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ANNEX

of the Commission Implementing Decision on the individual measure to support inclusive quality education for refugees in Turkey

Action Document for “Support to Inclusive Quality Education for Refugees in Turkey”

MEASURE

This document constitutes the annual work programme in the sense of Article 110 of the Financial Regulation, and action plan/measure in the sense of Article 23(3) of NDICI-Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

1. Title CRIS/OPSYS Basic Act	<p>“Support to Inclusive Quality Education for Refugees in Turkey”</p> <p>CRIS number: NDICI-GEO-NEAR/2021/043-645</p> <p>Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)</p>
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in Turkey.
4. Programming document	N/A
5. Link with relevant MIP(s) objectives/expected results	N/A
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Education DAC 110
7. Sustainable Development Goals (SDGs)	Main SDG (1 only): SDG 4 – Quality Education
8 a) DAC code(s)	<p>DAC code 1 – 111 Education, Level Unspecified (11130 Teacher training)</p> <p>DAC code 2 – 112 Basic Education (11220 Primary education, 11240 Early childhood education, 11260 Lower secondary education)</p>

	DAC code 3 – 113 Secondary Education (11320 Upper secondary education, 11330 Vocational training) DAC code 4 – 114 Post-Secondary Education (11420 Higher education)			
8 b) Main Delivery Channel	Channel 1 - Central Government (Ministry of National Education of Turkey) – 12001 Channel 2 - Central Government (Ministry of Family and Social Services of Turkey) – 12001 or International Organisations (fall-back option) Channel 3 – TBD (YTB or international NGO)			
9. Targets	<input checked="" type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development ¹ <input type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women’s and girl’s empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers	Policy objectives	Not targeted	Significant objective

¹ For the Neighbourhood, activities related to education shall be marked as part of the “Social Inclusion and Human Development” target, in line with the NDICI-GE programming guidelines.

	Digitalisation Tags: digital connectivity digital governance digital entrepreneurship job creation digital skills/literacy digital services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Connectivity Tags: transport people2people energy digital connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Migration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Reduction of Inequalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COVID-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): 14.020320 <u>Resilience</u> Total estimated cost: EUR 530 000 000 Total amount of EU budget contribution EUR 530 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Implementation modalities (type of financing and management mode)	Project Modality Direct management through: - Grants			

1.2. Summary of the Action

With an aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as stipulated in Sustainable Development Goal (SDG) 4 – *Quality Education* and in line with the specific objective of Facility’s education priority area and the future EU support to refugees in the field of education, this action is seeking to prepare refugees for the future by supporting the Turkish education system in providing quality primary, secondary and tertiary education for all school-age refugees as well as providing life-long learning opportunities for all.

Building on the experience that the Facility tranches 1 and 2 has built in partnership with the relevant stakeholders and the Ministries, the action seeks to ensure inclusive and equitable quality education through three components. It covers 1) the “Promoting Integration of Syrian Kids into Turkish Education System” (PIKTES) follow-up action (PIKTES+), 2) the Conditional Cash Transfers for Education (CCTE) including the mechanism for following up on attendance as well as 3) introduces a third component, BEUr² focusing on tertiary education.

² The scholarship component is called “BEUr” (“Burs” meaning scholarship in Turkish).

The action address the following challenges with a perspective to have greater focus on addressing the remaining challenges:

1. Barriers to access to education
2. Challenges with retention
3. Challenges with the quality of education for refugees
4. Challenges with sustaining quality in the Turkish system including for host community members
5. Challenges with social cohesion in schools

The overall objective of the action is that ‘Refugee children and adults receive a quality education at pre-school, school and higher education levels, delivered in a safe and supportive education environment, and the quality of education for the host community is sustained.’

The objective is to keep the refugee enrolment numbers up to acceptable levels in order to enable children to obtain their right to education and to help maximise their contribution to the Turkish society and economy. This needs to be achieved while ensuring social cohesion by maintaining the current level of education quality for the host community in the supported education facilities.

The strategy followed to achieve the overall objective consists of implementing a series of measures designed to reduce barriers to accessing the following three main levels of education: 1) pre-primary education/Early Childhood Education, 2) the public schools education system from primary to upper secondary levels, including vocational education, 3) higher education.

Under the three levels of education, the strategy is carried out through the following four outputs that include: increasing access to, and retaining refugees in education by breaking down the administrative, logistical, economic, and social barriers to education (output 1, and 2), focusing on promoting an environment where students are able to learn and develop in a safe, conducive, and socially coherent learning environment suitable for quality education (output 3), and providing appropriate language and academic courses and associated support (output 4).

The main part of the action will be implemented with relevant Turkish institutions in a leading role. The component focusing on cash transfers and outreach to the families of primary, lower and upper secondary school students will be implemented by direct management through relevant Turkish institutions and/or international organisations. The third component, BEUrS focusing on support to higher education including scholarships and related support services will be implemented by a third party actor with relevant experience in the field and in close cooperation with the governmental institution responsible for scholarships.

The Conditional Cash Transfer for Education programme (CCTE) is a national social assistance programme implemented by the Ministry of Family and Social Services since 2003. The objective of the programme is to improve school attendance. It is implemented by the Directorate General of Social Assistance of the Ministry of Family and Social Services through the use of the Integrated Social Assistance Information System (ISAIS). The EU has supported the extension of this programme to all refugees since 2017. The CCTE is currently funded under humanitarian assistance and should be funded under development assistance thereafter.

2. RATIONALE

2.1. Context

Due to its geographic position, Turkey is a prominent reception and transit country for refugees and migrants. As a result of an unprecedented number of people arriving in Turkey, mainly due to the conflicts in Syria, Iraq and Afghanistan, the country has been hosting more than four million refugees, the highest number in the

world. This includes more than 3.7 million registered Syrian refugees³, and 330 000 registered refugees and asylum seekers mainly from Afghanistan, Iraq, Iran and Somalia⁴ ⁵. This very large number of people has had a significant impact on the host communities. The protracted displacement of Syrian refugees in Turkey is posing increasing challenges on social cohesion between refugees, migrants and host communities, especially in a context characterised by economic downturn and the impact of the COVID-19 pandemic on the labour market.

In 2015, the European Union and its Member States decided to step up their political and financial engagement to support Turkey in its efforts to host refugees. In answer to the call from EU Member States for significant additional funding to support refugees in Turkey, the Commission established the Facility for Refugees in Turkey by means of the Commission Decision of 24 November 2015, amended on 10 February 2016⁶, and again on 14 March and 24 July 2018. The Facility is a mechanism to coordinate the mobilisation of resources made available under both the EU budget and additional contributions from Member States integrated into the EU budget as external assigned revenue.

The Facility has allocated more than EUR 1.5 billion to the priority area of education, including EUR 545 million for educational infrastructure. Under the humanitarian strand of the Facility, more than EUR 181 million was allocated to education, notably to support the Conditional Cash Transfer for Education (CCTE) providing bi-monthly conditional cash transfers to families in order to securing the regular attendance of the enrolled children. Population of school-aged Syrian children in Turkey is 1,197,124⁷. Of those, 768,839 (64.2%) are enrolled in Turkish Public Schools⁸. There are however, an estimated 428,285 children who are still out of school. According to the Comprehensive Vulnerability Monitoring exercise (CVME) as of June 2020, 2 million individuals, or almost 51 percent of the refugee population is under the age of 18. 501,552 of the children⁹ are in age group 0-4, which indicates that the number of refugee school aged children will increase to around 1.5 million within a year.

With the education programmes under the Facility, Turkish Ministry of National Education's (MoNE) strategy for inclusive education¹⁰ and decision to integrate children of concern (including children under temporary protection and under other forms of international protection) into formal education system has been supported. The Facility contributed to the efforts of MoNE as regards to the transition from schooling in Temporary Education Centers (TECs) towards integrating Syrian and other immigrant children in Turkish public schools with the Circular of gradually closing of TECs issued by MoNE by 2019. All TECs were closed in 2020 and all Syrian and other immigrant students are started to get enrolled in public schools by MoNE.

The Facility contributed to enrolment, and retainment, particularly with the PIKTES programme; recruitment of human resources for education, setting up of the required classrooms and curricula, upgrade of educational facilities and also with the CCTE programme through conditional cash transfers and follow-up services ensuring the regular attendance of enrolled children.

Overall, a major achievement has been delivery of quality education to hundreds of thousands of children within the framework of the Turkish education system. The percentage of Syrian children who are out of school has

³ <https://en.goc.gov.tr/temporary-protection27>

⁴ <https://www.unhcr.org/tr/en/unhcr-turkey-stats>

⁵ A specificity of the Turkish asylum system is linked to the fact that the country has signed the 1967 New York Protocol of the 1951 Geneva Convention with a reservation. Accordingly, the vast majority of refugees in Turkey cannot apply for fully-fledged refugee status but for "Conditional Refugee" status only, which, if granted, limits the stay in the country until the moment a recognised refugee is "resettled to a third country".

⁶ Commission Decision C(2016) 60/03 of 10.02.2016 on the Facility for Refugees in Turkey amending Commission Decision C(2015) 9500 of 24 November 2015.

⁷ As per DGMM Data, November 2020.

⁸ Source: MoNE, November 2020.

⁹ Source: DGMM.

¹⁰ https://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf

declined substantially since the initial years of the Syrian refugee crisis, from over 70% of Syrian school-aged children (aged 5-17) who were out of school in the 2014/2015 school year, falling to under 37% in 2019/2020¹¹

However, school attendance remains to be an issue mainly due to negative coping strategies by ‘withdrawing children from school’ and ‘sending children to work’. It is believed that intensified social cohesion and children’s well-being centered approaches would help in attracting the children and youth to schools.

Primarily focusing on refugee children and youth, this action will continue to support breaking down the barriers to enrolment and attendance such as economic hardship, facilitation of access to schools and outreach and information activities, with a greater focus on inclusiveness. It will be further increasing coordination between the CCTE component focusing on breaking down individual barriers to education and the PIKTES component focusing on increasing further the quality of education.

Support to quality of education and learning outcomes will be intensified by staff trainings, improved collaboration with education faculties and by pre-service and in-service activities on inclusive education and child protection topics. Such trainings shall also be aligned with MoNE’s own ongoing teacher training strategy so as to be incorporated for working with vulnerable and migrant students.

Complementarity:

Activities that will be implemented under PIKTES + action will be designed in a way to ensure synergies with different interventions in the related sectors. The action will closely coordinate with the IPA actions in education and with the DG ECHO funded action(s) under Education in Emergencies, in particular on Out-of-School Children (OoSC). Moreover, action regular thematic coordination will be strengthened through education stakeholders meetings, expert meetings/ workshops where all relevant stakeholders will come together to exchange information and discuss the approaches.

The action will have complementarity with the following EU actions focusing on the national Turkish population. The PIKTES+ component with focus on capacity building will have complementarity with 3 existing projects focusing on improving the quality of education notably within integration of students with special education needs, improve the quality of Technical and Vocational Education and Training (TVET), increase quality of and access to early childhood education, and increase enrolment rates particularly for girls in secondary education and TVET. The action’s component focusing on the Conditional Cash Transfer and related attendance follow up actions will have strong complementarity with an existing conditional cash program focusing on the Turkish population. In addition to a cash component, this programme is also focusing on general capacity building of the responsible DG, Directorate General of Social Assistance (DGSA) in the Ministry of Family, Labour and Social Services (MoFLSS). The capacity building includes e.g. providing trainings for staff including psycho-social skills, gender, child protection, and interview techniques with disadvantaged groups as well as possible approaches for follow-up household visits.

Synergies and close cooperation shall be ensured with the following ongoing EU actions:

- In scope of “Supporting Migrant Health Services in Turkey” – SIHHAT project, outreach activities will be conducted to migrant children in schools. Outreach activities will cover trainings on basics of health, communicable and non-communicable diseases, addiction, mental health and reproductive health.
- PIKTES+ will ensure coordination and complementarity with the project “Increase Accessibility of the Social Services by the Most Vulnerable Segments of the Turkish Citizens and Persons under Temporary Protection (PuTPs) and Persons under International Protection (PuIPs)” implemented with the Ministry of Family and Social Services (MoFSS), as this project through outreach work focusing on increasing accessibility to services, naturally also will focus on access to education – the project’s outreach teams will in relation to their outreach also increase awareness about education possibilities, and help facilitate enrollment. The outreach teams in PIKTES+ is on the other hand related to the

¹¹ Strategic Mid-term Evaluation of the Facility for Refugees in Turkey: <https://ec.europa.eu/neighbourhood-enlargement/system/files/2021-09/Vol%20II%20-%20Sector%20Report%20-%20Education.pdf>

already enrolled children, as they aim to visit families whose children are not meeting, or are at risk of not meeting, the attendance condition of the CCTE programmes. The two projects would not be overlapping in scope, but instead complementary, as the CCTE outreach teams will refer children in need of protection services to the project under MoFSS, while the outreach teams under MoFSS would refer non-enrolled children to MoNE schools. The child safeguarding and protection component of the PIKTES+ action will be mainly focusing on ensuring that no child is put in harm in school or on the way to or from school as well as ensuring that children are in a conducive learning environment where potential psychosocial challenges are attended to in the school environment or referred to specialised services (under MoFSS).

- PIKTES+ will also work in complementarity with the Economic and Social Cohesion through VET I and II projects, implemented by Kreditanstalt für Wiederaufbau (KfW) under Facility tranches I and II, which aims to increase the access to inclusive quality vocational education and training for Syrians under Temporary Protection (SuTPs) and Turkish adolescents (14-17 years) in trades with high demand on the labour market in 8 provinces through student support packages (lunch, transport, stationary etc.), refurbishment and renovation of workshops in 55 schools and outreach and awareness raising activities. Under PIKTES+ scholarships to TVET students could be envisaged (as it was in PIKTES II).

Participation in all relevant mechanisms at central level including Syria Response Group and Syria Task Force, as well all relevant working groups (WG): the Child Protection Sub-WG, and the South-East Turkey Education, Child Protection and Cash-Based Intervention WGs shall be ensured in particular for the CCTE component. Also, operational coordination with other humanitarian partners in the education sector will be ensured as well as coordination with development actors and programmes.

2.2. Problem Analysis

The following five challenges have been identified and will be elaborated below:

1. Barriers to access to education
2. Challenges with retention
3. Challenges with the quality of education for refugees
4. Challenges with sustaining quality in the Turkish system including for host community members
5. Challenges with social cohesion in schools

1. Barriers to access to education:

Several studies indicate that socio-economic factors are key barriers to children's enrolment and retention in education. World Food Programme Vulnerability Exercise¹² reports that nearly half (45%) of refugee households are below the World Bank moderate poverty line, while 7% were below the extreme poverty line. More than half the households borrowed money to cope with the rising costs, while others engage children under 15 in income-generating activities. These economic challenges result in households using negative coping strategies such as withdrawal of children from school to increase the earning capacity of the household. The Updated Needs-Assessment Report on Refugees in Turkey¹³, also reported that the socio-economic challenges are the major barriers to education enrolment and regular attendance.

In addition to the economic challenges, the thematic study "Voices of Children" finds non-financial barriers to enrolment and attendance, with the school environment, hostility in the neighbourhood and peer bullying as the main concerns, especially for older age groups. Safety concerns constitute a significant barrier particularly for Syrian girls. Refugee students also often face additional administrative challenges related to

¹² June 2020, Round 5

¹³ Commissioned by the EU in October 2018

unfamiliarity with the Turkish education system, as well as challenges related to parents' registration in Turkey or registration in different provinces than they are actually residing.

The barriers to education exist at all levels of the education system, which culminates in a very large under-representation at the higher education level. Across the 10 provinces with the highest number of Syrians, the percentage of Syrians attending higher education compared to the relevant (Syrian) age-group is 3.4%, while for the same provinces the percentage is above 25% for their Turkish peers. For higher education, the Global Compact on Refugees set a target that by 2030, 15% of college-eligible refugees worldwide would be in higher education¹⁴. Turkey does in this way still lack significantly behind this target.

2. Challenges with retention in education:

The overall protection situation of refugees has worsened as a result of the COVID-19 pandemic, combined with the wider economic downturn. Reductions in income generation opportunities and the corrosive effects of inflation on purchasing power have contributed to this situation. Survey evidence indicates an increase in the use of negative coping strategies by refugees including the withdrawal of children from school and the early marriage of girls. There is also unambiguous evidence of significant increases in mental illness and Sexual and Gender-Based Violence. These have contributed to increased levels of vulnerability for refugees, particularly women and children, creating further challenges for retention in education.

3. Challenges with quality of education for refugees:

The target group of PICTES received Turkish language training for up to 24 months and improved their Turkish language skills which are reflected in the Turkish Language Examination (TLE), Catch-up and Back-up exams. The limited evidence available suggests that refugee students' learning outcomes are generally improving, as measured through the TLE, PICTES back-up and catch-up pre-and post-tests, results from the ALP and other non-formal programmes, and by higher education IPs.

However, students still need to improve their Turkish language skills especially reading and writing. Also, a monitoring mechanism is lacking for the provision of Turkish language courses to the students in Grades 4-12 who are no longer eligible for adaptation classes.

There exist still challenges for teachers addressing a classroom consisting of both Turkish and refugee students, both in terms of classroom management skills and in terms of addressing the specific challenges of refugee students.

Child safeguarding concerns persist among the refugee population, with girls and boys of all ages remaining at risk of violence. The massive refugee influx has placed additional demand on an already strained system and refugee children continue to be at heightened risk and face specific challenges in the school environment. Having qualified personnel available in the schools to alleviate, detect and refer potential children in risk to relevant specialised services is lacking at many education institutions.

4. Challenges with sustaining quality in the Turkish education system:

Having high population of newly arrived children in schools, creates negative impacts on social cohesion at schools. A wide range of areas (such as transport and cleaning and security staff and related materials for schools) are in need of extended support to enable proportionate distribution of the refugee population in the nearby neighbourhoods. The crowded schools need capacity building support with a focus on creating more colourful, child-friendly and comfortable educational spaces.

PIKTES + seeks to address greater explicit attention to the needs of host community as well as refugee students.

¹⁴ <https://ec.europa.eu/neighbourhood-enlargement/system/files/2021-09/Vol%20II%20-%20Sector%20Report%20-%20Education.pdf#page=20&zoom=auto,-82,832>

In line with the MoNE teacher recruitment strategy, PIKTES+ shall continue with a wider share in recruitment and reimbursement of qualified teachers as well as school administrators. That would also help in increasing the number of classes by reducing the classroom population per teacher in crowded schools.

5. Challenges with social cohesion in schools:

Despite the Facility support to promote integration between Syrian and host community members, social cohesion continues to be a matter of concern. There is need for increased contact and social interaction between parents and teachers of host communities and immigrants. The COVID-19 health crisis prevented such opportunities in the past year. More emphasis is required for activities around the school, including outside the direct teaching environment, so as to bring Syrian and Turkish families and their children together to support faster integration. To reach broader audiences, such initiatives should be closely interlinked to the awareness raising and communication plans.

PIKTES + seeks to bring a new approach to enable more social cohesion activities with involving closely local level actors, whether in schools or education centres, for planning and implementing comprehensive programmes.

The above-mentioned issue of sustaining the quality of education for the host community is also closely linked to challenges with social cohesion.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the Action/its components:

Key stakeholders of this action are:

- From the Government authorities: Ministry of National Education, Vice Presidency Office Coordinating the Facility, Maarif Foundation (curricula for education), Ministry of Family and Social Services (coordination of CCTE and child protection), Ministry of Labour (prevention of child labour), Ministry of Health (coordination with “Improving the Health Status of the Syrian Population under Temporary Protection and Related Services Provided by Turkish Authorities” project - SIHHAT - and other migrant health activities), Directorate-General for Migration Management (DGMM - coordination on data collection and sharing with the provinces/schools on the refugee population), Municipalities of the provinces covered (identification for collaboration in the education area focused on local needs), Higher Education Council (YÖK), Presidency for Turks Abroad and Related Communities (YTB) (on the scholarship for higher education).
- From the international community and NGOs: United Nations Children's Fund (UNICEF – child protection and education topic in general), International Labour Organisation (ILO – prevention of child labour, promotion of TVETs), United Nations High Commissioner for Refugees (UNHCR – data on target population and communication), Gesellschaft für Internationale Zusammenarbeit (GIZ – ongoing actions on Early Childhood Education – ECE), Stichting SPARK (ongoing actions on higher education), International Organisation for Migration (IOM – collaboration on the support to migrants), Concern Worldwide (CWW – ongoing actions on protection), Association for Solidarity with Asylum Seekers and Migrants (ASAM – child protection), Turkish Red Crescent (TRC – CCTE and child protection), KfW (ongoing education projects on TVETs and education infrastructure), DG ECHO (child protection), World Bank (ongoing education project with MoNE and education infrastructure), Member State Embassies (programmes supported in the field of education) and other active donors and implementing partners for ongoing projects on education.

3. DESCRIPTION OF THE ACTION

3.1. Objectives and Expected Outputs

The overall objective of the action is: Refugee children and adults receive a quality education at pre-school, school and higher education levels, delivered in a safe and supportive education environment, and the quality of education for the host community is sustained.

The outcomes (specific objectives) of this action are:

Outcome 1. Increased level of access to quality pre-school education for refugee and host community children.

Outcome 2. Increased level of access to (and retention in) quality primary and secondary education for refugee and host community children.

Outcome 3. Increased level of access to (and retention in) quality higher education for refugee and host community youth.

The components 1 (PIKTES+) and 2 (CCTE) will contribute to outcome 1 and 2, while the component 3 (BeURs) will contribute to outcome 3.

The main outputs to be delivered by this action are:

Output 1. Financial incentives, scholarships, material and logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education.

Output 2. Awareness-raising, outreach and family support provided to encourage and support school attendance and the enrolment of children into the education system.

Output 3. Level and quality of education system staffing improved to support the delivery of quality education services.

Output 4. Appropriate language and academic courses and associated support provided to refugee children and youth.

3.2. Indicative Activities

The action seeks to ensure inclusive and equitable quality education through three components:

- 1) PIKTES+ focusing on the integration of refugees into the Turkish education system;
- 2) Conditional Cash Transfers for Education (CCTE), focusing on cash transfers and outreach; and
- 3) BEURs focusing on support to higher education including scholarships and related support services.

The activities to be implemented under each component are described under the outputs below.

Output 1. Financial incentives, scholarships, material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education

The intervention will focus on addressing the barriers for education and hence facilitating enrolment and retention in schools. It would be financing activities such as e.g. the provision of transportation services, school stationery supplies, and any other necessary in-kind support to enable and facilitate school attendance. These activities will be implemented under component 1 (PIKTES+).

In addition to the direct cost of attending education, there are however also in many cases indirect cost in the form of the income which could have been gained through sending the child or youth to work. The action's support includes therefore the provision of incentives to encourage refugee parents to send their children to school and to ensure their regular attendance at school such as CCTE and scholarships for TVETs. Component 2 (CCTE) is targeting children attending grade 1-12, while it is also experienced that youth attending grade 8-

12, notably at TVET schools, would need additional support. This support will be provided through the component 1 (PIKTES+).

Barriers to education are however far from only related to financial and logistical matters, Therefore, psycho-social support and where necessary, referral to specialised services will be carried out throughout the intervention. These activities will be implemented under components 1 (PIKTES+) and 2 (CCTE).

For students of higher education, scholarships and complementary support services are also envisaged. The selection of beneficiaries and eligible degrees shall be based on objective and transparent criteria endorsed by the EU, and scholarships shall be based on need, but linked to performance. These activities will be implemented under component 3 (BEUs).

Output 2. Awareness-raising, outreach and family support provided to encourage and support school attendance and the enrolment of children into the education system

In order to address the major problem of out of school children and the need for a multi-sectoral and multi-institutional ‘joined-up’ response to enable their access to education, awareness raising work and administrative support to increase enrolment as well as follow-up outreach activities to prevent early school dropouts, such as home visits, parents’ guidance shall be conducted. The follow-up of already enrolled children at risk of dropping out and losing the attendance-based conditional cash transfer will be covered under component 2 (CCTE), while the general information dissemination and awareness raising focusing on enrolment will be covered under component 1 (PIKTES+).

Output 3. Level and quality of education system staffing improved to support the delivery of quality education services

An important priority is ensuring that the education system has the staff capacity required to effectively deliver the teaching and associated support services to respond to the particular needs of the refugee population as well as continue to provide a satisfying level of education for the host community. This involves the employment of several thousand teachers and other professional staff and the training of existing education system staff. The training programmes include the provision of the skills required by school staff to be able to understand and respond to the particular needs of refugee students, including their psycho-social needs.

The intervention will also have a specialised focus on trainings in teaching in those circumstances. The action will support the employment of guidance counsellors to provide the above-described provision of psycho-social support within the education institutions. External expertise and EC endorsement should be considered for selection of trainings, trainers, and selection of staff. These activities will be implemented under component 1 (PIKTES+).

Output 4. Appropriate language and academic courses and associated support provided to refugee children and youth

One of the main deliverables under this output is that school-age refugee children achieve the level of Turkish language proficiency required to follow the education curriculum for their age group. This support is mostly provided through the Adaptation courses and Turkish language classes, catch-up and back-up (remedial) classes. Arabic language courses, Early Childhood Education and skills development courses are also aimed under this output. In order to ensure that the additional courses delivered are of good quality, the action may support curriculum and materials development as well as the implementation of effective learning monitoring systems. These activities will be implemented under component 1 (PIKTES+).

3.3. Mainstreaming

Environmental Protection, Climate Change and Biodiversity

Outcomes of the Environmental Impact Assessment (EIA) screening (relevant for projects and/or specific interventions within a project)

The EIA screening classified the action as Category C (no need for further assessment).

Outcome of the Climate Risk Assessment (CRA) screening (relevant for projects and/or specific interventions within a project)

The CRA screening concluded that this action is no or low risk (no need for further assessment).

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1¹⁵. This implies that gender equality is not the main objective of the proposed action but it is a significant objective. Gender equality is targeted by being mainstreamed in the action's activities. Gender disaggregated data will be collected and reported on, when applicable.

Related Facility programmes have targeted and almost achieved gender parity among beneficiaries: CCTE (by December 2019 49% of beneficiaries were girls); GIZ's school rehabilitation work (50% of beneficiaries were girls). In addition, higher education partners report that, since 2016, women have constituted 48% of their scholarship grantees (487 out of 1,014 for two Facility-supported projects)¹⁶.

Moreover, various barriers to enrollment and attendance to school for girls (early marriages and child labor, household help) and boys (child labor) are to be taken into account during outreach visits, communication and awareness raising activities, education contents. Guidance counsellors and teachers to be trained on the mitigation measures.

Human Rights

While retaining primary focus on the particular needs of the refugee children, PIKTES + will take the concept of inclusive education as the guiding principle in line with MoNE's inclusive education strategy and will address the right of education of all children regardless of gender, ethnic origin, language, religion, residential area, state of health, socio-economic status, or other circumstances. This will contribute to social cohesion in the wider education ecosystem. The action will be designed in such a way to prevent or reduce all types of exclusion and discrimination likely to arise from prejudices and negative attitudes towards individuals' distinct attributes and circumstances.

Psycho-social Support Services (PSS) available at schools delivered by the guidance counsellors could be used to address human rights claims by the beneficiaries as well as education in itself is contributing to the empowerment of rights-holders.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D0. Even though children with special needs are addressed in the action with focused activities at schools, inclusion and empowerment of persons with disability is neither the principal nor a very significant and deliberate objective of the action.

¹⁵ Principal objective / significant objective/ not targeted

¹⁶ Facility Mid-Term Evaluation, Education Sector Report

Conflict sensitivity, peace and resilience

A key assumption of the action is that the Government of Turkey is committed politically to sustain efforts for achieving increased access to education.

The PIKTES + component considers the gap in academic level between refugee students and their Turkish peers and addresses to limit it sufficiently through adaptation classes, catch-up and back-up classes delivered.

The PIKTES + component also considers challenges of social integration between the refugee and host communities within schools and aims to prevent escalation that would potentially lead to students dropping out of school with trainings to education staff, awareness raising for parents and psycho-social support activities for children and child safeguarding measures.

To address the hygienic and security needs increased with the highly populated schools, cleaning and security of the schools are considered.

The CCTE component aims, with cash transfers, to dissuade families from having their children contribute to the household economy (either by working at home or outside the home) – i.e., to ensure that they attend school regularly and do not drop out.

Regarding resilience at schools, with educational staff recruitment and training, it is assumed that the training courses will lead to improved practices of the school staff in terms of their responses to refugee students' specific needs. This requires supportive school management and MoNE policies as well as having the necessary equipment and materials to provide the support.

Psycho-social Support Services (PSS) available at schools delivered by the guidance counsellors would contribute to increased resilience also towards new shocks and risks as well as education in itself is contributing to the empowerment and resilience of individuals.

Disaster Risk Reduction

N/A

3.4. Risks and Lessons Learned

Category ¹⁷	Risks	Likelihood (High/Medium/Low)	Impact (High/Medium/Low)	Mitigating measures
2	Delays in the delivery of cash assistance	Low	High	A strong monitoring mechanism will be put in place amongst all partners involved
1, 5	Increased social tensions in case of perceived disparities in the provided financial support	High	Medium	For scholarships to TVET and potentially higher education a percentage of host community students will be included as well. For the CCTE, the bi-monthly payments to refugee students equal those of their Turkish peers. Communication campaigns to reduce social tensions and to inform both refugees and Turkish nationals of the funding sources of the programme. Cash assistance

¹⁷ Categorisation: The risk (category) can be related 1-to the external environment; 2-to planning, processes and systems; 3-to people and the organisation; 4-to legality and regularity aspects; 5-to communication and information.

				to be maintained in line with the Turkish standards.
1, 2	Increased social tensions in case of excessively crowded schools leading to issues of school management	Medium	High	Scattered, tailored support throughout the provinces/ districts based on their specific needs (more teachers and administrators, more cleaning staff and cleaning materials, more educational spaces and education materials, differentiated school transports based on neighbourhood profile including number of refugees students...)
1, 3	Sexual violence, harassment or abuse of children and adults while involved in project activities	High	High	Child safeguarding practices will be integrated where possible, for teaching staff, as well as all personnel who have interactions with children (cleaning, security and transport personnel) with both pre-service and in-service trainings. As much as possible education institutions should have established safeguarding complaints handling, response and disciplinary mechanisms in place.

Lessons Learned:

The Facility Monitoring Report states: “For the vast majority of students in the Turkish public education system most of the first semester of the 2020-21 academic year consisted of remotely-delivered education... numerous reports indicate that refugee children had very low levels of access to conducive home study environments, devices and the internet to be able to successfully follow on-line education. Formal Turkish language courses were only provided to third grade students, whilst the teaching of other grades was moved to non-formal courses.

School enrolment and attendance rates have been negatively affected by the economic crisis faced by many refugee parents. Unfortunately, the Facility’s planned efforts to conduct outreach to refugee households to encourage and support the enrolment of out-of-school children has been negatively affected by COVID-19 mobility restrictions.

These clear trends indicate the need for expanded mental health and Psycho-social Support (PSS) services to refugees in order to avoid future protection-related problems.

Whilst it is clear that progress is being made in expanding education access, the growth in the population of school age children is leading to a steady increase in the absolute number of out-of-school children.”

Both the CCTE programme evaluation¹⁸ and the impact assessment study on the CCTE¹⁹ found the CCTE as efficient and effective. It was found that there has been a positive impact of CCTE programme on absenteeism overall in Turkey, especially in rural areas. However, it did not bring the same expected result for out of school children in cases where families lacked access to other means of social protection. The assessment report concludes that the programme should be: i) supported with outreach activities ensuring the awareness of the potential beneficiaries (through schools and community centres) both on the availability of the programme and its procedures and conditions; ii) linked to a broader social assistance programme to increase the number of back-to-school learners in secondary school.

On child protection activities, there are concerns that access to protection services is extremely limited to refugee children due to discrimination, language barriers, lack of information and limited capacity of the government. Protection concerns are complex and cross-cutting; thus, child protection response need to be

¹⁸ Ring et al. 2020. *CCTE Programme Evaluation*.

¹⁹ Conducted by the Ministry of Family and Social Policies – Social Assistance Directorate General and Gazi University in 2012

comprehensive and holistic, and devised in a complementary manner to broader social interventions. A responsive child protection outreach and referral component is crucial to sustain education outcomes.

“Strategic mid-term evaluation of the Facility for refugees in Turkey” found that the CCTE effectively targeted children at risk of dropping out of school but was less effective reaching those outside the school system. The payment levels in the future programme should in this way balance the empirical studies indicating that both sexes should be provided an equal amount, with the social cohesion concerns that the payments to refugees should mirror the level applied in the national Turkish system for the Turkish citizens (where girls are receiving higher payments).

3.5. Intervention Logic

The overall objective of the action is that ‘Refugee children and adults receive a quality education at pre-school, school and higher education levels, delivered in a safe and supportive education environment, and the quality of education for the host community is sustained.’

The strategy followed to achieve the overall objective consists of implementing a series of measures designed to reduce barriers to accessing the following three main levels of education: 1) pre-primary education/Early Childhood Education (ECE), 2) the public schools education system from primary to upper secondary levels (including vocational education delivered through Technical and Vocational High Schools and Vocational Education Centres (VECs)), and 3) higher education either university or technical and vocational higher education institutions (tertiary education).

The current strategy is summarised in the three intermediate outcomes presented below (which relate to increased access to and quality of each form of education):

Outcome 1. Increased level of access to quality pre-school education for refugee and host community children.

Outcome 2. Increased level of access to (and retention in) quality primary and secondary education for refugee and host community children.

Outcome 3. Increased level of access to (and retention in) quality higher education for refugee and host community youth.

To ensure that at each level of education, ‘Refugee children and adults receive a quality education delivered in a safe and supportive education environment, and the quality of education for the host community is sustained’, the following strategy is envisaged:

Under the three levels of education, the strategy is carried out through the following four outputs that include: increasing access to, and retaining refugees in education by breaking down the administrative, logistical, economic, and social barriers to education and raising awareness and providing support to encourage the attendance and enrolment of children into the education system (output 1 and 2), focusing on promoting an environment where students are able to learn and develop in a safe, conducive, and socially coherent learning environment suitable for quality education (output 3), and providing appropriate language and academic courses and associated support (output 4).

The four outputs can be summarised as follows:

Output 1. Financial incentives, scholarships, material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education.

Output 2. Awareness-raising, outreach and family support provided to encourage and support school attendance and the enrolment of children into the education system.

Output 3. Level and quality of education system staffing improved to support the delivery of quality education services.

Output 4. Appropriate language and academic courses and associated support provided to refugee children and youth.

Key Assumptions

Assumption of causal link between output 1 and 2 and related outcomes: The international evidence base which demonstrates the effectiveness of CCTE as well as free school transportation and lunches is robust so the risks that this part of the intervention strategy may not be effective are relatively low. However, the approach assumes that the limited resources will be effectively directed to those families with the greatest need (i.e. that the targeting mechanisms will be effective). The risk of there being a low level of targeting effectiveness is judged to be quite low given the proven functionality of the local government level institutional mechanisms relating to social assistance. An additional key assumption is that the amount of the cash transfer is large enough to dissuade families from having their children contribute to the household economy (either by working at home or outside the home) – i.e. to ensure that they attend school regularly and do not drop out. As the cost of living has increased significantly recently due partly to the depreciation of the Turkish Lira, the extent to which this assumption holds is likely to be declining. This aspect should therefore be closely monitored under the monitoring system.

Assumption of causal link between output 3 and related outcomes: Regarding educational staff recruitment and training it is assumed that the training courses will lead to improved practices of the school staff in terms of their responses to refugee students' specific needs. This requires supportive school management and MoNE policies as well as having the necessary equipment and materials to provide the support. Given that the main Facility investment (PICTES/PIKTES) is delivered through MoNE, the risk of these supporting systems and inputs not being in place is considered low.

The effectiveness of the investments in staffing and potentially infrastructure described above also depends on one final but very important assumption – that the refugee populations in each province and district where the staffing and potentially infrastructure investments occur will remain relatively stable over time. It is to be hoped that if families register their children in a particular school, this means that they intend to stay in that province and district. However, if there is substantial migration from the refugees' initial locations of residence to other provinces and districts (in search of work), this will have a negative effect on the overall effectiveness of the future investments on class sizes and therefore on the quality of the education service delivered. Whilst the likelihood of this occurring on a significant scale is low, it is something which should be monitored.

Assumption of causal link between output 4 and related outcomes: A key assumption underpinning the effectiveness of the academic programme support in schools is that the initial gap in academic level between refugee students and their Turkish peers is sufficiently limited to be able to be addressed through the type and level of catch-up courses and back-up classes delivered. It may be that the risk of this assumption not holding is greater for lower and upper secondary school grade students than for primary students, thus affecting enrolment and completion rates. It is also assumed that the challenges of social integration between the refugees and host communities within schools will not reach a level where students are dropping out of school.

Another key assumption is that the Government of Turkey is politically committed to sustain efforts for achieving increased access to education awareness rate at all levels nationwide.

3.6. Indicative Logical Framework Matrix

[PROJECT MODALITY (3 levels of results / indicators / Source of Data / Assumptions - no activities)]

Results	Results chain: Main expected results	Indicators ²⁰	Baselines (values and years)	Targets ²¹ (values and years)	Sources of data	Assumptions
Impact	Refugee children and adults receive a quality education at pre-school, school and higher education levels, delivered in a safe and supportive education environment, and the quality of education for the host community is sustained'	I.1 Percentage (national level) of refugees enrolled (GER) in: a) Pre-primary level b) Primary level c) Lower Secondary level d) Upper Secondary level	Academic year: 2020-21 ²² a) 28% b) 80% c) 78% d) 40%		MoNE Statistics (published)	<i>Not applicable</i>
		I.2 Transition rate of refugee students: a) between primary and lower secondary education levels b) between lower and upper secondary education levels	Academic year: 2020-21: a) 94% b) 87%		MoNE Statistics (provided to EUD)	
Outcome 1	Increased level of access to quality pre-school education for refugee and host community children	Oc.1.1 Percentage of a) refugee and b) host community children enrolled in primary schools who have attended pre-primary education programme	2020-21: a) 36% b) 3% (26 provinces)		MoNE Statistics	An increase in the access to primary and secondary education and in the quality of the education being provided will also imply an increase in the number of refugee children and adults receiving a quality education.
		Oc.1.2 Number of a) refugee and b) host community children enrolled in pre-primary education programme	2020-21: a) 35,707 ²³ b) 1,225,381		MoNE Statistics	
Outcome 2	Increased level of access to (and retention in) quality primary and secondary education for refugee and host community children	Oc.2.1 Number of refugee children enrolled in the formal education system (a) Primary b) Lower Secondary c) Upper Secondary)	a) 353,130 b) 271,645 c) 110,976		MoNE Statistics	
		Oc.2.2 Percentage of CCTE beneficiary children enrolled at the beginning of the school year who are still regularly attending school at the end of the school year	2018-19: 92%		UNICEF report to ECHO	
		Oc.2.3 Percentage of school-age refugees who are out of school	2020-21: 35.3%		MoNE Statistics	
		Oc.2.4 Number of school-age refugees who are out of school	2019-20: 400,000		MoNE Statistics	

²⁰ Gender disaggregated data will be collected and reported on, when applicable.

²¹ Targets will be established at a later stage.

²² 2nd semester data.

²³ Syrian refugees

Outcome 3	Increased level of access to (and retention in) quality tertiary education for refugee and host community youth	Oc.3.1 Number of Syrian students enrolled in tertiary education in Turkey	2020-21: 37,236 ²⁴		MoNE Statistics; Implementing Partners' Reports	
Output 1 (Contributes to Outcomes 1, 2 and 3)	Financial incentives, scholarships, material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education	Ot.1.1 Number of refugee children enrolled in schools whose family have received Conditional Cash Transfer for Education (CCTE)	0		Implementing Partners' Reports	The amount of the cash transfer is large enough to dissuade families from having their children contribute to the household economy (either by working at home or outside the home).
		Ot.1.2 Number of a) refugee and b) host community students who received scholarships to attend TVET or Higher Education institutions	0		Implementing Partners' Reports	
		Ot.1.3 Number of a) refugee and b) host community students who received either in-kind support or free school transportation service to support their schooling.	0		Implementing Partners' Reports	
		Ot.1.4 Number of refugee students provided with psycho-social support (PSS) services (including referrals to specialised psycho-social support services)	0		Implementing Partners' Reports	
Output 2 (Contributes to Outcome 2)	Awareness-raising, outreach and family support provided to encourage and support school attendance and the enrolment of children into the education system	Ot.2.1 Number of a) refugee families and b) refugee children reached through outreach activities.	0		Implementing Partners' Reports	The families have the motivation and resources to send their children to school ²⁵ .
		Ot.2.2 Number of 'in-school' children (and their families) supported to minimize risk of dropping out of school.	0		Implementing Partners' Reports	
		Ot.2.3 Number of parents reached/covered by awareness-raising campaigns (regarding enrolment, attendance and support available).	0		Implementing Partners' Reports	
		Ot.2.4 Number of refugee children's parents who have attended school-based social integration events	0		Implementing Partners' Reports	
Output 3 (Contributes to Outcomes 1, 2 and 3)	Level and quality of education system staffing improved to support the delivery of quality education services	Ot.3.1 Number of education service personnel a) employed or b) remunerated for specific services	0		Implementing Partners' Reports	The training courses will lead to improved practices of the school staff in terms of their responses to refugee students' specific needs and positively influence the learning outcomes of refugee students. This requires supportive school management and MoNE policies to provide the support in an effective manner.
		Ot.3.2 Number of education service personnel trained (disaggregated by pre-service and in-service trainings)	0		Implementing Partners' Reports	
		Ot.3.3 Average number of training hours provided to trained education service personnel	0		Implementing Partners' Reports	
Output 4 (Contributes to Outcomes 1, 2 and 3)	Appropriate language and academic courses and associated support provided to refugee children and youth.	Ot.4.1 Number of refugee children provided with additional teaching (catch-up; back-up and Turkish language) to enable them to effectively follow their school year's curriculum.	0		Implementing Partners' Reports	The initial gap in academic level between refugee students and their Turkish peers is sufficiently limited to

²⁴ All Syrians - not only refugees.

²⁵ This assumption would to a large extent be conditional on the support provided under output 1.

						be able to be addressed through the type and level of catch-up and back-up classes delivered. This could affect enrolment and completion rates.
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4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing Agreement

In order to implement this action, it is not envisaged to conclude a Financing Agreement with the Republic of Turkey.

4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3.1 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of the adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3. Implementation Modalities applicable for Project modality

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures²⁶.

4.3.1. Direct Management (Grants)

4.3.1.1

a) Purpose of the grant

Part of the action (Component 1 – PIKTES+) will be implemented via a direct grant (grant awarded without a Call for Proposals) in order to contribute to outcome 1 and 2.

b) Type of applicants targeted

The grant will be awarded to the Ministry of National Education, a public body established in the Republic of Turkey.

c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to the Ministry of National Education of Turkey. Under the responsibility of the Commission's authorising officer, the recourse to an award of a grant without a call for proposals is justified because the beneficiary is in a factual monopoly situation for the implementation of the relevant components of the action, in line with article 195 (c) of the Financial Regulation. The Ministry of National Education is the relevant Turkish governmental body tasked to ensure high quality education in Turkey and has been benefitting of the financial support via grants awarded without a Call for Proposals by the European Commission in the past years in the Framework of the Facility for Refugees in Turkey to support the access to quality education and integration into the Turkish educational system of refugee children.

4.3.1.2

a) Purpose of the grant

²⁶ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails

Part of the action (Component 2 – CCTE) will be implemented via a direct grant (grant awarded without a Call for Proposals) in order to contribute to outcome 1 and 2.

b) Type of applicants targeted

The grant will be awarded to a public body established in the Republic of Turkey

c) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to the Ministry of Family and Social Services of Turkey. Under the responsibility of the Commission's authorising officer, the recourse to an award of a grant without a call for proposals is justified because the beneficiary is in a factual monopoly situation for the implementation of the relevant components of the action, in line with article 195 (c) of the Financial Regulation. The Ministry of Family and Social Services of Turkey has *de jure* and *de facto* the monopoly of delivering social and cash assistance to the most vulnerable segments of the Turkish population. A similar programme only targeting Turkish nationals has been continuously implemented by the Ministry of Family and Social Services for decades in order to ensure attendance of poorest children in the educational system in Turkey.

Given its particular role in the provision of care to refugees to date, the involvement of the Turkish Red Crescent (Kizilay) in project implementation and the effective delivery of cash assistance in particular, could be envisaged, subject to confirmation of its legal status and institutional role.

4.3.1.3

a) Purpose of the grant(s)

Part of the action (Component 3 – BEUrS) will be implemented via grant(s) (Call for Proposals) in order to contribute to outcome 3.

b) Type of applicants targeted

Potential applicants should: be a legal person, be non-profit making, be a specific type of organisation such as: non-governmental organisation, public sector operator, local authority, international (inter-governmental) organisation as defined by Article 156 of the EU Financial Regulation.

4.3.2. Changes from indirect to direct management (and vice versa) mode due to exceptional circumstances (one alternative second option)

In case that part of the action cannot be implemented in direct management as per section 4.3.1.2, the action could be implemented in indirect management with a pillar-assessed entity. The criteria (not exhaustive) for the selection of the organisation include the following: be a pillar assessed entity, have proven experience in managing projects in Turkey in the past 5 years, specifically in the education sector.

4.4. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.5. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.4	
Component I – PIKTES + (Outcome 1 & 2)	EUR 300 000 000
Direct management – Grants ref section 4.4.1	EUR 300 000 000
Component II – CCTE (Outcome 1 & 2)	EUR 210 000 000
Direct management – Grants ref section 4.4.1	EUR 210 000 000
Component III – BEUrS (Outcome 3)	EUR 20 000 000
Direct management – Grants ref section 4.4.1	EUR 20 000 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	will be covered by another Decision
Communication and visibility – cf. section 6	N/A
Contingencies	N/A
Totals	EUR 530 000 000

4.6. Organisational Set-up and Responsibilities

The organisational set-up is envisaged to involve steering committees with the relevant stakeholders at the level of the 3 components, namely for the PIKTES+ component, the CCTE component and the scholarship (BEUrS) component. In addition, it will also be important to have a mechanism at the overarching level in order to coordinate in particular between the PIKTES+ component focusing on the system strengthening side, and the CCTE focusing on retaining the students in the education system. For steering committees at component and overarching level, relevant education oriented governmental and non-governmental organisation will be invited. The steering committees will meet approximately every six months.

The Steering Committee will be presented with a review of project activities' implementation, progress on communication and visibility aspects and the state of play regarding the execution of the project budget. It is the place to bring critical issues and implementation bottlenecks to the attention of management so that Steering Committee participants can discuss about the strategic decisions needed for implementation progress, solving problems and future planning. A regular reporting will also facilitate presenting gender and age segregated data and demonstrate the means, resources and activities used to meet the outputs.

Ideally, the project implementation unit should be embedded in the relevant Turkish institutions to ensure close alignment with national policies, and in order to have easy interaction with the institutions' other departments. In the same way as for PIKTES II, it is envisaged to have regularly fortnightly or monthly meetings to follow up on project implementation.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5. PERFORMANCE MEASUREMENT

5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall

establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring: Implementing Partners are the primary actors responsible for data collection, analysis, monitoring and reporting. Beside reporting on their specific components' logframe matrix as per General Conditions and contractual documents, the Implementing Partners will be collecting and submitting data to the Commission on a quarterly basis, on relevant indicators of the overall Results Framework that has been developed in the context of the Facility for refugees in Turkey (and it is applicable to the continued EU refugee support to Turkey implemented under this action).

An inception phase will however be foreseen for each contracted component of this action in order to clarify the monitoring framework and eventually conduct a joint review of the logframe matrix (e.g. define baselines and targets when not available).

Internal monitoring by the Commission will be also carried out, with the support of an external contractor, and will consists of activities such as:

- Analysis and feedback on actions' reporting documents and data;
- Assessment of the quality of actions' internal monitoring systems and where required, plans/provides support to improve them (e.g. provision for periodical "data cleaning"; check for mistakes and look for duplications, systematic misunderstanding, or missing data; support data users in understanding them: how they are collected, what they mean)
- Attendance to actions' Steering Committee meetings and other meetings, information sharing and discussion;
- Missions/visits to premises/actions' sites where activities are taking place and on-the-spot checks.

5.2. Evaluation

Having regard to the nature of the action, an evaluation will not be carried out for this action or its components. In case an evaluation is not planned, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

In case an evaluation is to be carried out and is to be contracted by the Commission, the Commission shall inform the implementing partner at least 45 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination²⁷. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

The financing of the evaluation shall be covered by another measure constituting a Financing Decision.

²⁷ See best [practice of evaluation dissemination](#)

5.3. Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6. COMMUNICATION AND VISIBILITY

Communication and visibility is a contractual obligation for all entities implementing EU-funded external actions, to advertise the European Union's support for their work to the relevant audiences.

To that end they must comply with the instructions given in the [Communication and Visibility Requirements of 2018](#) (or any successor document), notably with regard to the use of the EU emblem and the elaboration of a dedicated communication and visibility plan, to be completed for every action at the start of implementation.

These obligations apply equally, regardless of whether the actions concerned are implemented by the Commission, the partner country (for instance, concerning the reforms supported through budget support), contractors, grant beneficiaries or entrusted entities. In each case, a reference to the relevant contractual obligations must be included in the respective financing agreement, procurement and grant contracts, and delegation agreements.

Communication and visibility measures may be funded from the amounts allocated to the action. For the purpose of enhancing the visibility of the EU and its contribution to this action, the Commission may sign or enter into joint declarations or statements, as part of its prerogative of budget implementation and to safeguard the financial interests of the Union. Visibility and communication measures should also promote transparency and accountability on the use of funds.

Effectiveness of communication activities on awareness about the action and its objectives as well as on EU funding of the action should be measured.

Implementing partners shall keep the Commission and concerned EU Delegation/Office fully informed of the planning and implementation of specific visibility and communication activities before work starts. Implementing partners will ensure adequate visibility of EU financing and will report on visibility and communication actions as well as the results of the overall action to the relevant monitoring committees.