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ANNEX

to the Commission Implementing Decision on the financing of an individual measure in favour of inclusive quality education support for refugees in Türkiye for 2024

Action Document for enhancing inclusive quality education support for refugees in Türkiye

INDIVIDUAL MEASURE

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and annual and multiannual action plans and measures in the sense of Article 9 of IPA III Regulation and Article 23(3) and of NDICI - Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

Title	Enhancing inclusive quality education support for refugees in Türkiye Commission Implementing Decision on the financing of an individual measure in favour of inclusive quality education support for refugees in Türkiye for 2024
OPSYS	ACT-62813
ABAC	ABAC Commitment level 1 number: JAD.1542555
Basic Act	Financed under the Instrument for Pre-accession Assistance (IPA III)
Economic and Investment Plan (EIP)	No
EIP Flagship	No
Team Europe	No
Beneficiary(y)/(ies) of the action	The action shall be carried out in the Republic of Türkiye
Programming document	N/A

PRIORITY AREAS AND SECTOR INFORMATION

Window and thematic priority	N/A
Sustainable Development Goals (SDGs)	Main SDG (1 only): SDG 4 – Quality Education Other significant SDGs (up to 9) and, where appropriate, targets: SDG 5 – Gender Equality

DAC code(s)	111 Education, Level Unspecified (100%)			
Main Delivery Channel	Central Government – 12001			
Targets	<input type="checkbox"/> Climate <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity			
Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Policy objectives	Not targeted	Significant objective	Principal objective
	EIP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EIP Flagship	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>
	Tags:	YES		NO
	Transport	<input type="checkbox"/>		<input checked="" type="checkbox"/>
	Energy	<input type="checkbox"/>		<input checked="" type="checkbox"/>
	Environment and climate resilience	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Digital	<input type="checkbox"/>		<input checked="" type="checkbox"/>	

Internal markers and Tags

Economic development (incl. private sector, trade and macroeconomic support)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Human Development (incl. human capital and youth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Health resilience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Migration and mobility	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Agriculture, food security and rural development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rule of law, governance and Public Administration reform	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digitalisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tags	YES	NO
digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
digital governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>
digital entrepreneurship	<input type="checkbox"/>	<input checked="" type="checkbox"/>
digital skills/literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tags	YES	NO
digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>
health	<input type="checkbox"/>	<input checked="" type="checkbox"/>
education and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Migration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reduction of Inequalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COVID-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BUDGET INFORMATION

Amounts concerned	Budget line: 15.020101.03 Total estimated cost: EUR 80 000 000.00 Total amount of EU budget contribution: EUR 80 000 000.00
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MANAGEMENT AND IMPLEMENTATION

Implementation modalities (management mode)	Project Modality Direct management through: - Grants
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and delivery methods)	
Final date for concluding contribution / delegation agreements, procurement and grant contracts	At the latest by 31 December 2025
Indicative operational implementation period	72 months following the adoption of the Financing Decision

1.2. Summary of the Action

This Action is a continuation and adaptation of a key intervention originally funded under the Facility for Refugees in Turkey (hereafter referred to as “the Facility”) and continued under additional refugee assistance allocated in 2021-2023. The Facility has focused on the provision of comprehensive immediate needs support to refugees¹ residing in Türkiye. This support covers, among other things, education. The primary focus of the Facility and follow-up assistance is to meet refugee needs and alleviate the challenges they face, and to contribute to their well-being and integration in Turkish society. Migration is its principal objective².

The **objective** of this Action is to guarantee that every individual has access to comprehensive, inclusive and equitable quality education opportunities throughout their lives, in line with Sustainable Development Goal (SDG) 4 on Quality Education. Sustaining enrolment and attendance of refugee children in schools at satisfactory levels would help children exercise their right to education and make meaningful contributions to Turkish society and economy. To be more specific, the Action will prepare refugees for the future, by assisting the Turkish education system in delivering quality pre-primary, primary and secondary education, along with lifelong learning prospects. This activity will draw upon the insights gained from the Facility and work closely with pertinent stakeholders and Turkish ministries. It builds on and extends previous efforts such as the *"Promoting Integration of Syrian Kids into Turkish Education System"* (PIKTES) and its subsequent iteration, PIKTES+.

Due to historically high and sustained inflation rates experienced in Türkiye from 2022 onwards³, budget allocated to PIKTES+ is not sufficient to cover foreseen project expenditures. This activity should fill this budget gap and extend the successful activities.

¹ Through this Action Document, ‘refugee’, ‘migrant’ and ‘asylum seeker’ are used interchangeably and regardless of the people’s registration status in Türkiye. A specificity of the Turkish asylum system is linked to the fact that the country has signed the 1967 New York Protocol of the 1951 Geneva Convention with a reservation. Accordingly, the vast majority of refugees in Türkiye cannot apply for fully-fledged refugee status but for "conditional refugee" status only, which, if granted, limits the stay in the country until the moment a recognised refugee is "resettled to a third country".

² It is noted that all actions funded under the additional EU support to refugees for the period 2021-2023, following the European Council conclusions of June 2021, have the Internal marker and tag related to migration ticked as principal objective.

³ Consumer Price Index Data by Turkish Central Bank:

<https://www.tcmb.gov.tr/wps/wcm/connect/EN/TCMB+EN/Main+Menu/Statistics/Inflation+Data/Consumer+Prices>

A very high share of Syrian refugees in Türkiye are children at school going age. As of 2023 – 2024 education year, Syrian and other migrant children have significantly lower levels of school enrolment rates compared to their Turkish peers, with particularly notable disparities at the pre-primary and upper secondary levels. Addressing these disparities is crucial for fostering inclusivity and providing equal educational opportunities. This needs to be achieved while upholding social cohesion and preserving the existing educational standards for members of the host community within supported educational institutions.

1.3 Beneficiar(y)/(ies) of the Action

The Action shall be carried out in the Republic of Türkiye.

The beneficiaries of the Action are refugee and host community students, teaching staff and parents at public schools particularly located in districts which received refugee influx.

2. RATIONALE

2.1. Context

Türkiye has been hosting the largest refugee community in the world – including currently over 3.2 million Syrian refugees⁴ - and continues to make commendable efforts to support and host them.

Since 2011, the EU has mobilised close to EUR 10 billion for refugees and host communities in Türkiye. This includes the EUR 6 billion Facility for Refugees in Turkey - as a key component of the 2016 EU-Turkey Statement - and an additional EUR 3 billion in refugee support following the European Council of 24-25 June 2021.

The European Commission and the High Representative's Joint Communication to the Council dated 29.11.2023 has recommended continuing support to refugees and host communities in Türkiye, building on the successful and effective aid of the last years and fit for the current realities on the ground.

Türkiye maintains its commitment to integrating refugee children into its compulsory and free formal education system spanning 12 years (from ages 6 to 17), including pre-primary education starting at age 5. To bolster these efforts, the Facility has earmarked over EUR 1.5 billion for education, with EUR 545 million specifically allocated for educational infrastructure.

The flagship direct grant project of the Facility, Promoting Inclusive Education for Kids in the Turkish Education System (PIKTES II), concluded in January 2023 with a EUR 400 million budget, followed by the initiation of the PIKTES+ project funded under additional assistance for refugees in Turkey, with a total budget of EUR 300 million. These initiatives have facilitated school enrolment and retention, particularly through recruitment of educational personnel, establishment of classrooms, and curriculum development.

The overarching objective in the education sector remains the integration of all refugee children into the Turkish formal system, complemented by efforts to reach out-of-school children, establish safe learning pathways, and enhance learning outcomes. According to Ministry of National Education data, as of December 2023, over one million refugee children, including pre-schoolers aged 5, were enrolled in formal education, achieving a 76.44% enrolment rate. Specifically, 811,860 Syrian refugee children were enrolled in schools with a 75.65% enrolment rate. However, no official data exist on the rate of school dropouts, and it is considered to be significant according to independent sources.

⁴ <https://en.goc.gov.tr/temporary-protection27>

The Facility continues to support the development of educational infrastructure and alleviate school overcrowding, with significant progress made in upgrading and completing educational facilities. Notably, 27,200 smartboards were installed in primary and secondary schools, with over 12,000 facilities upgraded with Facility assistance to date.

This activity complements other EU funded efforts in Türkiye, such as ECHO support on Education in Emergencies; in 2024 EUR, 4 million will be allocated to support out of school children in Türkiye. Under IPA II and IPA III, ongoing projects support access to quality early childhood education and digital competences of teaching staff. In 2023, more than EUR 60 million was allocated to support the reconstruction of education infrastructure, particularly in areas affected by the earthquakes of February 2023. This funding aims to improve access to education for both refugees and host communities by constructing a minimum of 20 additional education facilities.

2.2. Problem Analysis

Short problem analysis

Several challenges are evident in the education system for refugees in Türkiye, necessitating focused attention and strategic interventions. Five key challenges may be delineated as below:

Barriers to Access to Education: Economic constraints significantly impede children's enrolment and attendance in education. The economic vulnerability of refugee households, their tendency to direct their children into work, the trauma of migration, and the habit of not sending them to school, especially since secondary education is not compulsory in Syria, further exacerbate the situation.

Challenges with Retention in Education: The adverse impacts of the destructive earthquakes of February 2023 which has hit provinces densely populated by refugees, coupled with economic downturn and record high consumer price inflation, have exacerbated vulnerabilities among refugees. In addition to the traumatic effects of war and migration, significant challenges, such as early marriage and school dropout - rooted in the cultural codes and perspectives on education among immigrant communities - persist.

Challenges with Quality of Education for Refugees: While initiatives such as Turkish language education have led to measurable improvements in learning outcomes, significant challenges persist, particularly in the areas of language proficiency, classroom management, and school safety. The influx of refugee students strains the education system, demanding specialised support and resources.

Challenges with Sustaining Quality in the Turkish Education System: High numbers of newly arrived students strain school resources and impact social cohesion. Addressing infrastructure needs, enhancing teacher recruitment, and fostering inclusive policies are essential to maintaining educational quality and promoting integration.

Challenges with Social Cohesion in Schools: Despite efforts to promote integration, social cohesion remains a concern. Increased interaction between host community members and immigrants is imperative. Initiatives facilitating social interaction and integration, especially at the local level, are crucial for fostering cohesion and bridging cultural divides.

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

- **Ministry of National Education (MoNE):** MoNE is the only public institution providing school education services across the whole territory of Türkiye. It will be the contracting party (grant beneficiary) of this Action and will implement all the activities. It has experience as grant beneficiary of the PIKTES, PIKTES II and PIKTES+ and as stakeholder of the ESSN & CCTE programmes.

- **Ministry of Family and Social Services (MoFSS)** (coordination of CCTE and child protection): MoFSS is in charge of designing and implementing child-related policies in Türkiye. It provides social assistance to families with children at risk of dropping out of school and implements programmes and projects to enhance the well-being of children.

Key stakeholders indirectly involved in the Action:

- **Presidency of Migration Management of the Ministry of Interior – PMM**, in charge of the coordination of EU refugee assistance in Türkiye and the coordination of data collection and sharing with the provinces/sub-provinces on the refugee population.
- **Ministry of National Education**, in charge of the coordination of *Promoting Inclusive Education for Kids in the Turkish Education System+ (PIKTES+)*.
- **Ministry of Labour and Social Security – DG of International Labour Force**, in charge of prevention of informal labour, work permits, support to employment opportunities.
- **United Nations High Commissioner for Refugees**, responsible for data on target population and communication.
- **International Organisation for Migration** cooperates closely with the Commission on migrant support.
- **Local and International Non-Governmental Organisations.**
- **Member State Embassies**, notably in the area of protection and basic needs.

2.3. Lessons Learned

This Action builds upon the substantial support provided in the field of education, which has been financed through the Facility for Refugees in Turkey, along with additional budget allocations. Insights gained from previous phases of the PIKTES and contracts, as well as their interventions, have informed the development of this Action Document and forthcoming contracts. Furthermore, several transitions have already occurred, shaping the design of this Action.

According to the findings of the Facility's mid-term evaluation (MTE), the predecessor of this Action (PIKTES education programmes) so far has made possible refugee children and youth's increased enrolment, attendance, retention, transition through and completion of formal and non-formal education. EU funded education response has contributed to a better equipped Turkish education system, adapted to providing safe, inclusive, equitable, quality education to refugees along with host community students, and brought about improved learning outcomes. However, there is a further need to increase education support for children with disabilities and special needs, increase level of support for Early Childhood Education, strengthened integration of child protection and psychosocial support (PSS) within schools, and better in-service teacher training that supports refugee integration, especially knowledge and skills for teaching in Turkish to non-native speakers, and skills for teaching to vulnerable children from diverse backgrounds. As per the Court of Auditors' recent findings, the Commission needs to have access to data on refugees and the host communities in the education sector (e.g., the ratio of SuTP to host communities' pupils per level of school, and their respective attendance and pass rates), in a way to improve accountability and efficiency in monitoring of education projects and to determine the impact of related funding.

The **Ministry of National Education** will use the Practical guide on contract procedures for European Union external action (PRAG) instead of the Turkish Public Procurement Law (PPL).

3. DESCRIPTION OF THE ACTION

3.1. Intervention Logic

The **Overall Objective** of the Action is to ensure that refugee children receive quality education at pre-school, school and higher education levels, in a safe and supportive educational environment, and that the quality of education for the host community is supported.

The **Outcome** (specific objective) of this Action is to:

Outcome 1. Increase the access to (and retention in) quality pre-primary, primary and secondary education for refugee children.

The **Outputs** to be delivered by this Action contributing to the corresponding Specific Objective (Outcome) are as follows:

- 1.1 Contributing to Outcome 1 (or Specific Objective 1) *Financial incentives as well as material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education.*
- 1.2 Contributing to Outcome 1 (or Specific Objective 1) *Increased awareness among families about the importance of education and enhanced support mechanisms in place for families to overcome barriers to school attendance.*
- 1.3 Contributing to Outcome 1 (or Specific Objective 1) *the education system staffing improved to support the delivery of quality education services.*
- 1.4 Contributing to Outcome 1 (or Specific Objective 1) *Appropriate language courses and associated support provided to refugee children and youth.*

The underlying intervention logic for this Action's **outcome 1** is that if the education services become better staffed, equipped and available, if the capacities of teaching staff is increased, and if vulnerable parents and communities are better engaged by schools; then the quality and accessibility of education services will increase, and the vulnerable children will be more likely to attend schools.

3.2. Indicative Activities

Activities related to Output 1.1 *Financial incentives as well as material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education:*

The intervention will focus on addressing the barriers for education and hence facilitating enrolment and retention in schools. Indicative activities would include provision of transportation services, school stationery supplies, and any other necessary in-kind support to enable and facilitate school attendance. Scholarships will be provided to young students to attend TVET (Technical and Vocational Education and Training) schools. The Action will encourage refugee parents to send their children to school and to ensure their regular attendance. Psycho-social support and where necessary, referral to specialised services will be carried out throughout the intervention.

Activities related to Output 1.2 *Awareness-raising, outreach and family support provided to encourage and support school attendance and the enrolment of children into the education system:*

In order to address the major problem of out of school children and to enable their access to education, awareness raising work and administrative support to increase enrolment as well as follow-up outreach activities to prevent early school dropouts, such as home visits, parents' guidance shall be conducted.

Activities related to Output 1.3 *Level and quality of education system staffing improved to support the delivery of quality education services:*

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

The intervention will have a specialised focus on skills for teaching in those circumstances. It will support the employment of guidance counsellors to provide the above-described provision of psycho-social support within the education institutions. External expertise and EC endorsement should be considered for selection of trainings, trainers, and selection of staff.

Activities related to Output 1.4 *Appropriate language and academic courses and associated support provided to refugee children and youth:*

A main deliverable under this output is that school-age refugee children achieve the level of Turkish language proficiency required to follow the education curriculum for their age group. In order to achieve this, adaptation courses and Turkish language classes, catch-up and back-up (remedial) classes will be provided. Arabic language courses and skills development courses will also be conducted. In order to ensure that the additional courses delivered are of good quality, curriculum and materials may be developed and effective learning monitoring systems may be established.

3.3. Mainstreaming

Environmental Protection, Climate Change and Biodiversity

Following an environmental screening, Strategic Environmental Assessment (SEA), Environmental Impact Assessment (EIA), and Climate Risk Assessment (CRA) are not required. Several measures will be taken to 'green' the Action, including on vaccine and other medical waste.

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this Action is labelled as G1. This implies that while gender equality is not the primary objective of the proposed Action, it remains a significant one. Gender equality is addressed through its integration into the activities of the Action. Gender disaggregated data will be collected and reported on, when applicable. In the Action, various barriers to enrolment and attendance to school for girls (early marriages and child labour, household help) and boys (child labour) will be taken into account during outreach visits, communication and awareness raising activities, and education content. School counsellors and teachers have been trained on the relevant mitigation measures. MoNE will ensure that the education support will equally benefit women and men. In principle, data should be separately analysed according to gender / age / school levels. For the project's activities, the participants' and beneficiaries' data will be collected and analysed in view of gender equality and related findings will be reported. MoNE will take the necessary steps to address inequalities in the scope and the implementation of the Action, based on a differentiated assessment of the situation considering the specific needs and capacities of girls and women, boys and men.

Human Rights

This Action prioritises education as fundamental human right and aims to achieve universal coverage which means ensuring all people and communities have access to quality education services where and when they need them. It will therefore target all refugees (including non-Syrians) with a special attention to ones in vulnerable situation and specific needs (e.g., LGBTQI+ and persons living with HIV) in line with the ‘one-refugee’ and ‘leaving no-one behind’ approaches. The Action will be designed in such a way to prevent or reduce all types of exclusion and discrimination likely to arise from prejudices and negative attitudes towards individuals’ distinct attributes and circumstances. While retaining primary focus on the particular needs of the refugee children, education support will take the concept of inclusive education as the guiding principle in line with MoNE’s inclusive education strategy and will address the right of education of all children regardless of gender, ethnic origin, language, religion, residential area, state of health, socio-economic status, or other circumstances. Psycho-social Support Services (PSS) available at schools delivered by the guidance counsellors could be used to address human rights claims by the beneficiaries as well as education in itself is contributing to the empowerment of rights-holders.

Disability

As per OECD Disability DAC codes identified in section 1.1, this Action is labelled as D1. People with disabilities are addressed in the Action mainly through the following:

- Türkiye pursues inclusive education policies for all children with special education needs, and it has increased the capacity of its teaching staff and schools accordingly in recent years, partially thanks to IPA funding. Still, there are challenges in incorporating the most vulnerable children and those with severe disabilities. According to the Facility mid-term review findings, disability is a major barrier to accessing education. Some parents will not enrol their disabled children in school. In some cases, this is due to a lack of physical access or other types of support essential to attendance. In other cases, non-enrolment is linked to cultural factors, such as feelings of shame. In this Action, children with special needs will be incorporated into the education system through inclusive education practices at schools, and disability disaggregated data will be collected.

Conflict sensitivity, peace and resilience

This Action should be understood in the wider context of EU support to refugees and host communities in Türkiye, as well as EU overall support in the region. In this regard, the Action will contribute to increasing social cohesion and refugee resilience in an inclusive and sustainable manner.

The Action will address challenges of social integration between the refugee and host communities within schools and aims to prevent social tension that would potentially lead to students dropping out of school.

Concerning resilience in schools, it is anticipated that training courses, alongside the recruitment and professional development of educational personnel, will enhance practices related to addressing the special needs of refugee students. This initiative necessitates supportive school management and policies from the Ministry of National Education (MoNE), as well as access to the requisite equipment and materials to provide adequate support. Furthermore, Psychosocial Support Services (PSS) offered by guidance teachers will play a vital role in bolstering resilience against new challenges and risks, while education itself will contribute to the strengthening and resilience of individuals. To address the hygienic and security needs of highly populated schools, cleaning and security of the schools will be covered where necessary.

Disaster Risk Reduction

As per the OECD DAC code on disaster risk reduction (DRR) identified in section 1.1, this Action is labelled as D0.

3.4. Risks and Assumptions

Category ⁵	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
Education				
1, 2	Increased social tensions in case of excessively crowded schools leading to issues of school management	Low	Medium	Scattered, tailored support throughout the provinces/ districts based on their specific needs (more teachers and administrators, more cleaning staff and cleaning materials, more educational spaces and education materials, differentiated school transports based on neighbourhood profile including number of refugees students...)
1, 2, 3	Increased social tensions across Türkiye between refugees and host communities	Low	Medium	All actions shall have a revised scope and method of intervention which including the “migration” dimension within the regular political and economic priorities of Türkiye. Effective communication should take place targeting all stakeholders to present the background, limitations and advantages of good migration governance.
1, 3	Sexual violence, harassment or abuse of children and adults while involved in project activities, which could be potentially exacerbated by the increased social tensions across Türkiye between refugees and host communities	Low	Medium	Child safeguarding practices will be integrated where possible, for teaching staff, as well as all personnel who have interactions with children (cleaning, security and transport personnel) with both pre-service and in-service trainings. As much as possible education institutions should have established safeguarding complaints handling, response and disciplinary mechanisms in place.

External Assumptions

It is expected that Turkish authorities will provide data on refugees and the host communities in the education sector (e.g., the ratio of SuTP to host communities, number of pupils per schooling level, and their respective attendance and completion rates) aligning with the European Court of Auditors’ recommendations. This will improve accountability and efficiency in monitoring education projects and help determine the impact of the related EU funding. Access to data granted by Türkiye will also facilitate follow up of the status of project beneficiaries, where feasible and practical, for up one year following the end of project implementation. An increase in the access to primary and secondary education and in the quality of the education being provided will also imply an increase in the number of refugee children and adults receiving a quality education. The support provided to schools, students and families is enough to dissuade families from having their children contribute to the household economy (either by working at home or outside the home).

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

The training courses will lead to improved practices of the school staff in terms of their responses to refugee students' specific needs and positively influence the learning outcomes of refugee students. This requires supportive school management and MoNE policies to provide the support in an effective manner.

The initial gap in academic level between refugee students and their Turkish peers is sufficiently limited to be able to be addressed through the type and level of catch-up and back-up classes delivered. This could affect enrolment and completion rates.

3.5. Indicative Logical Framework Matrix⁶

Results	Results chain: Main expected results [maximum 10]	Indicators ⁷ [it least one indicator per expected result]	Baselines (values and years)	Targets ⁸ (values and years)	Sources of data	Assumptions
Impact	Refugee children receive quality education at pre-school, school and higher education levels, in a safe and supportive educational environment, and that the quality of education for the host community is supported.	I.1 Percentage (national level) of refugees enrolled in: a) Pre-primary level b) Primary level c) Lower Secondary level d) Upper Secondary level I.3 1	I.1 Academic year: 2023-24 ⁹ : a) 46.87% b) 91.74% c) 95.55% d) 49.71%	I.1 ¹⁰ a) 47% b) 92% c) 96% d) 50%	I.1 MoNE statistics	<i>Not applicable</i>
Outcome 1	Increased level of access to (and retention in) quality pre-primary, primary and secondary education for refugee children.	1.1 Number of refugee children enrolled in a pre-primary education programme. 1.2 Number of refugee children enrolled in the formal education system (a) Primary b) Lower Secondary c) Upper Secondary 1.3 Percentage of school-age refugees who are out of school. 1.4 Number of school-age refugees who are out of school. 1.5 Transition rate of refugee students: a) between primary and lower secondary education levels b) between lower and upper secondary education levels	2023 data: ¹¹ 1.1. 56,050 1.2.a. 365,000 1.2.b. 278,593 1.2.c. 112,217 1.3 24.3% 1.4 261,261 1.5.a. 97% 1.5.b. 77%	1.1. TBC 1.2.a. TBC 1.2.c. TBC 1.3 23% 1.4 TBC 1.5.a. 98% 1.5.b. 80%	MoNE statistics	Access to data granted by Turkish authorities. An increase in the access to primary and secondary education and in the quality of the education being provided will also imply an increase in the number of refugee children and adults receiving a quality education.
Output 1 related to Outcome 1	Financial incentives, material, logistical and psycho-social support delivered to target beneficiaries (children/youth and their families) to support their access to education.	1.1 Number of a) refugee and b) host community students who received scholarships to attend TVET or Higher Education institutions.	1.1. 21,135 (October 2023) 1.2. 21,000	1.1. 45,000 1.2. 21,000	Implementing Partners' Reports MoNE	The support provided to schools, students and families is enough to dissuade families from having their children contribute to the household

⁷ Gender disaggregated data will be collected and reported on, when applicable.

⁸ Targets will be established at a later stage.

⁹ October 2023 MoNE data provided to EUD Ankara on refugee students in Türkiye.

¹⁰ Target values are indicative and will be negotiated during contracting phase.

¹¹ Data covers Syrian children under temporary protection in Türkiye as of December 2023.

		<p>1.2 Number of a) refugee and b) host community students who received either in-kind support or free school transportation service to support their schooling.</p> <p>1.3 Number of refugee students provided with psycho-social support (PSS) services (including referrals to specialised psycho-social support services)</p>	<p>1.3. 87,015</p> <p>*Values above are from October 2023</p>	<p>1.3. 300,000</p>		<p>economy (either by working at home or outside the home).</p>
Output 2 related to Outcome 1	<p>Awareness-raising, outreach and family support provided to encourage school attendance and the enrolment of children into the education system.</p>	<p>2.1 Percentage of target population (with school-age children) who are aware of the project's support services.</p> <p>2.2. Percentage of supported parents reporting an improvement in their ability to support their children's education at home.</p> <p>2.3 Number of refugees and host community members (including children) who participated in inter-community social cohesion events</p>	<p>2.1. 43%</p> <p>2.2. 67%</p> <p>2.3 0</p> <p>*Values above are from October 2023.</p>	<p>2.1.48%</p> <p>2.2. 72%</p> <p>2.3. 130,000</p>	<p>Implementing Partners' Reports</p>	<p>The families of refugee children have the motivation and resources to send their children to school.</p>
Output 3 related to Outcome 1	<p>Level and quality of education system staffing improved to support the delivery of quality education services.</p>	<p>3.1 Number of education service personnel a) employed or b) remunerated for specific services.</p> <p>3.2 Number of education service personnel trained (disaggregated by pre-service and in-service trainings)</p> <p>3.3 Average number of training days provided to trained education service personnel.</p>	<p>3.1.a. 3,236</p> <p>3.1.b. 14,591</p> <p>3.2. 3,097</p> <p>3.3. 59,533</p>	<p>3.1.a. 3,321</p> <p>3.1.b.11,000</p> <p>3.2. 31,800</p> <p>3.3. 100,000</p>	<p>Implementing Partners' Reports</p>	<p>The training courses will lead to improved practices of the school staff in terms of their responses to refugee students' specific needs and positively influence the learning outcomes of refugee students. This requires supportive school management and MoNE policies to provide the support in an effective manner.</p>
Output 4 related to Outcome 1	<p>Appropriate language and academic courses and associated support provided to refugee children and youth.</p>	<p>4.1 Number of refugee children provided with additional teaching (a) catch-up; b) back-up and c) Turkish language) to enable them to effectively follow their school year's curriculum.</p>	<p>4.1.a. 42,638</p> <p>4.1.b. 30,161</p> <p>4.1.c. 88,056</p>	<p>4.1.a. 50,000</p> <p>4.1.b. 45,000</p> <p>4.1.c.400,000</p>	<p>Implementing Partners' Reports</p>	<p>The initial gap in academic level between refugee students and their Turkish peers is sufficiently limited to be able to be addressed through the type and level of catch-up and back-up classes delivered. This could affect enrolment and completion rates.</p>

4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing Agreement

In order to implement this Action, it is not envisaged to conclude a financing agreement with the Republic of Türkiye.

4.2. Indicative Implementation Period

The indicative operational implementation period of this Action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of adoption by the Commission of this Financing Decision.

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

4.3. Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the Action with EU restrictive measures¹².

4.3.1. Direct Management (Grants)

4.3.1.1. Grants

(a) Purpose of the grant(s)

This Action will be implemented through a direct grant contributing to outcome 1.

(b) Justification of a direct grant

Under the responsibility of the Commission's authorising officer responsible, the grant may be awarded without a call for proposals to the Ministry of National Education (a public body established in the Republic of Türkiye).

Under the authority of the Commission's authorizing officer, the recourse to an award of a grant without a call for proposals is justified due to the beneficiary's de jure monopoly status for the implementation of the Action, in accordance with Article 198 (c) of the Financial Regulation.

The Ministry of National Education is the pertinent Turkish governmental body responsible for ensuring high-quality education in Türkiye and is therefore the only appropriate body to facilitate access to quality education and integration into the Turkish educational system for refugee children.

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

If for circumstances outside the Commission's control the above-mentioned grants under direct management cannot be awarded to the Ministry of National Education of the Republic of Türkiye, the whole (or part of the)

¹² 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.

Action will be implemented in indirect management with pillar-assessed entities. The envisaged entities will be selected via the following criteria:

- Previous experience and specific expertise in education sector,
- Demonstrated expertise in the management of projects of comparable scope and value,
- Prior experience of implementing large projects with institutions in the Republic of Türkiye,
- Developed cooperation with the Turkish authorities in supporting refugees.

4.4. Scope of geographical eligibility for procurement and grants

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

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

4.5. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Methods of implementation – cf. section 4.3.1.	
Education [Outcome 1] composed of	EUR 80 000 000
Grants (direct management) – cf. section 4.3.1.1	EUR 80 000 000
Grants – total envelope under section 4.3.1	EUR 80 000 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	it will be covered by another Decision
Strategic Communication and Public Diplomacy – cf. section 6	it will be covered by another Decision
Totals	EUR 80 000 000

4.6. Organisational Set-up and Responsibilities

The organisational structure includes a Steering Committee, involving relevant stakeholders.

The Steering Committee will receive a comprehensive overview of project activities' implementation, updates on communication and visibility efforts, and a status update on the execution of the project budget. This forum serves as a platform to highlight critical issues and implementation obstacles to management's attention. This allows Steering Committee members to deliberate on strategic decisions necessary for implementation progress, problem resolution, and future planning. Regular reporting will also facilitate the presentation of gender and age-disaggregated data, showcasing the means, resources, and activities employed to achieve project outputs. Ideally, the project implementation unit should be integrated into relevant Turkish institutions to ensure close alignment with national policies and facilitate seamless interaction with other departments

within these institutions. Following the same approach as PIKTES+, fortnightly or monthly meetings are anticipated to be held regularly to monitor project implementation progress.

A Steering Committee will be set up and meet in order to:

- Guide the management board and ensure that the interests of Türkiye and the EU are fully represented.
- Ensure the secretariat of the Committee, setting the agenda for each meeting, ensuring that agendas and supporting materials are delivered to members in advance of meetings; ensuring that minutes of the meeting and agreed action points are circulated to all Steering Committee members.
- Manage and task any technical working group(s) that are established to provide technical solutions to complex problems that arise as part of planning, programming and implementation.
- Ensure that obstacles critical to implementation are tackled effectively and resolved in a timely fashion. These may be based on recommendations from Technical Working Group(s) established under the auspices of the Steering Committee/Action.

The Commission, represented by the EU Delegation to Türkiye, will co-chair the Steering Committee meetings.

Moreover, regular meetings at both steering level and technical level will be held so as to ensure full complementarity and avoid duplication with other actions that also provide support to refugees in meeting their needs, including the CCTE IV programme. Other actions implemented in the context of the Facility for Refugees or additional refugee support made available by the Commission following June 2021 that aim to improve resilience and livelihoods opportunities should also be closely associated to this Action, in a concerted and overarching framework encompassing basic needs and livelihood support actions. Engagement in livelihoods and other inter-sector discussions, participation in the regular socio-economic development coordination meetings that may be organised by the EU Delegation shall ensure complementarity and coordination with the other EU interventions on the way.

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

4.7. Pre-conditions

Pre-conditions for the implementation of this Action is the continued commitment of the Presidency of Migration Management and the Ministry of National Education on the overall proposed framework for the continuation of supporting education for refugees in Türkiye. In case such a scenario does not materialise, the fall-back option detailed under section 4.3.2 shall apply.

This new Action may not overlap with any activities in the current EU-funded contracts.

5. PERFORMANCE MEASUREMENT

5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this Action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the Action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the Action, difficulties encountered, changes introduced, as well as the degree of achievement of its Outputs and contribution to the achievement of its Outcomes, and if possible, at the time of reporting, contribution to the achievement of its Impacts, as measured by corresponding indicators, using

as reference the logframe matrix. The implementing partners will also comply the monitoring and reporting requirements of the EU Support to Refugees Results Framework indicators and provide quarterly updates on those indicators.

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

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

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

Interim and final reports shall assess how the Action is considering the principle of gender equality, human rights-based approach, and rights of persons with disabilities including inclusion and diversity. Indicators shall be disaggregated at least by sex, whenever relevant.

5.2. Evaluation

Having regard to the importance of the Action, a final evaluation of the EU support to refugees contracted by the Commission will be carried out in a way to cover this Action, in order to measure the results against the objectives of overall support. It will be carried out for accountability and learning purposes at various levels (including for policy revision).

The Commission shall inform the relevant implementing partners in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities. The evaluation report will be published online on the DG NEAR webpage for Refugee Support. The implementing partners and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary.

The Commission shall form a Reference Group (RG) composed by representatives from the main stakeholders at both EU and national (representatives from the government, from civil society organisations (private sector, NGOs, etc.), etc.) levels. If deemed necessary, other donors will be invited to join. The Commission shall inform the implementing partner at least one month in advance of the dates envisaged for the evaluation exercise and missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The RG will especially have the following responsibilities:

- Steering the evaluation exercise in all key phases to comply with quality standards: preparation and/or provision of comments to the Terms of reference; selection of the evaluation team; consultation; inception/desk, field, synthesis and reporting phases.
- The EU programme manager steers the RG and is supported in its function by reference group members.

- Providing input and information to the evaluation team. Mobilise the institutional, thematic, and methodological knowledge available in the various stakeholders that are interested in the evaluation.
- Providing quality control on the different draft deliverables. The EU programme manager, as lead of the RG, consolidates the comments to be sent to the evaluation team and endorses the deliverables.
- Ensuring a proper follow-up after completion of the evaluation.

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

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

5.3. Audit and Verifications

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

6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

All entities implementing EU-funded external actions have the contractual obligation to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. To that end they must comply with the instructions given in the 2022 guidance document [*Communicating and raising EU visibility: Guidance for external actions*](#) (or any successor document).

This obligation will apply equally, regardless of whether the actions concerned are implemented by the Commission, the partner country, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU Member States. In each case, a reference to the relevant contractual obligations must be included in the respective financing agreement, procurement and grant contracts, and contribution agreements.

For the purpose of enhancing the visibility of the EU and its contribution to this Action, the Commission may sign or enter into joint declarations or statements, as part of its prerogative of budget implementation and to safeguard the financial interests of the Union. Visibility and communication measures should also promote transparency and accountability on the use of funds. Effectiveness of communication activities on awareness about the Action and its objectives as well as on EU funding of the Action should be measured.

The implementing partners shall keep the Commission and the EU Delegation fully informed of the planning and implementation of specific visibility and communication activities before the implementation. The implementing partners will ensure adequate visibility of EU financing and will report on visibility and communication actions as well as the results of the overall Action to the relevant monitoring committees.

The financing of the communication and visibility activities for the overall EU support to refugees in Türkiye will be covered by another measure constituting a Financing Decision.

7. SUSTAINABILITY

Building upon the foundation laid by the PIKTES projects, the current initiative represents a continuation of their efforts. However, the sustainability of these programs relies heavily on the commitment and full ownership of the Turkish authorities, irrespective of external assistance.

Appendix 1: IDENTIFICATION OF THE PRIMARY INTERVENTION LEVEL FOR REPORTING IN OPSYS

A Primary intervention (project/programme) is a coherent set of results structured in a logical framework aiming at delivering development change or progress. Identifying the level of the primary intervention will allow for:

- ✓ Differentiating these Actions or Contracts from those that do not produce direct reportable development results, defined as support entities (i.e. audits, evaluations);
- ✓ Articulating Actions and/or Contracts according to an expected common chain of results and therefore allowing them to ensure a more efficient and aggregated monitoring and reporting of performance;
- ✓ Having a complete and exhaustive mapping of all results-bearing Actions and Contracts.

The present Action identifies as;

Contract level (i.e. Grants, Contribution Agreements, any case in which foreseen individual legal commitments identified in the budget will have different log frames, even if part of the same Action Document)		
x	Single Contract 1	Outcome 1: Education (to complement the ongoing PIKTES+ contract)