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This Project is co-funded by the European Union and Republic of Turkey.

**BORDER SURVEILLANCE CAPACITY BETWEEN**

**TURKEY AND THE EU - PHASE II PROJECT**

**TR2014/RL/08/A7-02/001**

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| **FINAL REPORT**  **Reporting Period:** **21.12.2018 – 21.12.2020** |

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United Nations Development Programme

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**LIST OF ACRONYMS**

|  |  |
| --- | --- |
| **AI** | Artificial Intelligence |
| **CDE** | Capacity Development Expert |
| **CFCU** | Central Finance and Contracts Unit |
| **CTA** | Chief Technical Advisor |
| **EC** | European Commission |
| **EDOK** | The Training and Doctrine Command |
| **EGT** | Expert Group on Trainings |
| **EU** | European Union |
| **EUBAM** | EU Border Assistance Mission |
| **EUD** | European Union Delegation to Turkey |
| **EUR** | Euro |
| **IBM** | Integrated Border Management |
| **LFC** | Land Forces Command |
| **MoI** | Ministry of Interior |
| **PA** | Project Assistant/Interpreter |
| **PAD** | Project Administrator |
| **PAS** | Project Associate |
| **PSC** | Project Steering Committee |
| **SPO** | Senior Programme Officer |
| **STE** | Short Term Expert |
| **TAT** | Technical Assistance Team |
| **TCDEG** | Training and Capacity Development Expert Group |
| **UN** | United Nations |
| **UNDP** | United Nations Development Programme |
| **UNED** | Universidad Nacional de Educación a Distancia |
| **USD** | United States Dollar |
| **VR** | Virtual Reality |

# **DESCRIPTION**

|  |  |
| --- | --- |
| Title of the action: | Border Surveillance Capacity between Turkey and the EU – Phase II |
| Name of the Organisation: | United Nations Development Programme (UNDP) |
| Lead Institution: | Ministry of Interior (MoI)  *Department of EU Affairs and Foreign Relations*  *Tunus Caddesi, No:41, Kavaklıdere 06680, Çankaya, Ankara, Turkey*  *Phone : +90 (312) 422 50 00*  *Fax : +90 (312) 425 37 69* |
| End Beneficiary Institution | Ministry of Interior - General Directorate of Provincial Administration, Border Management, Foreign Relations and Projects Department  *İnönü Bulvarı, No:4, Bakanlıklar, 06644, Çankaya, Ankara, Turkey*  *Phone : +90 (312) 418 92 00*  *Fax : +90 (312) 418 21 26* |
| Co-Beneficiary Institution: | Ministry of National Defence - Land Forces Command (LFC) / Operations Division, Plan and Operations Department  *Devlet Mahallesi, Yahya Galip Caddesi, Bakanlıklar / ANKARA 06100*  *Phone : +90 (312) 411 53 55*  *Fax : +90 (312) 418 39 05* |
| Location of the action: | Turkey |
| Duration of the action: | 24 months |
| Total budget for the action: | 1.120.000,00EUR |
| EU financing requested: | 990.000,00 EUR |
| TR contribution: | 110.000,00 EUR |
| UNDP contribution | 20.000,00 EUR |
| EU, TR and UNDP financing as a percentage of total budget of the Action: | EU: 88,39%; TR: 9,82%; UNDP:1,79% |
| Objectives of the action: | *Overall objective*: To contribute to the prevention of irregular migration, human trafficking, cross-border crimes, and smuggling and ensure further development and implementation of border management and standards in line with EU’s Integrated Border Management (IBM) policies and strategies.  *Specific objective*: To support border security and surveillance through increasing individual capacity of relevant border units (professional personnel of LFC). |
| Target groups: | 200 Professional Personnel of LFC Border Units who are on duty in HQ or in Bulgarian Borders; or who will be possibly assigned to border security related duties |
| Final beneficiaries: | Ministry of National Defence - LFC (Operations Division, Plan and Operations Department) |
| Estimated results: | **R.1:** Development of a human resource capacity having the know-how on border management procedures and fundamental rights on migrants and international protection and combating human trafficking  **R.2:** Enhanced capacity of the LFC to realize its responsibilities and adopt particular distance learning trainings in line with the needs for border surveillance for apprehension of irregular migrant/smugglers at the borders and deliverance of them to the relevant border authorities in line ensuring the principles of IBM. |

# **ASSESSMENT OF IMPLEMENTATION OF ACTIVITIES OF THE ACTION**

2. 1. **Executive Summary of the Action**

“Border Surveillance Capacity Between Turkey and the EU - Phase II Project” aimed to strengthen integrated border management in Turkey and address the training capacity needs of LFC to adopt tools for modern border surveillance and to increase the individual capacity of professional border staff.

The overall objective of the Project was to contribute to the prevention of irregular migration, human trafficking, cross-border crimes, and smuggling and ensure further development and implementation of border management and standards in line with EU’s Integrated Border Management (IBM) policies and strategies.

The specific objective of the project was to support border security and surveillance through increasing individual capacity of relevant border units (professional personnel of LFC).

In this respect the Project was composed of 3 components:

**Component 0 – Inception Period**

Inception period referred to first three months of the Project and aimed the establishment of working structure for the Project and fine-tuning of the activities.

**Component 1 –Enhancing Individual Capacity through Face to Face Trainings**

The activities under Component 1 focused on review and update of the face-to-face training modules on Integrated Border Management (IBM), Risk Assessment and Human Rights developed on the procedures and practices regarding irregular migration in line with international law and practices under the Phase I (Increasing Border Surveillance Capacity Between Turkey and Greece) Project. Under this component, tailor-made training program for 208 professional staff of border units working on the procedures and practices regarding irregular migration, human trafficking, cross-border crimes, smuggling and border management, EU’s IBM and border surveillance policies and risk assessment strategies were organized. The training materials were updated, printed and delivered to the trainees along with visibility materials.

**Component 2 – Enhancing Individual Capacity through Distance Learning Trainings**

The specific objective of this component was to support border security and surveillance through increasing individual capacity of relevant border units (professional personnel of LFC) by use of distance learning. Development of distance learning system consisting of IBM, human rights and COVID-19 measures modules was an innovative solution introduced with the Project at hand. With the onset of COVID-19 pandemic, the importance of distance learning has once again been understood under this Project and distance learning proved to be a necessary training tool. With the supply of hardware, software and development of training modules; a sustainable training infrastructure was established in EDOK Command for border professionals which aimed at enhancing the effectiveness and efficiency in the efforts for increasing the individual capacity of LFC professional personnel to deal with apprehension of irregular migrants/smugglers at the borders and deliverance of them to the relevant authorities. Distance learning training modules tailored to border professionals were developed in line with national and international standards including European practices by leading specialists working in these areas.

The project commenced on 21 December 2018, following the signature of Grant Contract TR2014/RL/08/A7-02/001 and the implementation period was completed as of 21 December 2020.

Inception Period (21 December 2018 – 21 March 2019**)** had been utilized with due efficiency for the mobilisation of Technical Assistance Team (TAT), designing of up-coming project activities and a work plan in agreement with the Project Beneficiaries. Key results achieved in this period are the partial mobilisation of the TAT members, operationalization of the project office, organization of the project launch event as a joint activity for the closure event of Phase I Project and organization of the kick off meeting together with the first management meeting with the participation of Project Beneficiaries (Ministry of Interior and Land Forces Command), Donor (Delegation of the European Union to Turkey - EUD), Implementing Agency (UNDP) and key stakeholders (Presidency of the Republic of Turkey - Presidency of Strategy and Budget). Inception Report was approved on 22 August 2019 by the Contracting Authority with the agreement of all parties.

Followingly, in line with the contract conditions, achievements between the dates 21 December 2018 to 21 December 2019 were reflected in the Progress Report. Key results in this period were full mobilisation of TAT, organisation of Project Steering Committee and Management Meetings and advances in project activities especially the delivery of face to face trainings to 208 selected professional staff of LFC, completion of two study visits which were organized to Croatia-Slovenia and Spain, organization of consultative meetings under Component 2, finalization of Comparative Assessment Report and Distance Learning Needs Assessment Report. Progress Report was approved on 12 May 2020 by the Contracting Authority with the agreement of all parties.

With the outbreak of unanticipated COVID-19 global pandemic, planned activities for March-June 2020 period have been impacted adversely beyond the control of UNDP and Project Beneficiaries. To finalize the activities in a timely manner and to enable the utmost result with no*-*additional*-*cost, an extension of the project implementation period by 6 months was requested with the Addendum. Key points of the Addendum was the extension of Project implementation period for 6 months, introduction of additional distance learning training content on COVID-19 measures tailored to border professionals, and revisions in the duration and indicative action plan of the Project for the remaining activities. The Addendum was approved and put into effect as of 19 June 2020.

At the time of the finalization of the Action on 21 December 2020, all the activities were completed and expected project outputs were successfully realized as per the DoA. More specifically,

* + - **Under Component 1 of the Project**,
* An Expert Group on Trainings (EGT) was re-established to ensure the revision/update of training modules developed in Phase I Project and delivery of the face-to-face trainings. EGT consisted of local and international short-term experts in the field of integrated border management, border surveillance, risk assessment and migrants’ rights topics.
* Training materials prepared under Phase-I Project were revisited and updated. Training modules were consisted of IBM, Risk Assessment, Migration and Migrants’ Rights as well as cross cutting subjects such as border surveillance, fundamental rights of humans especially migrants, international protection and combatting human trafficking.
* 3 days face to face trainings were delivered in Kırklareli, Edirne and Antalya to 208 professional border staff of Land Forces Command.
  + - **Under Component 2 of the Project**,
* A Training and Capacity Development Expert Group (TCDEG) was established to support TAT for the development of a needs assessment and subsequent road map for the areas to be enhanced in distance learning training development for the professional staff serving at border units. TCDEG consisted of representatives from MoI and LFC as Project Beneficiaries, besides local and international short term experts (STEs), junior local expert and technical assistance team. Rules of Procedures were prepared and accepted, besides a Methodology for the Component 2 was developed.
* Study visit finding reports and a Comparative Assessment Report (CAR) were produced to explore distance learning training practices from three EU countries visited during two study visits: Croatia & Slovenia and Spain. In addition, observations and lessons learned from the study visits conducted to France and Hungary under Phase-I project were reflected in the CAR. Besides a desk research focusing on the distance learning systems for border professionals existing in Romania, the Netherlands and Germany was conducted to enrich the findings of CAR.
* Institutional needs of LFC in distance learning infrastructure and training content were assessed and reported. Current status on assistance areas, target groups, thematic topics, technical equipment (software and hardware tools and equipment) needs were analysed.
* Training Strategy was developed for operationalization of the distance learning in LFC premises. Distance learning teaching methods, principles and practices of adult learning, content, functional and visual design of the distance learning platform, necessary hardware and software infrastructure were explored in the Training Strategy. Procurement of service for the 3D animation film production, training of LFC personnel on video shooting and editing and purchase of equipment were performed to realize the Training Strategy.
* Training materials for distance learning were developed which consisted of IBM, Migrants’ rights and COVID-19 modules. Training materials included variety of 3D animation films, interactive screens, slides, audio-visual content and training films produced under Phase-I Project. Legislative framework, jurisdiction and responsibility of border guards in the 1st and 2nd degree military forbidden zones, IBM procedures for apprehension in specific border incidents (such as smuggling, armed and unarmed border violations, etc.), reporting procedures, basic expressions in the neighbouring country's languages and COVID-19 measures were covered in the distance learning training materials.
* Distance learning pilot trainings were conducted between 16 November - 7 December 2020 through Karaağı (intranet of LFC). The infrastructure founded in LFC within the scope of the Project as well as the accuracy of the content was tested with the pilot trainings to ensure that it responds the needs. In total 103 professional border guards have participated in pilot trainings. The Distance Learning Training Report on the realization of the trainings, methodologies applied, achieved results including the statistical analyses and recommendations was prepared.

Consequently, multilateral cooperation was strengthened and individual capacity of border professionals were enhanced in the field of IBM, risk analysis, migration and migrants’ rights and other cross cutting issues. Long standing strong partnership with the Project stakeholders and endeavours for establishing a simulator training center for continuous in-service modern training of border professionals is expected to be continued with the support of EU.

* 1. **Activities and Achievement of Results**

The results of the Action, as assessed against the original indicators and activities are described below:

**Result 0 - Inception Period was used effectively**

**Activity 0.1: Mobilisation of TAT and establishment of project office**

Key Experts (Chief Technical Advisor and Capacity Development Expert) and administrative & support staff (Project Administrator, Project Associate, Project Assistant/Interpreter) who are working in close cooperation with Project Beneficiaries were fully mobilized. In addition, Short Term Local and International Experts were mobilized to support the Project activities. The detailed table for TAT members is presented in the **Attachment 1**.

A difficulty was encountered in the recruitment process of Project Assistant/Interpreter as indicated in the Inception Report. Initial vacancy announcement was published on UNDP website and interviews with the candidates were held in March 2019. Since the selected candidate could not accept the offer, the vacancy has been re-advertised for the second time in April 2019. In conclusion, Project Assistant/Interpreter commenced his duties in August 2019.

As conveyed in the Addendum, even though successfully completing his tasks under Component 1, the Capacity Development Expert was unable to travel and support the remaining Project activities due to restrictions introduced with the COVID-19 measures as of March 2020. However, precautions were taken for the successful completion of the Project and the remaining activities were conducted under the leadership of Chief Technical Advisor.

As communicated in the 5. Management Meeting held on 29 September 2020, Project Administrator (PAD) Ms. Evrim Yarımağan has left her post as of August 2020. Nevertheless, the activities were conducted and completed as planned thanks to strong partnership with project stakeholders and hand over of PAD’s tasks to other TAT members.

In addition to the project staff, technical and administrative services that are supported by the UNDP country office via Portfolio Manager and Portfolio Administrator roles were cost-shared on a pro-rata basis in line with the Budget of the Action. Since Portfolio Administrator position was vacant throughout the project implementation period, the costs for this position was distributed among responsible UNDP actors (including monitoring and evaluation analyst, programme support center assistants, procurement associate and finance unit) who has substituted Portfolio Administrator position and supported the Project for these functions.

The Project Office was established in the UN House - UNDP Turkey Country Office premises. The Project Office included furniture and equipment which were purchased under Phase I Project and used by TAT as well as for meetings with stakeholders. Office equipment and assets were transferred to MoI at the end of Phase II Project as indicated in the DoA.

Office rent and office supplies/consumables (such as stationary) costs were covered from the project budget.

**Activity 0.2: Kick off meeting (first Management Meeting)**

The Project was launched with a kick-off meeting which was organized with the participation of representatives from MoI, LFC, UNDP, EUD and Presidency of Strategy and Budget Office.

Kick-off meeting of the Project was organized as the first Management Meeting on 14 March 2019. At the kick-off meeting, UNDP presented the Project activities, expected results and the action plan and the project partners have shared their feedback. Minutes and participants list of the kick-off meeting are presented in the **Attachment 2.**

**Component 1: Enhancing Individual Capacity through Face to Face Trainings**

**Result 1 – Establishment of Expert Group on Trainings (EGT)**

The result is fully achieved. The indicator and activity under this result are as below:

**Indicator: Establishment of Expert Group of Trainings (max.10 members)**

The EGT was established to ensure the revision/update of training modules developed in Phase I Project and delivery of the face-to-face trainings. EGT was composed of Key Experts, leading experts and academicians with different backgrounds and expertise and recruited as senior STEs and a junior expert to facilitate and support the activities under Component 1. The detailed table for EGT members is presented in the **Attachment 3**.

**Activity A.1.1. Re-establishing the Expert Group on Trainings (EGT)**

As communicated with the Notification Letter No.2, the Terms of References for the members of EGT were developed before the trainings were initiated. By October 2019, "Senior International Expert on IBM and Risk Management" and "Senior Local Expert on Migrants' Rights" were mobilized following as trainers. In addition, "Senior Local Expert on Statistical Analysis" was also mobilized in October 2019 to review and analyse the entry/exit tests and training evaluation forms filled by the trainees of face to face trainings.

As of March 2019, local Junior Short Term Expert was mobilized to facilitate the conduct of capacity building activities such as organization of trainings and drafting of training reports.

**Result 2 –Reviewed/Updated Training Materials**

The result is fully achieved. The indicator and activity under this result are as below:

**Activity A.1.2: Review and update of the tailor-made training materials**

As indicated in the DoA, the curriculum was planned and decided on the basis of the Phase I project's results, conclusions and recommendations as well as the feedback gathered from the interviews with candidate trainers and selected trainers, academics and beneficiaries of the project. The training modules included IBM, risk analysis, migration and migrants’ rights mainly. In addition, cross-cutting topics such as EU institutions and procedures on border surveillance, international protection and the fight against human trafficking, causes and results of migration were covered. Preparatory meetings were held with academics in Ankara and Istanbul to gather as much technical insight as possible. Trainings coordinated under IBM with other agencies were also examined to have a broader look at the training needs and available resources. A training syllabus tailored to a three-day training programme has been produced by EGT. In agreement with Project beneficiaries and taking into consideration of feedbacks from trainees; training modules were finalized by the EGT after delivery of trainings and last review of the materials and presentations considering the results of the statistical analyses of entry/exits tests and training evaluation forms. Final version of training material, as presented in the **Attachment 4**, was distributed along with the project visibility items and training certificates to the 208 trainees who participated to the face to face trainings. Brief information about training modules are provided here under:

Module 1: Integrated Border Management (IBM)

* Core elements of IBM and its components
* Principles of shared responsibility
* Complexity and interdependence of core elements of IBM
* Main illegal activities affecting the border and indicators in the fight against irregular migration
* Modes, outcomes and reasons for certain types of cooperation in response to different illegal activities
* General scope of information management for cooperation on inter-agency and international level

Module 1 topics were agreed to be delivered by the Capacity Development Expert and Senior International Expert on IBM and Risk Assessment through power point presentations, group discussions, video presentations and case studies to share EU and international best practices in the field of IBM. The EU know-how of IBM was emphasized by presenting the role of FRONTEX as the EU's flagship for IBM and risk assessment methodologies, as well as providing detailed information on the joint activities and information exchange channels between Member States’ law enforcement agencies.

EU legislation and policy documents on IBM, including but not limited to Regulation (EU) 2016/1624 on the European Border and Coast Guard, Regulation (EC) No 562/2006 establishing a Community Code on the Rules Governing the Movement of Persons across Borders (Schengen Borders Code), EU Schengen Catalogue on External Borders Control Return and Readmission, Guidelines for IBM in European Commission External Cooperation were referred in the design of the training content to increase participants’ knowledge on the legal and institutional infrastructure of IBM in EU.

Module 2: Risk assessment and border management

* Identification of the concept and the risks according to Common Integrated Risk Analysis Model (CIRAM) II
* Different modus operandi
* Link between risk analysis and operational activities in border management
* Tactical responses in future practice
* Profile of facilitator
* Certain types of border surveillance gear and equipment based on pros/cons

The purpose of this module was to familiarize participants with components of risk and how to apply risk analysis results to border surveillance, to understand different terminologies in terms of risk profile, risk indicator, general and specific risk profile in line with the principles of CIRAM II. This module and shared experience on risk profiling, its practical value and use among the troops was delivered by the Capacity Development Expert and Senior International Expert on IBM and Risk Assessment. Tactical response in individual cases occurred in EU member states were conveyed throughout the trainings. PowerPoint presentations as well as tour de table discussions and case studies on making risk assessment and profiling in case of a threat were utilized as training methods for this module. In addition, practical exercises and role-playing scenarios were used to attract the trainees and to reinforce training subjects.

Module 3: Migration and Migrants’ Rights

* Basic definitions and causes of migration, human rights standards related to migration
* Explanation of irregular migration and legal framework
* LFC (Land Forces Command) powers on apprehension of irregular migrants and sample court cases

The training was agreed to be conducted by a local short-term expert (Senior Local Expert on Migrants' Rights) using power point presentations, video clips, group discussion and case studies on court cases, since the module contained mainly local context and legislation. Turkish law (in particular Law No. 6458 on Foreigners and International Security, Turkish Penal Code No. 5237, by-laws of the LFC) and international law (Universal Declaration of Human Rights, European Convention on Human Rights, Geneva Convention of 1951, etc.) were referred during the delivery of this module.

**Result 3- 8 x 3 days trainings, training reports**

The result is fully achieved. The indicator and activity under this result are as below:

**Indicator: Number of professional staff of LFC trained face to face on border surveillance and control procedures and migrants’ rights**

The 3-days tailor-made training modules (basic+intermediate level) were delivered by the EGT to 208 selected professional staff of LFC in total who are working specifically on the fundamentals of procedures and practices to be followed during apprehension of irregular migrants/smugglers at the borders and deliverance of irregular migrants/smugglers to the relevant border authorities as well as other cross border crimes. In total 8 groups received three-day training programme and each group consisted of approximately 25 trainees.

**A.1.3. Delivery tailor-made training modules**

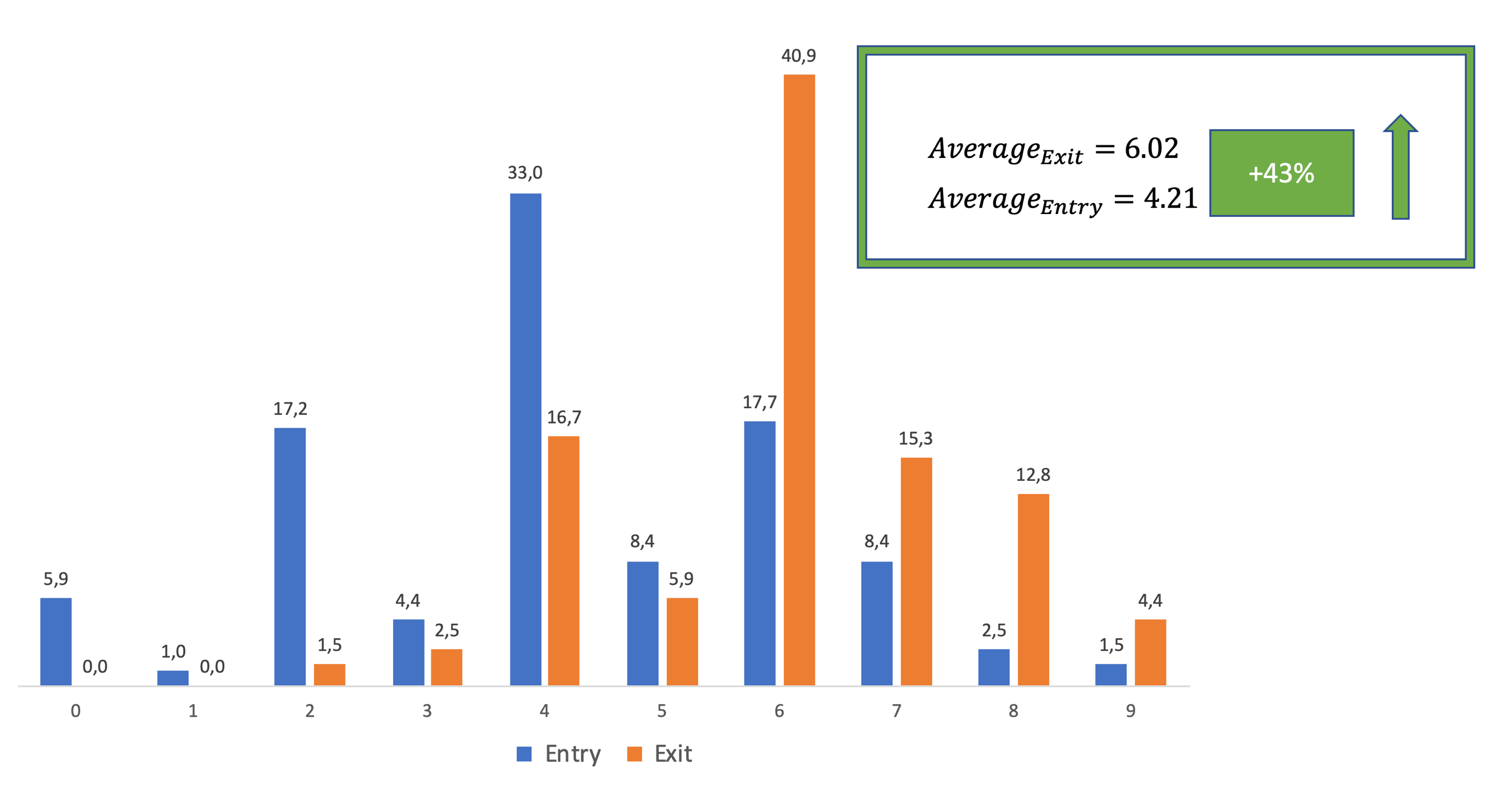
Possible challenges with regards to mobilization of border professionals due to their heavy workload and ongoing operations in the field were raised in the 1. Project Steering Committee Meeting. Consequently, trainings were agreed to be delivered in November 2019 with MoI and LFC. In conclusion, trainings were organized in Kırklareli, Edirne and Antalya between November-December 2019 with the below figures:

|  |  |  |
| --- | --- | --- |
| **Training Location** | **No. of Training Groups** | **No. of Trainees** |
| Kırklareli | 1 group | 25 trainees |
| Edirne | 3 groups | 75 trainees |
| Antalya | 4 groups | 108 trainees |
| **TOTAL** | **8 groups** | **208 trainees** |

Training schedule, and participant’s lists and photos from trainings are presented in the **Attachment 5.**

Following the delivery of trainings, a Training Report which contains detailed information on the composition of training groups, activity of participants during the course, how the needs of participants were addressed during the trainings, relevance of subjects and training materials for the participants and the relevance of questions raised by participants and estimated level of training relevance for daily needs at participants’ work was prepared. Trainings were statistically evaluated by the analysis of Entry Test, Exit Test and Post Training Evaluation Forms and key conclusions were provided to the Project Beneficiaries and other stakeholders within the Training Report as presented in **Attachment 6.** Main findings and conclusions of Training Report are provided here under:

* Knowledge obtained after the training was by an increase of **43 %**, which is according to statistical validity as excellent and can be seen below:



* Participants were actively involved in the training and their engagement was increased when practical cases explored and solutions for daily border law enforcement were discussed together with the trainer(s).
* Engagement of Local Short Term Expert on Migrants' Rights (currently a self-employed lawyer and the former Head of Legal Consultancy and Lawsuits Department at the Ministry of National Defence) as trainer for the Module 3 had a very positive impact. Indeed, local expert’s in-depth knowledge of the LFC daily problematic and good knowledge of Turkish legal basis which is in correlation with the LFC work has enabled right to the point discussions through concrete cases from the LFC practice. This method was very useful for providing answers to situations/problems faced by border professionals based on Turkish legislation.
* All trainers were well facilitated in advance about the LFC needs and procedures at the green border. Correct information and preparation in combination with an expert who is very knowledgeable about EU border legislation and practice was a potent training approach which has enabled pro-activeness and interest of the trainees in the training topics.
* Awareness raising and knowledge transfer were well balanced and the especially the migration and migrants’ rights module will have a positive impact on the daily work.
* This training material can be well used for up-coming Distance Learning training for LFC personnel.
* The training showed how important for the LFC staff to be trained regularly and it seems that practical procedure method can be a very well implemented tool for the Phase III project proposal for the establishment of a simulator center.
* Practical Procedure Training (PPT) with Peer Review method was introduced at the training and well understood and welcomed by the trainees.
* PPT was recommended for the LFC future training needs.
* Absence of female officers at the green borders may cause gaps for in depth security check. It is strongly recommended to employ female officers at the green borders where and when possible.
* Specific trainings to raise awareness on gender equality is recommended for the LFC border professionals in the future.
* High technology training tools including simulators and virtual reality equipment and environment should be adopted in the future trainings of border professionals for operational and tactical trainings.

**Component 2: Enhancing Individual Capacity through Distance Learning Trainings**

**Result 4- Expert group on training capacity development of LFC; Rules and Procedures on the work of Training and Capacity Development Expert Group (TCDEG)**

This result was fully achieved. The indicator and activity under this result are as below:

**Indicator: Establishment Training and Capacity Development Expert Group**

The indicator is achieved with the establishment of TCDEG. There was a minor change in this indicator as reported with the Notification Letter No.3: It was observed in the first consultative meeting which was held on 21 June 2019 thatinvolvement of all relevant LFC representatives from different departments (such as Training and Doctrine Command EDOK, IT, legal advisory, etc.) to the consultative meetings were essential due to high technicality of design and development phase of the distance learning training infrastructure. To this end, it was proposed with the Notification Letter No.3 to omit the limitation with regards to number of TCDEG members (which is indicated as “max.10 members”) in the Description of the Action.

**A.2.1 Establishing a Training and Capacity Development Expert Group (TCDEG)**

TCDEG was composed of:

- Chairman of the TCDEG (Representative of LFC);

- Secretary to the TCDEG (TAT);

- Members assigned by LFC including members of EDOK, with expertise and responsibilities for development of institutional capacities of LFC on border surveillance and training of border units’ personnel;

- 1 member from Border Management Department of Ministry of Interior;

- 1 Senior International Expert, 3 Senior Local Experts and 2 Junior Local Experts.

Rules and Procedures of TCDEG which is presented in **Attachment 7** was accepted and the Chairman was selected in the First Consultative Meeting (A.2.3) which was held on 21 June 2019. Due to retirement, the Chairman of the TCDEG was replaced by another representative from LFC during Fourth Consultative Meeting that took place on 26 September 2019.

In addition, a methodology document for the implementation of Component 2 activities and a Project Plan for the sequencing was prepared to guide the TCDEG as attached in **Attachment 8.**

**Result 5 – Study Visit Finding Reports, Comparative Assessment Report**

The result was fully achieved. The indicator and activity under this result are as below:

**Indicator: Conducting of study visits and developing a comparative assessment on the training capacities and practices of professional staff of border units in selected EU countries**

It was aimed to complement the know-how gained in Phase I Project and to observe more of distance learning capabilities of EU Member States through two study visits to build the roadmap in enhancing distance learning capacity of LFC. Two study visits were organised to Croatia & Slovenia and Spain and Comprataive Assessment Report was prepared analysing the training capacities and practices of the selected EU countires.

**A.2.2. Study visits and development of Comparative Assessment Report**

The EU practices provided the starting point of the comparative assessment. To collect data for Comparative Assessment Report and to observe distance learning training systems in different countries, two study visits were organized.

The EU countries to be visited in this scope were chosen by the TAT in consultation with LFC and MoI through a list of selection criteria. The selection criteria for the countries to be visited which is presented in **Attachment 9** were developed.

In accordance with the adopted selection criteria, initially it was agreed to conduct the first study visit to Austria & Slovenia. Due to unavailability of Austrian authorities in the targeted period of the visit; the study visit was rearranged as Croatia & Slovenia with the agreement of Project Beneficiaries and it took place between 15 - 21 September 2019.

Second study visit was initially planned to Portugal & Spain. However, as agreed in 1. PSC meeting, due to limited capacity of Portuguese institutions in distance learning systems targeted to border surveillance; the study visit was organised only to Spain with the agreement of Project Beneficiaries and took place between 20-26 October 2019 .

Findings and observations of the Croatia & Slovenia and Spain study visits are presented in study visit reports as **Attachment 10** in detail.

Main findings of the Croatia & Slovenia study visit are summarized as follows;

In Croatian police, systematic e-learning training has started in 2017 and is line with the Frontex Core Common Curricula. Two types of access on e-learning platform is possible; for external and internal users. Internal users (students and the police academy and officers) are provided with usernames and passwords in order to access modules and check their knowledge through on-line tests. Similar approach is used by the Slovenian authorities who have developed two different e-learning environments through co-called EIDAZ for external users and EIDA for internal users. Nevertheless, Slovenian authorities have started with systematic e-learning training in 2009, which has been mainly supported by instructions from the CEPOL.

Both Croatian and Slovenian authorities are suffering from lack of staff who would be dedicated only for distance learning needs. Indeed, 3 – 4 people who are dealing with distance learning have also additional tasks e.g. lecturing of students in the area of their expertise. This can be in future very well used if their working positions would serve only for distance learning needs. Good knowledge of training curricula would enable higher quality of the products – training materials, if these personnel would be dedicated only for Distance Learning (DL). Besides, Moodle E-learning platform support narrative part of the training materials e.g. in form of pdf documents. Meanwhile, videos and animations are not used because, according to the presenters, they caused interruptions when posted on the platforms. Video streaming tool is not used by both authorities from Croatia and Slovenia. Despite lack of technical equipment and lack of personnel dedicated for developing of DL trainings, it can be concluded that authorities from Croatia and Slovenia are enthusiastic and have succeeded to integrate e-learning training in the police training systems. This has been more evident in Slovenia.

It can be concluded that appointment of right and dedicated staff for the LFC distance learning needs will have an important role in close future. Hence, unlike Croatia and Slovenia, Turkey has much more diverse border security situations and developing of DL material, including proper IT solutions and tools, would require appointment of knowledgeable people in this area. This can enable that future and current border personnel would be acquainted with complex and different border scenarios by DL tools. Nevertheless, necessary and proportional use of force would be needed in circumstances when dealing with illegal migrants and this has been well demonstrated at the Ljubljana Moste Police Station when officers are trained on so-called Practical Procedure Training. As a result, blended training is promising for the LFC needs as well.

At the UNESCO AI Research Institute, Institute Josef Stefan in Ljubljana, sophisticated tools e.g. “event registry” has been observed. Indeed, both representatives of the Turkish MoI and LFC have been impressed by the AI potential for the Turkish border security needs in terms of training and operational, tactical and strategic requirements. The leadership of UNESCO AI Research Institute has also expressed an interest for future cooperation with the Turkish law enforcement authorities, if perceived by the Turkish MoI and LFC as beneficial. Indeed, this can represent an excellent platform for the future cooperation and enhance/enrich LFC distance learning platform in the first phase of cooperation.

Main findings of the Spain study visit are summarized as follows;

It can be concluded that in the Guardia Civil (GC), distance learning has a history and the leadership of the GC is aware of this learning tool. Main strength of the GC Distance Learning Department is 12 employees dealing only with the DL. Indeed, this can also be a good example for the Turkish LFC where future DL Department can be established with all staff needed for higher quality of DL training delivery. Nevertheless, these people should also be trained on relevant knowledge and skills, e.g. curricula development, using of video streaming and other sophisticated training tools; Virtual Reality (VR) and AI. Indeed, DL Department in the Guardia Civil is regularly updated about border security trends and needs in Spain with a significant help of Universidad Nacional de Educación a Distancia (UNED).

UNED represents unique DL university in Europe which is well recognized in Spain and in other EU countries. They’ve succeeded to establish strong cooperation with the Guardia Civil and FRONTEX. This modality can be applicable for Turkish LFC and law enforcement needs. Nevertheless, it is strongly recommended that Turkish LFC and MoI staff would be in close future eligible to attend European Joint Masters in Strategic Border Management. However, agreement between Turkey and FRONTEX would be needed. If not possible, Turkey is recommended to develop similar course for MoI and LFC personnel and include also other law enforcement agencies e.g. National Police and Gendarmerie. In the course focus should be development of law enforcement leadership and management skills.

The Terms of References for both study visits were drafted and agreed with the Project Beneficiaries and the relevant authorities of host countries. Study visit information packages were disseminated and preparatory meetings were held with participants beforehand to brief them about the institutions and training mechanisms tailored to border professionals in the host countries as presented in **Attachment 11**. Study visit information packages also included question sets about surveillance, distance learning infrastructure and implementation, training curriculum for border guards, etc. which were addressed to relevant study visit institutions and organizations. Nevertheless, during the study visits, the possible answers to questions were partially obtained and information exchange and delivery of presentations by hosting authorities were limited due to their availabilities. However, supplementary data was added through desk review and the observations collected during the study visits organized under Phase I Project.

For both study visits, Delegation consisted of representatives with a mix group of high-level officials from MoI, LFC and EDOK together with the representatives of TAT. Interpreter/facilitator were accompanying the group during the visits.

Project beneficiaries had the opportunity to explore and meet their peers from other European countries to discuss modern technological tools, especially the distance learning systems, used for border surveillance via the study visits.

Police liaison officers in Ankara and official representatives of border guard in hosting countries played a crucial role for the liaison and speeding up the study visit preparation and execution process.

The study visits achieved the following:

* Respective Turkish officials acquainted with technological training tools, infrastructural systems focusing mainly on distance learning in use for border security;
* Good practices and lessons learned from the distance learning systems at national, regional and local levels were observed on the spot;
* Turkish authorities were engaged in development of a training strategy for the adoption of distance learning training system in LFC;
* Inter-agency bilateral cooperation in the field of border related trainings, IBM and border surveillance systems were enhanced.

After completion of each study visit, a “Study Visit Finding Report” was prepared which established the basis of Comparative Assessment Report and observations were collected for the visited country. After the completion of all study visits, Comparative Assessment Report was drafted which included current state of play of distance learning training modalities, how the infrastructure was built, how the distance learning strategy was developed and realized besides their know how in developing the curriculum along with the planning of technical equipment set up in EU countries.

The Comparative Assessment Report was structured on three main pillars:

* The observations and data collected as a result of the study visits conducted under Phase I (Hungary and France) and Phase II Projects (Croatia, Slovenia and Spain)
* Desk research results for European Union border policing distance learning system, research held for Germany, the Netherlands and Romania.
* The assessment report (developed under Activity 2.3) results for the distance learning training needs of Land Force Command Border Units’ professional staff.

A SWOT analysis of the distance learning system capabilities and features in the subject countries was also inserted in the CAR.

Main findings and conclusions of CAR are provided here under:

- All the countries included in the CAR are using and applying distance learning solutions for the training of border authorities;

- The training institutions are involved in the development and the delivery of the on-line courses. The operational units integrated different on-line platforms.

As a recommendation, common integrated systems should be in place both for training institutions and the operational units, allowing to integrated carrier path capabilities and features in the on-line platforms. Moreover, the continuous and vocational training could be integrated and developed within the on-line platforms.

- There are various systems and methods used within the training platforms, integrating different technical solutions, tools and software;

- All the countries included in the research have different level of expertise in distance learning on-line platforms;

- As a negative indicator, the human resources dedicated to this field are not sufficient and in most of the cases it is involved in other activities according to the job description. This was noticed both for the teaching staff responsible for the content related activities and the technical personnel responsible with the administrative part of the system.

As a recommendation, dedicated Distance Learning Unit (DLU) should be established with a big number of personnel, including: e-learning experts, content developers, IT and technical staff, web-design experts, on-line platform experts and others. The DLU should receive sufficient budget and resources to continuously develop and update the distance learning platforms. No other additional tasks should be allocated.

- There were identified two types of distance learning on-line platforms:

1. Private platforms - accessible and used only within the authority networks and IT systems;

2. Open platforms - accessible from the public networks and IT systems.

As a recommendation, a blended version should be adopted in order to facilitate the accessibility of the users from the private systems in the case of general information and to keep in the restricted area the sensitive information or documents.

- All the countries included in the research are dealing with various technical issues in using the on-line training platforms: network failure, insufficient broadband, sound issues, and other difficulties.

As a recommendation, the dedicated IT staff should identify solutions to upgrade the networks and the technology used within their units. More staff should be allocated and long-term strategies should be in place for support and maintenance. The infrastructure should be upgraded.

- The budget allocate to the on-line platforms for distance learning is not sufficient;

As a recommendation, the funds dedicated for this subject should be raised and allocated with the scope to integrate new solutions in on-line training.

- The content used within the distance learning is based on Pdf files and very rare with interactive features. The platforms are not user friendly.

As a recommendation, specialised staff should be allocated in order to adapt and convert the content in the e-Learning format with interactive features and options. The on-line platforms should be made more user friendly in order to enhance and improve the users experience.

- There are several on-line training tools or software developed by some countries with a great impact and efficiency;

As a recommendation, best-practices and useful on-line tools should be shared between the interested countries in order to enhance the efficiency and to contribute together in the development of the distance learning systems for border authorities.

- In some countries there are several benefits or advantages for the users of the on-line training used especially in the continuous or day-by-day training;

As a recommendation, the distance learning systems should include a motivational procedure for the users. This could be made including some carrier path points or benefits after accessing and passing through the on-line trainings.

- Face to face and distance learning should assist in the implementation of national training policies within an overall strategy for development. An integrated and intersectoral approach is thus very important. Deficiencies of the planning process and lack of understanding of the requirements may cause serious problems later on.

As a recommendation, contact phase modules and face-to-face training should be considered and calibrated with the on-line training in order to keep a proper balance of the competencies, skills and aptitudes of the learners.

It was identified an increased recognition of the place and role of open and distance learning as an element in any national system of education and training. Some of the potential roles are seen as: balancing inequalities between age groups, extending geographical access to education, dealing with educational campaigns and regular education for large audiences, providing speedy and efficient training for key target groups, expanding the capacity for education in new and multidisciplinary subject areas, developing multiple competencies through recurrent and continuing education, enhancing the international dimension of educational experience, and improving the quality of existing education services.

The stakeholders and the management of the border authorities’ institutions should realise the importance the distance learning in the future development of the staff. Long term strategies should be issued including sufficient human resources, funds, expertise and other relevant aspects. Dedicated units should take the lead in the development and maintenance of the distance learning platforms within the training and operational units.

CAR was reviewed and approved by the Project Beneficiaries and the finalized version is presented in the **Attachment 12.**

**Result 6 - Assessment Report**

The result is fully achieved. The indicator and activity under this result are as below:

**Indicator: Assessment of the needs of LFC in distance learning training**

An Assessment Report was prepared to assess the needs of LFC in distance learning training for professional staff of border units. Assessment aimed to identify current status on assistance areas, target groups, thematic topics, technical equipment (software and hardware tools and equipment) with the support of leading specialists working in above-mentioned area with European practices, local and international standards.

**Activity 2.3 Assessing the distance learning training needs of LFC Border Units professional staff**

An assessment methodology by TCDEG was developed for the assessment of distance learning needs of LFC Border Units professional staff as presented within the Distance Learning Training Needs Assessment Report which aims to identify current status on:

* + Assistance areas,
  + Target groups,
  + Thematic topics,
  + Technical equipment (software and hardware tools and equipment) with the support of leading specialists working in above-mentioned area with European practices, local and international standards.

In accordance with the methodology, face to face interviews were performed with training centre managers, trainers, technicians and professional staff of border units in August 2019 in LFC premises. During the interviews, field experiences and expectations from the distance learning training system were collected through structured questions and the answers were analysed thoroughly. Question sets, interview report and analysis results are presented in the Distance Learning Training Needs Assessment Report.

In addition, 4 one-day consultative meetings were conducted in Ankara for the initial draft of Assessment Report with MoI, LFC, Border Training School and Institutions. Agenda, minutes and participants lists of the Consultative Meeting are presented in the **Attachment 13.** Overall information with regards to meetings is summarized in the table below:

|  |  |  |
| --- | --- | --- |
| **Meeting No.** | **Meeting date** | **Meeting Focus** |
| 1. Consultative Meeting | 21 June 2019 | Component 2 methodology, Distance Learning Training Needs Assessment methodology, project plan, TCDEG Rules and Procedures |
| 2. Consultative Meeting | 1 August 2019 | Component 2 methodology, LFC interviews for distance learning needs assessment, identification of distance learning training topics |
| 3. Consultative Meeting | 2 September 2019 | Technical infrastructure assessment visit at EDOK, infrastructure and distance learning approach, LFC interviews and Analysis Report, planning of Study Visit to Slovenia and Croatia |
| 4. Consultative Meeting | 26 September 2019 | Evaluation of the Study Visit to Slovenia and Croatia, planning of Study Visit to Spain, Draft Assessment Report and Outputs Regarding the Interview with LFC Personnel and the Meeting with EDOK and Contents of the Assessment Report |

Final version of the Distance Learning Training Needs Assessment Report is approved by the Project Beneficiaries as presented in the **Attachment 14.**

Main findings of the Distance Learning Training Needs Assessment Report can be summarized as follows:

In the light of semi-structured interviews, technical field visit to LFC EDOK Distance Learning Centre and consultative meetings the results and recommendations are listed below:

* LFC personnel who participated semi-structured interviews were all experienced in the eastern borders of Turkey. However, the focus of this project is the border between EU and Turkey. For further steps of instructional design, the findings of the interviews should be treated cautiously.
* There are educational materials used in face-to-face training in Infantry Schools and 5th Basic Training Brigades Command about border security. For the design and development of distance learning modules, existing printed course materials are critical since they will constitute the base of the materials.
* Prospective learners’ existing knowledge should be tested through entry/exit tests and any misconceptions should be corrected.
* The length of training modules is an important limitation. Due to the workload of trainees, training should last at most 2 hours.
* Determination of distance learning module topics is critical. The aim of the project which is to develop distance learning modules to contribute the trainings of LFC professional personnel in the field of IBM and human rights should be kept in mind.
* Distance learning materials such as videos and animations should be developed by a professional team of experts, raw content needs to be provided by LFC EDOK. For the sake of development, timely mobilization of subject matter expert(s) from Infantry Schools and 5th Basic Training Brigades Command is crucial since the subjects are highly specialized for the duty and LFC.
* Although, distance learning enables individuals to learn on their own pace and time, defining a period to complete training modules would be effective. After completion of the modules, trainees will still utilize course materials for daily purposes.
* Training content should incorporate practical examples and real-life cases and should be relevant to trainees’ daily work life. With this respect, 2 main issues need to be addressed:
  + LFC EDOK and subject matter experts need to provide real-life cases and practical examples.
  + Careful planning and timely resolution of logistic and bureaucratic issues.
* Distance learning modules should enable required knowledge and skills without increasing cognitive load of learners.
* Distance learning modules are expected to be distributed primarily on Karanet. However, considering possible disconnections/connection problems, it would be appropriate to transfer the training modules to CD/DVD in a way that allows offline access.
* One of the aims of this project is to improve the capacity of LFC EDOK to enable sustainability of the distance learning system. In order to improve and sustain distance learning capabilities of EDOK, necessary equipment and software are suggested to be provided.
* To accomplish the aims to improve the distance learning capacity of LFC EDOK, sustainability of the distance learning system must be ensured and the capacity of LFC EDOK personnel should be addressed. For this purpose, the project stipulated participation of LFC EDOK personnel in the development of learning materials phase. In order to improve and sustain distance learning capabilities of LFC EDOK, the following trainings for EDOK personnel are suggested:
  + Video production techniques
  + Video editing
  + Developing e-learning materials

**Result 7 - Training Strategy and Training Films**

This result is fully achieved. The indicator and activity under this result are as below:

**A.2.4. Developing training strategy for distance learning trainings and operation of the distance learning in LFC premises**

Under this activity, a Training Strategy was drafted to include certain methods and use of tools necessary to operate distance learning training under this activity. Technical specifications of the necessary hardware and software to be included in the technical equipment were identified by TCDEG and indicated in the Training Strategy. The distance learning training material, which is explained in A.2.5 is prepared in line with the Training Strategy.

Initially, as per DoA, it was foreseen to organize 4 consultative meetings to finalize Training Strategy. It was agreed with the Project Beneficiaries in the fourth and last Consultative Meeting that one additional consultative meeting with TCDEG is deemed to be necessary since the distance learning training material could not be gathered as planned owing to limited human capacity along with the unforeseen extensive quantity of information to be processed. Consequently, number of Consultative meetings were increased from four to five with the Notification Letter no.3. Training Strategy was reviewed and services needed for operating distance learning technical infrastructure were decided through 5 one-day consultative meetings with TCDEG which were conducted in Ankara. Minutes of the Consultative Meetings and participants lists are presented in the **Attachment 15**.Overall information with regards to meetings is summarized in the table below:

|  |  |  |
| --- | --- | --- |
| **Meeting No.** | **Meeting date** | **Meeting Focus** |
| 1. Consultative Meeting | 10 October 2019 | Desk Survey Chapter of Comparative Assessment Report, Presentation of findings from DL Needs Assessment Report, Distance Education Course Subjects |
| 2. Consultative Meeting | 15 October 2019 | Distance Learning Course Subjects, Training Material Development (Analysis, Design, Development) and Samples and Presentation of Software and Equipment Procurement, Additional Findings from Desk Research for CAR |
| 3. Consultative Meeting | 31 October 2019 | Draft Training Strategy, Structure of CAR, Distance Training Course Subjects and Raw Content |
| 4. Consultative Meeting | 12 December 2019 | Finalisation of the Needs Assessment Report and Planning of the Training Strategy Report, Distance Learning Course Subjects and Raw Content, need for additional Consultative Meeting |
| 5. Consultative Meeting | 10 February 2020 | Procurement of distance learning technical equipment, finalization of training content and evaluation screens, story boards, planning of procurement for video production and EDOK capacity building trainings |

Followingly, Training Strategy which is presented in the **Attachment 16** isfinalized and approved by the Project Beneficiaries**.**

Training Strategy suggests that law enforcement and border authorities’ trainings should be in line with the latest trends and innovative solutions applied within the educational environment at international level. New solutions and updated procedures should be applied frequently in the trainings and courses for different target groups. Trainings shall be sustainable, open to revision, time efficient and cost efficient for the trainees and their institution.

The Strategy also identified following elements for the distance learning training:

* Distance learning teaching methods which are suitable for target learners
* Principles and practices of adult learning
* Training assessment/evaluation strategies for formative and summative evaluation
* Objectives of the instruction
* Content
* Functional and visual design of the content player in which training materials will be presented
* Hardware and software infrastructure
* Human resources

Equipment and relevant software for enhancing the distance learning system which were identified under A.2.3 with “Distance Learning Training Needs Assessment Report” was prioritized in the Training Strategy considering the limits of allocated budget. First priority equipment (which consists of video editing computer and e-learning content development software, video streaming server including software and video archiving server including software) were purchased following competitive procurement process and put into operation by Land Forces Command by July 2020.

Considering the necessities for establishing a full-fledged distance learning training infrastructure in Land Forces Command and available budget, the Central Finance and Contracts Unit (CFCU) was notified through Notification Letter No.5 and 6 about the necessary budget amendment to procure the second priority items including their accessories. The list of second priority items were reviewed with the Project Beneficiaries according to the current needs and available budget savings and a video recording camera, video recording camera with slow motion recording capability, drone, camera-mount wireless microphone system, Virtual reality (VR) system, tripod and prompter were purchased following competitive procurement process and put into operation by Land Forces Command by November 2020 whereas four computers initially foreseen in the Project budget were eliminated since they became obsolete. Ownership of distance learning training equipment were transferred to LFC following the procurement procedures as indicated in the Special Conditions.

Another sub activity successfully completed was the service procurement for (1) production of 3D short films for distance learning training content and (2) the training of EDOK personnel on video shooting and editing. Details and achievement of the service procurement are provided here under:

(1) As communicated through Addendum, due to COVID-19 measures, video shooting at outdoors was not possible. Using 3D animations in the video instead of outdoor video shooting was agreed as a solution. In this respect, 3D animated films were developed on most important and common training topics selected by the Project Beneficiaries as LFC procedures for smugglers, wounded person and dead body at border. Firstly, the storyboards were prepared on each topic and then they were reviewed by UNDP, Project Beneficiaries (including a border schoolteacher assigned from Tokat by LFC as supervisor) and EDOK. The storyboard review process continued until all necessary revisions were made and brought into line with the standards. The production phase continued with preparation of dubbing records, 3D models, animations, placing 3D models and animations together on the scene, preparing the whole scenario by combining the scenes completed in each scenario step, adding voice, completion of required effect works like sound, caption, English subtitles etc. and finally 3D image production (rendering) of the films. The finalized version of films are attached as **Attachment 17.**

In addition, eye tracking study on the films were made to analyse how much attention the participants paid by looking at the events, situations, people and objects that were desired to be emphasized in the films and how long they looked at. The eye tracking study report is provided in **Attachment 18.** Overall assessment in the study showed that test group focused on the below mentioned points, which were in line with the teaching objectives:

* Behaviour of LFC personnel when in contact with smugglers
* Communication style between border staff and smugglers
* Preparation of the reports and their delivery to the relevant places
* Patrol officers to inform the nearest border authorities constantly
* Weapon grip styles
* Deployment of border staff
* Not touching anything that may be considered evidence in case a dead body is identified
* Arrangement of crime scene
* Humane attitude towards smugglers at the border post

(2) In order to ensure sustainability and to contribute in the development of individual capacity of LFC professionals, five EDOK personnel has received 186 hours of training on video shooting and editing skills and programmes. The details of the training programme are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | **Level** | **Number of trainees** | **Total hours** |
|
|
| Video shooting techniques including camera and drone | Basic | 3 | 20 |
| Adobe After Effects | Advanced | 1 | 50 |
| Adobe Premiere Pro CC | Advanced | 1 | 10 |
| 3DsMax | Basic | 1 | 10 |
| Adobe Premiere Pro CC | Basic | 3 | 12 |
| Distance Learning Content Development | Advanced | 1 | 4 |
| Unity 3D/VR video production | Advanced | 1 | 80 |
| TOTAL | |  | 186 |

The evaluation of the effectiveness and efficiency of training was carried out with the tests performed before and after the training (entry/exit tests). In respect with the correct number of answers in all trainings; while it was 49 just before the training, this average increased to 85 after the training, which shows a significant improvement in the knowledge obtained.

With the trainings received, as evaluated by EDOK, it will be possible for EDOK personnel to update the distance learning content developed within the scope of the project, to add and maintain additional topics. Besides, with the acquired additional skills, other existing and planned course contents will be prepared similar to the content prepared in this project and presented to the learning environment. This outcome will serve to sustainability of the results.

Training results, certificates, training programme are presented in the **Attachment 19.**

**Result 8 – Tailor made distance learning training material**

This result is fully achieved. The indicator and activity under this result are as below:

**A.2.5. Developing the training materials for distance learning**

In order to develop training materials for distance learning, multiple preparatory meetings were organized with the participation of TCDEG members in order to review and discuss the content and story boards of the distance learning training material. Participants lists of these meetings are presented in the **Attachment 20.**

The “ADDIE” model was applied in the design process of the distance learning training materials:

* At the **Analysis** stage, the differences between the current situation and the necessary situation, namely the problem, are presented and the training requirements are determined. Findings of Study Visits, Comparative Assessment Report (as referred in detail under A.2.2) and Training Needs Analysis Report (as referred in detail under A.2.3) established the analysis stage whereby need / target / gap were identified, target audience, training content / subject, logistics and administrative requirements were analysed.
* At the **Design** stage; the teaching objectives and content are determined and the strategies and tools to be used in the teaching process are decided. Training Strategy (as referred in detail under A.2.4) established the design stage whereby raw content, storyboards, player design, evaluation forms, entry/exit tests and technical design (hardware / software needs of EDOK) were identified.
* At the **Development** stage, the instructional materials that are planned to be used in the trainings are designed and developed in detail.

Even though it was initially foreseen in the DoA that the training modules will include maximum two topics in the fields of IBM and migrants’ rights; it was agreed to introduce a specific module on COVID-19 measures with the Addendum; since LFC border professionals can be exposed to negative effects of the virus even more due the nature of their operations (such as direct interaction with migrants, working in teams, outdoor field operations, etc.). Training material developed under Increasing Border Surveillance Capacity of Borders between Turkey and Greece Phase I Project was also taken into consideration while developing the distance learning training material. The subtopics under each module are provided in the table below:

|  |  |  |
| --- | --- | --- |
| **Name of Module** | **Main topic within the module** | **Subtopic** |
| Integrated Border Management | Border Security | a) Border Security Legislation |
| b) Jurisdiction and Responsibility in the 1st and 2nd Degree Military Forbidden Zones |
| b.1. The power of military personnel to use weapons, force and coercion as per the principles of necessity and proportionality |
| b.2. Guard duty and patrol services in border units |
| b.3. Day and night surveillance |
| b.4 Actions Forbidden at the Border |
| b.5. Body Search (Body search video shot in Phase 1) |
| b.6 Engagement rules (cancelled) |
| b.7. Border violations with Unmanned Aerial Vehicles (UAV) drones and model planes |
| b.7.1. Agreements pertaining to the flight of aircraft |
|  |  |
| Smuggling at the Borders | a) Types of smuggling |
| b) General features of smugglers |
| c) Smuggling methods |
| d) Procedures to be administered to capture smugglers and goods as per the principles of necessity and proportionality**\*** |
| e) Confiscation and seizure |
| f) Handing over captured goods |
|  |  |  |
| Migrant Rights | Illegal Crossings | a) Border Incidents |
| a.1. Unarmed Border Violation (video shot in Phase 1- reporting, warning) |
| a.2. Armed Border Violation |
| a.3. Mass Crossings – 5 people or more |
| a.4. Theft, banditry, mugging, looting |
| a.5. Animals crossing the border unattended |
| a.6. Procedures to be observed by LFC personnel for incidents involving injury and death**\*** |
| b) Measures to be Taken Against Border Incidents |
| b.1.Measures to be Taken Against Smuggling Incidents |
| b.2. Measures to be Taken Against Mass Crossings |
| b.3. The Border Physical Security System Project |
| c) Reporting |
| d) Knowing the basic expressions in the neighboring country's language or widely used languages |
|  |  |  |
| COVID-19 | COVID-19 | Covid-19 and the measures to be taken |

\* 3D animation films were developed for these modules.

The main aim of IBM module was to familiarize the border professionals with the legal basis of border security and to provide them information with respect to their role and responsibilities in the military zone in the legal framework. Authority to use weapons and force in accordance with legality, necessity and proportionality were the main messages in this module. Body search methods, as developed under Phase-I project, was also included in this module. As one of the most common border incident, smuggling was held in detail: definition of smuggling, identification of smugglers and the procedures to be followed in capturing the smugglers and the confiscated goods were given special importance.

In the Migrants’ Right module, border incidents and measures to be taken against these incidents were selected as the main focus. In this respect, procedures to be followed in armed / unarmed / mass border violations were given in detail including the reporting of these incidents. Basic expressions in the neighboring country's languages were also illustrated audio visually.

Lastly, in COVID 19 measures module, definition and symptoms of the virus and basic principles recommended for reducing the general risk of infection were focused.

The distance learning training modules are presented in the **Attachment 21.**

Player design for LMS, production of interactive contents and preparation of entry/exit tests, specific questions for each modules, production of 3D animated videos and utilization of videos produced in Phase I project, certification system or successful trainees, installation of equipment and software and training of EDOK personnel (as referred in detail under A.2.4) were the steps completed in this stage.

The contents developed within the scope of the project have been integrated into the Learning Management System (LMS) Software used by the EDOK Command. LMS allows learners to choose and enroll in the course, present the contents, measure and evaluate, monitor and report user information, and trainer-trainee, trainee-trainee communication.

* In the **Implementation process**, a learning environment is prepared (through Karaağı) and the teaching process is initiated as referred in detail under A.2.6.
* In the **Evaluation process** training system was tested with all stages (smooth running of the DL system and accuracy of training materials) and necessary upgrades were made as referred in detail under A.2.6.

**Result 9 - Distance Learning Pilot Trainings**

This result is fully achieved. The indicator and activity under this result are as below:

**Indicator: Number of professional staff at LFC headquarters and field trained through distance learning trainings on advanced level two modules**

Distance learning training modules on IBM, migrants’ rights and COVID-19 measures as referred under Activity A.2.5, were delivered to 103 border professionals.

**A.2.6 Distance Learning Pilot Trainings**

Distance learning pilot trainings were conducted between 16 November - 7 December 2020 through Karaağı (intranet of LFC) and the training materials developed on IBM, migrants’ rights and COVID-19 measures were delivered online. The infrastructure founded in LFC within the scope of the Project as well as the accuracy of the content was tested with the pilot trainings to ensure that it responds the needs. A total of 129 participants were invited for the distance learning trainings. Amongst them, 106 professional border guards participated to pilot trainings. 102 staff completed training successfully (96.3%), only one failed (0.9%), remaining three was still incomplete (2.8%) at the time of reporting.

Chart, pie chart

Description automatically generated

Figure 1 – Participation in the training and their success

The pilot trainings covered a wide range of different geographical areas in Turkey and trainees from different border units/border schools attended to the pilot trainings. The distribution according to duty stations of 103 participants who have completed the distance learning training is as follows:

Figure 2 - Distribution of DL participants according to duty stations

|  |  |
| --- | --- |
| **Duty Station** | **Number of Participants** |
| Edirne | 38 |
| Kars | 19 |
| Kırklareli | 12 |
| Ardahan | 8 |
| İstanbul | 6 |
| Amasya | 6 |
| Hakkari | 5 |
| Van | 4 |
| Artvin | 3 |
| Şırnak | 1 |
| Şanlıurfa | 1 |
| **TOTAL** | **103** |

The success levels of trainees were evaluated through entry/exit tests conducted within the modules. In addition, post training evaluation surveys were conducted to receive feedback about the organization and usefulness of the distance learning trainings. An independent statistician was mobilized for the analysis and reporting of the distance learning training results by taking into consideration the entry/exit tests and post training evaluation surveys. The evaluation of the effectiveness of training was conducted by using simple average comparison before and after training as calculated below.

Figure 3 – Comparison of average scores in entry and exit texts by main modules

Chart, bar chart

Description automatically generated

According to results, knowledge changes between entry and exit tests are shown in percentage points. There are increases in point scores for three main modules. The greater increase is in the Integrated Border Management Modul with 12.2 percentage points. Although there is a small increase in the COVID-19 and measures to be taken, it has reached to almost the top score 100.

Figure 7 below shows participant’s evaluations about structure and content of the Module 1 and 3D animations, videos and narrator’s explanations within sub-modules.

Figure 4 – Evaluation of Integrated Border Management Module

A picture containing chart

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As can be seen, most of the participants confirm that the structure of the module is useful and easy to understand (76%). Exactly 4 of 5 participants (80%) declare that the module contains information that would help them with their daily work on the borderline. Similarly, most of them (79%) endorse that the 3D animations, videos and narrator’s explanations are clear and help them to understand the relevant regulations and how to behave in practice.

Almost three quarters of the participants of the distance training confirm that structure and content are feasible for gaining learning outcomes and 3D animations, videos and narrator’s explanations are clear assist them to understand the relevant regulations and how to behave in practice for the migration and human rights module. However, the structure seems could be reviewed for better results in the latter distance training.

Figure 5 – Evaluation of Migration and Human Rights Module

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Participants also mentioned that almost all sub-modules were very useful and beneficial for them while they are on the field. Some participants mentioned about the importance of some specific subjects within the coverage of the training which directly related with their tasks. They stated that 3D animations and videos were important to increase learning outcomes. Some of them mentioned that language part was a bit difficult as explained above. They also stated that the COVID-19 and measures to be taken module was useful for them to make them safe during their tasks.

Despite it was not foreseen originally in the DoA, a Distance Learning Training Report was introduced with the Notification Letter No.6 to provide details about the implementation of distance learning training programme, methodologies applied, achieved results including the statistical analyses and recommendations. Accordingly, planning and implementation phases of DL as well as key conclusions are provided in the Distance Learning Training Report as presented in **Attachment 22.**

Main findings and conclusions of Distance Learning Training Report are summarized here under:

* Trainees showed great interest in the distance learning as a new and innovative method in their in service trainings. The system proved to be a successful method for adult learning especially during COVID-19 conditions.
* Distance learning trainings corresponded to the expectations of the trainees and their daily work.
* Selected subjects were appropriate based on the assessment of the post-training evaluation surveys.
* Trainees recommended more subjects to be included in the DL platform and usage of blended training methods (DL + face to face). The trainings are found to be beneficial both for the newly assigned personnel and or the experienced border staff as a refresher.
* Entry and exit tests showed that the knowledge obtained is statistically significant.
* Engagement of independent statistician resulted in objective and plausible evaluation, conclusions which gave EDOK a clear direction for the LFC training needs and elaboration of training curricula in future.
* Pilot trainings enabled the testing of established infrastructure and fixture of technical problems thanks to feedback of trainees.

Project partners also welcomed the success achieved with the piloting of distance trainings and the contribution of Project in enhancing the training concept. As underlined by MoI in closure event, *“education institutions seek solutions through innovative methods and the importance of online training is widely recognized drawing from the experience in COVID-19 period. Distance learning trainings conducted under the project have significance in this regard and the advantages of using modern technologies (including DL) proved to be a correct strategy even before the onset of COVID-19. Distance learning is an indispensable element in training now, in addition to face to face trainings. All the training institutions have to adapt themselves to this new era. These efforts must continue with the introduction of advanced technologies such as simulator based trainings so as to familiarize the newly appointed border professionals to their assignment and the geographical features of the area even before they are deployed to their duty stations.”*

EDOK has also evaluated the DL as follows: *“Border unit personnel, who are often very difficult to leave their working environment, have gained the opportunity to receive training by participating from their locations. Since training is a dynamic process, they will be able to reach the information they need throughout their professional life by providing access to the contents prepared at any time and environment in the following periods and provide their professional competence. Content developed within the scope of the project is made available to all Land Forces personnel through Karaağı. In the following process it is planned that the personnel who are appointed to the border units, will receive these distance learning trainings within the scope of the training curriculum besides the basic trainees.*

# *The contents enriched with visual and audio applications, providing user interaction, trainer-trainee, trainee-trainee interaction, and prepared within the scope of the project by a professional team, ensured an intensive participation in the course and a level of success. The results obtained as a result of the course also confirm this statement. During the learning process, the trainees were enabled to follow the course independently and flexibly regardless of time, environment and geographic constraints. In the upcoming period, it is aimed to use the experiences gained from this project in other courses and specially to enrich the course contents and course materials and to develop them in a way that provides more user interaction.*

*The distance learning model has become an integrated part of the training system of the Land Forces Command, and the trust in this model increases with the successful trainings. In the following period, it is planned to increase the number and variety of trainings provided in this context.”*

**A.3. Project Closure Event**

As brought forward in the 3rd Project Steering Committee Meeting and 4th Management Meeting, it was not possible to organize a public event due to health risks brought by COVID-19 pandemic. Based on the risk assessment and following the consultations with Project Beneficiaries, closure event was organized virtually through videoconference in order to prevent risks of COVID-19 transmission associated with mass gathering events.

The Closure Event was organized on 10 December 2020 on Zoom. Project achievements, lessons learned and necessity for Phase III project to continue efforts regarding IBM in Turkey and to establish a training centre equipped with high technology tools were the key messages. Approximately 50 participants participated to the closure event. It was foreseen in the DoA that a press report including the outputs produced and results achieved during the lifetime of the project would be developed and widely disseminated among mass media before the event. However, due to COVID-19 pandemic, high technicality of the Project and for security reasons, press report was not released. Instead, informative brochures were disseminated to the stakeholders along with the visibility materials and the social media accounts as well as UNDP’s web site were actively used to share the achievements. Agenda, participants list, social media links and photos from the Closure Event are presented in the **Attachment 23**.

* 1. **Project Management and Coordination Activities**

**2.3.1. Building up management structure and exercising its functions**

As indicated in the DoA, the Project had two-layered management structure. At the top, there was the Project Steering Committee (PSC), which oversaw the overall implementation of the Project and provided strategic guidance. The second layer of the management structure concerning coordination was achieved through Management Meetings. As indicated in the DoA, the frequency of management meeting was determined on quarterly basis whereas the PSC meetings were to be organized on six monthly basis.

Information on First Management Meeting is shared under Activity 0.2 above. Minutes of the Management Meetings and participants lists are presented in the **Attachment 24.**

The composition of PSC was slightly revised with the addition of the Presidency of Strategy and Budget Office as a member and this revision is communicated in the Inception Report and notified with the Notification Letter No.2. As the natural member of all PSCs of UNDP projects in Turkey, Presidency of Strategy and Budget Office is the coordinator institution for Sustainable Development Goals. To this end, their representation in the management structure is found to be essential and they are included as observer in the Project Steering Committee meetings.

Minutes of the PSC Meetings and participants lists are presented in the **Attachment 25**.

**2.3.2. Complying obligations regarding information and reporting**

UNDP reported all aspects of the implementation of the Action through Inception Report and Progress Report to the Project Beneficiaries, CFCU and EUD.

Inception Period (21 December 2018 – 21 March 2019) was utilized with due efficiency in order to mobilize TAT and establish fully operational project office, to fine-tune activity timelines, to develop working modalities with the Beneficiaries and to draw the initial sketch of the action plan to smoothly and securely implement the project and to achieve the results in a successful manner.

The Inception Report was submitted with a short delay on 26 June 2019 as informed with Notification Letter No.1. and approved on 22 August 2019 by the Contracting Authority in agreement with all parties.

In the Progress Report, advances in project activities and expenses incurred between the dates 21 December 2018 to 31 December 2019 were reported to Project parties. As summary, under Component 1 of the Project, training materials and curriculum developed under Phase -I Project were reviewed and updated by the expert group on trainings (EGT), 3-days tailor-made training modules on IBM, Risk Assessment and Migrants’ Rights were delivered by the EGT to 208 selected professional staff of LFC in Kırklareli, Edirne and Antalya in November-December 2019. Under Component 2 of the Project, Training and Capacity Development Expert Group (TCDEG) was established and the Group’s working rules and procedures were adopted. Two study visits to Croatia & Slovenia and Spain were conducted and study visit reports were prepared. Comparative Assessment Report was drafted. 4 Consultative Meetings were organised to assess distance learning training needs of LFC Border Units professional staff which was reported through Assessment Report. To develop Training Strategy for distance learning trainings and operationalization of the distance learning in LFC premises, 4 Consultative Meetings were organised in this period. During these Consultative Meetings, technical specifications as well as the necessary software to be included in the technical equipment were detailed and Distance Learning Training Strategy for LFC was tailored. In total 571,732.38 € (51.05% of the total budget) was spent.Progress Report was submitted on 12 March 2020 and approved by all parties as of 12 May 2020. Followingly, further pre-financing instalment (363,860.36 €) was transferred to the Project account by the Contracting Authority.

UNDP also reported the minor modifications in the DoA and the Budget through Notification Letters. Copies of Notification Letters are presented in **Attachment 26**.

With the outbreak of COVID-19 global pandemic, planned activities for March-June 2020 period have been impacted adversely beyond the control of UNDP and Project Beneficiaries. As a result of the consultations with the Project Beneficiaries and as also brought forward by the Contracting Authority through e-mail addressed to UNDP on 16 March 2020, it was recognized by all stakeholders that necessary measures should be taken in order to secure the successful completion of the Project. Remaining project activities; (Activity A.1.2., Activity A.2.4., Activity A.2.5., Activity A.2.6., Project Steering Committee Meeting, Management Meeting, Project Evaluation and Closing Event) were re-planned in consultation with the Project Beneficiaries and necessary modification in the Description of the Action (DoA), Action Plan and Budget were introduced considering the COVID-19 necessities and requirements. Consequently, to finalize the activities in a timely manner and to enable the utmost result with no-additional-cost, an extension of the project implementation period by 6 months was granted by the Contracting Authority on 19 June 2020 through Addendum No.1.

**2.3.3. Organising Project Launch Event**

As agreed in the Addendum of Phase I Project; Launch Event of Phase II Project was organized on 21 February 2019 in Ankara as a joint activity with the Closure Event of Phase I Project in order to achieve sound financial management, transfer of experience, good practices and lessons learnt to the new Phase and to sustain future cooperation with the stakeholders of both Projects. Agenda of the Launch Event and photos are presented in the **Attachment 27.**

**2.3.4. Running Control and Evaluation Mechanisms**

By April-May 2019, UNDP has commissioned an outcome evaluation of its Inclusive and Democratic Governance Portfolio for the programming period 2016-2020, which included the Project at hand. It was recommended in the Report to stay in the course in next generation projects (Phase III) and keep donors and beneficiaries on board based on progress made and the far-reaching international goals, norms and standards, conventions and agenda’s.

EUD representative conducted an on the spot check monitoring visit to UNDP on 12 July 2019 in order to track the implementation of the project activities, operational issues and whether communication channels between project partners were running smoothly and any risks/challenges were at issue. Participants list is presented in the **Attachment 28.**

On 18 October 2019, Result Oriented Monitoring Mission was conducted by an external independent expert to provide EU an objective opinion on project implementation. During the interview, UNDP presented information with regards to progress on results and outputs as well as their quality and sustainability and problems encountered and solutions. List of participants to the ROM mission is presented in the **Attachment 29.**

Representatives of project Lead Institution (MoI - Department of EU Affairs and Foreign Relations) conducted a monitoring visit through Zoom on 29 April 2020 in order to track the implementation of the project activities, whether communication channels between project partners were being running smoothly and any risks/challenges were at issue. List of participants to the monitoring mission is presented in the **Attachment 30.**

As foreseen in the DoA, the Project was evaluated by an external independent evaluation expert on the substance and immediate concrete results. The evaluator measured to what extent the project has contributed to solve the needs identified in the design phase and the degree of implementation, efficiency and quality delivered on expected results (outputs) and specific objectives (outcomes), against what was originally planned or subsequently officially revised. In addition, project’s contribution to the objectives set in the Country Program Document (CPD) of UNDP and United Nations Development Cooperation Strategy (UNDCS), as well as relevant sections of “Institution Building and Reform” under “Chapter 24: Justice, Freedom and Security” of Accession Partnership for Turkey Document were assessed. Lastly, best practices and lessons learned that could be useful to other development interventions at national (scale up) and international level (replicability) and also to support the sustainability of the project or some of its components were analysed. During the evaluation process, representatives from project partners (MoI, LFC - EDOK, CFCU, EUD and UNDP) were interviewed by the expert through face-to face meetings or correspondences and their feedback were received. As a result of the assessment, the impacts of the results achieved, lessons learned, the level of communication and good practices in terms of substance were reported as follows:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Relevance** | | | **Effectiveness** | | | **Sustainability** | | | **Efficiency** | | | **Crosscutting issues** | | |
| The Action is relevant to national, EU and UNDP priorities. Materials developed are highly relevant to needs to LFC. | | | Planned outputs were accomplished. Training materials are of high quality and available evidence indicates they should be effective in creating new knowledge.  The author does not possess conclusive evidence however, to claim the Action has effectively achieved the development outcome. | | | The beneficiary’s motivation and the relevance of the Action help ensure sustainability. The capacity building activities and infrastructure support help ensure sustainability. The international covenants Turkey is party to help provide the normative framework for sustaining results. | | | Resources have been used efficiently with only minor delays and budget reallocations. Progress and financial reports were reported to be provided in a timely manner. Distance learning is also an efficient way to provide training to LFC professional staff. | | | Issues of gender and human rights are embedded into the training materials and project approach. There are no performance indicators related to gender equality. | | |
| **X** |  |  |  | **X** |  | **X** |  |  | **X** |  |  |  | **X** |  |

Code: Red (not on track), yellow (no clear picture), green (on track)

Recommendations

1. UNDP should build on its work and continue to support constructive, capacity building training that supports the development of effective and efficient IBM. Important in this work is evaluating the outcomes of the distance learning packages.
2. Future project designs should include an evaluator or implementation scientist to facilitate the participatory development of a Theory of Change (the recommendation to include an evaluator in the Project design was also made in the Phase 1 evaluation)[[1]](#footnote-2). This will also help the team check its assumptions about the underlying theory of how the Action will “work” to create change and enable the development of realistic, effective and relevant indicators that can be monitored. A ToC could also help develop deeper insights into how the Action can contribute to gender equality, human rights and higher-level objectives.
3. Future projects should consider scaling up the distance learning (based on a needs assessment) as well as blended trainings and introduce simulator and other modern training technologies for law enforcement agencies. This will also support inter-agency learning and further increase efficiency of resources.
4. Current learning objectives as expressed in the Strategy document (also refer to Annex 6) are relatively vague and do not clearly spell out knowledge and cognitive dimensions making evaluation and measurement against learning objectives problematic (this may be addressed in individual modules not available to the evaluator). Its recommended to be in line with best practice (e.g., remember, understand, apply, analyse and create).[[2]](#footnote-3)
5. In designing future border capacity building initiatives, UNDP needs to engage constructively with gender mainstreaming and work with a gender specialist to undertake a Gender analysis including SMART gender sensitive indicators that can be monitored. Proposed actions in the Project Gender Profile should be included in any future phase.
6. Providing independent evaluators access to trainees and migrants apprehended at the borders is not realistic due to national security concerns. UNDP could however, support LFC develop its own specific indicators to gauge behavioral change in trainees and report on results periodically.
7. UNDP should leverage the work undertaken in Phases 1 and 2 to develop Standard Operating Procedures to embed change into practice and engage in deeper policy discussion to achieve EU goals, norms and standards in IBM. This will also assist in contributing to broader security governance objectives.
8. In a third Phase, appointment of more female officers for LFC operational needs could be included, possibly starting at the western borders with results disseminated to other borders.

Full version of Project Evaluation Report and UNDP management response to findings is presented in the **Attachment 31**.

* 1. **Sustainability**

The Project at hand addressed the capacity needs on IBM both on theoretical, infrastructural and practical aspects including rights of migrants, international protection and combating human trafficking and use of distance learning training tailored for border professionals.

In the light of the findings of the Comparative Assessment Report and Feasibility Report developed under Phase-I Project; the introduction of modern technical tools of border surveillance including distance learning and simulation systems to be used for training of border guards on border surveillance was strongly advised. These reports contributed to the development of “Border Surveillance Capacity between Turkey and the EU– Phase II” (Phase II Project) at hand. The use of distance learning methodologies within the scope of Phase II Project contributed to sustainable and effective use of EU funds and steps taken towards reaching EU standards in integrated border management. More professionals can be reached through distance learning trainings even after the completion of this Project. As set forth in the DoA, distance learning trainings will give the possibility of Border Schools to apply blended trainings to newly assigned personnel as a part pf their curriculum which will be more efficient in terms of cost, use of human resources and sustainability. The number trained professional border staff will progressively be increased, even after the Project ends since distance learning training curriculum developed under the Project will become a part of EDOK training curriculum (mandatory for newly appointed border staff of LFC).

Outputs of the Phase I Project, particularly the findings of France and Hungary study visits on distance learning training systems and face to face training curriculum, were used in the Phase II Project. In addition, short films developed under Phase-I project on body search and reporting procedures for irregular migrants were used in the distance learning trainings.

The lessons learned from the project at hand which can be summarized as follows:

|  |
| --- |
| * Creating a long term strategy for establishing a fully-fledged and sustainable training system for border professionals is a key. This requires a holistic view and successive (step by step) approach in training projects in order to enable transfer of experience, know how, good practices and lessons learned for the new Phases and to sustain cooperation with the stakeholders. For example, results and outputs of Phase I Project, particularly the face-to-face training curriculum and short films were used in the Phase II Project which was very efficient in using time and resources. Most of the members of Phase-I project team continued to work under Phase II Project which helped the continuation in institutional memory and continuity in activities. * Identifying the needs and developing strategies/methodologies is crucial to ensure effective and efficient design and implementation of the activities. For example, face to face interviews conducted for Needs Assessment Report of Distance Learning helped the Project Team to tailor the training contents according to the needs and expectations of the border professionals and to identify assistance areas, target groups, thematic topics, technical equipment (software and hardware tools and equipment) needs. * Implementation of IBM principles and rules of engagement may vary in practice due to border security reasons which are not the same in the north, east and south of the country and this should be considered while identifying training needs and designing training curriculum. * To maintain ownership of project beneficiaries and to increase effectiveness and sustainability of the activities; continuous participation and involvement in decision making procedures of the project stakeholders and the final beneficiaries carries utmost importance. * There are challenges to train the professional staff in border units due to environmental, geographical and climate conditions. Short term-assignment of the LFC personnel in border units and execution of operations in remote areas hampers the accomplishment of in-person continuous in-service training on regular basis. COVID-19 measures also obliged social distancing and distance learning became a necessity. Introduction of distance learning trainings even before the onset of COVID-19 helped to tackle these challenges to some extend. * Trainees showed great interest in the distance learning as a new and innovative method during this in-service training. The system proved to be a successful method for adult learning especially during COVID-19 conditions. Introduction of modern technology training tools (such as using simulators, virtual reality and artificial intelligence) in the tactical and operational training of border professionals should be further explored. * Piloting of distance learning trainings helped to test the accuracy of the training content and the equipment infrastructure to ensure that it responds the needs. This allowed to see the strengths and weaknesses of the distance learning training system and gave the chance to upgrade it timely. * Statistical analysis of the face to face and distance learning training results through Entry Test, Exit Test and Post Training Assessment Forms also helped the Project Team and the Beneficiaries to draw key conclusions for future trainings. Engagement of an independent statistician resulted in objective and plausible evaluation of trainings which gave EDOK a clear direction for the revisions and update of the curriculum prepared and will be used in EDOK. In addition, it will enable further actions in LFC face to face and distance learning training to assess needs and elaboration of training curricula in future. * To accomplish the aims to improve the distance learning capacity of LFC EDOK, sustainability of the distance learning system must be ensured and the capacity of LFC EDOK for content development should be addressed. For this purpose, five EDOK personnel has received 186 hours of video editing and shooting techniques trainings. However, there is a need for establishing a permanent team in LFC EDOK solely responsible for developing distance learning training content. This team should receive continuous in-service trainings to improve their knowledge and to get acquainted with latest technologies such as virtual reality in education sector. * There were no performance indicators in the Project Document. This issue shall be revisited in the upcoming border projects. |
| In the light of the findings of the Feasibility Report prepared under Phase-I project and the Distance Learning Training Report prepared under Phase-II project, the introduction of modern technology training tools for border surveillance including distance learning and simulation systems to be used for training of border guards on border surveillance was strongly advised. Long standing strong partnership with the Project stakeholders and endeavours for establishing simulator training center including VR and AI technologies for continuous in service modern training of border professionals is expected to be continued with the proposed Phase III Project.  As advocated during project events, meetings and reports; action should be taken for assigning women professionals in borders. UNDP might cooperate for future projects to better integrate gender equality in border security sector:  - a specific training module on gender equality can be developed and integrated into LFC border professionals’ training curriculum.  - project document needs detailed gender indicators or specific activities that can be supported with the available female border officers. Specific activities for gender equality can be discussed and included with the Beneficiaries in the design phase of future IBM projects providing that there will be female border professionals.  Lastly, UNDP should leverage the work undertaken in Phases 1 and 2 to develop Standard Operating Procedures to embed change into practice and engage in deeper policy discussion to achieve EU goals, norms and standards in IBM. This will also assist in contributing to broader security governance objectives. |

* 1. **Logical Framework**

An updated copy of the logical framework is submitted in **Attachment 32.**

* 1. **Action Plan**

An updated copy of the Action Plan is submitted in **Attachment 33**.

* 1. **Budget**

Detailed figures are presented in the enclosed budget report (**Attachment 34**). Latest budget of the action as modified with the Notification Letter no.6 and with minor modifications reported under 2.7.1 below is taken into account.

As a summary, %96.39 of the budget has been spent. Expenditures for each budget heading are summarized below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Budget heading** | **Total budget** | **Total expenditure** | **% of expenditures to total budget** |
| 1. Human Resources | 613.708,00 | 596.906,15 | 97,26% |
| 2. Travel | 33.275,00 | 30.035,16 | 90,26% |
| 3. Equipment and Supplies | 96.724,19 | 96.561,40 | 99,83% |
| 4. Local Office | 48.400,00 | 47.792,71 | 98,75% |
| 5. Other Costs and Services | 183.906,78 | 168.548,06 | 91,65% |
| 6. Other | 70.715,00 | 69.054,02 | 97,65% |
| **7. Subtotal direct eligible costs (1-6)** | 1,046,728.97 | 1.008.897,50 | 96.39% |
| 8. Indirect costs | 73,271.03 | 70.622,83 | 96.39% |
| **9. Total Eligible Costs (7+8)** | **1,120,000.00** | **1.079.520,33** | **96.39%** |

**2.7.1. Minor modifications**

In accordance with the Article 11.3 of the General Conditions of the subject Contract, we would like to notify you about a minor amendment in regard with the Budget for the Action (Annex III) that do not affect the main purpose of the Action. Total project budget, contingency reserve and the administrative costs remain intact.

Please note that modification was made as an increase in the number of units for the “5.8.2 Training materials” budget line. The number of units was increased from 415 to 450. The training materials were distributed along with the visibility items to 208 trainees who participated to face to face trainings. Visibility items were produced and delivered to 103 trainees who participated to distance learning pilot trainings and 139 project partners. The total cost of the budget line remained unchanged and realized cost was 2.824,07 below.

Referred modifications will result as follows:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Contract Budget or**  **Agreed Budget by the Signed Amendment** | | | | | **Modified Budget** | | | **Variation in the budget heading** | |
| Costs | Unit | # of  units | Unit value (in EUR) | Total Cost (in EUR) | # of  units | Unit value (in EUR) | Total Cost (in EUR) | [Top-ups and deductions including the previous notifications](file:///C:\Users\bahar.erdogan\Desktop\BAHAR%20UNDP\0%20Contract\3%20Notifications\Letter%20%235%20-%20Inception%20Report\Notification%20Letter%20No%205-%20Attachment%20Budget.xlsx#RANGE!#REF!) | % of variation in the budget heading |
| (+), (-), |  |
| **5. Other costs, services** | | | | | | | | | |
| 5.8.2 Training materials | Per set | 415 | 50,00 | 20.750,00 | 450 | 46,11 | 20.750,00 | + 0.00 | 0% |

* 1. **List of Contracts (works, supplies, services) above €60 000**

The Individual Contract modality is used for the procurement of services of the following individuals to perform time-bound and non-staff tasks:

|  |  |  |  |
| --- | --- | --- | --- |
| **Contract reference** | **Contractor** | **Procedure followed** | **Contract Amount** |
| IC-2019-32 | Aleksander Krebl (CTA) | Direct Contracting reviewed and approved by the Regional Advisory Committee on Procurement (RACP) | 200.000 USD |
| IC-2019-68 | Miklos Pek (CDE) | Competitive Procedure | 72.000 USD |

Travel and event management services were acquired through UNDP’s corporate Long-Term Agreement with SERENAS in the framework of the existing contract conditions.

# **PARTNERS AND COOPERATION**

1. 1. **Relations with the Beneficiaries**

UNDP’s relationship with the Project Beneficiaries, namely the Ministry of Interior General Directorate for Provincial Administration (Border Management Department) and Turkish Land Forces Command remains good and fruitful. Owing to study visits, trainings and TCDEG meetings; stakeholder relations within a wider network was established including Land Forces Command, Ministry of Interior and local administrations besides General Staff Personnel, Training and Doctrines Command, Border Professionals from other borders potentially to be recruited in Turkey-EU Border.

During the implementation period, all parties were informed about advances simultaneously and gathered together regularly. Cooperation and sharing of information between project partners were smooth and well-coordinated. The ownership of the Project by all parties were very strong which led to the achievement of the goals on time despite COVID-19 pandemic.

* 1. **Relations with State Authorities**

As above, the relationships remained very good. The cooperation between UNDP and partner organizations in the field of project planning and management had already been fruitfully established through previously implemented and other ongoing projects. No problems were encountered in establishing smooth communication, sharing of information and good practices. Other than Project Beneficiaries, following State Authorities were involved to oversee overall implementation of the Project and provided strategic guidance:

- The CFCU, as the Contracting Authority, is responsible for contracting, administration, overall project supervision, review and final approval of reports as well as financial management including payments related to the Agreement.

- Ministry of Foreign Affairs-Directorate for EU Affairs: Directorate for EU Affairs which also acts as National IPA Coordinator ensures general coordination of Instrument for Pre-Accession Assistance

- The Presidency of Strategy and Budget Office is the natural member of all PSCs of UNDP projects in Turkey being the coordination institution for SDGs.

All the above-mentioned state authorities were invited to the Launch and Closure Events, Kick-off Meeting and Steering Committee Meetings of the Project.

Presidency of Strategy and Budget Office being a natural member of Steering Committee of UNDP projects is included as observer in the Project Steering Committee meetings as notified with Inception Report and Notification Letter No.2.

* 1. **Any Other Organizations Involved in Implementing the Action**

UNDP worked in close contact with the representatives of related international organizations (such as IOM and Frontex) when necessary in order to eliminate overlaps and gaps.

During the study visits (Activity A.2.2), inter-agency bilateral cooperation in the field of IBM and border surveillance systems and continuous exchange of information with training institutions and EU counterparts were sustained. In the preparation for the study visits police liaison officers in Ankara and official representatives of border guard (in hosting countries) played a crucial role for the liaison and speeding up the study visit preparation and execution process.

* 1. **Links and Synergies Developed with Other Actions**

UNDP is in close contact with the representatives of other actions in the field and it has been agreed with Beneficiaries to include representatives of related international organizations in the working groups when necessary in order to eliminate overlaps and gaps.

In order to increase the quality and quantity of EU examples on modern training tools of border surveillance focusing on simulators and distance learning methodologies, two study visits were conducted. With these study visits, inter-agency bilateral cooperation in the field of IBM and border surveillance systems and continuation of exchange of information with training institutions and EU counterparts were enhanced. Police Academies in Croatia and Slovenia were visited. They are in charge for development and implementation of Distance Learning in the border policing practice. Additionally, AI UNESCO Research Centre at the Institute Josef Stefan was visited in order to explore potential opportunities for cooperation.

Meanwhile, in Spain, Distance Learning Training Department in the Guardia Civil HQs and UNED university were visited. Representatives of all above EU institutions were willing to share experiences and good practices with LFC for the future distance learning needs.

* 1. **Previous EU Grants in view of Strengthening the Same Target Group**

Within the scope of Socioeconomic Development through Demining and Increasing the Border Surveillance Capacity at the Eastern Borders of Turkey Phase II Project implemented by UNDP has a component on Risk Analysis in IBM which are completed. There have been multiple activities such as;

* review of the legal dimension of border security in EU,
* comparative review of risk analysis in border management,
* development of an updated tailor-made risk management model for IBM,
* comparative analysis of procedural requirements addressing illegal movements at the border regions,
* development and delivery of tailor-made training modules for 250 professional staff at the Eastern Borders,
* development and delivery of Training of Trainers.

Thanks to these Projects, awareness regarding IBM concept was raised. Through these projects technical equipment were provided to institutions related with border management (LFC, Turkish Gendarmerie, Turkish National Police and Coast Guard Command); moreover training programs were realized for border staff from relevant institutions. Thus, both individual and institutional capacity strengthening is continuing.

With the Increasing Border Surveillance Capacity of Borders between Turkey and Greece – Phase I Project; border security and surveillance was supported through increasing individual and institutional capacity of the professional personnel of border units (LFC). The Project contributed to the prevention of irregular migration, human trafficking, cross-border crimes, and smuggling and further development and implementation of border management and standards in line with EU’s IBM policies and strategies.

The Action at hand was developed in the light of lessons learned from the Increasing Border Surveillance Capacity of Borders Between Turkey and Greece Project – Phase I in terms of capacity building. As such, most of the activities build on and/or complement the activities that have been realized within Phase-I and increase the impact. Experience gained and needs identified in cooperation and partnership with LFC at the trainings delivered within the scope of Eastern and Greek border projects as well as project implementation modalities proved to be successful. Accordingly, the lessons learned were further applied at the project at hand: Border Surveillance Capacity between Turkey and the EU – Phase II.

In Phase I Project, there has been a close and fruitful cooperation with both Ministry of Interior and Land Forces Command, Operations Division and Land Forces Command, Training and Doctrines Command. The project definitely benefited from this cooperation, lessons learned and experience.

# **LINK WITH GENDER EQUALITY**

Gender dimension was extended in all project activities; particularly in the training programs and options to mainstream gender into border management. Gender and other crosscutting issues were implicit and explicit throughout the Project’s approach and training materials but not defined in the Project Logical Framework. Issues of gender and human rights were embedded into project activities by the TAT proactively. Female staff of Land Forces Command have actively participated in the TCDEG activities.

Gender equality was considered in both face to face and distance learning training materials. Gender sensitive approach and a non-discriminative language was used in all the training materials. Best practices were highlighted regarding the apprehension of women and children migrants and how their special needs (sanitary, health, security etc.) are to be addressed. Gender related questions were designed and directed to border guards in distance learning pilot training tests to understand their awareness and needs with respect to gender issues during their border duty.

Having observed the gap, necessity for engaging female border officials was shared with Project Beneficiaries

# **ENVIRONMENTAL CONCERNS**

In the scope of the Project, all capacity enhancement activities included environmentally sensitive planning and implementations such as use of distance learning, minimising the use of paper and necessity for travels which lessens CO2 emission.

With the outbreak of COVID-19, most of the activities and meetings held from March 2020 to December 2020 were held online which contributed to energy efficiency.

# **VISIBILITY**

Following the ex-post evaluation of the Project and according to the comment of the EUD; Communication and Visibility Plan (Annex VI of the Contract) has been revised and communicated through Notification letter No.2 **(Attachment 26)**

Project Launch Event and Closure Event were organized to promote the Project, inform the public and stakeholders about Project activities, outcomes and results (please see A.2.3.3 and A.3 above for details**)**.

The visibility materials such as brochures, note pads, pens, invitations, etc. were prepared in line with the Guidelines and confirmation was sought from the CFCU and the EUD regarding the visibility items. Informative brochures for the promotion of project was prepared, printed and disseminated during the launch event, meetings, workshops and training programmes together with other visibility materials.

Informative brochures were disseminated to the stakeholders along with the visibility materials and the social media accounts as well as UNDP’s web site were actively used to share the achievements throughout the implementation period.

Name of the contact person for the Action:

Mr. Claudio Tomasi

Resident Representative

|  |  |  |  |
| --- | --- | --- | --- |
| Signature: |  | Location: | Ankara |
| Date report due: |  | Date report sent: |  |

**LIST OF ATTACHEMENTS**

**1.** List of TAT members

**2.** Minutes and participants lists of the Kick off Meeting

**3.** Expert Group of Trainings members

**4.** Training material

**5.** Training schedule, participants’ listsphotos from face to face trainings

**6.** Face to Face Training Report

**7.** Rules and Procedures of TCDEG

**8.** Component 2 methodology

**9.** Selection criteria for the study visit countries

**10.** Study Visit reports

**11.** Study visit information packages

**12**. Comparative Assessment Report

**13.** Minutes and participants lists of the Consultative Meetings (A.2.3)

**14.** Distance Learning Training Needs Assessment Report

**15.** Minutes and participants lists of the Consultative Meetings (A.2.4)

**16.** Training Strategy

**17**. 3D Animated Training films

**18**. Eye Tracking Study Report

**19.** EDOK Video shooting/editing training results, certificates and training programme

**20.** Participants lists of Preparatory meetings for distance learning training material development

**21**. Distance Learning Training Modules

**22**. Distance Learning Training Report

**23**. Closure Event Agenda, participants list, social media links and photos

**24.** Minutes and participants lists of the Management Meetings

**25.** Minutes and participants lists of the PSC Meetings

**26.** Copies of Notification Letters

**27.** Agenda and photos of the Launch Event

**28.** EUD on the spot check monitoring mission participants list

**29.** ROM mission participants list

**30.** MoI online monitoring visit participants list

**31.** Project Evaluation Report

**32.** Updated copy of Logical Framework

**33.** Updated copy of Action Plan

**34.** Budget report

1. Evaluation Report (Phase 1, 2019) [↑](#footnote-ref-2)
2. https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/ [↑](#footnote-ref-3)