

Project Title: Increasing Employability for Syrian Refugees and Turkish Host Communities in the Renewable Energy Sector

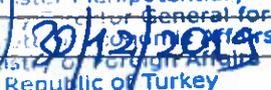
Project Number: 00111614

Implementing Partner: Ministry of National Education (MoNE) Directorate General for Life-Long Learning

Start Date: **End Date (18 months)** LPAC Meeting date: 26.09.2019

Brief Description																			
<p>This project focusses on the delivery of vocational training and skills certification for Syrians and Turkish host communities in the renewable energy sector – including solar power and wind energy. The project will benefit an estimated 500 Syrians under Temporary Protection and Turkish host community members by increasing their employability through vocational trainings and skills certification in this sector. The vocational training and certifications are expected to increase employability of the beneficiaries and access to available job opportunities in the renewable energy sector. The project will consist of two outputs:</p> <ul style="list-style-type: none"> - Output 1- Enhanced employability through vocational training and skills certification, in the renewable energy sector (solar and wind energy in particular), for an estimated 500 Syrians and Turkish host communities (men and women). The training will primarily focus on unskilled labor in this sector (i.e. including beneficiaries with some vocational or high school training), in particular the manufacturing, installation and maintenance of equipment and systems in power plants using renewable energy in Konya, Bursa and other potential provinces (Tekirdağ, Kocaeli, etc.). In addition to the delivery of trainings, this output will also require provision of equipment for the existing training centers to provide support for the applied training sessions in the relevant sectors; - Output 2- Feasibility report for the existing training/vocational training centers/vocational and technical high schools. The feasibility report will look into the specific demands of training/ vocational training centers/vocational and technical high schools, such as possible locations, capacities, job creation potential, required equipment, budget, sustainability and private sector demand in the selected cities regarding vocational training needs for renewable energy. <p>The project is innovative in its focus on the renewable energy sector- which is largely uncovered by other 3RP partners and IFIs in Turkey in response to the Syria crisis. In addition to that, the outcomes of the project will form a critical basis (both in terms of experiences as well as deliverables) to scale up efforts with additional funding. Additional activities foreseen (pending additional funding) are development and enhancing the capacity of the existing centers serving for renewable energy.</p>																			
<p style="text-align: center;">Contributing Outcome (UNDCS/CPD, RPD or GPD):</p> <p>UNDCS: 1.1. By 2020, relevant government institutions operate in an improved legal and policy framework, and institutional capacity and accountability mechanisms assure a more enabling (competitive, inclusive and innovative) environment for sustainable, job-rich growth and development for all women and men.</p> <p>Indicative Output(s):</p> <p>1.1.3 Solutions adopted for increased energy efficiency and utilization of renewables</p> <p>1.1.4. Citizens, with specific focus on vulnerable groups including in less developed regions have increased access to inclusive services and opportunities for employment.</p> <p>Gen Marker: 2</p>	<table border="1" style="width: 100%;"> <tr> <td colspan="2">Total resources required:</td> <td>USD 1,000,000</td> </tr> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle;">Total resources allocated:</td> <td style="text-align: center;">General Management Support (GMS) (%8)</td> <td>USD 74,074.07</td> </tr> <tr> <td colspan="2" style="text-align: center;">UNDP TRAC</td> </tr> <tr> <td style="text-align: center;">Donor Government of Korea</td> <td>USD 1,000,000</td> </tr> <tr> <td style="text-align: center;">Government</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">In-Kind</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Unfunded</td> </tr> </table>	Total resources required:		USD 1,000,000	Total resources allocated:	General Management Support (GMS) (%8)	USD 74,074.07	UNDP TRAC		Donor Government of Korea	USD 1,000,000	Government		In-Kind			Unfunded		
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Agreed by (signatures):

Government		Implementing Partner
<p>Name: </p> <p style="text-align: center;">MUSTAFA OSMAN TURAN Minister Plenipotentiary Director General for Multilateral Program Officers MINISTRY OF FOREIGN AFFAIRS Republic of Turkey</p>	<p style="text-align: center;"> Name: Gandip Jimes Resident Representative</p>	<p>Name: </p> <p style="text-align: center;">Mehmet Nezir GÜL Genel Müdür V.</p>
Date: 	Date:	Date:

I. DEVELOPMENT CHALLENGE

The proposed project contributes to the following outcomes (directly and indirectly) of the UNDP Strategic Plan of 2018-2021:

1.2.1: Capacities at national and sub-national levels strengthened to promote inclusive economic development

1.5.1: Solutions adopted to achieve universal access to clean, affordable and sustainable energy

The renewable energy sector contributes, amongst others, to sustainable economic growth through the jobs they provide during the installation, operation and maintenance phases. Because renewable energy systems do not require to be connected to a transmission system (which is the case for oil for instance), energy can be provided in hard to reach locations. During the power generation from renewable energy resources, the negative contribution to the environment is relatively low due to their CO₂ emissions which is much less than fossil fuels such as coal, oil and natural gas. As for the spatial dimension, renewable energy provides a benefit especially at the local level by meeting users with their own energy needs.

As of February 2019, Turkey hosts over 3,6 million Syrians under Temporary Protection. Turkey currently hosts the largest refugee population in the world and continues to demonstrate strong national ownership of the response. The Government of Turkey provides a rights-based legal framework through the Temporary Protection regulation, which offers access to education, health care, employment and social security to Syrians. It is estimated that by the beginning of 2019, the Government of Turkey (GoT) has spent USD 35 billion overall for its support to host the Syrians.

Currently, out of the 3,6 million registered Syrians, more than 96% million live amongst Turkish host communities¹. 45% of the Syrians are concentrated in 4 provinces in the South East. Within these provinces, there are four municipalities in Turkey, across or close to the Syrian border, each hosting more than 100,000 Syrians. In these cities, the ratio of the Syrian population to that of host communities is higher than 15%, including Kilis, Hatay, Gaziantep and Şanlıurfa². In addition to that, cities like Istanbul, Konya and Izmir are increasingly hosting large numbers of Syrians as well. The large concentration of Syrians in certain areas has increased competition over access to services as well as for instance jobs and livelihoods opportunities, which has affected social cohesion.

The proposal responds to the particular **needs and constraints in Turkey**, the target regions and relevant sections. Turkey is a country with a large young population. The people, ages 15-29 constitute 25% of the total population, the second largest group after children³. Amongst Syrians in Turkey, the share of youth is even higher with 32% nearly 1.2 million people. Youth unemployment in Turkey remains high at 20.8% and far exceeds that of the general population at 11.1%⁴. 25% of the youth population (35% of which are women) is neither in education, employment or training⁵. In addition to the economic downturn in recent years and the influx of Syrians entering the labor market, Turkish and Syrian youth are both challenged by limited opportunities to quality education, training and jobs as well as lack of skills that respond to the labor market needs. Women are further disadvantaged by traditional gender roles that discriminate their full participation in socio-economic life. One major limitation that Syrian youth experience in accessing livelihood opportunities is the language barrier. Besides, their skills are low, and they have limited information on incentives, regulations and opportunities for doing business or gaining formal employment.

From a social and labor cohesion perspective, even though refugees have been generously hosted in Turkey, recent surveys point out the fragility of relations between Syrians and Turkish host communities, some directly linked to the competition over access to job opportunities. The inflow of informally employed Syrian under Temporary Protection led to large-scale displacement of Turkish workers from the informal sector. This had a positive impact in terms of pushing informal Turkish workers towards the formal sector. However, not all groups have benefited: specifically, there has been no increase in the participation of women, youth and

¹ Mostly in the South East, particularly Gaziantep, Kilis, Şanlıurfa, and Hatay.

² Republic of Turkey – Ministry of Interior Directorate General of Migration Management, Statistics – February 2019.

³ Official data Directorate General for Migration Management, Turkey, November 2018.

⁴ Turkish Statistical Institute, August 2018. Available at www.turkstat.gov.tr.

⁵ EU Needs Assessment, October 2018, and TurkStat, Labor Force Statistics, November 2017, <http://www.turkstat.gov.tr/PreHaberBultenleri.do?id=27687>

uneducated in formal employment⁶. Lack of employment opportunities is often reported to play a key role in driving inter-community tensions.

External support to address these challenges and boost job creation in the main refugees hosting provinces is becoming more crucial than ever. In addition to the immediate negative consequences of lack of income and employment on both host and refugee household (poverty, negative coping mechanisms such as child labor), the current situation is undermining social cohesion. At the same time, there is an increase in acknowledgement and understanding that Syrians may not return in the near future. This risk of tensions related to the labor market has the potential to undermine the implementation of the government policy framework and the prospect of social inclusion and self-reliance of Syrians under temporary protection⁷. This is especially the case for the provinces targeted under the proposed action, as Syrians are densely populated in areas with chronically higher unemployment.

Surveys generally indicate that many of the issues are based on misinformation or prejudices. Language issues and the associated difficulty to communicate is the cornerstone of the issues as it limits possibility to interact, break down prejudices and build confidence. However, the influx of refugees has also had some consequences on the labor market and on employment opportunities for Turkish nationals, which also constitutes fertile ground for potential inter-group tensions.

On the other hand, while Syrians under temporary protection generally manage to access informal jobs (86% of respondents to a TRC Livelihoods Surveys indicated having a household member working), this is insufficient for them to live dignified lives: 60% of Syrian household remain poor and only 16% have access to reliable work⁸. Lack of access to formal job opportunities is sustaining Syrians under Temporary Protection's reliance on social assistance programme instead of their transition towards social security schemes and self-reliance.

In January 2016, the Government of Turkey issued the Work Permit Regulation. To date the number of work permits issued is 60,882, the number of work permits granted to Syrians under temporary protection is 32,199 and permissions granted to start their own business is 6,264 (as of 31 October 2018, Ministry of Family, Labor and Social Services). However, the arrival of Syrian refugees on the Turkish labor market is first and foremost driving up informality, which increased over the last five years and reached 34.3 per cent by July 2017, predominantly in the agricultural sector but also in other areas of the economy⁹. The lack of formal job opportunities remains a key factor driving high poverty rates among the Syrian population and largely maintains reliance on external support.

While the competition over jobs is increasing over time and contributing to social tensions, there a number of sectors with labor demand and/or are expected to growth in the near future. However, unskilled laborers amongst Syrians and Turkish nationals often do not have access to those jobs because of a lack of skills or certification to work on those sectors.

Analysis of pre-crisis employment by sector in Syria shows that 77 per cent of Syrian men and 76 per cent of Syrian women were employed outside the agriculture sectors (i.e. industry sector: 28% men, 9% women and service sector 49% men, 67% women) while only 15 per cent were employed in agriculture. The analysis indicates that most Syrians under temporary protection have the skills and experience in the industry and service sectors that should be taken into account for the design of future Technical and Vocational Training and Education (TVET) and other employment support. In Turkey, 3RP Livelihoods Sector partners have supported Syrians under temporary protection and Turkish citizens through the provision of TVET, skills, entrepreneurship and language training. In 2018, Livelihoods Sector partners have trained over 50,000 beneficiaries. These programmes are crucial to allow a large portion of Syrians and host community members that cannot be immediately absorbed by the labor market to gain valuable experience while efforts on the demand-side of the labor market are producing results in parallel.

⁶ World Bank, Impact of Syrian Refugees on the Turkish Labor Market, 2015.

⁷ EU Facility, Needs Assessment Final Report, October 2018. In 2014, 55% of Turkish nationals thought that most/all refugees would return, now 70% think that all/most will stay. The EU Needs Assessment confirms that "there is an increasing public perception among the host population that Syrian businesses and workers enjoy advantages over their Turkish counterparts and that livelihoods are thus being undermined, which can be detrimental to social cohesion"

⁸ WFP, Refugees in Turkey: Comprehensive Vulnerability Monitoring Exercise (Round2), May 2018

⁹ UNDP, 3RP Livelihoods and Employment Data Analysis, 2017 Progress and Way Forward for 2018-2019.

For instance, recent market assessments indicate that there is a demand for labor in the renewable energy sector. The number of people working in renewable energy totals about 94,400 (Erim, 2017)¹⁰. The sector has grown rapidly over the years as a result of, amongst others, population growth which increased the overall need for secure and low-cost energy sources, as well as increased investments in the renewable energy sector. There is a specific demand for unskilled labor in areas such as manufacturing, installation and maintenance of renewable energy equipment. Additional growth is expected in the years to come according to national strategies and supply – demand analysis. In May 2018 İŞKUR (Turkish Labor Agency) conducted the most comprehensive labor market survey in the history of Turkey and solar energy system technicians were one of the occupations that is expected to come to the fore in the next 10 years. Because of demand for unskilled labor and expected growth, the renewable energy sector is considered a good opportunity for the increase in employability of Syrians and host community members.

While the competition over jobs is increasing over time and contributing to social tensions, recent market assessments indicate that there is a demand for labor in the renewable energy sector. Turkey's wind energy potential is 48.000 MW and total area corresponding to this potential is equivalent to 1.3 % of the country surface and the solar energy sector has the second highest employment potential among renewable energy sector in Turkey¹¹. According to Republic of Turkey Ministry of Energy and Natural Resources (MoENR) capacity calculation, wind, solar power and hydroelectric resources have installed capacity far below its potential.

As of 2017, Turkey employed 53,000 people in wind power and 16,600 in solar heating and cooling, and 12,700 in PV. Altogether, the number of people working in renewable energy totals about 94,400¹². Yet, there is still a demand for additional labor and expected growth in the renewable energy sector providing an opportunity for Syrians and host community members to find employment in this sector, if they have gained the required skills through vocational training.

The development and deployment of renewable energy sources creates various types of job opportunities along the renewable energy value chain. The categorization of employment in the renewable energy sector is based on the technological value chain, economic impact, territorial nature and stability over time. Employment opportunities related to the technological value chain (see Figure 1) can be described as Research and Development (R&D), Product manufacturing and Distribution, Project Development, Construction and Installation, Operation and Maintenance (O&M).

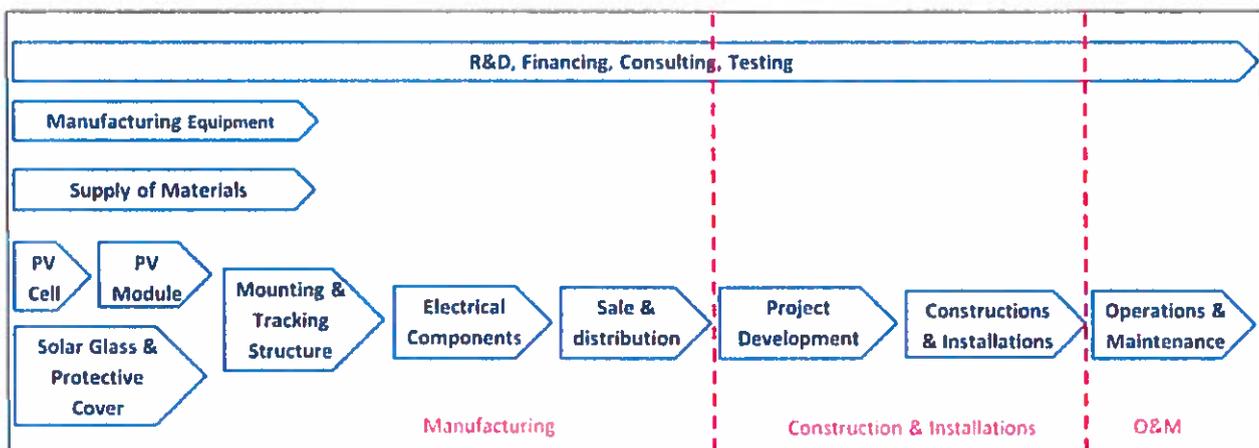


Figure 1: PV Industry Value Chain

R&D and Manufacturing jobs may be generated outside the country/territory where the Renewable Energy (RE) technology is provided. Installation related jobs are generally short-term type of jobs compared to R&D, Manufacturing and O&M. R&D and Manufacturing jobs are therefore more likely to be a foreign job and

¹⁰ International Renewable Energy Agency (IRENA),2017. Renewable Energy and Jobs - Annual Review 2017, Abu Dhabi

¹¹"KPMG Sector Outlook, Energy", p.13, available at: <https://assets.kpmg.com/content/dam/kpmg/tr/pdf/2018/02/sectorel-bakis-2018-enerji.pdf>

¹²International Renewable Energy Agency (IRENA),2017, p.17, Renewable Energy and Jobs - Annual Review 2017, Abu Dhabi

stable, installation jobs are more likely to be local and temporary and O&M jobs are more likely to be local and stable¹³.

The categories of jobs require a wide array of skills and educational backgrounds such as engineering, technician, marketing, retail, administration and customer services etc. The required qualifications and the categories of jobs are highly related to the value chains of RE and Energy Efficiency (EE) industries and the activities involved.

As for the solar industry, the main components of solar energy PV systems are the PV modules, inverter, support structure and the battery backup (in some cases). The solar industry creates jobs along the value chain that includes both production and services. The job opportunities created in the PV value chain (see Figure 2) include direct jobs such as the manufacturing of PV modules, inverters, racking equipment, on roof or on ground installers, and indirect jobs such as raw material suppliers (glass, dopants gases, silver paste, steel bars etc.), electricity, production equipment, electrical devices and public officers for administration and taxation).

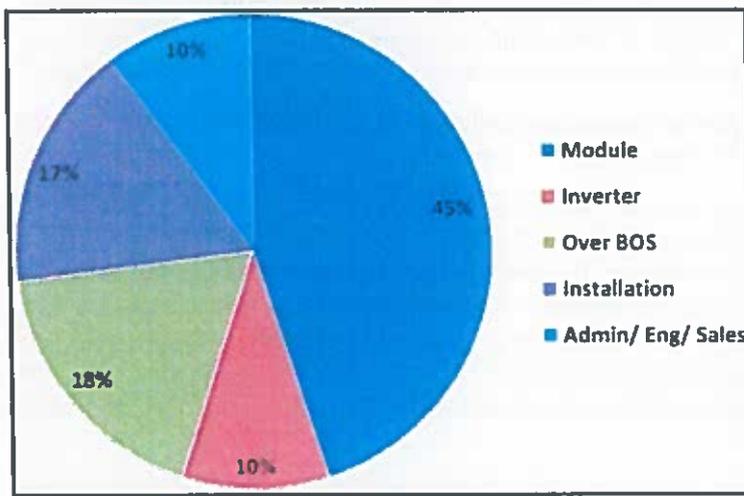


Figure 2: Distribution of jobs in PV industry value chain

For this sector, the main employment-generating activities are defined as manufacturing and construction activities necessary for the installation of power plants, rather than operating installed solar power plants.

In the wind energy sector, the manufacturing sector has the highest potential for job creation. On average, 23% of total employment generated by the sectors come from production and 32% from construction¹⁴. In the first two stages, manufacturing and installation of the power plant, the contribution to total employment is higher than the last two stages. According to this, 90% of total employment is in the areas of manufacturing and installation and 10% in operation and maintenance repair related processes. Right along with financial analysts, engineers who require high school and even doctoral degrees, solar panel installation technicians, solar lab technicians who require secondary education and additional certification-experience are highly demanded to be employed in the solar energy sector.

Based on the relevance of economic impacts, the International Renewable Energy Agency (IRENA) categorizes employment opportunities into two main groups:

- **Direct employment** results from design, project development, construction, installation and maintenance of RE power plants; and
- **Indirect employment** includes manufacturing and supply of equipment, materials, and services linked to supply chain. The finance and banking sectors provide services for the construction and operation of a facility; induced employment results in other sectors of the economy due to the spending of the wealth generated by direct and indirect employment. This includes jobs at local grocery stores, hospitals, schools, restaurants, clothing retailers etc. Thus, apart from the direct employment effect

¹³Sooriyaarachchi, T, M; I Tsai, I, T; El Khatib, S; Farid, A, M; Mezher, T. (2015), "Job creation potentials and skill requirements in, PV, CSP, wind, water-to-energy and energy efficiency value chains", Renewable and Sustainable Energy Reviews 52, p.655.

¹⁴ Yılmaz, S, A. (2014), "Green Jobs and Their Potential in Renewable Energy in Turkey", Master Thesis, Sosyal Sektörler ve Koordinasyon Genel Müdürlüğü, Ankara, p.158.

created by RE deployment, a number of indirect and induced jobs will also be created in different economic sectors in the country and this is referred to as the 'multiplier effect' of job creation.

With respect to the solar energy sector, if the Solar Energy Road Map Targets 2020 are reached with the estimated installation of;

- hydroelectric capacity reaching up to 34.000 MW,
- installed wind capacity to 20.000 MW,
- installed geothermal energy capacity to 1,000 MW, and
- installed solar power capacity (CSP + PV) to 5.000 MW.

The installed solar power capacity and geothermal energy have already exceeded the above-mentioned targets and by March 2019 they reached to 5.316,1 MW and 1.302,5 MW; respectively¹⁵.

The expected PV jobs to be created will include 83.3 jobs per MWp for installation, operation and maintenance, manufacturing of systems and for wholesale-retail sale, installation and maintenance. Besides, the jobs to be created for Concentrated Solar Power (CSP) plant are expected to include 400 full-time manufacturing jobs, 600 installation jobs and 30 maintenance and service jobs for each 100 MWp CSP plant¹⁶.

With the inclusion all types of employment containing indirect and induced employment, the increase in total employment in Turkey by 2020 is estimated to be around 734,888 people¹⁷.

40% of the Syrian refugees residing in Turkey are primary school educated, 19% are secondary school, 9% are high school and 7% are university graduates. Besides, 12% of the Syrian population is illiterate while 13% are literate without having formal education¹⁸. Considering that there is also a specific demand for unskilled labor along with the required qualified labor force for amongst others the manufacturing, installation and maintenance of renewable energy equipment and unskilled laborers, Syrians and Turkish nationals often do not have access to those jobs because of a lack of skills or certification to work in those sectors. In addition to that, 75% did not have adequate information about the sectors they could work in, in Turkey and the conditions of such sectors¹⁹.

This project responds to those needs through the provision of vocational trainings and skills certification. Vocational training centers for Syrians and Turkish host community members have a great potential to increase employability, reduce reliance on external cash assistance and increase self-reliance.

The project – with its focus on the renewable energy sector, also contributes in achieving below targets under the United Nation's Sustainable Development Goals:

1.5: By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.

7.A: By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology.

¹⁵ Installed Power Report, March 2019. Available at: https://www.teias.gov.tr/sites/default/files/2019-04/kurulu_quc_mart_2019.pdf

¹⁶ Sooriyaarachchi, T, M; I Tsai, I, T; El Khatib, S; Farid, A, M; Mezher, T. (2015), "Job creation potentials and skill requirements in, PV, CSP, wind, water-to-energy and energy efficiency value chains", Renewable and Sustainable Energy Reviews 52, p.661.

¹⁷ Karaca, C. (2016), "Turkey's Renewable Energy Investment 2023 Objective's Effects on Unemployment in Turkey", ICOMEP, 26-27 October | Istanbul, Turkey.

¹⁸ Turkish Red Crescent (TRC), Livelihood Survey. July 2018.

¹⁹ "Field Research Towards Living Conditions, Future Expectations and Demographic Outlook of Syrians in Turkey, 2017", T.C. BAŞBAKANLIK Afet ve Acil Durum Yönetimi Başkanlığı (AFAD), p9, available at: https://www.afad.gov.tr/upload/Node/24384/xfiles/17a-Turkiye_deki_Suriyelilerin_Demografik_Gorunumu_Yasam_Kosullari_ve_Gelecek_Beklentilerine_Yonelik_Saha_Arastirmasi_2017.pdf

This project will focus on the following main components as detailed in the Strategy Section below:

- **Output 1- Enhanced employability through vocational training for an estimated 500 Syrians and Turkish host communities (men and women) through vocational training in the renewable energy sector, solar and wind energy in particular.** The training will primarily focus on unskilled labor in this sector (i.e. including beneficiaries with some vocational or high school training), in particular the manufacturing, installation and maintenance of equipment and systems in power plants using renewable energy (Konya, Bursa and other potential provinces such as Tekirdağ, Kocaeli, etc.). In addition to the delivery of trainings, this output will also require provision of equipment for the training centers in the relevant sectors for the use of applied training sessions;
- **Output 2- Feasibility Report for existing training/vocational training centers, vocational and technical high schools.** The feasibility report is aimed to look into the specific demands for training/vocational training centers/vocational and technical high schools, locations, size, job creation potential, equipment, budget, sustainability and private sector demand in the selected cities on the needs of vocational training in renewable energy.

II. STRATEGY

This is an 18-months project with the overall objective to increase the employability of Syrians and Turkish host community members in the sector of renewable energy. The project will do so by providing vocational training and skills certification opportunities.

As of February 2019, Turkey currently hosts more than 3.6 million Syrian refugees under temporary protection which offers access to education, health care, social security and also employment to Syrians. Currently 96% of the Syrian refugees live amongst Turkish host communities and 142,676 people live in refugee camps²⁰. Most of these refugees within the age of employment and need vocational training to get employed in more qualified positions

As per recent information (as of December 2018) provided by Directorate-General of the Life-Long Learning of the Ministry of National Education, 66,000 Syrians under Temporary Protection have participated in vocational and technical trainings varying in different sectors such as handicrafts technology, clothing manufacture, beauty and hair care services, information technology and child development and education²¹ (see Figure 3). While the educational content has mostly been directed at children, the Ministry is currently working on developing standardized content for adult Turkish language skills trainings.

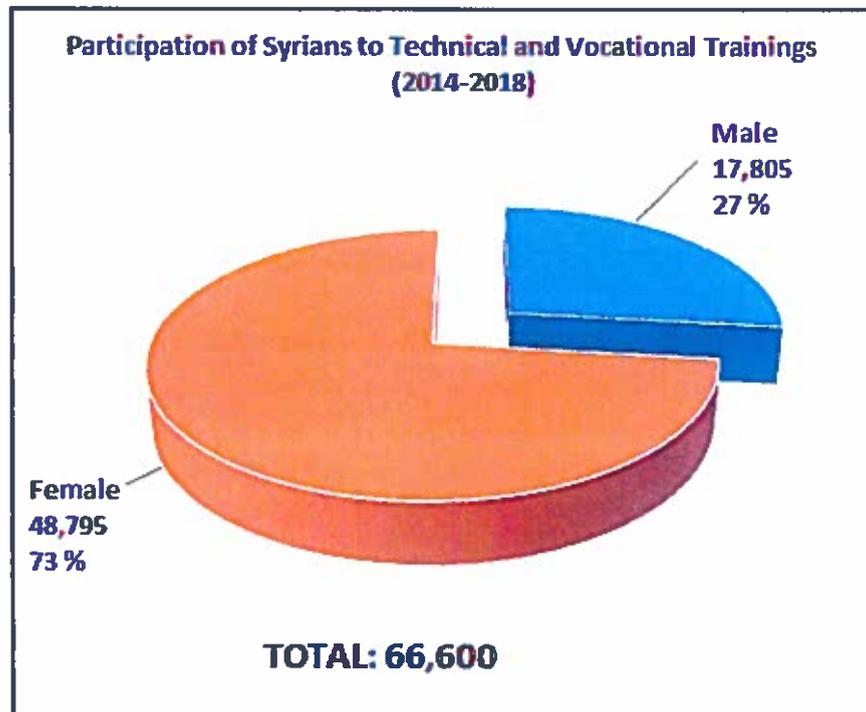


Figure 3: Participation of Syrians to Technical and Vocational Trainings (2014-2018)

The project will not only focus on vocational training of refugees and Turkish host communities, but also expand the opportunities for renewable energy training centers beyond this project through a feasibility report. Besides, the project will also contribute to enhancement of the current capacity of Turkey in renewable energy sector through developing new curricula and strengthening the collaboration opportunities between the private sector, NGOs, academics and government institutions that are active in renewable energy sector.

The project will be based on UNDP's **resilience-based development approach**. This includes design and implementation modalities aimed to reducing vulnerabilities and contribute to individuals, communities, local institutions to be able to cope with and recover from the large influx of Syrian refugees. Therefore, the resilience-based approach enhances the investments in existing national and local systems to ensure they can adequately serve both host and Syrian communities. The approach is also strongly based on communities and people, who are an essential and often unrecognized part of the overall resilience system. The resilience-based development approach complements, but is distinct from humanitarian support by focusing, amongst others, on: i) creating a basis to transition towards sustainable development and support self-reliance for the refugees

²⁰ Directorate General of Migration Management, Statistics as of 07.02.2019.

²¹https://hbogm.meb.gov.tr/meb_iys_dosyalar/2019_06/26115239_14_HAZIRAN_2019_YNTERNET_SUN_UUU_.pdf

wherever possible. This includes labor supply and demand side to strengthen self-reliance and socio-economic integration; ii) cooperation with and delivery through local partners, particularly municipalities; and iii) all activities are environmentally friendly, some of which contribute actively to environmental sustainability. Within the framework of this project, in line with UNDP's resilience-based development approach, the project is designed to benefit individuals from both communities and to provide institutional support through the assessment and development of training materials.

During the scoping/design phase of the Project, the Project team consulted with different stakeholders who have already implemented projects in the renewable energy sector (including establishment of centers, development of curriculum and training materials, provision of trainings, etc.) in different provinces with different targets and target groups. During the implementation of the Project, the stakeholders already experienced in the renewable energy sector and their projects' outputs and their project team (curricula, report, training materials, established networks between private sector, training/vocational training centers/vocational and technical high schools to be supported etc.) will be considered and reflected in the Project design. The findings of the discussions and potential future collaborations with these stakeholders are provided in

Table 1.

The manufacturing industry for production of parts and components of power plants using renewable energy resources is mostly concentrated in the following geographical regions of Turkey:

- Central Anatolia: Solar (Konya, Ankara, Kırkkale and Kayseri)
- Aegean Region: Wind and Solar (İzmir, Manisa)
- Marmara Region: Wind, Solar and Biogas (Balıkesir, Çanakkale and Bursa as well as Istanbul and Tekirdağ)

Specific to Marmara Region; TR22 region (Balıkesir and Çanakkale) stands out with its commitment to position itself as one of the leading renewable energy centers in Turkey²². The region comprises a lot of advantages regarding renewable energy resources. The Region is very rich in renewable energy resources such as wind, photovoltaic and biogas power. Power generation activities are carried out in many districts. Manufacturing industry in production of parts, components, machinery and equipment used in renewable energy sector is diverse in nature. South Marmara Region is expected to be specialized as the region where renewable energy technologies are developed.

²² For further details please see:

http://www.oecd.org/globalrelations/Strengthening_the_Spatial_Dimension_in_Turkey.pdf

Table 1: Preliminary Stakeholder Analysis/Discussions

Stakeholder	Experience	Potential Collaboration
<p>South Marmara Development Agency</p> <p>Balıkesir University</p> <p>Çanakkale Onsekiz Mart University</p>	<p>Implemented projects in wind energy sector: development of curricula, provision of training and internship opportunities, technical assistance on relevant software and entrepreneurship trainings, development of laboratories</p>	<ul style="list-style-type: none"> ▪ Invitation to the workshops ▪ Use and improvement of already developed curricula and training materials previously developed ▪ To have access to the relevant statistics, reports, analysis developed as a result of the respective projects and use of these materials as reference baseline documents during the implementation of this project. ▪ Support for study visits ▪ Network support (universities, trainees, private sector, etc.) ▪ Collaboration for new project namely Renewable Youth Energy (RE-YOU) targeting development of six new training centers in Çanakkale and Balıkesir ▪ Benefit from the outputs of the IPA project on vocational training for renewable energy in Balıkesir and Çanakkale
<p>Ege University Graduate Faculty of Solar Energy</p>	<p>Implemented projects in solar energy sector: development of curricula, provision of training and internship/job placement opportunities</p>	<ul style="list-style-type: none"> ▪ To have access to the relevant statistics, reports, analysis developed as a result of the respective projects and use of these materials as reference baseline documents during the implementation of this project. ▪ Support for study visits ▪ Network support (universities, trainees, private sector, etc.) ▪ Collaboration for new project opportunities ▪ Invitation to the workshops ▪ Use and improvement of already developed curricula and training materials previously developed
<p>International Solar Energy Society, Turkey Section (GÜNDER)</p>	<p>An industrial NGO established upon a Decree of Council of Ministers where both government (MoENR) and private sector (PV equipment manufacturers and PV plant installers) are represented.</p> <p>Implemented projects in solar energy sector: With Sunny Days, The Youth Looking Hopefully to the Future: provision of trainings and social cohesion activities to the children in juvenile correctional facility in Ankara/Sincan, organization of career/job fairs,</p>	<ul style="list-style-type: none"> ▪ To have access to the relevant statistics, reports, analysis developed as a result of the respective projects and use of these materials as reference documents during the implementation of this project. ▪ Invitation to the workshops ▪ Use and improvement of already developed curricula and training materials previously developed ▪ Support for study visits ▪ Network support (universities, trainees, private sector, technical and vocational high schools, etc.)

The specific objectives of this project are:

- increasing employability of Syrians and Turkish host community members for the renewable energy sector, by providing the required vocational training and skills certification,
- challenging traditional gender roles by supporting women to gain skills non-traditional jobs,
- increasing awareness of jobs available in the renewable energy sector,
- reducing reliance on cash assistance and provide opportunities for self-reliance,
- supporting the renewable energy sector (equipment manufacturers, plant installers, etc.) by providing them with intermediate workforce,
- providing the required information through a feasibility study for renewable energy training centers to further expand opportunities and training capacities beyond this project with additional funding, and
- developing/enhancing a strong network between private sector and vocational and technical high schools/training centers, NGOs, academics and government institutions that are active in renewable energy sector for the sustainability of the project and development of future projects.

As far as the vocational training is concerned, it is known that, the educational institutes and universities are increasingly focusing on research and development and vocational education in renewable energy. However, the sector is still in need of a qualified intermediate workforce for both equipment manufacturing and plant installation as well as post-commissioning services.

For this purpose, in early phases of the project, a needs analysis will be conducted in order to provide a basis to further expand the vocational education and training capacity in Turkey, actual need for qualified intermediate workforce in the renewable energy sector. Based on the outcomes of the assessment a pilot training center(s) may be developed pending availability of resources in cooperation with the relevant public and private entities. The details of the strategic activities and results of the current project are explained in the following section.

Activities and awareness raising campaigns will be designed to challenge traditional gender roles; flexible online training opportunities will be offered; and tailored communication strategies and child-friendly facilities and safe transportation will be designed and offered to respond to the constraints of women, young mothers and youth with special needs in particular.

The project is also aligned with the overall strategies of Turkey and the EU with regard to increasing the employment and supporting the burden on the Emergency Social Safety Net (ESSN). As of February 2019, the ESSN supports 1.5 million individuals. It is a GoT and EU priority to gradually reduce reliance on ESSN cash assistance and increase self-reliance. Youth's increased access to the labor market is key to achieve this, requiring support in terms of language training, skills development, work-placements and entrepreneurship support. An estimated 86% of Syrian households have a working member. This is similar for ESSN beneficiaries (who cannot work formally if they want to keep ESSN benefits). Only 2% have a work permit, consistent with statistics from the Ministry of Family, Labor and Social Services (MoFLSS) indicating that 60,000 work permits have been granted to Syrians by the of end 2018.

The project will support the integration of refugees and host communities by facilitating job opportunities for the members of both Syrian and host communities, in particular current ESSN beneficiaries with "high capacity" through vocational education in an area that is rapidly developing in Turkey in the last couple of years. Thus, the Project will help eventually to overall self-reliance of ESSN beneficiaries and assist to reduce dependency on the current cash assistance and support social integration.

III. RESULTS AND PARTNERSHIPS

Expected Result(s) and Indicators

Output 1: Delivery of vocational training and skills certification for Syrian refugees and Turkish host communities in the renewable energy sector

The component will provide the intermediate qualified workforce needed by the renewable energy sector through supporting the vocational training and skills certification support for both Syrian refugees and Turkish host communities. This component thereby directly supports refugees and Turkish host communities to increase their employability and up their chances to find sustainable employment in this sector.

During the implementation of the project, the project team will also be looking for potential collaboration opportunities with private sector companies to provide internship, applied training opportunities to the trainees as well as to find existing potential facilities for training purposes. In this sense, UNDP will bring in its experience, tools and network with the private sector through different platforms in order to provide a referral path to graduates of the trainings.

Output 1.1 – Baseline Study on the Current Situation/Demand Analysis of the Renewable Energy Sector

Activity 1.1.1. Stakeholder Consultation Meetings

During the inception phase of the project, several stakeholder consultation meetings aiming to reveal the major demand and needs of the private sector serving in RE sector with different actors will be held. The stakeholders may include amongst others;

- Presidency of the Republic of Turkey, Presidency of Strategy and Budget
- Ministry of Energy and Natural Resources (MoENR)
- Ministry of Industry and Technology (MoIT)
- Ministry of Trade (MoT)
- Ministry of National Education (MoNE)
 - o Vocational and Technical Education General Directorate
 - o Directorate General for Life-Long Learning
- Turkish Employment Agency (İŞKUR)
- Vocational Qualification Institute²³
- Active associations/foundations in renewable energy sector and/or vocational training services
 - o International Solar Energy Society-Turkey Section (GÜNDER)
 - o Turkish Wind Energy Association (TWEA)
 - o Vocational Education and Small Industry Support Foundation (MEKSA)²⁴
 - o Association of Solar Energy Manufacturers and Solar Industry (GENSED)²⁵
 - o Solar Energy Investors Association (GÜYAD)
- Selected universities, vocational high schools and research institutes
 - o METU – The Center for Solar Energy Research and Applications (GÜNAM)²⁶
 - o Ege University – Graduate Faculty of Solar Energy²⁷
 - o Balıkesir University
 - o Çanakkale Onsekiz Mart University

²³ Official webpage available at: <https://www.myk.gov.tr/>

²⁴ Official webpage available at: <http://meksa.org.tr/>

²⁵ Official webpage available at: <https://www.gensed.org/>

²⁶ Official webpage of Initiative for Renewable Energy Eco-systems and Sustainability; for further details: <http://yesap.metu.edu.tr/RenewableEnergy>

²⁷ Official webpage available at: <https://eusolar.ege.edu.tr/eng-/Homepage.html>

- Other relevant INGOs/NGOs/CSOs
- Representatives of private sector companies serving in RE sector

The project will also lead to establishment of an **Advisory Committee (AC)** as a result of the stakeholder consultations which will include representatives from abovementioned potential stakeholders.

The AC will be established with the aim of;

- receiving technical feedback and inputs regarding the scope of the vocational trainings,
- receiving feedbacks during workshops aiming to develop new or to improve existing curricula used for RE trainings,
- receiving input while determining the **selection criteria** of the potential trainees and trainers,
- receiving feedback/support regarding potential labor demand in private sector,
- receiving support regarding the bottleneck of the projects – when required,

The AC is expected to be composed of representatives from UNDP, MoNE, MoENR, NGOs, private sector and to have regular meetings during the implementation of the Project.

Specifically, the needs and demands of the private sector companies will be taken into consideration as they would be the actors to employ beneficiaries after the completion of the training sessions. The sector need analysis and training analysis will be provided in parallel manner. The information/data collected during the meetings will be compiled in a Stakeholder Analysis Report.

In addition to these meetings, the project team will utilize the survey results, reports and statistics developed by different authorities such as; Emergency Social Safety Net (ESSN), Directorate General of Migration Management (DGMM) and other INGOs/NGOs/CSOs.

The outcomes provided in the Stakeholder Analysis Report will also form the basis of the curriculum and training materials to be developed for the vocational training. The stakeholder analysis report will also identify possible challenges and opportunities to ensure the trainings provided are gender sensitive and allow for both women's and youth participation. This includes the development of an appropriate curriculum as well as needs to create an environment that allows trainings to be accessible for women such as safe transportation and childcare opportunities.

Output 1.2 – Development of a Renewable Energy Training Programme

Activity 1.2.1. Identification of the Location for the Training Programme and the Beneficiaries

The outcomes of the stakeholder consultations will provide a general framework for determination of the target implementation locations; which then will be confirmed by the project team in cooperation with governmental and private sector stakeholders.

The training programmes are planned to be provided in Konya, Bursa and other potential provinces such as Tekirdağ, Kocaeli etc. provinces which are eligible for solar and wind energy sectors. However, the stakeholder consultations will be searching for the most eligible provinces for the trainings and the precise provinces will be determined after the completion of stakeholder consultations. The priority will be given to the cities where (i) solar and wind renewable energy investments/private sector demand can be maximized together (as it is the case of Konya and Bursa) (ii) Syrian population and its ratio to the host community members is high (iii) no duplication of vocational training in renewable energy and intense project implementation targeting Syrians and host community members (e.g. İzmir, Gaziantep, Balıkesir and Çanakkale are not preferred in order to avoid duplication due to the recently completed/ongoing projects addressing Syrians and vocational trainings in the renewable energy sector). UNDP already has strong collaborations with the Public Education Centers in **Konya and Bursa** within the scope of Turkey Resilience Project in response to the Syria Crisis and the centers in these provinces have capacity to provide additional trainings in solar and wind energy sector.

Konya currently hosts 109,127 registered Syrians and Bursa close to 176,860²⁸. Both provinces are thereby in top ten provinces hosting the largest numbers of refugee in Turkey per capita.

During the selection of provinces several criteria will be considered; i.e. i) the number of Syrian refugees including ESSN beneficiaries with high capacities; ii) the number of Syrian compared to host community

²⁸ Directorate General of Migration Management, Statistics as of 07.02.2019.

members; iii) the capacities of local partners; iv), the job creation potential; and v) the availability of strong ecosystem actors for renewable energy sector.

The project will target Syrians (over the age of 15) identified as less vulnerable ESSN beneficiaries with 'high' or 'some' productive capacity (as per the analysis of ESSN beneficiaries' vulnerability) as well as Turkish youth as members of the host communities (of which at least 25% women). The project will target to enable youth to access formal employment opportunities would make a more significant difference in the household income than if other members (older men working informally, women not looking for work) were targeted. Among Syrians, the proposed project will select target aged over 15 that live in target provinces from those 250,000 less vulnerable ESSN beneficiaries across Turkey who have some capacity to work.

The stakeholder consultations will also aim to identify;

(i) demand/needs of private sector serving in renewable energy sector, in terms of provision of vocational trainings that will enable increased employment of the trainees after the completion of trainings,

ii) the selection criteria of the beneficiaries in order to enable the project to reach out most eligible population that will ensure sustainability of the trainings in terms of accessing the job opportunities in the sector.

The training program will encourage women and youth participation, both in terms of the design of its curricula as well as by creating an environment to allow women's and youth participation. Doing so will also contribute for women to be employed in a less traditional and innovative sector and thereby challenge traditional gender roles.

Activity 1.2.2. Review and Development of the Curricula and Training Materials

The MoNE already has 5 different curricula²⁹ on renewable energy vocational trainings; (i) Solar Energy Systems, (ii) Solar Panel and PV Installation, Maintenance and Repairment, (iii) Wind Farm Installation, Maintenance and Repairment, (iv) Solar and Wind Energy System Development Compatibility, (v) Composite Material Production. While developing the curricula and the training materials, the project team and the Advisory Committee will review the existing curricula of vocational high schools and technical high schools and/or available curricula of the private training centers on renewable energy sector to further develop the materials by adding or adjusting the renewable energy training components. In addition to that, the project team is already in contact with the directors and implementing partners of the previously implemented projects provided vocational trainings in renewable energy sector. While developing the curricula and training materials, previously developed versions (for different projects)³⁰ will be considered and used. Furthermore, the project team members of the previously implemented projects will be invited to the workshops to receive their comments.

In addition, specific training contents and training materials will be developed for training of the target beneficiaries of the project in cooperation with facilities of academia, industry, and related governmental officials. The curriculum and training material will be reviewed to ensure that it is gender sensitive and non-discriminatory and allows for women's and youth participation.

Activity 1.2.3. Training of Trainers

After completion of the curricula and training materials, the teachers/trainers will be trained to deliver effective and qualified vocational trainings to the participants, to the Syrians and host community members. The required number of the trainers will be determined as a result of the discussions held during the inception phase of the Project. The trainers who are already working for the Industrial and Vocational High Schools will be prioritized in order to ensure the sustainability of the project outcomes and increase the outreach of the curricula and the training materials developed within the scope of the Project.

Activity 1.2.4. Launch of the Renewable Training Programmes

In-classroom trainings are planned through Public Education Centers, Training/Vocational Training Centers (PECs) and vocational/technical high schools of the MoNE which are administered by the Directorate General of Life-Long Learning (DGoLLL) and Directorate General of Vocational and Technical Education, respectively.

²⁹ For details in Turkish please visit:

<http://hboqm.meb.gov.tr/modulerprogramlar/?q=68&alan=Yenilenebilir%20Enerji%20Teknolojileri>

³⁰ For instance, [With Sunny Days, The Youth Looking Hopefully to the Future Project](#) which is implemented by GÜNDER together with Mimar Sinan Vocational and Technical High School between 2016-2017.

In Turkey, in total of 992 different locations, the training and vocational training centers/public education centers are the primary centers of adult non-formal education. A wide range of courses are offered at these centers, including language skills and vocational education and trainings³¹. The number and locations of the available centers and vocational and technical high schools in Bursa, Konya, Tekirdağ, Kocaeli, are provided in Table 2.

Table 2: Number of Public Education Centers and Vocational and Technical High Schools in relevant provinces

Province	District	Number of Centres/Schools	Type	Branches available in the Schools
Bursa	Büyükorhan, Gemlik, Gürsu, Harmancık, İnegöl, İznik, Karacabey, Keles, Kestel, Mudanya, Mustafa Kemal Paşa, Nilüfer, Orhaneli, Orhangazi, Osmangazi, Yenişehir, Yıldırım	18	17 Public Education Center 1 Vocational and Technical High School	Solar and Wind Energy
Konya	Ahırılı, Akören, Akşehir, Altınekin, Beyşehir, Bozkır, Cihanbeyli, Çeltik, Çumra, Derbent, Derebucak, Doğanhisar, Emirgazi, Ereğli, Güneysınır, Hadim, Halkapınar, Hüyük, Ilgın, Kadınhanı, Karapınar, Karatay, Kulu, Meram, Sarayönü, Selçuklu, Seydişehir, Taşkent, Tuzlukçu, Yalınhüyük, Yunak, Akşehir, Ereğli, Karapınar, SelçukluAhırılı	35	31 Public Education Center 4 Vocational and Technical High School	Solar and Wind Energy
Tekirdağ	Çerkezköy, Çorlu, Ergene, Hayrabolu, Kapaklı, Malkara, Marmara Ereğlisi, Muratlı, Saray, Süleymanpaşa, Şarköy	12	11 Public Education Center 1 Vocational and Technical High School	Solar and Wind Energy
Kocaeli	Başiskele, Çayırova, Darıca, Derince, Dilovası, Gebze, Gölcük, İzmit, Kandıra, Karamürsel, Kartepe, Körfez	15	12 Public Education Center 3 Vocational and Technical High School	Solar and Wind Energy

After completion of the demo training programme (augmenting of the existing ones), the structure of the content of the courses and the training materials will be assessed and evaluated before the start of the official trainings. The assessments will include feedbacks from both the trainers and the trainees. Following this assessment, the project will deliver the training programme for the first group of participants from the Syrian refugees and Turkish host communities both in the selected provinces. This training programme will be delivered by using the curriculum and training materials developed by the Project.

³¹ <http://hbo.meb.gov.tr/OgrenmeFirsatlari/HalkEgitimiMerkezleri>

The overall Component will be built on blended learning modalities. The education courses, for instance, will combine applied learning with traditional in-classroom training. It requires the physical presence of teachers and trainees, to make optimal use of existing physical capacity and provision of quality educational content.

Output 2 – Feasibility Report

The project will carry out a feasibility study for the existing public education centers and vocational education institutions (vocational education centers and vocational education schools) Training Centers/Vocational and Technical High Schools. The feasibility study will look into the specific demands for public education centers and vocational education institutions (vocational education centers and vocational education schools.), including potential locations, capacities, job creation potential, required equipment, budget and sustainability.

The scope of the feasibility study is expected to include amongst others below issues;

- Identify whether there are existing centers that can be refurbished and assess if there is a need for the establishment of new centers;
- Identification of partners with the aim to cover multiple sub-sectors (i.e. solar power, wind energy, wave energy);
- Estimated job creation potential per region based on market demand;
- Assessment of existing and available curricula of the vocational schools and apprenticeship centers (vocational high schools, technical high schools and apprenticeship training centers, etc.) operated by the MoNE to identify to what extent the renewable energy related topics are included; and
- Assess and identify entry points to ensure trainings provided are gender sensitive.

The final state of the feasibility report which will be executed in line with the above mentioned (or further developed) issues will form the basis for the development of a ToR for potential future projects.

The activities of Output-1 and Output-2 will be implemented concurrently within 18 months.

Resources Required to Achieve the Expected Results

The project will be financed by the Government of Korea (1,000,000.00 USD). The technical cooperation model applied by the UNDP in collaboration with the local implementing partners will be maintained in the implementation of the current project (i.e. National Implementing Model with full Country Office support).

In this regard, through Syria Crisis Response and Resilience Programme, UNDP will provide contribution both in programmatic areas and project implementation areas (operation) in the light of the experiences gained through projects already implemented/being implemented by UNDP through the following items in accordance with its corporate competencies and operation model:

- i. Provision of qualified individual and/or corporate expertise support, access to national and international knowledge and cooperation networks
- ii. Transferring field level implementation experience into the project gained in other countries where UNDP operates,
- iii. Using the analysis and planning tools developed/supported by UNDP within local/regional development areas in planning, implementation and monitoring of project activities,
- iv. Synergy with Climate Change and Environment Portfolio;
- v. Human resources management, financial management, procurement, monitoring and evaluation etc. and provision of services and procurement of goods provided in UNDP's corporate operation model, and
- vi. Fund raising for the current project and/or next phases of the project.

By its mandate, UNDP does not provide direct financial resources for the projects. Among others, UNDP's main corporate competency areas rather include provision of synergies and cooperation among projects; enabling and facilitating access to financial resources/schemes for qualified project ideas and management of fund-raising processes. In this sense, the project will benefit from the lessons learned and key project outputs derived from different completed and/or on-going projects of UNDP.

Partnerships

The main stakeholders in addition to the implementing partner are private sector companies, universities, local governorates/municipalities, research institutes, development agencies, vocational high-schools,

associations/foundations related to renewable energy sector and NGOs in Konya, Bursa and other potential provinces where the activities will take place.

Risks and Assumptions

The main assumptions for the success of the overall Action and its implementation are:

- Relevant Government stakeholders continue their support to project activities;
- RE industries (PV, wind, etc.) are motivated enough to cooperate with the Project,
- Number and geographic distribution of Syrians remain stable during the implementation period so that local company needs and skills supply can match without need for people to move, and
- Host communities remain open to socio economic integration of Syrians.

Identified risks for smooth implementation of the project are listed below in Annex 2.

Knowledge and Visibility

The project will produce several knowledge products which are listed below in Table 3.

Table 3: List of Deliverables

Knowledge Products	Timing	Expected Content
Baseline Study on the Current Situation/Demand Analysis of Renewable Energy Sector	After the completion of the meetings with all relevant parties	Information/data collected during the meetings from different stakeholders; Suggestions/recommendations on the basis of the curriculum and training materials to be developed for the vocational training.
Curriculum and Training Materials	After the completion of the stakeholder meetings	Curriculum and training materials that provide the scope of the courses to be provided, implementation strategies and time plans.
Assessment Report	After the completion of the demo training sessions	Lessons learned; Recommendations on scale up
Report on Vocational Training in RE sector	After the completion of the all training sessions <i>Draft versions will be submitted while the training sessions are being applied and comments will be received from UNDP and the implementing partner before finalization.</i>	Details of the applied vocational trainings, <i>including locations, number of beneficiaries, content, challenges experienced during the implementation of the trainings, lessons learned, recommendations for the future trainings.</i>
Feasibility Report	After the completion of the all field visits <i>Draft versions will be submitted, and comments will be received from UNDP and the implementing partner before finalization.</i>	Provide guidance and scope for the future potential projects will be produced

In addition to the above listed deliverables, the reports and implemented activities will take a snapshot of the relevant sectors in Turkey with gaps and opportunities also will be providing relevant recommendations for improvement.

The project's visibility and communication strategy will be in line with UNDP's and the Government of Korea's visibility rules. All visibility and communication materials of the Project will be designed and developed by the Communication Team of the UNDP Syria Crisis Response and Resilience Portfolio and will be submitted to approval of the Government of Korea before public use.

The communication logic will be based on 360-degree strategic communication and will in a strong, tailored, targeted and positive tone. However, a more detailed project communication strategy will further be developed during the project implementation period, effectively highlighting of the donor's contribution to the project and of the activities the project will implement.

Within the scope of the visibility activities different communication tools such as short videos, project progress briefs, infographics, etc. will be designed and shared with wider audience including policy makers to demonstrate the value adding contribution of the project interventions for enhanced social cohesion among Syrians and host community members.

The publications, knowledge and visibility materials produced will also be shared with UNDP's relevant global teams and units as well as during relevant local, national and international events around displacement.

Stakeholder Engagement

The main stakeholders in the project are the Ministry of National Education (MoNE) Directorate General for Life-Long Learning; which will be the implementing partner, Directorate General for Vocational and Technical Education General Directorate and also local institutions such as; public education centers, vocational and technical high schools and vocational training centers in Konya and Bursa, local private sector actors, NGOs/ INGOs and academia.

The Project will be implemented for the benefit of 500 Syrians and host community members (of which at least 25% women) who are over 15 years old, in terms of vocational training. In addition to the individual beneficiaries, the Project will establish relationships and work closely with local unions, vocational training centers and associations in renewable energy sector. The already established centers delivering vocational trainings on renewable energy or those which have potential to deliver (both governmental and private) are planned to be active stakeholders, as they are directly engaging or have potential to engage in vocational trainings in their respective provinces/regions.

Sustainability and Scaling Up

The project is **innovative** in its focus on the renewable energy sector- which is largely uncovered by other 3RP partners and IFIs in Turkey in response to the Syria crisis. In addition to that, the outcomes of the project will form a critical basis (both in terms of experiences as well as deliverables) to scale up efforts with funding from other donors.

The project is also a **pilot project** through the feasibility assessments and the stakeholder meetings to be executed it will provide a basis for delivery of training at scale with additional resources. The project will also focus on blended training modalities as much as possible; for instance, online training for technical parts.

The project outputs and knowledge products will establish the necessary enabling environment for promotion of vocational training in renewable energy sector in Turkey. Therefore, the project is designed as a feasibility and demo application activity.

UNDP's added value

Over the past 20 years, globally UNDP has mobilized around US\$2 billion in grant financing for sustainable energy projects in addition to 4,000 community-level small grant projects, with a total of more than US\$130 million in grant financing. This 20-year track record has created a unique base of institutional knowledge. UNDP Turkey has been implementing larger scale projects in close collaboration with both international and national partners on renewable energy and energy efficiency projects including industry, house appliances, buildings, and photovoltaic sectors.

UNDP Turkey currently implements the UNDP's Syria Crisis Response and Resilience Programme. The current project will be implemented in complementarity with other projects under the Programme and built on UNDP's global and country specific expertise on renewable energy and sustainable development. The UNDP

Syria response programme has a current budget of 76M USD for 2018-2019 and is funded by the Governments of Japan, USBPRM, KfW and the EUTF MADAD (FRIT I). This integrated programme includes support to strengthening the capacities of municipalities for service delivery (including waste management), value chain development and livelihoods and decent job opportunities (including the establishment of a vocational training center operated with EU Funds-Instrument for Stability) and its longstanding work in the SEA region on social and economic empowerment. These will all be designed in a complementary manner, strengthening the response capacities at all level.

UNDP Turkey has also implemented large scale projects in close collaboration with both international and national partners on renewable energy and energy efficiency projects including industry, house appliances, energy sustainable buildings and photovoltaic sectors.

UNDP has a strong commitment to gender equality and women's empowerment- UNDP put gender equality and women's empowerment as a core issue in every stage of its projects. UNDP is a lead agency on the achievement of SDG 5 and considers gender as a core component cross cutting all other SDGs through a gender sensitive approach to all its support provided, including project and policy design as well as implementation. The project also aligns with the thematic objectives of Turkey for the implementation of the Gender Action Plan 2016-2020 on access to quality education and TVET, and empowerment.

IV. PROJECT MANAGEMENT

Project management

UNDP will deploy its in-house experience (i.e. relevant programme and operations staff) as well as mobilize other capacities in the form of Service Contracts and individual contracts. For this project, UNDP will avail the capacities of a Project Manager and relevant administrative and operational support staff, with oversight of the Syria Programme Manager and the UNDP Senior Resilience Advisor.

UNDP will provide direct country office support services (including for the functions of procurement, human resources, administrative services, communication, office space), and direct project costing will apply in line with UNDP's cost recovery policy. Financial transactions and financial statements shall be subject to internal and external auditing procedures laid down in the Rules and Regulations of UNDP, whereby the cost of audit will be charged against the relevant budget line in project budget.

Using programme and country office staff allows UNDP to build on the existing mechanisms and exploit synergies with other ongoing projects, leading to increased efficiencies in project and budget management and procurement. The direct cost of such support will be included in the project budget and pro-rated as per UNDP's regulations

Cost Efficiency and Effectiveness

The Project will build on existing national and local structures and capacities in Turkey especially those of the MoNE DGoLLL, Directorate General (DG) for Energy Affairs under MoENR and existing Public Education Centers, Vocational and Technical High Schools and vocational education institutions (vocational education centers and vocational education schools) in project implementation provinces. This will enable the project implementation unit to have an efficiency in project management in terms of cost efficiency and effectiveness. Moreover, UNDP will adopt a programmatic approach in line with its new structure, whereas staffing will be made to serve for and to be costed to more than one project where possible.

The project will be implemented as part of UNDP's Syria Crisis Response and Resilience programme and will thereby leverage on existing management and staff capacities as well as projects funded under the programme by other donors. This includes, for instance, projects focusing on the facilitation of job creation and support to enhance the capacities of ISKUR on job placements, funded by the EU and KfW respectively. The project will also build on existing experience under the programme with the delivery of vocational training. Following a programmatic approach will also be relevant for procurement and other administrative issues, increasing cost efficiency of the project.

The current project is based on UNDP's resilience-based development approach, which has been UNDP's flagship response in several countries affected by the Syria crisis, including Jordan, Lebanon and Iraq. UNDP Turkey works in close partnership with its partner offices in those countries to share lessons learned.

V. BUDGET

The multi-year project budget by activity is provided in Table 4 below. The activity-based budget figures include operational costs, direct programming costs and %8 UNDP General Management Support (GMS) fee.

Table 4: Project Budget (USD)

	Total (USD)	2020 (USD)	2021 (USD)	Resource
Component 1: Delivery of vocational training and skills certification for Syrian refugees and Turkish host communities in the renewable energy sector <i>1.1. Baseline Study on the Current Situation of Renewable Energy Sector</i> <i>1.1.1. Stakeholder Consultation Meetings</i> <i>1.2. Development of a Renewable Energy Training Programme</i> <i>1.2.1. Identification of the Location for the Training Programme and the Beneficiaries</i> <i>1.2.2. Review and Development of the Curricula and Training Materials</i> <i>1.2.3. Training of Trainers</i> <i>1.2.4. Launch of the Renewable Training Programmes</i> <i>1.2.5. Supply of Equipment</i>	865,925.93	557,283.95	278,641.98	Government of Korea
Component 2: Feasibility Report <i>2.1. Development of a Feasibility Report</i>	60,000	40,000.00	20,000.00	Government of Korea
General Management Support (GMS) (8%)	74,074.07	49,382.72	24,691.36	Government of Korea
Total Project Budget	1,000,000	666,666.67	333,333.34	Government of Korea

VI. RESULTS FRAMEWORK

EXPECTED RESULTS		OUTPUT INDICATORS	DATA SOURCE	TARGET		DATA COLLECTION METHODS & RISKS
				Year 1	Year 2	
<p>Intended Outcome as stated in the UNDCS 1.1: By 2020, relevant government institutions operate in an improved legal and policy framework, and institutional capacity and accountability mechanisms assure a more enabling (competitive, inclusive and innovative) environment for sustainable, job-rich growth and development for all women and men.</p> <p>Indicative Country Programme Outputs:</p> <p>Indicator 1.1.3 Solutions adopted for increased energy efficiency and utilization of renewables</p> <p>Indicator 1.1.4 Citizens, with specific focus on vulnerable groups including in less developed regions have increased access to inclusive services and opportunities for employment</p>						
<p>Component 1: Delivery of vocational training and skills certification for Syrian refugees and Turkish host communities in the renewable energy sector</p>						
	1.1. Number of trainees trained at the vocational training center(s) supported	-	500			In relation to project Monitoring and Evaluation (M&E) tools
	1.2. Number of trainers trained	-	[Ibdf]*			In relation to project Monitoring and Evaluation (M&E) tools
	1.3. Number of training center(s) supported	-	2**			In relation to project M&E tools
	1.4. Number of Curricula Reviewed and Developed	Progress Reports	5	-		In relation to project M&E tools
	1.5. Number of private sector company cooperated		50% of the registered private sector companies in respective provinces	50% of the registered private sector companies in respective provinces		In relation to project M&E tools
Component 2: Feasibility Report	2.1. Number of Feasibility Assessment Reports on Renewable Energy Sector	Progress Reports	-	1		In relation to project M&E tools

*This will be determined further based on the discussions with MoNE and workshops held for developing curricula

**This will be determined further based on the stakeholder analysis

VII. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action
Track results progress	Progress data against the results indicators in the RRF will be collected and analyzed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Once a year.	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	At the design and closure stage of the project	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Bi-annually and at the end of the project (final report)	
Project Review (Project Board)	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Quarterly	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.

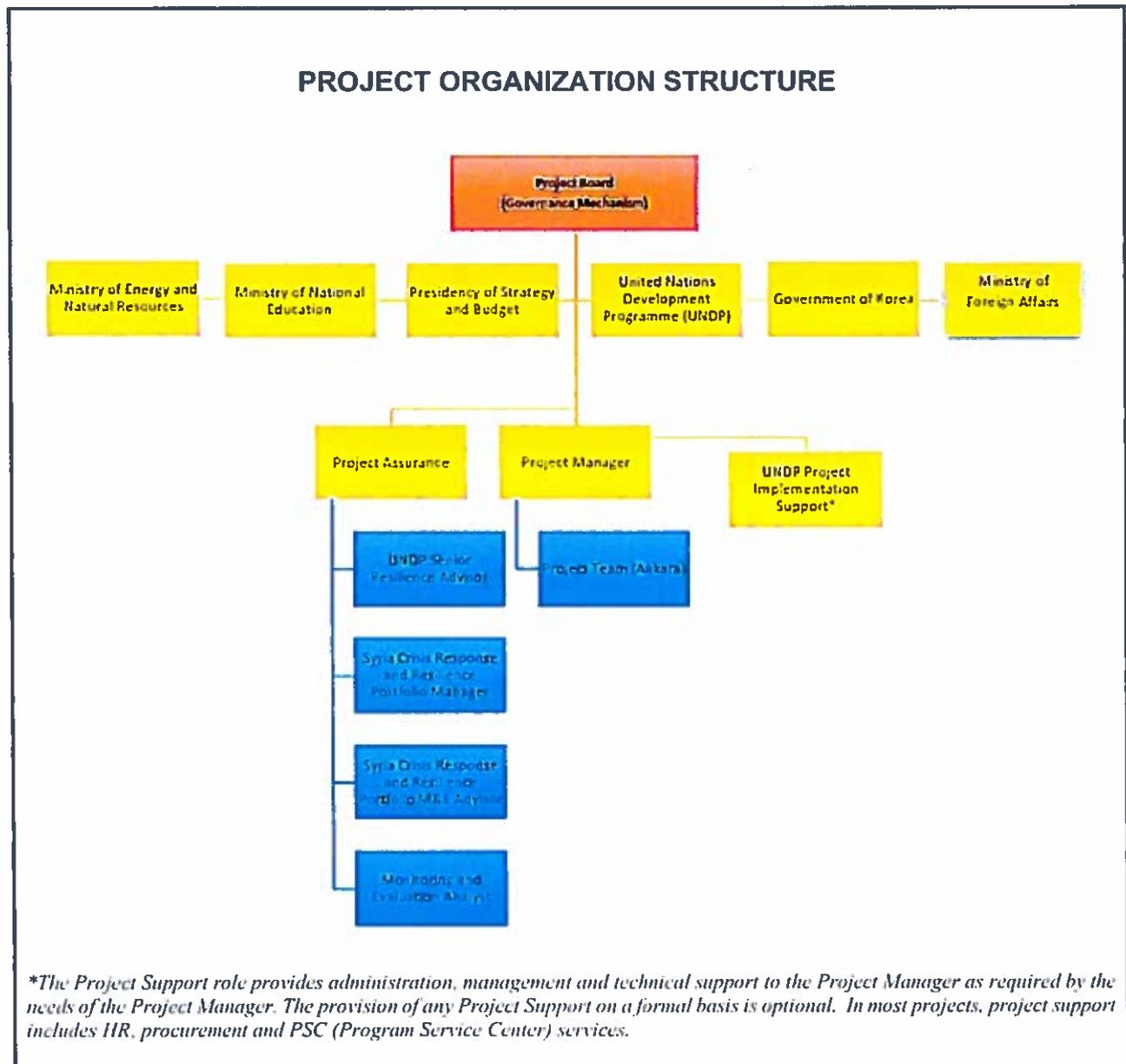
VIII. MULTI-YEAR WORK PLAN

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year			RESPONSIBLE PARTY	PLANNED BUDGET		
		2019	2020	Total		Funding Source:	Budget Description	Amount (USD)
Output 1: Delivery of vocational training and skills certification for Syrian refugees and Turkish host communities in the renewable energy sector	1.1. Baseline Study on the Current Situation/Demand Analysis of Renewable Energy Sector				UNDP & Ministry of National Education (MoNE)	Korea Government	UNDP Staff directly responsible for the implementation the project and execution of its activities	USD 133,542.00
	1.1.1. Stakeholder Consultation Meetings					Contractual Services	UNDP Staff directly responsible for the implementation the project and execution of its activities	USD 133,542.00
	1.2. Development of a Renewable Energy Training Programme					Short Term Consultants	Consultancy services for the provision technical support for system design and specifications	USD 35,000.00
	1.2.1. Identification of the Location for the Training Programme			USD 835,975.93		Travel	Budget allocated for travel expenses directly related with the project.	USD 45,000.40
	1.2.2. Review and Development of the Curricula and Training Materials Activity					UNDP Support services	UNDP staff whom will provide administrative support procurement, administrative and activities related with the project	USD 30,000.00
	1.2.3. Training of Trainers				Local Office Costs	Publications, audit, evaluation costs, translation, visibility actions, costs of conference/seminars	USD 17,383.53	

1.2.4. Launch of the Renewable Training Programmes	Sundries	Budget allocated for sundries such as essential equipment for the center office and field office	USD 5,000.00
		Contr. Services-Companies	USD 140,000.00
1.2.5. Supply of Equipment	Subsistence and provisions for trainees		USD 220,000
	Equipment and supplies	Equipment/material required for the applied trainings	USD 150,000
Output 2: Feasibility Report	Training of trainers: seminars, workshops etc.		USD 40,000.00
	Development of Training Materials		USD 50,000.00
	Contr. Services-Companies	Consultancy services for the provision technical support for system design and specifications	USD 40,000.00
2.1. Development of a Feasibility Report	Short Term Consultants	Consultancy services for the provision technical support for system design and specifications	USD 20,000.00
			USD 925,925.93
Sub-Total			USD 74,074.07
General Management Support (%8)			USD 1,000,000.00
Total			

IX. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

This project will be implemented through a national implementation modality (NIM), with Ministry of National Education (MoNE) as the implementing partner. UNDP's rules and regulations for programme management will apply throughout the project and UNDP will also provide direct project management support including procurement, financial management and strategic support.



During the implementation phase of the Project, an Advisory Committee (AC) (composed of representatives of UNDP, MoNE, MoENR, NGOs (including GÜNDER, TWEA, MEKSA, GENSED, GÜYAD) and private sector) will be established in order to receive technical input and guidance regarding the project activities, to follow-up the implementation process and prompt support for the bottlenecks of the Project (if any). The AC will be a platform meeting for the RE sector and other project partner representatives and will form a basis for the design of future projects. The meeting frequency of the AC will be determined during the establishment period; however, it is expected that the AC can have ad hoc meetings in line with the needs of the Project, if required.

A Project Board (PB) with representation from MoNE, Presidency of Strategy Budget, Ministry of Energy and Natural Resources, Government of Korea and UNDP will be set up to guide and oversee the implementation of the project. The PB will jointly decide on the critical aspects of the project, including possible synergies with other ongoing initiatives in the region. PB will also be monitoring the results achieved with the project.

The Donor, which is the Government of Korea for this project, becomes a natural member of the Project Board. In addition to the donor of the Project, the Presidency of the Republic of Turkey the Presidency of Strategy and Budget (PSB) & Ministry of Foreign Affairs are also natural members of the Project Board. PSB is the Government coordinating agency of the UNDP in Turkey and ensures that all UNDP programmes are designed/implemented in line with national priorities. Ministry of Foreign Affairs gives final approval to all UNDP implemented projects, hence has an overall oversight function under each project.

During the implementation of the project, specific roles of the PB will include:

- review and approve of the Work Plan and agree on Project Manager's tolerances in the Annual Work Plan when required,
- delegate any Project Assurance function as appropriate,
- review the Progress Report for the project,
- address issues as raised by the Project Manager,
- provide guidance and agree on possible countermeasures/management actions to address specific risks,
- conduct regular meetings and provide direction and recommendations to ensure that the agreed deliverables are produced satisfactorily according to plans.
- provision of overall guidance and direction to the project, ensuring it remains within any specified constraints,
- review Combined Delivery Reports (CDR) prior to certification by the Implementing Partner;
- appraise the Project Annual Review Report, make recommendations for the next AWP and inform the Outcome Board about the results of the review.
- review of each supported stage and approval of progress to the next, and
- .

At the end of the project, the PB will;

- ensure that all products have been delivered satisfactorily,
- approve the End Project Report, and
- approve the Lessons Learned Report.

The PB will meet quarterly throughout project period. One of the quarterly meetings of the Project Board will be held together with the Advisory Committee to elaborate the initial results of the activities and meetings executed under Output 1.

The implementing partner (IP), which is MoNE – DGoLL for this project, will ultimately be responsible for the project implementation and will be supported by UNDP in terms of technical implementation. The IP's role is to ensure that the project is focused throughout its life cycle on achieving its objectives and delivering outputs that will contribute to higher level outcomes. The main responsibilities of MoNE are as follows;

- to ensure that there is a coherent management organization structure and logical set of plans,
- to set tolerances in the AWP and other plans as required for the Project Manager,
- to monitor and control the progress of the project at a strategic level,
- to ensure that risks are being tracked and mitigated as effectively as possible,
- to brief relevant stakeholders about project's progress, and
- to organize and chair Project Board meetings.

UNDP (Senior Supplier)

The Senior Supplier, who is UNDP for this project, represents the interests of the parties which provide funding and/or technical expertise to the development project. UNDP's primary function within the Project

Board is to provide guidance regarding the technical feasibility of the project. The main responsibilities are as follows;

- to make sure that progress towards the outputs remains consistent from the UNDP’s perspective,
- to promote and maintain focus on the expected output(s)
- to ensure that the UNDP resources required for the project are made available,
- to contribute UNDP opinions on PB decisions on whether to implement recommendations on proposed changes, and
- to arbitrate on, and ensure resolution of, any UNDP priority or resource conflicts.

Project Assurance

The Project Assurance role supports the Project Board by carrying out objective and independent project oversight and monitoring functions. This role ensures appropriate project management milestones are managed and completed.

Project Assurance has to be independent of the Project Manager; therefore, the Project Board cannot delegate any of its assurance responsibilities to the Project Manager. At UNDP Project Assurance function belongs to ARR/P, Portfolio Manager, M&E Analyst and M&E Advisor of Syria Crisis Response and Resilience Portfolio with a clear mandate for oversight and monitoring functions.

Project assurance can also include key staff in Beneficiary institutions that have a stake in the quality execution of the project. However, project assurance function cannot be assumed by Senior Executive since assurance function is to be carried out by an impartial party.

The Project will be led by a project manager who will be responsible for the day to day management of project implementation including administration and project finance. The Project Manager will be responsible for overall team management and supervision in both Ankara and field locations. The Project Manager will be the first responsible for project level reporting and support project specific donor engagement. Project Managers are also focal points for respective national level Government implementing partner.

Project’s day-to-day implementation will be carried out by the Project team as well as UNDP staff providing direct project support. The indicative/tentative staffing arrangements for the Project along with the duty stations are demonstrated below, not including the UNDP staff providing support to the project:

Project personnel	Duty Station(s)*
Project Manager	Ankara
Project Coordinator	Ankara
Project Assistant	Ankara
Driver/Messenger	

**Duty stations are subject to change based on the requirements of the project.*

UNDP has received total budget (USD 1,000,000) from the donor, Government of Korea, and will be responsible of making payments according to the needs of project activities (as outlined in budget section). UNDP will also provide direct project implementation support for procurement, contract management and budget/financial management as well as content. UNDP’s direct costs will be charged in line with its rules and regulations, as outlined in the project document and budget. Financial transactions and financial statements shall be subject to the internal and external auditing procedures laid down in the Regulations and Rules of UNDP.

A Micro Assessment study for the Ministry of National Education (MoNE) Directorate General for Life-Long Learning is in progress and is expected to be completed by mid-October 2019.

X. LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of Turkey and UNDP, signed on 21 October 1965. All references in the SBAA to “Executing Agency” shall be deemed to refer to “Implementing Partner”.

This project will be implemented by Ministry of National Education (MoNE) (“Implementing Partner”) in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

XI. RISK MANAGEMENT

Government Entity (NIM)

1. Consistent with the Article III of the SBAA [or the *Supplemental Provisions to the Project Document*], the responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP's property in the Implementing Partner's custody, rests with the Implementing Partner. To this end, the Implementing Partner shall:
 - a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
 - b) assume all risks and liabilities related to the Implementing Partner's security, and the full implementation of the security plan.
2. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the Implementing Partner's obligations under this Project Document.
3. The Implementing Partner agrees to undertake all reasonable efforts to ensure that no UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via http://www.un.org/sc/committees/1267/faq_sanctions_list.shtml.
4. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).
5. The Implementing Partner shall: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
6. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.
7. The Implementing Partner will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, responsible parties, subcontractors and sub-recipients in implementing the project or using UNDP funds. The Implementing Partner will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.

8. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to the Implementing Partner: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. The Implementing Partner agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.
9. In the event that an investigation is required, UNDP has the obligation to conduct investigations relating to any aspect of UNDP projects and programmes. The Implementing Partner shall provide its full cooperation, including making available personnel, relevant documentation, and granting access to the Implementing Partner's (and its consultants', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with the Implementing Partner to find a solution.
10. The signatories to this Project Document will promptly inform one another in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where the Implementing Partner becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, the Implementing Partner will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). The Implementing Partner shall provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.
11. UNDP shall be entitled to a refund from the Implementing Partner of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document. Such amount may be deducted by UNDP from any payment due to the Implementing Partner under this or any other agreement Recovery of such amount by UNDP shall not diminish or curtail any responsible party's, subcontractor's or sub-recipient's obligations under this Project Document.

Where such funds have not been refunded to UNDP, the Implementing Partner agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to the Implementing Partner for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.
- Note:* The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.
12. Each contract issued by the Implementing Partner in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from the Implementing Partner shall cooperate with any and all investigations and post-payment audits.
13. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.

14. The Implementing Partner shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to each responsible party, subcontractor and sub-recipient and that all the clauses under this section entitled "Risk Management Standard Clauses" are included, *mutatis mutandis*, in all sub-contracts or sub-agreements entered into further to this Project Document.

XII. ANNEXES

- 1. Social and Environmental Screening Template**
- 2. Risk Analysis**

ANNEX [1]. SOCIAL AND ENVIRONMENTAL SCREENING TEMPLATE

Project Information

Project Information	
1. Project Title	Increasing Employability for Syrian Refugees and Turkish Host Communities in the Renewable Energy Sector
2. Project Number	00111614
3. Location (Global/Region/Country)	Selected potential provinces

Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability?

Briefly describe in the space below how the Project mainstreams the human-rights based approach

The Project focuses on the delivery of vocational training and skills certification for Syrians and Turkish host communities in the renewable energy sector and will benefit an estimated 500 people. The vocational training and certifications are expected to increase employability of the beneficiaries and access to available job opportunities in the renewable energy sector. Besides, the project also aims to strengthen the social cohesion between the Syrians and host community members. Within the framework of this project, in line with UNDP's resilience-based development approach, the project is designed to benefit individuals from both communities and to provide institutional support through the assessment and development of training materials.

The project will target Syrians (over the age of 15) identified as less vulnerable Emergency Social Safety Net (ESSN) beneficiaries with 'high' or 'some' productive capacity (as per the analysis of ESSN beneficiaries' vulnerability) as well as Turkish youth as members of the host communities (of which at least 25% women). Due attention will be given to proper outreach, awareness raising around the Project and selection criteria. The selection criteria will be determined in line with the information and views received through the stakeholder meetings.

The project will apply a human rights-based approach, in its aim to improve access to basic services for all and ensure that Syrians under Temporary Protection have access to same quality of services and opportunities as Turkish host community members.

Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment

The Project will provide trainings to and facilitate job replacement of 500 Syrian and host community members over the age of 15 and of which at least 25 % will be women. The Project includes specific measures targeting women and providing gender sensitive support and gender sensitive monitoring. During the life of the project, monitoring study service and gender advice of a gender expert will be received.

Briefly describe in the space below how the Project mainstreams environmental sustainability

The resilience-based development approach complements, but is distinct from humanitarian support by focusing, amongst others, on: i) creating a basis to transition towards sustainable development and support self-reliance for the refugees wherever possible. This includes labor supply and demand side to strengthen self-reliance and socio-economic integration; ii) cooperation with and delivery through local partners, particularly municipalities; and iii) all activities are environmentally friendly, some of which contribute actively to environmental sustainability.

Part B. Identifying and Managing Social and Environmental Risks

<p>QUESTION 2: What are the Potential Social and Environmental Risks? <i>Notes: Describe briefly potential social and environmental risks identified in Attachment 1 - Risk Screening Checklist (based on any "Yes" responses). If no risks have been identified in Attachment 1 then note "No Risks Identified" and skip to Question 4 and Select "Low Risk". Questions 5 and 6 not required for Low Risk Projects.</i></p>	<p>QUESTION 3: What is the level of significance of the potential social and environmental risks? <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i></p>	<p>QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</p>	<p>Risk Description</p>	<p>Impact and Probability (1-5)</p>	<p>Significance (Low, Moderate, High)</p>	<p>Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks.</p>	<p>Comments</p>
<p>Risk that duty-bearers do not have the capacity to meet their obligations in the Project</p>	<p>I= 4 P= 2</p>	<p>Moderate</p>	<p>The project will work in close collaboration with the Ministry of National Education, a trusted partner for UNDP.</p>	<p>Risk that rights-holders do not have the capacity to claim their rights</p>	<p>Moderate</p>	<p>This risk is related to awareness of the Syrians about their rights and services</p>	<p>The project will also address the issues that relate to increasing of the outreach of service providers to the</p>

	provided by the public service providers.	Syrian populations as well as their awareness, to ensure that they can claim such services.
QUESTION 4: What is the overall Project risk categorization?		
Select one (see SESP for guidance)		Comments
<i>Low Risk</i>	<input checked="" type="checkbox"/>	The project aims to reduce the risks and mitigate the impact of the Syrian crisis. The objective is to increase inclusiveness of the services provided as well as support sectors that provide a higher potential of labor absorption for the Syrian population. The interventions do not pose significant risk.
<i>Moderate Risk</i>		
<i>High Risk</i>		
QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?		
Check all that apply		Comments
<i>Principle 1: Human Rights</i>	<input checked="" type="checkbox"/>	
<i>Principle 2: Gender Equality and Women's Empowerment</i>	<input type="checkbox"/>	
<i>1. Biodiversity Conservation and Natural Resource Management</i>	<input type="checkbox"/>	
<i>2. Climate Change Mitigation and Adaptation</i>	<input type="checkbox"/>	
<i>3. Community Health, Safety and Working Conditions</i>	<input type="checkbox"/>	
<i>4. Cultural Heritage</i>	<input type="checkbox"/>	
<i>5. Displacement and Resettlement</i>	<input type="checkbox"/>	
<i>6. Indigenous Peoples</i>	<input type="checkbox"/>	
<i>7. Pollution Prevention and Resource Efficiency</i>	<input type="checkbox"/>	

SESP Attachment 1. Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks		Answer (Yes/No)
Principles 1: Human Rights		
1.	Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? ³²	No
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	Yes
6.	Is there a risk that rights-holders do not have the capacity to claim their rights?	Yes
7.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
Principle 2: Gender Equality and Women's Empowerment		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No

3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4.	Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
Principle 3: Environmental Sustainability: Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management		
1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services? <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No

<p>1.8 Does the Project involve significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i></p>	No
<p>1.9 Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)</p>	No
<p>1.10 Would the Project generate potential adverse transboundary or global environmental concerns?</p>	No
<p>1.11 Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area? <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i></p>	No

Standard 2: Climate Change Mitigation and Adaptation		
2.1	Will the proposed Project result in significant ³³ greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)? <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
Standard 3: Community Health, Safety and Working Conditions		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No

Standard 4: Cultural Heritage		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
Standard 5: Displacement and Resettlement		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions? ³⁴	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources?	No
Standard 6: Indigenous Peoples		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)? <i>If the answer to the screening question 6.3 is "yes" the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.</i>	No
6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No

6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
Standard 7: Pollution Prevention and Resource Efficiency		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs? <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i>	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

NB Please note that comprehensive stakeholder consultations are planned as part of the project itself, as a basis for further adjust the design. This will include also consultations with individual and community level beneficiary representatives.

ANNEX [2]. RISK ANALYSIS

Project Title: Increasing Employability for Syrian Refugees and Turkish Host Communities in the Renewable Energy Sector							Award ID:			
#	Description	Date Identified	Type	Impact & Probability	Counter measures & Management response	Owner	Submitted, updated by	Last Update	Status	
1	Official procedures for installation of demo PV plant(s) takes too long time	Sept 2019	Operational	P = 3 I = 4	<p>Close follow up and timely information of relevant authorities and efforts by stakeholders will significantly mitigate this risk.</p> <p>In addition, previous experience of UNDP in an ongoing GEF Project on PV systems for forest villages will also help the Project to accelerate the procedures.</p>	Project Team	Project Manager	Sept 2019	N/A	
2	Not being able to reach out to desired number of participants to the vocational trainings	Sept 2019	Operational	P = 1 I = 5	<p>Close collaboration with local institutions and relevant NGOs to reach out to the right profile of target groups through community centers and proactive announcements of training courses including online channels and social media means.</p> <p>The project will target 500 beneficiaries, including both Syrian and host community members. The project will aim for 50-50%. The trainings will primarily focus on unskilled labor (i.e. including beneficiaries with some vocational or high school training) and population over 15 years old.</p> <p>The selection criteria will be further defined during the inception phase.</p>	Project Team	Project Manager	Sept 2019	N/A	
3	Low level engagement in vocational trainings	Sept 2019	Operational	P = 1 I = 5	<p>Development of curricula which is convenient to all participants from different backgrounds, age groups and capabilities.</p>	Project Team	Project Manager	Sept 2019	N/A	
4	Delays in mobilization of trainers and scheduling of trainings	Sept 2019	Operational	P = 1 I = 5	<p>Ensure regular coordination with MoNE at headquarters and provincial levels through establishing a joint coordination group composed of UNDP project staff and relevant MoNE staff.</p>	Project Team	Project Manager	Sept 2019	N/A	
5	Official procedures for the approval of	Sept 2019	Organizational	P = 3 I = 4	<p>Close follow up and early/timely inclusion of</p>	Project Team	Project Manager	Sept 2019	N/A	

the curriculums by MoNE (if required) may take long time				MoNE to the project and incorporate their inputs.				
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