**A CRITICAL ANALYSIS OF SOCIAL INCLUSION IN TURKEY:
THE CASE STUDY OF SODES (SOCIAL SUPPORT PROGRAMME)**

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ABSTRACT

A CRITICAL ANALYSIS OF SOCIAL INCLUSION IN TURKEY:
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Fighting against the regional development disparities has been considered as one of the most important public policies recently. In this regard, Social Support Program, endorsed in 2008 under GAP Action Plan, is regarded as an important example of public intervention with increasing budget and geographical expansion. Objective of SODES is improving social inclusion of disadvantaged groups and enhancing regional social development. Accordingly, projects prepared by local actors to provide social inclusion, to increase employability and to support cultural, artistic and sports events are financed.

 "Social inclusion" is defined as policies and implementations targeting to increase access of disadvantaged groups to services like education, health, employment and social assistance. Debates on social inclusion literature include: lack of clear definition, dichotomy as "them and us", focus on state rather than process and limited scope.

Objective of this study is critically analyzing SODES, on the basis of social inclusion. In-depth interviews are conducted with beneficiaries, their families, project coordinators, local officials and policy makers to understand the impacts of the projects and SODES.

It is observed that, there are important positive outcomes like the increase in schooling rate of girls. However, taking into consideration debates on social inclusion and evaluating SODES projects as a whole, it is argued that SODES has deficiencies regarding its project based structure, sustainability, accessibility of all target groups, evaluation, monitoring and institutionalization. The argument of the thesis is that such deficiencies of SODES are also arising from the concept of social inclusion which has its limitations in confronting structural inequalities in the society.

Keywords: SODES, Social Inclusion and Exclusion, Regional Social Development, GAP (Southeastern Anatolia Project), Turkey

ÖZ

TÜRKİYE'DE SOSYAL İÇERMENİN ELEŞTİREL ANALİZİ: SODES (SOSYAL DESTEK PROGRAMI) ÖRNEĞİ

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Bölgesel gelişmişlik farklarının azaltılması son dönemdeki en öncelikli kamu politikalarından biridir. Bu kapsamda; 2008 yılında hazırlanan GAP Eylem Planının Sosyal Kalkınmanın Sağlanması bileşeni altında planlanan Sosyal Destek Programı (SODES) her yıl hızla artan bütçesi ve genişleyen kapsamı ile kamu uygulamalarında örnek gösterilmektedir. SODES'in temel amacı dezavantajlı gruplara yönelik projeler ile sosyal içermenin ve bölgesel sosyal kalkınmanın sağlanmasıdır. SODES kapsamında yerel aktörler tarafından hazırlanan sosyal içerme, istihdam ve kültür, sanat ve spor projeleri desteklenmektedir.

Sosyal içerme kavramı dezavantajlı grupların eğitim, sağlık, istihdam, sosyal yardım gibi hizmetlere erişimini artırmaya yönelik politika ve uygulamalar bütünü olarak tanımlanabilir. Bununla birlikte, literatürde sosyal içerme kavramı ile ilgili olarak; tanımının net olmadığı, "biz ve onlar" şeklinde ikilik oluşturduğu, sınırlı bir amacının olduğu ve sosyal dışlanmayı oluşturan sebepler ve süreçler yerine sadece sonuçlara odaklandığı tartışmaları yapılmaktadır.

Bu çalışmanın amacı, SODES'in, temel amacı olan sosyal içerme bağlamında eleştirel bir bakış açısıyla değerlendirilmesidir. Yararlanıcılar, yararlanıcı aileleri, proje koordinatörleri ve politika belirleyicileri ile yapılan derinlemesine mülakatlar ile söz konusu projelerin oluşturduğu algılar ve SODES değerlendirilmiştir.

Yapılan mülakatlar sonucunda, SODES'in kız çocuklarının okullaşmasını artırması gibi önemli olumlu çıktılarının olduğu görülmüştür. Ancak, SODES programı sosyal içerme kavramı üzerine yapılan tartışmalar dikkate alınarak ve bir bütün olarak değerlendirildiğinde, SODES'in proje temelli yapısı, sürdürülebilirliği, tüm hedef gruplara ulaşması, izleme ve denetlenmesi ile kurumsallaşması bakımından eksiklikleri olduğu görülmüştür. Bu tez SODES'in bu eksikliklerinin sosyal içerme kavramının toplumdaki yapısal eşitsizliklerle baş etmedeki kısıtlılıklarına da bağlı olduğunu tartışmaktadır.

Anahtar Kelimeler: SODES, Sosyal İçerme ve Dışlanma, Bölgesel Sosyal Kalkınma, GAP (Güneydoğu Anadolu Projesi), Türkiye

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LIST OF ABBREVIATIONS

DAP: Eastern Anatolia Project

GAP: South Eastern Anatolia Project

MoD: Ministry of Development

MoFSP: Ministry of Family and Social Policy

MTP: Medium Term Programme

NDP: Ninth Development Plan

NGO: Non-Governmental Organization

OECD: Organization for Economic Cooperation and Development

ÖSS: University Entrance Examination

SBS: Secondary School Entrance Examination

SODES: Social Support Programme

SPO: State Planning Organization

TL: Turkish Lira

TRC: South Eastern Region

TURKSTAT: Turkish Statistical Institute

UN: United Nations

CHAPTER 1

INTRODUCTION

This chapter includes three sections: General views, aim of the study and methodology. The first section gives general information on the regional social development programme named Social Support Programme (SODES) and one of its components which is education projects. Main aim of the SODES is the social inclusion of the disadvantaged groups. The definition and the criticism of the social inclusion are given next. The aim of the study will be given in the second section. And lastly, brief description on how the core issue of this research was examined was given under the methodology section.

1.1. GENERAL VIEWS

Turkey has been focusing on policies aimed at reducing the regional disparities that has been widening for 50 years. Although Turkey has achieved considerable progress in its national economic development values, such value is not distributed equally across the regions. To reduce regional and social development disparities, Turkey initiated a new project called Social Support Program (SODES) with the main aim of social inclusion of the disadvantaged people living in the Southeastern Region of Turkey.

SODES started in 2008, 398 projects financed and the total budget was 42 million TL. Projects are carried out by governors, special provincial administrations, public institutions and NGO's. In 2011, 1810 project financed with a budget of the 200 million TL and in 2012 total budget of SODES rise to 250 million TL[1].

The aim of the SODES is to provide social development and to increase social welfare in the cities under the scope of Southeastern project. For these purposes the sub-aims can be defined as finding solutions for social problems like poverty, migration and urbanization by mobilizing local dynamics, increasing employability,

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[1] 250 million TL is equal to approximately 140 million US $ in 2012.

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entitling careers for people, developing fields of activities of revenue-generating, providing social inclusion and supporting cultural, artistic and sports events. In the framework of SODES, it is aimed to strengthen social capital of the region by contributing to social restoration period. In this regard, increasing the active participation of individuals and groups, who are under the risks of poverty and social exclusion in the region, to economic and social life and realizing social solidarity and integration of them by increasing their life quality are aimed.

SODES education projects get the largest amount of financing from the total budget. These projects were found to be the most successful projects in various site visits. These projects have sustainable outcomes, have multidimensional effects and the highest marginal utility occurs with education projects (Minister's Press Brief, 15.11.2010). Project coordinators, governors and planning experts are agree on the most successful character of education projects (Kızılcahamam Workshop, 2010).

As pointed out, firstly I will focus on the socially excluded youth and especially girls in poor families in Şanlıurfa without opportunity to access for additional educational support **can be socially included** by educational support projects and its complementary activities. For this reason I will concentrate on social inclusion dimensions of education and social integration. And the gender mainstreaming will be a horizontal dimension on social inclusion in this paper. As rightly emphasized by the EU Manual for gender mainstreaming, employment, social inclusion and social protection policies (European Commission, 2008:27), "gender mainstreaming is not a goal in itself but a means to achieving equality"; and "it is not concerned only with women, but with the relationship between women and men for the benefit of both".

Additional educational support especially for getting acceptance from a university is one of the most efficient instruments which enable people to have better living standards, it can be perceived as a necessary means to avoid social exclusion. This concept is twice efficient for women than man. To be excluded from higher education means to be excluded from many aspects of economic, social and cultural

capital. Social inclusion by education policies is also important under the concept of societal benefits. "If there is a gap between current and desired social levels of investment in youth development, showing that the social rates of returns to investments in youth are higher than for the alternative use of these resources is likely to strengthen the case for using public resources to close this gap. The results of doing so are likely to include more efficient use of public resources, with possible benefits for many members of society."

Main aim of SODES is the social inclusion of disadvantaged groups. However social inclusion is a problematic concept. Social inclusion is widely criticized because of its unclear definition, dimensions of economic and social aspects and its focus on state rather than the process. Because of the vague definition of social inclusion, project base evaluations were not enough to analyze the total outputs of SODES programme. Due to this reason I concentrate more on the overall evaluation of the programme.

1.2. AIM

This study aims to critically analyze SODES programme by taking its objectives and implications into consideration with regard to its major aim about social inclusion SODES is the largest regional social development programme. SODES started with 42 million TL budget in 2008 and the total budget rises up to 250 million TL in 2012. SODES is enlarging without an assessment. I will concentrate more on the shortcomings of the programme to suggest some policy recommendations.

This thesis takes into consideration SODES programme as a whole and tries to analyze the programme starting from the first project proposal call to its access to all target groups, to its monitoring, controlling and evaluation procedures, to the legal document which sets its principles and procedures, to its prioritization areas and its scope and the budget. Hence all aspects of SODES programme are critically analyzed as an example for Social Inclusion Policies in Turkey.

1.3. METHODOLOGY OF THE STUDY

In order to understand social inclusion effects of SODES education projects, and the criticism of the SODES program as a whole, site visits are made to the completed SODES projects. Since SODES is being implemented since 2008, there have been several side visits and reports on these projects. Şanlıurfa was chosen because, the largest SODES budget is used by Şanlıurfa in the 2008 – 2010 period and the institutional capacity of Şanlıurfa Government Project Office is the best compared to the other project offices. Liaisons with the local project coordinators and beneficiaries were provided by Şanlıurfa Government Project Office.

There are different types of SODES projects in the field of employment, culture and art and social inclusion. But the SODES education projects get the largest amount of financing from the total budget. These projects have sustainable outcomes, have multidimensional effects and the highest marginal utility occurs with education projects (Minister's Press Brief, 15.11.2010). Thus, it is decided to evaluate the SODES education projects on social inclusion.

Qualitative research method was used to analyze the research problem by means of the above mentioned discussions. In-depth interview was preferred because it is the most suitable data collection technique for this research. Semi-structured interview questionnaire was used during the interviews. Interviews lasted about 35 minutes and all were recorded. The interviewees are determined from the beneficiaries of SODES additional education support projects. I visited 7 project offices in Şanlıurfa, one project office in Siverek and one project office in Birecik. I conducted most of the interviews in projects offices. I conducted interviews with the project beneficiaries from Bozova in Şanlıurfa Government Project Office. I realized 24 in depth interview with students, 16 with their families (mother or father which one is available at that time) and 7 with project coordinators. I conducted 7 home visits made to analyze the socio-economic situation of the beneficiary families in their living environment. Finally I realized two interviews with policy makers at Ministry of Development (formerly known as State Planning Organization (SPO)). These

interviews are conducted with the head of the department who is responsible from SODES and one of the SODES coordinator working in this department.

The research questions grouped under three categories;

In the first group, demographic and socio-economic characteristics of the beneficiaries and their families are analyzed. In this framework the following questions are covered; the migration history, income level, family size, beneficiaries' parents educational level and whether parents speak Turkish or not. In the second part positive and / or inefficient outcomes and shortcomings of SODES education projects are examined. And in the last group, the critical dimensions of SODES programme and its objectives and implications are evaluated.

After the decoding of the interviews, data is analyzed descriptively. Data is carefully analyzed and read keeping in mind the debates on the concept of social inclusion. The problematic features of the concept are evaluated within the framework of SODES implications.

CHAPTER 2

LITERATURE REVIEW

While the government is trying to reduce the regional and social development gap; it is necessary to analyze the current situation in an appropriate way is very important. Previously poverty was strictly used as a deficiency of income for basic needs. But today, concept of social deprivation is revising by adopting a view of poverty relative to revising average living standards and a framework for thinking about nonmonetary aspects of deprivation. In this context, the concept of social exclusion/inclusion figured prominently in the policy discourse in France in mid 1970s. The concept was later adopted by the EU in the late 1980s as a key concept in social policy and in many instances replaced the concept of poverty (Silver, Miller; 2003:5).

2.1. SOCIAL EXCLUSION AND INCLUSION

Social exclusion is a multifaceted concept and is defined by Silver (2007:15) as:

> *"A multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live."*

Poverty is a distributional outcome, whereas exclusion is an interactive process of weakening participation, solidarity, and access. Social exclusion goes beyond the issue of material poverty as it is also seen as including other forms of social disadvantages such as lack of regular and equal access to **employment, education, health care, social assistance, proper housing.** Adaman and Keyder define social exclusion by taking into consideration of this multidimensionality as;

> *"Social exclusion is a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and lifelong learning opportunities, or as a result of discrimination.*

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This distances them from jobs, income and education and training opportunities as well as social and community networks and activities. They have little access to power and decision-making bodies and thus often feel powerless and unable to take control over decisions that affect their day to day life."(Adaman and Keyder, 2006:6)

Due to the multidimensional nature of social inclusion, it remains hard to interrelate these dimensions over time. The accumulation of a number of disadvantages may result in a self-reinforcing cycle. This self-reinforcing cycle makes it difficult to attribute interconnection to one definite factor or another (Atılgan and Çakar, 2007:68).

Social exclusion can be observed from both an individual as a collective perspective. From the individual perspective, it requires the individual's lack of access or capacity to the multitude of social opportunities to be provided by being involved into mainstream society. From the second perspective, social exclusion breaks the larger social bond that holds society together. Or as Sen (2000) puts it: *"In general, social cohesion faces many difficult problems in a society that is firmly divided between a majority of people with comfortable jobs and a minority—a large minority—of unemployed, wretched, and aggrieved human beings."*

Sen argues that the idea of social exclusion needs to be examined in relation to its utility in providing new perceptions in understanding the nature of poverty, identifying causes of poverty, contribution to thinking on policy and social action in alleviating poverty. Sen associates idea of social exclusion to capability perspective on poverty (Sen, 2000:4).

"The capability perspective on poverty is inescapably multidimensional, since there are distinct capabilities and functionings that we have reason to value. I would suggest that it is useful to investigate the literature on "social exclusion" using this broadly Aristotelian approach. The connections are immediate. First, we have good reason to value not being excluded from social relations, and in this sense, social exclusion may be directly a part of capability poverty. Second, being

excluded from social relations can lead to other deprivations as well, thereby further limiting our living opportunities. For example, being excluded from the opportunity to be employed or to receive credit may lead to economic impoverishment that may, in turn, lead to other deprivations (such as undernourishment or homelessness).

Social exclusion can, thus, be constitutively a part of capability deprivation as well as instrumentally a cause of diverse capability failures. The case for seeing social exclusion as an approach to poverty is easy enough to establish within the general perspective of poverty as capability failure" (Sen, 2000:4-5).

Social exclusion concept is dominantly focusing on the issue that some segments of the society cannot fairly benefit from the economic growth and these segments are excluded from the process of capital accumulation (Şenses, 2003: 90). Besides the exclusion from economic process, some segments of society are subject to social exclusion in terms of benefiting from health and education services, cultural possibilities, from taking part within labor market and therefore integrating into society at large. Those are, in the meantime, the most vulnerable segments to the poverty risk. To improve the integration of these segments with society is important in both for economic and social respect. Given the different natures of social exclusion, a thorough framework of analysis needs to enquire into the situation of excluded groups, excluding causes and excluding forces, thereby addressing the issues of "exclusion from what", as well as "exclusion by what" and "by whom" (UN; 2007:10). Different approaches accepted on social exclusion in literature. Exclusion has diverse meanings for different issues. Thus there is only one agreement on social exclusion that it cannot be defined with only one factor (Sapancalı, 2005:14-15). The dimensions of social exclusion are shown in the Table 1 below.

Table 1: The Dimensions of Social Exclusion

Livelihood 　　Employment (include skills and **education**) 　　Income 　　Purchasing power and consumption	In relation to 　*Social identities* 　　(Gender, age, ethnicity, religion, 　　 nationality, race, class) and *disadvantages* 　**(gender, disability, illiteracy, no-skills… etc.)**
Social provisioning 　　**Education** 　　**Health** care	*Geographic location* 　(Physical proximity or accessibility to 　services and markets)
Citizenship and rights 　**Social participation** 　Right to organization 　Political representation 　Civil rights	*Structural norms* 　- Social and communal relations 　- **Structural interactions with gender,** 　　ethnicity, religion, class … 　- Social and economic inequalities 　- Attitude with immigrants and refugees

Source: UN, 2007: 11

In literature social inclusion is seen to be defined in relation to social exclusion. Cameron (2006) argues that due to an insufficient understanding of what is meant by inclusion, the attention has been focused on the problems and shortfalls of "excluded" (Cameron, 2006:397). He condemns the way by which the issue of inclusion has been taken up in reference to the discussion of exclusion, but fails to provide his own conceptualization on the issue. He alluded this deficiency to a result of an overall failure to develop a critical thoughtful of the real and discursive geographies of social inclusion. For example, he notes,

> *"Where a conceptualization of inclusion does appear in the social exclusion literature, it is often only indirect. Frequently, for example, it appears in invocations of 'normal' social expectation/participation or, more commonly,' mainstream' applied to various things that people are understood to be excluded from: labor market, economy, society, culture, citizenship, etc. The meaning and location of the mainstream is routinely taken to be self-evident. As this implies, social inclusion is most commonly defined only negatively – as whatever is not socially excluded. For this reason, much of the discussion of social inclusion is conceptually dominated by exclusion – social exclusion is the datum point against which social inclusion is both empirically measured and conceptually defined"* (Cameron, 2006:397).

Social inclusion is a relatively new concept. The EU defines it as a 'process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights' (European Commission, 2005). Similarly, Buğra (2005) states the main aim of social inclusion as whole political interventions to solve the social exclusion. She defines the aim of social inclusion as: Because of low income, ethnicity or religious roots, gender, educational level, mental or physical disability some citizens have some difficulties on participating to society and social inclusion aims at to solve these issues by institutional interventions. This intervention is not only creating employment facilities or providing equality of opportunity for all. Social inclusion policies are totally political decisions to provide fair services for all the segments of the society (Buğra, 2005:9).

2.2. DEBATES ON SOCIAL EXCLUSION AND INCLUSION

Social inclusion and exclusion concepts are widely used in public policies on tackling with the social problems. While these concepts are used to solve problems, in itself these concepts have problematic dimensions such as; social inclusion is lack of clear definition, it creates dichotomy and it individualize social problems. Besides, social inclusion concept is based on "to include the excluded in" and social exclusion is based on specific problems thus, social inclusion can be an exclusionary process. In addition to these criticisms, social inclusion policies concentrate more on the state rather than the process and social inclusion is a passive concept.

According to Atkinson, these concepts may **mean different things to different people** (Atkinson, 1998:13). Every researcher in this field has a different definition and pursues a different theorization which results in ambiguity (Atkinson, 2000:1039).

The ambiguity of the definition and of the social inclusion concept and the lack of its theoretical coherence causes the disadvantaged **people to be considered as objects of a policy than active subjects in the society** as Silver (1994) defends. According to Stroebel (1996) this ambiguity brings more serious problems in practice. As social inclusion is not well defined, the policies being implemented with the aim of **"include people to the society" indeed become some useless, worthy-sounding policies** that have no effect on the target audience (Marsh and Mullins, 1998:751). The worse consequence of the lack of consensus in definition is that to further **marginalize the disadvantaged people with the usage of an over-simplified dichotomy of inclusion and exclusion** as expressed by Percy and Smith. The worst scenario is to submit to the social exclusion (Percy-Smith, 2000:3).

The concepts of social inclusion and exclusion are also criticized for being the reformulation of the well-known concepts such as poverty by Kilmurray (1995). The term socially excluded just seem the politically correct synonym of the "poor." Developing **a new terminology without developing adequate, effective instruments to "include people to the society" will result in failure.** The risk here is that to replace a new but broad and vague social inclusion policy with conventional and locally developed successful policies. There's also a concern of the concept of social exclusion being used for some political interests.

> According to Randolph and Judd (1999) the perpetuation and maybe the legitimization of the concept of "underclass" by the usage of the concept social exclusion which reflects the prejudices of the middle class who makes a distinct separation of **"us and others"** forms an another risk . As complementary, Silver (1994:545) has shown that social inclusion/exclusion concepts **may create a virtual and social boundary and permanent distinction between the "ins" and "outs".** Similarly she points out that: *"exclusion discourse may also ghettoize risk categories under a new label and publicize the more spectacular forms of cumulative disadvantage, distracting attention from the general rise in inequality, unemployment, and family dissolution"* (Silver, 1994:540)

The emphasis on excluded minorities has been in preference to recognizing inequalities amongst all classes of society (Levitas, 1996:19; Lister, 1998:224). **Proponents of exclusion also fail to acknowledge the role of economic**

restructuring in maintaining these societal divisions. Instead, preference is given to spatial, neighborhood-oriented solutions to exclusion. This marginalization of underlying causes confirms the perceived inevitability of class inequality.

It is a significant effort to try to solve the problems of the social structure through policy making. **In contrast, "if the problems are seen as personal, the recommended solutions naturally will remain at the individual level."** In such a case, the recommendation would be to develop personal qualifications or human capital. "**Yet one should bear in mind that exclusion at the individual/household/group level mostly would bring about exclusion in structure, institutions and rights.**" Thus, it is not appropriate to transmit exclusion only to a single dynamic (Adaman and Keyder, 2006:11).

Goodin (1996) has argued that the concept of social exclusion is limited in its scope and ambition because it is largely concerned with thresholds—with getting people over the line of social inclusion. These arguments have it that where the goal is restricted to including the excluded, then this leaves those people who are included on the margins of society:

> *far from moving us beyond marginality—far from helping to take 'the excluded' to the centre of social life—political appeals couched in terms of **'inclusion of the excluded' only succeed in pushing them 'just over the line'**(Goodin;1996).*

Especially due to financial and economic crises high unemployment rates and unfair income distribution creates social risks. Yalman (2007:70-74) argues that social **policies based on social inclusion mostly try to manage these risks and search for individual solutions that only aim to sustain current situation.**

A related concern with the social exclusion concept is that it tends to be couched in 'top-down' terms. As such, **inclusion is something that is done to passive, socially excluded people by the state.** These people are viewed and treated as having little or no agency of their own. Thus, on the one hand, inclusion may be viewed as active or coercive on the part of the state and, on the other hand, as passive where it comes to

those people who are being included. Özdemir (2007) argues that social exclusion approach pacifies worker whom are the most affected groups in society from inequality and unfair distribution. Social exclusion divides workers into socially excluded and not excluded ones. She states that, continuously naming them as socially excluded is a cultural invasion of workers minds (Özdemir, 2007:101).

Byrne (1999:77) **who warns that "we must go beyond nominalism," was critical of the use of social exclusion to describe the state of being excluded rather than the process of social exclusion itself.** It is "very much focused on outcomes and makes no reference to the processes that create the problems identified in the definition" (Percy-Smith, 2000:4). Keyder (2005:127) suggests that, through de-industrialization, post-Fordism, globalization, rapid integration into transnational networks and markets, important changes in all these dimensions creates social exclusion. As well, there is value in conceiving social exclusion as a condition. While some segments of the society suffer in such conditions, besides this system creates new mechanisms that promote new consumption habits which also improve the exclusionary effects of poverty. In addition, world economy with globalization and rapid restructuring by technology simplify the social exclusionary process of aforementioned groups (Tekeli, 2000: 144; Aldemir and Özpınar 2004: 5). As Silver (1994:545) notes that "the very differentiation and isolation of the excluded may be responsible for their collective inability to demand inclusion on their own."

Social exclusion has been described in two-dimensional concept, which is explained with respect to condition and process. Condition is closely related with the relativity and perception, the other aspect of the social exclusion, process is connected with the agency situation. The process of exclusion needs agents and interaction between these agents in the society. Hence, it is "something that is done by some people to other people" (Byrne 1999). Identifying the process of social exclusion is intended to establish cause and effect relationship. Through the identification of agents of exclusion and excluded groups, "a framework for policy assessment and coordination of sectoral interventions" (International Institute for Labour Studies 1996) can be

improved. By identifying the condition of exclusion, only the outcomes can be ameliorated.

Thus, labeling socially excluded people and focusing on 'wicked problems' can distract attention from a general rise in inequality and unemployment, and social problems that affect all social classes (Rittel and Webber, 1973:155-169). Similarly Kalaycıoğlu (2009) argues that social exclusion has multidimensional deep roots. She states that searching for social inclusion by insufficient social transfers **"just increase precarity and exclusion more"**. She claims that "protection should be understood as human right not as a duty for policy makers" (Kalaycıoğlu, 2009:135-136).

2.3. SOCIAL INCLUSION POLICIES IN TURKEY

In Turkey the term of social inclusion firstly used officially in a governmental document, in The Medium Term Programme (2006-2008) (MTP) prepared by the Undersecretariat of State Planning Organization (SPO) was issued by the Cabinet Decree and published in the Official Gazette No. 25831 on 31.05.2005. MTP was prepared under the framework of Ninth Development Plan (NDP). And one of the priority axes of MTP is determined as "social inclusion and combatting poverty." (SPO, 2005)

9th NDP covering the period of 2007 – 2013 is the main policy document of Turkey identifying her priorities in economic, social and cultural fields with a holistic approach.

The priority axes of the NDP relevant to regional and social development are Increasing competitiveness, increasing employment, strengthening the human capital and social solidarity, ensuring regional development, and increasing quality and efficiency of public services (SPO, 2006).

As regards "Strengthening the human capital and social solidarity" the Plan aims to

- Improve the education system
- Ensure an efficient health system
- Improve the income distribution, social inclusion and fight against poverty
- Improve the efficiency of the social security system
- Preserving culture, improving culture and strengthening social dialogue.

In MTP the basic objective of the **social inclusion and combatting poverty** is to increase the active participation of the individuals and groups that are subject to poverty and social exclusion or face this risk in economic and social life and secure social solidarity and integration by upgrading their life quality. The priority axes are given in box below.

BOX 1: The Medium Term Programme (2006-2008) - Social Inclusion and Combatting Poverty

It is essential that a social protection network which covers the entire population and integrates the disadvantaged groups into the society be formed, accessibility to services rendered by the government be increased, migrating segments be integrated with the rest of the population and all segments of the society take responsibility in all these areas. In this framework;

1. The accessibility to education and health of the disadvantaged groups will be enhanced.

2. To reduce the risk of social exclusion, the coverage of the social security system will be enlarged and general health insurance system will be introduced. To make the social security system financially sustainable, an effective control system based on full automation will be formed. Preventive health care services will be linked with health insurance, and referral chain will be implemented effectively.

3. In order to render social services and assistance effectively to the people in need, the arrangements; ensuring cooperation among the relevant institutions, enhancing the initiative of local administrations and non-governmental organizations, and stipulating the objective criteria in determining the people in need and satisfying their demands will be made.

4. In social assistance, priority will be given to those activities which will prevent the formation of culture of poverty, enhance employment opportunities, enhance employability and transform individuals from being needy to productive and financially self-sufficient.

5. Necessary measures will be taken to reduce the unemployment risk of the poor and unqualified people who have arisen due to the structural transformation in agriculture.

6. Necessary steps will be taken to ensure the integration of the segments of the society, which are exposed to social exclusion as a result of migration, will be ensured through increasing their employability.

7. Women's participation in economic and social life will be secured and necessary measures will be taken to remove their disadvantageous status, particularly in education. The efforts towards the prevention of violence, particularly towards women, will be increased.

7. Efforts directed towards improving the status of children who live under depressed conditions and integrating the children who are under risk will be strengthened.

9. For children who are in need of protection, the model of childcare under family surveillance will be supported; and ameliorative measures shall be introduced in cases institutional care service is needed.

10. Social and physical facilities will be improved for the handicapped, vocational education opportunities and counseling services aiming to their employment will be developed.

11. Services, which aim to socialize the convicted persons, will be made effective.

Source: SPO; 2005:22

As pointed out, one of the main focus of this research is socially excluded youth and especially girls in poor families in Şanlıurfa without opportunity to access for additional educational support **can be socially included** by educational support projects and its complementary activities. For this reason I will concentrate on social inclusion dimensions of education and social integration.

Additional educational support especially for getting acceptance from a University is one of the most efficient instrument which enable people to have a better living standards, it can be perceived as a necessary means for avoiding them from social exclusion. This concept is twice efficient for women than man. To be excluded from higher education is to be excluded from many aspects of economic, social and cultural capital. Social inclusion by education policies is also important under the concept of societal benefits. If there is a gap between current and desired social levels of investment in youth development, showing that the social rates of returns to investments in youth are higher than for the alternative use of these resources is likely to strengthen the case for using public resources to close this gap. The results of doing so are likely to include more efficient use of public resources, with possible benefits for many members of society.

CHAPTER 3

SOCIAL SUPPORT PROGRAMME (SODES)

3.1. SODES (SOCIAL SUPPORT PROGRAMME)

Turkey has been pursuing policies that are aimed at alleviating the regional imbalances and disparities that has been widening for 50 years. Although Turkey has achieved considerable progress in its national economic development values, such value is not distributed equally across the regions. The Five Year Development Plans placed critical emphasis on fostering national development and economic growth and yet the distribution of the overall wealth between regions and people has also been addressed in these plans. Southeastern Anatolia and East Anatolia are the two least developed regions in Turkey in terms of human development. Various economic and social policies aimed at development of these regions have long been implemented and such policies place critical emphasis on preventing the outflow of physical and human capital from these regions.

Southeastern Anatolia Regional Development Project (GAP) and Eastern Anatolia Development Project (DAP). GAP is a very unique development project which focuses solely on regional development. These projects take vulnerable groups as their focus and propose a string of public and private investment approaches that will serve to lift living conditions of the people in this region to national levels. However further policy guidance and improvements are necessary both for establishing the optimal institutional structures for regional development and for the mobilization of necessary public, private, national and local resources to lift human development levels of the people in this region. (9th Development Plan, 2006:13-14)

Turkey has been focusing on policies aimed at reducing the regional disparities that has been widening for 50 years. Although Turkey has achieved considerable progress in its national economic development values, such value is not distributed equally across the regions. To reduce regional and social development disparities Turkey initiated a new project called Social Support Program (SODES) with the aim of providing social development and increasing social welfare in the cities under the

scope of Southeastern project. SODES program with its fast enlargement became the largest regional social development programme. In the below graphic, this growth is given.
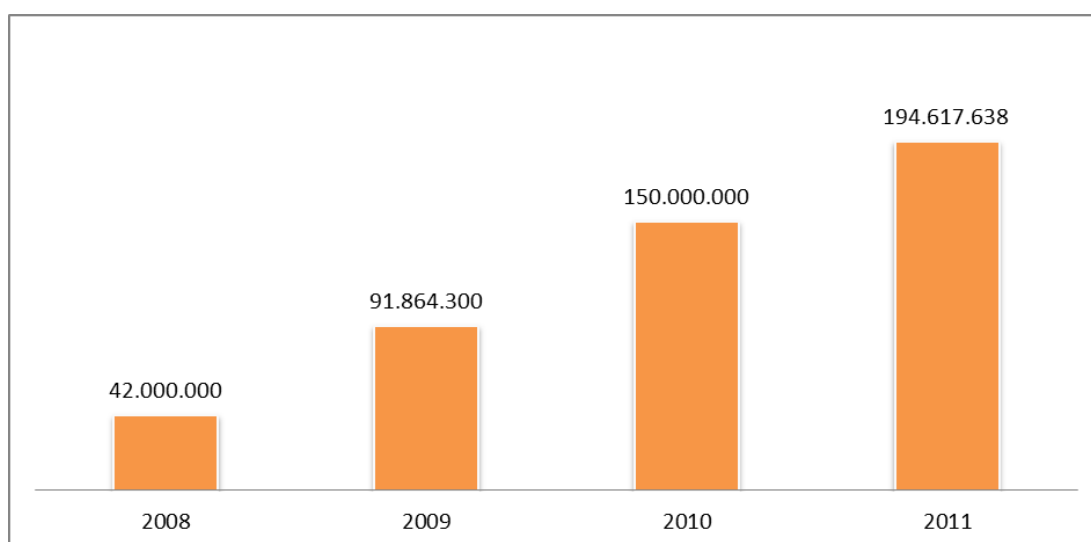
Figure 1: SODES Budget (2008-2011) (TL)

3.2. AIM, ASPECTS AND COMPONENTS OF SODES

Provision of Social Development title was constructed under Southeastern Project Action Plan, which was prepared to complete the regional development projects between 2008 and 2012. Social Support Programme (SODES) was composed as a component in the Provision of Social Development title. As there occurred a need for a more flexible structure in cities by which social needs would be met; SODES was prepared and its first implementation was put into practice in 2008. Under the Programme, governors of the provinces are directly responsible and social needs are aimed to be met in a short period of time based on the projects. (SPO, 2010)

The aim of SODES is, to provide social development and to increase social welfare in the cities under the scope of Southeastern project. For these purposes the sub-aims can be defined as finding solutions for social problems like poverty, migration and urbanization by mobilizing local dynamics, increasing employability, entitling

careers for people, developing fields of activities of revenue-generating, providing social inclusion and supporting cultural, artistic and sports events. In the framework of SODES, it is aimed to strengthen social capital of the region by contributing to social restoration period. In this regard, increasing the active participation of individuals and groups, who are under the risks of poverty and social exclusion in the region, to economic and social life and realizing social solidarity and integration of them by increasing their life quality are aimed.

BOX 2: Child Poverty In Turkey

Turkey is a prominent country among countries in its region where young and child population is very high in terms of quantity and its rate. According to results of Address Based Population Statistics which is produced by Turkish Statistical Institute (TURKSTAT), Turkey's population increased to 72.5 million (2010). While the share of 19 years old or younger population in the total population is 34.6 percent, this rate in 5 years old or younger population is 10.2 percent which is much higher than among abovementioned group.

According to TURKSTAT calculation of absolute poverty, individual poverty rate in Turkey was 17.1 percent in 2008. As it is seen in the below table in the TRC region almost one of the 3 children is living in poverty.

Regional Child Poverty
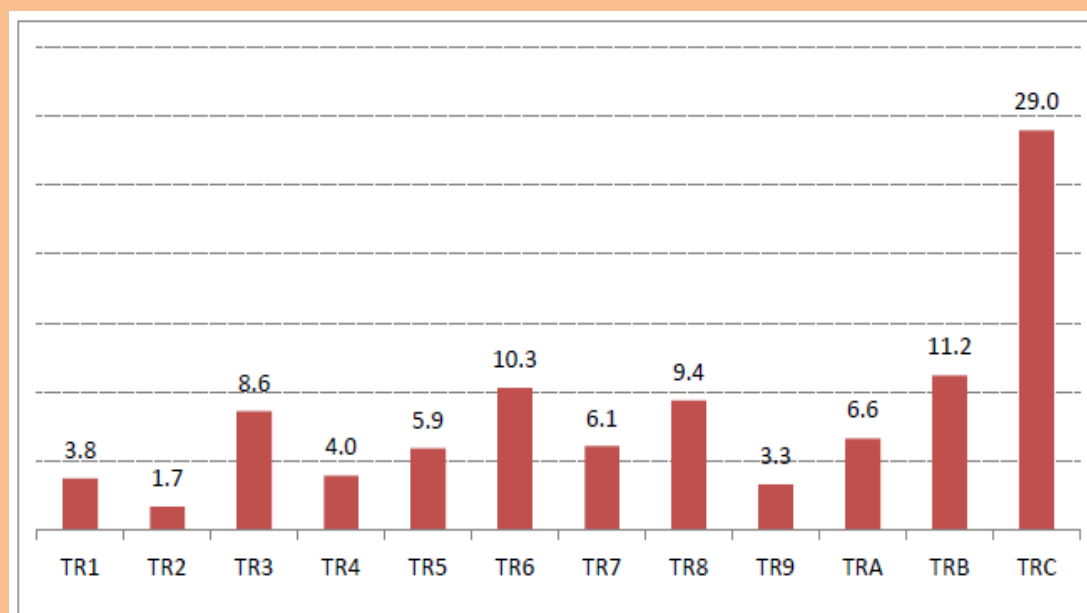
TRC: Southeastern Region

The SODES Programme is emerged as a result of analysis and studies of economic and social problems in Turkey. SPO formulated these problems regarding the economic and social sides to prepare this programme in a short time in an integrated manner. It is a specifically developed programme and an approach having a target as answering certain problems which cannot be settled within the public's usual system. As a social support project, SODES programme has two main positive sides. Firstly it offers opportunities in the region for low income groups, women, youth and children to actively participate the social life. And secondly, it provides some social facilities to such groups like youth who have never been a movie in their life, children who have never play electronic games and women who have never trained to get a job.

One of the most important aims of SODES is mobilizing local dynamics. In this regard, project proposals have been prepared at the local level to meet the needs of the local and have been presented to SPO. They have been evaluated on the criteria that were determined and presented to public before and have been financed in this context. With the implementation of SODES, a mobilization of project preparation among provincial directorates, elementary and secondary education institutions, local administrations and NGO's began in Southeastern Anatolia Region (Çelikoğlu, 2009:165-166).

One of the most important aspects of SODES is the knowledge that local actions towards the possession of projects have direct effect in the success of the Programme. Thus, not only at project preparation and selection stages; but also at project implementation stages, the basic was to mobilize the local dynamics. City governors have been given the responsibility for the implementation and monitor of SODES projects at the local level.

One of the other important aspects of SODES related to governance is its contributions to NGO's capacity increase. In the context of SODES, central administration allocated budget not only to public institutions but also local administrations and NGO's. By this, NGO's were able to expand the scope of activities related to social inclusion, and they were able to reach the targeted groups.

The other important aspect of SODES projects is that they are mostly supported by collaborations of public, private sector and NGOs. Such projects are given priority when they are evaluated by SPO. NGOs are important bridges between government and citizens. Thus, when the projects under SODES are carried out by NGOs, it is taught that targeted groups will be reached extensively. Nevertheless, up to recent projects exemplify this statement.

SODES includes **3 titles under the names of employment, social inclusion and culture, art and sport.**

a) Within the projects prepared under the employment title, it is expected to increase employability, develop qualified labor force that meets the needs of city and region, increase technical knowledge and experience, facilitate the access of disadvantaged groups to employment and support the ones desiring to build their own business.

b) By the projects prepared under the title of social inclusion, it is expected to reduce poverty, bringing the ones receiving social assistance to a level in which they will survive by themselves, increasing the life quality of prioritized parts of the society like aged, handicapped, woman and children and increasing the quality of services provided to these groups.

c) Under the third title, it is expected to develop artistic, cultural and sports events and direct children and youth to such kind of projects. (SPO, 2010)

Numbers and the total budget of the each component given in the below table:

Table 2: SODES Components 2008-2011, number, budget (million TL)

	2008		2009		2010		2011	
Components	**Number**	**Budget**	**Number**	**Budget**	**Number**	**Budget**	**Number**	**Budget**
Employment	81	6,8	157	17,3	195	22,6	261	24,7
Social Inclusion	121	17,4	300	46,2	491	57,2	797	100,4
Culture- Art - Sports	196	17,7	321	28,2	501	70	805	78,4
Total	**398**	**42**	**778**	**91,8**	**1187**	**150**	**1863**	**203**

Source: SODES, 2011

Social inclusion component received the largest share of the SODES budget in the 2008 – 2012 period. Below graphic demonstrates the total budget allocation of the three components of SODES.
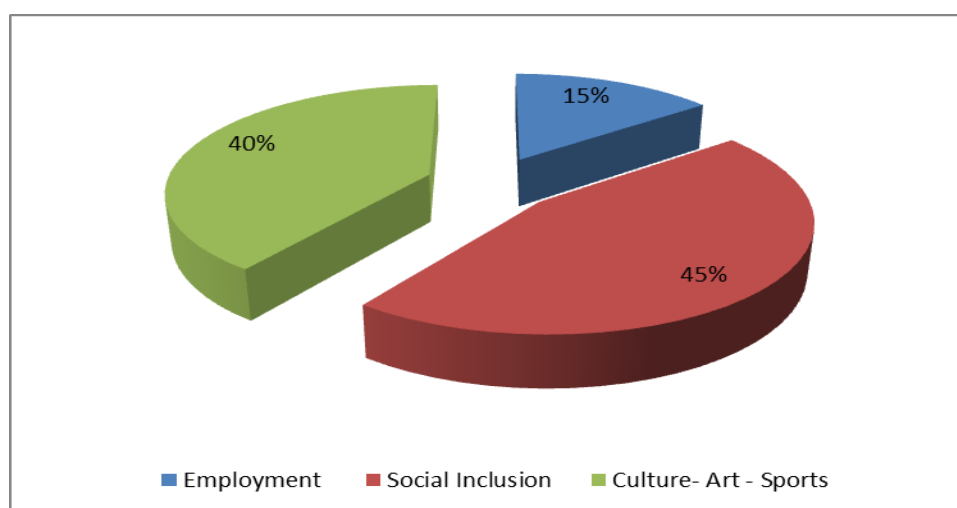

Figure 2: SODES Budget by Components (2008-2011)

Within the social inclusion component education projects received the largest financial support. These projects determined as the most efficient and effective projects to provide social inclusion. Social inclusion dimensions of education projects given in the box below:

BOX 3: Social Inclusion Dimensions of Education Projects

Increasing the level of educational attainment in the society is important for **decreasing poverty and reducing disparities among wages**. Many countries focus on education policies in order to alleviate poverty. Almost all of the countries pay special attention on education with an aim to reduce social risks and provide social protection at least at a basic level (OECD, 2007:29).

Nickell (2004:9-10) found that income inequalities among countries mainly stems from (70 percent) skill disparities in these countries and accessing to high quality education services is the most important determinant of disparities among wages and poverty rates.

A study conducted by OECD on **inter-generational transmission of disadvantages has found that education has a significant degree** of impact on heredity of economic advantages and formation of social stratification. In addition, this study also shows that the policy option which has the highest chance of practice for increasing social mobility among generations is the education (OECD, 2006:4).

Tinbergen (1975) emphasized the competition between technology and education and claimed that while technology increases inequalities among wages, education reduces this disparity. Because of its **income equalizing feature, education considered as one of the most important factors in efforts for alleviation of poverty and improving income inequality** (World Bank, 2000). This distinctive feature of education comes from that fact that at micro level it increases individual incomes and at macro level it affects economic growth.

The role of education on reducing income inequalities depends on which educational level is financed. According to a study conducted by OECD, public expenditures on education have a positive impact on income distribution. This is mainly from respectively high level of tax collection from people at the top of income distribution and spending it for compulsory education which comprises all income groups.

Particularly, expenditures on preschool and primary school levels, have positive impacts on income distribution mainly because they reaches to the poorest income groups to a significant degree. However, expenditures for higher education levels have generally no impact on income inequality and even sometimes work in favor of higher income groups of the society (OECD, 2007:11). **So that educational policies should be designed in way to reduce inequalities in accessing educational services.** Otherwise, inequalities in educational attainment will lead to increase in poverty.

The target group of SODES is the poor and groups who have problems in reaching social opportunities, such as; children, youth, women, unemployed, poor, migrants, people who live in the slum areas of cities.

3.3. SODES PROJECT CYCLE

In the context of SODES, governors submit the project proposals prepared by them to SPO and these projects are evaluated by two experts on the criteria like finance, appropriateness to the aims of SODES, sustainability, internal consistency and the scope of targeted audience. If there occurs significant differences between two evaluations; a third expert assesses and ranks the projects. Afterwards, each project is deeply evaluated at SPO on the basis of priorities of the concerned city.

2008 ➔
- ➢ **9 cities (GAP)**
- ➢ **42 million TL**
- ➢ **398 projects**

2009 ➔
- ➢ **9 cities (GAP)**
- ➢ **92 million TL**
- ➢ **778 projects**

2010 ➔
- ➢ **25 cities (GAP + DAP)**
- ➢ **150 million TL**
- ➢ **1187 projects**

2011 ➔
- ➢ **30 cities (GAP + DAP + Adana, Mersin, Hatay, Osmaniye, Kahramanmaraş)**
- ➢ **200 million TL**
- ➢ **1810 projects**
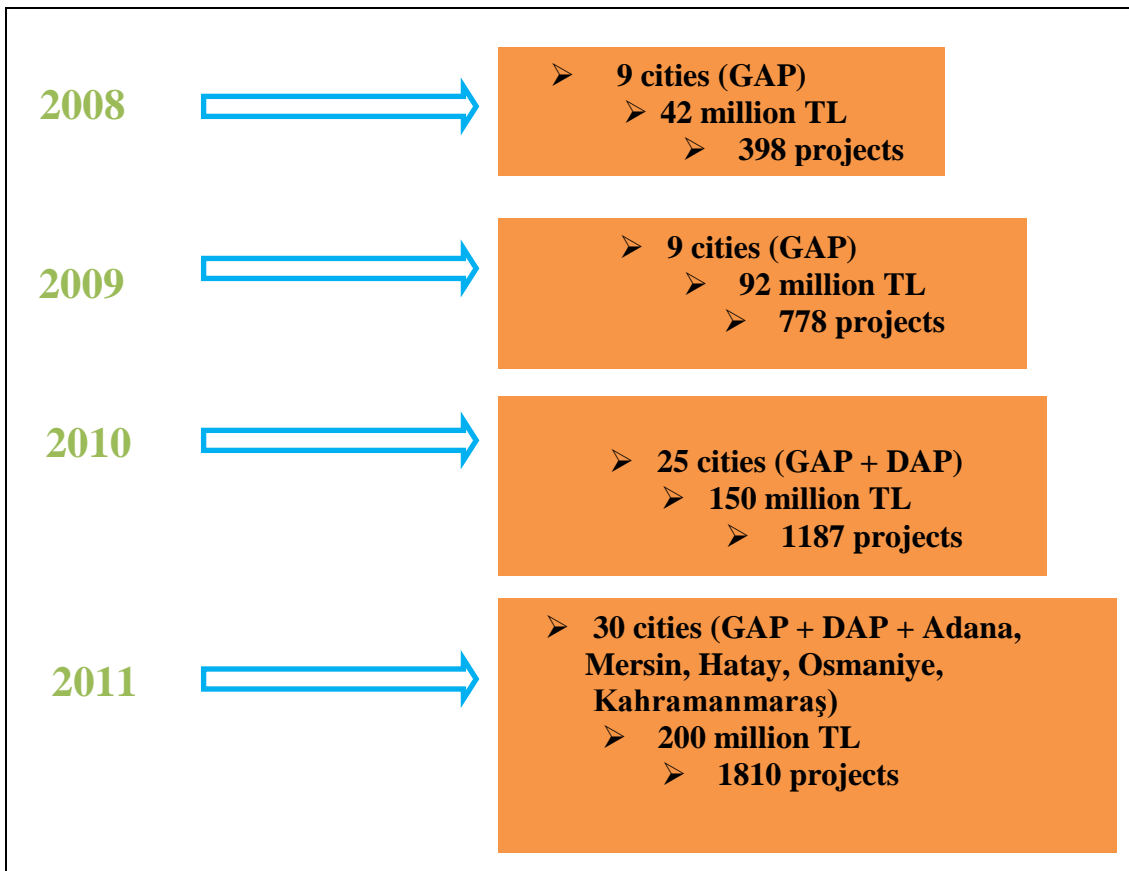
Figure 3: SODES Budget, Coverage and the Number of Projects (2008-2011)

In 2008, finance of 398 projects were evaluated as to fit, the budget of which amounted to 42 million TL and this resource was transferred to special provincial administrations to be used at the related projects. Projects are carried out by governors, special provincial administrations, public institutions and NGO's. In 2009, 778 projects were implemented and 92 million TL was spent. In 2010, 1187 projects were implemented and 155 million TL was spent, the total budget of the

SODES in 2011 is 200 million TL. In 2012 SODES budget rise up to 250 million TL[2]. In the above graphic the fast rise of the SODES total budget demonstrated.

SODES 2011 project numbers by cities in GAP and DAP region and NGO's share is given in the table below.

Table 3: SODES 2010 Project Numbers In Gap And Dap Region

Cities	Total Project Number	Total Project Budget	NGO's Projects	NGO's Projects Budget	NGO's Projects Budget Share (%)
Adıyaman	62	5.775.000	25	2.597.662	44,98
Ağrı	55	6.976.000	23	1.895.861	27,18
Ardahan	25	3.857.000	9	1.403.447	36,39
Batman	47	5.928.000	21	2.135.000	36,02
Bayburt	25	3.500.000	7	1.063.914	30,40
Bingöl	51	5.223.000	12	1.613.724	30,90
Bitlis	63	5.782.000	25	2.558.027	44,24
Diyarbakır	57	8.951.000	13	2.215.475	24,75
Elazığ	44	6.562.000	18	2.400.916	36,59
Erzincan	41	4.208.000	16	1.618.922	38,47
Erzurum	57	8.024.000	15	2.539.702	31,65
Gaziantep	77	9.046.000	21	2.315.590	25,60
Gümüşhane	34	3.877.000	12	1.161.781	29,97
Hakkari	45	5.092.000	18	2.177.575	42,76
Iğdır	26	4.535.000	8	1.261.458	27,82
Kars	40	5.250.000	11	1.610.508	30,68
Kilis	41	4.005.000	13	1.759.524	43,93
Malatya	80	7.471.000	13	1.645.230	22,02
Mardin	41	6.354.000	14	2.136.384	33,62
Muş	38	5.988.000	12	1.753.061	29,28
Siirt	47	5.113.000	17	2.057.165	40,23
Şanlıurfa	73	9.265.000	14	2.639.112	28,48
Şırnak	22	5.560.000	10	2.346.190	42,20
Tunceli	30	3.883.000	8	1.367.357	35,21
Van	66	9.775.000	17	2.352.880	24,07
Total	**1.187**	**150.000.000**	**372**	**48.626.465**	**32,42**

Source: SODES, 2011

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[2] 250 million TL is equal to approximately 140 million US $ in 2012.

In the projects implemented in 2009, 3,501 people were employed as full-time and part-time and 4,650 people attended vocational trainings. In the context of SODES, 195 factory plants, education, culture and art centers were constructed. 13,848 people attended the courses on education, culture and art, 1,035 people were given scholarship, 501 people benefited from micro credits, approximately 10,000 students participated in sightseeing at different cities.

Of the projects approved in the framework of SODES in 2009; 19% of the projects were included in employment projects, 31% of them were in culture, art and sports and 50% of the projects were included in social inclusion projects. Considering the amount of the projects approved; 68.4% were prepared by public institutions; 15.9% were prepared by local administrations and 15.6% were prepared by NGO's (SODES, 2011).

In 2009 and 2010, the prioritized targeted groups of SODES have been children, youth, women and the poor that live in squatters/gecekondu and that face difficulties in integration with the society. In this regard, the subjects of the projects mostly approved by SPO are; developing qualified labor force that meets the needs of cities and regions; increasing technical knowledge and experience, constructing required education centers, facilitating disadvantaged people's access to employment, supporting the ones desiring to build their own business; **providing free of charge ÖSS-SBS[3] courses to increase integration of children and youth to society,** constructing study centers, sports area and play areas, revenue and employment generating activities.

In 2010, SODES implementations were also carried out in cities out of Southeastern Region and that have low socio-economic development level and that highly need social integration. The amount of money allocated for 2011 activities amounted to 200 million TL.

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[3] ÖSS is the university entrance examination and SBS is the secondary school entrance examination.
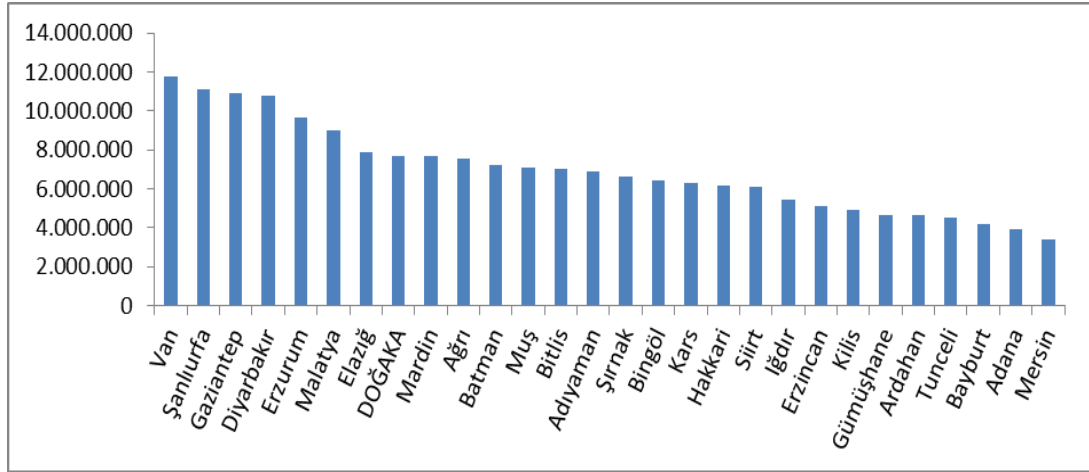
Figure 4: SODES Budget (2011) by Provinces

3.4. SUMMARIES OF VISITED PROJECTS

There are different types of SODES education project. In these projects the main aim is to increase the educational level of the beneficiary. Besides this main aim there are multidimensional aims and outcomes of these projects. In these projects basically;

- A proper study environment at schools with close guidance of teachers is provided for secondary school students who face with difficulties in studying at their homes because of the lack of required physical conditions and crowded families.
- Targeting the students who are promising but lacking the required material and moral means for getting a high level of success. and study document and test material supports are provided for these students under the project.
- Regular family visits are conducted in order to increase their awareness and support for education of their children.
- A special psychological and counselor service working with close connections with students and their families established to regularly monitor success, moral and motivation of the students.
- Through uncovering their talents and abilities self-confidence of the children and young people improved.

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- In order to improve motivation and encourage competition among students price competition for self-tests, price competition for book reading and several tournaments are conducted.

3.4.1. DIRECT HIT AT HIGH SCHOOL PLACEMENT TESTS WITH SODES

Total budget of the project is 141 thousands TL[4]. It is implemented by the District Directorate of National Education of Birecik, a major district of Şanlıurfa province. A proper study environment at schools with close guidance of teachers is provided for secondary school students who face with difficulties in studying at their homes because of the lack of required physical conditions and crowded families. In addition, study document and test material supports are provided for these students under the project. Students are self-tested regularly in order to improve their testing skills.

Main target group of the project is low income students attaining at secondary schools who are successful in their classes and willing to attain a preferred high school. In the project it is aimed to provide equal opportunities for these disadvantaged groups with their peers who will enter exams for preferred high schools. In addition, with the project the targeted students able to get a strong vocational guidance and moral support from their teachers.

Testing skills of the targeted students are sharpened through self-tests that are conducted at regular basis and in order to increase motivation of the students for the exams and improve competition among them, successful students at these self-tests are given awards. According to the results of self-tests 45 successful students are awarded with a Şanlıurfa trip, 90 students with Gaziantep trip and 45 students with Ankara trip. Four seminars are conducted by experts from various fields in order to encourage students to be prepared for life better and increase their awareness for their future career.

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[4] 141 thousands TL is equal to approximately 80 thousands US $ in 2011.

3.4.2. OUR FUTURE OUR YOUTH PROJECT

Total budget of the project is 235 thousands TL[5]. It is implemented by Bozova District Village Service Union. The project covers students from 8th and 12th classes of secondary schools. The motto of the project is "Little Boys Great Dreams (The Light for Future)" The project constitutes the third phase of a project which is initiated in 2008. Students who are supported in previous two years are now at their age for entering the preferred high schools and university placement exams and they are specifically supported by this project to enable them to get admission from highly preferred high schools and universities. **Main principle of the project, which is same for the previous phases of the project and which might be replicated by the nationally implemented projects, is targeting the students who are promising but lacking the required material and moral means for getting a high level of success.** Our Future Our Youth Project is becoming "the best start for a great dream" in the Bozova District for increasing the educational attainment level of the girls and future employment opportunities of the youth of the district. Under the project 150 students are provided with free private study and test center support and free transportation for them is also provided. Within the scope of the project regular family visits are conducted in order to increase their awareness and support for education of their children who are covered, and as a complementary activity study trips are paid for highly prestigious Science and Anatolian High Schools in the province and Harran University campus.

3.4.3. POOR BUT PROSPECTING UNDERGRADUATE STUDENTS

Total budget of the project is 110 thousands TL[6]. It is implemented by Siverek District Public Prosecutor. General objective of the project is to provide better educational opportunities for children of poor families, especially the ones who are ex-convicts. The reason behind this project is the fact that students of the Siverek District are failing in university placement tests because of lacking physical, financial and moral means, with compared to their peers in other parts of the country,

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[5] 235 thousands TL is equal to approximately 135 thousands US $ in 2011.
[6] 110 thousands TL is equal to approximately 63 thousands US $ in 2011.

which can support their testing skills, educational basics and motivation for success. The project aims to contribute to the better preparation of these students for university placement exams and as a result enable these students to be better equipped with tools which will contribute to their families and future of the country. Specific objectives of the project include;

• Success in university placement tests: by providing proper study environments, test support materials and better educational support and guidance, to enable children of poor people, especially the ones who are socially excluded, ex-convicts, or victims of crime, to enter a undergraduate study,

• Getting these talented and promising young people and professional education experts who can improve children's motivation for exams and provide proper occupational guidance to come together,

• Improving self-confidence of these young people and their desire for success not only for exams but also for other fields of life through specialist counselor teachers,

• Enabling these students to become more conscious, more community-oriented and better educated individuals.

3.4.4. GAZI HIGH SCHOOL STUDY CENTER

Total budget of the project is 193 thousands TL[7]. It is implemented by the Provincial Directorate of National Education of Şanlıurfa. Objective of the project is to increase university entrance success of students living in the poorest neighborhoods of the city, like Onikiler, Kendirci, Yakubiye, Eyyübiye and Osmanlı Neighborhoods, by enabling them to enjoy from the private study centers for university placement test for free.

Physical environment for these guided study activities for university placement tests provided by Gazi High School. In order to improve quality of education, teachers who have teaching experiences at private study centers contracted. Test support materials like question banks, text books and example paper tests provided to the

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[7] 193 thousands TL is equal to approximately 110 thousands US $ in 2011.

students. In order to improve motivation and encourage competition among students self-tests conducted at regular basis.

A special psychological and counselor service working with close connections with students and their families established to regularly monitor success, moral and motivation of the students. Target group of the project is the 12th class students and high school graduates living in the aforementioned neighborhoods and coming from poor families. Classes were given during weekends. Self-test scores and continuity situation of students shared with their parents. The most successful three students awarded at each self-test in order to increase competition and motivation.

3.4.5. RAIN FOR ROSEBUDS FROM SODES

Total budget of the project is 273 thousands TL[8]. It is implemented by the Şanlıurfa Rain Education and Culture Association. Main target group of the project is the children, young and adult individuals who are unemployed, poor or migrated and living in the Sırrın region of Şanlıurfa with a total population of 30 thousands of people, which is composed of four slum neighborhoods. People living in these slum areas have low level of socio-economic conditions, high need for social inclusion and lack for accessing social opportunities.

Under the project, a special study center, which includes a computer room, a cinema and conference room, two study rooms, one book reading room, one counselor room, one administrative room and sportive facilities, is established.

120 students from 6th, 7th and 8th classes of secondary schools are benefited from free preparatory study for high school placement test in this special study center. Regular study supports are given for 240 students from 4th, 5th, 6th, 7th and 8th classes of secondary schools in order to improve their school performances. 192 young people have benefitted from certified computer operation course. Several conferences and seminars are conducted in order to improve consciousness and awareness of 600 adults for educational activities and family issues. Free internet service is provided

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[8] 273 thousands TL is equal to approximately 156 thousands US $ in 2011.

for the public at the center. Several movies are demonstrated at the cinema room. Health checks are provided for students with the support of volunteer doctors of SAKDER (Sustainable Development Association).

All of these activities, including family visits, poetry readings, book reading campaigns, price competition for book reading, price competition self-tests, short trips, picnics, seminars, sportive courses and tournaments, are aimed to,

- Improve self-confidence of the children and young people through uncovering their talents and abilities,
- Improve the quality of services provided for them,
- Improve living conditions of the people living in the said neighborhood and enabling better social interactions in the neighborhood,
- Enabling young people to attain positive life skills and habits and a community-oriented lifestyle.

3.4.6. SANLIURFA MAKING CLAIM TO ITS FUTURE 2

Total budget of the project is 440 thousands TL[9]. It is implemented by the Divan Şanlıurfa Education and Culture Association. Project is implemented in the slum area of Eyyubiye, Şanlıurfa, with a total population of 110 thousands of people. There are two community centers in this area which were established with the support of SODES in previous years. These centers have the facilities of 7 classrooms, 2 cinema/conference rooms, 2 computer rooms, 2 libraries, 2 counselor rooms and 2 ping-pong and chess rooms.

Economic conditions and income levels of the families are low in these areas. Children are generally forced to work at non-school hours, they have no adequate physical conditions for study at their homes, number of children is high at households, and as a result performance of the neighborhood at university and high school placement tests are low. 410 students from 6th, 7th and 8th classes of secondary schools are benefited from free preparatory study for high school placement tests in

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[9] 440 thousands TL is equal to approximately 250 thousands US $ in 2011.

this special study center. Regular study supports are given for 630 students from 4th, 5th, 6th, 7th and 8th classes of secondary schools in order to improve their school performances.

In order to improve motivation and encourage competition among students price competition for self-tests, price competition for book reading and several tournaments are conducted.

Parents are lacking in providing required support and guidance for their children. In order to improve children parent communication and increase their awareness for education of their children family visits are paid during the project. 150 young people have benefitted from certified computer literacy training. Several seminars and conference are held for 350 women living in the neighborhood. Several movie shows are conducted for the general good of students and public living in the neighborhood. Health screenings and checks are provided. Several complementary activities like picnics, short trips for surrounding provinces, poetry readings, book reading campaigns are conducted.

3.4.7. MERDER SPECIAL TRAINING CENTER

Total budget of the project is 370 thousands TL[10]. It is implemented by MERDER Association. Under the project 124 young people, who live in remote neighborhoods, face with social exclusion because of financial difficulties, and prepare for university placement tests, have benefitted from a free private preparatory study opportunity for university placement tests.

Main literacy course is given for 15 adults. 30 young people have benefitted from computer literacy and computer aided accounting courses. 30 young people have benefitted from foreign language courses. A special cinema and conference room is established to enable people living in the neighborhood to conduct their various social activities freely and improve social inclusion and interactions in the neighborhood.

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[10] 370 thousands TL is equal to approximately 210 thousands US $ in 2011.

3.4.8. SOCIAL DEVELOPMENT CENTER 2

Total budget of the project is 420 thousands TL[11]. It is implemented by the GAP Education Volunteers Association. Main target group of the project is the children, young and adult individuals who are unemployed, poor or migrated and living in the Akabe region of Şanlıurfa with a total population of 67 thousands of people, which is composed of ten slum neighborhoods.

There are two community centers in this area which were established with the support of SODES in previous years. These centers have the facilities of 7 classrooms, 2 cinema/conference rooms, 2 computer rooms, 2 libraries, 2 counselor rooms and 2 ping-pong and chess rooms.

Economic conditions and income levels of the families are low in these areas. Children are generally forced to work at non-school hours, they have no adequate physical conditions for study at their homes, number of children is high at households, and as a result performance of the neighborhood at university and high school placement tests are low. 420 students from 6th, 7th and 8th classes of secondary schools are benefited from free preparatory study for high school placement tests in this special study center. Regular study supports are given for 640 students from 4th, 5th, 6th, 7th and 8th classes of secondary schools in order to improve their school performances.

In order to improve motivation and encourage competition among students price competition for self-tests, price competition for book reading and several tournaments are conducted.

Parents are lacking in providing required support and guidance for their children. In order to improve children parent communication and increase their awareness for education of their children family visits are paid during the project. 150 young people have benefitted from certified computer literacy training. Several seminars and conference are held for 350 women living in the neighborhood. Several movie

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[11] 420 thousands TL is equal to approximately 240 thousands US $ in 2011.

shows are conducted for the general good of students and public living in the neighborhood. Health screenings and checks are provided. Several complementary activities like picnics, short trips for surrounding provinces, poetry readings, book reading campaigns are conducted.

3.4.9. ONE PERSON STUDIES AND THE SOCIETY CHANGES

Total budget of the project is 231 thousands TL[12]. It is implemented by the Haliliye Foundation. Under the project students who live in remote neighborhoods of Eyyübiye, Akabe and Devteşti regions and face with social exclusion because of financial difficulties are covered. Reading and study centers are established in these neighborhoods in order to provide students living here with adequate conditions for study and book reading. It is aimed to enable these young people to become better educated, self-confident and community oriented individuals in the future.

Proper reading and studying environments are established for 400 students with the project. A regular and guided book reading and studying environment is provided for the children with the support of teachers, counselor teachers and supervisors. Price competition for book reading campaigns, historical and touristic site visits, picnic and collective dinners, several seminars are conducted under the project. Around 400 students have benefitted from facilities of our foundation established under the project. Free preparatory and complementary study supports are given for these children at these community centers. Throughout the project 90 students have been awarded for their success in their study activities or their achievements in book reading campaigns. Around 400 students have benefitted from historical site visits during the project.

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[12] 231 thousands TL is equal to approximately 132 thousands US $ in 2011.

CHAPTER 4

EVALUATION OF THE SODES EDUCATION PROJECTS

In this chapter, I examine findings of the interviews with 24 beneficiary student, 16 parents of this beneficiaries, 7 project coordinators and the 7 home visits. The main concerns of this chapter are to explore SODES's partner's perceptional level regarding SODES education projects outcomes. In the field study it is observed that; beneficiaries' parents' educational level is very low: 19 of 24 fathers are primary school graduates or less, 21 of 24 mothers have never gone to school and 6 of 24 do not speak Turkish. In these families, 18 of 24 fathers do not have regular income and more importantly family size is very large. Average number of the children in these families is 7.3. Most of the beneficiaries (students) are working to earn additional money to their family budget. These observations are parallel to arguments in Value Of Children Study such as; in low income families economic value of children increases and the cost of the children decreases thus the number of children in these families is high (Kağıtçıbaşı and Ataca, 2005).

Main objective in this part is to get a view on the perception of the region on the aforementioned educational support activities of SODES, which is planned by the Government to be expanded to the whole country. In-depth interviews are conducted with beneficiaries of the projects, their families, project coordinators and local officials in order to understand how the said projects and their impacts are considered. Findings of this study are mainly reflecting the views of the people who are interviewed. This chapter consists of six parts which are the perception of schooling of girls, changing characters, being good example, complementary activities outcomes, state and NGO's roles and increase in educational success.

4.1. SCHOOLING OF GIRLS

Increasing schooling rates of girls is one of most important social policy priorities of developing countries. Gender mainstreaming, which is one of basis of social development is one of most important priorities of SODES as well. The objective of

increasing the schooling rates of girls constitutes a significant part of SODES education projects. The perception on the relations between girls and their school attendance is examined in-depth during the interviews and it is found that application of SODES projects had huge impacts on these perceptions.

> *"At the beginning families do not easily allow in fact. Families generally want their daughters act as they want... after while the successful girls, while the families realized this success, families also started to desire their daughters' success... **When the women change than the society changes.** There are lots of projects for women at Bozova. Women started to be more social.... They are getting more modern. Previously because generally girls are not allowed to go to school, my mother was not allowing me to have education. She was not wanted me to go to school but after she seen the successful girls, she also wanted me to be successful. Now my strongest supporter is my mother."* 14 years old, female[13]

The reasons behind changing perceptions in favor of sending girls to the school are the successful social projects implemented by the government in this field, financial support provided for parents who cannot send their children to the school due to material deprivation, family visits paid by school teachers for parents who are hesitating to send their children to the school, better school performances girls compared to the boys. One of the beneficiary states the family visits importance very clearly:

> *"In this region generally they are against girls' education. For example when I was going to Çanakkale trip my mothers and fathers friends was always talking against my permission. Besides we are Arabian. Arabian families do not allow their girls to trips without their families. It is not a*

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[13] "İlk başta aileler kolay kolay bırakmazlar zaten, aileler kızlarının daha çok kendi isteklerine göre davranmalarını ister... sonradan kızlarının başarıları ortaya çıkınca, görmeye başlayınca onlarda okumasını istedi. ... kadın değişince toplum değişiyor. Kadınlara yönelik baya proje var Bozova'da. Kadınlarda sosyalleşmeye başladı. .... Baya modernleşiyor. Önceleri kızlar okutulmadığından dolayı annem daha karşıydı. Fazla istemezdi ama çevredekileri görünce annem de sonra görünce başarıyı o da istedi. Şimdi benim en büyük destekçim annemdir."

good situation to be seen outside. Our families and we attended to regular family meetings, conferences and we became more conscious. After than my family started to give more attention to me and started to be more confident to me... for example when I win the Anatolian high school exam project was very beneficial... There were lots of home visits from my teachers. If there were not this home visits my family does never ever allow me to high school in Afyon." 14 years old, female[14]

4.2. GAINING GOOD HABITS

It is observed that there is a stable and sustainable changes took place in the personal characters of the beneficiaries after joining the SODES projects. Beneficiaries reported that after taking part in the main and complementary activities of SODES projects, their self-perception is improved and they feel better. They report that Project coordinators pay special attention for them, they feel important and respected when they benefit from more quality environments, have entertainment activities like picnics and trips, improve their school performances, read more books. They also report that as a result of activities they feel themselves more confident, their desire for success is increased, and they become more socialized, and open for communication. Interviews conducted with their parents confirm the findings mentioned above.

Self-confidence is one of the most important factors for durable success in the life. This is especially the case for children who grow up in poor families. If they increase their self-confidence then they will be more successful throughout their lives. Beneficiaries state that close communication built by their teachers with them and

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[14] "Annemin yani bizim çevremizde yani şeydir okumaya karşılar mesela ben okul tarafından beni Çanakkale'ye yollayacaklardı gezi için. Annem babamı kışkırtıyolar diyolar ki niye gidecek. Bi de biz Arabız. Araplarda böyle şeyler yok mesela bi kız çocuğunun dışarıya gitmesi güzel bişey değil. İşte yine değişmedi. Burası aileleri toplantılara çağırdı mesela bizi ailemizi daha bilinçli hale getirdi. Bu sefer ailem benimle daha çok ilgilenmeye ve bana daha çok güvenmeye başladı. .... Mesela ben Afyon Anadolu Lisesini kazanınca çok yardımları oldu. Hocalar sürekli ev ziyaretleri yaptı. Eğer bu ziyaretler olmasaydı beni kesinlikle göndermezlerdi."

high level of interest of their teachers for their achievements improved their self-esteem.

> *"I want to be a doctor... now I am closer to that aim, in the past I was thinking that it was nearly impossible but now I saw that I can achieve something I feel myself more confident I learned how to be more confident. Because here is our counselor teacher, he is permanently showing his interest on our works, for instance he tells us to do something or not to do something or he says you should study for such an hour etc. For instance he tells us that if you do not have a chance to study at your houses then come here and study here and I can help your studies here. We can assist you in questions you are having trouble with. We can solve them together. Now I know that there is someone who is with us and providing his support for us. That's why now I feel myself more confident for the future"* 14 years old, female[15]

Parents of these children mention that their children have grown up under several pressures but when they go to the special complementary study courses they become more socialized and they become more confident.

> *"Ooo! Special study course made her more confident. Really I have observed this change in my daughter. These children have grown up under a huge pressure, when they go to these special study courses they feel themselves more confident. Some of these children who are shy and not socially confident but very intelligent change day by day after attending these courses and finally become very social and open*

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[15] "Doktor olmak istiyorum,... şimdi daha yakınım eskiden diyodum nasıl gelecem yani çok zor ama buraya geldiğimde daha kendime güvenme hissi oluştu, kendime güvenmeyi öğrendim. Çünkü burada rehber hocamız var, yani bizimle sürekli ilgileniyordu, mesala şunu yapın şu kadar çalışın, şu kadar ders yapın yani, diyo mesela ailede ders çalışma imkanınız yoksa gelin burada burası boş gelin burada ders çalışın biz size yardımcı olalım, yapamadığınız sorular varsa ilgilenelim diyolardı işte bende diyordum demek ki elimizden tutan insanlar varmış. Böylece kendime güvendim."

for communication and confident for expressing their views freely" 33 years old, beneficiaries' mother[16]

4.3. BEING A GOOD EXAMPLE

If outputs of the projects which are succeeded in attaining their objectives are replicated by other projects and considered as example for other projects, then, it will be possible to build and apply sound, sustainable and productive social policies. One project can only achieve providing better educational performances for a single or more students in a neighborhood or a town. But if the achievement of this project is taken as example by others then this achievement can be enjoyed by larger groups of people in the town.

> *"For example there was a friend. She wanted to continue her education. She was not able to win the Anatolian High School. She won commerce school. There is nothing like education. She said me that her father does not allowing her to go school. School is far away from home. Going and coming will be problem. She wanted me to talk to her father. My father maybe allows me when he knows that you will go to another city. I speak to him and he said OK. If you are going to another city (Afyon), then, why don't I allow my girl? They are seeing me as an example. Because I love education I always suggest my friends to continue their education. I am always trying to increase their awareness of educations' importance."* 14 years old, female[17]

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[16] "Oooo dersane çocukların özgüvenini getiriyor. Gerçekten ben bunu kendi kızımda da gördüm. Çocuklar baskı altında büyüyor ya dersaneler onlara kendine güvenlerini getiriyor. Utangaç içine kapalı çocuklar oluyor, içindekini dışarı çıkaramayan çok akıllı ama baskıda büyüyen çocuklar dersaneye gittikleri zaman bakıyosunuz yaprak yaprak açılıyolar. Günden güne daha sözünü açık söyleyebiliyo, daha mantıklı konuşabiliyor"

[17] "Benim bi arkadaşım vardı mesela o da okumak istiyodu mesela ama o bu Anadoluyu kazanamadı. Ticaret meslek lisesini kazandı. Okul gibisi yok okumak gibisi yok. Dedi babam izin vermez. Sonuçta çarşıdadır. Yani git gel sorun olacak. İşte dedi gel babamla konuş. Babam sen hani gideceksin ya Afyon'a izin verebilir ben de konuştum işte. Babası dedi tamam. Yani sen bile gidiyosan ta Afyon'a kadar, ben kızımı niye yollamayım. Yani beni örnek almaya çalışıyolar. ... Ben okumayı sevdiğim için sürekli arkadaşlarıma okuyun diyorum. Ben onları sürekli uyarıyorum."

There is a perception that the success of students who have attended SODES projects, the change in their personal characters in the positive way and sending girls to the schools are replicated and taken as good example by others as well Students who are interviewed mention that they are shown as good example for others by their families and neighbors. Moreover, these students who live in crowded families begin to pay increased attention for their other family members at school age as a result projects.

> *"If there were not some examples around us my father was not allows me to let to school. My father, in fact, also feels an appetite for successful girls. He thought that why my girl will not be successful. My big sister was very clever. She was the most successful student in the school. My father did not want her to continue her education. My sister's teacher was coming to our home every day and he was wanted permission to my sister. My father was thinking like "What will be happen after the high school? What is she going to do after than… high school is very far away… "Now my father is very sorry, regretful. If it could be possible to turn back, he definitely allows and wants my sister to continue her education.* **I mean my father's perception changed.** *If my father's perception changed it means other people's perception changes to. When we are talking about my sister, my father every time talks about his regret. He says if she was continued her education everything would be different."* 23 years old, female[18]

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[18] "Çevremdeki insanlar kazanmasaydı babam beni göndermezdi. Babam da açıkçası biraz imrenerek baktı. Niye benim kızım da okumasın diye. Benim ablam çok zeki bir insandı okulda birinciydi. Babam okumasını istemedi. Ablamın öğretmeni her gün kapıya gelip dayanırdı, derdi o kızı okula gönder diye. Babam diyodu ki bu kız okuyacak ne yapacak. Lise çok uzakta gitmesin falan filan. Şimdi babam öyle pişman ki zamanı geri alsalar okuturdu. Yani babamın algısı değişti. Babamın algısı değişmisse insanların algıları da değişmiştir. ... Babam şu an bile pişmanlığını dile getirdiği zaman onu görüyo, söylüyo yani kızımı okutmadım o okusaydı şu an çok farklı olurdu."

4.4. OUTCOMES OF COMPLEMENTARY ACTIVITIES

The education projects implemented include several complementary activities as well. It is observed that these complementary activities like short trips paid for historical and touristic sites of Şanlıurfa or other provinces, sportive activities like ping-pong and chess, cultural activities like movie shows and poetry readings, book reading campaigns have improved the outputs of the projects. It is found in the interviews that these kinds of activities have motivating effects on beneficiaries, students feel as they are respected during these activities, and these activities improve social connections among students and improve their social communication skills and abilities. Especially the trips paid for Ankara and Çanakkale has a significant impact on improving personal character of students.

> *"From the project they took our children to Çanakkale. She was very happy. They see the places that they have not seen before. They visited historical places, they eat foods… She was very happy. If somebody gives you a gift, it would not make you happy. State gave money, rent a bus. They went to Çanakkale for a week. My girl is already remembering every detail from the trip."* (51 years old, beneficiaries' father)[19]

Parents have made special emphasis on these complementary activities during the interviews made with them. It is found that complementary activities should become an indispensable part of an educational support project.

One of the greatest fears of the individuals is to speak out in front of the society. Only with a strong self-confident people can easily speak out in front of communities. One of the beneficiaries who attend the 8th class in her school mentions

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[19] "İstanbul'a Çanakkale'ye götürdüler, gezdirdiler. Çok mutlu oldu. Görmedik yerleri gördüler, gezdiler, yediler, içtiler. Sevindi işte tabi hem de nasıl. Bir kişi sana hürmette bulunsa sen sevinmez misin? Taa devlet para verdi araba tuttu. Bunları Çanakkale'ye bir hafta gezi yaptı. Gezi bütün ayrıntılarıyla hala aklında kızımın."

about the positive impacts of book reading campaigns she attended on her self-esteem.

> *"Everything begins with self-esteem... for instance we were also reading books when we are studying at 7th class and we began to read more and more books during vacations. When I was at the 6th class I was not able to speak out freely and confidently in front of my school teacher and the director of our school. When my teacher was asking a question I was answering it with a shy face and faintheartedly. After reading books more and more I become able to speak out in front of my teacher without any fear or hesitation. The director of the school is now complaining and telling that "you became a very talkative girl with reading these books"* 14 years old, female[20]

4.5. ROLES OF STATE AND NGO'S

In almost all of the interviews conducted it is stated that the government should continue to support these kinds of projects and more people should have a chance to benefit from these projects. Many interviewers stated that these projects should have been started long time ago. Citizens recognize the existence of the state with these projects. There is a general perception that projects implemented by non-governmental organizations are more successful. It is seen that in the successful projects implemented by governmental institutions, coordinators of the projects have worked with a high devotion to the project. Public financial support for the projects strengthens the institutional structures and organizational capabilities of NGOs. Moreover beneficiaries mentioned that because the government is behind these projects their parents are not able to withdraw them from the schools. The perceptions that collaboration of government and NGOs has a huge impact on

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[20] "Herşeyin başı özgüven... mesela yedide de kitap okuyoduk. Bi de tatilde daha çok kitaplar okumaya başladık. İşte mesela kitap okurken altıda ben hiç kimse yanında böyle müdürümüzün yanında hatta öğretmenimizin yanında bile böyle rahat konuşamazdım. Öğretmen bi soru sorduğunda çekinerek böyle yarım yamalak cevaplar verirdim. İşte altıda böyle kitap okumaya başlayınca böyle müdür de ben müdüre cevap verince "dedi senin çenen uzamış kitap okuya okuya".

success of the projects are more visible in the interviews conducted with project coordinators and governorship officials.

> *"People working at SODES monitored us always. I mean our achievements. If we were successful they awarded us without hesitation. They told us that you will get a response if you become successful, work hard and you will be awarded. So we think that we follow up our studies and achievements they know how many questions we have answered so we tried to increase the number questions we correctly answered as a result we became confident about our future. My determination and success is increasing. I want to become more successful and rise to a higher point."*

> *"I can face with a problem that my family may not send me to the school. I thought that with the support of this project they do not have a chance to not sending met to the school. I thought that the project coordinators will not allow my parents to block me go to the school. With these feelings I studied harder and harder. At the last my parents are convinced for the school."*15 years old, female[21]

The trust for government and self-sacrificing works of NGOs are important factors especially in efforts for increasing schooling rates of girls. Family visits, monitoring activities paid by project coordinators make students more confident in front of their parents and enable them to believe that their parents cannot withdraw them from the school.

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[21] "Bizi SODES'te çalışan insanlar hep takip etti. Yani başarımızı filan, başarılıysak dediler bunları mutlaka ödüllendireceğiz. Kesinlikle çabalarınızın karşılığını bulacaksınız ve bu yönden çalışın dediler. Yani biz onların sürekli bizim başarımızı takip ettiğini, çözdüğümüz soruları bile bildiklerini düşünerek sürekli onları artırmaya çalıştık. Yani geleceğimizden emin olmaya başladık... Azmim başarımı artıyor. Daha fazla başarmak daha yüksekte olmak istiyorum."

"Ailemin beni okutmaması sorununu yaşayabilirim. Böyle bir proje olduktan sonra hani bu insanlar beni bırakmaz diye düşündüm. Yani okumama engel olmasına izin vermeyeceklerimi düşündüm. Bu şekilde daha fazla çalıştım ve emindim. Aileleri izin vermiyor olsa bile ikna edildiler."

4.6. INCREASE IN EDUCATIONAL SUCCESS

Because the projects whose impacts are tried to be analyzed are all education projects, it is natural to investigate their success in the field of education. In all of the interviews students stated that educational performance of them have improved with the projects. These improvements include higher class grades for less successful students and higher expectations and motivations for success, better study conditions and obtaining sufficient scores at placement tests and entering better high schools or universities for already successful students. The achievement in education can be considered as the common output of perceptions investigated under this chapter. Improvement in personal characters, increase in schooling rates of girls, replication of good examples, and good collaboration between government and non-governmental organizations and a general rise in educational attainment and success in the province are some of the perceptions with regard to the results of the SODES projects. This perception is common for beneficiaries, their parents, coordinators and governorship officials. Educational statistics of the province also confirm this perception.

> *"A special training course was an impossible opportunity for us. I had never thought about it, because, I knew my family's financial situation. I did not think that I could be able to go. I was aware the importance but I did not say anytime I want to go…. School director wrote our names. When we learned that it is without money definitely we were so happy. Our dreams became true. I wanted to be a teacher very much before the project begins. I don't think that I would able to won this examination without this project. I increased my point more than 25 points. It is very important. In my opinion it is a very big success."* 15 years old, female[22]

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[22] "Bi dersane benim için imkansız bişeydi. Asla düşünmedim. Ailemin durumunu falan bildiğimden. Hiç gideceğimi falan düşünmedim. Bi 8. Sınıf öğrencisi olarak ne kadar önemli bir şey olduğunu bilsem de demedim gidecem. .... Okul müdürü isimlerimizi aldı, ve yani ücretsiz olduğunu öğrenince kesinlikle çok sevindik. Çok mutlu olduk. Bizi çok mutlu etti hayallerimiz gerçekleşti.... proje başlamadan önce öğretmenliği çok istiyordum. Bi öğretmen olmayı, ama bunu bi öğretmen lisesinde okumayıp daha düşük bi lisede okusaydım. Bu olasılığım çok düşerdi. Böyle bir ihtimal olabilir miydi? Kazanırmıydım. ... SODES ile 25 puan artırdım. Büyük bişey. Yani büyük bir başarı bence."

While evaluating the SODES projects, I generally faced with the pleasure of the beneficiaries and the SODES projects workers. When I wanted to compare the services given by SODES the answer was very important: "I did not gone to any other special training course…" On the project base there were lots of important outcomes of the projects. But, when the projects evaluated as a whole I realized some systematic criticisms of the program and its aim of social inclusion. In the next chapter criticism of the SODES will be analyzed.

CHAPTER 5

CRITICAL ANALYSIS OF SODES PROGRAMME IN GENERAL

Fundamental public policy documents mention program with tribute and it is stated in these documents that the scope and budget of the program is planned to be increased. In this regard it is needed to provide a critical analysis of the program at this moment in addition to the successful outputs which are summarized in previous sections of the study. Some of the main distinctive features of SODES programme, which are determined at the beginning of the programme, are listed below:

- Based on competition,
- A focus on voluntarism,
- Mobilization of local dynamics,
- Based on activities which are mostly regarded as small pushes but can produce great outputs,
- Providing service to the disadvantageous groups at their neighborhoods,
- Reaching to the service fields which can't be covered by routine public services.

On the other hand, when selecting governors as the main service delivery mechanism at local level it is considered that governors are the main authorities at local level which can take initiative and solve problems with public responsibility during the implementation of program. In addition it was thought that governors are assumed to have the capability to coordinate SODES program with other activities at local level. Moreover, State Planning Organization at central level will provide its expertise at macro and sectorial programming to the projects throughout all phases of implementation process to enable better selection and implementation.

Although implementation up until now shows that the aforementioned decisions taken at the beginning are correct, it is observed that there are still some issues to be discussed and further improved. These issues are; problems with its Project based

feature which dependent on project proposal call, sustainability, its access to all target groups, lacks in its monitoring, controlling and evaluation procedures, problems with the legal document which sets its principles and procedures, lack of institutionalism, lack of prioritization, expanding its scope and increasing its budget without conducting an impact analysis of the program, and problems associated with the fact that it is coordinated at central level, Ankara. These issues are elaborated in detail as follows:

5.1. THE PROJECT BASED STRUCTURE OF SODES

Project proposals are requested once a year. In these project proposal calls, supported components and sample project topics are determined and local agencies and organizations submit project proposals within the scope of the priorities published in the call and in line with their own needs. In this context, project proposals are evaluated at local level by governorships first, and then governorates send a prioritized package of project proposals to the Ministry of Development (formerly known as State Planning Organization). As a last, the Ministry of Development makes final assessments to determine the projects which will be supported in provinces. Governorships are assumed to be a coordinator in the project selection process and make prioritizations taking into account the necessities in the province. However, since projects are prepared without any consultation with each other there may be several problems some of which are listed below:

- There is no complementarity between various projects in the same province,
- Individual projects do not help each other to realize a common goal,
- Outputs of the projects are not necessarily in line with the outputs of other projects implemented in the same area,
- It is not possible to make a prioritization which is focused on the specified problem areas of SODES.

Project based approach makes available to finance innovative projects with small budgets which are initiated by local authorities. However, if projects were implemented under a specific program which outlines basic problems of the

province, main priorities and includes a project package composed of projects with complementarity and prepared in line with these problems and priorities, then it would be possible to have a better SODES program. Because, in that case program would be result oriented and have a better targeting mechanism. Besides, projects prepared under a program based approach would have a better synergy, individual projects and program at a total would be better monitored and easily evaluated.

> *"We are requesting project proposals. Everybody is trying to write a project. Yes, there are new ideas and there are good progresses under SODES. However, problems and the solutions are clear. If the total SODES budget allocated to our government directly, then we could write the projects with the responsible institutions. With a program there will be strong synergy between projects, we can allocate the budget for all provinces on their exact needs. I think in these way SODES would be a more successful programme."* (SODES project office worker)[23]

It is considered that the current project based structure of SODES creates problems with regards to its effectiveness, and hinders the program to have greater multiplier effects and result in more sustainable and effective solutions. It can be concluded that in its current structure SODES projects are not complementary to each other and they are not a part of a comprehensive program prepared for each provinces.

5.2. SUSTAINABILITY

Projects prepared under SODES are all one-year projects. Projects include only the activities to be implemented in that year. In this context, it is only possible to have long-term outputs by provision of continuous financial support of the government.

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[23] *"SODES kapsamında proje çağrısına çıkıyoruz. Herkes proje yazıyor. Yeni fikirler geliyor ve güzel şeyler yapılıyor. Ancak, sorunlar belli, çözümleri de belli. Bize (valiliğe) toplam para tahsis edilse, biz de gerekli projeleri yazsak ya da yazdırsak. Projelerin arasında bir bağlantı olsa il, ilçe mahalle her yerin ihtiyacı kadar bir programlama yapsam bence çok daha başarılı bir SODES uygulaması olacaktır."*

Increase in the demand for social development projects at local level is regarded as a positive implication of successful implementation of projects. In addition, increasing local awareness for activities supported by SODES will increase the demand for other social projects targeting the disadvantageous groups in the province. While these kind of perceptions in favor of current SODES implementation is regarded as important, it is also thought that there may indicate some problems about the sustainability of SODES projects. These problems are;

- They are only one-year projects,
- Projects are not continued if do not receive re-finance,
- Even if the project is re-financed, because project proposal calls are not made at the same date with the previous year, there may be some implementation problems,
- Problems associated with uncertainties of the future of the projects

Sustainability is one of the most important success criteria for project based activities.

> *"Now I am successful in university examination. I will go to Ankara for university. I am very happy, my family is happy too… but I am very scared also. My family is not rich enough. How will I be able to find enough money to go to Ankara and to go to university?"* (19 years old, male)[24]

In this regard, sustainability should be considered as one of the most important criteria for evaluation of it. Although its motto is "Little pushes and dreams made to come true", SODES push the people only for a short time. Its permanent value added for the local people is much less than the expected.

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[24] "Ben şimdi üniversiteyi kazandım. Çok mutluyum. Ailem de çok mutlu ama bir yandan da çok korkuyorum. Maddi durumumuz iyi değil. Ben şimdi Ankara'ya gitmek için orda okumak için nasıl para bulacağım."

5.3. LACK OF ACCESS TO ALL TARGET GROUPS

In determination of expanding the scope of SODES and allocation of its resources among various provinces, an index which compares education, poverty, migration and unemployment figures of provinces is used. The most disadvantaged provinces get the highest value according to this indexation and accordingly they get more resources. In addition, target groups of SODES are determined as the most disadvantaged groups of people including poor, people living in slums, people newly migrated to the cities and people with integration problems to the cities. However, projects directed toward women, children, and young people are getting more priority in project selection process of SODES. Increasing human capital of these groups is one of the most important goals of SODES. However, while it is found that people benefiting from SODES projects are the most disadvantaged groups, SODES lacks in reaching to all the people at the same success level.

> *"Migration, crowded families, need for social support is very high. There was not enough social support from government by now. Now we are talking about SODES projects however not all the projects are financed. Only some of them are financed by SODES. When a project is not financed the looser is the women living in that region or the child in that school…. SODES should not be expected to be remedy for all the needs."* (SODES project office worker)[25]

Better prepared projects are supported as a natural consequence of the project based approach of the program. However we face with significant defects of the program at this point. For instance, while travel project of a school is accepted due to its less cost, travel project of a similar school is not accepted. Similarly, the project which is better written has a higher chance of acceptance compared to the other which has

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[25]"İhtiyaç çok büyük. Göç, kalabalık aileler. Şimdiye kadar devlet yeterli hizmeti sunmamış. Şimdi biz SODES projeleri diyoruz. Projeler yazılıyor ama bazı projeler destekleniyor bazıları desteklenmiyor. Proje desteklenmediğinde kaybeden o mahalledeki kadınlar ya da desteklenmeyen okuldaki çocuklar. SODES'in tüm ihtiyaçlara ilaç olması beklenmemeli."

nearly same purpose and is directed to the almost same target group. In these cases the loser is not the writer or applicants of the project but the students. They cannot benefit from the program resources just because of the bad presentation of the project. These kinds of examples lead to the program not to reach its target groups.

Education projects are mostly supported within SODES. It is widely accepted that education projects of SODES are the most successful ones. However it is observed that due to lack of resources, only successful and promising students are selected for the project to benefit from. This is an important support for deserved poor students. However, it is observed that it could not have been reached to a greater part of students who are under the target group of SODES, and are in need of educational support to become successful.

5.4. LACK OF CONTROLLING, MONITORING AND EVALUATION CAPACITIES AND LACK OF AN ASSESSMENT ON THE EFFECTS OF THE PROGRAM

Around 80-120 projects are supported in each provinces under SODES. SODES projects are subject to routine public control mechanism because it is financed from general budget resources. In this regard, public expenditures are controlled by Court of Audits and acts of governorships are controlled by inspectors of Ministry of Interior. In addition, projects implemented by non-governmental organizations are controlled by inspectors of Directorate General of Foundations and auditors of Directorate General for Associations. However, effectiveness and feasibilities of projects are monitored by personnel of governorships and Ministry of Development through on-the-site checks and implementation reports. In this regard, an online monitoring mechanism is established to enable a regular check and control of SODES projects. It is foreseen that staff of governorships will conduct on-the-site checks at least four times a year and report their observations to the Ministry of Development through an online project monitoring system. Because monitoring and evaluation process is very important for SODES a special funding was provided for governorships to enable these activities. Governorships offices for SODES can rent

cars and make all kinds of expenditures related to their monitoring activities by using this special allowance which is called as institutional capacity improvement allowance. However some problems are faced in this process because of the reasons like;

- Number of projects to be monitored are very high in some provinces,
- Difficulties in reaching physically to certain districts,
- High work load of governorship project office personnel,
- Close personal connections at local level which can distort an objective monitoring activity,
- Giving less priority to the monitoring and evaluation activities at local level.

In this framework, one of the SODES Project Office coordinator's thought is seen very important on monitoring and evaluation:

> *"I am thinking that there should be less projects, we should decrease the number of the projects in the next year. There are a lot of projects. We could not control these so many projects. This does not means that we don't need these projects but; If I could not control, If I could not touch, see, If I could not investigate the payments, If I could not monitor and evaluate the project, that project does not belongs to us. I think like that. Because, there are lots of examples about it. We should decrease the number of the projects or we should strength this project offices capacity."*
> (SODES project office coordinator)[26]

Problems faced due to the lack of monitoring and evaluating the projects can be summarized and exemplified as follows:

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[26] "Bundan sonraki süreçte proje sayısının azaltılması gerektiğini düşünüyorum. Çok proje var. Çok projeyi kontrol edemiyoruz. Bu ilin ihtiyacı yoktur anlamına gelmiyor. Eğer kontrol edemiyorsam, gidip göremiyor dokunamıyorsam, eğer harcamaları kontrol edemiyor, izleyip denetleyemiyorsam. O proje bize ait değildir. Ben böyle düşünüyorum. Çünkü bununla ilgili bir sürü örnek var. Ya proje sayısını azaltmamız ya da bu proje ofisinin kapasitesini artırmamız gerekli."

Inefficient use of SODES budget: Establishing some very luxury offices for the coordinators, which are not envisaged as an allowed expenditure from the budget of SODES. In a computer teaching project the computers bought for students could be used at the managers' offices.

Could not able to reach to target groups of SODES: It can be seen that, a kindergarten can be constructed at a place where the upper income groups live instead of the neighborhood slum area. Or, it can be seen that a sport center actually planned for disadvantaged women, youth or children could be established under a public personnel housing site. So the actual target of these projects could not be benefited from these activities.

Carrying out some projects that are not related with the SODES purposes: Construction of a regular municipality park project (that is not allowed in SODES principles) which is initially envisaged as a creation of the outdoor sports in the project document. Or constructing a wall around the school, instead of the planned football, basketball fields by a change on the project document.

In particular, in such a program, consisting of numerous projects with small budgets as SODES; effective and efficient use of resources, monitoring and supervision of the program in terms of achieving the goals set in the program, are very important. Also, continuation of similar activities at provincial level will be judged by the success of the projects being implemented in the past. However this kind of regional social development projects require more monitoring and evaluation efforts.

Monitoring and evaluation efforts are critical for the success of the ongoing programme. In addition to this affords an impact assessment to analyze the programme and to enlarge it is also necessary. The budget and the scope of SODES have been increased significantly each year. 398 projects in 2008, 778 projects in 2009, 1.187 projects in 2010 and 1.840 projects in 2011 have been financed by SODES. For these projects 42 Million TL in 2008, 92 Million TL in 2009, 150

Million TL in 2010, and 200 Million TL[27] in 2011 were allocated from the budget. Also, the number of beneficiary provinces increased from nine in 2008 to 25 in 2010 and finally to 30 in 2011. Although, there is a distinctive increase in the indicators of the program, an assessment of SODES has not been taken into consideration during this period. However, for an efficient usage of the SODES budget and better implementation of the program there is a substantial need for an assessment.

More structurally, there isn't a policy or a document that states which of the activities could be better carried out by routine activities of governmental organizations or to be done by project based programs. In this context, there is a need for determining SODES's position in general public social policies and a decision should be made about how the SODES experience will be transferred to routine public services.

There is an urgent need to assess the impact of projects carried out within the scope of SODES over the project beneficiaries, potential beneficiaries of the projects and general outcomes should be considered in the provinces included in the program. In this context, SODES program's general socio-economic and cultural impacts on the regional development, identification and analysis of the good and the bad practices of project implementations, indirect effects of the program on people and institutions outside the project objectives should to be evaluated. Since SODES shows an initial intention of government, bureaucracy and other policy groups about the regional social development, it has to be analyzed and evaluated in detail as this program might provide inputs for the coming social programs and more applicable social regional development models. This evaluation is also important in terms of determining the sustainability of the projects and their impacts. It is evaluated that, the above mentioned analysis of SODES is a necessity to increase the success of the program and for determining new recommendations on the implementation of SODES.

Without an evaluation of the program, increasing the scope and budget of the program is considered as a significant deficiency.

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[27] 200 million TL is equal to approximately 115 million US $ in 2011.

5.5. LACK OF DETAILED GUIDING SODES PRINCIPLES AND PROCEDURES DOCUMENTS

There is a SODES Principles and Procedures document for regulating and identifying the project preparation, evaluation and implementation process and rules. Implementation of the projects is carried out according to this legal document. It is observed in the study that this Procedures and Guidelines document is a framework document. In discussions with Governor Project Offices it is found that one of the most common points of criticism was the lack of a program guide and lack of a detailed Procedures and Guidelines document regarding the implementation of SODES.

Governor's Project Office staff stated that the lack of detailed guidance; from preparation of SODES projects to the finalization of them; constitutes serious problems in the management of the SODES from the preparation phase of the projects to ending phase. They states that all the steps in the SODES implementation process should be clearly defined in detail to overcome these problems.

> "*We are working so hard every day. Besides working so hard, we are trying to overcome the issues that are not specified in SODES (SODES principles and procedures document). We are not able to see the future. Every day we are trying to give answers to questions from SODES project coordinators. They are asking hundreds of questions about tax payments or social security contributions. But there is not any information on these issues at SODES Application Principles and Guidelines.*" (SODES project office worker)[28]

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[28] "Sürekli çok çalışıyoruz. Zaten çok çalışmanın yanın da bi de SODES'te (uygulama usul esaslarında)net olmayan meselelerle uğraşıyoruz. Geleceği göremiyoruz. Her gün SODES proje koordinatörlerinin sorularına cevap vermeye çalıyoruz. Her gün vergi, sosyal güvenlik primi ödemeleri ile ilgili yüzlerce soru soruyolar. Ama SODES uygulama usul ve esaslarında bunlarla ilgili hiç bir bilgi yok."

SODES Application Principles and Guidelines leads to divergences between the provinces. In the management of the program, while transferring money, and follow-up of fixed assets or the payment of student fees, provinces develop different methods. And in the long run, these differences prevent SODES to be a unified program. This issue is criticized as a crucial problem to a common sense on program managing and establishing an institutionalized implementation.

> *"We are trying to do our best. But we are facing with so many problems because SODES does not have a detailed implementation document. We are asking to other city offices about their implementation, but the answer is changing from city to city. We are learning what to do day by day when we see the problems. In this case we could not make good scheduled plans and programs because we don't know all the process."* (SODES project office coordinator)[29]

In terms of the effective management of a program such as SODES with small projects; besides especially taking into consideration that the troubles experienced in the management of an institutional memory in the governorates; it is evaluated that being lack of a detailed implementation rules and procedures of SODES and being lack of an application guideline is a serious obstacle for a better execution of SODES.

5.6. LIMITED INSTITUTIONALIZATION AND ANKARA BASED CENTRAL EXECUTION OF THE PROGRAM

SODES project offices are established under the governorships to effectively fulfill the functions of monitoring and supervision of the projects in the provinces, to be able to made informative studies with the project beneficiaries, to ensure the provision of the appropriate usage of the fixed assets from the completed projects,

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[29] *"Biz elimizden gelenin en iyisini yapmaya çalışıyoruz. Ama SODES'in detaylı bir uygulama rehberi olmadığı için pek çok problemle karşılaşıyoruz. Diğer şehirlerdeki ofislere soruyoruz ama aldığımız cevaplar ilden ile değişiyor. Problemlerle karşılaştıkça günden güne ne yapmamız gerektiğini öğreniyoruz. Bu durumda önümüzü göremediğimiz için doğru düzgün planlamalar yapamıyoruz."*

and to coordinate with the Ministry of Development. The number of staff working in these offices varies depending on size of the province. There are approximately 5-6 staffs are employed in these offices. These workers are generally teachers or public employees from other institutions and they are temporarily recruited at the SODES project offices.

The constantly rotation of deputy governors, district governors and the SODES project officers creates serious obstacles for institutionalization of the provincial project coordination offices on the management of SODES. It is evaluated that to being lack of institutionalization limits the capacity of SODES to produce long-term outputs.

It is investigated in this study that there is a very rapid personnel circulation in the SODES project offices because of the employees moving to other cities or after the deputy governors changed they are also changing the SODES project office workers. Because of this circulation it is not able to strengthen and continue the institutional capacity in these offices. It is seen that in provinces sometimes one or two workers are changing but sometimes it is seen that all project office workers renewed. It is observed that losing the experienced worker weakens the institutional capacity of SODES project offices and in some cases all the institutional memory undermined by the separation of the most experienced personnel.

> *"SODES preparation, implementation, reporting and auditing activities spread over a full year. If a SODES project officer starts to work in the middle of the year, he or she will mostly missed lots of the trainings. At least she or he will not able to capture all the process. New personnel most likely missed almost half of the followings which are critical information to manage the SODES implementation in the region.*
> - *Trainings given by Ministry of Development,*
> - *disclosures made at various stages of SODES calendar,*
> - *the signing of contracts with the executors of the projects,*

- *evaluation of the projects in the SODES projects offices and preparing the prioritized package,*
- *transactions made through SODES-BIS,*
- *the informative meetings with executors of the projects."* (one of the SODES Coordinators of MoD)[30]

It is evaluated that the activities, trainings and the experiences mentioned above have special importance on execution of projects in a healthy manner and to avoid disruptions in coordination with the Ministry of Development. And the continuous mobility of project office workers in the provinces is considered to inhibit significantly the formation of an institutional memory.

It is considered to be another significant barrier to the creation of SODES institutional memory is the fact that deputy governors and the governors are subject to continuous rotation. Governors are the main responsible body for coordination of the SODES in the provinces. There is a one deputy governor responsible for coordinating the projects. Deputy governor's, in some cases the governor's adequate knowledge on the purpose and the scope of SODES is considered to be extremely important. If a governor or deputy governor does not have experience on SODES, in his/her first year with SODES, it is observed in the interviews with the Ministry of Development that they demand some projects that are not envisaged by SODES principles. It is also observed that some governors forget that SODES is a program which has its own targets, aims and scopes, and they want to use SODES budget without any programmatic constraints. For an efficient and effective program with strong institutional capacity it is evaluated as the governors' stability and continuity has vital role and SODES has some shortcomings within this framework.

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[30] "SODES'in hazırlık, uygulama, raporlama ve denetim faaliyetleri bir tam yıla yayılmıştır. Eğer bir SODES proje ofisi çalışanı yılın ortasında çalışmaya başlarsa eğitimlerin çoğunu kaçırmış oluyor. Yeni bir personel büyük ihtimalle SODES'in uygulanmasında çok önemli olan pek çok bilgiyi kaçırıyor. Kalkınma Bakanlığı tarafından yapılan eğitimler, SODES takviminin çeşitli aşamalarında yapılan bilgilendirmeler, Proje yürütücüleriyle sözleşmelerin imzalanması, Proje yürütücülerinin valiliklere göndermiş olduğu tekliflerin değerlendirilerek Kalkınma Bakanlığa gönderilen önceliklendirilmiş proje paketinin değerlendirme süreci, SODES-BİS üzerinden yapılan işlemler, Proje yürütücülerine yapılan bilgilendirme toplantıları gibi bilgilerin çoğu eksik kalıyor."

Besides the aforementioned issues due to institutional capacity, Ankara based central execution of the program has also other critical features. One of the most important aspects of SODES is the knowledge that local actions towards the ownership of projects have direct effect in the success of the Programme. Thus, not only at project preparation and selection stages; but also at the implementation stages, the basic goal was to mobilize the local dynamics. City governors have been given the responsibility for the implementation and monitor of SODES projects at the local level.

One of the reasons for the emergence of the SODES is to provide solution to problems where the problems emerged and find the solutions with the parties still experiencing these problems. To mobilize the local actors for these solutions is an important pillar of SODES. SODES process begins in the regions but the final decisions are taken centrally. Ministry of Development has all the responsibilities for determining the budgets of the provinces, priorities of the program and the application rules. Moreover, projects which will be financed are determined from Ankara. Through the study and from the interviews it is found that there are some short comings of this above mentioned SODES process. Especially the following arguments are stated by the SODES project offices as the deficiencies of SODES in this context:

- There is not a proper evaluation on projects which takes into consideration of real needs of the regions and the differences of the regions,

- It is thought that the external independent evaluators whom have a strong power on project selection process do not have enough information about the region. Region's priority areas and the problems, socio-economic situations of the villages and the cities could not be known by external independent evaluators. It is thought that their evaluations are not enough successful.

Besides, in the process of coordinating the SODES from Ankara, SODES project offices and the project executers state that they could not get urgent answers to their urgent questions.

In some of the meetings with governorates, it is stated that actual needs of the provinces can only be known by the governorates and the best idea would be only possible with the governor's solo work. It is also stated that if the budget was directly allocated to governors, and the projects were determined only by the governorates and only the projects outcomes were shared with the Ministry of Development than SODES could become a better program. However, generally in the interviews it is also stated that giving all the responsibility and the authority to the governorates could weakens the efficiency and the accountability of the program. Especially in the first pace of the program, the elections of the determining financed projects, most likely the powerful groups in the provinces would prevent the best project selection.

Designed as a regional social development program, central government has too much authority on SODES so it is generally considered to be a conflict with its locality.

5.7. THE DOMINANCE OF GOVERNMENT PROJECTS IN THE PROGRAM

Mobilizing the local dynamics is an important pillar of SODES. In this context, according to SODES Principles and Procedures, budget is allocated to the employment, culture and sports and social inclusion projects of NGO's which have been established a year ago before their application and have ongoing activities in the regions included in SODES. The purposes of SODES are; eliminating the social problems due to poverty, immigration and urbanization, meeting the needs concluded from the changing social structure, strengthen the social integration, offering opportunities to the disadvantaged groups of the society for their active contribution to the economic and social life by mobilizing the local dynamics. In that sense, NGO's play an important role in regional development. A program like SODES which aims regional development is not supporting the NGO's as it should be. One of the other important aspects of SODES related to governance is its contributions to NGO's capacity increase. In the context, SODES is financing not only public institutions but also local administrations and NGO's. By doing this, it allows NGOs

to expand the scope of their activities related to social inclusion, and to reach their in that case also SODES's target groups. The other important aspect of SODES projects is that they are mostly supported by collaborations of public, private sector and NGOs. Such projects are given priority when they are evaluated by SPO. NGOs are important bridges between government and citizens. Thus, when the projects under SODES are carried out by NGOs, it is expected that target groups will be reached extensively.

SODES is designed to be a human centered program that aims to enhance the human capital of the region. However, one of the most important expected outcome of SODES is developing the institutional capacity of both the government organizations and the NGOs in the less developed regions. Bu supporting mostly the government projects program misses one of its important goals which decrease the benefits of SODES in these dimensions.

> *"Absolutely NGO's are best. If we are comparing; we can do impact analyses, we can make researches, or we can divide it into multipliers, we will definitely find that one hundred percentage NGO's are better fitting to this program than public institutions. I am not talking about ten or twenty percentage, it is absolutely one hundred percentage. Because public institutions' projects are coming up to down. Their boss says: "You will write a project. You will…" And the officer writes something like a project. In project offices we are helping them and trying to make it a project. And when the project financed and they start to project they say "We could not understand this project." Because they did not write it. And the public officers do not want to work in the streets. They will go slum areas to find some students from poor families. They do not want to work in this style. But the NGO's are working by hearth."* (SODES Project Office Coordinator)[31]

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[31] "Kesinlikle STK'ların başarısını oranlamak gerekiyorsa STK'lar kamu kuruluşuna göre etki analizi de yapılsın, bununla ilgili çalışma da yapalım, gidelim araştırma da yapalım, çarpanlarını da bulalım bu işin, göreceğiz ki STK kamu kuruluşuna göre bu programı % yüz daha fazla uyuyor. Bakın öyle

Although it is stated that the NGO's are the most important partner in SODES only the one fourth of the SODES budget can be used by NGO's. However in all the SODES documents, projects belong to NGO's are stated as the best projects. The cooperation of the government and the NGO's give desirable outcomes. Despite these arguments allocating 75 % of the SODES budget to government organizations is evaluated an important deficiency of the program.

> *"If the NGO's work without the cooperation with government they may not be able to as successful and efficient as this. We are a NGO, but we are writing on our project tables SODES. So people think that this is governmental. So they easily trust us. And as we are NGO our workers working voluntarily more than a governmental officer."* (SODES Project Coordinator)[32]

%10'lar 20'ler değil. Çünkü kamu kurum ve kuruluşlarından gelen projeler dayatma usulü geliyor bakın. Amir diyor ki SODES'e proje yazın proje yazın, yazacaksınız, ordaki de kafasına göre yazıyor bi şekilde biz burda düzenliyoruz, revize ediyoruz, ondan sonra bi şekilde adama benzetiyoruz ve projeyi geri gönderiyoruz ilçeye veya kuruma. Sonra ordaki diyor ki ya ben bunu anlamıyorum ki. Ben yazmadım ki bunu diye veya emri vaki bir şekilde yapılıyor ve bu işin yani emri vaki yapılan işin zaten adam diyor ki "benim ooo bir sürü işim var. Ama bi de üzerine yetmedi bi de eğitim projesi, yok ben gidecem işte mahalleden çocuk mu toplayacam, yok broşür basacam, yok tanıtım yapacam, ben niye bunları yapayım. Onlar bu şekilde çalışmak istemiyolar. Ama STK'lar gönülden çalışıyolar."

[32] "Yani eğer STK'lar böyle kamu kurumları ile işbirliği içinde çalışmasalardı şimdiki gibi başarılı ve verimli olmazlardı. Biz STK'yız, ama proje tabelasına SODES yazıyoruz böylece vatandaş burayı kamunun yaptığı bişey sanıyor. Bu sayede bize kolaylıkla güveniyorlar. Ve biz STK olduğumuz için bizim çalışanlarımız memurlardan çok daha iyi gönüllü olarak çalışıyorlar."

CHAPTER 6

CONCLUSION

SODES began to be implemented in nine provinces of Southeastern Anatolian Region with an annual budget of 42 million TL in 2008. The regional scope of the program and the budget allocated was expanded each year, as a result of that number of provinces benefitting from the program has reached to 30 provinces and the budget increased to 200 million TL[33] as of 2011. Today SODES is the largest regional social development program and its main aim is the social inclusion of the disadvantaged groups. In this paper, I criticized SODES considering the social inclusion aim.

Education projects constitute the mostly financed component of SODES. The province which receives the highest amount of funds under SODES is Şanlıurfa. Due to those facts, I firstly evaluated the education projects in Şanlıurfa and then I evaluated the whole SODES program.

Several activities supported by SODES under the education component include; free study support centers for increasing the educational achievements of poor students, which are mainly established in remote/suburban areas of cities, provision of free preparatory and complementary education supports for university entrance exams, free transportation of these students and complementary activities such as study visits, picnics, book reading campaigns, chess courses and theatres. The project based evaluations show that there are important positive outcomes of the program like increasing schooling of girls, students' gaining good habits or rise in the educational level of the students. However, the evaluation of SODES regarding to social inclusion aim, there are several problematic issues in the framework of the concept of social inclusion and SODES program as a whole.

Social inclusion lacks a clear definition which is widely subjected to criticism. Social exclusion and social policies for social inclusion can mean all the policy

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[33] 200 million TL is equal to approximately 115 million US $ in 2011.

implications for any social exclusion situation. This broad and vague definition may serve social inclusion useless. SODES is attributed as a very successful and well achieved social inclusion programme in public opinion. However, in most SODES education projects target groups are poor students, poor but successful students. In most SODES education projects the inclusion of deserved poor students is a great success because of the vague and ill-defined social inclusion concept. Due to lacking of a coherent theoretical core, social inclusion of the real, more excluded **unsuccessful poor students are not taken into consideration** in these policies. These groups are excluded in a way that they are not included into target group of the largest regional social development programme, SODES.

Social inclusion creates dichotomy. Social exclusion and social inclusion based policies and implication creates "ins" and "outs" or implies a crude "them and us" dichotomy. We can easily observe this situation in governmental documents and also in social policy debates. In these documents and debates; poverty culture and professional poor concepts are widely used. They are conceptualizing socially excluded and included as "us and the others". Professionals and other actors are using this terminology because the people in poverty or the **socially excluded groups are seen as "the others".** This problematic dichotomy is widely used for expenditures done for SODES and similar social payments. SODES projects are implemented in the eastern part of the Turkey which is the least developed part of the country. There are high poverty rates, high unemployment rates and so on. Because of the aforementioned disadvantaged situation of the region highest social assistance and social services payments are given to this region. However, because of the normalization of the existing situation and created ill public perception, **"society=us"** rejects these expenditures and criticize the situation since the social expenditures mostly go to **"them=others".**

The concept of social inclusion has an individualistic approach on social problems. Social inclusion policies consider social problems as individual's preferences: autonomous individuals with their own interest and motivations. Social problems of individuals are result of individuals inappropriately exercising their choices and

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preferences. SODES projects are implemented as a means of fighting against poverty and target mainly the successful students from poor families. Through improving their educational qualifications with "dershane" (private educational institutions preparing students for university entrance exams or preferred secondary schools exams) or reading and studying rooms (school reinforcing classes provided by voluntary teachers for needy students at lagging behind neighborhoods or towns) projects aim to achieve social inclusion of successful students. Hereby the causes of existing inequalities are not taken into consideration and the causes of poverty and lack of education are seen as personal insufficiency instead of societal. However, it is evaluated that a social inclusion understanding which sees integration problems of individuals or groups as their own problem arisen from the individual insufficiencies and accordingly looks for **individual solutions for these problems could not be a complete solution** to social problems.

Social inclusion concept based on "to include the excluded in"; but we are not discussing about "in". Social inclusion serves to normalize and unquestionably strengthen the existing arrangements. SODES projects are accepted as very successful, especially the education projects since these projects allow increasing the human capital of the disadvantaged students. But these projects only promote private training centers or extra arrangements for university entrance (ÖSS[34]) or preferred secondary schools (SBS[35]) examinations rather than overcoming the problems of general education given by Ministry of Education. In this system of normalization of the existing situation, public authorities do not search for solving the real problems existing in the society and the fundamental causes of the exclusionary system but search only for the temporary solutions.

Social exclusion is based on some specific problems; this failure **limits joined up policy solutions**. SODES projects are aiming at the social inclusion of disadvantaged groups as it's mentioned in its motto of "small steps to big dreams". However the problems are interconnected, they also have deep roots and need further assistance. The complete solution to societal issues by social inclusion policies is meaningless

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[34] ÖSS is the university entrance examination.
[35] SBS is the secondary school entrance examination.

without long-term, long-lasting, complementary planned actions. SODES projects small support for women, children or unemployed youth would only be a partial solution in the deviant picture of social problems. Besides, social inclusion has a limited scope.

Social inclusion can be an exclusionary process. Social exclusion is criticized as "in itself social exclusion can be an exclusionary and homogenizing" concept and can **ghettoize risk categories** under a new label and **distract attention from general rise of inequalities and unemployment**. In governmental Annual Programs and Development Plans strong importance is given to regional development programs, and project based social assistances. Social policy actors are trying to achieve social development and trying to solve the social problems by social inclusion of disadvantaged groups through SODES and similar programs. However these assumptions distract the attention from the problems of social security, employment, health or education systems. Aforementioned social problems have multidimensional structural roots; but by categorizing the socially excluded in certain groups, social policy actors diminish societal problems into individual or group failures. It should not be expected to remedy the societal problems by individual solutions.

Social inclusion focuses more on paid employment. Social inclusion gives more attention to participating to the registered employment, because unemployed people not only excluded from paid work but also from the society. One of the main aims of SODES projects are increasing the employability of the unemployed youth and women in order to help these groups to employ in registered jobs. SODES tries to socially include these groups and solve the social problems of the society. SODES tries to solve problems as there is no such thing as society-only individual men and women and their jobs exist. While focusing more on registered employment SODES or similar project based programs are losing the main point of view which is the fundamental disadvantages of the total system.

Social inclusion is a passive concept. Social exclusion has been defined in terms of relativity (condition) and agency (process). It is "necessarily a relational concept" as people are excluded from a particular society. **Social exclusion is a process where something is done by other people.** However the policies are passive and it only focuses on outcomes which could not produce sustainable solutions. SODES projects are focusing on the excluded but it is not trying to solve the problems of the system. While the social inclusion is a passive concept **SODES projects which are based on the concept of social inclusion could not produce sustainable solution propositions.** While SODES projects are mostly yearlong projects, there is an uncertainty for the coming year, these projects could not create sustainable outcomes.

On the other hand, social inclusion policies concentrate more on the state rather than the process. Social inclusion and exclusion debate mostly goes on regarding the outcomes of the situation. **SODES projects are also focusing on the outcomes of the social problems of the region.** Employment projects, social activation projects, education project etc. most of them are trying to solve the outcomes of the problems that are due to the shortage of national social, economic and regional policies and programs. There are chronic problems about poverty especially child poverty, unemployment of the youth and education. Aiming at solving these kinds of interrelated, multidimensional problems with project based programs like SODES could only be a temporary remedy.

CHAPTER 7

POLICY SUGGESTIONS

Policy recommendations based on the SODES projects analyzed in the thesis can be classified as the recommendations for education projects, recommendations for SODES program in general and the recommendations for social policy implementations which are given as follows:

Policy suggestions for SODES education projects;

The recommendations for increasing efficiency and effectiveness of SODES education projects are;

- ➢ SODES education projects' target groups should cover all of the disadvantaged students rather than the only successful/promising but poor ones,
- ➢ SODES education projects should be expanded,
- ➢ Education projects which will be financed by SODES should be determined before the education term begins,
- ➢ SODES's further support should be continued for successful students who succeeded in ÖSS or SBS[36] examinations to achieve sustainable progress.

First of all, SODES education projects are the best projects among others because of the flexibility of the budget. The budget share can be easily increased during the project so it may increase the target group coverage. Secondly, if the SODES project begins early in the year the financing of the education projects can be decided before the education term begins so that it can be more effective. Last but not least, further support for successful students would be very costly for SODES however protocols with Ministry of Family and Social Policy (MoFSP) to further support for SODES students can be a solution.

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[36] ÖSS is the university entrance examination and SBS is the secondary school entrance examination.

Policy suggestions for SODES program in general;

SODES project evaluation and determination process should be improved by;

- ➢ project selections should be based on a system that allows to create synergy,
- ➢ all of the disadvantaged groups and the cities and as well as the villages should receive fair share from the SODES budget.

Program based SODES implementation can be a remedy for the problems of determination of SODES projects. Governors could select the projects which can create more synergy or could determine fairer budget shares to all villages. In this case that process may bear some risks issues such as; governors can be faced more local political pressures or without project contest competition, the number of projects may be decreased and the new ideas may disappear or without a competition governorates can attach less attention for SODES.

Best practices of SODES projects should be determined and shared. Projects such as, women culture centers or education projects should be implemented in all of the provinces based on a program based structure.

SODES project cycle should be improved to allow some projects to be supported more than one year. For example, successful SODES projects should be financed for three or five year terms rather than as is determined and implemented for one year terms.

Demand based budget sharing structure of SODES should be transformed to a supply based structure in which all the disadvantaged groups could benefit from.

Implementing and expending best practices can be achieved by programme based SODES execution. MoFSP, Ministry of Education, Security General Directorate or Ministry of Youth and Sports can start to implement SODES best practices as their routine public policy implementations. Expansion of aforementioned best practices by Ministries can solve the foregoing problems and also this implementation can be

transformed to a supply based structure by establishing women centers, study rooms or youth centers at all of the disadvantaged areas.

SODES monitoring and evaluation system should be improved, more attention should be given to the monitoring and evaluation capacities of SODES project centers.

A clear and well-structured SODES principles and procedures document should be prepared to solve the uncertainty of SODES procedural implications on project executions.

Institutional capacity of SODES project coordination offices should be improved.

Professional and independent SODES evaluation of the programme should be done to determine the shortcomings of the program, to expand its strong features and to make the right decisions on its continuity and expansion.

The budget share of the NGO projects should be increased to improve the local participation and to strengthen the local ownership.

Firstly, as it is analyzed deeply in critical assessment chapter there are problems on SODES monitoring and evaluation system. Problems are mostly due to cliental relations and attaching less importance to monitoring and evaluation activities. SPO SODES coordinators can make regular site visits to increase the attention on project evaluation systems. Regular regional meetings merely on project evaluation discussions and monitoring the SODES evaluation activities can be organized. Secondly, SODES principles and procedures document can be prepared by using the existing institutional capacity of the project coordinators. Some of these coordinators are working on SODES more than four years. They have valuable experiences and these experiences can be used in a workshop to provide a well-structured SODES principles and procedures document. Thirdly, SODES project office coordinator's wage can be increased to employ more qualified personnel and the number of the

personnel can be increased to improve the institutional capacity of the SODES project offices. Besides, preparing a well-structured SODES principles and procedures document will be a complementary issue for increasing institutional capacities of SODES project offices. Lastly and most importantly, NGO's budget share can be raised by a change in 2012 SODES principles and procedures document. This suggestion can be implemented only with a social policy decision and this decision would be done by SPO. On the other hand while increasing the budget share of the NGO's, the quality of the NGO projects can be diminished. This consideration should be kept in mind while implementing that suggestion.

Policy suggestions for social policy practices in other fields;

SODES's success can be interpreted in relation to its being an alternative to the routine practices of public policy. The shortcomings of such policies are overcome by SODES. In this regard some policy recommendations for social policy practices can be given as;

For the education system;
Regular family visits by teachers are very crucial to increase the importance of education perception of the families, and to increase the awareness of the families especially of the disadvantaged groups. Regular family visits will increase the expectations of the families from their children and it will increase the families' attention on education.

If the ÖSS and SBS[37] is the reality of Turkish education system and the success of a student is only measured by these examinations, then, the general education system should adopt its structure and curriculum to this system. At least ÖSS/SBS preparation materials and books should be delivered at the beginning of the school term with other course books.

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[37] ÖSS is the university entrance examination and SBS is the secondary school entrance examination.

Local dynamics should be taken into consideration in policy development process and these dynamics should be mobilized to solve the local problems.

Since, most of the disadvantaged groups are living in the squatter areas of the cities, social services to these groups should be given in their neighborhoods.

Regular family visits are crucial for Turkish education system's improvement especially to increase the educational level of disadvantaged group's education. However the budgetary issues such as transportation and extra salary for teachers or in some regions security problems should be taken into consideration. While said suggestion cannot be realized easily, the suggestions for delivering ÖSS and SBS books do not cost so much so this suggestion can be implemented more readily. Providing social services to disadvantaged groups in their neighborhoods can be achieved by small public institutions rather than centralized huge buildings. This suggestion can be realized only by raising awareness on the importance of the issue.

Finally and the most importantly, social policies should focus on the process rather than outcomes to achieve sustainable and real solutions for social problems.

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APPENDIX A: QUESTIONNAIRE

1. QUESTIONS FOR THE BENEFICIARIES:

a) Permission and description

My name is Rıdvan KURTIPEK. I am continuing the Social Policies Master Program in the Middle East Technical University. I will make an analysis of SODES projects, which are applied in Şanlıurfa. I have been conducting the study that examining the beneficiaries' perceptions. Within the framework of this study, firstly I will ask you some questions in order to meet with you thoroughly, then about the project that you benefited. Lastly we will talk about the conception of your environment related with the project. If you allow me, I will record your voice. If it creates any possible inconvenience for you, please inform me in advance. When I mentioned this interview's results in my study, your private information that allow you to be known-directly or indirectly- will remain in my hand and also, will be never published.

b) Questions to understand the socio-economic condition and identity of the beneficiary.

1) Name, surname, age, which class are you going?
2) Did you born in Şanlıurfa?
3) Do you have any siblings, if so, what is your degree, what is the education level of your siblings?
4) What is your parent's job? – What is your parent's education level? How long has he been doing his job? Is it his own job or not? How much money does he earn? Did he do any other jobs? Does he feel glad with his current job? What is your uncle's job?
5) How school is going on? Are you successful in courses? If not, what are the reasons? How is your working condition in home, for studying? – How is your sibling's educational success?
6) Have you ever participated to private training education courses?

7) Do you have any social habits such as going vacation or sea-side, travelling other cities, going cinema? How do you spend your spare time after school or job and talking with whom? Are you working in job right now? – if yes, how did you found it? How much money do you earn? How did you learn and do you think about continue?

   If not- have you ever worked before? Which kinds of works did you work and how long did it take? How did you find and how was the condition of it?

8) In which area do you want to work throughout your life? Do you have any skill such as farmer, shoemaking, painting, hand selling, etc. (Which could bring revenue later.)

 c) **Project that benefited**

1) Could you mention us about the project that you benefited? What kinds of activities does it include and what were you doing?

2) How did you meet with this project?

3) In this section which project as a tangible? What did you get? (Money or services, and how long did it take? Amount?)

4) What is the specification of services? -Let's get information in detail- are there any beneficiaries from your family?

5) How could you be informed about the project and how did you apply?

6) How was the acceptance process?

7) What was the acknowledgment requisite and it was easy or not?

8) Could everyone access it easily? Was there anyone who rejected? Why? His refusal was rational or inadmissible?

9) Should everybody benefited from this project?

 d) **Questions about the understanding of beneficiary's perception related with project**

Let's evaluate the project that you benefited with you right now.

1) What was your first impression and also your expectation about the project?

2) What is the main contribution of this project to you? (Before having started the project and after the project , think about it separately- what is the differences)

3) What are the shortcomings of the projects?

4) Example: do you have any improvements in education level? (in course success, how about the teachers approach, any increase in grades, do you feel yourself knowledgeable and eager to learn)

5) Have you ever realized any affirmative attitude toward you by your family and environment? If so, what are the possible reasons for that? (eager to study, environment, teacher perceptions)

6) Do socio-cultural activities such as picnic, travelling, competitions have any contribution to you? (self-confidence, reading habits, desire)

7) Could you compare your normal education and the education within the scope of project?

8) Could you compare your school/home study condition with here (project)?

9) What is your opinion with the teachers in the project? What is teachers' contribution to your education?

10) What is the importance of this project for you?

11) What has been changed for you when you consider before and after the project?

12) What is your ideal job?

13) What is your opinion about sibling's education career? Do you want to contribute to them?

14) Do you think that this project made a contribution to you? Are there any changes in the attitudes and conceptions of both your family and your environment about you?

15) Do you advice the project to your fellows? If so, what do you tell them about the project mostly?

16) What is your opinion about these kinds of projects led by government?

17) Do you want to be done something besides this project? Can you tell me the weak and inappropriate side of the project? What steps should be taken to be a better service?

2. QUESTIONS FOR THE BENEFICIARY FAMILIES

a) Social-demographic questions

1) Name, surname, age, occupation, spouse occupation? How could you sustain your life? What is your household revenue approximately?
2) Did you born in Şanlıurfa?
3) What is your educational level (spouse's education is also significant)?
4) How many children do you have?
5) What is their educational level?
6) What is your expectation from your children? Up to what level do you expect from them to read? What is your expectation for their profession?
7) Do you have any changes in your expectations with thanks to this project?
8) Do you get any support or aid for such project from the government? (support, duration and variation)
9) Could you mention us from the project that your child benefited? Which activities are there? And what are they doing?
10) Are there any home-visits within this project? If so, what have been discussing in these home-visits?

e) Perception and evaluation- questions that have been asked above, could be used again in this part.
1) What do you think about the benefits of your child from the project?
2) What are the shortcomings of the projects?
3) Do you observe any improvements with your children when you regard before and after the project? If you see useful changes, could you share it with us?
4) Do you have any changes in your children's in terms of your view?
5) Have your expectations to your children risen up?
6) Have your concern to your children risen up?
7) Do you think that your children could be taken as a role-model by others?
8) Do you think that are there any changes in attitudes toward your children by society?

9) What is your opinion about the project conducted by government?

10) Do you advice the project to your others? If so, what do you tell them about the project mostly?   Can you tell me the weak and inappropriate side of the project?

3. QUESTIONS FOR THE PROJECT COORDINATOR AND OFFICER IN CHARGE AND GOVERNORSHIP EMPLOYEE

1) What are the fundamental differences of conducted project from the public ones?

2) Do you think that this project has caused any changes in Şanlıurfa?

3) Do you observe any improvement in education level, increase the rate of social inclusion in the disadvantageous neighborhood and proliferation of the participator of the social-cultural activities and their satisfaction level?

4) Could you tell me the educational level of the beneficiaries of the project and explain improvement in terms of socio-cultural condition as giving example?

5) Do you think that result derived from project, could be obtained from other activities?

6) Are there any wealthy families benefited from this project?

7) Which organizations could conduct better either non-governmental organizations or public? Could you evaluate the project both selection of target-audience and also activities ruled thoroughly.

8) What are the shortcomings of the projects?

9) Are these projects sustainable?

10) What are the main problems that you are facing while coordinating the program?

APPENDIX B: SODES PROJECTS (2008-2011) BY PROVINCES (TL)

PROVINCE	2008		2009		2010		2011		TOTAL	
	No.	Budget	No.	Budget	No.	Budget	No.	Budget	No.	Budget
Adıyaman	90	3.998.950	129	9.079.350	62	5.775.000	68	6.912.285	**349**	**25.765.585**
Batman	42	6.429.180	67	11.120.350	47	5.928.000	82	7.186.450	**238**	**30.663.980**
Diyarbakır	53	7.094.750	72	12.453.400	57	8.951.000	64	10.807.514	**246**	**39.306.664**
Gaziantep	37	2.940.820	86	8.770.700	77	9.046.000	106	10.903.148	**306**	**31.660.668**
Kilis	31	2.519.570	80	6.035.550	41	4.005.000	50	4.910.223	**202**	**17.470.343**
Mardin	34	3.074.600	111	9.776.200	41	6.354.000	52	7.692.881	**238**	**26.897.681**
Siirt	34	2.916.250	88	11.013.800	47	5.113.000	56	6.120.929	**225**	**25.163.979**
Şanlıurfa	67	8.000.000	123	12.870.150	73	9.265.000	89	11.137.172	**352**	**41.272.322**
Şırnak	10	5.025.880	22	10.744.800	22	5.560.000	34	6.621.427	**88**	**27.952.107**
Ağrı					55	6.976.000	60	7.569.381	**115**	**14.545.381**
Ardahan					25	3.857.000	46	4.627.710	**71**	**8.484.710**
Bayburt					25	3.500.000	40	4.186.424	**65**	**7.686.424**
Bingöl					51	5.223.000	67	6.413.317	**118**	**11.636.317**
Bitlis					63	5.782.000	55	7.002.650	**118**	**12.784.650**
Elazığ					44	6.562.000	60	7.895.277	**104**	**14.457.277**
Erzincan					41	4.208.000	57	5.073.741	**98**	**9.281.741**
Erzurum					57	8.024.000	87	9.684.812	**144**	**17.708.812**
Gümüşhane					34	3.877.000	58	4.645.250	**92**	**8.522.250**
Hakkari					45	5.092.000	72	6.178.478	**117**	**11.270.478**
Iğdır					26	4.535.000	27	5.441.209	**53**	**9.976.209**
Kars					40	5.250.000	53	6.301.001	**93**	**11.551.001**
Malatya					80	7.471.000	149	8.968.155	**229**	**16.439.155**
Muş					38	5.988.000	60	7.106.703	**98**	**13.094.703**
Tunceli					30	3.883.000	41	4.502.894	**71**	**8.385.894**
Van					66	9.775.000	87	11.739.228	**153**	**21.514.228**
DOĞAKA[38]							125	7.700.000	**125**	**7.700.000**
Adana							40	3.889.379	**40**	**3.889.379**
Mersin							25	3.400.000	**25**	**3.400.000**
TOTAL	**398**	**42.000.000**	**778**	**91.864.300**	**1.187**	**150.000.000**	**1.810**	**194.617.638**	**4.173**	**478.481.938**

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[38] DOĞAKA represents East Mediterranean Development Agency

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APPENDIX C: RESPONDENTS' AND THEIR FAMILIES' SOCIAL DEMOGRAPHIC CHARACTERISTICS, EDUCATION LEVEL, MIGRATION HISTORY AND WORKING STATUSES

Neighbourhood	Project Name	Age	Gender	Number of Siblings	Beneficiaries' Mothers Education Level	Beneficiaries' Fathers Education Level	Migration History	Notes and Working Situation
DAY 1								
Sırrın Mahallesi	RAIN FOR ROSEBUDS FROM SODES	14	Male	4	Never been to school. Illiterate	Primary school graduate	Migrated from village	Disabled, he worked in bakery.
		14	Male	11	Never been to school. Illiterate	Primary school graduate	Migrated from village	Works at automobile repairing.
		14	Female	6	Never been to school. Learned writing and reading in course.	Primary school graduate		Seasonal agricultural worker.
		40	Female					Home visit. Beneficiaries' mother. Seasonal agricultural worker.
		42	Female					Home visit. There is not water and electricity in the house.
		53	Male					Home visit. Beneficiaries' father. There is not a television or any machinery.
Eyyübiye, Akabe, Devdeşti Mahallesi	ONE PERSON STUDIES AND THE SOCIETY CHANGES	14	Male	10	Never been to school. Learned writing and reading in course.	Primary school graduate	Migrated from village	Seasonal agricultural worker.
		51	Male				Migrated from village	Beneficiaries' father. He has a little grocery.
		37	Male					Home visit. Beneficiaries' uncle. He has a little grocery.
		14	Male		Never been to school. Learned writing and reading in course.	-		He lost his father while he was a baby. His uncle is responsible for him.

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APPENDIX C (continued)

DAY 2								
BOZOVA İLÇESİ (interviews done at project office)	OUR FUTURE OUR YOUTH PROJECT	24	Female	5	Never been to school and cannot speak Turkish.	Primary school graduate		Seasonal agricultural worker.
		17	Female		Never been to school. Learned writing and reading in course.			
		14	Female	8	Primary school graduate	High school graduate		
		23	Female	9	Never been to school. Illiterate	Primary school graduate		
		23	Female	6	Never been to school. Illiterate	High school graduate	Migrated from village	Seasonal agricultural worker.
Süleymaniye, Akabe Mahalleleri	MERDER SPECIAL TRAINING CENTER	23	Female	6	Never been to school. Learned writing and reading in course.	Secondary school graduate		
		48	Female					Beneficiaries' mother.
		19	Male	4	Primary school graduate	Secondary school graduate		
		42	Male					Beneficiaries' father.
		18	Male	7	Never been to school. Illiterate	Primary school graduate		
		46	Male					Beneficiaries' father.
Yakubiye, Eyyübiye Mahallesi	GAZI HIGH SCHOOL STUDY CENTER	19	Female	6	Never been to school. Illiterate	Primary school graduate		Home visit. Beneficiaries' father. He is working for furniture repairing without any insurance.

APPENDIX C (continued)

				DAY 3				
BİRECİK İLÇESİ	DIRECT HIT AT HIGH SCHOOL PLACEMENT	40	Male					Beneficiaries' father. He is not working.
		51	Male					Beneficiaries' father. He is working as porter.
		41	Male					Beneficiaries' father. He is a worker with insurance.
		33	Female					Beneficiaries' mother. Her husband is working in a bakery at İstanbul.
	TESTS WITH SODES	15	Female	11	Never been to school and cannot speak Turkish.	Primary school graduate		Seasonal agricultural worker.
		14	Female	9	Never been to school and cannot speak Turkish.	Secondary school graduate	Migrated from village	
		14	Female	4	High school graduate (finished 20 years later).	Primary school graduate		
		14	Female	5	Primary school graduate	Primary school graduate		
				DAY 4				
SİVEREK İLÇESİ	POOR BUT PROSPECTING UNDERGRADUATE STUDENTS	16	Female	15	Never been to school and cannot speak Turkish.	Never been to school learned reading and speaking at army.	Migrated from village	Seasonal agricultural worker.
		61	Male					Beneficiaries' father.
		15	Male	8	Never been to school and cannot speak Turkish.	Primary school graduate	Migrated from village	Seasonal agricultural worker.
		51	Male				Migrated from village	Beneficiaries' father.
		18	Female	7	Never been to school and cannot speak Turkish.	Secondary school graduate		Home visit. Seasonal agricultural worker.

APPENDIX C (continued)

DAY 5								
Eyyübiye Mahallesi	ŞANLIURFA MAKING CLAIM TO ITS FUTURE 2		15	Female	5	Dropout from primary school first class.	Primary school graduate	Migrated from village	Seasonal agricultural worker.
			15	Male	5	Never been to school. Learned writing and reading in course.	Primary school graduate		Seasonal agricultural worker.
			40	Male				Migrated from village	Home visit. Beneficiaries' father. He does not have a regular income.
Yakubiye Mahallesi	SOCIAL DEVELOPMENT CENTER 2		14	Female	13	Never been to school and cannot speak Turkish.	Never been to school.	Migrated from village	
			14	Male	5	Never been to school and cannot speak Turkish.	Primary school graduate	Migrated from village	Seasonal agricultural worker.

APPENDIX D: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ■

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı   : Kurtipek
Adı   : Rıdvan
Bölümü   : Sosyal Politika

TEZİN ADI (İngilizce): A CRITICAL ANALYSIS OF SOCIAL INCLUSION IN TURKEY: THE CASE STUDY OF SODES (SOCIAL SUPPORT PROGRAMME)

TEZİN TÜRÜ : Yüksek Lisans ■   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ■

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: