

EN

Annex 6

to the

Commission Implementing Decision on the financing of the annual action plan in favour of Turkey for 2021

ACTION DOCUMENT

1. SYNOPSIS

1.1. Action Summary Table

ACTION IDENTIFICATION	
Title	IPA III Annual Action Plan in favour of Turkey for 2021 Action # 6 - Employment, Education and Social Policies
OPSYS CRIS encoding (OPSYS equivalent)	OSPYS business reference IPA/2021/043673/6 CRIS encoding (OPSYS equivalent)
Basic act	Financed under the Instrument for Pre-accession Assistance (IPA III)
Team Europe initiative	No
Zone benefiting from the action/location	The action shall be carried out in Turkey
Programming document	IPA III Programming Framework
PRIORITY AREAS AND SECTOR INFORMATION	
Window and thematic priority	Window 4, Competitiveness and Inclusive Growth Thematic Priority 1: Education, employment, social protection and inclusion policies, and health
SECTOR INFORMATION	
Sustainable Development Goals (SDGs)	Main SDG: SDG-8: Decent Work and Economic Growth Other significant SDGs: SDG-1: No Poverty SDG-3: Good health and well-being SDG-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG-5: Gender Equality SDG-10: Reduced inequality SDG-16: Peace, Justice and Strong Institutions SDG-17: Partnerships for the Goals

DAC code(s)	16010 - Social Protection 16070 - Labour Rights 16080 - Social Dialogue 110 Education 11330 - Vocational training 16012 - Social security (excl pensions) 16020 - Employment creation				
Main Delivery Channel	41122 - UNICEF, 41114 - UNDP, 41302 - ILO				
Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective	
	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 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"/>	
	Internal markers¹	Policy objectives	Not targeted	Significant objective	Principal objective
		Digitalisation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Migration ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		COVID-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION					
Amounts concerned	Budget line: 15.02 02 01.02				

¹ These markers have a different scope/rationale than the DAC codes. Posting criteria related to the encoding of the financial breakdown in CRIS/ABAC

² Please refer to note Ares(2019)627611 of 04/02/2019.

	<p>Total estimated cost: EUR 19 413 000</p> <p>Total amount of EU budget contribution EUR 19 293 000</p> <p>This action is co-financed in joint co-financing by:</p> <p>UNICEF for an amount of EUR 120 000</p>
MANAGEMENT AND IMPLEMENTATION	
Type of financing and method(s) of implementation	<p>Project Modality</p> <p>Indirect Management with entrusted entities:</p> <ul style="list-style-type: none"> - International Labour Organization (ILO) - United Nations Development Programme (UNDP) - United Nations International Children's Emergency Fund (UNICEF)
Final Date for conclusion of Financing Agreement	At the latest by 31 December 2022
If Financing Agreement(s) is/are foreseen:- Final date for concluding contribution / delegation agreements, procurement and grant contracts	3 years following the date of conclusion of the Financing Agreement, with the exception of cases listed under Article 114(2) of the Financial Regulation
Indicative operational implementation period	72 months following the conclusion of the Financing Agreement
Final date for implementing the Financing Agreement	12 years following the conclusion of the Financing Agreement

1.2. Summary of the Action

Turkey has had an impressive economic and social development performance since the early 2000s, leading to increased employment and incomes, making Turkey an upper-middle income country. However, following the outbreak of COVID-19, economic vulnerabilities have threatened to undermine those achievements.

Education, employment, social protection/inclusion and health together constitute a very comprehensive and broad thematic priority. The vision of Turkey's 11th National Development Plan (2019-2023) (NDP) and the National Employment Strategy, which are in line with the IPA III provisions and designed to bring Turkey closer to EU requirements, are reflected in the areas of support listed in this action document (AD). The IPA III Programming Framework aims to support Turkey in adopting and implementing the political, institutional, legal, administrative, social and economic reforms to comply with Union values and to progressively align with Union rules, standards, policies and practices, thereby contributing to stability, security and prosperity. In line with this aim, the strengthening of economic and social development in Turkey through education, social inclusion and employment policies can be achieved through the three areas of support listed below.

Area of Support #1 Employment

Under this AoS, quality employment is to be promoted by supporting decent work. This involves raising labour inspection and guidance services to international labour standards, supporting young people train for future professions and increasing their employability. Moreover, decent work for all women and men in Turkey will require improving the institutional capacity of the Directorate of Guidance and Inspection (DoGI) of the Ministry of Labour and Social Security (MoLSS), and of social partners and other relevant institutions. This will also lead to increased greater workplace compliance and better guidance services. This AoS will also tackle the question of how to improve youth employment. Like other countries, businesses need a highly qualified workforce with digital capabilities. Turkey's aim is to develop future-oriented skills for young people (through education) so that they can contribute to the new urban context and

benefit from the new opportunities offered by industry 4.0. Developing young people's skills in IT, robotics and coding, e-transformation, digital marketing and smart city solutions will create added value products for the technology market.

Area of Support #2 Education

Due to the COVID-19 pandemic, Turkey has witnessed the largest disruption to education in recent history. An estimated 18 million pupils and students from kindergarten to the 12th grade, and an estimated number of 1 million teachers have been affected by the disruption since March 2020. Turkey has turned to digital education to support the continuity of learning. The pandemic revealed the need for a robust national digital education ecosystem. Such a system is crucial not only to increase the quality of education for all learners but also to ensure strong education responses during emergencies, thus minimising learning losses. Therefore, under this AoS, it is planned to improve national institutional capacity to: (i) provide quality digital education, teaching and learning, (including resilience to shocks) by building teachers' capacity to meet labour market requirements; and (ii) maximise learning for all students, including children with disabilities or children with different learning needs and refugee children, by leveraging digital technology. This will be achieved by developing a sustainable digital training ecosystem. Digital training modules will be hosted on a digital teacher training platform that will be integrated into the existing Digital Education Network (EBA).

Area of Support #3 Social Policy

This AoS will provide support for the change from institutional care to alternative care for vulnerable children, home-based care subsidies for vulnerable children, and an improvement in quality standards, monitoring, inspection and evaluation of all care services in line with the UN Convention on the rights of the child and the European Child Guarantee for Social protection. The social inclusion of vulnerable children in Turkey are to be promoted through the establishment and piloting of an emergency foster care systems and by strengthening the child protection system.

2. RATIONALE

2.1. Context Analysis

This Action will contribute to the overall objective of the IPA III Programming Framework as regards the Thematic Priority 1 – Education, employment, social protection and inclusion policies, health under Window 4. Competitiveness and Inclusive Growth. The IPA III Programming Framework emphasizes fostering quality employment and access to the labour market, promoting social protection and inclusion and fostering quality education. The main policy goals listed in the 11th NDP and National Employment Strategy (2014-2023) are also in line with the Programming Framework as indicated in the Strategic Response since the goals are listed as strengthening the relationship between education and employment, strengthening quality education and social policies.

This AD includes three AoS in order to support the enhancement of these focuses mentioned above.

Area of Support #1 Employment focuses on protecting workers, promoting international labour standards and encouraging an environment for decent job creation and sustainable enterprises by supporting social dialogue and in addition it also focuses on youth employment especially through increasing IT skills which are highly demanded also after Covid-19.

Regarding the employment sector, July 2021 Statistics of TURKSTAT³ reveal that the unemployment rate is 12.1% (female unemployment rate: 14.4%, male unemployment rate is 10.8%), employment rate is 45.1% (female employment rate is 28.2%, male employment rate is 62.3%) in Turkey. In addition, the labour force participation rate is 51.2% (male LFPR is 69.8% and female LFPR is 33%). In May 2021, the rate of unregistered employment, which indicates the share of employees who are not affiliated with social security institutions, in relation to total employment was at 27.9%. Also, the rate of unregistered employment in the non-agricultural sector is 15.6%. Despite the comprehensive and timely government interventions, the situation in the Turkish labour market has been more challenging due to Covid-19. The unemployment rate of the young population between the ages of 15-24 is 22.7% and the rate of young people who are neither in education nor in employment (NEET) is 28.3%⁴ (21.2 for male and 35.7% for females), making Turkey one of the countries with highest NEET figures among OECD members. In order

³ <https://data.tuik.gov.tr/Bulten/Index?p=%C4%B0%C5%9Fg%C3%BC%C3%BC-%C4%B0statistikleri-Temmuz-2021-37492&dil=1>

⁴ <https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Genclik-2020-37242>

to lower this gap, steps should be taken at the early ages, especially young people in education, while assistance to the NEET should continue.

Considering the situation, labour inspections and preparing the youth for future professions gains importance as these activities are also strongly linked with the skills needed for the green and digital transition in the EU and Turkey. Labour inspectors examine how national labour regulations are applied in the workplace and advice employers and workers on how to improve the application of national law in such areas as working time, wages, occupational safety and health and child labour and combating informal work. According to the OECD data, average usual weekly hours worked in the main job in Turkey is 46.5. Although there have been improvements with regard to occupational safety and health, the occupational accidents claimed 1,542 lives in 2018, down from 1,636 in 2017 (According to Yearly Statistics of Social Security Institution) which, when compared with the 3300 fatal accidents in the whole EU per year is still a very high number in relation to the size of the respective populations. Reflecting the importance of labour inspectorate, the AD is mainly stemming from the International Labour Standards (ILS) numbered C81 in the area of labour inspection that is ratified by Turkey in addition to C155, C187 and C178. Effective labour inspection systems are also integral to achieving the 2030 UN SDGs. Preparing youth for the future professions is another important activity as the Covid-19 crisis has led to a gradual increase of the unemployment rate among the young population as statistics above have shown. The pandemic also showed an increased demand for IT skilled employees as e-commerce has grown during the pandemic. As the Digital Education Action Plan (2021-2027) outlines the European Commission's aim regarding high-quality, inclusive and accessible digital education in Europe is to contribute to the development of the required qualification frameworks and systems into the labour market through Vocational Education and Trainings.

Area of Support #2 Education focuses on the digitalization of the education system. Due to the COVID-19 pandemic, Turkey has witnessed the largest disruption to education in recent history. An estimated 18 million students, from kindergarden through to the 12th grade, and an estimated number of 1 million teachers have been affected by this disruption since March 2020. Turkey has turned to digital education to support the continuity of learning. The pandemic revealed the need for a national robust digital education ecosystem that is not only crucial for increasing the quality of education for all learners but also to ensure strong education responses during emergencies with the goal of minimising learning losses. While the country's current focus continues on the response to the COVID-19 pandemic, Turkey is also simultaneously working to improve the digital education ecosystem, including the blended/hybrid teaching and learning, to support mid-term education delivery needs. In line with Turkey's Education Vision (TEV) 2023 one priority area is the establishment of a digital education ecosystem, the training teachers' digital skills and strengthening access to and quality of education.

The situation listed above underlines the importance of the activities listed under the AoS #2. Digitalization and training of teachers and school managers are aimed through establishing an ecosystem for improving capacities on teachers for developing digital content and skills.

Area of Support #3 Social Policy focuses on promoting social protection and social inclusion of vulnerable children. In the IPA III Programming Framework Document, it is underlined that IPA III will aim to support candidate countries and potential candidates to achieve fair social protection in line with the principles set out in the European Pillar of Social Rights. Children without parental care are in vulnerable situations and handled under this AoS. The Common European Guidelines for the Transition from Institutional Care to Community-based Care, Article 16 of the European Social Charter (ESC)⁵ focus on children without parental care and set out a global vision for childcare system reform. Turkey has demonstrated significant political will in driving forward the closure of an extensive system of childcare institutions and replacing them with a system of preventive family support services and programmes and family based alternative care based on the principles of the UN Convention of the rights of the child to which Turkey has subscribed. Turkey has made significant progress towards deinstitutionalization of children deprived of parental care. Out of 163,787 children supported by government protection services in 2019, 17,403 were adopted and only 7,259 were living in foster families. Despite these positive developments, the number of children benefiting from the foster care system is still small and the number of children being cared for in residential care has actually increased from 11,621 in 2007 to 12,296 in 2019. With the activity under this AoS, an emergency foster care system in Turkey is planned to be established and piloted in Turkey.

2.2. Problem analysis by areas of support

⁵ <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168048b059>

Area of Support #1 Employment

Short Problem Analysis

The COVID-19 pandemic made the employment situation more challenging in Turkey. At this point, labour administration and inspection play a crucial role in employment and protecting workers, implementing International Labour Standards and enabling environment conditions for decent job creation and sustainable enterprises by supporting social dialogue, developing labour-related policies and modernizing labour inspection systems. The labour administration and in particular labour inspection systems face difficulties all around the world. The limited human, financial and material sources put an obstacle to increase their effectiveness. The future of work shaped with the mega-trends of digitalisation and technological revolution, climate change, demographic trends have already been putting pressure on all institutions and labour markets when COVID-19 broke out and triggered an economic and social crisis. There had already been an increase in the non-standard ways of work such as home workers, freelancers, cloud workers, platform work, which are not sufficiently regulated and hard to inspect in terms of decent work. The pandemic put an emphasis on the responsibility of the labour inspection system to provide guidance services to enterprises on hygiene modifications as well as job retention programmes, collaborating with employers' and workers' organizations to improve outreach. Along with their role in inspecting the implementation, the guidance and preventive role of labour inspection has never been this critical in achieving decent work. Even before the pandemic, Turkey has put in place an Action Plan for mitigating its adverse impacts on enterprises and workers, which is a comprehensive framework of actions aiming at reducing informality. Besides the statistics regarding the employment sector above, decent work deficits also emerge due to non-compliance to national labour law. Under such circumstances, the Directorate of Guidance and Inspection is eager to step up efforts to strategise guidance services with a social dialogue approach and to digitalise its infrastructure. In addition, unemployment and especially youth unemployment is one of the key economic problems in Turkey. On the other hand, one of the fundamental challenges of the digital transformation is that job creation is starting to lag behind job destruction which is poised to affect youth particularly. Businesses are accelerating the digitalization of work processes, learning, expansion of remote work, as well as the automation of tasks within an organization. Global economic developments are also posing some risks to the vulnerable population. It is critical to meet the demands of the private sector while including women and the disabled in the country to the workforce. In the AoS 1 Employment, the issue of meeting the needs of labour market and empowering its citizens for employment is another important topic. Municipalities as local authorities in Turkey are one of the major players in the VET sector. However, there are criticisms that the VET courses provided by municipalities are outdated. Therefore, municipalities should adapt to change and prepare youth within their borders for future professions via delivering robotics, coding and IT trainings.

Description of Main Stakeholders

Public institutions and social partners are the main stakeholders and they can be listed as Ministry of Labour and Social Security (MoLSS), Turkish Employment Agency (İŞKUR), Ministry of Family and Social Services (MoFSS), Ministry of National Education (MoNE), social partners (workers' and employer' organisations at national and sectoral level); the companies, including the multinational companies and the SMEs in their supply chain; the workers; chambers and other sectoral employer organisations; the vulnerable groups, particularly the informal workers, women, young people, people with disabilities, foreign workers, including the migrants and refugees under temporary protection and international protection, and people who might have the risk of forced labour; the working children and their families; local administrations; CSO's organised in the areas concerned, such as climate change, youth, digitalization, persons with disabilities, working life, academia, press, media and general public, through the communication campaign; international organizations.

Complementarity with National Strategies

11th NDP proposes to ensure compliance to the Labour Law by means of ways other than imposing fines such as awareness raising and guidance and aims to increase inspections to combat informal employment. Similarly, National Employment Strategy (2014-2023) and Turkey's National Programme on the Elimination of Child Labour (2017-2023) support the strengthening of labour inspection services. It is also stated in the 11th NDP that policies to offer decent job opportunities to all segments of society – especially young people, women and people with disabilities – will be applied taking into account the important changes caused by digital transformation and technological developments. It is also indicated in the 11th NDP that there is a need for a sound business model for vocational training and an institutional structuring that will utilize the demographic opportunity window to transform the young workforce. Also, the NDP stresses the importance of future professions in the article 331.4 and refers Turkish Employment Agency (İŞKUR) to redesign structure of the vocational training courses in line with the technological developments in the upcoming period.

Area of Support #2 Education

Short Problem Analysis

In the education sector the Covid-19 pandemic has deteriorated the issues in terms of children's access to education, and has widened the gap between the students living in urban and rural areas. Most students in rural areas have difficulties in accessing online education materials or internet. Despite Turkey's recent laudable achievement in digital education, for millions of stakeholders (students, teachers, administrators, other education personnel and parents), this has been the first time, during the Covid-19 crisis, that they have fully used digital technologies for teaching and learning. As asserted by the EU's Digital Education Action Plan 2021-2027⁶, the Covid-19 crisis put all stakeholders for the first time in a situation where there was little choice but to use digital technologies to provide education and training. Many teachers, students and parents faced a steep learning curve. This pandemic has also revealed the drawbacks that need to be tackled to successfully use digital technologies in education and training systems. It has also confirmed that different pedagogical approaches are needed when teaching online. Teachers and learners also need to develop the skills and know-how for this different mode of learning.

The Coronavirus pandemic has placed additional strains on many public services, from health to education. However, strong and coordinated institutional responses became crucial to minimize the social and economic effects. As the children of lower socio economic groups are affected by the pandemic, the AD also aims to increase the capacities of teachers on the use of digital education to contribute to reducing disparities and to meet the learning needs of these vulnerable children.

Description of Main Stakeholders

Creating a high-quality digital education ecosystem that improves the quality of education for all students is a team effort and significant investment. The main stakeholders that will have benefits are teachers, school administrators and other education personnel, students and parents.

Complementarity with National Strategies

The 11th NDP also sets targets for enhancing digital education, digital skills and digital transformation in relation to education. The NDP prioritizes enriched digital education programmes, effective use of digital learning and teaching programs, capacity development of all civil servants' digital skills and their adaptation to digital transformation and technological developments and enhancing the teacher professional development system.

The objectives are also in line with the goals referred to in Turkey's Education Vision 2023 that prioritizes the establishment of an ecosystem for the development of digital content and skills, training of teachers on the development of digital skills and strengthening access to and quality of education provided to vulnerable children. They are also aligned with the MoNE Strategic Plan 2019-2023 that aims to provide students with equal learning opportunities that go beyond classroom walls via the development of digital content and training of teachers on digital education.

Area of Support #3 Social Policy

Short Problem Analysis

Since 2005, and in particular over the last decade, Turkey has made rapid progress in the promotion and implementation of foster care as a preferred form of alternative care. The 'Foster Family Services' regulation was adopted in 2012 and, in the same year, the MoFSS launched the 'Voluntary Ambassadors' project and the public campaign 'Every Child Needs a Family', which aimed to increase the number of foster families available to provide foster care services. Circulars on foster care services and foster care payments were published in 2015 and these regulations and circulars continue to be in place today. The number of children in foster care doubled from 663 in 2005 to 1,282 in 2011, and there has been a further rapid increase of around 1,000 foster children per year since the regulation was adopted in 2012. There were 1,492 children in foster care in 2012 and by 2020 there were over 7,259. Initially, around 20% more girls than boys entered foster care and over time this difference in the sex of children placed into foster care decreased to around 53% girls and 47% boys in 2015 and has held at this balance through to 2019.

Currently, children who need urgent alternative care are first placed in residential care, where they are assessed and provided with temporary care whilst longer term alternatives are considered. This process involves assessing and

⁶ COM(2020) 624 *Digital Education action Plan 2021-2027* https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

working with the biological family and/or searching for a match with a suitable long-term foster family. During this waiting period these children are at risk from the emotional harm and developmental delay that often results from periods in residential care. Even though there are efforts to make the system more inclusive, specific groups of children are still benefiting less from the services, in 2020, children with disabilities represent just over 10% of children in foster care and only 3,5% of children in foster care are non-Turkish citizens.

Description of Main Stakeholders

Judicial and administrative authorities, law enforcement officers, health and education institutions and nongovernmental organizations have the obligation to notify the relevant MoLSS units in charge of child protection of any juveniles that are in need of protection according to the article 6 of Statute on Child Protection. In addition to this local administrative officers, health institutions, law enforcement officers and mukhtars are obliged to notify relevant MoLSS units in charge of child protection of any children in need of protection. Due to the legislation on child protection main stakeholder institutions are the Ministry of Justice, Ministry of Interior, Ministry of Health and municipalities. Because of their role in child protection the action aims to improve the capacity of the staff of the stakeholder institutions to promote policies, legislation and practices which ensure the right to live in families and prevent unnecessary family separation.

Complementarity with National Strategies

The Action is complementary to the Government of Turkey's efforts to de-institutionalize the Alternative Care System and move it towards a family-type and family-based system, where Foster Care plays a determinant role with the implementations mentioned above. According to Pre-Accession Economic Reform Program (2020-2022), with the aim of reducing the number of children in institutional care, the number of children benefiting from Social Economic Support (SED) and the Foster Family Service will be increased; studies will be carried out with the families and efforts to strengthen the families and support the return of the children to their biological families in Turkey will increase. The 11th NDP (2019-2023) clearly articulates the need for an improvement of the Child protection system and the commitment to prioritize family and parenting support. The Presidency Annual Program 2019 points out that children's rights will be increased and diversified. The 2020 Presidency Annual Program points out under measure 612.1 that children under protection will benefit from family focused protection services.

2.3. Relevance and complementarity with strategies supported by key national stakeholders

Area of Support #1 Employment

The 11th NDP (2019-2023) and National Employment Strategy (2014-2023) are the most fundamental policy documents in the sector of employment. The 11th NDP (2019-2023) outlines some objectives focusing on the importance of strengthening the human resources through training people, in particular the youth, in line with new technological developments, through empowerment of women and through promoting decent work. One of the main objectives set in the Plan is to provide decent work opportunities to all segments of the society and to increase the employment of groups requiring special policies, especially women and young people. The proposed actions under this AD foresees the training of young people by the programmes of municipalities who also have certain duties and authorities to promote employability. The municipalities, which are the most important elements of the local administrations, are included in the Regulation on the Organization and Duties of the MoNE and the Non-formal Education Institutions Regulation No. 3797. One of the legal regulations that provides local governments with regard to vocational education is; published by the MoNE in February 2001, in the Journal of Communiqués No. 2521. On the other hand, MoNE Strategic Plan (2019-2023), outlines "development of information technologies, digitalization and industry 4.0" as a opportunity in its SWOT analysis. Municipalities in Turkey support complementary educational activities for children and young people in their regions. The action will support the creation of a labour force with skills and competencies in new professions emerging as a result of the e-transformation.

It is also stated in the Digital Turkey Roadmap prepared by the Ministry of Science and Technology that new professions and skills will be much needed in the Future. Vocational education will become important in training qualified labour force. Within this scope, being the closest institutions serving citizens, the municipalities that currently provide vocational trainings for employment, will be directly effective in preparing young people for future professions.

The 11th NDP also refers to the labour inspections in various fields regarding informal employment, undeclared wages, flexible working methods, working hours and child labour. Similarly, *Turkey's National Employment Strategy (2014-2023)* also highlights the need to increase the effectiveness of inspections under various sections including informal employment as well as security and flexibility in labour market. *Turkey's National Programme on the Elimination of Child Labour (2017-2023)* also aims to strengthen the institutional capacity of MoLSS in the field of elimination of child labour and increase the capacity of the labour inspection through in-service trainings. Improving the capacity and effectiveness of the Directorate of Guidance and Inspection (DoGI) with a comprehensive set of tailor-made trainings

that will be developed based on the needs analysis as well as using digital learning platforms with a sustainable and environment-friendly approach will be another important intervention. Facilitating the participation of the DoGI officials, social partners and other relevant institutions to internationally recognised trainings will not only contribute to the capacity development but also create a valuable platform to get integrated into international networks and peer-learning.

Area of Support #2 Education

As per Turkey's Education Vision 2023 and the European Commission's Digital Education Action Plan 2021-2027, digital competence should be a core skill for all teachers and should be embedded in all areas of teacher professional development. Teachers need the confidence and skills to use digital technology effectively and creatively to engage and motivate their students, support the acquisition of digital skills by students and to ensure that digital tools and platforms used are accessible to all students, regardless of their background and abilities and taking into account their developmental, sociocultural and individual characteristics and needs. Teachers should have access to ongoing opportunities for professional learning and development tailored to their needs and the subject area and/or schooling level they teach. Digital teaching methods and innovation in digital education should be embedded throughout all teacher education programmes and promoted in the education of all students. There is also a need for high-quality digital education content at all schooling levels in Turkey. These needs have become more evident during the Covid-19 crisis. Through the proposed action, existing relevant policies and practices will be re-examined, a teachers' needs analysis on digital education will be conducted and a digital education teacher training module with online content contributing to sustainable teacher professional development will be developed.

Furthermore, the right to quality education is universally affirmed in various international human rights treaties, including the European Convention on Human Rights (ECHR) and the UN Convention on the Rights of the Child. Worldwide most governments have adapted these treaties and applied them to their own legal documents. During the Covid-19 crisis many children have faced difficulties in accessing quality education, partially due to the cost of digital education and partially due to varied technological skills and experiences of teachers. The quality of education is also crucial if the ultimate goal is to ensure that children actually learn relevant information and skills required for them to realize their full potential.

The proposed action under this AoS will contribute to the implementation of the IPA III thematic area of "education, employment, social protection and inclusion policies, and health" and the implementation of the "2030 Agenda for Sustainable Development," which is supported by the EU, through the improvement of digital education policy frameworks in Turkey; through the establishment of a sound digital training ecosystem, the development of digital education and training intervention strategies, tools and materials, the development of digital training content to improve learning outcomes; and through digital training of educational personnel; and finally via running an innovative communication campaign to tackle issues around digital education. All of these efforts will encourage the uptake, quality assurance, validation, and recognition of digital education, training and learning opportunities in Turkey.

Area of Support #3 Social Policy

The Child Protection System in Turkey is mainly regulated by the Child Protection Law (Law No.5395) and the Social Services Law (Law No. 2828). The objective of the Child Protection Law is to regulate the procedures and principles regarding the protection of children who are in need of protection or who commit crimes and ensure their rights and wellbeing. All partners addressed in the Action have responsibilities in the identification, referral, response and follow-up to child protection cases including measures related with the care system. In line with the temporary protection law, The Directorate General of Migration Management (DGMM) has become one of the most important implementation bodies for the identification of unaccompanied and separated children (UASC). DGMM has been working with MoFSS to improve systems for UASC. The country has also committed to provide protective and supportive environment; the 11th NDP articulates the need for the improvement of the system and sets targets, the Presidency Annual Program points out that children's rights will be increased and diversified. The MoFSS has been working on the development of a Child Protection Vision Paper which has components to support the prevention of unnecessary separation and family re-unification. The 2019-2023 Strategic Plan of the MoFSS aims to improve the quality and quantity of protective and preventive services, to ensure equal opportunities and to increase service quality and capacity.

2.4. Relevance and complementarity with EU policy and EU and other donors' assistance

Area of Support#1 Employment

Structurally low labour force participation of women (32%), increasing unemployment rate (13.2%) especially high unemployment rates of young people and women, high rate of NEETs (32%), high rates of informality which are also stated above are among the main issues covered by the Turkey 2021 Report of the European Commission⁷.

As indicated in this Report, Turkey is moderately prepared in the field of labour law, but considerable gaps in enforcement and implementation remain. The Report addresses the need of further efforts to improve inspection capacities in line with the benchmarks set by the International Labour Organisation (ILO). The relevant conventions, namely the Labour Inspection Convention, 1947 (No.81) and the Labour Inspection (Agriculture) Convention 1969 (No. 129) were ratified by Turkey. On the other hand, social dialogue is one of the significant issues on which Turkey needs to contemplate, as it is the opening criterion, set by the Commission, standing in the way of opening negotiations on the Chapter 19. The Report underlined that no progress was done in 2020 in the social dialogue field. In that vein, Joint Conclusions of Economic and Financial Dialogue (2021)⁸ recommends Turkey to improve consultation mechanisms with business organisations and social partners on relevant new legislation. Within this framework, this Action aims to contribute to the creation of a more decent work environment in Turkey through increasing capacity of the General Directorate of Labour Inspection in close consultation with employers, workers and their representatives. In this respect, the Action aspires to promote social dialogue practices.

Unemployment especially youth unemployment is one of the key economic challenges in Turkey. As outlined in the European Commission priorities⁹ and the IPA III Programming Framework; green transition, digital transformation and an economy that works for people are crucial for relaunching and modernising the economies of the IPA III beneficiaries, helping to create jobs and growth, addressing the long-standing challenges faced by young people such as limited job prospects, skills upgrades and inequality. Furthermore, human development policies need to be enhanced through the modernisation of education and employment policies, as well as skills enhancement. The “Green and Digital Transformation Policy of the EU¹⁰” highlights the importance of future and sustainable businesses. The “New Skills Agenda of EU¹¹” as well as EU’s “Shaping Europe’s Digital Future” policy document both show the importance of future jobs transformation in the EU policy. The Digital Education Action Plan (2021-2027) outlines the European Commission’s vision for high-quality, inclusive and accessible digital education in Europe. Joint Conclusions of Economic and Financial Dialogue (2021) draws attention to high youth unemployment and NEET rates and therefore, recommends reaching out to young NEET, ensuring better access to education and improved VET, as well as increasing participation in lifelong learning measures and upskilling possibilities for the labour force. As regards skills mismatch, according to the Commission Staff Working Document Economic Reform Programme of Turkey (2021-2023) Commission Assessment, skills mismatch and limited reskilling opportunities limit labour market integration and mobility. Moreover, the report highlights the issue of skills mismatch in higher education. The business community observes a certain horizontal skills mismatch, as humanities are often preferred to ICT, natural science, business, and economic studies, for which is greater demand. More and more university graduates have difficulty in finding a stable formal employment which causes academic informality and labour emigration. In line with the European policy framework regarding employment policies, this action aims at developing skills of youth (in education) with regards to new industry of 4.0 through vocational education and trainings by taking into consideration the need for high qualified workforce with digital capabilities in labour force market.

Area of Support #2 Education

The IPA III Programming Framework support the development of human capital by encouraging investment in the fields of such as education and training, skills for innovation, employment policies and social protection. As education can play a key role in reducing social inequalities, the IPA III Programming Framework highlights the importance of establishing quality education systems and expects the IPA III beneficiary countries to ensure an inclusive and good quality of education.

The IPA III Programing Framework also underlines the European Commission’s priorities and, encourages IPA III beneficiary countries in their efforts towards a green and digital transition and making reforms required to move forward on the EU path. In this direction, IPA III beneficiaries should use the EU’s digital strategy as the guiding principle for a human-centric digital transformation of their economies and societies. The IPA III Programming Framework also underscores strengthening access to and quality of education, including training systems, with a greater

⁷ COM(2021) 644 Turkey 2021 Report https://ec.europa.eu/neighbourhood-enlargement/turkey-report-2021_en

⁸ <https://data.consilium.europa.eu/doc/document/ST-10622-2021-INIT/en/pdf>

⁹ Political guidelines of the Commission 2019-2024: https://ec.europa.eu/info/sites/default/files/political-guidelines-next-commission_en_0.pdf

¹⁰ COM(2020) 67 EC Communication *Shaping Europe's digital future* & COM(2021) 550 EC Communication *Fit for 55': delivering the EU's 2030 Climate Target on the way to climate neutrality*

¹¹ COM(2020) 274 <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0274&from=EN>

focus on the training of teachers and school managers, governance and strategic policymaking, in order to provide teachers with skills adjusted to digitalisation, technological change, innovation and economic change. It also considers the changing nature of work and skills in the digital age. In line with the IPA III Programming Framework, such policies should also address the challenges brought about by the outbreak of the Covid-19 pandemic. In this context, when relevant, complementary with EU humanitarian actions on education will be promoted. The planned action directly contributes to one of the primary objectives of IPA III Programming Framework that is “strengthening access to and quality of education, training and lifelong learning at all levels, and offering support to cultural and creative sectors”, as the Action focuses on human development through teacher trainings in relation to digital content and skill development.

On the other hand, the EU Enlargement Policy Turkey 2021¹² Report stipulates that a mismatch continues to exist between the requirements of the labour market and the skills produced by the education system. As part of its national development plan Turkey has taken some steps to align the education system with the requirements of the labour market, such as increasing the quality of teachers to better prepare students for the digital transformation and other technological developments. This is also echoed in the Economic Reform Programme (ERP) of Turkey (2021-2023) Commission Assessment report. The report also asserts that skills mismatch and limited reskilling opportunities limit labour market integration and mobility. Thus, teacher training and quality is another crucial area of employment which requires investment.

Hence, this Action will contribute to the digital transformation of the Turkish education system. Furthermore, this action will also decrease considerably the number of face-to-face teacher trainings, minimize teacher mobility for professional development, decrease the printing of training materials via the development of digital resources and provision of online trainings and will, therefore, effectively contribute to the Green Agenda.

In addition, the European Green Deal promotes and invests in the necessary digital transformation and tools as these are powerful enablers for the green economic transition; the use of digital technologies is also crucial for achievement of the European Green Deal objectives. Digital technologies are critical enablers for attaining the sustainability goals of the Green Deal in many different sectors. In line with the EU’s policy framework, this Action will contribute to the improvement of training system to equip notably teachers with necessary skills for digitalisation and technological change.

Likewise, Joint Conclusions of Economic and Financial Dialogue (2021) places emphasis on developing strong links between a knowledge-based economy and quality education and training system at all levels, which provide people with required skills and knowledge for future jobs. Thereby gaining required qualifications, people in particular women and youth increasingly participate labour force.

This action will also be usefully complemented by activities financed under the Erasmus+ programme (to which Turkey is associated) such as eTwinning supporting on-line cooperation between teachers and classes all over Europe but also cooperation projects between schools, many of them focusing on the improvement of digital skills and teaching methods among teachers.

Area of Support #3 Social Policy

The IPA III Programming Framework addresses the importance of improving social protection and inclusion policies, and attaches importance to protecting children’s rights. Furthermore, the IPA III Programming Framework promotes to enhance community-based services in particular child-protection services. When relevant, complementary with EU humanitarian actions on protection is envisaged. Protecting children from violence, neglect and abuse is a key priority of the EU’s Agenda for the Rights of the Child which applies to EU internal and external actions. The progress in moving from institutional to community-based care for vulnerable persons, home-based care subsidies for vulnerable children and improvement of quality standards, monitoring, inspection and evaluation of all care services are also priorities of EU. These issues are highlighted repeatedly in EU Progress Reports. In that context, this Action intends to strengthen community-based care for vulnerable children by increasing the institutional capacity providing protective and preventive services for children, increasing foster family services and establishing emergency foster care system. This Action will contribute to curbing inequalities by responding to the specific needs of children promised in the EU Action Plan on Human Rights and Democracy 2020-2024¹³.

2.5. Lessons learned and links with previous financial assistance

Area of Support #1: Employment

¹² COM(2021) 644 2021 Communication on EU enlargement policy https://ec.europa.eu/neighbourhood-enlargement/system/files/2020-10/20201006-communication-on-eu-enlargement-policy_en.pdf

¹³ JOIN/2020/5 <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020JC0005&from=EN>

This Action is constructed on the lessons learnt from previous programmes and projects implemented by numerous actors in Turkey such as ILO Technical Assistance Project to Improve Occupational Safety and Health in Turkey in Compliance with International Labour Standards (2015-2017) , Technical Assistance for Improving Social Dialogue in Working Life (2016-2019), Promoting Registered Employment Through Innovative Measures-1 and Promoting Registered Employment through Better Guidance and Inspection II. Lessons learnt from those projects highlighted the importance of complementing capacity building activities with efforts to raise awareness of all social partners and relevant stakeholders and to promote social dialogue for achieving a more decent work environment.

In addition, based on the experience and findings from the “Employment and Social Support Services Coordination and Implementation Model for the Integration of Disadvantaged Persons Operation Project (ISKEP)” following lessons can be outlined,

- Municipalities are in need of EU financing as their roles and responsibilities are expanding,
- The role of municipalities in social services directly effects their budget, and the only solution is to support employment of their citizens to improve their living standards and decrease the social services
- The innovative service delivery methodologies should be searched at global stage, designed for national implementation and brought to municipalities.

Area of Support #2: Education

This Action will be complementary to the EU supported “Increasing Quality of and Access to Early Childhood Education Services Project,” “Inclusive Early Childhood Education for Children with Disabilities Project,” and “Strengthening a Culture of Democracy in Basic Education” projects. Initial findings from these projects revealed the need to build the capacity of education personnel and relevant staff to improve the overall quality of the education system in Turkey. All findings pointed out the lack of a sufficient number of qualified professionals who are trained and experienced in working with vulnerable children and the lack of fully inclusive learning environments that address the needs of the most vulnerable learners.

Area of Support #3: Social Policy

In 2019/20, UNICEF provided technical support to two comparative desk reviews in the field of alternative care. The review highlighted the importance of having a strong legal framework and government commitment and made a range of recommendations that focus on transition – of workforce capacity, infrastructure, regulations and processes – towards community- and family-focused interventions. A comparative literature review on short-term foster care was also conducted with the support of UNICEF, reporting on global best practices and focusing on five countries whose systems and contexts have commonality with the Turkish context. The review noted that Turkey should focus on how short-term/emergency foster care could be best designed, implemented and supported within the specific social and cultural context of Turkey, while on the other hand Turkey already benefits from strong government commitment, a legislative basis, experience in implementing foster care, training resources and a network of foster carers.

In addition, within the EU funded project “Towards Good Governance, Protection and Justice for Children in Turkey” (2005-2008), UNICEF supported the ministry to develop minimum standards for quality alternative care for children deprived of parental care. Subsequent system changes to be made within the scope of this Action, which built on the findings and results of that project, include the subsequent development of an on-line monitoring system of the implementation of the minimum standards in institutions for children deprived of parental care and the development of the Self-Assessment System. Within that project, it is also seen that it was crucial in the advocacy efforts for the expansion of the foster care system which have culminated in policy change allowing more flexibility, support and monitoring of foster families. Further subsequent enhancements to the system include the development of the ‘Specialized Foster Care System for Children in Conflict with Law and the development and implementation of a training programme for foster carers, updated and enhanced in 2019, through an international consultancy, with new modules being added in the area of disability (development of a module for the Specialized Foster Care System for Children with Disabilities) and adolescence.

3. DESCRIPTION OF THE ACTION

3.1. Planned results and intervention logic

This action aims to strengthen economic and social development, through education, innovation, social inclusion and employment policies, with a specific focus on private sector development taking into consideration the general objectives of Window 4 Thematic Priority 1 of IPA III Programming Framework. The Action builds on and contributes to invest in people and institutions in order to develop a more inclusive society. This will be done by addressing employment and labour market shortcomings, promoting decent jobs; improving quality and access for

all to education and training systems; and improving the effectiveness of social protection and social inclusion policies. With all its outputs and objectives the Action was designed to meet the key challenges of alignment with EU Acquis, progress in EU targets and contribute to current national strategies in the scope of three areas of support: Employment, Education and Social Policies.

The anticipated impact of this Action is to strengthen economic and social development in Turkey through education, social inclusion and employment policies. Under three areas of support, the Action has three main outcomes and four main outputs to achieve this goal.

Area of Support #1 Employment

This area of support aims to promote accessible employment, improve working conditions and enhance policy making and implementation capacity of Turkey.

In this context the first outcome of the action is to strengthen the quality employment through its two outputs contributing to the creation of a more decent work environment for all women and men in Turkey and empowering Turkey's capacity on youth with skills adjusted to digitalisation, technological change, innovation and economic change.

With the first output it is aimed to increase workplace compliance by improving the institutional capacity of the Guidance and Inspection Board and social partners, raising awareness about decent work, and strengthening guidance services.

With the second output it is aimed to develop the talents and skills of not only young people in education but also young people in NEETs' (not in Education, Employment or Training) profile within the scope of Industry 4.0. In this context, effective integration of young people into the professions of the future will be ensured and their skills will be adjusted to digitalisation, technological change, innovation and economic change.

Area of Support #2 Education

This area of support aims to establish a flexible, transparent, innovative and quality based education system which supports social and economic development and equips individuals with the qualifications needed for employment, where all segments of society find the possibility to learn with their own needs.

In this context the output of the action is to strengthen the education system through improving national institutional capacity to provide quality digital education in Turkey including resilience to shocks like Covid-19. With the help of this action it is planned to improve teacher capacity and establish a strong digital education ecosystem which will lead to effective teaching, better student learning outcomes and highly functioning schools, all of which result in a strengthened national institutional capacity to provide quality education for all students. If funded, this EU supported activity will contribute to a well-functioning digital education ecosystem with highly skilled teachers capable of using digital technology, increase the availability of teachers and other education personnel with digital skills, develop sustainable digital training modules, and host these digital training modules on a digital teacher training platform that will be integrated into the existing Digital Education Network (EBA)

Area of Support #3 Social Policy

This area of support aims to promote the inclusion of disadvantaged individuals by facilitating their access to employment, health and social protection services, and by combating discrimination, exclusion and poverty.

In this context the third outcome of the Action is to enhance inclusion of individuals in vulnerable situations through the output promoting social protection and social inclusion of vulnerable boys and girlschildren in Turkey by strengthening the institutional capacity of the child protection system. . This contribution will be made mainly through improving the capacity of the Child Protection System, focusing on the processes of identification, assessment and care planning for children, as well as and through the development and piloting of an 'Emergency Foster Care System' model. It will target childrenboys and girls who need emergency state care and protection, either as a result of having been abandoned by or separated from their parent(s) or relatives, or having been otherwise identified as at immediate risk of significant harm (including as a result of abuse, neglect, trafficking, abduction or exploitation) if they remain in the care of their family. The secondary beneficiaries will be the parents or close relatives of these children.

Equality of men and women will be promoted in this action by ensuring that activities are designed and implemented in a sensitive manner, by identifying different needs of girls, boys, women and men to promote equal outcomes. Depending on the availability of data and evidence, related needs of girls and boys in need of emergency foster care will be taken into consideration; where possible, sex balance will be ensured in the composition of personnel teams; and monitoring tools will continue capturing sex disaggregation to document that girls' and boys' and female and male caregivers' benefit from the programmes. Capacity building components targeting foster carers and

professionals in the foster care system will ensure that needs responsive parenting and care principles are integrated in learning tools.

3.2. Indicative type of activities

Area of Support #1 Employment

In order to increase workplace compliance, highly elaborated activities interconnected to each other have been implemented in accordance. In this context, decent work deficits in Turkey will be identified through an in-depth analysis of previous labour inspections. A guidance team will be established. An analysis of non-compliance will be conducted. Practical inspection and guidance tools as well as a report on the role and future of labour inspection and guidance in the post Covid-19 period will be prepared. Furthermore, trainings on decent work and cross cutting issues will be developed and implemented with a blended technique. Moreover, the ILO's approach to Strategic Compliance Planning for Labour Inspectorate will be introduced to the Directorate of Guidance and Inspection and a model and a plan will be adopted in this respect. The digital transformation of guidance and inspection services will be supported. Besides, the sectors with the most important decent work deficits will be determined; a Guidance Action Model and Plan will be developed and will be piloted at the value chain of selected sectors. Also, the awareness on decent work culture will be increased through structuring of a Project Communication Strategy and Plan.

In order to develop the skills of not only young people in education but also young people in NEET profile in Digi Youth VET centres and Mobile Digi Youth VET Centres will be designed and operationalized for future professions. The capacity will be increased in the piloted municipalities through training of trainers programmes, workshops, conferences, study visits, trainings and awareness raising activities. Further trainings for the target groups will be developed through additional courses and internship opportunities.

Area of Support #2 Education

In order to improve teacher capacity and establish a strong digital education ecosystem indicative type of planned activities can be listed as follows:

1. Studies to be conducted and reports to be prepared:
 - **Systematic literature review:** To explore how the use of digital technology for teaching and learning can support teachers, administrators, parents, students in improving learning outcomes and to determine their thematic relevance and the strength of the evidence they present.
 - **Policy review report:** to help education authorities to strengthen their education system and contribute to the development of its capacities in relation to both digital education and training.
 - **Teacher Needs Analysis Report:** to understand the challenges teachers face with the implementation of digital education including successful adoption and sustained use.
 - **Impact Analysis Report:** to analyse the impact of the interventions so as to inform policymaking.
2. Easy-to-use, scalable, and reliable digital teacher training (professional development) platform planned to be established and integrated into the existing Education Information Network (EBA) and a digital teacher learning monitoring system planned to be developed for monitoring and reporting.
3. A sustainable digital training module covering teachers, administrators and parents is planned to be developed consisting of teacher guidebooks, student guidebooks, parent handbooks that will be used as reference documents for relevant stakeholders.
4. Provision of various trainings to increased availability of teachers and other education personnel with digital skills like Training of Trainers, teacher trainings, eTwinning opportunities for teachers,
5. Communication and visibility activities planned to be conducted like seminars, conferences, press launch and developed visibility materials to increase public awareness and to ensure ownership and political commitment for the digital education interventions to be undertaken during the implementation.

Area of Support #3 Social Policy

In order to strengthen the institutional capacity of the Child Protection System in Turkey an alternative care system will be strengthened to identify, refer and respond to the needs of children at risk. Necessary changes will be identified and drafted in normative frameworks, policies, supporting documents and tools. The capacity of social workers and other professionals involved in the assessment and care planning of children in need/at risk will be strengthened via trainings and experience sharing platforms. A system will be developed for the identification and screening of potential emergency foster carers and this system will be piloted in 30 provinces. Necessary trainings will be developed and delivered to the potential emergency foster carers after full assessment and approval of the first cohort of the potential Emergency Foster

Carers they will be supported and supervised through mentoring, monitoring and reviewing activities during the implementation. The capacity of the local social welfare workforce to implement, support, manage and supervise emergency foster care services will be improved by undertaking an assessment of the current capacity and improving by trainings, supervision and mentoring activities in the pilot provinces. Emergency Foster Care System is implemented as a pilot in 30 provinces and awareness raising activities will be conducted. In order to include all parties multisectoral coordination will be strengthened by developing a strategy and organization of consultation meetings and workshops.

3.3. Risks and assumptions

Risks	Risk level (H/M/L)	Mitigating measures
Risks for all Actions		
Risk 1 Lack of effective cooperation among partners and stakeholders in regard to the actions could impact the project's smooth implementation.	M	In order to ensure the effective cooperation among partners and stakeholders in regard to the actions, exchange of information via regular meetings will be conducted.
Risk 2 The restrictive impact of Covid-19 pandemic continues in Turkey and Europe.	M	Appropriate modalities of work and meeting options are in place and online training programmes are applied. Necessary communication and activity plans will be designed, if required.
Risk 3 Currency fluctuations of the Turkish Lira against the Euro may occur, having a negative impact on the budget and on the target number of beneficiaries of the action.	M	Currency fluctuations of the Turkish Lira against the Euro may be overcome by regular monitoring of the budget.
Special Risks for Output 1.1.		
Lack of adequate political commitment and determination to the objectives of the Action.	L	The relevant government stakeholders are committed to build a strategic approach to labour law compliance through adoption and implementation of plans and models. To maintain the commitment and determination, close coordination and communication mechanisms will be established for smooth and regular interactions and all strategic documents of the Action will be jointly designed with the relevant governmental stakeholders.
Lack of commitment and capacity of the relevant government stakeholders to adopt and implement strategic documents on workplace compliance	L	High level public officials are well informed in advance on the importance of guidance and inspection in ensuring workplace compliance in line with international standards and its effects to the country, individuals and economy as a whole. To maintain the political commitment to the Action, high-level communication and advocacy will be maintained.
Lack of determination of the government stakeholders and adequate technical structure for adoption of new modalities	M	Relevant government stakeholders continue their support to the Action with ownership. Necessary technical investment will be made to increase capacities of labour inspectors through adopting new technologies. To design a digital application for the labour inspectors, mapping of the available IT procedures and infrastructure are carefully reviewed and all actions to improve the Data Centre of the DoGI are taken in close coordination with the IT departments of the relevant government stakeholders and compatibility of the new software and existing hardware is ensured.

Special Risks for Output 1.2.		
Lack of interest of central level institutions in project activities	L	Project Technical Management Team is going to secure the communication and timely informing of the project activities to ensure the participation of all relevant stakeholders to project activities.
Lack of participation of municipalities, and community in pilot activities	L	The project will develop an outreach (including communication, visibility and etc activities) strategy that is covering the direct dissemination of project activities at local level. In addition, during the selection of pilot municipalities UMT will closely work with the municipalities.
Lack of commitment and capacity of municipalities to ensure sustainability of outcomes	L	While strong communication will be ensured by UMT, the pilot municipalities will also be asked to submit their Municipal Council Decisions for the implementation of the project.
Lack of participation of the target groups to the capacity development activities.	L	Awareness raising campaign will be designed and implemented to ensure the participation of the youth to the capacity development activities.
Output 2.3.		
Staff turnover	L	A coordination mechanism among stakeholders will be established to monitor the possible staff turnover and replace participants who leave with new ones with same/similar background.
Special Risks for Output 3.1.		
Existing foster families are not willing to be re-trained and approved as EFCs,	M	Awareness raising of the need and importance of emergency and short-term foster care, not just long-term foster care and adoption, and of the possibility and benefit of short-term foster carers working closely with biological families to enable contact and early reintegration.
Assumptions (to be reflected in the Logical Framework Matrix below) – grouped by outputs and outcomes		
<p>-During project implementation, it is assumed that EU-Turkey relations remain stable and EU support continues.</p> <p>-Coordination and cooperation mechanisms between stakeholders will ensure the smooth implementation of the project and effective decision-making procedures.</p> <p>For Output 1.1 the assumptions are listed below</p> <ul style="list-style-type: none"> • Political determination is maintained. • MoLSS, the DoGI and other relevant government stakeholders continue their support to project activities, with adequate capacity, infrastructure and resources • Necessary ownership and investment continue to increase capacities of labour inspectorates. • Social partners and sector representatives are willing to participate in the process. • Sectoral level social dialogue is efficiently working. • Sector representative organisations are supporting the process. • Related stakeholders are willing to participate in the process. • Collected sex disaggregated data is reliable enough to be used for sound analysis. <p>For Output 1.3 the assumptions are listed below</p> <ul style="list-style-type: none"> • Desired co-operation at national and international level is obtained. • Political stability; Turkish Government continues to support the EU acquis and standards alignment process. • Finding suitable pilot sites for project implementation. • Maintenance of close collaboration and consensus between relevant municipalities and institutions in Turkey. • Targeted youth group show interest on capacity development programmes, trainings and internships. • The IT and institutional infrastructure of the relevant institutions is mature enough for data integration and coordination. • Municipalities key personnel's engagement in project activities 		

- Ownership and investment of municipalities to increase skills of young people

For Output 2.1 the assumptions are listed below

- A positive legal structure for digital education is preserved.
- Teachers actively participate in training.
- Authorizations are provided on time.
- Comments on the draft materials are provided on time.

For Output 3.1 the assumptions are listed below

- Central and local authorities are committed to support the implementation of the activities.
- Sufficient financial and human resources to develop and sustain emergency foster care are available.
- Local authorities are committed and able to adopt and implement the action.
- Other key staff and stakeholders are willing to cooperate with and support the new system of Emergency Foster Care (EFC).
- Public attitudes, in particular among potentially interested individuals and couples, and their family, friends and community members, are open to and supportive of the concept and practice of emergency, short-term foster care, including close cooperation with biological families and a team of professionals supporting the child's care plan.
- Public awareness and professional support are built sufficiently to enable a steady flow of enquiries and applications to become emergency foster carers.
- Biological families of children in need of EFC, and the children themselves, are open and receptive to the idea of emergency, short-term foster care, when justified and supported.

3.4. Mainstreaming

How does this Action contribute to Gender Equality and Women's and Girls' Empowerment (in line with the EU gender equality strategy 2020-2025)?

11th National Development Plan (2019-2023) (NDP) in the context of the "2. Objectives and the Policies of the Plan", "2.3. Qualified People, Strong Society" includes the article 542. "The establishment of a strong society is possible through the empowerment of women. Within this framework, efforts will be made to increase the accessibility of girls and women to education and training, and their participation in social and economic life, facilitate their access to resources, and raise public awareness and development of status of women within the society." among others which highlights equal opportunity principle in; accessing to education, providing decent work opportunities to all segments of the society and to increase the employment of groups requiring special policies, especially women and young people, ensuring women benefitting from equally the rights, opportunities and facilities in all areas of the social life.. The active participation of women in economic, social, cultural life and decision-making mechanisms at all levels will be encouraged, in the way of strengthening the equality of opportunity for men and women on the rights, especially beginning from the local level." This action will contribute to the objectives and the policies of 11th NDP, putting equal opportunities between men and women as an integral part of its design, implementation, monitoring and evaluation. In addition, The Strategy and the Action Plan on the Empowerment of Women (2018-2023)¹⁴ also underlines the importance of empowerment of women in 5 main pillars listed as education, economy and employment, health, media and participation to the decision-making mechanisms. In this respect, this action will also take this strategy and action plan as one of the main sources which may ensure achieving equality between men and women.

How does this Action address persons with disabilities?

Turkey has adopted strong anti-discrimination laws and policies, in order to enable full and equal enjoyment of rights and freedoms. It signed the UN CRPD in 2007, and it entered into force in 2009. The 10th article of the Constitution was amended accordingly in 2010, including a guarantee of positive discrimination, providing that the measures to be taken for the disabled must be in line with the principle of equality. Turkey has 422,000 children with disabilities in the range of 3-17 years in Turkey, according to the Statistical Institute (TUIK).

The discriminatory attitudes against children and persons with disabilities are likely to impact on attempts to recruit foster carers for children with disabilities, and to place such children in foster care. The foster care programme has expanded and in addition to this rapid expansion in the last ten years, there has also been some progress in placing children with disabilities in foster care. In 2017, it was reported by the General Directorate of Children Services that 554 children with disability in state care are in foster care. The majority are of school age (223 in the 10-14 age group and 155 age 6-9); 86 are 15-19 and 23 are above 19 years old. The number of pre-school was relatively small (25 were 0-3 years old and 42 age 3-6). 364 out of these 554 children and young people with disabilities in foster care were

¹⁴ <https://www.ailevecalisma.gov.tr/media/6315/kad%C4%B1n%C4%B1n-gue%C3%A7lenmesi-strajesi-belgesi-ve-eylem-plan%C4%B1-2018-2023.pdf>

reported to be attending rehabilitation centres for the disabled, with the support of the Ministry of Family and Social Services. By June 2021 the overall number of children with disabilities in foster care had increased to 884. The recruitment and support of these foster families has been facilitated by the financial support provided. The monthly allowance provided for such foster families can be 50% higher than for other foster families, depending on the disability and age of the child.

In the scope of the AoS 3 of this action, all types of foster care will be provided for children with disabilities, depending on their needs and care plan. This includes emergency, short-term and long-term placements. The legal status of such foster placements will depend on the case, and whether the child and family are simply in need of support, or whether the child was assessed as at risk of abuse and neglect while in the care of the biological family, and so is in need of state protection.

How does this Action address Environment and Climate change

In relation to environmental protection, necessary actions for ensuring the well-being of the environment will be taken. Environment-friendly materials and equipment will be used throughout the implementation of the action. the Action will not produce any unnecessary printing and contribute to improved environmental protection and climate action by creating low carbon economy future profession based on digitalization

How does this Action address the Rights Based Approach?

The Action will apply a human-rights based approach throughout the implementation process and align with EU and international values: key pillars of the ILO's decent work agenda: preventing the worst forms of child labour; promoting safe workplaces; strengthening tripartism and social dialogue and promoting equality.

How does this Action promote the systematic engagement with Civil Society?

The proposed action will promote a systematic engagement with civil society. Representatives of non-governmental organizations and civil society will be consulted and involved in many steps of the action implementation. They will be consulted and invited to actively take part in the different consultation events foreseen during the implementation of the action, as well as any ad-hoc need for consultation. Furthermore, representatives of the different key stakeholders may also be invited to attend Steering Committee meetings, and consequently will be involved in the monitoring, evaluation and decision-making process.

3.5. Conditions for implementation

AoS #1 Employment

Under the AoS 1 Employment, for the action related with labour inspection and guidance there is no specific condition to be in place for effective and timely implementation. In accordance with Presidential Decrees No. 1 and No. 15 of 2018, the institution is restructured and the growing importance of the guidance function is recognised. Continued ownership and dedication of necessary human resources by the DoGI to project activities would be the most important conditions for building a strategic approach to labour law compliance under the existing legislation and institutional framework. Additionally, participation of workers and employers and their organizations in the project activities would strengthen tripartism and social dialogue and enable more productive labour relations. For the action related with preparing young people for the future professions municipalities will be asked to submit their Municipal Council Decision as a condition for the implementation.

AoS #2 Education

Turkey has a favourable policy environment necessary to achieve quality digital education for all children. Turkey's Education Vision 2023 outlines a comprehensive roadmap covering the Turkish education system. The vision aims to guide a holistic reform process that responds to the changes Turkey and the world are currently experiencing through which all learners can be equipped with the digital skills they need in the 21st century. The vision prioritizes the establishment of an ecosystem for development of digital content and skills, training of teachers on the development of digital skills and strengthening access to and quality of education provided to vulnerable children.

The proposed action is also well situated within a strong education system with legislation and standards regarding digital education, with institutions such as the Presidency Digital Transformation Office, Board of Education, Innovation and Educational Technology General Directorate and Council of Higher Education (CoHE) and 97 teacher training colleges functioning as support mechanisms. To maximize sustainability of improved digital education and training ecosystem, the proposed action will ensure that all components are supported by legislation and existing institutions. The sustainability of digital platforms, modules and materials to be developed and piloted in selected provinces in Turkey will be secured through the active participation of all relevant stakeholders, including at the different stages of development and implementation.

This action once successfully completed should be shared nationally and internationally through a dissemination plan. The proposed action will include such a plan detailing the possibilities for replication and multiplier effects, building on the experience and sharing of best practices and knowledge through dissemination channels including a national conference, publications of papers and reports. Moreover, as part of this action, the existing Education Information

Network (EBA) will be strengthened in line with legislation. Therefore, a major component of the dissemination plan will be to integrate a digital training platform as part of the nationwide dissemination efforts to reach an estimated total of over one million teachers. Through the quality digital trainings on this platform a catalytic effect will contribute to the increased demand for quality teacher training.

AoS #3 Social Policy

Effective and targeted identification and screening is necessary to identify suitable emergency foster carers. High quality and relevant intensive training to be developed during the process will help to build the key competences of emergency foster carers, with a combination of knowledge and practice-based techniques, and input of experienced staff and foster carers.

The completion of in-depth, objective and evidence-based assessment of potential emergency foster carers, using home visits, references, participatory techniques and involvement of all family members. and the presence of an objective and balanced system for approval or registration of emergency foster carers, based on recommendations from assessments, involving a balanced and multi-disciplinary panel of staff, experts and community representatives, is a necessary condition for implementation. In addition, accountability and transparency in assessment and decision-making including mechanisms for receiving, assessing and making decisions on complaints and allegations (ideally the role of the independent foster care panel), and concerns regarding child protection and professional misconduct is required.

Placement identification and decision-making processes must be sufficiently responsive in emergency situations, 24 hours a day, seven days a week, in arranging suitable immediate placement of children in foster care when needed. Intensive, relevant support and regular monitoring and review of placements would take place through home visits, and meetings by social workers and other key professionals and supplemented by peer-to-peer support by other foster carers (individually and in groups, by telephone and in person).

Annual review of approval / registration of the status of emergency foster carers must be carried out, including adjustment to their conditions of registration, or cancellation, if required. High quality care within consistent boundaries would be provided by emergency foster carers, using empathy and positive parenting approaches, which are non-violent and avoid blaming or punishing the child, and which assertively, proactively and empathetically seek to understand, address, contain and reduce challenging behaviour. Children's holistic health and education needs would be assessed, monitored and met, including through cooperation and sensitive and confidential exchange of information with key professionals in schools, clinics and hospitals. Safe and positive family contact would be supported, and where necessary, supervised by emergency foster carers, in line with the child's care plan. Successful, planned transitions would be supported by emergency foster carers in line with the goal of the child's care plan, whether that be family reintegration, kinship care, long-term foster care or adoption, based on trust, mutual respect and support for biological parents or future carers.

3.6. Logical Framework

Results	Results chain:	Indicators	Baselines	Targets	Sources of data (1 per indicator)	Assumptions
	Main expected results	(at least one indicator per expected result)		2024		
Impact	To strengthen economic and social development in Turkey through employment, decent working conditions, education and social inclusion policies.	Youth Employment Rate (15-24 age) provide data sex-disaggregated when possible	29.2 (2020)	39,5 (2023)	TURKSTAT	N/A
		Unemployment Rate (%)	12.1 (2021)	9.9 (2023)	IEA	
		Participation Rate in Lifelong Learning (%)	5.8 (2019) ¹⁵	8 (2023)	OECD	
		Percentage of private sector workers who work more than 60 hours in the reference week	4.6% (2019)	3.6%		
		Percentage of low performing students in PISA and TIMSS	TIMSS (2019)	TIMSS (2023)		
			20% 4th grade math	16% 4th grade math		
			10% 4th grade science	8% 4th grade science		
			20% 8th grade math	16% 8th grade math		
			12% 8th grade science	9% 8th grade science		
			PISA (2018)	PISA (2022)		
			26% Reading	21% Reading		
			37% Math	28% Math		
			25% Science	20% Science		

¹⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-101_en

Outcome 1	Quality employment, workplace compliance and decent work were strengthened.	<p>Number of Strategic Compliance Plan and Model adopted and implemented</p> <p>Number of guidance activities within the new Guidance Model on better workplace compliance and decent work</p> <p>Number of Digi Youth VET Centres designed and operationalized</p>	<p>0 (2021)</p> <p>143 (2018)</p> <p>visits within proactive inspection</p> <p>0</p>	<p>1</p> <p>300</p> <p>visits within comprehensive guidance</p> <p>45</p>	Institutional Records	<p>Necessary ownership and investment continue to increase capacities of labour inspectorates</p> <p>Strong commitment of the stakeholders.</p>
Output 1.1	Workplace compliance was improved through Labour Inspection Guidance and Social Dialogue	<p>Number of developed Road Map for improving workplace compliance</p> <p>Number of developed decent work centered set of policy recommendations for improving the effective implementation of the legislation and advancing workplace compliance</p> <p>Number of staff/participants trained on fundamental labour rights</p> <p>Number of meetings/workshops/conferences conducted</p> <p>Number of communication tools developed to raise awareness of institutions, social partners, private sector and general public on decent work</p> <p>Number of research/field studies/reports/evaluations prepared</p>	<p>0 (2021)</p> <p>0 (2021)</p> <p>0 (2021)</p> <p>0 (2021)</p> <p>0 (2021)</p> <p>0 (2021)</p>	<p>1</p> <p>1</p> <p>1375</p> <p>16</p> <p>20</p> <p>44</p>	<p>Operational System of Labour Inspection with labour inspection reports and the Road Map</p> <p>The Most Important Decent Work Deficits Final Report</p> <p>Participant lists, disaggregated by women and men</p> <p>ILO Academy System Reports</p> <p>Training certificates</p> <p>Event reports, including participant lists</p> <p>Publications available on websites of the ILO and the DoGI</p> <p>Institutional Records</p>	<p>Political determination is maintained.</p> <p>Necessary ownership and investment continue to increase capacities of labour inspectorates.</p> <p>Social partners and sector representatives are willing to participate in the process.</p> <p>Sectoral level social dialogue is efficiently working.</p> <p>Sector representative organisations are supporting the process.</p> <p>Related stakeholders are willing to</p>

		Number of modules migrated /newly developed in Data Centre	0 (2021)	4	Data Center Management System reports	participate in the process.
Output 1.2	The skills of young people were adjusted to digitalisation, technological change, innovation and economic change.	Number of staff trained from relevant actors	0	50 (20 women and 30 Men)	Institutional records and reports	Positive public perception on VET education increases Sector is more willing to employ VET graduates and apprentices. All stakeholders in the system are supportive as expected for promotion of VET.
		Number of target persons trained/benefited from services	0	4000 (2000 Women, 2000 Men)	Institutional records and reports	
		Number of persons accessed through Awareness raising activities	0	8000 (4000 Women, 4000 Men)	Attendance Sheets of events	
		Number of research/field studies/reports/strategies/evaluations/models prepared	0	12	Institutional records and reports	
Outcome 2	Education system was strengthened in terms of innovative and digital technologies.	<i>Revised/updated national digital teaching and learning ecosystem (DTLE) aligned with relevant national policies.</i>	N/A	<i>A DTLE is improved and integrated into the Education Information Network (EBA) by the end of the project</i>	<i>Institutional records and reports</i>	<i>A positive legal structure for digital education is preserved.</i>
		<i>Number of teacher learning labs for digital education</i>	0	8		

Output 2.1	Teachers' capacity to use digital technology as a tool for teaching and learning was improved via the development of a sustainable digital education ecosystem for teacher professional development .	<i>Number of digital teacher training platform (DTTP) was integrated into the existing Digital Education Network (EBA)</i>	0	1	Institutional records and reports	Teachers actively participates in trainings.
		<i>Number of teachers trained with digital teaching skills</i>	0	200000 teachers		
		<i>Number of digital training modules on digital education</i>	0	10		
Outcome 3	Social inclusion and social protection of individuals in vulnerable situations was enhanced .	Number of people from relevant public and private institutions, employers, social partners, universities, etc. with increased awareness	0 (2021)	750 (2023)	Institutional records and reports	Target groups are fully committed and willing to take part in the activities.
		Number of people with increased capacity	0	445 (2023)		
		Number of developed Emergency Foster Care System	0	1		
		Number of local coordination units established	0	18		
Output 3.1	Social protection and social inclusion of vulnerable children in Turkey were promoted.	Number of staff trained from relevant actors	0	2000	Institutional records and reports	Central and local authorities are committed to support the implementation of the activities.
		Number of end beneficiaries reached	0	7000	Institutional records and reports	
		Number of Emergency Foster Carers trained	0	250	Institutional records and reports	
		Number of research/field studies/reports/evaluations prepared	0	10	Institutional records	Sufficient financial and human resources to develop and sustain

		Number of persons with disabilities trained/benefited from services	0	150	Signed participants list, minutes of the trainings	emergency foster care are available.
		Number of workshops/conferences conducted	0	12	Signed participants list, minutes of the workshops/conferences	Local authorities are committed and able to adopt and implement the action
		Number of strategies/ plans prepared	0	6	Institutional records	Biological families of children in need, and the children themselves, are open and receptive to the idea of emergency, short-term foster care, when justified and supported.
		Number of persons accessed through Awareness raising activities	0	1230	Signed participants list, minutes of the workshops/conferences	

4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the Republic of Turkey.

4.2. Implementation modalities

The Commission will ensure that the EU's 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 measures¹⁶.

4.2.1. Indirect management with entrusted entities

This action may be implemented in indirect management with the following entities which have been or will be selected by the Commission's services using the following criteria:

Output 1.1. *Workplace compliance was improved through labour inspection guidance and social dialogue*

The envisaged entity associated with output 1.1 has been selected using the following criteria: The ILO is a normative UN specialized agency with 187 member States and 101 years of experience in advancing international labour standards. Based on the principle of tripartism – dialogue and cooperation between governments, employers and workers – the ILO assists Member States and the social partners to realize rights at work, decent employment opportunities and social protection for all through social dialogue. ILO is the sole organisation of its kind and represents a monopoly in determining International Labour Standards (ILS). Almost half of all ILO Conventions and Recommendations, either wholly or in part, address issues related to occupational safety and health (OSH) and a significant number of Conventions and Recommendations address the important role labour administration and labour inspection play in assisting countries to achieving compliance with international labour standards. The ILO Office for Turkey has had an ongoing engagement with its tripartite for over 69 years, and has contributed to building the capacity of the government, workers' and employers' organizations. In line with ILO's core mandate, workers' and employers' organisations and MoLSS are considered as ILO's core partners in the implementation of projects and programmes. This output will address the comments from the ILO Committee of Experts and Application of Standards (CEACR) in 2015, 2018 and 2021, concerning application of Convention 81, Labour Inspection. It will be built on work done by previous ILO development cooperation projects to further strengthen institutional capacity of the DoGI. The ILO Office for Turkey, is well equipped to manage a project such as this one. In addition to a number of project teams, the Office will receive a backstopping support from the technical specialists in relevant areas that will contribute to the implementation of the project. The project will receive technical guidance and support from a number of technical Branches and Departments at ILO Headquarters including LABADMIN/OSH, FUNDAMENTALS and ENTERPRISE teams as well as any other relevant departments.

The project on the other hand includes an important knowledge transfer of the ILO to Turkey. ILO's Approach to Strategic Compliance Planning for Labour Inspectorates, Labour Inspection Action Management System, ILO's Market Systems Approach to Decent Work are the examples of international know-how and distinctive features that will be delivered to DoGI within the project. ITC-ILO, which is the training centre of the ILO based in Turin is also another added value that the project will bring.

Output 1.2. *The skills of young people were adjusted to digitalisation, technological change, innovation and economic change*

The envisaged entity associated with output 1.2 has been selected using the following criteria: The 2030 Agenda for Sustainable Development and several of its targets point to the potential of digital technologies to contribute to sustainable development and acceleration of human progress. In line with this, UNDP's an extended offer in Turkey and around the globe which spans across an increasingly broader spectrum of policy, programming and partnership elements on digitalization. From new ways of engaging local stakeholders, to innovations in urban planning, digital solutions and resilience and new ways of coordinating with central governments are also proposed to ensure coherence in policy, planning and implementation. UNDP also is the leading UN agency which addresses the ways to unleash the

¹⁶ 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.

full potential of digital technology and assesses differentiated impacts of technology on women and men, which is likely to increase the gender digital divide. Gender equality in the digital sphere has assumed increasing importance in the current digital and data driven transformation of the economy and governance systems, accelerated by the COVID-19 crisis. UNDP addresses this gap through its cooperation with Development Agencies and supporting the women's equal access to new technologies in SMEs. UNDP's technical knowledge and experience on youth empowerment, employment, VET Centre establishment and operationalization at central level and local authorities with proven project management capacity, successful technical assistance on programming with successful track record on managing and delivering EU funded projects. Also, UNDP is able in accessing and directing UN and EU know-how to national and local level, presence in Europe and Central Asia with a global, regional and national office in Turkey, a dedicated office in Brussels for collaboration with the EU. Through its policy and field level experience and know-how accumulated over the last couple of decades on integrated community based sustainable development, UNDP provides a unique opportunity for the project in support to the achievement of its expected results with highest attainable quality. The interconnected and complementary nature of the programmatic portfolios of UNDP Turkey CO, mainly Inclusive and Sustainable Growth (ISG), Accelerator Lab (Acc Lab), Syrian Crisis Response and Resilience Programme (SCRIP) and Private Sector (PS); UNDP's involvement as Implementing Partner of TBB in project also provides opportunities for improving the impacts of the project through the synergy areas between portfolios especially on vocational training, job creation, digitalization, industry 4.0 and innovation .

Output 2.1. National institutional capacity and learning outcomes were improved through provision of quality digital education

The envisaged entity associated with output 2.1 has been selected using the following criteria: MoNE and UNICEF have a strong partnership. Under the MoNE-UNICEF 2021-2022 Rolling Work Plan (RWP), UNICEF provides technical support to MoNE Teacher Training and Development General Directorate in the field of education personnel training. The proposed project is part of a continuum of work that UNICEF has undertaken in partnership with MoNE on teacher training. The implementation of the proposed activity entails technical support to establishment of a strong digital education ecosystem that is crucial for not only increasing the quality of education but also for strong education response during emergencies with the aim to minimize learning losses. It also entails building capacities of teachers with the digital knowledge and skills that enable them to provide quality digital education to all children. UNICEF will carry out the project as per the action description and the requirements of the General Conditions. UNICEF will mobilize the high-quality technical support required to implement the action successfully and draw upon best practice in digital education and teacher professional development regionally in Europe and Central Asia as well as globally. UNICEF will provide inter-sectoral coordination among all stakeholders; manage and disburse funds as per budget for project activities and in line with UNICEF financial rules and procedures; and, prepare the progress and final reports in cooperation with the project beneficiary and other stakeholders.

Output 3.1. Social protection and social inclusion of vulnerable children in Turkey were promoted

The criteria according to which the international organisation UNICEF has been selected for output 3.1 takes into account the nature of the action and is based on the operational capacity, technical and operational value added, financial and programme transparency.

UNICEF has global knowledge and extensive experience in the field of alternative care and has developed a policy to create an enabling environment for children to grow up in the care of their own (biological) families wherever possible, and, where this is not possible, to provide them with the most suitable form of alternative (or 'out of home') care for the shortest time necessary until they can be safely reintegrated with their families, in line with the Convention on the Rights of the Child and the Guidelines for the Alternative Care of Children.

The long-lasting collaboration between the MoFSS will add great value to the Action and will ensure smooth implementation of the proposed activities. UNICEF has supported MoFSS to strengthen family-based care services; to improve policies, legislation and evidence and to de-institutionalize children and the care system in general since 2005. In recent years UNICEF and MoFSS have collaborated to develop and introduce minimum standards in residential care and to install a self-assessment system for monitoring their application in practice. ANKA- psychosocial support programme for children in need of rehabilitation and the Child Support, Development and Education Program (ÇODEP) introduced in 2017 and 2019 respectively, to introduce a structured, standardised and systematic psychosocial support for children living in residential care. UNICEF has also supported the ministry with technical assistance to strengthen social service workforce capacity in case management and child protection. In particular, UNICEF has played a key role in the establishment of foster care system in Turkey through supporting the development of the model so far,

increasing the knowledge and skills of the social service workforce, producing standardized documents and training programmes.
UNICEF has been able to introduce the latest developments in the area of alternative care and is capable of carrying out strong advocacy efforts to raise the voice of children, along with its on-going strong cooperation with the government.

4.3. 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.

4.4. Indicative budget

INDICATIVE BUDGET TABLE	EU contribution (amount in EUR)	Indicative third party contribution (amount in EUR)
Output 1.1: Workplace compliance was improved through labour inspection guidance and social dialogue		
Indirect management with ILO- cf. section 4.2.1	2 513 000	
Output 1.2: The skills of young people were adjusted to digitalisation, technological change, innovation and economic change		
Indirect management with UNDP- cf. section 4.2.1	7 900 000	
Output 2.1: National institutional capacity and learning outcomes were improved through provision of quality digital education		
Indirect management with with UNICEF- cf. section 4.2.1	3 700 000	50 000
Output 3.1. Social protection and social inclusion of vulnerable children in Turkey were promoted		
Indirect management with UNICEF- cf. section 4.2.1	5 180 000	70 000
Evaluation – (cf. section 5.3)	will be covered by another decision	N/A

Audit/Expenditure verification - (cf. section 6)	Will be covered by another decision	N/A
Communication and visibility – (cf. section 7)	N/A	N/A
Contingencies ¹⁷	N/A	N/A
Total	19 293 000	120 000

4.5. Organisational set-up and responsibilities

The EU Directorate of the Ministry of Foreign Affairs (NIPAC) is the national coordinator of IPA III programming in Turkey. As per the Presidential Circular dated 04.10.2019, the Vice President of the Presidency Strategy and Budget Directorate, to which the General Directorate of Sectors and Public Investments is affiliated, was appointed as the National Programming Adaptation Coordinator (UPUK) responsible for monitoring and evaluating compliance with program and budget priorities and directly participating in steering committees and monitoring committees. The role of the Directorate of EU and Financial Assistance of the Ministry of Labour and Social Security will be clarified after the completion of the legal basis of IPA III. For indirect management with entrusted entities, the EU Commission will be the Contracting Authority, while international organizations will be the entrusted entities.

5. PERFORMANCE/RESULTS MONITORING AND REPORTING

5.1. Internal monitoring

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of both primarily the implementing partner's responsibilities and that of the EU operational manager. Both types of internal monitoring will be undertaken in an inclusive way, involving key stakeholders.

The Directorate of EU and Financial Assistance of the Ministry of Labour and Social Security is responsible for overall programming, monitoring and evaluation in the thematic priority.

Monitoring of this action will be performed by the international organisations and the Directorate of EU and Financial Assistance of the Ministry of Labour and Social Security at action level. Sectoral and programme level monitoring will be performed by respective monitoring committees.

5.2. Roles & responsibilities for data collection, analysis & reporting

The different responsibilities for this dual internal monitoring are the following:

- Implementing partners'/ beneficiary country's monitoring, under the coordination of NIPAC Office, will aim at collecting and analysing data to inform on progress towards planned results' achievement to feed decision-making processes at the action's management level and to report on the use of resources.

To this aim, the implementing partner/ beneficiary country shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress monitoring reports (at least twice a year) and final reports.

Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes jointly introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by the corresponding agreed indicators (and related targets) included in the log frame matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. Reporting focusing on activities and inputs' use, will not be considered. The final report, narrative and financial, will cover the entire period of the action implementation.

- EU operational manager monitoring will aim at complementing implementing partners'/ beneficiary country's monitoring, especially in key moments of the action cycle. It will also aim at ensuring a sound follow-up on external monitoring recommendations and at informing EU management. This monitoring could take different forms (meetings

¹⁷ Consider that contracts where no financing agreement is concluded, contingencies have to be covered by individual and legal commitments by 31 December of N+1.

with implementing partners, action steering committees, on the spot checks), to be decided based on specific needs and resources at hand. Reporting will be done on the basis of checklists and synthesised in a monitoring note/report.

Both types of internal monitoring are meant to inform and provide support to external monitoring:

- External monitoring (ROM)

The Commission and/or NIPAC may undertake additional project monitoring in line with the European Commission rules and procedures set in the Financing Agreement through independent consultants recruited directly by the Commission/NIPAC for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission/NIPAC for implementing such reviews).

- Results data collection

Beside the ROM review, the Commission/NIPAC may undertake action results data collection through independent consultants recruited directly by the Commission/NIPAC (or recruited by the responsible agent contracted by the Commission for implementing such reviews). Their aim would be to identify and check the most relevant results on the action.

The overall progress may also be subject to joint monitoring by the European Commission (DG NEAR) and the beneficiaries. The compliance, coherence, effectiveness, efficiency and coordination in the implementation of financial assistance will be regularly monitored by Sectoral Monitoring Committees, which will ensure a monitoring process at sector level.

The Steering Committees will be established at activity level in order to monitor the implementation of activities, achievement of results against indicators in the action document, and to agree on corrective actions as appropriate. The Steering Committees will be composed of the representatives of end beneficiaries, Lead Institution, NIPAC Office, and the EU Delegation.

5.3. Evaluation

Having regard to the nature of the action, an evaluation is not foreseen for this Action, or areas of support. The Commission may, during the implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

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

6. AUDIT

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 audits or expenditure verification assignments for one or several contracts or agreements.

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

For the part of the action incorporating a form of financing not linked to costs but on the achievement of results, the verification mechanisms will focus on the results and performance indicators previously agreed.

7. COMMUNICATION AND VISIBILITY

Visibility of EU funding and communication about objectives and impact of Actions are a legal obligation for all Actions funded by the EU, as set out in the EU communication and visibility requirements in force.

In particular, the recipients of EU funding shall acknowledge the origin of the EU funding and ensure its proper visibility by:

- providing a statement highlighting the support received from the EU in a visible manner on all documents and communication material relating to the implementation of the funds, including on an official website and social media accounts, where these exist; and
- promoting the actions and their results by providing coherent, effective and proportionate targeted information to multiple audiences, including the media.

Visibility and communication measures shall be implemented, as relevant, by the national administrations (for instance, concerning the reforms linked to EU budget support), entrusted entities, contractors and grant beneficiaries. Appropriate contractual obligations shall be included, respectively, in financing agreements, delegation agreements, and procurement and grant contracts.

The measures shall be based on a specific Communication and Visibility Plan, established and implemented in line with the EU communication and visibility requirements in force. The plan shall include, inter alia, a communication narrative and master messages for the Action, customised for the various target audiences (stakeholders, civil society, general public, etc.)

Visibility and communication measures specific to this Action shall be complementary to the broader communication activities implemented directly by the European Commission services and/or the EU Delegation. The European Commission and the EU Delegation should be fully informed of the planning and implementation of the specific visibility and communication activities, notably with respect to the communication narrative and master messages.

Communication activities should also take into consideration the risks of potentially related disinformation attempts, and ways of countering these, as disinformation might undermine the Union's efforts and image in the country.

8. SUSTAINABILITY

Turkey has made significant progress in effective use of EU funds in the last two decades particularly by strengthening administrative capacities of institutions. This action, composed of 4 activities proposals, will be made as much sustainable as possible after completion. In this respect, financial, institutional and policy level sustainability will be ensured by improving the institutional capacity of the institutions concerned under the three Areas of Support via adaptation and improvement of current systems, models and practices, staff's skills and legal framework, amongst others.

Moreover, lessons learnt from IPA I and IPA II projects on the sectors covered by this Action will help facilitate a better use and impact of IPA III funds. The fact that the implementing partners chosen for the implementation of the proposed activities have already implemented similar projects in IPA I and II should help to ensure durability of the outputs to be attained.

Finally, all of the project proposals under this Action are closely aligned with the main policy documents such as 11th NDP, NES, TEV 2023 as well as priorities pointed out in the IPA III Programming Framework. All of these core policy documents of Turkey anticipate significant changes and reforms in the thematic areas of employment, education and social policy in the medium and long term, and their strong links with the proposed projects under this Action can be seen as a guarantee for long-term sustainability.