TR 06 02 04 Support to Human Resources Development through VET (ver 27.09.06)

Standard Summary Project Fiche
Project number: TR 06 02 04

1. BASIC INFORMATION

1.1 CRIS No.

1.2 Title: Support to Human Resources Development through Vocational Education and Training

1.3 Sector: ESC-HRD

1.4 Location: Malatya, Van, Gaziantep, Diyarbakır, Şanlıurfa, Elazığ, Erzurum, Kahramanmaraş

1.5 Period: (2 YEARS) 24 months

2. OBJECTIVES

2.1. Overall Objective:

To promote the development and competitiveness of small and medium enterprises (SMEs) in Eastern and South-Eastern regions of Turkey through the participation of a qualified and skilled labour force.

2.2 Project Purpose:

To promote human resources development through the up-grading and modernisation of initial and continuing vocational education and training (VET) in the selected provinces within a lifelong learning perspective.

2.3. Accession Partnership (AP), National Programme for the Adoption of the Acquis (NPAA) and Regular Report Priority

Turkey 2005 Accession Partnership document, under the sub-title of Situation in the East and Southeast, states as a short-term priority, “Develop a comprehensive approach to reduce regional disparities, and in particular to improve the situation in Southeast Turkey, with a view to enhancing economic, social and cultural opportunities for all citizens.”

Also under the sub-title of Economic Criteria, it is stated as short term priority: “Improve professional training efforts, in particular for the younger population” and “Ensure the improvement of the general level of education and health, paying particular attention to the younger generation and disadvantaged regions.”

Regarding employment, as a medium term priority, the AP document refers to the need for “preparing a national employment strategy with a view to participation in the European Employment Strategy, including preparation and implementation of a Joint
Employment Policy Review, and developing a capacity to monitor labour market and social developments”. The Joint Employment Policy Review (known as JAP) is under preparation.

In the NPAA, under section 4.16. Industrial Policy: Medium Term Priorities are stated as:

“Policies will prioritise increased expenditure for R&D, encourage entrepreneurship and SMEs, and the development of a competitive environment.”

“Necessary measures will be taken to ensure the adaptation of SMEs to the intense competitive conditions in international markets. Opportunities for cooperation with the EU will be developed in the fields of capital, technology and trade, cooperation between industry and universities will be encouraged and increased support will be provided for R&D activities.”

Regular Report Priority

2005 Turkey’s Progress Report points out that:

“To enable universities to make their full contribution to a knowledge-based economy, in line with the Lisbon strategy, Turkey should ensure that its regulatory framework allows universities to undertake genuine change and pursue strategic priorities. More efforts should be made towards decentralization, in order to allow the education system to respond to local needs. This remains an important challenge for the still highly centralized system.”

“Employment growth allowed for a small decrease in unemployment, which, however, remains relatively high. Only few new jobs have been created, in spite of the economic expansion. According to Labour Force Survey statistics, the unemployment rate fell by 0.2% in 2004 to an average 10.3%. In the second quarter of 2005, the jobless rate stood at 10%, down by roughly 1% from one year earlier. Thus, unemployment remains fairly high and relatively constant owing to a skill-mismatch between labour demand and supply and some labour market rigidities. Unemployment was much higher among the young (20.5% in the first quarter of 2005) and of a long-term nature for more than half of job-seekers.”

“Small and very small enterprises constitute the stabilizing core of the Turkish economy although their economic contribution is more limited. Around 95% of all Turkish companies have less than 10 employees and a large share of SMEs operates in the trade crafts and industry sectors. While SMEs account for around 77% of total employment and 38% of capital investment, their contribution to value added is only 27% and their share of total exports 10%. This shows their important role for job creation but smaller role in the overall economy. The productivity levels and the level of technology used by smaller companies are low and they often operate on the border to the informal economy. The possibilities to expand and modernize are negatively affected by limited access to capital, in particular for small enterprises. SMEs receive around 5% of total bank credit, although several banks initiated new credit schemes for SMEs in 2004 and began to increase their exposure. Without an increase in productivity, many SMEs will have difficulties to survive in an increasingly competitive environment.”
Regarding employment, the regular report also refers to the “need for more efforts on adults’ training in order to ensure the human capital development. Important efforts are needed to increase labour supply and ensure an inclusive labour market and improve the public employment services at all levels. Work is underway to prepare the Joint Assessment Paper of Employment Policy Priorities between the European Commission and the Turkish authorities. This work should be pursued to support Turkey’s efforts should to develop a forward-looking employment policy in line with the European Employment Strategy.”

The proposed project will make contributions for realizing these priorities.

2.4. Contribution to the National Development Plan (and/or Structural Fund Development Plan)

Development Strategy and Macroeconomic Framework: 3.1. Development Strategy:
3.1.2. Basic Objectives and Priorities of the Long-term and Medium-term Strategies:

The priorities under the objective of developing the human resources and increasing the employment:

Under the title: “Increasing the employment and creating equal opportunities in employment”: it’s stated that:

“With regard to working life, unregistered employment will be reduced and labour markets will be made more flexible. Participatory social dialogue mechanisms shall be strengthened. Norms and standards of the ILO and the EU will be taken into consideration. Training of qualified manpower needed by the industry will be given importance. SMEs will be supported to make use of their employment generating potential.”

Under 4.2. Development Axis 2: Developing the Human Resources and Increasing the Employment, it is stated that “Due to insufficiency of resources, ineffective use of existing resources and low quality of education, it is difficult to train the labour force needed by the labour market. It is important to raise the level of norms and standards of education and labour force market in line with the developments in information and communications technologies and EU membership target.” It continues under the sub-title of the Main Objectives and Strategies; as : “To support the enhancement of the quality and quantity of human resources in the fields of education and employment in line with the needs of a competitive economy and knowledge-based society is the main objective, and the other objectives are as follows:

- A more competitive market structure in the global economy will be attained by reaching EU standards in the fields of education and employment,
- With the increase in importance of education and access to it, the quality of education and unskilled labour force will be improved,
- Co-operation between the schools and enterprises will be encouraged in education,
- Training and employment of the disadvantaged groups will be supported.
Under 5.1. Regional Development Strategy At National Level, it is stated that; “In Turkey, there is imbalance between the regions with respect to population structure, technical and social infrastructure, entrepreneurship, human sources, education level, acquiring health services, environment quality, employment, the status of the woman, as well as income level. Despite the policies developed and means employed to eliminate interregional development disparities, the desired objectives could not be attained and interregional disparities have continued to exist.”

Under the subtitle of Main Objective and Strategy of Regional Development at National Level, it is also stated that “In this framework, with a view to activating internal potential of regions, on the basis of a human-oriented development approach so as to activate local development initiatives will be supported, institutional capacities will be developed, funds will be provided for infrastructure investments and rural development will be promoted. Thus, the main objective is to reduce economic and social disparities between regions by increasing the employment level and competitiveness of less developed regions.

Priority fields of medium-term regional development strategy at national level are:

- Strengthening human resources and, particularly, increasing self-employment potential,
- Supporting existing SMEs and SMEs to be established and increasing their competitiveness by increasing their cooperation-partnership potential in the form of network style organisations,”

It is also mentioned here that “It is aimed to increase the support for individual entrepreneurs in the fields of education, project, financing, organization, marketing and technology. It is also aimed to increase employment and contribute to the competitiveness of the regions, especially by increasing the quality of human resources at local level and implementing education and consultancy services programmes.

2.5. Cross Border Impact

Not applicable.

3. DESCRIPTION

3.1. Background and Justification:

The EC funded programme for “Strengthening of Vocational Education and Training” started in September 2002 with the aim of assisting the Turkish Government through the Ministry of National Education in the process of modernisation and adaptation of the VET system to the socio-economic needs of the country and to the principles of lifelong learning. The programme will end in September 2007. Under this programme, in the school year 2004-2005, 105 pilot training institutions started the implementation of the 9th grade competence-based modular curricula, which is the first year of vocational or technical high school.

Another EU funded programme for “The Modernisation of Vocational Education and Training” started in July 2003 and will end in September 2007. The objective of this programme, which is complementary to the SVET programme, is to strengthen the capacity of Turkish authorities to be able to organise and deliver a modern and efficient system of pre-service and in-service teacher training. New competence-based modular curricula are
developed in order to improve flexibility in the teachers training system. In the framework of this programme, the training standards for VET teachers will be defined.

The above-mentioned programmes didn’t cover:
- the higher vocational system (post-secondary), which is managed by the Council of Higher Education and corresponds to a level 5 under the European Qualification Framework
- and the provincial education centres (PECs), which are administered by the directorate of apprenticeship and non-formal education of the Ministry of National Education. An interesting study has been recently carried out under the EU programme for the support to Basic Education to assess the effectiveness of PECs. The study highlights that PECs play an important role in the community in the provision of continuing training in particular for women, who are looking for a job or want to improve their professional career.

As regards territorial disparity, which justifies the selected provinces the income share of the East and South eastern regions of Turkey is 4%, while their population share is 7% of the total. While the Marmara region employs over a quarter of all working age population, East and Southeast Anatolia have the lowest employment shares recorded at 8%.

The Employment Background Study (2003) reports that labour productivity is 43% of the national average in Eastern Anatolia and 75% in Southeast Anatolia. Measured in terms of GDP the share of agricultural activities in region’s income is 20% in Eastern Anatolia and 30% in Southeast Anatolia. Moreover, the contribution of industry to the region’s income in East and Southeast Anatolia is limited to 15-17%.

In accordance to 2003 Household labour force results, the region in Turkey which had the highest unemployment rate of educated young people was South-East with 45.2%.

Furthermore, in accordance with the OECD 2005 Review of national policies for education, Eastern and South-Eastern Anatolia score at the lowest place in Turkey as regards enrolment at all levels of education with significant gap between males and females.

A large share of SMEs’ is represented in the selected provinces by very small businesses, which tend to work in the informal sector with very low capital investment. The main challenge for the workforce in these provinces is to move from agriculture low educated level to a service oriented middle-high education level. This requires time, resources and adequate planning and implementation of policies with the full ownership and participation by the social partners. In accordance with the results of the above mentioned study on the effectiveness of PECs, women seem to be very sensitive to the issue of continuing to invest in education and they represent the larger share of trainees. However, most of the training they attend concerns traditional fields such as embroidering, clothing, hairdressing, etc. and it is unclear whether such training meets the local demand of the labour market.

**Justifications of the Activities:**

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1 Draft JAP document
• There is a good potential for the development of SMEs in the selected provinces in particular in the field of food processing because of the strong agriculture tradition;
• It is necessary to increase the educational level of the population through higher participation in vocational education and training, which meets the demand of the labour market;
• Entrepreneurial spirit need to be promoted through the provision of training, both initial and continuing;
• Only 20 out of the 105 pilot training institutions involved in the EU - SVET programmes are located in the selected provinces and therefore there is a need to consolidate and disseminate further the reform;
• The reform of VET system, which started with EU support, needs to be extended to cover higher vocational schools and the PECs in order to ensure that the overall training offer meet the requirements of the labour market in an integrated way. This approach will be extended to the rest of the country with national resources;
• There is a need to strengthen social dialogue in order to make vocational education and training more relevant to the needs of the labour market.

3.2. Sectoral Logical Framework (Sectoral Rationale)

Not applicable

3.3. Results

3.3.1 Project

Support to Human Resources Development through vocational education and training (VET).

3.3.1.1 Purpose

To promote human resources development through the up-grading and modernisation of initial and continuing vocational education and training (VET) in the selected provinces within a lifelong learning perspective.

3.3.1.2 Results:

1 - Structural dialogue between SMEs’ associations and local education institutions established in order to analyse labour market demands in the 8 provinces. Vocational education and training, both initial and continuing is relevant to the needs of the labour market, in particular in 7-8 sectors of the economy (automotive, textile, machine and metal works, electric and electronics, tourism, computer, agriculture and food processing);
2 - New profile of technicians (5th level of the European Qualification Framework) is tested in 8 higher vocational schools (if possible one per sector) through the introduction of new curricula and new equipment;
3 - 30 vocational educational and training schools implement new flexible curricula through the support of new didactic materials and equipment. (VET institutions will be selected from Malatya, Van, Gaziantep, Diyarbakır, Şanlıurfa, Elazığ, Erzurum, Kahramanmaraş provinces);
4 - 5 PECs receive support in modernising curricula and equipment;
5 - Entrepreneurship is introduced on a regular basis in the provision of vocational education and training at the level of 30 vocational schools, 8 higher vocational schools and the 5 public education centres;
6 - Social partners contribute in making vocational education and training more attractive in the selected regions;
7 - Competencies and skills of teaching and managing staff enhanced.

Note: Annex 2- Project Implementation Schedule, shows the periods or phases by when the results will be reached.

3.4 Activities (including Means)

Result 1: Structural dialogue between SME’s associations and local educational institutions established in order to analyse labour market demands in 8 provinces. Vocational education and training, both initial and continuing, is relevant to the needs of the labour market, in particular in 8 sectors of the economy.

Activities:

1.1. Needs analysis of the labour market is carried out at the local level in the selected 8 provinces by establishing close cooperation between education institutions and enterprises.

1.2. The results are endorsed by the social partners as a local strategy for human resources development, which is up-dated on a regular basis.

Result 2: New profile of technicians (5th level of the European Qualification Framework) is tested in 8 higher vocational schools (if possible one per sector) through the introduction of new curricula and new equipment.

Activities:

2.1. The profile is elaborated in accordance with the needs of the labour market and is competence based.

2.2. 8 higher vocational schools are selected in accordance with pre-defined criteria. They cover 7-8 sectors of the economy.

2.3. New curricula are tested with modern didactic material and new equipment.

Result 3: 30 vocational educational and training schools implement revised curricula through the support of new didactic materials and equipment. (VET institutions will be selected from Malatya, Van, Gaziantep, Diyarbakır, Şanlıurfa, Elazığ, Erzurum, Kahramanmaras provinces).

Activities:

3.1. 30 VET schools are selected from the existing ones in accordance with pre-defined criteria.

3.2. Selected VET schools test the revised curricula with the support of new equipment. 5% of teaching hours in the curricula is allowed to meet local demand of the labour market.
Result 4: 5 Public education centres receive support in modernising curricula and equipment.

Activities:

4.1. Public education centres are selected in accordance with pre-defined criteria.

4.2. The selected public education centres pilot new curricula with the support of new equipment.

Result 5: Entrepreneurship is introduced on a regular basis in the provision of vocational education and training at the level of 30 vocational schools, 8 post-secondary schools and the 5 public education centres.

Activities:

5.1. The new curricula include modules on entrepreneurial development.

5.2. The new curricula is linked to local context and entrepreneurs participate as trainers.

Result 6: Social partners contribute in making vocational education and training more attractive in the selected provinces;

Activities:

6.1. Social partners take ownership of the reform undertaken in the 8 provinces and participate in public awareness campaign organised to promote enrolment in vocational education and training.

6.2. Success stories of professional career development of VET graduates are used in the public campaign.

6.3. Platforms are established in the 8 provinces to promote VET.

Result 7: Competencies and skills of teaching and managing staff enhanced.

Activities:

7.1. Training programmes to 500 teaching and managing staff on the implementation of modular programmes from VET schools, higher vocational schools and PEC, is implemented.

7.2. 10 Study visits in order to examine the best practices related to cooperation between the SMEs and vocational education institutions in the EU member countries are organised to EU countries.

3.5. Linked Activities:
3.5.1. EU Projects:

1. The project is in relation with the **Strengthening Vocational Education and Training System in Turkey (SVET) Project** that is being carried out with the grant financing from MEDA. SVET project started in September 2002 and will end in December 2007. Total budget of the project is 51 million Euros. SVET project is being implemented in order to realize the following purposes:

   • To increase our vocational education system to the level of the standards in the EU and developed countries,  
   • To strengthen our vocational education system parallel to socio-economic needs and lifelong learning principles,  
   • To form the substructure needed for increasing the basic education period to 12 years,  
   • To increase interest of social partners and non-governmental organizations to vocational education,  
   • To prepare modular vocational curricula together with social partners by taking needs of the country and international standards (ISCED 97, ISCO 88) into consideration.

2. **Modernization of Vocational Education and Training;** the project started in June 2003 and will end in December 2006. The total budget of the Project is 18.5 million Euros. MVET realizes the sub-purposes of determining the qualifications for the VET teachers, developing pre-service and in-service modular training programmes based on these qualifications and determining policies and strategies aiming to develop institutional and human resources capacity.

The proposed Project will especially have an added value for the close and efficient cooperation between the implementations SMEs, public VET institutions and VET centres of social partners at the regional and local levels and also for the training of the human resources.

**Other activities related to the project are listed below:**

1. **MoNE - World Bank - Industrial Schools Project:**

   The Project started in 29th of May, 1985 with the Loan Agreement signed between the Government and World Bank and ended in 1994, with an implementation period of 9 years. The total budget for the Project was 72.7 million Dollars.

   Within the scope of this Project, the planning and administration capacity of the General Directorate of Technical Education for the Boys was supported. The technical equipment for the industrial vocational high schools was provided, national and abroad training of the relevant teachers were realized and the training programmes for the new vocational areas were developed.

2. **Higher Education Council (YOK)- World Bank - Industrial Schools Project:**

   This project commenced with the loan at the amount of 105,8 million US Dollars obtained from the World Bank. The physical facilities for the selected 23 higher vocational schools were
designed in accordance with the standard designing principles developed on the basis of programmes and the constructions were completed. The laboratories and ateliers/studios of the pilot higher vocational schools were equipped with the latest technologies, number of qualified staff in these institutions was increased and teaching staff (533 people) was educated in Turkey and abroad.


The amendments made in the Law No. 4702 enabled the student transitions from vocational high schools to higher vocational schools without an examination process. In accordance with this regulation, it was needed to ensure the consistency and continuity of the programmes for the transitions. The MoNE-YOK Project dealt with this objective. The training programme development studies made within the scope of the project were also realized to enable the shift to the use of modular training programmes in the future and to meet the needs of the business life.

Within the scope of the project, training programmes in the fields of computer programming, industrial electronics, telecommunication, control systems, machine, cooling and air conditioning, textile, business administration, computerized accountancy and tourism and hotel management were developed for the higher vocational schools in cooperation with MoNE.

4. Young Entrepreneurs Development Programme: KOSGEB (Small and Medium Scale Industry Development Institution)

The programme is an initiative for helping to alleviate the economic and social problems stemming from unemployment in the country and making use of the potential of the young population. The programme is developed to encourage senior students at universities to consider the alternative of setting up their own business, as these students go through the process of career planning. The programme is implemented through KOSGEB’s local centres upon the request of universities in their respective regions, with coordination by KOSGEB’s Centre for Entrepreneurship Development.

3.6. Lessons Learned:

The reform of education is an on-going process, which needs the support of all parties involved.
EU support has been an important driver for change and reform of education in Turkey and, it is important that the process continues. In particular flexibility and modernisation have been introduced in the system and important innovations such as:
- labour market needs analysis
- draft law for the establishment of a National Qualification Authority;
- training standards
- modular competence based curricula
- in-service and pre-service teachers training curricula

EU support in the field of education is important to link Turkey to the on-going policy debate in EU Member States, namely “Education and Training 2010”.

4. INSTITUTIONAL FRAMEWORK
The beneficiary of the project responsible for the management and implementation will be the Ministry of National Education (MoNE) and Higher Education Council (YOK).

The project will be carried out under the coordination of the PCC (Projects Coordination Centre of MoNE). A Project Coordination Unit will be established within the PCC who will be responsible for the management and implementation of the project. The PCU will be composed of at least six staff from MoNE and YOK. MoNE and YOK will appoint one expert as member of the PCU for each of the key experts of the TA team.

Regular contacts will be made with social partners during the day to day management of the project.

MoNE Project Coordination Centre will provide physical space, office equipment and communication devices to the project team.

In order to carry out the project in the provinces in an effective and efficient manner, two Regional Project Offices will be established (one office in the east – Erzurum - and one office in the south-east – Gaziantep-). Each office will have a regional manager appointed by the TA team. Two MoNE staff will be appointed as co-regional managers in the two regions.

The provincial employment councils and provincial VET Councils will participate in the project activities which will be held in these two Regional Project Offices.

MoNE and YOK will be responsible for approving all project outputs. The coordination within the Government will be conducted by the Minister.

An organigramme reflecting the institutional framework for the project implementations is given in Annex 6.

A Project Steering Committee comprising the below representatives will be established and this Committee will be co-chaired by the two Senior Programme Officers. The Project Steering Committee will hold regular meetings every three months and will take the necessary precautions and make decisions regarding the operation of the project.

The Project Steering Committee will include the following participants:

- Representative of Higher Education Council (YOK)
- Representative of the State Planning Organization,
- One representative from each MoNE Directorates General responsible for vocational and technical education:
  - Directorate General for Apprenticeship and Non-Formal Education
  - Directorate General for Boys Technical Training
  - Directorate General for Girls Technical Training
  - Directorate General for Trade and Tourism Education
- Representative of the MoNE Board of Education.
- Representative of the Department of Educational Research and Development,
- President of the Projects Coordination Centre,
- Representative of the Ministry of Labour and Social Security (Representative of Turkish Employment Organization – İşKUR)
• Representative of TOBB (Turkish Union of Chambers and Commodity Exchanges)
• Representative of TESK (Confederation of Turkish Craftsmen and Tradesmen)
• Representative of TİSK (Turkish Confederation of Employer Associations)
• Representative of TÜRK-İŞ (Confederation of Turkish Trade Unions)
• Representative of HAK-İŞ (Confederation of Right Trade Unions)
• Representative of DİSK (Progressive Workers’ Union Confederation)
• Turkish Industrialists’ and Businessmen’s Association (TÜSİAD)
• Representative of Delegation of the EU to Turkey,
• Representative of Secretariat General for the EU Affairs
• Representative of the CFCU

One possible institutional constraint could be about the participation of social partners to the decision making processes. However, social partners are represented within project management of the projects which are being implemented, so a culture of cooperation has already been established in this sense. Another institutional constraint could be about the sufficient participation of the unemployed and professional working part of the society who wants to improve themselves in their occupational areas to the project activities. This constraint is planned to be overcome by the campaigns and other informing activities which will be conducted within the scope of the project.

Where relevant, the project will establish linkages with the “Support to İŞKUR at Local Level and Active Employment Measures” project under the 2006 Pre-Accession National Financial Assistance Programme.

5. DETAILED BUDGET
Note: Budget of the Project (14.000.000 Euro) is realistic and reasonable by taking the objectives of the Project and accordingly the activities that shall be realized into consideration.

1. All investment sub-projects supported by PHARE must receive co-financing from national public funds. Minimum requirement for co-financing from national public funds is 25% of the combined PHARE and national contributions to the overall investment support.
2. Many Institution building projects will also have a degree of co-financing – this should be quantified and included wherever possible.

3. Expenditure related to equipment (regulatory infrastructure or ESC-related) and to Technical Assistance supporting investment (e.g. pre feasibility study / supervision of works / technical specifications) should be considered as Investment support in the project fiche.
4. All co-financing must be provided on a joint basis. Parallel co-financing will, in a principle, not be accepted. Exceptions to this rule have to be agreed with the Commission in advance.
5. All co-financing should be clearly quantified, also the degree of certainty of such co-financing (i.e. for National Public Funds: is it already earmarked in local or national budget, for FIs Loans, private funds: are they already approved/ under appraisal, etc.).
6. Where parallel co-financing is accepted and justified per exception to the normal rule it should be provided in monetary form. If this is not possible there should be clear criteria set

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<th>Phare/Pre-accession Instrument Support</th>
<th>Co-financing</th>
<th>Total Cost</th>
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<td>Other Sources (**)</td>
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<td>% of total public funds</td>
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<td>Project</td>
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<td>Total project 2006</td>
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out for the valuation of any non-monetary contributions (that should be quantified in the table).

7. If twinning is involved, clearly state the expected budget of the twinning covenant.

8. The financial engineering of the project should be closely monitored against actual delivery during implementation and against the objectives that were set in the project fiche so that corrective actions may be taken where required.

4. IMPLEMENTATION ARRANGEMENTS

The Ministry of National Education and Higher Education Council will be the direct beneficiaries of the Project.

Senior Programme Officer - MONE
Salih Çelik
Deputy Undersecretary of MoNE
Tel: +90 312 418 69 79
E-mail: scelik@meb.gov.tr

Senior Programme Officer – YOK
Prof İsa Eşme
Vice President
Tel: +90 312 298 72 37
E-mail: iesme@yok.gov.tr

6.1. Implementing Agency

The Central Finance and Contracts Unit (CFCU) will be the Implementing Agency and will be responsible for all procedural aspects of the tendering process, contracting matters and financial management (including payments) of the project activities.

PAO: Muhsin ALTUN
Director of CFCU
Eskişehir Yolu,
Halk Bankası Kampüsü, C Blok
ANKARA
Tel: (+ 90 312 ) 295 49 00
e-mail: muhsin.altun@cfcu.gov.tr

6.2. Twinning

Not applicable

6.3. Non-standard aspects

There is no non-standard aspect.

6.4. Contracts

*Within the scope of Technical Assistance, 1 main contract
*Within the scope of Equipment Procurement (supply), minimum 3 contracts.
The foreseen total amounts for the contracts are:

- Technical Assistance: 5,480,920 Euro (including the amount allocated for the incidentals).

- Investments (Supply):
  
  Purchasing equipment for the 30 Vocational High Schools selected. (7 million EURO)
  
  Purchasing equipment for the 8 higher vocational schools (2 million EURO)
  
  Purchasing equipment for 5 public education centres (1 million EURO)

7. IMPLEMENTATION SCHEDULE

The estimated implementation schedule prepared by supposing/assuming that the Administrative and Financial Agreement will have been signed until the 4th quarter of 2006 is given in Annex-2.

7.1. Start of tendering/call for proposals

Last quarter of 2006.

7.2. Start of project activity

It is planned to start project activities in the fourth quarter of 2007.

7.3 Project completion

The project will be completed in the third quarter of 2009.

8. EQUAL OPPORTUNITY

Equal opportunity principles and practices in ensuring equitable gender participation in the project will be guaranteed. Male and female participation in the project will be based on EU standards and assured by official announcements published to recruit the necessary staff for the project. The main criteria for recruitment will be qualifications and experience in similar projects, not sex or age. Both men and women will have equal opportunities and salaries.

In addition to above, a special attention will be provided to ensure that this project promotes a higher participation of women in vocational education and training as a way to improve their employability in particular in SMEs or as potential entrepreneurs.

9. ENVIRONMENT

The project does not have any estimated effect on the environment.

10. RATES OF RETURN

Return rate analysis will not be made since the project is an education project.
11. INVESTMENT CRITERIA

11.1. Catalytic effect

11.2. Co-financing

Total budget of the project is 14.000.000 Euro as 10.000.000 Euro is for investment and 4.000.000 Euro is for technical assistance. 2.500.000 Euro that is 25% of 10.000.000 Euro will be covered from the budget of MoNE.

11.3. Additionally

“EU finance for this project will not displace any other sources of funding’’.

11.4. Project Readiness and Size

The Project is ready for contracting.

11.5. Sustainability

Funds will be transferred from the budget of MoNE and Higher Education Council in order to ensure the continuity of the cooperation between the higher vocational schools (MYO), vocational high schools and SMEs.

The institutions which will be selected have legal statuses and each year they are regularly financed from the general budget.

The continuity of the activities for increasing the quality of labour force and for providing technical staff coherent with the demands of the business life by establishing effective cooperation between higher vocational schools (MYO), vocational high schools and SMEs at the regional and local levels, will be supported by the decisions of the Provincial Boards of Vocational Education.

These points will contribute to the sustainability of the activities after the project is completed.

11.6. Compliance with State Aids Provisions

The project is compatible with the European Treaty Provisions concerning State Aids.

12. CONDITIONALITY AND SEQUENCING

Creation of Project Implementation Team with sufficient staff and necessary infrastructure.

The most important project milestones are:
- Developing and/or revising modular training programmes for the 5th level (from the European Qualification Framework) in 8 sectors (automotive, textile, machine and metal works, electric and electronics, tourism, computer, agriculture and food processing) in line with the demands. 2008 Q2 – 2009 Q3
- Delivering training programmes for the unemployed and employees of SMEs by using employment centered skill modules developed on the basis of the needs of business life within the scope of SVET Project. 2008 Q2 – 2009 Q3
- Delivering training programmes for 250 teaching and managing staff on the implementation of modular programmes. 2008 Q2 -2009 Q3
- Delivering technical training to 250 teaching staff in the sector in parallel with the modular programmes. 2008 Q2 -2009 Q3
- Active participation and contributions of the social partners and business life to the decision making and implementation processes of the Project. 2007 Q4- 2009 Q3

ANNEXES TO PROJECT FICHE
1. Logframe in standard format.
2. Detailed implementation schedule.
3. Contracting and disbursement schedule.
4. Reference list of relevant laws and regulations.
5. Reference list of strategic plans and studies.

Note:
There is not a strategic plan or study relevant for this proposed project. Therefore it’s not included as an annex to this fiche.

6. Organigramme reflecting the institutional framework for the project implementation.
7. Indicative Equipment List
8. National and International Expertise to be used under the Scope of the Project (Draft)
### ANNEX–1 LOGICAL FRAMEWORK MATRIX

**LOGICAL FRAMEWORK PLANNING MATRIX FOR THE PROJECT**

<table>
<thead>
<tr>
<th>Programme Name and Number:</th>
<th>Contracting Period expires: 30&lt;sup&gt;th&lt;/sup&gt; of November 2008</th>
<th>Disbursement Period expires: 30&lt;sup&gt;th&lt;/sup&gt; of November 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support to Human Resources Development through VET</strong></td>
<td><strong>Total Budget: 15.480.920</strong></td>
<td><strong>Phare Budget: 12.980.920</strong></td>
</tr>
</tbody>
</table>

**Overall Objective**

To promote the development and competitiveness of small and medium enterprises (SMEs) in Eastern and South-Eastern regions of Turkey through the participation of a qualified and skilled labour force.

**Project Purpose:**

To promote human resources development through the up-grading and modernisation of initial and continuing vocational education and training (VET) in the selected provinces within a lifelong learning perspective.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| **Overall Objective** | Structural dialogue between SMEs’ associations and local education institutions established as platforms to ensure that VET school graduates meet the demand of the labour market | • Statistics of Turkish Statistic Institution.  
• MoNE records  
• Records of the Ministry of Industry and Trade.  
• Records of Turkish Employment Organization (İŞKUR)  
• Higher Education Council Records. | • Cooperation of relevant institutions.  
• Diminish in the rate of emigration of business. |
| **Project Purpose:** | The reform undertaken with the EU SVET programme is disseminated and consolidated and extended to higher vocational schools and public education centres (PEC). | • Decisions of the Provincial Boards of Vocational Education..  
• Decisions of the Central Board of Vocational Education.  
• Records of Turkish Employment Organization (İŞKUR). | • Co-operation of MoNE, Business World and Higher Education Council on the implementation of the developed model. |
1. Structural dialogue between SMEs’ associations and local education institutions established in order to analyse labour market demands in the 8 provinces. Vocational education and training, both initial and continuing is relevant to the needs of the labour market, in particular in sectors of the economy (automotive, textile, machine and metal works, electric and electronics, tourism, computer, agriculture and food processing.

2. New profile of technicians (5th level of the European Qualification Framework) is tested in 8 higher vocational schools (one per sector through the introduction of new curricula and new equipment;

<table>
<thead>
<tr>
<th>Results</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
3 - 30 vocational educational and training schools implement new flexible curricula through the support of new didactic materials and equipment. (VET institutions will be selected from Malatya, Van, Gaziantep, Diyarbakır, Şanlıurfa, Elazığ, Erzurum, Kahramanmaraş provinces);

4 - 5 PEC receive support in modernising curricula and equipment;

5 - Entrepreneurship is introduced on a regular basis in the provision of vocational education and training at the level of 30 vocational schools, 8 post-secondary schools and the 2 public education centres;

6 - Social partners contribute in making vocational education and training more attractive in the selected regions;

7 - Competencies and skills of 30 VET schools become centres of excellence in the regions and pilot flexibility to local needs;

5 PEC become examples of best practice in Turkey and their graduates better meet the requirements of the labour market.

Trainees are more familiar with entrepreneurship and graduates from PEC are willing to set up their own business.

VET enrolment increases both at initial and continuing level.

Teachers of VET schools,
teaching and managing staff enhanced. higher vocational schools and PEC become trainers for the rest of the system.

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Means</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| Result 1: Structural dialogue between SME’s associations and local educational institutions established in order to analyse labour market demands in 8 provinces. Vocational education and training, both initial and continuing, is relevant to the needs of the labour market, in particular in 8 sectors of the economy. | - Technical Assistance Contract.  
- Supply Contract.(10 million Euro) | - Staff suitable for the project will be hired.  
- An effective cooperation will be established between the parties who determine and use the needs.  
- Willingness and active participation of the staff to be trained.  
- Full participation to the project at local level will be achieved.  
- The project will start on the planned times.  
- The project will be completed on the planned times.  
- The tender process related to equipments (supply) and service will start and |

Activities:  
1.1. Needs analysis of the labour market is carried out at the local level in the selected 8 provinces by establishing close cooperation between education institutions and enterprises.  
1.2. The results are endorsed by the social partners as a local strategy for
human resources development, which is up-dated on a regular basis.

**Result 2:** New profile of technicians (5th level of the European Qualification Framework) is tested in 8 post-secondary (one per sector) schools through the introduction of new curricula and new equipment

**Activities:**

2.1. The profile is elaborated in accordance with the needs of the labour market and is competence based.

2.2. 8 post secondary schools are selected in accordance with pre-defined criteria. They cover 8 sectors of the economy.

2.3. New curricula are tested with modern didactic material and new equipment.

**Result 3:** 30 vocational educational and training schools implement revised curricula through the support of new didactic materials and equipment. (VET institutions will be selected from Malatya, Van, completed in time.)
Gaziantep, Diyarbakır, Şanlıurfa, Elazığ, Erzurum, Kahramanmaraş provinces).

**Activities:**

3.1. 30 VET schools are selected from the existing ones in accordance with pre-defined criteria.

3.2. Selected VET schools test the revised curricula with the support of new equipment. 5% of teaching hours in the curricula is allowed to meet local demand of the labour market.

**Result 4:** 5 Public education centres receive support in modernising curricula and equipment.

**Activities:**

4.1. Public education centres are selected in accordance with pre-defined criteria.

4.2. The selected public education...
centres pilot new curricula with the support of new equipment.

**Result 5:** Entrepreneurship is introduced on a regular basis in the provision of vocational education and training at the level of 30 vocational schools, 8 post-secondary schools and the 5 public education centres.

**Activities:**

**5.1.** The new curricula include modules on entrepreneurial development.

**5.2.** The new curricula is linked to local context and entrepreneurs participate as trainers.

**Result 6:** Social partners contribute in making vocational education and training more attractive in the selected provinces;

**Activities:**

**6.1.** Social partners take ownership of the reform undertaken in the 8
6.2. Success stories of professional career development of VET graduates are used in the public campaign.

6.3. Platforms are established in the 8 provinces to promote VET.

**Result 7:** Competencies and skills of teaching and managing staff enhanced.

**Activities:**

7.1. Training programmes to 500 teaching and managing staff on the implementation of modular programmes from VET schools, higher vocational schools and PEC, is implemented.

7.2 10 Study visits in order to examine the best practices related to cooperation between the SMEs and vocational education institutions in
the EU member countries are organised (4 EU Countries).
### ANNEX-2 PROJECT IMPLEMENTATION SCHEDULE

<table>
<thead>
<tr>
<th>Activities</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Preparation of the Documents and TORs for the Administrative and Financial Agreement</strong></td>
<td>Q 2</td>
<td>Q 3</td>
<td>Q 4</td>
<td></td>
</tr>
<tr>
<td><strong>B. Technical Assistance Tender</strong></td>
<td></td>
<td></td>
<td>Q 1</td>
<td>Q 2</td>
</tr>
<tr>
<td><strong>C. The Constitution of Project Implementation Team and Preparation of Project Inception Report</strong></td>
<td>Q 3</td>
<td></td>
<td>Q 4</td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Activities

1.1. To carry out a needs analysis of the labour market at the local level in the selected 8 provinces by establishing close cooperation between education institutions and enterprises.

1.2. To organise information and awareness campaigns for the students, unemployed and professional working part of the society who want to improve themselves in their occupational fields.

2.1. To deliver training programmes for the unemployed and employees of SMEs by using employment centred skill modules developed on the basis of the needs of business life within the scope of SVET Project.

3.1. To deliver training programmes to 250 teaching and managing staff on the implementation of modular programmes.

3.2. To deliver technical training to 250 teaching staff in the sector in parallel with the modular programmes.

3.3. To organise study visits in order to examine the best practices related to cooperation between the SMEs and vocational education institutions in the EU member countries (4 EU Countries).

4.1. To purchase specific vocational training equipment for the selected 30 VET institutions in accordance with the modular programmes they are applying. + 8 higher
vocational schools and 5 PEC.

<table>
<thead>
<tr>
<th>5.1. To develop and/or revise modular training programmes for the 5\textsuperscript{th} level in 7-8 sectors (automotive, textile, machine and metal works, electric and electronics, tourism, computer agriculture and food processing) in line with the demands of business life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man/day inputs (means) to undertake these activities are detailed in Annex 9.</td>
</tr>
</tbody>
</table>
ANNEX-3 COMMITMENT (CONTRACT) AND DISBURSEMENT SCHEDULE

**Project Title:** Support to Human Resources Development through VET

**EU Contribution**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
</tr>
<tr>
<td>Tech. Assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
</tr>
<tr>
<td>Tech. Assist.</td>
<td>2,000,000</td>
<td>2,000,000</td>
<td></td>
<td>1,480,920</td>
</tr>
<tr>
<td>Supply</td>
<td></td>
<td></td>
<td></td>
<td>7,500,000</td>
</tr>
<tr>
<td>Cumulated</td>
<td>2,000,000</td>
<td>4,000,000</td>
<td>11,500,000</td>
<td>12,980,920</td>
</tr>
</tbody>
</table>

TR 06 02 04 Support to Human Resources Development through VET (ver 27.09.06)
ANNEX-4 REFERENCE LIST

1. EU Regular Report
2. SVET project reports
3. Vocational Education Law No. 3308
4. Regulation on Vocational and Technical Education (Regulation on Law No. 4702)
5. Eight Five Years Development Plan
6. National Programme on the Adoption of the European Union Acquis
7. Preliminary National Development Plan
8. Pre-Accession Partnership Document
9. Multi-Annual Programme Document
10. Government Programme

ANNEX -5

N/A
ANNEX-6 ORGANIGRAMME

<table>
<thead>
<tr>
<th>Description of Expertise</th>
<th>National Expert man/day</th>
<th>International Expert man/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Team Leader</td>
<td>-</td>
<td>550 man/day</td>
</tr>
<tr>
<td>International Financial Administration Expert</td>
<td>-</td>
<td>550 man/day</td>
</tr>
<tr>
<td>Vocational and Technical Training Expert</td>
<td>380 man/day</td>
<td>550 man/day</td>
</tr>
<tr>
<td>International Procurement Expert</td>
<td>-</td>
<td>440 man/day</td>
</tr>
<tr>
<td>Labour Market Expert</td>
<td>120 man/day</td>
<td>120 man/day</td>
</tr>
<tr>
<td>Public Relations and Promotion Expert</td>
<td>440 man/day</td>
<td>-</td>
</tr>
<tr>
<td>Support Staff</td>
<td>2530 man/day</td>
<td>-</td>
</tr>
<tr>
<td>Regional Managers</td>
<td>1100 man/day</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4570 man/day</td>
<td>2210 man/day</td>
</tr>
</tbody>
</table>

(This organigramme reflects the institutional framework for the project implementations)

ANNEX 7- INDICATIVE EQUIPMENT LIST

The training sets and simulations to be purchased for each institution may differ according to the training programmes that will be implemented by taking the requirements of the labour market at the local level and the priorities of the selected institutions into consideration. For this reason the names and costs of the other training sets and simulations could not be stated here.

ANNEX 8- National and International Expertise to be used under the Scope of the Project

1. International Team Leader (550 man/day)

This person will be responsible for the general coordination of the implementation of project activities. He/she will be commissioned on long-term basis and will reside in the country during the project.

He/she will be responsible for assisting MoNE for establishing the Project Executive Board and its active involvement to project implementation.

He/she will also be responsible for managing the technical assistance team at national and regional level.
He/she will be the first person to be contacted for all communications and for transmitting the reports to MoNE, EU Representation and EU Centre.

Assuring the success of the technical implementation of each project activity, their sustainability and field management of international and national short-term experts will also be his/her responsibility.

After arriving to Ankara, he/she will present the overall implementation plan covering the whole period of the Project. This duty will be completed in six months after he/she arrives to Ankara.

**Qualifications and Skills** Should have been awarded Bachelor’s Degree in a department relevant to education. Having master’s degree will be considered a plus. Good command of English is obligatory. Being literate in Turkish will be a reason for eligibility.

**General Experience:** Should have knowledge on basic economic concepts, particularly on the cost effectiveness issue. Should have concrete project management experience.

**Particular Experience:** The ideal candidate will have at least 15 years of experience in the field including initial, post secondary and continuous vocational education and training issues.

2. **International Financial Administration Expert (550 man/day)**

He/she will be responsible for the general administration of the project at national and National level.

He/she will provide the necessary support for assuring consistency in the administration of funds.

He/she will provide the necessary support to MoNE and the Contracting Authority in the financial administration of the National Fund.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to his/her duty. Having Master’s Degree in the field of education is a reason for eligibility. It is obligatory to know English and an advantage to know Turkish.

**General Experience:** Should have experience in administrative and financial works.

**Particular Experience:** Should have at least 15 years of experience relevant to the work in question in EU countries and partner countries, including big and complicated international projects.

3. **International Procurement Expert (440 man/day)**

He/she will be responsible for monitoring the distribution of equipments to the selected institutions/schools starting from the determination of needs to the preparation of technical specifications and delivery.

He/she will coordinate the inputs provided by short-term EU and national experts.
He/she will provide the necessary support to technical assistance teams which will coordinate the activities at national and international level.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to his/her duty. Having Master’s Degree in the field of education is a reason for eligibility. It is obligatory to know English and an advantage to know Turkish.

**General Experience:** Should have knowledge on the procurement procedures of EU and/or other donators and experience with procurement.

**Particular Experience:** Should have at least 15 years of experience relevant to the work in question in EU countries and partner countries, including big and complicated international projects.

### 4. Labour Market Expert (120 man/day national – 120 man/day international)

This expert will be responsible for the execution of the activities related to labour market. This person will have a strong field experience at all stages of analysis and preparation of labour market needs and will be able to intervene to important fields in this subject.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to labour market analysis. Having Master’s Degree in the field of education is a reason for eligibility. It is obligatory to know English and for the international expert it’s an advantage to know Turkish.

**General Experience:** Should have experience with basic economic concepts, particularly cost effectiveness, labour market and vocational education.

**Particular Experience:** The ideal candidate is expected to have at least 10 years of experience in the field including transition economies and EU employment policies issues in the context of Regional Development.

### 5. Public Relations and Promotion Expert (440 man/day)

This expert will be responsible for the execution of the activities related to raising awareness to the project activities and informing the public.

This person will work in close cooperation with the International Team leader and will provide the necessary support in the organization of campaigns aiming at raising public awareness and symposiums about project activities in a durable manner.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to his/her duty. Having Master’s Degree in the field of education is a reason for eligibility. It is obligatory to know English.

**General Experience:** Should have experience in projects related to education and vocational education.

**Particular Experience:** The ideal candidate should have at least 10 years of work experience preferably in an international setting in projects related to social sector.
**Vocational and Technical Training Expert (380 man/day national - 550 man/day international)**

This expert will be responsible for the execution of the activities numbered 2.1., 3.1., 3.2. and 5.1. This person will have a strong experience on programme development and teachers’ training areas and will be able to intervene to important fields in this subject.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to education. Having Master’s Degree in the field of education is a reason for eligibility. It is obligatory to know English and for the international expert it’s an advantage to know Turkish.

**General Experience:** Should have experience with basic concepts vocational and technical education.

**Particular Experience:** The ideal candidate is expected to have at least 10 years of experience in the field including EU employment policies issues in the context of Regional Development.

**Regional Manager (1100 man/day – two people: 550 X 2)**

This expert will be responsible for raising the awareness of regional and provincial partners of the project activities. He/she will also be responsible for the coordination of project activities of the selected pilot schools/institutions and for providing guidance to the schools for these activities. This person will be directly connected and will work in close cooperation with the Public Relations and Promotion Expert working in the central office. It is obligatory to know English.

**Qualifications and Skills:** Should have Bachelor’s Degree in a field relevant to vocational and technical education. Having Master’s Degree in the field of education is a reason for eligibility.

**Particular Experience:** The ideal candidate is expected to have at least 10 years of experience in managing complex activities and processes in the field of education.

**8. Support Staff (2530 man/day)**

**8.1. Assistant Manager (550 man/day):**

He/she will provide the necessary support in the daily management of project activities working in cooperation with the international team leader.

If possible, he/she will have at least 2 years of work experience in relevant projects at international level and have been graduated from a relevant university.

Proficiency in English is required.

**8.2. Project Secretary (550 man/day)**
He/she will provide secretary support in the daily execution of the Project.

It is an advantage to have at least 2 years of work experience in international projects and a relevant educational background.

Proficiency in English is required.

**8.3. Translator/Interpreter (550 man/day)**

He/she will plan and prioritize incoming translation and interpretation activities as required, recommend translation and interpretation activities to be outsourced in periods of capacity shortage, translate documentation from English to Turkish and vice versa as required, make the linguistic editing of documentation and take minutes during meetings as required.

He/she will be graduated from a relevant university. If possible, he/she will have at least 5 years of work experience in relevant projects preferably at international level.

**8.4. Regional Administrative and Financial Assistant (880 man/day – two people: 440 X 2)**

He/she will be responsible to the Regional Manager. He/she will assist the Regional Manager in the planning, preparation and application of the activities to be conducted in the relevant region. He/she will regularly update the time tables and/or activity schedules of the Regional Manager, will arrange the meetings and other organizations, and make relevant reservations, prepare materials for the presentations and meetings, take the minutes of the meetings, make the logistics arrangements for the regional project activities, carrying out the accountancy of the relevant regional office, edit the reports and to constitute a regular documentation system.

If possible, he/she will have at least 2 years of work experience in relevant projects at international level and have been graduated from a relevant university.

He/she will have experience in office management, accountancy, MS Office and internet applications. He/she will have strong communication and organization skills, be professionally interested in the development of vocational education services in the relevant region.

Proficiency in English is required.