

THE REPUBLIC OF TÜRKİYE



MINISTRY OF NATIONAL EDUCATION

Türkiye: Education for Job Market Readiness Project (P510381)

Stakeholder Engagement Plan (SEP)

FINAL

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ABBREVIATIONS

CİMER	The Presidency's Communication Center
CSO(s)	Civil Society Organization(s)
DGIET	The Directorate General for Innovation and Educational Technologies
DGSEGS	The Directorate General for Special Education and Guidance Services
DGVET	The Directorate General for Vocational and Technical Education
DYK	Supportive Education Courses
E4J	Education for Job Market Readiness Project
EBA	Education and Informatics Network
EdTech	Education Technology
ESCP	Environmental and Social Commitment Plan
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
GM	Grievance Mechanism
GRS	Grievance Redress Service
IYEP	Development Program in Primary Schools
KVKK	Personal Data Protection Law
MoNE	Ministry of National Education
NGO	Non-Governmental Organization
PAP(s)	Project-Affected Party/Parties
PIU	Project Implementation Unit
SEA/SH	Sexual Exploitation and Abuse/Sexual Harrassment
SEP	Stakeholder Engagement Plan
SuTP	Syrians under Temporary Protection
WB	World Bank

EXECUTIVE SUMMARY

Türkiye: Education for Job Market Readiness (E4J) Project aims to increase skills acquisition for job market entry in Türkiye by upgrading learning environments, integrating digital technologies in education, and improving alignment between education and labor market needs. The project places a strong emphasis on inclusion, innovation, and climate-smart education reform.

The project consists of three components: (i) Component 1: Strengthening the Learning Environment to Develop Priority Skills, (ii) Component 2: Building Teaching Workforce Competencies and Private Sector Engagement, (iii) Component 3: Supporting Project Management, Monitoring, Evaluation, and Education Awareness. The details about the project have been provided in Section 1.

This **Stakeholder Engagement Plan (SEP)** has been developed to outline the Project Implementation Unit's (PIU) methods of communication with stakeholders and includes a mechanism for people to voice their concerns, provide feedback, or file complaints about the project and any project-related activities.

Implementation Arrangements. Project implementation will be led by a single Project Implementation Unit (PIU), which will retain experienced staff from the recently closed Safe Schooling and Distance Education (SSDE) Project financed by the World Bank, under the General Directorate of Innovation and Educational Technologies (DGIET). The PIU will coordinate with the General Directorate of Vocational and Technical Education (DGVTE) and the General Directorate of Special Education and Guidance Services (DGSEGS). The PIU will have qualified staff and resources to support the management of environmental, social, health, and safety (ESHS) risks and impacts of the Project, including one Environmental Specialist, one Social Specialist (who will also manage stakeholder engagement aspects), and the Occupational Health and Safety (OHS) function provided through an external consultancy firm.

Monitoring. Stakeholder engagement activities will be monitored periodically and reported to the World Bank semi-annually. The monitoring and evaluation system will track disaggregated data on stakeholder participation and grievances (e.g., by gender, disability) to ensure inclusiveness.

A **Grievance Mechanism (GM)** will be established and maintained throughout the lifecycle of the E4J Project to ensure effective communication with stakeholders and citizens. The requirements for the GM will be clearly outlined in the tender documents and incorporated into the contracts signed with the Contractors.

1. INTRODUCTION

Türkiye: Education for Job Market Readiness Project (E4J) aims to increase skills acquisition for job market entry by upgrading learning environments, integrating digital technologies in education, and improving alignment between education and labor market needs. The project places a strong emphasis on inclusion, innovation, and climate-smart education reform. The project will directly benefit approximately 10,500 schools (15 percent), 200,000 teachers (40 percent), and 20 percent of students nationwide, including 460,000 vocational students, two million students through new digital content, and 5,000 students plus 100 start-ups through entrepreneurship and innovation support.

Project implementation will be led by a single Project Implementation Unit (PIU), which will retain experienced staff from the recently closed Safe Schooling and Distance Education (SSDE) Project financed by the World Bank, under the General Directorate of Innovation and Educational Technologies (DGIET). The PIU will coordinate with the General Directorate of Vocational and Technical Education (DGVTE) and the General Directorate of Special Education and Guidance Services (DGSEGS).

The E4J Project comprises the following components:

Component 1: Strengthening the Learning Environment to Develop Priority Skills

- *Sub-component 1.1:* Upgrading learning and training spaces
- *Sub-component 1.2:* Upgrading the digital platform for teaching and learning

Component 2: Building Teaching Workforce Competencies and Private Sector Engagement

- *Sub-component 2.1:* Supporting teachers' professional development
- *Sub-component 2.2:* Promoting innovation, work-based learning, and entrepreneurship skills

Component 3: Supporting Project Management, Monitoring, Evaluation, and Education Awareness

- *Sub-component 3.1:* Rollout of communications and awareness campaigns
- *Sub-component 3.2:* Strengthening project management and M&E capacity

The E4J Project is being prepared in accordance with the World Bank's Environmental and Social Framework (ESF). In line with Environmental and Social Standard 10 (ESS10) on Stakeholder Engagement and Information Disclosure, the implementing agencies are required to provide stakeholders with timely, relevant, understandable, and accessible information, and to consult with them in a culturally appropriate manner—free from manipulation, interference, coercion, discrimination, or intimidation.

Objective of stakeholder engagement is an inclusive process that will be carried out throughout the life of the project. When properly designed and implemented, it supports the establishment of strong, constructive and sensitive working relationships that are important for the successful management of the project's environmental and social impacts and risks.

This SEP provides a framework to support the establishment of a continuous engagement process between the management and users of the beneficiary buildings, those who potentially would be impacted or have any kind of interest in the Project (stakeholders) and the project owner. Besides, it will also help to manage stakeholder expectations and support the management of risks and therefore reducing potential conflicts and project delays by providing early, frequent and open communication throughout the life of the project.

The key objectives of the Stakeholder Engagement Plan (SEP) can be summarized as follows:

- To establish a systematic approach to stakeholder engagement that will help the PIU identify

stakeholders, and to build and maintain a constructive relationship with all identified stakeholders, especially project-affected parties,

- To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance,
- To promote and provide means for effective and inclusive engagement with project affected parties throughout the Project life cycle on broader issues of community development and inclusion beyond specific sub-project issues,
- To ensure that technically and culturally appropriate project information on environmental and social risks and impacts is disclosed in a timely, understandable, accessible format, and To provide project-affected parties with accessible and inclusive means to raise issues and grievances and allow the Ministry to respond to and manage such grievances.

Cross-cutting priorities will include gender, disability, and climate action. The project will (i) incentivize female participation in STEM and entrepreneurship, including a minimum share of start-ups led by women, (ii) promote disability inclusion through universal design, accessible digital tools, teacher training and stigma-reduction campaigns, and (iii) mainstream climate literacy, green pedagogy, and energy-efficient infrastructure in all components.

2. STAKEHOLDER IDENTIFICATION AND ANALYSIS

2.1. Methodology

In alignment with international best practice approaches, E4J Project applies a structured and inclusive approach to stakeholder engagement. This methodology ensures meaningful participation from all affected and interested parties while addressing the specific needs of disadvantaged or vulnerable groups. The following principles guide the stakeholder engagement process:

➤ **Inclusiveness and Sensitivity:**

Stakeholder identification is designed to enhance communication and foster effective relationships.

The engagement process is inclusive, providing equal access to information and consultation opportunities for all stakeholders.

Special attention is given to vulnerable groups, including women, the elderly, persons with disabilities, displaced persons, and migrant workers, to ensure their needs are met and their voices are heard.

Special attention is also given to the cultural sensitivities of diverse ethnic groups to ensure their meaningful participation and representation.

➤ **Openness and Life-Cycle Approach:**

Public consultations are conducted throughout the project life cycle to maintain transparency and engagement.

Consultations are designed to be open and inclusive, ensuring all stakeholders can freely express their views without any external manipulation, interference, coercion, or intimidation.

➤ **Informed Participation and Feedback:**

Information is shared widely in accessible formats and languages to ensure stakeholders are fully informed about the project's scope, objectives, and potential impacts.

Feedback mechanisms are established to ensure stakeholders have the opportunity to provide input and receive responses to their concerns in a transparent and timely manner.

➤ **Transparency and Accountability:**

Stakeholders are provided with regular updates on project progress, potential risks, and mitigation measures.

The grievance mechanism ensures a formal channel for stakeholders to raise concerns and receive timely resolutions.

2.2. Affected Parties and Other Interested Parties

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project.

The term “**other interested parties**” refers to individuals, groups, or organizations that have an interest in the project due to its location, characteristics, or effects. Considering the activities to be carried out within the scope of the project, these parties are defined for the following reasons:

- To express opinions regarding the activities,
- Obtaining necessary permits, if required,
- Facilitating public communication, transparency, and the dissemination of information to a broader audience,

All the projects' stakeholders are presented in Table 1 given below.

Table 1. Identification of Stakeholders

Stakeholder Category	Identified Project Stakeholder	Explanation
Project- Affected Parties	• Students and teachers in both public and private schools • Teachers trained through the project via online platforms • Parents/Student Guardians • Schools and School Management Committees (SMCs) • Other workers at the schools (e.g. cleaning staff, security personnel, maintenance staff)	These stakeholders are those who will be affected by the project activities in the schools included in the project scope. Direct beneficiaries of upgraded classrooms, digital tools, and training spaces.
	• Students registered in the open education system • Lifelong learners (adults)	This group of stakeholders may benefit indirectly by accessing educational materials and other references developed within the scope of the Project.
	• Startups and companies specialized in educational technology (EdTech), with expertise in technology, education, research, and innovation.	These stakeholders are private sector actors in EdTech development who may collaborate in project activities, contribute to innovation initiatives, and benefit from enhanced ecosystem support under the project.
	• Ministry of National Education (MoNE) • Provincial Level Education Directorates and District Level Education Directorates	These stakeholders comprise public administrations at the national, provincial, and district levels directly engage in the project's implementation. They are tasked with providing policy guidance, coordinating activities, managing procurement and financial processes, overseeing school-level implementation, and ensuring compliance with project requirements.
Other Interested Parties	• Ministry of Family, Labor and Social Services (MoFLSS)	MoFLSS will contribute to policies on child welfare, the inclusion of disadvantaged groups, and the alignment of labor and social policies with project activities, particularly in relation to vocational and skills development components.

	• Turkish Employment Agency (İŞKUR)	İŞKUR will collaborate with MoNE 1 wedrfghjşi, to track and improve graduate mployment outcomes and to integrate 1"6890*labor market information into education planning.
	• Ministry of Industry and Technology (MoIT)	MoIT will support the integration of technology into education, promote innovation, and collaborate on strengthening the national EdTech ecosystem.
	• Civil society groups (e.g. Eğitim Reformu Girişimi, Türkiye Eğitim Gönüllüleri Vakfı, regional disabilities rights associations) and NGOs (e.g., UNICEF Türkiye, Save the Children Türkiye) on regional, national and local levels	These stakeholders contribute to advocacy, outreach, and inclusion initiatives; provide expertise on education reform, child welfare, and accessibility; and may participate in consultations, and capacity-building activities under the project.
	• National and local media (social media, TV, printed media)	Disseminates project updates, achievements, and stakeholder feedback to the public
	• Academia (e.g., Middle East Technical University, Yıldız Technical University)	Provides technical expertise and studies related to project activities
	• Construction companies and their employees	Responsible for the execution of project construction activities and associated environmental impacts
	• Equipment suppliers and supply workers	Ensures timely delivery and installation of materials necessary for project success
	• Consultants, supervisors, and technical advisors	Provides guidance and ensures compliance with project objectives and standards

2.3. Disadvantaged/Vulnerable Individuals or Groups

It is of particular importance to understand whether project impacts disproportionately affect disadvantaged/vulnerable individuals or groups who are often unable to raise their concerns or understand the impacts of a project. Awareness raising and stakeholder engagement activities regarding the project should be implemented taking into account the special constraints and cultural sensitivities of these groups and individuals so that they fully understand the project activities and benefits. Interaction with vulnerable groups and individuals often requires special measures and assistance to ensure that these groups and individuals are well aware of the overall process and their contribution to the process is in balance with other stakeholders and focused on establishing their participation.

Within the Project, vulnerable or disadvantaged groups, as defined under ESS10, are individuals or groups who may be more likely to be adversely affected by the project and/or have limited ability to participate in or benefit from it. For the E4J Project, these may include but are not limited to the following:

- Children with special educational needs and disabilities (including those in special education institutions or in general education classrooms)
- Syrians under temporary Protection (SuTP) and other refugees
- Communities in hard-to-reach areas, including migrants and displaced populations.
- Children from homes of low socio-economic status households, as they are most likely deprived of the distance learning, the internet and devices with low ability to support home-based self-learning
- Children attending the Development Program in Primary Schools (IYEP)
- Children attending Supportive Education Courses (DYK)
- Children of martyrs and veterans.

Vulnerable groups within the communities affected by the Project may be added, further confirmed, and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

Table 2. Identified Vulnerable Groups and the Way of Communication

Vulnerable Groups and Individuals	Main barriers to participation	Communication and engagement approach	Accessibility and support required
Children with special educational needs and disabilities	Limited access to adapted content, physical barriers in schools, lack of assistive devices, social stigma	Meetings through special education teachers and school counselors, targeted parent sessions, inclusion of students in small-group consultations, accessible EBA (Education Informatics Network) content	Accessible classroom layouts, visual supports, assistive technology, caregiver involvement, one-to-one explanations
Girls and young women in STEM and entrepreneurship	Gender stereotypes, lack of role models, family/community discouragement	Role model events, women-only consultation groups, mentorship programs in EdTech hubs, targeted awareness campaigns	Female facilitators, safe consultation spaces, gender-sensitive awareness materials, monitoring of female participation quotas
Syrians under Temporary Protection	Language barriers, documentation issues, low trust, digital access gaps	Sessions at migrant community centers and schools, Arabic materials, coordination with PDMM and NGOs, WhatsApp/SMS updates	Arabic translation (oral and written), cultural mediators, translated GM forms, hotline with Arabic option
Immigrants, refugees	Accessibility, lack of information and lower familiarity with online tools, services, and communication channels	Support of alternative language	
Non-native Turkish speakers			

Communities in remote or hard-to-reach areas	Distance, transport cost, weak internet/power	Mobile outreach teams, school cluster meetings, radio announcements	Printed materials, battery-powered devices for sessions
Children from low socio-economic status households	Device and data cost, competing work or care duties	School-based meetings at convenient times, SMS via e-Okul, paper copies sent via schools	Device sharing schedules, printed homework packs
Children of martyrs and veterans	Psychosocial needs, administrative sensitivities	Discreet communications via school counselors, targeted invitations respecting privacy	Counselor present, one-to-one meetings

In order to incorporate the view of vulnerable groups;

- Any written or printed project-related materials to disseminate information will be prepared in culturally appropriate, easy-to-understand language and translated before being distributed at locations known to and accessible by the project's vulnerable groups.
- **Engagement** will be carried out through identified CSOs representing persons with disabilities, refugees, and women, in the provinces where they operate.
- **Key notices** will be prepared in bilingual and accessible formats (Turkish, Arabic, and other local languages, as relevant).
- Grievance Mechanism (GM). Multiple channels will be available, , including phone, WhatsApp, web forms, and physical boxes at schools, with accessible and translated forms.
- **Consultation sessions** will be scheduled outside examination periods and peak work hours to maximize participation.
- **Participation and feedback** will be tracked by gender, disability status, language group, and location to ensure inclusion.

3. STAKEHOLDER ENGAGEMENT PROGRAM

The E4J Project acknowledges the importance of stakeholder engagement as a key element for successful planning and implementation. Engagement will be conducted transparently, without manipulation, interference, or intimidation, and based on timely, relevant, understandable, and accessible information in culturally appropriate formats. Details of planned meetings—such as date, venue, stakeholder groups, number of participants, and discussion topics—will be recorded in the sample table provided in Annex 1, with minutes annexed where available.

Stakeholder engagement activities will be initiated as early as possible and will continue throughout project implementation. To ensure responsiveness, this SEP will be updated regularly to reflect feedback and insights from consultations, thereby strengthening project design and implementation across all phases, including preparation, construction, and operation.

3.1. Summary of Stakeholder Engagement Done During Project Preparation

No formal stakeholder consultations were carried out during the preparation phase of the E4J Project. Engagement at the preparation phase was limited to internal discussions within MoNE directorates and with the World Bank task team to shape the project design and identify key priorities.

Broader consultations with teachers, students, parents, NGOs, EdTech companies, and provincial directorates will be undertaken following the public disclosure of this SEP, as outlined in Section 3.3.

During the project preparation phase in July 2025, MoNE developed a Stakeholder Questionnaire (Annex 5.) tailored for this project to collect relevant data for the early implementation phase of the E4J Project. The Questionnaire was intended to enable each Directorate General to effectively reach its stakeholders and incorporate their perspectives, thereby supporting more inclusive and evidence-based implementation.

Consultation of the Environmental and Social Instruments prepared for E4J Project

A stakeholder consultation meeting¹ for the E4J Project's environmental and social instruments was held on 26 September 2025 at 14:00 at ETKİM, METU Teknokent, Ankara. The consultation brought together 84 participants (52.4% male, 47.6% female) representing public sector institutions (70.2%), academia (16.7%), and private sector organizations (13.1%). Participants included:

- **MoNE central units:** Directorate General for Innovation and Educational Technologies, Directorate General for Vocational and Technical Education, Directorate General for Special Education and Guidance Services, Directorate General for Religious Education, Directorate General for Secondary Education, Directorate General for Lifelong Learning, Directorate General for EU and Foreign Relations, Directorate General for Basic Education, Directorate General for Personnel, Strategy Development Presidency, Press and Public Relations, and various MoNE departments (Content Development, Digital Skills, AI & Big Data, IT Infrastructure, Inspection Board, Internal Audit, Administrative and Financial Affairs).

¹ <https://yegitek.meb.gov.tr/www/gelecegin-is-gucu-icin-kaliteli-egitim-projesi-paydas-toplantisi-duzenlendi/icerik/3867/tr>

- **Universities:** Gazi University, Middle East Technical University (METU), Hacettepe University, Ankara University, Ankara University of Social Sciences, Başkent University, Ankara Yıldırım Beyazıt University, TOBB ETÜ Laboratory Schools.
- **Public institutions and agencies:** TÜBİTAK, KOSGEB, Türkiye National Agency, TİGEM, TUSAŞ, ASELSAN MTAL, Mercedes-Benz (vocational training cooperation).
- **Private sector and EdTech firms:** Simsoft, Simofom, Kolibri Eğitim Yazılım Hizmetleri, Argus Teknoloji, Vedubox, Oksiad, JuggleSoft Yazılım A.Ş., and various EdTech start-ups and training consultancies.

Several participants emphasized the importance of balancing infrastructure investments with high-quality digital content. Teachers noted the need for better recognition and incentives for content creators, while also stressing quality assurance mechanisms. University faculty highlighted communication gaps and called for stronger collaboration between MoNE and academic departments to leverage expertise. Employers confirmed a strong demand for vocational student interns, suggesting improved coordination between schools and the labor market. Special education stakeholders asked for equal access to internships and stronger career guidance. MoNE confirmed that preparatory programs and safety measures will be developed, and “job coach” concepts piloted. BİLSEM teachers requested workshop modernization and project-based learning spaces, which the project will deliver. Simulation firms stressed that simulator development is resource-intensive and requires longer timelines; MoNE committed to integrating pilot simulators with sector partners. Finally, multiple stakeholders stressed the need for environmental sustainability and student awareness. MoNE confirmed that green criteria, energy efficiency, waste management, and awareness campaigns will be integrated throughout the project. Detailed minutes of the stakeholder engagement meeting and photographs are provided in Annex 6.

During the meeting, participants were informed about the project’s objectives, components, implementing entities, potential environmental and social risks and impacts, the measures to manage these, the roles and responsibilities of different parties in implementation, the project’s monitoring and reporting processes, as well as the stakeholder engagement and grievance mechanism. Participants shared their views, suggestions, and questions and received responses from MoNE representatives.

The consultation was documented through meeting minutes, participant lists, and photographs. In line with personal data protection requirements, participant lists are not made publicly available but are archived for project purposes, and photographs were taken in a way that does not reveal individual faces. Following the consultation, necessary revisions were made to this SEP and other project documents, all of which will remain publicly available on the project webpage throughout the project’s lifecycle.

3.2. Summary of Project Stakeholder Needs and Methods, Tools, and Techniques for Stakeholder Engagement

A range of engagement methods will be employed to consult with stakeholders, gather their input, and share information with them. The choice of communication tools and methods will be guided by the level of project impact and the specific needs and concerns of each stakeholder group. While Turkish will be the primary language of communication throughout the Project, other languages will be considered as needed to enhance the effectiveness of engagement efforts and ensure the inclusion of all stakeholder groups. All engagement activities will be conducted in a culturally appropriate manner, using the most effective approaches to build strong relationships and ensure meaningful stakeholder participation.

The engagement methods and their purposes are presented below in Table 3.

Table 3. Engagement Methods to be Employed under the Project

Engagement Method	Application/Purpose of the Method	Target Stakeholder
Correspondences (letters, phone, emails)	- Information sharing (in particular technical) on project requirements and impacts - Invitations to meetings and key events during project implementation - Arrangements for obtaining permits, licenses, transfer, - Information and data requests that will be utilized for project implementation	Other relevant state authorities and government officials, NGOs, local government, academia, national and local media and organizations/agencies
Face-to-face/one-on-one meetings	- Information collection on an individual basis allows stakeholders to voice their concerns/opinions about sensitive issues - Establishing personal connections with key actors - Information sharing on project requirements and impacts/risks, implementation schedule, etc.	Representatives of relevant state authorities and government officials, NGOs, local government, academia, organizations/agencies, contractors and consultants
Formal meetings	- Information sharing on project requirements and impacts - Receiving comments, feedback, views and perception of the project from a group of public institutions - Establishing relations with public institutions	Different national and local government authorities and officials, NGOs, academia, and organizations/agencies, national and local media
Consultations (Online/In-person), Webinars	- Information sharing (especially non-technical) to a large group of stakeholders, especially communities about the scope and timeline of the Project and sub-project activities - Receiving comments, feedback, views and perception of the project from a group of stakeholders - Collecting grievances and concerns related to the project - Establishing relations with affected communities, and groups	Any stakeholder group identified throughout the project including the affected communities and groups, local NGOs, national and local government representatives/authorities, businesses, organizations/agencies, etc.
Focus group discussions	- Information sharing on a specific topic to a certain group of people including vulnerable groups - Receiving comments, feedback, views and perception of the project from a certain group - Collecting grievances and concerns related to the project from a certain group	Stakeholder groups relevant to the information to be shared and discussed during the meeting, vulnerable groups

	- Monitoring project activities' environmental and social risks and impacts on a certain group of stakeholders - Establishing relations with certain groups	
MoNE website	- Sharing project-relevant information and update on progress - Disclosing project/subproject related documentation and communication tools: E&S documents (ESMP, SEP, presentations, brochures, etc.) - Announcements of key events (date/time, venue) - Enabling grievance submissions	Any stakeholder group identified throughout the project including affected communities and PAPs, national and local media, academia, NGOs, businesses, and organizations/agencies
Digital communication tools social media (<i>Facebook, Twitter, Instagram accounts, WhatsApp groups</i>), <i>national/local television channels, radio stations, SMS, etc.</i>)	- Non-technical information sharing and progress updates - Announcements of key events, dates and published documents related to the Project	Any stakeholder group identified throughout the project including affected communities and PAPs, national and local media, academia, NGOs, businesses, and organizations/agencies
Project information brochures/leaflets	- Sharing brief project information to provide regular updates - Informing the stakeholders on certain issues such as land acquisition, land entry and exit, project implementation schedule, the scope of project activities and subprojects, etc. - Disseminating site-specific project information	Any stakeholder group identified throughout the project including affected communities and PAPs, businesses and organizations/agencies
Online meeting (alternative tool if needed)	- Information sharing on a specific topic to a group of people including vulnerable groups - Receiving comments, feedback, views, and perception regarding the project from a certain group - Collecting grievances, concerns and feedback related to the project from a group - Monitoring project activities' environmental and social impacts and risks on a group - Establishing relations with local communities	Any stakeholder group identified throughout the project, including project-affected people, vulnerable groups, etc.

Grievance Mechanism (GM)	- Receiving and resolving any requests (such as suggestions, complaints, compliments, inquiries for information or whistle-blower complaints) received by all project stakeholders	Any stakeholder group identified throughout the project
Surveys	- Satisfaction with the project process and results	Users of the buildings

3.3. Stakeholder Engagement Plan

The overview of the stakeholder engagement process to be followed during the life of the Project is provided in Table 4 given below.

Table 4. Stakeholder Engagement Plan

Project Stage	Estimated Date/Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
Preparation	Before the commencement of component activities Throughout the life of the project	- Inform the stakeholders about the scope and needs of the Project. - Consult the stakeholders about • project design, • eligibility criteria, • E&S risks & impacts, • proposed mitigation measures, - Building back better ESMP, GMs	- Opening meeting - Public announcements - Non-technical project summaries, presentations - Electronic publications - Social media, press releases - Consultation meetings - Digital communication tools - GM - Poster, brochure, leaflet, etc. - SMS - Online consultations, webinars, MoNE and ETKIM websites, social media, SMS	- Project Affected Parties - Disadvantaged/Vulnerable individuals or groups - Other Interested Parties	DGIET PIU in collaboration with DGVET and DGSEGS
Implementation	Following project launch and initial mobilization of activities; periodically as required during implementation	- Inform the stakeholders about the project scope and ongoing activities, including any emerging issues and/or	- Public meetings - Digital brochures - Training - Announcements - Social media, press releases	- Project Affected Parties - Disadvantaged/Vulnerable individuals or groups - Other Interested Parties	DGIET PIU in collaboration with DGVET and DGSEGS

		problems (eg. Classroom upgrades, teacher training programs, digital platform rollout, etc.) - E&S Documents	- MoNE and ETKiM websites - GM - Consultation meetings		
Mid-term Implementation	At the midpoint of project implementation, or when key milestones are reached	- Progress updates, - Perception survey, - Feedback collection	- Non-technical project summaries, presentations - Electronic publications - Social media, press releases - Consultation meetings - Digital communication tools - GM - Poster, brochure, leaflet, etc. - SMS - Online consultations, webinars, MoNE and ETKiM websites, social media, SMS	- Project Affected Parties - Disadvantaged/Vulnerable individuals or groups - Other Interested Parties	DGIET PIU in collaboration with DGVET and DGSEGS
Continuous Monitoring	Quarterly during project implementation	- Project progress, - GM functionality - Response actions - Stakeholder engagement	- - Project dashboard - - Grievance logs - - Feedback reports - Stakeholder engagement records (minutes, list of participants, etc.)	- Project Affected Parties - Disadvantaged/Vulnerable individuals or groups - Other Interested Parties	DGIET PIU in collaboration with DGVET and DGSEGS
Operation	After completion of project activities; annually and as needed during	- Stocktake stakeholders' views and perceptions regarding the activities completed under	- Closing Meeting - Consultation/disclosure meetings - Digital communication tools, social media	- Project Affected Parties - Disadvantaged/Vulnerable individuals or groups - Other Interested Parties	DGIET PIU in collaboration with DGVET and DGSEGS

	platform/classroom usage	the E4J Project, and gather their perspectives (directly/indirectly) on related issues (eg. user feedback on digital platforms, upgraded classrooms, and training outcomes, etc.) in order to inform future activities and/or identify remedial measures if needed - Monitor ongoing GM functionality - Plan refresher or advanced trainings based on needs	- Poster, brochure, leaflet, etc. - SMS - Satisfaction survey		
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4. RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTING STAKEHOLDER ENGAGEMENT ACTIVITIES

4.1. Resources

The DGIET PIU will be responsible for the overall implementation of the Project including this SEP.

The estimated budget for implementing the SEP, including launch and closing events, local or national information meetings, communication campaigns, training, and other similar activities, is USD1 million; and the budget table is included below in Table 5.

Table 5. Stakeholder Engagement Budget

Budget Category	Quantity	Unit Costs	Times /Years	Total Costs	Remarks
1. Estimated staff salaries* and related expenses					
1a. Travel costs for staff	-	-	-	30,000 USD	For in-person consultations and events
2. Events					
2a. Organization of focus groups and public meetings	80 events	4,000 USD	-	320,000 USD	In person consultations
3. Communication campaigns					
3a. Posters, flyers	Lump sum	-	-	30,000 USD	For awareness in schools and local communities
3b. Social media campaign	-	-	-	-	Internal – no cost
4. Trainings					
4a. Training on social/environmental issues	6 sessions	15,000 USD	-	90,000 USD	For PIU, provincial officers, teachers
4b. Training on gender-based violence (GBV) for Project Implementing Unit (PIU) and contractor staff	6 sessions	15,000 USD	-	90,000 USD	With contractor and MoNE staff
5. Beneficiary surveys					
5a. Mid-project perception survey	-	-	-	-	<i>Internal – no cost</i>
5b. End-of-project perception survey	-	-	-	-	<i>Internal – no cost</i>
6. Grievance Mechanism					
6a. Training of GM committees	2 rounds	10,000 USD	-	20,000 USD	Provincial and national grievance teams
6b. GM communication materials	Lump sum	-	-	30,000 USD	Flyers, infographics

7. Other expenses					
7a. Logistics supports	Lump sum	-	-	390,000 USD	Expanded logistics, catering, venue rentals, audio-visual equipment, transportation for participants.
TOTAL STAKEHOLDER ENGAGEMENT BUDGET:				1,000,000 USD	

Note: *Salary costs can be indicative.

4.2. Roles and Responsibilities

The implementation of the Stakeholder Engagement Plan requires cooperation between different parties. Table 6 summarizes the parties responsible for implementing this SEP and their roles/responsibilities.

Table 6. Roles and Responsibilities for Implementation of SEP

Responsible Unit	Responsibility
PIU	• Inclusion of all stakeholder engagement activities in the overall environmental and social management systems • Development of an internal system to communicate the progress and results of stakeholder engagement to senior management and staff • Acceleration and monitoring of the formation of PIU to ensure the proper implementation of processes related to complaint mechanisms and stakeholder engagement. • Coordinate parties to ensure the proper implementation of processes related to complaint mechanisms and stakeholder participation
Social Specialist (of the PIU under DGIET)	In close collaboration with the environmental specialist and other members of the PIU; • Planning and implementing project-specific stakeholder engagement activities in line with this SEP • Ensuring that stakeholder engagement is understood by PIU members and other stakeholders • Recording and following up on grievances related to the project • Managing and coordinating the resolution of grievances within the project, • Reviewing grievance records and developing actions to identify significant non-compliance issues or recurring problems related to stakeholder participation and other project activities, consolidating project-related grievance from all different GM levels, informing the PIU and management about the resolution process, and preparing consolidated GM reports for the project.
Environmental Specialist (of the PIU under DGIET)	In close collaboration with the social specialist and other members of the PIU; • Consolidate reporting on overall SEP activities and the project progress • Carrying out the social and environmental monitoring
Contractor	• Ensuring that PIU is informed of any issues related to its relations with stakeholders

	• Communicating and resolving grievances arising from minor construction activities in close cooperation with PIU and as directed by PIU • Preparing, explaining, and implementing plans defined within the scope of the project.
Procurement Specialist	• Ensuring that relevant E&S instruments are incorporated into the tender documents

5. GRIEVANCE MECHANISM

A Grievance Mechanism (GM) is a system that allows not only grievances, but also queries, suggestions, positive feedback, and concerns of project-affected parties related to the environmental and social performance of a project to be submitted and responded to in a timely manner. Within the scope of the project, a transparent and comprehensive GM has been established to receive, assess, and resolve complaints and feedback in accordance with the World Bank's (WB) Environmental and Social Standards (ESSs).

Within this framework, grievances received through the grievance mechanism (including calls to the information line, requests sent to the project e-mail address and queries, suggestions, positive feedback, and concerns) are immediately recorded by the designated PIU staff, evaluated, information and opinions are requested from the relevant unit, a response to be communicated to the beneficiary is prepared, and a reply is sent to the complainant. After the requests received by the GM are recorded, they are reported to PIU and the World Bank in a specific format every quarter.

Within the scope of the project, stakeholders can submit their complaints to national-level GMs or the Project-level GM.

5.1. Presidency's Communication Center

Presidential Communication Center (CİMER) is a communication platform established to facilitate the exercise of rights granted under the Law on the Right to Access Information No. 4982 and the Law on the Right to Petition No. 3071. Applications are forwarded to the relevant public institution from approximately 60,000 administrative units registered in the system and are processed and responded to by the recipient institution. While applications can also be made through the communication channels on the websites of institutions, CİMER aims to ensure that applications are responded to as quickly as possible, that units are notified in case of delays, that all these processes are carried out within an automation system, that statistical reports are obtained, and that the entire process is monitored from the center.

Applications to CİMER can be submitted via

- The internet (www.cimer.gov.tr or www.turkiye.gov.tr),
- Telephone line (ALO 150),
- Fax (+90 312 473 6494),
- Letter (T.C. Cumhurbaşkanlığı Külliyesi 06560 Beştepe/ANKARA)
- In person at the public relations desks of governor's offices, ministries, and district governor's offices.

CİMER only accepts anonymous submissions if the request falls under the complaint category. Requests submitted to CİMER are resolved within 30 days. If applicants do not receive feedback within this period, they may resubmit their complaints to CİMER or transfer them to the Public Ombudsman's Office (www.ombudsman.gov.tr). CİMER only accepts applications submitted in Turkish. Applications can also be made via the CİMER mobile app.

5.2. Project – Level GM

Table 7. GM Steps

Step	Description of Process	Time Frame	Responsibility
GM implementation structure	The GM for the project is centrally managed by the PIU. All grievances are addressed through PIU, ensuring a streamlined and accessible process for stakeholders. The GM accepts and handles all grievances, including anonymous ones, confidentially. Grievances are categorized and forwarded to relevant teams for resolution, ensuring timely responses and feedback to complainants. All grievance data is logged and monitored, with quarterly progress reports shared with stakeholders and the World Bank. This centralized approach ensures transparency, inclusivity, and accountability, tailored specifically to the Project context.	Continuous	DGIET PIU in collaboration with DGVET and DGSEGS
Grievance uptake	Grievances can be submitted via the following 1. National channels: The internet (www.cimer.gov.tr or www.turkiye.gov.tr), Telephone line (ALO 150), Fax (+90 312 473 6494), Letter (T.C. Cumhurbaşkanlığı Külliyesi 06560 Beştepe/ANKARA) In person at the public relations desks of governor's offices, ministries, and district governor's offices. 2. Project-level channels (To be established): • Dedicated hotline (TBD) • Project e-mail address (TBD) • Online grievance form (Annex 2) on the project page under the DGIET website (TBD) • Provincial and district directorates of MoNE (in-person or written submissions)	Continuous	DGIET PIU in collaboration with DGVET and DGSEGS

Step	Description of Process	Time Frame	Responsibility
Sorting, processing	Any grievance received is forwarded to the PIU, which is responsible for managing and addressing grievances. Grievances are logged in a grievance log (Annex 4) maintained by PIU, ensuring accurate tracking and timely responses.	Immediately after the grievance is received	DGIET PIU in collaboration with DGVET and DGSEGS
Acknowledgment and follow-up	Receipt of the grievance is acknowledged to the complainant by phone/email or other applicable tools.	Within 2 days of receipt	DGIET PIU in collaboration with DGVET and DGSEGS
Verification, investigation, action	Investigation of the complaint is led by the Grievance Committee, composed of DGIET PIU Social and Environmental Specialists, representatives from DGVET, representatives from DGSEGS, and other relevant MoNE Directorate experts as required. A proposed resolution is formulated by the PIU and communicated to the complainant by the DGIET.	Within 10 working days	Grievance Committee composed of DGIET, PIU, and relevant DG representatives
Monitoring and evaluation	GM data will be reported to MoNE senior management every month. The PIU Coordinator will be responsible from monitoring and evaluation.	Monthly to MoNE Senior Management Quarterly to the WB	DGIET PIU in collaboration with DGVET and DGSEGS
Provision of feedback	Feedback from complainants regarding their satisfaction with complaint resolution will be collected by contacting the complainant through the communication channel preferred by the complainant. In addition, provision of feedback will be received through the monitoring meetings and post renovation survey.	After the complaint is resolved After the completion of the renovation works	DGIET PIU in collaboration with DGVET and DGSEGS
Training	Training needs for staff/consultants in the PIU, Contractors are as follows: - Operational procedures of the GM, - procedures for receiving and closing complaints (including the handling procedures for the SEA/SH related grievances)	Before commencement of any construction works on site Refreshers semi-annually	DGIET PIU in collaboration with DGVET and DGSEGS

Step	Description of Process	Time Frame	Responsibility
If relevant, payment of reparations following complaint resolution	If reparations are required, they will be determined in coordination with MoNE Legal Affairs and processed according to Turkish legislation.	Case-by-case	DGIET PIU in collaboration with DGVET and DGSEGS
Appeals process	If a complainant is not satisfied with the resolution provided through the initial grievance handling process, they have the right to submit an appeal through various available channels, such as email, the official project website, or in person at designated offices. The appeal should include a reference to the original grievance, a detailed explanation of the reasons for dissatisfaction, and any additional supporting documents. Once an appeal is received, it will be reviewed by a senior official or an independent committee within the PIU. This review will assess the adequacy of the initial resolution and determine whether further corrective measures are required. Throughout the appeal process, the complainant will be kept informed about the progress and expected timeline for resolution. If necessary, consultations with relevant technical or social experts may be conducted to ensure a thorough review. Upon completion of the appeal review, a final decision will be communicated to the complainant within a specified period, typically within 15 working days. If the complainant remains dissatisfied with the final decision, they will be informed of additional external escalation mechanisms, such as the national grievance platforms (e.g., CIMER, YIMER), where they can further pursue their concerns. All appeals and their resolutions will be systematically documented and included in the grievance tracking system, with periodic reports shared with relevant stakeholders to ensure transparency and continuous improvement.	The entire project duration	DGIET PIU in collaboration with DGVET and DGSEGS Legal Remedies and Escalation

The GM will provide an appeals process if the complainant is not satisfied with the proposed resolution of the complaint. Once all possible means to resolve the complaint have been proposed and if the complainant is still not satisfied, then they should be advised of their right to legal recourse.

5.3. Worker's Grievance Mechanism (WGM)

MoNE's GM will also adapt and develop itself to address worker grievances and suggestions (including information requests or whistleblowing grievances). Before the commencement of work, The WGM will ensure its accessibility through multiple channels. These channels will include comment/complaint forms, suggestion boxes, email addresses, a telephone hotline, and a designated focal point department. MoNE PIU will require contractors to develop and implement a grievance mechanism for their workforce (contracted workers) including sub-contractors, prior to the start of works.

The grievance mechanism will adhere to the following principles:

- Transparency – allowing workers to freely submit grievances without fear of retaliation.
- Confidentiality – ensuring grievances are handled by authorized personnel only.
- Fair resolution – addressing complaints within 15 working days to ensure equitable outcomes.
- Accessibility – providing multiple submission channels to facilitate easy reporting
- Non-retaliation – ensuring complainants do not face any discrimination or adverse actions.

The WGM will be described during staff induction training provided to all project workers. When a grievance is received, the PIU will confirm its receipt within two (2) business days and provide the complainant with information regarding response timelines and next steps. If the grievance is submitted through suggestion boxes, the complainant will be informed within two days of the suggestion box being opened, provided that suggestion boxes at workplaces are opened weekly. The contractor's social expert and relevant personnel will investigate within two weeks and attempt to resolve the grievance. After two weeks, the complainant will be informed that the complaint has been resolved. Contractors will retain written copies of grievances submitted to them and a written list of such grievances.

All grievances will be recorded in the grievance log, including those received by supervisors, project managers, or any management staff. The mechanism will include a dedicated procedure to address complaints related to workplace harassment and sexual harassment. This grievance process will be operated by trained staff, with all complaints securely stored in a data-protected database. Information about the grievance mechanism will be readily available to all project workers (direct and contracted) through notice boards, suggestion/complaint boxes, and other accessible means. GM Focal Points will be trained to effectively operate the grievance mechanism while ensuring confidentiality.

If construction contractors already have an established Worker's GM, they may use it provided that it complies with the principles and procedures outlined in this section and that records related to the Project are kept separate. The requirement for the contractor to establish a Worker's GM prior to the mobilization phase and to operate and maintain it throughout the project activities will be included in the tender documents.

Contractors will submit their GM Logs to the MoNE PIU's Social Expert on a monthly basis as part of standard reporting procedures. The MoNE Social Specialist will maintain a master list of all grievances throughout the project period.

5.4. Sexual Exploitation and Abuse/ Sexual Harassment

The GM will be specifically designed to safely and ethically manage Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) complaints, ensuring a survivor-centered approach that prioritizes dignity, confidentiality, and safety. The project's GM will also ensure accountability and transparency in handling SEA/SH complaints while complying with national legal frameworks and international good practices.

Confidential Reporting Channels:

- A dedicated hotline and email address for SEA/SH grievances will be established to ensure confidentiality.
- Suggestion/complaint boxes at project sites will allow for anonymous reporting.
- In-person reporting will also be available through designated trained personnel at PIU and contractor level.

Survivor-Centered Approach:

- Complaints will be received and documented in a manner that respects the survivor's dignity, safety, and confidentiality.
- Reporting will only proceed with the informed consent of the survivor.

Integration with National Referral Systems:

- If an SEA/SH grievance is reported, it will be immediately referred to the appropriate national referral system, including law enforcement or support services, as stipulated in Turkish national frameworks.
- Survivors will have the option to report directly to the police or access support services through the Ministry of Family and Social Services.

Trained Personnel:

- Staff handling SEA/SH complaints will receive specialized training in survivor-sensitive approaches and ethical documentation.
- Personnel will ensure that survivors are informed of their rights, support services, and available legal options.
- Safe Documentation and Reporting: All details of SEA/SH complaints will be logged in a secure grievance database accessible only to authorized personnel.
- Complaints will be tracked separately to maintain confidentiality and allow for accurate reporting of trends without identifying individuals.

5.4.1. Steps for Handling SEA/SH Complaints:

- Receipt of Complaint:** Complaints can be submitted through any of the GM channels (hotline, email, in-person, or complaint boxes). The complainant will be informed about the confidentiality of the process and available referral pathways.
- Initial Assessment and Immediate Response:** The complaint will be assessed promptly to determine urgency. If necessary, the survivor will be connected to medical, legal, and psychological support services within 24 hours.
- Referral to National Systems:** If the complaint falls within the scope of SEA/SH as defined under Turkish law, it will be immediately referred to the national referral system. This includes notifying law enforcement, support services, or relevant agencies, as appropriate.
- Resolution and Feedback:** Survivors will be informed of the actions taken and any resolutions achieved, ensuring that their consent and safety are prioritized throughout the process.
- Monitoring and Reporting:** PIU will monitor the implementation of SEA/SH grievance handling and include qualitative and quantitative data in biannual reports to the World Bank. All data will be anonymized to protect survivor identities.

5.4.2. Awareness Raising

- Workers and stakeholders will be informed about SEA/SH reporting channels and procedures during induction training, through notice boards, and project materials.
- Awareness campaigns will address workplace behavior and promote zero tolerance for SEA/SH incidents.

6. MONITORING AND REPORTING

6.1. Summary of How SEP Implementation will be Monitored and Reported

The implementation of the SEP will be monitored through the Project's Monitoring and Evaluation (M&E) system coordinated by the DGIET PIU. Stakeholder feedback will be collected regularly via MoNE's electronic platforms (EBA, MoNE Communication Center (MEBİM), surveys, and consultation meetings. Outreach activities such as periodic phone or online engagement with students, teachers, and parents/guardians will help track the accessibility, quality, and inclusiveness of project activities.

Documentations of the stakeholder engagement activities will be kept in the archive of the PIU. Information about the consultation activities will be reported to the Bank within the E&S Progress Reports and will include (but not limited to),

- Number and types of consultations held,
- Number and diversity of participants (disaggregated by gender, stakeholder type, and location),
- Key issues discussed, and stakeholder feedback received during consultations,
- Number of grievances received, categorized by gender, region, type of grievance, and status (e.g., resolved, pending, escalated),
- Changes made to project design and implementation based on stakeholder input.

To ensure structured and transparent monitoring, the following framework described in Table 8 will be applied.

Table 8. Monitoring Indicators

Subject	Key Performance Indicator
Stakeholder Engagement Activities	Number and type of stakeholder consultations Number of participants in planned stakeholder engagement activities (categories and gender disaggregated data) Number of people reached by social media Frequency of updates published on project platforms Number of outreach activities targeting vulnerable groups
Grievances	Number of grievances received (disaggregated by gender, province, and grievance category) Number of open or closed grievances Average grievance resolution time Types of grievances Number of invalid grievances (grievance forms, other online and offline communication methods, etc.) Average response time for information line grievances and calls

6.2. Reporting Back to Stakeholder Groups

Project-specific information meetings will be held by PIU. Announcements regarding the organization of consultation meetings for the draft versions of all environmental and social assessment documents will be made by the relevant provincial/district National Education Directorates under the leadership of PIU's Environmental and Social Specialists. The necessary services will be provided for the logistics and organization of these meetings. Announcements of information meetings will be made through official correspondence, emails, the project website, the project/Ministry's social media accounts (or similar communication tools and platforms).

E&S and other technical experts from PIU will participate in all meetings and will present the content of the ESMP: (i) the technical summary of the project, (ii) the potential environmental and social impacts/risks of the project and the measures to control these impacts/risks, (iii) the roles and responsibilities of the responsible parties in the project implementation, (iv) and the Grievance Mechanism. Details regarding these information meetings will be published on the Project's official website following the completion of the meeting.

Throughout the project's lifespan, PIU's Social Specialist will maintain communication with relevant stakeholder groups. Stakeholders will be informed about the project's environmental and social performance, the stakeholder engagement plan, the implementation of the Grievance Mechanism, and the project's overall progress.

The SEP is a living document, updated periodically to capture consultations, issues raised, actions taken, lessons learned, and any adjustments to the consultation process. The PIU will monitor participation in planned activities and evaluate results to determine whether objectives have been met or if the approach needs modification. Summaries of complaints, investigations, and incidents, along with the status of corrective or preventive actions, will be compiled and submitted to project senior management. These summaries will help assess the number and nature of grievances and the effectiveness of responses. Information on public participation activities may be communicated to stakeholders in various formats annually.

7. ANNEXES

Annex 1. Sample Table for the Records of Meetings and Consultations

Stakeholder (Group or Individual)	Dates of Consultations	Summary of Feedback	Response of Project Implementation Team	Follow-up Action/Next Steps	Timetable/ Date to Complete Follow-up Action(s)

Annex 2. Grievance Registration Form

Şikayetin Alındığı Yer/ Location of Complaints Received	Tarih/ Date
Alan Yetkilinin Adı/ Name of Person in Charge	Şikayet Kayıt No/ Complaint Register Number
Şikayete Konu Alanın Koordinatları/ Coordinates of The Area Subject To Complaint	
ŞİKAYET SAHİBİ HAKKINDA BİLGİ / COMPLAINANT INFO Şikayet Sahibi kimlik bilgilerini vermeden anonim olarak doldurabilir, ancak kendisine geri dönüş şeklini bu formda belirtmesi gerekmektedir. / The Complainant may submit application anonymously, however in this form the Complainant should indicate the feedback mechanism to respond.	
Ad Soyad/ Name Surname	Şikayetin Geliş Yolu / Form of Complaint:
TC Kimlik No/ Identification Number	Telefon- Ücretsiz hat / Phone –Free phone line ☐
Telefon/ E-Posta Telephone/ E-mail	İstişare Toplantısı/ Consultation meeting ☐
Mahalle-Köy-ilçe-il/ Neighborhood-Village –District - Province	Dilekçe / Petition ☐
ŞİKAYET DETAYLARI / DETAILS OF COMPLAINT	
Şikayet Konusu / Complaint	
Şikayet sahibi tarafından talep edilen çözüm / Solution requested by the Complainant	
Şikayeti Alan Yetkilinin Ad Soyad ve İmzası / Şikayet Sahibinin Ad Soyad ve İmzası / Name Surname and Signature of the Registerer Name Surname and Signature of Complainant	

Annex 3. Grievance Closeout Form

Grievance closeout number:	
Define immediate action required:	
Compensation Required (Yes/No)	<i>If yes, please provide explanation</i>
CONTROL OF THE REMEDIATE ACTION AND THE DECISION	
Stages of the Remediate Action	Deadline and Responsible Institutions
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9	

Annex 4. Grievance Log

Grievance and Suggestion Register Number	Details on Grievance/Suggestion In-Take Channel				About the Complainant			About the Complaint/Suggestion					Action Taken						Supporting Documents for Grievance/Suggestion Close-Out	Please provide details If the Complaint could not be Closed/Resolved (referral was made to another institution/person etc.)
	Grievance Form, Community Meeting, Telephone, CIMER, YIMER, MoNE hotline, etc.	Date of Complaint Received	Person Receiving Complaint/Suggestion Name/Surname and Position Level of Grievance (MoNE Directorate General Level, PIU Level, Ministerial Level, etc.	Level of Grievance (PIU, supervision consultant, provincial directorates, Ministry, CIMER, YIMER, MoNE	Name and Surname of the Complainant*	Gender of the Complainant	Complainant's E-mail*	Complainant's Phone Number*	Province which the C/S is Relevant	Building/Institution Related to Complaint/Suggestion (Sub-Project)	Project Component Related to Complaint/Suggestion	Complaint Category (Digital access issues, platform performance, training delivery quality, EdTech incubation support, renovation-related, environmental issues, restriction of access to building entrances, damage, complaints about workers, accidents, working conditions, employee rights, sexual exploitation and abuse, sexual	Summary of Complaint/Suggestion	The date when the complainant is informed that the complaint/suggestion has reached the system and it is under evaluation	Status of the Complaint Open, Closed, Pending	Person/Department to whom Complaint/Suggestion is directed for	Action Planned	Due Date for Addressing the Grievance	Closed Date of Grievance	

Annex 5. Stakeholder Questionnaire

A. Participant Profile

1. State your role/task:

- Teacher
- School Administrator
- Provincial/District National Education Directorate personnel
- Student
- Parent/Guardian
- Education Technology Entrepreneur
- Sector representative
- NGO representative
- University/academic
- Other: _____

2. Your institution type:

- Primary school
- Middle school
- High school
- Guidance and Research Center (RAM)
- Central Administration of the Ministry of National Education (General Directorate etc.)
- Provincial / District National Education Directorate
- University / Research Institute
- NGO
- Private Sector / Enterprise
- Public Institution (other)
- Other: _____

3. Age:

- 12-14
- 15-17
- 18-25
- 26-35
- 36-45
- 46-55
- 56+

4. Gender:

- Female
- Male

5. Your level of technology use:

- Beginner
- Intermediate
- Advanced
- Expert

6. Years of service in the education sector:

- 0-5 years
- 6-15 years
- 16-25 years
- 25+ years

Part I

Questions Specific to the General Directorate of Innovation and Educational Technologies

Digital Education Experience

1. **Which of the following best describes your use of digital education tools? (One option)**
 - ☐ I use it very often, without any problems.
 - ☐ I use it frequently, but I need technical support.
 - ☐ I use it occasionally; I need to improve my usage skills.
 - ☐ I rarely use it, I need to learn how to use the tools.
 - ☐ I never use it, I need training.
2. **Please mark the biggest challenges you face in using technology in education (Maximum 3 options):**
 - ☐ Lack of hardware (computer, tablet, etc.)
 - ☐ Internet connection problems
 - ☐ Lack or inadequacy of content
 - ☐ Lack of technical knowledge
 - ☐ Student apathy or low motivation
 - ☐ Lack of executive support
 - ☐ Weak integration of technology with educational content
 - ☐ Other: _____
3. **What are your primary expectations from AI-supported educational tools? (Maximum 2 options):**
 - ☐ Personalized learning opportunity
 - ☐ Real-time monitoring of student performance
 - ☐ Automatic feedback and evaluation
 - ☐ Support systems to reduce teachers' workload
 - ☐ Interactive applications to increase student participation and motivation
 - ☐ Other: _____

Content and Technology Needs

4. **Please indicate the priority topics where you need more digital content (Max. 3 options):**

- ☐ Mathematics and science
- ☐ Language education and literature
- ☐ Social sciences (history, geography, citizenship)
- ☐ Computer and programming
- ☐ Green technologies and environmental education
- ☐ Virtual or augmented reality applications
- ☐ Digital literacy and cybersecurity
- ☐ Special education contents
- ☐ Vocational training contents
- ☐ Other: _____

5. **What is your opinion on the use of advanced technologies such as virtual or augmented reality in education?** (Open-ended)

Skill Development

6. **What digital skills do you think are most critical to develop in students? (Max. 3 options):**

- ☐ Basic computer and internet use
- ☐ Software and coding
- ☐ Digital content production (video, animation, presentation etc.)
- ☐ Social media and ethical digital use
- ☐ Cybersecurity and personal data protection
- ☐ Virtual and augmented reality applications
- ☐ Artificial intelligence and robotics applications
- ☐ Online collaboration and communication tools
- ☐ Other: _____

7. **What are your thoughts on green technologies and sustainability education?** (Open-ended)

Collaboration and Ecosystem

8. **What do you think are the priorities for strengthening education-technology-industry collaboration? (Maximum 2 options):**

- ☐ School-industry collaboration projects
- ☐ Industrial visits and training courses for teachers
- ☐ Direct contribution of the private sector to educational content and technologies
- ☐ Student internships and on-the-job training
- ☐ Increasing out-of-school learning environments
- ☐ Other: _____

9. **What is the most important factor in ensuring equal opportunities in digital education? (One option):**

- ☐ Strengthening the internet infrastructure
- ☐ Providing devices to every student
- ☐ Expanding teacher training
- ☐ Increasing accessible digital content
- ☐ Increasing student and parent awareness
- ☐ Other: _____

Assessment Specific to Your Role

10. **What should be the priorities for strengthening DGIET's digital education leadership? (Maximum 3 options):**

- ☐ Strengthening digital infrastructure
- ☐ Content development and diversification
- ☐ Increasing teachers' digital skills
- ☐ Developing artificial intelligence-supported applications
- ☐ Expanding the use of AR/VR in education
- ☐ Supporting education technology entrepreneurs
- ☐ Increasing school-industry collaboration
- ☐ Awareness studies on digital security and ethics
- ☐ Other: _____

11. **How can you contribute to this project? (Open-ended)**

Evaluation

12. **What is your most important suggestion to strengthen DGIET's digital education leadership?**
(Open-ended)

Part II

Questions Specific to the General Directorate of Vocational and Technical Education

Physical and Digital Learning Environments

1. Which workshops in your school need modernization? (Maximum 3 choices)

- ☐ Electrical/Electronic Technology
- ☐ Industrial Automation
- ☐ Information Technologies
- ☐ Machine
- ☐ Motor Vehicles
- ☐ Health Services
- ☐ Chemical Technology
- ☐ Metal Technology
- ☐ Renewable Energy Technologies
- ☐ Furniture and Interior Design
- ☐ Aviation and Space Technology
- ☐ Aircraft Maintenance
- ☐ Shipbuilding
- ☐ Plumbing Technology and Air Conditioning
- ☐ Machinery and Design Technology
- ☐ Plastic Technology
- ☐ Micromechanics
- ☐ Agriculture
- ☐ Animal Husbandry and Health
- ☐ Construction Technology
- ☐ Biomedical Device Technologies
- ☐ Sick and Elderly Care
- ☐ Graphics and Photography
- ☐ Child Development and Education
- ☐ Marine
- ☐ Beauty and Hair Care Services
- ☐ Accounting and Finance

- ☐ Radio-Television
- ☐ Transportation Services
- ☐ Food and Beverage Services
- ☐ Food Technology
- ☐ Cyber Security
- ☐ Other: _____

2. **Which of the following areas in your institution needs improvement? (You can choose more than one)**

- ☐ Classes
- ☐ Workshops / Vocational training areas
- ☐ Special education classes
- ☐ Computer labs
- ☐ Smart boards / Technological equipment
- ☐ Internet infrastructure
- ☐ VR / Simulation tools
- ☐ Special areas for students with transportation difficulties / receiving education in hospital

3. **What are the most important needs in modern laboratory design? (You can choose more than one)**

- ☐ Industry 4.0 compatible equipment
- ☐ Simulation/VR based systems
- ☐ AI supported measurement and analysis devices
- ☐ Ergonomic and safe equipment
- ☐ Environmentally friendly, energy efficient equipment
- ☐ Other: _____

Digital Content and Learning Technologies

4. **Are there any entrepreneurship, project development or private sector collaboration activities in your institution?**

- ☐ Yes

☐ No

If you would like to explain: _____

5. How do you evaluate the level of access your schools have to digital content for students and teachers?

- ☐ Very inadequate – Access to digital content is extremely limited or almost non-existent
- ☐ Insufficient – Partial access to digital content is available, but it is often insufficient
- ☐ Moderate – Digital content access is mostly available, but needs improvement
- ☐ Adequate – Access to digital content is largely adequate, students and teachers can access the content they need
- ☐ Very adequate – Digital content access is very good and meets all needs
- ☐ I have no idea

Teacher Development and Green Skills

6. What is the teachers' competence in using digital content?

- ☐ Very inadequate – Cannot use digital content at all or has serious difficulties in using it
- ☐ Inadequate – Cannot use digital content to a limited extent and without guidance
- ☐ Moderate – Has basic command of digital content use, but needs advanced support
- ☐ Adequate – Can use digital content effectively and independently
- ☐ Highly proficient – Integrates digital content into students' learning process by using it creatively, innovatively and advanced

7. Do you think it is necessary to develop a policy at the national level to ensure that teacher training is regular, sustainable and up-to-date?

- ☐ Yes – A national policy must be developed for effective and continuous teacher training
- ☐ Partially – A national policy may be necessary for certain areas or groups of teachers
- ☐ Undecided – I do not have a clear opinion on this issue
- ☐ No – I do not think it is necessary to develop a separate policy at the national level

8. Do you think that teachers' participation in regular in-service training is necessary for their professional development and to ensure that students receive quality education?

- ☐ Yes – Regular in-service training is absolutely necessary to improve teachers' professional competence and the quality of their education

- ☐ Partially – Regular training may be necessary for some teachers or in certain areas
- ☐ Undecided – I do not have a clear opinion on this issue
- ☐ No – I do not think that regular in-service training of teachers is necessary

9. What do you think are the priority areas for improving teachers' digital skills? (More than one can be selected)

- ☐ Digital literacy
- ☐ Using artificial intelligence tools
- ☐ Creating content / preparing videos
- ☐ Integrating technology into the classroom
- ☐ Awareness of climate change / environmental issues

10. What methods are most effective in delivering professional development training?

- ☐ Face-to-face
- ☐ Online
- ☐ Hybrid

11. What do you think are the priority areas for improving teachers' digital skills? (More than one can be selected)

- ☐ Digital literacy
- ☐ Using artificial intelligence tools
- ☐ Creating content / preparing videos
- ☐ Integrating technology into the classroom
- ☐ Awareness of climate change / environmental issues

12. What support do teachers need most to use digital content effectively?

- ☐ In-service training
- ☐ Hardware/digital tools
- ☐ Pedagogical guidance
- ☐ Accessible content guides
- ☐ Other: _____

Entrepreneurship, Educational Technologies and Private Sector Collaboration

13. **How important do you think it is to collaborate with the private sector in supporting the quality of education at your school and the professional development of your students?**
- ☐ Very important – Collaboration is critical to the development of the school and the preparation of students for the world of work
 - ☐ Moderately important – Can contribute in some areas, but is not a primary priority
 - ☐ Not important – Private sector collaboration provides limited benefits for the school
 - ☐ Not important – Private sector collaboration is not seen as necessary
14. **Do you think it is necessary for private sector stakeholders to contribute to teacher training in order to improve the quality of education and support the development of students?**
- ☐ Very necessary – Teacher training must be supported to improve quality
 - ☐ Partially required – Contributions may be made to some subjects or teacher groups
 - ☐ Not required – No need for additional support for teacher training
 - ☐ I am unsure – I don't have a clear opinion on this matter
15. **What is the level of effective use of educational technologies (smart boards, digital platforms, learning management systems, etc.) in lessons at your institution?**
- ☐ Very common – Actively used in all lessons and by teachers
 - ☐ Common – Most teachers use them regularly in their lessons
 - ☐ Limited – Some teachers use them, but overall use is low
 - ☐ Not used – Educational technologies are not used in lessons
 - ☐ No idea

Access, Inclusion and Equity

16. **Which of the following groups do you think need more support? (More than one can be selected)**
- ☐ Students living in rural areas
 - ☐ Individuals with special educational needs
 - ☐ Children under temporary protection
 - ☐ Female students

☐ Students with limited family support

☐ Other: _____

Communication, Monitoring and Evaluation

17. Which method do you prefer to ensure that project-related information reaches your school or institution in the most effective way?

☐ Official letter – For formality and document quality

☐ Face-to-face meeting – For detailed information sharing and Q&A

☐ E-mail – For easy access and fast communication

☐ Phone call – For short and urgent information

☐ Other: _____

General Comments

18. Would you like to provide regular feedback on project processes?

☐ Yes – I would like to provide regular feedback to improve processes

☐ Partially – I can provide feedback depending on my time or situation

☐ Undecided – I haven't decided to give feedback

☐ No – I do not want to give feedback

19. Do you have any suggestions, needs or opinions you would like to add?

(Open-ended)

Part III

Questions Specific to the General Directorate of Special Education and Guidance Services

In your opinion, what are the priority needs/areas you would suggest for the development of special education services?

(Select maximum 5 options)

- ☐ Improvement of physical infrastructure
- ☐ Educational material support
- ☐ Access to assistive technologies
- ☐ Vocational training in special education
- ☐ Teacher training and guidance
- ☐ Awareness and support services for families
- ☐ Digital content and remote access infrastructure
- ☐ Strengthening school guidance and monitoring systems
- ☐ Awareness training (society, parents, students)
- ☐ Innovative and accessible workshops
- ☐ Enriching special education policies
- ☐ Legislative regulation
- ☐ AI - based applications/workshops
- ☐ Digital security studies
- ☐ Life skills studies for employability
- ☐ Other (Specify): _____

5. Does your current school/institution environment meet all the educational needs of students with special needs?

- ☐ Yes
- ☐ Partially
- ☐ No
- ☐ Other (Specify): _____

6. Please evaluate the following activity areas planned to be established within the scope of the project in order of importance.

(Give 1–5 points in order of priority. 5 = Most priority, 1 = Less priority)

Activity	Point
Accessible Playground/Playground	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Accessible Activity Room	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Practice House (For daily living skills)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Vocational Workshops (Cooking, wood, ceramics, etc.)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

AR/VR (Augmented Reality) Education Areas	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Puppet/Drama – Fairy Tale – Language Areas	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Innovative and Accessible Workshops at BİLSEMs	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Skill Development Areas (Visual Arts, Music, Gardening and Animal Care, Physical Education and Sports Application Area and Sense and Movement Development Application Area)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Informatics Laboratories	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Teacher Training Center Laboratories	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Support Education Room	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. In your opinion, which skill development areas would be most beneficial to establish in special education schools?

(You can mark more than one)

- ☐ Visual arts
- ☐ Music
- ☐ Gardening and animal care
- ☐ Physical education and sports
- ☐ Sensory and movement development
- ☐ Other (Specify): _____

8. In your opinion, which workshop areas would be most beneficial to establish in science and art centers?

(You can mark more than one)

- ☐ Sustainable agriculture
- ☐ Aviation and space
- ☐ Robotics
- ☐ Defense industry
- ☐ Software and digital design
- ☐ Other (Specify): _____

9. Do you think your institution/school is sufficient in terms of digital accessibility (subtitles, audio description, screen reader compatibility, etc.)?

- ☐ Yes
- ☐ Partially

- ☐ No
☐ I don't know

10. What do you think are the most important elements for the project outputs to be permanent?
(You can mark more than one)

- ☐ Teacher training
☐ Quality material support
☐ Family participation and education
☐ Integration into school management and institutional policy
☐ Collaboration with local governments
☐ Legal regulations
☐ Collaboration with NGOs
☐ Other (Specify): _____

11. What are the most important elements to increase the accessibility of project activities to project target groups?
(You can mark more than one)

- ☐ Information activities for various segments of society
☐ Public service announcements
☐ Official announcements
☐ Guide brochures and booklets
☐ Family trainings
☐ Collaboration with NGOs
☐ Other (Specify): _____

12. How important do you think the following digital safety issues are for students with special educational needs? (1 = Not at all important, 5 = Very important)

Digital Safety Issue	Your score (1-5)
Protection of personal data	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Password security and authentication	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Dealing with cyberbullying	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Safe site and application use	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Social media safety	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Basic digital ethics (respect, privacy, ethical sharing)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

13. To what extent do you use digital content platforms? (1 = Never, 5 = Always)

Contents	Your score (1-5)
ÖBA (Teacher Information Network)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
EBA (Educational Information Network)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Our Ministry's official websites	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Our Ministry's social media accounts	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Official websites developed specifically for the subject	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

14. How important are the digital content given below in terms of special education? (1 = Not important at all, 5 = Very important)

Contents	Your score (1-5)
Brochure	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Guidebooks	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Simulation	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Educational game and/or animation videos	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Educational software	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Activity books	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Interactive e-content	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Application videos	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Flow charts	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Other (Specify): _____	

15. What support is needed most for teachers to use digital content effectively?

- ☐ In-service training
- ☐ Hardware/digital tool
- ☐ Pedagogical guidance
- ☐ Accessible content guides
- ☐ Other (Specify): _____

16. What do you think are the priority areas for improving teachers' digital skills?

(You can mark more than one)

- ☐ Digital literacy
- ☐ Using artificial intelligence tools
- ☐ Creating content / preparing videos
- ☐ Integration of technology in the classroom
- ☐ Awareness of climate change / environmental issues
- ☐ Use of technology in special education
- ☐ Use of technology in education of gifted students

17. Which methods would be more effective in implementing professional development training?

- ☐ Face to face
- ☐ Online
- ☐ Hybrid

18. Are there any entrepreneurship, project development or private sector collaboration activities carried out in your institution/school?

- ☐ Yes
- ☐ No
- ☐ Other (Specify): _____

19. Which communication methods would be more effective to obtain information about the project?

(You can mark more than one)

- ☐ Social media
- ☐ Official letter and information meeting
- ☐ School/institution boards
- ☐ Face-to-face guidance meetings
- ☐ Other (Specify): _____

20. Which of the following tools should be used as a priority in monitoring and evaluating project activities?

(You can mark more than one)

- ☐ Website to be established around the project
- ☐ Observation forms
- ☐ Progress charts
- ☐ Feedback surveys
- ☐ Field visits
- ☐ Activity reports
- ☐ Focus group interviews
- ☐ Other (Specify): _____

21. Please rate the work issues that civil society organizations (CSOs) should prioritize in order of importance in order to strengthen special education services. (1 = Not at all important, 5 = Very important)

Subject of study	Your score (1-5)
Awareness trainings	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Cooperation with public institutions	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Protocol studies	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Legislative arrangements	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Digital content and software development support for special education	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Staff training and volunteering activities	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Accessibility investments (spatial/digital access solutions)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Support for R &D projects focused on special education	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22. Any comments, suggestions or criticisms you would like to add:

Annex 6. The Minutes of the Meeting and Photos

Stakeholder	Question / Comment	MoNE Response	Follow-up / Action
Edunest, Company Representative	What are the technical specifications for VR devices in “Future Classrooms”?	Specifications are not finalized. They will be defined through consultations with experts, teachers, and private sector partners.	MoNE to publish VR/AR specs before procurement.
Special Education Vocational School, Teacher	Special education students cannot access internships. Will the project enable this?	Yes. Equal opportunity is a priority. Students will be supported with workplace and personal safety measures. Preparatory programs will help adaptation.	Develop safety protocols and preparatory training.
Ministry of Agriculture and Forestry, Representative	Will agricultural fields be supported under the project?	Yes. Agriculture is one of 21 priority vocational fields (e.g. agricultural technologies and food processing). Project activities will strengthen digital farming practices and sustainability.	MoNE to coordinate with vocational schools offering agricultural fields.
Private Sector – Simsoft, Representative	How will simulation systems be integrated?	Simulations will be used in vocational training for practice-based learning. Sector partnerships will guide priority fields.	MoNE to co-develop pilot programs.
Private Sector – Simsoft, Representative	Simulator development is slow (1–3 years). Will project timelines accommodate this?	Timeline flexibility is possible; procurement will consider long development cycles.	Align simulator pilots with project phases.
Private Sector – Simsoft, Representative	Could vocational simulators (CNC, forklifts, cranes) be included?	Yes. Relevant vocational fields will integrate simulators in cooperation with firms.	Identify pilot vocational areas with private sector.
Keçiören BİLSEM, Teacher	Will project-based learning approaches be supported?	Yes. Project-based learning will be promoted. BİLSEM workshops and ETKİM collaborations will be strengthened.	BİLSEMs to join pilot projects.

Stakeholder	Question / Comment	MoNE Response	Follow-up / Action
MoNE Higher Education Specialist	Will the project address green transformation and sustainability?	Yes. Measures include energy efficiency, carbon monitoring, waste management, and student awareness.	Integrate green criteria into procurement and curricula.
University Faculty (CEIT Department Head)	Some academics heard about the consultation late. Can communication improve?	MoNE acknowledged the gap and will improve advance notifications.	Strengthen communication with universities.
University Faculty (CEIT Department Head)	University collaboration is weak despite expertise. How will cooperation expand?	MoNE will expand cooperation via protocols, joint projects, and academic participation in EdTech ecosystem activities. You may refer to the Stakeholder Engagement Plan shared on the DGIET website.	Expand university partnerships.
ICT Teacher (MoNE)	Teachers producing content feel undervalued. Can incentives be included?	Direct payments are limited by Law 657. Alternatives (extra hours, service contracts) are being explored. Department head (YEĞİTEK) noted digital content is being renewed under the new curriculum.	Explore sustainable incentive models for content creators.
ICT Teacher (MoNE)	How will quality of content be ensured?	Teachers suggested practical performance benchmarks (e.g. content and equipment fully functional during daily use). MoNE noted that quality assurance and monitoring mechanisms will be developed as part of project implementation.	Establish QA/monitoring system for e-content.
Vocational School Teachers / Employers	Employers are ready to accept interns even when internships are not mandatory. Can coordination improve?	Yes. Project will strengthen industry–school partnerships and internship frameworks.	Improve coordination between schools and employers.

Stakeholder	Question / Comment	MoNE Response	Follow-up / Action
MoNE, Education Specialist	What are the plans for vocational guidance and career counseling?	Guidance tools are being updated. Digital platforms will provide self-assessment and career exploration. “Job coach” roles are being piloted for special education.	Develop and roll out updated guidance tools.
General Stakeholder Comments	Content is as important as infrastructure; curricula must align with reforms.	MoNE confirmed that digital content is being renewed under the Türkiye Competency-based Curriculum (grades 1–8 complete; grades 9–12 in progress).	Ensure curriculum–content alignment continues.
General Stakeholder Comments	Students need environmental awareness activities alongside technical upgrades.	MoNE confirmed awareness programs, digital content, and campaigns on sustainability will be part of the project.	Integrate awareness campaigns into implementation.
Keçiören BİLSEM, Science Teacher	What types of workshops will be established, and will BİLSEMs be consulted in this process?	Workshops will be selected or supported based on the physical conditions of each BİLSEM and the specific needs of their students	DG Special Education will plan their inclusion





