1. Basic Information

1.1. CRIS Number (Year 1):

1.2. Title: Capacity Building Support for the Ministry of National Education

1.3. Sector: Education

1.4. Location: The Ministry of National Education (MoNE)-TURKEY

1.5. Duration: 24 months (2 years)

1. OBJECTIVES

2.1. Overall Objective:

The overall objective is to ensure an improved efficiency and effectiveness of Turkish education system meeting the requirements of a modern society and in line with the EU priorities identified in the process “Education and Training 2010”.

2.2. Project Purpose:

To assist the Ministry of National Education in implementing a restructuring process aimed at improving its planning, implementation and monitoring capacities within the scope of making the governance of the system more effective and efficient.

2.3. Accession Partnership (AP), NPAA and Regular Report Priority

The issue of improving governance in the public sector, including education, is a key theme in criteria for accession partnership. This project, aiming to improve the governance of the education system, falls within NPAA Priority 3 - Economic criteria, administrative reforms including the strengthening of governance in public administration. Several studies made within the Framework of Harmonisation with the Copenhagen Economic Criteria highlight the issue and underpin the justification for this project.

In the study Strengthening of Governance in Public Administration it is stated:

“The process of rapid and multi faceted changes being experienced in the world and in our country and the increasing demands of Turkish society have led to fundamental restructuring, especially in our understanding of bureaucratic structures and governance. The Urgent Action Plan, adopted by the 58th and 59th governments, introduces schedules and clarifies the public administration reform that is based on increasing efficiency and democratisation.”

The study on Basic Law in Public Administration states:

“A comprehensive public administration reform will be implemented to develop the necessary legal and institutional environment for the provision of public services in amore effective, transparent and participatory way.
The study on *Institutional Revision* emphasises:

“The main purpose of the General Institutional Revision of the Public Sector study is to restructure public administration by focusing on the demands of citizens and sectors, to accelerate decision making process by simplifying the organizational structure, and to decrease public spending. By revising the mission, authority and functions of all public institutions in accordance with the changing role of the state, the structure of public institutions has to be reshaped to enable them to carry out their main duties.”

**NPAA Criterion 3.2, The Capacity to Cope with Competitive Pressures within the Union**, addresses education as follows:

“The Turkish education system is in harmony with the education systems of EU member countries in terms of the principles upon which it is based. However, in Turkey the general education level has not yet reached EU standards…the main priorities of the Turkish education system are increasing standards qualitatively and quantitatively, and eliminating inequalities in accessing education. It is estimated that the steps taken for this purpose will accelerate economic development by contributing to the improvement of human capital in Turkey.”

Certain issues are highlighted in priorities in the **Regular Report 2005**:

“The process of economic policy making and implementation in Turkey is rather fragmented and uncoordinated. Recognizing this weakness, the government has undertaken a functional review of the Government, focusing on duplication of duties and power among public institutions, and announced its intention to review the laws on their establishment and organizations on the basis of the review’s findings.” *(2. Economic criteria: 2.2 Assessment in terms of the Copenhagen criteria)*

When it comes to the education sector, **Section 26** states:

“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 centralised system.”

As one of the most fundamental public institutions of Turkey, scrutinizing and improving governance in the Ministry of National Education will serve these stated priorities. The key theme applicable to the education sector throughout the above is that the system becomes efficient, effective and transparent by focussing on the demands of citizens, democratisation, a participatory approach, simplifying the organisational structure, clarifying the distribution of authority and resources, and accelerating decision-making processes. The means by which this can be achieved is through corporate governance.

The sustainable improvement of quality and access in the system as a whole a base for human resource development will not be effectively achieved unless the organisational structure and management capacity of MoNE are brought up to current international standards of corporate governance. This project seeks to address this aspect of system modernisation and reform.
2.4. Contribution to the National Development Plan (and/or Structural Fund Development Plan)

The challenge of improving the public service towards a more demand-driven, participatory system is reflected in the National Development Plan. Development Axis 2 deals with Developing Human resources and increasing employment. Here it is stated that “education services are still unsatisfactory” One of the long- and medium-term strategies in the Preliminary National Development Plan is as follows:

“Restructuring public administration, based on a review of the functions and administrative structure of public institutions, will focus on introducing strategic planning in public institutions, performance management and supervision, broadening the applications of e-government, improving the quality of goods and services provided by public sector in order to better serve the citizens, employing the required number of qualified personnel and establishing a participatory and people-oriented management approach.”

Strengthening institutional capacity and investment related to the adaptation of the acquis is a focus for pre-accession financial assistance (Multi-Annual Programme Document Priority: I. Introduction). This project, which will bring the Ministry of National Education to the starting point for implementing corporate governance, is thus also the realisation of strategies outlined in the National Development Plan within the education sector.

2.5. Cross Border Impact

Not applicable

2. DESCRIPTION

3.1. Background and Justification

As stated in NPAA study 3.2 (The Capacity to Cope with Competitive Pressure within the Union), the principles upon which the Turkish education system is based are in harmony with the education system of the EU. It is the way on which these principles are applied, which has to be addressed in the context of the acquis. Three EU-funded projects in education are currently dealing with access and quality in basic education, vocational education and training, and the modernisation of higher vocational education and training. The major reforms which all three are piloting, some of which have rapidly gone nation-wide, are encountering the problems of operating in a system where there is an educational paradigm shift without a corresponding paradigm shift in the governance (the structure, organization and management) of the system. The principles are as follows:

The Principles of the Turkish Education System

The aims and basic principles of Turkish National Education are set out in the Basic National Education Law No 1739, which is also the basis for the other laws on education and training. The basic principles are:

- Generality and Equality (The educational institutions are open to everyone without discrimination in terms of language, race, gender and religion.)
- The Needs of the Individual and Society
- Orientation (Individuals are oriented to the programmes or schools according to their interests, aptitudes and abilities.)
The commonality of the basic principles of the Turkish and the European systems of education provide a good foundation for the project.

**The Need to Reform the Organization and Structure of the Educational System**

Responsibilities are stipulated in Law No 3797 on the Organization and Duties of the Ministry of National Education. Diagram 1 below shows the organisation structure of the central ministry as a whole. It comprises central, provincial, foreign and affiliated organizations. The central organization includes the Board of Education, main service units, consultancy and inspection units and auxiliary units.

The Board of Education is the highest body and decides on policies within the Turkish national education system; training programmes, textbooks, education and training tools; and the basic educational objectives in line with current needs. 16 main units service education and training at the various levels. Other units monitor and contribute to the educational activities of international organizations; develop international relations; and ensure educational technologies are used at each level of the administration. There are 5 consultancy and inspection units; 5 permanent councils; and 14 auxiliary units to support the education and training services. Approximately 600 staff is in management positions.

Diagrams 2 and 3 below show the top- and middle-level organisation at the 81 Provincial and 924 Sub-provincial Directorates. Provincial and sub-provincial directorates have 23 departments. There are just over 3090 managers at provincial and sub-provincial level.
Given the size of the system in Turkey (over 19 million students, approximately 713,000 teachers, and almost 67,000 schools and institutions), the diagrams reveal that the organisation does need restructuring if it is to be effective and on a par with European systems. The 5-Year Development Plan and Urgent Action Plan aim to expand access to education at all levels and to increase budgetary allocation (in 2004 allocation reached 8.4% of the national budget and 3.6% of GDP). The schooling rate is envisaged to reach 100% in primary and secondary education and 50% in university education by 2023.

With an increase in access and the demand for improved quality at the same time, the need for a more efficient and effective system will become acute. The strategy to achieve this goal is, as the 8th Five-Year Development Plan states: “restructuring a central organisation and decentralising authority and responsibility to provincial units of the Ministry” (section 8, c). However, in order for that to succeed, modalities of decision making and management also need to change accordingly, and education administrators at all levels will need reorientation and re-skilling for an improved governance. Capacity building and exchange of experience with European systems and models are needed for Turkey to harmonise with EU policies in the field of education. The EU has the objective of becoming the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, with more and better jobs and greater social cohesion (European Council, Lisbon, March 2000).

Education is one of the priority fields of reform in Turkey, considered by the policy makers as the best catalyst for transition to the knowledge-based economy through sustainable development for change. This priority is clearly stated in the documents related to the accession to EU as well as in the Development Plans. MoNE is also determined to participate in the EU policy cooperation framework programme.
The reform in the field of education is on-going through the following processes:

- Negotiations for accession to the EU (continues)
- Harmony with the EU laws in the field of education
- EU’s Education and Youth Programmes (Socrates, Leonardo Da Vinci and Youth)
- Project on Support to Basic Education
- Project on Strengthening Vocational Education and Training
- Project on the Modernization of Vocational and Technical Education
- Project on Educational Framework
- Strategy on the Development of Human Resources

### Agencies Active at the European Level

There are several agencies actively involved in the process of bringing education in Turkey into closer alignment with the EU, which together provide a supportive environment for this project. These are, National Reference Point for the Community programmes in Education like Leonardo, Socrates and Youth, The Information Network on Education in Europe (Eurydice), Vocational – Technical Teachers and Instructors Network (TT NET), Statistical Office of European Commission (EUROSTAT) and EUROPASS Practices.

The studies carried out by these agencies, which are active at the EU level; indicate the willingness of the Ministry of National Education in Turkey regarding harmonization and system development. Moreover, projects carried out with the national budget as well as with the international finance resources, indicate the determination of the government to continue the process of reform.

Donor support has been given by both the EU and the World Bank since the early 1990’s with the aim of modernising sub-sectors of the education system such as basic education, secondary education, vocational education and training, etc. In general, these programmes cover revision of curricula, textbook or module development, teacher and manager training, development of occupational and training standards, supply of equipment and construction of buildings.

Within the education projects conducted by the Ministry of National Education in Turkey, there were some including the improvement and strengthening of administrative capacity of the Ministry like the National Education Development Project (NEDP), Industrial Schools Project and Continuous Institution Development Project. However these were relatively small-scale projects and did not provided a restructuring and capacity building with a global approach. The objectives and results of these projects are given in detail in the “Lessons Learned” section.

Although these programmes often contain a component of management raining, or a component related to decentralisation in some form or other, none have provided any specific meaningful support to the Ministry of National Education to develop an overall strategy for the education system addressing the issues of efficiency, effectiveness and governance.

Consequently, the structure of the Ministry of National Education still reflects a high level of fragmentation in many directorates and related units with a duplication of duties, activities and, sometimes, job definitions. Because of the legislation and regulations, management responsibilities cannot be transferred to the provincial level at the present time but there is the need to raise awareness about this problem and to organise a dialogue on the possible solution.

### 3.2. Sectoral Logical Framework (Sectoral Rationale)
3.3. Results

3.3.1. Project

Capacity Building Support for the MoNE.

3.3.1.1. Purpose:
To assist the Ministry of National Education in implementing a restructuring process aimed at improving its planning, implementation and monitoring capacities within the scope of making the governance of the system more effective and efficient.

3.3.1.2. Results

1. Human resources capacity in MoNE at central and provincial level strengthened and better governance of the system in place.

2. Ministry’s structure re-organised on the basis of an action plan (Green Paper) to better reflect the strategy for education for Turkey. This will include the development of alternative models and/or action plans on reorganizing the Ministry’s structure by taking into consideration:
   * Identification of decision making and management power service, which may be transferred to the local authorities,
   * Re-definition of the roles of different counterparts in the educational environment (students, teachers, school managements, families and non-governmental organizations)
   * Contribution by the social partners to education,
   * Funding and effective use of resources,
   * Strengthening of data collection and mechanisms for analysing data.
   * Strengthening of monitoring and evaluation mechanisms.

3. Awareness raised and relevant parties informed on the institutional governance models of the education systems of the EU Countries and examples of best practices disseminated.

4. Legal and regulatory frameworks for revised governance structure, including decentralisation, drafted and submitted to the upper level management of the Ministry.

5. Awareness raised and relevant parties informed about the results/outputs of the project activities.

3.4. Activities (Including means)

All of the below mentioned activities will be conducted under the coordination of Projects Coordination Centre (PCC) of MoNE:
**Result 1:** Human resources capacity in MoNE at central and provincial level strengthened and better governance of the system in place.

**Activities**

1.1. Organisation of training courses and workshops in Turkey for the relevant personnel at central (Heads of Departments, Branch Directors and educational experts from the units of the Ministry of National Education) and provincial levels (Provincial Directors and Provincial Branch Directors of 81 Provincial Directorates of Education) and for the representatives of social partners (approximately 3500 person in total) to understand various aspects of education governance.

Within the scope of this activity, training of the Provincial Branch Directors of 81 Provincial Directorates of Education will be realized by means of training of trainers.

The envisaged subjects/areas to be covered in the trainings and workshops are:

- Data collection analysis and protection
- Problem solving and decision making
- Leadership and management skills
- Organization and planning
- Decentralised management
- Performance management
- Monitoring and evaluation
- Communication management
- Effective team work
- Use and interpretation of statistics in education

1.2. Organising three study visits for beneficiary and stakeholder institutions to be able to draw lessons on various implementation practices in EU. Projects Coordination Centre (PCC) will be responsible for this activity.

**Result 2:** Ministry’s structure re-organised on the basis of an action plan (Green Paper) to better reflect the strategy for education for Turkey.

**Activities:**

2.1. SWOT analysis of MoNE’s structure carried out with regard to important areas of governance, namely:

- Human resources management
- Management of decision making processes
- Monitoring and evaluation
- Use and interpretation of statistics in education
- Analysis of management policies in the education systems of the EU Countries.
2.2. Developing policies and strategies related to MoNE’s organization, management and functions centrally and locally.

2.3. Redefining roles, responsibilities and codes of conduct for the central and provincial organisational units of the Ministry.

2.4. Determining roles and responsibilities for the educational partners (students, teachers, school management, families, non-governmental organizations, social partners).

2.5. Analysing current situation in the funding and effective use of resources and proposing alternative models and/or action plans.

2.6. Developing alternative models and/or action plans for strengthening of data collection and access to data analysis.

2.7. Developing alternative models and/or action plans for strengthening of monitoring and evaluation mechanisms.

The Units responsible for the activities stated under Result 2 will be the Board of Education, the Department of Strategy Development and the General Directorate of Personnel Affairs. A working group will be established in order to carry out this study and this group will comprise the representatives of MoNE and relevant Ministries, social partners, non-governmental organizations, representatives of universities, representatives of parents, students and parent-teacher associations, school administrations, national and international long term experts.

**Result 3:** Awareness raised and relevant parties informed on the institutional governance models of the education systems of the EU Countries and examples of best practices disseminated.

**Activities:**

3.1. Organizing one national symposium on corporate governance. The main issues which will be covered are:

Institutional management models in EU and successful implementations.

Comparison of management models of EU Countries and Turkey in the area of education. (Within the scope of this proposed activity, the current situation of the EU Countries and the progress they have made about meeting the Education and Training 2010 benchmarks and Lisbon Strategy will also be covered).

The Department of Strategy Development and PCC will be responsible for this activity.

**Result 4:** Legal and regulatory frameworks for revised governance structure, including decentralisation, drafted and submitted to the upper level management of the Ministry.

**Activities:**

4.1. Preparing the draft amendments needed in law no 3797 on the organization and duties of the Ministry of National Education in line with the strategies and documents (Green Paper) developed. The General Directorate of Personnel Affairs, Department of Strategy Development and Board of Education will be responsible for this study. A working group will be established to prepare the draft law.
**Result** 5. Awareness raised and relevant parties informed about the results/outputs of the project activities.

**Activities:**

5.1. Organizing one national and one international symposium on corporate governance and results of the Project. The Department of Strategy Development and PCC will be responsible for this activity.

The man/day inputs (means) to undertake these activities are detailed in Annex 8.

**3.5 Linked Activities:**

*World Bank - National Education Development Project - 57.200 million US$*

One of the purposes of the Project was to improve the management and administration skills within the Ministry of National Education. This included:

- Development on the dimensions of assessment, cultivation, communication and of the administration skills and applications,
- Building up the capacity of the administrative units,
- Strengthening educational research and strategic planning functions,
- Establishment of a Management Information System,
- Strengthening the functions of METARGEM (Centre for the Development of Vocational and Technical Education).

At the end of the Project, the functions of METARGEM was strengthened and a new Unit within the Ministry of National Education –EARGED: Department for Educational Research and Development- for more efficient strategic planning, development and educational research was established.

*World Bank - Industrial Schools Project - 72.7 million US$:*

Within the scope of this Project, the planning and administration capacity of the General Directorate of Technical Education for the Boys was supported.

*EU- Modernisation of Vocational and Technical Education (MVET) – 18.5 million Euro:*

Determining the policies and strategies aiming to improve the institutional capacity and human resources which is one of the objectives of this project is one of the linked activities of this proposed Project.

*EU- Strengthening the Vocational Education and Training System (SVET) – 51 million Euro:*

One of the purposes of SVET is “increasing the level of our vocational education system in line with the EU standards and the standards of the developed countries; strengthening our vocational education system in line with the socioeconomic requirements and lifelong learning principles”.


This purpose is related to the objectives of this proposed Project.

**Total Quality Management Project**

This project has been started with the aim to continuously evaluate and improve the Central and Provincial organization of the Ministry of National Education, and consequently to improve the effectiveness, efficiency and quality level of education. To this end, training activities have been organized for the directors of the central and provincial organization and a total quality consciousness and approach has been formed in the institution.

**Continuous Institution Development Project**

In connection with the public reorganization activities carried out by the Government, it was aimed to restructure the organizational structure of the Ministry of National Education in line with the effective management approach under the scope of “Continuous Institutional Development Project” implemented in cooperation with the Turkish Industry Management and Administration Institute (TÜSSIDE). However, a comprehensive change could not be maintained in the management and organization structure of the Ministry of National Education at the end of the Project.

**SBEP (Support to Basic Education Programme) – 100 million Euro:**

The project period is 2002-2007. One of the components of the Project was Management & Organization. Within the scope of this component, training of Provincial Directors of 81 provinces on the organizational structure of the MoNE and on the EU Projects was supported.

**3.6. Lessons Learned:**

**National Education Development Project (NEDP)** was prepared in order to bring the primary and secondary education up to the averages of OECD countries by improving the quality and accreditation system, The Project implementation commenced by the Loan Agreement signed between the Government and World Bank in 18th of May, 1990. The aim was establishing a new curriculum policy, increasing the quality of text-books and education materials, establishing a new testing and evaluating approach in order to observe the quality of pre and in-service teacher training by means of establishing a new managerial approach to the education system. The source allocated for the project was 177.2 million US $. The Project period was 7 years and the date of closure was 30th of June, 1999.

One of the purposes of the project was to improve the management and administration skills within the Ministry of National Education. This included:

- Development on the capacities of assessment, communication and administration skills and applications,
- Building up the capacity of the administrative units,
- Strengthening educational research and strategic planning functions,
- Establishment of a Management Information System,
- Strengthening the functions of METARGEM (Centre for the Development of Vocational and Technical Education)

By the end of the Project, the functions of METARGEM was strengthened and a new Unit within the Ministry of National Education –EARGED: Department for Educational Research and
Development- (for more efficient strategic planning, development and educational research was established.

**Industrial Schools 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 US $. Within the scope of this project, the planning and administration capacity of the General Directorate of Technical Education for the Boys was developed.

The effective management approach under the scope of “Continuous Institutional Development Project” implemented in cooperation with the Turkish Industry Management and Administration Institute (TÜSSİDE) was aimed at revising the organizational structure of the Ministry of National Education. However, a comprehensive change could not be introduced in the management and organisation structure of the Ministry of National Education by the end of the Project.

Although activities have been carried out in the above-mentioned projects in order to strengthen the management capacity of the Ministry of National Education and to make certain improvements in the its organizational structure so as to provide services more efficiently and effectively, there was a limited impact at the level of units.

Although there have been partial improvements by the end of these projects, there is still confusion among the tasks and responsibilities of some of the units and there are still duplications of activities and job definitions among them. This situation results in problems in the effective and efficient management of the services of the Ministry.

While the aforementioned projects have served to a common purpose, they have focused on certain aspects of the problem. This proposed project will build on previous work experience and will consider the Ministry’s of National education overall structure in a holistic approach.

**4. INSTITUTIONAL FRAMEWORK**

The beneficiary of the project responsible for the management and implementation will be the Ministry of National Education (MoNE).

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 4 staff from MoNE. MoNE will appoint one expert as member of the PCU for each of the key experts of the TA team.

MoNE Project Coordination Centre will provide physical space, office equipment and communication devices to the project team. All procedures related to implementation of the project will be carried out by the Projects Coordination Centre in coordination with the relevant units.

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

Social partners will also be involved in the implementation of the project.

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 Senior Programme Officer. 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.

Members of the Project Steering Committee:

Undersecretary of MoNE (Chairman)
Head of the Board of Education
Head of the Board of Inspection
Deputy Undersecretary of MoNE responsible for the Projects
Head of the Department of Strategy Development
General Director of Primary Education
General Director of Secondary Education
General Director of Preschool Education
General Director of Boys’ Technical Education
General Director of Girls’ Technical Education
General Director of Commerce and Tourism Education
General Director of Apprenticeship and Non-formal Education
General Director of Teacher Training
General Director of Special Education, Guidance and Counselling Services
General Director of Private Education Institutions
General Director of Religious Education
General Director of Higher Education
General Director of Personnel Affairs
General Director of Educational Technologies
Head of the Department of Educational Research and Development
Secretariat General for the EU Affairs
Central Finance and Contracts Unit
Representative of YOK (Higher Education Council)
Representative of TOBB (Turkish Union of Chambers and Commodity Exchanges)
Representative of TISK (Turkish Confederation of Employer Associations)
Representative of TESK (Confederation of Turkish Craftsmen and Tradesmen)
Representative of the Workers’ Union with the greatest number of members
Representative of the Civil Servants’ Union with the greatest number of members
Representative of EU Delegation to Turkey

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. Also the purpose of the project is in line with the National Development Plans, Government Programmes and Decisions of the National Education Council. The representatives of NGOs or NPOs are involved in the decision making processes of the Government Programmes and Decisions of the National Education Council.
5. DETAILED BUDGET

A. Technical Assistance (including the incidentals and unexpected costs)

3,700,000 EURO

<table>
<thead>
<tr>
<th>Year 2006 Institution Building support (€M)</th>
<th>Phare/Pre-Accession Instrument support</th>
<th>Co-financing</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Assistance*</td>
<td>3,700,000 EURO</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total project 2006</td>
<td>3,700,000 EURO</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The estimated cost sheet for the project which gives the budget details is given in Annex -7.

6. IMPLEMENTATION ARRANGEMENTS

Contact Point:
The Ministry of National Education will be the direct beneficiary of the Project.

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

6.1. Implementing Agency

The contracting and disbursement activities will be carried out by CFCU.

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.
Practical Guide to Contract Procedures Financed from the EC general budget in the context of External Actions will be strictly followed.

6.4. Contracts

Project will be implemented through a single technical assistance contract.

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 the project activities in the last 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.

There is a problem in Turkey related to gender equality in participation at all levels of education. The policy documents produced during the implementation of this project will adequately tackle this issue.

9. ENVIRONMENT

The Project does not have any environmental effects which may be foreseen.

10. RATES OF RETURN

As the project is related to education, rate of return analysis will not be made.

11. INVESTMENT CRITERIA (Applicable to all investments)

Not applicable as an investment component is not envisaged within the scope of the Project.

11.3. Additional

Not applicable.
11.4. Project Readiness and Size

The Project is ready for contracting.

11.5. Sustainability

The activities have a sustainable nature, as the changes to be made within the framework of this Project will also have legal basis.

11.6. Compliance with State aids provisions

Technical assistance is in compliance with the provisions of State Aid in European Agreement.

12. Conditionality and sequencing

The most important milestones of the Project are:

- Active participation and contributions of the social partners to the decision making and implementation processes of the project. 2007 Q4 - 2009 Q3
- SWOT analysis of MoNE’s organizational structure and preparation of alternative models and action plans (Green Paper) for restructuring. 2007 Q4-2009Q2
- Preparation of the draft amendments needed in law no 3797 on the organization and duties of the Ministry of National Education in line with the Green Paper developed. 2009 Q1-2009 Q2

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 a study relevant for this proposed project. Therefore it’s not included as an annex to this fiche. This proposed project will produce a strategy document on the institutional capacity building and restructuring of MoNE.

6. Organigramme reflecting the institutional framework for the project implementation.
7. Estimated Cost Sheet for the Project.
8. National and international expertise to be used under the scope of the project
# ANNEX-1 LOGICAL FRAMEWORK MATRIX

## LOGICAL FRAMEWORK PLANNING MATRIX FOR THE PROJECT

<table>
<thead>
<tr>
<th>Programme Name and Number:</th>
<th>Capacity Building Support for the MoNE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracting Period expires:</td>
<td>Disbursement Period expires</td>
</tr>
<tr>
<td>Total Budget: 3,700.000 EURO</td>
<td>Phare Budget: 3,700.000 EURO</td>
</tr>
</tbody>
</table>

### Overall Objective

The overall objective is to ensure an improved efficiency and effectiveness of Turkish education system satisfying the needs of a modern society and in line with the EU debate and priorities on “Education and Training 2010”.

<table>
<thead>
<tr>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Application of the strategies developed for restructuring and capacity building of the Ministry of National Education.</td>
<td>• Draft Law amendments and new regulations prepared. • Draft Law amendments and new regulations approved by the Project Management Council and forwarded to the upper level management of MoNE. • Monitoring and evaluation reports.</td>
</tr>
</tbody>
</table>

### Project Purpose:

To assist the Ministry of National Education in implementing a restructuring process aimed at improving its planning, implementation and monitoring capacities within the scope of making the governance of the system more effective and

<table>
<thead>
<tr>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Central and provincial personnel of MoNE prepared for implementation by means of trainings, workshops (approximately 3500 person) and study visits</td>
<td>• Research and analysis reports. • Plans. • Legal document indicating that the Green Paper has been approved. • Reports of outcomes of trainings, workshops and study visits.</td>
<td>• Approval of the draft law on restructuring by the upper level management of MoNE. • Effective communication and cooperation between the Ministry, universities, social partners and other</td>
</tr>
</tbody>
</table>
efficient.

<table>
<thead>
<tr>
<th>Results</th>
<th>Objectively Indicators</th>
<th>Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human resources capacity in MoNE at central and provincial level strengthened and better governance of the system in place. 2. Ministry’s structure re-organised on the basis of an action plan (Green Paper) to better reflect the strategy for education for Turkey. This will include the development of alternative models and/or action plans on</td>
<td>• Training of approximately 3500 central and provincial level personnel from MoNE and social partners in education governance; familiar with new legal and regulatory framework, strategic plan and underlying documentation; familiar with EU and international practice • Conducting three study visits for the personnel of beneficiary and stakeholder</td>
<td>• Project Progress Reports.  • Training and workshop reports and materials.  • Reports of outcomes of trainings, workshops and study visits.  • Proceedings of symposiums.  • Monitoring and evaluation reports.</td>
<td>• Effective communication between the relevant organizations, institutions and the social partners.  • Approval of the new duties determined for the central and provincial organization by the Ministry of National Education.  • Approval of the draft law on restructuring by the upper level management of MoNE.  • Good coordination of the</td>
<td></td>
</tr>
</tbody>
</table>
reorganizing the Ministry’s structure by taking into consideration:
* Identification of decision making and management power service, which may be transferred to the local authorities,
* Re-definition of the roles of different counterparts in the educational environment (students, teachers, school managements, families and non-governmental organizations)
* Contribution by the social partners to education,
* Funding and effective use of resources,
* Strengthening of data collection and mechanisms for analysing data.
* Strengthening of monitoring and evaluation mechanisms.

3. Awareness raised and relevant parties informed on the institutions to be able to gain experience and draw lessons on various implementation practices.
* Institutional and procedural restructuring takes place within MoNE by the end of the Project to reflect the needs established in the Green Paper.
* Alternative models and/or action plans.
* The use of results of the analysis of weakness and strengths and other developed models and/or action plans in the preparation phase of Green Paper.
* The reflection of the study visit experiences to Green Paper.

| Analysis and research reports, plans and documents. |
| Records of the working group meetings. |
| Approval of the Green Paper prepared by the working group by the Project Management Council. |
| Ministry Circular on Green Paper and underlying documents. |
| Monitoring and evaluation reports. |

| Recruitment and retention of sufficient skilled personnel. |
| Timely start and progress of the project within the foreseen period. |

| Records of the working group meetings. |
| Approval of the Green Paper prepared by the working group by the Project Management Council. |
| Ministry Circular on Green Paper and underlying documents. |
| Monitoring and evaluation reports. |

| Recruitment and retention of sufficient skilled personnel. |
| Timely start and progress of the project within the foreseen period. |
institutional governance models of the education systems of the EU Countries and examples of best practices disseminated.

4. Legal and regulatory frameworks for revised governance structure, including decentralisation, drafted and submitted to the upper level management of the Ministry.

- Draft amendments needed in Law no 3797 on the organization and duties of the Ministry of National Education in line with the strategies and documents (Green Paper) developed and on a par with EU and international standards
- Draft Law amendments and new regulations prepared.
- Draft Law amendments and new regulations approved by the Project Management Council and forwarded to the upper level management of MoNE.
- Project Progress Reports and other monitoring and evaluation reports.

5. Awareness raised and relevant parties informed about the results/outputs of the project activities.

- Organizing one national symposium on corporate governance.
- Proceedings of symposiums.
**Activities**

**Result 1:** Human resources capacity in MoNE at central and provincial levels improved regarding the implementation capacity for corporate governance.

1.1. Application of comprehensive training programs and workshops in Turkey for the relevant personnel at central (Heads of Departments, Branch Directors and educational experts from the units of the Ministry of National Education) and provincial levels (Provincial Directors and

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources capacity in MoNE at central and provincial levels improved regarding the implementation capacity for corporate governance.</td>
<td>Technical Assistance Contract. (3.700.000 Euro)</td>
<td>• Experts recruited are high-level and appropriate for the task. • Cooperation between the social parties, business life, universities and other relevant individuals and institutions effective. • Active participation of the students, teachers, school administrations, families and NGOs to the education services.</td>
</tr>
<tr>
<td>1.1. Application of comprehensive training programs and workshops in Turkey for the relevant personnel at central (Heads of Departments, Branch Directors and educational experts from the units of the Ministry of National Education) and provincial levels (Provincial Directors and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provincial Branch Directors of 81 Provincial Directorates of Education) and for the representatives of social partners (approximately 3500 person) to understand various aspects of corporate governance.

1.2. Conducting three study visits for beneficiary and stakeholder institutions to be able to draw lessons on various implementation practices.

Result 2: First steps implemented to reorganise the Ministry’s structure on the basis of an action plan (Green Paper) to better reflect the educational services need for Turkey.

2.1. Conducting an analysis of strengths and weaknesses of MoNE’s structure and organisation with regard to important areas of corporate governance:

representatives of universities, representatives of parents, students and parent-teacher associations, school administrations, national and international long term experts.
2.2. Developing policies and strategies related to MoNE’s organization, management and functions centrally and regionally.

2.3. Redefining roles, responsibilities and codes of conduct for the central and provincial organizational units of the Ministry.

2.4. Determining roles and responsibilities for the educational partners (students, teachers, school management, families, non-governmental organizations, social partners).

2.5. Analyzing current situation in the funding and effective use of resources and proposing alternative models and/or action plans.

2.6. Developing alternative
models and/or action plans for strengthening of data transfer and access to data mechanisms.

2.7. Developing alternative models and/or action plans for strengthening of monitoring and evaluation mechanisms.

**Result 3:** Rate of awareness raised and relevant parties informed about the institutional management models of the education systems of the EU Countries and examples of corporate governance.

3.1. Organizing one national symposium on corporate governance.

**Result 4:** Legal and Regulatory Frameworks for corporate governance drafted and submitted to the upper level management of the Ministry.

4.1. Preparing the draft amendments needed in law no 3797 on the organization and duties of the Ministry of

---

**Note:** Annex 2- Project Implementation Schedule, shows the periods or phases by when the results will be reached.
National Education in line with the strategies and documents (Green Paper) developed.

**Result 5:** Rate of awareness raised and relevant parties informed about the results/outputs of the Project activities.

5.1. Organizing one national and one international symposium on corporate governance and results of the Project.
## Annex -2 DETAILED 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>A. Preparation of the Documents and TORs for the Administrative and Financial Agreement</td>
<td>Q 2</td>
<td>Q 3</td>
<td>Q 4</td>
<td>Q 1</td>
</tr>
<tr>
<td>B. Technical Assistance Tender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The Constitution of Project Implementation Team and Preparation of Project Inception Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Activities

1. **1.1. Application of comprehensive training programs and workshops in Turkey for the relevant personnel at central (Heads of Departments, Branch Directors and educational experts from the units of the Ministry of National Education) and provincial levels (Provincial Directors and Provincial Branch Directors of 81 Provincial Directorates of Education) and for the representatives of social partners (approximately 3500 person) to understand various aspects of corporate governance.**

2. **1.2. Conducting three study visits for beneficiary and stakeholder institutions to be able to draw lessons on various implementation practices.**

3. **2.1. Conduct an analysis of strengths and weaknesses of MoNE’s structure and organisation with regard to important areas of corporate governance.**

4. **2.2. Developing policies and strategies related to MoNE’s organization, management and functions centrally and regionally.**
2.3. Redefining roles, responsibilities and codes of conduct for the central and provincial organizational units of the Ministry.

2.4. Determining roles and responsibilities for the educational partners (students, teachers, school management, families, non-governmental organizations, social partners).

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5. Analyzing current situation in the funding and effective use of resources and proposing alternative models and/or action plans.</td>
</tr>
<tr>
<td>2.6. Developing alternative models and/or action plans for strengthening of data transfer and access to data mechanisms.</td>
</tr>
<tr>
<td>2.7. Developing alternative models and/or action plans for strengthening of monitoring and evaluation mechanisms.</td>
</tr>
<tr>
<td>3.1. Organizing one national symposium on corporate governance.</td>
</tr>
<tr>
<td>4.1. Preparing the draft amendments needed in law no 3797 on the organization and duties of the Ministry of National Education in line with the strategies and documents (Green Paper) developed.</td>
</tr>
<tr>
<td>5.1. Organizing one national and one international symposium on corporate governance and results of the Project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 4</td>
<td>Q 1</td>
<td>Q 2</td>
<td>Q 3</td>
</tr>
<tr>
<td>Q 1</td>
<td>Q 2</td>
<td>Q 3</td>
<td>Q 4</td>
</tr>
<tr>
<td>Q 1</td>
<td>Q 2</td>
<td>Q 3</td>
<td>Q 4</td>
</tr>
</tbody>
</table>
ANNEX-3

Project Title: Capacity Building Support for the MoNE.

## COMMITMENT (CONTRACT) AND DISBURSEMENT SCHEDULE (EU Contribution)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
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<td>0</td>
<td>0</td>
<td>3,700,000</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td><strong>Cumulated</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3,700,000</td>
<td>3,700,000</td>
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<td>3,700,000</td>
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<td>3,700,000</td>
<td>3,700,000</td>
<td>3,700,000</td>
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<tr>
<td><strong>TA</strong></td>
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<td>0</td>
<td>0</td>
<td>1,110,000</td>
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<td>0</td>
<td>555,000</td>
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<td>555,000</td>
<td>0</td>
<td>555,000</td>
<td>0</td>
<td>370,000</td>
</tr>
<tr>
<td><strong>Cumulated</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,110,000</td>
<td>1,110,000</td>
<td>1,665,000</td>
<td>1,665,000</td>
<td>2,220,000</td>
<td>2,220,000</td>
<td>2,775,000</td>
<td>2,775,000</td>
<td>3,330,000</td>
<td>3,700,000</td>
<td>3,700,000</td>
</tr>
</tbody>
</table>
ANNEX-4 REFERENCE LIST

1. Law No 3797 on the Organization and Duties of the Ministry of National Education.
2. 8th Five-Year Development Plan.
3. Decision of the National Education Council.

ANNEX-5

N/A
ANNEX-6 ORGANIGRAMME
(This organigramme reflects the institutional framework for the project implementations)
## ANNEX-7 ESTIMATED COST SHEET FOR THE PROJECT

<table>
<thead>
<tr>
<th></th>
<th>Unit Cost</th>
<th>Man/Day</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Assistance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Expertise</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* International long-term expert</td>
<td>880</td>
<td>1540</td>
<td>1,355,200</td>
</tr>
<tr>
<td>* International short-term expert</td>
<td>925</td>
<td>210</td>
<td>194,250</td>
</tr>
<tr>
<td><strong>National Expertise</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* National long-term expert</td>
<td>350</td>
<td>880</td>
<td>308,000</td>
</tr>
<tr>
<td>* National short-term expert</td>
<td>350</td>
<td>160</td>
<td>56,000</td>
</tr>
<tr>
<td><strong>Support Staff</strong></td>
<td>224</td>
<td>1650</td>
<td>369,600</td>
</tr>
<tr>
<td><strong>Sub-Total for the Expertises</strong></td>
<td></td>
<td></td>
<td><strong>2,283,050</strong></td>
</tr>
<tr>
<td><strong>Incidentals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International transportation (Per-diem, air tickets, accommodation, local transportation)</td>
<td></td>
<td></td>
<td>320,000</td>
</tr>
<tr>
<td>National transportation (Per-diem, air tickets, accommodation, local transportation)</td>
<td></td>
<td></td>
<td>200,000</td>
</tr>
<tr>
<td>Running Costs (Postal service, cargo etc.)</td>
<td></td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>Printing</td>
<td></td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>Interpretation / Translation</td>
<td></td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td>Stationary</td>
<td></td>
<td></td>
<td>70,000</td>
</tr>
<tr>
<td>Communication Costs (telephone, fax, internet)</td>
<td></td>
<td></td>
<td>60,000</td>
</tr>
<tr>
<td>Organization Costs (per diem, air tickets of the participants, training, seminars, conferences, accommodation, local transportation, rental)</td>
<td></td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td><strong>Sub-Total for the Incidentals</strong></td>
<td></td>
<td></td>
<td><strong>1,200,000</strong></td>
</tr>
<tr>
<td>Unexpected Costs</td>
<td></td>
<td></td>
<td>216,950</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>3,700,000</strong></td>
</tr>
</tbody>
</table>
ANNEX 8 - NATIONAL AND INTERNATIONAL EXPERTISE TO BE USED UNDER THE SCOPE OF THE PROJECT

<table>
<thead>
<tr>
<th>Expertise</th>
<th>National Expert man/day</th>
<th>International Expert man/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources and Education Planning Expert</td>
<td>120 man/day</td>
<td>120 man/day</td>
</tr>
<tr>
<td>EU Education Policies Expert</td>
<td>-</td>
<td>50 man/day</td>
</tr>
<tr>
<td>Expert for the Development of Green Paper Activities</td>
<td>440 man/day</td>
<td>440 man/day</td>
</tr>
<tr>
<td>Public Relations and Promotion Expert</td>
<td>440 man/day</td>
<td>-</td>
</tr>
<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>Monitoring and Evaluation Expert</td>
<td>40 man/day</td>
<td>40 man/day</td>
</tr>
<tr>
<td>Support Staff</td>
<td>1650 man/day</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2690 man/day</td>
<td>1750 man/day</td>
</tr>
</tbody>
</table>

1. International Team Leader (550 man/day)

Responsible for:

- The general coordination of the implementation of project activities. He/she will be commissioned on long-term basis and will reside in Turkey during the project.
- Assisting MoNE for establishing the Project Management Council and its active involvement to project implementation.
- Managing the project implementation team at national and regional level.
- Assuring the success of the technical implementation of each project activity, their sustainability and field management of international and national short-term experts.
- 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.
- 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 human resources management/education. Having masters 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 good knowledge on basic educational and managerial issues particularly on the management policies and relevant applications in the education systems of the EU Countries and corporate governance applications. Should have concrete project management experience.

Particular Experience: The ideal candidate will have at least 15 years of experience in the field including education planning, management of processes, assessment and evaluation in education and organizational restructuring.
2. **International Financial Administration Expert (550 man/day)**

**Responsible for:**

- The general administration of the project at national and international level.
- Providing the necessary support for assuring consistency in the administration of funds.
- Providing the necessary support to MoNE and the Contracting Authority (CFCU) 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 masters 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. **Monitoring and Evaluation Expert (40 man/day international expertise) and (40 man/day national expertise)**

**Responsible for:**

- Monitoring the activities envisaged within the scope of the project and preparing reports.
- Evaluating the outputs of the project activities.
- Providing guidance on the orientation of project activities.
- Proposing alternatives and solutions for the unexpected and critical situations within the scope of the Project.

**Qualifications and Skills:** Should have Bachelor’s Degree in a department related to education/project management. It will be an advantage to have master’s degree in the field of education/project management. It is an obligation to have good command of English and preferable to be literate in Turkish.

**General Experience:** Should have experience in monitoring and evaluation in similar EU Projects.

**Particular Experience:** The ideal candidate should have at least 15 years of experience in the field including education management and organizational restructuring, monitoring and evaluation issues.

4. **Support Staff (1650 man/day – three people 550*3)**

4.1. **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 5 years of work experience in relevant projects at international level and have been graduated from a relevant university.

Proficiency in English is required.

4.2. 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 5 years of work experience in international projects and a relevant educational background.

Proficiency in English is required.

4.3. 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.

5. One national and one international short term expert of human resources and education planning. 120 X 2 man/day: (This expert will work for the execution of the activity numbered 1.1.)

Responsible for:

- Planning of the education activities on the aforementioned issues, preparing relevant education materials and realizing the education activities.
- Working in close cooperation with the other expert/experts responsible for the training activities.

Qualifications and Skills: Should have been awarded Bachelor’s Degree in a department relevant to human resources management/business administration/education. Having masters 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 good knowledge on human resources management, functions and management of processes concepts.

Particular Experience: The ideal candidate will have at least 10 years of experience in his/her field of expertise.

Trainings on the EU policies and relevant applications about education management:

- Lisbon Strategy and the Education-Training Programme 2010 in the EU accession period.
• Institutional management models in EU and successful implementations.
• Comparison of management models of EU Countries and Turkey in the area of education.

6. One international short term expert of EU Education Policies. 50 man/day:
   (This expert will work for the execution of the activity numbered 1.1.)

   **Responsible for:**
   
   ➢ Planning of the education activities on the aforementioned issues, preparing relevant education materials and realizing the education activities.
   ➢ Working in close cooperation with the other expert/experts responsible for the training activities.

   **Qualifications and Skills:** Should have been awarded Bachelor’s Degree in a department relevant to education and social sciences. Having masters degree will be considered a plus (Masters degree of EU Studies is preferable) Good command of English is obligatory. Being literate in Turkish will be a reason for eligibility.

   **General Experience:** Should have good knowledge and experience in the field of *acquis communautaire*, EU standards and procedures applied in the EU countries with reference to education, management and organizational re-structuring.

   **Particular Experience:** The ideal candidate will have at least 10 years of experience in their field of expertise.

7. One national and one international long term expert of: 440 X 2 man /day: This expert will work for the execution of the activities stated between numbers 2.1.-2.7. and activity 4.1.)

   **Responsible for** the activities to be realized for the development of Green Paper including:

   ➢ Conducting an analysis of strengths and weaknesses of MoNE’s structure and organisation with regard to important areas of corporate governance:

     **Human Resources Management**
     Management of Processes
     Monitoring and Evaluation
     Usage and Interpretation of Statistics in Education
     Management Policies and relevant applications in the education systems of the EU Countries.

   ➢ Developing policies and strategies related to MoNE’s organization, management and functions centrally and regionally

   ➢ Redefinition of the roles, responsibilities and codes of conduct for the central and provincial organizational units of the Ministry.

   ➢ Determining roles and responsibilities for the educational partners (students, teachers, school management, families, non-governmental organizations, social partners).
- Analyzing current situation in the funding and effective use of resources and proposing alternative models and/or action plans.
- Developing alternative models and/or action plans for strengthening of data transfer and access to data mechanisms.
- Developing alternative models and/or action plans for strengthening of monitoring and evaluation mechanisms.
- Working within the working group to be established for preparing the Green Paper and preparing the draft amendments needed in law no 3797, drafting new regulations on the organization and duties of the Ministry of National Education in line with the strategies and documents developed (Green Paper).

Qualifications and Skills: Should have been awarded Bachelor’s Degree in a department relevant to human resources management/business administration/education. Having masters 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 good knowledge on human resources management, functions and management of processes concepts, strategy development, education management and planning. He/she should also have knowledge on and experience of EU Education Policies and implementations.

Particular Experience: The ideal candidate will have at least 15 years of experience in his/her field of expertise.

8. One National Public Relations and Promotion Expert (long term) : 440 man/day
(This expert will work for the execution of the activities numbered 3.1. and 5.1.)

Responsible for:

- Working in close cooperation with the international team leader and his/her Turkish counterpart and providing the necessary support in the organization of campaigns and/or other informing activities aiming at raising public awareness about project activities in a durable manner.
- Subsequent to the beginning of project activities, he/she will be responsible for the arrangements of trainings, workshops and symposium.

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 projects related to education.

Particular Experience: The ideal candidate should have at least 10 years of work experience preferably in an international setting in projects related to education sector.