**Accelerated Learning Program (ALP)**

Accelerated Learning Program (ALP) is carried out in cooperation with the Directorate General of Life Long Learning (DGLLL) and the United Nations Children's Fund (UNICEF) to ensure that children under temporary protection who are out of formal education system will be included in the formal education system.

The aim of this programme is to ensure access to Accelerated Learning Program for Syrian children under temporary protection in the age group of 10-18, who have been out of school for at least 3 years or who have not started school at all. In this scope, the program would first eliminate learning gaps, and then provide necessary guidance so that these students can benefit from other relevant education opportunities including non-formal and formal education based on their age and level of knowledge.

Within this framework, a workshop was held in Ankara on 7-9 November 2018 and the agenda included an assessment from a philosophical perspective on the universal qualifications of the program and educational gains. During the workshop, prioritized educational gains and contents of 2nd stage (ALP B; primary school 3rd and 4th grade), 3rd stage (ALP C; secondary school 5th and 6th grade) and 4th stage (ALP D; secondary school 7th and 8th grade) programs were also identified. Each of these stages is planned to be delivered in a period of four months.

*Table 1. Course, hour and percentage distributions of ALP subfields*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **ALP A** | **ALP B** | **ALP C** | **ALP D** | **TOTAL HOURS** | ***%*** | ***%*** |
| Turkish 1 |  |  |  |  | **0** | ***0*** |  |
| Turkish 2 |  |  |  |  | **0** | ***0*** |  |
| Turkish 3 |  | 64 |  |  | **64** | ***7*** |  |
| Turkish 4 |  | 64 |  |  | **64** | ***7*** |  |
| Turkish 5 |  |  | 48 |  | **48** | ***5*** |  |
| Turkish 6 |  |  | 48 |  | **48** | ***5*** |  |
| Turkish 7 |  |  |  | 48 | **48** | ***5*** |  |
| Turkish 8 |  |  |  | 48 | **48** | ***5*** |  |
| **Subtotal** | **0** | **128** | **96** | **96** | **320** |  | ***35*** |
| Mathematics 1 | 24 |  |  |  | **24** | ***3*** |  |
| Mathematics 2 | 24 |  |  |  | **24** | ***3*** |  |
| Mathematics 3 |  | 32 |  |  | **32** | ***4*** |  |
| Mathematics 4 |  | 32 |  |  | **32** | ***4*** |  |
| Mathematics 5 |  |  | 32 |  | **32** | ***4*** |  |
| Mathematics 6 |  |  | 32 |  | **32** | ***4*** |  |
| Mathematics 7 |  |  |  | 32 | **32** | ***4*** |  |
| Mathematics 8 |  |  |  | 32 | **32** | ***4*** |  |
| **Subtotal** | **48** | **64** | **64** | **64** | **240** |  | ***26*** |
| Sciences 3 |  | 24 |  |  | **24** | ***3*** |  |
| Sciences 4 |  | 24 |  |  | **24** | ***3*** |  |
| Sciences 5 |  |  | 32 |  | **32** | ***4*** |  |
| Sciences 6 |  |  | 32 |  | **32** | ***4*** |  |
| Sciences 7 |  |  |  | 32 | **32** | ***4*** |  |
| Sciences 8 |  |  |  | 32 | **32** | ***4*** |  |
| **Subtotal** | **0** | **48** | **64** | **64** | **176** |  | ***19*** |
| Social Sciences 1 |  |  |  |  | **0** | ***0*** |  |
| Social Sciences 2 |  |  |  |  | **0** | ***0*** |  |
| Social Sciences 3 |  | 22 |  |  | **22** | ***2*** |  |
| Social Studies 4 |  | 26 |  |  | **26** | ***3*** |  |
| Social Studies 5 |  |  | 32 |  | **32** | ***4*** |  |
| Social Studies 6 |  |  | 32 |  | **32** | ***4*** |  |
| Social Studies 7 |  |  |  | 16 | **16** | ***2*** |  |
| Atatürk's Principles and History of Turkish Revolution |  |  |  | 48 | **48** | ***5*** | ***19*** |
| **Subtotal** |  | **48** | **64** | **64** | **176** |  |  |
| **Total** | **48** | **288** | **288** | **288** | **912** | ***100*** | ***100*** |
| ***%*** | ***5*** | ***32*** | ***32*** | ***32*** |  |  |  |

Table 1 demonstrates a 912-hour distribution in the program. There are 48 educational gains, particularly to establish infrastructure for the 1st and 2nd grades under the scope of ALP A. The distributions of educational gains at ALP B-C-D are equal. Course hours allocated to Turkish is 35%, followed by Maths by 26% and then Sciences and Social Studies by 19%.

Fundamental gains set out in the education programs prepared by Ministry of National Education (MoNE) have been selected for the target group of ALP; furthermore, specific pages have been identified in the course books used in MoNE schools where these gains are delivered.

*Table 2. Course Books Used in ALP ​​and Distribution of Selected Educational Gains in These Books*

|  |  |  |
| --- | --- | --- |
| **Course Book** | **Gain** | |
| Primary School Course Book, Sciences 3, Anadol Publishing House | 26 | |
| Primary School Course Book, Sciences 4, Ministry of Education Publishing House | 21 | |
| Primary School Course Book, Social Sciences 3, Ministry of National Education Publishing House | 22 | |
| Primary School Course Book Mathematics 1 MHG Publishing House | 17 | |
| Primary School Course Book, Mathematics 2, Ministry of Education Publishing House | 17 | |
| Primary School Course Book, Mathematics 3, Ministry of National Education Publishing House | 28 | |
| Primary School Course Book, Mathematics 4, Ata Publishing House | 11 | |
| Primary School Course Book, Social Studies 4, Tuna Publishing House | 23 | |
| Primary School Course Book, Turkish 3, Ministry of National Education Publishing House | 10 | |
| Primary School Course Book, Turkish 4, Ministry of National Education Publishing House | 10 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Sciences 5, Ada Publishing House | 19 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Sciences 6, Ministry of National Education Publishing House | 23 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Sciences 7, Ministry of National Education Publishing House | 34 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Sciences 8, Tutku Publishing House | 20 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Mathematics 5, Ministry of National Education Publishing House | 20 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Mathematics 6, Ministry of National Education Publishing House | 20 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Mathematics 7, Koza Publishing House | 24 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Mathematics 8, Ministry of National Education Publishing House | 21 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Social Studies 5, Anadol Publishing House | 19 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Social Studies 6, Ministry of National Education Publishing House | 19 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Social Studies 7, Ministry of National Education Publishing House | 14 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Turkish 5, Ministry of National Education Publishing House | 19 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Turkish 6, Ministry of National Education Publishing House | 14 | |
| Secondary School and İmam Hatip Secondary School Course Book, Turkish 7, Ministry of National Education Publishing House | 17 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Turkish 8, Ministry of National Education Publishing House | 17 | |
| Secondary School and İmam Hatip (Religious) Secondary School Course Book, Atatürk's Principles and History of Turkish Revolution 8, Ministry of National Education Publishing House | 28 | |
| **Total** | **513** | |
|  |  |  |

Table 2 demonstrates that 26 course books were used while shaping the narrow program. The table also includes the distribution of the number of gains (513) according to the books.

*Table 3. Units Used in ALP and the Distribution of Gains in These Units*

|  |  |
| --- | --- |
| **Course/Unit** | **Gain** |
| **Sciences** | **143** |
| Types of bulb connections | 4 |
| Acids and Bases | 4 |
| Lunar Movement and Phases | 2 |
| Mirrors | 1 |
| Pressure/Physics Events | 1 |
| Basic Electric Circuits | 2 |
| I and my Surroundings | 4 |
| Food Chain and Energy Flow | 1 |
| Nutrients and Their Properties | 4 |
| Conscious Consumers | 2 |
| Reproduction, Growth and Development in Plants and Animals | 2 |
| Urinary System | 1 |
| Living Creatures and Life | 1 |
| Let's Get to Know Living Creatures | 1 |
| Moving and Stopping Objects | 2 |
| Sounds Around Us | 3 |
| Let's Get to Know Living Things Around Us | 2 |
| Controlling and Regulatory Systems | 3 |
| Support and Movement System | 1 |
| Symbolic Representation of Circuit Elements and Circuit Diagrams | 2 |
| DNA and Genetic Code | 3 |
| Circulatory System | 3 |
| Sensory Organs | 2 |
| Sensory Organs and Their Duties | 2 |
| Movements of the Earth | 2 |
| Shape of the Earth | 1 |
| Structure of the Earth | 2 |
| Transformation of Electrical Energy | 4 |
| Electrical Tools | 4 |
| Energy Transformations | 2 |
| Domestic Waste and Recycling | 2 |
| Physical and Chemical Changes | 1 |
| Solar System | 1 |
| Beyond the Solar System: Celestial Bodies | 3 |
| Solar and Lunar Eclipses | 2 |
| Structure and Properties of the Sun | 3 |
| Cells and Cellular Divisions / Living Things and Life Learning | 2 |
| The Role of Light in Vision | 2 |
| Refraction of Light and Lenses | 2 |
| Light Absorption | 4 |
| Propagation of Light | 2 |
| Conductive and Insulating Agents | 2 |
| Human and Environmental Relations | 3 |
| Reproduction, Growth and Development in Humans | 3 |
| Mixtures | 2 |
| Measurement of Force | 1 |
| Relationship Between Mass and Weight | 2 |
| Change of State in Matter | 1 |
| States of Matter | 2 |
| Change of Matter with Heat | 2 |
| Particulate Structure of Matter | 5 |
| Physical Properties of Matter | 2 |
| Seasons and Climate/Earth and Universe | 2 |
| Force Applied by Magnets | 3 |
| Mitosis | 2 |
| Periodic System | 2 |
| Pure Matter | 2 |
| Sound Pollution | 3 |
| The Role of Sound in Hearing | 1 |
| Propagation of Sound | 1 |
| Digestive System | 2 |
| Health of the Body’s Systems | 2 |
| Respiratory System | 1 |
| Frictional Force | 2 |
| Suitable Lighting | 1 |
| Movement Properties of Living Things | 1 |
| Destructive Nature Events | 2 |
| **Mathematics** | **158** |
| Angles | 1 |
| Area Measurement | 3 |
| Division | 4 |
| Algebraic Expressions | 3 |
| Algebraic Expressions and Identities | 1 |
| Multipliers and Multiples | 5 |
| Multiplication | 7 |
| Circle | 1 |
| Circle and Disc | 3 |
| Measurement of Circumference | 3 |
| Subtraction | 7 |
| Polygons | 2 |
| Natural Numbers | 20 |
| Operations with Natural Numbers | 6 |
| Linear Equations | 1 |
| Equality and Equation | 4 |
| Inequalities | 2 |
| Equinumerousity and Similarity | 1 |
| Geometric Objects | 5 |
| Geometrical Shapes | 2 |
| Square-root Expressions | 5 |
| Fractions | 9 |
| Operations with Fractions | 5 |
| Decimal Impressions | 4 |
| Rate and Proportion | 3 |
| Our Money | 1 |
| Rational numbers | 2 |
| Operations with Rational Numbers | 2 |
| Measurement of Liquids | 1 |
| Whole Numbers | 2 |
| Operations with Whole Numbers | 3 |
| Weighing | 1 |
| Basic Geometric Concepts and Drawings | 2 |
| Addition | 10 |
| Spatial Relations | 1 |
| Measurement of Length | 7 |
| Triangles and Rectangles | 3 |
| Triangles | 3 |
| Exponential Expressions | 2 |
| Data Analysis | 1 |
| Data Evaluation | 3 |
| Percentages | 3 |
| Measurement of Time | 4 |
| **Social Sciences** | **22** |
| Life in Nature | 4 |
| Life at Home | 2 |
| Safe Life | 3 |
| Life in our School | 3 |
| Healthy life | 3 |
| Life in Turkey | 7 |
| **Social Studies** | **75** |
| Science, Technology and Society | 6 |
| Individual and Society | 10 |
| Active Citizenship | 11 |
| People, Places and Surroundings | 14 |
| Culture and Heritage | 12 |
| Global Links | 11 |
| Production, Distribution and Consumption | 11 |
| **Atatürk's Principles and History of Turkish Revolution** | **28** |
| Turkish Foreign Policy in Atatürk's Period | 3 |
| Atatürk's Death and Aftermath | 1 |
| Atatürk's Principles and Turkey Becoming Contemporary | 8 |
| A Hero Is Born | 3 |
| Democratization Efforts | 1 |
| A National Legend: Freedom or Death! | 5 |
| National Awakening: Steps towards Independence | 7 |
| **Turkish** | **87** |
| Listening-Watching | 18 |
| Talking | 12 |
| Reading | 36 |
| Writing | 21 |
| **Total** | **513** |

Table 3 demonstrates the distribution of number of gains according to fields and units. As it is seen, mathematics units and gains dominate the table. List of selected gains for the narrow program can be found in Annex 1. The remainder of the selected gains is 491 after removing the gains that are mentioned multiple times. Teachers to be involved in this programme should particularly be briefed about the use of ALP curriculum. This briefing should stress the fact that the aim is to enable ALP students attain the same level of their peers in the formal education system in terms of educational gains and then to refer them to the relevant formal education system after they receive their documents from equivalence commissions. Therefore, there should be an emphasis on the plan to integrate the students into the formal education system through ALP according to their ages and level of education.