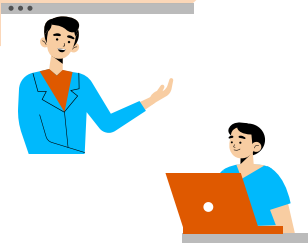


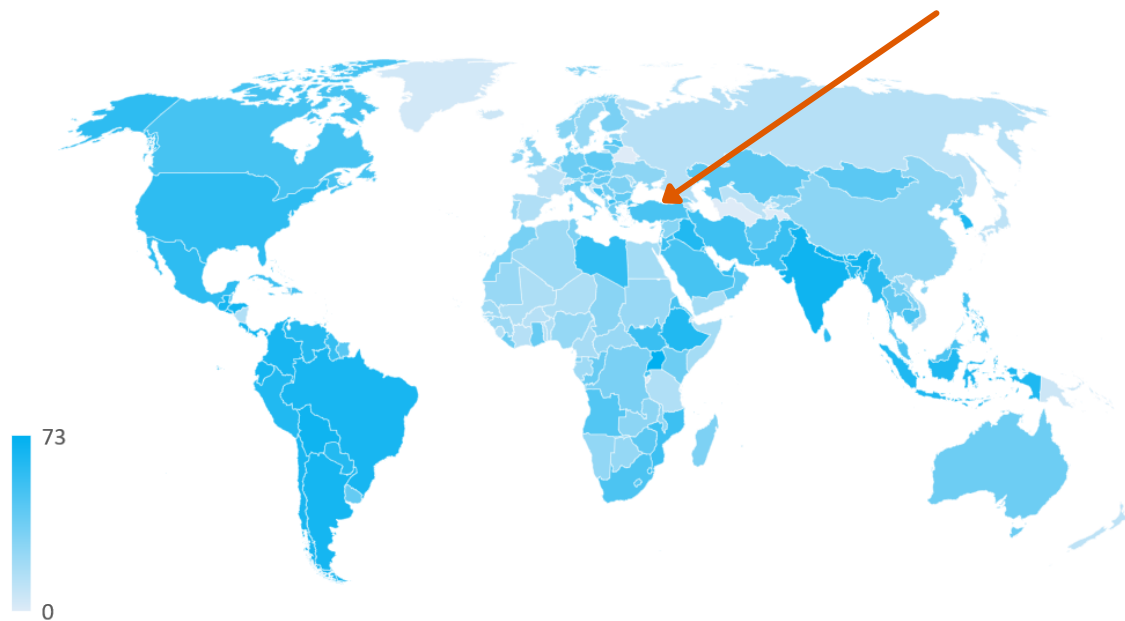
COVID-19 PANDEMIC AND ITS ESTIMATED IMPACT ON CHILDREN'S LEARNING AND RETENTION IN EDUCATION IN TÜRKIYE



The COVID-19 pandemic has led to a significant period of disruption in face-to-face education, and this in return affected the education outcomes of children.

SCHOOL CLOSURES

Among 210 countries, Türkiye is in the **top 30%** of countries with the longest duration of school closures between March 2020 and August 2021.¹



Duration of full or partial closures from Mar 20 - Aug 21 (number of weeks)

EDUCATION POLICIES DURING THE COVID-19 PANDEMIC

Turkish Government implemented various measures to enable continuous access to education.



Remote learning through TV and online Platforms (called EBA in Turkish).



Continuous improvements in the capacity of the online platform.



Education Support Centres & Education Mobile Support Centres (EBA)



Tablets with embedded internet to students in need.

UNICEF and national NGOs provided complementary support to the government



Supporting government in improving remote learning processes.



Delivering teacher training programmes through collaboration with the Ministry of National Education.



Providing educational materials and learning kits to children.



Providing hygiene kits and other kinds of supplementary resources to families.

PROBLEMS FACED BY CHILDREN AND HOUSEHOLDS DURING THE PANDEMIC

Access to the internet, digital devices, and educational platforms were the primary barriers to children's retention in education. Children living in rural areas, children from disadvantaged households and refugee children were especially at risk of educational losses.



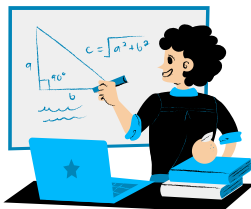
Students also experienced problems with the features and content of EBA and the concept of remote learning in general (i.e. language problems, adaptation issues, etc).

Due to lockdowns, the home learning environment became an important determinant of how children were able to learn especially given that there were various disparities to be considered.



PROBLEMS FACED BY SCHOOLS AND TEACHERS

Teachers were unprepared for teaching online and struggled to adapt to online education.



Many teachers lacked digital resources to teach or had students with no access to digital devices. Teachers also found teaching materials inapplicable to online classes and experienced problems with teaching during the pandemic.

The infrastructure of schools was not ready in many schools to allow for a safe reopening across the country.



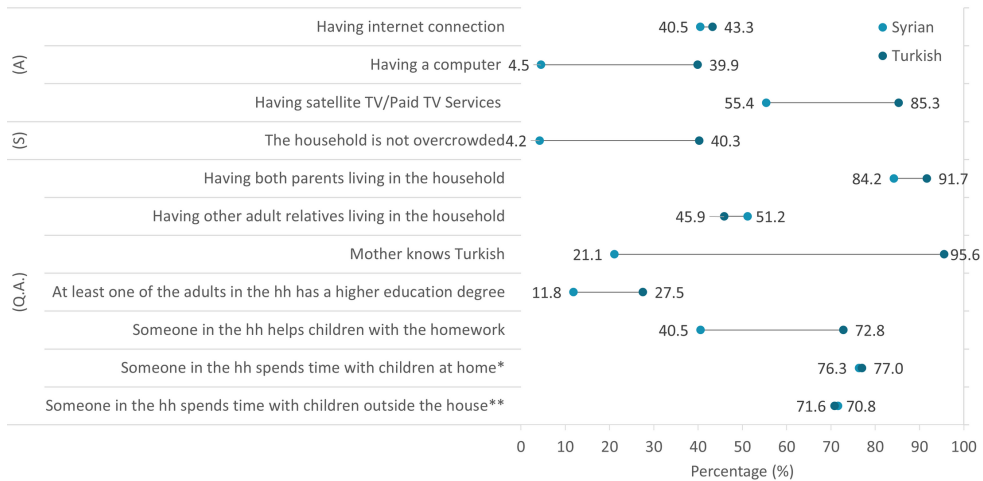
ESTIMATION OF LEARNING LOSSES AND OTHER RISKS DURING THE PANDEMIC

1 Home Learning Environment of Children in Türkiye



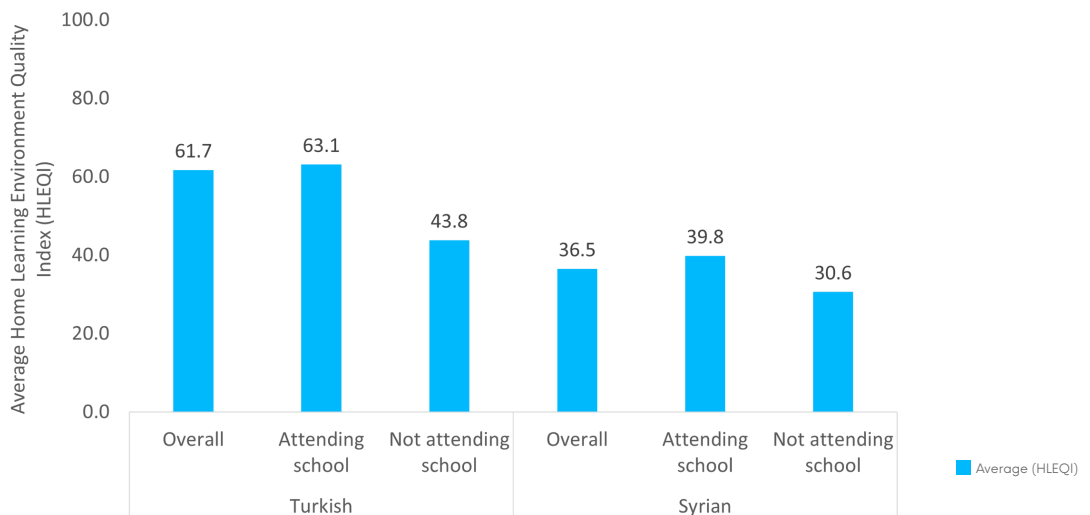
Türkiye hosts the world's largest refugee population and is home to 3.7 million Syrians under temporary protection. **Pre-pandemic, in 2018, both Turkish and Syrian children lacked certain dimensions to have a supportive home learning environment.**²

% of Turkish and Syrian children that has the dimension in the household, for children aged 6-17 years old



Turkish children but especially Syrian children entered the pandemic with disadvantages in terms of their home learning environment quality.³

Average Home Learning Environment Quality Index (HLEQI)

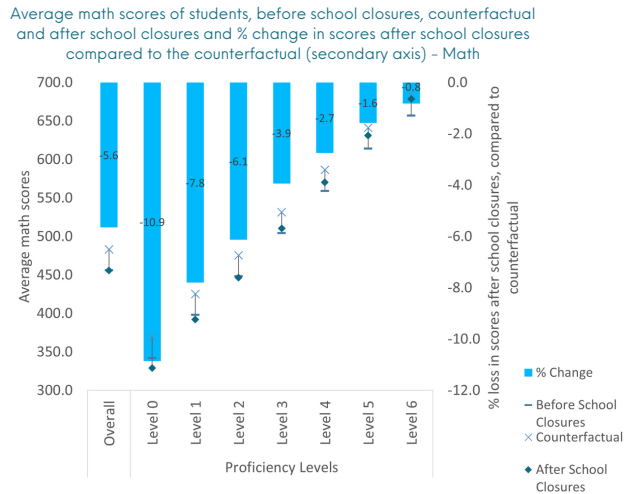
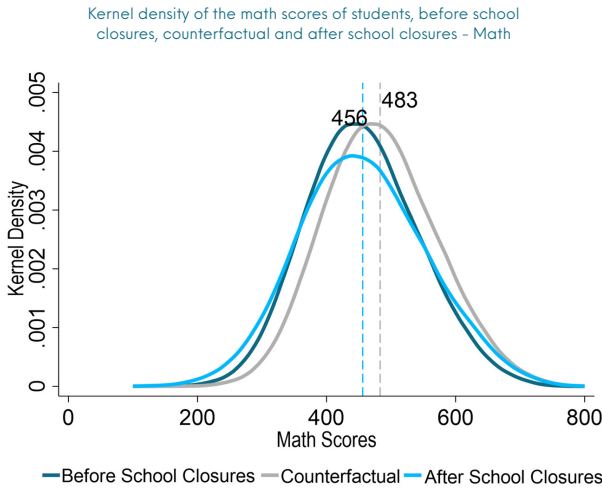


2

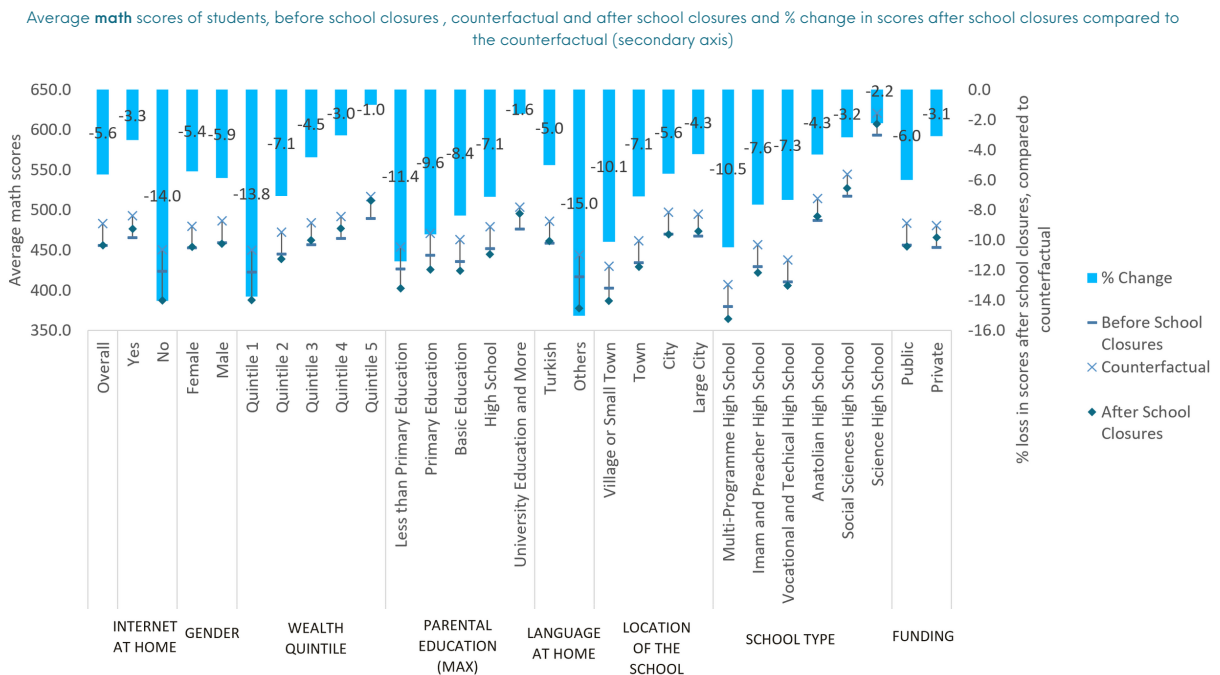
Estimated Learning Losses During the Lockdown



School closures are estimated to lead to inequalities in the distribution of learning outcomes where the scores in the upper end of the distribution became better while the scores in the lower end of the distribution are estimated to have gotten worse.⁴



Compared to their counterfactual scores, after school closures, students living in the poorest households, students with no internet or those with parents with low levels of education, students speaking languages other than Turkish, living in villages or small towns experience larger learning losses on average.⁵



Learning scores **before school closures** are the learning scores as they are obtained from PISA 2018 dataset while **counterfactual** learning scores are the learning scores in a hypothetical reality, where the learning gains occur as in normal times through face-to-face education. Learning scores **after school closures** are estimated by taking into account the variation in home learning environments between children and hence the differences in their possible absorption of the distance learning measures.

3

Other Risks during the Pandemic⁶

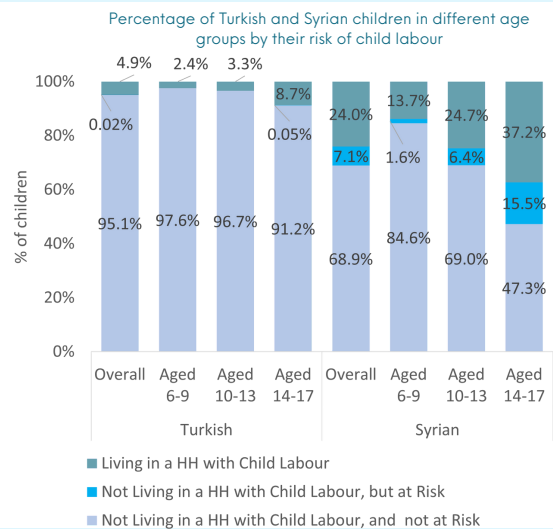
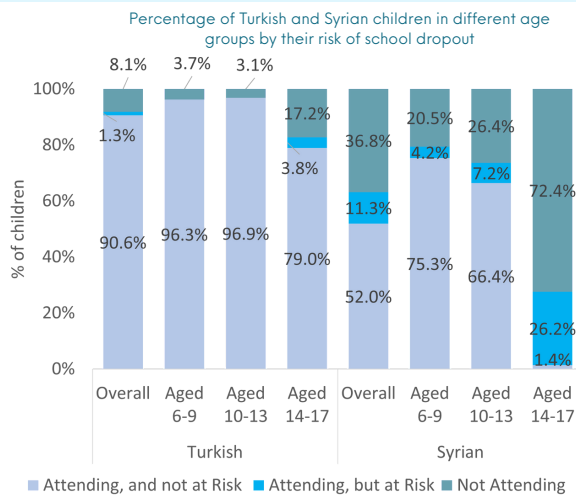


Risk of Dropping Out of School

Risk of Child Labour

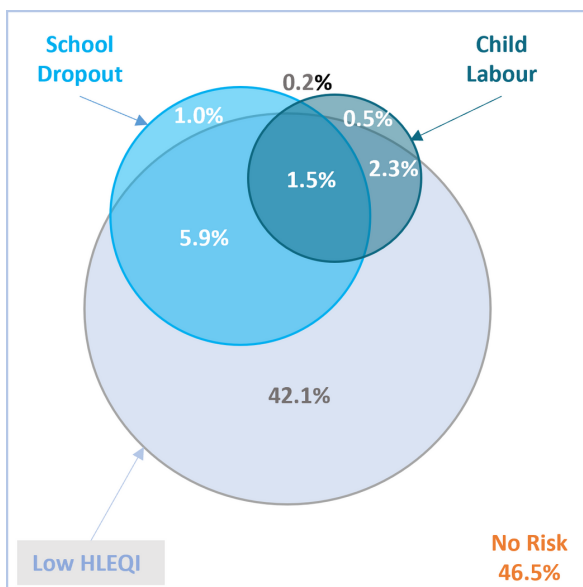


The children at risk of **dropping out of school** or getting into **child labour** are mainly in the 14-17-year-old age group in the Turkish sample, while the children at risk are in all age groups in the Syrian sample. As the age group increases, the percentage of children at risk also increases.

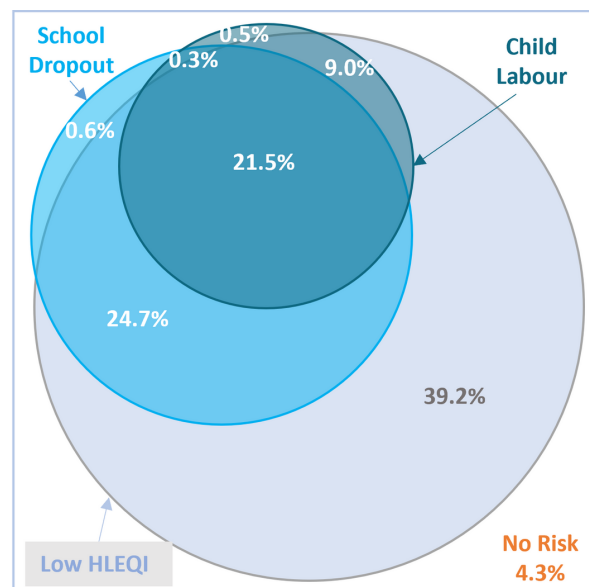


Syrian children were more at risk during the pandemic compared to Turkish children and were more likely to be exposed to multiple risks.⁷

Percentage of Turkish and Syrian children aged 6-17 years old who have exposure to multiple risks



Turkish children



Syrian children



FUTURE POLICIES AND RECOMMENDATIONS FOR REMEDIAL EDUCATION AND LEARNING



Improving internet infrastructure in rural areas and expanding the digital device support until every child has access to digital learning is vital and is one of the most pressing issues.

Policies and programmes could be devised to mitigate learning losses and address the inequalities in learning outcomes that arise during the pandemic. Different programmes could be designed for the specifically disadvantaged areas like villages and small towns and specific school types.



Gaps in the home learning environment of children could be addressed through expanding digital training programmes and family support services across the country.

Children at risk of drop out and child labour could be identified and supported by extending social services.



About the Study

The information in this infographic is prepared based on the report: “Documentation of Education Response in Türkiye during the Covid-19 Pandemic and its Effect on Children’s Access to and Retention in Education”. The study uses a mixed-methods approach to review and analyse the existing data and documents while also collecting primary qualitative data from stakeholders and experts. The methodological tools that have been used are (i) Desk review, (ii) Quantitative Data Analysis (Analysis of DHS 2018 and PISA 2018 datasets) and (iii) Qualitative Data Collection and Analysis through KIIs with Stakeholders. The study aims (i) to understand and document the policies implemented so far, the challenges faced by the children, teachers and schools during the extended period of school closures in Türkiye and (ii) to estimate the impact of the COVID pandemic on children’s education outcomes and identify risk groups.

¹ UNESCO. (2022). UNESCO global dataset on the duration of school closures. Accessed from: <https://en.unesco.org/covid19/educationresponse>

² Authors’ calculations using DHS 2018. (A) Access to infrastructure for remote learning and learning materials at home, (S) Space availability for the child, (Q.A.) Quality of Adult Interaction. *Someone in the hh spends time with children at home playing games, reading books, watching T.V., etc. **Someone in the hh spends time with children outside the house going to the park, movies, etc.

³ Authors’ calculations using DHS 2018.

⁴ Authors’ calculations using PISA 2018.

⁵ Authors’ calculations using PISA 2018.

⁶ Authors’ calculations using DHS 2018.

⁷ The school drop out circle includes children who already dropped out and also children at risk of school dropout (i.e. children who are attending school but whose predicted score for school attendance is below 0.6). The child labour circle includes children who already live in a household with child labour and also children at risk of child labour (i.e. children who are those not living in a HH with child labour but whose predicted score for living in a HH with child labour is above 0.4). low HLEQI circle includes children whose HLEQI values are below the mean HLEQI value of the children aged 6-17 in the Turkish sample which is 61.7 (out of 100).