizem Doğan, Munir Onat children and youth centre and Erikçe Park/Sports Centre, which are all managed by the Gaziantep municipality. Therefore, the largest part of the money reallocated from school rehabilitation was dedicated to Gaziantep, rather than equally benefitting the various locations foreseen in the proposal.

The money budgeted and invested in school transportation, even though it only happened at the outset of the project, was seen as very efficient. The activity allowed many children to reach school safely and facilitated the enrolment of 900 Syrian children.

As for Output B, the money was reallocated from supporting Syrian teachers to obtain a B1 level certificate in Turkish to training Turkish teachers to work better with mixed groups of Turkish and Syrian children. Even if this diminishes the outlook for Syrian teachers, the change fully benefits Turkish and Syrian children, the main target group of the intervention. The evaluation therefore assesses the change as justifiable, and a good alternative way of spending the money, since it helped to achieve the same outcome under severely changed circumstances, which were fully externally driven and unavoidable.

The allocation of resources was adequate to achieve the objective,<sup>18</sup> and even if the expenditure to school

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<sup>18</sup> Syrian and Turkish children and youths make use of improved access to formal education and socially inclusive activities in seven selected provinces

rehabilitation was not seen as having contributed very much to improving access to education, the training of teachers probably has. The bulk of the money was spent on socially inclusive activities and many vulnerable Syrian and Turkish children participated, far more than planned. Whether the allocation through Outcome 3 (Output C1 and C2) and the objective actually contributed to a much greater social cohesion cannot be said with any certainty – the survey by the University of Göttingen did demonstrate such impact, and the evaluation found some evidence of improved perception and decreased prejudice, but a strong impact on social cohesion could not be ascertained through the activities either.

**Dimension 2: The project's use of resources is appropriate with regard to achieving the projects objective (outcome).**

The project did use the most favourable modalities and best options to achieve its result. For contributions to Outcome Indicator 1, use was made of local contractors, whilst at the same time the project staff did its best to adhere to GIZ standards as well as MoNE standards. As for procurement of goods and services, these were done at local level through appropriate tender procedures. For contributions to Outcome Indicator 3 most of the work was done by coaches and multipliers on a volunteer basis through the small grants via NGOs. Therefore, the project managed to reach the beneficiary youth and children at a very low cost. The evaluation therefore finds that, overall, the project has made use of the best value-for-money options to achieve outputs as well as outcomes.

The project did not clearly promote the scaling up of any approach to other development actors. Even if the project made much more use of volunteers than originally foreseen, and this approach was rather successful, there was no follow up in terms of others or other GIZ projects using the same approach (Int\_4 with GIZ, Int\_3 with PO, Int\_3,8 with NGO). The project did not use co-financing and there was limited cooperation with others or synergy in implementation. A positive example that should be cited is the abolition of school transport, since the EU PICTES project had started providing this on a much larger scale. Other than that, some coordination took place in the South East Turkey Education Working Group, but for the project it had not much more than an informational and networking value and did not lead to any adaptations in its planning or implementation.

The team interviewed various respondents working directly with GIZ for their feedback on the project team and the various project processes and procedures. Overall, feedback on the cooperation, knowledge and professionalism of the GIZ team was highly positive. All NGOs and government partners appreciated the quality of the training and feedback provided by the project. All team members were found open and transparent in their communication (Int\_1,3,7,8 with NGO). Moreover, the team was found encouraging and always ready to help solve problems and address issues in an acceptable manner as far as they could (Int\_8,9,10,12 with NGO, Int\_8 with PO). There were very few complaints, by teachers about per diems for participation in a closing seminar (project communication, Int\_10 with BEN) but this seems to be based on a misunderstanding in communication.

There were a few negative observations. One partner reported that payments for project activities had been delayed without clear reason, which had reflected on the enthusiasm of the volunteers, though the project team ascribed this to their failure to comply with financial rules (Int\_8 with NGO, Int\_1 with GIZ). Procurement processes were found to be highly complicated by almost all respondents, and though the project had tried to explain, their capacity appeared still insufficient. The volunteers were struggling with the sometimes complicated and detailed procedures on financial and reporting matters, which was very time-consuming for them (Int\_5,12 with PO).

Some had the feeling that rules had changed over time or were not well explained (Int\_3,8 with NGO). A few volunteers, who had worked directly with GIZ, said they had missed a token of appreciation. They had worked without any pay and had only received money for the implementation of activities, but they found that insufficient gratitude and appreciation had been displayed by GIZ (FGD\_9 with BEN). The volunteers who



worked through implementing partners did not voice such observations; on the contrary, they were all positive (FGD\_2,8 with BEN).

Based on the above analysis, the team has rated efficiency as follows:

Criterion	Assessment dimension	Score & Rating
Efficiency	The project's use of resources is appropriate with regard to the outputs achieved.	52 of 70 points
	The project's use of resources is appropriate with regard to achieving the projects objective (outcome).	21 of 30 points
<b>Overall rating: Rather successful</b>		<b>73 out of 100 points</b>

## 4.5 Sustainability

### Evaluation basis and design for assessing sustainability

Finally, the team assessed the sustainability of the project, to provide feedback as to how likely it is that activities will continue after the project has phased out and whether the achieved impact can be sustained.

Under Dimension 1, the team has researched how well the results have been anchored in the structures of government and other partners in Turkey. To do so, the team has studied documents such as project documents, exit strategies, and plans for continuation, to see to what extent the project has adequately pursued sustainability in its design and implementation. The team has also assessed strategic plans, policies and budget of partners (to the extent that these can be made available), to examine whether partners can indeed make the resources available, if they had agreed to continue a certain component. The team has visited project sites and renovated buildings to assess their quality, and interviewed project partners and stakeholders to find out how others cope with sustainability and how well the project does among them.

Under Dimension 2, additional to the documents studied under Dimension 1, the team has also assessed risk analyses by the project and others, and interviewed beneficiaries and stakeholders on what they see as the most important risks to sustainability and whether they have suggestions to further reduce these. Beneficiaries were interviewed to get their perception on the sustainability at their level.

### Analysis and assessment regarding sustainability

#### Dimension 1: Prerequisite for ensuring the long-term success of the project: Results are anchored in (partner) structures

The project did not have a documented exit strategy. At the inception phase, it was still believed that an upcoming project formulation would include aspects of this project, to which the evaluation could have contributed as well. However, by now it has appeared that this project will be more of a continuation of the TVET/LMS project, and hence focusing mainly on support for vocational training and education, thus bypassing a large target group of this project.

A number of project partners, including MoNE, had shown interest in continuing the project activities, but nonetheless it is difficult for them to make firm promises in the form of inclusion in an exit strategy. MoNE

appeared more interested in a continuation of a similar project than to have a firm role in continuing previous project activities (Int\_3 with PO, Int\_3 with SH). Hence, it was difficult for the team to draw up a credible exit strategy with clear responsibilities and timelines.

As this is a Transitional Development Assistance (TDA) project, connectedness is also considered as an important contributor to sustainability. The project will be followed by the new 'Nexus Project'. This project does not work with primary schools and does not include rehabilitation, but it does work on improvement of social cohesion, including training teachers to support integration. The Nexus Project will also link MoYS and MoNE in Gaziantep to strengthen social cohesion by linking MoYS youth centres to local schools, municipality approaches and volunteer networks.

In general, most respondents found that targeting children had created strong scope for sustainable changes in social cohesion (all NGOs and interviewed teachers). In their experience, children were much more open-minded, even when compared with adolescents, and not yet prejudiced against other people and ways of living. If positive perceptions are created by the project, they are more likely to survive in children. Moreover, the children have an indirect effect on their parents and their communities and a long life ahead of them.

Many of the activities were discontinued, even though a number of volunteers and coaches continue to use the tool they learned and experienced during the project with their target groups in the centres, schools or sports clubs. Some children and young people who had participated were said now to have 'fallen through a gap' (FGD\_4 with BEN). It was also said, though, that the project reached what it could in terms of financial and human resources in creating better relationships and building people's capacity (Int\_3 with SH).

The feedback on continuation of activities by volunteers was mixed. Some of them were continuing activities by themselves; they had done so before the project and continued to do so after it, without expecting any further external financial support (FGD\_7,8 with BEN). Some volunteers continue benefiting from the project, since their networks continue to exist. They used to gather after they had finished the activities, and Syrian and Turkish volunteers are still meeting up regularly and sharing relevant information (Int\_5 with BEN). Other volunteers were reportedly able to continue with their activities, especially those who were already doing volunteer work before they embarked on the project. Some volunteers also found that their own vision has changed in a positive way towards cohesion and society. It helped them cope with life, and some Syrian volunteers found it got them out of depression (FGD\_1 with BEN).

Many volunteers said they were willing to continue but could not do so if no external support was identified, and waited for an opportunity to submit a new proposal. These were often volunteers who had been approached by the NGO to engage in the tender, and who did not have much prior experience working as a volunteer (Int\_3 with NGO, FGD\_2,4,5 with BEN). Even if it is difficult for the project to immediately ascertain future support, this feedback has been taken into consideration by the Nexus Project. The new project includes a plan for a national volunteering programme, which has the potential to be adopted at national level, promoting employability of volunteers.

The municipalities of Gaziantep and Kirikhan plan to continue the activities initiated by the project, using the rehabilitated and equipped facilities. They have also voiced the intention to continue engagement with volunteers, but this has not been formalised yet.

Some of the teachers, trained in Intercultural Skills and the Teaching Turkish through games trainings, had also initiated activities with a longer duration. A few had set up groups on social media, where they shared issues related to teaching mixed classes with new approaches. As many teachers still use the changed approach they learned in the intercultural skills training after one year, it can be assumed that the change in perspective is reasonably sustainable. The changed mindset and perception were found likely to continue too (Int\_3 with PO, Int\_10,15\_ with BEN). Some teachers have also taken steps to share their acquired skills with others. Two

teachers had shared some of the knowledge in in-service training sessions, which are regularly conducted during the summer break by MoNE. Another did so in a periodical teachers meeting and on the school website. They still found, though, that a structured training of trainers (ToT) approach would have been better and would have given the core trainer a stronger platform (Int\_10,13,15 with BEN).

The teacher training itself was of a one-off nature and was found less sustainable. On the one hand, curricula were developed in close cooperation with the MoNE team, and Turkish professors were engaged who accepted being trained in various relevant topics. A digital handbook and resources were developed and remain available for potential future training. On the other hand, there were no core trainers trained to continue the approach for new teachers or to conduct refresher training for trained teachers, to ensure an ongoing positive effect. UNICEF provides similar training to teachers working in a multicultural environment, but this is done in the form of training of trainers (ToT), which respondents identified as more durable; moreover, they believed that MoNE capacity would allow the training of at least one of the teachers per school to perform such a core-trainer role (Int\_3,10,19 with PO). Representatives at MoNE stated during the NEXUS appraisal that they did not wish to follow up on this activity, but preferred scaling up UNICEF's much larger ToT programme. UNICEF trainings, however, were often delivered to school counsellors, who do not teach mixed classes.

The activities under 'sports for development' were found partly sustainable. Some coaches will no longer be available for training. They were happy to be engaged as a volunteer as long as the project lasted but did not feel any commitment to do so after the project (FGD\_4 with BEN). Nonetheless, target groups of sport-for-development workshops were coaches from local sport club or schools, municipality staff and university students from physical education department. After the end of the project, they will be able to continue to use the sport-for-development tools. The municipalities make the sports halls available free of charge, so the children can continue after the project if they want to do so. This is, however, only possible if the children can arrive there on foot (as happens in Ankara and in some other facilities), or if free transportation is offered, as it is in some facilities such as the Erikçe Adventure Park and the Gizem Doğan Centre, since project transport will no longer be available (Int\_1 with NGO). Nonetheless, in Ankara it is difficult to find financial resources to organise activities (Int\_4 with PO). In Kırıkkhan, the GIZ-supported sports hall was built according to the existing municipality plans, located in an inhabited area with a community centre of the municipality in the vicinity. It was, however, well outside the city centre. For that reason also, some interviewees assumed that most schools are not able to use the sports hall for their sports activities (Int\_5 with PO; FGD\_4,6 with BEN).

Another challenge brought up by respondents was that it had appeared more difficult to encourage Syrian children to participate in the sports activities, and a number of respondents thought they would no longer join without actively approaching them or additional motivation. At the onset, sports clothes were distributed at the start of the sports activities, and some Syrian children would just come and collect the clothes and not come back for the activities, so it was decided to distribute the clothes at a later stage (Int\_8 with PO).

The Kırıkkhan municipality would need external funding to continue supporting sports for children and without that they may only continue a small part of the previous sports activities. With the above-mentioned needed additional motivation for Syrian children in mind, it is expected that Turkish children will continue to benefit more (FGD\_4 with BEN, Int\_2 with PO).

The sustainability of the social cohesion created through sports activities was also assessed as mixed. The project's engagement with various local authorities made a positive contribution, and also succeeded in implementing sports-for-development activities in Kırıkkhan and Gaziantep, despite the time-consuming nature of introducing such an approach. In Gaziantep, where 7,728 children were reached, most respondents believed that the sports activities induced changed mutual perceptions and relationships between Syrian and Turkish children and youths, which will continue beyond the project (Int\_8 with PO, Int\_8 with NGO). In Kırıkkhan, however, although 6,625 children were reached, the achievement in terms of activities was more limited, so the chance that the positive impact would linger was estimated as small (Int\_8 with PO, FGD\_4 with BEN). Under

the new Nexus Project, in cooperation with DOSB or the National Turkish Olympic Committee the establishment of a regional pool of coaches for the sports for development method is planned.

A question for all respondents was whether they had suggestions for change to improve a potentially similar future project. Many respondents focused their response on activities or approaches to improve sustainability. These included a longer duration for the project and the activities. They had the impression that GIZ implements relatively short projects in sequence or parallel. Even if projects are often based on experiences and lessons learned from previous projects, it means one has to start over again each time; respondents found that one project with a longer duration would be more beneficial for long-term effects for beneficiaries (FGD\_7 with BEN, Int\_9 with NGO).

As for single activities, there were various observations of activities being too short, like three months of one-and-a-half-hour sessions for sports activities, and three days for a workshop. NGOs found that the short duration of their contract reduced them to partners just implementing the activity, since they had no time to follow up with participants or to assess and monitor the actions' effects (Int\_3,8,9 with NGO). A thought behind their engagement with volunteers was to help them start their own projects after the project's phasing out, but since follow-up support was not included, little was done in that regard. The NGOs found that more time was needed to make that work, and thus anchor and prolong the effect for the final beneficiaries (Int\_2,3,7 with NGO).

Some products were produced as follow-up to activities, which helped others benefit from the achievements. Two of these products are the booklets 'I am the solution' and 'The Game Book', written by the professors who had been engaged in the teacher training and containing resources developed by seminar participants.

Also, as a follow-up to the project, volunteers who had been engaged in the 'Dialogue for social cohesion' activity had produced a booklet<sup>19</sup> containing the best conversations between current and future leaders of the Turkish and Syrian communities. The booklet was widely distributed in print and on the internet, with the aim of sharing awareness, changing prejudices and perceptions, and strengthening social cohesion (FGD\_7 with BEN).

The project included various forms of capacity building, some of which were perceived as sustainable. In education, as described before, the improved capacity of teachers was found to be reasonably sustainable, as was most of the skills training of volunteers.

As for infrastructure, part of the rehabilitation to school buildings, such as fences, could serve for many years. In the two schools visited in Hatay and three in Şanlıurfa, in some cases the painted and plastered walls were, however, already in poor condition, and playgrounds were disintegrating. It was also observed, though, that maintenance had been minimal. Screws had come out of many of the school-yard benches that GIZ had supported, rendering them no longer usable, but nobody had made an effort to undo this minor issue (team observations, Int\_4 with GIZ).

Renovation of buildings in Gaziantep, on the other hand, was still in good shape, and the sports facilities were assessed as sustainable. It should also be considered, though, that even if Gaziantep municipality admitted to having benefitted tremendously from the project support, their own financial contribution was very limited and without external funding. Even if the benefit of the premises continues, it will be very difficult for them to continue activities like those supported by the project (Int\_8,17 with PO).

Some of the more recently established NGOs felt the project had strengthened their capacity; they had been

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<sup>19</sup> GIZ, February 2019. How can we grow together? Conversations between current and future leaders of the Turkish and Syrian communities

able to attract more staff, to strengthen their network and their administration and improve their corporate identity (Int\_8 with NGO). Those who had been working for a longer time in Turkey did not share that view; they felt that they had just made their existing capacity available to help implement the project (Int\_2,7,9 with NGO).

The capacity of volunteers and multipliers was also strengthened, in terms of communication, and project design and development, among others. Sustainability of this increased capacity among volunteers was found mixed. All volunteers were very positive about their engagement in the project and said they had learned from the training, the workshops and the engagement itself on various topics. Still, whereas some were using their new capacity and had well-funded plans to continue doing so (FGD\_7,8 with BEN, Int\_8 with NGO), others were waiting for an external party to provide them with funding (Int\_1,3 with NGO, Int\_2,4,5 with BEN). Sports coaches felt the increase in their capacity to work with mixed groups of children would be useful in future (Int\_4 with PO, FGD\_4 with BEN).

By its design and approach, the project contributed to social cohesion and mutual understanding, which is a prerequisite for achieving lasting peace. Better behaviour and improved understanding between Turkish and Syrian children were reported. However, these were also seen as dynamic concepts. Some interviewees uttered the fear that under pressure of difficulties such as lack of resources, and without external support, these gains might dissipate (Int\_3,9,12 with NGOs; Int\_4,9 with BEN).

## **Dimension 2: Durability forecast: Results of the project are permanent, stable and long-term resilient**

The institutionalisation of the achievements in teacher training has been limited, and though initially enthusiastic, MoNE displayed little concrete effort to do so. Now the trainings on Intercultural Skills and Teaching Turkish through Games have been finalised, and even though MoNE was very positive about them, there is no plan for continuation. Since no core trainers were trained, it is also not likely that a cascading will take place. MoNE is not developing a policy on the topic and it is unlikely that they will do so (Int\_3,10 with PO). As a result, not only is it possible that the effect of the training may taper off over time, but also that the potential dismissal or turnover of education staff will lead to a loss of institutional memory (Int\_4 with GIZ, Int\_10 with BEN; Int\_3 with PO).

MoNE believed that continuing integration of Syrian children into the regular system would be virtually impossible in the near future without external support. They found the magnitude of the problem far beyond their reach: not only must teachers be trained, there are also insufficient learning spaces to house all children. Though the PICTES programme was cited as helpful (a new phase has started in January 2019 for EUR 400 million), it was still believed to be insufficient (Int\_3 with PO, Int\_4 with GIZ).

A number of threats to the improving of, or stabilising the gains in, social cohesion were flagged. Firstly, social cohesion was identified as a dynamic process, expected to come to a standstill or even deteriorate without project-supported activities (Int\_3 with NGO, Int\_2 with SH). The economic situation was seen as a complicating factor as it could lead to the division of population groups and the blaming of refugees for worsening economic conditions (Int\_9 with NGO and Int\_1 with SH). The political climate was also seen as a factor of importance; nowadays politics are in favour of integrating Syrian refugees, but this may change over time. Politicians communicating negative views about immigrants often have a strong influence (Int\_2\_ with NGO, Int\_5 with PO). Moreover, social and regular media exacerbate such things, and sometimes exaggerate small news items (FGD\_7 with BEN).

Based on the above analysis, the team has rated sustainability as follows.

Criterion	Assessment dimension	Score & Rating
Sustainability	Prerequisite for ensuring the long-term success of the project: Results are anchored in (partner) structures.	35 of 50 points
	Forecast of durability: Results of the project are permanent, stable and long-term resilient	33 of 50 points
<b>Overall rating: Rather successful</b>		<b>Score: 68 of 100 points</b>

## 4.6 Key results and overall rating

The section below outlines the key results under each OECD-DAC criterion and presents the related ratings.

Relevance was rated as 'successful', and the strongest criterion of the project. The project was aligned with the most important national frameworks; even if those frameworks omit to include refugees in education, this is a key responsibility of MoNE. Project design was well embedded in the strategy and policy context, adding the needed focus on Syrian children in education. The project did not conduct a fully-fledged conflict analysis, but the conflict context was analysed to a reasonable extent as part of the context analysis. The project was sufficiently aligned to the BMZ strategic framework and the design contributed to achieving the SDGs in a similar way to BMZ's development strategy.

The project was geared towards a number of needs that have come up since the influx of Syrian refugees, such as the need for quality education and improved social cohesion. The fact that 40% of Syrian refugees were not in school was not addressed by the project though. Also, child labour and lack of employment were outside its design, and language issues were addressed to a certain extent but remain problematic.

The project was based on a human rights approach. In its extracurricular activities, the project mostly focused on disadvantaged beneficiaries (youths and children), however, in formal education this was not always the case. Activities related to school rehabilitation and teacher training depended on MoNE's selection, where the priority of reaching the largest number of vulnerable Syrian and Turkish children was not always the most important.

Different perspectives of boys, girls and female and male youths have been represented in terms of equal access and of targeting and offering equal opportunities, but not in gender-sensitive programming or designing specific activities. Equal targeting was respected, but (with a few exceptions) there was no gender-transformative approach. The activities, instruments and outputs included in the design were sufficiently adequate to achieve the objective. There is no reason to believe that the project would no longer be realistic today.

The project adequately included 'do no harm' and conflict sensitivity concepts. The design was based on a concise conflict assessment and it was geared towards addressing social cohesion that would positively contribute to de-escalating any conflict drivers.

Effectiveness was rated as 'rather successful'. Notwithstanding a number of challenges, the project has fully achieved or very much over-achieved its goals. The over-achievement was so large (up to 515%) as to suggest that target setting could have been more realistic. The objective and outcome indicators were not all sufficiently SMART.

The project has contributed to a large increase in access to socially inclusive activities and to improved access to education. The improvement in education was mostly in terms of quality, since the activities did not create opportunities to receive more children in terms of numbers. Other development actors had targeted the same schools, but the results can at minimum be partly attributed to the project.

For most of the output areas, implementation was done as foreseen and quality was often rated as good, but there were fewer positive observations on the quality and expectations concerning school rehabilitations. The project has adequately identified and addressed (de-)escalating factors and risks. Unintended negative impacts did not occur or were avoided. There were some unplanned positive effects, which were good but not specifically followed through by the project for additional benefit. The evaluation assessed five hypotheses, and three were related to effectiveness. Table 7 shows that two were confirmed and one partly.

**Table 7: Hypotheses of the evaluation related to effectiveness and status of confirmation**

Hypothesis	Confirmed	Observation
Topics in training seminars are appropriate to create an integrative environment	Yes	Interviews confirmed that training topics address gaps in MoNE capacity
Teachers use acquired skills to create integrative environment at schools	Yes	Teachers had increased capacity and used acquired knowledge, depending on enthusiasm
Work rules and environment allow teachers to use adapted approach.	Partly	MoNE and teachers confirmed this. Selection did not, however, prioritise poorest schools

**Impact** was rated 'rather successful'. From two hypotheses that were formulated, one was confirmed and one partly (Table 8). The project contributed to SDGs 3, 4 and 10 by improving access to education in terms of quality (but not in numbers), reaching boys and girls equally and to some extent focusing on vulnerable groups. The extracurricular component was fully focused on vulnerable groups and contributed to inclusion and equity.

**Table 8: Hypotheses of the evaluation related to impact and status of confirmation**

Hypothesis	Confirmed	Observation
Mutual understanding has improved and is stronger than potential negative factors affecting social cohesion	Yes	Positive impact on social cohesion observed during project, negative factors expected only afterwards
Mutual understanding and relationships continue to exist after the activities are phased out	Partly	Mutual understanding is perceived as a dynamic concept that may still weaken without support. Some stakeholders could continue, but most needed external support

The extracurricular component fully focused on Turkish and Syrian vulnerable youth and children. Interviews with these children confirmed their situation and their joy in participation. In the formal education component, the project mostly reached the same target group, but the selection by MoNE did not always prioritise them. In the extracurricular component, the project was one of the few, or the only one, implementing such activities, and achievements made towards social cohesion are fully attributable. In sport activities, the impact was mixed and would have been better if the activity had continued over a longer duration. Many volunteers related a positive impact from the project, in that it helped them become active, gain additional skills and work on their

future. The project funding was relatively limited and its duration short, but it did what it could, based on the available resources.

The impact of the project helped to create a conducive environment for evasion and solution of conflict and to create mutual understanding between Turkish and Syrian children and parents. As for unintended impact, the project contributed to potentially increased future economic empowerment of volunteers and also enlightened the lives of poor children and young people during extracurricular activities. These impacts would contribute to better self-confidence and social abilities and, indirectly, to social cohesion.

**Efficiency** was rated as 'rather successful'. The project spent 96% of its budget, despite the challenges it faced. Some planned investments had to be reallocated, such as money from teaching Syrians Turkish to training Turkish teachers to work with mixed groups, and from construction of formal schools to rehabilitation of other buildings. Most reallocations were justifiable, but reallocating money from rehabilitating formal schools to other construction was done firstly because of MoNE's long approval procedures and the additional complexity of dealing with construction works and, secondly, because money needed to be spent before a certain deadline, which could not be achieved by spending it on school rehabilitation. A change in needs or circumstances did not, therefore, drive this decision. The moving of funds away from the formal education component was not documented or justified. In most cases, the numbers were largely overachieved, but for rehabilitation of schools of formal education, less was delivered per beneficiary than was planned.

Allocation efficiency overall was good; under Outcome Indicator 1 the full amount had not been spent on public school construction, but the training made a positive contribution to part of the objective,<sup>20</sup> together with the extracurricular component. For both, outcome indicators and outputs, the selected partners and type of services provided the best value for money for achieving what was envisaged by the project. The project managed to achieve some impact in terms of improving equal access to education – though more through Outcome Indicator 2 than Outcome Indicator 1 – and to social cohesion through Outcome Indicator 3. Scaling up was not considered.

Coordination took place through the South-East Turkey Education Working Group, as far as possible in the project's sphere of influence, as inter-agency coordination is rather a GIZ Turkey matter and should not be handled on a project level. Moreover, the approach was adapted, based on PICTES support to transport. The project took the activities of others into account and built upon them as far as possible. Synergies with other agencies could have been better addressed if the BMZ-GIZ strategies had prioritised this, and additional GIZ support and a clear mandate was received at the project level.

**Sustainability** was rated 'rather successful'. Having children at the heart of the project was praised as a good basis for sustainability. Even if some challenges presented themselves in ensuring the longevity of impacts, connectedness, through the Nexus Project amongst others, was assessed positively, taking into account the difficult circumstances.

Various forms of capacity had been built in terms of personal development of different stakeholders in formal education and extracurricular engagement, which was mostly reasonably sustainable. Institutionalisation of the various components and approaches was not, however, strongly pursued or achieved, and MoNE was said not to be particularly interested in, or forthcoming about, institutionalisation. Therefore, it is doubtful whether activities implemented under the formal education component will continue to be conducted or maintained.

The current results are of use to the target group to some extent, but this and the related sustainability are very much dependent on their enthusiasm and experience. For many of the stakeholders of the extracurricular component, getting external funding was another condition to be able to continue.

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<sup>20</sup> 'Syrian and Turkish children and youths make use of improved access to formal education'



Financial resources are a problem for government partners, NGO partners and volunteers. Though capacity was said to be available, in many cases, including for MoNE, financial resources are reportedly insufficient to continue project results. The project did not have an exit strategy, which hampered agreed engagement of stakeholders after the project's phasing out. Lessons learned were not documented in a structured way.

Improved quality of access to education may remain for some time but will taper off in the long run, with further-decreasing quality of the construction and lack of maintenance, and with the lack of refresher training coupled with staff turnover among teachers. Improved access to inclusive activities is expected to decrease after the project, since stakeholders are mostly unable to continue their engagement without external funding and they find it difficult to identify such financial resources. Some of the improved social cohesion will remain in place, provided that no negative factors or threats appear. Economic crisis, politics and social media are perceived as potentially affecting perceptions and the achieved social cohesion. The threats to sustainability are mostly external, and as the approach was not institutionalised, the risk that results will erode is considerable. Overall, based on a weighted average, the project was rated as rather successful.

Criterion	Score	Rating
Relevance	85 out of 100 points	Successful
Effectiveness	73 out of 100 points	Rather successful
Impact	77 out of 100 points	Rather successful
Efficiency	73 out of 100 points	Rather successful
Sustainability	68 out of 100 points	Rather successful
<b>Overall score and rating for all criteria</b>	<b>79 out of 100 points</b>	<b>Rather successful</b>

## 5 Conclusions and recommendations

This section describes the factors that were and will be of influence on the project's results, the conclusions and the main recommendations made by the evaluation team.

### 5.1 Factors of success or failure

A number of external factors were identified that affect the implementation and achievements of the project. The political context was one; there was the coup at the onset of the project as well as political tensions between Germany and Turkey. The difficult communication between the EU and Turkey about handling the large caseload of Syrian refugees had an influence as well. Moreover, the sheer size of the problem, which may not have been foreseen, has made it very difficult for the Turkish government to handle it adequately without major external support. Though the decision has been made to integrate Syrian children into regular Turkish education, many people (Syrian as well as Turkish, inside and outside politics) still hope and prefer that the Syrian people will go back to Syria if the situation allows, which hampers a full adaptation of the system to their integration.

The fact that the project fell into the category of Transitional Development Assistance (TDA) presented some additional constraints, as money had to be spent on a yearly basis, affecting the sustainability and flexibility of the project and its ability to adapt to circumstances and allow for necessary time in the difficult political circumstances that the project had to grapple with.

The management of the project was a factor of success. The team was perceived to be very professional, knowledgeable and transparent, and they successfully handled complex and politically sensitive issues. The team composition was good and sufficiently covered the areas under consideration in the project. Perhaps it would have been better for the project to have more than one project location, since the support was very much concentrated on Gaziantep. The support of headquarters appears to have been good.

### 5.2 Conclusions

With an overall score of 'rather successful', the project did rather well, when various factors are taken into account: the difficult and politically sensitive context, the attempted coup, difficult political relations at the onset and the TDA GIZ-internal budgetary constraints. Moreover, the topic of social cohesion is not one of the easiest subjects to pursue. The relevance to the situation was rated highest, whereas the sustainability was rated lowest, which did not come as a surprise in the context of transitional development.

The combination of support for formal education with the organisation of extracurricular activities was relevant. It addressed the issue of a large group of vulnerable Syrian children having to be integrated into the already overburdened Turkish education system, which is a priority of the Turkish government and aligned with BMZ's strategy. At the same time, the design was geared to help improve social cohesion, which is not such a big priority in formal education and may not emerge by itself. The objective reflected these two points and the outcome areas were well designed to contribute.

The outcome indicators and outputs were all overachieved, some by five times. At the design stage, either the expert had difficulties envisaging the project, or had miscalculated the potential. The results framework was good in terms of causality, but the indicators were not very smartly formulated, making their achievement relatively easy but displaying little information related to results. Though the project reached a lot of

beneficiaries, and they enjoyed the activities, engaging such a large number participants may have been at the expense of a more in-depth approach, achieving less of a long-term effect on social cohesion and education.

The issues GIZ faced with construction kept coming back under most of the criteria, as it reflected on effectiveness, efficiency and sustainability. Money that had been planned for improving formal education facilities was used elsewhere under spending pressure by GIZ, and the outcome was not as good quality as was hoped for. Moreover, it did not always coincide with the needs of the schools for rehabilitation.

The project efficiently allocated its resources by selecting economical and local options and channelling most of its work through volunteers, thus simultaneously building their capacity and reaching children at low cost. Some of the investments were reallocated based on changed context, but not all.

The project managed to create some impact through teacher training that had influenced teachers' perception and their way of working with mixed groups. The implementation of the skills was not further followed though and depended very much on the teachers' enthusiasm, willingness and the absence of other priorities. Impact on social cohesion through extracurricular activities was mixed: in some of the groups an improvement was reported among children and parents, but in others this was less so, notwithstanding the fact that the children very much enjoyed the activities, which was seen as an unintended positive impact in their difficult lives. The impact survey by the University of Göttingen could not strengthen the evaluation of impact with hard data either. With sports activities, the impact on social cohesion was also mixed, and only visible in circumstances where the activities had taken place for a long time.

Sustainability was perceived as the weakest area not only by the team but also by most respondents. Since the project is a TDA project, the results in the area of connectedness to the new Nexus Project and to the continuation of the project by government positively affected the score. The project had focused on topics that could have been inherently sustainable, but there was no exit strategy and results were not institutionalised in either of the components. As a result, stakeholders often did not feel responsible for ensuring continuation, and used the lack of availability of financial resources as an excuse. This was the case for teacher training that no longer continues, but also for many of the social inclusion activities that ceased to exist after the project's end. Nonetheless, the social cohesion the project was able to create will continue to exist, provided no new serious threats emerge. Some capacities will also remain, and networks and friendships between children, volunteers and teachers are expected to contribute to continuation of social cohesion.

## 5.3 Recommendations

Based on the findings and conclusions, the evaluation team has formulated the recommendations below. Since the project has finished, the recommendations are made to inform future donor-funded programmes, projects and policies in the geographic area in and around Turkey on access to education and/or support to refugees and internally displaced people. Even though the intervention that is being formulated will focus on vocational education, some points may nonetheless be useful in its design and implementation. The first two recommendations are identified as the most important and urgent and are also valid for the wider development community.

**Recommendation 1:** Future projects and programmes, including those in a transitional development context, should always maintain a strong focus on long-term sustainability. Sustainability can be addressed in a programme in a number of ways, and the evaluation would like to suggest:

- Each project or programme should include an exit strategy right from the design stage. This strategy should clearly outline responsibilities and roles of stakeholders, as well as descriptions of how certain activities and results can continue to be sustained after the project has ended. The strategy must be agreed with the main partners and can be updated during the project if changes in the context so require.

- Such interventions need to have a strong focus on institutional and organisational capacity building. If a certain activity or component is considered, an institutional assessment must be conducted prior to implementation, to assess the existing capacity of the organisation and the willingness of its management to institutionalise the process. Support for policy development on subject areas that were supported by GIZ must also be included in the intervention, such as in the approach to capacity development of teachers in mixed classes.
- To achieve a complex goal like social cohesion, sports and leisure activities need to have longer duration than a couple of months, and a mechanism needs to be considered for continuation after the end of the project.

**Recommendation 2:** In the design of a project or programme to strengthen impact, a more comprehensive approach to training should be considered, and training design should be carefully contemplated to ensure a long-term effect.

- One-off training must be avoided. Training activities, wherever possible, should be imparted in the form of training of trainers, cascade training or training a group or core staff. In order to make this succeed, agreement must be reached with the organisation where the future core trainers work, to include the training task in the relevant staff members' job description and to allow them time to train colleagues on a regular basis.
- A training plan must be agreed between the stakeholders and GIZ that outlines time and frequency of training, content, people to be trained, responsibilities and goals. Implementation of this plan needs to start during the project but be valid for some time after it and have an easy extension modality.
- The design of training activities and the training plan must include a component on refresher training. The training should be implemented during the project in such a way that a start can be made with refresher trainings, so that the stakeholder has the appropriate capacity to continue after the project has ended.
- The project staff should build the capacity of the stakeholder to monitor and assess the quality of the training on a regular basis.

**Recommendation 3:** Interventions need to be based on a strong results framework with credible yet feasible targets and SMART indicators.

Programmes and projects in a transitional development context must have strong results frameworks, with SMART indicators at objective, outcome and output levels. Outcome indicators must measure results, and targets of output indicators should be formulated in such a way that they are realistic in view of the context and its challenges, but also are feasible and consider the context and the capacity of the project staff and stakeholders.

**Recommendation 4:** Efficiency of interventions must be based on the best allocation of the funds and not be influenced by time limitations for expenditure.

GIZ should design and plan its interventions in such a way that the expenditure of the various components is feasible in the prevailing context. Major changes in allocation of funding should not be led by the need to spend funds before the end of the fiscal year.

In that regard, GIZ must contemplate whether it wants to pursue construction activities in the context of Turkey. Though there definitely is a need for new schools, the amounts required to cover this adequately are vast, and the approval processes slow. GIZ would do better to follow its stronger comparative advantage and expertise in 'soft components' of education and extracurricular and sports-related support and leave construction to other development actors with larger-scale programmes and more background in construction in Turkey. Instead of dedicating it to construction, if the same amount of money were to be invested in other types of support, the potential result may be much stronger.

**Recommendation 5:** To improve project effectiveness, GIZ partners and stakeholders need to be capacitated to handle GIZ procedures.

In order to support stakeholders at various levels to cope with complex GIZ procedures, GIZ needs to conduct workshops or training at various levels (i.e. NGO staff, volunteers) and at certain intervals. Stakeholders and partners who have to deal with these procedures must be provided (as far as possible) with a simple and user-friendly manual with examples. This will save time for the project and allow a stronger focus on the results.

# Annex

## Annex 1: Evaluation Matrix

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
<b>RELEVANCE (max. 100 points)</b>					
The project concept is in line with the relevant strategic reference frameworks. <i>Max. 30 points</i>	Which strategic reference frameworks exist for the project?	Number, content and quality and quality of strategies	10th Development Plan; Turkey Ntl LLL Strategy; Education Vision 2023; MoYS strategy	Desk review	Strong
	To what extent is the project concept in line with the relevant strategic reference frameworks?	Similarity between objectives of project and strategies			
	Was the (conflict) context of the project adequately analysed?	Number, content and quality and quality of analyses	Context assessment 05/2017		
	To what extent is the project concept in line with BMZ sectoral concepts?	Similarity between project concepts and BMZ sectoral concepts	BMZ HR in Devt Policy; Transitional Development Assistance Strategy; Devt Peace & Security Strategy		
	To what extent is the project concept in line with the (national) objectives of the 2030 agenda? To which SDGs is the project supposed to contribute?	Similarity between project objectives and outcomes to SDGs	SDG Agenda 2030;		
The project concept matches the needs of the target group(s). <i>Max. 30 points</i>	To what extent is the chosen project concept geared to the core problems and needs of the target group(s)?	Similarity between objectives and identified needs	Context assessment 05/'17 FGD_5, 8, 11, 15 & 16 with BEN; Int_3 with NGO; Int_1 with GIZ	Desk review, KIs, FGDs	Medium
	How are the different perspectives, needs and concerns of women and men represented in the project concept?	Perspectives of male and female beneficiaries	Gender analysis (12/17); Project (revised) design Int_8 & 17 with PO; Int_2 & 3 with NGO; FGD_6 with BEN	KIs, FGDs	Medium

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
	To what extent was the project designed to reach disadvantaged groups?	Part of activities targeting disadvantaged groups	Context assessment 05/2017 Project (revised) design	Desk review	Medium
	How were identified risks and potentials for human rights and gender aspects included into the project concept?	Number of references to identified risks in project approach	Context assessment 05/'17; Project (revised) design; progress reports	Desk review	Strong
	To what extent are the intended impacts realistic from today's perspective and the given resources (time, financial, partner capacities)?	Extent to which intended impacts are achieved or likely to be achieved	Progress reports Int_3 & 7 with NGO, Int_1, 12 & 17 with PO; FGD_7 with BEN, Int_1 with SH	Desk review, KIIs, FGDs	Medium
<p>The project concept is adequately designed to achieve the chosen project objective.</p> <p><i>Max. 20 points</i></p>	<p>Assessment of current results model and results hypotheses (ToC) of project logic:</p> <ul style="list-style-type: none"> <li>- To what extent is the project objective realistic from today's perspective and the given resources (time, financial, partner capacities)?</li> <li>- To what extent are the activities, instruments and outputs adequately designed to achieve the project objective?</li> <li>- To what extent are the underlying results hypotheses of the project plausible?</li> <li>- How far is the system boundary of the clearly defined and plausible?</li> <li>- Were the assumptions and risks for the project complete and plausible?</li> </ul>	<p>Extent to which the design and the results matrix match the real situation</p> <p>Quality of assumption and risks</p> <p>Quality of results model and ToC</p> <p>Quality of task distribution and descriptions</p>	<p>Project (revised) design, results matrix and model, Context assessment 05/2017</p> <p>Int_5, 10, 13, 18 &amp; 19 with PO; Int_2 &amp; 4 with GIZ</p>	<p>Desk review, KIIs</p>	Strong
<p>The project concept was adapted to changes in line with requirements</p> <p><i>Max. 20 points</i></p>	<p>What changes have occurred during project implementation? (e.g. local, national, international, sectoral, including state of the art of sectoral know-how)</p>	<p>Occurrence of important changes or insights on refugee context, education, and social cohesion</p>	<p>Context assessment 05/2017; UNHCR reports; UNESCO reports</p>	<p>Desk review</p>	Medium
	<p>How were the changes dealt with regarding the project concept?</p>	<p>Extent to which above changes have led to adaptations in the project</p>	<p>Project (revised) design, and progress reports</p> <p>Int_3 &amp; 7 with NGO, Int_17 with PO</p>	<p>Desk review, KIIs</p>	Medium

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
<b>EFFECTIVENESS (max. 100 points)</b>					
The project achieved objective/outcome on time in accordance with the indicators.  <i>Max. 40 points</i>	To what extent have agreed project objectives/outcomes been achieved against indicators? Are additional indicators needed to reflect the project objective?	Comparison of achievement against outcome and objective indicators	Project progress reports, results matrix	Desk review	Strong
	To what extent was the project able to strengthen deescalating factors/ 'connectors' (e.g. peace-promoting norms and behaviour)?	Pre-identified factors and changes thereof	Context assessment 05/'17; project progress reports. Int_4_ with NGO, Int_2 with GIZ; Int_13 & 16 with BEN	Desk review, KIs, FGDs	Medium
The activities and outputs of the project contributed substantially to the project objective achievement (outcome)  <i>Max. 30 points</i>	To what extent have the agreed project outputs been achieved, measured against the indicators? Are additional indicators needed to adequately reflect the outputs?	Comparison of achievement against output indicators	Progress reports, results matrix, project partners Int_3, 5 & 10 with PO; Int_7 with NGO; Int_10, 13,15 & 16 with BEN	Desk review, KIs, contribution analysis	Strong
	How does project contribute via activities, instruments and outputs to the achievement project objective/outcomes? (contribution-analysis)	Extent of achievements in output as compared to outcomes and likelihood of project contribution			
	Which factors in the implementation contribute successfully to or hinder the achievement of the project objective? (e.g. external factors, managerial setup of project and company, cooperation management)	Internal and external factors that have prevented optimal achievement of objective	Project progress reports, results matrix Int_2 & 3 with GIZ, Int_1, 2, 3, 4, 6, 8, 11, 12, 14&17 with PO; Int_10, 15 & 16 with BEN; Int_3, 7 & 9 with NGO		Medium
	To what extent have risks and assumptions of the theory of change been addressed in the implementation and steering of the project?	Risk and assumptions from the design phase and methods used to address these	Project progress reports, results matrix Int_1,3 with PO, Int_9 with NGO		
No project-related negative results have occurred – or were addressed adequately The occurrence of additional positive results has been monitored and opportunities for further	Which negative or positive unintended results does the project produce at output and outcome level and why?	Results that occurred versus results that were planned	Project (revised) design; Project progress reports Int_3 & 10_PO; FGD_1 with BEN	Desk review, KIs, contribution analysis	Strong
	-To what extent was the project able to ensure that escalating factors (destructive norms and behaviour) were not strengthened (indirectly) by the project? -Has the project unintendedly (indirectly) supported violent	Pre-identified escalating and extent to which these have occurred; violent actors and (absence of) support	Context assessment 05/2017; Project (revised) design; Project progress reports		Medium



Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
positive results were seized.  <i>Max. 30 points</i>	actors?  Have contextual, institutional and personnel risks in the context of conflict, fragility and violence been identified (together with GIZ Risk and Security Management) and monitored (context- and conflict-sensitive monitoring) in a systematic way?  - Have measures been taken to mitigate these risks? - Have measures been taken to appropriately react to these risks?  To what extent were potential unintended positive results at outcome level monitored and exploited?	Pre-identified risks and measures taken/contingency plans  Extent of unexpected positive result and activities to replica those	Risk document by GIZ risk management staff; project progress report Int_1,3 with PO, Int_9 with NGO  Context assessment 05/2017; UoG impact assessment Int_10 with PO, Int_3 with NGO, Int_15 with BEN	Desk review, KII  Desk review, KIIs, FGDs	Strong  Medium
<b>IMPACT (max. 100 points)</b>					
The intended overarching development results have occurred or are foreseen.  <i>Max. 40 points</i>	To which overarching development results is the project supposed to contribute? Which of these intended results at the level of overarching results can be observed or are plausible to be achieved?  Is there evidence of results achieved at target group level? To what extent were targeted marginalised groups reached?	Occurrence of contribution to relevant SDGs and GIZ development objectives  Examples and extent of results perceived by beneficiaries	Project progress reports, UoG impact assessment  UoG impact assessment Int_8, 10, 13, 15, 16 with BEN, Int_3, 10 & 16 with PO	Desk review, KIIs  Desk review, KIIs, FGDs	Strong
The outcome of the project contributed to the occurred or foreseen overarching development results.  <i>Max. 30 points</i>	To what extent is it plausible that results of the project at outcome/objective level contributed or will contribute to the overarching results?  What are the alternative explanations/factors for the results observed? (e.g. the activities of other stakeholders, other policies)	Extent of contribution by project to overarching results  Contribution by other actors and factors to overarching results	Project documents, social cohesion analysis, other development actors Int_9 with NGO, Int_3, 9, 10 & 16 with PO; FGD_1, 4 7 6 with BEN	Desk review, KIIs, FGDs, contribution analysis	Medium

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
	What would have happened without the project?	Estimation of situation without intervention			
	How far has the project made an active and systematic contribution to widespread impact? If not, could there have been potential? Why was the potential not exploited?	Coverage of project versus extent of needs	Project progress reports, UoG impact assessment Int_3, 7, 8 & 12 with NGO; Int_1 & 5 PO	Desk review, KIIs	Strong
<p>No project-related negative results at impact level have occurred – and if so, the project responded adequately. The occurrence of additional positive results at impact level has been monitored and additional related opportunities have been seized.</p> <p><i>Max. 30 points</i></p>	Which positive or negative unintended results at impact level can be observed? Are there negative trade-offs between the ecological, economic and social dimensions? Were positive synergies between the three dimensions exploited?	Occurrence of unplanned positive or negative impact	Project progress reports, UoG impact assessment		
	To what extent did the project have positive/de-escalating effects or negative/escalating effects on the context of fragility (e.g. conflict dynamics, violence, legitimacy of state/non-state actors/)?	Occurrence of positive/negative effects on context of fragility	Project progress reports, UoG impact assessment Int_3 with NGO, FGD_9 with BEN	Desk review, KIIs, FGDs	Medium
	What measures have been taken by the project to avoid and counteract risks/negative results/trade-offs?	Documented or implemented measures	Project progress reports Int_1,3 with NGO, Int_4 with PO	Desk review, KIIs	Medium
	To what extent have framework conditions and/or the fragile context played a role in regard to negative results? How did the project react?	Influence of fragile context			
	To what extent were potentially unintended positive results and potential synergies between the ecological, economic and social dimensions monitored and exploited?	Documented results and actions on synergies between ecological, economic and social dimensions			
<b>EFFICIENCY (max. 100 points)</b>					
<p>The project's use of resources is appropriate with regard to the outputs achieved.</p> <p>[Production efficiency: Resources/Outputs]</p> <p><i>Max. 70 points</i></p>	To what extent are there deviations between the identified costs and the projected costs? What are the reasons for the identified deviation(s)?	Resources are used according to cost plan and deviations have been justified	Data collection efficiency assessment sheet GIZ project staff; Int 3 with PO	Financial analysis, follow the money analysis, KII	Strong
	To what extent could the outputs have been maximised with the same amount of resources under the same framework conditions and with the same or better quality?	The achievements could be reached with existing resources			
		Resources are managed based on agreed costs of goods/services			

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
	<p>To what extent could outputs have been maximised by reallocating resources between the outputs?</p> <p>Were the output/resource ratio and alternatives carefully considered during the design and implementation process – and if so, how?</p>	<p>Overall project cost is proportionate to the cost of the outputs</p> <p>Resources were controlled and additional outputs reached if outputs were achieved or could not be achieved</p> <p>The selected partners, goods, services were the best available value for money to reach the planned outputs</p> <p>The scope (numbers/locations) could be realized with the available resources</p> <p>The risks described in the proposal are well traceable in terms of estimated costs in relation to the outputs</p>			
<p>The project's use of resources is appropriate with regard to achieving the projects objective (outcome).</p> <p>[Allocation efficiency: Resources/Outcome]</p> <p>Max. 30 points</p>	<p>To what extent could the outcome have been maximised with the same amount of resources and the same or better quality (maximum principle)?</p> <p>Were the outcome-resources ratio and alternatives carefully considered during the conception and implementation process – and if so, how? Were any scaling-up options considered?</p> <p>To what extent were more results achieved through synergies and/or leverage of more resources, with the help of other donors and organisations?</p>	<p>Benchmarks were used to ensure cost-effectiveness</p> <p>Resources were well balanced between outputs</p> <p>The selected partners, goods, services were the best available value for money to reach the planned objective</p> <p>The available resources were sufficient to achieve planned impact coverage</p> <p>The project took steps/coordinated for synergies and avoidance of duplication with others-incl. German funded action</p>	<p>Data collection efficiency assessment sheet</p> <p>Int_4 with GIZ, Int_3 with PO, Int 1, 3, 7, 8, 9, 10 &amp; 12 NGO; Int_2, 8, 9 &amp; 10 with BEN</p>	<p>Financial analysis, follow the money analysis, KII</p>	<p>Strong</p>

Assessment Dimension	Evaluation	Evaluation indicator	Available data sources	Evaluation strategy	Evidence strength
<b>SUSTAINABILITY (max. 100 points)</b>					
Prerequisite for ensuring the long-term success of the project: Results are anchored in (partner) structures.  <i>Max. 50 points</i>	What has the project done to ensure that the results can be sustained in the medium to long term by the partners themselves?	Specific measures taken to continue results after July 2019	Project progress reports, Information on new project in design Int_2, 3, 4, 8, 10 & 19 with PO, Int_3 with SH; FGD_1, 2, 4, 5, 7, 8, 10 & 15 with BEN; Int_1, 2, 3, 4, 7, 8, 9 & 12 with NGO; Int_3, 8, 10 & 17 with PO; Int_4 with GIZ	Desk review, KIIs, FGDs	Medium
	In which way are advisory contents, approaches, methods or concepts of the project anchored/institutionalised in the (partner) system?	Engagement of partners and uptake of project components in their system			
	To what extent are the results continuously used and/or further developed by the target group and/or implementing partners?	Current partners' engagement and expectation of continuation			
	To what extent are resources and capacities at the individual, organisational or societal/political level in the partner country available (longer-term) to ensure the continuation of the results achieved?	Government and other partners' budget and capacity related to needs for project results			
	What is the project's exit strategy? How are lessons learnt prepared and documented?	Existence and quality of exit strategy and lessons learned			
Results of the project are permanent, stable and long-term resilient.  <i>Max. 50 points</i>	To what extent are the results (outcome and impact) of the project durable, stable and resilient in the long-term under the given conditions?	Extent to which achieved outcome/impact is likely to continue	Project progress reports, Information on new project in design Int_2, 3, 4, 8, 10 & 19 with PO, Int_3 with SH; FGD_1, 2, 4, 5, 7, 8, 10 & 15 with BEN; Int_1, 2, 3, 4, 7, 8, 9 & 12 with NGO; Int_3, 8, 10 & 17 with PO; Int_4 with GIZ	Desk review, KIIs, FGDs	Medium
	What risks and potentials affect the durability of outcome and impact and how likely are these factors to occur? What has the project done to reduce these risks?	Existing risks to durability and steps taken to reduce these			

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