

Standard Summary Project Fiche – IPA decentralised National Programmes

Strengthening Special Education

1. Basic information

1.1 CRIS Number: TR080105

1.2 Title: STRENGTHENING SPECIAL EDUCATION (SSE)

1.3 Sector: 19 -Social policy and employment and 26 -Education and culture

1.4 Location: Turkey (Pilot Provinces: İstanbul, İzmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt and Gaziantep)

Implementing arrangements:

1.5 Implementing Agency:

The Central Finance and Contracting Unit (CFCU) will be Implementing Agency and will be responsible for all procedural aspects of the tendering process, contracting matters and financial management, including payment of project activities. The director of the CFCU will act as Programme Authorizing Officer (PAO) of the project.

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Söğütözü/Ankara Türkiye

1.6 Beneficiary: The Turkish Ministry of National Education

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1.7 Overall cost: 7 M €

1.8 EU contribution: 6,15 M €

1.9 Final date for contracting: 2 years after the signature of the Financing Agreement

1.10 Final date for execution of contracts: 2 years following the end date for contracting

1.11 Final date for disbursements: 3 years following the end date for contracting.

2. Overall Objective and Project Purpose

2.1 Overall Objective: To contribute to social inclusion of the disabled individuals within disadvantaged groups by improving the special education services in Turkey.

2.2 Project purpose: To increase opportunities and to improve the learning environments for disabled individuals with a view to increasing their access to education and inclusion in society through campaigns, in-service trainings, psychological assessment and diagnostic tests, **equipment and** educational material support with the active participation and support of NGOs, local public institutions, municipalities and private sector organizations.

In a wider context the project will contribute to the concept of “Education for All” through **inclusion of** disabled individuals in regular schools.

2.3 Link with AP/NPAA / EP/ SAA

The project is consistent with the priorities defined within the AP (Council Decision (2006/35/EC) of 23 January 2006).

Turkey 2005 Accession Partnership, Section 3.1, Short Term Priorities, Regional issues and international obligations, Economic criteria: Ensure the improvement of the general level of education and health, paying particular attention to the younger generation and disadvantaged regions

Section 3.1, Short Term Priorities, Human rights and the protection of minorities:

Guarantee in law and in practice the full enjoyment of human rights and fundamental freedoms by all individuals without discrimination and irrespective of language, political opinion, race, sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Section 3.1, Short Term Priorities, Economic and Social Rights, Children’s Rights: Promote protection of children's rights in line with EU and international standards

The project is also consistent with the priorities defined within the NPAA ((TR) Council Ministers Decision No: 2003/5930 of 23 June 2003).

II-Political Criteria, Section 7- Full Enjoyment of All Fundamental Rights and Freedoms by All Individuals without Discrimination:

Appropriate measures will be taken in line with the ILO Convention No. 159 for the Vocational Rehabilitation and Employment for Disabled Persons.

2.4 Link with MIPD

The priorities for assistance under IPA component I “Institution Building” in the MIPD is stated below:

1.1. Addressing the Copenhagen political criteria

Judiciary: Comprehensive training for the consistent interpretation of legal provisions related to human rights and fundamental freedoms.

Civil society: Facilitation of the domestic development of civil society and its involvement in the shaping of public policies;

The project is related with the above priorities with respect to the rights disabled people and the involvement the NGO’s concerning the disabled.

2.5 Link with National Development Plan (where applicable)

(TR) Grand National Assembly Decision No: 877, dated 28.06.2006

Ninth Development Plan, 7-Main Objectives: Development Axes;

7.5 Improving the quality and efficiency of public services

573. A modular and flexible system will be used in vocational and technical education, vocational education at the level of higher education and secondary education will be transformed into a unique structure with program integrity, applied education that have important role in training of qualified manpower will be given weight in vocational education.

583. The education system will be handled with lifelong learning approach and an integrated manner in order to contribute to the development of human resources; the structure of the system based on efficiency, accessibility and equal opportunities will be reinforced

588. Secondary education shall be given a flexible structure so as to have program integrity, enable opportunities for horizontal and vertical transitions, involve an effective guidance and orientation services. Programs shall be modular and wide based

591. Taking into consideration the changes in training programmes and education methods, the competencies of teachers will be developed constantly; efficient methods will be applied in pre-service and in-service training to provide teachers with required competencies

595. In education of students requiring need special education, priority will be given to inclusion method and physical conditions of present schools will become proper

7.3.3.Improving distribution of income, social inclusion and combating against poverty

623. The educational needs of girls in particular in rural area, the disabled and children of low income families will be supported and their access to education will be facilitated

624. Training programmes for the family which is ideal environment for caring and training of the child will be disseminated

626. Social and physical environment conditions will be improved concerning the participation of the disabled persons to the economic and social life, special education opportunities and protected workplaces will be developed

2.6 Link with national/ sectoral investment plans(where applicable): Not Applicable

3. Description of project

3.1 Background and justification:

One of the most important indicators of the contemporary education is inclusion of the disabled people in the society they live in and their active participation in every area of life like the non-disabled persons. Targets and regulations regarding inclusion of the disabled in society are emphasized in some international documents, also in EU policies documents.

At global level, Salamanca Declaration (UNESCO 1994) that has as its base the UN declarations on human rights proclaims the necessity and urgency of providing education for all children, youth and adults with special educational needs within the regular education system. It goes by saying that regular schools with this inclusive orientation provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The UN Convention on Rights of People with Disabilities that was adopted at the end of 2006 and signed in 2007 has the basis of protection and support of the disabled persons in education, health, work and in other areas and supports mainly the accessibility and education areas rights for their benefit with an approach of human rights basis. Accessibility area includes physical access, access to information-communication environment and work opportunities. Education area supports the efforts of including the disabled children, who had no chance to complete the primary education, into society as a productive power and also the efforts of changing the mentalities preventing access to the education.

Equal opportunities and integration of people with disabilities into society have been issue in the European policy dialogue.

The most important resolutions regarding special education of the European Commission are summarised below.

Resolution of the Council and the Ministers for Education meeting with the Council of 31 May 1990 concerning integration of children and young people with disabilities into ordinary systems of education

Some of the statements in this resolution are as follows:

- The Member States have agreed to encourage integration of pupils and students with disabilities, in all appropriate cases, into the ordinary education system;
- The work of special schools and centres should be seen as complementary to the work of the ordinary education systems;
- Co-operation between all the bodies with an interest in and involvement with children and young people with disabilities should be encouraged (school education, preparation for work, leisure activities, health and the social services);

Council resolution of 5 May 2003 on equal opportunities for pupils and students with disabilities in education and training

In accordance with the European initiatives of 2001 concerning the European Year of People with Disabilities 2003 , this resolution calls on Member States and the Commission, within their respective competencies, to (among others):

- encourage and support the full integration of children and young people with special needs in society through their appropriate education and training, and their insertion in a school system which is adapted to their needs;
- facilitate proper information and guidance;
- continue and, if necessary, increase the initial and in-service training of teachers in the area of special needs;
- promote European co-operation between the parties involved professionally in the education and training of children and young people with disabilities.

This resolution also calls on Member States and the Commission to increase the sharing of information and experiences on these matters at European level, involving where appropriate the European organisations and networks specialising in this field, such as the European Agency for Development in Special Needs Education.

Social inclusion of the disabled persons was also emphasized in some other EU documents as mentioned below.

The European Social Charter that was adopted by Council of Europe in 1961 and revised in 1996 guarantees the right to vocational guidance including the handicapped (item 9) and the right of persons with disabilities to independence, social integration and participation in the life of the community (item 15).

Furthermore, The Charter of Fundamental Rights of the European Union that summarises the common values of the member states of the EU proclaims in item 26 under Chapter III. Equality that the Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

Accessibility to education for all social inclusion have also been targets to reach the strategic goal of EU set in the meeting held in Lisbon between 23 and 24 March 2000 European Council that agreed on investment in human and combating with social exclusion in order to reach the goals they set until 2010. To ensure their contribution to the Lisbon Strategy, ministers of education agreed on three major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole:

- to improve the quality and effectiveness of EU education and training systems;
- to ensure that they are accessible to all;
- to open up education and training to the wider world

As a candidate country, Turkey is going through the EU harmonization process for harmonizing the EU Acquis and implementing the EU rules and standards. Within the context of harmonization of the legislation with EU, from a legal and regulatory point of view, most basic principles governing the special education system in Turkey are consistent with those in EU Member States, such as equal admittance and equal opportunities.

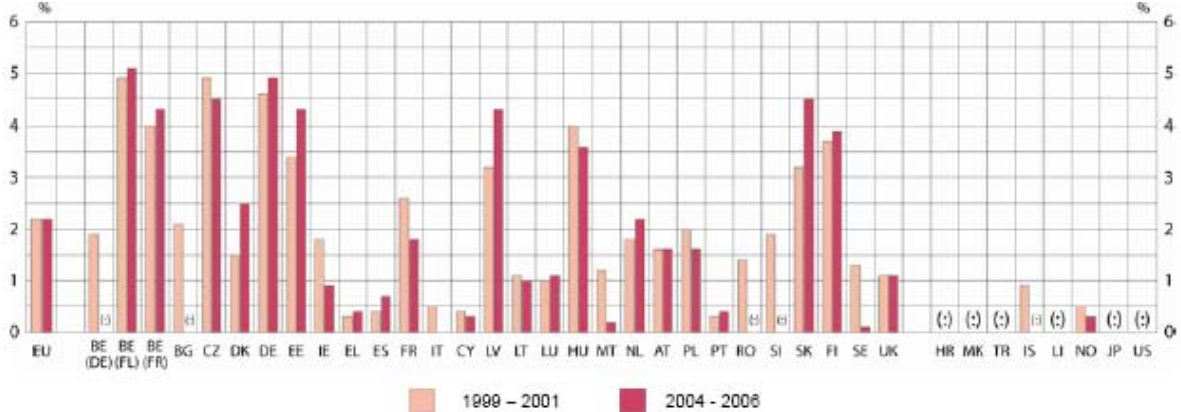
The basic legislation regarding special education of Ministry of Turkish National Education is the Decree Equivalent to Law No. 573 on Special Education that was adopted in Turkey in 6th June 1997. This Decree was put into force by publication in the Official Gazette No. 23011 of 6th June 1997. In this Decree, mainstreaming education is accepted as the basis of special education. Another is the Regulations for Special Education Services for planning and implementing the special education services provided to the individuals requiring special education and for functioning of the institutions. It was put into force after updating by publication in the Official Gazette No. 26184 of 31 May 2006. Moreover, The Law No. 5378 on Disabled People and on Making Amendments on Some Laws and Decree Laws that was adopted in 1 July 2005 has been an important step for inclusion of disabled people in the society and for making necessary arrangements. These legislations and others under them have adopted that mainstreaming is essential in education of the disabled persons. However, negative attitudes and behaviours of parents of non-disabled children, teachers, administrators, and generally society make it difficult to implement these legislations.

2007 Progress Report states that as regards the rights of disabled people, several implementing legislation were issued following the entry into force of the Law on People with Disabilities in 2005. These cover areas such as workplaces and educational services for disabled people. More needs to be done to establish decentralized structures and services for disabled people and also to facilitate access to education of children with disabilities.

EU Member States take very different approaches to how pupils with special education needs are to be supported in education and training and how schooling can be better adapted to their needs. There are great disparities between EU Member States on allocation of additional resources for pupils with special education needs. Evidence also points to different approaches to training of teachers and others who need to be trained to teach in special education needs settings.

The data from “European Agency for Development in Special Needs Education and Eurydice for 1999-2001; European Agency for Development in Special Needs Education for 2004-2006” shows that 2.2% of the total population in compulsory education within the EU are taught in special settings because of their special education needs. No progress was made towards more inclusive policies for educating pupils with special needs between 1999/2001 and 2004/2006 at the European level. However, the situation varies between individual countries. About 4% to 5% of all pupils in compulsory education are taught in segregated settings (special schools or special classes) in Belgium, the Czech Republic, Estonia, Finland, Latvia and Slovakia, whereas the figure is not more than about 0.5% in Cyprus, Greece, Italy, Malta, Portugal and Sweden, along with Norway.

Percentage of pupils in compulsory education with special needs in segregated settings, 1999/2001 - 2004/2006

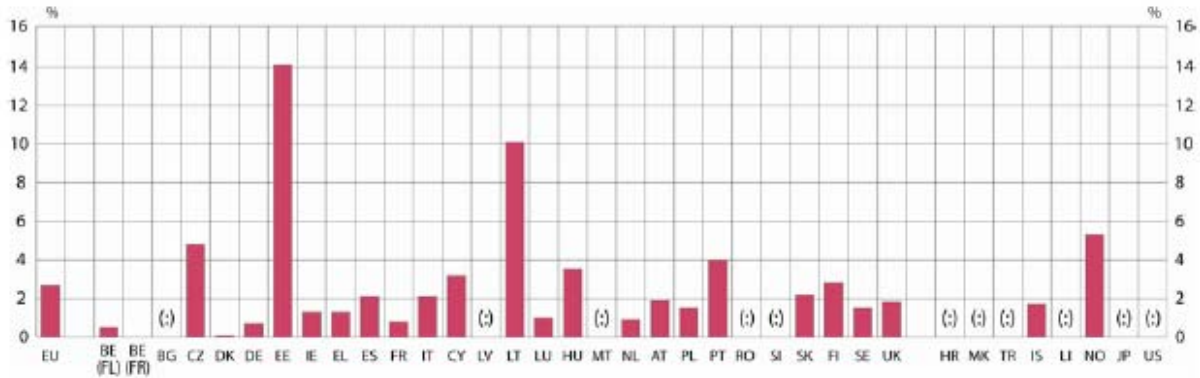


http://ec.europa.eu/education/policies/2010/doc/progress06/equity_en.pdf

The proportion of pupils with special education needs who are educated in special settings decreased in under half the countries for which data are available (11 out of 25 countries). The highest decreases were by 1 percentage point and slightly less in Italy, Sweden, Malta, Ireland and France. Italy now teaches almost no pupils with special education needs in special settings.

Within the EU 2.7% of pupils in compulsory education are pupils with special education needs who are educated in “inclusive” settings and follow most of their education among peers in mainstream classes.

Percentage of the total population in compulsory education with special education needs educated in ordinary compulsory education (2004-2006)

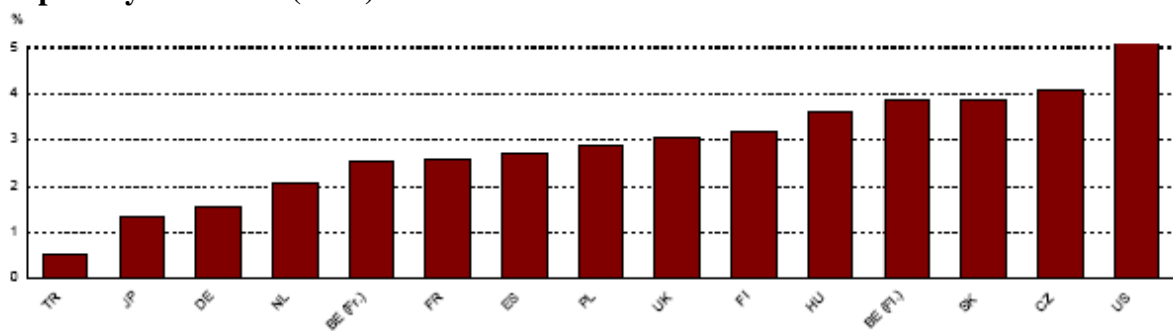


http://ec.europa.eu/education/policies/2010/doc/progress06/equity_en.pdf

Relatively high proportions of pupils with special education needs - between 3% and 5% - are taught in inclusive settings within compulsory education in Cyprus, the Czech Republic, Hungary, Malta and Portugal. The figure in Norway is even slightly higher – 5.3%. Within this group of countries, in the Czech Republic and Hungary the situation is balanced, i.e. about half the pupils with special education needs are taught in inclusive settings and the other half in segregated educational settings. In the other countries in this group - Cyprus, Malta and Portugal - nearly all pupils identified as having special education needs are integrated into ordinary education. (http://ec.europa.eu/education/policies/2010/doc/progress06/equity_en.pdf)

In another group of countries – Greece, Ireland, Italy, Luxembourg and Sweden, along with Iceland – about 2% or under of the total school population are identified as pupils with special education needs, nearly all of whom are taught within ordinary education. The percentage of all children in compulsory education receiving additional resources for disabilities varies from 1.54% in Germany to 4.08% in the Czech Republic (0.49% in Turkey, 1.31% in Japan and 5.16% in the United States).

Percentage of pupils with disabilities receiving additional resources over the period of compulsory education (2001)



Source : OECD (SENDDD database)

Additional note: Countries are ranked in ascending order of percentage of pupils.

http://ec.europa.eu/education/policies/2010/doc/progress06/equity_en.pdf

In current situation, according to the Turkish Ministry of National Education Statistics during 2007-2008 school year, The percentage of the students with special needs in overall students (non-disabled and disabled) in compulsory education is 0.79 %. In addition to that the percentage of students with special needs in regular schools within compulsory education is 0.52 %.

The project aims to contribute to the provision of education for majority of these children with their non-disabled peers in the same environments as possible as. Also the project will make contribution to the accession of disabled persons, not benefiting from education because of unavailability of special education school or classroom appropriate to their disability and characteristics in their locality, to the education opportunities.

There are some barriers to the inclusion. Majority of the individuals needing special education are oriented to the special education schools, since physical conditions of other schools are not suitable for the disabled individuals; the school staff, students and parents have negative attitudes; teachers and administrators do not have adequate information and furnishings in special education; appropriate tools and materials for the individuals needing special education lack; and a standard school model where each student whether he/she is disabled or not benefits from the educational opportunities equally is not available. And also, some limitations in education of the individuals needing special education for vocation and work have negative influence the participation of them into societal life as productive individuals having a job and work.

Besides, the fact that the Guidance and Research Centres that are responsible for educational identification and diagnosis of the disabled students have quality problems, especially with respect to the psychological measurement tools being used to in identifying and diagnosing process that are not contemporary is a hamper for orienting the individuals needing special education to the appropriate educational programs and environments. Also, there are no standard measurement tools to follow the developments of the individuals needing special education through re-assessing the educational performances at the end of the education they had every year.

Psychological measurement tools being used in our country have been obtained from abroad.. Some problems being experienced in assessment and diagnosis since measurement tools being used in our country limited to translation or adaptation, or evaluated according to norms derived from norm study in one province, or quite long time passed after the latest adaptation study. Among these tools, Leiter Performance Test in 1962; S. Binet adapted in 1972, WISC-R adapted in 1982 and they're being used currently. As of 2008, educational diagnosis of individuals is carried out by using these tests by 1000 psychological counselors in 191 Guidance and Research Centers. During 2005-2006 school-year, total 75 939 individuals including students from pre-school, primary, secondary education and adults were diagnosed through using these measurement tools and oriented to the appropriate education environments. Renewed psychological measurement tools are needed so as to carry out these tasks in scientific norms.

On a national level, the General Directorate for Special Education, Guidance and Counseling Services of the Turkish Ministry of National Education is responsible for:

- A. policymaking and carrying out tasks and services related to education, training and administration of special education classrooms, special education schools, guidance and research centers, work schools and work education centers, and similar schools and institutions at the same level and type;
- B. preparing education and training programs, textbooks and education materials of its schools and institutions and offer them to the Council of Instruction and Training.

The General Directorate was responsible for the Decree Equivalent to Law No. 573 on Special Education that was adopted in Turkey in 6th June 1997. This Decree was put into

force by publication in the Official Gazette No. 23011 of 6th June 1997. In this Decree, the right of children with special needs to receive special education has been laid down.

On a provincial level of the Ministry, a provincial representative's office has been set up in every of the 81 Turkish provinces. Although the organisational structure of these offices is the same in every province, the number of staff changes according to size of the province. In any case, these provincial offices consist of a provincial national education director, a deputy director, a branch manager, some general staff, and a special education teacher or guidance counselor. This structure is applied in the same manner in the counties under the province.

On a local level, under the responsibility of the Ministry of National Education, there are 196 Guidance and Research Centers (G&R Centers) in provinces and counties. The need for G&R Centers in counties is determined by the Provincial Representative of the Ministry of National Education.

Guidance services are provided to the individuals in need of special education by Guidance and Research Centers (GRC) and school guidance unit. Special Education Services Units of GRCs provide the required services in the process of diagnosis of the individuals in need of special education (Regulation for Guidance and Psychological Consultancy Services articles 31-32). Moreover, it also provides the required studies and coordination on orientation of the individuals in need of special education in their region to the higher education institutions and to vocation. In order to register a school (mainstreaming, work school, etc.), educational diagnosis of the individuals requiring special education must be held at GRCs. In addition to this, guiding teachers working in guidance unit established in special education schools/institutions plan and fulfill the family education services related to students in need of special education and their families.

During the 2007-2008 school year, there are 4967 students in 48 primary education schools for hearing impaired, 1349 students in 16 schools for visually impaired, 442 students in 3 schools for orthopedically impaired, 8217 students in 171 schools for mentally handicapped and 692 students in 22 institutions for students with autism.

Children with handicaps are also often educated in regular schools; the choice for specialised or regular schools also depends on the parents' preference as well as the educational diagnosis of the Guidance and Research Center.

The individuals with special education needs attend general and vocational secondary educational schools/institutions with their non disabled peers primarily through mainstreaming. There are also special education schools/institutions providing education for work and job for the individuals with special education needs. During the 2007-2008 school year, 6800 disabled students are trained in 17 vocational high schools, 126 work training centers and 64 work schools. The numbers of the disabled students who are mainstreamed in general and vocational high schools at the level of secondary education is 1792.

It's essential that the individuals requiring special education to have vocational education make use of appropriate education settings in accordance with their interests, abilities and needs.

The main focus of the project is on developing inclusion policy in special education, raising awareness on inclusion of the disabled in the society, increasing the vocational competences

of teachers on special education, implementing a school model without barriers, increasing the quality of educational identification and diagnosis and increasing the quality of vocational education for the disabled with the support of NGOs, municipalities, local administrations, and private sector.

In Turkey, there are 55 foundations, 11 confederations and federations and 284 associations for the disabled people. These NGOs carry out works related with parent and teacher education, creating awareness of society, social and cultural activities and providing materials. In addition to the NGOs, private sector also has works activities and support for the disabled.

Various NGOs and concerned government agencies will be in coordination during project implementation. The Foundations, Federations and Confederations representing the disabled such as Hearing Impaired and Visually Impaired etc., private sector and NGOs will be worked together in the project implementation. Especially, NGOs which function both at national and local levels and have high numbers of members will be worked with.. They will be in cooperation with for the activities of the project especially regarding raising awareness, establishing inclusive policy and strategy dissemination of the project outcomes through active participation in strategy, decision making, implementation and dissemination processes.

NGO's are going to be represented within project management. They will be represented in the activities in pilot provinces, they will be cooperated in preparation and dissemination of the educational materials.

The parents with children needing special education will also be involved in these processes. The campaigns and other informing activities will be conducted within the scope of the project in order to develop positive attitudes on parents towards inclusive education.

As a result, the most important ground of this project is the belief that inclusion of the disabled people into society will be achieved through overcoming negative attitudes towards inclusion, improving the mainstreaming education and increasing the quality of GRCs.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)

This Project hereby will contribute to education for all approach and be a crucial step in terms of meeting problems faced in the implementation of regulation. The project will improve the efficiency and effectiveness of the delivery of educational services for the disabled.

With the completion of this Project implementation, positive contributions will be provided for the disabled individuals themselves, their parents, teachers and school administrators serving for these individuals, other students and their parents. As a result of receiving educational services of disabled individuals with their non-disabled peers together will provide opportunity for the disabled individuals and their parents to accept themselves as a part of the society by improving their self confidence.

By implementing the project at both central and local levels, it's anticipated that provincial authorities, municipalities, NGOs, universities, media, and private sector will gain ownership of the project activities, assess their impact and gather enough data to find means for sustaining the activities beyond the project period.

The most crucial contribution of the Project and the most important factor in sustainability of the Project is to create awareness in the society on these children. Each activity for this purpose will facilitate implementation of other projects in the future. Creating awareness in the society about this subject will provide the most important contribution in terms of inclusion of the disabled children into the society and will lead to development of new educational strategies for such inclusion

Teachers with improved professional capacities will be able to provide more useful and functional education services. In-service teacher training will provide the basis for the continuity and development of inclusive education. MoNE policy on the improvement of inclusive education, furthermore the involvement of the NGOs will ensure the project sustainability. In addition, other relevant institutions will provide long-term sustainability. Activities on inclusion of the disabled students with the MONE teacher trainers to be implemented under the Project will be sustained after the implementation period.

Ministry of Turkish National Education aims at disseminating the inclusive special education policy to be developed and the school model without barriers to be implemented in pilot provinces. For children with special needs pre-school and primary education is compulsory. Therefore levels of the pilot schools of the Project are pre-school education and primary education. The criteria in selecting the schools are the number of students in classrooms and, accommodation and physical conditions of the schools. In big cities, schools from shanty (gecekondu) areas have been selected. 10 pilot pre-and 10 primary education schools in the provinces of İstanbul, İzmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt, Gaziantep will be provided with the equipment required for inclusive education and also with training of teachers, principals, parents training on inclusive education.

And also, voluntary schools from private pre-(10) and primary education (10) schools have been selected in order to encourage them and in longer term the others to include the individuals with special needs education into regular schools. The teachers, school principals, parents of these schools will be trained on inclusive education and school without barriers. Thus they will be equipped with the knowledge and experience on how to educate these individuals and how to make arrangements for them. Private sector will be encouraged to include the disabled students in private schools.

The number of measurement tools adapted for use in educational diagnosis of the disabled children will be increased and the use of these tools will be disseminated in all Guidance and Research Centres after the project implementation. With these adapted measurement tools, approximately 200 000 disabled children will be assessed yearly.

Guidance and Research Centers will be supported with the educational diagnosis and assesment tools through out the country after project completion. Guidance teachers in there will also be trained on the use of these tools through in-service trainings.

Vocational training based activities for the disabled individuals will ensure their participation into society in a more positive way and will ensure them to be more productive and confident within the society itself. The Turkish of Ministry National Education which is primarily responsible for vocational and work education of the individuals needing special education will ensure effective implementation of educational programs adapted for increasing the quality of vocational training and will continue its efforts on new adaptations.

The Ministry of Turkish National Education will ensure implementation and dissemination of best examples in EU countries and monitoring of related improvements on vocational education field in other countries.

Within the project, vocational programs of which the disabled can benefit from will be analyzed. Based on the analysis, a manual will be prepared for guidance teachers to orient the disabled to vocational education. Thus, the project will enable the disabled to access to the appropriate vocational education in accordance with their needs and performances and make use of vocational educational services. Cooperation and awareness will be provided among the stakeholders on vocational education through the activities in the project.

All material to be either procured or developed under this Project hereby will be regularly updated and will be delivered throughout the country by printing and dublication services.

3.3 Results and measurable indicators:

Results	Objectively Verifiable Indicators
1. Policy recommendation on inclusive special education developed.	<p>Results Report of the Workshop on Comparing Legislation in Turkey on inclusion activities with those in EU countries with active participation of relevant public institutions, NGOs, universities etc. (about 50 participants).</p> <p>Results Report of the Workshop on evaluation of EU Acquis Communitaire and compare existing legislation and implementations on inclusion in Turkey with those in EU countries and on strategy development with active participation of relevant public institutions, NGOs, universities etc. (60 participants).</p> <p>Final strategy report prepared with active participation of relevant public institutions, NGOs, universities etc.</p> <p>Result Report for the Closing and Evaluation Meeting held with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations (about 350 participants)</p>
2. Awareness for inclusion of the disabled in the society increased.	<p>Protocols with the partners</p> <p>Project Action Plan prepared with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities, municipalities, local administrations (about 120 participants).</p>

	<p>Pilot Province Action Plan prepared with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities (about 200 participants).</p> <p>The numbers of occupational staff such as teachers, inspectors, doctors, nurses, <i>imam</i>, <i>muhtar</i> etc. and parents participated in the meetings early access of the disabled individuals to education, their rights and on related legislation with active participation of relevant public institutions, NGOs (about 15.000 individuals reached in 10 pilot provinces)</p> <p>Materials such as movies, brochures, CDs, handbooks etc. on special needs education, equal opportunities and inclusion etc</p>
<p>3. Professional qualifications of teachers on special needs education increased in pilot provinces.</p>	<p>Current situation analysis report</p> <p>Teacher Guide Books/e-books on special needs education with active participation of relevant public institutions, NGOs. (about 10 manuals)</p> <p>Certificates given to teachers participated in in-service trainings on special needs education in pilot provinces with active participation of relevant public institutions, NGOs (about 1000 teachers).</p>
<p>4. “School Without Barriers Model” designed for the learning needs and characteristics of each individual implemented in pilot provinces.</p>	<p>Study visits to 2 European countries (about 20 participants)</p> <p>Study visits reports</p> <p>A workshop with active participation of relevant public institutions, NGOs (about 40 participants)</p> <p>Commission study to establish the standards and guidelines of the School Without Barriers Model with active participation of relevant public institutions, NGOs.</p> <p>Training Certificates given to teacher trainers in pilot provinces for the School Without Barriers Model (about 30 teacher trainers)</p> <p>Training of teaching and support staff from pilot schools in pilot provinces (about 500 teaching and support staff).</p>

	<p>School Without Barriers Model Informing meetings with participation of administrators, teachers, students, parents, and NGO's, in pilot provinces (about 1000 participants).</p> <p>Final version of School Without Barriers Model Implementation Manual/ e-books (about 3000 manuals published)</p>
5. Necessary materials and equipment support provided to the schools and institutions in pilot provinces.	<p>Materials and equipment provided to schools implementing the School Without Barriers Model based on Needs Analysis Report. (20 schools in 10 pilot provinces)</p> <p>Psychological measurement tools procured for the guidance and research centers (GRCs) based on Needs Analysis Report. (80 GRCs)</p>
6. Quality of educational diagnosis and assessment services in GRCs improved.	<p>Training Certificates given to guidance teachers to train those who will carry out trial implementations (about 30 guidance teachers)</p> <p>Training Certificates given to guidance teachers to conduct trial implementations of psychological measurement tools (90 guidance teachers)</p> <p>Training Certificates given to guidance teachers to conduct sampling implementations of psychological measurement tools (300 guidance teachers).</p> <p>Increase on the psychological measurement tools appropriate for the conditions in Turkey</p> <p>Training Certificates given to teacher trainers on the use of psychological measurement tools (90 teacher trainers).</p> <p>Approximately 60.000 Record/Information forms, 2.000 Guidelines, 1.000 handbooks, 1.000 work-books and 500 test sets on psychological measurement tools</p> <p>Training Certificates given to guidance teachers, first group appliers of the psychological measurement tools in Guidance and Research Centers (90 guidance teachers).</p>
7. Quality of work and vocational training for the disabled individuals improved	<p>Study visits to 2 European countries (about 20 participants)</p> <p>Study visits reports</p>

	<p>Workshop report (about 40 participants from relevant public institutions, NGOs and private sector organizations)</p> <p>Identified vocational education programs with active participation of relevant public institutions, NGOs, universities, municipalities, local administrations.</p> <p>Vocational Education Program Manuals</p> <p>Informing meeting report with active participation of relevant public institutions, NGOs.</p>
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3.4 Activities:

The project will be implemented by means of one service contract and one supply contract.

Activities	
Result 1: Policy recommendation on inclusive special education developed	
<p>1.1. Organize a Workshop on Comparing Legislation in Turkey on inclusion activities with those in EU countries with active participation of relevant public institutions, NGOs, universities.</p> <p>Venue: Ankara, 2 Meeting Rooms - totally 50 participants (15 MoNE participants- 10 General Directorate for Special Education, Guidance and Counseling Services staff- 5 Projects Coordination Center staff- 2 Administration on Disabled People staff - 2 Social Services and Child Protection Agency staff , 6 NGOs representatives -10 teachers)</p>	<p>Service Contract</p> <p>EU Contribution %90,</p> <p>National Contribution (MoNE Budget) %10</p>
<p>1.2 Organize a Workshop on evaluation of EU Acquis Communautaire and compare existing legislation and implementations on inclusion in Turkey with those in EU countries and on strategy development with active participation of relevant public institutions, NGOs, universities etc.</p> <p>Venue: Ankara, 2 Meeting Rooms –totally 60 participants (15 MoNE participants- 10 General Directorate for Special Education, Guidance and Counseling Services staff.- 5 Projects Coordination Center staff- 2 Administration on Disabled People staff - 2 Social Services and Child Protection Agency staff, 6 NGOs representatives -10 teachers - 1 Higher Education Council representaves,-9 others)</p>	
1.3. Prepare final strategy report with the Stakeholders.	

<p>1.4. Result Report for the Closing and Evaluation Meeting to be held with the participation of relevant stakeholders with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations. Venue: Ankara, 1 Meeting Room –totally 350 participants (50 MoNE participants- 40 General Directorate for Special Education, Guidance and Counseling Services staff.- 10 Projects Coordination Center staff- 5 Administration on Disabled People staff - 2 Social Services and Child Protection Agency staff, 50 NGOs representatives - 2 Higher Education Council representatives,-81 province MoNE representatives-50 Education Faculty staff-2 İŞKUR representatives-2 Directorate General for Security representatives-2 Ministry of Labor and Social Security representatives-2 Ministry of Health representatives-2 Ministry of Justice representatives-2 Ministry of Finance representatives-48 others)</p>	
<p>Result 2 Awareness for inclusion of the disabled in the society increased</p>	
<p>2.1. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations. (Venue: Ankara, totally 120 participants; 2 Workshops -15 MoNE participants- 10 General Directorate for Special Education, Guidance and Counseling Services staff.- 5 Projects Coordination Center staff- 2 Administration on Disabled People staff - 2 Social Services and Child Protection Agency staff , 6 NGOs representatives -10 pilot province representatives-1 Higher Education Council representatives,-9 others)</p>	
<p>2.2. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society for the provincial team for pilot implementation with active participation of relevant public institutions, NGOs, universities. Venue: Ankara, Training of Pilot Provinces Teams for Awareness Campaigns 10 MoNE participants- 10 General Directorate for Special Education, Guidance and Counseling Services staff.- 5 Projects Coordination Center staff- 2 Administration on Disabled People staff - 2 Social Services and Child Protection Agency staff , 6 NGOs representatives -60 pilot province representatives-4 others)</p>	
<p>2.3 Print and distribute materials such as movies, brochures, CDs, handbooks etc. on special needs education, equal opportunities and inclusion.</p>	
<p>2.4. Organize informing meeting on early access of the disabled individuals to education, their rights and the related legislation for occupational staff such as teachers, inspectors, doctors, nurses, imam, muhtar etc. and parents with active participation of relevant public institutions, NGOs. Pilot Provinces: İstanbul, İzmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt, Gaziantep. Totally 15.000 individuals will informed (Numbers of the participants will be decided according to population of the provinces)</p>	
<p>Result 3. Professional qualifications of teachers on special needs education increased in pilot provinces.</p>	
<p>3.1 Analyze current training needs of teachers for special education area.</p>	

3.2 Prepare teacher guide books/e-books on special needs area with active participation of relevant public institutions, NGOs.

(The teacher’s manual commission will consist of totally 30 persons including special education teachers, guidance teachers, classroom teachers, Turkish teacher, pre-school education teacher and NGO representatives)

3.3 Publish and distribute teacher guide book/e-book on special needs area.

3.4. Train teachers on special needs education area.

Provinces	Teachers to be trained on special education
İstanbul	170 teachers
İzmir	140 teachers
Kahramanmaraş	70 teachers
Ankara	150 teachers
Samsun	90 teachers
Zonguldak	60 teachers
Ağrı	60 teachers
Erzurum	80 teachers
Siirt	90 teachers
Gaziantep	90 teachers
TOTAL	1000 staff

Result 4. “School Without Barriers Model” designed for the learning needs and characteristics of each individual implemented in pilot provinces

4.1 Organize two study visits to analyse abroad “School Without Barriers Model” systems. A total of 20 participants from MoNE

4.2. Organize a workshop for School Without Barriers Model with active participation of relevant public institutions, NGOs.

Venue: Ankara, totally 40 participants from NGO, universities, Ministries, Administration on Disabled People, Social Services and Child Protection Agency representatives

4.3. Organize a commission study to establish the standards and guidelines of the School Without Barriers Model with active participation of relevant public institutions, NGOs Venue: Ankara. The commission will consist of 10 persons including special education teachers, guidance teachers, classroom teachers, Turkish teacher, pre-school education teacher and NGOs representatives

4.4 Train about 30 teacher trainers from pilot provinces for the School Without Barriers Model.

4.5 Train about a total of 500 teaching and support staff from pilot schools in pilot provinces.

Region	Province	Pilot institutions selected for equipment support and training of trainers		Pilot institutions selected only for training of trainers	
		Pre-schools	Primary education school	Private Primary education school	Private Pre-schools
Marmara	İstanbul	6 staff	30 staff	90 staff	15 staff
Ege	İzmir	6 staff	20 staff	20 staff	8 staff
Akdeniz	Kahramanmaraş	4 staff	15 staff	15 staff	-
İç Anadolu	Ankara	6 staff	30 staff	40 staff	6 staff
Karadeniz	Samsun	5 staff	25 staff	15 staff	4 staff
	Zonguldak	5 staff	15 staff	15 staff	
Doğu Anadolu	Ağrı	4 staff	10 staff	10 staff	1 staff
	Erzurum	5 staff	20 staff	16 staff	-
Güneydoğu Anadolu	Siirt	4 staff	10 staff	10 staff	1 staff
	Gaziantep	5 staff	25 staff	15 staff	5 staff
TOTAL		50 staff	200 staff	210 staff	40 staff

- **Training will be provided by the teacher trainers in the pilot provinces.**

<p>4.6 Organize School Without Barriers Model informing meetings with participation of about a total of 1000 administrators, teachers, students, parents, and NGOs in pilot provinces. Pilot Provinces: İstanbul, İzmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt, Gaziantep * Totally 30 teacher trainers will be trained on School Without Barriers Model * These teacher trainers will inform 100 administrators, teachers, students, parents, and NGO's in each pilot province.</p>	
<p>4.7. Pilot implementation of “School Without Barriers Model” in pilot provinces</p>	
<p>4.8. Prepare, duplicate and distribute “School Without Barriers Model” guide books/e-books</p>	
<p>Result 5. Necessary materials and equipment support provided to the schools and institutions in pilot provinces.</p>	
<p>5.1. Procure and deliver materials and equipment to schools implementing the School Without Barriers Model based on Needs Analysis Report. (20 schools in shanty (gecekondu) areas of 10 pilot provinces) (*) Estimated Costs of equipment and materials are as follows: Procurement for 10 pilot primary schools 10 x 49,900 = € 499,000 Procurement for 10 pilot pre-schools 10 x 23,050= €230,500</p>	<p>Supply Contract EU Contribution %75, National Contribution %25 MoNE Budget General Total = € 1,000,000</p>
<p>5.2. Procure psychological measurement tools for the GRCs based on Needs Analysis Report. (80 GRCs) (*) Estimated Costs of are as follows: Procurement of 3 sets of educational assessment and diagnosis tools = €270,000</p>	<p>MoNE Budget General Total = € 1,000,000</p>
<p>Result 6. Quality of educational diagnosis and assessment services in GRCs improved. *This activity will be realized through GRCs of 28 provinces. These Provinces are: İstanbul, Bursa, Tekirdağ, Kocaeli, İzmir, Manisa, Afyonkarahisar, Denizli, Adana, Antalya, Isparta, K.Maraş, Ankara, Eskişehir, Konya, Kayseri, Samsun, Trabzon, Tokat, Zonguldak, Erzurum, Malatya, Van, Ağrı, Diyarbakır, Gaziantep, Şanlıurfa, Siirt *Out of these 28 provinces 10 pilot provinces will be coordinator provinces in the implementation of the studies *Cooperation will be provided with the NGOs such as Turkish Association of Psychological Counseling and Guidance and the Turkish Psychologists Association in all stages of the implementations.</p>	<p>Service Contract</p>
<p>6.1. Translate and adapt the psychological measurement tools</p>	
<p>6.2. Prepare and duplicate guidelines, record forms, and test sets for trial implementations</p>	
<p>6.3. Organize a training for about 30 guidance teachers to train those who will carry out trial implementations of psychological measurement tools</p>	
<p>6.4 .Train approximately a total of 90 guidance teachers to conduct trial implementations of psychological measurement tools</p>	

6.5. Trial implementation of psychological measurement tools	
6.6 Analyze of trial implementation	
6.7 Prepare and duplicate record forms, guidelines and test sets for sampling implementation	
6.8.Organize a training program for approximately 300 guidance teachers for sampling implementation of psychological measurement tools	
6.9. Pilot implementation of psychological measurement tools	
6.10 Analyze of pilot implementation of psychological measurement tools	
6.11 Prepare, duplicate and distribute final versions of guidelines, registration forms, test materials and study reports	
6.12.Prepare in-service training materials on psychological measurement tools	
6.13 Train approximately a total of 90 teacher trainers on the use of psychological measurement tools.	
6.14 Train approximately a total of 90 guidance teachers, first group appliers of the psychological measurement tools in GRCs.	
Result 7. Quality of work and vocational training for the disabled individuals improved	
7.1. Conduct study visits to examine vocational training of the disabled to two European countries. A total of 20 participants from MoNE	
7.2.Organize a workshop for determining current situation and recommendations with active participation of MoNE, NGOs, universities, municipalities, local administrations representatives (40 Participants)	
7.3 Organize a commission study to examine the vocational education programs and prepare manual/e-manual for guidance teachers	
7.4. Organize informing meetings on vocational education for teachers, inspectors, administrators, representatives of NGOs, employers and private sector in pilot provinces. Pilot Provinces: İstanbul, İzmir, Kahramanmaraş, Ankara, Samsun, Zonguldak, Ağrı, Erzurum, Siirt, Gaziantep * The teacher trainers will inform 200 administrators, teachers, students, parents, and NGO's in each pilot province.	

3.5 Conditionality and sequencing:

	YEAR 1				YEAR 2				YEAR 3			
	1 Q	2 Q	3 Q	4 Q	5 Q	6 Q.	7 Q	8 Q	9 Q	10 Q	11 Q	12 Q
Result 1: Policy recommendation on inclusive special education developed												
1.1 Organize a Workshop on Comparing Legislation in Turkey on inclusion activities with those in EU countries with active participation of relevant public institutions, NGOs, universities.												
1.2 Organize a Workshop on evaluation of EU Acquis Communautaire and compare existing legislation and implementations on inclusion in Turkey with those in EU countries and on strategy development with active participation of relevant public institutions, NGOs, universities etc.												
1.3. Prepare final strategy report with the Stakeholders.												
1.4. Result Report for the Closing and Evaluation Meeting to be held with the participation of relevant stakeholders with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations.												
Result 2 Awareness for inclusion of the disabled in the society increased												
2.1. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations.												
2.2. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society for the provincial team for pilot implementation with active participation of relevant public institutions, NGOs, universities.												
2.3 Print and distribute materials such as movies, brochures,												

CDs, handbooks etc. on special needs education, equal opportunities and inclusion.																								
2.4. Organize informing meeting on early access of the disabled individuals to education, their rights and the related legislation for occupational staff such as teachers, inspectors, doctors, nurses, imam, muhtar etc. and parents with active participation of relevant public institutions, NGOs.																								
Result 3. Professional qualifications of teachers on special needs education increased in pilot provinces.																								
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CONDITIONALITIES (ASSUMPTIONS)

A pre-condition for Project implementation “The tender for this project can be launched on the condition that, by submitting a formal Declaration of Assurance, showing that the beneficiary has sufficient staff in a list for technical implementation and monitoring of the contract(s).”

It is assumed that during project implementation there is a continued political commitment in both the EU and Turkey to European integration. As regards the transposition, implementation and enforcement of relevant *acquis communautaire*, it is assumed that possible changes at political level will not interfere with capacities built and organisational improvements achieved under the project.

It is assumed that all Turkish parties involved (relevant public institutions, politicians, NGO’s, universities, schools and others) are willing to co-operate in the framework of the project, and will make available (human) resources in order to fully support the project’s activities. More specifically, a leading role is expected from the Turkish Ministry of National Education (MoNE), being primarily responsible for the policymaking in the area of special education and for the monitoring of the implementation in practice.

It is assumed that the government of Turkey will make available sufficient national resources in order to ensure the sustainability of the project’s results. In this case sustainability means the continuing training of all relevant staff working with handicapped children, through disseminating the information that was given to the selected groups of people through the project to other provinces and other schools, Guidance and Research Centers, et cetera.

It is assumed that the trainees are open to professional discussions to raise the care of the individuals in Turkey with special needs

It is assumed that Turkish professionals are willing to implement policy guidelines in line with the European policy documents

It’s assumed that MoNE will be willing to implement the inclusion policy in the area of special education

It’s assumed that MoNE will assign sufficient specialized personnel, starting and finalize the project in the prescribed time and provide best coordination of project activities.

It’s assumed that new regulatory arrangements will be approved by top-level officials of related institutions.

3.6 Linked activities

The Second Phase of the Basic Education Project (BEP II) – USD 8,7 million

The Second Phase of the Basic Education Project aimed at addressing educational needs by continuing the efforts to expand basic education school capacity, to improve the quality of basic education, and to make rural schools and schools in low-income areas around large cities (*gecekondu* areas) more attractive to the populations they are meant to serve and at improving preschool education and special needs education which are the integral parts of education system.

Under this scope, additional facilities and renovations for special needs education schools were completed, and necessary educational materials and equipments were provided to these schools under this Project. Additionally, special needs education formatters were trained and necessary trainings on special needs education were provided to administrators, inspectors and teachers.

SBEP (Support to Basic Education Project) – EUR 100 million

This Project was implemented between 2002 and 2007. One of the project components was Quality in Education. Under this component, in-service trainings were organized for guidance teachers from 81 provinces on training of individuals with attention deficit and hyperactivity disorder. Additionally necessary activities for the preparation of a handbook on evaluation of students with language and speech disorders and decision making process were completed under SBEP.

EU Matra Pre-accession Projects Programme – € 400,000

Under the EU Matra Pre-accession Projects Programme, the MONE has implemented “Strengthening the Turkish primary education system for handicapped children, in line with European requirements for quality of education and equal opportunities” with the Government of Holland. Raising the awareness of the public, material development, procurement of required materials and equipments and teacher training based activities are the core objectives of this Project

Strengthening the Vocational Education and Training System in Turkey- EUR 58.2 million

The project aims at strengthening Turkey's VET system rather than imposing an alien structure. Turkey's international trade, its political ambitions for joining the EU, and its promotion of domestic and international investments give the project an urgent international dimension. This also implies that Turkey has to harness all its economic resources, and also that a degree of decentralisation is inevitable since much of its industrial and economic activities are regionally based.

Promoting Full Participation of Children With Autism in the Society, by Improvement of Physical Independence and Mobility Through Education

(NGO Grant Facility A2 Enhancement of Social Inclusion of People With Disabilities
Contract No TR.0501.02/A2/067) – EUR 94.033

The overall objective of the Project is to promote full participation of the children with autism in the society by improvement of their physical independence and mobility through education. Specific objective is to provide special education teachers and counselors of guidance & research centers with special training regarding children with autism for enhancing their participation in the society.

The Project is implemented by TOHUM Autism Foundation in cooperation with BOÇED-NGO-Bursa (Autistic Children Education Association), ADO-DER–NGO-Adana (Adana Autism Association), the Turkish Ministry of Health and the Turkish Ministry of National Education.

60 Special Education Teachers will be trained and specialized in the field of children with autism. The counselors of total 90 Guidance & Research Centers in 5 provinces will be trained and specialized in using diagnostic devices for autistic children. In 5 pilot provinces in Turkey, the number of personnel specialized in education of autistic children will be increased. Thus, autistic children will gain their independency and mobility, and will be able to participate full in the society through proper education and training.

In this Project, Guidance & Research Center staff and the teachers working in training centers for children with autism have been trained in inservice training. These trainings continue also during 2007-2008 school year.

Within the activities of the Strengthening the Special Education Project, it's possible to cooperate with such NGO's and to benefit from the teachers gained experience in special education.

Turkey Without Barriers Project– Local Resources

Main purpose of the Project being implemented by Turkey Prime Ministry Administration on Disabled People is to inform the public and local administrators and related NGOs on the disabled legislation, to remove the problems occurring in the implementation, and to create awareness and sensitivity about the disability in the society through conferences and media. It is aimed at informing 8.5 million disabled individuals and their families on disability in 81 provinces. These activities are being implemented in coordination with The Turkish Ministry of National Education, in addition to other parties.

Coordination with above Project being implemented since April 2007 can be provided in the activity of the SSEP related with awareness raising in the society on inclusion.

There is no duplication and overlap with other projects or donor activities in Turkey.

3.7 Lessons learned

Financing of the Support to Basic Education Program (SBEP) has been provided as a grant from EU Mediterranean Fund (MEDA) in total. SBEP is a five year program which has been signed by/between the Government of Turkey and the European Commission on February 8, 2000 and put into implementation on September 11, 2002. Under the Support to Basic Education Program, activities for individuals with lack of attention and hyperactivity disorder and those with language and speaking disorders and autism were implemented. Totally 110 guidance teachers were trained on lack of attention and hyperactivity disorder under this Project.

It was observed that training of guidance teachers working at Guidance & Research Centers in this project was beneficial in educational assessment and identification of these children. However, it was noticed that class and branch teachers who are interact with disabled students in the classroom, school personnel and parents should be involved in these trainings.

With the financing of the Second Phase of the Basic Education Project the following activities were implemented for those in need of special needs education;

- *Construction and equipment of additional facilities for 20 special needs education schools (with 8 classrooms for each),*
- *Renovations of 40 special needs education schools,*
- *Installation of ICT Classes in 70 special needs education schools,*
- *Procurement of PCs and printers for 40 Basic Education Schools in Hospitals,*

- *Procurement of 65 Group Hearing Devices,*
- *Procurement of 900 Braille typewriters for the Blind,*
- *1340 special needs education set,*
- *Training of 100 teachers as he special needs education formatters,*
- *In-service training of 6350 administrators, inspectors and teachers on special needs education.*

It is seen that the materials supplied contributes to the education of children with special need. It is concluded that utilization of these materials in inclusive settings would increase the quality of education.

Under the scope of the EU Matra Pre-accession Projects Programme the main objective of which was to improve the quality of special primary education for children with visual impairments, mental difficulties and specific language impairments in Turkey, in line with the European requirements for quality of education and the principle of equal opportunities for the handicapped, guidance and special needs education teachers were provided with two seminars. Activities for awareness of stakeholders and training of parents on special needs education were also completed under this Programme.

MoNE ensured that national and local organizations of the project activities were held in time and productively. It coordinated all the works required effectively in accordance with the project responsibilities. Project experiences of the individuals in the project teams in the pilot provinces were increased. They had the opportunity to see how an international specialist team works. The experiences gained by the pilot provinces can be beneficial in the implementation of the Project. When considering the Project budget, combination of different disability themes into one broader project caused to some limitations to reach the target group.

Strengthening the Vocational Education and Training System in Turkey The curriculum development work is conducted in line with ISCED 97 education classification system. During the continued development work, further adjustments were made and the future VET will comprise 42 job groups. Vocational education modules developed in Strengthening the Vocational Education and Training Project can be used by considering the interests, abilities and needs of individuals with special education needs.

Despite enormous progress obtained at the end of these projects, there is still a need to continue other activities and projects on this field for a more effective and sufficient services by taking into account the need for special education in Turkey.

These projects above-mentioned serve for different purposes. These projects are closely affiliated with this Project proposal. Under this proposed project, all activities and projects before implemented will be taken into account and an integrative approach will be followed for the achievement of the Project.

4. Indicative Budget (amounts in million €)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Technical Assistance	X		6,00	6,00	5,40	90	0,60	10	0,60	-	-	-	-
Supply Contract		X	1,00	1,00	0,75	75	0,25	25	0,25	-	-	-	-
TOTAL IB			6,00	6,00	5,40	90							
TOTAL INV			1,00	1,00	0,75	75							
TOTAL PROJECT			7,00	7,00	6,15	87,8	0,85		0,85	-	-	-	-

NOTE: DO NOT MIX IB AND INV IN THE SAME ACTIVITY ROW. USE SEPARATE ROW

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

(2) Expressed in % of the **Public** Expenditure (column (b))

(3) Expressed in % of the **Total** Expenditure (column (a))

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Contract Completion
Service Contract	QR1 2009	QR4 2009	QR4 2011
Supply Contract	QR1 2009	QR3 2009	QR4 2010

Duration of the project: 36 months

All projects should in principle be ready for tendering in the 1ST Quarter following the signature of the FA

(36 months are required in order to complete the Project in particular this duration is necessary to make adaptation studies for psychological assessment and diagnosis tools including purchasing, adapting, trials, sampling, statistical analysis and teacher trainers training etc.)

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity: Equal participation of women and men will be ensured in the design of projects and access to the opportunities they offer. One of the objectives of the project in the field of training and employment is to guarantee equal opportunities. The principle of ensuring equal access to services for men and women will be established as one of the main criteria in the selection of beneficiaries of the project. All persons irrespective of gender enjoy equal opportunities when applying for training or work.

6.2 Environment: The project does not foresee new construction works therefore the operation will have no impact on the environment. The project will take care of environmental safety in all activities.

6.3 Minority and vulnerable groups: This project has no negative impact on minority or vulnerable groups. According to the Turkish Constitutional System, the word minority encompasses only groups of persons defined and recognized as such on the basis of multilateral or bilateral instruments to which Turkey is a party.

ANNEX 1: Logical framework matrix in standard format

STRENGTHENING SPECIAL EDUCATION PROJECT (SSEP)		Programme name and number	
Ref. No: 43		Contracting period expires 2 years after the signature of the Financing Agreement	Disbursement period expires in 3 years following the end date for contracting.
		Total Budget: € 7.000.000	IPA Budget: €6.150.000
		Service Contract: € 6.000.000 (Including activities € 2.606.500 and man/days: € 3.393.500) Supply Contract: : € 1.000.000	
Overall objective	Objectively Verifiable Indicators	Sources of Verification	

<p>To contribute to social inclusion of the disabled individuals within disadvantaged groups by improving the special education services in Turkey.</p>	<p>Increased rate of disabled individuals' access to education</p> <p>Increased number of disabled students who continue mainstreaming education</p> <p>Increased number of early identified disabled individuals</p> <p>Increased number of disabled benefited from vocational education</p>	<p>TURKSTAT data</p> <p>Prime Minister Administration for Disabled People data</p> <p>Guidance and Research Centers Module data</p> <p>MoNE statistics</p> <p>MoLSS/İŞKUR data</p>	
<p>Project purpose</p>	<p>Objectively Verifiable Indicators</p>	<p>Sources of Verification</p>	<p>Assumptions</p>
<p>To increase opportunities and to improve the learning environments for disabled individuals within disadvantaged groups for the purpose of their access to education and inclusion in society through campaigns, in-service trainings, psychological assessment and diagnostic tests, equipment and educational materials support with the active participation and support of NGOs, local public institutions, municipalities, and private sector organizations.</p> <p>In a wider context the project will contribute to the concept of "Education for All" through including the disabled individuals in regular schools.</p>	<p>Regulatory arrangements in special education</p> <p>Number of people participated in awareness raising conferences and seminars organized for disabled individuals (numbers to be identified according to the needs analysis)</p> <p>Number of inspectors, school principals and teachers trained in special education area through in-service trainings (numbers to be</p>	<p>Project monitoring and evaluation reports</p> <p>TURKSTAT data</p> <p>Prime Minister Administration for Disabled People data</p> <p>Guidance and Research Centers Module data</p> <p>MoNE statistics</p> <p>MoLSS/İŞKUR data</p>	<p><u>A precondition for Project implementation "The tender for this project can be launched on the condition that, by submitting a formal Declaration of Assurance, showing that the beneficiary has sufficient staff in a list for technical implementation and monitoring of the contract(s)."</u></p> <p>Effective collaboration and communication between related parties (Departments of Ministries, politicians, NGOs, universities, schools)</p>

<p>through early intervention.</p>	<p>identified according to the needs analysis)</p> <p>20 schools in 10 provinces piloted “School Without Barriers”</p> <p>The materials and equipment to be provided 20 schools</p> <p>Increased number of activities between disabled students and non-disabled students</p> <p>Increased number of disabled students trained together with their non-disabled peers</p> <p>Increased number of psychological testing tools used in educational evaluation and identification</p> <p>Increased number of disabled benefited from vocational education</p>	<p>Ministry Reports NGOs’ Reports</p> <p>List of participants and activity reports from training activities and seminars</p> <p>Protocols between institutions</p> <p>Certificates of Training and Participation</p> <p>Guidelines and record forms of psychological testing tools</p>	<p>to implement the project</p> <p>Provision of necessary resources by project stakeholders and partners to fully support project activities</p> <p>MoNE’s implementing an inclusion policy in the area of special education</p> <p>Assigning sufficient specialized personnel</p> <p>Starting and finalizing the project in the prescribed time</p> <p>Best coordination of project activities</p> <p>Support of Turkish Government to the sustainability of the project</p>
<p>Results</p>	<p>Objectively Verifiable Indicators</p>	<p>Sources of Verification</p>	<p>Assumptions</p>

<p>1. Policy recommendation on inclusive special education developed.</p>	<p>Results Report of the Workshop on Comparing Legislation in Turkey on inclusion activities with those in EU countries with active participation of relevant public institutions, NGOs, universities etc. (about 50 participants).</p> <p>Results Report of the Workshop on evaluation of EU Acquis Communautaire and compare existing legislation and implementations on inclusion in Turkey with those in EU countries and on strategy development with active participation of relevant public institutions, NGOs, universities etc. (60 participants).</p> <p>Final strategy report prepared with active participation of relevant public institutions, NGOs, universities etc.</p> <p>Result Report for the Closing and Evaluation Meeting held with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations (about 350 participants)</p>	<p>Workshop Reports</p> <p>Strategy Report</p> <p><u>Final Strategic Report</u></p> <p>Ministry Reports</p> <p>NGOs' Reports</p>	<p>Effective collaboration between related institutions</p> <p>Approval of new regulatory arrangements by top-level officials of related institutions</p> <p>Assigning sufficient specialized personnel</p> <p>Best coordination of project activities</p> <p>Starting and finalizing the project in the prescribed time</p> <p>Use of existing communication means to raise awareness of the community on special education</p> <p>Provision of necessary resources by project stakeholders and partners to fully support project activities</p>
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<p>2. Awareness for inclusion of the disabled in the society increased</p>	<p>Protocols with the partners</p> <p>Project Action Plan prepared with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities, municipalities, local administrations (about 120 participants).</p> <p>Pilot Province Action Plan prepared with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities (about 200 participants).</p> <p>The numbers of occupational staff such as teachers, inspectors, doctors, nurses, <i>imam</i>, <i>muhtar</i> etc. and parents participated in the meetings early access of the disabled individuals to education, their rights and on related legislation with active participation of relevant public institutions, NGOs (about 15.000 individuals reached in 10 pilot provinces)</p> <p>Materials such as movies, brochures, CDs, handbooks etc. on special needs education, equal</p>	<p>Protocols between institutions</p> <p>Records of broadcasted programs</p> <p>Certificates of Training and Participation</p> <p>Brochures, CDs, films, posters (numbers to be identified during the project)</p> <p>Conference and seminar reports</p> <p>Activity Plan on the inclusion of disabled individuals with the community</p> <p>Provincial Activity Plan on the inclusion of disabled individuals with the community</p> <p>Ministry Reports</p> <p>NGOs' Reports</p>	
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<p>3. Professional qualifications of teachers on special needs education increased.</p>	<p>Current situation analysis report</p> <p>Teacher Guide Books/e-books on special needs education with active participation of relevant public institutions, NGOs. (about 10 manuals)</p> <p>Certificates given to teachers participated in in-service trainings on special needs education in pilot provinces with active participation of relevant public institutions, NGOs (about 1000 teachers).</p>	<p>Training reports and materials</p> <p>10 Teacher Manuals</p> <p>End of training evaluation reports</p> <p>Certificates of Training</p> <p>Ministry Reports</p> <p>NGOs' Reports</p>	
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<p>4. “School Without Barriers Model” designed appropriate to the learning needs and characteristics of each individual implemented in pilot provinces.</p>	<p>Study visits to 2 European countries (about 20 participants)</p> <p>Study visits reports</p> <p>A workshop with active participation of relevant public institutions, NGOs (about 40 participants)</p> <p>Commission study to establish the standards and guidelines of the School Without Barriers Model with active participation of relevant public institutions, NGOs.</p> <p>Training Certificates given to teacher trainers in pilot provinces for the School Without Barriers Model (about 30 teacher trainers)</p> <p>Training of teaching and support staff from pilot schools in pilot provinces (about 500 teaching and support staff).</p> <p>School Without Barriers Model Informing meetings with participation of administrators, teachers, students, parents, and NGO’s, in pilot provinces (about 1000 participants).</p> <p>Final version of School Without Barriers Model Implementation</p>	<p>Study visits’ reports</p> <p>Draft manual of School Without Barriers Model Implementation</p> <p>School Without Barriers Model Implementation Directive</p> <p>Ministry Reports</p> <p>NGOs’ Reports</p> <p>Certificates of Training</p> <p>Informing meetings reports</p> <p>School Without Barriers Model Implementation Manual</p> <p>School Without Barriers Model monitoring and evaluation report</p>	
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<p>5. Necessary materials and equipment support provided to the schools and institutions in pilot provinces.</p>	<p>Materials and equipment provided to schools implementing the School Without Barriers Model based on Needs Analysis Report. (20 schools in 10 pilot provinces)</p> <p>Psychological measurement tools procured for the guidance and research centers (GRCs) based on Needs Analysis Report. (80 GRCs)</p>	<p>Contract Documents</p> <p>Tender Documents</p> <p>Technical Specifications</p> <p>Psychological Testing Tools</p>	
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<p>6. Quality of educational diagnosis and assessment services in GRCs improved.</p>	<p>Training Certificates given to guidance teachers to train those who will carry out trial implementations (about 30 guidance teachers)</p> <p>Training Certificates given to guidance teachers to conduct trial implementations of psychological measurement tools (90 guidance teachers)</p> <p>Training Certificates given to guidance teachers to conduct sampling implementations of psychological measurement tools (300 guidance teachers).</p> <p>Increase on the psychological measurement tools appropriate for the conditions in Turkey</p> <p>Training Certificates given to teacher trainers on the use of psychological measurement tools (90 teacher trainers).</p> <p>Approximately 60.000 Record/Information forms, 2.000 Guidelines, 1.000 handbooks, 1.000 work-books and 500 test sets on psychological measurement tools</p> <p>Training Certificates given to</p>	<p>Record Forms of Psychological Testing Tools</p> <p>Psychological Testing Tools Implementation Manual</p> <p>Psychological Testing Tools Study Reports</p> <p>Training reports and materials</p> <p>End of training evaluation reports</p> <p>Certificates of Training and Participation</p> <p>Contracts</p> <p>Ministry Reports</p> <p>NGOs' Reports</p>	
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<p>7. Quality of work and vocational training for the disabled individuals improved</p>	<p>Study visits to 2 European countries (about 20 participants)</p> <p>Study visits reports</p> <p>Workshop report (about 40 participants from relevant public institutions, NGOs and private sector organizations)</p> <p>Identified vocational education programs with active participation of relevant public institutions, NGOs, universities, municipalities, local administrations.</p> <p>Vocational Education Program Manuals</p> <p>Informing meeting report with active participation of relevant public institutions, NGOs.</p>	<p>Study visit reports</p> <p>Workshop Report</p> <p>Manuals</p> <p>Meeting reports</p> <p>Ministry Reports</p> <p>NGOs' Reports</p>	
<p>Activities</p>	<p>Means</p> <p>Supply Contract:</p> <p>Service Contract:</p>	<p>Cost</p> <p>€ 1.000.000</p> <p>€ 6.000.000</p>	<p>Assumptions</p>
<p>Result 1: Policy recommendation on inclusive special education developed</p> <p>1.1. Organize a Workshop on Comparing Legislation in Turkey on inclusion activities with those in EU countries with</p>	<p>Service Contract</p> <p>Working group</p>	<p>€ 630.949</p>	<ul style="list-style-type: none"> • Effective collaboration between related institutions • Assigned personnel are sufficient • Active involvement of

<p>active participation of relevant public institutions, NGOs, universities.</p> <p>1.2 Organize a Workshop on evaluation of EU Acquis Communautaire and compare existing legislation and implementations on inclusion in Turkey with those in EU countries and on strategy development with active participation of relevant public institutions, NGOs, universities etc.</p> <p>1.3. Prepare final strategy report with the Stakeholders.</p> <p>1.4. Result Report for the Closing and Evaluation Meeting to be held with the participation of relevant stakeholders with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations.</p>			related institutions
<p>Result 2 Awareness for inclusion of the disabled in the society increased</p> <p>2.1. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society with active participation of relevant public institutions, NGOs, universities, municipalities and local administrations.</p>	<p>Service Contract</p> <p>Working group</p>	€ 824.502	

<p>2.2. Organize a workshop to prepare Project Action Plan with the aim of creating awareness for the inclusion of the disabled in the society for the provincial team for pilot implementation with active participation of relevant public institutions, NGOs, universities.</p> <p>2.3 Print and distribute materials such as movies, brochures, CDs, handbooks etc. on special needs education, equal opportunities and inclusion.</p> <p>2.4. Organize informing meeting on early access of the disabled individuals to education, their rights and the related legislation for occupational staff such as teachers, inspectors, doctors, nurses, imam, muhtar etc. and parents with active participation of relevant public institutions, NGOs.</p>			
<p>Result 3. Professional qualifications of teachers on special needs education increased in pilot provinces.</p> <p>3.1 Analyze current training needs of teachers for special education area .</p> <p>3.2 Prepare teacher guide books/e-books on special needs area with active participation of relevant public institutions, NGOs .</p> <p>3.3 Publish and distribute teacher guide book/e-book on special needs area.</p>	Service Contract	€ 814.203	

3.4.Train teachers on special needs education area			
<p>Result 4. “School Without Barriers Model” designed for the learning needs and characteristics of each individual implemented in pilot provinces</p> <p>4.1.Organize two study visits to analyse abroad “School Without Barriers Model” systems. A total of 20 participants from MoNE</p> <p>4.2. Organize a workshop for School Without Barriers Model with active participation of relevant public institutions, NGOs.</p> <p>4.3. Organize a commission study to establish the standards and guidelines of the School Without Barriers Model with active participation of relevant public institutions, NGOs</p> <p>4.4 Train about 30 teacher trainers from pilot provinces for the School Without Barriers Model.</p> <p>4.5 Train about a total of 500 teaching and support staff from pilot schools in pilot provinces.</p> <p>4.6 Organize School Without Barriers Model informing meetings with participation of about a total of 1000 administrators, teachers, students, parents, and NGOs in pilot provinces.</p>	Service Contract	€ 858.508	

<p>4.7. Pilot implementation of “School Without Barriers Model” in pilot provinces</p> <p>4.8. Prepare, duplicate and distribute “School Without Barriers Model” guide books/e-books</p>			
<p>Result 5. Necessary materials and equipment support provided to the schools and institutions in pilot provinces.</p> <p>5.1. Procure and deliver materials and equipment to schools implementing the School Without Barriers Model based on Needs Analysis Report. (20 schools in shanty (gecekondu) areas of 10 pilot provinces)</p> <p>5.2. Procure psychological measurement tools for the GRCs based on Needs Analysis Report. (80 GRCs)</p>	<p>Supply Contract</p>	<p>€ 1.000.000</p>	
<p>Result 6. Quality of educational diagnosis and assessment services in GRCs improved.</p> <p>6.1. Translate and adapt of the psychological measurement tools</p> <p>6.2. Prepare and duplicate guidelines, record forms, and test sets for trial implementations</p> <p>6.3. Organize a training for about 30 guidance teachers to train those who will carry out trial implementations of psychological measurement tools</p> <p>6.4 .Train approximately a total of 90</p>	<p>Service Contract</p>	<p>€ 2.103.355</p>	

<p>guidance teachers to conduct trial implementations of psychological measurement tools</p> <p>6.5. Trial implementation of psychological measurement tools</p> <p>6.6 Analyze of trial implementation</p> <p>6.7 Prepare and duplicate record forms, guidelines and test sets for sampling implementation</p> <p>6.8. Organize a training program for approximately 300 guidance teachers for sampling implementation of psychological measurement tools</p> <p>6.9. Pilot implementation of psychological measurement tools</p> <p>6.10 Analyze of pilot implementation of psychological measurement tools</p> <p>6.11 Prepare, duplicate and distribute final versions of guidelines, registration forms, test materials and study reports</p> <p>6.12. Prepare in-service training materials on psychological measurement tools</p> <p>6.13 Train approximately a total of 90 teacher trainers on the use of psychological measurement tools.</p> <p>6.14 Train approximately a total of 90 guidance teachers, first group applicers of the psychological measurement tools in GRCs.</p>			
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<p>Result 7. Quality of work and vocational training for the disabled individuals improved</p> <p>7.1. Conduct study visits to examine vocational training of the disabled to two European countries. A total of 20 participants from MoNE</p> <p>7.2. Organize a workshop for determining current situation and recommendations with active participation of MoNE, NGOs, universities, municipalities, local administrations representatives (40 Participants)</p> <p>7.3 Organize a commission study to examine the vocational education programs and prepare manual/e-manual for guidance teachers</p> <p>7.4. Organize informing meetings on vocational education for teachers, inspectors, administrators, representatives of NGOs, employers and private sector in pilot provinces.</p>	<p>Service Contract</p> <p>Working group</p>	<p>€ 768.483</p>	
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